**Міністерство освіти і науки України**

**UKRAJNA OKTATÁSI ÉS TUDOMÁNYOS MINISZTÉRIUMA**

**Закарпатський угорський інститут імені Ференца Ракоці ІІ**

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Filológia Tanszék. Angol nyelv és irodalom

 “**ЗАТВЕРДЖУЮ / JÓVÁHAGYOM**”

Проректор з науково-педагогічної роботи

Oktatási rektorhelyettes

Рац А. Й./Rácz B.

«\_27\_» \_\_\_\_\_\_08\_\_\_\_\_ 2019

## **РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ**

\_\_\_\_\_\_ **Лінгводидактика**\_\_\_\_\_\_\_

(назва навчальної дисципліни)

підготовки магістра галузі знань 03 «Гуманітарні науки»

за спеціальністю 035 «Філологія» (мова і література англійська)

Розробники програми: \_\_\_\_\_\_\_\_ Леврінц Маріанна Іванівна \_, канд. пед. наук , в. о. доцента

Затверджено на засіданні кафедри \_\_\_\_\_\_\_\_Філології\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Протокол №\_\_1\_\_ від „\_\_27\_\_” \_\_\_серпня\_\_\_\_\_\_\_ 2019\_\_року

Jóváhagyva a \_\_\_\_\_\_\_\_\_\_\_\_Filológia\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tanszék ülésén

\_\_\_\_\_\_27/08/2019\_\_\_\_\_\_\_\_\_\_\_\_-án, jegyzőkönyv száma: \_1\_\_

Завідувач кафедри / TanszékvezetőКовтюк І. Я.

 (прізвище та ініціали)

# **Опис навчальної дисципліни**

|  |  |  |
| --- | --- | --- |
| Найменування показників  | Галузь знань, напрям підготовки, рівень освіти | Характеристика навчальної дисципліни |
| **денна форма навчання** | **заочна форма навчання** |
| Кількість кредитів – 3 | Галузь знань03 Гуманітарні науки \_\_ | Обов’язкова |
| Модулів – 3Змістових модулів – 3 | Напрям підготовки /спеціальність:\_035 Філологія. Англійська мова і література  | **Курс: ІІ****2-ий рівень вищої освіти** |
|  |
| **Семестр 4** |
| Загальна кількість годин - 120 |  |
| **Лекції** |
| Тижневих годин для денної форми навчання:аудиторних – 2самостійної роботи студента - 6 | Рівень освіти:магістр | \_10\_ год. | \_4\_ год. |
| **Практичні, семінарські** |
| \_14\_ год. | \_\_ год. |
| **Лабораторні** |
| \_\_ год. | \_\_ год. |
| **Самостійна робота** |
| \_96\_ год. | \_116\_ год. |
| **Індивідуальні завдання: \_\_\_** год. |
| Вид контролю: \_\_\_\_\_\_іспит\_\_\_\_\_\_\_\_\_\_\_ |

1. **Мета та завдання навчальної дисципліни**

 **Метою** курсу “Лінгводидактика” є формування знань студентів про особливості засвоєння і навчання іноземної/другої мови.

**Об’єкт вивчення**: психологічні і лінгвістичні засади навчання і засвоєння іноземної/другої мови.

**Цілі навчання:** формування лінгводидактичної компетентності майбутніх викладачів іноземних мов.

**Теоретичний зміст дисципліни**: лінгводидактика (психологічні і лінгвістичні аспекти навчання/засвоєння іноземної/другої мов).

**Методи і засоби:** загальнонаукові, філологічні, психолого-педагогічні методи, сучасні методи навчання іноземних мов, способи організації навчального процесу у вищій школі, технології урочної та позаурочної діяльності у вищих закладах освіти.

**Інструменти та обладнання:** ознайомлення з дидактичними підходами навчання в процесі викладання іноземних мов у вищій школі; умінь і навиків використання навчальних, наукових, методичних, мультимедійних, Інтернет-джерел і відповідного обладнання в освітньому процесі; умінь і навиків створення власного навчально-методичного забезпечення предмета.

Основними **завданнями** дисципліни “Лінгводидактика” є ознайомлення студентів із основами методології навчання іноземної/другої мов, теоріями оволодіння іноземної/другої мов, об’єктивними закономірностями на яких базується модель навчання іноземних мов, у центрі якої знаходиться білінгвальна (полілінгвальна) і бікультурна (полікультурна) мовна особистість учня, особливості навчання й засвоєння мови в контексті багатомовності, індивідуальних і культурних особливостей студентів, їхньої вікової специфіки та ін.

**Предметні компетентності:**

1. здатність організовувати іншомовний освітній процес, враховуючи надбання психолого-педагогічної і філологічної науки;
2. здатність формувати іншомовну комунікативну компетентність учнів і студентів, застосовуючи результати лінгводидактичних досліджень;
3. здатність використовувати досягнення сучасної науки в галузі психології засвоєння мови у практиці навчання іноземної мови на різних освітніх рівнях;
4. здатність розробляти і обґрунтовувати нові технології навчання мови;
5. здатність виявляти потенційні зв’язки лінгводидактичної теорії, освітньої політики та практики;
6. здатність здійснювати аналітичний пошук наукової інформації та оцінювати її за критеріями доцільності та достовірності;
7. здатність проводити фахово орієнтовані наукові дослідження;

**Знання:**

1. теорії оволодіння іноземної/другої мов;

2. засади теоретичного й експериментального (пробного) дослідження в професійній сфері та методи їхньої реалізації;

3. основні поняття і категорії лінгводидактики;

4. об’єктивні закономірності на яких базується модель навчання іноземних мов;

5. психологічні засади засвоєння іноземної/другої мов;

6. лінгвістичні засади засвоєння іноземної/другої мов;

7. про особливості навчання й засвоєння мови в контексті багатомовності;

**Уміння:**

1. критично аналізувати й застосовувати набуті теоретичні відомості з лінгводидактики;
2. працювати з теоретичними та науково-методичними джерелами (зокрема цифровими), видобувати, обробляти й систематизувати інформацію, використовувати її в освітньому процесі;
3. володіти термінологією, основними поняттями лінгводидактики та методики навчання ІМ;
4. уміти організовувати та проводити лінгводидактичне дослідження;
5. узагальнювати емпіричні дані та формулювати висновки;
6. доступно та аргументовано представляти результати досліджень у письмовій та усній формах, брати участь у наукових дискусіях.
7. здійснювати адаптацію та модифікацію існуючих наукових підходів до конкретних ситуацій професійної діяльності;

**Програма та структура навчальної дисципліни**

|  |  |
| --- | --- |
| Назви змістових модулів і тем  |  Кількість годин |
| денна форма | заочна форма |
| разом | у тому числі | разом | у тому числі |
| лекції | семін. | сам. | лекції | семін. | сам. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| **Module 1. Foundations of Second Language Acquisition** |
| Theme 1. Second Language Acquisition as a field of studyTheme 2: Schools of thought in second language acquisition Theme 3: First Language Acquisition TheoriesTheme 4: Second Language Acquisition Theories |  |  |  |  |  |  |  |  |
| Всього за Модуль 1 | 40 | 3 | 4 | 30 | 40 | 2 | - | 36 |
| **Module 2. The Psychology of Second Language Acquisition** |
| Theme 5: Age and second language acquisitionTheme 6: Psychological factors and second language acquisitionTheme 7: Language Learning Styles and Strategies |  |  |  |  |  |  |  |  |
| Всього за Модуль 2 | 40 | 3 | 4 | 30 | 40 | 1 | - | 40 |
| **Module 3. The Linguistics of Second Language Acquisition** |
|  |  |  |  |  |  |  |  |  |
| Theme 8: The development of a second languageTheme 9: Approaches to the study of SLA |  |  |  |  |  |  |  |  |
| Всього за Модуль 3 | 40 | 4 | 6 | 36 | 40 | 1 | - | 40 |

**Теми лекційних занять**

|  |  |  |
| --- | --- | --- |
| №з/п | Назва теми | Кількістьгодин |
| 1 | **Module 1. Foundations of Second Language Acquisition** | 3 |
| 1. | Theme 1. Second Language Acquisition as a field of study1. The study of second language acquisition: general considerations.
2. The goal of SLA.
3. Definitions.
4. Connection of SLA with other disciplines.
5. The Nature of Language.
6. The Nature of Nonnative Speaker Knowledge.

