



## School of Linguistics and Applied Language Studies Course Outline

### ALIN 202, Second Language Curriculum, Trimester 2, 2006

#### 1. Course Coordinator:

John Macalister Office: Von Zedlitz Building, Room VZ 203  
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E-mail: [John.Macalister@vuw.ac.nz](mailto:John.Macalister@vuw.ac.nz)  
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Victoria University of Wellington  
PO Box 600  
Wellington 6001  
NEW ZEALAND

**2. Lecturer:** John Macalister  
**Tutor:** Alexa Wilkinson

**3. Class times and rooms:** There are two lectures and one tutorial each week for the twelve weeks of the second trimester. Lectures are on Wednesday 2-3pm and Thursday 1-2pm in MY632. Tutorials are on Friday 9.00 – 10.50 or 11.00 – 12.50 in MY301.

**4. Announcements:** Undergraduate B. Ed. TESOL noticeboard Level 3 Von Zedlitz or posted on Blackboard

**5. LALS main office:** VZ 210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

**6. ALIN 202 Course Administrator:** Vivien Trott, Undergraduate administration  
Vivien.Trott@vuw.ac.nz  
Tel: 463 5600/463 5894

**7. Aims:** This course looks at the principles and practice of curriculum design in the overall design of courses and in the teaching of particular skills.

**8. Objectives:** By the end of the course, you should be able to systematically

- (1) evaluate the design of an existing course and decide if it is worth adopting
- (2) suggest how to improve an existing course
- (3) systematically design a short course with limited goals, for example, a three week course or a reading course
- (4) play a useful part in guiding a team to design a large course
- (5) run a short workshop on course design.
- (6) critically examine approaches to course design
- (7) implement change in a language program
- (8) design an in-service workshop

**9. Content:** The following topics will be covered in the course. The dates given are for the Monday at the beginning of each week. Required reading is given in brackets. *LCD* is the set text *Language Curriculum Design*.

1	10 July	Overview ( <i>LCD</i> Ch. 1; Littlewood)	TASK 1
2	17 July	Environment analysis ( <i>LCD</i> Ch. 2; Tessmer)	TASK 2
3	24 July	Needs analysis ( <i>LCD</i> Ch. 3; West)	
4	31 July	Principles ( <i>LCD</i> Ch. 4; Williams, Krahnke and Christison)	
5	7 August	Goals, Content and sequencing ( <i>LCD</i> Ch. 5; Van Ek and Alexander, Long and Crookes)	
6	14 August	Format and presentation ( <i>LCD</i> Ch. 6; Gibbons, Batstone)	
Break			
7	4 September	Monitoring and assessment ( <i>LCD</i> Ch. 7; Brown, Read)	
8	11 September	Evaluation ( <i>LCD</i> Ch. 8; Brown)	TASK 3
9	18 September	Approaches to curriculum design and negotiated syllabuses ( <i>LCD</i> Ch. 9 & 10; Murdoch, Tessmer and Wedman, Hutchinson and Waters)	
10	25 September	Using a course book ( <i>LCD</i> Ch. 11; Clarke, Prabhu, Block)	
11	2 October	Introducing change ( <i>LCD</i> Ch. 12; Stoller, Stoyhoff)	
12	9 October	Planning an in-service course ( <i>LCD</i> Ch. 13; Ellis)	

**10. Texts:** The set texts for the course are *Language Curriculum Design* (cost \$22) by Paul Nation, and *Language Curriculum Design: Selected Readings* (cost \$14.30). Both are available from the University Notes Distribution Centre.

### 11. Assessment:

This course will be examined by in-term assessment. There is no final examination.

Two short in-class tests	15% each, totalling 30%	
Three tasks	10% each, totalling 30%	Each task – 600 words
Assignment	40%	Approximately 2,000 words

### Due dates for tasks

Task 1	4 August
Task 2	18 August
Task 3	22 September

### Test dates

Test 1	16 August	Topics 1-5
Test 2	27 September	Topics 1-8

Assignment due Friday 6 October 2006

**N.B.** 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.

## Tasks

- Task 1 Find an article describing a piece of course design and analyse it using the table on page 12 of *Language Curriculum Design*. Make a brief comment on the adequacy of the course design (were all the parts of the model well covered?) and the adequacy of the reporting in the article. (Did the article adequately explain what was done?). Attach a photocopy of the article to your task and give the reference for the article.
- Task 2 Do an environment analysis of a teaching situation you know. Be sure to show the effects on the course.
- Task 3 What means would you use to evaluate ALIN 202? Choose three preferred ways and justify your choices. Say why you rejected some methods of evaluation.

## Assignment

The assignment is due on Friday 6 October 2006. There is no word limit, but a typical assignment is around 2,000 words long.

## Suggestions for assignments

- 1 Do a needs analysis of newcomers to New Zealand who are not native speakers of English. Use this to suggest content for a beginners' English course.
- 2 Design a course book evaluation form to use when choosing a course book. Apply it to some course books.
- 3 Plan several introductory modules of various levels that could be used for the first lessons of a course in a teaching context of your choice. They would have the goal of assessing the needs of the learners as well as providing useful learning.
- 4 What should be the items covered in a pre-university study skills course for international students for whom English is not a first language?
- 5 Design a programme for assessing the needs and proficiency of new arrivals in a teaching context of your choice.
- 6 Design a reading course for either primary or secondary learners of English as a Foreign Language. How will you assess needs? What are the constraints that you face? ...
- 7 Your learners have to pass the TOEFL test. Design a course to prepare them for the test.
- 8 Design a curriculum for a language development class for ESL learners in a secondary school where English is the first language.
- 9 Investigate and list the language needs of a beginner learning Maori in New Zealand.
- 10 Develop a strategies checklist to use a basis for needs analysis.
- 11 You have to teach a first year English class in a university where English is not the language of instruction. The course is obligatory but the learners receive no credit for it. Describe the steps you would follow to design a course that would be valued by the learners.
- 12 Survey the material available for helping learners develop all four skills within the vocabulary of the first 1,000 words of English.
- 13 Evaluate a course book you have used.

If you wish to do a different topic you should first consult with John Macalister.

**12. Penalties:** Assignments and tasks must be submitted by the due date. There is no penalty for late submission but permission must be sought and a good reason given. Try to keep within the word limits especially for the tasks. Assignments and tasks which are plagiarised will not receive a grade and cannot be resubmitted.

**13. Relationship between assessment and course objectives:** The assignment aims to get you to apply a model of course design to a familiar situation to extend your knowledge of the model and provide you with an outcome that you can use in your own teaching. The tests will focus on understanding the course book and readings. The tasks concentrate on application of the course design process.

**14. Workload:** ALIN 202 is a 22 point one-trimester paper. Course members should expect to spend about 15 hours per week for twelve weeks on all the work for this course including lectures. The total assessment should be around 5,000 words.

**15. Mandatory Course Requirements (Terms):** There are minimum course requirements which must be satisfied to be assessed for the final grade. In order to meet these requirements, course members must

complete the 3 tasks

sit the two tests

attend all the classes

complete the assignment.

**16. Attendance:** Course members must attend all lectures.

## General University policies and statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

## Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

## Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

## Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

## Students with Impairments (see Appendix 3 of the Assessment Handbook)

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 School's Disability Liaison Person for 2006 is Dr Dianne Bardsley, ext 5644, email [Dianne.bardsley@vuw.ac.nz](mailto:Dianne.bardsley@vuw.ac.nz).

### **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. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. 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 support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.