



Course Specification

(Postgraduate Programs)

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| Course Title: Classroom Discourse Analysis |
| Course Code: 6509TEFL-3 |
| Program: Master of Arts in Teaching English as a Foreign Language |
| Department: Department of English |
| College: College of Languages and Translation |
| Institution: King Khalid University |
| Version: 4 |
| Last Revision Date: September 30 , 2024 |



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A. General information about the course:

1. Course Identification:

1. Credit hours: (3)

This course is designated 3 credit hours, as indicated in the parentheses above. In Section 3, 'CONTACT HOURS', a detailed breakdown of the course's contact hours is provided, specifying lectures, tutorials, laboratory sessions, and other forms of student-teacher interaction. Meanwhile, Section C, 'COURSE CONTENT', elucidates the primary topics, themes, and sub-areas that the course will cover, ensuring students are aware of the academic terrain they will navigate throughout the term. It is essential to refer to these sections for a comprehensive understanding of the course's structure and content.

2. Course type

A. University College Department Track

B. Required Elective

3. Level/year at which this course is offered: (Semester 6/Year 2)

4. Course General Description:

"Classroom Discourse Analysis" is an interdisciplinary course designed to provide candidates with an in-depth understanding of classroom discourse in its linguistic, socio-cultural, and pedagogical dimensions. This course goes beyond theoretical discussions to offer a practical exploration of discourse analysis techniques, with particular attention to the unique educational context of Saudi Arabia. Candidates will be trained in data collection procedures, real-time classroom observation, and the application of discourse analysis tools. The course considers not only language features but also non-linguistic elements such as gestures and facial expressions that contribute to effective communication. Furthermore, it explores the intersection of classroom discourse with second language acquisition theories, teaching methods, and technological advancements. Through peer-reviewed lesson planning and execution, candidates are encouraged to incorporate discourse analysis frameworks to improve their teaching practice, always with respect for the socio-cultural intricacies of Saudi classrooms.

5. Pre-requirements for this course (if any):

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6. Pre-requirements for this course (if any):

N/A

7. Course Main Objective(s):

The course aims to accomplish the following primary objectives:



The course aims to accomplish the following primary objectives:

- Equip candidates with the foundational knowledge and practical skills necessary to understand, analyze, and optimize classroom discourse, contextualized within the genre of academic conversation.
- Develop proficiency in employing discourse analysis techniques, with a focus on both linguistic and non-linguistic elements, to interpret and enhance classroom interaction.
- Cultivate a nuanced understanding of the cultural factors, including the linguistic landscape of Saudi Arabia, that influence classroom discourse.
- Assess the efficacy of various pedagogical approaches, second language acquisition theories, and technological advancements in shaping the discourse within educational settings.
- Foster the values of ethical practice, professional autonomy, and reflective thinking, particularly in the collection and interpretation of classroom discourse data.

Through these objectives, the course aims to cultivate educators who are both technically proficient and culturally sensitive, fully equipped to contribute to the enhancement of discourse practices in Saudi classrooms and beyond.

2. Teaching Mode: (mark all that apply)

| No | Mode of Instruction | Contact Hours | Percentage |
|----|--|---------------|------------|
| 1 | Traditional classroom | 30 | 67% |
| 2 | E-learning | 15 | 33% |
| 3 | Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning | - | - |
| 4 | Distance learning | - | - |

3. Contact Hours: (based on the academic semester)

| No | Activity | Contact Hours |
|----|-----------------------|---------------|
| 1. | Lectures | 45 |
| 2. | Laboratory/Studio | - |
| 3. | Field | - |
| 4. | Tutorial | - |
| 5. | Others (specify)..... | - |
| | Total | 45 |



B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods:

| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------------|---|---------------------------------------|---|---|
| 1.0 | Knowledge and understanding | | | |
| 1.1 | Define and contextualize discourse analysis, its role in Classroom Discourse Analysis, and the unique characteristics and importance of classroom discourse as a genre. | K1 | Introduce the foundational concepts of discourse analysis, specifically focusing on its role in classroom settings. Utilize seminal literature to illuminate the unique characteristics and significance of classroom discourse as a genre, thereby laying the groundwork for the analytical tasks ahead. | Assessed through the Midterm Test and Final Exam. |
| 1.2 | Recall cultural factors, including the implications of the diglossic linguistic situation in Saudi Arabia, that influence classroom discourse. | K3 | Embark upon a focused discussion that elucidates the cultural factors affecting classroom discourse, with particular attention paid to the diglossic linguistic situation in Saudi Arabia. Analyze anonymized real-world classroom transcripts to demonstrate these cultural influences. | Assessed through the Midterm Test, with particular attention to the diglossic linguistic situation in Saudi Arabia. |
| 1.3 | Summarize the pedagogical approaches, second language acquisition theories, and technological developments that shape classroom discourse. | K2 | Examine pedagogical approaches, theories of second language acquisition, and technological advancements that shape classroom discourse. This can be approached through a series of interactive seminars incorporating case studies. | Assessed through the Final Exam. |
| 2.0 | Skills | | | |



| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------|---|---------------------------------------|---|---|
| 2.1 | Apply discourse analysis techniques to both linguistic and non-linguistic elements in classroom discourse, including turn-taking, frames, gestures, and facial expressions. | S1 | Instruct students on the methods for applying discourse analysis techniques to both linguistic and non-linguistic elements of classroom interaction. Provide exemplars that involve turn-taking, frames, gestures, and facial expressions for students to analyze in controlled environments. | Assessed through Data Collection and Analysis (Weekly Tasks), and Final Exam. |
| 2.2 | Conduct and assess classroom observations, focusing on practical application of discourse analysis tools in real-life classroom conversations. | S5 | Guide students through the process of conducting and assessing classroom observations. Encourage them to focus on the practical application of discourse analysis tools in simulated classroom conversations without breaching assessment guidelines. | Assessed through Data Collection and Analysis (Weekly Tasks). |
| 2.3 | Analyze and interpret the impacts of socio-cultural factors, including local teaching practices and participants' status, on classroom discourse. | S1 | Offer a structured seminar series where students can analyze and interpret the impacts of socio-cultural factors on classroom discourse, including local teaching practices and the status of participants in the classroom. | Assessed through Data Collection and Analysis (Weekly Tasks) and Final Exam. |
| 2.4 | Evaluate the effectiveness of various language teaching methods and approaches on shaping classroom discourse, and propose actionable recommendations. | S3 | Create a platform for students to evaluate the effectiveness of diverse language teaching methods on shaping classroom discourse. Incorporate recommendations that could be actionable in the Saudi Arabian educational context. | Assessed through Presentations and Discussions. |
| 2.5 | Plan, execute, and critically discuss lessons | S4 | Conduct peer-review sessions where students | Assessed through Data Collection |



| Code | Course Learning Outcomes | Code of PLOs aligned with the program | Teaching Strategies | Assessment Methods |
|------------|---|---------------------------------------|---|---|
| | with peers, incorporating discourse analysis tools and theories to refine classroom practice. | | can discuss their lesson plans, incorporating discourse analysis tools and theories for the refinement of classroom practice. | and Analysis (Weekly Tasks). |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Adhere to ethical standards in collecting, analyzing, and discussing classroom discourse data, respecting the unique socio-cultural contexts of Saudi classrooms. | V1 | Dedicate a session to instilling the importance of ethical standards, particularly in the unique socio-cultural milieu of Saudi classrooms, when collecting, analyzing, and discussing classroom discourse data. | Assessed through all assessment activities, particularly Data Collection and Analysis (Weekly Tasks). |
| 3.2 | Maintain autonomy in the execution of classroom observations and discourse analyses, while collaboratively sharing insights and feedback with peers. | V3 | Facilitate interactive activities that encourage students to maintain autonomy during classroom observations and discourse analyses, while fostering a collaborative environment for the sharing of insights. | Assessed through Data Collection and Analysis (Weekly Tasks) and Presentations and Discussions. |
| 3.3 | Engage in reflective practice by evaluating the course content and its applicability, considering areas for improvement in Saudi classroom discourse practices. | V4 | Conclude the course with reflective practice sessions, inviting students to evaluate the applicability of the course content and discuss areas of potential improvement, specifically tailored to Saudi classroom settings. | Assessed through Final Exam and Data Collection and Analysis (Weekly Tasks). |

C. Course Content:

| No | List of Topics | Contact Hours |
|----|--|---------------|
| 1. | <p>Introduction to Discourse Analysis:</p> <ul style="list-style-type: none"> Defining Discourse Analysis and its Application in Classroom Discourse Analysis. Classroom Discourse as a Unique Genre: Characteristics and Importance. | 6 |





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|--------------|--|-----------|
| 2. | Cultural Influences on Classroom Discourse: <ul style="list-style-type: none"> Local Teaching and Learning Practices and Their Effects on Classroom Discourse. Implications of the Diglossic Linguistic Situation in Saudi Arabia. Participants' Status, Age, and Their Role in Shaping Classroom Conversations. | 7.5 |
| 3. | Pedagogical Factors Affecting Classroom Discourse: <ul style="list-style-type: none"> The Influence of Language Teaching Methods and Approaches. Impacts of Second Language Acquisition Research Theories. The Role of Advances in Information Technology in Shaping Classroom Discourse. | 9 |
| 4. | Multimodal Classroom Discourse Patterns: <ul style="list-style-type: none"> Linguistic Elements: Turn-taking, Frames, Phases, Exchanges, Moves, and Acts. Non-linguistic Elements: Silence, Gestures, Postures, and Facial Expressions. Analyzing Metadiscourse Markers and Code Mixing in Classroom Conversations. Relating to the Teaching of the Four Skills: Listening, Speaking, Reading, and Writing. | 12 |
| 5. | Practical Engagement with Classroom Discourse: <ul style="list-style-type: none"> Observing and Recording Actual Classroom Discourses. Planning, Executing, and Discussing Lessons with Peers. Hands-on Application of Discourse Analysis Tools to Real-life Classroom Conversations. | 7.5 |
| 6. | Course Summary, Reflection, and Evaluation: <ul style="list-style-type: none"> Revisiting Major Themes and Insights from the Course. Reflective Discussion on Potential Improvements in Saudi Classroom Discourse Practices. Course Evaluation and Feedback. | 3 |
| Total | | 45 |

