



Arts & Social  
Sciences

School of Humanities and Languages

**LING5024**  
**Linguistic Approaches to Teaching Spoken English**  
**Semester 1, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Dr. Debra Aarons	Room	MB 250
Phone	93853468 (use e-mail)	Email	d.aarons@unsw.edu.au
Consultation Time	Wednesday 3.30-5.00 pm		
<b>Lecturer</b>			
Name	Rick Arruda	Room	TBC
Phone		Email	<a href="mailto:h.arruda@unsw.edu.au">h.arruda@unsw.edu.au</a>
Consultation Time			
<b>Location</b>			
Quad 1045			
<b>Time</b>			
Thursday 6.00-8.00 pm			

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>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. It then moves on to examine, through 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 considers the basic vocabulary of spoken English, techniques 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.</p>
Course Aims	<ol style="list-style-type: none"> <li>1. Critically analyse and evaluate methods of teaching oral communication and draw consequences for students' own practice</li> <li>2. Articulate Students' current practice, reflect upon it, and formulate alternative types of practice.</li> <li>3. Demonstrate knowledge of the phonological features of English.</li> <li>4. Explain the characteristics of spoken discourse and apply current findings from research to the selection of materials and organisation of English teaching programs</li> </ol>

	5.	Implement effective teaching and assessment programs for the skills of listening and speaking.
Student Learning Outcomes	1.	Demonstrate knowledge of the phonological features of the English Language.
	2.	Demonstrate knowledge of the basic vocabulary of spoken English, and its implications for teaching.
	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 teaching situations.
	4.	Differentiate between various techniques and strategies for teaching the spoken language, and make appropriate decisions about the use of these with different learner groups.
	5.	Critically interpret and adapt techniques, strategies, and materials so they are appropriate for students' own teaching situations.
Graduate Attributes	1.	The skills involved in scholarly enquiry in Linguistics
	2.	An in-depth engagement with disciplinary knowledge in Linguistics
	3.	The capacity for analytical and critical thinking and for creative problem-solving in Linguistics
	4.	The ability to engage in independent and reflective learning in Linguistics
	5.	Information literacy in Linguistics
	6.	The capacity for enterprise, initiative and creativity in Linguistics
	7.	An appreciation of, and respect for, diversity in language and culture
	8.	The skills involved in collecting, documenting, organising, and systematically analysing language data
	9.	A capacity to contribute to, and work within, the international community
	10	The skills required for collaborative and multidisciplinary work
	11	A respect for ethical practice and social responsibility
	12	The skills of effective communication
	13	Experience in research-led teaching and learning
	14	The capacity and enthusiasm to continue developing intellectually
	15	Individual responsibility and effective collaboration
	16	Ethical, social and professional sophistication, including respect for social, cultural and individual diversity in language.

### 3. Learning and Teaching Rationale

Teaching and learning in this course are 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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Exploring relevant aspects of oral English	2000 words	25%	1,2,4,5	All	10/04
Micro-teaching	As required	25%	1,2,3,4,5	All	08/05
Micro-teaching report	1500-2000 words	25%	1,2,3,4,5	All	22/05
Critical Reflection	2000 words	25%	1,2,3,4,5	All	12/06

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

#### ASSIGNMENT NUMBER 1: Exploring relevant aspects of oral English

##### Due 10<sup>th</sup> April (Worth 25%)

Take a typical group of students, such as a group you are teaching now or expect to teach in the future. Analyse the major problems they have with spoken language (at sound level, word level and connected speech level) and provide a detailed description of how you would address these problems in your teaching.

Your analysis should include a brief description of your teaching situation including:

- Your learners
- The context of the course (where it is held and other relevant details)

- Aims and objectives
- Materials

Suggested number of words: 2000

## **ASSIGNMENT NUMBER 2: Microteaching**

### **Due 8<sup>th</sup> May (Worth 25%)**

During the course you will be required to produce a video in which you implement at least one of the strategies you described in assignment one that addresses the skill of speaking.

You should follow these steps:

1. Choose a particular learner group (either General English, or English for Specific Purposes). You should specify the proficiency level and identify any particular learner needs.
2. Select an activity that addresses the speaking skill for your target group. The activity should last for 10-15 minutes.
3. Prepare a lesson plan for the activity, (You should use the format provided on pp. 8-9 and submit with the video file). Remember to note on what feature the activity focuses, what vocabulary items are required/assumed, and any other important considerations. You may also need to script your instructions, and explanations (if any). Remember to include pre-task, during task and post-task activities as appropriate. Please include the source of the activity if you have taken it from a published text.
4. Set up and run the activity with your class or simulate the implementation. Don't forget to monitor the 'students' as they work.

## **ASSIGNMENT NUMBER 3: Micro-teaching Report**

### **Due 22<sup>nd</sup> May (Worth 25%)**

Write a report on your implementation of your chosen strategies. Describe what you have done in class and how the students reacted. Then consider:

- How close was the experience to what you had planned?
- What do you think was the best part of the lesson? Why?
- Did you have any difficulties? If you did, how did you deal with them?
- If you were to teach this lesson again, would you make any change? If you would, what changes would you make?
- Watch the video and reflect on the success of the lesson. Was it successful? Justify your assessment

## **ASSIGNMENT NUMBER 4: Critical reflection**

### **Due 12<sup>th</sup> June (Worth 20%)**

Think about what you knew about teaching/learning spoken English before taking this course and what you know after taking the course. What have you learned? How can you use this knowledge to benefit your students? What aspects of teaching spoken English do you consider most important and how you think you can explore these aspects in your teaching? In terms of practical activities, what do you think you can do to help your students improving their speaking skills?

## Grades

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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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Submission of Assessment Tasks

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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

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. 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: <http://www.lc.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>

8. Course Schedule		
To view course timetable, please visit: <a href="http://www.timetable.unsw.edu.au/">http://www.timetable.unsw.edu.au/</a>		
Date	Topic	Lecture Content
06/03	Introduction and overview	Relevant phonological aspects of English for L2 speakers' clarity
13/03	What makes a good speaker? Perceived difficulties and	Definition of good speakers Strategies to overcome learners' perceived difficulties

	suggested strategies	
20/03	Overview of approaches techniques and strategies	Approaches, techniques and strategies to teach spoken English
27/03	Relevant phonological aspects	Implications of word level phonological aspects for teaching
03/04	Improving L2 word phonology	Strategies and techniques to improve oral production at word level
10/04	Relevant phonological aspects at sentence level	Implication for teaching the phonological aspects of sentence production
17/04	L2 prosody	Strategies and techniques to improve oral production at discourse level
08/05	Activities for the spoken English class	Structuring the lesson Types of activity Techniques and strategies Dealing with errors
15/05	Activities for the spoken English class	Debates, discussions
22/05	Activities for the spoken English class	Self-awareness and group awareness of spoken production
29/05	Activities for the spoken English class	Collaborative development of speaking skills for learners
05/06	Assessing the spoken language Teaching for exams	Speaking assessment strategies Oral exam preparation

**A detailed list of the readings you are expected to do in preparation for each week's lecture will be provided at the beginning of the course.**

## 9. Course Resources

### Textbook Details

LING 5024 Study Kit Session1, 2014  
 Thornbury, S. (2005) *How to Teach Speaking*. Harlow.  
 Essex: Pearson Education.

### Journals

Chapman, M. (2007) Theory and practice of teaching discourse intonation. *ELT Journal*, Vol. 61 (1).  
 Cullen, R. & V. Kuo (2007) Spoken grammar and ELT course materials: A missing link? *TESOL Quarterly*, Vol. 41 (2).  
 KenLevis, J.M (1999) 'Intonation in theory and practice, revisited' *TESOL Quarterly*, Vol. 33 (1).

### Additional Readings

Brown, H.D. (2001) *Teaching by Principles*. Boston: Pearson.  
 Bygate, M., P. Skehan, & M. Swain (eds.) (2001) *Researching Pedagogic Tasks*. Harlow:



Pearson.  
 Davies, P. & E. Pearse (2000) *Success in English Teaching*. Oxford: OUP.  
 Lee, W.R. *Language Teaching Games and Contests*. Oxford: OUP.  
 Kelly, G. (2000) *How to Teach Pronunciation*. Harlow, Essex: Pearson Educational.

## 10. 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.

## 11. 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>

## 12. 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://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. 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

<http://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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### **Student Equity and Disabilities Unit**

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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.