



# APPL600

## Language Teaching Methodologies

S2 Evening 2019

*Dept of Linguistics*

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## General Information

Unit convenor and teaching staff

Convenor

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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 own 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

Critically evaluate language teaching resources for a given context

## 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	Hurdle	Due
<a href="#">Evaluating ELT Materials</a>	25%	No	Week 4
<a href="#">Materials Design</a>	30%	No	Week 8
<a href="#">Evaluating ELT</a>	45%	No	Week 13

### Evaluating ELT Materials

Due: **Week 4**

Weighting: **25%**

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 own 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

- Critically evaluate language teaching resources for a given context

## Materials Design

Due: **Week 8**

Weighting: **30%**

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 own 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 for internally enrolled students. 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.

For externally enrolled students, the lectures will be available in recorded format after the lecture via ECHO link on iLearn.

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Assignment extensions and late submission

### Requesting an extension to assignment due date

Extensions are only given in special circumstances, by the unit coordinator either by email before the due date, or by completing the Special Consideration request at [ask.mq.edu.au](https://ask.mq.edu.au). For more information on Special Consideration, see <https://students.mq.edu.au/study/my-study-program/special-consideration>

### Late submission of assignments

If assignments are submitted after the due date without an approved extension, they are deemed late. Late submissions will receive a 5% per day penalty and will not be marked if more than 2 weeks late.

All assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor. Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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 own 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**

- Evaluating ELT Materials
- 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 own 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
- Critically evaluate language teaching resources for a given context

## **Assessment tasks**

- Evaluating ELT Materials
- 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 own 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

- Evaluating ELT Materials
- Materials Design
- Evaluating ELT

## 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



- Critically evaluate language teaching resources for a given context

## Assessment tasks

- Evaluating ELT Materials
- Materials Design
- 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 own classroom practice and identify areas for improvement
- Critically evaluate language teaching resources for a given context

## 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 tasks

- Evaluating ELT Materials
- Materials Design
- 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 own classroom practice and identify areas for improvement
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- Critically evaluate language teaching resources for a given context

## Assessment tasks

- Evaluating ELT Materials
- 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
- Evaluating ELT

## **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.