



APPL929

Evaluating Language Classroom Practice

S2 External 2017

Dept of Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor

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Lecturer

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Credit points

4

Prerequisites

APPL600 and APPL601 and permission by special approval

Corequisites

APPL920

Co-badged status

Unit description

With the increased diversity of contexts for English language learning, language teachers need to develop competencies in evaluating and implementing appropriate language classroom practices for different contexts. This unit is a practical application of the content of APPL600 and APPL601. Learners complete classroom observation tasks of videorecorded lessons; evaluate a series of videorecorded lessons based upon principles of TESOL methodology, including planning and programming principles; and systematically compare and contrast different approaches to second language teaching and learning - all this across a variety of language teaching and learning contexts. The unit is aimed at students looking for a practical application of TESOL methodology without undertaking a Practicum. It is not intended as a replacement for the practical experience gained on a practicum such as APPL922.

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:

Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.

Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.

Compare and contrast language teaching approaches applied to a specific language learning context.

Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

General Assessment Information

The portfolio is submitted as hardcopy. 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

Name	Weighting	Hurdle	Due
Lesson observation & evaluation	35%	No	ongoing
Report	40%	No	By end week 7
Reflective essay	25%	No	End of week 14

Lesson observation & evaluation

Due: **ongoing**

Weighting: **35%**

Observation of video recorded lessons and evaluation based on a series of questions about the lesson.

On successful completion you will be able to:

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.

- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Report

Due: **By end week 7**

Weighting: **40%**

Comparison and contrast of language teaching approaches for a specific context.

On successful completion you will be able to:

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Reflective essay

Due: **End of week 14**

Weighting: **25%**

Articulation of language teaching philosophy.

On successful completion you will be able to:

- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Delivery and Resources

The unit is delivered via iLearn and involves students reading, completing tasks, completing online forum discussions, and completing the three assignments. There are no face to face classes scheduled.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Assessment tasks

- Lesson observation & evaluation
- Report
- Reflective essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure

and how they relate to other constituent parts.

- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Assessment tasks

- Lesson observation & evaluation
- Report
- Reflective essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Assessment tasks

- Lesson observation & evaluation
- Report
- Reflective essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
- Compare and contrast language teaching approaches applied to a specific language learning context.

Assessment tasks

- Lesson observation & evaluation
- Report
- Reflective essay

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Assessment tasks

- Lesson observation & evaluation
- Report
- Reflective essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
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