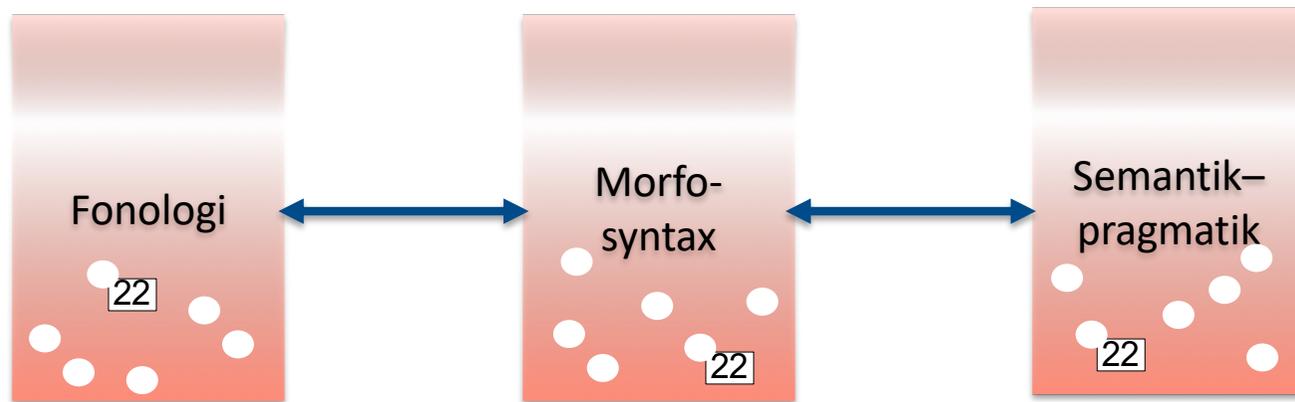




VAD ÄR SPRÅK? OCH HUR LÄR MAN SIG DET?

NATUR & KULTUR, STOCKHOLM, 10 OKTOBER 2019
ANDERS AGEBJÖRN



(Jackendoff 2002; Sharwood & Truscott 2014)

a) V ofise est' kakoj-to koshelek
i kontor finns någon-NOM handväska-NOM

'Det ligger en/någon handväska på kontoret.'

b) * V ofise est' etot/tvoj koshelek / ona / Anders
i kontor finns den/din-NOM handväskaNOM / hon / Anders

'Det ligger den/din handväska / hon / Anders på kontoret'

a) Mal'čik ukusil sobaku. SOV

pojke-NOM bet hund-ACC

'En pojke/-n bet en hund/-en'

b) Mal'čika ukusil **sobaka**. OVS

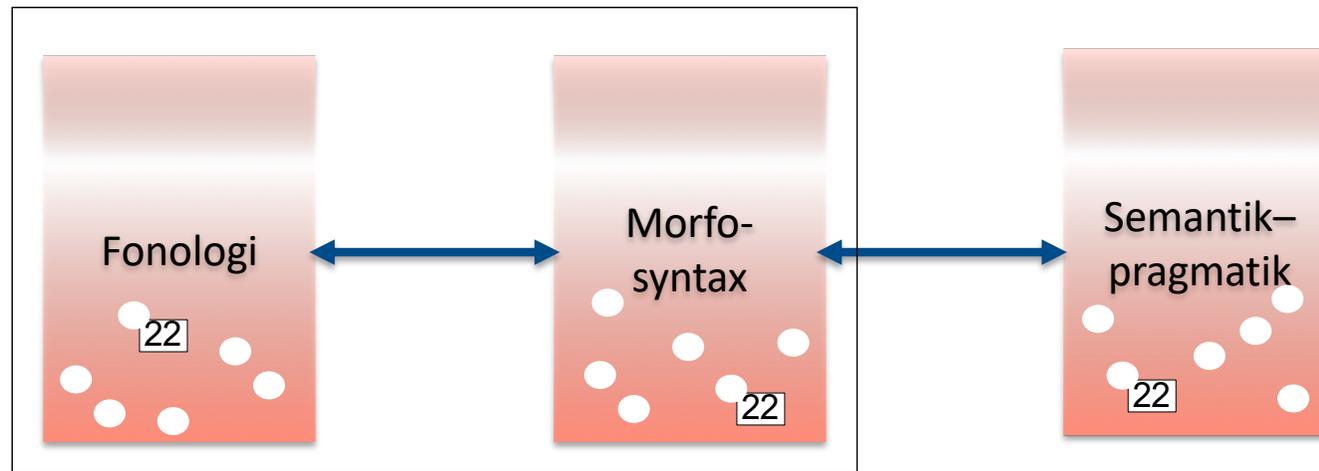
pojke-ACC bet hund-NOM

'**En hund** bet en pojke/-n'

