

**Informazioni preliminari**

PRIMA DELL'INIZIO DEL CORSO lo studente deve essere in possesso dei **credenziali unimc** per poter accedere ai computer nei laboratori informatici e per usare l'area online <https://online.unimc.it/url/RepositoryEntry/17563648>. Chi non le possiede deve contattare il tecnico dei laboratori per maggiori informazioni.

E' consigliato portare a lezione una chiavetta USB per salvare i files generati dal software AntConc.

**Modalità di Valutazione**

Il corso verrà esaminato in due fasi distinte

- 40% l'accertamento linguistico di livello C1+ a cura dei lettori di madrelingua (Writing, Use of English, Reading Comprehension)
- 60% un progetto di ricerca linguistica, da presentare (in inglese) durante il corso e da consegnare al termine dello stesso in forma scritta (in italiano o in inglese).

Nel progetto lo studente analizza e commenta un aspetto linguistico a sua scelta, usando gli strumenti analitici appresi durante il corso.

Il lavoro, da 12-15 cartelle A4 (3500-5000 parole), dovrebbe avere la struttura di un *research report*: background, ipotesi, descrizione dei dati e dei metodi analitici, discussione dei risultati, conclusioni, bibliografia. Il progetto serve per verificare che lo studente abbia non solo imparato le nozioni teoriche e metodologiche ma che sia in grado di applicarle allo studio della lingua inglese (cfr. indicatori di Dublino: applicazione dei contenuti conoscitivi).

**Informazioni per non-frequentanti**

E' fondamentale svolgere i *tasks* guidati in Sinclair, J. 2003 *Reading Concordances*. London: Longman (La chiave è esauriente);

Ci sono dei web-tutorial per *AntConc* sul sito del software.

- Chi non può presentare il progetto di ricerca in classe, lo deve fare all'esame, *avendo già consegnato* la versione scritta.

**Bibliografia**

Antony, L. 2017. *AntConc* v.5.3.2 Waseda University, Tokyo  
<http://www.laurenceanthony.net/software/antcon/> [software]

Sinclair, John. 2003. *Reading Concordances*. London: Longman.

Philip, Gill. 2018. Corpus Linguistics. Studying language as part of the digital humanities. In Anne Hewings, Phillip Sergeant & Stephen Pihlaja (a cura di) *Routledge handbook of English Language Studies*, pp. 361-378. London: Routledge.

Hoey, Michael. 2000. About sixty: the collocations, colligations and semantic prosodies of a number. In Chris Heffer & Helen Sauntson (a cura di) *Words in Context. In honour of John Sinclair*, pp95-109. Birmingham: ELR Monographs.

Hunt, Sally. 2015. Representations of Gender and Agency in the Harry Potter Series. In Paul Baker and Tony McEnery (eds), *Corpora and Discourse Studies: Integrating Discourse and Corpora*, pp. 266-284. Basingstoke: Palgrave Macmillan.

Krishnamurthy, Ramesh. 1996. Ethnic, racial and tribal. The language of racism? In Carmen Caldas-Coulthard & Malcolm Coulthard (a cura di), *Texts and Practices: Readings in Critical Discourse Analysis*, pp. 129-149. London: Routledge.

Mahlberg, Michaela. 2007. Clusters, key clusters and local textual functions in Dickens. *Corpora*, 2 (1). pp. 1-31.

Philip, Gill. 2010. Classroom Concordancing in the 21st Century: The New Generation. *Language Forum* 36 (1-2), 15-33.

	TOPIC	GUIDED TASK(S)	PRACTICAL TASKS	READING
<b>25 September</b> 9:00-12:00 <b>Laboratorio A</b>	Introduction to Corpus Linguistics - What is a corpus? ; - What is corpus linguistics? - The Contextual Theory of Meaning - How words combine to create meaning - KWIC concordances	Phrasebite (Sinclair, 2006) <i>Reading Concordances</i> Task 1: BLOCK	Introduction to <i>AntConc</i> ; Antony, L. 2017 <i>AntConc</i> v5.3.2 <a href="http://www.laurenceanthony.net/software/antconc/">http://www.laurenceanthony.net/software/antconc/</a> Formatting and saving texts for use in a corpus	<b>Philip, G. 2018.</b> “Corpus Linguistics. Studying language as part of the digital humanities”
<b>2 October</b>	Words, words, words - Word lists and Key word lists - What are keywords in CL and how are they calculated? - What do keywords tell us about texts, corpora, and language? - Clusters, n-grams, lexical bundles	Sorting Keywords into semantic groupings (data from <i>Harry Potter</i> )	Making word lists for a text; generating keyword lists for text comparison	
<b>9 October</b>	Collocation - What is (a) collocation?; - Semantic relations in collocation - Frequency and statistical significance - Collocation in learner dictionaries and textbooks	<i>Reading Concordances</i> Task 18: CLOCK, EYE	- Extracting and sorting collocations from a file, using <i>AntConc</i> - Visualising the statistical calculation of collocations: # <i>Lancsbox</i> corpus tool with <i>Graphcoll</i> <a href="http://corpora.lancs.ac.uk/lancsbox/">http://corpora.lancs.ac.uk/lancsbox/</a>	<b>Hoey, M. 2000</b> “About sixty: the collocations, colligations and semantic prosodies of a number”
<b>16 October</b>	Literal and figurative meanings	<i>Reading Concordances</i> Task 4: FREE HAND	- The <i>noun</i> of <i>noun</i> (BNC print-outs) - Distinguishing meanings in context	
<b>23 October</b>	Colligation - Lexical collocation and grammatical collocation (colligation).	<i>Reading Concordances</i> Task 9: RICH & HALT	Looking for <i>grammatical</i> collocates and keywords	<b>Philip, G. 2010</b> “Classroom Concordancing in the 21st century: The New Generation”.
<b>30 October</b>	Data-driven learning	<i>Reading Concordances</i> Task 5: PHYSICAL & PERSONAL	Making <i>data-driven learning exercises</i> via the <i>Compleat Lexical Tutor</i> <a href="http://lextutor.ca/">http://lextutor.ca/</a>	
<b>6 November</b>	The Idiom Principle - The open choice [terminological] principle - The idiom principle - Phrasal meaning	<i>Reading Concordances</i> Task7: BEST THING	Individual exploration of phrases and idioms in English	

