



Universidad
de Alcalá

GUÍA DOCENTE

Estrategias de comunicación: la
interacción en el aula de enseñanza de
lengua inglesa/
Communication Strategies: Classroom
interaction in English Language
Teaching

Máster en Formación del Profesorado

Universidad de Alcalá

Curso Académico 2019/2020

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Nombre de la asignatura:	Estrategias de comunicación: la interacción en el aula de enseñanza de lengua inglesa
Código:	202164
Departamento:	Filología Moderna
Área de Conocimiento:	Filología Inglesa
Carácter:	Optativa de especialidad
Créditos ECTS:	4
Cuatrimestre:	2º
Profesorado:	Carmen Santamaría García
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Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This course explores classroom interaction and situated learning with a special focus on teacher-learner interaction in the English language classroom in secondary education. We will analyse the influence of interaction patterns in teacher-learner relationships and the learning process. The course illustrates how different methods and approaches to language teaching and learning will bring about different possibilities of interaction and different results in learning. Special attention will be devoted to the communicative method and task based language learning and teaching (TBLT). The cooperative principle and politeness theory will be presented as providing useful concepts for the understanding of conversational style. This module intends to be of immediate interest to future language teachers as it will contribute to the improvement of their communication skills, orient their selection of teaching approaches and facilitate understanding of teacher-learner interaction and its consequences.

2. AIMS

General competences:

- Improve students' communicative competence with special emphasis on the language used by teachers in the English language classroom.
- Acquire a fundamental grasp of contextual factors in the classroom which will determine language choices and influence teacher-learner interaction

Specific competences:

- Identify and describe the factors that contribute to successful communication in the English language classroom, taking into account socio-pragmatic principles.

- Develop an awareness of the impact of language choices in classroom interaction which will improve future teaching.
- Improve communication skills to switch from formal to informal registers in English in the classroom.
- Approach research in discourse analysis and education with a focus on classroom interaction and situated learning.

3. MODULE CONTENTS

Units	Credits
1. The study of discourse in education 1.1. Classroom interaction and situated learning 1.2. Different speech styles in the classroom and outside	<ul style="list-style-type: none"> • 1 credit
2. Different methods and approaches and their influence in classroom interaction 2.1. Communicative method. 2.2. Task based learning and teaching	<ul style="list-style-type: none"> • 1 credit
3. Pedagogic discourse and the construction of identities in the classroom and outside 3.1. Politeness theory 3.2. Negotiating face by teacher and students	<ul style="list-style-type: none"> • 2 credits

Class timetable

During the first week of the course, the materials of this module will be available online through the Blackboard system. Students will find a selection of videos, readings, course notes and a series of assignments and discussions. There will also be two face-to-face sessions.

Week	Content
1st – 3rd	1. The study of discourse in education
4th – 5th	2. Different methods and approaches and their influence in classroom interaction
6th – 14th	3. Pedagogic discourse and the construction of identities in the classroom and outside

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours:	3
Independent study:	27
Readings:	25
Activities and assignments	45

4.2. Learning activities

In order to facilitate students' acquisition of competences the following teaching-learning methods will be followed:

1. Face-to-face teaching sessions with discussions on both theory and practice (3 hours).
2. The UAH blackboard system will be used for autonomous learning. The following learning activities will be managed through the system:
 - Presentation of module contents
 - Distribution of some of the readings in files or web sites
 - Teacher-guided student participation in the forum
 - Class assignments and feedback on assignments

5. ASSESSMENT

Continuous assessment

Assessment is continuous, except for those students who apply for permission to take a final examination in accordance with article 10 of the *Normativa reguladora de los procesos de evaluación de los aprendizajes*, as approved by the Governing Body of the UAH on 24 March 2011. Those students are expected to contact the teacher by mail and send a written assignment (50%) and a learner diary (50%) for their evaluation.

The philosophy of this course is oriented towards continuous assessment and, for this reason, there is no possibility to choose final assessment within the ordinary examination period unless in the situation described in the paragraph above. Students who fail continuous assessment will have a second opportunity to be evaluated during the extraordinary period of examinations by submitting a written assignment (50%) and a learner diary (50%).

Students will be assessed according to their performance in the following:

- Participation in blackboard discussions and face-to-face sessions with coherent and valuable contributions, which incorporate reflection from readings: up to **20%**.
- Acquisition, understanding and application of concepts together with originality of ideas in the following:

- Written assignments (to be submitted on the blackboard system): up to **40%**.
- A learner's diary: up to **40%**.

Important: Students are responsible for completing assignments before the deadline. Late assessments will not be accepted, unless the teacher determines that a late assignment is justified.

Assessment criteria

Assessment of this course will be based on different criteria to guarantee that students have developed the required skills and competences. Students will be expected to demonstrate:

- a thorough knowledge and understanding of the contents of the course
- acquisition of the general and subject specific competences specified above
- ability to apply the contents to a diversity of texts/situations
- a coherent and original expression of ideas
- the formulation of opinions based on evidence
- the capacity to synthesize
- the exercise of critical judgment and reflection

Important: Remember that you must avoid plagiarism, that is, presenting the words or ideas of others as if they were your own without quoting the source. Plagiarism may have failing the subject as a direct consequence.

6. BIBLIOGRAPHY

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- Green, J. and C. Dixon (2008) "Classroom Interaction, Situated Learning". In M. Martin Jones, A. M. de Mejía and N. H. Hornberger Eds. (2008) *Encyclopedia of Language and Education*. New York: Springer. 3-14.
- Hatch, E. (1992) *Discourse and Language Education*. Cambridge: Cambridge University Press.
- Lubelska and Matthews (1997) *Looking at Language Classrooms*. Cambridge: Cambridge University Press.
- Malah-Thomas, A. (1987) *Classroom Interaction*. Oxford: Oxford University Press.
- Martin Jones, M., de Mejía, A. M. and N. H. Hornberger Eds. (2008) *Encyclopedia of Language and Education*. New York: Springer.
- Mori, J. and J. Zuengler (2008) "Conversation Analysis and Talk-in-Interaction in Classrooms". In M. Martin Jones, A. M. de Mejía and N. H. Hornberger Eds. (2008) *Encyclopedia of Language and Education*. New York: Springer. 15-27.
- McCarthy, M. (1991) *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.
- Riggenbach, H. (1999). *Discourse Analysis in the Language Classroom*. The University of Michigan Press
- Santamaría García, C. (2017) "Emotional and Educational Consequences of (Im)politeness in Teacher–Student Interaction at Higher Education". *Corpus Pragmatics* 1(3): pp. 233-255.

Willis, J. (1981) *Teaching English through English*. London: Longman.

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