



# APPL920

## Linguistics and Language Teaching

S2 External 2016

*Dept of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

Philip Chappell

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Contact via 9603

C5A513

By appointment

Margaret Wood

[margaret.wood@mq.edu.au](mailto:margaret.wood@mq.edu.au)

Credit points

4

Prerequisites

Admission to PGCertTESOL or GradCertTESOL or MAppLingTESOL or  
MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description

This unit introduces a model of language useful for language teaching contexts in which learners are faced with a variety of language demands. It explores the social and cultural underpinnings of language, introducing key concepts such as: the relations between text and context, language in context, text structure, the multi-functionality of language, clause-level and text-level grammar, spoken and written English, phonology and graphology. There is a strong emphasis on applying these concepts to second and foreign language teaching and learning.

## 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:

- build the foundation knowledge of linguistics required for language teaching
- develop knowledge of the phonology and graphology of English

- develop knowledge of the relationships between language, text and context
- recognise and differentiate a range of text types and their features
- develop knowledge of the units of grammar of English and the relationship between grammar and vocabulary
- plan strategies to present grammar and engage learners in understanding its communicative significance
- recognise and understand the differences between spoken and written language
- develop knowledge of the discourse features of English

## General Assessment Information

All assessment tasks are submitted online and returned with feedback online, via iLearn. There is a lateness policy that is outlined in full on iLearn. Generally speaking, requests for extensions are not granted unless a valid reason is provided in a request to the Lecturer in advance of the due date.

## Assessment Tasks

Name	Weighting	Due
<u>Language diary</u>	20%	Week 4
<u>Analysing text-level features</u>	35%	Week 9
<u>Analysing learner text</u>	45%	Week 13

### Language diary

Due: **Week 4**

Weighting: **20%**

Language diary

On successful completion you will be able to:

- build the foundation knowledge of linguistics required for language teaching
- develop knowledge of the relationships between language, text and context
- recognise and differentiate a range of text types and their features

### Analysing text-level features

Due: **Week 9**

Weighting: **35%**

Analysing text-level features

On successful completion you will be able to:

- build the foundation knowledge of linguistics required for language teaching
- develop knowledge of the relationships between language, text and context

## Analysing learner text

Due: **Week 13**

Weighting: **45%**

Analysing learner text

On successful completion you will be able to:

- build the foundation knowledge of linguistics required for language teaching
- develop knowledge of the phonology and graphology of English
- develop knowledge of the relationships between language, text and context
- develop knowledge of the units of grammar of English and the relationship between grammar and vocabulary
- plan strategies to present grammar and engage learners in understanding its communicative significance
- recognise and understand the differences between spoken and written language
- develop knowledge of the discourse features of English

## Delivery and Resources

Unit delivered online iLearn (external students) and 3-hour, weekly face-to-face seminars on campus (internal students).

## 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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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/](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](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](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/)

## 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](http://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](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://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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

### 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 outcome

- recognise and differentiate a range of text types and their features

#### Assessment task

- Analysing learner text

### 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

- build the foundation knowledge of linguistics required for language teaching
- develop knowledge of the phonology and graphology of English
- develop knowledge of the relationships between language, text and context
- recognise and differentiate a range of text types and their features
- develop knowledge of the units of grammar of English and the relationship between grammar and vocabulary
- recognise and understand the differences between spoken and written language
- develop knowledge of the discourse features of English

#### Assessment tasks

- Analysing text-level features
- Analysing learner text

### 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**

- • develop knowledge of the relationships between language, text and context
- • recognise and differentiate a range of text types and their features
- • develop knowledge of the units of grammar of English and the relationship between grammar and vocabulary
- • recognise and understand the differences between spoken and written language
- • develop knowledge of the discourse features of English

## **Assessment tasks**

- Analysing text-level features
- Analysing learner text

## **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**

- • develop knowledge of the relationships between language, text and context
- • recognise and differentiate a range of text types and their features
- • plan strategies to present grammar and engage learners in understanding its communicative significance
- • develop knowledge of the discourse features of English

## **Assessment tasks**

- Language diary
- Analysing text-level features
- Analysing learner text

## **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**

- • develop knowledge of the relationships between language, text and context
- • recognise and differentiate a range of text types and their features
- • develop knowledge of the units of grammar of English and the relationship between grammar and vocabulary
- • plan strategies to present grammar and engage learners in understanding its communicative significance
- • recognise and understand the differences between spoken and written language
- • develop knowledge of the discourse features of English

## **Assessment tasks**

- Language diary
- Analysing text-level features
- Analysing learner text

## **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**

- • plan strategies to present grammar and engage learners in understanding its communicative significance

## **Assessment task**

- Analysing learner text