



LING3385

Second Language Teaching and Learning

Session 2, Special circumstance 2020

Department of Linguistics

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Disclaimer

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Loy Lising

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Margaret Wood

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Credit points

10

Prerequisites

50cp at 2000 level or above including 10cp from LING units at 2000 level

Corequisites

Co-badged status

Unit description

This unit is intended as a general introduction to the sociolinguistics of second language teaching and learning. It focuses on contemporary social and pedagogical issues of second language teaching and learning in a linguistically-diverse world. In this unit, you will explore sociolinguistic themes on teaching and learning English as a second language. Learning activities will include expert lectures, online activities and interactive tutorials. Through this unit, you will gain insights on second language teaching as a professional practice.

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

ULO2: Identify the assumptions that underpin second language teaching and learning in a linguistically-diverse world.

ULO3: Analyse sociolinguistic issues that impact on English language teaching and learning across the four macro skills: reading, writing, speaking and listening.

ULO4: Relate research findings to effective language teaching approaches and

techniques.

ULO5: Describe and evaluate the effect of a range of individual and contextual factors on language learning.

General Assessment Information

How to apply for an extension for a late submission of an assignment

- Late submission without approved extension will receive a penalty of 3% of the total mark available 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 receive a grade of 0.
- Extensions will only be given in special circumstances and can be requested by completing the Special Consideration application at ask.mq.edu.au and by providing the requisite supporting documentation. For more details, visit <https://students.mq.edu.au/study/my-study-program/special-consideration#:~:text=Click%20'Special%20Consideration'%20on%20the,a%20medical%20certificate%2C%20or>
- 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.
- If a student fails the unit due to non-submission of an assignment, an FA grade will be applied in accordance with the University's Assessment Policy.

Assessment Tasks

Name	Weighting	Hurdle	Due
Critique on Blog Posts	20%	No	Weeks 3 & 6
Critical summary of theories	20%	No	Week 8
PowerPoint Presentation	20%	No	Weeks 11 & 12
A sociolinguistic review on English language teaching & learning	40%	No	Week 13

Critique on Blog Posts

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 10 hours

Due: **Weeks 3 & 6**

Weighting: **20%**

Students are expected to review a number of sociolinguistic blog posts related to English language teaching and learning and engage with the chosen blog posts by writing a critical response.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching.
- Identify the assumptions that underpin second language teaching and learning in a linguistically-diverse world.
- Analyse sociolinguistic issues that impact on English language teaching and learning across the four macro 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.

Critical summary of theories

Assessment Type ¹: Summary

Indicative Time on Task ²: 10 hours

Due: **Week 8**

Weighting: **20%**

Students are to write a 1000 word critical summary of the theories on second language learning based on an assigned reading and relate these theories to their own second language learning experiences.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching.
- Identify the assumptions that underpin second language teaching and learning in a linguistically-diverse world.
- Analyse sociolinguistic issues that impact on English language teaching and learning across the four macro 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.

PowerPoint Presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 10 hours

Due: **Weeks 11 & 12**

Weighting: **20%**

Students have to present their (changing) views regarding one issue in second language learning and teaching in class in either Week 11 or 12. The presentation should reflect the theories and concepts learned in class which have underpinned the shift (or not) in their beliefs.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching.
- Identify the assumptions that underpin second language teaching and learning in a linguistically-diverse world.
- Analyse sociolinguistic issues that impact on English language teaching and learning across the four macro 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.

A sociolinguistic review on English language teaching & learning

Assessment Type ¹: Literature review

Indicative Time on Task ²: 29 hours

Due: **Week 13**

Weighting: **40%**

Students are expected to do a literature review on a specific sociolinguistic topic related to English language teaching and learning. Through the literature review, they are expected to show evidence of nuanced understanding of contemporary empirical research in the area.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching.
- Identify the assumptions that underpin second language teaching and learning in a

linguistically-diverse world.

- Analyse sociolinguistic issues that impact on English language teaching and learning across the four macro 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.
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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

The class is run as a seminar. This means that there will be class activities especially designed to help you explore and understand concepts raised in class and to help you prepare for your assessments.

Schedule (Fridays, 2.00-4.00)

iLearn

- Full details of the readings lists and assessment tasks are available in Leganto on the iLearn site. You are expected to consult these prior to every weekly session and before commencing an assessment task.
- Resources for this unit are set-up with specific restrictions to ensure access is in a logical manner.

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.*)

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 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.