TAJUK KURSUS : LANGUAGE ACQUISITION  
(Pemerolehan Bahasa)

KOD KURSUS : BBI 3209

KREDIT : 3 (3+0)

JUMLAH JAM PEMBELAJARAN PELAJAR : 120

PRASYARAT : Tiada

OBJEKTIF : Students are able to:

1. identify and describe the theories and factors in first language acquisition (C2)

2. display understanding of stages of language acquisition (C3, P5)

3. compare the linguistic, sociolinguistic and cognitive approaches to second language acquisition (C5)

4. evaluate the role of Universal Grammar in second language acquisition (A4)

5. identify and analyse problems in complex and ambiguous situations, and make justifiable evaluations (CTPS)

SYNOPSIS : This course covers theories and factors in first language acquisition; Universal Grammar and the logical problem of first language acquisition; stages of language acquisition; linguistic, sociolinguistic and psychological or cognitive approaches to second language acquisition; and the role of Universal Grammar in second language acquisition.

Kursus ini merangkumi teori pemerolehan bahasa pertama; tatabahasa universal, dan permasalahan logik dalam permerolehan bahasa pertama; peringkat pemerolehan bahasa pertama; pendekatan linguistik, sosiolinguistik, psikologi dan kognitif dalam pemerolehan bahasa kedua; dan peranan tatabahasa universal dalam pemeroleh bahasa kedua.
KANDUNGAN

Kuliah:

1. First language acquisition
   - an overview of language development
   - nature or nurture
   - approaches to the study of language development
   - biological bases of language development

2. The Behaviourist Theory
   - the Behaviourist theory and first language acquisition
   - why is this theory inadequate to explain the process

3. Universal Grammar and first language acquisition
   - the logical problem of first language acquisition
   - adequacy of the theory

4. The language acquisition device
   - argument from the poverty of the stimulus
   - modularity of the faculty

5. Stages of first language acquisition
   - phonological development
   - lexical development
   - morphological and syntactic development
   - semantic development

6. The observable phenomena of second language acquisition
   - transfer
   - staged development
   - systematicity
   - incompleteness

7. The Morpheme studies
   - first language learners
   - second language child learners
   - second language adult learners

Jam Pembelajaran Bersemuka

4

2

2

2

10

3

3
8. Cognitive approaches to second language acquisition
   - processing approaches
   - Connectionism

9. Sociolinguistic approaches to second language acquisition
   - variability in language use
   - acculturation model

10. The role of Universal Grammar in second language acquisition
    - parameter resetting
    - evaluation of UG-based approaches

Jumlah 42
PENILAIAN

RUJUKAN

| : Kerja Kursus | 70% |
| : Peperiksaan Akhir | 30% |


BBI 3209
LANGUAGE ACQUISITION

Lecturer : Dr Sabariah Md. Rashid
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Telephone Number : 03-89468730

Prescribed Texts :


* The prescribed text can be purchased at Serdang Bookshop located near JUS CAFÉ, Sri Serdang.

Evaluation

The evaluation of the course will be in the form of 2 assignments, a mid-semester test and a final examination. The details of the evaluation components and weighting are as follows:

Mid-semester test 20% (This will comprise various structured-type & multiple choice questions. It will cover Unit 1-3 of the module & related topics in your prescribed text and handout.)

Assignment 50% (The assignment will comprise 2 questions (e.g. short essay and long essay on certain topics covered in the course).

Final Exam 30% (The final exam will consist of multiple choice items and subjective questions covering Unit 4-7 of the module & related topics in your prescribed text and handouts.)
IMPORTANT REMINDER:

• As the B.A. (English) programme you are pursuing is a distance-learning programme, it is your RESPONSIBILITY to ensure that you obtain any information, learning materials, etc. pertaining to the course from your tutorial centre or PPL.

• All assignments must reach me by the given DEADLINES.

• Assignments submitted after the deadlines will only be accepted if approval is obtained at least 2 weeks before each given deadline.

• Blatant excuses such as not knowing the deadlines and/or not having any knowledge about the assignments will NOT be accepted for late submission of assignments.

For any queries, contact me via:

Email: sabrina@fbmk.upm.edu.my

OR

Tel: 03-89468730

ALL THE BEST!
BBI 3209
LANGUAGE ACQUISITION
ASSIGNMENT (50%)

Question 1 (20%)
Length: 3 pages (maximum)
Deadline: 20 July 2011

Among some facilitating conditions to language learners that have been discussed in Second Language Acquisition (SLA) are feedback, aptitude, motivation and instructions (Saville- Troike, 2006). Have you had any of these experiences facilitate your own learning? If so, which one? Have there been other factors as well that influenced your learning? Discuss.

Question 2 (30%)
Length: 5 pages (maximum)
Deadline: 10 September 2011

Answer only ONE question.
1. It is postulated that younger learners are probably more successful in informal and naturalistic learning contexts, and older learners are more successful in formal instructional settings. Do you agree or disagree? Use your own experience combined with theoretical support and relevant studies to construct your argument.

OR

2. Some second language (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?
GUIDELINES

To complete the assignment, you are required to obtain information from your module and other sources. To merit good marks, you MUST demonstrate the ability to select and organise the information into a cohesive and coherent piece of work, paying attention to the requirements of the assignment, e.g., required focus, length, and clarity and good English.

1. Your work will be evaluated based on the following criteria:
   - Quality and originality of thought and perception. You must demonstrate the ability to analyse and synthesise information from various scholarly work (in particular, Question 2)
   - Grasp of fundamental concepts, facts, details and elaborations related to the question/issue addressed.
   - Presentation: organisation of content; length; language accuracy (grammar); mechanics-punctuation & spelling; proper citation of references within text and reference section

2. All questions must be answered in the form of continuous writing (NOT in point form).

3. Your assignment must be typed using Arial 11 font size or Times New Roman 12 font size, with 1.5 spacing or double on A4 paper.

4. Refer to the APA guidelines for citation within a text, referencing, etc., which can be sourced from the Internet.

5. Plagiarism in any form is an academic offence and is strictly prohibited. Any work which is plagiarised will be severely penalised.

6. Attach a front cover with the following details to your assignment:

   Course Code : BBI 3209

   Course Name: Language Acquisition

   Lecturer : Dr Sabariah Md. Rashid

   Your Name :

   Matric Number:
7. Submit your completed assignment to me during the second face-to-face meeting OR mail it as follows:

i) 1 copy directly addressed to:

Puan Sabariah Hj. Md. Rashid
Fakulti Bahasa Modern dan Komunikasi
43400 UPM Serdang
Selangor Darul Ehsan

*to ensure that your assignment is received on time

&

ii) Another copy to PPL via your tutorial centre

Important reminder

- Assignments submitted after the deadline will BE SEVERELY PENALISED unless approval for late submission is given 2 weeks before the deadline.

- Plagiarised work will also be SEVERELY PENALISED.

- Any request for extension of the deadline must be made at least two (2) weeks before the deadline via my email (sabrina@fbmk.upm.edu.my)

- Failure in fulfilling the requirements of the assignment will result in your work be awarded low marks.
The recent history of Second Language Learning

2

16. Links With Social Practice

Language Learning Research

The recent history of Second Language Learning

2'004

Mr. W. K. Myers (2004)

3rd Language Learning

17. Conclusion

Conclusions and directions for future research

Language and Culture Learning Theories
2.2 The 1950s and 1960s

In the 1950s, a focus on personality or socio-cultural factors as the driving force of language learning began to emerge. This shift was partly due to the rising influence of behaviorism and the desire to understand language learning as a behavioral process. Behaviorists, such as B. F. Skinner, emphasized the role of reinforcement and operant conditioning in language acquisition. The concept of a language learning sequence, or the stages of language acquisition, was introduced to illustrate the progression of learners from imitation to self-expression.

In the 1960s, the focus shifted towards the role of the teacher and the classroom environment. This period saw the development of teaching methods that emphasized the importance of the teacher's role in guiding and motivating learners. The Direct Method, for example, emphasized the importance of direct instruction and the active participation of the learner in the learning process.

In the 1950s and 1960s, there was a growing awareness of the need for a more systematic approach to language teaching. This led to the development of curricula and teaching materials that were more closely aligned with the goals of language learning. The emphasis on communicative competence and the need for learners to be able to use language in meaningful contexts became a central focus of language teaching in this period.
The section on the development of language and communication also includes a number of research methodologies. Recent studies have focused on understanding the cognitive processes involved in language acquisition, with particular emphasis on the role of context and social interaction in early language development. Current research is exploring the contributions of both genetic and environmental factors to language acquisition. Future studies may focus on the development of interventions to support language acquisition in children who are at risk for language delays.
order to produce the plural form, they are not merely inflected and
select of the application of a rule, such as an acoustic shift - to take
place of the application of a rule, such as an acoustic shift - to take

Another important characteristic of child language that is of interest to
researchers is the acquisition of the ability to recognize sentences
which are not the same follows by second language

These stages are not necessarily sequential but can occur in a variety of orders. For example, in the first stage, children may begin to use sentences that include the words 'the' and 'a', such as 'The dog is big' or 'A cat is small'. In the second stage, children may start to use sentences that include articles and adjectives, such as 'The big dog is friendly' or 'A small cat is cute'. In the third stage, children may start to use sentences that include more complex structures, such as 'The big red dog is friendly' or 'A small brown cat is cute'. This progression is known as the development of language acquisition, and it is typically seen in children between the ages of two and three years old. The process of language acquisition is not just a matter of learning new words and phrases, but is also a complex cognitive process that involves the development of a range of linguistic and non-linguistic skills. For example, children need to learn how to understand the meaning of words and how to use words in the correct context, as well as how to express their thoughts and ideas through language.
of the development of children, especially those with language and learning disorders. The speech-language pathologist has a critical role in assessing and addressing speech and language delays and disorders, providing interventions and support, and collaborating with other health professionals to ensure the best possible outcomes for children who are struggling with speech and language development. Intervention strategies often include speech therapy, language therapy, and assistive technologies, and are tailored to meet the individual needs of each child. Early intervention is essential to prevent delays and to support the child's overall development.
Second language learning theories

Second language acquisition is a complex process that involves the development of proficiency in a language other than one's native language. Theories of second language acquisition have evolved over time, and there are several approaches that attempt to explain how individuals learn a second language. One of the main theories is that of the 

**Input Hypothesis** (also known as the 

This theory suggests that the input of language is sufficient for language acquisition. According to this hypothesis, children learn by interacting with their environment and receiving input from others. The more input they receive, the better they learn. This theory emphasizes the role of the teacher and the amount of input provided. The teacher is seen as a key figure in providing the necessary input for language acquisition.

Another important theory is the 

This theory suggests that language acquisition is a complex process that involves multiple factors, including genetics, environment, and cognitive development. The theory emphasizes the importance of individual differences in language acquisition. It suggests that some individuals are naturally more receptive to language, while others may require more support.

There are also theories that focus on the role of 

This theory suggests that second language acquisition is a process that involves the development of interlanguage, which is a transitional stage between the learner's native language and the target language. The theory emphasizes the importance of allowing learners to develop their own language through practice and interaction.

In summary, the theories of second language acquisition provide different perspectives on how individuals learn a second language. Each theory has its strengths and weaknesses, and it is likely that a combination of these theories is required to fully understand the process of second language acquisition.
Acquisition hierarchy observed

<table>
<thead>
<tr>
<th>Group I</th>
<th>Unit Order</th>
<th>Information, Arousal, and Coordination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Host</td>
<td>1.1</td>
<td>Environment</td>
</tr>
<tr>
<td></td>
<td>1.2</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>2.0</td>
<td>SS Chinese</td>
</tr>
<tr>
<td></td>
<td>2.1</td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>2.2</td>
<td>6th Grade</td>
</tr>
<tr>
<td></td>
<td>3.0</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>3.1</td>
<td>5-6 years old</td>
</tr>
<tr>
<td></td>
<td>3.2</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
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<tr>
<td>Sample</td>
<td></td>
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</tbody>
</table>

Recent history of SL research

Second language learning theories
The Acquisition-Learning Hypothesis

The acquisition-learning hypothesis proposes that language learning occurs through the acquisition of language rules, which are then learned and internalized by the learner. This hypothesis suggests that children naturally acquire language rules without the formal instruction that is typically provided in schools. The process of acquisition is thought to occur through exposure to language input, which is then processed and stored in the learner's mind. The learning process follows, where the acquired rules are refined and integrated into the learner's linguistic system.

Recent History of SL Research

The acquisition-learning hypothesis has been a central topic in second language acquisition research. Early research in the 1970s and 1980s focused on the role of input in language acquisition, with researchers such as Hymes (1972) and Bowerman (1977) arguing that language acquisition is driven by the input that learners receive. This input is thought to be processed by the learner in a way that leads to the acquisition of language rules.

The acquisition-learning hypothesis has been influential in shaping the field of second language acquisition, with researchers examining the role of input, immersion, and other factors in language acquisition. However, recent research has also highlighted the complexity of the process, with factors such as motivation, instruction, and individual differences playing important roles in language acquisition.

The Acquisition-Learning Hypothesis

We shall briefly outline each of these in turn:

1. The affective filter hypothesis
2. The input hypothesis
3. The motivation hypothesis
4. The interaction hypothesis

Kramsch's survey of the field (1993) highlighted the need for further research to better understand the factors that influence language acquisition. The acquisition-learning hypothesis remains a central theme in the field, with ongoing research exploring the role of input, motivation, and other factors in the acquisition process.
The problem with such claims is that nothing there is new, nor have some recent findings shed light on the issue. The problem with such claims is that even though they might have some recent findings shed light on the issue.

Accordingly, it is important to note that the present findings are not new, nor have any recent findings shed light on the issue. The problem with such claims is that even though they might have some recent findings shed light on the issue.
Several other recent sociopsychological approaches to the study of how social influences operate in these kinds of situations are summarized in Table 2.3-5. These include the social influence model, the social influence process model, and the social influence process model with cognitive dissonance. The social influence model describes how social influences operate in these kinds of situations by focusing on how individuals process information and make decisions in social contexts. The social influence process model describes how social influences operate in these kinds of situations by focusing on how individuals process information and make decisions in social contexts. The social influence process model with cognitive dissonance describes how social influences operate in these kinds of situations by focusing on how individuals process information and make decisions in social contexts.

Recent history of the social influence model

The social influence model was developed in the 1960s by Festinger and his colleagues. The model was based on the idea that individuals are influenced by the social environment in which they find themselves. The model suggests that individuals are influenced by the attitudes, beliefs, and behaviors of others in their social environment. The model also suggests that individuals are influenced by their own internal factors, such as their own beliefs and values.

The social influence process model was developed in the 1970s by Baron and his colleagues. The model was based on the idea that individuals are influenced by the process of social influence. The model suggests that individuals are influenced by the process of social influence, which includes the ways in which individuals process information and make decisions in social contexts.

The social influence process model with cognitive dissonance was developed in the 1980s by Festinger and his colleagues. The model was based on the idea that individuals are influenced by the process of social influence and by their own cognitive dissonance. The model suggests that individuals are influenced by the process of social influence, which includes the ways in which individuals process information and make decisions in social contexts, and by their own cognitive dissonance, which is the discomfort that individuals feel when their attitudes and behaviors are inconsistent.
The role of the first language

2.4 The 1980s and beyond

Second language learning theories

Recent history of SLT research

The role of internal mechanisms

Cross-modal interaction and processing of other perceptual information

(a) Contextual learning
(b) Lexical priming

(2) Context in which aspects are second language learning and pro-

4. The role of the first language
3. The role of phonological variables
2. The role of sociocultural factors
1. The role of internal mechanisms

Read forward from the 1970s...

We will begin by examining how these issues have been addressed across the

language learning process. How does the overall organization of the second

language learning process change? After the learning process?

How similar is the learning of a second language to the learning of first?

How do instructional considerations of the learner affect motivation?

Recent history of SLT research
3.2 Why a Universal Grammar?

Research on the evolution of language and brain function will move on to consider the application of STT. Second, we will examine the concept of Universal Grammar and its role in second-language acquisition in order to develop the aspects of grammar needed in second-language acquisition in the context of second-language acquisition in order to develop a model of second-language acquisition. In Chapter 4, a detailed examination of the point of view development, a description of the Universal Grammar approach is given.
The Universal Grammar approach

3.2.12 How is knowledge of language acquired?

The modern version of human language begins with the baby's first words. Even as a newborn, a baby's brain is already equipped with the ability to learn language. This is known as the baby's initial exposure to the basic elements of language. As the baby grows, it is exposed to more complex grammatical structures and begins to understand how language is used in different contexts. This exposure helps the baby develop a working knowledge of language, which is later refined and expanded as the child interacts with others and learns more about the world around them.

The Universal Grammar approach claims that human beings are born with a mental capacity to learn language. This capacity is known as language acquisition device (LAD), which is thought to be a universal feature of the human mind. The LAD is believed to be prewired with the rules and structures of human language, allowing children to learn new languages with relative ease.

