



**English Language Institute  
School of Linguistics and Applied Language Studies**

# **INFORMATION FOR STUDENTS**

**English Proficiency Programme**

**Spring Course, Trimester Two**

**2008**

**ELIN 932**

# Victoria University of Wellington

## School of Linguistics and Applied Language Studies

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**Welcome to the English Language Institute and to the English Proficiency Programme! This booklet gives you important information about the course and your study here. You should read it carefully. Additional information will be posted on classroom noticeboards and on Blackboard, and your teacher will answer any further questions you have.**

**We hope you enjoy the course.**

15 July 2008

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## ***Dates of the course***

The course will start on **Tuesday 15 July** and finish on **Friday 10 October 2008**. The mid-course break is from **Monday 25 August to Friday 29 August 2008**. This means that after the mid-course break classes will resume on **Monday 1 September**. There is a school holiday on **3 October**. There is a course calendar on page 18.

## ***Places***

Your classroom will be in **the Kirk Building, 24 Kelburn Parade or the Murphy Building**. Guest lectures will take place in the **Easterfield Building in lecture theatre EA006 during the course**. Weekly testing will take place in the **Kirk Building in lecture theatre KK303**.

The office of the English Language Institute is in Room VZ210 on the second floor of the von Zedlitz Building. The telephone number is 463 5255. There is a map of the campus at the back of this booklet.

## ***Times***

You are expected to spend a minimum of 35 hours a week on the English Proficiency Programme in these three main areas:

- 1 Your regular class**  
Your regular class will meet from 9.00 am to 1.00 pm four days a week and 9.00am to 12.00 noon one day a week. Interviews and language workshops will take place during these times. On Thursdays from 1.10 pm to 3.00 pm there will be a test based on the work you have done during the week.
- 2 Homework**  
Homework is regularly set and you are required to complete it on time.
- 3 Independent learning**  
Working independently on your individual learning for several hours each day is essential if you are to make progress in developing your English language proficiency.

## ***Additional Information***

Additional information will be announced in class and displayed on class noticeboards and Blackboard (<http://blackboard.vuw.ac.nz/>).

## ***The aims of the course***

The main aim of the English Proficiency Programme is to prepare students for whom English is a second language for tertiary study in an English language context, particularly in New Zealand. To do this, the course helps students develop their ability to use English to understand and talk or write about complex ideas, and to understand the difference between studying in their own country and studying in New Zealand.

## ***The objectives of the course***

Students who complete the course satisfactorily should improve their English proficiency so that they are better able to:

- a. Read and listen to complex ideas.
- b. Take an active part in discussions.
- c. Use information to solve problems.
- d. Present written and spoken information in accordance with academic conventions.
- e. Take responsibility for their own learning.
- f. Make decisions on how best to learn.

## ***Your responsibilities***

While you are studying at the English Language Institute, you are expected to:

- a. Speak English as much of the time as possible.
- b. Attend all classes. If you are ill or have a serious reason for being absent, you should tell your teacher.
- c. Arrive on time to class.
- d. Complete all work assigned in class.
- e. Complete all assessment tasks.

## ***The first three days of the course***

On the first day you will be asked to do a series of English language tests in the morning.

On the second day there will be Orientation and Enrolment. To enrol at Victoria University means that you sign up to be a student at this University. Please bring your passport, proof of insurance and money to pay your fees (if you are paying these yourself).

On the third day you will be placed in a class which is suitable for your level of English.

## ***Mandatory course requirements***

To fulfill the mandatory course requirements, you must:

- Attend for at least 48 days for the full morning and afternoon programme.
- Complete satisfactorily all class tests and written and oral assignments specified in your teacher's course outline and provide evidence of independent learning as agreed upon with your teacher.
- Hand in all required assignments on time. No work will be accepted after **Friday 26 September 2008**.
- Attend class punctually every day. You need to be in the classroom and ready to start class at 9am.

You must fulfill the mandatory course requirements to be eligible for the Certificate of Proficiency. Note that students who do not fulfill the mandatory course requirements will not be offered a place in another EPP course.

If you do not fulfill these requirements you will receive an F (Fail) on your university record.

If you are absent from your class for an extended period without a sufficient cause, the English Language Institute will notify Victoria International who will refer the matter to the Immigration Service.

## **Course Content**

### **A Class work**

In your language class, there will be different types of activities to improve your English. There will be activities that make you *use* English to listen to lectures, take part in discussions, write essays and reports, and read articles. You will also be helped to understand the grammar of English and to build up your vocabulary. Your teacher is ready to give you advice on your learning and feedback on your use of English. Please ask for advice or feedback whenever you want it.

Whatever class you are in, you will be learning similar skills and covering similar materials. In all classes you can expect to read and discuss information and ideas related to a variety of topics and to practise writing in English.

### **B Independent study**

Not all learning will happen in your language classroom. A lot depends on how much and how well you practise outside the classroom. The more time you spend using English, the more progress you will make. Your teacher is an expert in language learning and can advise you on different ways of using English outside the classroom. Here are some things you can do independently:

- Read as much as possible in order to increase your vocabulary and your control of English grammar.
- Listen to the radio or watch television in order to improve your listening ability.
- Seek out people to talk with in English.
- Spend extra time in the Language Learning Centre, where there is a catalogue of materials including computer-based language learning materials.
- Use reference books and practice material for areas that you have difficulty with.

