COURSE PROGRAM

Academic Year: 2024/2025

Identification and characteristics of the course			
Code	401446	ECTS Credits	
Course name (English)	Communicative Skills in English		
Course name (Spanish)	Destrezas Comunicativas en Inglés		
Degree programs	Máster Universitario en Enseñanza Bilingüe en Inglés para la Educación Primaria y Secundaria /Master in Bilingual Education through English for Primary and Secondary School Teachers		
Faculty/School	Faculty of Education and Psychology		
Semester	1	Type of course	Compulsory
Module	Specialisation		
Matter	Linguistic features of Bilingual Education		
Lecturer/s			
Name	Office	E-mail	Web page
Rafael Alejo González	A17	ralejo@unex.es	
Irene Castellano Risco	A21	ircastellano@unex.es	
Subject Area	English Philology		
Department	English Philology		
Coordinating Lecturer (If more than one)	Rafael Alejo González		

Competencies (in English)
CG1 - To understand and analyse CLIL contexts in Primary and Secondary schools.
CB7 - To apply the knowledge acquired and to be able to solve problems in new or unfamiliar contexts in broader (or interdisciplinary) environments related to their area of study.
CB10 - To acquire learning skills that allow students to continue their study in a way that, to a great extent, should be self-directed or autonomous
Cross-curricular competencies
CT3 - To be able to communicate effectively in English
Specific competencies
CE6 - To master the foreign language for teaching content at level C1 (English) according to CEFRL.
CE7 - To be able to incorporate innovative strategies, attractive materials, and ICTs into teaching practice in bilingual education contexts.

CE8 - To use advanced interpersonal communicative skills when interacting in the CLIL classroom.
CE9 - To master the registers, genres, functions and terminology specific to the non-linguistic subjects of the curriculum and to be able to use these skills to facilitate students' learning.

Course outline

Name of lesson 1: Introduction to academic English
Contents of lesson 2:
    1. Academic English: definition and resources
    2. Academic Style: Vocabulary/grammar shift
    3. Main functions and notions used in academic writing.
Description of the practical activities of lesson 2:
    • Answering exercises on the online platform
    • Doing oral exercises in class
    • Watching videos and discussion in class

Name of lesson 2: Academic presentations
Contents of lesson 2:
    1. The structure and language of a presentation
    2. Presentation resources: the language of visuals
Description of the practical activities of lesson 2:
    • Completing task on the online campus
    • Making short academic presentation in front of the class

Name of lesson 3: Writing summaries and reporting data
Contents of lesson 4:
    1. Reading for main ideas in a text
    2. Elaborating conceptual maps
    3. Writing a summary of an academic text
    4. Writing an abstract
Description of the practical activities of lesson 3:
    • Completing the tasks on the online campus
    • Watching introductory videos and completing two tasks
        o Writing a summary
        o Writing an abstract

Name of lesson 4: Linguistic features of oral Academic English
Contents of lesson 3:
    1. Hedging
    2. Inversion after negative and limiting adverbials.
    3. Classroom language
    4. Adding emphasis
    5. Conversation collocations
Description of the practical activities of lesson 4:
    • Completing the tasks on the online campus

Educational activities								
Student workload in hours by lesson		**Lectures**	**Practical activities**				**Monitoring activity**	**Homework**
Lesson	**Total**	**L**	**HI**	**LAB**	**COM**	**SEM**	**SGT**	**PS**
1	40	6				2	1	17/14
2	39	6				2	1	17/13
3	35	5				1	0,5	16,5/12
4	34	6				1		16/11

Assessment	2	2						
TOTAL	150h	25				6	2,5	116,5

L: Lectures (85 students)
HI: Hospital internships (7 students)
LAB: Laboratory or field practices (15 students)
COM: Computer room or language laboratory practices (20 students)
SEM: Problem classes or seminars or case studies (40 students)
SGT: Scheduled group tutorials (educational monitoring, ECTS type tutorials)
PS: Personal study, individual or group work and reading of bibliography

Teaching Methodologies

1. Lectures. Explaining subject content. Discussion of theoretical aspects. Additional talks by experts may be added.
2. Interactive teaching.
3. Office-hour consultations to solve questions presented by students
4. Autonomous work to analyse documents and to elaborate reports and to answer practical cases.
5. Online learning. Use of online tools to enhance communication between teachers and learners or among the learners. Online learning activities and tasks.

Learning outcomes

Can use of standard English (level C1), both productively and receptively, with a degree of fluency and attending to both everyday situations and situations related to the educational context by making use of a wide lexical and grammatical repertoire.
Can Understand the main ideas of complex texts, both on concrete and abstract topics, including those texts written in the specific language typical of the profession (Education in general and CLIL in particular).
Can hold a conversation, fluently and naturally, with native speakers of the English language in such a way that communication happens without effort.
Can write detailed and well-structured texts on diverse subjects and is able to defend an opinion on a general subject indicating advantages and disadvantages.
Can follow a university lecture related to education as well as understands the news and is able to follow a film in which standard English is spoken.
Shows an open and respectful attitude towards the world and the Anglo-Saxon culture.
Can develop self-learning strategies including the use of ICTs
Values foreign language learning as a way of personal, intellectual and social development

Assessment systems

The evaluation system comprises three main elements:
1. Active participation in class and in the Online Campus, together with the oral presentation in class of one or more assignments (30%)
2. Online tasks carried out during the course to be delivered during the course at specific dates (20%)

3. Written exam (50%) on the content explained during the course, consisting of either a test and/or questions to be developed in written form to evaluate the knowledge and the know-how of students. It will be necessary to reach at least 40% of the maximum mark in this exam in order for the student to pass the subject.

The students can opt for a global evaluation of the subject in the different exam periods. In order to do so, they will need to apply for it through the specific virtual link created in the Online Campus. Unless the student specifically completes this application, the default evaluation will be continuous assessment. The deadlines for selecting the global evaluation system will be the first quarter of the semester in which the subject is taught (first and second semester) Those students who opt for a global evaluation will sit an exam which will account for 100% of the final mark. The exam will consist in a written part, which will account for 60% of the mark, and an oral presentation, in which students will be asked about the syllabus explained in class (30%) and a task that will be presented through the Online Campus (10%).

Bibliography (basic and complementary)

Biber, D. (2006) University Language. A corpus-based study of spoken and written registers. John Benjamins.

Flowerdew, J. (ed.) (2002) Academic discourse. Longman.

Jones, Ceri & Hird, John. (2010). New Inside Out Adv. Workbook + key Pack. Macmillan.

Pérez Cañado, M.L. & Ojeda-Pinar, B. (2018). Communicative Classroom Language for Bilingual Education: Teaching "Real English" for CLIL. Peter Lang.

Swales, J., & Feak, C. B. (1994). Academic Writing for Graduate Students. University of Michigan Press.

Wellman, Guy (1989). Heinemann ELT English Wordbuilder. Heinemann.

Other resources and complementary educational materials