

DETAILS OF THE SUBJECT

Title: EL LENGUAJE FIGURADO DEL INGLÉS

Code: 100566

Degree/Master: GRADO DE ESTUDIOS INGLESES

Year: 3

Name of the module to which it belongs:

Field: VARIACIÓN, COGNICIÓN Y DISCURSO EN INGLÉS

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6

Classroom hours: 60

Face-to-face classroom percentage: 40%

Non-contact hours: 90

Online platform:

TEACHER INFORMATION

Name: BLANCO CARRIÓN, OLGA

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SPECIFICS OF THE SUBJECT

REQUIREMENTS AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

Students should prepare the material left by the instructor in the copy shop on a weekly basis before attending the classes. Class time will be devoted to the discussion of the main theoretical aspects dealt with in that material and practical cases and activities related to the unit.

SKILLS

- CE10 Knowledge of the specific terminology of the main linguistic disciplines.
- CE11 Knowledge of the specific linguistic features of the English language with respect to the the native language, and their differences. Theoretical and practical knowledge of the Spanish/English language mediation.
- CB1 Capable of analysis and synthesis.
- CB2 Capable of organisation and planning.
- CB3 Knowledge of a foreign language (English).
- CB5 Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
- CB8 Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.

| | |
|------|---|
| CB13 | Capable of self-assessment |
| CB14 | Adapt to new situations. |
| CB17 | Motivation for quality, professional ambition and entrepreneurship. |
| CB18 | Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study. |
| CU1 | Accredit the use and mastery of a foreign language. |
| CU2 | User level knowledge and mastery of ICTs. |
| CE12 | Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods. |
| CE13 | Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays. |
| CE15 | Use different resources for the study and research of English linguistics, both in print and electronic form (bibliographies, databases, relevant specialised computer applications in linguistic studies) |
| CE16 | Knowledge of the methodologies, tools and resources of language industries and information and communication technologies. |
| CE24 | Identify, classify, explain and evaluate the various language functions regarding units, relations and processes. |
| CE25 | Ability to analyse the phonetic, phonological, morphosyntactic, semantic properties and discourse 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 those periods. |
| CE27 | Participation in group learning activities: assignments, studies |
| CE28 | Participation in learning forums and knowledge transfer: newsgroups, blogs |
| CE29 | Analyse factors related to the use of language in situations that affect the final form of written and spoken text. |
| CE33 | Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language. |
| CE34 | Ability to critically evaluate a bibliography and situate it within a theoretical perspective. |
| CE35 | Ability to design and develop training materials and materials for self-learning related to the academic content of the module. |
| CE39 | Ability to identify the cognitive and functional determinants of language structure and use. |
| CE40 | Develop autonomy to select linguistic and methodological resources according to the objective to be pursued. |
| CE41 | Develop an interest in linguistic theory and its application to various fields such as the study of creative texts in English and English language teaching and learning methodology. |
| CE42 | Develop an interest in both synchronic and diachronic linguistic theory and description. |
| CE43 | Develop an interest in the various theories of language teaching and learning in a heterogeneous context of diverse traditions, methods and approaches. |
| CE44 | Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules. |
| CE45 | Accept critical currents of thought that differ from that of the students. |
| CE51 | Ability to distinguish between different theoretical/critical approaches to the same problem. |
| CE52 | Ability to identify research problems and topics and assess their relevance. |
| CE53 | Ability to analyse texts and discourse in English using the proper techniques of analysis. |
| CE55 | Scientific knowledge of the semantics and pragmatics of English. |

OBJECTIVES

Introduction to the figurative uses of language.

Acquiring knowledge about conceptual metaphor and metonymy, from a cognitive linguistics perspective.

Checking different linguistic levels at which these two conceptual mechanisms operate.

Performing cross-linguistic comparative studies/analyses to check differences in conceptualization.

Becoming aware of the ubiquity of the cognitive capacity known as conceptual mapping and conceptual metaphor, metonymy, etc. in everyday language and thought.

CONTENT

1. Theory contents

1. Introduction to figurative language.
2. Basic concepts in the cognitive theory of metaphor, metonymy and conceptual blending.
3. Metaphor and metonymy in interaction.
4. Ubiquity of metaphor and metonymy in the lexicon.
5. Ubiquity of metaphor and metonymy in grammar.
6. Ubiquity of metaphor and metonymy in social and cultural models (political, philosophical, religious, etc.)
7. Ubiquity of metaphor and metonymy in discourse (inference, coherence, rhetorical strategies, etc.)
8. Applications: general overview (sign languages, PLN and AI, politics, marketing, and other fields.)
9. Application of CTMM to the analysis of literary texts.
10. Application of CTMM to the foreign language acquisition.

2. Practical contents

Every theoretical unit contains exercises and practical cases.

Class discussion of the compulsory readings.

Introduction to research methods in this field, which will help the student in the preparation of the final assignment.

METHODOLOGY

General clarifications on the methodology and methodological adaptations for part-time students

Part-time students should contact the instructor at the beginning of the course to fix a calendar of assignments to hand-in and tutorials. They should also present a final project.

