

## Midterm exam for EDEN 201-3

Yeditepe University

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30 points of total class grade

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**1- Match the following concepts on the left side to the relevant information on the right. (8 points)**

1. direct method	✓ 3	3 if the goal is to assist the language learners progress in their task, it is essential to provide them with <u>comprehensible input</u> , which is the next immediate level along the development continuum.
2. army method	✓ 7	7 A child can infer that the word car refers to the machine itself, <u>not to its parts</u> , such as its tires.
3. Krashen's (1982) idea of i+1	✓ 6	6 These are <u>frequent chunks</u> in language, such as good morning, fish and chips, first thing tomorrow, thanks a million, money talks, safe journey, etc.
4. Sociocultural theory	✓ 5	5 There is not much that an average user of language can say about how language works. Speakers of a language know <u>what sounds right and what doesn't</u> , but they are <u>not sure how they know</u> .
5. inaccessibility	✓ 2	2 Students in such courses studied <u>ten hours a day, six days a week</u> . There were generally fifteen hours of <u>drill with native speakers</u> and twenty to thirty hours of <u>private study</u> spread over two to three six-week sessions. In small classes of <u>mature</u> and highly <u>motivated</u> students, excellent results were often achieved.
6. pre-formulated expressions	✓ 8	8 Children better notice and remember elements that occur <u>at the end of the utterance</u> , such as <u>-ing</u> .
7. The strategy of the "whole object assumption" in acquiring vocabulary	✓ 4	4 Human learning and development are imbedded in <u>social relations and interaction</u> .
8. Morphological developmental sequence in English L1	✓ 1	1 Maximilian Berlitz developed the Berlitz Method, in which only the <u>target language</u> is spoken from the first day of class.

2- Give a definition and an example for the following terms. (Approximately, 3-4 sentences would be enough for each question; 7 points) (7)

a. recasting Adults' respond to children's utterances by making adjustments to form or content of those utterances.

For example; child: Daddy here! Adult: Yes, daddy is here.

The role of recasting and feedback is not clear yet. There are conflicting results between studies. ✓

b. fossilization When an error becomes a habit of speech in a learner's language it is said that error has been fossilized. Because the error doesn't interfere with communication, the learner doesn't get corrective feedback and this leads to fossilization. ✓

Example: an advanced level learner saying "I don't know what should I do." He/she uses a question form in a noun clause.

c. illocutionary competence

It is a subtitle of Communicative Competence. It is related to Pragmatic competence as well. Illocutionary competence is the ability to comprehend the speaker's intent and convey that message into different situations.

Example: "Can you open the window?" In this case, the listener should be able to understand that he/she is asked to open the window as a request by the speaker. ✓

d. applied linguistics

An interdisciplinary field of study that investigates, identifies and offers solutions to language related human problems. The primary concern of applied linguistics is SLA theory, L2 pedagogy and interface between these two. Some questions that Applied Linguistics deals with: How languages best be learnt and taught? What social factors effect language learning? How can we diagnose speech pathologies? ✓

e. prescriptive vs descriptive approaches to applied linguistics

Prescriptive Approach: Prescriptive linguists judges the correctness of a sentence. They try to enforce a single standard. For example, prescriptive linguists are against the use of double negatives in a sentence or using "ain't" in a formal context. ✓

Descriptive Approach: Descriptive linguists describes the language that exists in the minds of its speakers. They try to describe the language without any value judgment, they just observe the language and discover the rules of it. Example: "ain't" They explains the usage of this word, history of it and they also explain the resistance to it in some parts of the language community.

f. inaccessibility

Grammatical knowledge is subconscious and not accessible to introspection, which means you cannot figure out how it works by thinking. One regulates the rules of a language when he/she is a child and grammatical systems exist subconsciously in his/her mind. Speakers of a language has a Native Intuition which means that they can understand an unlimited number of utterances and they are also able to recognize that certain utterances aren't acceptable and don't belong to their language. Example: The pronunciation of hunted, buzzed and slipped. Even though they all finish with -ed, a speaker would know that they are all pronounced in different ways. ✓

g. SLA

Second language is a language acquired by a person in addition to his/her mother tongue. Second language acquisition is the process in which a person attains proficiency in a language that is not his/her mother tongue. For example a person becoming fluent in his 5th language at his 30s. SLA is also a discipline. At the beginning the primary object of SLA was pedagogic. Researchers were interested in improving ways in which second languages are taught. Later, as a result of shifting the focus from teacher to learner, the scope of it enlarged. The scope of SLA is linguistics, applied linguistics, psychology, communication, foreign language education, anthropology. There is a difference between SLL and SLA. Second language learning involves formal classroom education, but SLA doesn't involve formal training necessarily. ✓

3- Analyze the following situations as an applied linguist in 4-5 sentences. What do you think is happening? (7 points)

a. Johnny is from the US and learning Turkish at TÖMER. His level is intermediate. The following sentence is from an essay he wrote for a class assignment. If you notice, his teacher Özlem found a mistake in this sentence and did not like it.

