Universitat de Lleida

DEGREE CURRICULUM
DEVELOPING ORAL SKILLS IN ENGLISH

Coordination: MAS ALCOLEA, SÒNIA

Academic year 2018-19

Subject's general information

Subject name	DEVELOPING ORAL SKILLS IN ENGLISH
Code	101278
Semester	1st Q(SEMESTER) CONTINUED EVALUATION

Typology

Degree	Course	Character	Modality
Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	2	OPTIONAL	Attendance-based
Bachelor's Degree in English Studies	1	OPTIONAL	Attendance-based

Course number of credits (ECTS)	6

Type of activity, credits, and groups

Activity type	PRAULA	TEORIA
Number of credits	4	2
Number of groups	1	1

Coordination	MAS ALCOLEA, SÒNIA
Department	ENGLISH AND LINGUISTICS
Teaching load distribution between lectures and independent student work	3 hours per week of attendance-based classes- 50 hores 100 hours of autonomous work
Important information on data processing	Consult this link for more information.
Language	English
Distribution of credits	6 ECTS

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MAS ALCOLEA, SÒNIA	sonia.mas@dal.udl.cat	6	

Subject's extra information

This course on *Developing Oral Skills in English* will help you with the kind of oral skills you need for academic, professional and everyday contexts (including, therefore, different domains such as the personal, public, occupational and educational). For this reason, this subject is based on 3 important tenets: (a) swift from "learners of English" to "users of English"; (b) development of a critical attitude through your participation in the lessons in a non-threatening environment; and (c) regular practice - improvement will be gradual but it will not take place if you just come to class and take notes, as may happen in other subjects.

Although the course is called *Developing Oral Skills in English*, remember that ORAL does not only refer to speaking but also listening. Consequently, the syllabus is evenly balanced between listening and speaking activities.

Learning objectives

The main **objectives** of this course are:

a) To develop the students' fluency and improve their accuracy in English to ultimately be independent users of English according to the Common European Framework of Reference for Languages (CEFRL) - B2

O4 To create clear and detailed texts about different topics, and to defend your point of view providing its advantages and disadvantages.

O5 To talk about academic topics with fluency and spontaneity making communication flow smoothly and solving possible breakdowns.

O6 To understand the main ideas and structures of oral and written texts as well as to identify the most important information regarding both complex and abstract topics on academic areas.

b) To understand the learning process of English as a foreign language. *Developing Oral Skills in English* aims at developing the students' autonomy and awareness of the strategies and sources which help them learn and improve (O2, O3).

Competences

This subject aims to develop the following **competences**:

CG5 Show an ability to work individually

CG11 Learn autonomously

CG15 Find and use information from a wide range of sources

CE2 Speak English appropriately in terms of fluency and accuracy in both academic and non-professional contexts.

CT2 Acquire a significant level of English (B2 according to the CEFRL)

Subject contents

I- Introduction to Oral Skills

Communication

Oral communication

Oral skills

Rules in oral skills

What makes speaking difficult?

1- An Oral Presentation

Exposition and argumentation in oral communication (e.g. description, narrative, comparison and contrast, cause and effect, definition, classification)

Identifying, stating and reacting to opinions

Body language

2- A Conversation

Asking for and giving information

Asking for and giving advice

Expressing and ranking preferences, likes and dislikes

Intonation (i.e. speakers' emphasis and moods)

3- A Speech

Argument and persuasion in oral communication

Stating degrees of certainty

Stress (i.e. number of syllables, and word and sentence stress)

4- A Discussion

Agreeing, disagreeing and giving reasons

Complaining, apologising and accepting an apology

Spanish/Catalan common pronunciation problems (i.e. vowel length and sounds)

Methodology

This course is planned to develop the students' capacity to learn by doing and, therefore, the methodology is learner-centred. The units follow the principles of Project Based Learning where students have to design a final product or solve a challenge. It is while working to achieve these aims that students will work on the contents and

competences of the subject.

Development plan

Developing Oral Skill in English implies more or less 150 hours of classroom and individual work (6 credits. 1 ECT=25/30h). This means:

	Hours in class	Hours at home
Classes	*45*	*20*
Tasks		*50*
Tutorials	*2*	*1*
Revising for the exam and exam	*3*	*29*

Bear in mind this is just an orientation. The amount of work necessary to pass the course will mainly depend on your initial level, your interest and your effort.

Evaluation

Assessment task 1: Portfolio (40%)	September-January	Design a portfolio which includes the tasks carried out in and out of class. This portfolio shows the students' competence, reflexion and autonomy: Students' creativity and ICT design (5%) Students' reflection ability (15%) Quality in language and content (20%) •<u>ALL activities</u> must be handed in to obtain a final mark. Otherwise, the "no presentat" in an activity implies a 0. •A <u>delay</u> in the activities: the person can only obtain a 5 as final mark in the delayed activity. •You can retake the portfolio.
Assessment task 2: Individual Oral Presentation (20%)	December	Choose a topic and give an argumentative oral presentation. You must contribute to your classmates' presentations in class or Sakai.
Assessment task 3: 2 Tutorials (30%)	October (10%)	Attend a tutorial on an academic topic dealt in class and contribute to it with opinions, questions, etc.
	January (20%)	Attend a tutorial on an academic topic and contribute to it with opinions, questions, etc.
PARTICIPATION (10%)	In this course, taking notes and listening to the teacher are not enough. Participation means to take an ACTIVE role in the activities before (e.g. preparing materials, reading texts, watching videos, participating in "debat" in Sakai, etc.) and during the class. Otherwise, the mark will be 0 and the students won't be able to obtain the highest mark	

Bibliography

SOURCES

- An English Dictionary
- Internet access and laptop (the teacher will ask for it in advance when needed)

BOOKS FOR FURTHER REFERENCE

- Brundell et al. (1982). *Functions in English*. Oxford: OUP.
- Hadfield, J. (2003). *Advanced Communication Games*. Harlow: Longman.
- Jones, L. (1996). *Ideas. Speaking and Listening Activities for Upper-Intermediate Students.* Cambridge: Cambridge University Press.
- Ladousse, G-P. (1994). *Role Play*. Oxford: OUP.
- Lynch, T. (1983). *Study Listening: Understanding Lectures and Talks in English.* Cambridge: Cambridge University Press.
- Lynch, T., & Anderson, K. (1994). *Study Speaking: A Course in Spoken English for Academic Purposes.* Cambridge: Cambridge University Press.
- Stott, R. et al. Eds. (2001). *Speaking in Mind: Oral Presentation and Seminar Skills*. Harlow, UK: Longman.
- Swan, M. (2005). *Practical English Usage* (3rd ed.). Oxford: OUP.
- Vince, M. (1994). *Advanced Language Practice*. London: Macmillan Heinemann.
- Walker, R. (2010). *Teaching the Pronunciation of English as a Lingua Franca*. Oxford: OUP.