

LING20003 Second Language Learning and Teaching

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| Credit Points: | 12.5 |
| Level: | 2 (Undergraduate) |
| Dates & Locations: | 2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. |
| Time Commitment: | Contact Hours: 34 hours- 2 x 1 hour lectures and 1 x 1 hour tutorial per week. There will be no tutorials in the first and last week of semester. Total Time Commitment: 170 hours |
| Prerequisites: | None |
| Corequisites: | None |
| Recommended Background Knowledge: | Experience of learning a second language |
| Non Allowed Subjects: | None |
| Core Participation Requirements: | <p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> |
| Coordinator: | Dr Neomy Storch |
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| Subject Overview: | This subject considers how a second language is acquired, what factors explain why only some learners are successful in learning a second language, and how to best teach a second language. We begin by looking at a range of theories which present different perspectives on the process of second language acquisition. We then consider individual factors that may affect success in second language acquisition. These factors include age, aptitude, motivation and learning strategies. We examine approaches to second language instruction, focusing on the four macro skills of speaking, listening, reading and writing. Students are encouraged to reflect upon their own language learning experiences and explain these experiences by reference to the topics covered in the subject. |
| Learning Outcomes: | <p>On successful completion of this subject, students should have:</p> <ul style="list-style-type: none"> # attained in-depth knowledge of several theoretical models of second language acquisition, individual variables that may impact on successful acquisition, and approaches to second language instruction; # engaged with debates on research approaches to second language learning and teaching; # broadened and apply second language research skills utilizing a variety of primary sources, and develop awareness of intellectual integrity and research ethics; # deepened their understanding of social and cultural diversity; # participated in individual and group-based problem-solving activities within and outside the classroom; # made wide use of learning and research technologies (LMS, Library); # further honed writing abilities. |
| Assessment: | 800 word assignment due mid semester [20%] 1600 word assignment 1 due end of week 10 [40%] 1600 word assignment 2 due during the examination period [40%] Hurdle requirement: |

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| | Students must attend a minimum of 75% of tutorials in order to pass this subject. All pieces of written work must be submitted to pass this subject. Note: Assessment submitted late without an approved extension will be penalised at 10% per working day. In-class tasks missed without approval will not be marked. |
| Prescribed Texts: | How languages are learned. Oxford: Oxford University Press. Lightbown, P and Spada, N. (2013) |
| Breadth Options: | <p>This subject potentially can be taken as a breadth subject component for the following courses:</p> <ul style="list-style-type: none"> # Bachelor of Biomedicine (https://handbook.unimelb.edu.au/view/2016/B-BMED) # Bachelor of Commerce (https://handbook.unimelb.edu.au/view/2016/B-COM) # Bachelor of Environments (https://handbook.unimelb.edu.au/view/2016/B-ENVS) # Bachelor of Music (https://handbook.unimelb.edu.au/view/2016/B-MUS) # Bachelor of Science (https://handbook.unimelb.edu.au/view/2016/B-SCI) # Bachelor of Engineering (https://handbook.unimelb.edu.au/view/2016/B-ENG) <p>You should visit learn more about breadth subjects (http://breadth.unimelb.edu.au/breadth/info/index.html) and read the breadth requirements for your degree, and should discuss your choice with your student adviser, before deciding on your subjects.</p> |
| Fees Information: | Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees |
| Generic Skills: | <p>Students who successfully complete this subject should have:</p> <ul style="list-style-type: none"> # increased their skills in defining areas of inquiry and methods of research; # become open to new ideas and possibilities; # developed their attention to detail. |
| Related Majors/Minors/Specialisations: | <p>English Language - 200 Point Program English Language Studies Graduate Certificate in Arts - Linguistics and Applied Linguistics Graduate Diploma in Arts - Linguistics and Applied Linguistics Language Testing - 200 Point Program Linguistics and Applied Linguistics Linguistics and Applied Linguistics TESOL - 200 Point Program Technology in Language Learning - 200 Point Program</p> |
| Related Breadth Track(s): | Linguistics: English Language Studies |