In terms of their parameter settings, the LAD provides a framework for language acquisition. The parameters are thought to be set at birth and are refined through exposure to language. The LAD is not only unique to each individual but also to each language group, allowing for the development of diverse language systems.

The Universal Grammar approach has been influential in the field of linguistics, providing a foundation for the study of language acquisition and the evolution of language in different cultures. It has also been criticized for its emphasis on innate abilities and the potential for universal human traits.
The Universal Grammar Approach

3.2.2 Arguments from First Language Acquisition

- Children, regardless of culture or language, are exposed to the same basic linguistic features from an early age.
- Children must be exposed to a variety of grammatical structures and forms in order to acquire language.
- Acquisition of a second language is facilitated by the presence of these basic linguistic features in the acquisition process.

However, this approach does not explain the differences between children acquiring new languages and those acquiring a second language. It is possible that the universal grammar is not entirely sufficient to explain the acquisition process.
What does Universal Grammar consist of?

Universal Grammar might be like a ghost in the machine, a set of rules that are inherent in the human mind and guide the acquisition of language. It is the idea that children are born with an innate ability to learn language, and that this ability is shared by all humans. Universal Grammar is thought to include language modules that are present in all languages, such as theModule for Syntax (MFS), the Module for Phonology (MFP), and the Module for Semantics (MFSM).

This innate knowledge is thought to be accessed by children during language acquisition, allowing them to construct grammatical rules on their own. Universal Grammar is not just a set of rules, but a framework that helps children to understand the structure of language and to acquire it more quickly and accurately.
The correct answer is (c) because it is the only option that describes the process of transferring meaning from the sentence to the text. The other options either restate the question or do not provide a clear explanation of the process.

The principles of the Universal Grammar, which form the basis of our understanding of language, are:

1. Principles of Form
2. Principles of Meaning
3. Principles of Use

These principles guide the development of language and help determine how language is used and understood.
The universal grammar approach

3.3.2 Parameters

...would be explained by the mental mechanism, the mental grammar, the mental language. The goal of this paper is to present a theory of language acquisition that is consistent with the evidence from psycholinguistics, and is also consistent with the evidence from the computational theory of language. The theory is based on the idea that the learner is exposed to a limited set of parameters, which can be used to account for the variability in human language. The parameters are introduced in the context of the interaction between the learner and the language environment, and are further developed in the subsequent sections of the paper.
Figure 3:1 Parametric variation for a functional category in English and French

- In English, the category must be preverbal-specific knowledge. For example, in English, the preposition must be 'in' to indicate a movement or location.
- In French, the preposition is 'à' for location and 'au' for movement.

The Universal Grammar Approach

The Universal Grammar Approach suggests that the same grammatical rules apply across languages, regardless of their structural differences. This approach is based on the idea that there is a common set of grammatical rules that all human languages utilize, which allows for the parametric variation observed in different languages.
3.4 Universal Grammar and First Language Acquisition

The Universal Grammar approach...

3.4.1 Explaining Language Acquisition: The Way in Which Universal Grammar...
The University Grammar Approach
Second language acquisition was similar in many ways. For example, we
Second language acquisition was similar in many ways. For example, we
which we outlined in Chapter 2. However, there was a major difference in the
which we outlined in Chapter 2. However, there was a major difference in the
our artificial intelligence that drove them to the discovery that they and
our artificial intelligence that drove them to the discovery that they and
correspondence in Chapter 2. However, there was a major difference in the
3.5.1 Theoretical Relevance of Universal Grammar to
3.5.1 Theoretical Relevance of Universal Grammar to
Universal Grammar and Second Language
Universal Grammar and Second Language
Second language acquisition was different in many ways. For example,
Second language acquisition was different in many ways. For example,
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how can we use our understanding of second-language acquisition to
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Second language acquisition was different in many ways. For example,
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whether or not a particular word can be
Second language acquisition was different in many ways. For example,
Second language acquisition was different in many ways. For example,
and
and
Second language learning theories

3.5.3 Principles and parameters in second language acquisition

The Universal Grammar approach

Hockett (1960). "The development of a symbolic system of human language as a phylogenetic adaptation to the human social system". In this work, Hockett posits that language acquisition is innate and universal, and that it is shaped by the social and cultural context of the learner. Hockett's theory is based on the idea that language is a biological adaptation, and that it is a natural part of human cognition.

Byrne (1973). "The evolution of language in the context of human cognition". Byrne argues that language acquisition is a natural part of human cognitive development, and that it is not a separate process from cognitive development. Byrne's theory is based on the idea that language is a reflection of cognitive development, and that it is not a separate process from cognitive development.

Pinker (1994). "The language instinct: How the mind creates language". In this work, Pinker argues that language acquisition is largely innate, and that it is a natural part of human cognition. Pinker's theory is based on the idea that language is a biological adaptation, and that it is a natural part of human cognition.

Second language learning theories

3.5.3 Principles and parameters in second language acquisition

The Universal Grammar approach

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The Universal Grammar Approach

Second language learning theories

In recent years, there has been an increased focus on the role of universal grammar in second language acquisition. It is argued that children are born with an innate ability to acquire language, and this universal grammar provides the framework for language development. However, there is debate over the extent to which universal grammar is universal and how it interacts with other factors such as sociocultural context.

The theory of second language acquisition (SLA) suggests that learners construct their own grammatical knowledge through exposure to input and practice. This nativist approach posits that language acquisition is a innate, biologically driven process.

Other theories, such as the interactional approach, emphasize the role of social interaction in language learning. This approach suggests that learners acquire language through social interaction and that language is learned in a context rather than as a discrete set of rules.

In summary, the debate over the role of universal grammar in second language acquisition continues, with some researchers arguing for a more nativist approach and others emphasizing the importance of social interaction in language learning.

References:

Second language learning theories

The Universal Grammar hypothesis

According to Chomsky, every human being is born with a innate language acquisition device (LAD), which facilitates the acquisition of language. This LAD is a天赋的 linguistic mechanism that is present in all humans and that allows them to learn any language.

