

SECOND LANGUAGE ACQUISITION COURSE
HANDONG UNITWIN FELLOWSHIP
FINAL TEST – ANSWER KEY
FALL 2023

1. It is the study of how second languages are learned and the study of the acquisition of non-primary language. SLA also covers how learners create a new language system with only limited exposure to an L2. Also, it is the study of why most L2 learners don't achieve the same degree of knowledge and proficiency.
2. NL is the first language a child learns. TL is the language being learned after NL.
3. The nature of language explain how all normal humans acquire a language in the first few years of life. However, the knowledge acquired is largely of an unconscious sort. The example for is is when very young children learn how to form particular grammatical structures. They learn, for example, relative clause, that often have a modifying function, but in a conscious sense they do not know that it is a relative clause.
4. Acquisition is a subconscious process when language acquirers are not usually aware of the fact they are acquiring language. They are only aware of the fact they are using the language for communication. The result for this is acquired competence. Meanwhile, learning is a conscious knowledge of a second language. The learners know the rules, are aware of them, and are able to talk about them. The results for this formal knowledge of a language.
5. The monitor hypothesis posits that acquisition and learning are used in very specific ways. Acquisition initiates utterances in a second language and is responsible for our fluency. Learning has only one function, and that is as a monitor or editor.
6. They are motivation, self-confidence, and anxiety.
7. Smiling → cooing → babbling → words
8. Deletion: train → tein; simplification: fish → fis; limited pronunciation ability: puddle → puggle
9. It is a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and what does not need to be learned in a second language learning situation.
10. They are innate principles of language, attitude, motivation, aptitude, age, other languages known.
11. It is a type of linguistic analysis that focuses on the errors learners make.
12. They are interlingual errors: attributed to the NL as they involve cross-linguistic comparisons and intralingual errors: due to the language being learned, independent of the NL.
13. They are complexity of the rule and topic of conversation, and time.
14. Monitor under user is the performer of monitor use who does all self-correction by "feel" and has no control of conscious grammar. Meanwhile, incompetent monitor user is the performer who thinks he/she knows the rules but has them wrong.
15. (a) individual variation with respect to self-correction efficiency, (b) which aspects of output the performer attempts to correct, (c) conditions under which it is done (i.e. free speech or careful speech)
16. (a) global errors / the ones impeding the intelligibility of a message, (b) errors that cause the most unfavorable reactions, (c) errors that occur most frequently

17. Input is what is available to the learner while intake is what is actually internalized or taken in by the learner.
18. Baby talk is a speech directed toward young children (now known variably as motherese, caretaker speech, or child-directed speech) adjusted in term of pronunciation, grammar, and lexicon. Meanwhile, foreigner talk is a speech directed toward linguistically deficient NNSs.
19. Comprehensible input is that bit of language that is heard/read and that is slightly ahead of a learner's current state of grammatical knowledge.
20. Comprehensible output is "pushed" output, it is where learners are "pushed" or "stretched" in their production as a necessary part of making them understood.
21. Comprehensible, interesting/relevant, not grammatically sequenced, quantity, filter level, and provides tool for conversational management
22. Grammar-translation method -> designed for foreign language instruction and are taught in the students' first language and emphasizes the conscious control of grammar that is necessary for mastery.
 Audio-lingualism → it is a teaching method that highlights the use of pattern drill to make the pattern automatic. This teaching method has the goal of having the student over-learn a variety of patterns to be used directly in performance.
 Cognitive-code → it has similarity to grammar-translation. While the goal of grammar-translation is basically to help students read literature in the target language, cognitive code attempts to help the student in all four skills, speaking and listening in addition to reading and writing.
23. TPR consists basically of obeying commands given by the instructor that involve an overt physical response. Students speak only when they are "ready", which usually occurs at around 10 hours of instruction, and consists of student commands. The emphasis on listening comprehension and the delay of speech will, in itself, prevent much misuse of conscious learning: students will tend not to monitor their output for form in inappropriate circumstances and they will not use rules unsuited for Monitor use if there is less demand for production.
24. Focus on form means there is a need for meaning-focused activity into which an attention to form is embedded. Meanwhile, focus on forms means the main organizing principle for language classrooms was the accumulation of individual language items (e.g. plural endings, passives).
25. They are age, aptitude, motivation, attitude, and socio-psychological influences.
26. The main factors that make the more recent teaching method superior than the old ones are the fact that they make sure the inputs given to the students are comprehensible and in good quantity. In addition to that, more recent teaching method, such as TPR, make sure that the learning is put in its place very well, meaning that the students are allowed to be in silent period, where they are not forced to produce language in the TL and when they are allowed to speak or write when they are ready to do so.
27. They are apperceived input, comprehended input, intake, integration, and output.
28. Comprehensible input is controlled by the person providing input, generally a native speaker of the second language. Meanwhile, comprehended input is learner controlled, meaning that learner who is or who is not doing the "work" to understand.
29. The major processes that take place in the intake component are hypothesis formation, hypothesis testing, hypothesis rejection, hypothesis modification, and hypothesis confirmation.
30. Prior knowledge is one of the most important factors. Prior linguistic knowledge (e.g. knowledge of the NL, of the TL, language universals, knowledge of other languages) forms the basis for comprehension. It is also important because learning involves integration of new knowledge with

prior knowledge. One needs some sort of anchor on which to ground new knowledge. Prior knowledge is in fact one of the factors that determine whether the input is meaningful.