

# EN5495: SPOKEN LANGUAGE INTERACTIVITY

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## Effective Term

Semester B 2025/26

## Part I Course Overview

### Course Title

Spoken Language Interactivity

### Subject Code

EN - English

### Course Number

5495

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course approaches the study of English from the perspective of spoken language interactivity, which refers to the experience, linguistic features, discourse patterns, and dynamics of being, speaking and gesturing with others in different

social and professional situations. We focus on the purposeful and meaningful situation of co-presence and how this relates with language as not only a system but a culturally-embedded activity. Students will learn about theories, concepts, and techniques for discussing, analysing and assessing spoken language interactivity in depth along with their different underlying theories of language and speaking. Students will explore diverse examples from a wide range of communicative and cultural contexts, including social, workplace, and classroom settings as well as visual art screen-media content. The course therefore challenges students to think about the conceptual and imaginative potential of their own spoken language interactivity for their future careers in educational creative, or corporate sectors.

### Course Intended Learning Outcomes (CILOs)

| CILOs |                                                                                                                                                                                                                   | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------|--------|--------|
| 1     | Students will discuss and explain the major approaches, concepts, and methods to analyzing spoken language interactivity                                                                                          | 25                  | x      | x      |        |
| 2     | Students will apply concepts and methods to the identification and analysis of the experience, features, patterns, and dynamics of real world spoken language interactivity in various settings, genres and media | 25                  | x      |        | x      |
| 3     | Students will engage and familiarise themselves with various technological tools for the visualisation and analysis of spoken language interactivity                                                              | 25                  |        | x      | x      |
| 4     | Students will demonstrate the potential of spoken language interactivity in different social and professional contexts based on understanding of different theories and findings.                                 | 25                  | x      | x      | x      |

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

| LTAs | Brief Description | CILO No.                                                                                                                                                  | Hours/week (if applicable) |
|------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1    | Lectures          | Students will participate in interactive lectures introducing key concepts, approaches, and methods related to the study of spoken language interactivity | 1, 2, 3, 4                 |

|   |                                     |                                                                                                                                                                                                                                                                    |            |  |
|---|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|
| 2 | Practical sessions                  | Students will gain hands-on experience using instruments and concepts for analysing spoken language interactivity                                                                                                                                                  | 1, 2, 3, 4 |  |
| 3 | Assigned reading                    | Students will read and analyse selected texts to help in consolidation and application of concepts                                                                                                                                                                 | 1, 2, 3, 4 |  |
| 4 | In-class activities and discussions | Students will take part in pair and group discussions to practice describing, explaining, and peer-teaching about spoken language interactivity through collaborative sessions that stimulate critical interrogation and analysis of spoken language interactivity | 1, 2, 3, 4 |  |

**Assessment Tasks / Activities (ATs)**

| ATs |                                                                                                                         | CILO No. | Weighting (%) | Remarks ("- for nil entry)           | Allow Use of GenAI? |
|-----|-------------------------------------------------------------------------------------------------------------------------|----------|---------------|--------------------------------------|---------------------|
| 1   | Final Test: Students will demonstrate their knowledge and understanding of relevant theories and methods of analysis.   | 1, 2, 3  | 30            | This is summative. No AI is allowed. | No                  |
| 2   | Midterm Test: Students will demonstrate their knowledge and understanding of relevant theories and methods of analysis. | 1, 2, 3  | 30            | This is summative. No AI is allowed. | No                  |

|   |                                                                                                                                                                                                                                          |            |    |                                                                                                                  |     |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|------------------------------------------------------------------------------------------------------------------|-----|
| 3 | Group Oral Presentation:<br>Students will work in a group to analyse an example of spoken language interactivity then make a group presentation in order to demonstrate their grasp of the concepts and methods relevant to this course. | 1, 2, 3, 4 | 40 | The level of AI adoption in the assignment is restricted as outlined in the assessment guidelines in the course. | Yes |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----|------------------------------------------------------------------------------------------------------------------|-----|

**Continuous Assessment (%)**

100

**Minimum Continuous Assessment Passing Requirement (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Midterm Test

**Criterion**

Content

**Excellent**

(A+, A, A-)

- Excellent accuracy of the answers; Demonstrates an in-depth understandings of contents learned in this class.

