

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

---

**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (English Language)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Classroom Discourse Analysis
<b>Course Code</b>	: ENG3266
<b>Department</b>	: Department of English Language Education (ELE)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 3

---

**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course builds on previous knowledge covered in the Written and Spoken Discourse for ELT course and focuses on analysing discourse features in second/foreign language classroom contexts. Through analysing the linguistic and functional characteristics of classroom talk and its sequential structures, students will explore the dynamics and potentials of classroom interactions, and their impacts on pedagogical effectiveness in a diversity of classroom contexts.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Demonstrate an extended understanding of the relationship between linguistic structures and functional purposes of the spoken language element in classroom discourse;
- CILO<sub>2</sub> Demonstrate an understanding of communicative goals specific to individual types of spoken classroom discourse; and
- CILO<sub>3</sub> Demonstrate a better understanding of how classroom discourse features impact on teaching and learning in a second language classroom.

## 3. Course Intended Language Learning Outcomes (CILLOs)

*Upon completion of this course, students will be able to:*

- CILLO<sub>1</sub> Use appropriate written English to communicate in academic and professional contexts; and
- CILLO<sub>2</sub> Apply accurate, appropriate and clear classroom language for interaction and instructional purposes.

## 4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"><li>● <b>Functions of language in the classroom</b><ul style="list-style-type: none"><li>➤ Speech acts and sequential structures (IRF &amp; variations) in classroom discourse.</li><li>➤ Linguistic and functional categories of classroom discourse: Informing, eliciting, directing, feedback, explaining, and managing contingency.</li></ul></li></ul>	CILOs 1&2 CILLOs 1&2	Lecture; Workshop: analyse transcripts of some English language classes; Online learning activities.
<ul style="list-style-type: none"><li>● <b>Input and Interaction</b><ul style="list-style-type: none"><li>➤ Turn allocation &amp; turn taking.</li></ul></li></ul>	CILOs 1,2&3 CILLOs 1&2	Lecture; Workshop: analyse transcripts of some English language classes; Group

<ul style="list-style-type: none"> <li>➤ Social conventions of turn taking.</li> <li>➤ The roles of input and interaction on second language learning.</li> </ul>		presentations; Online learning activities.
<ul style="list-style-type: none"> <li>● <b>Analysing discourse features in classroom talk</b> <ul style="list-style-type: none"> <li>➤ Approaches to analysing classroom discourse: Interaction analysis approaches, discourse analysis approaches, &amp; conversation analysis approaches.</li> </ul> </li> </ul>	CILOs 1&2 CILLOs 1&2	Lecture; Workshop: analyse transcripts of some English language classes; Group presentations; Online learning activities.
<ul style="list-style-type: none"> <li>● <b>Classroom discourse and student learning</b> <ul style="list-style-type: none"> <li>➤ Linguistics and functional categories of classroom discourse: scaffolding, modifications, comprehensible input, negotiation of input &amp; interaction.</li> <li>➤ Explore teachers' choice of words in facilitating interaction and language learning for their target group of students.</li> </ul> </li> </ul>	CILOs 1&3 CILLOs 1&2	Lecture; Workshop: analyse transcripts of some English language classes; Group presentations; Online learning activities.

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
A portfolio of 2 essay tasks demonstrating mastery of the discourse concepts introduced in the course and application of the concepts in classroom/education settings. (The word limit of each essay is 1,500)	Essay 1: 50% Essay 2: 50%	CILOs 1,2&3 CILLOs 1&2

## 6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 7. Required Text(s)

Tsui, A.B.M. (1995). *Introducing classroom interaction*. London: Penguin.

## 8. Recommended Readings

- Alexander, R.J. (2006). *Towards dialogic teaching: Rethinking classroom talk* (3<sup>rd</sup> ed). Cambridge: Dialogos.
- Bloome, D., Carter, S.P., Christian, B.M., Otto, S., & Shuart-Faris, N. (2005). *Discourse analysis and the study of classroom language and literacy events*. New Jersey: LEA.
- Burns, C., & Myhill, D. (2004). Interactive or inactive? A consideration of the nature of interaction in whole class teaching. *Cambridge Journal of Education*, 34(1), 35-49.
- Edwards, A.D., & Westgate, D.P.G. (1994). *Investigating classroom talk* (2<sup>nd</sup> ed.). London: The Falmer Press.
- Godinho, S. (2008). *Helping your pupils to ask questions*. Abingdon: Routledge.
- Haroutunian-Gordon, S. (2009). *Learning to teach through discussion: The art of turning the soul*. New Haven: Yale University Press.
- Hasan, A. S. (2006). Analysing bilingual classroom discourse. *The International Journal of Bilingual Education and Bilingualism*, 9(1), 7-18.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
- Nassaji, H., & Wells, G. (2000). What's the use of 'triadic dialogue? An investigation of teacher-student interaction. *Applied Linguistics*, 21(3), 376-406.
- Sinclair, J., & Coulthard, M. (1975). *Towards an analysis of discourse: The language of teachers and pupils*. Oxford: Oxford University Press.
- Skidmore, D. (2000). From pedagogical dialogue to dialogical pedagogy. *Language and Education*, 14(4), 283-296.
- Skidmore, D. (2006). Pedagogy and dialogue. *Cambridge Journal of Education*, 36(4), 503-514.
- Walsh, S. (2006). *Investigating classroom discourse*. London: Routledge.
- Wells, G. (1993). Reevaluating the IRF sequence: A proposal for the articulation of theories of activity and discourse for the analysis of teaching and learning in the classroom. *Linguistics and Education*, 5(1), 1-37.
- Wells, G. (1999). Language and education: Reconceptualizing education as dialogue. *Annual Review of Applied Linguistics*, 19, 135-155.
- Wells, G. (1999). *Dialogic inquiry: Towards a sociocultural practice and theory of education*. New York: Cambridge University Press.
- Wells, G., & Arauz, R.M. (2006). Dialogue in the classroom. *The Journal of the Learning Sciences*, 15(3), 379-428.
- Wragg, E.C. (2001). *Explaining in the secondary school*. London: Routledge/Falmer.
- Wragg, E.C. (2001). *Questioning in the secondary school*. London: Routledge/Falmer.
- Yang, C.C.R. (2010). Teacher questions in second language classrooms: An investigation of three case studies. *The Asian EFL Journal*, 12(1), 181-201.

## 9. Related Web Resources

He, A. & Walker, L. (2004). *Corpus of English Language Teaching (CELT)*. Hong Kong: The Hong Kong Institute of Education. (for restricted use at the English Language Centre, HKIEd)

*(The corpus has two accompanying handbooks: (1) Using a corpus of secondary school classroom language: A user's guide with sample tasks; (2) Using corpus in classrooms: A user's guide with sample tasks (for primary level).)*

## 10. Related Journals

*Classroom Discourse*  
*Discourse Processes*  
*Discourse & Society*  
*Discourse Studies*  
*The Journal of Classroom Interaction*

## 11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

.

## 12. Others

Nil

13 August 2025