a) Za dverju slyšalsja golos žensčiny
bakom dörr hördes röst-N.NOM kvinna-N.GEN
'En kvinnas/Kvinnans röst hördes bakom dörren.'

b) Za dverju slyšalsja ženskij golos
bakom dörr hördes kvinna-A.NOM röst-N.NOM
'En kvinnas röst hördes bakom dörren.'
(‘En kvinnlig röst hördes bakom dörren.’)

“[...] English *has no semantics*. Learning English isn't learning a theory about what its sentences mean, it's learning how to associate its sentences with the corresponding thoughts.” (Fodor 1998: 9)

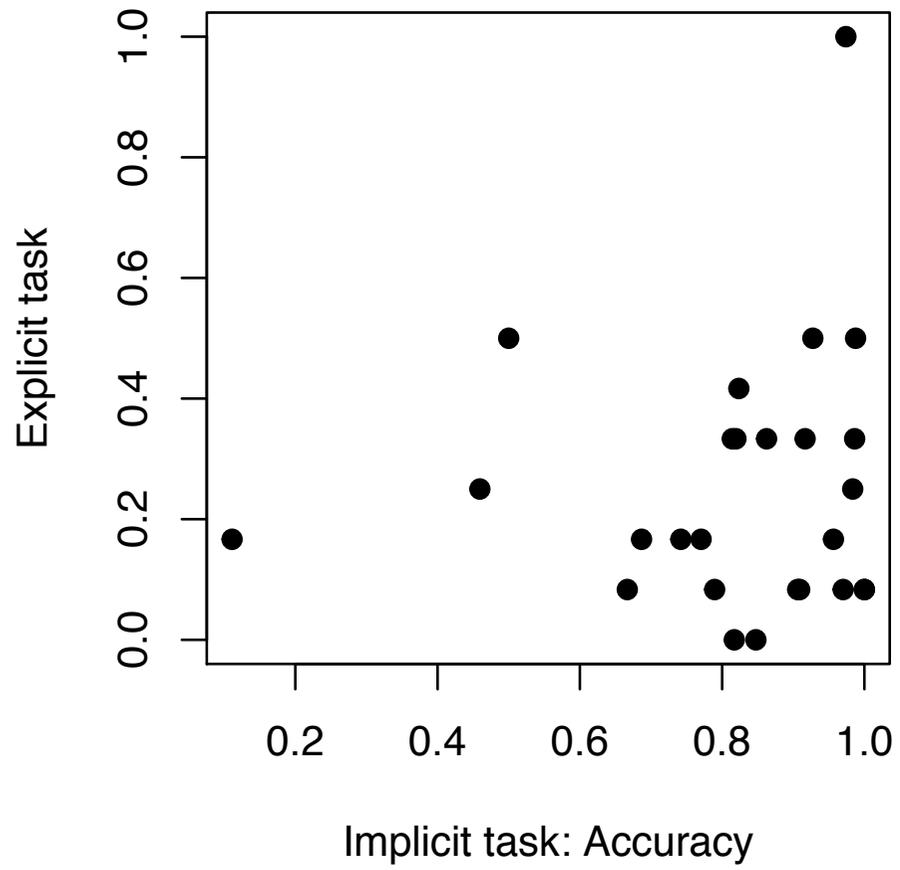


Implicit kunskap och inlärning

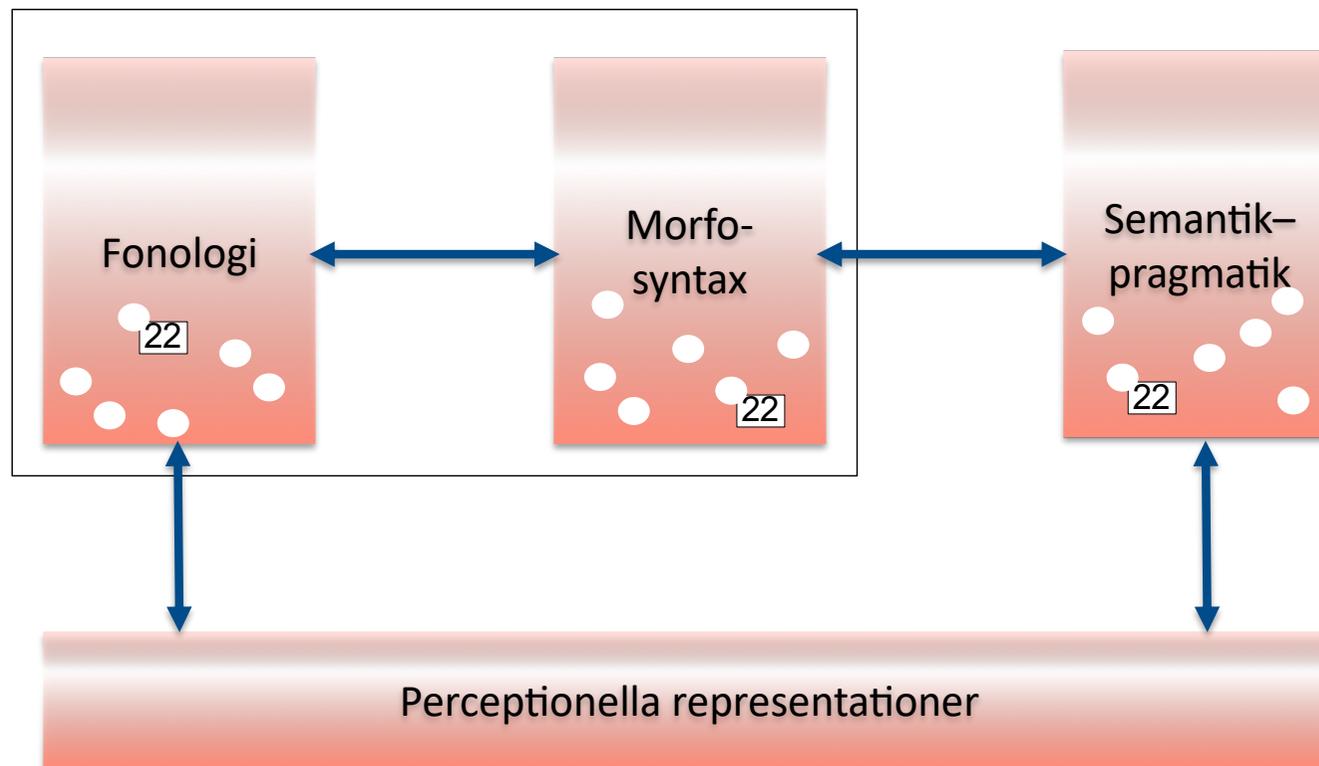
		<i>Blev informerad ...</i>	
		Nära	Avlägsen
<i>Blev inte informerad ...</i>	Animat	<i>Gi</i>	<i>Ro</i>
	Inanimat	<i>Ul</i>	<i>Ne</i>

The little boy patted **gi tiger** in the zoo (gi = the-near)

