

Research article

The action-oriented approach through a didactic experience of oralisation of written informative texts from the media

El enfoque orientado a la acción a través de una experiencia didáctica de oralización de textos escritos informativos de los medios de comunicación

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Abstract:

Introduction: This paper explains the genesis, development and compilation of the results of a didactic experience carried out as a teaching innovation project for the sole Spanish language subject in Advertising and Public Relations, a degree course at the University of Cadiz. **Methodology:** By working in pairs or in groups of three, a written source text (a news item from the written press) has been transformed into a written text but ready to be communicated orally. **Results:** It is an activity for the development and evaluation of students' communicative competence in the Spanish language. It is either the linguistic elaboration and execution and video recording of a short series of television news, or the realization of an audiovisual interview and its conversion into a written one. **Discussions:** On the one hand, there has been oralization of a written text of an informative nature; on the other, there has been a transition from listening comprehension to written expression. **Conclusions:** The field of use of the language is that of the media. In both cases, news and prepared interview, a real communicative situation is staged in an audiovisual media that represents, in its first option, a situation of non-spontaneous speech.

Keywords: communicative skills; orality; writing; media; information and communication technologies; reading comprehension; oral expression; discursive genres.

Resumen:

Introducción: Esta comunicación explica la génesis y el desarrollo y recoge los resultados de una experiencia didáctica llevada a cabo como proyecto de innovación docente de la única asignatura de lengua española en el grado en Publicidad y Relaciones Públicas de la Universidad de Cádiz. **Metodología:** Mediante un trabajo en parejas o en grupos de tres se ha transformado un texto escrito (una noticia de la prensa escrita) en otro escrito pero dispuesto para ser comunicado oralmente. **Resultados:** Es una actividad de desarrollo y evaluación de la competencia comunicativa en lengua española de los alumnos. Se trata bien de la elaboración y ejecución lingüísticas y la grabación en vídeo de una serie breve de noticias televisivas, bien de la realización de una entrevista audiovisual y su conversión a otra escrita. **Discusión:** Por una parte, ha habido oralización de un texto escrito de carácter informativo; por otra, se ha producido el paso de la comprensión auditiva a la expresión escrita. **Conclusiones:** El ámbito de uso de la lengua es el de los medios de comunicación. En ambos casos, noticia y entrevista preparada, se escenifica una situación comunicativa real en un medio de comunicación audiovisual que representa, en su primera opción, una situación de habla no espontánea.

Palabras clave: competencias comunicativas; oralidad; escritura; medios de comunicación; tecnologías de la información y la comunicación; comprensión de lectura; expresión oral; géneros discursivos.

1. Introduction

1.1. *Justification of the didactic experience: Contextualisation*

This paper explains the genesis, development and compilation of the results of a didactic experience carried out as the teaching innovation project “Communicative Competence in Advertising and Public Relations: Public Speaking and Writing” for the sole Spanish language subject in Advertising and Public Relations, a degree module at the University of Cadiz. By means of work in pairs or groups of three which consisted in converting a written source text (a news item from the printed press) into another written text prepared to be orally communicated (the same news item communicated through an audio-visual channel), a development and evaluation activity was carried out primarily focused on the communicative skill in the Spanish language of the students in this degree programme, based on the transition from reading comprehension to oral expression and the interrelation of orality and writing. This involved linguistic preparation and performance as well as a video recording of a short televised news series, namely, the oralisation of a written informative text. This was the option selected by the majority; the other option, which represented its counterpoint, consisted in conducting an audio-visual interview and converting it into a written text, an exercise that involved moving from listening comprehension to written expression. It is a developmental activity, since the students had to implement techniques and strategies of linguistic, discursive and sociolinguistic skills as well as general skills (instrumental knowledge, existential skill and learning ability). It has also been an evaluation tool, since, completed shortly before the end of the course, it was used to assess a major part of the subject, in reference to the practical application of the acquired knowledge, with an important weight in the overall mark. The management of the work done by the members of each group as well as the supervision and monitoring performed by the professor was carried out through the web page that this subject has in the Virtual Campus Moodle platform at the University of Cadiz. For this purpose, they relied on tools provided by this environment, such as a wiki site for the constitution of the

