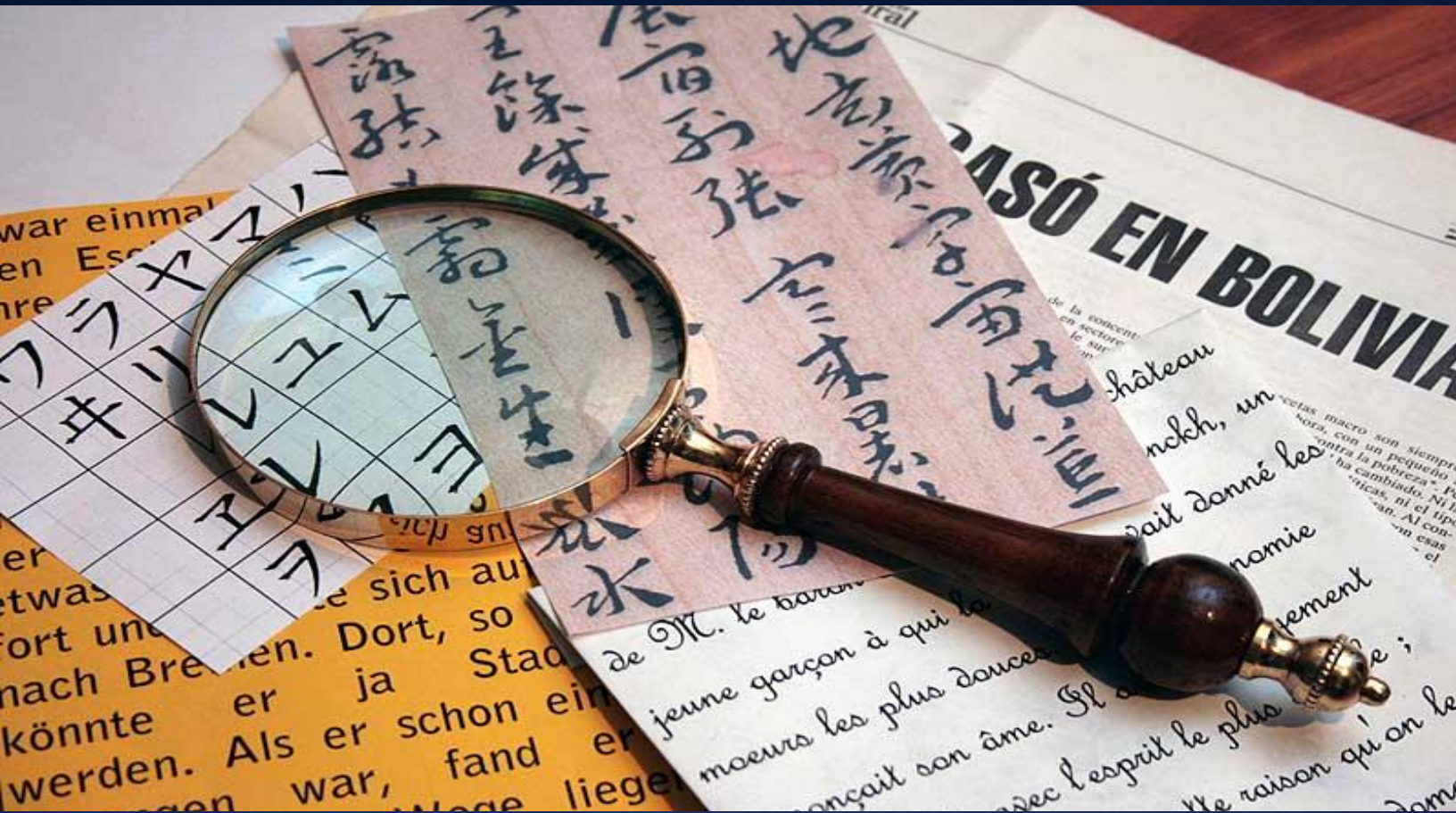


POSTGRADUATE DIPLOMA IN SECOND LANGUAGE TEACHING (PGDipSLT), MASTER OF ARTS (MA), PhD

SCHOOL OF LINGUISTICS AND INTERNATIONAL LANGUAGES

2012



MASSEY UNIVERSITY
COLLEGE OF HUMANITIES
AND SOCIAL SCIENCES
TE KURA PŪKENGĀ TANGATA

Te Kunenga ki Pūrehuroa

School of Linguistics and International Languages

**POSTGRADUATE STUDY IN LINGUISTICS AND SECOND
LANGUAGE TEACHING**

2012

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MESSAGE FROM THE HEAD OF SCHOOL

Welcome to the School of Linguistics and International Languages. 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 distance 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".

Professor Cynthia White
Head of School
School of Linguistics and International Languages

STAFF LIST

Head of School and PhD Subject Convenor: Professor Cynthia White

BA(Hons), DipTESL *Well*, PhD *Massey*

<http://cms.massey.ac.nz/massey/expertise/en/profile.cfm?stref=830300>

Office: Room 3.21, Sir Geoffrey Peren Building, Palmerston North

Tel: 06 3569099 extn 7711

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

Fax: 06 3502271

Programme Coordinator: Dr Martin Paviour-Smith

BA (Hons), PhD *Well*.

<http://cms.massey.ac.nz/massey/expertise/en/profile.cfm?stref=965630>

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Tel: 06 3569099 extn 2195

Email: m.paviour-smith@massey.ac.nz

Fax: 06 3502271

PGDipSLT and MA SLT Subject Convenor: Dr Gillian Skyrme

IH Cert. TEFL, MA (Hons) *Well*, DipSLT, PhD *Massey*

<http://cms.massey.ac.nz/massey/expertise/en/profile.cfm?stref=847630>

Office: Room 3.13, Sir Geoffrey Peren Building, Palmerston North

Tel: 06 3569099 extn 7754

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

Fax: 06 3502271

Linguistics Major Subject Convenor: Dr Peter Petrucci

BA, MA *California State*, PhD *Southern California*

<http://cms.massey.ac.nz/massey/expertise/en/profile.cfm?stref=832830>

Office: Room 3.18, Sir Geoffrey Peren Building, Palmerston North

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Fax: 06 3502271

Senior Lecturer : Dr Ute Walker

BA, *Albertus Magnus Universität, Cologne*, MA, PhD, *Massey*

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BA, PhD, *Auck*

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Office: Room AT 2.40, Atrium Building, Auckland

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Lecturer :

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Postgraduate Programme Administrator:

Head of School Secretary

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Fax: 06 3502271

TEACHING AND RESEARCH INTERESTS OF STAFF

Professor Cynthia White

- 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

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

Dr Gillian Skyrme

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

Dr Peter Petrucci

- Historical linguistics
- Language contact
- Bilingualism

Dr Ute Walker

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

Dr Arianna Berardi-Wiltshire

- The motivational implications of Italian identity for heritage language learners of Italian

Dr Mary Salisbury

- Polynesian and Oceanic comparative linguistics and lexicography

Dr David Ishii

- Learners' development of lexicogrammar
- Sociocultural influence on language learning
- Task-based teaching, learning and assessment

HOW TO CONTACT US

Staff Offices are located on the second floor (Level 3) of the Sir Geoffrey Peren Building, Turitea Site, Manawatu Campus, Palmerston North.

Postal address: Linguistics and Second Language Teaching Programme
School of Linguistics and International Languages
Massey University
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Palmerston North
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Telephone: + 64-6-356 9099 extn 2404 (from overseas)
06-356 9099 extn 2404 (within NZ)

Fax: + 64-6-350 2271 (from overseas)
06-350 2271 (within NZ)

Website: <http://language.massey.ac.nz/>

ACADEMIC ENQUIRIES

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GENERAL ENQUIRIES

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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 in full year courses, or internally on our Palmerston North campus. To supplement the course materials, 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 in New Zealand or overseas.

The 272.700 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 13).

The PGDipSLT comprises four papers. 272.701 and 272.702 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. Assessment is through course work, and in one paper, 272.702, a final exam. For recommendations about the sequence of the papers please see page 11.

PGDipSLT combines theoretical reflection with practical teaching/learning-based considerations. Most of the assignments have a requirement for reference to practical experience, and for 272.703 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.

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. For distance students, there are opportunities during the year to meet online and participate in activities together in real time. Dates for these events will be notified through your Stream website. 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 16.

THE PROGRAMME

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

272.701 *Language Awareness and Language Issues*

272.702 *The Second Language Learning Process*

272.703 *The Methodology of Second Language Teaching*

272.704 *Curriculum and Materials Design*

In special cases, with prior approval, **272.799** *Report/Investigation: Research Methods*, may be substituted for one of the four core papers.

272.701 *Language Awareness and Language Issues*

Restrictions: 172.701

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

272.702 *The Second Language Learning Process*

Restrictions: 172.702

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

272.703 *The Methodology of Second Language Teaching*

Restrictions: 172.703

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.

272.704 *Curriculum and Materials Design*

Restrictions: 172.704

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.

272.799 *Report/Investigation: Research Methods*

Restrictions: 172.799

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.

