

SEMESTRE	CRÉDITOS	CARÁCTER	TIPO DE ENSEÑANZA	IDIOMA DE IMPARTICIÓN
1º	5	Optativa	Presencial	Inglés
<b>MÓDULO</b>		Master's Programme in English Literature and Linguistics		
<b>MATERIA</b>		Principles and methodology for the research of the lexical component in English		
<b>CENTRO RESPONSABLE DEL TÍTULO</b>		Escuela Internacional de Posgrado		
<b>MÁSTER EN EL QUE SE IMPARTE</b>		<b>Máster Universitario en Literatura y Lingüística Inglesas</b>		
<b>CENTRO EN EL QUE SE IMPARTE LA DOCENCIA</b>		Facultad de Filosofía y Letras		
<b>PROFESORES<sup>(1)</sup></b>				
<b>Carlos Francisco Márquez Linares</b>				
<b>DIRECCIÓN</b>		Dpto. Filologías Inglesa y Alemana, Facultad de Traducción e Interpretación. Palacio de la Jarosa, Despacho nº 1; c/ Paz. 18 e-mail: cmarquez@ugr.es		
<b>TUTORÍAS</b>		First term: Monday, Tuesday and Thursday: from 9:30 to 11 and from 13 to 13:30 Second Term: Tuesday from 13 t 14, Wednesday from 10 to 12:30 and Thursday from 9:30 to 11 and from 13 to 14. Any updates can be found in: <a href="https://oficinavirtual.ugr.es/ordenacion/GestorInicial">https://oficinavirtual.ugr.es/ordenacion/GestorInicial</a> y <a href="http://www.diaugr.es/">http://www.diaugr.es/</a>		
<b>Pilar León Araúz</b>				
<b>DIRECCIÓN</b>		Dpto. Traducción e Interpretación, Facultad de Traducción e Interpretación. Despacho nº 15; c/ Buensuceso e-mail: pleon@ugr.es		
<b>TUTORÍAS</b>		Tuesday and Wednesday, from 11:00 to 14:00 Any updates can be found in: <a href="https://oficinavirtual.ugr.es/ordenacion/GestorInicial">https://oficinavirtual.ugr.es/ordenacion/GestorInicial</a>		
<b>COMPETENCIAS GENERALES Y ESPECÍFICAS</b>				

<sup>1</sup> Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" (<http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/>!)

## COMPETENCIAS BÁSICAS

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.

## COMPETENCIAS GENERALES

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.

## COMPETENCIAS ESPECÍFICAS

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.

## OBJETIVOS O RESULTADOS DE APRENDIZAJE (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)

- 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

#### BREVE DESCRIPCIÓN DE CONTENIDOS (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)

1. Las disciplinas que estudian el significado.
2. La naturaleza del componente léxico. La cuestión de la sistematicidad.
3. Teorías del significado léxico:
  - Teorías atomísticas
  - Teorías relacionales
  - La teoría del campo léxico.
4. El componente cognitivo en el estudio del léxico.
5. Metodología del estudio del léxico
  - Perspectivas deductivas e inductivas
  - La Lingüística del Corpus.
6. La dimensión contrastiva.
7. El estudio del léxico y su aplicabilidad a campos relacionados
  - Lexicografía
  - Terminología.
  - Léxico y traducción
  - Léxico y aprendizaje de lenguas
  - Léxico y estudios literarios.

#### TEMARIO DETALLADO DE LA ASIGNATURA

1. Disciplines that study meaning: Lexicology, lexicography, Lexical Semantics
2. The nature of the lexical component: size and structure. Lexicography.
3. The mental lexicon: the neurological and cognitive bases of lexical studies. Introduction to Cognitive Linguistics, and categorization applied to lexical studies.
4. Basic and specialised Lexis: principles and methodology in terminology Specialized terms vs. basic vocabulary.
5. Theories of lexical meaning:
  - Atomistic theories: Componential analysis, Universal primitives
  - Relational theories: meaning and sense, Lexical Functions, Systemic Linguistics
  - Lexical field theory: from Trier to cognitive-based lexical domains
  - The cognitive component in lexical studies: prototype effects, fuzzy edges, overlapping and basic level of categorization.
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

## BIBLIOGRAFÍA

### BIBLIOGRAFÍA FUNDAMENTAL:

- Butler, C. 1985. "Systemic approaches to lexis, phonology and discourse", in *Systemic Linguistics: Theory and Applications*. London: Bletsford Academic.
- 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.

### BIBLIOGRAFÍA COMPLEMENTARIA:

- 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.
- 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.

