



**Course Syllabus**  
**ELT 303 – Teaching Speaking and Listening Comprehension Skills**  
**Faculty of Education**  
**Department of English Language Teaching**  
**Fall, 2013-2014**

***Instructor Information***

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***Course Identification***

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**Course Number** : ELT 303  
**Course Title** : Teaching Speaking and Listening Comprehension Skills  
**Credits / ECTS** : 6 / 8  
**Course Location** :  
**Class Times** :  
**Prerequisites<sup>1</sup>** : ELT 205 Approaches to ELT  
ELT 208 ELT Methodology

***Course Description/Overview***

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The present course aims to familiarize the juniors of ELT with the foundations of teaching ESL/EFL speaking and listening comprehension skills. It constructs a theoretical base or rather it reconstructs the existing base through retrieval of the previous knowledge -e.g. types/models of listening, listening strategies, developing fluency or testing & monitoring progress-, lectures on new concepts/terminology, association of the new pieces of information with those that have already been processed and a blend of theory and practice. In addition to the focus on the two skills, namely listening and speaking, ELT 303 also lays emphasis on pronunciation that is a common ground between listening and speaking. The course presents a comparative analysis of the conventional and contemporary approaches to the teaching of the aforementioned strands and encourages

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<sup>1</sup> Though they are not formal prerequisites, your success in the present course highly depends on the attainments of these courses.

the students to think critically and at times reflectively with a view to developing their own perception that shapes the instructional methods, techniques, strategies they will follow in their own classes as novice teachers.

### ***Course Learning Objectives***

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Upon the successful completion of the present course, the students should be able to

- ✓ explain different types, models and forms of listening and speaking.
- ✓ successfully assemble the best methods & techniques & strategies for a particular learning environment in ESL/EFL listening & speaking context.
- ✓ define the characteristics of a well-balanced instruction.
- ✓ implement the theory that has been discussed in the class sessions.
- ✓ design original and utilizable learning activities for the learners at different language proficiency levels.
- ✓ appreciate the value of listening that has largely been considered as a Cinderella skill.
- ✓ generate a daily lesson plan for a listening/speaking class to secure the ground and have the ability to approach a plan from a critical perspective.

### ***Instructional Methods & Techniques & Strategies***

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The classes will definitely be learner-centered and they will be heavily based on debate, discussion, brainstorming and questioning that stimulate in-class participation of the students. In ELT Methodology and some other courses, you've already been provided with the preliminary remarks so your duty as a student is to retrieve the required piece of information and associate it with the currently studied, in this way you yourself construct your appreciation of ESL/EFL listening and speaking. At times I will bring some questions to which we all together seek alternative answers or I'll introduce you case studies and again you learn theory from practice. In ELT 303, I'm at your disposal throughout the semester as a moderator, counselor or facilitator but not as a teacher in its conventional sense. Thus, please make sure that I will not bring anything ready-made and let you just listen and repeat or waste your time with typing; rather what I expect you are to do extensive research on the topic beforehand or complete reading the assigned pages to be informed about the subject matter and to bring your questions to the class. Since being in the classroom setting or attending the classes means in-class participation to the fullest extent possible, the first and foremost criterion to attend the classes is a close reading of the course materials not in time but on time! If you have a serious excuse that precludes you from accomplishing your task throughout the process, please let me know it; otherwise you cannot anticipate indulgence & tolerance.

The course intends to equip the pre-service teachers of English with a canvas of instructional principles and methods but more importantly it prepares them for the authentic teaching situations by means of microteachings that require the juniors of ELT to generate a lesson plan, to design appropriate activities & tasks, to balance theory and practice, and above all to orchestrate the related techniques and strategies in accordance with the needs of the current environment or other variables e.g. the purpose of the learners, maturational factors, cultural background and psychological&sociological factors.

## Course Resources

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### Beneficial Websites to Refer

- [www.worldofteaching.com](http://www.worldofteaching.com)
- [www.pearsonelt.com](http://www.pearsonelt.com)
- [www.eslpartyland.com](http://www.eslpartyland.com)
- [www.azargrammar.com](http://www.azargrammar.com)
- [www.esltower.com](http://www.esltower.com)
- <http://www.bbc.co.uk/worldservice/learningenglish/>
- [www.toolsforeducators.com](http://www.toolsforeducators.com)

### Required Course Text

- Nation, J.S.P. and Jonathan Newton. Teaching ESL/EFL Listening and Speaking. New York and London: Routledge, Taylor and Francis Group, 2009. Print.
- Keçik, İlknur and Theresa Doğuelli. Developing Aural and Oral Skills. Eskişehir: Anadolu University Publication, 1993. Print.
- Other Documents Compiled by me.