Independent study also gives you the opportunity to spend time on special interests that you have which are not part of your class work. You can expect your class teacher to talk about your independent study with you regularly during the course.

## ***Where you can go to study on your own***

We hope that, early in the course, you will take responsibility for your own learning. Outside class hours, these are some of the places you can go to work on your own. Ask your teachers if you need further guidance.

<b>Place</b>	<b>Location</b>	<b>Suggested activities</b>
<b><i>The Language Learning Centre (LLC)</i></b>	Level Zero of the von Zedlitz building	You can do listening or pronunciation practice with audio materials, including materials used in class work that you might want to listen to for a second time. You can work with computers for language learning and word processing.
<b><i>The Self-Access Centre (SAC)</i></b>	VZ007 in the Language Learning Centre	You can use materials to study grammar and vocabulary. There is also popular reading material for you to enjoy.
<b><i>Student Computer Services (SCS) labs</i></b>	Rankine Brown, Level 2; Kirk Building, Level 2; and Murphy Building, Level 2	Blackboard and course material.
<b><i>The University Library</i></b>	The Rankine Brown Building	The library has a very large collection of academic and general interest periodicals and books, including newspapers and magazines. The library has an interloan system with other libraries in New Zealand.
<b><i>The Audio-Visual Suite of the library</i></b>	On Level 9 of the Library in the Rankine Brown Building	Watch or listen to video and audio material on the library equipment.
<b><i>The Wellington Public Library</i></b>	The main public library is in Victoria Street in the centre of the city. There are also 11 branch libraries in the suburbs.	You can join at any branch of Wellington City libraries for free if you live in Wellington City. To join, you must show: <ul style="list-style-type: none"> <li>- identification with your signature or photograph, e.g. driver's license, passport, credit card or community services card</li> <li>- identification with your full name and home address. This might be the same identification as above or a bank statement, tenancy agreement, letter from Inland Revenue or Income Support, or account for electricity, gas or telephone</li> <li>- the name and address of someone who knows you but does not live at your address</li> </ul>

## ***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. All cases will be recorded on a central database and severe penalties may be imposed. 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 at: [www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html) .

Refer to Appendix 4 for referencing information.

## ***Audio-visual classes***

For at least one hour a week your class will work in a classroom with audio-visual and computer facilities, listening and responding to spoken English, practising pronunciation, or working with video-recordings. The audio-visual classrooms are in the Language Learning Centre on the ground floor of the von Zedlitz building.

## ***Assessment***

There are two main types of assessment on this course – in-course assessment and tests of English proficiency at the end of the course. At the end of the course you will receive a final report.

### **a In-Course Assessment**

During the course, your teachers will ask you to complete a range of speaking, listening, reading, writing, grammar and vocabulary tasks and tests. Although these do not count towards your final results for listening, reading and writing, they help you and your teachers check your progress during the course. They are therefore an important part of your learning. You also need to complete the in-course assessment tasks in order to fulfil the mandatory course requirements.



## **b The English Proficiency Tests**

The English Proficiency Tests are a series of speaking, listening, and writing tests which take place at the end of the course. Details of the tests are outlined below:			Relationship with objectives (p.4)
Speaking tests	- seminar - interview	10 minutes + questions 12-15 minutes	b, d
Listening tests	- dictation test - fill-in-the-gap summary task - detailed and general comprehension of two lectures	25 minutes 20 minutes  2 x 35 minutes	a, c
Reading tests	- comprehension of two shorter texts - comprehension of two longer texts	1x 30 minutes 1x 35 minutes  2 x 40 minutes	a, c
Writing tests	- argument essay - describing graphs or tables	45 minutes 45 minutes	d

At the end of the course you will receive ratings from 1 to 6 for speaking, listening, reading and writing. In the case of speaking, your rating will be based on your performance in the speaking proficiency tests and your speaking in class activities throughout the course, as assessed by your teacher. Your ratings for listening, reading and writing will be based on your performance in the English Proficiency Tests only (see Appendix 2 in this booklet for the meaning of levels 1 to 6 of the EPP Proficiency Rating Scale).

You need to attend all English Proficiency Tests. Except for exceptional circumstances, if you are absent, no alternative arrangements can be made to sit the tests. If you miss a test you are not given a mark for the skill that you miss (listening, reading, writing or speaking). If you are seriously unwell on the day of the test, you must report your illness to the Course Coordinator. You must also see a health professional 24 hours before the test or 24 hours after the test so your illness can be assessed by your doctor and your doctor can provide evidence of your illness.

## **c The Final Report**

This will include comments and advice from your teacher about your English language learning. The report will also contain your rating on a scale of 1- 6 for speaking, listening, reading and writing based on your performance in the English Proficiency Tests. You will receive a copy of your report after the course has finished. If you are sponsored by another organisation, a copy of your report will also be sent to your sponsor.

## **Entry into Victoria University**

Satisfactory grades in the English Proficiency Tests are accepted by Victoria University as evidence of the necessary language proficiency for academic study. The minimum accepted grades are:

- Foundation Programme - Two ratings of 4 and two ratings of 3
- Undergraduate Programmes - Three ratings of 4 and one rating of 3
- Postgraduate Programmes - Two ratings of 5 and two ratings of 4

## **Certificate of Proficiency**

The Certificate of Proficiency will be awarded to students who have fulfilled the mandatory course requirements and who have achieved a minimum of three ratings of 4 and one rating of 3 on the Institute's English Proficiency Scale for speaking, listening, reading and writing.

