

Catalan Lexicology and Semantics

Code: 100698
ECTS Credits: 6

Degree	Type	Year	Semester
2500247 Catalan Language and Literature	OB	2	1
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0

Contact

Name: Jaume Mateu Fontanals
Email: Jaume.Mateu@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

A good command of (oral and written) Catalan language and a good command of standard grammar are required. The contents of lexical morphology and basic syntax previously explained in "Llengua Catalana" (1st course) are taken for granted.

Objectives and Contextualisation

The course of "Lexicologia i semàntica catalanes" consists in the study of morphological, syntactic and, especially, semantic properties of the lexical units of Catalan.

This course is part of the compulsory subjects included in "Catalan Language: synchrony".

GOALS:

Specifically, in the field of lexical morphology, the student should be able
- to analyze the morphological and syntactic structures of derivation and

- to analyze the argument structure relations between lexical morphology and syntax;

- to solve problems that have to do with the morphological structure of lexical elements;

- to distinguish, from a lexical theory, what words are (im)possible.

Specifically, in the field of semantics, the student should be able:

- to acquire a general perspective on how a formal theory of semantics c
- to distinguish which aspects of the lexical meaning are relevant to grammar and which are not;
- to solve problems that refer to the semantic structure of words;
- to acquire a general perspective on how a cognitive theory of language conceives meaning from general skills i
- to analyze idioms and idiomatic expressions of Catalan with the tools of cognitive semantics;
- to analyze the meaning relations among words with the tools of cognitive semantics.

Competences

Catalan Language and Literature

- Analyze, with the help of the concepts of linguistic theory and the contributions of applied linguistics where appropriate, major phonetic properties, phonological, morphological, syntactic, lexical and semantic of the Catalan language, its evolution throughout history and its current structure.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Catalan and Spanish

- Analyse, with the help of the concepts of linguistic theory and contributions of applied linguistics when appropriate, the main properties phonetic, phonological, morphological, syntactic, lexical and semantic Catalan language, its evolution throughout history its current structure.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

English and Catalan

- Analyse, with the help of the concepts of linguistic theory and contributions of applied linguistics when appropriate, the main properties phonetic, phonological, morphological, syntactic, lexical and semantic Catalan language, its evolution throughout history its current structure.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.

- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

Learning Outcomes

1. Apply appropriate and thoughtfully prescriptive principles of oral and written standard Catalan.
2. Dominate oral and written expression in Catalan.
3. Express themselves in Catalan ortofònica correctness standard.
4. Knowing the principles of lexical semantics affecting the internal structure of words and their syntactic combinatorics.
5. Master oral and written expression in Catalan.
6. Producing a written text that is grammatically and lexically correct.
7. Producing an oral text that is grammatically and lexically correct.
8. Properly apply the knowledge gained to data collection and management of documentary sources application to the study of Catalan language and literature.
9. Work independently in the synchronic and diachronic study of Catalan language and literature.
10. Working independently in the synchronic and diachronic study of Catalan language and literature.

Content

According to the subject of "Catalan Language: synchrony", the contents that must be dealt with in the course "Lexicologia i semàntica catalanes" are the following ones:

- (i) Syntactic and semantic properties of lexical categories;
- (ii) Internal structure of lexical elements;
- (iii) Types of predicates;
- (iv) Complex words (lexical morphology);
- (v) Word meanings.

SYLLABUS:

1. Introduction to lexicology

Mental lexicon and grammar. Grammatical vs. encyclopaedic information of lexical entries. Grammatical vs. encyclopedic meanings.

Semantic and conceptual structures. Complex word formation: derivation and composition. Types of lexicalized/idiomatic expressions. Idioms and collocations.

Lexical morphology, lexical syntax, and lexical semantics.

2. Lexical semantics and grammar

Lexical-semantic classes of verbs. Stative verbs and verbs of change. Manner verbs and result verbs: on the manner-result complementarity.

Lexical decomposition of verbs and semantic structure: event structure. Lexical aspect (Aktionsart): states, activities, achievements, and accomplishments. Types of event structures.

Lexical-syntactic classes of verbs. Transitive, unergative, and unaccusative verbs. Lexical decomposition of verbs and syntactic structure: the syntax of argument structure. Types of argument structures.

Lexical-syntactic formation of verbs: incorporation and conflation processes. Possible and impossible verbs. Lexicalization patterns in motion events: the typological shift from Latin to Catalan.

Lexical morphology and inheritance of argument structure. Nominalizations. Process and result nominals. Complex nouns with agent and instrumental meanings. Adjectival derived words: the case of adjectives in "-ble". Compounding and argument structure. Types of compounds. Catalan and the so-called 'Compounding Parameter'.

3. Lexical semantics and cognition

Conceptual content and semantic construal. Profile and base. Semantic frames and cognitive domains. The theory of prototypes and idealized cognitive models. Cognitive semantics of spatial relations.

