

1 FIB - Academic and Professional Speaking Skills

Course plan

Lecturer: Antonia Soler Cervera

Class schedule (Spring term, 2019-20)

- Tuesday: 10:00-12:00hrs
- Friday: 12:00-14:00hrs
- Room: A5204

Visiting hours

- Antonia Soler (Office: C6-104)
 - Tuesday: 12:00-13:00 and 16:00-17:00hrs
 - Thursday: 12:00-13:00 and 16:00-17:00hrs
 - Friday: 15:00-16:00hrs

Previous knowledge required

Given that the linguistic demands of academic work carried out entirely in English usually correspond to levels B2 (Independent user) and C1 (Proficient user) according to international standards (Common European Framework of Reference for Languages), students are strongly recommended to have acquired an upper-intermediate level of general English or B1 (CEF) before taking up this course.

Course description

This course is designed in the context of English for Specific Purposes (ESP). ESP is an approach to the learning of English that differs considerably from the so-called General Purpose English (GPE). ESP courses are designed to meet the specific needs of the learner, and they are centred on the language, skills and genres of specialist activities.

In the context of ESP, this course aims to help students to develop their speaking skills to communicate orally in English in academic and professional settings at B2 level of the Common European Framework (CEF). Taking into account the international context in which we are, the course provides resources to improve students' listening and speaking skills for successful participation in activities related to their university studies and the professional field. Emphasis is placed on strategies to help students become more effective listeners and to develop their fluency and accuracy in English as they interact orally in different situations.

The following competences are developed in the course:

- Understanding and applying the principles of academic communication in engineering.

- Identifying basic segmental and suprasegmental aspects of English phonetics in order to improve pronunciation.
- Developing active-listening skills in English to improve listening comprehension.
- Developing speaking fluency and using the correct kind of language for different communicative functions in English
- Exchanging technical information orally and discussing topics related to computer science appropriately.
- Participating in academic and professional situations effectively using the correct kind of language and level of formality: a seminar, a job-seeking interview.
- Giving an oral presentation for academic or professional purposes, using a problem-solving approach (planning, delivery and evaluation).

Syllabus

- Introductory Unit. Principles of academic and professional communication in engineering
- MODULE 1. Guidelines for effective pronunciation
 - 1.1 Introduction to phonetic symbols
 - 1.2 Pronunciation. Vowels and consonants
 - 1.3 Pronunciation. Stress and intonation
- MODULE 2. Developing skills for effective listening. Comprehension and speaking practice
 - 2.1 Introduction. Some techniques for effective listening
 - 2.2 Recognising the parts of a talk: discourse markers
 - 2.3 Academic listening, note-taking and summarizing
 - 2.4 Listening and speaking practice. Spoken technical English
- MODULE 3. Interacting in communicative activities: language function and usage
 - 3.1 Levels of formality
 - 3.2 Language functions
 - Telephoning
 - Giving instructions, advice and recommendations
 - Discussing and negotiating
- MODULE 4. Speech organization and genre: skills to participate in academic and professional situations
 - 4.1 International seminars: academic discussion.
 - 4.2 Job-seeking. The job interview
 - 4.3 Stages for the design of oral presentations
 - Planning
 - Delivery
 - Evaluation

Course Materials and recommended bibliography

- Secció d'Anglès FIB (2016) Course Workbook. Academic and Professional Speaking Skills. Racó.
- Lannon, J. M. (2003) Technical Communication (9th ed.). London: Longman
- Ellis, M. and O'Driscoll, N. (1992) Giving Presentations. Harlow: Longman.
- O'Driscoll, N. and Pilbeam, A. (1992) Meetings and Discussions. Harlow: Longman
- Sweeney S. (2003) English for Business Communication (2nd Edition). Cambridge: Cambridge University Press.
- Zeegers, P., Deller-Evans, K., Egege, S. and Klinger, C. (2011) Essential Skills for Science and Technology. Oxford: Oxford University Press.

Assessment

Students need to complete all the continuous assessment tasks in order to cover all the contents of the course and successfully perform in the exams. Because of the practical nature of the course, students are required to attend classes. The final mark will be the aggregate mark obtained from each of the activities below, according to the following percentages:

- Mid-term test (20-25%): to be scheduled
- Speaking activity (20%)
- Oral presentation and report (20%)
- Final test (30%): 04/06/2020
- Class participation, practice, assignments (5-10%)

Very important

- Any assignments must be submitted by the set deadline and according to instructions. Late assignments CANNOT be accepted.
- Academic integrity and plagiarism: It is the responsibility of each student to ensure that any work submitted is original and that it is his/her own work (i.e. not plagiarised in part or in its entirety, and carried out without external assistance). If the instructor considers that any work submitted (an activity or part of it, e.g. an assignment) is not original, the student will be disqualified from the entire activity and will not get a mark.
- Mobile phones are STRICTLY FORBIDDEN in class.
- DON'T USE your laptop unless you're allowed.