

School of Linguistics and Applied Language Studies

**Graduate Certificate in TESOL
ELIN 802, TESOL Classroom Practice
Trimester 3, 2010
8 November 2010 to 19 February 2011**

Trimester dates

Teaching dates: 11 November 2010 to 8 February 2010

Mid-trimester break: 22 December 2010– 5 January 2011 (Jan 6 & 7: study days)

Withdrawal dates

Information may be found at

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

1. Course Coordinators: Nicky Riddiford and Angela Joe

Nicky Riddiford

von Zedlitz (vZ) 309

Phone: 463 6471.

Email: nicky.riddiford@vuw.ac.nz

<http://www.victoria.ac.nz/lals/degrees/cert-tesol.aspx>

Office hours: tba



Angela Joe,

von Zedlitz (vZ) 213,

Phone: 463 5607

Email: angela.joe@vuw.ac.nz

<http://www.victoria.ac.nz/lals>

Office hours:tba



2. Teaching staff: Nicky Riddiford and Angela Joe

3. LALS office:

Email: lals@vuw.ac.nz

Room 210, 2nd floor, von Zedlitz (vZ) Building

Kelburn Parade

10:00am – 4:30pm

4. Course administrator:

To be advised

5. Class times and locations

Lectures: Tuesdays 9-10.50am: Hunter 317
Thursdays 2:10-3.30pm Hunter 324

Group teaching sessions: Monday and Tuesday 2-3pm, Kirk 104

Group teaching feedback sessions: Monday and Tuesday 3-4pm, Kirk 104

Group teaching planning meetings: tba

6. Course delivery

Course members will attend two lectures each week. In addition each course member will plan, teach and evaluate a group teaching session each fortnight. Course members are expected to make regular use of the course information posted on Blackboard.

7. Communication of additional information:

Announcements will be posted on Blackboard: www.blackboard.victoria.ac.nz

8. Course content:

ELIN 802 will be taught by Nicky Riddiford and Angela Joe. The course covers:

- Aims and implementation of a specific ESOL programme, the English Proficiency Programme
- Effective language teaching and effective language learning practices
- Planning and teaching lessons for ESOL learning
- Reflective practice

The topic areas that will be studied are as follows:

Week 1 (11 November)	Classrooms at work
Week 2 (16, 18 November)	Classroom management 1
Week 3 (23, 25 November)	Classroom management 2
Week 4 (30 November, 2 December)	Planning lessons
Week 5 (7, 9 December)	Classroom management 3

Week 6 (14, 16 December)	Classroom activities 1
Week 7 (21 December)	Lexis 1
Mid-trimester break 22 December – 5 January inclusive Study days: 6 – 7 January	
Week 10 (11, 13 January)	Lexis 2
Week 11 (18, 21 January)	Listening
Week 12 (25, 27 January)	Classroom activities 2
Week 13 (1, 3 February)	Speaking
Week 14 (8, 10 February)	Who are the learners?

9. Learning objectives:

Students passing ELIN 802 should be able to:

- 1 Demonstrate an understanding of effective second language teaching classroom practice.
- 2 Plan and teach ESOL lessons in a whole class setting.
- 3 Reflect on own reading and relate it to classroom practice.
- 4 Reflect on own ESOL classroom practice and that of experienced teachers, and analyse and evaluate its effectiveness.
- 5 Demonstrate professional behaviour

10. Expected workload:

As ELIN 802 is a 30 point course, you should expect to spend 300 hours on coursework spread out over the 14 weeks of the course. This means that the workload is likely to exceed 20 hours per week for most weeks of the course. The workload includes:

- Preparing for classes: including reading and review
- Attending classes

Carrying out observations of language teaching classrooms
Preparing for and reflecting on practice teaching sessions
Carrying out assigned practice teaching sessions
Completing assessments

11. Group work:

While all assessed work will be completed individually, you are encouraged to work collaboratively with other course members when preparing and reflecting on the practice teaching sessions.

12. Readings:

Essential texts:

Scrivener, J. (2005). *Learning Teaching: The essential guide to English language teaching*. Oxford, UK: Macmillan. (Available from Vicbooks for \$67.95)

All textbooks and student notes (undergraduate and postgraduate) will be available for purchase from vicbooks on the top floor of the Student Union Building.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. 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: The 'New Ways...' series of books is accessible and useful. The following are located in the main library.

