



LING3385

Second Language Teaching and Learning

Session 1, In person-scheduled-weekday, North Ryde 2022

Department of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	6

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Loy Lising

loy.lising@mq.edu.au

Maria Herke

maria.herke@mq.edu.au

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

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Quizzes on key concepts</u>	35%	No	Weeks 2, 4, 6 & 10
<u>Critique on Blog Posts</u>	20%	No	Weeks 5 & 8
<u>PowerPoint Presentation</u>	15%	No	Week 11
<u>A sociolinguistic review on English language teaching & learning</u>	30%	No	Week 13

Quizzes on key concepts

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 25 hours

Due: **Weeks 2, 4, 6 & 10**

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.
- 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.

Critique on Blog Posts

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 15 hours

Due: **Weeks 5 & 8**

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.

PowerPoint Presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 10 hours

Due: **Week 11**

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.
- 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: 20 hours

Due: **Week 13**

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.
- 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.

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

There is no set textbook for this unit. There is a collection of a book chapter, a journal article, and a blog post for each week of the semester. It is essential that you frequently and regularly log on to iLearn to peruse the resources there.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.mq.edu.au) (<https://policies.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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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 or if you are a Global MBA

student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.