

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF METRO

Course : Speaking for Everyday Communication

Credit : 2 Credit Hours

Lecturer : Dedy Subandowo, M.A.

Goals:

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

1. produce appropriate English consonant and vowel sounds

2. read phonemic alphabets in the dictionary

3. talk about themselves and their friends

4. describe what they can see from a picture

5. explain how to do or make things

6. make requests and give response to the requests

7. perform a range of speech acts in different settings, e.g. in a restaurant, at campus, and in an office.

Contents:

The topics covered in this course are mainly intended to generate students’ basic competence in speaking English. An emphasis on pronouncing different sounds in English is given at the beginning of the course to give a strong foundation for the students to

produce acceptable English utterances. In this course, students are guided to produce English utterances mostly related to their personal lives and surroundings and to practice several speech functions they may encounter in daily activities.

Learning Activities:

Learning activities are the combination of drills, listening to the cassette, and students’ practicing their own utterances in monologues and dialogues. Students perform monologues when the topics are mostly about themselves, describing things, and explaining how something is done or made. Dialogues are performed when the utterances

are transactional, involving at least two people and covering several speech functions.

On several occasions, students are required to write a summary on different topics prior to coming to the class containing the kinds of expressions commonly used in performing certain function-specific utterances. This is to enforce students’ responsibility and to enhance their preliminary understanding of the materials.

Prerequisite: -

Evaluation:

Evaluation will be based on the following components:

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| 1. | Participation | : 10% |
| 2. | Summaries | : 20% |
| 3. | Progress Tests | : 40% |
| 4. | Final Test | : 30% |

Grading policy will be either criterion-or-norm based, depending on the final distribution of students’ scores. Students with attendance less than 80% ARE NOT ENTITLED TO A GRADE.

References:

Cunningham, S. & Bowler, B. ( ). Headway intermediate pronunciation. Oxford: Oxford

University Press.

Dobson, J. M. & Sedwick, F. (1981). Conversation in English: Points of departure (2nd ed.).

United States: Atlantis Publishers.

Hermawan, B. & Setyarini, S. (2008). Speaking for general communication. Bandung:English

Department FPBS UPI and UPI Press.

Richards, J.C., Hull, J. & Proctor, S. (1990). Interchange: English for international communication (Student’s book 1). Cambridge: Cambridge University Press.

Richards, J.C., Hull, J. & Proctor, S. (1990). Interchange: English for international communication (Student’s book 2). Cambridge: Cambridge University Press.

Richards, J.C., Hull, J. & Proctor, S. (1991). Interchange: English for international communication (Student’s book 3). Cambridge: Cambridge University Press.

Richards, J. C. & Bycina, D. (1985). Person to person: Communicative speaking and listening skills (Book 2). Oxford: Oxford University Press.

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| Sessions | Topics | Objectives | Learning Activities | Evaluation | Sources |
| 1 | Syllabus overview, introduction to the course | Students know and agree with the basic rules applied in the courseStudents understand the expectations of the course | Introduce the courseOverview the syllabus | Questions and answers | Syllabus |
| 2, 3, & 4 | Phonemic Alphabets | Students are able to read phonemic alphabets and produce consonant and vowel sounds correctlyStudents are able to put stresses on appropriate syllables in different words | Listen to the recording of how to pronounce consonant and vowel soundsFollow the examples given in the cassetteDrill pronouncing the sounds several times | Drills on the consonant and vowel sounds | Headway Intermediate Pronunciation (pp. ix – xiii) |
| 5 & 6 | Reading Dictionary | Students are able to read and pronounce several words in the dictionary correctly | Find some words in dictionary and do some drills on them | Finding and pronouncing words in the dictionaryAssignment | Relevant English dictionaries (Oxford or Cambridge Learner’s Dictionary) |
| 7 | Progress Test 1 |

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| 8 & 9 | It’s all about myself | Students are able to say something about themselves | Take turns telling a story about oneself | Oral exercisesSummary (1) | 1. Hermawan, B. & Setyarini, S. (2008, ch.1)2. Richards, J.C., Hull, J. &Proctor, S. (1990, student’s book 2Unit 1) |
| 10 & 11 | What I know about my friends | Students are able to retell what their friends say about themselves | Take turns retelling what others say about themselves | Oral exercises | 1. Hermawan, B. & Setyarini, S. (2008, ch.1)2. Richards, J.C., Hull, J. &Proctor, S. (1990, student’s book 2Unit 1) |
| 12, 13, &14 | What an experience! | Students are able to tell their past experience | Report what students experienced in the past | Oral exercises(Summary 2) | 1. Hermawan, B. & Setyarini, S. (2008, ch.3)2. Richards, J.C., Hull, J. & Proctor, S. (1991, student’s book 3Unit 4) |
| 15 | Progress Test 2 |
| 16, 17, &18 | What I can see from the picture | Students are able to describe things or activities they see from a picture | Describe things, people and activities in the pictures | Oral exercises(Summary 3) | 1. Students’ own pictures2. Hermawan, B. & Setyarini, S. (2008, ch.10)3. Dobson, J. M. &Sedwick, F. (1981) |

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| 19, 20, &21 | Let me explain how to do it | Students are able to explain the steps of how to operate or how to make something | Explain how to do or to make something | Oral exercises(Summary 4) | 1. Richards, J.C., Hull, J. & Proctor, S. (1990, student’s book 2Unit 4)2. Richards, J. C. & Bycina, D. (1985, Unit 13) |
| 22 | Progress Test 3 |
| 23 & 24 | Could you please… | Students are able to perform several speech acts related to making requests | Perform dialogues of making requests, accepting/refusing requests, complaining, apologizing, and giving excuses | Oral exercises(Summary 5) | 1. Hermawan, B. & Setyarini, S. (2008, ch.3)3. Richards, J.C., Hull, J. & Proctor, S. (1990, student’s book 2Unit 6) |
| 25 & 26 | At the restaurant | Students are able to perform several speech acts related to eating in a restaurant | Perform dialogues of making reservations, ordering a meal, expressing thanks and giving suggestion | Oral exercises(Summary 6) | Richards, J.C., Hull, J. & Proctor, S. (1990, student’s book 1Unit 13) |
| 27 & 28 | At my campus | Students are able to perform several speech acts in a campus setting | Perform dialogues of asking for direction, giving direction, giving opinion, agreeing and disagreeing | Oral exercises(Summary 7) | 1. Hermawan, B. & Setyarini, S. (2008, ch.3)2. Richards, J. C. & Bycina, D. (1985, Unit 8) |

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| 29 & 30 | At the office | Students are able to perform several speech acts related to working in an office | Perform dialogues of answering telephone, taking and leaving messages | Oral exercises(Summary 8) | Richards, J.C., Hull, J. & Proctor, S. (1990, student’s book 1Unit 15) |
| 31 | Progress Test 4 |
| 32 | FINAL TEST |