Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

2026, Spring

Specialized TESOL Methodology: Listening (ELECT / 1cr.)

Instructor: Yasuko Ito **Contact**: yasukoi@kanda.kuis.ac.jp

Meeting time: 5/9 (Sat.) 16:00-20:00, 5/16 (Sat.) 16:00-20:00, 5/23 (Sat.) 16:00-20:00

Google Classroom code: s7jlldl6

Zoom link
https://zoom.us/j/95831990274?pwd=bFZSVzREQXZvbFFsTUg5U1l0bmFSdz09

Meeting ID: 958 3199 0274
Passcode: 331200

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 reflection of what we do in classrooms, followed by the review of the literature to consider what we can learn from research about teaching listening as well as the design and implementation of teaching practice.

COURSE MATERIALS

Required: Brown, S. (2011). Listening myths: Applying second language research to classroom teaching. The University of Michigan Press.

Additional reading materials will be provided by the instructor.

GRADING POLICY

· Class Participation	50%
· Thinking about Listening Myths	20%
· Microteaching	30%
TOTAL	100%

This course takes a Pass/Fail grading system.

ASSIGNMENTS

1. **Thinking About Listening Myths: More details will be given on Day 1.**

In the course textbook, each "myth" begins with the description of what is likely to happen in our classrooms (given in the "In the Real World…" section). Many of you may know these myths are all wrong, but you might in fact unconsciously believe in some of them. Please select such a myth out of 8 myths introduced in the textbook. If you find none of them applies to you, please select one that might be closest to your idea about teaching listening.

You will give a short presentation (approximately 5-7 minutes) to explain the following:

(1) Myth you selected;
(2) Reasons why you selected the myth, with some examples from your classroom practice; and
(3) Any problems/issues you noticed about the practice

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

2. Microteaching / Reflection of your trial: More details will be given on Day 1.

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 will do microteaching on listening in our class.

REFERENCE LIST

NOTE: 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.

Goh, C. C. M., & Vandergrift, L. (2021). Teaching and learning second language listening. New York: Routledge.

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.

Ockey, G. J., & Wagner, E. (2018). Assessing L2 listening: Moving towards authenticity. John Benjamins.

Richards, J. C., & Burns, A. (2011). Tips for teaching listening: A practical approach. Pearson

COURSE SCHEDULE (SUBJECT TO CHANGE)

Use this document to keep track of what homework has been assigned.

Date	Topics / Activities	Assignments for the Day
5/9 (Sat)	• Course introduction • Reflecting upon what we are doing in classrooms	☐ Read “In the Real World…” in each Myth
5/16 (Sat)	• Thinking about Listening Myths (presentation) • Discussion on what we can do in classrooms • Assessment of listening (This topic might be covered on Day 3)	☐ Read “What the Research Says…” in each Myth ☐ Prepare for the presentation ☐ Watch the following video for “Assessment of listening” Assessing Listening | British Council
5/23 (Sat)	• Microteaching • Discussion on microteaching • Wrap-up	☐ Read “What We Can Do…” of the Myth of your choice ☐ Prepare for microteaching