

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term of 2022-23

Course code and title

LING5103A Foundations in Language Acquisition 語言獲得基礎

Instructor and Teaching Assistant

Instructor: Dr. Margaret Lei

Teaching Assistant: Ms. Zhixian Huang

Lecture time and venue

Thursdays, 6:30pm-8:15pm; LT2, Lee Shau Kee Building (LSK)

Tutorial time and venue

Thursdays, 8:30pm-9:15pm; LT2, Lee Shau Kee Building (LSK)

Course overview

This course introduces students to major themes in language acquisition research: language as a species-specific property, the biological foundations of language acquisition, the nature and role of linguistic experience, and issues of language learnability. It highlights the major milestones in children's acquisition of semantics, syntax, morphology, and phonology. Attention will be devoted to language acquisition in different contexts, covering monolingual and bilingual first as well as second language acquisition. The course will discuss the characteristics of nativist and usage-based approaches to the study of language acquisition, and key methods used in language acquisition studies. Special reference will be made to the acquisition of Chinese (Mandarin and Cantonese).

Learning outcomes

Students are expected to achieve the following learning outcomes:

- (a) An awareness of the roles of biological factors as well as input in language acquisition;
- (b) A basic understanding of the key concepts in children's acquisition of semantics, syntax, morphology, and phonology;
- (c) An appreciation of the complexity of language acquisition in different contexts;
- (d) A basic grasp of the methods used in language acquisition studies, and how they are used to address specific issues of language acquisition.

List of topics

Topic	Contents/fundamental concepts
Module 1: Fundamental concepts of language acquisition	
1A Introduction to language acquisition	<ul style="list-style-type: none">■ Different types of language acquisition: monolingual and bilingual first language acquisition, second vs. heritage language acquisition, and atypical language development■ The logical problem of language acquisition
1B Biological foundations of language acquisition	<ul style="list-style-type: none">■ Human language versus other animal communication systems; unique features of human language■ The critical period hypothesis
1C The nature and role of linguistic experience in language acquisition	<ul style="list-style-type: none">■ Child-directed speech and recast■ Positive and negative evidence
<hr/> Module 2: Major milestones in child language acquisition	
2A Phonological development	<ul style="list-style-type: none">■ Infant speech perception and vocalization; word segmentation; phonological characteristics and rules in child language
2B Lexical and semantic development	<ul style="list-style-type: none">■ The Gavagai problem; lexical/vocabulary spurt; innate biases for learning the meanings of words; overextension and underextension
2C Syntactic development	<ul style="list-style-type: none">■ Stages of language development; the onset of functional and lexical categories in grammatical development; the acquisition of word order, negation and questions
2D Morphological development	<ul style="list-style-type: none">■ The acquisition of regular morphological rules; knowledge of the constraints on word formation; overregularization

Module 3: Methods of studying language acquisition

- 3A** Methods for examining naturalistic language production
 - Collecting and analyzing naturalistic data
 - 3B** Methods for examining elicited language production
 - Experimental methods for eliciting language production
 - 3C** Methods for examining language comprehension
 - Nonverbal methods for studying infants and young toddlers; experimental methods for testing language comprehension
-

Module 4: Approaches to the study of language acquisition

- 4A** The nativist approach to language acquisition
 - Universal Grammar; innate knowledge of language; the poverty of stimulus arguments
 - 4B** The usage-based approach to language acquisition
 - Verb island hypothesis; item-based constructions
-

Learning activities

Lecture		Interactive tutorial		Assigned readings		Writing assignments		Web discussions		Quiz & Exam		Research report	
(hr)		(hr)		(hr)		(hr)		(hr)		(hr)		(hr)	
in	out class	in	out class	in	out class	in	out class	in	out class	in	out class	in	out class
26	0	12	0	0	60	0	20	0	3	4	0	6	30
M	NA	M	NA	NA	M & O	NA	M	NA	O	M	NA	M	M

M: Mandatory activity in the course

O: Optional activity

NA: Not applicable

Assessment scheme

Task nature	Weight
Short assignments <ul style="list-style-type: none"> ➢ A total of 4; in the format of multiple-choice and short-answer questions 	25%
Individual research report <ul style="list-style-type: none"> ➢ Linguistic analysis of naturalistic child speech 	15%
Mid-term quiz	15%
Final examination	35%
In-class mini-exercises	10%

Note: In view of the social distancing measures and travel restrictions imposed due to the COVID-19 pandemic, lectures, the quiz and the exam may be conducted online.

