

## ENGLISH FRIENDLY COURSES 2023-2024 CAMPUS OF ARABA










In addition to the general offer of courses taught in English, some Centers offer for incoming students English Friendly Courses (EFC): subjects taught in Spanish or Basque, in which the syllabus summary; lecturer tutoring, examinations and/or papers are available in English.

### MASTER COURSES FACULTY OF ARTS (130)

<https://www.ehu.eus/en/web/kimika-fakultatea/faculty-of-chemistry-donosti>

**Contact:** [quimicas.internacional@ehu.eus](mailto:quimicas.internacional@ehu.eus)

#### English Friendly Courses taught in SPANISH:

	COURSE	SEMESTER <sup>1</sup>	CREDIT S	SCHEDULE <sup>2</sup>	LINK TO SYLLABUS
Master's Degree in Theoretical and Experimental Linguistics					
504677	Fundamentos de Tipología	1st	3	M	
504678	Fundamentos de Sintaxis y Morfología	1st	3	M	
504679	Fundamentos de Lingüística Histórica y Comparada	1st	3	M	
504680	Fundamentos de Semántica y Pragmática	1st	3	M	
504681	Fundamentos de Fonética y Fonología	1st	3	M	
504682	Fundamentos de Psicolingüística y Neurolingüística	1st	3	M	
504683	Metodología de la Investigación Lingüística	1st	3	M	
504689	Curso Avanzado en Lingüística Histórica y Comparada	1st	3	M	
504694	Seminario de Investigación en Lingüística Histórica y Tipología I: Teorías y métodos	1st	3	M	
504696	Seminario de Investigación en Lingüística Histórica y Tipología III: Nuevas perspectivas	1st	3	M	

<sup>1</sup> SEMESTER: Annual: September 2023 to May 2024

1<sup>st</sup>: September 2023 to January 2024

2<sup>nd</sup> : January 2024 to May 2024

<sup>2</sup> SCHEDULE: Morning (M)/ Afternoon (A): begins at 13.30

**COURSE GUIDE**

2023/24

**Faculty**

130 - Faculty of Arts

**Cycle**

**Degree**

LTYEX12a - Theoretical and Experimental Linguistics

**Year**

**COURSE**

504678 - Fundamentals of Syntax and Morphology

**Credits, ECTS:** 3

**COURSE DESCRIPTION**

As one of the central sub-disciplines of linguistics, morphosyntax occupies a prominent position in all Master and PhD programmes both in Europe and the US. This course will introduce the student to the fundamentals of the morphological and syntactic analysis of the structure of natural languages within the framework of Generative Grammar. This is one of the courses on the fundamentals of several linguistic sub-disciplines offered in the first semester. It also prepares students for the more advanced courses in the programme.

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

**COMPETENCIAS DE LA ASIGNATURA**

- Capacidad para extraer las propiedades morfo-sintácticas de las lenguas naturales, partiendo del estudio de la diversidad lingüística y utilizando la metodología y procedimientos característicos de la lingüística formal.
- Identificar y aportar evidencia a favor o en contra de hipótesis en el ámbito de la morfosintaxis basándose en el uso de la evidencia empírica
- Ser capaz de entender y utilizar el razonamiento de las propuestas teóricas más influyentes sobre la sintaxis y la morfología de las lenguas naturales en el campo de la lingüística formal.
- Ser capaz de elaborar reseñas críticas de artículos relacionados con los temas tratados en el curso y dar respuesta a problemas centrales planteados en la morfología y la sintaxis.
- Ser capaz de entender y utilizar la terminología específica más usual en el campo de la sintaxis y la morfología.

**RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA**

- Capacidad para extraer las propiedades morfo-sintácticas de las lenguas naturales, partiendo del estudio de la diversidad lingüística y utilizando la metodología y procedimientos característicos de la lingüística formal.
- Identificar y aportar evidencia a favor o en contra de hipótesis en el ámbito de la morfosintaxis basándose en el uso de la evidencia empírica
- Ser capaz de entender y utilizar el razonamiento de las propuestas teóricas más influyentes sobre la sintaxis y la morfología de las lenguas naturales en el campo de la lingüística formal.
- Ser capaz de elaborar reseñas críticas de artículos relacionados con los temas tratados en el curso y dar respuesta a problemas centrales planteados en la morfología y la sintaxis.
- Ser capaz de entender y utilizar la terminología específica más usual en el campo de la sintaxis y la morfología.

**Theoretical and Practical Contents**

- Unit 1 - Introduction
  - Part 1 - Universal Grammar and Minimalism
  - Part 2 - The role of morphology in Minimalism
- Unit 2 - X-bar Theory
- Unit 3 - Theta Theory
- Unit 4 - Case Theory
- Unit 5 - Binding Theory
- Unit 6 - Control Theory
- Unit 7 - A-movement
- Unit 8 - A-bar movement

Note: This evaluation system is designed for face-to-face teaching and will be adapted in the event that we enter a new state of health emergency and have to go to virtual teaching. In this case, the updated version of the program and the new evaluation system will be posted in the Egela virtual classroom.

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**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

Actividad Formativa	Hours	Porcentaje presencialidad
Presentations and Papers	5	100 %
Exercises	10	50 %
Theoretical presentations	15	100 %
Readings	45	0 %

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	18		12		0				
Horas de Actividad No Presencial del Alumno/a	0		0		45				

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation tools and percentages of final mark

Denominación	Ponderación mínima	Ponderación máxima
Attendance and participation	25 %	50 %
Continuous evaluation	50 %	75 %

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

La evaluación consta de tres partes: (i) participación activa en clase, (ii) reseña y (iii) ejercicios teórico-prácticos. Su valor porcentual en la evaluación se detalla a continuación.

(i) Participación activa en las clases: 20%

(ii) Reseña de un artículo de temática relacionada con el curso: 50%

- Los estudiantes elegirán un artículo sobre un tema relacionado con la sintaxis o la morfología y escribirán una reseña.
- El artículo seleccionado tendrá una extensión mínima de 15 páginas y máxima de 30.
- En clase se darán instrucciones acerca de cómo escribir una reseña (contenido, estructura, estilo, etc.). Las reseñas que no se ajusten al modelo proporcionado no serán evaluadas.
- La extensión de la reseña será de entre 1.000 y 1.200 palabras (sin incluir referencias bibliográficas).
- El idioma de escritura será el castellano (al ser éste el idioma de impartición del curso) o inglés.
- No se evaluará ninguna reseña entregada fuera de plazo.
- La reseña se evaluará utilizando la rúbrica que se publicará en eGela.
- La fecha de entrega, que se encontrará dentro de las tres semanas siguientes a la finalización del curso, se publicará en el calendario de eGela el primer día de clase.

