TOPICS FOR FINAL EXAM

All topics from the first two study guides (for Midterms I and II), plus:

Poverty of the stimulus effects in L2 acquisition
- What “poverty of the stimulus” means; Plato’s problem
- 2 classic examples of this phenomenon from L1 acquisition
- When you have a poverty of the stimulus problem and when you don’t
- What conclusions researchers have drawn from poverty of the stimulus effects
- Cook’s study on L2 acquisition:
  - Who the subjects were
  - What task they were given
  - How the subjects performed
  - Basic conclusions

L2 acquisition of regular and irregular verbs
- Structure of Birdsong & Flege study: role of Length of Residence and Age of Arrival
- Basic results: difference between regular and irregular verbs
- Understanding this result within dual-mechanism model (rules and memory)
- Birdsong & Flege's explanation/speculation for why ability with irregulars shows stronger age effect

L2 output
- Output processing procedures (what each one does and what order they come in.)

VanPatten’s FAQ about second language acquisition
- Imitation
- Correction
- Motivation
- Interference from L1 (“transfer”)
- Relative difficulty of different languages
- Relative difficulty of different structures
- Whether teaching makes a difference

Development of explicit and implicit knowledge in L2 classroom
- Why we expect effect of explicit teaching on implicit knowledge to be limited
- How to test what kind of implicit knowledge learners have
  - Focus on forms vs. focus on form
    - What these terms mean
    - What classroom activities of each type look like
    - Effect of each on explicit knowledge
    - Specific types of focus on form activities: recasts, clarification requests, text enhancement, structured input

VanPatten’s implications for teaching
- 5 points