



WAIKATO INSTITUTE OF EDUCATION

Student Handbook
Certificate in Language Teaching
Level 5



Choose Quality. Choose WIE.



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WAIKATO INSTITUTE OF EDUCATION

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WAIKATO INSTITUTE OF EDUCATION

About WIE

Since 2003, Waikato Institute of Education (WIE) has been the English Language School of choice for thousands of international and domestic students wishing to improve their English and experience a unique Kiwi adventure.

Quality is our top priority and we pride ourselves on offering a high standard of excellence in teaching. With a team of experienced ESOL specialists and examiners; many who have been teaching for over 15 years, students have the opportunity to learn from the experts and achieve fast results for work, future studies, travel or personal satisfaction.

In addition to having some of the most qualified language teachers in the city, WIE is also proud to offer students a prime location in the heart of Hamilton. Our modern campus is seconds away from cinemas, food courts, shopping malls, restaurants, bars and cafes, with the Hamilton Transport Centre conveniently located across the street.

We offer state-of-the-art facilities and services to ensure you receive maximum comfort and care. All our classrooms are air-conditioned and equipped with modern technology. Wi-Fi is free throughout our campus and the friendly staff at reception are always happy to help you and answer any questions you have.



Instructor introduction

All WIE's teachers are fully qualified and experienced ESOL specialists, who are all native English speakers. WIE has certified examiners on staff, with years of ESOL and TESOL experience. Enthusiastic and engaging, our teachers create a dynamic and professional learning environment and go the extra mile to help you achieve the results you want.



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AARON MENZIES
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Administration staff



ADA BENTLEY
General Manager

Other languages spoken:
Mandarin



LILLIAN WANG
Marketing Manager

Other languages spoken:
Mandarin, Japanese



ANDREA GILMOUR
Office Manager &
Homestay Coordinator



KELSEY TOOMBS
Receptionist & Student
Support

Programme Information

The New Zealand Certificate in Language Teaching Level 5 is a practical course that aims to develop your ability to design, plan and deliver a sequence of learner centered lessons which respond to the language needs of learners. Build your confidence with teaching strategies and language analysis needed in the teaching context, and apply a theoretical background to your teaching strategies. Teach for a minimum of 6 hours, in an authentic classroom, and use the opportunity to respond to feedback and critically reflect on your own teaching.

This programme is worth 60 credits, and involves approximately 600 hours of class time, self-study and practicum learning hours.

Qualification details

Waikato Institute of Education is a registered Private Training Establishment with the New Zealand Qualifications Authority (NZQA)

Upon completion of all programme requirements, you will receive a certificate for the New Zealand Certificate of Language Teaching Level 5.

The programme is approved by the New Zealand Qualifications Authority under section 249 of the Education Act 1989, and International Education Group Ltd Trading as Waikato Institute of Education is accredited to provide it under section 250 of the Act.

Qualification outcomes

Graduates of this qualification will be able to:

- design a sequence of lessons to respond to the language needs of learners within a specific learning context
- analyse language for teaching purposes and apply analysis to lesson design
- create and sustain a learner-centered teaching environment that respects learners' mana and diverse backgrounds, and the wider educational and societal context, in order to facilitate language learning
- deliver a planned sequence of lessons to facilitate language learning and respond to learner needs during the lesson
- use a range of methods to assess learners and inform own ongoing teaching practice
- critically reflect on own teaching practice and explore options to improve own practice



Students must achieve all qualification outcomes to be awarded the Certificate in Language Teaching Level 5.

Career paths

Upon successful completion of this course, you will have the applied knowledge, skills, experience and qualification to teach language in a range of educational settings in such roles as:

- classroom language teacher
- online language tutor
- language trainer

Graduates may also undertake further study towards qualifications in language teaching at Level 6 and above.

Entry requirements

Candidates must either sit a proficiency test of the target language as a requirement of entry, or provide evidence of a recent proficiency test, to ensure target language competence at or above CEFR C1

Domestic candidates must provide evidence of at least 10 credits in NCEA Level 2 English or above.

Candidates must be over the age of 18.

