Nº PROYECTO : 11121119  
DURACIÓN : 3 años  
AÑO ETAPA : 2014

TÍTULO PROYECTO : DORA THE EXPLORER, VELOZ MENTE, OR WORLDWORD? TELL ME WHAT YOUR CHILDREN ARE WATCHING ON TV AND I WILL TELL YOU HOW THEY ARE LEARNING THINGS

DISCIPLINA PRINCIPAL : LINGÜÍSTICA

GRUPO DE ESTUDIO : LINGUISTICA,LITERATU

INVESTIGADOR(A) RESPONSABLE : SAEID ATOOFI

DIRECCIÓN :

COMUNA : 
CIUDAD : Santiago

REGIÓN : METROPOLITANA
OBJETIVOS

Cumplimiento de los Objetivos planteados en la etapa final, o pendientes de cumplir. Recuerde que en esta sección debe referirse a objetivos desarrollados, NO listar actividades desarrolladas.

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<td>To understand the role of discourse strategies used in children TV shows that links to any of three major learning theories, behaviorism, cognitivism, and constructivism</td>
<td>TOTAL</td>
<td>Grammatical structures (e.g., use of interrogatives, imperatives, verbatim repetition, modals) and discourse strategies (e.g., use of pauses, affective language, thematization of topics) in 60 children TV shows, from 10 Chilean channels were matched with a list of underlying assumptions about three major learning theories, behaviorism, cognitivism, and constructivism/socio-cultural theory. We found relationship between certain communicative resources with those of learning theories, for instance, use of linguistic repetition, imperatives, affective language, etc., were matched with behavioristic model; linguistic modals, sequentialization of tasks, thematization of learning events, schematization of topics, etc. were associated with the cognitivistic model; and, uses of pauses, interrogatives, dialogues, semiotic sign system, etc., were associated with constructivism/socio-cultural model.</td>
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<td>To explore any possible relationship between the use of discourse strategies with specific genre of children TV programming</td>
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<td>We looked at high frequency discourse strategies for each show and matched them with underlying assumptions for learning theories. In general terms, animations, especially newer animations used constructivist approach to learning. Use of pauses, dialogs, questions, talking to audience, and similar strategies were the hallmark of language-use in animations series. The shows that involved competitions frequently used linguistic modal and thematization of topics that linked to a cognitivistic approach to learning. The emphasis in these shows was placed on personal effort, problem-solving, and reflection on knowledge as major indicators of cognitivism. Competitions also used highly structured discourse markers that mapped into cognitivistic model of learning. The puppet shows as well as live in-studio programs implemented behavioristic model of learning. Linguistic repetition and affective language were dominant discourse strategies in these genres of children shows.</td>
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Otro(s) aspecto(s) que Ud. considere importante(s) en la evaluación del cumplimiento de objetivos planteados en la propuesta original o en las modificaciones autorizadas por los Consejos.

This study not only fulfilled its original objectives, but also created unforeseeable opportunities.

