

**THE UNIVERSITY OF
NEW SOUTH WALES**



School of Languages and Linguistics

**LING5002
LANGUAGE TEACHING METHDOLOGY
SESSION 1**

2009

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**UNIVERSITY OF NEW SOUTH WALES
SCHOOL OF LANGUAGES AND LINGUISTICS
MA IN APPLIED LINGUISTICS/TESOL
LING 5002 Language Teaching Methodology**

Course Convenor: Dr. Barbara Mullock
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Email: b.mullock@unsw.edu.au
Consultation hours: Mondays 2.30-3.30, Thursdays 2.30-3.30 pm. Or by appointment
Class times Thursdays 4.00-6.00 pm., Quad G046

Information about the course

This course presents an overview of the range of methodological approaches to the teaching of spoken and written language skills in relation to historical and sociocultural contexts and to theoretical considerations. Although there is a special focus on TESOL, the course is also concerned with teaching languages other than English. It analyses and reflects on aspects of classroom practice, including teacher and learner roles, the use of teaching materials and language teaching technology. The course draws on the collective knowledge and experience of the class.

How the course relates to other course offerings in the discipline

This course is one of the required courses for the MA (TESOL) programs, and is one of the many optional courses for the MA (Applied Linguistics) programs. It approaches the issue of methodology for language teaching from a semi-theoretical standpoint, and is designed for those with a background in language teaching and learning. It is not intended as an introductory course in language teaching.

The aims of the course

- 1) To critically examine different language teaching methods in relation to their theoretical underpinnings and their appropriacy for the teacher's own teaching context.
- 2) To provide teachers with the opportunity to articulate their current practice, to reflect critically upon it, and to formulate alternative types of practice.
- 3) To help teachers understand current models of teaching listening, speaking, reading, writing, and vocabulary and to draw consequences for their own practice.

The teaching strategies that will be used and their rationale

The course will consist of classroom lectures and discussion. Course participants will be expected to discuss course content in pairs or small groups during the lecture sessions, and to report back the results of their discussion to the rest of the class. Some demonstration of teaching techniques or activities may be required.

Suggested approaches to learning in the course

Course participants should:

- attend all lectures
- read the corresponding material from the course reader each week
- read a wide range of other references, as recommended in the lectures

- participate in discussion tasks with other course participants
- complete all assessment activities

It is important to recognise that copious, regular reading (and understanding) of material recommended by the lecturer is vital to achieving good results in the course. As well as enhancing understanding of course content, reading will also improve general vocabulary and writing skills.

Expected learning outcomes

Course participants will

- Define and demonstrate an understanding of general language teaching methodology terminology and principles.
- Demonstrate an understanding of the major trends in language teaching methodology, including their identifying features, origins, strengths and weaknesses
- Differentiate between different language teaching methodologies
- Interpret and compare methodologies appropriate for their own teaching situations
- Critically evaluate the different methodologies and their attendant techniques and strategies in the light of theoretic and research considerations presented during the course, and in terms of their own teaching situations, and experience
- Demonstrate an understanding of the major contemporary trends in teaching grammar, vocabulary and pronunciation, and in teaching the four macroskills (speaking, listening, reading and writing), including their theoretical principles, origins, strengths and weaknesses
- Critically examine, analyse and evaluate the implications of modern theories of teaching the macroskills (reading, writing, speaking and listening) and language elements (grammar, vocabulary and pronunciation) with particular relevance to their teaching context.

ASSESSMENT IN THE COURSE

Overall rationale for assessment components and their association with course objectives

'My hope was not to teach anybody...but to attempt to bring each one to a clearer sense of what his own voice and range might be, and to give him some standards by which to evaluate his own work' Levertov 1970 cited in Stevick 1976 p. 141)

The course is not concerned with the accumulation of information and knowledge within a vacuum, or with teaching in an ideal general teaching context. It is concerned with encouraging course participants to critically reflect on their own teaching and learning experiences in the light of material presented during the course so that they may draw consequences for their own practice. However, in order to do this, it is important that course participants clearly understand how language teaching methodologies have developed, and on what principles they are based. It is also important that course participants be able to formulate alternate modes of practice. For course participants to do this effectively, introspection and reflection on their recent teaching and learning behaviour, and on the course content is required. This is the basis of the assessment tasks. In short, the assessment

procedures are designed so course participants can provide a clear and well-reasoned articulation of their own practice, or their intended practice.

