COURSE (MODULE) DESCRIPTION

Course unit (module) title	Course unit code
ENGLISH LEXICOLOGY	

Academic staff	Core academic unit(s)
Coordinating: Assoc. prof. dr. Živilė Nemickienė **Other (-s):** Lect. L. Kamičaitytė	Kaunas Faculty Institute of Language, Literature and Translation Studies Muitinės Str. 8, LT–44280 Kaunas

Study cycle	Type of the course unit
First	Compulsory

Mode of delivery	Semester or period when the course unit is delivered	Language of instruction
Classroom / Online	2nd semester	English

Prerequisites and corequisites	
Prerequisites: Introduction to Linguistics, Phonetics, Morphology.	**Corequisites:** Syntax, Basics of Artificial Intelligence, Human-robot interaction: queries and information system management.

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	48	82

Purpose of the course unit
The aim of this course is to explore how the English language creates meaning and applies lexical principles to digital technologies; to examine the types and conveyance of meaning, the origin and structure of the English vocabulary, including native and loan words, and word formation through morphemes, roots and affixes. Learn how new words are created, how word meanings are derived and how semantic relationships and context influence meaning; explore the links between lexicology and artificial intelligence, understanding how linguistic analysis informs vocabulary building and sentiment analysis in the field of Natural Language Processing (NLP).

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will develop the following course-based competencies: - to understand, describe, analyse and evaluate natural and AI-generated language phenomena	Explanatory and problem-oriented instruction, inclusive lectures, etymology exploration; individual and	Cumulative assessment to evaluate acquired knowledge during the course. Formative assessment of

using proper terminology. - to carry out (interdisciplinary) empirical linguistic research, applying appropriate theoretical and methodological approaches; organise and critically evaluate information, reason, identify and solve theoretical and practical problems, both individually and in teams; analyse and interpret natural language and AI data, synthesise research findings, formulate conclusions and present their research in public, defending their opinions in a reasoned manner. - to identify, analyse and evaluate problems related to the quality or relevance of the content generated by the AI. - to plan and rationalise the use of time, resources, etc. in organising their learning and work.	group exercises, integrated/individual/group project-presentation; analysis of scientific literature, comparative analysis of theories, discussions, case modelling and analysis; vocabulary-focused apps and websites; mind maps and concept webs.	seminars, participation in discussions, practical home and class assignments throughout the course, quizzes, testing, providing analysis and feedback for improvement.

| ontent | Contact hours | | | | | | | | Individual work: time and assignments |
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. The science of lexicology and its relation to other sciences; a concept of meaning; English language development; words of English origin; loans.	4		1				**5**	5	An Introduction to English Lexicology. Words, Meaning and Vocabulary. Chapter 1. 3-21 pp; Chapter 4, 78-107 pp. Words, Meaning and Vocabulary: An Introduction to Modern English Vocabulary. Chapter 1. 11-19 pp. Preparation for participation in the discussion, analysis of scientific literature, practical homework and class assignments.
2. Word structure. Internal vs external structure of words. Morphemes: types of free vs. bound morphemes, roots, prefixes, suffixes. Meaning in morphemes: lexical, functional, differential, distributional.	4		2				**6**	4	An Introduction to English Lexicology. Words, Meaning and Vocabulary. Chapter 2. 26-33 pp. The Linguistic Structure of Modern English. Chapter 4. 79-113 pp. Exercises 4.1-4.9 The Internal Structure of Words and Processes of Word Formation in English https://benjamins.com/sites/z.156/exercise/c4q1 Preparation for the seminar, analysis of scientific literature, participation in the discussion, homework and class assignments.
3. The meanings of words. Types of meaning. Referential vs functional meaning; Denotation vs. Connotation meaning.	4		2				**6**	7	An Introduction to English Lexicology. Words, Meaning and Vocabulary. Chapter 2. 34-37 pp. CHAPTER 6 Lexical Semantics Exercises 6.1-6.9 Words, Meaning and Vocabulary: An Introduction to Modern English Vocabulary. Chapter 3. 48-58 pp. https://benjamins.com/sites/z.156/exercise/c6q1 Preparation for the seminar, analysis of scientific literature, participation in the discussion, practical homework and class assignments. Individual and group exercises, group work; discussions, case modelling and analysis
4. Meaning and motivation: morphological, phonetical, semantic.	4		1				**5**	8	An Introduction to English Lexicology. Words, Meaning and Vocabulary. Chapter 2. 34-37 pp. CHAPTER 5. 110-111 pp. Linguistic Fundamentals for Natural Language Processing II Chapter 2, 22-45 pp. Preparation for the seminar, analysis of scientific literature, participation in the discussion, practical homework and class assignments.

