1. For my research project I chose to research second language acquisition. I chose this topic because it is both relevant to our class as well as life abroad as an American student. This semester in Psychology of Language and the Mind we discussed many aspects of human language including where it comes from and how we as humans develop language. These subjects and questions led me to think about how language is relevant in my life right now. Aside from being my means of communication, thinking, and everything in between it is also a sort of barrier living in the Czech Republic, a country whose native language I do not speak. I can only speak English fluently, and despite years of schooling in Spanish I still an not fluent, however every European student at Anglo American University can speak their native language, English, and in some cases more languages. This difference in ability led me to think, why is it some people learn languages easier than others?

2. This research project aimed to focus on the application of recursion in English. Specifically, it compared the abilities of bilinguals and monolinguals when tasked with syntactically modifying a simple sentence. The main piece of primary data for this research project was a completion task in which participants modified a simple sentence in English using additional components given to them. I then analysed these results, looking for patterns related to the specific languages spoken. My thesis when designing this study is outlined below:

I predict that we will find interference from the first language of the bilingual speakers resulting in syntactic transference from their native language to English, meaning they apply recursion differently than to the monolingual English speakers.

3. What happens with the children of immigrants who get to a new country where a different language than their mother tongue is spoken (thus having to learn a new language in order for them to get in school and have the same opportunities as their schoolmates)?. I would focus on kids between 6 and 12 years old in Spain who came from African or Middle East countries. My aim would be to identify to which degree these students have acquired the second language when they leave primary education and get into high school, and if they are on their way to become functional bilinguals.

4. Students spend years at school learning one or even two foreign languages. But, as I know from experience, too many of them are eventually not able to speak nor to understand these languages. Could these years of learning be more beneficial ? Intercomprehension offers interesting perspectives. One of the fundamental features of language is to be a mode of communication. Intercomprehension does not teach you how to speak a specific foreign language, but to understand a full range of languages which belong to the same group, and to be understood when speaking your native language. In other words, instead of mastering – or not – the knowledge of a given language, students develop capacities to understand a group of languages while still speaking their own, enabling them to communicate efficiently with foreigners.

My paper will be about the Romance languages which descend from Latin and include among others Spanish, Italian, French, Portuguese, and Romanian. After presenting what intercomprehension is, I would like to focus on the teaching and learning methods.

5. **Language and Gender: Observing the Connections between the Grammatical Gender in a Language with Gender Inequality and Stereotyping**

6. Pokud by to nebyl problém, moje esej (kterou Vám pošlu zítra, případně ve čtvrtek ráno) se bude věnovat jinému tématu - v návaznosti na text o tom, jak jsme "programováni" skrze jazyk, a v návaznosti na několik textů o vztahu jazyka a genderu, se kterými jsem se v posledních měsících setkal, jsem se nakonec rozhodl věnovat tomu, jak se v dětské literatuře (prakticky jde především o texty knih J. K. Rowlingové) projevuje agentivnost ženských vs. mužských postav a jak to odráží reálné postavení mužů a žen ve společnosti. Metodologicky vycházím z jednoho článku a zaměřuju se na rozdíly v tom, jak se mluví o mužských vs. ženských částech těla v knihách pro děti, přičemž se to vše snažím zasadit do rámce toho, jak jsme nevědomě prostřednictvím jazyka "programováni" (jde vlastně o takový cyklus - dětská literatura odráží určité stereotypy, které existují ve společnosti - a sama tyto stereotypy podle některých výzkumů reálně pomáhá v další generaci znovuvytvářet).

7. Chidren’s imaginary friends and their role in socialization

8. Bilingualism and memory

9. Everyone who has experiences with second language learning know that there are some differences between language acquisition (LA) and language learning (LL). There are lots of issues in terms of them, but I would like to concentrate on some specific aspect of them. It is called lexical acquisition. In general, lexical acquisition is an important stage of language acquisition and language learning, because one of the basic unit of using language is a word. Even though an infant or a student who just begins to learn foreign language doesn’t know syntactical or morphological principles in a language, just one word can help him to express his opinions. Therefore, I think that lexical acquisition is the one of the critical stages in language acquisition and language learning. However, there are some different process of lexical acquisition between LA and LL. Generally, an infant acquires new lexical units without any effort or if an infant actually does some effort to acquire them, it takes relatively small amount of time and it is transferred to long-term memory automatically, so an infant uses those new lexical units in his entire life. However, a student who learns a new language needs lots of effort and times to learn new lexical units and it is easy to forget if he doesn’t use them for a long time. Therefore, I would like to compare the way of acquisition new lexical units and success rate between LA and LL.

10. **Multilingualism: The Negotiation of Split Identities in the "Third Space" of "Unhomeliness" :** Human beings are linguistic beings: language is not only used for communication and as a social marker, but is inextricably tied to the processes of identity formation, from early infancy onward. Some studies have argued that a child, while still in the womb, is capable of forming sound memories of its mother's voice. When the infant is born, he/she is not yet capable of the subject/division and acts as if it and its mother are one being. Language, identified by Jacques Lacan as a major doorway to entering the Symbolic, functions as a way for the infant to express his needs to the mother, once it realizes that the mother is her own separate person. Thus, psychoanalysts have argued that "language is the most powerful means of expressing separateness … [and that] self-identity can be very strongly rooted in the maintenance of a particular language."

11. Bilingualism and memory

12. Factors determining what we remember

13. Thinking is a crucial feature of human beings, because every individual has an ability to think. However, not everybody has the same thinking processes. People can think rationally or irrationally, fast or slow, automatically or with more effort. We can think about anything regardless of whether we want to think about it or not.

This part of our inner worlds can be associated with many important aspects of our lives, but we have to realize that we can also think about something which we cannot see or touch. We use mental processes to believe in someone or something that cannot be completely proven. We are always trying to think rationally, but with the help of our intuitions. Rationality is therefore used not only to organize certain facts and come to the rational conclusions, but also to reason about things that do not have to be true for every person. Such things are often associated with religion and religious beliefs. Belief as a mental state divides people into believers and nonbelievers. These two groups help us to look at the mental processes and language from two different perspectives.

This research paper tries to define a connection between rationality, religion, beliefs, and language. It observes the opinions of many psychologists or scientists and their views on religious innateness, functions of the brain and the mind, rational thinking processes and religious language. This project is also based on the questionnaire survey (See Appendix), which focuses mostly on the people who radically changed their beliefs and their answers should reveal the impact of religious belief on thinking, rationality, and language.

14. interpretation of religious texts – mind and social setting

15. Small talk

And many other!