APPL601

Planning and Programming in TESOL

S2 Day 2018

Dept of Linguistics

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General Information

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Credit points
4

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:

Analyse teaching and learning contexts and identify and apply appropriate language teaching methodologies

Describe the key theoretical underpinnings of major methods and approaches to language teaching and adapt these for specific language learning and teaching contexts

Interpret curriculum documents and evaluate video recordings of language lessons to determine the methods and approaches applied

Develop lesson plans appropriate for specific groups of language learners

Construct a plan for a unit of work for a specific language learning and teaching context

Demonstrate understandings of key language testing and assessment procedures

Critically evaluate language teaching resources for a given context.

General Assessment Information

All assessment tasks are submitted online and returned with feedback online, via iLearn. Generally speaking, requests for extensions are not granted unless a valid reason is provided in a request to the Lecturer in advance of the due date.

How to apply for a late submission of an assignment

All requests for special consideration, including extensions, must be submitted via ASK@mq.edu.au and provide suitable supporting documentation.

Late Assignment Submission

- Late submissions without an extension will receive a penalty of 5% of the total mark available for the assignment per day
- Late submission of an assignment without an extension will not be permitted after marks have been released to the rest of the class.
- Extensions will only be given in special circumstances, and can be requested by completing the Special Consideration request at ask.mq.edu.au and providing the requisite supporting documentation.
- For more information on Special Consideration, see the university website: https://students.mq.edu.au/study/my-study-program/special-consideration
- 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Teaching context	20%	No	Week 5
Lesson plan	35%	No	Week 9
Unit plan	45%	No	Week 13

Teaching context

Due: **Week 5**
Weighting: **20%**

Analyse and evaluate a teaching context (essay)

On successful completion you will be able to:

- Analyse teaching and learning contexts and identify and apply appropriate language teaching methodologies
- Describe the key theoretical underpinnings of major methods and approaches to language teaching and adapt these for specific language learning and teaching contexts
- Critically evaluate language teaching resources for a given context.

Lesson plan

Due: **Week 9**
Weighting: **35%**

Lesson plan with essay

On successful completion you will be able to:

- Interpret curriculum documents and evaluate video recordings of language lessons to determine the methods and approaches applied
- Develop lesson plans appropriate for specific groups of language learners

Unit plan

Due: **Week 13**
Weighting: **45%**

Unit plan with essay

Sample lesson plan

On successful completion you will be able to:

- Describe the key theoretical underpinnings of major methods and approaches to language teaching and adapt these for specific language learning and teaching contexts
- Interpret curriculum documents and evaluate video recordings of language lessons to determine the methods and approaches applied
- Construct a plan for a unit of work for a specific language learning and teaching context
- Demonstrate understandings of key language testing and assessment procedures

Delivery and Resources

Delivered online via iLearn (external) and face-to-face in weekly 2 hour workshops (internal).

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.)*

Undergraduate 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/study/getting-started/student-conduct

Results

Results shown in *iLearn*, 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.

Assignment extensions and late submission

Requesting an extension to assignment due date

Extensions are only given in special circumstances, by the unit coordinator either by email before the due date, or by completing the Special Consideration request at ask.mq.edu.au. For more information on Special Consideration, see 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.

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 improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

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

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.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Interpret curriculum documents and evaluate video recordings of language lessons to determine the methods and approaches applied
- Develop lesson plans appropriate for specific groups of language learners
- Construct a plan for a unit of work for a specific language learning and teaching context
- Critically evaluate language teaching resources for a given context.

Assessment tasks

- Lesson plan
- Unit plan

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Analyse teaching and learning contexts and identify and apply appropriate language teaching methodologies
- Describe the key theoretical underpinnings of major methods and approaches to language teaching and adapt these for specific language learning and teaching contexts
- Interpret curriculum documents and evaluate video recordings of language lessons to determine the methods and approaches applied
- Demonstrate understandings of key language testing and assessment procedures

Assessment tasks

- Teaching context
- Lesson plan
- Unit plan

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Develop lesson plans appropriate for specific groups of language learners
- Construct a plan for a unit of work for a specific language learning and teaching context

Assessment tasks

- Lesson plan
- Unit plan

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Analyse teaching and learning contexts and identify and apply appropriate language teaching methodologies
- Describe the key theoretical underpinnings of major methods and approaches to language teaching and adapt these for specific language learning and teaching contexts
- Interpret curriculum documents and evaluate video recordings of language lessons to determine the methods and approaches applied
- Develop lesson plans appropriate for specific groups of language learners

- Construct a plan for a unit of work for a specific language learning and teaching context
- Demonstrate understandings of key language testing and assessment procedures
- Critically evaluate language teaching resources for a given context.

Assessment tasks

- Teaching context
- Lesson plan
- Unit plan

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Analyse teaching and learning contexts and identify and apply appropriate language teaching methodologies
- Describe the key theoretical underpinnings of major methods and approaches to language teaching and adapt these for specific language learning and teaching contexts
- Interpret curriculum documents and evaluate video recordings of language lessons to determine the methods and approaches applied
- Develop lesson plans appropriate for specific groups of language learners
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Assessment tasks

- Teaching context
- Lesson plan
- Unit plan

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative

in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Assessment task

- Unit plan

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Analyse teaching and learning contexts and identify and apply appropriate language teaching methodologies
- Describe the key theoretical underpinnings of major methods and approaches to language teaching and adapt these for specific language learning and teaching contexts
- Interpret curriculum documents and evaluate video recordings of language lessons to determine the methods and approaches applied
- Develop lesson plans appropriate for specific groups of language learners
- Construct a plan for a unit of work for a specific language learning and teaching context
- Demonstrate understandings of key language testing and assessment procedures
- Critically evaluate language teaching resources for a given context.

Assessment tasks

- Teaching context
- Lesson plan
- Unit plan

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Develop lesson plans appropriate for specific groups of language learners
- Construct a plan for a unit of work for a specific language learning and teaching context
- Demonstrate understandings of key language testing and assessment procedures

Assessment tasks

- Lesson plan
- Unit plan

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Interpret curriculum documents and evaluate video recordings of language lessons to determine the methods and approaches applied
- Critically evaluate language teaching resources for a given context.

Assessment task

- Unit plan