



APPL8230

Classroom, Curriculum and Context

Session 1, Fully online/virtual 2020

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Lecturer and course convenor

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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 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://students.mq.edu.au/important-dates>

Learning Outcomes

ULO1: 1. Identify the social parameters, inside and outside the classroom, which define learning contexts and impact on learning

ULO2: 2. Establish the link between these social parameters and the constraints and opportunities that exist in different contexts.

ULO3: 3. Develop 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.

ULO4: 4. Understand how teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery, and apply this knowledge to reflect on and critically analyse your own beliefs about language learning.

ULO5: 5. Make recommendations for lesson and curriculum design in specific teaching-learning contexts

ULO6: 6. Discuss and explore ways to promote ethical and sustainable approaches to TESOL in your professional life.

ULO7: 7. Apply relevant theoretical models to practice in your own teaching contexts, and evaluate their effectiveness

General Assessment Information

Late assignments The policy regarding late assignments has now been standardised across postgraduate Linguistics units but there may be some minor differences in how they are applied, submission times etc. Please read this carefully and ask the convenor if you have any questions.

For this unit:

- Assignments to be submitted through turnitin are due at 11.59pm Sydney time on the due date. Late submissions without an extension will receive a penalty of 5% **of the mark achieved for the assignment** for each day after the due date. This will be calculated on a pro-rata basis for the first day, which means that if you have issues uploading your work and you submit shortly after the due time you may not be penalised at all. From the second day onwards the full 5% will apply.
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation. The discretion of the convenor to grant extensions is limited.
- For more information on Special Consideration, see the university website <https://student.s.mq.edu.au/study/my-study-program/special-consideration>
- 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Social Context of teaching: Description and critical analysis</u>	40%	No	Monday 6 April
<u>OPTION 1 Classroom discourse in context.</u> <u>OPTION 2 Curriculum innovation in context.</u>	55%	No	Monday 8 June
<u>Web participation</u>	5%	No	Part 1 Fri 10 April, Part 2 Friday 5 June 5

Social Context of teaching: Description and critical analysis

Assessment Type ¹: Report

Indicative Time on Task ²: 20 hours

Due: **Monday 6 April**

Weighting: **40%**

Section 1: Description. (1000 words)

Describe the features of the social context of teaching. The areas you consider should include those related to all of the following: individual learners and teachers, the classroom environment, the school context, and the broader social context.

Section 2 Analysis/Evaluation. (1000 words)

Select 2-3 (preferably 3) contextual factors which are important in influencing the effectiveness of learning in this social context. Describe the effects of the factors on teaching and learning, and examine how this influences the current classroom practice, (i.e. what the teacher actually does now rather than recommendations for the future).

Word length 2000 words

On successful completion you will be able to:

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

- 4. Understand how teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery, and apply this knowledge to reflect on and critically analyse your own beliefs about language learning.
- 5. Make recommendations for lesson and curriculum design in specific teaching- learning contexts
- 6. Discuss and explore ways to promote ethical and sustainable approaches to TESOL in your professional life.

OPTION 1 Classroom discourse in context. OPTION 2 Curriculum innovation in context.

Assessment Type ¹: Project

Indicative Time on Task ²: 45 hours

Due: **Monday 8 June**

Weighting: **55%**

OPTION1 Using youtube, teacher education videos, or other internet source, find a short segment of classroom discourse in which some IRF exchanges are present. About 2-3 minutes is recommended. Provide either a copy of the video or the web address where it can be found. Give as much information as you can about the context. You may have limited information about this, but you should refer to any features that you observe which provide clues, including visual as well as textual data. Transcribe the sequence, identifying the teacher as T and the students as S1, S2, S3 etc. This can be a basic transcription – you should include pauses and overlaps only at the level of precision that is needed for the analysis. Use one or more of the systems you discussed in Part 1 to analyse the classroom interaction, paying particular attention to classifying the types of IRF sequences. What does the discourse suggest about the quality of the teaching-learning environment and the learning which is taking place? This is a subjective judgement, but you must justify your reasons for your evaluation using both the theoretical material you have read and the evidence from your analysis. You may also refer to and make comparisons with other classroom contexts discussed during the unit, or your own experience.

OPTION 2 Briefly specify the existing curriculum in a teaching context in which you currently teach (or have recently taught). (e.g. How is the syllabus organised? What are the aims and objectives? What materials are used? What are the typical teaching approaches? What assessment practices are followed?) Outline a curriculum change you have seen implemented in this teaching context. Explain the changes you made (or observed being made), including concrete descriptions and explanations of the changes, and providing justifications. (Describe your innovation in relation to the institutional, and other (for example political and practical) constraints. Evaluate the theoretical model of change which you applied.

Length: 3000 words

On successful completion you will be able to:

- 2. Establish the link between these social parameters and the constraints and

opportunities that exist in different contexts.

- 3. Develop 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.
- 4. Understand how teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery, and apply this knowledge to reflect on and critically analyse your own beliefs about language learning.
- 5. Make recommendations for lesson and curriculum design in specific teaching- learning contexts
- 6. Discuss and explore ways to promote ethical and sustainable approaches to TESOL in your professional life.

Web participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 5 hours

Due: **Part 1 Fri 10 April, Part 2 Friday 5 June 5**

Weighting: **5%**

Students will contribute to online web discussions throughout the unit.

On successful completion you will be able to:

- 1. Identify the social parameters, inside and outside the classroom, which define learning contexts and impact on learning
- 2. Establish the link between these social parameters and the constraints and opportunities that exist in different contexts.
- 4. Understand how teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery, and apply this knowledge to reflect on and critically analyse your own beliefs about language learning.
- 6. Discuss and explore ways to promote ethical and sustainable approaches to TESOL in your professional life.
- 7. Apply relevant theoretical models to practice in your own teaching contexts, and evaluate their effectiveness

¹ If you need guidance or support to understand or complete this type of assessment, please contact the Learning Skills Team

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

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 Leganto. 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.

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	Lecture date (powerpoints and recordings available after this date)	Topic	Tasks
1	26/2	Defining a social context	
2	4/3	Teacher cognition and practice	
3	11/3	English in the world	
4	18/3	Communicative language teaching: origins and directions after the 'post-method era'	
5	25/3	Approaches to curriculum design	
6	1/4	The role of teaching materials: a critical approach	A1 due Monday 6 April
7	8/4	The classroom as a complex system	Friday 10 April - last chance to complete web forums Weeks 1-7
BREAK			
8	29/4	Researching classroom discourse 1	
9	6/5	Researching classroom discourse 2	
10	13/5	Curriculum innovation	
11	20/5	Innovation in teaching: technological affordances	
12	27/5	Action research: Teacher initiated change	

13	3/6	Review: Teachers: professional development, research and change	Friday 5 June last chance to complete web forums Weeks 8-13. A2 due Monday 8 June
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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.*)

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 or if you are a Global MBA student contact globalmba.support@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 Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

Equity 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.

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.

Changes from Previous Offering

Details of assessment and unit dates have been added.

Changes since First Published

Date	Description
12/02/2020	Details of timetable and module dates have been added.