LING725

Advanced Topics in Second Language Teaching and Learning

S2 Day 2015

Dept of Linguistics

Contents

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General Information

Unit convenor and teaching staff
Unit convenor
Jean Brick
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iLearn convenor
Margaret Wood
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Lecturer
Dana Skopal
dana.skopal@mq.edu.au

Credit points
4

Prerequisites
Admission to MRes

Corequisites

Co-badged status

Unit description
This unit examines major issues in second language teaching and learning with particular reference to the Australian context. Authentic language data and teaching materials are used in order to present the second language learning experience from both the learner's and the teacher's perspective. Issues covered include theories of second language acquisition, theoretical issues in teaching the four skills, individual differences in second language learning; culture and language and principles of second language teaching, including course planning, methodology and materials design and assessment.

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:

Critically evaluate different theories regarding second language learning and teaching

Identify the assumptions regarding language learning which inform language teaching materials

Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)

Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary

Critically evaluate language teaching materials with regard to their suitability for specific learner groups

Relate research findings to effective language teaching approaches and techniques

Describe and evaluate the effect of a range of individual and contextual factors on language learning

Describe a range of assessment types and select the appropriate type of assessment for a particular function

Discuss the major issues involved in developing second language courses and units of work

Acquire a coherent and advanced knowledge of current research in the teaching and learning of second languages

Synthesise and analyse information from a wide range of sources on language teaching and learning, and discuss complex problems and issues with intellectual independence

Work in cooperation and collaboration with others

Assessment Tasks

Name	Weighting	Due
Literature review	30%	August 21st
Unit Analysis	40%	18th September 2015
Seminar	30%	4th November

Literature review

Due: **August 21st**
Weighting: **30%**

How have approaches to second language teaching and learning changed since 1980? What do you see as the major contemporary approaches?

See iLearn for full details.

On successful completion you will be able to:
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Unit Analysis

Due: **18th September 2015**
Weighting: **40%**

Evaluation of a chapter or unit taken from a second language teraching textbook in the light of research on language learning. Full details on iLearn.

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- Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
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Seminar

Due: **4th November**
Weighting: **30%**

Identify an issue of interest with regard to teaching and/or learning a second or foreign language. Present a seminar defining the issue and critically analysing the approaches to it in the literature.

Full details on iLearn

On successful completion you will be able to:
- Critically evaluate different theories regarding second language learning and teaching
- Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
- Relate research findings to effective language teaching approaches and techniques
- Describe and evaluate the effect of a range of individual and contextual factors on language learning
- Describe a range of assessment types and select the appropriate type of assessment for a particular function
- Discuss the major issues involved in developing second language courses and units of work
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- Work in cooperation and collaboration with others

Delivery and Resources
Room and time:
- Wednesday 3.00 - 6.00
- Room W5C 220

iLearn:
- The iLearn site for LING325 is available from:

  http://ilearn.mq.edu.au

- Full details of reading lists and assessment tasks are available on the iLearn site. You MUST consult these before commencing any assessment tasks.
- Power point presentations and worksheets will be posted on iLearn on weekly basis before each seminar.

Echo:

Lectures will not be available on Echo because information presented via lectures will alternate with discussions and group and pair work.

Attendance:

You are expected to attend 80% of seminars. If you cannot do this, please discuss it with the Unit Convenor (Jean Brick). Attendance will be taken in seminars.

Prescribed text:

There is no text book for this unit.

Prescribed Unit materials:

There are 2-3 set readings for each session, together with a range of recommended texts. **You are expected to read at least one of them each week** in order to take part in discussions. The recommended texts provide a starting point if you wish to investigate a specific topic in greater detail, particularly with regard to assignments.

The list of readings for each week is available on iLearn.

The following books are recommended and have been placed on 7 day loan.

· 	Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and Context in Language Teaching.* Cambridge: Cambridge University Press.

· 	Cook, V. (3rd Ed) (2001). *Second language learning and teaching*. Arnold: London.

· 	De Bot, K., Lowie, W. & Verspoor, M. (2005). *Second language acquisition. A resource book.* Routledge. Abingdon, Oxon.

· 	Grabe, W. & Stoller, F. (2002). *Teaching and researching reading.* Harlow, England: Longman.

· 	Hinkel, E. (ed) (2005). *Handbook of Research in Second Language Teaching and Learning*. Mahwah, New Jersey: Lawrence Erlbaum.

· 	Hyland, K. (2002). *Teaching and Researching Writing*. Harlow, England: Longman.

· 	Hudson, T. (2007). *Teaching second language reading*. Oxford: Oxford University Press

· 	Lightbown, P. & Spada, N. (2013). *How Languages are Learned,* (4th ed), Oxford: Oxford University Press.

· 	Rost, M. (2002). *Teaching and researching listening*. Harlow, England: Longman.

· 	Saville-Troike, M. (2006). *Introducing Second Language Acquisition.* Cambridge University Press: Cambridge.

Unit Schedule

Seminar date	Topic
Week 1 July 29	Introducing language learning
Week 2 Aug 5	Theories of second language learning
Week 3 Aug 12	Communicative language teaching
Week 4 Aug 19	Teaching the skills: reading and listening
Week 5 Aug 26	Teaching the skills: writing and speaking
Week 6 Sept 2	Teaching grammar
Week 7 Sept 9	Teaching vocabulary
	Mid-Semester Break
Week 8 Sept 30	Individual factors and the role of strategies in language learning
Week 9 Oct 7	Computer- assisted language learning and the role of social media
Week 10 Oct 14	Culture and Language Teaching
Week 11 Oct 21	Course design
Week 12 Oct 28	Assessment in language teaching

Week 13 Nov 4	Poster presentations	

Learning and Teaching Activities

Discussions

Group and pair work

Assignment

Complete all 4 assignments

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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 - 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

- Critically evaluate different theories regarding second language learning and teaching
- Identify the assumptions regarding language learning which inform language teaching materials
- Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
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- Discuss the major issues involved in developing second language courses and units of work

Assessment tasks

- Unit Analysis
- Seminar

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

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Assessment tasks

- Literature review
- Unit Analysis
- Seminar

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

- Critically evaluate different theories regarding second language learning and teaching

- Identify the assumptions regarding language learning which inform language teaching materials
- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
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Assessment tasks

- Unit Analysis
- Seminar

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 language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
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work

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Assessment tasks

- Unit Analysis
- Seminar

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

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and learning, and discuss complex problems and issues with intellectual independence

- Work in cooperation and collaboration with others

Assessment tasks

- Literature review
- Unit Analysis
- Seminar

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 approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Discuss the major issues involved in developing second language courses and units of work
- Work in cooperation and collaboration with others

Assessment task

- Unit Analysis