Description: Principles of Second Language Learning

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<td>LIN</td>
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<td>1, 2002</td>
<td>EXT</td>
<td>1.00</td>
<td>TWMB</td>
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Academic Group: OPACS
Academic Org: OPACSP
HECS Band: 1
ASCED Code: 070115

STAFFING
Examiner: Francis Mangubhai
Moderator: Ann Dashwood

SYNOPSIS
Teachers of second languages need to have a theoretical framework which enables them to evaluate their activities in the classroom more effectively. While in practice it is possible to find that an activity that is theoretically ineffective can be effective through teacher or other factors operating in the classroom, nevertheless this tends to be the exception. To be able to teach effectively in the classroom, teachers need to know why something they do in the classroom works. No teacher operating in the classroom does so without some sort of theory of teaching, however rudimentary it might be. This course attempts to provide teachers with a coherent theory of second language learning. The course emphasises recent research in second language acquisition and the theoretical issues underlying such research. The course looks at the following topics: (a) differences between first and second language acquisition; (b) approaches to describing learner language (interlanguage) and the variation that is evident in it; (c) some tips on reading research in SLA; (d) theories of second language acquisition and their implications for classroom practice; (e) communication strategies; (f) cognitive controls, cognitive styles, learning styles and learning strategies; individual differences and their impact upon SL achievement.

OBJECTIVES
On successful completion of this course students will be able to:

- critically discuss the similarities and differences between first and second language acquisition;
- identify and discuss the different ways that learner language can be assessed and described by discussing key concepts such as "interlanguage", "language learner language", "error analysis;"
• discuss the reasons for variability that exists in language learner language and give examples of different types of such variability;
• read more effectively research articles in SL journals;
• critically discuss the strengths and weaknesses of various current SLA theories and identify elements in them that can be used in classroom;
• identify the different types of communication strategies and assess their use in classroom;
• develop some understanding of cognitive styles and be able to discuss the implications of learning styles for classroom teacher practice;
• enumerate various types of learning strategies and critically discuss their role in SL learning;
• identify the different types of individual differences and their putative effect upon the rate of SL learning;
• develop a framework for a more analytic approach to SL classroom practices.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. First and Second Language Acquisition: Same or different?</td>
<td>10.00</td>
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<tr>
<td>2. How do we describe second language development</td>
<td>15.00</td>
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<tr>
<td>3. A brief excursion into how to read research in SLA</td>
<td>5.00</td>
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<tr>
<td>4. Theories of Second Language Acquisition</td>
<td>20.00</td>
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<td>5. Communication strategies</td>
<td>5.00</td>
</tr>
<tr>
<td>6. Learning a second language (cognitive styles, learning styles, &amp; learning strategies</td>
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<tr>
<td>7. Individual differences in Second Language Acquisition (intelligence, aptitude, motivation, sociocultural factors, age, affective &amp; personality factors</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

There is no prescribed text.

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.


STUDENT WORKLOAD REQUIREMENTS

**ACTIVITY** | **HOURS**
---|---
Assessment | 25
Directed Study | 100
Private Study | 40

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>ASSIGNMENT 1 (2000-2500 WORD E)</td>
<td>999.00</td>
<td>25.00</td>
<td>Y</td>
<td>04 Mar 2002 (see note 1)</td>
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<tr>
<td>ASSIGNMENT 2 (2000-2500 WORD E)</td>
<td>999.00</td>
<td>25.00</td>
<td>Y</td>
<td>04 Mar 2002 (see note 2)</td>
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<tr>
<td>JOURNAL/DISCUSSION BOARD</td>
<td>999.00</td>
<td>10.00</td>
<td>Y</td>
<td>04 Mar 2002 (see note 3)</td>
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<td>TAKE HOME EXAMINATION</td>
<td>999.00</td>
<td>40.00</td>
<td>Y</td>
<td>END S1 (see note 4)</td>
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**NOTES:**

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.
3. Further details about the due dates are detailed in the assessment section of the Course Specifications.
4. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS

1. Over the two assignments and the reflective journal students will be expected to achieve at least half the marks.
2. Students must submit both assignments, the journal and the take home examination.
3. To pass students must achieve at least 50% in the take home examination.