

Ministry of Higher Education and Scientific research



Department of English Language

Paitaxt Private Institute

Subject: *Communication*

Coursebook: *[First Stage]*

Instructor: *[Tahsin H. Rassul]*

Academic Year: *[2020-2021]*

Course Book

1. Course name	<i>Communication</i>
2. Lecturer in charge	Tahsin H. Rassul
3. Department/	English Dept.
4. Contact	e-mail: tahsinhussein82@gmail.com Tel: (optional):
5. Time (in hours) per week	Theory & Practical: 4
6. Office hours	Sunday-Wednesday
7. Course code	/
8. Teacher's academic profile	<p>Degrees:</p> <p>Bachelor Degree in English Language and Literature 2005 at Salahaddin University-Hawler</p> <p>MA in English Language and Applied Linguistics- 2011 University of Sulaimani</p> <p>Teaching:</p> <p>Modules I have taught:</p> <ol style="list-style-type: none"> 1. Psycholinguistics 2. Grammar in Context 3. Pronunciation 4. Textbook Analysis 5. Conversation (listening and speaking skills) 6. Applied Linguistics 7. Syntax 8. Reading & Writing Skills (Communication) 9. Speaking and Listening Skills (Communication) 10. General English for Non-English Departments.
9. Course overview	
<p>This is a skill-based class for students with "beginner level" English proficiency. They may not know how to speak, and listen to pre-intermediate level English. The focus of this class will be to continue language development and to develop some basic critical thinking skills in the English language. The course is skill-oriented, lower intermediate level and student-centered.</p>	

10. Course objectives

The instructor hopes that the students will:

1. improve their listening and speaking skills to an intermediate level,
2. express their views over a number of subjects discussed in the course,
3. understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc,
4. deal with most situations likely to arise whilst travelling in an area where the language is spoken,
5. produce simple connected text on topics which are familiar or of personal interest, and
6. describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

11. Student's obligation

Attendance is obligatory. If a student skips a class, they have to inform the instructor in advance (at least two hours ahead of the class and NOT in the classroom). Students are expected to be seated in their positions before the instructor enters the class. Only for the classes which start on 8.30 a.m. students may enter the class up to 8.45 or else they will be deprived from the lecture. Student's attendance and etiquettes will be considered in scoring their overall performance in the course. The classes last for 90 minutes. Students should avoid hammering on the instructor to leave unless she chooses to dismiss the class earlier than the scheduled time.

Preparation for class: Students should prepare themselves for each lecture beforehand according to the schedule that comes with this guide. They are expected to collect necessary vocabulary and information needed to launch a hot debate and discussion in the class. The students are required to bring with themselves writing tools to note down the new information.

homework: Students must bring with them the assignments that the instructor may ask them during the course. The students should take the homework seriously.

12. Forms of teaching

Communicative Language Teaching should be employed by the instructor in order to focus on both linguistic and communicative competences.

In short, being able to communicate required more than linguistic competence; it required **communicative competence** (Hymes, 1971)—**knowing when and how to say what to whom**.

Its Principles:

- Whenever possible, 'authentic language' –language as it is used in a real context— should be introduced.
- Being able to figure out the speaker's or writer's intentions is part of being communicatively competent.
- The target language is a vehicle for classroom communication, not just the object of study.
- One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together. The emphasis is on the process of communication rather than just mastery of language forms.
- Students should work with language at the discourse or suprasentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.
- Games are important because they have certain features in common with real communicative events—there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not he or she has successfully communicated.
- Students should be given an opportunity to express their ideas and opinions.
- Errors are tolerated and seen as a natural outcome of the development of communication skills. Since this activity was working on fluency, the teacher did not correct the student, but simply noted the error, which he will return to at a later point.
- The social context of the communicative event is essential in giving meaning to the utterances.

- Learning to use language forms appropriately is an important part of communicative competence.
- In communicating, a speaker has a choice not only about what to say, but also how to say it.
- The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.

A student-centered environment will be created where the students are responsible for learning. The role of the teacher is mainly that of a facilitator, communicator, moderator, prompter and an assessor. That means the teacher will spend a little time talking and the students will spend a lot of time speaking or working.

Spoon feeding is in principle rejected. Traditional methods of writing vocabulary or expressions for the students to jot down in isolation and memorize will not be followed. Every expression in the classroom will be taught through brainstorming, critical thinking, discussion, and relating to the environment and background of the learners.

Students can expect to do a lot of pair discussion work along with individual tasks. For some lectures they will be asked to work on their own, in big or small groups and take over the conversation in the class.

Occasionally some videos will be played in the class to launch a debate or illustrate some vocabulary, situation or new expression. A very short story or text, related to the subjects to be discussed in the class or with a moral lesson will also be screened on the projector and read out in the class to initiate discussions.

Situational dialogue will be another focus of the syllabus which will be taught through role-playing among other methods.

A variety of small in-class projects, puzzles and activities will be used to build vocabulary, improve fluency and sometimes accuracy, and increase general knowledge.

Every class will be a mixture of Every lecture will be a combination of a presentation+ discussion of a topic provided by the instructor/discussion of a video/ discussion of text + vocabulary building/slang or expressions/ situational dialogue, etc.

The forms of activities may include all or some of the following in each lecture:

1. **Short-story report (show and presentation orally):** each student must read 8 pages of a fiction (one-topic) story (pre-intermediate level) in order to report 10 sentences at least and retell it in peer work while the instructor is monitoring their

- participation. Finally, the lecturer randomly picks learners to retell the lecture in 3-4 minutes. The instructor may choose only 5-10 learners per lecture randomly.
2. **Proverbs (sayings) explanation:** learners are supposed to give details and the meaning of the 3 proverbs provided. The instructor assesses them individually through formal evaluation orally.
 3. **Listening for production:** the learners are supposed to listen as much as possible (i.e., 15 time at home) so that they can speak about the sounds in the class. The students could be asked to divide into two groups. Each group should prepare one sound at home. While they are in the class, they are asked to have peer work to tell their pre-decided sound to each other. The teacher picks them randomly to speak about their peer's sounds for 2 minutes in the class to be formally assessed.
 4. **Describe image:** the instructor asks the students to have in-class participation to ask and answer questions about the shown picture(s) by the teacher. Finally, the teacher may ask more questions concerning the same picture of the students to respond in order to be assessed informally.
 5. **Re-tell lecture:** the instructor plays a 60-90 second lecture to students in order that they could pass the main points in the lecture to an absent student in the previous lecture (pretending this case).
 6. **Games for speaking:** whispering the first student at the front of the class to the next one and so on; etc.
 7. **Summarise spoken text:** the students are supposed to take notes while they are actively listening to the sound in order to practice "skimming technique of listening".
 8. **Listening for comprehension:** learners are asked to listen to a piece of sound in order to answer some followed questions presented by the slideshow or distributed in handouts in the class.

13. Assessment scheme

There will be two oral exams and frequent quizzes. The mid-term exam and final exam will be based on assessing learners' speaking and listening skills as two integrated tests. Each quiz will review the material studied in class and help prepare you for the exams. Scores for the class will be as follows:

There is one **Mid-term oral exam which is out of 40 marks**. Besides, learners are daily assessed through participation, quizzes, assignments, interaction, and the like in their conversational speaking skill (out of **10 marks**).

Final oral exam is out (50 marks) including: (40 marks for oral speaking skill =20 marks for speaking about the studied topics based on the attached rubric +10 marks for initial

student's interview +5 marks for speaking about an experienced topic or event in life+ 5 marks are catch-phrases +10 marks describing pictures).

The speaking assessment criteria:

If the instructor assesses or the students self- or peer-assess the activities or assignments, a rubric or more is a must in speaking skill assessment. There may be one or more rubrics for the role-play and/or speaking assessment whether it is a daily activity, homework, quiz, or exam, such as:

