



# APPL8230

## Classroom, Curriculum and Context

Session 1, Weekday attendance, North Ryde 2021

*Department of Linguistics*

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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

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Margaret Wood

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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, 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.

**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

**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.

**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
<a href="#">Social context of teaching: description and critical analysis</a>	40%	No	Week 6
<a href="#">Classroom discourse or curriculum innovation in context</a>	50%	No	Week 14
<a href="#">Participation</a>	10%	No	Throughout the semester

### Social context of teaching: description and critical analysis

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 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.
- 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
- 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.
- 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 <sup>1</sup>: Project

Indicative Time on Task <sup>2</sup>: 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.
- Demonstrate understanding of the ways teachers develop beliefs about language learning and teaching and the effect these can have on lesson planning and delivery.
- 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.
- 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 <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 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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<sup>1</sup> 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.

<sup>2</sup> 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

The delivery of this unit is by on-campus sessions for internally enrolled students. The sessions are interactive seminars. Students are expected to have read the set readings, actively participate in class and online. 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) (<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 \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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](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)

**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 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 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](http://ask.mq.edu.au)

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