Ben çok hızlı koşabilirim ama iyi yüzebilirmem.

Yanlış!  
Bu hatayı daha önce yaptın.  
Daha dikkatli ol.

I think Johnny is carrying a feature of his first language to his interlanguage grammar. In English he expresses his ability to run by using "can" and he expresses his inability to swim by using "cannot". When he wants to express the same thing in Turkish he first uses "-bilir" as a reflection of "can" and "-bilirmem" as a reflection of "cannot". I can say that this is not a mistake but an error because his teacher underlines that he had done the same thing before. Because his proficiency level is intermediate, his teacher may think that this error which has been done before may lead to fossilization. In order to prevent this, she gives him a direct negative evidence, which tells Johnny that his utterance is unacceptable in the language being learnt.

Overgeneralization? -0.5 3.0

b. George is an English teacher from the US working for a private language school. He noticed that his students couldn't pronounce the word "drawer" correctly; they say /dravır/ instead of /drɔr/. He decided to give his students a homework assignment which involved them writing the word "drawer" along with its IPA pronunciation 100 times. They also read the correct pronunciation aloud each time. Not surprisingly, most students stopped mispronouncing this word.

I am not sure about the first language of the students. However, I think "w" sound in "drawer" may be a marked sound for those students, which means it is not common in their language. George's homework involves drills and focus on pattern which makes me think of Behaviouristic Theory. He wants them to improve their pronunciation through reading the correct pronunciation and writing the word along with IPA pronunciation. By doing this for 100 times, some of the students form the habit of correct pronunciation. But it doesn't work for all of them. It implies that some other factors should be taken into consideration.

3.5

#### 4- Write a fully developed essay on one of the following:

Option 1. "Compare and contrast UG and Connectionism" <sup>Behaviorism</sup>

Option 2. "How would you describe a successful ESL learner?"

Your essay will have an introduction paragraph with a thesis statement, supporting paragraph(s), and a conclusion paragraph (approximately 300 words or a single page; 8 points).

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### Behaviorism and UG.

The way linguists explain language acquisition has improved from a discrete point of view to a more holistic and integrative one. I would like to compare and contrast two of these theories, which sees language from very different perspectives.

Behaviorism accepts language as a system of habits. It suggests that language proceeds by producing a response to a stimulus and receiving either positive or negative reinforcement. If one receives enough positive reinforcement a certain response becomes a habit. Audiolingualism is an example of how behaviourist theory may be used in language learning. There is a close attention to pronunciation, memorisation and drilling. Learners may speak unconsciously and native like but they still have errors. Behaviorism claims that if L1 habits interfere with L2 habits the focus should be on where L1 and L2 differ, these are the points which cause real problems. Contrastive Analysis Hypothesis support this idea as well, suggesting similarities can be transferred easily but differences must be taught. ✓

On the other hand, Chomsky highlights that language is too complex and abstract to be regarded as a set of reinforced habits. Instead he suggests that humans are born with a set of rules about language in their mind. He calls that set of rules Universal Grammar (UG). According to UG hypothesis children form hypothesis about the language they are exposed to. They know the underlying principles and parameters of the language. If there is enough exposure, they easily set their parameters. As a result they use the language creatively, being able to understand and produce utterances they have not heard before. Chomsky also mentions a Language Acquisition Device (LAD) which enables learner to construct a grammar out of raw input. As opposed to Behaviourism, Chomsky suggests that language is not learnt by imitation but generated from an underlying competence. ✓

In conclusion, behaviourism regards language as a habit-formation and language learning as a process of response-stimuli-reinforcement whereas Chomsky highlights the presence of inborn rules of language in human mind which he calls Universal Grammar. According to his view, the most important thing needed in language learning is sufficient exposure, the rest of the learning process depends on children's ability to reset parameters.