



LING325

Second Language Teaching and Learning

S2 Day 2014

Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor

Deanna Wong

deanna.wong@mq.edu.au

Unit convenor

Jean Brick

jean.brick@mq.edu.au

Credit points

3

Prerequisites

39cp or 6cp at 200 level including (LING210 or LING211 or LING216 or LING217 or LING218 or LING219)

Corequisites

Co-badged status

Unit description

This unit is intended as a general introduction to major issues in second language teaching and learning with particular reference to the Australian context. It deals with the theory and practice of learning and teaching second languages. Authentic language data and teaching materials are used in order to present the second language learning experience from both the learner's and the teacher's perspective. Issues covered include: processes in second language acquisition; individual differences in second language learning; and principles of second language teaching, including course planning, methodology and materials design.

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:

Critically evaluate different theories regarding second language learning and teaching

Identify the assumptions regarding language learning which inform language teaching materials

Describe a range of language teaching approaches, activities and techniques for each of

the four language skills (reading, writing, speaking and listening)

Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary

Critically evaluate language teaching materials with regard to their suitability for specific learner groups

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

Describe a range of assessment types and select the appropriate type of assessment for a particular function

Discuss the major issues involved in developing second language courses and units of work

Assessment Tasks

| Name | Weighting | Due |
|--------------------------------------|-----------|----------|
| <u>Summary</u> | 10% | 22/8/14 |
| <u>Unit Analysis</u> | 40% | 26/9/14 |
| <u>Essay</u> | 40% | 3/11/14 |
| <u>Poster</u> | 10% | 10/11/14 |

Summary

Due: **22/8/14**

Weighting: **10%**

Short summary of an article or chapter on second language learning. See iLearn for full details.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching

Unit Analysis

Due: **26/9/14**

Weighting: **40%**

Evaluation of a chapter or unit taken from a second language teaching textbook in the light of research on language learning. Full details on iLearn.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching
- Identify the assumptions regarding language learning which inform language teaching materials
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
- Relate research findings to effective language teaching approaches and techniques

Essay

Due: **3/11/14**

Weighting: **40%**

An essay on one aspect of second language learning and/or teaching. Full list of available topics available on iLearn

On successful completion you will be able to:

- Describe a range of language teaching approaches, activities and techniques for each of the four language 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
- Describe a range of assessment types and select the appropriate type of assessment for a particular function

Poster

Due: **10/11/14**

Weighting: **10%**

Poster on changing views regarding one issue in second language learning and teaching. Full details available on iLearn.

On successful completion you will be able to:

- Critically evaluate different theories regarding second language learning and teaching
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- 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

- Discuss the major issues involved in developing second language courses and units of work

Delivery and Resources

Room and time:

- Monday 9.00 - 12.00
- Room E5A 110

iLearn:

- The iLearn site for LING325 is available from:

<http://ilearn.mq.edu.au>

- Full details of reading lists and assessment tasks are available on the iLearn site. You **MUST** consult these before commencing any assessment tasks.
- Power point presentations and worksheets will be posted on iLearn on weekly basis before each seminar.

Echo:

Lectures will not be available on Echo because information presented via lectures will alternate with discussions and group and pair work.

Attendance:

You are expected to attend 80% of seminars. If you cannot do this, please discuss it with the Unit Convenor (Deanna Wong). Attendance will be taken in seminars.

Prescribed text:

There is no text book for this unit.

Prescribed Unit materials:

There are 2-3 set readings for each session, together with a range of recommended texts. **You are expected to read at least one of them each week** in order to take part in discussions. The recommended texts provide a starting point if you wish to investigate a specific topic in greater detail, particularly with regard to assignments.

The list of readings for each week is available on iLearn.

The following books are recommended and have been placed on 7 day loan.

- Celce-Murcia, M. & Olshtain, E. (2000). *Discourse and Context in Language Teaching*. Cambridge: Cambridge University Press.
- Cook, V. (3rd Ed) (2001). *Second language learning and teaching*. Arnold: London.
- De Bot, K., Lowie, W. & Verspoor, M. (2005). *Second language acquisition. A resource book*.

Routledge. Abingdon, Oxon.

