



# APPL8291

## Practicum in TESOL 2

Session 1, In person-placement, On location 2025

*Department of Linguistics*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Admission to MAppLingTESOL and 40cp at 8000 level

Corequisites

Co-badged status

Unit description

This unit is centred on TESOL classroom practice and is a practical application of the content of foundation and core zone units in the Master of Applied Linguistics and TESOL. It involves learners completing classroom observation tasks, supervised practice teaching, lesson and materials preparation, reflective and reflexive teaching activities, and preparation of a practicum portfolio. The practicum placement 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:** Critically evaluate individual and group English language learner needs to apply a range of appropriate language teaching strategies suitable for a diverse learner group.

**ULO3:** Critically evaluate individual and group English language learner needs to develop 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 and critique elements that enabled and inhibited successful teaching and learning.

## General Assessment Information

Students will receive a Satisfactory (S) or Not Satisfactory (F) grade for this unit. This reflects the competency-based nature of the learning activities and the overall aim of the unit, which is to provide students with the opportunity to undertake supported teaching activities in a professional language learning and teaching environment.

### Submission due dates

Submission due dates for the Observation tasks and the Portfolio are based on an average schedule for the practicum. Should the practicum start later, or be interrupted, a new submission date will be negotiated. Please keep the Unit Convenor updated.

### 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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Portfolio</a>	50%	No	10/06/2025
<a href="#">Mentor teacher report</a>	50%	No	10/06/2025

## Portfolio

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

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

Due: **10/06/2025**

Weighting: **50%**

You will prepare and submit a practicum portfolio. The portfolio is a complete record of the teacher's practicum experiences and includes practicum preparation tasks, fully completed and adequate 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.
- Demonstrate effective communication and ethical professional practice.
- Critically reflect on your teaching practice, including your role in the learning and teaching processes, to identify and critique elements that enabled and inhibited successful teaching and learning.

## Mentor teacher report

Assessment Type <sup>1</sup>: Teacher performance assessment

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

Due: **10/06/2025**

Weighting: **50%**

You will complete the required hours of placement at an educational institution, consisting of class observations and supervised teaching, and submit all your Mentor Teacher feedback forms for each lesson taught and the last two consecutive lessons assessed.

On successful completion you will be able to:

- Critically evaluate individual and group English language learner needs to apply a range of appropriate language teaching strategies suitable for a diverse learner group.
- Critically evaluate individual and group English language learner needs to develop and implement appropriate language learning activities and lessons that support a diverse learner group.
- Demonstrate effective communication and ethical professional practice.

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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 through observations and supervised teaching. 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 \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/support/study/policies\)](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 [connect.mq.edu.au](https://connect.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 the [Service Connect Portal](#), 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.

Students are expected to communicate and behave professionally with lecturers, mentor teachers and students as well as other stakeholders during their course.

Students demonstrate their professionalism by meeting the Fitness to Practice requirements (see Policies and Procedures), which means that students conduct themselves in a professional manner and show that they are able to carry out the responsibilities and requirements of being a TESOL teacher. These include meeting the following attributes:

1. conduct (required professional behaviours): students must ensure that their conduct is within the bounds considered acceptable and worthy of membership of the profession;
2. performance (required competence): students must demonstrate a performance standard consistent with professionally accepted standards appropriate to their stage of learning;
3. health and/or disability (freedom from impairment): students must demonstrate awareness of their own health and ensure any condition/disability or injury does not provide unacceptable additional risk to themselves or others; and
4. compliance (compliance with eligibility requirements): students must comply with the relevant rules, regulations and standards for practising as a student, provisional or full member of the

profession.

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Unit information based on version 2025.03 of the [Handbook](#)