

# Teaching guide

## IDENTIFICATION DETAILS

Academic year:	2025-2026		
Degree:	University Master's Degree in Bilingual Education		
Scope	Educational sciences		
Faculty/School:	Postgraduate and Lifelong Learning School		
Course:	DEVELOPPING ORAL SKILLS.SPEAKING AND LISTENING		
Type:	Compulsory	ECTS credits:	4
Year:	1	Code:	8365
Teaching period:	First semester		
Subject:	The Development of Language Competences/ Developing Language Competences		
Module:			
Teaching type:	Virtual		
Language:	English		
Total number of student study hours:	100		

Teaching staff	E-mail
Elena Natalia Romea Parente	elena.romea@ufv.es
Lorena Aguilar Zapata	lorena.aguilar@ufv.es
Lorena Aguilar Zapata	lorena.aguilar@ufv.es

## SUBJECT DESCRIPTION

This course will tackle theoretical questions concerning oral skills in the foreign language paying specific attention

to the structure, the planning and the evaluation of oral activities as well as the understanding of the cognitive processes which take place when the students develop oral skills. These concepts will be mobilized and applied in concrete classroom situations proposed by the students and the teacher. Once these minimal contents are established, we will deal with more specific questions related to how this corpus of knowledge can be applied to bilingual school contexts. A great variety of resources will be employed to train the teacher in this regard. In order to do so, we will particularly emphasize the importance of information and communication technologies.

## **GOAL**

This course pursues three goals:  
Apply acquired knowledge to plan and adapt activities and oral projects in educational contexts, especially those which use the CLIL methodology.  
Detect difficulties and learn to solve difficulties in oral skills which affect the foreign language speaker.  
Get familiar with the evaluation techniques necessary to facilitate the students' development of oral skills.

## **PRIOR KNOWLEDGE**

No specific theoretical requirements for this course. Good command of English is expected.

## **COURSE SYLLABUS**

### **1. ORAL SKILLS: BASIC THEORETICAL CONSIDERATIONS**

- 1.1 Principles of Speaking
- 1.2 Discourse and Text
- 1.3 Accessibility
- 1.4 Meaning
- 1.5 Types of classroom tasks
- 1.6 Discourse skills
- 1.7 Resources to support students' oral learning

### **2. LISTENING SKILLS**

- 2.1 Task-based listening
- 2.2 Task-feedback circle
- 2.3 Listening strategies

### **3. SPEAKING SKILLS**

- 3.1 Conversation and discussion
- 3.2 Communicative activities
- 3.3 Role-play, real-play and simulation
- 3.4 Fluency, accuracy and communication
- 3.5 Pronunciation ideas
- 3.6 Which pronunciation?
- 3.7 Sounds in the English language
- 3.8 Prominence patterns
- 3.9 Connected speech

#### 4. LISTENING ACTIVITIES APPLIED TO CLIL

4.1 Strategies for listening

4.2 Practical cases

#### 5. SPEAKING ACTIVITIES APPLIED TO CLIL

5.1 Strategies for speaking

5.2 Practical cases

#### 6. EVALUATION OF ORAL SKILLS

6.1 What to evaluate

6.2 Activities for evaluation

6.3 Setting parameters down

#### 7. ORAL SKILLS AND THE NEW TECHNOLOGIES

7.1 CELL

7.2 Humanistic model

7.3 Practical examples

### EDUCATION ACTIVITIES

The subject is developed with distance methodology through the Virtual Classroom where the student will have:

- Synchronous online classes taught by the teacher in which theoretical and practical aspects will be worked on in which the student can participate during them.
- In them the contents will be reviewed and the student's doubts will be answered live. These classes will be recorded on the platform.
- Tutorials to resolve doubts.
- Study material for the required reading subject: Teaching units, presentations with the summary of the classes and other material selected by the teacher (articles, videos and audios).
- Work and activities to be carried out by the student and debate and participation forums that aim to deepen the subject.

### DISTRIBUTION OF WORK TIME

TEACHER-LED TRAINING ACTIVITIES	INDIVIDUAL WORK
4 Hours	96 Hours

### LEARNING RESULTS

Apply the knowledge acquired about cognitive and psychological processes in learning L2 to design activities and projects in which the student uses communicative and cultural competencies in English in real contexts.

Characterize the most common mistakes made by Spanish-speaking students in the English language learning process and select the most appropriate resources to overcome them.

Learn specific teaching strategies to improve English linguistic and cultural competence in teaching non-linguistic subjects.

Analyze examples of effectiveness and failure in the application of the curriculum, selecting the characteristics that must be observed for good teaching practice.

Know how to apply specific teaching strategies to improve English linguistic and cultural competence in teaching non-linguistic subjects.

Design national and international projects in which students develop language skills in real contexts.

## **SPECIFIC LEARNING RESULTS**

Know the way in which the processes to acquire oral skills work.

Apply knowledge related to oral competences in educational contexts.

Use a great variety of activities and resources to facilitate communicative competence in educational contexts.

Learn to produce communicative situations in specific contexts.

Get familiar with methods of organization of group and individual activities in the bilingual classroom taking oral activities as a point of departure.

Know strategies to develop oral competences by way of using contents from other subjects apart from foreign languages.

## **LEARNING APPRAISAL SYSTEM**

ORDINARY CALL EXAM.

EXAM. Multiple choice test 50% (5 points).

- It will be necessary to take the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

- Activity 1:2 points

- Activity 2:2 points

PARTICIPATION. Active participation: 10% (1 point).

Forums: 0.5 points

- Forum 1:0.25 points

- Forum 2:0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Class participation: 0.5 points Participation will be valued through proactive participation in the class sessions.

