



Universidad  
de Alcalá

# GUÍA DOCENTE

## Lingüística Cognitiva / Cognitive Linguistics

**Grado en Estudios Ingleses  
Grado en Lenguas Modernas y  
Traducción**

**Universidad de Alcalá**

**Curso Académico 2022-2023**

**Curso 3º y 4º – 2º Cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	Lingüística Cognitiva/Cognitive Linguistics
Código:	251047
Titulación en la que se imparte:	Estudios Ingleses/Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Filología Moderna/ Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	8
Curso y cuatrimestre:	3º y 4º curso. 2º cuatrimestre
Profesorado:	M <sup>a</sup> Dolores Porto
Horario de Tutoría:	Por determinar
Idioma en el que se imparte:	Inglés

### 1. MODULE DESCRIPTION

Cognitive Linguistics is an innovative, expanding approach to the study of language. Rather than a defined theoretical framework, it emerges as a conglomerate of interdisciplinary theories with a shared perspective. This course will deal with some of the basic theories included in the Cognitive Linguistics enterprise, as well as with some of its applications to the study of the English language, particularly in the fields of second language learning, translation, sociolinguistics, discourse analysis and cognitive poetics.

#### Prerequisites:

All activities in this course are conducted in English.

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4<sup>th</sup> year. Students in their 3<sup>rd</sup> year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills.

## 2. AIMS

### Generic competences:

1. Development of independent critical thinking based on supportive evidence.
2. Improvement of language skills (reading, writing, speaking and listening).
3. Enhancement of language competence in the communication of information, ideas, opinions, problems and solutions.
4. Development of the abilities to analyse and synthesize information.
5. Development of students' abilities for independent and co-operative learning.
6. Improvement of abilities to communicate and work in groups.
7. To make efficient use of library and research skills in order to find and organise information.

### Subject specific competences:

8. To acquire knowledge on the specific terminology and basic concepts for the study of English language in a cognitive framework.
9. To perceive linguistic structures and expressions as the surface evidence of mental processes.
10. To compare traditional approaches to English syntax, semantics, phonology, pragmatics and discourse with those in Cognitive Linguistics.
11. To learn about some applications of the Cognitive Linguistics theories for discourse analysis, English language learning and literary studies.

## 3. MODULE CONTENTS

Units
Basic common principles of Cognitive Linguistics theories. Similarities and differences with other frameworks.
Categorization and Prototypes. Idealised Cognitive Models. Applications to the study of English phonology, morphology, syntax and semantics.
Cognitive Semantics. Embodiment. Frame semantics.
Conceptual metaphor and metonymy. Mental spaces Conceptual Integration theory

Cognitive grammar. Construction grammar
Applications of Cognitive Linguistics: Cognitive Linguistics and discourse analysis Cognitive Linguistics and second language acquisition Cognitive Linguistics and translation studies Cognitive Sociolinguistics. Socio-cognitive models of analysis
Cognitive poetics. The study of literary texts in a Cognitive Linguistics framework
Applications of Cognitive Linguistics to cultural studies. Cognitive cultural linguistics.

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student's workload: 200 hours

Class-contact hours: 45	15 lectures to introduce and explain the contents, 30 seminars for general discussion and activities on the readings.
Extra group work 10 hours	Students will make groups to prepare a final paper and also an oral presentation. The teacher will hold at least two sessions with each of these groups.
Independent learning: 145	Reading articles, writing assignments, preparing papers and exam.
Total number of hours	200 hours

### 4.2. Learning activities, materials and resources

Attending sessions	Lectures: Presentation of theoretical issues Seminars: group discussion on the degrees of applicability of those issues, correction of activities and assignments, discussion on the compulsory readings.
Tutorials	Group tutorials in order to identify and solve specific problems with the contents of the subject, compulsory readings and written assignments, as well as general orientation on the final project.

<p style="text-align: center;">Group work</p>	<p>Students will make groups and prepare a final project on the applications of Cognitive Linguistics to different fields. They will also present the results of their project to their class-mates.</p> <p>For this, the teacher will meet the groups and provide references as well as guidance and advice on the stages of the process and orientation on the structure of the project and main points to highlight in their presentation.</p>
<p style="text-align: center;">Autonomous students' work</p>	<p>Reading and summarising of relevant articles and basic readings.</p> <p>Exploring and studying the main concepts used in this framework.</p> <p>Search and selection of relevant bibliographical and web-based resources for further exploration on Cognitive Linguistics applications.</p> <p>Preparation of research project using web-based tools.</p>

## 5. ASSESSMENT

### Assessment Procedures

Assessment will be continuous, so regular work, completion of assignments, participation in class and a minimum of 80% attendance will be compulsory.

