

Table of Contents

Course Introduction 3

COURSE CREDIT REQUIREMENTS	4
An Introduction to Language Acquisition	5
Short Questions & Answers	5
Descriptive Questions for Reading	10
Write a Comprehensive note on teaching methods which you would adopt while making your learners acquire second language in a Class.	10
Behaviorist Theory	13
Nativist Theory.....	13
Piaget's Cognitive theory	13
The Competition Model:.....	14
Vygotsky's Social Interaction Theory	14
Modern Theories and Models of Language Acquisition Usage-Based Theory.....	15
Native Language Magnet (NLM) Model	15
Garrett's Model	16
The Bock and Levelt Model	17
Parallel-Processing Models.....	17
Place of Articulation	20
Types of place of Articulation.....	20
Quiz for Mid Term.....	21

Course Introduction

In this class, we will familiarize ourselves with theories and empirical research on child and adult second language acquisition (SLA).

Short Description of the course

This course introduces students to the principal findings, models, and research methods in the field of second language acquisition. The course surveys general issues such as the role of the native language, the effects on the second language on the first, universals, age, input and interaction and processing, as well as characteristics of the acquisition of phonology, lexicon, and syntax in second language learners. The empirical component of the course provides students with experience in designing and carrying out studies in second language acquisition.

Learning Outcomes of the course

On Completion of this course the learners will be able to:

- 1- Understand the basic issues in second language acquisition (SLA) including individual differences in SLA; age effects on SLA; the role of the native language in SLA; the initial state and end state of SL grammar, native language attrition and child second language learning
- 2- Analyse learner data using the concepts and models taught in the course

Aims and Objectives of the course

The aim of this course is to give an introduction to current research on second language acquisition (SLA) by reviewing key issues, concepts, findings and theories and provide the opportunity to critically evaluate models and theories of SLA by applying them to the analysis of second language data.

Instructional Techniques

Group sessions. Instruction, class discussions, and examinations are in English. All teaching materials are in English.

COURSE PREREQUISITES: Guide Book to Second Language Acquisition

COURSE CREDIT REQUIREMENTS

Your final grade will depend on the number of points you score. You can get the maximum of 100 points if you

- Actively participate in the in-class exercises (15%);
- Present a research paper summary in class (25%);
- the presentation must be in a word format typed (a template is available);
- the presentation should come with a handout; the handout must be submitted to me via email, asif.nadeem@iub.edu.pk a week before the day of the presentation; it should have the following structure: (i) introduction: theoretical assumptions and main hypotheses, (ii) data and methods, (iii) results, (iv) discussion: implications for hypotheses and beyond;
- pass a midterm exam (30%);
- pass a final exam (30%).

Both the midterm and the final exam are closed book and closed notes. Unexcused absence in more than 3 classes may result in failure in the class.

GRADING

Your total score determines your final grade on this standard grading scale:

90-100% = A / 80-89% = B / 70-79% = C / 60-69% = D / 50-0% = F

EXTRA CREDIT

There are no extra credit assignments for this course. If you miss a significant portion of class (3 or more classes), you may submit a make-up assignment. Please contact me when you have missed, or know you will miss, 3 or more classes.

COURSE MATERIALS

There is one required text book for this class: Guide Book to Second Language Acquisition. 2019. By Dr. Asif Nadeem, Bahawalpur: Department of Education. All other course materials (including the readings listed below) will be made available on blackboard and/or in class.

CONTACT Instructor:

Asif Nadeem, Ph.D. (asif.nadeem@iub.edu.pk) Assistant Professor: Contact Hours 9.00 am-4:00pm (Department of Education) Office hours: by appointment.

An Introduction to Language Acquisition

Short Questions & Answers

Q- How would you define a language?

Ans A **language** is a complex system of communication, spoken or written, verbal or non-verbal. In verbal aspect of **language** is speech, written form or other forms of communication such as **words** read in a book. Nonverbal form of **language** is **words** spoken such as; people using their

Q- What are the characteristics of a language?

Ans Major Characteristic's language can be counted as:
Arbitrary, productive, creative, systematic, vocalic, social, non-instantive and conventional hands to express themselves.

Q- What are the functions of a language acquisition?

Ans According to Halliday language has seven major functions of language acquisition the first function according to him help an acquirer to satisfy physical, emotional and social needs. Halliday calls them instrumental, regulatory, interactional, and personal **functions**. The next three **functions** are heuristic, imaginative, and representational, all helping the child to come to terms with his or her environment.

Q- What are types of language? Discuss.

Ans There are two types of language that are: 1) Formal 2 Informal

Formal language contains: slogan, factual and thought language

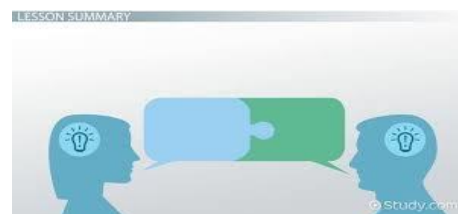
Informal Contains: 1-Argot. Cant. 2- Colloquial Language. 3- Creole. 4- Dialect. 5- Jargon. 6- Lingo. 7-Lingua Franca.

Q- What are the basic components of a language?

Ans There are eight main components of **language** that are 1- phonemes, 2- morphemes, 3- lexemes, 4- syntax, 5- context 6- grammar, 7- semantics, and 8- pragmatics,

These components work together to create meaningful communication among individuals.

Q- What is first language L1



Handbook of Second language Acquisition

Ans A **first language, native language** or **mother**/father/parent tongue (also known as **arterial language** or L1), is a **language** that a person has been exposed to from birth or within **the** critical period.

Q- What is second language?

Ans a second **language** is any **language** that one speaks other than one's **first language**.

Q- What are stages of first language Development? How does a novice learn a language?

Ans There are four basic stages of language learning (L1) that are:

Stage 1- Babbling Stage. When children begin to produce speech sounds, they “babble.” This stage lasts from 8-10 months.

Stage 2- The one-word stage. Now a child begin to produce single word utterances. This stage lasts form 1 year of age, A child typically produces on the order of 20 distinct words at 1 year of age, and about 50 at one and a half years.

Stage 3- The two-word stage. At around 2 years of age children begin to produce phrases. a child is learning about 10 words a day.

Stage 4- Grammatical competence. At this stage child begins to grow vocabulary as well as acquires rules of language.

Q- What inevitable mistakes does a child make while learning a L1 and why?

Ans Memory: Young children have limited memory so they are unable to remember the full form of a word and so they make mistakes in uttering words.

Articulation: Young children are unable to produce the more complex sounds and sound combinations that they hear, and therefore they produce approximations, such as baba instead of bottle.

Structure: Children do not hold range of grammatical structures so they are able to acquire and produce only a limited subset.

Generalization: Children learn general rules so they generalize them and speak like goed instead of went.

Cognition: Children have a very little cognition of the world so they are unaware of abstractions like time, emotion, and opinion. Therefore they are unable to acquire the words and constructions that are used to express ideas about them.



Q What are the stages of second language learning?

