



# APPL8290

## Evaluating Language Classroom Practice

Session 1, Online-flexible 2022

*Department of Linguistics*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	5

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## General Information

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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.

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

**ULO3:** Compare and contrast language teaching approaches applied to a specific language learning 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>Analysis of language teaching methods and approaches</u>	30%	No	Week 8
<u>Discussion forum participation</u>	20%	No	Ongoing
<u>Observation and evaluation of video recorded lessons</u>	30%	No	Week 5; Week 11
<u>Your personal language teaching philosophy</u>	20%	No	Week 13

### Analysis of language teaching methods and approaches

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 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.

## Discussion forum participation

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 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.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.
- Compare and contrast language teaching approaches applied to a specific language learning context.
- Engage in online discussions of English language teaching issues in a range of contexts, comparing and contrasting issues within those contexts.

## Observation and evaluation of video recorded lessons

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Week 5; 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.

## Your personal language teaching philosophy

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 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.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.
- Compare and contrast language teaching approaches applied to a specific language learning context.
- Engage in online discussions of English language teaching issues in a range of contexts, comparing and contrasting issues within those contexts.

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<sup>1</sup> 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.

<sup>2</sup> 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://policie>

[s.mq.edu.au](https://students.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 \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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 [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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](#).

**All assessment tasks must be submitted to be eligible to pass this unit**

### 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, by completing 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.

## 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 Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/](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.