

## All Self-study Exercises

### Chapter 1

1. Match the following terms to their definitions:

1.	target language	a.	has no immediate or necessary practical application, might be used later for travel or be required for school
2.	second language	b.	the aim or goal of language learning
3.	first language	c.	an officially or societally dominant language (not speakers' L1) needed for education, employment or other basic purposes
4.	foreign language	d.	acquired during childhood

2. The underlying knowledge of language is called \_\_\_\_\_.

3. Actual production of language is called \_\_\_\_\_.

### Chapter 2

1. List at least five possible motivations for learning a second language at an older age.

2. Sounds that make a difference in the identity of words are called \_\_\_\_\_.

3. Match the following terms to their definitions:

1.	innate capacity	a.	when a second language is introduced after the native language has been acquired
2.	sequential bilingualism	b.	when young children acquire more than one language at the same time
3.	simultaneous bilingualism	c.	natural ability

4. What is the initial state of language development for L1 and L2 respectively?

5. What is a necessary condition for language learning (L1 or L2)?

6. Give at least two reasons that many scientists believe in some innate capacity for language.

7. Linguists have taken an internal and/or external focus to the study of language acquisition. What is the difference between the two?

### Chapter 3

1. Briefly explain how language is (a) systematic (b) symbolic and (c) social.

2. Match the following linguistic terms to their corresponding synonyms/definitions:

1.	lexicon	a.	word structure
2.	phonology	b.	grammar
3.	morphology	c.	vocabulary

4.	syntax	d.	sound system
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3. Match the following theories with their central figures:

1.	Contrastive Analysis	a.	Krashen
2.	Error Analysis	b.	Dulay and Burt
3.	Interlanguage	c.	Corder
4.	Morpheme Order Studies	d.	Chomsky
5.	Monitor Model	e.	Lado
6.	Universal Grammar	f.	Selinker

4. When interlanguage development stops before a learner reaches target language norms, it is called \_\_\_\_\_.

5. As they can be understood in Chomsky's theory of Universal Grammar, what is the difference between linguistic performance and linguistic competence?

6. According to a Functionalist perspective, what is the primary purpose of language?

7. Choose which developmental levels from the framework of Information Organization the following sentences represent: (choose from Nominal Utterance Organization, Infinite Utterance Organization, Finite Utterance Organization)

- my manager say I get raise
- they have eaten
- girl nice but she not pretty
- later we talked
- he call his mother, say 'come over'
- man wife restaurant

## Chapter 4

1. Match the following areas of SLA theory and research to their descriptions:

1.	learning processes	a.	considers aptitude in learning, how learning is linked to age and sex, and addresses why some second language learners are more successful than others
2.	neurolinguistics	b.	studies the stages and sequences of language acquisition, addressing how acquisition happens
3.	learner differences	c.	studies how the location and organization of language might differ in the heads of monolingual versus multilingual speakers, addressing what is added and changed in people's brains when they learn another language

2. Broca's area is responsible for the ability to \_\_\_\_\_, whereas Wernicke's area is responsible for processing \_\_\_\_\_.

3. Match the following terms to the situation that illustrates each:

1.	coordinate bilingualism	a.	Maria speaks French and English fluently, and often speaks "Frenglish," a mixture of French and English, with her other bilingual friends. She produces and understands
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			this mixture of languages easily.
2.	subordinate bilingualism	b.	Ursula speaks French and German fluently, but cannot switch readily between the two. She must speak all German with you, or all French, even if you both know both languages.
3.	compound bilingualism	c.	Shane speaks English natively and German as an L2. Each time he learns something new in German, he translates it into English to memorize the literal translation and compare it to the English meaning and structure.

4. Input is considered whatever sample of L2 that learners are exposed to. However, according to the Information Processing framework, what must learners do to make this input available for processing? What is the term for this kind of input?

5. Swain contends that \_\_\_\_\_ is necessary for successful L2 learning because it helps develop automaticity through practice and because it helps learners notice gaps in their own knowledge.

6. The \_\_\_\_\_ approach to learning focuses on the increasing strength of associations between stimuli and response, considering learning a change in the strength of these associations.

