

School of Language Studies

**Linguistics and Second
Language Teaching**

**POSTGRADUATE STUDY IN SECOND
LANGUAGE TEACHING**

2010

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MESSAGE FROM THE HEAD OF SCHOOL

Welcome to the School of Language Studies. Our School provides a wide range of opportunities to develop proficiency in another language and to become skilled in analysing the structure, functions and uses of language. Whether you are learning a language or learning about language through linguistics, you are studying areas which will prepare you well for participating in our increasingly interconnected world.



At the Manawatu campus, the School engages in the internal and extramural teaching of linguistics along with five languages and their cultures: Chinese, French, German, Japanese and Spanish. In addition, the School offers a Postgraduate Diploma and Masters in Second Language Teaching and a well established PhD programme. English for Academic Purposes and Language and Communication may be studied at any of Massey's three campuses: Manawatu, Wellington, and Albany. And a wide variety of study-abroad programmes present significant opportunities to students who wish to deepen their intercultural skills overseas. Our goal is to prepare graduates in languages and linguistics who have critical awareness of language and cultural practices which can be applied in a range of settings, as well as the skills to pursue lifelong and lifewide learning in diverse contexts.

If you would like to learn more about our programmes or courses please get in touch with us. We're also happy to discuss the place languages and linguistics may have in your future plans. My colleagues and I would be happy to hear from you.

A handwritten signature in blue ink that reads "Cynthia J. White". The signature is fluid and cursive.

Professor Cynthia White
Head of School
School of Language Studies

STAFF

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HOW TO CONTACT US

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POSTGRADUATE DIPLOMA IN SECOND LANGUAGE TEACHING (PGDipSLT)

The Postgraduate Diploma in Second Language Teaching (PGDipSLT) is a professional extension course for graduates who already have experience in language teaching. Students must have an existing bachelor level degree and at least one year's full time teaching (or equivalent) in a relevant field. It has been offered since 1974 and has enhanced the professional development of many second language teachers since then.

The course is offered by distance only, and to supplement the course materials provided uses on-line facilities allowing for opportunities for discussion and interaction among participants. This allows students to access some of the resources online from any location.

Students enrolled in the PGDipSLT programme come from a wide variety of teaching situations from the primary, secondary and tertiary level and are involved in many different language areas such as English, Maori, French, German and Japanese. However, the majority of students in the course are concerned with ESOL programmes at the secondary and tertiary level in New Zealand or overseas.

The 172.700 level papers are only available to students enrolled in the PGDipSLT.

AIMS

The aim of the PGDipSLT is to provide further professional development for experienced language teachers at the postgraduate level. Specifically the course is intended to enable students to:

1. Increase their understanding of language learning processes;
2. Develop their awareness of global, social, cultural and contextual factors involved in language learning;
3. Critically reflect on their classroom teaching in the light of current theory and practice;
4. Increase their knowledge of language structure and its relevance to language teaching;
5. Acquire competence in materials design, materials evaluation, and curriculum development;
6. Develop skills in carrying out research into different aspects of language learning and teaching.

The PGDipSLT is a professional development programme for practising teachers, rather than an initial training programme. Thus there is a requirement for language teaching experience. Prior to applying to enrol each applicant needs to outline their own professional background and experience (see page 10).

The PGDipSLT comprises four papers. 172.701 and 172.702 provide background for teachers in language and language learning processes. The other two papers are more practical and address issues such as teaching the basic skills, selecting and developing materials, needs analysis and curriculum design. All papers are double semester. In 2010 the double semester commences on 22 February and concludes on 10 November. Assessment is through course work, and in one paper, 172.702, a final exam. For recommendations about the sequence of the papers please see page 8.

The PGDipSLT combines theoretical reflection with practical teaching/learning-based considerations. Most of the assignments have a requirement for reference to practical experience, and for 172.703 some require action within a teaching context. You will therefore need access to a group of students whom you can teach when you are studying that paper, although this does not have to be in a formal classroom.

There is a voluntary three-day contact course for the PGDipSLT held each year in April at the Manawatu campus. Students may attend the sessions for all the papers over the three days even though they may not, as yet, have enrolled in all of those papers.

The on-line course environment provided by Stream is accessed through the internet. It is free and provides opportunities to participate in the learning community that develops for each of the papers. There is also a 'common room' site for all students which includes material of general interest, including reading lists for specialist areas of teaching interest.

The PGDipSLT constitutes half an MA. To obtain an MA students need to complete a thesis equivalent to four papers.

