



Universidad
de Alcalá

Oral Communication in Bilingual Teaching

**Máster Universitario en Enseñanza del
Inglés como Lengua Extranjera
Universidad de Alcalá**

Curso Académico 2018/19
1er cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Oral Communication in Bilingual Teaching
Código:	200419
Departamento:	Filología Moderna
Área de Conocimiento:	Filología Inglesa
Carácter:	Obligatoria
Créditos ECTS:	4
Cuatrimestre:	1er
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Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

The overall aim of this course is for students to be able to create activities fostering meaningful oral interactions in the bilingual classroom.

2. AIMS

Generic competences:

- To show understanding of the theories underpinning the practice of oral communication in the bilingual classroom.
- To show understanding of some of the effective techniques to promote communication in the bilingual classroom.
- To be able to provide ideas to scaffold students during oral communication activities in the bilingual classroom.
- To show understanding of different techniques to assess oral proficiency in the bilingual classroom.

Specific competences:

- Be able to act confidently when facilitating activities.
- Be able to organize classroom activities to promote effective oral interactions.
- Be able to reflect on personal practice as well as others'.

3. MODULE CONTENTS

Units	Credits
1. Closer look at different components of oral communication	• 1 credit
2. Creating opportunities for speaking and listening	• 1 credit
3. The role of corrective feedback and assessment	• 1 credit
4. Developing reflective practice	• 1 credit

Class timetable

This course will include an on-line component and some class-contact sessions. The Blackboard platform will be used to introduce the ideas that will be put into practice in class during the contact hours. **The on-line component will take place from October 1st to December 10th.**

There will be a total of 12 hours contact time in **December** where students will be expected to debate, present, work on practical tasks, and reflect on their own and others' work. Students will be expected to participate in activities presented to class.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Study of on-line component	25
Practical activities/Exercises (online)	20
Preparation for peer teaching	15
Preparation and completion of individual project	28
Class contact hours	12

4.2. Learning activities

- Blackboard Internet platform
- Whole class debates
- Student-lead activities
- Pair and group work activities

5. ASSESSMENT

Assessment is continuous, and will take the following elements into account:

- Teacher – marked tasks (on-line) 30%
- Class participation 5%
- Facilitation of activity (peer-teaching) 25%
- Peer-assessment 10%
- Final individual project (activity plan) 30%

Attendance to the four (4) contact classes is **compulsory**. Being late or missing at least one of these four classes will automatically remove the student from the regular assessment format presented above and moved to the final assessment format. Should a student, due to absences or for some other reason, want to opt for final assessment format, she/he has to request permission to do so in writing to the coordinator of the program of study **prior the beginning of the first face-to-face class on December 17th**. Should permission be granted, the students will be assessed on the following work:

- Teacher-marked tasks (on-line) 40%
- Complementary essay (60%) in form of a position paper regarding the characteristics of a good communicative activity in bilingual education. This position paper will include some research of academic sources others than those presented in the course.

All work submitted must be original. Plagiarism will result in an immediate fail, and no re-submission will be allowed.

6. BIBLIOGRAPHY

- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2009). *Teaching pronunciation: A reference for Teachers of English to Speakers of Other Languages*. New York: Cambridge University Press.
- Dillon, J. T. (2004). *Questioning and Teaching*. Eugene, OR: Resource Publications.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex, England: Pearson Education Limited.
- Lightbown, P. M., & Spada, N. (2006). *How Languages are Learned*. Oxford: Oxford University Press.
- Scrivener, J. (2011). *Learning Teaching: A guidebook for English language teachers*. Second Edition. New York, NY: Maxwell Macmillan.
- Thornbury, S. (1999). *How to Teach Grammar*. Essex: Person Education Limited.
- Vale, D., & Feunteun, A. (1995). *Teaching Children English*. Cambridge: Cambridge University Press.