Distance study: The majority of distance students combine their studies with other professional activities. While it is valuable to maintain a small part-time teaching role even if you intend to study full-time, and it is certainly essential to have access to group of learners for assignment requirements (see page 8), we strongly advise against attempting to complete the qualification in one year if you have a substantial teaching load. Most students study part-time and 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.

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

First year

272.702 and 272.703

Second year

272.701 and 272.704

Internal study:

Semester Two, First Year (July to November)

272.702 and 272.703

Semester One, Second Year (February to June)

272.701 and 272.704

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

272.701 *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.

272.702 *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.

272.703 *Methodology of Second Language Teaching*

Text:

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

272.704 *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.

NAME:

CONTACT DETAILS:

.....

QUALIFICATIONS:

.....

RELEVANT TEACHING EXPERIENCE:

Please attach details of the contexts in which you have worked, including:

- 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

You do not need to provide documentation from your employer, or learners, unless requested.

Enrolment

Please give an indication of the papers you would like to take in the first year if you are accepted into the PGDipSLT.

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 Linguistics and International Languages
Massey University
Private Bag 11-222
Palmerston North
New Zealand

HOW TO ENROL

To enrol you need to obtain an enrolment pack one of the following ways:

Web: www.massey.ac.nz/enrol

Email: enrol@massey.ac.nz

Phone: 0800 Massey (0800 627 739)

Calling from overseas + 64 6 350 5701

POSTAL:

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

Enrolments for 2012 are open from 1st October 2011. Applications for new students to the PGDipSLT close on 7 December 2011 and for returning students on 18 January 2012. 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.

Semester One: 27 February – 23 June

Semester Two: 16 July – 14 November

Double Semester: 27 February – 14 November

2012 ENROLMENT DATES

2012 Semester One and Double Semester enrolment dates

New Students

7 December 2011	Due date to apply for enrolment in Semester One and Double Semester for all domestic students new to Massey University.
7 December 2011	Due date to apply for enrolment in Semester One and Double Semester for all international students new to Massey University. Late applications from international students will be considered conditional on availability of remaining places.

Returning Students

18 January 2012	Due date to apply for enrolment in Semester One and Double Semester for returning domestic students.
15 February 2012	Due date to apply for enrolment in Semester One and Double Semester for returning international students. Late applications from international students will be considered conditional on availability of remaining places.

2012 Semester Two enrolment dates

New Students

27 June 2012	Final date to apply for enrolment in Semester Two for all domestic students new to Massey University, conditional on availability of remaining places.
1 May 2012	Due date to apply for enrolment in Semester Two for all international students new to Massey University. Late applications from international students will be considered conditional on availability of remaining places.

Returning Students

4 July 2012	Final date to apply for enrolment in Semester Two for all returning domestic students, conditional on availability of remaining places.
4 July 2012	Due date to apply for enrolment in Semester Two for all returning international students. Late applications from international students will be considered conditional on availability of remaining places.

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 and achieved an average grade of above B level. 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:

Creswell, John. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. 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.

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

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

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 Linguistics and International Languages. 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 272.899 or 272.800 for full-time study, or 272.816 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 Linguistics and International Languages can provide limited support towards interloan charges and other research associated costs.

FUNDING AND SCHOLARSHIPS

A number of MA scholarships are available. The Graduate Research Fund offers a limited number of grants to meet costs incurred in conducting research at the MA level. 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 DEGREE OF DOCTOR OF PHILOSOPHY (PhD)

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, Sir Geoffrey Peren Building, Palmerston North

Tel: 06 3569099 extn 7711

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

Fax: 06 3502271

APPENDIX - TITLES OF RECENTLY COMPLETED THESES

2011

Gounder, F. Restorying indenture the first Fiji Hindi speakers narrate girmit. (PhD)

Zare, S. Home and away: Blogging emotions in a Persian virtual dowreh. (PhD)

Nguyen, V. L. Computer-mediated collaborative learning in a Vietnamese tertiary EFL context: Process, product and learners' perceptions. (PhD)

2010

Suwannasom, T. Teacher cognition about technology: Mediated EFL instruction in the Thai tertiary context. (PhD)

Watabe, K. M. Motivational influences affecting female long-term learners of English in Japan. (MA)

Hirata, A. An exploratory study of motivation and self-regulated learning in second language acquisition: Kanji learning as a task-focused approach. (MA)

Eyre, J. M. Communication in clinical practice: Critical success factors for ESL students. (MA)

2009

Berardi-Wiltshire, A. Italian identity and heritage language motivation: Five stories of heritage language learning in traditional foreign language courses in Wellington, New Zealand. (PhD)

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)

2005

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)

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www.massey.ac.nz



MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA