Seminarium przedmiotowe: Cognitive semantics
Prowadząca: Prof. UAM Dr hab. Małgorzata Fabiszak

Cognitive linguistics is an approach to language which considers it a part of the broader cognitive capacities of the human mind. It is thus important to see how our embodied everyday experience contributes to the structure of our thoughts and the ways we employ language to express them. Unlike autonomous approaches to language, cognitive linguistics (CL) views lexicon and syntax not as two separate modules of language, but as a continuum, so that cognitive linguists search for principles that hold across all levels of structure. CL also stresses the fact that linguistic theories must take into account the results from the neighbouring disciplines (philosophy, psychology, artificial intelligence and neuroscience). It is thus, by definition, interdisciplinary.

In the present seminar we will focus on such issues as:

- universals and variation in language

- language change and language acquisition

- the embodiment hypothesis

- encyclopaedic nature of meaning

- categorization

- metaphor and metonymy

- polysemy

- mental spaces

- integration networks.

Credits will be granted on the basis of 1) reading the assigned material, 2) solving in-class assignments, 3) presentation and 4) active class participation.

Basic reading:

Evans, Vyvan – Melanie Green. 2007. *Cognitive Linguistics. An introduction.* Edinburgh University Press.

Geeraerts, Dirk – Hubert Cuykens. 2007. *The Oxford Handbook of Cognitive Linguistics.* OUP.

Dr Dylan Glynn
Terminy przyjazdów: 2-6.11.2009, 4-8.01.2010, sala: 204 A (computer suite)

Corpus Methods in Cognitive Linguistics

This is a practical course that focuses on showing students how simple corpus methods and quantitative techniques can be used within the framework of Cognitive Linguistics. No prior knowledge of corpus linguistics is necessary but some familiarity with the theories of Cognitive Linguistics is desirable.

Assessment will be entirely based on a research project, chosen and developed by the student. However, some emphasis will be placed on lexical semantic and/or conceptual research. The aim will be to show how quantitative techniques can be used in the analysis of Cognitive Semantic research domains such as polysemy, synonymy, metaphor, metonymy, semantic frames, and cognitive models.

Divjak, D. 2006. Delineating and Structuring Near-Synonyms. *Corpora in cognitive linguistics*. St. Th. Gries & A. Stefanowitsch (ed.), 19-56. Berlin: Mouton.

Glynn, D. 2009. Frames, fields, and synonymy. Developing usage-based methodology for Cognitive Semantics. *Cognitive Foundations of Linguistic Usage-Patterns*, H.-J. Schmid & S. Handl (eds). Berlin: Mouton.

Gries, St. Th. 2006. Corpus-based methods and cognitive semantics: The many senses of *to run. Corpora in Cognitive Linguistics. Corpus-Based Approaches to Syntax and Lexis*, St. Th. Gries & A. Stefanowitsch (eds), 57–100. Berlin: Mouton.

Grondelaers, Stefan. Speelman, Dirk & Geeraerts, Dirk. 2007. A Case for a Cognitive Corpus Linguistics. *Methods in Cognitive Linguistics*. M. Gonzalez-Marquez I. Mittelberg, S. Coulson, & M. Spivey (eds), 149-170. Amsterdam: Benjamins.

Heylen, Kris Tummers, José, & Geeraerts, Dirk. 2008. Methodological issues in corpus-based Cognitive Linguistics. *Cognitive Sociolinguistics: Language Variation, Cultural Models, Social Systems*. G. Kristiansen & R. Dirven (eds), 91-129. Berlin: Mouton.

Stefanowitsch, Anatol. (2006). Words and their metaphors: A corpus-based approach. *Corpus-based Approaches to Metaphor and Metonymy*. A. Stefanowitsch & St. Th. Gries (eds), 61-105. Berlin: Berlin: Mouton.

Tummers, José, Heylen, Kris & Geeraerts, Dirk 2005. Usage-based approaches in Cognitive Linguistics: A technical state of the art. *Corpus Linguistics and Linguistic Theory* 1: 225-26.

