



Universitat de Lleida

DEGREE CURRICULUM  
**DEVELOPING ORAL SKILLS IN  
ENGLISH**

Coordination: EVANS DAGGER, GRAHAME JAMES

Academic year 2019-20

Subject's general information

<b>Subject name</b>	DEVELOPING ORAL SKILLS IN ENGLISH			
<b>Code</b>	101278			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	1	OPTIONAL	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	2	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	4		2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	EVANS DAGGER, GRAHAME JAMES			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	3 hours per week of attendance-based classes- 50 hores 100 hours of autonomous work			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English			
<b>Distribution of credits</b>	6 ECTS			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
EVANS DAGGER, GRAHAME JAMES	grahame.evans@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

### **Introduction:**

Oral communication, different registers of speech, native/non-native speakers, pronunciation vs accent

### **Block I: semi-formal oral communication**

Objective: Oral presentation (video) in which students will have to use semi-formal, persuasive language about a place which they will have to 'sell' to their audience.

Topic: tourism, city living

### **Block II: formal oral communication**

Objective: Debate in which students will have to introduce a topic to support their ideas/opinions about different social issues, using formal language.

Topic: social issues

### **Block III: informal oral communication**

Objective: Mini-play in which students will have to use everyday language in a given situation, students will be expected to communicate in a creative and imaginative way.

Topic: everyday situations

All blocks will incorporate aspects of grammar, vocabulary and pronunciation to help students deliver the required objective. Students should be working towards obtaining a C1 level (CEFR) and therefore will be expected to have B2+ level of English.

## 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
<b>Classes</b>	45	20
<b>Tasks</b>		50
<b>Tutorials</b>	2	1
<b>Revising for the exam and exam</b>	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

BLOCK I: Semi-formal oral communication

ORAL PRESENTATION (video) in which the students will have to use semi-formal, persuasive language about a place they have to 'sell' to their audience.

**EXAM: 25% of the final mark. (Students are expected to be ABOVE B2 level according to the CEFR.)**

BLOCK II: Formal oral communication

DEBATE in which the students will have to introduce a topic and support their ideas/opinion about different social issues, using formal/academic language.

**EXAM: 25% of the final marks. (Students are expected to be ABOVE B2 level according to the CEFR.)**

BLOCK III: Informal oral communication

MINI PLAY in which the students will have to use everyday informal language in a given situation, students will be expected to communicate in a creative and imaginative way.

**EXAM: 25% of the final mark. (Students are expected to be ABOVE B2 level according to the CEFR.)**

**AUTONOMOUS LEARNING ACTIVITIES: 10% of the final mark**

**WRITTEN EXAM: 15% of the final mark**

Students who combine their degree with a full time job have the right to ask for alternative assessment within 5 days after the beginning of the semester. For more information, please send an email to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or ask for information at the Faculty's secretarial office (Secretaria de la Facultat de Lletres).

## 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.