

Dottorato di ricerca in Lingue e Letterature Straniere
Curriculum Lingue Straniere e Traduzione
Programmi degli insegnamenti a.a. 2021/2022

Winter school: 31st January – 10th February

English corpus linguistics

English corpus linguistics: key aspects (Roberta Facchinetti)
Corpus linguistics and the language of politics (Maria Ivana Lorenzetti)
Corpus linguistics and multimodality (Anna Zanfei)
Corpus linguistics and language teaching and learning (Sharon Hartle)
Building a corpus: structure and tagging (Sara Corrizzato)

Lexical entities

Lexical entities in general language (Paolo Frassi)
Lexical entities in terminology (Maria Francesca Bonadonna)
Neology in general language & Workshop on neology: European languages (Giovanni Luca Tallarico)
Neonimia e retronimia (Silvia Domenica Zollo)

Terminology

Variation in terminology (Dunia Hourani Martín)
A pragmatic analysis of anglicisms in contemporary Spanish. Women's Magazines and culinary terms as a case study (María Estornell Pons)

Metaphor

Cognitive approaches to metaphor: a theoretical introduction (Michele Mannoni)
Metaphor in emotional expressions (Barbara Bisetto)
Metaphor and translation (Michele Mannoni)

Title	<i>Corpus linguistics: Key aspects</i>
Instructor	Roberta Facchinetti
Teaching hours	8
Credit typology	A 2 ECTS/CFU
DH	✓
Dates	January 31st, February 1st 2022 09.00-13.00
Learning outcomes	This module aims at leading students to know the key aspects of English corpus linguistics. At the end of the module students will understand how to analyze written and oral texts drawn from different types of corpora.
Course content	<ul style="list-style-type: none"> - Corpus Linguistics: When it all started - Typologies of linguistic corpora - CL applications - Compiling a corpus
References	<p>McEnery, T. and A. Hardie (2012) <i>Corpus linguistics. Method, Theory and Practice</i>. Cambridge: Cambridge University Press.</p> <p>Wallis, S. (2021) <i>Statistics in Corpus Linguistics Research. A New Approach</i>. London: Routledge.</p>

Title	<i>Corpus Linguistics and the Language of Politics</i>
Instructor	Maria Ivana Lorenzetti
Teaching hours	2
Credit typology	A 0.5 ECTS/CFU
DH	
Dates	January 31st, 2022 14-16
Learning outcomes	By the end of the course the PhD students will have an awareness of a) the main points to consider while designing a corpus for the analysis of political language, b) of the different types of analyses that may be performed in relation to different micro-text genres and topics c) and the insights that can be drawn from the point of view of the language and discourse strategies employed.
Course content	The course offers an introduction to the application of corpus linguistics principles to the analysis of political discourse. Presenting first an overview about corpus design for the study of political discourse that might be suitable also from a critical discourse analysis perspective, it will examine some case studies on specific text genres and topics that will be used to gain new insights into specific usages of the lexicon, metaphor and framing techniques in political language.

References	<p>McEnery Tony and Andrew Hardie (2011) <i>Corpus Linguistics: Method, Theory and Practice</i>, Cambridge: Cambridge University Press</p> <p>Baker, P., Gabrielatos C., KhosraviNik, M., Krzyzanowski, M., McEnery, T. & Wodak, R. (2008). A useful methodological synergy? Combining critical discourse analysis and corpus linguistics to examine discourses of refugees and asylum seekers in the UK press. <i>Discourse & Society</i>, 19(3), 273-305.</p> <p>Gabrielatos, C. & Baker, P. (2008). Fleeing, sneaking, flooding: A corpus analysis of discursive constructions of refugees and asylum seekers in the UK Press 1996-2005. <i>Journal of English Linguistics</i>, 36(1), 5-38.</p> <p>Van Dijk Teun (2002a). "Discourse and racism". In: David Theo Goldberg, John Solomos (eds). <i>A Companion to Racial and Ethnic Studies</i>. London: Blackwell: 145-159.</p> <p>Van Dijk Teun (2006). "Discourse and manipulation". <i>Discourse & Society</i>, 17/2, 359-383.</p>
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Title	<i>Corpus linguistics and multimodality</i>
Instructor	Anna Zanfei
Teaching hours	2
Credit typology	A 0.5 ECTS/CFU
Dates	February 1st, 2022 14.00-16.00
Learning outcomes	<ul style="list-style-type: none"> – linguistic insights: improving knowledge of and access to multimodal corpora for research purposes; – computational insights: understanding the challenges in building multimodal corpora.
Course content	<ul style="list-style-type: none"> - Introduction to research in linguistics related to multimodal corpora: cognitive linguistics/pragmatics and advertising; speech and multimodal studies, multimodal-intercultural studies and spoken interactions (conversations) - Challenges and solutions to: 1. Accessing multimodal corpora; 2. Annotating multimodal corpora.
References	<p>ALLWOOD J. and E. Ahlsen, 2009, Multimodal Intercultural Information and Communication technology, in Kipp M et al. (eds.), 2009.</p> <p>CAMPBELL Nick, Tools and resources for Visualising Conversational-Speech interaction, in Kipp M et al. (eds.), 2009.</p> <p>COPE, Bill and Mary Kalantzis, 2020, Adding Sense: Context and Interest in a Grammar of Multimodal Meaning, Cambridge UK: Cambridge University Press.</p> <p>KALANTZIS, Mary and Bill Cope, 2020, Making Sense: Reference, Agency and Structure in a Grammar of Multimodal Meaning, Cambridge UK: Cambridge University Press</p> <p>KIPP Michael et. Al (eds.) 2009, Multimodal corpora: from models of natural interaction to systems and applications, New York, USA, Springer Verlag.</p> <p>SCHIEL Florian, The SmartWeb Corpora: Multimodal Access to the Web in Natural Environment, in Kipp M et al. (eds.), 2009.</p> <p>SCHMIDT Thomas et Al., An Exchange Format for Multimodal Annotations, in Kipp M et al. (eds.), 2009</p>

Title	<i>Corpus linguistics in language teaching and learning</i>
Instructor	Sharon Hartle
Teaching hours	2
Credit typology	A 0.5 ECTS/CFU
DH	
Date/Dates	February 2nd, 2022 10.00-12.00
Learning outcomes	<p>This course aims to:</p> <ol style="list-style-type: none"> 1. introduce the recent background of Corpus Linguistics from the viewpoint of Language Teaching with particular reference to lexical grammar; 2. Develop an awareness of Data Driven Learning (DLL): advantages and disadvantages in English Language Teaching; 3. Sensitize the course participants to available resources and their use both in teaching and learning; 4. Provide the opportunity to reflect on ways that working with such tools can meet personal learning needs.
Programme	<ol style="list-style-type: none"> 1. Introduction to the recent background of Corpus Linguistics from the viewpoint of Language Teaching: <ol style="list-style-type: none"> a. Corpora and language teaching: a paradigm shift? (Presentation and discussion) 2. Development of an awareness of Data Driven Learning (DLL): advantages and disadvantages in English Language Teaching: <ol style="list-style-type: none"> a. Why DDL and which version should be adopted? (Presentation and discussion) 3. Sensitizing the course participants to available resources and their use both in teaching and learning: <ol style="list-style-type: none"> a. Demonstration of various resources developed for language learning: <i>SkeLL</i>, <i>COCA</i> and <i>Just the Word</i> b. <i>Practice (group work)</i> 4. Provide the opportunity to practice working with the tools to meet personal needs: <ol style="list-style-type: none"> a. Reflection and final discussion.
References	<p>Boulton, A. and Cobb, T. (2017) ‘Corpus Use in Language Learning: A Meta-Analysis’, <i>Language Learning</i>, 67(2). doi: 10.1111/lang.12224.</p> <p>Johns T. (1986) Micro-concord, a language learner’s research tool. <i>System</i> 14(2) 151_162.</p> <p>O’keefe A., McCarthy M., Carter R. (2007) <i>From Corpus to Classroom: language use and language teaching</i>. Cambridge. Cambridge University Press.</p> <p>Sinclair, J. M. (1991) <i>Corpus, Concordance, Collocation</i>. Oxford: Oxford University Press.</p> <p>Tribble, C. (2015) ‘Teaching and language corpora Perspectives from a personal journey’, in Leńko-Szymańska, A. and Boulton, A. (eds) <i>Multiple Affordances of Language Corpora for Data-driven Learning</i>. Amsterdam & Philadelphia: John Benjamins Publishing Company, pp. 37–64.</p> <p>Internet Sites</p> <p>AntConc: https://www.laurenceanthony.net/software/antconc/</p> <p>COCA: https://www.english-corpora.org/coca/</p>

	Just the Word: http://www.just-the-word.com/ SkeLL: https://skell.sketchengine.co.uk/run.cgi/skell
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Title	<i>Building a corpus: structure and tagging</i>
Instructor	Sara Corrizzato
Teaching hours	2
Credit typology	A 0.5 ECTS/CFU
DH	✓
Dates	February 2nd, 2022 14.00-16.00
Learning outcomes	This seminar aims at giving PhD students the tools to understand the characteristics of corpus design and to understand the issues related to the choice of metadata as well as the choice of tagging, parsing and annotation conventions of spoken and digital corpora. Specific examples from different tagging systems will be presented.
Course content	The seminar will provide an overview of the main issues related to corpus design of written, spoken and digital corpora, and of the different steps necessary to annotate the corpus, focusing on the identification of the metadata as well as the tagging system (i.e., PoS, questions/answers, pragmatic strategies, anthropophonics, such as pauses and hesitations).
References	Garside, R., Leech, G., McEnery T. (eds), 1997. <i>Corpus annotation</i> . London: Longman. Leech, G., 2005. "Adding Linguistic Annotation", in M. Wynne (ed.), <i>Developing Linguistic Corpora: a Guide to Good Practice</i> , Oxford: Oxbrow Books, pp. 17-29. McEnery, A., 2003. "Corpus Linguistics", in R. Mitov (ed.), <i>The Oxford Handbook of Computational Linguistics</i> , Oxford: Oxford University Press, pp. 448-463. Sinclair, J., 1991. <i>Corpus, Concordance, Collocation</i> . Oxford: Oxford University Press. Semino, E., Short, M. 2004. <i>Corpus Stylistics: Speech, Writing and Thought Presentation in a Corpus of English Writing</i> . London: Routledge.

