



# APPL8420

## Teaching English for Academic Purposes

Session 2, Online-flexible 2024

*Department of Linguistics*

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#### **Disclaimer**

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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

APPL7420

Unit description

This unit will provide you with an understanding of the features of academic discourse, focusing on the genres used by different disciplinary communities, and the way these communities use the lexico-grammatical resources of academic English to achieve their purposes. We examine the identities projected by academics in their writing, and the ways in which student writers develop their understanding of and ability to project appropriate identities. This understanding provides the basis for consideration of approaches to needs analysis, course and materials development and assessment. You will explore the problems faced by both proficient speakers and developing speakers of English. You will have the opportunity to follow your own interests in the selection of assessment task topics.

## 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 key features of academic registers and explain how these features achieve a range of academic genres.

**ULO2:** Describe methods and approaches for teaching English for Academic Purposes

and critically discuss their suitability to different language teaching contexts.

**ULO3:** Reflect on, appraise and discuss the applications of current English for Academic Purposes research on different language teaching contexts.

**ULO4:** Communicate advanced knowledge and understanding of English for Academic Purposes research and theories to diverse audiences.

**ULO5:** Critically evaluate the appropriateness of English for Academic Purposes instructional materials and their use with specific student cohorts, drawing on principles of needs analysis and discourse analysis.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Article or Chapter Summary</u></a>	20%	No	2024-08-18
<a href="#"><u>Research Interview</u></a>	45%	No	2024-09-29
<a href="#"><u>Materials Review</u></a>	35%	Yes	2024-11-03

### Article or Chapter Summary

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

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

Due: **2024-08-18**

Weighting: **20%**

For this assignment, students summarise the main ideas of a research project and discuss the implications of the research on the teaching of English for Academic Purposes.

On successful completion you will be able to:

- Identify key features of academic registers and explain how these features achieve a range of academic genres.
- Describe methods and approaches for teaching English for Academic Purposes and critically discuss their suitability to different language teaching contexts.
- Reflect on, appraise and discuss the applications of current English for Academic Purposes research on different language teaching contexts.
- Communicate advanced knowledge and understanding of English for Academic Purposes research and theories to diverse audiences.
- Critically evaluate the appropriateness of English for Academic Purposes instructional

materials and their use with specific student cohorts, drawing on principles of needs analysis and discourse analysis.

## Research Interview

Assessment Type <sup>1</sup>: Media presentation

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

Due: **2024-09-29**

Weighting: **45%**

Students engage with a researcher (research student or academic staff member) studying an area relevant to the teaching and learning of English for Academic Purposes to conduct and publish an in-depth interview about the area being explored and its applications to the teaching of English for Academic Purposes.

On successful completion you will be able to:

- Identify key features of academic registers and explain how these features achieve a range of academic genres.
- Describe methods and approaches for teaching English for Academic Purposes and critically discuss their suitability to different language teaching contexts.
- Reflect on, appraise and discuss the applications of current English for Academic Purposes research on different language teaching contexts.
- Communicate advanced knowledge and understanding of English for Academic Purposes research and theories to diverse audiences.
- Critically evaluate the appropriateness of English for Academic Purposes instructional materials and their use with specific student cohorts, drawing on principles of needs analysis and discourse analysis.

## Materials Review

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

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **2024-11-03**

Weighting: **35%**

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

Students critically analyse teaching materials taken from published sources

On successful completion you will be able to:

- Describe methods and approaches for teaching English for Academic Purposes and critically discuss their suitability to different language teaching contexts.
- Reflect on, appraise and discuss the applications of current English for Academic Purposes research on different language teaching contexts.
- Communicate advanced knowledge and understanding of English for Academic Purposes research and theories to diverse audiences.

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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

APPL8420 is delivered as a “flipped classroom”. This means that the main content is delivered through virtual recorded seminars. Students enrolled in the unit exclusively online are expected to work through the weekly readings and lectures independently prior to completing the activities in the Weekly discussion guides. Students can complete the activities independently, in their own time, or they are welcome to come along to class in person or via Zoom. In these weekly face-to-face gatherings, we will engage more deeply with this content through application activities and discussion.

**Time:** Monday 17.00 – 19.00 (5-7pm)

**Location:** 01 Central Courtyard, Rm. 218 & Online via Zoom and Echo

The course convenor will be contactable through email to answer any queries that might arise.

### Module Readings

There are between two and five 'required readings' for each module in this unit. You need to read a minimum of two for each module. Readings are essential as they discuss the major themes involved in the unit. You will find these readings on iLearn, via the 'Leganto' link.

Recommended books are shelved in the Reserve section of the library and can be borrowed for limited periods of time.

## Unit Schedule

Week	Date	Topic	Tasks
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Week 1	22 July	Introduction: What is academic discourse?	
Week 2	29 July	Genre in EAP	
Week 3	5 August	The language of academic English: Abstraction & nominalisation	
Week 4	12 August	Voice & Identity in professional academic texts	<i>Article Summary Due 18 August</i>
Week 5	19 August	Voice & Identity in student writing	
Week 6	26 August	EAP, intertextuality and plagiarism	
Week 7	2 September	Multimodality and the use of media in EAP	
Week 8	9 September	Approaches to EAP: Study skills, literacy and literacies	
<b>Recess</b>			<i>Beyond the Paper Interview Due: 29 September</i>
Week 9	30 September	Needs Analysis in EAP	
Week 10	7 October	Course Design in EAP	
Week 11	14 October	Materials Selection & Design in EAP	
Week 12	21 October	Assessment in EAP	
Week 13	28 October	Researching EAP	<i>Materials Review Report Due 3 November</i>

## 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](#)

- [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](http://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](#).

## 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.

## Inclusion & Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

## Professionalism

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your



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Unit information based on version 2024.01R of the [Handbook](#)