

INTRODUCING THE WORK OF THOMAS SCOVEL



THOMAS SCOVEL

"**Scovel** is a professor of **applied linguistics** at San Francisco State University..."

Source: [pgs.cornerstone.edu...](https://pgs.cornerstone.edu/)

"**Thomas Scovel** was born in China and currently teaches courses in ESL, **psycholinguistics**..."

Source: [Oxford University Press | English Language Teaching](https://www.oxfordup.com/9780195178069)

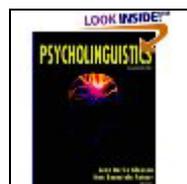
"**Scovel** is highly respected in the field of **TESOL** and applied linguistics..."

Source: [Cornerstone University](https://www.cornerstoneuniversity.edu/)

Thomas Scovel was born in **China** and currently teaches courses in ESL, **psycholinguistics**, pedagogical grammar, second language acquisition (**SLA**), and **TESOL** methodology at San Francisco State University.

He has spent many years teaching and living in various Asian countries. He has been an active member of TESOL, **AAAL**, and the **International Neuropsychological Society**.

Thomas Scovel is the author of **Psycholinguistics**. In addition he has written books on the critical period and second language acquisition and has published over fifty articles on areas of applied linguistics.



INTRODUCING THE WORK OF THOMAS SCOVEL

TASK 1. This is one of the books by Thomas **Scovel** which was already available at the **UB** library in October 2008. Check whether there are any further books by Thomas Scovel from the **CCUC** libraries.

catàleg de les biblioteques Centre de Recursos per a l'Aprenentatge i la Investigació

Enllaç permanent a aquest títol

Autor Scovel, Tomas
Títol Psycholinguistics / Thomas Scovel
Publicació Oxford : Oxford University Press, 1998
Descripció 134 p.
ISBN 0194372138



Descripció 134 p.
Col·lecció Oxford introductions to language study
Bibliografia Referències bibliogràfiques. Glossari
Matèria Psicolinguística
Matèria en castellà Psicolinguística
ISBN 0194372138

Ubicació	Topogràfic	Volum	Codi de barres	Estat	Tipus de préstec	Nota
Campus Mundet	p1 5/4/1 SCO		0700734218	EN TRÀNSIT	NORMAL	
Lletres	R 159.946.3 Sco	(2000)	0700831744	DISPONIBLE	NORMAL	

ccuc University Union Catalogue of Catalonia

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AUTHOR scovel, thomas System Sorted Search

Result page: Previous Next

Author Scovel, Thomas
Title A Time to speak : a psycholinguistic inquiry into the critical period for human speech / Thomas Scovel
Imprint Cambridge [etc.] : Newbury House, cop. 1988
Description ix, 206 p. : il. ; 24 cm
Series Issues in second language research
Bibliography Bibliografia : p. 187-197. Index
Subject Adquisició del llenguatge
ISBN 0066325323 (Pbk.)

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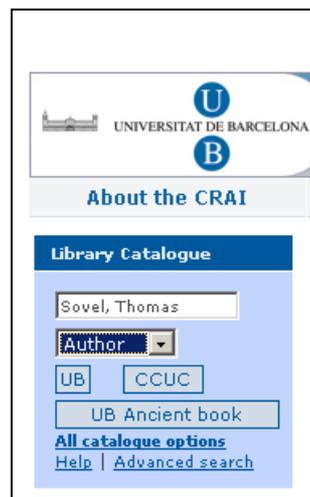
Books by Thomas Scovel available from the CCUC libraries

	Reference	Field
1.		
2.		
3.		

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TASK 2. Check which of the following **books** by THOMAS SCOVEL are available at the UB library or at the **CCUB** libraries and which **articles** are available from **LLBA** and from **ERIC research databases**:

- Cohen, A. D., Seliger, H. W., Genesee, F., & Scovel, T. (1982). Neurolinguistics and Second Language Acquisition. *TESOL Quarterly*, 16(3), 305-331.
- Scovel, T. (1974). 'I am interesting in English'. *English Language Teaching Journal*, 28(4), 305-312.
- Scovel, T. (1978). *The Recognition of Foreign Accents in English and Its Implications for Psycholinguistic Theories of Language Acquisition*.
- Scovel, T. (1983). The Impact of Foreign Experts, Methodology and Materials on English Language Study in China. *Language Learning and Communication/Zhongying Yuwen Jiaoxue*, 2(1), 83-91.
- Scovel, T. (1983). Six New Methods for Teaching Foreign Languages from the United States. *Zielsprache Englisch*, 13(1), 6-12.
- Scovel, T. (1988). The Power of English Prepositions. *Cross Currents*, 14(2), 1-13.
- Scovel, T. (1988). *A Time to Speak: a Psycholinguistic Inquiry into the Critical Period for Human Speech*. New York, NY: Newbury House Publishers.
- Scovel, T. (1989). Paradigmatic vs. Syntagmatic Language Learning: An Experiment with English Irregular Verbs. *PASAA*, 19(2), 45-49.
- Scovel, T. (1994). The Role of Culture in Second Language Pedagogy. *System*, 22(2), 205-219.
- Scovel, T. (2006). Age, Acquisition, and Accent. *Linguistic Insights - Studies in Language and Communication*, 22, 31-48.
- Scovel, T., & Truwichien, A.-o. (1974). Building Bridges Between Thai and English. *PASAA*, 4(2), 1-20.



UNIVERSITAT DE BARCELONA

About the CRAI

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Author

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<input type="checkbox"/> 1. Age, Acquisition, and Accent Scovel, Thomas Linguistic Insights - Studies in Language and Communication, 2006, 22, 31-48 The qualified support for the critical period hypothesis in second language acquisition, stated in the book <i>A Time to Speak: A Psycholinguistic Inquiry into the Critical Period for Human Speech</i> (Boston: Heinle/Newbury House, 1968), is reiterated here ... View Record Consult a	Database: CSA Linguistics and Language Behavior Abstracts Descriptors: *Foreign Accent (25100) *Second Language Learning (75850) *Age Differences (01150) *Critical Period Hypothesis (15220) *Paralinguistics (62750) *Speech Production (82780) More...
<input type="checkbox"/> 2. Trauma, Triage, and Treatment in the ESL Grammar Class Scovel, Thomas International Journal of Applied Linguistics, 2005, 15, 3, Nov, 379-383 Consequences of the processing limitations of the human mind for grammar instruction at the intermediate level of English as a second language are argued to call for an application of the triage principle used in hospital emergency rooms; in the ... View Record Full-Text Linking Consult a	Database: CSA Linguistics and Language Behavior Abstracts Descriptors: *Grammar Instruction (28550) *English as a Second Language Instruction (22120) *Grammatical Categories (28750) *Learning Strategies (46000) *Cognitive Processes (12950) *Compound Words (13940) More...
<input type="checkbox"/> 3. A Critical Review of the Critical Period Research Scovel, Thomas Annual Review of Applied Linguistics, 2000, 20, 213-223 A review of research over the past two decades that relates to the critical period hypothesis of second-language acquisition stresses the importance of this issue for applied linguistics & the general public & notes the neurobiological basis of ...	Database: CSA Linguistics and Language Behavior Abstracts Descriptors: *Second Language Learning (75850) *Age Differences (01150) *Applied Linguistics (03500) *Foreign Accent (25100) *Grammaticality (29200) *Verbal Tasks (93800)

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The screenshot shows the ILLUMINA search results page. At the top, the logo for CSA ILLUMINA is displayed, along with the tagline 'The Death Detectives - the Ultimate Forensic Investigators'. The search criteria are 'AU=(Scovel, Thomas)' in the 'CSA Linguistics and Language Behavior Abstracts' database. There are 14 results found. The results are listed in a table-like format with checkboxes for selection. The first three results are visible:

