Language Learning

1. What is the difference between language learning and language acquisition?
Key expressions: conscious vs subconscious, formal instruction vs natural exposure, Krashen.
2. What are the main characteristics of a good language learner?
Key expressions: motivation, strategies, tolerance of ambiguity, risk-taking, active participation.
3. Why is motivation considered crucial in language learning?
Key expressions: intrinsic/extrinsic, persistence, effort, achievement.
4. What is the behaviourist perspective on language learning?
Key expressions: stimulus–response, imitation, reinforcement, habit formation.
5. What does the cognitive perspective emphasize?
Key expressions: mental processes, problem-solving, learning strategies.
7. What is language transfer?
Key expressions: influence of L1, positive transfer, negative transfer.
8. What is interference in second language learning?
Key expressions: L1 influence, errors, negative transfer.
9. What is overgeneralization?
Key expressions: applying rules too widely, developmental errors.
10. What is language aptitude?
Key expressions: ability to learn languages, phonetic coding, grammatical sensitivity.
11. How does intelligence relate to language learning?
Key expressions: analytical skills, academic success, L2 proficiency (mixed findings).
12. What is inductive reasoning in language learning?
Key expressions: pattern discovery, rule formation, learner-centered.
13. What is deductive reasoning?
Key expressions: explicit rules, teacher explanation, applying rules.
14. What is systematic forgetting?
Key expressions: memory decay, spaced repetition, retention.
15. What are learning styles?
Key expressions: visual, auditory, kinesthetic, cognitive preferences.
16. What are learning strategies?
Key expressions: cognitive, metacognitive, social, planning, monitoring.
17. What are communication strategies?
Key expressions: paraphrasing, circumlocution, gestures, avoidance.
18. What are affective factors in L2 learning?
Key expressions: emotions, motivation, anxiety, confidence.
19. How does self-esteem influence language learning?
Key expressions: confidence, willingness to communicate, performance.
20. What is the role of risk-taking in language learning?
Key expressions: experimentation, errors, communicative attempts.
21. What is inhibition in language learning?

Key expressions: shyness, self-protection, avoiding mistakes.

22. How does anxiety affect language performance?

Key expressions: communication apprehension, test anxiety, negative impact.

23. What is the role of attitude in language learning?

Key expressions: positive/negative orientation, target culture, motivation.

24. Explain the concept of interlanguage.

Key expressions: developing L2 system, transitional competence, fossilization.

25. What is the difference between mistakes and errors?

Key expressions: performance vs competence, correctable vs systematic.

26. What are the main sources of learner errors?

Key expressions: transfer, developmental stages, communication strategies.

27. What is error identification?

Key expressions: recognizing incorrect forms, teacher feedback.

28. What is error description?

Key expressions: classification, categories, linguistic analysis.

29. How do children acquire their first language?

Key expressions: natural exposure, caregiver input, developmental stages.

30. What are the similarities between first and second language acquisition?

Key expressions: stages, developmental patterns, active construction.

31. What are the differences between first and second language acquisition?

Key expressions: age, input, environment, cognitive development.

32. What is the Critical Period Hypothesis (CPH)?

Key expressions: biological window, age effects, brain plasticity.

33. What evidence supports the Critical Period Hypothesis?

Key expressions: accent, phonology, early learners' advantage.

34. What evidence challenges the Critical Period Hypothesis?

Key expressions: successful adult learners, motivation, input quality.

35. What are the stages of interlanguage development?

Key expressions: random errors → emergent → systematic → stabilization.

36. What is fossilization?

Key expressions: permanent errors, plateau, stabilization.

37. How does bilingualism influence cognitive development?

Key expressions: executive function, mental flexibility, metalinguistic awareness.

38. What are the types of bilingualism?

Key expressions: simultaneous, sequential, balanced, dominant.

39. What are the advantages of bilingualism?

Key expressions: cognitive benefits, communication, cultural knowledge.

40. What is cross-linguistic influence?

Key expressions: transfer, L1 impact, facilitation/inhibition.

42. What is the role of input in language acquisition?

Key expressions: comprehensible input, quantity, quality.

43. What is comprehensible output?

Key expressions: Swain, pushed output, negotiation of meaning.

44. What is scaffolding in language learning?

Key expressions: support, ZPD, gradual removal, Vygotsky.

45. What is metacognition in L2 learning?
Key expressions: planning, monitoring, evaluating learning.
46. What is the affective filter hypothesis?
Key expressions: emotions, barrier to acquisition, anxiety, motivation.
47. What role does memory play in language learning?
Key expressions: working memory, phonological loop, long-term storage.
48. What is task-based language learning?
Key expressions: meaningful tasks, communication, real-life use.
49. What is communicative competence?
Key expressions: grammatical, sociolinguistic, discourse, strategic competence.
50. Why is error correction important in L2 classrooms?
Key expressions: feedback, noticing, accuracy, development.

Task 3. Write an essay of about 500 words based on the following:
Choose two methods and/or approaches to language teaching and learning (e.g. Direct method and Natural approach) and describe similarities and differences in the views of language and culture central to them. Give examples to support your points.

Criteria for assessment

Task response (number of words, relevance)	4
Ability to critically analyse the approaches in different contexts	3
Support	3
Coherence	3
Cohesion	3
TOTALLY	**16**
5=16-15 **4=14-12** **3=11-10** **2=9-0**	

Teaching language system for communication (year 2)

1. Principles for Presenting Grammar in Meaningful Contexts.

2. Guided Discovery Techniques for Grammar Learning.

3. Integrating Grammar Practice into Communicative Tasks.

4. Balancing Grammatical Accuracy and Spontaneous Communication.

5. Correcting Grammar Errors Without Interrupting Fluency.

6. Teaching Vocabulary Through Semantic Fields or Themes.

7. Strategies for Inferring Word Meaning from Context.

8. Teaching Collocations, Idioms, and Formulaic Chunks.

9. Importance of Recycling and Repeated Exposure in Vocabulary Learning.

10. Designing Vocabulary Tasks That Promote Negotiation of Meaning.

11. Improving Awareness of Stress, Rhythm, and Intonation.

12. Integrating Pronunciation Practice into Communicative Activities.

13. Addressing Pronunciation Errors That Affect Intelligibility.

14. Designing Communicative Tasks Integrating All Language Systems.

15. Role of Task-Based Learning in Teaching the Language System.

16. Assessing Communicative Competence.

17. Feedback Strategies to Support Accuracy and Fluency.