APPL8200

Linguistics and Language Teaching

Session 1, Online-flexible 2025

Department of Linguistics

Contents

General Information

Unit convenor and teaching staff
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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

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. Please contact your unit convenor who will advise you how to proceed. You may need to complete 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.

Use of Generative AI

While Generate AI may be useful as a learning tool during this unit, you will not be able to use Generate AI for your assignments. Please contact your lecturer for further information.

Assessment Tasks

Name	Weighting	Hurdle	Due
Language diary	20%	No	23/03/2025
Analysing text-level features	35%	No	11/05/2025
Analysing a learner text	45%	Yes	08/06/2025

Language diary

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 10 hours

Due: **23/03/2025**
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 text-level features

Assessment Type [1]: Qualitative analysis task
Indicative Time on Task [2]: 35 hours
Due: **11/05/2025**
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.

Analysing a learner text

Assessment Type [1]: Report
Indicative Time on Task [2]: 40 hours
Due: **08/06/2025**
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.

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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

Online students follow a weekly study plan on iLearn, which includes videos, readings and

interactive forums and activities. These activities are designed to give students practice in applying the content, and directly relate to the assessments and unit learning outcomes for this course, so it is recommended that online students participate in these as fully as possible. Online students are welcome to come to the weekly seminar on occasion if they are available. Details about this will be available on iLearn.

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 connect.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 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 the Service Connect Portal, 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.

Inclusion and 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

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to participate actively in learning. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them if your learning is disrupted.

Another dimension of professionalism is having respect for your peers, including in online environments. Please demonstrate supportive and inclusive behaviours when communicating with peers on forums.

Unit information based on version 2025.01R of the Handbook