

## 26676 - Oral communication

### Syllabus Information

**Academic year:** 2024/25

**Subject:** 26676 - Oral communication

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

The main goal of the subject is for students to improve their oral communicative competence and to acquire greater correctness and fluency in their communication in English with other speakers. In addition, students should be aware and able to use different communication strategies and conversational skills in their interaction with other speakers and with their future students in the English classroom.

It is recommended to attend classes and to always actively participate in the proposed activities, which will correspond at least to a B2 level of the Common European Framework of Reference for Languages. It is highly recommended that students have taken and passed English in Primary Education I and English in Primary Education II.

### 2. Learning results

In order to pass this subject, the student must demonstrate that he/she...

1. recognizes and describes the distinctive features of oral discourse in different genres and communicative situations.
2. accurately identifies, represents, and produces the vowel and consonant phonemes of the English language.
3. identifies patterns of stress, rhythm and intonation in English and produces patterns appropriate to the communicative situation, taking into account grammatical, pragmatic and discursive factors.
4. express him/herself orally and interact in English correctly, fluently and intelligibly in different contexts and communicative situations.
5. identifies and uses the most appropriate language and strategies (discursive, phonetic, and expressive) of an oral presentation in English.
6. identifies and uses with fluency, correctness and good pronunciation the forms and structures commonly used in the English language classroom to explain, give instructions, provide meaning and interact with future students.

### 3. Syllabus

1. Pronunciation I: consonants, vowel sounds and sound-spelling associations
2. Pronunciation II: stress, rhythm and intonation
3. Classroom English: classroom routines and management
4. Academic oral communication: presentations

### 4. Academic activities

#### **Participatory master class 30 hours**

Sessions of exposition, analysis and debate on the contents of the subject.

Listening activities of oral texts to recognize segmental and suprasegmental features of pronunciation.

#### **Practical classes**

Oral practice (monologic and conversational) through activities related to different genres and communicative situations)

Development of pronunciation and intonation through reading aloud, play and dramatization activities, etc.

Analysis and practice of classroom language through simulations in which students must explain, give instructions, provide meanings, etc.

Development of oral academic communication through formal presentations in the English language classroom.

## Task preparation

## Study and personal work

## Assessment tests

### 5. Assessment system

**1. Pronunciation test (25%):** activities to demonstrate their phonetic correctness in the English language such as reading aloud fragments in the English language and/or in phonetic transcription, etc.

**2. Oral presentation (20%):** short formal academic presentation in English language on a topic agreed upon with the teacher.

**3. Role play (15%):** role play of the teacher in the primary EFL classroom and performance of different functions: e.g. giving instructions to carry out specific activities, setting classroom rules, directing pair or group work, etc.

**4. Conversation/Interaction (10%):** The student should discuss a topic close to his/her personal interests and/or academic answering the teacher's and/or classmates' questions.

**5. Questions on the contents of the subject (30%):** The student will have to answer short questions about the program of the subject.

#### Criteria

1. Oral presentation: pronunciation, stress, rhythm and intonation; voice projection; body language; fluency; independence of the script; correctness; structure.

2. Pronunciation test: adequate production of the phonemes that cause the most problems for Spanish-speaking; correct accentuation; use of appropriate rhythm and intonation.

3. Role-play: use of appropriate communicative resources; pronunciation, stress, rhythm and intonation; grammatical, lexical and discourse correctness; fluency; correct use of language functions/speech acts (definitions, descriptions, instructions, etc.) in the English classroom.

4. Conversation/interaction: fluency, coherence in oral discourse, ability to respond to questions and elaborate answers on topics of their interest in relation to their academic background and future professional development

5. Content questions: correctness of answers; correct identification of vowel and consonant sounds, as well as accentuation patterns, rhythm and intonation and understanding and application of reading and writing rules (correspondences between graphemes and phonemes) in the English language.

#### Requirements

In order to pass the evaluation activities, the student must demonstrate an adequate and correct use of the English language corresponding to level B2 of the Common European Framework of Reference for Languages.

In order to pass the subject, students must obtain a final grade equal to or higher than 50% of the total score.

In addition, they must obtain a grade equal to or higher than 50% in each of the individual parts.

Finally, it must be taken into account that the Regulations of the Norms of Coexistence of the University of Zaragoza will be applicable to the irregularities committed in the evaluation tests by means of academic fraud, as well as the application of article 30 of the Regulations of the Norms of Evaluation of Learning in relation to irregular practices other than academic fraud.

The test of the second call coincides in content and percentages with the evaluation system of the first call. In the second round, only the grades obtained during the second round will be taken into account, since the parts passed in the first round will not be kept at.

The tests, percentages and minimum requirements are the same as in the rest of the calls. The tests will be evaluated by the corresponding Tribunal.

### 6. Sustainable Development Goals

4 - Quality Education

10 - Reduction of Inequalities