

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **PRÁCTICAS DE CONVERSACIÓN**

Code: 100546

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 4

Name of the module to which it belongs: INGLÉS INSTRUMENTAL

Field: PRÁCTICAS DE CONVERSACIÓN

Character: OPTATIVA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: moodle.uco.es

### LECTURER INFORMATION

Name: VALERO REDONDO, MARÍA (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

To have passed Instrumental English VI (English Studies Degree).

#### Recommendations

Full-time attendance is essential for practicing and developing the oral communication skills of the English language.

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### INTENDED LEARNING OUTCOMES

CB1	Ability for analysis and synthesis.
CB2	Ability for organization and scheduling of work.
CB3	Knowledge of the foreign language (English).
CB4	Knowledge of ICT for study and research.
CB5	Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature.
CB6	Students must transmit information, ideas, problems and answers to both specialised and not specialised publics.
CB7	Decision making.
CB8	Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
CB9	Ability for teamwork.
CB10	Ability to work in a team with interdisciplinary character.
CB11	Ability to work in an international context.
CB12	The acknowledgement of diversity and interculturality.
CB13	Ability to self-assessment.
CB14	Adaptation to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and habits.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students must demonstrate to possess and understand knowledge in a field of study which takes place from the base of the general secondary school, and it is common to find a level that, albeit it relies on advanced text books, also includes some aspects which imply knowledge from the forefront of its field of study.
CB19	Students must develop those necessary learning abilities to undertake subsequent studies with a high degree of autonomy.
CU1	To accredit the use and proficiency of a foreign language.
CU2	To know and improve the user level in the field of ICT.
CE1	Oral and written communication ability in the English language.
CE2	Ability to understand speeches in the English language.
CE3	Ability to understand long and complex texts, discerning distinctions of style and register, as well as specialised articles and long technical instructions.
CE4	Ability to receive, understand, analyse and transmit scientific production in English language.
CE5	Ability to express themselves fluently and spontaneously, by using the language flexibly and efficiently with a social and professional purpose.
CE8	Ability to respect the diversity and interculturality resulting from the exposure to different linguistic and cultural varieties related to English.
CE9	Ability for cooperation and collaboration in the learning process of the English language as a vehicle of international communication (lingua franca).

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CE13	Command of oral and written academic English as well as the development of techniques of academic work. Ability to argue and express abstract concepts, assumptions and relationships in academic essays.
CE27	Participation in group learning activities: assignments, studies.
CE28	Participation in learning forums and transfer of acquired knowledge: news groups, blogs.
CE46	Development of the communicative competence regarding modern language in daily situations.
CE47	Ability for speaking, listening, reading and writing in a modern language.
CE48	Autonomous employment of the different methods and materials for modern language learning.

## OBJECTIVES

The overall aim of this subject is to provide students with oral practice in the English language at an advanced level in order to reach a high proficiency level in the foreign language (C1-C2 proficiency level conforming to the Common European Framework of Reference for Languages).

Specific aims include:

- 1) To be able to understand long speeches even when these are vaguely structured, and involve covert meaning relationships.
- 2) To be able to understand TV shows and films, as well as conversations by native speakers of the English language.
- 3) To be able to give descriptions and talk about a given topic in a logically-sequenced, fluent and clear way, using an appropriate register which will depend upon the context.
- 4) To be able to speak English fluently and efficiently for social and specific/professional purposes, conveying the subtle nuances of meaning of a word or expression.
- 5) To be able to express opinions, and to convey them successfully to the hearer in a conversation.
- 6) To take active part in a conversation or debate, using idiomatic expressions and colloquial phrases in English.
- 7) To be able to use communication strategies to overcome difficulties (comprehension-expression interaction).
- 8) To be able to handle communication situations by using the theory and practical knowledge about the English language in general, and the oral comprehension and communication skills of the foreign language in particular, which have been already acquired in previous courses.
- 9) To be able to employ the different communicative functions of the English language in formal/professional and informal contexts.

## CONTENT

### 1. Theory contents

This subject aims to complement the contents and skills acquired in Instrumental English (I-IV), providing students with conversation practice in the English language at an advanced level. Students are expected to reach a C1-C2 proficiency level of English in their ability to understand messages and communicate orally in formal/professional, as well as informal contexts.

