

ASIGNATURA: ADQUISICIÓN DEL LENGUAJE**CARRERA:** PROFESORADO EN INGLÉS**AÑO:** 2019**RÉGIMEN DE DICTADO:** CUATRIMESTRAL**CUATRIMESTRE:** SEGUNDO**N° DE HORAS SEMANALES:** 4 (CUATRO)**EQUIPO DE CÁTEDRA:** MONTESERIN, ANABEL GRISEL

ALBORNOZ, ROCÍO BELÉN

LANGUAGE ACQUISITION SYLLABUS

1. RATIONALE

The acquisition of a language, either first or second, has been explained by means of several theories adopting either a logical or an empirical approach to its study. At one extreme is *developmental* research, in which the course of acquisition over time is described empirically. At another extreme is a *logical* approach, in which the problem of language acquisition is analysed formally, often considered to be independent of empirical observations of child language.

This subject presents an introduction to the study of child language acquisition and second language acquisition in both formal and naturalistic settings by combining both theoretical and empirical inquiries. Even though this course adopts and addresses the topic from a Generative perspective (Chomsky 1986; Chomsky 2005) following the theory of Universal Grammar (UG), the course will not simply adopt a *logical* or *empirical* approach to the study of language acquisition, denying current debates in the field (Mairal & Gil 2006). Throughout the subject we will evaluate other theories' proposals and positions on the way first and second languages are acquired.

The theory of UG proposes the existence of an innate human endowment which can be seen as the "blueprint for any human language" (DeKeyser & Juffs 2005) and a capacity unique to the human mind. UG is thus thought to be fitted as a language "module of the mind/body, mostly the brain" (Chomsky 2011:264) which contains the core principles and parameters for any allowable variation that languages can manifest. UG, then, is proposed because of learnability arguments as it can successfully explain the course of acquisition and its very nature.

The framework and its different explanations will also be considered for SLA to explore the theory's insight into the nature and underlying representation of interlanguage competence. As the consideration of the interplay of factors such as input, interaction, age and cognitive factors in the language acquisition process are

essential to the formation of our future professionals, the accounts of other theories that tackle these issues will be also considered to understand IL variation at multiple levels that characterizes SLA. All these findings will be analysed together with the implications of UG theory for SLA to cast light on their contribution to the learning process of a second or foreign language.

The comparison of processes in the field of first and second language acquisition study and critical examination of foundational theories, research perspectives and experimental findings will guide future teachers to identify similarities and differences in the processes of acquisition. This analysis will also provide them with a better understanding of language and its nature to relate their insights to different education contexts, with the ultimate goal of getting the strategies to inform their future practice critically.

2. AIMS AND OBJECTIVES

To enable students to

1. Gain insight into what a theory of acquisition should account for and why.
2. Compare the processes involved in the acquisition of the first and a second or foreign language and understand the principles that regulate their underlying differences and similarities.
3. Become aware of the way in which the different intervening factors in both first and second language acquisition shape the theories' claims.
4. Determine the explanatory power of some accounts of SLA on the basis of the methodologies and the results they draw on.
5. Consider the effects that age, input and interaction may have on the underlying mechanisms, the sequence of development and general proficiency in both formal instruction and naturalistic acquisition.
6. Direct their attention to the ways in which the findings in experimental research in second language acquisition can directly benefit their practice as teachers of a foreign language.

Upon the completion of the subject, students are expected to:

1. have deepened their understanding of the human nature of language knowledge, our genetic endowment and the role of the individual in the process;
2. have become familiar with the rhetorical conventions and argumentation in the field;
3. be able to understand a scientific article and spot the author's goals, main claims and research findings he uses to support his claims;
4. have grown adept at evaluating the methodological accuracy of the methods used in different studies in the field and their claims;
5. have acquired the necessary tools to improve and inform their future practice on the basis of the findings of SLA research gained during the course;
6. be able to participate in workshops or conferences addressing issues on the field and follow the discussions presented.

3. SYLLABUS

- **Unit 1: First and Second Language Development and the Learnability Problem.**
- **Unit 2: Theoretical approaches to the study of First and Second Language Acquisition.**
- **Unit 3: Age-Related Issues in First, Second and Foreign Language Acquisition.**
- **Unit 4: The Role of Input and Interaction in Second Language Learning.**
- **Unit 5: The Role of Cognitive Factors.**

4. SPECIFIC CONTENTS OF THE COURSE

UNIT 1: FIRST AND SECOND LANGUAGE DEVELOPMENT AND THE LEARNABILITY PROBLEM

1. Clarification of terms: first language, second language, foreign language, etc.
2. Typology of methods: methods employed in different acquisition settings.
3. Developmental sequence of English as a first language: Brown's stages of language acquisition. The order of acquisition of grammatical morphemes.
4. The order of acquisition of negation and questions: correlation to Brown's stages of development.
5. Developmental sequence of English as a second language: implications of the nature of language and for the theory of language acquisition, first and second. Implications for teaching.
6. The ingredients in the language acquisition process: the nature of experience and the nature of grammar.
7. The Initial State and the Final State: Nurture vs. Nature.
8. The logical problem of language acquisition. The poverty-of-the-stimulus argument.

READINGS

Brown, R. 1973. "The Order of Acquisition". In: Lust, B. & C. Foley. 2004. Eds. *First Language Acquisition. The Essential Readings*. UK: Blackwell Publishing. 19.

Meisel, J. M. 2011. "The quest for the LAD". In: *First and Second Language Acquisition. Parallels and Difference*. Cambridge: Cambridge University Press. 1.

Mitchell, R. & F. Myles. 2004. "The recent history of second language learning research" In: *Second Language Learning Theories*. Great Britain: Hodder Education. 2: 33-44.

Saville-Troike, M. 2006. "Introducing Second Language Acquisition". *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press. 1: 1-5.

Yang, C. 2000. "A Variational Model of Language Acquisition". *Knowledge and Learning in Natural Language*. Massachusetts: Massachusetts Institute of Technology. 2: 21.



UNIT 2: THEORETICAL APPROACHES TO THE STUDY OF FIRST AND SECOND LANGUAGE ACQUISITION

1. *First Language Acquisition Theories*: their view on the individual, on language and on language acquisition.

2. First Language Acquisition Theories: Skinner's Behaviourism, Piaget's Constructivism and Bruner's Social Interactionism.
3. Chomsky's theory of Universal Grammar: its special view on the learner's contribution in the Initial State.
4. Contrastive Analysis: its main tenets. View on language acquisition, language learning and teaching.
5. The emergence of SLA studies: Corder's Error Analysis and Selinker's Interlanguage. Implications of the nature of the second language learner language. Implications for teaching and learning.
6. First Language Acquisition: Continuity vs. Discontinuity Hypotheses.
7. Availability of UG in Second Language Acquisition: current debates and hypotheses.
8. The scope and achievements of the UG approach in SLA.

READINGS

- Crain, S. & D Lillo Martin. 1999 *An Introduction to Linguistic Theory and Language Acquisition*. Oxford: Blackwell. 2.
- Mitchell, R. & F. Myles. 2004. "Linguistics and language learning: the Universal Grammar approach" In: *Second Language Learning Theories*. Great Britain: Hodder Education. 3.
- Rothman, J. 2010. "Theoretical Linguistics Meets Pedagogical Practice Pronominal Subject Use in Spanish as a Second Language". *Project Muse. Today's Research. Tomorrow's Inspiration*. 93(1). 52-65.
- Saville-Troike, M. 2006. "The linguistics of Second language acquisition" *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press. 3: 31-52.
- Tahriri, A. 2012. "Revisiting First Language Acquisition Through Empirical and Rational Perspectives". Retrieved at: <https://eric.ed.gov/?id=ED533723>
- Yang, C. 2000. "The Study of Language and Language Acquisition". *Knowledge and Learning in Natural Language*. PhD dissertation. Massachusetts: Massachusetts Institute of Technology. 1: 10-19.


UNIT 3: AGE-RELATED ISSUES IN FIRST AND SECOND LANGUAGE ACQUISITION

1. The Critical Period Hypothesis (CPH). Definition. Evidence in favour and against it in FLA and SLA.
2. Sensitive periods in second language acquisition: different language areas and learners' ultimate attainment.
3. Age as a site of remarkable difference between first and second language acquisition: two different considerations: a biological schedule or a ceiling to L2 learning.
4. Second language acquisition: effects of age on the rate of acquisition and on ultimate attainment.
5. Explaining age differences as a limit to the scope of a CP: neurological, cognitive, affective-motivational and biological explanations.
6. The CPH and evidence for the need of a reconceptualization.
7. Age findings in foreign language settings: differences and similarities with SLA.
8. Sources of age effects in formal school learning contexts.

READINGS

Dörnyei, Z. 2009. "The learner in the language learning process II: the learner's age and the Critical Period Hypothesis" In: *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press. 6

UNIT 4: THE ROLE OF INPUT AND INTERACTION IN SECOND LANGUAGE LEARNING

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1. The role of the environmental language in promoting SLL: input, interaction and pushed output.
 2. Krashen's Input Hypotheses: the Acquisition- Learning hypothesis, The Monitor hypothesis, The Natural Order hypothesis, The Input hypothesis and the Affective Filter hypothesis.

ADQUISICIÓN DEL LENGUAJE

3. Long's Interaction Hypothesis: conversational moves. Empirical studies linking Interaction to acquisition and to comprehension. Long's reformulation of the Interaction Hypothesis: negative feedback and the role of selective attention.
4. Swain's Pushed Output Hypothesis: its main functions in the learning process.
5. Mental Representations and Skills: pedagogical implications.

