



week 3 – chapter 3

repetition

# repetition

What is the difference between **multilingualism** and **plurilingualism** according to the CEFR?

- CEFR: **plurilingualism** = linguistic competence of an individual
- CEFR: **multilingualism** = linguistic diversity of geographical regions

# repetition

What is the **mythical bilingual**?

“ do everything perfectly in two languages and who can pass undetected among monolingual speakers of each of these two languages. “

Valdés 2001:40

# repetition

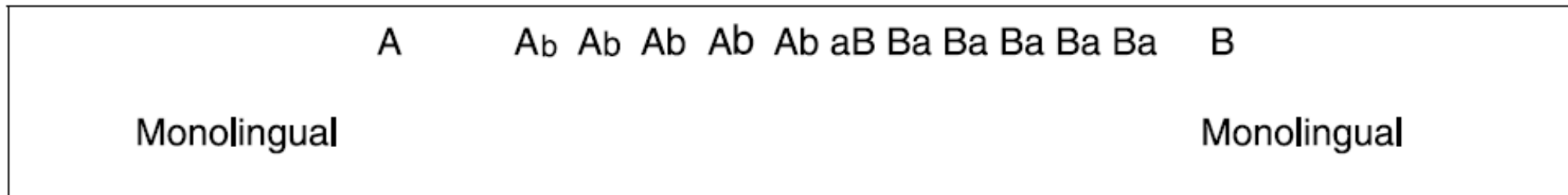
What is a **heritage language**?

“ which was first for an individual with respect to the order of acquisition but has **not been completely acquired** because of the switch to another dominant language. An individual may use the heritage language under certain conditions and understand it, but his/her **primary language is a different one.** ”

Polinsky 2008:1

# repetition

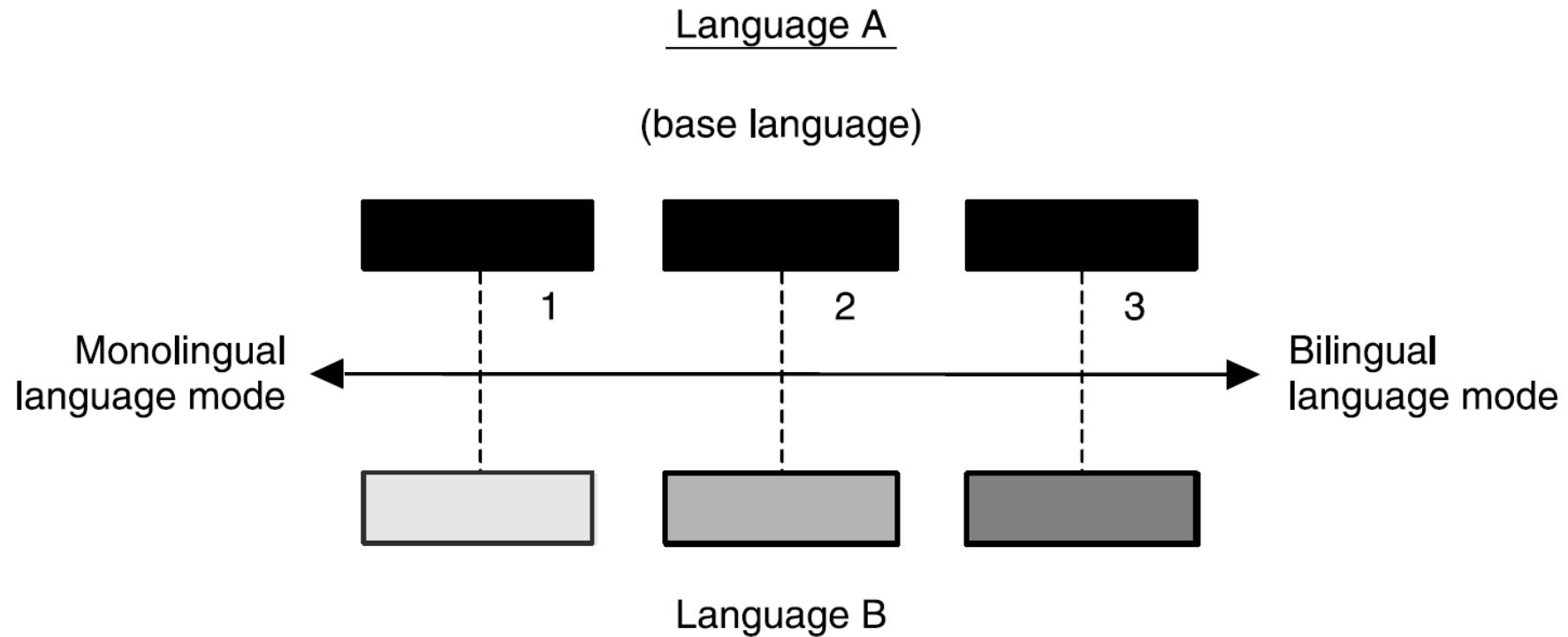
Explain the following **model of bilingualism**:



Valdes 2001

# repetition

Explain the following **model of a bilingual's language mode**:

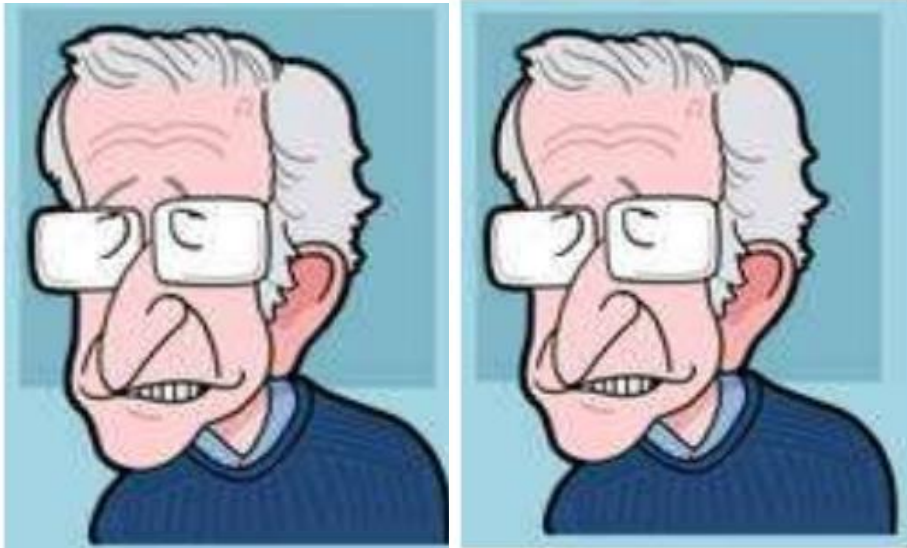




# repetition

What is Chomsky's **LAD**?

Noam Chomsky



- Innatist Theory
- The **L**anguage **A**cquisition **D**evice (**LAD**)
- Children have an innate knowledge of the basic grammatical structure that is the basis to all languages
- The **U**niversal **G**rammar (**UG**)
- The Critical Period – essential for first language acquisition

# repetition

Explain the following cartoon:



# Chapter 3

## Second and foreign language data

# reading homework 1

- questions about homework 3 ?

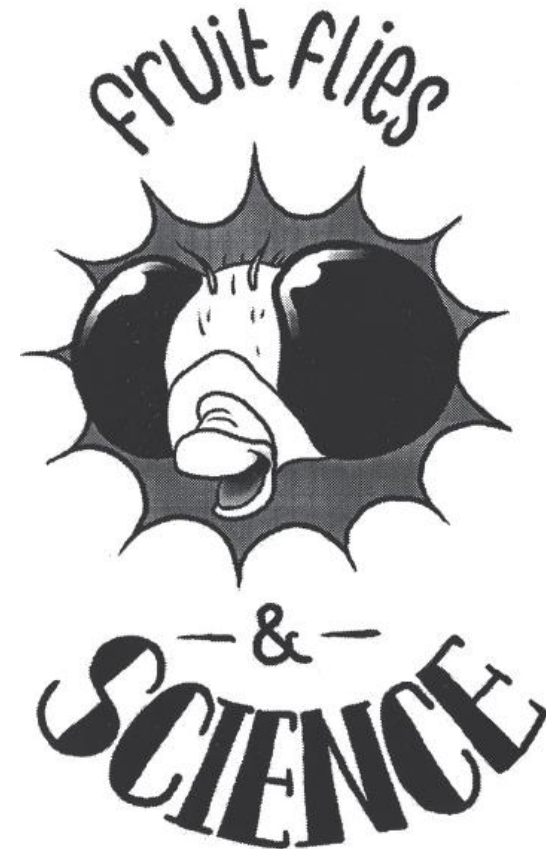


# Section 3.1 – Data analysis

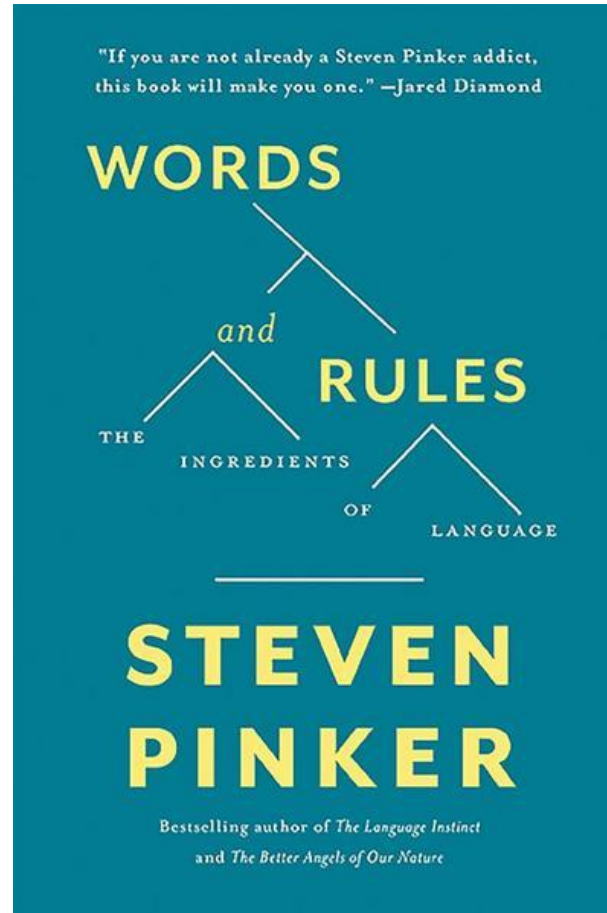
- types of data
- types of data elicitation
- SLA data often do not prompt one correct answer or interpretation
- *past tense* – debate !

