

Degree	Type	Year	Semester
4313157 Advanced English Studies	OT	0	0

Contact

Name: Hortensia Curell Gotor
Email: Hortensia.Curell@uab.cat

Use of languages

Principal working language: english (eng)

Prerequisites

A basic knowledge of linguistics is necessary to follow this course.

Objectives and Contextualisation

The aim of this course is to study how learners create new concepts in a second language, and how their lexicon is re-structured by the addition of L2 words and concepts to the ones already present, belonging to L1. This is done from a multidisciplinary perspective, bringing together ideas from theoretical linguistics, cognitive psychology, second language acquisition and bilingualism. The perspective taken is cognitive-pragmatic.

Skills

- 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.

Learning outcomes

1. Analyse and synthesise information at an advanced level.
2. Apply the concepts acquired to the reality of linguistic production by multilingual individuals.
3. Communicate the knowledge acquired and the contributions of ones research correctly, accurately and clearly both orally and in writing.
4. Critically read articles on multilingualism from the cognitive point of view.
5. Design experiments and data collection methods with multilingual speakers.

6. Develop autonomous learning skills applicable to the research process.
7. Differentiate the most recent theoretical concepts of use for explaining multilingualism from the individual's point of view.
8. Explain the advantages and disadvantages of the different models of linguistic production.
9. Explain the relationship between the language and thinking of multilingual individuals.
10. Recognise and question the bases of monolingualism in the field of cognitive linguistics.
11. Recognise the most important cognitive characteristics of multilingual individuals.
12. Show respect towards the opinions, values, behaviours and/or practices of others.
13. Write advanced level texts on multilingualism from the cognitive point of view.

Content

1. Concept vs. word
2. Approaches to multilingualism
3. Models of multilingual production
4. Semantic processing in multilinguals
5. Conceptual representation in multilinguals
6. Language and thought

Methodology

50 hours of directed work in the classroom: 30 (lectures) + 20 (practice)

50 hours of autonomous work: 25 (readings) + 25 (revision)

25 hours of supervised work in the classroom

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Class discussion on topics introduced in the lectures and readings	20	0.8	1, 2, 3, 4, 7, 8, 9, 10, 11, 12
Lectures at the beginning of each topic to introduce the basic concepts	30	1.2	7, 8, 9, 10, 11
Type: Supervised			
Individual work and class discussion	25	1	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13
Type: Autonomous			
Revision and exercises	50	2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

Evaluation

Assignments throughout the semester - 40%

Term paper - 60%

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignments throughout the semester	40%	12	0.48	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13
Term paper	60%	13	0.52	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

Bibliography

Altarriba, Jeanette & Roberto H. Heredia. 2008. *An Introduction to Bilingualism. Principles and Processes*. New York & London: Lawrence Erlbaum Associates.

Banich, Mary T. & Molly Mack (eds). 2003. *Mind, Brain and Language. Multidisciplinary Perspectives*. Mahawah, New Jersey: Lawrence Earlbaum.

Bhatia, Tej k. & William C. Richtie. 2013. *The Handbook of Bilingualism and Multilingualism*. 2nd edition. Oxford: Wiley-Blackwell.

Cenoz, Jasone, Britta Hufeisen & Ulrike Jessner. 2003. *The Multilingual Lexicon*. Dordrecht/Boston/ London: Kluwer Academic Publishers.

Gentner, Dedre & Susan Goldin-Meadow (eds). 2003. *Language in Mind. Studies in the Study of Language and Thought*. Cambridge, Mass.: The MIT Press.

Grosjean, François & Ping Li. 2013. *The Psycholinguistics of Bilingualism*. Oxford: Wiley-Blackwell.

Gumperz, John J. & Stephen Levinson (eds). 1996. *Rethinking Linguistic Relativity*. Cambridge: Cambridge University Press.

Katz, Albert N., Cristina Cacciari, Raymond W. Gibbs, Jr & (eds). 1999. *Language and Thought in Development*. New York: Oxford University Press.

Kecskes, Istvan & Tünde Papp. 2000. *Foreign Language and Mother Tongue*. Mahwah: Lawrence Earlbaum.

Kroll, Judith F. & Annetter M.B. de Groot. 2005. *Handbook of Bilingualism. Psycholinguistic Approaches*. Oxford: Oxford University Press.

Nuyts, Jan & Eric Pederson (eds). 1997. *Language and Conceptualization*. Cambridge: Cambridge University Press.

Pavlenko, Aneta (ed). 2011. *The Bilingual Mental Lexicon*. Bristol, Buffalo, Toronto: Multilingual Matters.

Peukert, Hagen (ed). 2015. *Transfer Effects in Multilingual Language Development*. Amsterdam: John Benjamins.