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 2024/2025

GUÍA DOCENTE

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:	**1º**
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Idioma en el que se imparte:	**Inglés**

1.a PRESENTACIÓN

Este curso explora la interacción en el aula y el aprendizaje situado, con atención especial a la interacción profesor-alumno en el aula de inglés en educación secundaria. Analizaremos la influencia de los patrones de interacción en las relaciones profesor-alumno y en el proceso de aprendizaje. El curso ilustra cómo los diferentes métodos y enfoques para la enseñanza y el aprendizaje de idiomas generan diferentes posibilidades de interacción y diferentes resultados en el aprendizaje. Se prestará especial atención al método comunicativo, al aprendizaje y la enseñanza de lenguas basados en tareas (TBLT) y al enfoque orientado a la acción.

Se presentarán estudios de pragmática interaccional y cortesía como conceptos útiles para la comprensión del estilo conversacional y la construcción de relaciones profesor-alumno. Este módulo pretende ser de interés para los futuros profesores de idiomas, ya que contribuirá a la mejora de sus competencias comunicativas, orientará su selección de enfoques de enseñanza y facilitará la comprensión de la interacción profesor-alumno y sus consecuencias en la creación de entornos de aprendizaje seguros.

Requisitos:

Al ser un curso impartido íntegramente en inglés, se requiere que los estudiantes tengan un nivel mínimo de C1 en inglés según el CEFR.

1.b PRESENTATION (en inglés)

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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 in 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, task-based language learning and teaching (TBLT) and the action-oriented approach.

Interactional pragmatics and politeness studies will be presented as providing useful concepts for the understanding of conversational style and the construction of teacher-learner relationships. This module intends to be of immediate interest to future language teachers as it will contribute to the improvement of their communication competences, orient their selection of teaching approaches and facilitate understanding of teacher-learner interaction and its consequences in the creation of safe learning environments.

Requirements:
Since this is a course taught entirely in English, students are required to have a minimum level of C1 in English according to the CEFR.

2. COMPETENCES AND LEARNING OUTCOMES[1]

BASIC COMPETENCES

CB7. Know how to apply the acquired knowledge and show ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their field of study.
CB8. Be able to integrate knowledge and face the complexity of formulating judgments from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.
CB9. Know how to communicate conclusions, knowledge and final reasoning to specialist and non-specialist audiences clearly and unambiguously.
CB10. Acquire the learning skills that will enable the student to continue studying in a largely self-directed or autonomous manner.

GENERAL COMPETENCES

CG1. Know the content of the curriculum in the corresponding teaching speciality, and be familiar with relevant teaching and learning processes.
CG3. Seek, 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.
CG5. Design and develop learning environments, focusing particularly on equality, emotional education and values, equal rights and opportunities between men and women, citizen training and respect for human rights that facilitate life in society, decision-making and the construction of a sustainable future.
CG8. Design and carry out formal and informal activities that contribute to making the center a place of participation and culture within the environment where it is located. Develop the functions of mentoring and guiding students in a collaborative and coordinated manner; participate in the evaluation, research and innovation of learning and teaching processes.

SPECIFIC COMPETENCES

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[1]Adapted from the *Memoria de Verificación* of the Master´s Degree.

On completion of the module participants will be expected to be able to:

CE77 Expand and strengthen knowledge on the areas, subjects or modules corresponding to the teaching specialty.
CE78 Expand knowledge that allows the student to strengthen the acquisition of the skills established for the Generic Module.
CE79 Add to knowledge related to research and innovation.
CE80 Improve the communicative competence of the student as a teacher.

LEARNING OUTCOMES

By the end of the course, students are expected to be able to:
- Identify different speech styles in the classroom and outside.
- Understand the possible consequences of using different speech styles in the classroom and outside.
- Identify different interactional formats in English language teaching, depending on the use of different methods.
- Understand the relationship between English Language teaching methods, interactional formats and learning English.
- Identify politeness strategies and the possible consequences of their use in the classroom and outside.
- Demonstrate the acquisition of the main theoretical and practical contents of the subject related to interactional formats in English language teaching.
- Apply the contents revised and competences acquired to practical activities.
- Formulate personal opinions, incorporating reflection and critical thinking to their work.

