LING325

Second Language Teaching and Learning

S2 Day 2018

Dept of Linguistics

Contents

General Information

Unit convenor and teaching staff
Unit convenor
Loy Lising
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By appointment

iLearn convenor
Margaret Wood
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Credit points
3

Prerequisites
39cp at 100 level or above 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

How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via ASK.mq.edu.au. Suitable supporting documentation may be required to process your request.

Late Assignment Submission

- Late submissions without approved extension will receive a penalty of 5% per day of the total mark available for the assignment.

- Work without approved extension that is submitted after other students have received feedback will **not** be marked.

- For more information on Special Consideration, see the university website

https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

Assessment Tasks

Name	Weighting	Hurdle	Due
Summary	10%	No	Friday, August 17th, 5.00pm
Unit Analysis	40%	No	Friday, September 14th, 5.00pm
Essay	40%	No	Friday, November 2nd, 5.00pm
Poster	10%	No	Thursday, November 1st & 8th

Summary

Due: **Friday, August 17th, 5.00pm**
Weighting: **10%**

Write a short summary (750 words) of the theories on second language learning based on the assigned reading. 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 14th, 5.00pm**
Weighting: **40%**

Evaluate a chapter or unit taken from a second language teaching textbook in the light of research on language learning (2000 words). Full details are 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 2nd, 5.00pm**

Weighting: **40%**

Write an essay (2000 words) on one aspect of second language learning and/or teaching. Full list of available topics is 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: **Thursday, November 1st & 8th**
Weighting: **10%**

Present a poster on your (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

Seminar Time:

Thursdays 10.00 - 12.00

Room:

209 **I** 17 Wally's Walk

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.
- PowerPoint presentations and worksheets will be posted on iLearn on a 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 the seminar-workshops. If you cannot do this, please discuss it with the unit convenor. Attendance will be taken in seminars.

Prescribed text:

There is no prescribed textbook 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

Weeks	Seminar Topic
1	Introducing second language learning
2	Learning language in the classroom
3	Communicative language teaching
4	Teaching the skills: reading and listening
5	Teaching the skills: writing and speaking
6	Teaching grammar & vocabulary
7	Individual factors & strategies in language learning
8	ICT, social media & language teaching
9	Culture & language teaching
10	Course design
11	Assessment in language teaching
12	Poster presentation
13	Poster presentation

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 (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy

- Academic Integrity Policy

- Academic Progression Policy

- Assessment Policy

- Fitness to Practice Procedure

- Grade Appeal Policy

- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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
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- 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)
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- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
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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

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)
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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
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- 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

Changes from Previous Offering

The previous offering ran for three hours. The current unit is scheduled for two hours.