



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Methodology in Teaching a Second Language

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
LIN	8002	87563	1, 2009	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070115

STAFFING

Examiner: Ann Dashwood
Moderator: Jeong-Bae Son

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)
Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

RATIONALE

Teachers need an understanding of theory about second language learning. They also need to know how principles have been translated successfully into practice in the classroom.

SYNOPSIS

This course links theory with practice in teaching the four macroskills: listening, speaking, reading and writing with vocabulary and grammar incorporated. Language learning objectives and outcomes are based on a student learning orientation aimed at developing communicative competence in contexts that are socially and culturally relevant. Principles of second language teaching methodology are grounded in principles of second language learning that are addressed in the LIN8001 course and are assumed knowledge for this course. It is highly recommended that LIN8001 be studied prior to LIN8002. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. critically analysis approaches to second language teaching and teaching practice (1-5); (Assignment 1)
2. investigate and demonstrate macroskills and functions in developing language proficiency (2-5); (Assignment 2)
3. illustrate inter-relationships that exist among the macroskills by analysing research evidence which demonstrates such relationships in teaching design (3, 5); (Assignment 2)
4. construct tasks and 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); (Assignment 2)
5. explain how vocabulary development takes place and recommend techniques that can be used to enhance such development in socio-cultural contexts that are relevant (3, 4, 5); (Assignment 2)
6. examine the place of grammar in second language teaching and communicative competence (2, 4, 5). (Assignment 2)

TOPICS

	Description	Weighting (%)
1.	Analysis of approaches and practices in SLT	10.00
2.	Objectives: synthesis and analysis	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, AO 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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library>. The gateway to education resources is here: <http://www.usq.edu.au/library/faculties/education/default.htm>

Brandl, K 2008, *Communicative language teaching in action*, Pearson Prentice-Hall, New Jersey.

Celce-Murcia, M (ed) 2001, *Teaching english as a second or foreign language*, 3rd edn, Newbury House, New York.

Grabe, W & Stoller, FL 2002, *Teaching and researching reading*, Longman, Harlow, England.

Larsen-Freeman, D 2000, *Techniques and principles in language teaching*, 2nd edn, Oxford University Press, Oxford.

Richards, J & Rodgers, T 2001, *Approaches and methods in language teaching*, 2nd edn, Cambridge University Press, Cambridge.

Richards, JC & Renandya, WA (eds.) 2002, *Methodology in language teaching*, Cambridge University Press, Cambridge.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	65.00
Independent Study	100.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	30.00	30.00	27 Mar 2009 (see note 1)
REFLECTIVE JOURNAL 1	5.00	5.00	27 Mar 2009 (see note 2)
ASSIGNMENT 2	60.00	60.00	12 Jun 2009
REFLECTIVE JOURNAL 2	5.00	5.00	12 Jun 2009

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm
2. Journal entries are to be submitted with assignments 1 and 2. Students' final journal mark requires two submissions.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities 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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)

- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 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 (or grades) obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 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>.