School of Education

EDUC6252: Sociocultural Context for ESL/EFL Teaching

Online
Semester 1 – 2024

OVERVIEW

Course Description

This course develops students' understanding of the socio-cultural contexts affecting ESL/EFL/EALD language teaching and learning. Topics include language policies used in Australia and internationally, the impact of language policies and community needs on language teaching in school curriculum, the cultural issues related to ESL/EFL/EALD and the educational environment for ESL/EFL/EALD teachers and students with various social, cultural, and linguistic backgrounds.

Requisites

This course replaces EDUC6121. If you have successfully completed EDUC6121 you cannot enrol in this course.

Contact Hours

Online

Integrated Learning Session
Online
2 hour(s) per Week for Full Term

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.

CONTACTS

Course Coordinator	**Online** Associate Professor Rachel Burke Rachel.Burke@newcastle.edu.au (02) 4921 6707 Consultation: Please email for an appointment.
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

The following list indicates indicative course content:
- Fundamental concepts of socio-cultural contexts
- The impact of socio-cultural contexts on school language curriculum
- Research on cultural issues related to ESL/EFL/EALD teaching and learning
- Classroom interaction in a multi-cultural/multilingual setting

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Understand the foundations and key concepts of socio-cultural contexts;

2. Analyse the cultural issues related to ESL/EFL/EALD, the interaction between teachers and students with various social, cultural, and linguistic backgrounds; and

3. Apply socio-cultural theories in the practice of ESL/EF/EALD teaching.

Course Materials

Lecture Materials:
- Lecture materials will be provided on the Canvas site.

Recommended Reading:
- A list of recommended readings will be provided on the Canvas site.

Required Reading:
- Weekly required readings will be provided on the Canvas site.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Language, Identity, and Code switching	We commence the course by exploring Gumperz' (1982) notion of 'we code' and 'they code' and the implications for language learning and instruction.	
2	4 Mar	Language politics 1	We consider Bhatt's (2008) concept of linguistic resources and the political and social issues associated with language policy making and implementation.	
3	11 Mar	Language politics 2	This week extends the discussion of language politics to explore the implications of a Global Language and how the status of English impacts teaching and learning across different sociocultural contexts.	
4	18 Mar	Englishes, identities, and pedagogies 1 'Native-speaker-ism', Self, & Other in TESOL	In week 4, we extend the focus on teacher and learner attitudes to English as a Global Language, discussing the roles ascribed to NESTs and NNESTs in TESOL.	
5	25 Mar	Englishes, identities, and pedagogy 2 Pedagogy as cultural practice, cultural variations in language instruction, globalisation of EFL	This week, we will explore linguistic identities, methods of language instruction, and ways in which attitudes to English language learning and teaching may vary.	Assignment 1 Written Report Due End of Week 5 (11.59 PM)
6	1 Apr	Socioeconomic status, technology, and TESOL 1	In week 6 and 7, we consider how language education materials, including technologically mediated forms of instruction, may facilitate access to knowledge	
7	8 Apr	Socioeconomic status, technology and TESOL 2	We explore the notion of technological/digital literacy in TESOL and its implications for the sociocultural elements of language instruction/learning.	Assignment 1: Lightning Talk Due End of Week 7 (11.59PM)
		Mid Term Break		
8	29 Apr	Language, culture and notions of gender in TESOL 1	In this week of the course, we apply the concepts of language and identities to examine ideas about gender and language.	
9	6 May	Language, culture, and notions of gender in TESOL 2	Building on the foundations of gender and language discussed in the previous week, in week 9 we extend discussions to focus on notions of gender and language in intercultural contexts.	
10	13 May	Sociocultural contexts, learner styles, and TESOL	This week we explore the various ways in which learners' cultural identities may impact their attitudes to and engagement in classroom practices when learning English.	Assignment 2: Part 1: Research Annotation Due Friday Week 10 (11.59PM)
11	20 May	Sociocultural contexts, learner styles, and TESOL in resettlement contexts	We explore some of the foundational issues associated with learning English in a context of resettlement, e.g., after migration. We will also examine cultural ideas about literacies and their impact on TESOL.	

