



# APPL925

## Second Language Acquisition

S2 External 2014

*Linguistics*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Peter Roger

[peter.roger@mq.edu.au](mailto:peter.roger@mq.edu.au)

Contact via [peter.roger@mq.edu.au](mailto:peter.roger@mq.edu.au)

Credit points

4

Prerequisites

Admission to MAppLing in (TESOL or LSP) or PGDipAppLing in TESOL or MSpchLngPath or MTransInterMAppLing or MCommDis

Corequisites

Co-badged status

Unit description

This unit explores a variety of approaches to the study of second and foreign language acquisition in both instructed and naturalistic settings. The unit focuses on the range of factors that influence the learning/acquisition of a second language, as well as ways of studying the characteristics of learner language. Throughout the unit, participants are encouraged to reflect on the relevance of second language acquisition research to their own experiences as both language learners and professionals working in educational contexts or other language-related areas.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Describe a range of current issues and research trends in SLA

Demonstrate in-depth familiarity with three major areas of SLA research

Discuss a range of theories and approaches in the study of SLA

Demonstrate an understanding of the range of internal and external factors that influence an individual's learning of a second language

Suggest personally relevant applications of SLA research.

## Assessment Tasks

Name	Weighting	Due
<u>Topic of Interest</u>	10%	26 August 2014
<u>Critical Reviews</u>	30%	10 October 2014
<u>Learner Data Discussion Paper</u>	50%	21 November 2013
<u>Discussion participation</u>	10%	Aug - Nov 2014

### Topic of Interest

Due: **26 August 2014**

Weighting: **10%**

After working through the online material for Week 1 for this unit and your reading of Ellis (2008) pp. 1-19 and 33-37:

- Identify one area of second language acquisition that you find particularly intriguing or relevant to your own professional setting (approximately 50 words).
- Discuss why this area is of particular interest and/or relevance to you as a language teacher (or other language professional) or as a second/foreign language learner yourself (approximately 100 words)
- Use the “Linguistics and Language Behaviour Abstracts” database available through the Macquarie Library website ([http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)) to identify one peer-reviewed journal article that relates to your chosen area. Summarise the article briefly (in approximately 150 words) and then comment (approximately 300 words) on whether or not you found it interesting and useful, and why. For instance, did your reading of this article prompt you to read similar published papers, or did it prompt you to look for articles that take a different approach to the topic?
- Provide a reference list at the end, listing the Ellis (2008) textbook and the article that you have found. Please follow the referencing conventions used by Ellis (2008) – see pp. 985-1084 or (if you prefer) use a standard referencing style, such as APA or Harvard.

On successful completion you will be able to:

- Describe a range of current issues and research trends in SLA
- Discuss a range of theories and approaches in the study of SLA
- Demonstrate an understanding of the range of internal and external factors that influence

an individual's learning of a second language

- Suggest personally relevant applications of SLA research.

## Critical Reviews

Due: **10 October 2014**

Weighting: **30%**

This assignment involves writing **critical reviews of two articles on different areas of second language acquisition** covered in the first half of the unit, as described below. It is important to choose articles relevant to your professional and/or personal interests.

The goal of this assignment is that you demonstrate your understanding of the concepts and research findings relating to topics covered in the first half of APPL925, and relate the concepts discussed to your own context.

Before embarking on the assignment, you will probably find it useful to read the sections of Ellis (2008) that pertain to the topics of the articles you have chosen. **You will also be expected to consult and utilise additional references relevant to the topic from other original sources.** The articles that you receive as part of your reading packages, as well as those accessible through the Macquarie University library will also be useful here. Note that many recent relevant journal articles will be easily accessible to you electronically and free of charge through the Macquarie University library website.

On successful completion you will be able to:

- Describe a range of current issues and research trends in SLA
- Demonstrate in-depth familiarity with three major areas of SLA research
- Discuss a range of theories and approaches in the study of SLA
- Demonstrate an understanding of the range of internal and external factors that influence an individual's learning of a second language
- Suggest personally relevant applications of SLA research.

## Learner Data Discussion Paper

Due: **21 November 2013**

Weighting: **50%**

Length: 3000 words  $\pm$  10% (excluding transcription) \*

This assignment involves collecting a small sample of empirical data, and writing a report based on the analysis of this data. The aim of this exercise is for you to get a feel for what is involved in

collecting and analysing second language data. Detailed instructions will be provided.

On successful completion you will be able to:

- Describe a range of current issues and research trends in SLA
- Demonstrate in-depth familiarity with three major areas of SLA research
- Discuss a range of theories and approaches in the study of SLA
- Demonstrate an understanding of the range of internal and external factors that influence an individual's learning of a second language
- Suggest personally relevant applications of SLA research.

## Discussion participation

Due: **Aug - Nov 2014**

Weighting: **10%**

**Participation in online discussions:** Throughout the semester, several discussion topics relevant to the unit will be posted. This allows participants to share ideas and relevant experiences in an informal online setting. Each discussion will remain open for at least three weeks. In allocating marks for discussion participation, the instructor will be looking for:

- participation in discussions on **each** of the topics
- postings that present the participant's own ideas and also pick up on (or respond to) the postings of others (either in the form of a single contribution or two or more separate contributions during the discussion period)

The quality of argumentation will not be specifically assessed in relation to discussion postings, so that these contributions can remain free-flowing and informal in style, rather than resembling formal research papers. Past feedback suggests that the discussion board is generally an enjoyable and stimulating component of the unit.

***As discussion participation is an integral part of the unit, please contact the unit convenor at the beginning of the semester if your internet access makes participation difficult.***

On successful completion you will be able to:

- Describe a range of current issues and research trends in SLA
- Discuss a range of theories and approaches in the study of SLA
- Demonstrate an understanding of the range of internal and external factors that influence an individual's learning of a second language
- Suggest personally relevant applications of SLA research.

# Delivery and Resources

## DELIVERY AND RESOURCES

### Teaching and Learning Strategies

Internal students: The unit will be delivered through a weekly lecture-workshop on Thursday afternoons, from 3 PM to 5 PM. Supplementary resources will be available on the iLearn site for the unit, and participation in the online discussions will also take place through the iLearn site. Internal students can also access the podcast mini-lectures that will be posted on iLearn to accompany some of the weekly topics.

External students: The course materials online allow for guided reading of the set textbook and supplementary articles/chapters. There are also podcast mini-lectures for many of the modules covered in this unit. You can do the reading and reflection activities individually, and then interact with the convenor and other members of the group via the discussion board. You are also encouraged to listen to the recorded lectures which as part of the internal offering of APPL925.

### Unit Schedule

The unit is divided into thirteen sections. These match the thirteen teaching weeks that comprise the semester. During the mid-semester break (September 20 - October 6), you can consolidate your knowledge of the material covered in the first half of the semester, and work on your critical review assignment. The unit schedule is provided in the section below.

### Required and Recommended Texts and Materials

*Prescribed text:* Ellis, R. (2008). *The Study of Second Language Acquisition* (2<sup>nd</sup> edition). Oxford: Oxford University Press.

*Unit readings:* A selection of journal articles and book chapters is available through the Macquarie University Library e-reserve (Unit Readings). Go to [http://www.mq.edu.au/on\\_campus/library](http://www.mq.edu.au/on_campus/library) and under Multisearch, look for 'Unit Readings'. Type "APPL925" to access the unit readings online.

### Unit Webpage

The APPL925 iLearn site has a range of resources, including course notes, tasks, and online discussions. To log in to the website, go to the URL below. Students have access to the website from the first day of the semester until the end of the examination period.

