

LINPIB

PROGRAM INFORMATION
BOOK

Faculty of Education

Program information book

Published by

**University of Southern Queensland
Toowoomba Queensland 4350
Australia**

<http://www.usq.edu.au>

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Produced by the Distance and e-Learning Centre using *FrameMaker7.1* on a Pentium workstation.

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1 Introduction

Applied Linguistics & TESOL Programs

Welcome to our postgraduate programs in Applied Linguistics & TESOL!

Most of you will be doing language studies as students in the Graduate Certificate in Teaching Second Languages, Master of Applied Linguistics (Coursework), Master of TESOL (Coursework), Master of Applied Linguistics (Honours) or Master of TESOL (Honours) program, while some others will be doing single courses as elective for other postgraduate programs. Whatever you do, we trust that your language studies will be both professionally enriching and personally satisfying.

This book contains information common to all students enrolled in the courses mentioned above. If you have any queries about the requirements which apply to you, please feel free to contact our staff members.

Program Coordinator

Dr Jeong-Bae Son



I have worked in the teaching of ESL/EFL (English as a second/foreign language) and LOTE (languages other than English) for a number of years. This teaching experience in a wide range of educational settings (e.g., regular language courses at universities, mixed modes of teleconferencing and face-to-face visits to high schools, etc.) has provided me with good opportunities to practice theories of second language teaching and necessary skills to develop course materials and manage second language classrooms.

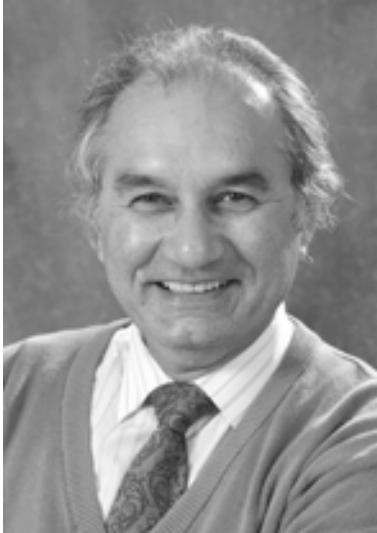
I gained a PhD in Applied Linguistics from Griffith University, Australia. My PhD research involved empirical studies on the effects of the use of hypertext on foreign language reading, including the development of courseware.

I have considerable experience in computer-assisted language learning (CALL) in terms of research and teaching activities. I have developed a number of CALL applications and published extensively in the area of CALL. My research interests include computer-assisted reading instruction, hypertext, multimedia design, courseware evaluation, web-based language learning, computer-mediated communication and language teacher education.

The URL of my personal home page is: <http://www.usq.edu.au/users/sonjb/>

Other academic staff

Assoc/Prof Francis Mangubhai



I have been involved in the teaching and learning of a second language for the past twenty-five years. A large part of my experience has been with English as a second language, but recently I have turned my attention to the teaching and learning of languages other than English (LOTE) also. I have been a secondary school teacher and a subject master. From the classroom I moved into a Curriculum Development Unit where I was involved with the development of ESL programs for secondary pupils. I have written a number of ESL textbooks that are used in Fiji and in some of the Pacific Islands, also some ESL textbooks that are currently used in Australia, mainly in ELICOS Centres. From the Curriculum Development Unit I moved into a University where I was involved in the development of second language programs and teacher training and acted as a second language consultant in a number of South Pacific countries.

I received my first degree in English literature from the University of Canterbury in New Zealand and teacher training from the Christchurch Teachers College. I did an MA in Applied Linguistics at Essex University in England and gained my PhD from the University of Toronto in Canada, where I worked with people like Merrill Swain, Jim Cummins, the late H.H. (David) Stern, Patrick Allen and Marlene Scardamalia.

My research interests are in the area of literacy and second language learning and teaching and I have published in journals and edited books in England, Canada, Fiji, Hong Kong and Australia. I have a strong orientation towards research and am currently an Associate Professor in Applied Linguistics and TESOL at the University of Southern Queensland.

The URL of my personal homepage: <http://www.usq.edu.au/users/mangubha/>

Dr Ann Dashwood



I have been involved for many years in English language teaching and learning of children, secondary students and adults in Australia and overseas. More recently my teaching has been in the area of the Masters programs has provided opportunities for exploring current trends in language teaching skills and in classroom language use in the language learning process. I am also involved in undergraduate programs with pre-service LOTE/ESL education in early childhood, primary, middle and senior schooling levels.

My research interests are in second language teaching methodology and tutorial discourse analysis. The topic of my doctoral thesis, 'Third turn – a teachable moment in foreign language pedagogy' brought to light the roles of teacher talk in language classrooms.

