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

GRADUATE CERTIFICATE IN TESOL
ELIN 801 INTRODUCTION TO LANGUAGE TEACHING
30 POINTS

TRIMESTER 3 2015

Key dates

Trimester dates: 16 November 2015 to 21 February 2016
Teaching dates: 4 November 2015 to 3 February 2016
Mid-trimester/Xmas break: 18 December 2015 to 4 January 2016
Last assessment item due: 9 February 2016

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

Lectures: Monday 11:00 - 12:50pm: EA201
           Wednesday 1:30 - 4:00pm EA201

Tutorials: Monday 2:00 - 3:00pm VZ402
            Monday 3:00 - 4:00pm VZ402
            Tuesday 2:00 - 3:00pm VZ402
            Tuesday 3:00 - 4:00pm VZ402
Group tutorial times for each week of the course will be finalised during lectures.

One-hour teaching sessions: (11 Nov - 27 January) Wednesday 12:00 – 1:00pm
Rooms for each group will be allocated during lectures.

Names and contact details

Course Coordinator
Jill Musgrave
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LALS Office
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Kelburn Parade
9am – 4:15pm
Email: lals@vuw.ac.nz

School webpage
www.victoria.ac.nz/lals

Communication of additional information

Announcements will be made in class and posted on Blackboard: www.blackboard.victoria.ac.nz

Prescription

This course introduces the planning and implementation of appropriate classroom language teaching activities, and addresses issues in managing classrooms for effective second and foreign language learning. Students undertaking this course should have completed an undergraduate degree.

Course content

ELIN 801 is taught by Jill Musgrave. The course covers:

- Principles of language teaching and learning and their application in lesson plans, teaching activities and materials
- The teaching of grammar, vocabulary and the skills of listening, speaking, reading and writing to foreign and second language learners
- Designing a balanced programme of work and monitoring learners' progress through it.

The main topic areas to be covered in the lectures are set out in the following table. The relevant chapters from the set texts are indicated together with weekly language analysis tasks. Within each topic, an emphasis will be given to the application of principles to planning lessons and designing materials to support a balanced programme of work for language learners. Details of additional readings for each week will be provided during the lectures and on blackboard.

ELIN 801 Lecture content

Class	Date	Lecture topic	Reading & language tasks from the set texts and/or course readings (CR)
		Week 1	
1	Weds 4 Nov	Welcome and course overview Introduction to individual differences in language learning	Lightbown, P. & Spada, N. (2006). Course Readings (CR)
		Week 2	
2	Mon 9 Nov	Introduction to teaching reading and the four strands ELIN 801 lesson planning and materials design Lesson 1 guidelines: Meeting the learners (Wed 11 Nov)	Macalister (2011) (CR) Nation, P. (2007) (CR)
3	Weds 11 Nov	Teaching reading and review of lesson 1 Lesson 2 guidelines: A reading activity cycle (18 Nov)	Nation, I.S.P. (2009) Ch. 1
		Week 3	
4	Mon 16 Nov	Intensive reading: 'How does today's teaching make tomorrow's text easier?' Language task review: Sentence constituents	Nation, I.S.P. (2009) Ch. 3 Lang. task: Sentence constituents (CR)
5	Weds 18 Nov	Attention to vocabulary in intensive reading Lesson 3 guidelines: A reading activity cycle (25 Nov)	
		Week 4	
6	Mon 23 Nov	Extensive reading & reading faster Language task review: Forms and meanings	Nation, I.S.P. (2009) Ch. 4 & 5 Lang. task: Forms and meanings (CR)
7	Weds 25 Nov	Teaching reading review; Evaluating a course book reading activity Introduction to teaching writing Lesson 4 guidelines: A reading to writing cycle (2 Dec)	
		Week 5	
8	Mon 30 Nov	Helping learners write and designing writing tasks Language task review: Parts of speech	Nation, I.S.P. (2009) Ch. 7 Language task: Parts of speech (CR)
9	Weds 2 Dec	The writing process Lesson 5 guidelines: A reading to writing cycle (9 Dec)	Nation, I.S.P. (2009) Ch. 8
		Week 6	
10	Mon 7 Dec	TEST – 1 hour Writing and topic types Language task review: The noun phrase	Nation, I.S.P. (2009) Ch. 9 Language task: The noun phrase (CR)
11	Wed 9 Dec	Responding to written work An introduction to phonology Lesson 6: Gathering data for AR projects (16 Dec)	Nation, I.S.P. (2009) Ch.10 Lee, I. (2005) (CR) Thornbury (1997) Introduction (CR)
		Week 7	
12	Mon 14 Dec	Consonant and vowel phonemes Language task review: The verb phrase	Thornbury (1997) Consonant and vowel phonemes (CR) Language task: The verb phrase (CR)
13	Weds 16 Dec	Stress, rhythm, connected speech & intonation Lesson 7 guidelines: A listening activity cycle (6 Jan)	Thornbury (1997) Stress, rhythm, connected speech and intonation (CR)

