



Communicative  
Skills

**Master in Bilingual  
Education**



UNIVERSIDAD  
**NEBRIJA**

## Teaching Guide

**Subject:** Communicative skills

**Degree:** Master in Bilingual Education

**Type:** Obligatory

**Language:** English

**Modality:** Blended and online

**Credits:** 4

**Semester:** 1

**Professor:** Dr. Stephen Jenkins/Irene Mavrou/ Miguel Gómez Jiménez

## 1. COMPETENCIES and LEARNING OUTCOMES

### 1.1 Competencies

#### Basic competencies

CB6 To possess and understand knowledge that provides the basis and opportunity to be original in the development and application of ideas, often within a research context.

CB7 That students know how to apply the knowledge acquired and the capacity for problem solving in new and lesser-known environments within the broadest (or multi-disciplinary context) in relation to their area of study.

CB8 That students are capable of integrating knowledge and facing the complexity of opinion forming starting from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities that are linked to the application of opinions and judgements.

CB9 That students know how to communicate their conclusions, and the knowledge and reasoning that supports them to a specialist and non-specialist public in a clear and unambiguous manner.

CB10 That students possess the learning ability that allows them to continue studying in a way that will be largely self-directed or autonomous.

#### General competencies

CG2 To know about the specific problems of foreign language teaching in both linguistic and cultural terms in a bilingual environment.

CG9 To analyse the psychological processes and factors applicable to the learning of a foreign language

#### Specific competencies

CE3 To know about the instruments for planning and evaluation necessary in the teaching/learning of English/Spanish.

CE8 To be capable of using specialist terminology in English and Spanish in the field of second language acquisition.

CE10 To be capable of communicating with fluency at C1 level of the European Common Framework.

CE11 To be capable of applying different educational strategies of communicative abilities (interaction, production, and oral and written reception) in accordance with the characteristics of foreign language learners.

CE12 To know about the different variables in the process of foreign teaching/learning from the student's perspective and their communicative needs; both the process itself and their ongoing evaluation and certification.

CE13 To know and to know how to apply the advantages of the communicative approach and learning by tasks method for linguistic interaction in English and Spanish.

## 1.2. Learning outcomes

At the end of the subject, the student must:

- Acquire new knowledge autonomously in the field of study, teaching/learning of foreign language
- Recognise and understand the different social, environmental, cultural, and educational factors that influence the process of acquisition of a foreign language as well as the discursive and interactional elements of the same
- Know the instruments of evaluation needed in learning/teaching of the English language
- Use the specialist terminology of the teaching/learning of a foreign language
- Practice and acquire the necessary skills to reach C1 level in English language
- Know how to apply the learning strategies of the different communicative skills (interaction and oral and written reproduction) and the characteristics of the interlanguage of those learning a foreign language.
- Know the different variables of the process of learning/ teaching a foreign language from the student's perspective and the communicative needs, the process itself, and its ongoing evaluation and certification.
- Know and understand how to apply the advantages of a communicative focus and task-based learning for linguistic interaction in English and Spanish.

## 2. CONTENTS

### 2.1. Previous requirements

None

### 2.2 Description of contents

This course seeks to enhance the students' communicative skills in academic settings not only in written contexts but also in the area of spoken English. Analysis of oral presentations and their structure will be the starting point. Afterwards written texts will be broken down to examine their structure, their type and their cohesive and coherent devices. In addition, various grammar themes will be looked into with the objective of polishing the students' academic discourse. At the end of the course learners will have improved their general speaking and writing skills in English, and developed strategies to plan and organize their academic writing as well as to deliver their academic oral presentations with audio-visual help.

### 2.3. Detailed content

- 1. Academic discourse (I)**
  - The communication process
  - The communicative competence
  - Communicative skills
- 2. Academic discourse (II)**
  - Types of academic discourses
- 3. Academic oral presentations**
  - Personal aspects
  - External elements
- 4. Audiovisual aids for oral presentations**
  - Types of audiovisual aids
  - Structure of digital-mediated presentations
  - Planning and preparing presentations with audiovisuals
  - Tips for using visuals in presentations
  - Oral presentations with PowerPoint and Prezi

<p><b>5. Macro-elements to consider in essay writing</b>  Basics for academic writing:  Research  Organization and structure  Cohesion and coherence</p> <p><b>6. Micro-elements to consider in essay writing</b>  Use of correct punctuation:  Interpreting a text  Conveying information (i.e., messages) Types of sentence patterns</p> <p><b>7. Continuous verb tenses and text analysis at macro and micro elements</b>  Grammar: structures; meaning and uses of incomplete tenses; and revision of different continuous tenses (present, past and future)</p>
--

## 2.4. Training Activities

### Blended Modality

Training Activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Individual and group learning activities outside the teaching sessions	30	30%
AF3. Tutorials	10	10%
AF4. Complementary training activities	10	10%
AF7. Evaluation Activities	10	20%

### Online Modality

Training Activities	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Individual and group learning activities outside the teaching sessions	30	0%
AF3. Tutorials	10	0%
AF4. Complementary training activities	10	0%
AF7. Evaluation Activities	10	20%