Theme 2: Schools of thought in second language acquisition 1. Structural Linguistics and Behavioral Psychology 2. Generative Linguistics and Cognitive Psychology3. Constructivism: A Multidisciplinary Approach4. Nineteen centuries of language teaching 5. Language teaching in the XXth centuryTheme 3: First Language Acquisition Theories1. Behaviorist theory.2. Innatist theory3. Interctionist theory.4. First language acquisition insights applied to language teaching.Theme 4: Second Language Acquisition Theories1. Behaviorist perspective in SLA.2. Innatist perspective in SLA.3. Krashen’s Five Hypotheses.4. Interactionist perspective in SLA. |  |
| 2. | **Module 2. The Psychology of Second Language Acquisition** | 3 |
|  | Theme 5: Age and second language acquisition1. Age and language proficiency. Critical Period Hypothesis.2. Age and rate of acquisition.3. Explanation for differential attainment in language acquisitionTheme 6: Psychological factors and second language acquisition1. Key psychological factors and second language acquisition (cognitive, conative, affective).2. Language aptitude.3. Motivation. Theories of motivation.4. Language anxiety.5. Culture shock.6. Social distance.7. Extroversion and introversion.Theme 7: Language Learning Styles and Strategies1. Learning Styles.2. Learning Strategies. |  |
| 3. | **Module 3. The Linguistics of Second Language Acquisition** | 4 |
|  | Theme 8: The development of a second language1.Order of acquisition, sequence of acquisition, and usage-based accounts of L2 development.2.Case studies of L2 learners development.3.Learner varieties in SL acquisition.4.Order of acquisition.5.Development of other linguistics systems.5.1.Acquisition of L2 phonology.5.2.Development of the L2 lexicon.5.3. The interconnectedness of different L2 systems.Theme 9: Approaches to the study of SLA1. Early approaches to the study of SLA1.1. Contrastive Analysis1.2. Error Analysis1.3. Interlanguage1.4. Monitor Model2. Recent approaches to the study of SLA2.1. Universal Grammar2.2. Linguistic interfaces2.3. Functional approaches |  |

**Теми практичних занять**

|  |  |  |
| --- | --- | --- |
| №з/п | Назва теми | Кількістьгодин |
|  | Seminar1. Second Language Acquisition as a field of study. | 1 |
|  | Seminar 2. Schools of thought in second language acquisition | 1 |
|  | Seminar 3. First Language Acquisition Theories | 1 |
|  | Seminar 4. Second Language Acquisition Theories | 1 |
|  | Seminar 5. Age and second language acquisition | 1 |
|  | Seminar 6. Psychological factors and second language acquisition | 2 |
|  | Seminar 7. Language Learning Styles and Strategies | 1 |
|  | Seminar 8. The Linguistics of Second Language Acquisition. The development of a second language | 2 |
|  | Seminar 9. Approaches to the study of SLA | 1 |
|  | Seminar 10. Presentation of results of an individual research project.  | 2 |
|  | Module test. | 1 |
|  | Разом  | 14 |

**Самостійна робота**

**Види самостійної роботи:**

1. підготовка до лекційних і практичних занять;
2. самостійна позааудиторна робота над виконанням завдань навчального і творчого-пошукового характеру;
3. самостійний пошук та опрацювання додаткової інформації над темами практичних занять;
4. підготовка до іспиту;
5. реферування наукових статей із фахових видань та написання аналітичного огляду за їх матеріалами;

|  |  |  |
| --- | --- | --- |
| №з/п | Назва теми | Кількістьгодин |
| 1 | Learner interlanguage |  |
| 2 | SLA and linguistics |  |
| 3 | Universal grammar |  |
| 4 | Variables affecting learning outcome. Affective, cognitive and personality variables  |  |
| 5 | Child language acquisition: first and second |  |
| 6 | Instructed second language learning |  |
| 7 | Learning strategies  |  |
| 8 | Facilitating learning |  |
|  |  |  |

**Методи навчання**

* лекційні та практичні заняття, самостійна робота;
* індивідуальні творчо-пошукові завдання;
* робота з академічною групою, в малих групах, парах, фронтальне та індивідуальне усне та письмове опитування;
* мозковий штурм, групова дискусія, визначення пріоритетів;
* письмове реферування, анотування наукових статей за фахом;
* розроблення та проведення занять для розвитку різних видів мовних умінь із застосуванням різних методів викладання ІМ у ЗВО;
* укладання методичного портфоліо.

**Методи контролю**

**11. Розподіл балів, які отримують студенти**

|  |  |  |
| --- | --- | --- |
| Поточне тестування та самостійна робота | Підсумковий тест (екзамен) | Сума |
| Змістовий модуль 1 | Змістовий модуль 2 | Змістовий модуль3 |  | 100 |
| Т1 | Т2 | Т3 | Т4 | Т5 | Т6 | Т7 | Т8 | Т9 | Т10 | Т11 | test |
|  |  |  |  |  |  |  |  |  |  |  |  |

Т1, Т2 ... Т12 – теми змістових модулів.

**Шкала оцінювання: національна та ECTS**

|  |  |  |
| --- | --- | --- |
| Сума балів за всі види навчальної діяльності | ОцінкаECTS | Оцінка за національною шкалою |
| для екзамену, курсового проекту (роботи), практики | для заліку |
| 90 – 100 | **А** | відмінно  | зараховано |
| 82-89 | **В** | добре  |
| 74-81 | **С** |
| 64-73 | **D** | задовільно  |
| 60-63 | **Е**  |
| 35-59 | **FX** | незадовільно з можливістю повторного складання | не зараховано з можливістю повторного складання |
| 0-34 | **F** | незадовільно з обов’язковим повторним вивченням дисципліни | не зараховано з обов’язковим повторним вивченням дисципліни |

**Методичне забезпечення**

1. Навчальна програма
2. Робоча програма
3. Силабус
4. Конспект лекцій
5. Методичні вказівки для семінарських робіт і самостійної роботи

**13. Рекомендована література**

**Базова**

1. Brown, D. (2007). *Principles of language learning and teaching*. White Plains, N.Y.: Pearson Education.
2. Cook, V. (2008). *Second language learning and language teaching*. London: Hodder Education.
3. Gass, S. (2013). *Second Language Acquisition: An Introductory Course*. Routledge.
4. Ellis R. (2015). *Understanding Second Language Acquisition*. Oxford University Press.
5. Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder.
6. Saville-Troike M. (2012). *Introducing Second Language Acquisition*. Cambridge University Press.

**Допоміжна**

1. Dörnyei, Z. (2005). The Psychology of the Language Learner: Individual Differences. In *Second Language Acquisition*. Mahwah, NJ: Lawrence Erlbaum.
2. Dörnyei, Z. (2009). *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press.
3. Klein W. (2014). Second language acquisition. Available at https://www.researchgate.net/publication/49552300\_Second\_Language\_Acquisition
4. Scovel, T. (2000). A critical review of the critical period hypothesis. A*nnual Review of Applied Linguistics, 20,* 213-223.
5. Singleton, D, (2001). Age and second language acquisition. *Annual Review of Applied Linguistics, 21,* 77-89.
6. Singleton, D., & Ryan, T. (2004). *Language acquisition: The age factor* (2nd ed.), Clevedon, UK: Multilingual Matters.
7. DeKeyser, R. (2000). The robustness of critical period effects in second language acquisition. *Studies in Second language Acquisition, 22,* 499-533.

