



Universidad  
de Alcalá

# Oral Communication in Bilingual Teaching

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

**Curso Académico 2022/23**  
**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

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

- Teacher – marked tasks (on-line) 30%
- Class participation in face-to-face session 10%
- Facilitation of activity (peer-teaching) 20%
- 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 component**. Should permission be granted, the student will be assessed based on the following tasks 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 a “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.
- Dörnyei, Z., & Ushioda, E. (2021). *Teaching and Researching Motivation* (3rd ed.). Routledge.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex, England: Pearson Education Limited.
- Nakatani, Y. (2010). Identifying Strategies That Facilitate EFL Learners' Oral Communication: A Classroom Study Using Multiple Data Collection Procedures. *The Modern Language Journal*, 94(1), 116–136.
- 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.
- Thornbury, S. (1999). *How to Teach Grammar*. Essex: Person Education Limited.
- Vale, D., & Feunteun, A. (1995). *Teaching Children English*. Cambridge: Cambridge University Press.

## 7. ADDITIONAL PROVISION

The University of Alcalá guarantees that if, due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.