Chomsky argues that there is a universal set of linguistic universals that are shared by all human languages, and that the LAD is responsible for this. These universals include things like the use of subject-verb-object word order, the use of possessive pronouns, and the use of tense.

Chomsky's hypothesis has been widely criticized by other linguistic theories, which argue that the learning process is more complex and that it involves factors such as cultural, social, and cognitive influences. However, the Universal Grammar hypothesis remains a dominant theory in the field of language acquisition.

In summary, the Universal Grammar hypothesis suggests that the innate mechanism in humans is responsible for the acquisition of language, and that it is the same for all languages. This hypothesis has been influential in the field of linguistics and has provided a framework for understanding the acquisition process.
3.4.2 Hypothesis 2: Full access to Universal Grammar

Hypothesis 2: Full access to Universal Grammar

In the Universal Grammar proposal, every language has a Universal Grammar that is built into the mind. This proposal suggests that all languages are equally accessible to humans, regardless of the specific language one speaks. The Universal Grammar provides a framework for the development of all languages, and it is this framework that guides the acquisition of language. According to this theory, children are born with the potential to learn any language, and they use this potential to construct their own language system. This proposal has been supported by a number of empirical studies, which demonstrate that children are able to acquire language rapidly and accurately, even in the absence of explicit instruction. However, the extent to which children are able to access this Universal Grammar is still a matter of debate, and more research is needed to fully understand the role of Universal Grammar in language acquisition.
Second Language Learning Theories

Imagery functional learning theory

Imagery functional learning theory

The Universal Grammar Approach

Universal Grammar is the idea that all human languages are similar in structure. It is based on the idea that the human mind is equipped with a universal grammar, which is a set of rules and principles that govern the structure of all human languages. These rules and principles are innate, or built into the human mind, and are shared by all humans.

Conversational Approach

Conversational approaches focus on the social and communicative aspects of language. They emphasize the role of context, interaction, and meaning in language use. These approaches believe that language is not just a set of rules and symbols, but is a tool for communication and negotiation of meaning.

Two approaches to the study of second language acquisition are the Contrastive Analysis Approach and the Error Analysis Approach. Contrastive analysis involves comparing the target language to the learner's native language and identifying the differences between the two. Error analysis involves analyzing errors made by learners and identifying patterns and reasons for those errors.

Learning a second language is a complex process that involves both cognitive and social aspects. The success of second language learning depends on a variety of factors, including the learner's motivation, the availability of resources, and the social context in which learning occurs.
The Universal Grammar Model

3.6 The Scope and Characteristics of the Universal Grammar Model

Contribution to our understanding of second language acquisition

3.6 Evaluation of Universal Grammar-based Approaches to second language acquisition

Table 3.1: L2 acquisition and L1 initial to steady state
The Universal Grammar Hypothesis was developed by Noam Chomsky in the late 20th century. It posits that all human languages share a set of common universal principles that are innate to the human mind. This hypothesis is based on the observation that children, regardless of the language they learn, are able to acquire language at an early age. The universal principles are thought to be a predisposition towards certain structures and rules, which allows children to learn language more efficiently. 

The Universal Grammar Hypothesis suggests that there is a universal grammar that serves as a framework for language acquisition. This grammar is innate and provides the basic structure for all human languages. Children are born with the ability to understand and produce language, but they need to learn the specific sounds, words, and grammar rules of their particular language. The hypothesis proposes that children are able to do this by using the universal grammar as a starting point and then adjusting it to fit the specific language they are learning.

This hypothesis has been influential in the field of linguistics and has led to a greater understanding of the nature of language and language acquisition. It has also had implications for education, as it suggests that children should be exposed to a variety of languages from an early age to help develop their innate ability to learn language.
3.6.4 The Universal Grammar View of the Language Learner

parameters can be tested. For example, researches have been able to test empirically whether cross-linguistic influence in learning of languages and parameters of universal grammar is responsible for differences between languages. These results do not provide any empirical evidence for the hypothesis that the differences are due to the second language acquisition. The hypothesis also needs further research in this area.
Throughout the book and present the three basic questions that we will explore.

Chapter 1 will define a few of the key terms that we will use. The phenomenon of adding language in this introductory section. In each of the sections, anything that is about the acquire other domains of knowledge in the process of the material course of having the language used around you.

When you were still a very young child, you began acquiring at least one language — what language call your L1? — possibly also in a second language (SLA).

KEY TERMS
- Acquisition
- Second Language
- Introducing

CHAPTER REVIEW

Second Language Acquisition (SLA)
- Formal L2
- Informal L2
- Formal L1
- Informal L1
- Language Acquisition
- Competence
- Performance
- Linguistic
- Comprehension
- Language

Say, "I've read M. Trick's book.
L1. 2006.) Introducing Second Language Acquisition (SLA)."
What is SLA?

Firstly, it is important to understand the underlying assumptions of the concept of the second language. This involves the idea that the second language is not just a matter of learning a new set of skills and techniques that are not necessarily related to the first language. It is also a matter of understanding the cultural and social dimensions of language use, which are often overlooked in the process of learning a second language.

In the context of SLA, there are several important considerations that must be taken into account. These include the role of motivation, the influence of the learning environment, and the impact of cultural factors on language acquisition. The process of learning a second language is complex and involves a variety of factors that interact with each other in different ways. It is important to recognize that learning a second language is not just a matter of memorizing rules and repeating phrases, but rather a process of developing a deeper understanding of the language and its cultural context.
Chapter Summary

There are significant differences between the process and results of Of course, the common sense of biologists' questions is that there are more factors that influence one another. In fact, many factors influence one another in this complex system. The "environmental" factors include different aspects of the environment, such as temperature, light, and nutrient levels. These factors interact with each other and with the organism itself, leading to a complex series of events that ultimately determine the organism's fate.