12	27 May	Sociocultural contexts, learner styles, and TESOL: Future directions 1	In week 12, we begin to synthesise the course content by exploring notions of Intercultural competence and what these ideas mean for language instruction.	
13	3 Jun	Research initiatives, power in knowledge construction, language conservation	This final week brings together the key themes explored throughout the course.	Assignment 2: Part 2: Research Essay Due Friday Week 13 (11.59PM)
		Examination Period		
		Examination Period		

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Written Assignment and Lightning Talk	Written Assignment: End of week 5, March 28th Thursday Lightning Talk: End of week 7, April 12 Friday	Individual	40%	1, 2, 3
2	Research Essay	Part 1: End of week 10, May 17th Friday Part 2: End of week 13, Jun 7th Friday	Individual	60%	1, 2, 3

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 - Report and Lightning Talk

Assessment Type   Written Assignment and Lightning Talk
Purpose   Explore the socio-cultural contexts of national language policy and instruction.
Description   This assignment requires students to discuss the socio-cultural contexts in which national language policy is formulated and implemented, and the impacts on curriculum and instructional practices. The assignment also requires students to select one policy impact discussed in the written assignment and create a lightning talk (5 slides for 10 minute presentation) to present live in the online session OR upload a pre-recording.
Weighting   40% (Written assignment: 25%; Lightning Talk: 15%)
Length   Written Assignment: 1000 words; Lightning Talk: 5 slides.
Due Date   Written Assignment: End of week 5
      Lightning Talk: End of week 7
Submission Method   Online
Assessment Criteria   1. Depth of knowledge regarding national language policy
      2. Depth of understanding regarding the socio-cultural contexts and implications of policy
      3. Ability to draw connections between language policy and the curriculum
      4. Ability to critically analyse major issues related to language policy and curriculum
      5. Literacy and overall presentation including an appropriate referencing style
Return Method   Online
Feedback Provided   Online - End of week 9.

Assessment 2 - Research Essay

Assessment Type   Essay
Purpose   In-depth examination of a particular issue related to the socio-cultural contexts of language learning and teaching. You may choose to focus on policy, curriculum, or a combination of these elements. There are two parts to the assignment: Part A is a critical annotation of research that focuses on the sociocultural issue you have chosen to examine. Part A worth 20 of the 60 marks for this task.

Description	Part B is an in-depth discussion in which you will outline the main points discussed in the literature regarding this topic and consider the implications of this issue for policy, curriculum, or a combination of the two. Part B is worth 40 marks. This task is an opportunity to explore a particular topic or issue related to the socio-cultural implications of language teaching and learning. You are invited to select a topic that is of particular interest or relevance to you and form a focus question for your research. A number of example questions will also be provided for those who do not wish to choose their own research focus.
Weighting	60%
Length	2000 words
Due Date	Part A: End of week 10 Part B: End of week 13
Submission Method	Online
Assessment Criteria	1. Depth of understanding regarding socio-cultural contexts of language education 2. Ability to critically discuss theories regarding intercultural communicative competence 3. Ability to critically discuss issues related to language learning, teaching, culture and identity 4. Academic literacy in line with university conventions including appropriate referencing style
Return Method	Online
Feedback Provided	Online - Three weeks after final submission.

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).

Attendance	Attendance/participation will be recorded in the following components: - Integrated Learning Session (Method of recording:)
Communication Methods	Communication methods used in this course include: - Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.

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. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35.
Adverse Circumstances	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: 1. the assessment item is a major assessment item; or 2. 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; or 4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236
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.

EDUC6252 Assignment 1 Marking Rubric: Written Assignment and Lightning Talk   2024

