

The Acquisition of English as a Second Language: Sentence and Word Order 2014/2015

Codi: 42299

Crèdits: 6

Titulació	Tipus	Curs	Semestre
4313157 Estudis Anglesos Avançats / Advanced English Studies	OT	0	0

Professor de contacte

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Utilització de llengües

Llengua vehicular majoritària: anglès (eng)

Grup íntegre en anglès: No

Grup íntegre en català: Sí

Grup íntegre en espanyol: No

Prerequisits

Aquesta assignatura estudia el llenguatge i la seva adquisició per tant els requisits mínims són:

- interès en aquests dos temes,
- un bon nivell d'anglès per poder llegir, entendre i produir textos sobre el llenguatge i la seva adquisició i
- un coneixement bàsic de sintaxi*

* Per aquells alumnes que no tenen aquest coneixement bàsic, hi ha lectures introductòries.

Si us plau, si aquest és el vostre cas, contacteu amb mi abans que comenci el curs.

Objectius

This course studies how the syntax of English is acquired by non-native learners. We review the order of elements in English sentences and compare this to word orders in other languages with the objective of considering if and how a native language may influence the process of acquiring a second language. We note the differences between L1 and L2 acquisition but concentrate on L2 acquisition, a process not fully determined by the native speaker's innate endowment. The course includes a practical component of analysis of errors in L2 production.

Competències

- Analyse and synthesise information at an advanced level.
- Analyse the relationship between factors, processes or phenomena in the acquisition of English as a second language, its learning and teaching methods, and its literature, history and culture.
- Apply methodological knowledge of statistical analysis and data generation, treatment and codification of multilingual databases, analysis of literary texts, etc. to research.
- Communicate the knowledge acquired and the contributions of ones research correctly, accurately and clearly both orally and in writing.
- Critically argue, issue judgements and present ideas on the basis of the analysis of information originating from scientific production in these areas.
- Develop autonomous learning skills applicable to the research process.

- Distinguish and contrast between the different methodological and theoretical models applied to the academic study of the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.
- Show respect towards the opinions, values, behaviours and/or practices of others.
- Use the English language for academic and professional purposes related to research into the acquisition, teaching and use of English as a second language in multilingual and multicultural contexts, literary studies and cultural studies.

Resultats d'aprenentatge

1. Analyse and synthesise information at an advanced level.
2. Analyse different proposals regarding the acquisition of syntax.
3. Apply methodological knowledge of statistical analysis and data generation, treatment and codification of multilingual databases, analysis of literary texts, etc. to research.
4. Communicate the knowledge acquired and the contributions of ones research correctly, accurately and clearly both orally and in writing.
5. Critically read academic articles on the acquisition of language from a generativist point of view.
6. Develop autonomous learning skills applicable to the research process.
7. Explain the evolution of the syntax of learners of a second language
8. Show respect towards the opinions, values, behaviours and/or practices of others.
9. Write advanced level academic texts on the acquisition of language from a generativist point of view.

Continguts

1. The internal perspective . Acquiring a language as a process of grammar growth
2. Delimiting grammar. Linguistic facts: word order and morphology.
3. L1: The acquisition of a native language. Characteristics of the process. Word order and morphology.
4. L2: The acquisition of a second language. Characteristics of the process.
5. Error analysis. Practical component. The student will have to collect L2 data and provide an analysis of errors.

Metodologia

Activitats dirigides: Classes de teoria amb suport TIC i debat en grup.

Activitats supervisades: Discussió i debat a classe. Exercicis a l'aula. Tutories de suport per a la realització d'exercicis i treballs.

Activitats autònomes: Lectures de manuals, llibres de text i dossiers. Realització d'esquemes i resums d'apunts i textos. Exercicis pràctics. Treballs, individuals i en grup. Us del campus virtual.

Activitats formatives

Títol	Hores	ECTS	Resultats d'aprenentatge
Tipus: Dirigides			
Classes de teoria i debat en grup.	20	0,8	2, 4, 8
Tipus: Supervisades			
Discussió i debat a classe. Exercicis pràctics. Tutories individuals	20	0,8	1, 2, 3, 4, 5, 7, 8

Tipus: Autònomes

Lectura i estudi. Ús del campus virtual	80	3,2	1, 2, 3, 5, 6, 7, 9
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Avaluació

Exercicis i lectures de cada tema.

Una presentació oral sobre un tema a escollir.

Un treball escrit sobre un tema a escollir.

Activitats d'avaluació

Títol	Pes	Hores	ECTS	Resultats d'aprenentatge
Exercicis i lectures de cada tema	20%	10	0,4	1, 2, 3, 5, 6, 7, 9
Un treball escrit	60%	10	0,4	1, 2, 3, 5, 6, 7, 9
Una presentació oral	20%	10	0,4	1, 2, 3, 4, 5, 6, 7, 8

Bibliografia

*Specific references for each topic will be provided at the beginning of the course.

Balari, Sergio i Gavarró, Anna (2007) Bases biològiques del llenguatge, Bellaterra,

Servei de Publicacions de la Universitat Autònoma de Barcelona.

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Gass, S. M. & J. Schachter (1989) Linguistic Perspectives on Second Language Acquisition, Cambridge: C. U. P.

Gass, S. & A. Mackey (2011) Data Elicitation for Second and Foreign Language Research, New York: Routledge.

Guasti, M.T. (2002) Language Acquisition. The Growth of Grammar, Cambridge, Mass: MIT Press.

Haegeman, L. (1991) Introduction to Government and Binding Theory, Oxford: Blackwell.

Hawkins, R. (2001) Second Language Syntax. A Generative Introduction, Oxford: Blackwell.

Liceras, J.M. (2010) "Second Language Acquisition and Syntactic Theory in the 21st Century", in Annual Review of Applied Linguistics 30, pp. 248-269.

Llinàs-Grau, M. (2001) Petites Paraules. ¿D'On surt la gramàtica?, B.U.E. 149, Barcelona: Empúries.

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Llinàs, M, Capdevila, M., Dominguez, J. Moyer, M., Pladevall, E. i S. Tubau. 2014 SECOND EDITION. Basic concepts for the analysis of English sentences. Bellaterra: Servei de Publicacions.

Radford, A., M. Atkinson, D. Britain, H. Clahsen & A. Spencer (1999) *Linguistics. An Introduction*, Cambridge: C. U. P.

Radford (2009) *Minimalist Syntax. Exploring the Structure of English*, Cambridge: C.U.P.

Tallerman, M. (1998) *Understanding Syntax*, London: Arnold.