

5.0 credits	15.0 h	2q	This biannual course is taught on years 2015-2016, 2017-2018, ....

Teacher(s) :	
Language :	Néerlandais
Place of the course	Louvain-la-Neuve
Prerequisites :	/
Main themes :	In the introductory part of this course, different theories analysing the metaphorical processes in general and in linguistics in particular will be presented, illustrated (in Dutch) and criticized; in the practical part, Lakoff and Johnson 's theory of conceptual metaphors will be applied to the semantics of Dutch compound verbs (so called "samengestelde werkwoorden" or "phrasal verbs").
Aims :	The aims of this course are : - to develop a theoretical and practical understanding of the fundamental role of metaphorical processes in natural languages in general, in everyday Dutch in particular; - to substantially improve the students' competence by analysing the metaphorical processes in the semantics of Dutch compound verbs ("samengestelde werkwoorden" or so called phrasal verbs). <i>The contribution of this Teaching Unit to the development and command of the skills and learning outcomes of the programme(s) can be accessed at the end of this sheet, in the section entitled "Programmes/courses offering this Teaching Unit".</i>
Evaluation methods :	Students will be asked to choose between the following two forms of assessment : - oral or written exam (theory and applications); - extended essay on a topic connected with the course. In that case, students will have to present and discuss their essay during the exam. Group exams (2 or 3 students) will be encouraged.
Teaching methods :	/
Content :	presented and applied to Dutch. Special interest will be devoted to the conceptual metaphor theory developed by Lakoff and Johnson. In the practical part of the course, some of the following aspects of Dutch compound verbs will be analysed through conceptual metaphor theory : 1.Contact and proximity between trajectory and site (aan-, bij-, tegen-). 2.Absence of contact (af-, weg-, los-). 3.Circular trajects (rond-, om-). 4.Trajector's orientation along a vertical line (op-, boven-, over-, onder-). 5.Trajector's orientation along a horizontal line (naar-, toe-). 6.Trajector's orientation towards (away from) its site, perceived as a container (in-, uit-, open-, dicht-). 7.Temporal relations (na-, voort-).
Bibliography :	Course materials and recommended reading : Personal notes. - Booi, G & mp; A. van Santen (1995) Morfologie. De woordstructuur van het Nederlands. Amsterdam University Press. Amsterdam. - Godin, P. (2002) De la linguistique cognitive jusqu'à la didactique en compagnie de la particule néerlandaise uit, in Ph. Hilgsmann (red.), Het Nederlands in Frankrijk en in Franstalig België wetenschappelijk en didactisch benaderd. Collection UL 3, Travaux et Recherches, Lille 3, 59-76. - Lakoff, George & mp; Mark Johnson. (1980) Metaphors we live by. Chicago: University of Chicago Press. - Rudzka, B. (1985) Vocabulary Teaching : A cognitive Approach, in : A.-M. Cornu, a.o., Beads or Bracelets ? How do we approach LSP, Oxford University Press, 241-257. - Rudzka, B., P. Ostyn, P. Godin & mp; F. Degreef. (1991). Woordkunst. Une synthèse cognitive et communicative du lexique de base du néerlandais. Plantyn. Brussels.
Other infos :	/
Cycle and year of study :	<a href="#">&gt; Master [60] in Modern Languages and Literatures : German, Dutch and English</a> <a href="#">&gt; Master [60] in Modern Languages and Literatures : General</a> <a href="#">&gt; Master [120] in Modern Languages and Literatures : General</a> <a href="#">&gt; Master [120] in Ancient Languages and Literatures: Classics</a> <a href="#">&gt; Master [120] in Ancient and Modern Languages and Literatures</a> <a href="#">&gt; Master [120] in French and Romance Languages and Literatures : General</a> <a href="#">&gt; Master [120] in Ancient Languages and Literatures: Oriental Studies</a> <a href="#">&gt; Master [120] in Modern Languages and Literatures : German, Dutch and English</a> <a href="#">&gt; Master [120] in Linguistics</a>

Faculty or entity in charge:	LMOD
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