(iii) Entrega de 2 ejercicios prácticos: 30%

- El alumno recibirá via eGela dos hojas de ejercicios que deberá entregar en formato Word a través de la misma plataforma respetando la fecha de entrega.
- La primera hoja de ejercicios estará disponible tras completar el tema 5 del programa y la segunda tras completar el tema 10.
- Los ejercicios contenidos en estas hojas serán fundamentalmente prácticos y estarán relacionados con los contenidos vistos en los temas del programa. Ocasionalmente, las preguntas podrán estar relacionadas con algún texto de lectura obligatoria.
- No se corregirán los ejercicios que no se entreguen dentro del plazo establecido.
- El valor asignado al primer ejercicio será 10% y al segundo 20%. Se evaluarán tanto el contenido como la expresión, que deberá ser gramatical y técnicamente correcta.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

El estudiante tendrá la opción de repetir únicamente aquellas partes que no haya superado en la primera convocatoria o bien realizar las siguientes pruebas:

- Reseña (50%) Las características y condiciones serán las mismas que en la primera convocatoria (ver arriba). La fecha de entrega se pactará con los estudiantes afectados pero no será en ningún caso posterior al 30 de junio.
- Examen (50%) El estudiante deberá realizar una prueba escrita presencial en la que responderá a una serie de preguntas relacionadas con los contenidos del curso. La fecha de realización de esta prueba se pactará con los estudiantes afectados pero no será en ningún caso posterior al 30 de junio.

Si el alumno repite únicamente las partes no superadas en la convocatoria ordinaria,

- se trasladará la nota obtenida en la convocatoria ordinaria a las pruebas no repetidas,
- la nueva nota sustituirá a la nota de la convocatoria ordinaria en las pruebas repetidas.

## MANDATORY MATERIALS

Apuntes de clase

## BIBLIOGRAPHY

### Basic bibliography

- Artiagoitia, X. 2000. Hatsarreak eta Parametroak lantzen, UPV-EHU & Arab. Foru Aldundia.
- Carnie, A. 2001. Syntax: a generative introduction, Blackwell
- Chomsky, N. 1986. Knowledge of Language. Its nature, Origins and Use. New York.
- Chomsky, N. 1995. The Minimalist Program, MIT Press, Cambridge.
- Eguren, L & O. Fernández Soriano. 2004. Introducción a una sintaxis minimista. Gredos.
- Epstein, S.D. & T.D. Seely. 2002. Derivation and Explanation in the Minimalist Program. Blackwell.
- Hornstein, N., J. Nunes & K. Grohmann. 2005. Understanding Minimalism: An Introduction to MinimalistSyntax. Cambridge University Press.
- Lasnik H.& J. Uriagereka (with C.Boeckx). 2004. A Course in Minimalist Syntax. Blackwell. Cambridge.
- Lasnik H.& J. Uriagereka. 1988. A Course in GB Syntax. MIT Press. Cambridge.
- Radford, A.1997. Syntax. A Minimalist Introduction, Cambridge University Press, Cambridge.

### Detailed bibliography

#### Journals

- GLOT
- Lingua
- Linguistic Inquiry
- Linguistics and Philosophy
- Natural Language and Linguistic Theory
- Probus
- Syntax
- The Linguistic Review
- Asju
- Lapurdum

### Web sites of interest

## COURSE GUIDE

2023/24

**Faculty** 130 - Faculty of Arts

**Cycle** .

**Degree** LTYEX12a - Theoretical and Experimental Linguistics

**Year** .

## COURSE

504679 - Fundamentals of Historical and Comparative Linguistics

**Credits, ECTS:** 3

## COURSE DESCRIPTION

The subject "Principles of Historical and Comparative Linguistics" offers the basis for understanding the evolution and change experienced by natural languages diachronically, and, at the same time, for interpreting the constrictions on linguistic variety in the establishment of language families (genetically related). This is a central subject in the studies of linguistics, which began in the early nineteenth century and continues today with new techniques and methods. The subject has close connections with the fundamental subjects of phonology and morphology as well as with syntax and typology, since the historical or diachronic perspective of this discipline complements the synchronous description of those subjects.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

### COMPETENCIAS DE LA ASIGNATURA

- Capacidad para comprender los aspectos generales de la evolución de las lenguas naturales y del establecimiento de familias lingüísticas dentro de la diversidad lingüística.
- Capacidad para identificar y aportar pruebas a favor o en contra de hipótesis básicas en el ámbito del cambio lingüístico y de la comparación lingüística a partir del material empírico conservado en los diferentes componentes de las lenguas (fonología, morfología, sintaxis y léxico).
- Ser capaz de entender y utilizar la metodología de las propuestas teóricas fundamentales sobre la evolución de las lenguas naturales y de sus relaciones genéticas.
- Ser capaz de elaborar reseñas críticas de artículos relacionados con los temas tratados en el curso y dar respuesta a problemas centrales planteados por el cambio lingüístico y la clasificación de lenguas.
- Ser capaz de entender y utilizar la terminología específica más usual en el campo de la lingüística histórica y comparada.

### RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

## Theoretical and Practical Contents

Linguistic change  
 Sound change and phonological change  
 Morphological change. Morphological re-analysis. Analogy  
 Syntactical change. Syntactical re-analysis. Grammaticalization  
 Semantic change Similarities among languages: common origin, contact, typological parallelism  
 Comparative method and internal reconstructions  
 Linguistic contact and language convergence

This evaluation system is designed for face-to-face teaching and will be adapted in the event that we enter a new state of health emergency and have to go to virtual teaching. In this case, the updated version of the program and the new evaluation system will be posted in the Egela virtual classroom

## METODOLOGIA (ACTIVIDADES FORMATIVAS)

Actividad Formativa	Hours	Porcentaje presencialidad
Exercises	14	50 %
Presentations and Papers	15	50 %
Expositive classes	18	100 %
Readings	28	0 %

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	18		12		0				
Horas de Actividad No Presencial del Alumno/a	0		0		45				

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation tools and percentages of final mark



Denominación	Ponderación mínima	Ponderación máxima
Continuous evaluation while practicing	20 %	30 %
Written examination (theory)	15 %	20 %
Evaluation of assignments by topic (educational and summative evaluation).	15 %	20 %
Realización de prácticas (ejercicios, casos o problemas)	40 %	50 %

#### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

La asistencia al curso es obligatoria. El/la alumno/a deberá seguir el curso teórico así como elaborar y presentar las prácticas que se le soliciten.

Quien falte a alguna de las sesiones deberá leer y resumir el tema correspondiente con las lecturas que el profesor indique.

#### EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

En la convocatoria extraordinaria, el/la alumno/a deberá suplir todas aquellas tareas que no hubiera completado durante el curso regular.

En caso de que las tareas hubieran sido ya presentadas pero el nivel no fuera suficiente para superar la asignatura, el profesor facilitará nuevas lecturas y ejercicios correspondientes a los mismos temas del temario.

#### MANDATORY MATERIALS

#### BIBLIOGRAPHY

##### Basic bibliography

- Anttila, R., 1977, *Analogy*, The Hague.  
 Bynon, Th., 1977, *Lingüística histórica*. Madrid. (Traducción española: Gredos).  
 Campbell, L., 2000, *Historical Linguistics*, Edinburgh.  
 Campbell, L. y M. J. Mixco, 2007, *A glossary of historical linguistics*. London.  
 Hock, H. H., 1988, *Principles of Historical Linguistics*. Berlin-New York.  
 Joseph, B. D. & R. D. Janda, 2003, *Handbook of Historical Linguistics*, Oxford: Blackwell  
 Michelena, L. 1990. *Lenguas y protolenguas*, Bilbao: UPV.  
 Trask, R. L., 1996, *Historical Linguistics*. Londres, Arnold.  
 Trask, R.L. 2000, *The Dictionary of Historical and Comparative Linguistics*, Chicago/London.