I look forward to supporting you in your studies in the area of Applied Linguistics and TESOL.

Dr Anikó Hatoss

I started my career in Europe, Hungary, where I taught EFL and Russian Language to university students of various disciplines, mainly for business and commerce. During my career I have participated in a number of research projects, including conducting foreign language needs analyses, the design and implementation of a proficiency test for business communication, developing specific purpose language programs, etc. Most recently I was involved in the development of the LOTE competencies for the Tourism and Hospitality Industries in Australia.

During my academic career I have presented papers at national and international conferences in Europe (Hungary, Slovakia, Ireland) and in Australia mainly in the areas of ESP, intercultural communication, teaching culture and issues of proficiency testing for business communication.

In 2002 I successfully completed my PhD in Applied Linguistics (JPU, Hungary). The topic of my dissertation is bilingualism and first language maintenance in the Hungarian community of Queensland. My main research interests are acculturation and second language acquisition, the socio-cultural aspects of bilingualism, language maintenance and shift, and LSP methodology. The diverse nature of applied linguistics has ensured that, both as an educator and a researcher, I have always found my work challenging, exciting and rewarding. I take particular interest in intercultural aspects of education and enjoy working with students and colleagues from different cultural backgrounds. I look forward to assisting you in the most fascinating exploration of the area of applied linguistics.

Mrs Jane Kehrwald

In my career as a language instructor I have taught in a number of different contexts, from junior high school to business English to tertiary preparation, both in Australia and abroad. As a teacher trainer and curriculum developer I have been fortunate to work with diverse groups of EFL/ESL teachers, from Japan, China, Indonesia and Korea. I have thoroughly enjoyed my experiences with these groups, and have gained great insights into how languages are used, taught and learned in different cultures and contexts.

My academic career grew out of a fascination with second language teaching methodology, student beliefs and attitudes toward language learning and teacher education. My research interest is in the area of learner autonomy in language learning. I firmly believe that our role as educators is not limited to the teaching of content, but extends to empowering our students by equipping them with skills for life-long, independent learning.

I look forward to working closely with you and supporting you as you achieve your goals as language educators

Assoc/Prof Shirley O'Neill



After beginning a teaching career in the UK I came to Australia and spent many years teaching in north Queensland before working on a range of projects on English literacy as the evaluator of P-10 Language Education curriculum development and the P-10 English Language Syllabus. Currently, I am a member of the Queensland English Language Advisory Committee. My work has included teaching in all sectors, TESOL, developing curriculum, language assessment, and evaluation of language policy and programs. Previously, at Griffith University, Centre for Applied Linguistics and Languages I developed and convened the Graduate Certificates in Second Language Teaching and Language Assessment. In the Faculty of Education at USQ I am Director, Postgraduate Studies and I teach Language Testing, Crosscultural Communication in Early Childhood and Workplace Literacy. I am also a qualified ISLPR assessor.

My recent projects have included development of vocational language competencies for Australian National Tourism and Hospitality Training Packages, investigation of apprentices' and trainees' English language and literacy skills for the National Centre for Vocational Education Research (NCVER), the impact of web-based, project-based learning of English for Taiwanese and Japanese students and crosscultural attitudes of LOTE and EFL learners.

I am the developer and convenor of the USQ hosted International Conferences on Pedagogies and Learning and foundation editor of the associated International Journal on Pedagogies and Learning. My research interests are in language and literacy education L1 and L2, multiliteracies, cross-cultural communication, curriculum design, application of ICTs to language and literacy, and language assessment.

Mr Darren Dickson



I have worked for many years as a co-ordinator / trainer of multicultural teams in a university context, with a focus on ESL/EFL and LOTE. This teaching was in the context of life skills training, with an emphasis on language as a crucial aspect of skills training. On returning to Australia, I was involved in a literacy program with migrants here in Toowoomba. I gained my Master of Education (TESOL) from USQ in 2004. As well as my current involvement with the applied linguistics Masters program, I am maintaining an active teaching role in the ELICOS program, online ESL, training in TESOL and communication skills at the University of Southern Queensland.

This broad experience has given me a deep appreciation and understanding of language and language learning.

Having learned a second language myself (Turkish), and watched/helped many other people struggle with language acquisition, I have developed a keen interest in observing and enhancing the language learning path of each learner. I enjoy interacting with other language educators in dealing with the many theoretical aspects of language that impact on our teaching

methodology. I look forward to interacting with students as they begin to address some of these theoretical aspects of language during their studies in the postgraduate Applied Linguistics program at USQ.

If you wish to communicate with us regarding the ideas in the courses themselves you are most welcome to do so. We will respond to any of your queries or comments as promptly as possible. If you have access to computer facilities that allow you to send electronic mail, use the medium. You are likely to get much faster response via e-mail.