Two (2) assignments will be required:

- i) Assignment 1 - due Week 7 (Thursday, 30th April), and one week after last lecture (Thursday 11th June) (Worth 50%)
- ii) Assignment 2 - due two weeks after last lecture (Thursday 18th June) (Worth 50%).

Assignments must be submitted with a completed cover sheet which can be downloaded from the following webpage:

"http://languages.arts.unsw.edu.au/policy/assign_coversheets.html"

All results are reviewed at the end of each semester and may be modulated to ensure equitable marking across the School

Details of each assessment component

ASSIGNMENT NO 1 - Due Week 7 (Thursday 30th April), and one week after last lecture (Thursday, 11th June) (Worth 50%)

Journal

Beginning Week 1, keep a journal in which you discuss your reactions to material presented during that week in the lecture. You should **not** summarise articles, readings, or the lecture, but instead focus on how the concepts, methods, approaches or techniques relate to, differ from, and could be applied to your teaching situation. Consider the implications of the concepts/method/approach/techniques as they pertain to your own ideas, experience, and teaching context.

The length of each week's entry is to be not more than two pages (preferably one page) of quality work (Font 12 Times New Roman, 1 ½ -2 spaced). If you are uncertain whether your journal entries are adequate and/or appropriate, please consult the lecturer as early as possible in the semester.

Please be sure to include all references (in standard format) to any article you mention.

Journals will be collected for marking in Week 7 and one week after the last lecture. Late journals will not be accepted.

If you have no teaching experience, or teaching experience limited to tutoring, this reflective journal can take as its starting point your own experience of being a student of English, or some other foreign language. You should write about your past experience of learning another language, and consider how the content of the unit (both the lecture and the readings) relate to this. What are the implications for your teaching? Would you teach the way you were taught? If so, why? If not, why not? You should briefly discuss the rationale behind the approach to teaching

you would like to take. Are there any other reflections you would like to make? Please give references where appropriate.

You may find it helpful to write a concept map about the topic BEFORE you attend the lecture. In composing a concept map you should answer questions based on the following:

What is your understanding of the topic of the lecture (eg. teacher roles, the reading process, teaching pronunciation)? What does (topic) involve? In the case of teaching a knowledge or skill area (eg grammar, reading, writing etc), how would you do this?

Then, after the lecture and your reading, compose another concept map. You should discuss the differences between the two concept maps in your journal. It is a good idea to include the concept maps in your assignment. (See Farrell, T.S.C. (2001). Concept maps to trace conceptual change in pre-service English teachers. *RELC Journal* Vol 32 (2). (copy in Open Reserve)

ASSIGNMENT NO. 2

Due Thursday, 18th June. Worth 50%

Number of words: 4,000 approx

a) If you have teaching experience

In regard to ONE (1) of the following:

- your own teaching situation,
 - a teaching situation in which you were involved prior to this course,
 - a teaching situation in which you expect to find yourself in the future,
- provide a critical review of the methodology used to teach one of the four skills (reading, writing, listening and speaking), and a consequent rationale for revision. It is advisable for reasons of scope, to focus on a single skill, or perhaps a more integrated view, such as conversational skills (listening and speaking).

Your review should include

1) A brief description of:

- the context of the course (where it is held and other relevant details)
- aims and objectives
- teaching methodology
- materials

2) A rationale for revision. This rationale should justify your approach to the nature of language and language learning, and you should refer to concepts and their application (theories and principles) which have been covered in the lectures and your reading. You may include revised ideas from the journals in Assignment 1.

b) If you have no teaching experience

In regard to a teaching situation in which you expect to find yourself in the future, provide a critical* account of the methodology you expect to use to

teach one of the four skills (reading, writing, listening and speaking). It is advisable for reasons of scope, to focus on a single skill, or perhaps a more integrated view, such as conversational skills (listening and speaking).

