Description: Immersion Language Teaching

<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>
</tr>
</thead>
<tbody>
<tr>
<td>LIN</td>
<td>8009</td>
<td>44060</td>
<td>2, 2005</td>
<td>EXT</td>
<td>1.00</td>
<td>Toowoomba</td>
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</table>

Academic group: OPACS
Academic org: OPACSP
Student contribution band: National Priority Teaching
ASCED code: 070115

STAFFING
Examiner: Michael Berthold
Moderator: Francis Mangubhai

RATIONALE
Since the early 80's in Australia, a number of schools in various states and territories have begun experimenting with the teaching of content areas such as Mathematics, Science, Social Sciences, etc. through a second language. More recently, especially in countries in Asia, there has been interest in teaching English through this method. In most cases the teachers within such bilingual or immersion programmes have had very little knowledge of the theories and methodologies appropriate to such teaching. Although such teaching has existed in some countries for decades, the concept is still relatively new to Australia and Asia and practising and potential teachers have not been able to obtain any extensive and intensive professional development as no Australian tertiary institution until now has offered a course specifically targeting the needs of such individuals.

SYNOPSIS
The course will introduce the students to the concept of immersion teaching, its historical roots in various countries, bilingualism and cognitive development, the results of international research into the effectiveness of immersion, examples of models of content teaching and immersion programmes from a range of countries, appropriate teaching strategies and methodologies and how they can be used for particular content areas and age levels, early and late immersion programmes, resource and teaching materials development.

OBJECTIVES
At the end of the course, the students will:

1. be able to explain the relationship between bilingualism and cognitive, linguistic and social development;
2. be able to explain the differences between the various models of immersion and bilingual language teaching programmes;
3. demonstrate an understanding of research findings into immersion teaching;
4. be able to describe the different approaches taken to content teaching/bilingual education by various countries and states within Australia;
5. be able to explain the significance of the learner's age in relation to second language acquisition, and its consequential results on early and late immersion programmes;
6. be able to produce teaching resources for different content areas appropriate to the year level and linguistic proficiency of their students;
7. discuss and evaluate the variety of teaching approaches and strategies appropriate to an immersion classroom.
8. be able to outline and discuss the difficulties likely to be encountered when engaged within or proposing an immersion programme;
9. be able to define and assess the effects of external factors upon students - parents, peers, community, language status, language distance etc.
10. have an understanding of the effects of external factors upon students - parents, peers, community, language status, etc.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Concept of the 'immersion method' of second language teaching and its place within the theories of second language acquisition.</td>
<td>10.00</td>
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<tr>
<td>2. Bilingualism and cognitive, linguistic and social development.</td>
<td>10.00</td>
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<tr>
<td>3. Types of bilingual education and their advantages or disadvantages.</td>
<td>5.00</td>
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<tr>
<td>4. Theories and research findings on bilingual/immersion education, and the role of age in second language acquisition.</td>
<td>15.00</td>
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<tr>
<td>5. Immersion models - national and international - LOTE and EFL.</td>
<td>15.00</td>
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<tr>
<td>6. Immersion programmes: conception to implementation - possible difficulties and solutions.</td>
<td>10.00</td>
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<tr>
<td>7. Methodology of immersion language teaching - techniques and strategies</td>
<td>15.00</td>
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<tr>
<td>8. Development of teaching materials and resources</td>
<td>15.00</td>
</tr>
<tr>
<td>9. Programme evaluation</td>
<td>5.00</td>
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</table>

**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).

Berthold, Michael (Ed) 1995, *Rising to the Bilingual Challenge*, NLLIA, Canberra.
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

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
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<tbody>
<tr>
<td>Assessment</td>
<td>30.00</td>
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<tr>
<td>Directed Study</td>
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<td>Private Study</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>30.00</td>
<td>30.00</td>
<td>26 Aug 2005</td>
</tr>
<tr>
<td>REFLECTIVE JOURNAL</td>
<td>5.00</td>
<td>5.00</td>
<td>26 Aug 2005</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>30.00</td>
<td>30.00</td>
<td>30 Sep 2005</td>
</tr>
<tr>
<td>REFLECTIVE JOURNAL</td>
<td>5.00</td>
<td>5.00</td>
<td>30 Sep 2005</td>
</tr>
<tr>
<td>TAKE HOME TEST</td>
<td>30.00</td>
<td>30.00</td>
<td>28 Oct 2005</td>
</tr>
</tbody>
</table>

IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility 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. It is the students' responsibility to attend and participate appropriately in all activities.

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 (or at least a grade of C-) for each assessment item.

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:
   N/A

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:
   A total of approximately 2500-3000 words is expected as answers to questions on the take-home test.

7 Examination period when Deferred/Supplementary examinations will be held:
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 For the two assignments and take home test and journals combined, students must achieve at least half the marks.

2 Students must submit all assessment items.