Title	<i>Lexical entities in general language</i>
Instructor	Paolo Frassi
Teaching hours	2
Credit typology	A 0.5 ECTS/CFU
DH	
Date/Dates	February 3rd, 2022 10.00-12.00
Learning outcomes	On completion of this course, students should be able to: <ul style="list-style-type: none"> - Understand criteria for the identification of lexical entities - Define the notion of <i>lexical entity</i> - Be aware of the properties of the different kinds of lexical entities - Distinguish different types of lexical entities in general language - Define each kind of lexical entity in general language - Be aware of the links between lexical entities

<p>Course content</p>	<p>The starting point of this course will be the definition of lexical entities, passing through the different kinds of lexical entities that may occur in all languages: word forms, lexies (lexemes and idioms) and vocables.</p> <p>Since a lexical entry has semantic and syntactic properties, we will try to identify them by the notions of semantic predicates and of semantic derivation.</p> <p>We will conclude by some examples of general relations (syntagmatic and paradigmatic) between lexies, which we will formalize by means of lexical functions.</p>
<p>References</p>	<p>I. Mel'čuk, and A. Polguère 1987. "A Formal Lexicon in the Meaning-Text Theory (or how to do Lexica with Words)". In: <i>Computational Linguistics</i> 13, 3-4, pp. 261-275.</p> <p>I. Mel'čuk, et al. 1992a. <i>Dictionnaire explicatif et combinatoire du français contemporain. Recherches Lexico-Sémantiques III</i>. Montréal: Presses Universitaires de Montréal.</p> <p>I. Mel'čuk 1992b. "Lexicon". In: W. Bright, ed., <i>International Encyclopedia of Linguistics</i>, vol. 2, New York—Oxford : Oxford University Press, 332-335.</p> <p>I. Mel'čuk 1995. "Phrasemes in Language and Phraseology in Linguistics". In: M. Everaert, E.-J. van der Linden, A. Schenk & R. Schreuder, eds, <i>Idioms. Structural and Psychological Perspectives</i>, Hillsdale, N.J.—Hove: Lawrence Erlbaum Associates, 167-232.</p> <p>I. Mel'čuk 1996. "Lexical Functions: A Tool for the Description of Lexical Relations in the Lexicon". In: L. Wanner, ed., <i>Lexical Functions in Lexicography and Natural Language Processing</i>, Amsterdam/Philadelphia: Benjamins, 37-102.</p> <p>I. Mel'čuk 1998. "The Meaning-Text Approach to the Study of Natural Language and Linguistic Functional Models". [Invited lecture.] In: S. Embleton, ed., <i>LACUS Forum 24</i>, Chapel Hill: LACUS, 3-20.</p> <p>I. Mel'čuk 2004a. "Actants in Semantics and Syntax I: Actants in Semantics". <i>Linguistics</i>, 42: 1, 1-66.</p> <p>I. Mel'čuk 2004b. "Actants in Semantics and Syntax II: Actants in Syntax". <i>Linguistics</i>, 42: 2, 247-291.</p> <p>I. Mel'čuk 2006. "Explanatory Combinatorial Dictionary". In: G. Sica, ed., <i>Open Problems in Linguistics and Lexicography</i>, Monza (Italy): Polimetrica Publisher, 225-355.</p> <p>I. Mel'čuk 2007. "Lexical Functions". In: H. Burger, D. Dobrovol'skij, P. Kühn & N. Norrick, eds, <i>Phraseology. An International Handbook of Contemporary Research</i>, Berlin—New York: W. de Gruyter, 119-131.</p> <p>I. Mel'čuk 2013. "Syntactics, the Third Component of a Linguistic Sign". In: M. Guławska-Gawkowska & G. Zeldovicz, eds, <i>Znaki czy nie znaki?</i>, Warszawa: Wydawnictwo Uniwersytetu Warszawskiego, 137-151.</p> <p>A. Polguère 2014. "From Writing Dictionaries to Weaving Lexical Networks". <i>International Journal of Lexicography</i> 27(4), 396–418.</p> <p>A. Polguère 2016. <i>Lexicologie et sémantique lexicale. Notions fondamentales</i>. Third edition, Les Presses de l'Université de Montréal, Montréal.</p> <p>A. Polguère 2018. "A Lexicographic Approach to the Study of Copolysemy Relations". <i>Russian Journal of Linguistics</i> 22(4), 788–820.</p> <p>A. Polguère 2016. "La question de la géométrie du lexique". <i>SHS Web of Conferences</i> 27, 01002 [F. Neveu et al.: <i>Proceedings of the "5^e Congrès Mondial de Linguistique Française (CMLF 2016)"</i>, Tours (France)].</p>

Title	<i>Lexical entities in terminology</i>
Instructor	Maria Francesca Bonadonna
Teaching hours	2
Credit typology	A 0.5 ECTS/CFU
DH	✓
Date/Dates	February 3rd, 2022 14.00-16.00
Learning outcomes	<p>On completion of this course, students should be able to:</p> <ul style="list-style-type: none"> - demonstrate an understanding of the concept of lexical entities in terminology; - distinguish the different types of lexical entities in terminology; - identify various phenomena of lexical entities from small and / or large specialized corpora; - familiarize with terminographic databases; - describe examples of lexical entities in their research language.
Course content	<p>This seminar aims to present the main theoretical notions relating to lexical entities applied to terminology.</p> <p>Our attention will be paid to the specific properties characterizing lexical entities in terminology, i.e. terminological entities. The main terminology theories will be illustrated in order to highlight different approaches to the description and treatment of these entities.</p> <p>Some major issues related to the analysis of terminological units will be discussed through new ways of accessing knowledge (text mining, digital humanities, etc.), as well as through the development and use of software for the analysis of linguistic data.</p> <p>Some examples will be analyzed both in specialized corpora and in terminographic data banks.</p>
References	<p>AA.VV., <i>Terminology</i>, Special Issue <i>Computational Terminology and filtering of terminological information</i>, vol. 24, number 1, 2018.</p> <p>Altmanova J., Centrella M., Russo K. E. (ed.) (2018), <i>Terminology & Discourse/Terminologie et discours</i>, Peter Lang.</p> <p>John Humbley, « Quelques enjeux de la dénomination en terminologie », <i>Cahiers de praxématique</i> [En ligne], 36 2001, https://journals.openedition.org/praxematique/338#quotation</p> <p>L'Homme M.-C. (2020), <i>Lexical semantics for terminology: An introduction</i>, Amsterdam/Philadelphia: John Benjamins.</p> <p>Sager, J. C. (1990), <i>A Practical Course in Terminology Processing</i>, Amsterdam/Philadelphia: John Benjamins.</p> <p>Zanola, M. T. (2018), <i>Che cos'è la terminologia</i>, Rome: Carocci.</p>

Title	<i>Neology in general language (1st part)</i> <i>Workshop on neology: European languages (2nd part)</i>
Instructor	Giovanni Luca Tallarico
Teaching hours	6 hours (2h: 1st part + 4h: 2nd part)
Credit typology	A 1.5 ECTS/CFU
DH	✓

Dates	February 4th, 2022 9.00-11.00; 14.00-18.00
Learning outcomes	<p>On completion of this course, PhD students:</p> <ul style="list-style-type: none"> - will have understood the main issues related to neologisms as lexical entities; - will be able to problematize specific phenomena, such as relationships between neology and lexicography, semi-automatic neology retrieval, and lexical borrowings; - will be able to compare and analyse neologisms and borrowings in different European languages, on the basis of the theoretical premises given.
Course content	<p>The first part of the seminar will be devoted to an introduction to neologisms as lexical entities. The following subjects will be dealt with: issues related to the definition of "neology" and "neologisms"; complex relationships between neologisms and dictionaries; word-formation processes, in reference to Sablayrolles's theoretical framework; neologisms and socio-pragmatic features.</p> <p>The second part will take the form of a workshop class. After an introduction on semi-automatic neology retrieval and analysis, and digital platforms based on large corpora, PhD students will be asked to carry out a comparative analysis of a sample of neologisms and borrowings in European languages (English, French, Italian, Spanish essentially), focussing on their semantic and morphological features. Use will be made of digital resources, such as Néoveille and GLAD (Global Anglicism Database Network).</p>

References	<p>Cartier, Emmanuel (2017): “Neoveille, a Web Platform for Neologism Tracking, Proceedings of the EACL 2017 Software Demonstrations”, Valencia, Spain, April 3-7. URL: https://www.aclweb.org/anthology/E/E17/E17-3024.pdf</p> <p>Cartier, Emmanuel (2019): “Néoveille, plateforme de repérage et de suivi des néologismes en corpus dynamique”. <i>Neologica</i>, 13, 23-54.</p> <p>GLAD, Global Anglicism Database Network: https://www.nhh.no/en/research-centres/global-anglicism-database-network/</p> <p>Humbley, John (2020): “Le dictionnaire plurilingue d’emprunts. Une perspective européenne”. In: Tallarico, Giovanni, Humbley, John & Jacquet-Pfau, Christine (edd.), <i>Nouveaux horizons pour la néologie en français. Hommages à Jean-François Sablayrolles</i>, Limoges, Lambert-Lucas, 53-67.</p> <p>Jacquet-Pfau, Christine et al. (edd.) (2018): <i>Emprunts néologiques et équivalents autochtones: études interlangues</i>, Lodz, Lodz University Press.</p> <p>Néoveille, plateforme de repérage, analyse et suivi des néologismes: www.neoveille.org</p> <p>Sablayrolles, Jean-François (2019): <i>Comprendre la néologie. Conceptions, analyses, emplois</i>, Limoges, Lambert-Lucas.</p> <p>Saugera, Valérie (2017): <i>Remade in France. Anglicisms in the Lexicon and Morphology of French</i>, Oxford, Oxford University Press.</p> <p>Schmid, Hans-Jörg (2008): “New Words in the Mind: Concept-formation and entrenchment of neologisms”, <i>Anglia</i>, 126(1), 1-36.</p> <p>Winter-Froemel, Esme (2017): “The pragmatic necessity of borrowing. Euphemism, dysphemism, playfulness – and naming”. <i>Taal en Tongval</i>, 69(1), 17-46. URL: https://doi.org/10.5117/TET2017.1.WINT</p>
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Titolo	<i>Neonimia e retronimia</i>
Docente	Silvia Domenica Zollo
N. di ore	2 ore
Tipologia crediti	A 0.5 ECTS/CFU
DH	✓
Date	04/02/2022 11.00-13.00
Obiettivi formativi	<p>Al termine dell’incontro seminariale, il dottorando/la dottoranda:</p> <ul style="list-style-type: none"> - avrà acquisito le competenze per lo studio dei fenomeni di neologia induttiva e/o retrospettiva e di retronimia; - avrà acquisito le metodologie, le tecniche di ricerca e di analisi dei dati linguistici utili al campo di studio in oggetto; - sarà in grado di realizzare una ricerca e/o un <i>case study</i> originale.
Programma	<p>Il IV incontro del ciclo seminariale ‘<i>Lexical entities</i>’, intende far luce su un meccanismo lessico-genetico più recentemente indagato nelle lingue di specialità: la neologia retrospettiva (<i>retronymy</i>), contribuendo alla sua definizione e al suo studio nel quadro linguistico teorico e applicato della neonimia. Attraverso un’esplorazione diacronica di dati estratti da corpora specialistici e piattaforme, si descriveranno altresì i principi linguistici ed extralinguistici che regolano la formazione di alcuni retronimi nelle lingue di specialità.</p>

Bibliografía	<p>Amlen D. (2016), “Retronyms”, <i>The New York Times Magazine (Worldplay)</i>, 10.12.2016, URL: https://www.nytimes.com/2016/12/10/crosswords/retronyms-crossword-puzzles-daily.html.</p> <p>Barrios Rodríguez M. A. (2017), “Neologismo inducido: estudio lexicológico de algunos neologismos del español”, <i>RILCE</i>, 33(1), pp. 5-31.</p> <p>Humbley J. (2018), <i>La néologie terminologique</i>, Limoges, Lambert-Lucas, coll. “La Lexicothèque”.</p> <p>Xydopoulos G. J. & Lazana I. (2014), “A view of retronymy as a source of neology”, eds. Dury P., De Hoyos C. et al. (éds.), <i>La néologie en langue de spécialité. Détection, implantation et circulation des nouveaux termes</i>, Lyon: Centre de Recherche en Terminologie et Traduction Université Lumière Lyon 2, pp. 75-98.</p>
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Title	<i>Variation in terminology</i>
Instructor	Dunia Hourani Martín
Teaching hours	4
Credit typology	A 1 ECTS/CFU
DH	
Dates	February 7th, 2022 10.00-12.00; 14.00-16.00
Learning outcomes	<p>At the end of the course, participants will:</p> <ul style="list-style-type: none"> - recognise the types of variants and possible causes for variation in specialised languages. - be familiar with different lines of research and methodologies in the study of variation in terminology.
Course content	<p>The seminar will focus on terminological variation as one of the domains in terminology. After introducing the theoretical framework, the seminar will centre on describing the types of variants and the causes that give rise to variation. Special attention will be paid to the current lines of research and methodologies for studying variation with examples applying to several domains and different languages, but mainly related to Spanish.</p>
References	<p>Cabré Castellví, M. Teresa (2003): “Theories of terminology Their description, prescription and explanation”, <i>Terminology</i> 9(2), 163-199.</p> <p>Daille, Béatrice (2017): <i>Term Variation in Specialised Corpora. Characterisation, automatic discovery and applications</i>, Amsterdam/Philadelphia: John Benjamins.</p> <p>Fernández-Silva, Sabela (2018): “A investigación sobre variación terminológica: avances actuais e desafíos metodolóxicos”, in Manuel González González/María-Dolores Sánchez-Palomino/Inés Veiga Mateos (eds.), <i>Terminoloxía: a necesidade da colaboración</i>, Madrid/Frankfurt am Main: Iberoamericana/Vervuert, 39-66.</p> <p>Fernández-Silva, Sabela / Kerremans, Koen (2011): “Terminological Variation in Source Texts and Translations: A Pilot Study”, <i>Meta</i> 56(2), 318-335.</p> <p>Freixa, Judit (2006): “Causes of Denominative Variation in Terminology: A Typology Proposal”, <i>Terminology</i> 12(1), 51-77.</p> <p>Giacomini, Laura (2015): “Context-dependent variation on LSP collocations. A corpus-based analysis”, <i>Procedia. Social and Behavioral Sciences</i> 198, 140-148.</p>

Title	<i>A Pragmatic Analysis of Anglicisms in Contemporary Spanish. Women's Magazines and Culinary Terms as a case study.</i>
Instructor	María Estornell Pons
Teaching hours	4
Credit typology	A 1 ECTS/CFU
DH	
Reference person	Renzo Miotti
Dates	February 8th, 2022 10.00-12.00; 14.00-16.00
Learning outcomes	<ul style="list-style-type: none"> - Examine the current increasing use of Anglicisms as loanwords in present-day Spanish. - Analyze the pragmatic function of these loans in two discursive genres: digital women's magazines and culinary and tourist texts. - Compare the case of Spanish with present-day Italian (or another language), through the search of anglicisms in equivalent digital texts in Italian or in another language. - Present the results of this practical research in order to obtain a final conclusion of the case study.
Course content	<p>The course will take the form of a workshop class and will be divided into two parts: a theoretical and a practical one.</p> <p>In the first part, there will be an introduction on the presence of anglicisms in contemporary Spanish, focused on two discursive genres: digital women's magazines and digital culinary and tourist discourse. Some examples will be shown to analyze the pragmatic function of these loanwords in these types of texts.</p> <p>In the second part, PhD students will examine if this trend exists in contemporary Italian (or in another language of their choice), by searching equivalent magazines and culinary texts, in which they will look for examples similar to those shown. They will present these examples in the class and comment on them from a pragmatic point of view. Finally, a comparison and conclusion will be made about this lexical use in the case study.</p>
References	<p>Calvi, María Vittoria (1998): "Notas sobre la adopción de anglicismos en español y en italiano". <i>LEA: Lingüística Española Actual</i>, 20, 29-40.</p> <p>Estornell Pons, María (2012): "Préstamos del inglés en revistas femeninas: entre la necesidad denominativa y la estrategia pragmática". <i>Pragmalingüística</i>, 20, 61-91.</p> <p>Giménez Folqués, David (2015): "Anglicisms in Tourism Language Corpora 2.0". <i>Procedia - Social and Behavioral Sciences</i>, 198, 149-156.</p> <p>González-Pastor, Diana & Candel Mora, Miguel Ángel (2017): "Creación léxica y anglicismos en el lenguaje de la gestión del turismo en español". <i>E-Aesla</i>, 3, 321-331.</p> <p>González Cruz, María Isabel & Rodríguez Medina, María Jesús (2011): "On the pragmatic function of anglicisms in Spanish: a case study". <i>Alicante Journal of English Studies / Revista Alicantina de Estudios Ingleses: RAEI</i>, 24, 257-273.</p> <p>Núñez Nogueroles, Eugenia Esperanza (2018): "A Comprehensive Definition and Typology of Anglicisms in Present-day Spanish". <i>Epos: Revista de filología</i>, 34, 211-237.</p> <p>Pérez Fernández, Lucila María & Gutiérrez Fernández, Carla (2019): "¿Se puede hablar de moda sin extranjerismos?". <i>Cuadernos de investigación filológica</i>, Tomo 46, 103-128.</p>

	Rodríguez González, Félix (1999): “Anglicisms in contemporary Spanish, an overview”. <i>Atlantis: Revista de la Asociación Española de Estudios Anglo-Norteamericanos</i> , 21, N° 1-2, 103-139.
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Title	<i>Cognitive approaches to metaphor: a theoretical introduction</i>
Instructor	Michele Mannoni
Teaching hours	2
Credit typology	A 0.5 ECTS/CFU
DH	✓
Dates	February 9th, 2021 10.00-12.00
Learning outcomes	<ul style="list-style-type: none"> - Defining metaphor; - Metaphors in language vs. metaphor in thought; - Types of metaphors - Primary metaphors and image schemas - Universality vs variation
Course content	<p>What is metaphor? And why does it matter? In this lecture, we will see how metaphor is way more than just an ornamental and rhetorical device, but a foundational instrument of our thought. Students will learn how metaphor functions in language and at the cognitive level, and will learn to find the mappings starting from a linguistic utterance. We'll discuss key concepts such as source domain and target domain, as well as their features. Attention will also be devoted to the decomposition of complex metaphors to more primary metaphors and image schemas, which will lead to a discussion on universality in contrast to cultural variation.</p>
References	<p>Cameron, Lynne, and Graham Low, eds. <i>Researching and Applying Metaphor</i>. Cambridge: Cambridge University Press, 1999.</p> <p>Charteris-Black, Jonathan. <i>Corpus Approaches to Critical Metaphor Analysis</i>. Hampshire/New York: Palgrave Macmillan, 2004.</p> <p>Deignan, Alice. <i>Metaphor and Corpus Linguistics</i>. Amsterdam/Philadelphia: John Benjamins, 2005.</p> <p>Forceville, Charles J., and Eduardo Urios-Aparisi, eds. <i>Multimodal Metaphor</i>. Berlin: Mouton de Gruyter, 2009.</p> <p>Gibbs, Raymond W. <i>Metaphor Wars: Conceptual Metaphors in Human Life</i>. Cambridge: Cambridge University Press, 2017.</p> <p>Kövecses, Zoltán. <i>Extended Conceptual Metaphor Theory</i>. Cambridge: Cambridge University Press, 2020.</p> <p>Kövecses, Zoltán. <i>Metaphor in Culture: Universality and Variation</i>. Cambridge: Cambridge University Press, 2005.</p> <p>Kövecses, Zoltán. <i>Metaphor: A Practical Introduction</i>. 2nd ed. Oxford/New York: Oxford University Press, 2010.</p> <p>Lakoff, George, and Mark Johnson. <i>Metaphors We Live By</i>. 2nd ed. Chicago/London: University of Chicago Press, 1980.</p> <p>Lakoff, George. ‘The Death of Dead Metaphor’. <i>Metaphor and Symbolic Activity</i> 2, no. 2 (1987): 143–47.</p> <p>Semino, Elena. <i>Metaphor in Discourse</i>. Cambridge: Cambridge University Press, 2008.</p> <p>Steen, Gerard J., Aletta G. Dorst, J. Berenike Herrmann, Anna A. Kaal, Tina Krennmayr, and Trijntje Pasma. <i>A Method for Linguistic Metaphor</i></p>

	<p><i>Identification: From MIP to MIPVU</i>. Amsterdam/Philadelphia: John Benjamins, 2010.</p> <p>Stefanowitsch, Anatol, and Stefan Th. Gries, eds. <i>Corpus-Based Approaches to Metaphor and Metonymy</i>. Trends in Linguistics. Berlin: Mouton de Gruyter, 2006.</p> <p>Wierzbicka, Anna. 'Metaphors Linguists Live by: Lakoff and Johnson Contra Aristotle'. <i>Paper in Linguistics</i> 19, no. 2 (1986): 287–313.</p>
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Title	<i>Metaphor in Emotional Expressions</i>
Instructor	Barbara Bisetto
Teaching hours	2
Credit typology	A 0.5 ECTS/CFU
DH	
Dates	February 10th, 2022 10.00-12.00
Learning outcomes	<p>At the end of this course students will be able to:</p> <ul style="list-style-type: none"> - Identify the role of metaphor in emotional communication - Identify cultural issues in the analysis of emotion language.
Course content	<p>This course will provide an overview of research on the role of figurative language in the conceptualization of emotion and in emotional communication within the context of conceptual metaphor theory. It will introduce different definitions and approaches to the language of emotions, and will then focus on the analysis of metaphors in emotion expressions and on issues related to the aspects of universality and cultural variation in the conceptualizations of emotions.</p>
References	<p>Feldman A. Jerome, <i>From Molecule to Metaphor. A Neural Theory of Language</i>, MIT, 2006.</p> <p>Gao Xuefeng, Huang Chu-Ren, Lee Sophia Yat-Mei, "Conceptual Metaphor in Emotion Expressions in Mandarin Chinese" in Su Qi, Zhan Weidong (eds) <i>From Minimal Contrast to Meaning Construct</i>, Springer, 2020.</p> <p>Kövecses Zoltán, <i>Emotion Concepts</i>, Springer-Verlag, 1990.</p> <p>Kövecses Zoltán, <i>Metaphor and Emotion. Language, Culture, and Body in Human Feeling</i>, Cambridge University Press, 2000.</p> <p>Kövecses Zoltán, "Emotion concepts: Social constructionism and cognitive linguistics" in Fussell Susan (ed), <i>The Verbal Communication of Emotions: Interdisciplinary Perspectives</i>, Psychology Pressm 2002.</p> <p>Kövecses Zoltán, <i>Metaphor in Culture. Universality and Variation</i>, Cambridge University Press, 2005.</p> <p>Kövecses Zoltán, "Metaphor and metonymy in folk and expert theories of emotion" in Ervas Francesca, Gola Elisabetta, Rossi Maria Grazia (eds), <i>Metaphor in Communication, Science and Education</i>, De Gruyter Mouton 2017.</p> <p>Saucius Gabriele-Alina, "The Role of Metaphor in the Structuring of Emotion Concepts", <i>Cognitive Semiotics</i>, Vol. 5, issue 1-2, pp. 244-267.</p> <p>Yu Ning, <i>The Contemporary Theory of Metaphor: A Perspective from Chinese</i>, John Benjamins, 2003.</p> <p>Yu Ning, <i>The Chinese HEART in a Cognitive Perspective: Culture, Body and Language</i>, Mouton De Gruyter, 2009.</p>

