



APPL8290

Evaluating Language Classroom Practice

Session 2, Fully online/virtual 2020

Department of Linguistics

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Philip Chappell

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Credit points

10

Prerequisites

(APPL600 or APPL6000) and (APPL601 or APPL6010) 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 APPL6000 and APPL6010. 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 APPL8220.

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

ULO2: Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.

ULO3: Compare and contrast language teaching approaches applied to a specific language learning context.

ULO4: Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

ULO5: Engage in online discussions of English language teaching issues in a range of contexts, comparing and contrasting issues within those contexts.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Observation and evaluation of video recorded lessons</u>	30%	No	Week 11
<u>Analysis of language teaching methods and approaches</u>	30%	No	Week 8
<u>Your personal language teaching philosophy</u>	20%	No	Week 13
<u>Discussion forum participation</u>	20%	No	Ongoing

Observation and evaluation of video recorded lessons

Assessment Type ¹: Report

Indicative Time on Task ²: 30 hours

Due: **Week 11**

Weighting: **30%**

Observation of video recorded lessons and evaluation based on a series of questions about the lesson. There are six weekly tasks. Length: maximum 12 pages using font size 12

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.

Analysis of language teaching methods and approaches

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 30 hours

Due: **Week 8**

Weighting: **30%**

Prepare a report that evaluates the suitability of Total Physical Response, the Audiolingual Method, and the Communicative Approach for your specific language teaching context. Length: 1500 words

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

Your personal language teaching philosophy

Assessment Type ¹: Report

Indicative Time on Task ²: 20 hours

Due: **Week 13**

Weighting: **20%**

Write a statement of your personal language teaching philosophy. Use the following questions to guide your writing. Also use the Topics 12-13: Articulating your wisdom of practice (Assessment Task 3); to prepare for this task. Length: 750 words

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.
- Engage in online discussions of English language teaching issues in a range of contexts, comparing and contrasting issues within those contexts.

Discussion forum participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 20 hours

Due: **Ongoing**

Weighting: **20%**

Online learning should be an engaging and interactive experience. This is largely achieved through students actively participating in online discussions of topics that are set in weeks 1-4 and 11. Students are required to:

1) Post their responses to the task question 2) Discuss what others have posted in the forum

Note: To “discuss” is to consider views that are different to your own, making judgements about those views, and making a recommendation. 3) Return to the discussions throughout the semester and adding further thoughts. 4) Students must enter into discussion, as they would be required to do in face-to-face classes, to ensure a passing grade for this task. Length: variable

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.
- Engage in online discussions of English language teaching issues in a range of contexts, comparing and contrasting issues within those contexts.

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

All resources are available online in the iLearn unit. Weekly learning tasks and activities are required to be completed.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

All assessment tasks must be attempted in order to pass the unit.

Requesting an extension to assignment due date

Extensions are only given in special circumstances, by the unit coordinator or the lecturer, either by email before the due date, or by completing a Disruption to Studies request. For more information on Disruption to Studies, see http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Late submission of assignments

If assignments are submitted after the due date without an approved extension, they are deemed late. Late submissions will receive a 5% per day penalty and will not be marked if more than 2 weeks late.

All assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor. Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [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

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

If you are a Global MBA student contact globalmba.support@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.