									Group exercises, individual/group work project-presentation; analysis of scientific literature, vocabulary-focused apps and websites; mind maps and concept webs
5. Diachronic vs synchronic approach. Changes in semantic structure of words. Paradigms.	2		2					**4**	9	Introducing Morphology. Chapter 6, 105-128 pp. 140-170 pp. Synchronic Versus Diachronic Explanation and the Nature of the Language Faculty. Preparation for the seminar, case modelling and analysis; individual/group project-presentation.
Tutorial		1								
Mid-semester test										
6. Semantic relationships. Synonyms; Antonyms; Hyponymy/Hypernymy; Meronyms; Polysemy. Semantic Fields: groups of words related by a shared element of meaning.	4		2					**6**	10	An Introduction to English Lexicology. Words, Meaning and Vocabulary. Chapter 2. 37-45 pp. Chapter 5,112-135 pp. Words, Meaning and Vocabulary: An Introduction to Modern English Vocabulary. Chapter 5. 91- 113 pp. Linguistic Fundamentals for Natural Language Processing II, Chapter 5, 46-75 pp. Inclusive lectures, individual exercises, comparative analysis of theories, case modelling and analysis; mind maps and concept webs.
7. Words in use. Change of meaning: broadening, narrowing, elevation, degradation. Causes and results.	4		2					**6**	7	An Introduction to English Lexicology. Words, Meaning and Vocabulary. Chapter 2. 34-37 pp. Individual Project. *Aspects of multilingualism and urban environments* The aim is: (1) to document the diversity of languages present in the city; (2) to detect multilingual words and investigate how foreign words are used and adapted in the primary language of the city; (3) to understand how well the city serves multilingual residents. Etymology exploration, individual exercises, group project-presentation; analysis of scientific literature, discussions, case modelling and analysis.
8. Word categories. Major categories: nouns, verbs, adjectives, adverbs, pronouns, determiners, prepositions, conjunctions; their functions within sentences. Subcategories. Open vs. Closed classes.	2		2					**4**	9	CHAPTER 5 Exercises 5.1-5.6 Grammatical Categories and Word Classes https://benjamins.com/sites/z.156/exercise/c5q1 Preparation for the seminar, participation in the discussion. Individual Project. *Build or Break a Sentence.* The aim is (1) to understand how word categories build sentences and the importance of correct word order;

Topic									Literature / Activities
									(2) to analyse advertisements and understand how word categories build sentences and the importance of correct word order. Individual/group project-presentation; analysis of scientific literature, discussions, case modelling and analysis; mind maps and concept webs.
9. Word formation mechanisms. Affixation; Compounding; Blending; Shortening; Clipping: Acronyms; Initialisms; Borrowing; Conversion; Neologisms.	2		1				3	10	An Introduction to English Lexicology. Words, Meaning and Vocabulary. Chapter 3. 52-75 pp. Introducing Morphology. Chapter 3, 35-67 pp. Chapter 5, 88-100 pp. Words, Meaning and Vocabulary: An Introduction to Modern English Vocabulary. Chapter 2. 43-47 pp. Chapter 4. 69-86 pp. Individual Project. *Word Formation Detective* The aim is (1) to identify word formation mechanisms in everyday language (2) to use word formation mechanisms to create neologisms (AI, humorous or practical). Analysis of scientific literature, discussions, case modelling and analysis; inclusive lectures, individual and group exercises, group project-presentation; mind maps and concept webs.
10. Lexicology in NLP. Tokenization; Morphological analysis; Lemmatization (splitting text into words) stemmers/lemmatizers (reducing words to their base form), parsers (identifying grammatical structure), named entity recognizers (finding names of people, places, etc.); Part-of-speech tagging. Semantic analysis; Word sense disambiguation; Recognizing synonyms, antonyms, etc: Dictionaries and computational lexicons; Sentiment analysis.	2		1				3	13	Sentiment analysis for mining texts and social networks data: Methods and tools. 2-32 pp. Words, Meaning and Vocabulary: An Introduction to Modern English Vocabulary. Chapter 7. 144-158 pp. Linguistic Fundamentals for Natural Language Processing II, Chapter 1, 2-19 pp. Integrated Lexical Analysis Project with the study unit "*Human-robot interaction: prompts and information system management*" course: The aim is prompt creative writing. Analysis of scientific literature, inclusive lectures, individual and group exercises, integrated project-presentation; discussions
Tutorial		1							
Total	**32**	**2**	**16**				**48**	**82**	

