Overview: This three-hour-per-week course is designed to provide students with instruction and practice for the development of knowledge related to the teaching of spoken forms of language. We will be doing this by looking at speaking from a discourse perspective. Discourse analysis studies the relationship between language use and the contexts in which language is used and is therefore well suited to a course focused on spoken, situated language use. In essence, this course will be a practically-minded overview of the macroskill of speaking and how we as teachers can best deal with and develop the microskills our students need to be better speakers of English. This course provides an overview of what speaking is as a particular type of language use and seeks to develop skills on how we as teachers can help our students develop as speakers of English.

Objectives: The most basic objective of this course is to provide the ever-developing teachers with both knowledge and skills so that they might be better teachers of English with a focus on spoken language skills. In order to do this, however, teachers and students must understand what speaking is, what it is composed of, and what affects its use. Helping teachers to understand these three aspects of speaking is the main goal of this course. For this reason the course will be developed into two major sections. In the first part of the course we will be looking at essentially what speaking is and how we can teach speaking to different types of learners. In the second part of the class we look at the nature of speaking from a discourse perspective, that is the perspective of context, trying to determine what speaking entails, how it is organized and what effects it. Finally, we will try to operationalize what we have learned by making a discourse approach to speaking work in the EFL classroom. By the end of the course the students will have improved their skill in being to teach spoken English but will also have a firm background in the underpinnings of speaking competence in language.

Texts
Primary Texts
This is a very practical book that introduces some basic ideas about teaching speaking in a highly accessible way, focusing on differences in proficiency levels. This will be used together with Nation and Newton (2009)

This is a practically-minded book which focuses on the practice of teaching speaking. It offers some excellent suggestions and covers some of the major concerns. We will be using this to complement Bailey (2005) and the two will be used in tandem.

This is a short book full of sample activities and exercises related to spoken English discourse and revolves around the idea of trying to get our students function autonomously by discourse analysis themselves. As such, it is a very useful tool for us in this class and beyond. Students are expected to get many ideas from its plethora of suggestions.

Summer Reading Text
This is the summer reading text for this course. The book approaches the issue of teaching speaking from a pedagogical as well as research point-of-view. Based on this students can develop ideas related not only to the what but also the why of teaching speaking.

Additional Texts:
In addition to this books listed above, there are other books that we will be using in the class. We will only be using parts of these books, or will be looking at them quickly, thus they are listed as additional. In the case when only a small portion of a book is to be used, that small part will be made available in the form of scanned files which will be made available shortly after class begin.


Other Recommended Sources


Methodology

English Only: The working language of this course, as with all TESOL MA courses, is English. Students are strongly encouraged to conduct all course work in English. This means all writing, note-taking, and discussion should be in English. As this is an international setting, we should follow international standards of language use. Be mindful of how you use your language so as not to offend or make other uncomfortable. People who are found to be linguistically insensitive or exclusionary will find this reflected in their course grade.

Classroom: In the classroom, there will be both direct lecturing and more discussion-oriented activities. Students will be expected to demonstrate that they have done the reading and learned something by taking an active role in the class discussions. There are no clear-cut answers to any of these concerns. The students need to come up with their own ideas and develop further questions. In order to do this you need to do the reading. In this class, students will also be preparing materials which they need to show to the other members of the class. Make sure you stay on top of the assignments so you can function well in the class. Please, always come prepared or you will be lost and of marginal use in class.

Attendance: Students are expected to attend all scheduled classes. Two or more absences will result in a significantly lowered final grade. Being late twice is counted as an absence. Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and assigned in class during their absence. If you are going to be absent and know it beforehand, make sure you contact me as far in advance as possible.
Assignments
Homework: The most important homework for this class is to do the reading every week and be ready to fully participate in class. In order to ensure this and to improve the students writing ability, there will be written homework assigned. These written assignment will dominate in the beginning of the class. Later in the course the assignments will shift and will entail more materials development than more formal academic writing. Be sure to check the website each week for the homework assignments.

Presentations: Each student will be asked to give at least one presentation during the course. Presentations will be done centered around materials the students have made. The number of presentations and the configurations of groups will depend on the number of students in the class. Information will be given on this after the course begins and will be uploaded, as needed, into the website in a timely fashion.

Projects
Midterm: The Mid-term will be due in the tenth week of class (November 4). This will be where you get to show creatively how you can use the knowledge acquired in this course in a more practical sense. It will be a written paper following three basic options. You will be given more specific details later as to the different options. The midterm is generally seen as a rough draft of what will be done for the final project. No problems!!

Final Project: Basically, this will be a rewrite with further development on what each student has done for the midterm. The due date for the final is at the symposium on Saturday, Dec. 13.

Grades: Final grades will be based on performance in the following categories.

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<tr>
<th>Category</th>
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<tr>
<td>Assignments</td>
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<td>Participation</td>
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<tr>
<td>Presentation(s)</td>
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<tr>
<td>Midterm</td>
<td>10%</td>
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<tr>
<td>Final Project</td>
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P.S. There will also be a complimentary website for this class. I will be posting notes and summaries each week, so make sure you go and look at it. The address is: http://www.udveksling.com