### Notes on the Required Texts

- First of all, please make sure you have the same version to the one indicated above. As we do close reading in the classroom, it's very important that all the students look at the same version of the text, otherwise it would be challenging and distracting.
- No photocopies will be accepted other than the papers compiled by me.
- Some different ways might be possible to obtain the materials.
- Obtain all the required course materials by the end of the first week of the semester.
- Please make sure that the related text/s is/are with you throughout the class time!

## Grading Scheme

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### Grading System

<b>Letter Grade</b>	<b>Percentage</b>	<b>Grade points/credit</b>	<b>Rating</b>
<b>AA</b>	90% & above	4.00	Excellent
<b>BA</b>	85% - 89%	3.50	Very good
<b>BB</b>	80% - 84%	3.00	Good
<b>CB</b>	75% - 79%	2.50	Above average
<b>CC</b>	65% - 74%	2.00	Average
<b>DC</b>	58% - 64%	1.50	Below average
<b>DD</b>	50% - 57%	1.00	Inferior
<b>FF</b>	49,99% and below	0.00	Failure
<b>GR</b>	Given those not taking the final test without a formal excuse.		
<b>DZ</b>	Given those who do not maintain regular attendance. For the present course, those who miss more than 25% of the class hours will be graded a DZ, and they do not have a right to take the make-up examination at the end of the semester; that is to say a DZ means absolute failure!		

## **Grading Policy**

Grades will be based on the following:

Midterm	18%
Microteachings	3 x 9%
Performance / In-Class Participation	15%
Final	40%
<b>Total</b>	<b>100%</b>

## **Lesson Plans / Reports**

A student is supposed to submit a rough draft of his/her lesson plan both to me and to the class-mates via email two days in advance of the day his/her micro-teaching has been scheduled so every observer is informed about the attainment targets, procedure, materials etc. and it permits them to generate their own set of criteria to assess the performance and to decide on the points they focus their attention on. Pursuant to the feedback you receive, you will reorganize your lesson plan and hand in a computer printout to me in a week.

## **Announcement Intervals**

Under normal circumstances, I will announce your score on a task within two weeks following its due date. But the scores on your micro teachings along with the lesson plans will be announced when all the students perform their tasks. You can learn your grade through OBIS for each work.. Plus, on your micro-teaching I will share my feedback and it's beneficial for you to keep a record of the feedback you receive since it presents a chance of observing your improvement.

## **Course Requirements**

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### **Microteachings**

Each student is assigned to do THREE microteachings throughout the semester. Your performance lasts approximately half an hour and gives you the chance to act as a teacher, to improve your teaching skills and to gain hands-on experience. In the first week, I will organize the schedule of the performances and announce it in class.

### **Midterm**

The midterm carries 18% and depending on the process and your performance, it might be either performance-based (micro-teaching) or sit-on. It's made up of open-ended questions that allow you to produce your own original answers and the test items encourage you to use your knowledge of ELT Methodology and literature to comment on certain issues. Besides, it may include fill-in-the blank, multiple choice and true/false items.

### **Performance Work / In-Class Participation**

After each class session, I will assign you either a plus or a minus based on your in-class participation. Through the end of the semester, the number of plusses and minuses will settle your performance score that constitutes 15% of the overall arithmetic mean.

## **Final**

The final-term exam covers all the subject matters discussed throughout the semester. Similar to the midterm test, it's composed of various test items ranging from open-ended questions to fill-in-the-blanks that measure the extent to which you attain the targets. It lasts approximately two hours, carries 50% and could be repeated at the end of the semester as a make-up test if you fail.

## **Notes on the Submission of the Papers**

Firstly, as stressed above, each assignment is submitted on the due date. You will print out your assignment and submit it *in class*. Also I expect you send me the soft copy of it. ***Solely emailed papers and papers under my office door are not accepted!***

## **Course Policies**

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### **Attendance**

The very first criterion to do well in that course is to maintain a regular attendance, so attendance is **mandatory!** A student missing more than 25% of the all class hours –for the present course 28 hours; it is equal to 14 class sessions since each session lasts two hours– will lose the chance of taking the final and be graded a DZ. Those graded a DZ cannot take the make-up exam at the end of the semester for the failed students, therefore as indicated above it means absolute failure!

Plus, just sitting in the classroom does not mean that you maintain attendance. To get information on that, please refer to the section, “Instructional Methods & Techniques & Strategies” on the second page.

A student attending the first half of a class session is supposed to remain for the second half too; otherwise s/he will be considered absent from the whole session. But if you have an excuse, please see me during the break to inform about it and ask for permission.

### **Lateness**

A student can attend the class if s/he is not late more than 10 minutes. But if you exceed the limit, please wait for the break to attend the class. Please bear it in mind that repeated lateness will also count towards the attendance limit.

### **Forged Signature**

Heaven forbid that I should ever detect a forged signature on the attendance sheet! Honesty is above everything, so if I see you doing that, my impression of you will be deeply affected and trust I put in you will be annihilated. The first time I will warn you; if you persist in repeating your action, I will deliberately inform the administration on your illegal behavior.

### **Use of Technological Devices**

Throughout the class time other than the practical hours, no student is allowed to use mobile phone or any other technological devices including laptops, netbooks, tablets, iPods etc. This prohibition includes utilizing your mobile phone as a dictionary. Each student is supposed to bring a comprehensive dictionary with him/her, so an electronic one is not

necessary. That rule will be strictly applied since the aforementioned tools are driving you to distraction.

### ***Collaboration/Plagiarism Rules & Academic Dishonesty***

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Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren't aware of or don't know how to follow. Many of these rules have to do with research and proper citation. Gaining a familiarity of these rules, however, is critically important, as inadvertent mistakes can lead to charges of **plagiarism**, which is the uncredited use (both intentional and unintentional) of somebody else's words or ideas.

While some rhetorical traditions may not insist so heavily on documenting sources of words, ideas, images, sounds, etc., American academic rhetorical tradition do. A charge of plagiarism can have severe consequences, including expulsion from a university or loss of a job, not to mention a writer's loss of credibility and professional standing. (Purdue University)

**Penalties of plagiarism vary from failure of the assignment to failure of the course to university reprimand**, so cite work using the MLA style. You can refer to the following websites to learn about the cases considered plagiarism and some basic tips to avoid it. If you cannot make sure whether you plagiarize or not, please consult me during the office hours *before the due date of the assignment*.

#### **Links to be referred about plagiarism and academic dishonesty:**

[https://docs.google.com/viewer?a=v&q=cache:3oSxBLRvG78J:www.wadsworth.com/english\\_d/special\\_features/plagiarism/WPAplagiarism.pdf+wpa+best+practices&hl=en&gl=us&pid=bl&srcid=ADGEESgada7GOZkdp0heMYBqABCq4z04p6ZeSlbV7LaSjqQNct5iKxgOf11CCrXZnhsFHvhBGb4yAI03Sq3g6zHe2dAQJ4HPWFqKF6EafaVHHA1VxUsHvkrLz0-\\_7ms84eDdx4kEQb6S&sig=AHIEtbQj6bsPCMWj2L2GBf296bnMzYOnaA](https://docs.google.com/viewer?a=v&q=cache:3oSxBLRvG78J:www.wadsworth.com/english_d/special_features/plagiarism/WPAplagiarism.pdf+wpa+best+practices&hl=en&gl=us&pid=bl&srcid=ADGEESgada7GOZkdp0heMYBqABCq4z04p6ZeSlbV7LaSjqQNct5iKxgOf11CCrXZnhsFHvhBGb4yAI03Sq3g6zHe2dAQJ4HPWFqKF6EafaVHHA1VxUsHvkrLz0-_7ms84eDdx4kEQb6S&sig=AHIEtbQj6bsPCMWj2L2GBf296bnMzYOnaA)

<http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

<http://owl.english.purdue.edu/owl/resource/589/01/>

#### ***University Policies***

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For the issues determined by the administration of Sakarya University, please refer to the following websites to have information of the related issues. As the lecturer, I assume that you are aware of the items of the regulations, so I do not take the responsibility of informing you about them.

- Regulations for the Issues of Education, Instruction and Examination  
[http://www.hukuk.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y\\_lisans](http://www.hukuk.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y_lisans)
- Disciplinary Regulations  
[http://www.ogrisl.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y\\_disiplin](http://www.ogrisl.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y_disiplin)

## ***Tentative Schedule***

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### **Week 1**

Introduction & Revision of the Syllabus and Discussion of the Principles

Introduction of the Course Materials & Arrangement of the Schedule of the Performances

Revision of the Related Articles Read in ELT Methodology: Chapters 16, 18, 20-23

### **Week 2**

Parts and Goals of a Listening and Speaking Course

### **Week 3**

Beginnig to Listen and Speak in Another Language

### **Week 4**

Religious Festival. No Classes.

### **Week 5**

Listening: Reasons of Listening, Models&Types of Listening, Strategies and Activities etc.

### **Week 6**

Language-focused Learning through Dictation and Related Activities

### **Week 7**

Pronunciation: Its Importance and Place, Factors, Techniques and Goals etc.

### **Week 8**

Learning through Task-focused Instruction

### **Week 9**

Midterms Week.

### **Week 10**

Learning through Pushed Output

### **Week 11**

Language-focused Learning: Deliberate Teaching

### **Week 12**

Developing Fluency

### **Week 13**

Monitoring and Testing Progress

**Week 14**

Students' Performances

**Week 15**

Students' Performances and Revision

**Finals Week**

Jan. 6 – 18 2014

**Make-Up Tests**

Jan. 27 – Feb. 1 2014