

Plan 440 GRADO EN ESTUDIOS INGLESES

Asignatura 41712 GRAMÁTICA COMPARADA INGLÉS/ESPAÑOL

Grupo 1

Tipo de asignatura (básica, obligatoria u optativa)

Compulsory

Créditos ECTS

6

Competencias que contribuye a desarrollar

2.1

General competences

- Capacity to understand and express the knowledge acquired.
- Capacity to communicate and express the said knowledge in English.
- Capacity to work and be confident with some of the linguistic tools available for linguistic analysis.
- Capacity to work in a team.

2.2

Specific competences

- Capacity to analyze and understand the main syntactic properties of the English language by comparing them to those of other languages (mainly but not exclusively to those of Spanish).
- Capacity to identify, describe and explain these comparative properties by using linguistic data.
- Capacity to elaborate a comparative grammatical analysis based on linguistic data by going through the different stages it involves (project-based learning and problem-solving collaboration).

Objetivos/Resultados de aprendizaje

This is an advanced level course designed to provide the student with a contemporary and in-depth analysis and description of some of the most relevant aspects of English comparative grammar. More specifically, English grammatical categories and structures will be compared to those of other languages (mainly of Spanish but not exclusively) with a view to determining the differences and similarities that manifest themselves in different phrase types. This course, which adopts a generative approach, also promises to explore the consequences of these differences and similarities with respect to the acquisition process. In short, the main objective of English/Spanish comparative grammar is to facilitate the acquisition of those grammatical concepts (both general and specific) that are instrumental, if not fundamental, to the comparison of languages.

When students have successfully completed this course, they will be familiar with the following:

- the main morpho-syntactic properties that define the English language and how these compare to those in other languages;
- how these properties emerge in different types of language-contact situations;
- the elicitation of linguistic data for the comparative analysis in terms of their morpho-syntactic properties; and
- the organized and accurate presentation of a comparative morpho-syntactic analysis based on linguistic data.

This course is broken into two sections:

- lectures (2 hours per week): these involve the presentation of a series of comparative grammar analyses (theory and readings) as well as their specific practical study in the form of exercises (practice) in a total of 3 topics; and
- group work sessions (2 hours per week): these include the comparative analysis of grammatical structures through the analysis of different types of linguistic data in a total of 3 blocks.

Both sections deal with comparative grammar but they follow different approaches intended to offer a multidimensional study of English syntactic properties as they compare to those of other languages.

Lectures

Topic 1. Preliminaries to a comparative grammar analysis

Part 1. The beginning of comparative grammar studies.

Part 2. Comparative grammar approaches and their focus of study.

Part 3. Comparative grammar and the Principles and Parameters (PP) approach.

Part 4. Comparative grammar and the analysis of linguistic data.

Part 5. Practice sessions.

This topic is meant to provide the background and contextualization for the study of comparative grammar. It draws both on the students' previous knowledge of the English and the Spanish grammars, as seen in previous courses, as well as on their own intuitions as bilingual speakers. In particular, this topic provides the basic necessary tools to carry out a comparative grammatical analysis, in general, and a comparative grammatical analysis between English and Spanish or other languages, in particular. This also ties with the type of group work students will have to develop (see below).

Obligatory reading. Handout 1.

Snyder, W. 2001 On the nature of syntactic variation: evidence from complex predicates and complex word-formation. *Language* 77, 324-342.

Topic 2. Comparing grammars (1): L1 + L1

Part 1. L1 grammars: characteristics, grammatical properties and their acquisition.

Part 2. Two L1 grammars: characteristics, grammatical properties and their acquisition.

Part 3. Comparing grammatical properties between two languages: 2L1 contexts.

Part 4. Practice sessions.

Taking as a point of departure the PP approach to comparative grammar and the tools seen in topic 1, topic 2 discusses how comparative grammar analyses are performed in the case of two languages that share the same status, i.e. two (or more) first languages (L1).

Obligatory reading. Handout 2.

Herring, J.R., M. Deuchar, M.C Parafita-Couto and M. Moro Quintanilla 2010 "I saw the madre": evaluating predictions about codeswitched determiner-noun sequences using Spanish-English and Welsh-English data. *International Journal of Bilingual Education and Bilingualism* 13(5), 553-573.

Topic 3. Comparing grammars (2): L1 + L2

Part 1. L2 grammars: characteristics, grammatical properties and their acquisition.

