



## School of Linguistics and Applied Language Studies Course Outline

### ELIN 823, Studies in Language Teaching and Learning, Trimester 2, 2007

#### Course Coordinator:

**Dr John Macalister**  
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<http://www.vuw.ac.nz/lals>

#### Staff:

##### Tutor

**Jim Dickie**  
VZ202  
Ext. 5632

#### Class times and rooms:

Students on this course attend ALIN 202 (Language Curriculum Design) lectures and one 3-hour ELIN 823 workshop.

<b>ALIN 202 Lectures:</b>	Monday and Tuesday 3.10 – 4.00pm, HULT 220
<b>ELIN 823 Workshops:</b>	Tues 9.00 – 11.50am, MY 404

#### Announcements:

Additional information about this course and information about any changes will be announced in class. Information may also be posted on the noticeboard opposite the kitchen on VZ Level 2.

**LALS main office:** VZ210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

**ELIN 823 Course Administrator:** Rachel Scholes, Postgraduate administration  
Tel: 463-5600

**Aims:**

This course examines the planning, monitoring, assessment and evaluation of instruction, through an emphasis on the practical application of research to curriculum design, classroom teaching, student learning, and assessment.

**Objectives:**

By the end of the course, students should:

- 1 understand both language-focused and content-based approaches to language curriculum design and their implementation
- 2 be able to approach the design and adaptation of a language curriculum in a systematic way
- 3 be able to apply research to the practice of curriculum design, implementation and assessment of learning.

**Content:****Module 1 Language-focused curriculum design**

- 1 Overview
- 2 Environment analysis
- 3 Needs analysis
- 4 Principles
- 5 Content and sequencing
- 6 Format and presentation
  - language-focused syllabuses
  - message-focused syllabuses
- 7 Monitoring and assessment
- 8 Evaluation
- 9 Approaches to curriculum design and negotiated syllabuses
- 10 Using a course book
- 11 Innovation
- 12 Planning an inservice course

**Module 2 Language across the curriculum**

Introduction to content-based language teaching and learning  
Principles underlying content-based language teaching and learning  
Language demands of curriculum areas  
Identifying learners' needs  
Content-based teaching/learning strategies  
Collaboration between language teachers and content teachers/specialists  
Planning a programme  
Assessment and evaluation issues in language across the curriculum

**Module 3 Guided independent study based on classroom practice**

Visits to a New Zealand classroom will take place during the mid-trimester break.

**Texts:****Required:**

*Language Curriculum Design* by I. S. P Nation and John Macalister  
*Language Curriculum Design: Selected Readings*.

Both are available from the Student Notes Distribution Centre.

**Recommended:** You will be advised of any recommended reading material for each module in class.

**Any other relevant material/equipment:** None.

**Assessment:**

This course will be examined by in-term assessment. There is no final examination. The final grade will be awarded on the basis of your marks for three assignments:

Two short in-class tests	15% each, totalling 30%	
Two tasks	10% each, totalling 20%	Each task – 600 words
Two assignments	25% each, totalling 50%	Approximately 2,000 words each

**Due dates for tasks**

Task 1	3 August
Task 2	17 August

**Test dates**

Test 1	14 August	Topics 1-5
Test 2	25 September	Topics 1-8

**Due dates for assignments**

Assignment 1	14 September
Assignment 2	12 October

**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.

Details of assignment topics are provided at the end of this course outline.

**Penalties:**

Please take careful note of the length requirements for each assignment. If an assignment exceeds a length requirement, only the first part of the assignment, from the beginning up to the word limit, will be considered for assessment purposes. It is important both academically and professionally that you be able to explain your ideas concisely and coherently.

## Relationship between assessment and course objectives:

Objective	Tasks	Tests	Assignments
1	1	1, 2	-
2	-	-	1
3	2	-	1, 2

### Workload:

In order to make satisfactory progress in this course you should expect to devote, on average, 24 hours a week to it over the 12 weeks of the course. This includes attendance at classes, preparation for classes, background reading and preparation for assignments. Some students will find that they need to do more than this, and students aiming for high grades will almost certainly need to do more.

