

PUBLIC SPEAKING IN ENGLISH AS A FOREIGN LANGUAGE: HOW TO SPEAK SO THAT THEY LISTEN

Subject (module) title		Subject code	Study Programme (-s)
Public speaking in English as a foreign language: How to speak so that they listen.		B179318	All programmes
Lecturer (-s)			Department where the subject is delivered
Coordinator: lect. Viltē Gridasova			Department of Languages
Study cycle			Type of the subject (module)
First (bachelor)			Optional
Mode of delivery	Semester or period when the subject is delivered / Study Programme		Language (-s) of instruction
In-class	Autumn Semester or Spring Semester		English
Prerequisites and co-requisites			
Prerequisites: English language level B1.1			Co-requisites (if any): none.
Number of ECTS credits	Total Student's load	Contact hours	Self-study hours
3	80	32	48
Aims of the subject (module)			
To be able to develop and deliver a speech in the field of music, art and beyond to the audience in a professional and engaging manner (e.g., making a speech or presentation at a conference, seminar etc.) by integrating public speaking skills with the knowledge and skills in the field of English phonetics.			
Abstract of the subject (module) (up to 500 symbols)			
The module contains a series of public speaking/ English phonetics workshops to teach students to make memorable speeches in public in the field of music and arts. On a micro-skill level, the students gain essential knowledge of and master the most challenging phonological features of the English language that are vital for anyone preparing to speak in public and sound professional and confident (e.g. certain vowels not existing in the articulation base of one's native language: /ɜ:/, /ɪ /or /i:/; consonant clusters; weak and strong forms of words etc. Another area is intonation, rhythm, stress, and pausing. The ultimate goal of the module is to deliver a speech to the audience that will make them listen. To do so, the students will learn and practise various "tricks", e.g. effective opening, closing, signposting language etc. The students will analyse extracts of speeches, develop extracts of their own, act as coaches to each other and practise delivering their extracts in the class. The examination consists of the writing part where the students will demonstrate the theoretical knowledge of the key terminology and the speaking assessment – a speech.			

Competences to be developed (learning outcome No. in the programme)	Learning outcomes of the subject (module)	Teaching and learning methods	Assessment methods
Ability to communicate, interact and cooperate	The students will be able to communicate and cooperate in an efficient manner to prepare and deliver a speech extract on a chosen music/ art-related topic.	Exercises to practice micro-skills, case studies, pair- and group-work.	Interim assessment assignments: presentation of a speech
Critical and self-critical thinking	The students will learn to provide constructive feedback to improve the speeches of their peers.		
Ability to work and improve independently	Students will be able to independently develop a speech on a chosen music/ art-related topic and delivered it to the audience.	Individual work, teacher/ peer feedback	Interim assessment assignments and final examination: presentation of a speech

Topics	Time (hours) and assignments of contact and self-study hours									Methods of study
	Input lectures	Individual classes	Seminars	Practical training in small groups	Practical training in larger groups	Preparation for the exam / Rehearsals /	Exam / Pass/Fail	Total contact hours	Self-study hours and assignments	
1. Effective speech structure – opening, closing, signposting language, and other elements					6			6	10	Analysis of video and video recordings, exercises. Group and pair work
2. Vocal intelligence: pausing, stress, weak and strong forms, pace. The phonological features of the English language: vowels, consonant clusters, voiced and voiceless consonants in the final position.					8			8	10	
3. “Making impact” techniques – repetition, alliteration etc. Building rapport with your audience.					6			6	12	
4. Storytelling as an element of a speech					8			8	12	
5. Good listening skills					2			2	4	
Examination							2	2		
Total:					30		2	32	48	

Assessment strategy	Weight in per cent	Deadline for completing the assignments	Assessment criteria
Presentation of Speech 1	25	End of October	<ul style="list-style-type: none"> - Effective use of speech structure – opening, closing, signposting language - effective use of vocal power: pausing, stress, rhythm - correct pronunciation of the English language: vowels, consonant clusters, voiced and voiceless consonants in the final position etc. - demonstration of good listening skills
Presentation of Speech 2	25	End of November	<ul style="list-style-type: none"> - Effective use of speech structure – opening, closing, signposting language
Presentation of the final speech	30	During final examination session	<ul style="list-style-type: none"> - effective use of vocal power: pausing, stress, rhythm - correct pronunciation of the English language: vowels, consonant clusters, voiced and voiceless consonants in the final position etc. - effective use of impact techniques – repetition, alliteration etc. - ability to engage the audience - ability to include the element of storytelling - demonstration of good listening skills
Written assignment	20	During final examination session	<ul style="list-style-type: none"> - Ability to define, explain and apply relevant terminology

Author	Publication date (year)	Title	No. of periodical or volume	Publisher (place, publishing office) or Web link
Compulsory study material				
Hewings, M.	2007	<i>English Pronunciation in Use. Advanced.</i>		Cambridge University Press
Koegel, Timothy J.	2007	<i>The Exceptional Presenter: A Proven Formula to Open Up and Own the Room</i>		Greenleaf Book Group LLC. Kindle Edition
Powell, M.	2011	<i>Dynamic Presentations</i>		Cambridge University Press

Marks, J. and Bowen, T.	2012	<i>The Book of Pronunciation.</i>		Delta Publishing
Additional study material				
Barral, I., Rogers, J.	2012	<i>Lifestyle. English for Work, Socializing and Travel. Upper Intermediate Coursebook.</i>		Pearson Education Limited
	2017	<i>Keynote: intermediate – proficient levels.</i>		National Geographic Learning, a part of Cengage Learning

Approved by Department of <i>Languages</i> : date and No. of Department Report	2018-09-05	No 3
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