

Plan 536 MÁSTER EN ESTUDIOS INGLESES AVANZADOS: LENGUAS Y CULTURAS DE CONTACTO

Asignatura 51811 RESEARCH ON LANGUAGES IN CONTACT: THE IMPORTANCE OF LINGUISTIC DATA

Tipo de asignatura (básica, obligatoria u optativa)

optional

Créditos ECTS

6

Competencias que contribuye a desarrollar

2.1

General competences

- Capacity to carry out research.
- 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.
- Capacity to develop independent and autonomous learning.

2.2

Specific competences

- Capacity to analyze and understand the main characteristics of language contact situations.
- Capacity to analyze and understand the main phenomena that emerge in language contact situations.
- Capacity to identify, describe and explain these characteristics and phenomena by using linguistic data.
- Capacity to elaborate an analysis based on linguistic data by going through the different stages it involves.
- Capacity to carry out collaborative tasks (project-based learning and problem-solving collaboration).
- Capacity to use the different sources available to carry out a thorough, relevant and updated bibliographical search on the field of languages in contact.

Objetivos/Resultados de aprendizaje

This course is designed to provide the student with a contemporary and in-depth analysis and description of some of the most relevant aspects of two related fields, i.e. bilingualism and languages in contact, by means of the analysis of different types of linguistic data. More specifically, English and (primarily but not exclusively) Spanish grammatical categories and structures will be compared with a view to determining the differences and similarities that manifest themselves in the production of speakers from diverse linguistic contexts and with various linguistic backgrounds. This course adopts a generative approach in order to explore the consequences of these differences and similarities with respect to the acquisition process and with special emphasis on phenomena that emerge in language contact situations.

In short, the main objective of this course is to facilitate the acquisition of those concepts (both general and specific) that are instrumental, if not fundamental, to the comparison of languages in bilingual contexts. When students have successfully completed this course, they will be familiar with the following:

- linguistic research on bilingual acquisition based on linguistic data; ?
- different elicitation techniques to gather both spontaneous and experimental data; and ?
- various analyses on phenomena that emerge in language contact situations (e.g. crosslinguistic influence, language dominance and code-switching).

Contenidos

The course will focus on the linguistic analysis of bilingual data as data coming from a language contact situation. And it will be broken down into the following topics: ?

1. Language acquisition in a nutshell?

- The language faculty ?
- The acquisition of the first language (L1) and of the second language (L2) ?
- Languages in contact: the concept of L1/L2 bilingualism

1. Research on language acquisition based on linguistic data

- The importance of linguistic data ?
- How to work with linguistic data

1. Linguistic theory & linguistic data: the analysis of language contact situations

- Bilingualism and languages in contact: crosslinguistic influence
- Bilingualism and languages in contact: language mixing ?

Together with the lectures where these topics will be presented, students will have to work in groups to carry out an oral presentation on an article that fits the objectives of the course (a list of proposed articles will be provided via moodle).

Principios Metodológicos/Métodos Docentes

Lectures

Theoretical explanations will be constantly combined with the analysis of specific data, not only to illustrate the theory, but also to put into practice the tools provided by linguistic theory in the characterization of bilingual acquisition. Students are expected to prepare for the lectures in advance so that they can contribute to debates and take an active role during class.

All materials (i.e. articles, handouts, etc.) will be made available via moodle.

All works students have to hand in (e.g. assignments, final papers, etc.) must be uploaded in the corresponding activity in the LC moodle course; no e-mail works will be accepted. Specific instructions will be provided in class and in moodle.

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

1. before each topic: students will be provided with a series of materials (articles, handouts, etc.) available through moodle.
2. before the classroom sessions: students should go over the different materials made available.
3. during the classroom sessions: the information in the handouts will be presented and discussed in class. Students are encouraged to actively participate during these sessions.
4. after the classroom sessions: after each of the three topics is presented and discussed, students will have a take-home assignment that they will have to return in 1 week via moodle (see section f below). ?

Group work

This part of the course involves group work on an article that deals with a language in contact phenomenon studied via the analysis of linguistic data. As the result of this group work, students need to make an oral presentation where they will cover their own view and evaluation of the study they have worked on.

Students must arrange in groups of 2 or 3 students each by the first week of class.

A list of potential articles to be worked on by the different groups will be provided prior to the beginning of classes.

Crterios y sistemas de evaluaci3n

Students will be evaluated both individually (through assignments and a final paper) and as a group (through their performance in the oral presentation):?

- assignments (30%). After each of the three main topics is presented and discussed, students will have a two-page

assignment that they will have to return in 1 week via moodle. Detailed instructions will be provided for each assignment both in class as well as in moodle.

- Assignment 1. Language research based on linguistic data: planning your work.
- Assignment 2. Language research based on linguistic data: the method.
- Assignment 3. Language research based on linguistic data: a full study.

Each assignment builds on the previous one(s) and the student will be getting feedback right after each of them. The work carried out along the three assignments could be used as the basis for the final project.

- group oral presentation (20%). Prior to the beginning of the course, students will be given a number of articles that must be read by all. Each article will be presented orally in class by a group of 2 or 3 students. A pdf version of the articles will be provided to all students via moodle.
- final paper (50%). Students will submit a final paper in which they are expected to provide an in-depth and scientific analysis of a specific grammatical structure or linguistic issue through the analysis of linguistic data. The analysis should point to phenomena that emerge in language contact situations and should also include a theoretical account of the structure/issue to be discussed. Topics must be submitted to the professor for approval; this proposal must also include a tentative bibliography. All projects must be uploaded in a word document in moodle.

Assessment criteria:

- assignments and final paper (individual mark=80%): content and expression will be evaluated in terms of both the analysis performed and the use of the tools to carry out a language contact analysis based on linguistic data, as seen in class; and
- group work (group mark=20%): the performance of the group in the oral presentation will be evaluated in terms of content, expression and oral skills.

Clarification on grades:

- 2nd call (convocatoria extraordinaria): this course's (i) group work mark and (ii) assignments' mark cannot be re-evaluated. This is so because (i) 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); and (ii) students have to complete each of the 3 assignments in a week right after each topic has been covered (see sections 6.e. and 6.f. above). This means that, for the 2nd call, the student will be re-evaluated in terms of the 50% corresponding to the final paper as stated above. The mark obtained in the final paper will then be added up to the one he/she obtained in the assignments and in the group work.

Recursos de aprendizaje y apoyo tutorial

Cascadilla Press: <http://www.cascadilla.com/linguistics.html>

Cascadilla Proceedings project: <http://www.lingref.com>

Dunn, L.M. and D.M. Dunn 2007 Peabody Picture Vocabulary Test. Pearson.

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

Qualtrics: <http://www.qualtrics.com>

SIL. Linguistic data resources on the internet: <http://www.sil.org/linguistics/etext.html>

Toluna quick surveys: <https://www.quicksurveys.com>

TranscriberAG for segmenting, labeling and transcribing speech: <http://transag.sourceforge.net/>

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

UVa library electronic resources: http://almena.uva.es/search*spi~S6

Calendario y horario

Schedule: to be posted

The course meets twice a week, in the seminar room of the English Department. The schedule is posted on the Internet website for the master's program (<http://masterenglishstudies.eu>).

Important dates: to be posted

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

Classroom activities

Hours

Outside classroom activities

Hours

Theoretical lectures

12

Individual work

26

Classroom practices

12

Group work	
26	
Seminars & group work	
19	
Tasks	
25	
Assessment	
5	
Final paper	
25	
Total	
48	
Total	
102	

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/raquelffliauvaes>

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