 **Інформаційні ресурси**

Journals:

Applied Linguistics

The Canadian Modern Language Review

International Journal of Applied Linguistics

International Review of Applied Linguistics

Language Learning

Language Learning & Technology (open access online: <http://llt.msu.edu/>)

Language Teaching Research

The Modern Language Journal

Second Language Research Studies in Second Language Acquisition

System

TESOL Quarterly

Annual Review of Applied Linguistics

Language Teaching

*Додаток 1*

**Методичні вказівки до семінарських робіт з дисципліни**

**Exercises for Seminars and Independent Work**

***Tasks for seminar 1***

Topics for discussion:

1. The study of second language acquisition: general considerations.
2. The goal of SLA.
3. Definitions.
4. Connection of SLA with other disciplines.
5. Connection of SLA with other disciplines
6. The Nature of Language
7. The Nature of Nonnative Speaker Knowledge

**M**

**Assignements**

1. A teacher has drilled students in a structure called indirect questions:

* Do you know where my book is?
* Do you know what time it is?
* Did he tell you what time it is?

As a direct result of the drills, all students in the class were able to produce the structure correctly in class.

After class, a student came up to the teacher and asked, “Do you know where is Mrs. Irving?” In other words, only minutes after the class, in spontaneous speech, the student used the structure practiced in class incorrectly. Describe what you think the reason is for this misuse. Had the lesson been a waste of time? How would you find out?

2. Consider the differences between child language acquisition and adult SLA. Specifically, consider the example provided in (1–2).

(1–2) I want the toy that the little boy is playing with.

With regard to this sentence, we state that, a child could utter this fully formed sentence, which includes a relative clause (“that the little boy is playing with”), without being able to articulate the function of relative clauses (either this one, or relative clauses in general) and without being able to easily divide this sentence into its component parts. It is in this sense that the complex knowledge we have about our native language is largely unconscious.

Do you think that this comment is also valid for adults learning a second language? Specifically, do you think that an adult needs to consciously learn the grammar of relative clauses *before* being able to use them spontaneously in IL? Take an example from your own language-learning or language-teaching experience and relate it to these child versus adult distinctions.

3. a. Create a list of some of the main reasons for the well-attested existence of fossilization in IL.

b. Exchange your list with that of someone else and come up with a common list.

4. In section 1.3.2, we describe the types of knowledge that individuals have about sentences in their native language. We note that there is variation in native speakers’ acceptance of sentences, as in sentences 1–9 and 1–10.

(1–9) Have him to call me back.

(1–10) That’s the man that I am taller than.

Are these sentences acceptable to you? If not, what would you say instead? In what situations, if any, would you say these sentences? Consider how and when such variation might occur in terms of second language syntactic knowledge. If native speakers vary in what they think is or is not acceptable, how does that affect second language learning?

5. Following are English translations of compositions written by two school-children in their native language (Tatar) and compositions written by the same children in Russian, their L2. In all instances, the children were describing a picture.

*Child 1 (written in Tatar):*

The long awaited spring has come. The days are getting warmer and warmer. The blue sky is covered by white fluffy clouds. They skim like sailboats through the sky. The ice is breaking away on the river to the north. The birds have returned after having flown from us to a warm region. The apples have bloomed. Children are planting tomatoes, cucumbers, onions, and other vegetables. They are watering the trees. Azat is planting flowers. Rustam is watering the apples. The children are happily working in the garden. They are very happy.

*Child 1 (written in Russian):*

In the schoolyard there is a large garden. Children are digging in the earth. Children are working in the garden. In the garden there is a pine tree, an oak, and tomatoes. An apple tree is growing there. They are planting flower beds.

*Child 2 (written in Tatar):*

It was a beautiful spring day. The sun was shining. The birds who had returned from distant lands were singing. The trees were swallowed up by the greenery of the luxuriant spring foliage. The children have come into their garden. There the apple trees have already blossomed. Rustam is watering the flowers. The remaining children are planting vegetables. The teacher is watching the work of her pupils. She’s pleased with their work, she smiles.

*Child 2 (written in Russian):*

In the schoolyard there is a large garden. Children are working there. The garden is big. In the garden there are trees. A child is planting a tree. A child is pouring water from a watering pot. In the garden a poplar is growing.

What kind of information (e.g., descriptive or evaluative) do these children include in their TL descriptions of these pictures? In their NL descriptions of the pictures? What similarities/differences are there between the NL and TL versions of these pictures?

6. In pairs, answer “True” or “False” to the following statements. Justify your responses. Once you come to a consensus, compare your answers with those of another pair. Note that, in some of the cases, arguments can be made for a “true” response as well as a “false” response.

a. Any child without cognitive disabilities can learn any language with equal ease.

b. Learning an L2 is a matter of learning a new set of habits.

c. The only reason that some people cannot learn a second or foreign language is that they are insufficiently motivated.

d. All children can learn a second language accent-free.

e. All human beings have an innate capacity to learn language.

f. Vocabulary is the most important part of learning an L2.

g. Vocabulary is the most difficult part of learning an L2.

h. Instruction is a waste of time.

i. Learning an L2 takes no more time than learning an L1.

**Suggested literature:**

Gass S. 4th ed. (2013). Second Language Acquisition: An Introductory Course (p. 1-15).

Ellis R. (2015). Understanding Second Language Acquisition. (topics 1, 14).

***Tasks for seminar 2***

Topics for discussion:

1. Structural Linguistics and Behavioral Psychology.

2. Generative Linguistics and Cognitive Psychology.

3. Constructivism: A Multidisciplinary Approach.

4. Nineteen centuries of language teaching.

5. Language teaching in the XXth century.

individual work (I), group/pair (G) work, or (whole) class (C) discussion, as suggestions to the instructor on how to incorporate the topics and questions into a class session.

1. (I) Prepare a table presenting schools of thought in second language acquisition. In three columns write about their main representatives, typical themes, implications for language teaching.

|  |  |  |
| --- | --- | --- |
| *representatives* | *typical themes* | *implications for language teaching* |
|  |  |  |
|  |  |  |
|  |  |  |

2. (G) Assume roles of advocates of the different schools of thought discussed in the lecture notes. First discuss in groups and then present your views related to the problems of language acquisition and language teaching. Point to the weak points in the stance of the rival schools of thought.

3. (C) What did Twaddeli (1935, p. 57) mean when he said, "The scientific method is quite simply the convention that mind does not exist"? What are the advantages and disadvantages of attending only to "publicly observable responses" in studying human behavior? Don't limit yourself only to language teaching in considering the ramifications of behavioral principles.

4. (T) In the discussion of constructivism as a school of thought, Vygotsky is cited as a major influence in our understanding of constructivism, especially social constructivism. Restate Vygotsky's philosophy in your own words and offer some classroom examples of Vygotsky's theories in action.

5. (G) Looking back at the three schools of thought described in this chapter, in a small group, suggest some examples of activities in the language classroom that would be derived from one of the three perspectives, as assigned to your group. From those examples, try to derive some simple descriptors of the three schools of thought.

6. (O Considering the productive relationship between theory and practice, think of some examples (from any field of study) that show that theory and practice are interactive. Next, think of some specific types of activities typical of a foreign language class you have been in (choral drills, translation, reading aloud, using a vocabulary word in a sentence,etc.), What kind of theoretical assumptions underlie these activities? How might ihe success tor failure) of the activity possibly alter the theory- behind it?

7. (G) Richards and Rodgers (2001. p. 7) said the Grammar Translation Method "is a method for which there is no theory "Why did they make that statement? Do you agree with them? Share in a group any experiences you have had with Grammar Translation in your foreign language classes, and evaluate its effectiveness.

