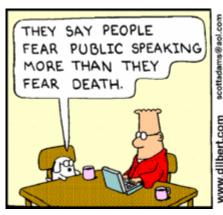


The 10th Brno Conference of English, American and Canadian Studies

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, 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 tabboos, 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
- 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 expresions 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 is 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?