

2nd TERM EXAM- Model Answers

Part 1 (15 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. Within the weak version of CAH, 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. **F** Within the strong version of CAH, 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.
2. Avoidance is the term used to refer to the phenomenon where second language learners produce errors representing an early stage of development. **F** Backsliding is the term used to refer to the phenomenon where second language learners produce errors representing an early stage of development.
3. Subtractive bilingualism is the maintenance of the home language while the second language is being learned. **F** Additive bilingualism is the maintenance of the home language while the second language is being learned.
4. Fossilization is the phenomenon, in second-language acquisition, where a person becomes unable to learn the new language beyond what they have already learned. **T**
5. In the historical classification, languages are grouped by synchronic relatedness into language families. **F** In the historical classification, languages are grouped by diachronic relatedness into language families.
6. “Learner language” is the term used to refer to 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. **T**.
7. Within the field of Second Language Acquisition Research (SLA), the terms “second language” and “foreign language” can be used interchangeably. **T**
8. Negative transfer is the type of transfer which occurs when areas of similarity between the two languages facilitate learning. **F** Positive transfer is the type of transfer which occurs when areas of similarity between the two languages facilitate learning.
9. Intralingual errors are the result of the interference of the learner’s native language. **F** Interlingual errors are the result of the interference of the learner’s native language.
10. Attentional control is the mind's ability to tune out stimuli that are irrelevant to the task/process at hand. **F** Cognitive inhibition is the mind's ability to tune out stimuli that are irrelevant to the task/process at hand.
11. A fusional language is one which attaches separable affixes to roots, so that there may be several morphemes in a word, but the boundaries between them are always clear. **F** An agglutinative language is one which attaches separable affixes to roots, so that there may be several morphemes in a word, but the boundaries between them are always clear.
12. According to Corder, post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently. **T**

13. Uriel Weinreich through one his books, “Teaching and Learning English as a Foreign Language” (1945), espoused a strong version of CAH. **F** Charles Fries through one his books, “Teaching and Learning English as a Foreign Language” (1945), espoused a strong version of CAH.

14. Mistakes are random systematic deviations that represent the same types of performance mistakes that might occur in the speech or writing of native speakers. **F** Mistakes are random unsystematic deviations that represent the same types of performance mistakes that might occur in the speech or writing of native speakers.

15. Error analysis succeeds to a large extent in providing a complete picture of learner language. **F** Error analysis failed to provide a complete picture of learner language.

Part 2 (5 pts): Provide the appropriate term associated with the concepts and features described in the statements below.

1. The errors which occur when the learner is unaware of the existence of a particular rule in the target language. The learner cannot give any account of why a particular form is chosen. Pre-systematic errors

2. The part of speech which establishes a grammatical relationship that links its complement to another word or phrase in the context. Adposition

3. The CAH version which states that wherever the patterns of two language systems are minimally distinct, learners face some problems in second language learning. Moderate version

4. The loss of one language on the way to learning another. Subtractive bilingualism

5. The type of language in which there is a one-to-one correspondence between words and morphemes. Isolating language