

Spring 2022

Specialized TESOL Methodology: Listening

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Course description

In this course, we will focus on introducing the theory and the practice of teaching listening. We will first look at theoretical backgrounds of listening and then examine various techniques used to teach listening. The participants will analyze and evaluate their own listening activities, consider ways to modify them, and develop original activities to teach listening. The course will start with the review of theoretical background, followed by an analysis of an activity and the teaching practice.

Course materials

Required:

Richards, Jack C., & Burns, Anne (2012). Tips for teaching listening: A practical approach. Pearson

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

Assessment/Grades

| | |
|------------------------------------|-------------|
| ▪ Class participation: | 50% |
| ▪ Reflection of teaching technique | 25% |
| ▪ Microteaching | 25% |
| ----- | |
| Total: | 100% |

This course takes a Pass/Fail grading system.

Assignments

1. Reflection of teaching tips

In the course textbook, each tip is followed by an example activity. Looking at the example activities, you will be asked to select several tips that can be integrated into your classroom teaching.

You will give a short presentation (approximately 10-15 minutes) to explain the following:

- (1) Tips you selected;
- (2) Reasons why you selected those tips, among many; and
- (3) How you can integrate the tips into your classroom teaching.

Please prepare either a handout or PowerPoint slides to give a presentation. This assignment is connected to the next assignment, **Microteaching**.

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 listening 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 listening activity in your classroom teaching, you have to do microteaching on listening in our class.

More details will be given on the first day of the class.

Class schedule (tentative, and subject to change)

| Day | date | Time | Topics / Class activities | Homework for the day |
|-----|---------------------|-------------|--|--|
| 1 | June 11 (Sat) | 16:00-18:00 | - Course introduction - Chapter 1: Second language listening processes - Chapter 2: Listening skills - Chapter 3: Listening strategies | - Read pp. ix & x - Read pp. 1-47 (Ch. 1, 2, & 3) - Read pp. 49-84 (Ch. 4 & 5) |
| | | 18:00-20:00 | - Chapter 4: Listening text types - Chapter 5: Academic listening | |
| 2 | 18 (Sat) | 16:00-18:00 | - Chapter 6: The pre-listening phase - Chapter 7: The while-listening phase - Chapter 8: The post-listening phase - Reflection of teaching techniques (presentation) | - Read pp. 85-119 (Ch. 6, 7, & 8) - Read pp. 121-146 (Ch. 9 & 10) - Prepare for a presentation |
| | | 18:00-20:00 | - Reflection of teaching tips (presentation) - Chapter 9: Planning a listening course - Chapter 10: Assessing listening skills | |
| 3 | 25 (Sat) | 16:00-18:00 | - Microteaching | - Prepare for microteaching |
| | | 18:00-20:00 | - Microteaching - Discussion on microteaching - Wrap-up | |

Reference List (These are NOT the textbooks for this course.)

- Brown, S. (2011). *Listening myths: Applying second language research to classroom teaching*. Michigan: The University of Michigan Press.
- Field, J. (2008). *Listening in the language classroom*. UK: Cambridge University Press.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge.
- Rost, Michael (2016). *Teaching and researching listening (3rd ed.)*. New York: Routledge
- Rost, M., & Wilson, J. J. (2013). *Active listening*. New York: Routledge.
- Goh, C. C. M., & Vandergrift, L. (2021). *Teaching and learning second language listening*. New York: Routledge.