Unit Outline
LING5001 TESOL500 Talking Across Cultures
OpenUnis SP 1, 2016

Unit study package code: LING5001
Mode of study: Area External
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

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Location: Building: 501 - Room: Bentley campus
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
How culture and language are intertwined, different communicative styles, how prejudice (and especially linguistic prejudice) becomes manifest, rhetorical schema and its role in the practice of language teaching, some of the ways in which first language, nativised, and non-nativised varieties of English differ.

Introduction
Welcome to TESOL 500 Talking Across Cultures. The main focus of this unit is critical intercultural communication and pragmatics. This is achieved by examining and comparing the speech styles of various world cultures, especially those which have contributed to contemporary Australia, i.e., Aboriginal, European, Middle Eastern and Asian. The unit also looks at different varieties of English and examines connections between the way we speak across cultures and the dimensions of culture, power, identity and adaptation that come into play.

The unit considers the extent to which cross-cultural stereotyping and prejudice are the result of misinterpretation of speech styles and aims to encourage reflection upon what constitutes a culture as well as pragmatic and linguistic causes of misunderstandings.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Interpret and apply the terms ‘cultures’, ‘speech styles’ and ‘pragmatics’</td>
<td></td>
</tr>
<tr>
<td>2 Interpret and apply how speech styles may differ within and across selected cultures and media</td>
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<tr>
<td>3 Analyse ways in which differences across speech styles can lead to cross-cultural misunderstanding</td>
<td></td>
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<tr>
<td>4 Analyse how certain cross-cultural prejudices impact on communication</td>
<td></td>
</tr>
<tr>
<td>5 Analyse how written styles may differ across and within cultures</td>
<td></td>
</tr>
</tbody>
</table>
### Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>Thinking skills (use analytical skills to solve problems)</td>
</tr>
<tr>
<td>Communication skills</td>
<td>Information skills (confidence to investigate new ideas)</td>
</tr>
<tr>
<td>International perspective</td>
<td>Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)</td>
</tr>
<tr>
<td>(value the perspectives of others)</td>
<td>Technology skills (confidence to tackle unfamiliar problems)</td>
</tr>
<tr>
<td>Cultural understanding</td>
<td>Professional Skills (work independently and as a team) (plan own work)</td>
</tr>
<tr>
<td>(value the perspectives of others)</td>
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</tr>
</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

### Learning Activities

The unit is fully on-line. Do make best use of the available on-line materials to maximise your learning and achievement of unit outcomes and involve yourself in the discussion board.

The learning activities are arranged into weekly content sessions and include:

- powerpoint slides, lecture notes, quizzes and tutorial exercises;
- readings from the textbook as well as journal articles and book chapters available through Curtin Library e-Reserve.
Learning Resources
Library Reserve
There are resources for this unit in the library Reserve collection. To access these resources, please click on the following link:
http://link.library.curtin.edu.au/primo/course?LING5001

Essential texts
The required textbook(s) for this unit are:

  (ISBN/ISSN: 978-0-8264-9310-1)

Other resources
You do not have to purchase the following articles/textbooks. Most of them are available in Curtin Library’s online e Reserve section. Type Talking Across Cultures into the search bar. Note: Many are very old readings but they are seminal works in the area of intercultural communication and therefore essential as a backdrop in order to understand how ideas about intercultural communication have become more critical. Be sure to read the more recent readings as well in order to gain a more up to date perspective.


**Journals:**

- *Journal of Intercultural Studies* (electronic version via library website)
- *Journal of Pragmatics* (electronic version via library website)
- *Language Sciences* (electronic version via library website)
- *Anthropological Linguistics* (hard copy in library)

**Websites:**

www.cios.org/encyclopedia/ethnography/6sample_study.htm
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Essay                    | 30 percent | Week: 5  
Day: 1 April (Friday)  
Time: 5:00pm WST            | 1,2,4                              |
| Mini-research project    | 45 percent | Week: 10  
Day: 6 May (Friday)  
Time: 5:00pm WST            | 1,3,4                              |
| Test                     | 25 percent | Week: 13  
Day: 27 May (Friday)  
Time: 4:00pm WST            | 1                                 |

