



CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

Lesson 4: Language development 6.2 Biological explanation of language acquisition

Learning objective	Gain knowledge and understanding of language development
Lesson objectives	By the end of the lesson, learners will be able to • Describe Chomsky's biological explanation of language acquisition • Explain the Language Acquisition Device (LAD), universal grammar, and the critical period • Apply Chomsky's theory to novel scenarios
Vocabulary	Critical period: early stage in life when a person is especially ready for specific learning that may not occur again in later stages
Previous learning	Learners have studied key concepts in language development, including stages of language acquisition and the function of areas of the brain in language.

Plan

Activities		Resources
Beginning (5 mins)	Learners can complete the starter activity, discuss and vote on the statement about language acquisition.	
Middle (50 mins)	• Introduce the group activity. Split learners into groups of 3-4 and assign them into either Group A, B or C. Ask learners to complete their research and prepare a one-minute explanation to share with the rest of the class. • Learners can make notes on each explanation during the group presentations. Discuss any omissions or misunderstandings to ensure learners all have a complete set of notes. Encourage learners to complete the reflection task to consider their approach. • Share the grid with the translated sentences. Ask learners to identify the object, subject and verb. Discuss similarities and how this relates to universal grammar. Adapt activity to include languages your learners understand or speak.	

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End (5 mins)

Learners can complete the plenary activity checking their understanding of Chomsky's theory by rank ordering the concepts with justification.

Reflection and evaluation

Reflection:

Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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