Obviously not all students will receive a certificate. If you do not receive a certificate, you have not failed the course. You will still receive a full report on the level you have reached in your speaking, listening, reading and writing.

If you are eligible for a certificate, at the end of the course, you must fill in an online conferment form found in Student Records ([https://csapublic.vuw.ac.nz/pls/webprod/twbkwbis.P\\_WWWLogin](https://csapublic.vuw.ac.nz/pls/webprod/twbkwbis.P_WWWLogin)). Once you fill in this form your request will be sent to the Academic Board meeting for approval. This committee meets once every two months.

## **Textbooks**

You should have a dictionary that has been published specifically for learners of English. The following dictionaries are available at the Victoria Book Centre and downtown bookshops. They range in price from \$35 to \$70. Some book shops will give a discount if you show them your student ID card. Before you buy a dictionary, you can ask for advice from your teacher.

For example [titles in alphabetical order]

### Smaller dictionaries, suitable for carrying around:

- Collins COBUILD Learner's Dictionary Concise Edition
- Macmillan Essential Dictionary
- Oxford Advanced Learner's Dictionary – International Student's Edition

### Larger dictionaries which include a CD ROM:

- Collins COBUILD English Dictionary for Advanced Learners
- Macmillan English Dictionary for Advanced Learners
- Oxford Advanced Learner's Dictionary 7<sup>th</sup> Edition

In addition to buying a dictionary, you will be asked to buy several of the following publications from the Student Notes shop on the ground floor of the Student Union Building.

- Coxhead, A. (1998) *An Academic Word List*, ELI Occasional Publication No. 18. SLALS: Victoria University of Wellington

- Nation, I. S. P. (1996) *Vocabulary Lists*, ELI Occasional Publication No. 17. SLALS: Victoria University of Wellington
- Millett, S. (2005) *New Zealand Speed Readings for ESL Learners*, Book One, Occasional Publication. No.19. SLALS: Victoria University of Wellington
- Millett, S. (2005) *New Zealand Speed Readings for ESL Learners*, Book Two, ELI, Occasional Publication. No. 22. SLALS: Victoria University of Wellington
- Quinn, E., Nation P. and Millett, S. (2007) *Asian and Pacific Speed Readings for ESL Learners*, ELI Occasional Publication. No. 24. SLALS: Victoria University of Wellington
- EPP Study theme booklets (approximately \$7.00 each).

ELIN 932 Learning a Language  
 ELIN 932 Nuclear Issues  
 ELIN 932 New Zealand Culture  
 ELIN 932 World Population Growth  
 ELIN 932 Health  
 ELIN 932 Ancient Civilisations

**Do not buy study theme booklets until your class teacher tells you which ones you should buy.**

### ***General University requirements***

Students should familiarise themselves with the University's requirements, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures contained in the statutes on the VUW website.

### ***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 can be taken if there is a complaint. For queries 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:

<http://www.victoria.ac.nz/home/about/policy/students.aspx>

Policy on Staff Conduct can be found on the VUW website at:

<http://www.victoria.ac.nz/home/about/policy/staff.aspx>

### ***Academic Grievances***

If you have any academic problems with this course you should talk to the teacher concerned or, if you are not satisfied with the result of that meeting, see the Programme Director, 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

dissatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)

## ***Withdrawal from the course***

If you need to withdraw from the course for any reason, follow the steps below.

- 1) Inform your class teacher and the course coordinator of your intention to withdraw from the course.
- 2) Go to the Faculty of Humanities and Social Sciences (FHSS) office, and tell them that you wish to withdraw from ELIN 932. FHSS is on the fourth floor of the Murphy Building.
- 3) Ask for a change of course form and fill it in. Then:

### **On or before Friday 22 August 2008**

4. Put a line through ELIN 932 on the form, then sign and date the form.

5. Return the completed form to the Faculty of Humanities and Social Sciences Office (4<sup>th</sup> floor of the Murphy Building).

### **After Friday 22 August 2008**

4. In order to avoid receiving a FAIL grade on your university record, you need to get approval to withdraw from the Manager, Student and Academic Services, Faculty of Humanities and Social Sciences (FHSS). To ask for approval, go to the FHSS Student and Academic Services Office on Level 4 of the Murphy Building. Tell the staff there that you want to withdraw from the course and ask for a late withdrawal form. Fill in the form and take it back to the Student and Academic Services (FHSS) Office with supporting documents, such as a medical certificate or a letter of support from a counsellor.

You must have made satisfactory progress in the course up to the time of withdrawal before approval will be considered.

## ***Refund of fees***

A **full refund** of fees is only given when students withdraw before the course begins. You are entitled to a refund of **two-thirds** of the tuition and programme fees if you give written notice of withdrawal within the first two weeks of the course. For this current course, the first two weeks run from **Tuesday 15 July** to **Monday 28 July**. After **Monday 28 July** there will be **no refund**.

## ***Applications for future English Language Institute courses***

If you wish to apply for another English language course at the English Language Institute, you should make an application as early as possible. Acceptance for one English course does not give you automatic entry to other English language courses. We have many students applying for our courses and we cannot offer you a place on a further course unless you have fulfilled the mandatory course requirements. Please discuss this with your teacher before applying at Victoria International.

## Student services

As a student at the university you will be able to use the student services. They are:

Service	Location, Email Addresses and Phone Numbers	Extra Information
<b>Emergency Contact</b>	027 600 6864, 021 243 5595	These are 24-hour contact phone numbers for international students in the event of an emergency.
<b>Campus Care</b>	463 5398 OR extension 8888 (if you are on campus) for an emergency	This is a 24-hour contact number.
<b>Student Health Service</b> **Please see the notes below	4 Wai-te-ata Road, 463 5308	You need to make an appointment to see a doctor or a nurse. They can deal with a wide range of health problems and questions, including serious illness or injury, asthma, women's health, and medical examinations for immigration.
<b>Recreation Centre</b>	Wai-te-ata Road. 463 6614, <a href="mailto:rec-cent@vuw.ac.nz">rec-cent@vuw.ac.nz</a>	At the Recreation Centre you can play sports such as volleyball and badminton with other course members or with local students.
<b>Accommodation Service</b>	Level 1, Student Union Building. 463 5896 <a href="mailto:accommodation@vuw.ac.nz">accommodation@vuw.ac.nz</a>	The Accommodation Officer can help you find suitable accommodation and can answer questions about accommodation.
<b>Counselling Service</b>	2 Wai-te-ata Road. 463 5310 <a href="mailto:counselling-service@vuw.ac.nz">counselling-service@vuw.ac.nz</a>	The counselling staff can help you with any difficulties which stop you from studying effectively. This service is free and confidential.
<b>Financial Support and Advice</b>	Behind 14 Kelburn Parade. 463 7474 <a href="mailto:student-hardship@vuw.ac.nz">student-hardship@vuw.ac.nz</a>	The Student Finance Officer can help you to work out a budget and may also be able to assist you financially in certain circumstances.
<b>Student Learning Support</b>	Level 0, Kirk Wing, Hunter Courtyard. 463 5999 <a href="mailto:student-learning@vuw.ac.nz">student-learning@vuw.ac.nz</a>	Student Learning Support staff provide study skills advice.
<b>Career Development and Employment</b>	14 Kelburn Parade. 463 5393 <a href="mailto:careers-service@vuw.ac.nz">careers-service@vuw.ac.nz</a>	This service can help you with career planning.
<b>Victoria International</b>	Level 2, Rutherford House, Pipitea Campus, 463 5350 <a href="mailto:vi-advisors@vuw.ac.nz">vi-advisors@vuw.ac.nz</a>	Victoria International deal with admissions for International students.
<b>Student Crèche</b>	67, 69 and 71 Fairlie Tce, Ph. Jean Sunko, 463 5151	If you have young children, it may be possible to take them to the crèche during the day. However, you need to make a reservation early.
<b>Disability Support</b>	Level 1, Robert Stout Building 463 6070, <a href="mailto:disability@vuw.ac.nz">disability@vuw.ac.nz</a>	If you require support for a disability, you can contact this office or talk to your teacher.
<b>Prayer rooms</b>	KK 202A, Kelburn Campus 404, Railway West Wing, Pipitea Campus	If you want a quiet room for prayer, you may use this room.
<b>Student Recruitment and Course Advice</b>	Level 1, Hunter Building 463 5374 <a href="mailto:course-advice@vuw.ac.nz">course-advice@vuw.ac.nz</a>	You can ask Student Recruitment and Course Advice staff for help in choosing courses or planning a degree programme if you intend to study a degree course at Victoria University.

Notes: Student Health Service

The telephone number for the Wellington Accident and Urgent Medical Centre at 17 Adelaide Road in Newtown is 384 4944. It is open from 8 am to 11 pm, seven days a week. You will have to pay for your medical care there. It costs \$150 for international students to visit this centre.

If you think you need medicine, see a doctor. In New Zealand you must get a prescription note from a doctor to buy most medicines. You take the prescription note to a pharmacy/chemist.

International students must pay \$25 to see a doctor at Student Health, or \$10 to see a nurse. If you are an international student, you are required to have private medical insurance to pay for prescriptions, lab tests, and hospital and specialist costs. Keep all the receipts of your expenses.

If you are a New Zealand citizen or resident and you are enrolled with Capital Primary Health Organisation (PHO) through Student Health, there is no charge to see a doctor or a nurse. If you are not enrolled with Capital PHO but you have a Community Services Card, you pay \$10 to see a doctor at Student Health and \$5 to see a nurse. If you are not enrolled with Capital PHO and you do not have a Community Services Card, you must pay \$25 to see a doctor and \$10 to see a nurse at Student Health.

For information about enrolling with Capital Primary Health Organisation through Student Health, please go to [http://www.victoria.vuw.ac.nz/st\\_services/health/](http://www.victoria.vuw.ac.nz/st_services/health/)

In a life-threatening emergency, dial 111 and ask for an ambulance.

## **Computer facilities**

You must activate your email account (SCS) in order to use the computers in your audio-visual classes in the Language Learning Centre and access Blackboard. (<http://blackboard.vuw.ac.nz/>). This will also enable you to use any computer on campus. Please refer to page 6 for a list of computer rooms you can use.

You can activate your account in two ways:

- 1) via the SCS Helpdesk in the Murphy building on level 2 or the Library on the entrance level **OR**
- 2) through a VUW computer on campus
  - Press Ctl + Alt + Del
  - Press OK
  - Enter Username: the first six letters of your family name and the first four letters of your first name: e.g.
  -

Family name: Yamawang  
First name: Sonti  
Username: yamawasont

If your family name has fewer than six letters, use all of the letters: e.g.

Family name: Hoey  
First name: Joseph  
Username: Hoeyjose

- Enter Password: type in your VUW ID number
- Check the log-on domain is set to STUDENT
- A message will then be displayed: "You are required to change your password at the first log on"
- Enter your details: e.g.

Username:	joeange
Logon:	STUDENT
Old password:	300012345
New password:	1234asdf (a personalized 8-character password)
Confirm password	1234asdf

If successful, the message will be "Change Password. Your password has been changed."

### ***Cost of using computer facilities***

Your teacher may expect you to use free sites and you need to have a **positive balance** on your account in order to gain permission to access these. You also need a positive balance if you use your account for printing assignments etc. At the end of the course, you can get a **refund** of money you have not used. To get a positive account do the following:

1. Go to the Payments Desk, ground floor of the Robert Stout building. Tell them you wish to put credit onto your SCS account.
2. Once you have paid the desired amount, take your receipt to an SCS Helpdesk and ask them to load that amount onto your SCS account.

To get a refund of the money you have not used, do the following:

1. Go to an SCS Helpdesk and ask for the student reimbursement form.
2. Ask the helpdesk person to fill in the front part of the form with the amount that you have remaining on your account and sign the "Authorised by" part.
3. Take the form and your ID card to VZ 2<sup>nd</sup> floor reception and ask Sarah Dunstan to sign it. You can do this from 10am to 2.30pm.
4. Finally take the fully-filled-in-form to the Payments Desk in the Robert Stout Building to get the money.

You do not need to load money into your accounts if you only use VUW sites, VZ011 and VZ003 and Blackboard.

If you use your account for printing you will also need a positive account.

### ***Students with special needs***

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](mailto: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. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International. In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at: [www.victoria.ac.nz/st\\_services/](http://www.victoria.ac.nz/st_services/)

VUWSA, the Victoria University of Wellington Students' Association, employs education coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organizing class representatives and faculty delegates. The Education Office (telephone: 463 6983 or 463 6984, email: [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

## ***Student Cafés***

There are several student cafés at Victoria University, including the Mount Street Café and Bar, Ilott in the Kirk Building, the N. M. P. café in the Student Union Building, Galleria Barista in the Maclaurin Building and Salem Café on Kelburn Parade. In addition, you can buy takeaway food and coffee from a kiosk in the Quad and from Uni-Stop on the ground floor of the Easterfield building.

## ***Smoking***

There is a no-smoking policy at the university. This means that you may not smoke in classrooms, lecture theatres, the Language Learning Centre or other public areas including the covered area of the Rankine Brown Quad. In addition, you may not smoke within three meters of any campus building. If you are a smoker, please find a suitable place to smoke outside.

## ***Cell phones***

Cell phones must be switched off during class. This means that there should be no incoming or outgoing calls or texts during class time.



## ***Graded readers***

Graded readers must be returned to the Self-Access Centre at the end of a course. Reports will be withheld until all books are returned OR a fine of \$15 per book is paid for lost books.

## ***Newspapers***

The Wellington daily newspaper is *The Dominion Post*, which is available free for students on campus. We encourage you to use the newspaper for reading practice in English and to learn about what is going on in New Zealand. Your teacher will give you help in using the newspaper.

## ***Student car parking***

Parking is very limited on campus. Student car parking is organized by the Student Association. To contact them telephone 463 6716 or email [vuwsa@vuw.ac.nz](mailto:vuwsa@vuw.ac.nz). If you park anywhere else on campus, your car could be towed away. Car parking is available on some of the streets near the University where there are signs that say 'Coupon Parking'. Coupons are available from the Victoria Book Centre, service stations or dairies.

## ***Language learning research***

An important part of the English Language Institute's work is research on language learning which contributes to the quality of our programme. You may find that your teachers want to collect data from your classroom activities. If this occurs, teachers will ask whether you agree to participate. If you are uncomfortable with it, you can say you don't want to participate.

## ***Teacher training***

The English Language Institute is a teacher training institution. From time to time trainee teachers may observe your classes.

## **VUWSA Affiliated Clubs**

If you are interested in joining a club, go to the VUW Student Association Office on the ground floor of the Student Union Building and ask about how to contact the club president or secretary or visit the VUW Student Association website, [www.vuwsa.org.nz](http://www.vuwsa.org.nz).

We thoroughly recommend joining a club for language practice and making contact with other people on campus.

<b>Cultural Clubs</b>	<b>Sports, Recreation &amp; Martial Arts Clubs</b>
Accounting Student Association	Aikido
AIESEC Victoria University	Badminton
Amnesty International	Basketball
Bolshevic Club	Canoe
British Cultural Club	Canoe polo
CAFÉ Ministry (Christian Club)	Cricket
Chinese Christian Fellowship	Debating
Chinese Students Association	Dragon Boat
Christian Union	Flying Disc
Cook Islands Scholars Association	Gojy-Ryu Karate
Cutting Edge	Hockey
Drama Club	Kick Boxing
Eco Action	Kyokushinkai Karate
Fiji Students Association	Mountain Bike
French Club	Netball
Games Club	Rowing
Geological Society	Rugby Football
German Club	Rugby League
Interface Computing Club	Ski and Snowboard
Italian Club	Smallbore Rifle
Japanese Cultural Club	Soccer Football
Kapa Haka Performance Group	Squash
Killing as Organised Sport	Swords
Korean Students Association	VUW Tae Kwon-Do
Labour on Campus	Tennis
Malaysian Students Association	Tramping
Mathematics and Physics Students Association	Underwater Hockey
Muslim Students of VUW	Volleyball
Out of Africa	
Photography Club	
Radical Society	
Samoan Students Association	
Sci-Fi Club	
Singapore Students Association	
Spanish Club	
Student Christian Movement	
Tongan Students Association	
Tui Club	
University Bible Fellowship	
Vic Comedy & Improv (Theatresports)	
Wantoks Assoc (Melanesian Students)	
Wellington Overseas Christian Fellowship	
World Unity Club	
Young Nationals on Campus	