PARTICIPATION CAN NEVER BE EVALUATED BY THE CONNECTION TO THE CLASS SESSIONS, but the students must participate in them and justify it by means of a screenshot that they must upload to the platform. Those students who cannot connect to the class sessions will have the possibility to visualize the session and make a SUMMARY to obtain that participation note.

- The summary must contain between 120 and 240 words, summarize the content of the class session and the practical activities carried out.

EXTRAORDINARY CALL EXAM. Multiple choice test 50% (5 points).

- It will be necessary to take the exam to pass the subject.

ACTIVITIES. Works with theoretical and practical questions: 40% (4 points).

- Activity 1:2 points

- Activity 2:2 points

PARTICIPATION. Active participation: 10% (1 point). Forums: 0.5 points

- Forum 1:0.25 points

- Forum 2:0.25 points

- The comment to each of the forums must contain between 60 and 120 words to be taken into account.

Attendance and participation: it is necessary to carry out the attendance and participation in the class sessions in the ordinary call in order to obtain this score. It will not be possible to get the score for class attendance and participation if it is not done during the ordinary call.

SECOND AND FOLLOWING CALLS. For these students, the ordinary and extraordinary call system will remain the same.

ADDITIONAL INFORMATION DELIVERY OF ACTIVITIES. The student must deliver the exercises on the date and channels indicated. The student is responsible for being aware of the Virtual Classroom to check these deliveries and deadlines. The work will be delivered on the date indicated by the teacher, in PDF format, in the space designated for this purpose in the Virtual Classroom of the subject, not being the teacher's responsibility that the Virtual Classroom system collapses minutes before delivery. Delivery of activities will not be accepted by email to the teacher. All those works presented out of date or by other means will count as not presented works.

EVALUATION REGULATIONS All the tests that can be evaluated will be subject to what is established in the UFV Graduate School and Permanent Training Evaluation Regulations and the University's Coexistence Regulations.

Plagiarism behaviors, as well as the use of illegitimate means in the assessment tests, will be sanctioned in accordance with what is established in these regulations. Teachers have at their disposal an anti-plagiarism computer tool that they can use as they deem necessary. The student will be obliged to accept the permissions for the use of the tool in order for that activity to be qualified. The use of artificial intelligence to perform any of the requested deliveries that are part of the evaluation system is not allowed.

SCORES The final grade will be based on a total score of 10 points obtained by the student, according to the following scale: Failure (suspended): 0-4.99/Pass (approved): 5-6.99/Remarkable (notable): 7-8.99/Excellent (outstanding): 9-10 and Matriculation of Honor (enrollment of honor), which will imply having obtained outstanding, in addition to a special mention.

Those absences that are due, solely, to these three cases will be justified (requesting documentation for said justification):

- Writ of Summons
- . •Hospitalization.
- Death of direct family member.

## ETHICAL AND RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

- 1.- The use of any Artificial Intelligence (AI) system or service shall be determined by the lecturer, and may only be used in the manner and under the conditions indicated by them. In all cases, its use must comply with the following principles:
  - a) The use of AI systems or services must be accompanied by critical reflection on the part of the student regarding their impact and/or limitations in the development of the assigned task or project.
  - b) The selection of AI systems or services must be justified, explaining their advantages over other tools or methods of obtaining information. The chosen model and the version of AI used must be described in as much detail as possible.
  - c) The student must appropriately cite the use of AI systems or services, specifying the parts of the work where they were used and describing the creative process followed. The use of citation formats and usage examples may be consulted on the Library website([https://www.ufv.es/gestion-de-la-informacion\\_biblioteca/](https://www.ufv.es/gestion-de-la-informacion_biblioteca/)).
  - d) The results obtained through AI systems or services must always be verified. As the author, the student is responsible for their work and for the legitimacy of the sources used.
- 2.- In all cases, the use of AI systems or services must always respect the principles of responsible and ethical use upheld by the university, as outlined in the [Guide for the Responsible Use of Artificial Intelligence in Studies at UFV](#). Additionally, the lecturer may request other types of individual commitments from the student when deemed necessary.
- 3.- Without prejudice to the above, in cases of doubt regarding the ethical and responsible use of any AI system or service, the lecturer may require an oral presentation of any assignment or partial submission. This oral evaluation shall take precedence over any other form of assessment outlined in the Teaching Guide. In this oral defense, the student must demonstrate knowledge of the subject, justify their decisions, and explain the development of their work.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

- edited by Elena Polyudova. Acquiring Lingua Franca of the modern time :current issues and strategies in ESL studies / Newcastle upon Tyne :Cambridge Scholars Publishing,2014.
- Maria Teresa Roura Vivas. Emotional intelligence speaking activities for ESL classrooms / Antequera, España :ExLibric,2021.
- Andrew Wrigth. Storytelling with children / 2nd ed. Oxford :Oxford University Press,2012.
- Maurice Galton. Learning and teaching in the primary classroom / Los Angeles :SAGE Publications,2007.
- Alison Cook-Sather [and eleven others]. Learning from the student's perspective :a sourcebook for effective teaching / 2009.
- Andrew McCallum. Creativity and learning in secondary english: Teaching for a creative classroom / New York, NY :Routledge,2012.
- Anete Vásquez, Angela L. Hansen, Philip C. Smith. Teaching language arts to English language learners / 2nd ed. New York :Routledge,2013.

Donna Lee Fields ; foreword David Marsh. 101 scaffolding techniques for language teaching and learning / Barcelona :Ediciones Octaedro,2017.

edited by Ambigapathy Pandian [and five others]. Language teaching and learning :new dimensions and interventions / 2014.

Hilary Bourdillon and Anne Storey. Aspects of teaching and learning in secondary schools :perspectives on practice / London ;New York :RoutledgeFalmer,2002.