- 11. New Frontiers in Second Language Learning**
Scovel, Thomas
Language Learning, 1976, 26, 1, June, 177-184
 This timely & well focused anthology correctly characterizes the shift in language learning emphasis to a more humanistic approach- i.e., from teaching to learning strategies & from contrastive to error analysis. Classification of errors & ...
[View Record](#) | [Full-Text Linking](#) | [Consulta](#)
- 12. Building Bridges Between Thai and English**
Scovel, Thomas; Truwichien, Aim-on
PASAA, 1974, 4, 2, Oct, 1-20
 Chance similarities & systematic similarities between Thai & Eng are illustrated & discussed at several levels of linguistic analysis. It is argued that a comparative analysis highlighting the systematic similarities underlying the two languages is ...
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- 13. 'I am interesting in English'**
Scovel, Thomas
English Language Teaching Journal, 1974, 26, 4, Jul, 305-312
 Examples of the mistaken use of -ing and -ed verb forms in English by non-native speakers are introduced. When mistakes arising from a contrastive analysis of the source language are ignored, incorrect forms can be attributed to a confusion in the ...
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Universitat de Barcelona

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Título: Age, Acquisition, and Accent		
Autores: Scovel, Thomas		
Fuente: Linguistic Insights - Studies in Language and Communication , 2006, 22, 31-48, Switzerland		
<input checked="" type="checkbox"/> No. de Identificación: 36	Artículo de Revista Académica (Journal) Referencia 2 de 14	<input type="button" value="Última Importación"/> Ver Editar Eliminar
Título: Trauma, Triage, and Treatment in the ESL Grammar Class		
Autores: Scovel, Thomas		
Fuente: International Journal of Applied Linguistics , 2005, 15, 3, 379-383, United Kingdom		
<input checked="" type="checkbox"/> No. de Identificación: 37	Artículo de Revista Académica (Journal) Referencia 3 de 14	<input type="button" value="Última Importación"/> Ver Editar Eliminar
Título: A Critical Review of the Critical Period Research		
Autores: Scovel, Thomas		
Fuente: Annual Review of Applied Linguistics , 2000, 20, 213-223, United States		
<input checked="" type="checkbox"/> No. de Identificación: 38	Artículo de Revista Académica (Journal) Referencia 4 de 14	<input type="button" value="Última Importación"/> Ver Editar Eliminar
Título: The Role of Culture in Second Language Pedagogy		
Autores: Scovel, Thomas		
Fuente: System , 1994, 22, 2, 205-219, United Kingdom		
<input checked="" type="checkbox"/> No. de Identificación: 39	Artículo de Revista Académica (Journal) Referencia 5 de 14	<input type="button" value="Última Importación"/> Ver Editar Eliminar
Título: Paradigmatic vs. Syntagmatic Language Learning: An Experiment with English Irregular Verbs		
Autores: Scovel, Thomas		
Fuente: PASAA , 1989, 19, 2, 45-49, Thailand		
<input checked="" type="checkbox"/> No. de Identificación: 40	Artículo de Revista Académica (Journal) Referencia 6 de 14	<input type="button" value="Última Importación"/> Ver Editar Eliminar
Título: The Power of English Prepositions		

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1. Questions concerning the Application of Neurolinguistic Research to Second Language Learning/Teaching. (EJ269945) [Added](#)

<p>Author(s): Scovel, Thomas</p> <p>Source: TESOL Quarterly, v16 n3 p323-31 Sep 1982</p>	<p>Pub Date: 1982-09-00</p> <p>Pub Type(s): Journal Articles; Reports - Research; Speeches/Meeting Papers</p> <p>Peer-Reviewed: N/A</p>
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Descriptors:
[Language Research](#); [Linguistic Theory](#); [Neurolinguistics](#); [Second Language Instruction](#); [Second Language Learning](#); [Teaching Methods](#)

Abstract:
 Cautions against direct application of neurolinguistic research to second language learning and teaching and discusses why brain research will not provide a quick answer to teaching problems. (EKN)

