TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MASTER OF ARTS IN TESOL/APPLIED LINGUISTICS
LALS 510 LISTENING AND SPEAKING IN THE LANGUAGE CLASSROOM
15 POINTS

TRIMESTER 1 2015

Important dates

Trimester dates: 2 March to 1 July 2015

Teaching dates: 2 March to 22 May 2015 (10 weeks) (See the schedule on page 3 for the dates for RELC on-campus classes and for distance students)

Easter/Mid-trimester break: 3–19 April 2015

Last assessment item due: 8 June

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

This course is delivered in 2015 as an intensive course at RELC in Singapore from Monday 2 March to Friday 13 March 2015. For distance students, the virtual venue is the LALS 510 Blackboard site and scheduled dates for the course are 2 March to 23 May (with final assessment task due after these dates).

Names and contact details

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Communication of additional information

Additional information about this course and information about any changes will be posted on the course site on Blackboard and emailed to course members.

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 learning objectives (CLOs)

The course aims to assist course members develop competencies in planning, delivering and evaluating the listening and speaking components of second/foreign language programmes. By the end of the course you should be able to do the following in a principled manner and with reference to relevant research:

a. critically evaluate the content and coverage of the listening and speaking components of a second/foreign language programme

b. suggest solutions to problems frequently encountered in the teaching of listening and speaking

c. pursue action research questions directed at evaluating teaching approaches, activities and learning outcomes in relation to listening and speaking in the language classroom

d. give advice to other teachers in response to questions raised about listening and speaking in the language classroom.

Teaching format

The course is delivered in two modes: on campus and by distance. On campus classes are run as lecture/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 at www.victoria.ac.nz/lals/study/postgraduate/ma/faqs

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 its-service@vuw.ac.nz or phone +64 4 463 5050. For IT services available to students see www.victoria.ac.nz/its. If you are an international student the following site could be useful: www.victoria-international.ac.nz/

Course content

Date[1]	Module Topic	Weekly readings
Introduction to the course		
Class 1 2 March *(Week of 2 March)*	1. Setting agendas – burning questions on teaching listening and speaking 2. Listening and speaking across the four strands	TLS[2] Chpts 1 & 2 Waters (2012)
LISTENING		
Class 2 3 March *(Week of 9 March)*	*Meaning-focused listening* 1. The information transfer technique 2. Teaching L2 listening comprehension skills	TLS Chpt 3 Palmer (1982) Cross (2014) Vandergrift & Tafaghodtari (2010)
Class 3 4 March *(Week of 16 March)*	*Form-focused listening* 1. The Dictogloss technique 2. Focus on form and bottom-up processing skill development through listening	TLS Chpt 4 Cauldwell (2013) Field (2003) Wilson (2003)
PRONUNCIATION		
Class 4 5 March *(Week of 23 March)*	Approaches and techniques for teaching L2 pronunciation	TLS Chpt 5 Folse (2006) Derwing and Rossiter (2003) Jenkins (2004)
Class 5 6 March *(Week of 30 March)*	Setting pronunciation priorities: implications from research on English as a Lingua Franca (ELF)/International Language (EIL)	Gilbert (2000) Jenkins (2002)[3] Pickering (2006)
SPEAKING		
Class 6 9 March *(Week of 20 April)*	Communication tasks & group work: Learning through interaction	TLS Chpts 6 & 7 Newton (2013) Nguyen, Crabbe & Newton (2015)
Class 7 10 March *(Week of 27 April)*	Controlled speaking practice	TLS Chpt 8 DeKeyser (2007) Ding (2007)
FEEDBACK		
Class 8 11 March *(Week of 4 May)*	Speaking and corrective feedback	TLS Chpt 8 Mackey (2006) Sheen (2004)
FLUENCY		
Class 9 12 March *(Week of 11 May)*	Developing spoken fluency in L2	TLS Chpt 9 Gatbonton & Segalowitz (2005) Boers (2014) or Wood (2009)

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[1] On-campus in black, distance in red

[2] **TLS** = *Teaching EFL/ESL Listening & Speaking (the set text)*

[3] This reading is also used in LALS 513

MONITORING and ASSESSMENT		
Class 10 13 March *(Week of 18 May)*	Assessing listening and speaking skills	TLS Chpt 10 Brown (2003) Iwashita et al. (2008) or Zhang & Elder (2010)

As you can see in the third column of the schedule above, for each class you are required to read a chapter or two from the set text, Nation and Newton (2009), as well as two or three journal articles or book chapters. These additional readings will be provided as downloadable .pdf files and/or links to e-journals. The full citation details for these readings are provided in a document on Blackboard. The journal readings are mostly fairly short and practical. For classes 9 & 10 you are offered the choice of reading one or other of two readings rather than both.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:
1. complete all three assignments
2. On-campus students: attend all 10 classes; Distance students: contribute on time to all 10 blog topics on Blackboard. Exemptions from attending a class or submitting a blog on time because of illness or other unexpected events can be requested (preferably in advance) from the course lecturer. Catch up tasks may be set in such cases.

Workload

Course members are expected to spend 150 hours on this course or about 5-6 hours on each of the classes/topics and the remainder of the time reading widely on the topics and completing assessment tasks. Probably around 70-90 hours should be allocated to working on assessment tasks on the course. Of this, around 20-25 hours may be required for assignment 1, 10-15 hours for assignment 2, and around 40 hours for assignment 3.

While the course requires a lot 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.

Set text

The set text for the course is:

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

This book is available for loan through the VUW library, or from VicBooks (located on the ground floor of the Easterfield Building, Kelburn Parade) or through on-line retailers such as Book Depository and Amazon.

Recommended reading

Recommendations for additional reading will be provided during the course. A repository for recommended readings can be found in the Readings area of the LALS 510 BB site.

Class blogs

For each class you are required to write a blog entry of between 150-250 words which distance students post in their blog group areas and on-campus students bring to class. In your blogs you are expected to record your reactions to readings and to reflect on how the ideas in the reading relate to teaching practice. A specific blog topic is set for each class and is included in each class study guide. These guides can be found in the Study Guides folder in the Blackboard site for this course.

You will be assigned to blog groups (usually 4-6 students) each of which has its own blogging space. Blog groups are set up as interactive spaces where, in addition to posting your blogs, you are expected to respond to blogs written by other members of your blog group.

Blogs are an essential part of the course and so are a mandatory course requirement (see page 4 above). All blog posts (not including comments) should be submitted by 5pm Saturday (NZ time) of the week for each weekly topic. Earlier is preferred so that group members have opportunities to read and respond to each other's blogs within the time set for each blog topic.

I will also read all blogs by the end of each week and add comments where appropriate. I will usually post a summary of my overall response to your blogs in the following week. Often I will include extracts from your blogs which highlight useful points.

Assessment

Component	Objectives met	Value	Word limit	Due date
Assignment 1 Evaluating opportunities for listening in a programme	a, b, d	35%	1500 words	Monday 13 April
Assignment 2 An extended response to a blog/discussion topic & related readings	a, b, d	15%	1000 words	Monday 25 May
Assignment 3 Investigating a speaking activity	c	50%	2500 words	Monday 8 June

Assignment 1: Evaluating the teaching of listening

Use the five opportunity standards proposed by Newton (2009)[4] and draw on other relevant literature to ***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. On the basis of this evaluation, ***identify*** and ***justify*** realistic priorities for enhancing the learning opportunities available to these learners through listening (and through 'teaching listening').

A description of listening opportunities in the programme as it currently exists (or existed in the past when you taught it or were a student in it) should be included in an appendix. This description is not included in the word count. It should be no more than 500 words and can be partially or completely in the form of a table or bullet points.

Possible steps for doing this assignment:

1.   Identify the particular English language course or programme or context you want to focus on.

2.   List the opportunities for listening and for instruction in and through listening in this context. Note any gaps you think exist in this programme.