Part 2. Comparing L1 and L2 grammars.

Part 3. Practice sessions.

Taking as a point of departure the PP approach to comparative grammar and the tools seen in topic 1, as well as the comparative analyses in topic 2, topic 3 presents how comparative grammar analyses apply in the case of two languages that do not share the same status, i.e. L1 and L2.

Obligatory reading. Handout 3.

Paradis, J., B. Rusk, T. Sorenson Duncan and K. Govindarajan 2017 Children's second language acquisition of English complex syntax: the role of age, input, and cognitive factors. *Annual Review of Applied Linguistics* 37, 1-20.

Group work

Group work sessions deal with comparative grammar analyses between English and, primarily but not exclusively, Spanish through the use of linguistic data. They are meant to provide the students with a more practically-oriented approach to the study of comparative grammar by (i) working with specific empirical studies on comparative grammar properties and (ii) making students work in groups to carry out their own comparative grammatical analysis based on data.

Group work sessions are structured as follows throughout the semester:

- preliminaries: where the dynamics of group work and comparative analysis will be established;

- 3 blocks which mirror the basic organization of the 3 topics in the lectures and will, therefore, discuss the comparison between L1 grammars as well as that between L1 and L2 grammars; and
- final session where each group will present the work they have carried out throughout the semester.

Taking as a point of departure the outline offered in topic 1 on how to work with linguistic data, the objectives of the group work sessions include the following:

- develop communication, cooperative and teamwork skills;
- understand how empirical comparative studies are structured;
- analyze how in the targeted empirical studies English syntactic properties are presented and compared to those of other languages such as Spanish;
- discuss and offer a critical view of these studies; and
- be able to conduct an empirical comparative study on a specific syntactic property using linguistic data.

Students have to arrange themselves in groups (4 groups per turn; 8 in total). All groups in each of the two turns must be set by the second week of class (February 21 2018).

Each group has to decide on a speaker who will be responsible for (i) the presentation of the group work to the professor and (ii) the actual uploading of the questionnaires. However, the whole group will be responsible for their performance both outside and inside the classroom as well as in the questionnaires. The speaker will change from block to block and so a different person should be chosen as a speaker for each block.

Principios Metodológicos/Métodos Docentes

Lectures

The comparative grammar theory underlying each of the aforementioned contents and the 3 topics will be presented through both theoretically-oriented and practice-oriented lectures. Students are encouraged to participate actively during both.

The work plan for the 3 topics is described below:

1. students will be provided with a series of materials (handouts, readings, exercises, etc.) available through moodle;
2. the handouts contain the basic theoretical information which will be covered in class;
3. the readings offer a more in-depth approach to one of the issues seen in the handouts and they are meant to be worked on by the students as part of their outside-classroom workload; and
4. practice sessions involve a series of activities related to the issues discussed in the more theoretical sessions as well as to the specific readings. Practice sessions imply both classroom and outside-classroom activities: students are required to complete a series of exercises, either individually or in groups, which will be then discussed in class. Exercises include the analysis of comparative grammar phenomena either by using isolated structures or sets of linguistic data.

Group work

A number of articles will be proposed and specific instructions will be given to each group. The groups will use the assigned articles as the starting point for different types of analyses, as directed by the professor and following the instructions provided.

The work plan for the 3 blocks is described below and it involves both classroom activities as well as outside-classroom ones.

1. before each block: students will be provided with a series of materials (articles, protocols, instructions, etc.) available through moodle.
2. before the classroom sessions: students in each group should meet and work together to prepare for the classroom session (e.g. read their assigned article thoroughly and try to solve their doubts among themselves, propose a comparative analysis, elaborate a work plan, design tests, select data, etc.).
3. during the classroom sessions: students will present their work/findings to the professor; students will elaborate a list of doubts or issues to be discussed with the professor; the speaker will be in charge of interacting with the professor who will be moving from group to group during the two-hour class; and, if it is the last session in a block, students will have to (i) do a short oral presentation and (ii) provide an evaluation of their own performance as well as that of the other groups using an evaluation template.
4. after the classroom sessions: students should work on the next topic; if it is the last session in a block, they have to work on and complete a questionnaire paying special attention not only to content but also to expression and organization. The restrictions on the elaboration of questionnaires should be strictly followed, including deadline and space limitations. The speaker of each group is in charge of uploading to moodle the questionnaire and the evaluation

Crterios y sistemas de evaluaci3n

Students will be evaluated both individually (through an exam or a final project) and as a group (through their performance in the group work sessions, questionnaires and oral presentations). There will be a small percentage of the group mark that would be obtained through self- and peer-evaluation. More specific information appears below.

