

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MA PROGRAMME

LALS510: Listening and Speaking in the Language Classroom

TRIMESTER 1 2012 (5 March to 4 July 2012)

Trimester dates

Teaching dates: 13 March to 29 May 2012 (*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: 6–22 April 2012

Last piece of assessment due: Monday 11 June

Study week: 11–15 June 2012

Examination/Assessment Period: 15 June to 4 July 2012

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 103

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.

Course Prescription

This course critically examines issues related to listening and speaking in the second language classroom. It draws on principles derived from second language acquisition research that can inform effective teaching practice in these areas.

Course content

Week of	Topics	Staff	Readings TLS = <i>Teaching Listening & Speaking (the set text)</i>
LISTENING			
Class 1 13 March	(i) A framework for language teaching (ii) Meeting the conditions for learning through listening in the information transfer technique	JN	TLS Chpts 1 & 2 Newton (2009) Palmer (1982)
Class 2 20 March	Teaching L2 listening comprehension skills	JN	TLS Chpt 3 Cross (2009) Vandergrift (2006) Vandergrift & Tafaghodtari (2010)

Class 3 27 March	Using listening to focus on linguistic forms and to practice bottom-up processing skills	JN	TLS Chpt 4 Field (2003) Wilson (2003) Swain (1998)
PRONUNCIATION			
Class 4 3 April	Approaches and techniques for teaching L2 pronunciation	JN	TLS Chpt 5 Jenkins (2004) Derwing and Rossiter (2003)
MID-TERM BREAK (6-22 April)			
Class 5 24 April	Setting pronunciation priorities: English as an international language (EIL)/lingua franca - what English?	JN	Jenkins (2002) Derwing and Munroe (2005) Pickering (2006) Gilbert (2000)
SPEAKING			
Week 6 1 May	Task types/conditions and how they affect processing	FB	TLS Chpt 6 Ellis (2003) Skehan & Foster (1999) Boers et al. (2007)
Week 7 8 May	Effects of task repetition	FB	TLS Chpt 7 Bygate (2001) Hawkes (2011) De Jong & Perfetti (2011)
Week 8 15 May	Focus on fluency and fluency facilitating language	FB	TLS Chpt 8 Gatbonton & Segalowitz (2005) Wood (2009) Stengers et al. (2011)
Week 9 22 May	Task-based language teaching: Polemics and directions	FB	TLS Chpt 9 Swan (2005) Ellis (2009) Ding (2007)
ASSESSING LISTENING AND SPEAKING			
Week 10 29 May	Assessing listening and speaking skills	FB	TLS Chpt 10 Brown (2003) Iwashita et al. (2008) Zhang & Elder (2010)

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. evaluate the listening and speaking components of a language programme
- b. suggest solutions to problems frequently encountered in the teaching of listening and speaking
- c. pursue action research questions directed at evaluating specific teaching and learning activities
- d. 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.

Readings

Essential text

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

This book is available at VicBooks. (approx \$60.00) or it can also be purchased on-line (often for a cheaper price), or ordered through most mainstream booksellers.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 13 February to 16 March 2012, 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 of the trimester all undergraduate textbooks and student notes will be sold from VicBooks on Level 4 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 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 are 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 are available in the reference sections of the course text book and set readings. Other sources for relevant readings/resources will be provided during the course.

Assessment requirements

Overview

Component		Objectives met	Value	Word limit	Due date
Ten weekly blog entries/written reflections		a, b, d	10%	N/A	weekly
Assignment 1	Evaluating opportunities for listening in a programme	a, b, d	20%	1000 – 1200 words	Tuesday 2 April
Assignment 2	Evaluating pronunciation teaching in a programme	a, b, d	20%	1000 - 1200 words	Tuesday 8 May
Assignment 3	A bit of research	c	50%	2000 words	Monday 11 June

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 reading could influence your teaching practice.

You will be assigned to blog groups (usually 4-6 students) and will post your blogs in the discussion board 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 respond to at least one of them each week by using the comments option.

All blog posts (not including comments) should be submitted by the Sunday of the week for each weekly topic. 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 by the weekly 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).

