

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

BEdTESOL/SLE Programme

**ALIN 301 APPROACHES TO GRAMMAR IN SECOND LANGUAGE TEACHING AND
LEARNING
20 POINTS**

TRIMESTER 1 2014

Important dates

Trimester dates: 3 March to 2 July 2014

Teaching dates: 3 March to 6 June 2014

Easter/Mid-trimester break: 18 April to 4 May 2014

Last assessment item due: 6 June 2014

Examination/Assessment Period: 13 June to 2 July 2014

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 and Thursdays, 11am – 11.50am in Murphy Lecture Theatre 102

Tutorials:

Tuesday, 3.10pm in Murphy 531

Thursday, 3.10pm in 22 Kelburn Parade, room 104

Names and contact details

Course coordinator

Dr. Averil Coxhead

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Course administrator

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Communication of additional information

Additional information about this course and information about any changes will be announced in on campus classes and posted on the course website in Blackboard.

Prescription

The course explores current perspectives on the teaching and learning of grammar, vocabulary, and discourse in an ESL/EFL context. It examines the processes involved in the learning of grammar and the implications of these processes for grammar instruction. The course involves the evaluation of the content of courses and of published teaching materials.

Course content

The following topics will be covered in the course. The dates given are for the Monday at the beginning of each week.

Week	Week beginning	Focus
1	3 March	What is grammar?
2	10 March	What do we know about the learning of grammar?
3	17 March	What is explicit teaching of grammar?
4	24 March	What is implicit teaching of grammar?
5	31 March	How can we focus on practising grammar?
6	7 April	How can we deal with grammar errors?
7	14 April	How can we integrate grammar into classrooms and the curriculum?
Easter and mid-course break: Friday 18 April-2 May inclusive		
8	5 May	How can we test grammar?
9	12 May	How does teaching and learning vocabulary fit into grammar?

10	19 May	What is the relationship between grammar and discourse?
11	26 May	How might technology affect teaching approaches to vocabulary, discourse and grammar?
12	3 June	What about teaching grammar to younger learners? Looking back and looking forward

Course learning objectives (CLOs)

Students who pass this course should be able to

- a. analyse, synthesise and evaluate research into teaching grammar, vocabulary, and discourse
- b. understand and discuss different perspectives on the teaching of grammar, vocabulary, and discourse
- c. make informed decisions and pedagogical choices for grammar teaching

Teaching format

The teaching format of the course is two lectures per week and one tutorial class per week. Students are expected to read the readings for each class and be prepared to participate in the discussions and tasks in lectures and tutorials.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

- a. Make a satisfactory attempt at all assessment components. "Satisfactory" means that where they have not reached a C- standard, they must nevertheless reflect the fact that the assignments have been taken seriously and that a reasonable amount of effort has been devoted to each piece of assessment.
- b. Attend a minimum of 19 of the 23 lectures.
- c. Attend 8 of the 10 tutorials.

Workload

In order to make satisfactory progress in this course you should expect to devote, on average, 16 hours a week to it (or 200 hours in total over the trimester). The table below has a rough breakdown of the 200 hours:

Weekly tasks	Suggested hours
Attendance at lectures and tutorials	Three hours per week
Preparation for tutorials	Three hours per week
Background reading and preparation for tests and assignments	Ten hours per week over the trimester

Assessment

Assessment	Learning objective	Length	%	Due date and time
Assignment One	a, b, c	Approximately 1500 words	30%	Friday 28 March, 12 noon
In-class test	a, b, c	One hour	20%	Thursday 8 May 11am
Assignment Two	a, b, c	Approximately 2500 words	50%	Friday 6 June, 12 noon

Other assessment information:

The assignments and the test will be graded, when applicable, with the following criteria in mind:

1. Understanding of the content of the course
2. Application to a teaching context
3. Development of teaching material
4. Integration of experience, reflection, and input from ALIN 301, including wide reading of relevant literature
5. Insights, critical analysis and originality
6. Presentation and readability

The first assignment concentrates on application of the issues discussed in the first few weeks of class through an analysis of a textbook approach to teaching grammar. The test will focus on understanding the course book and readings. The second assignment aims to get you to integrate theories and research into your own pedagogical decisions in the teaching of grammar, vocabulary, and discourse. The assignment tasks will be given out in class and posted on BlackBoard in the first week of the teaching.

Submission and return of work

Submit your assignments (hard copy, with a cover sheet) using the Assignment Box, next to the door of room 210, Von Zedlitz es on the second floor of the von Zedlitz building (just opposite the lift doors).

Your work will be returned to you in class with the exception of the final assignment. We will email you to say when you can pick up your final assignment from the school office on the second floor of the von Zedlitz building.

Extensions and penalties

In line with school policy, assignments handed in after the due date will receive a considerably reduced grade unless accompanied by a medical certificate or other evidence of exceptional

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

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

- One grade less (5%) per working day and without expectations that comments be provided for late assignments.
- After one week, no mark, but the assignment can still count for mandatory course requirements if submitted by the end of trimester.

Set texts

The set text for the course is Thornbury, Scott (1999). *How to teach grammar*. Longman. It is available from Vic Books.

The set readings *ALIN 301 Set Readings* are available from vicbooks.

Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from nominated collection points at each campus. Customers will be contacted when they are available.

Recommended reading

Recommended readings and a short bibliography for this course will be posted on Blackboard.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

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/resources/subjectcontacts.html>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- VUWSA: www.vuwsa.org.nz