



# APPL8250

## Second Language Acquisition

Session 2, Online-flexible 2024

*Department of Linguistics*

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## General Information

Unit convenor and teaching staff

Peter Roger

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Philip Chappell

[philip.chappell@mq.edu.au](mailto:philip.chappell@mq.edu.au)

Credit points

10

Prerequisites

Admission to GradCert TESOL or MAppLingTESOL or MTransInterMAppLingTESOL or MEd

Corequisites

Co-badged status

Unit description

This unit explores a variety of approaches to the study of second and foreign language acquisition in both instructed and naturalistic settings. The unit focuses on the range of factors that influence the learning/acquisition of a second language, as well as ways of studying the characteristics of learner language. Throughout the unit, participants are encouraged to reflect on the relevance of second language acquisition research to their own experiences as both language learners and professionals working in educational contexts or other language-related areas.

## 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:** Explain key factors that can influence the process of second and foreign language acquisition in different learning contexts around the world, and at different stages of the human lifespan

**ULO2:** Analyse written and spoken learner language from a range of perspectives (including morphosyntax, lexis, phonology and pragmatics) in order to understand developmental patterns in second language acquisition

**ULO3:** Communicate to a professional audience knowledge of current research findings in one or more domains of individual difference in second language acquisition

**ULO4:** Apply knowledge of second language acquisition research to personally and professionally relevant language learning contexts

## 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.

### Use of Generative AI

Please refer to instructions from your lecturer on the use and acknowledgement of use of Generative AI in your submitted assignments.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Online key concepts quiz</a>	20%	Yes	Fri 23 Aug - Sat 24 Aug 2024
<a href="#">Critical review</a>	30%	Yes	2024-10-02
<a href="#">Making second language acquisition research accessible</a>	50%	No	2024-11-04

### Online key concepts quiz

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

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

Due: **Fri 23 Aug - Sat 24 Aug 2024**

Weighting: **20%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

This quiz consists of multiple choice and short answer questions that students complete online.

On successful completion you will be able to:

- Explain key factors that can influence the process of second and foreign language acquisition in different learning contexts around the world, and at different stages of the human lifespan
- Analyse written and spoken learner language from a range of perspectives (including morphosyntax, lexis, phonology and pragmatics) in order to understand developmental patterns in second language acquisition

## Critical review

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

Indicative Time on Task <sup>2</sup>: 28 hours

Due: **2024-10-02**

Weighting: **30%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Students will write a guided critical commentary on two scholarly journal articles in the field of second language acquisition.

On successful completion you will be able to:

- Explain key factors that can influence the process of second and foreign language acquisition in different learning contexts around the world, and at different stages of the human lifespan
- Communicate to a professional audience knowledge of current research findings in one or more domains of individual difference in second language acquisition
- Apply knowledge of second language acquisition research to personally and professionally relevant language learning contexts

## Making second language acquisition research accessible

Assessment Type <sup>1</sup>: Media presentation

Indicative Time on Task <sup>2</sup>: 32 hours

Due: **2024-11-04**

Weighting: **50%**

Students will research, script and record an informative multimedia presentation on an area of second language acquisition research.

On successful completion you will be able to:

- Explain key factors that can influence the process of second and foreign language acquisition in different learning contexts around the world, and at different stages of the human lifespan
- Communicate to a professional audience knowledge of current research findings in one or more domains of individual difference in second language acquisition
- Apply knowledge of second language acquisition research to personally and professionally relevant language learning contexts

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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

APPL8250 is delivered through a weekly two-hour lecture-seminar on campus. These lectures will also be offered simultaneously on Zoom, and will be recorded.

***It is essential to attend the weekly classes OR engage with the class recording each week.*** If you are enrolled as an internal (on campus) student, please ensure that you are attending the class regularly. If you are unwell or unable to get to the campus in a particular week, please let the unit convenor know by e-mail and join the class on Zoom if you are in a position to do so.

In most weeks, students will be asked to complete some reading to accompany the topics that we are studying. ***It is important that you complete all the readings for the first four weeks of the unit before the online quiz.*** Details of weekly reading and links to the relevant articles and chapters can be found on the Leganto block on the APPL8250 iLearn site. There is no set textbook for this unit.

The class venue (room) can be found on the University timetable, and a Zoom link will be provided on the iLearn site for this unit.

## Unit Schedule

### Unit Schedule

Week	Topic	Lecturer
1	<b>Approaches to studying second language acquisition: An overview</b>	Peter Roger
2	<b>The role of age in second language acquisition</b>	Peter Roger
3	<b>The role of the first language in second language acquisition</b>	Peter Roger
4	<b>Learner language, errors and error analysis</b>	Peter Roger
5	<b>Developmental patterns in learner language</b>	Peter Roger
6	<b>Motivation in second and foreign language learning</b>	Peter Roger
7	<b>Learning styles and language learning</b>	Peter Roger
8	<b>Language learning strategies and self-regulation</b>	Peter Roger
9	<b>Acquisition of vocabulary in a second language</b>	Peter Roger
10	<b>Acquisition of second language pragmatics</b>	Peter Roger
11	<b>The role of formal instruction in second language acquisition</b>	Peter Roger
12	<b>Foreign language anxiety and aptitude for language learning</b>	Peter Roger
13	<b>Unit Summary: SLA goes to Hollywood</b>	Peter Roger

## 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](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)

## 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.

## Professionalism and Inclusion

### 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. 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.

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Unit information based on version 2024.01R of the [Handbook](#)