



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**  
**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**

**BEdTESOL/SLE PROGRAMME**  
**ALIN 301: APPROACHES TO GRAMMAR IN SECOND LANGUAGE TEACHING AND LEARNING**

**TRIMESTER 1 2013**  
**4 March – 3 July 2013**

**Trimester dates**

Teaching dates: 4 March to 7 June 2013  
Easter break: 28 March to 3 April 2013  
Mid-trimester break: 22–28 April 2013  
Last piece of assessment due: 17 June 2013

**Withdrawal dates**

Information on withdrawals and refunds may be found at  
[www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds](http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds)

**Names and contact details**

**Course Lecturer**

**Dr. Peter Gu (Course coordinator)**

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**ALIN 301 Course Administrator**

Dayna Taramai, ALIN administration  
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Tel: 463 5600/463 5894

**LALS main office**

VZ 210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade  
Tel: 463 5600

**Class times and locations**

Each week there are two one-hour lectures 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	09.00-09.50	CO118
Friday	09.00-09.50	CO118

### Tutorials/Workshops

Tuesday	09:00-09:50	VZ515
Friday	11.00-11.50	VZ104

### Teaching/learning summary

The course has two lectures a week and one tutorial. Tutorials form an essential part of 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 prescription

The course explores current perspectives on the teaching and learning of grammar, vocabulary, and discourse in an ESL/EFL context. It examines the processes involved in the learning of grammar and the implications of these processes for grammar instruction. The course involves the evaluation of the content of courses and of published teaching materials. 100% internal assessment.

### Course content

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.

Week	Beginning	Topic and readings
1	4 March	What is grammar? Thornbury (1999) Ch 1 Ch 2 Larsen-Freeman (2002)
2	11 March	What do we know about the learning of grammar? Ellis (1997) Yip (1994)
3	18 March	Explicit teaching of grammar Thornbury (1999) Ch 3 Ellis (1992)
4	25 March	Implicit teaching of grammar Thornbury (1999) Ch 4 Richards (2002)
<b>Easter break: 28 March to 3 April 2013</b>		
5	8 April	Practising grammar Thornbury (1999) Ch 6 Swain (2000)
<b>April 12 April, 5pm Assignment One due</b>		

6	15 April	Dealing with grammar errors	Thornbury (1999) Ch 7 Long & Robinson (1998) Ferris (2004)
<b>Mid-trimester break: 22–28 April 2013</b>			
7	29 April	Teaching and learning vocabulary  The lexical approach	Nation & Newton (1997) Schmitt (2000) Little (1994) Willis (1994)
8	6 May	Grammar and discourse	Thornbury (1999) Ch 5 Celce-Murcia (2002)
<b>Wednesday 8 May In-class test</b>			
9	13 May	Integrating grammar	Thornbury (1999) Ch 8 Ch 10 Ellis (2005)
10	20 May	Teaching grammar to younger learners	Readings to be posted on BlackBoard
11	27 May	Testing grammar	Thornbury (1999) Ch 9 Purpura (2004)
12	4 June	Data-driven approaches to grammar	Tsui (2004) Bernardini (2004)
<b>Monday 17 June, 5pm Assignment Two due</b>			

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

- a. have become aware of the psycholinguistic processes in the learning of grammar
- b. have 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 vicbooks.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre Foyer from 11 February to 15 March 2013, while postgraduate textbooks and student notes will be available from vicbooks' new store, Ground Floor Easterfield Building, Kelburn Parade. After week two of the trimester all undergraduate textbooks and student notes will be sold from vicbooks, Easterfield 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 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 and a short bibliography for this course will be posted on BlackBoard.

### **Assessment requirements**

The assignments and the test 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**

<b>Component</b>	<b>Due dates</b>	<b>Weight</b>	<b>Word limits/duration</b>	<b>Objectives</b>
Assignment One	12 April	30%	Approximately 1500 words	b, c
In-class test	8 May	20%	One hour	a, b
Assignment Two	17 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:

- One grade less (5%) per working day and without expectations that comments be provided for late assignments.
- After one week, no mark, but the assignment can still count for mandatory course requirements if submitted by the end of trimester.

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>

**Mandatory Course Requirements:** There are minimum course requirements which must be satisfied to pass the course. 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 17 June.
- c. Attend a minimum of 19 of the 23 lectures and 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:  
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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](http://www.victoria.ac.nz/home/study/calendar) (See Section C).

Other useful information for students may be found at the Academic Office website, at [www.victoria.ac.nz/home/about/avcacademic](http://www.victoria.ac.nz/home/about/avcacademic).