

**Use of English: advanced oral skills**

Code: 100231  
 ECTS Credits: 6

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**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**

Celia Gorba Masip

**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.

## Competences

### English Studies

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### English and Catalan

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### English and Classics

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

### English and Spanish

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

#### English and French

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## Learning Outcomes

1. Carry out oral presentations in English about a variety of topics of public interest.
2. Carrying out oral presentations in English about a variety of topics of public interest.
3. Demonstrate sound knowledge of the topics within the study of Linguistics.
4. Demonstrate they comprehend and distinguish a wide variety of non-colloquial auditory material in standard British and American English.
5. Demonstrate they know English specialised and non-specialised texts of high difficulty level.
6. Demonstrating they know English specialised and non-specialised texts of high difficulty level, and interpreting them in a critical manner.
7. Issue appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
8. Issuing appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
9. Show comprehension of a wide variety of non-colloquial auditory material in standard British and American English.
10. Use 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.
11. 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.
12. 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.

UNIT 5. Pronunciation diagnosis. Error detection and typology of pronunciation errors. Improving pronunciation: pronunciation teaching and learning techniques.

## 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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theory classes and practical exercises	45	1.8	2, 12
Type: Supervised			
Individual assignments and group discussions	22.5	0.9	2, 12

## Assessment

The teaching methodology and the evaluation proposed in the guide may undergo some modification subject to the onsite teaching restrictions imposed by health authorities.

### ASSESSMENT

- A final oral exam (35%) around one week after the end of classes.
- A written exam (25%) between one and three weeks before the last week of classes.
- 20% of the final mark corresponds to an academic oral presentation.
- The remaining 20% is based on one or two assignments (10%) and homework, in-class exercises and class participation (10%).

Please, note:

1) The exams, both written and oral, the oral presentation and the assignment are obligatory, as well as 50% of the homework and practice exercises. Not completing at least 50% of the homework and practice exercises will result in obtaining a mark of 0 for homework and participation (10%).

2) The pass mark for a written assignment, exercise or exam is a 5 (out of 10). In order to pass the oral items of evaluation (e.g., oral exam, academic oral presentation), students must reach a score of at least 60% of the total score (60% = pass = 5 out of 10 in the calculation of the final mark).

3) To pass the subject a student must pass the oral exam, as well as obtaining an average course grade of 5 out of 10 or higher. In addition, a minimum grade of 4 is required in any item (with the exception of the oral exam, which must be passed) in order to be included in the calculation of the global average grade for the subject.

4) Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.

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

6) **VERY IMPORTANT:** Partial or total plagiarism will immediately result in a FAIL (0) for the plagiarised exercise. Repeated instances of plagiarism will result in a FAIL (0) of the whole subject. **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.

7) In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

8) In the case of a justifiable absence on the day of an exam, assignment or any other important task (for example, because of illness), the student must present the pertinent documentation in order to justify the absence. In that case, an alternative evaluation date may be offered, or a possible redistribution of the marks may be considered, if approved by the course coordinator.

9) Assessment review: On carrying out each assessment activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

10) In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

#### Reassessment

- Only two of the following three items may be reassessed: the oral exam (35%), the oral presentation (20%), or the written exam (25%), with the following conditions.
- The course average must be minimum a 3.5 out of 10
- The maximum mark that can be obtained at the time of reassessment is a pass (5/10).
- The re-assessment dates are assigned by the university and will not be changed to suit individual students' needs.
- On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Academic oral presentation	20%	1	0.04	6, 2, 1, 12
Assignment(s)	10%	10	0.4	9, 7, 8, 12
Homework, practical exercises and participation	10%	12	0.48	4, 8, 12, 11, 10
Oral exam	35%	0.5	0.02	2, 12
Written exam	25%	1.5	0.06	5, 3, 12

### Bibliography

See the website [English phonetics at UAB](#) for an updated and extended list of online resources on general phonetics, English phonetics and English pronunciation.

-Recommended textbooks:

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

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

Dale, Paulette & Poms, Lillian. (2005). *English Pronunciation Made Simple*. New York: Longman/Pearson.

Estebas, Eva. (2009, or later editions). *Teach yourself English pronunciation: An interactive course for Spanish speakers*. Netbiblos/UNED.

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

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

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

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

Monroy-Casas, Rafael & Arboleda-Guirao, Inmaculada (eds.) 2014. *Readings in English phonetics and phonology*. Valencia: Universitat de Valencia.

Derwing, Tracey M. & Munro, Murray J. (2015) *Pronunciation Fundamentals. Evidence-based perspectives for L2 teaching and research*. Amsterdam/Philadelphia: John Benjamins.

Reed, Marnie & Levis, John. (editors). (2015). *The Handbook of English Pronunciation*. Hoboken, NJ: Wiley Blackwell.

Rogerson, Pamela & Gilbert, Judy. B. (1990). *Speaking Clearly*. Cambridge University Press.

#### Additional bibliography

Avery, Peter & Ehrlich, Susan. (1992) *Teaching American English Pronunciation*. Oxford: Oxford University Press.

Bell, Masha. (2004). *Understanding English Spelling*. Pegasus Ed.

Brazil, David. (1994). *Pronunciation for advanced learners of English*. Cambridge: Cambridge University Press.

Carney, Edward. (1997). *English spelling*. London: Routledge.

Celce-Murcia, Marianne, Donna Brinton, Janet M. Goodwin. (1996). *Teaching pronunciation : a reference for teachers of English to speakers of other language*. New York : Cambridge University Press.

Cruttenden, Alan. (2001). *Gimson's pronunciation of English [6th edition]*. London: Edward Arnold.

Dauer, Rebecca. (1993). *Accurate English: A complete course on pronunciation*. Englewood Cliffs, NJ: Prentice-Hall Regents.

Derwing, Tracey M. & Munro, Murray J. (2015). *Pronunciation Fundamentals: Evidence-based Perspectives for L2 teaching and research*. Amsterdam: John Benjamins.

Ellis, Mark. & O'Driscoll, Nina. (1992). *Giving presentations*. Harlow: Longman.

Finch, Diane F. & Ortiz Lira, Hector. (1982). *A course in English phonetics for Spanish speakers*. Heinemann Educational Books.

Gilbert, Judy. (1993) (2nd edition). *Clear speech: pronunciation and listening comprehension in American English*. New York: Cambridge University Press.

Harmer, Jeremy & Lethaby, Carol. (2005). *Just Speaking and Listening*. Marshall Cavendish.

Hewings, Martin & Goldstein, Sharon. (1999). *Pronunciation Plus: Practicethrough interaction*. Cambridge: Cambridge University Press.

Hewings, Martin. (2004) *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. New York: Cambridge University Press. - Introduction.

Jones, Daniel. (2006). *Cambridge English Pronouncing Dictionary*. 17th ed. Cambridge University Press.

Kelly, Gerald. 2000. *How to teach pronunciation*. Harlow : Longman.

Kenworthy, Joanne. (1987) *Teaching English Pronunciation*. London: Longman.

Kenworthy, Joanne. (2000). *The pronunciation of English: a workbook*. London: Edward Arnold.

Lynch, Tony. (1986). *Study Listening. A Course in Listening to Lectures and Note Taking*. London: CUP.

Powell, Mark. (1996). *Presenting in English*. Hove: LTP.

Richard, Jack C.. (2008). *Teaching listening and speaking, from theory to practice*. NY: CUP.

Smith, Jonathan & Margolis, Annette. (2007) *Pronunciation: A Study Book*. Reading: Garnet Education.

Sweeney, Simon. (2000). *Communicating in Business*. C.U.P.

Teschner, Richard V. & M.Stanley 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, Michael. (2002). *Test Your Pronunciation*. Pearson Ed. Limited.

Wells, John C. (2000) [1990]. *Longman pronunciation dictionary*. London: Longman.

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

Online resources

Transcription:

<http://www.phon.ucl.ac.uk/home/johnm/flash/flashin.htm>

<http://davidbrett.uniss.it/phonology/page%20with%20frames2.htm>

English and general phonetics

<http://www.phon.ucl.ac.uk/resource/index.html>

<http://www.phonetics.ucla.edu/course/contents.html>

<http://hctv.humnet.ucla.edu/departments/linguistics/VowelsandConsonants/>

Pronunciation practice and ear training

<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/>

## Software

See the website [English phonetics at UAB](#) for an updated and extended list of online resources on general phonetics, English phonetics and English pronunciation.