Ans Krashan discussed Five Stages of **Second Language Acquisition**

- 1- Preproduction, 2- Early Production, 3- Speech Emergence, 4- Intermediate Fluency, and 5- Advanced Fluency (Krashen & Terrell, 1983).

Q What are phonemes define and illustrate with example ?

Ans A **phoneme** is a sound or a group of different sounds perceived to have the same function by speakers of the language or dialect in question. An **example** is the English **phoneme** /k/, which occurs in words such as cat, kit, scat, skit.

Q What are Morphemes define, give its type and illustrate with example

Ans **Morphemes** are the smallest units of meaning in a language such as the dog is a morpheme. Morpheme has two types that are: 1) Free 2) Bound.

Q What are lexemes define and give examples

Ans A **lexeme** is the smallest or minimal unit of lexicon in a language that bears some "meaning".

Q What is syntax define and illustrate with examples

Ans The format in which words and phrases are arranged to create sentences is called **syntax**. Let's look at an **example** of how a sentence can be rearranged to create varied **syntax**. **Examples of Syntax** in a Sentence: The boy jumped happily. The boy happily jumped.

Q what is context define and illustrate it with example

Ans **Context** is the background, environment, setting, framework, or surroundings of events or occurrences. An **example of context** is the words that surround the word "read" that help the reader determine the tense of the word.

Q What is grammar define and explain with examples

Ans **Grammar** is the study of **words**, how they are used in sentences, and how they change in different situations.

Q What is semantics and how would you define it? Illustrate it with example

Ans The **meaning** or the interpretation of a word, sentence, or other language form - this refers to the **semantics** of a particular statement, that is, the **meaning** of that statement.

Q What is Pragmatics, how would you define it? Illustrate with example

Ans the branch of linguistics dealing with language in use and the contexts in which it is used, including such matters as deixis, the taking of turns in conversation, text organization, presupposition, and implicate.

Q What is Articulatory Phonetics?

Ans the branch of phonetics dealing with the motive processes and anatomy involved in the production of the sounds of speech.

Q- What organs are involved in speech production name them and what sound they produce in English consonants.

Place of Articulation

Ans **Bilabial**: Bilabial sounds involve the upper and lower lips. In English, /p,b,m/ are bilabial sounds.

- **Labiodental**: Labiodental sounds involve the lower lip (labial) and upper teeth (dental) coming into contact with each other to form an effective constriction in the vocal tract. Examples of labiodental sounds in English are /f,v/. Labiodental sounds can be divided into two types.

a) **Endolabial**: sounds produced where the upper teeth are pressed against the inside of the lower lip.

b) **Exolabial**: sounds produced where the upper teeth are pressed against the outer side of the lower lip.

Dental: Dental sounds involve the tongue tip (active articulator) making contact with the upper teeth to form a constriction. Examples of Dental sounds in English are / θ, ð/.

- **Alveolar**: Alveolar sounds involve the front portion of the tongue making contact with the alveolar ridge to form an effective constriction in the vocal tract. Examples of alveolar sounds in English are /t,d,n,l,s/.

Postalveolar: A postalveolar sound is produced when the blade of the tongue comes into contact with the post-alveolar region of your mouth. Examples of post-alveolar sounds in English are / ʃ, ʒ /.

Palatal: Palatal sounds are made with the tongue body (the big, fleshy part of your tongue). The tongue body raises up towards the hard-palate in your mouth (the dome shaped roof of your mouth) to form an effective constriction. An example of a palatal sounds in English is /j/, usually spelt as <y>.

Velar: Velar sounds are made when the back of the tongue (tongue dorsum) rises towards the soft palate, which is located at the back of the roof of the mouth. This soft palate is known as the velum. Examples of velar sounds in English are /k,g ɲ /.

Manner of Articulation

1) Stop articulations:

Stop articulations are sounds that involve a complete closure in the vocal tract. Stop articulations can be categorized according to the kind of airflow involved. The type of airflow can be oral (plosives) or nasal (nasals).

1a) **Plosives:** are sounds that are made with a complete closure in the oral (vocal) tract. The velum is raised during a plosive sound, which prevents air from escaping via the nasal cavity. English plosives are the sounds /p,b,t,d,k,g/. Plosives can be held for quite a long time and are thus also called ‘maintainable stops’.

1b) **Nasals** are similar to plosives in regards to being sounds that are made with a complete closure in the oral (vocal) tract. However, the velum is lowered during nasal sounds, which allows airflow to escape through the nasal cavity. There are 3 nasal sounds that occur in English /m,n, ŋ/

2) Fricatives:

Fricative sounds are produced by narrowing the distance between the active and passive articulators causing them to be in close approximation. English fricatives are sounds such as / f,v, θ,ð, s,z, ʃ,ʒ /

3) Approximants: **Approximant** sounds are created by narrowing the distance between the two articulators. Although, unlike fricatives, the distance isn’t wide enough to create turbulent airflow. English has 4 approximant sounds which are /w,j,r,l/.

Fig 1

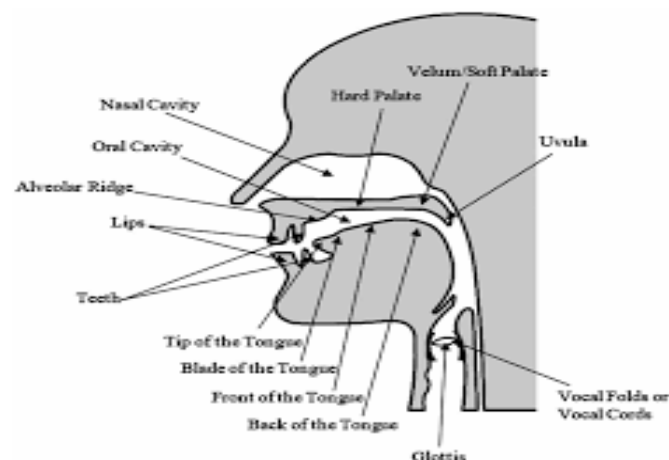
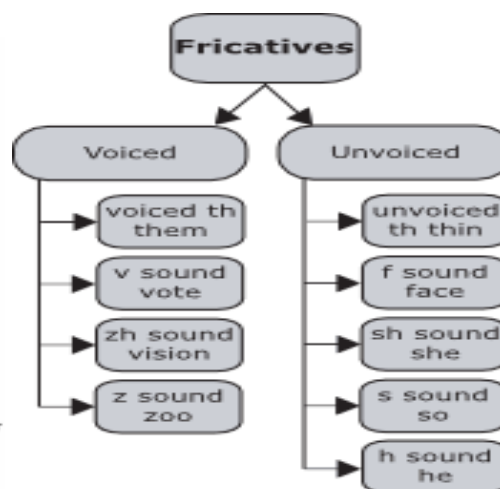


Fig 2



Descriptive Questions for Reading

Write a Comprehensive note on teaching methods which you would adopt while making your learners acquire second language in a Class.

