



Nebrija
Universidad

Grado en
TRADUCCIÓN

LAC104
**ORAL AND WRITTEN
COMMUNICATION SKILLS I**

Asignatura: Oral and Written Communication Skills I

Formación: Obligatoria

Créditos: 6 ECTS

Curso: Primero

Semestre: Primero

Grupo: 1TA

Profesor: Dra. Orduna Nocito

Curso académico: 2011-2012

1. REQUISITOS PREVIOS

Demonstrate sufficient performance at a pre-advanced level (B.2.2 MCER) in Placement Test.

2. BREVE DESCRIPCIÓN DE CONTENIDOS

The aim of this course is to improve the student's communication skills, oral and written. The course is mainly focused on the development of the student's communicative abilities at an advanced level (C1.1) and practising the four specific language skills (reading, writing, listening and speaking) through a task-based and communicative approach. In order to do so, a wide variety of activities (role plays, dialogues, debates, exercises, pair-work, presentations, videos, interactive activities, etc.) will be carried out by the student, some individually and others in pairs or groups. At the end of the course, students should be able to carry out complex communicative tasks at an advanced level of English.

The course combines language competence and learning autonomy and has a two-fold objective.

- To improve the students' communicative competence and their command of the four communicative skills (reading, writing, listening and speaking).
- To make students effective and autonomous learners who can take responsibility for their own learning process.

3. COMPETENCIAS QUE ADQUIERE EL ESTUDIANTE Y RESULTADOS DEL APRENDIZAJE

Since this subject belongs to the module titled "English Language and Culture module", this subject aims at developing the following general competences.

Conceptual competencies:

- To command the English language at a professional level.
- To show a deep knowledge of the English speaking culture and civilization.
- To show comprehension, assimilation, and application of the philological, linguistic and cultural concepts within the English language and culture.
- To learn to apply the acquired knowledge in problem solving processes related to the use and description of the English language.
- To know and apply the socio-linguistic rules characteristic of communication acts related to the subject, in accordance with all its pragmatic variables.
- To efficiently apply the concepts, tools and methods learned in this subject to professional life.

Procedural competencies:

- To be able to use efficiently and creatively those skills characteristic of the intellectual work in the specific area of the English Language and Culture.
- To be able to read, understand, deduce, analyse, summarise and explain texts related to the subjects within the English Language and Culture module.
- To learn to handle the different scientific and literary information resources in the English language and use the appropriate criteria to filter and organise it.
- To be able to analyse and summarise any kind of texts and discourses.

Attitudinal competencies:

- To acknowledge the importance of the contents of the module's subjects in both a comprehensive education and problem solving in intercultural and mediation conflicts.
- To adapt to different communication practices in the English language and culture.

- To integrate in a critical and reflexive way the learnt contents in both the theoretical and practical dimensions.
- To be responsible enough to peer-assess among peers and tutors.

The specific competences of this subject are:

- Learn to use accurately the English language at an advanced level (C1) in those situations in which the student will be involved in his personal and professional life.
- Become aware of the socio-cultural aspects of the English Language that will enable him to understand and perform accurately in the different communicative situations.
- Become more autonomous and responsible for his language learning process by promoting language awareness.
- Be able to apply the previous knowledge in the field to this course and relate the new items to that background knowledge.
- Development of the four specific language skills: reading, writing, listening and speaking through a task-based and communicative approach.
- Promote the use of learning skills such as critical analysis, evaluating, summarising, note-taking, drawing conclusions, thinking and collaborative learning strategies.

4. ACTIVIDADES FORMATIVAS Y METODOLOGÍA

Methodology for this course is multidisciplinary. It combines theory and practical cases with student's work, tutoring sessions, and continuous evaluation.

Theoretical- practical sessions: Introduction and use of new language structures in context by using a task-based and communicative approach. During these sessions there will be a theoretical presentation of items and the student will be required to do a wide variety of exercises, individual and in group, similar to those in which he will be involved in his professional and personal life. Basic concepts will be taught through lecturing and class participation and all four skills will be practised (reading, writing, listening and speaking) at an advanced level (C1.1.). Classroom participation is a key aspect of this course, based on a communicative approach. Participation means being able to ask questions, answer questions when called upon, volunteering answers to questions and actively listening to others.

Tutorials: Tutorial sessions (individual or group) will be held at teachers or student's request so as to monitor the student's development and learning process.

Practice and Final course assignment: Students will be required to individually complete a pack containing different exercises on grammar, vocabulary, reading, writing, listening. They will be required to carry out different speaking tasks using audiovisual materials and support, at times individually and others in groups. All students are required to work outside the classroom so as to ensure the assimilation of course contents and provide understanding of tasks. Furthermore, in groups students will deliver a final professional presentation on environmental issues and another one, individually on current issues and English culture. For the production of all activities, English will be the only means of communication.

