



# LING3385

## Second Language Teaching and Learning

Session 1, Special circumstances 2021

*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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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

Lecturer and Unit convenor

Loy Lising

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Lecturer

Hanna Torsh

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Administrator

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By email

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.

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

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

**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 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 0.
- Extensions will only be given in special circumstances and can be requested by completing the Special Consideration application @ ask.mq.edu.au and by providing the requisite supporting documentation. For more details, please review the policy [here](#).
- Extensions that will result in submission 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.
- Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.
- If a student fails the unit due to non-submission of an assessment task, an FA grade will be applied in accordance with the University's Assessment Policy.

Unit convenors have the discretion to determine whether or not students should fail a unit on the basis of lateness penalties alone if other learning outcomes of the unit have been met.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Critique on Blog Posts</a>	20%	No	Week 2 & Week 10 (Sunday @ 11.59)
<a href="#">Quizzes on key concepts</a>	35%	No	Weeks 4, 8, & 12

Name	Weighting	Hurdle	Due
<a href="#">PowerPoint Presentation</a>	15%	No	Week 11 & 12
<a href="#">A sociolinguistic review on English language teaching &amp; learning</a>	30%	No	Week 14

## Critique on Blog Posts

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Week 2 & Week 10 (Sunday @ 11.59)**

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.
- Analyse sociolinguistic issues that impact on English language teaching and learning across the four macro skills: reading, writing, speaking and listening.
- Identify the assumptions that underpin second language teaching and learning in a linguistically-diverse world.
- 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.

## Quizzes on key concepts

Assessment Type <sup>1</sup>: Quiz/Test

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **Weeks 4, 8, & 12**

Weighting: **35%**

Students will sit up to four quizzes scheduled throughout the semester. These quizzes are intended to help students focus on important key concepts in second language teaching and learning.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching.
- Analyse sociolinguistic issues that impact on English language teaching and learning across the four macro skills: reading, writing, speaking and listening.
- Identify the assumptions that underpin second language teaching and learning in a linguistically-diverse world.
- 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 <sup>1</sup>: Presentation

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Week 11 & 12**

Weighting: **15%**

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.
- Analyse sociolinguistic issues that impact on English language teaching and learning across the four macro skills: reading, writing, speaking and listening.
- Identify the assumptions that underpin second language teaching and learning in a linguistically-diverse world.
- 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 <sup>1</sup>: Literature review

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 14**

Weighting: **30%**

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.
- Analyse sociolinguistic issues that impact on English language teaching and learning across the four macro skills: reading, writing, speaking and listening.
- Identify the assumptions that underpin second language teaching and learning in a linguistically-diverse world.
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<sup>1</sup> 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.

<sup>2</sup> 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

### SEMINAR SCHEDULE

The unit is taught in 13 weeks x 2 hours seminars.

The seminars are on **Tuesdays** from **1.00 to 3.00** in the afternoon at **25 Wally's Walk Room A207**.

Special Circumstances are applied to this unit due to the COVID-19 pandemic, which means you are welcome to attend this unit remotely until such time this arrangement changes.

Prior to the schedule seminar meeting, students are expected to have read the assigned chapter and/or journal article and have done the pre-seminar activities.

#### iLearn

Full details of the reading list and the assessment tasks are available in the unit's iLearn site.

You are expected to familiarise yourself with the site and access the resources available to you

for this unit.

There are 2 folders, in particular, that you need to regularly access: **Weekly Plan** and **Assessment Tasks**.

## READINGS

There is a set textbook and assigned journal article readings for this unit, which are available in Leganto.

Murray, D. and Christison, M. (2019). *What English Language Teachers Need to Know* (Volume 1, 2<sup>nd</sup> Edition). New York: Routledge.

In addition, there is also an additional reading material for some of the weeks. **It is important that you read the assigned chapter and the additional reading for each week.** Weekly seminar discussions and quizzes will be drawn from these readings.

## Unit Schedule

The unit covers three main components: the **learner**, the **language**, and the theories to **learning**. The 13 weeks in S1 are organised so that by the end of the semester you would have a fundamental understanding of the three main components of this unit and the sociolinguistic factors that impact on them.

Week 1	Introduces you to the unit and the assessment tasks
Weeks 2 & 3	Introduce you to the <b>learner</b>
Weeks 4 to 6	Introduce you to the <b>language</b>
Weeks 7 to 10	Introduce you to the <b>theories of learning</b>
Weeks 11 & 12	Give you an opportunity to speak on your <b>learning beliefs</b>
Weeks 13	Allows us to discuss practical considerations in the SLT&L profession

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.s.mq.edu.au\)](https://policies.s.mq.edu.au). 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](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](http://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](http://ask.mq.edu.au)



If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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.