

English: Oral Skills (A703041)

Course size (nominal values; actual values may depend on programme)

Credits 3.0 Study time 90 h Contact hrs 30.0 h

Course offerings in academic year 2018-2019

A (semester 2) Dutch, English

Lecturers in academic year 2018-2019

Van De Walle, Céline

LW22 staff member

Maryns, Katrijn

LW22 lecturer-in-charge

Offered in the following programmes in 2018-2019

| | crdts | offering |
|---|-------|----------|
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, French) | 3 | A |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, German) | 3 | A |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, Italian) | 3 | A |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, Russian) | 3 | A |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, Spanish) | 3 | A |
| Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, Turkish) | 3 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, French) | 3 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, German) | 3 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Italian) | 3 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Russian) | 3 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Spanish) | 3 | A |
| Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Turkish) | 3 | A |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual | 3 | A |

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| Communication: a combination of at least two languages (main subject Dutch, English, French) | | A |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, German) | 3 | A |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Italian) | 3 | A |
| Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Russian) | 3 | A |
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Teaching languages

Dutch, English

Keywords

English; Oral skills

Position of the course

The study unit "English: Oral Skills" (E3MV) offers an auditive and oral supplement to the predominantly written study units of English: Translation and English: Text Skills as studied in the Third Bachelor. It aims to teach all students listening and oral skills in English, and oral translation skills from and into English. These skills will enable them to function efficiently in various professional environments. The study unit will also prepare students for the master of interpreting, where listening, speaking and oral translation skills are essential. The study unit enables students to assess their own interest in, and talent for, oral (translation) work. The study unit is also intended to develop the social skills needed for working with others: i.e. team work and peer assessment.

Contents

The study unit "English: Oral Skills" (E3MV) has a linear learning curve. On the basis of written and spoken texts (e.g. newspaper articles, podcasts), students learn to orient themselves in the social debate on a self-selected subject. The first phase focuses on the expansion of vocabulary (pronunciation and domain-specific word combinations) and the development of a critical insight into the subject. In the next phase, students learn to communicate their message/ point of view to a larger audience in a structured, clever and persuasive manner. Students gradually develop a number of specific presentation skills: devising and sustaining their arguments, presentation style, non-verbal communication (posture, eye gaze), etc. In the third and last phase, students are encouraged to employ their individual oral skills developed in phases 1 and 2 in a panel debate on the chosen topic. Students learn to adopt a clear position and critically anticipate the views of their peers. Social skills (teamwork), listening skills and metacognitive skills (peer assessment) are practiced during group assignments. This study unit also addresses the specific translation issues which may arise when translating texts orally ('sight translation') (EN<>NL). During the tutorials, attention is paid to memory training and summarizing techniques. The vocabulary acquired in the context of the panel debate is integrated in the sight translation tutorials.

Initial competences

The final objectives of the various English study units of the second bachelor year.

Final competences

- 1 the student has acquired general skills, including the ability to think and reason logically, acquire and process information, the ability to reflect critically, creativity and the ability to carry out simple management tasks
- 2 the student has developed a range of academic strengths such as an enquiring mind and s/he acknowledges the uncertainty, ambiguity and boundaries of knowledge
- 3 on the basis of text with a higher than average degree of difficulty, the student is able to perform a number of specialized oral language activities such as oral presentation, panel debate and oral translation - but also including understanding spoken English text of a diverse nature, even when the subject, the register or the accent used constitute potential obstacles
- 4 the student is able to use the heuristic tools relevant for this purpose adequately and judiciously
- 5 the student has reached level C1 on listening and speaking skills

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Extra information on the teaching methods

Students work in teams or individually under the supervision of the lecturer.

Learning materials and price

Other:

- The teaching staff use existing audio and video recordings and texts, or their own speeches

References

- Lloyd-Hughes, Sarah (2011) *How to be brilliant at public speaking*. New York: Pearson.
- Shreve, G.M., Lacruz, I. & E. Angelone (2010) Cognitive effort, syntactic disruption, and visual interference in a sight translation task. In M. Shreve & E. Angelone (eds) *Translation and cognition*. American Translators Association, John Benjamins.
- Hung, E. (ed) (2002) *Teaching Translation and Interpreting 4: Building bridges*. John Benjamins
- Weber, W.K. (1990) The importance of sight translation in an interpreter training program. In D. Bowen & M. Bowen (eds) *Interpreting: yesterday, today and tomorrow*. American Translators Association. John Benjamins

Course content-related study coaching

During the the seminars, students are given feedback on their performance. There are also study-progress sessions and the lecturers are also available during their weekly consultation hour.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Oral examination

Examination methods in case of permanent evaluation

Skills test

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Skills test (100%)

Students are continuously assessed on the basis of their achievements in the tutorials (sight translation) + their oral presentations and their participation in the panel debate.

Second session: the skills test is replaced by an oral exam (sight translation) (100%).

Calculation of the examination mark

See heading 'explanatory note to the evaluation methods'

Facilities for Working Students

Can be requested from the learning track counsellor

Addendum

E3MV