

ORAL AND WRITTEN PRODUCTION

1. Introduction

The students will be provided with the scope for linguistic reflection and usage with the fundamental aim of teaching the student discourse production. Comments on and analysis of speech functions, as much in oral expression as in written texts, along with the integrated skills, will provide the student with the control instruments to be involved in discourse-linguistic production.

For the *Hispanic Studies Course* the teacher will adopt the materials for analysis for the corresponding group, as well as the explanation of the linguistic content consistent with the Advanced and Superior levels, according to the following: group C corresponds to Advanced B; group D to Superior A; group E to Superior B.

2. Syllabus

The content of the following sections will be distributed throughout the course, both oral and written simultaneously as certain questions (scientific presentation, line of argument, etc) affect both.

I. Written production: analysis and production of the written text.

Analysis will be centred on the importance of the text, textual sequences, discourse connectors, lexical selection and register. Likewise, models of information, narration, description, commentary, line of argument, etc. Different types of texts will be taken into account. Analysis may also be extended to literary texts, the texts themselves or texts which illustrate some of the before-mentioned particulars.

Linguistic difficulties will be detected and the students will be encouraged to form critical opinions.

In as much as written production, from selected texts, the student must acquaint him or herself with the topic (which involves supplementary reference work, synthesis of content, etc,) elaborate an outline and write.

II. Oral production

1 Given that the greater part of the technical questions referred to in the previous paragraph are for oral discourse in more formal situations, the analysis and practice now will be centred on “presentation of a topic”, on the part of the students, with special

attention on academic topics. However, variations on topics, audience or aims will be considered (presentation, persuasion, etc.) This involves: motivation in the selection of a topic, search for sources, organisation and cohesion of the presentation, attention to lexical items, argument and summary with the written opinion on the subject. The teacher will pay special attention to the linguistic means used and their suitability and will encourage error analysis.

2 Analysis and conversational practise. The characteristics of oral interaction and the dynamics of habitual oral exchanges will be dealt with: register, phraseology, lexical questions related to idiomatic expressions, and their suitability for communication.

The teacher will select topics and conversational situations for the student to observe and practise, paying special attention to the linguistic means utilised.

The teacher will hand out the programme at the beginning of the course where the subject matters to be used will be listed, and where the content of each session or series of sessions will appear.

- Knowledge and skills to be acquired.
- Text or speech act used as an example, if there is one.
- Questions to acquire the technical-linguistic knowledge on the part of the student.
- Tasks the student must carry out for practise.

3. Assessment

Depending on the development of the classes the course teacher will make assessments suitable to the development of the student. Class participation will be taken into account along with task fulfilment. At least two exams will be set.

4. Bibliography

This will be supplied when each subject is specified.