Grade descriptors for assessment

Grade	Overall course
A	Outstanding performance on all learning outcomes, as reflected in excellent performance in class participation, tutorial answers, quizzes, written assignments and the term project, indicating a clear grasp of key concepts, dedicated efforts spent on readings and assignments, seriousness of purpose, intellectual curiosity and a desire to try out new ideas.
A-	Generally outstanding performance on all (or almost all) learning outcomes, as reflected in excellent performance in class participation, tutorial answers, quizzes, written assignments and the term project, indicating a clear grasp of key concepts, dedicated efforts spent on readings and assignments, and seriousness of purpose.
B	Overall substantial performance on learning outcomes, as reflected in good performance in class participation, tutorial answers, quizzes, written assignments and the term project, indicating an adequate grasp of key concepts, serious efforts devoted to readings and assignments, and a general interest in academic study.
C	Satisfactory performance on the majority of learning outcomes, as reflected in an average performance in class participation, tutorial answers, quizzes, written assignments and the term project, indicating a basic grasp of key concepts and basic efforts in completing required readings and assignments.
D	Barely satisfactory performance on a number of learning outcomes, as reflected in low level of class participation, a small amount of effort in returning tutorial answers, poor performance on quizzes, written assignments and the term project, indicating a poor grasp of key concepts, and lack of application in readings and assignments.
F	Unsatisfactory performance on many learning outcomes, as reflected in low level of class participation, little effort in returning tutorial answers, poor performance on quizzes, written assignments and the term project, indicating a failure to understand key concepts, and no evidence for genuine effort in completing readings and assignments.

Recommended learning resources

Reading List on CUHK Library

<https://bit.ly/3P78XUR>



A. Textbook

Becker, Misha, and Kamil Ud Deen. 2020. *Language Acquisition and Development: A Generative Introduction*. Cambridge, Massachusetts: The MIT Press.

[eBook](#) [Hardcopy on UL reserve: P118 .B423 2020]

B. Supplementary texts

[S01] Blume, María, and Barbara Lust. 2017. *Research Methods in Language Acquisition: Principles, Procedures, and Practices*. Washington, DC; Boston: American Psychological Association and Walter de Gruyter.

[eBook](#) [Hardcopy on UL reserve: P118.15 .B58 2017]

[S02] Lightbown, Patsy M., and Mina Spada. 2013. *How Languages are Learned*. Fourth ed. Oxford: Oxford University Press.

[Hardcopy on UL reserve: P118.2 .L54 2013]

[S03] O'Grady, William D. 2005. *How Children Learn Language*. Cambridge, UK; New York: Cambridge University Press.

[eBook](#) [Hardcopy on UL reserve: P118 .O268 2005]

C. Other recommended texts on first and second language acquisition

Clark, Eve V. 2016. *First Language Acquisition*. Third ed. Cambridge: Cambridge University Press.

[eBook](#) [Hardcopy on UL reserve: P118 .C547 2016]

Clark, Eve V. 2017. *Language in Children*. Milton Park, Abingdon, Oxon: Routledge.

[eBook](#) [Hardcopy on UL reserve: P118.3 .C53 2017]

Guasti, Maria Teresa. 2016. *Language Acquisition: The Growth of Grammar*. Second ed. Cambridge, MA: The MIT Press.

[eBook](#) [Hardcopy on UL reserve: P118 .G83 2016]

Gass, Susan M. with Jennifer Behney and Luke Plonsky. 2020. *Second Language Acquisition: An Introductory Course*. Fifth ed. New York: Routledge.

[eBook](#) [Hardcopy on UL reserve: P118.2 .G37 2020]

Hoff, Erika. 2014. *Language Development*. Fifth ed. Belmont, CA: Wadsworth, Cengage Learning.

[eBook](#) [Hardcopy on UL reserve: P118 .H64 2014]

Lust, Barbara. 2006. *Child Language: Acquisition and Growth*. Cambridge; New York: Cambridge University Press.

[eBook](#) [Hardcopy on UL reserve: P118 .L87 2006]

Paradis, Johanne, Fred Genesee, and Martha B. Crago. 2021. *Dual Language Development and Disorders: A Handbook on Bilingualism and Second Language Learning*. Third ed. Baltimore; London; Sydney: Paul H. Brookes Publishing.

[eBook](#) [Hardcopy on UL reserve: P115.2 .G458 2021]

Saville-Troike, Muriel. 2017. *Introducing Second Language Acquisition*. Third ed. Cambridge: Cambridge University Press.