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<input checked="" type="checkbox"/>	1. Questions concerning the Application of Neurolinguistic Research to Second Language Learning/Teaching.	N/A	Scovel, Thomas	1982-09-00	EJ269945
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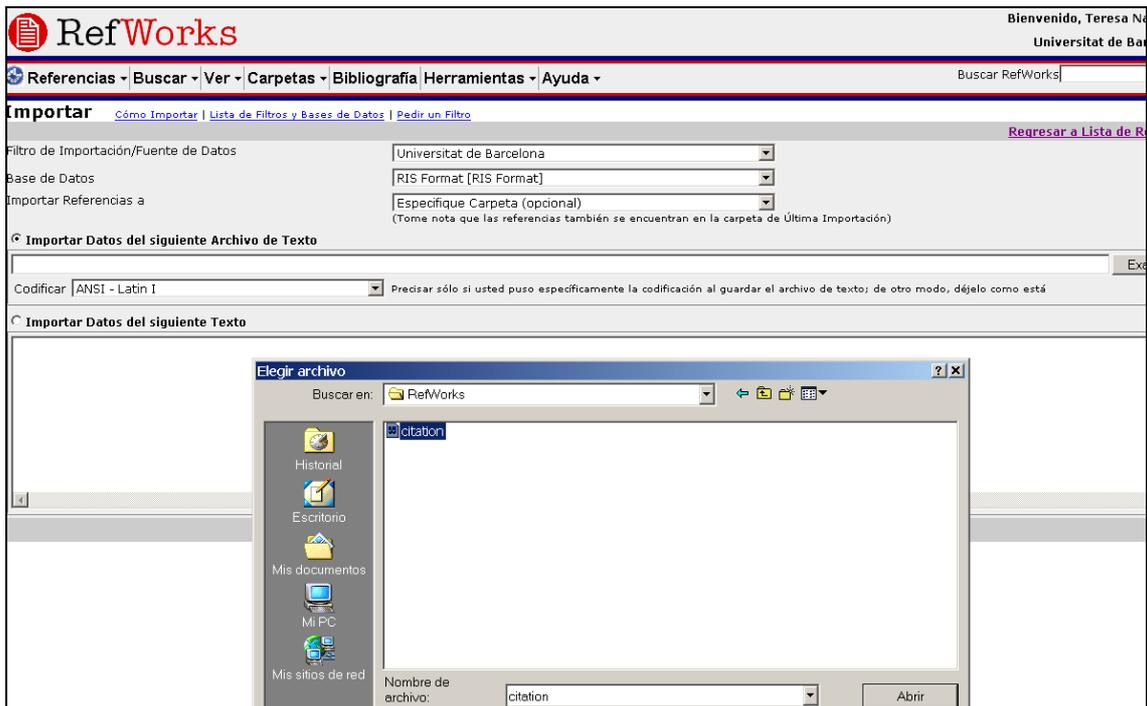
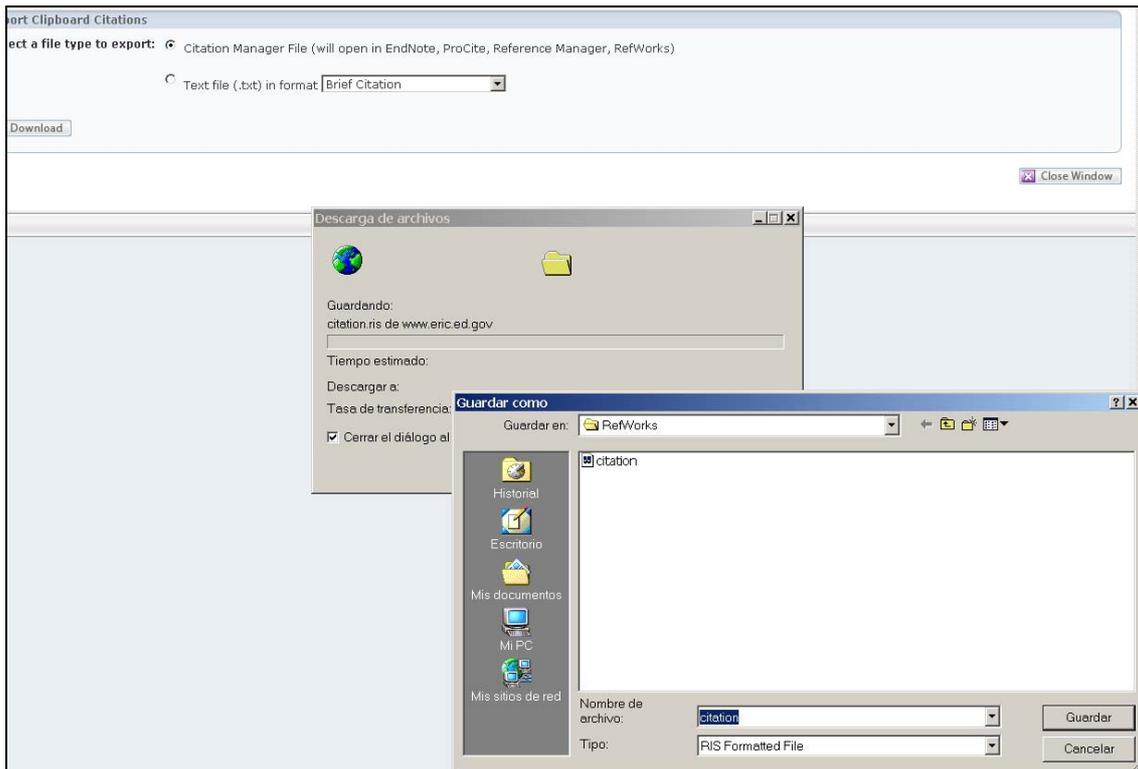
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		<i>LLBA</i>		<i>ERIC</i>	
		Yes	No	Yes	No
1.	Cohen, Seliger, Genesee, & Scovel (1982)				
2.	Scovel (1974)				
3.	Scovel (1978).				
4.	Scovel (1983).				
5.	Scovel (1983).				
6.	Scovel (1988).				
7.	Scovel (1988).				
8.	Scovel (1989).				
9.	Scovel (1994).				
10.	Scovel (2006).				
11.	Scovel & Truwichien (1974).				

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TASK 3. Classify the works of THOMAS SCOVEL into subfields or areas of study

Complete one of the two grids bellow. For your convenience an annotated bibliography of the works by T. Scovel available from LLBA database in 2008 is listed below.

		SLA Age factor	Psycho- linguistics	Lang. Teaching	
12.	Cohen, Seliger, et al. (1982)				
13.	Scovel (1974)				
14.	Scovel (1978).				
15.	Scovel (1983).				
16.	Scovel (1983).				
17.	Scovel (1988).				
18.	Scovel (1988).				
19.	Scovel (1989).				
20.	Scovel (1994).				
21.	Scovel (2006).				
22.	Scovel & Truwichien (1974)				

	Subfields	Works by Scovel
1.	Age factor & the Critical Period Hipótesis (CPH)	Scovel (2006)
2.	Language Teaching and pedagogy	
3.		
4.		

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Annotated bibliography on T. Scovel selected by T. Navés

Cohen, A. D., H. W. Seliger, et al. (1982). "Neurolinguistics and Second Language Acquisition." TESOL Quarterly 16(3): 305-331.

A collection of three papers presented at the TESOL Research Committee's Fourth State of the Art Symposium, Detroit, Mich, 1981. The purpose of the symposium was to demystify conceptions about the **neurolinguistic** literature, & to stimulate further research related to these issues. In *On the Possible Role of the Right Hemisphere in Second Language Acquisition*, Seliger considers three broad issues: (1) the language functions performed by the right hemisphere, (2) the linguistic role of the right hemisphere after lateralization, & (3) the role of right hemisphere functions in the lang-acquisition process as opposed to the lang-maintenance process. In *Experimental Neuropsychological Research in Second Language Processing*, Genesee focuses on the growing body of literature dealing with neurolinguistic investigations of bilinguals. **Clinical studies of bilingual aphasia** suggest that the two languages of the bilingual do not appear to be subserved by different neuropsychological substrates. Examined are **experimental studies of bilingualism** addressing the extent of right hemisphere involved in second-lang processing. **In Questions Concerning the Application of Neurolinguistic Research in Second Language Learning/Teaching, Scovel warns against direct applications of neurolinguistics to second-lang pedagogy.** It is suggested that language researchers & language teachers use caution in linking the findings reported by neuropsychologists to what happens to language students in the classroom. They must look carefully at the Ss in studies, what specific behavioral tasks are required, the location in the brain of the neurological evidence, & whether teaching quantitatively more to one or another portion of the brain would somehow produce qualitatively better results. 1 Appendix, 63 References.

