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Department of TESOL
Discourse Analysis (Teaching Speaking)

Course Policy (Fall 2026)

Overview: This class is designed to provide students with instruction and practice for the development of knowledge and skills related to the teaching of spoken forms of a second or additional language. In effect we will be looking at ways of teaching discourse. As such the course is built around modeling interactions and the development of speaking skills in the class. This means that students must be ready to interact. We will meet together in class each week to practice (try out) at least one speaking activity as well as share materials and opinions based on the readings. I will post up videos and general support material in advance of each class session so that students can peruse those materials in advance of the meetings. The early posting up of all the support materials is intended to enhance the in-class interactions and general student performance in the class sessions.

Overall, this course is designed as a review course and as such we will be covering various issues in the large and diverse area of speaking. The various issues covered are interconnected through a discourse perspective. Discourse analysis studies the relationship between the structures of 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 provide a practically-minded overview of the macroskill of speaking and how we as teachers can best deal with and develop in our students the microskills they 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, skills, and experiences 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 used for, what it involves structurally, 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 cover several different issues looked at from two main points of view with the ever-present application twist. In the first part of the course we will be looking at the basic form components of speaking. In the second part of the class we look at the nature of speaking from a discourse perspective, that is the perspective of contexts, trying to determine what speaking entails, how it is organized and what affects 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 and will also have a firm background in the underpinnings of speaking competence in language.

Texts

For this course we will be using a couple of main texts and bits and pieces from a variety of different texts. I will also be posting up optional readings that are more academic (journal articles and research reports) to support more academic endeavors and also scaffold the projects.

Primary Texts

-Bailey, K. (2005). *Practical English language teaching: Speaking*. Boston: McGraw-Hill.

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)

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

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.

Additional Texts:

In addition to those 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.

-Celce-Murcia, M., Brinton, D. and Goodwin, J. with Griner, B. (2010). *Teaching pronunciation: A course book and reference book* (2nd Edition). Cambridge: Cambridge University Press.

-Celce-Murcia, M. and E. Olshtain. (2000). *Discourse and context in language teaching*. Cambridge: CUP.

-Cornbleet, S. and R. Carter. (2001). *The language of speech and writing*. London: Routledge.

-Cutting, J. (2002). *Pragmatics and discourse*. London: Routledge.

-Folse, K. (2006). *The art of teaching speaking*. The University of Michigan Press.

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

-McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: CUP.

Other Sources

-Blundell, J., J. Higgins, and N. Middlemiss. (1982). *Function in English*. Oxford: Oxford University Press.

-Kehe, D. and Kehe, P. (1994). *Conversation strategies*. Battleboro: Pro Lingua.

-Kehe, D. and Kehe, P. (1998). *Discussion strategies*. Battleboro: Pro Lingua.

-Zwier, L and A. Hughes. (2003). *Essential functions for conversation*. Selangor: Asia-Pacific Press Holdings.

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.

Settings:

This course is to be conducted using aspects of blended learning. To do so effectively a wide range of different materials are made available in the class Snowboard space in advance to scaffold the face-to-face meetings. Support materials include class videos, summaries, and a wide range of different kinds of resources and materials related to speaking. Participants will be expected to demonstrate that they have done the reading and learned something by taking an active role in the class discussions. This will allow the class sessions to be less of a repetition of the materials, then an expansion of them.

The basic idea is that the classroom serves as a medium for the participants to share a range of experiences. In each class we will be doing at least one model speaking activity/task, listening to accents, and well as sharing materials and discussing the readings and videos for the week.

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 class sessions. 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

Written Assignments: The most important homework for this class is to do the reading every week and be ready to fully participate in class by watching the videos and reading the summaries. In order to ensure this and to improve the students' writing ability, there will be a couple of different written homework assigned for some of the weeks of the course. Some of these assignments will ask the participants to provide opinions on topics and issues in the reading. Others will also participants to reflect on the model speaking activities/tasks. These written assignments will dominate in the beginning of the class. Later in the course the assignments will shift and will involve more materials development than more formal academic writing assignments. Be sure to check Snowboard each week for the homework assignments.

Materials Development: At different points during the course, each participant will be asked to find and bring in materials which she or he will share with a small group of students in the class meetings.

Projects

Midterm Project: The Mid-term will be due in the tenth week of class (November 7th). 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.

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 Saturday, Dec. 19.

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

Assignments	20%
Participation	30%
Materials Development	15%
Midterm Project	10%
Final Project	20%

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Grading Policy

A

A grade in the A range is reserved for students who have done an excellent job in all the assessment criterion

for the course. The A student has done all written assignments and with a high level of competence. She/he has contributing largely to the class through excellent performance during the class sessions. Additionally, the A student has written an excellent final project clearly exhibiting a deep knowledge of the subject. Overall, the A student has performed well in all areas of the course showing both development and dedication throughout.

B

A grade in the B range is given to students who have performed well in , but not all, of the assessment criterion established for the course. Her/his performance may have waned in one of the assessment criteria. She may have missed a class session or not performed well during class sessions or might have missed written assignments or failed to always fully complete other required tasks. Additionally, the final project may contain flaws. Overall, the B student has done a rather good job on many of the different aspects of the course, but her/his performance is lacking in some small areas.

C

A grade in the C range is given to students who have largely not performed well on several of the different assessment criterion in the course. The C student has failed to attend all scheduled classes, possibly missing several. The C student has also failed to do several of the written assignments and has not exhibited much effort or skill on the final project. Some effort has been put into the class and there is evidence of development and learning but this effort is not strong or well-focused.

F

A grade of F is reserved for students who have failed to perform across the range of assessment criterion established for the class. The F student has shown little or no development due to lack of effort and possibly skill in performing the established tasks for the class.