Your account should include

1) a brief description of:

- the context of the course (where it is to be held and other relevant details)
- aims and objectives of the course
- your intended teaching methodology
- materials

b) A rationale. Your rationale for your approach (your reasons for teaching the way you have described) should be justified with respect to the nature of language and language learning, and you should refer to concepts and their application (theories and principles) which have been covered in the lectures and your reading. You may include revised ideas from Assignment 1.

* Note that 'critical' refers to the WAY you discuss how you mean to teach the skills. This may mean that you discuss critically the way you were taught that skill when you learnt a second language, or how the skill is commonly taught in your teaching and/or learning context. It also means you should not accept uncritically what others say or write about how the skill should be taught.

COURSE SCHEDULE OR PROGRAM

Week 1. Introduction and Overview

Week 2. A Brief History of the Major Methods in Language Teaching

Week 3 Classroom Organisation and Management including group work, pair work, individualisation,

Week 4 Classroom Organisation and Management (ctd) Teacher Roles and Learner Roles, questioning and feedback

Week 5 Designing and Using Materials

Week 6 The Place of Grammar in the Classroom

Week 7 Teaching Reading

Week 8 Teaching Listening

Week 9 Teaching Writing

Week 10 Teaching Speaking

Week 11 Teaching Vocabulary

Week 12 Overflow

RELEVANT RESOURCES FOR COURSE PARTICIPANTS

Pre-Reading: One or more of:

- H. Douglas Brown (2000) *Principles of Language Learning and Teaching* 4th Edition
New York: Longman
- Cook, V. (2001) *Second Language Learning and Language Teaching*. New York: Oxford University Press
- Lee, J.F. and B. VanPatten (2003) *Making Communicative Language Teaching Happen* 2nd Edn. Boston: McGraw Hill
- Johnson, K. (2001) *An Introduction for Foreign Language Learning and Teaching*. Harlow, Essex: Longman
- Senior, R. M. (2006) *The Experience of Language Teaching*. Cambridge: Cambridge University Press

These texts are available in the UNSW Library.

Textbook: One of:

- H. D. Brown. *Teaching by Principles*. Prentice Hall.
- T. Hedge *Teaching and Learning in the Language Classroom* Oxford University Press
- D. Nunan *Language Teaching Methodology*. Prentice Hall
- J. Harmer. *The Practice of English Language Teaching*. 4th Edn Longman
- I.S.P. Nation. *Teaching ESL/EFL Reading and Writing*. New York: Routledge
- I.S.P. Nation *Teaching ESL/EFL Listening and Speaking*. New York: Routledge & Newton

These textbooks are available for purchase from the UNSW Bookshop. They are also available on Open Reserve from the UNSW Library.

A list of other reading materials will be presented at each lecture. Some of the materials listed are available from the UNSW Library, but others may only be available from libraries in other university. As Applied Linguistics/ TESOL is a relatively recent program at UNSW, copies of certain materials may not always be available. Course participants are encouraged to visit the NCELTR library at Macquarie University, Fisher Library at the University of Sydney, and the main library at UTS.

Some Useful Books:

- Bowen, T. and J. Marks (1994) *Inside Teaching* London: Longman
- Brown, H.D. (2001) *Teaching by Principles* Boston: Pearson
- Brumfit C.J. and K. Johnson (1979) *The Communicative Approach to Language Teaching* Oxford: OUP

