

# اصول روش تدریس و یادگیری

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# Answers

## Chapter 10

1. ①②●④
2. ①②③●
3. ●②③④
4. ●②③④
5. ①②●④
6. ①●③④
7. ●②③④
8. ①②●④
9. ①●③④
10. ①●③④
11. ●②③④
12. ①②③●
13. ①●③④
14. ①②③●
15. ①②③●
16. ①②●④
17. ●②③④
18. ①●③④
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21. ①●③④
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23. ①●③④
24. ①②③●
25. ●②③④

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28. ●②③④
29. ●②③④
30. ①●③④
31. ●②③④
32. ①②③●
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35. ●②③④
36. ①②③●
37. ①②●④
38. ①②③●
39. ●②③④
40. ●②③④
41. ①●③④

means for interpretation and understanding in which we do not look for absolute laws (p. 311).

**41-** Bruner and Clinchy (1966) said, “Intuition is less rigorous with respect to proof, more visual or iconic, more oriented to the whole problem than to particular parts, less verbalized with respect to justification, and based on a confidence in one’s ability to operate with insufficient data” (p. 312).

**33-** Natural Approach and Total physical Response advocate the use of controlled, peripheral skills (p. 302).

**34-** Implicit knowledge is information that is automatically and spontaneously used in language tasks (P. 302).

**35-** Explicit processing differs from McLaughlin's focal attention in that explicit procedure signals one's knowledge about language (p. 302).

**36-** Modifications in the process of interactions include a) comprehension checks, b) clarification/repair requests, and c) paraphrases (p. 305).

**37-** Michael Long posits in what has come to be called the interaction hypothesis, that comprehensible input is the result of modified interaction (p. 305).

**38-** Innatist model of SLA advocated that subconscious acquisition is superior to learning and monitoring (p. 306).

**39-** Nomothetic tradition refers to empiricism, scientific methodology, and prediction. It is the behavioristic paradigm that advocated the role of objectivity in scientific inquiry (p. 311).

**40-** Hermeneutic (or, constructivist) tradition provides us with a

a peripheral/controlled process (p. 300).

**26-** A process in which “the components of a task are coordinated, integrated, or reorganized into new units, thereby allowing the . . . old components to be replaced by a more efficient procedure” is referred to as restructuring (p. 300).

**27-** A cognitive perspective of SLA entirely obviates the need to distinguish conscious and subconscious processing (p. 301).

**28-** Peripheral, automatic attention-processing of the bits and pieces of language is known as fluency (p. 302).

**29-** According to Wood (2001), Peripheral/Automatic processing is an ultimate communicative goal for language learners (p. 302).

**30-** Advanced L2 learner's focusing on modals, formation, etc. is an automatic process (p. 302).

**31-** Open-ended group work, Rapid reading, skimming, free writes, and normal conversational exchanges of some length are related to peripheral/automatic processes (p. 302).

**32-** Copying a written model is a focal/controlled skill which is capacity limited (p. 302).

referred to this as “zero option” (p. 297).

**20-** One of the difficulties in Krashen’s hypotheses surrounds the implication that the notion of  $i + 1$  is a novel idea when it is simply a reiteration (repetition) of some general principles of learning such as Vygotsky’s ZPD and Ausubel’s subsumability (p. 297).

**21-** Krashen believed that comprehensible input is the only causative variable in second language acquisition. Such a theory ascribes little credit to learners and their own active engagement in the process (p. 297).

**22-** Krashen suggested that input gets converted to intake through a learner’s process of linking forms to meaning and noticing “gaps” between the learner’s current internalized rule system and the new input (p. 297).

**23-** Speech (and writing) can offer a means for the learner to reflect (productively) on language itself in interaction with peers. This is a metalinguistic function of output (p. 299).

**24-** Performance in a test situation is related to Focal/Automatic category in McLaughlin et al. (1983) information-processing model (p. 300).

**25-** Performance based on implicit learning or analogical learning is

**13-** According to Krashen, there is no interface between acquisition and learning which means there is no commonalities between these two (p. 294).

