



Communicative
Skills

**Master in Bilingual
Education
2021-2022**



UNIVERSIDAD
NEBRIJA

Teaching Guide

Subject: Communicative skills

Degree: Master in Bilingual Education

Type: Obligatory

Language: English

Modality: Blended and online

Credits: 4

Course: 1st

Semester: 1st

Professor: Dr. Stephen Jenkins

1. COMPETENCIES and LEARNING OUTCOMES

1.1 Competencies

Basic competencies

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

CB7 That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 That students are able to integrate their knowledge and cope with the complexity of making judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements.

CB9 That students know how to communicate both their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous manner.

CB10 That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous way.

General competencies

CG2 To know the specific problems of FL teaching, both linguistic and cultural, in a bilingual teaching environment.

CG9 To analyse the psychological processes and the factors intervening in FL learning.

Specific competencies

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

CE8 To be able to use specialized terminology in both English and Spanish in the field of second language acquisition.

CE10 To be able to communicate fluently at CEFR level C1.

CE11 To be able to apply different strategies for teaching communicative skills (interaction and production and oral and written reception) according to the characteristics of FL learners.

CE12 To know the different variables of FL teaching/learning process from the perspective of students and their communicative needs; of the process itself; of its continuous and certifying evaluation.

CE13 To know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.

1.2. Learning outcomes

- To acquire new knowledge in the field of Foreign Language teaching/learning in an autonomous way.
- To understand the different social, environmental, cultural, and educative factors involved in the acquisition and use of Foreign Languages.
- To become familiarized with the evaluation tools used in the teaching/learning of English.
- To use specialized vocabulary for Foreign Language teaching/learning.
- To practice and acquire the skills needed for obtaining the level C1 in English.
- To know how to apply different learning strategies for the several communicative skills (oral and writing comprehension and production); and the features of the interlanguage of those who are learning a Foreign Language.
- To understand the different variables involved in the process of teaching/learning a Foreign Language, from the student's perspective and taking into account their communicative needs. Also, to understand the variables involved in the very process, and in its continuous evaluation and certification.
- To become familiarized and to know how to apply the advantages of the “communicative approach” and “learning by tasks” for the linguistic interactions in English and Spanish.

2. CONTENTS

2.1. Previous requirements

Demonstrate sufficient performance at level B2 in English

2.2 Description of contents

This course seek 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

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| <p>1. Academic discourse (I)
 The communication process
 The communicative competence
 Communicative skills</p> <p>2. Academic discourse (II)
 Types of academic discourses</p> <p>3. Academic oral presentations
 Personal aspects
 External elements</p> <p>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> |
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5. Macro-elements to consider in essay writing

Basics for academic writing:
Research
Organization and structure
Cohesion and coherence

6. Micro-elements to consider in essay writing

Use of correct punctuation:
Interpreting a text
Conveying information (i.e. messages) Types of sentence patterns

7. Continuous verb tenses and text analysis at macro and micro elements

Grammar: structures; meaning and uses of incomplete tenses; and revision of different continuous tenses (present, past and future)

2.4. Assignments

Blended Modality

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	40%
AF2. Learning activities, individual and in groups, outside the lecture session	30	30%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	10	10%
AF4. Complementary training actions	10	10%
AF7. Evaluation Activities	10	20%

Online Modality

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	40	0%
AF2. Learning activities, individual and in groups, outside the lecture session	30	0%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	10	0%
AF4. Complementary training actions	10	0%
AF7. Evaluation Activities	10	20%

2.5 Methodology

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

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

3.2. Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in working and discussion groups	15%
Activities aimed at development of oral and written skills	25%
Final exam	60%

3.3. Restrictions:

Minimum passing grade:

It is necessary to obtain a pass (5) in the final exam (either in the regular or repeat evaluation). Any grade under 5 is considered a fail.

Attendance:

In order to make up the final average grade, the student is required to attend a 75% of the sessions specified in the syllabus. Otherwise he might not be allowed to sit the final exam (ordinary call)

3.4. Plagiarism

You are required to develop the proposed activities yourself. Plagiarism (illegal and unauthorized copying) will be penalized with a zero grade 0. Nebrija University will treat cases of plagiarism very seriously. Plagiarism includes, but is not limited to: using someone else's (Internet, books, classmates, etc.) ideas or words without appropriate acknowledgement. All suspected cases of academic dishonesty will follow the procedures outlined in the *Reglamento del Alumno* Universidad Nebrija).

4. BIBLIOGRAPHY

Basic Bibliography

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- 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-Vídeo]. 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.

Other resources

- Molina, Pedro. "Aquellas palabras azules" [on line]. Available <http://blog.hola.com/elprimermarcapaginas/>

5. PROFESSOR

All information on the teaching staff can be found in the official Web of the Master in Bilingual Education: <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>