Universitat de Lleida

DEGREE CURRICULUM
DEVELOPING ORAL SKILLS IN ENGLISH

Coordination: MARTIN RUBIO, FRANCISCO JAVIER

Academic year 2023-24

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	FOREIGN LANGUAGES AND LITERATURES
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
DIERT BOTE, IRATI	irati.diert@udl.cat	1,7	
MARTIN RUBIO, FRANCISCO JAVIER	xavier.martinrubio@udl.cat	4,3	

Subject's extra information

Sessions will take place on Mondays and Tuesdays from 11 am to 1 pm in the room indicated in the official schedule. To meet with any of the two lecturers individually, use the "Messages" tool in Virtual Campus to set up the appointment. The lecturer will reply within 48 hours.

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. Multimodality in teaching and in scientific oral presentations.

3. Socializing research in and beyond academic events.

4. Pronunciation in oral tasks.

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

[XMR stands for Xavier Martin-Rubió and IDB for Irati Diert-Boté]

Introducing DOS24 [12/09 by XMR]

Module 1: <u>Multimodality in conferences and classrooms</u>. [18, 19, 25, 26/09 and 2, 3/10 by IDB]

TASK M1 - Present your research in pairs (**15% + 10%** reviews) [9 and 10/10 by IDB]

Module 2: <u>Disseminating science in the network era</u>. [16, 17, 23, 24, 30, 31/10 and 6, 7, 13, 14/11 by XMR]

TASK M2 - Podcast draft (**25%**)

31st October: deadline to submit the interview, worth 10% (inidividual task)

13th November: deadline to submit a first draft of the podcast, worth 15% (groups of 3-5 students)

Module 3: <u>Pronunciation, accent and related aspects</u>. [20, 21, 27, 28/11 and 4, 5, 11, 12/12 by XMR]

TASK M3 - Podcast episode (**15% + 10%** reviews)

18th and 19th of December: we will listen to the podcasts and carry out the reviews.

<u>January 9th at 6.30 pm</u> in computer labs 3.48 and 3.49 FINAL TEST (**25%**)

Evaluation

Final test block (25%)

25% <u>Final test:</u> Three sections: oral production, listening task and multiple-choice questions.

Task M1 block (25%)

15% <u>TASK M1:</u> In pairs. Each pair of students will present their research to the class, taking the tips provided in class into consideration.

10% peer review of TASK M1 by the rest of the class.

Task M2 block (25%)

25% <u>TASK M2:</u> Individual and groups of 3-5 students.

1) Each student must find an individual to be interviewed, preferably someone who is starting to carry out research (phd candidates IN ANY FIELD, professionals with research interests such as teacher, nurses, doctors...). The interview must be conducted in English, and last at least 15 minutes.

2) After finding 2-4 other students in class to work with, edit the interviews to configure the central part of the podcast, which will be 15-18 minutes in length.

Task M3 block (25%)

15% <u>TASK M3:</u> groups of 3-5 students. Add an introduction and a final discussion to the podcast, so that it lasts exactly 30 minutes. Use the music provided to open and close the sections. Submit in mp3 format.

10% <u>Peer review</u> of TASK M3 by the rest of the class.

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

If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to **lletres.secretariacentre@udl.cat** or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres).

Those students subjected to the alternative evaluation will submit a video rather than present in class in relation to task M1.

Bibliography

Module 1

Bernad-Mechó, E., & Valeiras-Jurado, J. (2023). Engaging the audience in online youtube science dissemination videos: A look at the uptake of multimodal engagement strategies. *ESP Today, 11*(2), 302-327.

Moncada-Comas, B. & Diert-Bote, I. (2023). Moving beyond language in EMI research: a multimodal and multichannel analytical framework to visualise classroom practices. In S. Curle & J. Pun (Eds.). *Qualitative Research Methods in English Medium Instruction for Emerging Researchers: Theory and Case Studies of Contemporary Research* (pp. 76-93). Routledge.

Morell, T. (2015). International conference paper presentations: A multimodal analysis to determine effectiveness. *English for Specific Purposes*, *37*, 137-150.

Module 2

Manca, Stefania (2018). ResearchGate and Academia.edu as networked socio-technical systems for scholarly communication: a literature review. *Research in Learning Technology, 26:* 1-16. DOI: 10.25304/rlt.v26.2008

Nunkoosing, Karl (2005). The problems with Interviews. *Qualitative Health Research, 15* (5): 698-706. DOI: 10.1177/1049732304273903

Valeiras-Jurado, Júlia and Bernad-Mechó, Edgar (2022). Modal density and coherence in science dissemination: Orchestrating multimodal ensembles in online TED talks and youtube science videos. *Journal of English for Academic Purposes, 58.* DOI: 10.1016/j.jeap.2022.101118

Module 3

Gómez-Lacabex, Esther and Roothooft, Hanne (2023). Pronunciation in EMI: Conceptualization, interlocutor anxiety and attitudes towards lecturer speech. *Journal of Multilingual Theories and Practices, 4* (1): 76-98. DOI: 10.1558/jmtp.23508

Martin-Rubió, Xavier and Diert-Boté, Irati (2024). '(Dis)fluency and pronunciation accuracy in EMI lectures'. In Dimova, Slobodanka, Kling, Joyce and Margić, Branka D. (Editors). EMI Classroom Communication: A Corpus-based Approach. *Routledge.*