



APPL8290

Evaluating Language Classroom Practice

Session 2, Online-flexible 2026

Department of Linguistics

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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 including (APPL8001 and APPL8200 and APPL8250)

Corequisites

Co-badged status

Unit description

For English language teachers, it is essential to develop the ability to evaluate and implement effective classroom practices suited to diverse teaching and learning contexts, apply reflective practice to evaluate their knowledge, skills and beliefs and plan for future development. This unit explores a range of language learning environments and methodologies, encouraging you to critically consider how different approaches align with specific contexts. You will be encouraged to engage with and apply knowledge you acquired in other units and evaluate pedagogical practice in English language teaching and systematically compare and contrast approaches to second language teaching and learning across varied contexts.

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 (Capability 3: Citizen).

ULO2: Critically evaluate TESOL methods and approaches and their suitability for your

language teaching context (Capability 1: Scholar).

ULO3: Critically reflect on your beliefs about language teaching and learning (Capability 4: Professional).

ULO4: Reflect on a range of language teaching methods and approaches and identify their relevance for your context (Capability 4: Professional).

ULO5: Articulate your professional learning needs and plan ongoing professional learning (Capability 4: Professional).

General Assessment Information

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. Please notify the Unit Convenor if this happens.

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>

Unless an extension is approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day an assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Observation and evaluation of video recorded lessons	30%	No	11/09/2026	Individual	Yes	Open
Analysis of language teaching methods and approaches	40%	No	16/10/2026	Individual	No	Observed
Your beliefs about TESOL teaching and learning	30%	No	08/11/2026	Individual	Yes	Open

Observation and evaluation of video recorded lessons

Assessment Type ¹: Professional task

Indicative Time on Task ²: 30 hours

Due: **11/09/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

You will observe video-recorded English language lessons and evaluate these 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 (Capability 3: Citizen).
- Critically evaluate TESOL methods and approaches and their suitability for your language teaching context (Capability 1: Scholar).
- Reflect on a range of language teaching methods and approaches and identify their relevance for your context (Capability 4: Professional).
- Articulate your professional learning needs and plan ongoing professional learning (Capability 4: Professional).

Analysis of language teaching methods and approaches

Assessment Type ¹: Presentation task

Indicative Time on Task ²: 40 hours

Due: **16/10/2026**

Weighting: **40%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

You will prepare a presentation that identifies and describes a particular language learning and teaching context, identify key issues that impact teaching and learning in that context, evaluate the suitability of specific language teaching methods and approaches for that context, and take part in a Q&A.

On successful completion you will be able to:

- Critically evaluate TESOL methods and approaches and their suitability for your language teaching context (Capability 1: Scholar).
- Critically reflect on your beliefs about language teaching and learning (Capability 4: Professional).
- Reflect on a range of language teaching methods and approaches and identify their relevance for your context (Capability 4: Professional).

Your beliefs about TESOL teaching and learning

Assessment Type ¹: Reflection task

Indicative Time on Task ²: 30 hours

Due: **08/11/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

You will reflect on your beliefs about teaching and learning and how they have developed through the weekly topics, discussion forums, readings and observations.

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 (Capability 3: Citizen).
- Critically evaluate TESOL methods and approaches and their suitability for your language teaching context (Capability 1: Scholar).
- Critically reflect on your beliefs about language teaching and learning (Capability 4: Professional).
- Reflect on a range of language teaching methods and approaches and identify their relevance for your context (Capability 4: Professional).
- Articulate your professional learning needs and plan ongoing professional learning (Capability 4: Professional).

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

Delivery

This is a completely online unit, with no class times. Please note that Assessment Task 2 includes a scheduled Q&A with your lecturer, the dates of which will be scheduled for Week11.

Participation is through discussion in online forums and weekly activities, including video observations. Students are encouraged to review the knowledge and skills they acquired in other units in their course and reflect on their experiences of teaching and learning and critically evaluate their application to future teaching contexts throughout this unit.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#) (<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>). 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 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, 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 including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. 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.

Unit information based on version 2026.05 of the [Handbook](#)