8. Write a plan representing the main developmental stages in the approaches to language teaching.

9. What are the main trends in the XXth century language teaching? Summarize the main points made by Brown (2007).

10. (T)At the end of the chapter, twentieth century language leaching methodology is described as one that evolved into into an *approach* rather than a specific accepted *method,* with the Direct Method and Audiolingual Method cited as examples of the latter. What is the difference between approach and method? Describe classroom examples of each.

**SUGGESTED READINGS**

Brown D. (2007). Principles of language learning and teaching. Pearson Education.

Doughty, C, & Long, M. (2003). *The handbook of second language acquisition.*  Maiden. MA: Blackwell Publishing.

Hinkel. E. (Ed.). (2005). *Handbook of research in second language teaching and* learning*.* Mahwah, NJ: Lawrence Erlbaum Associates.

Mitchell. R . & Myles, F. (2004), *Second language learning theories* (2nd ed.) London: Hodder Arnold.

Kaufman, D. (2004). Constructivist issues in language learning and teaching. *Annual Review of Applied linguistics, 24,* 303-319.

Brown, H, D. (2001). *Teaching by principles. An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Pearson Education.

Richards, J., & Rodgers,T. (2001). *Approaches and methods in language teaching* (2nd ed). Cambridge, UK: Cambridge University Press.

Tasks for seminar 3. **Second Language Acquisition Theories**

Topics for discussion:

1. Behaviorist perspective in SLA.

2. Innatist perspective in SLA.

3. Krashen’s Five Hypotheses.

4. Interactionist perspective in SLA.

*Activity*: Sharing Your Experiences Learning a New Language

1.If you have studied or acquired another language, share your language learning story with the group. Using the stories, discuss the effects on second language acquisition of differences, such as age, culture, and language learning situation, and opportunities to use the new language with native speakers.

2.Reflecting further, what do you recall as the hardest part? Why was it hard? What was easy? Why was it easy? How proficient did you become?

What affected your degree of proficiency? Can you identify a theory underlying the teaching approach (e.g., behaviorist, innatist, interactionist)?

3.After reading this chapter, which language acquisition theory do you favor? Or do you favor a combination of the different views? Do you think any one theory seems to account for all the variables in language acquisition? Discuss these issues with someone else who has read the chapter.

4.Taking each of the language acquisition theories in turn—that is, behaviorist, innatist, and interactionist—think of how each view might help you organize your classroom for maximum language learning. Compare and contrast each of the views in terms of a classroom context. For example, look at Table 2.2, which delineates the different theories, and determine what a classroom that strictly followed one theory might be like: Would desks be in rows or circles? Would the teacher always be in the front of the class or moving around the class most of the time? Would students have many choices of classroom activities or would the teacher determine almost all lessons? Finally, describe what theory or combination of theories accounts for the kind of classroom you think is ideal for second language learners with varying degrees of English language proficiency.

5. The following are parts of Krashen’s various hypotheses. Respond to the following:

**Hypothesis 1**: Do you agree that, because there may be a difference between learning in a classroom and acquisition outside a classroom, learners learn in two very distinct ways? A student once said: “If this is true and you have learned French in a classroom and go to France, then it won’t help you.” Is this a logical conclusion—that is, one that can be drawn from the distinction between acquisition and learning? Why or why not?

**Hypothesis 2**: Do you agree that, if a learner tends to monitor his or her own form, doing so gets in the way of acquiring language? Integrate into your answer the concept of speed—that is, the idea that the monitor cannot be used at all times because of the speed of speech.

**Hypothesis 3**: Do you agree that one acquires all forms in a second language in a particular order, regardless of the input? Discuss this in terms of the three conditions of *time, focus on form, and* *know the rules*.

Video Kraschen S. <https://englishpost.org/language-acquisition/> (15 minutes!)

Literature:

Klein W. (2014). Second language acquisition. CUP. (Chapter 2, pp.51-57).

**Tasks for Seminar 4.**

Topics for discussion

1. Age and language proficiency. Critical Period Hypothesis.

2. Age and rate of acquisition.

3. Explanation for differential attainment in language acquisition

Tasks:

1.From your own experience, do you agree that adults learning an L2 have differential success than children learning an L1, or learning an L2? How would you set up an experiment to deal with these questions?

2.In groups, talk about the relationship between the starting age of learners and attainment in terms of language proficiency. Support your views by empirical evidence.

3. Fill out the chart (but first consider the difference in the acquisition of pronunciation, vocabulary and grammar by children and adult language learners):

Differential success in language acquisition

|  |  |  |
| --- | --- | --- |
|  | Advantages | Disadvantages |
| Children |  |  |
| Adults |  |  |

4.Comment on the following citations. How far do you agree or disagree with them. What are their implications to the problem under discussion?

*a)Hyltenstam and Abrahamsson (2003) claim that only children reach native-like proficiency: Nevertheless, given the fact that there are no published accounts of a single adult starter who has reached native-like overall L2 proficiency, and given the frequent observation of non native features even in very early starters, we would suggest the possibility that absolute native-like command of an L2 may in fact never be possible for any learner. According to such a view, the language learning mechanism would be designed in such a way that it requires immediate triggering from the environment in order for it to develop and work appropriately; that is, the learning mechanism inevitably and quickly deteriorates from birth if not continuously stimulated (p. 575)*

*b)Patkowski (1980, pp. 462ff.) discusses the Conrad phenomenon, named after Joseph Conrad, the native Pole who learned English at the age of 18 and became one of the greatest English novelists: The writing style which is most natural for you is bound to echo the speech you heard when a child. English is the novelist Joseph Conrad’s third language, and much that seems piquant in his use of English was no doubt colored by his first language, which was Polish.*

*c)According to Pinker (1994, pp. 294–295): Language-acquisition circuitry is not needed once it has been used; it should be dismantled if keeping it around incurs any costs. And it probably does incur costs. Metabolically, the brain is a pig. It consumes a fifth of the body’s oxygen and similarly large portions of its calories and phospholipids. Greedy neural tissue lying around beyond its point of usefulness is a good candidate for the recycling bin.*

5.Are there students in the class who were exposed to, or learned, second languages before puberty? What were the circumstances, and what difficulties, if any, were encountered? Has authentic pronunciation in the language remained to this day?

6. Is there anyone in the class, or anyone who knows someone else, who started learning a second language after puberty and who nevertheless has an almost "perfect'' accent? How did you assess whether the accent was perfect? Why do you suppose such a person was able to be so successful?

7. (G/C) In groups, try to determine the criteria for deciding whether or not someone is an authentic native speaker of your native language. In the process, consider the wide variety of "World Englishes'' commonly spoken today. How clearly definitive can your criteria be? Talk about occupations, if any, in which a native accent is indispensable. Share with the rest of the class, and try to come to a consensus.

8. (G) In groups, talk about any cognitive or affective blocks you have experienced in your own attempts to learn a second language. What could you do (or what could you have done) to overcome those barriers?

9. (C) Do you think it is worthwhile to teach children a second language in the classroom? If so, how might approaches and methods differ between a class of children and a class of adults?

**LANGUAGE LEARNING EXPERIENCE: JOURNAL ENTRY**

You are strongly encouraged to commit yourself to a process of weekly journal entries that chronicle a previous or concurrent foreign language learning experience. In so doing, you will be better able to connect the issues that you read about in this book with a real-life, personal experience. Remember, a journal is meant to be "freely" written, without much concern for beautiful prose, rhetorical eloquence, or even grammaticality. It is your diary in which you can spontaneously record feelings, thoughts, reactions, and questions.

The prompts that are offered here are not meant to be exhaustive, so feel free to expand on them considerably. The one rule of thumb to follow in writing your journal is: connect your own experiences learning a foreign language with issues and studies that are presented in the chapter. Your experiences then become vivid examples of what might otherwise remain somewhat abstract theories.

