



Explicit Knowledge of Grammar

- Knowledge of grammar in L1 largely implicit
- What about L2?
- Is explicit knowledge of grammar necessary to reach advanced levels in L2?

Grammar and meaning

- Can structures have any meaning or purpose?
- For instance, are passive constructions used in all contexts or do they have specific uses?

You may have heard that the house of the late Apple co-founder Steve Jobs was burglarized, back in July. Among the stolen items, was a 64 GB silver iPad.

Today, there's news from the San Jose Mercury News that the iPad was recovered from an unlikely source: It was in the hands of Kenny the Clown, who used it to entertain kids and tourists in the Bay Area.

He had no idea the device came from the fabled Jobs residence until after the friend who gave him the gadget was charged with breaking into the CEO's Palo Alto home. By then, the cops had already shown up at his door and taken it away.

"'It would be like getting a football from Joe Montana that was stolen out of his house,' said the 47-year-old professional clown, whose real name is Kenneth Kahn. 'It's bizarre; it's really bizarre.'"

(<https://www.kunc.org/npr-news/2012-08-17/steve-jobs-stolen-ipad-ends-up-in-the-hands-of-a-clown>)

‘be-passive’ vs ‘get-passive’

- The trees in the garden were damaged in the wind. (standard passive)
- The trees in the garden got damaged in the wind. (get passive)
- There were blizzards over night and the whole town got snowed in.
- I’ve got good news for you. Jim finally got promoted.
- They had only known each other for six months when they got married in Las Vegas.
- They’ve worked there for three years but they still got sacked.
- He feels his paintings are always getting criticised.
- Our car got stolen last night.
- I got myself locked out the other day. I stupidly left my keys in the bedroom. (or I got locked out ...)

Critical language awareness

- Choice of words/ structures important
- May reflect the writer's attitude towards the topic
- E.g. "refugees were swarming the city"

Summary of the course

- First language acquisition
- Theories of second language acquisition
- Factors affecting processing of input
- Acquiring proficiency in L2