

**SCHOOL LINGUISTICS AND APPLIED LANGUAGE STUDIES
MA PROGRAMME**

LALS510-2010-T1

Listening and Speaking in the Language Classroom

TRIMESTER 1 2010

1 March to 4 July 2010

Trimester dates

Teaching dates: 8 March 2010 to 4 June 2010 – **all courses start in week two of trimester**

Mid-trimester break: 2 April to 18 April 2010

Study week: 7 June to 11 June 2010

Examination/Assessment period: 11 June to 4 July 2010

Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Names and contact details

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Course Administrator

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Class times and locations

Class time: Tuesdays 4.10 – 6.00pm
Room: 24 Kelburn Parade, Room 203

Course delivery

The course is delivered in two modes: on campus and by distance. On-campus classes are run as workshops. For distance students, the course is available at <http://blackboard.vuw.ac.nz>. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, on the MA page.

Communication of additional information

Additional information about this course and information about any changes will be announced in on-campus classes and posted on the course website in Blackboard.

Learning objectives

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.

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.

Expected workload

Course members should expect to spend 150 hours on this course or about 10 hours a week for each of the teaching weeks. 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.

Course content

Week beginning	Topics	Staff	Readings TLS = <i>Teaching Listening & Speaking (the set text)</i>
LISTENING			
Class 1 9 March	A framework for language teaching	JN	1. TLS Chpts 1 & 2 2. Palmer (1982)
Class 2 16 March	Meaning-focused listening in the language classroom	JN	1. TLS Chpt 3 2. Vandergrift (2007)
Class 3 23 March	Listening and focus on form	JN	1. TLS Chpt 4 2. Field (2003) 3. Wilson (2003)
PRONUNCIATION			
Class 4 30 March	(i) Understanding pronunciation problems (ii) Approaches to teaching pronunciation	JN	1. TLS Chpt 5 2. Celce-Murcia et al (1996)
MID-TERM BREAK (2- 18 April)			
Class 5 20 April	Identifying pronunciation priorities	JN	1. Gilbert (2000) 2. Jenkins (2002)
SPEAKING			
Class 6 27 April	Communication tasks and task-based language teaching (TBLT)	SW	1. TLS Chpt 6 2. Ellis (2003)
Class 7 4 May	Meaning-focused speaking in the classroom	SW	1. TLS Chpt 7 2. Bygate (2001)
Class 8 11 May	Controlled speaking practice	SW	1. TLS Chpt 8 2. Murphy (2001)
Class 9 18 May	Fluency	SW	1. TLS Chpt 9 2. Wood (2006)
ASSESSMENT			
Class 10 25 May	Monitoring and assessing listening and speaking	SW	1. TLS Chpt 10 2. Nunn (2000)

Readings

Essential text

1. Nation, I.S.P. and J. Newton (2009). *Teaching ESL/EFL listening and speaking*. New York: Routledge. (\$59.95).

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

Additional weekly articles

In addition to the set text, additional readings for each session will be made available through blackboard as electronic downloadable copies of readings (or links to download sources) for each session. These will **not** be available in a pre-printed book of readings. The references to these readings can be found at the end of this document.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of Vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from Vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

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. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available. Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Recommended Reading

Suggestions for additional reading will be available in the weekly study guides.

Assessment requirements

Component		Objectives met	Value	Word limit	Due date
10 weekly journal entries			10%	N/A	Tuesdays
Assignment 1	Listening in language teaching and learning	c, d & f	20%	1000 words	Tuesday 30 March
Assignment 2	Pronunciation teaching	a-d & f	20%	1000 words	Tuesday 27 April
Assignment 3	Observing a classroom speaking activity	e	50%	2000 words	Tuesday 1 June

Weekly journal entries

For each week of class you will write a journal entry of between 150-250 words. The journal entry will record your reactions to a reading(s) and reflection on how the ideas discussed could influence your teaching practice. You will be awarded a mark of up to 10% for your journals. To obtain 10% for your journal contributions, you need to submit a journal contribution of at least the stated length each week and respond to a journal written by another student. Each journal contribution and response is awarded a total of 1%.