Places in the MA programme are limited. You can find more information on page 12.

THE PROGRAMME

The PGDipSLT comprises four core papers (30 credits each):

172.701 Language Awareness and Language Issues

172.702 The Second Language Learning Process

172.703 The Methodology of Second Language Teaching

172.704 Curriculum and Materials Design

In special cases, with prior approval, 172.799 Report/Investigation: Research Methods, may be substituted for one of the four core papers.

172.701 Language Awareness and Language Issues

This paper develops teachers' awareness of language. Language systems and language texts are analysed from a pedagogical perspective.

172.702 The Second Language Learning Process

This paper examines the process of learning a second language, factors which might influence that process, and implications for second language teaching.

172.703 The Methodology of Second Language Teaching

This paper analyses different methods of language teaching. It also focuses on the nature of language skills and the procedures which have been used to teach them in a variety of contexts. It requires students to critically evaluate language teaching methods in the light of their experience.

172.704 Curriculum and Materials Design

This paper examines the principles of curriculum and materials design and applies these principles in different situations involving evaluation, adaptation or development of language learning materials.

172.799 Report/Investigation: Research Methods

The Report includes an overview of research methods and provides an opportunity for students to prepare a research proposal and carry out a pilot study. In special cases the Report can be substituted for one of the core papers in the PGDipSLT. Students intending to take this paper should contact **Professor Cynthia White** prior to enrolment.

SEQUENCE OF PAPERS

A full-time student should be able to complete the four papers of the PGDipSLT in one year. The majority of students, however, combine their studies with other professional activities. Most students studying part-time complete the PGDipSLT Programme within two or three years. However, no actual time limit is set for completion of the course, although a Pass with Distinction is only available to those who complete within three years and receive an average grade in the A range. It is not recommended that part-time students take more than two papers in any one year.

It is recommended that you begin with 172.703 The Methodology of Second Language Teaching, and/or 172.702 The Second Language Learning Process.

One possible sequence of papers for part-time studies is as follows:

FIRST YEAR

172.702 and 172.703

SECOND YEAR

172.701 and 172.704

GRADUATION

When you have completed the four papers which comprise the PGDipSLT you must apply to the Registrar to have the Diploma conferred, either at the next available meeting of the Council, or at the annual graduation ceremony. Application forms are available from the Examinations Section of Registry.

TEXTBOOKS

172.701 Language Awareness and Language Issues

Texts:

Arndt, V., Harvey, P. & Nuttal, J. (2000). *Alive to language: Perspectives on language awareness for English language teachers*. Cambridge: Cambridge University Press.

Thornbury, S. (1997). *About language: Tasks for teachers of English*. Cambridge: Cambridge University Press.

172.702 The Second Language Learning Process

Text:

Brown, H.D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Education.

Recommended Reading:

Mitchell, R & Myles, F. (2004). *Second language learning theories* (2nd ed). London: Arnold.

172.703 Methodology of Second Language Teaching

Text:

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, UK: Pearson Education.

172.704 Curriculum and Materials Design

Text:

Brown, J.D. (1995). *The elements of language curriculum*. Boston: Heinle and Heinle.

Highly Recommended Reading:

Graves, K. (Ed) (1996). *Teachers as course developers*. Cambridge: Cambridge University Press.

Recommended Reading:

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow, UK: Pearson Education.

PRE-ENROLMENT PROCEDURES

As part of the enrolment process, applicants to the PGDipSLT need to document their teaching experience. Please complete the form below.

<p>NAME:</p> <p>CONTACT DETAILS:</p> <p>.....</p> <p>QUALIFICATIONS:</p> <p>.....</p>
<p>RELEVANT TEACHING EXPERIENCE:</p> <p>Please attach details of the contexts in which you have worked, including:</p> <ul style="list-style-type: none">▪ The name of institution or association for which you worked▪ The nature of the context e.g. private tutoring, English language classes for pre-university learners, mainstream classes with NESB learners, teaching languages other than English▪ The length of time you have taught, and whether it is part time or fulltime <p>You do not need to provide documentation from your employer, or learners, unless requested.</p> <p>Enrolment Please give an indication of the papers you would like to take in the first year if you are accepted into the PGDipSLT.</p>

Thank you for taking the time to complete the form now. It does not commit you to entering the PGDipSLT, but will speed up your application to enrol. Please send the form back to **Dr Gillian Skyrme**:

Email attachment: g.r.skyrme@massey.ac.nz

Fax: + 64 (06) 3502271

Post: **Dr Gillian Skyrme**
School of Language Studies
Massey University
Private Bag 11-222
Palmerston North
New Zealand

ENROLMENT INFORMATION

To complete the enrolment process you need to obtain an enrolment pack by contacting:

WEB:

www.massey.ac.nz/enrol

E MAIL:

enrol@massey.ac.nz

PHONE:

0800 Massey (0800 627 739)

POSTAL:

Enrolment Office
Massey University
Private Bag 11-222
Palmerston North
New Zealand

Enrolments for 2010 are open from October 2009. However, if this is the first time you have enrolled at Massey University, AND/OR if this will be your first year of study in the PGDipSLT you will also have to apply for admission to postgraduate study, and the due date for that is 22 January 2010. If you are a returning student, the due date for enrolment is 15 February, 2010. In all cases we strongly recommend you begin your enrolment process as early as you can, so that your study materials will reach you in plenty of time.

All papers in the PGDipSLT are double semester. In 2010 the double semester dates are 22 February until 10 November.

MASTER OF ARTS IN SECOND LANGUAGE TEACHING (MA SLT)

The Master of Arts in Second Language Teaching is available by thesis only and is limited to students who have completed the PGDipSLT or equivalent. Students must also have at least an undergraduate degree. The MA involves writing a thesis of not more than 30,000 words related to an aspect of second language learning and teaching. The duration of the thesis is usually one year of full-time study or two years of part-time study. We recommend the two-year part-time option. If your undergraduate degree is not a Bachelor of Arts (BA), you should enrol in the MPhil SLT, which is equivalent to the MA SLT. The following information applies to both.

PREPARATION

We recommend that prospective candidates do some initial reading on research approaches and procedures. Some suggested reading is as follows:

Bell, J. (1993). *Doing your research project: A guide for first time researchers in Education and Social Science* (2nd ed.). Philadelphia: Open University Press.

Creswell, John. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.

Dornyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Holliday, A. (2002). *Doing and writing qualitative research*. London: Sage.

Johnson, D.M. (1992). *Approaches to research in second language learning*. New York: Longman.

Mackey, A. & Gass, S.M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum.

Nunan, D. (1992). *Research methods in language learning*. Cambridge: Cambridge University Press.

Richards, K. (2003). *Qualitative inquiry in TESOL*. Basingstoke: Palgrave Macmillan.

Wallace, M.J. (1998). *Action research for language teachers*. Cambridge: Cambridge University Press.

THESIS PROPOSAL

Prospective candidates should make early contact with the Convenor of the MA course of study, **Dr Gillian Skyrme**, g.r.skyrme@massey.ac.nz, about the thesis topic, the proposed research and the development of a proposal.

The proposal is not expected to be longer than 3,000 words. Together with the proposal, prospective candidates should attach a resume of teaching experience and previous academic studies, and a covering letter if they wish. The proposal will be considered by the MA in SLT Admissions Committee of the School of Language Studies. Proposals are considered twice a year, in June and in December, but initial enquiries are welcome at any time and should take account of the fact that it often takes some time to develop the proposal. Prospective candidates may be provisionally accepted in June. Confirmation of acceptance for all prospective candidates takes place after the December meeting.

There are limits on the numbers of MA students that can be accepted in any one year and the selection will be based on:

1. Previous record of academic achievement (particularly in research-related areas)
2. The proposal itself
3. The teaching and research interests of staff (a list of these is appended)
4. The supervisory workload of particular staff members

If the proposal is accepted a supervisor will be appointed to assist students on an individual basis with their studies.

COURSE REQUIREMENTS

Students accepted into the MA SLT or the MPhil SLT prepare a thesis under the supervision of a staff member. In addition to regular meetings with their supervisor, face-to-face or online, students will also be required to participate in research seminars. In special circumstances, alternative arrangements for contact with supervisors and participation in a seminar programme can be made.

Further details about MA regulations are in the University Calendar.

ENROLMENT

Students should enrol in 172.899 (thesis) for full-time study, or 172.816 for part time study.

For information on how to enrol refer to page 10 of this booklet.

FACILITIES

The Massey University Library has an excellent selection of books and journals in the Applied Linguistics field as well as in areas that relate more generally to language education. Students also have on-line access to key journals in the field.

The School of Language Studies can provide limited support towards interloan charges and other research associated costs.