## ENLACES RECOMENDADOS (OPCIONAL)

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

## 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.

#### **EVALUACIÓN (INSTRUMENTOS DE EVALUACIÓN, CRITERIOS DE EVALUACIÓN Y PORCENTAJE SOBRE LA CALIFICACIÓN FINAL, ETC.)**

##### **CONVOCATORIA ORDINARIA**

###### Evaluation instruments

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

###### 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.

##### **CONVOCATORIA EXTRAORDINARIA**

###### Evaluation instruments

- Written assignment: 60%

###### 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.

#### **DESCRIPCIÓN DE LAS PRUEBAS QUE FORMARÁN PARTE DE LA EVALUACIÓN ÚNICA FINAL ESTABLECIDA EN LA NORMATIVA DE EVALUACIÓN Y DE CALIFICACIÓN DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE GRANADA**

###### Evaluation instruments

- Written assignment: 60%



### 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.

## ESCENARIO A (ENSEÑANZA-APRENDIZAJE PRESENCIAL Y NO PRESENCIAL)

### ATENCIÓN TUTORIAL

#### HORARIO

(Según lo establecido en el POD)

#### HERRAMIENTAS PARA LA ATENCIÓN TUTORIAL

(Indicar medios telemáticos para la atención tutorial)

#### **Carlos Francisco Márquez Linares:**

First term: Monday, Tuesday and Thursday: from 9:30 to 11 and from 13 to 13:30

Second Term: Tuesday from 13 to 14, Wednesday from 10 to 12:30 and Thursday from 9:30 to 11 and from 13 to 14.

Any updates can be found in:

<https://oficinavirtual.ugr.es/ordenacion/Gestornicial> y <http://www.diaugr.es/>

#### **Pilar León Araúz**

Tuesday and Wednesday, from 11:00 to 14:00

Any updates can be found in:

<https://oficinavirtual.ugr.es/ordenacion/Gestornicial>

- Google Meet
- Correo electrónico
- Prado

Should students find it difficult to adapt to the lecturers' timetable, alternative individualized solutions will be offered by the lecturers.

### MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE

These adaptations will be enforced only if the number of students exceed the capacity of the room and social distance is not possible.

- Seminars will be held online, using videoconferencing software
- Practical tasks will be carried out individually and then revised in class.
- Presentations will be online, using videoconferencing software

### MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)

#### Convocatoria Ordinaria

#### Evaluation instruments

- Written assignment: 60%
- Class attendance and participation (including individualized tasks): 15%
- Presentation: 25%

#### 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.

#### Convocatoria Extraordinaria

##### Evaluation instruments

- Written assignment: 60%

##### 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.

#### Evaluación Única Final

##### Evaluation instruments

- Written assignment: 60%

##### 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.

### ESCENARIO B (SUSPENSIÓN DE LA ACTIVIDAD PRESENCIAL)

#### ATENCIÓN TUTORIAL

HORARIO (Según lo establecido en el POD)	HERRAMIENTAS PARA LA ATENCIÓN TUTORIAL (Indicar medios telemáticos para la atención tutorial)
<p><b>Carlos Francisco Márquez Linares:</b>            First term: Monday, Tuesday and Thursday: from 9:30 to 11 and from 13 to 13:30            Second Term: Tuesday from 13 to 14, Wednesday from 10 to 12:30 and Thursday from 9:30 to 11 and from 13 to 14.            Any updates can be found in:  <a href="https://oficinavirtual.ugr.es/ordenacion/GestorInicial">https://oficinavirtual.ugr.es/ordenacion/GestorInicial</a> y <a href="http://www.diaugr.es/">http://www.diaugr.es/</a></p> <p><b>Pilar León Araúz</b>            Tuesday and Wednesday, from 11:00 to 14:00            Any updates can be found in:  <a href="https://oficinavirtual.ugr.es/ordenacion/GestorInicial">https://oficinavirtual.ugr.es/ordenacion/GestorInicial</a></p>	<p><b>Carlos Francisco Márquez Linares:</b>            First term: Monday, Tuesday and Thursday: from 9:30 to 11 and from 13 to 13:30            Second Term: Tuesday from 13 to 14, Wednesday from 10 to 12:30 and Thursday from 9:30 to 11 and from 13 to 14.            Any updates can be found in:  <a href="https://oficinavirtual.ugr.es/ordenacion/GestorInicial">https://oficinavirtual.ugr.es/ordenacion/GestorInicial</a> y <a href="http://www.diaugr.es/">http://www.diaugr.es/</a></p> <p><b>Pilar León Araúz</b>            Tuesday and Wednesday, from 11:00 to 14:00            Any updates can be found in:  <a href="https://oficinavirtual.ugr.es/ordenacion/GestorInicial">https://oficinavirtual.ugr.es/ordenacion/GestorInicial</a></p>



## MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE

- Seminars will be held online, using videoconferencing software
- Practical tasks will be carried out individually and then revised in class.
- Presentations will be online, using videoconferencing software

## MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)

### Convocatoria Ordinaria

#### Evaluation instruments

- Written assignment: 60%
- Class attendance and participation (including individualized tasks): 15%
- Presentation: 25%

#### 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.

### Convocatoria Extraordinaria

#### Evaluation instruments

- Written assignment: 60%

#### 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.

### Evaluación Única Final

#### Evaluation instruments

- Written assignment: 60%

#### 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.