- Bygate, M., P. Skehan, and M. Swain (eds) (2001) *Researching Pedagogic Tasks* Harlow: Pearson
- Campbell, C. (1995) *Towards Teaching: An exploration of teaching skills*. Oxford: Heinemann
- Carrell, P.L., J. Devine and D.E. Eskey (eds) (1988) *Interactive Approaches to Second Language Reading* Cambridge: CUP
- Carrier, Michael (1980) *Take 5: Games and activities for the language learner* London: Nelson
- Crookes, G. and SM Gass (1993) *Tasks and Language Learning: Integrating Theory and Practice* Clevedon: Multilingual Matters
- Cross, D. (1992) *A Practical Handbook of Language Teaching* New York: Prentice Hall
- Cunningsworth, A. (1984) *Evaluating and Selecting EFL Teaching Materials* London: Heineman
- Cunningsworth, A. (1995) *Choosing your Coursebook* London: Heinemann
- Davies, P. and E. Pearse (2000) *Success in English Teaching* Oxford: OUP
- Doff, A. (1988) *Teach English: A Training Course for Teachers* Cambridge: CUP (Teachers' workbook)
- Doff, A. (1988) *Teach English: A Training Course for Teachers* Cambridge: CUP (Teachers' workbook)
- Flowerdew, J. and L. Miller (2005) *Second Language Listening: Theory and Practice*. Cambridge: CUP
- Grabe, W. and F.L. Stoller (2002) *Teaching and Researching Reading*. Harlow, Essex: Longman
- Grauberg, W. (1997) *The Elements of Foreign Language Teaching* Clevedon: Multilingual Matters
- Harmer, J. (1991) *The Practice of English Language Teaching* London: Longman
- Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford: OUP
- Johnson, K. (1982) *Communicative Syllabus Design and Methodology* Oxford: OUP
- Kelly, G. (2000) *How to teach Pronunciation*. Harlow, Essex: Longman
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- Hubbard, P., H.J. Jones, B. Thornton, R. Wheeler (1983) *A Training Course for TEFL* Oxford: OUP
- Johnson, K. (1982) *Communicative Syllabus Design and Methodology* Oxford: OUP
- Johnson, K.E. (1999) *Understanding Language Teaching*. Boston: Heinle and Heinle
- Lewis, M (1985) *Practical Techniques in Language Teaching* Hove: Language Teaching Press
- Lewis, M. (1993) *Source Book for Teaching English as a Foreign Language*. London: Heinemann
- Lewis, M. and J. Hill (1993) *Course Book for Teaching EFL* Oxford: Heinemann
- Littlewood, W. (1992) *Teaching Oral Communication* Oxford: Blackwell
- McDonough J. and C. Shaw (1993) *Materials and Methods in ELT: A teacher's guide* Oxford: Basil Blackwell
- Morgan, J. (2003) *Vocabulary: A resource book for teachers*. Oxford: OUP
- Nation I.S.P. (1990) *Teaching and Learning Vocabulary* New York: Newbury House
- Nation, I.S.P. (2001) *Learning Vocabulary in Another Language*. Cambridge: CUP
- Nunan, D. (1991) *Language Teaching Methodology* New York: Prentice Hall
- Nunan, D. (1999) *Second Language Teaching and Learning*. Boston: Heinle and Heinle
- Richards, J.C, (1990) *The Language Teaching Matrix* Cambridge: CUP

Richards, J.C. and T.S. Rodgers (1986) *Approaches and Methods in Language Teaching: A description and analysis* Cambridge: CUP

Rost, M. (1990) *Listening in Language Learning*. Harlow, Essex: Longman

Rost, M. (2002) *Teaching and Researching Listening*. Harlow, Essex: Longman

Scrivener, J. (1994) *Learning Teaching* London Heineman

Slattery, M. (2001) *English for Primary Teachers* Oxford: Oxford University Press

Stern, H.H. (1983) *Fundamental Concepts of Language Teaching* Oxford: OUP

Stern, H.H. (1992) *Issues and Options in Language Teaching* Oxford: OUP

Stevick, E. (1983) *Teaching and Learning Languages*. Cambridge: CUP

Thornbury, S. (1999) *How to Teach Grammar*. London: Longman

Thornbury, S. (2005) *How to Teach Speaking*. Harlow, Essex: Longman

Thornbury, S. (2002) *How to Teach Vocabulary*. Harlow, Essex: Longman

Underhill, A. (1995) *Sound Foundations*. Oxford: Macmillan Heinemann

Underwood, M. (1989) *Teaching Listening* London: Longman

Ur, P. (1996) *A Course in Language Teaching* Cambridge: CUP

Ur, P. and A. Wright (1992) *Five-Minute Activities* Cambridge: CUP

Urquhart, S. and C. Weir (1998) *Reading in a Second Language* Harlow: Longman

Wallace, C. (1992) *Reading* Oxford: OUP

Course Books and Teacher Resources

Carrier, Michael (1980) *Take 5: Games and activities for the language learner* London: Nelson

Cunningham, S. and Redstone, C. (2002) *Cutting Edge (Starter - Upper Intermediate)* Harlow: Pearson