3.   Read relevant sources. Start with the textbook (TLS), Newton (2009) and the set readings. Plenty of other sources will offer useful input (e.g. Vandergrift (2007)[5] and Goh (2000)[6]). Note that Newton (2009, p. 54) contains an explicit list of listening opportunities and as such is a key reference for this assignment. In the bibliography of listening references (available on Blackboard in the Class 2 area) you will find additional references. Those highlighted in yellow are ones I recommend.

4.   Summarize from these sources what you think a balanced range of listening opportunities should be,

5.   Compare information from steps (2) and (3) and on the basis of this analysis, revise your list from step 2 if necessary. You are now ready to critically evaluate the teaching of, and opportunities for, listening in a second language in this context

6.   Propose ***realistic*** options for enhancing the teaching of listening for these learners and/or the listening opportunities available to them.

Assignment 2: An extended response to a blog/discussion topic

Look through the blog/discussion topics from the study guides provided for classes 4 to 10. Choose one blog topic which particularly interests you and for which material you have met on this course offers new ways of thinking about your teaching practice in relation to the topic. Write an extended (1000 word) response to this topic in which you critically discuss the applications and/or implications of this topic for your teaching and for fostering learning in a specific context.

Do not choose a topic which overlaps with the topic of Assignment 1 or the topic you choose for Assignment 3.

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[4] Newton, J. (2009). Listening in the language classroom: Opportunity standards for effective pedagogy. *Modern English Teacher, 18*(3), 52-58.

[5] Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching,* 40/3, pp 191-210.

[6] Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28/1: 55-75.

You may draw on one or more of the following prompt questions to guide your writing:

1. In what specific ways has your engagement with this topic led you to think differently about your teaching practice?
2. What particular situational factors in your teaching context will need to be taken into account in adopting new practices in relation to this topic? How could this be done?
3. To what extent have the set readings adequately addressed what you consider to be the most pressing concerns of teachers in relation to this topic?

One thousand words gives you fairly limited space to develop your response so rather than write superficially about a lot of different aspects of the topic you may wish to focus your writing on one or two angles which you develop more deeply.

Assignment 3: Investigating a speaking activity

Option A

Give a small number of learners a 4-3-2 task. Also give them a 3-3-3 task, i.e. a re-tell sequence without increased time pressure. With reference to evidence from the data you collect, compare how their output evolves across the re-tell sequence. In addition to fluency, you may wish to focus on another feature of the output such as fluency, lexical richness, error rate, use of formulaic sequences or syntactic complexity. (Recommended reading: Boers, 2014; De Jong & Perfetti, 2011[7])

Option B

Review the literature on the technique called shadowing (a good starting point are articles by Murphey (2001)[8] and de Guerro & Commander (2013)[9]. Put one or more versions of the technique to the test with a couple of learners, and critically assess the learning experience with reference with evidence from the data you collect. In addition to analysing shadowing data 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[10]: one based on pictorial input and one based on verbal input. With reference to evidence from the data you collect, discuss any similarities or differences in the occurrence of interactional features (e.g. the number and kind of language-related episodes, negotiation of meaning and form) and/or features of language production (e.g. use of task vocabulary, aspects of fluency, accuracy & complexity) each task gives rise to. Drawing on this data discuss implications for teaching and learning using these kinds of tasks. (Recommended reading: Foster & Ohta, 2005[11].)

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[7] De Jong, N. and C. A. Perfetti. (2011). Fluency training in the ESL classroom: An experimental study in fluency development and proceduralization. *Language Learning* 61, 2: 533–568.

[8] Murphey, T. (2001) Exploring conversational shadowing. *Language Teaching Research, 5*, 128-155.

[9] de Guerrero, M.CM. & Commander, M. (2013). Shadow-reading: Affordances for imitation in the language classroom. *Language Teaching Research* 17(4), pp. 433-453.

[10] Also referred to as 'split information activities in Nation and Newton (2009) – see pages 101-103 for example.

