



Universidad  
de Alcalá

# Oral Communication in Bilingual Teaching

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

**Curso Académico 2019/20**  
**1er cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Oral Communication in Bilingual Teaching</b>
Código:	<b>200419</b>
Departamento:	<b>Filología Moderna</b>
Área de Conocimiento:	<b>Filología Inglesa</b>
Carácter:	<b>Obligatoria</b>
Créditos ECTS:	<b>4</b>
Cuatrimestre:	<b>1er</b>
Profesorado:	<b>Teresa M. Hernández González</b>
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Idioma en el que se imparte:	<b>Inglés</b>

### 1. MODULE DESCRIPTION

The overall aim of this course is for students to be able to create activities that will foster 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 relate to pedagogical theories when justifying actions related to facilitating oral activities.
- Be able to manage 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 pedagogical concepts and ideas related to oral communication in second language classrooms. Some discussions and practical activities will be carried out online to explore them further. Then, during the contact hours, the pedagogical concepts and theories will be put into practice in class during the contact hours. **The on-line component will take place from October 1<sup>st</sup> to December 6<sup>th</sup>.**

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 (presentation, activities, and forums)
- Whole class debates
- Student-lead activities
- Pair and group work activities (online and in-class)

## 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 11<sup>th</sup>**. Should permission be granted, the student will be assessed on the following work and breakdown of grades:

- 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.
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- 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.
- Oliver, R., & Philp, J. (2014). *Focus on Oral Interaction-Oxford Key Concepts for the Language Classroom*. Oxford University Press.
- Scrivener, J. (2011). *Learning Teaching: A guidebook for English language teachers*. Second Edition. New York, NY: Maxwell Macmillan.
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- Vale, D., & Feunteun, A. (1995). *Teaching Children English*. Cambridge: Cambridge University Press.