APPL8200
Linguistics and Language Teaching
Session 2, Weekday attendance, North Ryde 2021

Department of Linguistics

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.
General Information

Unit convenor and teaching staff
Philip Chappell
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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://students.mq.edu.au/important-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 spoken and written English by applying this knowledge to English language learners' written texts.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language diary</td>
<td>20%</td>
<td>No</td>
<td>End week 4</td>
</tr>
<tr>
<td>Analysing text-level features</td>
<td>35%</td>
<td>No</td>
<td>End week 9</td>
</tr>
<tr>
<td>Analysing a learner text</td>
<td>45%</td>
<td>Yes</td>
<td>End week 13</td>
</tr>
</tbody>
</table>

**Language diary**

Assessment Type 1: Case study/analysis  
Indicative Time on Task 2: 10 hours  
Due: End 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
- 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**: 35 hours  
**Due**: End week 9  
**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. For this text, identify the main “chunk” that constitutes a spoken genre. The second text is a written one. 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**: 40 hours  
**Due**: End week 13  
**Weighting**: 45%

*This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)*
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 written by a younger learner (primary school age) and one by 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 spoken and written English by applying this knowledge to English language learners’ written texts.
• 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.

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 Learning Skills Unit 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 unit is delivered face-to-face for internal students, with one weekly seminar. See timetable s.mq.edu.au for more information. All resources are online apart from the required and recommended text books, which need to be bought. For external students, seminars are recorded and there are weekly learning tasks including online forum discussions to be carried out.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m...
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). 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).

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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 submitted in order to be eligible to pass this unit.**

**Requesting an extension to assignment due date**

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see https://students.mq.edu.au/study/my-study-program/special-consideration

**Late submission of assignments**

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or
more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

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 Enquiry Service
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

Equity 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.

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.