



APPL929

Evaluating Language Classroom Practice

S2 External 2018

Dept of Linguistics

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General Information

Unit convenor and teaching staff Philip Chappell philip.chappell@mq.edu.au
Credit points 4
Prerequisites APPL600 and APPL601 and permission by special approval
Corequisites APPL920
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 is a practical application of the content of APPL600 and APPL601. Learners 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. 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 APPL922.

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:

Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.

Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.

Compare and contrast language teaching approaches applied to a specific language learning context.

Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

General Assessment Information

The portfolio is submitted as hardcopy. There is a lateness policy that is outlined in full on iLearn. Generally speaking, requests for extensions are not granted unless a valid reason is provided in a request to the Lecturer in advance of the due date.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Lesson observation & evaluation</u>	35%	No	ongoing
<u>Report</u>	40%	No	By end week 7
<u>Reflective essay</u>	25%	No	End of week 14

Lesson observation & evaluation

Due: **ongoing**

Weighting: **35%**

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

On successful completion you will be able to:

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Report

Due: **By end week 7**

Weighting: **40%**

Comparison and contrast of language teaching approaches for a specific context.

On successful completion you will be able to:

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Reflective essay

Due: **End of week 14**

Weighting: **25%**

Articulation of language teaching philosophy.

On successful completion you will be able to:

- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Delivery and Resources

The unit is delivered via iLearn and involves students reading, completing tasks, completing online forum discussions, and completing the three assignments. There are no face to face classes scheduled.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). 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](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, 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.

Assignment extensions and late submission

Requesting an extension to assignment due date

Extensions are only given in special circumstances, by the unit coordinator either by email before the due date, or by completing the Special Consideration request at ask.mq.edu.au. For more information on Special Consideration, see <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

Late submission of assignments

If assignments are submitted after the due date without an approved extension, they are deemed late. Late submissions will receive a 5% per day penalty and will not be marked if more than 2 weeks late.

All assignments submitted after the deadline, regardless of the reason, will be marked and returned at a date determined by the unit convenor. Extensions cannot continue beyond the start of the following semester, and students should be aware that long extensions may impact graduation dates.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study

strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Assessment tasks

- Lesson observation & evaluation
- Report
- Reflective essay

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Assessment tasks

- Lesson observation & evaluation
- Report
- Reflective essay

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
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- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Assessment tasks

- Lesson observation & evaluation
- Report
- Reflective essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
- Compare and contrast language teaching approaches applied to a specific language learning context.

Assessment tasks

- Lesson observation & evaluation
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PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Compare and contrast language teaching approaches applied to a specific language learning context.
- Articulate a coherent language teaching philosophy appropriate for a particular learning and teaching context.

Assessment tasks

- Lesson observation & evaluation
- Report

- Reflective essay

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Critically evaluate language lessons taught by others, identifying the main elements that enabled and/or inhibited successful teaching/learning to be achieved.
- Analyse constituent parts of language lessons (tasks, activities, stages) for their structure and how they relate to other constituent parts.
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Assessment tasks

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