



# APPL8200

## Linguistics and Language Teaching

Session 1, Online-flexible 2023

*Department of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor; Lecturer

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Contact via email

12 Second Way Room 513

Wednesdays 1-3

Unit Convenor; Lecturer

Melissa Reed

[melissa.reed@mq.edu.au](mailto:melissa.reed@mq.edu.au)

Contact via email

12 Second Way

By appointment

Credit points

10

Prerequisites

Admission to GradCertTESOL or MAppLingTESOL or MTransInterMAppLingTESOL or MAppLing

Corequisites

Co-badged status

Unit description

This unit introduces you to a model of language useful for language teaching contexts in which learners are faced with a variety of language demands. You will explore the social and cultural underpinnings of language, and gain an introduction to key concepts such as: the relations between text and context, language in context, text structure, the multi-functionality of language, clause-level and text-level grammar, spoken and written English, phonology and graphology. There is a strong emphasis on applying these concepts to second and foreign language teaching and learning.

## 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:** Analyse a range of spoken and written text types, within a range of genres, for their formal and functional linguistic features.

**ULO2:** Identify and differentiate between a range of everyday and English language learning spoken and written text types within a range of genres through analysis of their structure, their communicative purpose, and their formal and functional linguistic features.

**ULO3:** Apply knowledge of functional grammar for language teaching to appraise English language learners' spoken and written language performance and to provide formative feedback to learners.

**ULO4:** Discriminate between the features of spoken-like and written-like language through analysis of students' language performance.

**ULO5:** Apply knowledge of phonology, graphology, orthography and graphophonic awareness to analyses of English language learners' written language performance.

## General Assessment Information

**All assessment tasks must be submitted in order to be eligible to pass this 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Language diary</a>	20%	No	19th March 2023
<a href="#">Analysing a learner text</a>	45%	Yes	7th May 2023

Name	Weighting	Hurdle	Due
<a href="#">Analysing text-level features</a>	35%	No	4 June 2023

## Language diary

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **19th March 2023**

Weighting: **20%**

For this task, you will collate samples of language from a range of language events in your daily life and comment on each of these language events as entries in a language diary. This assessment task will introduce you to the kinds of text analyses you will do throughout the unit and in remaining assessment tasks.

On successful completion you will be able to:

- Analyse a range of spoken and written text types, within a range of genres, for their formal and functional linguistic features.
- Identify and differentiate between a range of everyday and English language learning spoken and written text types within a range of genres through analysis of their structure, their communicative purpose, and their formal and functional linguistic features.

## Analysing a learner text

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

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **7th May 2023**

Weighting: **45%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

This final task requires you to analyse in more detail the linguistic features of a text in relation to its social context and purpose, and then consider what areas of language would best be focused on for this learner. For this task you will analyse an English language learner's written text.

On successful completion you will be able to:

- Analyse a range of spoken and written text types, within a range of genres, for their

formal and functional linguistic features.

- Identify and differentiate between a range of everyday and English language learning spoken and written text types within a range of genres through analysis of their structure, their communicative purpose, and their formal and functional linguistic features.
- Apply knowledge of functional grammar for language teaching to appraise English language learners' spoken and written language performance and to provide formative feedback to learners.
- Discriminate between the features of spoken-like and written-like language through analysis of students' language performance.
- Apply knowledge of phonology, graphology, orthography and graphophonic awareness to analyses of English language learners' written language performance.

## Analysing text-level features

Assessment Type <sup>1</sup>: Qualitative analysis task

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **4 June 2023**

Weighting: **35%**

For this task, you will analyse two texts for their overall social purpose, their rhetorical staging, the genre and text types, as well as the language used to realise Field and Tenor.

On successful completion you will be able to:

- Analyse a range of spoken and written text types, within a range of genres, for their formal and functional linguistic features.
- Identify and differentiate between a range of everyday and English language learning spoken and written text types within a range of genres through analysis of their structure, their communicative purpose, and their formal and functional linguistic features.
- Apply knowledge of functional grammar for language teaching to appraise English language learners' spoken and written language performance and to provide formative feedback to learners.

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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 [Writing Centre](#) 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 unit is delivered face-to-face for internal students, with one weekly seminar. See [timetable.s.mq.edu.au](https://timetable.s.mq.edu.au) for more information. All resources are online apart from the required and recommended text books, which need to be bought. For external students, seminars are recorded and there are weekly learning tasks including online forum discussions to be carried out.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.s.mq.edu.au\)](https://policies.s.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 \(https://students.mq.edu.au/support/study/policies\)](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)

## 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 and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

**All assessment tasks must be submitted to be eligible to pass this unit**

### **Requesting an extension to assignment due date**

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### **Late submission of assignments**

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## **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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## 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/](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.