APPL923

Classroom, Curriculum and Context

S2 External 2017

Dept of Linguistics

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Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Jill Murray
jill.murray@mq.edu.au
Contact via 9850 9605
C5A 565
Flexible. Please email for an appointment.

Margaret Wood
margaret.wood@mq.edu.au

Credit points
4

Prerequisites
Admission to MAppLing or PGDipAppLing 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 both curriculum and classroom practice. The focus of the unit moves from consideration of individuals in a teaching-learning context, to the classroom as a site of learning and generation of a unique discourse, and then to the influence and impact of broader social and political concerns on curriculum and on all participants in the process. Factors that bring about and impede change are examined and their impact evaluated across a spectrum of learning environments. The focus is on TESOL but teachers of other languages 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:

Identify the social parameters, inside and outside the classroom, which define learning

contexts and impact on learning.

Establish the link between these social parameters and the constraints and opportunities that exist in different contexts.

Understand how teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery.

Have a critical understanding of the range of approaches and methods used in TESOL, the principles underlying them and how, together with historical factors, they influence curriculum and syllabus design.

Be familiar with some of the research methods that have been used to study these processes, especially studies which focus on the analysis of classroom interaction and discourse.

Reflect on and critically analyse their own beliefs about language learning.

Be aware of the emerging impact of World Englishes in curriculum content selection, and in teachers' professional lives.

Critically evaluate language teaching materials in terms of their underlying assumptions and compatibility with teaching contexts.

Identify the stakeholders whose positions need to be considered in the introduction of a curriculum or syllabus innovation.

Foresee difficulties that might arise in curriculum and classroom innovations, and propose solutions.

Make recommendations for lesson and curriculum design in specific teaching- learning contexts.

Apply relevant theoretical models to practice in their own teaching contexts, and evaluate their effectiveness.

Consider a wide range of aspects of professional practice in the light of ethical principles, and explore ways to promote ethical and sustainable approaches to TESOL in their professional lives.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1	45%	No	Friday 1 September 2017
Assignment 2	50%	No	Friday 10 November 2017
Online Participation	5%	No	throughout semester

Assignment 1

Due: **Friday 1 September 2017**
Weighting: **45%**

Description of the contextual parameters of a teaching context, and evaluation of contextual affordances on learning

2000 words

On successful completion you will be able to:

- Identify the social parameters, inside and outside the classroom, which define learning contexts and impact on learning.
- Establish the link between these social parameters and the constraints and opportunities that exist in different contexts.
- Have a critical understanding of the range of approaches and methods used in TESOL, the principles underlying them and how, together with historical factors, they influence curriculum and syllabus design.
- Critically evaluate language teaching materials in terms of their underlying assumptions and compatibility with teaching contexts.
- Apply relevant theoretical models to practice in their own teaching contexts, and evaluate their effectiveness.
- Consider a wide range of aspects of professional practice in the light of ethical principles, and explore ways to promote ethical and sustainable approaches to TESOL in their professional lives.

Assignment 2

Due: **Friday 10 November 2017**
Weighting: **50%**

The effect of contextual parameters on classroom discourse or curriculum design practice.

[There are several options available for this essay, and alternatives can be discussed with the unit convenor]

3000 words not including references, data or appendices.

On successful completion you will be able to:

- Establish the link between these social parameters and the constraints and opportunities that exist in different contexts.

- Be familiar with some of the research methods that have been used to study these processes, especially studies which focus on the analysis of classroom interaction and discourse.
- Be aware of the emerging impact of World Englishes in curriculum content selection, and in teachers' professional lives.
- Identify the stakeholders whose positions need to be considered in the introduction of a curriculum or syllabus innovation.
- Foresee difficulties that might arise in curriculum and classroom innovations, and propose solutions.
- Make recommendations for lesson and curriculum design in specific teaching- learning contexts.
- Apply relevant theoretical models to practice in their own teaching contexts, and evaluate their effectiveness.

Online Participation

Due: **throughout semester**
Weighting: **5%**

Participation in online tasks and web discussions

On successful completion you will be able to:

- Identify the social parameters, inside and outside the classroom, which define learning contexts and impact on learning.
- Understand how teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery.
- Have a critical understanding of the range of approaches and methods used in TESOL, the principles underlying them and how, together with historical factors, they influence curriculum and syllabus design.
- Reflect on and critically analyse their own beliefs about language learning.
- Critically evaluate language teaching materials in terms of their underlying assumptions and compatibility with teaching contexts.
- Make recommendations for lesson and curriculum design in specific teaching- learning contexts.
- Consider a wide range of aspects of professional practice in the light of ethical principles, and explore ways to promote ethical and sustainable approaches to TESOL in their professional lives.

