

# **COURSE CONTENT**

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COMMUNICATION**

**KATHLEEN GRAVES'**  
**DESIGNING LANGUAGE**  
**COURSES 2002**



**PENNY UR'S**  
**A COURSE IN ENGLISH**  
**LANGUAGE TEACHING 2012**



# LECTURE OUTLINE

- Linguistic content of the course
- Conceptualizing the content for your course
- Non-linguistic content
- Cultural component
- Literature
- Hidden messages

# COURSE CONTENT (AFTER K. GRAVES)

## Language

- Linguistic skills, situations, topics, communicative functions, content, competencies, tasks, skills

## Learner

- Affective goals, interpersonal skills and learning strategies

## Context

- Sociolinguistic and sociocultural skills





# FOCUS ON LANGUAGE: LINGUISTIC SKILLS

- **Phonology:** Individual sounds, words, stress, rhythm and intonation
- **Grammar:** Classifications and functions of words, how words form phrases and sentences
- **Vocabulary:** Content words, word formation, inflections, meanings of prefixes and suffixes



Formal or structural syllabus

## 1a 13.1 Listen and repeat.

	Noun	Adjective
<p><b>-ous</b></p> 	<p>danger fame humour</p>	<p>dangerous famous humorous</p>
<p><b>-ful</b></p> 	<p>pain success beauty</p>	<p>painful successful beautiful</p>
<p><b>-ent/-ant</b></p> 	<p>intelligence patience importance</p>	<p>intelligent patient important</p>
<p><b>-y</b></p> 	<p>anger luck health</p>	<p>angry lucky healthy</p>

## b Check the meanings of any unknown words in a dictionary.

Language note -y endings

## 3a Complete the words.

- You need a lot of *pat*\_\_\_\_\_ in this job. You won't have much *suc*\_\_\_\_\_ if you get *an*\_\_\_\_\_ easily.
- With her *int*\_\_\_\_\_ and her *bea*\_\_\_\_\_, she's become one of the most *fam*\_\_\_\_\_ people in the country.
- It's *diff*\_\_\_\_\_ to be *suc*\_\_\_\_\_ without a lot of *luc*\_\_\_\_\_.
- It was very cold, so the last part of the climb was *dan*\_\_\_\_\_ and *pai*\_\_\_\_\_, but we finally reached the *saf*\_\_\_\_\_ of our camp.
- Hon*\_\_\_\_\_ and a good sense of *hum*\_\_\_\_\_ are very *imp*\_\_\_\_\_ for a *hea*\_\_\_\_\_ relationship.
- We all want *sec*\_\_\_\_\_ and good *hea*\_\_\_\_\_, but we need a bit of *dan*\_\_\_\_\_ in our lives, too.

## b 13.3 Listen and check.

4a **Your life** Give your ideas. Choose words from exercise 1 and the Language note.

- I admire people who are \_\_\_\_\_.
- The most important things in life are \_\_\_\_\_ and \_\_\_\_\_.
- I would/wouldn't like to be \_\_\_\_\_.
- I think \_\_\_\_\_ is more important than \_\_\_\_\_.
- The ideal partner is \_\_\_\_\_ and \_\_\_\_\_.
- I think you need \_\_\_\_\_ if you want to be \_\_\_\_\_.

## b Compare your ideas with a partner.

## English in the world

## Lucky numbers

In China the number 8 is a lucky number, because it sounds like the Chinese word for 'fortune'. However, people think that the number 4 brings bad luck.

# FOCUS ON COMMUNICATION: SITUATIONS AND FUNCTIONS

- Situations are the contexts in which one uses language.
  - Typically include places where one transacts business, such as the supermarket, or the travel, or places where one interacts with others such as at a party
- Communicative functions cover the types of transactions that will occur in the situation:
  - Suggesting, promising, apologizing, greeting, inviting, requesting, etc.

FUNCTION | making requests    VOCABULARY | tourist places    LEARN TO | listen for key words

**VOCABULARY** tourist places

1A Match photos A–D to the places below.

- 1 a souvenir shop \_\_\_\_\_
- 2 a sandwich bar \_\_\_\_\_
- 3 a money exchange \_\_\_\_\_
- 4 a train station \_\_\_\_\_

B Write the words from the box in the word webs below. Add one more word to each place.

postcard    cola    euros    battery  
single ticket    money    return ticket  
coffee    sandwich    platform  
exchange rate    souvenir

restaurant



C 1.8 Listen and check. Then listen and repeat.  
D Work in pairs and take turns. Student A: say a place from Exercise 1B.



**FUNCTION** making requests

2A 1.9 Listen to four conversations. Where are the people?  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

B Listen again. What does each tourist buy?  
1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

3A 1.10 Listen and complete the requests.  
1 Can I have a sandwich, please?  
2 \_\_\_\_\_ one of those batteries, please?  
3 \_\_\_\_\_ a single to Sydney, please?  
4 \_\_\_\_\_ this money, please?

B Look at the question. Listen to the polite pronunciation. Then listen and repeat.  
Can I have a sandwich, please?



4A 1.11 Listen to the speakers. Are they polite (P) or impolite (I)?

B Work in pairs and take turns. Student A: you are in one of the places in the photos. Make requests. Student B: only answer if Student A is polite.  
A: Could I have one of those postcards, please?  
B: Yes. Here you are.

**LEARN TO** listen for key words

5A Read the conversation. Underline the key words in each sentence.  
A: Can I have a sandwich and a cola, please? (2 words)  
B: That's six euros. (2 words)  
A: Ah, I only have five euros. How much is the sandwich? (4 words)  
B: Four euros fifty, and the cola is one fifty. (6 words)  
A: OK. Could I have the sandwich, but no cola? (3 words)  
B: That's four fifty. (2 words)

**Speakout TIP**  
Key words are the important information words in a sentence. These words are stressed and are longer.

6 1.13 Listen to three conversation extracts and circle the correct prices.  
Extract 1  
1 an orange juice a) 2.00 b) 2.10 c) 2.20  
Extract 2  
2 a single ticket a) 4.20 b) 4.50 c) 4.80  
3 a taxi a) 13 b) 23 c) 30  
Extract 3  
4 a coffee a) 2.15 b) 2.50 c) 3.50  
5 a sandwich a) 2.25 b) 2.75 c) 3.75  
6 a bottle of water a) 1.30 b) 1.40 c) 1.60  
7 Work in pairs and take turns. Student A: look at page 160. Student B: look at page 162.

**SPEAKING**

8A Work in pairs. Complete the menu with prices.  
B Take turns to role-play the conversation in a sandwich bar. Student A: look at the menu. Choose and order your food and drink. Student B: take your partner's order. Say how much it costs.  
A: Could I have a coffee and a cheese sandwich?  
B: A coffee and a sandwich? That's four euros fifty.

Little DORRIT

MENU

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**DRINKS**

Coffee ..... €1.50

Tea ..... \_\_\_\_\_

Hot chocolate ..... \_\_\_\_\_

Mineral water ..... \_\_\_\_\_

Cola ..... \_\_\_\_\_

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**SANDWICHES**

Cheese ..... €3.00

Egg ..... \_\_\_\_\_

Chicken ..... \_\_\_\_\_

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**CAKES**

Chocolate cake ..... \_\_\_\_\_

Coffee cake ..... \_\_\_\_\_



Situational or functional syllabus



# TOPICS AND THEMES

- What the language is used to talk or write about
  - Personal: family, food, hobbies
  - Professional or academic: employment, office etc.
  - Sociocultural: education, political systems, elections, cultural customs etc.



Topical or thematic syllabus

# COMPETENCIES

Situations + linguistic skills + functions

- A competency attempts to specify and teach the language and behavior needed to perform in a given situation
  - How to perform a job interview
  - How to book a flight
  - How to examine a patient
  - How to open a bank account
- To perform in target language in the dominant culture

# SKILLS

- **Speaking:** Inferring attitude, feeling, mood; using interactive strategies; summarizing; paraphrasing.
- **Listening:** Listening for detail, for gist, for global understanding, inferring attitude, feeling, mood, listening for invitation to take turns.
- **Reading:** Predicting content, understanding the main idea, reading for detail, deducing meaning from context, note-taking, skimming etc.
- **Writing:** Proofreading, editing, summarizing, paraphrasing, adjusting the writing to a specific audience or purpose etc.

# TASKS

- Interactions whose purpose is to get something done
- Task can be for work purposes, for academic purposes, for daily life
- Tasks can be an end in themselves **or** a means to practice skills, perform functions, discuss topics
- Some are real-life and some only have classroom application

# CONTENT

- Subject matter other than language itself
- Two approaches:
  - For ESL: content-based syllabus will be based on the content of other disciplines, like math, history, computer science, using English as a medium of instruction
  - For EFL, all types of non-linguistic content (see Penny Ur, 2012)

## Focus on Language

<i>Linguistic Skills</i>	<i>Situations</i>
pronunciation, grammar, vocabulary  e.g., intonation, verb tenses, prefixes and suffixes	the contexts in which language is used e.g., at the supermarket, at a party
<i>Topics/Themes</i>	<i>Communicative Functions</i>
what the language is used to talk about e.g., family relations, the environment	what the language is used for e.g., expressing preferences, asking for directions
<i>Competencies</i>	<i>Tasks</i>
language and behavior to perform tasks e.g., opening a bank account, applying for a job	what you accomplish with the language e.g., planning a trip, designing a brochure
<i>Content</i>	<i>Speaking</i>
subject matter other than language e.g., science, architecture	oral skills e.g., turn-taking, producing fluent stretches of discourse
<i>Listening</i>	<i>Reading</i>
aural comprehension skills  e.g., listening for gist, for tone, for invitations to take a turn	understanding written texts and learning reading subskills e.g., predicting content, understanding the main idea, interpreting the text
<i>Writing</i>	<i>Genre</i>
producing written texts and learning writing subskills  e.g., using appropriate rhetorical structure, adjusting writing for a given audience, editing one's writing	spoken and written texts that accomplish a purpose within a social context e.g., analyzing a text in terms of its purpose and how it achieves the purpose within the social context; producing texts

- *Find two different textbooks for EFL. Look through their tables of contents. How does each author conceptualize content?*
- *Which of the categories are included?*
- *How do different components of linguistic content work together inside of a unit?*

# HOW TO CONCEPTUALIZE THE COURSE

- If you are developing a course from scratch, or for very specific learner needs, you can use
  - Tables and grids
  - Mind-maps
  - Flow charts

45 min. classes  
 Spanish 3 5x weekly  
 goal: to be functionally communicative in major skill areas for:

- personal fulfillment,
- Regents dip. requirements,
- further L2 study

listening

conversations in person  
 phone formal familiar  
 public announcements  
 news - tv, radio  
 shows videos  
 movies, music

reading

letters stories magazine/news articles  
 poetry cartoons  
 ads signs & posted info.