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A/Prof Shirley O'Neill	oneills@usq.edu.au	Tel: 61 7 4631 2604
Mr Darren Dickson	dicksond@usq.edu.au	

Program support

Education Faculty Administration Staff eduenq@usq.edu.au

2 Information for all students



Background student profile

One disadvantage of studying externally is that we do not get to know you as we might if we were to interact in classes and tutorials. To get to know you a little better we would like you to fill in this profile. It will give us information that will enable us to help you more individually. **Please submit this with your first assignment.** If it is at all possible, please send us a photo of yourself so that when we speak with you over the phone, or during a telephone tutorial, or email one another, we will have a face in mind, not just a name. **This form should only be submitted once with your first course of study.**

1. Student name: _____
2. Student number: _____
3. Program and courses enrolled in: _____

4. (a) Current employment: _____
Position: _____ at: _____
- (b) If not currently employed, previous employment:
Position: _____ at: _____
5. Relevant qualifications: _____

6. (a) Which language(s) other than English do you know (sufficiently to read simple texts and/or take part in simple conversations)?

- (b) Which language(s) other than English have you ever studied or attempted to learn?

7. What are your reasons for undertaking the Graduate Certificate in Teaching Second Languages, Master of Applied Linguistics (Coursework), Master of TESOL (Coursework), Master of Applied Linguistics (Hons) or Master of TESOL (Hons)?

8. Why did you choose the program offered at the University of Southern Queensland?

Please tick one box for each statement. SA – Strongly Agree, A = Agree, N = Neutral, D = Disagree; SD = Strongly Disagree.

		SA	A	N	D	SD
Product	(high quality courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Place	(easy access)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Price	(compatible fees)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People	(friendly staff)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion	(good advertising)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

9. (a) Do you have access to a public or university library?

YES/NO

(b) Do you have computer access?

YES/NO

(c) Do you have regular Internet access?

YES/NO

Thank you very much for giving us this information.

Structure and approach to courses

Each course is sub-divided into modules which represent major themes that are covered in a course. Within each module there may be two or more topics, which constitute that major theme.

In your study book you will find a general introduction to the whole module as well as an individual introduction to each topic within a module. In each sub-topic, wherever it has seemed necessary for further comment, we have done so. In other cases, you might simply be directed to readings.

Interspersed with your readings are exercises based on what has been read. They will give you an opportunity to check your understanding as well as act as a form of revision. The questions asked in these exercises are also a way of highlighting aspects of a topic that you should pay attention to.

Assignments

Most of your assignments will be of essay type. If in your writing you refer to some other writer's ideas you should cite the writer and include the date of the publication. At the end of your assignment you should list all your references in alphabetical order. **The standard format for bibliographic referencing in our applied linguistics courses is the APA style. At the end of this book you have been given some information on the APA style. Citing and referencing correctly is one of the skills that students must acquire at postgraduate levels.**

Further, you should try to read as widely as possible to assist you in assignment preparation. Dependence upon only your set readings will not give you a depth of coverage that is necessary for you to write upon a topic. You should therefore read some, if not all, suggested references.

If you do not submit all the assessment pieces by the end of the semester you are enrolled in and you do not get in touch with us to seek an extension, you are likely to get a Fail grade. It is therefore in your interest to get in touch with the lecturer in charge of the course if you think you might not be able to meet all the deadlines.

All assignments should be typed unless prior arrangements have been made with the course team leader.

Please refer to the Assignment Policy:

<http://www.usq.edu.au/resources/assessment.pdf>

Planning your study

You should plan your study for a week at a time. Make your plans realistic. There is nothing so discouraging as making unrealistic plans which you cannot hope to achieve and which eventually do not give you a sense of achievement and progress.

The program requires you to devote approximately 10 hours of work per week for each course. If you are doing two courses, you are expected to put in at least 20 hours of work each week. Break up your week into times at which you will devote yourself to your studies. Perhaps you can put in an hour before going to work. You might want to keep one of the days completely free of studies, in which case you would increase the times of study during the other six days. If unexpected events prevent you from following your timetable for a day, make up for the lost time for that week by allocating that time over other days. Different people have different preferences and much will depend upon your own commitments and circumstances. But whatever you do, please do plan your time. Unplanned study, in my experience, has generally led to 'understudy'!

3 Support

Types of enquiries

You have access to a wide variety of support services at USQ. Follow the details below or visit the 'Current Students' website at <<http://www.usq.edu.au/currentstudents/default.htm>> for more information.

General enquiries

USQ*Assist* is the most efficient method for requesting assistance for:

- administrative queries
- assignment submissions
- study assistance
- contacting your lecturer.

