

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

2023, Spring

Specialized TESOL Methodology: Speaking (ELECT / 1cr.)

Instructor: Yasuko Ito

Contact: yasukoi@kanda.kuis.ac.jp

Meeting time: 6/3 (Sat.) 16:00-20:00, 6/10 (Sat.) 16:00-20:00, 6/17 (Sat.) 16:00-20:00

Google Classroom code: kcp6rpz

Join Zoom Meeting

<https://zoom.us/j/93088899047?pwd=VmFUT05DclBpSURlaCtXL3BOQXFOUT09>

Meeting ID: 930 8889 9047

Passcode : 311760

Pre-course Reading/Assignment: Introduction, Chapters 1 & 2 from the course textbook (Folse, 2006).

COURSE DESCRIPTION

In this course, we will focus on introducing students to basic theories about speaking, and principles and techniques for teaching speaking. We will also examine various topics related to the use of materials for teaching speaking, and methodological aspects of lesson planning, curriculum design, and assessment. The course will start with the presentation of theoretical background, followed by workshop activities and microteaching by students.

COURSE MATERIALS

Required: Folse, K. S. (2006). *The art of teaching speaking: Research and pedagogy for the ESL/EFL classroom*. University of Michigan.

Additional reading materials will be provided by the instructor and by the classmates.

GRADING POLICY

· Class Participation	50%
· Reflection of Teaching Tips	20%
· Microteaching	30%

TOTAL	100%

This course takes a Pass/Fail grading system.

ASSIGNMENTS

1. Critique of a speaking activity

This task consists of two steps:

- (1) Select one activity from a group of “Twenty Successful Activities” given in Chapter 4. You can choose any activity you are interested in. What you can take into consideration in the selection process may include whether or not you want to try it out, and whether or not the selected activity fits into your classroom teaching well.
- (2) Read the section of “Issues for Reflection” in each Case in Chapter 3 of the textbook, and select five Issues that you want to take into consideration to critique the selected activity in Step 1. You should mention what is good about the activity, what needs to be changed, and how it can be improved. You will be asked to give a 15-minute presentation in class. You do not need to write up a report on this.

2. Microteaching / Reflection of your trial

You will be asked to do one of the following:

- (1) If there is a chance to do any speaking(-related) activity in your own classroom, please do so and reflect upon the activity. You should give a presentation of the activity in class.
- (2) If there is no chance to try out a speaking activity in your classroom teaching, you have to do microteaching on speaking in our class.

More details will be given on Day 2.

REFERENCE LIST

NOTE: These are NOT the textbooks for this course.

Teaching speaking

ELEC同友会英語教育学会 実践研究部会(編著)(2008)『中学校・高校英語 段階的スピーキング活動42』

Folse, K. S. (2006). *The art of teaching speaking: Research and pedagogy for the ESL/EFL classroom*. University of Michigan. βtextbook of the course

Goh, Christine C.M., & Burns, Anne (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press

Hughes, R. (2002). *Teaching and researching speaking*. UK: Longman.

小菅敦子(Kosuge, A.)・小菅和也(Kosuge, K.)(1995)『英語教師の四十八手:スピーキングの指導』研究社

Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.

Assessing speaking

今井裕之(Imai, H.)・吉田達弘(Yoshida, T.)(編著)(2007)『HOPE中高生のための英語スピーキングテスト』教育出版

小泉利恵 (2022)『事例でわかる英語スピーキングテスト作成ガイド』大修館書店

Luoma, S. (2004). *Assessing speaking*. UK: Cambridge University Press.

O'Sullivan, B. (2012). *Assessing speaking*. In C. Coombe, P. Davidson, B. O'Sullivan & S. Stoyhoff (Eds.), *The Cambridge guide to second language assessment* (pp. 234-246). New York: Cambridge University Press.

Taylor, L. (2011). *Examining speaking: Research and practice in assessing second language speaking* (Studies in language testing). UK: Cambridge University Press.

INSTRUCTOR BIO

Hi, I'm Yasuko Ito, and I'm a full-time faculty member of KUIS. I received MA in Education from Stanford University, MS in Applied Linguistics from Georgetown University, and Ph.D. in Second Language Acquisition from the University of Hawaii at Manoa. I usually teach undergraduate courses, such as English, SLA, and English phonetics, at the Makuhari Campus. In the MA TESOL program, I teach "Specialized TESOL Methodology: Speaking" and the one for Listening. I look forward to meeting you soon!

COURSE SCHEDULE (SUBJECT TO CHANGE)

Use this document to keep track of what homework has been assigned.

Date	Time	Topics / Activities	Assignments for the Day
6/3 (Sat)	16:00-18:00	<ul style="list-style-type: none"> - Course introduction - Introduction - Chapter 1: Five Fundamental Factors in Planning and Teaching a Conversation Class 	<input type="checkbox"/> Read pp. 1-57
	18:00-20:00	<ul style="list-style-type: none"> - Chapter 2: Research on the Teaching of Conversation 	
6/10 (Sat)	16:00-18:00	<ul style="list-style-type: none"> - Chapter 3: What Does a Conversation Class Look Like? - Chapter 4: Twenty Successful Activities - Chapter 5: Ten Unsuccessful Activities - Critique of a speaking activity 	<input type="checkbox"/> Prepare for Critique, based on pp. 58-206 <input type="checkbox"/> Read pp. 207-251
	18:00-20:00	<ul style="list-style-type: none"> - Chapter 6: Assessing Speaking - Appendix A (Ten Things You Should Know about Teaching ESL/EFL Vocabulary), B (Twelve Things You Should Know about Teaching ESL/EFL Pronunciation), & C (The Role of Grammar in Teaching ESL/EFL Speaking) 	
6/17 (Sat)	16:00-18:00	<ul style="list-style-type: none"> - Microteaching 	<input type="checkbox"/> Prepare for microteaching
	18:00-20:00	<ul style="list-style-type: none"> - Discussion on microteaching - Wrap-up 	