

**53-512: Theories of Language Acquisition**

Time: Tuesday, 10:00-12:00

Room: Ü35-11041

Universität Hamburg

Yevheniia Hasai

yevheniia.hasai@uni-hamburg.de

Office: Ü35-07070

Office hour: Tuesday, 12-13

**53-512 Second and Third Language Acquisition**

[ENG-4, ENG-4a, ENG-10, ENG-11, AA7, AA9, LAA8, LAA11, ENGAGE-M01, ENGAGE-M02]

**Course Description:**

Without language, we would have to reinvent culture with every generation

This course is designed to provide an initial study of language acquisition by focusing on the sequence and process of typical communication development. Topics include theories of language development, the sequential acquisition of the major components of language, variables affecting language acquisition, second and third language acquisition, multilingualism, and teaching applications.

In order to successfully follow and complete the course it is necessary that you have taken and passed the module *Einführung in die Linguistik*.

**Extra Credit:** There are no extra credit assignments for this course. If you miss 3 or more classes, you may submit a make-up assignment. Please contact me when you have missed, or know you will miss, 3 or more classes.

**Course requirements:**

Regular attendance

Weekly reading assignments or completion of tasks

Active participation in class

Cooperation in building a learner corpus

Short oral report

A regular term paper

## Seminar: Theories of Language Acquisition

### Key facts:

- Language: English (in-class discussions, presentations, papers)
- Do not miss more than 2 sessions!
- Prepare for the seminar at home (read the texts in advance, do tasks, etc.)
- Obligatory course requirements:
  - o Short oral report
  - o Participation in building a learner corpus: transcription of texts produced by monolingual and bilingual learners of English
- Term Paper:
  - o B.A. students: empirical study
  - o M.A. students: extended/more comprehensive empirical study

### Reading recommendations (some useful references, to be extended throughout the seminar)

Bloom P. *How Children Learn the Meanings of Words*. Cambridge MA: The MIT Press, A Bradford book, 2002.

Cook, Vivian. *Second Language Learning and Language Teaching*. London, Hodder Education, 2008.

De Angelis, Gessica. *Third or Additional Language Acquisition*. Clevedon ; Buffalo, Multilingual Matters, 2007.

Fernández, Eva M, and Helen Smith Cairns. *The Fundamentals of Psycholinguistics*. Malden, Mass., Wiley-Blackwell, 2011.

Hartshorne, Joshua K., et al. "A Critical Period for Second Language Acquisition: Evidence from 2/3 Million English Speakers." *Cognition*, vol. 177, no. Vol. 177, Aug. 2018, pp. 263–277, [www.sciencedirect.com/science/article/pii/S0010027718300994](http://www.sciencedirect.com/science/article/pii/S0010027718300994), 10.1016/j.cognition.2018.04.007. Accessed 10 Mar. 2019.

Kortmann, B. 2005. *English Linguistics: Essentials*. Berlin: Cornelsen.

Owens Jr., Robert E. *Language Development: An Introduction* (8th Edition) (Allyn & Bacon Communication Sciences and Disorders).

Nicol, Janet L. *One Mind, Two Languages : Bilingual Language Processing*. Oxford, Blackwell Publishers, 2001.

Langacker R. *Foundations of Cognitive Grammar*. Vol. 1: Theoretical Prerequisites. Stanford (CA): Stanford University Press, 1987

Wei, L., & Moyer, M.G. (eds). 2010. *Research Methods in Bilingualism and Multilingualism*. Malden, USA: Blackwell Publishing.