Technical enquiries

Enquiries relating to access to USQ*Connect*, the USQ*StudyDesk*, or other technical issues can also be directed to USQ*Assist*. If you cannot access USQ*Assist*, contact the Student IT HelpDesk on +61 7 4631 1510 or email <usqconnect@usq.edu.au> for assistance. The Student IT HelpDesk is staffed weekdays between 8.00am and 5.00pm (AEST-Australian Eastern Standard Time), with voicemail after hours.

Types of support

There are a number of ways of accessing support services.

Online support

USQ*Assist* is a web self-serve facility for you to:

- find answers to common questions at any time
- ask any question
- track the progress of your question
- keep a record of questions and responses.

To access USQ*Assist* go to <<http://usqassist.usq.edu.au>> or click on 'USQ*Assist*' in USQ*Connect*.

Telephone support

If you prefer to telephone, call Outreach Services on 07 46312285 for assistance. Outreach Services is staffed weekdays between 8.30am and 5.30pm (AEST), with voicemail after hours. If you are located in Eastern Australia, contact your Regional Liaison Officer.

International students telephone the USQ International Office on +61 7 46312362, or your Agent. USQ International is staffed weekdays between 9.00am and 5.00pm (AEST), with voicemail after hours.

Fax

International students fax the USQ International Office on +61 7 46362211. All other students fax the Distance and e-Learning Centre on 07 46361049.

Postal address

The Administrator
Distance and e-Learning Centre
University of Southern Queensland
Toowoomba Qld 4350
Australia

USQConnect

USQConnect provides you with online access to information, services and course resources relevant to your studies from a convenient, central point. To access USQConnect, from the USQ home page at <<http://www.usq.edu.au>> click on USQConnect, or go directly to the URL at <<http://usqconnect.usq.edu.au>>. You will require your USQConnect username and password to access the system. You will be notified of this username and password on your first Letter of Offer or Enrolment Notice.

Study Desk

Your Study Desk in USQConnect gives access to a home page for every course in which you are currently enrolled. Content available from the course home page will vary according to the teaching requirements of the course, but may include:

- course materials and resources
- electronic discussion facilities
- access to past examination papers.

As each course has specific learning requirements, availability of these features will vary between courses.

USQAdmin

USQAdmin, also accessed through USQConnect, allows you to access a number of administrative functions such as changing your contact details, checking your enrolment details, accessing learning circles, checking final grades, viewing your exam timetable, changing your exam centre, and more.

Other links

USQConnect also gives access to the Library and the Academic Learning Support site, as well as the Quick Links list of University sections and services.

4 Resources and further reading

Each course specification lists the text or texts that are an integral part of the course, and other suggested resources you might like to consult. The textbooks are available from the USQ Bookshop.

USQ Bookshop
West Street
Toowoomba QLD 4350

Phone (617) 4631 2742
Fax (617) 4631 1743

Email: bkshpquery@usq.edu.au

Internet: <http://bookshop.usq.edu.au/>

These course specifications are available on the Internet at this address:
<http://www.usq.edu.au/course/specification/>.

Internet resources

You should make use of electronic resources that are available through the USQ library as well as the Internet generally. Students should look at a special site created for postgraduate students by the USQ library at: http://www.usq.edu.au/library/PG_Toolbox/index.htm

Also look at the eHelp site developed by the library to help you use the Internet more effectively. The URL is <http://www.usq.edu.au/library/announce/ehelp.htm>

In addition, the Library's liaison librarian for our department has put together a site specifically for the needs of our students. This is the URL: <http://www.usq.edu.au/library/faculties/education/facinternet/subjectsites/second+language+teaching.htm>. It is a good site to use as a beginning point for researching on the Internet.

Other main internet resources

National Clearing house for English Language Acquisition and Language Instruction Educational Programs: <http://www.ncela.gwu.edu/>

Center for Applied Linguistics: <http://www.cal.org>

Center for Multilingual Multicultural Research:
<http://www.usc.edu/dept/education/CMMR/cmmrhomepage.html>

Other resources of note

The TESOL Organisation in the United States has available for purchase on CD-ROM back issues of the TESOL Journal and TESOL Quarterly. Some students in more remote areas with limited access to the internet may find these CD-ROMs to be particularly useful in the absence of other resource materials. This is the URL: http://www.org/s_tesol/index.asp and search 'Publications', 'Serial Publications'.

Well, there remains nothing else to say except to wish you well in your studies. We look forward to interacting with you and getting to know you.