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
	• 1 credit

2. The influence of methods and approaches in classroom interaction
    2.1. Communicative method.
    2.2. Task based learning and teaching
    2.3. Action-oriented Approach
	• 1 credit

3. Relating and the construction of identities in the classroom and outside
    3.1. Politeness theory
    3.2. Negotiating face by teacher and students
    3.3. Relating with respect and developing safe learning environments
	• 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.
Class timetable will be published on the master's web site

4. TEACHING AND LEARNING METHODS

In this course, students are asked to revise contents, theories and approaches related to discourse in education for their reflection, analysis and application to their teaching plan. Students are expected to do readings, watch videos and participate with their sharing of ideas. Participation through the Blackboard system in forum discussions and other assignments is also expected. Students will be asked to submit some activities prior to discussion of contents following a flipped learning methodology.

4.1. Student workload (100 hours)

Class contact hours: 25 hours	21 scheduled face-to-face sessions 4 group tutorials
Guided independent learning: 75 hours	75 hours of preparation for activities and tasks, readings and study time

4.2. Methodologies, materials and didactic resources

In order to facilitate students' acquisition of competences the following methodologies materials and resources will be used:

1. Face-to-face teaching sessions with discussions on both theory and practice, students' presentations, peer and teacher feedback. Students will be asked to submit some activities prior to discussion of contents following a flipped learning methodology.
2. The UAH blackboard system will be used for autonomous learning with learning activities such as the following:
   - Presentation of module contents and activities related to them.
   - Presentation of readings in files and web sites together with activities related to them.
   - Teacher-guided student participation in discussion forum topics.
   - Class assignments and feedback on assignments.

The following formats will be used to carry out different learning activities:

Whole group activities	• Introduction and overview of concepts, techniques and strategies. • Analysis and discussion of selected materials prepared before class sessions in a flipped format. • Teacher's feedback.
Pair and group work	• Analysis and discussion of selected topics. • Peer feedback.
Workshops	• Preparation and discussion of selected topics. • Critical viewing of case study videos.
Microteaching	• Practice of teaching skills in a simulated classroom. • Review of a teaching session in order to get constructive feedback from peers.
Group and individual tutorials	• Small group tutorials provide a valuable opportunity for individualized teaching and learning. • Interested students can attend individual tutorials by appointment in order to explore challenging or interesting issues and discuss problems with either course material or study strategies.

5. ASSESSMENT

Continuous and formative assessment

Due to the characteristics of this module, overall assessment of the student will be undertaken on a continuous basis; therefore, students cannot request assessment through the final assessment option for the "convocatoria ordinaria". This measure has been approved by the Master's Degree Academic Committee in its ordinary session of 17th February 2020.

Reassessment ("convocatoria extraordinaria"):

There will be a reassessment opportunity during the extraordinary period of examinations. This will take the form of a summative paper over the material covered during the module. It will constitute 100% of the resit mark. Assessment and marking criteria are the same as explained below.

Assessment criteria

Students will be assessed on their ability to show:

1. Ability to plan and prepare for seminars, keeping up with reading assignments, preparing appropriate materials, and selecting tasks for discussion activities in class;
2. Reflection abilities on their performance, incorporating feedback and taking responsibility for their own learning;
3. Ability to present a position, construct an argument and discuss different issues, using coherent and accurate oral and written expression.
4. Consistent participation with effective results in all learning activities;

5. Understanding of the influence of methods and approaches on classroom interaction and the consequences for teaching and learning English as a foreign language;
6. Understanding of the use of politeness strategies and face in the construction of identities and developing safe learning environments.
7. Demonstrate acquisition of the general and subject specific competences specified above, with ability to apply them in a diversity of learning situations, also including abilities to:
   - Identify and describe the factors that contribute to successful communication in the English language classroom, taking into account socio-pragmatic principles.
   - Develop awareness of the impact of language choices in classroom. interaction, which will improve future teaching and foster the creation of safe learning environments.
   - Identify problems related to the use of particular interactional formats in the teaching of English as a foreign language, suggesting alternatives and solutions.
   - Improve communicative competence in both formal and informal registers in English in the classroom.
   - Approach research in discourse analysis and education with a focus on classroom interaction and situated learning

Assessment procedures

The assessment of the students' achieved learning outcomes will be based on the following components:

- Participation
- Written assignments
- Final paper

Students are required to attend all the face-to-face sessions. Attendance will be monitored. Repeated absence that is not duly justified may result in failure. A minimum of 80% attendance at teaching sessions will be required to achieve a pass in this module. The class participation component will be assessed in terms of the level of students' engagement in the face-to-face sessions, the quality of their contributions, their preparation for class activities and their attitude.