Scovel, J. (1983). "English Teaching in China: A Historical Perspective." Language Learning and Communication/Zhongying Yuwen Jiaoxue 2(1): 105-110.

Eng instruction in China during the last thirty years is examined. The traditional Confucian emphasis on narrow goals of grammatical accuracy & intensive reading skills remains. This emphasis must be taken into account by those who attempt to change the **methods of lang instruction**. 8 References.

Scovel, T. (1974). "'I am interesting in English!'" English Language Teaching Journal 28(4): 305-312.

Examples of the mistaken use of -ing and -ed verb forms in English by non-native speakers are introduced. When mistakes arising from a **contrastive analysis** of the source language are ignored, incorrect forms can be attributed to a confusion in the use of the following grammatical forms in English: -ing forms as adjectives, -ing forms as intransitive verbs, and -ing forms as transitive verbs. The use of these forms is analyzed and presented in a table which illustrates the points of confusion for a non-native speaker. A discussion of how this analysis can be of use in the English as a foreign language classroom is presented.

Scovel, T. (1978). The Recognition of Foreign Accents in English and Its Implications for Psycholinguistic Theories of Language Acquisition, Fifth International Congress of Applied Linguistics (AILA).

Examined is the perception of **foreign accents** in English by four different groups of judges: adult native speakers, child native speakers, aphasic native speakers, & adult nonnative English learners. The experimental protocol was essentially the same for each population. A tape was made of 10 native speakers of American English & 10 very good nonnative speakers, all reading a brief passage containing the segmental phonemes of Eng. The tape was played to a group of adult Americans who were presented with the binary task of identifying each speaker as being an American or not. The adult judges accomplished the task with ease (mean=95%), although they performed very poorly when asked to identify the same twenty Ss from a paragraph each had written as a free composition (mean=57%). This underscores the unique role accents can play in helping assess the notion of a critical period for lang acquisition. The same study was then run on **child native English speakers** ranging from five to ten years old. Results indicated that identification of foreign accents improved incrementally with age & that foreign accents are consistently recognized at about the same stage in linguistic development at which they are beginning to be produced (nine to ten years). The study will next be run on a population of adult, Eng-speaking aphasics. It is expected that their recognition level will be close to that of adult normals. The hypothesis is that if recognition of foreign accents is acquired before puberty, & if it is such a pervasive & universal phenomenon, it should remain intact despite organic brain damage. The last group to be examined will be adult learners of Eng. Here, the working hypothesis is that recognition will be

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directly proportional to exposure & proficiency. **The relationship between recognition & children's developing linguistic competence will be discussed in relationship to the critical period for language learning.** Finally, the data will be placed in **evolutionary perspective with regard to the emergence of social groups in hominid evolution.**

Scovel, T. (1983). "The Impact of Foreign Experts, Methodology and Materials on English Language Study in China." *Language Learning and Communication/Zhongying Yuwen Jiaoxue* 2(1): 83-91.

Contradictions inherent in the interaction of foreign & native teachers & materials in **teaching English as a foreign language** are examined. Three resolvable & three apparently unresolvable contradictions are examined. Resolvable conflicts include: the generally poor level of English teaching in China; the traditional Chinese focus on intensive reading vs the modern need for extensive reading skills; & the traditional emphasis on classical literature vs the need for modern text skills. Unresolvable contradictions include problems with Chinese attitudes toward testing; inappropriate expectations that Chinese & English teachers have about English language teaching; & misunderstandings that arise from these unfair expectations. 4 References.

Scovel, T. (1983). "Six New Methods for Teaching Foreign Languages from the United States." *Zielsprache Englisch* 13(1): 6-12.

