

ENGLISH FRIENDLY COURSES 2024-2025 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)

Link to website: <https://www.ehu.es/en/web/letren-fakultatea/mugikortasun-trukeko-ikasleak>

Contact: letras.internacional@ehu.es

English Friendly Courses taught in SPANISH:

COURSE	SEMESTER ¹	CREDIT S	SCHEDULE ²	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	

¹ SEMESTER: Annual: September 2024 to May 2025

1st: September 2024 to January 2025

2nd : January 2025 to May 2025

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



COURSE GUIDE 2024/25

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 2024/25

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 course Fundamentals of Historical and Comparative Linguistics provides the basis for understanding the evolution and change that natural languages undergo over time, as well as for interpreting the restrictions that act on linguistic variety in the establishment of genetically related language families. This is a central subject in linguistics studies, which began in the early 19th century and continues today with renewed 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 synchronic description of the former.

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

- Ability to understand the general aspects of the evolution of natural languages and the establishment of linguistic families within linguistic diversity.
- Ability to identify and provide evidence for or against basic hypotheses in the field of linguistic change and linguistic comparison from the empirical material preserved in the different components of languages (phonology, morphology, syntax and lexicon).
- To be able to understand and use the methodology of the fundamental theoretical proposals on the evolution of natural languages and their genetic relationships.
- To be able to write critical reviews of articles related to the topics covered in the course and to give answers to central problems raised by linguistic change and language classification.
- To be able to understand and use the most common specific terminology in the field of historical and comparative linguistics.

Theoretical and Practical Contents

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

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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
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 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

Attendance to the course is mandatory. The student must follow the theoretical course as well as elaborate and present the practices that are requested.

Whoever misses any of the sessions must read and summarize the corresponding topic with the readings indicated by the professor.

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

In the extraordinary call, the student must make up for all those assignments that were not completed during the regular course.

In case the assignments have already been submitted but the level is not sufficient to pass the course, the teacher will provide new readings and exercises corresponding to the same topics of the syllabus.

MANDATORY MATERIALS

Materials and notes provided by the teacher.

BIBLIOGRAPHY

Basic bibliography

- Bynon, Th., 1977, *Lingüística histórica*. Madrid: 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., 1963, *Lenguas y protolenguas*, Salamanca.
 Trask, R. L., 1996, *Historical Linguistics*. Londres, Arnold.
 Trask, R.L. 2000, *The Dictionary of Historical and Comparative Linguistics*, Chicago/London.

Detailed bibliography

Journals

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

Web sites of interest

- <http://indoeuropeistas.weebly.com>
<http://titus.uni-frankfurt.de/indexs.htm>
<http://www.utexas.edu/cola/centers/lrc/>



COURSE GUIDE 2024/25

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

Al finalizar el curso, se espera que el alumnado aborde cualquier fenómeno del lenguaje natural distinguiendo en su descripción qué aspectos son parte del sistema gramatical y requieren de las herramientas formales que proporciona el estudio semántico, y cuáles deben ser explicados por mecanismos inferenciales que competen al estudio de la pragmática.

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

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
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 %	%
Individual work	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

El alumnado que no haya obtenido al menos 50% de la nota global en su calificación deberá ponerse en contacto con sus tutores e informarles, durante el mes de mayo del correspondiente año académico, de que desea presentarse a la Convocatoria Extraordinaria de junio.

Las pruebas consistirán en una serie de ejercicios de semántica y de pragmática y un resumen + revisión crítica de un artículo académico acordado con la tutora.

Si los tutores lo consideran oportuno, se citará al alumnado para que presente su trabajo oralmente.

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 2024/25

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 design of an experimental investigation or a written exam (to be chosen by the student) 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 or a written exam (to be chosen by the student) 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 inn 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 2024/25

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 1–13
- 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 2024/25

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: RConference presentations III: Preparation of an abstract and/or a poster (individual work).

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

- Arunachalam, S. (2013). Experimental methods for linguists. *Language and Linguistics Compass*, 7/4, 221-232. Doi: 10.1111/lnc3.12021
- Cabedo Nebot, A. (2022). *Fundamentos de estadística con R para lingüistas* ([1ª edición]). Tirant humanidades. <https://biblioteca.nubedelectura.com/cloudLibrary/login/login?username=UUU&password=PPP&redirectto=/ebook/show/9788418802836>
- De Groot, A. M. B. & Hagoort, P. (2018). *Research methods in psycholinguistics and the neurobiology of language: A practical guide*. Wiley Blackwell.
- Gonzalez-Marquez, M., Becker, R., & Cutting, J. (2007). An introduction to experimental methods for language researchers. In M. Gonzalez-Marquez, I. Mittelberg, S. Coulson, & M. Spivey (Eds.), *Methods in cognitive linguistics* (pp. 53-86).
- Field, A. & Hole, G. (2003). *How to design and report experiments*. Sage Publications.
- Myers, J. (2009). Syntactic Judgment Experiments. *Language and Linguistics Compass*, 3/1, 406-423. Doi: 10.1111/j.1749-818x.2008.00113.x
- Navarro, D., Foxcroft, D., & Faulkenberry, T.J. (2021). *Learning Statistics with JASP: A Tutorial for Psychology Students and Other Beginners*. <http://www.learnstatswithjasp.com>
- 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>

Wei, L., & Moyer, M. G. (Eds.). (2008). The Blackwell guide to research methods in bilingualism and multilingualism. Oxford: Blackwell Publishing.

