



# APPL8220

## Practicum in TESOL

Session 2, In person-placement, On location 2024

*Department of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor and Lecturer

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Credit points

10

Prerequisites

Admission to GradCertTESOL

Corequisites

(APPL8200 or APPL920) and (APPL8001 or APPL6000 or APPL600) and (APPL8250 or APPL6010 or APPL601)

Co-badged status

Unit description

This unit is centred on TESOL classroom practice. It is a placement unit, requiring the practical application of the content of foundation units APPL8200, APPL8001 and APPL8250. It involves learners completing classroom observation tasks, supervised practice teaching, lesson and materials preparation, reflective teaching activities, and preparation of a teaching portfolio. The majority of time is spent on site at a language teaching institution.

## 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 applications of TESOL pedagogy, including language teaching methods and approaches, use of materials, design of learning tasks and of whole lessons through classroom observations

**ULO2:** Apply a range of appropriate language teaching strategies suitable for a diverse learner group

**ULO3:** Plan and implement appropriate language learning activities and lessons that support a diverse learner group

**ULO4:** Demonstrate effective communication and ethical professional practice

**ULO5:** Critically reflect on your teaching practice, including your role in the learning and teaching processes, to identify elements that enabled and inhibited successful teaching and learning

## General Assessment Information

**All assessment tasks must be submitted and the placement passed in order to be eligible to pass this unit.**

### Use of Generative AI

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

Students are encouraged to reflect on their experiences of teaching and learning, theoretical ideas they have encountered throughout their course and their future context as they move through the 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Preparation Activity</a>	10%	No	Week 3
<a href="#">Observation Tasks 1-8</a>	30%	No	Week 8
<a href="#">Portfolio</a>	60%	No	Week 14

### Preparation Activity

Assessment Type <sup>1</sup>: Non-academic writing

Indicative Time on Task <sup>2</sup>: 5 hours

Due: **Week 3**

Weighting: **10%**

These are a series of tasks to be completed on iLearn in Weeks 1, 2 and 3. They require engagement with assigned readings, analysis, evaluation, reflection and personalization of the concepts in focus and application to their own teaching context.

On successful completion you will be able to:

- Critically evaluate applications of TESOL pedagogy, including language teaching methods and approaches, use of materials, design of learning tasks and of whole lessons through classroom observations
- Apply a range of appropriate language teaching strategies suitable for a diverse learner group
- Plan and implement appropriate language learning activities and lessons that support a diverse learner group
- Demonstrate effective communication and ethical professional practice
- Critically reflect on your teaching practice, including your role in the learning and teaching processes, to identify elements that enabled and inhibited successful teaching and learning

### Observation Tasks 1-8

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **Week 8**

Weighting: **30%**

Observation Tasks fully completed with diagrams, notes taken during observations, questions answered and reflections included.

On successful completion you will be able to:

- Critically evaluate applications of TESOL pedagogy, including language teaching methods and approaches, use of materials, design of learning tasks and of whole lessons through classroom observations
- Apply a range of appropriate language teaching strategies suitable for a diverse learner group
- Demonstrate effective communication and ethical professional practice
- Critically reflect on your teaching practice, including your role in the learning and teaching processes, to identify elements that enabled and inhibited successful teaching and learning

## Portfolio

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

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **Week 14**

Weighting: **60%**

The portfolio is a complete record of the teacher's practicum experiences and includes practicum preparation tasks, fully completed observation tasks, reports on practice teaching sessions, critical reflections, lesson plans and materials, and other artifacts from the practicum.

On successful completion you will be able to:

- Critically evaluate applications of TESOL pedagogy, including language teaching methods and approaches, use of materials, design of learning tasks and of whole lessons through classroom observations
- Apply a range of appropriate language teaching strategies suitable for a diverse learner group
- Plan and implement appropriate language learning activities and lessons that support a diverse learner group
- Demonstrate effective communication and ethical professional practice
- Critically reflect on your teaching practice, including your role in the learning and

teaching processes, to identify elements that enabled and inhibited successful teaching and learning

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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

The unit is delivered fully online via iLearn and involves students reading, completing tasks, and completing practicum preparation tasks. These are included in the practicum portfolio and may also be discussed online with other students completing their practicum. The main part of the unit happens at the placement site at an approved school or college. Optional group meetings are offered via Zoom throughout the semester.

Students also work from home to complete their portfolio.

Recommended readings:

Richards, J.C., & Farrell, T.S.C. (2011). *Practice Teaching: a reflective approach*. New York. Cambridge University Press

## Policies and Procedures

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

## 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/](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 part of developing professionalism, students are expected to attend all small group interactive sessions. 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 arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

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Unit information based on version 2024.03 of the [Handbook](#)