Universidad de Costa Rica
Sistema de Estudios de Posgrado
Maestría Profesional en Enseñanza del Inglés como Lengua Extranjera
Integración de Destrezas I: Habilidades de Escucha y Habla
II-2024

Course Syllabus

Name: Integration of Skills I: Listening and Speaking	Requisites: none
Code: PF-0305	Co-requisites: none
Credits: 4	Cycle: II
Weekly Hours: 12 (2 synchronous, 10 asynchronous)	Classification: Open to students admitted to the MA/TEFL Program)

COURSE OUTLINE

Course description: This is a required four-credit course for the Master's Program in Teaching English, taught over one semester. 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 will be run 100 % virtually using the UCR platform *Mediación Vitual* and the application *Zoom*.

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 approximately 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 <u>all</u> 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 2022 so that, ideally, most of the work will be 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. *En caso que una persona estudiante no envíe una asignación en la fecha indicada, se le podrá otorgar hasta un máximo de 5 días hábiles para su entrega, descontándole un 10% del valor de la nota obtenida por cada día hábil de atraso. Una vez cumplido este plazo, la persona docente no recibirá ninguna entrega parcial o total. Sin embargo, la persona estudiante quedaría exenta de esta penalización si existe una situación que justifique el atraso, según lo establecido en el artículo 24 del Reglamento de Régimen Académico Estudiantil. Cualquiera sea el caso, es obligación de la persona estudiante informarle a su docente, por los medios institucionales oficiales, de la causa de la demora y aportar los documentos probatorios pertinentes.*

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. <u>Improve your English or fit into a discourse community by building upon what you hear and read</u>, **but** <u>use your own words and your own voice.</u>

References

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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.

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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.

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Flowerdew, J. (1994). *Academic Listening.* Great Britain: Cambridge University Press.

Hughes, A. (1989). *Testing for language teachers.* New York: Cambridge University Press.

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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

WEEK	ACTIVITIES
Week 1 August 12-16	☐ Introduction to listening comprehension ☐ Course overview ☐ Assign presentation dates
Week 2 August 19-23	☐ Helgesen & Brown, Chapter 1: *What is listening?* ☐ Mendelsohn Ch. 1: *Learning & listening: Theoretical assumptions* ☐ Guidelines for group project
Week 3 August 26-30	☐ Brown, Chapter 3: *Dimensions of difficulty in listening comprehension* ☐ Mendelsohn, Chapter 2: *Learning strategies and listening strategies* ☐ **Class discussion 1:** **(Brown, Chapter 3)**
Week 4 Sept. 2-6	☐ Flowerdew & Miller, Chapter 5: *Learning styles and listening strategies* ☐ Mendelsohn, Chapter 4: *The Essential features and design of a strategy-based listening comprehension course* ☐ **Class discussion 2:** **(Mendelsohn, Ch. 4)**
Week 5 Sept. 9-13	☐ Lynch, Chapter 7: *Listening materials and listening tasks* ☐ Helgesen & Brown, *Tasks and materials,* Chapters 2, 3, and 4
Week 6 Sept. 16-20	☐ <mark>Flowerdew & Miller, Chapter 11: *Testing listening*</mark> ☐ Buck, Chapter 3: *Approaches to assessing listening* ☐ **Class discussion 3:** **(Buck, Ch. 3)** ☐ **Exam 1 is assigned** ☐ Guidelines for giving feedback after demonstrations
Week 7	☐ **Listening Demonstrations**

Sept. 23-27	Group 1: Group 2:
Week 8 Sept. 30 – Oct 4	**Listening Demonstrations (continued)** Group 3: Group 4: ☐ **Students submit Exam 1**
Week 9 October 7-11	☐ Bailey, Chapter 1: *What is speaking?* ☐ Harmer, Chapter 9: *How to teach speaking* ☐ **Class discussion 4:** **(Harmer, Ch. 9)**
Week 10 October 14-18	☐ Bailey, Chapters 2 & 3: *Speaking for beginning &* *intermediate level learners* ☐ **Class discussion 5:** **(Bailey, Ch. 3)**
Week 11 October 21-25	☐ Bygate, Chapter 4: *Interaction skills*
Week 12 Oct 28 – Nov 1	☐ Bailey, Chapter 4: *Speaking for advanced level learners* **Class discussion 6:** **(Bailey, Ch. 4)**
Week 13 November 4-8	Omaggio: *Testing oral skills,* pp. 431 – 451 Sessions with instructor to talk about the group project **Class discussion 7:** **(Omaggio, Testing oral skills)**
Week 14 Nov. 11-15	**Speaking demonstrations** Group 1: Group 2:
Week 15 Nov. 18-22	**Speaking demonstrations (continued)** Group 3: Group 4:

Week 16 Nov. 25-29	**Exam II will be assigned on Nov 25th. Submit it by Saturday, November 30th.**
Week 17 Dec. 2-6	Submit your final project on Dec 7th.