

## 26545 - Language and communication in the bilingual classroom

### Información del Plan Docente

<b>Academic Year</b>	2018/19
<b>Subject</b>	26545 - Language and communication in the bilingual classroom
<b>Faculty / School</b>	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
<b>Degree</b>	302 - Degree in Nursery School Education 301 - Degree in Nursery School Education 303 - Degree in Nursery School Education
<b>ECTS</b>	6.0
<b>Year</b>	4
<b>Semester</b>	Half-yearly
<b>Subject Type</b>	Optional
<b>Module</b>	---

### **1.General information**

#### **1.1.Aims of the course**

##### **1.1. Goals**

The subject aims to meet the following principles and objectives:

Language and oral communication in the bilingual classroom must take account of both segmental (i.e. pronunciation) and suprasegmental features of speech (i.e. rhythm, stress and intonation), as present in materials from the oral tradition which may be useful, culture-relevant and understandable to nursery school pupils, such as poems, short stories and tales.

The module also involves the acquisition of procedures and strategies useful for the development of communicative competence, with a special emphasis on the strategic sub-competence and on all those aspects relevant to the acquisition of the foreign language and some of its basic communicative functions at an early age.

#### **1.2.Context and importance of this course in the degree**

##### **1.2. Context and scope of the module within the degree**

This module aims to provide future nursery school teachers not only with the essential tools to do their job, but also with skills to actively and critically reflect on the range of uses to which oral texts and tasks may be put in the classroom. In this way, students will become acquainted with the pedagogical options offered by these materials while getting ready to devise their own proposals.

##### **1.3.Recommendations to take this course**

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This module requires a B2 level of communicative competence in English (according to the Common European Framework of Reference for Languages; CEFR). Students enrolled in this module are also advised to take "English in Infant Education III".

### 2.Learning goals

#### 2.1.Competences

##### 2.1. Competences

On passing the module, students will be more competent to...

1. Understand how language develops in early childhood; to identify certain language-related disorders and to monitor their correct evolution.
2. Manage efficiently the language teaching- learning process in multicultural and multilingual environments by using oral English.
3. Express orally and in written with accuracy and master the use of different expression techniques in the different fields of knowledge.
4. Analyse teaching practices to learn how to innovate and improve their own teaching skills. Develop autonomous and cooperative learning skills and habits that may then be promoted in the teaching community. Select the optimal educational resources for each situation. (CG11)
5. Recognize and assess the adequate use of verbal and non-verbal language. (CE48)
6. Use the ICTs in academic and educational settings. (CE66)

#### 2.2.Learning goals

##### 2.2. Learning outcomes that define the subject

**In order to pass this module, students should demonstrate achievement of the following learning outcomes:**

1. Ability to communicate in English, and particularly to understand and make themselves understood orally.
2. Ability to interpret and make use of the range of communicative strategies and functions useful for EFL teaching in nursery education.
3. Knowledge about the features of students' language development in early childhood and their effect on the teaching-learning process in EFL nursery classrooms.
4. Ability to foster interaction and the use of formulaic language.
5. Use of the ICTs to practice the language orally and to develop their autonomous learning skills both inside and outside the classroom.

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### 2.3.Importance of learning goals

#### 2.3. Importance of learning outcomes

It is essential for future nursery school teachers in an English-Spanish bilingual context to express themselves appropriately and fluently in English, and to show a good command of oral discourse in classroom-related communicative situations, as teachers are models that pupils will imitate.

### 3.Assessment (1st and 2nd call)

#### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

##### 3. Evaluation

#### 3.1. Types of tests activities and their correspondent assessment upon the final mark

The following assessment activities will be used to test attainment of the objectives proposed:

1: Assessment **type A** (requirement: attending at least 85% of the teaching hours):

1. 1. 1. English oral presentation in class on one or more topics in English of general interest for the students' personal and professional development, with an approximate duration of 10 minutes followed by a short debate with the class.

