



# APPL6010

## Planning and Programming in TESOL

Session 1, Fully online/virtual 2021

*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 activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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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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 key theoretical underpinning of major methods and approaches to language teaching as applied in learning and teaching contexts.

**ULO3:** Demonstrate competence in applying key pedagogical and ELT principles in the construction of an ESL lesson plan and/or a unit of work.

**ULO4:** Demonstrate understandings of key language testing and assessment procedures

## Assessment Tasks

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

### Review of Teaching Context

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

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

Due: **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 key theoretical underpinning of major methods and approaches to language teaching as applied in 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: **Week 9**

Weighting: **35%**

Prepare a detailed plan for a 2-hour skills-based 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 key theoretical underpinning of major methods and approaches to language teaching as applied in learning and teaching contexts.
- Demonstrate competence in applying key pedagogical and ELT principles in the construction of an ESL lesson plan and/or a unit of work.
- 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: **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 key theoretical underpinning of major methods and approaches to language teaching as applied in learning and teaching contexts.
- Demonstrate competence in applying key pedagogical and ELT principles in the construction of an ESL lesson plan and/or a unit of work.
- 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

Students who are enrolled in the online delivery are required to engage with lecture videos, unit readings and lecture tasks each week. Students are also expected to do independent research using the library resources, and to search, select and analyse texts used in ESL contexts.

Resources are available through the iLearn website for this unit. Technologies used include video, Echo360 and other online resources.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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 [ask.mq.edu.au](https://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 are only given in special circumstances, by the unit coordinator or the lecturer, either by email before the due date, or by completing a Special Consideration form:  
<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. Please contact the Unit Convenor if you have submitted a Special Consideration request for an extension so that your assignment is not marked down for late submission while you are waiting for the outcome.

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.