

ENG511

Bilingualism and Second Language Acquisition

- 1. Bilingualism and Second Language Acquisitions**
 - **Bilingualism:** The ability to speak and understand two languages.
 - **Second Language Acquisition:** The process of learning a language other than your first (native) language.
- 2. Contexts of Childhood & Bilingualism**
 - Refers to how a child's environment, like family, school, and society, impacts learning two languages.
- 3. Bilingual First-Language Acquisitions**
 - When a child grows up learning two languages at the same time from birth.
- 4. Second Language Acquisitions**
 - Learning a new language after already knowing a first language, often during childhood or adulthood.
- 5. Metalinguistic Awareness**
 - Understanding how language works, such as recognizing grammar rules or wordplay.
- 6. Cognitive Control**
 - The brain's ability to focus, switch attention, and manage tasks—often enhanced in bilinguals.
- 7. Problem Solving and Creativity**
 - Bilingualism may improve these skills by encouraging flexible thinking and seeing problems from different perspectives.

The Linguistic Environment

- 1. Introduction to the Process of Language Acquisition**
 - How children naturally learn language by interacting with their surroundings.
- 2. Feral and Isolated Children**
 - Children raised without normal human contact often struggle with language development, highlighting the importance of social interaction.
- 3. The Critical Period Hypothesis**
 - Suggests there's a limited window (usually during childhood) to learn language effectively.
- 4. Critical Period Effects in Second Language Learning**
 - Learning a second language is harder after this critical period.
- 5. Motherese**

- Simplified, exaggerated speech adults use to talk to babies, which helps them learn language.
 - 6. **Some Characteristics of Adult Speech to Children**
 - Adults often use repetition, slower speech, and simple words to teach language.
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Cognitive Processes

1. **Cognitive Processes**
 - Mental activities like memory, attention, and problem-solving involved in learning.
 2. **Operating Principles**
 - Basic strategies children use to figure out language rules.
 3. **Sensorimotor Schemata**
 - How babies use their senses and movements to understand the world, laying a foundation for language.
 4. **Whole Object Bias and Taxonomic Bias**
 - Children assume words refer to whole objects (e.g., “dog” means the animal, not its tail) or categories of things.
 5. **Mutual Exclusivity Bias**
 - The idea that one object should only have one name.
 6. **Impairments of Language and Cognition**
 - Problems like developmental delays that affect language and thinking.
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Innate Mechanism

1. **The Language Bioprogram Hypothesis**
 - Suggests humans are born with an inbuilt ability to learn language.
 2. **The Language Bioprogram**
 - The set of universal rules humans might naturally follow when learning language.
 3. **Parameter Setting**
 - How children adjust their language learning based on the rules of the language they hear.
 4. **The Subset Principle**
 - Kids start with simple language rules and gradually expand them.
 5. **The Issues of Negative Evidence**
 - Children don't always get corrected when they make mistakes, yet they learn correct language.
 6. **Objections to Innate Mechanisms**
 - Critics argue language learning is shaped more by environment and experience than biology.
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Brain Mechanism and Language

1. **Broca's Aphasia**
 - A condition where people struggle to form sentences but can understand others.
 2. **Wernicke's and Conduction Aphasia**
 - **Wernicke's:** Difficulty understanding language but fluent speech.
 - **Conduction:** Trouble repeating what's heard.
 3. **Other Aphasias**
 - Other brain injuries causing language issues.
 4. **Geschwind's Models of Language Processing**
 - A theory explaining how the brain processes language.
 5. **Experimental Studies of Aphasia**
 - Research exploring how brain damage affects language.
 6. **Implications for Understanding Normal Language Processing**
 - Studies of aphasia help us learn how the brain handles language normally.
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Lateralization of Language Processes

1. **Split-Brain Research**
 - Studies on people with separated brain hemispheres to understand language roles.
 2. **Lateralization in Normal Brains**
 - How different brain sides specialize, with the left often managing language.
 3. **Contributions of the Right Hemisphere**
 - Helps with tone, emotion, and context in language.
 4. **Aphasia in Children and Hemispherectomy Studies**
 - How brain damage or surgery in children impacts language.
 5. **Behavioral and Psychological Studies**
 - Exploring how brain function relates to language.
 6. **Development of Lateralization & Lateralization in Other Species**
 - When and how language abilities are divided in the brain during development and whether animals show similar traits.
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Evolution of Language

1. **Communication in Present-Day Primates**
 - Studying monkeys and apes to understand how human language evolved.
2. **Teaching Language to Nonhuman Primates**
 - Experiments like teaching sign language to chimps.
3. **The Continuity Debate**
 - Whether human language evolved gradually or appeared suddenly.
4. **Gesture and Speech as Evolutionary Sequences**
 - The idea that gestures may have led to spoken language.

