

**24.900: Introduction to Linguistics**  
**Wednesday, May 11, 2005**

- Final Exam: May 19, 2005, 1:30-4:30pm.
- If you have any questions about any aspect of the class, please see me or one of the TAs.
- Review sheet for the class is posted on the MIT server if you have misplaced yours.

**I. What about L2, L3, .....Ln acquisition? What about the simultaneous acquisition of two or more languages?**

a. Do the Chomskyan arguments for L1 acquisition hold for L2 acquisition?

b. Key concepts:

- structuralism
- behaviorism
- Contrastive analysis
- Creative Construction
- domain specific language faculty
  - evidence to support the hypothesis
- negative evidence
- role of experience
- initial state
- final state

c. Historical review of the field of L2 acquisition

d. Minimal requirements for a theory of L2 acquisition

e. Strong Continuity Hypothesis/Full Access Model versus Weak Continuity Model/Partial Access

f. Strong hypothesis that L2 learning like L1 learning follows from a theory of UG. Differences do not follow from "lack of access" to a UG.

**II. Critical Period**

a. at least two types of critical periods

- for the acquisition of a first language (Genie; Kegl)
  - for acquisition of subsequent languages after a certain age or stage of human development
- b. History in biological science
    - animal examples
  - c. Penfield and Roberts
    - early aphasic studies
  - d. Revisionist accounts of early aphasic studies

### **III. Arguments for L1=L2**

- a. Challenges to the assumption that an L2 learner's first hypothesis is that the  $L2_{\text{grammar}}$  is identical to the  $L1_{\text{grammar}}$
- b. L2 acquisition cannot be explained in terms of analogy or other such "learning" strategies
- c. Challenge to "Flabby UG proposals", "Partial UG via the L1" etc