



APPL8290

Evaluating Language Classroom Practice

Session 2, Online-flexible 2023

Department of Linguistics

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General Information

Unit convenor and teaching staff

Melissa Reed

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Credit points

10

Prerequisites

(APPL600 or APPL6000) and (APPL601 or APPL6010) or APPL 8001 and permission by special approval

Corequisites

APPL8200

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 encourages you to consider different language learning and teaching contexts and appropriate methodologies for those contexts. You will 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. A final task is to develop a language teaching philosophy and a professional learning plan for implementation in future years. 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 Practicum in TESOL.

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: Identify factors that support and constrain effective second language teaching and learning through critically evaluating English language lessons.

ULO2: Critically evaluate TESOL methods and approaches and their suitability for your language teaching context.

ULO3: Articulate your language teaching philosophy through interrogating your working theories of language, language learning and language teaching that you have developed during the course.

ULO4: Reflect on a range of language teaching methods and approaches and identify their relevance for your context.

ULO5: Communicate as a professional with peers in online professional development channels.

ULO6: Articulate your professional learning needs and plan ongoing professional learning.

General Assessment Information

All assignments must be submitted in order to pass the unit.

Observation and evaluation of video-recorded lessons

Assessment Type ¹: Report Indicative Time on Task ²: 30 hours Due: **Week 10** Weighting: **30%**

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

On successful completion you will be able to:

- Identify factors that support and constrain effective second language teaching and learning through critically evaluating English language lessons.
- Critically evaluate TESOL methods and approaches and their suitability for your language teaching context.
- Reflect on a range of language teaching methods and approaches and identify their relevance for your context.

Analysis of language teaching methods and approaches

Assessment Type ¹: Case study/analysis Indicative Time on Task ²: 30 hours Due: **Week 7** Weighting: **30%**

Prepare a report that identifies and describes a particular language learning and teaching context, identifies key issues that impact teaching and learning in that context, and evaluates the suitability of specific language teaching methods and approaches for that context.

On successful completion you will be able to:

- Identify factors that support and constrain effective second language teaching and learning through critically evaluating English language lessons.
- Critically evaluate TESOL methods and approaches and their suitability for your language teaching context.
- Reflect on a range of language teaching methods and approaches and identify their relevance for your context.
- Communicate as a professional with peers in online professional development channels.

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 and prepare a plan for your professional learning for the next three years.

On successful completion you will be able to:

- Articulate your language teaching philosophy through interrogating your working theories of language, language learning and language teaching that you have developed during the course.
- Reflect on a range of language teaching methods and approaches and identify their relevance for your context.
- Articulate your professional learning needs and plan ongoing professional learning.

Discussion forum participation

Assessment Type ¹: Participatory task Indicative Time on Task ²: 20 hours Due: **Throughout semester. Final comments due week 12.** Weighting: **20%**

A series of online discussion tasks of topics that are set in particular weeks. Students are required to actively discuss each other's posts.

On successful completion you will be able to:

- Articulate your language teaching philosophy through interrogating your working theories of language, language learning and language teaching that you have developed during the course.
- Reflect on a range of language teaching methods and approaches and identify their relevance for your context.
- Communicate as a professional with peers in online professional development channels.
- Articulate your professional learning needs and plan ongoing professional learning.

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 <http://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.

Generative AI

Please refer to instructions from your lecturer on the use and acknowledgement of use of Generative AI in your submitted assignments.

Further information about academic integrity is available in the Policies and Procedures section below.

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Observation and evaluation of video recorded lessons	30%	No	Week 10
Analysis of language teaching methods and approaches	30%	No	Week 7
Your personal language teaching philosophy	20%	No	Week 13
Discussion forum participation	20%	No	Throughout semester. Final comments due week 12.

Observation and evaluation of video recorded lessons

Assessment Type ¹: Report

Indicative Time on Task ²: 30 hours

Due: **Week 10**

Weighting: **30%**

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

On successful completion you will be able to:

- Identify factors that support and constrain effective second language teaching and learning through critically evaluating English language lessons.
- Critically evaluate TESOL methods and approaches and their suitability for your language teaching context.
- Reflect on a range of language teaching methods and approaches and identify their relevance for your context.

Analysis of language teaching methods and approaches

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 30 hours

Due: **Week 7**

Weighting: **30%**

Prepare a report that identifies and describes a particular language learning and teaching context, identifies key issues that impact teaching and learning in that context, and evaluates the suitability of specific language teaching methods and approaches for that context.

On successful completion you will be able to:

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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 and prepare a plan for your professional learning for the next three years.

On successful completion you will be able to:

- Articulate your language teaching philosophy through interrogating your working theories of language, language learning and language teaching that you have developed during the course.
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Delivery and Resources

Participation

This is a completely online unit, with no class times. Participation is through discussion in online forums and weekly activities, including video observations. Students are encouraged to reflect on their experiences of teaching and learning and theoretical ideas they have encountered throughout their course and critically evaluate their application to future teaching contexts throughout this unit.

Resources

The following core texts are required for this unit:

- 1) Harmer, J. (2015) *The Practice of English Language Teaching*. London: Pearson Longman (5th edition).
- 2) Scrivener, J. (2012). *Classroom Management Techniques*. Cambridge, UK: Cambridge University Press.

Other readings will be available on Leganto through the unit's iLearn site.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.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 \(https://students.mq.edu.au/su\)](https://students.mq.edu.au/su)

[pport/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>) 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 or if you are a Global MBA student contact 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](#).

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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/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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have

worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.