- Grabe, W. & Stoller, F. (2002). *Teaching and researching reading*. Harlow, England: Longman.
- Hinkel, E. (ed) (2005). *Handbook of Research in Second Language Teaching and Learning*. Mahwah, New Jersey: Lawrence Erlbaum.
- Hyland, K. (2002). *Teaching and Researching Writing*. Harlow, England: Longman.
- Hudson, T. (2007). *Teaching second language reading*. Oxford: Oxford University Press
- Lightbown, P. & Spada, N. (2013). *How Languages are Learned*, (4th ed), Oxford: Oxford University Press.
- Rost, M. (2002). *Teaching and researching listening*. Harlow, England: Longman.
- Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge University Press: Cambridge.

Unit Schedule

| Week beginning | Topic |
|-------------------|--|
| Week 1 Aug 4 | Introducing language learning |
| Week 2 Aug 11 | Theories of second language learning |
| Week 3 Aug 18 | Communicative language teaching |
| Week 4 Aug 25 | Teaching the skills: reading and listening |
| Week 5 Sept 1 | Teaching the skills: writing and speaking |

| | |
|-------------------|--|
| Week 6 Sept 8 | Teaching grammar and vocabulary |
| Week 7 Sept 15 | Individual factors and the role of strategies in language learning |
| | Mid-Semester Break |
| Week 8 | No seminar |
| Week 9 Oct 13 | Computer Assisted Language Learning and the role of social media |
| Week 10 Oct 20 | Culture and Language Teaching |
| Week 11 Oct 27 | Course design |
| Week 12 Nov 3 | Assessment in language teaching |
| Week 13 Nov 10 | Poster presentations |

Learning and Teaching Activities

Discussions

Group and pair work

Assignment

Complete all 4 assignments

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to

Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student_conduct/

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 improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

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

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/hel>

p/.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Identify the assumptions regarding language learning which inform language teaching materials
- Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
- 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
- Describe a range of assessment types and select the appropriate type of assessment for a particular function
- Discuss the major issues involved in developing second language courses and units of work

Assessment tasks

- Unit Analysis
- Essay
- Poster

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they

participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Identify the assumptions regarding language learning which inform language teaching materials
- Relate research findings to effective language teaching approaches and techniques
- Describe a range of assessment types and select the appropriate type of assessment for a particular function
- Discuss the major issues involved in developing second language courses and units of work

Assessment tasks

- Unit Analysis
- Essay
- Poster

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate different theories regarding second language learning and teaching
- Identify the assumptions regarding language learning which inform language teaching materials
- Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
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- 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
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Assessment tasks

- Summary
- Unit Analysis
- Essay
- Poster

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate different theories regarding second language learning and teaching
- Identify the assumptions regarding language learning which inform language teaching materials
- Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
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- Describe and evaluate the effect of a range of individual and contextual factors on language learning
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- Discuss the major issues involved in developing second language courses and units of

work

Assessment tasks

- Summary
- Unit Analysis
- Essay
- Poster

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Identify the assumptions regarding language learning which inform language teaching materials
- Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
- Relate research findings to effective language teaching approaches and techniques
- Discuss the major issues involved in developing second language courses and units of work

Assessment tasks

- Unit Analysis
- Essay
- Poster

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate different theories regarding second language learning and teaching
- Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
- 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
- Describe a range of assessment types and select the appropriate type of assessment for a particular function
- Discuss the major issues involved in developing second language courses and units of work

Assessment tasks

- Summary
- Unit Analysis
- Essay
- Poster

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate different theories regarding second language learning and teaching
- Describe a range of language teaching approaches, activities and techniques for each of the four language skills (reading, writing, speaking and listening)
- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Critically evaluate language teaching materials with regard to their suitability for specific

learner groups

- 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
- Describe a range of assessment types and select the appropriate type of assessment for a particular function
- Discuss the major issues involved in developing second language courses and units of work

Assessment tasks

- Summary
- Unit Analysis
- Essay
- Poster

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
- Describe and evaluate the effect of a range of individual and contextual factors on language learning
- Describe a range of assessment types and select the appropriate type of assessment for a particular function
- Discuss the major issues involved in developing second language courses and units of work

Assessment tasks

- Unit Analysis

- Essay
- Poster

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Describe a range of approaches, activities and techniques for developing learners' use of appropriate grammar and vocabulary
- Critically evaluate language teaching materials with regard to their suitability for specific learner groups
- Describe and evaluate the effect of a range of individual and contextual factors on language learning
- Describe a range of assessment types and select the appropriate type of assessment for a particular function
- Discuss the major issues involved in developing second language courses and units of work

Assessment tasks

- Unit Analysis
- Essay
- Poster