

DISCOURSE ANALYSIS IN ENGLISH**1.- Datos de la Asignatura**

Código	301638	Plan		ECTS	6
Carácter	Obligatorio	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	L.,M.,Mi. 11-13		
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E-mail	alonso@usal.es	Teléfono	923294500 Ext. 1751

Repetir análogamente para otros profesores implicados en la docencia

Profesor Coordinador	Luisa María González Rodríguez	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		

Centro	Facultad de Filología		
Despacho	Dpto. de Filología Inglesa, C. Placentinos 18, 37008 Salamanca, Despacho planta baja		
Horario de tutorías	M, J. 10.30-13-30		
URL Web	http://campus.usal.es/~posgradoingles/Programa.html http://english.usal.es/		
E-mail	luisagr@usal.es	Teléfono	923294500 Ext. 1752

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.
<ol style="list-style-type: none"> 1. Orientación investigadora 2. Orientación profesional
Perfil profesional.
Capacitación para la investigación en lengua y lingüística inglesas. Capacitación para la docencia de lengua y lingüística inglesas en contextos variados.

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

- Identify central concepts of linguistic research in the fields of discourse analysis, critical discourse analysis, genre analysis and applied linguistics.
- Explore the relation between cognitive patterns, linguistic choices, text and discourse structure, and the socio-cultural implications based on the analysis of a variety of texts and discourse genres.
- Describe language at various levels of analysis: interpersonal, personal, institutional or educational, through qualitative analysis of empirical data.
- Explore issues related to ideology and the socio-cognitive aspects of discourse.
- Develop ways of research to improve teaching practices by using authentic language material in the classroom.
- Explore how students can better their language skills through exposure to

different types of discourse.

5.- Contenidos

1. Discourse analysis and linguistics
2. Discourse as structure and process
3. Research lines and research methods
4. Analysing oral and written discourse
5. Investigating discourse genres
6. Discourse analysis and literature
5. Discourse analysis and EFL teaching and learning

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 do research and innovate in the teaching learning process.

Específicas.

- Identify central methodological concepts of discourse analysis such as language, linguistic communication, linguistics, and discourse structure and processes.
- Establish the relations between text and discourse linguistics 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 based on the analysis of a variety of texts and discourse genres.
- Describe language at various levels of analysis: interpersonal, personal, institutional or educational, through qualitative and quantitative analysis of empirical data.

Transversales.

- Develop ways to improve research skills and 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, discussions and presentations. Strong emphasis will be put on the analysis of authentic material by students, and examples of the potential of discourse analysis for EFL teaching 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.

- Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and Context in Language Teaching*. New York: Cambridge University Press.
- Gee, J. P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. New York: Routledge.
- Horn, L. and G. Ward (2006). *The Handbook of Pragmatics*. Oxford: Blackwell.
- Jaworski, A. & Coupland, N. (Eds.) (1999). *The Discourse Reader*. London and New York: Routledge.
- Johnstone, B. (2002). *Discourse Analysis*. Oxford: Blackwell.
- Jørgensen, M. and L. Phillips (2002). *Discourse Analysis as Theory and Method*. London: Sage.
- McCarthy, M. (1992). *Discourse Analysis for Language Teachers*. New York: Cambridge University Press.
- McCarthy, M., & Carter, R. (1994). *Language as Discourse: Perspectives for Language Teachers*. New York: Longman.
- Phillips, N. and C. Hardy (2002). *Discourse Analysis: Investigating Processes of Social Construction*. London: Sage.
- Renkema, J. (Ed.) (2009). *Discourse, of course*. Amsterdam: Benjamins.
- Schiffrin, D. (1994). *Approaches to Discourse*. Oxford: Blackwell.
- Schiffrin, D., Tannen, D. & Hamilton, H. (Eds.) (2001). *The Handbook of Discourse Analysis*. Oxford: Blackwell.
- Titscher, S. et al (2000). *Methods of Text and Discourse Analysis*. London: Sage.
- van Dijk, T. A. (Ed.) (1997). *Discourse as Structure and Process*. London: Sage.
- van Dijk, T. A. (Ed.) (1997). *Discourse as Social Interaction*. London: Sage.
- Widdowson, H.G. (2004). *Text, Context, Pretext: Critical Issues in Discourse Analysis*. Oxford: Blackwell.
- Wodak, R. and P. Chilton (Eds.) (2005). *A New Agenda in (Critical) Discourse Analysis*. Amsterdam: Benjamins.
- Wodak, R. and M. Meyer (Eds.) (2009). *Methods of Critical Discourse Analysis*. London: Sage.
- Wood, L. and R. Kroger (2000). *Doing Discourse Analysis: Methods for Studying Action in Talk and Text*. London: Sage.

<http://iteslj.org/links/>

<http://www.elworkshop.org/bibliography.html>

<http://www.cortland.edu/flteach/index.html>

<http://exchanges.state.gov/education/engteaching/eltbib.pdf>

http://www.usal.es/~codis/en_index.php

<http://www.cal.org/resources/>

<http://www.discourses.org/>

<http://www.beaugrande.com/>

<http://www.ling.lancs.ac.uk/profiles/263>

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

Formative and summative evaluation will be combined. Self-evaluation and peer evaluation will be a part of the paper presentation

Criterios de evaluación

Students will present short papers and hold round tables on the assigned readings; these sessions will be followed by a general discussion of the main points of the readings. On completion of the course, students will be required to hand in a written version of the paper presented in class.

Instrumentos de evaluación

Evaluation will be done on the basis of class participation and class work (50%), and quality of the oral and written presentation of papers (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.