groups, an agenda that outlined the steps to be followed, a task for the online remittance of the drafts and final version, a self-assessment survey, a repository of the recorded videos, the e-mail and a discussion forum for non-classroom queries. Likewise, the resources of this platform have been used to upload files in diverse formats with the data required for the proper performance of the activity (evaluation rubric, list of speaking turns, protocol for actions outside the set, instructions for recording on the set, etc.). The final activity was carried out at the television set of the Digital Resources Centre (CRD) at the University of Cadiz. There are three lines of work involved: how to develop and assess skills, how to efficiently use Information and Communication Technologies (ICT) in teaching and how to motivate professors and students to enhance the teaching-learning relationship.

The subject: “Spanish language in Advertising and Public Relations” is taught in the first course of the Advertising and Public Relations degree, a degree programme offered in the Social Sciences and Communication faculty, which is located at the Jerez campus. This is the only contact that students have throughout their university career with a set of subjects that shall always accompany them, in general during their studies and then specifically in the professional field. The same can be said regarding the second “Language” course in the second cycle of the Bachelor’s Degree in Advertising and Public Relations. In summary, the contents that comprise the course in both subjects are shown below:

- (1) Speaking and writing, orality and writing, spelling;
- (2) Spanish and its linguistic varieties: the common language or the standard norm; the geographical and socio-economic varieties, as well as style; the Spanish spoken in Andalusia; mass media and the use of language;
- (3) Language in its use: speech acts; factors of the communication process and functions of verbal language; saying and meaning;
- (4) Spanish grammar issues: linguistic rules and uses; the ways of linguistically presenting information; grammar resources and the discursive properties in advertising texts;
- (5) Lexical-semantic issues in Spanish: linguistic determinants of the lexicon; word creation and foreignisms; Spanish dictionaries; the lexical-semantic level and connotation in advertising texts;
- (6) The texts: text, textual genre, register, context; textual typology; the argumentative text.

This is not properly a research paper, hence the absence of a detailed specialisation bibliography. Our basic theoretical framework is the interactive model of reading comprehension, understanding that it results in the complex mental representation that the reader develops based on the interaction between the text and the knowledge schemes that it activates. (Rumelhart, 1977; Anderson, 1983; Dijk & Kintsch, 1983). For this purpose, it is necessary to consider the structural, functional and textual features of the text (Hernández & Quintero, 2001).

2. Methodology

2.1. Orality and writing

Oral and written codes are two autonomous communication systems with differentiated properties that fulfil different and complementary social functions; “tienen como soporte el

mismo sistema lingüístico, pero se producen y se manifiestan de distinta manera” [“they are supported by the same linguistic system, but are produced and manifested in different ways”] (Luque & Alcoba, 1999, p. 15). A brief, clear and widely accepted definition of communicative skill states that it is the ability of a person to effectively and appropriately behave in a specific speech community. From the language perspective, this characterisation involves respecting a series of rules that not only affect the various levels of linguistic description (phonetics, grammar and lexicon), but also concern the rules of language use, which are inseparable from the social-historical and cultural context in which communication takes place. Consequently, speaking Spanish is not simply forming grammatically correct statements, but also socially appropriate ones. This is particularly worthy of attention when it comes to writing for an audience and speaking in public. There are textual genres for which oral language is exclusively used, such as conversation, and others for which only written language is used, such as letters; however in certain cases, the texts are not purely oral, because they are based on previous writing, or pure writing, because they are a reflection of an oral text. Hence, based on the classification that is shown in the Plan Curricular del Instituto Cervantes [Curricular Plan of the Cervantes Institute] (2006), we can find a text:

- a) Written to be spoken as if were not written (radio and TV advertising spots, film scripts, etc.).
- b) Written to be spoken (political speeches, radio news broadcasts, etc.).
- c) Spoken to be read (interviews and discourses published in newspapers).

In our case, we would examine the last two examples: the journalist news broadcast on television is a piece of writing to be spoken, writing that does not coincide with that which is read in the newspaper; the same thing happens with the prepared interview that is received through an audio-visual channel, its content is quite different from that which appears in the same interview but in a written text. In short, it involves an activity consisting in the oral performance of a written statement without omitting its written origin, and in the performance of an audio-visual interview and its conversion into a written interview. The scope of the language use is that of mass media. In both cases of the news story and prepared interview, a real communication situation is staged in an audio-visual communication medium that represents a non-spontaneous speech situation.

2.2. General knowledge and communicative skill

Skills are developed in this activity that is compiled in the *Marco Común Europeo de Referencia para las Lenguas* [Common European Framework of Reference for Languages] (2002). Students and speakers that generally communicate in a given language, in order to realise their communicative intentions, not only exercise their general abilities but also a more specifically language-related communicative skill which, in this limited sense, has the following components: linguistic skills, sociolinguistic skills and pragmatic skills:

- a) Viewed from the perspective of grammatical or linguistic skills, the produced statements must respect the grammar rules at all levels (lexical, grammatical, semantic, phonological and orthographic).
- b) Considering the sociolinguistic skills, work is done in areas such as linguistic markers of social relations (in the case of the prepared interview option) and differences in dialect, level, register and style - which means, linguistic variation - in their phonetic manifestations, focused on both prosodic features (intonation, accent, pauses), and paralinguistic aspects (quality of

voice, rhythm, tone, vocalisations) as well as extralinguistic factors (gestures, posture, distance).

c) With regards to the pragmatic skills, note that the discursive skill, which means, the ability to supervise and structure the discourse, arrange the phrases in coherent sequences and organise the text based on the conventions of the genre; with four assessment criteria: (i) flexibility when facing the circumstances in which the communication is developed; (ii) the management of the speaking turns in oral interaction; (iii) the thematic development; and (iv) the coherence and cohesion of the produced oral and written texts. Hence, oral resources and strategies play a role here such as the rhythm of elocution, redundancy and preparing the listener by anticipating the topic and summarising what has been said at the end. Structuring and controlling the discourse also entails complying with the maxims of Grice (1975): the quality (the intervention must be true), the quantity (the intervention must be as informative as necessary but nothing more), the relation (one should not say what is not relevant) and the mode (it should be brief and organised and it must avoid obscurity and ambiguity).

If general skills are examined, understood as those which are not directly related to the language, but which are used to perform any types of actions (including linguistic ones); here, the main areas of interest are instrumental knowledge (“knowing how to do”), existential skill (“knowing how to be”) and the ability to learn (“knowing how to learn”):

a) Regarding “knowing how to do”, the aim is to exercise practical skills and abilities, essentially the social skills: the ability to act in accordance with socio-cultural conventions, which affect sectors such as personal relationships, values, beliefs and attitudes, body language and social conventions.

b) In reference to “knowing how to be”, among the learning factors, motivation plays a leading role, which starts out as extrinsic and is intended to become intrinsic throughout the activity, in order to end up producing results which from a personal perspective, enhance the student’s learning. Not surprisingly, attitudes that were initially reluctant to participate and to work eventually became favourable thanks to motivation. A student states: “Personalmente he de decir que estuvo genial la actividad. Redactar una noticia con determinados criterios no nos resultaba una actividad atractiva de por sí, pero la grabación era un incentivo para nosotros” [“Personally, I must say that the activity was great. Writing a news item with specific criteria was not an attractive activity in itself, but the recording was an incentive for us”] (participant D4-1)¹; another expressed: “esta experiencia ha sido divertida y constructiva, además de un gran método para aprender la lección a través de la práctica y la involucración, que creo que son las mejores formas de no olvidarla” [“this experience has been amusing and constructive, as well as a great method to learn the lesson through practice and involvement, which I think are the best ways not to forget it”] (participant D15-1); and a third found it: “una forma original y diferente de poner en práctica los conocimientos de clase” [“an original and different way of putting classroom knowledge into practice”] (participant B33-1). From another perspective, it is also an instrumental motivation, since the student pursues a practical interest. One affirms: “Deberíamos hacer más prácticas de este tipo, ya que es una actividad diferente que motiva bastante, te diviertes, te sirve para aprender a desenvolverte delante de la cámara, y en general resulta muy positiva” [“We should do more practice sessions of this type, since it is a different activity that is quite motivating; you have fun, you learn how to cope in front of the camera, and it is generally very positive”] (participant D17-1); another states that he is: “totalmente a