1. This project created direct opportunities for 28 undergraduate students (in three years) to write their theses from the objectives set out and data gathered by this study.
2. This project allowed me to enhance my teaching experiences. As the direct results of this project I created a new graduate seminar in the department of Linguistics in University of Chile. Furthermore, I was able to use the data and analysis of the results in my both undergraduate and graduate classes in discourse analysis.
3. This project allowed both my undergraduate and graduate students to have experience in academic conference presentations.
4. This project went much beyond theoretical implications and created real-life knowledge and experience for educators. We brought our results in the format of a workshop to kindergarten teachers and discussed how we can apply the findings in real-life situations. Our research assistants not only gained experience conducting workshops for teachers, but also learned how to connect theory to practice.
5. This project was interdisciplinary in nature, crossing linguistics (grammatical aspects of language use), psychology (learning theories), discourse analysis (discourse strategies), and communication studies (children TV shows). As such it forced us all to explore the connections between fields rather than staying within the boundary of one discipline. Such interconnectedness became readily visible in the products of this project (e.g., conferences presentations, theses, journal articles). Our presentations covered national and international conferences in diverse fields such as cognitive science, media communication, semiotics, discourse analysis, functional linguistics, and critical thinking and argumentation. Similarly, the two articles produced by this project were submitted to two different fields of study, one in Social Semiotics, and one in Modern Languages.
6. The broad coverage of this project also allowed us to connect and network with a wider audience. As the results of this project, now we have established scholarly connections with universities in England, New Zealand, Greece, Bulgaria, Lithuania, and Finland. In fact, two additional publications are in the process of publications solely due to such networking with other scholars during the conference presentations. Additionally we have in plan to bring in a guest speaker from New Zealand; we have joined two academic organizations (Philosophy Education Society of Australia and Edusemiotics in Finland); and, we are working on a joined new research project with colleagues in the University of Bath in England.
7. In fact, my next FONDECYT regular project (already submitted for evaluation) is directly based on knowledge gained from these international collaborations and includes all the above-mentioned institutes and scholars as involved parties. Hence, while we are writing this report to finalize the project in terms of its administrative and financial aspects, the study still keeps growing in many practical and scholarly dimensions.
I very much appreciate the opportunity given to me to conduct this study. I thank the support of scientific committee for their time and recommendations, the administration of FONDECYT for their constant support, and all Chileans whom with their hardworking tax money I was able to financially support this project.

Thank you,
RESULTADOS OBTENIDOS:

Estimados miembros del Comité:
Las regulaciones de FONDECYT permiten e incluso fomentan el uso de inglés para todos los aspectos de las investigaciones (propuestas, informes y publicaciones). Sin embargo, si por cualquier razón ustedes necesitan una versión española de este informe, por favor avisen.

Analysis of data and results
This study had only one principle objective, that is, to understand the role of language practices, e.g., discourse strategies, in the context of children TV shows and to show how these practices interact with learning and knowledge from the perspectives of three major learning theories, behaviorism, cognitivism, and constructivism/socio-cultural theory. A total of 60 children shows, each running for 20 minutes, from 10 Chilean TV channels (both Cable and free-to-air) were selected for this study. The selection of data included different genre of shows, such as, animation (28 shows), puppet shows (8 shows), in-studio recorded contents (12 shows), and children competitions or mixed genre (12 shows). The data were first transcribed and then analyzed for communicative resources (linguistic markers as well as discourse strategies) that were associated with any of the learning theories. The following table provides a summary of unique discourse strategies found for each learning theory. It has to be noted, however, that discourse strategies and learning theories were not mutually inclusive. A full review of all discourse strategies found in the data and their relation with the learning theories are beyond the scope of this report. In the interest of space allocated for this entry, only selected discourse strategies are discussed in depth. For detailed information, please refer to the products of this project (papers, conference presentations, theses).

Table 1. Discourse strategies related to three major learning theories found in the data

<table>
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<tr>
<th>Learning theory</th>
<th>Discourse Strategies</th>
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| **Behaviourism** | 1. Linguistic repetition  
|                 | a. Verbatim repetition  
|                 | b. Synonyms  
|                 | c. Syntactical repetition  
|                 | d. Alliterations and rhyming  
|                 | 2. Affective language  
|                 | a. Compliments  
|                 | b. Assessments  
|                 | c. Dramatization  
|                 | 3. Commands  
|                 | a. Imperatives  
|                 | b. Accusations  |
| **Cognitivism** | 1. Sequentialization  
|                 | a. Sequentializing discourse markers, first, second, etc.  
|                 | b. Thematic partition  
|                 | 2. Schematization  
|                 | a. Prompting audience  
|                 | b. Framing  
|                 | 3. Mood  
|                 | a. Modals  
|                 | b. Conditionals  
|                 | c. Intonation: low/rise  |
| **Constructivism** | 4. Interactive discourse  
|                 | a. Pauses  
|                 | b. Interrogatives  
|                 | 5. Dialogization  
|                 | a. Dialogues  
|                 | b. Talking to camera  
|                 | c. Homogenization of talk  |
6. Semiotic resources
   a. Discourse as icons, indexes, and symbols
   b. Contextualization