Assessment strategy	Weight %	Deadline	Assessment criteria

Knowledge-Based Assessments Mid-Semester Test	20%	Based on topics The 1st week of November	10-9 (excellent to very good):
-Short-answer open-book questions with a time limit (to assess understanding of core lexicology concepts) -Multiple-choice test to identify and define key terms (morpheme, affix, synonym, polysemy, etc.) -A case study requiring analysis of word meanings, changes, or relationships.			The information provided is accurate, detailed and relevant to the subject matter. The presentation is engaging. It exhibits clear and rigorous argument, logic, perceptiveness, liveliness and effective use of visual aids; demonstrates precise focus, coherent organisation, confident handling of appropriate academic vocabulary to communicate valid ideas efficiently. The student gives extensive evidence of original, independent, mature thought. The presentation is perfectly timed and well-organised. The student is engaged well with the group, responds well or reasonably well to questions; exhibits no or hardly any grammar and pronunciation errors.
			8 (good):
			The information provided is well-chosen and relevant to the subject matter. The presentation exhibits clarity, logic, and appropriate use of carefully selected illustrative material; most points dealt with are argued. The student demonstrates good handling of proper academic vocabulary to communicate valid ideas efficiently. The presentation is timed and well-organised. The student is engaged with the group and responds well to questions but makes a few grammar and/or pronunciation errors.
			7 (sufficient):
			The information provided is generally accurate and indicates the vocabulary, the presentation is sufficiently clear and logical. The development may contain some poorly chosen information, but major ideas are adequately supported. The presentation is of more or less right length. The student responds reasonably well to questions but makes occasional grammar and pronunciation errors.
			6 (satisfactory):
			The information provided is incomplete; there are occasional gaps and/or irrelevant material. The presentation contains some adequate illustrative material. A limited control of focus, and/or weak organisational pattern (may ramble, be repetitious, hard to follow), and/or development (may contain some inaccurate information). The presentation is of more or less right length, but some material is not covered properly. The student demonstrates little attempt to engage with the group, mostly uncomfortable responding to questions, frequent grammar, and pronunciation errors.
			5 (poor):
			The information provided contains significant gaps and/ or errors and reveals limited knowledge. The argumentation is underdeveloped and not entirely clear. The interpretation of the issues dealt with is fairly superficial. Some evidence is mentioned, but not integrated into presentation. The presentation is not always clear or easy to follow; unimaginative and not engaging; significantly over time. The material is fairly disorganised. The student demonstrates uncomfortable responding to questions and no attempt at engaging with the group.