Conceptual metaphors and image schemata. Metaphors and idioms. Cognitive semantics and sense relations: polysemy, hyponymy, synonymy, antonymy, meronymy, etc.

Methodology

The "directed activities" assume the problem-solving methodology and will consist of: (i) presentations of the relevant subject with discussion of the problems that arise; (ii) classroom practices that, based on the study of specific cases, aim to reinforce theoretical knowledge and develop the capacity for analysis.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practices	17	0.68	8, 1, 4, 2
Lectures and syllabus exposition	35	1.4	8, 1, 4
Type: Supervised			
Seminar discussion of bibliography and resolution of theory-based practical exercises	19	0.76	8, 1, 6, 7, 4, 2
Type: Autonomous			
Study of class notes and bibliography	40	1.6	8, 1, 6, 7, 4, 2, 5, 10, 9

Assessment

The evaluation will be based on three activities:

- (a) Final exam: 50%
- (b) Exercises of lexical-semantic analysis: 40%
- (c) Review of a book: 10%

Regarding the "re-evaluation", the students are entitled to do it if they have obtained an average grade of not less than 3,5. In order to be able to participate in this re-evaluation, the students must have been previously evaluated in activities (a) and (b). The maximum grade that can be obtained for the re-evaluation is 5. The completion of 30% of the evaluation tasks (review / exercises / exam) excludes the possibility of obtaining the "Non-avaluable" qualification as the final mark of the course.

Regarding the procedure for the revision of the grades, the teacher will inform the students of the procedure and date of review of the grades at the time of passing each evaluation activity.

In the event that the student commits any irregularity that can lead to a significant variation of the grade of an evaluation act, this evaluation act will be qualified with 0, regardless of the disciplinary process that can be instructed. In case there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Book review	10%	7	0.28	8, 1, 6, 7, 4, 3, 5, 10
Final exam	50%	4	0.16	8, 1, 6, 4, 3, 2, 5, 10, 9
Lexical analysis exercises	40%	28	1.12	8, 1, 6, 7, 4, 3, 2, 5, 10, 9

Bibliography

Textbooks

Cabré, M. Teresa i Rigau, Gemma (1985). *Lexicologia i semàntica*. Barcelona: Enciclopèdia Catalana.

De Miguel, Elena (ed.). (2009). *Panorama de la lexicología*. Barcelona: Ariel Letras.

Escandell, M. Victoria (2007). *Apuntes de semántica léxica*. Madrid: Cuadernos de la UNED.

Espinal, M. Teresa (coord.) et al. (2002). *Semàntica. Del significat del mot al significat de l'oració*. Barcelona: Ariel Lingüística.

Espinal, M. Teresa (coord.) et al. (2014). *Semántica*. Madrid: Akal.

Gràcia, Lluïsa (1994). *Morfologia lèxica. L'herència de l'estructura argumental*. Col·lecció Biblioteca Lingüística Catalana. Universitat de València.

Pustejovsky, James i Olga Batiukova (2019). *The Lexicon*. Col·lecció: *Cambridge Textbooks in Linguistics*. Cambridge: Cambridge University Press.

Reference bibliography

Acedo Matellán, V. i Mateu, J. (2009). "L'expressió dels esdeveniments de canvi: del llatí al català". Dins Cufí, J. R. (ed.). *Diachronic linguistics*. 473-496. Girona: Documenta Universitaria.

Baker, M. (2003). *Lexical Categories: Verbs, Nouns, and Adjectives*. Cambridge: Cambridge University Press.

Bosque, I. (1989). *Las categorías gramaticales*. Madrid: Síntesis.

Bosque, I. (2000). "Objetos que esconden acciones. Una reflexión sobre la sincategorematicidad". Dins Cabré, M.T. i Gelpí, C. (eds.). *Lèxic, corpus i diccionaris*. 15-30. Universitat Pompeu Fabra. Barcelona: Publicacions de l'IULA.

Bosque, I. (2001). "Sobre el concepto de 'colocación' y sus límites". *Lingüística Española Actual* 23: 9-40