Shakespeare in Love: *Romeo and Juliet* on Film
Lawrence Guntner
Fall Term 2009
Course Description

In 1595-96 Shakespeare was pre-occupied with love. He was writing not only love sonnets, but also *A Midsummer Night's Dream* and *Romeo and Juliet*. *Dream*, the archetypal romantic comedy, explores the confusing effect of love on young persons when they try to flee from their familiar social (and family) space(s). *Romeo and Juliet*, a domestic tragedy, explores the tragic consequences when young lovers abandon those family and social spaces assigned to them. *Romeo and Juliet* has become the quintessential tragedy of love, maintaining its popularity on the European stage, and has even been transmuted into various other media: ballet, musicals, comics, and film. We will begin by looking closely at the Shakespearean text and providing a brief introduction to film analysis. Participants are requested to register personally beforehand via email l.guntner@tu-bs.de so that handouts, schedule and other information can be sent to you ahead of time. The films will be available on DVD from Prof Fabiszak.

Requirements: Regular attendance, including student presentations, as well as diligent preparation, including watching the films, and active participation in class discussion. You will be expected to have read the play, *Romeo and Juliet*, before the class begins. Papers are also due the week of presentations.

Text and Recommended Reading: *Romeo and Juliet* (Arden, Cambridge, Oxford Editions), *The Cambridge Companion to Shakespeare on Film*. Ed. Russell Jackson, 2nd Edition (2007); introduction, chapters 1, 2, 8, 14,17. Selected articles will also be available in the library. For an introduction to the basic terms of film analysis visit http://classes.yale.edu/film-analysis/

Schedule
Unit 1: The Play / Introduction to Film Analysis: 29-30 Oct.
   a. The play
   b. A brief introduction to film analysis:

Unit 2: Crossing Time, Cultures and Media: 10-11 Dec.
   a. A Play for Young People *Romeo and Juliet* (Dir. Franco Zeffirelli 1968/ Baz Luhrmann, 1996).
   b. Offshoots: *West Side Story* (Robert Wise/Jerome Robbins, 1961), *Manga Romeo and Juliet*

Unit 3: Presentations and Papers: 14-15 Jan.

Languages of Native North America

Marcin Kilarski
kilarski@amu.edu.pl

American Indian languages are fascinating in their complexity, diversity and the ways they differ from the more familiar languages of Europe. This course is meant to be an introduction to selected aspects of their structures. As our point of departure we'll take two morphological phenomena typical of the languages of North America, i.e., polysynthesis and noun incorporation, as well as nominal classification (including gender and various types of classifiers). The analysis of these morphological phenomena will then provide an insight into other areas, in particular syntax and lexicon. We will look at examples from the following North American Indian families: Algonquian (Ojibwa, Cree, Fox), Iroquoian (Mohawk, Oneida, Cherokee), Siouan (Dakota, Omaha-Ponca), Athabaskan (Bearlake, Chipewyan) and Eskimo-Aleut (Inuktitut, Yupik).

The languages of North America offer a unique example of the different ways in which humans conceptualize the world in linguistic structure. Some of the grammatical distinctions we'll examine reflect common cognitive categories, while others are language-specific and reflect cultural and social patterns. The analysis of these distinctions also helps to understand the role American Indian languages have played (or failed to play) in the development of linguistic theory. On the one hand, it shows that linguistic data has to be analyzed in a pragmatic and cultural setting. On the other hand, it demonstrates the dangers of cognitive and cultural correlates of linguistic structure which have been proposed on the basis of sloppy linguistic data. Here we'll examine some examples of bullshit prevalent in the description of American Indian languages and cross-linguistic comparisons with European languages, including the supposed primitive nature of the languages and their speakers, the abundance of words for 'snow' in "Eskimo", and the so-called "Sapir-Whorf hypothesis".

Course prerequisites include successfully completed Introduction to Linguistics courses, with some background in morphology, syntax and semantics. The seminar will begin with an introduction to the language families of Native North America as well as the basic linguistic terms employed throughout the course.

Language in social interaction

Prof. dr hab. Roman Kopytko

Language in social interaction is an interdisciplinary approach to studying linguistic communication in a variety of formal and informal social situations in a broad interactional, mental, social, cultural, physical, and historical context. The primary disciplines involved in studying social interaction include linguistic pragmatics and discourse analysis.

Special emphasis will be put on (1) the analysis of factors that influence communicative success versus those that lead to communicative failure; and (2) the practical aspects of linguistic communication such as conducting personal relationships, social cooperation, social conflict and its resolution, job interviews, techniques of linguistic persuasion, politeness and face-work, management of a variety social situations and finally, handling the course of verbal interactions.

Requirements for the course completion to be agreed upon with the students (term papers, written tests, or both).

Gothic Fictions and the American South   Prof. dr Joseph Kuhn

"The South" in American writing is not so much a geographical section of the United States as it is a literary idea or a region of the mind. It often appears in the writings of such Southerners as Faulkner and Poe as hardly a place at all, but rather an entity defined by absences – an entity that is lost, distant, and only incompletely mediated by memory. There is one particular genre or mode, however, that seems particularly applicable to its elusive nature. This is the Gothic, especially if the Gothic is defined in a conceptual or stylistic way as a certain blind spot or obscurity in the representation of the real. It is also the Gothic that gives partial voice to otherwise inexpressible anxieties of race and desire in the region. This seminar will try to examine a number of Southern texts that could be described as Gothic in order to try to get a clearer sense of a region that in literary terms is intangible and ghost-like. In the nineteenth century these texts will include early, quasi-symbolist works such as Poe's "Ligeia" and regionalist short stories from the post-Civil war period such as George Washington Cable's "Jean Ah Poquelin" and Kate Chopin's "Desirée's Baby". In the twentieth century the seminar will study the modernist verse of the Nashville Fugitives such as Allen Tate's "Ode to the Confederate Dead" and some of the fiction of William Faulkner ("A Rose for Emily"; *Absalom, Absalom!*). The seminar will conclude with an examination of how the Gothic forms of "the South" start to verge on a pastiche of themselves in Tennessee Williams's drama, *A Streetcar Named Desire*.

Studying dictionary use
Robert Lew

In this seminar, after a brief general introduction to lexicography we will look at a number of methods with which dictionary use can be investigated. We will examine a selection of studies of dictionary use, compare their methods and results. Students will be asked to report on and critique these studies. It is recommended that seminar participants have an active interest in details of dictionary format (themselves being keen and observant dictionary users).

Credit requirements include timely reading of assignments, participation in discussion, in-class presentations, good attendance record, and design and/or administration of an original small-scale study.

Dr Joanna Pawelczyk

LANGUAGE AND GENDER

In this seminar, we will review, discuss and critically evaluate the popular and scholarly literature on language and gender. We will begin by looking at language and gender from the perspective of *dialect studies* but concentrate on the *language in use* approach. We will start with the critical reading of one of the classics in the field i.e. Robin Lakoff's "*Language and Woman's Place*" (1975), representing the deficit approach to gender differences in language. We will focus however, on the most recent literature that looks at gender and language from social-constructionist perspective, in which gender is construed as performance and accomplishment in an interaction. Here we will explore how patterns of speaking perpetuate and create our experience of gender. Some of the issues we will consider include: what we mean by 'femininity' and 'masculinity' in discourse and how they are constructed and communicated in everyday conversation, the contributions language makes to situated social practice, sexuality and gendered identities in media, gender stereotypes, as well

as gendered speech in social contexts. We will examine a variety of views working toward an understanding of the relationships between language and gender. Students will also develop their abilities to evaluate and critically assess material in the area of language and gender. This course requires consistent reading of the assigned texts, active participation in-class discussions as well as completion of the project.

Prof. Geoffrey Schwartz

Acoustics and speech perception for practical phonetics

The primary goal of this seminar is to separate actual ESL speech from the symbolic representations of language. With this perspective you will be obtain improved tools to improve your (and your students') pronunciation. To achieve our goal it is necessary to become familiar with the basics of acoustic phonetics and speech analysis. You will learn how various articulations are reflected on speech spectrograms. In addition, you will become familiar with some basic issues in the study of speech perception, which is probably the single most important element underlying language learning.

Note: students who have taken my 3rd year proseminar will NOT be eligible for this course

Course requirements: attendance/participation 50%, two homework assignments 25%, two tests 25%.

Textbook: Keith Johnson's Acoustic and auditory phonetics. Material from chapters 1, 3, and 4 may appear on homework assignments/quizzes.

Prof. dr hab. Teresa Siek-Piskozub

Holistic approach to teaching
I MA seminar – 30 hs

Research in learner factors helps to understand language learner needs. Students will get acquainted with the role of various factors stimulating holistic learner approach as evidenced by neuro-psychological research. We will discuss brain as the learning organ which can be more effectively used if properly stimulated. Brain-friendly teaching techniques will be tried out in workshops given by participants.

Students will read assigned literature and prepare presentations and workshops for the seminar. They will participate in the discussion and the workshops.

Course Requirements: Participation in the seminar, giving presentation on a selected topic, running a workshop, collecting all the seminar materials in a protfolio.

Literature:

Jensen, E. 2005. *Teaching with the brain in mind.* Alexandria, VA, ASCD.

Siek-Piskozub, T. 1995. *Gry i zabawy w nauczaniu języków obcych.* Warszawa, WSiP.

Siek-Piskozub, T. 2001. *Uczyć się bawiąc. Strategia ludyczna na lekcji języka obcego.* Warszawa, PWN

Siek-Piskozub, T. 2002. *Umuzykalnienie glottodydaktyki.* Poznań, Motivex

Siek-Piskozub, T & A. Wach 2006. *Muzyka i słowa. Muzyka i piosenka na lekcji języka obcego.* Poznań: Wyd. UAM.

Journals

- *ET Forum*
- *ELT Journal*
- *Neofilolog*
- *The Teacher*

Prof. Liliana Sikorska

Marvels of The East": Encountering medieval strangers/ countering contemporary prejudices

In July 2005 there were a number of terrorists attacks in London. Soon after the attacks in one of the legitimate police actions, a Brazilian man was shot dead. He carried a "suspicious" backpack (the sign of suicide bombers) and started running away when the police stopped him to inspect his backpack. Eventually, it turned out that he tried to escape, because he was an illegal immigrant and did not have a British visa. He was killed because he had dark hair, dark skin, and could have been taken for an Arab. In a country, in which a lot of the police officers are of Indian/Pakistani and Africa extraction, the officers hunt the man down because he looks distrustful. The fact of the police mistake is beyond our interest but the question of racial prejudices requires further investigation. This incident clearly shows that Europe is still governed by 1500 years old fear of the monstrous races and religions. My seminar offers a study of the roots of strangeness and monstrosity in medieval and contemporary literature and culture. It is not the study of stereotypes or prejudices *per se*, but the study of religious and political conflicts which generate such prejudices. The classes balance theoretical issues with their illustrations in literary texts. We will begin our journey in Afghanistan and end among the familiar enemies (who, in the famous words of Kargul, are always better than the unknown ones), the Protestant Northern Irish.

dr Renata Szczepaniak
Elements of English phraseology

This seminar will examine selected aspects of English phraseology. The issues to be discussed include: the subject matter of phraseology, phraseological traditions in Europe, the typology and characteristics of phraseological units, traditional and cognitive linguistic perspectives on idioms, phraseology and culture (e.g. cultural connotations, stereotypes, symbols in phraseology), phraseological units in use (e.g. discourse functions, stylistic aspects, variation), the problems of cross-linguistic equivalence in phraseology, the treatment of phraseological units in bilingual lexicography.

Credits will be given on the basis of students' attendance, their reading of recommended literature and active participation in seminar discussions, a 20-minute presentation and a final test.

Sociolinguistics: An Introduction to Language and Society by Peter Trudgill Sociolinguistics and Corpus Linguistics by Baker Paul Word Origins, 2nd Edition by John Ayto T. Davina McClain, "Graphic Greek Grammar Cards (English and Greek Edition)" The Winter's Tale: 10 Chapter Leveled Readers (Easy Reading Shakespeare Series), Reading Level 2 by William Shakespeare.Â 2.6 ÐœÐ'. Colloquial_Hindi_The_Complete_Course_for_Beginners.pdf. 20.8 ÐœÐ'. At present, it is difficult to imagine the basis of the content of the dictionary without different terminological systems. When we look at the history of translation, in the scientific work that has taken place from past centuries to the present, experts have thought about the lexical, grammatical, stylistic, and many other pressing problems of experience. The main purpose of the study of terms is to replace and translate words from foreign languages into words that correspond exactly to our native language. Many of our scholars today are doing different research on this topic. This article a 10/11/16 Linguistik Metopen. Corpus Methods in Linguistics (Paul Baker). Corpus linguistics is a popular field of linguistics which involves the analysis of very large collections of electronically stored texts, aided by computer software. It can be said that corpus is a large collection of computer-readable text of different text-type, represent spoken and written usage.Â Human do not always make accurate introspective judgments about language, instead relying on cognitive and social biases. In addition, computers can calculate frequencies and carry out statistical test quickly and accurately.Â Corpus-based linguists tend to use corpora in order to test or refine existing hypotheses taken from other sources. 2. Building and Annotating Corpora. Cognitive linguistics is an approach to the study of language which is based upon human perception and conceptualization of the world. In other words, it studies the ways in which linguistic units and structures reflect the manner in which human beings perceive, categorize and conceptualize the world. Cognitive linguistics is a considerably new approach to language analysis. It introduces a fundamentally different conception of language structure, linguistic investigation and the mode of language description. The central claim of cognitive linguistics is that grammar forms a continuum with lex