



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

# **INFORMATION FOR STUDENTS**

**English Proficiency Programme**

**Summer Course, Trimester Three**

**2011**

**ELIN 001**

# 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.**

October 2011

## Contents

Course Prescription	3
Dates of the course	3
Places	3
Workload	3
Additional information	3
The aims of the course	3
The objectives of the course	3
Your responsibilities	4
The first three days of the course	4
Mandatory course requirements	4
What is expected of EPP students	4
Course content	5
Where you can go to study on your own	6
Academic integrity and plagiarism	7
Audio-visual classes	7
Assessment	7
Entry into University	9
Certificate of Proficiency	9
Textbooks	9
Refund of fees	10
Withdrawal from the course	11
Where to find more detailed information	11
Application for future English Language Institute courses	12
Student services	12
Computer facilities	14
Cost of using computer facilities	14
Students with special needs	15
Student support	15
Student cafes	16
Smoking	16
Cell phones	16
Graded readers	16
Newspapers	16
Student car parking	16
Language learning research	16
Teacher Training	17
VUWSA affiliated clubs	18
Appendix 1: Course calendar	19
Appendix 2: English proficiency scale	20
Appendix 3: Accessing course materials on the computer	21
Appendix 4: Writing a list of references	22
Appendix 5: The English Proficiency Programme: setting goals	24
Appendix 6: Campus Map	26
Appendix 7: Wellington City Map	27
Index	28

## ***Course Prescription***

This course is for ESOL students who wish to improve their skills in academic English as preparation for further studies at a tertiary institution. The course aims to develop skills in listening, speaking, reading and writing.

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

The course will start on Wednesday 2 November 2011 and finish on Friday 10 February 2012. The mid-course break is from Wednesday 21 December 2011 to Friday 6 January 2012. This means that after the mid-course break classes will resume on Monday 9 January 2012. There is a course calendar on page 19.

## ***Places***

Your classroom will be in the Kirk Building, the Murphy Building, 24 Kelburn Parade, Old Kirk or von Zedlitz Building. You will be told the precise location of your classroom on Friday 4 November. Guest lectures will take place in the Kirk Building room KKLT303 during November and December and then Hunter Building room HULT323 during January and February. The weekly tests will take place in the Kirk Building room KKLT303.

The reception for the English Language Institute is Room VZ210 on the second floor of the von Zedlitz Building. The telephone number is 463 5600. There is a map of the campus at the back of this booklet.

## ***Workload***

EPP students spend about 18 hours per week in class and weekly testing. In addition to this, you are expected to spend two hours each day on class homework, vocabulary learning and assignments, and two more hours each day on independent learning. This results in a total workload of around 40 hours. This amount of study is necessary to make significant progress in your English language skills.

## ***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. You will be given a class timetable by your teacher for this class.

## ***Mandatory course requirements***

To fulfill the mandatory course requirements, you must:

- Attend for at least **50** days for the full morning and afternoon programme.
- Attend class punctually every day. You need to be in the classroom and ready to start class at 9am. Lateness will count towards absence. If you are absent for part of a day, e.g. for the weekly test, this will also be counted.
- 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 27 January 2012.

You must fulfill the mandatory course requirements. Note that students who do not fulfill the mandatory course requirements will not be offered a place on 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.

### ***What is expected of EPP students***

As a student on the EPP course you are expected to:

1. Attend **all** classes
2. Arrive on time, fully prepared for each class
3. Hand in homework and submit assignments by the due date
4. Do independent learning as discussed with your teacher and keep a record of it.

Experience shows that students who do not meet these requirements make slow progress, and therefore may take longer to reach their study goals, or may fail to do so.

Notes:

- (i) If you are unwell, you should not attend class. However, you should:
  - a. Seek medical help if necessary
  - b. Inform your teacher before class if possible of the reason for your absence
  - c. Obtain a medical certificate if you are absent for more than two days due to illness.
- (ii) For reasons of equal treatment, it is not possible to schedule course activities and assessment to avoid particular cultural or religious festivals.

## ***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 in the Multimedia Zone (VZ001). You can use materials to study grammar and vocabulary in the Self Access Centre (VZ007). 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	You can join at any branch of Wellington City libraries for free if you live in Wellington City. To join, you must show: - identification with your signature or photograph,

	city. There are also 11 branch libraries in the suburbs.	e.g. driver's license, passport, credit card or community services card - 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 - the name and address of someone who knows you but does not live at your address.
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## ***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>

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 fulfill the mandatory course requirements. Your class teacher will give you detailed information about all in-course assessment tasks.

## B The English Proficiency Tests

The English Proficiency Tests are a series of speaking, listening, reading and writing tests which take place at the end of the course. The final seminar will take place in the 2<sup>nd</sup> last week of the course, the final interview and all other tests take place in the last week of the course.

All tests have equal weighting towards your English Proficiency rating.

Details of the tests are outlined below:			Relationship with objectives (p.3)
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 a lecture	25 minutes 20 minutes 35 minutes	a, c
Reading tests	- comprehension of two shorter texts - comprehension of one longer text	1x 30 minutes 1x 35 minutes 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). Your class teacher will give you further information about the proficiency tests and the test timetable.

You need to attend all English Proficiency Tests. Unless there are 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 to 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 an 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://csa-public.vuw.ac.nz/pls/webprod/twbkwbis.P\\_WWWLogin](https://csa-public.vuw.ac.nz/pls/webprod/twbkwbis.P_WWWLogin)).

You can also access student records via the MyVictoria Portal ([www.myvictoria.ac.nz](http://www.myvictoria.ac.nz)).

Once you fill in this form your request will be sent to the University Council for approval. This committee meets once each month.

### ***Textbooks***

You should have a dictionary that has been published specifically for learners of English. The following dictionaries are available at the vicbooks and downtown bookshops. They range in price from \$35 to \$105. 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

### Larger dictionaries which include a CD ROM:

Macmillan English Dictionary for Advanced Learners  
Oxford Advanced Learner's Dictionary 7<sup>th</sup> Edition  
Longman Exams Dictionary

In addition to buying a dictionary, you will be asked to buy several of the following publications from vicbooks on the top 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. & 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 001, Trimester 3, Learning a Language
  - ELIN 001, Trimester 3, Endangered Species
  - ELIN 001, Trimester 3, Tourism
  - ELIN 001, Trimester 3, Earthquakes
  - ELIN 001, Trimester 3, Treaty of Waitangi
  - ELIN 001, Trimester 3, Economic Systems
- ELIN Intermediate Study theme booklets (approximately \$7.00 each).
  - ELIN Intermediate, Independent Learning Booklet
  - ELIN Intermediate, Language Learning 2
  - ELIN Intermediate, World Population
  - ELIN Intermediate, Sustainability
  - ELIN Intermediate, Marketing, Branding and Consuming

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

### ***Refund of Student Levy***

At the end of this course you may be entitled to a partial refund of your 'Student Services Levy' fee (approximately \$340).

To be eligible you must:

- a) Be enrolled in ELIN001 for trimester 3, 2011;
- b) **Not** have enrolled in any other ELIN001 courses during this academic year (February 2011 – February 2012); and
- c) **Not** have enrolled in any other VUW courses during this academic year (February 2011 – February 2012).

To claim your refund, email Student Finance [student-finance@vuw.ac.nz](mailto:student-finance@vuw.ac.nz) with your name, student ID number and bank account details (account number and name of account holder) by 23 March 2012.

### ***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 001. 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 Tuesday 20 December 2011**

4. Put a line through ELIN 001 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 Wednesday 20 December 2011**

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.

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 Wednesday 2 November to Wednesday 16 November. After Wednesday 16 November there will be **no refund**.

### ***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/avcademic](http://www.victoria.ac.nz/home/about_victoria/avcademic).

## ***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:

<b>Service</b>	<b>Addresses and Phone Numbers and email</b>	<b>Extra Information</b>
<b>Emergency Contact</b>	027 600 6864, (04) 463 5595	This is a 24-hour contact phone number 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	Level 1, Student Union Building, 463 5308  <a href="mailto:student.health@vuw.ac.nz">student.health@vuw.ac.nz</a>	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>	42 Kelburn Parade. 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>	Level 1, Student Union Building. 463 5310 <a href="mailto:_ounseling-service@vuw.ac.nz">_ounseling-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>	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 Finance</b>	Ground Floor Hunter Building <a href="mailto:student-finance@vuw.ac.nz">student-finance@vuw.ac.nz</a>	This office helps with students needing to pay tuition fees.
<b>Graduation Office</b>	Ground Floor Hunter Building <a href="mailto:graduation@vuw.ac.nz">graduation@vuw.ac.nz</a>	The Graduation Office assists students with receiving their Certificates of English Proficiency.
<b>Student Learning Support</b>	Level 0, Kirk Wing, Hunter Courtyard. 463 5999	Student Learning Support staff provide study skills advice.