# Section 3.1 – Data analysis

- **Drosophila melanogaster**
- perhaps most important model organisms in scientific research
- irregular verbs are the fruit flies of linguistics



# Section 3.1 – Data analysis



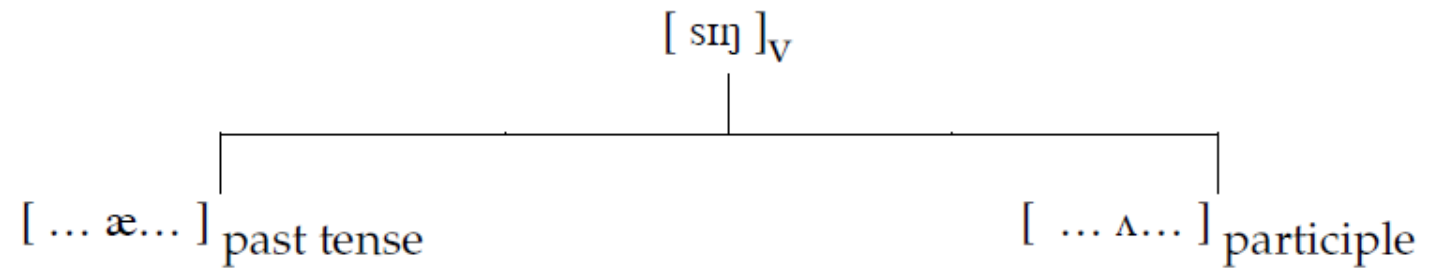
## Section 3.1 – Data analysis

patterns	vowel changes	infinitive	past tense	participle
English				
a-b-a	[ʌ] - [eɪ] - [ʌ]	<i>come</i>	<i>came</i>	<i>come</i>
a-b-b	[i:] - [ɛ] - [ɛ]	<i>meet</i>	<i>met</i>	<i>met</i>
a-b-b + <i>-en</i>	[i:] - [əʊ] - [əʊ]	<i>speak</i>	<i>spoke</i>	<i>spoken</i>
a-b-c	[ɪ] - [æ] - [ʌ]	<i>sing</i>	<i>sang</i>	<i>sung</i>
no-change	[ʌ] - [ʌ] - [ʌ]	<i>cut</i>	<i>cut</i>	<i>cut</i>
no-change + <i>-en</i>	[i:] - [i:] - [i:]	<i>beat</i>	<i>beat</i>	<i>beaten</i>
dental suffix	[ɜ] - [ɜ] - [ɜ]	<i>burn</i>	<i>burnt</i>	<i>burnt</i>
suppletion	[əʊ] - [ɛ] - [ɒ]	<i>go</i>	<i>went</i>	<i>gone</i>
German				
a-b-a	[a] - [i:] - [a]	<i>fallen</i>	<i>fiel</i>	<i>gefallen</i>
a-b-b	[aɪ] - [i:] - [i:]	<i>bleiben</i>	<i>blieb</i>	<i>geblieben</i>
a-b-c	[ɪ] - [a] - [ʊ]	<i>singen</i>	<i>sang</i>	<i>gesungen</i>
mixed verbs	[ɛ] - [ʌ] - [ʌ]	<i>brennen</i>	<i>brannte</i>	<i>gebrannt</i>
suppletion	[aɪ] - [a:] - [e:]	<i>sein</i>	<i>war</i>	<i>gewesen</i>

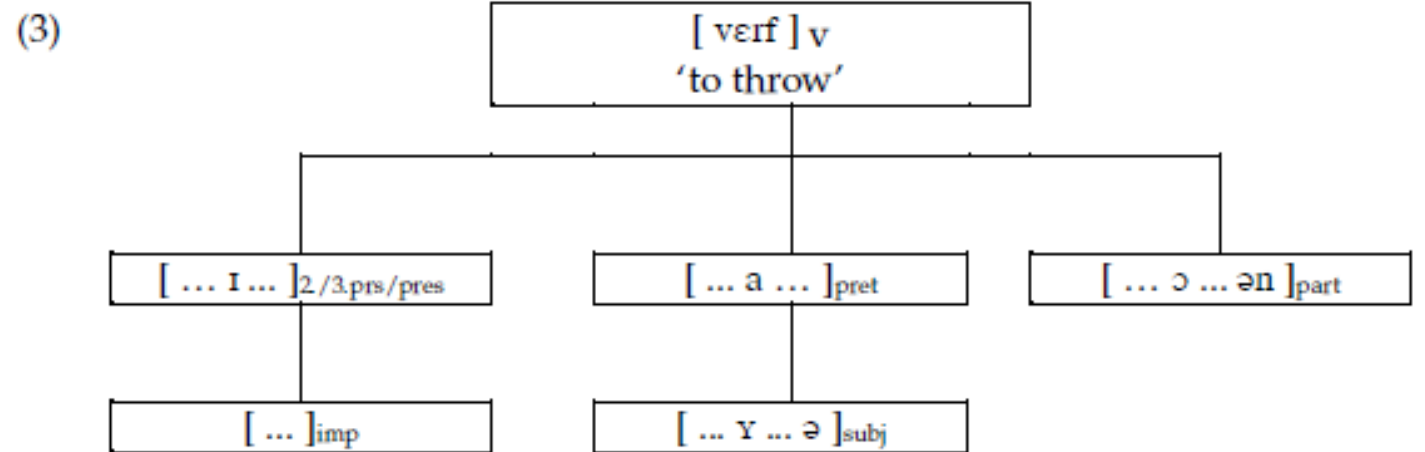


# Section 3.1 – Data analysis

(1) [ s [ I  
æ  
ʌ ] ŋ ]



(16) Ø → i → a → u → u



# Section 3.1 – Data analysis

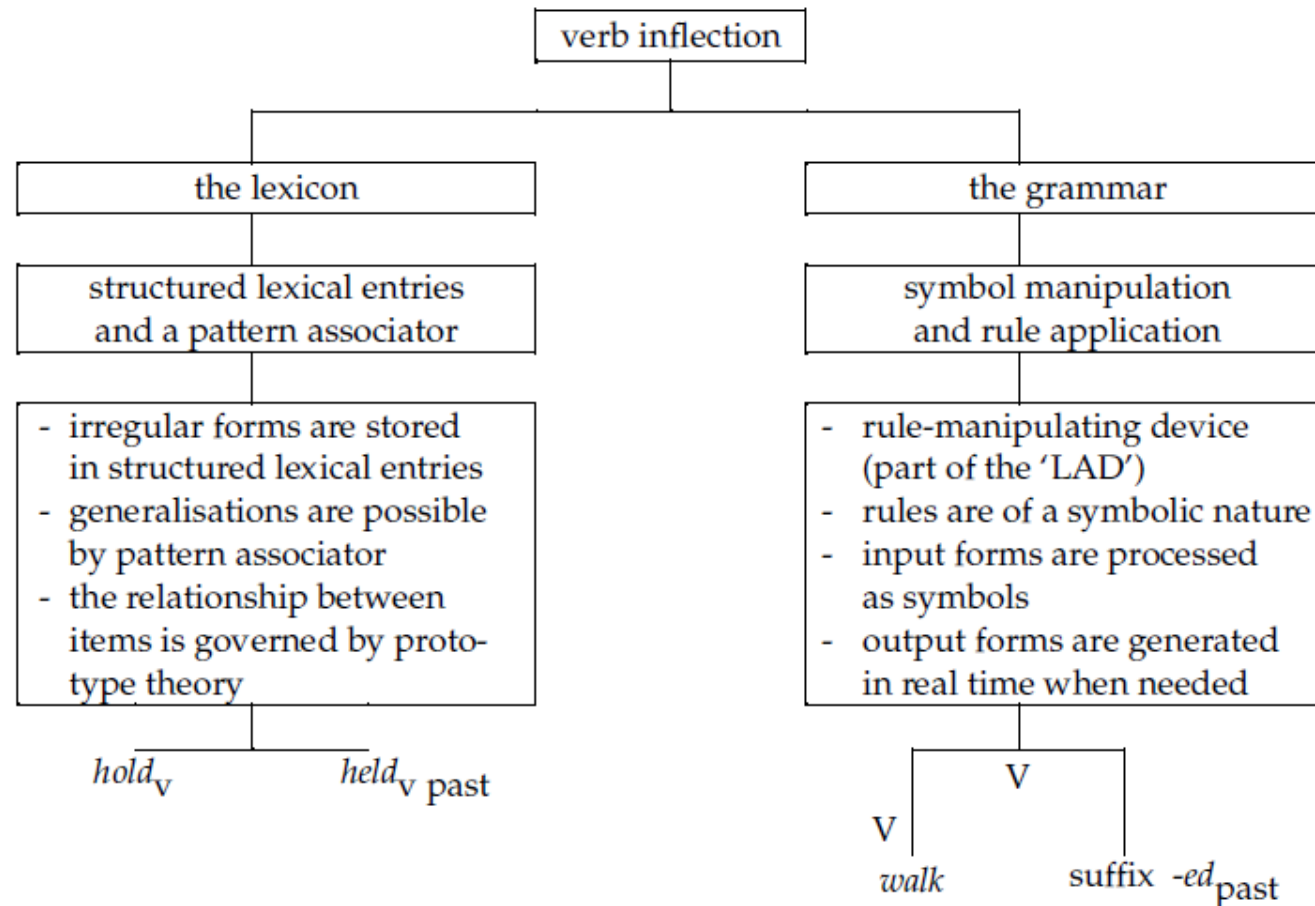


Figure 1: The dual-route model for verb inflection

# Section 3.1 – Data analysis

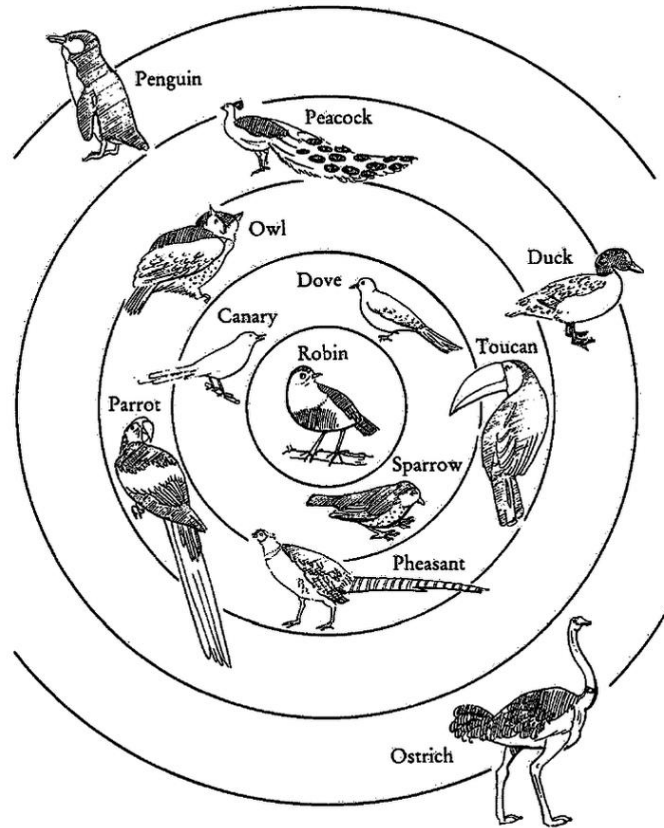


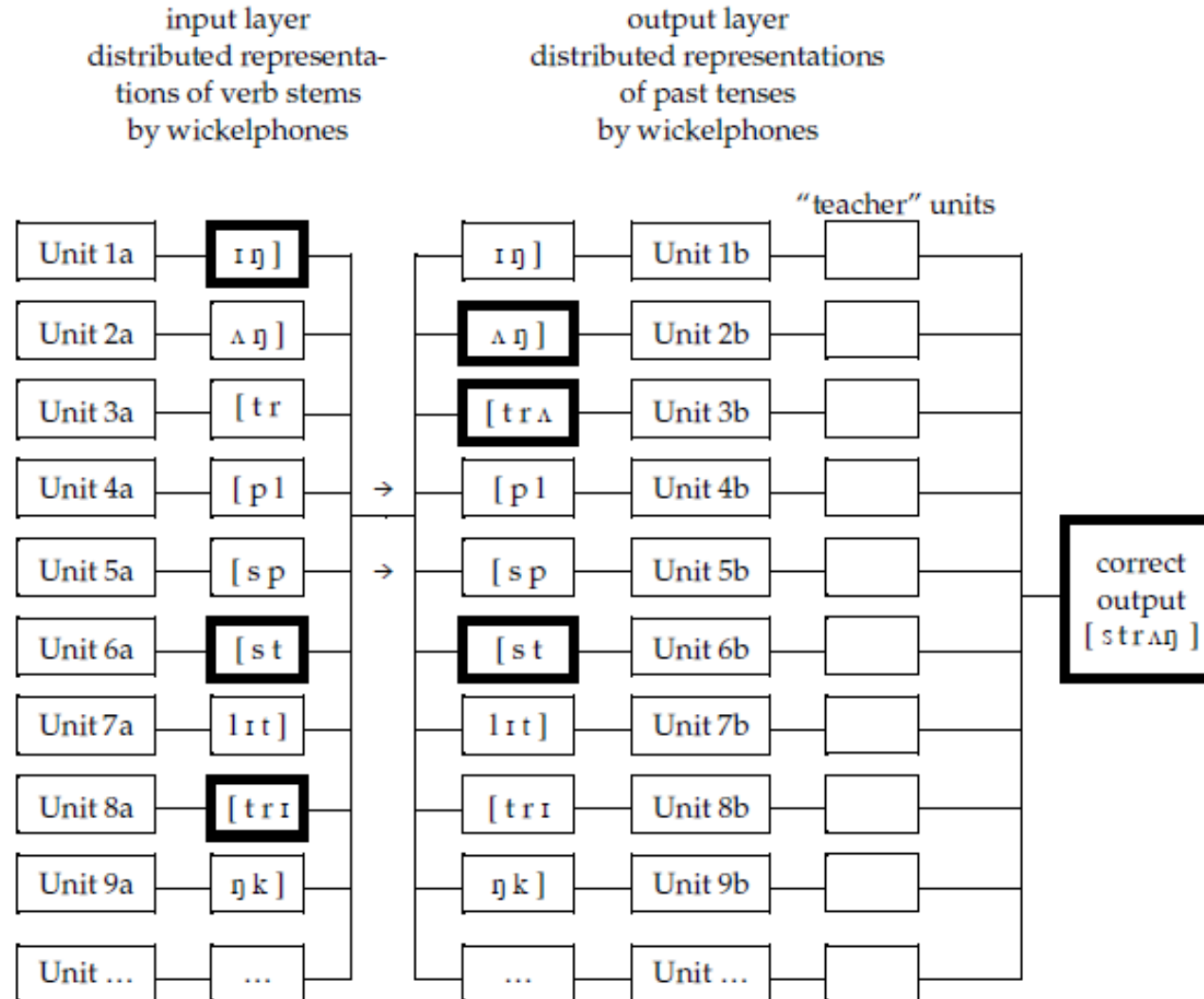
Figure . 1 Birdiness rankings

(7) prototypical stem vowels

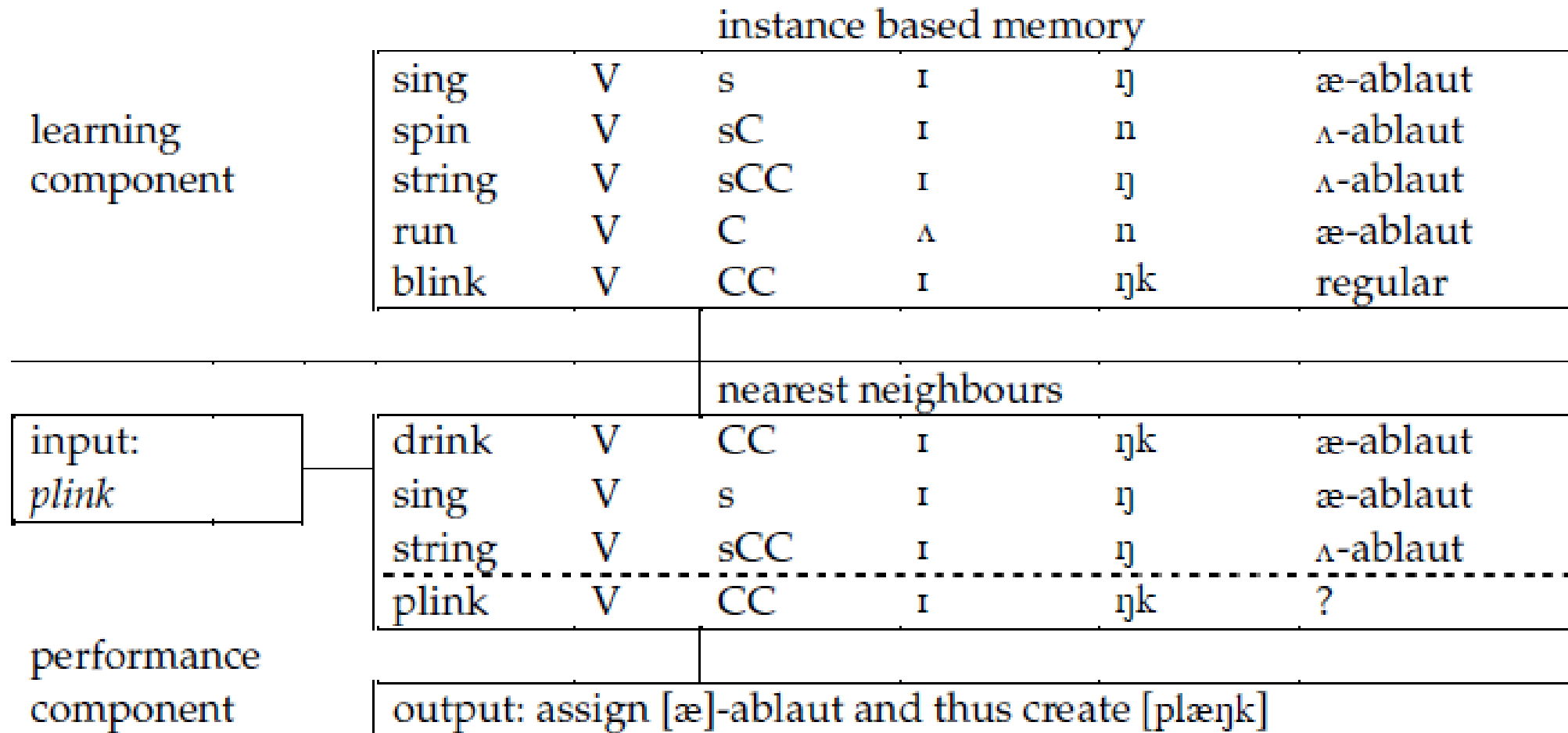
prototypical schemas

- (a) [i:, ɪ]
- (b) [e:, ɛ]
- (c) [aɪ]
- (d) [# \_ aɪ \_ p/b]
- (e) [# \_ aɪ \_ d/t]
- (f) [# \_ aɪ \_ f/v]
- (g) [# \_ i \_ ŋ(k)]

# Section 3.1 – Data analysis



# Section 3.1 – Data analysis



# Section 3.1 – Data analysis

- (10) (a)  $\emptyset \rightarrow d / [s\text{am} \_ ] [+past]$  word-specific rule for *sign*  
 $\emptyset \rightarrow d / [k\text{ənsam} \_ ] [+past]$  word-specific rule for *consign*

$\emptyset \rightarrow d / [X \left. \begin{array}{l} + \text{strident} \\ + \text{continuant} \\ - \text{voice} \end{array} \right] [+past]$  general rule

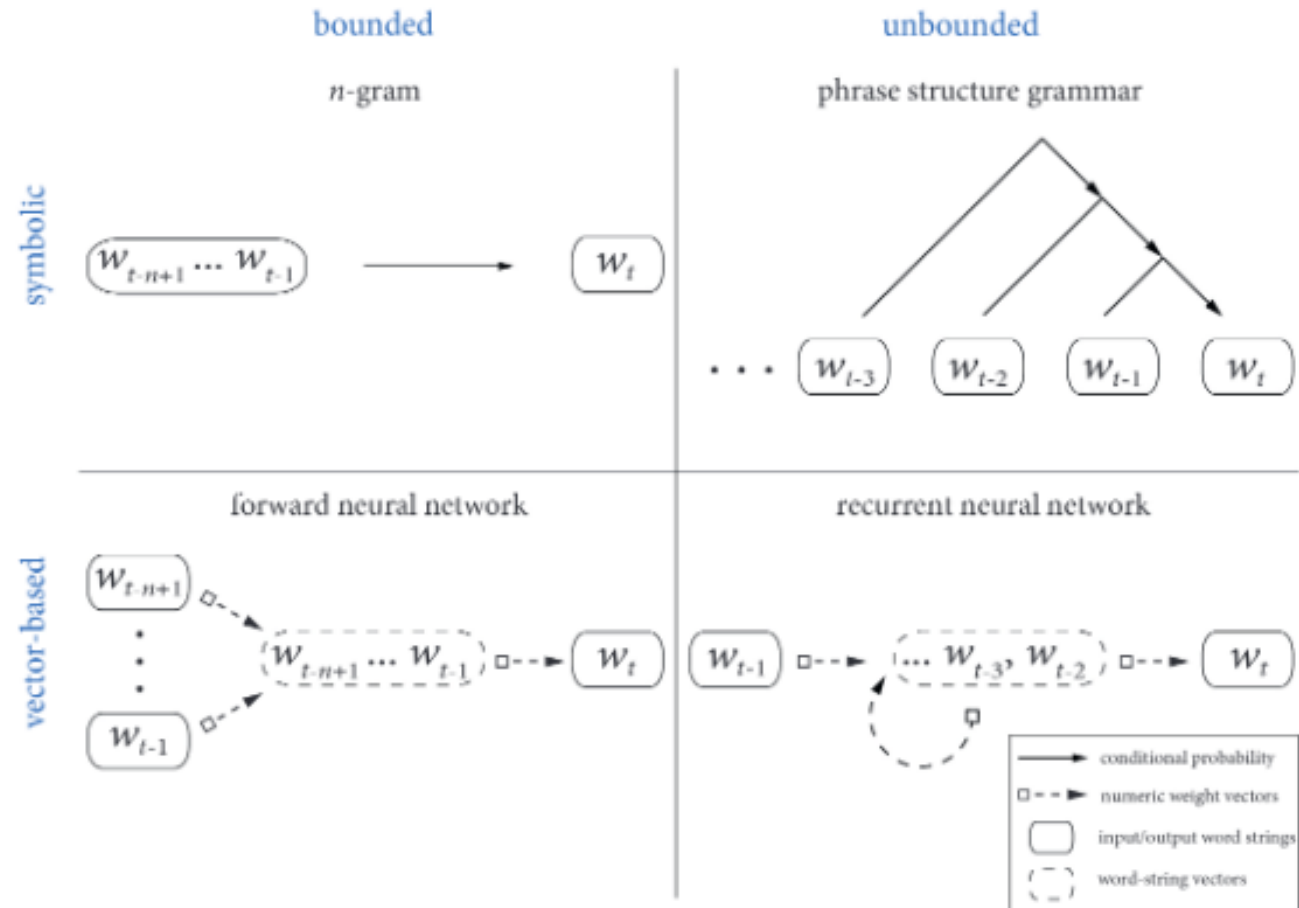
↓

- (b)  $\emptyset \rightarrow \text{əd} / [v\text{ə}t \_ ] [+past]$  word-specific rule for *vote*  
 $\emptyset \rightarrow \text{əd} / [n\text{i:d} \_ ] [+past]$  word-specific rule for *need*

$\emptyset \rightarrow d / [X \left. \begin{array}{l} + \text{coronal} \\ + \text{anterior} \\ - \text{nasal} \\ - \text{continuant} \end{array} \right] [+past]$  general rule

↓

# Section 3.1 – Data analysis



## Section 3.1 – Data analysis

After almost 40 years we don't know how regular and irregular verbs are organised in our mental lexicon !



# Section 3.1 – Data analysis

- (1) Data from 3 adult Arabic learners of English (intermediate – advanced).
- a) I bought **a couple of towel**.
  - b) There is **many kind of way** you make baklawa.
  - c) I go to university **four days** a week.
  - d) Just **a few month** he will finish from his studies.
  - e) Egypt shares **its boundaries** with the Mediterranean.
  - f) There is **a lot of mosquito**.
  - g) He can spend **100 years** here in America.
  - h) There are about **one and half-million inhabitant** in Jeddah.
  - i) **How many month or years** have been in his mind?

# Section 3.1 – Data analysis

- (1) Data from 3 adult Arabic learners of English (intermediate – advanced).
- a) I bought **a couple of towel**.
  - b) There is **many kind of way** you make baklawa.
  - c) I go to university **four days** a week.
  - d) Just **a few month** he will finish from his studies.
  - e) Egypt shares **its boundaries** with the Mediterranean.
  - f) There is **a lot of mosquito**.
  - g) He can spend **100 years** here in America.
  - h) There are about **one and half-million inhabitant** in Jeddah.
  - i) **How many month or years** have been in his mind?

## Section 3.1 – Data analysis

- how can you describe the plural acquisition in these speakers?
- which sentences illustrate mastered grammar ?

*Table 3.3 Possible categorization of plurals in Arabic–English IL*

<i>English-like</i>	<i>Non-English-like</i>	<i>Ambiguous</i>
3-1. two deserts	3-2. a couple of towel	3-14. how many month or years
3-5. the streets, the avenues	3-3. how many ticket	

# Section 3.1 – Data analysis

(1) How many month<sup>h</sup> or year<sup>s</sup> have been in his mind?

- just wrong ?
- analysis using target categories on second language data
- comparative fallacy

Bley-Vroman 1983

# Section 3.1 – Data analysis

- the role of quantifiers
- interlanguage algorithm ?

• noun → noun<sup>pl</sup> / [\_\_] \_\_\_\_\_ #

• noun → noun / [quant] \_\_\_\_\_ #

- what **data** would you use for further testing ?

# Section 3.1 – Data analysis

this is how research works

Adam: observation → curiosity → research question →  
hypothesis → data collection → analysis & interpretation  
→ theory → publication → **limits** & further research

Bob: limits & further research → new data collection →  
new analysis & interpretation → theory refinement or  
**new model** → publication → limits & further research

Claire: limits & further research → new data collection → .....

