

Syllabus

Subject

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

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Yolanda Joy Calvo Benzies yolandajoy.calvo@uib.es	12:45	13:45	Tuesday	09/09/2019	29/10/2019	Despacho 7 (Facultad de Turismo - edificio Arxiduc) Inglés 2, Inglés 3 y MLLM
	17:00	17:30	Thursday	04/11/2019	20/12/2019	Despacho 7 (Facultad de Turismo)
	16:00	16:30	Monday	04/11/2019	20/12/2019	Despacho 7 (Facultad de Turismo) CON CITA PREVIA
	16:00	17:00	Wednesday	08/01/2020	12/02/2020	IES Joan Maria Thomàs (Tutorías para el Máster de Formación del Profesorado)

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. Emphasis will be

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mainly placed on English as the target language. 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 in Spanish or English.

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/

Content

Range of topics

Unit 1. Introduction

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Why do we need to communicate? Speaking disorders. Learning vs. acquisition. What makes a good teacher? Importance of communication. Main features of oral communication. The teaching of English in the last decades. Traditional, modern and experimental methods. The CEFR. Importance of spoken skills in the learning of foreign languages. Neglect of spoken skills. Integration. Learner-related and teacher-related factors which may affect the teaching and learning of spoken skills.

Unit 2. The teaching of speaking

Differences between L1 and L2 speaking. Defining a “good speaker”. Problems and solutions when teaching spoken skills. Correcting speaking mistakes and giving feedback. Assessing speaking.

Unit 3. The teaching of listening

Good listening texts and good listeners. Stages in listening. Sources and tasks. Assessing listening. Problems and solutions.

Unit 4. Teaching pronunciation

Initial points of discussion. A brief historical account. Intelligibility and the Lingua Franca Core. Spanish students’ problems with English pronunciation. The current role of pronunciation in EFL classes in Spain. Problems and solutions. Correcting pronunciation mistakes. Assessment.

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 inside the classroom	Large group (G)	Some practical tasks will be carried out individually, in pairs or in groups inside the classroom.	7.5
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.

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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.	40
Group or individual self-study	Practical activities carried out outside the classroom	Students will complete some practical tasks outside the classroom, either individually or in pairs	60

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

Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "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".

Practical activities inside the classroom

Modality	Practical classes
Technique	Other methods (non-recoverable)
Description	Some practical tasks will be carried out individually, in pairs or in groups inside the classroom.
Assessment criteria	Students will be asked to complete some practical activities inside the classroom.

Final grade percentage: 20%

Oral presentation

Modality	Assessment
Technique	Oral tests (non-recoverable)
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.

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Final grade percentage: 20%with a minimum grade of 5

Project

Modality	Individual self-study
Technique	Papers and projects (recoverable)
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: 40%with a minimum grade of 5

Practical activities carried out outside the classroom

Modality	Group or individual self-study
Technique	Other methods (non-recoverable)
Description	Students will complete some practical tasks outside the classroom, either individually or in pairs
Assessment criteria	Students will be asked to complete some practical activities outside the classroom.

Final grade percentage: 20%

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, Dolores; Luci Nussbaum, Melinda Dooly, Cristina Escobar Urmeneta, Emilee Moore and Artur Noguero (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.

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Wilson, JJ (2008). How to Teach Listening. Harlow: Pearson.

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.