			4 and below (failed): The information provided is very limited and gives little evidence of even superficial understanding of the subject matter. Ineffective organisational pattern; the structure is incoherent. The interpretation of the issues dealt with is entirely superficial, there is little, or no evidence discussed. The oral performance is clumsy, difficult to follow and dull. The presentation is significantly under or over time and disorganised. The student demonstrates no engagement with the group and inability to respond to any question appropriately.
In-depth analysis and application -Homework and classwork exercises, short assignments, quizzes, class discussions; -Regular, targeted assignments from the course material and online exercises to reinforce learning.	20%	Based on topics During semester	**10 EXCELLENT**: outstanding performance with only minor errors; **9 VERY GOOD**: above the average standard but with some errors; **8 GOOD**: generally sound work with a number of notable errors; **7-6 SUFFICIENT**: fair but with significant shortcomings; **5 SATISFACTORY** performance meets the minimum criteria; **4-1Fail**: some more work required before credit can be awarded.
Integrated Lexical Analysis Project with "*Human-robot interaction: prompts and information system management*" course: -Prompt engineering to Lexicology; -Prompt writing exploring semantic relationships of synonyms, antonyms, hyperonyms/hyponyms; -Historical Word Analysis for semantic change detection; -Analogy completion prompts for lexical units: -Word Formation and origins prompts for decomposition; -Etymological exploration prompts the tracing of possible origins and connections to other languages; -Creative text generation prompts for neologism creation;	20%	The 2nd week of December	**Assessment criteria to be used for the Integrated Lexical Analysis Project (10 points)** (2 points) Accuracy of prompt design and analysis of generated results demonstrates the student's knowledge of semantic relationships, word formation, etc. (2 points) Clarity, focus, and creativity of the generated prompts. (2 points) Critical analysis and comments of AI outputs; its strengths, weaknesses, biases in the generated text (considering accuracy, relevance, and coherence). (2 points) Creativity and Originality of Text Generation with adherence to linguistic principles in neologism creation, poetry, etc. (2 points) Presentation: clarity of explanation, visual aids and connection of lexical concepts to AI output. **10 EXCELLENT**: outstanding performance with only minor errors; **9 VERY GOOD**: above the average standard but with some errors; **8 GOOD**: generally sound work with a number of notable errors; **7-6 SUFFICIENT**: fair but with significant shortcomings;

-Creative Writing prompts to generate poems, short stories, or dialogue samples. **Alternative non-integrated/ individual lexical analysis project** Students choose one of these focuses: - **In-depth analysis** of a selected word: History, etymology, semantic shifts, usage examples; -**Comparative analysis** of synonyms or antonyms, meaning distinctions, usage patterns, etc; - **Small-scale word formation study** to identify patterns of compounding, affixation, or neologisms within a specific text type.			**5 POOR** performance meets the minimum criteria; **4-1Fail**: some more work required before credit can be awarded. **Assessment criteria for prompt design** **Exceeds Expectations (9-10)** Prompts are exceptionally well-crafted, leading to precise and insightful AI outputs. **Meets Expectations (8-7)** Prompts are clear and focused, generating relevant AI outputs. **Approaching Expectations (6-5)** Prompts are somewhat vague or unfocused, impacting AI output quality. **Below Expectations (1-4)** Prompts are overly broad or poorly constructed, leading to irrelevant AI outputs.
Final Exam Test covering the entire course material of open and closed questions.	30%	During examination session	10-9 (excellent to very good): The information provided is accurate, detailed, and relevant to the subject matter. The presentation is engaging. It exhibits clear and rigorous argument, logic, perceptiveness, liveliness, and effective use of visual aids; demonstrates precise focus, coherent organisation, confident handling of appropriate academic vocabulary to communicate valid ideas efficiently. The student gives extensive evidence of original, independent, mature thought. The presentation is perfectly timed and well-organised. The student is engaged well with the group, responds well or reasonably well to questions; exhibits no or hardly any grammar and pronunciation errors. 8 (good): The information provided is well-chosen and relevant to the subject matter. The presentation exhibits clarity, logic, and appropriate use of carefully selected illustrative material; most points dealt with are substantially argued. The student demonstrates good handling of proper academic vocabulary to communicate valid ideas efficiently. The presentation is timed and well-organised. The student is engaged with the group and responds well to questions but makes a few grammar and/or pronunciation errors. 7 (sufficient): The information provided is generally accurate and indicates the vocabulary, the presentation is sufficiently clear and logical. The development may contain some poorly chosen information, but major ideas are adequately supported. The presentation is of more or less right length. The student responds reasonably

well to questions but makes occasional grammar and pronunciation errors.

