



School of Linguistics and Applied Language Studies Course Outline

LALS 510: Teaching Listening and Speaking Trimester 1, 2008

1. Course Coordinator and Lecturer

Jonathan Newton
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Office Hours: by appointment

2. Class times and rooms

Tuesdays, 4.10 – 6pm, Room MY 531

The course consists of 10 two-hour classes beginning on Tuesday 4 March and concluding on Tuesday 27 May. There will be no classes on Tuesday 27 March (which is in the Easter break) or in the two week mid-trimester break (14-27 April).

3. Announcements

Announcements will be made via Blackboard and e-mail.
The MA noticeboard is in the level 2 corridor of the von Zedlitz Building (VZ).

4. LALS main office

Room 210, 2nd floor von Zedlitz Building, Kelburn Parade

5. Course Administrator

Sarah Dunstan, Admin Assistant, Tel: 463 5255, Fax: 463 5604
Sarah.Dunstan@vuw.ac.nz

Web contact: www.blackboard.victoria.ac.nz

6. Content

Week beginning	Topics	Readings TLS = <i>Teaching Listening & Speaking</i>
LISTENING		
Class 1 4 March	i. Introduction: a framework for language teaching ii. Listening and information transfer	1. TLS Chpts 1 & 3 2. Palmer
Class 2 11 March	Second language listening: learning to listen,/listening to learn	1. Lynch and Mendelsohn 2. Field 3. Goh
Class 3 18 March	Types of listening opportunities in the classroom: (i) using authentic materials (ii) the Dictogloss activity	1. TLS Chpt 4 2. Willis 3. Wilson (supplementary reading)
<i>ONE-WEEK EASTER BREAK</i>		
PRONUNCIATION		
Class 4 1 April	(i) Understanding pronunciation problems (ii) Approaches to teaching pronunciation	1. TLS Chpt 5 2. Celce-Murcia et al
Class 5 8 April	Establishing pronunciation priorities	1. Gilbert 2. Jenkins
<i>TWO-WEEK MID-TERM BREAK (14-27 April)</i>		
SPEAKING		
Class 6 29 April	Controlled speaking practice	1. TLS Chpts 2 & 8 2. Davis and Pearse 3. Murphy
Class 7 6 May	Task-based interaction	1. TLS Chpt 6 2. Bruton, Skehan, Bruton debate
Class 8 13 May	The place of culture and pragmatics in language teaching and learning	1. Ohta 2. Tomlinson and Masuhara 3. Additional reading to be supplied
Class 9 20 May	Meaning-focused speaking in the classroom	1, TLS Chpt 7 2. Thornbury
Class 10 27 May	Fluency	1. TLS Chpt 9 2. Bygate

7. Aims and Objectives

Aims

The course aims to assist course members develop competencies in planning, delivering and evaluating the listening and speaking components of language programmes in various educational settings.

Objectives

By the end of the course you should be able to do the following things in a principled manner and with reference to relevant research:

- a design and select different kinds of listening and speaking activities and tasks to meet particular learning goals
- b plan programmes of listening and speaking classroom activities at a level suitable for a group of learners
- c evaluate the listening and speaking components of a language programme
- d suggest solutions to problems frequently encountered in the teaching of listening and speaking
- e pursue action research questions directed at evaluating specific teaching and learning activities
- f give advice to other teachers in response to questions raised about listening and speaking in the language classroom.

8. Workload

Course members should expect to spend about 10 hours a week on LALS 510. While this requires a considerable amount of independent work, course members are also encouraged to study cooperatively by forming study or discussion groups, or, in the case of distance students, using the Blackboard discussion boards and e-mail to share ideas and resources. On-site course members must prepare for classes by completing set readings in advance of the classes.

9. Mandatory Course Requirements

To meet Mandatory Course Requirements, each course member is required to do the following work:

- a. complete weekly reading requirements and related tasks in preparation for classes
- b. complete all assessment requirements
- c. attend all classes or contribute on time to each weekly discussion on Blackboard.

10. Attendance

You should attend all classes unless alternative arrangements have been made in advance. Distance students should make timely contributions to each discussion board.

11. Readings

There are two texts for LALS 510:

1. ***LALS 510 Teaching Listening and Speaking Course Readings 2008.***

This is available in downloadable form from the LALS 510 Blackboard site, or can be purchased from Student Notes Shop, a part of [VicBooks](http://www.vicbooks.co.nz/cms_display.php) (http://www.vicbooks.co.nz/cms_display.php)

2. **Nation, I.S.P. and J. Newton (2008). *Teaching Speaking and Listening*. Third Edition 2008.**

Chapters of this in-press book are only available in downloadable form from the LALS 510 Blackboard site.

Vicbooks is located in the Student Union Building on Kelburn Campus. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Vicbooks can courier books to customers or they can be picked up from either shop the day after placing an order online.

Telephone: Kelburn 463 5515

Opening hours: 8am - 6pm Mon - Fri (during term time - we close at 5pm in the holidays);
10am - 1pm Saturday

12. Assessment

Component		Objectives met	Value	Word limit	Due date
Assignment 1	Teaching listening	c, d & f	30%	1500 words	Friday 4 April
Assignment 2	Pronunciation teaching	a-d & f	20%	1000 words	Friday 2 May
Assignment 3	Observing an activity	e	50%	2500 words	Tuesday 3 June

N.B. Note that if no work is submitted for assessment before the last two weeks of teaching, there will be nothing on which to base an aegrotat consideration.

Assignment 1: Teaching listening

(i) What does it mean to *teach* listening? Drawing on relevant course readings, discuss this question. Relate your discussion to the listening needs of a group of learners whom you have taught.

(ii) Based on course and other readings, propose realistic options for enhancing the teaching of listening for these learners and/or the listening opportunities available to them.

Assignment 2: Teaching pronunciation

- (i) Identify and justify a pronunciation priority for a learner or group of learners.
- (ii) Briefly describe and critically appraise the approach taken by the learner and/or teacher to address this priority.
- (iii) Drawing on relevant literature, identify and justify two teaching or learning strategies that would best address gaps in the approach described in (ii) above..

Assignment 3: Observing a classroom activity involving speaking

(i) Observe a learner, small group of learners, or a whole class engaged in a classroom listening or speaking activity (e.g.: an information transfer listening task, an information gap task, a whole class oral drill, a 4-3-2 activity, a dictogloss, role-play, shadowing, quiz, etc). Make observation notes using an observation schedule, and/or tape the interaction and transcribe it.

(ii) Using evidence from your data, critically assess the learning experience. You may consider such aspects as:

- the quality of engagement of the learner(s)
- the extent to which the task meets relevant conditions for learning
- the opportunities for and/or evidence of learning.

Suggest variations to the task that might address weaknesses in any of these areas.

Support your discussion of the task and proposed variations with reference to relevant research literature. You will need to follow human ethics guidelines for collecting this data. More information will be provided on this.

A note on formatting

You are welcome to make judicious use of bullet points, diagrams, and tables in tasks and assignments.

13. Deadlines and Penalties

The statement on deadlines in the School MA Handbook applies to this course. There is no formal penalty for missing the deadline for submitting the assignments, but you must get permission in advance if you find that you have to hand work in late. *Lecturers reserve the right not to accept an assignment that is submitted after the deadline without prior permission.*

14. Length of Assignments

The required length applies to the “body” of the assignment (excluding references and any appendices). Provide a word count of the assignment “body” on each assignment. Please take careful note of the length requirement for each assignment. If an assignment exceeds the word limit, the lecturer reserves the right to consider only the first part of the assignment, from the beginning up to the word limit, for assessment purposes. It is important both academically and professionally that you be able to explain your ideas concisely and coherently.

15. Submitting Assignments and Tasks

On-campus students should submit a hardcopy of their assignment in class, or in the LALS assignments mailbox at the LALS office (vz210).

Distance students can send assignments and assessment tasks electronically (to lals-510@vuw.ac.nz) or by post. Please follow the guidelines below when submitting your assignment.

General guidelines

- Ensure left/right margins are set to at least 3cm, and top/bottom margins to 2.5cms or higher. This allows space for margin comments on the text.
- Set line spacing to 1.5
- Set font size to 12 point
- Number pages
- Include an assignment title page (a template will be provided)
- Give your assignment a **title** that captures what it is about (i.e., not just ‘Assignment 1’). Consider, for instance, what you would call it if you were submitting it to a journal
- Provide a word count at the end of the assignment (not including the Reference section)

Hardcopy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves.
- Posted assignments/tasks should be addressed to the course lecturer and sent to the following address:
School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
Wellington 6012

Electronic Submissions

- Save the file as one of the following: Microsoft Word (.doc), Rich Text Format (.rtf), WordPerfect (.wpd) or Adobe (.pdf)
- Send the whole assignment as a single file (including the title page, references and appendices)

16. Communication of additional information

Additional information or information on changes will be conveyed to students via Blackboard and/or email to all class members

17. Statement on the use of Turnitin

(For reference see s.3.6 of the 2006 Assessment Handbook.)

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

18. Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times. Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student

Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support