This results section has the following structure. First, each learning model is sequentially listed with corresponding selected discourse strategies found in the data. Each presentation of results is linked with existing theories in discourse and learning, with further explanation on how the findings of this study have contributed to the generation of new forms of knowledge. Additionally, within each section, it is explained how the findings have been reported in terms of publications and/or conference presentations. A section is followed next that explains the results in terms of the complimentary objective of the study, that is, the relationship between learning theories and specific genre of children TV program. Finally, additional and unplanned results as the consequences of generation of new forms of knowledge are reported. A reference list utilized for citation of related works concludes this report.

1. Discourse strategies and behavioristic model of learning:
Behaviorism (Beltrán, 1996; Skinner, 1953; Thorndike, 1932; Pavlov, 1927) is a learning theory which attempts to explain the acquisition of new information through the process of conditioning. Conditioning is the method of strengthening the relationship between a stimulus and a response. Behaviorist learning events are independent of internal mental states. That is, behaviorists claim that human mind does not play a major role in the acquisition of knowledge. In our data we found the following major discourse strategies associated with this theory of learning.

1.1 Linguistic repetition
One of the hallmarks of behaviorism is use of reinforcement between a stimulus and response. From a discursive perspective, linguistic repetition has been frequently associated with such reinforcement. For instance, Larsen-Freeman (2012) and Duff (2000) have reported that linguistic repetition, such as verbatim repetition worked as the primary tools in audio-lingual model of learning a second language believing that such repetitions would allow learners acquire conversational skills and master grammatical structures. Similarly, in the current study some older TV shows (e.g., Sesame Street, Dora de Explorer, and The Garden of Clarilu) used various forms of linguistic repetition for transferring basic knowledge such as learning numbers, colors, and geometrical shapes to children.

However, our findings also pointed to another aspect of linguistic repetition. For French philosopher, Gilles Deleuze, “to repeat is to behave in a certain manner, but in relation to something unique or singular which has no equal or equivalent,” (1994, p. 2). From such perspective and for a symbolic species (Deacon, 1997) such as human beings, repetition is a rhizome (Deleuze and Guattari 1980 1987). A rhizome is type of growth in multidirectional routes and planes, irreducible to a single point of reference or root, such as the spread of grass. Every single linguistic repetition creates a new type of symbolic relationship that influences learning much beyond a simple reinforcement between stimulus and response. For instance, as discussed in the paper that we published in the Journal of Social Semiotics (Atoofi, 2015a) as well as presentations in Universidad Diego Portales (Atoofi, 2015b) and Universidad de Chile (Atoofi, 2014b), in the Sesame Street show, when the TV characters keep repeating a word, e.g., ‘table,’ in different contexts, the child does not only make a simple relationship from a word to an object in direct representation, but also come to learn that ‘table,’ rather than a word, is a concept that points to many other objects and concepts, such as other words (chair, furniture, tablecloth), contexts (dining room, office room, living room), shapes (things with horizontal surface, usually hold above the ground with some legs), and functions (things usually used for working, eating, or holding decorative articles). Every time the word ‘table’ is repeated, the child comes to make a new association that did not exist before. Different from an animal, for a human child, linguistic repetition is not reinforcing the relationship between a word and an object; in effect, it orients the child to pay attention to things that seem to be dissimilar physically but have a lot in common symbolically and conceptually.

1.2 Affective language
One of the important aspects of behaviorism is the application of reward to reinforce a desired behavior (Siemens & Fonseca, 2004). Affective language, frequently in the form of hortatives and compliments were used as discourse strategies in many TV shows in our data, especially in
the genre of live in-studio recordings (e.g., Hi 5, Veloz Mente, Imagination Movers) to motivate children for correct performance. The application of verbal reward has been widely studied in educational settings, such as in classrooms as external motivation related to behaviorism (Deci, Koestner & Ryan, 2001). From a behavioristic perspective, positive reinforcement such as complimentary affective output (congratulations, approvals, praises, etc.) functions to motivate a child to perform a difficult task (also referred to as sugarcoating in the psychological literature). That is, learning is assumed to be very difficult, and affect acts as a catalyst to sweeten the otherwise a bitter learning event.

