SCHOOL LINGUISTICS AND APPLIED LANGUAGE STUDIES
MA PROGRAMME

LALS510-2011-T1
Listening and Speaking in the Language Classroom

TRIMESTER 1 2011 (28 February to 2 July)

Trimester dates
Teaching dates: 8 March to 24 May 2011 **(Note that because this is a 10-week course in a 12-week trimester, classes begin in the 2nd week of trimester and end in the 11th week.)**
Mid-trimester break: 18 April to 1 May.

Withdrawal dates
Information on withdrawals and refunds may be found at
http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx

Names and contact details

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Course Administrator

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         Post: as above

Class times and locations

Class time: Tuesdays 4.10 – 6.00pm
Room: 24 Kelburn Parade, Room 202

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 http://www.victoria.ac.nz/lals/study/faq.aspx

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 site 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 of	Topics	Staff	Readings **TLS** = *Teaching Listening & Speaking (the set text)*
LISTENING			
Class 1 8 March	A framework for language teaching	JN	1. TLS Chpts 1 & 2 2. Palmer (1982)
Class 2 15 March	Creating opportunities for meaning-focused listening	JN	1. TLS Chpt 3 2. Vandergrift (2007)
Class 3 22 March	Creating opportunities for focus on form through listening	JN	1. TLS Chpt 4 2. Field (2003) 3. Wilson (2003)
PRONUNCIATION			
Class 4 29 March	Approaches and techniques for teaching L2 pronunciation	JN	1. TLS Chpt 5 2. Celce-Murcia et al (1996)
Class 5 5 April	Setting pronunciation priorities	JN	1. Setter & Jenkins (2005) 2. Jenkins (2002) 3. Gilbert (2000)
SPEAKING			
Class 6 12 April	Speaking tasks and how they affect processing	FB	1. TLS Chpt 6 2. Ellis (2003) 3. Skehan & Foster (1999)
MID-TERM BREAK (18 April to 1 May)			
Class 7 3 May	Creating opportunities for improving output	FB	1. TLS Chpt 7 2. Bygate (2001) 3. Leeman (2003)
Class 8 10 May	Focusing on fluency-facilitating language	FB	1. TLS Chpt 8 2. Boers et al (2006) 3. Bardovi-Harlig (2009)
Class 9 17 May	Enhancing fluency through repetition	FB	1. TLS Chpt 9 2. Wood (2007) 3. de Jong & Perfetti (2011)
ASSESSMENT			
Class 10 24 May	Monitoring and assessing listening and speaking skills	FB	1. TLS Chpt 10 2. Brown (2003) 3. Zhang & Elder (2010)

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.

Vicbooks is in the Student Union Building, 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. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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.

Weekly reading requirements
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.

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

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

Assessment requirements

Component		Objectives met	Value	Word limit	Due date
Ten weekly blog entries/written reflections		c, d & f	10%	N/A	weekly
Assignment 1	Listening in language teaching and learning	c, d & f	20%	1000 – 1200 words	Monday 4 April
Assignment 2	Pronunciation teaching	a-d & f	20%	1000 - 1200 words	Tuesday 3 May
Assignment 3	Observing a classroom speaking activity	E	50%	2000 words	Friday 3 June

Assessment – details

Ten weekly blogs (distance students) or written reflections (on-site students)

Blogs (distance)
For each week of class you will write a blog entry of between 150-250 words and respond to at least one blog entry from another student. Your blog entry will record your reactions to a reading(s) and reflection on how the ideas in the readings could influence your teaching practice.

You will be assigned to blog groups (usually 4-6 students) and will post your blogs in the blog area for your group (see the "Groups" tab on Blackboard). In addition to writing your own blog, 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.

You should post your blogs no later than the Monday following the week for each weekly topic, and earlier is preferred so that others in your blog group have opportunities to read and respond to your comments.

You will be awarded one mark for each of the 10 required blogs (a 10% contribution towards your final grade). To obtain 10/10 for your blogs you need to submit a blog entry of at least the stated length before the deadline for each of the 10 weeks of the course and, each week, respond to a blog written by another student.

Written reflections (on-campus)
On-campus students should follow the guidelines above for blog writing except that instead of submitting your blog on-line, you will print it and bring it to class for discussion and to be handed in each week (not week 1 of the course).

Assignments

Assignment 1: Evaluating the teaching of listening
Using the five opportunity standards proposed by Newton (2009), 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. Briefly propose ways that any gaps or weaknesses that you identify can be addressed. 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.

Additional guidelines for assignment 3

This assignment is designed to give you the opportunity to carry out a small piece of original research into some aspect of second/foreign language pedagogy related to speaking.

As an alternative to observing a class, you consider asking a group or pair of learners to participate in a small speaking/listening task which you record and analyse. Shadowing makes for an interesting option (and one that really only requires one learner) - see the Murphey reading. Other options could be a dictogloss, an information gap task or a technique described in Nation and Newton (2009) . Recording a short task performance is in some ways more straightforward than observing a whole class as it provides quite concrete, focused data to discuss and you can more reliably predict ahead of time what you want to focus on in the data.

Note that it is also very useful to carry out short post-task interviews with the learners. This allows you to discuss not only the performance data but also learners' own views of the experience.

The description of the assignment in the LALS 510 course outline identifies a number of areas that should be addressed in the assignment. More specifically you might also find it valuable to narrow the focus on particular aspects of speaking/interaction such as:
- negotiation of meaning
- learners' evaluations of the activity
- form-focused episodes/feedback
- use of task vocabulary
- aspects of fluency, accuracy & complexity.

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 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). Please 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

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.

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic.

Set readings

Bardovi-Harlig, K. (2009). Conventional expressions as a pragmalinguistic resource: Recognition and production of conventional expressions in L2 pragmatics. *Language Learning,* 59(4), 755-795.

Boers, F, Eyckmans, J., Kappel, J., Stengers, H., & Demecheleer, M. (2006). Formulaic sequences and perceived oral proficiency: Putting a lexical approach to the test. *Language Teaching Research,* 10, 245-261.

Brown, A. (2003). Interviewer variation and the co-construction of speaking proficiency. *Language Testing,* 20, 1-25.

Bygate, M. (2001). Effects of task repetition on the structure and control of language. In M. Bygate, P. Skehan & M. Swain (Eds.), *Researching pedagogical tasks: second language learning, teaching, 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.

De Jong, N. & Perfetti, C.A. (2011). Fluency training in the ESL classroom: An experimental study of fluency development and proceduralization. *Language Learning,* advance access.

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.

Leeman, J. (2003). Recasts and second language development: Beyond negative evidence. *Studies in Second Language Acquisition,* 25, 37-63.

Nunn, R. (2000). 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.

Setter, J., & Jenkins, J. (2005). Pronunciation. *Language Teaching, 38*(01), 1, 1-17.

Skehan, P. & Foster, P. (1999). The influence of task structure and processing conditions on narrative retellings. *Language Learning, 49*(1), 93-120.

Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching, 40,* 191-210.

Wood, D. (2007). Effects of focused instruction of formulaic sequences on fluent expression in second language narratives: a case study. *Canadian Journal of Applied Linguistics,* 10, 39-56.

Wilson, M. (2003). Discovery listening - improving perceptual processing *ELT Journal, 57*(4), 335-343.

Zhang, Y. & Elder, C. (2010). Judgments of oral proficiency by non-native and native English speaking teacher raters: Competing or complementary constructs? *Language Testing,* advance access.