Assignment 1: Evaluating the teaching of listening

Using the five opportunity standards proposed by Newton (2009), critically evaluate the opportunities for and actual teaching of listening in a second language for a group of learners whom you have taught or are familiar with. Identify realistic priorities 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: A bit of research

Option A

Give a couple of learners (and/or native speakers) a 4-3-2 task. Also give them a 3-3-3 task, i.e. a re-tell sequence without increased time pressure. Compare how their output evolves across the re-tell sequence. You may wish to focus on just one or two features of the output, e.g. fluency, lexical richness, error rate, use of formulaic sequences, syntactic complexity.

Option B

Review the literature on the technique called shadowing (a good starting point is: Murphey, T. (2001) Exploring conversational shadowing. *Language Teaching Research*, 5, 128-155). Put one or more versions of the technique to the test with a couple of learners, and critically assess the learning experience. You may consider such aspects as the perception of the task by the learners, the extent to which the task pushes the learners' output, and evidence of language uptake.

Option C

Compare two information gap activities: one based on pictorial input and one based on verbal input. Can you find any differences with regard to the number and kind of language-related episodes (negotiation of meaning, negotiation of form) they give rise to? In each case you may propose variations to the task that might address attested weaknesses.

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. It goes without saying that your mini-research paper should refer to the relevant research literature.

It is often 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 task experience.

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.

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 (top left corner only please).

- Avoid presenting assignments in bulky folders or sleeves.
- 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

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). 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.

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. Exemptions to this requirement must be negotiated in advance with the course lecturers and will require completion of a written task addressing some aspect of the class missed.

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.

MA programme – Student Representative

A student representative for the MA programme will be elected early in the trimester, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. This person provides a communication channel to liaise with the Course Coordinator on behalf of students.

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

Boers, F., J. Eyckmans & A. Godfroid (2007) Catering for limited processing capacity to foster incidental vocabulary uptake. In: Pelsmaekers, K. & C. Rollo (eds.), *Economically Speaking. Essays in honour of Chris Braecke*, 169-185. Antwerpen/Apeldoorn: Garant.

- 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.
- Cross, J. (2009). Effects of listening strategy instruction on news videotext comprehension. *Language Teaching Research* 13,2, 151-176. doi:10.1177/1362168809103446
- 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. doi:10.1111/j.1467-9922.2010.00620.x
- Derwing, T. & Munro, M. (2005). Second Language Accent and Pronunciation Teaching: A Research Based Approach. *TESOL Quarterly Vol. 39 No. 3*, 379 -397.
- Derwing, T. & Rossiter, M. (2003). The Effects of Pronunciation Instruction on the Accuracy, Fluency, and Complexity of L2 Accented Speech. *Applied Language Learning Vol 13 No 1*, 1-17.
- Ding, Y. (2007). Text memorization and imitation: The practices of successful Chinese learners of English. *System*, 35, 271–280.
- 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.
- Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3). doi:10.1111/j.1473-4192.2009.00231.x
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- Gatbonten, E., & Segalowitz, N. (2005). Rethinking communicative language teaching: a focus on accuracy and fluency'. *Canadian Modern Language Journal*, 61, 325–353.
- Gilbert, J. (2000). Six pronunciation priorities for the beginning student. *iatefl Speak Out!*, 25, 4-8.
- Hawkes, M.L. (2011). Using task repetition to direct learner attention and focus on form. *ELT Journal*.
- Iwashita, N., Brown, A., McNamara, T., & O'Hagan, S. (2008). Assessed levels of second language speaking proficiency: How distinct? *Applied Linguistics*, 29, 24–49.

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- Pickering, L. (2006). Current Research On the Intelligibility In English As A Lingua Franca. *Annual Review of Applied Linguistics*, 26, 219-233. doi:10.1017/S0267190506000110
- Skehan, P. & Foster, P. (1999). The influence of task structure and processing conditions on narrative retellings. *Language Learning*, 49(1), 93-120. doi:10.1111/1467-9922.00071
- Stengers, H., Boers, F., & Housen, A. (2011). Formulaic sequences and L2 oral proficiency: Does the type of target language influence the association? *International Review of Applied Linguistics*, 49, 321-343. doi:10.1515/iral.2011.017
- Swain, M. (1998). Focus on Form Through Conscious Reflection. In C. Doughty & J. Williams (Eds.), *Focus on Form in Classroom Second Language Acquisition* (pp 64-81). Cambridge, Cambridge University Press.
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- Vandergrift, L. & Tafaghodtari, M. (2010). Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. *Language Learning* 60:2, 470-497. doi: 10.1111/j.1467-9922.2009.00559.x
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- Wood, D. (2009). 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.
- 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.