# *Discourse Analysis in English*

***6 creds.,***
***1st semester***

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## Aims and Objectives

This course intends to show that knowledge of language, language use and language processing is central to all aspects of human communication and social interaction. The aim will be to focus on text and discourse as units of communication and on discourse analysis as an efficient tool to achieve a comprehensive and interdisciplinary view of the linguistic, cognitive, situational and cultural factors which interact in the production, understanding and interpretation of discourse. The final goals will be the application of discourse analysis to different research approaches and to the foreign language learning and teaching context.

By the end of this course students will be able to:

• 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.

## Course Program

PART 1

1. Discourse analysis and linguistics
2. Discourse as structure and process
3. Research lines and research methods
4. Critical discourse analysis
5. Discourse analysis and genre hybridity

PART 2

Discourse analysis and EFL teaching and learning

1. Discourse analysis and communicative approaches to second language teaching
2. Schema theory in discourse analysis and EFL
3. Discourse analysis and the teaching of language skills
4. The impact of discourse analysis on CLIL in theory and practice

Required Readings

Students will be provided with a course reader before the start of the course

## Methodology

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

## Assessment

~~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. The students will be evaluated on a combination of their participation in class, oral presentations and written assignments. There will be a final paper or project and an oral presentation (Part 1). 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 (Part 2).~~
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.

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, 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.

**Assessment tools:**

Reading tasks: 10%
Written task 1: 20%
Written task 2: 20%

Oral presentation 1 (CLIL Unit) + Oral presentation 2 (Research Plan): 50%

## Bibliography and Resources

Celce-Murcia, M. & Olshtain, E. (2000). Discourse and Context in Language Teaching. New York: Cambridge University Press.
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Construction. London: Sage.
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Widdowson, H.G. (2004). Text, Context, Pretext: Critical Issues in Discourse Analysis. Oxford: Blackwell.
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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.

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http://www.eltworkshop.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

## Schedule

The course meets once, twice, or thrice a week, in the stipulated room on the MA's schedule. We will have 12 two-hour sessions, to be distributed in the ten weeks of the first teaching period (first semester).