APPL6010
Planning and Programming in TESOL
Session 1, Weekday attendance, North Ryde 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
agnes.bodis@mq.edu.au
Margaret Wood
margaret.wood@mq.edu.au

Credit points
10

Prerequisites
Admission to GradCertTESOL or MApingTESOL or MTransInterMApingTESOL

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
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

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<th>Weighting</th>
<th>Hurdle</th>
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<td>Review of Teaching Context</td>
<td>20%</td>
<td>No</td>
<td>Week 5</td>
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<td>Lesson Plan with Essay</td>
<td>35%</td>
<td>No</td>
<td>Week 9</td>
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<td>Unit of Work with Essay</td>
<td>45%</td>
<td>No</td>
<td>Week 13</td>
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Review of Teaching Context

Assessment Type 1: Case study/analysis
Indicative Time on Task 2: 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 1: Lesson plan
Indicative Time on Task 2: 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 1: Learning plan
Indicative Time on Task 2: 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

1 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 Learning Skills Unit for academic skills support.

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

The delivery of this unit is by on-campus sessions for internally enrolled students. The sessions are interactive seminars. Students are expected to have read the set readings and covered other set materials 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.

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://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). 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).

**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 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 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) 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 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/
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.