

Curs Acadèmic: 2021/22

32361 - Cognició i adquisició del llenguatge

Informació del Pla Docent

Curs acadèmic: 2021/22

Centre acadèmic: 803 - Centre Màsters del Departament de Traducció i Ciències del Llenguatge

Estudi: 8037 - Màster Universitari en Lingüística Teòrica i Aplicada

Assignatura: 32361 - Cognició i adquisició del llenguatge

Crèdits: 5.0

Curs: 1

Idiomes de docència:

Teoria: Grup 1: Anglès

Professorat: Carmen Perez Vidal

Període d'Impartició: Segon trimestre

Presentació

The course is devoted to the discussion of linguistic and cognitive factors in language acquisition in different situations and contexts (L1, L2, 2L1 in child language acquisition, adult language acquisition, etc.). Apart from the conditions imposed by the language system internally (interfaces), there are other factors which affect linguistic development (variables such as age, proficiency level, working memory and other cognitive abilities, crosslinguistic influence, etc.). The main goal of the course is to gain an understanding of the nature of language acquisition processes and factors identifying cognitive and linguistic variations. We will analyze learners' linguistic productions and relate them to their stage of language development, proficiency level and cognitive factors. Special attention will be paid to methods of data gathering (production, comprehension and on-line data) and research designs, both experimental and descriptive.

Competències associades

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Resultats de l'aprenentatge

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Objectius de Desenvolupament Sostenible

ODS 3: Salut i Benestar

Prerequisites

A good command of the English language is necessary to attend this course and fulfill its requirements.

Continguts

1. Language acquisition and development: L1, 2L1, L2, child L2, adult L2, heritage speakers, etc. Linguistic and cognitive factors involved
2. Paradigms in (S)LA research
3. Bilingual and L2 development
4. Crosslinguistic influence in bilingual development
5. The age factor and the critical period hypothesis (early vs. late bilinguals; or child and adult SLA)
6. The end state of L2 and fossilization
7. Cognitive and linguistic modules. The syntax-pragmatics interface and other interfaces.
8. Language processing and SLA
9. Cognitive variation: the role of working memory and inhibitory control

Metodologia docent

The course is structured as presentations and discussions based on readings in each topic area.

Students' participation: Every week, before the class, students must email 2 questions to the week's presenter(s) and to the professor (for evaluation purposes).

Presenters: A selection of questions (and possible answers) must be included in the presentation by presenter(s).

Avaluació

- 1) General classroom participation: 20%
- 2) Classroom presentation: 20%
- 3) Glossary: 20%
- 4) Research design: 20% *
- 5) Discussion question: 20%

The course is structured as discussions based on readings in each topic area.

*: Students are expected to write a 2-page detailed design of an empirical research study. There is no need to carry it out; what is expected is the capacity to; (a) choose and justify a timely area of inquiry and identify a phenomenon to analyze; (b) present the theoretical background to the study; (c) establish research questions and hypotheses; (d) develop an adequate methodological design, that is identify the sample, propose the instruments for data collection and describe a model of analysis; and (e) include an abstract and a list of the relevant references

Bibliografia i recursos d'informació

Textbooks

Gass, S. & L. Selinker (2013) *Second Language Acquisition. An Introductory Course*, London: Lawrence Erlbaum Associates. 2nd edition.

Hoff, E. (2013). *Language Development*, 5th Edition. Belmont: Wadsworth, Cengage Learning.

Meisel, J. (2011) *First and Second Language Acquisition. Parallels and Differences*. Cambridge: Cambridge University Press.

Montrul, S. (2008) *Incomplete Acquisition in Bilingualism: Re-examining the Age Factor*. Amsterdam/Philadelphia: John Benjamins.

Montrul, S. (2016) *The Acquisition of Heritage Languages*. Cambridge: Cambridge University Press.

Slabakova, R. (2016) *Second Language Acquisition*. Oxford: Oxford University Press.

Van Patten, B. & J. Williams (2015) *Theories in Second Language Acquisition: An Introduction*. New York: Taylor & Francis.