- **General discussion / exam review**

Background preparation:

- *Exam study guide*
- *Student-contributed questions from Sakai RQ*

0. Course information and announcements

Exam structure and access

- See [Midterm exam information and review guide](#)
  - Any technical/logistical questions?

Feedback on course work

- Most (all?) of the Check-in assignments will be released by sometime tomorrow (Th)
  - Feedback on those might be useful to view; email me with questions!

1. What myths / questions have we considered?

- Ch 2: 'A dialect is a collection of mistakes'

- Ch 3: 'Sign language is skilled charades'

- Ch 4: 'Chimpanzees can talk to us'

- Ch 5: 'Children have to be taught language'

- Ch 6: 'Adults can't learn a new language'

→ How did Kaplan **contextualize** her case studies?

1. What myths / questions have we considered?

- Ch 2: 'A dialect is a collection of mistakes'

  "What is the best way to teach the standard dialect to speakers of a non-standard dialect?"

- Ch 3: 'Sign language is skilled charades'

  "Are signed languages just pantomime?"

- Ch 5: 'Children have to be taught language'

  "Do parents correct their children's mistakes?"

- Ch 6: 'Adults can't learn a new language'

  "Are children more successful at learning a second language than adults?"

→ What are the **measurable RQs** examined in each chapter?

2. Popular requests for review and discussion

- Statistics and data graphics (Appendix; everywhere!)
  - Measurable RQs (vs. big-picture)
  - Decoding and interpreting a data graphic
  - Null hypothesis
  - p value and statistical significance

  Some examples:

  Table 5.1

  Table 5.4

  Data graphics...

- The study of linguistics (class intro, Ch 2)

    - Grammatical/ungrammatical

    - Prescriptive vs. descriptive linguistics

    - The subfields of linguistics

    - How do we define (human) language?

2. Popular requests for review and discussion

- Child language acquisition (Ch 5 but also Ch 2, Ch 6)
  - How do the parts of Ch 5 relate to each other?
  - What are the (supposed) implications of the "30-million word gap?"

3. Some sample questions

- Which of the following is NOT evidence that much of what children do when they learn language is not coming from their parents?

    a. Using rules of another system (e.g., forming a yes-no question like "Is this is your book?")
    b. Overregularization (i.e., applying regular rules to exceptions like "foots" or "goed")
    c. A large vocabulary and better performance on language tests at an early age
    d. Acquisition from imperfect input (e.g., a deaf child constructing systematic grammar rules in ASL although his hearing parents could only teach him a little bit)

3. Some sample questions

- What is the Critical Period Hypothesis?

  a. The Critical Period Hypothesis is the idea that all humans learn language more efficiently as they age. Maturational changed provides the ability for humans to acquire language more effectively. This is important to consider because if one starts learning a language when they are young, one will never be as fluent as a native speaker.

  b. The Critical Period Hypothesis is the idea that all humans learn language more efficiently when they are young. At some point during adolescence, maturational changes take away the ability to acquire language more effectively. This is important to consider because if one

starts learning a language after this period, one will never be as fluent as a native speaker,

c. The Critical Period Hypothesis is the idea that all humans learn language more efficiently when they are young. At some point during adolescence, maturational changes take away the ability to acquire language more effectively. This is important to consider because if one starts learning a language before or during this period, one will never be as fluent as a native speaker.

3. Some sample questions

- Select one of the examples/studies of humans teaching apes language in Chapter 4 "Chimpanzees can talk to us." Describe the big research question, the methods, the results, and any possible shortcomings or critiques of the experiment. Include whether the case supports or refutes the 'myth' that animals can acquire human language and "speak" to us.

  - *Are there any research studies described in Ch 4?*
  - *The structure of this question is useful to consider, though!*

3. Some sample questions

- What correlation between age and second language acquisition has been found based on the reading from Kaplan?

- Based on the discussions in class and the evidence from the studies Kaplan presented, discuss the effects of age on second language acquisition. Is there evidence for the critical period theory? What are the general trends of age on L2 acquisition? Is there conflicting data?

- Examine a case study in chapter 6 that offers evidence to either support or reject the critical hypothesis theory and explain why the results are strongly support the conclusion or not.

3. Some sample questions

- Do you agree or disagree with the claim that sign language is just pantomime? What evidence is there to support your answer, and what reasons would someone possibly have to think otherwise?

3. Some sample questions

- How can we connect the results from the chimpanzee language, child language acquisition, and second acquisition language chapters?

- If you were to design an experiment to test the similarities between child language acquisition and that of apes how would you go about doing so? Be sure to explain the possible confounding variables and limitations of your study design.

3. Some sample questions

- From the case studies we have read in Kaplan thus far in the course, select two from the same chapter and discuss their weaknesses and strengths. Compare the studies' methods and comment on whether you think one study has stronger reliability and/or replicability. What specific elements make a study greater in reliability and/or replicability?

- How does bias effect our interpretation of results and our ability to 'debunk' myths? Compare two studies from one of Kaplan's chapters, one with more overt bias and one with less, and how they affect our understanding of the myth.

3. Some sample questions

- Suppose that a popular social media influencer creates a viral video claiming that because sign languages are human languages, it should be equally difficult for a native speaker of American Sign Language to learn British Sign Language as a second language, compared to an English speaker learning Mandarin as an L2, assuming an equal age.

  a. What additional piece of evidence would you look for to support, reject, or qualify the influencer's claim?

  b. What is one potential flaw in their reasoning?