Detailed information on assessment tasks

1. **Assessment 1: Essay (approx. 2000 words). 30 marks**

   **Text analysis.** The lecturer will give you two pieces of authentic spoken or written text (see blackboard). You should:
   - Analyse the texts using the SPEAKING acronym devised by Hymes; (To refresh your memory see Hymes, D. (1986). Models of interaction of language and social life: Toward a descriptive theory. This is reprinted in Kiesling, S.F., & Paulston, C.B. (Eds.), (2005). Intercultural discourse and communication (see list of references) or look at the following website: www.cios.org/encyclopedia/ethnography/6sample_study.htm
   - Comment on how effective the communication is overall as a speech act or speech event i.e. any misunderstanding, communication breakdown, pragmatic transfer or accommodation etc in the text;
   - Comment on any evidence of the dimensions of power, identity, adaptation or linguistic prejudice in the discourse;
   - Compare and contrast the two conversations and comment on any similarities or differences between the texts;
   - List any references in text and end text using APA 6th ed. style*.

   *Note extra marks will be allocated for evidence of extended reading on the topics. See criteria for marking and feedback sheet.

2. **Assessment 2: Mini-research project (approx. 3000 words) 45 marks**

   - Choose an area to investigate e.g. openings and closings by newsreaders around the world; complimenting; greeting; asking for favours etc. Survey and summarise very briefly some literature on this topic (in this case it would be openings and closings across cultures) just to locate your investigation within the literature and explain terms (do not let this take over the assignment as the investigation and comparison is the main part).
   - Collect one or more examples of speech from at least two different cultures and analyse the speech styles used. For example, you could collect samples from different news programmes for the above topic or examples of situations where different people are complimenting each other in different cultures or greeting each other. Another way to approach the task is to look at the way that the same people speak when they are operating within different cultures i.e. an academic culture and a home culture. Your topic should reflect the topics discussed in the unit.
   - You may use pre-existing texts that are available in public space (for example Youtube, Q and A transcripts, movies, soap operas etc). Alternatively, you may collect authentic data from your participants in a natural setting (you need to get the consent from the participants and may not use the data for public presentation or publication. It's only for the purpose of the unit assignment.) If you find this difficult you should speak to your lecturer.
   - Speakers texts should be kept anonymous. Data should be analysed and findings written up. Conclusions should include reference back to the literature reviewed.
NOTE: If you cannot find any suitable speaking situations and want to do writing samples you need to check this with your lecturer to see if this is acceptable as the unit does not deal with writing across cultures in much depth due to lack of time - the focus of the unit being on talking.

The format for Assessment 2 should be as follows:

1. Brief Introduction, definition of terms and statement about what you intend to investigate
2. Mini review of related research or literature – start off with a small survey of general literature on the subject and then finish off with literature more specifically related to your study if possible.
3. Presentation of data, text or findings
4. Analysis and discussion of data or findings relating discussion back to your literature
5. Conclusions
6. References (APA 6th ed. style)

3. Assessment 3: e-Test 25 marks

This assessment is a test comprised of short answer and essay questions on all the areas covered in the course. The open-book test will take place in the last week of the unit (week 13).

Pass requirements

In order to pass this unit, all assessment tasks must be submitted and an overall mark of 50% or more must be achieved. Assessments are not considered as submitted if any required sections are incomplete, or if the electronic file is unreadable. It is a student’s responsibility to ensure that assessments are complete and have been successfully uploaded in a readable format.

A student who has received a Fail Grade (less than 50%) for an assessment, but achieves at least 40% of the possible mark for an assessment that was handed in on time, will be offered the opportunity to resubmit. The maximum a resubmission can be awarded is 50% of the possible mark and only one assessment resubmission per unit is possible. The resubmitted work must be received by the due date.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.
The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners' meeting.

**Deferred assessments**

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

**Supplementary assessments**

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 18/07/2016 and 29/07/2016. Notification to students will be made after the Board of Examiners' meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check your OASIS email for details.

**Referencing style**

The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site: [http://libguides.library.curtin.edu.au/referencing](http://libguides.library.curtin.edu.au/referencing).

