Agenda Session 2

- 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.)

Tuesday, January 12, 2010
Justifications

L2 “Teaching”
- Meaningless
- Little Context
- Socially Inert
- Controlled Forms

L1 Acquisition
- Meaning-based
- Contextually-Driven
- Socially Bonding
- “Uncontrolled” Forms
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.
The 4 Processes of Learning Teaching

- Listening (Passive/Receptive)
- Speaking (Active/Productive)
- Reading (Passive/Receptive)
- Writing (Active/Productive)
# Relations among systems and processes

<table>
<thead>
<tr>
<th>Subsystem or Element</th>
<th>Phonology</th>
<th>Morphology</th>
<th>Syntax</th>
<th>Semantics</th>
<th>Pragmatics</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
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<td>Speaking</td>
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## Halliday’s functions of language

<table>
<thead>
<tr>
<th>Instrumental</th>
<th>Language for the “work” of life, to satisfy needs and wants</th>
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<tbody>
<tr>
<td>Regulatory</td>
<td>Language for social control</td>
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<tr>
<td>Interactional</td>
<td>Language for the establishment of social relationships</td>
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<td>Personal</td>
<td>Language to create a “self-text”</td>
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<tr>
<td>Imaginative</td>
<td>Language to express and fantasize</td>
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<tr>
<td>Heuristic</td>
<td>Language as a tool for learning about the world</td>
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<tr>
<td>Informative</td>
<td>Language for the conveyance of information.</td>
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</table>
Children acquire syntax

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 SCOOBY-DOO SNACKS!”
Children acquire syntax

2. *Imitation with Expansion*

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

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

- 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

- 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.