



Universidad  
de Alcalá

# GUÍA DOCENTE

## Teaching Listening and Speaking Skills

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

**Universidad de Alcalá**

**Curso Académico 2024/25**

**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

Listening is a complex process which needs to be understood in order to teach it, and speaking, one of the most difficult skills language learners have to face, has traditionally been forced into the background. For these reasons, the aim of the course is to provide useful theoretical background and practical speaking and listening strategies to optimise the teaching and learning of both skills. Teaching of the skills from the Primary level to adults will be considered depending on the group characteristics.

### 2. AIMS

#### Generic competences:

CB6 – Possess and comprehend knowledge that provides a foundation and an opportunity to be original in the development and/or application of ideas, often in a research context.

CB9 – Students should be able to communicate their conclusions and underlying knowledge and reasons clearly and unambiguously to specialised and non-specialised audiences.

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

#### 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, audiovisual, 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.

### Transversal competences:

C1 – Communicative competence in English.

C2 – Ability to think critically

C3 – Manage bibliographic resources

### Learning outcomes

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

- Know the characteristics of oral skills and the mental processes involved in their development in the teaching and learning of an additional language.
- Identify main difficulties students face when learning oral skills in a foreign language.
- Plan and assess lessons based on oral skills development.
- Help learners develop strategies for listening and speaking in the target language.
- 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
- Reflect on the contents of the module to improve their professional development, showing advanced abilities to communicate both in oral and written form in an academic setting.

## 3. MODULE CONTENTS

Units	Credits
<b>1. Oral reception: listening skills</b>	2 ECTS (50 hours)
<b>2. Oral production: speaking skills</b>	2 ECTS (50 hours)

### 4.1. Student workload (100 hours)

Class-contact hours	12h
Tasks, activities, readings (compulsory or optional)	35h
Independent study	45h
Preparation of presentations in class	8h

## 4.2. Learning activities

This module will involve methodologies such as oral presentations in class, problem-solving practice, discussion (questions and answers), microteaching. Class time will be devoted to theoretical presentations followed by participants' discussions and problem solving (groupwork) of the topics introduced. Participants will be asked to microteach part of their pedagogical proposals.

A dossier with the contents of the module and discussions and articles to be read before the face-to face lessons will be uploaded in advance to the platform on Blackboard. Students are expected to become familiar with the contents before they are presented and discussed in class. Active participation will be a component of the module, as students will be able to share opinions, beliefs, issues of concern and experiences with their classmates, who are in-service teachers in some cases.

## 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

Participants will be evaluated as follows:

1. Attendance/participation in the course (10%)
2. Completion of a variety of assigned tasks (30%)
3. Final assignment (40%)
4. Class presentation/microteaching (20%)

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<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>

Assessment criteria	Tasks, activities and reading texts	Final assignment	Class presentation/microteaching	Active participation
-Know the characteristics of oral skills, understand its mental processes and the difficulties they may pose for FL students.		X	X	
-Plan and assess lessons based on oral skills incorporating strategies for its effective development, using the CEFRL as a language framework.		X	X	
-Reflect on the contents of the module to improve their professional development, showing advanced abilities to communicate both in oral and written form in an academic setting.	X	X	X	X

### Extraordinary

In the case of students using the **extraordinary** period, they will be required to complete the same tasks described for final evaluation, unless they reached some of the competences in the continuous evaluation (ordinary sitting). In that case, the lecturer may adapt their evaluation according to the pending competences that need to be demonstrated.

### Final evaluation

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.

If permission is granted, completion of the assigned tasks (30%), final assignment (40%), class presentation/microteaching (30%) will be required.

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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- Luoma, S. (2004). *Assessing Speaking*. Cambridge University Press.
- McLarenm, N. et al (eds.) (2005). *TEFL in Secondary Education*. Universidad de Granada.
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- 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

- Gamidge, 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.(various levels)
- 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.