

SUBJECT TEACHING GUIDE

M1612 - Development of pragmatic and discursive competence in a second language Master's Degree in the Learning and Teaching of Second Languages

Academic year 2017-2018

1. IDENTIFYING DATA			
Degree	Master's Degree in the Learning and Teaching of Second Languages	Type and Year	Compulsory. Year 1
Faculty	School of Teacher Training		
Discipline			
Course unit title and code	M1612 - Development of pragmatic and discursive competence in a second language		
Number of ECTS credits allocated	3	Term	Semester based (1)
Web			
Language of instruction	English	Mode of delivery	Face-to-face

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3.1 LEARNING OUTCOMES
- To explain the role of inferential processes in communication.
- To identify the main features of a cohesive and coherent text .
- To appreciate the influence of gender discourse in the construction of texts.
- To explain the role of cultural identity in the process of comprehension and text production .
- To identify points of conflict in intercultural communication and to propose strategies to avoid or palliate these conflicts
- To program a course of second language acquisition which take into account the above content
- To design activities and evaluation strategies where the aforementioned contents are taken into account .

4. OBJECTIVES

To define pragmatic and discursive competence
To explain inferential processes through which speakers communicate
To explain the processes of social recognition and its relationship with the construction of identity
To identify problems and to propose teaching intercultural communication solutions
To define speech and identify their properties
to analyze and to explain the elements cohesive and coherent text
To explain what discursive genre and to apply this notion to the development of the teaching process

6. COURSE ORGANIZATION

CONTENTS	
1	Definition of competition
2	Social recognition and identity
3	Notion of discourse and discursive properties
4	Construction of the text : cohesion and coherence
5	Notion of gender discourse and discourse in the classroom
6	Inferential processes and communication
7	Intercultural communication problems

7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
Description Activities	Work	No	Yes	90,00
Description Attendance and participation	Others	No	No	10,00
TOTAL				100,00

Observations

These activities will be delivered over the course.

ORTHOGRAPHY:

We understand that university students have taken language skills in relation to oral and written expression . It is therefore essential and mandatory spell checking (spelling, accents and punctuation), grammatical and lexical in the work and examinations as an essential condition to pass the subject.

PLAGIARISM

With regard to the fraudulent conduct (plagiarism) of the evaluation tests, the qualification shall comply with the provisions of Article 54.1 of the Rules of evaluation processes at the University of Cantabria: 'The fraudulent conduct of tests or activities evaluation rating will directly hold '0' on the subject ' .

CITATION RULES

Finally, the Board approved the Faculty Center criterion assumes the APA citation standards for all academic work . Although these rules have different editions, as an initial reference you attach the link to the BUC is hoping help and reference for development: <http://www.buc.unican.es/node/9388/>

Observations for part-time students

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

ALCÓN SOLER, EVA & ALICIA MARTÍNEZ-FLOR. (2008) Investigating pragmatics in foreign language learning, teaching and testing Bristol: Multilingual Matters.

CASTELLÀ, JOSEPH M., SALVADOR COMELLES, ANNA CROS Y MONTSERRAT VILÀ I SANTASUSANA. 2006. "Yo te respeto, tú me respetas". Estrategias discursivas e imagen social en la relación comunicativa en el aula". *Infancia y Aprendizaje*, 29 (1): 31-49.

CASTELLOTE HERRERO, E. 1993. "Estudio etnográfico del discurso en el aula". Actas del XI Congreso Nacional de Lingüística Aplicada. Valladolid: Servicio de Publicaciones de la Universidad de Valladolid.

CELCE-MURCIA, M., & OLSHTAIN, E. (2000). *Discourse and context in language teaching*. New York: Cambridge University Press.

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Johnstone, B (2001) *Discourse Analysis*, Oxford: Blackwell

CROS, A. 2002. "Elementos para el análisis del discurso en las clases. *Cultura y educación*. 14 (1), 81-98.

MCCARTHY, M. (1992). *Discourse analysis for language teachers*. New York: Cambridge University Press.

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SALKIE, R. (1995) *Text and Discourse Analysis*. London: Routledge

SCHIFFRIN, D, TANNEN, D AND HAMILTON, H. (eds.) (2001) *The handbook of discourse analysis*. Oxford: Blackwell