

2nd TERM EXAM (MODEL ANSWERS)

❖ **Provide the appropriate term associated with the concepts and features described in the statements below.**

1. The systematic set of technical procedures that involve describing the languages (L1& L2), comparing them, and predicting learning difficulties. **Contrastive Analysis Hypothesis (1pt)**
2. The type of interlingual transfer that results in something correct. **Positive Transfer / Facilitation(1pt)**
3. The executive function which refers to the mind's ability to tune out stimuli that are irrelevant to the task/process at hand or to the mind's current state. **Cognitive inhibition (1pt)**
4. The research method/procedure suggested by some SLA researchers to overcome the problem (encountered by “*Obligatory Occasion Analysis*”) of not accounting for learners’ overuse of linguistic forms. **Target-like Use Analysis (1pt)**
5. The type of contrastive studies that endeavor to give an exhaustive account of the differences and similarities between two or more languages by providing an adequate model for their comparison.

Theoretical contrastive studies (1pt)

6. The type of error where the learner uses one member of a set of forms also in situations where other members must be used. **Overgeneralization/ False analogy (1pt)**
7. The unique linguistic system (constructed by L2 learners) that draws, in part, on the learner's L1 but is also different from it and also from the target language. **Interlanguage (1pt)**
8. The type of error which occurs when the learner has discovered a rule but it is the wrong one. The learner is unable to correct the error but can explain the mistaken rule used and type. **Systematic errors (1pt)**
9. The production of errors the learner used to commit at earlier stages of development. **Backsliding (1pt)**

10. The author of the book “*Bilingualism in the Americas: A Bibliography and Research Guide*” (1956).

Einar Haugen (1pt)

11. The cognitive process that allows the person to think about language as an object of inquiry rather than just something we use to speak and understand language. **Metalinguistic Awareness (1pt)**

12. The version of CAH which claims that wherever the patterns of two language systems (L1 & L2) are minimally distinct, learners face some problems in second language learning. **The Moderate Version(1pt)**

13. The systematic study of how people acquire a language that is learned subsequent to the mother tongue.

SLA Research (1pt)

14. Teaching materials that were originally created to fulfill a social purpose in the language community for which it was intended. **Authentic Materials (1pt)**

15. The maintenance of the home/family language while the second language (the language of the environment) is being learned. **ADDITIVE BILINGUALISM (1pt)**

16. The type of error which occurs when the learner knows the correct target language rule but uses it inconsistently. **Postsystematic errors (1pt)**

17. The process of determining the incidence, nature, causes and consequences of unsuccessful language.

Error Analysis (1pt)

18. The natural disposition a person has for learning languages. **Language Aptitude (1pt)**

19. The phenomenon where the L2 learner’s linguistic development stops and the person is unable to learn more about the target language. **Fossilization (1pt)**

20. Errors that can be traced back to the general learning processes that learners employ to construct the interlanguage system(s). **Intralingual Errors/ Process-based Errors (1pt)**