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# Oral Expression I

**Code:** IG-101

**Credits:** 4

**Modality:** Quarterly

**Prerequisites:** None

**Major:** Bilingual Preschool

**Quarter:** II

**Major:** Teaching of English I and II Cycles

**Quarter:** I

**Major:** Teaching of English

**Quarter:** I

**Nature of the course :** Theoretical-practical

**Practical hours per week:** 3

**Hours per week theoretical:** 3

**Hours of independent study per week:** 6

## 1. General description

Oral Expression I is a course designed to learn and practice Basic English. It is designed to foster the student's ability to speak and to develop basic ideas in English, in order to develop general oral communication. Because the student requires to acquire the four basic language skills, an immersion methodology is implemented to promote an English language environment. The English Learning Software is assigned on a weekly and mandatory basis to support the classroom learning.

## 2. Objectives

### General objectives:

- To develop the knowledge and opportunities for developing skills to use the basic patterns of the English language; engage in dialogues at the level of daily situations and improve listening comprehension skills.

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**2.2 Specific objectives:**

- To identify expressions in daily use.
- To express preferences related to cultural patterns.
- To identify the phonetic representations of the consonant sounds in English
- To develop the ability to use the phonetic alphabet in basic transcriptions.
- To practice pronunciation and verbal construction of formal and
- informal sentences.
- To analyze grammar structures and basic vocabulary for oral expression of daily situations.

**3. Contents:**

1. Places to visit around the world (using types of verbs)
  - 1.1 Future expectations (use of the auxiliary “to have”)
  - 1.2 Meeting New people
2. What is my ideal job?
  - 2.1 How to be ready for a job interview?
  - 2.2 How to make a resume? (Subject-verb agreement)
  - 2.3 What do people do in their job? (comparing present vs past tense)
  - 2.4 Weird jobs (using action verbs)
3. Am I healthy enough?
  - 3.1 Health Issues
  - 3.2 Illnesses and their symptoms, Health conditions and wellness issues (Uses of present progressive vs past progressive)
4. Eating Disorders and Diets (use of simple past tense)
  - 4.1 Characteristics of some eating disorders (using past progressive tense)
  - 4.2 Vowel Pronunciation
5. Is physical appearance really important for me? (uses of types of nouns)
  - 5.1 Cosmetic surgery (using countable vs non countable nouns)
  - 5.2 Fashion
  - 5.3 Describing people (Topics to discuss)
6. What do I like to do? (using pronouns)
  - 6.1 Hobbies, sports and interests (using different type of pronouns)
  - 6.2 Likes/dislikes (using different type of pronouns)
7. Places in my country (sentence structure (simple, compound, complex, compound complex)
  - 7.1 Tourist places and workers we can find there (Word order in statements and questions)
  - 7.2 Attractions around the world and in Costa Rica

8. Where do I live?
  - 8.1 Types of houses (subject-verb agreement)
  - 8.2 Mortgages
  - 8.3 Places (singular and plural nouns)
  
9. What kind of family do I have? (uses of interjections)
  - 9.1 Kinds of families (present progressive tense)
  - 9.2 Family dysfunction
  - 9.3 Marriage
  - 9.4 Divorce
  
10. What do we celebrate in our country?
  - 10.1 Holidays in Costa Rica and around the world (uses parts of the speech)
  - 10.2 Traditions and customs in other countries
  
11. What is the weather like in my country? (use of modal auxiliaries)
  - 11.1 Weather conditions
  - 11.2 Natural disasters (types of modal auxiliaries)
  - 11.3 Consonant Pronunciation

#### **4. Teaching methodology**

For maximum benefit and to achieve the objectives, it is recommended that students employ the following learning strategies: taking notes during classes, listening practice, active participation in oral activities during classes, completing assignments, among others.

#### **5. Learning strategies**

The student is required to participate in different classroom activities such as conversations, panels, debates, group discussions, oral presentations about topics of interest in our society. In addition, they will be required to work individually in the English Learning Software.

#### **6. Teaching resources:**

The teacher will act as a mediator and role model by encouraging students to improve their oral communication skills. The course includes different kinds of learning strategies such as individual, pair or small group work. Class work, as well as independent practice is enriched with practice from books, English Learning Software and other digital resources. Research assignments are given and encouragement is placed on using the CENIT university platform and to search the internet for information.

**7. Course Timeline**

<b>Sessions</b>	<b>Contents</b>	<b>Activities</b>
1	<b>Review of topics:</b> <ul style="list-style-type: none"> <li>• Verb to be</li> <li>• Present Tense</li> <li>• Past Tense</li> <li>• Vowel Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Program discussion</li> <li>• Evaluation rubrics / methodology Attendance to classes</li> <li>• Ice Breaker activity</li> <li>• Personal Information (Topic to discuss)</li> <li>• Practice vowel Pronunciation</li> </ul>
2	<ul style="list-style-type: none"> <li>• Places to visit around the world (using types of verbs)</li> <li>• Future expectations (use of the auxiliary “to have”)</li> <li>• Meeting New people</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: Places to visit around the world</li> <li>• Studying abroad</li> <li>• Practice of vowel pronunciation</li> <li>• Groupwork</li> </ul>
3	<ul style="list-style-type: none"> <li>• What is my ideal job?</li> <li>• How to be ready for a job interview?</li> <li>• How to make a resume? (Subject-verb agreement)</li> <li>• What do people do in their job? (comparing present vs past tense)</li> <li>• Weird jobs (using action verbs)</li> <li>• Vowel Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• What is my ideal job? Discussion</li> <li>• How to be ready for a job interview? Discussion</li> <li>• How to make a resume? Groupwork</li> <li>• What do people do in their job? Discussion</li> <li>• Weird jobs: Reading</li> </ul>
4	<ul style="list-style-type: none"> <li>• Am I healthy enough?</li> <li>• Health Issues</li> <li>• Illnesses and their symptoms, Health conditions and wellness issues (Uses of present progressive vs past progressive)</li> <li>• Vowel Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Am I healthy enough? Discussion</li> <li>• Health Issues: Text reading</li> <li>• Groupwork: random situation related to the topic</li> </ul>
5	<ul style="list-style-type: none"> <li>• Eating Disorders and Diets (use of simple past tense)</li> <li>• Characteristics of some eating disorders (using past progressive tense)</li> <li>• Vowel Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Eating Disorders and Diets: discussion</li> <li>• Characteristics of some eating disorders: Text reading</li> </ul>
6	First Exam	

<b>Sessions</b>	<b>Contents</b>	<b>Activities</b>
7	<ul style="list-style-type: none"> <li>• Is physical appearance really important for me? (uses of types of nouns)</li> <li>• Cosmetic surgery (using countable vs non countable nouns)</li> <li>• Fashion</li> <li>• Describing people (Topics to discuss)</li> <li>• Consonant Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Is physical appearance really important for me? Discussion</li> <li>• Cosmetic surgery: debate</li> <li>• Fashion reading</li> <li>• Describing people: Discussion</li> </ul>
8	<ul style="list-style-type: none"> <li>• What do I like to do? (using pronouns)</li> <li>• Hobbies, sports and interests (using different type of pronouns)</li> <li>• Likes/dislikes (using different type of pronouns)</li> <li>• Consonant Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• What do I like to do? : discussion</li> <li>• Hobbies and interests: reading</li> <li>• Sports: Groupwork</li> <li>• Practice consonant Pronunciation</li> </ul>
9	<ul style="list-style-type: none"> <li>• Places in my country (sentence structure (simple, compound, complex, compound complex)</li> <li>• Tourist places and workers we can find there (Word order in statements and questions)</li> <li>• Attractions around the world and in Costa Rica</li> </ul>	<ul style="list-style-type: none"> <li>• Places in my country: Discussion</li> <li>• Tourist places (workers we can find there): Discussion</li> <li>• Attractions: Reading and groupwork</li> </ul>
10	<ul style="list-style-type: none"> <li>• Where do I live?</li> <li>• Types of houses (subject-verb agreement)</li> <li>• Mortgages</li> <li>• Places (singular and plural nouns)</li> <li>• Consonant Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Where do I live? Discussion</li> <li>• Types of houses: Reading</li> <li>• Mortgages Discussion</li> <li>• Places: Groupwork</li> </ul>
11	Second Exam	