Face-to-face activities

| Activity | Large group | Medium group | Total |
|------------------------------|-------------|--------------|-----------|
| <i>Assessment activities</i> | 15 | - | 15 |
| <i>Case study</i> | 15 | - | 15 |
| <i>Paper presentation</i> | - | 15 | 15 |
| <i>Reading Activities</i> | 15 | - | 15 |
| Total hours: | 45 | 15 | 60 |

Not on-site activities

| Actividad | Total |
|------------------------------------|-------|
| <i>Analysis</i> | 15 |
| <i>Bibliographic consultations</i> | 5 |
| <i>Exercises</i> | 20 |
| <i>Finding information</i> | 15 |
| <i>Problems</i> | 15 |
| <i>Self-study</i> | 20 |
| Total hours: | 90 |

WORK MATERIALS FOR STUDENTS

Practical cases and examples
Dossier

EVALUATION

| Skills | Tools | | |
|--------|--------------------------|--------------------|------------------------------|
| | Assignments and projects | Oral presentations | Practical cases and examples |
| CB1 | x | x | |
| CB13 | | | x |
| CB14 | x | | |
| CB17 | x | | |
| CB18 | x | | |
| CB2 | x | | |
| CB3 | | x | |
| CB5 | x | | |
| CB8 | x | | |
| CE10 | | | x |
| CE11 | x | x | x |
| CE12 | | | x |
| CE13 | x | x | |
| CE15 | x | | |
| CE16 | x | | |
| CE24 | | | x |
| CE25 | x | | x |
| CE26 | | | x |
| CE27 | x | | |
| CE28 | x | | x |
| CE29 | x | x | |

| | | | |
|--------------------------|------------|------------|------------|
| CE33 | x | | x |
| CE34 | x | | |
| CE35 | x | | |
| CE39 | | | x |
| CE40 | | | x |
| CE41 | x | | |
| CE42 | | | x |
| CE43 | | | x |
| CE44 | x | x | x |
| CE45 | | x | |
| CE51 | x | | |
| CE52 | x | | |
| CE53 | | | x |
| CE55 | x | x | x |
| CU1 | x | x | |
| CU2 | x | x | |
| Total (100%) | 60% | 20% | 20% |
| Minimum grade.(*) | 5 | 5 | 5 |

(*) Minimum grade necessary to calculate the average

Minimum score to eliminate content and period of validity for partial qualifications: 5 (*valid until the end of the academic year*)

General clarifications on evaluation and methodological adaptation for part-time students:

Part-time students must ask the instructor about the course material to be covered and conduct a piece of research about one of the topics of the course syllabus.

Value of attendance in the final grade: *Attendance without active involvement of the student in both the discussions about theoretical aspects and debates about the practical cases will not be considered for the final grade*

Qualifying criteria for obtaining honors: *must obtain the maximum grade in the three concepts to be assessed for the final grade.*

BIBLIOGRAPHY

1. Basic Bibliography:

Barcelona Sánchez, Antonio. 1997. "Cognitive Linguistics: A Usable Approach". *Lingüística cognitiva aplicada al estudio del inglés*. Número monográfico de Cuadernos de Filología Inglesa (1-20).

Barcelona Sánchez, Antonio, editor. 2000. *Metaphor and Metonymy at the Crossroads. A Cognitive Approach*. Berlin / New York: Mouton de Gruyter.

Benczes, Réka, Antonio Barcelona & Francisco-José Ruiz de Mendoza Ibáñez (eds). 2011. *Defining metonymy in*

Cognitive Linguistics. Towards a consensus view. (Human Cognitive Processing 28). Amsterdam: John Benjamins.

Gibbs, Raymond W (ed.). 2010. The Cambridge Handbook of Metaphor and Thought. New York. Cambridge University Press.

Kövecses, Zoltán. 2002. Metaphor. A Practical Introduction. Oxford: Oxford University Press. Low, Graham, and Lynne Cameron (eds.) Researching and Applying Metaphor. Cambridge: Cambridge University Press.

Lakoff, G. & M. Johnson. 2003). Metaphors we Live By. Chicago: The University of Chicago Press.

Ortony, Andrew (ed.). 1993. Metaphor and Thought (2ª edición). Cambridge: Cambridge University Press.

Panther, Klaus, Linda Thornburg & Antonio Barcelona (eds). 2009. Metonymy and Metaphor in Grammar. (Human Cognitive Processing 25). Amsterdam: John Benjamins.

Steen, G. J., 2007. Finding Metaphor in Grammar and Usage. Amsterdam; Philadelphia: John Benjamins.

Ungerer, Friedrich, and Hans-Jörg Schmid. 2006 (2nd ed.). An Introduction to Cognitive Linguistics. London: Longman.

2. Further reading:

Will be provided during the teaching period for the research papers to be handed-in by students.

COORDINATION CRITERIA

- Jobs valid for various subjects
- Joint activities: lectures, seminars, visits ...
- Selection of common competencies

Clarifications:

The student may choose to opt for a final project valid for both Semántica y Pragmática I and El Lenguaje Figurado del Inglés. In this case, the depth of the research question or the quantity of data taken into consideration for the study will increase accordingly.

If there was a lecture or seminar by an expert in the field of cognitive linguistics attendance to this event will be compulsory and taken into account for the final grade of both this course and Semántica and Pragmática I.

SCHEDULE

| Period | Activity | | | |
|---------------------|-----------------------|------------|--------------------|--------------------|
| | Assessment activities | Case study | Paper presentation | Reading activities |
| 1# Fortnight | 1 | 2 | 2 | 2 |
| 2# Fortnight | 2 | 2 | 2 | 2 |
| 3# Fortnight | 2 | 2 | 2 | 2 |
| 4# Fortnight | 2 | 2 | 2 | 2 |
| 5# Fortnight | 2 | 2 | 2 | 2 |
| 6# Fortnight | 2 | 2 | 2 | 2 |
| 7# Fortnight | 2 | 2 | 2 | 2 |
| 8# Fortnight | 2 | 1 | 1 | 1 |
| Total hours: | 15 | 15 | 15 | 15 |