



UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School of Sciences and Education
MA in Applied Linguistics to TEFL
Optional Unit about the research area: Discourse Studies within Educational
Contexts
Seminar on Discourse Analysis
2023-1

COURSE PROFESSOR

Alvaro H. Quintero P., Ed.D.

Email: aquintero@udistrital.edu.co

ROOM

Fundadores 308

DESCRIPTION & JUSTIFICATION:

Discourse analysis is an area that arises out of disciplines such as, linguistics, sociology, psychology, and anthropology, and has built a foundation for itself in Applied Linguistics. Those disciplines share a common concern about language in use, about how real people use real language. Therefore, language teacher-researchers have discourse analysis as an alternative for studying issues of language pedagogy within and beyond classrooms; for instance, the rules that language users adhere to in language realizations that differ from social group to social group and from culture to culture.

This seminar as an elective course justifies why discourse analysis should be a central method within social science. Since students usually on texts, conversations or interviews in their research, this seminar supplies theoretical and practical elements as related to the field of English language teaching – ELT –. The seminar also qualifies the students' practices of real language data description and interpretation in the frame of their MA thesis.

MAIN TOPICS:

The course addresses these main questions:

1. How is “discourse” theorized in Applied Linguistics?
2. What is the typology of discourse?
3. What approaches are useful for discourse analysis?
4. How are issues of language framed and studied in discourse analysis?

COURSE GOALS

Main:



To conceptualize and put into action frameworks, notions, and methods for the analysis of discourse within applied linguistics.

Specific:

1. To build a workable personal approach to analyzing the language use.
2. To analyze the relation between language and the voices of social actors of the ELT field.
3. To conduct a small-scale discourse analysis project about an issue of students' choice.

METHODOLOGY

This elective course uses the methodology of a research seminar. This means that the students are expected to share and discuss their practical experiences of discourse analysis about specific topics linked to language pedagogy within and beyond classrooms. The students will lead most sessions. The themes above will be developed in planned sessions in which the students will play the role of discourse analysts in an environment of active participation and peer collaboration. The role of the professor will be of a catalyst for discussion and debate in workshops.

ASSESSMENT

Weight	Activity	Due date
15 %	Attendance, active participation in class discussions and workshops, and collaborative work	All sessions
25 %	Report I: Oral presentation about a personal choice of a research topic and problem (preferably a topic that is related to the MA thesis)	March 27
25 %	Report II: Oral presentation about the review of literature and advances in the analysis of data (a piece of discourse).	April 17
35 %	Final written essay based on the outcomes of the personal small-scale project	May 29

COURSE PLANNER

Week	Topic/Activity	Assigned Readings
Week 1 February 13	Introduction to the course and discussion of the Seminar Program	



Week 2 February 20	How is "discourse" theorized in Applied Linguistics?	Angermuller, J., Maingueneau, D., & Woodak, R. (2014). Chapter II. From structuralism to poststructuralism
Week 3 February 27		
Week 4 March 6	How is "discourse" theorized in Applied Linguistics?	Flowerdew, J. (2013). Chapter 1. Introduction
Week 5 March 13	What approaches are useful for discourse analysis?	Jørgensen, M. & Phillips, L. (2002). <i>Discourse analysis as theory and method</i> . (Students browse through the table of contents to choose the chapter(s) of their interest).
Week 6 March 20	Holiday	
Week 7 March 27	Report I	
Week 8 April 3	What approaches are useful for discourse analysis?	Coulthard, M. (1985). <i>An introduction to discourse analysis</i> . (Students browse through the table of contents to choose the chapter(s) of their interest).
		Fairclough, N. (1993). Chapter 1
Week 9 April 10	Holy Week	
Week 10 April 17	Report II	
Week 11 April 24	What is the typology of discourse?	Fairclough, N. (2003). PART III. Discourses and representations.
Week 12	Holiday	



May 1		
Week 13 May 8	How are issues of language framed and studied in discourse analysis?	Schiffrin, D., Tannen, D., & Hamilton, E. (2001). <i>The Handbook of Discourse Analysis</i> . (Students browse through the table of contents to choose the chapter(s) of their interest).
Week 14 May 15	Individual feedback session	
Week 15 May 22	How are issues of language framed and studied in discourse analysis?	Foucault, M. (2005). <i>El Orden del Discurso</i> . Fábula Tusquets Editores.
Week 16 May 29	Final written essay	

BIBLIOGRAPHY:

- Angermuller, J., Maingueneau, D., & Woodak, R. (2014). *The Discourse Studies Reader. Main currents in theory and analysis*. John Benjamins Publishing Company.
- Coulthard, M. (1985). *An introduction to discourse analysis*. Pearson Education Limited
- Fairclough, N. (1993). *Discourse and social change*. Polity Press.
- Fairclough, N. (2003). *Analyzing Discourse*. Routledge
- Flowerdew, J. (2013). *Discourse in English language education*. New York: Routledge.
- Foucault, M. (2005). *El Orden del Discurso*. Fábula Tusquets Editores.
- Jørgensen, M. & Phillips, L. (2002). *Discourse analysis as theory and method*. Sage Publications Ltd.
- Schiffrin, D., Tannen, D., & Hamilton, E. (2001). *The Handbook of Discourse Analysis*. Blackwell Publishers.

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