Part One: Written Assignment 25%   **Student Name:**

Task Component	0	1	2	3	4	5
Have I provided a brief historical background in which I discuss the key social, political, cultural, and/or economic factors that have impacted language in this context and the educational policy implication?	Written assignment does not include any reference to social, political, cultural, and/or economic factors impacting language in this context	Written assignment identifies one social, political, cultural, and/or economic factor impacting language in this context	Sound attention to the social, political, cultural, and/or economic factors (2-3 mentioned) and/or sound attention to the impact of these factors on language in this context	Good attention to social, political, cultural, and/or economic factors in this context provided (4-5) with some discussion of impact on language in this context	A n excellent general context provided addressing key social, political, cultural, and/or economic factors (approx. 6 or more) with discussion of impact of several of these factors on language policy in this context	
Have I explored key tensions, conflicts, and/or questions regarding a particular aspect of the l language policy in this context?	No examination of questions, tensions, or conflicts regarding a particular aspect of language policy in this context.	Minimal examination of questions, tensions, or conflicts regarding a particular aspect of language policy in this context (1 question, tension, or conflict).	Sound examination of questions, tensions, or conflicts regarding a particular aspect of language policy in this context (2 questions, tensions, or conflicts).	Good examination of questions, tensions, or conflicts regarding a particular aspect of language policy in this context (3 or more questions, tensions, or conflicts).	Excellent examination of questions, tensions, or conflicts regarding a particular aspect of language policy in this context (4 or more questions, tensions, or conflicts).	
Have I framed my report in terms of the relationship between language policy, sociocultural context, curriculum and/or instructional practice?	No discussion of the relationship between policy and sociocultural context, curriculum and/or instructional practice.	Minimal discussion of the relationship between policy and sociocultural context, curriculum and/or instructional practice.	Sound discussion of the relationship between sociocultural context and policy, curriculum and/or instructional practice but room for further critical engagement	Good discussion of the relationship between sociocultural context and policy, curriculum and/or instructional practice with some critical engagement	Excellent discussion of the relationship between sociocultural context and policy ,curriculum and/or instructional practice with critical engagement	

Task Component	0	1	2	3	4	5
Have I used peer reviewed and relevant academic source material to support my discussion?	Report is not supported with peer reviewed, relevant academic sources	Report contains one peer reviewed relevant academic source and/or not all sources are used to support the discussion	Report contains two to three peer reviewed, relevant academic sources and each of these sources is used to support the discussion	Report contains four to five peer reviewed, relevant academic sources and each of these sources is used to support the discussion	Report contains six to eight peer reviewed, relevant academic sources and each of these sources is used to support the discussion	
Have I used a referencing system correctly and when required?	No referencing evident	Major errors in referencing (10 or more) and/or missing information	Considerable errors in referencing (8-9 errors)	Some referencing errors (5 to 6 errors)	Minimal referencing issues (4-2 in total)	
Have I produced a report according to the requirements for academic literacy?	Major grammatical and/or stylistic issues impede the communication of meaning.	Significant grammatical and/or stylist errors detract from the author's meaning (10 or more)	Some grammatical and/or stylistic issues; a generally well written report (approx. 5)	Minimal grammatical and/or stylistic issues; a generally well written report (approx. 3-4)	The assignment is virtually free of referencing issues (1-2 in total)	The report is free of grammatical and/or stylistic issues; an expertly written report.

Associate Professor Rachel Burke 2024

Part Two: Lightning Talk 15%

Task Component	0	1	2	3	4	5
Have I provided a critical discussion of one aspect of the policy discussed in my written assignment and explored how this impacts curriculum and/or instructional practices?	Talk does not include any reference to an aspect of the policy discussed in the written assignment.	Talk does include reference to an aspect of the policy discussed in the written assignment but does not examine how this impacts curriculum and/or instructional practices.	Talk includes reference to an aspect of the policy discussed in the written assignment and some exploration of how this impacts curriculum and/or instructional practices.	Talk includes reference to an aspect of the policy discussed in the written assignment and good exploration of how this impacts curriculum and/or instructional practices.	Talk includes reference to an aspect of the policy discussed in the written assignment and critical exploration of how this impacts curriculum and/or instructional practices.	

Task Component	0	1	2	3	4	5
Have I included useful links and/or questions to stimulate my audience to think about the connection between policy and education?	No provision of links or questions to stimulate audience to think about the connection between policy and education	Some provision of links but no questions to stimulate audience to think about the connection between policy and education	Some provision of questions to stimulate audience to think about the connection between policy and education but no provision of links.	Provision of questions to stimulate audience to think about the connection between policy and education and provision of useful links.	Provision of critical questions to stimulate audience to think about the connection between policy and education and highly relevant links.	
Have I adhered to the required structure for the presentation, including the use of visuals to represent key points?	The presentation does not adhere to the requirements outlined for the lightning talk.	The presentation adheres to the number of slides but does not incorporate the visual element for representing key points.	The presentation incorporates visual representation of key meaning but does not adhere to the required number of slides.	The presentation adheres to all requirements for the lightning talk.		
Have I used peer reviewed and relevant academic source material to support mypresentation?	Report is not supported with peer reviewed, relevant academic sources	Report contains one peer reviewed relevant academic source and/or not all sources are used to support the discussion	Report contains two to three peer reviewed, relevant academic sources and each of these sources is used to support the discussion	Report contains four to five peer reviewed, relevant academic sources and each of these sources is used to support the discussion	Report contains six to eight peer reviewed, relevant academic sources and each of these sources is used to support the discussion	