* How good do you think your pronunciation of your foreign language is? How do you feel about your pronunciation—satisfied, dissatisfied, resigned, in need of improvement? Assuming you would not expect to be 'perfect," what steps can you take (or could you have taken) to improve your pronunciation to a point of maximum clarity of articulation?
* Given your current age for your age, do you feel you're too old to make much progress? Are you linguistically "over the hill" with little hope of achieving your goals? Analyze the roots of your answers to these questions.
* Children might have some secrets of success: not monitoring themselves too much, not analyzing grammar, not being too worried about their egos, shedding inhibitions, not letting the native language interfere much. In what way did you, or could you, put those secrets to use in your own learning?
* In learning a foreign language, were any aspects (such as listening discrimination exercises, pronunciation drills, learning grammar rules, small group conversations, reading, or writing) easier than others for you? Analyze what made certain procedures easier than others.
* Do you think you might have some advantages over children in learning a foreign language? Speculate on what those advantages might be. Then make a list of strategies you could use to capitalize on those advantages.

**SUGGESTED READINGS**

Gass S. 4th ed. (2013). Second Language Acquisition: An Introductory Course (p. 332-339).

Ellis R. (2015). Understanding Second Language Acquisition. (topic 2, p.45-63).

Scovel, T. (2000). A critical review of the critical period hypothesis. A*nnual Review of Applied Linguistics, 20,* 213-223.

Singleton, D, (2001). Age and second language acquisition. *Annual Review of Applied Linguistics, 21,* 77-89.

Singleton, D., & Ryan, T. (2004). *Language acquisition: The age factor* (2nd ed.), Clevedon, UK: Multilingual Matters.

DeKeyser, R. (2000). The robustness of critical period effects in second language acquisition. *Studies in Second language Acquisition, 22,* 499-533.

**Tasks for Seminar 4, 5. Psychological factors and second language acquisition**

Topics for discussion:

1. Key psychological factors and second language acquisition (cognitive, conative, affective).

2. Language aptitude.

3. Motivation. Theories of motivation.

4. Language anxiety.

5. Culture shock.

6. Social distance.

7. Extroversion and introversion.

1. Are you a good language learner? Which individual differences have helped you in your L2 studies?

Are there any individual differences of yours that may have hindered your L2 progress?

2. Consider the notion of ability in language learning. How does ability play a role in accounting for final SLA outcomes?

3. In considering aptitude, how would we account for the uniform success of children in learning an L1?

4. How can we find valid measures of language aptitude, language ability, motivation, and

personality characteristics? If there is always some difficulty and controversy over these measures, will we ever be able to put the entire picture of SLA into one coherent framework? If so, how?

5. Look at these sample questions from a version of the MLAT (see Link #1 in the Links section at the end of the chapter). Did you find the questions difficult? Which section was the easiest? The hardest? Can you make any conclusions about how you might perform on the MLAT were you to take the whole test? Do these questions measure language-learning aptitude in your opinion? Why or why not?

6. Spell out the developments in the motivation research by writing a plan first.

7. Assume roles of representatives of different schools of thought in the motivation research. Suggest arguments in favour of your stance.

8. What are some examples of learning a foreign language in an *integrative* orientation and in an *instrumental* orientation? Offer further examples of how within both orientations one's motivation might be either high or low. Is one orientation necessarily better than another? Think of situations where either orientation could contain powerful motives.

9. In pairs, make a quick list of activities or other things that happen in a foreign language class. Then decide whether each activity fosters *extrinsic* motivation or *intrinsic* motivation, or degrees of each type. Through class discussion, make a large composite list. Which activities seem to offer deeper, more long-term success?

10. Think of some techniques or activities that you have experienced in learning a foreign language and then, as a group, pick one or two and analyze them in terms of each of the points on the checklist for intrinsically motivating **techniques**. Report your findings to the rest of the class.

1. Does the activity appeal to the genuine interests of your students? Is it relevant to their lives?

2. Do you present the activity in a positive, enthusiastic manner?

3. Are students clearly aware of the purpose of the activity?

4. Do students have some choice in (a) choosing some aspect of the activity and/or Cb) determining how they go about fulfilling the goals of the activity?

5. Does the activity encourage students to discover for themselves certain principles or rules (rather than simply being "told")?

6. Does it encourage students in some way to develop or use effective strategies of learning and communication?

7. Does it contribute—at least to some extent—to students' ultimate autonomy and independence (from you)?

8. Does it foster cooperative negotiation with other students in the class? Is it a truly interactive activity?

9. Does the activity present a "reasonable challenge"?

10. Do students receive sufficient feedback on their performance (from each other or from you)?

11.In this lecture, we discussed the concept of differential success rates. We can use a measure that is easy to obtain: course grades. What do you think of this measure, especially related to the statement that success in getting good grades in language learning is not necessarily equal to “really learning” an L2? What do you think of the conclusion that success in getting good grades in a foreign-language classroom correlates well with getting good grades in any subject?

12.If personality types can affect one’s ability to learn an L2, what implications might there be for teaching? That is, would learning be more successful if like learners were put in a classroom with a like teacher and a conducive methodology (e.g., one that requires significant analysis)? Why or why not?

13.Divide into pairs or groups for the following discussion. Each group should take one of the following factors: language aptitude, motivation, anxiety, culture shock, social distance and extroversion/introversion.

In your group, (a) define each factor and (b) agree on a generalized conclusion about the relevance of each factor for successful second language acquisition. In your conclusion, be sure to consider how your generalization needs to be qualified by some sort of "it depends" statement. For example, one might be tempted to conclude that low anxiety is necessary for successful learning, but depending on certain contextual and personal factors, facilitative anxiety may be helpful. Each group should report back to the rest of the class.

14.Several students could be assigned to find tests of self-esteem, empathy, anxiety, extroversion, motivation etc., and bring copies of these self-rating tests to class for others to examine or take themselves. Follow-up discussion should include an intuitive evaluation of the validity of such tests.

PART 1 ‐ HIDDEN WORDS

Part 1 of the MLAT‐E has 30 items. This part of the MLAT‐E requires the ability to associate  sounds with symbols and depends somewhat on knowledge of English vocabulary. Each  question below has a group of words. The word at the left of the group is not spelled in the  usual way. Instead, it is spelled approximately as it is pronounced. The task of the pupil is to  recognize the disguised word from the spelling. He or she needs to select one of the four words  beside it that corresponds most closely in meaning to the disguised word.

1. wntr      champion         season

 liquid         happy

2. klen      brave         group of people

 a person who rules    not dirty

3. pensl    used for writing       type of boat

 large bird         money

4. snak      hard wood        to tease

 reptile         type of shoe

PART 1 ‐ HIDDEN WORDS

Correct Answers:

1. wntr is a disguised spelling of winter, which is a season

2. klen is a disguised spelling of clean, which corresponds in meaning to not dirty

3. pensl is a disguised spelling of pencil, which is used for writing

4. snak is a disguised spelling of snake, a kind of reptile

PART 2 ‐ MATCHING WORDS

There are 30 questions in MLAT‐E Part 2. The questions test recognition, analogy, and  understanding of a far greater range of syntactic structures than the 4 sample questions shown  here. Although knowledge of grammatical relationships is measured in this part, no explicit  reference is made to grammatical terminology, so grammatical sensitivity is measured without  measuring grammatical knowledge gained through formal instruction.

In each of the following questions, we call the first sentence the key sentence. One word in the  key sentence will be underlined and printed in capital letters. The task is to select the word in  the second sentence that plays the same role in that sentence as the underlined word in the  key sentence.

1.   Yesterday, Mary caught a FISH at the lake.

Cindy cut a cake with a knife.

2.   Amy SANG a pretty song to her class.

James throws big rocks into the lake.

3.   Peter got an ORANGE cat for his birthday.

My sister ate a big apple on Wednesday.  ……..

4.   The furry DOG barked at us as we walked by.

Did John go to the store to get bread?

PART 2 ‐ MATCHING WORDS

Correct Answers:

1. A mark would be put in the box beneath cake. In the first sentence, something was caught,  and the thing that was caught was a FISH. In the second sentence, something was cut, and that  thing was a cake.

2. A mark would be put in the box beneath throws because SANG in the first sentence and  throws in the second sentence are both the action that occurs.

3. A mark would be put in the box beneath big because ORANGE in the first sentence describes  the cat and big in the second sentence describes an apple .

4. A mark would be placed in the box beneath John because the first sentence is about a DOG  and the second sentence is about John.

PART 3 ‐ FINDING RHYMES

There are 40 items in Part 3 of the MLAT‐E. This portion of the test measures the pupil’s ability  to hear and make distinctions between speech sounds. Some knowledge of English vocabulary  is required for this part. In each of the questions below, the word in CAPS is called the stimulus.  The pupils are asked to mark the box next to the word that best rhymes with the stimulus.

1. TIME   tame   tide   dime   shin

2. RAIN   vine   cane   keen   fine

3. MEET   beat   mate   keep   might

4. ROOT   foot   but    fruit   book

PART 3 ‐ FINDING RHYMES

Correct Answers:

1. dime

2. bane

3. feat

4. fruit

PART 4 ‐ NUMBER LEARNING

Part 4 of the MLAT‐E has 25 possible points. This part of the MLAT‐E tests auditory and memory  abilities associated with sound‐meaning relationships. In this part of the MLAT‐E, the pupil will  learn the names of numbers in a new language. Subsequently, he or she will hear the names of  numbers spoken aloud, and will be asked to write down these numbers. For example, if you  heard someone say the number “seventeen” in English, you would write down 1 7. But in this  test, the pupil will hear the numbers in a new language. Here is how it will work:

The pupil will hear some instructions read aloud. The speaker will then teach him or her some  numbers. The speaker will say something like:

[The red text represents the voice heard by the pupil.]

Now I will teach you some numbers in the new language. First, we will learn some single‐digit  numbers:

“ba” is “one”

“baba” is “two”

“dee” is “three”

Now I will say the name of the number in the new language, and you write down the number  you hear. Try to do so before I tell you the answer:

“ba”   That was “one”

“dee”   That was “three”

“baba”   That was “two”

Now we will learn some two‐digit numbers:

“tu” is “twenty”

“ti” is “thirty”

“tu‐ba” is “twenty‐one” in this language ‐‐ because “tu” is “twenty” and “ba” is “one”.

“ti‐ba” is “thirty‐one” because “ti” is “thirty” and “ba” is one.

Now let’s begin.  Write down the number you hear.

a. ti‐ba   [you have only about 5 seconds to write down your answer]

b. ti‐dee

c. baba

d. tu‐dee

PART 4 ‐ NUMBER LEARNING

Correct Answers:

a. 31

b. 33

c. 2

d. 23

**SUGGESTED READINGS**

Gass S. 4th ed. (2013). Second Language Acquisition: An Introductory Course (p. 339 -493).

Ellis R. (2015). Understanding Second Language Acquisition. (topic 2, p.64-95).

Brown D. (2007). Principles of language learning and teaching (p.152-185).

***Tasks for Seminar . Learning styles and strategies***

*Topics for discussion:*

1. Learning styles.

2. Learning strategies.

*Discussion Questions*

1. What is the difference between learning styles and learning strategies?

2. How are learning styles and strategies related?

3. Why are learning styles and strategies important for L2 teachers to understand?

4. What do we know about “optimal” strategy instruction?

5. Note-taking is sometimes thought of as an academic survival skill. What criteria would need to be present to make note-taking an actual learning strategy?

*Activities*

1. Find a published learning style instrument and administer it to yourself. Score it. What kind of learner are you?

2. Write down ways that your learning style affects your teaching. Compare your findings with those of a colleague or friend. Consider in what ways you can build flexibility into your instruction to meet the needs of your students.

3. Take a strategy survey, responding according to the most recent L2 you have learned (or to which you have been exposed). What are your patterns of strategy use? Which categories of strategies do you use the most, and which do you use the least? Consider why this is so.

Suggested Literature:

Cohen, A.D., 1998: *Strategies in Learning and Using a Second Language.* Essex, U.K.:

Longman.

Ehrman, M., 1996: *Second Language Learning Difficulties: Looking Beneath the Surface.*

Thousand Oaks, CA: Sage.

O'Malley, J.M. & Chamot, A.U., 1990: *Learning Strategies in Second Language Acquisition.*

Cambridge, U.K.: Cambridge University Press.

Oxford, R.L., 1990: *Language Learning Strategies: What Every Teacher Should Know.*

Boston: Heinle & Heinle.

Oxford, R.L., 1996a [Marianne – do we remove the “a” here?]: *Language Learning Strategies*

*Around the World: Cross-cultural Perspectives.* Manoa: University of Hawaii Press.

Reid, J., 1995: *Learning Styles in the ESL/EFL Classroom.* Boston: Heinle & Heinle.

**Tasks for Seminar: Approaches to the study of SLA**

*Topics for discussion:*

1. Early approaches to the study of SLA

1.1. Contrastive Analysis

1.2. Error Analysis

1.3. Interlanguage

1.4. Monitor Model

2. Recent approaches to the study of SLA

2.1. Universal Grammar

2.2. Linguistic interfaces

2.3. Functional approaches

*Activities:*

3. Match the following theories with their central figures:

1. Contrastive Analysis a. Krashen

2. Error Analysis b. Dulay and Burt

3. Interlanguage c. Corder

4. Morpheme Order Studies d. Chomsky

5. Monitor Model e. Lado

6. Universal Grammar f. Selinker

4. When interlanguage development stops before a learner reaches target language norms, it is called\_\_\_\_\_\_\_\_\_.

5. As they can be understood in Chomsky’s theory of Universal Grammar, what is the difference between linguistic performance and linguistic competence?

6. According to a Functionalist perspective, what is the primary purpose of language?

*Active learning*

1. Read the following scenarios and decide which aspect of language is mentioned in each instance. (Choose from lexicon, morphology, phonology, and syntax.)

a. If we see the word *talks* alone, outside of any context, we could consider it to be composed of the root *talk* and a plural -*s* to make a noun (more than one talk/discussion/address), or we could consider it to be made up of the root *talk* and a third person -*s* to make a conjugated verb (like *he talks*, *she talks*, or *it talks*).

b. The English word *talk* has near synonyms like *speak*, *say*, *express*, *shout*, *yell*, and *whisper*.

c. The English word *talk* can be pronounced differently depending on the geographical locations of the speakers.

d. In English, appropriate word order is subject–verb–object, like saying *The man was talking to the child*. In Japanese, word order is subject–object–verb, so one would say ‘The man the child to was talking.’

3. Make a timeline to indicate when the following theories or schools of thought were flourishing as they are discussed in this text. Think about the progression of theories. When they change, are they building upon old theories or rejecting them? Select one theory and explain how it builds upon or rejects those that came before it.

*a. Contrastive Analysis*

*b. Behaviorism*

*c. Structuralism*

*d. Error Analysis*

*e. Universal Grammar*

*f. Interlanguage*

*g. Monitor model*

4. Listen to someone who speaks your language non-natively and write down some ungrammatical sentences they have spoken.

Using principles of Contrastive Analysis and the procedures of Error Analysis, try to classify each error. Remember that there may not be a specific “right” answer available; these are just your predictions.

5. If you have studied a second language, what are some of the linguistic elements that have been most difficult for you to master (morphology, phonology, syntax, etc.)? Why do you think they have been harder?

6. Proponents of Universal Grammar believe that language ability is innate, whereas Functionalists believe that we develop language primarily because of a need to communicate. Which theory do you believe in? Why?

8. Some teachers attribute variation in learner errors to the nature of students’ prior learning experiences, such as whether learning was formal or informal, communicative or grammar-oriented, and even which teachers and textbooks were part of the learners’ experiences. Considering your own learning, do you feel such variables played a role in your L2 development? Cite specific examples.

As described in this chapter, beginning L2 learners produce sentences such as *He comed yesterday*, where regular rules are extended to irregular cases. What does this suggestabout the formation of early IL? Can you think of cases in your own language learningwhere you have tried to impose such regularity improperly? Relate your characterizationto the strengths and weaknesses of the contrastive analysis hypothesis.

4. Consider the process of looking at structures across languages. Do you agree that one can easily note similarities of structures and differences of structures? Do you agree that these cannot equal ease and difficulty of learning? In what circumstances might similarities/differences be compatible with ease/difficulty of learning?

7. Compare the approaches to the analysis of L2 data discussed in this chapter—contrastive

analysis and error analysis—with regard to the following:

a. There may be covert errors. A classic example from Corder (1981) is the German speaker who says “You must not take off your hat,” when the intent is “You don’t have to take off your hat.” In what sense is this an error? In what sense is it not?

b. It might be more appropriate to talk about TL-like behavior. The fact that a learner has produced a correct form/sentence in a language does not necessarily mean that it is right.

c. It is not always possible to provide a single explanation for IL data.

8. A number of problems arise with the incorporation of the concept of “transfer” from psychology into SLA. Primary among them is the emphasis on controlled experimentation in a laboratory setting, within the framework of the psychology of learning. To apply this to an L2 situation is difficult, because many other variables come into play in SLA that are difficult to control. For example, controlled material presented in a laboratory setting differs from an L2 learning situation in the complexity of what is being learned. What other differences can you think of between actual L2 learning and experimental learning?

9. In the discussion of errors, it was pointed out that errors are only errors from an external perspective (i.e., a teacher’s or a researcher’s). Is it possible that there are consistently incorrect forms (i.e., errors) that a learner recognizes as errors, but that remain as errors because a learner does not know how to correct them? Do you think that these would be forms “ripe” for change? Or are they likely to fossilize?

11. Four compositions follow. First, do an error analysis of each. Describe the difficulties you encounter in doing this. Are there ambiguities? How could you resolve them? Do you know what the NLs are of these writers? What features determine your choice?

**Composition 1**

**“Things are Rough All Over” for Socs and Greasers**

There are many teenagers in *The Outsiders*, and each of them has several characteristics. There are many differences between the Socs and the Greasers, and each character who belongs to these groups has a different background. However, Cherry’s saying, “Things are rough all over,” applies to all characters in the story, so both the Socs and the Greasers have some “things” and “roughness.” However, their “things” are not equally “rough.”

Cherry says “Things are rough all over” as Soc. For Cherry and all the Socs, the part of rough is Rat race. Though they can get everything they want, it does not satisfy them. Because of it, the Socs take actions like Cherry said; we’re always searching for something to satisfy us, and never finding it (p. 37). It might be suffering that the Greasers can not experience because they were not born in environment like the Socs. In addition, people who can not find something to satisfy them do antisocial behavior, and they are done to catch the hearts of their parents and people surrounded him. In the fact, Bob did so. His parents gave in to him, but he was not given loves from his parents. He came home drunker than anything to grab his parents’ hearts, but he could not get his parents’ love. In the other words, “things” are parents’ love for Bob, and it was so “rough” for him, so “things are rough” to him. In addition, Cherry says to Ponyboy that the Socs also have sufferings, and it is not easy to solve them; that means Cherry’s “things are rough all over.”

Of course, not only the Socs but also the Greasers also have “things.” For example, Johnny is not given love from his parents, Ponyboy’s parents have been dead and he thinks his oldest brother hates him, and both his brothers, Sodapop and Darry, have worries about their brothers. Even Dallas, who seems so tough, suffers and wants to die. Thus, All of them have “things,” but their “things” are not equally “rough.”

For example, Ponyboy’s parents never return, and Dallas can’t talk with anyone about his “things,” but it is possible that Johnny’s worry is able to be solved if Jonny talks with his parents. It means their things have two types; fist type is that they can not solve immediately, another type is that they can not solve any more.

Moreover, each of their “things” has different difficulty to solve them. In the fact, Pony’s brothers can resolve one of their “things” in the end of the story, but many characters still have their “things” by the end.

Thus, each of the Greasers has different levels of “roughness.”

Cherry wants Ponyboy to understand that both the Socs and the Greasers can not have it made.

However, it is so difficult to Ponyboy to understand that because there is a big difference between the Socs and the Greasers. That is wealth. Ponyboy and all the Greasers have lived with preposition and poorness.

In addition, the Socs also have their “things” and “roughness.” However, the Greasers have problems of preposition and poorness besides their own “things,” so “things” are also unequally “rough” between these two groups. When Ponyboy heard Cherry’s words, he did not know about similarities and differences between the Socs and the Greasers. In the fact, he had some misunderstanding about the Socs; maybe it was money that separated us (p. 38), and I really couldn’t see what Socs would have to sweat about. I thought if I had worries like them I’d consider I’m lucky (p. 36). In addition, he did not perceive “things” and “roughness” of the same team members. Therefore, it was so difficult to him to understand Cherry’s words at that time. However, he came to understand Cherry’s words gradually. He learned about his friends’ and his brothers’ suffering by talking with them, and he understood the Socs by hearing about Bob from Randy; he could find that all the Greasers have their “things” and “roughness,” and even in the Socs who are rich kids also have worries same as the Greasers. Their worries are different, but it is the fact that all of them have some suffering. As Ponyboy noticed it, he was able to understand Cherry’s words.

Cherry’s words, “Things are rough all over,” are true for all the Socs and the Greasers, but all characters in *The Outsiders* have different “things” and “roughness.” The Socs have worries because of the wealth,and the Greasers also have worries because of their backgrounds. However, these differences are not important for Ponyboy. It is important for him that all people belonging to the Socs and the Greasers have suffering and worries, and it is significant that he know the other guys are also human.

**Composition 2**

**Family and its Power!**

In society exists various groups and one of these is family. Family has an important meaning but sometime we misunderstand what really is! Surely, standard family consists of husband and wife and children but his sense is wider. Family are we, family are friends that share emotions, family is my grandfather, family is my class; it exists everywhere where people join together and form a group sharing everything. In this last month I have had a lot of opportunity to read and learn about it. For instance, I read the book *Nightjohn*, as well as seeing the movie, and I spent a lot of time in sharing thoughts with my classmates about this topic.

The most cruel, but significant, example that I can use to explain family and its power is the why slave owners commonly broke up slave families. They had to maintain black people mentally weak to continue to live in their white status, and to reach such bad goal they separated its member to prevent rebellions. They had fear to lose power and money.

In fact, they had big cotton plantations and they owned black people; this gave them power in society and power on the slaves. They had this privileged life, for they hadn’t to work but they had to scrutinize the slaves’ works only. They were completely served and believed that their white status was superior of the black one. All this characteristics make them trust to be powerful, and to have the right to continue in such behavior. In the book there is a passage that I want to quote because it explains why white people had so fear of rebellion. “‘Cause to know things, for us to know things, is bad for them. We get to wanting and when we get to wanting it’s bad for them. They think we want what they got (39).” What they got was power, and they were so afraid to lose it that didn’t hesitate in whipping slaves until death.

Another reason was money. Having a plantation and owning slaves meant to be rich because every slave has money value and all together formed the muster’s wealthy. I want to narrate a passage in the *Nightjohn* that impressed me. The scenario developed in church among an argument between muster and slaves; he was furious and menaced to shot them with the gun, and, all of the sudden, *Sarny* stood up and cried out loud to didn’t have fear to be shouted, because they were his wealth and he would never shot.

Slaves worked in plantation that produced cotton; more over, they were money and could be traded if there was good opportunity. Indeed, *Sarny*’s mother was sold because she was a good breeder and muster did a good trade.

In the reason why master broke up slaves family lay hidden the family’s power. Family is the place where the individual can find his own identity and to develop a sense of power. Identity is very important because everyone needs to know own root. This teaches us who we are and what are our values and our rights. In family we are socialized and we learn how to behave and what to aspect from our environment.

