



**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**

**BEdTESOL/SLE PROGRAMME**

**ALIN 303,**

**Assessing and Researching Learning in the English Language Classroom**

**TRIMESTER 2 2011**

**11 July to 12 November 2011**

**Trimester dates**

Teaching dates: 11 July to 14 October 2011

Mid-trimester break: 22 August to 4 September 2011

Study week: 17–21 October 2011

Examination/Assessment period: 21 October to 12 November 2011

**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 Coordinator and lecturer**

**Associate Professor Frank Boers**

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**Course Administrator**

Anette Klaassen, ALIN administration

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**LALS main office**

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### **Class times and rooms**

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

### **Lectures**

Wednesday	11.00-11.50	HMLT003
Friday	12.00-12:50	MY632

### **Tutorial groups**

Tuesday	16:10	18:00	VZ509
Thursday	14:10	16:00	VZ506
Thursday	15:10	17:00	KK201

### **Course delivery**

The course has two lectures a week and one tutorial a week. A synopsis of each lecture as well as other course materials will be made available on the ALIN 303 Blackboard site (at <http://blackboard.vuw.ac.nz>). Blackboard is Victoria's online teaching and learning system

### **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 and posted on Blackboard. Announcements will also be made on Blackboard and emailed to your student email account.

### **Course prescription**

This course examines the principles and practice of language assessment, with particular reference to classroom learning and to the role of assessment in action research by teachers. The course also addresses the interpretation and design of classroom based action research.

### **Course content**

The course aims to familiarise students with commonly used research methods for investigating the quality of language learning and standard ways of reporting this research. Students will learn to appraise published research and propose methods that are appropriate to address a given research question. Given that a lot of the research in this domain revolves around variables that are hypothesised to affect language learners' progress, attention will be given to ways of assessing that progress, i.e. language assessment.

### **Course objectives**

By the end of the course, students will be able to

- a) Recognize quality assured sources of research findings with relevance for their teaching context
- b) Read published SLA research reports with ease.
- c) Explain and exemplify commonly used methods in SLA classroom research and their associated terminology to a lay person.
- d) Critically appraise SLA research reports.
- e) Propose a suitable research method to address a given research question in SLA.

- f) Evaluate language assessment instruments in terms of validity and reliability.

An outline of the topics for each week and expected readings will be provided in the first week of the course and on Blackboard.

### 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.

### Readings

Essential and recommended texts (tba) will be made available on Blackboard or in the tutorials.

### Assessment requirements

The following table sums up the components that will inform the final grade for the course

Component	(Due) Dates	Weight	Word limits	Objectives
Assignment 1	25 July	10%	n/a	a
In-class test 1	7 Sept	20%	n/a	c, e
In-class test 2	12 Oct	20%	n/a	c, f
Assignment 2	26 Oct	40%	1,800 words	b, d
Tutorials	Weekly	10%	n/a	all

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.

Assignment 1: Provide a list of 20 titles of journals that publish research on (instructed) second/foreign language acquisition and that are quality assured.

In-class test 1: This will assess your comprehension of the contents of the first half of the course. It will require you to explain common terms used in our field of research and to characterise examples.

In-class test 2: This will assess your comprehension of the contents of the second half of the course. It will require you to explain common terms, and to propose alternatives to questionable methods for addressing a given research question.

Assignment 2: A critique of a research paper, drawing from insights and examples given in the lectures and the tutorials.

Tutorials: Your contributions to the weekly tutorials.

### 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.

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

### **Mandatory Course Requirements:**

To gain a pass in this course, students must attend a minimum of 19 of the 23 lectures and 8 of the 10 tutorials.

### **Class Representative**

A class representative will be elected, 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:

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### **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.

## WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out how academic progress is monitored and how enrolment can be restricted at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). Most statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the *Calendar* webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at [www.victoria.ac.nz/home/about\\_victoria/avcacademic](http://www.victoria.ac.nz/home/about_victoria/avcacademic).