Delivery and Resources

RATIONALE

In order to optimise the effectiveness of their teaching and the breadth and depth of their professional knowledge, teachers need an understanding of the micro and macro contextual forces that interact and influence the events in their classrooms. In order to implement and evaluate change at any level, they need to be able understand the roles of stakeholders and the forces that act upon them. This unit examines practice and provides theoretical bases for critical thought and action. It builds a foundation from which research may be undertaken as well as evaluated and applied. It promotes an ethical and sustainable approach to TESOL, and an awareness of its place in the contemporary world.

Teaching and Learning Strategies

This unit is taught through:

- Course notes (provided on i-learn)
- Lectures and class discussions
- Structured reading and reflection tasks
- Web tasks and discussions

It is expected that students in this unit will ….

- Read the essential pre-reading before the lecture/seminars. (Internal students only)
- Attend all of the lecture/seminar sessions. (Internal students only)
- Participate in small group discussions and tasks in class.(Internal students only)
- Participate in web discussions and online tasks.
- Download and read the powerpoints after each of the lecture/seminars
- Access other readings from the unit website as well as journals and library resources.
- Consult with the lecturer about any assessment or other issues that need clarification.

NB: This unit is delivered in blended mode. Distance course materials are also available to internal students. Space permitting, external students may attend the on-campus sessions if they wish. All students are expected to participate in web discussions and complete online tasks.

Required and Recommended Reading and Learning Material

There are no textbooks for this unit.

Reading material for this course consists of book chapters and some journal articles that can be

found on e-reserve. Other journal articles can be accessed directly through the library catalogue. Detailed reading lists will be available on the i-learn site, which you can access from Monday Week 1. Reading guides and questions to consider are provided for the key readings.

For copyright reasons, some of the items on e-reserve may not be available for the entire period of the course. This means that students must download them when they are available and also that it is no cause for concern if readings do not appear until shortly before the corresponding module is due to commence.

Technology

i-learn will be used in the delivery of this unit. For more information: http://www.mq.edu.au/iLearn/student_info/getting_started.htm

On campus sessions will be recorded, but they will consist of student discussions and tasks rather than lectures. It is not essential for distance students to listen to these, but they are advised to download the slides available after the lecture sessions.

Unit Schedule

Week	Topic
1	Defining a social context
2	Teacher cognition and practice
3	English in the world
4	Communicative language teaching: origins and directions after the 'post-method era'
5	Approaches to curriculum design
6	The role of teaching materials: a critical approach
7	The classroom as a complex system
8	Researching classroom discourse 1
9	Researching classroom discourse 2
10	Curriculum innovation
11	Innovation in teaching: technological affordances
12	Action research: Teacher initiated change
13	Review: Teachers: professional development, research and change

See the unit i-learn site for weekly readings and tasks.

As well as the weekly topics there are general themes that go through this whole unit and provide a theoretical foundation for analysis of context as it operates at the level of individual, classroom and institution, and broad social context.

These are:

- Complexity theory, specifically the behaviour of complex adaptive systems
- Ecological linguistics
- Sociocultural theory and mediated learning
- Critical applied linguistics
- Discourse analysis
- Frameworks for the implementation of change

Learning and Teaching Activities

Structured reading tasks

All readings for this unit are available through i-learn or the library website. Learning activities include pre-reading questions, reflection tasks, and web discussions. Each module will become available on the Friday preceding the week in which the lecture occurs.

Lectures/seminars

On campus teaching sessions are held weekly on Thursday evening 4-6 pm. Powerpoints from the lecture will be uploaded by the Friday morning after each lecture. They are not available before the lecture.

In-class discussions

Students take part in class and small group discussions and activities integrated with the lecture program.

Web discussions

Web discussions provide students with opportunities to engage with their peers and consider applications of the unit content to their own professional experience and practice. DIscussion boards will be monitored by the unit convenor each week.

Assignment tasks

Formal assignments require the development of academic research and written communication skills

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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/

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.

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) 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

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.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Identify the social parameters, inside and outside the classroom, which define learning contexts and impact on learning.
- Establish the link between these social parameters and the constraints and opportunities that exist in different contexts.
- Understand how teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery.
- Critically evaluate language teaching materials in terms of their underlying assumptions and compatibility with teaching contexts.

Assessment tasks

- Assignment 1
- Assignment 2

Learning and teaching activities

- On campus teaching sessions are held weekly on Thursday evening 4-6 pm. Powerpoints from the lecture will be uploaded by the Friday morning after each lecture. They are not available before the lecture.
- Students take part in class and small group discussions and activities integrated with the lecture program.

