

**COURSE TITLE:** Paradigmes de la Investigació Lingüística Anglesa

**SEMESTER:** B

**CREDITS:** 5

**COURSE TEACHER:** Melissa G. Moyer

**METHOD OF ASSESSMENT:**

Assessment is based on a) participation in class discussions and presentations (10% of the final grade), b) several short projects within each of the paradigms discussed (15% of the final grade), c) a final exam (75% of the final grade).

**BRIEF DESCRIPTION OF CONTENT:**

The goal of the course is to examine in detail the main theoretical and research traditions in the field of Linguistics. Linguistics as an established science is examined in relation to the ideas put forth by Popper (1963) who states the need to falsify rather than verify claims in science, Quine (1960) who claims that truth, facts and evidence are theory dependent, Kuhn (1962) who claims that theory is subject to the paradigm adopted and also Feyerabend (1975) who argues for the proliferation of theories where truth is the outcome of a perpetual dialectic struggle among theories and explanations.

The course is also dedicated to learning in detail about different types of research carried out within the generative, structuralist/variationist and pragmatic linguistic paradigms. This is accomplished by reading and discussing key pieces of research within each tradition. Special attention is addressed to the research questions posed, type of data, methods, the analysis undertaken and the extent to which the results of the research further our knowledge about language.

**BASIC BIBLIOGRAPHY:**

**Practical research**

Eckert, P. 1989. *Jocks and Burnouts. Social categories and identity in the High School*. Pp.1-35; 49-72; 175-184. New York: teacher's College Press.

Eckert, P. 1991. *Social polarization and the choice of linguistic variants*. Pp. 213-231. New York: Academic Press.

Smith, N. And I.M.Tsimpli. 1995. *The mind of a savant. Language learning and modularity*. Oxford: Blackwell.

Sperber, D. 1996. *Explaining culture. A naturalistic approach*. Pp 1-31; 98-155. Oxford: Blackwell.

Vershueren; J. 1999. *Understanding pragmatics*. Pp 1-15; 202-255. London: Arnold.

**Theory**

Feyerabend, P. 1975. *Against method*. London: New Left Books.

Kuhn, T. 1962. *The structure of scientific revolutions*. Chicago: The University of Chicago Press.

Percival, W.K. 1976. *The applicability of Kuhn's paradigms to the history of linguistics*. Language 52,2:285-294.

Popper, K. 1963. *Conjectures and refutations*. London: Routledge.

Quine, W.V.O. 1960. *Word and object*. Cambridge, Ma: The MIT Press.

**OBSERVATIONS AND COMMENTS:**

Students who register for the course should have a basic familiarity with the generative approach to language (Syntax I and II), structuralist and variationist approaches to language (structural descriptions of English language and sociolinguistics), as well as some background in discourse and pragmatic perspectives.