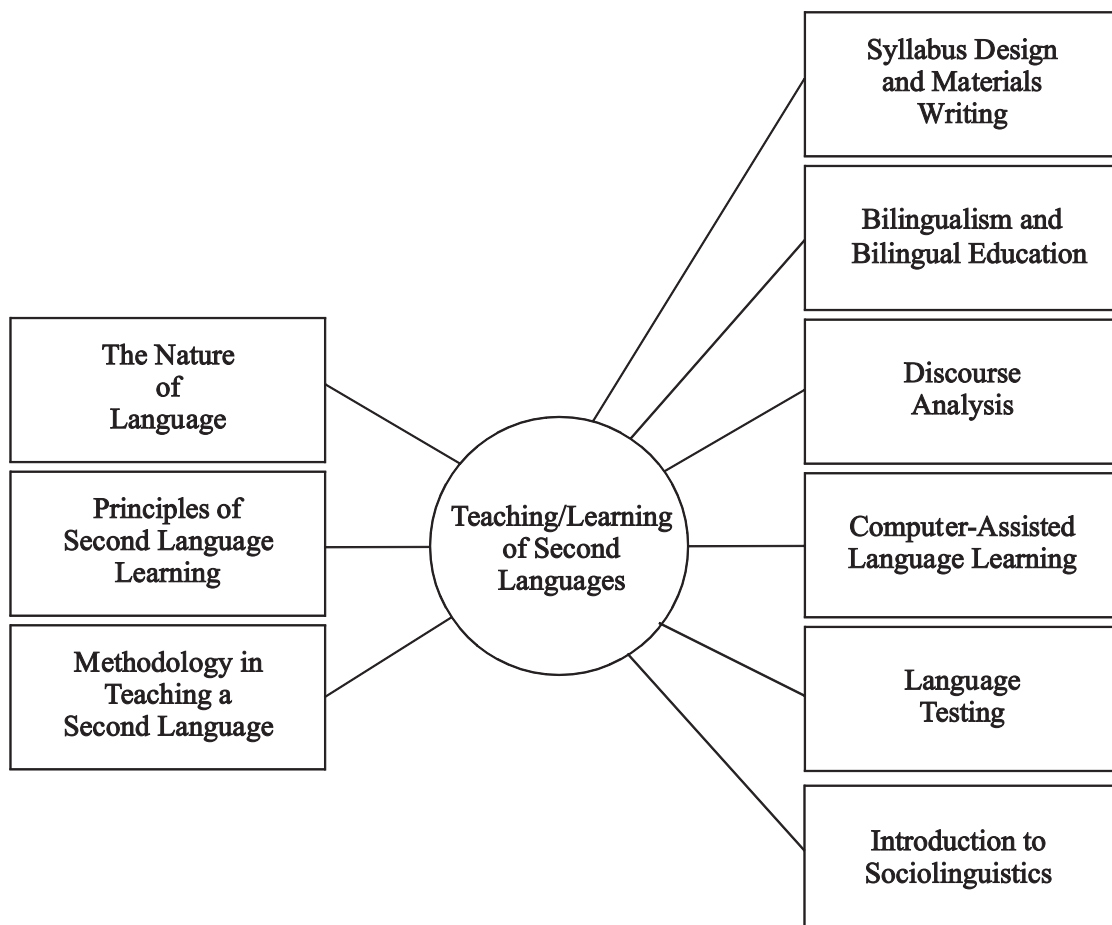
Jeong-Bae Son
Francis Mangubhai
Ann Dashwood
Anikó Hatoss
Jane Kehrwald
Shirley O'Neill
Darren Dickson

5 Graduate Certificate in Teaching Second Languages – (GCSL)

Program overview

Given below is the structure of the Graduate Certificate in Teaching Second Languages. On the left hand side are the core courses that make up this certificate; on the right hand side are seven courses from which you are required to select one for your elective course.

Graduate Certificate in Teaching Second Languages (TSL)



Note that a second language is defined as any language other than one’s first (or mother) tongue.

For some learners, learning another language may be a third, fourth etc. language.

Courses LIN5000 and LIN8001 are pre-requisites for the rest of the program. Your normal progression is two courses per semester, the first two being LIN5000 and LIN8001. In the

following semester, you should take LIN5002 and one of LIN5003, LIN8005, LIN8006, LIN8007, LIN8015 or LIN8017.

(**Note:** Students may take one course per semester.)

The Practicum

PLEASE NOTE:

The practicum is optional in all these programs. However, some students might be teaching in a context where their qualification in TESOL/TEFL requires that they have completed a practicum also.