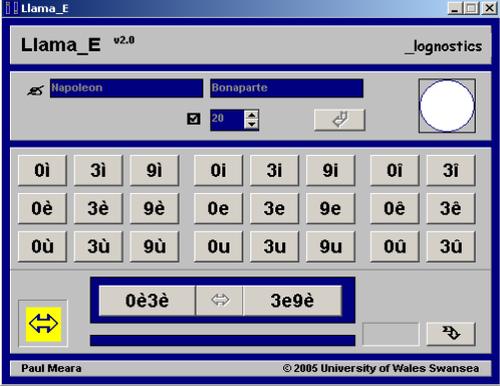
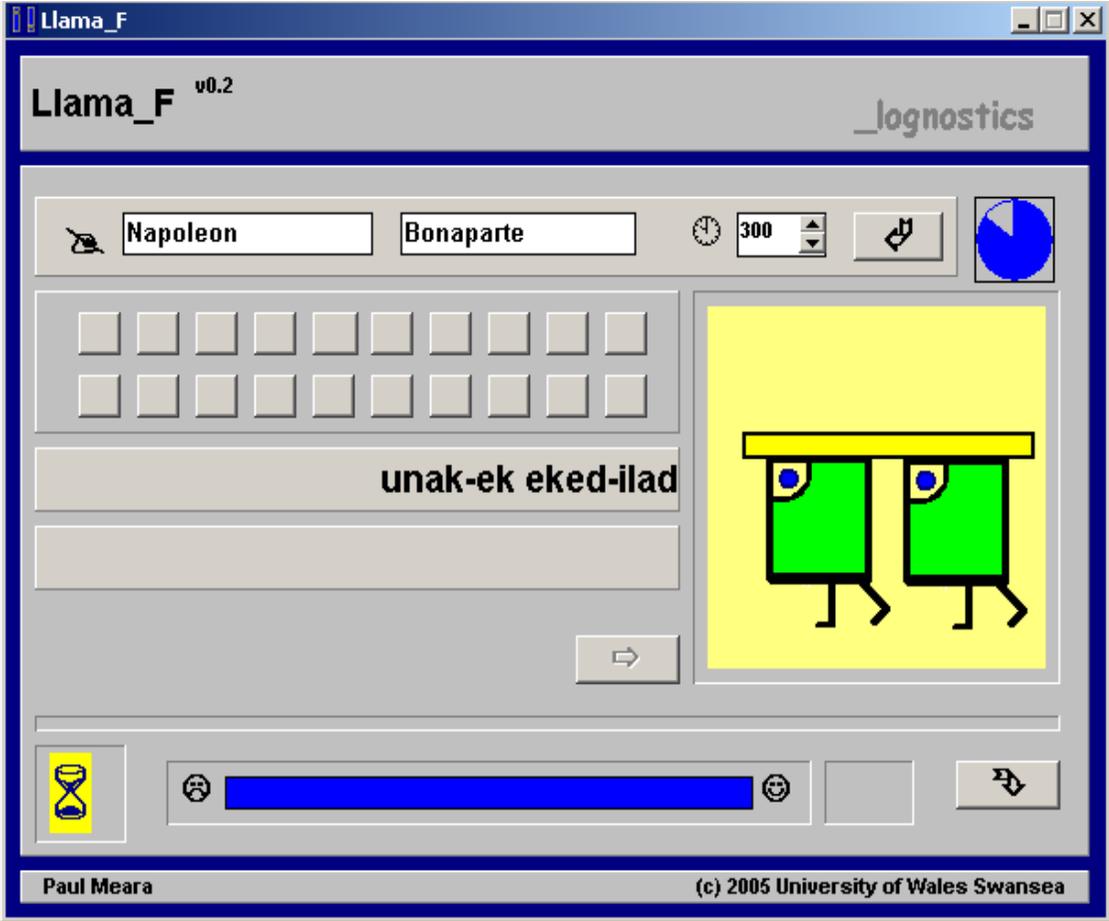
(Williams 2005; Leung & Williams 2012, 2014)



Vad är medvetenhet?



Språkbegåvning (language aptitude)



(Meara, 2005)

Språkbegåvning (*language aptitude*)

- “... aptitude would not any longer be simply a practical set of procedures for predicting language learning success – instead it would be a vital insight into understanding what a language making capacity really is ...” (Skehan 2014: 380)
- Språkbegåvning är oberoende av motivation, negativt korrelerad med ängslighet, och överlappande med intelligens (Li, 2016)
- Språkbegåvning, i form av en domängenerell kapacitet att lära sig explicit, kan mildra effekterna av en känslig period (Skehan 2014: 377)

Språkbegåvning – olika saker

- “a set of abilities particularly useful for the learning of second languages” (Skehan, 2014: 367)
 - Fonologiskt korttidsminne (korrelerar med musikalitet)
 - Rotinlärning
 - Exekutivt arbetsminne
 - Induktion
 - ...
- Två huvudtyper (Granena 2015)
 - Analytisk – explicit inlärning
 - Intuitiv – implicit inlärning

Språkbegåvning och undervisning

- “... studies suggest that higher aptitude seems associated with a greater capacity to benefit from instruction, whether this is explicit or implicit” (Skehan 2014: 373)
- “... it seems that participants with higher aptitude are more likely to draw on [feedback] in the explicit condition.” (Skehan 2014: 376)

Så hur ska vi undervisa ...?

