THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	:	Bachelor of Education (Honours) (English Language) (Five-year Full-time)
Programme QF Level	:	5
Course Title	:	Classroom Discourse Analysis
Course Code	:	ENG3266
Department	:	Department of English Language Education (ELE)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	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 Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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$_1$ Demonstrate an extended understanding of the relationship between linguistic structures and functional purposes of the spoken language element in classroom discourse;

CILO$_2$ Demonstrate an understanding of communicative goals specific to individual types of spoken classroom discourse; and

CILO$_3$ 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$_1$ Use appropriate written English to communicate in academic and professional contexts; and

CILLO$_2$ 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
● **Functions of language in the classroom** ➢ Speech acts and sequential structures (IRF & variations) in classroom discourse. ➢ Linguistic and functional categories of classroom discourse: Informing, eliciting, directing, feedback, explaining, and managing contingency.	CILOs $_{1\&2}$ CILLOs $_{1\&2}$	Lecture; Workshop: analyse transcripts of some English language classes; Online learning activities.
● **Input and Interaction** ➢ Turn allocation & turn taking.	CILOs $_{1,2\&3}$	Lecture; Workshop: analyse transcripts of some English

➤ Social conventions of turn taking. ➤ The roles of input and interaction on second language learning.	CILLOs 1&2	language classes; Group presentations; Online learning activities.
● **Analysing discourse features in classroom talk** ➤ Approaches to analysing classroom discourse: Interaction analysis approaches, discourse analysis approaches, & conversation analysis approaches.	CILOs 1&2 CILLOs 1&2	Lecture; Workshop: analyse transcripts of some English language classes; Group presentations; Online learning activities.
● **Classroom discourse and student learning** ➤ Linguistics and functional categories of classroom discourse: scaffolding, modifications, comprehensible input, negotiation of input & interaction. ➤ Explore teachers' choice of words in facilitating interaction and language learning for their target group of students.	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. Required Text(s)

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

7. Recommended Readings

Alexander, R.J. (2006). *Towards dialogic teaching: Rethinking classroom talk* (3rd 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* (2nd 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.

8. 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).)

9. **Related Journals**

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

10. **Academic Honesty**

    The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89). Students should familiarize themselves with the Policy.

11. **Others**

    Nil

30 December 2018