Course: Second language acquisition (Wiedza o akwizycji i nauce języka)

Semester: 2.

Course type: lecture.

Number of classes per week: 1x90 minutes.

Course completion requirements: written examination.

In the academic year 2009/2010, this course is taught by dr Anna Ewert

Aims of the course:

• To provide understanding of how languages are acquired and how they are used by focusing on the linguistic, psychological and social aspects of language acquisition.
• To aid the students in their acquisition of English and subsequent languages by helping them to understand better the language learning process.
• To provide sound theoretical foundations for those who wish to follow the teaching career.

Content:

1. Introducing second language acquisition.

Subject matter and goals of SLA research; basic terms in SLA; the origins of SLA; contributing disciplines; the relationship between SLA and other disciplines; practical applications of SLA research; the relationship between SLA and linguistics; user-friendly linguistics; SLA and language pedagogy; levels of linguistic analysis.

2. SLA and related disciplines.

Bilingualism and multilingualism: problems with defining bilingualism; types of bilinguals; the relationship between bilingualism, SLA and related disciplines; advantages of bilingualism; code switching; language mode; the relationship between bilingualism and multilingualism; L2-L3 transfer; heritage language learners. First language acquisition: prelinguistic development, early syntactic development.

3. Historical foundations of SLA: Behaviorism.


4. The cognitive revolution.

view of language acquisition, LAD, hypothesis formation and testing. The Critical Period Hypothesis.

5. Error Analysis and interlanguage.

Error Analysis: theoretical foundations, differences between Contrastive Analysis and Error Analysis, significance of learners' errors, procedure for Error Analysis, errors and mistakes, types of errors, shortcomings of Error Analysis. Interlanguage: independent grammars assumption, learner systems, fossilization, characteristics of interlanguage, interlanguage processes, problems with the interlanguage perspective.

6. Morpheme order studies and the Monitor Model.

Morpheme order studies: theoretical background, the studies of Dulay & Burt (1974) and Bailey, Madden & Krashen (1974) - research hypotheses, methodology, results; conclusions from morpheme order research. The Monitor Model: the five hypotheses, critiques.

7. Revised perspectives on transfer.


8. Universal Grammar.

UG: the logical problem of language acquisition, the language faculty, principles and parameters, core and periphery, language acquisition in the UG model. SLA: principles and parameters in L2 learning, the poverty-of-the-stimulus argument in SLA, access to UG in L2 learning, the initial state in L2 acquisition. Cook's criticism of the UG model, multicompetence.

9. Information processing.


10. Brain and language.

11. Age in SLA.


**Basic textbooks:**