Course Outline
LALS 510 Methodology 1: Teaching Listening and Speaking
Trimester 1, 2007

1. Course Coordinator and Lecturer: Jonathan Newton
   Room: VZ 418  (04)463-5622  jonathan.newton@vuw.ac.nz  Fax (LALS) (04) 463-5604

2. Class times and rooms
   Tuesdays, 4.10 – 6pm  Room KK 204

   The course consists of 10 two-hour classes beginning on Tuesday 6 March and concluding on
   Tuesday 22 May with a two-week break for Easter in mid-April.

3. Announcements
   Any changes to the organization of the course, or its requirements, will be communicated via
   Blackboard and on the MA noticeboard (located on the second floor of the Von Zedlitz Building
   beside room VZ 207).

4. LALS main office  VZ 210, 2nd floor Von Zedlitz Building, Kelburn Parade

5. LALS 510 Course Administrator, Postgraduate administration: Rachel Scholes
   Tel: 463 5600  Web contact: www.blackboard.vuw.ac.nz

6. Required texts:
   Both the following texts are available from Student Notes Shop, a part of VicBooks
   http://www.vicbooks.co.nz/cms_display.php:

   1. LALS 510 Methodology 1 Course Readings 2007.

      prepared for LALS 510.
### Course dates and content

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>LISTENING</strong></td>
<td></td>
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<tr>
<td>Class 1 6 March</td>
<td>1. Introduction: programme strands; learning goals; learning conditions. 2. Listening and information transfer</td>
<td>1. 'TLS' Chpts 1 - 3 2. Palmer</td>
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<tr>
<td>Class 2 13 March</td>
<td>Pedagogic perspectives on second language listening</td>
<td>1. Lynch and Mendelsohn 2. Field 3. Goh</td>
</tr>
<tr>
<td>Class 3 20 March</td>
<td>Types of listening opportunities in the classroom: (ii) using authentic sources (ii) dictogloss</td>
<td>1. 'TLS' Chpt 8 2. Willis 3. Reading to be supplied</td>
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<tr>
<td><strong>PRONUNCIATION</strong></td>
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<tr>
<td>Class 4 27 March</td>
<td>Pronunciation (part 1): The source of pronunciation problems Approaches to teaching pronunciation</td>
<td>1. 'TLS' Chpt 6 2. Celce-Murcia et al</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
<td></td>
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<tr>
<td>Class 6 24 April</td>
<td>Controlled speaking practice</td>
<td>1. 'TLS' Chpts 2 &amp; 7 2. David and Pearse 3. Ellis</td>
</tr>
<tr>
<td>Class 7 1 May</td>
<td>Meaning-focused speaking in the classroom</td>
<td>1. 'TLS' Chpt 5 2. Thornbury</td>
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<td><strong>2-week break (6-22 April)</strong></td>
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<tr>
<td>Class 9 15 May</td>
<td>(i) Teaching socio-pragmatic features of language (ii) Intercultural language teaching</td>
<td>1. Ohta 2. Tomlinson and Masuhara</td>
</tr>
<tr>
<td>Class 10 22 May</td>
<td>Fluency</td>
<td>1. Bygate 2. Murphy 3. 'TLS' Chpt 9</td>
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8. Aims

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.

9. Objectives

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.

10. Workload

Course members should expect to spend 10-12 hours a week on LALS 510. 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. On-site course members must prepare for classes by completing set readings in advance of the classes.

11. Mandatory Course Requirements (Terms)

To meet Mandatory Course Requirements, each course member is required to do the following work:

a. complete weekly reading requirements and related tasks in preparation for classes
b. complete all assessment requirements
c. attend all classes or contribute on time to each weekly discussion on Blackboard.

12. Attendance:

You should attend all classes unless alternative arrangements have been made in advance. Distance students should make timely contributions to each discussion board.
## 13. Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Objectives met</th>
<th>Value</th>
<th>Word limit</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task 1</strong> Teaching listening</td>
<td>c &amp; d</td>
<td>20%</td>
<td>1500 words</td>
<td>Tuesday 27 March</td>
</tr>
<tr>
<td><strong>Task 2</strong> Evaluate speaking opportunities</td>
<td>c, d &amp; f</td>
<td>20%</td>
<td>1500 words</td>
<td>Tuesday 1 May</td>
</tr>
<tr>
<td><strong>Main assignment</strong> Observe learning or review research</td>
<td>e</td>
<td>60%</td>
<td>3000 words</td>
<td>Tuesday 5 June</td>
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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.

