

Exercises and Answer Key

Chapter 6

Questions for self-study

1. _____ competence encompasses knowledge required of learners who will use the L2 mostly in face to face contact with other speakers, whereas _____ competence encompasses the knowledge required of learners who will use the L2 mostly as a tool for learning, research and scholarly exchange.
2. Receptive activities, such as _____ and _____, function primarily in processing input. The ability for productive activities, such as _____ and _____ usually follows the development of receptive ability.
3. Halliday and Hasan (1976) discuss types of cohesion (reference, substitution, ellipsis, conjunction and lexical) used in English. Read the following paragraph and underline all the cohesion devices used. Then classify each device per Halliday and Hasan's typology.

Second language communicative competence involves both knowledge of linguistic elements and the knowledge that is required for appropriate L2 use in different contexts. In this chapter, we have surveyed the integrated roles of linguistic, cognitive, and social knowledge in the interpretation and expression of meaning; we have looked in more depth at components of language knowledge that must be accounted for in academic and interactional competence; and we have explored what knowledge accounts for learner ability to participate in L2 activities and how it is acquired.
4. Bottom-up processing requires prior knowledge of the language system. List at least one way that processing involves each of the following levels of language: vocabulary, morphology, phonology, syntax, and discourse.
5. Top-down processing utilizes prior knowledge of essential components of communicative competence (content, context and culture). List at least one way for each that content, context and culture help with top-down processing.
6. List at least three conditions under which beginning L2 learners are most likely to be capable of making sense out of auditory input.

Active Learning

1. Two types of communicative competence are academic competence and interpersonal competence. In your own studies of an L2, which one of these was stressed? Thinking of your goals for that L2, was it the right one for you? Give examples from your life to explain why.
2. The level of L1 reading ability is a very strong predictor of success in L2 reading ability. Has this been true in your life? What is your attitude about reading in L1 versus in L2? Why do you feel this way?
3. Grabe lists the following four functions of readings in academic settings on p. 38: reading to find information, reading for general understanding, reading to learn, and reading to

critique and evaluate. Which of these functions do you use in your L2? Which ones are more and less challenging for you? More or less interesting? Why?

4. Listening, speaking, reading and writing are seen as essential activities for L2 use in an academic context, and often in interpersonal communication as well. Do you feel any of these skill areas are stronger in your own L2 use? Why do you think that is?

5. We have seen thus far that some L2 learners have a higher degree of success than others. Taking into consideration linguistic, psychological and social factors, what do you see as most crucial to the success of L2 learning? Why?

Answer Key

1. interpersonal; academic
2. listening and reading; speaking and writing
3. Second language communicative competence involves (1) both knowledge of linguistic elements (2) and the (3) knowledge (4) that is required for appropriate L2 use in different contexts. In this chapter, we have surveyed the integrated roles of linguistic (5) [], cognitive (5) [], (2) and social (3) knowledge in the interpretation (6) [] (2) and expression of meaning; (7) we have looked in more depth at components of language (3) knowledge (4) that must be accounted for in academic (8) [] (2) and interactional competence; (2) and (7) we have explored (9) what (3) knowledge accounts for learner ability to participate in L2 activities (2) and how (10) it is acquired.

(1) Reference: *both*

(2) Conjunction: *and*

(3) Lexical: repetition of *knowledge*

(4) Reference: *that*

(5) Ellipsis: omission of *knowledge*

(6) Ellipsis: omission of *of meaning*

(7) Lexical: repetition of *we have* __ed

(8) Ellipsis: omission of *competence*

(9) Reference: *what*

(10) Reference: *it*

4. *vocabulary*: needed to recognize words and to understand what they mean.
morphology: needed to interpret complex lexical elements, as well as to perceive grammatical information that is carried by inflections.
phonology: needed to recognize spoken words, to segment speech into grammatical units, and to relate written symbols to their spoken form.
syntax: needed to recognize how words relate to one another, and how they are constituted as phrases and clauses.
discourse: needed to interpret stretches of language that are longer than a single sentence.
5. *Content* knowledge is background knowledge about the topic that is being read about or listened to; new information is perceived and interpreted in relation to this base. *Context* knowledge includes information learned from what has already been read or heard in a specific text or situation, as well as an understanding of the writer or speaker's intentions and an overall understanding of the discourse pattern being used. It allows prediction of what is likely to follow, and how the information is likely to be organized.

Culture knowledge includes an understanding of the wider social setting of the text. Because this knowledge is usually taken for granted by the writer or speaker, and the instructor in a classroom setting, this knowledge is rarely discussed explicitly. For that reason, it may not be available to L2 learners who did not grow up in that culture.

6. Five possible answers are listed on page 161 of this chapter.