Teachers can make use of the information on language learning strategies and styles to create and design their lesson or course plan. Since **teachers play a big role** in their students' language learning process, the tools, teaching methods and classroom environment adopted will ultimately affect their students' progress.

Teacher's Tool Kit for second language acquisition

Teacher's sensory motor skills are the major tools to consider the acquisition process. S/he at first observes the learner and decides technique for language acquisition.

Sensing	Intuitive
<ul style="list-style-type: none">• Learning involving senses (hear, touch, see, smell, taste)• Hands-on activities• Audio-visual second language materials• Materials that are relevant and in-depth• Real-life applications• Class expectations to be presented clearly• Theories presented clearly	<ul style="list-style-type: none">• Problem-based learning• Autonomy in learning• Independent learning• Group work• Individual work

The language acquirer can be of two type that is extrovert and introvert.

Extraversion	Introversion
<ul style="list-style-type: none">• Discussions in the second language• Role-playing in the second language• Conversations with other students in the second language• Self-introductions in the second language• Presentations about the culture of the second language	<ul style="list-style-type: none">• Individual projects• Independent reading in the second language• Writing tasks in the second language• Listening tasks in the second language• Observational tasks such as to write a composition in the second language• Space and time to think in assessments• Voluntary participation in class

- Interactive learning
-

Thinking	Feeling
<ul style="list-style-type: none">• Logical second language teaching eg. grammar rules• Step-by-step guide eg. in applying grammar rules• Logical reasoning presented• Objective instructor feedback eg. in pronunciation• Objective peer feedback• Constructive criticisms• Respectful class• Fair class	<ul style="list-style-type: none">• Positive rapport with instructor• Positive rapport with other students• Positive feedback and corrections from instructors and peers• Rewards/Appreciation• Relate class materials or topics to people or human values

Judging	Feeling
<ul style="list-style-type: none">• Clear, detailed instructions and guidelines eg. grammar rules• Course outline presented• Logical reasoning presented• Step-by-step guide	<ul style="list-style-type: none">• Likes variety of assignments and assessment methods• Reason the purpose of study, assignments or assessments to them• Pop quizzes

Class activities for strategies

In this section, we will propose what are some activities that fall under the strategies mentioned above.

Memory

Get students to create a word bank from their own reading materials, synthesis exercise, cloze exercise, grouping words into categories (eg. positive adjectives, neutral adjectives, negative adjectives), songwriting, using flashcards, story-telling, spelling tests

Cognitive	Watch videos or movies, discussions (online and offline), reading, summary-writing, synthesis exercises
Comprehension	Reading, comprehension exercise, listening comprehension exercise, dictation
Metacognitive	Explicit teaching, word games (eg. scrabble), reading, discussions (online or offline), oral presentations
Affective	
Social	Story-telling , show and tell, oral presentations, discussions (online and in-class), role-playing, online skypeing, peer evaluations

Q Theories and models of Second language acquisition

The theory which deals with the behavior of language learning is said to be psycholinguistics which deals with the mental mechanisms underlying language processing. It deals with how human beings perceive words and writing systems influence mental organizations.

1. LANGUAGE COMPREHENSION

How we perceive and understand speech and written language

2. LANGUAGE PRODUCTION

How we construct an utterance from idea to completed sentence.

3 LANGUAGE ACQUISITION

How human beings learn language. It is the process by which humans acquire the capacity to perceive, produce and use words to understand and communicate.

4- Stages of language Acquisition

Children acquire language in stages and the STAGES usually consist of:

- 1- **Cooing**- 6 months- use phonemes from every language
- 2- **Babbling**- 9 months- selectively use phonemes from their native language
- 3- **One Word Utterances**- 12 months- start using single words
- 4- **Telegraphic Speech**- 2 years- multi-word utterances that lack in function
- 5- Normal Speech- 5 years- almost normal developed speech

Q Major Theories & Models of Language Acquisition

Behaviorist Theory

B.F Skinner (1957) applied a functional analysis approach to analyze language behavior in terms of their natural occurrence in response to environmental circumstances and the effects they have on human. Skinner believed that language could be treated like any other kind of cognitive behavior. According to the behaviorist theory, language learning is a process of habit formation that involves a period of trial and error where the child tries and fails to use correct language until it succeeds Behaviorist Theory



Nativist Theory

Noam Chomsky's is innateness or nativist theory proposes that children have an inborn or innate faculty for language acquisition that is biologically determined. Chomsky believed that all human languages share common principles, such as all languages have verbs and nouns, and it was the child's task to establish how the specific language she or he hears expresses these underlying principles Innateness Theory.



Piaget's Cognitive theory

Jean Piaget was a Swiss psychologist that was famous for his four stages of cognitive development for children, which included the development of language. Children do not think like adults and so before they can begin to develop language they must first actively construct their own understanding of the world through their interactions with their environment. Piaget's cognitive theory states that, children's language reflects the development of their logical thinking and reasoning skills in stages.



There are FOUR stages of Piaget's cognitive development theory:

- 1- **Sensory-Motor Period-** (birth to 2 years) Children are born with "action schemas" to "assimilate" information about the world such as sucking or grasping. During the sensory- motor period, children's language is "egocentric" and they talk either for themselves or for the pleasure of associating anyone who happens to be there with the activity of the moment
- 2- **Pre-Operational Period-** (2 years to 7) Children's language makes rapid progress and the development of their "mental schema" lets them quickly "accommodate" new words and situations. Children's language becomes "symbolic" allowing them to talk beyond the "here and now" and to talk about things such as the past, future and feelings.

- 3- **Egocentrism-** Involves "animism" which refers to young children's tendency to consider everything, including inanimate objects, as being alive. Language is considered egocentric because they see things from their own perspective.
- 4- **Operational Period-** (7 to 11 years) and (11 years to adulthood) Piaget divides this period into two parts: the period of concrete operations and the period of formal operations. at this point the children's language becomes "socialized" and includes things such as questions, answers, commands and criticisms.



The Competition Model:

The competition model is a psycholinguistic model introduced to deal with the areas of first and second language acquisition. As a functionalist model, the 'competition model' suggests that language forms are at the service of communicative functions. It is based on the hypothesis that human beings do not need to have any innate brain module for language learning. However, it does not reject the innate and psychological mechanisms underlying language acquisition. (Kroll and DeGroot, 2005)

The Competition Model accounts for first language acquisition as well as the learning of second languages. It develops an underscoring the role of transfer and interference in second language learning. MacWhinney And Bates (1981) and Field (2004) described the competition model as an explanation for language acquisition that takes into account not only language form but also language meaning and language use.

