

Course Unit	-	Field of study	-
	-	School	School of Education
Academic Year	2015/2016	Year of study	1
Type	Semestral	Semester	1
Workload (hours)	270	Contact hours	T - TP - PL - TC - S - E - OT - O -
		Level	ECTS credits 10.0
		Code	9993-546-1106-00-15

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) **Elisabete Rosário Mendes Silva**

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. understand how and why spoken language is different in different contexts;
2. assess how real-life speech varies between different people, social groups and regions;
3. understand people's attitudes to different forms of English (e. g. standard and non-standard, different dialects, slang, etc);
4. speak the English language with an advanced fluency and pronunciation and a high level of accuracy;
5. acknowledge and understand different forms of spoken English (accents and dialects, slang and idiomatic expressions) and from a range of situations and at a native rate of delivery and rhythm;
6. develop listening and speaking skills up to a highly proficient level (C2 in the CEFR).
7. deliver speeches and presentations on various topics.

Prerequisites

Before the course unit the learner is expected to be able to:
Having advanced and proficient level in English

Course contents

1. Introduction to spoken language; 2. Different forms of spoken language; 3. Written forms that spoken language can take; 4. How the English language sounds: listening out for sounds, pronunciation and grammar; 5. Planned and unplanned speech; 6. Speaking / listening practice.

Course contents (extended version)

1. Introduction to spoken language:
 - speech features;
 - non-fluency features (fillers, false starts, repetition, interruption/overlaps);
 - other features: ellipsis, phatic language, deixis, vague language
2. Different forms of spoken language:
 - spoken conversations;
 - accents and dialects;
 - dialect levelling; social dialects (SA, RP, Brummie, Geordie, Estuary English)
3. Written forms that spoken language can take:
 - transcripts, scripts;
 - multi-modal talk (emails, instant messaging, text messaging)
4. How the English language sounds: listening out for sounds, pronunciation and grammar:
 - the speaker's pronunciation;
 - the speaker's vocabulary (regional dialects, slang, idiomatic expressions);
 - the speaker's grammar (non-standard grammar).
5. Planned and unplanned speech:
 - attitudes to spoken English;
 - the right words at the right time.
6. Speaking / listening practice:
 - debates / oral discussions;
 - listening to songs, interviews; watching films, documentaries.

Recommended reading

1. Clayton, Dan et al. (2013). GCSE Skills Spoken Language Study. Cheltenham: Nelson Torres Ltd.
2. Crystal, Ben and David Crystal (2014). You say Potato. A Book about Accents. Oxford: Macmillan.
3. Hewings, Martin (2007). English Pronunciation in Use. Advanced. Cambridge: CUP.
4. McCarthy, Michael and Felicity O'Dell (2008). English Collocation in Use. Advanced. Cambridge: CUP.
5. Scott-Barrett, Fiona (2002). New Proficiency. Listening and Speaking. Harlow: Longman.

Teaching and learning methods

Contents will be accomplished by means of lectures, along with learners' active participation through group discussions, oral presentations on various topics and listening to several documents focusing on the oral component (speaking and listening).

Assessment methods

1. Continuous Assessment - (Regular, Student Worker) (Final)
 - Presentations - 50% (Oral presentation of two pieces of work chosen by the teacher.)
 - Intermediate Oral Test - 50% (Test to be done at the end of the course- listening and speaking exam.)
2. Exam - (Regular, Student Worker) (Supplementary, Special)
 - Intermediate Oral Test - 100% (listening and speaking exam.)

Language of instruction

English

Electronic validation

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05-10-2015	05-10-2015	05-10-2015