



# LING725

## Advanced Topics in Second Language Teaching and Learning

S2 Day 2018

*Dept of Linguistics*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	7
<u>Learning and Teaching Activities</u>	7
<u>Policies and Procedures</u>	7
<u>Graduate Capabilities</u>	9

#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit convenor

Loy Lising

[loy.lising@mq.edu.au](mailto:loy.lising@mq.edu.au)

Contact via Email

562 I 12SW

By appointment

iLearn convenor

Margaret Wood

[Margaret.Wood@mq.edu.au](mailto:Margaret.Wood@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

## General Assessment Information

- **How to apply for a late submission of an assignment**

All requests for special consideration, including extensions, must be submitted via [AS K.mq.edu.au](mailto:AS.K.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
<a href="#">Literature Review</a>	20%	No	Friday, August 24th, 5.00pm
<a href="#">Unit Analysis</a>	40%	No	Friday, September 14th, 5.00pm

Name	Weighting	Hurdle	Due
Essay	40%	No	Friday, November 2nd, 5.00pm

## Literature Review

Due: **Friday, August 24th, 5.00pm**

Weighting: **20%**

Write a review of literature ( 1500) on the changes to the approaches to second language teaching and learning since the 1980s.

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 language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
- Discuss the major issues involved in developing second language courses and units of work

## 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 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 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

## Essay

Due: **Friday, November 2nd, 5.00pm**

Weighting: **40%**

Write an essay (2500 words) 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:

- 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)
- 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

## 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. (3<sup>rd</sup> 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*, (4<sup>th</sup> 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	Introducing second language learning
Week 2	Learning language in the classroom
Week 3	Communicative language teaching
Week 4	Teaching the skills: reading and listening
Week 5	Teaching the skills: writing and speaking
Week 6	Teaching grammar & vocabulary
Week 7	Individual factors and strategies in language learning
Week 8	ICT, social media & language teaching
Week 9	Culture and language teaching
Week 10	Course design
Week 11	Assessment in language teaching
Week 12	Poster presentations
Week 13	Poster presentations

## Learning and Teaching Activities

### Discussions

Group and pair work

### Assignment

Complete all 3 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-centr) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr>

al). 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) (<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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](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 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**

- Literature Review
- Unit Analysis
- Essay

## **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**

- 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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- 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**

- Literature Review
- Unit Analysis
- Essay

## **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
- 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**

- Literature Review
- Unit Analysis
- Essay

## **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**

- 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**

- Literature Review
- Unit Analysis
- Essay

## **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**

- 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
- 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**

- Literature Review
- Unit Analysis
- Essay

## **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**

- 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**

- Literature Review
- Unit Analysis
- Essay