General Information

Unit convenor and teaching staff
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By appointment

Unit Co-Convenor
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Credit points
4

Prerequisites
Admission to GradCertTESOL or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description
Language Teaching Methodologies explores approaches to language teaching; designing and implementing classroom language learning activities; developing the language macro-skills of reading, writing, listening and speaking; classroom management; materials evaluation and selection; technological aids to language teaching/learning; assessment and evaluation.

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:
Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
Modify existing language teaching and learning materials for a specific learner group
Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
Reflect on their classroom practice and identify areas for improvement
Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

General Assessment Information

All assessment tasks are submitted online and returned with feedback online, via iLearn. There is a lateness policy that is outlined in full on iLearn. Generally speaking, requests for extensions are not granted unless a valid reason is provided in a request to the Lecturer in advance of the due date.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Evaluating ELT Materials</td>
<td>35%</td>
<td>Week 6</td>
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<tr>
<td>Materials Design</td>
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<td>Week 8</td>
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<tr>
<td>Evaluating ELT</td>
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<td>Week 13</td>
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Evaluating ELT Materials

Due: Week 6
Weighting: 35%

Evaluating ELT materials

On successful completion you will be able to:

• Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
• Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
• Reflect on their classroom practice and identify areas for improvement
• Develop an inventory of classroom management techniques to effectively manage the
classroom learning environment for a range of second language learners

Materials Design
Due: Week 8
Weighting: 30%
Designing ELT materials

On successful completion you will be able to:
• Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
• Modify existing language teaching and learning materials for a specific learner group
• Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners

Evaluating ELT
Due: Week 13
Weighting: 35%
Evaluating ESL teaching

On successful completion you will be able to:
• Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
• Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
• Reflect on their classroom practice and identify areas for improvement
• Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

Delivery and Resources
The delivery of this unit is by a weekly, 2-hour meeting on campus. The delivery format is a combination of lecture, workshop and seminars. Students are expected to have read the set readings before the class, and to actively participate in class.

Resources are largely available through the iLearn website for this unit. Technologies used include video, e-resources, and e-book chapters. Students are also expected to do independent research using the library resources, and to search, select and analyse texts used in ESL contexts.
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy  http://mq.edu.au/policy/docs/academic_honesty/policy.html


Disruption to Studies Policy  http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct:  https://students.mq.edu.au/support/student_conduct/

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.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 improve your marks and take control of your study.

  • Workshops
  • StudyWise
  • Academic Integrity Module for Students
Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Modify existing language teaching and learning materials for a specific learner group
- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Reflect on their classroom practice and identify areas for improvement
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

Assessment tasks

- Materials Design
- Evaluating ELT
Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

**Learning outcomes**

- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Reflect on their classroom practice and identify areas for improvement
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

**Assessment tasks**

- Materials Design
- Evaluating ELT

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

**Learning outcomes**

- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Reflect on their classroom practice and identify areas for improvement
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

**Assessment task**

- Materials Design

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge,
scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcomes**

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

**Assessment tasks**

- Evaluating ELT Materials
- Evaluating ELT

**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcomes**

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Modify existing language teaching and learning materials for a specific learner group
- Apply current theory of teaching the language macro-skills (reading, writing, speaking, listening) to specific groups of language learners
- Reflect on their classroom practice and identify areas for improvement
Assessment tasks

• Evaluating ELT Materials
• Materials Design
• Evaluating ELT

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

• Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
• Modify existing language teaching and learning materials for a specific learner group
• Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

Assessment task

• Evaluating ELT

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

• Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
• Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
• Modify existing language teaching and learning materials for a specific learner group
• Reflect on their classroom practice and identify areas for improvement
• Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners
Engaged and Ethical Local and Global citizens
As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Apply current theory and practice of English language teaching to the design of language learning tasks and activities for a range of second language learners
- Analyse key dimensions of a group of learners to support them appropriately in carrying out language learning tasks and activities
- Develop an inventory of classroom management techniques to effectively manage the classroom learning environment for a range of second language learners

Assessment tasks

- Evaluating ELT Materials
- Materials Design

Submission of assessment tasks
Assessment tasks are submitted electronically through the iLearn website. Due dates for submission are final and requests for extensions will only be considered in exceptional circumstances.