

**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**

**BEdTESOL/SLE PROGRAMME**

**ALIN 301, APPROACHES TO GRAMMAR IN SECOND LANGUAGE TEACHING AND LEARNING**

**TRIMESTER 1 2010**

1 March to 4 July 2010

**Trimester dates**

Teaching dates: 1 March 2010 to 4 June 2010

Mid-trimester break: 5 April to 18 April 2010

Study week: 7 June to 11 June 2010

Examination/Assessment period: 11 June to 4 July 2010

**Withdrawal dates**

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

**Names and contact details**

**Course co-ordinator**

**Dr. Averil Coxhead**

VZ403

Ext. 5625

Office hours:

W 10.00 – 11.00

Email:

Averil.coxhead@vuw.ac.nz



**ALIN 301 Course Administrator**

Anette Klaassen, ALIN administration

anette.klaassen, @vuw.ac.nz

VZ 402

Tel: 463 5627/472 1000 ext 5627

**LALS main office**

VZ 210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

Tel: 463 5600

**Class times and rooms**

Each week there is a two-hour lecture for the twelve weeks of the first trimester. A one-hour tutorial each week runs from Week Two until Week Eleven of the trimester.

## Lectures

Wednesday	10.00-10:50	MYLT101
Friday	10.00-10:50	MYLT101

## Tutorials/Workshops

Wednesday	11:00-11:50	KP22104
Friday	11:00-11:50	KP22104

## Course delivery

The course has two lectures a week and one tutorial. Tutorials form an essential part of all this course. It is expected that students will prepare for and attend all of their scheduled tutorials. You should inform your tutor if you are unable to attend a tutorial, and arrange to attend at another time if at all possible.

## Communication of additional information

Tutorial lists and additional information concerning this course will be displayed on the B. Ed. TESOL/Second Language Education notice board Level 3 Von Zedlitz. Announcements will be made on Blackboard and emailed to your student email account.

## Course content

This course looks at the issues involved in the teaching and learning of grammar, vocabulary, and discourse in an ESL/EFL context.

The following topics will be covered in the course. The dates given are for the Monday at the beginning of each week. Required readings are listed under each topic.

<b>Week</b>	<b>Beginning</b>	<b>Topic and readings</b>
1	1 March	What is grammar? Thornbury (1999) Ch 1 Ch 2 Larsen-Freeman (2002)
2	8 March	What do we know about the learning of grammar? Ellis (1997) Yip (1994)
3	15 March	Explicit teaching of grammar Thornbury (1999) Ch 3 Ellis (1992)
4	22 March	Implicit teaching of grammar Thornbury (1999) Ch 4 Richards (2002)
<b>24 March</b> <b>Assignment One due</b>		
5	29 March	Practising grammar Thornbury (1999) Ch 6 Swain (2000)
6	6 April	Dealing with grammar errors Thornbury (1999) Ch 7 Long & Robinson (1998) Ferris (2004)
<b>Mid-trimester break: 5 April to 18 April 2010</b>		
7	26 April	Teaching and learning vocabulary Nation & Newton (1997) Schmitt (2000) The lexical approach Little (1994) Willis (1994)

8	3 May	Teaching grammar to younger learners	Readings to be posted on BlackBoard
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**5 May  
In-class test**

9	10 May	Grammar and discourse	Thornbury (1999) Ch 5 Celce-Murcia (2002)
10	17 May	Integrating grammar	Thornbury (1999) Ch 8 Ch 10 Ellis (2005)
11	24 May	Testing grammar	Thornbury (1999) Ch 9 Purpura (2004)
12	31 May	Data-driven approaches to grammar	Tsui (2004) Bernardini (2004)

**4 June  
Assignment Two due**

**Learning objectives:** By the end of the course, you should

- a. become aware of the psycholinguistic processes in the learning of grammar
- b. become aware of different perspectives to the teaching of grammar
- c. be able to make informed decisions and pedagogical choices for grammar teaching

**Workload**

In order to make satisfactory progress in this course you should expect to devote, on average, 13 hours a week to it. This includes attendance at lectures and tutorials, preparation for tutorials, background reading and preparation for tests and assignments. Some students will find they need to do more than this, and students aiming for high grades will almost certainly need to do more. The total assessment should be around 5,000 words.

**Readings**

**Essential texts:**

The set text for the course is Thornbury, Scott (1999). *How to teach grammar*: Longman. It is available from Vic Books.

The set readings *ALIN 301 Set Readings* are available from the Student Notes Distribution Centre.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of Vic books in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from Vic books and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

Recommended readings and a short bibliography for this course will be posted on BlackBoard.

## Assessment requirements

The assessable tasks and assignment will be graded, when applicable, with the following criteria in mind:

1. Understanding of the content of the course
2. Application to a teaching context
3. Development of teaching material
4. Integration of experience, reflection, and input from ALIN301, including wide reading of relevant literature
5. Insights, critical analysis and originality
6. Presentation and readability

## Assessment

Component	Due dates	Weight	Word limits/duration	Objectives
Assignment One	24 March	30%	Approximately 1500 words	b, c
In-class test	5 May	20%	One hour	a, b
Assignment Two	4 June	50%	Approximately 2,500 words	a, b, c

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.

The first assignment concentrates on application of the issues discussed in the first few weeks of class. The test will focus on understanding the course book and readings. The second assignment aims to get you to integrate theories and research into your own pedagogical decisions in the teaching of grammar, vocabulary, and discourse. The assignment tasks will be given out in class and posted on BlackBoard in the first week of the teaching.

## Penalties

In line with school policy, assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment.

Unless you have a valid extension granted for your assignment, the following penalties will apply:

For assignments handed in within a week after the due date, the maximum grade possible is C and no personal comment will be provided. Assignments handed in after this time will receive no mark.

Plagiarism is not acceptable in assessed work, and will be penalised. The penalty will depend on the severity of the plagiarism. See General University Policies.

**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

- a. Make a satisfactory attempt at all assessment components. "Satisfactory" means that where they have not reached a C standard, they must nevertheless reflect the fact that the assignments have been taken seriously and that a reasonable amount of effort has been devoted to each piece of assessment.
- b. All assignments must be handed in no later than 4 June.
- c. Attend a minimum of 8 of the 10 tutorials.

## **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students

## **Academic Integrity and Plagiarism**

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **Use of Turnitin**

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

## **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* or go to the Academic Policy and Student Policy sections on:

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

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

