

**Speaking and Listening for Academic Purposes I**

Code: 106286  
ECTS Credits: 6

Degree	Type	Year	Semester
2504212 English Studies	FB	1	2
2504380 English and Catalan Studies	FB	1	2
2504386 English and Spanish Studies	FB	1	2
2504393 English and French Studies	FB	1	2
2504394 English and Classics Studies	FB	1	2

## Contact

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

Lovell Margaret West Underhill

June Meyer

Laura Andrea Huerta Bon

Elena Markina

## Prerequisites

A CEFR C1 level of general English is required to be able to optimally follow the course.

## Objectives and Contextualisation

The main purpose of this course is to furnish students entering the BA in English Studies with the linguistic and communicative tools to successfully follow their university studies. This is a foundational course, focused on boosting the students' oral formal and academic register. A C1 level of English (CEFR) is assumed.

Specific course objectives:

-Express themselves orally in a correct manner, both grammatically, lexically and at the level of basic pronunciation and intonation, following the requirements of the formal and academic registers.

-Understand authentic oral materials from the fields of the Humanities and the Social Sciences. Note-taking. Identifying main and secondary ideas, as well as their organization and interrelation.

## Competences

### English Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate skills to work autonomously and in teams to fulfil the planned objectives.
- 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.
- Understand and produce written and spoken academic texts in English at an advanced proficient-user level (C1).
- Use written and spoken English for academic and professional purposes, related to the study of linguistics, the philosophy of language, history, English culture and literature.

### English and Catalan Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Make correct use of written and spoken English for academic or professional purposes, related to the study of language, history, culture and literature.
- 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.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.

### English and Spanish Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Correctly use written and oral English and Spanish for academic and professional purposes, related to the study of linguistics, history, culture and literature.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- 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.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.

### English and French Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- 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.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.

- Use spoken English and French correctly for academic and professional purposes related to the study of linguistics, history, culture and literature.

#### English and Classics Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- 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.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use written and spoken English correctly for academic and professional purposes related to the study of English linguistics, history, culture, and literature.

### Learning Outcomes

1. Express oneself in English orally and in writing in a formal register and using the appropriate terminology in relation to the characterisation of academic discourse.
2. Modulate written and oral discourse in order to express oneself respectfully and ethically in a context of academic interaction.
3. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
4. Produce academic written and oral speeches at an advanced proficient-user level (C1) and adapting them to the conventions of the different genders.
5. Produce written and oral academic discourses with a fluency and accuracy appropriate at an advanced proficient-user level (C1) and adapting these to the conventions of distinct genres.
6. Produce written and oral academic discourses with a fluency and accuracy appropriate to Advanced User level (C1) and adapt them to the conventions of distinct genres.
7. Produce written and oral academic discourses with a fluency and accuracy appropriate to proficient-user level (C1) and higher-proficient-user level (C2) and adapting these to the conventions of distinct genres.
8. Produce written and oral academic discourses with a fluency in English at an advanced proficient-user level (C1) and adapting these to the conventions of distinct genres.
9. Understand written and oral academic discourse in the field of human and social sciences at an advanced proficient-user level (C1).
10. Understand written and oral academic discourse in the field of humanities and social sciences at Advanced User level (C1).
11. Understand written and oral academic discourse in the field of humanities and social sciences at an advanced proficient-user level (C1).
12. Understand written and oral academic discourse in the field of humanities and social sciences at proficient-user level (C1) and higher-proficient-user level (C2).
13. Understand written and oral academic discourse in the field of humanities and social sciences in English at an advanced proficient-user level (C1).
14. Use appropriate metalanguage to describe the knowledge acquired in relation to the subject.

### Content

The focus of this course is on oral skills (speaking and listening). In addition, relevant grammatical structures and lexis of a C1 level belonging to the formal and academic registers will be examined and discussed, either in class or independently, through assigned self-study materials.

1. Introduction to the sounds of English. Main differences between the consonant and vowel systems of English and Catalan/Spanish.

2. Relationship between spelling and pronunciation in English. Homophones. Basic spelling-pronunciation rules in English. Frequently mispronounced words.
3. Oral expression and fluency. Spontaneous and semi-spontaneous speech. Short informal presentations. Reading aloud fluently. Imitation and dialogue practice.
4. Introduction to academic oral presentations. Preparation. Organization and structure. Delivery. Pace. Synonymy and paraphrasing. Emphasis and repetition. Intonation.
5. Characteristics of oral academic discourse. Understanding and note-taking. Structure, signposting and discourse markers. Main and secondary ideas. Forms of argumentation.
6. Gender-neutral language.

## Methodology

The methodology will be based on the following activities:

- Directed activities (33%)
- Supervised activities (10%)
- Autonomous activities (40%)
- Assessment activities (17%)

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			
Guided exercises	50	2	1, 2, 3, 14
Type: Supervised			
Supervised work	15	0.6	1, 2, 3, 14
Type: Autonomous			
Self-study. Exercises and assignments. Use of ICTs	60	2.4	1, 2, 3, 14

## Assessment

The following criteria must be taken into account:

- Exact dates for all evaluation activities will be confirmed at the start of the course through a course calendar published on the class Moodle.
- Any non-submitted assignments will be graded with a 0.
- Students will obtain a "Not assessed/Not submitted" course grade unless they have submitted more than 30% of the assessment items.
- Since this is a course that assesses students' level of English, students will have to obtain 60% in each exam in order to pass the course.
- To calculate the exam average, students will be required to have a minimum of 6 in each exam (oral exams and written exam).

- Only if/when students pass exams will continuous assessment marks and other evaluation activities be taken into account.
- To pass the course students need to:
  - pass exams with a 60% in each of them.
  - a course average of 60%.

#### Single assessment

This subject does not incorporate the single-assessment option.

#### Re-assessment

- Only the three exams can be re-assessed, provided that the mark/s is/are  $\geq 35\%$  and  $< 60\%$ .
- If any mark is lower than 35%, the student will not be allowed to re-assess that exam and will therefore fail the course.
- It is only possible to re-assess exams in the event of having done a minimum of the 30% of the continuous assessment tasks.
- It is only possible to re-assess failed items.
- The maximum grade obtainable after reassessment is PASS (5 after the conversion).

#### Evaluation activities excluded from re-assessment

The following continuous assessment activities are not eligible for reassessment:

- listening test
- pronunciation test

It is also not possible to reassess the activity of oral academic production, self-study and active contribution.

#### Procedure for reviewing grades awarded

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.

#### IMPORTANT:

- 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. Irregularities refer, for instance, to copying in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme. These evaluation activities will not be re-assessed.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Active contribution	5%	3.5	0.14	12, 10, 9, 11, 13, 1, 2, 3, 8, 4, 6, 5
Continuous assessment	30%	12	0.48	12, 10, 13, 1, 2, 3, 7, 14
Oral exams	30%	3	0.12	1, 2, 8, 7, 6, 14
Self-study	5%	3.5	0.14	1, 2, 3, 8, 7, 6, 14
Written exam	30%	3	0.12	1, 2, 3, 8, 7, 6, 14

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## Bibliography

### Course textbooks

Estebas Vilaplana, Eva (2014) *Teach Yourself English Pronunciation: An Interactive Course for Spanish Speakers*. Madrid: UNED. (<https://iedra.uned.es/courses/course-v1:UNED+TYEPRO+2021/about>)

Kennedy-Scanlon, Michael, Juli Cebrian & John Bradbury (2010) *Guided Error Correction: Exercises for Spanish-Speaking Students of English. C1 Level, Book 2*. Bellaterra: Universitat Autònoma de Barcelona Servei de Publicacions.

McCarthy, Michael & Felicity O'Dell (2016) *Academic Vocabulary in Use* (2nd ed.). Cambridge: Cambridge University Press.

Warwick, Lindsay & Louis Rogers (2018) *Skillful 4: Reading and Writing* (2nd ed). London: Macmillan Education.

### Recommended references

Hewings, Martin (2017) *Advanced Grammar in use* (3rd ed.). Cambridge: Cambridge University Press.

Hewings, Martin & Craig Thaine (2012) *Cambridge Academic English. An Integrated Skills Course for EAP. C1 level*. Cambridge: Cambridge University Press.

Kennedy-Scanlon, Michael, Elisabet Pladevall & Juli Cebrian (2012) *Guided Error Correction: Exercises for Spanish-Speaking Students of English. B2 Level*. Bellaterra: Universitat Autònoma de Barcelona Servei de Publicacions.

Swan, Michael (2016) *Practical English Usage* (4th ed.). Oxford: Oxford University Press.

### Complementary references

Baker, Lida, Robyn Brinks Lockwood & Kristin Donnalley Sherman (2018) *Grammar for Great Writing*. Boston, MA: National Geographic Learning.

Hancock, Mark (2017) *English Pronunciation in Use. Intermediate*. Cambridge: Cambridge University Press.

Pathare, Emma & Gary Pathare (2018) *Skillful 4: Listening and Speaking* (2nd ed). London: Macmillan Education.

### Dictionaries

Oxford Advanced Learner's Dictionary, OUP.

Collins Cobuild English Dictionary, Harper Collins Publishers.

Cambridge Advanced Learner's Dictionary, CUP.

Collins English-Spanish/Spanish-English Dictionary, 6th ed., Grijalbo.

Longman Language Activator. Longman.

Longman Pronunciation Dictionary (3rd ed.). Longman.

### Recommended websites

English for Academic Purposes

<http://www.bbc.co.uk/learningenglish/gothedistance/studyskills>

<https://www.academic-englishuk.com/>

<https://www.eapfoundation.com/>

Online dictionaries

<https://www.ldoceonline.com> (Longman Dictionary of Contemporary English)

<https://www.merriam-webster.com> (Merriam-Webster dictionaries on line)

<https://dictionary.cambridge.org/> (Cambridge dictionaries on line)

<http://www.freecollocation.com/> (Oxford Collocations Dictionary for Students of English)

<https://www.lexilogos.com/english/dictionary.htm> (A comprehensive set of resources for the study of the English Language)

Pronunciation

English Phonetics at UAB: <https://blogs.uab.cat/englishphoneticsuab/>

Department of Phonetics and Linguistics UCL - Identify the symbol: <http://www.phon.ucl.ac.uk/home/johnm/flash/findrp.htm>

The International Phonetic Association: <http://www.langsci.ucl.ac.uk/ipa/ipachart.html>

Sheep or ship? (vowels): <http://www.shiporsheep.com/>

Phonetics: The sounds of spoken language (English and Spanish), University of Iowa: <http://www.uiowa.edu/~acadtech/phonetics/#> (consonant profiles)

Type IPA phonetic symbols: <http://ipa.typeit.org/>

Others

[www.flo-joe.co.uk](http://www.flo-joe.co.uk) (Cambridge official examination practice)

[www.pbs.org](http://www.pbs.org) (American public television. Documentaries. American English)

<https://www.ted.com/talks>

## Software

There is no specific program required.