**POSSIBLE TOPICS FOR STUDENT RESEARCH**

The hypothesis of critical age of learning and its alternatives

cryptophasia : language of **twins** coming into existence through socialization

 issues of developmental delay and stages

age crit for L learning – is age really the boundary? diverse perspectives

Children learning to lie – observing and interviewing them, at different ages

 Judging lying, remembering our lies

 How body reveals our lying – chi vs. adults controlling ir

Effects of the 3rd language learning in bilingual learners–factors that affect the ease of learning and learning strategies etc.

Dyslexia effect in children’s speech and phonology

Casting spells and the role of rhyme, what we remember, common vs. uncommon spells and how brain processes them

Borrowings adapted to borrowing language’s phonetics and phonology

 Being phonologically deaf to contrasts in the foreign language from which speakers borrow

Phone talk and its rituals, habits of speaking

Schizophrenia, as manifested in language; analysis of general cognitive and language cognitive skills

Words in mapping and remapping the brain (Eli Goebbels), Therapy through words

Early language acquisition of the 2nd L in Denmark and its effect on bilingualism and fluency

Comparison of sign Ls

Gender and indirectness in communication

Dyslexia among students

Words and strengthening the brain through the positive

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.

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

6. 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. **lexical acquisition** in language acquisition and language learning, LA and LL; 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.

10. **Multilingualism: The Negotiation of Split Identities in the "Third Space" of "Unhomeliness"**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

How do the Cheyenne think – linguistic space and concepts in Cheyenne indigenous American language

Being polite and paying compliments, and what it says abt cognition and cultural effect

Shaping public cognition through language usage and discourse

Drawing inferences and having the theory of mind, or lacking it in brain impairment

Identifying with social groups – motives and expression

Memory - How and what we remember: factors conducive to remembering items in lists such as time to study the list, celebrities in the list, one’s expectations and other factors etc.

What people remember from a political debate such as Clinton vs. Trump – who are those who are to recall? do they match the cultural context? relevance and other factors

Emotional connotations of the terms we share and those we borrow

Anna's imaginary friend presentation is a good start to her research topic

Hannah’s project into **code switching** in bilingual speakers, social dynamics

Jordan: Using linguistics to detect lying in observed situations: Jordan’s project was about the body **language of lying**

Lizzy: Racial slurs in the American cultural context – psychology of the community and individual, some confusion amongst our European classmates about why some of these slurs are considered racist

Cayla: Observing code-switching situations at the AAU café and post-interviews with speakers

Martin’s Pirate ship English of the 17-18th c. and the community of users

Anglophone maritime sphere since I have a feeling that my classmates' reaction suggests intermixing of two different subjects - Pirate English and Pirate Speech(Language). Judging by this outcome, I probably failed to explain the paramount significance of the Early Modern English as a dominant feature of Pirate English.

**The gender-based psycholinguistic brain mechanisms exhibited in indirectness in communication** Proceeding from findings of Cameron, Eckert and McConnell-Ginet, Griffin, and Tannen who suggest that members of male and female subgroups in binary gender system exhibit different approaches in process of deriving meaning from utterances and therefore also employ a specific communicative strategies, my research focuses on the patterns of indirect expressions in masculine and feminine communicative behavior. Based on the analysis of simulated situations and participant observation in four subject groups, this semester project elucidates the wider spectrum of factors that influence mechanisms reflected in male and female reasoning by examining the principle of relevance5 which has a fundamental impact on these inferential schemes.

**Intercomprehension of Roman Languages**

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.

SEXISM in French

Dealing with the issue of sexism in the French language, I shall be pursuing an exploration of how culture impacts verbal communication. In order to fully analyze this, the concept of gender as a social construct will be closely looked at. Amongst with that, evidence of differentiations between man and woman amongst with the buildup of the French language will be covered. I believe that this topic is extremely important for it addresses a key dimension which impacts society being the inequalities between man and woman. My expectations from this research is simply to develop a richer understanding about whether there truly is a link , and if there is so ,which I’m assuming then it is essential to analyze it in order to solve it.

How monolingual people communicate with foreign language speaking people and what are the psychological and linguistic reasons for it

 How humans disambiguate ambiguity in the language? -Based on English and Korean-