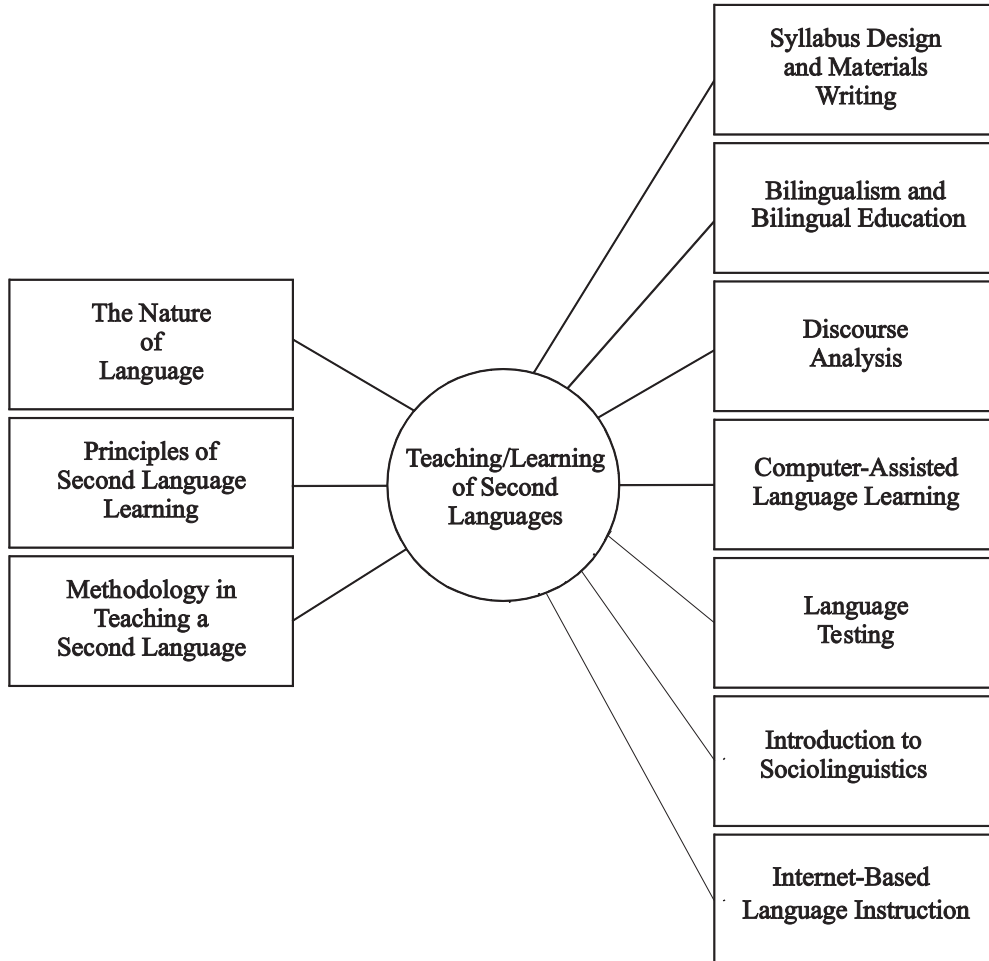
6 Master of Applied Linguistics (Coursework) – (MAPL) Master of TESOL (Coursework) – (MATE)

Program overview

Given below is the structure of the Master of Applied Linguistics and Master of TESOL (Coursework). On the left hand side are the core courses that cover the basic areas of knowledge that anyone specialising in second language teaching should have. On the right are other courses related to second language teaching and learning that will expand your understanding and enhance your performance in this field of teaching. Students enrolled in the Master of Applied Linguistics or Master of TESOL (Coursework) must complete eight courses.

Master of Applied Linguistics (Coursework)

Master of TESOL (Coursework)



Note that a second language is defined as any language other than one’s first (or mother) tongue.

For some learners, learning another language may be a third, fourth etc. language.

Courses LIN5000 and LIN8001 are pre-requisites for courses LIN5002 and LIN5003. Your normal progression is two courses per semester, the first two being LIN5000 and LIN8001. In the following semester(s), you should take LIN5002 and one of LIN5003, LIN8005, LIN8006, LIN8007, LIN8015 or LIN8017. In the following semesters, choose from the remaining electives.

LIN8016 Internet-Based Language Instruction cannot be taken until the pre-requisite course LIN8006 Computer Assisted Language Learning has been completed.

The recommended enrolment pattern is for students to complete the first two compulsory core courses LIN5000 and LIN8001 before progressing on to LIN5002 or any elective courses.

Students can choose to take one or two courses per semester.

The Practicum

PLEASE NOTE:

The practicum is optional in all these programs. However, some students might be teaching in a context where their qualification in TESOL/TEFL requires that they have completed a practicum also.