However, in our data we observed that affective language additionally functioned as an important pragmatic and co-operative dimension of talk that comported actions onto words (Goodwin, 2000; Goodwin and Cekaite, 2013; Kaukomaa, Peräkylä and Ruusuvuori, 2013). In the paper we submitted to the Journal of Lenguas Modernas (Atoofi, in review), we have shown that frequently children TV shows (e.g., Dr. Mac Stuffsins, Tinker Bell, El Chavo) use a discourse strategy we have termed ‘dramatization’ to mimic real world phenomena that 1) our thoughts and behaviors are naturally organized and co-constructed within a multimodal environment that encompasses, at least, an affective and a discursive dimension, and 2) without emotions, humans are similar to robots that lack incentive to convert inner states such as thoughts into their corresponding actions. From this viewpoint, affective language is neither a decorative layer over speech, nor a reinforcing factor between a stimulus and response, but a reflection of the ways individuals perceive of their learning experiences. In other words, affective language does not motivate or cause a learning event, but at times is its effect.

2. Discourse strategies and cognitivistic model of learning:
From a cognitivistic perspective (Ertmer & Newby, 1993), a learner is viewed as an information processing systems similar to a computer. Within this paradigm, “learning results from inferences, expectations and making connections. Instead of acquiring habits, learners acquire plans and strategies” (Hartley, 1998: 18). Hence, in this view, the emphasis is on internal mental processes of learners rather than external and environmental factors. In our data, we found several discourse strategies associated with this model of learning, two of them as detailed below:

2.1 Sequentialization
Computers are frequently used as a metaphor in cognitivistic model of learning to represent human nervous system and to explain the phenomenon of learning (Martínez et al, 2000). Using this metaphor, human senses are resembled to input devices in computers that receive information (keyboard, mouse, scanner), central nervous system to a computer processing components (e.g., CPU, motherboard), and our behaviors as output devices in computers (monitor, printer, etc.). Computers receive information in chunks and process them serially. Hence, a cognitivistic view emphasizes that an efficient learning must similarly break down information in smaller chunks and process them serially.

In the one of our presentations (Atoofi & Rodríguez, 2014), we showed evidences from our data in which some of the children TV programs (e.g., Agent Oso, Dora the explorer, Mickey Mouse Club House) used a discourse strategy that we termed as “sequentialization” to allow serial processing of information. We argued that such discourse strategy is related to cognitivistic model of learning. In these shows, a brief explanation of the sequences of event are first introduced to children and then the show would follow those sequences. At times, discourse markers such as, ‘first,’ ‘next,’ ‘then,’ ‘and finally’ are used to allow children understand the step they were currently involved in and also to remind them the step that they had to follow to complete a task.

2.2 Schematization
Another strategy linked to cognitivistic model of learning is to prompt memory, a technique also referred to as ‘schemas’ (Arrieta, 2010). In some shows (e.g., Mr. Maker, The Garden of Clarilu, Thomas and Friends), especially in the very beginning, children would be reminded about the main topic of the show and as such would be oriented to see information within the context of that topic. We called this discourse strategy “schematization.” In our presentation in the Universidad Nacional De Cuyo, (Atoofi, 2014c), we showed that several discursive markers such as questions, pauses, and interjections functioned to create schemas in children TV shows. We
also related ‘schematization’ to Goffman concept of ‘Framing’ (Goffman, 1974), in that certain communicative devices creates adequate context for understanding of upcoming information.

