APPL8230

Classroom, Curriculum and Context

Session 1, Online-flexible 2022

Department of Linguistics

Contents

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General Information

Unit convenor and teaching staff
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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://www.mq.edu.au/study/calendar-of-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: Apply relevant theoretical models to practice in teaching/curriculum design in a specific teaching context, and evaluate their effectiveness.

ULO6: Communicate to a professional audience advanced knowledge and understanding of classroom practice and curriculum design.

Assessment Tasks

Name	Weighting	Hurdle	Due
Social context of teaching: description and critical analysis	40%	No	Week 6
Case study	30%	No	Week 12
Weekly quizzes	30%	No	Throughout the semester

Social context of teaching: description and critical analysis

Assessment Type [1]: Report
Indicative Time on Task [2]: 30 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.
- Communicate to a professional audience advanced knowledge and understanding of classroom practice and curriculum design.

Case study

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 30 hours
Due: **Week 12**
Weighting: **30%**

Plan and present a case study on classroom discourse/curriculum innovation/teacher cognition in a specific teaching context and reflect on its implications. Presentations are scheduled to Weeks 12 and 13.

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.
- Apply relevant theoretical models to practice in teaching/curriculum design in a specific teaching context, and evaluate their effectiveness.
- Communicate to a professional audience advanced knowledge and understanding of classroom practice and curriculum design.

Weekly quizzes

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **Throughout the semester**
Weighting: **30%**

Weekly quizzes in 10 weeks based on the reading assigned for that week and the seminar materials in that week. Question types include both closed and open ones.

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.

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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

Student who are enrolled online have the option to cover the unit materials asynchronously, by watching the recorded seminars in their own time, and synchronously, by joining the timetabled

weekly seminars via Zoom. 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). 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
- Assessment Procedure
- Complaints Resolution 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing an

d maths support, academic skills development and wellbeing consultations.

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

Requesting an extension to assignment due date

On occasion, you may be in a situation when you aren't able to submit an assessment task on time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see https://students.mq.edu.au/study/my-study-program/special-consideration

Late submission of assignments

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual

assault

- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.