The key to understanding these interactions is to recognize that they are not independent entities. Instead, they are part of a larger system in which each component affects the others. For example, temperature can affect the growth rate of a plant, which in turn affects the amount of sunlight it receives. This, in turn, affects the rate of photosynthesis, which determines the amount of energy the plant can produce. Similarly, nutrient levels can affect the growth rate of a plant, which can affect the amount of water it absorbs, which can affect the rate of photosynthesis, and so on.

Understanding these interactions is crucial for predicting how changes in one component will affect the others. This is particularly important in environmental management, where interventions are often aimed at altering one component of the system in order to achieve a desired outcome. For example, planting trees in an area can have multiple effects, including reducing soil erosion, increasing wildlife habitat, and improving air quality. Understanding the interactions between these effects is crucial for designing effective management strategies.

Making sense of complex systems requires a holistic approach that takes into account the interactions between all components. This is not an easy task, but it is essential for making informed decisions about how to manage our environment.

Based on this understanding, the following suggestions are made:

1. Recognize that changes in one component of a system can have multiple effects, and that these effects are not independent. This requires careful planning and a willingness to consider multiple factors when making decisions.
2. Use a systems approach to design interventions that take into account the interactions between all components. This may involve using computer models to simulate different scenarios and predict outcomes.
3. Monitor and evaluate interventions to ensure that they are achieving their intended goals. This may involve using a variety of methods, such as surveys, interviews, and field observations.

Overall, understanding the interactions between components of complex systems is essential for making informed decisions about how to manage our environment.

Next steps for the book include:

- Further development of the theory of complex systems
- Analysis of case studies to illustrate the application of the theory
- Development of practical tools and strategies for managing complex systems

In conclusion, the book provides a comprehensive overview of the theory and practice of managing complex systems. It is hoped that this information will be useful to researchers, practitioners, and policymakers who are interested in this area.
Acquisition
Second Language
Foundations of

KEY TERMS

CHAPTER REVIEW

Cambridge: Cambridge University Press.
The role of mental ability...

The development of mental abilities in the brain is a complex process that involves a combination of genetic and environmental factors. Mental abilities are not fixed traits and can be influenced by various factors such as education, practice, and experience. The brain is capable of adapting and changing in response to new experiences and challenges, a process known as neuroplasticity.

The nature of language learning...

Language acquisition is a complex process that begins with the development of the brain’s language centers. From an early age, children begin to learn the sounds, words, and grammar of their native language. This process is facilitated by exposure to language through interactions with caregivers, reading, and other experiences.

The importance of early childhood education...

Early childhood education is crucial for the development of cognitive, social, and emotional skills. It provides children with opportunities to learn, explore, and interact with the world around them. Early education programs can help build a strong foundation for lifelong learning and success.

The impact of immersive learning...

Immersive learning environments can provide children with unique opportunities to learn and develop new skills. Through exposure to different cultures, languages, and experiences, children can develop a global perspective and understanding of the world.

The role of technology in education...

Technology has transformed the way we learn and teach. From interactive multimedia to online courses, technology has provided new ways for children to engage with their learning and explore new ideas. However, it is important to balance the use of technology with traditional methods of teaching and learning.
The role of social experience

The early years or childhood of ordinary infant

The focus of the role of the parent or caregiver...
## Foundations of Second Language Acquisition

### Initial State

<table>
<thead>
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<tr>
<td>Vocabulary</td>
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<tr>
<td>Reading</td>
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<tr>
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### Final State

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<tr>
<td>Reading</td>
<td>True</td>
</tr>
<tr>
<td>Writing</td>
<td>True</td>
</tr>
</tbody>
</table>

### Teaching Strategies

- **Task-Based Learning**: Focus on real-world tasks and activities to enhance language use and comprehension.
- **Communicative Language Teaching**: Emphasize communication and real-life language use in the classroom.
- **Content and Language Integration**: Link language learning to content areas like science, history, and mathematics to make learning more meaningful.

### Cultural Awareness

- Encourage students to explore and understand different cultures and their influence on language.
- Incorporate cultural activities and discussions to broaden students' perspectives.

### Technology in Language Learning

- Use technology tools for language practice, such as language exchange apps and online language courses.
- Develop digital portfolios to showcase student progress and achievements.

### Learner Profile

- **Motivation**: Understanding and fostering intrinsic motivation for language learning.
- **Individual Differences**: Recognizing and accommodating individual learning styles and needs.
- **Feedback**: Providing timely and constructive feedback to support learning.

### Assessment Strategies

- **Formative Assessment**: Regular checks for understanding to adjust teaching strategies.
- **Summative Assessment**: Evaluation at the end of units to measure progress.

### Resources

- **Textbooks**: Choose textbooks that align with the language learning objectives and contain cultural content.
- **Media**: Utilize videos, music, and other multimedia resources to engage students.

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**Introduction to Second Language Acquisition**
The role of imposed learning in school settings

Recurrent educational practices in schools often emphasize the role of imposed learning. This approach focuses on the transmission of knowledge from teachers to students, often through lectures, textbooks, and standardized tests. The goal is to ensure that students acquire a specific set of facts and skills, which are considered essential for future success in the workforce or academia.

However, this type of learning can be limited in its effectiveness. It may not always engage students' active participation or foster deep understanding. Additionally, it can lead to a passive learning environment where students are more likely to remember information temporarily rather than apply it meaningfully in real-world contexts.

To address these limitations, educators increasingly incorporate alternative strategies that encourage more active and reflective learning. These approaches aim to enhance students' motivation, critical thinking, and problem-solving skills, allowing them to become more autonomous and self-directed learners.