7 Master of Applied Linguistics (Hons) – (MALH) (12 Credits)

Master of TESOL (Hons) – (MATH)(12 Credits)

Program Overview

Given below is an overview of the structure of the Master of Applied Linguistics (Hons). You are required to do eight credits of courses and four credit points of thesis work. You must take courses LIN5000 *The Nature of Language*, LIN8001 *Principles of Second Language Learning*, LIN5002 *Methodology in Teaching a Second Language*, and FET8801 *Research Methods in Education* and the remaining four courses can be chosen from the list below. Please note that some of the courses are offered in one semester, not the other. S1 means that the course is offered only in semester 1 (starting March) and S2 means it is offered only in semester 2 (starting July).

- LIN5003 *Syllabus Design and Materials Writing* (S2)
- LIN8005 *Discourse Analysis* (S1)
- LIN8006 *Computer-Assisted Language Learning* (S1 and S2)
- LIN8007 *Language Testing* (S1 and S3)
- LIN9010 *Dissertation (Honours)* (4 credit points) (S1 and S2)*
- LIN8015 *Introduction to Sociolinguistics* (S1 and S2)

- LIN8016 *Internet-Based Language Instruction* (S1 and S2)

- LIN8017 *Bilingualism and Bilingual Education* (S1 and S2)

*** Please Note:**

Students who are ready to enrol in the 4 credit point thesis course LIN9010 *Dissertation (Honours)*, are not required to pay fees for all 4 CPs up-front. In order to ease the burden, we have created two ‘simulated’ courses (**LIN9012** and **LIN9013**), each of 2 credit points. If we assume that you take 2 semesters to complete your thesis, we can have you enrolled in the two simulated courses, one each semester. There are notional course specifications for each of these two simulated courses, but you should discuss your work with the Head of Program and/or your assigned supervisor.

8 Special note about course LIN8006

General information

- Course LIN8006, *Computer-Assisted Language Learning*, is a stand-alone course which can be credited in the Graduate Certificate in Teaching Second Languages, Master of Applied Linguistics, Master of TESOL (Coursework), Master of Applied Linguistics (Honours) or Master of TESOL (Hons). It is designed to introduce language teachers to the field of computer-assisted language learning (CALL) by providing them with insights into key aspects of CALL and a basic knowledge of the practical uses of computer technology in language instruction.
- The course consists of three major modules that lead you to an overview of CALL theory and practice. It begins with a discussion on the background of CALL, identifying terms and concepts associated with CALL. The second module reviews previous research on CALL and discusses general trends and issues in CALL research. The final module attempts to answer the question of what language teachers can do with CALL to enhance second language teaching. It explores language teachers' roles and tasks in CALL environments in terms of observation, design, implementation, evaluation and management.
- You are required to use an on-line discussion group to communicate with the lecturer and your fellow students, both to share ideas and to benefit from each other's experience. As the Internet is a valuable source of material relevant to this subject area, we encourage you to pursue a wide range of resources on the Internet to complement the resources provided in the study package.

Minimum requirements

- Students should have basic computer literacy skills.
- Students should have a computer of their own or should be able to arrange for regular access to a computer for exploring CALL software and preparing assignments throughout the semester.
- Students need Internet access, including e-mail and a Web browser.

Please note that without regular access to a computer connected to the Internet, students will have difficulties in meeting the requirements of this course.

9 USQ Library

Education Faculty Librarian

<p>Ron Pauley</p>	<p>As the Faculty Librarian for Education, I'm your contact in the Library for all Master of Applied Linguistics, Master of TESOL and Graduate Certificate in Teaching Second Languages programs.</p> <p>The Library makes available to you a number of key resources and services, all accessible via the Library's home page: www.usq.edu.au/library</p> <p>Take particular note of the catalogue and databases that allow you to search for resources held by the Library. I'd encourage you to spend some time becoming familiar with the Library's home page and the services on offer, in particular:</p> <ul style="list-style-type: none"> • Catalogue- your 'gateway' into the Library's collections • Databases- accessible via the 'Databases and e-Books' dropdown box for electronic journal articles and e-books • Faculty Librarian's home page- accessible via the 'Resources by Faculty' dropdown box • Information For' section- for borrowing information, loans limits and other information relevant to utilising the Library's services; and, • Information About' section- for details on a range of ancillary resources including the 'Referencing Guides' and EndNote. <p>I'd strongly encourage you to explore the Library's electronic resources- specifically our databases for electronic journal articles and e-books. These can be accessed from anywhere you have an internet connection and access to the Library's home page and mean that you have available on your desktop a range of high quality information resources. Also be sure to refer to the notes contained in this booklet regarding the APA Referencing Style and Post-Grad Toolbox. The Post-Grad Toolbox is a key collection of resources and guides designed to give you assistance in performing research, undertaking a literature review and much more.</p> <p>Most importantly, contact me if you have difficulties using the Library's resources, or would like assistance in locating specific information resources. I can be contacted via:</p> <p>Ron Pauley Faculty Librarian- Education Phone: (07) 46 31 2467 Email: pauley@usq.edu.au Web: http://www.usq.edu.au/library/faculties/education/default.htm</p> <p>I look forward to working with you in locating information sources and refining your research as you progress through your courses.</p>
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Online tutorials at USQ

<http://www.usq.edu.au/library/help/classes/online.htm>

PostGrad Toolbox

The PostGrad Toolbox is accessible via the Library's Home Page (www.usq.edu.au/library) using the link contained in the 'Getting Help' section, and provides a guide for conducting research, preparing a literature review and much more.

The PostGrad Toolbox

A collection of resources



Created & Compiled by USQ Reference Staff
June 1999

This site was last updated May, 2004

Referencing using the APA Style

The Library has developed an amended guide for Referencing using the APA style, with rules and conventions taken from the 5th edition of Publication Manual of the American Psychological Association. This guide is available via the Library's Home Page (www.usq.edu.au/library), using the 'Referencing Guides' link contained in the 'Information About' section.

The screenshot shows the USQ University Library website. The header includes the USQ logo and navigation links like 'Contact Us | Search | About this Site'. A search bar is visible on the left. The main content area is titled 'Guide to referencing using the APA Style' and includes an 'Overview' section with text about the guide's source (the 5th edition of the APA Publication Manual) and a 'Please note' section regarding the library staff's role in providing references. A list of 'Types of work referenced and other content of this guide' is provided at the bottom, including links for Periodical, Book, Article or Chapter in an edited book, Proceedings of meetings, conferences, symposia etc, Doctoral and Master's Thesis (unpublished), Personal Communication, Reviews, Technical and Research Report, Citing references in text, Audiovisual Media, Electronic Media, General Document Guidelines, and Reference List. A 'Go to:' menu on the left offers links to Library Home, Databases, Ask a Librarian, and Faculty Librarians.

USQ AUSTRALIA UNIVERSITY LIBRARY

Contact Us | Search | About this Site

Search USQ GO

USQ Home > ... > eHelp: for finding information > Referencing Guides > APA Style

Guide to referencing using the APA Style

Overview

Many of the examples cited are drawn from:
 American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

For more details please consult this manual (Available in USQ Library at 808.06615 Pub). These guides refer to specific pages in this manual should you need more clarification.

[APA Referencing - A Brief Guide](#) presents an overview in a short Breeze presentation.

Please note that whilst Library information staff can direct students to the location of referencing guides either online or in print, they cannot give specific advice to students on **how** to reference, as this is the role of academic staff, many of whom have specific preferences for citing. Please contact the appropriate academic staff member to clarify any referencing issues you may have.

Due to its size this APA Guide has been split into sections and you can access or print out the relevant parts that you need from the links below.

Types of work referenced and other content of this guide

- [Periodical](#)
- [Book](#)
- [Article or Chapter in an edited book](#)
- [Proceedings of meetings, conferences, symposia etc](#)
- [Doctoral and Master's Thesis \(unpublished\)](#)
- [Personal Communication](#)
- [Reviews](#)
- [Technical and Research Report](#)
- [Citing references in text](#)
- [Audiovisual Media](#)
- [Electronic Media](#)
- [General Document Guidelines](#)
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Local intranet

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Membership of professional organisations

Below is a list of some language teaching organisations which students may wish to consider joining. Many have SIGs (Special Interest Groups) that may connect with your studies in our programs.

From time to time our academic staff may attend and present papers at conferences run by these organisations and it can be a good opportunity to meet one of your lecturers in person.

Australia

ACTA – Australian Council of TESOL Associations
<http://www.tesol.org.au/home.htm>

AFMLTA – Australian Federation of Modern Language Teachers Associations Inc.
<http://www.afmlta.asn.au/>

ALAA – Applied Linguistics Association of Australia
<http://www.alaa.org.au/>

MLTAQ – Modern Language Teachers’ Association of Queensland
<http://www.mltaq.asn.au/>

International

APACALL – Asia-Pacific Association for Computer-Assisted Language Learning
<http://www.apacall.org/>

IATEFL – International Association of Teachers of English as a Foreign Language
<http://www.iatefl.org/>

JALT – The Japan Association for Language Teaching
<http://www.jalt.org/>

KOTESOL – Korean Teachers of English to Speakers of Other Languages
<http://www.kotesol.org>

TESOL – Teachers of English to Speakers of Other Languages, Inc.
http://www.tesol.org/s_tesol/

TESL Canada
<http://www.tesl.ca>

TESOL Arabia
<http://www.tesolarabia.org>

