



Universitat de Lleida

DEGREE CURRICULUM **DEVELOPING ORAL SKILLS IN ENGLISH**

Coordination: MARTIN RUBIO, FRANCISCO JAVIER

Academic year 2022-23

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	MARTIN RUBIO, FRANCISCO JAVIER			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	contact hours: 60 hours. autonomous work: 90 hours.			
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
MARTIN RUBIO, FRANCISCO JAVIER	xavier.martinrubio@udl.cat	6	

Subject's extra information

Sessions will take place on Mondays and Tuesdays from 11 am to 1 pm in room 2.13. To meet with the lecturer individually, use the "Messages" tool in Virtual Campus to set up the appointment.

Learning objectives

The main goal of this course is 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 environments.

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

12 and 13/09: The oral skill in academia; conferences and symposia, taking part and organizing academic events.

19 and 20/09: The interview as a genre: from the late night show interview to the research interview; kinds of interview.

26 and 27/09: Research topics in general and those of greater interest within English Studies: the linguistics-literature-culture division and how to do away with it.

3 and 4/10: Practical aspects in mediated communication: spontaneity, channelling one's nerves.

(5/10) DEADLINE FOR TASK 1 (10%)

10 and 11/10: Interaction and registers: the case of podcasts.

17 and 18/10: Pronunciation aspects (segmental and suprasegmental).

24 and 25/10: Multimodality (research examples that deal with the analysis of teaching practice).

31/10: Mid-term test (25%).

(6/11) DEADLINE FOR TASK 2 (15%)

7 and 8/11: Listening to podcasts by the groups and feedback provision.

14 and 15/11: Social media in Academia: the case of Research-gate.

(20/11) DEADLINE FOR TASK 3 (15%)

21 and 22/11: Research and geopolitics: impact measures, publishing companies....

28 and 29/11: Teaching of content through the medium of English in higher education.

5/12: practical session and **DEADLINE FOR TASK 4** (10%)

12 and 13/12: Listening to podcasts by the groups and feedback provision.

19 and 20/12: Discussing the main articles for the final test.

10/1/2023: FINAL TEST (25%)

Evaluation

25% Mid-term test: 25% (three sections: oral production, listening task and multiple-choice questions).

25% Final test: 25% (three sections: oral production, listening task and multiple-choice questions).

10% TASK 1: Individual task. Each student must submit a video of exactly 5 minutes in length, explaining the student's last research endeavour, presumably the *Treball de Recerca* carried out in the last non-compulsory secondary education course.

15% TASK 2: Groups of 3 students. They must find a lecturer-researcher, interview him/her, and create a 30-minute podcast with excerpts from the interview. Ideally, the interview will take place in English, and students will have to adopt a specific register for the recording (to be specified in due time).

15% TASK 3: Written task. Individual multimodal analysis of a video.

10% TASK 4: The same groups of 3 students, the same lecturer-researcher, and the same interview, a new 30-

minute podcast with excerpts from the interview, this time focusing on teaching aspects.

IN CASES OF PLAGIARISM, THE MEASURES ESTABLISHED BY THE 'NORMATIVA DE L'AVALUACIÓ I LA QUALIFICACIÓ DE LA DOCÈNCIA EN ELS GRAUS I MÀSTERS A LA UdL' WILL BE ENFORCED.

Physically attending at least 80% of the lessons is a compulsory requirement for year-1 students to pass the subject.

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).

Those students will not have to carry out tasks 2 and 4 and will carry out an individual task the will represent 25% of their final grade.

Bibliography

Klar S, Krupnikov Y, Ryan JB, Searles K, Shmargad Y (2020). Using social media to promote academic research: Identifying the benefits of twitter for sharing academic work. *PLoS ONE*, 15 (4): e0229446.
<https://doi.org/10.1371/journal.pone.0229446>

Manca S (2018). ResearchGate and Academia.edu as networked socio-technical systems for scholarly communication: a literature review. *Research in Learning Technology*, 26: 2008.
<https://dx.doi.org/10.25304/rlt.v26.2008>

Nunkoosing K (2005). The problems with Interviews. *Qualitative Health Research*, 15 (5): 698-706.

Querol-Julián M, Fortanet-Gómez I (2012). Multimodal evaluation in academic discussion sessions: How do presenters act and react? *English for Specific Purposes*, 31: 271–283.