Students who cannot attend classes and thus cannot follow continuous assessment will have a final exam that will count for 100% of the final mark. These students must first be granted permission to do so by the Dean of Faculty, according to the regulations of the University.

### Assessment criteria

By the end of the semester, students should be able to:

- Use the specific terminology and basic concepts for the study of English language in a cognitive framework.
- Discuss in a critical, personal way some cognitive theoretical approaches to English language both theoretically and in the fields of discourse analysis, translation, second language acquisition and literary studies.

- Analyse linguistic structures and expressions in terms of mental processes.
- Apply cognitive theoretical principles to the study of English language at different levels: phonological, grammatical or textual.

### Grading criteria

- Understanding of concepts, terminology and theoretical approaches in CL as summarized in the written assignments on the readings – 40%
- Ability to discuss and criticize the cognitive approach to the study of language as well as to analyse different linguistic structures in this framework (through participation in class discussions and partial tests) – 30%
- Applications of theoretical principles to specific analyses in English in a final research project and presentation– 30%.

Besides, students are expected to have a good working knowledge of English (Common European Framework level B2.2 or above). This will be taken into account in the assessment of both written assignments and presentations.

Students who do not follow the continuous assessment process will have to apply for a final exam that will amount to a 100% of their mark.

Likewise, those students who fail continuous assessment will be able to resit for final exam on the contents of the course that will amount to a 100% of their mark.

## 6. BIBLIOGRAPHY

### Basic Bibliography

Cuenca, M. J. and Hilferty, J. (1999) *Introducción a la Lingüística Cognitiva*. Barcelona: Ariel.

Dabrowska, Ewa and Divjak, Dagmar (eds) (2015) *Handbook of Cognitive Linguistics*. Berlin: de Gruyter Mouton

Dirven, R. and Verspoor, M. (2004). *Cognitive Explorations of Language and Linguistics* . [Revised edition]. Amsterdam/Philadelphia: John Benjamins.

Evans, V, Bergen, B. and Zinken, J. (eds) (2007) *The Cognitive Linguistics Reader*. London: Equinox.

Evans, V. and Green, M. (2006). *Cognitive Linguistics. An Introduction*. Edinburgh : Edinburgh University Press.

Geeraerts, D. and Cuyckens, H (eds) (2007) *The Oxford Handbook of Cognitive Linguistics*. Oxford and New York: Oxford University Press

Ibarretxe-Antuñano, I. And Vaelnzuela, J. (eds) (2012). *Lingüística Cognitiva*. Barcelona: Anthropos.

### Further readings:

Fauconnier, G. and Turner, M. (2002). *The Way We Think: Conceptual Blending and the Mind's Hidden Complexities*. New York. Basic Books.

Gavins, J. & G. Steen (eds.). (2003). *Cognitive Poetics in Practice*. London: Routledge.

Geeraerts, D. (ed.) (2006). *Basic Readings in Cognitive Linguistics*. Berlin / New York : Mouton de Gruyter.

Kristiansen, Gitte, Michel Achard, René Dirven, and Francisco J. Ruiz de Mendoza Ibañez (eds.). (2006). *Cognitive Linguistics: Current Applications and Future Perspectives*. Berlin: Mouton de Gruyter

Lakoff, G. and Johnson, M. (1980). *Metaphors We Live by*. Chicago: Chicago University Press.

Langacker , R. W. (1991). *Concept, Image, and Symbol: The Cognitive Basis of Grammar*. Berlin , New York : Mouton de Gruyter.

Radden, G. and Dirven, R. (2005). *Cognitive English Grammar*. Amsterdam: John Benjamins.

Robinson , P. and Ellis, N (2008). *Handbook of Cognitive Linguistics and Second Language Acquisition*. New York and London: Routledge.

Taylor, J. R. 2003. *Linguistic Categorization*. [3rd edition]. Oxford : Oxford University Press.

Ungerer , F. and Schmid, H. (2006). *An Introduction to Cognitive Linguistics* [2<sup>nd</sup> Edition]. London/New York: Longman.

## 7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.