

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

School of Linguistics and Applied Language Studies

Course Outline

LALS 510: Teaching Listening and Speaking

Trimester 1, 2009 (2 March – 5 June)

(Assessment period 12 June – 1 July)

1. Staff

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2. Course information

Distance students

For distance students, the course is available at blackboard.vuw.ac.nz. When you enrol you will automatically be given a computer user account, which will be on your Confirmation of Study form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be camerorobe. Your password will be your student ID number. You need to use this computer user account when you access journals from off-campus. For help, contact scs-hda@vuw.ac.nz or phone (04) 463 5050. If you want to use other student computing

services, you need to call the SCS Help Desk on (04) 463 5050. Staff will re-confirm your username and re-set your password after confirming your identity. Useful websites include vuw.ac.nz/scs/services/services.aspx and vuw.ac.nz/scs/. If you are an international student the following site could be useful for you victoria.ac.nz/international/.

Distance students are welcome to come to the class if they are in Wellington. Please contact the relevant lecturer for that class if you plan to do so.

On-site students: class times and rooms

Classes will be held on Tuesdays, 4.10 – 6pm in Room 24KP 203. The course consists of 10 two-hour classes beginning on Tuesday 10 March and concluding on Tuesday 26 May (excluding the two-week Easter Break. 11-26 April).

3. Announcements

Announcements will be made via Blackboard (BB) 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

Rachel Scholes, Admin Assistant, Tel: 463 5255, rachel.scholes@vuw.ac.nz

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

6. 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.

Learning 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.

7. Course Content

Week beginning	Topics	Staff	Readings TLS = <i>Teaching Listening & Speaking</i>
LISTENING			
Class 1 10 March	A framework for language teaching	JN	1. TLS Chpts 1 & 2 2. Goh
Class 2 17 March	Teaching and learning through meaning-focused listening.	JN	1. TLS Chpt 3 2. Willis 3. Palmer
Class 3 24 March	Listening and focus on form	JN	1. TLS Chpt 4 2. Field 3. Wilson
PRONUNCIATION			
Class 4 31 March	(i) Understanding pronunciation problems (ii) Approaches to teaching pronunciation	JN	1. TLS Chpt 5 2. Celce-Murcia et al
Class 5 7 April	Identifying pronunciation priorities	JN	1. Gilbert 2. Jenkins
<i>THREE-WEEK MID-TERM BREAK (11 April – 1 May)</i>			
SPEAKING			
Class 6 5 May	Teaching and learning through task-based interaction	SW	1. TLS Chpt 6 2. Bruton, Skehan, Bruton debate 3. Littlewood
Class 7 12 May	Meaning-focused speaking in the classroom	SW	1, TLS Chpt 7 2. Thornbury
Class 8 19 May	Controlled speaking practice	SW	1. TLS Chpt 8 2. Murphy
Class 9 26 May	Teaching and learning sociocultural dimensions of a second language	SW	1. Tomlinson and Masuhara
Class 10 2 June	Fluency	SW	1. TLS Chpt 9 2. Bygate 3. Wood

8. Course Delivery

For distance students the course is delivered via ten weekly units of work placed on BB each week of the course. Distance students are expected to complete tasks as set out in these units of work, complete the required readings and contribute to the weekly BB discussion boards.

On-site students will receive hard copies of ten weekly units of work similar to those available for distance students on BB. On-site students are expected to have completed relevant readings prior to class as well as any required tasks, and to participate in class discussions and group work. Sections of the weekly classes will involve short lectures.

9. 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.

10. 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
- b. complete all assessment requirements
- c. attend all classes or contribute on time to each weekly discussion on Blackboard.

11. Attendance

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

12. Readings

There are two texts for LALS 510. The first is a set of readings printed through VUW, and the second a published book.

- i. *LALS 510 Methodology 1 2009 Course Readings*. (Approx Price \$18.00)
NOTE (This should have had the title *LALS 510 Listening and Speaking. Course Readings 2009* but inadvertently the printers received the incorrect title. I have asked the VUW notes shop to send the notes out for requests listing either title.)
This set of readings is available as downloadable files from the LALS 510 Blackboard site, or can be purchased from Student Notes Shop (www.victoria.ac.nz/home/study/notestexts.aspx), a part of [VicBooks](http://www.vicbooks.co.nz/cms_display.php) (www.vicbooks.co.nz/cms_display.php)
- ii. Nation, I.S.P. and J. Newton (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge. (late 2008 price \$59.95)

This book is available at VicBooks. It can also be purchased through Amazon.com or ordered through most mainstream booksellers.

13. Assessment

Component		Objectives met	Value	Word limit	Due date
Assignment 1	Teaching listening	c, d & f	30%	1500 words	Monday 6 April
Assignment 2	Pronunciation teaching	a-d & f	10%	500 words	Monday 4 May
Assignment 3	Observing an activity	e	60%	2500 words	Friday 12 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.

Marking Criteria

The marking criteria used to assess assignments for this course are provided on assignment mark sheets which are available on the BB site.

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

Briefly describe and critically appraise the approach taken to pronunciation teaching in a teaching situation that you are familiar with. Draw on relevant literature in your discussion.

Assignment 3: Observing a classroom activity involving speaking

(i) Arrange to 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).

(ii) Make observation notes (sample observation schedules are available in the LALS 510 Assessment folder on Blackboard) and, if possible, record the interaction(s). Transcribe relevant samples and use these in your assignment to support your discussion.

(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. See the LALS 510 Assessment folder on Blackboard for details of these guidelines.

A note on formatting

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

14. 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.*

15. 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.

16. Submitting Assignments and Tasks

Distance students can send assignments and assessment tasks electronically to lals-510@vuw.ac.nz or post the assignment to the address provided below.

On-campus students should submit a hardcopy of their assignment in class, or in the LALS assignments mailbox at the LALS office (VZ210).

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 and font size to 12 point
- Number pages
- Include an assignment title page (please use the template available in the assessment folder in the LALS 510 Blackboard site)
- 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 (the word count does not including the Reference section or appendices)

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)

Hardcopy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Do not insert 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

17. Communication of additional information

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

18. Statement on the use of Turnitin

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 compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

19. Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:
<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

19. General University policies and statutes

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:

victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at: victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism (reproduced below)
- Meeting the Needs of Students with Impairments
- Student Support