¹ The sample was obtained from the two groups of students participating in the course (see also Section 3: Results): the Degree’s group (D), with 97 students, and the Bachelor’s group (B), with 50 students. The comments are coded according to the group, the order number assigned to each person, and within this, the subject or content being evaluated qualitatively.

favor del desarrollo de este tipo de actividades, ayudan a hablar en público y delante de una cámara creo que da mucha soltura en cuanto expresividad se refiere. Espero seguir con estas actividades” [“totally in favour of developing these types of activities, they help to speak in public and in front of a camera; I think it provides a lot of fluency in terms of expressiveness. I hope to continue these activities”] (participant B46-1). Accordingly, it is a motivation that is mutually contagious among the students and the teacher which helps to enhance the education-learning relationship.

Likewise with regard to one’s self-image which conditions one’s personality traits; it aims to overcome any difficulties that may exist “a priori”. Alongside testimonies such as those below: “Siempre he querido dedicarme a trabajar en medios de comunicación y he tenido vocación de periodista. Esta experiencia me ha servido para dar un paso más en mi objetivo porque me siento segura ante la cámara” [“I have always wanted to work in the mass media field and I have had a journalist vocation. This experience has helped me to take a step further in my goal because I feel confident in front of the camera”] (participant D21-2); “Este tipo de actividades ayudan quitarse el miedo a hablar en público o delante de una cámara” [“These types of activities help us to overcome the fear of speaking in public or in front of a camera”] (participant D92-2), although there may be a few at the opposite end of the spectrum who express their doubts: “En este tipo de actividad considero que el aspecto físico es también un rasgo importante que, en mi caso, no me ha parecido haber superado” [“In this type of activity, I consider that the physical appearance is also an important trait which in my case, I have not seemed to have overcome”] (participant B39-2).

c) Regarding “knowing how to learn”, which is assumed to mobilise existential skill, declarative knowledge and abilities, and which makes use of various types of skills, what is important here are the learning skills and strategies, namely, the selection of the most appropriate skills for each learning situation and their suitable application. The resources that are applied because one has the required ability are mental processes and forms of behaviour and action with a psychological and social nature. Metacognitive strategies, which allow students to think about the way they learn, are also important: “Me parece que deberíamos realizar actividades de este tipo en todas las asignaturas, ya que la teoría se aprende mucho mejor cuando se pone en práctica, además de encontrarle uso a lo que se aprende. Me parece una iniciativa estupenda” [“It seems to me that we should carry out these types of activities in all subjects, since theory is learned much better when it is put into practice, as well as finding a use for what is learned. I think it is a remarkable initiative”] (participant D20-3); “Me parece una actividad en la que se puede aprender mucho cómo expresar o hablar en determinadas situaciones, una vez visto el vídeo se pueden ver los fallos y aprender de ellos” [“I think it is an activity in which you can learn a great deal about how to express or speak in certain situations, once you have seen the video, you can see the mistakes and learn from them”] (participant D53-3); “Me ha parecido una actividad muy útil, nunca había hecho algo parecido y creo que la parte de la grabación de la oralización es bastante instructiva a la hora de visionarla” [“I found it to be a very useful activity, I had never done anything like it before and I think that the recording part of the oralisation is quite instructive when watching it”] (participant B2-3). Finally, we must not overlook the communication strategies, which we work on so that, at the time of the presentation in front of the camera, they include compensation, the search for alternative procedures that allow the speaker to achieve his/her communicative objective, and no avoidance, abandonment or reduction of the content that is being transmitted.

2.3. The action-oriented approach and linguistic skills

General skills and communicative skills give rise to the so-called “action-oriented approach”: the students who use language are social agents, individuals in a society who have tasks to perform under certain conditions, in a specific context and within a particular field of action. The process of performing the activity which is the aim of this project and its culmination means that they are exposed to a real situation: in particular, to deliver a text belonging to a specific genre in a clearly identified professional sector, the television medium; in general, they must speak before an audience. These student testimonies serve as examples: “Personalmente, considero una actividad diferente a todas las que se habían hecho con anterioridad y además, es muy positiva. Viene bien relacionarnos un poco con el mundo de las cámaras, por si en un futuro trabajamos en el sector de la publicidad” [“Personally, I consider it to be an activity unlike the ones that had been done before and it is also very positive. It is helpful to become a little familiar with the camera field, in case we have the opportunity to work in the advertising sector in the future”] (participant D60-4); “Además de parecerme una muy buena experiencia, me he divertido y me he esforzado para hacer la situación lo más real posible. Creo que en general el trabajo ha sido satisfactorio” [“Besides being a very good experience, I have had fun and I have attempted to make the situation as real as possible. I think that the work has been satisfactory overall”] (participant D71-4); “Dado que en nuestros estudios se nos forma para llegar a ser unos futuros profesionales de la comunicación, he encontrado mi experiencia altamente positiva y animo por ello a los docentes a realizar la misma o similares más a menudo” [“Due to the fact that we are trained in our studies to become future communication professionals, I found my experience to be highly positive and accordingly, I encourage teachers to do the same or similar activities more often”] (participant B41-4).

Considering the language activities that the students carry out, it can be seen that when doing them, they put primary linguistic processes into practice consisting of traditional language skills (listening, reading, speaking and writing), which are taught in an integrated way and a complex process such as interaction. This means performing activities and relying on strategies of expression, comprehension and interaction. To conclude, the journalist genre in itself (news story, interview) is a pretext to practice the “orality/writing” relationship as an exercise in communicative skill as well as the verbal expression and gestures in front of the video camera, conditioned by the selected dialectal mode and the employed register.

3. Results

3.1. Work organisation: Structure

Work is an essential part of the subject. The Virtual Campus is equipped with a complete portal that contains specific sections with the latest news and communication tools, general information, contents and practice exercises, complementary documentation, as well as a special area for evaluation, which pertains to the team work. It has two options, which follow the same path but in reverse order (the theoretical section and the practical section are mentioned as a “reference” or “example” below):

Option I: Video recording of news broadcast(s).

Subject: oralisation of a written news story, namely, the conversion of the written text of a printed or digital press news story into another written text prepared for its oralisation and its broadcasting as TV news.

Sections that comprise the work:

1. Printed version which must contain:

- a) Written source text (news item with a local, regional, national or international scope and the political, cultural, sports, social, educational topic, etc.), which mentions its origin.
- b) Text resulting from the modification required for its oralisation, with linguistic remarks about the implemented changes.

Reference or example that serves as a model: “Topic 1 > What must be done > *Example of the oralisation of a written news story*” and the “Oralisation of a written text” chart (Table 1) from chapter 1 of topic 1, as a template for comments.

2. Video recording (3 minutes).

Option II: Video recording of an interview.

Subject: conversion of an oral interview of a video recording into a written statement, which means, conversion of an oral text into a written text prepared to be read by a target audience.

Sections that comprise the work:

1. Video recording of a planned interview (5 minutes).

2. Written interview that must contain the text resulting from the modification of an oral interview required for its conversion into writing (which is not a transcription), with linguistic remarks about the implemented changes.

