



Universidad
de Alcalá

GUÍA DOCENTE

English for the Classroom

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

Curso Académico 2022/23

2º cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	English for the Classroom
Código:	200413
Departamento:	Filología Moderna
Área de Conocimiento:	Filología inglesa
Carácter:	Obligatoria/Optativa
Créditos ECTS:	4
Cuatrimestre:	2º
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Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

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. AIMS

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.

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.

3. MODULE CONTENTS

Session	Unit	Activity
1	<ul style="list-style-type: none"> • Introduction • The importance of classroom discourse in learning • Key features and purposes of Teacher Talk • Functional language for teachers • Functional language for students 	<ul style="list-style-type: none"> • Small group discussion/ problem solve • Video viewing • Classroom transcript analysis • Micro plan, teach and peer feedback on functional classroom language
2	<ul style="list-style-type: none"> • Uncovering your teacher beliefs • Communicative discourse features of the classroom - engaging learners communicatively and cognitively • Interaction continuum 	<ul style="list-style-type: none"> • Peer discussion/idea sharing • Video viewing • Transcript analysis • Micro plan, teach and peer feedback on communicative discourse •
3	<ul style="list-style-type: none"> • Types of language used in specific phases of the lesson • Framework to describe classroom talk and develop an understanding of interactional processes 	<ul style="list-style-type: none"> • Discussion / reflection task • Classroom transcript analysis • Self-reflection and analysis of own classroom language practices
4	<ul style="list-style-type: none"> • Focus on questioning • Categorizing questions • Exploiting questions in classroom discourse 	<ul style="list-style-type: none"> • Reflection task • Transcript analysis • Critical analysis of participant transcripts • Micro plan, teach and peer feedback
5	<ul style="list-style-type: none"> • Scaffolding strategies 	<ul style="list-style-type: none"> • Small group discussion

	<ul style="list-style-type: none"> The use of the L1 in the classroom Teacher language modifications Storytelling 	<ul style="list-style-type: none"> Video viewing Transcript analysis Peer work
6	<ul style="list-style-type: none"> Benefits of group work / effective working practices Effective group discussions 	<ul style="list-style-type: none"> Discussion task Video viewing Transcripts analysis Peer work
7	<ul style="list-style-type: none"> The importance of learners receiving feedback – what when, who and why? Types of feedback and error correction Planning instructions 	<ul style="list-style-type: none"> Sharing opinion on feedback Alternative error activities Classroom transcripts analysis Video viewing and discussion
8	<ul style="list-style-type: none"> Troubleshooting Paralinguistic communication Module review Module evaluation Journal completion 	<ul style="list-style-type: none"> Small group discussion Video watching Peer work Individual work

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. Learning activities

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.

5. ASSESSMENT

Assessment is based on the following elements:

- Participation in the face-to-face sessions 20%
- Classroom journal 20 %
- Assessed task – Teacher Talk Assignment 30%
- Oral presentations 30%

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.

In extreme circumstances, when there is a good reason, students are unable to attend the face-to-face sessions they will complete a range of alternative self-study tasks. This needs to be agreed in advance with the program director and the module leader.

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)

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.