

Stephen van Vlack
Sookmyung Women's University
Department of TESOL
Discourse Analysis (Teaching Speaking)
Fall 2024

Course Syllabus

Week 1: September 7

Introductions and Ice-breaking

Introductions to the course, me, each other, the topic, etc...

Do some ice-breaking activities.

Homework: Get the materials. Read Cornbleet & Carter (1991) Chapter 2 and 4. Finish up the Summer Reading Project.

Week 2: September 14 (Holiday – to be rescheduled)

The Nature of Speaking

Cornbleet & Carter (2001), Chapter 2, pp. 17–32.

Cornbleet & Carter (2001), Chapter 4, pp. 59–72.

This week we make the shift from more theoretical work on discourse analysis to that is a more fixed focus on speaking. This week we will be looking at the nature of speaking as a skill and spoken language as an entity in order to get a solid grounding upon which to build our more practically-minded ideas of teaching speaking.

Homework: Read Bailey (2005), Chapter 1, Hughes, Chapter 1, and Nation and Newton (2009) Chapter 1.

Week 3: September 21

Teaching Speaking

Bailey (2005) Chapter 1, pp. 1–28.

Hughes (2002) Chapter 1, pp. 5–26.

Nation & Newton (2009), Chapter 1, pp. 1–16.

This week we look at some of the larger ideas related to the teaching of speaking, such as some of the basic approaches one can take as well as the specific goals and areas of focus that we need to establish in the teaching of speaking. Also, the issue of how to integrate speaking with other skill areas is of paramount importance when planning speaking tasks.

Homework: Read Celce–Murcia et al. (2010), Chapters 3 and 4.

Week 4: September 28

Pronunciation – Segmentals

Celce–Murcia et al. (2010) Chapter 3, pp. 50–112

Celce–Murcia et al. (2010) Chapter 4, pp. 113–162

This week we jump into our brief discussion of pronunciation by looking at the segmental features of English. We discuss the English phonemic inventory, production issues and elements of teaching.

Homework: Read Celce–Murcia et al. (2010), Chapters 5 and 6.

Week 5: October 5

Pronunciation – Suprasegmentals

Celce–Murcia et al. (2010) Chapter 5, pp. 163–220

Celce–Murcia et al. (2010) Chapter 6, pp. 221–272

This week we look at the important elements of connected speech as well as the suprasegmental features of English. These are two very important elements in that the former is what will help someone sound more native-like and the latter what will get someone actually understood according to intention.

Homework: Read Celce-Murcia et al. (2010), Chapters 7 and 10.

Week 6: October 12

Pronunciation in the Classroom

Celce-Murcia et al. (2010) Chapter 7, pp. 274--307

Celce-Murcia et al. (2010) Chapter 10, pp. 366-393

This week we look at some of the key issues in approaching pronunciation in the classroom.

Homework: Read McCarthy (1991), Chapter 1.

Week 7: October 19

What is Discourse Analysis?

McCarthy (1991) Chapter 1, pp. 5-33.

This week we take a quick look at some of the underlying basic ideas of discourse from a somewhat general and more practical viewpoint. In class we will try to link some of these ideas to ideas presented in Folse (2006).

Homework: Read Celce-Murcia & Olshtain (2000) Chapters 1 and 2.

Week 8: October 26

What is Discourse Analysis?

Introduction to Discourse Analysis

Celce-Murcia & Olshtain (2000) Chapters 1 and 2, pp. 2-29.

This week we take a further look at the basics of what discourse analysis entails looking at more specific attributes and expanding our view into the area of pragmatics. In looking at these ideas we get a better idea of how speech is situated and needs to fit a range of criteria to be deemed successful.

Homework: Read Cutting (2002) Chapter 1.

Week 9: November 2

Pragmatics and Discourse

Cutting (2002) Chapter 1, pp. 1-54.

This week the reading delves deeper into the area of pragmatics. In doing so we endeavor to get a better feel for the basic contextual considerations which affect the effective production/use of speech, even at the most basic level. In class we will discuss what this means for how we might approach not only task design but also the feedback and instruction we give our students.

Homework: Homework: Read Bailey (2005), Chapter 2 and Nation and Newton (2009) Chapter 2.

Week 10: November 9

Speaking for Beginners

Bailey (2005) Chapter 2, pp. 29-88.

Nation and Newton (2009) Chapter 2, pp. 17-36.

This week we look specifically at the issue of planning and implementing speaking lessons for beginners or lower level learners.

Midterm-project due!!

Homework: Read Bailey (2005), Chapter 3 and Nation and Newton (2009) Chapter 6.

Week 11: November 16

Intermediates and Tasks

Bailey (2005) Chapter 3, pp. 89–118.

Nation and Newton (2009) Chapter 6, pp. 97–114.

This week we look at the issues surrounding the teaching of speaking to intermediates. Central to this is the further issue of tasks and trying to build task-based instruction into the classroom.

Homework: Read Bailey (2005), Chapter 4 and Nation and Newton (2009) Chapter 7.

Week 12: November 23

Advanced Speaking

Bailey (2005). Chapter 4, pp. 119–157.

Nation and Newton (2009) Chapter 7, pp. 115–130.

This week we look at advanced level learners and, therefore, more formal aspects of speaking. As a means to this end, we look specifically at formal speaking and some of its characteristics.

Homework: Read Bailey (2005), Chapter 5 and Nation and Newton (2009) Chapter 9.

Week 13: November 30

Fluency and Other Key Issues

Bailey (2005). Chapter 5, pp. 158–185.

Nation and Newton (2009) Chapter 9, pp. 151–164.

This week we look at some specific issues in the teaching of speaking, including those related to the learner as well as the classroom setting. We also take a more specific look at the development of fluency as a major concern of both teachers and students.

Homework: Take a look at Blundell, Higgins, and Middlemiss (1982), Zwier and Hughes (2003), and the two Kehe and Kehe books.

Week 14: December 7

Functions in Speaking

Blundell, J., J. Higgins, and N. Middlemiss (1982)

Zwier, L and A. Hughes (2003)

Kehe, D. and Kehe, P. (1994)

Kehe, D. and Kehe, P. (1998)

This week we take a specific look at functions in the development/organization of speaking. As a means to this end, we take a look at two different types of resources related to speaking functions. The first of these is an old reference which lists a large number of different speaking functions with examples. The other is a course book which tries to provide a language development course built around functions. We will look at these materials and see how we might want to use them in our own classrooms.

Homework: Read Hughes (2002), Chapter 4 and Nation and Newton (2009) Chapter 10.

Week 15: December 14

Testing Speaking

Hughes (2002) Chapter 4, pp. 73–89

Nation and Newton (2009) Chapter 10, pp. 151–164.

In the final week of the class we take a look at how we can go about testing spoken production.

Homework: You have to be kidding!!

**Final Projects are due on Dec. 14.