3. Discourse strategies and constructivistic/socio-cultural theory:
Mutually, constructivism and socio-cultural theories of learning (Siemens & Fonseca, 2004; Dewey 1998; Bruner, 1991; Vygotsky, 1978), attempted to explain the influence of both internal and external factors on learning. According to this view, a learner constructs knowledge by a combination of prior experiences and active participation in tying-in pieces of new knowledge he or she receives from the environment. As such, learners have to be provided with sufficient context and learning opportunity that while challenges their existing knowledge, it does not exceed their learning boundaries, a concept termed Zone of Proximal Development (Vygotsky, 1978). The discourse strategies associated with this model had the following features:

3.1 Interactive discourse
Epistemologically, a constructivistic model assumes that learning is the results of aggregation and scaffolding of knowledge (Cortez, 2014). As such, very frequently children TV shows used many discourse strategies to create an interactive environment with their audiences at home. This is despite the fact that TV in general is a passive device and communication for the most part occurs from TV to audience and not vice versa. As evidenced in our paper (Atoofi, 2015a) and conference presentation (Atoofi & Pérez, 2014), in order to create this interactive quality, some shows used ‘pauses,’ ‘interrogatives,’ and ‘speaking to audience,’ among other strategies to create interactivity. For instance, in many shows (e.g., Bubble Guppies, Caillou, Mickey Mouse Clubhouse) the main character of the show would not finish his or her utterances, waiting for audience to fill-in important piece of information. Previous studies have similarly shown how pauses (Slotta, 2004) and interrogatives (Woodward-Kron, 2007; Heinemann, 2006) can be used to engage students in the classroom. However, building on Taboada (2006), our study indicated (Atoofi, 2015a) that such discursive strategies are highly context-sensitive. That is, it is not the use of the pause or interrogatives, per se, that creates interactivity, but audience interpretation of events. In other words, certain discursive features act as signs that need audience recognition and interpretation. For instance, use of pause in one situation indicated hesitation in the part of the TV character, while in another situation, it denoted solicitation for help.

3.2 Dialogization
For Dewey (1998) and Vygotsky (1978), learning is an engagement in social interaction. Children do not learn only for the sake of learning, but rather they see learning as events that allows them to navigate their social environment. Some of the TV shows (e.g., Backyardigans, Go Diego Go) used communicative resources to allow the characters of the show or children at home to become members of an on-going activity. Among the most prominent features was the use of dialogues (Flecha, 1997). Using this discourse strategy, learning events were not isolated memorization of facts, but rather necessary component to be engaged in a shared activity. In our paper (Atoofi, 2015a) and conference presentation (Atoofi and Rodríguez, 2014), we showed how dialogues in children TV shows were used as a discourse strategy of Socratic Method to place the construction of knowledge in the center of the acquisition of knowledge instead of a person. As such, social biases toward knowledge such as age of children did not create an obstacle to contribute to the formation of knowledge.

3.3 Discourse strategies as semiotic signs
One of the important finding of this study was to demonstrate that many discourse strategies associated with the constructivistic/socio-cultural model of learning intimately link to a symbolic/semiotic perspective. As poignantly stated by Michael Halliday (1993), “the distinctive characteristic of human learning is that it is a process of making meaning – a semiotic process; and the prototypical form of human semiotic is language. Hence the ontogenesis of language is at the same time the ontogenesis of learning (p. 93).” Taking one of the animation series, Bubble Guppies, as a point of departure, in our published paper (Atoofi, 2015a) and conference presentation (Atoofi and Pérez, 2014), we showed that discourse strategies associated with constructivism engages children in a symbolic network of meta-learning. Through the analysis of data, we showed that many discourse strategies follow Bakhtin’s ideas of intertextuality (1984) and heteroglossia (1935) in that discourse, rather than being composed of words and grammatical structures with fix meaning and function, is a highly context-sensitive sign linked to other discourses and texts in an intermingled network of semiotic interrelationship.
Contrary to mainstream cognitive science that perceive of learning as merely an accumulation of information perceived of as concrete unit of facts, learning from a semiotic perspective is mediation and interpretation. It was stated that learning as the product of the sign interpretation also hints to the notion that an engagement in symbolic interpretation may not necessarily be linked to a more complex cognitive system, as proposed by Deacon (1997). Stables (2012), for instance, notes that for Dewey “communicative social action was socially evolutionary.” Here the evolution is not particular to the complexity of certain nervous system, but the evolution of the communication itself as a result of social interaction. From a semiotic perspective, the emphasis is always on the process rather than substance. Learning as such must first be understood as a process rather than on its neuro correlates. Our analysis showed that learning that results from symbolic interpretation is related more toward the collective experiencing of events rather than an individual cognitive effort.