**14-** According to Krashen, monitor is involved in learning and hinders acquisition (p. 294).

**15-** An important part of the Input Hypothesis is Krashen's recommendation that speaking not be taught directly or very early in the language classroom (p. 295).

**16-** According to Krashen's Input Hypothesis, Speech will "emerge" once the acquirer has built up enough comprehensible input (p. 295).

**17-** Krashen's Input Hypothesis is the claim that in the presence of enough quantity of input, learners' speech will eventually "emerge" with no elicitation required (or recommended) from the teacher. This assertion very much parallels Skinner's concept of emitted responses (p. 295).

**18-** Krashen has further claimed that the best acquisition will occur in environments where anxiety is low and defensiveness absent, or, in Krashen's terms, in contexts where the "affective filter" is low (p. 295).

**19-** Krashen believes that teaching grammar should be avoided and

This feature is the underlying characteristic of idiosyncratic dialect in which learner's language is unique to a particular individual (p. 290).

**8-** SLA is so complex with so many interacting factors that to state that there is a single cause for a SLA effect is to go too far. Butterfly effect advocates that for a phenomenon to take place, chain of reactions is necessary (p. 290).

**9-** According to Larsen-Freeman, for designing a theory of SLA, one should beware of a) false dichotomies, b) linear, casual approaches, c) overgeneralization and, d) reductionist thinking (p. 290).

**10-** As Hulstijn (2005) put it, "explicit learning is input processing to find out whether the input information contains regularities and, if so, to work out the concepts and rules with which these regularities can be captured" (p. 291).

**11-** According to Schmidt, noticing, or focally attending to a linguistic element in a learner's input, may be an essential prerequisite to a learner's ability to convert input into intake, especially input intended as feedback on form (p. 292).

**12-** The importance of a perceived input and the extent to which a learner notices input is referred to as saliency (p. 293).

## جواب‌های تشریحی

- 1- Output is NOT one of the categories in Yorio classification of learner variables (p. 286).
- 2- Affective domain includes a) socio-cultural factors, b) egocentric factors, and c) motivation (p. 286).
- 3- Specialization is related to field of study and field of study is part of educational background category (p. 286).
- 4- “Attitude toward education” and “Language aptitude” are related to educational background and cognition categories respectively (p. 286).
- 5- In a summary of research findings on SLA, Lightbown (1985) claimed that “Isolated explicit error correction is usually ineffective in changing language behavior” (p. 288).
- 6- Larsen-Freeman (1997) argued that SLA is as much a dynamic, complex, nonlinear system as are physics, biology, and other sciences and referred to it as chaos/complexity theory (p. 290).
- 7- According to chaos/complexity theory, the pathway that one learner takes in order to achieve success, is different from another’s.

- 3) zero option
- 4) superiority of monitoring to acquisition

**39. Nomothetic tradition, as opposed to hermeneutic tradition, -----.**

- 1) relates to scientific methodology and objectivity
- 2) provides us with a means of interpretation and understanding
- 3) involves us in the creative use of metaphor
- 4) advocates a more top-down process in building a theory of SLA

**40. A constructivist research approach that specifies a means for interpreting and understanding the universe without necessarily searching for absolute laws is called -----.**

- 1) hermeneutic tradition
- 2) heterogeneous competence
- 3) pragmalinguistic
- 4) universal grammar

**41. Burner and Clinchy stated all of the followings as the underlying characteristics of intuition EXCEPT -----.**

- 1) visual or iconic
- 2) verbalizability
- 3) oriented to the whole problem
- 4) less rigorous with respect to proof

**34. Information that is automatically and spontaneously used in language tasks is referred to as -----.**

- |                       |                       |
|-----------------------|-----------------------|
| 1) analyzed knowledge | 2) controlled process |
| 3) implicit knowledge | 4) automatic process  |

**35. Explicit processing differs from McLaughlin's focal attention in that the former -----.**

- 1) signals one's knowledge about language
- 2) cites rules governing the performance
- 3) signifies processing time to be of key importance in L2 performance
- 4) advocates the distinction between conscious and subconscious mind