5. **Brain Size and Social Behavior as Evolutionary Sequences**
 - How bigger brains and social groups shaped language evolution.
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Language, Culture, and Cognition

1. **The Whorf Hypothesis**
 - Suggests language shapes how we think and see the world.
 2. **Linguistic Determination and Relativity**
 - **Determination:** Language controls thought.
 - **Relativity:** Language influences thought.
 3. **Examples and Criticism of Whorf Hypothesis**
 - Studies on how words for colors or objects vary by language, and debates about its accuracy.
 4. **Sapir-Whorf Hypothesis**
 - Expands on the Whorf idea but acknowledges limitations.
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Theories on Culture and Language

1. **Speech and Thought Theories**
 - Some argue speech or language is needed for thought, while others say thought is independent.
 2. **Best Theory: Thought is Independent of Language**
 - Suggests we can think without words, though language helps refine thoughts.
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Lexical Influences on Cognition

1. **Testing the Whorf Hypothesis**
 - Experiments on how language affects thinking, like recognizing colors or numbers.
 2. **Cross-Linguistic Studies**
 - Comparing how people from different languages think differently.
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Grammatical Influences on Cognition

1. **Grammatical Influences on Cognition: Studies of Subjunctive**
 - How grammar (like the subjunctive mood used for hypothetical or "what if" situations) shapes how we think and process information.
2. **The Development of Subjunctive and Complex-Syntactic**

- How children learn to understand and use complex grammar structures like "if I were..." over time.
- 3. **Grammatical Marking of Form**
 - How languages signal tense, aspect, or mood (e.g., "jumped" vs. "jumping").
- 4. **Grammatical Marking of Objects and Substances**
 - How languages differentiate between countable objects (e.g., "a chair") and uncountable substances (e.g., "water").
- 5. **Grammatical Marking of Gender**
 - How some languages assign gender to nouns (e.g., Spanish: *el libro* vs. *la mesa*) and its influence on thought.
- 6. **Final Observations**
 - Concludes how grammar impacts cognition, especially in shaping how we perceive the world.

Neurolinguistics and Disorders

1. **Disorder of Syntax**
 - Problems understanding or producing proper sentence structures due to brain damage or developmental issues.
2. **Aphasia to Neurolinguistics**
 - How studies of aphasia (language impairment) contribute to understanding brain-language relationships.
3. **Reading and Writing Disorders**
 - Problems like dyslexia that affect reading or writing.
4. **Phonological and Surface Dyslexia**
 - **Phonological Dyslexia:** Difficulty sounding out words.
 - **Surface Dyslexia:** Difficulty recognizing whole words despite knowing phonetics.
5. **Dyslexia**
 - A learning difficulty affecting reading and spelling.
6. **Deep Dyslexia**
 - A severe form where individuals misread words, replacing them with related terms (e.g., reading "dog" as "cat").

First Language Acquisition

1. **Theories of First Language Acquisition**
 - Ideas about how babies learn their first language, like imitation, interaction, or innate grammar rules.
2. **Challenges of Approaches to First Language Acquisition**
 - The debate over whether language learning depends more on biology (nature) or environment (nurture).

3. **Issues in First Language Acquisition**

- Topics like systematic patterns, variability, and the influence of practice and social interaction on learning.

4. **Insights Applied to Language Teaching**

- How understanding first-language learning helps improve second-language teaching.
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Age and Acquisition

1. **Children vs. Adults in Second-Language Learning**

- Comparing how children and adults differ in learning another language, including their brain development and social factors.

2. **Neurobiological Considerations and Hemispheric Lateralization**

- Brain development and how each hemisphere specializes in language.

3. **Interference Between First and Second Languages**

- When knowledge of a first language causes errors in learning a second language.

4. **Order of Acquisition**

- The predictable sequence in which children or adults learn language structures.
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Language, Learning, and Teaching

1. **Second Language Acquisition: Learner Characteristics**

- Factors like age, motivation, and learning style that affect language learning success.

2. **Schools of Thought in Second Language Acquisition**

- Different theories about how second languages are best learned, from imitation to interactive approaches.

3. **Language Teaching in the Twentieth Century**

- Major developments in teaching methods, like communicative or task-based learning.
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Learning Style

1. **Field Independence**

- A learning style where individuals prefer working independently and focusing on details.

2. **Ambiguity Tolerance, Reflectivity, and Impulsivity**

- Traits affecting how students handle uncertainty and approach tasks.

3. **Visual, Auditory, and Kinesthetic Styles**

- How students prefer to learn through seeing, hearing, or doing.

