

CLASSROOM DISCOURSE/INTERACTION

1	Course Title:	CLASSROOM DISCOURSE/INTERACTION
2	Course Code:	ING3108
3	Type of Course:	Compulsory
4	Level of Course:	First Cycle
5	Year of Study:	3
6	Semester:	6
7	ECTS Credits Allocated:	2.00
8	Theoretical (hour/week):	2.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Prof. Dr. AYŞEGÜL AMANDA YEŞİLBURSA
15	Course Lecturers:	Yok
16	Contact information of the Course Coordinator:	Prof Dr Amanda Yeşilbursa Bursa Uludağ Üniversitesi Eğitim Fakültesi B207 nolu ofis Görükle Kampusü, 16059 Nilüfer-BURSA (0224) 294 2196 ayesilbursa@uludag.edu.tr
17	Website:	
18	Objective of the Course:	This course aims to develop pre-service EFL teachers' competence in designing, managing, and analyzing classroom interaction as a core component of language teaching. Through engagement with discourse-based frameworks and guided microteaching practice, students will learn to use interactional tools—such as questioning, feedback and repair strategies, instruction giving, concept introduction, and multimodal resources—to create equitable, meaningful learning opportunities, foster learner participation, and make informed pedagogical decisions based on evidence from classroom talk.
19	Contribution of the Course to Professional Development:	This course contributes significantly to the professional development of pre-service EFL teachers by cultivating a deep understanding of how classroom interaction shapes language learning opportunities. Through systematic analysis of real classroom discourse, microteaching, and reflective practice, teacher candidates develop interactional competence, a core dimension of effective teaching. The course strengthens teachers' ability to manage classroom talk, give clear instructions, introduce concepts effectively, respond strategically to students' contributions, and address communication breakdowns in ways that support learner engagement and language development. In addition, the course equips future teachers with evidence-based decision-making skills, enabling them to interpret classroom events using recognized discourse frameworks and adjust their pedagogical choices accordingly. By engaging with multimodal and translanguaging practices, participants also develop inclusive teaching repertoires that support diverse learners and promote equitable participation. Ultimately, the course fosters confident, reflective, and analytically informed practitioners who can intentionally design and orchestrate classroom interaction that enhances learners' communicative competence and supports high-quality learning across varied teaching contexts.
20	Learning Outcomes:	

	1	Explain key concepts in classroom interaction and discourse (e.g., IRF/IRE, repair, elicitation) and their relevance to language learning.
	2	Categorise interactional practices (e.g., questioning, feedback, turn allocation, multimodal resources) in classroom transcripts or video data.
	3	Apply effective teacher talk strategies—such as clear instructions, concept introduction, elicitation, and response moves—in microteaching and peer-teaching contexts.
	4	Analyze classroom discourse to determine how interactional choices (e.g., wait-time, repair types, translanguaging) shape learner uptake and participation.
	5	Evaluate the effectiveness of classroom interaction episodes using discourse-based frameworks (e.g., IRF patterns, repair sequences, SETT) and justify pedagogical decisions.
	6	Design lesson segments that intentionally incorporate interactional practices (e.g., elicitation sequences, concept introduction routines, multimodal scaffolds) to support communicative and linguistic learning goals.
	7	Reflect critically on their own teacher-learner interactions using short transcripts or recordings, identifying strengths, challenges, and actionable strategies for improvement.
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21	Course Content:	
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Week	Theoretical	Practice
1	Course introduction; why interaction matters; participation structures; IRF/IRE overview.	
2	Overview of modules; turn-taking basics; interaction as instructional design.	
3	Managing interaction I: getting attention; turn allocation; student initiatives; non-participation.	
4	Managing interaction II: transitions; off-task talk; L1 policing vs. strategic translanguaging.	
5	Introducing concepts: explaining, defining, exemplifying, translating, demonstrating.	
6	Instruction giving: instructing, sequencing, modeling, hinting; checks for understanding.	
7	Eliciting contributions: teacher questions (display/referential; open/closed); response pursuits; hinting	
8	Responding to contributions: reformulation, elaboration, evaluation; dialogic follow-ups and uptake.	
9	Dealing with potential problems (teacher-initiated): repair, correction, understanding checks, clarification/confirmation.	
10	Dealing with potential problems (student-initiated): repair, word search; scaffolding lexical retrieval.	
11	Interactional resources (verbal): designedly incomplete utterances, response tokens, repetition, intonation, non-lexicals, wait-time	
12	Interactional resources (multimodal): embodiment (gaze, gesture, posture), artefacts, classroom space.	

13	Microteaching and analysis: enact ?3 interactional practices; peer analysis (SETT/IRF, repair coding).	
14	Synthesis & action plan: personal interaction philosophy; goals and indicators; course feedback.	
22	Textbooks, References and/or Other Materials:	ELT Training https://www.youtube.com/channel/UC66na0VJZmiyBux060wpa3g Scrivener, J. (2012). Classroom management techniques. Cambridge University Press. Video observation task course pack prepared by the course instructor
23	Assesment	
TERM LEARNING ACTIVITIES		NUMBE R
Midterm Exam		1
Quiz		0
Home work-project		0
Final Exam		1
Total		2
Contribution of Term (Year) Learning Activities to Success Grade		40.00
Contribution of Final Exam to Success Grade		60.00
Total		100.00
Measurement and Evaluation Techniques Used in the Course		Outcomes of the workshops, written exams
24	ECTS / WORK LOAD TABLE	

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	2.00	28.00
Practicals/Labs	0	0.00	0.00
Self study and preperation	14	2.00	28.00
Homeworks	0	0.00	0.00
Projects	0	0.00	0.00
Field Studies	0	0.00	0.00
Midterm exams	1	2.00	2.00
Others	0	0.00	0.00
Final Exams	1	2.00	2.00
Total Work Load			60.00
Total work load/ 30 hr			2.00
ECTS Credit of the Course			2.00

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	5	4	4	5	2	2	0	2	5	5	2	2	2	1	5	2
ÖK2	5	2	5	5	2	2	0	2	5	5	2	2	2	2	5	3

ÖK3	5	2	5	5	1	1	0	1	5	5	2	2	2	2	5	1
ÖK4	5	2	5	5	1	0	0	1	5	5	2	2	2	1	5	2
ÖK5	5	4	5	5	2	1	0	1	5	5	1	1	1	1	5	1
ÖK6	5	4	5	5	1	1	0	1	5	5	1	1	1	1	5	1
ÖK7	5	4	5	5	1	1	0	2	5	5	2	3	1	1	5	1

LO: Learning Objectives PQ: Program Qualifications

Contribution Level:	1 very low	2 low	3 Medium	4 High	5 Very High
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