



# TEP 442

## English as a Second Language in Schools I

S1 Day 2017

*Department of Educational Studies*

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

3

Prerequisites

6cp in LING units including 3cp from LING units at 200 level

Corequisites

TEP401 or EDTE403

Co-badged status

Unit description

This unit is designed for students who plan to teach English as a second language (ESL) in schools. It provides students with an introduction to provision, knowledge and strategies for teaching ESL in primary or secondary schools. It is available only as a minor teaching subject for secondary level and must be combined with a teaching major. Please consult the TEP guides for appropriate discipline study for this area.

## 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:

- understand ESL provision at all school levels

- identify ESL need in students

- create differentiated literacy resources

- appreciate the role of ESL teacher in anti-racism issues

demonstrate deep knowledge and understanding of English syntax

## Assessment Tasks

Name	Weighting	Hurdle	Due
in class test	25%	No	week 7
ESL lesson plan	35%	No	week 11
unit of work	40%	No	week 13

### in class test

Due: **week 7**

Weighting: **25%**

in class test of content knowledge

On successful completion you will be able to:

- understand ESL provision at all school levels
- appreciate the role of ESL teacher in anti-racism issues
- demonstrate deep knowledge and understanding of English syntax

### ESL lesson plan

Due: **week 11**

Weighting: **35%**

ESL lesson plan with presentation

On successful completion you will be able to:

- understand ESL provision at all school levels
- identify ESL need in students
- create differentiated literacy resources
- demonstrate deep knowledge and understanding of English syntax

### unit of work

Due: **week 13**

Weighting: **40%**

Unit of work: Modification for ESL learners , including assessment

On successful completion you will be able to:

- understand ESL provision at all school levels
- identify ESL need in students
- create differentiated literacy resources
- appreciate the role of ESL teacher in anti-racism issues
- demonstrate deep knowledge and understanding of English syntax

## Delivery and Resources

**Delivery** : The unit is delivered in 11 weekly workshops of 2 hours length 4-6pm.

**Resources**: resources can be found on the dedicated iLearn site, and through wider reading, through the library resources.

**Technology** : all students must have access to a computer and the internet. Computers are available for students use in C5A level 200 rooms. Assistance is available in the TEL labs from student volunteers at certain times.

**How has this unit has changed** : this unit, and its assessment tasks have been changed since its last offering, due to student input, evaluation and consultation.

## Unit Schedule

week	content
1	Introduction; who is the ESL / EAL student? DEC guidelines.
2	Language Development Gibbons Ch 1
3	From speaking to writing Gibbons chapter 2 and 3
4	The IEC and the ESL Scales
5	Writing . Gibbons ch 4
6.	Reading skills
7.	Class test (1 hour) Reading Gibbons ch 7
8.	practicum
9.	practicum
10.	English and ESL courses: Primary, Stage 6.
11.	Assessment 2 presentations ;
12	Assessment 2 presentations; NAPLAN and annual ESL survey;
13	Assignment 3 due. ESL and Aboriginal learners. reading D. Rose, in Harrison. (2008)

## Learning and Teaching Activities

### Workshops

The unit is taught in 11 workshops of 2 hours duration

### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html)

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student\\_conduct/](https://students.mq.edu.au/support/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](http://ask.mq.edu.au).

### 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](http://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](http://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/](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

- identify ESL need in students
- create differentiated literacy resources

#### Assessment task

- unit of work

### 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 outcome

- identify ESL need in students

## Assessment tasks

- ESL lesson plan
- unit of work

## 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

- understand ESL provision at all school levels
- identify ESL need in students
- create differentiated literacy resources
- appreciate the role of ESL teacher in anti-racism issues
- demonstrate deep knowledge and understanding of English syntax

## Assessment tasks

- in class test
- ESL lesson plan
- unit of work

## 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

- identify ESL need in students
- create differentiated literacy resources

## Assessment tasks

- in class test

- ESL lesson plan
- unit of work

## 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 tasks

- ESL lesson plan
- unit of work

## 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

- appreciate the role of ESL teacher in anti-racism issues
- demonstrate deep knowledge and understanding of English syntax

### Assessment task

- unit of work

## 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

- identify ESL need in students



- appreciate the role of ESL teacher in anti-racism issues

## 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 outcome**

- appreciate the role of ESL teacher in anti-racism issues