



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
English Lexicology and Lexicography / Anglų kalbos leksikologija ir leksikografija	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinator: Assoc. Prof. Dr Davide Castiglione Other: Prof. Dr Inesa Šeškauskienė	Department of English Philology, Institute of English, Romance and Classical Studies Centre for Multilingual Studies Faculty of Philology

Study cycle	Type of the course unit (module)
BA	Compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face to face	Spring Semester	English

Requirements for students	
Prerequisites: Introduction to General Linguistics	Additional requirements (if any): English (C1)

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	150	48	102

Purpose of the course unit (module): programme competences to be developed
<p>The purpose of the course unit is to introduce the theory and practice of lexicology and lexicography in current linguistics. Students will learn how the English vocabulary is structured along its syntagmatic and paradigmatic axes, with an equal emphasis on lexical morphology and lexical semantics. Introductory readings are complemented by advanced theoretical chapters in which specific lexicological problems are dealt with. In the second part of the course, dedicated to lexicography, students will learn how the theoretical knowledge acquired informs the compilation of dictionaries, and how commercial, i.e., non-academic considerations partake in the process. The course has also a strong practical component, with tasks and activities that replicate, at a lower level of complexity, what lexicologists and lexicographers do (e.g., entertaining alternative analyses of a word, writing a dictionary entry, and so on). The following competences will be developed:</p> <p><u>Generic competences:</u></p> <ul style="list-style-type: none"> • <u>Responsibility:</u> reading the assigned chapters ahead of the seminars, attending the seminars, asking questions, posing problems, responsibly monitoring one's learning process • <u>Cooperation:</u> seeing learning as a cooperative process implemented in the in-class activities • <u>Intercultural competence:</u> references to word-building resources and lexical gaps in other languages will alert students to how vocabulary shapes (and is shaped by) cultures and societies other than English

- **Problem-solving**: considering alternative interpretations or strategies, e.g. when comparing different definitions of the same word in different dictionaries, or engaging in tasks where more than one legitimate solution is possible
- **Openness to change**: accepting that lexicology – like science in general – is evolving and that many issues are still debated; that indeterminacy in language and fuzzy boundaries in conceptual categorisation are real but can still be addressed rigorously

Subject-specific competences:

- **Knowledge and skills in linguistics**: the course presupposes basic knowledge in general linguistics, but also deepens this knowledge, particularly in the areas of morphology and semantics; it also touches on etymology, historical linguistics and the history of semantics and lexicography, charting the scientific progress of the discipline from speculation up to contemporary evidence-based practices (e.g., reliance on online corpora and databases). It also requires student to know and apply a range of technical words (e.g., subtypes of compounds).
- **Communication skills**: the course will expand the students’ vocabulary with interesting examples drawn from a variety of sources and encourage them to communicate with each other in group activities. It will also foster their academic writing skills through the use of open questions, creative tasks, and the writing of a research report.
- **Research competences**: in-class and homework activities require students do engage with datasets, sources and methodologies, presenting them with problems requiring one or more solutions. The manageable tasks students will be involved in are a prerequisite to conduct autonomous research in the future (e.g., mid-term papers, reports, dissertations): they are, after all, the building blocks on which the edifice of research rests.
- **Transferable skills**: the students’ acquaintance with databases, resources, their problem-solving skills developed through some of the tasks and activities, and their writing and communication skills, will all come in handy in the workplace and in society at large, especially when it comes to engaging the public and taking complex decisions requiring a nuanced understanding of a given situation.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>Learning outcomes resulting from the generic competences:</p> <p>practical skills of obtaining information necessary to accomplish linguistic tasks using a variety of sources; ability to appropriately use gained knowledge and skills in practical situations; ability to discern different types of relations between the components; ability to ask appropriate “Why” questions; capability to organize one’s work autonomously.</p>	<p>Lectures and seminars, discussions, practical tasks</p>	<p>Cumulative assessment:</p> <p>Attendance (5%) Mid-term test lexical morphology (30%) Mid-term test lexical semantics (30%) Final exam lexicography (35%)</p>
<p>Learning outcomes resulting from the subject-specific competences:</p> <p>in-depth knowledge of lexicological and lexicographic concepts and phenomena as well as ability to explain them, which includes word structure, word derivation, meaning, polysemy, systemic nature of vocabulary, word combinability, methods of lexicological research, principles of dictionary compilation, types of dictionaries and their specific features, macro- and microstructure of a dictionary.</p>	<p>Lectures and seminars, discussions, practical tasks</p>	