The URL is <https://ilearn.mq.edu.au>

### Online Resources

As a postgraduate student, it is essential that you become skilled in accessing electronic resources. There is a range of other resources available to Macquarie students, including free electronic access to a wide variety of journal articles. These can be accessed via [http://www.mq.edu.au/on\\_campus/library/](http://www.mq.edu.au/on_campus/library/)

## Unit Schedule

The topics covered each week in APPL925 are reflected in the lecture schedule below. If you are enrolled as an external student, you are welcome to attend any of these lectures if you are in Sydney are able to do so. If you are based outside Sydney, the sessions will be recorded so that you can listen in if you wish to do so. **A more complete version of the lecture schedule, with recommended pre-reading and post-reading for each topic, will be provided in the first lecture and posted on the iLearn site.**

Week	Date	Topic	Lecturer
1	Aug 7	<b>Approaches to studying second language acquisition: An overview</b>	Peter Roger
2	Aug 14	<b>The role of age in SLA</b>	Peter Roger
3	Aug 21	<b>The role of the first language in SLA</b>	Peter Roger
4	Aug 28	<b>Learner language, errors and error analysis</b>	Peter Roger
5	Sept 4	<b>Developmental patterns in learner language</b>	Peter Roger
6	Sept 11	<b>Motivation</b>	Peter Roger
7	Sept 18	<b>Learner identity and second language acquisition</b>	Phil Benson
		Mid-semester Break	
8	Oct 9	<b>Language learning styles and strategies</b>	Peter Roger
9	Oct 16	<b>Vocabulary acquisition</b>	Phil Benson
10	Oct 23	<b>Acquisition of second language pragmatics</b>	Peter Roger
11	Oct 29	<b>Formal instruction and second language acquisition</b>	Peter Roger
12	Nov 6	<b>Language aptitude and anxiety</b>	Peter Roger
13	Nov 13	<b>Unit Summary: SLA goes to Hollywood</b>	Peter Roger

## Learning and Teaching Activities

### On-campus lectures

These lecture-workshops are designed for students studying the unit on-campus. They are recorded, however, so if you are an external unit you may find it useful to listen to these sessions. The recordings are accessible through the ECHO recording tab on the iLearn site.

### Podcast mini-lectures

Throughout the semester, students will view a series of mini-lectures introducing the key concepts covered in this unit.

### Reading and reflection activities

Each module involves some set reading, followed by reflection activities. Suggestions for further reading are also provided.

### Online discussions

Throughout the semester, students participate in online discussions of topics relating to the different modules of the unit. This allows us to share ideas with those living and working in many parts of the world.

### Online Quizzes

Online quizzes allow students to check their own mastery of concepts covered throughout the unit.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of



Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

**Academic integrity** means you submit only your own work, and make it easy for the reader to work out which parts of your assignment are original and which parts come from named sources.

### Collusion needs to be avoided

We value students collaborating together as part of their learning experience. Often students form informal study groups, where they share understanding of unit content, and approaches to the assessments. However, it is important to realize that unless you are doing Group Work for an assignment, all of the work you submit for individual assessment should be completely your own independent work. Students are encouraged to form study groups, but this must not involve collusion to present group work as the work of the individual.

### How is an informal or formal study group different from engaging in Group Work?

Working in study groups is different from engaging in assessed Group Work. Working in Groups involves a group of students combining their efforts in different ways to produce an evaluated piece of work.

Please see the Macquarie university information on Group Work available at [http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CEIQFjAE&url=http%3A%2F%2Fwww.students.mq.edu.au%2Fpublic%2Fdownload.jsp%3Fid%3D55221&ei=plG\\_U7jIDovHkAWisoDYAg&usg=AFQjCNHNASv9JxEF9vY-q4TcsSuCO2qVog&bvm=bv.70810081,d.dGI](http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CEIQFjAE&url=http%3A%2F%2Fwww.students.mq.edu.au%2Fpublic%2Fdownload.jsp%3Fid%3D55221&ei=plG_U7jIDovHkAWisoDYAg&usg=AFQjCNHNASv9JxEF9vY-q4TcsSuCO2qVog&bvm=bv.70810081,d.dGI)

### What is collusion?

This is the unauthorised presentation of group work as your own. It may involve

- Working with someone to provide one piece of work
- Allowing others to share your assignment answer or copy your work
- Using the assignment answer or work of another student (past or present) with or without their permission. It is collusion even if only small parts of the assignment are used
- Allowing others to edit and write your work
- Editing or writing the work of another student
- Offering to do work for another student or seeking payment for preparing academic work for someone else

### How can you avoid collusion?

- Do not share your findings or answers to an assignment

- Do not use another student's case studies, findings or ideas about an assignment
- Do not ask another student for a copy of their assignment
- Do not share your current or past assignments with another student (whether to “look at the structure” or any other reason).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## Learning outcomes

- Describe a range of current issues and research trends in SLA
- Demonstrate in-depth familiarity with three major areas of SLA research
- Discuss a range of theories and approaches in the study of SLA
- Demonstrate an understanding of the range of internal and external factors that influence an individual's learning of a second language

## Assessment tasks

- Critical Reviews
- Learner Data Discussion Paper
- Discussion participation

## Learning and teaching activities

- These lecture-workshops are designed for students studying the unit on-campus. They are recorded, however, so if you are an external unit you may find it useful to listen to these sessions. The recordings are accessible through the ECHO recording tab on the iLearn site.
- Throughout the semester, students will view a series of mini-lectures introducing the key concepts covered in this unit.
- Each module involves some set reading, followed by reflection activities. Suggestions for further reading are also provided.
- Online quizzes allow students to check their own mastery of concepts covered throughout the unit.

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate in-depth familiarity with three major areas of SLA research
- Discuss a range of theories and approaches in the study of SLA
- Demonstrate an understanding of the range of internal and external factors that influence an individual's learning of a second language
- Suggest personally relevant applications of SLA research.

## Assessment tasks

- Critical Reviews
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- Each module involves some set reading, followed by reflection activities. Suggestions for further reading are also provided.
- Throughout the semester, students participate in online discussions of topics relating to the different modules of the unit. This allows us to share ideas with those living and working in many parts of the world.
- Online quizzes allow students to check their own mastery of concepts covered throughout the unit.

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Describe a range of current issues and research trends in SLA
- Demonstrate in-depth familiarity with three major areas of SLA research
- Discuss a range of theories and approaches in the study of SLA
- Demonstrate an understanding of the range of internal and external factors that influence an individual's learning of a second language
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- Each module involves some set reading, followed by reflection activities. Suggestions for further reading are also provided.
- Throughout the semester, students participate in online discussions of topics relating to the different modules of the unit. This allows us to share ideas with those living and working in many parts of the world.

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcomes

- Describe a range of current issues and research trends in SLA
- Discuss a range of theories and approaches in the study of SLA
- Suggest personally relevant applications of SLA research.

### Assessment tasks

- Critical Reviews
- Learner Data Discussion Paper
- Discussion participation

## Learning and teaching activities

- Throughout the semester, students participate in online discussions of topics relating to the different modules of the unit. This allows us to share ideas with those living and working in many parts of the world.

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in

relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### **Learning outcomes**

- Describe a range of current issues and research trends in SLA
- Demonstrate an understanding of the range of internal and external factors that influence an individual's learning of a second language
- Suggest personally relevant applications of SLA research.

### **Assessment tasks**

- Topic of Interest
- Critical Reviews
- Learner Data Discussion Paper
- Discussion participation

### **Learning and teaching activities**

- These lecture-workshops are designed for students studying the unit on-campus. They are recorded, however, so if you are an external unit you may find it useful to listen to these sessions. The recordings are accessible through the ECHO recording tab on the iLearn site.
- Each module involves some set reading, followed by reflection activities. Suggestions for further reading are also provided.
- Throughout the semester, students participate in online discussions of topics relating to the different modules of the unit. This allows us to share ideas with those living and working in many parts of the world.

## **PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### **Learning outcomes**

- Describe a range of current issues and research trends in SLA
- Demonstrate an understanding of the range of internal and external factors that influence

an individual's learning of a second language

- Suggest personally relevant applications of SLA research.

## **Assessment tasks**

- Topic of Interest
- Critical Reviews
- Learner Data Discussion Paper

## **Learning and teaching activities**

- Each module involves some set reading, followed by reflection activities. Suggestions for further reading are also provided.
- Throughout the semester, students participate in online discussions of topics relating to the different modules of the unit. This allows us to share ideas with those living and working in many parts of the world.