

**English Education 8654**  
**Teaching Listening and Speaking**  
**Fall Semester 2015**

**Instructor:** James A. Elwood

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Office hours: Course meeting days from 12:00-2:00 (Please make an appointment by e-mail.)

Meeting time: The class meets from 6:00-9:00 pm every Monday from September 4 to December 4 in Room 302.

**COURSE GOALS**

- Examine current theories of language comprehension and production
- Consider the characteristics of an acquisition-rich listening/speaking classroom
- Evaluate specific activities designed to encourage the acquisition of various facets of listening and speaking ability in a foreign language
- Consider ways to assess listening and speaking

**TEXTBOOK**

Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Harlow, UK: Pearson Education.

A digital reading packet will also be provided.

**COURSE SCHEDULE**

**Session 1 (September 7): Introduction/Neurological Processing/Linguistic Processing**

- *Teaching and Researching Listening*, Introduction and Chapters 1 and 2

**Session 2 (September 14): Semantic Processing/Pragmatic Processing**

- *Teaching and Researching Listening*, Chapters 3 and 4

**Session 3 (September 21): Listening in Language Acquisition/ Approaches to Teaching Listening**

- *Teaching and Researching Listening*, Chapters 6 and 7

**Session 4 (September 28): Input and Interaction/ Instructional Design**

- *Teaching and Researching Listening*, Chapters 8 and 9

**Session 5 (Monday, October 5): Listening Assessment**

- *Teaching and Researching Listening*, Chapter 10 and review

**Session 6 (October 12): Exam #1 (Listening)**

**Session 7 (October 19): Complexity, Accuracy, and Fluency**

- Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics*, 30(4), 510-532.
- Ellis, R. (2009). The differential effects of three types of task planning on the fluency, complexity, and accuracy in L2 oral production. *Applied Linguistics*, 30(4), 474-509.
- Hunter, J. (2011). 'Small talk': Developing fluency, accuracy, and complexity in speaking. *ELT Journal*, 6(1), 30-41.

**Session 8 (October 26): Practice**

- Muranoi, H. (2007). Output practice in the L2 classroom. In R. M. DeKeyser (Ed.), *Practice in a second language: Perspectives from applied linguistics and cognitive psychology* (pp. 51-84). Cambridge, UK: Cambridge University Press.
- Mackey, A. (2007). Interaction as practice. In R. M. DeKeyser (Ed.), *Practice in a second language: Perspectives from applied linguistics and cognitive psychology* (pp. 85-110). Cambridge, UK: Cambridge University Press.

- Dörnyei, Z., & Thurrell, S. (1994). Teaching conversational skills intensively: Course content and rationale. *ELT Journal*, 48(1), 40-49.

#### **Session 9 (November 2): Task-Based Teaching**

- Willis, J. (1996). *A framework for task-based learning*. Harlow, UK: Pearson Education. Pages 38-65 and 149-155.
- Willis, D., & Willis, J. (2007). *Doing task-based teaching*. Oxford: Oxford University Press. Pages 63-111.
- Lee, J. F. (1995). Using task-based activities to restructure class discussions. *Foreign Language Annals*, 28(3), 437-446.

#### **Session 10 (November 9): Tasks and Teaching Principles**

- Beglar, D., & Hunt, A. (2002). Implementing task-based language teaching. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 96-106). Cambridge: Cambridge University Press.
- Sadow, S. A. (1994). "Concoctions": Intrinsic motivation, creative thinking, frame theory, and structured interactions in the language class. *Foreign Language Annals*, 27(2), 241-251.
- Brown, R. S., & Nation, P. (1997). Teaching speaking: Suggestions from the classroom. *The Language Teacher*, 21(1), 11-15, 18.

#### **Session 11 (November 16): Other Important Aspects of Teaching Speaking**

- Bygate, M. (1996). Effects of task repetition: appraising the developing language of learners. In J. Willis and D. Willis (Eds.), *Challenge and change in language teaching* (pp. 136-146). Oxford: Heinemann.
- Tam, M-K. (1997). Building fluency: A course for non-naïve speakers of English. *English Teaching Forum*, 35(1), 26-29.
- Jones, R. E. (2001). A consciousness-raising approach to the teaching of conversational skills, *ELT Journal*, 5(2), 155-163.
- Ding, Y. (2007). Text memorization and imitation: The practices of successful Chinese learners of English. *System*, 35, 271-280.

#### **Session 12 (November 23): Assessing Speaking**

- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Longman. Chapter 7 (pp. 140-184).
- Egyud, G., & Glover, P. (2001). Oral testing in pairs—A secondary school perspective. *ELT Journal*, 55(1), 70-76.
- Haggstrom, M. (1994). Using a videocamera and task-based activities to make classroom oral testing a more realistic communicative experience. *Foreign Language Annals*, 27(2), 161-175.

#### **Session 13 (November 30): Exam 2 & Presentations**

#### **Session 14 (December 7): Presentations**

#### **COURSE REQUIREMENTS**

1. Two exams, on October 9 and November 27 (15% x 2)
2. Reaction journal, which will include the following:
  - A. Class reaction reports (10%)
  - B. Summaries of three additional articles (10%)
  - C. Journal review (10%)
  - D. Author review (10%)
3. Presentation of one of the assigned readings (5%)
4. Presentation of the final paper on November 27 or December 4 (10%)
4. Final paper on a teaching plan (due by December 4; 10%)
5. Active participation in group discussions (5%)

**Attendance Policy**

You may miss **two** classes. Missing additional classes will result in a lowering of your final grade as follows:

- Three absences: Final grade is lowered by 5%
- Four absences: Final grade is lowered by 10%
- Five absences: Final grade is lowered by 15%
- Six absences: Final grade is lowered by 25%
- Seven absences: Final grade is lowered by 35%
- Eight or more absences: Failure

*Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible.*

*Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).*