Doff, A. and C. Jones (2001) *Language In Use (Beginner - Upper Intermediate)* Cambridge: CUP

Drury, H. (1992) *English Speech Practice: A pronunciation course for advanced learners of English, Based on Authentic Australian English Dialogues*. Sydney: Learning Assistance Centre, University of Sydney

Forsyth, W. (1996) *Reading and Speaking Advanced*. Oxford: Macmillan Heinemann

Forsyth, W. (1998) *Grammar and Speaking Advanced*. Oxford: Macmillan Heinemann

Hadfield, J. (1999) *Presenting New Language* Oxford: Oxford University Press

Hadfield, J. (1999) *Simple Listening Activities*. Oxford: OUP

Hadfield, J. (1999) *Simple Speaking Activities*. Oxford: Oxford University Press

Hadfield, J. (2000) *Simple Reading Activities*. Oxford: Oxford University Press

Lewis, M. (1993) *Sourcebook for teaching English as a Foreign Language*. London: Heinemann

Morgan, J. (2003) *Vocabulary: Resource book for teachers*. Oxford: OUP

Rinvoluceri, M. (1984) *Grammar Games* Cambridge: CUP

Rinvoluceri, M. and P. Davies (1995) *More Grammar Games* Cambridge; CUP

Scrivener, J. (2003) *Teaching Grammar*. Oxford: Oxford University Press

Soars L. (2002) *New Headway (Beginner to Upper Intermediate)* Oxford: OUP

Ur, P. and A. Wright (1992) *Five-Minute Activities* Cambridge: CUP

Watcyn-Jones, P. (2000) *Group Work Intermediate*. Harlow: Penguin English

Watcyn-Jones, P. (2002) *Pair Work 1*. London: Penguin

Watcyn-Jones, P. (2002) *Pair Work 2*. London: Penguin

Watcyn-Jones, P. (2002) *Pair Work 3*. London: Penguin

Watson, A. (1994-1995) *Survival English: International Communication for Professional People* Oxford: Heinemann

Watson, A. (2004) *Basic Survival Kit: International Communication for Professional People* Oxford: Macmillan

Wright, A. and S. Haleem (1991) *Visuals for the Language Classroom* London: Longman
Wright, A. *Pictures for Language Learning* Cambridge: CUP
Wright, A., D. Betteridge, and M. Buckley (1983) *Games for Language Learning* Cambridge: CUP

Top class activities: 50 short games and activities for teachers. (1997) London: Penguin. SQ 428.24/117

Top class activities 2: 50 fun games and activities by top ELT writers. (2000) London: Penguin. SQ 428.24/118

NOTE: A fuller list of references will be provided at each lecture.

Recommended Internet sites

Many Applied Linguistics/TESOL journals are available through the University's Library website. A very useful data base available through the library is LLBA (Linguistics and Language Behaviour Abstracts). A useful search engine is <www.google.com.au>. Dave's ESL Café (www.eslcafe.com) is a useful source of practical ideas for teaching. A list of other useful internet sites will be given in the lectures.

Course participants are warned to exercise caution with Applied Linguistics/TESOL internet sites in general, as many contain material that is not refereed (ie. the material has not been evaluated by a panel of TESOL experts). Many such sites contain unsubstantiated and highly dubious claims. **Course participants are also advised to exercise caution with respect to internet sites and plagiarism**

Continual course improvement

Periodically student evaluative feedback on the course is gathered, using among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

ADMINISTRATIVE MATTERS

Expectations of the students

- Course participants are expected to participate in class discussions, and to report their group's findings back to the class as a whole. It is often the case that discussion with other course participants will clarify issues, stimulate further discussion, and/or bring important misunderstandings to light. An important objective of the course is to allow course participants to learn from each other as well as from the lecturer and the readings, just as teachers can learn from their colleagues as well as from other curriculum authorities.
- Course participants are expected to submit all assignments, on the due date.
- Course participants are advised to familiarise themselves thoroughly with their rights and responsibilities as outlined in the Linguistics Website, and the A-Z student guide on myUNSW. Attention is also drawn to the issue of plagiarism.

Academic honesty (including misconduct, plagiarism)

Please refer to the following site.

