## Course Description

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Issues in First Language Acquisition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>ENG 553</td>
</tr>
<tr>
<td>Course Type</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Level</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Year / Semester</td>
<td>3rd &amp; 4th year</td>
</tr>
<tr>
<td>Teacher’s Name</td>
<td>Kleanthes K. Grohmann</td>
</tr>
<tr>
<td>ECTS</td>
<td>7.5</td>
</tr>
<tr>
<td>Lectures / week</td>
<td>2</td>
</tr>
<tr>
<td>Laboratories / week</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Course Purpose and Objectives
This course introduces current developments in the linguistic study of language acquisition. It offers a general overview of Universal Grammar and the biolinguistic principles of language, and then proceeds to specific interests in the morphosyntax of first language acquisition, but also introduce bi- and multilingualism, issues in second language acquisition and learning, heritage language use, and language attrition.

### Learning Outcomes
Students will be able to assess language variation from the vantage point of the Principles & Parameters framework and its contemporary version with special reference to language development. They will also become familiar with basic notions of first language acquisition and advanced topics on language interfaces and processing along the way. The theoretical framework will help students appreciate the linguistic basis for much of the research over the past three decades.

### Prerequisites
| ENG 161 | Required | N/A |

### Course Content
- first sounds
- the lexicon in first language acquisition (L1A)
- verbal syntax in L1A
- nominal syntax in L1A
- A- and A'-movement in L1A
- Binding Theory in L1A
- quantification in L1A
- pragmatics in L1A
- language pathology
- bilingualism and early second language acquisition
### Teaching Methodology

This seminar is highly interactive. Teaching will involve the introduction of core theoretical concepts for each topic, followed by informed critical discussions of the empirical research studies presented in the book. Students will read the cited core references for each topic in order to contribute. They will also individually study more specialized research papers and present them in class. Each class will begin with a short recap of the previous topic and start further oral engagement with the issues.

### Bibliography


• selected readings and different articles for students’ in-class presentations and term papers

### Assessment

- 2 homework sets (take-home), 1 presentation (in-class), 1 final paper (take-home)

### Language

- English