



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 2014

Important dates

Teaching dates: 3 November 2014 – 8 February 2015

Mid-trimester/Xmas break: 19 December 2014 – 4 January 2015

Last assessment item due: 3 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: Tuesdays 9-10.50am: VZ101
Thursdays 2:10-3.30pm: VZ101

Group teaching sessions: Monday and Tuesday 2.00-3pm, KK107

Group teaching feedback sessions: Monday and Tuesday 3.00-4pm, KK107

Group teaching planning meetings: tba

Names and contact details

Course Coordinator
First half of trimester

Nicky Riddiford
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Course Coordinator
Second half of trimester

Angela Joe
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Course teacher
Second half of trimester

Cherie Connor
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Course Administrator:

Janet Attrill
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LALS Office

Room 210
2nd floor, Von Zedlitz Building
Kelburn Parade
9.00am – 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 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 Nicky Riddiford, Angela Joe and 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 (6 November)	Classrooms at work
Week 2 (11, 13 November)	Classroom management 1: Giving instructions
Week 3 (18, 20 November)	Classroom management 2: Grouping students
Week 4 (25, 27 November)	Classroom management 3: Eliciting
Week 5 (2, 4 December)	Classroom management 4: Teacher language
Week 6 (9, 11 December)	Classroom management 5: Responding to students
Week 7 (16 December)	Group oral presentations
Mid-trimester break 19 December – 4 January inclusive	
Week 10 (6, 8 January)	Feedback techniques
Week 11 (13, 15 January)	Listening techniques
Week 12 (20, 22 January)	Choosing and adapting course books
Week 13 (27, 29 January)	Adapting a unit of work
Week 14 (3 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 practical teaching sessions
2. complete all class tasks and written and oral assignments specified in the course outline.

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:

- preparing for classes: including reading and review
- attending classes
- carrying out observations of language teaching classrooms
- preparing for and reflecting on practice teaching sessions
- carrying out assigned practice teaching sessions
- completing assessments.

Assessment

This course is internally assessed; there is no examination. 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 1 December (10.50am)	900-1300 words
Assignment 2 Group Oral Presentation	(20%)	1,2 3,4	Tuesday 16 December (9-10.50am)	25 minutes
Assignment 3 Individual Oral Presentation	(20%)	1,3,4	8 – 29 January (2:10-3:30pm)	25 minutes
Assignment 4 Summary Report 2	(30%)	1,2,3,4	Tuesday 3 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 1 December. (900-1300 words)

Task: Choose **one** of the skills you have focused 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%), due 16 December (Length: 25 mins)

On 16 December you will give a group oral presentation to the CertTESOL class and the ELIN 802 course coordinators. 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 8 January
- Thursday 15 January
- Thursday 22 January
- Thursday 29 January

Assignment 4: Summary Report 2, (30%), due 3 February (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 the fifth learning objective outlined on page four.

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.

Full guidelines, including information about presentation and marking criteria, for assessments 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

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 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 or teacher 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. 3rd 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 GradCert TESOL 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

Enhancements made to this course, based on the feedback of previous students, will be covered during the course. 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

COVER SHEET

ELIN 802

SURNAME : _____

GIVEN NAME : _____

ID NUMBER : _____

TUTOR / LECTURER : _____

ASSIGNMENT TITLE / NO : _____

NUMBER OF WORDS : _____

DUE DATE : _____

Please complete the following checklist:

tick box

I have checked my work carefully before submitting

I have included a list of references, properly formatted

I have numbered the pages of this work

I have retained a copy of this work

There is no plagiarism in this work

I value your feedback and will collect my work promptly

OR

I do not require any feedback on this work

STUDENT'S SIGNATURE: _____

DATE: _____