# Section 3.1 – Data analysis

- what **data** would you collect for further testing
- written vs spoken data
- natural (spontaneous) vs elicited data
- experimental versus field research
- competence versus performance
- case studies versus pooled data
- large samples
- [...]

# Section 3.1 – Data analysis

(2) Natural data from 1 adult Arabic learner of English (beginner).

- a) He's sleeping.
- b) She's sleeping.
- c) It's raining.
- d) He's eating.
- e) Hani's sleeping.
- f) The dog eating. (The dog is eating.)
- g) Hani **watch** TV. (Hani is watching TV.)
- h) **Watch** TV. (He is watching TV.)
- i) **Read** the paper. (He is reading the paper.)
- j) **Drink** the coffee. (He is drinking coffee.)

how could you describe the learner's **algorithm** for progressive use in English?



# Section 3.1 – Data analysis

(2) Natural data from 1 adult Arabic learner of English (beginner).

- a) He's sleeping .
- b) She's sleeping .
- c) It's raining .
- d) He's eating .
- e) Hani's sleeping .
- f) The dog eating . (The dog is eating.)
- g) Hani **watch TV.** (Hani is watching TV.)
- h) **Watch TV.** (He is watching TV.)
- i) **Read the paper.** (He is reading the paper.)
- j) **Drink the coffee.** (He is drinking coffee.)

## Section 3.1 – Data analysis

- verb → verb<sup>progr.</sup> / \_\_\_\_\_#
- restricts use of *-ing* in sentence final position

# Section 3.1 – Data analysis

(2) Natural data from 1 adult Arabic learner of English (beginner).

- a) He's sleeping.       $V_{intr.}$
- b) She's sleeping.       $V_{intr.}$
- c) It's raining.       $V_{intr.}$
- d) He's eating.
- e) Hani's sleeping.       $V_{intr.}$
- f) The dog eating.      (The dog is eating.)
- g) Hani watch TV.      (Hani is watching TV.)
- h) Watch TV.      (He is watching TV.)
- i) Read the paper.      (He is reading the paper.)
- j) Drink the coffee.      (He is drinking coffee.)

# Section 3.1 – Data analysis

- `verbintrans.` → `verbprogr.`
- progressive is only used with intransitive verbs

## Section 3.1 – Data analysis

### (3) Natural data from 1 adult Arabic learner of English (beginner).

- |  |                              |
|--|------------------------------|
| a) You can find it from Morocco <b>til</b> Saudi Arabia.             | from Morocco to Saudi Arabia |
| b) There is many <b>kind of way</b> you make baklawa.                | There are many ways          |
| c) It's <b>some kind of</b> different.                               | It is quite different        |
| d) I don't like to buy a car <b>from</b> Ann Arbor.                  | in Ann Arbor                 |
| e) <b>Since</b> long time, I'm buying B. F. Goodrich.                | for a long time              |
| f) He finished his studies <b>before one month</b> .                 | a month ago                  |
| g) He will finish <b>from</b> his studies.                           | finish his studies           |
| h) They are many kinds of reptiles which live <b>at</b> this planet. | on this planet               |
| i) I never help my mom <b>in</b> the housework.                      | with the housework           |

## Section 3.1 – Data analysis

- how can you characterise the acquisition of preposition?

Questions ?

# Section 3.3 – Data collection

- various methods
  - Ellis & Barkhuizen 2005
  - Gass & Mackey 2007
  - Dörnyei 2003
  - Duff 2008
  - Markee 2000



## Section 3.3 – Data collection

methods to gain language data

## Section 3.3 – Data collection

- method depends on the research question asked
- methods depend on the hypotheses and their operationalising
- methods depend on the attempt to generalise
  - instructed vs naturalistic data *performance*
  - observational versus elicited (controlled, manipulated)
  - longitudinal versus cross-sectional data
  - case studies versus samples (pooled data)
  - experimental data (control group design)
  - quantitative versus qualitative data
  - verbal reports - recalls & thinking-aloud-protocols *competence*

## Section 3.3 – Data collection

### (5) A learner of Spanish working on a crossword puzzle

Vertical now . . . 2 down, OK I have an *o* here but I don't know why because in 1 across I have *se morio* but I guess it has to be ***murio*** because 2 down has to be *un* [changes *o* to *u*] . . . OK I have to but it must be *tu* so it means that 7 across for the past tense of *dormirse* must be ***durmio*** instead of *dormio* [changes *o* to *u*] . . . OK third person plural form of the verb *pedir* they asked for, 5 down . . . *pedieron* [pause] OK I am wondering whether because I have ***pidieron*** [spells out] and I am thinking it should be *pe-* but that would make it *dormeo* with an *e* instead of *i*, . . . I guess I will see how the other ones go and take a look at that one again . . .

# Section 3.3 – Data collection

- classical approaches
  - recorded speech samples
  - recorded language tasks
  - written questionnaires
  - interviews and diaries
  - written language tasks
  - rating and judging experiments (intuitional data)

# Section 3.3 – Data collection

- recent approaches
  - reaction time experiments, lexical decision
  - eye-tracking experiments
  - priming experiments
  - brain imaging (fMRI)
  - EEG (electroencephalogram)
  - computer modelling

# Section 3.3 – Data collection

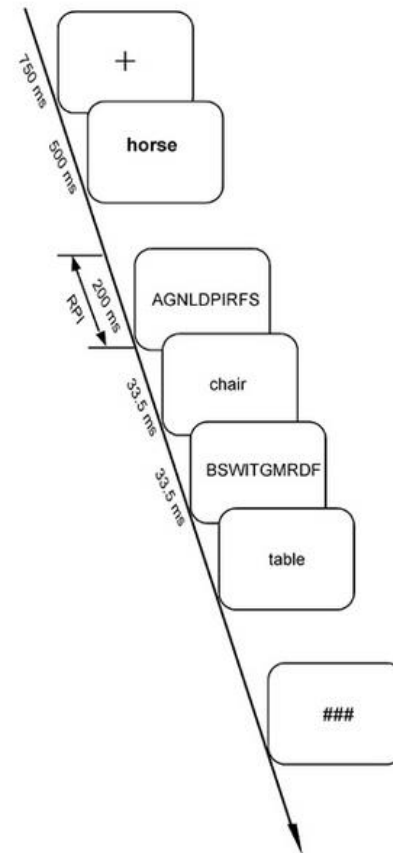
- Eye tracking



# Section 3.3 – Data collection

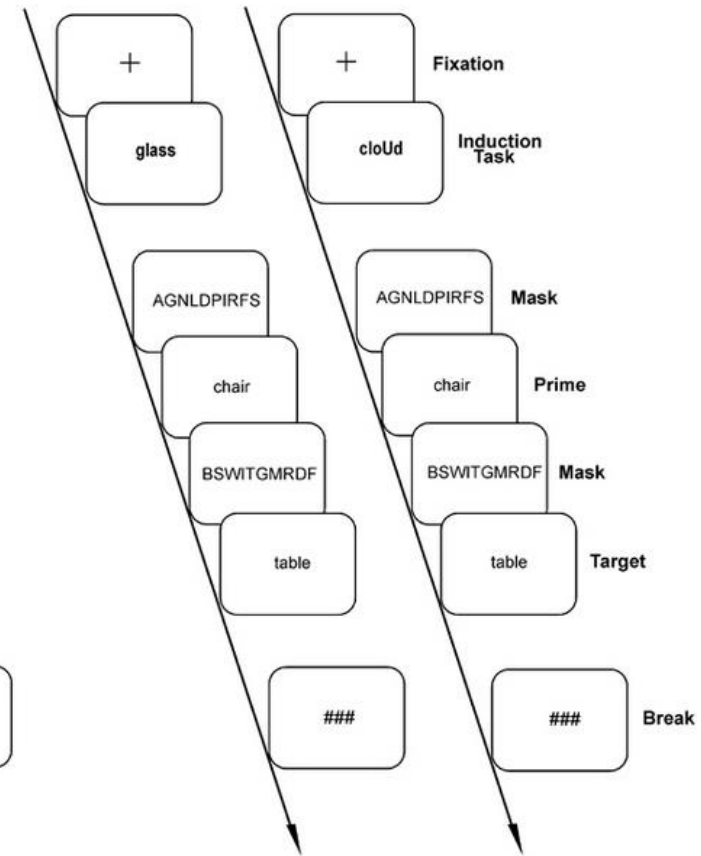
- priming

Semantic induction task



Phonological induction task

word (Exp. 1)      letter (Exp. 2)



## Section 3.3 – Data collection

- priming
- Participants had to decide as fast and as accurately as possible (a) in the phonological word induction task, whether the word began or ended with a vowel or started and ended with a consonant, and (b) in the semantic induction task, whether the word named a living or non-living object. As soon as the response to the induction task was given, a random letter string (forward mask) consisting of 10 capital letters was presented for 200 ms (response prime interval, RPI). The random letter string was followed by the prime word, which was shown for 33.5 ms. After prime presentation, another random letter string was presented for 33.5 ms, which served as a backward mask. Thereafter, the target stimulus that either formed a real word or a pronounceable pseudoword was displayed. Participants had to decide as fast and as accurately as possible whether or not the target was a real word

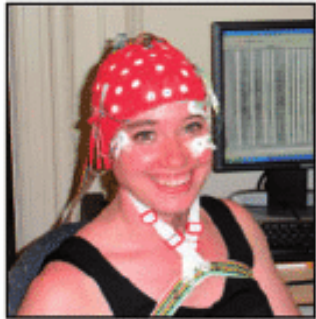


# Section 3.3 – Data collection

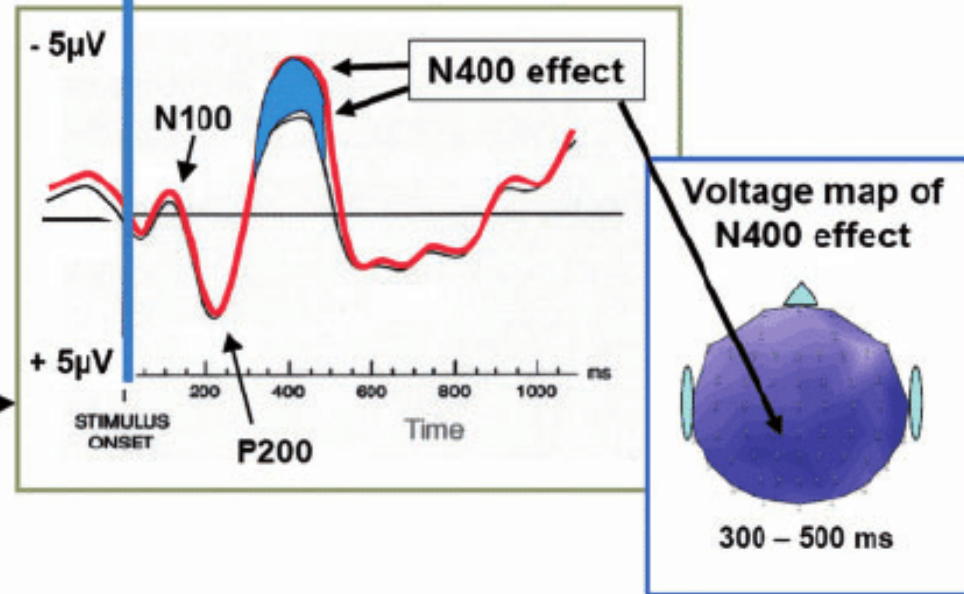
EEG → Event-related brain potentials (ERPs)



*John ate broccoli at dinner.*  
*John ate democracy at dinner.*



EEG amplifier



**N400** is a response to semantically unexpected words

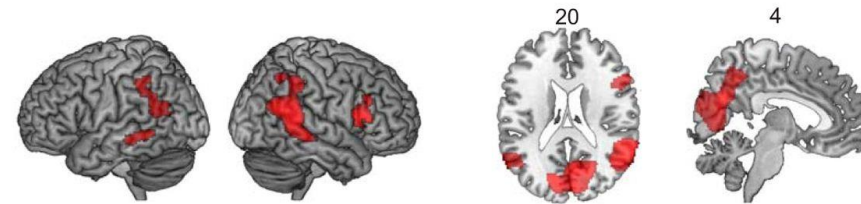
**P600** is a response to grammatical violations

# Section 3.3 – Data collection

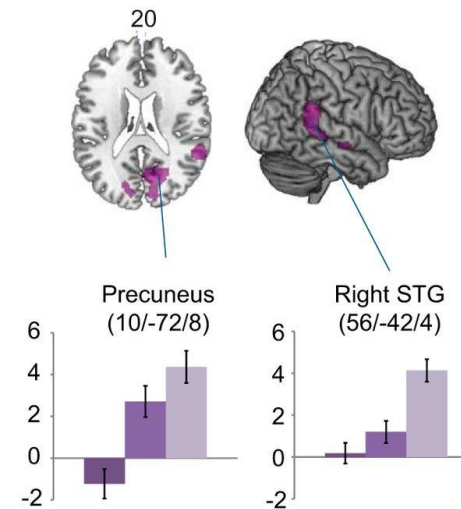
- fMRI



**A** Verb repetition enhancement (repeated > not repeated)

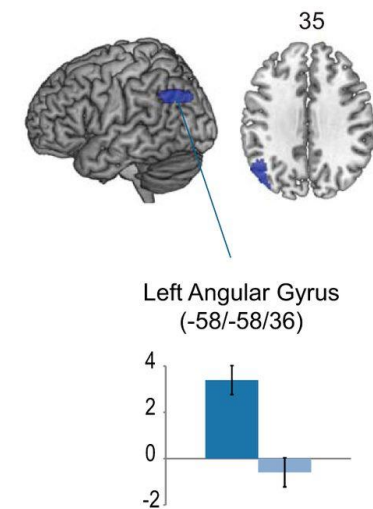


**B** Interaction Verb Repetition x Day



■ Verb Repetition Effect Day 2  
■ Verb Repetition Effect Day 3  
■ Verb Repetition Effect Day 9

**C** Interaction Verb x Syntax Repetition



■ Syntactic Repetition Effect If Verb Repetition  
■ Syntactic Repetition Effect If No Verb Repetition

## Section 3.3 – Data collection

- Experiment **1**
- Say the following word out loud:

SILK

## Section 3.3 – Data collection

- No say it quickly 5 times:

SILK SILK SILK SILK SILK

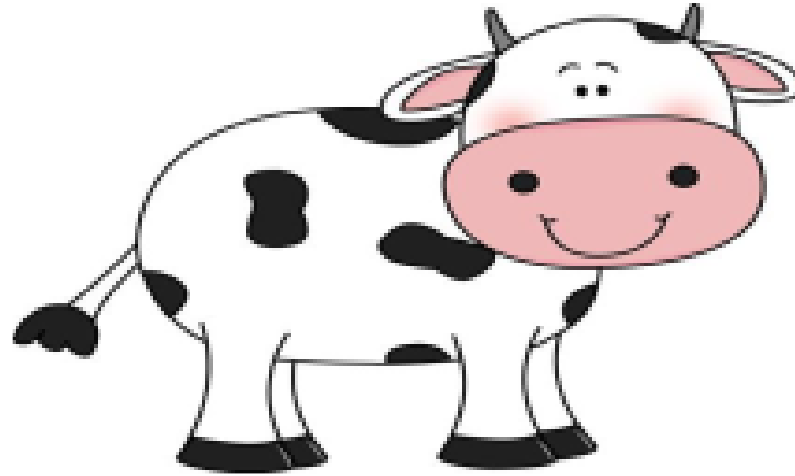
## Section 3.3 – Data collection

- No say it quickly 5 more times:

SILK SILK SILK SILK SILK

## Section 3.3 – Data collection

- What does the cow drink?



- Did anybody say *milk* ?
- if *silk* primes *milk*, what does this suggest about the mental lexicon ?

# Section 3.3 – Data collection

- Experiment 2

X



man

dog

cat

dog

## Section 3.3 – Data collection

- Experiment 2
- what does this say about the mental lexicon ?
- are reaction times shorter for words that are semantically related?
- how about bilinguals ?
- how about collocations ?

## Section 3.3 – Data collection

(5) Acceptability judgements from 139 L2 learners (Gass & Ard 1984).

a) John is traveling to New York tomorrow.

b) John is seeing better now.

a) The ship sailed to Miami tomorrow.

b) The ship is sailing to Miami tomorrow.

c) The ship will sail to Miami tomorrow.

d) The ship sails to Miami tomorrow.

e) The ship has sailed to Miami tomorrow.

## Section 3.3 – Data collection

- acceptability **ranking** of English progressive use in L2
  - present *John is smoking American cigarettes now*
  - futurity *John is traveling to New York tomorrow*
  - verbs of perception *Dan is seeing better now*
  - other verbs *The new bridge is connecting ...*
  - copula *\*Mary is being in Chicago now*

## Section 3.3 – Data collection

methods to gain non-linguistic data



# Section 3.3 – Data collection

- Individual differences – cognitive & affective
  - language aptitude
  - motivation
  - attitude
  - anxiety
  - willingness to communicate
  - age(s)
  - sex
  - working memory
  - personality
  - learning styles
  - learning strategies
  - *big five* human personality traits

## Section 3.3 – Data collection

standardised language testing

## Section 3.3 – Data collection

- TOEFL (Test of English as a Foreign Language)
- Cambridge Tests
- Oxford English Placement Test
- [...]
- Matura Neu
- Bildungsstandards E4 & E8

## Section 3.5 – Data analysis

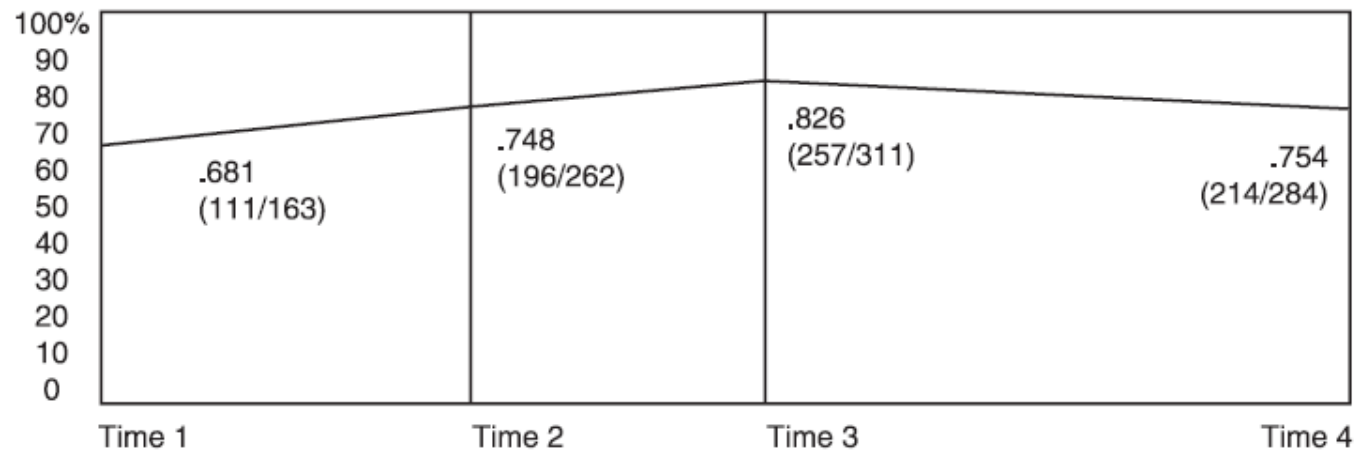
# Data analysis

## Section 3.5 – Data analysis

- how can we measure acquisition ?
- is it all about counting mistakes ?
- are there scales to measure SLA increase ?
- how can we generalise if ILs are unique creations ?
- how can we measure without a common starting point ?
- what is actually progress in the four skills ?
  
