



Linguistics 191/291: Class 2.2

- Review of syllabus types
- First language acquisition
- Second language development
- Analyzing research data



Syllabus types (Graves)

- Types reviewed (see handout)
- Linking a textbook table of contents to a syllabus type.
 - What syllabus type do the authors seem to have in mind?



First Language Acquisition: Key Concepts

- Links to Cognitive Development
- Theories: behaviorist, innatist, developmental, and usage-based
- Stages and Developmental Sequences
http://www.youtube.com/watch?v=_JmA2CIUvUY



SLA: Learner language

How can understanding patterns of learner language development help us serve students better?

Early Views

Contrastive Analysis

Error Analysis, interlanguage & fossilization



Developmental sequences

- Some areas studied
 - Past reference
 - Negation
 - Questions (Pienemann's 6 stages)
- Generally, developmental variation: emergence + gradual replacement
- Analyzing research data: looking for evidence of stages of acquisition (handout)



L1 influence revisited

- Pendulum swing: CA to Krashen and back
- Avoidance of “strange” forms
- Failure to “notice”: He drinks often tea.
- The car needs washed/washing/to be washed; complementary/complimentary



Other areas

- Vocabulary: cognates, frequency, international
- Pragmatics: stages for speech acts
- Phonology: strong L1 influence and no obvious developmental sequence
- How might our understanding of the notions of interlanguage and developmental sequences affect teaching?



Learner Language Conclusion

L2 acquisition

- Has somewhat predictable paths for some parts but not for all
- Is influenced by L1 to varying degrees
- Involves stages, variation, and restructuring for complex structures (questions, negatives, etc.)
- What does this tell you about the value of a production test (oral or writing) where the grade is mainly based on the number of errors found?



Homework

- Come prepared to discuss the analysis of research data assignment
- Read Individual Differences in Second Language Learning (HLL 75-101)
- and the related chapter on motivation (TESFL 518-531)



Questions for next class

- 1) Have you been in a class where you felt the teacher made adjustments to accommodate individual differences? ? If so, what were they? If not, consider a recent class and think about what could have been done. (HLL Ch. 3)
- 2) In what ways are you aware of your “L2 self” in second languages you know? (TESFL 518-531)