**36. The use of "comprehension checks" and "clarification/repair requests" in conversations is referred to -----.**

- |                                  |                         |
|----------------------------------|-------------------------|
| 1) grammar consciousness raising | 2) paraphrasing         |
| 3) implicit learning             | 4) modified interaction |

**37. Long's interaction hypothesis advocates that ----- is the result of modified interaction.**

- |                           |                                 |
|---------------------------|---------------------------------|
| 1) lower affective filter | 2) clarification in interaction |
| 3) comprehensible input   | 4) higher performance           |

**38. The innatist model of SLA endorses all of the following EXCEPT -----.**

- 1) natural order acquisition
- 2) low affective filter

- |                         |                          |
|-------------------------|--------------------------|
| 1) Peripheral/Automatic | 2) Focal/Automatic       |
| 3) Focal/Controlled     | 4) Peripheral/Controlled |

**30. According to McLaughlin's attention-processing model, which of the following is NOT among controlled processes?**

- 1) Grammatical explanation of a specific point
- 2) Advanced L2 learner focuses on modals
- 3) Various discrete-point exercises
- 4) Simple greetings

**31. All of the following are among automatic/peripheral processes EXCEPT -----.**

- |                           |                  |
|---------------------------|------------------|
| 1) Prefabricated patterns | 2) Rapid reading |
| 3) Open-ended group work  | 4) free writes   |

**32. According to McLaughlin, which of the following is a capacity-limited activity?**

- 1) Monitoring oneself while talking or writing
- 2) Scanning
- 3) Peer-editing
- 4) Copying a written model

**33. Considering the following paradigms, which one of them advocates the use of peripheral/controlled skills?**

- |                  |                            |
|------------------|----------------------------|
| 1) Silent Way    | 2) Total Physical Response |
| 3) Suggestopedia | 4) Whole Language          |

**25. According to McLaughlin et al. (1983), which of the following is a peripheral/controlled process?**

- 1) Performance based on implicit learning or analogical learning
- 2) Performance in a test situation
- 3) Performance in communication situations
- 4) Performance dependent upon formal rule learning

**26. A process in which the components of a task are coordinated into new units, allowing old components to be replaced by a more efficient procedure is referred to as restructuring -----.**

- 1) automatic processing
- 2) restructuring
- 3) peripheral learning
- 4) information processing

**27. A cognitive perspective of SLA entirely obviates the need to -----.**

- 1) engage learners in the process of speaking
- 2) focally attending to linguistic elements
- 3) distinguish conscious and subconscious processing
- 4) provide comprehensible input for the learners

**28. Peripheral, automatic attention-processing of the bits and pieces of language is known as -----.**

- 1) fluency
- 2) saliency
- 3) frequency
- 4) accuracy

**29. According to Wood (2001), which of the following is an ultimate communicative goal for language learners?**

**ignores the role of learners in their own active engagement in the process of learning?**

- 1) Conscious learning should be delayed
- 2) Comprehensible input is the only cause of learning
- 3) Acquisition is much more important than learning
- 4) Triviality of monitoring while speaking

**22. As Krashen (1983) put it, input gets converted to intake through -----.**

- 1) paying attention to linguistic forms
- 2) monitoring one's own performance from time to time
- 3) using what have acquired in daily conversations
- 4) a learner's process of linking forms to meaning

**23. Which of the following is referred to as the metalinguistic function of output?**

- 1) Learners become self-contained through their own output
- 2) Speech can offer a means for the learner to reflect on language
- 3) Output serves as a means to try out one's language
- 4) Producing language helps learners notice their erroneous attempts

**24. Performance in a test situation is referred to which one of the following categories?**

- |                          |                         |
|--------------------------|-------------------------|
| 1) Focal/Controlled      | 2) Peripheral/Automatic |
| 3) Peripheral/Controlled | 4) Focal/Automatic      |

- 1) Skinner's concept of emitted response
- 2) Piaget's notion of equilibration
- 3) Vygotsky's idea of ZPD
- 4) Malinowski's phatic communion

**18. Krashen believes that the best acquisition will occur when**

-----.

