

# Agenda Session 2

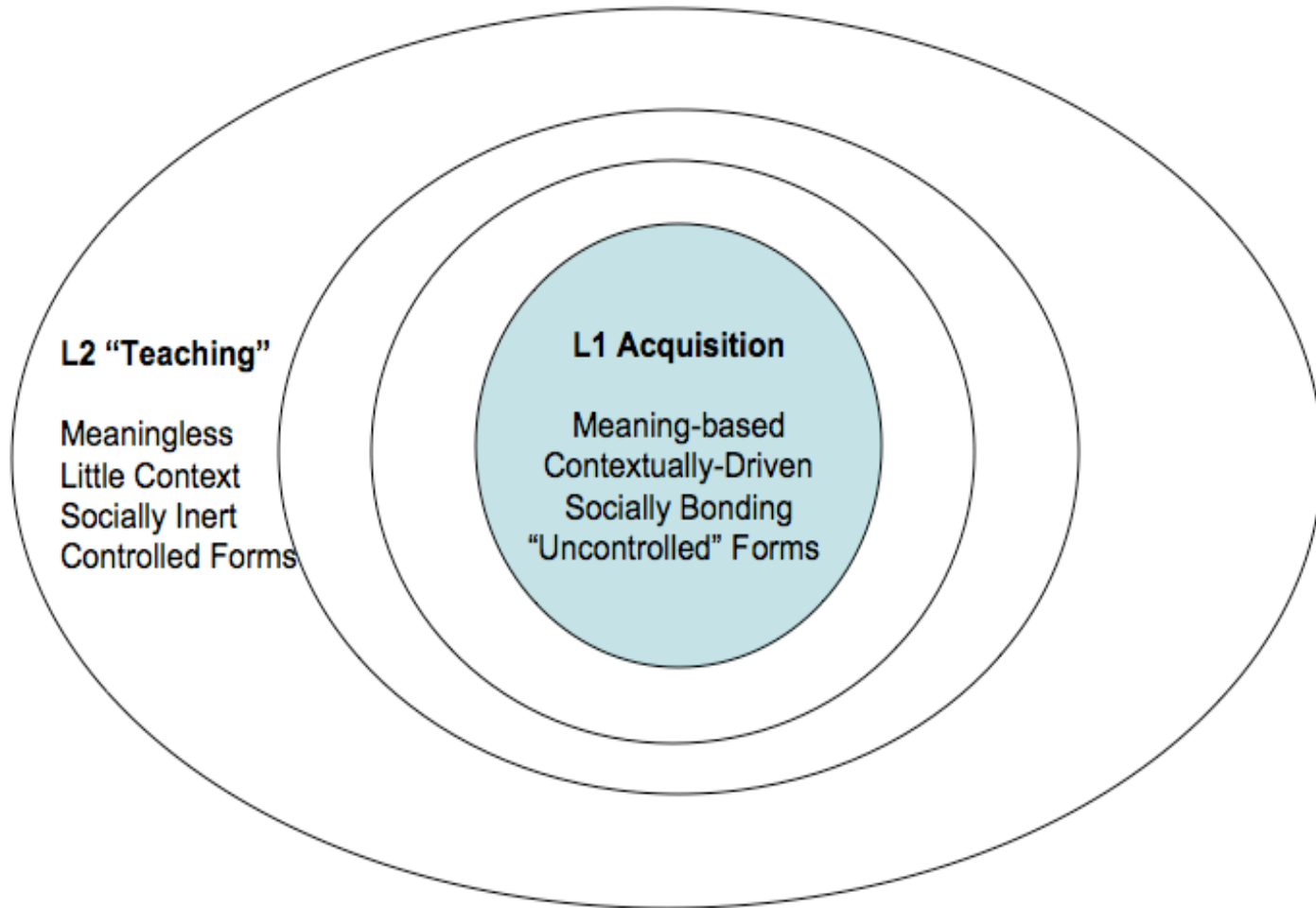
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- Assignment exploration, housekeeping (3-3:15)
- Catch-up - Program Models (3:15-3:30)
- Elements/Processes of language (3:30-3:45)
- Video (3:45-5)
- BREAK (10 min.)
- Activity: Yoda's Syntax (<http://www.yodaspeak.co.uk/>)*
- Morphology Word Game (5:10-5:30)*
- Tense Marking Video (5:30-5:45)
- Activity: Tense Marking (5:45-5:55)*
- Closure: + and ▲ (5:55-6:00 min.)



# Justifications

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# Subsystems of Language

Phonology: The system of sound.

Semantics: The system of meaning.

Morphology: The system of word formation.

Syntax: The system of sentence formation.

Pragmatics: The social system of language use.

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# The 4 Processes of L Teaching

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- Listening (Passive/Receptive)
- Speaking (Active/Productive)
- Reading (Passive/Receptive)
- Writing (Active/Productive)



# Relations among systems and processes

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<b>Subsystem or Element</b>	Phonology	Morphology	Syntax	Semantics	Pragmatics
Listening					
Speaking					
Reading					
Writing					



# Halliday's functions of language

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Instrumental	Language for the “work” of life, to satisfy needs and wants
Regulatory	Language for social control
Interactional	Language for the establishment of social relationships
Personal	Language to create a “self-text”
Imaginative	Language to express and fantasize
Heuristic	Language as a tool for learning about the world
Informative	Language for the conveyance of information.



# Children acquire syntax

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- **1. *Imitation with Reduction***
  - Child: More Scooby-doo snacks!
  - Adult: “No, you can’t have more Scooby-Doo Snacks”
  - Child: (with great emphasis): “CAN HAVE MORE SCOOPY-DOO SNACKS!”



# Children acquire syntax

## ■ 2. *Imitation with Expansion*

- Child: “Doggy run.”
- Adult: “Yes, the doggy is running after the ball.”

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# Children acquire syntax

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## ■ 3. *Induction of the Latent Structure*

- "I digged a hole" provides evidence that children make an active effort to discover the general rules for constructing morphological rules as well.
- The induction of the latent structure is by far the trickiest of the three. How do children seem to learn the "rules" so well that they "overuse" them?



# The Chomskyan Revolution

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- Universal Grammar (Principles and Parameters for human languages)
- Distinction between a surface and deep structure.
- The LAD
- Had little to say about teaching L2.



# A few practical teaching suggestions from the L1 acquisition research and theory

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- Silent Period: Input far more important than output, at least at the early stages.
- Rule learning cannot account for syntax, morphological control.
- Focus on content for both content and “language”
- Phonology will probably take care of itself.
- Error correction must be nuanced.
- Don't need to “control” for content, sounds, or syntactical form. Focus on meaning
- Whole object principle allows us to focus on objects as a key for language learning.
- Language learning/acquisition fundamentally different than other kinds of learning.
- We learn L2 most efficiently when we forget we are learning it at all.

