



Universidad  
de Alcalá

# GUÍA DOCENTE

## Oral Communication in Bilingual Teaching

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

**Curso Académico 2024/25**  
**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:

CG1 – Acquire the basic didactic knowledge characterising foreign language's teaching and learning processes.

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

#### Specific competences:

CE1.4 – Learn technical resources and strategies that foster the development of linguistic and communicative competence and their assessment.

CE3.2 – Adapt the classroom dynamic to the requirements of different tasks designed for use in the classroom.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audio-visual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

### Learning outcomes:

By the end of this module, the students should be able to:

- demonstrate understanding of the theories underpinning the practice of oral communication in the bilingual classroom.
- demonstrate understanding of some of the effective techniques to promote communication in the bilingual classroom.
- provide concrete steps and techniques to scaffold the development of oral proficiency in the bilingual classroom.
- demonstrate understanding of different techniques to assess oral proficiency in the bilingual classroom.
- demonstrate understanding of the role of oral communication strategies in the bilingual classroom.
- link pedagogical theories to praxis when justifying actions related to facilitating oral communication activities.
- design classroom activities to promote effective oral interactions.
- reflect on personal practice as well as others.
- incorporate the explicit teaching of oral communication strategies when facilitating oral communication activities.

### 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 includes an on-line component as well as in-class sessions. Using the Blackboard platform, the online component introduces pedagogical concepts and ideas related to oral communication in second language classrooms. Online discussions and practical activities enable students to explore concepts and techniques further. During the in-class contact hours, the pedagogical concepts and techniques will be put into practice for students to reflect on them.

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

In the case of an exceptional situation, if the health authorities announce the suspension of face-to-face sessions, this module will be adapted to online delivery. In the event of online delivery, synchronous attendance will be required.

## 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

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH official guidelines<sup>1</sup>.

### Continuous assessment

#### Ordinary

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

- Study of theoretical content: 40%
  - Watch online capsules and completion of online activities 40%
- Tasks, activities: 40%
  - Creation of interactive mini peer-teaching activity 20%
  - Design of an interactive activity for young learners 20%
- Active participation: 20%
  - Class participation in face-to-face (10%)
  - Peer assessment (10%)

<sup>1</sup> Normativa de evaluación de los aprendizajes de la UAH (30 septiembre de 2021).

<https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

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.

### **Extraordinary**

Students who failed the subject or did not use the ordinary sitting, can be assessed in the extraordinary period using the same elements described for the final assessment below. When students demonstrate having reached some competences in the ordinary period, the lecturer may adapt them to measure pending competences.

### **Final assessment**

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

Should permission be granted, the student will be assessed based on the following tasks and breakdown of grades:

- Teacher-marked tasks (on-line) 40%
- Desing of an interactive activity for young learners 30%
- Complementary essay (30%) 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 a "fail", and no re-submission will be allowed.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

## 6. BIBLIOGRAPHY

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- Vale, D., & Feunteun, A. (1995). *Teaching Children English*. Cambridge: Cambridge University Press.