

Veranstalter:	Katerina Koufopoulou
Modul:	Argument Structure in Second and Third Language Acquisition [ENG-4, ENG-4a, ENG-10, ENG-11, AA7, LAA8, LAA11, IAA20, ENGAGE-M01a, ENGAGE-M02]
Art der Veranstaltung:	Seminar II
Veranstaltungsnummer:	53-518
Zeit:	2st. Di 10 s.t. -12 s.t.
Raum:	
Beginn:	ab 4.5.21

Course description:

The course centres around the issue of the various argument structure patterns and their development in second and third language acquisition. Argument structure patterns refer to the ways in which arguments are realised linguistically. In other words, argument structure is how events and states are construed through linguistic expression. We can say that it provides the meaning of a sentence. Therefore, it is essential in language acquisition research to understand how this knowledge is acquired. In recent years, research in second language acquisition focused on investigating the representation of argument structure in L2 speakers/ learners as well as the potential influence of the L1. Due to the great intra-linguistic and cross-linguistic variation involved in argument structure realization, the developmental paths of different L2 learner groups may vary significantly. For instance, as morphology is considered to be one of the most fragile domains during L2 grammatical development, argument structure changing morphology must be an area problematic for L2 learners, at least at lower proficiency levels.

The aim of the course is to explore the various issues in argument structure development documented so far through the perspective of second and third language acquisition; potential learnability challenges and cross-linguistic influence from the L1. The course is structured around the different types of verbal argument structures (e.g. transitive, intransitive, ditransitive) and argument structure alternations (e.g. causative, dative). For each topic addressed, we will look at relevant studies and discuss their findings, the various research methods followed as well as the practical implications of the research with respect to second language acquisition theories.

Reading recommendations:

Bowerman, M., & Brown, P. (2008). *Crosslinguistic perspectives on argument structure: Implications for learnability*. New York, NY/ London, UK: Erlbaum (Taylor & Francis Group).

Goldberg, A. E. (2013). Argument Structure Constructions versus Lexical Rules or Derivational Verb Templates. *Mind & Language* 28 (4), 435–465.

Juffs, A. (2000). An overview of the second language acquisition of links between verb semantics and morpho-syntax. In Archibald, J. (Ed). *Second Language Acquisition and Linguistic Theory*, 197-227. Malden, MA: Blackwell Publishing.

Ramchand, G. (2014). Argument structure and argument structure alternations. In den Dikken, M. (Ed). *The Cambridge handbook of generative syntax*, 265–321. Cambridge, UK: Cambridge Univ. Press.

Rappaport, M. and Levin, B. (1988). What to do with theta-roles. In Wilkins, W. (Ed). *Thematic Relations*, 7-36. New York: Academic Press.

Schwartz, B. & Sprouse, R. (1996). L2 cognitive states and the Full Transfer/ Full Access model. *Second Language Research* 12, 40-72

Sprechstunden im Semester:	s. Sprechstundenliste
Sprechstunden in der vorlesungsfreien Zeit:	s. Sprechstundenliste