APPL8230

Language Curriculum in Context

Session 1, Online-flexible 2024

Department of Linguistics

Contents

General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
Admission to MAppLing or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description
This unit is about language teaching and learning and focuses on internal and external social factors which influence language curricula and curriculum change. The focus of the unit moves from consideration of individuals in a teaching-learning context, through the classroom as a site of learning, to the influence and impact of broader social and political concerns on curriculum. Factors that bring about and impede change are examined and their impact evaluated across a spectrum of learning environments. The unit provides practical learning activities aimed at language curriculum development and introduces students to the professional area of curriculum development. The focus is on TESOL but teachers of other languages and content and language-integrated learning will also find this unit relevant to their professional practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Identify and describe the social factors inside and outside the classroom that define learning contexts and impact on learning, and link these social factors to constraints and opportunities that exist in different contexts.

ULO2: Explain the ways teachers develop beliefs about language learning and teaching and the effect these can have on education planning and delivery.

ULO3: Analyse and critically reflect on your own practice as a language teacher and beliefs about language learning

ULO4: Apply relevant theories and theoretical models to practice in curriculum design in a specific teaching context, and evaluate their effectiveness

ULO5: Communicate to a professional audience advanced knowledge and understanding of classroom practice and curriculum design.

Assessment Tasks

Name	Weighting	Hurdle	Due
Social context of teaching: description and critical analysis	40%	No	Week 6
Case study	30%	No	Week 12
Weekly quizzes	30%	No	Throughout the semester

Social context of teaching: description and critical analysis

Assessment Type [1]: Report
Indicative Time on Task [2]: 30 hours
Due: **Week 6**
Weighting: **40%**

Describe the features of the social context of teaching. Analyse and evaluate the effects one factor on teaching and learning, and examine how this influences the current classroom practice.

On successful completion you will be able to:

- Identify and describe the social factors inside and outside the classroom that define learning contexts and impact on learning, and link these social factors to constraints and opportunities that exist in different contexts.
- Explain the ways teachers develop beliefs about language learning and teaching and the effect these can have on education planning and delivery.
- Analyse and critically reflect on your own practice as a language teacher and beliefs about language learning

- Communicate to a professional audience advanced knowledge and understanding of classroom practice and curriculum design.

Case study

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 30 hours
Due: **Week 12**
Weighting: **30%**

Plan and present a case study on curriculum design or innovation in a specific teaching context and reflect on its implications.

On successful completion you will be able to:
- Identify and describe the social factors inside and outside the classroom that define learning contexts and impact on learning, and link these social factors to constraints and opportunities that exist in different contexts.
- Explain the ways teachers develop beliefs about language learning and teaching and the effect these can have on education planning and delivery.
- Analyse and critically reflect on your own practice as a language teacher and beliefs about language learning
- Apply relevant theories and theoretical models to practice in curriculum design in a specific teaching context, and evaluate their effectiveness
- Communicate to a professional audience advanced knowledge and understanding of classroom practice and curriculum design.

Weekly quizzes

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **Throughout the semester**
Weighting: **30%**

Weekly quizzes in 10 weeks based on the reading assigned for that week and the seminar materials in that week. Question types include both closed and open ones.

On successful completion you will be able to:

- Identify and describe the social factors inside and outside the classroom that define learning contexts and impact on learning, and link these social factors to constraints and opportunities that exist in different contexts.
- Explain the ways teachers develop beliefs about language learning and teaching and the effect these can have on education planning and delivery.
- Analyse and critically reflect on your own practice as a language teacher and beliefs about language learning
- Apply relevant theories and theoretical models to practice in curriculum design in a specific teaching context, and evaluate their effectiveness

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online learning activities, including readings, videos and seminar materials. Details can be found on the iLearn site for this unit.

Technology used:

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure

- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Inclusion and diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to regularly engage with the

learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2024.01R of the Handbook