

## On Some Methodological Elements for a “Creative” Syntactic Analysis

Though the study of the Language Faculty—as carried out for instance by researchers working within the Principles and Parameters Theory—can be justified with an end in itself, its potential relevance for Education is out of discussion among scholars (Honda, O’Neil & Pippin 2010, Pires de Oliveira & Quarezemin 2016, Pilati 2017, Tescari Neto 2017, Medeiros Junior 2020, a.o.). When it particularly comes to the methodology of Linguistic Theory(ies), it is also far from being controversial that different theoretical paradigms have a lot to contribute not only to language teaching at Basic Education but also in Teaching Training Programmes (see, e.g., the papers in Martins (2013) and the collection of papers reunited in *Working Papers in Linguistics* 2017, vol.18). This paper has two interrelated goals. First, it aims to discuss the place of Linguistic Theory’s methodology in grammar teaching both in Basic Education and in Teacher’s Training Programmes by taking into account the context of Education in Brazil. Likewise, it discusses the place of metalinguistics in Language Education by arguing, based on Tescari Neto (2021), Tescari Neto and Martins Garcia (in preparation) and Tescari Neto and Souza de Paula (2021), that there must be a place for *metalinguistics* in Basic Education. In order to do so, it first goes into the presentation of some general elements of an ongoing project whose main objective is to gather some methodological ingredients from papers and handbooks in Linguistic Theory—especially from Generative Grammar—which can be used, of course with the necessary didactic adaptations, in grammar teaching at school. Our starting point is the belief that there is no need to change school syllabus contents nor to replace the Brazilian Grammatical Nomenclature—an idea actually put forth, in the Italian context, by Cinque (2018). We illustrate how a “creative” syntactic analysis—whereby “creative” bears some resemblances to Chomsky’s 1966 notion of “creativity of language”—can be developed by turning, first and foremost, to the use of the students’ *introspection* (which can be reached by means of grammaticality judgements), an idea shared by most of the above cited papers. The “creative” syntactic analysis—which can be approached both in Basic Education and in teacher’s training programmes in Higher Education—is illustrated with a specific topic still present in the syllabus, and thus in accordance with the National Common Curricular Base (Brasil 2017), viz. grammatical roles/syntactic functions. By using two ambiguous headlines from Brazilian newspapers, it is offered an example—theoretically oriented—on how to proceed with a “creative” syntactic analysis which has a central role as an exercise in the construction of argumentation.

### Selected references:

Cinque, G. 2018. A cosa può servire l’insegnamento della grammatica. In M Santipolo & P. Mazzotta (eds.) *L’educazione linguistica oggi*, 105-110. Torino: UTET.

Honda, M.; W. O’Neil & D. Pippin. 2010. On promoting linguistics literacy: Bringing language science to the English classroom. In K. Denham & A. Lobeck (eds.) *Linguistics at School: Language Awareness in Primary and Secondary Education*, 175-188. Cambridge: CUP.

Pires de Oliveira, R. & S. Quarezemin. 2016. *Gramáticas na escola*. Petrópolis: Vozes.

Tescari Neto, A. & W. M. Souza de Paula. 2021. O lugar das normas gramaticais e das práticas de análise gramatical no ensino básico e na formação dos professores de língua portuguesa no Brasil. To appear in *Revista internacional de Língua Portuguesa*.