APPL922

Practicum in TESOL

S1 Fieldwork 2019

Dept of Linguistics

Contents

General Information 2

Learning Outcomes 2

General Assessment Information 3

Assessment Tasks 3

Delivery and Resources 5

Policies and Procedures 5

Graduate Capabilities 7

Changes from Previous Offering 10

Changes since First Published 10

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General Information

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Credit points
4

Prerequisites
Admission to GradCertTESOL or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites
APPL600 and APPL601 and APPL920

Co-badged status

Unit description
This unit is centred on TESOL classroom practice. It is a practical application of the content of APPL920, APPL600 and APPL601. 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:

Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieve

Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives

Apply a range of teaching strategies suitable for a particular learner group

Plan effective language learning activities that support lesson aims and objectives

Plan effective lessons in which the development of the four macro skills are integrated

Create motivating and engaging materials to support language learning activities

Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

General Assessment Information

All tasks and teaching practice must be completed to a satisfactory standard to pass this unit.

The portfolio is submitted online through 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.

How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via ASK@mq.edu.au and provide suitable supporting documentation.

Late Assignment Submission

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- For more information on Special Consideration, see the university website: https://students.mq.edu.au/study/my-study-program/special-consideration
- 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Preparation Activity	20%	No	end of Week 7
Observation Tasks 1-8	30%	No	By end Week 10

Name	Weighting	Hurdle	Due
Portfolio	50%	No	Monday Week 14

Preparation Activity

Due: **end of Week 7**
Weighting: **20%**

Weekly reading and research tasks to introduce the practicum experience and prepare participants for the range of activities that they will encounter. Responses to the preparation tasks are also to be included in the practicum portfolio and discussed online through the APPL922 Discussion Forums

On successful completion you will be able to:

- Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieve
- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
- Apply a range of teaching strategies suitable for a particular learner group
- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

Observation Tasks 1-8

Due: **By end Week 10**
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:

- Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieve
- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
- Apply a range of teaching strategies suitable for a particular learner group
- Plan effective language learning activities that support lesson aims and objectives
- Plan effective lessons in which the development of the four macro skills are integrated
- Create motivating and engaging materials to support language learning activities

- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

Portfolio

Due: **Monday Week 14**
Weighting: **50%**

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, a practice teaching journal, lesson plans and materials, and other artefacts from the practicum.

On successful completion you will be able to:

- Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieve
- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
- Apply a range of teaching strategies suitable for a particular learner group
- Plan effective language learning activities that support lesson aims and objectives
- Plan effective lessons in which the development of the four macro skills are integrated
- Create motivating and engaging materials to support language learning activities
- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

Delivery and Resources

The initial part of the unit is delivered 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 remainder of the unit is carried out in an approved school or college. Students also work from home to complete their portfolio.

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). 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). 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 (https://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 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

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

If you are a Global MBA student contact globalmba.support@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

- Apply a range of teaching strategies suitable for a particular learner group
- Plan effective language learning activities that support lesson aims and objectives
- Create motivating and engaging materials to support language learning activities
- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

Assessment tasks

- Preparation Activity
- Observation Tasks 1-8
- Portfolio

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

- Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieve
- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives

- Apply a range of teaching strategies suitable for a particular learner group
- Plan effective language learning activities that support lesson aims and objectives
- Plan effective lessons in which the development of the four macro skills are integrated
- Create motivating and engaging materials to support language learning activities
- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

Assessment tasks

- Preparation Activity
- Observation Tasks 1-8
- Portfolio

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

- Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieve
- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
- Apply a range of teaching strategies suitable for a particular learner group
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- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

Assessment tasks

- Preparation Activity
- Observation Tasks 1-8
- Portfolio

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

- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
- Apply a range of teaching strategies suitable for a particular learner group
- Create motivating and engaging materials to support language learning activities
- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

Assessment tasks

- Preparation Activity
- Observation Tasks 1-8
- Portfolio

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

- Apply a range of teaching strategies suitable for a particular learner group
- Plan effective language learning activities that support lesson aims and objectives
- Plan effective lessons in which the development of the four macro skills are integrated
- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

Assessment tasks

- Preparation Activity
- Observation Tasks 1-8
- Portfolio

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

- Reflect upon observations of language lessons taught by others and identify the main elements that enabled and inhibited successful teaching/learning to be achieve
- Conduct an initial needs assessment and create a learner group profile to facilitate the setting of lesson aims and objectives
- Apply a range of teaching strategies suitable for a particular learner group
- Plan effective language learning activities that support lesson aims and objectives
- Plan effective lessons in which the development of the four macro skills are integrated
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- Reflect upon language lessons they have taught and identify the main elements that enabled and inhibited successful teaching/learning to be achieved.

Assessment tasks

- Preparation Activity
- Observation Tasks 1-8
- Portfolio

Changes from Previous Offering

Adjusted weightings and due dates for Preparation Activities and Observation and Teaching to indicate that work should be completed progressively.

Changes since First Published

Date	Description
23/02/2019	Observation Task details clarified - deleted 'Teaching' from this task title.