[eBook](#) [Hardcopy on UL reserve: P118.2 .S28 2012 (Second ed.)]

Saxton, Matthew. 2017. *Child Language: Acquisition and Development*. Second ed. London; Los Angeles: SAGE Publications.

[eBook](#) [Hardcopy on UL reserve: P118 .S38 2017]

Pence Turnbull, Khara L., and Laura M. Justice. 2017. *Language Development from Theory to Practice*. Third. Upper Saddle River, N.J.: Pearson.
[Hardcopy on UL reserve: P118 .P396 2012 (Second ed.); P118 .P396 2015 (Third ed.)]

Yip, Virginia, and Stephen Matthews. 2007. *The Bilingual Child: Early Development and Language Contact*. Cambridge, UK; New York: Cambridge University Press.
[eBook](#) [Hardcopy on UL reserve: P115.2 .Y55 2007]

D. Handbooks and encyclopedias on language and language acquisition

Bavin, Edith Laura, and Letitia R. Naigles. 2015. *The Cambridge Handbook of Child Language*. Second ed. Cambridge: Cambridge University Press.
[eBook](#) [Hardcopy on UL reserve: P118 .C36 2009 (First ed.)]

Brooks, Patricia J., Vera Kempe, Patricia J. Brooks, and Vera Kempe. 2014. *Encyclopedia of Language Development*. Edited by Patricia Brooks and Vera Kempe. California: SAGE Publications.
[eBook](#)

Crystal, David. 2010. *The Cambridge Encyclopedia of Language*. 3rd ed. Cambridge; New York: Cambridge University Press.
[Hardcopy on UL reserve: P29 .C72 2010]

de Villiers, Jill G., and Thomas Roeper. 2011. *Handbook of Generative Approaches to Language Acquisition*. Dordrecht; New York: Springer.
[eBook](#) [Hardcopy on UL reserve: P118 .H3486 2011]

Doughty, Catherine, and Michael H. Long. 2005. *The Handbook of Second Language Acquisition*. Malden, MA: Blackwell Publishing.
[eBook](#) [Hardcopy on UL reserve: P118.2 .H363 2003]

Herschensohn, Julia, and Martha Young-Scholten. 2013. *The Cambridge Handbook of Second Language Acquisition*. Cambridge: Cambridge University Press.
[eBook](#) [Hardcopy on UL reserve: P118.2 .C356 2013]

Hoff, Erika, and Marilyn Shatz. 2007. *Blackwell Handbook of Language Development*. Malden, MA; Oxford: Blackwell Publishing.
[eBook](#) [Hardcopy on UL reserve: P118 .B583 2007]

Lidz, Jeffrey, William Snyder, and Joe Pater. 2016. *The Oxford Handbook of Developmental Linguistics*. Oxford: Oxford University Press.
[Hardcopy on UL reserve: P118 .O84 2016]

Schwartz, Richard G. 2017. *Handbook of Child Language Disorders*. Second ed. New York: Routledge.
[eBook](#) [Hardcopy on UL reserve: WL340.2 .H25 2017]

Sybesma, Rint. ed. 2015. *Encyclopedia of Chinese Language and Linguistics [Electronic Resource]*. Leiden: Brill.
[eBook](#) [Hardcopy at NA library: PL1031 .E53 2017]

E. References on methods in language acquisition research

- Blom, Elma, and Sharon Unsworth. 2010. *Experimental Methods in Language Acquisition Research*. Philadelphia; Amsterdam: John Benjamins Publishing.
[eBook] [Hardcopy on UL reserve: P118 .E87 2010]
- Crain, Stephen, and Rosalind Thornton. 1998. *Investigations in Universal Grammar: A Guide to Experiments on the Acquisition of Syntax and Semantics*. Cambridge, MA: MIT Press.
[eBook] [Hardcopy on UL reserve: P118.15 .C73 1998]
- Hoff, Erika, ed. 2012. *Research Methods in Child Language: A Practical Guide*. Malden, MA; Chichester, West Sussex: Wiley-Blackwell.
[eBook] [Hardcopy on UL reserve: P118.3 .R47 2012]
- Mackey, Alison, and Susan M. Gass. 2012. *Research Methods in Second Language Acquisition: A Practical Guide*. Chichester, West Sussex, UK; Malden, MA: Wiley-Blackwell.
[eBook] [Hardcopy on UL reserve: P118.2 .R473 2012]
- Menn, Lise, and Nan Bernstein Ratner. 2000. *Methods for Studying Language Production*. Mahwah, N.J.; London: Lawrence Erlbaum Associates.
[eBook] [Hardcopy on UL reserve: P118 .M47 2000]
- McDaniel, Dana, Cecile McKee, and Helen Smith Cairns, eds. 1996. *Methods for Assessing Children's Syntax*. Cambridge, MA: MIT Press.
[eBook] [Hardcopy on UL reserve: P118.15 .M48 1996]

