

## 2024/2025 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:	<a href="https://moodle2.usal.es/">https://moodle2.usal.es/</a>			

### Datos del profesorado

Profesor Coordinador	Elisa Pérez García	Grupo / s	
Departamento	Filología Inglesa		
Área	Filología Inglesa		
Centro	Facultad de Filología		
Despacho	Dpto. de Filología Inglesa, C. Placentinos 18, 37008 Salamanca, Despacho 0.3		
Horario de tutorías	Lunes, martes y miércoles de 12:00 a 14:00 h		
URL Web	<a href="https://produccioncientifica.usal.es/investigadores/107752/detalle">https://produccioncientifica.usal.es/investigadores/107752/detalle</a> <a href="https://english.usal.es/index.php/elisa-perez">https://english.usal.es/index.php/elisa-perez</a>		
E-mail	elisapg@usal.es	Teléfono	923294500 Ext.6392

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 12:00 a 15:00 h		
URL Web	<a href="https://english.usal.es/index.php/ana-alonso">https://english.usal.es/index.php/ana-alonso</a>		
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.
<ol style="list-style-type: none"> <li>1. Orientación investigadora</li> <li>2. Orientación profesional</li> </ol>
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 questions by promoting conscious awareness of language processes through the critical reading and reflection of theoretical texts and the analysis of authentic discourse. The approaches followed in the different studies will be compared and contrasted so as to allow for examination of relevant theoretical and practical issues. Work on these analyses will help to 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, cognitive and metacognitive which interact in the construction and reception of discourse.
- Use language awareness as a research and methodological tool to improve students' oral and written production and their understanding and interpretive skills.
- Reflect on the semantic structure of texts and discourse in English. Identify the mechanisms of cohesion and coherence in written and spoken material.
- Identify the relations between local semantic components and global discourse meaning. Unveil the contribution of the minimal units of language as subsumers of local information and builders of global topics.
- Compare and critically evaluate research material.
- Apply knowledge of these concepts to the teaching/learning processes.
- Be able to design / adapt and try out communicative discourse-based activities and materials for use in the classroom.

## 5.- Contenidos

### Part 1

1. Discourse meaning
2. Cognition, social cognition and metacognition
2. Aspects of discourse cohesion and discourse coherence
3. The construction of a global topic of discourse
4. Research methods based on metacognitive awareness of semantic discourse analysis

### Part 2

5. Metacognitive awareness of communicative discourse-based activities design and materials for use in the classroom.

## 6.- Competencias a adquirir

### Básicas/Generales.

- Promote language awareness and develop an ability to compare and critically evaluate research material.
- 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.
- 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 include work on research skills and reflection on research-oriented questions and methodologies, through the reading, comparison, contrast, and analysis of the theoretical material assigned. Strong emphasis will be put on the practice of critical reading, the understanding of theoretical concepts, and the practical analysis of authentic discourse.

### 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		5		25	30
Prácticas	- En aula	10		18	28
	- En el laboratorio				
	- En aula de informática				
	- De campo				
	- De visualización (visu)				
Seminarios					
Exposiciones y debates		5	11	30	46
Tutorías		10			10
Actividades de seguimiento online					
Preparación de trabajos			6	30	36
Otras actividades (detallar)					
Exámenes					
<b>TOTAL</b>		<b>30</b>	<b>17</b>	<b>103</b>	<b>150</b>

## 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 discourse 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 ahead of the class session. Formative and summative evaluation will be combined.

<b>Criterios de evaluación</b>
<u>Part 1</u> Students will be asked to thoroughly read, compare, and contrast the assigned theoretical readings listed for each meeting before coming to class. During the sessions, every member of the group is expected to provide thoughtful comments on them and to participate in the group discussion. In-depth reflection on these readings and discussions, together with class practical work will be the basis for the final assessment paper.
<u>Part 2</u> Students will develop and present short papers; these sessions will be followed by a general discussion of the points tackled and the methodology used. They will have to do a final research based on the theoretical concepts studied in the class sessions.
<b>Instrumentos de evaluación</b>
Evaluation will be done on the basis of class participation and assigned /class work (50%), and quality of the presentations (50%).
<b>Recomendaciones para la evaluación.</b>
1.- Clarity and coherence in the oral and written presentations. 2.- Analytical objectivity and scientific rigour 3.- Language correction
<b>Recomendaciones para la recuperación.</b>
Work through problems in tutorials.