Richard Hudson (professor emeritus, University College London) előadásai Budapesten

2012 március

1. Word Grammar and its analysis of word order

2012. március 27. kedd 11:00.
MTA Nyelvtudományi Intézet, 1068 Benczúr u. 33.
földszinti előadóterem

2. Word Grammar and other cognitive theories

2012. március 28. szerda 10:30.
ELTE-BTK, Múzeum krt. 4/A. dékáni kis tanácsterem (1. em., 144).

3. Why education needs linguistics, and linguistics needs education

2012. március 28. szerda 17:00.
ELTE-BTK, Doktori Kiválósági Központ. Ifjúsági épület, 3. em.

4. Cognitive sociolinguistics

2012. március 29. csütörtök, 16:30.
ELTE-BTK, Múzeum krt. 4/A. 047.

Az előadások angol nyelvűek és nyilvánosak.

Ha a 2. előadáson szeretne részt venni, kérjük, regisztráljon e-mailben a hudson.budapest@gmail.com címen. Köszönjük.

Az előadóról

Richard Hudson a University College London emeritus professzora. Széles látókörű, kreatív kutató, akinek grammatika-elméleti, szociolingvisztikai és nyelvpedagógiai munkái is jelentősek. Word Grammar nevű elméletének középpontjában a nyelv kognitív hálózatként való felfogása áll. Ebből adódik többek között a mesterséges határok elvetése (pl. nyelvi jelentés és enciklopédikus tudás között), illetve a mondat függőségi nyelvtani, hálózatelvű leírása.

Fontosabb munkái:
English Word Grammar (1990, Basil Blackwell)
Word Meaning (1995, Routledge)
English Grammar (1998, Routledge)
Language networks. The new Word Grammar (2007, Oxford University Press)
An Introduction to Word Grammar (2010, Cambridge University Press)
Sociolinguistics (1980/1996, Cambridge University Press)

Absztraktok

- *Word Grammar and its analysis of word order.* The lecture will challenge the orthodox view that phrase structure is a good theoretical basis for understanding word order by presenting the case for an enriched version of the traditional dependency structure (which is taught in Hungarian schools). Dependency structure is a more plausible cognitive model of syntactic structure than phrase structure, and it also allows a plausible analysis of word order based on the more general ordering principles developed in Cognitive Grammar in terms of 'landmarks', in which each word acts as a landmark for its dependent words. The lecture will show how this approach applies to some difficult syntactic structures such as extraction, pied-piping and the 'lowering' found in German partial-VP fronting.

- *Word Grammar and other cognitive theories.* This lecture will consider Word Grammar as an example of Cognitive Linguistics and compare it with other, more familiar, theories in this tradition: Cognitive Grammar and Construction Grammar. Like these theories, Word Grammar aims at a cognitively realistic model of language knowledge, and (crucially) assumes the 'Cognitive Principle' that language is just like the rest of conceptual knowledge. The lecture will argue that the Cognitive Principle undermines the popular view that grammar is based on 'constructions' which are symbolic and phrase-based. Instead, it is based on dependencies which link single words and may or may not have unitary meanings. This conclusion will be applied to familiar examples of more or less idiomatic constructions.

- *Cognitive sociolinguistics.* Sociolinguists generally do not classify themselves as cognitive linguists at the same time: they are concerned with language in society rather than language in the mind ('I-language'). This lecture will show the connections between these two ways of 'locating' language, and argue that a general model of cognition such as Word Grammar allows an individual's I-language to be related to their 'I-society', their internal model of society. It will show how the model can be applied to quantitative data from a sociolinguistic study of Buckie in Scotland.

- *Why education needs linguistics, and linguistics needs education.* This lecture will outline the kinds of contribution that linguistics can make to education, distinguishing 'ideas' (e.g. language diversity), 'models' (e.g. how sounds and letters are related) and 'descriptions' of particular languages. All these things can, and should, be taught explicitly, but they must also be carefully integrated into the teaching of language skills such as writing and reading. Moreover, it is important for education to show children how interesting language structure is; to show that this is possible, the lecture will include a description of the Linguistics Olympiad movement. Finally, the lecture will argue that linguists needs to understand better how education affects language, in contrast with the popular view among linguists that education has no effect on 'natural' language development.