TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

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
20 POINTS

TRIMESTER 1 2015

Important dates

Trimester dates: 2 March to 1 July 2015
Teaching dates: 2 March to 5 June 2015
Easter/Mid-trimester break: 3–19 April 2015
Last assessment item due: 15 June 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

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

Tuesday	09.00-09.50	New Kirk KK105
Thursday	09.00-09.50	New Kirk KK105

Tutorials/Workshops

Thursday	16:10-17:00	MY103

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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VZ 210

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LALS main office

VZ 210, 2nd floor Von Zedlitz Building, Kelburn Parade

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Communication of additional information

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

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.

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	Readings
1	2 March	What is grammar?	Thornbury (1999) Ch 1 Ch 2 Larsen-Freeman (2002)
2	9 March	What do we know about the learning of grammar?	Ellis (1997) Yip (1994)
3	16 March	Explicit teaching of grammar	Thornbury (1999) Ch 3 Ellis (1992)
4	23 March	Implicit teaching of grammar	Thornbury (1999) Ch 4 Richards (2002)
5	30 March	Practising grammar	Thornbury (1999) Ch 6 Swain (2000)
Assignment One due: Thursday 2 April 2015 **Easter/Mid-trimester break:** 3–19 April 2015			
6	20 April	Dealing with grammar errors	Thornbury (1999) Ch 7 Long & Robinson (1998) Ferris (2004)
7	28 April	Teaching and learning vocabulary The lexical approach	Nation & Newton (1997) Schmitt (2000) Little (1994) Willis (1994)
8	4 May	Grammar and discourse	Thornbury (1999) Ch 5 Celce-Murcia (2002)
Thursday 7 May **In-class test**			
9	11 May	Integrating grammar	Thornbury (1999) Ch 8 Ch 10 Ellis (2005)

10	18 May	Testing grammar	Thornbury (1999) Ch 9 Purpura (2004)
11	25 May	Data-driven approaches to grammar	Tsui (2004) Bernardini (2004)
12	2 June	Teaching grammar to young learners	Readings to be posted on Blackboard
Monday 15 June, 5pm **Assignment Two due**			

Course learning objectives (CLOs)

Students who pass this course should be able to:
a. understand the psycholinguistic processes in the learning of grammar
b. understand different perspectives to the teaching of grammar
c. understand the rationale for different approaches to teaching grammar
d. use this understanding to justify pedagogic decisions for grammar teaching.

Teaching format

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.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. 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.
2. hand in all assignments no later than 12 June
3. attend a minimum of 19 of the 23 lectures and 8 of the 10 tutorials.

Workload

In order to make satisfactory progress in this course you should expect to devote 200 hours overall. 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.

Assessment

Component	Due dates	Weight	Word limits/duration	CLOs
Assignment One	2 April	30%	Approximately 1500 words	a, b, c
In-class test	7 May	20%	50 minutes	a, b, c
Assignment Two	15 June	50%	Approximately 2,500 words	a, b, c, d

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.

Marking criteria:

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.

Submission and return of work

The assignments should be submitted before 5pm on the due date. You should submit both a hard copy and an electronic copy. The hardcopy of the assignment should be handed in either in class or in the drop box outside the School Office. Please submit the electronic copy (including cover sheet) as a single document in MS WORD format on Blackboard. DO NOT SUBMIT YOUR ASSIGNMENT IN PDF FORMAT. Your assignments and feedback will be returned to you in class. Or you can collect them at the School Office. Marked assignments are normally returned to you in two to three weeks.

The in-class test will be collected at the end of the test. Test results and a marking criteria sheet will be available on Blackboard one week after the test.

Extensions and penalties

Extensions

If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment. 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.

Penalties

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.

Assignments will be marked down if they are 20% below the word limit or 10% over the word limit. 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: www.victoria.ac.nz/home/study/plagiarism

Set 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.

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.

Recommended reading

Recommended and additional reading materials can be downloaded from Blackboard.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course.

Student feedback

Enhancements made to this course, based on the feedback of previous students, will be covered during the course. Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz