

PRINCIPLES AND METHODOLOGY FOR THE RESEARCH OF THE LEXICAL COMPONENT IN ENGLISH

Principios y Metodología para la Investigación del Componente Léxico en Inglés

MODULE/Módulo	SUBJECT/Materia	YEAR Curso		ECTS	TYPE/Carácter
Master's Programme in English Literature and Linguistics	PRINCIPLES AND METHODOLOGY FOR THE RESEARCH OF THE LEXICAL COMPONENT IN ENGLISH	2019-20	1	5	Optional
PROFESSOR/ Profesor(es)		CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)			
<ul style="list-style-type: none"> Carlos Fco. Márquez Linares 		Departamento de Filologías Inglesa y Alemana Facultad de Traducción e Interpretación Universidad de Granada C/ Puentezuelas, 55 18071, Granada, España Prof. Carlos Fco. Márquez Linares <i>Office 3</i> Telf.: +58 240525 email: cmarquez @ugr.es			
		OFFICE HOURS/ Horario de tutorías			
		Monday, Tuesday and Thursday from 9 to 11.			
MASTER WHERE IT IS OFFERED/ Máster en el que se imparte		OTHER MASTERS WHERE IT COULD BE OFFERED / Otros másteres a los que se podría ofertar			
Máster en Literatura y Lingüística Inglesas Master in English Literature and Linguistics					
PREREQUISITES AND/OR RECOMMENDATIONS Prerrequisitos y/o recomendaciones (si procede)					
BRIEF DESCRIPTION OF COURSE CONTENTS Breve descripción de contenidos (según memoria de verificación del máster)					
THEORETICAL					
<ul style="list-style-type: none"> The nature of the Lexical Component 					

- Theories of Lexical meaning
- The cognitive component
- Methodology for Lexical analysis
- Implications for other language-related disciplines

PRACTICAL

- Stepwise Lexical Decomposition
- Componential analysis
- Writing Definitions
- Lexical Domain analysis
- Corpus-based study on Polysemy

GENERAL AND SPECIFIC COMPETENCIES **Competencias generales y específicas del módulo**

BASIC COMPETENCES

- CB6 – Students should be able to acquire the appropriate knowledge as basis for original, critical thinking in their own research practice.
- CB7. Students should be able to apply the new acquired knowledge combined with appropriate problem-solving skills to the research area of their choice.
- CB8. Students should be able to integrate various types of knowledge and draw conclusions from it, as well as reflect upon the social and ethical responsibilities associated with the publication of their research output.
- CB9 - Students should be able to justify their research methods and data choice as well as communicate their research outputs clearly and competently both to specialised and non-specialised audiences.
- CB10 - Students should acquire the necessary skills to become fully independent researchers.

GENERAL COMPETENCES

- CG4. Can use new technologies as learning and research tools, as well as a means of communication and dissemination.
- CG5. Can understand longer and complex texts of any kind.
- CG6. Can present descriptions of complex issues in a variety of formats (written, oral and digital) and can draw their own solid conclusions.
- CG1. Can develop the appropriate skills in interpersonal relations and interlinguistic mediation.
- CG2. Can become successful autonomous learners.
- CG3. Can search for information (oral, printed, audiovisual, digital or multimodal), and transform it into knowledge.

SPECIFIC COMPETENCES

- CE1 – To learn and critically assess the latest linguistic theories, methodologies and research in English Linguistics (understood amply).
- CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.

CE8 - To be aware of the various theoretical approaches and research principles (research planning, data sampling, data collection, data processing and analysis) in the various subdisciplines in English linguistics, among others, lexicography, sociolinguistics and historical linguistics.

CE9 - To be aware of Corpus Linguistics principles as well as their application to a variety of interdisciplinary domains.

CE10 - To develop the ability to apply the principles of linguistics beyond the domain of theoretical linguistics, for example in subdisciplines such as pragmatics, discourse analysis, philosophy of language, gender studies, (literary and non-literary) stylistics, film language or language acquisition and language teaching.

OBJECTIVES

Objetivos (expresados como resultados esperables de la enseñanza)

- Students should achieve a general understanding of the study of the lexical component in natural languages.
- Students should become aware of the specificity of the lexical component, as opposed to other components of the language.
- Students should become aware of the centrality of the lexical component to linguistic analysis.
- Students should become familiar with different approaches to the study of the lexical component.
- Students should become aware of the need for a coherent, integrated approach to the lexical component.
- Students should become aware of the relationship between mind and language as illustrated by the mental lexicon.
- Students should understand the nature of the linguistic sign as an essentially complex but integrated entity.
- Students should become familiar with issues arising from the contrastive dimension of lexical analysis.
- Students should become familiar with lexical analysis methodologies and tools, and more specifically with Corpus Linguistics.
- Students should become aware of the relevance of lexical analysis for other language- related disciplines:
 - Lexicography
 - Terminology
 - Translation
 - Language learning
 - Literary analysis

