



## School of Linguistics and Applied Language Studies Course Outline

### LALS 511, Teaching reading and writing, Trimester 2, 2008

#### 1. Course Coordinator:

Paul Nation      Office: Von Zedlitz Building, Room VZ 203  
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Post: School of Linguistics and Applied Language Studies  
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PO Box 600  
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#### 2. Staff:      Paul Nation

#### 3. Class times and rooms:      Tuesday 4-6 pm, 24 KP, Room 203

The class meets on the following ten dates:

July 15, 22, 29, August 12, [Break], September 2, 9, 16, 23, 30, October 7.  
Note: There is no class on Tuesday 5 August.

For distance students, the course is available at <http://blackboard.victoria.ac.nz>. When you enrol you will automatically be given a computer user account, which will be on your *Confirmation of Study* form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be *camerorobe*. Your password will be your student ID number. You need to use this computer user account when you access journals from off-campus. For help, contact [scs-help@victoria.ac.nz](mailto:scs-help@victoria.ac.nz) or phone (04) 463 5050. If you want to use other student computing services, you need to call the SCS Help Desk on (04) 463 5050. Staff will re-confirm your username and re-set your password after confirming your identity. If you are an international student the following site could be useful for you <http://www.victoria-international.ac.nz/>.

Distance students are welcome to come to the class if they are in Wellington. Contact John Macalister for details.

#### 4. Announcements:      MA noticeboard Level 2 Von Zedlitz, and via Blackboard.

Some additional information relevant to this course can be found in the School MA Handbook for 2008. The handbook is available on the web.

<http://www.victoria.ac.nz/lals/degrees/Handbook%202007.pdf>

#### 5. LALS main office:      VZ 210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

#### 6. LALS 511 Course Administrator:      Rachel Scholes, Postgraduate administration Tel: 463 5600 / 463 5255 / 463 5894 [rachel.scholes@vuw.ac.nz](mailto:rachel.scholes@vuw.ac.nz) Web contact: [www.blackboard.victoria.ac.nz](http://www.blackboard.victoria.ac.nz)

**7. Aims:** This course looks at the teaching of reading and writing in a second or foreign language.

**8. Objectives:** By the end of the course, course members should be able to discuss some of the important current issues in the teaching and learning of reading and writing, describe important areas for research in these areas, comment critically on research and practice, design the reading and writing components of a language course, teach a reading and writing course, and advise teachers and learners on reading and writing.

**9. Content:** The following topics will be covered in the course. The reading for each topic is indicated in brackets. The full references can be found in the table of contents of the set readings. There is a task associated with eight of the topics that needs to be submitted on the due date for assessment. The readings in italics are the two set texts for the course. *TRW* refers to the LALS publication *Teaching Reading and Writing* available from Student Notes.

**1 Learning to read in a second language** (15 July)

(*TRW* ch. 1, Field 2002; Grabe 1995; Grabe and Stoller 2002; Smith and Elley 1997; Williams 1986) TASK 1

**2 Attention to form, attention to meaning: the example of spelling** (22 July)

(*TRW* ch. 2, Moseley 1994; Stahl, Duffy-Hester and Stahl 1998; Spelling and pronunciation – points of correspondence) TASK 2

**3 Intensive reading** (29 July)

(*TRW* ch. 3, Nation, 2004; Murdoch 1986; Palmer 1982; Rasinski 2003) TASK 2

**4 Extensive reading and book floods** (12 August)

(*TRW* ch. 4, Elley and Mangubhai, 1981; Nation 2001; Day and Bamford 2002) TASK 2

**5 Reading fluency** (2 September)

(*TRW* ch. 5, Stahl and Kuhn 2002; Rasinski 2000)

**6 Assessing reading** (9 September)

(*TRW* ch. 6, Alderson 1996)

**7 Guiding writing** (16 September)

(*TRW* ch. 7, *Grabe and Kaplan Chapters 10 & 11*; Wong et al 2002; Cumming 1992; Cotterall and Cohen 2003) TASK 3

**8 The writing process** (23 September)

(*TRW* ch. 8, *Grabe and Kaplan Chapters 4 & 5*) TASK 3

**9 Text structure: topic types** (30 September)

(*TRW* ch. 9, Johns and Davies, 1983; Nation, 1993; Franken 1987) TASK 3

**10 Responding to and assessing writing** (7 October)

(*TRW* ch. 10, *Grabe and Kaplan Chapter 13*; Ferris 2004)

**10. Texts:** There are three required texts and one recommended text.

**Required**

Grabe, W. and Kaplan R.B. (1996) *Theory & Practice of Writing* Addison, Wesley Longman, Harlow (cost \$84.99), available from the Victoria Book Centre ([enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz)).

Nation, I.S.P. (2005) *Teaching Reading and Writing*. Student Notes Victoria University of Wellington. This can be bought from student notes for est. \$17: Bar code number 3337/05 ([studentnotes@vicbooks.co.nz](mailto:studentnotes@vicbooks.co.nz)).

*LALS 511: Methodology 2: Teaching Reading and Writing: Selected Readings*. This can be bought from student notes for est. \$19-20: Bar code number 3947/07 ([studentnotes@vicbooks.co.nz](mailto:studentnotes@vicbooks.co.nz)).

Selected readings and *Teaching Reading and Writing* will also be available electronically through Blackboard.

This web site for Victoria Books allows on-line shopping for books. <http://www.vicbooks.co.nz>

**11. Assessment:** The course will be assessed by an assignment worth 60% of the final grade and three tasks totalling 40% of the final grade.

The assignment is due by Friday 3<sup>rd</sup> October 2008. Assignments are expected to be around 2,500 words.

The tasks are due on the following dates.

Task 1	22 July	15%	max 600 words
Task 2	02 September	15%	max 600 words
Task 3	07 October	10%	max 500 words

Assignment	03 October	60%	approx. 2,500 words
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**N.B.** 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.

Tasks and assignments can be submitted as e-mail attachments. Please submit each one as a **single** document in WORD format or pdf, and e-mail them to [LALS-511@vuw.ac.nz](mailto:LALS-511@vuw.ac.nz). If you send them by post, please include **two** copies of each assignment or task. The other will be retained for external examining. The postal address is on page 1 of this outline. The assignment topics and tasks are described in this course outline.

### Assignment

Review research, theory and practice on an issue affecting the teaching of reading and/or writing and show the practical applications to your teaching situation.

OR

Design a unit of work on reading or writing which is ready to use. Comment on the features of your design. About one-third of the work for your assignment should be your commentary.

OR

Design and carry out a small piece of research focusing on reading or writing. [Please note: If you plan to choose this option, you should discuss your intention with Paul Nation as soon as possible. This will allow time to plan and implement the research.]

### Tasks

The three tasks total 40% of the final grade. They must be submitted on the assigned dates. This is to allow feedback on the tasks to be distributed soon after the submission of the task. The answers to each task should typically fit within two pages. The tasks are designed to draw on set reading and to get you to apply ideas covered in the course.

**Task 1: Module 1** (due 22 July) (15% of the final grade)

- 1 Explain how the technique of *Shared reading* fits into all four strands of a language programme (meaning focused input, meaning focused output, language focused learning, and fluency development). Which strand seems most important to you, and why?
- 2 What problems could you face in using the technique of *Shared reading* with a group of young non-native speaking beginners?
- 3 Choose one of Grabe's (1995) dilemmas and suggest two or three solutions that could apply in the situation you teach in.

**Task 2: Modules 2, 3 and 4** (due 2 September) (15% of the final grade)

- 1 Using the list of sound spelling correspondences in Appendix 1 of *Teaching Reading and Writing*, analyze the relative regularity of these five words - *price*, *number*, *between*, *help*, *access*.
- 2 Explain how the different spellings of *bath* and *bathe* reflect the different pronunciations. In addition note which correspondences in Appendix 1 of *Teaching Reading and Writing* apply.
- 3 Briefly comment on five different kinds of item in the *Limestone* text in the set readings booklet that you could draw attention to in intensive reading. For instance, one kind of item could

be some problematic words, another kind of item could be necessary background knowledge. Relate each of these to specific parts of the *Limestone* text. In your commentary say (1) why you have chosen to focus on this item, (2) how you will deal with it, and (3) how you expect focusing on it will have future value for the learners. *TRW* Chapter 3 and Nation (2004) may be useful in answering this question.

4 Suggest two practical ways you can ensure learners are reading at the appropriate level in an extensive reading scheme, and suggest two or three ways a teacher can monitor learners' reading without compromising the sixth of the Day and Bamford (2000) principles.

### **Task 3: Modules 7, 8, and 9** (due 7 October)

(10% of the final grade)

1 Design a ready-to-use shared or guided writing task (*TRW* Chapter 7) suitable for the level of learner you teach. Briefly comment on the main features of your activity.

2 Identify one part of the writing process learners you teach or have taught find difficult and describe three ways you could give feedback to learners (see Chapter 10 of *Teaching Reading and Writing*) to help them improve their skill at dealing with this part.

3 Design a post-reading activity for one of the *School Journal* texts based on the topic type (*TRW* Chapter 9). Briefly explain how the activity will contribute to learners' understanding of the text.

**12. Penalties:** Assignments and tasks must be submitted by the due date. There is no penalty for late submission but permission must be sought and a good reason given. Try to keep within the word limits especially for the tasks. Assignments and tasks which are plagiarised will not receive a grade and cannot be resubmitted.

### **13. Relationship between assessment and course objectives:**

The assignment provides an opportunity to evaluate research, plan teaching, and carry out a small scale research project. The tasks assess the practical application of ideas and comprehension of the set texts and set readings.

**14. Workload:** LALS 511 is a fifteen point one-trimester paper. Course members should expect to spend about 12 hours per week for ten weeks on all the work for this course including lectures.

**15. Mandatory Course Requirements (Terms):** There are minimum course requirements which must be satisfied to be assessed for the final grade. In order to meet these requirements, course members must

complete the 3 tasks

attend all the ten classes or participate at least once in each of the ten web-based discussions

complete the assignment.

**16. Attendance:** On-campus course members must attend all ten lectures. If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that week. Course members studying by distance must make a contribution to each one of the ten Discussion Boards.

## **GENERAL UNIVERSITY STATUTES AND POLICIES**

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 hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under “Course Outline General Information” at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support

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