

**Classroom Format:** Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Spring 2017

## Specialized TESOL Methodology: Listening

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### Course description

In this course, we will focus on introducing the theory and the practice of teaching listening. We will first look at theoretical backgrounds of listening and then examine various techniques used to teach listening. The participants will analyze and evaluate their own listening activities, consider ways to modify them, and develop original activities to teach listening. The course will start with the review of theoretical background, followed by an analysis of an activity and the teaching practice.

### Course materials

Required:

Rost, Michael (2016). Teaching and researching listening (3rd ed.). New York: Routledge

Additional reading materials will be provided by the instructor and by the classmates.

### Assessment/Grades

▪ Class participation:	50%
▪ Reflection of your classroom teaching	25%
▪ Microteaching	25%
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<b>Total:</b>	<b>100%</b>

This course takes a Pass/Fail grading system.

### Assignments

#### 1. Reflection of your classroom teaching

Section II of the course textbook provides a variety of factors that need to be considered when we teach listening skills. You will be asked to do one of the following in this assignment:

- (1) If you have done any listening activities before, analyze one of them using 3-5 factors among those in Section II.
- (2) If you have not done any listening activities before, plan one that you might want to do in the near future in your classroom and analyze it using 3-5 factors among those in Section II.

You will give a short presentation (approximately 10-15 minutes) to explain how the listening activity was/would be effective/not effective from perspectives of the factors you selected.

Please prepare either a handout or PowerPoint slides to give a presentation. This assignment is connected to the next assignment, **Microteaching**.

#### 2. Microteaching / Reflection of your trial

You will be asked to do one of the following:

- (1) If there is a chance to do any listening activity in your classroom, please do so and reflect upon the activity. You should give a presentation of the activity in class.

- (2) If there is no chance to try out a listening activity in your classroom teaching, you have to do microteaching on listening in our class.

More details will be given on the first day of the class.

**Class schedule (tentative, and subject to change)**

Day	date	Time	Topics / Class activities	Homework for the day
1	June 17 (Sat)	16:00-18:00	- Course introduction - Section I	- Read Sections I & II
		18:00-20:00	- Section II - Introducing Microteaching	
2	24 (Sat)	16:00-18:00	- Section II - <b>Reflection of your classroom teaching (presentation)</b>	- Read Section II - Prepare for a presentation
		18:00-20:00	- <b>Reflection of teaching techniques (presentation)</b> - Getting started with Microteaching	
3	July 1 (Sat)	16:00-18:00	- <b>Microteaching</b>	- Prepare for microteaching
		18:00-20:00	- <b>Microteaching</b> - Discussion on microteaching - Wrap-up	

**Reference List (These are NOT the textbooks for this course.)**

Brown, S. (2011). Listening myths: Applying second language research to classroom teaching. Michigan: The University of Michigan Press.

Field, J. (2008). Listening in the language classroom. UK: Cambridge University Press.

Nation, I. S. P., & Newton, J. (2009). Teaching ESL/EFL listening and speaking. New York: Routledge.

Richards, J. C., & Burns, A. (2012). Tips for teaching listening: A practical approach. Pearson

Rost, M., & Wilson, J. J. (2013). Active listening. New York: Routledge.

Vandergrift, L., & Goh, C. C. M. (2012). Teaching and learning second language listening: Metacognition in action. New York: Routledge.