### Task 1: Teaching listening

(i) What does it mean to teach listening? Drawing on relevant course readings, discuss this question.

(ii) Relate your discussion to the listening needs of a group of learners whom you have taught. Based on course and other readings, propose realistic options for enhancing the teaching of listening for these learners and/or the listening opportunities available to them.

### Task 2: Appraising opportunities for speaking

(i) With reference to relevant readings and research, critically appraise the overall quality and quantity of second language speaking opportunities available to a specific group of learners who you have taught. In appraising these opportunities, draw on the conditions for learning from speaking and for fluency development which will be provided in course notes.

(ii) Identify some of the main situational constraints that affect the uptake of these opportunities (e.g. access to resources, time constraints, curriculum issues, institutional reluctance, backwash from exams, learner constraints such as motivation, attitudes, anxiety). Pick two of these and propose realistic ways that they could be addressed. Where possible, substantiate your answers with reference to relevant research literature.

### Assignment 1: Observing a listening and/or speaking activity

(i) Observe a learner, small group of learners, or a whole class engaged in a classroom listening or speaking activity (e.g.: an information transfer listening task, an information gap task, a whole class oral drill, a 4-3-2 activity, a dictogloss, role-play, shadowing, quiz, etc). Make observation notes using an observation schedule, and/or tape the interaction and transcribe it.

(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. More information will be provided on this

### A note on format

You are welcome to make judicious use of bullet points, diagrams, and tables in tasks and assignments.
14. Deadlines and Penalties
The statement on deadlines in the School MA Handbook applies to this course. There is no formal penalty for missing the deadline for submitting the assignments, but you must get permission in advance if you find that you have to hand work in late. Lecturers reserve the right not to accept an assignment that is submitted after the deadline without prior permission.

15. Length of Assignments
The required length applies to the “body” of the assignment (excluding references and any appendices). Provide a word count of the assignment “body” on each assignment. 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.

16. Submitting Assignments and Tasks
On-campus students should submit a hardcopy of their assignment. Distance students can send assignments and assessment tasks electronically (to lals-510@vuw.ac.nz) or by post. Please follow the guidelines below when submitting your assignment.

General guidelines
- Set margins to at least 2cm
- Set line spacing to 1.5
- Set font size to 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due.
- GIVE YOUR ASSIGNMENT A TITLE (i.e., not just Assignment 1)
- Provide a word count at the end of the assignment (not including the Reference section)

Hardcopy submissions
- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves.
- Posted assignments/tasks should be addressed to the course lecturer and sent to the following address:
  School of Linguistics and Applied Language Studies
  Victoria University of Wellington
  PO Box 600
  Wellington 6012

Electronic Submissions
- Send assignments and assessment tasks as email attachments. Files should be sent to your course email address (e.g., lals-501@vuw.ac.nz <mailto:lals-501@vuw.ac.nz>; lals-513@vuw.ac.nz <mailto:lals-513@vuw.ac.nz>; lals-524@vuw.ac.nz <mailto:lals-524@vuw.ac.nz>).
• Save the file as one of the following: Microsoft Word (.doc), Rich Text Format (.rtf), WordPerfect (.wpd) or Adobe (.pdf)
• Send the whole assignment as a single file (including the title page, references and appendices)

General University policies and statutes
Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under ‘About Victoria’ on the VUW home page at www.vuw.ac.nz.

Student and staff conduct
The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:
www.vuw.ac.nz/policy/studentconduct

The Policy on Staff Conduct can be found on the VUW website at:
www.vuw.ac.nz/policy/staffconduct

Academic grievances
If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:
www.vuw.ac.nz/policy/academicgrievances

Academic integrity and plagiarism
Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

• an oral or written warning,
• cancellation of your mark for an assessment or a fail grade for the course,
• suspension from the course or the University.
Find out more about plagiarism, and how to avoid it, on the University's website:

www.vuw.ac.nz/home/studying/plagiarism.html

**Students with Impairments** (see Appendix 3 of the Assessment Handbook)
The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

  telephone: 463-6070
  email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

**Student Support**
Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is Dr Allison Kirkman, Murphy Building, room 407. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Phipihinga or Victoria International.

**Manaaki Phipihinga Programme**
This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact Manaaki-Phipihinga-Programme@vuw.ac.nz or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; Pacific-Support-Coord@vuw.ac.nz or phone 463 5842.

Manaaki Phipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

**Student Services**
In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: www.vuw.ac.nz/st_services/

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.