LING3204 Second Language Acquisition
Tutorial: Quiz revisited

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- No distribution of the quiz content
- You may request to look over your answer sheets if you have questions or concerns, but please kindly return your answer sheets to us after class
- You should now be able to view your scores on Blackboard

	Part I	Part II	Total
Mean	19.08	3.04	22.11
Median	19.00	3.00	21.75
Standard deviation	3.17	0.80	3.43
Highest score	24.0	4.5	28.0

- Compared to a 'set-to-superset acquisition scenario', second language acquisition in a 'superset-to-set acquisition scenario' could be more challenging (although not always so), given the lack of _____ in the input that can lead to parsing failure, which in turn triggers grammatical restructuring. (1%)
  A. positive evidence
  B. negative evidence
  C. corrective feedback
  D. interactional modifications
- Accuracy: 0.3

- Which of the following statements is correct? (1%)
  A. The Full Transfer Full Access Hypothesis predicts that developmental grammars can be structured away from the first language grammar.
  B. According to the Representational Deficit Hypothesis, missing inflection in second language production reflects difficulties in mapping between the underlying morphosyntactic structure and the associated language specific morphological forms.
  C. According to the Missing Surface Inflection Hypothesis, the full Universal Grammar feature inventory is no longer accessible.
  D. The Interface Hypothesis predicts that narrow syntactic properties may not be fully acquirable.
- Accuracy: 0.675

- Which of the following is NOT consistent with the usage-based approaches? (1%)

  A. The linguistic input that learners received is the primary source for their L2 learning.

  B. Morphemes, lexical items, phrases, and syntactic frames are constructions with different complexity.

  C. Language learners extract structures and patterns from the linguistic input through learning mechanisms that are specific to language.

  D. Language learning means learning the associations within and between constructions.

- Accuracy: 0.525

- Which of the following is correct? (1%)
  A. Forms with lower contingency are easier and acquired earlier than forms with higher contingency.
  B. In processing linguistic input in a second language, learners initially attend to unmarked linguistic properties more often than marked properties that are specific to the second language and unattested in their first language.
  C. Type frequency refers to actual occurrences of words, i.e., raw frequency counts.
  D. Contingency is the probability of the outcome in the presence of a given cue.
- Accuracy: 0.425

- Second language learners of English follow a natural order in acquiring grammatical morphemes in English regardless of their first languages. For example, the progressive *-ing* is found to be easier and acquired earlier than regular past tense *-ed*. Which of the following is NOT likely to contribute to the relative acquisition order between the progressive *-ing* and the regular past tense *-ed*? (1%)
  A. perceptual salience
  B. type frequency of words cooccurring with the morpheme
  C. morpho-phonological regularity
  D. syntactic category
- Accuracy: 0.575

- Which of the following is NOT correct? (1%)
  A. According to the Output Hypothesis, the constant opportunity to express one's own meaning in the second language can force the learners to move from syntactic processing to semantic processing.
  B. According to the Interaction Hypothesis, learners can change the quality of input through negotiation of meaning, which brings about learning.
  C. Interactional modifications include repetition, comprehension check, and clarification request, among others.
  D. Social interaction is not essential nor necessary for SLA.
- Accuracy: 0.6

- Describe the developmental trend of the judgments given by the L1 English – L2 Chinese learners at different proficiency levels as shown in Figure 2. Please follow the example below in answering this question.
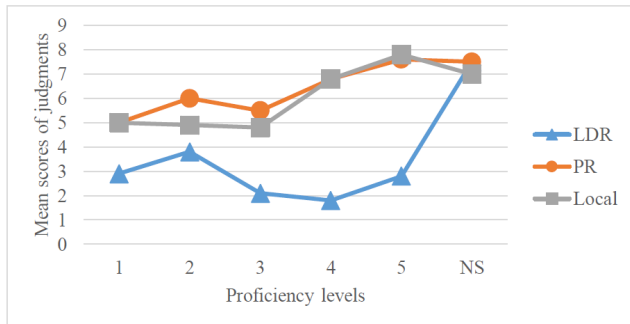
- English learners of Chinese gradually acquire knowledge of the fact that Chinese allows both local and preverbal reflexives. However, they do not acquire knowledge of the grammaticality of long-distance reflexives, which are rejected even at the highest proficiency level.

- How would you interpret and explain the asymmetry of performance between L1 Chinese-L2 English learners and the L1 English – L2 Chinese learners revealed by these data?
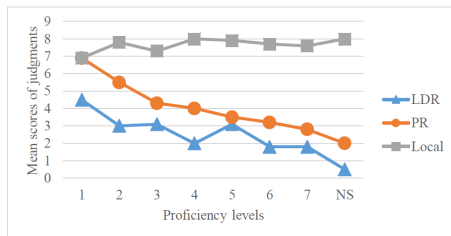
L1 Chinese, L2 English
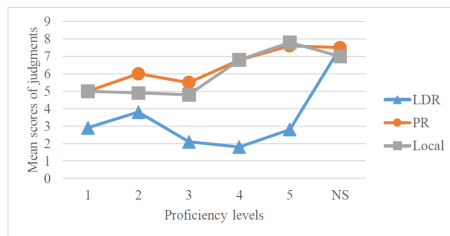
L1 English, L2 Chinese

- The asymmetry revealed by these data is surprising because one might have expected the reverse pattern. English learners of Chinese receive positive evidence in the input that long-distance reflexives are allowed in Chinese; yet they do not 'notice' such evidence and do not acquire this property. Chinese learners of English, on the other hand, do not get any evidence of the ungrammaticality of either long-distance or preverbal reflexives, since these two constructions do not occur in this input; yet they acquire target-like knowledge.

- Given that both groups are exposed to classroom instruction, negative evidence (correction and metalinguistic explanations) may play a role. It is possible that the positive evidence available to English learners of Chinese is too subtle, or infrequent, for them to notice it.

- Any other plausible explanations are acceptable.

1. (i, 0.5) L1 English, L2 Chinese learners receive positive evidence
2. (i, 0.5) L1 English, L2 Chinese learners do not acquire long-distance reflexives property
3. (i, 0.5) L1 Chinese, L2 English learners do not get any (positive) evidence
4. (i, 0.5) L1 Chinese, L2 English learners acquire target-like knowledge of long-distance and preverbal reflexives
5. (ii, 0.5) For L1 Chinese, L2 English learners, negative evidence may play a role
6. (ii, 0.5) For L1 English, L2 Chinese learners, the positive evidence may be too subtle or infrequent for them to notice it
7. (ii, ≤ 0.5) While ⑤ + ⑦ < 0.5, accept other plausible and correctly stated explanations of the asymmetry for L1 Chinese, L2 English
8. (ii, ≤ 0.5) While ⑥ + ⑧ < 0.5, accept other plausible and correctly stated explanations of the asymmetry for L1 English, L2 Chinese