D. Students Assessment Activities:

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|---|--------------------------------|--------------------------------------|
| 1. | Midterm Test | 6/7 | 25% |
| 2. | Data collection and analysis (weekly Tasks) / Presentations and discussions | Weekly Tasks | 25% |
| 3. | Final Exam | 10-13 | 50% |

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)





E. Learning Resources and Facilities:

1. References and Learning Resources:

Essential References

Betsy Rymes, B. (2015). *Classroom Discourse Analysis: A Tool For Critical Reflection*, Second Edition. London: Routledge.

Coulthard, M. (1985). *An Introduction to Discourse Analysis*. London: Routledge.

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Sinclair, J. M., & Coulthard, R. M. (1975). *Towards an Analysis of Discourse: The English Used by Teachers and Pupils*. London: Oxford University Press.

Walsh, S. (2006). *Investigating classroom discourse*. London: Routledge.

Widdowson, H. (1990). *Discourse in Action*. Oxford: Oxford University Press.

Supportive References

Lee, J. J., & Subtirelu, N. C. (2015). Metadiscourse in the classroom: A comparative analysis of EAP lessons and university lectures. *English for Specific Purposes*, 37, 52-62.

Mercer, N. (2007). Sociocultural discourse analysis: Analysing classroom talk as a social mode of thinking. *Journal of Applied Linguistics and Professional Practice*, 1(2), 137-168.

Xiaoguang, C., & Hui, J. (2004). An experimental study of the effect of teaching metadiscourse in the Chinese EFL writing class. *Foreign Language World*, 5, 68-79.

Journals: *Applied Linguistics*, *ELT*, *ESP*, *IRAL* or (any non-predatory journal)

Electronic Materials

1. Techniques and Principles in Language Teaching (YouTube Playlist)
<https://www.youtube.com/playlist?list=PLd7l1XgpLdqUK7-Tl5pU8Zx2k1e8vNAe8>





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| Other Learning Materials | <p>2. JSTOR Linguistics Collection</p> <ul style="list-style-type: none"> Houses peer-reviewed articles on discourse analysis in educational settings, among other linguistic topics. Website <p>3. Corpora-L Discussion List Archives</p> <ul style="list-style-type: none"> An online forum where scholars share research, papers, and tools related to corpus linguistics, which is often used in discourse analysis. Website |
| Other Learning Materials | <p>1. "Discourse Analysis: An Introduction" by Brian Paltridge</p> <ul style="list-style-type: none"> A foundational textbook that covers the key principles and methods of discourse analysis. <p>2. Transana Software for Qualitative Researchers</p> <ul style="list-style-type: none"> A software for analyzing video and audio data, useful for examining classroom discourse. Website <p>3. "How to do Discourse Analysis: A Toolkit" by James Paul Gee</p> <ul style="list-style-type: none"> A practical guidebook for educators interested in conducting their own discourse analyses. |

2. Educational and Research Facilities and Equipment Required:

| Items | Resources |
|---|---|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Classrooms, specialized labs, multimedia rooms, study areas. |
| Technology equipment (Projector, smart board, software) | Projectors, smart boards, subject-specific software, audio-visual devices. |
| Other equipment (Depending on the nature of the specialty) | Textbooks, reference materials, subject-specific learning resources, supplementary materials. |

F. Assessment of Course Quality:

| Assessment Areas/Issues | Assessor | Assessment Methods |
|--|--|---|
| Effectiveness of teaching | Course instructor, peer educators, and student feedback. | Classroom observation, teaching evaluations, and student surveys. |
| Effectiveness of students' assessment | Course instructor and external reviewers. | Analysis of assessment tools (e.g., exams, assignments), rubric evaluations, and external review of student work. |





| Assessment Areas/Issues | Assessor | Assessment Methods |
|---|--|--|
| Quality of learning resources | Course instructor, students, and curriculum committee. | Resource review, student feedback, and comparison with industry standards. |
| The extent to which CLOs have been achieved | Course instructor, students, and program administrators. | Student performance analysis, course evaluations, and student reflections or self-assessments. |
| Other | - | - |

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data:

| | |
|---------------------------|----------------------------|
| COUNCIL /COMMITTEE | ENGLISH DEPARTMENT COUNCIL |
| REFERENCE NO. | 4-27/3/46 |
| DATE | SEPTEMBER 30, 2024 |

