



APPL6010

Planning and Programming in TESOL

Session 1, Fully online/virtual 2020

Dept of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	4

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Agnes Bodis

agnes.bodis@mq.edu.au

Margaret Wood

margaret.wood@mq.edu.au

Credit points

10

Prerequisites

Admission to GradCertTESOL or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisites

Co-badged status

Unit description

Planning and Programming in TESOL covers the essential aspects of lesson and program planning in a variety of second language learning and teaching contexts. Areas covered include the variety of contexts in which TESOL is practiced, historical and current methods and approaches to language teaching, syllabus design, frameworks for planning language lessons and principles for programming, and testing and assessment practices in TESOL.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://students.mq.edu.au/important-dates>

Learning Outcomes

ULO1: Analyse and critically evaluate features of teaching and learning contexts

ULO2: Describe the key theoretical underpinnings of major methods and approaches to language teaching and implement these in a plan for specific language learning and teaching contexts

ULO3: Develop lesson plans appropriate for specific groups of language learners

ULO4: Construct a plan for a unit of work appropriate for specific groups of language learners

ULO5: Demonstrate understandings of key language testing and assessment procedures

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Review of Teaching Context</u>	20%	No	Week 5 Friday 27 March
<u>Lesson Plan with Essay</u>	35%	No	Week 9 Friday 8 May
<u>Unit of Work with Essay</u>	45%	No	Week 13 Friday 5 June

Review of Teaching Context

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 10 hours

Due: **Week 5 Friday 27 March**

Weighting: **20%**

Research a specific English language teaching context in Australia or overseas, providing a 1000-word critical review of its key features.

On successful completion you will be able to:

- Analyse and critically evaluate features of teaching and learning contexts
- Describe the key theoretical underpinnings of major methods and approaches to language teaching and implement these in a plan for specific language learning and teaching contexts

Lesson Plan with Essay

Assessment Type ¹: Lesson plan

Indicative Time on Task ²: 15 hours

Due: **Week 9 Friday 8 May**

Weighting: **35%**

Prepare a detailed plan for a 2-hour skillsbased lesson (the lesson aims are to practice specific skills) for a specific group of learners. Make sure it has all four skills integrated. Write a 1200-word essay outlining the rationale for your decisions (based on the reading content of the unit) and explaining how the lesson's features will support the students' language learning.

On successful completion you will be able to:

- Analyse and critically evaluate features of teaching and learning contexts
- Describe the key theoretical underpinnings of major methods and approaches to language teaching and implement these in a plan for specific language learning and teaching contexts

- Develop lesson plans appropriate for specific groups of language learners
- Demonstrate understandings of key language testing and assessment procedures

Unit of Work with Essay

Assessment Type ¹: Learning plan

Indicative Time on Task ²: 25 hours

Due: **Week 13 Friday 5 June**

Weighting: **45%**

Create a unit of work (between 5 to 12 hours) including 1 grammar-based sample lesson plan. Write a 1500-word essay outlining the rationale for your decisions (based on the reading content of the unit) and explaining how the features of the unit and sample lesson will support the students' language learning.

On successful completion you will be able to:

- Analyse and critically evaluate features of teaching and learning contexts
- Describe the key theoretical underpinnings of major methods and approaches to language teaching and implement these in a plan for specific language learning and teaching contexts
- Develop lesson plans appropriate for specific groups of language learners
- Construct a plan for a unit of work appropriate for specific groups of language learners
- Demonstrate understandings of key language testing and assessment procedures

¹ If you need guidance or support to understand or complete this type of assessment, please contact the Learning Skills Team

² 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

Delivered online via iLearn (external) and face-to-face in weekly 2 hour workshops (internal).

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.*)

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 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

All assessment tasks must be attempted in order to pass the unit.

Requesting an extension to assignment due date

Extensions are only given in special circumstances, by the unit coordinator or the lecturer, either by email before the due date, or by completing a Disruption to Studies request. For more information on Disruption to Studies, see http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

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 Enquiry Service

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

Equity 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.

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.