#### A. Communicative functions:

1. Review and improve your use of phrases to keep a discussion going.
2. Learn to deal with issues resulting from group work.
3. Practice referring to other speakers during presentations and discussions.
4. Use language and methods for obtaining consensus in group discussions.
5. Prepare to draft persuasive statements and ordering arguments.
6. Review and improve techniques for conducting successful interviews.
7. Discuss ways of sharing and using visual data in spoken contributions.
8. Review and improve preparing and asking questions.



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9. Practice using transitions to make your presentations flow smoothly.
10. Learn and practice the principles and structures of formal debates.

### 2. Practical contents

Conversation practice, debates and oral presentations focus on the following topics:

1. Gathering
2. Games
3. Energy
4. Risk
5. Sprawl
6. Behavior
7. Expanse
8. Change
9. Flow
10. Conflict

The communicative tasks involve:

1. Oral interaction using the communicative functions and social formulae of the English language, as well as communication strategies, to facilitate and maintain a conversation in a formal/professional and informal context.
2. Academic oral presentations.
3. Discussions and debates.
4. Listening comprehension skills.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Zero hunger  
Good health and well-being  
Gender equality

## METHODOLOGY

### Methodological adaptations for part-time students and students with disabilities and special educational needs

Officially enrolled as part-time students who cannot attend classes regularly will be assessed following almost the same criteria full-time students. Students must follow the contents of the course, as well as contacting the Professor as soon as possible.

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Debates</i>	9	2	11
<i>Group presentation</i>	16	6	22
<i>Listening Activities</i>	6	3	9

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Activity	Large group	Medium group	Total
<i>Reading Activities</i>	4	2	6
<i>Speaking Activities</i>	10	2	12
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

## Off-site activities

Activity	Total
<i>Activities</i>	6
<i>Exercises</i>	7
<i>Group work</i>	30
<i>Information search</i>	4
<i>Reference search</i>	3
<i>Self-study</i>	40
<b>Total hours</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Coursebook - *Clandfield, Lindsay; McKinnon, Mark; Zemach, Dorothy. Skillful 4. Listening & Speaking. 2nd Edition. Macmillan Education, 2018.*

Exercises and activities

Oral presentations

## EVALUATION

Intended learning	Debate	Exams	Oral Presentation
<i>CB1</i>	X	X	
<i>CB10</i>		X	
<i>CB11</i>			X
<i>CB12</i>	X		
<i>CB13</i>		X	
<i>CB14</i>			X
<i>CB15</i>	X		
<i>CB16</i>	X	X	

## COURSE DESCRIPTION

Intended learning	Debate	Exams	Oral Presentation
CB17			X
CB18	X		
CB19		X	
CB2			X
CB3		X	
CB4		X	X
CB5		X	X
CB6	X		X
CB7		X	
CB8		X	X
CB9	X		X
CE1			X
CE13	X	X	
CE2		X	
CE27		X	X
CE28	X		
CE3	X		
CE4		X	X
CE46	X	X	
CE47	X		X
CE48		X	
CE5			X
CE8		X	
CE9		X	
CU1		X	
CU2	X		X
<b>Total (100%)</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

## COURSE DESCRIPTION

### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

For students attending regularly, assessment will be as follows:

- **Oral Presentations in class:** 40%
- **Debate:** 20%
- **Oral Exam:** 40%

Attendance will not count for the final mark. However, **students must attend at least 80% of the classes to pass the subject.**

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Students attending regularly and part-time students will be assessed following almost the same criteria

- **Oral Presentations in class:** 40%
- **Debate:** 20%
- **Oral Exam:** 40%

### Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

- **Oral Presentation:** 40%
- **Oral Exam:** 60%

### Qualifying criteria for obtaining honors:

*Honors will be awarded to students with the highest grades, being all their different scores above 9.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Clandfield, Linsay; McKinnon, Mark; Zemach, Dorothy. Skillful 4. Listening & Speaking. 2nd Edition. Macmillan Education, 2018.

### 2. Further reading

- Anderson, Kenneth et al. Study Speaking: a course in spoken English for academic purposes, Cambridge: CUP, 2004.