5. SISTEMA DE EVALUACIÓN

5.1. Ordinary:

5.1.1 Midterm exam		20%
5.1.2 Directed Activities (Listenings, Readings, Pack and Class presentations)	20%	
5.1.3 Class Participation (including The Aula Plurilingüe) and attendance		10%
5.1.4 Final Exam		50%

5.2. Extraordinary:

5.2.1 Repeat exam		70%
5.2.2 Directed activities	30%	

The 10% corresponding to participation will not be considered in the repeat evaluation.

5.3. Restrictions:

In order to make up the final average grade, the student is required to attend an 80% of the sessions specified in the syllabus. Also, it is necessary to obtain a pass mark (5) in the final exam (either in the regular or repeat evaluation) so as to qualify for a course grade. Any grade under 5 is considered a fail.

No written assignments will be accepted after the due date given and plagiarism (illegal and unauthorised copying) will be penalised with a zero grade 0 for the entire course.

Those students with “official dispensa” must talk to their teacher. It is “dispensados” students’ responsibility to contact the professor at the beginning of the semester and keep updated regarding directed activities and requirements.

6. BIBLIOGRAFÍA

Bibliografía básica

- **Basic Textbooks:**

- Cunningham, S. & Moor, P (2003) *Cutting Edge (Level C1)*. London: Longman.
- For those students with a lower level, it is highly advisable to buy the following grammar book: Murphy, Raymond (2005) *English grammar in Use*. Cambridge: C.U.P. (The edition with key answers and CD). Talk to the lecturer so as to schedule a personal working plan.
- Students should read (at least once a week) English newspapers or literature (books, magazines, etc) as well as to watching news reports or films in English.

Bibliografía complementaria

- **Additional Bibliography:**

- Downing and Locke (2006) *A University Course in English Grammar*. Routledge. London.
- Gear, Jolene (2010) *Cambridge Preparation for the TOEFL test*. Cambridge.
- Greenbaum, S. & Quirk, R. (1990): *A Student’s Grammar of the English Language*. Essex: Longman.
- Hewings (2008) *Advanced Grammar in Use (with Key)*. Cambridge.
- Kenny (2011) *Cambridge Advanced Certificate (with Key)* Longman. London.
- McCarthy (2010) *Academic Vocabulary in Use*. Cambridge.
- Vince (2007) *First Certificate Language Practice*. London: Macmillan.
- Vince (2007) *Advanced Language Practice*. London: Macmillan.

- **Recommended dictionaries:**

Monolingual:

- *Cambridge Advanced Learner’s Dictionary*, 3rd ed. Cambridge University Press.
- *Longman Dictionary of Contemporary English*.
- *Advanced Learner’s Oxford English Dictionary*. Oxford University Press.

Bilingual.

- *Gran Diccionario Moderno Español-Inglés / English-Spanish*. Larousse.

Pronunciation:

- Jones, D. 1989. *English Pronouncing Dictionary (Rev. by A.C. Gimson & edited by Ramsaram)*. London: Dent, J.M. & Sons Ltd.

- **Internet sources:**

Various Exercises:

http://www.oup.com/elt/select?url=%2Feltnew%2Fstudents%2F%3Foup_jspFileName%3DstudentSites.jsp

<http://www.cambridge.org/elt/resources/adult/>

<http://uk.cambridge.org/elt/students/youngadults/default.html>

Vocabulary: <http://www.visualthesaurus.com/index.jsp>

Listening: <http://www.esl-lab.com/>

Actividades de lectura: <http://www.penguindossiers.com/>

British culture and newspapers: <http://www.culturelab-uk.com/> www.bbc.co.uk www.guardian.co.uk, etc.

Each semester, it is highly advisable to read regularly magazines in English and a book written by any English, American, Irish or Australian author. Furthermore, students are recommended to watch one or two 2 films in English.

7. BREVE CURRÍCULUM DEL PROFESOR

Ph.D on English Philology at Madrid’s Complutense University. She holds a position as assistant professor in the Translation and Applied Languages Programmes at Nebrija University, and is a member of the ACLES committee (Asociación de Centros de Lenguas de Enseñanza Superior). Her teaching experience and academic research is carried out in the field of a) Second Language Teaching and Academic writing in English and b) the history of the English Language. Her research activity is currently devoted to two main projects: a)

Vespa Project (Varieties of English for Specific Purposes) devoted to researching on English academic writing of Spanish University Students and b) AECLIL (Assessment and Evaluation of CLIL methodology) devoted to analysing the implementation of bilingual education in Spanish schools. She has participated in different teacher training courses in Spain and at a wide number of language conferences talking, particularly, about issues related to English Language Methodology and Teaching materials, English for Specific Purposes and the History of the English language.