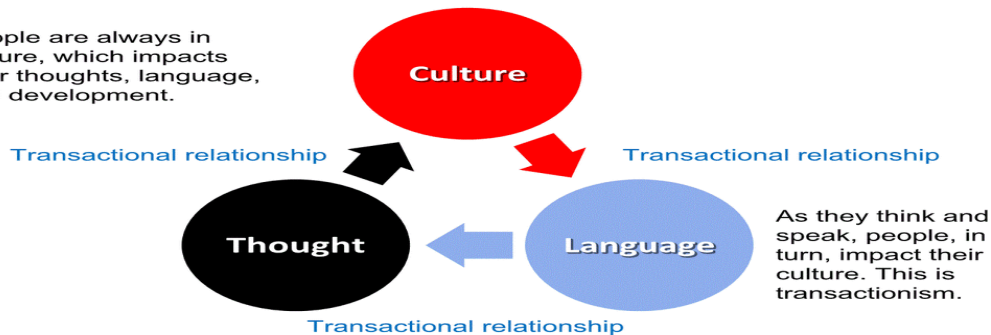
Vygotsky's Social Interaction Theory

It incorporates that children can be influenced by their environment as well as the language input children receive from their care-givers. The interaction theory proposes that language exists for the purpose of communication and can only be learned in the context of interaction with adults and older children. Vygotsky also developed the concepts of private speech which is when children must speak to themselves in a self-guiding and directing way- initially out loud and later internally and the zone of proximal development which refers to the tasks a child is unable to complete alone but is able to complete with the assistance of an adult. Social Interactionist Theory:

Vygotsky's Sociocultural Theory

Transactionism

People are always in culture, which impacts their thoughts, language, and development.



www.memphis.edu

Modern Theories and Models of Language Acquisition Usage-Based Theory

This usage-based theory of language suggests that children initially build up their language through very concrete constructions based around individual words or frames on the basis of the speech they hear and use. The usage-based theory takes constructions, which are direct form meaning pairings, to be the basic units of granular and believe that children learn constructions by first mastering specific instances before going on to generalize and use the constructions productively with other lexical items. Young children learn their mother tongue rapidly and effortlessly, following similar developmental paths regardless of culture. How infants accomplish this task .the Native Language Magnet Model to help explain how infants at birth can hear all the phonetic distinctions used in the world's languages.

According to Kuhl and colleagues (2005), to acquire a language, infants have to discover which phonetic distinctions will be utilized in the language of their culture and do so by discriminating among virtually all the phonetic units of the world's languages.

Native Language Magnet (NLM) Model

NLM specified THREE phases in development

Phase 1- infants are capable of differentiating all the sounds of human speech and abilities are derived from their general auditory processing mechanisms rather than from a speech-specific mechanism.

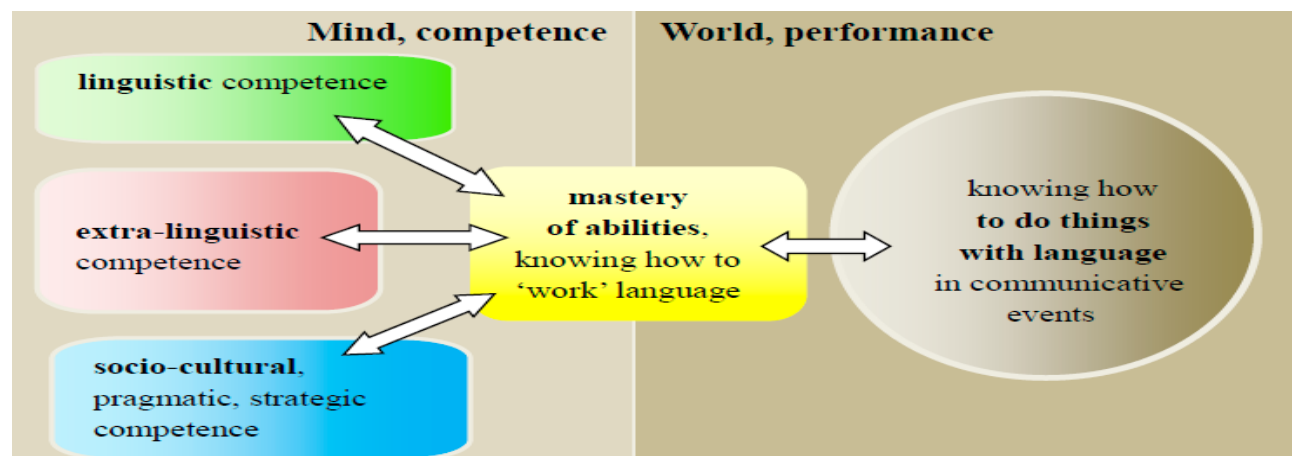
Phase 2- infants' sensitivity to the distributional properties of linguistic input produces phonetic representations. Experience accumulates and the representations most often activated begin to function as perceptual magnets for other members of the category.

Phase 3- The perception termed perceptual magnet effect produces facilitation in native and a reduction in foreign language phonetic abilities. Recently Kuhl's research has initiated the revision of the NLM and expanded the model to include native language neural commitment, which explains effects of language experience on the brain. NLM Model

Garrett's Model

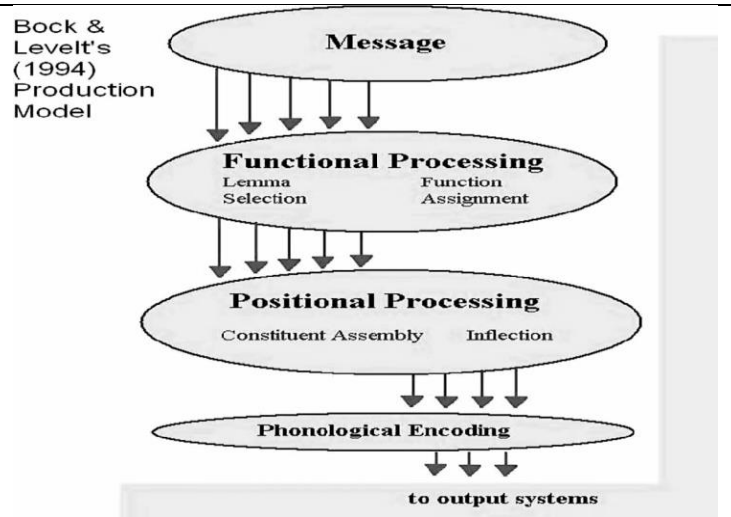
This model consists of FOUR levels of processing

- 1) Message Level, where the main idea to be conveyed is generated
- 2) The Functional Level is subdivided into two stages. The first, the Lexical Selection stage, is where the conceptual representation is turned into a lexical representation, as words are selected to express the intended meaning of the desired message. The lexical representation is often termed the Lemma, which refers to the syntactical, but not phonological, properties of the word
- 3) The Function Assignment stage is where the syntactical role of each word is assigned. At the third level of the model, the Positional level, the order and inflection of each morphological slot is determined.
- 4) Finally, in the Phonological encoding level, sound units and intonation contours are assembled to form lexemes, the embodiment of a word's morphological and phonological properties.



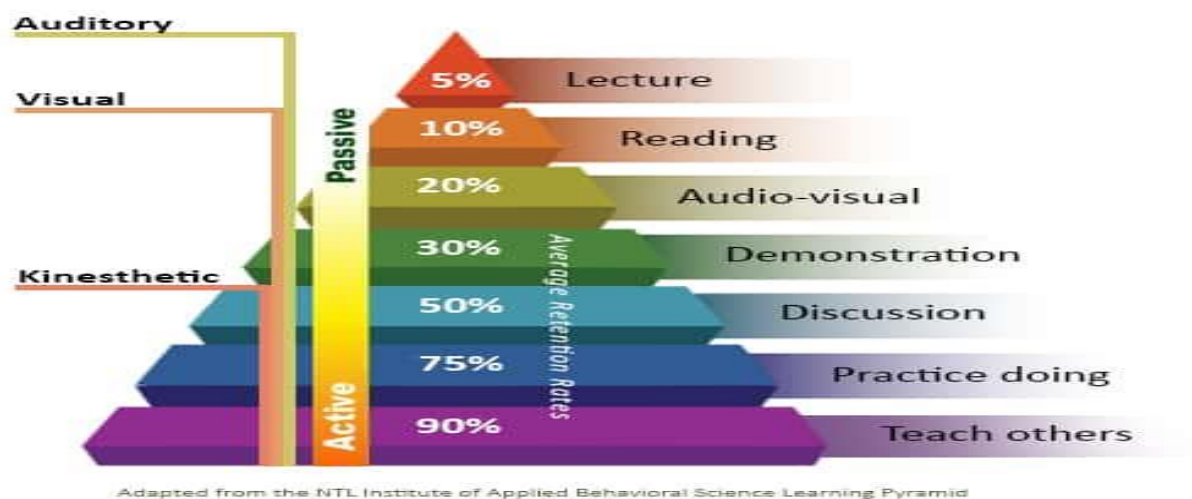
The Bock and Levelt Model

In these non-modular models, information can flow in any direction and thus the conceptualization level can receive feedback from the sentence and the articulatory level and vice versa. In these models, input to any level can therefore be convergent information from several different levels and in this way the levels of these models are considered to have interacting activity. Within a phrase, words that are retrieved initially constrain subsequent lexical selection of speech production.



Parallel-Processing Models

Dell's model referred to as the Connectionist Model of speech production. Dell's model claims, unlike the serial models of speech production, that speech is produced by a number of connected nodes representing distinct units of speech (i.e. phonemes, morphemes, syllables, concepts, etc).



Q Write a comprehensive note on Consonants, its types and develop a table showing manner of articulation and place of articulation.

Ans The **sound** of a **consonant** is **produced** by a partial or complete obstruction of the airstream by a constriction of the speech organs. **Consonants are divided into two types that are 1) voiced and 2) Unvoiced.** English consonant letters are 22 while consonants sounds are 24: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, U, V, W, X, Y (sometimes), Z.

Fricative Consonants

In phonetics, a **consonant sound**, such as English f or v, produced by bringing the mouth into position to block the passage of the airstream, but not making complete closure, so that air moving through the mouth generates audible friction. The example of such letter are: f, s; v, z,

Affricative Consonants

the **affricates** are a complex consonant that begins with an occlusive phase before moving on to a **fricative** phase. Examples of such affricative sounds are: /t/, /d/, /p/

Manner of articulation

In articulatory **phonetics**, the **manner of articulation** is the configuration and interaction of the articulators (speech organs such as the tongue, lips, and palate) when making a speech sound. ... Others include those involved in the r-like sounds (taps and trills).

Types of manner of Articulation

There are six different **manners of articulation** in English that will distinguish one consonant sound from the next that are:

- 1- **Plosives/stops:** In plosives, the speech organs are closed and the oral and nasal cavity completely closed blocking off the airstream. The audible puff of air that is released is called *aspiration*. Plosives of the English language are /p/, /t/, /k/ (voiceless) and /b/, /d/, /g/ (voiced).
- 2- **Affricates:** A complete blockage of the airstream in the oral cavity but the blocked-off airstream is released slowly causing audible friction. English affricates are /tʃ/ (voiceless) as in *cheese* and /dʒ/ (voiced) as in *jungle*.
- 3- **Nasals:** In nasal sounds the velum (soft palate) is lowered blocking off the oral cavity. English nasals are /m/, /n/ and /ŋ/ as in *sing*, which are all voiced.
- 4- **Fricatives:** When air forces its way through a narrow gap between two articulators at a steady pace. They can be divided into two categories: slit fricatives and groove fricatives. In slit fricatives the tongue is rather flat (as in /f/, /θ/ as in *thing* (voiceless), /v/, /ð/ as

in *this* (voiced)) while in groove fricatives the front of the tongue forms the eponymous groove (/s/ as in *seal*, /ʃ/ as in *shock* (voiceless), /z/ as in *zero*, /ʒ/ as in *measure* (voiced)).

- 5- **Laterals:** The tip of the tongue is pressed onto the alveolar ridge. The only English lateral sound is /l/ (voiced).
- 6- **Approximants or Semi vowels:** The name approximants refers to the fact that the articulators involved approach each another without actually touching. There are three approximants in the English language: /j/ as in *you*, /w/ as in *we* and /r/ as in *rise* (all voiced).

24 Consonant Phonemes / Graphemes

Phoneme (sound)	Examples	Graphemes (written patterns)		Phoneme (sound)	Examples	Graphemes (written patterns)	
/b/	banana, bubbles	b	bb	/s/	sun, mouse	s	ss, ce, se, c, sc
/c/	car, duck	c	k, ck, q, ch	/t/	turtle, little	t	tt
/d/	dinosaur, puddle	d	dd,	/v/	volcano, halve	v	ve
/f/	fish, giraffe	f	ff, ph, gh	/w/	watch, queen	w	wh, u
/g/	guitar, goggles	g	gg,	/x/	fox	x	
/h/	helicopter	h		/y/	yo-yo	y	
/j/	jellyfish, fridge	j	g, dge, ge	/z/	zip, please	z	zz, ze, s, se
/l/	leaf, bell	l	ll, le	/sh/	shoes, television	sh, ch, si, ti	
/m/	monkey, hammer	m	mm, mb	/ch/	children, stitch	ch, tch	
/n/	nail, knot	n	nn, kn	/th/	mother	th	
/p/	pumpkin, puppets	p	pp	/th/	thong	th	
/r/	rain, write	r	rr, wr	/ng/	sing, ankle	ng, n	