##### Detailed bibliography

- Aikhenvald, A.Y. & Dixon, R.M.W., 2001: *Areal Diffusion and Genetic Inheritance (Problems in Comparative Linguistics)*, Oxford.  
 Baldi, Ph.(ed.), 1979, *Linguistic change and reconstruction methodology*, Berlin-New York. Croft, W., 2001, *Radical construction grammar*, Oxford.  
 Dauzat, A., 1922, *La géographie linguistique*, Paris.  
 Durie, M. & M. Ross, 1996, *The Comparative Method Reviewed*, Oxford: OUP  
 Fox, A. *Linguistic reconstruction: an introduction to theory and method*, Oxford 1995.  
 Haas, M., 1969, *The prehistory of languages*. Mouton.  
 Harris, A. -L. Campbell, 1995, *Historical syntax in cross-linguistic perspective*, Cambridge. Katicic, R., 1970, *A Contribution to the general theory of comparative linguistics*, La Haya.  
 Kurylowicz, J., 1966, "La nature des procès dits analogiques", en Hamp, Householder, Austerlitz (eds.), *Readings in linguistics II*, Chicago.  
 Labov, W., 1994, *Principles of Linguistic Change: Internal factors*, Oxford (Trad. Española: *Principios del cambio lingüístico, I: factores internos* (2 vols), Madrid 1996, Gredos)  
 Labov, W., 2001, *Principles of Linguistic Change Social factors*, Oxford.  
 Lehmann, C., 1995: *Thoughts on Grammaticalization*, revised and expanded version, München/Newcastle.  
 Li, Ch. W., (ed.), 1977, *Mechanisms of syntactic change*. Austin: University of Texas.  
 Lightfoot, D., 1979, *Principles of diachronic syntax*. Cambridge, University Press.  
 Martinet, A., 1955, *Économie des changements phonétiques*, Berna 1955 (Trad. española en Gredos).  
 Meillet, A., 1925, *La méthode comparative en linguistique historique*, Paris. Reedición. 1970 (Euskal itzulpena Bilbao 2001).  
 Meillet, A., 1937, *Introduction à l'étude comparative des langues indo-européennes*. (Reed. Alabama Univ. Press 1964).  
 Nettle, D., 1999, *Linguistic diversity*, Oxford.  
 Spriggs, M & Blech, R. *Archeology and Language, I: Theoretical and methodological orientations*, London 1997.  
 Thomason, S., 2001, *Language contact*. Edinburgh.

##### Journals

- Diachronica  
 Journal of Historical Linguistics  
 Historische Sprachforschung

Transactions of the Philological Society  
**Web sites of interest**

**COURSE GUIDE** 2023/24

**Faculty** 130 - Faculty of Arts

**Cycle** .

**Degree** LTYEX12a - Theoretical and Experimental Linguistics

**Year** .

**COURSE**

504680 - Fundamentals of Semantics and Pragmatics

**Credits, ECTS:** 3

**COURSE DESCRIPTION**

Semantics and Pragmatics are complementary fields because their object of study is the meaning of the expressions of natural languages. The concept of meaning is heterogeneous, which means that it depends on different cognitive systems working hand in hand. The analysis of meaning, then, requires different methodologies and theoretical tools. The main goal of this subject is to introduce the methods of analysis used in Semantics and Pragmatics. This introduction will help the students to make their own analysis of semantic and pragmatic phenomena. To achieve this goal, the comprehension of the formal and the conceptual tools that are assumed in present-day studies of Semantics and Pragmatics is crucial. Equally, it is important to develop intuitions about semantic and pragmatic phenomena. In addition to its theoretical component, the subject has an important practical component. The students will do exercises which will help them develop and improve both their meaning intuitions and their skills in applying the theoretical and technical tools provided.

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

**COMPETENCIAS DE LA ASIGNATURA**

- Extraer las propiedades semánticas de las lenguas naturales y las condiciones pragmáticas del discurso.
- Identificar y aportar evidencia a favor o en contra de hipótesis en el ámbito de la semántica y la pragmática basándose en el uso de la evidencia empírica.
- Ser capaz de entender y utilizar el razonamiento de las propuestas teóricas más influyentes sobre la semántica y la pragmática de las lenguas naturales.
- Ser capaz de elaborar reseñas críticas de artículos relacionados con los temas tratados en el curso y dar respuesta a problemas centrales planteados en la semántica y la pragmática.
- Ser capaz de entender y utilizar la terminología específica más usual en el campo de la semántica y la pragmática.

**RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA**

**Theoretical and Practical Contents**

- Tema 1 INTRODUCTION TO SEMANTICS AND PRAGMATICS
- Tema 2 FORMAL SEMANTICS
- Tema 3 SEMANTIC STRUCTURE OF NATURAL LANGUAGES
  - REFERENCE AND QUANTIFICATION
  - MODALITY
- Tema 4 IMPLICATURES
- Tema 5 SPEECH ACTS
- Tema 6 DINAMICITY OF CONTEXT

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**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

Actividad Formativa	Hours	Porcentaje presencialidad
Written discussion of a topic	0	0 %
Theoretical presentations	30	%
Individual work and/or group work	45	%

**TYPES OF TEACHING**

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	18		12		0				
Horas de Actividad No Presencial del Alumno/a	0		0		45				

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups



TA: Workshop

TI: Industrial workshop

GCA: Applied fieldwork groups

### Evaluation tools and percentages of final mark

Denominación	Ponderación mínima	Ponderación máxima
Attendance and participation	20 %	%
Continuous evaluation	80 %	%

### ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

De acuerdo con la decisión de la Comisión Académica del Máster Universitario en Lingüística Teórica y Experimental, "El alumno que haya realizado el 25% de los trabajos/ejercicios no podrá renunciar a la convocatoria correspondiente".

### EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

### MANDATORY MATERIALS

Chierchia, Gennaro & Sally McConnell-Ginet (1990), *Meaning and Grammar: an introduction to Semantics*, Cambridge, MA, MIT Press, capítulo 1.

Huang, Yan (2007) *Pragmatics*. Oxford, O.U.P. (Capítulos 2 y 4)

Grice, H.P. 1975 "Logic and conversation", in Cole, P. and Morgan, J.L. (eds.) *Syntax and semantics 3: Speech acts*. New York: Academic Press, 41-58.

Portner, Paul (2005) *What is Meaning*. Oxford, Blackwell, capítulo 6 ("Quantifiers") y pp: 154-157 ("Modality")

### BIBLIOGRAPHY

#### Basic bibliography

Chierchia, Gennaro & Sally McConnell-Ginet (1990), *Meaning and Grammar: an introduction to Semantics*, Cambridge, MA, MIT Press, capítulo 1.

Huang, Yan (2007) *Pragmatics*. Oxford, O.U.P. (Capítulos 2 y 4)

Grice, H.P. 1975 "Logic and conversation", in Cole, P. and Morgan, J.L. (eds.) *Syntax and semantics 3: Speech acts*. New York: Academic Press, 41-58.

Portner, Paul (2005) *What is Meaning*. Oxford, Blackwell, capítulo 6 ("Quantifiers") y pp: 154-157 ("Modality")

#### Detailed bibliography

Ariel, M. (2010): *Defining Pragmatics*. Cambridge University Press, Cambridge.

García Murga, Fernando (2014) *Semántica*. Madrid, Síntesis

Heim, Irene y Angelika Kratzer (1998): *Semantics in Generative Grammar*. Blackwell.

Huang, Y. (2007) *Pragmatics* Oxford, Oxford University Press.