Six new innovations in **foreign-lang pedagogy** are classified & discussed in terms of three general criteria: an emphasis on **delayed oral production**, an active rejuvenation of the **audio-lingual method**, or an interest in developing interpersonal relationships in the **language classroom**. The **Total Physical Response**, the **Postovsky Method**, the **Rassias Method**, the **Thomas Method**, **Community Language Learning**, & the **Silent Way** are described in both their similarities & dissimilarities. Concluding remarks concentrate on some of the strengths & weaknesses of these new **methods**. 9 References.

Scovel, T. (1988). "The Power of English Prepositions." *Cross Currents* 14(2): 1-13.

Contemporary Eng relies on the preposition as an important vehicle for conveying meaning & emphasis. However, **grammar** books generally overlook the significance of the preposition. Here, its evolution in the oral lang is traced. Some **exercises** are suggested that may help Eng as a second lang students become more aware of the significant role played by the preposition. 5 References.

Scovel, T. (1988). *A Time to Speak: a Psycholinguistic Inquiry into the Critical Period for Human Speech*. New York, NY, Newbury House Publishers.

This vol in the Series on Issues in **Second Language Research** contains an Introduction & 9 Chpts & **reviews the literature on the critical period hypothesis, ie, the hypothesis that the capacity for lang learning diminishes after a certain biological age, attempting to show that although adults can acquire the syntax & vocabulary of a foreign lang with great accuracy, their phonological performance will not match that of native speakers.** The hypothesis defended is that acquisition of native-like speech, which is shown to resemble imprinting behavior in animals, is indeed biologically constrained. (1) **Evolutionary Beginnings - The Phylogensis of the Human Propensity for Speech** - explores the evolutionary & genetic origins of human lang, focusing on the evolution of the larynx & the evolution of the brain. Numerous studies, primarily those dealing with the issue of lateralization of brain function, are shown to have established the neurolinguistic uniqueness of humans. (2) **Ethological Foundations - The Origins of Imprinting** - studies the ways in which environmental & evolutionary factors have had a collaborative effect on animal behavior. The work of K. Von Frisch, K. Lorenz, & N. Tinbergen on the imprinting behavior of lesser animals is reviewed in detail. (3) **The Coming of Age - Evidence for the Emergence of Foreign Accents at Puberty** - examines the brain transformations that characterize the first 12 years or so of life & the bodily changes that coincide with the onset of puberty. Considerable evidence is presented to show that the only linguistic skill that is impeded by biological constraints is phonological fluency. (4) **Genes and Teens - Sociobiological Explanations for the Presence of Accents after Puberty** - considers the question of the constraint on accentless lang acquisition from a sociobiological perspective suggesting that foreign accents are linked to cerebral dominance & evolutionary success. (5) **The Influence of Environment - Nonbiological Explanations for a Critical Period** - discusses the widely held view that contextual factors or the emotional attitudes of the learner are responsible for the critical period effects, focusing on S. Krashen's affective filter theory. (6) **The Tide of Time - The Emergence of Phonological Constraints at Puberty** - reviews numerous experimental studies that confirm the hypothesis that lang is differentially fossilized, ie, that only high level phonological performance is excluded after puberty. (7) **Nature's Cruel and Unusual Experiments -**

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Limitations on Language Learning in Feral Children - examines cases of children that have suffered early deprivation from normal linguistic & social interaction: Ramu, Genie, Victor, & Kamala. (8) Arguments and Counterarguments - More Nonbiological Explanations for a Critical Period - discusses S. Krashen's lateralization-by-five hypothesis, research on plasticity & lateralization, & psychomotor approaches to explaining foreign accents. (9) Questions, Consequences, and Conclusions - A Summary of What We Know and What We Have Yet to Learn - explores several remaining questions from the perspective of **applied psycholinguistics**: What aspects of the phonetic signal allow nonnative speech to be identified? Is there a critical period for syntax or dialect acquisition? Is the critical period reached at an age prior to puberty? Can a foreign accent be developed in one's native lang? Bibliog

Scovel, T. (1989). "Paradigmatic vs. Syntagmatic Language Learning: An Experiment with English Irregular Verbs." *PASAA* 19(2): 45-49.

