**BASIC COURSE OUTLINE**

Subject : Speaking III

Code : ENG207

Credits : 2

Semester : 3

**A. Objectives**

 Upon the completion of the course, the students are expected to:

1. have motivation to speak freely in English,
2. demonstrate/ perform formal English (sometimes informal English is explained) to express their ideas, feelings, and thoughts in various situations.

**B. Course Description**

 This course is both theoretical (30%) and practical (70%). In the theoretical level, the students will be explained about the use of formal (sometimes informal) English, variety of expressions, ellipsis, contractive forms, model of modesty/ politeness, etc. For practical purposes, the learning will be in the form of demonstration of the use of formal English in the forms of individual, pair, or group presentation/performance. Presenting the use of formal English, variety of expressions, ellipsis, etc are used in performing language functions. Those language functions include imparting and seeking factual information, expressing and finding out attitudes, deciding on course of action, and communication repair. Those language functions are applied in various activities, both monologues (e.g. reporting, mc-ing, moderator, guiding), and dialogues (e.g. discussion, formal meeting, interview, talk show, etc.).

 Students are required to:

1. perform/demonstrate their understanding in a weekly individual or pair or group performance,
2. do peer observation/assessment,
3. do out of class assignment (e.g. observing native speakers interacting in English, field trip, etc.),
4. bring dictionary, and
5. sit mid test and final test.
6. attend at least 75% of the activities in the classroom.

**C. Organization of Teaching/Learning Activities**

 This BCO is communicated in advance and discussed in the first meeting. The topics are sequenced from simple to more complex (if possible). Each activity in the class takes these steps: modeling, explanation, and practice. To make learning more meaningful to students, themes/activities should be related to the students’ experiences, interests, values, and future.

**D. Course Progression**

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| --- | --- | --- | --- | --- |
| **Meeting** | **Themes** | **Activities** | **Language functions** | **Main Sources** |
| I | - | Orientation | - | Handout |
| II |  | Personal Interview | - requesting someone to do/say something- encouraging someone to do/say something- instructing or directing someone to do/say something- supplying a word or expression- correcting | - Recorded material- Klippel, 1984- Blundell, et al., 1982  |
| III-IV |  | Reporting: news reading, reporting an event/accident  | - describing and narrating- paraphrasing | - recorded material- Thornburry, 2005- Harmer, 1998- Klippel, 1984 |
| V-VI |  | Guiding | - advising someone to do something- encouraging someone to do something- instructing or directing someone to do something- offering assistance | - recorded material- Klippel, 1984- Blundell,et al., 1982 |
| VII-VIII |  | Talk show | - expressing or denying necessity- enquiring as to necessity- expressing surprise- expressing lack of surprise- enquiring about surprise- expressing disappoinment- expression approval- expression disapproval- enquiring about approval/disapproval | - recorded material- Klippel, 1984- Blundell, et al., 1982 |
| IX |  | Review/feedback |  |  |
| X-XI |  | Discussion | - expressing agreement with a statement- expressing disagreement with a statement- inquiring about agreement and disagreement- requesting someone to do/say something- expression ignorance of a word or expression\- paraphrasing- repeating what one has said- asking if you have been understood- spelling out a word or expression- supplying a word or expression | - Blundell, et al., 1982- Thornburry, 2005- Harmer, 1998 |
| XII |  | Mc-ing and moderator | - requesting someone to do something- encouraging someone to do something | Handout |
| XIII-XIV |  | Formal meeting (role-play) | - expressing agreement with a statement- expressing disagreement with a statement- inquiring about agreement and disagreement- requesting someone to do/say something- expression ignorance of a word or expression\- paraphrasing- repeating what one has said- asking if you have been understood- spelling out a word or expression- supplying a word or expression | - Goodale, 1995- Harmer, 1998 |
| XV |  | Final test |  |  |
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**E. Assessment**

There are five criteria of the assessment, i.e.

1. accuracy: 30%,
2. fluency: 30%,
3. appropriateness:25% ,
4. eligibility: 15%

The components to assess are:

1. classroom attendance : 5%

2. classroom performance & participation : 50%

3. mid test : 20%

4. final test : 25%

Grades will be awarded to the students who complete the four assessment components.

**F. References**

 Blundell, J. et al. 1982*. Functions in English*. Oxford: OUP

 Goodale, M. 1995. *The Language of Meetings: Effective and Efficient Role-Taking in English-Speaking Meetings*). Jakarta: PT Gramedia

 Harmer, J. 1998. *How to Teach English.* Essex, England: Longman

 Klippel, F. 1984. *Keep Talking*. Cambridge: CUP

 Thornburry, S. 2005. *How to Teach Speaking*. Essex, England: Longman

 Other materials (e.g. recorded materials, pictures, cards, etc.)