Assessment criteria:

- project/final exam (individual mark=50%): content and expression will be evaluated in terms of both the comparative grammatical analysis performed and the use of the tools to carry out a comparative grammatical analysis as seen in class; and
- group work (group mark=50%): both the performance of the group in the different group work sessions in class as well as their performance in the questionnaires and in the different oral presentations will be evaluated. In the first case, it involves the outside classroom work which will need to be presented by the speaker to the professor in each of the group work sessions. Self- and peer-evaluation will be used to assess a small portion of the group performance in the presentations.

Clarifications on grades:

- the pass-fail line for both projects and final exams is 25%;
- marks corresponding to group work will only be added to those of projects/exams if projects/exams are successfully completed (i.e. passed);
- when failing to reach a passing level in the exam, the final mark will correspond to that in the final exam; if the student does not sit for the final exam, the final mark will correspond to group work; and
- 2nd call (convocatoria extraordinaria): this course's group work mark cannot be re-evaluated given that it corresponds to group work (and not to individual work) and it addresses group work competences (and not individual ones) (see section 2.2. above). This means that, for the 2nd call, the student will be re-evaluated in terms of the 50% corresponding to the exam as in table above. The mark obtained in the exam will then be added up to the one he/she obtained in the group work.

instrument/procedure

%

observations

Final exam

50%

If the student hands in a good project, the exam will be optional. The exam will include the issues discussed during the lectures, both in the theoretical and practice sessions. [pass-fail line: 25%]

Project

Students may submit a project in which they are expected to provide a detailed analysis of one of the topics included in the syllabus of this course.

- project proposal deadline: March 14 2018
- obligatory meetings (3): March, April & May
- project deadline: May 7 2018

[pass-fail line: 25%]

Group work

50%

The group work sessions will be evaluated in terms of the performance:

- during the classroom sessions: 10 points per block [total: 30 points]
- in the questionnaires: 5 points per questionnaire [total: 15 points]
- in the final presentation: 5 points [total: 5 points]

Recursos de aprendizaje y apoyo tutorial

MacWhinney, B. 2000 talkbank <<http://talkbank.org>> & childes <<http://childes.talkbank.org>>.

UVa e-campus: <<http://campusvirtual.uva.es/>>.

UVa library electronic resources: Journal of child language, Studies in language, Linguistic inquiry, International Review of Applied Linguistics in Language Teaching, etc. <http://almena.uva.es/search*spi~S6>.

Calendario y horario

english/spanish comparative grammar schedule [2017-2018]

tuesday
wednesday
11:00 – 12:00
lecture
group work
1st turn
12:00 – 13:00

18:00 – 19:00

group work
2nd turn
19:00 – 20:00

Clarifications on group work sessions:

- during the first 4 weeks, group work sessions will be devoted to the analysis of data and basic instructions on the talkbank project (MacWhinney 2000); and
- specific dates for questionnaires and oral presentations will be posted in advance. In the case of the questionnaires, students would have one week to complete them.

english/spanish comparative grammar important dates [2017-2018]
group work
individual project

- February 21: group formation
- March XX: group work sessions start (1st turn)
- March XX: group work sessions start (2nd turn)

- March 14: deadline for project proposals
- March-April: obligatory meetings on projects
- May 7: deadline for project submission

- June XX: final exam (1st call)
- July XX: final exam (2nd call)

Tabla de Dedicación del Estudiante a la Asignatura/Plan de Trabajo

Classroom activities
Hours
Outside classroom activities
Hours
Theoretical lectures
13
Individual work
25
Classroom practices
31
Group work
25
Seminars & group work
12
Tasks
25

Assessment (self & peer)

6

Exam preparation

13

Total

62

Total

88

Responsable de la docencia (recomendable que se incluya información de contacto y breve CV en el que aparezcan sus líneas de investigación y alguna publicación relevante)

Raquel Fernández Fuertes

<http://www.aesla.org.es/es/user/raquelffliauvas>

Google-Scholar-ID: https://scholar.google.ca/citations?hl=es&user=XrNvITEAAAAJ&view_op=list_works

Research gate: https://www.researchgate.net/profile/Raquel_Fernandez_Fuertes

Idioma en que se imparte

English
