

Asignatura:	Conversación Inglesa I
Código:	LI453
Intensidad:	3 horas semanales
Pre-requisito:	LI316
Créditos:	3

COURSE DESCRIPTION

This course belongs to the linguistic area of the program of Licenciatura en Lengua Inglesa. It is the first of two courses designed to develop not only linguistic competences in the use of English but also metacognitive competences in the knowledge and awareness of key concepts regarding the conversational competence in L1 and L2. Since the course focuses on how communication works, participants of this course will explore the characteristics of natural spoken interaction to take into account in teaching a language and in evaluating learners' performances. The course will encourage interaction through language tasks in a variety of topics. There will be several activities involving reading, speaking and listening. While working broadly on speaking and listening skills, we will focus on two main areas. First, students will become aware of the conversational skills an English Language user needs to engage in on-going, interactive process. Second, we will tackle a variety of social situations that arise in daily life, which require developed conversational skills and cultural knowledge.

GENERAL COMPETENCES

Students who successfully complete this course will be able to:

1. Participate successfully in spontaneous conversational exchanges.
2. Identify and react appropriately to sociolinguistic, pragmatic and supra-segmental aspects of oral discourse.
3. Produce and respond critically to clear, detailed and well structured oral descriptions and presentations.
4. Construct a personal approach to the teaching of the speaking skill informed by current theory and practice.
5. Show an acceptable degree of proficiency in oral production concerning a B2 level in terms of range, accuracy, fluency, interaction and coherence.
6. Provide effective, relevant, reliable and objective assessment to their own and others' performances.

SPECIFIC COMPETENCES

- Reproduce English phonemes, word stress, and intonation with a high degree of accuracy and without errors that interfere with communication.

- Employ an extensive vocabulary of common and specialized lexemes to construct propositionally and linguistically complex sentences on concrete and abstract themes in the field of ELT.
- Formulate extended, continuous discourse employing complex lines of argument on familiar topics.
- Effectively employ linguistic and non-linguistic techniques in order to initiate, maintain, intervene in, take and yield “the floor” and end conversations.
- Paraphrase own and other speakers’ messages.
- Deliver a lecture or talk within the field of ELT, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- Participate actively in an animated conversation with one or more native speakers.
- Participate fully in interviews, either as interviewer or interviewee, fluently expanding and developing points of discussion.
- Negotiate transactions and solutions to problems and conflicts.
- Effectively use supra-segmental aspects of discourse (e.g. intonation, register, body language, etc.) to convey indirect messages.
- Respond, with a high degree of appropriateness, to verbal, non-verbal, and supra-segmental cues in order to make subtle adjustments in one’s discourse.

CONTENT AREAS TO DEVELOP

1. Qualitative aspects of spoken language use: range, accuracy, fluency, interaction and coherence.
2. Use of illustrative descriptors for oral production: Self-assessment, overall oral production, conversation, goal-oriented cooperation, and transactions.
3. Conversational competence
4. Vague language, fillers, discourse markers, routines and lexical phrases.
5. Heads and tails, grammatical incompleteness, ellipsis and deixis.
6. Formulaic language
7. Scaffolding
8. Coherence and cohesion
9. Functional competence
10. Speech acts: Apologies, Compliments, and Thanks.
11. Register, colloquialisms and idioms.
12. Communication strategies.
13. Grice’s cooperative principle
14. Interactional and transactional talk
15. Teaching speaking to teenager and adult population.

WEEK	TOPICS AND ACTIVITIES	RESOURCES
1	Qualitative aspects of spoken language use: range, accuracy, fluency, interaction and coherence.	Common European Framework of Reference for languages (2001).
2	Use of illustrative descriptors for oral production: Self-assessment, overall oral production, conversation, goal-oriented cooperation, and transactions. Teaching speaking 1	Common European Framework of Reference for languages (2001). Thornbury, S. How to teach speaking.
3	Conversational competence Speech acts: Apologies	Thornbury, S. and Slade, D. (2006). Conversation:

		From description to pedagogy. CUP
4	Vague language, fillers, discourse markers, routines and lexical phrases.	Thornbury, S. and Slade, D. (2006). Conversation: From description to pedagogy. CUP
5	First partial exam	
6	Heads and tails, grammatical incompleteness, ellipsis and deixis. Teaching speaking 2	Thornbury, S. and Slade, D. (2006). Conversation: From description to pedagogy. CUP Thornbury, S. How to teach speaking.
7	Formulaic language Speech acts: Compliments	Thornbury, S. and Slade, D. (2006). Conversation: From description to pedagogy. CUP
8	Scaffolding Teaching speaking 3	Thornbury, S. and Slade, D. (2006). Conversation: From description to pedagogy. CUP Thornbury, S. How to teach speaking.
9	Coherence and cohesion	Thornbury, S. and Slade, D. (2006). Conversation: From description to pedagogy. CUP
10	Functional competence	CEFRL (2001)
11	Second partial exam	
12	Register, colloquialisms and idioms. Speech acts: Thanks	Thornbury, S. and Slade, D. (2006). Conversation: From description to pedagogy. CUP
13	Communication strategies. Teaching speaking 4	Thornbury, S. and Slade, D. (2006). Conversation: From description to pedagogy. CUP Thornbury, S. How to teach speaking.
14	Grice's cooperative principle	Suggested by the teacher
15	Interactional and transactional talk Teaching speaking 5	Richards, J.C. Developing classroom speaking activities: From theory to practice.
16	Final exam	

* The date for the final exam is to be decided depending on the course development and time issues

The timetable above presented can be subject of modification based on situations that may arise in the university.

