METACOGNITIVE APPROACHES TO DISCOURSE SEMANTICS

1.- Datos de la Asignatura

Código	301628	Plan		ECTS	6
Carácter	Optativo	Curso	Posgrado 12/13	Periodicidad	
Área	Filología Inglesa				
Departamento	Filología Inglesa				
Plataforma Virtual	Plataforma:	Studium			
	URL de Acceso:	https://moodle2.usal.es/			

Datos del profesorado

Profesor Coordinador	Pilar Alonso Rodríguez	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Facultad de Filología		
Despacho	Dpto. de Filología Inglesa, C. Placentinos 18, 37008 Salamanca, Despacho 1.2		
Horario de tutorías	Lunes, martes y miércoles de 11.00 a 13.00		
URL Web	http://campus.usal.es/~posgradoingles/Programa.html http://english.usal.es/index.php/pilar-alonso		
E-mail	alonso@usal.es	Teléfono	923294500 Ext. 1751

Repetir análogamente para otros profesores implicados en la docencia

Profesor Coordinador	Ana Alonso Alonso	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		

Centro	Facultad de Filología
Despacho	Dpto. de Filología Inglesa, C. Placentinos 18, 37008 Salamanca, Despacho segunda planta
Horario de tutorías	Martes y jueves de 9.00 a 12.00
URL Web	http://campus.usal.es/~posgradoingles/Programa.html http://english.usal.es/
E-mail	analonso@usal.es	Teléfono	923294500 Ext. 1756

2.- Sentido de la materia en el plan de estudios

Bloque formativo al que pertenece la materia

Itinerario de Lengua y Lingüística Inglesas

Papel de la asignatura dentro del Bloque formativo y del Plan de Estudios.

1. Orientación investigadora
2. Orientación profesional

Perfil profesional.

Capacitación para la investigación en lengua y lingüística inglesas. Capacitación para la docencia en lengua y lingüística inglesas en contextos diversos.

3.- Recomendaciones previas

La docencia es en inglés, se espera, por tanto, que los alumnos tengan, al menos, un nivel C1-C2 de destreza lingüística en esta lengua (cf. *Marco común europeo de referencia para las lenguas*).

4.- Objetivos de la asignatura

A metacognitive approach to text and discourse semantics provides excellent tools for learning about meaning in human communication in all its complexity, including its cognitive and contextual components. Its practice increases our awareness of the many resources and strategies which may be employed by participants in the most varied communicative situations.

This course intends to address these issues by promoting conscious awareness of language processes through the empirical analysis of authentic texts; the discussion of the theoretical texts and the data obtained from the analyses will develop our capacity for research on the field of EFL; it will also open ways to improve our teaching and learning skills.

When students have successfully completed this course, they will be able to:

• Identify the different constituents, linguistic and non linguistic, which interact in the construction of discourse meaning.
• Use language awareness as a research and methodological tool to improve students' oral and written production and their understanding and interpretive skills.
• Analyse the minimal semantic units (lexical items, propositions and episodes) and their contribution to the construction of global discourse meaning.
• Identify and demonstrate understanding of the cognitive organization which underlies the semantic structure of discourse, with special emphasis on mental representations and cognitive operations.
• Analyse the semantic structure of texts and discourse in English. Identify the mechanisms of cohesion and coherence in written and spoken material.
• Analyse the process of discourse production and discourse reception as communicative interaction.
• Be able to design / adapt and try out communicative discourse-based activities and materials for use in the classroom.

5.- Contenidos

Part 1
1. Meaning, cognition, and metacognition
2. Text and discourse meaning
3. The linguistic and non-linguistic constituents
4. Lexical patterns, mental spaces and mental models
5. Local and global coherence
6. Meaning relations
7. The construction of a global topic of discourse
8. Research methods based on metacognitive awareness of semantic discourse analysis
Part 2
9. Metacognitive awareness of communicative discourse-based activities design and materials for use in the classroom.

6.- Competencias a adquirir

Básicas/Generales.

-Explore issues related to ideology, socio-cultural and cognitive values through discourse.
-Promote team work, team excellence and team spirit.
-Develop the ability to participate and innovate in the teaching learning process: tutorials, assessment, students' orientation.

Específicas.

-Develop metacognitive strategies of research on text production and text comprehension.
-Identify central structural components and cognitive mechanisms of text production and text reception.
-Establish the relations discourse semantics and other mainstream theories of linguistic analysis and research.
-Explore the relation between cognitive patterns, linguistic choices, text and discourse structure, and the socio-cultural implications.
-Describe language production and reception at various levels of analysis: interpersonal, personal, institutional and educational, through qualitative and quantitative analysis of empirical data.
-Explore issues related to ideology, socio-cultural and cognitive values through discourse.
-Promote team work, team excellence and team spirit.
-Develop the ability to participate and innovate in the teaching learning process.