F. Journals on language acquisition

Bilingualism, Language and Cognition

Child Development

Cognition

Developmental Psychology

First Language

Frontiers in Psychology

Journal of Child Language

Journal of Psycholinguistic Research

Language Acquisition

Language Learning

Language Learning and Development

Linguistic Approaches to Bilingualism

Second Language Research

Second Language Research

G. Corpora on child language

Child Language Data Exchange System (CHILDES)

<https://childes.talkbank.org>

The Hong Kong Cantonese Child Language Corpus (CANCORP)

<http://www.arts.cuhk.edu.hk/~lal/corpora.html#CANCORP>

Feedback for evaluation

A mid-term course evaluation and an end-of-term course evaluation will be conducted. Students are welcome to give feedback to the course teacher at any time in person or through emails.

Course schedule

Week	Date	Topic	Readings
Module 1: Fundamental concepts of language acquisition			
1	Sept 8 (Thur)	[1A] Introduction to language acquisition	<p>[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Chapter 1 “Introduction: What is Language Acquisition?” (p. 3-13) and Chapter 9 (Sections 9.1-9.3) “Acquisition of More than One Language” (p. 265-277).</p> <p>[Supplementary text S02] Lightbown, Patsy M., and Nina Spada. 2013. Chapter 1 “Language Learning in Early Childhood” (Section 1.2: First Language Acquisition & Section 1.5: Childhood Bilingualism) (p. 5-14 & 30-33).</p>
2	Sept 15 (Thur)	[1B] The biological foundations of language acquisition Tutorial #1	<p>[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Chapter 8 “Language Acquisition under Nontypical Circumstances” (p. 225-264).</p> <p>[Extended reading] Crain, Stephen, Loes Koring, and Rosalind Thornton. 2017. “Language Acquisition from a Biolinguistic Perspective.” <i>Neuroscience and Biobehavioral Reviews</i> 81: 120-127 (Sections 1-2).</p>
3	Sept 22 (Thur)	[1C] The nature and role of linguistic experience in language acquisition Tutorial #2	<p>[Supplementary textbook S03] O’Grady, William. 2005. Chapter 7 (Sections 7.1-7.3) “How Do They Do It?” (p. 164-179).</p> <p>[Extended reading] Yang, Charles. 2013. Who’s Afraid of George Kingsley Zipf? Or: Do Children and Chimps Have Language? <i>Significance</i> 10(6): 29-34.</p>
Module 2: Major milestones in child language acquisition (Part I)			
4	Sept 29 (Thur)	[2A] Phonological development Tutorial #3	<p>[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Chapter 3 “Early Speech Perception” (p. 55-78) and Chapter 4 “Speech Production and Phonological Development” (p. 79-102).</p> <p>[Extended reading] Tsao, Feng-Ming. 2017. Perceptual Improvement of Lexical Tones in Infants: Effects of Tone Language Experience. <i>Frontiers in Psychology</i> 8(558): 1-14.</p>

5	Oct 6 (Thur)	[2B] Lexical and semantic development Tutorial #4	[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Chapter 5 “Word Learning” (p. 105-133). [Extended reading] Tardif, Twila, Susan A. Gelman, and Fan Xu. 1999. Putting the “Noun Bias” in Context: A Comparison of English and Mandarin. <i>Child Development</i> 70(3): 620-635.
---	-----------------	--	--

Module 3: Methods of studying language acquisition (Part I)

6	Oct 13 (Thur)	[3A] Methods for examining naturalistic language production Tutorial #5	[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Appendix B – Module 1 “Naturalistic Data” (p. 293-296). [Supplementary text S01] Blume, María, and Barbara Lust. 2017. Chapter 4 - “Studying Language Acquisition Through Collecting Speech” (p. 71-84).
---	------------------	--	---

Module 2: Major milestones in child language acquisition (Part II)