METHODOLOGY

The methodology to be used in the course is based on the direct approach proposed by Richards (1990 in Thornbury and Slade, 2006), which focuses on the explicit teaching and awareness of conversational aspects to be identified, analysed and further used in real life. There is a high level of awareness regarding elements of oral discourse and the conversational skill. The program is also aligned with the top-down approach explained by Thornbury as the theoretical analysis of oral text after it is heard or performed, applied in a triad of *instruction, exposure and practice*, not necessarily in that order.

Students will be exposed to communicative situations in which they will interact with specific purposes. Some interactions are prepared in advance, while others will foster spontaneous speech. For the pedagogical component, students will plan and present guided speaking lessons.

Students will develop their conversational and pedagogical skills through:

- Spontaneous and prepared speeches.
- Role plays and real plays.
- Voice and video recording of oral performance.
- Forum and debates.
- Teachers' and learners' presentation regarding theoretical input.
- Games brought by the teacher and groups of students to be implemented in class.
- Lesson planning and performance

EVALUATION

Three types of evaluation will be implemented during the course:

- Formative evaluation: this will be an ongoing process and students are expected to take control of their own learning.
- Summative evaluation: this includes quantitative data on what students have achieved.
- Metacognitive evaluation: students are expected to reflect on their own learning.

First partial evaluation: Theory, pedagogy and oral performance	20%
Second partial evaluation: Theory, pedagogy and oral performance	25%
Final evaluation: Theory, pedagogy and oral performance	30%
In and out of class work (before week eight)	10%
In and out of class work (after week eight)	15%

The criteria for assigning numerical grades will be as follows:

0.0	Not presented or not accepted	3.5 – 3.9	Satisfactory (average) in quality
1.0 – 2.9	Presented but below-standard	4.0 – 4.4	Above-average in quality
3.0 – 3.4	Achieves minimum standards	4.5 – 5.0	Excellent (of the highest quality)

Students will evaluate and reflect upon their own learning and that of their peers, and will evaluate the efficacy of the course by completing one or more **questionnaires**.

COURSE MATERIALS

- Monolingual Dictionary.
- Worksheets designed and proposed by the course teachers.
- Course blog <http://conversation-lli.blogspot.com/>
- Educational Internet resources:
 - www.eslvideo.com
 - <https://voicethread.com/>
 - www.goanimate.com

STUDENT PROFILE

- An autonomous learner who is aware of the responsibility he/she has in his/her learning process within and outside the classroom.
- A student with attitudes that reflect respect and tolerance for himself/herself, his/her peers, teachers and academic processes in the academic program.
- A student who recognizes and appreciates the class sessions as crucial to their own linguistic and professional development.
- An active, reactive and proactive student who views the teaching practicum in the courses in which he/she participates, as an experience toward his/her own training as an English teacher to be.
- A student who uses the English language appropriately as a means of oral and written communication with others in his/her context.

COURSE POLICIES:

- Attendance policy: Your active participation is essential in the class. Thus, if you miss classes, it is your responsibility to get updated with your classmates and hand in any due assignment on the dates established. An absence is not a reason for time extensions in the presentation of homework.
- Use of electronic devices: Absolutely no use of electronic devices such as tablets, laptops, mobile phones, etc. is permitted during class time for purposes different to academic ones. That is, educational tools can be used, but actions like chatting, posting on social networks, texting, pinning, etc. are prohibited. Besides, despite the fact that technological devices could be used, your full attention to the class is requested.
- Late work: No late work will be received during the semester except when the student provides a medical or university excuse, which must be verified by the department of Bienestar Universitario before submission. If you miss a class due to institutional permissions, you must notify the instructor at least two weeks before the event providing the proper documentation.
- Requests and inquiries: Show respect whenever you request or ask something to the professor in both oral and written interaction (e-mail). Wait until the classes end to talk to the professor about personal issues. Do not do it starting the class or during it.

- Others: In case you cannot stay all the class time due to strong reasons, let the professor know by e-mail at least one day before, not at the beginning of the class; support such permissions with written evidence if possible. Homework and class work must be presented with high standards of quality (legibility, clarity, organization, etc.). Use pen for handed in papers in class. Avoid plagiarism when using sources from the Internet and theory.

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Jaworowska, J. Speech act theory. Retrieved from http://instructional1.calstatela.edu/lkamhis/tesl565_sp04/troy/spchact.htm

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Thornbury, S. (2005). How to teach speaking. Pearson, Longman

Richards, J. Developing classroom speaking activities: From theory to practice.

Dörnyei and Thurrell (1992) Conversation and dialogues in action

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