



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 2014

Important dates

Teaching dates: 5 November 2014 – 4 February 2015

Mid-trimester/Xmas break: 19 December 2014 to 2 January 2015

Last assessment item due: 9 February 2015

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: VZ101
Wednesday 09:00 – 10:50am: VZ101

Tutorial A: Tuesdays: VZ402 (Group times to be finalised during lectures)

Tutorial B: Wednesdays: VZ402 (Group times to be finalised during lectures)

One-hour teaching session: (12 Nov - 28 January) Wednesdays 12:00 – 13:00 (Rooms to be allocated during lectures)

Names and contact details

Course Coordinator Jill Musgrave
Office: Von Zedlitz 402
Tel: 463 5627
Email: jill.musgrave@vuw.ac.nz
Office hours: to be advised



Course Administrator Janet Attrill
Tel: 463 5894,
Fax: 463 5604,
Email: janet.attrill@vuw.ac.nz

LALS Office Room 210
2nd floor, Von Zedlitz Building
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 will be taught by Jill Musgrave. The course covers:

- Principles of language teaching and learning and their application in 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, as they relate to the materials development and Wednesday lessons taught by students, are as follows:

Week 1 (5 November)	An introduction and overview
Week 2 (10, 12 November)	The Four Strands and Teaching reading
Week 3 (17, 19 November)	Teaching reading
Week 4 (24, 26 November)	Teaching reading, Teaching writing
Week 5 (1, 3 December)	Teaching writing
Week 6 (8, 10 December)	Teaching writing, Pronunciation
Week 7 (15, 17 December)	Pronunciation

Mid-trimester break: 19 December – 2 January

Week 10 (5, 7 January)	Teaching listening
Week 11 (12, 14 January)	Teaching listening
Week 12 (21 January)	(19 Jan. <i>Wellington Day</i>) Teaching speaking
Week 13 (26, 28 January)	Group presentations, Teaching speaking
Week 14 (2, 4 February)	Language assessment and testing

These topic areas indicate the main focus that has been planned for each week. Within each topic, an emphasis will be given to integrating language skills; planning, implementing and reflecting on teaching activities; and monitoring learners' progress. Other topics, such as vocabulary and English grammar, will be covered throughout the course.

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

Course members will attend two lectures each week. The scheduled tutorial times will be used mainly for preparation and evaluation of the teaching materials and activities that course members will teach in the one-hour small group teaching session each Wednesday. 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 801 classes (lectures and tutorials) and practical teaching sessions
2. complete all class tasks and written and oral assignments.

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. The workload includes:

- preparing for classes: including reading and review
- attending classes [lectures and tutorials]
- planning lessons and designing materials for the weekly one hour lessons
- teaching one hour lessons to one or two language learners
- evaluating each one hour teaching session
- completing assessments.

Assessment

This course will be examined by internal assessment. The final grade for ELIN 801 will be based on a test (15%), two assignments (30% each), a group presentation (15%), and a grade for professional behaviour (10%). The assessment schedule appears below.

Assessment items and workload per item	%	CLO(s)	Due date
1 A 1-hour test	15%	1, 2, 3	Wed 10 Dec 2014 (9:00-10:00)
2 A 2,000-2,500 word assignment	30%	1,2,3,4	Mon 5 Jan 2015 (5pm)
3 A 30-minute group presentation	15%	1,2,3,4	Mon 26 Jan 2015 (11:00-12:50)
4 A 2,000-2,500 word assignment	30%	1,2,3,4	Mon 9 Feb 2015 (5pm)
5 Professional behaviour	10%	5	Ongoing throughout the course

The **test** (15%) aims to measure course members' understanding of principles and concepts underlying lesson planning, materials preparation, and the implementation and evaluation of language teaching activities. It is expected that the test questions will be answered in a systematic way drawing on material covered in the course.

The **assignments** (60% in total) require course members to analyse, evaluate and apply what they have learned in lectures, through wider reading and independent study.

The **group presentation** (15% in total) requires course members to investigate a topic relating to individual learner differences throughout the course. Each group member will receive the same 'group mark' out of 7.5% for the hand-out that has been prepared by the group to summarise the content of the presentation. An individual mark out of 7.5% will be allocated to each speaker for their section of the presentation.

Assignment One

Prepare, trial and report on a language lesson you have designed to improve reading or writing. (2,000 to 2,500 words)

This assignment requires you to use an ELIN 801 lesson you have planned, prepared materials for, and taught as a focus for discussing what you have learned from the ELIN 801 classes, from the set and recommended texts and from your own independent reading about either reading or writing. It is expected that you will include a focus on vocabulary in this assignment.

Assignment Two

Prepare, trial and report on a language lesson you have designed to improve listening or speaking. (2,000 to 2,500 words)

This assignment requires you to use an ELIN 801 lesson you have planned, prepared materials for, and taught as a focus for discussing what you have learned from the ELIN 801 classes, from the set and recommended texts and from your own independent reading about either listening or speaking. It is expected that you will include a focus on pronunciation in this assignment.

The **Group Presentation** (15%) will take place in class time on Monday 26 January.

Working in ELIN 801 teaching practicum groups, you will gather information about your learners throughout the ELIN 801 teaching sessions. You will consider learner characteristics, such as learning styles, personality, motivation, and learner beliefs. You will also record your observations of how your learners respond to the lessons you prepare each week. You will read widely, analyse, collate and present the findings in a hand-out and group presentation.

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.**

Group work

While Assignments One and Two will be completed individually, course members are encouraged to work collaboratively when preparing and reflecting on the practice teaching sessions that inform both assignments. The Group Presentation project requires course members to work collaboratively in small groups. For the Group Presentation, half of the marks are awarded to the whole group and the other half of the marks are awarded individually.

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

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.

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.

If you require an extension for good reasons, ask the course coordinator ahead of the date for handing in the assignment.

Penalties

Unless you have a valid extension granted for your assignment, the following penalty will apply:

One grade less (5%) per working day and without expectation that comments will be provided for late assignments.

Practicum arrangements

The Wednesday 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 which is also taught by the English Language Institute, within the School of Linguistics and Applied Language Studies. 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

The full texts are also available online as e-Books from the Victoria Library.

They are also available 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.

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 conditions for the class test, which was completed in one hour without the use of resources. They suggested a 'take-home' test or a class test where students are permitted to bring one side of a page of notes to the test. The latter suggestion will be trialled this year and further feedback concerning this assessment will be sought from current students. 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
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progress (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
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- 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
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: <http://library.victoria.ac.nz/library-v2/find-your-subject-librarian>
- 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