[11] Foster, P. & Ohta, A.S. (2005). Negotiation for meaning and peer assistance in second language classrooms. *Applied Linguistics* 26 (3): 402-430.

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. Your assignment should discuss 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.
- Please provide transcripts (if any) in an appendix.
- You will need to follow human ethics guidelines for collecting this data. See the LALS 510 Assessment folder in Blackboard for details of these guidelines.
- This assignment should be presented in the form of a standard research report which usually contains the following sections (but don't feel obliged to include all these sections and headings if they do not fit your material):

  1. Introduction and Research Questions
  2. Literature Review
  3. Method
     Participants and setting
     Research design
     Tasks
     Description of data analysis
     Human ethics
  4. Results ('What I found)
  5. Discussion (Explaining the results and relating them to the research literature) (Results and discussion can sometime be integrated)
  6. Summary and conclusions
     Limitations
     Implications
  7. References
  8. Appendices
     Transcripts
     Any additional data
     Human ethics information sheet and consent form

Assessment details

1. For each assignment, you are expected to draw on a range of sources including but not necessarily limited to set readings from the course.
2. If you have not taught languages before, respond to assignments 1 & 2 by drawing on your experience as a language learner.
3. These assignments require you to draw on your experience as a teacher or, for assignment 3, on your experience of carrying out a small research project. You are therefore encouraged to write from the first person perspective ('I') where appropriate, i.e., avoid such starchy phrases as 'The researcher found that ..'.
4. You are welcome to make judicious use of bullet points, diagrams, and tables in tasks and assignments.
5. Avoid overly long introductions that are too broad to be relevant to the assignment in question. Sentences that begin with statements such as 'English teaching is a growing profession in many parts of the world' really add nothing to an assignment and waste valuable words (and time!). None of the three assignments set for this course fit into a traditional expository essay genre so you will make things harder than they need to be if you try to shape them into this genre!

Formatting guidelines

- Ensure left/right and top/bottom margins are set to at least 2.5cms. This allows space for me to scribble margin comments if I choose to grade hard copies.
- Set line spacing to 1.5 and font size to 12 point.
- Number the 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 title you would give it if you were submitting it to a journal or presenting it at a conference.
- Provide a word count for the assignment (the word count does not include the Reference section or appendices).

Marking criteria

The criteria for marking are presented in detail on the feedback sheets for each assignment available on BB in the assessment area. In general terms, the three key criteria are as follows:

- Coherence and clarity of the argumentation
- Evidence of depth and breadth of relevant reading and analysis regarding the issues or questions raised in the assignment description
- The degree of critical insight into the issues related to the task, including practical implications and applications to teaching and learning.

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

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. It is important both academically and professionally that you be able to explain your ideas concisely and coherently. See the note in the Penalties section on p. 10 below concerning penalties for exceeding the word limit for an assignment.

Submission and return of work

All course members should submit assignments through the Blackboard (BB) system. Instructions on how to use the BB assignment tool are on the BB website. Assignments are usually marked and grades and feedback provided within 2-3 weeks of the submission date. Feedback and a grade are provided on a grade sheet for each assignment and sometimes also in the body of the assignment. Assignment grades are all provisional until the course and course assessment has been subject to moderation by an external moderator. This usually occurs in the week or so after all assessment is complete and prior to final grades being entered into the Victoria University grade centre.

Extensions and penalties

Extensions

If you require an extension for good reasons, ask the course coordinator ahead of the due date for handing in the assignment for an extension, providing reasons for the request.

Penalties

In line with School (LALS) policy, assignments handed in after the due date without an extension being granted will receive one grade less (5%) per working day and comments may not be provided. After one week, no grade will be given, but the assignment can still count for mandatory course requirements if submitted by the end of the teaching period for the trimester.

Please take careful note of the length requirement for each assignment. Assignments can exceed the work limit by no more than 15%. Beyond this, the lecturers reserve the right to consider for assessment purposes only the part of the assignment from the beginning up to the word limit.

Class 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. You can find out more information on Class Representatives on the VUWSA website.

Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz