



APPL8220

Practicum in TESOL

Session 2, In person-placement, On location 2026

Department of Linguistics

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General Information

Unit convenor and teaching staff

Unit Convenor

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Work Integrated Learning Officer

Tony Cai

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Credit points

10

Prerequisites

Admission to GradCertTESOL or MAppLingTESOL

Corequisites

APPL8200 and APPL8001 and APPL8250

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

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade of Satisfactory (S) or Not Satisfactory (F) for this unit, which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128 and 129). 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.

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes and have a satisfactory level in your placement teaching and portfolio.

Further details for each assessment task will be available on iLearn.

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. It is your responsibility to discuss any changes to the end date of your practicum and your due date with the Unit Convenor.

Extensions are 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>

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Mentor teacher report	50%	No	10/11/2026	Individual	No	Observed
Portfolio	50%	No	10/11/2026	Individual	No	Open

Mentor teacher report

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 25 hours

Due: **10/11/2026**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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:

- 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

Portfolio

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 25 hours

Due: **10/11/2026**

Weighting: **50%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

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 elements that enabled and inhibited successful teaching

and learning

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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

The unit is delivered fully online via iLearn and involves students reading 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 (this is available through iLearn and does not need to be purchased):

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 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/>

Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [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 <https://students.mq.edu.au/support/technology/service-desk>.

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.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

AI Open assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

Observed with AI Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

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, and when on external placement representing Macquarie University, 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, including when on external placement activities.

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 engage in online activities and work-integrated learning during their placement. 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 and mentor teachers who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend your placement. When on placement, please contribute to the workplace team appropriately and treat all staff and students with the utmost respect.

Students demonstrate their professionalism by meeting the Fitness to Practice requirements, 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.

Unit information based on version 2026.02 of the [Handbook](#)