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Final assessment

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Course Title : Second language acquisition

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Answer to the question no: 01

What is affective filter model? What are the advantages to low the filter? Share any practical examples from your teaching (classroom/coaching/tuition).

Affective filter model:

A filter is defined by their frequency domain effects on signals, which is often described mathematically in terms of its transfer function and it is expressed in the ratio of the Laplace Transforms of its output and input signals.

The term "affective filter" originates from Stephen Krashen an expert in the field of linguistics, who described it as a number of affective variables that contribute to second language acquisition.

Merriam Webster's Dictionary defines affective as "referring to, arising from or influencing feeling or emotions".
Krashen cites motivation, self confidence and anxiety in the affective filter Hypothesis.

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as three categories of variables in second language acquisition that play a role. In essence, when feelings or emotions such as anxiety, fear or embarrassment are elevated it becomes difficult for language acquisition to occur. The affective filter has commonly been described as an imaginary wall that rises in the mind and prevents input, thus blocking cognition.

The advantages to low the filter: The low pass filter is one type of frequency domain filter that is used for smoothing the image and also it attenuated the high frequency components and preserve the low frequency components.

- ① A low pass filter is used for smoothing the image.
- ② Low pass filter attenuates the high frequency.
- ③ Low pass filter allow the frequency below the cut off frequency to pass through it.
- ④ In the low pass filter, the low frequency is preserved in it.
- ⑤ A low pass filter consists of a resistor that is followed by a capacitor.

Examples: It is not enough to simply teach
It is not enough to deliver instruction

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even if it's made comprehensible to students. If students' affective filters are elevated, language acquisition will be impeded. Creating classroom environments that act intentionally to lower the affective filter will increase language development. The lower the filter, the more input is allowed to pass through. Students who are highly motivated feel confident a new subject to be safe, are more open to input.

When presenting a new subject to my class it helps to include a demonstration. While some students will be able to grasp a new concept by hearing the information alone others particularly visual learners will need to see it.

In certain classes this is particularly required. For example, when I am teaching a math unit, I will usually need to display my work on the board or else my students will be completely lost. This is how the class can follow along with better. Some students will need to see more than one example to get a good understanding. Make sure that

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I include several different demonstrations for each unit, as retention is a big part to memory. I'll see a big difference in visual students text scores when it's important this method.

Answer to the question no: 02

Mr. Kamal went to Canada for higher studies. At the first he did not copy up with the situation at the campus and also in his community explain the reason by the theory of second language acquisition.

Arguments from the "logical problem of second language acquisition" suggest that since linguistic experience provides few negative data that would falsify overgeneral grammatical hypothesis innate knowledge of the principles of universal grammar must constrain learners' hypothesis formulation. Although this argument indicates a need for

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domain specific constraints it is not support their innateness. Learning from mostly positive data proceeds unproblematically in virtually all domains. Since not every domain can plausibly be accorded its own special faculty, the probative value of the argument in the linguistic cause is dubious. In ignoring the holistic and probabilistic nature of theory construction, the arguments underestimates the extent to which positive data can supply negative evidence and hence overestimates the intractability of language learning in the absence of a dedicated faculty. While nativism about language remains compelling the alleged "local problem contributes nothing to its plausibility and the emphasis on the problem in the recent acquisition literature has been a mistake. A consideration of the character of the grammar that is acquired the degenerate quality and narrowly limited

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extent of the available data the striking uniformity of the resulting grammars and their independence of intelligence, motivation and emotional state, over wide ranges of variation leave little hope that much of the structure of language can be learned by an organism initially uninformed as to its general character.

Adults may also learn foreign languages

Abstractly, the logical problem of adult foreign language learning is the same as for childhood language learning explaining how acquisition takes place given the limitations of the data. But the problem is also different in important way, foreign language learning differs in degree of success, in the character and uniformity of the resulting systems in its susceptibility to factors such as motivation and in the previous state of

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the organism. The learner already has a knowledge of one language and a powerful system of general abstract problem solving skills. For these reasons Mr Kamal at first did not copy up with the situation at the campus and also in his community.

Answer to the question no: 03

The implications of Input hypothesis in classroom

Theory of Krashen especially Input Hypothesis does heavy impact on English teaching research and practice. At present almost all English teaching adopt classroom teaching from and most student learn English by listening to what teacher said in class, doing homework after class and attending all kinds of exam. Input Hypothesis also is important to English classroom.

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teaching and teachers can improve their teaching ability and achieve satisfied teaching results by using Input Hypothesis theory well.

Teachers used to emphasis on grammar rules, doing lots of ~~to~~ exercise but seldom had chance for students to touch, use, conclude language rules themselves in practice, so that students obtained little understanding input information on classroom, which limited development and improvement of their English level. And now "Student centered" teaching form is seldom used in classroom teaching. Also kinds of exams, such as ECT... CET 2 ... E TOFEL, press students heavily, so that teachers and students stick in the mud of homework exercises and exams, which results many high

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score students cannot use English skillfully, fluently in realistic society. Combine the research on the second language acquisition and current English study is can be seen that internal factor and outside factors both influence the study results of students internal factor include study ability, emotion, age, characters, which related to learner themselves outside factors refer to ~~and~~ social culture environments classroom training and opportunities of using English after class. Beebe argued that learner internal and external factors would influence model preferences. According to second language acquisition, English study process also a process of psychology participant a process of obtaining depositing tidy and using into message. And the process can be finished under good language environments and language input. Study of the theory of second language acquisition especially input

Hypothesis and make use of its rules to guide current English classroom teaching are all important to reform English classroom teaching methods and improve English teaching quality. There are four suggestions below:

Modification of the teachers talk: As mentioned above the quality of input message is very important for English classroom teaching.

First enforce quality of teachers. Teachers ability factors of classroom teaching.

First enforce quality of teachers. Good teachers should not only have enough language ability but also knowledge psychology about teaching. They should also master rules and specialties of language acquisition and can use them in daily classroom teaching well.

Establishment of the students centered teaching

mode: Traditional teaching model is teacher centered, which make students be accustomed to study and use English passively. Most knowledge learners get is from teachers talking in class and main center in class

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is about grammar, rules and so on, English is always acted as knowledge for students to study remember and exercises for students to study and learners try to recite more words, make some sentences without mistake and understand what is written in English. Although some good students can finish above well they can not speak it well to express themselves, can not follow English TV, broad cast, that is they can not adapt to foreign language living situation easily.

Introduction of the relevant background

Knowledge: Chinese and English are different at many aspects. For example: Chen focused on the sound pitch difference of the two languages. Although they are different language, some learning methods are some. Teachers should try to make a good environment for students to understand. For example to ensure what is taught can be sufficiently understandable.

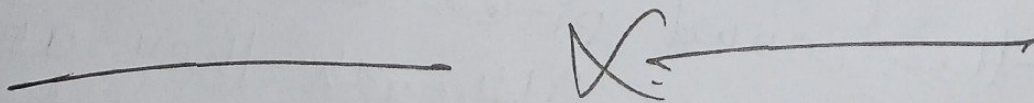
Application to the multimedia technology:

Techniques of language acquire is not easy

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to grasp in a short time, not like other kinds of skills, so it is more abstract and hard to know completely. A good student environment is necessary for learners to study well. Teachers should try to make a real language situation for students to imitate language using, which can stimulate learners to master second language more naturally.

Above all learning second language is a complex and hard process which is not going consciously in unlearned language society environment.



Answer to the question no: 04

Explain the accommodation theory with criticism:

The communication accommodation theory by Howard Giles was taken from the basis of speech adjustment theory which in essence highlights the importance of psychological factors and concepts in the understanding of speech. However this theory includes other elements of speech like gestures or non-verbal speech. It used to be known as the speech accommodation theory until it's added factors of gestures and now is known as communication accommodation theory as communication includes all behavioral factors. Communication accommodation theory describes the human tendency to adjust their communication according to situation and people involved. People have that ability.

A theory is presented and criticisms come flowing in. Howard Giles theory is no different. Here are some of the criticisms faced by the theory after its presentation.

1. An individual through adjustment manipulates

1. to the interactant by taking a personality.
2. Not much research has been performed on this topic.
3. If an individual assumes a person to be between the person and the interactant.
4. If an individual assumes a person to be inferior to them, they can use divergence and come off as intimidating.
5. Sometimes adjustment can also be taken as mockery.
6. theory, through adjustment, others can grow fond of a personality of an individual which does not exist.
7. Individuals can show power through adjustment which they do not really possess.
8. People who realize communication accommodation of the other person can take the other person as fake or pretentious.
9. very few researches have been done on this subject.
10. Both practise involved in communication are always assumed to be rational and there are no conflicts between them.
11. If not realized it make people comfortable in interaction and increases their

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being fond of you.

After all there are a lot of advantages of accommodation theory but there are some have also criticisms.