2. Continuous assessment activities (e.g. phonetic transcription, phonetic reading and identification of phonemes, readings, simulations or role plays, debates, etc.).

3. Final oral exam, consisting of:

- Pronunciation test (e.g. reading of short texts, stories or poems, fragments in prose).
- Response to a communicative situation or simulation or role-play based on a given communicative situation (e.g. an Infant classroom-based context).
- Short questions on the module's contents (e.g. phonology, communicative strategies, etc.).

2: Assessment **type B** :

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Those students opting for assessment type B (or those who, having chosen assessment type A, do not comply with the attendance requirement) will have to sit a global test consisting of the oral presentation and the final exam, but they will have no right to enter the continuous assessment.

The students who have chosen assessment type A (complying with the attendance requirement) can change to assessment type B after informing the lecturer. They will make an oral presentation during the final oral exam. If they have already made a presentation in class, the one for the exam should deal with a different topic. In this case, the mark obtained will be the higher of the two.

### Assessment criteria in each test

1. **English oral presentation:** pronunciation, emphasis, rhythm, intonation; projection of the voice; body language fluency, independence from a script; grammatical accuracy and understandability; organization.
2. **Pronunciation test:** acceptable production of the most troublesome phonemes for native speakers of Spanish; appropriate stress, rhythm and intonation.
3. **Simulation or role-play based on a given communicative situation :** use of adequate communicative resources; pronunciation, emphasis, rhythm, intonation; grammatical, lexical and discourse accuracy; fluency; appropriate use of language functions and speech acts (definitions, descriptions, instructions) in the language classroom.
4. **Short questions on the module's contents :** understanding of the phonetic features and structure of speech; accurate analyses of communication strategies given specific contexts and situations; the answers given by students will have to be phonetically, lexically and grammatically accurate in a coherent discourse.

### Grading criteria, weightings and requirements for passing

Students must achieve at least 60% of the total final mark, and at least 50% in each of the assessment activities, to pass this module.

1: Assessment **type A** (requirement: attending at least 85% of the teaching hours):

1. **English oral presentation in class (20%)**
2. **Continuous assessment activities (20%)**
3. **Final oral exam**, consisting of:
  1. Pronunciation test **(20%)**
  2. Response to a given communicative situation **(20%)**
  3. Short questions on the module's contents **(20%)**

2: Assessment **type B:** Global assessment

This includes all the activities of assessment type A, except for the continuous assessment. The weightings applied in this case are:

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- a. English oral presentation (25%)
  2. Pronunciation test (25%)
  3. Response to a given communicative situation (25%)
  4. Short questions on the module's contents (25%)

Global assessment (Assessment type B students) and second sitting

Global assessment is represented by type B evaluation module. Those resitting the module in June, the exam format and weightings applied are those of Assessment type B students. No marks will be kept from the first sitting, which means that, should students fail the module (with less than 60%) in February, they will have to resit all four parts of the Global assessment in June or September (depending on each of the three faculties)

### 5th and 6th Sittings

5th and 6th Sittings: Grading criteria, weightings and requirements for passing the module are the same as those in current official sitting, nevertheless the tests will be evaluated by the correspondent panel of lecturers.

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

4. Methodology, Learning Activities Programme

#### 4.1. General methodological presentation

The learning process designed for this module tends to be inductive

### 4.2. Learning tasks

4.2. Learning activities.

- The programme offered to students to achieve the intended learning outcomes consists of the following activities
- Exposition analysis and debate on the contents of the module.
- Listening activities of oral discourse to identify segmental and suprasegmental features of pronunciation.
- Oral language production activities focused on the self-improvement of the difficulties in the pronunciation of a Spanish speaker.
- Oral language production and activities based on rhymes, rhymes games, pronunciation guessing-games, phonetic children jokes, easy tongue-twisters, rhythm chants, traditional and modern songs, tales ...
- Analysis and discussion of oral and written texts on the different communicative functions of English.
- Students' simulations on verbal and non-verbal communicative strategies in nursery classrooms.
- Oral presentations and posterior debates

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### 4.3.Syllabus

#### 4.3. Program

1. Pronunciation: phonetics, phonology, stress, rhythm, intonation
2. Classroom management: teacher talk, teacher and learner roles, classroom interaction.
3. Young learners' language.

