COURSE UNIT

(SPEAKING IN PROFESSIONAL CONTEXTS / IG292)



Lecturer:

Prof. Dr. NENDEN SRI LENGKANAWATI, M.Pd.

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT ENGLISH EDUCATION

FACULTY OF LANGUAGE AND LITERATURE EDUCATION

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| Prepared by:  Ari Arifin D, S.Pd., M.Ed.  NIP 198308082015041001 | Validated by: | Approved by:  Pupung Purnawarman, M.S.Ed., Ph.D.  NIP 19681023199831001 |
| LECTURER | METHODOLOGY TEAM | HEAD OF STUDY PROGRAM |
| **COURSE UNIT**  **Course Identity**  Study Program : Pendidikan Bahasa Inggris  Course : Speaking in Professional Contexts  Course Code : IG 292  Course Category : Language Skills  Credit Hours : 2 Credits  Level : S1 (Bachelor Degree)  Semester : 1  Pre-requisites : Speaking for General Communication 1 & 2  Status : Compulsory  Lecturer : Prof. Dr. Nenden Sri Lengkanawati, M.Pd. / Ari Arifin D, S.Pd., M.Ed.  Code : / | | |

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| **Course Description**  This course is a continuation of the previous speaking courses and related to other courses on language skills and grammar. In this course students will learn to identify some English expressions in professional contexts, such as classroom and community. Students will go through the recursive process of planning for their speaking as professionals do, starting from building knowledge of the topic, building text knowledge, drafting, revising, and editing their texts and then speaking in front of the class or doing a dialogue on any topic in the texts in focus. As argument is one main elements of critical thinking, students will also be guided to show critical thinking in speaking. Students will be guided and given feedback on the structure, language features, content, fluency and pronunciation, and other aspects of oral communication, such as eye contact and body language from both the lecturer and peers. Students will learn to use citation to support arguments stated orally.  **Program Learning Outcomes** **(PLO)**:   1. Able to apply the knowledge of English language systems (ELO#1) 2. Able to develop English teaching programs according to the assigned contexts (ELO#2) 3. Able to evaluate and reflect on own and others’ teaching performance (ELO#3) 4. Able to utilize ICT-based teaching aids and media in the teaching of English (ELO#7)   **Course Learning Outcomes** **(CLO)**:  At the end of the course students are able to:   1. Have a strong understanding to identify some useful expressions in the classroom (ELO#1) 2. Communicate in oral English with an appropriate pronunciation and fluency (ELO#1) 3. Show developing capacity of critical thinking in speaking (ELO#2) 4. Show responsibility on the process and results of their learning (ELO#7) |

**Course Plan Description**

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| **Sessions** | **Indicators of Course Learning Outcomes** | **Course Materials** | **Learning Activities** | **Time** | **Assessments and Assignments** | **Resources and Media** |
| 1 | * Students identify the nature of the course * Students identify activities done and efforts made over the course * Students identify some definitions and purposes of reading * Students apply critical thinking they have learnt in previous speaking courses | * General overview about the course * Introducing the course outline, consolidation of critical thinking * Pre-test | * Lecturer’s presentation * Discussion on the course * Negotiation between the lecturer and students on the course-related aspects * Brainstorming on the languages/expressions in professional contexts | 2x50’ | Students discuss some expressions in professional contexts | The Syllabus |
| 2 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions. * Students apply critical thinking in speaking | * Identifying types of questions in classroom * making classroom questions * identifying responses to questions | * Lecturer’s presentation * Brainstorming on types of questions used in the classroom * Discussion on the useful expressions | 2x50’ | Discussions  Question and answer |  |
| 3 | * Students can identify some useful languages in giving arguments. * Students apply critical thinking in speaking | * Identifying expressions of giving arguments * Identifying expressions of giving examples * Interview practice | * Lecturer’s presentation * Brainstorming on types of giving arguments and giving examples used in the classroom   Discussion on the useful expressions | 2x50’ | Interview practice | Anderson, et al (2004) |
| 4 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in asking questions * Students apply critical thinking in speaking | Identifying how to organizing time: Reading a typical teaching day and  Introducing pair work and asking questions | * Lecturer’s presentation * Brainstorming on types of asking questions and making dialogue in the classroom * Discussion on the useful expressions | 2x50’ | Practice making questions and making dialogue in pairs | Spratt (1994), p.88  Doff (1988), pp. 5 |
| 5 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in introducing ideas, agreeing, clarifying, and concluding * Students apply critical thinking in speaking | Identifying expression on introducing ideas, agreeing, clarifying, concluding | * Lecturer’s presentation * Brainstorming on types of introducing ideas, agreeing, clarifying, and concluding * Discussion on the useful expressions | 2x50’ | Speaking practice in pairs | Spratt (1994), p. 37 |
| 6 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in interview. * Students apply critical thinking in speaking | Applying some learned useful expressions in an Interview session | * Interviewing students to observe their understanding on learned useful expressions | 2x50’ | Speaking Test 1 (Interview) |  |
| 7 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in interrupting and rephrasing. * Students apply critical thinking in speaking | Identifying expressions of hesitation, rephrasing, stopping interruptions  Identifying expressions in introducing a conversation lesson | * Lecturer’s presentation * Brainstorming on expressions of hesitation, rephrasing, stopping interruptions * Discussion on the useful expressions | 2x50’ | Speaking practice in pairs | Spratt (1994), p. 14 |
| 8 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in showing interest, giving sympathy and admiration. * Students apply critical thinking in speaking | Identifying expressions of interest, sympathy, and admiration  Classroom instruction: Introducing a reading activity | * Lecturer’s presentation * Brainstorming on expressions of interest, sympathy, and admiration * Discussion on the useful expressions | 2x50’ | Speaking practice in pairs | Spratt (1994), p. 22 |
| 9 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in changing a subject and introducing a lesson * Students apply critical thinking in speaking | Identifying expressions of changing the subject.  Classroom instruction: Introducing a reading activity | * Lecturer’s presentation * Brainstorming on expressions of changing the subject and introducing a lesson * Discussion on the useful expressions | 2x50’ | Speaking practice: presenting a lesson | Spratt (1994), p. 29 |
| 10 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in inviting opinions. * Students apply critical thinking in speaking | Identifying expressions of inviting opinions  Classroom instruction: Giving instruction for homework | * Discussing on the learned expressions * Making a script for role playing using the learned expressions | 2x50’ | Speaking practice in group | Spratt (1994), p. 44 |
| 11 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in making suggestion and expressing preferences. * Students apply critical thinking in speaking | Identifying expressions of making suggestions and expressing preferences  Classroom instruction: Introducing a true/false activity | * Discussing on the learned expressions * Making a script for role playing using the learned expressions | 2x50’ | Speaking practice in group | Spratt (1994), p. 53 |
| 12 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions for role playing. * Students apply critical thinking in speaking | Identifying and applying the learned expressions in a role playing | * Applying the learned expressions * Making a script for role playing using the learned expressions | 2x50’ | Speaking Test 2 (Role playing in group) |  |
| 13 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in presenting ideas and arguments. * Students are able to identify the structure, purpose, and linguistic features of exposition. * Students apply critical thinking in speaking | Identifying expressions of presenting ideas and arguments  Identifying structure of a monologue (exposition)  Classroom instruction: Introducing a monologue | * Lecturer’s presentation * Brainstorming on monologue and expressions in monologue (exposition text) * Discussion on the useful expressions | 2x50’ | Prepare a text for monologue (exposition text) | Spratt (1994), p. 63  Anderson & Anderson, 1997 |
| 14 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in presenting ideas and arguments for monologue. * Students are able to identify the structure, purpose, and linguistic features of discussion. * Students apply critical thinking in speaking | Identifying expressions of presenting ideas and arguments  Identifying structure of a monologue (discussion text)  Classroom instruction: preparing a monologue and setting up a role play | * Lecturer’s presentation * Brainstorming on monologue and expressions in monologue (discussion text) * Discussion on the useful expressions | 2x50’ | Prepare a text for monologue (discussion text) | Spratt (1994), p. 72  Anderson & Anderson, 1997 |
| 15 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions in introducing a topic and explaining process. * Students are able to identify the structure, purpose, and linguistic features of explanation. * Students apply critical thinking in speaking | Identifying expressions of presenting ideas and arguments  Identifying structure of a monologue (explanation text)  Classroom instruction:  How to do a presentation: Introducing a topic, explaining a process, providing examples, concluding | * Lecturer’s presentation * Brainstorming on monologue and expressions in monologue (explanation text) * Discussion on the useful expressions | 2x50’ | Prepare a text for monologue (explanation text) | Anderson & Anderson, 1997 |
| 16 | * Students have strong background knowledge about some useful languages in classroom. * Students are able to identify useful expressions. * Students apply critical thinking in speaking * Review the course (its strength and improvement) | Applying the learned skills in Public speaking/monologue | * Application of useful expression | 2x50’ | Speaking Test 3 (Public speaking / monologue) |  |

**References**

Anderson, M.& Anderson, K. (1997). *Text Types in English 1.* MacMillan: Australia.

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Anderson, K., Maclean, J., & Lynch, T. (2004). *Study speaking: A course in spoken English for academic purposes.* Cambridge: Cambridge University Press

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