Regular Alphabet Letters and Sounds

Advanced Letter Patterns and Sounds

@K-3TeacherResources.com

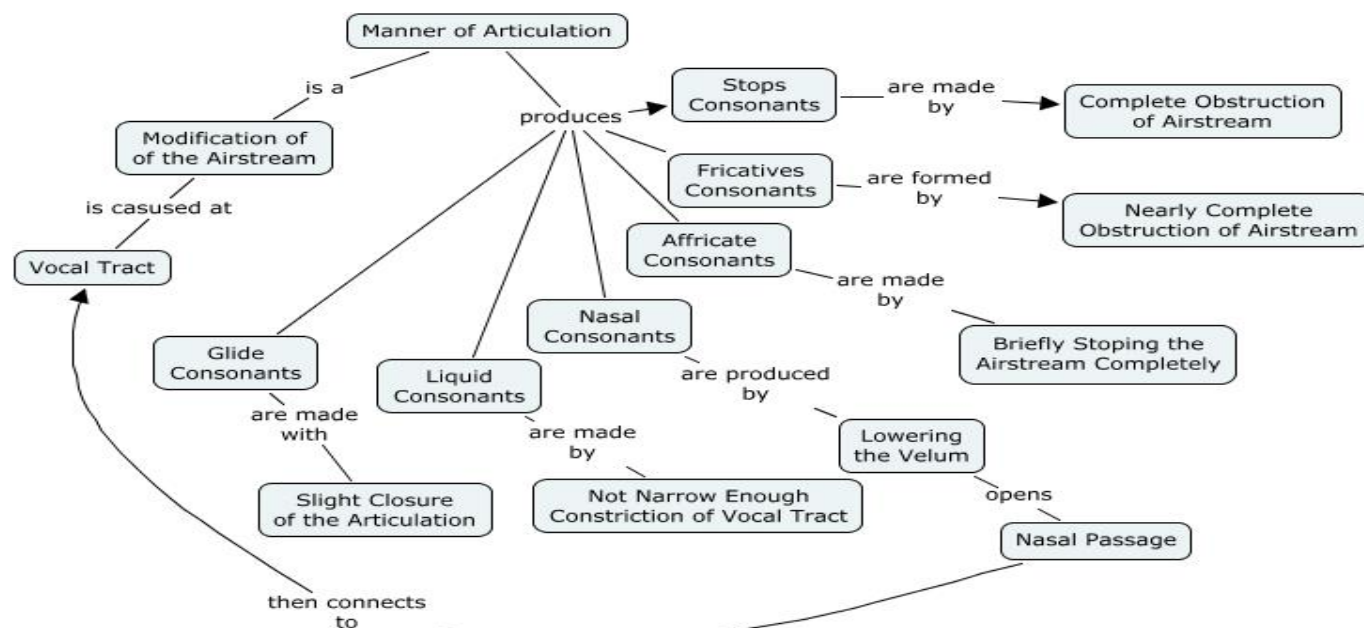
THE ENGLISH PHONETIC ALPHABET

CONSONANTS (PULMONIC)

© 2005 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d				k g			ʔ
Nasal	m			n				ŋ			
Trill											
Tap or Flap											
Fricative		f v	θ ð	s z	ʃ ʒ						h
Lateral fricative											
Approximant				r			j				
Lateral approximant				l							

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.



Place of Articulation

The '**Place of Articulation**' is the point of contact, where an obstruction occurs in the vocal tract between an active, moving articulator (typically one part of the tongue) and a passive articulator (typically one part of the roof of the mouth).

Types of place of Articulation

Consonants are distinguished according to the location of their production (the various organs of the vocal tract). Talking about the Place of Articulation we distinguish between active and passive articulators. There are five active articulators that can act independently of one another:

- **The lips:**

Labials & **Labio-velar** sounds

- the flexible front of the tongue:

Coronals

- the middle/back of the tongue:

Dorsals

- the root of the tongue together with the epiglottis:

Radicals

- the larynx:

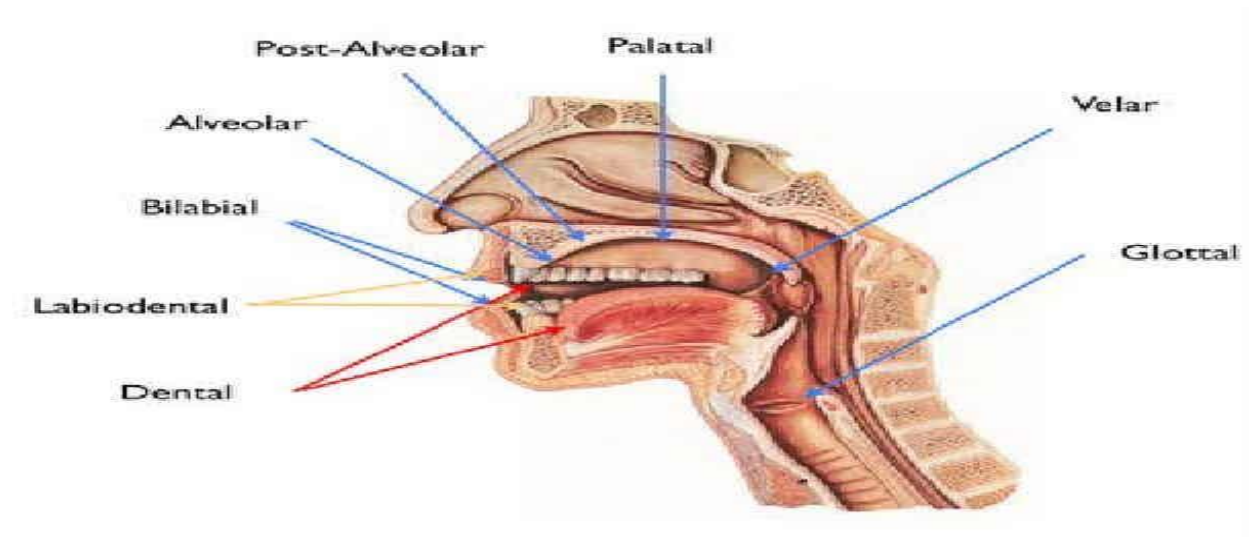
Glottals

The passive articulation is a range without clear-cut boundaries. The places fuse into one another, and a consonant is pronounced somewhere between the following named places.

- labial and interdental

Handbook of Second language Acquisition

- interdental and dental
- dental and alveolar
- alveolar and palatal
- palatal and velar
- velar and uvular



Quiz for Mid Term

1. The idea that 'Language is not learnt by groups' relates to.
A. Individual differences B. Affective Factors C. Cognitive Factors
2. The use of strategies on second language acquisition relates to
A. Individual differences B. Affective Factors C. Cognitive Factors
3. The idea that 'Human beings are emotional creatures' relates to
A. Individual differences B. Affective Factors C. Cognitive Factors
4. Identifying which variables are more influential and make stronger contribution than the others is associated to
A. Gardner's Educational Model
B. Skehan Model of Influence on Language Learning
C. Spolsky's Model of second language learning
5. This model includes three main aspects: Cultural beliefs, Individual differences and Second Language Learning (SLA)/learning contexts
A. Gardner's Educational Model

Handbook of Second language Acquisition

B. Skehan Model of Influence on Language Learning

C. Spolsky's Model of second language learning

6. This model holds that language learners have characteristics that affect language learning once they choose strategies to be successful on achieving the target language.

A. Monitor theory B. Brown & Fraser's Framework C. The "Good Language Learner" Model

7. This model highlights the importance of these two elements: 'conditions of social contexts' and 'conditions of learners'.

A. Gardner's Educational Model

B. Skehan Model of Influence on Language Learning

C. Spolsky's Model of second language learning

8. When the goal is basic communicative ability of the TL, rather than native-like mastery, and when children's native language remains the primary language, it may be more efficient to begin L2 or FL learning later.