- a) Siempre que fuimos a la universidad, estudiamos en la biblioteca.
'Whenever we went to the university, **we ended up studying** in the library.'

- b) Siempre que íbamos a la universidad, estudiábamos en la biblioteca.
'Every time we went to the university, **we studied** in the library.'

”Needless to say, Spanish is not a translation of English. As a result, explanations dependent on translation equivalency will, in due course, meet with the inevitability of failing to account for what it seeks to explain with 100% accuracy.” (Rothman 2008: 83)

6. *Hemma:*

- Vad läser du?
- En mycket intressant bok.
- Vad heter

författare
författaren
<u>en författare</u>
den författare

 ? Gillar du honom?
- *Henne.* Hon heter Sara Stridsberg. Ja, hon är mycket bra.

ново употребительное выражение

12. *På telefon:*

- Var är du?
- Jag är i Dublin.
- Oj, vad gör du där?
- Just nu sitter jag på

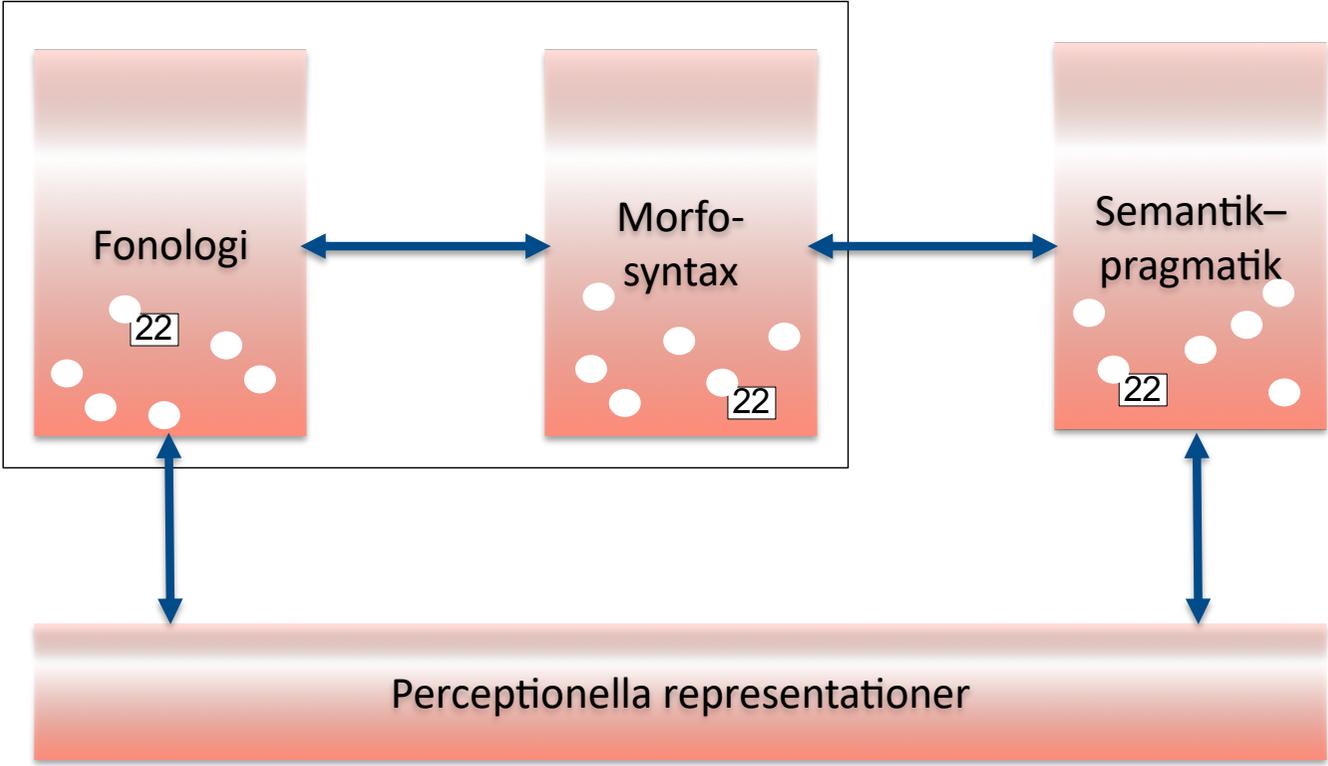
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 . Den heter *The Dubliner*. De har mycket god öl.

