

EDUC1143: Foundations of TESOL

Callaghan

Semester 1 - 2024



OVERVIEW

Course Description This course provides fundamental knowledge and skills of teaching English as an Additional Language/Dialect (EAL/D) in secondary schools. A wide range of theoretical concepts and practical issues will be explored in four interrelated aspects including pedagogical, technical, cultural and institutional domains. This introductory course lays a foundation for undergraduates who wish to be an EAL/D and/or languages teacher both domestically and internationally.

Requisites Student must be active in one of the Programs:
Bachelor of Education (Secondary) [40107]
Bachelor of Education (Secondary)(Honours) [40108].

For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:

- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

Contact Hours

**Callaghan
Lecture**
Face to Face On Campus
1 hour(s) per Week for 12 Weeks starting Week 1

Tutorial
Face to Face On Campus
1 hour(s) per Week for 12 Weeks starting Week 2

Unit Weighting 10

Workload Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan Dr Helena Sit Helena.Sit@newcastle.edu.au Consultation: Information here on consultation
Teaching Staff	Other teaching staff will be advised on the course canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<ol style="list-style-type: none">1. The overall framework for language teacher education2. Language structure and function3. Language acquisition and learning4. Language teaching (notions of curriculum and method)5. Social-cultural context of language learning and learner diversity
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Demonstrate an understanding of the nature and structure of language2. Critically analyse theories of second language acquisition and its application3. Apply core knowledge of EAL/D into teaching practice4. Evaluate approaches to, and methods and techniques of EAL/D and Languages teaching5. Produce an EAL/D lesson plan and develop EAL/D curriculum6. Provide examples showing how culture is integrated into second language teaching
Course Materials	<p>Recommended Reading:</p> <ul style="list-style-type: none">- Lecture notes of the weekly topic; Additional course materials are provided each week; A reading list is provided through canvas website.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to the course	Lecture: Introduction to the course outline, schedule and general activities Questions & Answers Tutorial starts from Week 2	Introduce the assessment tasks of the course.
2	4 Mar	Module I Technological Dimension: Multimodality in Second Language Education	Lecture & Tutorial Class discussion & Group activity Questions & Answers	Interpretation of the online learning activities & first written assignment (2000 words)
3	11 Mar	Perspectives on Classroom CALL	Lecture & Tutorial Class discussion & Group activity Questions & Answers	
4	18 Mar	Module II Sociocultural Dimension: Society, Culture and Curriculum	Lecture & Tutorial Class discussion & Group activity Questions & Answers	
5	25 Mar	Second Language Acquisition and social-cultural context	Lecture & Tutorial Class discussion & Group activity Questions & Answers	
6	1 Apr	Learner Diversity and Culture in the Language Classroom	Lecture & Tutorial Class discussion & Group activity Questions & Answers	
7	8 Apr	Module III Educational dimension: English as An International Language and Syllabus Design	Lecture & Tutorial Class discussion & Group activity Questions & Answers	The first written assignment (2000 words) is due this week
Mid Term Break				
Mid Term Break				
8	29 Apr	Design for Language Teaching: Language Teaching Methods	Lecture & Tutorial Class discussion & Group activity Questions & Answers	Interpretation of the second written assignment (2000 words)
9	6 May	Stimulating Language Acquisition: Effective Strategies for Language Learning	Lecture & Tutorial Class discussion & Group activity Questions & Answers	
10	13 May	Assessment in Languages Education	Lecture & Tutorial Class discussion & Group activity Questions & Answers	
11	20 May	Module IV Institutional Dimension: Reflective Teaching Practice and Teacher Development: Session 1	Lecture & Tutorial In-class presentation	
12	27 May	Reflective Teaching Practice and Teacher Development: Session 2	Lecture & Tutorial In-class presentation	The online learning activity is due in Week 12
13	3 Jun	Summary	In-class presentation (continued session if needed)	The second written essay (2000 words) is due this week
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Learning Activities	Friday 31 May 2024 Week 12	Individual	20%	1, 2, 3, 4, 5, 6
2	Essay 1	Friday 12 April 2024 Week 7	Individual	40%	1, 2, 4, 6
3	Essay 2	Friday 7 June 2024 Week 13	Individual	40%	3, 4, 5, 6

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Online Learning Activities

Assessment Type Online Learning Activity

Purpose Learning Activities for Modules I-IV (Online discussion)

Description This assessment is concerned with all the course learning outcomes. Students are required to complete the recommended core readings for each week, to reflect upon the readings and then to share their reflections on the readings with peers through online postings on the canvas website.

Some strategies for an effective contribution to the online activities will be guided in the course.

