

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Humanities		
Course:	DEVELOPPING ORAL SKILLS.SPEAKING AND LISTENING		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8365
Teaching period:	First semester		
Area:	Developping Language Competences		
Module:	The Bilingual Classroom		
Teaching type:	Distance		
Language:	English		
Total number of student study hours:	100		

Teaching staff	E-mail
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## SUBJECT DESCRIPTION

This course will tackle theoretical questions concerning oral skills in the foreign language paying specific attention to the structure, the planning and the evaluation of oral activities as well as the understanding of the cognitive processes which take place when the students develop oral skills. These concepts will be mobilized and applied in concrete classroom situations proposed by the students and the teacher. Once these minimal contents are established, we will deal with more specific questions related to how this corpus of knowledge can be applied to bilingual school contexts. A great variety of resources will be employed to train the teacher in this regard. In order to do so, we will particularly emphasize the importance of the information and communication technologies.

## GOAL

This course pursues three goals:

- Apply acquired knowledge to plan and adapt activities and oral projects in educational contexts, especially those which use the CLIL methodology.
- Detect difficulties and learn to solve difficulties in oral skills which affect the foreign language speaker.
- Get familiar with the evaluation techniques necessary to facilitate the students' development of oral skills.

## COURSE SYLLABUS

- 1.Oral skills: Basic Theoretical Considerations
  - 1.1.Principles of Speaking
  - 1.2.Discourse and Text
  - 1.3.Accessibility
  - 1.4.Meaning
  - 1.5.Types of classroom tasks
  - 1.6.Discourse skills
  - 1.7.Resources to support the students' oral learning
- 2.Listening Skills
  - 2.1.Task-based listening
  - 2.2. Task-feedback circle
  - 2.3. Listening strategies
- 3.Speaking Skills
  - 3.1.Conversation and discussion
  - 3.2.Communicative activities
  - 3.3.Role-play, real-play and simulation
  - 3.4.Fluency, accuracy and communication
  - 3.5.Pronunciation ideas
  - 3.6.Which pronunciation?
  - 3.7.Sounds in the English language
  - 3.8.Prominence patterns
  - 3.9.Connected speech
- 4.Listening Activities Applied to CLIL
  - 4.1.Strategies for listening
  - 4.2.Practical cases
- 5.Speaking Activities Applied to CLIL
  - 5.1.Strategies for speaking
  - 5.2.Practical cases
- 6.Evaluation of Oral Skills
  - 6.1.What to evaluate
  - 6.2.Activities for evaluation
  - 6.3.Setting parameters down
- 7.Oral Skills and The New Technologies
  - 7.1.CELL
  - 7.2.Humanistic model
  - 7.3.Practical examples

## EDUCATION ACTIVITIES

The student will receive all the information in online classes. Then, a series of tasks will be proposed so that the student develops the specific competences planned for this subject. Such activities will be uploaded in the platform

and the teacher will evaluate them. The student will do a total of 5 tasks. Such tasks will be explained in the moodle platform and rubrics will be added on how these tasks are evaluated. The student should be responsible of meeting the deadlines conveniently.

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
4 hours	96 hours

## SKILLS

### Basic Skills

To endow students with learning skills to enable them to pursue their studies in a largely self-taught or independent manner.

To possess and understand knowledge laying the foundations for or offering scope for originality in the development and/or application of ideas, often related to research.

To endow students with capacity for applying knowledge and problem-solving skills acquired in new settings or largely unknown ones as part of a broader (or multidisciplinary) context linked to their area of study.

To endow students with capacity to integrate knowledge and cope with the complexity of forming judgments based on incomplete or limited information including reflections on social and ethical responsibilities associated with the application of their knowledge and judgments.

To ensure students are able to convey their conclusions and knowledge to specialist and non-specialist audiences in a clear unambiguous manner, providing convincing reasoning backing them up.

### General Skills

Assess the importance of speaking English and knowing other cultures in a global society, devising different strategies in order to transmit to the student the importance of multiplurality.

Design teaching-learning processes based on the guidelines of the Common European Framework of Reference for Languages of the European Union.

Assess the methods, strategies and resources present in the Spanish-English bilingual system in Obligatory Education, selecting those that present the best results in the development of communicative and cultural skills in the English language.

Assess the challenges that a student in a bilingual Spanish-English system of Obligatory Education faces, creating teacher-learning processes that adapt to his or her needs.

Design and develop learning spaces with special attention to equity, emotional education and values, equal rights and opportunities between men and women, citizenship education and the respect for Human Rights which facilitate life in society, the taking of decisions and the building of a sustainable future.

### Specific skills

Devise both national and international projects in which the student may develop linguistic skills in real contexts.

Analyse examples of effectiveness and failure in the implementation of the curriculum, selecting those features that must be observed for good teaching practice.

Apply the knowledge acquired regarding the cognitive and psychological processes in learning the L2, in order to design activities and projects in which the student may use the communicative and cultural skills of the English language in real contexts.

Characterise the most frequent errors committed by a Spanish L1 speaker when learning English and select the most suitable resources to resolve them.

Know and understand how to apply specific teaching strategies in order to improve English linguistic and cultural competence in the teaching of non-linguistic content.

## LEARNING RESULTS

Know the way in which the processes to acquire oral skills work.

Apply knowledge related to oral competences in educational contexts.

Use a great variety of activities and resources to facilitate communicative competence in educational contexts.

Learn to produce communicative situations in specific contexts.

Get familiar with methods of organization of group and individual activities in the bilingual classroom taking oral activities as point of departure.

Know strategies to develop oral competences by way of using contents from other subjects apart from foreign languages.

Learn to maximize contingencies related with natural processes related to the acquisition of oral skills.

Employ new technologies as vehicles to develop oral skills.

Apply different evaluation systems to develop oral competences in the English language.

## LEARNING APPRAISAL SYSTEM

### ORDINARY

•TASKS: 40%

#### TASK 1

Read Cameron's chapter on Speaking. Then record someone talking in English for one or two minutes. Write your observations on the different elements that call your attention. If necessary, contrast your experience with your Reading and this class.

Minimum extension: 200 words

#### TASK 2

Speak to the same person. Ask him/her to do a different task. Design a short speaking task. Take into account the following parameters:

- Cognitive demands
- Language demands
- Discourse demands
- Interactional demands
- Involvement demands

Write the demands you have taken into account to do the task. Explain the task and write your reflections on the

results too.

### TASK 3

esign a SPEAKING ACTIVITY involving DISCUSSION for a group of students of a specific course of your own choosing. Preferably, do it for the subject ENGLISH as a FOREIGN LANGUAGE. Present a complete lesson plan.

### TASK 4

Design an activity (or a series of activities) consisting of Speaking for any subject in the curriculum – except English as a foreign language.

Steps:

- Aim
- Materials
- Subject
- Alternative subjects (if necessary)
- Preparation for the Activity
- Procedure for the Activity (As many steps as you require)
- Variations (if necessary)
- Bibliography

### TASK 5

Design an ORAL SESSION covering a wide range of skills. This TASK will involve:

- a) A fully developed lesson plan
- b) Full explanation on how you evaluate the work carried out in the session
- c) Optional for extra points: Whoever wants to excel in the activity should include an ICT component
- d) Bibliography needs to be included

- PARTICIPATION: 10%

Students need to participate 5 times on the forums opened by the teacher.

- FINAL EXAM: 50%

Online multiple choice test with questions about the four lessons.

In case the minimum grade to pass the subject (5/10) is not reached, students will have a second call to prove they have acquired the required knowledge and skills. The evaluation system will remain the same and the final exam as well as the activities of the subject will be retaken in the dates established by the Department.

### EXTRAORDINARY

- TASKS: 50%

### TASK 1

Read Cameron's chapter on Speaking. Then record someone talking in English for one or two minutes. Write your observations on the different elements that call your attention. If necessary, contrast your experience with your Reading and this class.

Minimum extension: 200 words

### TASK 2

Speak to the same person. Ask him/her to do a different task. Design a short speaking task. Take into account the following parameters:

- Cognitive demands
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## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

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