

Module Specification: EL119: Oral & Presentation Skills Course

1. Factual information			
	EL119: Oral & Presentation Skills Course	Level	One
Module Tutor	Mr. Mohammad Farran	Credit Value	4 credit hours
Module Type	Taught		
2. Rationale for the module and its links with other modules			
<p>The course, oral and presentation skills (EL119), is a four credit hour, level one course that aims to help students conduct successful oral communication in English. It is focused on expanding students' oral and presentation skills so that they can cope with different academic, professional and social situations effectively.</p> <p>This course was recently introduced into the English study plan because a large number of our graduates had problems communicating (orally) effectively in English.</p>			
3. Aims of the module			
<p>The course provides the learner with information on:</p> <ol style="list-style-type: none">1. Identifying different contexts of language use and engaging in discussions, question and answer dialogues, debates, interviews and using appropriate structures.2. Eliciting and providing information in common, academic and social situations.3. Using features of spoken English, i.e. stress, pitch, rhythm, intonation, in a natural and fluent manner.4. Preparing and conducting a clear presentation that reflects good structure and organization; signaling beginning, gaining audience attention, introducing subject, identifying objectives and outlining presentation strategy.5. Applying successful paralinguistic features of intonation, word play, fronting and tripling strategies, and non verbal techniques of facial and body postures, in oral communication and presentation encounters.			

4. Pre-requisite: EL111

5. Intended learning outcomes

At the end of the course, students will be expected to:

A. Knowledge and understanding	Learning and teaching strategy
A.1) know appropriate structures for different social contexts and situations. A.2) recognize the various non-verbal techniques to support verbal communication. A.3) understand questions which require short or extended answers. A.4) understand how language is used strategically for different purposes.	Students will be exposed to different speakers (both good and bad). They will have to understand the difference between them and what makes a good speaker such. In order for such a course to succeed, several post-class activities will be given to the students.

B. Intellectual/ Cognitive/ Analytical Skills	Learning and teaching strategy
B.1) produce unified speeches with clear ideas/clear language. B.2) develop the ability to reproduce orally the substance of a text/ passage of English after having heard it or read it. B.3) improve their analytical and critical thinking skills through the development of well thought-out arguments in discussions and presentations. B.4) be able to observe how language works to portray roles and speaker identities.	Students will interact with one another and learn to use their language with others. They will assume other identities and learn to debate with others in a professional manner.

C. Practical and professional skills	Learning and teaching strategy
C.1) be fully aware of the different levels of formality in given situations/ contexts. C.2) anticipate the responses of others in the chosen options. C.3) be able to deliver a well-prepared presentation. C.4) be able to acquire group skills and accordingly appreciate team work.	We will show students how to do several things: pronouncing words correctly, giving presentations and working in teams. A lot of practice will be done in and out of class. A strictly English-only environment will be established in and out of class as well.

C. Practical and professional skills	Learning and teaching strategy

D. Key transferable skills	Learning and teaching strategy
<p>D.1) develop better oral skills through class discussions and situation-based activities.</p> <p>D.2) develop a sense of participation and group work.</p> <p>D.3) expand their vocabulary through exploring new assigned topics and class discussions of students' own presentations.</p> <p>D.4) develop communicative confidence, negotiation ability and the expression of intensions.</p>	<p>Confidence and the ability to express oneself in a clear manner.</p> <p>The acceptance of not being perfect and making mistakes.</p> <p>Develop a sense of community with the students and show them the importance of this course.</p>

6. Indicative content

Our content and activities revolve around a certain theme each week. Students are expected to come prepared and bring with them examples from their real lives. The actual content is made relevant for the students in a way where they can easily relate and share their own input.

Week	Unit / Theme	Activities
1	-	<i>Introduction to EL119 + Discussion on the importance of speaking + Ice breaker activity</i>
2	Unit 1: First Impressions	<i>The importance of first impressions + turn taking</i>
3	Unit 2: Taste & Nutrition	<i>Students practice talking to audience for very first time</i>
4	Unit 3: Success & Failure	Listening Quiz (5 Marks)
5	Unit 4: Change	<i>Students bring in real life examples from their own experience</i>
6	-	Activity 1: Formal speech (5 Marks)
7	Unit 5: The World & Responsibility	<i>Feedback on first presentation & ways of doing better</i>
8	Unit 6: Advertising	<i>Debate: Is advertising necessary?</i>

6. Indicative content		
9	~ <i>MTAs</i> ~	<i>Note: Classes <u>may</u> or <u>may not</u> take place.</i>
10	Unit 7: Risk-Taking	<i>Role-playing activity: Child trying to convince parent to let him/her do something risky</i>
11	-	Activity 2: Presentation (10 Marks)
12	Unit 8: Cities & Culture + Unit 9: Money & Happiness	<i>Group work: Students are put into groups and discuss with one another the concepts and ideas presented</i>
13	-	Activity 3: Project (10 Marks)
14	Unit 10: Tech & Communication	<i>Students reflect on what they've learned throughout the course, what worked, what didn't</i>
15	-	<i>Note: One on one conversation (final exam) will be done in this week in class.</i>
16	~ FINAL EXAMS ~	

7. Assessment strategy, assessment methods and their relative weightings
<p>The nature of EL119 as an oral skills proper course dictates a special mode of assessment in which the written component is virtually eliminated. The assessment plan comprises of three major components:</p> <ol style="list-style-type: none"> 1. Class work (30 marks total) <ol style="list-style-type: none"> a) Listening Quiz (5 marks) b) Three in-class oral presentations (25 marks total) 2. MTA (20 marks) <p>The MTA will consist of 2 parts (each worth 10 marks). First, a listening exam will be given and then a presentation done by the students. The presentation will cover themes from Units 1 - 5.</p> 3. Final Assessment (50 marks) <p>The final exam will also consist of 2 parts (each worth 20 marks). First, a listening & video critique exam will be given. Then, a one on one conversation will take place with each student. The conversation topics are topics in general and from Units 6 - 10. The final 10 marks will be allocated to the audio recordings the students do at home throughout the semester.</p> <p>The balance between components of assessment is shown in the following table:</p>

Components	Form of Assessment & Marks		%
CONTINUOUS ASSESSMENT	Class work:		
	1) Listening Quiz	5	5%
	2) Presentations (3)	25	25%
	MTA	20	20%
FINAL ASSESSMENT	FINAL EXAM	50	50%
GRAND TOTAL		100	100%

8. Course Material

The teaching material for EL119 consists of:

Printed Material:

1. Course Book
2. This Guide
3. Online resources

Student Resources:

Listening and Speaking 3 Student Book: with Q Online Practice

Craven, Miles and Kristin D. Sherman. (2011). *Q: Skills for Success: Listening and Speaking (3)*. Oxford: oxford University Press.

Additional resources at:

www.oup.com/elt/teacher/Qskillsforsuccess

Additional Readings:

- Grussendorf, Marrion. (2007). *English for Presentations* Oxford University Press.
- Hood, Michael. (2007). *Dynamic Presentations* Pearson & Longman.
- Moritoshi, Paul. (2007). *Basic Parts of Speech*. Thomson & Heinle.
- Gershon, Steven. (2002). *Present Yourself*. Cambridge University Press
- Powell, Mark. (2002). *Presenting in English*. Thomson & Heinle.
- Harrington, David & Charles LeBeau (2009). *Speaking of Speech*. MacMillan.
- Meyers, Colleen, and Sheryl Holt. (2002). *Success with Presentations*. Burnsville, MN: Aspen Production.

ONLINE RESOURCES

- http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf
- <http://www.google.com/#hl=en&cp=28&gs>

- <http://www4.caes.hku.hk/epc/presentation/>
- <http://www.ocwsearch.com/search?q=Oral+Presentation+Skills>
- <http://www.it-sudparis.eu/lsh/ressources/ops.php>
- <http://www.sgs.utoronto.ca/informationfor/students/english/descriptions.htm>
- <http://www.effective-public-speaking.com/>
- <http://dagda.shef.ac.uk/study/oral.html>
- http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&X=getdoc&exp=7&Lev1=pub_c09_07&Lev2=c08_cook2
- <http://ocw.usu.edu/English/introduction-to-writing-academic-prose/oral-presentation-skills.html>
- <http://www.middlebury.edu/academics/resources/ctrl/olr/study/speaki>

Additional sources are found under the following link:

<http://www.skillsproject.ie/useful/oralcomm.html>