

## Psycholinguistics

### How Languages are Learned

#### Ch. 2 Second Language Learning

##### 1. Developmental sequences:

##### 1. A. Order the examples below according to the descriptions you read on pp. 48-56.

##### Negation

He don't go to school.

No cookie.

I didn't bought that.

Mom don't can come.

1.	2.	3.	4.
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##### Questions

Where is the train station?

Work here?

Can you tell me where the train station is, please?

The supermarket is near here?

Does in your area there is a supermarket?

Where do you do your shopping?

1.	2.	3.
4.	5.	6.

### Reference to past

Sandra goed to the cinema yesterday.

I live in China two years. Then, here.

In China I spoke English.

I going to catholic school when kid.

1.

2.

3.

4.

#### 1. B. Why is it important for teachers to learn about developmental sequences?

#### 2. Read about the acquisition of areas such as vocabulary, pragmatics and phonology (pp. 60-71). Answer the TRUE / FALSE statements below:

a. Learning new words isn't as easy for L2 learners as it is for L1 learners.

True

False

Why? / Why not?

b. The frequency of a word in the texts L2 learners hear/read is one of the factors contributing to acquisition.

True

False

According to the studies reviewed by Paul Nation, how many encounters with a new word are necessary for this word to be acquired?

c. Cognates are short words that can be easily illustrated.

True

False

List some cognates you have found in the Psycholinguistics reading materials:

d. Reading for pleasure is the main source of vocabulary acquisition.

True

False

How many words should an L2 learner know so as to understand a new text?

e. Explicit vocabulary teaching is necessary for vocabulary acquisition to happen.

True

False

f. Interlanguage pragmatics is the study of how L2 learners learn to use language appropriately in different contexts (how they learn to be more or less polite, for instance, according to the situation and the interlocutors).

True

False

g. L2 learners make suggestions and requests and reject invitations in very much the same way L1 speakers do.

True

False

If not, what are the main differences between L1 and L2 speakers' suggestions, requests and invitations?

h. "Could you, please, do this for me?" or "I'm afraid I won't be able to join you" are examples of mitigation.

True

False

What is mitigation?

i. Explicit teaching is necessary for the acquisition of pragmatic features.

True

False

j. The teaching of pronunciation first focused on segmentals (audiolingual method) and later on suprasegmentals (communicative method).

True

False

Give examples of segmentals and suprasegmentals:

k. Research seems to suggest that teaching should focus on segmentals only.

True

False

l. The aim of teaching pronunciation to L2 learners should be the acquisition of a native-like pronunciation.

True

False

m. Some L2 learners decide to retain their foreign accent as a marker of identity and ethnic group affiliation.

True

False

Does a foreign accent always affect intelligibility?