Kearns, Kate (2000) *Semantics*. New York, St. Martin's Press, second edition.

Levinson, S.C. (2000) *Presumptive meanings*. Cambridge, Cambridge University Press

Löbner, Sebastian (2002) *Understanding semantics*. Oxford, Oxford University Press

Roberts, C. (1996), «Information structure in discourse: Towards an integrated formal theory of pragmatics», *Working Papers in Linguistics*, pp. 91-136, Ohio, Ohio State University Department of Linguistics.

#### Journals

Cognition

Journal of Pragmatics

Journal of Semantics

Linguistics & Philosophy

Mind and Language

Natural Language and Linguistic Theory

Natural Language Semantics

Semantics and Linguistic Theory (SALT)

Semantics & Pragmatics

## Web sites of interest

Semantics:

<http://semanticsarchive.net/>

<http://plato.stanford.edu>

Pragmatics:

Relevance theory online bibliographic service:

<http://www.ua.es/personal/francisco.yus>

## COURSE GUIDE

2023/24

**Faculty** 130 - Faculty of Arts

**Cycle** .

**Degree** LTYEX12a - Theoretical and Experimental Linguistics

**Year** .

## COURSE

504681 - Fundamentals of Phonetics and Phonology

**Credits, ECTS:** 3

## COURSE DESCRIPTION

The main objective of the course is to offer students the background necessary to carry out phonetic-phonological work. The topics to be covered will be, among others, the main aspects of articulatory and acoustic phonetics, natural classes in phonology, underlying representations and derivational rules, syllabic structure, and suprasegmental phonology. Some of these topics will be presented in a historical context as well, so that students comprehend the most relevant phonological ideas and concepts on the subject and the state of current research on the subject. The presentations will always be based on empirical data from different languages, and a fundamental role will be played by practical exercises in phonetics and phonology.

The second main objective is to familiarize the student with Laboratory Phonology, a vision of phonology that aims to provide phonetic evidence to explain phonological phenomena of all sorts. Laboratory Phonology is couched in the branch of experimental linguistics: statement of an empirical research question, design of production/perception experiments, selection of subjects, recording / presentation of stimuli, acoustic / articulatory analysis, quantification of results and statistical analysis, interpretation of results, and extraction of conclusions. Ultimately, the final objective would be to ensure that the student could design an experimental of laboratory phonology that could be carried out in future courses.

## COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT

### COMPETENCIAS DE LA ASIGNATURA

Discernir entre fenómenos fonéticos (acústicos y articulatorios) y fenómenos fonológicos y la relación de éstos con la morfología.

comprender la variabilidad lingüística y extraer y formalizar las propiedades fonético-fonológicas de las distintas lenguas naturales.

entender y utilizar el razonamiento de las propuestas teóricas más influyentes sobre la fonología de las lenguas naturales en el campo de la lingüística formal.

entender y utilizar la terminología específica más usual en el campo de la fonética, la fonología y la morfología.

### RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA

To be able to distinguish between phonetic (acoustic and articulatory) and phonological phenomena and their relationship with morphology.

Understand the linguistic variation and extract and formalise the phonetic and phonological properties of different natural languages.

Understand and use the reasoning of the most influential theoretical proposals on the phonology of natural languages.

Understand and use the specialist terminology usual in the fields of phonetics, phonology and morphology.

## Theoretical and Practical Contents

First part (Dorota Krajewska):

1. Introduction. Phonetics and phonology.
2. Articulatory and acoustic phonetics.
3. Research methodology in phonetics and phonology: field work and experimental investigations.

Obligatory readings:

Ashby, Michael & Maidment, John. 2005. Introducing phonetic science. Cambridge University Press.

Podesva, Robert J. & Zsiga, Elisabeth. 2013. Sound recordings: Acoustic and articulatory data. In Research methods in linguistics (p. 169 - 194). Cambridge University Press.

Second part (Gorka Elordieta):

1. Phonemes and allophones
2. Underlying representations.
3. Phonological features.
4. Rules and derivations.
5. Research methodology in phonetics and phonology: field work and experimental investigations.

Obligatory readings:

Gussenhoven, Carlos & Jacobs, Haike. 2017. Understanding phonology. London: Routledge.

Odden, David. 2005. Introducing phonology. Cambridge: Cambridge University Press.

## METODOLOGIA (ACTIVIDADES FORMATIVAS)

Actividad Formativa	Hours	Porcentaje presencialidad
Readings	15	0 %
Working with it equipment	30	50 %
Exercises	30	50 %

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	18		6	6	0				
Horas de Actividad No Presencial del Alumno/a	0		0	0	45				

**Legend:** M: Lecture-based                      S: Seminar                      GA: Applied classroom-based groups  
 GL: Applied laboratory-based groups      GO: Applied computer-based groups      GCL: Applied clinical-based groups  
 TA: Workshop                      TI: Industrial workshop                      GCA: Applied fieldwork groups

## Evaluation tools and percentages of final mark

Denominación	Ponderación mínima	Ponderación máxima
Attendance and participation	10 %	30 %
Continuous evaluation	40 %	60 %
Works and projects	50 %	70 %

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The evaluation will consist of the design of an experimental investigation related to a topic in phonetics or phonology and also various activities during the course. Attendance will be crucial, as practical exercises will be carried out in class and active participation is expected.

The design of an experimental investigation will make up 50% of the mark, the practical exercises 40% and attendance and active participation 10%.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

The design of an experimental investigation will make up 100% of the mark.

## MANDATORY MATERIALS

Ashby, Michael & Maidment, John. 2005. *Introducing phonetic science*. Cambridge: Cambridge University Press.  
 Podesva, Robert J. & Zsiga, Elisabeth. 2013. *Sound recordings: Acoustic and articulatory data*. In *Research methods in linguistics* (pp. 169-194). Cambridge: Cambridge University Press.  
 Gussenhoven, Carlos & Jacobs, Haike. 2017. *Understanding phonology*. London: Routledge.  
 Odden, David. 2005. *Introducing phonology*. Cambridge: Cambridge University Press.

## BIBLIOGRAPHY

### Basic bibliography

- Introductions to phonetics and phonology:

Clark, John, Colin Yallop and Janet Fletcher. 2007. *An introduction to phonetics and phonology*. [3rd edition]. Blackwell Publishing.  
 Davenport, Mike, and S. J. Hannahs. 2013. *Introducing phonetics and phonology*. [3rd edition]. London: Routledge.

- Phonetics:

Ashby, Patricia. 2011. *Understanding Phonetics*. Malden / Oxford: Blackwell.  
 Fernández Planas, Ana M. 2005. *Así se habla. Nociones fundamentales de fonética general y española*. Barcelona: Horsori.  
 Gil Fernández, Juana. 1990. *Los sonidos del lenguaje*. Madrid: Síntesis.  
 Ladefoged, Peter. 2001. *Vowels and consonants*. Oxford: Blackwell Publishing.  
 Ladefoged, Peter. 2003. *Phonetic data analysis*. Blackwell Publishing.  
 Ladefoged, Peter, and Ian Maddieson. 1996. *The sounds of the world's languages*. Oxford: Blackwell Publishing.  
 Ladefoged, Peter, and Keith Johnson. 2011. *A course in phonetics* (6th ed.; with CD-ROM). Cengage Learning.  
 Martínez Celdrán, Eugenio, and Fernández Planas, Ana M. 2007. *Manual de fonética española: Articulaciones y sonidos del español*. Barcelona: Ariel.