<p><b>13 November</b></p>	<p>Semantic preference - What is a semantic preference? - from collocation to semantic fields - Some examples of semantic preference</p>	<p><i>Reading Concordances</i> Task 3 REGIME</p>	<p>“a swarm of...” (using print-outs of BNC data) <i>Tribes, clans, and Klans</i>: demographic collective nouns</p>	<p><b>Krishnamurthy, R. 1996</b> “Ethnic, racial and tribal. The language of racism?”</p>
<p><b>20 November</b></p>	<p>Corpora and Sociolinguistics</p>	<p><i>Swearing in British English</i> using the <i>BNC64 corpus</i> <a href="http://corpora.lancs.ac.uk/bnc64/">http://corpora.lancs.ac.uk/bnc64/</a> and the <i>spoken BNC2014</i> <a href="https://cqpweb.lancs.ac.uk">https://cqpweb.lancs.ac.uk</a> [free registration required]</p>		
<p><b>27 November</b></p>	<p>Hidden Meanings (1) - Connotation and semantic association - From semantic preference to positive/negative impression</p>	<p><i>Reading Concordances</i> Task 16 TRUE FEELINGS</p>	<p>Individual exploration of “loaded lexis”</p>	<p><b>Mahlberg, M. 2007</b> “Clusters, key clusters and local textual functions in Dickens”.</p>
<p><b>4 December</b></p>	<p>Corpora and Fiction</p>	<p><i>Body-language in fiction</i>: looking at narrative suspensions with <i>CLiC</i> <a href="http://clic.bham.ac.uk/">http://clic.bham.ac.uk/</a></p>		
<p><b>11 December</b></p>	<p>Hidden Meanings (2) - Semantic prosody: pragmatic functions of meaning - Detecting insincerity, irony and humour</p>	<p><i>Reading Concordances</i> Task 13 ABOUT AS ... AS</p>	<p>Individual exploration of similes in English (using <i>as, like, sort of</i>, etc. as search terms)</p>	<p><b>Philip, G. 2018.</b> “We can do without these words”</p>
<p><b>18 December</b></p>	<p>Units of Meaning and The Empty Lexicon - the “Extended unit of meaning” - the “Empty Lexicon” ( words have no meaning; meanings have words)</p>	<p><i>Reading Concordances</i> Task 14 HAPPEN</p>	<p><i>Naked Eye</i> (BNC data extracted by Gill)</p>	

The last ‘content’ lesson of the course is lesson 13 (Tuesday, 17<sup>th</sup> December 2018).

Lesson 14 (at the start of semester 2) is dedicated to the many *how to...* aspects of conducting corpus linguistics research, from building or selecting a corpus to finding the things that interest you to planning your research and writing it up/ presenting it orally. There will then be a two-month break from lessons to allow you to work on your projects.

You *must* come to my *ricevimento* at least once during 2<sup>nd</sup> semester, so that I can make sure that you are progressing with your work and keeping to time. The final lesson of the course, scheduled for the week before the Easter break, is dedicated to your presentations and – if time permits – to some of my own work in progress.

**Semester 2**

<p><b>5 February</b> 9:00-12:00 Laboratorio A</p>	<p>How to... - Interrogate a web-based corpus using regular expressions - Plan a research project - Write up a corpus linguistics study - give an oral presentation</p>	<p>- introduction to regular expressions for use with all <i>CQPweb</i> corpora</p>	<p>How to <i>plan a research project</i> - Topic definition - Background reading - Organizing your notes properly How to <i>write up a corpus linguistics study</i> - information structure - referencing in text - tables and figures - bibliographical conventions How to give an <i>oral presentation</i> - information structure - practical matters: font size, colour schemes, animation - formulaic language</p>
<p><b>[2-month break from lessons – work on individual projects]</b></p>			
<p><b>16 April</b> 9:00-12:00</p>	<p>Student presentations and feedback session; Gill's work-in-progress/recent research reports</p>		