APPL8200

Linguistics and Language Teaching

Session 2, Fully online/virtual 2020

Department of Linguistics

Contents

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and ot her small group learning activities on campus for the second half-year, while keeping an online ver sion available for those students unable to return or those who choose to continue their studies onli ne.

To check the availability of face-to-face and onlin e activities for your unit, please go to timetable vi ewer. To check detailed information on unit asses sments visit your unit's iLearn space or consult yo ur unit convenor.

General Information

Unit convenor and teaching staff
Philip Chappell
philip.chappell@mq.edu.au

Margaret Wood
margaret.wood@mq.edu.au

Credit points
10

Prerequisites
Admission to 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:

> **ULO1:** Apply the foundation knowledge of linguistics for language teaching to analyse
> English language learners' language performance.
>
> **ULO2:** Demonstrate knowledge of the phonology and graphology of English by applying
> it to English language learning and teaching programs.
>
> **ULO3:** Recognise and differentiate a range of text types and their linguistic features

through systematic analyses of authentic texts from a range of everyday and English language learning texts.

ULO4: Demonstrate knowledge of the units of grammar of English and the relationship between grammar and vocabulary through a range of text analyses.

ULO5: Recognise and understand the differences between spoken and written language to build students' awareness of appropriate language use in different contexts across different modes of communication.

Assessment Tasks

Name	Weighting	Hurdle	Due
Language diary	20%	No	Week 4
Analysing text-level features	35%	No	Week 8
Analysing a learner text	45%	No	Week 13

Language diary

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 20 hours
Due: **Week 4**
Weighting: **20%**

The purpose of this task is: • to consider the relationship between language and the social contexts in which it is used, • to start to identify the kinds of language features that are used in a short, written text and to consider how these relate to the social context and purpose of the text. Length: 2 pages (using a pro forma supplied)

On successful completion you will be able to:

- Apply the foundation knowledge of linguistics for language teaching to analyse English language learners' language performance.
- Recognise and differentiate a range of text types and their linguistic features through systematic analyses of authentic texts from a range of everyday and English language learning texts.
- Demonstrate knowledge of the units of grammar of English and the relationship between grammar and vocabulary through a range of text analyses.
- Recognise and understand the differences between spoken and written language to build students' awareness of appropriate language use in different contexts across different modes of communication.

Analysing text-level features

Assessment Type [1]: Qualitative analysis task
Indicative Time on Task [2]: 40 hours
Due: **Week 8**
Weighting: **35%**

For this task, you will analyse two texts for their overall social purpose, their rhetorical staging, the genre and text types, as well as the language used to realise Field and Tenor. This task requires you to use the grammar that has been covered in Topics 6, 7 and 8. The first text is the transcript of a dialogue taken from a course book from AMES. For this text, identify the main "chunk" that constitutes a spoken genre. The second text is a letter from a school principal to parents. Length: 4-5 pages using a proforma table supplied)

On successful completion you will be able to:
- Apply the foundation knowledge of linguistics for language teaching to analyse English language learners' language performance.
- Recognise and differentiate a range of text types and their linguistic features through systematic analyses of authentic texts from a range of everyday and English language learning texts.
- Demonstrate knowledge of the units of grammar of English and the relationship between grammar and vocabulary through a range of text analyses.
- Recognise and understand the differences between spoken and written language to build students' awareness of appropriate language use in different contexts across different modes of communication.

Analysing a learner text

Assessment Type [1]: Report
Indicative Time on Task [2]: 40 hours
Due: **Week 13**
Weighting: **45%**

This final task requires you to analyse in more detail the linguistic features of a text in relation to its social context and purpose, and then consider what areas of language would best be focused on for this learner. For this task you will analyse a learner text written by a language student in the classroom. Chose ONE text to analyse. One is a younger learner (primary school age) and one is an adult learner (adult migrant). Length: 2,000 words

On successful completion you will be able to:
- Apply the foundation knowledge of linguistics for language teaching to analyse English language learners' language performance.

- Demonstrate knowledge of the phonology and graphology of English by applying it to English language learning and teaching programs.
- Recognise and differentiate a range of text types and their linguistic features through systematic analyses of authentic texts from a range of everyday and English language learning texts.
- Demonstrate knowledge of the units of grammar of English and the relationship between grammar and vocabulary through a range of text analyses.
- Recognise and understand the differences between spoken and written language to build students' awareness of appropriate language use in different contexts across different modes of communication.

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Delivery is by asynchronous weekly online tasks and activities.

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.)*

Students seeking more policy resources can visit the Student Policy Gateway (https://students.m

q.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 s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p olicy-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

All assessment tasks must be attempted in order to pass the unit.

Requesting an extension to assignment due date

Extensions are only given in special circumstances, by the unit coordinator or the lecturer, either by email before the due date, or by completing a special consideration request. For more information on special consideration, see https://students.mq.edu.au/study/my-study-program/sp ecial-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://stu dents.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops

- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.