### Mandatory Course Requirements (Terms):

You are expected to attend all classes and participate in class activities and discussions. If you are unable to attend a class due to illness or some other circumstance, you must notify the lecturer for the relevant module. If the lecturer sets you work to do to make up for an absence, you must complete the work to a satisfactory standard. You must submit all assignments. You are normally expected to pass each module in order to gain a pass in ELIN 823.

**Attendance:** You are expected to attend all classes.

### 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 name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

### **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 contacts are **Dr Allison Kirkman, Murphy Building, room 407** and **Dr Stuart Brock, Murphy Building, room 312**. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

### **Manaaki Pihipihinga Programme**

This programme offers:

- Academic mentoring for all Māori & Pacific students at all levels of undergraduate study for the faculties of Commerce & Administration and Humanities & Social Sciences. Contact [Manaaki-Pihipihinga-Programme@vuw.ac.nz](mailto:Manaaki-Pihipihinga-Programme@vuw.ac.nz) or phone 463 6015 to register for Humanities & Social Science mentoring and 463 8977 to register for mentoring for Commerce and Administration courses
- Postgraduate support network for the above faculties, which links students into all of the post grad activities and workshops on campus and networking opportunities
- Pacific Support Coordinator who can assist Pacific students with transitional issues, disseminate useful information and provide any assistance needed to help students achieve. Contact; [Pacific-Support-Coord@vuw.ac.nz](mailto:Pacific-Support-Coord@vuw.ac.nz) or phone 463 5842.

Manaaki Pihipihinga is located at: 14 Kelburn Parade, back court yard, Room 109 D (for Humanities mentoring & some first year Commerce mentoring) or Room 210 level 2 west wing railway station Pipitea (commerce mentoring space). Māori Studies mentoring is done at the marae.

**Student Services**

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.

## Details of tasks and assignments

### 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.

### Assignment 1 **Guided independent study based on classroom practice**

This assignment gives you an opportunity to study an aspect of language teaching and learning in depth, drawing on your teaching experience and/or observations in a New Zealand school classroom or classrooms.

The assignment is due by **4.00pm, Friday, 14 September**. It counts for 25% of the final grade for ELIN 823.

You will choose your own assignment topic in consultation with Jim Dickie. Your topic should link in some way to the content covered in the course, i.e. language-focused curriculum and language across the curriculum (content-based approaches to language teaching and learning). You should choose your assignment topic as early in the trimester as you can, to maximise the time available for you to do relevant reading and to carry out relevant observations or implementations in a classroom or classrooms. You must make sure that you have Jim's written agreement to your topic before you proceed with the assignment.

For example, if you are a teacher from Vanuatu, an appropriate topic would be:

Discuss how the teacher you observe in a New Zealand classroom caters for the English language learning needs of ESOL learners across the curriculum, and comment on what you believe are some implications of your observations for your own teaching in Vanuatu.

Note that:

- Whatever your topic is, your assignment should draw on relevant reading, as well as on your observations, experiences, practices.
- You should give your assignment a title (*a title is not the same thing as a topic*).
- Make sure you briefly describe the classroom situation(s) you are writing about (*don't assume that your reader(s) know about it/them*).

**Length:** 1500-2000 words.

- Please take careful note of the length requirement. If your assignment exceeds the word limit, only the first part of the assignment, from the beginning up to the word limit, will be considered for assessment purposes.
- Include a word count on the cover page of your assignment. The word count should cover the body text of your assignment. Do not include your list of references or any appendices in the word count.

## Assignment 2

## Language-focused curriculum design

Choose one of the following topics. Guidance will be provided in workshops.

1. Consider a situation where students are not reading and/or writing at the expected class level. Apply an approach to curriculum design to meet the needs of such students.
2. Design a blueprint for a mid-year summative language test. Attention should be given to different aspects of the language course (i.e. reading & writing, listening & speaking, language knowledge).

The assignment is due by **4 p.m., Friday, 12 October**. It counts for 25% of the final grade for ELIN 823. There is no word limit, but a typical assignment is around 2000 words long.