

Degree	Type	Year	Semester
2500245 English Studies	OB	3	2
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

Contact

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Use of languages

Principal working language: english (eng)
Some groups entirely in English: Yes
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers

Nuria Gavalda Ferre

Prerequisites

Students should have completed the second year course on English Phonetics and Phonology (1 and 2). Specifically, students should be familiar with phonetic transcription, English rhythm, English intonation, and basic articulatory descriptions of English sounds.

The students' level of English should be between C1 (advanced) and C2 (proficiency) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment.

Objectives and Contextualisation

Objectives

- Improve comprehension of and oral expression in the English language.
- Speak fluently with accurate and intelligible pronunciation at both a segmental and suprasegmental level.

- Understand audiovisual material dealing with a variety of subjects, both specialized and unspecialized, at different speaking registers
- Give effective English oral presentations.

Skills

English Studies

- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

English and Catalan

- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

English and Classics

- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

English and Spanish

- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

English and French

- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

Learning outcomes

1. Applying the acquired methodologies of work planning to work in an environment in the English language.
2. Carrying out oral presentations in English about a variety of topics of public interest.
3. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.

4. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
5. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
6. Using the English language with the appropriate expression (correctness, fluency, pronunciation, communicative strategies) in formal (presentations, debates, formal interactions) and informal contexts (conversation), with a C2 level.

Content

BRIEF DESCRIPTION OF SUBJECT

"Ús de la Llengua: Expressió Oral Avançada" is part of a group of practical language courses for second and third years, along with "Ús de la Llengua Anglesa 1 i 2" (English Language Use 1 and 2) and "Ús de la Llengua: Expressió Escrita Avançada" (Language Use: Advanced Written Expression). The subject is given during the second semester of the third year. During the first semester, students take "Ús de la Llengua: Expressió Escrita Avançada".

This course is taken after having taken English Phonetics and Phonology 1 and 2. The course includes intensive English pronunciation practice and focuses on skills related to giving oral presentations, reading aloud and listening. Theoretical aspects of pronunciation introduced in Phonetics and Phonology 1 and 2 are applied, as well as phonological processes apparent in natural speech, such as the combination of sounds in syllables, and aspects related to pronunciation variation and register. A deeper look at the differences between the English and Spanish/Catalan phonological systems and typologies is taken and complemented by error diagnosis.

SYLLABUS

This course aims at intensive English pronunciation practice through error diagnosis and focuses on improving skills related to giving oral presentations, reading aloud and listening.

UNIT 1. Fluency and accuracy in oral communication and reading aloud. Phrasing, i.e., dividing speech in tone units. Accenting new information (identifying the tonic). Approximation of intonation patterns. English rhythm: use of weak forms. Vowel reduction. Common connected and reduced speech processes: weakening, elision, assimilation. Differences in register.

UNIT 2. Production and recognition of phonemes. Vowels and vowel reduction. Aspiration. Production of consonant and vowel contrasts. English clusters. Error typologies in an L2 and error diagnosis. Sound/spelling correspondences.

UNIT 3. Skills in oral comprehension and active listening. Identifying key information. Listening precision. Taking notes. Remembering essential information. Comprehension of a variety of registers and standard accents.

UNIT 4. Techniques in oral communication and giving formal oral presentations. Expressing ideas clearly and precisely. Gestural language.

Methodology

- Brief lectures and demonstrations.
- Class discussions and in-class exercises (individually or in small groups).
- Pronunciation practice and other practical oral activities in the classroom.
- Oral presentations and other oral assignments performed in class.

- Written exercises and assigned readings
- Students recordings as homework or in-class activities.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Theory classes and practical exercises	45	1.8	2, 4, 3, 6
Type: Supervised			
Individual assignments and group discussions	22.5	0.9	1, 2, 4, 3, 5, 6
Type: Autonomous			
Hours of study and preparation of homework exercises and assignments	57.5	2.3	1, 4, 3, 5

Evaluation

ASSESSMENT

- 60% of the final course grade is based on a written exam (30%) and a final oral exam (30%).
- 30% of the final mark corresponds to a series of assignments consisting of written and oral tasks. These include an academic oral presentation (worth 12%).
- The remaining 10% is based on homework, attendance and class participation.

Please, note:

1) The exams, both written and oral, as well as assignments are OBLIGATORY, in addition to the completion of 80% of homework and in-class exercises.

2) The minimum mark for an exercise or exam to be considered for the average final mark is **5** (out of 10), and the pass mark for oral tasks and the oral exam is **6** out of 10.

3) A final mark of "No evaluable" can only be obtained if the student has completed a maximum of one exam (oral or written, 30%) and one or two assignments (max. worth 12% of the total mark).

4) The student's command of English will be taken into account when marking all exercises and for the final mark.

5) **VERY IMPORTANT:** Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a **SERIOUS OFFENCE**. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

6) In the case of a justifiable absence on an exam day or the day an assignment or other important task is due (for example, because of illness), the student must present the pertinent documentation in order to justify his/her absence, such that a reevaluation opportunity may be given or a possible redistribution of the marks may be considered.

7) Note: The level of English will be taken into account when correcting exams and in the assessment of the final grade.

Reevaluation

Note that the assessment of this course follows the guidelines of Grau. At reassessment a student may resit the oral exam and redo the oral presentation, or the written exam and the oral presentation. If a student fails both the oral and the written exams, the student has failed the course. Students will only be able to make up missed work at the time of reassessment if they have a justified (e.g., medical) excuse. The maximum mark that can be obtained at reassessment is a pass (unless reassessment is the result of a missed test due to a justified and documented absence). The re-assessment dates are assigned by the university and will not be changed to suit individual students' needs.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignments	30%	11	0.44	1, 2, 4, 3, 5, 6
Homework, participation and attendance	10%	12	0.48	1, 3, 5, 6
Oral exam	30%	0.5	0.02	2, 4, 3, 6
Written exam	30%	1.5	0.06	4, 3, 6

Bibliography

Recommended textbooks:

Baker, A. (2006). Ship or Sheep? An intermediate pronunciation course. Cambridge: Cambridge University Press.

Burton, G. (2013). Presenting. Deliver presentations with confidence. London, UK: Collins.

Carkin, G. (2005). Ten Plays for the ESL/EFL Classroom, Carlisle Publications. Manchester, NH.

Dale, P. & L. Poms. (2005). English Pronunciation Made Simple. New York: Longman/Pearson.

Estebas, E. 2009. Teach yourself English pronunciation. A Coruña: Netbiblo.

Grussendorf, M. (2007). English for Presentations. O.U.P.

Hancock, M. (2003). English Pronunciation in Use. Cambridge: Cambridge University Press.

Hewings, M. (2007). English Pronunciation in Use. Advanced. Cambridge: Cambridge University Press.

Miller, Sue F. (2000). Targeting pronunciation. Boston: Houghton Mifflin

Rogerson, P. and Gilbert, J. B. (1990). Speaking Clearly. Cambridge University Press.

Additional bibliography:

Avery, P. and Ehrlich S. (1992) Teaching American English Pronunciation. Oxford: Oxford University Press.

- Bell, M. (2004). *Understanding English Spelling*. Pegasus Ed.
- Brazil, D. (1994). *Pronunciation for advanced learners of English*. Cambridge: Cambridge University Press.
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- Comfort, J. & Utley, D. (1996). *Effective Presentations*. Oxford: OUP.
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- Jones, D. (2006). *Cambridge English Pronouncing Dictionary*. 17th ed. Cambridge University Press.
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- Richard, J. (2008). *Teaching listening and speaking, from theory to practice*. NY: CUP.
- Smith, J. & A. Margolis (2007) *Pronunciation: A Study Book*. Reading: Garnet Education.
- Sweeney, S. (2000). *Communicating in Business*. C.U.P.
- Teschner, R. V. & M. S. Whitley. (2004) *Pronouncing English: a stress-based approach*. Washington, D.C.: Georgetown University Press.
- Tian Jing Xian (ed.) (2001). *Speaking Strategies for the IELTS Test*. Kouyu. Beijing: Beijing Yuyan Wenhua Daxue Chubanshe. ISBN 7 - 5619 0990 - X/H 01092.
- Vaughan-Rees, M. (2002). *Test Your Pronunciation*. Pearson Ed. Limited.
- Wells, J. C. (2000) [1990]. *Longman pronunciation dictionary*. London: Longman.

Wells, J.C. (2006) English Intonation: An Introduction. Cambridge: CUP.

Pràctica de pronunciació I reconeixement de sons:

<http://www.shiporsheep.com/>

<http://www.cambridge.org/elt/shiporsheep/>

<http://www.btinternet.com/~eptotd/vm/vowelmachine/vowelmachine.htm>

<http://www.uiowa.edu/~acadtech/phonetics/>

<http://www.soundsofenglish.org/links.htm>

<http://www.manythings.org/>