4. As a complimentary objective, the study also sought to explore possible relationship between the use of discourse strategies with specific genre of children TV programming, such as animations, competitions, puppet shows, and live in-studio recordings

4.1 Animation
Animations, especially newer animations (e.g., Backyardigans, Bubble Guppies, Olivia) used constructivist approach to learning. Use of pauses, dialogues, questions, talking to audience, and similar strategies were the hallmark of language-use in animations series. This finding adds to previous studies (Kabapinar, 2009) that animations are used as conceptual models of constructivism, especially to teach classroom subjects.

4.2 Competitions
The shows involved competitions (e.g., Veloz Mente) frequently benefited from a cognitivistic approach to learning. The emphasis in these shows was placed on personal effort, problem-solving, and reflection on knowledge as major indicators of cognitivism (Arrieta, 2010). There were specific discourse strategies utilized to achieve this style of learning. For instance, model verbs such as ‘can,’ (as in “you can do it”) ‘must,’ (as in “you must concentrate”) were used to encourage individual (versus collective) effort on solving or reflecting on problems. Competitions also used highly structured discourse markers (‘first,’ ‘next,’ ‘then,’ ‘finally’) to make sure steps are followed in a particular order. Similarly, Toboada (2006), has shown that among many functions, these discourse markers function to create relational signals for each part of a bigger language-use.

4.3 Puppet shows and live in-studio recordings
The puppet shows as well as live in-studio programs (e.g., Sesame Street, Hi 5) tended to apply behavioristic model of learning. As mentioned before, linguistic repetition as a discourse strategy was one of the main ways in which knowledge was transferred in these types of shows. The tenant of such application is to reinforce a relationship between stimulus and response, as also indicated in second language studies (Larsen-Freeman, 2012; Duff, 2000). Such shows also utilized verbal incentives (Deci, Koestner & Ryan, 2001) and imperatives (Maqueo, 2006) as discourse strategies to reward a preferred behavior and to focus the audience on a given task.

5. Additional results
Other than fulfilling its original and primary objectives, this study was able to create additional forms of knowledge as outlined below.

5.1 Non-exclusivity between learning theories and discourse strategies
Through the analysis of data, in two of our conference presentations (Atoofi, 2014b; Atoofi, 2014c), we showed that communicative resources (grammatical structures and discourse strategies) are not mutually inclusive with learning theories. Hence, one discourse strategy (linguistic repetition) may map into two different learning theories based on audience interpretation of events.

5.2 Epistemic stances and learning
Discourse strategies, not only transfer content of knowledge, but also frequently carry certain attitude about the nature of knowledge (epistemic stances). For instance we were able to show (Atoofi, in review; Atoofi & Rodríguez, 2014) that sequentialization of tasks as a discourse strategy frequently utilized in modern animations associated with cognitivistic theory of learning,
also carry epistemic message that are related to Cartesian dualistic philosophy. From such perspective, learning is considered to be the trait of the logical and abstract 'mind' and not the physical 'body,' (as in behavioristic conditioning) where breaking tasks into their logical steps allow for faster and easier processing.

5.3 Context and learning
We showed (Atoofi, 2015) that in transferring knowledge based on any of the above-mentioned learning theories, discourse strategies are highly context-sensitive, and more importantly, discourse also sets the context for next use of language (recursive feedback between context and content of learning).

