TE WHARE WĀNANGA O TE UPOKO 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 2014

Important dates

Trimester dates: 3 March to 2 July 2014
Teaching dates: 3 March to 6 June 2014
Easter/Mid-trimester break: 18 April to 4 May 2014
Last assessment item due: 9 June 2014

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

Class time: Tuesdays 13.10 – 15:00
Room: 22 Kelburn Parade (Hughes House) KP22104

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 in 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 content

Week of	Weekly Topic	Weekly readings
Introduction to the course		
Class 1 4 March	1. Setting the agenda – your questions 2. Listening and speaking across the four strands	TLS[1] Chpts 1 & 2 Waters (2012)
Week of 10-14 March - NO CLASSES OR ON-LINE MODULE		
LISTENING		
Class 2 18 March	*Meaning-focused listening* 1. Teaching L2 listening comprehension skills 2. The information transfer technique	TLS Chpt 3 Palmer (1982) Vandergrift & Tafaghodtari (2010)
Class 3 25 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) Field (2003) Wilson (2003)
PRONUNCIATION		
Class 4 1 April	Approaches and techniques for teaching L2 pronunciation	TLS Chpt 5; Derwing and Rossiter (2003) Jenkins (2004)
Class 5 8 April	Setting pronunciation priorities - English lingua franca (ELF)/English as an international language (EIL)	Derwing and Munroe (2005) Gilbert (2000) Jenkins (2002)
SPEAKING		
Week 6 15 April	Communication tasks & group work: Learning through interaction	TLS Chpts 6 & 7; Newton (2013) Nguyen, Crabbe & Newton (2015

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

		to appear)
**Mid-trimester break – 18 April to 4 May**	
Week 7 6 May	Controlled speaking practice	TLS Chpt 8 Ding (2007) DeKeyser (2007)
**FEEDBACK**	
Week 8 13 May	Types of oral feedback and their effects on learning	TLS Chpt 8 Mackey (2006) Sheen (2004)
**FLUENCY**	
Week 9 20 May	Focus on fluency	TLS Chpt 9 Gatbonton & Segalowitz (2005) Wood (2009)
**MONITORING and ASSESSMENT**	
Week 10 27 May	Assessing listening and speaking skills	TLS Chpt 10, Brown (2003) Iwashita et al. (2008) Zhang & Elder (2010)

Course learning objectives (CLOs)

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.

Teaching format

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[2], Victoria's online teaching and learning system (http://blackboard.vuw.ac.nz).

The course runs as a set of ten weekly units each of which include a weekly study guide and a set of readings. Each study guide provides 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 (sometimes in slightly different form to suit the

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

two delivery modes). Distance students will respond to tasks or discussion questions via discussion boards/blogs on Blackboard.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Complete all three assignments
2. 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.

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. Probably around 90 hours should be allocated to assessment on the course. Of this, around 20-25 hours may be required for each of assignments 1 and 2, and around 40 hours for assignment 3.

Assessment

Component	Objectives met	Value	Word limit	Due date
Ten weekly blog entries (distance students) Witten 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	25%	1200 words	Tuesday 8 April
Assignment 2 Evaluating pronunciation teaching in a programme	a, b, d	25%	1200 words	Tuesday 6 May
Assignment 3 Investigating a speaking activity	c	40%	2200 words	Monday 9 June

Assessment details

Weekly blogs/written reflections

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

Use the five opportunity standards proposed by Newton (2009)[3] 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. Identify and justify realistic priorities for enhancing the teaching of listening for these learners and/or the listening opportunities available to them.

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

A description of listening opportunities in the programme should be included in an appendix and is not included in the word count. This description should be no more than 500 words and would preferably be in the form of a table or bullet points.

Assignment 2: Evaluating pronunciation teaching

Draw on relevant research and scholarship to critically appraise the approach taken to pronunciation teaching in a teaching situation with which you are familiar. Propose (and justify) options for addressing gaps or weaknesses that you identify.

A description of the programme should be included in an appendix and is not included in the word count. This description should be no more than 500 words and would preferably be in the form of a table or bullet points.

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. 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. (Recommended reading: De Jong & Perfetti, 2011[4])

Option B
Review the literature on the technique called shadowing (a good starting point is: Murphey (2001)[5]. 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. 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. With reference to evidence from the data you collect, discuss any similarities or differences in the occurrence of interactional features such as 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. (Recommended reading: Foster & Ohta, 2005[6])

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[4] 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.

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

[6] 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. It goes without saying that your investigation should 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 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.

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.

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,

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 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).

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

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 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.

Set texts

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 at VicBooks (located on the ground floor of the Easterfield Building, Kelburn Parade) or through on-line retailers such as Book Depository and Amazon.

In addition to reading set chapters from Nation and Newton (2009) each week, you are required to read two to four journal articles or book chapters. These will be provided as downloadable pdf files or through links to e-journals. The weekly schedule of required reading is provided in the third column of the table on pp. 2-3 above. The citation details for these set readings are provided in the reference section at the end of this course outline (pp. 11-12). Recommendations 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.

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/resources/subjectcontacts.html

- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz

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

DeKeyser, R. M. (2007) Introduction - Situating the concept of practice, pp. 1-19, and Conclusion - The future of practice, pp. 207-384). In DeKeyser, R. M. (Ed.) *Practice in a second language: Perspectives from applied linguistics and cognitive psychology*. Cambridge: Cambridge University Press.

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

Field, J. (2003). Promoting perception: Lexical segmentation in L2 listening. *ELT Journal, 57/4,* 325-334.

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

Jenkins, J. (2004). Research in teaching pronunciation and Intonation. *Annual Review of Applied Linguistics.24,* 109-125. doi: 10.1017/S0267190504000054

Mackey, A. (2006). Feedback, noticing and instructed second language learning. *Applied Linguistics*, 27(3) 405-430. doi:10.1093/applin/ami051

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

Newton, J. (2013). Incidental vocabulary learning in classroom communication tasks. *Language Teaching Research,* 17(2), 164–187.

Nguyen, B. C., Crabbe. D, & Newton, J. (2015 to appear). Teacher transformation of oral textbook tasks in Vietnamese EFL high school classrooms. In Bygate, M., Samuda, V. & K. Van Den Branden (Eds.). *TBLT as a researched pedagogy.* Amsterdam: John Benjamins.

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

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.

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

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. (2011). Judgments of oral proficiency by non-native and native English speaking teacher raters: Competing or complementary constructs? *Language Testing,* 28(1) 31–50 DOI: 10.1177/0265532209360671