EDUC6252 Assignment 2 Marking Rubric, 2024

Assignment 2: Part A Critical Annotation of Research (1 article or chapter approx. 5000 words)
Please note: A template for your annotation is provided on Canvas

	0	**1**	**2**		
General overview of the aims/objectives, discussion and/or findings, and relevance of the article to the chosen topic.	The writer fails to provide a general overview and/or sufficient details about the chosen article or chapter.	The writer provides some required details about the chosen article/chapter, but other elements of the template are not addressed in sufficient detail.	The writer provides all required details about the chosen article/chapter.		
	0 -1	**2 - 4**	**5 - 7**	**8 - 9**	**10**
Demonstrated understanding* of implications of this article/chapter for socio-cultural dimensions of policy, curriculum or a combination of the two. *Understanding is demonstrated through comprehensive treatment in which at least 3 key aspects of sociocultural dimensions with elaboration and/or examples provided.*	The writer fails to demonstrate an understanding of the basic concepts explored in the article.	The writer appears to understand some basic aspects of the concepts explored in the article but fails to consider other important elements	The writer's analysis is sound, indicating a good understanding of some of the key concepts and issues in this article.	The writer's analysis is good, indicating a thorough understanding of the key concepts	A comprehensive treatment of all key issues
	0-1	**2-4**	**5-6**	**7-8**	
Level of written fluency and clarity of expression (in line with usual academic expectations)	Major grammatical errors and/or stylistic issues impede communication	Mechanical errors/stylistic issues seriously detract from the author's point (more than 5 errors)	Occasional grammatical and/or stylistic errors (2-3 errors)	Very few or no grammatical and/or stylistic errors (1-0 errors)	

/20

Dr Rachel Burke 2024 rachel.burke@newcastle.edu.au

EDUC6252 Assignment 2 Marking Rubric, 2024

Assignment 2: Part B Research Essay

	0 - 1	2 - 4	5 - 7	8 - 9	10
Presentation of evidence (elaboration, examples, etc.) to support claims	The writer fails to present relevant evidence to support his/her point	Writer presents minimal evidence to support his/her point	Some evidence provided to elaborate on key points, but increased examples are needed to present relevant evidence	The writer presents good examples to support the discussion, with almost all points elaborated upon	Excellent examples to support the analysis with the writer elaborating on each key point
	0 - 1	**2 - 4**	**5 - 7**	**8 - 9**	**10**
Evidence of critical application of a theoretical frame to discussion, e.g., the language/culture interplay, social constructivism, etc.	No or very limited theoretical frame presented	Very little evidence of critical engagement with a theoretical frame	The writer presents a sound theoretical frame but needs to push his or her critical thinking application further	The writer offers a good theoretical frame with some critical discussion	The writer offers a strong theoretical frame, critically applied
	0 - 1	**2 - 4**	**5 - 7**	**8**	
Depth of research	No or extremely limited research evident – use of one relevant source	Limited research evident – use of two to four relevant sources	Sound research evident – use of five to seven relevant sources	Strong research evident – use of eight or more relevant sources	
	0	**1**	**2-3**	**4-5**	**6**
Level of written fluency and clarity of expression (in line with usual academic expectations)	Major grammatical errors and/or stylistic issues impede communication	Mechanical errors/stylistic issues seriously detract from the author's point (more than 5 errors)	Occasional grammatical and/or stylistic errors (4-5 errors)	Very few grammatical and/or stylistic errors (2-3 errors)	No grammatical and/or stylistic errors
	0	**1-2**	**3-4**	**5**	**6**
Accuracy of referencing	Major referencing issues (7 or more)	Significant referencing issues present (6-5)	Some referencing issues present (4-3)	Minor referencing issues present (1-2)	The paper is free of referencing issues

/40

Dr Rachel Burke 2024 rachel.burke@newcastle.edu.au