ESL 5043: Listening and Speaking in Second Language Programs

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Course Description:

In this course we will focus on the development, presentation, and evaluation of materials and strategies for teaching of listening and speaking to second language learners. The aim of the course is to get a solid foundation in the theories from applied linguistics that explain oral language use and acquisition for L2 speakers, and examine the teaching method that can best promote and assess L2 oral/aural proficiency.

Texts:


Additional readings are posted on WEB-CT

Course organization:

Unit One: Principles and concepts in teaching spoken language
1. What does it mean to teach listening and speaking? Conceptualizing language skills
2. ESL or EFL?: The importance of context in spoken language
3. Key concepts: fluency & proficiency
4. Oral skills in Communicative Language Teaching

Unit Two: The sound system of English
1. An overview of phonology & phonetics
2. The sound system of North American Standard English and global varieties of English
3. Segmental phonology: Phonemes
4. The international phonetic alphabet
5. Suprasegmental phonology: Connected speech
6. Implications and connections for teaching pronunciation

Unit Three: Teaching L2 listening as a skill
1. Approaches to the teaching of L2 listening
2. How we construct meaning when we listen
3. Listening methods in the classroom: Teaching or testing comprehension?
4. Listening methods in the classroom: Different levels
5. Listening methods in the classroom: Case studies
6. Assessing L2 listening

Unit Three: Teaching speaking as a skill
1. Approaches to the teaching of L2 speaking
2. Pragmatics and L2 language use
3. Speaking methods in the classroom: Designing tasks to promote fluency development
4. Speaking methods in the classroom: Using discourse analysis to study and improve spoken language
5. Assessing L2 speaking

Unit Four: The social and cultural contexts of language use
1. World English’s and TESOL in international contexts
2. Cross-cultural communication
3. New directions in language teaching: Corpus linguistics

Evaluation:

Attendance and participation in class discussions: 20%
Readings responses (3 @ 5% ea.): 15%
Phonetic transcription quiz: 5%
Mini-projects: report + presentation (3 @ 15% ea.): 45%
Final project: 25%
TOTAL 100%