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 PROGRAMME
LALS 510: Listening and Speaking in the Language Classroom

TRIMESTER 1 2013
4 March – 3 July 2013

Trimester dates
Teaching dates: 4 March to 2 June 2013
Easter break: 28 March to 3 April 2013
Mid-trimester break: 22–28 April 2013 (there will also be no class or scheduled work for the course on the week beginning 15 April)
Last piece of assessment due: Monday 10 June

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

Names and contact details

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Class times and locations
Class time: Tuesdays 4.10 – 6.00pm
Room: 24 Kelburn Parade, Room 103

Teaching/learning summary
The course is delivered in two modes: on campus and by distance. On-campus classes are run as lecture-workshop sessions. Distance classes are run asynchronously via Blackboard[1], Victoria's online teaching and learning system (http://blackboard.vuw.ac.nz).

The course runs as a set of 10 weekly units each of which include a weekly study guide and a set of readings. The study guide outlines the content of the unit and poses questions for discussion and tasks to complete. Both on-campus and distance students receive the weekly study guide (but in modified form to suit the two respective delivery modes). Distance students will respond to tasks or discussion questions via discussion boards/blogs on Blackboard.

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

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.

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 are expected to spend 150 hours on this course or about 10-15 hours a week for each of the teaching weeks, as well as time outside the teaching weeks completing assessment tasks. 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.

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[1] Further information about Blackboard is available under 'Frequently Asked Questions' http://www.victoria.ac.nz/lals/study/faq

Course content

Week of	Weekly Topic	Weekly readings
Class 1 5 March	*Introduction to the course* 1. Setting the agenda – your questions 2. Listening and speaking across the four strands	TLS[2] Chpts 1 & 2 Waters (2012)
LISTENING		
Class 2 12 March	*Meaning-focused listening* 1. Teaching L2 listening comprehension skills 2. The information transfer technique	TLS Chpt 3 Palmer (1982) Vandergrift (2006) Vandergrift & Tafaghodtari (2010)
Class 3 19 March	*Form-focused listening* 1. Focus on form and practicing bottom-up processing skills through listening 2. The Dictogloss technique	TLS Chpt 4 Swain (1998) Thorn (2009) Wilson (2003)
PRONUNCIATION		
Class 4 26 March	Approaches and techniques for teaching L2 pronunciation	TLS Chpt 5; Derwing and Rossiter (2003); Jenkins (2004)
EASTER BREAK (28 March - 3 April)		
Class 5 9 April	Setting pronunciation priorities -English lingua franca (ELF)/English as an international language (EIL)	Derwing and Munroe (2005) Gilbert (2000) Jenkins (2002)
(Extended) MID-TERM BREAK[3]		
SPEAKING and TASK-BASED LANGUAGE TEACHING		
Week 6 30 April	Task types and task conditions and how they affect processing	TLS Chpts 6 & 7 Ellis (2003); Skehan & Foster (1999)
Week 7 7 May	Teaching through tasks: Polemics and directions	Ding (2007); Ellis (2009) Swan (2005)
FEEDBACK		
Week 8 14 May	Types of oral feedback and their effects on learning	TLS Chpt 8 Mackey (2006); Sheen (2004)
FLUENCY		
Week 9 21 May	Focus on fluency	TLS Chpt 9; Gatbonton & Segalowitz (2005) Wood (2009)
MONITORING and ASSESSMENT		
Week 10 28 May	Assessing listening and speaking skills	TLS Chpt 10; Brown (2003); Iwashita et al. (2008) Zhang & Elder (2010)

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[2] **TLS** = *Teaching Listening & Speaking (the set text)*
[3] There will be no class on the week of 15-19 of April for this course only.

Readings

1. Set 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.

2. Additional weekly readings:

In addition to reading a set chapter(s) from Nation and Newton (2009) each week, you are required to read two to four set journal articles or book chapters. These are available through electronically via blackboard, either as downloadable pdf files or as links to download sources. The list of set of readings for the course can be found at the end of this document. Suggestions for additional reading will be provided during the course.

Postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade.

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.

Assessment requirements

Component		Objectives met	Value	Word limit	Due date
Ten weekly blog entries (distance students)/written reflections (on-campus students)		a, b, d	10%	150-250 words per piece	weekly
Assignment 1	Evaluating opportunities for listening in a programme	a, b, d	20%	1000 – 1200 words	Tuesday 9 April
Assignment 2	Evaluating pronunciation teaching in a programme	a, b, d	20%	1000 - 1200 words	Tuesday 30 April
Assignment 3	Investigating a speaking activity	c	50%	2000 words	Monday 10 June

Details

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

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 group, 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 5pm Saturday (NZ time) 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.

We will provide feedback on blog responses each week. This will be in the form of a posting in which we summarise and respond to points of interest you have raised across all three blog groups. In this process we will at times cut and paste excerpts from your posts which warrant comment. This approach to feedback allows cross fertilization of ideas from the various blog groups. This process means that feedback is not provided on all individual blogs. However, all will be read and recorded as submitted.

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: Investigating a speaking activity

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 investigation 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.

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 at least 2.5cms. This allows space for margin comments on the text.
- 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 you would call it if you were submitting it to a journal.
- Provide a word count for the assignment (the word count does not include the Reference section or appendices).

Hardcopy submissions
- Printing on both sides is encouraged.
- 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

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.

Penalties
If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment. In line with school policy, assignments handed in after the due date without an extension 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. 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.

Mandatory course requirements

To meet mandatory course requirements, each course member is required to do the following work.

    a.   Complete all three assignments

    b.   Attend all 10 classes or contribute on time to each weekly discussion board/blog on Blackboard unless prevented from doing so by illness or other unexpected events. Exemptions to this requirement should be negotiated in advance with the course lecturer.

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.

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

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 (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

Arevart, S. & I.S.P. Nation. (1991). 'Fluency improvement in a second language.' *RELC Journal* 22/1: 84-94.

Brown, A. (2003). Interviewer variation and the co-construction of speaking proficiency. *Language Testing,* 20, 1-25. Doi: 10.1191/0265532203lt242oa

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. http://dx.doi.org/10.1016/j.system.2006.12.005

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

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.

Iwashita, N., Brown, A., McNamara, T., & O'Hagan, S. (2008). Assessed levels of second language speaking proficiency: How distinct? *Applied Linguistics, 29*, 24–49.

Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics* 23(1), 83-103. doi:10.1093/applin/23.1.83

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Palmer, D. (1982). Information transfer and listening and reading. *English Teaching Forum,* 20(1), 29-33.

Sheen, Y. (2006). Corrective feedback and learner uptake in communicative classrooms across instructional settings. Language Teaching Research, 8 (3) 263-300. doi: 10.1191=1362168804lr146oa

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

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.

Swan, M. (2005). Legislation by hypothesis: The case of task-based instruction. *Applied Linguistics, 26*, 376-401. doi:10.1093/applin/ami013

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

Vandergrift, L. (2006). Second language listening: Listening ability or language proficiency? *The Modern Language Journal, 90, i,* 6-18. doi:10.1111/j.1540-4781.2006.00381.x

Waters, A. (2012). Trends and issues in ELT methods and methodology. ELT Journal, 66(4), 440-449.

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

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.