

Journal entry #8

[Linguistics](#), [English](#)



Journal Entry 8: L1 Transfer and L2 Complexity as Factors in Syllabus Design

L1 Transfer and L2 Complexity as Factors in Syllabus Design

The article written by Pica (1984) entitled “ L1 Transfer and L2 Complexity as Factors in Syllabus Design” and published in the TESOL Quarterly proffered pertinent details relative to the two traditional approaches to syllabus design. The author initially delved into a brief review of literature on interlanguage development as influential in syllabus design. Accordingly, Pica explicitly stated the aim of the current research as to provide a critical review on “ two structurally oriented approaches to syllabus design-one based on points of contrast between the target language and the learners first language and the other sequenced according to increasing linguistic complexity of target language items” (1984, p. 691). A discussion on the syllabus design based on disparities between L1 and L2 structures were subsequently presented where the author identified that the most difficult phase was learning crucial elements in the target language that were absolutely absent in the student’s native language. Therefore, various guidelines and contributions were presented for syllabus design and proposed development on the complexity of the second language was appropriately delved into. Accordingly, the author noted that “ recent findings from interlanguage research suggest several ways in which attention to certain aspects of traditional approaches to syllabus design- specifically, L1 transfer and L2 complexity-can be used in selecting, sequencing, and grading items for the syllabus” (Pica, 1984, p. 700). The article is most useful for teachers in the development and design of effective syllabus considering disparities and complexities in interlanguage

instructions and learning. Through the guidelines provided in the discourse for syllabus design from the noted cross-linguistic research, educators are illuminated on instructional approaches and methods that would facilitate teaching a second language more effectively.

Reference

Pica, T. (1984). L1 Transfer and L2 Complexity as Factors in Syllabus Design. *TESOL Quarterly*, Vol. 18, No. 4, 689-704.