



### 1. COURSE DESCRIPTION

This is a required four-credit course for the Master’s Program in Teaching English, taught over one semester, three hours a week. The purpose of the course is to facilitate and guide the participants’ exploration of the nature of listening and speaking and of the ways in which these skills are developed, integrated and evaluated in the English language (L2) classroom.

### 2. GENERAL OBJECTIVE

At the end of the course, the participants will be able to better and critically explore the different factors and aspects involved in the teaching of the listening and speaking skills by analyzing, applying and integrating the different practical and theoretical views supporting their development.




**2.1 Specific objectives:** The participants will be able to adequately and critically

1. analyze the cognitive and metacognitive processes, as well as the cultural, social, and affective factors involved in developing listening and speaking skills.
2. develop appropriate methodological stages to design listening and speaking activities responding to the learners’ wants, lacks and needs.
3. design effective evaluation instruments to determine the learners’ progress in listening and speaking.
4. make informed decisions to select, adapt, and develop listening and speaking tasks.
5. discriminate between learner strategies that will lead students towards the autonomous development of listening and speaking skills.
6. analyze ones’ own practices regarding the teaching and the assessment of listening and speaking skills.

### 3. CONTENTS AND WORKING SYLLABUS:

<b>Week 1</b> <b>March 17</b>	<ul style="list-style-type: none"> <li>✚ Introduction to the course</li> <li>✚ Course overview</li> <li>✚ Assign presentation dates</li> <li>✚ Nation, I.S.P. &amp; Newton, J. (2009) <b>Chapter 2:</b> Beginning to Listen and Speak in Another Language.</li> </ul>
<b>Week 2</b> <b>March 24</b>	<ul style="list-style-type: none"> <li>✚ Anderson, A. &amp; Lynch, T. (1988). <b>Chapter 1</b></li> <li>✚ Buck, G. (2001). <b>Chapter 2:</b> What is unique to listening?</li> <li>✚ Flowerdew, J. &amp; Miller, L. (2005).  <b>Chapter 1:</b> Approaches to language Teaching and the role of listening  <b>Chapter 3:</b> Types of meaning for listening</li> </ul>
<b>Week 3</b> <b>March 31</b>	<ul style="list-style-type: none"> <li>✚ Anderson, A. &amp; Lynch, T. (1988):  <b>Chapter 3:</b> Listening skills in foreign learners  <b>Chapter 4:</b> Graded development of listening skills</li> <li>✚ Lynch, T. (2009): <b>Chapter 6:</b> Listening Strategies and Listening skills</li> </ul> <p><b>CLASS DISCUSSION 1:</b> _____</p>