<http://info.library.unsw.edu.au/web/services/services.html>

You should complete the program ELISE (available online through the above site) which has a plagiarism section.

Plagiarism is the presentation of the thoughts or work of another as one's own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle.

† Adapted with kind permission from the University of Melbourne.

Apart from using dictionaries and reference books, students must make sure that language assignments are their own work. If any part of an assignment is copied from another source (e.g. the internet) or completed with the help of a native speaker or private tutor, this must be acknowledged. For more information on plagiarism, see the end of this document.

Other Important Information

Attendance and Absence

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than eighty per cent of their possible classes they may be refused final assessment.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below. Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Assignment Submission

- The cut off time for all assignment submissions in the School is 4pm of the stated due date.
- All assignments which are submitted in hard copy should have a cover sheet attached which is available at the link
<http://languages.arts.unsw.edu.au/currentstudents/undergraduate/genericcoversheet.rtf>
- Assignment boxes are located opposite the School reception on Level 2 of the Morven Brown Building.
- Students must keep a copy of their assignment.
- Assignments submitted after the due date will incur a penalty (3% per day for the first week - Saturday and Sunday count as two days – then 10% per week or until the final deadline set by the course convenor.) Please refer to the School Website for further information on the School's policy on submission of assignments at the link below:
<http://languages.arts.unsw.edu.au/currentstudents/undergraduate/Assignment%20Policy.pdf>
- All assignments must be completed and submitted on an individual basis. Group or pair work will not be accepted.
- DO NOT PLACE YOUR ASSIGNMENT IN A PLASTIC SLEEVE. THE ASSIGNMENT COVERSHEET MUST BE PLACED ON THE TOP SURFACE SO THAT THE DATE STAMP CAN BE STAMPED DIRECTLY
- If you wish your assignment to be returned at the end of the semester, please attach a stamped, self-addressed envelope to your assignment. Otherwise, assignments can be collected from the lecturer or from the School Office after marks have been submitted

Student Equity and Diversity

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Diversity Unit (9385 4734). Information for students with disabilities is available at:

<http://www.studentequity.unsw.edu.au/>

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made

Occupational Health and Safety

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

For all matters relating to Occupational Health, Safety and environment, see <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

- Students must report any hazards or incidents and any injuries or illnesses acquired during the course of their study, especially if it results in their being unable to pursue their studies for a continuous period of 7 or more days. The relevant reporting forms are available in all school offices and are accessible on the web.
- The Occupational Health, Safety and Environment section in the Risk Management Unit organises and participates in orientation and training courses for students throughout the year via the schools. Students are encouraged to attend these sessions. Undergraduate and postgraduate student representatives are nominated for the school OHS committees and level 1 OHS Committee.
- Students working at night on campus are advised to use the Unibeat service arranged by phoning Security on Tel: +61 2 9385 6000 to accompany them safely to the car park areas. They should be familiar with the procedures to follow in the event of an emergency, and should know the location of emergency exits, fire-fighting equipment, first-aid cabinets and telephones.
- All emergencies are to be reported to Security on Tel: 9385 6666. Students should also know the telephone number of their Building First Aid Officer, the University Health Service Tel: +61 2 9385 5425 and their supervisor's contact telephone number for emergency purposes. They should co-operate fully in the conduct of any building evacuation drill which is carried out in the school within which they are working and should be aware of any special instructions which might be relevant in the event of an accident involving their project. Students may only work after-hours in accordance with school policy.
- All students have obligations as 'persons' under Sections 21, 24 & 25 of the Occupational Health and Safety Act 2000 and OHS Regulation 2001. It is essential students read their legal obligations, which can be found at the following website: www.austlii.edu.au under NSW Acts and Consolidated regulations.

School Contact Information

Location: Level 2, Morven Brown, Kensington Campus (Gate 8, off High Street)
(map ref. C20)
Telephone: (61 2) 9385 1681
Facsimile: (61 2) 9385 2666
Email: languages@unsw.edu.au
Website: <http://languages.arts.unsw.edu.au>

my.UNSW

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff.

myUNSW is a great resource for further information not listed in this course outline.

For an A to Z guide on student services and related information, please see:
<https://my.unsw.edu.au/student/atoz/ABC.html>