Winter, B. (2019). Statistics for Linguists: An Introduction Using R (1st ed.). Routledge. <https://doi.org/10.4324/9781315165547> (este no lo vamos a abordar, pero lo recomiendo para quien quiera profundizar en estadística).

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

Glossa Psycholinguistics

Web sites of interest

Plataformas para realizar estudios lingüísticos online:

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

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

Software de análisis estadístico: <https://www.r-project.org/>

Introducción al análisis estadístico: www.statisticshell.com/

Semmelweis y el método hipotético deductivo: <http://es.scribd.com/doc/7859654/Semmelweis-y-el-metodo-hipoteticodeductivo>

y 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/comohacer-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>

WELCOME TO OPENACADEMICS: A multidisciplinary academic community. Find examples and tips for academic writing: <https://www.oacommunity.org/>



COURSE GUIDE 2024/25

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	30 %	%
Continuous evaluation	35 %	%
Presentations	35 %	%



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 2024/25

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

1. Topic. Theories of syntactic change. Overview of syntactic change from the perspective of various schools of thought.
2. Topic. Contact-induced syntactic change. Recent advances concerning the relationship between language contact and syntactic change.
3. Topic. Grammaticalization and related phenomena in language contact settings: calquing, contact-induced grammaticalization, replica grammaticalization, matter borrowing and pattern borrowing.

METODOLOGIA (ACTIVIDADES FORMATIVAS)

Actividad Formativa	Hours	Porcentaje presencialidad
Exercises	15	0 %
Presentations and Papers	20	50 %
Readings	20	0 %
Expositive classes	20	100 %

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
- Essay and exercises in class

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
Essay and exercises in class

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

- Campbell, Lyle. 2021. Historical linguistics: an introduction. Cambridge: MIT Press.
Harris, Alice C. & Lyle Campbell. 1995. Historical syntax in cross-linguistic perspective. Cambridge: Cambridge University Press.
Hock, Hans Heinrich. 2021. Principles of historical linguistics (3. edición). Berlin/Boston: De Gruyter.
Joseph, Brian & Richard D. Janda (eds.). 2003. Handbook of historical linguistics. Oxford: Blackwell.
Thomason, Sarah G. 2001. Language contact. Edinburgh: Edinburgh University Press.

Detailed bibliography

- Boye, Kasper & Peter Harder. 2012. A usage-based theory of grammatical status and grammaticalization. *Language* 88(1). 1–44.
Boye, Kasper. 2023. Grammaticalization as conventionalization of discursively secondary status: deconstructing the lexical-grammatical continuum. *Transactions of the Philological Society* 121(2). 270–292.
Bruyn, Adrienne. 2009. Grammaticalization in creoles: ordinary and not-so-ordinary cases. *Studies in Language* 33(2). 312–337.
Diewald, Gabriele. 2010. On some problem areas in grammaticalization studies. In Katerina Stathi, Elke Gehweiler & Ekkehard König (eds.), *Grammaticalization: current views and issues*, 17–50. Amsterdam/Philadelphia: John Benjamins.
Gildea, Spike & Jóhanna Barðdal. 2023. From grammaticalization to Diachronic Construction Grammar: a natural evolution of the paradigm. *Studies in Language* 47(4). 743–788.
Heine, Bernd & Tania Kuteva. 2003. On contact induced grammaticalization. *Studies in Language* 27(3). 529–572.
Matras, Yaron & Jeanette Sakel. 2007. Investigating the mechanisms of pattern replication in language convergence. *Studies in Language* 31(4). 829–865.
Ziegeler, Debra & Sarah Lee. 2019. Lexical retention in contact grammaticalisation: already in Southeast Asian Englishes. *Journal of Language Contact* 12(3). 737–783.

