



# APPL600

## Language Teaching Methodologies

S2 Evening 2016

*Dept of Linguistics*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	4
<u>Graduate Capabilities</u>	6
<u>Submission of assessment tasks</u>	10
<u>Changes since First Published</u>	10

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## General Information

Unit convenor and teaching staff

Lecturer

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By appointment

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Credit points

4

Prerequisites

Admission to GradCertTESOL or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description

Language Teaching Methodologies explores approaches to language teaching; designing and implementing classroom language learning activities; developing the language macro-skills of reading, writing, listening and speaking; classroom management; materials evaluation and selection; technological aids to language teaching/learning; assessment and evaluation.

## 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:

Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners

Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities

Modify existing language teaching and learning materials for a specific learner group

Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners

Reflect on their classroom practice and identify areas for improvement

Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

## General Assessment Information

All assessment tasks are submitted online and returned with feedback online, via iLearn. There is a lateness policy that is outlined in full on iLearn. Generally speaking, requests for extensions are not granted unless a valid reason is provided in a request to the Lecturer in advance of the due date.

## Assessment Tasks

Name	Weighting	Due
<u>Evaluating ELT Materials</u>	30%	Week 6
<u>Materials Design</u>	25%	Week 8
<u>Evaluating ELT</u>	45%	Week 13

### Evaluating ELT Materials

Due: **Week 6**

Weighting: **30%**

Evaluating ELT materials

On successful completion you will be able to:

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Reflect on their classroom practice and identify areas for improvement
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

### Materials Design

Due: **Week 8**

Weighting: **25%**

Designing ELT materials

On successful completion you will be able to:

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Modify existing language teaching and learning materials for a specific learner group
- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners

## Evaluating ELT

Due: **Week 13**

Weighting: **45%**

Evaluating ESL teaching

On successful completion you will be able to:

- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Reflect on their classroom practice and identify areas for improvement
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

## Delivery and Resources

The delivery of this unit is by a weekly, 2-hour meeting on campus. The delivery format is a combination of lecture, workshop and seminars. Students are expected to have read the set readings before the class, and to actively participate in class.

Resources are largely available through the iLearn website for this unit. Technologies used include video, e-resources, and e-book chapters. Students are also expected to do independent research using the library resources, and to search, select and analyse texts used in ESL contexts.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, 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](http://ask.mq.edu.au).

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Modify existing language teaching and learning materials for a specific learner group
- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Reflect on their classroom practice and identify areas for improvement
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

#### Assessment tasks

- Materials Design
- Evaluating ELT

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## Learning outcomes

- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Reflect on their classroom practice and identify areas for improvement
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

## Assessment tasks

- Materials Design
- Evaluating ELT

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Reflect on their classroom practice and identify areas for improvement
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

## Assessment task

- Materials Design

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

## Assessment tasks

- Evaluating ELT Materials
- Evaluating ELT

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcomes

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Modify existing language teaching and learning materials for a specific learner group
- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Reflect on their classroom practice and identify areas for improvement

## Assessment tasks

- Evaluating ELT Materials
- Materials Design
- Evaluating ELT



## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Modify existing language teaching and learning materials for a specific learner group
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

### Assessment task

- Evaluating ELT

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Modify existing language teaching and learning materials for a specific learner group
- Reflect on their classroom practice and identify areas for improvement
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

### Assessment tasks

- Materials Design
- Evaluating ELT

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

### Assessment tasks

- Evaluating ELT Materials
- Materials Design

## Submission of assessment tasks

Assessment tasks are submitted electronically through the iLearn website. Due dates for submission are final and requests for extensions will only be considered in exceptional circumstances.

## Changes since First Published

Date	Description
01/08/2016	Amended assessment task weightings that were incorrect.