Universitat de Lleida

DEGREE CURRICULUM
DEVELOPING ORAL SKILLS IN ENGLISH

Coordination: MARTÍN RUBIO, FRANCISCO JAVIER

Academic year 2021-22

DEVELOPING ORAL SKILLS IN ENGLISH 2021-22

Subject's general information

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

Typology

Degree	Course	Character	Modality
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

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	MARTÍN RUBIO, FRANCISCO JAVIER
Department	ENGLISH AND LINGUISTICS
Teaching load distribution between lectures and independent student work	contact hours: from 0 to 52 hours (there are two bank holidays) online hours: from 52 hours to zero autonomous work: 90 hours It looks like we'll start in the bybrid modality and that we'll move to fully onsite sometime mid-course, but one never knows what will happen, a new confinement included, so I can only provide the two ends of the continuum.
Important information on data processing	Consult this link for more information.
Language	English
Distribution of credits	4 ECTS: practical sessions 2 ECTS: theoretical sessions

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
MARTÍN RUBIO, FRANCISCO JAVIER	xavier.martinrubio@udl.cat	6	

Subject's extra information

Sessions will take place on Wednesday 10 am to 12 pm in room 2.13. 12 to 2 pm might be in the class or online.

Learning objectives

The main goal of this course it to introduce students to the academic register in its oral expression facet. The idea is that through practising the listening and production of oral texts, students can familiarise themselves with the main academic genres and that aspects such as pronunciation, rhythm, intonation and capturing the listeners' attention can be tackled.

Competences

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

General competences:

- Show an ability to work individually.

- Learn autonomously.

-Look for and manage information and employ a diversity of information sources.

Specific competences:

- To be able to speak and write with correction, fluidity and communicative efficiency in both general and professional environements.

Transversal competences:

- Acquire a significant level of a foreign language, especially English.

Subject contents

1. The oral presentation at an event or conference and its parts, Q&A included.

2. The promotional video.

3. Socializing research in and beyond academic events.

Methodology

Developing Oral Skills in English is designed to develop students' ability to learn by doing and, therefore, the course methodology is learner-centred. That implies that students are responsible for their learning, and they are expected to work through the course materials before, during and after lectures, be them onsite or online.

Development plan

15/09: Oral skills in academia; research-gate, ORCID, conferences and symposiums, attending versus organising events, the social within the academic... (+ video and task 1.)

22/09: The interview as a genre: from late night show interviews to the research interview, and kinds of interviews.

INSTRUCTIONS FOR STEP ONE OF INDIVIDUAL PROJECT

[29/09: BANK HOLIDAY**]**

6/10: Topics of interest within English Studies; the linguistics-culture-literature divide and how to break it.

13/10: *Delivery of first video prior to the session. I'll give individualised feedback to the students on the spot.*

20/10: Pronunciation aspects: introduction to Phonetics and Phonology subject of semester 2.

INSTRUCTIONS FOR STEP TWO OF INDIVIDUAL PROJECT

27/10: The importance of pace; multi-modality (examples from research of lecturing) (+ video and task 2.)

3/11: Getting the interest of the audience; role of humour. Dangerous area? (+ video and task 3.)

10/11: *Delivery of second video and interviews prior to the session. I'll give individualised feedback to the students throughout the week. This will determine the following sessions.*

17/11: social media in academia (+ video and task 4.)

24/11: Academic speaking versus academic writing.

1/12: STUDENT PRESENTATIONS???

[8/12: BANK HOLIDAY**]**

15/12 & 22/12: STUDENT PRESENTATIONS

FINAL TEST

Evaluation

Final test in the computers. <u>20%</u> (three sections: oral production, listening task and multiple-choice questions).

Individual project in three steps (individual sessions included):

(1) delivery of first descriptive and semi-formal video of between 3 and 10 minutes in length. <u>10%</u>

If the video gets 5 or more point out of 10, students moves on. Otherwise, students gets feedback and aspires to a maximum of 6 points for the improved version.

(2) delivery of the interviews (<u>15%</u>) and of a second video explaining what the plan for these interviews is (<u>15%</u>).

Once again, students needs a certain grade (8 points) to move on. This time 10 points is the maximum grade for the improved versions.

(3) delivery (<u>20%</u>) and oral defense (<u>20%</u>) of the audiovisual product.

Feedback prior to delivery/defense on student's request.

WORK INCOMPATIBILITIES AND ALTERNATIVE EVALUATION.

Students who work full time (or part-time if the work and class schedules overlap) and who can prove this may be allowed to ask for *avaluació alternativa*, at the end of the course, if formal petition to do so is provided within 5

days and by following the administrative regulations for this type of assessment. For more information please contact academic@lletres.udl.cat or Secretaria de Lletres (in the Rectorat building).

Bibliography

Examples to work with:

Elizabeth Stokoe: How to Control a Conversation with a Single Word | WIRED (2015). Available online: https://www.youtube.com/watch?v=RUbd9RzX9u0

Gibbs, G.R. (2013). How to do a research interview. Available online: https://www.youtube.com/watch?v=9t-_hYjAKww

Late Show with David Letterman and Lindsay Lohan (2013) (Full Interview HD) (2013). Available online: https://www.youtube.com/watch?v=kxANawHiXr0

Robinson, K. (2014) Do schools kill creativity? TED Taslk. Available online: https://www.ted.com/talks/sir_ken_robinson_do_schools_kill_creativity