

## LING20003 Second Language Learning and Teaching

<b>Credit Points:</b>	12.50
<b>Level:</b>	2 (Undergraduate)
<b>Dates &amp; Locations:</b>	2011, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. On campus
<b>Time Commitment:</b>	Contact Hours: 2 x 1 hour lectures and 1 x 1 hour tutorial per week. There will be no tutorial in the first and last week of semester. Total Time Commitment: 3 contact hours /week, 5.5 additional hours/week. Total of 8.5 hours per week.
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	Formerly available as 175-201, 175-301 and 672-393 Second Language Learning and Teaching. Students who have completed these subjects are not allowed to enrol in this subject.
<b>Core Participation Requirements:</b>	For the purposes of considering request for Reasonable Adjustments under the disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Coordinator:</b>	Dr Neomy Storch
<b>Contact:</b>	<a href="mailto:neomys@unimelb.edu.au">neomys@unimelb.edu.au</a> ( <a href="mailto:neomys@unimelb.edu.au">mailto:neomys@unimelb.edu.au</a> )
<b>Subject Overview:</b>	This subject will examine a range of theoretical models of second language acquisition, including Universal Grammar, interlanguage, the input hypothesis, and the interaction hypothesis. Individual factors including age, aptitude, motivation and individual learner strategies will also be considered. The contribution of applied linguistics to the field of second language teaching will be examined. In particular, the evolution of different approaches to language instruction over the past 50 years, and recent developments in teaching methodology and the place of grammar teaching. Students will write about their own language learning experiences and observe language teaching in action, applying their knowledge of language acquisition theory to these observations.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li># Demonstrate familiarity with several theoretical models of second language acquisition, individual variables that may impact on successful acquisition, and approaches to second language instruction.</li> <li># Be able to analyse and explain, by reference to theories, errors in learner language.</li> <li># Be able to analyse and explain, by reference to theories of second language learning and learner variables, success (or lack of success) of learning a second language.</li> <li># Be able to critically evaluate second language teaching materials.</li> </ul>
<b>Assessment:</b>	Written work totalling 4000 words comprising an 800-word assignment 20% (due in week 6), a 1600-word assignment 40% (due in week 10), and a 1600-word assignment 40% (due at the end of the semester). This subject has the following hurdle requirements: Regular participation in tutorials is required with a minimum of 75% attendance. All pieces of written work must be submitted to pass this subject. Assessment submitted late without an approved extension will be penalised at 10% per day and in-class tasks missed without approval will not be marked.

<b>Prescribed Texts:</b>	A subject reader will be available for purchase from the University Bookshop. Second Language Theories (Mitchell, R. & F. Myles (2004)) London: Arnold
<b>Breadth Options:</b>	<p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> <li># <b>Bachelor of Biomedicine</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-BMED">https://handbook.unimelb.edu.au/view/2011/B-BMED</a>)</li> <li># <b>Bachelor of Commerce</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-COM">https://handbook.unimelb.edu.au/view/2011/B-COM</a>)</li> <li># <b>Bachelor of Environments</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-ENVS">https://handbook.unimelb.edu.au/view/2011/B-ENVS</a>)</li> <li># <b>Bachelor of Music</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-MUS">https://handbook.unimelb.edu.au/view/2011/B-MUS</a>)</li> <li># <b>Bachelor of Science</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-SCI">https://handbook.unimelb.edu.au/view/2011/B-SCI</a>)</li> <li># <b>Bachelor of Engineering</b> (<a href="https://handbook.unimelb.edu.au/view/2011/B-ENG">https://handbook.unimelb.edu.au/view/2011/B-ENG</a>)</li> </ul> <p>You should visit <b>learn more about breadth subjects</b> (<a href="http://breadth.unimelb.edu.au/breadth/info/index.html">http://breadth.unimelb.edu.au/breadth/info/index.html</a>) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p>
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<ul style="list-style-type: none"> <li># increase their skills in defining areas of inquiry and methods of research.</li> <li># become open to new ideas and possibilities.</li> <li># develop their attention to detail.</li> </ul>
<b>Notes:</b>	Formerly available as 175-201/301. Students who have completed 175-201 or 175-301 are not eligible to enrol in this subject.
<b>Related Majors/Minors/Specialisations:</b>	<p>English Language Studies  English Language Studies Major  Linguistics and Applied Linguistics  Linguistics and Applied Linguistics  Linguistics and Applied Linguistics  Linguistics and Applied Linguistics</p>
<b>Related Breadth Track(s):</b>	English Language Studies