



UNIVERSIDAD DE CORDOBA

INSTITUTO DE ESTUDIOS DE POSGRADO
**MÁSTER UNIVERSITARIO EN
 ESTUDIOS INGLESES AVANZADOS:
 LINGÜÍSTICA COGNITIVA,
 LITERATURA Y EDUCACIÓN B**
 2024/25 YEAR
**INVESTIGACIÓN EN METÁFORA Y
 METONIMIA**



Course details

Course name: INVESTIGACIÓN EN METÁFORA Y METONIMIA

Code: 103419

Degree/Master: MÁSTER UNIVERSITARIO EN ESTUDIOS INGLESES
 AVANZADOS: LINGÜÍSTICA COGNITIVA, LITERATURA Y
 EDUCACIÓN B

Year: 1

ECTS Credits: 4.0

Classroom hours: 16

Face-to-face classroom percentage: 16.0%

Study hours: 84

Online platform: <https://moodle.uco.es/>

Coordinating teacher

Name: BLANCO CARRIÓN, OLGA

Department: FILOLOGÍAS INGLESA Y ALEMANA

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Brief description of the contents

- To help students to acquire advanced knowledge of the conceptual theory of metaphor and metonymy in the context of cognitive linguistics, of its more recent evolution, and of its many applications, especially to research on all aspects of the English language (semantics, grammar, discourse), to the study of literatures and cultures in English language, to natural language processing, and to second language teaching and acquisition.
- To inform students in detail about some of the more relevant empirical research on the mental reality of conceptual metaphor and metonymy.
- To help students to become familiar with some of the main scientific methods applicable in research on conceptual metaphor and metonymy.
- To help the students to design and implement a simple, well-defined project on any aspect of conceptual metaphor and metonymy in the English language or in English language literature and culture, with a sound

specification of its scientific context of its topic (antecedents and state of the art), of its objectives and hypotheses,
and of the research methodology.
www.uco.e

Prerequisites

Prerequisites established in the study plan

None

Recommendations

None specified

Study programme

1. Theory contents

Theory contents

1. An overview of the main principles and themes in cognitive science and in cognitive linguistics.
2. A brief survey of the main principles of the cognitive theory of metaphor and metonymy (CTMM).
On the distinction between metaphor and metonymy. Evolution and present state of the CTMM as a discipline in cognitive science.
3. Applications of the CTMM to research on the English language (grammar, lexical semantics, discourse), to research in English-language literature and culture, to natural language processing, and to second language acquisition. Selected detailed examples.
4. The psychological reality of metaphor and metonymy. Examples of recent empirical (especially psycholinguistic) research.
5. Designing and implementing a research project on English metaphor and metonymy. Procedures in metaphor / metonymy identification. Main empirical scientific methods applied in metaphor / metonymy research.

2. Practical contents

- Study questions and short application exercises at the end of each unit.
- A brief (c. 8000 words) compulsory paper under the instructor's supervision consisting in the design of a simple research project applying the metaphor / metonymy identification procedure presented in unit 5 and one of these two scientific methods (or a combination of both):
 - (a) Corpus linguistics: Students will use one of the digital corpora and / or corpora management systems

available at the UCO.

(b) Psycholinguistic methods: Students will design a simple experiment for which they will use E-Prime and /

or other technological resources available at UCO.

-The project may consist in an extension of the project to be carried out for the methodological subject

"Introduction to research methods in English linguistics", provided this latter project is concerned with conceptual

metaphor / metonymy.

Bibliography

- Barcelona, Antonio (1995). "Metaphorical Models of Romantic Love in Romeo and Juliet". In Hiraga, M. K., y

Radwanska-Williams, J. (eds.) *Literary Pragmatics: Cognitive Metaphor and the Structure of the Poetic Text*.

December 1995. Special issue of *Journal of Pragmatics*, 25: 667-688.

- Barcelona, Antonio (2000) (ed). *Metaphor and Metonymy at the Crossroads. A Cognitive Perspective*. Berlin and

New York: Mouton de Gruyter.

- Barcelona, Antonio (2002a). "Clarifying and applying the notions of metaphor and metonymy within cognitive

linguistics: an update". In: Dirven, René & Ralf Pörings (eds). 2002. *Metaphor and Metonymy in Comparison and*

Contrast. Berlin: Mouton de Gruyter, 207-277.

- Barcelona, Antonio (2015). "Metonymy". In Ewa Dabrowska and Dagmar Divjak, *Handbook of Cognitive*

Linguistics. Berlin / New York: Mouton de Gruyter, 143-167. Blanco, Olga; Antonio Barcelona; Rossella Pannain.

2018. *Conceptual Metonymy. Methodological, theoretical, and descriptive issues (27-54)*. Amsterdam: John

Benjamins.

- Ruiz de Mendoza, F. J. 2000. The role of mappings and domains in understanding metonymy. In A. Barcelona (Ed.),

Metaphor and metonymy at the crossroads (pp. 109-132). Berlin & New York: Mouton de Gruyter.

- Ruiz de Mendoza, F. J. 2011. Metonymy and cognitive operations. In R. Benczes, A. Barcelona, & F. J. Ruiz de

Mendoza (Eds.), *Defining metonymy in Cognitive Linguistics. Towards a consensus view* (pp. 103-123).

Amsterdam & Philadelphia: John Benjamin.

- Ruiz de Mendoza, Francisco & Alicia Galera. 2014. *Cognitive Modeling. A Linguistic Perspective*.

Amsterdam/Philadelphia: John Benjamins.

- Valenzuela, Javier. (2009). "What empirical work can tell us about primary metaphors". In *Quaderns de Filologia*.

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Methodology

Clarifications

Part-time students should contact the course coordinator at the beginning of the course.

Face-to-face activities

Activity	Total
<i>Information processing activities</i>	8
<i>Reading comprehension, listening, visual, etc. activities</i>	8
Total hours	16

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	84
Total hours	84

Results of the training and learning process

Knowledge, competencies and skills

- CB6 To acquire knowledge that can act as the basis for the original development and/or application of ideas mainly in research contexts.
- CB9 To ensure that students are able to effectively communicate their conclusions and the reasons that underpin them to specialist and non-specialist audiences in a clear and unambiguous manner.
- CE10 To be able to design and carry out a research project in the field of English linguistics, by using the appropriate sources and scientific methods. To be able to present the findings before a specialised audience, both in oral and written forms, with correct use of academic English and of language and terminology appropriate for a scientific publication.
- CE9 To be able to assimilate different technical approaches and to apply the main methodological techniques to a body of data in order to obtain results which result in original theoretical findings in the field of English linguistics.
- CG1 To know how to identify research questions and provide answers by means of developing a research project.
- CG2 To attain the learning skills that allow them to carry out a critical analysis, evaluation and synthesis of new ideas.
- CG4 To be able to understand and apply the models and advanced methods of qualitative and quantitative analysis in the area of the corresponding subject.

- CT1 To know how to manage the sources of scientific information and useful resources for study and research.
- CT3 Ability to obtain information, design experiments and interpret behavioral results.
- CT4 To be able to write and present the results of their own research in the form of a scientific article before a specialized audience.
- CT5 To act professionally respecting human rights, the principles of universal accessibility for persons with disabilities, respect for fundamental rights of equality and in accordance with the values of a culture of peace and democratic ideals.

Assessment methods and instruments

Tools	Percentage
Attendance checklist	10%
Group or individual globalizing projects	80%
Means of practical execution	10%

Period of validity for partial qualifications:

Until the end of the academic year.

Sustainable development goals

Unrelated

Other Faculty

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The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).