APPL912

Language, Learning and Community

S1 External 2014

Linguistics

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Unit Convenor
Phil Benson
philip.benson@mq.edu.au
Contact via philip.benson@mq.edu.au

Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing or PGCertAppLing

Corequisites

Co-badged status

Unit description
This unit is concerned with the study of language and language learning from a social perspective. It provides a historical perspective on the development of social understandings of language, and on the social/cognitivist divide in linguistics in the mid-twentieth century. Language and language learning are studied as collective, interpersonal processes, and the role of the brain in these social processes is also considered. The nature of 'community' is examined from anthropological and sociological perspectives, and the relations between language, learning, and community are explored.

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:

Explain the historical development of social theories of language and language learning

Explain the differences between social and cognitive perspectives on language learning

Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors

Explain how individual-group relations are linguistically constructed and mediated

Discuss the implications of the social aspects of language learning for language policy at

nstitutional, local, and/or national levels

Assessment Tasks

Name	Weighting	Due
Assignment One	5%	5 Mar; 19 Mar; 7 May; 4 Jun
Assignment Two	15%	March 28, 5pm
Assignment Three	35%	May 9, 5pm
Assignment Four	45%	June 20, 5pm

Assignment One

Due: **5 Mar; 19 Mar; 7 May; 4 Jun**
Weighting: **5%**

On successful completion you will be able to:
- Explain the historical development of social theories of language and language learning
- Explain the differences between social and cognitive perspectives on language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Explain how individual-group relations are linguistically constructed and mediated
- Discuss the implications of the social aspects of language learning for language policy at nstitutional, local, and/or national levels

Assignment Two

Due: **March 28, 5pm**
Weighting: **15%**

On successful completion you will be able to:
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Explain how individual-group relations are linguistically constructed and mediated

Assignment Three

Due: **May 9, 5pm**

Weighting: **35%**

On successful completion you will be able to:
- Explain the historical development of social theories of language and language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Explain how individual-group relations are linguistically constructed and mediated
- Discuss the implications of the social aspects of language learning for language policy at nstitutional, local, and/or national levels

Assignment Four

Due: **June 20, 5pm**
Weighting: **45%**

On successful completion you will be able to:
- Explain the historical development of social theories of language and language learning
- Explain the differences between social and cognitive perspectives on language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Explain how individual-group relations are linguistically constructed and mediated
- Discuss the implications of the social aspects of language learning for language policy at nstitutional, local, and/or national levels

Delivery and Resources

The learning and teaching strategies used in this Unit are face-to-face sessions (for on-campus students); interaction with materials on iLearn; online discussions; and self-study of course readings. On-campus sessions are recorded and made available to distance students. The course lecturer will be contactable through email to answer any queries that might arise.

It is expected that students in this unit will read all set readings, participate in group discussions and go beyond the required readings to follow the academic literature in specific areas of interest to them.

The reading material for this unit spans a variety of disciplines, including Applied Linguistics, Linguistics, Sociology, Anthropology, Psychology, and Biology. Some of the material will be in areas unfamiliar to many students, and may be challenging.

Unit Schedule

Week	Topic	Readings
Part I: Community		
1	Introduction: Language, context and identity	Holliday, A., Kullman, J., & Hyde, M. (2004). *Intercultural communication: An advanced resource book*. London and New York: Routledge. Table 1 and Section A Theme 1: Identity - pp. 4-20 Halliday, M. A. K., & Hasan, R. (1985). Language, context, and text: Aspects of language in a social-semiotic perspective. Oxford: Oxford University Press. Chapter 1: Context of Situation - pp. 3-14; Coda: Text, context and learning - pp. 44-49.
2	Discourse communities	Swales, J. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: Cambridge University Press. Chapter 2: The concept of discourse community - pp. 21-32. Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press. Chapter 1: Meaning - pp. 51-71.
3	Speech communities	Malinowski, B. (1965). *Coral gardens and their magic* (Vol. II: The language of magic and gardening). Bloomington: Indiana University Press. Part IV, An ethnographic theory of language and some practical corollaries, Division V & VI, pp. 52-65 Ochs, E., & Schieffelin, B. B. (1984). Language acquisition and socialization: Three developmental stories and their implications. In R. A. Shweder & R. A. LeVine (Eds.), *Culture theory: Essays on mind, self, and emotion* (pp. 276-320). Cambridge: Cambridge University Press.
4	Disciplinary communities	Bernstein, B. (2000). *Pedagogy, symbolic control and identity: Theory, research, critique* (revised ed.). Lanham: Rowman and Littlefield. Chapter 1: Pedagogic Codes and their modalities of practice - pp. 3-24. Maton, K. (2007). Knowledge-knower structures in intellectual and educational fields. In F. Christie & J. R. Martin (Eds.), *Language, knowledge and pedagogy: Functional linguistic and sociological perspectives* (pp. 87-108). London and New York: Continuum.
Part II: Language		
5	Language as a social sign system	Harris, R., & Taylor, T. J. (1997). *Landmarks in linguistic thought I* (2nd ed.). London and New York: Routledge. Introduction - pp. xiii-xxi. Culler, J. (1976). *Saussure*. Sussex: The Harvester Press. Chapter 2: Saussure's theory of language - pp. 18-52. de Saussure, F. (1983). *Course in general linguistics* (R. Harris, Trans.). London: Duckworth. Part II, Chapter IV: Linguistic value; Part II Chapter V: Syntagmatic relations and associative relations - pp. 110-125.

6	Language functioning in context	Sapir, E. (1963). The unconscious patterning of behavior in society. In D. G. Mandelbaum (Ed.), *Selected writings of Edward Sapir* (pp. 544-559). Berkley and Los Angeles: University of California Press.
		Jakobson, R. (1990). The speech event and the functions of language. In L. R. Waugh & M. Monville-Burston (Eds.), *On language* (pp. 69-79). Cambridge, MA and London: Harvard University Press.
7	Nature or nurture, 20th century style	Chomsky, N. (2006). *Language and mind* (3rd ed.). Cambridge: Cambridge University Press. Chapter 4: Form and meaning in natural languages - pp. 88-101.
		Halliday, M. A. K. (1978). *Language as social semiotic: The social interpretation of language and meaning*. Baltimore: University Park Press. Chapter 1: Language and social man (Part 1) - pp. 8-35.
8	Language as a Complex Adaptive System	Lee, N., Mikesell, L., Joaquin, A. D. L., Mates, A. W., & Schumann, J. H. (2009). *The interactional instinct: The evolution and acquisition of language*. Oxford: Oxford University Press. Chapter 2: Evidence for language emergence - pp. 29-54.
9	Language and the brain	Deacon, T. W. (1997). *The symbolic species: The co-evolution of language and the brain*. New York: Norton. Chapter 3: Symbols aren't simple (Section: 'The symbolic threshold'), Chapter 11: And the word became flesh (Sections: 'The brain that didn't evolve; Language adaptations) and Chapter 12: Symbolic origins (Sections: 'A symbolic solution'; 'Ritual beginnings') - pp. 79-92; 321-340; 393-410.
		Edelman, G. M. (1992). *Bright air, brilliant fire: On the matter of the mind*. New York: Basic Books. Chapter 12: Language and higher-order consciousness - pp. 124-136. (optional reading)
Part III: Learning		
10	Learning in context	Vygotsky, L. (1978 [1930]). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press. Chapter 1: Tool and symbol in child development - pp. 19-30.
		Vygotsky, L. S. (1997 [1978/1930]). Interaction between learning and development. In M. Gauvain & M. Cole (Eds.), *Readings on the development of children* (pp. 29-36). New York: W. H. Freeman and Company.
11	Learning to mean	Halliday, M. A. K. (2004 [1978]). Meaning and the construction of reality in early childhood. In J. J. Webster (Ed.), *The language of early childhood: Volume 4 in the collected works of M. A. K. Halliday* (Vol. 4, pp. 113-133). London: Continuum.
		Painter, C. (2009). Language development. In M. A. K. Halliday & J. J. Webster (Eds.), *Continuum companion to systemic functional linguistics* (pp. 87-103). London: Continuum.
12	Complexity, ecology and language learning	Larsen-Freeman, D., & Cameron, L. (2008). *Complex systems and Applied Linguistics*. Oxford: Oxford University Press. Chapter 5: Complex systems in first and second language development – pp. 114-160.
		van Lier, L. (2004). *The ecology and semiotics of language learning: A sociocultural perspective*. New York: Kluwer Academic Publishers. Chapter 6: Language learning pathways - pp. 133-163.
13	Timescales	Lemke, J. L. (2002). Language development and identity: Multiple timescales in the social ecology of learning. In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 68-87). London: Continuum.

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

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

Disruption to Studies Policy 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/

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) 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

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

- Explain the historical development of social theories of language and language learning
- Explain the differences between social and cognitive perspectives on language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Explain how individual-group relations are linguistically constructed and mediated
- Discuss the implications of the social aspects of language learning for language policy at nstitutional, local, and/or national levels

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

- Explain the historical development of social theories of language and language learning
- Explain the differences between social and cognitive perspectives on language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors

- Explain how individual-group relations are linguistically constructed and mediated
- Discuss the implications of the social aspects of language learning for language policy at nstitutional, local, and/or national levels

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

- Explain the historical development of social theories of language and language learning
- Explain the differences between social and cognitive perspectives on language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Explain how individual-group relations are linguistically constructed and mediated
- Discuss the implications of the social aspects of language learning for language policy at nstitutional, local, and/or national levels

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

- Explain the historical development of social theories of language and language learning
- Explain the differences between social and cognitive perspectives on language learning
- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Explain how individual-group relations are linguistically constructed and mediated
- Discuss the implications of the social aspects of language learning for language policy at nstitutional, local, and/or national levels

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 outcome

- Discuss the implications of the social aspects of language learning for language policy at nstitutional, local, and/or national levels

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

- Identify a range of factors important to the development of language in the individual, including relations between biological (the human body and brain) and social (family and group) factors
- Discuss the implications of the social aspects of language learning for language policy at nstitutional, local, and/or national levels