Выбран один вариант, т.к. в данном случае здесь идет речь про конкретный паб, в котором сидит один из участников диалога.

The Competing System Hypothesis

- “oversimplified pedagogical rules taught to L2 learners form a system of linguistic knowledge that they use to monitor their output and, thus, affects their performance” (Rothman, 2008: 98)
- “pedagogical explanations would greatly benefit from understanding and keeping in mind the grammatical underpinnings to the preterit and imperfect and, to the extent that this is possible, incorporate linguistic rules into teaching” (Rothman, 2008: 100)

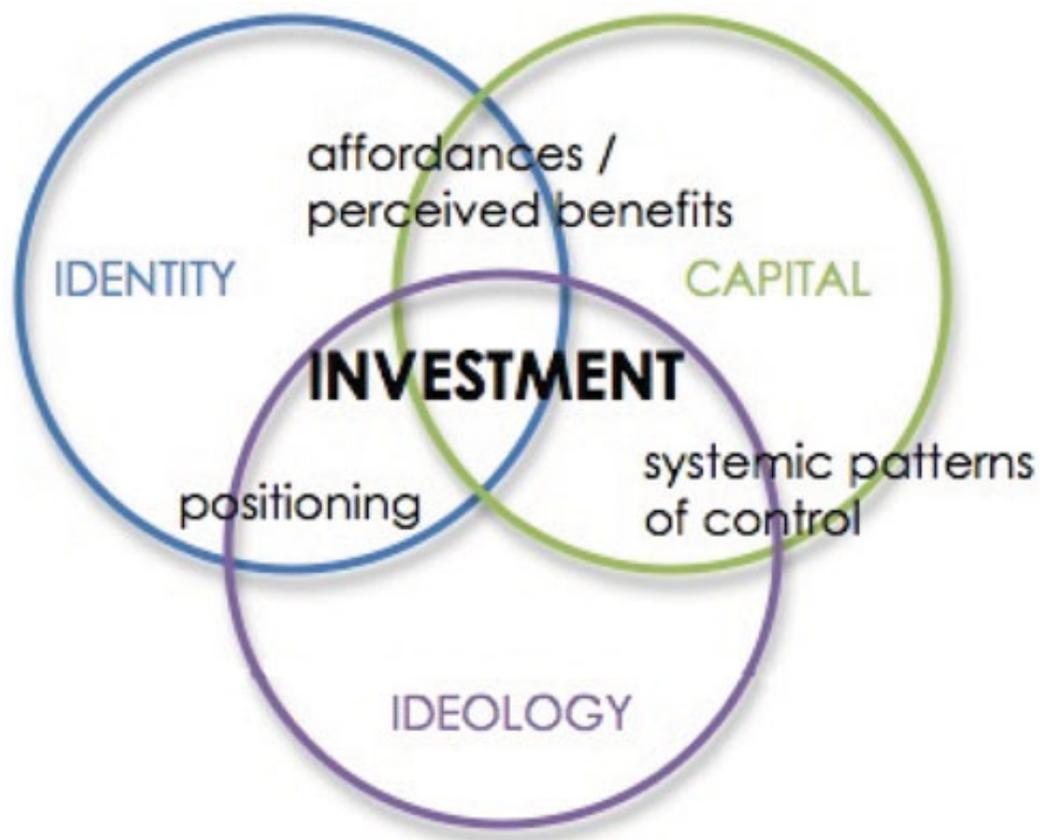


Språkdidaktikens problem

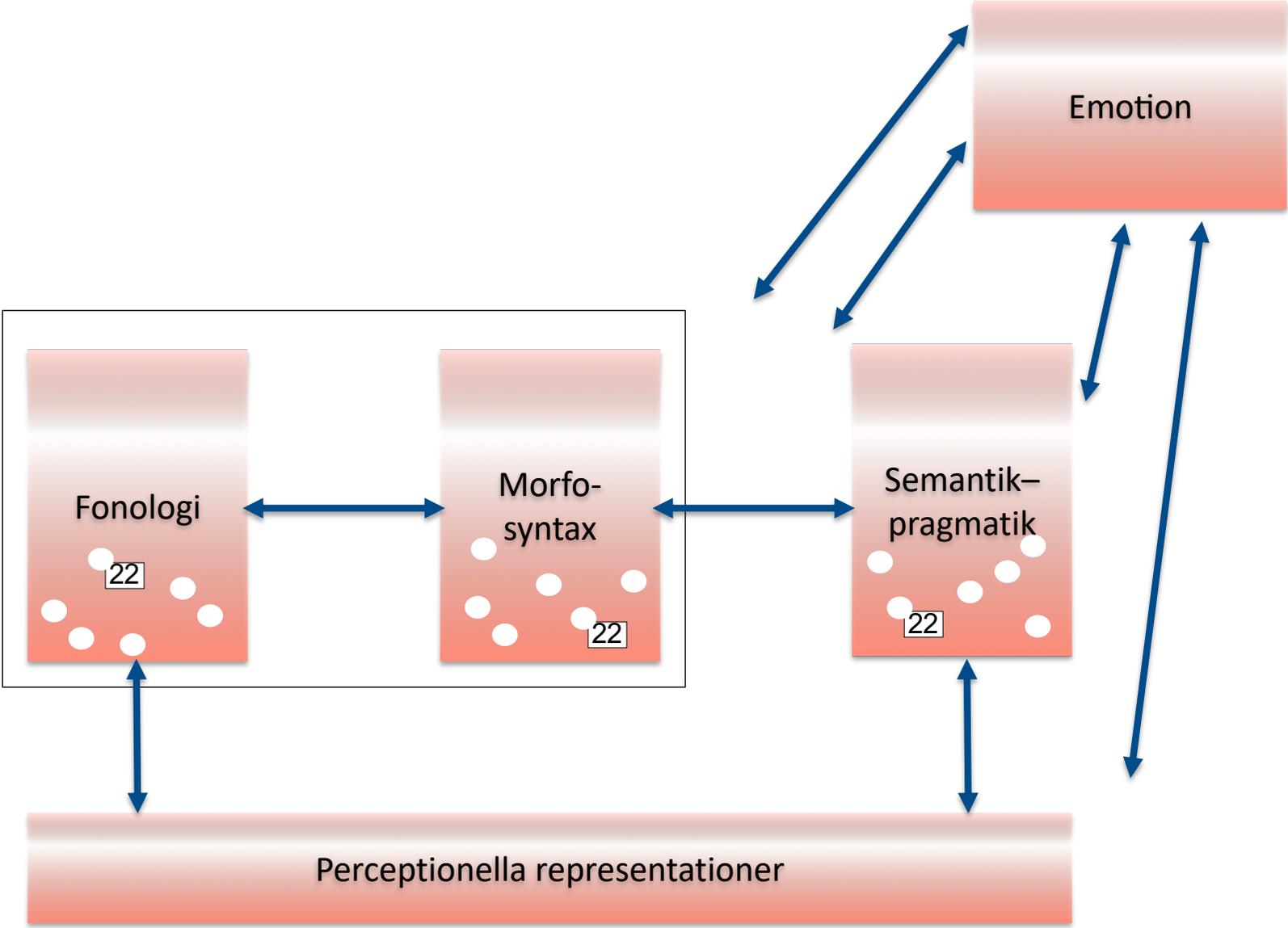
- Undervisning är helt nödvändig, men ...
- Drilla!?
- Använd språket!?
- ”meaningful and communicative drills” (Krashen, 1981: 114)
 - “These are activities in which students can really communicate or in which communication is simulated” (Krashen, 1981: 104)



Motivation – ett socialt fenomen



(Darvin & Norton 2015)



TACK!

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