### 4.4.Course planning and calendar

#### 4.4. Planning and scheduling

Session calendar and submission deadlines for assignments will be agreed among Students and Teacher(s).

The schedule of theoretical and practical sessions will be established by each of the three faculties involved. The deadlines for assignments will be agreed on with the students at the beginning of the teaching period.

### 4.5.Bibliography and recommended resources

[BB: Basic Bibliography / BC: Complementary Bibliography]

- |           |   |
|-----------|---|
| <b>BB</b> | Bradford, Barbara. Intonation in context . Student's book : intonation practice for upper-intermediate and advanced learners of English / Barbara Bradford ; advisory editor, David Brazil . 1st ed., 9th print. Cambridge : Cambridge University Press, 1999 |
| <b>BB</b> | Burton, Graham. Presenting: deliver presentations with confidence / Graham Burton . London : HarperCollins, cop. 2013   |
| <b>BB</b> | Gimson, A. C.. A practical course of English pronunciation : a perceptual approach / A. C. Gimson . 1st ed., 6th repr. London : Edward Arnold, 1985   |
| <b>BB</b> | Gómez González, María de los Ángeles. English pronunciation for speakers of Spanish : from theory to practice / by María de los Ángeles Gómez Gonzalez ; Teresa Sanchez Roura . Boston ; Berlin : De Gruyter Mouton, [2016]                                   |
| <b>BB</b> | Hughes, Glyn. Practical classroom English / Glyn Hughes, Josephine Moate with Tiina Raatikainen . Oxford : Oxford University Press, 2011  |
| <b>BB</b> | Jones, Daniel. Cambridge English pronouncing dictionary / [Daniel Jones ; edited by Peter Roach, James Hartman & Jane Setter]. [17th ed.] Cambridge :   |

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- BB** Kelly, Gerald. How to teach pronunciation / Gerald Kelly . 1st ed., 11<sup>th</sup> imp. Harlow : Longman, 2008
- BB** O'Connor, Joseph Desmond. Better English pronunciation / J. D. O'Connor . 2nd ed., 27th. printing Cambridge : Cambridge University Press, 2004 (reimp.)
- BB** Roach, Peter. English phonetics and phonology : a practical course / Peter Roach . 3th ed., 13th print. Cambridge : Cambridge University Press, 2008
- BC** Ashton, Helen. Work on your accntonation in contextent / Helen Ashton & Sarah Shepherd . London : Collins, 2012
- BC** Cunningham, Sarah. New Headway pronunciation course: Intermediate. Student's Practice Book / Sara Cunningham, Bill Bowler . Oxford : Oxford University Press, 2013
- BC** Hagan, S. F.. Which is which? : a manual of homophones / S. F. Hagan . [1st ed., repr.] London : Macmillan, 1982
- BC** Hancock, Mark. Pronunciation games / Mark Hancock . 1st ed., 21th. imp. Cambridge : Cambridge University Press, 2013
- BC** Kovacs, Karen.. Speaking for IELTS / Karen Kovacs.. 1st. ed., repr. London : Collins, 2011.
- BC** Painter, C. Learning through language in early chilhood / Claire Painter. London : Continuum, 1999
- BC** Scrivener, J. Classroom management techniques. Cambridge handbook for language teachers / Jim Scrivener. Cambridge : Cambridge University Press, 2012
- BC** Vaughan-Rees, Michael. Test your pronunciation / Michael Vaughan-Rees . 1st published 2002, 6th impression Harlow (Gran Bretaña) : Pearson Education in association with Penguin Books, 2006