

June 2018

Specialized TESOL Methodology: Speaking

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Course description

In this course, we will focus on introducing students to basic theories about speaking, and principles and techniques for teaching speaking. We will also examine various topics related to the use of materials for teaching speaking, and methodological aspects of lesson planning, curriculum design, and assessment. The course will start with the presentation of theoretical background, followed by workshop activities and microteaching by students.

Course materials

Required:

Folse, K. S. (2006). *The art of teaching speaking: Research and pedagogy for the ESL/EFL classroom*. University of Michigan.

Assessment/Grades

▪ Class participation:	50%
▪ Critique of a speaking activity	20%
▪ Microteaching	30%

Total:	100%

This course takes a Pass/Fail grading system.

Projects

1. Critique of a speaking activity

This task consists of two steps:

- (1) Read the section of "Issues for Reflection" in each Case in Chapter 3 of the textbook, and select five Issues that you want to take into consideration to conduct/improve your classroom teaching.
- (2) Based on your reflections on those Issues, critique one of "Twenty Successful Activities" given in Chapter 4. You should mention what is good about the activity, what needs to be changed, and how it can be improved. You will be asked to give a 10-minute presentation in class. Although it is not mandatory for you to prepare any visual aids (e.g., PowerPoint, handouts), you are welcome to use them. You do not need to write up a report on this.

2. Microteaching

You will be asked to give microteaching on speaking, using an activity that you have developed for your own classroom. More details will be given on the first day of the class, but for your information, here is a tentative schedule of the task:

Task	When?
1. Brainstorm the lesson you might want to design	First day (Saturday, June 9)
2. Send your microteaching plan to Yasuko by email	by 10pm on Sunday, June 24
3. Do microteaching	Saturday, June 30, 16:00-19:00
4. Evaluate your microteaching through class discussion	Saturday, June 30, 19:00-20:00

Class schedule (tentative, and subject to change)

Day	date	Time	Class activities	Homework
1	June 9 (Sat)	16:00-18:00	<ul style="list-style-type: none"> - Course introduction - Introduction - Chapter 1: Five Fundamental Factors in Planning and Teaching a Conversation Class 	<ul style="list-style-type: none"> - Read pp. 1-57
		18:00-20:00	<ul style="list-style-type: none"> - Chapter 2: Research on the Teaching of Conversation 	
2	16 (Sat)	16:00-18:00	<ul style="list-style-type: none"> - Chapter 3: What Does a Conversation Class Look Like? - Chapter 4: Twenty Successful Activities - Chapter 5: Ten Unsuccessful Activities - Critique of a speaking activity 	<ul style="list-style-type: none"> - Prepare for Critique, based on pp. 58-206 - Read pp. 207-251
		18:00-20:00	<ul style="list-style-type: none"> - Chapter 6: Assessing Speaking - Appendix A (Ten Things You Should Know about Teaching ESL/EFL Vocabulary), B (Twelve Things You Should Know about Teaching ESL/EFL Pronunciation), & C (The Role of Grammar in Teaching ESL/EFL Speaking) 	
3	30 (Sat)	16:00-19:00	<ul style="list-style-type: none"> - Microteaching 	<ul style="list-style-type: none"> - Prepare for microteaching
		19:00-20:00	<ul style="list-style-type: none"> - Discussion on microteaching - Wrap-up 	