In order to measure **syntagmatic** ability & the ability to use irregular verbs in **paradigmatic** patterns, eg, begin, began, begun, two timed tests were administered to native American English speakers & Thai nonnative English speakers (N = 15 each). **Thai English as a foreign language (EFL) learners scored higher on paradigmatic patterns, whereas native English speakers made better choices in syntagmatic patterns.** It is concluded that communicative ability for Thai EFL students is not achieved best by learning paradigmatic patterns. 4 References.

Scovel, T. (1994). "The Role of Culture in Second Language Pedagogy." *System* 22(2): 205-219.

The importance of **intralingual overgeneralization & linguistic universals** in explaining the impact of culture on learning a second language is emphasized. **Applied linguistics research** & examples of the **cultural influences in language** are presented from four perspectives: people, **language**, **cognition**, & emotions. 2 Figures, 45 References. Adapted from the source document

Scovel, T. (2006). "Age, Acquisition, and Accent." *Linguistic Insights - Studies in Language and Communication* 22: 31-48.

The qualified support for **the critical period hypothesis** in **second language acquisition**, stated in the book *A Time to Speak: A Psycholinguistic Inquiry into the Critical Period for Human Speech* (Boston: Heinle/Newbury House, 1988), is reiterated here by arguing **that foreign accents are pervasive, permanent, incorrigible, & epiphenomenal & that there is a critical period for acquiring speech but not language system.** It is stressed that although there can be exceptions to the critical period among adult second language learners, they are extremely rare & thus statistically too insignificant to vitiate the critical period hypothesis. **A biologically based critical period makes it virtually impossible for anyone acquiring a second language after about the age of twelve to speak that language without a foreign accent.** On the other hand, foreign accents may be incorrigible in adult second language learning, but **errors in other areas of language competence are correctable.** **Foreign accents are paralinguistic epiphenomena rather than linguistic phenomena.** An earlier account (Scovel, 1995) of the three stages (differentiation, recognition, & identification) of accent recognition is summarized. References.

Scovel, T. and A.-o. Truwichien (1974). "Building Bridges Between Thai and English." *PASAA* 4(2): 1-20.

Chance **similarities & systematic similarities between Thai & Eng** are illustrated & discussed at several levels of **linguistic analysis**. It is argued that a **comparative analysis** highlighting the systematic similarities underlying the two languages is as important in second **language pedagogy** as the more commonly found contrastive analysis.

Scovel, T. S. (1973). "Language learning as a sport." *Education* 93 1): 84-87.

The teaching of foreign languages is distinguished from **the teaching of academic courses** such as history or geography, because the former is primarily the learning of a skill, not a subject. In this sense, foreign language learning is very similar to the learning of athletic skills. This analogy is amplified by demonstrating how these two skhgs are related in their emphasis on performance, perspiration, practice, and personality.

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This is a multiple-choice test. Please use your mouse to click the small round option button preceding the **best** answer to each question. Then, use the scroll bar on the right side of your screen to scroll down to the next question. Repeat as needed until you have answered all questions. Then, click the small gray 'Submit' button at the bottom of this page. Please click the button **once** only. Within 1-2 minutes, you will receive an evaluation of your answers.

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1. Which statement most accurately describes how **linguists** view English?

- Like all other languages, English is governed **by universal grammar** principles.
- English is unusual because it places adjectives before nouns.
- English is spoken only by native speakers who live in the inner circle.
- It is impossible for learners to speak English without having some kind of a foreign accent.

2. **Learning a second language** (like English) is most similar to _____.

- studying mathematics
- learning to play a musical instrument
- preparing for a university entrance exam
- studying sociology

3. Research on the critical period for **language acquisition** has shown that...

- it is impossible for anyone to learn a new language after childhood.
- children are the best language learners in every way.
- adults cannot improve on their pronunciation in a second language.
- adults cannot learn a new language without a foreign accent.

(...)