



Universidad  
de Alcalá

# GUÍA DOCENTE

## English for the Classroom

**Máster Universitario en Enseñanza del  
Inglés como Lengua Extranjera  
Universidad de Alcalá**

**Curso Académico 2024/25**  
**2º cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>English for the Classroom</b>
Código:	<b>200413</b>
Titulación en la que se imparte:	<b>Máster Universitario en Enseñanza del inglés como lengua extranjera</b>
Departamento y Área de Conocimiento:	<b>Filología Moderna, Filología Inglesa</b>
Carácter:	<b>Obligatoria/Optativa</b>
Créditos ECTS:	<b>4</b>
Curso y Cuatrimestre:	<b>Primer curso, Segundo cuatrimestre</b>
Profesorado:	<b>Davinia Sánchez García <a href="mailto:mdsgarcia@ucm.es">mdsgarcia@ucm.es</a> Carmen Maíz Arévalo <a href="mailto:cmaizare@filol.ucm.es">cmaizare@filol.ucm.es</a></b>
Horario de tutoría:	<b>By appointment</b>
Idioma en el que se imparte:	<b>Inglés</b>

### 1. PRESENTATION

This is a practical training course for teachers or student teachers who want to use English as the medium of communication in the classroom, whether in a bilingual school, non-bilingual school, infantile, Primary, Secondary or adult English classroom. We explore the theoretical basis for learning through English and consider how teachers can best support their students' learning through their own use of English. We will investigate features of classroom talk appropriate to different stages of the lesson. We practise this classroom talk through a variety of practical tasks to build teachers' confidence and skill in using authentic and learner appropriate English for the context. In addition, we will observe teachers at work in the classroom (video and transcription) and analyse their language and classroom practice to assess the impact of Teacher Talk in the classroom. Teachers will reflect on and share their own classroom experiences and practices, including critical analyses of their own teacher talk.

### 2. COMPETENCES AND LEARNING OUTCOMES

#### Generic competences:

CG1 – Acquire the basic didactic knowledge characterising foreign language's teaching and learning processes.

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

#### Transversal competences:

C1 – Communicative competence in English.

C3 – Manage bibliographic resources

### Specific competences:

CE1.3 – Deepen the knowledge of the English language and perfect academic discourse, both oral and written, used in the English classroom.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

### Learning outcomes:

#### Knowledge:

- Understanding of language acquisition theories and methodologies relevant to bilingual or regular classroom settings.
- Familiarity with the principles underlying the use of English as a medium of instruction in the classroom.
- Knowledge of appropriate discourse features for various stages and tasks within a lesson.
- Awareness of effective language use by expert teachers in classroom settings.

#### Competences:

- Ability to apply language acquisition theories and methodologies to teaching English in bilingual or regular classroom environments.
- Proficiency in utilizing English effectively as a medium of communication in the classroom.
- Competence in adapting discourse patterns to suit different phases and activities within a lesson.
- Capability to analyze and reflect on the language used by expert teachers and apply insights to classroom practice.

#### Skills:

- Skill in designing and implementing practical tasks to encourage student engagement and language production in English.
- Ability to provide constructive feedback and support to students to enhance their English language skills.
- Skill in practicing and modeling natural and context-appropriate English language use in the classroom.
- Skill in observing and critically analyzing the language practices of expert teachers and integrating effective techniques into one's own teaching approach.

3. MODULE CONTENTS		
Session	Unit	Activity
1	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• The importance of classroom discourse in learning</li> <li>• Key features and purposes of Teacher Talk</li> <li>• Functional language for teachers</li> <li>• Functional language for students</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussion/ problem solve</li> <li>• Video viewing</li> <li>• Classroom transcript analysis</li> <li>• Micro plan, teach and peer feedback on functional classroom language</li> </ul>
2	<ul style="list-style-type: none"> <li>• Uncovering your teacher beliefs</li> <li>• Interaction continuum</li> <li>• Communicative discourse features of the classroom - engaging learners communicatively and cognitively</li> </ul>	<ul style="list-style-type: none"> <li>• Peer discussion/idea sharing</li> <li>• Video viewing</li> <li>• Transcript analysis</li> <li>• Micro plan, teach and peer feedback on communicative discourse</li> </ul>
3	<ul style="list-style-type: none"> <li>• Scaffolding strategies</li> <li>• Teacher language modifications</li> <li>• The use of the L1 in the classroom</li> <li>• Picture Dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion / reflection task</li> <li>• Classroom transcript analysis</li> <li>• Self-reflection and analysis of own classroom language practices</li> </ul>
4	<ul style="list-style-type: none"> <li>• Focus on questioning</li> <li>• Categorizing questions</li> <li>• Exploiting questions in classroom discourse</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection task</li> <li>• Video viewing</li> <li>• Transcript analysis</li> <li>• Micro plan, teach and peer feedback</li> </ul>
5	<ul style="list-style-type: none"> <li>• Dealing with homework (and correcting it)</li> <li>• How to incorporate pragmatics in their classes</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussion</li> <li>• Transcript analysis</li> <li>• Peer work</li> <li>• Self-reflection and analysis of own classroom language practices</li> </ul>
6	<ul style="list-style-type: none"> <li>• Benefits of group work / effective group working practices</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion task</li> <li>• Video viewing</li> <li>• Video analysis</li> </ul>

