

## Syllabus

### Subject

<b>Subject / Group</b>	11188 - Monographic seminar on language specialization 1 / 1
<b>Degree</b>	Master's Degree in Modern Languages and Literatures
<b>Credits</b>	5
<b>Period</b>	First semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Yolanda Joy Calvo Benzies <a href="mailto:yolandajoy.calvo@uib.es">yolandajoy.calvo@uib.es</a>	12:30	13:30	Tuesday	10/09/2018	21/12/2018	Despacho 7 (Facultad de Turismo - edificio Arxiduc)
	16:00	17:00	Wednesday	09/01/2019	13/02/2019	IES Joan María Thomas

### Context

The main objective of the *Monographic Seminar on Linguistic Specialization 1: The Teaching and Learning of Oral Skills in the Foreign Language Classroom* is to introduce students to the basic concepts and most relevant factors for teaching speaking, listening and pronunciation in the foreign language classroom. We will also look at problems that may arise when teaching these skills and discuss possible practical solutions.

### Requirements

The course will be taught in English or Spanish depending on the students' competences in these languages.

#### Essential

The seminar will initially be taught in English; however, it may be taught in Spanish. This will depend on the students enrolled. The majority of the readings and teaching materials will be in English. Therefore, it is highly recommended that students have **at least a B2 level in both Spanish and English** to be able to understand the materials, explanations, readings and so on. Students may choose to do their assignments and exams in Spanish or English.

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### Recommended

This seminar is an introductory course to the teaching of spoken skills. Basic knowledge in teaching foreign languages is desirable but not essential.

### Skills

#### Specific

- \* 2. The ability to locate and manage the main archives, libraries and data-bases as well as other technological sources of information. .
- \* 3. The ability to apply ICTs to the area of specialised philological research. .
- \* 13. The ability to design specialised materials and instruments for analysing, researching and innovating within the philological disciplines. .

#### Generic

- \* 11. That students know how to apply the concepts learnt and their ability to solve problems in new or little known settings within wider or multidisciplinary contexts related to their study area. .

#### Transversal

- \* 3. The ability to locate, understand and interpret specialised information within a specific philological field. .
- \* 6. The ability to identify problems related to acquired concepts and acknowledge possible research areas within the studied discipline. .

#### Basic

- \* You may consult the basic competencies students will have to achieve by the end of the Master's degree at the following address: [http://estudis.uib.cat/master/comp\\_basiques/](http://estudis.uib.cat/master/comp_basiques/)

### Content

#### Range of topics

##### Unit 1. Introduction

Differences between written and oral communication. Importance of spoken skills in the learning of foreign languages. The teaching of spoken skills in the last decades. The CEFR. Integration. Learner-related and teacher-related factors which may affect the teaching and learning of spoken skills.

##### Unit 2. The teaching of speaking

Basic concepts. Learning strategies. Error correction and assessment. Authenticity. Areas of research. Paper-based materials and resources. Computer-mediated communication. Problems and practical solutions.

##### Unit 3. The teaching of listening

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Basic concepts. Learning strategies. Pre-listening, while-listening and post-listening skills. Assessment. Areas of research. Note-taking. Materials and resources. Problems and practical solutions.

### Unit 4. Teaching pronunciation

Basic concepts. Intelligibility and foreign accent. The Lingua Franca Core. Error correction and assessment. Areas of research. Materials and resources. Problems and practical solutions.

## Teaching methodology

The sessions will combine explanations by the teacher with practical activities. Students will be encouraged to work individually, in pairs and in groups in class. Students will need to prepare and complete some written and/or spoken assignments at home, (including reading articles to discuss afterwards in class). **It is important to attend class regularly and to participate actively in the activities carried out in class.**

### In-class work activities (1 credits, 25 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Theory classes	Large group (G)	Students will develop an understanding of the different topics through an initial presentation of the information provided by the teacher, followed by practical activities such as discussions, debates, etc.	15
Practical classes	Practical activities	Large group (G)	Some practical tasks will be carried out individually, in pairs or in groups in the classroom.	5
Assessment	Final exam	Large group (G)	A final exam will be done at the end of the seminar. In this exam, students will have to provide a practical solution to a problem.	2.5
Assessment	Oral presentation	Large group (G)	Students will have to orally present their practical project in class.	2.5

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

### Distance education tasks (4 credits, 100 hours)

Modality	Name	Description	Hours
Individual self-study	Project	Students should design a small practical project which should be orally presented in class.	25
Group or individual self-study	Activities outside the classroom	Students will be expected to read articles at home to discuss afterwards in class. Moreover, they will be asked to do some practical assignments at home.	75

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### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

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#### Frau en elements d'avaluació

In accordance with article 33 of Academic regulations, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

#### Final exam

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Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	A final exam will be done at the end of the seminar. In this exam, students will have to provide a practical solution to a problem.
Assessment criteria	A written exam in which students have to provide a practical solution to a problem related to the teaching and learning of spoken skills. This exam can be retaken if students fail it the first time.

Final grade percentage: 40%with a minimum grade of 5

#### Oral presentation

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Modality	Assessment
Technique	Oral tests ( <b>non-retrievable</b> )
Description	Students will have to orally present their practical project in class.
Assessment criteria	Students will be asked to do a small project which will be orally presented in class afterwards. If students fail the project (and/or oral presentation), they will have to hand in a longer project but they CANNOT repeat the oral presentation.

