1) 1- Language is systematic .2- Language is a set of arbitrary symbols. 3- Those symbols are primarily vocal, but may also be visual. 4- The symbols have conventionalized meanings to which they refer 5- Language is used for communication. 6- Language operates in a speech community or culture. 7- Language is essentially human, although possibly not limited to humans. 8- Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

- **A number of definitions of language**

- Language applied.

2) While the general definitions of language, learning, and teaching offered above might meet with the approval of ----------------------------, points of disagreement become apparent after a little probing of the components of each definition

- most people

- **most linguists, psychologists, and educators.**

3) For example, is language primarily a "system of formal units" or a "means for social interaction"? Or for better retention, should a teacher emerge from-------------, usually over the extent to which one viewpoint or another should receive primacy·

- **equally knowledgeable scholars.**

- not equally knowledgeable scholars

4) all the possible disagreements among applied linguists and SLA researchers, some historical patterns emerge that highlight trends and fashions in the study of second language acquisition. These trends will be described here in the form of----------------primarily in the fields of linguistics and psychology—that follow somewhat historically

- tow different schools of thought

- **three different schools of thought.**

5) Structural Linguistics and Behavioral Psychology In the 1940s and 1951s, the structural, or descriptive, school of linguistics, with its advocates—Leonard Bloomfield, Edward Sapir, Charles Hockett, Charles Fries, and others—prided itself in a rigorous application --------------------of human languages.

- **of scientific observations .**

- of phsycholostic observations

6) Only "publicly observable responses" could be subject to investigation. The linguist's task, according to------------, was to describe human languages .And to identify the structural characteristics of those languages. An important axiom of structural linguistics was that languages can differ from each other without limit, and that no preconceptions could apply across languages

- the characteristics

- **the structuralist.**

7) Of further importance to the structural or descriptive linguist was the notion that language could be dismantled into --------------- and that these units could be described scientifically, contrasted, and added up again to form the whole.

- **small pieces or units.**

- large pieces or units

- not there

8) Among psychologists a behavioral paradigm. also focus on ----------—those that can be objectively perceived, recorded, and measured. The scientific method was rigorously adhered to, and therefore such concepts as consciousness and intuition were regarded as mentalistic, illegitimate domains of inquiry.

- **publicly observable responses.**

- a behavioral paradigm.

9) Typical---------- models were classical and operant conditioning, rote verbal learning, instrumental learning, discrimination learning, and other empirical approaches to studying human behavior.

- limited to particular material

- **behavioral.**

10) You may be familiar with the classical experiments with ------------; these too typify the position that organisms can be conditioned to respond in desired ways, given the correct degree and scheduling of reinforcemen

- jim dog and solviar's boxes

- **. Pavlov's dog and Skinner's boxes**

11) Generative Linguistics and Cognitive Psychology In the decade of the 1960s,

generative transformational linguistics emerged through the influence of --------------and a number of his followers. Chomsky was trying to show that human language cannot be scrutinized simply in terms of observable stimuli and responses or the volumes of raw data gathered by field linguists

- **Noam Chomsky .**

- Henry don

12) The generative linguist was interested not only in describing language (achieving the level of descriptive adequacy) but also in arriving at an explanatory level of adequacy in the study of language, that is, a "principled basis, independent of any particular language, for the selection of the descriptively adequate grammar of each language" (Chomsky

- across

- **arriving.**

13) Similarly, cognitive psychologists asserted that meaning, understanding and knowing were significant data for psychological study. Instead of focusing rather--------------- on stimulus-response connections, cognitivists tried to discover psychological principles of organization and functioning

- **mechanistically.**

- psychological.