



APPL6010

Planning and Programming in TESOL

Session 1, Online-flexible 2023

Department of Linguistics

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General Information

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Credit points

10

Prerequisites

Admission to GradCertTESOL or MAppLingTESOL or MTransInterMApLingTESOL

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

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 [Writing Centre](#) 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 unit is taken online and all resources are available on the iLearn site.

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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

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/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions. Some learning activities are recorded (e.g., face-to-face seminars), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop)

is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.