

# Teacher Professional Learning: Seminars in Education

**SEMINAR** TERM 3, 2023

**SCHEDULE** Thursday 4:00 - 5:30 PM

The Adelaide Research Institute organises special seminars for teachers, school staff and educational institutions. The professional learning events present current studies in language education and curriculum design, literacies and assessment, and in the evaluation of teaching practices.\* The inservice seminars are accredited for the Graduate Diploma TESOL, Language Curriculum and Literacy and are planned as intensive events or over a term.

\*Mickan, P. and I. Wallace (eds) (2020) *The Routledge Handbook of Language Education Curriculum Design*. London, Routledge

\*Mickan, P. & E. Lopez (eds) (2017) *Text-Based Research and Teaching: A Social Semiotic Perspective on Language in Use*. Basingstoke, UK, Palgrave Macmillan



## SEMINAR MODULES

### Language and Learning: Functional Linguistics across the Curriculum

In this seminar teachers study language in learning. The unit gives guided analysis of how teachers and students develop content knowledge with spoken and written texts. Participants examine the texts and the selection of wording or lexicogrammar which constitute subjects. The text analysis is based on functional linguistics and applied to specific curriculum contexts. The unit is a practical foundation for the explicit teaching of texts to develop students' language resources for the study of subjects. The unit is designed for primary, secondary and higher education teachers who want to learn about current developments in language and literacy as part of a professional pathway in education.

### Design TESOL curriculum, lessons and materials (GDTDES802)

In this seminar students study the design of curriculum as the foundation for advanced study in teaching language. The focus is on the development of skills and knowledge for the study and analysis of TESOL instruction in classroom contexts. Students apply techniques to study effective instruction, analyse curriculum and textbooks,\* and evaluate teaching and testing programs. The subject applies to teaching languages in primary, secondary and tertiary classes.

\*Kuci, I. (2020). *Textbook analysis and design. Social semiotic and communicative perspectives*. In P. Mickan & I. Wallace (Eds.), *The Routledge Handbook of Language Education Curriculum Design* (pp. 203-221). New York, NY: Routledge.

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## OUR STAFF



**Dr Peter Mickan**  
Director, Adelaide Research Institute

Dr. Peter Mickan is an experienced languages educator and researcher, specializing in functional linguistics, language learning and teaching, and curriculum design. He established the Postgraduate Applied Linguistics Program at the University of Adelaide and has published books on language curriculum design and text-based research and teaching.



**Irma Kuci**  
Graduate Diploma for Teaching English to Speakers of other Languages (TESOL) Program Coordinator

Irma Kuci is a Lecturer and Coordinator for the Graduate Diploma in TESOL at the Adelaide Research Institute. She has extensive experience as a language educator, curriculum developer, assessor, and researcher, specializing in TESOL and teaching international students. Her recent research focuses on applied linguistics, and she has published an article on "Textbook Analysis and Design" in "The Routledge Handbook of Language Education Curriculum Design."

## CONTACT US

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