Weighting 20%

Due Date Friday Week 12

Submission Method Online

Assessment Criteria

Return Method Online

Feedback Provided

Assessment 2 - Essay 1

Assessment Type Written Assignment

Purpose Literature review

Description Students are expected to submit a 2,000 word written assignment. In this assignment, students are required to conduct literature review on second language teaching, identify and discuss current challenges/issues in teaching English as a second language in a rapid change and globalised educational context. Students' knowledge about language and language acquisition will be examined. This assignment also involves students considering the importance of social and cultural context of language learning.

Weighting 40%

Length 2000 words

Due Date Friday 12 April Week 7

Submission Method	Online
Assessment Criteria	Marking criterion will be put on the canvas website
Return Method	Online
Feedback Provided	

Assessment 3 - Essay 2

Assessment Type	Written Assignment
Purpose	An analysis of language teaching approaches
Description	Students are required to submit a 2000 word written essay on an analysis of current language teaching approaches and methods. Teaching methodology plays a key role in second language learning. It is expected that students are able to critically discuss both effectiveness and ineffectiveness of a certain approach to language teaching in a given sociocultural context and provide justifications. An in-class presentation will be required to demonstrate students' understanding of a chosen English language teaching method.
Weighting	40%
Length	2000 words
Due Date	Friday 7 June Week 13
Submission Method	Online
Assessment Criteria	Marking criterion will be put on canvas
Return Method	Online
Feedback Provided	

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include:
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule .
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the Student Academic Integrity Policy for more information.
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure.</p>
Important Policy Information	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures .

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC1143 Online Learning Activities – Assessment Marking Rubric

Students are required to complete the recommended core readings for each week, to reflect upon the readings and then to share their reflections on the readings with peers through online postings on the blackboard website. This assessment is concerned with all course learning outcomes. The content of your learning activities contributes to your two essays. Guidelines will be given to this task in tutorials.

Due date: Week 12 Friday 31 May 2024 Value: 20% Length: maximum two short paragraphs for each posting

Name:

Mark: /20

Grade:

Marking Criteria	Unsatisfactory	Satisfactory	Credit	Distinction	Higher Distinction
Participation /5	No participation in the online discussions at all Less than 2.5	Limited participation with less than 5 postings 2.5	Active participation with 6-9 postings 3	Active and reflective participation with at least 10 postings 4	Extremely reflective postings of 12 or above 5
Expression of ideas /10	Limited/minimal expressions of ideas that have minimum or no value for discussions Less than 5	Basic expressions of ideas that are somewhat engaging 5-6	Good expression of ideas that reflect upon the online reading articles and are very engaging 6.5-7	Sophisticated, engaging expressions of ideas that draw a connection between the current discussion and previous discussion, personal experience or readings 7.5-8	Highly sophisticated expressions of ideas that make reference to other contexts or course material and direct a substantive question to aim at furthering the discussion group's understanding. 8.5-10
Academic Literacy /5	Written expression is unclear with significant errors in grammar or sentence structure Less than 2.5	Basic developed points to present, but some minor errors in grammar or sentence structure 2.5	Good constructed points, but with minor errors in grammar or sentence structure 3	Well-constructed points, with very minor errors (if any) 4	Outstanding constructed points. Flawless grammar and sentence structure. 5

Comments:

EDUC1143 Essay 1 Literature review – Assessment Marking Rubric Essay 1

Students are expected to submit a 2,000 word written assignment. In this assignment, students are required to conduct literature review on second language teaching, identify and discuss current challenges/issues in teaching English as a second language in a rapid change and globalised educational context. Students' knowledge about language and language acquisition will be examined. This assignment also involves students considering the importance of social and cultural context of language learning.

Due date: Week 6 Friday 12 April 2024

Value: 40%

Length: 2,000 words

Name:

Mark: /40

Grade:

Marking Criteria	Unsatisfactory	Satisfactory	Credit	Distinction	Higher Distinction
Knowledge Development /10	Limited/minimal understanding of key ideas, knowledge components and their interrelationships Less than 5	Basic understanding of key ideas, knowledge components and their interrelationships 5-6	Good understanding of key ideas, knowledge components and their interrelationships 6.5-7	Sophisticated understanding of theoretical concepts and coherent philosophy of construction 7.5-8	Highly sophisticated understanding of theoretical concepts and coherent philosophy of construction and critical review of a coherent body of literature 8.5-10
Knowledge Application /10	Unclear introduction to and synthesis of the literature you have read; Limited/minimal analysis of the literature as well as the point of view that is taken Less than 5	Basic introduction to and synthesis of the literature you have read; Some developed analysis of the literature as well as the point of view that is taken 5-6	Good introduction to and synthesis of the literature you have read; Sound analysis of the literature as well as the point of view that is taken. 6.5-7	Sophisticated introduction to and synthesis of the literature you have read; Deep analysis of the literature as well as the point of view that is taken. Clear discussion of key characteristics and pivotal issues of ESL/EFL teaching and learning 7.5-8	Highly sophisticated review and evaluation of the articles you have summarized; Critical discussion of pivotal issues of ESL/EFL teaching and learning; and suggest a gap that has not been addressed in the current literature on ESL/EFL teaching 8.5-10
Academic Literacy /10	Written expression is unclear with significant errors in grammar or sentence structure Less than 5	Basic developed points to present, but some minor errors in grammar or sentence structure 5-6	Good constructed points, but with minor errors in grammar or sentence structure 6.5-7	Well-constructed points, with very minor errors (if any) in grammar or sentence structure 7.5-8	Outstanding constructed points; flawless grammar and sentence structure 8.5-10
APA 6 th (or above) Referencing Style /10	No APA 6 th or above referencing present; APA 6 th or above referencing with significant errors; referencing present is not the required APA 6 th or above referencing style. Less than 5	APA 6 th or above referencing with some errors 5-6	APA 6 th or above referencing with minor errors 6.5-7	APA 6 th or above referencing is almost all correct, but with very minor errors (less than 2) 7.5-8	APA 6 th or above referencing is correct 8.5-10

