

PRINCIPLES AND METHODOLOGY FOR THE RESEARCH OF THE LEXICAL COMPONENT IN ENGLISH – 5 Creds.

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This course is an introduction to the study of the lexical component of natural languages. The focus will be on the importance of the lexical component, its specific nature and the most adequate methodology for its analysis, with special reference to Corpus Linguistics.

The aim of this course is to familiarise students with different approaches to the study of the lexicon, especially that of the English language. Students should become aware of the key role of lexical relations within the system of the language, not just on the paradigmatic, but also on the syntagmatic axis. Special attention will be paid to the connection between lexis and the cognitive component of the human mind, as well as to several applications of lexical studies.

CONTENTS

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
1. 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
1. Unity and diversity in the linguistic sign: homonymy, polisemy and vagueness
2. Implications for Language learning

METHODOLOGY AND EVALUATION

In the first session of the course the aims, contents and evaluation of the course will be addressed. Students will be provided with a reading list in this introductory session and they should take advantage of the two-month period between the introductory session and the course itself to build a general background for the course on the basis of the works included in the reading list.

The course sessions will be eminently dynamic: starting from a general introduction on each topic provided by the lecturer, students will confront tasks which illustrate the practical application of the principles and theories addressed in the topic under discussion.

As regards evaluation, 30% of the final mark depends on class attendance and active participation, especially when carrying out the tasks suggested for the different topics. The remaining 70% will depend on a final assignment in which students will be asked to apply the knowledge they have acquired throughout the course. The assignment will consist of several tasks specified by the lecturer and will be related to the activities seen in class. Students will be provided with all the details for the assignment in the introductory session, so that they may address its tasks on the light of the topics covered in class.

READING LIST

- 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 Homenatges, 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.
- Lehrer, A. 1990. "Prototype Theory and its implications for lexical analysis", in Toshatsidis, S. L. (ed.) *Meaning and Prototypes*. London: Routledge.
- Márquez Linares, C. F. 2002. "Polisemia, vaguedad referencial y terminología", in Faber, P. y Jiménez Hurtado, C. (eds.) *Investigar en Terminología*. Granada: Comares.
- Saussure, F. de 1915/1983. "Nature of the Linguistic Sign", in *Course in General Linguistics*, pp. 97-104. Londres: Duckworth. Traducción de Roy Harris.
- Saussure, F. de 1915/1983. "Invariability and variability of the sign", in *Course in General Linguistics*, pp. 105-113. Londres: Duckworth. Traducción de Roy Harris.
- Tuggy, D. 1993. "Ambiguity, polysemy, and vagueness", *Cognitive Linguistics* 4-3.273-290.

FURTHER READING

Further reading regarding each of the topics addressed in it will be provided throughout the course.