		Christmas and New Year break (18 December 2015 to 4 January 2016)	
		Week 10	
14	Weds 6 Jan	Language task review: Pronunciation Listening & the Four Strands; Listening processes Lesson 8 guidelines: A listening activity cycle (13 Jan)	Nation & Newton (2009) Ch.1, 2 & 3 Language task: Pronunciation (CR)
		Week 11	
15	Mon 11 Jan	Listening activities and supporting listening Language task review: Hypothetical Meaning	Renandya, W. & Farrell, T. (2010) (CR) Kemp, J. (2010) (CR) Lang. task: Hypothetical meaning (CR)
16	Weds 13 Jan	Dictation and related activities Lesson 9: A speaking activity cycle (20 Jan)	Nation & Newton (2009) Ch. 4
		Week 12	
17	Mon 18 Jan	Speaking and the Four Strands; Pronunciation Learning through task-focused interaction Language task review: Words together	Nation & Newton (2009) Ch. 5 & 6 Language task: Words together (CR)
18	Weds 20 Jan	Learning through pushed output Lesson 10: A speaking activity cycle (27 Jan)	Nation & Newton (2009) Ch. 7 Joe, Nation & Newton (1996) (CR)
		Week 13	
	Mon 25 Jan Wellington Anniversary day		
19	Wed 27 Jan	Group presentations [4 groups x 25 mins each]	
		Week 14	
20	Mon 1 Feb	Graduate scenarios – Looking ahead	
21	Weds 3 Feb	How do you test your learners? Final session	Nation, I.S.P. (2013) Ch. 12 (CR)

Course learning objectives (CLOs)

Students who pass this course will be able to:

1. explain features and benefits of specific language teaching activities for the teaching of reading, writing, listening, speaking and vocabulary

2. explain principles of language teaching and materials design and demonstrate how they support a balanced programme of work for language learners

3. analyse factors relating to second language learners and their learning and propose suitable teaching approaches

4. evaluate teaching materials they have designed and taught in relation to their wider reading of language teaching and learning principles and propose suitable changes

5. demonstrate professional behaviour.

Teaching format

Students will attend two lectures each week. Group tutorials (on Mondays & Tuesdays) will be used for discussing and improving the lesson plans and teaching materials that each group has developed collaboratively for that week's one-hour Wednesday lesson. The class tutorial (Wednesdays) will be used for evaluating that week's one-hour lesson. Students are expected to participate fully in all sessions and make regular use of the course information and resources posted on Blackboard.

Mandatory course requirements

In addition to completing all assessment items and achieving an overall pass mark of 50%, students must attend at least 90% of the ELIN 801 lectures, group tutorials and one-hour teaching sessions (i.e. 9 of the 10 teaching sessions).

These requirements are appropriate for this practicum-based teacher education programme which requires students to work collaboratively in teaching practice groups during the lectures, tutorials, and practical teaching sessions and for the group presentation assessment. Attendance, punctuality and participation in course activities are included in the professional behaviour 'teacher attributes', which demonstrate achievement of CLO 5.

Any student who is concerned that they might be unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible. Where appropriate, the course coordinator will give advice and make additional arrangements to help the student meet the requirements.

Workload

As ELIN 801 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. A breakdown of the hours is given below, showing an estimate of the average number of hours per week over the course.

Weekly tasks	Average hours per week
Preparing for lectures: reading and completing language analysis tasks	2 hours
Attending lectures and tutorials	5½ hours
Preparing lesson plans and materials collaboratively in teaching practice groups	3 hours
Teaching one hour lessons to one or two language learners	1 hour
Evaluating each one hour lesson	1 hour
Preparation for tests and assignments (spread out over the course)	8 hours

Assessment

This course will be examined by internal assessment. The final grade will be based on a test (15%), two teaching assignments (55% in total), a group presentation (20%), and a grade for professional behaviour (10%). The assessment schedule appears below.

	Assessment items and workload per item	%	CLO(s)	Due date
1	A one-hour test	15%	1, 2, 3	Wed 9 Dec 2015 (2:00pm)
2	Assignment one: A 2,000 word assignment	25%	1,2,3,4	Tues 5 Jan 2016 (5:00pm)
3	A 30-minute group presentation	20%	1,2,3,4	Wed 27 Jan 2016 (2-4:00pm)
4	Assignment two: A 2,500 word assignment	30%	1,2,3,4	Tues 9 Feb 2016 (5:00pm)
5	Professional behaviour	10%	5	Ongoing throughout the course

The test (15%) assesses understanding of key principles and analysis, application and evaluation of these principles to lesson planning, materials design and teaching activities. Factors relating to the Four Strands framework and language analysis topics are included.

The assignments (55% in total) require course members to critically reflect on 'principles in action', i.e. to explain, analyse, and evaluate key principles (used to guide the preparation of lesson plans, materials and teaching activities) in lessons that the course members have taught.

Assignment one: A critical reflection of 'principles in action' (2,000 words)

This assignment requires you to choose an ELIN 801 lesson that you have designed to improve **reading OR writing**. You will use the lesson guidelines; your lesson plan, materials and activities; and your post-teaching reflections as a focus for discussing relevant principles covered in the lectures, set texts, recommended texts and your own wider reading.

You must include a discussion of vocabulary in this assignment.

Assignment two: A critical reflection of 'principles in action' (2,500 words)

This assignment requires you to choose an ELIN 801 lesson that you have designed to improve **listening OR speaking**. You will use the lesson guidelines; your lesson plan, materials and activities; and your post-teaching reflections as a focus for discussing relevant principles covered in the lectures, set texts, recommended texts and your own wider reading.

You must include a discussion of phonology in this assignment.

G**roup oral presentation:** Reporting on an Action Research (AR) project

Working in teaching practice groups, each group will select a topic relating to individual learner differences, such as motivation, learner beliefs, learning styles and personality. Each group will use the AR cycles of 'plan, act, observe and reflect' to investigate the topic, gather and analyse information about their learners, and consider implications of the topic and AR project for language learning and teaching.

Each group will report on their project in a group oral presentation and prepare a handout (poster), which summarises the content of the project and presentation.

Each group member will receive the same 'group mark' for the handout unless the group agrees otherwise. Each speaker will receive an individual mark for their part of the presentation. The weighting for the group mark and the individual mark is 50% each.

Professional behaviour refers to demonstration of 'teacher attributes', such as communication, self-management and collaboration. Detailed criteria will be developed collaboratively by course members and the course coordinator at the beginning of the course.

Group work

While the writing of assignments one and two is completed individually, course members are encouraged to work collaboratively when preparing and reflecting on the lessons that inform both assignments. The Action Research project requires course members to work collaboratively in teaching practice groups.

Assessment timing

The ELIN 801 and ELIN 802 coordinators have looked carefully at the timing of assessment items across both courses to make sure that the timing is as manageable as possible.

Full guidelines for assessments, including information about presentation and marking criteria, will be provided in class and posted on Blackboard.

Submission and return of work

Assessment items are to be given directly to the Course Coordinator or posted in the Assignment Drop Box next to the VZ 210 office door. All assessment items will be returned within 2 weeks of the due date.

Extensions and penalties

Extensions

The course coordinator may grant an extension without penalty on the grounds of exceptional personal circumstances, such as illness or bereavement. Depending on the circumstances, documentation and supporting evidence may be required.

Penalties

In line with school policy, assignments handed in after the due date will receive a reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances.

Late assignments

> Unless a valid extension has been granted for your assignment, the following penalty will apply:
>
> One grade less (e.g. from a B+ to a B) per working day and without expectation that comments will be provided.

Length of assignments

The length of your assignment may be 10% over or under the required length without penalty.

> Assignments that exceed the 10% margin (over or under) will be marked down one grade (e.g. from a B+ to a B).

The assignment title, appendices and references are not included as part of the final word count.

Materials and equipment and/or additional expenses

Students may ask the administrators in the LALS office for permission to photocopy lesson materials for the practice teaching sessions in the office, VZ201. If permission is granted, this must be done quickly and quietly. Students may not do any other course related photocopying in the LALS office.

Practicum arrangements

The Wednesday practical teaching sessions form part of the ELIN 801 coursework. The ELIN 801 course coordinator will arrange these sessions together with the coordinator of the Preparation for English Proficiency Programme (PREPP), also taught by the English Language Institute within the School of Linguistics and Applied Language Studies.

Each GCertTESOL student will teach one or two PREPP students for 10 one-hour lessons. These lessons will be taught from 12:00-1:00pm each Wednesday. The lessons are taught outside the PREPP students' weekly timetabled classes. The ELIN 801 coordinator will supervise all teaching sessions.

Set texts

For *ELIN 801 Introduction to Language Teaching,* you need to buy a set of Course Notes and Readings from Vicbooks: www.vicbooks.co.nz

The set texts for ELIN 801 are:

Nation, I.S.P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.

Nation, I.S.P. & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.

The set texts are available from Vicbooks*:* www.vicbooks.co.nz. They are also available online as e-Books from the Victoria Library and in the Language Learning Centre (LLC), shelved in the Self-Access Centre, in the TESOL section, as detailed below. Students can issue the books for three hours.

| ELIN.LIN.15240.B | Teaching ESL/EFL Reading and Writing |
| ELIN.LIN.15245.B | Teaching ESL/EFL Listening and Speaking |

Recommended reading

The following titles are located in the main library on 3-day loan and/or on Closed Reserve:

Gibbons, P. (2002). *Scaffolding language, scaffolding learning*. Portsmouth N.H.: Heinemann.

Lightbown, P. & Spada, N. (2006). *How languages are learned.* Third edition. Oxford: Oxford University Press.

Nation, P. & Gu, P. Y. (2007). *Focus on vocabulary.* Sydney: NCELTR, Macquarie University.

Nation, I.S.P. (2008). *Teaching vocabulary: strategies and techniques*. Boston, USA: Heinle.

Nation, I. S. P. & Macalister, J. (2010). *Language curriculum design*. New York & London: Routledge.

Nuttall, C. (2005). *Teaching reading skills in a foreign language.* Oxford: Macmillan Education.

Parrott, M. (2010). *Grammar for English language teachers.* Cambridge: Cambridge University Press.

Richards, J. & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York, NY, USA: Cambridge University Press.

Thornbury, Scott (1999). *How to teach grammar.* Harlow: Pearson Longman.

An e-Book of the following title is also available:

Nation, I. S. P. & Macalister, J. (2010). *Language curriculum design*. New York & London: Routledge.

Course members are also expected to read relevant articles in journals such as: *English Teaching Forum and Modern English Teacher*. See Blackboard for an extensive journal list.

Class representative

The GCertTESOL programme has a student representative whose name and contact details will be available to VUWSA, the Course Coordinator and the class. The representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Student feedback

Last year, students gave feedback relating to the 15% weighting of the group oral presentation assessment, which they believed was too low for the amount of work required. As a result, the group oral presentation is now worth 20% of the total course grade and the weighting of Assignment one: A critical reflection of 'principles in action' has been reduced from 30% to 25%.

The suggestion (made by the 2013 cohort of students) to change the conditions for the test was implemented in 2014. Instead of completing the test without the use of resources, students were permitted to bring notes on an index card to the test. The test question types were altered to include fewer items requiring 'recall' and more items requiring application, analysis and evaluation. These test conditions will be used again this year.

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
- 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
- Special passes: refer to the *Assessment Handbook*, at www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf
- 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
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Terms and conditions: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- 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