Delivery methods

During class time you will work collaboratively with the course tutor and your peers in discussions, teaching observation, lesson design and materials selection, micro-teaching and peer-teaching. Class time will be supplemented with self-study hours during which you will complete relevant readings, short written assignments and research.

Teaching practice

You will get many opportunities to teach during this course, both in class and during your practicum. Throughout the programme you will participate in micro teaching and peer-teaching tasks which will develop your teaching skills and give you the opportunity to experience different methodologies and classroom tasks, as well as build your confidence in front of the classroom. Your teacher and classmates will provide you with constructive feedback and advice after your teaching practice.

You will take part in an observed and assessed teaching practicum. You will teach a sequence of lessons over a minimum of six hours in a real language classroom here at WIE. Assessment against the graduate outcomes will be done across all practicum hours, and you will have the opportunity to receive and respond to feedback from your course tutor.

Lesson types include: General and academic language preparation classes. Grammar, vocabulary, pronunciation and language skills will be integrated in each lesson.

How to succeed

We expect all students to:

- participate in all tasks and activities
- participate in classroom discussions
- complete all assigned tasks promptly
- take notes and review them after class
- work individually and cooperatively as required
- complete all formative and summative assessments on time
- write in your reflective journal
- respect your instructors, classmates and students
- communicate with your instructor regarding your progress
- complete all teaching practice tasks (micro teaching, peer teaching and practicum) with professionalism
- attend all scheduled practicum teaching hours



Reading list

Sections from each of the following books will be assigned as reading material and to assist the achievement of the learning outcomes of each unit. Where there are accompanying DVDs these may be used as material for students to complete observations and receive a preliminary introduction to the language learning and teaching context, and relevant methodologies.

Scrivener, J. (2011) *Learning Teaching: The essential guide to English language Teaching*. Macmillan Education: Oxford

Harmer, J. (2007) *The practice of English Language Teaching*. Pearson Education: Essex

Harmer, J. (2007) *How to teach English*. Pearson Education: Essex

Brown, D. (2014) *The principles of Language Teaching and Learning*. Pearson Education: USA

Gower, R., Phillips, D. & Walters, S. (2005) *Teaching practice: A guide for teachers in training*. Macmillan Education: Oxford



Topic outline

The programme consists of 10 units. All units are compulsory. You will develop your ability to design, plan and deliver learner centered lessons which respond to learners' needs. The highly practical programme is supplemented by theoretical components of language teaching and learning. The programme includes at least 6 hours of teaching practicum.

Unit 1: The teaching and learning context

Demonstrate an applied understanding of key concepts related to individual learners, teachers, and the language learning and teaching context

Unit 2: SLA theory and methodology

Demonstrate an applied knowledge of key principles of language acquisition and associated teaching methodology and strategies

Unit 3: Language analysis

Apply insights from linguistic theory in the analysis of language for teaching purposes, and accurately use metalanguage to describe linguistic features in a language teaching context; apply analysis to lesson design

Unit 4: Skills and functions

Demonstrate an applied understanding of language skills and functions, and accurately use metalanguage to describe skills and subskills in a language teaching context

Unit 5: Assessment in the language classroom

Demonstrate an applied understanding of the main types and purposes of language testing, and use assessment processes to give feedback, enhance learning and inform further teaching

Unit 6: Lesson design

Design a sequence of lessons which respond to the language needs of learners in a specific learning context

Unit 7: Materials

Select, adapt and exploit materials and resources to meet learner needs and achieve lesson aims

Unit 8: Teaching productive and receptive skills and subskills

Use a range of appropriate learner-centered teaching techniques to facilitate the learning of language skills and subskills

Unit 9: Integrating grammar, vocabulary and pronunciation

Use a range of appropriate teaching techniques to facilitate the learning of grammar, vocabulary and pronunciation in an integrated lesson

Unit 10: Lesson observation and teaching practice

Deliver a sequence of lessons based on plans made in Unit 8, which facilitate language learning, and respond to learners' needs during the lessons; Observe lessons, give and respond to feedback; Critically reflect on own ongoing teaching practice

Timetable

The first 5 weeks of the course provide students with a foundation level overview of the topics, knowledge and skills involved in language teaching. Students will gain confidence in teaching practice in a highly supportive environment.

