



LING325

Second Language Teaching and Learning

S2 Day 2016

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Unit convenor

Jean Brick

jean.brick@mq.edu.au

iLearn convenor

Margaret Wood

Margaret.Wood@mq.edu.au

Credit points

3

Prerequisites

39cp or 6cp at 200 level including (LING210 or LING211 or LING216 or LING217 or LING218 or LING219)

Corequisites

Co-badged status

Unit description

This unit is intended as a general introduction to major issues in second language teaching and learning with particular reference to the Australian context. It deals with the theory and practice of learning and teaching second languages. 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: processes in second language acquisition; individual differences in second language learning; and principles of second language teaching, including course planning, methodology and materials design.

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

General Assessment Information

- All four assignments must be submitted in order to pass the unit.
- Assignments 1, 2 & 3 must be submitted to Turnitin using the assignment link on iLearn in the folder marked Assessments
- Submit your assignment in Word or RTF.
- Type double-spaced
- Late submissions may attract a penalty of 5% of total marks per day. To avoid a penalty, please email the unit co-ordinator, Jean Brick (jean.brick@mq.edu.au) before the due date requesting an extension, explaining why you need one and indicating the amount of time you need.
- Keep a copy of each assignment as proof that it was completed and submitted, in case the submitted assignment is misplaced or damaged.

Assessment Tasks

Name	Weighting	Due
<u>Summary</u>	10%	Friday, August 19th, 5.00pm
<u>Unit Analysis</u>	40%	Friday September 23rd, 5.00pm
<u>Essay</u>	40%	Friday November 4th, 5.00pm
<u>Poster</u>	10%	Wednesday November 9th

Summary

Due: **Friday, August 19th, 5.00pm**

Weighting: **10%**

Short summary of an article or chapter on second language learning. See iLearn for full details.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching

Unit Analysis

Due: **Friday September 23rd, 5.00pm**

Weighting: **40%**

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

On successful completion 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 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

Essay

Due: **Friday November 4th, 5.00pm**

Weighting: **40%**

An essay on one aspect of second language learning and/or teaching. Full list of available topics available on iLearn

On successful completion you will be able to:

- 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

Poster

Due: **Wednesday November 9th**

Weighting: **10%**

Poster on changing views regarding one issue in second language learning and teaching. Full details available on iLearn.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- 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
- Discuss the major issues involved in developing second language courses and units of work

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

Week	Unit
beginning	
Week 1 Aug 3rd	Introducing second language learning

Week 2 Aug 10th	Learning language in the classroom
Week 3 Aug 17th	Communicative language teaching
Week 4 Aug 24th	Teaching the skills: reading and listening
Week 5 Aug 31 st	Teaching the skills: writing and speaking
Week 6 Sept 7th	Teaching grammar
Week 7 Sept 14th	Teaching vocabulary
	Mid-Semester Break 19 th Sept – 2 nd Oct
Week 8 Oct 5th	Individual factors and strategies in language learning
Week 9 Oct 12th	ICT, social media & language teaching
Week 10 Oct 19th	Culture and language teaching
Week 11 Oct 26th	Course design
Week 12 Nov 2nd	Assessment in language teaching
Week 13 Nov 9th	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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 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)
- 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

Assessment tasks

- Summary
- Poster

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 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

Assessment tasks

- Unit Analysis
- Essay

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Identify the assumptions regarding language learning which inform language teaching materials
- Relate research findings to effective language teaching approaches and techniques
- 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

Assessment task

- Unit Analysis

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

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)
- 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

Assessment tasks

- Summary
- Unit Analysis
- Essay
- Poster

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

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)
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
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- Discuss the major issues involved in developing second language courses and units of work

Assessment tasks

- Summary
- Unit Analysis
- Essay
- Poster

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 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

Assessment tasks

- Unit Analysis
- Poster

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 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)
- 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

Assessment tasks

- Summary
- Unit Analysis
- Essay
- Poster

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

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

Assessment tasks

- Essay
- Poster

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

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

Assessment tasks

- Essay
- Poster