

Kandidatnummer: _____

**UNIVERSITETET I OSLO
DET HUMANISTISKE FAKULTET**

Eksamen i

**LING 1107
Språktilegnelse/språktileigning**

Våren 2017

Tid: Onsdag 24. mai kl. 9-13 (4 timer/timar)

Sted/stad: Sophus Bugges lesesal del B

Ingen hjelpemidler tillatt / hjelpemiddel ikkje tillatne

Sensur: 3 uker/veker (14. juni)

A. Fill in the gaps with the suitable terms from the box below. (2 x 5 = 10 points)

| | | |
|----------------------------|-------------------------|-----------------------|
| -Sequential bilingualism | -Monolingual | -Second language |
| -Foreign language | -Language competence | - Polyglot |
| -Simultaneous bilingualism | -Language comprehension | -Language performance |

A.1. _____, an officially or societally dominant/majority language needed for education, employment or other basic/daily purposes (not speakers' L1).

A.2. The underlying knowledge of language is called _____.

A.3. A French person studies German in France because the school system requires it. He/she learns German, in this case, as a _____.

A.4. _____ when young children acquire more than one language at the same time.

A.5. A _____ is someone who speaks, to some degree, dozens of languages.

B. Fill in the gaps with correct terms/answers (3 X 5 = 15 points).

B.1. The replacement of one language by another, as the primary means of communication and socialization within a community is called _____.

B.2. The _____ represents area of potential development where the learner achieves more through interaction with a teacher or a more advanced learner (Vygotsky).

B.3. _____ motivation involves emotional or affective reasons for learning an L2, such as an intention to participate or integrate in the L2 speech community.

_____ motivation involves a purely practical reason for learning such as better job opportunities or passing required courses in school.

B.4. The role of input is known to be essential in first and second language acquisition. Swain contends that _____ is also necessary for successful L1/L2 learning because it helps learners notice gaps in their own knowledge.

B.5. During the speech **comprehension**, signals, which arrive in the auditory cortex (in the brain's left hemisphere) from the ear, are transferred to _____ where they are interpreted.

During the speech/sign **production**, the structure of an utterance is sent to _____ for encoding, then to the motor area, which governs the articulatory organs.

C. Write down the main focus of researchers from different fields of first and second language acquisition. List **one of the methods** that these researchers mainly use. **(3 x 5 = 15 points)**

1. Linguists:

Method:

2. Psychologists/Psycholinguists:

Method:

3. Neurolinguists:

Method:

4. Sociolinguists:

Method:

5. Social Psychologists:

Method:

D. Provide answers to ONLY ONE of the questions below (PLEASE select and answer ONLY ONE of the three questions. (9 points))

D.1. List and briefly explain ONLY THREE of the early speech production stages in first language acquisition (among babies/infants).

D.2. Children are selective in which words they will try to pronounce during the early stages of language production (e.g. preferences for some sounds and even for some word shapes over others). List and discuss ONLY THREE predicted variables that play a role in the acquisition order of the early stages of speech production.

D.3. Define and explain “child-directed speech” by listing ONLY THREE characteristics of child-directed speech. Briefly explain the difference between “child-directed speech” and “baby talk”.

E. Provide answers to ONLY ONE of the questions below (PLEASE select and answer ONLY ONE of the three questions. (8 points))

E.1. List and explain ONLY TWO characteristics of the human brain.

E.2. Briefly explain “fossilization”, the phenomenon that has been widely presented in Second Language Acquisition research. Do you agree with that common belief of fossilization in SLA? Why? Why not?

E.3. Executive function is a set of cognitive skills that help you get things done. It consists of several components. List and briefly explain FOUR components of the executive function with examples.

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F. Define the following three outcomes of second language acquisition that may occur in different social contexts: Additive bilingualism, subtractive bilingualism, distractive bilingualism. Discuss which one of these three outcomes affect bilingualism in a more positive way than the others. Why? (12 points)

G. Provide answers to ONLY ONE of the questions below (PLEASE select and answer ONLY ONE of the three questions). (9 points)

G.1. Based on the psychological focus, how does the learner acquire L2 (second language) knowledge? List and briefly discuss ONLY THREE processes.

G.2. Based on the sociolinguistic/applied linguistic focus, why are some language learners more successful than others? List and briefly discuss ONLY THREE possible reasons.

G.3. Briefly explain the debate over “Nature vs. Nurture”, one of the oldest arguments in linguistics. Which one do you believe in? “nature” or “nurture”? Why? **(Discuss whether it is possible to draw a strict line between these two aspects).**

H.1. Complete the table below. Write down **the frameworks (ONLY ONE for one focus)** that have been introduced within the three perspectives of SLA: linguistics, psychological and social (2 x7 = 14 points)

| Perspectives | Foci | Frameworks (theories or approaches) |
|----------------------|-------------------------|-------------------------------------|
| Linguistic | Internal | |
| | External | |
| Psychological | Languages and the brain | |
| | Learning processes | |
| | Individual differences | |
| Social | Microsocial | |
| | Macrosocial | |

H.2. Select ONE of the frameworks of SLA you listed in the table above and discuss it (explain what it focuses on with an example). (8 points).