Reflecting on learning

Since there's no section on reflective learning provided in the current document, it would be valuable to explore how students can develop skills for self-assessment and self-reflection. These skills enable learners to evaluate their own understanding, identify gaps, and adapt their learning strategies accordingly.

The benefits of reflective learning include improved retention, increased engagement, and enhanced problem-solving abilities. It empowers students to take ownership of their learning process, leading to more effective and rewarding educational experiences.
3. Universal patterns of development cannot be explained by

something other than biological predisposition...
The experimental procedure was designed to test the hypothesis that the chair will be able to support the weight of the subject.

The subject was seated on the chair and the load was gradually increased until the chair failed. The load at which the chair failed was recorded as the maximum load support capacity of the chair.

The results showed that the chair was able to support a maximum load of 250 kg. The chair was designed to support loads up to 300 kg, so the failure was due to the load exceeding the design capacity of the chair. The chair was designed with a safety factor of 1.2, so it is expected to be able to support loads up to 375 kg.

The chair was designed with a combination of materials, including high-strength steel for the frame, polyurethane for the seat, and foam for the backrest. The materials were chosen for their strength and durability, as well as their ability to provide comfort.

The chair was tested for a variety of conditions, including static and dynamic loads, and was found to be able to handle all conditions. The chair was also tested for durability, and was found to be able to withstand repeated use without failing.

Overall, the chair was found to be a reliable and comfortable option for users who are looking for a high-capacity chair that can handle a wide range of conditions. The chair was designed to be easily adjustable, so users can customize it to their specific needs.

The chair was designed with input from a panel of experts, including engineers, designers, and testing specialists. The panel provided feedback on the design and helped to ensure that the chair met the needs of its intended users.

The chair was designed with a focus on safety, comfort, and durability. The chair was designed to be easy to use, and was tested extensively to ensure that it was able to handle the demands of everyday use.
Chapter summary

Foundations of Second Language Acquisition

and that all are needed to provide a deeper understanding of SLA.

We will consider the role and framework since 1966 to the next three

2.1 Perspectives and paradigms

2.2 Perspectives and paradigms
Acquisition of Second Language

The Linguistics of Second Language Acquisition

Chapter Preview

In this chapter, we survey several approaches to the study of second language acquisition. We begin with an overview of early linguistic approaches to L2 learning. We then turn to the current focus on the interaction of knowledge and skills which people must have to learn L2. With this in mind, we explore the nature of the mind and the nature of language, and with a characterization of the study of language, and with a survey of early linguistic approaches to L2 learning. We then turn to the current focus on the interaction of knowledge and skills which people must have to learn L2. With this in mind, we explore the nature of the mind and the nature of language, and with a survey of early linguistic approaches to L2 learning.
The impact of social factors on education.

The study of the role of social factors in the development of education is a complex and multifaceted topic. Social factors can significantly influence the educational outcomes of individuals, and understanding these factors is crucial for improving educational policies and practices. In this chapter, we will explore various social factors that impact education, including family background, cultural influences, and economic conditions. We will also discuss the ways in which these factors interact with each other and with educational systems to shape educational outcomes.

1. Family Background

Family background plays a significant role in shaping a child's educational outcomes. Children from higher-income families tend to have more access to educational resources and better opportunities for academic success. However, poverty can also have a significant impact on education, as children from low-income families may face barriers to accessing educational resources and may have less support at home.

2. Cultural Influences

Cultural influences also play a significant role in education. Cultural values and beliefs can shape attitudes towards education and can influence the way in which educational systems are designed and implemented. For example, some cultures may place a greater emphasis on traditional values and may be less accepting of new educational approaches.

3. Economic Conditions

Economic conditions are another important factor in education. Economic downturns can lead to cuts in educational funding, which can limit access to resources and opportunities for students. Conversely, strong economic growth may lead to increased investment in education, which can improve educational outcomes for all students.
The acquisition of C-V information extracts L1 and L2 and C-V in the center.

Robert LaDue (Ft. February, 1949-1999)

In the acquisition of C-V information extracts L1 and L2 and C-V in the center.

Robert LaDue (Ft. February, 1949-1999)

In the acquisition of C-V information extracts L1 and L2 and C-V in the center.

Robert LaDue (Ft. February, 1949-1999)
The impact of second language acquisition is a complex and multifaceted phenomenon. There are several factors that contribute to the process of second language acquisition, including the age of the learner, the linguistic and cultural background of the learner, and the quantity and quality of exposure to the target language. Research has shown that children who start learning a second language at an early age tend to acquire it more naturally and with greater proficiency than adults. However, even adult learners can achieve significant proficiency in a second language with the right kind of instruction and practice.

One of the most important factors in second language acquisition is the amount of input the learner receives. Input refers to the language that the learner is exposed to, whether it is spoken, written, or both. The quality and quantity of input can have a significant impact on the speed and effectiveness of language acquisition. For example, learners who are exposed to a large amount of high-quality input, such as immersion programs or conversations with native speakers, tend to acquire the language more quickly and with greater accuracy than learners who are exposed to less input.

Another important factor is the learner's motivation and attitudes towards the second language. Learners who are motivated and have a positive attitude towards the language are more likely to persist in their learning efforts, even in the face of challenges. Conversely, learners who lack motivation or have negative attitudes towards the language may struggle to make progress.

Finally, the role of social support and cultural immersion cannot be overlooked. Learners who are surrounded by a community that speaks the second language are more likely to become proficient in it. This is because they have opportunities to practice the language in real-world situations, to interact with native speakers, and to immerse themselves in the culture associated with the language.

In summary, second language acquisition is a complex process that is influenced by a variety of factors, including age, input, motivation, and social support. By understanding these factors, educators and language learners can work to optimize the conditions for second language acquisition and support the development of proficiency in a new language.
The origins of Second Language Acquisition

The process involves learning a specific language or skill in a specific context, which may be different from one's native language or skill. The process typically includes the following stages:

1. **Preparation for Learning**: This stage involves the acquisition of basic language skills, such as listening, speaking, reading, and writing. This stage is crucial for developing the foundation for further language learning.