FUNDING AND SCHOLARSHIPS

A number of MA scholarships are available. Additional information and application forms are available from:

The Scholarships Office

NSATS

PN 610

Massey University

Private Bag 11-222

Palmerston North

Telephone: 06-3569099 extn 2909 or 7823

The Graduate Research Fund offers a limited number of grants to meet costs incurred in conducting research at the MA level.

THE DEGREE OF DOCTOR OF PHILOSOPHY (PhD) IN LINGUISTICS

The Degree of Doctor of Philosophy (PhD) programme in the Linguistics and Second Language Teaching programme at Massey University involves the completion of independent research at an advanced level presented in the form of a thesis. This programme of study normally involves a maximum of four years' full-time or six years' part-time research.

If you are considering PhD studies you should contact our **PhD Convenor Professor Cynthia White**. Her contact details are:

Office: Room 3.21, Old Main Building, Palmerston North

Tel: 06 3569099 extn 7711

Email: c.j.white@massey.ac.nz

Fax: 06 3502271

APPENDIX 1 - Teaching and Research Interests of Staff

Professor Cynthia White

<http://language.massey.ac.nz/massey/depart/cohss/schools/school-of-language-studies/staff/cynthia-white.cfm>

- Distance education and online learning
- Affect, identity and self
- Metacognition and language learner strategies
- Language and settlement issues of migrants and refugees

Dr Martin Paviour-Smith

<http://language.massey.ac.nz/massey/depart/cohss/schools/school-of-language-studies/staff/martin-paviour-smith.cfm>

- Pidgins and Creoles
- Language of the Pacific
- Language Endangerment

Dr Gillian Skyrme

<http://language.massey.ac.nz/massey/depart/cohss/schools/school-of-language-studies/staff/gillian-skyrme.cfm>

- International students and their teachers
- Teacher development
- Language issues for NESB migrants and international students

Dr Peter Petrucci

<http://language.massey.ac.nz/massey/depart/cohss/schools/school-of-language-studies/staff/peter-petrucci.cfm>

- Historical linguistics
- Language contact
- Bilingualism

Dr Ute Walker

<http://language.massey.ac.nz/massey/depart/cohss/schools/school-of-language-studies/staff/ute-walker.cfm>

- Bilingualism/multilingualism
- Language and Self
- Language acquisition and distance learning
- Migration and settlement issues

APPENDIX 2 - TITLES OF RECENTLY COMPLETED THESES

2008

Rapley, D. Policy and reality: The teaching of oral communication by Japanese teachers of English in public junior high schools in Kurashiki City, Japan. (MA)

Shine, E. A. Written feedback in a freshman writing course in the U.A.E.: Instructors' and students' perspectives on giving, getting and using feedback. (PhD)

Skyrme, G. Expectations, emerging issues and change for Chinese international students in a New Zealand university. (PhD)

2007

Corby, J. Acculturation and negotiation of identity: The case of five adult Filipina migrants to New Zealand. (MA)

2006

Yong, M.F. The nature and dynamics of collaborative writing in a Malaysian tertiary ESL setting. (PhD)

2005

Haworth, P. Developing praxis for a few non-English speaking background students in the class. (PhD)

Hurtubise, J. Developing an independent learning resource centre A project in a military language institute in the United Arab Emirates. (MA)

2004

Walker, U. Language, migration, and continuity of being: Notions of migrant language proficiency and self-concept among multilingual migrants in Aotearoa New Zealand. (PhD)

2003

Ashdown, L.M. Investigating team teaching through an exploration of beliefs about role and effective teaching: A case study of New Zealand and Thai primary teachers. (MA)

Edward, F.C.E. Netting the Maroro: An explanation of Cook Island teachers' beliefs about language learning and teaching. (MA)

Ishida, H. Interpretation of contextualization cues in Japanese conversation: Contextualization cues and back-channel cues. (PhD)

2002

Li, A.Q. Epistemological beliefs and language learning beliefs of students learning Chinese. (MA)

2001

Davey, S. Interaction with text: A study of teachers' mediation of materials in mainstream and ESOL secondary school classrooms. (MA)

Lilly, A.J. Critical factors in the teaching of Japanese in New Zealand at years 7 and 8. (MA)

Verberne Heazlewood, S. The use of and responses to a letter writing process to increase communicative competence in ESL learners. (MA)

2000

Beard, C. Multiple perspectives: A study of the views of second language teachers. (MA)

Bell, Z. Having their say: Six Pacific girls talk about their experiences in a New Zealand secondary school. (MA)