



LING725

Advanced Topics in Second Language Teaching and Learning

S2 Day 2019

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Lecture and Unit convenor

Dr Loy Lising

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Contact via Email

By appointment

Administrator

Margaret Wood

Margaret.Wood@mq.edu.au

Contact via Email

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

- 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
Literature Review	20%	No	Week 5
Unit Analysis	40%	No	Week 8

Name	Weighting	Hurdle	Due
Essay	40%	No	Week 13

Literature Review

Due: **Week 5**

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: **Week 8**

Weighting: **40%**

Evaluate a lesson/module (2000) 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 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
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Essay

Due: **Week 13**

Weighting: **40%**

Write an argumentative essay (2500 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 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
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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 and Location:

Tuesdays 3.00 - 5.00; 229 I 12 Second Way

iLearn:

- The iLearn site for LING725 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 text:

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

Week beginning	Unit
Week 1	Introducing second language teaching & learning
Week 2	Theories of second language teaching & learning
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	Culture and language teaching
Week 9	Course design
Week 10	Assessment in language teaching
Week 11	Poster presentations
Week 12	Poster presentations
Week 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](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 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://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

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

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
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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 - 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)
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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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- 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 - 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
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Assessment tasks

- Literature Review
- Unit Analysis
- Essay