	<ul style="list-style-type: none"> <li>• Providing effective group instructions</li> <li>• Language for group work</li> </ul>	<ul style="list-style-type: none"> <li>• Micro plan, teach and peer feedback</li> </ul>
7	<ul style="list-style-type: none"> <li>• The importance of learners receiving feedback – what when, who and why?</li> <li>• Types of constructive feedback</li> <li>• Constructive vs destructive feedback</li> <li>• Planning instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing opinion on feedback</li> <li>• Classroom videos analysis</li> <li>• Discussion and practice on giving feedback</li> </ul>
8	<ul style="list-style-type: none"> <li>• Micro-teaching</li> <li>• Module review</li> <li>• Module evaluation</li> <li>• Journal completion</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussion</li> <li>• Peer work</li> <li>• Individual presentations</li> </ul>

### Class timetable

Students will receive notification from the tutor about the pre-course work a few months before the face-to-face sessions. Please note: The assessed task requires students to record and transcribe themselves teaching before the module takes place. Pre-course reading will be available soon after from Blackboard. The assessed task is submitted two weeks after the end of the course.

The sessions are closely related to classroom practice with participation and experience/knowledge sharing an expectation. The 8 x 3-hour input sessions take place over a number of months in the evening (17.30-20.30).

## 4. TEACHING AND LEARNING METHODS

### 4.1. Student workload (100 hours)

Class contact hours	24
Tasks, activities and readings	42
Preparation of oral presentations	8
Independent study	26

### 4.2. Methodologies, materials and teaching resources

This is a practical course strongly oriented towards group work. Sessions are given in English. Typical session activities include:

- Small group discussion, problem solving and idea generation
- Peer plan, micro-teach and give peer feedback
- Classroom transcript analysis
- Video viewing
- In-session transcriptions

There is a range of articles which students need to read before the sessions begin.

The assessed classroom-based assignment requires students to record, transcribe and analyse features of teacher talk.

Methodologies	Materials and teaching resources
Class presentations	Academic articles and powerpoints (created by the instructors)
Brainstorming	Wooclap, Mentimeter
Problem solving and task-based learning	Handouts, Edpuzzle, Socrative, Kahoot
Microteaching	Peer-assessment rubric
Video watching	Youtube, own videos, authentic class recordings

## 5. ASSESSMENT

### Continuous Assessment

The entire evaluation process will be inspired by the continuous evaluation of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH normative on evaluation of the learning.

In both the **ordinary** and the **extraordinary** call, assessment is based on the following elements:

- Participation in the face-to-face sessions 20%
- Classroom journal/Activities 40 %

- Assessed task – Teacher Talk Assignment 40%

Given the case of having to attend the **extraordinary call**, the students will have the chance to redo the assessed elements as the teacher will indicate.

Originality: if any part of the comments on the forum or the assignments is copied or plagiarized, the assignment is immediately failed. No re-writing is possible.

### **Final assessment:**

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

- Detailed infographic of the main contents appearing in class materials and readings applied to the specific context of an English class (40%)
- Recorded micro-teaching practice applying the topics studied (60%)

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

## **6. BIBLIOGRAPHY**

### **Pre-Course Reading – Books**

Richard-Amato, Patricia A (1998) *Making It Happen*, Longman Chapter 3

### **Pre-Course Reading – Articles**

- Cullen, Richard (1998) "Teacher Talk and the Classroom Context." *ELT Journal* 52.3:179-187.
- Mercer, Sarah and Ryan, Stephen (2009) "A mindset for EFL: learners' beliefs about the role of natural talent." *ELT Journal* 64.4: 436-444
- Skinner, Barbara (2017) "Effective Teacher Talk: A threshold concept in TESOL." *ELT Journal* 71.2:150-159.
- Thornbury, Scott (1996) "Teachers Research Teacher Talk." *ELT Journal* 50.4:279-289.
- Walsh, Steve (2002), "Construction or Obstruction: teacher talk and learner involvement in the EFL classroom", *Language Teaching Research*, Vol 6.3: 3-23

### **Further references**

- Slattery, Mary and Willis, Jane (2001) *English for Primary Teachers*. Oxford: OUP
- Gibbons, Pauline (2002) *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom* Portsmouth NH: Heineman
- Hall, Graham (2011) *Exploring English Language Teaching* Abingdon: Routledge (extracts part 1)
- Walsh, Steve (2011). *Exploring classroom discourse*. Abingdon: Routledge (extracts chapter 1, 2 and 6)
- Walsh, Steve (2006). *Investigating classroom discourse*. Abingdon: Routledge. (extracts chapter 4)