



School of Linguistics and Applied Language Studies

CertTESOL Programme

Course Outline

ELIN 802 TESOL Classroom Practice Trimester 3, 2007- 08

1. **Course Coordinators:** Nicky Riddiford and Natalia Peters
2. **Teaching Staff:**

Nicky Riddiford

VZ 309

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<http://www.victoria.ac.nz/lals/degrees/cert-tesol.aspx>

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3. **Class times and room:**

Lectures:	Tuesdays 3.10 – 5.00pm; Thursdays 3.10 - 4.00pm
Room:	Hunter 324 (November – December 2007), Hunter 221 (January – February 2008)
Small group teaching:	Tuesdays and Thursdays 2.10 - 3.00pm; KK105
Individual tutoring:	Wednesdays 12.00 - 1.00pm; 24KP 201, 103, 101

4. **Announcements:**

Any changes to class time will be announced in class or posted on the CertTESOL notice board in the corridor beside the kitchen on the third floor of von Zedlitz Building.

5. **LALS main office:**

VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. **ELIN 802 Course Administrator:**

Rachel Scholes, Postgraduate administration

7. Aims:

The paper “TESOL Classroom Practice” aims to provide an introduction to classroom practice in TESOL through observation and analysis of classes in an ESOL course, and supervised practice in planning and implementing ESOL lessons.

8. Objectives:

By the end of ELIN 802, course members should:

- 1 have an understanding of the implementation of effective TESOL classroom practice through your observations and analysis of lessons presented by experienced teachers;
- 2 be able to plan and implement lessons for individual ESOL learners and small ESOL classes;
- 3 be able to reflect on TESOL classroom practice, both your own and that of other teachers, in terms of its effectiveness.

9. Content:

ELIN 802 will be taught by Nicky Riddiford and Natalia Peters. 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 implementing lessons for ESOL learning
- Reflective practice

Week 1 (13, 15 November)	Learners, Teachers, Managing the classroom
Week 2 (20, 22 November)	Learners, Teachers, Managing the classroom
Week 3 (27, 29 November)	Describing learning and teaching
Week 4 (4, 6 December)	Planning lessons
Week 5 (11, 13 December)	Teaching reading
Week 6 (18, 20 December)	Teaching writing

Week 9 (8, 10 January)	Teaching listening
Week 10 (15, 17 January)	Teaching speaking
Week 11 (22, 24 January)	Using coursebooks
Week 12 (29, 31 January)	Teaching vocabulary
Week 13 (5, 7 February)	Testing What if...?

10. Texts:

Required:

Harmer, J. (2007). *How to Teach English*, (new edition) Harlow, Essex: Longman

Recommended:

Course members are expected to read widely in journals such as: *English Teaching Forum*, *Modern English Teacher* and *Guidelines*. See the CertTESOL Handbook for an extensive journal list.

The 'New Ways...' series of books is accessible and useful. The following are located in the main library.

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

11. Assessment:

This course will be examined by internal assessment. The final grade will be based on four assignments. The assignments draw on a self-review journal, which itself is not directly assessed.

Assignment 1 (15%)	Due: 29 November 2007
Assignment 2 (20%)	Due: 13 December 2007
Assignment 3 (25%)	Due: 17 January 2008
Assignment 4 (40%)	Due: 7 February 2008

If you find that you need an extension, you must get permission from the course co-ordinator before the due date. Refer to the CertTESOL Handbook for information about the presentation and assessment of assignments.

Disabilities

The university has a policy of reasonable accommodation of the needs of students who have disabilities, especially in relation to assessment procedures. If you have a disability, please discuss your needs with the course co-ordinator as early as possible.

Self-review Journal

You are required to keep a self-review journal throughout the course (see Mandatory Course Requirements below). This task is designed to support your development towards meeting the objectives of the course (as stated above) as you progress through the trimester. Your journal is not directly assessed, but the work you do for it underpins all of the assessed assignments (see below).

The self-review journal entries will include:

- your notes from your observations of English Proficiency Programme classes;
- your analysis and discussion of your observations;
- your plans for your tutoring and practice teaching experiences;
- written feedback on your practice teaching from your supervisor; and
- your analysis and discussion of your tutoring and practice teaching experiences.

Your self-review journal must provide evidence that you have carried out all assigned observations and practice teaching experiences appropriately.

[You should keep your self-review journal in a loose-leaf binder. You must hand in your current entries each week. The course co-ordinator will engage in a written “dialogue” with you through the responses to your journal entries.]

You must also hand in your self-review journal to date with each of the assessed assignments.

Assignment topics

Assignment 1 – Reflection on textbook reading and class observation

Assignment 1 is due on 29 November 2007. It counts for 15% of the final grade for this course. It is designed to allow you to demonstrate that you have made progress towards meeting objective 1 (as stated above).

Task: Read Chapters 1, 2 and 3 in the textbook, Harmer (2007). With reference to an aspect of the content of those chapters about teaching and learning, discuss an English Proficiency Programme class session that you have observed.

- A “session” means a period of time in class. You should choose a period of time that is appropriate for the aspect of teaching and learning that you have chosen to focus on.
- Give your assignment a title which shows its focus.
- Support your discussion with evidence of wider reading.
- Hand in your self-review journal to date with your assignment.

