



# LING3385

## Second Language Teaching and Learning

Session 1, In person-scheduled-weekday, North Ryde 2023

*Department of Linguistics*

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## General Information

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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:

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

**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.

**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
<a href="#">Quizzes on key concepts</a>	35%	No	Sunday Weeks 2, 4, 6 and 10
<a href="#">Critique on Blog Posts</a>	20%	No	Weeks 5 and 8
<a href="#">PowerPoint Presentation</a>	15%	No	Week 11
<a href="#">A sociolinguistic review on English language teaching &amp; learning</a>	30%	No	Week 13

### Quizzes on key concepts

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

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

Due: **Sunday Weeks 2, 4, 6 and 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:

- Identify the assumptions that underpin second language teaching and learning in a linguistically-diverse world.
- 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.
- 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 <sup>1</sup>: Reflective Writing

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

Due: **Weeks 5 and 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:

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

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:

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

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

<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

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including readings, videos and lectures. Details can be found on the iLearn site for this unit.

### Recommended Readings

This unit has a required textbook which is available (e-book) from the library:

Murray, & Christison, M. (2019). *What English Language Teachers Need to Know Volume I: Understanding Learning* (1st ed.). Routledge. <https://doi.org/10.4324/9781351139847>

Other recommended readings can be found through the Leganto link on the unit iLearn page.

### Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

## 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## 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/](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.

## Inclusion and diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this



unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.