DETAILED DESCRIPTION OF THE CONTENTS

Temario detallado de la asignatura

1. Disciplines that study meaning
2. The nature of the lexical component
3. The mental lexicon: the neurological and cognitive bases of lexical studies
4. Basic and specialised Lexis: principles and methodology in terminology
5. Theories of lexical meaning:
 - Atomistic theories
 - Relational theories

- Lexical field theory
- The cognitive component in lexical studies
 - 6. Methodology of lexical analysis
- Deductive and inductive perspectives
- Corpus linguistics: principles, methodology and limitations
- Applications of lexical studies to literary analysis
- The contrastive dimension in lexical analysis
 - 7. Unity and diversity in the linguistic sign: homonymy, polisemy and vagueness
 - 8. Implications for Language learning

RECOMMENDED BIBLIOGRAPHY

Bibliografía:

- Butler, C. 1985. "Systemic approaches to lexis, phonology and discourse", in *Systemic Linguistics: Theory and Applications*. London: Blettsford Academic.
- Cabré Castalbí, M. T. 1993 "Los lenguajes de especialidad", in *La Terminología: teoría, metodología, aplicaciones*, pp. 125- 168. Barcelona: Antártida.
- Cabré Castalbí, M. T. 1993 "La unidad terminológica", in *La Terminología: teoría, metodología, aplicaciones*, pp. 169-224. Barcelona: Antártida.
- Coseriu, E. 1990. *Semántica Estructural y Semántica Cognitiva*. Col·lecció Homenajes, Barcelona: Universidad de Barcelona.
- Faber, P. and R. Mairal Usón 1998. "The paradigmatic and Syntagmatic structure of the lexical field of feeling", in *Cuadernos de Investigación Filológica*, 1997-1998, pp. 35-60.
- Faber et al. 2006. "Process-oriented terminology management in the domain of Coastal Engineering", in *Terminology*, 12:2, pp. 189-213.
- Lakoff, G. y Johnson M. 1980. "Concepts we live by", in *Metaphors We Live By*, pp. 3-6. Chicago: University of Chicago.
- Lakoff, G. y Johnson M. 1980. "The systematicity of metaphorical concepts", in *Metaphors We Live By*, pp. 7-9. Chicago: University of Chicago.
- Lakoff, G. y Johnson M. 1980. "Metaphorical systematicity: highlighting and hiding", in *Metaphors We Live By*, pp. 10-21. Chicago: University of Chicago.
- Lakoff, G. 1987. "Preface" *Women, Fire and Dangerous Things*. Chicago: The University of Chicago Press.
- Lehrer, A. 1974. "Semantic fields", in *Semantic Fields and Lexical Structure*, pp. 15-45. Amsterdam: North Holland.
- Lehrer, A. 1974. "Componential analysis", in *Semantic Fields and Lexical Structure*, pp. 46-75. Amsterdam: North Holland.

RECOMMENDED LINKS

Enlaces recomendados

- <https://lxtutor.ca/conc/eng/>
- <http://manila.ugr.es/en/index.htm>
- <https://www.ugr.es/~oncoterm/>

EDUCATIONAL METHODS

Metodología docente

Seminars will include the presentation of new material on the part of the lecturer. This material will be added to

the PRADO Platform.

The material thus presented will be discussed with the students, adding different points of view and analysing it from a critical perspective.

Finally, students will be given a task that exemplifies the content previously presented and will allow them to deal with the real issues concerned and thus become aware of the possibilities and limitations. This task will be done in class under the supervision of the lecturer.

Additionally, students will be provided with a reading list of articles and other material directly related to the topics covered in the subject. Each student will select one of the works and present it to their peers in class. Students are required to approach their allotted work critically and pose questions that will create a debate.

Finally, students will be given a final assignment where they will be able to use the skills and knowledge acquired throughout the course.

EVALUATION

Evaluación (Instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments

- Final assignment
- Class presentation
- Class attendance and participation

Evaluation Criteria

- Students are expected to use independently the methods and tools for lexical analysis presented in class
- Students are expected to view lexical theories and methodological approaches critically and to be able to recognise potential shortcomings and opportunities. An eclectic approach is encouraged
- Students are expected to present their findings fluently and articulately.
- Students are expected to attend the seminars and participate actively in the discussions, posing questions whenever there is something they do not agree with or comprehend entirely.

Continuous Evaluation

- Written assignment: 60%
- Class attendance and participation: 15%
- Presentation: 25%

ADDITIONAL INFORMATION

Información adicional