Length: 750-1000 words

Give a word count for your assignment. Make sure you observe the length requirement. You must observe the normal academic conventions for assignments (see CertTESOL Handbook), but you are also practising writing clearly and concisely, which is an important professional requirement and skill.

Assignment 2 – Reflection on periodical article and practical experience

Assignment 2 is due on 13 December 2007. It counts for 20% of the final grade for this course. It is designed to allow you to demonstrate that you have made progress towards meeting objectives 1 and 2 (as stated above).

Task: Choose and read a periodical article (for example, from English Teaching Forum) about an aspect of TESOL classroom practice. Starting with a brief summary (about 200 words), go on to discuss the article with specific reference to your practical experiences (English Proficiency Programme class observations and/or practice teaching).

- Check your choice of periodical article with the course coordinator before proceeding with the assignment. Your article should focus on a different aspect of TESOL classroom practice from the focus of your Assignment 1.
- Give your assignment a title which shows its focus.
- Support your discussion with evidence of wider reading.
- Hand in a copy of the periodical article you have chosen with your assignment.
- Hand in your self-review journal to date with your assignment.

Length: 750-1000 words

Give a word count for your assignment. Make sure you observe the length requirement. You must observe the normal academic conventions for assignments (see CertTESOL Handbook), but you are also practising writing clearly and concisely, which is an important professional requirement and skill.

Assignment 3 – Report on your learning

Assignment 3 is due on 17 January 2008. It counts for 25% of the final grade for this course. It is designed to allow you to demonstrate that you have made progress towards meeting objectives 1, 2 and 3 (as stated above).

Task: Choose an aspect of TESOL classroom practice which you consider is important in the learning you have done to date in this course, but which is different from the aspects you addressed in your Assignment 1 and Assignment 2. Write a report in which you discuss the insights and knowledge you have gained from your observation and practice teaching experiences to date about the aspect of TESOL classroom practice which you have chosen for this assignment. In writing your report, you should draw on your self-review journal and on the required and wider reading that you have done during the course to date.

- Give your assignment a title which shows its focus.
- Hand in your self-review journal to date with your assignment.

Length: 1000-1250 words

Give a word count for your assignment. Make sure you observe the length requirement. You must observe the normal academic conventions for assignments (see CertTESOL Handbook), but you are also practising writing clearly and concisely, which is an important professional requirement and skill.

Assignment 4 – Final report

Assignment 4 is due on 7 February 2008. It counts for 40% of the final grade for this course. It is designed to allow you to demonstrate that you have met objectives 1, 2 and 3 (as stated above).

Task: Write a report in which you overview and discuss what you consider to be the most important insights and knowledge about TESOL classroom practice which you have gained from your observation and practice teaching experiences. In writing your report, you should draw on your self-review journal and on the required and wider reading that you have done during the course. Because this is an overview report, there may be some overlap between issues you discuss here and aspects of TESOL classroom practice you have addressed in your earlier assignments. However, you should take care to avoid simply repeating material from those earlier assignments.

- Give your assignment a title which shows its focus.
- Hand in your self-review journal and your Assignments 1, 2 and 3 with your final report.

Length: 1500-1750 words

Give a word count for your assignment. Make sure you observe the length requirement. You must observe the normal academic conventions for assignments (see CertTESOL Handbook), but you are also practising writing clearly and concisely, which is an important professional requirement and skill.

12. Penalties:

You must complete all assigned work by the deadlines. If you have strong personal reasons for needing an extension (such as an illness or a bereavement), you must get explicit permission to hand work in late before the due date from the course coordinator. Work handed in late without prior permission to do so may not be eligible for assessment.

13. Relationship between assessment and course objectives:

The knowledge and skills outlined in the course objectives will be assessed in the four assignments.

14. Workload:

In addition to the 3 class contact hours per week during the course, class members will also need to observe English language classes and to present lessons to groups of volunteer students. Observations will be scheduled in the period 9am-1pm Monday-Thursday, and practice lessons will be scheduled at times between 12pm and 3pm Monday-Thursday. You may be required to spend a total of up to 6 hours per week on observation and teaching tasks in those periods. Specific scheduling will depend on the English language course programme. In addition, you are expected to spend 10-15 hours each week on lesson preparation, reading, journal reflections and assignments.

15. Mandatory Course Requirements:

To receive a final grade for this course, you need to meet the following requirements:

- attend all classes (except when excused for reasons of health or bereavement);
- contribute to class discussions and activities;
- keep a self-review journal and hand in journal entries to the course coordinator for response each week;
- submit all assignments;
- carry out all assigned observation and practice teaching experiences.

16. 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 on the VUW home page at

<http://www.victoria.ac.nz/home/study/calendar.aspx>.

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.victoria.ac.nz/home/about/policy/students.aspx

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

www.victoria.ac.nz/home/about/policy/staff.aspx

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; the VUWSA Education Coordinator is 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.victoria.ac.nz/home/about/policy/students.aspx

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. All cases will be recorded on a central database and severe penalties may be imposed. 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.victoria.ac.nz/home/study/plagiarism.aspx

Students with Impairments

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

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. 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) is available to provide a variety of support and services. Find out more at:

http://www.victoria.ac.nz/st_services/index.aspx

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) is located on the ground floor, Student Union Building.