The following 15 weeks look into each topic in more detail, allowing students to build on their theory and knowledge, and independently apply knowledge and skills to lesson planning and delivery. Students will complete an ongoing critical reflection of their teaching practice, and observe and give feedback to peers' teaching practice.

Students will complete a Portfolio of candidate work containing lesson plans, materials and a description of the language teaching and learning context. An observed and assessed teaching practicum will take place in an authentic language classroom. Upon completion of the NZCEL level 5, students will have the knowledge, skills, practice and confidence to independently design, plan and deliver learner-centered lessons in a range of educational settings.

Assessments outline

WIE ensures assessment is fair, valid, reliable and consistent for all students.

Assessment will be integrated throughout the course and directly relate to content discussed during class time. Formative assessments will be done regularly throughout the course. There are two summative assessments which are designed to test all of the interdependent graduate outcomes and practical skills.

Formative assessments

Formative assessments consist of activities, discussions and exercises completed in class. Formative assessments are designed to test theoretical content, to provide feedback and inform further instruction.

You will complete several short written assignments and one oral presentation as part of the programme. These will be completed in and out of class under guidance from your course tutors. These are formative assessments – to provide feedback to you and your tutors, but may be submitted as evidence of achievement against the qualification outcomes as part of your Portfolio of Candidate Work.

Assignment 01:

Analysis of a Learning and Teaching Context

In this assignment you will use your knowledge of student factors, teacher roles, second language acquisition and teaching methodologies, as well as your experiences in teaching practicum to analyse a learning and teaching context with which you are familiar.

Assignment 02:

Methodology Presentation

In this assignment you will work collaboratively with classmate(s) to read, summarise and present to your class on a chosen teaching methodology.

Assignment 03:

Part A: Coursebook Unit Analysis

In this assignment you will use your linguistic knowledge and knowledge of second language acquisition to analyse a unit of a coursebook to determine its authenticity, relevance and coherence, and make suggestions for alterations to better suit a given language learning and teaching context.

Part B: Coursebook Unit Test Analysis

In this assignment you will use your linguistic knowledge and your knowledge of language testing to analyse a coursebook unit test for validity and reliability.

Assignment 04:

Error Analysis

In this assignment you will analyse a learner's errors to identify target language subskills and systems on which to focus in response to the learner's language needs, and suggest appropriate error correction techniques that could be used in a classroom context.

Summative assessments

As this is a highly practical course, the qualification outcomes will be assessed by means of an observed *Practicum*, supported by the submission of a *Portfolio of Candidate Work* at the end of the course. The practicum will take place in an authentic teaching environment, be a minimum of 6 teaching hours, and be observed and assessed by the course tutor according to an analytical marking guide. The portfolio will be submitted at the conclusion of the course, and contain written assignments, lesson plans, materials (including assessment tools used during the practicum), observation and feedback tasks and an ongoing critical self-reflection. You will have the opportunity to receive and respond to feedback on each component of the portfolio prior to final submission. Students will be expected to submit all parts of the portfolio on the due date, and present work to a high standard.

For moderation purposes, your practicum will be audio-visually recorded, and a sample of your work retained.

Vulnerable Children Act 2014

The Government Children’s Action Plan includes a commitment to implement legislation for the vetting and screening of the children’s workforce – these “children’s worker safety checks” became law in the Vulnerable Children Act 2014 (the VCA), and came into force for new workers in core children’s workforce roles on 1 July 2015.

The VCA requires safety checking of all paid employees and contractors, employed or engaged by government funded organisations, who work with children. The requirements for safety checking also apply to people undertaking unpaid children’s work as part of an educational or vocational training course.

During your practicum you may teach young students under the age of 18. As these students are considered ‘children’ by the VCA, WIE is required to perform a safety check on all students prior to their involvement in the practicum.

Where there are specified offences, WIE is required to suspend engagement with the student, who will not be permitted to participate in the practicum.

A list of specified offences can be found here:

<http://www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501909.html>

As part of the safety check WIE require:

- Proof of identity (primary and secondary e.g. current passport; driver’s license)
- an interview with the student
- the student’s work history
- at least one referee
- a completed Request and Consent Form authorizing WIE to submit a police vetting request

Where to find us



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