



# APPL6010

## Planning and Programming in TESOL

Session 2, Fully online/virtual 2020

*Department of Linguistics*

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#### **Notice**

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

## General Information

Unit convenor and teaching staff

Agnes Bodis

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Margaret Wood

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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://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**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
<a href="#">Review of Teaching Context</a>	20%	No	Friday Week 5
<a href="#">Lesson Plan with Essay</a>	35%	No	Friday Week 9
<a href="#">Unit of Work with Essay</a>	45%	No	Friday Week 13

### Review of Teaching Context

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Friday Week 5**

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 <sup>1</sup>: Lesson plan

Indicative Time on Task <sup>2</sup>: 15 hours

Due: **Friday Week 9**

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 <sup>1</sup>: Learning plan

Indicative Time on Task <sup>2</sup>: 25 hours

Due: **Friday Week 13**

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

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<sup>1</sup> 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
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> 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

The delivery of this unit is by on-campus sessions for internally enrolled students. The delivery format is a combination of lecture, workshop and seminars. Students are expected to have read the set readings before the class, and to actively participate in class. Students are also expected to do independent research using the library resources, and to search, select and analyse texts used in ESL contexts.

For externally enrolled students, the face-to-face lectures will be available in recorded format after the lecture via Echo360 link on iLearn.

Resources are available through the iLearn website for this unit. Technologies used include video, Echo360 and other web-based technology.

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

## 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](mailto: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 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.

Extensions that will result in submissions after the assessment task has been returned to the class will require a separate assessment task to be completed at the unit convenor's discretion.

For more information on Special Consideration, see the university website <https://students.mq.edu.au/study/my-study-program/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](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [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

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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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.