
ATIVIDADES ACADÊMICAS – 2025/01

Área de concentração: Linguística Teórica e Descritiva

Disciplina: Seminário de Tópico Variável em Linguística Teórica e Descritiva: Grammatical complexity: from description to applications

Código: LIG958 **Turma:** A **Carga Horária:** 15h

Professor(es): Deise Prina Dutra e Shelley Staples (University of Arizona)

Modalidade: X Presencial ☐ Semipresencial ☐ Online **Vagas:** 25

Período da disciplina (para disciplinas de 15h, 30h e 45h): 02/6/2025 a 05/6/2025

Dia da semana: segunda, terça, quarta e quinta **Horário:** 14:00-17:40 e 05/6 de 14:00 às 16:50

Ementa: In this course, we will deal with grammatical complexity as a construct that can be useful in language description and classroom applications. Considering a register-functional approach we will discuss the theoretical foundation of grammatical complexity as well as descriptive methodologies used in corpus linguistics studies that focus on this issue. We will compare grammatical complexity across disciplines and apply the results to pedagogical task design.

Programa:

Measures to detect grammatical complexity in different approaches

Analytical framework for the study of grammatical complexity

Corpus-based description of grammatical complexity

Applications of linguistic description to instruction (e.g. English for Academic Purposes)

Bibliografia:

Biber, D., Larsson, T., Hancock, G.R., Reppen, R., Staples, S., & Gray, B. (2024). Comparing theory-based models of grammatical complexity in student writing. *International Journal of Learner Corpus Research*. <https://doi.org/10.1075/ijlcr.23036.bib>

Biber, D., Gray, B., Staples, S., & Egbert, J. (2022). *The register-functional approach to grammatical complexity: Theoretical foundation, descriptive research findings, and applications*. New York: Routledge.

Biber, D., Gray, B., Staples, S., & Egbert, J. (2020). Investigating grammatical complexity in L2 English writing research: Linguistic description versus predictive measurement. *Journal of English for Academic Purposes*, 46.

Biber, D., Reppen, R., Staples, S., Egbert, J. (2020). Exploring the longitudinal development of grammatical complexity in the disciplinary writing of L2-English university students. *International Journal of Learner Corpus Research*, 6(1), 38-71.

Bocorny, A. E. P.; Welp, A. K. S. O desenho de tarefas pedagógicas para o ensino de Inglês para Fins Acadêmicos: conquistas e desafios da Linguística de Corpus / The design of pedagogical tasks for

teaching English for Academic Purposes: achievements and challenges of Corpus Linguistics. *Revista de Estudos da Linguagem*, v. 29, p. 1529, 2021. <https://doi.org/10.17851/2237-2083.29.2.1529-1638>

Dutra, D. P.; Queiroz, J. M.S.; de Macedo, L. D.; Costa, D. D ; Mattos, E. Adjectives as nominal pre-modifiers in chemistry and applied linguistics research articles. In: Römer, Ute; Cortes; Viviana; Friginal, Eric. (Org.). *Advances in Corpus-based Research on Academic Writing: Effects of discipline, register, and writer expertise*. Amsterdam: John Benjamins Publishing Company, 2020, v. , p. 206-226.

<https://doi.org/10.1075/scl.95.09dut>

Staples, S., Conrad, N., Dang, A., & Wang, H. (2024). Building language and genre awareness through learner corpus data in a second language writing course. *International Journal of Learner Corpus Research*, 10(1): 146 - 182.

Staples, S., Dang, A., & Wang, H. (2024). Learner corpora in corpus-informed instruction: Moving towards an asset- and genre-based model. *TESOL Quarterly*, 58(3): 1166-1180.

Staples, S., Gray, B., Biber, D., & Egbert, J. (2022). Writing trajectories of grammatical complexity at the university: Comparing L1 and L2 English writers in BAWE. *Applied Linguistics*, 44(1): 46-71.

Staples, S. & JoEtta, A. (2022). Comparing the situational and linguistic characteristics of first year writing and engineering writing. *Applied Corpus Linguistics*, 2(3). DOI: <https://doi.org/10.1016/j.acorp.2022.100031>

Pré-requisitos: Conhecimento de inglês para leitura e comunicação

Outras exigências: