

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

**Specialized Practicum and Classroom Observation:
Listening and Speaking (ELECT / 3 cr.)**

Instructor: Chris Carl Hale
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Instructor: Prof. Chris Hale

4/8 (Sun. 10:00-17:00)	4/22 (Sun. 10:00-17:00)	6/3 (Sun. 10:00-17:00)
6/24 (Sun. 10:00-17:00)	7/22 (Sun. 10:00-17:00)	

Note: Online work equivalent to 4 hours will be provided.

Class Texts.....

Nation, I.S.P; Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking (ESL & Applied Linguistics Professional Series)*. NY: Routledge ISBN: 978-0415989701

Folse, K. (2006). *The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom*. ISBN: 978-0472031658

(Optional): Wong & Waring (2010). *Conversation Analysis and Second Language Pedagogy*. ISBN: 978-0-415-80637-4

*Other supplemental readings provided electronically

Course Description.....

This course will focus on introducing the practice and theory of teaching listening and speaking methodologies. The course is aimed at developing student teachers' professional competence through introducing systematic approaches to, and reflections upon, the teaching of second language (L2) listening and speaking with an emphasis on CLT, communicative language teaching. Participants will examine various techniques designed to enhance language learning, evaluate existing materials, and consider creative ways to modify those materials as well as develop original materials to enhance listening comprehension, speaking ability and overall communicative competence. There will be an emphasis on noticing and improving upon one's own practice through conducting microteachings and viewing videos of themselves and peers in their real teaching contexts. Students will participate in a weekly online discussion where they will reflect upon class readings between class meetings.

Pre-course Assignment

All students should be familiar with their Kanda email addresses, and their Google Apps accounts. Send an email to the instructor (from their Kanda Gmail address) briefly introducing themselves, and their teaching situation. In-service teachers should bring to the first class the current textbook they use in their classes along with a *simple listening and/or speaking* lesson plan they have used with the text. **In addition, students should read the following two chapters from the required textbooks before the first meeting. If you need PDFs of these chapters, please email me:**

- Flowerdew & Miller (2005) Chap 6
- Nation & Newton (2009) Chap 1

If students are unable to get the books, electronic versions of the chapters will be sent to the students when they send their introductory email to the instructor.

Course Objectives.....

Student teachers will:

- develop understanding of the theoretical and practical processes involved in L2 listening and speaking and enhance comprehension and acquisition of these skills within a Communicative Language Teaching (CLT) framework.
- get hands-on experience evaluating, adapting, and creating materials for teaching and facilitating L2 communicative competence through microteaching, observing and evaluating.
- learn to integrate L2 skills instruction into a framework applicable to their own unique context
- expand a teaching portfolio in order to develop an evolving “philosophy of teaching” that can serve as a framework for practice.

Course Requirements.....

Attendance: This class will provide you with opportunities to improve your language teaching. Because this is a workshop-style class, attendance is vital. If you must be absent, please notify me or send me an email. Please be punctual; arriving late disrupts the work of the whole class. Part of the course is learning to listen intelligently and to evaluate peer teaching presentations.

Participation: This is not a lecture-style class; therefore, it is crucial to participate actively in all class and online activities and discussions. It is your chance to become involved in the class and share your ideas; we are all interested in what you have to say.

Class Readings and Assignments: You are responsible for having done the assignments before the class or online discussion of that text.

Course Assignments.....

In light of the seminar format of the course, active participation will be required of all students. In addition, you will be required to do the following during the semester:

1. READINGS

Relevant chapters from the course text(s).
Additional articles distributed in class electronically.

2. ORAL PRESENTATIONS/ GROUP DISCUSSIONS

Discussions: You will be asked to engage in small group discussions (both in class and online) designed to encourage reflection upon and questioning of one’s practice. Active participation is required. See below for information on Google Group full class discussions.

Microteaching: Students will be required to design and implement a number of 20 minute lessons designed around the teaching of listening and speaking (the number of lessons required will depend on enrollment). Lessons should be designed for the level of students they teach, or anticipate teaching in the future. You will be assessed on how well your lessons conform to the Pedagogical Model presented by Flowerdew and Miller (2005) and the Four Strands presented by Nation and Newton (2009) (See Peer Observation Form in this booklet).

3. FINAL PROJECT: ACTION RESEARCH PAPER USING CONVERSATION ANALYSIS

Final Paper: Submit an APA compliant 10-20 page paper (not including references and appendices) in MS Word Doc format or link to a Google Doc. This paper will be a detailed examination of a string of talk you isolate from your teaching context. This can be talk between two or more students,

or yourself and one or more students. The aim is for you to look critically and analytically at actual classroom discourse your lessons are producing and how it reflects spoken L2 discourse by your students. The specific details of the paper, including conversation analysis (CA) transcription format, will be discussed in detail when we begin covering the Waring and Hale readings. Sample papers will be provided.

Grading.....

This is a letter grade course, and P/F. It is possible to get a low grade if the above requirements are not met. Students taking the course for P/F must complete the equivalent of 60 points.

The following is the breakdown of grades/points for this course:

In class participation/Microteaching	50 points
Online discussion forum:	25 points
Final CA Project:	25 points
	Total: 100 points

Grading Scale

A+=98-100% (Exceptional)	A= 94-97% (Outstanding)	A-=90-93% (Excellent)
B+=87- 89% (Very good)	B=84-86% (Good)	B-=80-83% (Acceptable)
C+=75-79 (Fair)	C=70-74% (Minimal)	C-=60-69% (Very low)
F=below 60% (Unacceptable).		

Online Forum Procedure.....

As part of the class participation requirement for this course, students are required to engage in a full-class on-line forum between class meetings. Questions will be posted (nearly) every week by the instructor related to the assigned readings, and students must make at least one response to the question. Students can also respond to what others have said. Participation in these full-class discussions can be accomplished through Gmail by replying to the original message. Gmail will keep all responses to the same email “threaded” together in your inbox. Please do not make a new message when responding to the question, rather, simply hit the “reply” button as you would for any email message. Post length should be between 200 and 300 words: be concise. If you would like to post an unrelated comment to the whole group (such as some useful resources you have found and would like to share with everyone), this can easily be done by sending an email to the group address (see below). You should add this address to your contacts as soon as possible.

The Group **email** address is:

TBA (depending on enrollment, a group email address may not be necessary)

Microteaching Peer Observer Form

Peer observer’s name:

Teacher’s name:

Eight Dimensions:	Yes	No	Not Clear
1) Individual			
2) Cross Cultural			
3) Social			
4) Contextualized			

5) Affective Factors			
6) Strategic Aspects			
7) Intertextuality			
8) Critical Features			
Four Strands:	Yes	No	Not Clear
1) Meaning Focused Input			
2) Meaning Focused Output			
3) Deliberate Attention			
4) Developing Fluency			
Other Aspects:	Yes	No	Not Clear
The lesson integrated two skills			
The lesson objective was clear			
The lesson objective was met			
The lesson was well organized			

What did you find interesting or unique about this microlesson that you might adapt to your own teaching?

For any areas above where you checked either “no” or “not clear,” can you think of any ways these might be addressed in the lesson? (or possibly another lesson in the unit?)

Course Schedule.....

Listening & Speaking Practicum Spring 2018 Course Schedule

Date	Assignment	Focus
Apr 8 (Sun) (Meeting #1)	Pre-course Assignments (See Syllabus) Read: Flowerdew & Miller (2005) Chap 6 Read: Nation & Newton (2009) Chap 1	Introductions/ Course Overview 8 Dimensions and 4 Strands revisited
April 9 (Mon)	Read: Nation & Newton (2009) chap 2 Read: Folse (2006) Intro, chap 1,2 Participate in online Discussion forum (April 9-April 15)	Approaches to teaching speaking
April 16 (Mon)	Read: Flowerdew & Miller (2005) Chap 4 Read: Wong and Waring (2010) Chap 1 Participate in online Discussion forum (April 16-April 22)	Communicative competence
April 22 (Sun) Meeting #2	Student Microteaching	
April 23 (Mon)	Read: Dornyei (1995) Read: Nakatani (2005) Participate in online Discussion forum (April 23-29)	Strategic communicative competence
April 30 (Mon)	GOLDEN WEEK (NO READINGS)	
May 7 (Mon)	Read: Wong & Waring (2010) Chap 2 Read: Hale, Nanni & Hooper (2018) Participate in online Discussion forum (May 7th-May 13)	Using “CA” to inform practice
May 14 (Mon)	Read: Folse (2006) Chap 4 Read: Nation & Newton (2009) Chaps 6,7 Participate in online Discussion forum (May 14-May 20)	Speaking activities through “pushing” output
May 21 (Mon)	Read: Nation & Newton (2009) chap 8,9 Participate in online Discussion forum (May 21-May 27)	Authentic Materials
May 28 (Mon)	Read: Wong & Waring (2010) chap 7, 8 Participate in online Discussion forum (May 28-June 3)	EPA and IRF
June 3 (Sun) Meeting #3	Student Microteaching	
June 4 (Mon)	Read: Nation & Newton (2009) Chap 10	Assessing Listening

	Read: Folse chap 6 Participate in online Discussion forum (June 4-June 10)	and Speaking
June 11 (Mon)	Read: Waring (2008) Read: Hale (2011) Participate in online Discussion forum (June 11- June 17)	EPA and IRF in action research
June 18 (Mon)	Read: Folse (2006) chap 5 Read: Hale (2012) Participate in online Discussion forum (June 18-June 24)	Potential problems in speaking
June 24 (Sun) Meeting #4	Student Micro-teaching Bring CA data to class to analyze	
June 25 (Mon)	Read: Taomae (2011) Read: Hooper (2016) Participate in online Discussion forum (June 25-July 1)	Models of Final Paper
July 2 (Mon)	Read: (no readings, online discussion to discuss ideas for paper) Work on CA paper	
July 9 (Mon)	Read: (no readings, online discussion to discuss ideas for paper) Work on CA paper	
July 16 (Mon)	Read: (no readings, online discussion to discuss ideas for paper) Work on CA paper	
July 18 (Mon)	Read: (no readings, online discussion to discuss ideas for paper) Collect CA Data	
July 22 (Sun) Meeting #5	FINAL CLASS: Student Microteaching Present findings in your final paper	
July 29 (Sun)	Final Papers Due by email or GDoc	