- Phonology:

Gussenhoven, Carlos, and Haike Jacobs. 2017. Understanding phonology. [4th edition]. London: Routledge.  
Hayes, Bruce. 2009. Introductory phonology. Wiley-Blackwell.  
Odden, David. 2005. Introducing phonology. Cambridge University Press.

### **Detailed bibliography**

To be presented in class in the presentation of the course.

### **Journals**

Lingua.  
Language and Speech.  
Journal of Phonetics.  
Probus  
Speech Communication.  
Language and Speech

### **Web sites of interest**

<http://phonetics.ucla.edu>  
Access to sounds in A course in phonetics and Vowels and consonants, by Peter Ladefoged  
<http://web.uvic.ca/ling/resources/ipa/charts/IPALab/IPALab.htm>  
Access to sounds in Handbook of the International Phonetic Association  
<http://www.internationalphoneticassociation.org>  
Official web page of the International Phonetic Association  
<http://www.yorku.ca/earmstro/ipa/>  
Interactive web page with IPA sounds  
<http://www.praat.org>  
Access to acoustic analysis software Praat, used worldwide by phonetic practitioners.  
<http://phonology.wordpress.com>  
Blog of Natural Phonology  
<http://linguistics.berkeley.edu/PhonLab/users/ohala/index3.html>  
John Ohala's web page

**COURSE GUIDE**

2023/24

**Faculty**

130 - Faculty of Arts

**Cycle**

**Degree**

LTYEX12a - Theoretical and Experimental Linguistics

**Year**

**COURSE**

504682 - Fundamentals of Psycholinguistics and Neurolinguistics

**Credits, ECTS:** 3

**COURSE DESCRIPTION**

The objective of the course is to present and discuss central questions of psycholinguistics and neurolinguistics (of language neurocognition). The course is aimed at students with linguistic knowledge, but does not assume prior knowledge of psychology or neuroscience. For this reason, emphasis is placed on both conceptual and theoretical issues and methodological aspects of experimental research on language as a human cognitive function.

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

**COMPETENCIAS DE LA ASIGNATURA**

Desarrollar la capacidad de descripción, análisis y argumentación y de evaluar y criticar hipótesis propias y ajenas, siendo capaz de aplicar la metodología y herramientas experimentales propias de la psicolingüística.

Ser capaz de elaborar documentos de carácter académico y científico en el ámbito de la psicolingüística, así como de transmitir oralmente el contenido de los mismos de manera eficaz.

Ser capaz de interrelacionar los componentes teórico y experimental del campo de la psicolingüística y neurolingüística, diferenciando cuestiones conceptuales y metodológicas.

Desarrollar la capacidad de acceder a las fuentes de información relevantes para la transmisión de los avances científicos en el ámbito del procesamiento adquisición y representación del lenguaje, así como a las técnicas y herramientas de las diferentes sub-disciplinas, y de interpretar y evaluar dicha información con espíritu crítico en la elaboración de nuevas hipótesis de trabajo.

Tener capacidad de elaborar un diseño experimental adecuado a una pregunta científica.

**RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA**

**Theoretical and Practical Contents**

**INTRODUCTION: THE LANGUAGE AND THE BRAIN**

Neuroanatomy; biological foundations of language; methods in the study of the neurobiology of language; results and interpretations.

**THE PERCEPTION OF SPEECH / LANGUAGE**

Catching phonemes: categorical perception. Segmentation strategies. Catching words: lexical access, recognition and context effects. Frequency, competition and lexical neighbors.

**THE MENTAL LEXICON**

The representation of meaning. What do speech errors, tip-of-the-tongue and tongue twisters phenomena reveal on semantic representations and associations, lexical selection, morphological structure and phonological coding?

Monolingual (and bilingual) lexical access models in speech production.

**SYNTACTIC PROCESSING.**

Syntactic complexity and processing: the derivational complexity theory. Strategies and preferences of syntactic processing and linguistic variation. Mazes and ambiguities: what do they reveal about sentence processing? Semantics and syntax: are they independent? How much syntax do we use during sentence processing? Prosody and syntactic processing. Constraint-based models, hybrid models, prominence-based models.

**BILINGUALISM**

Executive functions and the bilingual cognitive advantage. Switching from one language to another. The representation and processing of language in bilinguals. Simultaneous activation of languages. Bilingual syntax: native and non-native processing. Effects of age, competence and linguistic distance.

Note: This evaluation system is designed for face-to-face teaching and will be adapted in the event that we enter a new state of health emergency and have to go to virtual teaching. In this case, the updated version of the program and the new evaluation system will be posted in the Egela virtual classroom.

**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

Actividad Formativa	Hours	Porcentaje presencialidad
Group discussion	5	100 %
Presentations and Papers	10	50 %
Student's personal work	30	0 %
Handling experimental equipment and facilities	30	50 %



## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	18		12		0				
Horas de Actividad No Presencial del Alumno/a	0		0		45				

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation tools and percentages of final mark

Denominación	Ponderación mínima	Ponderación máxima
Attendance and participation	50 %	75 %
Continuous evaluation	25 %	50 %

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students who have not attended 80% of the classes will not be able to pass the course.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Students who have not attended 80% of the classes will not be able to pass the course.

## MANDATORY MATERIALS

Traxler, Matthew. 2012. Introduction to Psycholinguistics: Understanding language science. Willey-Blackwell.

## BIBLIOGRAPHY

### Basic bibliography

- Costa, A. (2017) El cerebro bilingüe: La neurociencia del lenguaje. Debate, Madrid [English translation: 2019. Schwieter, J. W. The bilingual brain: And what it tells us about the science of language. London, England: Allen Lane/Penguin Random House.]
- Brown, C.M. & Hagoort, P. (1999) The Neurocognition of Language, Oxford: Oxford University Press.
- Grodzinsky, Y., Saphiro, L. & Swinney D. (2000) Language and the Brain. Representation and Processing, Foundations of Neuropsychology series, Academic Press, New York.
- Jenkins, L. (2000) Bilingualism. Exploring the biology of language, Cambridge University Press, Cambridge, UK. Obler, L. & Gjerlow, K. (1999) Language and the Brain, Cambridge University Press, Cambridge UK. Traducción al español: El lenguaje y el cerebro, 2001.