Reference or example that serves as a model: “Topic 1 > What must be done > *Examples of a written interview*” and the “Oralisation of a written text” chart (Table 1) from chapter 1 of topic 1, as a template for comments.

Table 1

Oralisation of a written text

	Written press text	Oral performance of a written text
Phrases	More complex syntax Subordination	Short and simple Avoid sentence complexity Parataxis Prosodic features
Syntactic structure	Alteration of the basic syntactic order	Basic order of the language: SVO (linear order)
Fragmentation of the phrases, subparagraphs	There are numerous explanations and subparagraphs	Avoid them Only fillers or informative appendices are shown
(Im)personality	Frequency of passive constructions	Preference for active constructions
Affirmation/negation	Indifference	Preference for affirmative statement

Lexicon	Words and expressions with a figurative meaning	Words and expressions with meaning, with their proper meaning
Accuracy and clarity	Periphrasis and circumlocutions	Thanks to brevity: avoid periphrasis and circumlocutions
Deictic and anaphoric referents	Anaphoric elements	Almost total absence They are substituted by the repetition of a textual referent

Source: Own elaboration based on Luque & Alcoba (1999).

3.2. Evaluation criteria

The general evaluation criteria which have been applied to the team work are shown below (Table 2). The members of the same group receive the same score for all the concepts except for the last one, the oral presentation, which is the differentiating element in this point. The students are informed that no work submitted after the deadline will be evaluated.

Table 2

Evaluation criteria

Assessment rubric: criteria
Contents and documentation (written version)
Adaptation and appropriateness of comments on changes; ability to search, compile and interpret data (max. 5 points)
Writing and presentation of the information (written expression)
Grammatical correction, adaptation in the expression, mastery of the specific vocabulary of the subject matter, spelling, observation of the presentation standards (max. 2 points)
Presentation (oral expression)
Clarity and cohesion in the presentation of the information; control of the oral discourse: clarity in the expression, vocalisation, intonation, rhythm, interaction, timing control, naturalness and spontaneity; mastery of the subject matter; support resources (max. 3 points)
TOTAL: max. 10 points

Source: Own elaboration.

3.3. Planning

The existence of the work is notified when the course begins and since then, it has been carried out according to the sequence outlined in a document which, in the form of an activities agenda (which has a sequence of seven steps); it is delivered to the students after about two weeks (aware that the final number of enrolled students is still unknown at that time).

3.4. Work methodology

In both subjects, it involves an activity that is done in pairs or in groups of three. In the first case for option I, two persons play the role of news presenters; in the other case, there are two presenters and the third person plays the role of reporter. For option II, two or three students divide the roles of interviewer and interviewee at their discretion. The specific tests are carried out by the teams outside classroom hours, for which they are provided cameras available for the students at the University centre or they use their cameras.

The written version of the work must comply with the presentation standards. The final recording was carried out at the CRD, during class time corresponding to both class groups. To this end, after the students themselves have freely grouped themselves into pairs and trios and have registered through a wiki site enabled in the Virtual Campus, the turns were assigned using alphabetical order as a general criterion and considering changes in this alphabetical order due to personal circumstances reported for this purpose. Several days before the time, they are given instructions for the recording. Finally, prior to entering the set, they receive a series of instructions or technical guidelines.

With regards to the official file with the teaching programme of the subject, given that it is a group project inserted in a process whose result leads to an oral presentation in front of a television camera, the transversal skills in the Degree report that are of interest here primarily include teamwork, decision-making, organisational and planning skills as well as analysis and synthesis abilities. The activity entails the implementation of collaboration work, with the supervision of the teacher-tutor.

The specific skills of the subject which are put into practice and likewise subject to assessment include: the ability to master the use of the Spanish language in order to prepare documents for communication, the ability to understand text messages and icons in mass media as well as the knowledge and application of different information media (press, radio, television and Internet) and their different languages. Finally, there are four learning outcomes recorded in the syllabus of the subject which come into play in this activity: to discriminate the main linguistic modalities of Spanish according to their geographical, social and stylistic variation; to assess the divergence between the norms and use of certain grammatical factors (morphological and syntactic) and lexical-semantic issues of Spanish, with a focus on media texts; to identify the elements that characterise the different types of written and spoken texts in Spanish; and to produce documents in Spanish with varying degrees of complexity in the communication sector.

3.5. Control mechanisms for the level of project success

An individual self-assessment survey of the activity has been carried out through the Virtual Campus as a measurement mechanism. A very simple form was chosen that contains four self-assessment questions, one quantitative question and the remaining three qualitative questions,

for each student's performance, plus a space to make a brief personal comment about the experience. The numerical results of the first item have been compared with the marks given by the teacher.

4. Discussion

Based on the material perspective, a total of 66 videos have been created: 42 in the Degree course group, in which 97 students participated and 24 in the Bachelor's degree, in which 50 students intervened. In numerous cases, the resulting works included fragments of videos recorded by the students themselves in the street -which took place when the news story included the intervention of a reporter- or audio and image files that they contributed with the idea of making the work more authentic. Both aspects made the work difficult since the CRD technical staff was required for the montage and editing of the video. From the technical perspective, despite having insisted that the activity was focused on the strictly linguistic aspect - so as not to touch upon aspects that were the responsibility of other subjects - the first cycle students - but not the second cycle students - surely because of their generational profile, did not want to miss the opportunity to contribute.

As stated above, the group activity was assessed in its written and oral aspect. Considering the first phase, the written work was given to the students, with the aim that the final result was as satisfactory as possible in this point, the opportunity to write the first version or draft which was sent by means of the Virtual Campus for its revision with comments and assessment by the teacher. The feedback used the same medium above, logically to write up the definitive version and record the performance. As a preview where the teacher did not provide any theory, already on the first day of class, in the presentation of the subject, they had an initial contact with the type of activity when, using as the central subject, a brief and very general needs analysis of interests, motivations and opinions, they interviewed each other in pairs in such a way that one asked the questions to the other and took note of the answers to later copy them in writing. Considering the second phase, the oral presentation, after its production and edition, all the videos were made available to the students in the subject's web page in the Virtual Campus for their viewing and download. Once they were published there, each student had to at least watch his/her intervention in order to reply to the survey. The average of the marks which they gave to themselves was lower than those given by the teacher.

5. Conclusions

Notwithstanding what was mentioned in the first paragraph of the previous section, given that the general framework of the concerned studies is communication and specifically, the relationship between orality and writing, in addition to dealing with prosodic features (such as intonation, accent and pauses) and paralinguistic features (such as voice quality, rhythm, pitch and vocalisations), it was necessary to at least minimally consider extralinguistic features (gestural expression, posture, distance). In this regard, it would be interesting to propose such activities in coordination with other subjects in the program, although it may be a challenge that these are spread across several academic years.

Both the evaluations and the comments provided by the students reveal that the result is very positive in all senses: the general and communicative skills mentioned above are developed; and the students are fully satisfied with the performed activity: they feel like they are the main characters of something useful that allows them to make contact with the professional reality; in short, they perceive that the academic work transcends the limits of the classroom. These data are confirmed by the overall marks obtained in the team work: an average of 7.1 in the Degree course group and 8.6 in the Bachelor's Degree group.

We must point out some aspects which are not significantly important, mainly related to the improvisation and laziness of a very small number of students: in the best of cases, this has been compensated by the merits achieved in other sections and in the worst cases, some of the elements of the evaluation remain pending for future exams calls. It is worth noting the problems with the technical image and sound quality in the recordings and on the other hand, the difficulty of managing a project of this type with such large groups of people. In any case, none of this detracts from the project as a whole. Hence, we may conclude that the proposed objectives have been achieved.

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