Academic Discourse I – Program for 2st semester 2021

LICENCIATURA EN BILINGÜISMO CON ÉNFASIS EN INGLÉS
FACULTAD DE BELLAS ARTES Y HUMANIDADES
UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Course: Academic Discourse I (L2)
Code: LI443
Prerequisite: LI325 Intermediate English
Schedule: Thursday (9 – 12 am): 3 hours in-class hours – 6 hours of autonomous work.
Credits: 3

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'The academy cannot be separated from its discourses and could not exist without them' — Gee (1996:8)

 RATIONALE

Lectures, seminars, workshops and textbooks remain the key genres of the Academic Discourse in English language education. A challenging social process as educating students, demonstrating learning, disseminating ideas and constructing knowledge rely on language to accomplish (Hyland, 2009) and speech, in its various forms, continues to be the way in which students both consolidate and demonstrate their understanding of their subjects. Based on these principles, the ability to teach an English language lesson, deliver lectures, to carry out administrative work, to participate in meetings, to present at national and international conferences and, above all, to conduct and publish research in English, are all part and parcel of every successful professional English teacher's competences. Thus, pre-service teachers must have opportunities to develop academic discourse, that is, both linguistic and sociocultural knowledge about what it means to be a member of the particular ELT classroom community.

Academic Discourse 1(L2) belongs to the linguistic area of the program BA in Bilingualism of the UTP. It is the first of two courses designed to help students appropriate and assume the academic language of the university and their professional career. This is an intensive speaking-based course with some written communication skill that emphasizes on how to produce speech critically at the university level, and how to appropriate the language of the TEFL discourse community.

LEARNING OUTCOMES

Students who successfully complete this course will be able to:

• Produce academic speech related to their epistemological framework in the ELT discipline.

• Identify the 'register' used in ELT academic discourse.

• Participate actively in academic events related to their professional field.

• Show an acceptable degree of proficiency in oral production concerning a B2 level in terms of range, accuracy, fluency, interaction and coherence.

•To communicate in English in progressively complex and nuanced ways.

• Employ extensive vocabulary of common and specialized lexemes to construct propositionally and linguistically complex sentences on concrete and abstract themes in the field of ELT.

• Formulate extended, continuous discourse employing complex lines of argument on familiar topics.

•Paraphrase own and other speakers' messages.

• Learn to choose the appropriate voice, tone, and level of formality.

• Analyze, create, and perform a speech or talk within the field of ELT concentrating on the elements of introduction, thesis statement, organized body points, and conclusion.

• Participate fully in interviews, either as interviewer or interviewee, fluently expanding and developing points of discussion.

• Demonstrate an awareness of both the verbal and non-verbal aspects of oral communication, including the role   of eye contact, gestures, and intonation.

• Demonstrate the ability to define and articulate the need for information in a given situation.

• Characterize the 'teacher talk' used in the ELT discourse community.

• Construct a personal approach to the teaching of the speaking skill informed by current theory and practice.

• Consider relevant approaches, procedures and techniques for planning and guiding oral lessons and tasks.

•Construct and consider well-structured criteria for self-assessing oral performance.

COURSE CONTENTS

1. Introduction to the course: Theory and Methodology.
   • What is Academic Discourse and what is a Register?
   • Discourse community: Register and Audience.
   • Identifying qualitative aspects of spoken language.
   • Language self-awareness and metalanguage.
   • Supra segmental features of discourse.

2. Discourse Markers in Academic Discourse
   I**nteractive**: transitions – frame markers – endophoric markers – evidentials – code glosses
   Interactional: Hedges – boosters – attitude markers – engagement markers – self mentions

3. Speech Acts
Constatives
Performatives
Felicity conditions
insincerities

4. Strategies for Academic Language Development
explicit language instruction
Vocabulary strategies
Conventions of standard English
Instructional challenges

5. The academic writing process
Academic vs personal styles of writing: levels of formality
The grammar of academic discourse: connectives, nominalization, voice, point of view
The writing process: audience – purpose – materials

6. Speaking features and instruction
Features of spoken discourse
Functions of speaking: interactional function- transactional function – talk as performance
Teaching implications: planning a speaking course – Teaching strategies – Assessment criteria

METHODOLOGY In accordance with current pedagogical models as well as with the approach set and described by the Curricular Committee of the Licenciatura Program in the PEI, this course is guided by four different pedagogical approaches:

Socio-constructivism: classroom discussions and presentations as well as team work in the development of the different projects and task carried out during the semester have as a goal to

create an environment in which knowledge can be socially constructed by the participants, who cooperate with their peers and have an active role in their learning process. Humanistic approach: The student is respected as an individual and is responsible for making decisions about his learning. The teacher role in the class is that of a facilitator that provides and guides learning experiences. Learners' expectations, abilities, interests and needs both as students and future teachers of language are explored and considered in the course in order to promote motivation and involvement in the learning process. The different activities carried out during the course and the materials and resources suggested to the students aim at developing and endorsing autonomy in students. Respect for other students opinions and views are encouraged in open discussions about different topics related to the course. Critical Reflection: metacognition plays an important role in learning, helping students understand their own strengths and weaknesses in L2 speech and resulting in greater autonomy and independence as learners. Students are encouraged in the course to plan, monitor and evaluate their progress so that they may revise their learning strategies accordingly. Evaluation of materials, self- evaluation and peer evaluation will help students hone the critical skills they will need as citizens of a complex world. Content-based approach: finally, the course provides a bilingual space of interaction and learning for students who can acquire and practice their communicative skills in English in a natural environment through the exposure to theoretical input as well as to practical activities related to the topics of the course.

Each week there will be a mixture of input sessions and reflective discussion activities related to this input and to prepared readings from the references suggested and any others relevant to the topic. Students are required to prepare themselves for class discussions and activities by having read in advance the suggested materials and/or by watching the suggested video clips. Students will also be involved in practical sessions designed by them, involving specific topics from the syllabus. Participants will be encouraged to develop, share and analyze the speech of others and monologues of their own.

Leading Discussion: Students are required to sign up for and lead one class discussion. This is not a presentation or lecture. Their job is to facilitate discussion, pose questions about the reading, and guide the class. Discussion leaders are required to post their response on Schoology at least two days before their discussion period.

Attendance, active participation, collaborative learning and commitment to work are essential parts of the learning process.

RESOURCES

Virtual Environment Important note:

The course has a technological component that is based on constant communication via email and social networks. As for this academic period, a video conferencing application like Google Meet,

JitsiMeet, Classroom, or similar, as well as the LMS Schoology® platform will be used as the communication interface for posting supplementary material, submitting tasks, and other activities. These strategies will also help you to enhance your autonomous learning process, and to establish different channels of communication.