APPL6010
Planning and Programming in TESOL
Session 2, Special circumstances 2021
Department of Linguistics

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convener will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.
General Information

Unit convenor and teaching staff
Agnes Bodis
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Margaret Wood
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Credit points
10

Prerequisities
Admission to GradCertTESOL or MAppLingTESOL or MTransInterMAppLingTESOL

Corequisities

Co-badge 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

<table>
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<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tr>
<td>Review of Teaching Context</td>
<td>20%</td>
<td>No</td>
<td>Week 5</td>
</tr>
<tr>
<td>Lesson Plan with Essay</td>
<td>35%</td>
<td>No</td>
<td>Week 9</td>
</tr>
<tr>
<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

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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 online through scheduled Zoom sessions. The sessions are interactive. Students are expected to have watched the pre-recorded videos, read the set readings and covered other set materials before the class. Students are required 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, Zoom, 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 (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/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

On occasion, you may be in a situation when you aren't able to submit an assessment task on
time. Extensions are only given in special circumstances, by completing a Special Consideration request. For more information on Special Consideration, see https://students.mq.edu.au/study/my-study-program/special-consideration

**Late submission of assignments**

If you haven't been approved for an extension and you submit your assessment task late, penalties are applied. You should consult your unit convenor if you are in this position. Late submissions will receive a 5% per day penalty. If you submit the assessment task 10 days or more beyond the due date, without an approved extension, you will be awarded a maximum of 50% of the overall assessment marks. Weekends and public holidays are included.

**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/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.