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- Blundell, Jon, Jonathan Higgins & Nigel Middlemiss. Function in English, Oxford: OUP, 1982.
- Espeseth, Miriam. Academic Encounters: Human Behavior (Level 4) 2nd ed, Student's Book Listening and Speaking with DVD, Cambridge: CUP, 2012.
- Wallace, Michael. Study Skills in English, 2nd ed. Cambridge: CUP, 2004.
- Tillitt, Bruce & Mary Newton Brudder. Speaking Naturally, Cambridge: CUP, 1985.
- Porter Ladousse, Gillian. Speaking Personally, Cambridge: CUP, 1983.

Online Dictionaries:

- Cambridge Compact Dictionary (Spanish-English): <http://dictionary.cambridge.org/dictionary/spanish-english/>
- Cambridge Learner's Dictionary (English): <http://dictionary.cambridge.org/dictionary/learner-english/dynamic>
- Merriam-Webster Dictionary (English): <http://www.merriam-webster.com/>

## COORDINATION CRITERIA

Common evaluation criteria

Tasks deadlines

Tasks performance

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

## CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

## METHODOLOGY

### General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.



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## EVALUATION

Intended learnig	Debate	Exams	Oral Presentation
CB1	X		
CB10		X	X
CB11	X		
CB12	X	X	X
CB13	X		
CB14		X	X
CB15	X	X	X
CB16	X	X	
CB17		X	
CB18			X
CB19	X		
CB2		X	
CB3			X
CB4	X	X	
CB5			X
CB6	X	X	
CB7	X	X	
CB8		X	X
CB9	X		
CE1	X		
CE13	X		
CE2		X	
CE27		X	
CE28			X
CE3			X
CE4	X		X
CE46		X	
CE47	X		

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Intended learnig	Debate	Exams	Oral Presentation
CE48		X	
CE5		X	
CE8	X		X
CE9		X	
CU1	X		X
CU2		X	
<b>Total (100%)</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

**Attendance will be assessed (Scenario A)?:**

No

**General clarifications on instruments for evaluation (Scenario A):**

For students attending regularly, assessment will be as follows:

- **Oral Presentations in class:** 40%
- **Debate:** 20%
- **Oral Exam:** 40%

Attendance will not count for the final mark. However, **students must attend at least 80% of the classes to pass the subject.**

**Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):**

Students attending regularly and part-time students will be assessed following almost the same criteria

- **Oral Presentations in class:** 40%
- **Debate:** 20%
- **Oral Exam:** 40%

## COURSE DESCRIPTION

### CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

### METHODOLOGY

#### General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

### EVALUATION

Intended learnig	Debate	Exams	Oral Presentation
CB1	X		
CB10			X
CB11		X	
CB12	X		
CB13		X	X
CB14		X	
CB15	X	X	
CB16		X	X
CB17	X		
CB18	X	X	
CB19			X
CB2		X	
CB3			X
CB4	X		
CB5		X	
CB6	X		
CB7		X	
CB8	X		

## COURSE DESCRIPTION

Intended learning	Debate	Exams	Oral Presentation
CB9		X	
CE1	X		X
CE13		X	
CE2		X	
CE27	X		X
CE28		X	
CE3	X	X	X
CE4	X		
CE46	X		
CE47		X	
CE48	X		X
CE5		X	
CE8	X		X
CE9	X		X
CU1	X		
CU2		X	X
<b>Total (100%)</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Moodle Tools	Debate	Exams	Oral Presentation
Assessment rubric			X
Attendance		X	X
Synchronous tests via videoconference	X		
Videoconference			X

**Attendance will be assessed (Scenario B)?:**

No

## COURSE DESCRIPTION

### General clarifications on instruments for evaluation (Scenario B):

For students attending regularly, assessment will be as follows:

- **Oral Presentations in class:** 40%
- **Debate:** 20%
- **Oral Exam:** 40%

Attendance will not count for the final mark. However, **students must attend at least 80% of the classes to pass the subject.**

### Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Students attending regularly and part-time students will be assessed following almost the same criteria

- **Oral Presentations in class:** 40%
- **Debate:** 20%
- **Oral Exam:** 40%