## 2.5 Teaching methodologies

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise their learning strategies. Through interaction and mutual co-operation, the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For this purpose, the Virtual

Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

### 3. System of Evaluation

#### 3.1. Grading

The grading system (R.D. 1125/2003, of 5th September) will be as follows:

- 0 - 4.9 Fail (SS)
- 5.0 - 6.9 Pass (AP)
- 7.0 - 8.9 Good (NT)
- 9.0 - 10 Excellent (SB)

The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

#### 3.2. Assessment

##### Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in work groups and discussion	15%
Guided activities	25%
Final exam	60%

#### 3.3. Restrictions

##### Minimum grade

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

##### Attendance

Students who, without justification, fail to attend more than 75% of the face-to-face classes may be deprived of the right to take the exam in the regular exam.

##### Writing standards

Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted in such work.

#### 3.4. Warning about plagiarism

Antonio de Nebrija University will not tolerate plagiarism or copying under any circumstances. Plagiarism is considered to be the reproduction of paragraphs taken from sources other than the student's own work (the Internet, books, articles, classmates' assignments, etc.) when the original source is not cited. The use of quotations may not be indiscriminate. Plagiarism is a criminal offense.

If such practices are detected, they will be considered a Serious Offense, and the sanction cited in the Student Regulations may be applied.

The adoption of AI tools in teaching must be based on a transparent, responsible, ethical, and safe approach that fosters the development of digital competencies among students.

The instructor will indicate in each learning activity whether the use of Generative AI is planned, for what purpose, and the requirements for its use.

#### 4. BIBLIOGRAPHY

##### Basic Bibliography

- Anderson, K. et al. 2004. Study Speaking: a Course in Spoken English for Academic Purposes (audio CD). Cambridge: University.
- Bailey, S. 2006. Academic Writing: a Handbook for International Students. London: Routledge.
- Campbell, C. & Smith, J. 2005. Listening Course Book: English for Academic Study. Reading: Garnet. SBN: 978-1-85964-482.
- Comfort, J. & Derek. U. 2005. Effective Presentations [DVD-Video]. Oxford: Oxford University Press.
- Craswell, G. & Poore, M. 2012. Writing for Academic Success. Los Angeles: Sage.
- Downing, A. & Locke, P. 2006. A University Course in English Grammar. New York: Prentice Hall.
- Ellis, G. 1997. Learning to Learn English: a Course in Learner Training (learner's book). Cambridge: Cambridge University Press.
- Hashemi, L. & Murphy, R. 2004. English Grammar in Use Supplementary Exercises with Answers. Cambridge: Cambridge University Press.
- Hewings, M. 2006. Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learners of English with Answers [With CD.ROM]. Cambridge: Cambridge University Press.
- Murphy, R. 2006. English Grammar in Use. Cambridge: Cambridge University Press. Sinclair, B. 2003. Advanced learner's: English dictionary. Glasgow: Harper Collins Cobuild. Vince, M. & Sunderland, P. 2003. Advanced Language Practice with Key: English.

##### Recommended Bibliography

- Breeze, R. 2012. Rethinking Academic Writing Pedagogy for the European University. Amsterdam: Rodopi.
- Crystal, D. 2003. The Cambridge Encyclopedia of the English Language. Cambridge: Cambridge University Press.
- Dollahite, N. & Haun, J. 2006. Sourcework: Academic Writing from Sources. Boston: Heinle.
- Harwood, N. 2010. English Language Teaching Materials: Theory and Practice. New York: Cambridge University Press.
- Ronald, C & Nunan, D. 2012. The Cambridge Guide to Teaching English to Speakers of other Languages. Cambridge: Cambridge University Press.
- Swales, J. & Feak, C. 2004. Academic Writing for Graduate Students: Essential Tasks and Skills - A Course for non Native Speakers of English. Michigan: University of Michigan Press.
- Swales, J. & Feak, C. 2004. Commentary for Academic Writing for Graduate Students: Essential Tasks and Skills. Michigan: University of Michigan Press.

##### Citations

- APA Citation Generator  
<https://www.scribbr.com/apa-citation-generator/>
- Citation Machine  
<https://www.citationmachine.net/apa>
- EasyBib  
<https://www.easybib.com/>

##### Other resources

- Dartmouth College: Institute for Writing and Rhetoric  
<https://writing-speech.dartmouth.edu/>
- Molina, Pedro. "Aquellas palabras azules" [on line]. Available  
<http://blog.hola.com/elprimermarcapaginas/>
- Paradigm Online Writing Assistant  
<https://www.powa.org/>
- Purdue Writing Lab, Purdue University:  
[https://owl.purdue.edu/writinglab/the\\_writing\\_lab\\_at\\_purdue.html](https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html)
- Reed College: Doyle Online Writing Lab  
[https://www.reed.edu/writing/esl\\_resources.html](https://www.reed.edu/writing/esl_resources.html)
- University of Richmond Writing Center: Writer's Web  
<http://writing2.richmond.edu/writing/wweb.html>

University of Toronto  
<https://advice.writing.utoronto.ca/>

## 5. PROFESSOR

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>