**Copyright**

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

**Academic Integrity (including plagiarism and cheating)**

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin's Academic Integrity
Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Curtin School of Education Assessment Extension
The Unit Coordinator is responsible for ensuring that the guidelines contained in the Curtin University Student Assessment and Progression policy are adhered to in their unit/s. The onus is on students to provide evidence that their inability to complete an assessment task by the due date can be accepted as being due to exceptional circumstances beyond the student’s control. Such exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

- Injury, illness or medical condition
- Family issues
- Commitments to participate in elite sport
- Commitments to assist with emergency service activities
- Unavoidable and unexpected work commitments

These guidelines can be found in Curtin University’s Assessment and Student Progression manual.

Students must apply for an Assessment Extension using the Assessment Extension form located at: http://students.curtin.edu.au/administration/forms.cfm. The form and any supporting documentation must be submitted to the Unit Coordinator or delegate (i.e., lecturer or tutor) before the assessment date/time or due/time. An application may be accepted up to five working days after the due date of the assessment task where the student is able to provide an acceptable explanation as to why he/she was unable to submit the application prior to the assessment date.

Students will be notified of the outcome of their application for Assessment Extension within five working days of the application. For assignments or other submitted work, an extension will normally be granted up to seven days after the initial due date/time, unless the circumstances warrant a longer delay. If an application for Assessment Extension is rejected, the Unit Coordinator must provide reasons for her/his decision. Students have the right of appeal (to the Head of School).

Curtin School of Education Assessment Appeals
Any student who genuinely believes that assessed work has been unfairly or inaccurately marked or that their final unit grade is inappropriate, has the right to request a review of the mark or final result. If this review process is unable to resolve the issue, a formal assessment appeal may be lodged.

It is expected that most situations will be able to be resolved without the need for a formal appeal.

- Step 1 – Initial Request for Review by marker or Unit Co-ordinator. This informal review will be to check that marking was accurate and complete. The work is not completely re-assessed. Marks cannot be reviewed downwards as a result of this informal process.
- Step 2 – Formal Appeal. If the appeal is upheld and the work re-assessed, this can then result in a mark that is higher, lower or the same as the original assessment.

Corrupted or Unreadable Files
Assessments are not considered as submitted if the electronic file is not readable. It is a student’s responsibility to ensure that assessments have been successfully uploaded in a readable format.

It is strongly recommended that students check all uploaded assessments by re-accessing Blackboard and attempting to open and read the uploaded file.

If a lecturer or marker encounters a problem with a submitted file, the student will be notified and must provide a readable file within 48 hours of this notification, after which time it will be considered as a late submission. Students should check their Curtin student email daily during the assessment marking period.

Student Support
OUA students will find that most information they need can be found on our dedicated student support website: www.soecurtin.org/wp/

Some specific services offered to Curtin OUA students are as below:

Smarthinking through OUA
This service is designed to supplement students’ learning experiences while studying at Open Universities Australia.
Students are linked to a service administered outside the Blackboard environment and independent of Curtin University and OUA. Smarthinking enables students to connect to a tutor 24 hours a day, 7 days a week. More information is available on Blackboard. Note that Smarthinking tutors do not have any details relating to assessment tasks and so the help they offer may not align with actual assessment requirements.

To access Smarthinking:
2. From My courses & units select the Current units tab
3. Click on the Smarthinking link, next to the list of units

For problems logging in, please contact the OUA Student Advisors by email advisors@open.edu.au or by telephone +61 03 8628 2555.

Curtin Learning Centre
Comprehensive support for many aspects of students' learning is offered through face to face and online resources via the Learning Centre. http://unilife.curtin.edu.au/learning_support/learning_centre.htm

Curtin UniEnglish
This website has been designed to support students whose first language is not English. The Curtin University UniEnglish website contains English language resources, activities, support information, and links to diagnostic assessment tests. http://unilife.curtin.edu.au/learning_support/UniEnglish.htm

Curtin Counselling
All Curtin students are entitled to access Curtin Counseling for free, confidential and professional services. This includes online students who may require individual counselling for personal, psychological, or study-related issues (although please note that the counselling service is not the appropriate avenue for pursuing assessment queries or debates). http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm

Enrolment
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities
It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University's “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:
Assessments and program calendar have been updated.
<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date 2015</th>
<th>Lecture</th>
<th>Pre-readings</th>
<th>Discussion qs/quiz/tests</th>
<th>Assessment Due</th>
</tr>
</thead>
</table>
| 1    | 29 February     | **Topic: Communication and culture** | Spencer-Oatey (in Spencer-Oatey)  
Definition of terms  
Dimensions of culture  
Failure of communicative style  
Zegarac (in Spencer-Oatey)  
Verschueren (in Garcia & Otheguy)  
Pillar (in Paulston, Kiesling & Rangel)  
Moon (in Nakayama & Halualani) | Discussion Qs 1  
Quiz 1 | |
| 2    | 7 March         | **Topic: Pragmatic transfer, Schema Theory and Accommodation Theory** | Zegarac & Pennington (in Spencer-Oatey)  
Ylanne (in Spencer-Oatey)  
Sharifian  
Hymes (in Kiesling & Paulston) | Discussion Qs 2  
Quiz 2 | |
| 3    | 14 March        | **Topic: Varieties in speech styles and attitudes to varieties** | Canagarajah (in Paulston, Kiesling & Rangel)  
Brown and Ford  
Todd (in Garcia & Otheguy)  
Algeo (in Garcia & Otheguy)  
Edwards (John) | Discussion Qs 3  
Quiz 3 | |
|      | 21 March        | **Topic: Adaptation, identity and power** | Fougere (in Spencer-Oatey)  
Malcolm (in Garcia-Otheguy) | Discussion Qs 4  
Quiz 4 | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors</th>
<th>Activities</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 March</td>
<td><strong>Directness, politeness and communication strategies across cultures</strong></td>
<td>Edwards (Viv) (in Garcia-Otheguy) Chick (in Garcia &amp; Otheguy) Eades (in Paulston, Kiesling &amp; Rangel) Alim (in Kiesling &amp; Paulston)</td>
<td>Discussion Qs 5 Quiz 5 Assessment 1 Text analysis</td>
<td>1 April Friday</td>
</tr>
<tr>
<td>4 April</td>
<td><strong>FACE, CAT, CAFT, modification and other strategies in speech styles</strong></td>
<td>Holmes (in Paulston, Kiesling &amp; Rangel) Wierzbicka Platt (in Garcia &amp; Otheguy) pp 24-29 Eades Kachru Mehrrotra (in Garcia-Otheguy) Lempert (in Paulston, Kiesling &amp; Rangel) Sifianou (in Kiesling &amp; Paulston)</td>
<td>Discussion Qs 6 Quiz 6</td>
<td></td>
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<tr>
<td>11 April</td>
<td><strong>Concepts underpinning Japanese and Korean speech styles and ways of listening in Japan</strong></td>
<td>Miller (in Spencer-Oatey) Brown Hayashi &amp;</td>
<td>Discussion Qs 7 Quiz 7</td>
<td></td>
</tr>
</tbody>
</table>
|    | 7 | Japanese and American workplace interaction  
Concepts of *amae* and *eungsok*, *Aizuchi* | Yamamoto (in Paulston, Kiesling & Rangel)  
Doi  
Lo Castro |
|    | 8 | **18 April**  
**Topic: Naming practices, relationships and hierarchies**  
Korean, French, Italian and Aboriginal speech styles | Haviland  
Yoon |
|    | 9 | **25 April**  
**Topic: Apologising, complimenting, congratulating and commiserating**  
Arabic, English, Polish, Hungarian and Japanese speech styles | Tanaka, Spencer-Oatey, Cray (in Spencer-Oatey)  
Suszczynska  
Nelson, G., Al Batal, Echols |
|    | 10 | **2 May**  
**Topic: Greetings and leave-taking**  
Arabic, Chinese, Vietnamese speech styles | Davies & Bentahila (in Paulston, Kiesling & Rangel)  
Platt (in Garcia & Otheguy)  
Youssouf, Grimshaw, Bird  
Al Nasser |
|    | 11 | **9 May**  
**Topic: Writing across cultures** | Kaplan  
McKay |
|    | 12 | **16 May**  
**Topic: Phone calls across cultures**  
France, Australia and the USA | Godard  
Pavlidou (in Spencer-Oatey) |
|    | 13 | **23 May**  
**Open book test of the unit’s work to download, complete and send back electronically** | Unit test  
Assessment 3 e-Test  
Due 27 May Friday |