<b>Sessions</b>	<b>Contents</b>	<b>Activities</b>
12	<ul style="list-style-type: none"> <li>• What kind of family do I have? (uses of interjections)</li> <li>• Kinds of families (present progressive tense)</li> <li>• Family dysfunction</li> <li>• Marriage</li> <li>• Divorce</li> <li>• Consonant Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• What kind of family do I have?</li> <li>• Kinds of families: Discussion</li> <li>• Family dysfunction: Reading</li> <li>• Marriage vs divorce: Groupwork</li> <li>• Consonant Pronunciation</li> </ul>
13	<ul style="list-style-type: none"> <li>• What do we celebrate in our country?</li> <li>• Holidays in Costa Rica and around the world (uses parts of the speech)</li> <li>• Traditions and customs in other countries</li> <li>• Consonant pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• What do we celebrate in our country? Discussion</li> <li>• Holidays: Groupwork</li> <li>• Traditions: presentation in groups</li> <li>• Interesting celebrations around the world: Reading and discussion</li> <li>• Practice consonant Pronunciation</li> </ul>
14	<ul style="list-style-type: none"> <li>• What is the weather like in my country? (use of modal auxiliaries)</li> <li>• Weather conditions</li> <li>• Natural disasters (types of modal auxiliaries)</li> <li>• Consonant Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• What is the weather like in my country? Discussion</li> <li>• Weather conditions: reading</li> <li>• Natural disasters: groupwork</li> <li>• Natural disasters in Costa Rica (Topic to discuss)</li> </ul>
15	Final Test	

**Note: The suggested activities provided herein are intended as recommendations to guide the teacher, allowing them the flexibility to decide whether to implement them based on their own innovative ideas for effectively conveying the relevant topics. These activities serve as a resource rather than directives, empowering teachers to exercise their creativity and choose the methods that align best with their teaching style and the unique needs of their students.**

### **8. Evaluation:**

First oral evaluation	15%
Second oral evaluation	15%
Final oral evaluation	15%
Oral Presentations	10%
In class tasks (3)	15%
Class observation	10%
<u>English Learning Software:</u>	<u>20%</u>
<b>TOTAL</b>	<b>100%</b>

## 9. Bibliography:

### Core Bibliography

Estebas Villaplana, E. (2019). Teach Yourself English Phonetics. UNED - Universidad Nacional de Educación a Distancia.

<https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/120993>

Flores Kastanis, P. (2015). English 1 (2a. ed.). Grupo Editorial Patria.

<https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/39471>

Wentlent, A. (2014). Alfred's IPA Made Easy A Guidebook for the International Phonetic Alphabet. Van Nuys: Alfred Music.

### Complementary Bibliography

Chalker Sylvia, Edmund S. C. Weiner (2010) *Oxford Dictionary of English Grammar*. Oxford: Oxford University press.

Douglas, E. & Girimonti S. S. J. (2019). Train up your skills!: Extensive English skills practice. B1. Editorial Tébar Flores.

<https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/124785>

## 10. Evaluation Rubrics:

### a. Class observation (10%)

Instructions: This course includes a class observation component, where you can work on a speaking activity without prior planning, putting into practice some of the techniques you learned in the course, and then share your experience in class. As part of this activity, you will include evidences of the development of the activity, and you will share your experience with the rest of the class.

Name: \_\_\_\_\_ Pts: 35/ \_\_\_\_\_  
Grade: \_\_\_\_\_

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Proficient (4)</b>	<b>Satisfactory (3)</b>	<b>Needs Improvement (2)</b>	<b>Unsatisfactory (1)</b>
<b>1. Clarity of Objectives</b>	Clearly stated and aligned with course outcomes.	Objectives articulated with clarity and relevance.	Objectives somewhat clear, but may lack specificity.	Objectives unclear or not aligned with outcomes.	Objectives absent or entirely unclear.
<b>2. Classroom Presence</b>	Engages students actively, creating a positive and inclusive atmosphere.	Presents material with confidence, maintaining student engagement.	Presence is adequate but may lack enthusiasm or engagement.	Demonstrates limited engagement, leading to student disinterest.	Lacks presence, resulting in a disengaged class.
<b>3. Organization of Content</b>	Logical sequence; content is well-structured and easy to follow.	Organized content with a clear flow, though minor adjustments may be needed.	Organization is somewhat confusing, requiring improvements.	Content lacks structure, leading to confusion among students.	Poor organization; difficult for students to follow.
<b>4. Effective Use of Teaching Aids</b>	Incorporates diverse and effective teaching aids, enhancing understanding.	Uses appropriate aids, but may benefit from additional variety or clarity.	Relies on a limited range of aids; effectiveness is compromised.	Use of aids is inconsistent or ineffective.	Minimal or no use of teaching aids.
<b>5. Student Engagement and Interaction</b>	Promotes active participation and encourages student discussions.	Encourages student involvement, fostering a positive learning environment.	Engagement is inconsistent; some students may be disengaged.	Limited student participation; class lacks interactivity.	Minimal to no student engagement; passive learning environment.
<b>6. Assessment and Feedback</b>	Fair and timely assessment, with constructive feedback provided.	Assessments and feedback are generally effective, with room for improvement.	Assessment and feedback are inconsistent or lack clarity.	Assessments and feedback are inadequate or confusing.	Little to no assessment or feedback provided.
<b>7. Adaptability to Student Needs</b>	Effectively adapts to student questions and adjusts teaching based on understanding.	Demonstrates adaptability, but improvements can be made.	Limited adaptability; struggles to address student queries effectively.	Inflexible in response to student needs; lack of adjustments.	Resistant to adapting teaching methods; ignores student needs.

b. In class tasks (15%)

Throughout this quarter, we will complete three different oral tasks to help you develop your speaking, listening, and communication skills. Each task will focus on a different aspect of oral communication, and all will contribute to your overall participation grade.

**Oral In-Class Tasks Rubric**

<b>Criteria</b>	<b>Excellent (4 pts)</b>	<b>Good (3 pts)</b>	<b>Fair (2 pts)</b>	<b>Needs Improvement (1 pt)</b>
<b>Content</b>	- Demonstrates thorough understanding of the topic. - Ideas are well-organized and fully developed. - Clear, relevant examples support main points.	- Shows good understanding of the topic. - Ideas are organized but could be more developed. - Some examples support main points.	- Demonstrates some understanding but ideas lack depth or are disorganized. - Few or unclear examples.	- Shows little to no understanding of the topic. - Ideas are unclear or undeveloped. - Lacks supporting examples.
<b>Delivery</b>	- Confident, clear, and engaging. - Excellent eye contact and body language. - Effective use of pace, volume, and tone.	- Clear and easy to follow. - Adequate eye contact and body language. - Good use of pace, volume, and tone.	- Delivery is somewhat unclear or hesitant. - Limited eye contact or poor body language. - Uneven pace, volume, or tone.	- Unclear or difficult to understand. - Lacks eye contact or appropriate body language. - Poor control of pace, volume, or tone.
<b>Engagement</b>	- Fully engages the audience or group. - Actively listens and responds thoughtfully to others. - Encourages discussion and participation.	- Engages the audience or group most of the time. - Listens and responds to others, though responses could be more thoughtful.	- Engages minimally with the audience or group. - Responds to others, but in a limited or perfunctory way.	- Fails to engage with the audience or group. - Does not respond meaningfully to others.
<b>Language Use</b>	- Uses rich, varied vocabulary and accurate grammar. - Speaks fluently with few errors.	- Uses appropriate vocabulary and mostly accurate grammar. - Some errors, but they don't impede communication.	- Uses limited vocabulary and basic grammar. - Frequent errors that sometimes affect understanding.	- Uses very basic vocabulary and inaccurate grammar. - Errors frequently impede understanding.

- **Excellent** (16 points): The student excels in all areas, demonstrating a strong command of content, delivery, engagement, and language use.
- **Good** (12–15 points): The student performs well, with some room for improvement in one or two areas.
- **Fair** (8–11 points): The student shows effort but needs more development in several areas.
- **Needs Improvement** (4–7 points): The student struggles with multiple areas and requires significant improvement.