# APPL8230

# Classroom, Curriculum and Context

Session 1, Fully online/virtual 2021

*Department of Linguistics*

# Contents

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**Notice**

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

# General Information

Unit convenor and teaching staff
Agnes Bodis
agnes.bodis@mq.edu.au

Margaret Wood
margaret.wood@mq.edu.au

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, through the classroom as a site of learning and generation of a unique discourse, 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 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

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

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

> **ULO2:** 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.

**ULO3:** Demonstrate understanding of the ways teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery.

**ULO4:** Analyse and critically reflect on your own practice as a language teacher and beliefs about language learning

**ULO5:** Discuss and explore ways to promote ethical and sustainable approaches to TESOL in your professional life.

**ULO6:** Apply relevant theoretical models to practice in teaching/curriculum design in a specific teaching context, and evaluate their effectiveness.

# Assessment Tasks

| Name | Weighting | Hurdle | Due |
|---|---|---|---|
| Social context of teaching: description and critical analysis | 40% | No | Week 6 |
| Classroom discourse or curriculum innovation in context | 50% | No | Week 14 |
| Participation | 10% | No | Throughout the semester |

## Social context of teaching: description and critical analysis

Assessment Type [1]: Report
Indicative Time on Task [2]: 20 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. Length: 2000 words.

On successful completion you will be able to:

• Identify the social conditions inside and outside the classroom that define learning contexts and impact on learning, and link these parameters to constraints and opportunities that exist in different contexts.

• 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.

- Demonstrate understanding of the ways teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery.

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

- Apply relevant theoretical models to practice in teaching/curriculum design in a specific teaching context, and evaluate their effectiveness.

## Classroom discourse or curriculum innovation in context

Assessment Type [1]: Project
Indicative Time on Task [2]: 40 hours
Due: **Week 14**
Weighting: **50%**

Collect data from classroom interaction or curriculum change, analyse and evaluate it based on the theory covered in the seminar and your own research. Provide a written report of it.
Length:3000 words

On successful completion you will be able to:

- Identify the social conditions inside and outside the classroom that define learning contexts and impact on learning, and link these parameters to constraints and opportunities that exist in different contexts.

- 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.

- Demonstrate understanding of the ways teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery.

- Discuss and explore ways to promote ethical and sustainable approaches to TESOL in your professional life.

- Apply relevant theoretical models to practice in teaching/curriculum design in a specific teaching context, and evaluate their effectiveness.

## Participation

Assessment Type [1]: Participatory task

Indicative Time on Task [2]: 10 hours
Due: **Throughout the semester**
Weighting: **10%**

Students will be expected to prepare, and engage in discussion about topics covered in the seminars.

On successful completion you will be able to:

- Identify the social conditions inside and outside the classroom that define learning contexts and impact on learning, and link these parameters to constraints and opportunities that exist in different contexts.
- Demonstrate understanding of the ways teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery.
- Analyse and critically reflect on your own practice as a language teacher and beliefs about language learning
- Discuss and explore ways to promote ethical and sustainable approaches to TESOL in your professional life.

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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 Learning Skills Unit 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

Students who are enrolled in the online delivery are required to engage with lecture recordings (available after the scheduled lecture), unit readings and tasks each week. Students are also expected to do independent research using academic sources.

Resources are available through the iLearn website for this unit. Technologies used include video, Echo360 and other online resources.

# 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
- Grade Appeal Policy
- Complaint Management 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

**All assessment tasks must be attempted in order to pass the unit.**

**Requesting an extension to assignment due date**

Extensions are only given in special circumstances, by the unit coordinator or the lecturer, either by email before the due date, or by completing a Special Consideration form 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. Please contact the Unit Convenor if you have submitted a Special Consideration request for an extension so that your assignment is not marked down for late submission while you are waiting for the outcome.

All assignents 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) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- 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 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.