



Universidad
de Alcalá

GUÍA DOCENTE

Teaching Listening and Speaking Skills

**Máster Universitario en Enseñanza del Inglés
como Lengua Extranjera**

Universidad de Alcalá

Curso Académico 2017/18

1er cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Teaching Listening and Speaking skills
Código:	200716
Departamento:	Filología Moderna
Área de Conocimiento:	Filología inglesa
Carácter:	Obligatoria/Optativa
Créditos ECTS:	4
Cuatrimestre:	1er
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Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

The course has been designed, firstly, to make participants aware that listening is a complex process which needs to be understood in order to teach it. Secondly, that speaking, one of the most difficult skills language learners have to face, has traditionally been forced into the background. The aim of the course is, then, to provide useful theoretical background and practical speaking and listening strategies to optimise the teaching and learning of both skills.

2. AIMS

Generic competences:

- Be aware of the specific characteristics of listening and speaking skills
- Get familiar with the mental processes that intervene when listening and speaking.
- Understand the main difficulties students meet when facing listening and speaking activities.
- Plan and evaluate effective listening and speaking lessons.

Specific competences:

After the course, participants will be expected to be able to:

- Help learners develop strategies for listening and speaking in the target language (special emphasis will be given to communicative strategies)
- Select and/or create effective listening and speaking activities
- Assess and evaluate oral skills according to specific criteria and the European Framework of Reference for Language

3. MODULE CONTENTS

Units	Credits
1. Listening comprehension <ol style="list-style-type: none"> 1. Learning to listen 2. The process of listening 3. The signal: Characteristics of speech 4. Listening for perception 5. Listening for understanding 6. Evaluation of listening comprehension 7. Preparing learners for listening tests 	2 ECTS (50 hours)
2. Speaking and oral interaction <ol style="list-style-type: none"> 1. The nature of speaking and oral interaction 2. Speaking: productive and interactive dimensions 3. Communicative strategies (Facilitation and compensation mechanisms) 4. Speaking: methodological considerations 5. Oral tasks for different purposes 6. Communicative activities in the TEFL classroom 7. Assessment criteria for oral production 	2 ECTS (50 hours)

4.1. Student workload (100 hours)

Listening comprehension	6 hours (face to face sessions) 44 hours (independent work)
Speaking and oral production	6 hours (face to face sessions) 44 hours (independent work)

4.2. Learning activities

Course time will be devoted to a brief theoretical presentation followed by participants' discussions and problem solving (groupwork) of the topics introduced. A dossier with the contents of the module and discussions and articles to be read will be uploaded before face-to-face lessons on the platform (Blackboard). Students are expected to get familiar with a number of contents before they are presented and discussed in class. Active participation will be an important component of the module as students will be able to share opinions, beliefs, issues of concern and experiences with their classmates (either in-service teachers or graduates).

5. ASSESSMENT

Continuous evaluation

Participants will be evaluated in the following way:

1. Attendance/participation in the course (10% of the total mark)
2. Completion of specific tasks (60% of the total mark).
3. A personal opinion essay (2000 words) about a topic directly connected to the course contents (30% of the total mark).

Tasks mentioned in point 2 consist on written assignments based on critical review of articles and research provided by the teacher as well as written reflection on specific issues. Participants will be given enough time to complete the tasks that will be submitted to the tutor through the platform (Blackboard). The criteria to assess these tasks are the following:

- Understanding of the problem and identification and evaluation of conclusions, implications, etc.
- Ability to reflect and originality of ideas on issues related to the theoretical and practical contents of the module.

The personal opinion essay mentioned in point 3 (also submitted to the tutor through the platform) will be assessed according to the following criteria:

- Relevance and originality
- Understanding and analysis of topic selected
- Research and references
- Structure, spelling and grammar

Final evaluation

According to the University regulation, if a student needs (and justifies) to be evaluated by this modality, official permission from the Master's director will be required (the application will be submitted within the first two weeks of the course). If permission is granted, completion of the tasks (50%), the essay (30%) and 4 additional questions related to the course content (20%) will constitute the total mark (100%).

6. BIBLIOGRAPHY

- Bailey, K (2005): *Practical English Language Teaching: Speaking*. McGraw Hill.
- Buck, Gary (2009): *Assessing Listening*, Cambridge University Press
- Carter R. & Nunan D. (eds) (2001): *The Cambridge Guide to Speakers of Other Languages*. Cambridge University Press
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- Field, J (2008): *Listening in the language classroom*. Cambridge University Press
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- Harmen, J (2007): *How to Teach English*. Pearson Longman
- Jacobs, H (2006): *Active literacy across the curriculum : strategies for reading, writing, speaking, and listening*. Larchmont, NY : Eye on Education.
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- Thornbury S. (2005): *How to Teach Speaking*. Pearson Longman
- Underwood, M (1989): *Teaching Listening*, Longman
- Ur, Penny, (1984): *Teaching Listening Comprehension*, Cambridge: Cambridge University Press
- Watkins P. (2005): *Learning to Teach English: A practical introduction for new teachers*. Delta Publishing
- Wilson, J (2008): *How to Teach Listening*. Pearson Longman

Resource books

- Gammidge, M. (2004) *Speaking Extra. A Resource Book of Multi-Level Skills Activities*. Cambridge: CUP.
- Hadfield, J. (1987/2003) *Advanced Communication Games*. Harlow, Essex: Longman.
- Hadfield, J. (1999/2003) *Beginners' Communication Games*. Harlow, Essex, Longman.
- Hadfield, J., and Hadfield, C. (1999) *Simple Speaking Activities*. Oxford: OUP.
- Hancock, M. (2003) *English Pronunciation in Use*. Cambridge: CUP.
- Ludlow, K., and Riley, P. (1997) *Heinemann ELT Hits*. London: Heinemann.
- Viney, K., and Viney, P. (1991) *Grapevine Videos (level 2 and 3)*. Oxford: Oxford English Video.
- Rost, M. (1991) *Listening in Action*. Englewood Cliffs, N.J.: Prentice Hall.
- Taylor, L. (1993) *Pronunciation in Action*. Englewood Cliffs, N.J.: Prentice Hall.