Title	<i>Metaphor and Translation</i>
Instructor	Michele Mannoni
Teaching hours	2
Credit typology	A 0.5 ECTS/CFU
DH	✓
Dates	February 10th, 2021 14.00-16.00
Learning outcomes	Discussing the similarity and differences between different metaphors in various languages
Course content	Owing to cultural variation, not all metaphors appear in every language around the world. Similarly, the ‘same’ concept can be talked about and conceived of differently in different languages, thus prompting us to challenge the idea that it is the ‘same’ concept that is found in different cultures. In this lecture I am going to exemplify and illustrate the implications of metaphor research for crosslinguistic and cross-cultural communication. The focus will be not much on ‘how does this metaphor translate into that language?’, but rather on ‘how is one specific concept conceived of and talked about in different languages?’. This has implication for linguistic and translation studies alike.
References	<p>Cameron, Lynne, and Graham Low, eds. <i>Researching and Applying Metaphor</i>. Cambridge: Cambridge University Press, 1999.</p> <p>Charteris-Black, Jonathan. <i>Corpus Approaches to Critical Metaphor Analysis</i>. Hampshire/New York: Palgrave Macmillan, 2004.</p> <p>Deignan, Alice. <i>Metaphor and Corpus Linguistics</i>. Amsterdam/Philadelphia: John Benjamins, 2005.</p> <p>Forceville, Charles J., and Eduardo Urios-Aparisi, eds. <i>Multimodal Metaphor</i>. Berlin: Mouton de Gruyter, 2009.</p> <p>Gibbs, Raymond W. <i>Metaphor Wars: Conceptual Metaphors in Human Life</i>. Cambridge: Cambridge University Press, 2017.</p> <p>Kövecses, Zoltán. ‘Conceptual Metaphor Theory and the Nature of Difficulties in Metaphor Translation’. In <i>Tradurre Figure/ Translating Figurative Language</i>, edited by Donna R. Miller and Enrico Monti, 25–39. Quaderni Del CeSLiC, Atti Di Convegni. Bologna: CeSLiC, 2014.</p> <p>Kövecses, Zoltán. <i>Extended Conceptual Metaphor Theory</i>. Cambridge: Cambridge University Press, 2020.</p> <p>Kövecses, Zoltán. <i>Metaphor in Culture: Universality and Variation</i>. Cambridge: Cambridge University Press, 2005.</p> <p>Kövecses, Zoltán. <i>Metaphor: A Practical Introduction</i>. 2nd ed. Oxford/New York: Oxford University Press, 2010.</p> <p>Lakoff, George, and Mark Johnson. <i>Metaphors We Live By</i>. 2nd ed. Chicago/London: University of Chicago Press, 1980.</p> <p>Lakoff, George. ‘The Death of Dead Metaphor’. <i>Metaphor and Symbolic Activity</i> 2, no. 2 (1987): 143–47.</p> <p>Mandelblit, Nili. ‘The Cognitive View of Metaphor and Its Implications for Translation Theory’. In <i>Translation and Meaning PART 3 - Proceedings of the Maastricht Session of the 2nd International Maastricht-Lodz Duo Colloquium (19-22 April 1995)</i>, edited by Marcel Thelen and Barbara Lewandowska-Tomaszczyk, 483–95. Maastricht: Universitaire Press, 1995.</p> <p>Mannoni, Michele. ‘On the Translation of Conceptual Metaphors in Legal Language: Chinese Yuan (冤) and English “Injustice”, “Wrong”, and “Tort”’. <i>Perspectives: Studies in Translation Theory and Practice</i> 29, no. 2 (2020): 199–216. https://doi.org/10.1080/0907676X.2020.1797132.</p>

- Mannoni, Michele. 'Rights Metaphors across Hybrid Legal Languages, Such as Euro English and Legal Chinese'. *International Journal for the Semiotics of Law*, 2021, 1–25. <https://doi.org/10.1007/s11196-020-09814-6>.
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- Schäffner, Christina. 'Metaphor and Translation: Some Implications of a Cognitive Approach'. *Journal of Pragmatics* 36, no. 7 (2004): 1253–69. <https://doi.org/10.1016/j.pragma.2003.10.012>.
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- Steen, Gerard J., Aletta G. Dorst, J. Berenike Herrmann, Anna A. Kaal, Tina Krennmayr, and Trijntje Pasma. *A Method for Linguistic Metaphor Identification: From MIP to MIPVU*. Amsterdam/Philadelphia: John Benjamins, 2010.
- Stefanowitsch, Anatol, and Stefan Th. Gries, eds. *Corpus-Based Approaches to Metaphor and Metonymy*. Trends in Linguistics. Berlin: Mouton de Gruyter, 2006.
- Wierzbicka, Anna. 'Metaphors Linguists Live by: Lakoff and Johnson Contra Aristotle'. *Paper in Linguistics* 19, no. 2 (1986): 287–313.