## Appendix 1: Spring Course Calendar 932 2008

Learning a Language	Week 1		15 July ELIN 932 begins	16	17	18
	Week 2	21	22	23	24	25
Nuclear Issues	Week 3	28	29	30	31	1 August
	Week 4	4	5	6	7	8
NZ Culture	Week 5	11	12	13	14	15
	Week 6	18	19	20	21	22
	Week 7	25	26	27	28	29
			MID	COURSE	BREAK	
World Population Growth	Week 8	1 September	2	3	4	5
	Week 9	8	9	10	11	12
Health	Week 10	15	16	17	18	19
	Week 11	22	23	24	25	26
Ancient Civilisations	Week 12	29	30	1 October	2	3 No class. Teachers at CLESOL conference
	Week 13	6	7	8	9	10 ELIN 932 Ends

Guest Lectures: Easterfield Building, EALT 006, Wednesday, 10.00 to 11.00  
 Weekly Tests: Kirk Building, KK 303, Thursday, 1.10 to 3.00

## Appendix 2: English Proficiency Scale

### Overall statements of competencies for the four skills

#### Reading

- read and interpret academic texts
- recognise words and their meaning in context
- distinguish between fact and opinion
- recognise writer purpose and possible bias
- make inferences
- integrate new ideas with existing knowledge

#### Listening

- understand and interpret academic lectures
- distinguish between fact and opinion
- recognise speaker purpose and possible bias
- identify points of view when there is more than one speaker
- make inferences
- integrate new ideas with existing knowledge

#### Writing

- communicate fluently, clearly, precisely and coherently in academic contexts
- argue a point with supporting evidence
- compare and contrast features
- identify and explain the main patterns in statistical data
- utilise and effectively integrate reference materials
- follow academic conventions

#### Speaking

- communicate fluently, clearly, precisely and coherently in academic contexts
- respond appropriately to questions
- describe, compare, evaluate and predict with supporting evidence
- qualify a statement
- refer to sources





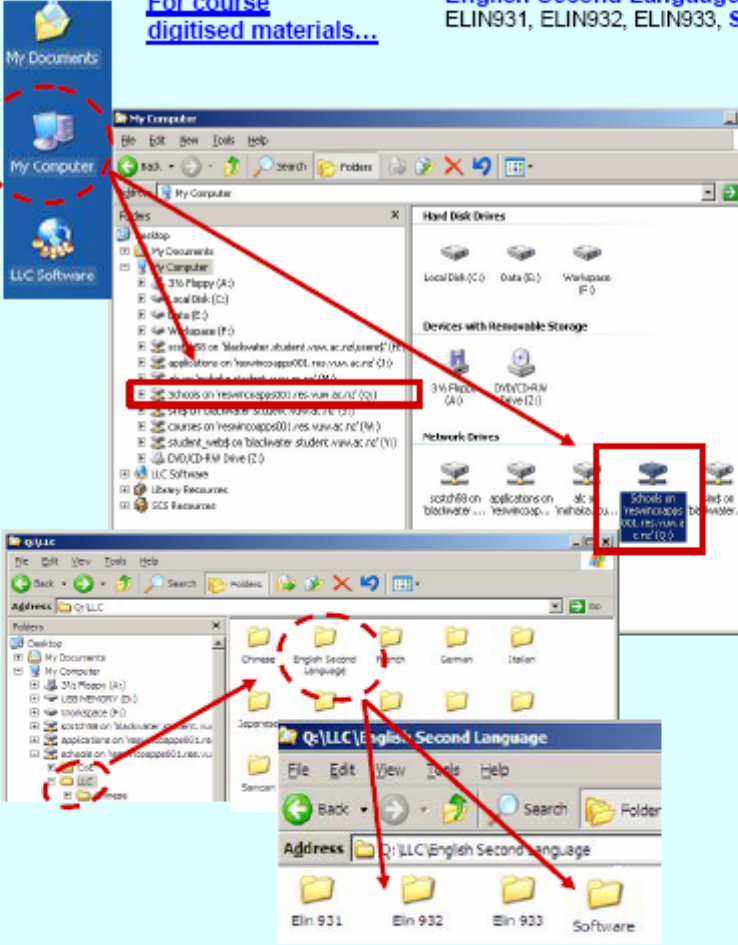
### Typical performance at each level

Level		Features of language performance at this level	Support required
6	<u>Advanced</u>	Performs effectively, appropriately and precisely with ease in academic contexts, with only minor lapses in accuracy.	Nil
5	<u>Very Good</u>	Performs effectively with a wide range of language in academic contexts, but with occasional weaknesses in accuracy and limitations in flexibility or precision of expression.	Minor
4	<u>Good</u>	Performs adequately with satisfactory range of language in academic contexts, but with weaknesses in accuracy causing minor interference.	Partial
3	<u>Moderate</u>	Performs inadequately in academic contexts due to an insufficient range of language and/or recurring weaknesses in accuracy causing simplistic expression and/or misunderstandings.	Significant
2	<u>Modest</u>	Understands basic texts and communicates basic ideas with restricted language and a pattern of intrusive errors causing breakdowns.	Substantial
1	<u>Low</u>	Has difficulty understanding basic texts or communicating basic ideas.	Total

## Appendix 3: Access Course Materials on the Computer

2008 - VUW courses for English as a Second Language

### Student instructions for accessing course materials on computer

WHERE?	<h3 style="color: #0000FF;">From any PC computer on campus</h3> <p>E.g. @ the library in <i>Rankine Brown</i>, @ <i>Cyber Commons, New Kirk level 2</i>, @ <i>Cyber Commons, Murphy level 2</i></p> <p><a href="#">Listen now at uni....</a></p>  <p><a href="#">...Or, listen later at home</a></p> <ul style="list-style-type: none"> <li>⊙ <b>Find a computer with headphones</b> You'll find some headphone computers located around campus, although not all VUW PCs have them. Ask where to find them at an SCS Help Desk.</li> <li>⊙ <b>Or, bring <i>your own</i> earphones</b> Use the earphones from your own MP3 Player, iPod, Walkman, etc. The 'plug' is probably at the front of the computer's hard drive.</li> <li>⊙ <b>Check first with your teacher about whether you can copy the digitised files</b> for your course to use at home (usually course audio only)</li> </ul>   
HOW?	<h3 style="color: #0000FF;">On 'Reswin...' (Q). Logon with your Username &amp; Password</h3> <p>⊙ <b>My Computer</b>, → <b>Schools on 'Reswin...'</b> (Q), → <b>LLC</b>, → <b>English Second Language</b>. Inside, see folders for <b>your course</b> e.g. ELIN931, ELIN932, ELIN933, <b>Software</b>, and <b>Guest Lectures</b>.</p> <p>⊙ Your course folder contains other folders for the <b>Themes</b> your class is studying (e.g. Learning a Language, Migrants, Economic Systems), <b>Media</b> (radio news), <b>Other Material</b>, etc.</p> <p>⊙ Ask your teacher if you can <b>copy the course materials</b> for your own personal use at home (usually only audio), or listen on campus</p> <p>⊙ <b>Restricted software for English</b> is located in the <b>Software folder</b>: Themex, ESL Academic Reading, and Theme Related Dictations</p>  <p><b>For course digitised materials...</b></p> <div style="border: 1px solid #0000FF; padding: 5px; margin-top: 10px;"> <h4 style="color: #0000FF;">Activate YOUR language learning!</h4> <ul style="list-style-type: none"> <li>✓ Make time to study often AT the Language Learning Centre</li> <li>✓ YOU will reap the benefits &amp; become a more successful language learner</li> <li>✓ Don't only access the compulsory materials!</li> <li>✓ The LLC has a huge selection of multimedia resources for English. You can choose from language software, audio resources, books, DVDs, videos, &amp; much more!</li> </ul> </div>
NEED HELP?	<ul style="list-style-type: none"> <li>❖ <b>Go to an SCS Help Desk</b> [e.g. Library Level 2, or Murphy 223]             <ul style="list-style-type: none"> <li>-to find out your User Name</li> <li>-if you can't access your documents</li> <li>-if you forgot your Password</li> <li>-to add money for your internet and printing</li> </ul> </li> <li>❖ <b>Go to the LLC</b> if you are able to log on, BUT you cannot access the course files (if you get an 'Access denied' message box)</li> </ul>

REMEMBER!

*LLC: Empowering language learners!*

Last updated 14 January 2008

## Appendix 4: Writing a List of References

At the end of your essay or report, on a separate piece of paper, you must list all the sources you have used. This is called a *list of references*. You must list your references in alphabetical order according to the authors' surnames. You should only list sources that you have referred to in your essay. A list of useful books and other materials about a topic is called a *bibliography* and you are not required to give a bibliography in this course.

We have based this guide on Publication Manual of the *American Psychological Association* (5<sup>th</sup> ed.) 2001. Washington, D.C.: American Psychological Association.

### 1. Books

Author's surname, author's initials. (Year of publication). *Title of the book*. Place of publication: Name of the publisher.

#### Example

Orange, C. (1987). *The Treaty of Waitangi*. Wellington: Allen and Unwin.  
Phillips, T. (2005). *Skills in English level 2: Reading resources*. Reading: Garnet  
Rubin, J. and Thompson, I. (1994) *How to be a more successful language learner: Toward learner autonomy*. Boston: Heinle and Heinle.

If there is an editor, use the following order:

Editor's surname, editor's initials. (Ed.). (Year of publication). *Title of the book*. Place of publication: Name of the publisher.

#### Example

Kleeman, G. (Ed.). (1995). *Global interactions: A senior geography*. Melbourne: Heinemann.

### 2. Chapter from an edited book

Author's surname, author's initials. (Year of publication). Title of the chapter. (In) Editor's initials. Editor's surname (Ed.), *Title of the book*. (pp. page numbers). Place of publication: Name of the publisher.

#### Example

Huberman, A.M. & Miles, M.B. (1994). Data management and analysis methods. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research*. (pp. 428-444). London: Sage.

### 3. Journal Articles

Author's surname, author's initials. (Year of publication). Title of the article. *Title of the journal*, volume number(issue number), page numbers.

#### Example

Williams, K. (1990). Three new tests for international students entering post graduate and vocational training courses. *ELT Journal*, 44 (1), 55 - 65.

### 4. Newspaper articles

Author's surname, author's initials (if known). (Year, month, day of publication if author is known). Title of the article. (Year, month, day of publication, if author is not known). *Title of the newspaper*, p. (if one page) pp. (if more than one page) page number(s).

#### Example (where author is known)

Towers, K. (2000, January 18). Doctor not at fault: Coroner. *The Australian*, pp.3-4.

#### Example (where author is not known)

One in eight of world's birds face extinction. (2004, March, 3). *Dominion Post*, p.B3.

### 5. The Internet

Author's surname, author's initials (if available). (Year of publication, if available). Title of the article. Retrieved date(month, day, year) from: Internet address

Example (where the author and the year of publication are known)

Kenneth, I.A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8(4). Retrieved February 20, 2001, from: <http://www.cac.psu.edu/jbe/twocont.html>

**Example (where neither the author nor the year of publication is known)**

A brief natural history of New Zealand. Retrieved 29 March, 2001, from: <http://www.sanctuary.org.nz/nature/1brief.html>

**6. Information from a Study Theme**

Author's surname, author's initials (if available). Title of the article. (Year of the publication). In *Title of the study theme, including its course number*, Victoria University of Wellington (course material): page number.

**Example**

Dynes, M. Cheetahs in race against time. (2003). In *Endangered Species, ELIN 933*, Victoria University of Wellington (course material):16.

**7. Corporate Author**

The name of the business or government department (Year of publication). *Title of the book/publication*. Place of publication: Publisher

**Example**

Australian Bureau of Statistics. (1999). *Disability, ageing and carers: Summary of findings*. Canberra: ABS.

**8. Film or Video**

Film-maker's surname, film-maker's initials. (Year that the video was produced). *Title of the video*. [video] Any information available about the source of the video, e.g., the city in which the company which produced the video is located: the name of the company which produced the video.

**Example**

Andrew, G., Carey, P. (2000). Our small world. [video]. Auckland: Goerge Andrews Productions.

**9. Guest Lecture**

Lecturer's surname, lecturer's initials. (Year, day and month of lecture). *Title of lecture*. [lecture]. Place of lecture.

**Example**

Smith, E. (2003, 29 January). *Earthquakes - what are they and why are they a threat?* [E.L.I. Guest lecture series] Victoria University of Wellington.

**10. Television or Radio Programme**

*Title of programme*. [television/radio programme]. (Year, month and day of broadcast). Place from which programme was broadcast; television/radio station/channel.

**Example**

*Three score and ten - and then?* [radio programme]. (2000, March 19). Wellington; Radio New Zealand.

**11. Reports and Newsletters with no author**

Name of organization which produced the report or newsletter (Year, month of publication). *Title of publication*. [Newsletter]. Place of publication.

**Example**

South East Asian Ministers of Education Regional Language Centre. (2000, November). *Report of the RELC seminar on language in the global context: Implications for the language classroom*. Singapore

### Appendix 5: The English Proficiency Programme: Setting Goals

Statement of purpose →	To achieve the following <b>GOALS...</b>	By aiming at performance in the following <b>TARGET TASKS...</b>	Attending to the following <b>ABILITIES</b>	
	Improve the skill of listening	1 Listen to a talk on a topic of general interest: identify the main points of information and opinion in order to solve a problem or increase understanding of the topic	Word level	Identify the form and meaning of individual words when they are spoken in context
		2 Listen to a dialogue such as a conversation or a media interview on a topic of general interest: identify the main points of information and opinion in order to identify points of view	Sentence level	Understand the literal, factual meaning of simple and complex sentences spoken at normal speed  Identify main ideas, interpreting speaker's purpose and attitude
		Text level	Follow the sequence of ideas and how they relate to each other	
	Improve the skill of speaking	3 Give a prepared oral presentation that includes facts and comments on a subject of academic or professional interest	Word level	Pronounce words individually and in context so that they are clearly understood
4 In an interview, discuss topics related to everyday life and topics of academic/professional interest		Sentence level	Use the right word to express a specific meaning  Use sentence intonation appropriately	
		Text level	Express simple and complex ideas and attitudes clearly, fluently and accurately  Link ideas appropriately Take turns appropriately Present complex ideas coherently	



	Improve the skill of reading	5 Read a text on a topic of academic/professional interest: identify the main information and opinions in order to solve a problem or increase understanding of the topic	Word level	Recognise words and their meanings in context
			Sentence level	Understand the literal, factual meaning of simple and complex sentences in context
			Text level	Identify main ideas, interpreting writer's purpose and attitude  Follow the sequence of ideas and how they relate to each other
	Improve the skill of writing	6. Write a report on a question or topic which combines information from a number of sources	Word level	Write legibly following writing conventions  Use the right word to represent a specific meaning, including connotation  Use appropriate collocations
		7 Write an abstract, a formal letter or another document that achieves a particular academic or professional purpose	Sentence level	Express simple and complex ideas and attitudes clearly and accurately
			Text level	Organise ideas coherently to achieve a particular purpose  Signal organisation clearly to the reader  Choose language appropriate to the genre of writing

## Appendix 6: Campus Map



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