- 1) the learner tries to avoid monitoring the learning process
- 2) the affective filter is low
- 3) students are not imposed to speak early
- 4) acquisition happens much sooner than the learning

**19. Krashen's "zero option" refers to which one of the following?**

- 1)  $i + 1$  is of paramount importance in learning
- 2) Affective filter provides condition for better learning
- 3) Teaching grammar should be avoided at all costs
- 4) There is no overlap between learning and acquisition

**20. Which of the following is NOT a criticism against Krashen's assumptions?**

- 1) The distinction between subconscious and conscious processes
- 2) The claim that there is no overlap between acquisition and learning
- 3) The implication that  $i + 1$  is different from ZPD and subsumability
- 4) The claim that comprehensible input is the only variable in L2 acquisition

**21. Which of the following assumptions in Krashen's hypothesis**

- 2) there is no interface between acquisition and learning
- 3) fluency in L2 performance is due to what one learns
- 4) acquisition processes are those which are paid attention to consciously

**14. According to Krashen, all of the following are true about Monitor Hypothesis EXCEPT that monitoring -----.**

- 1) ought to be largely avoided
- 2) hinders learning
- 3) should be considered after fluency is established
- 4) is used for editing and making alterations

**15. Considering Krashen's Input Hypothesis, which of the following is NOT true?**

- 1) Comprehensible input is the only cause of L2 acquisition
- 2) The input that the learner understands should be  $i + 1$
- 3) Hearing and reading are sources of acquiring comprehensible input
- 4) Speaking should be taught early in the language classrooms

**16. In Krashen's point of view, speaking -----.**

- 1) ought to be overlooked all together
- 2) should be taught after other skills are acquired
- 3) will emerge after the learner has acquired enough input
- 4) is to be considered at the first stages of learning to arouse authenticity

**17. Krashen's belief about the emergence of speech is very much parallel to which of the following?**

**9. According to Larsen-Freeman (1997), for designing a theory of SLA, one should beware of all of the following EXCEPT -----.**

- |                        |                                  |
|------------------------|----------------------------------|
| 1) false dichotomies   | 2) nonlinear, complex approaches |
| 3) over generalization | 4) reductionist thinking         |

**10. According to Hulstijn (2005), input processing to find out whether the input information contains regularities is referred to as -----.**

- |                         |                          |
|-------------------------|--------------------------|
| 1) noticing hypothesis  | 2) explicit learning     |
| 3) peripheral attention | 4) consciousness raising |

**11. According to Schmidt, which of the following is an essential prerequisite to learner's ability to convert input into intake?**

- 1) Focally attending to linguistic element
- 2) Top-down analysis and organization of linguistic data
- 3) Forming concepts and rules in mind
- 4) Metalinguistic awareness of the input

**12. The importance of a perceived input is referred to as -----.**

- |              |               |              |             |
|--------------|---------------|--------------|-------------|
| 1) frequency | 2) monitoring | 3) diversity | 4) saliency |
|--------------|---------------|--------------|-------------|

**13. Krashen's Acquisition-Learning Hypothesis advocates that -----.**

- 1) conscious and subconscious learning are not mutually exclusive

- 2) affective domain/native language
- 3) cognition/input
- 4) input/affective domain

**5. According to Lightbown (1985), which of the following is NOT one of the SLA components?**

- 1) Adults and adolescence can acquire a second language
- 2) There are predictable sequences in acquisition
- 3) Explicit error correction is usually effective in changing behavior
- 4) Practice does not make perfect

**6. An approach to describing a phenomenon that emphasizes its dynamic and unpredictable nature is referred to as -----.**

- |                      |                        |
|----------------------|------------------------|
| 1) competition model | 2) chaos theory        |
| 3) equilibration     | 4) top-down processing |

**7. Chaos/complexity theory is similar to which of the following concepts?**

- |                          |                      |
|--------------------------|----------------------|
| 1) Idiosyncratic dialect | 2) Implicit learning |
| 3) U-shaped learning     | 4) Triarchic theory  |

**8. The “butterfly effect” in chaos/complexity theory advocates -----.**

- 1) linear, casual approaches to theorizing
- 2) the triviality of initial conditions
- 3) a chain of reactions and interactions
- 4) the environmental factors in forming a phenomenon

## Chapter 10

### ***Toward a Theory of Second Language Acquisition***

*H. Douglas Brown (pp. 285-318)*

**1. According to Yorio (1976), which of the following is NOT an element of learner variables?**

- 1) Input                      2) Cognition                      3) Output                      4) Age

**2. According to Yorio (1976), all of the following factors are part of affective domain EXCEPT -----.**

- 1) socio-cultural                      2) egocentric  
3) motivation                      4) bilingual

**3. Specialization as a learner variable, is related to which of the following categories?**

- 1) Education background                      2) Affective domain  
3) Native language                      4) Cognition

**4. “Attitude toward education” and “Language aptitude” are related to ----- and ----- categories in Yorio’s classification of learner variables respectively.**

- 1) educational background/cognition

# Answers

## Chapter 9

1. ①●③④
2. ①②●④
3. ●②③④
4. ①②③●
5. ①●③④
6. ●②③④
7. ①②③●
8. ●②③④
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48. ①②③●
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50. ●②③④

51. ①●③④
52. ①②●④
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56. ●②③④
57. ①●③④
58. ●②③④
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61. ●②③④
62. ①●③④
63. ●②③④
64. ●②③④
65. ①②●④
66. ①●③④
67. ①●③④

student that the form is incorrect and provision of corrected form (p. 278).

**65-** A student utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance is referred to as uptake (p. 278).

**66-** Error treatment and focus on language forms appear to be most effective when incorporated into a communicative, learner-centered curriculum, and least effective when error treatment is a dominant pedagogical feature—what Long (1988) called “Neanderthal” practices (p. 279).

**67-** Certain learners clearly benefit more than others from FFI. Analytic, field-independent, left-brain-oriented learners internalize explicit FFI better than relational, field-dependent, right-brain-oriented learners (p. 280).

by that principle teachers might consider refraining from calling any attention at all to errors made by learners, lest the incorrect forms of language receive reinforcement. Skinner was one of the key figures in behaviorism (p. 276).

**58-** Metalinguistic explanation, incidental reference to form, noticing, attention to specific linguistic features, and grammar consciousness raising are different approaches to form (p. 276).

**59-** The incorporation of forms into communicative tasks is what Ellis (1997) calls grammar consciousness raising (p. 276).

**60-** An implicit type of corrective feedback that reformulates or expands an ill-formed or incomplete utterance in an unobtrusive way is called recast (p. 277).

**61-** A corrective technique that prompts the learner to self-correct is referred to as elicitation (p. 277).

**62-** Metalinguistic feedback provides “comments, information, or questions related to the well-formedness of the student’s utterance” (p. 277).

**63-** It is a recast feedback since the teacher expanded an ill-formed utterance in an unobtrusive way (p. 277).

**64-** It is an explicit correction since it is a clear identification to the

feedback (p. 271).

**52-** The sentence “I’m not sure if I correctly understand you or not” is a neutral cognitive feedback (p. 271).

**53-** Negative affective feedback, regardless of the degree of cognitive feedback, will result in the abortion of the communication. If people are not at least affirmed or encouraged in their attempts to communicate, there is little reason for continuing (p. 271).

**54-** Fossilized items, according to Vigil and Oller model of fossilization, are those deviant items in the speech of a learner that first gain positive affective feedback (“Keep talking”), then positive cognitive feedback (“I understand”), reinforcing an incorrect form of language (p. 271).

**55-** The most useful implication of Vigil and Oller’s model for a theory of error treatment is that cognitive feedback must be optimal in order to be effective. Too much negative cognitive feedback often leads learners to abort their attempts to establish communication (p. 274).

**56-** Native speakers were found to attend basically only to global errors and then usually not in the form of interruptions but at transition points in conversations (p. 275).

**57-** Skinner de-emphasized attention to undesirable behavior, and

d) language function (p. 269).