7. \_\_\_\_\_ motivation involves emotional or affective reasons for learning an L2, such as an intention to participate or integrate in the L2 speech community. \_\_\_\_\_ motivation involves a purely practical reason for learning, such as better job opportunities or passing required courses in school.

## Chapter 5

1. Match the following terms to their corresponding examples:

1.	auxiliary language	a.	A French person studies German for six years because the school system requires it.
2.	foreign language	b.	A Chinese family immigrates to Canada and studies English so as to enter the school systems and the work force.
3.	second language	c.	In India, native speakers of Tamil learn English to participate in official Indian governmental proceedings.

2. Variation in second language can occur for linguistic, psychological, or social reasons. Match the following communicative contexts to the corresponding description(s) of second language variation. Two responses have more than one possible answer, so consider multiple options and explain your reasoning for each match.

1.	linguistic	a.	When answering the question 'what are you doing?', a child responds, "I'm dancing," pronouncing the final syllable of dancing 'ing'. The child then elaborates, "I'm dancing with my doll." and pronounces the final syllable of dancing 'in'.
2.	psychological	b.	The same child on a playground tells a classmate 'Yesterday I was dancing with my doll', pronouncing the final syllable of dancing 'in'. She later tells a teacher the exact same thing,

			pronouncing the final syllable of dancing 'ing'.
3.	microsocial	c.	A student always remembers third person 's' inflection on present tense English verbs when writing (i.e. 'John walks to school,' but often omits it when speaking (i.e. 'John walk to school.'

3. According to \_\_\_\_\_ Theory, interaction is necessary for (and a cause of) language acquisition, and all of learning is a social process.

4. The \_\_\_\_\_ represents an area of potential development where the learner achieves more through interaction with a teacher or a more advanced learner.

5. The \_\_\_\_\_ Model identifies group factors that are likely to create social distance between learner and target groups and ultimately inhibit L2 learning (such as dominance of one group over the other, or the desire of the learner group to maintain its lifestyle).

6. \_\_\_\_\_ bilingualism is where members of a dominant group learn the language of a minority without threat to their L1 competence or to their ethnic identity. \_\_\_\_\_ bilingualism is where members of a minority group learn the dominant language as L2 and are more likely to experience some loss of ethnic identity and L1 skills.

7. \_\_\_\_\_ learning is instructed learning, usually occurring in schools. \_\_\_\_\_ learning is naturalistic, occurring in settings where people contact and need to interact with speakers of another language.

## Chapter 6

1. \_\_\_\_\_ competence encompasses knowledge required of learners who will use the L2 mostly in face to face contact with other speakers, whereas \_\_\_\_\_ competence encompasses the knowledge required of learners who will use the L2 mostly as a tool for learning, research and scholarly exchange.

2. Receptive activities, such as \_\_\_\_\_ and \_\_\_\_\_, function primarily in processing input. The ability for productive activities, such as \_\_\_\_\_ and \_\_\_\_\_ usually follows the development of receptive ability.

3. Halliday and Hasan (1976) discuss types of cohesion (reference, substitution, ellipsis, conjunction and lexical) used in English. Read the following paragraph and underline all the cohesion devices used. Then classify each device per Halliday and Hasan's typology.

Second language communicative competence involves both knowledge of linguistic elements and the knowledge that is required for appropriate L2 use in different contexts. In this chapter, we have surveyed the integrated roles of linguistic, cognitive, and social knowledge in the interpretation and expression of meaning; we have looked in more depth at components of language knowledge that must be accounted for in academic and interactional competence; and we have explored what knowledge accounts for learner ability to participate in L2 activities and how it is acquired.

4. Bottom-up processing requires prior knowledge of the language system. List at least one way that processing involves each of the following levels of language: vocabulary, morphology, phonology, syntax, and discourse.
5. Top-down processing utilizes prior knowledge of essential components of communicative competence (content, context and culture). List at least one way for each that content, context and culture help with top-down processing.
6. List at least three conditions under which beginning L2 learners are most likely to be capable of making sense out of auditory input.