A. True

B. False

9. Intelligence may play a determinant role in language learning that FOCUSES more on COMMUNICATION AND INTERACTION.

A. True

B. False

10. Successful language learners are not necessarily strong in all of the components of aptitude. (e.g., Some may have strong memories but only average ability to figure out grammatical rules.)

A. True

B. False

11. Personality may be a major factor only in the acquisition of conversational skills (i.e., oral communicative ability), not in the acquisition of literacy skills (i.e., reading and writing skills).

A. True

B. False

12. Every person, student or teacher, has a learning style; therefore, there is no particular teaching or learning method that can suit the needs of all learners.

A. True

B. False

13. Learners' preference for learning, whether due to their learning styles or to their beliefs about how language are learned, will not influence the kinds of strategies they choose to learn new material.

- A. True B. False

14. According to the Socio Educational Model, acquiring a FL/ L2 consists on knowing and repeating new words, structures and sounds.

- A. True B. False

15. To manage communication problems language learners have a variety of strategies to use, such as expansion, reduction and avoidance.

- A. True B. False

16. According to the Acculturation Model, language learners that aren't willing to acculturate, use input to construct their interlanguage.

- A. True B. False

17. "The process of becoming adapted to a new culture"

- | | |
|----------------------------|------------------------|
| A. Socio Educational Model | B. Acculturation Model |
| C. Motivation model | D. Classroom Model |

18. It states the reciprocity of motivation and language learning

- | | |
|----------------------------|------------------------|
| A. Socio Educational Model | B. Acculturation Model |
| C. Motivation Model | D. Classroom Model |

19. This is NOT a learning strategy.

- A. Cognitive B. Metacognitive C. Social/affective D. Achievement

20 Which theory of language development suggests that children learn appropriate sounds and words in reaction to their parents' reinforcement?

- a) Behaviorist b) Nativist c) cognitive d) contextual

21 Regardless of culture, children begin to learn language around the same time all over the world. At about what age is this?

- | | |
|---------------------------|----------------------------|
| a) Between 6 and 8 months | b) between 8 and 28 months |
| c) Between 2 and 4 years | d) between 5 and 7 years |

22 Which theorist hypothesized that children are born with a language acquisition device?

- a) Chomsky b) Piaget c) Skinner d) Vygotsky

Handbook of Second language Acquisition

23 According to which theorist is symbolic thought a precondition for language acquisition?

- a) Chomsky b) Piaget c) Skinner d) Vygotsky

23 Piaget has been criticized for underestimating what factor in language development?

- a) Biology b) intelligence c) social interaction d) biology and intelligence

24 According to which theorist do thought and language originate independently, but later merge?

- a) Chomsky b) Piaget c) Skinner d) Vygotsky

25 Which theorist places the most importance on social interaction in the development of language?

- a) Chomsky b) Piaget c) Skinner d) Vygotsky

26 According to which theory of language development is language constructed within a particular sociocultural context, depending on cognitive and environmental factors?

- a) Behaviorist b) Nativist c) cognitive d) contextual

27 Children's first words most commonly refer to what?

- a) concrete objects b) abstract ideas c) time d) colors

28 The recognition that children who pretend they are reading or writing understand a great deal about literacy is characteristic of what approach to literacy?

- a) emergent literacy b) reading readiness c) phonetic d) phonemic awareness

29 Brenda's mother speaks French and German. Her father speaks English and French. Brenda speaks all three. However, she often mixes the languages together as she speaks. What phenomenon is Brenda exhibiting?

- a) Discrimination b) overgeneralization c) mixed speech d) successive bilingualism

30 English is Greg's native language. In fifth grade, his family moves to another country, where Spanish is spoken. He learns Spanish, becoming fluent. What phenomenon is Greg exhibiting?

- a) Discrimination b) simultaneous bilingualism c) mixed speech d) successive bilingualism

Handbook of Second language Acquisition

31 The literacy approach that emphasizes a set of skills children needed to master before
beginning formal reading instruction is known as what?

- a) Emergent literacy b) reading readiness C) writing readiness d) whole language

32 Which of the following does NOT play a significant role in the child's learning of language?

- a) Imitation of adult speech b) learning rules for sound combinations
- c) Learning rules for sentence structure d) learning rules for interaction patterns

33 Which of the following has research NOT shown to be beneficial to a child's second language acquisition?

- a) youth—the younger the child, the easier for him to learn a second language
- b) mastery of grammar of the child's first language
- c) continued development of the child's first language
- d) being surrounded by native speakers of the second language

34 Metalinguistic awareness is _____.

- a) The ability to think and talk about language
- b) The ability to connect the distinctive sounds in words to letters
- c) Understanding of the mapping principles between sounds and meaning
- d) The ability to recognize writing from other visual marks

35 Which of the following would NOT help create phonemic awareness during preschool?

- a) Re-reading the same book over and over again
- b) Using songs, finger plays, and stories with rhyming words
- c) Isolating the beginning sound of words by asking children to say the sounds they hear
- d) Showing children how print is read on a page

35 Which of the following is NOT true about comprehension?

- Comprehension depends only on the reader's decoding knowledge and skills.
- Comprehension is an active process in which the reader works to construct a meaningful message from the text
- Comprehension depends on the reader's ability to use syntactic, semantic and pragmatic information to understand the text

Handbook of Second language Acquisition

- d) Comprehension is gained through prior knowledge of a subject, and attitudes or feelings towards characters

36 Invented spelling

- a) increases children's fluency. B) Interferes with reading development and the development of conventional spelling. C) Should be treated as erroneous spelling to be corrected with beginning readers. D) Should not be supported by parents.

37 The teaching method in which at least two languages are used in basic subject areas is:

- a) ESL b) Bilingual education c) Structured immersion d) Submersion

37. Which of these terms refer to the study of speech process? substances

- a) Phonology b) Phonetic
c) Phonetics
d) Semantics

38. Which of these is not a type of phonetics?

- a) Articulatory
b) Personal
c) Acoustic
d) Auditory

39. Articulatory phonetics is the study of physical properties of speech sounds.

- a) True b) False

40 Which of these terms refer to the study of hearing and perception of speech sounds?

- a) Articulatory phonetics

b) Acoustic phonetics
c) Auditory phonetics
d) Laboratory phonetics

41 Laboratory phonetics is a branch which uses instruments to study sounds.

- a) True
b) False

42 What is the term used for ingressive air-sounds produced?

- a) Claps
b) Snap
c) Clicks
d) Beats

43. Which of these refer to the sound features of a language?

- a) Morphemics
b) Phonetic substances
c) Phonetics
d) Syntax

44. What does the phonetic symbol **d** represent?

- b) Voiced bilabial plosive

Handbook of Second language Acquisition

- c) Voiceless palatal plosive
 - d) Voiced alveolar plosive
 - e) Voiced dental fricative
45. What is the full form of **IPA**?
- a) Indian Phonetic Alphabet
 - b) International Phonetic Alphabet
 - c) International Phonetic Agreement
 - d) Indian Phonetic Agreement
46. What does the sign / / represent?
- a) Phonetic transcription
 - b) Centralization
 - c) Voiced bilabial nasal
 - d) Rising- falling pitch
47. A phoneme is
- ☒ a. A set of rules to describe the patterns of linguistics use
 - ☐ b. The study of the sounds of language
 - ☐ c. A class of functionally equivalent sounds
 - ☐ d. A speech sound
 - ☐ e. A set of speech sounds that produce meaning
48. Speech sounds are called
- ☒ a. Phonemes
 - ☐ b. Phonetics
 - ☐ c. Phonology
 - ☐ d. Phones
 - ☐ e. Allophones
49. The study of how words are put together is
- ☐ a. Syntax
 - ☐ b. Morphology
 - ☐ c. Phonology
 - ☐ d. Semantics
 - ☐ e. Grammar
50. The study of phonology includes which topic?
- ☐ a. Examining individual language sound patterns
 - ☐ b. Mapping out the possible ways that humans use speech organs to create sounds
 - ☐ c. Analyzing words to discover their meaningful parts

Handbook of Second language Acquisition

- ☐ d. Both A and B
 - ☐ e. None of the above
- 51 The minimal unit of meaning in a language is a(n)
- ☐ a. Morpheme
 - ☐ b. Phoneme
 - ☐ c. Allophone
 - ☐ d. Phone
 - ☐ e. Word
- 52 How a sentence is structured is called
- ☐ a. Grammar
 - ☐ b. Syntax
 - ☐ c. Semantics
 - ☐ d. Phonology
 - ☐ e. Morphology
- 53 The English words *through* and *threw* are examples of
- ☐ a. Autonym
 - ☐ b. Polysemy
 - ☐ c. Synonymy
 - ☐ d. Homophony
 - ☐ e. Denotation
- 54 The study of meaning in linguistic anthropology is called
- ☐ a. Pragmatics
 - ☐ b. Phonology
 - ☐ c. Morphology
 - ☐ d. Semantics
 - ☐ e. Phenology
- 55 A form of figurative or nonlinear language that violates the formal rules of denotation by linking expressions from unrelated semantic domains is known as
- ☐ a. Simile
 - ☐ b. Metaphor
 - ☐ c. Connotation
 - ☐ d. Both A and B
 - ☐ e. Both A and C

- 56 Additional meanings that derive from the typical contexts in which they are used in everyday speech are known as
- ☐ a. Connotations
 - ☐ b. Annotations
 - ☐ c. Denotations
 - ☐ d. Permutations
 - ☐ e. Phonation
57. What is the organ that modifies the air flow so it determines whether sound is nasal or oral?
- a) Tongue b) Velum c) Nose d) Question 2
58. These are the similarities between sounds "p, b, m", EXCEPT:
- a) Consonantal b) bilabial c) stop d) voiced
- 59 These are the similarities between sounds "t, d, n", EXCEPT:
- a) Consonantal b) bilabial c) stop d) voiced
- 60 Why are some sounds called "stop"?
- a) we need to stop in order to say that
b) the airstream is completely blocked in the oral
c) cavity for a short period d) it has some stop signs it stops us from saying the sound
- 61 Why are some sounds called "fricative"?
- a) There is no obstacle in saying the sounds b) it fibrates in producing the sound,
c) Airflow is so severely obstructed that it causes friction d) it stops us from saying the sound
- 62 These are the similarities between sounds "s, z", EXCEPT:
- a) Consonantal b) alveolar c) fricative d) voiced
- 63 All fricatives are not continuants
- a) True b) false
64. Affricates are not continuants
- a) True b) false
65. In the production of the sounds [l] and [r], there is some obstruction of the airstream in the mouth, but not enough to cause any real constriction or friction.
- a) True b) false
- 66 after the sound [j] and [w] should be directly followed by a vowel and it sometimes occurs at the end of words
- a) True b) false
67. All sounds from liquids and glides are actually central approximants

Handbook of Second language Acquisition

a) True b) false

68 These are the similarities between sounds "k, g, ?", EXCEPT:

a) Consonantal b) velar c) oral d) stop

69. What is the similarity between sounds "p and t"?

a) Approximant b) voiceless c) oral d) fricative

70. Most sounds are actually fricatives

a) True b) false



READINGS

- Atkinson, D. 2010. Extended, embodied cognition and second language acquisition. *Applied Linguistics* (Advance Access): 1-25.
- Clément, R., Z. Dörnyei and K. A. Noels. 1994. Motivation, self-confidence, and group cohesion in the foreign language classroom. *Language Learning* 44:417-448.
- Conklin, K. and N. Schmitt. 2008. Formulaic sequences: Are they processed more quickly than nonformulaic language by native and nonnative speakers? *Applied Linguistics* 29.1: 72-89.
- Dewaele, J.-M. and A. Furnham. 1999. Extraversion: the unloved variable in applied linguistics research. *Language Learning* 49:509-544.
- Donitsa-Schmidt, S., O. Inbar and E. Shohamy. 2004. The effects of teaching spoken Arabic on students' attitude and motivation in Israel. *Modern Language Journal* 88:217-228.
- Ellis, R., Y. Sheen, M. Murakami and H. Takashima. 2008. The effects of focused and unfocused written corrective feedback in an English as a foreign language context. *System* 36.3: 353- 371.
- Ferris, D. R. 2004. The grammar correction debate in L2 writing: where are we, and what do we go from here? (And what do we do in the meantime?) *Journal of Second Language Writing* 13:49-62.
- Gregory, E., T. Arju, J. Jessel, C. Kenner and M. Ruby. 2007. Snow White in different guises: interlingual and intercultural exchanges between grandparents and young children at home in East London. *Journal of Early Childhood Literacy* 7:5-25.
- Hyltenstam, K. and N. Abrahamsson. 2001. Age and L2 learning: the hazards of matching practical 'implications' with theoretical 'facts': comments on Stefka H. Marinova-Todd, D. Bradford Marshall, and Catherine Snow's 'Three misconceptions about age and L2 learning'. *TESOL Quarterly* 35:151-170.
- Jia, G. and A. Fuse. 2007. Acquisition of English grammatical morphology by native Mandarin-speaking children and adolescents: age-related differences. *Journal of Speech, Language and Hearing Research* 50:1280-1299.
- Marinova-Todd, S. H., D. B. Marshall a C. E. Snow. 2000. Three misconceptions about age and L2 learning. *TESOL Quarterly* 34:9-34.
- Marinova-Todd, S. H., D. B. Marshall a C. E. Snow. 2001. Missing the point: a response to Hyltenstam and Abrahamsson. *TESOL Quarterly* 35:171-176.
- Nation, I. S. P. 2006. How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review* 63:59-81.

Handbook of Second language Acquisition

- Pavlenko, A. and S. Jarvis. 2002. Bidirectional transfer. *Applied Linguistics* 23.2:190-214.
- Ringbom, H. 1992. On L1 transfer in L2 comprehension and L2 production. *Language Learning* 42: 85-112.