



LING325

Second Language Teaching and Learning

S2 Day 2019

Dept of Linguistics

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Disclaimer

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General Information

Unit convenor and teaching staff

Lecturer and Unit convenor

Dr Loy Lising

loy.lising@mq.edu.au

Contact via Email

By appointment

Administrator

Margaret Wood

Margaret.Wood@mq.edu.au

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. 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; social and linguistic issues in second language acquisition; 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 teaching and learning.
- 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.

General Assessment Information

How to apply for a late submission of an assignment

- Late submissions without approved extension will receive a penalty of 3% of the total mark available for the assessment task per day including weekends.
- Work without approved extension that is submitted after marked assessment tasks have been released will **not** be marked at all and will automatically be assigned a grade of 0.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.
- For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/special-consideration>
- If a student fails the unit due to non-submission of an assignment or non-attendance at an exam, an FA grade will be applied in accordance with the University's Assessment Policy.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|---------------------------------------|
| <u>Summary</u> | 10% | No | Week 4 [In-class] |
| <u>Unit Analysis</u> | 40% | No | Week 9 [Monday, October 7, 5.00pm] |
| <u>Poster Presentation</u> | 10% | No | Weeks 11 & 12 [In-class] |
| <u>Argumentative essay</u> | 40% | No | Week 13 [Sunday, November 10, 5.00pm] |

Summary

Due: **Week 4 [In-class]**

Weighting: **10%**

Write a short summary (750 words) of the theories on second language learning based on the assigned reading and relate these theories to your own second language learning experiences. This is an in-class activity and a question which you will respond to will be provided in class. You will be asked to read the relevant reading beforehand and will be allowed to have this with you for this assessment.

More details are provided in iLearn and will be discussed in Week 1.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language teaching and learning.
- Relate research findings to effective language teaching approaches and techniques.

Unit Analysis

Due: **Week 9 [Monday, October 7, 5.00pm]**

Weighting: **40%**

Evaluate a lesson/module taken from a second language teaching textbook in light of second language teaching theories and approaches discussed in class. If the lesson is in a language other than English, it is your responsibility to provide a section-by-section translation and description. This task is associated with an in-class activity, the output of which needs to be appended to the final submission. **Submitted work missing this Appendix will be deemed incomplete, will not be marked and will attract a grade of 0.**

More details are provided in iLearn and will be discussed in Week 1.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language teaching and learning.
- 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 a range of assessment types and select the appropriate type of assessment for a particular function.

Poster Presentation

Due: **Weeks 11 & 12 [In-class]**

Weighting: **10%**

Present your (changing) views regarding one issue in second language learning and teaching in class in either Week 11 or 12. Your presentation should reflect the theories and concepts learned in class which have underpinned the shift in your beliefs. **No notes are allowed for this presentation.**

More details are provided in iLearn and will be discussed in Week 1.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language teaching and learning.
- 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.
- Describe a range of assessment types and select the appropriate type of assessment for a particular function.

Argumentative essay

Due: **Week 13 [Sunday, November 10, 5.00pm]**

Weighting: **40%**

Write an argumentative essay (2000 words) on one aspect of second language learning and/or teaching. In one of the seminars, you will be asked to respond to a particular issue in second language teaching and learning. This in-class activity will serve as your draft for this assessment and must be submitted together with your final essay. **Without the in-class draft, your assessment will be deemed incomplete, will not be marked and will attract a grade of 0.**

More details are provided in iLearn and will be discussed in Week 1.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language teaching and learning.
- 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.

Delivery and Resources

The class is run as a **seminar-workshop**. This means that there will be class activities specifically designed to help you towards your assessment. You are expected to attend 80% of the seminar-workshops. **If you are unable to comply with this, please do not enrol in the unit.**

Schedule & location:

Tuesdays 3.00 - 5.00; 229 I 12 Second Way

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.

Prescribed materials:

There is no prescribed textbook for this unit. Instead, there is **1 mandatory reading** for each week and additional recommended texts. **You will discuss the mandatory reading in your group in class.**

The list of readings for each week is available in 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 teaching and learning |
| 2 | Theories of second language teaching & learning |
| 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 | Culture & language teaching |
| 9 | Course design |
| 10 | Assessment in language teaching |
| 11 | Poster presentation |
| 12 | Poster presentation |

| Weeks | Seminar Topic |
|-------|---------------|
| 13 | Reading Week |

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>

dents.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

If you are a Global MBA student contact globalmba.support@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 teaching and learning.
- 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 Presentation

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.

Assessment tasks

- Unit Analysis
- Argumentative 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.

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 teaching and learning.
- 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.

Assessment tasks

- Summary
- Unit Analysis
- Poster Presentation
- Argumentative essay

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 teaching and learning.
- 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.

Assessment tasks

- Summary
- Unit Analysis

- Poster Presentation
- Argumentative essay

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 Presentation

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 teaching and learning.
- 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
- Poster Presentation
- Argumentative essay

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

- Poster Presentation
- Argumentative essay

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

- Poster Presentation
- Argumentative essay