Svetlana Araúz K Didactics

I.D. 4-752-1213 Week #4

**GLOSSARY NO. 4**

12. The Critical Period Hypothesis: claims that a person will not be able to successfully acquire a L2 after 12-13 years old (puberty). According to this Hypothesis, any person has a biological timetable or critical point to acquire a L2, but after that period, acquiring a L2 is almost impossible.

13. Lateralization: is a process of neurologically assigning functions to the left hemisphere or right hemisphere of the brain. This process begins at age 2 and is completed at Puberty. Left hemisphere controls the intellectual, logical, analytic and language functions of the brain, while Right hemisphere controls the emotional and social needs of a person.

14. Rote Learning: is the mechanistic learning that is not related to existing knowledge and experience. People of all ages have a little need for rote. Rote learning is an ability that requires concentration and that is mainly used by adults for Short-Term memory. Examples of Rote Learning activities: repetition and mimics.

15. Meaningful Learning: is the process of acquiring by anchoring and relating new items and experiences to knowledge that exists in the cognitive framework. This is the way in which a child acquires the L1 and L2. Meaningful learning stays for more time in our brain. It can be reached by the following activities: Practice & Imitation.

16. Language ego: is the identity a person develops in reference to the language he or she speaks. The LE is flexible until Puberty. Young learners of L2 are less frightened of L2 learning process, as they are less aware of language forms and errors.

17. The Natural Approach: is an approach created by Stephen Krashen and Terrel in 1983. They said that adults should acquire a L2 just as children do. They should be given the opportunity to acquire a L2, and shouldn’t be forced to “study” grammar in the classroom. In both cases, learners benefit of a silent period, learners have to be as relaxed as possible in class, should be motivated by doing interesting activities. Teachers should focus on giving CI to students and on developing basic interpersonal communication skills for the everyday language situations.