Students are warned that plagiarism will not be tolerated. Plagiary consists of using someone else's ideas without acknowledging the author. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. It is the students' responsibility to make themselves aware of the University regulation on evaluation and plagiarism (see article 34 of *Normativa de evaluación de los aprendizajes*). Any plagiarism found in the final version of a paper will be penalised and could result in the failure of the module.

Course assignments will be marked on the basis of:

- Thoroughness: accurate grasp of the requirements of the tasks (clear aims, appropriate correction criteria, …).

- The quality of submitted tasks: Performance is satisfactory and reflects objectives adequately.
- Knowledge, understanding and appropriate application of the theoretical and practical principles discussed in the module.
- Originality, in going beyond simple reliance on material provided in the contents of the module, and creativity in bringing novel approaches and ideas to the work. Originality and creativity may be demonstrated in content and/or in presentation.
- High standards of presentation, in terms of written expression, and/or audiovisual material, if required, and in the combination of the two.

Marking criteria

Criteria		Procedures	Weighting
An ability to 1. Ability to plan and prepare for seminars, keeping up with reading assignments, preparing appropriate materials, and selecting tasks for discussion activities in class; 2. Reflection abilities on their performance, incorporating feedback and taking responsibility for their own learning; 3. Ability to present a position, construct an argument and discuss different issues, using coherent and accurate oral and written expression. 4. Consistent participation with effective results in all learning activities;	**C o u r s e w o r k**	Participation	20%
1. Ability to plan and prepare for seminars, keeping up with reading assignments, preparing appropriate materials, and selecting tasks for discussion activities in class; 2. Reflection abilities on their performance, incorporating feedback and taking responsibility for their own learning; 3. Ability to present a position, construct an argument and discuss different issues, using coherent and accurate oral and written expression. 4. This criterion does not apply here. 5. Understanding of the influence of methods and approaches on classroom interaction and the consequences for teaching and learning English as a foreign language; 6. Understanding of the use of politeness strategies and face in the construction of identities and developing safe learning environments. 7. Demonstrate acquisition of the general and subject specific competences specified above, with ability to apply them in a diversity of learning situations		Written assignments	40%
An ability to: 1. Ability to plan and prepare for seminars, keeping up with reading assignments, preparing appropriate materials, and selecting tasks for discussion activities in class; 2. Reflection abilities on their performance, incorporating feedback and taking responsibility for their own learning; 3. Ability to present a position, construct an argument and discuss different issues, using coherent and accurate oral and written expression. 4. This criterion does not apply here. 5. Understanding of the influence of methods and approaches on classroom interaction and the consequences for teaching and learning English as a foreign language; 6. Understanding of the use of politeness strategies and face in the construction of identities and developing safe learning environments. 7. Demonstrate acquisition of the general and subject specific competences specified above, with ability to apply them in a diversity of learning situations		Final paper	40%

Marking descriptors

Outstanding (MH): Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved to an exceptionally high level. Written assignments and the final paper show that students have read and thought at a level well beyond what is expected on the module. Students are always well-prepared for discussion in face-to-face-sessions and participate actively in all activities.

Excellent (SS): Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved to a very high standard and most at an exceptionally high level. Written assignments and the final paper show all or most of the appropriate characteristics expected for this type of work. Students are practically always well-prepared for discussion in face-to-face sessions and participate actively in all activities.

Very Good (N): Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Written assignments and the final paper have a good foundation in the prescribed reading and build on ideas put forward in contents of the module. Students participate actively in face-to-face sessions and activities and have done most of their preparation.

Satisfactory (A): Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Written assignments and the final paper show some of the appropriate characteristics expected for this type of work. Students sometimes participate in face-to-face sessions and occasionally contribute to discussions.

Fail (S): Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Written assignments and the final paper show limited understanding of the basic principles, concepts and teaching strategies of the module. Students' participation is scarce and when they participate, they are often not prepared or they do not say much.

6. BIBLIOGRAPHY

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