GUÍA DOCENTE

English for the Classroom

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

Curso Académico 2018/19
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 context or in English lessons. We explore the theoretical basis for learning through English and consider how teachers can best support their pupils' learning through their own use of English. We will investigate features of classroom talk appropriate to different stages of the lesson and different kinds of tasks. We practise this classroom talk through a variety of practical tasks to build teachers' confidence and skill in producing natural sounding 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. Teachers will reflect and share their own classroom experiences and practices, including critical analyses of their own teacher talk.

2. AIMS

Generic competences:

- The benefits of using English as the medium of instruction
- The nature of effective teacher talk in the classroom
- Appropriate teacher language to foster a real, communicative classroom where English is used authentically.
- Understanding of the teacher's role to support learner language development through their own use of language in the classroom.

Specific competences:

By the end of the course participants will:

- Have gained self-confidence in using English as the language of the classroom
- Be able to use language in an appropriate way to support and promote students' learning
- Be able to give effective instructions and feedback to learners
- Be aware of the teacher's role in creating a truly communicative classroom
- Be able to critically analyse classroom discourse.

3. MODULE CONTENTS

Session	Unit	Activity
1	- Introduction - English as the message and the medium' purpose of Teacher Talk - Use of L1 in the classroom - Storytelling - a starting point for peer teaching and effective teacher language - Functional language for storytelling	- Small group discussion/ problemsolve - Classroom transcript analysis - Video viewing - Micro plan, teach and peer feedback on storytelling language
2	- Scaffolding children's learning – what this means for our classroom language - Child-directed speech – motherese vs teacher graded language - Identifying teaching discourse features	- Discussion task - Classroom transcript analysis - Guided reading - Video viewing - Peer teach, in-session transcription and re-teach
3	- Effective instructions / scaffolding instructions and concept checking - Getting students' attention - Starting to analyse facilitative language to foster language learning - Planning instructions for	- Video viewing - Analysing and comparing transcripts - Micro plan, teach and peer feedback on instructions

	communicative activity	
4	• Communicative discourse features of the classroom – engaging learners communicatively and cognitively • Interaction continuum • Participant transcript analysis	• Guided reading and discussion • Critical analysis of participant transcripts • Video viewing • Micro plan, teach and peer feedback
5	• Functional teacher language and their exponents • Students with English as L3 • Teacher roles in the classroom	• Classroom transcripts analysis • Video viewing • Poster creation
6	• Benefits of small group/ effective working practices and troubleshooting • Classroom discourse workshop • Assessed task support	• Small group discussion/ problemsolve • Transcripts analysis. (including participant transcripts) • Video viewing
7	• Giving learners feedback – what is it, who gives it and how to give it • Giving constructive feedback that will encourage • Praise/positive feedback – how to be effective	• Exchanging opinions/discussion • Classroom transcripts analysis • Video viewing • Microteach – Science focus
8	• 'Breaking the teacher's web of power' – why should we want this and how? • Encouraging learners to persist • A model of alternative facilitative learning • Module evaluation	• Classroom transcripts analysis • Small group discussion • Video viewing

Students will receive notification that the course is online two months before the face to face sessions. At this point students will be able to access and start working on the assessed task as well as downloading reading the pre-course articles/book extracts. The assessed task is submitted two weeks after the end of the course.

The face to face sessions are 'hands on' and dynamic, with participation and experience/knowledge sharing an expectation. The 8 x 3 hour input sessions take place over two weeks in an evening. (17.30-20.30).

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours	24
Assessed task	33
Reading	35
Journal writing	8

4.2. Learning activities

This is a practical course strongly oriented towards group work, class discussions, workshop tasks and microteaching sessions. All sessions are face to face and given in English.

There is a range of reading articles made available on the Virtual Classroom that students need to read before the face to face sessions.

In addition, there is also an assessed classroom-based assignment that students need to start work on before the face to face sessions.

5. ASSESSMENT

Assessment is based on the following elements:
- Participation in the face to face sessions 40%
- Classroom journal 10 %
- Assessed task
    Class context, transcription, analysis and categorisation of classroom features 20%
    Critical evaluation and reflection 30%

Assessment criteria pre-course task:
- Ability to provide context of teaching situation
- Ability to analyse and categorise certain features of classroom talk.

- Ability to critically evaluate aspects of a lesson relating to classroom talk, and make recommendations for improvement/alternative practice.
- Reflection on task
- Inclusion of relevant referencing to support points.
- 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 will be possible.

In extreme circumstances where there is a good reason that students are unable to attend the face to face sessions they will complete a range of self study tasks on a related theme to the course. This needs to be agreed in advance with the programme director and the module leader.

6. BIBLIOGRAPHY

Pre-Course Reading – Books

Dornyei, Zoltan (2001) *Motivational Strategies in the Language Classroom*. Cambridge: CUP. Chapter 2.
Hall, Graham (2011) *Exploring English Language Teaching* Abingdon: Routledge (extracts part 1)
Richard-Amato, Patricia A (1998) *Making It Happen*, Longman Chapter 3
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)

Pre-Course Reading – Articles

Clifton, Jonathan (2006) "Facilitator Talk." *ELT Journal Volume* 60.2:142-150
Cullen, Richard (1998) "Teacher Talk and the Classroom Context." *ELT Journal* 52.3:179-187.
Foley, Joseph (1994), "Key Concepts in ELT - Scaffolding", *ELT Journal* 48.1:101-102
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*