- Bosque, I. (2012). "On the lexical integrity hypothesis and its (in)accurate predictions". *Iberia* [4.1](#): 140-173.
- Bosque, I. i Gutiérrez-Rexach, J. (2009). *Fundamentos de sintaxis formal* [cap. 5 "Léxico y sintaxis"]. Madrid: Akal.
- Cabré, M. T. (1994). *A l'entorn de la paraula*. (Vol. I *Lexicologia general* i vol. II *Lexicologia catalana*). Col·lecció Biblioteca Lingüística Catalana. Universitat de València.
- Cabré, M. T. (2002). "La derivació". Dins Solà, J. et al. (dir.). *Gramàtica del català contemporani* (vol. I). 731-775. Barcelona: Empúries.
- Cabré, T. i Mateu, J. (1998). "Estructura gramatical informativa lingüística: a propòsit dels verbs psicològics encatalà". *Quaderns. Revista de Traducció* 2: 65-81.
<http://www.raco.cat/index.php/quadernstraduccio/article/viewFile/25162/24997>
- Croft, W. i Cruse, D. (2008). *Lingüística cognitiva*. Madrid: Akal Cambridge.
- Espinal, M. T. (2000). "Sobre les expressions lexicalitzades". *Els Marges* 67: 7-31.
- Espinal, M. T. i Mateu, J. (2005). "La llengua a les frases fetes". *Articles de Didàctica de la Llengua i la Literatura catalanes*, núm. 36, pàg. 20-31.
- Fábregas, A. (2013). *La morfología. El análisis de la palabra compleja*. Madrid: Síntesis.
- Fábregas, A. (2016). *Las nominalizaciones*. Madrid: Visor Libros.
- Ginebra, J. i Navarro, P. (2015). "Concurrències lèxiques en català i en espanyol: uns quants contrastos". Dins À. Martín Escribà et al. (eds.). *Actes del Setzè Col·loqui Internacional de Llengua i Literatura Catalanes, Universitat de Salamanca, 1-6 de juliol de 2012*, vol. II, 217-228. Barcelona: Publicacions de l'Abadia de Montserrat.
- Gràcia, L. (1989). *Els verbs ergatius en català*. Maó, Institut Menorquí d'Estudis.
- Gràcia, L. (2002). "Formació de mots: composició". Dins Solà, J. et al. (dir.). *Gramàtica del català contemporani* (vol. I). 777-829. Barcelona: Empúries.
- Hale, K. i Keyser, S. J. (1993). "On Argument Structure and the Lexical Expression of Syntactic Relations". Dins *idem* (eds.). *The View from Building 20. Essays in Honor of Sylvain Bromberger*. Cambridge, MA: The MIT Press.
- Hanks, Patrick (2013). *Lexical analysis. Norms and Exploitations*. Cambridge, MA: The MIT Press.
- Lakoff, G. i Johnson, M. (1986). *Metáforas de la vida cotidiana*. Madrid: Cátedra.
- Levin, B. i Rappaport Hovav, M. (2005). *Argument Realization*. Cambridge: Cambridge University Press.
- Lieber, R. (2004). *Morphology and lexical semantics*. Cambridge: Cambridge University Press.
- Lorente, M. (2002). "Altres elements lèxics". Dins Solà, J. et al. (dir.). *Gramàtica del català contemporani*, vol. 1, 831-883. Barcelona: Empúries.
- Marantz, A. (1997). "No Escape from Syntax. Don't Try Morphological Analysis in the Privacy of Your Own Lexicon". *UPenn Working Papers in Linguistics* 4.2: 201-225.
- Mascaró, J. (1986). *Morfologia*. Barcelona: Enciclopèdia Catalana.
- Mateu, J. (2000). "La semàntica relacional de l'estructura argumental i la seva aplicació a una alternança lexicosemàntica del català". *Llengua & Literatura* 11: 281-309.
- Mateu, J. (2016). "La estructura argumental". Dins Á. J. Gallego (ed.). *Perspectivas de sintaxis formal*. 111-148. Madrid: Akal.

- Mendikoetxea, M. (2007). "En busca de los primitivos léxicos y su realización sintáctica: del léxico a la sintaxis y viceversa". Dins. Cabré, T. (ed.). *Lingüística Teòrica: anàlisi i perspectives II* (Col·lecció: Monografies de *Catalan Journal of Linguistics*). 55-102. Bellaterra: Servei de Publicacions de la UAB.
- Moreno Cabrera, J. C. (2003). *Semántica y gramática. Sucesos, papeles semánticos y relaciones sintácticas*. Madrid: Ed. Antonio Machado Libros.
- Picallo, C. (1991). "Nominals and Nominalizations in Catalan". *Probus* 3.3: 1-34.
- Pustejovsky, J. (1995). *The Generative Lexicon*. Cambridge, MA: The MIT Press.
- Ramchand, G. (2008). *Verb meaning and the lexicon*. Cambridge: Cambridge University Press.
- Rosselló, J. (2002). «El SV, I: Verb i arguments verbals». Dins Solà, J. et al. (dir.). *Gramàtica del català contemporani*, vol. II, cap. 13. Barcelona: Empúries.
- Singleton, D. (2000). *Language and the Lexicon. An Introduction*. Londres: Arnold.
- Talmy, L. (2000). *Toward a Cognitive Semantics*. Cambridge, MA: The MIT Press.
- Tuson, J. (2008). *Això és i (no és) Allò*. Badalona: Ara llibres. <http://www.tv3.cat/videos/457169/Jesus-Tuson>
- Ynglès, M. T. (1996). "El temps no passa en va: correlació forma-significat en les expressions temporals". *Llengua i Literatura* 7: 235-270.