Learning Strategies

1. **Autonomy, Awareness, and Action Strategies**
 - Teaching students to take control of their own learning through planning and reflecting.
2. **Communication Strategies**
 - Techniques like guessing or rephrasing to overcome language gaps during conversations.
3. **Avoidance Strategies**
 - Skipping difficult words or topics to avoid mistakes.
4. **Compensatory Strategies**
 - Using synonyms, gestures, or context clues to fill in language gaps.

Strategies-Based Instruction (SBI)

1. **Identifying Learners' Styles and Strategies**
 - Understanding how individual students learn best and adapting teaching methods.
2. **Incorporating SBI into the Classroom**
 - Integrating learning strategies into lessons to help students learn effectively.

Affective Factors in Second Language Acquisition

1. **Self-Esteem**
 - How confidence impacts learning success.
2. **Willingness to Communicate**
 - A student's readiness to use the language.
3. **Risk-Taking and Inhibition**
 - Willingness to make mistakes versus fear of embarrassment.
4. **Anxiety and Empathy**
 - The impact of stress and understanding others' feelings on language learning.
5. **Extroversion**
 - How being outgoing can help learners practice more.

Motivation

1. **Theories of Motivation**
 - Ideas about why people work toward goals, like learning a language. Examples include Maslow's hierarchy of needs or self-determination theory.
2. **Instrumental and Integrative Orientations**
 - **Instrumental:** Learning a language for practical reasons (e.g., job, travel).

- **Integrative:** Learning to connect with a culture or community.
 - 3. **Intrinsic and Extrinsic Motivation**
 - **Intrinsic:** Learning because it's enjoyable or interesting.
 - **Extrinsic:** Learning for external rewards like grades or a better job.
 - 4. **The Neurobiology of Affect**
 - How emotions and brain processes influence motivation and learning.
 - 5. **Personality Types and Language Acquisition**
 - Traits like extroversion, openness, or conscientiousness affecting language learning success.
 - 6. **Measuring Affective Factors**
 - Tools and methods to assess emotions, motivation, and attitudes in learners.
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Sociocultural Factors

1. **Culture: Definitions and Theories**
 - Understanding culture as shared beliefs, practices, and values, and theories about how it shapes behavior.
 2. **Stereotypes or Generalizations**
 - Simplified ideas about groups that can influence interactions positively or negatively.
 3. **Second Culture Acquisition & Social Distance**
 - Adapting to a new culture and how social gaps between groups affect language learning.
 4. **Teaching Intercultural Competence**
 - Helping learners navigate cultural differences and communicate effectively across cultures.
 5. **Language Policy, Language Politics, and World English**
 - How governments and societies decide on language use and the role of English globally.
 6. **ESL and EFL**
 - **ESL (English as a Second Language):** Learning English in an English-speaking country.
 - **EFL (English as a Foreign Language):** Learning English in a non-English-speaking country.
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New Directions

1. **New Directions in Language Learning Psychology**
 - Exploring innovative ideas about how the mind learns languages.
2. **Mirror Neurons and Language**
 - Brain cells that help us imitate actions and may play a role in language learning.
3. **Intentionality and Complex Systems Theory**

- Viewing language learning as a dynamic, interconnected process influenced by goals and environments.
 - 4. **Neurolinguistics Computational Models**
 - Using computer models to study how the brain processes language.
 - 5. **New Challenges in Psycholinguistics**
 - Topics like how people interact and align their communication styles in conversations.
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Psycholinguistics in Applied Linguistics

1. **Relating Psycholinguistics and Applied Linguistics**
 - Using knowledge about how people process language to improve language teaching.
 2. **Key Issues in Multilingual Processing**
 - How the brain handles multiple languages, such as switching or mixing them.
 3. **Language Choice in Production and Perception**
 - Deciding which language to use when speaking or understanding.
 4. **The Language Mode**
 - Being in a "monolingual" or "bilingual" mindset depending on the context.
 5. **Future Developments**
 - Research needed for testing and understanding how people process language.
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Teaching Psycholinguistics

1. **Writing Systems and Speech**
 - Exploring how different writing systems relate to spoken language.
2. **The Study of Writing: Definitions and Classifications**
 - Categorizing writing systems (e.g., alphabetic, logographic).
3. **The Whole-Word vs. Phonics/Decoding Controversy**
 - Debate on teaching reading through recognizing whole words or focusing on phonics (sounds of letters).
4. **Whole Language Instruction vs. Phonics Instruction**
 - Comparing teaching methods that emphasize natural reading vs. structured phonics.
5. **A Universal Four-Phase Reading Program**
 - A step-by-step method for teaching children to read.
6. **The Advantages of Early Reading for Preschool Children**
 - Benefits of starting to read early, like better language and cognitive skills.