Comments:

EDUC1143 Essay 2 An Analysis of Language Teaching Approaches – Assessment Marking Rubric Essay 2

Students are required to submit a 2000 word written essay on an analysis of current language teaching approaches and methods. Teaching methodology plays a key role in second language learning. It is expected that students are able to critically discuss both effectiveness and ineffectiveness of a certain approach to language teaching in a given socio-cultural context and provide justifications. An in-class presentation will be required to demonstrate students' understanding of a chosen English language teaching method.

Due date: Week 13 Friday 7 June 2024 Value: 40% Length: 2000 words

Name:

Mark: /40

Grade:

Marking Criteria	Unsatisfactory	Satisfactory	Credit	Distinction	Higher Distinction
Knowledge Development /10	Limited/minimal understanding of theoretical concepts, knowledge components and their interrelationships on a specific ESL/EFL teaching method Less than 5	Basic understanding of understanding of theoretical concepts, knowledge components and their interrelationships on a specific ESL/EFL teaching method 5-6	Good understanding of theoretical concepts, knowledge components and their interrelationships on a specific ESL/EFL teaching method 6.5-7	Sophisticated understanding of theoretical concepts, knowledge components and their interrelationships on a specific ESL/EFL teaching method 7.5-8	Highly sophisticated understanding of theoretical concepts, knowledge components and their interrelationships on a specific ESL/EFL teaching method 8.5-10
Knowledge Application /10	Limited/minimal analysis of the identified language teaching method; the summaries drawn from literature have little or no relevant with the task topic; No evidence of the analysis of strengths, weaknesses and/or usefulness, and a synthesis of argument in relation to the assignment focus Less than 5	Basis analysis of the identified language teaching method; Limited evidence of the analysis of strengths, weaknesses and/or usefulness, and a synthesis of argument in relation to the assignment focus 5-6	Firm analysis of the identified language teaching method; Some evidence of the analysis of strengths, weaknesses and/or usefulness, and a synthesis of argument in relation to the assignment focus; some demonstrations of linking theory into practice within your learning and teaching context 6.5-7	Sophisticated analysis of the identified language teaching method; Sound evidence of the analysis of strengths, weaknesses and/or usefulness, and a synthesis of argument in relation to the assignment focus; Good demonstrations of linking theory into practice within your learning and teaching context with solid examples 7.5-8	Highly sophisticated analysis of the identified language teaching method; excellent analysis of strengths, weaknesses and/or usefulness, and a synthesis of argument in relation to the assignment focus; Excellent application of theoretical ideas and theories to your own educational practice in a critically reflective way 8.5-10
Academic Literacy /10	Written expression is unclear with significant errors in grammar or sentence structure Less than 5	Basic developed points to present, but some minor errors in grammar or sentence structure 5-6	Good constructed points, but with minor errors in grammar or sentence structure 6.5-7	Well-constructed points, with very minor errors (if any) in grammar or sentence structure 7.5-8	Outstanding constructed points; Flawless grammar and sentence structure 8.5-10

APA 6 th (or above) Referencing Style /5	No APA 6 th or above referencing present; APA 6 th or above referencing with significant errors; referencing present is not the required APA 6 th or above referencing style. Less than 2.5	APA 6 th or above referencing with some errors 2.5	APA 6 th or above referencing with minor errors 3	APA 6 th or above referencing is almost all correct, but with very minor errors (less than 2) 4	APA 6 th or above referencing is correct 5
Presentation /5	Unclear and disorganised presentation that lacks confidence and interaction. Information is not accessible and logically organised. Less than 2.5	Clear presentation that lacks confidence and interaction. Information is somewhat logically organised and presented. 2.5	Generally clear presentation with some confidence and interaction. Information is logically organised and presented. 3	Very clear and confident presentation with interaction. Information is logically organised and well presented. 4	Extremely precise, clear and confident presentation with interaction. Information is very logically organised and well presented. 5

Comments: