

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
INDONESIA UNIVERSITY OF EDUCATION**

---

---

Course : Speaking in Professional Contexts  
Code : IG 410  
Credits : 2 Credit hours

**1. Goals:**

Upon the completion of the course, students are expected to produce classroom instructions. They will be exposed to deliver different genres specifically in classroom language, and descriptive, expository, and argumentative texts. It is aimed at helping students prepare their pedagogic competence for their future profession.

**2. Contents:**

As a continuation of previous speaking course (Speaking for General Communication), Speaking in Professional Contexts will expand and elaborate students' speaking skills to prepare them to deliver classroom instructions. In this course, they will continue developing their skills in different texts. For this purpose, the course provides them with embedded theories of classroom language in its practices as the dominant learning tasks as the course going on.

**3. Learning Activities:**

The course learning activity will be conducted in a form of presentation mainly. Students will be assigned to prepare media, materials, or activities in the contexts as the course is entitled so. The activities will be assigned in groups whether in pairs or in small group to more get more opportunity to practice their ability. Feedbacks will be provided either as an individual input or as a class input.

**4. Prerequisites:** Speaking for General Communication: D

**5. Evaluation:**

- Attendance and class participation : 15%
- Assignments (four presentations) : 60%
- Simulation (one) : 25%

**6. Weekly Syllabus:**

No	Topics	Sources
1	Introduction: course objectives, course coverage, assessment, grading policy, and recommended readings	Handout
2	Identifying teachers' roles and their language 1	Handout
3	How to begin a class 1	<ul style="list-style-type: none"><li>• Handout</li><li>• Hadfield (1984)</li><li>• Hadfield (1990)</li></ul>
		<ul style="list-style-type: none"><li>•</li></ul>

4	How to begin a class 2 (Assignment #1)	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
5	How to elicit lesson objectives 1 (stating the class objectives)	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
6	How to elicit lesson objectives 2	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
7	How to stimulate a session 1 (recalling prerequisites) (Assignment #2)	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
8	How to stimulate a session 2	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
9	How to stimulate a session 3	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
10	How to stimulate a session 4	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
11	How to present a lesson 1 (organizing class sessions) (Assignment #3)	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
12	How to present a lesson 2	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
13	How to present a lesson 3	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
14	How to present a lesson 4	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
15	How to close a session (Assignment #4)	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
16	Review #2: Simulation	

## 7. References

Handout of Speaking in Professional Contexts. 2010

Hadfield, Jill. 1984. *Elementary Communication Games: A Collection of Games and Activities for Elementary Students of English*. NY: Thomas Nelson and Sons Ltd.

---. 1990. *Intermediate Communication Games: A Collection of Games and Activities for Low to Mid Intermediate Students of English*. NY: Thomas Nelson and Sons Ltd.



## Lesson Plans

Course : Speaking in Professional Contexts  
 Code : IG 410  
 Credits : 2 credit hours  
 Semester : 2

Sessions	Topics	Objectives	Learning Activities	Evaluation	Sources
1 & 2	Introductory Remarks	Students are able to: -identify course syllabus -identify regulation for students (Ss)	Students: -identify course syllabus; identity, description, objectives, assessment, tentative schedule - identify Pedoman Perilaku Mahasiswa - identify & discuss teachers' roles with the lecturer	Process: Ss oral & written responses	Resource: course syllabus & Pedoman Perilaku Mahasiswa Media: NB & LCD projector
3 & 4	How to begin a class	Students are able to: -identify expressions of: -greeting -introduction -checking attendance -demonstrate of the expressions learned	Students: - identify expressions of: -greeting -introduction -checking attendance -demonstrate of the expressions learned in pairs, in small group, &/ before the class	Process: Ss oral & written responses	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
5 & 6	How to elicit lesson objectives	Students are able to: - Identify expressions of: -eliciting lesson objectives -initiation of a lesson -demonstrate of the	Students: - identify expressions of: -elicit lesson objectives -initiate of a lesson -demonstrate of the expressions learned in pairs, in small group, &/ before the class	Process: Ss oral & written responses	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>

		expressions learned			
7 – 10	How to stimulate a session	Students are able to: - Identify expressions of: -“W-H” Questions & “Yes/No” Questions -respond to questions/ comments -demonstrate of the expressions learned	Students: -identify “W-H” Questions & “Yes/No” Questions -respond questions/comments -demonstrate of the expressions learned in pairs, in small group, &/ before the class	Process: Ss oral & written responses	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
11 – 14	How to present a lesson	Students are able to: - Identify expressions of presenting a lesson -Demonstrate of the expressions learned	Students: -present a lesson -demonstrate of the expressions learned in pairs, in small group, &/ before the class	Process: Ss oral & written responses	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
15	How to close a session	Students are able to: - Identify expressions of: -farewel -drawing conclusion -inviting questions/comments -Demonstrate of the expressions learned	Students: - identify expressions of: -farewel -drawing conclusion -inviting -demonstrate of the expressions learned in pairs, in small group, &/ before the class	Process: Ss oral & written responses	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>
16	Review	Students are able to demonstration of the classroom language learned based on a topic chosen	Students demonstrate of the classroom language before the class based on a topic chosen	Process: Ss oral & written responses	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Hadfield (1984)</li> <li>• Hadfield (1990)</li> </ul>