

Course Subject Description

Subject name	Teaching English in International Contexts
Subject number	EDET402
Content covered (subject content in detail)	<p>This is an elective subject. With the development of English as a global language and the burgeoning of English teaching internationally there has been a significant demand for a course which would prepare TESOL educators to teach successfully in the growth areas of Asia, Europe and the Americas. Many students in education undertake practicum placements overseas and many also travel overseas to teach English upon graduation.</p> <p>Students will gain an overview of the changing contexts of English Language Teaching internationally and of the issues relating to English as a global language. There will be a focus on specific issues such as teaching young learners (with the development of English teaching at elementary level) and the use of appropriate methodologies in exam-based systems. Cross-cultural communication skills and issues of culture in language teaching will also be addressed. Students would have the flexibility to research specific countries and key issues that cut across national boundaries.</p>
Learning outcomes	<p>On successful completion of this subject, students will be able to:</p> <ul style="list-style-type: none">• Demonstrate an understanding of the changing international contexts of English language teaching and issues relating to the growth of English as a global language;• Show skills and expertise in the implementation of appropriate TESOL methodology with learners of different ages and in different teaching/ learning contexts;• Demonstrate cross-cultural communication skills and to show an understanding of the role of cultural issues in English language teaching;• Reflect critically on a range of key issues such as learner autonomy, the use of technologies and the teaching of English for specific purposes internationally;• Research and analyse the provisions for and issues impacting on English language teaching in specific countries.
Assessment (in detail)	<p>1. Case study on teaching English in international contexts (40%) 2000 words max</p> <p>Students will select a target country and within that country, a particular education system and institution type. Students will research aspects (eg from the internet, syllabus documents, and informants (eg in Australia; in the target institution; on the internet)) such as the following and write up a report that will provide information relevant to a possible future teaching context:</p> <p>Map of country identifying possible teaching location; Political system and any other contextual factors that might impact upon your teaching; Physical characteristics of school/institution, including English teaching facilities and resources; Typical class size; Time devoted to teaching English per week;</p>

Role/s of the English native speaker support teacher in relation to the local English teacher;
Approach to teaching English (eg in relation to integration of the macroskills, curriculum priorities);
Role of the textbook;
Nature and weight of assessment.

Drawing on the above information, students will write a brief discussion of those factors that they would need to take into consideration in planning and implementing a relevant, culturally sensitive English program.

Criteria:

Ingenuity used in locating information
Relevance and usefulness of information to planning for future teaching
Identification of issues that need to be considered in planning and implementing an English support program
Referencing, citations and acknowledgement of sources in the assignment
Spelling, grammar and proof-reading in the assignment
Adherence to word limit
Coherence, clarity and comprehensiveness of the assignment

2. Development of program and portfolio of work, and materials for TESOL in international contexts (40%) 2000 words max

Based on the information gathered in Assignment 1, students will design a portfolio of activities to be used in the above context. Activities should strike a balance between conforming to the expectations of the target context and introducing an element of innovation. Students should note any cultural or pedagogical considerations relating to the implementation of the activities in the target context.

Details of the activities will be outlined once the information from Assignment 1 has been gathered.

Criteria:

Sensitivity of activities to the contextual constraints and possibilities in the target teaching context
Justification of choice of activities in relation to target teaching context
Appropriateness of activities for teaching context
Referencing, citations and acknowledgement of sources in the assignment
Spelling, grammar and proof-reading in the assignment
Adherence to word limit
Coherence, clarity and comprehensiveness of the assignment

3. Ongoing critical reflection on course notes and readings (20%) 1000 words max

Students will write brief reflective commentaries on the coursenotes and readings, relating them to current issues and debates concerning the teaching of English in international contexts, including such aspects as English as a global language local Englishes, post-colonialism (if relevant), and practical issues.

	<p>Criteria: Evidence of careful reading of coursenotes and readings Ability to take a stance in relation to issues and debates supported by theory, research and/or practical experience and application Referencing, citations and acknowledgement of sources in the assignment Spelling, grammar and proof-reading in the assignment Adherence to word limit Coherence, clarity and comprehensiveness of the assignment</p>
Delivery	Lectures and workshops
Relationship to coverage of NSW Board of Studies syllabuses, Department of Education and training policies and support documents:	Anti-racism policy (DET)
Prescribed text, bibliography or reading list	Coursenotes and e-readings provided by lecturer.