**46-** Rod Ellis has drawn a more “internal” picture of the learner in his variable competence model (p. 270).

**47-** The planned discourse implies less automaticity, and therefore requires the learner to call upon a certain category of learner language rules, while the unplanned discourse, more automatic production, predisposes the learner to dip into another set of rules (p. 270).

**48-** The relatively permanent incorporation of incorrect linguistic forms into a person’s second language competence has been referred to as fossilization (p. 270).

**49-** Michael Long (2003) suggested that “the more relevant object of study for researchers becomes stabilization, not fossilization,” which leaves open the possibility for further development at some point in time. Fossilization suggests an unchangeable situation which cannot be solved at all. This is a pessimistic view. The use of word stabilization refers that there are always possibilities for improving (p. 270).

**50-** Affective information is primarily encoded in terms of kinesic mechanisms such as gestures, tone of voice, and facial expressions, while cognitive information is usually conveyed by means of linguistic devices (sounds, phrases, structures, discourse) (p. 271).

**51-** The sentence “this conversation is over” is a negative affective

**40-** The most salient difference between the emergent and systematic stage is the ability of learners to correct their errors when they are pointed out—even very subtly—to them (p. 267-8).

**41-** At postsystematic stage, learners can stabilize too fast, allowing minor errors to slip by undetected and thus manifest fossilization of their language (p. 268).

**42-** The postsystematic stage is characterized by the learner's ability to self-correct. At this point learners can stabilize too fast, allowing minor errors to slip by undetected (errors will be ignored) and thus manifest fossilization of their language. In other words, when students are able to correct their own errors, they do not get sufficient feedback from someone else (p. 268).

**43-** One of the most important features of learner language is the variation that learners manifest in their interlanguage development. So, it is not orderly and systematic. Moreover, interlanguage does NOT start with intralingual errors but interlingual ones (p. 268).

**44-** Tarone (1988) granted that nonsystematic free variation and individual variation do indeed exist, but chose to focus her research on contextual variability, that is, the extent to which both Linguistic and situational contexts may help to systematically (p. 269).

**45-** Tarone suggested four categories of variation: a) Linguistic context, b) psychological processing factors, c) social context, and

**34-** Omission of the, the used instead of  $\emptyset$ , a used instead of the, a instead of  $\emptyset$ , and omission of a are examples of intralingual errors (p. 265).

**35-** Two vocabulary items presented contiguously—for example, point at and point out—might in later recall be confused simply because of the contiguity of presentation. This is an error caused by context of learning which is referred to as induced errors (p. 266).

**36-** Inconsistencies like “John cans sing,” “John can to sing,” and “John can singing,” are all part of presystematic stage of language development (p. 266).

**37-** The phenomenon of moving from a correct form to an incorrect form and then back to correctness is referred to as U-shaped learning (Gass & Selinker, 2001). Backsliding is another term referring to the same phenomenon (p. 267).

**38-** At emergent stage the learner is still unable to correct errors when they are pointed out by someone else. Avoidance of structures and topics is typical. Inaccurate guessing and illegitimacy are features of presystematic stage (p. 267).

**39-** The written utterance “The different city is another one in the another two” surely comes out of a random error stage in which the learner is making rather wild guesses at what to write (p. 267).

**27-** Global errors hinder communication; for example, “Well, it’s a great hurry around,” in whatever context, may be difficult to interpret (p. 260).

**28-** Interlanguage transfer, intralingual transfer, context of learning, and communication strategies are four sources of errors (p. 263).

**29-** The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In the early stages of learning, the student’s native language is the only background linguistic system upon which the learner can use (p. 263).

**31-** Saying “the book of Jack” instead of “Jackbook” is attributable to negative interlingual transfer (p. 264-5).

**32-** Once learners have begun to acquire parts of the new system, more and more intralingual transfer—generalization within the target language—is manifested since they use their L2 background knowledge to build new utterances—and not exclusively L1 (p. 264).

**33-** Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rote memorized in a drill but improperly contextualized. These errors are called induced errors or false concepts (p. 266).