

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **ESTUDIO CIENTÍFICO DEL LÉXICO INGLÉS**

Code: 100567

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 2

Name of the module to which it belongs: MÓDULO OPTATIVO DE LINGÜÍSTICA INGLESA

Field: USOS Y VARIEDADES DEL INGLÉS

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: Moodle

### LECTURER INFORMATION

Name: JIMÉNEZ NAVARRO, EVA LUCIA (Coordinator)

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

A B2 English level is strongly recommended.

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### INTENDED LEARNING OUTCOMES

CB3	Knowledge of the foreign language (English).
CB7	Decision making.
CB8	Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
CB15	Creativity.
CB16	Knowledge of other cultures and habits.
CE10	Knowledge of the terminology of the major linguistic disciplines.
CE11	Knowledge of the linguistic peculiarities of English with respect to the mother tongue, and its contrasts. Theoretical and practical knowledge of Spanish / English linguistic language mediation.
CE12	Analysis, commentary and explanation of the texts in English from different registers, types, genres and historical periods.
CE13	Command of oral and written academic English as well as the development of techniques of academic work. Ability to argue and express abstract concepts, assumptions and relationships in academic essays.
CE15	Usage of the different necessary resources for English linguistic study and research, both printed and electronic (bibliographies, database, IT specific and relevant applications in linguistic studies).
CE16	Knowledge of methodologies, tools and resources of the industries of the language and communication and information technologies.
CE24	Identification, classification, explanation and assessment of the different linguistic functions concerning units, relations and processes.
CE25	Ability for the phonetic-phonological, morph-syntactic, semantic and discursive analysis of the English language.
CE26	Ability to identify periods in the evolution of the English language and to assign and recognise characteristics with respect to these periods.
CE27	Participation in group learning activities: assignments, studies.
CE28	Participation in learning forums and transfer of acquired knowledge: news groups, blogs.
CE29	Analysis of the conditionings related to the use of language in situation that affect the final shape adopted by the text, in its oral and written aspect.
CE33	Ability to develop critical and autonomous thought through reading and analysis of literary texts and other cultural demonstrations in English language.
CE34	Ability to evaluate critically a consulted bibliography and frame it in a theoretical perspective.
CE35	Ability to design and elaborate formative and self learning material in relationship with disciplinary contents of the module.
CE39	Ability to recognise cognitive and functional determining factors on the structure and use of language.
CE40	Development of autonomy to select linguistic and methodological resources according to the purposes to be achieved.
CE41	Development of the interest in linguistic theory and its application to different fields, such as the study of creative texts in English and the methodology of teaching and learning English.
CE42	Development of the linguistic theoretical interest and its description, both synchronic and diachronic.
CE43	Development of the interest of different theories in teaching and learning languages, within a heterogeneous context, heir of diverse traditions, methods and approaches.
CE44	Ability to summarize, organise, manipulate and transmit efficiently the knowledge acquired in the different modules.

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CE45	Acceptance of other critical thought differing from the one adopted by the students.
CE51	Ability to distinguish between different theoretical/critical approaches of the same problem.
CE52	Ability to identify problems and research themes and evaluate their relevance.
CE53	Ability to analyse texts and discourses in English language by using analysis techniques appropriately
CE55	Scientific knowledge of the semantics and pragmatics of English language.

## OBJECTIVES

In this course, students will learn:

- the difference between general and specialized language;
- basic concepts of contemporary lexicology and terminology, and their applications;
- the difference between a word and a term;
- the difference between types of words;
- basic concepts on corpus linguistics and how to use corpus management tools;
- how to identify distinct word combinations;
- the information contained in a dictionary and how to use it.

## CONTENT

### 1. Theory contents

1. The dichotomy between general and specialized language.
2. The dichotomy between Lexicology/Terminology and Lexicography/Terminography.
3. What is a word? Word vs. term. Types of words.
4. Introduction to Corpus Linguistics. How to compile a specialized corpus. How to explore corpora.
5. Introduction to Phraseology. Types of word combinations.
6. Words in a dictionary. How to use a dictionary.

### 2. Practical contents

Each unit will be followed by a set of practical exercises where students will be required to actively participate.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

## METHODOLOGY

### General clarifications on the methodology (optional)

The methodology will include explanations and presentations, readings and individual exercises. There is no a coursebook. Instead, students will be provided with all the necessary materials via Moodle.

### Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students who cannot attend classes on a regular basis will have to communicate their condition to the lecturer at the beginning of the course (during the first two weeks). These students are required to follow the



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same assessment criteria, so they will have to make all the different tasks proposed in class.

Students with disabilities and special educational needs will have to communicate their condition to the lecturer at the beginning of the course (during the first two weeks). Both the student and the lecturer will work out an adaptation of the methodology to the student's case.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	20	-	20
<i>Case study</i>	10	10	20
<i>Lectures</i>	15	-	15
<i>Presentation</i>	-	5	5
<b><i>Total hours:</i></b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Exercises</i>	60
<i>Self-study</i>	30
<b><i>Total hours</i></b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Exercises and activities  
Oral presentations  
References

## EVALUATION

Intended learning	Case Studies	Oral Presentation	Project	Real and/or simulated tasks
CB15	X	X	X	X
CB16	X			X
CB3	X	X	X	X
CB7	X	X	X	X
CB8		X	X	
CE10		X	X	

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Intended learning	Case Studies	Oral Presentation	Project	Real and/or simulated tasks
CE11	X	X	X	X
CE12	X			X
CE13		X	X	
CE15	X	X	X	X
CE16	X	X	X	X
CE24	X	X		X
CE25	X	X		X
CE26	X		X	X
CE27	X			X
CE28	X			X
CE29	X			X
CE33	X			X
CE34		X	X	
CE35	X			X
CE39	X	X	X	X
CE40			X	
CE41			X	
CE42	X		X	X
CE43		X		
CE44			X	
CE45	X	X		X
CE51	X	X	X	X
CE52	X		X	X
CE53	X		X	X
CE55	X			X
<b>Total (100%)</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

#### January call:

There is no exam in this course. Students' work will be assessed continuously during the semester. There are four main instruments for assessment:

- "Case studies" (30%): practical tasks completed in class or as homework;
- "Oral presentation" (20%): presentation in class of the final written assignment;
- "Project" (30%): final written assignment;
- "Real and/or simulated tasks" (20%): questionnaires on the theoretical contents.

Students need to get a pass in each of the assessment tools separately in order to pass this course. The grades of the parts that students have passed in the January call will be valid in the following calls of the same academic year.

**February call:** Assessment will be similar to that in the January call.

**Qualifying criteria for obtaining HONORS:** Students will need to get at least 9 points out of 10 in their final grade. It will be awarded at the lecturer's discretion. No more than 5% of the students enrolled in this course will be awarded such a recognition.

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time students will be assessed following the same criteria. However, they will have to communicate their condition to the lecturer at the beginning of the course (during the first two weeks) so that they can agree on the dates that best suit the students to fulfill the different tasks.

Students with disabilities and special educational needs will have to communicate their condition to the lecturer at the beginning of the course (during the first two weeks) so that they can agree on the assessment tools that facilitate the students' fulfillment of the course's objectives.

### Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

The assessment will be as follows:

- Exam (60%): questions on the course contents;
- Oral presentation (40%): oral presentation of a written assignment.

Students need to get a pass in each of the assessment tools separately in order to pass this course.

**Qualifying criteria for obtaining HONORS:** Students will need to get at least 9.5 points out of 10 in their final grade. It will be awarded at the lecturer's discretion. No more than 5% of the students enrolled in this course will be awarded such a recognition.

## COURSE DESCRIPTION

### Qualifying criteria for obtaining honors:

Specified above.

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Atkins, B. T., & Rundell, M. (2008). *The Oxford Guide to Practical Lexicography*. OUP.
- Biber, D., & Reppen, R. (2015). *The Cambridge Handbook of English Corpus Linguistics*. CUP.
- Bowker, L. & J. Pearson (2002). *Working with Specialized Language. A Practical Guide to Using Corpora*. Routledge.
- Cabré, M. T. (1999). *Terminology. Theory, Methods and Applications*. John Benjamins.
- Daille, B. (2017). *Term Variation in Specialised Corpora. Characterisation, Automatic Discovery and Applications*. John Benjamins.
- Fuertes-Olivera, P. A., & Tarp, S. (2014). *Theory and Practice of Specialised Online Dictionaries. Lexicography versus Terminography*. Walter de Gruyter.
- Hudson, R. (1998). The linguistic foundations for lexical research and dictionary design. *International Journal of Lexicography*, 1(4), 287-312.
- Hunston, S., & Francis, G. (2000). *Pattern Grammar. A Corpus-Driven Approach to the Lexical Grammar of English*. John Benjamins.
- Jackson, H. (2014). *Words and their Meaning*. Taylor and Francis.
- Jackson, H., & Amvela, E. Z. (2000). *Words, Meaning and Vocabulary. An Introduction to Modern English Lexicon*. Continuum.
- O'Keeffe, A., & McCarthy, M. (2010). *The Routledge Handbook of Corpus Linguistics*. Routledge.
- Pavel, S., & Nolet, D. (2001). *Handbook of Terminology*. Minister of Public Works and Government Services Canada.
- Pearson, J. (1998). *Terms in context*. John Benjamins.
- Van Sterkenburg, P. (2003). *A Practical Guide to Lexicography*. John Benjamins.

### 2. Further reading

- Barnbrook, G., Mason, O., & Krisnamurthy, R. (2013). *Collocation. Applications and Implications*. Palgrave Macmillan.
- Burger, H., Dobrovolskij, D., Kühn, P., & Norrick, N. R. (2007). *Phraseology. An International Handbook of Contemporary Research*. Walter de Gruyter.
- Corpas Pastor, G., & Mitkov, R. (2019). *Computational and Corpus-Based Phraseology*. Springer.
- Kockaert, H. J., & Steurs, F. (2015). *Handbook of Terminology. Volume 1*. John Benjamins.
- Lüdeling, A., & Kytö, M. (2009). *Corpus Linguistics. An International Handbook. Volume 1*. Walter de Gruyter.
- Thelen, M., & Steurs, F. (2010). *Terminology in Everyday Life*. John Benjamins.

## COORDINATION CRITERIA

Tasks deadlines

Tasks performance

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.



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