### Detailed bibliography

- Ullman, Michael (2006) Chapter 7: Language and the Brain. In R.W. Fasold and Jeff Connor-Linton (Eds.) An Introduction to Language and Linguistics, Cambridge University Press, pp. 235-214
- Ward, Jamie (2006) Chapter 2: Introducing the brain. The Student's Guide to Cognitive Neuroscience, New York: Psychology Press, pp. 16-30
- Warren, Paul (2013) Chapter 7: Perception for language. Introducing Psycholinguistics, Cambridge: Cambridge University Press, pp. 99-117
- Ward, Jamie (2006) Chapter 10: The speaking brain. The Student's Guide to Cognitive Neuroscience, New York: Psychology Press, 202-227
- Warren, Paul (2013) Chapter 3: Finding words. Introducing Psycholinguistics, Cambridge: Cambridge University Press, pp. 37-52
- Sanz, Montserrat; Laka, Itziar; Tanenhaus Michael (2013) Sentence comprehension before and after 1970: topics, debates and techniques. In M. Sanz, I. Laka, M. Tanenhaus (Eds.) Language Down the Garden Path: The Cognitive and Biological Bases for Linguistic Structure, Oxford: Oxford University Press, pp. 82-110.
- Warren, Paul (2013) Chapter 10: Syntactic sentence processing. Introducing Psycholinguistics, Cambridge: Cambridge University Press, pp. 157-175
- Warren, Paul (2013) Chapter 11: Interpreting sentences. Introducing Psycholinguistics, Cambridge: Cambridge University Press, pp. 177-198
- Dong, Yanping and Li Ping (2015) The Cognitive Science of Bilingualism Language and Linguistics Compass 9/1, pp 1&#8211;13
- Kroll, Judith F. and Bialystok, Ellen (2015) Understanding the consequences of bilingualism for language processing and cognition, Journal of Cognitive Psychology, 25:5, pp. 497-514.
- Laka, Itziar (2012) More than one language in the brain. In Boeckx C., M.C. Horno & J.L. Mendivil (Eds.) Language, from a Biological Point of View: Current Issues in Bilingualism. Cambridge: Cambridge Scholars Publishing, pp.184-207.
- Desmet, Timothy and Duyck, Wouter (2007) Bilingual Language Processing.

## **Journals**

Brain and Language  
Bilingualism: Language and Cognition  
Cognition  
Frontiers in Psychology  
Journal of Memory and Language  
Journal of Neurolinguistics  
Language, Cognition and Neuroscience

## **Web sites of interest**

Talking brains: Blog creado por Poeppel y Hickok. <http://www.talkingbrains.org/>

**COURSE GUIDE**

2023/24

**Faculty** 130 - Faculty of Arts

**Cycle** .

**Degree** LTYEX12a - Theoretical and Experimental Linguistics

**Year** .

**COURSE**

504683 - Linguistics Research Methodology

**Credits, ECTS:** 3

**COURSE DESCRIPTION**

The main objective of the course is to familiarize students with the scientific research methods used in linguistics. The methodological course is offered in order to guide the students through the different steps involved in the job of a researcher which includes identifying the theoretical hypotheses, determining the research methods, collecting and analyzing the data, extracting conclusions and writing and publishing the results in journal articles and/or books. The course is also focused to support the students in the organization of the Master's Thesis with which they conclude their studies.

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

**COMPETENCIAS DE LA ASIGNATURA**

Desarrollar la capacidad de descripción, análisis y argumentación y de evaluar y criticar hipótesis propias y ajenas, siendo capaz de aplicar la metodología y herramientas propias del razonamiento lingüístico.  
Ser capaz de elaborar documentos de carácter académico y científico en los diferentes ámbitos de la lingüística, así como de transmitir oralmente el contenido de los mismos de manera eficaz.  
Desarrollar la capacidad de acceder a las fuentes de información relevantes para la transmisión de los avances científicos en los diferentes ámbitos de la lingüística, así como a sus técnicas y herramientas fundamentales.

**RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA**

**Theoretical and Practical Contents**

Topic 1. The scientific method applied to linguistic research

CLASS 1: Search and organization of bibliographic information (bibliographic databases, electronic journals, citation managers, etc.)

CLASS 2: The hypothetico-deductive reasoning. Theoretical predictions and research questions, observational and experimental methods.

Topic 2. Introduction to linguistic research methods

CLASS 3: Introduction to experimental methods and linguistic data: Linguistic databases (corpora), software for data collection (linguistic surveys, reaction times, acceptability judgments, etc.)

CLASS 4: Experimental methods and linguistic data: Practical class. Design of an experiment / survey and preparation for data collection (group exercise).

Topic 3: Introduction to data analysis methods

CLASS 5: Introduction to descriptive statistics: Average, standard deviation, confidence intervals, distributions, etc.

CLASS 6: Introduction to inferential statistics and interpretation of results: t-test, Analysis of variance, etc.

CLASS 7: Data analysis of the experiments carried out by each group and their interpretation.

Each student will be required to write an individual work reporting the design of the study prepared in by the group and the results obtained.

Topic 4 The profession of linguist.

CLASS 8: Conference presentations I: Abstracts, posters and oral communications.

CLASS 9: Conference presentations II: Preparation of an abstract and/or a poster (individual work).

CLASS 10: Research Projects: Reading and evaluation of research projects (e.g., PhD project).

**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

Actividad Formativa	Hours	Porcentaje presencialidad
Handling sources and resources	6	100 %
Analysing and discussing papers	10	100 %
Acquiring basic fieldwork skills	16	50 %
Text analysis	16	50 %
Drawing up reports and presentations	27	50 %

## TYPES OF TEACHING

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	10		10		5				5
Horas de Actividad No Presencial del Alumno/a	0		0		35				10

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

## Evaluation tools and percentages of final mark

Denominación	Ponderación mínima	Ponderación máxima
Attendance and participation	10 %	30 %
Continuous evaluation	30 %	50 %
Practical tasks	30 %	50 %

## ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

1. Participation: 10%
2. Autonomous work outside the classroom / Periodic tasks: 20%
3. Conference poster: 20%
4. Abstract: 10%
5. Teamwork: 10%
6. Report: 30%

Observations: Since a continuous assessment method is used in this course, those students who have completed 25% of the evaluation activities will not be able to give up the corresponding call.

## EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

Due to the eminently practical nature of the course, in case of FAIL or NOT PRESENTED evaluations in the ordinary call, the only evaluation activities recoverable in the extraordinary call are the experiment (design and report), the abstract and the poster. The marks obtained in the concepts of active participation and weekly tasks will remain unchanged in the extraordinary call.

## MANDATORY MATERIALS

## BIBLIOGRAPHY

### Basic bibliography

- Ashby, Mike. 2005. How to write a paper. University of Cambridge.
- Bell, Judith. 2010. Doing your research project. New York: McGraw-Hill. 5th ed.
- Dawson, Catherine. 2009. Introduction to Research Methods. Begbroke, Oxford (UK): How to books. 4th ed.
- Erren, T. E. & Bourne, P. E. (2007). Ten simple rules for a good poster presentation. PLoS Computational Biology, 3, 777-778.
- Huang, Y, & Ferreira, F. (2020). The Application of Signal Detection Theory to Acceptability Judgments. Front. Psychol. 11:73. doi:10.3389/fpsyg.2020.00073
- Koltay, Tibor. 2010. Abstracts and abstracting: A genre and skills for the 21st century. Oxford: Chandos Publishing.
- Rozakis, Laurie. 2007. Writing great research papers. New York: McGraw-Hill. 2nd ed.
- Stowe, Laurie & Edith Kaan. 2006. Developing an Experiment: Techniques and Design. Based on the Groningen 2002 version 2006: <https://ufdc.ufl.edu/IR00005517/00001>
- Swales, John M. and Christine B. Feak. 2009. Abstracts and the Writing of Abstracts. Ann Arbor: The University of Michigan Press. <https://www.press.umich.edu/309332>
- Swetnam, Derek & Ruth Swetnam. 2009. Writing your Dissertation. Oxford (UK): How to books. 3rd ed. (revised).
- Winstanley, Carrie. 2009. Writing a Dissertation (for dummies). Chichester, West Sussex (UK): John Wiley & Sons. UK version.
- Wolcott T. G. Mortal sins in poster presentations or how to give the poster no one remembers. Newsletter Society for Integrative and Comparative Biology. Fall: 10&#8211;11.
- Wray, Alison & Aileen Bloomer. 2006. Projects in Linguistics. London: Hodder Education. 2nd ed.

