

Universidad de Costa Rica
Sistema de Estudios de Posgrado
Escuela de Lenguas Modernas
Master's Program in Teaching English as a Foreign Language
II-2021

Course Syllabus

Name: Integration of Skills I: Listening and Speaking	Requisites: none
Code: PF-0305	Co-requisites: none
Credits: 4	Cycle: II
In-class work: 4 hours Out-of-class work: 12	Classification: Open to students admitted to the MA/TEFL Program)
Mode: Virtual	Modality: Theoretical / Workshop

Instructor: Dr. Alonso Canales

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COURSE OUTLINE

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 provide students with a comprehensive view of the nature of listening and speaking and of the ways in which these skills are developed, integrated and evaluated in a foreign language. This course is 100 % virtual.

Objectives:

1. Understand the cognitive and metacognitive processes, as well as the cultural, social, and affective factors involved in developing listening and speaking skills.
2. Follow appropriate methodological stages to design listening and speaking activities addressed to the learners' characteristics and needs.
3. Develop 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. Provide learners with strategies that will lead them towards the autonomous development of listening and speaking skills.
6. Reflect upon the students' own practices regarding the teaching and the evaluation of listening and speaking skills.
7. Gain experience in the development of teacher training workshops with your peers and for your peers.
8. Explore specific aspects of listening and/or speaking and evaluate the ways in which these aspects are addressed in language classrooms.

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. Since the course is 100% virtual, the institutional platform *Mediación Virtual* will be used to administrate class materials and assignments. In addition, weekly synchronous meetings will be run through a UCR-linked *Zoom* account.

Evaluation: Grading will be based on the following criteria:

Classwork	10%
Demonstrations (2, in groups)	30% (15% each)
Exams (2, individual)	30% (15% each)
Class discussion (in pairs)	10%
Research project (in groups)	20%

1. The following criteria will reflect good classwork:

- a. Attending Zoom sessions every Monday (2 sessions of 40 mins, with a 10 min break in between)
- b. Studying all the material assigned in preparation for every class and handing in the corresponding written assignments.
- c. Having all required material during the virtual class
- d. Contributing to class discussions by reacting to comments, asking questions, giving feedback to classmates, and providing insights.
- e. Participating actively in tasks.

Classwork will be graded as follows:

- Attendance: 50%
- Active participation: 50%

2. The use of language will be evaluated in all oral and written assignments, and will represent 30% of the grade.

3. Additional readings may be assigned every week.

4. 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 25 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.

5. 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.
6. Students will start working on their research projects at the end of August 2021 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.
7. **No late assignments will be accepted.**

Norms

1. 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.

References

- Anderson, A. & Lynch, T. (1988). *Listening*. Oxford: Oxford University Press.
- Bailey, K. M. (2005). *Practical English language teaching: Speaking*. New York: McGraw Hill.
- Buck, G. (2001). *Assessing listening*. United Kingdom: Cambridge University Press.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Flowerdew, J. & Miller, L. (2005). *Second language listening: Theory and practice*. New York: Cambridge University Press.

- Harmer, J. (1998). *How to teach English*. Malaysia: Longman.
- Helgesen, M. & Brown, S. (2007). *Practical English language teaching: Listening*. New York: McGraw Hill.
- Lynch, T. (2009). *Teaching second language listening*. Oxford: Oxford University Press.
- Mendelson, D. J. (1995). *Learning to listen: A strategy-based approach for the second language learner*. CA: Dominie Press, Inc.
- Mendelson, D. J. & Rubin, J. (1995). *A guide for the teaching of second language listening*. CA: Dominie Press, Inc.
- Omaggio Hadley, A. (2001). *Teaching language in context*. Third edition. Boston, MA: Heinle&Heinle.

Additional references

- Bailey, K. M. & Savage, L. (1994). *New ways in teaching speaking*. Virginia: TESOL, Inc.
- Brown, G. & Yule, G. (1983). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Flowerdew, J. (1994). *Academic Listening*. Great Britain: Cambridge University Press
- Hughes, A. (1989). *Testing for language teachers*. New York: Cambridge University Press.
- Luoma, S. (2004). *Assessing speaking*. United Kingdom: Cambridge University Press.
- Murphy, J. (2006). *Essentials of teaching academic oral communication*. United States: Thomson Heinle
- Nunan, D. & Miller, L. (1995). *New ways in teaching listening*. Virginia: TESOL, Inc.
- Richards, J. & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.
- Thornbury, S. & Slade, D. (2006). *Conversation: From description to pedagogy*. United Kingdom: Cambridge University Press.

Timetable

<p>Week 1 Aug 16-20</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to listening comprehension <input type="checkbox"/> Course overview <input type="checkbox"/> Assign presentation dates
<p>Week 2 Aug 23-27</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Helgesen & Brown, Chapter 1: <i>What is listening?</i> <input type="checkbox"/> Mendelsohn Ch. 1: <i>Learning & listening: Theoretical assumptions</i> <input type="checkbox"/> Guidelines for group Project
<p>Week 3 Aug 30-Sept 3</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Brown, Chapter 3: <i>Dimensions of difficulty in listening comprehension</i> <input type="checkbox"/> Mendelsohn, Chapter 2: <i>Learning strategies and listening strategies</i> <input type="checkbox"/> Flowerdew & Miller, Chapter 5: <i>Learning styles and listening strategies</i> <input type="checkbox"/> Class discussion 1: (Mendelsohn & Rubin, Chapter 3)
<p>Week 4 Sept 6-10</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Mendelsohn, Chapter 4: <i>The Essential features and design of a strategy-based listening comprehension course</i> <input type="checkbox"/> Lynch, Chapter 7: <i>Listening materials and listening tasks</i> <input type="checkbox"/> Helgesen & Brown, <i>Tasks and materials</i>, Chapters 2, 3, and 4 <input type="checkbox"/> Class discussion 2: (Mendelsohn, Ch. 4)
<p>Week 5 Sept 13-17 Holiday: Sept 13</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Flowerdew & Miller, Chapter 11: <i>Testing listening</i> <input type="checkbox"/> Buck, Chapter 3: <i>Approaches to assessing listening</i> <input type="checkbox"/> Class discussion 3: (Buck, Ch. 3)
<p>Week 6 Sept 20-24</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Instructor hands out exam 1 (take-home) <input type="checkbox"/> Guidelines for giving feedback after demonstrations
<p>Week 7 Sept 27-Oct 1</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Listening Demonstrations Group 1: Group 2:

<p>Week 8 Oct 4-8</p>	<p>Group 3:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bailey, Chapter 1: <i>What is speaking?</i> <input type="checkbox"/> Students hand in exam 1
<p>Week 9 Oct 11-15</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Bailey, Chapter 2: <i>Speaking for beginning level learners</i> <input type="checkbox"/> Harmer, Chapter 9: <i>How to teach speaking</i> <input type="checkbox"/> Class discussion 4: (Bailey, Ch. 2)
<p>Week 10 Oct 18-22</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Bailey, Chapter 3: <i>Speaking for intermediate level learners</i> <input type="checkbox"/> Bygate, Chapter 4: <i>Interaction skills</i> <input type="checkbox"/> Class discussion 5: (Bailey, Ch. 3)
<p>Week 11 Oct 25-29</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Bailey, Chapter 4: <i>Speaking for advanced level learners</i>
<p>Week 12 Nov 1-5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Class discussion 6: (Bailey, Ch. 4)
<p>Week 13 Nov 8-12</p>	<p>Omaggio: <i>Testing oral skills</i>, pp. 431 – 451</p> <p>Sessions with instructor to talk about the group project</p>
<p>Week 14 Nov 15-19</p>	<p>Speaking demonstrations</p> <p>Group 1:</p> <p>Group 2:</p>
<p>Week 15 Nov 22-26</p>	<p>Speaking demonstrations (continued)</p> <p>Group 3:</p>

Week 16 Nov 29-Dec 3 Holiday: Nov 29	Exam II: The exam will be assigned on Monday, Nov 29th Submit the exam by Saturday, December 4th
Dec 6-10	Submit your final project <u>no later than December 8th by 9 pm</u>

Ampliación: Friday, December 17th, 2021 at 2:00 PM

This chronogram is tentative and subject to changes as deemed appropriate by the instructor