Journals

- Diachronica
Journal of Historical Linguistics
Historische Sprachforschung
Folia linguistica (Historica)

Web sites of interest

- Rara & Universals Archive (Universität Konstanz): <https://typo.uni-konstanz.de/rara/archive-overview/>
Grambank: <https://grambank.cild.org/>



COURSE GUIDE 2024/25

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

Comparative Linguistics in Synchrony and Diachrony

The comparative perspective in linguistics can be applied both to the synchronic and the diachronic study of languages. This seminar will encompass and combine the two approaches, focusing on different sides of the comparative analysis of grammatical constructions and the newest hypotheses concerning their nature, origin, and development. Topics such as the commonalities of asymmetric coding, the effects of animacy on linguistic structures, or the ambiguous and redundant elements in the grammar will be dealt with in the synchronic part of the seminar. Then, the discussion will center around diachronic aspects like the genesis of grammar and new lexicon, in which different mechanisms of change are involved, the historical evolution of morphological strategies and the impact of language contact on the grammatical matter and pattern of languages.

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

I. Synchronic part

- Universals of asymmetric coding in languages
- Typological rarities: an overview
- Animacy as a core feature of grammars
- Ambiguity and redundancy in languages

II. Diachronic part

- On the genesis of grammar: where do functional words come from?
- On the genesis of lexicon: where do new content words come from?
- Mechanisms of grammatical change
- The evolution of morphological strategies
- Language change and language contact

METODOLOGIA (ACTIVIDADES FORMATIVAS)

Actividad Formativa	Hours	Porcentaje presencialidad
Exercises	0	0 %
Expositive classes	30	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	20 %	20 %
Essay, Individual work and/or group work	80 %	80 %

ORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

EXTRAORDINARY EXAMINATION PERIOD: GUIDELINES AND OPTING OUT

MANDATORY MATERIALS

BIBLIOGRAPHY

Basic bibliography

- Campbell, Lyle. 1998. Historical linguistics. Edinburgh: Edinburgh University Press.
- Greenberg, Joseph H. 2005 [1966]. Language Universals. Berlin/New York: Mouton de Gruyter.
- Haspelmath, Martin. 2021. Explaining grammatical coding asymmetries: Form-frequency correspondences and predictability. *Journal of Linguistics* 57. 605-633.
- Hawkins, John A. 2004. Efficiency and complexity in grammars. Oxford: Oxford University Press.
- Hopper, P. J., E. C. Traugott, 2003, Grammaticalization, 2nd. ed., Cambridge: Cambridge UP.
- Levshina, Natalia. 2023. Communicative efficiency: Language structure and use. Cambridge: Cambridge University Press.
- Norde, M. 2009. Degrammaticalization. Oxford: Oxford University Press.

Detailed bibliography

- Baerman, Matthew. 2007. Morphological reversals. *Journal of Linguistics* 43 (1). 33-61.
- Brinton, Laurel & Elizabeth C. Traugott. 2005. Lexicalization and language change. Cambridge: Cambridge University Press.
- Cysouw, Michael & Jan Wohlgemuth. 2010. The other end of universals: theory and typology of rara. In Jan Wohlgemuth & Michael Cysouw (eds.), *Rethinking universals: how rarities affect linguistic theory*, 1-10. Berlin/New York: De Gruyter Mouton. (*)
- Gardani, Francesco. 2020. Borrowing matter and pattern in morphology: An overview. *Morphology* 30: 263-282. (*)
- Harris, Alice C. 2017. Multiple exponence. Oxford: Oxford University Press.
- Heine, Bernd & Tania Kuteva. 2007. The genesis of grammar. Oxford: Oxford University Press.
- Igartua, Iván. 2015. From cumulative to separative exponence in inflection: Reversing the morphological cycle. *Language* 91 (3). 676-722.
- Igartua, Iván. 2019a. Approaching the typology and diachrony of morphological reversals. In Lars Heltoft, Iván Igartua, Brian D. Joseph, Kirsten Jeppesen Kragh & Lene Schøsler (eds.), *Perspectives on Language Structure and Language Change*, 81-106. Amsterdam & Philadelphia: John Benjamins. (*)
- Igartua, Iván. 2019b. Loss of grammatical gender and language contact. *Diachronica* 36 (2). 181-221. (*)
- Igartua, Iván. 2024. Diachrony of morphological strategies. In Adam Ledgeway, Edith Aldridge, Anne Breitbarth, Katalin E. Kiss, Joseph C. Salmons & Alexandra Simonenko (eds.), *The Wiley Blackwell Companion to Diachronic Linguistics*. Oxford: Wiley-Blackwell, in press.
- Matras, Yaron. 2009. Language contact. Cambridge: Cambridge University Press.
- Santazilia, Ekaitz. 2023. Animacy and inflectional morphology across languages. Leiden/Boston: Brill.
- Thomason, Sarah G. & Terrence Kaufman, 1988, Language contact, creolization, and genetic linguistics, Berkeley & Los Angeles: University of California Press.

Journals

- Journal of Linguistics
Linguistics
Language
Linguistic Typology
Diachronica
Glossa
Lingua
Language dynamics and change
pology
Lingua

Web sites of interest