



Universidad
de Alcalá

GUÍA DOCENTE

Teaching Listening and Speaking Skills

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

Universidad de Alcalá

Curso Académico 2022/23

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
Profesorado:	Raquel Fernández Fernández
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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:

- Help learners develop strategies for listening and speaking in the target language.
- Select and/or create effective listening and speaking activities.
- Participate in debates and activities related to the teaching of English.
- Assess and evaluate oral skills according to specific criteria and the European Framework of Reference for Language
- Obtain, read and communicate information, and apply it to teaching English as a Foreign Language.

3. MODULE CONTENTS

Units	Credits
1. Listening comprehension	2 ECTS (50 hours)
2. Speaking and oral interaction	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 class sessions as well as online work and presentations. Class time will be devoted to theoretical presentations 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 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

Continuous evaluation

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%)

Three tasks will be submitted for point 2. These can include an annotated bibliography of sources related to a topic in the course, a summary of a journal article, a critique of a textbook with regards to the course contents and a lesson plan for an integrated listening and speaking class along with a theoretical justification. Each assignment will be evaluated in terms of the accuracy and level of the English used, correct bibliographical format, ability to show critical thinking and reasoning, demonstration of understanding of the theoretical contents of the course, and/or feasibility for use in the classroom. The final assignment will be a short paper on an aspect of interest from the course contents along with a practical component.

Final evaluation

According to the University regulations, if a student needs (and justifies) to be evaluated at the end of the course, official permission from the director of the Master's degree will be required; an application should be submitted within the first two weeks of the course. If permission is granted, completion of the assigned tasks (30%), final assignment (40%), class presentation/microteaching (20%) and two summaries of readings (10%) will take the place of a final exam. Students in this situation will present their presentation/microteaching on the day scheduled for the final exam.

6. BIBLIOGRAPHY

- Bailey, K. (2005). *Practical English Language Teaching: Speaking*. McGraw Hill.
- Carter R. & Nunan D. (eds.) (2001). *The Cambridge Guide to Speakers of Other Languages*. Cambridge University Press.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language*. Heinle and Heinle.
- Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge UP. Available online at <https://rm.coe.int/1680459f97>.
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- Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.
- Flowerdew, J. (2005). *Second Language Listening Theory and Practice*. Cambridge University Press.
- Harmer, J. (1983, 2015). *The Practice of English Language Teaching*, 5th edition. Harlow: Pearson Education Limited.
- Hughs, R. & Szczepek Reed, B. (2017). *Teaching and Researching Speaking*, 3rd ed. New York: Routledge.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge University Press.
- McLarenm, N. et al (eds.) (2005). *TEFL in Secondary Education*. Universidad de Granada.
- Moon, J. (2005). *Children Learning English: A Guidebook for English Language Teachers*. Oxford: Macmillan.
- Pinter, A. (2006). *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Rost, M. (1990). *Listening in Language Learning*, Longman.
- Rost, M. (1994). *Introducing Listening*, Longman.
- Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching*, 3rd edition. London: Macmillan.
- Thornbury S. (2005). *How to Teach Speaking*. Pearson Longman.
- Underwood, M. (1989). *Teaching Listening*, Longman.
- Ur, P. (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

- 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.

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.