- Web discussions provide students with opportunities to engage with their peers and consider applications of the unit content to their own professional experience and practice. DIscussion boards will be monitored by the unit convenor each week.
- Formal assignments require the development of academic research and written communication skills

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Identify the social parameters, inside and outside the classroom, which define learning contexts and impact on learning.
- Understand how teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery.
- Have a critical understanding of the range of approaches and methods used in TESOL, the principles underlying them and how, together with historical factors, they influence curriculum and syllabus design.
- Critically evaluate language teaching materials in terms of their underlying assumptions and compatibility with teaching contexts.
- Identify the stakeholders whose positions need to be considered in the introduction of a curriculum or syllabus innovation.
- Foresee difficulties that might arise in curriculum and classroom innovations, and propose solutions.
- Apply relevant theoretical models to practice in their own teaching contexts, and evaluate their effectiveness.

Assessment tasks

- Assignment 1
- Assignment 2

Learning and teaching activities

- All readings for this unit are available through i-learn or the library website. Learning activities include pre-reading questions, reflection tasks, and web discussions. Each module will become available on the Friday preceding the week in which the lecture occurs.

- On campus teaching sessions are held weekly on Thursday evening 4-6 pm. Powerpoints from the lecture will be uploaded by the Friday morning after each lecture. They are not available before the lecture.
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- Web discussions provide students with opportunities to engage with their peers and consider applications of the unit content to their own professional experience and practice. DIscussion boards will be monitored by the unit convenor each week.
- Formal assignments require the development of academic research and written communication skills

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Establish the link between these social parameters and the constraints and opportunities that exist in different contexts.
- Have a critical understanding of the range of approaches and methods used in TESOL, the principles underlying them and how, together with historical factors, they influence curriculum and syllabus design.
- Reflect on and critically analyse their own beliefs about language learning.
- Be aware of the emerging impact of World Englishes in curriculum content selection, and in teachers' professional lives.
- Foresee difficulties that might arise in curriculum and classroom innovations, and propose solutions.
- Apply relevant theoretical models to practice in their own teaching contexts, and evaluate their effectiveness.

Assessment task

- Assignment 2

Learning and teaching activity

- All readings for this unit are available through i-learn or the library website. Learning

activities include pre-reading questions, reflection tasks, and web discussions. Each module will become available on the Friday preceding the week in which the lecture occurs.

- On campus teaching sessions are held weekly on Thursday evening 4-6 pm. Powerpoints from the lecture will be uploaded by the Friday morning after each lecture. They are not available before the lecture.
- Students take part in class and small group discussions and activities integrated with the lecture program.
- Web discussions provide students with opportunities to engage with their peers and consider applications of the unit content to their own professional experience and practice. DIscussion boards will be monitored by the unit convenor each week.
- Formal assignments require the development of academic research and written communication skills

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Be familiar with some of the research methods that have been used to study these processes, especially studies which focus on the analysis of classroom interaction and discourse.
- Reflect on and critically analyse their own beliefs about language learning.
- Critically evaluate language teaching materials in terms of their underlying assumptions and compatibility with teaching contexts.
- Make recommendations for lesson and curriculum design in specific teaching- learning contexts.
- Apply relevant theoretical models to practice in their own teaching contexts, and evaluate their effectiveness.

Assessment task

- Assignment 2

Learning and teaching activity

- Students take part in class and small group discussions and activities integrated with the

lecture program.

- Web discussions provide students with opportunities to engage with their peers and consider applications of the unit content to their own professional experience and practice. DIscussion boards will be monitored by the unit convenor each week.
- Formal assignments require the development of academic research and written communication skills

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Reflect on and critically analyse their own beliefs about language learning.

Assessment tasks

- Assignment 1
- Assignment 2
- Online Participation

Learning and teaching activities

- Students take part in class and small group discussions and activities integrated with the lecture program.
- Web discussions provide students with opportunities to engage with their peers and consider applications of the unit content to their own professional experience and practice. DIscussion boards will be monitored by the unit convenor each week.
- Formal assignments require the development of academic research and written communication skills

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Reflect on and critically analyse their own beliefs about language learning.
- Be aware of the emerging impact of World Englishes in curriculum content selection, and in teachers' professional lives.
- Critically evaluate language teaching materials in terms of their underlying assumptions and compatibility with teaching contexts.
- Identify the stakeholders whose positions need to be considered in the introduction of a curriculum or syllabus innovation.
- Consider a wide range of aspects of professional practice in the light of ethical principles, and explore ways to promote ethical and sustainable approaches to TESOL in their professional lives.

Assessment tasks

- Assignment 2
- Online Participation

Learning and teaching activities

- Students take part in class and small group discussions and activities integrated with the lecture program.
- Web discussions provide students with opportunities to engage with their peers and consider applications of the unit content to their own professional experience and practice. DIscussion boards will be monitored by the unit convenor each week.
- Formal assignments require the development of academic research and written communication skills

Changes from Previous Offering

In line with the new assessment policy, changes have been made to the number and scope of assignments in this unit.