writing

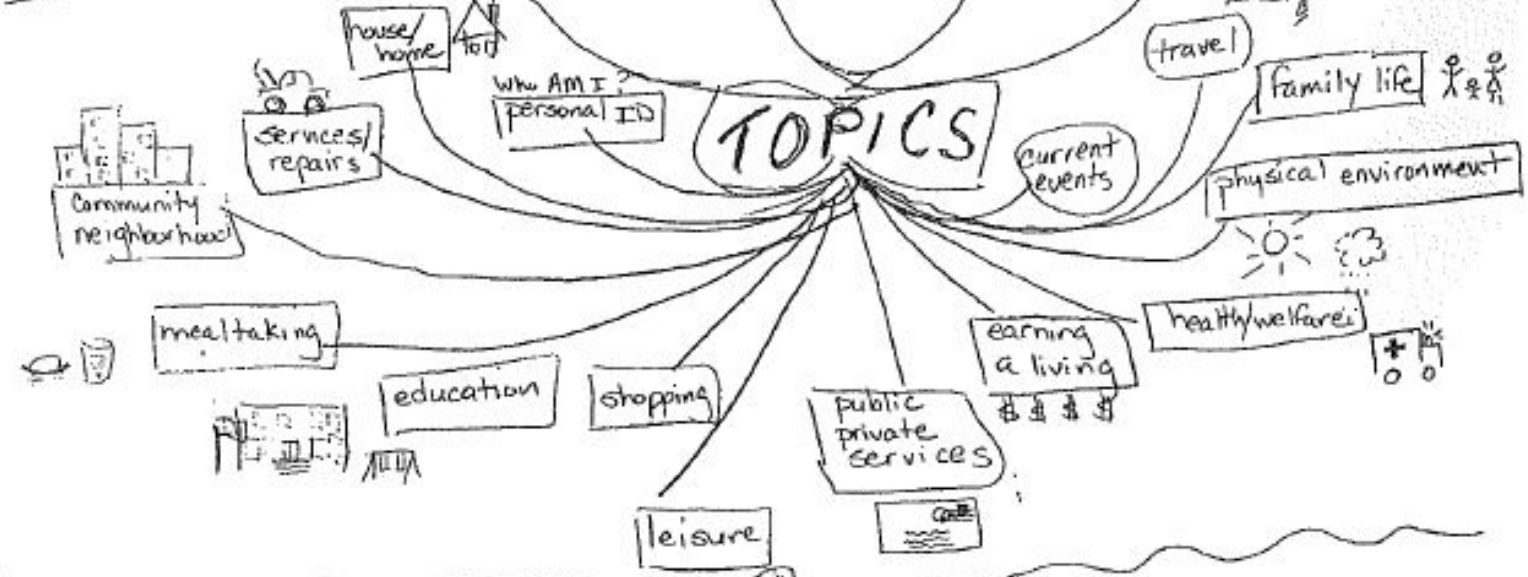
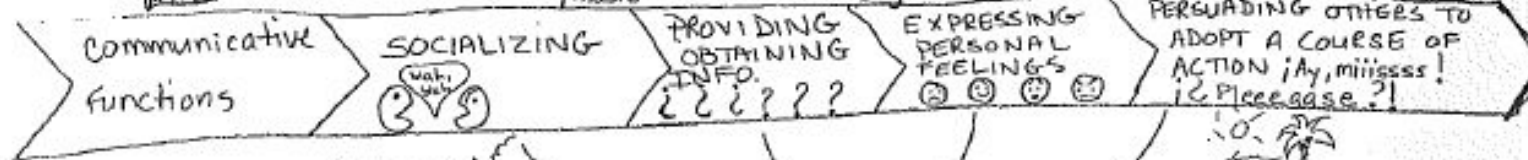
letters personal business  
 short stories poetry  
 news articles ads  
 cartoons signs

speaking

conversations in person  
 formal familiar  
 presentations prepared spontaneous impromptu  
 story telling

culture

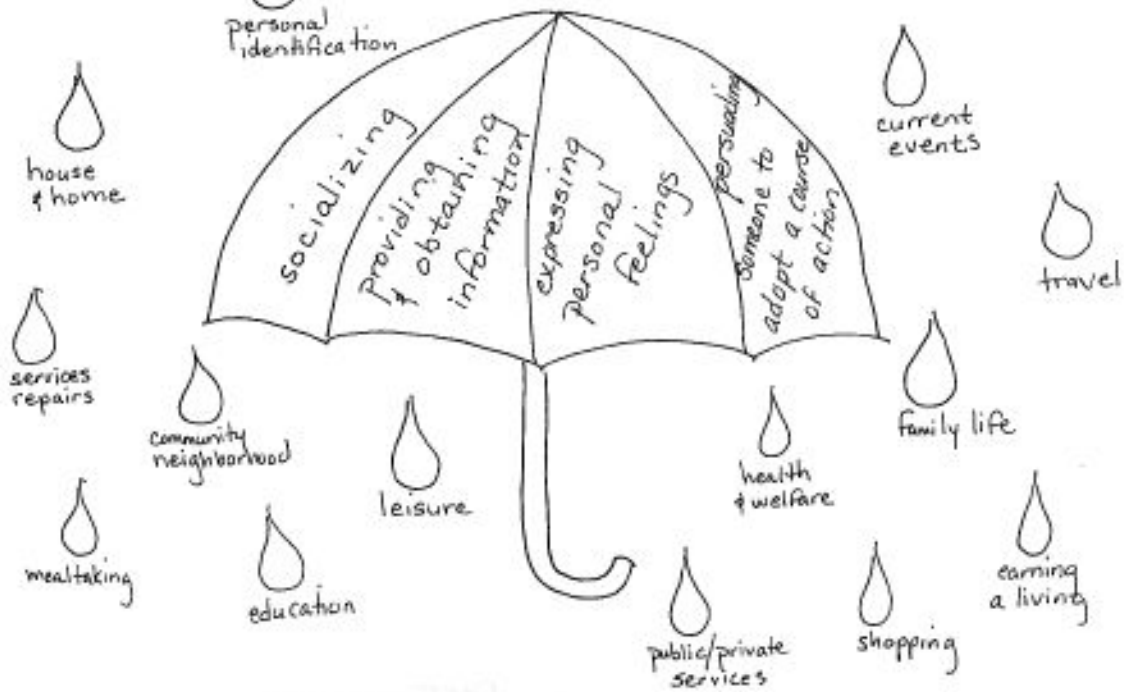
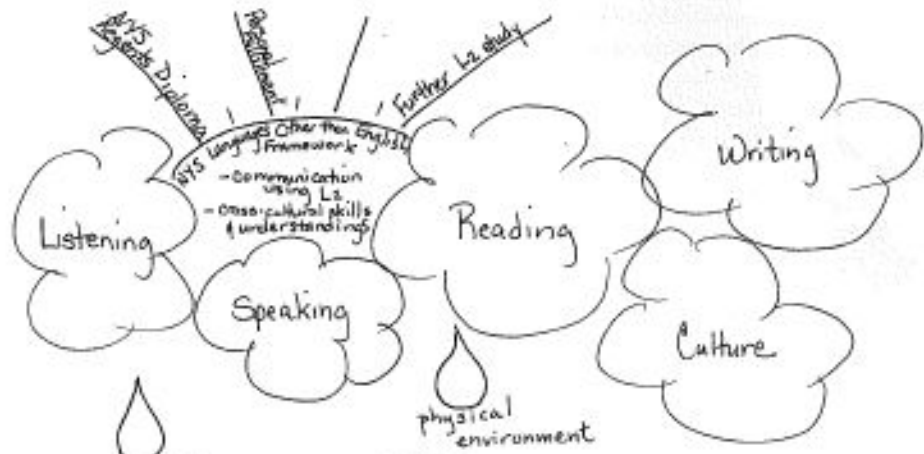
demonstrated awareness of culture = value systems  
 artifacts sociocultural facts  
 monuments



