Teaching guide

IDENTIFICATION DETAILS

Degree:	University Master's Degree in Bilingual Education

Field of Knowledge:	Arts and Humanities

Faculty/School:	Legal and Social Science

Course:	DEVELOPPING ORAL SKILLS.SPEAKING AND LISTENING

Type:	Compulsory	ECTS credits:	4

Year:	1	Code:	8365

Teaching period:	First semester

Area:	

Module:	The Bilingual Classroom

Teaching type:	Distance

Language:	English

Total number of student study hours:	100

Teaching staff	E-mail
Victor Huertas Martin	

SUBJECT DESCRIPTION

En esta asignatura abordaremos cuestiones teóricas acerca de la enseñanza de habilidades orales en la lengua extranjera prestando particular atención a la estructura, planificación y evaluación de actividades orales, así como a la búsqueda de un entendimiento de los procesos cognitivos que se suceden a la hora de desarrollar habilidades orales. Estos conceptos deberán ponerse en marcha y aplicarse en situaciones concretas de aula propuestas tanto por el alumnado como por el profesor. Una vez establecidos los mínimos conocimientos relacionados con la planificación y desarrollo de actividades orales, trataremos cuestiones más específicas acerca de cómo estos conocimientos se pueden aplicar en contextos escolares bilingües. Una gran variedad de recursos será utilizada para formar al docente. Para ello, pondremos particular empeño a la importancia de las tecnologías de información y comunicación.

GOAL

Los objetivos principales de esta asignaturas son tres:

-Aplicar los conocimientos adquiridos para la planificación y adaptación de actividades y proyectos orales en contextos educativos, especialmente, aquellos en los que se utiliza la metodología AICLE.

-Detectar dificultades y aprender a gestionar y resolver las dificultades de aprendizaje de destrezas orales que afectan al hablante en lengua extranjera.

-Familiarizarse con las técnicas de evaluación necesarias para facilitar a los alumnos su desarrollo en habilidades orales.

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

El alumno recibirá la información por parte del docente durante las clases no presenciales mediante video-

conferencia. A partir de ahí, una serie de tareas serán puestas en marcha para que el alumno desarrolle las competencias específicas planteadas en la asignatura.

Dichas actividades se desarrollarán y entregarán por e-mail al docente, que evaluará las actividades de forma continua.

El alumno desarrollará un total de 5 tareas de enseñanza-aprendizaje. El alumno podrá acceder a los enunciados de dichas tareas a través del docente. Del mismo modo, las tareas serán explicadas durante las clases.

En líneas generales, las tareas consistirán en un planteamiento contextualizado de aplicación didáctica en un aula. Dependiendo de las circunstancias del alumno, las tareas pueden variarse en determinados aspectos (curso, tipo de alumnado, materia, etc.). El alumno deberá entregar las tareas cumpliendo los plazos establecidos.

DISTRIBUTION OF WORK TIME

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

SKILLS

Basic / general / cross 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.

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 multiplurarlity.

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

Conocer el funcionamiento de los procesos de adquisición de habilidades orales.

Aplicar conocimientos relacionados con competencias orales en contextos educativos.

Servirse de una gran variedad de actividades y recursos para facilitar la competencia comunicativa en contextos educativos.

Aprender a generar situaciones comunicativas en contextos concretos.

Familiarizarse con métodos de organización de actividades grupales e individuales en el aula bilingüe a partir de actividades orales.

Conocer estrategias de desarrollo de competencias orales mediante contenidos de otras materias ajenas a la lengua extranjera.

Aprender a maximizar las contingencias relacionadas con los procesos naturales relacionados con la adquisición de habilidades orales.

Emplear las nuevas tecnologías como vehículos para desarrollar habilidades orales.

Aplicar distintos sistemas de evaluación de las competencias orales en lengua inglesa.

LEARNING APPRAISAL SYSTEM

•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
- 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. Preferrably, do it for the subect 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: 40%
Online multiple choice test with questions about the four lessons.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

Brown, G. and G. Yule. Teaching the Spoken Language. Cambridge: Cambridge University Press, 1983.

Cameron, Lynne. Teaching Languages to Young Learners. Cambridge: Cambridge University Press, 2001.

Deller, Sheelagh and Christine Price. Teaching Other Subjects Through English. Oxford: Oxford University Press, 2007.

Dossena, M. "Testing Oral Production at Primary Level: What Means For What Ends?" In A. C. McLean (ed). SIG Selections 1997: Special Interests in ELT. Whitstable: IATELF, 1997. 110-114.

Field, J. "Skills and Strategies: Towards a New Methodology for Listening". ELT Journal, 1998, 52, 2, 10-118.

Graumann, C. "Perspective Structure and Dynamics in Dialogue". In I. Markova and K. Foppa (eds) The Dynamics of Dialogue. London: Harvester Wheatsheaf, 1990.

Hoven, D. (1999). "A Model For Listening and Viewing Comprehension in Multimedia Environments". Language Learning & Technology, 3(1), 88-103. Available in http://llt.msu.edu/vol3num1/hoven/index.html.

Locke, J. The Child's Path to Spoken Language. Cambridge, MA: Harvard University Press, 1993.

McCafferty, S. "The Use of Private Speech by Adult ESL Learners at Different Levels of Proficiency". In Lantolf and G. Appel (eds). Vygotskian Approaches to Second Language Research. New York: Ablex, 1994, 117-134.

Saricoban, A. (1999). "The teaching of listening". The Internet TESL Journal, 1999, 5(12). Available in

http://iteslj.org/Articles/Saricoban-Listening.html

Scrivener, Jim. 1995. Learning Teaching (2nd edition). Oxford: Macmillan, 2005.

Wright, A. Storytelling with Children. Oxford: Oxford University Press, 1995.