	<a href="mailto:student-learning@vuw.ac.nz">student-learning@vuw.ac.nz</a>	
<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, Easterfield Building, 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>	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>Student Islamic Centre</b>	86 Fairlie Terrace	This building has separate prayers rooms for men and women as well as a communal space with internet access.
<b>Student Recruitment and Course Advice &amp; Enrolments Office</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.
<b>Pacific Support Coordinator</b>	14 Kelburn Parade, Room 109B 463 5842 <a href="mailto:pacific-support-coord@vuw.ac.nz">pacific-support-coord@vuw.ac.nz</a>	The Pacific Support Coordinator links Pacific Students to appropriate services.

*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 \$160 for international students to visit this centre. However, if you are staying in New Zealand two or more years, you **may** be charged less.*

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 \$55 to see a doctor at Student Health Service (SHS), or \$25 to see a nurse. Those who are insured with StudentSafe are “bulk billed” by SHS meaning that SHS will invoice the insurer directly. If you are an international student, you are required to have private medical insurance to pay for all health care needs such as doctor visits, prescriptions, lab tests, and hospital and specialist costs. Not all conditions, procedures or medications are covered by your insurer – please consult your insurance provider for clarification around these issues. Keep all the receipts of your expenses. Please check with your health provider in your country of origin about the availability of medications in NZ that you may currently be on. Also, carefully consider NZ Customs laws if you intend to import your medication.

If you are a New Zealand citizen or resident and you are enrolled with Capital Primary Health Organisation (PHO) through SHS, there is no charge to see a doctor or a nurse for general consultations. If you are not enrolled with Capital PHO but you have a Community Services Card, you pay \$20 to see a doctor at SHS and \$15 to see a nurse. If you are not enrolled with Capital PHO and you do not have a Community Services Card, you must pay \$35 to see a doctor and \$15 to see a nurse at SHS. Extra charges are incurred for special procedures such as diving medicals, vaccinations, minor surgery etc.

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 ITS Helpdesk in the Library on the entrance level of the library

**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. Once you have paid the desired amount, take your receipt to the ITS Helpdesk on the entrance level of the library and ask them to load that amount onto your SCS account.
2. Alternatively, you can go to the Helpdesk on the entrance level of the library and pay cash between 8:00am and 4:30pm or use an eftpos card in the top-up kiosk.

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

1. Go to the ITS 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 fully-filled-in-form to the Payments Desk in the Robert Stout Building to get the money.

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

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



## ***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 kinds 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 some student cafés at Victoria University, including Ilott in the Kirk Building, Wishbone in the Maclaurin Building, Hunter Lounge in the Student Union Building and the Ramsey House Café at 8 Kelburn Parade. In addition, you can buy takeaway food and coffee from kiosks in the Old Kirk courtyard 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 some outdoor covered areas – please check for no-smoking signs. 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 to practise reading English and learn about what is going on in New Zealand. Your teacher will help you to use 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 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 take part.

## ***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>
AIIESEC at Victoria	VUW Aikido Club
Adventist Student Association of NZ	VUW Badminton Club
The Good Food Club	Basketball
Greens@Vic	VUW Boxing Gym
VUW Fiji Students' Association	VUW Canoe Club
Games Club	VUW Cricket Club
Christian Union	VUW Flying Disc Club
Christian Club	VUW Association Football Club
Buddhists for World Peace	VUW Hockey Club
Buddhists Meditation Group	VUW Jitsu Club
Amnesty on Campus	Goju Ryu Karate
German Club	VUW Rembuden Kendo Club
Geological Society	VUW Netball Club
A1 Food and Beverage Tasting Club	VUW Rowing
Gecko	Rugby League Club
Interface	Snowsports Club
International Christian Fellowship	VUW Taekwon-Do
Italian Club	International Tae Kwon Do
Labour on Campus	VUW Tramping Club
Latin American and Spanish Club	Victoria Volleyball
Law Students International	Handball
Malaysian Students Organisation	Table Tennis
Multicultural Families and Friends	Victoria Surfriders
Music and Artists' Social Club	Sailing Club
Muslim Students of VUW	VUW Bike Club
Physics Club, Victoria	
Student Christian Movement	
Toastmasters	
Thai Students' Association @ VUWVNZ	
Tongan Students' Association	
United Nations Youth Association	
Vacant Land	
Vic Improv Theatre Games Club	
Victoria Debating Society	
Victoria SIFE	
Vietnamese Students Association	
Writers' Group	
Young Nationals on Campus	