**Good**

(B+, B, B-)

-Good accuracy of the answers; Demonstrates good understandings of contents learned in this class.

**Fair**

(C+, C, C-)

-Fair accuracy of the answers; Demonstrates fair understandings of contents learned in this class.

**Marginal**

(D)

-Marginal accuracy of the answers; Demonstrates marginal understandings of contents learned in this class.

**Failure**

(F)

-Poor accuracy of the answers; Demonstrates poor understandings of contents learned in this class.

**Assessment Task**

Final Test

**Criterion**

## Content

### Excellent

(A+, A, A-)

-Excellent accuracy of the answers; Demonstrates an in-depth understandings of contents learned in this class.

### Good

(B+, B, B-)

-Good accuracy of the answers; Demonstrates a good understandings of contents learned in this class.

### Fair

(C+, C, C-)

-Fair accuracy of the answers; Demonstrates a fair understandings of contents learned in this class.

### Marginal

(D)

-Marginal accuracy of the answers; Demonstrates a marginal understandings of contents learned in this class.

### Failure

(F)

-Poor accuracy of the answers; Demonstrates a poor understandings of contents learned in this class.

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## Assessment Task

### Group Oral Presentation

#### Criterion

Content, language and delivery

#### Excellent

(A+, A, A-)

- The topic is excellently chosen, analysed, and presented;
- All relevant information is excellently covered;
- Language is excellent;
- Delivery, style and tone are excellent.

#### Good

(B+, B, B-)

- The topic is competently chosen, analysed, and presented;
- The information is sufficiently covered;
- Language is good;
- Delivery, style and tone are good.

#### Fair

(C+, C, C-)

- The topic is reasonably /sketchily chosen, analysed, and presented;
- Only part of/limited information is included;
- Language is fair;
- Delivery, style and tone are fair.

#### Marginal

(D)

- The topic is marginally chosen, analysed, and presented;
- The information is marginally covered;
- Language is marginal;

- Delivery, style and tone are marginal.

### Failure

(F)

- The topic is highly inadequate in its presentation and is very badly analysed;
- Very limited or inaccurate information is included;
- Language is poor;
- Delivery, style and tone are completely inappropriate.

## Part III Other Information

### Keyword Syllabus

Speech, Conversation, Talk, Dialogue, Gesture, Prosody, Embodied communication, Social interaction

### Reading List

#### Compulsory Readings

| Title |                                                                                                                                                        |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | McNeill, D. (1992). Hand and Mind. What gestures reveal about thought. Chicago University Press. (excerpts)                                            |
| 2     | Kendon, A. (2004). Gesture: Visible Action as Utterance. Cambridge University Press.                                                                   |
| 3     | Thibault, P.J. (2021). Distributed languaging, affective dynamics, and the human ecology. Vol. 1: The sense-making body. London: Routledge. (excerpts) |
| 4     | Harrison, S. (2018). The impulse to gesture: Where language, bodies, and minds intersect. Cambridge University Press. (excerpts)                       |
| 5     | Shi, S. (2020). Multimodality and classroom languaging dynamics: an ecosocial semiotic perspective in Asian contexts. Routledge. (excerpts)            |
| 6     | De Jaegher, H. (2021). Loving and knowing: reflections for an engaged epistemology. Phenom Cogn Sci 20, 847–870.                                       |

#### Additional Readings

| Title |                                                                                                                                                           |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Goffman, E. (1981). Forms of Talk. University of Pennsylvania Press.                                                                                      |
| 2     | Matoesian, G. and Gilbert, K. E. (2018) Multimodal conduct in the law: Language gesture and materiality in legal interaction. Cambridge University Press. |
| 3     | Streeck, J. (2017). Self-making man. A day of action, life, and language. Cambridge University Press.                                                     |
| 4     | Di Paolo, E., Cuffari, C., & De Jaegher, H. (2018). Linguistic bodies: The continuity between life and language. MIT Press.                               |
| 5     | Ingold, T. (2022/2011). Being alive. Essays on movement, knowledge, and description. Routledge                                                            |
| 6     | Ingold, T. (2021). Correspondences. Wiley.                                                                                                                |