School of Humanities and Languages

LING5024
Linguistic Approaches to Teaching Spoken English
Semester 1, 2015

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Ms Shirley Leader</td>
</tr>
<tr>
<td>Phone</td>
<td>TBA</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:s.leader@unsw.edu.au">s.leader@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Thursday 4.00 – 6.00</td>
</tr>
<tr>
<td>Room</td>
<td>TBA</td>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
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<table>
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<tr>
<th>Course Description</th>
<th>This course is designed for those with limited background in teaching and learning spoken English. Its focus is primarily practical. It presents an overview of issues and techniques in teaching spoken English (or 'Conversation') to speakers of other languages. It begins by providing a detailed examination of the English phonological system, and the features of conversational English, using approaches from Conversation Analysis. It then moves on to examine, though experiential learning, a range of pedagogical strategies for teaching the skill of spoken interaction to learners with varying levels of English proficiency, including the teaching of pronunciation. It covers approaches to help learners speak accurately and fluently, and techniques for encouraging learner participation. It also aims to develop confidence in skills in materials design, adaptation, and evaluation.</th>
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<tbody>
<tr>
<td>Course Aims</td>
<td>1. Critically analyse and evaluate methods of teaching oral communication and draw conclusions for own practice.</td>
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<tr>
<td></td>
<td>2. Articulate current practice, reflect upon it, and formulate alternative types of practice.</td>
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<td></td>
<td>3. Demonstrate and explain the phonological features of English.</td>
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<td></td>
<td>4. Explain the characteristics of spoken discourse and apply current findings from research to a selection of materials and organisation of English teaching programs.</td>
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<td></td>
<td>5. Consider and review effective teaching and assessment programs for the skills of listening and speaking.</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>1. Demonstrate knowledge of the phonological features of the English Language.</td>
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<td></td>
<td>2. Demonstrate knowledge of the basic technical vocabulary required in applying linguistic principles to the learning of spoken English</td>
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<tr>
<td></td>
<td>3. Demonstrate an understanding of the major trends in teaching the spoken language, including their theoretical principles, origins, strengths and weaknesses, and how these can be implemented in different contexts.</td>
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<tr>
<td></td>
<td>4. Differentiate between different techniques and strategies for developing the spoken language, and be able to make appropriate decisions about the use of these with</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

Teaching and learning in this course is understood to be the sharing of knowledge, experiences and beliefs in an environment which facilitates critical examination of the explanations on offer and fosters the collaborative development of individual and collective understanding of the learning and teaching process.

4. Teaching Strategies

The course will draw on the collective knowledge and experience of the class. The course will consist of workshops, discussions, experiential learning, students’ contributions and demonstrations. Course participants will be expected to discuss course content in pairs, small groups or whole class during the lecture sessions, and to report back the results of their discussion to the rest of the class in case of smaller group discussions. They will also be expected to participate fully in speaking exercises and tasks. Demonstration of teaching techniques or activities is required, and students are expected to reflect on their experiences both as teacher and as learner.
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of speaking problems</td>
<td>1200-1500 words</td>
<td>25%</td>
<td>1,2,3,4,5</td>
<td>All</td>
<td>Thurs 2 April (W5)</td>
</tr>
<tr>
<td>Microteaching and microteaching report</td>
<td>500 words</td>
<td>25%</td>
<td>1,2,3,4,5</td>
<td>All</td>
<td>From Thurs from 2 April to 4 June (W5 – 11)</td>
</tr>
<tr>
<td>Lesson Plans and Resources Folder</td>
<td>N/A</td>
<td>25%</td>
<td>1,2,3,4,5</td>
<td>All</td>
<td>Thurs 28 May (W11)</td>
</tr>
<tr>
<td>Critical Reflection</td>
<td>800 – 1000 words</td>
<td>25%</td>
<td>1,2,3,4,5</td>
<td>All</td>
<td>Thurs 4 June (W12)</td>
</tr>
</tbody>
</table>

Notes:

Assignment 2 – Microteaching and microteaching report

At the start of the semester, each student will be allocated a slot within class time in which to present an activity to the class which practises the skills involved in facilitating speaking. A summary of the activity and the feedback received from the lecturer and class is due one week after the microteaching session.

Assignment 3 – Critical Reflection

In order to prepare for this assignment, students will be required to write one critical reflection at the beginning of the course and one in the middle of the course. These are to be submitted for marking, but they will not be graded. They will form the basis for the third and final critical reflection which will be graded.

Further details of all the assignments will be provided in class, at the start of the semester.

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.
The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for "Permission to Participate in Lectures Online".
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity, the student must be advised in writing of the grounds for the rejection.
• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work
or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

### 10. Course Schedule

**To view course timetable, please visit:** [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Date of class:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/03 (W1)</td>
<td>Introduction and course overview</td>
<td>Introduction to core concepts; differences between written and spoken English, the relationship between speaking and listening, notions of accent, accuracy and fluency. Introduction to the International Phonetic Alphabet (IPA)</td>
<td>TBA</td>
</tr>
<tr>
<td>12/03 (W2)</td>
<td>Phonemes – vowels and consonants</td>
<td>Familiarisation with sound level phonology; the articulation of speech sounds</td>
<td>TBA</td>
</tr>
<tr>
<td>19/03 (W3)</td>
<td>Word stress and linking words</td>
<td>Teaching the phonological aspects of word production; segmental stress or syllable stress</td>
<td>TBA</td>
</tr>
<tr>
<td>26/03 (W4)</td>
<td>Prosody – linking words</td>
<td>Teaching the phonological aspects of sentence production; suprasegmental stress or 'chunking', linking words</td>
<td>TBA</td>
</tr>
<tr>
<td>02/04 (W5)</td>
<td>Fluency</td>
<td>Strategies and techniques to improve oral production at the discourse level</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mid-semester break</td>
<td></td>
</tr>
<tr>
<td>23/04 (W6)</td>
<td>Conversation</td>
<td>Conversation Analysis; conversational routines, turn-taking, opening and closing sequences, adjacency pairs</td>
<td>TBA</td>
</tr>
<tr>
<td>30/04 (W7)</td>
<td>Speech Acts and Pragmatics</td>
<td>Introduction to conversational politeness, intent, Speech Acts, directness and indirectness</td>
<td>TBA</td>
</tr>
<tr>
<td>07/05 (W8)</td>
<td>Speech Acts and Pragmatics</td>
<td>Classroom applications of conversational politeness, intent, Speech Acts, directness and indirectness</td>
<td>TBA</td>
</tr>
<tr>
<td>14/05 (W9)</td>
<td>Register – formal and informal speech</td>
<td>Characteristics of formal and informal spoken language; informal conversations versus formal discussions, debates and presentations</td>
<td>TBA</td>
</tr>
</tbody>
</table>
11. Course Resources

Textbook Details

Prescribed:

An online version of this book can be accessed via the UNSW library website.

Recommended:
An online version of this book can be accessed via the UNSW library website.


Journals
TESOL Quarterly
ELT Journal
Annual Review of Applied Linguistics

Others to be recommended during the course

Additional Readings
Links to readings for each week will be provided on Moodle

Websites
A list of websites will be provided on Moodle

12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:
http://www.lc.unsw.edu.au
14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:
https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.