## Appendix 1: Course Calendar

	Week 1			2 November Course Begins	3	4
Learning a Language	Week 2	7	8	9	10	11
	Week 3	14	15	16	17	18
	Week 4	21	22	23	24	25
Endangered Species	Week 5	28	29	30	1 December	2
	Week 6	5	6	7	8	9
Tourism	Week 7	12	13	14	15	16
	Week 8	19	20	21	22	23
Economic Systems	Week 9	<b>26 Boxing Day</b>	<b>27</b>	28	29	30
	Week 10	2 January	3	4	5	6
	Week 11	9	10	11	12	13
Treaty of Waitangi	Week 12	16	17	18	19	20
	Week 13	<b>23 Wellington Day</b>	24	25	26	27
Earthquakes	Week 14	30	31	1 February	2	3
	Week 15	<b>6 Waitangi Day</b>	7	8	9	10
						Course Ends

Guest Lectures: Wednesdays 10am – 11am, KKLT303 & HULT323  
 Weekly Tests: Thursdays 2pm – 4pm, KKLT303

## 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



## Where? From any student PC on campus

E.g. @ the library in Rankine Brown, @ Cyber Commons, New Kirk level 2, @ Cyber Commons, Murphy level 2, at the LLC

## How? On 'Schools...' (Q)

My Computer → 'Schools...(Q)' → LLC → select <your language>, and <your course>  
e.g. FREN115, CHIN211, MAOR111, ELIN001

⊙ For course digitised materials....

Listen at uni: find a student PC with headphones, or bring your own!  
Or, most can be copied to study with later at home.

Sign Language has **digitised video files** (usually can be copied, although very big files!)

⊙ For course software....

Some languages / courses have **Restricted course software**, e.g. Grammaire en Plus, Grammatik Übungen, Themex (For use only on campus)

⊙ Digital video

**Video Material** has digital video recordings in the language you are learning: **documentaries, TV news, movies**. The selection differs by language. (For use only on campus)

These are Screenrights' recordings made for educational purposes.

## Need help?

- ⊙ Go to an ITS Help Desk [e.g. Library Level 2]
  - to find out your **User Name**
  - if you **forgot your Password**
  - if you **can't access your documents**
  - to **add money for your printing** (also at Docu-pos kiosks)
- ⊙ Go to the Language Learning Centre [von Zedlitz Level 0]
  - if you **can log on, BUT cannot access the course files** (if you get an 'Access denied' message box)
- ⊙ **At the LLC, you can also access services, events, facilities and multimedia language resources for language learners, etc. Visit the LLC soon!**

*LLC: Bringing languages to life!*

## 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.

### 7 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. & 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.

### 7 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.

### 7 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.

### 7 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.

### 7 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>

## 7 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: George Andrews Productions.

## 9. Guest Lecture

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

**Example**

Smith, E. (2003, January 29). *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 7: Wellington City Map



## Index

Academic integrity and plagiarism	7
Additional information	3
Appendix 1: Course calendar	19
Appendix 2: English proficiency scale	20
Appendix 3: Accessing course materials on the computer	21
Appendix 4: Writing a list of references	22
Appendix 5: The English Proficiency Programme: setting goals	24
Appendix 6: Campus Map	26
Appendix 7: Wellington City Map	27
Application for future English Language Institute courses	11
Assessment	7
Audio-visual classes	7
Cell phones	16
Certificate of Proficiency	9
Computer facilities	13
Cost of using computer facilities	14
Course content	5
Course Prescription	3
Dates of the course	3
Entry into University	9
Graded readers	16
Language learning research	16
Mandatory course requirements	4
Newspapers	16
Places	3
Refund of fees	10
Smoking	16
Student cafes	16
Student car parking	16
Student services	12
Student support	15
Students with special needs	15
Teacher Training	17
Textbooks	9
The aims of the course	3
The first three days of the course	4
The objectives of the course	3
What is expected of EPP students	5
Where to find more detailed information	11
Workload	3
VUWSA affiliated clubs	18
Where you can go to study on your own	6
Withdrawal from the course	11
Your responsibilities	4