EDTE4310

Languages in the Secondary School I

Session 1, Weekday attendance, North Ryde 2021

Macquarie School of Education

Contents

Disclaimer

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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
Convenor
Sue Ollerhead
susan.ollerhead@mq.edu.au
Contact via email: susan.ollerhead@mq.edu.au
X5B362
Please email for an appointment

Credit points
10

Prerequisites
130cp and (EDTE3870 or TEP387) or (EDST3140 and EDST3010)

Corequisites

Co-badged status

Unit description
This unit examines current approaches to language teaching theory and practice, and their application to syllabus requirements in New South Wales primary and secondary schools. Topics to be covered include planning for effective teaching; developing communication skills; integrating language and culture; appraisal of teaching materials; negotiating the curriculum; and classroom management.

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:

ULO1: Understand the concepts and features of the New South Wales K-10 Languages syllabuses and the proposed Australian Curriculum Languages.

ULO2: Demonstrate an understanding of the appropriate pedagogy, through effective lesson plans. This involves: (a) incorporating a range of media/ICT technology (b) design appropriate assessment tasks and report on student achievement.

ULO3: Create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students'

prior knowledge, needs and interests and ability and learning style.

ULO4: Devise sequence of lessons and larger units of work grounded in syllabus outcomes and using a variety of effective teaching/learning and assessment strategies.

ULO5: Integrate the modelling of personal intercultural reflection, in using questioning techniques to elicit intercultural learning, which is fundamental approach to NSW syllabuses and proposed Australian Language curriculum.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u> required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption

according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g., quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.

- The outcome of a re-mark may be a **higher/lower or unchanged grade**.

- Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice viahttps://ask.m q.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.m q.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Intercultural pedagogy	40%	No	Week 6
Unit of Work	50%	No	Exam week 1
Participation	10%	No	Ongoing

Intercultural pedagogy

Assessment Type [1]: Essay
Indicative Time on Task [2]: 15 hours
Due: **Week 6**
Weighting: **40%**

Intercultural autobiographical narrative, consideration of intercultural pedagogy and teacher role, with design of pedagogical application.

On successful completion you will be able to:
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- Demonstrate an understanding of the appropriate pedagogy, through effective lesson plans. This involves: (a) incorporating a range of media/ICT technology (b) design appropriate assessment tasks and report on student achievement.
- Create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students' prior knowledge, needs and interests and ability and learning style.

- Integrate the modelling of personal intercultural reflection, in using questioning techniques to elicit intercultural learning, which is fundamental approach to NSW syllabuses and proposed Australian Language curriculum.

Unit of Work

Assessment Type [1]: Learning plan
Indicative Time on Task [2]: 25 hours
Due: **Exam week 1**
Weighting: **50%**

Design a two-week unit of work using the K-10 Languages syllabus, with assessment tasks and resources

On successful completion you will be able to:

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- Create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students' prior knowledge, needs and interests and ability and learning style.
- Devise sequence of lessons and larger units of work grounded in syllabus outcomes and using a variety of effective teaching/learning and assessment strategies.
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Participation

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 10 hours
Due: **Ongoing**
Weighting: **10%**

Demonstration of participation in flipped unit materials, class activities and presentations

On successful completion you will be able to:

- Understand the concepts and features of the New South Wales K-10 Languages syllabuses and the proposed Australian Curriculum Languages.

- Demonstrate an understanding of the appropriate pedagogy, through effective lesson plans. This involves: (a) incorporating a range of media/ICT technology (b) design appropriate assessment tasks and report on student achievement.
- Create a variety of differentiated learning resources and activities and adapt existing resources effectively to suit different learners' needs: consideration of students' prior knowledge, needs and interests and ability and learning style.
- Devise sequence of lessons and larger units of work grounded in syllabus outcomes and using a variety of effective teaching/learning and assessment strategies.
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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 Writing Centre 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

The unit comprises 10 Weekly modules that involve: online lectures, tutorials and independent learning. Attendance at face to face tutorials is compulsory as you will be required to demonstrate mastery of the online content in these sessions. You will need to access a copy of the Years 7-10 Syllabus for the language(s) you intend to teach (you can download these from the NESA website).

We will discuss the role of technology in languages education at various times during the unit. The requirement for technology use by students is that you bring your personal laptop or other device with internet connection to the workshops and prepare your assignments using a computer. This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

This unit requires students to use several ICT and software skills:

• Internet access: The iLearn site contains materials for this unit; it is also required for the online

submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

• Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.

• Uploading of assessment tasks to iLearn.

Access and technical assistance information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password. Please do NOT contact the Unit Convenor regarding iLearn technical help. No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

Prescribed textbook:

Smith, S. & Conti, G. (2016). *The Language Teacher Toolkit*. CreateSpace Independent. ISBN: 1523214821, 9781523214822

Unit Schedule

Please note: This is a preliminary outline only. Details are subject to change. Please refer to iLearn for details.

EDTE4310 Unit Schedule

Week	Session week	Module	Topic	Delivery
9	Week 1	1	Introduction: the Languages teaching profession	Tutorial
10	Week 2	2	How languages are learned	Independent Learning
11	Week 3	3	*In*tercultural language learning (1)	Tutorial
12	Week 4	4	Intercultural language learning (2)	Independent learning
13	Week 5	5	Language teaching strategies	Tutorial
14	Week 6	6	Oracy in the classroom	Independent learning
15			RECESS	
16			RECESS	
17	Week 7		Teaching Pause: Professional Experience	
18	Week 8		Teaching Pause: Professional Experience	

19	Week 9		Teaching Pause: Professional Experience	
20	Week 10	7	Teaching and learning vocabulary	Tutorial
21	Week 11	8	Teaching and learning in the target language	Independent learning
22	Week 12	9	Teaching grammar	Tutorial
23	Week 13	10	Developing spoken fluency	Independent learning

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

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 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

If you are a Global MBA student contact 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/.

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.