<b>Week 4</b> <b>April 7</b>	<ul style="list-style-type: none"> <li>✚ Flowerdew, J. &amp; Miller, L. (2005). <b>Chapter 4:</b> Learning Styles and Listening strategies</li> <li>✚ Cohen, A. &amp; Macaro, E (eds.). (2007). <b>Chapter 8:</b> Mararo, E., Graham, S. &amp; Vanderplank, R. A review of listening strategies: focus on sources of knowledge and success.</li> </ul>
<b>Week 5</b> <b>April 14</b>	<b>NO CLASS: HOLY WEEK</b>
<b>Week 6</b> <b>April 21</b>	<ul style="list-style-type: none"> <li>✚ Anderson, A. &amp; Lynch, T. (1988). <b>Chapter 5:</b> listening materials</li> <li>✚ Lynch, T. (2009): <b>Chapter 7:</b> listening materials and listening tasks</li> </ul> <b>CLASS DISCUSSION 2:</b> _____
<b>Week 7</b> <b>April 28</b>	<ul style="list-style-type: none"> <li>✚ Buck, G. (2001). <b>Chapter 3:</b> Approaches to assessing listening <b>Chapter 5:</b> Creating tasks</li> <li>✚ Flowerdew, J. &amp; Miller, L. (2005). <b>Chapter 11:</b> Testing listening</li> </ul>
<b>Week 8</b> <b>May 5</b>	<b>LISTENING DEMONSTRATIONS</b>  <b>Group 1:</b> _____ <b>Group 2:</b> _____ <b>Group 3:</b> _____
<b>Week 9</b> <b>May 12</b>	<b>FEEDBACK SESSION ON DEMONSTRATIONS</b>  <ul style="list-style-type: none"> <li>✚ Harmer, J. (2015). <b>Chapter 21:</b> speaking <b>Chapter 8:</b> paralinguistics</li> <li>✚ Bygate, M. (1987). <b>Chapter 1</b> Speaking as a skill <b>Chapter 3</b> Production skills <b>Chapter 4</b> Interactions skills</li> </ul> <b>CLASS DISCUSSION 3 :</b> _____
<b>Week 10</b> <b>May 19</b>	<ul style="list-style-type: none"> <li>✚ Richards, J. (2012). <b>Chapter 1:</b> speaking and the language learner <b>Chapter 2:</b> Cognitive processes in speaking <b>Chapter 3:</b> Speaking competence</li> <li>✚ Thornbury, S. &amp; Slade, D.(2006). <b>Chapter 2:</b> implications (vocabulary) <b>Chapter 3:</b> 3.10 what do learners need to know? (grammar) <b>Chapter 8:</b> Teaching conversation: Approach, design, etc.</li> </ul> <b>CLASS DISCUSSION 4:</b> _____
<b>Week 11</b> <b>May 26</b>	<ul style="list-style-type: none"> <li>✚ Cohen, A. &amp; Macaro, E (eds.). (2007). <b>Chapter 10:</b> Nakatani, Y. &amp; Goh, C. A review of oral communication strategies: focus on interactionist and psycholinguistic perspectives.</li> <li>✚ Bygate, M. (1987). <b>Chapter 5:</b> Learner strategies of communication</li> </ul> <b>CLASS DISCUSSION 5 :</b> _____
<b>Week 12</b> <b>June 2</b>	<b>RESEARCH PROJECT UPDATES</b>  <ul style="list-style-type: none"> <li>✚ Hughes, A. (1989). <b>Chapter 10:</b> Testing oral ability</li> <li>✚ Luoma, A. (2004). <b>Chapter 3:</b> Speaking tasks <b>Chapter 6:</b> Developing test specifications</li> </ul>

<b>Week 13</b> <b>June 9</b>	 Luoma, A. (2004). <b>Chapter 7:</b> Developing speaking tasks <b>STUDENTS HAND IN ESSAY</b>
<b>Week 14</b> <b>June 16</b>	<i>Specific features and integrating skills</i>  Nation, I.S.P. & Newton, J. (2009). <b>Chapter 9:</b> Developing Fluency <b>Chapter 10:</b> Monitoring and Testing Progress   Lynch, T. (2009). <b>Chapter 8:</b> integrating listening and speaking <b>SPEAKING DEMONSTRATIONS</b>
<b>Week 15</b> <b>June 23</b>	<b>Group 1:</b> _____ <b>Group 2:</b> _____ <b>Group 3:</b> _____
<b>Week 16</b> <b>June 30</b>	<b>Finals week at Lenguas Modernas</b> <b>STUDENTS HAND IN RESEARCH PROJECT</b>
<b>Week 17</b> <b>July 7</b>	<b>FINAL SCORES</b>

**3. METHODOLOGY:** The course will proceed mainly in workshop or seminar fashion. Reading assignments will form the basis of each class. Homework must be completed on time. **Active** participation is expected during presentations, class discussions and lectures. Participants will be asked to incorporate their knowledge and personal teaching experience into the course in various task formats.

**4. EVALUATION:** Grading will be based on the following criteria:

Classwork	15%
Demonstrations (2, in groups)	30% (15% each)
Reflective essay (individual)	15%
Class discussion ( in groups)	15%
Research project (in groups)	25%

#### **4. 1 Evaluation Criteria description**

##### **4.1.1 Classwork**

The following criteria will reflect **good classwork**:

- a. Attending class regularly.
- b. Studying all the material assigned in preparation for every class and handing in the corresponding written assignments.
- c. Bringing all required material to class.
- d. Contributing to class discussions by reacting to comments, asking questions, giving feedback to classmates, and providing insights.

- e. Participating actively in tasks by complying with the previous requirements and showing interest on the subject matter.

Classwork will be graded as follows:

- Attendance: 50%
- Active participation: 50%

**4.1.2 Class Discussions** will give you the opportunity to design and facilitate a **teacher training workshop** with your peers and for your peers. The focus should be on discussion and analysis of the main concepts in the readings, for example, by looking at selected teaching activities and discussing whether they reflect theoretical principles. You should **not** merely repeat what you have read but rather take the opportunity to be creative and try out activities from which you and your classmates can enjoy learning. Keep in mind that your presentation should not exceed 45 minutes, and that all members of the team must participate equally. Give the whole class the opportunity to get involved and make sure to monitor your classmates' understanding of the topic.

**4.1.3 Demonstrations** will give you the opportunity to design a teaching sequence that reflects the theoretical principles and practical recommendations studied in the course. In addition to the presentation, you will have to hand in a complete lesson plan for each demonstration.

**4.1. 4 Reflective essay** will give you the opportunity to reflect on your teaching practice as a teacher of listening and speaking. You must analyze your current speaking-and-listening practice and the theoretical principles of task design, skill incorporation and integration, etc. and how such practice should remain the same, change or improve, taking into account your present teaching content and resources available. Provide theoretical support for your analysis. (4 pages minimum-7 pages maximum; APA style)

**4.1.5 Research project:** For the research project updates, the groups will prepare a brief presentation (5 – 7 min.). In the update, they will share with the class the topic(s) they have chosen, the focus of their study, and their intended procedure. Then, they will share their progress, discuss changes to their original plan, and present preliminary results, if any.

Students will start working on their research projects at the end of August 2012 so that, ideally, most of the work is completed by the time of the second round of teaching demonstrations. Within the groups, students are responsible for the fair distribution of tasks and for managing the project timetable appropriately.

## 5. OTHER ASPECTS

- 5.1 The use of language will be evaluated in all oral and written assignments and will represent 20% of the grade.
- 5.2 Additional readings may be assigned every week.
- 5.3 No late assignments will be accepted.

## 6. NORMS

Students' work must be entirely their own. Plagiarism is a serious academic offense, and will be harshly penalized. It takes many forms, including copying the work of classmates. Another type is self-plagiarism. If you intend to use a research paper that you wrote for another course as a starting point for a new paper, check with your professor first and hand in a copy of the original paper.

The most common type of plagiarism is "cutting and pasting" ideas, phrases, sentences or paragraphs that are found on the Internet or in printed books or articles into a document, without proper citation.

The following are recommendations from Purdue University to avoid plagiarism (<http://owl.english.purdue.edu/owl/resource/589/01>):

- a. Develop a topic based on what has already been said and written, **but** write something new and original.
- b. Rely on opinions of experts and authorities on a topic, **but** improve upon and/or disagree with those same opinions.
- c. Give credit to researchers who have come before you, **but** make your own significant contribution.
- d. Improve your English or fit into a discourse community by building upon what you hear and read, **but** use your own words and your own voice.

## 7. REFERENCES

1. Anderson, A. & Lynch, T. (1988). *Listening*. Oxford: Oxford University Press.
2. Buck, G. (2001). *Assessing listening*. United Kingdom: Cambridge University Press.
3. Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
4. Macaro, E., Graham, S. & Vanderplank, R. (2007). *Language Learner Strategies*. Cohen, A. & Macaro, E. (Eds.). New York: Oxford University Press
5. Flowerdew, J. & Miller, L. (2005). *Second language listening: Theory and practice*. New York: Cambridge University Press.
6. Harmer, J. (2015). *The practice of English Language Teaching*. Essex, England: Longman

7. Hughes, A. (1989). *Testing for language teachers*. New York: Cambridge University Press.
8. Luoma, S. (2004). *Assessing Speaking*. UK: Cambridge University Press.
9. Lynch, T. (2009). *Teaching second language listening*. Oxford: Oxford University Press.
10. Nation, I.S.P. & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge
11. Omaggio Hadley, A. (2001). *Teaching language in context*. Third edition. Boston, MA: Heinle&Heinle.
12. Richards, J. (2012). *Teaching Speaking: A holistic approach*. New York: Cambridge University Press
13. Thornbury, S. & Slade, D. (2006). *Conversation: From description to pedagogy*. United Kingdom: Cambridge University Press.

## **7. ADDITIONAL REFERENCES**

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- Murphy, J. (2006). *Essentials of teaching academic oral communication*. United States: Thomson Heinle
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