



The University of Southern Queensland

## Course specification

<b>Description: Methodology in Teaching a Second Language</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
LIN	5002	54043	2, 2006	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070115

### STAFFING

Examiner: Ann Dashwood  
Moderator: Jane Kehrwald

### REQUISITES

Pre-requisite: LIN5000 and LIN8001

### RATIONALE

Teachers not only need theory about second language learning but also need to know how this theory has been translated successfully into practice in the classroom.

### SYNOPSIS

This course tries to link theory and practice together. The course looks at the teaching of the four macroskills: listening, speaking, reading and writing with vocabulary and grammar incorporated. Language learning objectives and outcomes are based on a student centred orientation aimed at developing communicative competence in context that are socially and culturally relevant. **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT BLUE CARD .** For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. \*If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.

## OBJECTIVES

At the end of this course students should be able to demonstrate an understanding of:

1. approaches to second language teaching (1-5);
2. the way each macroskill functions in developing language proficiency(2-5);
3. the complex inter-relationships that exist among the macroskills by citing research evidence which shows such relationships (3, 5);
4. techniques used in classrooms in each of the macroskills, showing how they are derived from theory, supported by research and expressed in learner based objectives and outcomes (1, 3, 5);
5. how vocabulary development takes place and techniques that can be used to enhance such development in socio-cultural contexts that are relevant (3, 4, 5);
6. the place of grammar in second language teaching and communicative competence (2, 4, 5).

## TOPICS

	Description	Weighting (%)
1.	Approaches in SLT	10.00
2.	Objectives	10.00
3.	Listening	15.00
4.	Speaking	15.00
5.	Reading	15.00
6.	Writing	15.00
7.	Vocabulary	10.00
8.	Grammar	10.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Hadley, A.O 2001, *Teaching Language in Context*, 3rd edn, Heinle & Heinle, Boston.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Celce-Murcia, M. (ed) 1991, *Teaching English as a Second or Foreign Language*, 2nd edn, Newbury House, New York.

Grabe, W. & Stoller, F. L. 2002, *Teaching and Researching Reading*, Longman Pearson Education, Harlow, England.

Larsen-Freeman, D 2000, *Techniques and Principles in Language Teaching*, Oxford University Press, Oxford.

Nunan, D. 1999, *Second Language Teaching and Learning*, Heinle & Heinle, Boston.

Richards, J. & Rodgers, T 2001, *Approaches and Methods in Language Teaching*, 2nd edn, Cambridge University Press, Cambridge.

Richards, J.C & Renandya, W.A (Eds) 2002, *Methodology in Language Teaching*, Cambridge University Press, Cambridge.

Ur, P 1991, *Teaching listening comprehension*, Cambridge University Press, Cambridge.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	28.00
Directed Study	87.00
Private Study	40.00
Practice Teaching	20.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	30.00	30.00	11 Aug 2006
MICROTEACHING	10.00	10.00	11 Aug 2006 (see note 1)
ASSIGNMENT 2	60.00	60.00	27 Oct 2006

### NOTES

1. Sample microteaching prior to submission of assignment 2.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available.
- 3 Penalties for late submission of required work:  
A penalty may be applied if an arrangement for an assignment extension has not been negotiated before the due date.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for the summative assessment items.
- 5 Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

6 Examination information:

N/A

7 Examination period when Deferred/Supplementary examinations will be held:

N/A

8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

### **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner.
- 3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 5 The Faculty will NOT accept submission of assignments by facsimile.
- 6 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 7 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.
- 8 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non directed personal study.
- 9 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

### **OTHER REQUIREMENTS**

- 1 Over the three assignments and the reflective journals students will be expected to achieve at least half the marks.

- 2      **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:  
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