REGENTS EXAM

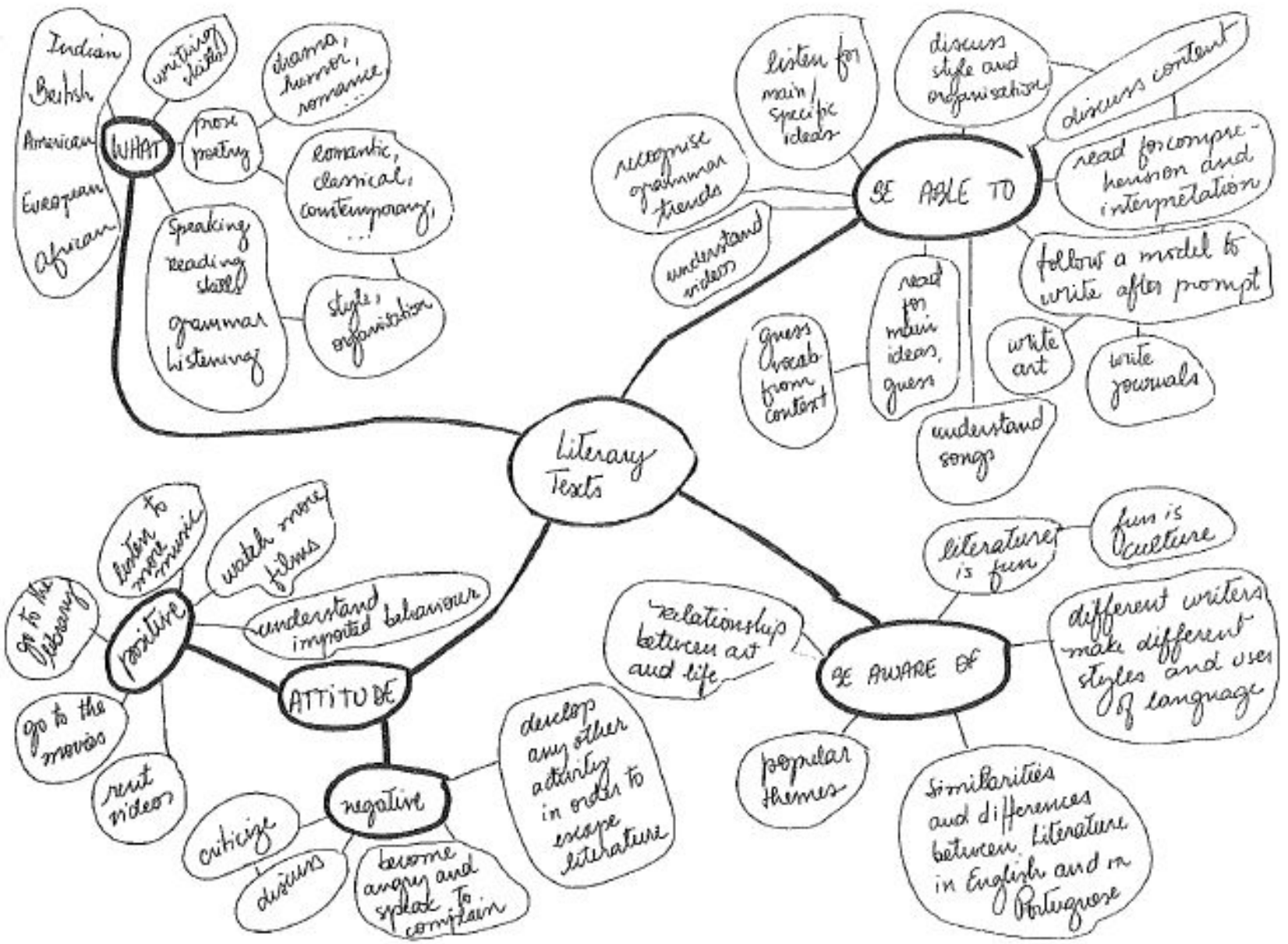
PORTFOLIO





Regents Exam

Portfolio



**WHAT**

Indian  
British  
American  
European  
African

writing styles

drama, horror, romance, ...

poetry

romantic, classical, contemporary, ...

speaking, reading, skills, grammar, listening

style, organisation

**Literary Texts**

**BE ABLE TO**

recognise grammar trends

listen for main / specific ideas

discuss style and organisation

discuss content

read for comprehension and interpretation

follows a model to write after prompt

understand ideas

guess vocab from context

read for main ideas, guess

write art

write journals

understand songs

**BE AWARE OF**

fun is culture

literature is fun

relationship between art and life

different writers make different styles and uses of language

popular themes

similarities and differences between literature in English and in Portuguese

**ATTITUDE**

**positive**

go to the library

go to the movies

rent videos

listen to more music

watch more films

understand imported behaviour

**negative**

criticize

dismiss

become angry and speak to complain

develop any other activity in order to escape literature

# NON-LINGUISTIC CONTENT

- Subject matter other than language itself
  - Study the list of non-linguistic content and discuss which types are more or less relevant for a language course in general, for the course that you are developing in particular.

# CULTURAL COMPONENT

- Home culture
- Culture of the (native) English-speaking people
- Cultures of other speech communities
- Global cultural norms



- In the course units which you studied before, find elements of culture, if any?

# SHOULD LITERATURE BE PART OF YOUR COURSE?

- Wide range of authors and texts
- But are they essential, or desirable components of your course?
- What are the advantages and disadvantages of teaching literature as part of your language course?



# UNDERLYING MESSAGES?

- Sexism
- Ageism
- Social and cultural orientation



# HOMework

- Reading – for Thursday
  - Tessa Woodward “Planning lessons and courses” (Chapter on What can go into a lesson?)
  - Penny Ur “A Course in English Language teaching” (Units 15.2, 15.4, 15.5)
- Writing – for Monday
  - Conceptualize your course content (either as a chart or as a mind map) + describe your goals and objectives