

B.A. (Honours) in Contemporary English Studies

Course Title	:	Pedagogic English
Course Code	:	ENG376
Recommended Study Year	:	2 nd & 3 rd Year
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture and Tutorial
Class Contact Hours	:	2 hours Lecture/week 1 hour Tutorial/week
Category in Major Programme	:	Disciplinary Elective
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This course looks at the discourse of language teaching from a linguistic perspective. It will build on and apply the knowledge gained in years one and two (particularly in English Grammar and Discourse Analysis). There will be two main focusses: the spoken discourse of English language classrooms; and the written language of teaching materials. These will be analysed in terms of their discourse structure and metalanguage.

Aims

The course is aimed at students who may be planning a career in English teaching, but it is not intended to pre-empt any teacher-training programme. Rather, it aims to help students analyse and reflect on language use in a situation in which they may find themselves using the tools of linguistics.

Learning Outcomes

By the end of the course students will

1. Be aware of the nature and importance of the spoken language of the classroom
2. Appreciate the linguistic and metalinguistic elements of pedagogic materials
3. Be able to evaluate and comment on texts used in the classroom with respect to level and appropriateness

Indicative Content

1. The discourse patterns of classroom interaction
2. Readability and authenticity in language texts
3. The style of pedagogic grammars and dictionaries
4. The terminology of English language teaching

Teaching Method

The course will contain a balance of teacher-centred and student-centred approaches. Classwork will involve much hands-on work, involving the analysis of various types of text. Classes will be supplemented by assigned readings on a regular basis.

Measurement of Learning Outcomes

This will consist of tests (on the content of the course and on the analysis of pedagogic texts), a presentation on the language of a grammar, and a term paper involving the analysis and simplification of a text). There is no final exam.

Assessment

Continuous assessment: 100%

Recommended Readings

Berry, R.S., 'Youser-friendly' metalanguage: what effect does it have on learners of English? *IRAL* 38, 3&4.

Breen, M. P., Authenticity in the language classroom, *Applied Linguistics* 6/1, 1985.

Cazden, C. B., *Classroom Discourse: the Language of Teaching and Learning*, Portsmouth, N.M. Heinemann, 1988.

Sinclair, J. M., *Teacher Talk*, Oxford: OUP, 1982.

Tsui, A., *Introducing Classroom Interaction*, London: Penguin, 1995.

Widdowson, H. G., The authenticity of language data, in *Explorations in Applied Linguistics*, Oxford: OUP, 1979.

Zakaluk, B.L. and S.J. Samuels Eds., *Readability, its Past, Present and Future*, Newark: International Reading Association, 1988.