References:


### ARTÍCULOS

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Archivo(s) Asociado(s) al artículo:

- Atoofi_Social_Semiotics-1.pdf
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Nº : 4
Autor (a)(es/as) : Atoofi, S.
Título (Idioma original) : Nested, circular, and permeable nature of knowledge in children TV shows
Nombre del Congreso : Fifth Conference of Language and Cognition
País : CHILE
Ciudad : Santiago
Fecha Inicio : 07/05/2014
Fecha Término : 09/05/2014
Nombre Publicación :
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Lang_Cog_Conf_Chile_2014.pdf
Certificate-La_Chile.pdf
N° : 5
Autor (a)(es/as) : Atoofi, S.
Título (Idioma original) : Learning as a co-construction of content and context: A discourse analytical study of children TV programs
Nombre del Congreso : 12th World Congress of Semiotics
País : BULGARIA
Ciudad : Sofia
Fecha Inicio : 16/09/2014
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Semiotic_Conf_Sofia_2014.pdf
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N° : 6
Autor (a)(es/as) : Atoofi, S. and Rodríguez, JP
Título (Idioma original) : Dibujos animados como filosofía del conocimiento: un estudio analítico discursivo de programas de televisión infantiles
Nombre del Congreso : VIII Encuentro Nacional de Estudios del Discurso ALED-Chile
País : CHILE
Ciudad : Valparaiso
Fecha Inicio : 12/11/2014
Fecha Término : 14/11/2014
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Abstract_ALED_1.pdf

N° : 7
Autor (a)(es/as) : Atoofi, S. and Pérez, N
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País : CHILE
Ciudad : Santiago
Fecha Inicio : 23/09/2015
Fecha Término : 26/09/2015

Título de Tesis :
Linguistic resources to socialize children into consumers: A discourse analytical study of Chilean TV commercials

Nombre y Apellidos del(de la) Alumno(a) :
Bárbara Saldías; Loreto Abarzúa; Karin Castillo; Aracelli González Auspont; Tamara Palacios; Natalia Pérez; Paz Valdivia

Nombre y Apellidos del(de la) Tutor(a) :
Saeid Atoof

Institución :
Universidad de Chile

País :
CHILE
Ciudad :
Santiago
Estado de Tesis :
Terminada
Fecha Inicio :
04/04/2013
Fecha Término :
05/01/2014

Archivo Asociado :
Abstract_UDP.pdf


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TESIS/MEMORIAS

Nº :
1

Título de Tesis :
Children TV shows as a means of learning: A discourse analysis from the perspectives of the socio-cultural theory

Nombre y Apellidos del(de la) Alumno(a) :
MARCELA DEL ROSARIO ARAYA BRITO; KARLA IVANNIA DURÁN MOLINA; SUSAN ELIZABETH HERRERA MELGAREJO; RAQUEL ALEJANDRA PEÑALOZA CLAVO; CINTIA MILLARAY RIVERA DÍAZ; PAULA ELIANA VEGA MUÑOZ

Nombre y Apellidos del(de la) Tutor(a) :
MARCELA DEL ROSARIO ARAYA BRITO; KARLA IVANNIA DURÁN MOLINA; SUSAN ELIZABETH HERRERA MELGAREJO; RAQUEL ALEJANDRA PEÑALOZA CLAVO; CINTIA MILLARAY RIVERA DÍAZ

Institución :
Universidad de Chile

País :
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Santiago
Estado de Tesis :
Terminada
Fecha Inicio :
04/04/2013
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05/01/2014

Archivo Asociado :
Thesis.pdf

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**Título Grado:** Pregrado  
**Institución:** U.Chile  
**País:** CHILE  
**Ciudad:** Santiago  
**Estado de Tesis:** Terminada  
**Fecha Inicio:** 21/03/2014  
**Fecha Término:** 15/12/2014  
**Envía documento en papel:** no  
**Archivo Asociado:** Thesis1.pdf  
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**Institución:** U.Chile  
**País:** CHILE  
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**Título Grado:** Pregrado  
**Institución:** U.Chile  
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**Fecha Inicio:** 09/03/2015  
**Fecha Término:** 27/11/2015  
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A continuación se detallan los anexos físicos/papel que no se incluyen en el informe en formato PDF.

1. Resumen difussion
2. Email confirmation for reception of the manuscript for Lenguas Modernas