New ways in teaching listening / David Nunan and Lindsay Miller, editors
New ways in teaching reading / Richard R. Day, editor
New ways in teaching speaking / Kathleen M. Bailey and Lance Savage, editors
New ways in teaching vocabulary / Paul Nation, editor
New ways in teaching writing / Ronald V. White, editor
New ways in teaching adults / Marilyn Lewis, editor
New ways in teaching grammar / Martha C. Pennington, editor

Course members are also expected to read widely in journals such as: *English Teaching Forum*, *Modern English Teacher* and *Guidelines*. See the GradCertTESOL Handbook for an extensive journal list.

LALS STAFF RESOURCE ROOM

The Staff Resource Room (Vz 204) is a reading room where you can consult materials on language teaching. Books and periodicals may not be borrowed and student access to the resource room is restricted. Opening times are listed on the door.

13. Assessment requirements:

This course will be examined by internal assessment. The final grade will be based on three written assignments and one oral presentation. The written assignments require you to integrate what you have learned from classes, your classroom observations, teaching practice and independent study. Each written assignment is designed to allow you to demonstrate that you have made progress towards meeting objectives 1-4 (as stated below). The oral presentation relates to objectives 1, 3 and 4. Assignment 1, 2, and 4 will be based on your teaching practice portfolio that you are required to keep throughout the course.

Assignment	Percentage	Dates	Length	Learning objectives
Assignment 1	(20%)	Monday 6 th December	900-1200 words	1,2 3,4
Assignment 2	(20%)	Monday 20 th December	1100-1200 words	1,2 3,4
Assignment 3 Oral Presentation	(20%)	13 th January – 3 rd February	25 minutes	1,3,4
Assignment 4	(30%)	Monday 31 st January	1400-1800 words	1,2,3,4
Professional behaviour	(10%)	Ongoing throughout the course		5

Assignment 1: Summary Report 1, (20%) Due 6 December

Task: Describe and discuss the use of student grouping and teacher instructions in the classroom sessions you have observed and in your own teaching experiences. Integrate your reflections on the use of one of these two skills with your understanding of effective teaching practice gained from Scrivener (2005) and one other source.

Assignment 2: Summary Report 2, (20%) Due 20 December

Task: Describe and discuss how teachers build rapport with students and create a positive classroom atmosphere; and how teachers elicit student responses in the classroom sessions you have observed and in your own teaching experiences. Integrate your reflections on the use of one of these two skills with your understanding of effective teaching practice gained from Scrivener (2005) and from your wider reading.

Assignment 3: Oral presentation (20%)

In the second half of ELIN 802 you will give an oral presentation to the CertTESOL class and the ELIN 802 course coordinator. Presentations will take place in class time on the following dates:

- Thursday 13th January
- Thursday 20th January
- Thursday 27th January
- Thursday 3rd February

Assignment 4: Summary Report 3, (30%) Due 31 Jan

Task: Choose two further teaching skills that you have focussed on during your observations and in one of your teaching practice lessons in cycle three or four. Describe and discuss these and integrate your reflections on the use of one of these skills with your understanding of effective teaching practice gained from Scrivener (2005) and from your wider reading.

Full guidelines for all assessments will be provided in class.

Refer to the GradCertTESOL Handbook for information about the presentation and marking criteria for assignments.

Professional behaviour (10%) refers to demonstration of 'teacher attributes', such as communication, self-management and collaboration.

14. Statement of penalties:

You must complete all assigned work by the deadlines. If you have strong personal reasons for needing an extension (such as an illness or bereavement), you must get explicit permission before the due date from the course coordinator. Work handed in late without prior permission to do so may not be eligible for assessment.

15. Mandatory course requirements

Each student must:

- a) Complete all assignments
- b) Attend at least 90% of the ELIN 802 classes and practical teaching sessions.

16. 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.

16. 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>

17. 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:

http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx

COVER SHEET

COURSE NAME & CODE
e.g. ELIN 801

SURNAME : _____

GIVEN NAME : _____

ID NUMBER : _____

TUTOR / LECTURER : _____

ASSIGNMENT TITLE / NO : _____

NUMBER OF WORDS : _____

DUE DATE : _____

Please complete the following checklist:

tick box

I have checked my work carefully before submitting

I have included a list of references, properly formatted

I have numbered the pages of this work

I have retained a copy of this work

There is no plagiarism in this work

I value your feedback and will collect my work promptly

OR

I do not require any feedback on this work

STUDENT'S SIGNATURE: _____

DATE: _____