Content: breakdown of the topics	Contact hours	Self-study work: time and assignments
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	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work	Contact hours	Self-study hours	Assignments
1. Lexicology: basic units, main branches, lexicology and other branches of linguistics. Introduction to the course unit: aims, structure, assessment scheme.	1		1				2	4	Šeškauskienė, <i>Way with words</i> , Chapter 1 (pp. 3-26). Read and prepare for questions
2. The word and the morpheme. Criteria to identify words. Types of morphemes. Analysis of the morphemic structure of words.	1		1				2	4	Šeškauskienė, <i>Way with words</i> , Chapter 2 (pp. 27-59). Read and prepare for questions
3. Word derivation. Prefixation and suffixation. Classification, productivity.	1		2				4	4	Šeškauskienė, <i>Way with words</i> , Chapter 4 (pp. 72-117). Read and prepare for questions
4. Conversion, substantivation and adjectivation.	1		1				2	4	Šeškauskienė, <i>Way with words</i> , Chapter 5 (pp. 118-158). Read and prepare for questions
5. Compounding. Types of compounds: endocentric vs exocentric; coordinate vs subordinate.	2		2				2	4	Šeškauskienė, <i>Way with words</i> , Chapter 6 (pp. 159-184). Read and prepare for questions
6. Minor ways of word building: blends, acronyms, initialisms, abbreviations, back-formation, distinctive stress.	1		1				2	4	Šeškauskienė, <i>Way with words</i> , Chapter 7 (pp. 185-199): read and prepare for questions
7. Lexicology (morphology) mid-term test.	1	1					2	10	Preparation for a class-discussion and practical tasks; reading assignment.
8. Lexical semantics. The notion of meaning. Types of meaning: conceptual, denotative, connotative, stylistic, affective etc. Motivation of meaning.	2		2				4	4	Šeškauskienė, <i>Way with Words</i> , Chapter 8 (pp. 205 - 242): read and prepare for questions
9. Meaning variation. Polysemy. Homonymy. Paronymy.	2		2				4	4	Šeškauskienė, <i>Way with Words</i> , Chapter 9 (pp. 245–291). Read and prepare for questions
10. Syntagmatic relations. Collocations: syntactic and semantic level.	2		2				4	4	Šeškauskienė, I. <i>Ways with Words</i> . 2013. Chapter 11. (pp. 325–348). Read and prepare for questions
11. Paradigmatic relations: Inclusion, overlapping, inclusion.	2		2				4	4	Šeškauskienė, <i>Way with Words</i> , Chapter 12 (pp. 352–390).

									Read and prepare for questions	
12. Preparation for the examination.		1						1	20	Revision for the examination
13. Lexicology (lexical semantics) examination.	2							2		
14. Aims and principles of lexicography. Terminology.	2		1					4	4	Jackson (2003): The Dictionary. Read and prepare for questions Hanks (2010): Compiling a Monolingual Dictionary for Native Speakers. Read and prepare for questions
15. History of British and American lexicography.	2		2					4	4	Landau (2001) on Johnson's Dictionary. Read and prepare for questions Article from The Financial Times on OED. Read and prepare for questions
16. User studies & EFL lexicography	2		2					4	4	Frankenberg-Garcia (2011): Beyond L1-L2 equivalents: Where do users of English as a foreign language turn for help? Read and prepare for questions
17. Preparation for the examination on lexicography.		1							20	Revision for the test
18. Lexicography examination.								2		
Total	24	3	21					48	102	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Attendance and participation (max 1 unjustified absence)	5	Throughout the course	Record of attendance. If more than one seminar is missed (either in lexicology or lexicography), no point is awarded* *Unless extenuating circumstances apply. Students need to communicate these to the Dean's office well in advance; online rather than in-person attendance for specific individuals and for short time periods may apply under special circumstances (e.g., either student or lecturer contracts Covid) but must in any case be agreed with the Dean's office.
Lexicology: mid-term assessment (lexical morphology)	30	26 th February	5-6 tasks, comprising of open questions, analysis of words, fill in the gap exercises, matching exercises. Similar tasks will be practiced in the seminars – hence the importance of attendance. 15/30 required for a pass

Lexicology: mid-term assessment (lexical semantics)	30	25 th March	5-6 open-ended tasks. Similar tasks will be practiced in the seminars, hence the importance of attendance. 15/30 required for a pass
Lexicography: final exam	35	20 th May	5-6 tasks (e.g., comparing definitions, dictionary entries, open questions) 18/35 required for a pass

Retake policy

The retake can involve either lexicology or lexicography or both, depending on the part that has been failed.

The retake will take place on **6th September**. International students will not be allowed a retake before that date, regardless of their situation with their home university. Exceptional cases/circumstances need to be discussed with the lecturers well in advance of the end of the course.

Retakes are only allowed for students failing the exam, not to improve one's grade.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Jackson, H.	2003	Lexicography: An introduction		London: Routledge
Jackson, H. & E. Z. Amvela	2007	Words, Meaning and Vocabulary. An Introduction to Modern English Lexicology	2 nd edition	Cassell
Landau, S.	2001	Dictionaries. The Art and Craft of Lexicography		Cambridge: CUP
Palmer, F. R.	1981 or later	Semantics		Cambridge: CUP
Šeškauskienė, I.	2013	Ways with Words: insights into the English lexicon and some cross-linguistic aspects of study		Vilnius: VU leidykla
Tekorienė, D. & N. Maskaliūnienė	2004	Lexicography: British and American Dictionaries		Vilnius: VU leidykla
Optional reading				
Adamska-Salaciak, A.	2014	Bilingual Lexicography: Translation Dictionaries (book chapter)	International Handbook of Modern Lexis and Lexicography	Berlin: Springer-Verlag
Cruse, A.	2000 or later	Meaning in Language. An Introduction to Semantics and Pragmatics.		Oxford: OUP
Dölling, J.	2021	Systematic Polysemy (book chapter)	The Wiley Blackwell Companion to Semantics	New York: Wiley& Sons Inc.
Frankenberg-Garcia, A.	2011	Beyond L1/L2 equivalents: where do users of English as a foreign language turn for help?	International journal of lexicography 24(1): 97-123	

Geeraerts, D.	2010	Theories of Lexical Semantics		Oxford: OUP
Halliday, M.A.K., & Yallop, C.	2007	Lexicology. A short introduction		London, New York: Continuum
Hanks, P.	2010	Compiling a monolingual dictionary for native speakers	Lexicos 20: 580-598	
Jakaitienė, E.	2005	Leksikografija		Vilnius: Mokslo ir enciklopedijų leidybos institutas
Lipka, L.	2002	English Lexicology		Tübingen: Narr
Plag, I.	2003	Word-formation in English		Cambridge: CUP
Rizo-Rodriguez, A.	2004	Current lexicographic tools in EFL: monolingual resources for the advanced learner	Language teaching 36: 29-46	
Tribble, Ch.	2003	Five electronic learners' dictionaries	ELT journal 57/2: 182-197	

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