



APPL8001

TESOL Methodologies

Session 2, In person-scheduled-weekday, North Ryde 2026

Department of Linguistics

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	6
<u>Policies and Procedures</u>	7
<u>Artificial Intelligence Tools</u>	9
<u>Inclusion and Diversity</u>	9
<u>Professionalism</u>	9

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff Agnes Bodis agnes.bodis@mq.edu.au Luke Thompson luke.thompson@mq.edu.au
Credit points 10
Prerequisites Admission to GradCertTESOL or MAppLingTESOL
Corequisites
Co-badged status
Unit description TESOL Methodologies is a highly practice-oriented unit. It focuses on designing and implementing classroom English language learning activities and developing the skills and knowledge to teach language skills, plan effective language lessons and units of work. The practical sessions also cover classroom management; selecting adequate materials for language teaching and learning and assessment. The unit is based on the essential skill of reflective teaching practice and facilitates this through regular microteaching sessions.

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: Apply current theory and practice of English language teaching to the evaluation, modification and/or design of language learning resources, activities, lessons and units of work to meet the demands of the teaching context

ULO2: Apply current pedagogical and English language teaching theory to teaching specific groups of language learners

ULO3: Apply principles of reflective practice in using classroom management techniques for diverse learners in a variety of modes

ULO4: Demonstrate competence in assessment and feedback literacy as applied in language teaching and in their own learning

ULO5: Utilise a range of communication skills to communicate knowledge about TESOL practice in order to solve problems, review and revise resources, and collaborate with peers

General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128 and 129).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

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. Please notify the Unit Convenor if this happens.

Extensions are 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>

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day an assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65

3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Microteaching activity 2	30%	No	13/09/2026	Individual	No	Observed
Microteaching activity 3	30%	No	11/10/2026	Individual	No	Observed
Lesson plan with essay	40%	No	08/11/2026	Individual	Yes	Open

Microteaching activity 2

Assessment Type [1](#): Practice-based task

Indicative Time on Task [2](#): 15 hours

Due: **13/09/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension [3](#): No

AI Approach: Observed

You will plan and record a short teaching sample and post it online. The assessment task also includes providing constructive feedback to your peers and reflecting on your own performance.

On successful completion you will be able to:

- Apply current theory and practice of English language teaching to the evaluation, modification and/or design of language learning resources, activities, lessons and units of work to meet the demands of the teaching context
- Apply current pedagogical and English language teaching theory to teaching specific groups of language learners
- Apply principles of reflective practice in using classroom management techniques for diverse learners in a variety of modes
- Demonstrate competence in assessment and feedback literacy as applied in language

teaching and in their own learning

- Utilise a range of communication skills to communicate knowledge about TESOL practice in order to solve problems, review and revise resources, and collaborate with peers

Microteaching activity 3

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 15 hours

Due: **11/10/2026**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

You will plan and record a short teaching sample and post it online. The assessment task also includes providing constructive feedback to your peers and reflecting on your own performance.

On successful completion you will be able to:

- Apply current theory and practice of English language teaching to the evaluation, modification and/or design of language learning resources, activities, lessons and units of work to meet the demands of the teaching context
- Apply current pedagogical and English language teaching theory to teaching specific groups of language learners
- Apply principles of reflective practice in using classroom management techniques for diverse learners in a variety of modes
- Demonstrate competence in assessment and feedback literacy as applied in language teaching and in their own learning
- Utilise a range of communication skills to communicate knowledge about TESOL practice in order to solve problems, review and revise resources, and collaborate with peers

Lesson plan with essay

Assessment Type ¹: Professional task

Indicative Time on Task ²: 20 hours

Due: **08/11/2026**

Weighting: **40%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

You will design a lesson plan suitable for a particular learner group, attach the teaching

resources and write an essay justifying the main features of the lesson plan and their decisions in the design. You will draw on TESOL theory and readings and reflect on your overall development in planning lessons.

On successful completion you will be able to:

- Apply current theory and practice of English language teaching to the evaluation, modification and/or design of language learning resources, activities, lessons and units of work to meet the demands of the teaching context
- Apply current pedagogical and English language teaching theory to teaching specific groups of language learners
- Apply principles of reflective practice in using classroom management techniques for diverse learners in a variety of modes
- Demonstrate competence in assessment and feedback literacy as applied in language teaching and in their own learning
- Utilise a range of communication skills to communicate knowledge about TESOL practice in order to solve problems, review and revise resources, and collaborate with peers

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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including interactive tasks, readings, videos. Details can be found on the iLearn site for this unit.

Coursebooks:

Harmer, J. (2015). *The practice of English language teaching* (5th ed). Essex: Pearson

Scrivener, J. (2012) *Classroom management techniques*. Cambridge: Cambridge University Press.

Technology used:

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

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 connect.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](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Academic Success

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

- [Ask a Study Coach](#)
- [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 the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

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.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

- AI Open assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.
- Observed with AI Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

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 including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), 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.

Unit information based on version 2026.02 of the [Handbook](#)