Final grade percentage: 15%

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### Project

Modality	Individual self-study
Technique	Papers and projects ( <b>retrievable</b> )
Description	Students should design a small practical project which should be orally presented in class.
Assessment criteria	Students will be asked to do a small project which will be orally presented in class afterwards. If students fail the project (and/or oral presentation), they will have to hand in a longer project but they CANNOT repeat the oral presentation.

Final grade percentage: 15%with a minimum grade of 5

### Activities outside the classroom

Modality	Group or individual self-study
Technique	Papers and projects ( <b>retrievable</b> )
Description	Students will be expected to read articles at home to discuss afterwards in class. Moreover, they will be asked to do some practical assignments at home.
Assessment criteria	Students will be expected to do some assignments outside the classroom. These include some readings to be discussed afterwards in the class.

Final grade percentage: 30%

## Resources, bibliography and additional documentation

### Basic bibliography

- Celce-Murcia, Marianne; Donna M. Brinton and Janet M. Goodwin (2006). Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages. Cambridge: Cambridge University Press.
- Cummins, Jim and Davison, Chris (2007). International Handbook of English Language Teaching. New York: Springer.
- Harris, Christine (2006). La enseñanza de las lenguas extranjeras en el marco europeo. Cuenca: Universidad de Castilla la Mancha.
- Harmer, Jeremy (2007). The Practice of English Language Teaching. Harlow: Pearson.
- Harmer, Jeremy (2007). How to Teach English. Harlow: Pearson.
- Hughes, Rebecca (2011). Teaching and Researching Speaking. Harlow: Pearson. 2nd edition.
- Kelly, Gerald (2000). How to Teach Pronunciation. Harlow: Pearson.
- Kirkpatrick, Andy (2007). World Englishes: Implications for International Communication and English Language Teaching. Cambridge: Cambridge University Press.
- Madrid, Daniel (2004). Importancia de las características individuales del profesorado en los procesos de enseñanza y aprendizaje de las lenguas extranjeras. Granada: Universidad de Granada.
- Masats, Dolors; Luci Nussbaum, Melinda Dooly, Cristina Escobar Urmeneta, Emilee Moore and Artur Noguerol (2016). Enseñanza y aprendizaje de lenguas extranjeras en educación secundaria obligatoria. Madrid: Síntesis.
- Rost, Michael (2011). Teaching and Researching Listening. Harlow: Pearson. 2nd edition.
- Sari, Luoma (2004). Assessing Speaking. Cambridge: Cambridge University Press.
- Scrivener, Jim (2005). Language Teaching: A Guidebook for English Language Teachers. Oxford: Macmillan Publishers.
- Thornbury, Scott (2005). How to Teach Speaking. Harlow: Pearson.
- Wilson, JJ (2008). How to Teach Listening. Harlow: Pearson.

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Zanón Gómez, Javier (1993). Claves para la enseñanza de la lengua extranjera. Madrid: Ministerio de Educación y Ciencia.

### Complementary bibliography

- Anderson, Andy (2014). Speaking Games. Peaslake: Delta publishing.
- Antolín González, Andrés (2005). La enseñanza de las lenguas extranjeras desde una perspectiva europea. Madrid: Ministerio de Educación y Ciencia.
- Cámara Arenas, Enrique (2012). Curso de pronunciación de la lengua inglesa para hispano-hablantes: A Native Cardinality Method. Valladolid: Universidad de Valladolid.
- Collins, Beverly and Inger M. Mees (2013). Practical Phonetics and Phonology: A Resource Book for Students. New York: Routledge. 3rd edition.
- Digby, Christine and John Myers (1993). Making Sense of Spelling and Pronunciation. New York: Prentice Hall.
- Estebas Vilaplana, Eva (2014). Teach Yourself English Pronunciation: An Interactive Course for Spanish Speakers. Madrid: UNED.
- Farrell, Thomas S.C. (2009). Talking, Listening and Teaching: A Guide to Classroom Communication. Calif: Corwin.
- Hewings, Martin (2005). Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation. New York: Cambridge University Press.
- Jenkins, Jennifer (2003). World Englishes: a Resource Book for Students. New York: Routledge.
- Lynch, Tony (2004). Study Listening: A Course in Listening to Lectures and Note-Taking. Cambridge: Cambridge University Press.
- McKay, Sandra (2009). Teaching English as an International Language: Rethinking Goals and Approaches. Oxford: Oxford University Press.
- Powell, Mark (2011). Dynamic Presentations. Cambridge: Cambridge University Press.
- Schneider, Edgar W. (2010). English Around the World: An Introduction. Cambridge: Cambridge University Press.
- Underhill, Adrian (2005). Sound Foundations: Learning and Teaching Pronunciation. Oxford: Macmillan.
- Warren, Chris and Trevor Millum (2011). Teaching English Using ICT: A Practical Guide for Secondary School Teachers. London: Continuum.
- Willis, Jane (1981). Teaching English through English: A Course in Classroom Language and Techniques. Harlow: Longman.