Distance students

Your journals should be posted by the Monday following the week for each weekly topic. You will be assigned to small groups at the beginning of the trimester. On Blackboard, in the menu tab called "Journals" is a space set up for each group. Under that tab, you will find a group journal for your group. In addition to writing in your own journal, you should read the entries by other students in your groups, and you should respond to at least one of them per week by using the comments option.

On-campus students

You will need to print your journal reflections and bring them to class for discussion and to be handed in each week.

Assignments:

Assignment 1: Evaluating the teaching of listening

Drawing on relevant research and scholarship, briefly evaluate the teaching of and opportunities for listening in a second language for a group of learners whom you have taught or are familiar with. Propose realistic options for enhancing the teaching of listening for these learners and/or the listening opportunities available to them.

Assignment 2: Evaluating pronunciation teaching

Describe and critically appraise the approach taken to pronunciation teaching in a teaching situation with which you are familiar. Draw on relevant research and scholarship in your discussion.

Assignment 3: Evaluating a classroom activity involving speaking

(i) Arrange to observe a learner, small group of learners, or a whole class engaged in a classroom activity that involves speaking (e.g.: a communication task, a whole class oral drill, a 4-3-2 activity, a dictogloss, role-play, shadowing, 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.

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.

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.

A note on formatting

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

Deadlines and Penalties

Lecturers reserve the right not to accept an assignment that is submitted after the deadline without prior permission. If you think you will not be able to meet a deadline you must contact the course coordinator and request an extension.

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 the assignment cover sheet. 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.

Submitting Assessments

Distance members of the course should submit your assignments through the Blackboard (BB) system. Instructions on how to use the BB assignment tool are on the BB website. As a backup measure only, assignments may be submitted as e-mail attachments to lals-ma@vuw.ac.nz.

On-campus students may submit a hardcopy to the School office (to the assignments mailbox), or submit electronically through BB.

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).

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 relevant lecturer and sent to the following address:

School of Linguistics and Applied Language Studies
Victoria University of Wellington
PO Box 600
Wellington 6140

Mandatory course requirements

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

- a. complete weekly reading requirements and article response journals
- b. complete all assessment requirements
- c. attend all classes or contribute on time to each weekly discussion on Blackboard.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

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>

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.

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* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

Set readings

- Bygate, M. (2001). Effects of task repetition on the structure and control of language. In M. Bygate, P. Skehan & M. Swain (Eds.), *Task-based learning: language teaching, learning and assessment* (pp. 23-48). London: Longman.
- Celce-Murcia, M., Briton, D. M., & Goodwin, J. M. (1996). New directions in the teaching of pronunciation. *Teaching pronunciation* (pp. 290-318). Cambridge: Cambridge University Press.
- Ellis, R. (2003). Tasks in SLA and language pedagogy In R. Ellis (Ed.), *Task-based Language learning and teaching* (pp. 1-36). Oxford: Oxford University Press.
- Field, J. (2004). An insight into listeners' problems: too much bottom-up or too much top-down? *System*, 32(3), 363-377
- Gilbert, J. (2000). Six pronunciation priorities for the beginning student. *iatefl Speak Out!*, 25, 4-8.
- Goh, C. (2000). A cognitive perspective on language learners listening comprehension problems. *System*, 28(1), 55-75.
- Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics* 23(1), 83-103.
- Murphey T. (2001). Exploring conversational shadowing *Language Teaching Research*, 5(2), 128-155.
- Nunn, R. (2002). Designing rating scales for small group interaction. *ELT Journal* 54(2), 169-178.
- Palmer, D. (1982). Information transfer and listening and reading. *English Teaching Forum*, 20(1), 29-33.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40: 191-210.
- Wood, D. (2006). Uses and functions of formulaic sequences in second-language speech: an exploration of the foundations of fluency. *The Canadian Modern Language Review*, 63(1), 13-33.
- Wilson, M. (2003). Discovery listening - improving perceptual processing *ELT Journal*, 57(4), 335-343.