READINGS

- Mitchell, R. & F. Myles. 2004. "The recent history of second language learning research" In: *Second Language Learning Theories*. Great Britain: Hodder Education. 2: 44-49. Note: this material is in Unit 1.
- Mitchell, R. & F. Myles. 2004. "Input and Interaction in second language learning" In: *Second Language Learning Theories*. Great Britain: Hodder Education. 6.
- Ortega, L. 2009. "The Linguistic Environment". In: *Understanding Second Language Acquisition*. London: Hodder Education. 4: 60-81.
- Saville-Troike, M. 2006. "Social Contexts of Second Language Acquisition". *Introducing Second Language Acquisition*. Cambridge: Cambridge University Press. 5: 105-119.
- VanPatten, B. 2010. "The Two Faces of SLA: Mental Representation and Skill". *IJES*. 10(1). 1-18

UNIT 5: THE ROLE OF COGNITIVE FACTORS

1. Second Language Acquisition: Attention and awareness. Psychological constraints underlying SLL.
2. The role of memory, noticing and attention.
3. Schmidt's Noticing Hypothesis.
4. Implicit and explicit learning: relation to different types of setting. Pedagogical implications.
5. Explicit versus implicit language learning: The Non-Interface position, The Strong Interface position and the Weak Interface position. Interaction between implicit and explicit knowledge.
6. The co-operation of explicit and implicit learning and factors affecting it: pedagogical implications.

READINGS

- Dörnyei, Z. 2009. "Psychological processes in language acquisition II: explicit versus implicit learning" In: *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press. 4:135-139, 159-161, 164-166, 170-177.

5. EVALUATION

Regular students

For students to become "regular" they need to have

1. attended 70 % of the lessons,
2. passed a mid-term examination: pass mark: 6 (six),
3. passed 70 % of practical assignments with a minimum mark of 6 (six), and
4. passed a final written assignment: pass mark: 6 (six).


The final exam for these students will consist of:

- an **oral exam** which consists of two parts:
 1. a **presentation** about the theoretical implications derived from one of the units we have dealt with in connection with a lesson plan of any Didactics courses they have taken. It is important to bear in mind that students may also propose a new activity or modify the ones they have presented based on these theoretical implications and insights derived from the topics chosen.
 2. **questions** about different topics of the syllabus.

Promoción

For students to have "promoción" of the subject, they need to have

1. attended 80 % of the lessons,
2. passed the mid-term examination: pass mark: 7 (seven),
3. passed 80 % of practical assignments with a minimum mark of 7 (seven), and
4. passed a final written assignment: pass mark: 7 (seven).



Note: Students who want to pass the subject for "promoción" must sit for the mid-term examination on the day established. In case they are absent, they will go directly to the make-up and will be considered as regular students.

The final exam for these students will consist of:

a **presentation** about the theoretical implications derived from one of the units we have dealt with in connection with a lesson plan of any Didactics courses they have taken. It is important to bear in mind that students may also propose a new activity or

modify the ones they have presented based on these theoretical implications and insights derived from the topics chosen.

Extra-mural students

Extra-mural students must have worked on the **totality** of the syllabus corresponding to the course taught the previous year. Learners sitting during the winter recess on the second call should have worked with that same year's syllabus.

Exams for these learners will consist of:

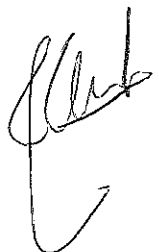
1. a **final paper** - Annotated Bibliography- with the same format and requirements as the one regular students present as final assignment. This paper has to be handed in one week before the date of the written pre- exam. If this paper is not passed, students cannot sit for the final exam proper. Students may hand it in earlier so that they have time to make the necessary corrections, in case they are minimal.

Once this is passed, extramural students will need to sit for the following qualifying exams:

2. a **written pre-exam**, similar to the test regular students have taken during the course, whose validity, were it a pass, will last **two calls**. This exam will be one day before the date published for the final exam. It is important that students who are planning to sit for it contact the head teacher to let her know. Once this exam is passed, extramural students will need to do the following:

3. a **presentation** about the theoretical implications derived from one of the units we have dealt with in connection with a lesson plan of any Didactics courses they have taken. It is important to bear in mind that students may also propose a new activity or modify the ones they have presented based on these theoretical implications and insights derived from the topics chosen.

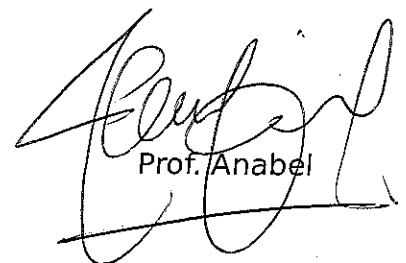
4. **questions** about different topics of the syllabus.



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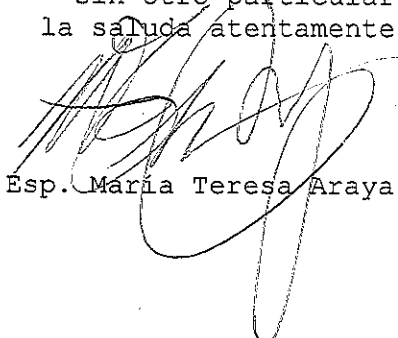
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Fecha de ingreso	21 MAR 2019

18 de marzo de 2019
Gral. Roca

Estimada Secretaria Académica,
Esp. Paola Formiga

Mediante la presente dejo constancia de la entrega de tres copias del
programa de Gramática Inglesa I .

sin otro particular
la saluda atentamente


Esp. María Teresa Araya

UNIVERSIDAD NACIONAL del COMAHUE	
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