- what do we do with conflicting results?
- [...]

## Section 3.5 – Data analysis

- (6) Natural data from a Laos learner of English for the acquisition of the article (Huebner 1979).



- What does the graph tell us ?
- What does the graph not tell us ?

## Section 3.5 – Data analysis

- when is grammar (a morpheme) acquired ?

(6) She is dancing

- |                         |   |   |                      |
|-------------------------|---|---|----------------------|
| • correct form          | = | 2 | <i>she's dancing</i> |
| • morpheme malformation | = | 1 | <i>she's dances</i>  |
| • lack of morpheme      | = | 0 | <i>she dance</i>     |

# Section 3.5 – Data analysis

$$\frac{\text{number of correct suppliance} \times 2 + \text{number of misformations}}{\text{total obligatory contexts} \times 2}$$

$$\frac{\text{number of correct suppliance in obligatory contexts}}{\text{number of obligatory contexts} + \text{number of suppliance in nonobligatory contexts}}$$

<i>Morpheme</i>	<i>Instruction only</i>			<i>Naturalistic</i>			<i>Mixed</i>		
	<i>SOC</i>	<i>TLU</i>	<i>Diff.</i>	<i>SOC</i>	<i>TLU</i>	<i>Diff.</i>	<i>SOC</i>	<i>TLU</i>	<i>Diff.</i>
Progressive <i>-ing</i>	97	69	-28	94	87	-7	98	74	-24
Plural <i>-s</i>	93	85	-8	74	72	-2	74	71	-3
Singular copular	95	89	-6	92	88	-4	97	94	-3
Progressive auxiliary	85	59	-26	76	71	-5	66	52	-14
Past irregular	75	66	-9	68	65	-3	73	64	-9
Past regular	51	47	-4	58	58	0	44	44	0
Third person singular	63	52	-11	25	22	-3	22	19	-3



## Section 3.5 – Data analysis

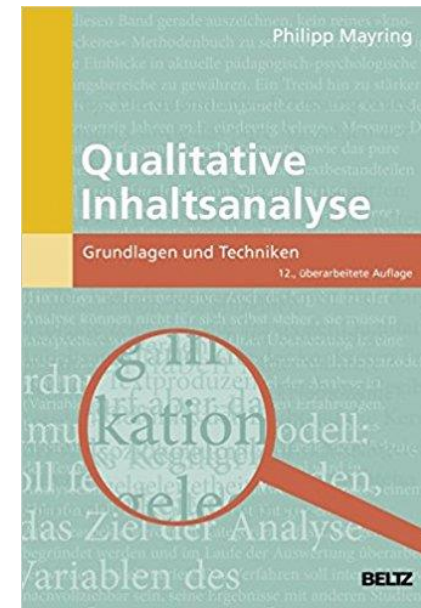
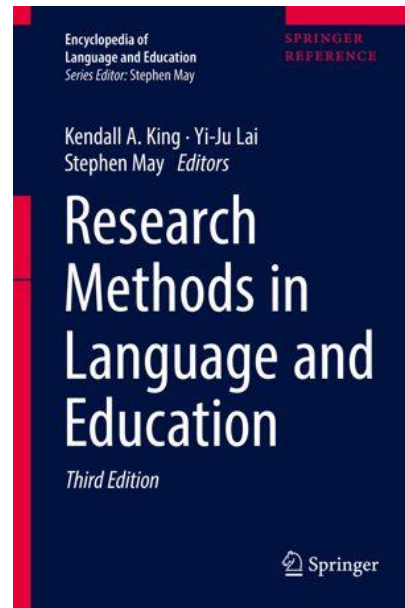
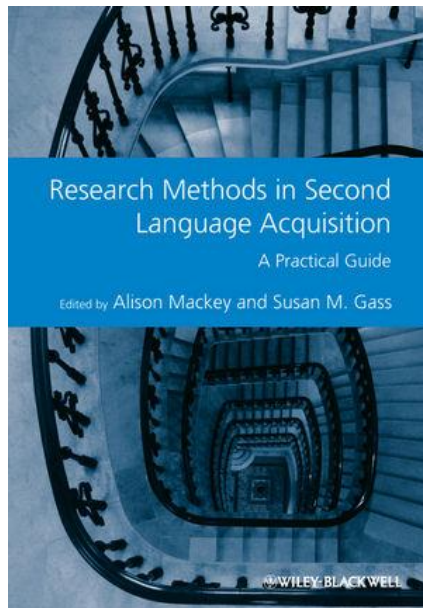
- when is grammar (a morpheme) acquired?
- Pienemann & Keßler 2006
- Profilanalyse

# Section 3.5 – Data analysis

- how are data analysed ?
  - qualitative methods
  - quantitative methods

# Section 3.5 – Data analysis

- qualitative methods



- Philip **Mayring**

- Professor für Pädagogische Psychologie an der PH Ludwigsburg
- Professor für angewandte Psychologie und Methodenforschung in Klagenfurt

# Section 3.5 – Data analysis

- qualitative methods

The screenshot displays a qualitative data analysis software interface with several key components:

- Document System:** A tree view on the left showing a list of documents, including folders like 'Documents', 'Education', and 'Happiness', and individual files such as 'Grade', 'Multimedia', and 'Song No. 1'.
- Code System:** A hierarchical list of codes on the left, including 'assessment', 'achievement', 'happiness', 'family', 'school & university', 'education', 'sports', 'assessment program', 'insurance', 'anxiety', 'satisfaction', and 'Challenges'.
- Document-Browser:** The central pane shows a document titled 'Education - Significance' with text excerpts. A pink callout box over this pane reads: "Dokument-Browser: Lesen, Codieren und Editieren".
- Liste der Dokumente:** A green callout box over the Document System pane reads: "Liste der Dokumente: Dokumente, Bilder und Videos verwalten".
- Liste der Codings:** A yellow callout box over the right pane reads: "Liste der Codings: Informationen wiederfinden".
- Liste der Codes:** A blue callout box over the Code System pane reads: "Liste der Codes: Codes verwalten".

The right pane also features a line graph titled "On the whole are you very satisfied, fairly satisfied, not very satisfied or not at all satisfied with the life you lead?" with a legend for "Very satisfied", "Fairly satisfied", "Not very satisfied", and "Not at all satisfied".

# Section 3.5 – Data analysis

- qualitative methods

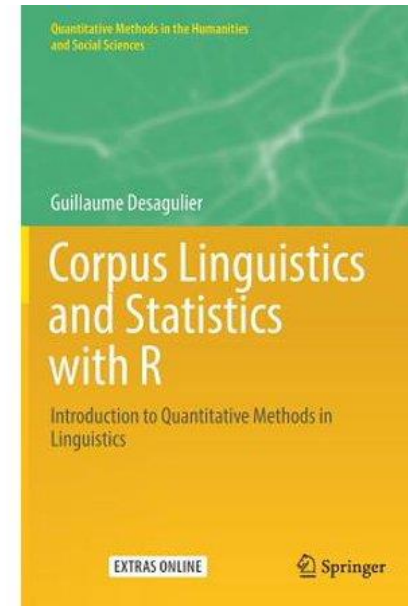
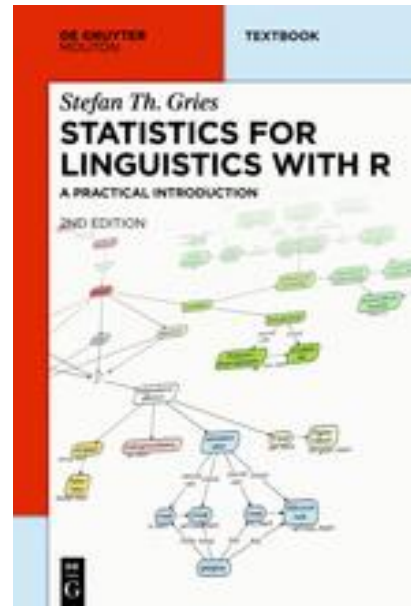
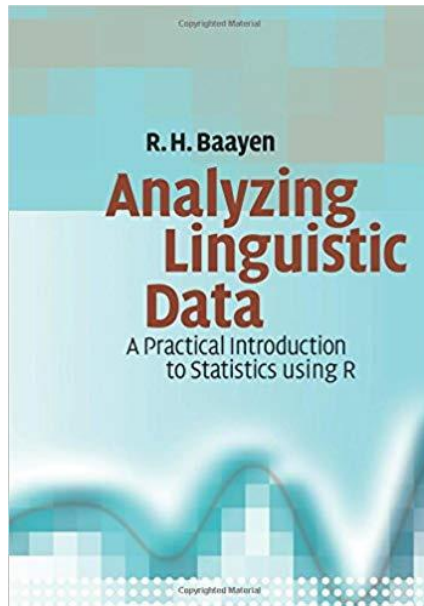
The screenshot displays the MAXQDA Analytics Pro 12 software interface. The main window is titled "MAXQDA Analytics Pro 12 (Release 12.3.2)".

