



English Department

Paytakht Technical Institute

Module: *Conversation*

Coursebook: *[First Stage]*

Instructor: *[Hawran Abdullah]*

Academic Year: *[2020-2021]*

Course Book

1. Course name	<i>Conversation</i>
2. Lecturer in charge	Hawran Abdullah Saeed
3. Department	English Department
4. Contact	e-mail : hawran.saeed@gmail.com Tel: (optional):
5. Time (in hours) per week	4
6. Office hours	Saturday - Monday
7. Course code	/
8. Teacher's academic profile	I am Hawran Abdullah, an English Language Teaching (ELT) professional with an M.A. degree from Aston University in the U.K. I have been teaching English for about seven years.
9. Course overview	
<p>This is a skill-based class for students with "beginner level" English proficiency. They may not know how to speak to pre-intermediate level English. The focus of this class will be to continue language development. The course is process- and product-oriented, pre-intermediate level and student-centred.</p>	
10. Course objective	
<p>Through the selected topics and resources, the instructor hopes that the students will:</p> <ol style="list-style-type: none"> 1. improve their listening and speaking skills to an pre-intermediate level, 2. express their views over a number of pre-intermediate topics discussed in the course, 3. interact with a degree of fluency and spontaneity that makes regular interaction with English speakers possible, 4. produce clear speech on common topics. 5. Show great skills related to presentations and making a short speech in public. 	

11. Student's obligation

Attendance is obligatory. If a student skips a class, they have to inform the instructor in advance. 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 is 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 requires **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-centred 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. Every expression in the classroom will be taught through 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 classes 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.

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 and activities will be used to build vocabulary, improve fluency and sometimes accuracy, and increase general knowledge.

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

13. Assessment scheme

Students in this module are going to be assessed as follows:

30 marks for midterm face-to-face speaking exam

10 marks for discussion (in class)

10 for homework and daily participation

50 for final face-to-face speaking exam

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 speaking assessment whether it is a daily activity, homework, quiz, or exam, such as:

	6	5	3-4	1-2	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	

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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	/30

Handout #4

Name:

Oral Presentation Evaluation

Use the following table as a practice guide to help prepare you and your group members for your final oral presentation.

	Excellent	Good	Fair	Weak
Prepared for report				
Presented material in an interesting way				
Used visual aids effectively				
Organized presentation logically				
Made eye contact with audience				
Did not read presentation				
Spoke loudly enough				
Spoke slowly and clearly				
Listened to whoever else was speaking				

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. speak with confidence, though may lose coherence at times due to occasional repetition, self-correction or hesitation,
2. have a wide vocabulary to discuss course topics and make meaning clear in spite of inappropriacy,
3. use a mix of simple and complex structures, but with limited flexibility
4. make frequent mistakes with complex structures though these rarely cause comprehension problems
5. use a range of pronunciation features with mixed control
6. shows some effective use of features but this is not sustained
7. generally be understood throughout, though mispronunciation of individual words or sounds reduces clarity at times
8. adopt common speech-making skills successfully.

15. Course Reading List and References

No specific source is dictated for study. Instead, the students have to be provided with some speaking and listening strategies for better control of the two skills. Besides, the learners must be 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.

16. The Topics

1. Introduction

greetings, self- and peer introduction

2. Everyday routines

What do you do everyday?

3. Describing people

How does s/he look like?

4. Describing clothes

What are you wearing? What is s/he wearing? What do you usually wear?

5. Jobs Are you a student or do you work? What does your dad, mom, etc. do?	
6. Expressing feelings and well-being How are you feeling today? How do you feel now?	

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.

4- **Use of Kurdish Language** is not allowed in the classroom unless the students feel they are unable to express themselves. Students in these situations are advised to utter their entire words in English except for the words or expressions they are not sure about or know no equivalent for.

5- **Academic integrity** matters. **Plagiarism** or other forms of cheating on exams and/or other class assignments will not be tolerated under any circumstances and will trigger penalties. Cheating is violating the rules of the course. This includes copying others' work, giving others your work to use as their own, using notes on an in-class test, looking at others' work when you are instructed to work alone, and breaking other rules, written or announced, that are part of class policy.

Note: The measures NO. 1-5 are to keep order in class. Please be aware that in case you violate one of the above 5 points, the teacher has the right to ask you to leave the class and you should follow the instruction without any defiance! YOUR NAME WILL

ALSO BE REGISTERD AS ABSENTEE FOR THE WHOLE TWO HOURS, EVEN IF THE VIOLATION OCCURS IN THE FINAL MINUTES OF THE LECTURE.

6- 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.

7-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.

8-Leaves are granted by the instructor for good reasons and (at least two hours) before the start of the lecture. Once the class has convened, no one is allowed to leave the teaching hall unless the leave is coordinated with the instructor in advance and again for 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 class 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.

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.