

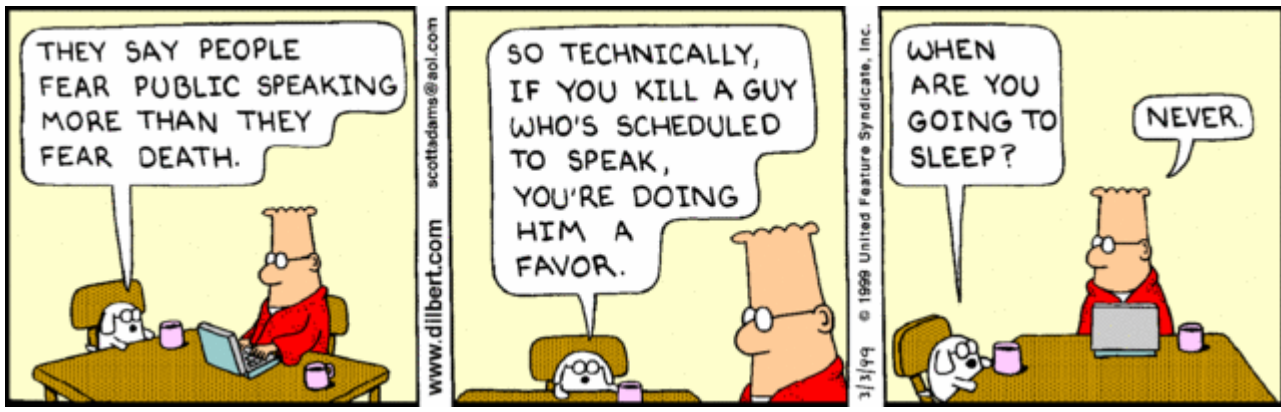
# 10 BRNO

CREATING  
SHAPING  
SIGNIFYING

The 10<sup>th</sup> Brno Conference  
of English, American and Canadian Studies

**SESSION 4    FRIDAY, FEBRUARY 6    3:00-4:30pm**

## Spoken English: From Film to Oracy



- **SZENTGYÖRGYI, SZILÁRD**
- University of Pannonia, Hungary
- szentsz@almos.uni-pannon.hu

## **How do Movie Characters' Accents Reflect Linguistic Stereotypes and Prejudices?**

- **TOMKOVÁ, KATEŘINA**
- Masaryk University, Faculty of Arts, Brno, Czech Republic
- [2060@mail.muni.cz](mailto:2060@mail.muni.cz), tomkat@phil.muni.cz

## **A Chapter from Academic Oracy: Oral Presentations in English**

# Academic Oracy: Oral Presentations in English



# Academic Oracy: Oral Presentations in English

- THE CONTENT AND PURPOSE OF ACADEMIC ORACY
- PREREQUISITES TO ACADEMIC ORACY
- SITUATIONS PRACTISED IN ACADEMIC ORACY
- PITFALLS AT VARIOUS STAGES OF MAKING A PRESENTATION
- OBSERVATIONS MADE AT THIS CONFERENCE
- THE DEEPEST TRAP OF ALL
- QUESTIONS – YOURS AND MINE

# THE CONTENT AND PURPOSE OF ACADEMIC ORACY

- to increase awareness of the diverse forms of spoken English
- to present academic papers in class on topics such as Interlingual word taboos, Academic Slang, Academic Hierarchy and Argumentative Fallacies
- to practice speech behavior in typical academic situations & deal with the immediacy (Vachek) of spoken discourse
- to create, rehearse and perform a comic skit in English at Creativity Night
- to select 2 of the most admired speakers at this department and engage in a fan session

# PREREQUISITES TO ACADEMIC ORACY

- **Phonetics & Phonology** - suprasegmentals,  
social and regional accents
- **Spoken Fluency** - synthesis of skills = confidence  
knowledge # skill
- **Pronunciation Varieties of English**  
best recordings: The English Language in 24 Accents, A Tour of the British Isles in Accents, Amy Walker's tutorials for American English, Lisa Mojsin's Accent Reduction videos, Rachel's English (can x can't)
- **Students' own role models and observations**

**Q1**

**Students benefit greatly from all the above but this may just be my impression.**

# SITUATIONS PRACTISED IN ACADEMIC ORACY

- an oral examination
- a diploma thesis defense  
(see Recurrent errors)
- a presentation in class, at conferences
- a debate – academic, impromptu

# PITFALLS

## AT VARIOUS STAGES OF MAKING A PRESENTATION

- selection of topic, amount of information conveyed, lexical and other means **Q2**
- preparation, rehearsing, timing
- delivery:
  - technicalities & anxiety
  - rapport with audience, confidence, posture & body language **Q3**
  - correspondence between screen and speech
  - voice & pronunciation (see Form.pdf), loudness & tempo



# OBSERVATIONS

MADE AT THIS CONFERENCE: **technicalities**

- Jan's distance from the microphone
- missing mic at last night's reception
- uncooperative master computer at this morning's culture studies session

**Stoicism and flexibility helps.**

# OBSERVATIONS

MADE AT THIS CONFERENCE: **choice of lexical means**

- **Q2**
- **J. Vanderziel: arduous journey; I'd like to echo**
- **O. Jelinek: as fate would have it**
- **M. Kaylor: The words Erasure and Vanishment will mark my own departure.**
- **A. Van Herk: Dr. Kaylor, you're incorrigible.**
- **D. Sparling: Such – excuse the pun – such military overkill...**
- **T. Sherman: to be media-savvy**

## **OBSERVATIONS MADE AT THIS CONFERENCE:**

### **choice of lexical means by non-native speakers**

Non-native speakers I have heard so far lack the audacity to use expressions such as the above, maybe with the exception of Prof. Ventola saying **Excuse my French** which could be understood as quoting John Major. However, they dispose of expert vocabularies in their fields of research such as were heard in an earlier British Studies session:

**to frame**

**Scroungers**

**fecklessness**

# OBSERVATIONS

MADE AT THIS CONFERENCE: **voice & pronunciation**

- **Q2**
- + A. Van Herk's use of **tempo!**
- - stresses and reductions in **analysis, component, event, hypothesis-ses, participants, success**
- - devoicing in **studies of English have always been x bees** (beast, beasts)
- - a combination of mistakes in a short word such as **the tenth** being perceived as **the dense**
- - /æ/ > /e/: **massive, passive, lacking... x laxical**
- - mispronunciations: **cradle, occurrence, their**

# THE DEEPEST TRAP OF ALL

- Losing oneself: fretting over the details so much that one loses a detached view of one's topic and enjoyment of one's own presentation.
- Improvements are to be expected with age.

**THANK YOU FOR YOUR KIND  
ATTENTION <3**



# QUESTION TIME...

- If you don't ask, I will!

# QUESTIONS

- **Q1:** Why doesn't a student's speaking performance always reflect their extensive listening experience?
- **Q2:** Is it always an advantage to present in your mother tongue? What are the perks (if any) of being a non-native speaker of E presenting in E?
- **Q3:** Does posture and obvious breaking of rules really matter?