

3.0 credits	30.0 h	1q
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Teacher(s) :	Hupet Michel ;
Language :	Français
Place of the course	Louvain-la-Neuve
Main themes :	<p>The first part of the course is a brief historical overview of the successive definitions man has given for language (from the 5th century BC to the 20th century), to show the continuity of certain basic debates, and also to demonstrate how the Saussurian conception of language as a system of signs evolved and established modern linguistics.</p> <p>The second part explains how a natural language "functions". In this part, we look at which are the units (morphemes, phonemes, etc.) and the structures (analysis of immediate constituents, distributionalism, etc.) which work. We also examine recent formal approaches and the modelling they offer for recurrent phonological, syntactic and semantic structures ; the notion of "grammar" as a model of linguistic competence. The part closes with an examination of the limitations of a purely formal approach to language and how pragmatics can go beyond these limitations (presuppositional phenomena, language acts, conversational competence).</p> <p>In the third part, the issues relating to some language sciences are highlighted, particularly general and developmental psycholinguistics (what do we know about the cognitive processes underlying language acquisition and use ?) neurolinguistics (what do we know about the brain structures involved in the acquisition, working and pathologies of language?) and sociolinguistics (what do we know about the social factors which determine the characteristics of a language and its use?).</p>
Aims :	<p>This course is designed to provide students with ways of considering the nature, structures and functions of language, and to prepare them for other first and second cycle courses which, directly or indirectly, require basic knowledge of general linguistics. To do this, students must be familiar with a certain number of key concepts to understand how language works, internally (basic units and structures) and externally (relationships with other disciplines).</p> <p>The basic components of this are provided through an overview of the main stages in the development of conceptions of language and through a presentation on recent theories on language, both as a linguistic code and instrument of representation as well as an instrument of communication which creates relations between interlocutors and contexts.</p> <p>By the end of this course, students will also understand the common features of different language sciences and how they differ, and more particularly those which interest psychologists i.e. general and developmental psycholinguistics, neurolinguistics and sociolinguistics.</p> <p><i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i></p>
Content :	<p>The first part of the course is a brief historical overview of the successive definitions man has given for language (from the 5th century BC to the 20th century), to show the continuity of certain basic debates, and also to demonstrate how the Saussurian conception of language as a system of signs evolved and established modern linguistics.</p> <p>The second part explains how a natural language "functions". In this part, we look at which are the units (morphemes, phonemes, etc.) and the structures (analysis of immediate constituents, distributionalism, etc.) which work. We also examine recent formal approaches and the modelling they offer for recurrent phonological, syntactic and semantic structures ; the notion of "grammar" as a model of linguistic competence. The part closes with an examination of the limitations of a purely formal approach to language and how pragmatics can go beyond these limitations (presuppositional phenomena, language acts, conversational competence).</p> <p>In the third part, the issues relating to some language sciences are highlighted, particularly general and developmental psycholinguistics (what do we know about the cognitive processes underlying language acquisition and use ?) neurolinguistics (what do we know about the brain structures involved in the acquisition, working and pathologies of language?) and sociolinguistics (what do we know about the social factors which determine the characteristics of a language and its use?).</p> <p>The course takes the form of lectures (based on a syllabus covering the major elements) with additional exercises which enable students to apply the basic notions. This course does not require any special prerequisites. There is a written examination on the material covered in the lectures.</p>
Other infos :	Equivalent course available in other UCL programmes: FLTR1530 (CLAS1BA, HORI1BA, LAFR1BA, ROM1BA, ROGE1BA)

<p>Cycle and year of study :</p>	<ul style="list-style-type: none"> > Bachelor in Psychology and Education: General > Bachelor in Ancient and Modern Languages and Literatures > Bachelor in Information and Communication > Bachelor in Philosophy > Bachelor in Ancient languages and Literatures : Classics > Bachelor in Modern Languages and Literatures: German, Dutch and English > Bachelor in French and Romance Languages and Literatures : General > Bachelor in Economics and Management > Bachelor in Motor skills : General > Bachelor in Human and Social Sciences > Bachelor in Modern Languages and Literatures : General > Bachelor in Sociology and Anthropology > Bachelor in Political Sciences: General > Bachelor in History of Art and Archaeology : General > Bachelor in Ancient Languages and Literatures: Oriental Studies > Bachelor in Mathematics > Bachelor in History > Bachelor in Biomedicine > Bachelor in Pharmacy > Bachelor in Religious Studies > Bachelor in Engineering : Architecture > Bachelor in Psychology and Education : Speech and Language Therapy
<p>Faculty or entity in charge:</p>	<p>PSP</p>