Transversales.
-Develop ways to improve teaching and evaluation practices by using authentic language material in the classroom. -Explore how students can better their language skills through exposure to authentic discourse. -Develop ways to improve social and emotional competency skills.

7.- Metodologías docentes

Classes will consist of lectures, class activities, discussions and presentations. Strong emphasis will be put on the use of authentic material by students, and examples of language learning methods and language class activities based on semantic discourse analysis will be provided and studied in detail.

8.- Previsión de distribución de las metodologías docentes

		Horas dirigidas por el profesor		Horas de trabajo autónomo	HORAS TOTALES
		Horas presenciales.	Horas no presenciales.		
Sesiones magistrales		10		20	30
Prácticas	- En aula	18		10	28
	- En el laboratorio				
	- En aula de informática				
	- De campo				
	- De visualización (visu)				
Seminarios					
Exposiciones y debates		10	6	30	46
Tutorías		10			10
Actividades de seguimiento online					
Preparación de trabajos			6	30	36
Otras actividades (detallar)					
Exámenes					
TOTAL		**48**	**12**	**90**	**150**

9.- Recursos

Libros de consulta para el alumno
Students will be provided with a course reader before the start of the course.

Otras referencias bibliográficas, electrónicas o cualquier otro tipo de recurso.
Alonso, P. (2014). *A Multi-dimensional Approach to Discourse Coherence: From Standardness to Creativity*. Bern: Peter Lang.

Alonso, P. (2014) "The role of cognitive coherence in non-expert processes of literary discourse reception." *Journal of Literary Semantics*. Volume 43, Issue 1, Pages 1–23 April 2014. Published Online: 2014-04-03

Alonso, P. (2007) "Discourse coherence: some micro and macro-meaning relations and their cognitive implications." In Estébanez, C. (Ed.) *Language Awareness in English and Spanish.* Valladolid: Publicaciones Universidad de Valladolid

Alonso, P. (2007) "Knowledge structures and discourse patterns in EFL Learning". In Durán, R. and Sánchez-Reyes S. (Eds.) *El Componente Lingüístico en la Didáctica de la Lengua Inglesa.* Salamanca: Ediciones Universidad de Salamanca. 43-59.

Beaugrande, R. de and Dressler, W. (1981). *Introduction to Text Linguistics.* London: Longman.

Chamot, A. U. (2009). *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*, Second Edition. White Plains, NY: Pearson Education/Longman.

Fauconnier G. and Turner, M. (2002). *The Way We Think. Conceptual Blending and the Mind's Hidden Complexities.* New York: Basic Books.

Halliday, M.A.K. and Hasan, R. (1976). *Cohesion in English.* London: Longman.

Halliday, M.A.K. (1985). *An Introduction to Functional Grammar.* London: Arnold.

Kehler, A. (2006). "Discourse coherence." In L. Horn & G. Ward (Eds.), *The handbook of pragmatics.* (241-265). Oxford: Blackwell.

Lakoff, G. (1987). *Women Fire and Dangerous Things. What Categories Reveal*

about the Mind. Chicago: The University of Chicago Press.
Lakoff, G. (1992): "The Contemporary Theory of Metaphor." In Ortony, A. (Ed.)
Metaphor and Thought, 2nd. ed. Cambridge: Cambridge University Press.
Sanders, T. & Spooren W. (2009). "The cognition of disocurse coherence." In J.
Renkema (Ed.), *Discourse, of course.* (pp. 197-212). Amsterdam: Benjamins.
Taboada, M. (2009), "Implicit and explicit coherence relations." In J. Renkema (Ed.),
Discourse, of course. (pp. 127-140). Amsterdam: Benjamins.
Talmy, L. (2000). *Toward a Cognitive Semantics* (2 vols.). Cambridge, Mass.: The
M.I.T. Press.
Tanskanen, S. (2006). *Collaborating towards coherence: Lexical cohesion in English
discourse.* Amsterdam: Benjamins.

10.- Evaluación

Las pruebas de evaluación que se diseñen deben evaluar si se han adquirido las competencias descritas, por ello, es recomendable que al describir las pruebas se indiquen las competencias y resultados de aprendizaje que se evalúan.

Consideraciones Generales
All assigned readings must be read before coming to the respective class meeting.
Formative and summative evaluation will be combined. Self-evaluation and peer evaluation will be a part of the paper presentation

Criterios de evaluación
Part 1
Based on the topics discussed in class, students will write a metacognitive reflection on their teaching and/or learning present and/or past experience. This short paper, together with active participation in discussions on assigned readings and class work, will be the basis for assessment.

Part 2
Students will develop and present short papers; these sessions will be followed by a general discussion of the points tackled and the methodology used.

Instrumentos de evaluación
Evaluation will be done on the basis of class participation and assigned /class work (50%), and quality of the presentations (50%).

Recomendaciones para la evaluación.
1.- Clarity and coherence in the oral and written presentations.
2.- Analytical objectivity and scientific rigour
3.- Language correction

Recomendaciones para la recuperación.
Work through problems in tutorials.