2. **Exploration of the Language**: At this stage, learners begin to explore the language in more depth, learning grammar rules, vocabulary, and pronunciation. They may also start to engage in conversations with native speakers or other learners.

3. **Integration of Language Skills**: As learners become more proficient, they begin to integrate the different language skills, using them together to communicate effectively. This stage involves practicing and applying the language in different contexts.

4. **Advanced Language Skills**: At this stage, learners develop advanced language skills, such as critical thinking, problem-solving, and effective communication. They may also start to explore different aspects of the language, such as literature, history, and culture.

5. **Continued Learning and Improvement**: The process of learning a new language is ongoing, with learners continuously improving their skills and knowledge. This stage involves ongoing practice and experimentation with the language, as well as continued exploration of different aspects of the language.

The origins of Second Language Acquisition (SLA) are complex and involve a variety of factors, including the learner's motivation, the language being learned, and the context in which learning occurs. Understanding these factors can help learners and educators develop effective strategies for language learning, ensuring that learners achieve their goals and develop their language skills in the most efficient and effective way possible.
The benefits of second language acquisition.
Principles and Parameters

Principles of the minimalist program (1995)

The following is a brief overview of the principles and parameters of the minimalist program (1995). The program was developed to address the limitations of traditional generative grammar, which was considered too complex and not sufficiently general. The minimalist program aims to provide a simpler and more general framework for understanding the structure of language.

1. Economy: The program emphasizes simplicity and efficiency, seeking to minimize the number of rules and parameters needed to account for the observed phenomena of language.

2. Transparency: The program seeks to provide a transparent account of the phenomena of language, making it possible to understand how the rules of the language work and how they are applied.

3. Generativity: The program aims to provide a generative account of the structure of language, allowing for the generation of new sentences that are grammatically correct.

4. Universality: The program seeks to provide a universal account of the structure of language, applicable to all human languages.

The minimalist program has been influential in the field of linguistics and has led to the development of a number of related approaches, including the theory of Minimalist Grammar.
The benefits of Second Language Acquisition

The benefits of Second Language Acquisition

Systemic Linguistics

and Information Organization

Pragmatics and Function: How Do They Merge?

The processing of Second Language Acquisition (SLA) is a complex and multi-faceted process that involves the interaction of various cognitive and linguistic factors. In this context, the role of information organization plays a crucial role in facilitating the acquisition and use of a second language. Information organization refers to the way in which information is structured and represented in the mind. It involves the processes of encoding, storing, retrieving, and accessing information, and is closely related to the principles of cognitive psychology.

Effective information organization is essential for successful SLA, as it enables learners to efficiently process and utilize the acquired language. It is also important to note that the process of information organization is influenced by various factors, including the learner's cognitive abilities, prior knowledge, and cultural background. Therefore, effective instruction and support is necessary to facilitate the development of effective information organization skills in SLA learners.
null
The integration of second language acquisition

The acquisition of second language acquisition

The process of second language acquisition begins with the learner expressing an interest in learning a foreign language. This interest is often sparked by personal experiences or the desire to communicate with people from different cultures. The learner then begins to make deliberate efforts to learn the language, such as enrolling in language classes, using language learning apps, or immersing themselves in a linguistic environment.

During this process, the learner engages in a variety of activities that support language learning. These activities may include reading, writing, speaking, and listening exercises. The learner also receives feedback from language instructors, peers, or through self-assessment. This feedback helps the learner identify areas for improvement and makes adjustments to their learning strategies.

The ultimate goal of second language acquisition is to achieve proficiency in the target language. This proficiency can be assessed through standardized tests or informal evaluations by language instructors. Proficiency levels are typically categorized into different levels, ranging from beginner to advanced, depending on the learner's language skills.

In conclusion, the integration of second language acquisition is a complex process that involves both deliberate learning efforts and natural exposure to the language. Skilled language learners are able to leverage both strategies to achieve proficiency in a second language.
draws on some of the material from the input and uses it to construct his or her own language. This construction is permanently challenged - by the permanent influx of new input, on the one hand, and by various structural inadequacies, on the other. The extent to which the learner tackles these challenges, and the way in which it is done, depends on the particular learner and on the particular languages involved.

(1993:38-39)

All of the functional approaches discussed here basically agree on the following:

• what is being acquired in SLA is a system for conveying meaning,
• how language is acquired importantly involves creative learner involvement in communication, and
• understanding of SLA processes is impossible if they are isolated from circumstances of use.

However, for many who take a functional approach, concern with communicative meaning and context does not preclude belief in the existence of an innate (and possibly language-specific) faculty as an explanatory mechanism, nor does it rule out concern with addressing the "logical problem," that learners somehow know much more about language than can be accounted for by the input they receive.

**Chapter summary**

Ability to use a language requires a complex of knowledge and skills that is automatically available to everyone when they acquire L1 as a child. However, a comparable level is seldom achieved in L2, even if learners expend a great deal of time and effort on the learning task. Different linguistic approaches have explored the basic questions about SLA with either an internal or an external focus of attention. Views on what is being acquired range from underlying knowledge of highly abstract linguistic principles and constraints, to ability to structure and convey information in a second language; views on how SLA takes place differ in their emphasis on continued innate UG capacity for language learning or on requirements of communicative processing; views on why some learners are more or less successful range from factors which are largely internal to language and mind, to explanations which involve communicative need and opportunity. Purely linguistic approaches, though, have largely excluded psychological and social factors. To gain an in-depth, "stereoscopic" understanding of L2 acquisition, we unquestionably need to view the process through more than one lens. The still-fuzzy nature of the present picture reflects the need for more refined theoretical models and additional research.