- Top Left:** "Liste der Dokumente" (List of Documents) showing a hierarchical view of documents. Under "Interviews", there are 501 documents, with "B01 Jan" having 36 documents. Other categories include "Forschungsreports und Webseiten" (6 documents) and "Fokusgruppen" (20 documents).
- Bottom Left:** "Liste der Codes" (List of Codes) showing a code system with categories like "WP - Größte Weltprobleme" (Climate, Resource scarcity, etc.) and "El - Gesellschaftliche Einflussnahme".
- Center:** A grid view showing the distribution of codes across documents, with a color-coded legend (blue and yellow).
- Right Panel:** "Dokument-Browser: B01 Jan" showing a transcript of an interview. The text includes:
  - 1 Interview mit Jan
  - 2 I: Ok. Ja hallo.
  - 3 B: Ja hallo. schönen guten Tag.
  - 4 I: Schön, dass du Zeit für mich hast. Wir haben ja schon telefoniert und du weißt ja schon worum es geht.
  - 5 B: Ja ich weiß so, du machst ein Interview. Und du willst mir ein paar Fragen stellen, wo ich was zu sagen soll.
  - 6 I: zum Umweltverhalten. Ok, dann fang ich einfach mal mit der ersten Frage an. Und die lautet, was sind aus deiner Sicht die größten Probleme der Welt im 21. Jahrhundert generell?
- Bottom Center:** "One-Case Model" diagram showing a central node connected to various sub-nodes, representing a conceptual model of the data.
- Right Panel (Text):** A text snippet discussing environmental issues: "dass wir halt irgendwann sind die iger Vor- und Nachteile. icht aufm Markt. Das ysterie drin ist, wir mosphäre geblasen auch ein emotionales rtige Sachen wie ینگeln rund um die Uhr indere Krankheit". Below it, another snippet says: "probleme, große Probleme für uns und nicht der die aggressive, das dem Anschlag war, auf".



# Section 3.5 – Data analysis

- quantitative methods



# Section 3.5 – Data analysis

## STATISTICS ABOUT STATISTICS

**2<sup>out</sup>  
of 5%**

... of all statistics are relatively confusing

**200.00**

... of all statistics are ruined every day due to poor punctuation

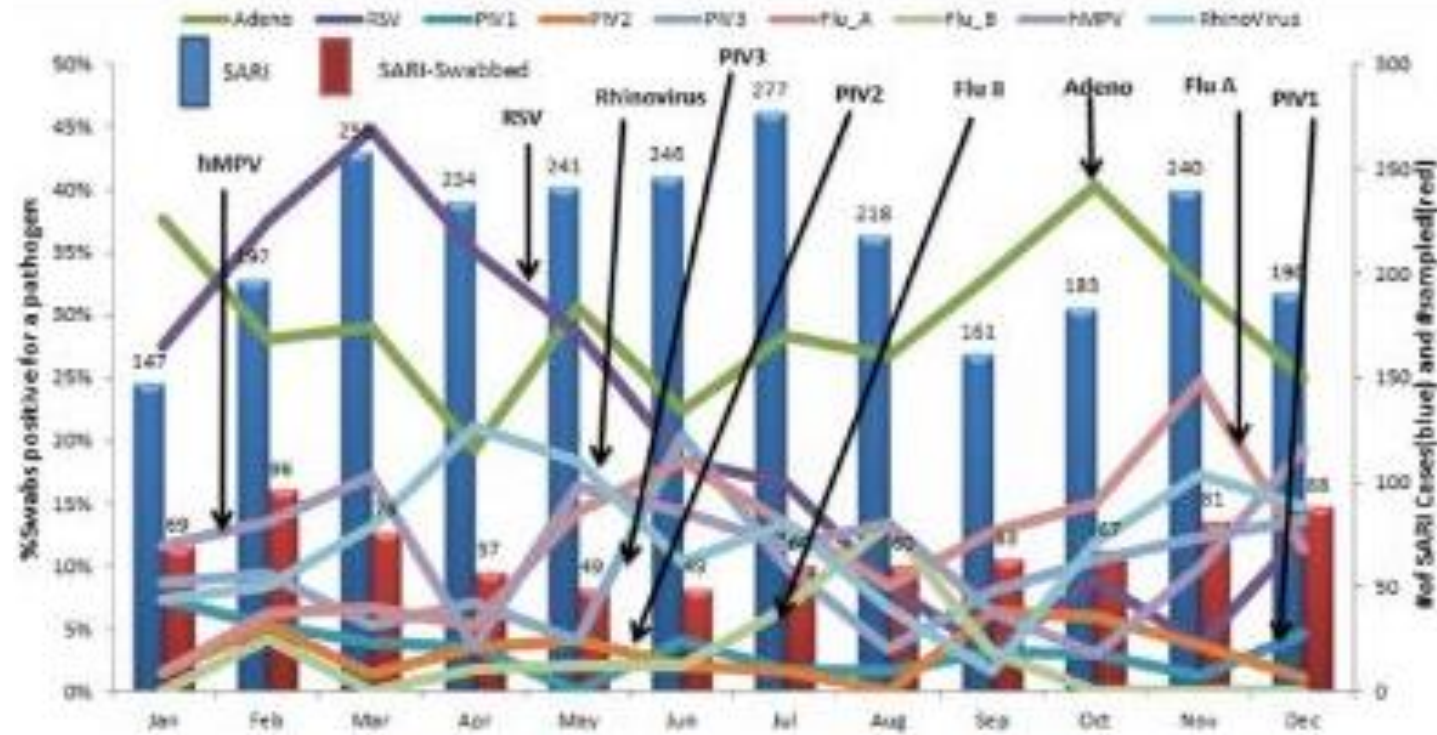
**33,3333%**

... of all statistics are not as precise as they seem

**84%**

... of all statistics are completely made up to emphasize a point

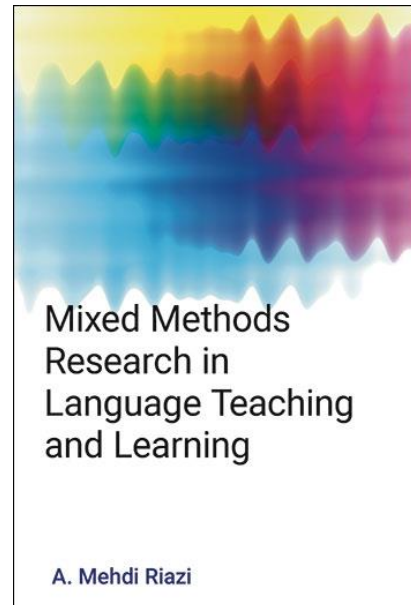
# Section 3.5 – Data analysis





# Section 3.5 – Data analysis

- Mixed methods



# Section 3.5 – Data analysis

- Mixed methods



## Research Project

### VARIATE 2 | 3

A Study into the Potential of  
Variation Theory in EFL Teaching and Learning  
at Secondary and Tertiary Level

#### TIMEFRAME

October 2015 – September 2018

#### PRINCIPAL INVESTIGATOR

Harald Spann  
University College of Education Upper Austria  
Institute of Secondary School Education  
Department of English

Kaplanhofstrasse 40  
A-4020 Linz / Austria  
<http://pro.ph-ooe.at/harald-spann>  
phone: +43 - (0)732 - 7470 - 7022  
email: [harald.spann@ph-ooe.at](mailto:harald.spann@ph-ooe.at)

#### RESEARCHERS

Erwin M. Gierlinger	<i>Variation Theory</i> and SLA contexts
Harald Spann	<i>Variation Theory</i> and foreign language teaching and learning at tertiary level
	<i>Variation Theory</i> and the teaching of English-language literature
Thomas Wagner	<i>Variation Theory</i> and competence-oriented teaching in English at secondary level

Questions ?

# practice tasks

- discuss pros and cons of **longitudinal** and **cross-sectional** studies
- discuss the relationship between research **question** and **methodology**
- devise a project in which you want to examine the **3<sup>rd</sup> person –s** acquisition in Austrian post-primary school second graders
- devise a project in which you want to examine the **dative alternation** L1 and L2 English speakers at C1 level

# final exam topics

## Chapter 3 – *Second and foreign language data*

- comparative fallacy
- types of data
- methods of data collection
- classical and recent approaches
- individual differences (cognitive & affective)

# homework 3

- read chapter 4 & 5, pp. 89-155
- try to understand ....
  - the role of behaviourism
  - the Contrastive Analysis Hypothesis
  - the role of error analysis
  - the role of the morpheme order studies
  - interlanguage transfer