7	Oct 20 (Thur)	[2C] Syntactic development I Tutorial #6	[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Chapter 7 (Sections 7.1-7.2 “Syntactic Development” (p. 167-189). [Extended reading] Su, Yi-Ching. 2015. “Acquisition of Syntax, L1, Overview.” In <i>Encyclopedia of Chinese Language and Linguistics</i> , edited by Rint Sybesma. Leiden: Brill.
---	------------------	---	--

8	Oct 27 (Thur)	[2C] Syntactic development II Pop-up session #1	[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Chapter 7 (Sections 7.3-7.8) “Syntactic Development” (p. 190-222). [Extended reading] Yip, Virginia and Stephen Matthews. 2007. Chapter 4 “Wh-interrogatives: To Move or Not to Move?” In <i>The Bilingual Child: Early Development and Language Contact</i> , 87-132. Cambridge: Cambridge University Press.
---	------------------	--	--

9	Nov 3 (Thur)	Mid-term quiz	
---	-----------------	----------------------	--

10	Nov 10 (Thur)	[2D] Morphological development I <div style="border: 1px solid black; padding: 2px; display: inline-block;">Tutorial #7</div>	[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Chapter 6 (Sections 6.1-6.2) “The Acquisition of Morphology” (p. 135-145). [Extended reading] Lee, Thomas Hun-tak. 1996. “Theoretical Issues in Language Development and Chinese Child Language – Section 3 Acquisition of Syntax and Morphology” In <i>New Horizons in Chinese Linguistics</i> , eds. James C.T. Huang and Audrey Li, 302-317. Dordrecht: Kluwer.
----	------------------	--	---

11	Nov 17 (Thur)	[2D] Morphological development II <div style="border: 1px solid black; padding: 2px; display: inline-block;">Tutorial #8</div>	[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Chapter 6 (Sections 6.3-6.8) “The Acquisition of Morphology” (p. 145-163). [Extended reading] Paradis, Johanne. 2010. <i>Bilingual Children’s Acquisition of English Verb Morphology: Effects of Language Exposure, Structure Complexity, and Task Type</i> . <i>Language Learning</i> 60(3): 651-680.
----	------------------	---	---

Module 3: Methods of studying language acquisition (Part II)

12	Nov 24 (Thur)	[3B] Methods for examining elicited language production [3C] Methods for examining language comprehension <div style="border: 1px solid black; padding: 2px; display: inline-block;">Tutorial #9</div>	[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Appendix B – Module 2 “Production Data” (p. 296-300) and Appendix B – Module 3 “Comprehension Data” (p. 300-310). [Supplementary text S01] Blume, María, and Barbara Lust. 2017. Chapter 6 - “Experimental Tasks for Generating Language Production Data” (p. 119-136) and Chapter 7 - “Experimental Tasks for Generating Language Comprehension Data” (p. 137-154).
----	------------------	--	---

Research report due on Nov 27, Sun, 11:59pm

Module 4: Approaches to the study of language acquisition

13	Dec 1 (Thur)	[4A] The nativist approach to language acquisition [4B] The usage-based approach to language acquisition Pop-up session #2	[Textbook] Becker, Misha and Kamil Ud Deen. 2020. Chapter 2.1 “Universal Grammar” (p. 15-35), Chapter 2.3 “Modern Constructivist Approaches” (p. 39-45), Chapter 2.4 “How Does Constructivism Differ from the UG-Based Approach?” and Chapter 2.5 “Summary” (p. 45-48). [Extended reading] Yang, Charles. 2018. A Formalist Perspective on Language Acquisition. <i>Linguistic Approaches to Bilingualism</i> 8(6): 665-706. [Extended reading] Tomasello, Michael. 2015. “The Usage-based Theory of Language Acquisition.” In <i>The Cambridge Handbook of Child Language</i> , eds. Edith Laura Bavin and Letitia R. Naigles, 89-106. Second ed. Cambridge: Cambridge University Press.
----	-----------------	--	---

14 Dec 8
(Thur)

Final examination

Contact details for instructor and TA

Instructor

Name: Dr. Margaret Lei
Office location: Rm G29, Leung Kau Kui Building, CUHK
Telephone: [Office] 3943-7014; [Lab] 3943-1702
Email: margaret@cuhk.edu.hk
Office hours: By appointment

Teaching Assistant

Name: Ms. Zhixian Huang
Office location: Rm G16, Leung Kau Kui Building, CUHK
Telephone: 3943-7053
Email: zhixianhuang@cuhk.edu.hk
Office hours: By appointment

Details of course website

LING 5103A on Blackboard

<https://blackboard.cuhk.edu.hk/>

Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academic honesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.