8. LOCALIZACIÓN DEL PROFESOR

Tutorial schedule will be confirmed in the first couple of sessions, to guarantee that the time schedule suits teacher's and student's needs. However, it is always advisable to make an appointment with the lecturer beforehand in order to ensure her availability.

Dehesa de la Villa Campus. Office 420.

Telf : 91 452 11 01, ext. 2587

Mail: eorduna@nebrija.es

9. CONTENIDO DETALLADO DE LA ASIGNATURA

GRADO: en TRADUCCIÓN

ASIGNATURA: ORAL AND WRITTEN COMMUNICATION SKILLS I

CURSO: PRIMERO **SEMESTRE:** PRIMERO **CRÉDITOS ECTS:** 6

Semana	Sesión	Sesiones de Teoría, Práctica y Evaluación continua	Estudio individual y trabajos prácticos del alumno	Horas Presenciales	Horas/Semana Estudio teórico/práctico y trabajo. Máx. 7 horas semanales como media
	1	Course and syllabus explanation. General tips for students. An introduction to the four skills involved in the L2 learning/ teaching process.	Familiarizing with bibliography and The European Common Framework of Reference (CEFR)	1.5	
	2	Effective oral presentations. Instructions on performing an effective oral presentation. Use of voice and intonations, body language, oral strategies and use of visual support.	Exercises to develop oral skills	1.5	3
	3	“The Environment”. Vocabulary and reading texts regarding current environmental issues. Making groups and topic thinking for a presentation on the environment.	Students research on an environmental issue, critical reading and preparing for a class debate.	1.5	8
	4 y 5	Writing strategies. How to write a good short essay: Introduction, body and conclusion. Topic sentence. Punctuation rules and transitional signals. Text cohesion and coherence. Writing an essay in class.	Creating an outline for a presentation on the Environment. A series of practical written exercises on paragraph styles.	3	2
	6 a 9	Textbook: Unit 1 (Going global) Grammatical issues: continuous verb forms. Vocabulary areas: words and phrases related to globalisation Reading: effects of globalisation in one city. Listening and Reading (1)	A variety of individual and group exercises using written and oral skills. Exercises on the Study Pack.	6	12
	10	“The Aula Plurilingüe” , monitoring group’s work and rehearsing presentations, peer evaluation and improvement suggestions. At this points students will be required to carry out a group tutorial.	Rehearsing oral The Environment Oral Presentation for The Aula Plurilingüe.	1.5	3
	11 a 14	Textbook: Unit 2 (Mixed emotions) Grammatical issues: perfect verb forms. Cleft sentences. Vocabulary areas: feelings. Reading: what makes you laugh?. Writing: a book or music review. Listening and Reading (2)	A variety of individual and group exercises using written and oral skills. Exercises on the Study Pack.	6	12

	15	The Aula Plurilingüe		1.5	2
	16	Midterm Written Exam.		1.5	6
	17 a 20	Textbook: Unit 3 (How you come across) Grammatical issues: modals and related verbs. Abstract nouns and relative clauses. Vocabulary areas: describing behaviour. Reading: perfect behaviour in an imperfect world. Writing: e-mails. Listening and Reading (3)	A variety of individual and group exercises using written and oral skills. Exercises on the Study Pack.	6	12
	21 a 24	Textbook: Unit 4 (Mind, body and spirit). Grammatical issues: adjectives and adverbs. Comparatives and superlatives. Vocabulary areas: health and well-being. Reading: complementary therapies. Writing: a leaflet/ a short news article. Activity: How to give a professional presentation. Listening and Reading (4)	A variety of individual and group exercises using written and oral skills. Exercises on the Study Pack.	6	12
	25 a 28	Textbook: Unit 5 (Learning for life and education) Grammatical issues: passive forms. Vocabulary areas: education, learning skills, university. Reading: complementary therapies. Writing: a education: fact o myth. Activity: Writing a CV and job interviews. Listening and Reading (5)	A variety of individual and group exercises using written and oral skills. Exercises on the Study Pack.	6	12
	29	Delivery of individual Final Oral Presentations		1.5	
		Tutorials (monitoring written and oral activities)		16.5	
		FINAL ORDINARY EXAM		3	
		FINAL EXTRAORDINARY EXAM		3	
T O T A L			TOTAL HORAS DE CLASE TEÓRICA- PRÁCTICA	43.5	= 150 horas
			TOTAL EXAMENES	6	
			TOTAL TUTORIAS	16.5	
			TOTAL HORAS ESTUDIO PERSONAL	84	