Furthermore, everyday by sharing emotions, ideals, dream we grow and become stronger and capable to accept sufferance.

I’m positive with family. I met my wife seventeen years ago and we immediately engaged and after seven years we got married. Nine months ago Viola, my sweetie daughter, was born and I feel to have achieved what I had ever dreamed from my life. Power and money are nothing without love and family.

Maybe this can seem a common sentence, but if you are in my condition, you know what I’m talking about.

I can’t imagine a life without my family, I get lost without it and I need to thank god for such luckiness.

I want to finish this essay remembered *Nightjohn* movie when *Delie* said him, “You have a new family now and everywhere you go you’ll find a new one.” This is a big truth! In life everyone have good and bad moments, but what is really important is to have someone to share with. Remember that family is everywhere! Family are friends, family are parents, strangers and family are my wife and my Viola.

**Composition 3**

**Peer Pressure Influences Teenagers**

Peer pressure influences teenagers in many aspects. It may have positive or negative matters. Friends have the biggest influence on each other. Girls and boys in their teenage period like to stick with each other if they share the same interests, or even if they are in the same status. They also feel uncomfortable when they join new group that is different from the group they usually stick with. In the Outsider’s novel, there are two groups; Greasers and Socs. Each group influences its members with different kinds of matters.

There are some usual influences among the members in each group. They do many things which might be in their culture, habits, or they follow each other by apery. For example, Greasers influence each other by letting their hair grow up and they do not like any body to tell them to cut it. Furthermore, most of Greasers wear blue jeans, T-shirts, and tennis shoes or boots. On the other hand, Socs wear nice, expensive clothes with leather shoes. I can see most of the Socs are rich and drive expensive cars while the Greasers who were poor, drive cheap cars and use simple things.

Moreover, there were some negative attitudes in both groups with their members. For example, there was a girl whose named was Cherry said to ponyboy, did not take it personally if I did not talk with you in school. She meaned by that she was from Socs and he was from Greasers and if she talked with him, she would lose her friends and they would give her bad treatment because of the race which they had against each other. Another thing, the guys influenced each other in many bad things: I could see most of them smoked cigarettes and some drink alcohol even though others were young people. In addition for that, there was no body would stop them because there was no one telling them that the smoking and drinking caused many health problems in their life.

There were some bad attitudes from the friends who were surrounded ponyboy. I can see Dally was always trying to tell his friend ponyboy to be tough and strong against other people who faced him like Greasers. In addition, Dally most the time made fun of people, showed off and insulted children in front of his friends ponyboy and Johnny. People do not like get directions. For example, Derry the oldest brother of pony boy always gave him directions which ponyboy did not like while ponyboy liked his second oldest brother Soda more than Derry because he understood him more and considered him like adult and did not give him directions so I could see ponyboy influenced more form Soda.

There are also some positive effects to ponyboy from his friends who were around him. He had a good friend whose named was Johnny always helped him, did not like to fight with other people and one time he bought a book and gave it to him and told him keep reading the book, because book would be best friend and stay with you until you die. One time Johnny had telling ponyboy fight was not good and useless. In addition, there was also a good advice from him that he said to ponyboy several time “stay gold, stay gold and nothing good can stay.” I can see also ponyboy learned to help people with his friends Dally and Johnny after the church had burned, even caused his life to death but he tried with them to take out people who were in church and to save their life with his brave and his friends encouragements.

In brief, peer pressure might be good and bad on adults and even more on teenagers. We need to get the positive things from good peer pressure and try to be away from people who have bad influence on us by the advice which Johnny said “stay good” and this would be a great full advice we can learn from life.

**COMPOSITION 4**

**MY SIBLING’S RELATIONSHIP**

Not everyone has luck to have brothers or sisters in the family, but I am the lucky one; I have one brother.

He is one year old younger than me. He is not a lovely younger brother and I am also not a lovely elder brother. We always call each others full name, never call each other “brother”; however, we still respect and help each other. Of course, sometimes we do argue and fight, but we are still brothers. There are some similar and contracts relationships between the book, *The Outsiders*. I am going to compare with the book; however, let me tell you something about us first.

My brother and I both had learned music since when we were young. We both learned the same instruments: violin, piano and erhu (Chinese instrument) in the same music-elementary school. We both are studying in the U.S. right now. Music is important for both of us, because we had learned since we were young. It’s pretty useful; the reason is we would have some common things to do for both of us.

Sometimes we played in the same orchestra and sometimes we just played duet together. We always had good time when we play duet. Therefore, sometimes we would perform to some people. We used to study in the same high school for one year. We performed it at many places in that year. For instance, we played at the nursing house, many YMCA’s and school’s parties. We were happy about met lots of people and we hope they were enjoyed. As the book, brothers like to play each other. Darry, Sodapop, and Ponyboy enjoy the time they are together.

Every brother cares very much about their brothers. I can understand why Darry is very mad about Ponyboy being late to home after the movie, and after Darry and Sodapop very worry about Ponyboy when he and Johnny hide in the church. When my brother and I were in Taiwan, sometimes he went out with his friends until very late, and he did not call back home or my parents. I could not contact with him either. We were getting worried and angry about it. Therefore, I always kept telling him turn his cell phone on and let us know where he was going and when will he be back.

Every brother would protect their brothers. At begging of the book, Ponyboy got beaten by Socs. At that time, Darry and Sodapop saved Ponyboy. Later on in the story, even thought Dally is not Johnny and Ponyboy’s brother, he still protects them as his younger brothers. He told them hide to the church, and tried to save them when they were in the fire. I would try to protect or help my brother when he gets troubles. I believe that he would do the same thing to me, too.

There is one thing I have in common with Darry; my brother and I don’t really show love to each others just like Darry does not show love to Ponyboy. As I said before, my brother is not a lovely younger brother and I’m not a lovely older brother. We both think it’s pretty nasty to be lovely. However, we still get alone pretty well. We still care each other very much.

As others brothers, sometimes we argue and fight. Like Darry argues with Ponyboy and hits him when Ponyboy was late back to the house. However, brothers are still brothers. There is one thing I think it’s good to my brother and I. After we fight, we always get back to each other pretty soon. We don’t really keep fighting and fighting. I think that’s because we understand and we love each others.

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Video with Ortega L. <https://www.teachingenglish.org.uk/article/what-sla-research-good-anyway>

Video with Kraschen S. <https://englishpost.org/language-acquisition/> (15 minutes!)

*Додаток 2*

**Методичні вказівки до самостійних робіт з дисципліни**

Write brief definitions for each of the following terms, in preparation for the final examination:

The Input Hypothesis

The Acquisition/Learning Hypothesis

The Monitor Hypothesis

The Affective Filter Hypothesis

The Natural Order Hypothesis

The Contrastive Analysis Hypothesis

The Interaction Hypothesis

The Output Hypothesis

The Cognition Hypothesis

Negative transfer

Errors versus mistakes

Overt and covert errors

Avoidance

Overgeneralization

Variability due to situational/linguistic and psycholinguistic context

Interlanguage

Fossilization

Pidgin languages

Creole languages

The Acculturation Model

Foreigner talk

Modified interaction

Clarification requests

Comprehension checks

Recasts

The Interaction Hypothesis

Markedness

Typological Universals

Noticing

Implicit and incidental learning

Triggering

Universal Grammar

the Critical Period

Satellite framed and verb framed languages

Aptitude

The MLAT

Integrative motivation

The AMTB

Output anxiety

Learning strategies

Analytic v. synthetic syllabuses

Focus on Form

Which of the above words/theories are the following researchers associated with (some of these may be associated with more than one word or theory).

Larry Selinker

Stephen Krashen

Richard Schmidt

John B. Carroll

Michael Long

Robert Lado

John Schumann

Noam Chomsky