DISCOURSE ANALYSIS IN ENGLISH

1.- Datos de la Asignatura

Código	304602	Plan		ECTS	6
Carácter	Obligatorio	Curso		Periodicidad	
Área	Filología Inglesa				
Departamento	Filología Inglesa				
Plataforma Virtual	Plataforma:	Studium			
	URL de Acceso:	https://moodle2.usal.es/			

Datos del profesorado

Profesor Coordinador	Vasilica Mocanu-Florea	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Facultad de Filología		
Despacho	Dpto. de Filología Inglesa, C. Placentinos 18, 37008 Salamanca, Despacho 0.2		
Horario de tutorías	Lunes: 11-13; Martes 9-11 (also via email; any change will be indicated on Studium)		
URL Web	http://campus.usal.es/~posgradoingles/Programa.html http://english.usal.es/index.php/pilar-alonso		
E-mail	vasim@usal.es	Teléfono	923294500. Extensión: 1707

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	Martes y Jueves: 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.
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.
• Explore the relation between cognitive and informational goals, linguistic choices, text and discourse structure and function, and socio-cultural implications, through the reading of theoretical texts and the analysis of a variety of discourse genres.
• Explore issues related to ideology and identified through qualitative textual analysis of authentic discourse.
• Develop ways of research to improve teaching practices by using authentic language materials in the classroom.
• Explore how students can improve their language skills through exposure to different types of discourse.
• Become aware of recent trends in language teaching methodology
• Understand the impact of discourse analysis on current language teaching methods
• Implement different techniques to integrate students' language skills
• Design adequate activities to meet the interests, needs and individual learning styles of potential students using the knowledge acquired about discourse analysis
• Design a CLIL lesson plan based on the theoretical principles explained in class

5.- Contenidos

- Part 1 of the Master's course
1. The main research lines to be explored and developed are:
    1.1 Discourse analysis and linguistics
    1.2 Discourse as a structure and process
    1.3 Research lines and research methods Discourse analysis and genre analysis
    1.4 Critical discourse analysis
    1.5 Discourse analysis and genre hybridity

- Part 2 of the Master's course
2. Discourse analysis and EFL teaching and learning
    2.1 Discourse analysis and communicative approaches to second language teaching
    2.2 Schema theory in discourse analysis and EFL
    2.3 Discourse analysis and the teaching of language skills
    2.4 The impact of discourse analysis on CLIL in theory and practice

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.

Transversales.

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: individual, social, institutional or educational, through qualitative analysis of authentic discourse.

-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.
-Implement different techniques to integrate students' language skills
-Know the criteria to judge which teaching methods would be most effective in any particular class
-Apply teaching methods for foreign-language instruction to improve the structure of their classes
- Express their opinions about the learning theories discussed in class

7.- Metodologías docentes

Classes will include work on research skills, through the reading and analysis of theoretical material and the introduction of research-oriented questions and methodologies. Strong emphasis will be put on the practice of reflective reading, the understanding of theoretical concepts, and the practical analysis of authentic discourse. Examples of the potential of discourse analysis for EFL teaching will be provided and studied in detail.

Class meetings will consist of lectures, group discussions, and oral presentations. Classes will include work on research skills, through the reading and analysis of theoretical material and the introduction of research-oriented questions and methodologies. Strong emphasis will be put on the practice of reflective reading, the understanding of theoretical concepts, and the practical analysis of authentic discourse. Examples of the potential of discourse analysis for EFL teaching will be provided and studied in detail.

Students are expected to read the texts beforehand and to provide well-structured and meaningful opinions on the issues addressed in these discussions. In order to do so, study guides will be available on Studium, as well as a list of recommended secondary sources to prepare the presentations and class discussions. Students are also expected to:
•   Read and analyze texts critically

- Deliver oral presentations
- Write a research paper

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.
Abebe Wubalem Yitbarek (2013). Fostering academic genre knowledge of EFL learners through Content and Language Integrated Learning (CLIL). *International Journal of Society, Language & Culture* 1/2: 133-144. Alonso, P. (2014). *A Multi-dimensional Approach to Discourse Coherence: From Standardness to Creativity*. Bern: Peter Lang. Angermuller, J., D. Maingueneau and R. Wodak (Eds.) (2014). *The Discourse Studies Reader. Main currents in theory and analysis*. Amsterdam: John Benjamins. Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and Context in Language Teaching.* New York: Cambridge University Press. Dalton-Puffer Christiane, Ana Llinares, Francisco Lorenzo and Tanja Nikula (2014). "You can stand under my umbrella". Immersion, CLIL, and bilingual education. A response to Cenoz, Genesee, & Gorter (2013). *Applied Linguistics* 35/2: 213–218. ELTWorldOnline.com April 2015: Special issue on CLIL: 1-5. Available at https://blog.nus.edu.sg/eltwo/files/2015/04/CLIL-Foreword_editforpdf-16k2s5a.pdf.

Fairclough, N. (2003). *Analysing discourse: textual analysis for social research*. London, New York: Routledge.

Fairclough, N. (2007). *Discourse and contemporary social change*. Bern; Oxford: Peter Lang.

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.

Marsh, D. (2012). *Content and Language Integrated Learning: A Development Trajectory*. Córdoba: Servicio de Publicaciones de la Universidad de Córdoba.

Machin, D. and A. Mayr (2012). *How to Do Critical Discourse Analysis: A Multimodal Introduction*. 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 LanguageTeachers.* New York: Longman.

Mehisto Peeter, Maria Jesus Frigols and David Marsh (2008). Uncovering CLIL: *Content and Language Integrated Learning and Multilingual Education*. Oxford: Macmillan.

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.

van Dijk, T. A. (2008). *Discourse and power*. Houndsmills: Palgrave.

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.cortland.edu/flteach/index.html
http://exchanges.state.gov/education/engteaching/eltbib.pdf
http://www.cal.org/
http://www.discourses.org/

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 assessment will be combined.

Attendance to a minimum of 80% of the sessions is a compulsory requirement for continuous assessment. Students who fail to attend at least 80% of the sessions will have to submit all the course assignments and sit an additional final exam.

Criterios de evaluación

Part 1.
Students will critically respond to the course-readings through a written reading task. Students will develop written ~~and present short~~ papers on an assigned research task related to the theoretical topics covered in class~~; these sessions will be followed by a whole-group discussion. On completion of the course~~, ~~s~~Students will be required to hand in a written version of the paper presented in class.
Part 2.
Students will give short oral presentations and hold round tables on the assigned readings; these sessions will be followed by a general discussion of the main points of the readings. They will be required to design a complete CLIL unit and an outline of a research plan that demonstrates how second language theory and discourse analysis may be applied in the classroom

Instrumentos de evaluación

Reading tasks: 10%
Written Task 1: 20%
Written Task 2: 20%
Oral Task 1 (CLIL Unit) + Oral Task 2 (Research Plan): 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.