Department of English
Level : Master 1 DID
Module: Language Acquisition

2nd TERM EXAM MODEL ANSWERS

Part 1 (10 pts): **Provide the appropriate term associated with the concepts and features described in the statements below.**

1. The type of language (according to the morphological classification of languages) that has no morphology at all. It is one in which there is a one-to-one correspondence between words and morphemes. **Isolating Language (1 pt)**

2. The loss of one language on the way to learning another. **SUBTRACTIVE BILINGUALTSM(1 pt)**

3. The mind's ability to tune out stimuli that are irrelevant to the task/process at hand. **Cognitive inhibition(1 pt)**

4. The unique linguistic system that draws, in part, on the learner's L1 but is also different from it and also from the target language. **Interlanguage(1 pt)**

5. The type of classification where languages are grouped by diachronic relatedness into language families. **Genetic/ historical classification(1 pt)**

6. The phenomenon, in second-language acquisition, where a person becomes unable to learn the new language beyond what they have already learned. **Fossilization(1 pt)**

7. The type of transfer which occurs when areas of similarity between the two languages facilitate learning. **Positive transfer(1 pt)**

8. The maintenance of the home language while the second language is being learned. **ADDITIVE BILINGUALISM(1 pt)**

9. The CAH version within which contrastive analysts compare the learners' native language and the TL to identify the differences between the two and therefore predict the errors learners will commit. **The strong version(1 pt)**

10. The production of errors (by second language learners) representing an early stage of development. **Backsliding(1 pt)**

Part 2 (10 pts): Read the following statements carefully, then mark true statements "T" and false ones "F". **Justify your answer if the statement is false (no justification= 00 points).**

1. Theoretical contrastive studies give an exhaustive account of the differences and similarities between two or more languages and provide an adequate model for their comparison. **True(1 pt)**

2. Children who learn more than one language from earliest childhood are referred to as 'sequential bilinguals'. **False.   Simultaneous bilinguals(1 pt)**

3. The moderate version of CAH states that wherever the patterns of two language systems are minimally similar, learners face some problems in second language learning. **False.   are minimally distinct(1 pt)**

4. Trochaic languages have simpler syllable structures than iambic languages. **False. Iambic languages have simpler syllable structures than trochaic languages. (1 pt)**

5. SL researchers reserve use of the term "bilingualism" for only those who are native speakers of two languages. **True(1 pt)**

6. According to Corder, systematic errors occur when the learner knows the correct target language rule but uses it inconsistently. **False.   Systematic errors Occur when the learner has discovered a rule but it is the wrong one. The learner is unable to correct the errors but can explain the mistaken rule used and type. (1 pt)**

7. An agglutinating language is one in which morphemes are represented by affixes, but in which it is difficult to assign morphemes precisely to the different parts of the affixes. **False. A fusional/ inflecting language is ... (1 pt)**

8. Intralingual errors are the result of the interference of the learner's native language. **False. Interlingual errors are . . . (1 pt)**

9. The theoretical foundations for what became known as the Contrastive Analysis Hypothesis were formulated in Robert Lado's "Languages in Contact" (1957). **False.   in Robert Lado's "Linguistics Across Cultures" (1957)**. **(1 pt)**

10. Within the field of Second Language Acquisition Research (SLA), the terms "second language" and "foreign language" can be used interchangeably. **True. (1 pt)**