



**UNIVERSITAS NEGERI YOGYAKARTA  
FAKULTAS BAHASA DAN SENI**

**SILABUS  
MATA KULIAH : SPEAKING FOR INTERCULTURAL  
COMMUNICATION**

Faculty : Languages and Arts  
 Study Program : English Education  
 Course & Code : Speaking for Intercultural Communication Code: ING206  
 Total Credit : Theory 1 Credit semester Practice : 1 Credit semester  
 Semester : 1  
 Pre-requisite Courset & Code : \_\_\_\_\_  
 Lecturer : B. Yuniar Diyanti (yuniar\_diyanti@uny.ac.id)

**I. COURSE DESCRIPTION**

This course is aimed at developing the students' English speaking skills and competence in engaging in daily conversations. The focus is on fluency, accuracy and appropriateness. The topics involve casual and formal daily conversations in more complex themes. In addition to lectures, the activity covers games, role play, quizzes, interviews, information transfers as well as information exchange.

**II. STANDARD OF COMPETENCES**

At the end of the course, students are expected to:

1. be able to communicate their feelings and thoughts using the appropriate expression
2. be able to apply the degrees of formality and informality in speaking appropriately
3. set clear objectives for speaking and organize talks in a logical manner
4. grow positive attitude toward speaking courses
5. have higher self confidence in speaking

**III. COURSE ORGANIZATION**

WEEK	TOPIC (Functions Practiced)	CORE MATERIALS (Gambits)	CLASS ACTIVITIES	LEARNING SOURCES
I	Introduction and course orientation			
II	Expressing degrees of certainty Enquiring about degrees of certainty	I'm sure that... I'm quite sure... I'm not sure... Are you sure...?	Pair work, small group discussion (Hadfield's The Gossip Game)	Blundell, J., et al. (p. 21-28)
III	Expressing that someone is or isn't permitted, or permissible Granting permission Withholding permission	May I... Can I... Is it possible if I... You can/ can't... You may/may not.. You're (not) allowed to... You're (not) permitted to...	small group work (Hadfield's A Better World or Planetswap)	Blundell, J., et al. (p. 118-121)

		I may/may not.. I can/can't...		
IV	Expressing hopes and wishes	I wish... I hope... I really wish... I do hope...	whole class (Hadfield's A Cinderella Game or Find Your Fairy Godmother)	Blundell, J., et al. (p. 35)
V	Expressing interest, lack of interest Enquiring interest, lack of interest	I'm interested in... I have an interest in... I love... I like...	Pair work	Blundell, J., et al. (p. 85-88)
VI				
VII	Expressing likes, dislikes, preferences Enquiring likes, dislikes, preferences	I like.... I don't like.... I prefer.... I'd better.... I like ....better than.....	Pair work, Whole class (Hadfield's Christmas Shopping)	Blundell, J., et al. (p. 60-66)
VIII	Inviting, accepting an offer or invitation, declining an offer or invitation, Enquiring whether an offer or invitation is accepted or not	Would you....? Shall we....? What do you think if we....? What about....? Sure/Great/I'd love to. Sorry. I'd love to, but...	Pair work, role play (Hadfield's The Excuses Game)	Tillit, B., & Bruder, M.N (p.23) Blundell, J., et al. (p. 179-183)
IX	Expressing obligation Enquiring obligation	I/you (don't) have to.... I/you must (not).... I/you should (not).... Do you have to...? Must you...? Should you....?	pair work (Hadfield's Married Life)	Blundell, J., et al. (p. 123-130)
X	Expressing intention Enquiring intentions	I plan to... I will/I'll... I'm going to.... What do you plan to do? What will you do? What are you going to do?	Pair work, whole class (Hadfield's Good Intention or The Road to Hell)	Blundell, J., et al. (p. 110-111)
XI	Expressing satisfaction, dissatisfaction Enquiring satisfaction, dissatisfaction	I'm (not)happy I'm (not)pleased I (do not)enjoy... I'm (not)satisfied with... The...(doesn't/don't) satisfies/y me. The ...is (not)satisfying.	Class drama, role play situation	Van Ek, J.A., & Trim, J.L.M. (p.36 )
XII	Apologizing, Expressing regrets and sympathy	I'm sorry.... I'm really/terribly/very...	whole class (Hadfield's If only..)	Blundell, J., et al. (p. 199-203)
XIII	Complimenting, congratulating, and responding to a compliment and a congratulation	What a nice/pretty/great... That's a very nice...you're wearing. You're looking good! Congratulations! Well done! Terrific! I must congratulate you on... Thank you. Thanks. That's very nice of you to say	Pair work Whole class	Blundell, J., et al. (p. 194-199)

		so. Thank you very much for saying so.		
XIV	Asking someone for something (information/things/helps/direction/etc)	Can you... Would you... Are you... Would you be so kind as... Kindly....	Role play	Van Ek, J.A., & Trim, J.L.M. (p. )
XV	Asking whether you are heard and understood Signalling that you are hearing and understanding	Do you understand? Is it clear? Do you know/understand what I mean? Am I making myself clear? I understand clearly. Yes/sure I don't understand/get what you mean.	Whole class discussion	Blundell, J., et al. (p. 211-219) Van Ek, J.A., & Trim, J.L.M. (p. 45)
XVI	Review			

#### IV. REFERENCES

<p>A. COMPLEMENTARY Blundell, J., et al. (1982). <i>Function in English</i>. Oxford: Oxford University Press de Freitas, J.F. (1989). <i>Survival English</i>. London: The Macmillan Press (eBook version)</p> <p>B. SUPPLEMENTARY Tillit, B., &amp; Bruder, M.N. (1985). <i>Speaking Naturally: Communication skills in american english</i>. Cambridge: CUP Van Ek, J.A., &amp; Trim, J.L.M., (1998). <i>Threshold 1990: Council of Europe</i>. Cambridge: CUP Other selected materials from various resources</p> <p>C. SUGGESTED Audio/video recorded materials from various sources</p>
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#### V. EVALUATION

NO.	COMPONENTS	PERCENTAGE (%)
1	attendance	10
2	class participation	20
3	Individual performance	15
4	Mid-semester test	25
5	Final test	30
<b>TOTAL</b>		<b>100%</b>

#### Analytic Rubric for Speaking Tasks

Scoring Subjects					Score
Task Completion	Comprehensibility	Fluency	Pronunciation	Vocabulary	
Minimal attempt to complete the task and/or responses frequently	Responses barely comprehensible	Speech halting and uneven with long pauses and/or	Frequent errors, little or no communication	Inadequate and/or inaccurate use of	1

inappropriate		incomplete thoughts		vocabulary	
Partial completion of the task, responses mostly appropriate yet undeveloped	Responses mostly comprehensible, requiring interpretation by the listener	Speech slow and/or with frequent pauses, few or no incomplete thoughts	Occasional problems with communication	Somewhat inadequate and/or inaccurate use of vocabulary	2
Completion of the task, responses appropriately and adequately developed	Responses comprehensible, requiring minimal interpretation	Some hesitation but manages to continue and complete thoughts	No interference with communication	Adequate and accurate use of vocabulary	3
Superior completion of the task, responds with elaboration	Responses readily comprehensible	Speech continuous with little stumbling	Communication with ease	Rich use of vocabulary with frequent attempts at elaboration	4