

<b>Subject Code</b>	ENGL5011
<b>Subject Title</b>	Discourse Analysis for Language Teachers
<b>Credit Value</b>	3
<b>Level</b>	5
<b>Exclusion</b>	ENGL519 & ENGL 510 Excluded
<b>Objectives</b>	<p>The subject is designed to:</p> <ol style="list-style-type: none"> <li>1. develop the students' knowledge of the main theories and frameworks relating to how language works,</li> <li>2. enhance students' critical understanding of the interface between the analysis of grammar and the analysis of social activity by employing the tools from grammar and social theories to explain how texts make the meanings they do;</li> <li>3. provide extensive experience of practical analysis and the ability to critically apply discourse analytical theories and frameworks to authentic written and spoken text types that are used in the classroom</li> </ol> <p>discuss the value and application of discourse analysis in the language classroom</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. demonstrate an understanding of the relationship between language and the context it is used in,</li> <li>b. be familiar with frameworks for analyzing texts that are used for teaching and learning, as well as having a framework to adopt and apply to unfamiliar texts</li> <li>c. enable students to use discourse analysis to support teaching and learning.</li> <li>d. identify and teach a variety of English discourse types.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>(a) raise the critical awareness to analysis use of language in different contexts</li> <li>(b) construct text that can function appropriately in contexts to enhance communication skills</li> </ol>
<b>Subject Synopsis</b>	<p>This study area sets out to equip participants with a critical understanding of how meanings are conveyed in spoken and written English, and how the meanings vary according to the contexts in which they are used. The subject explains how discourse analysis is essential for effective teaching and learning with the aim to support teachers and learners to think beyond the level of the sentence. Texts used as the basis for analysis will be drawn from the English language classroom in Hong Kong and mainland China.</p>

	<p>The following topics will be covered:</p> <ul style="list-style-type: none"> <li>• What is discourse?</li> <li>• The relation between spoken and written texts</li> <li>• Features of spoken discourse: exchange structure, speech functions, ellipsis, etc</li> <li>• Features of written discourse: nominalization, clause relations, Theme/Rheme, etc.</li> <li>• Cohesion and coherence in spoken and written discourse</li> <li>• Common genres found in education - structure, patterns and linguistic features</li> <li>• Teaching and learning as discourse</li> <li>• Understanding classroom discourse</li> </ul>																															
<p><b>Teaching/Learning Methodology</b></p>	<p>Interactive lectures, seminars and group discussions, supplemented by use of Blackboard discussions and activities to analyze texts.</p>																															
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="488 852 1515 1226"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Term Paper 1</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. In class quiz</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="4"></td> </tr> </tbody> </table> <p>The Term Paper will require students to carry out discourse analysis on authentic texts related to the ELT classroom and to adopt concepts and theories covered in the subject. The assignments require students to critically analyse, interpret and relate discourse analysis to teaching and learning.</p>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Term Paper 1	60%	✓	✓	✓	✓	2. In class quiz	40%	✓	✓	✓	✓	Total	100%				
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1. Term Paper 1	60%	✓	✓	✓	✓																											
2. In class quiz	40%	✓	✓	✓	✓																											
Total	100%																															
<p><b>Student Study Effort Required</b></p>	<p>Class contact:</p>																															
	<ul style="list-style-type: none"> <li>▪ Lecture</li> </ul>		<p>39 Hrs.</p>																													
	<ul style="list-style-type: none"> <li>▪ Seminar</li> </ul>		<p>0 Hrs.</p>																													
	<p>Other student study effort:</p>																															
	<ul style="list-style-type: none"> <li>▪ Preparation for seminars and lectures</li> </ul>		<p>29 Hrs.</p>																													
	<ul style="list-style-type: none"> <li>▪ Preparation for assignments</li> </ul>		<p>52 Hrs.</p>																													
	<p>Total student study effort</p>		<p>120 Hrs.</p>																													

**Reading List and  
References**

Required Reading

Martin, J.R., & Rose, D. (2007). *Working with Discourse*. London: Continuum.  
Christie, F., & Derewianka, B. (2008). *School Discourse*. London: Continuum.

Other Relevant Reading

- Bernstein, B. (2012). *Class, codes & control: Volume I Theoretical Studies Towards a Sociology of Language*. London: Routledge.
- Callaghan, M. and Rothery, J. (1988). *Teaching factual writing: a genre-based approach*. Sydney: Metropolitan East Disadvantaged Schools Program.
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- Halliday, M. A. K. & Matthiessen, C.M.I.M. (2004) *Introduction to Functional Grammar*. London: Arnold.
- Hammond, J. & Gibbons, P. (2005). *Putting scaffolding to work: The contribution of scaffolding in articulating ESL education*. *Prospect* 20(1) April, 6-30.
- Hong Kong Department of Education (2002). *English Language Curriculum*

	<p><i>Document</i>. Hong Kong Government Printer.</p> <p>Kress, G, Jewitt, C, Ogborn, J and Tsatsarelis, C. (2001). <i>Multimodal teaching and learning: the rhetorics of the science classroom</i>. London: Continuum.</p> <p>Macken-Horarik, M. (2002). Something to shoot for: a systemic functional approach to teaching genre in secondary school science. In A. M. Johns (Ed.), <i>Genre in the Classroom: Multiple Perspectives</i> (pp. 17-42). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Martin, J. R. (1992). <i>English text: System and structure</i>. Amsterdam: Benjamins.</p> <p>Martin, J.R. (1999). "Mentoring semogenesis: 'genre-based' literacy pedagogy." In Christie, F. (ed.) <i>Pedagogy and the shaping of consciousness: linguistic and social processes</i> . London; Cassell.</p> <p>Martin, J. R. (2006). Metadiscourse: designing interaction in genre-based literacy programs. In R. Whittaker, M. O'Donnell &amp; A. McCabe (Eds.). <i>Language and Literacy: Functional Approaches</i> (95-122). London: Continuum.</p> <p>Martin, J. R. (2009). Genre and Language Learning: a social semiotic perspective. <i>Linguistic and Education</i>, 20(1), 10-21.</p> <p>Martin, J. R., Christie, F., &amp; Rothery, J. (1987). Social processes in education: A reply to Sawyer and Watson (and others). In I. Reid (Ed.), <i>The place of genre in learning: Current debates</i> (pp. 35-45). Geelong, Australia: Deakin University, Centre for Studies in Literacy Education.</p> <p>Martin, J.R., &amp; Rose, D. (2008). <i>Genre Relations: Mapping Culture</i>. London: Equinox.</p> <p>Martin, J.R., &amp; White, P. (2007). <i>The Language of Evaluation: Appraisal in English</i>. London: Palgrave Macmillan.</p> <p>McCarthy, M. 1991. <i>Discourse Analysis and Language Teaching</i>. Cambridge: Cambridge University Press.</p> <p>Michell, M. &amp; Sharpe, T. (2005). <i>Collective instructional scaffolding in English as a second language classrooms</i>. Prospect 20(1) April, 31-58.</p> <p>Polias, J. (2010). 'Pedagogical resonance: improving teaching and learning'. In Coffin, C. (ed.) <i>Grammar and the curriculum</i>. London, UK: National Association for Language Development in the Curriculum (NALDIC).</p> <p>Rogers, R. &amp; Wetzel, M.M. 2013. <i>Designing Critical Literacy Education through Critical Discourse Analysis: Pedagogical and Research Tools for Teacher-Researchers</i></p>
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