6 (satisfactory):

The information provided is incomplete; there are occasional gaps and/or irrelevant material. The presentation contains some adequate illustrative material. A limited control of focus, and/or weak organisational pattern (may ramble, be repetitious, hard to follow), and/or development (may contain some inaccurate information). The presentation is of more or less right length, but some material is not covered properly. The student demonstrates little attempt to engage with the group, mostly uncomfortable responding to questions, frequent grammar, and pronunciation errors.

5 (poor):

The information provided has significant gaps and/ or errors and reveals limited knowledge. The argumentation is underdeveloped and not entirely clear. The interpretation of the issues dealt with is fairly superficial. Some evidence is mentioned, but not integrated into presentation. The presentation is not always clear or easy to follow; unimaginative and not engaging; significantly over time. The material is fairly disorganised. The student shows uncomfortable responding to questions and no attempt at engaging with the group.

4 and below (failed):

The information provided is very limited and gives little evidence of even superficial understanding of the subject matter. Ineffective organisational pattern; the structure is incoherent. The interpretation of the issues dealt with is entirely superficial, there is little, or no evidence discussed. The oral performance is clumsy, difficult to follow and dull. The presentation is significantly under or over time and disorganised. The student demonstrates no engagement with the group and inability to respond to any question appropriately.

Author	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
H. Jackson, E. Ze Amvela	2022	*Words, Meaning and Vocabulary: An Introduction to Modern English Vocabulary*		London and New York: Bloomsbury Academic
E. M. Bender, A. Lascarides	2022	*Linguistic Fundamentals for Natural Language Processing II*		Springer Cham
L.J. Brinton, D. M. Brinton	2021	*The Linguistic Structure of Modern English*	3rd edition	John Benjamins Publishing Company

Recommended reading				
Ch. Zucco, B. Calabrese, G. Agapito, P.H. Guzzi, M.Cannataro	2019	*Sentiment analysis for mining texts and social networks data: Methods and tools*	https://doi.org/10.1002/widm.1333	https://www.researchgate.net/ publication/335467930_ Sentiment_analysis_for_mining_texts and_social_networks_data_Methods_ and_tools WIREs Data Mining Knowl Discov. 2020
R. Lieber	2021	*Introducing Morphology*	3rd edition	University of New Hampshire
L. Wright, D. Hornsby	2022	*The Social Life of Words. A Historical Approach*	1st edition	Wiley-Blackwell
I. Plag, S. Arndt-Lappe, M. Braun, M. Schramm	2021	*Introduction to English Linguistics*	3rd edition	de Gruyter Mouton
British NATIONAL corpus. http://www.natcorp.ox.ac.uk/				British NATIONAL corpus. Online access: http://www.natcorp.ox.ac.uk/
Synchronic Versus Diachronic Explanation and the Nature of the Language Faculty				Online access: https://www.researchgate.net/publication/283175808_Synchronic_Versus_Diachronic_Explanation_and_the_Nature_of_the_Language_Faculty
Cambridge dictionary online. http://dictionary.cambridge.org/				Cambridge dictionary online. Online access: http://dictionary.cambridge.org/
Oxford dictionaries online. www.oxforddictionaries.com/				Oxford dictionaries online. Online access: www.oxforddictionaries.com/
The Linguistics Channel https://www.youtube.com/channel/UCxcu3XYwahHVs_3R_WGRGDQ				Online access: https://www.youtube.com/channel/UCxcu3XYwahHVs_3R_WGRGDQ
The Linguistic Structure of Modern English. Brinton & Brinton https://benjamins.com/sites/z.156/list/exercises				Online access: https://benjamins.com/sites/z.156/exercise/c1q1
Introduction to English Linguistics				Online access: https://martinweisser.org/courses/intro/intro.html
Talks about languages Languages of the World				https://www.ted.com/topics/language https://www.ethnologue.com/
Linguistic society of America https://semanticsarchive.net				https://semanticsarchive.net/