### Detailed bibliography

## Bibliography on research methods and statistics

Field, A. & Hole, G. J. (2003). How to Design and Report Experiments. Sage Publications.  
Gries, S. Th. (2013). Statistics for linguistics with R. De Gruyter Mouton.  
Johnson, Keith, (2008). Quantitative Methods in Linguistics. Malden, MA:Blackwell.  
Winter, B. (2019). Statistics for Linguists: An Introduction Using R (1st ed.). Routledge.  
<https://doi.org/10.4324/9781315165547>

## Journals

Behavior Research Methods  
Journal of Memory and Language  
Lingua  
Glossa

## Web sites of interest

Platforms to run experiments online:

QUALTRICS: <http://www.qualtrics.com/>

IBEXFARM: <https://spellout.net/ibexfarm>

Statistical analysis software: <https://www.r-project.org/>

Introduction to statistical analyses: [www.statisticshell.com/](http://www.statisticshell.com/)

JASP - A Fresh Way to Do Statistics <https://jasp-stats.org/>

Semmelweis y el método hipotético deductivo: <http://es.scribd.com/doc/7859654/Semmelweis-y-el-metodo-hipotetico-deductivo> y [http://www.dailymotion.com/video/xaq9rf\\_historia-de-la-asepsia-semmelweis\\_school](http://www.dailymotion.com/video/xaq9rf_historia-de-la-asepsia-semmelweis_school) (video "Historia de la asepsia")

How to write an abstract: <http://www.ece.cmu.edu/~koopman/essays/abstract.html>

Creating an Effective Conference Presentation: <http://www.kon.org/karlin.html>

Cómo hacer un póster científico con Powerpoint y/o Keynote. Plantillas: <http://www.esebertus.com/blog/2009/02/04/como-hacer-un-poster-cientifico-con-powerpoint-yo-keynote-plantillas/>

Guidelines for poster presentations: <http://people.eku.edu/ritchisong/posterpres.html>

How to organize your thesis: <http://www.sce.carleton.ca/faculty/chinneck/thesis.html>

**COURSE GUIDE**

2023/24

**Faculty**

130 - Faculty of Arts

**Cycle**

**Degree**

LTYEX12a - Theoretical and Experimental Linguistics

**Year**

**COURSE**

504689 - Advanced Course in Historical and Comparative Linguistics

**Credits, ECTS:** 3

**COURSE DESCRIPTION**

This course elaborates on the basic notions of diachronic and comparative linguistics stated in the basic course. It is mainly aimed at those students who want to specialize in historical and comparative linguistics by following the corresponding seminars of this master and also by preparing his or her Master's thesis in this field of linguistics. The course will mostly deal with complex problems of linguistic change and it will try to link these problems with the classic methods of linguistic reconstruction (comparative and internal reconstruction) just delineated in the previous course. Reference will also be made to linguistic contact and related areal phenomena, as issues that may have an impact in every hypothesis of genetic linguistic relationship, as well as to recent proposals of comparative and genetic relationships in non-classical cases and to second grade reconstructions and alternative methods to the traditional comparative method. Special attention will be paid to the role of typology in the diachronic explanations and in the reconstruction, as well as to the nature of so-called protolanguages.

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

**COMPETENCIAS DE LA ASIGNATURA**

Capacidad de comprender los aspectos generales de la evolución de las lenguas dentro de la diversidad lingüística, del establecimiento de familias lingüísticas y de la reconstrucción de protolenguas.

Capacidad de identificar y aportar pruebas a favor o en contra de hipótesis avanzadas sobre el cambio lingüístico, de la comparación y de la reconstrucción a partir del material empírico conservado en los diferentes componentes de las lenguas (fonología, morfología, sintaxis y léxico).

Capacidad de entender y utilizar la metodología de las propuestas teóricas fundamentales actualmente en vigor sobre la evolución de las lenguas, sus relaciones genéticas y la obtención de formas antiguas de las mismas.

Elaborar reseñas críticas de obras relacionadas con los temas tratados en el curso y dar respuesta a problemas centrales planteados por el cambio lingüístico y la clasificación y reconstrucción de lenguas.

**RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA**

**Theoretical and Practical Contents**

Approaches to linguistic change and to the history of languages.

Classification of linguistic change.

Areal linguistics and change diffusion.

Typology, diachrony and reconstruction.

Linguistic comparison and reconstruction.

**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

Actividad Formativa	Hours	Porcentaje presencialidad
Exercises	10	50 %
Presentations and Papers	10	50 %
Expositive classes	20	100 %
Readings	35	0 %

**TYPES OF TEACHING**

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	18		12		0				
Horas de Actividad No Presencial del Alumno/a	0		0		45				

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

**Evaluation tools and percentages of final mark**

Denominación	Ponderación mínima	Ponderación máxima
Attendance and participation	10 %	30 %
Continuous evaluation	70 %	90 %
Presentations	30 %	50 %



**ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

**EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

**MANDATORY MATERIALS**

**BIBLIOGRAPHY**

**Basic bibliography**

- Anttila, R., 1977, *Analogy*, The Hague.  
Bynon, Th., 1977, *Lingüística histórica*. Madrid. (Traducción española: Gredos).  
Campbell, L., 2000, *Historical Linguistics*, Edinburgh.  
Campbell, L. y M. J. Mixco, 2007, *A glossary of historical linguistics*. London.  
Hock, H. H., 1988, *Principles of Historical Linguistics*. Berlin-New York.  
Joseph, B. D. & R. D. Janda, 2003, *Handbook of Historical Linguistics*, Oxford: Blackwell  
Trask, R. L., 1996, *Historical Linguistics*. Londres, Arnold.  
Trask, R.L. 2000, *The Dictionary of Historical and Comparative Linguistics*, Chicago/London.

**Detailed bibliography**

- Aikhenvald, A. & R.M.W. Dixon, (eds.), *Areal diffusion and genetic inheritance: problems in Comparative linguistics*, Oxford: OUP.  
Andersen, H., 1990, The structure of drift, in H. Andersen Y K. Koerner (eds.), *Historical linguistics 1987*, Amsterdam-Philadelphia: Benjamins.  
Bybee, J. 2015, *Language Change*, Cambridge: CUP.  
Campbell, L., 1988, *Reseña de Greenberg 1987*, *Language* 64, 591-615.  
\_\_\_\_\_, 2003, *Beyond the comparative method?*, in B.J. Blake y K. Burridge (eds.), *Historical linguistics 2001*. Amsterdam-Philadelphia: Benjamins.  
Comrie, B., 1993, *Typology and reconstruction*, in Jones (ed.), 74-97.  
Croft, W. 2003, *Typology and universals*, Cambridge: CUP.  
Dixon, R.M.W., 1997, *The rise and fall of languages*, Cambridge: CUP.  
Fisiak, J., 1997, (ed.), *Linguistic typology and reconstruction*, Berlin-New York: Mouton de Gruyter.  
Gorrochategui, J. & Lakarra, J. A., 2001, *Comparación lingüística, filología y reconstrucción del protovasco*, VIII Coloquio sobre Lenguas y Culturas Prerromanas de la Península Ibérica.  
Jones, Ch. (ed.), 1993, *Historical linguistics: Problems and perspectives*, Londres-New York: Longman.  
Kroch, A, 1989, *Reflexes of grammar in patterns of language change*, *Language variation and change* 1, 199-244.  
Michelena, L., 1963, *Lenguas y protolenguas*, Salamanca, Universidad de Salamanca.  
Nichols, J., 1992, *Linguistic diversity in space and time*, Chicago: University of Chicago Press  
Sagart, L. 1999, *The roots of Old Chinese*, Amsterdam-Philadelphia: Benjamins.

**Journals**

- Diachronica  
Historische Sprachforschung  
Journal of Historical Linguistics  
Folia Linguistica Historica  
Transactions of the Philological Society

**Web sites of interest**

**COURSE GUIDE** 2023/24

**Faculty** 130 - Faculty of Arts

**Cycle** .

**Degree** LTYEX12a - Theoretical and Experimental Linguistics

**Year** .

**COURSE**

504694 - Research Seminar in Historical Linguistics and Typology I: Theories and Methods

**Credits, ECTS:** 3

**COURSE DESCRIPTION**

In this research seminar we will study, on the one hand, the differences between the approaches to historical change in different linguistic schools and, on the other hand, the new advances in the study of historical syntax. The approaches we will study in this course will be the following: traditional approaches (especially, descriptive typology), functional approaches (description and possible solutions for classical problems in syntax), and generative approaches (the study of diachrony by applying the last advances in the study of syntax at a synchronic level).

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

**COMPETENCIAS DE LA ASIGNATURA**

- Capacidad de comprender aspectos generales y específicos de la evolución de las lenguas (en periodos históricos y prehistóricos), del establecimiento de familias lingüísticas y de la reconstrucción de protolenguas.
- Capacidad de identificar las propiedades de los distintos modelos recientes sobre el cambio lingüístico (tanto en fonología como en morfología, sintaxis o léxico).
- Capacidad de comprender y aplicar la metodología de las propuestas teóricas fundamentales actualmente en vigor sobre la evolución de las lenguas y sus relaciones genéticas.
- Capacidad de elaborar reseñas críticas de obras relacionadas con los temas tratados en el curso y dar respuesta a problemas específicos relacionados con el cambio lingüístico así como con la clasificación y reconstrucción de lenguas.

**RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA**

**Theoretical and Practical Contents**

- (i) Brief review about historical linguistics in the traditional, functional and generative approaches;
- (ii) General overview about syntactic change in the different approaches: reanalysis and related phenomena (grammaticalization and analogy);
- (iii) General overview of recent advances concerning the relationship between syntactic change and language contact (calquing, contact-induced grammaticalization, replica grammaticalization and syntactic borrowing)

**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

Actividad Formativa	Hours	Porcentaje presencialidad
Expositive classes	20	100 %
Presentations and Papers	20	50 %
Readings	35	0 %

**TYPES OF TEACHING**

Types of teaching	M	S	GA	GL	GO	GCL	TA	TI	GCA
Hours of face-to-face teaching	18		12		0				
Horas de Actividad No Presencial del Alumno/a	0		0		45				

**Legend:** M: Lecture-based S: Seminar GA: Applied classroom-based groups  
 GL: Applied laboratory-based groups GO: Applied computer-based groups GCL: Applied clinical-based groups  
 TA: Workshop TI: Industrial workshop GCA: Applied fieldwork groups

**Evaluation tools and percentages of final mark**

Denominación	Ponderación mínima	Ponderación máxima
Attendance and participation	20 %	40 %
Presentations	60 %	80 %

**ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

- Work in class and exercises (Nerea)
- Essay and exercises in class (Iker)

This evaluation system is designed for face-to-face teaching and will be adapted in the event that we enter a new state of health emergency and have to go to virtual teaching. In this case, the updated version of the program and the new

evaluation system will be posted in the Egela virtual classroom

### **EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT**

Work in class and exercises (Nerea)  
Essay and exercises in class (Iker)

This evaluation system is designed for face-to-face teaching and will be adapted in the event that we enter a new state of health emergency and have to go to virtual teaching. In this case, the updated version of the program and the new evaluation system will be posted in the Egela virtual classroom

### **MANDATORY MATERIALS**

### **BIBLIOGRAPHY**

#### **Basic bibliography**

Hock, H. H., 1991, Principles of Historical Linguistics. Berlin-New York: Mouton de Gryter.  
Joseph, B. D. & R. D. Janda (eds.), 2003, Handbook of Historical Linguistics. Oxford: Blackwell.  
Durie, M. & M. Ross (eds.), 1996, The Comparative Method Reviewed, Oxford: OUP.  
Fox, A., 1995, Linguistic Reconstruction: An Introduction to Theory and Method, Oxford: OUP.

#### **Detailed bibliography**

#### **Journals**

Diachronica  
Journal of Historical Linguistics  
Historische Sprachforschung

#### **Web sites of interest**

**COURSE GUIDE**

2023/24

**Faculty**

130 - Faculty of Arts

**Cycle**

**Degree**

LTYEX12a - Theoretical and Experimental Linguistics

**Year**

**COURSE**

504696 - Research Seminar in Historical Linguistics and Typology III: New Perspectives

**Credits, ECTS:** 3

**COURSE DESCRIPTION**

The study of language contact is of crucial importance to our understanding of the evolutionary dynamics of language. A fundamental process and result of contact-induced language change is borrowing, which has rightly been considered one of the principal sources of language change, along with sound change and analogy. The Romance languages have the potential to contribute substantially to the study of language contact, thanks to a wide geospatial distribution, a long history of contact with several typologically as diverse languages as Nahuatl and Arabic, and abundant diachronic records. This course outlines contact-induced grammatical change and provides a critical assessment of the state-of-the-art in research on borrowing as a key mechanism of contact-induced language change and variation. The course's empirical focus is on Romance and non-Romance languages spoken in the Romance linguistic landscape. Topics include innovative and conservative effects; processes of Romancization vs De-Romancization; matter borrowing vs pattern borrowing; case studies on phonological, prosodic, morphological and syntactic borrowing; and a critical evaluation of borrowability hierarchies.

**COMPETENCIES/LEARNING RESULTS FOR THE SUBJECT**

**COMPETENCIAS DE LA ASIGNATURA**

- Capacidad para comprender y analizar los efectos del cambio lingüístico desde perspectivas novedosas que incluyen nuevas herramientas descriptivas y explicativas.
- Capacidad para aplicar las nuevas perspectivas sobre la evolución lingüística al análisis de problemas concretos.
- Capacidad para la elaboración de reseñas críticas de trabajos lingüísticos que tratan sobre el cambio lingüístico desde perspectivas innovadoras.

**RESULTADOS DE APRENDIZAJE DE LA ASIGNATURA**

**Theoretical and Practical Contents**

- Day 1
  - 1.1 Language change through language contact
  - 1.2 Effects of language contact
- Day 2
  - 2.1 Borrowing
  - 2.2 Types: Matter borrowing and pattern borrowing
- Day 3
  - 3.1 Phonological borrowing
  - 3.2 Prosodic borrowing
- Day 4
  - 4.1 Morphological borrowing
  - 4.2 Syntactic borrowing
- Day 5
  - 5.1 The upper limits of borrowing
  - 5.2 Verification of borrowability scales

**METODOLOGIA (ACTIVIDADES FORMATIVAS)**

Actividad Formativa	Hours	Porcentaje presencialidad
Exercises	0	0 %
Expositive classes	30	100 %
Readings	45	0 %

