



**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES**

**GRADUATE CERTIFICATE IN TESOL  
ELIN 802 TESOL CLASSROOM PRACTICE**

**30 POINTS**

**TRIMESTER 3 2015**

**Key dates**

**Trimester dates:** 16 November 2015 to 21 February 2016

**Teaching dates:** 5 November 2015 to 2 February 2016

**Mid-trimester/Xmas break:** 18 December 2015 to 4 January 2016

**Last assessment item due:** 2 February 2016

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://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](http://www.victoria.ac.nz/students/study/exams/aegrotats).

**Class times and locations**

**Lectures:** Tuesdays 9-10.50am: EA 201

Thursdays 2:10-3.30pm: EA 201

**Group teaching sessions:** Monday and Tuesday 2.00-3pm, KK 106

**Group teaching feedback sessions:** Monday and Tuesday 3.00-4pm, KK 106

**Group teaching planning meetings:** Thursday 10.30 – 12.30 to be discussed

## Names and contact details

### Course Coordinator

Cherie Connor  
Office: Von Zedlitz 308  
Tel: 463 5618  
Email: [cherie.connor@vuw.ac.nz](mailto:cherie.connor@vuw.ac.nz)



### Course Administrator:

Janet Attrill  
Tel: 463 5894,  
Fax: 463 5604,  
Email: [janet.attrill@vuw.ac.nz](mailto:janet.attrill@vuw.ac.nz)

### LALS Office

Room 210  
2nd floor, Von Zedlitz Building  
Kelburn Parade  
9.00am – 4:15pm  
Email: [lals@vuw.ac.nz](mailto:lals@vuw.ac.nz)

### School webpage:

<http://www.victoria.ac.nz/lals/>

## Communication of additional information

Announcements will be made in class and posted on Blackboard: [www.blackboard.victoria.ac.nz](http://www.blackboard.victoria.ac.nz)

## Prescription

This course provides an introduction to classroom practice in TESOL. Activities include supervised observation of and participation in an ESOL course, practice teaching sessions, and keeping a journal for self-review.

## Course content

ELIN 802 will be taught by Cherie Connor. The course covers:

- Aims and implementation of a specific ESOL programme, the English Proficiency Programme
- Effective language teaching and effective language learning practices
- Planning and teaching lessons for ESOL learning
- Reflective practice

The main topic areas that will be studied are as follows:

Week 1 (5 November)	Classrooms at work
Week 2 (10, 12 November)	Classroom management 1: Giving instructions
Week 3 (17, 19 November)	Classroom management 2: Grouping students
Week 4 (24, 26 November)	Classroom management 3: Eliciting

Week 5 (1, 3 December)	Classroom management 4: Teacher language
Week 6 (8, 10 December)	Classroom management 5: Responding to students
Week 7 (15, 17 December)	Group oral presentations, preparation for individual presentations
<b>Mid-trimester break 18 December 2015 to 4 January 2016</b>	
Week 10 (5, 7 January)	Feedback techniques
Week 11 (12, 14 January)	Listening techniques
Week 12 (19, 21 January)	Choosing and adapting course books
Week 13 (26, 28 January)	Adapting a unit of work
Week 14 (2 February)	Planning change

## Course learning objectives (CLOs)

Students who pass ELIN 802 will be able to:

1. demonstrate an understanding of effective second language teaching classroom practice.
2. plan and teach ESOL lessons in a whole class setting.
3. reflect on own reading and relate it to classroom practice.
4. reflect on and analyse own ESOL classroom practice and that of experienced teachers.
5. demonstrate professional behaviour.

## Teaching format

Course members will attend two lectures each week. In addition each course member will plan, teach and evaluate a group teaching session each fortnight, observe their colleagues teaching once per fortnight and observe experienced teachers once per week. Course members are expected to participate fully in all sessions and make regular use of the course information posted on Blackboard.

## Mandatory course requirements

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

1. Attend at least 90% of the ELIN 802 classes and all practical teaching sessions and observations.
2. Complete all class tasks and written and oral assignments specified in the course outline.

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, 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 have been (or 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 802 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. The workload includes:

Weekly tasks	Average hours per week
Preparing for lectures: including reading and review	2 hours
Attending classes	3 ½ hours
Carrying out observations of language teaching classrooms	2
Planning, preparing for and reflecting on practice teaching sessions	5 hours
Carrying out assigned practice teaching sessions	1 hour
Completing assessments	7 hours

## Assessment

This course will be examined by internal assessment. The final grade will be based on two written assignments (20% and 30%), two oral presentations (20% each) and on professional behaviour (10%). The assessment schedule appears below.

Assignment	Percentage	CLO(s)	Due Date	Length
Assignment 1 Summary Report 1	(20%)	1,2 3,4	Monday 30 November (10.50am)	900-1300 words
Assignment 2 Group Oral Presentation	(20%)	1,2 3,4	Tuesday 15 December (9.00-10.50am)	25 minutes
Assignment 3 Individual Oral Presentation	(20%)	1,3,4	Thursdays 7 – 28 January (Individual dates to be decided) (2.10-3:30pm)	25 minutes
Assignment 4 Summary Report 2	(30%)	1,2,3,4	Tuesday 2 February (5.00pm)	1500-2000 words
Professional behaviour	(10%)	5	Ongoing throughout the course	

The two written assignments and the group oral presentation require you to integrate what you have learned from classes, your classroom observations, your teaching practice and independent study. Each of these three assignments is designed to allow you to demonstrate that you have made progress towards meeting Objectives 1-4 (as stated above). The individual oral presentation

relates to Objectives 1, 3 and 4. Assignments 1, 2, and 4 will be based on your teaching practice portfolio that you are required to keep throughout the course.

### **Assignment 1: Summary Report 1, (20%), due 30 November. (900-1300 words)**

**Task:** Choose **one** of the skills you have focussed on in Cycle 1: grouping students **or** teacher instructions. Describe and discuss the use of this skill in the classroom sessions you have observed and in your own teaching experiences. Integrate your reflections on the use of this skill with your understanding of effective teaching practice gained from at least two sources.

### **Assignment 2: Group Oral Presentation, (20%), 15 December (Length: 25 mins)**

On 15 December you will give a group oral presentation to the CertTESOL class and the ELIN 802 course coordinator. For the Group Oral Presentation 40% is awarded to the whole group and 60% is awarded individually. Presentations will take place in class time.

**Task:** Working in your teaching practice group, choose aspects of the skills you have focussed on in Cycle 2: eliciting student responses and teacher language. Describe and discuss the use of these skills in the classroom sessions you have observed and in your own teaching experiences. Integrate your reflections on the use of these skills with your understanding of effective teaching practice gained from two or more sources.

### **Assignment 3: Oral presentation (20%) Length: 25 mins**

In the second half of ELIN 802 you will give an oral presentation to the CertTESOL class and the ELIN 802 course coordinator. Presentations will take place in class time on the following dates:

- Thursday 7 January
- Thursday 14 January
- Thursday 21 January
- Thursday 28 January

### **Assignment 4: Summary Report 2, (30%), due 2 Feb. (1500-2000 words)**

**Task:** Describe and discuss the use of feedback during your observations and in one of your teaching practice lessons in cycle three or four. Integrate your reflections on the use of feedback with your understanding of effective teaching practice gained from your wider reading.

**Professional behaviour** (10%) 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. This assignment reflects Learning Objective 5, outlined on page three.

### **Group work**

While much of the assessed work will be completed individually, you are encouraged to work collaboratively with other course members when preparing and reflecting on the practice teaching sessions. The Group Oral Presentation project requires course members to work collaboratively in small 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 VZ210 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 practice teaching sessions form part of the ELIN 802 coursework. The ELIN 802 course coordinator will arrange these sessions with volunteers from classes from the English Proficiency Programme which is also taught by the English Language Institute, within the School of Linguistics and Applied Language Studies. The ELIN 802 coordinator will supervise all teaching sessions.

## Set texts

There are no set texts for ELIN 802.

## Recommended reading

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

Harmer, J. (2012). *Essential Teacher Knowledge*. Harlow: Pearson. (In Library on Closed Reserve: PE1128.A2 H3764 2012).

Harmer, J. (2007). *How to teach English*. Harlow: Pearson Longman. (In Library on Closed Reserve: PE1128 A2 H333).

Harmer, J. (2001). *The Practice of English Language Teaching*. London: Longman. (In Library on Closed Reserve and 3 day loan: PE1128 A2 H287 P 3ed).

Gower, R., Phillips, D. & Walters, S. (1995). *Teaching Practice Handbook*. Oxford: Heinemann (In Library on Closed Reserve: PE1128 A2 G723 T).

Richards, J. C. and T.S.C. Farrell (2011). *Practice Teaching: A Reflective Approach*. New York: Cambridge University Press. (In library on Closed Reserve: P53.85 R533).

Richards, J.C. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press. (In Library on Closed Reserve: P51 R516 R).

Scrivener, J. (2012). *Classroom Management Techniques*. Cambridge: Cambridge University Press. (In Library on Closed Reserve: B3013.S42 2012).

Scrivener, J. (2011). *Learning Teaching: The essential guide to English language teaching*. Oxford, UK: Macmillan. 3<sup>rd</sup> edition. (In Library on Closed Reserve: PE1065 S434 LT 2011)

Scrivener, J. (2005). *Learning Teaching: The essential guide to English language teaching*. Oxford, UK: Macmillan. (In library on Closed Reserve).

Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press (In Library on Closed Reserve and 3 day loan: P51 U72 C).

Wajnryb, R. (1992). *Classroom Observation Tasks: A resource book for language teachers and trainers*. Cambridge: Cambridge University Press (In Library on Closed Reserve: P53.85 W145 C).

The 'New Ways...' series of books is accessible and useful.

*New ways in teaching listening* / David Nunan and Lindsay Miller, editors

*New ways in teaching reading* / Richard R. Day, editor

*New ways in teaching speaking* / Kathleen M. Bailey and Lance Savage, editors

*New ways in teaching vocabulary* / Paul Nation, editor

*New ways in teaching writing* / Ronald V. White, editor

*New ways in teaching adults* / Marilyn Lewis, editor

*New ways in teaching grammar* / Martha C. Pennington, editor

Course members are also expected to read widely in journals such as: *English Teaching Forum*, *Modern English Teacher* and *Guidelines*. 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**

As a result of student feedback which suggested more support with materials for the planning of group teaching would be useful, a bank of texts is being made available for student use.

As a response to feedback asking to view more than one peer teaching group, the group teaching observation schedule has been altered so that each group is able to view an additional teaching group over the duration of the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://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](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://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](http://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](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://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](http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract)
- Turnitin: [www.cad.vuw.ac.nz/wiki/index.php/Turnitin](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)