APPL920

Linguistics and Language Teaching

S2 Day 2018

Dept of Linguistics

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General Information

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Credit points
4

Prerequisites
Admission to PGCertTESOL or GradCertTESOL or MAppLingTESOL or MTransInterMAppLingTESOL or MAppLing

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	Hurdle	Due
Language diary	20%	No	Week 4
Analysing text-level features	35%	No	Week 9
Analysing learner text	45%	No	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 (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.

Assignment submission and requests for extensions

Requesting an extension to assignment due date

Extensions are only given in special circumstances, by the unit coordinator either by email before the due date, or by completing the Special Consideration request at ask.mq.edu.au. For more information on Special Consideration, see https://students.mq.edu.au/study/my-study-program/special-consideration

Late submission of assignments

If assignments are submitted after the due date without an approved extension, they are deemed late. Late submissions will receive a 5% per day penalty and will not be marked if more than 2 weeks late.

All assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor. Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

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

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