	4	3	2	1	Score
Accuracy in Grammar (tenses; structures)	Uses grammar effectively with few errors	Uses grammar effectively but with some errors	Frequent errors lead to communication breakdown	Unable to convey intended meaning	
Accuracy in Vocabulary (collocations; correct terms; idioms; proverbs)	Uses a wide range of vocabulary accurately	Occasionally unable to find the correct word but communicates effectively	Frequently unable to express ideas through lack of vocabulary	Unable to find vocabulary to express ideas	
Fluency (linking words; hesitation; stopping)	Responds and interacts confidently without stopping unnaturally	Responds and interacts confidently with occasional stopping	Often stops or is unable to respond, which interrupts communication flow	Does not respond to most questions	
Appropriacy (formal; informal; genres)	Uses language appropriate to setting, purpose, audience	Uses language appropriate to setting, purpose, and audience most of the time	Frequently uses language inappropriate to setting, purpose, or audience	Unable to use language appropriate to setting, purpose, or audience	
Comprehensibility (sound and word pronunciations; stress; intonation)	Is easy to understand at all times	Occasionally has to repeat him/herself to be understood	Makes errors in pronunciation that sometimes lead to misunderstanding	Difficult to understand	
				Total Score	/20

14. Student learning outcome

By the end of the course, students will gain enough information in listening and speaking skills to be able to:

1. usually maintain flow of speech but use repetition, self-correction and/or slow speech to keep going,
2. often over-use certain connectives and discourse markers,
3. produce simple speech fluently, but more complex communication causes fluency problems,
4. manage to talk about familiar and unfamiliar topics but use vocabulary with limited flexibility (i.e., they make some errors in word choice),
5. attempt to use paraphrase but with mixed success,
6. produce basic sentence forms with reasonable accuracy,
7. use a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems,
8. show a great range of pronunciation features of individual words or sounds with few lapses, and
9. have some mispronunciations in intonation which may sometimes cause problems for the listener.

15. Course Reading List and References

The students have to be provided with some speaking and listening strategies for better control of the two skills. Besides, the learners are given a list of topic-related vocabulary to prepare for classroom activities and assignments provided by the instructor a head of the start of the lecture. Students are encouraged to visit online sources and academic websites for self-studying and gathering material for the class too:

1. Cough, C. (2003) English Vocabulary Organiser: 100 topics for self-study. Hove: Language Teaching Publications.
2. BBC English 6 Minutes English Sounds.

16. The Topics	
The topics (Pre-intermediate level)	Lecturer's name
1. Describing pictures (continued...)	Tahsin Hussein Rassul
2. Picnics and Holidays	
3. Transportation	
4. Weather	
5. Household issues (-work and -problems)	
6. Describing your house	
7. Furniture types	
8. Clothes	
9. Money	

17- Course Policies:

1-The environment in which the students learn is a shared environment. For purposes of respect to everyone involved, students should avoid the use of **harsh language** against their colleagues or the instructor. The entire interaction between the participants in the class should flow in smoothly and respectfully.

Students are expected to observe politeness and interaction principles. They should refrain from mocking classmates or cutting them off repeatedly.

Students are advised to participate in class activities and avoid **idle talk** or distracting the major discussion in the class.

2- **Eating** in the classroom is not allowed. **Drinking** is allowed. **Chewing** is not allowed because it will prevent the students from active participating in class discussions and assignments.

3- Also, the **use of cell phones, laptops, and other electronic devices** is strictly prohibited because they will distract the students.

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a good reason, not for instance for saying prayer or not for missing their bus or their taxi. In case of funerals, only close family relatives are considered for granting leave.

Please don't insist to leave the class when the lecture has already launched or the instructor will be obliged to grant leave and register your name as absentee.

9-Exams will not be rescheduled once a date is set for them. No one will be granted leave at the time of exams.

10- Scoring is based on the performance and manners of the students. At the end of the course, please do not ask me to change your grade because you have a special situation. If you need a high score in this class, work hard, study hard and come to every class on time ready to learn. Unless there is a calculation error, your final score will not be changed.

11- Sources: No specific source is dictated for study. Students are encouraged to visit online sources and academic websites for self-studying and gathering information for the class as well as the slides provided.

13- Dictionary: Students should understand that the instructor is not their dictionary. The students will help paraphrasing the difficult terms to their colleagues. They are also allowed to use their English-English dictionaries occasionally but only hard copies are permitted in the class not dictionaries on mobile phones.

14- Please pay high attention to your manner. Education is not only learning some information but also constructing and shaping your personality.