Contemporary Issues in Language Education

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EDST5452 Contemporary Issues in Language Education, UNSW 2013
1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5452 Contemporary Issues in Language Education (6 units of credit)  
Semester 1, 2013

2. STAFF CONTACT DETAILS

Course Convenor: Dr Phiona Stanley  
Office Location: John Goodsell 109  
Email: phiona.stanley@unsw.edu.au  
Phone: 02 9385 1942  
Availability: Tuesdays 3-5pm or by appointment

3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Contemporary Issues in Language Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>150 hours including class contact hours,</td>
</tr>
<tr>
<td></td>
<td>readings, class preparation, assessment,</td>
</tr>
<tr>
<td></td>
<td>follow up activities, etc.</td>
</tr>
<tr>
<td>Schedule</td>
<td></td>
</tr>
<tr>
<td>Lecture</td>
<td>Tuesday 5-7pm</td>
</tr>
<tr>
<td></td>
<td>Week 1-6; week 8-13</td>
</tr>
</tbody>
</table>

Summary of Course

This course will introduce students to contemporary debates in foreign and second language education both in Australia and internationally, and examine these from a range of perspectives. Students will learn about key pedagogical issues by drawing on the latest research findings. Particular attention will be given to learner contributions to language learning, including the examination of critical aspects of individual learner differences from a sociocultural and psychological perspective. Other areas include identity of the language teacher in native and non-native language settings; a critical analysis of various language teaching methodologies in changing local and global contexts; and the politics and pedagogical implications of English as a lingua franca.

Aims of the Course

This course aims to:

- examine current debates concerning the contexts of language teaching and learning, including curriculum goals and methodological implications.
- examine the contributions of the teacher to the language learning context by analysing teachers’ beliefs and professional identities, including the issue of ‘native-speakerism’.
- examine different trends in language teaching methodologies.
- examine the nature and status of English as a lingua franca and consider pedagogical implications.
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Language teaching came into its own as a profession in the 20th century, and is currently experiencing an exponential rise globally. Its foundation has been characterized by frequent change and innovation and the development of sometimes competing ideas, including those related to the learner, the teacher, the pedagogy and the context. The importance of understanding these is critical for effective classroom practice in the context of language education. The course will provide students with information on the most recent developments in research related to learners’ and teachers’ contributions to language learning, as well as explore the impact and suitability of various language teaching approaches. The course will also examine the local and global language teaching contexts, particularly in terms of the changing nature and status of English language, and the native/non-native speaker dichotomy.

5. TEACHING STRATEGIES

Teaching strategies include face-to-face sessions with opportunities to collaborate with peers in small group and plenary discussions, analyse ideas and issues, and reflect on participants’ own teaching in
light of new information. The course also utilizes Moodle – an online learning environment where students can access information and course readings, and submit assignments. Student learning will also be focused through an engagement with readings and the writing of a critical reflection as well as a discussion essay, and completing a series of in-class tasks.
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Class, Date</th>
<th>Lecture</th>
<th>Topic</th>
<th>Suggested Readings</th>
</tr>
</thead>
</table>

EDST5452 Contemporary Issues in Language Education, UNSW 2013
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 1 April</td>
<td>5-7pm</td>
<td>Who is the teacher (part 1)?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Native-speakerism</em></td>
</tr>
<tr>
<td>Tues 8 April</td>
<td>5-7pm</td>
<td>Who is the teacher (part 2)?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Teacher identity and legitimacy</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MID SEMESTER BREAK – TWO WEEKS – HAPPY EASTER!</td>
</tr>
<tr>
<td>Tues 29 April</td>
<td>5-7pm</td>
<td>How do we teach?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Methodology and ‘the end of methods’</em></td>
</tr>
<tr>
<td>Tues 6 May</td>
<td>5-7pm</td>
<td>How are we qualified?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Language teacher education and professional development</em></td>
</tr>
<tr>
<td>Tues 13 May</td>
<td>5-7pm</td>
<td>What do we do in class (part 1)?</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Teaching materials and teaching ‘unplugged’</em></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 10 May     | 5-7pm  | **What do we do in class (part 2)?**                                 | **Teaching grammar**  
| 11 May     | 5-7pm  | **How does language teaching relate to content teaching?**          | **Content-language integrated learning (CLIL)**  
| 12 June    | 5-7pm  | **What else do we teach?**                                          | **The ‘hidden curriculum’ and the teaching of ‘culture’**  
7. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical reflections on selected readings</td>
<td>2000 words</td>
<td>40%</td>
<td>1,2,3,4</td>
<td>1,2,3,4,5,6</td>
<td>Tue 29 April</td>
</tr>
<tr>
<td>Discussion Essay</td>
<td>4000 words</td>
<td>60%</td>
<td>1,2,3,4</td>
<td>1,2,3,4,5,6</td>
<td>Tue 3 June</td>
</tr>
</tbody>
</table>

Assessment Details

Assignment 1: Critical reflections on selected readings.

(Weighting 40%; word limit: 2000.)

This task requires you to select two related readings from your weekly reading list (the core readings rather than the additional readings). Answer critically the following questions for each of your chosen articles (use these as headings in your writing):

1. How does the writer position him/herself in relation to theory and practice? What is his/her position on the subject?
2. Explain how the text has broadened your thinking in the area.
3. Quote and comment on what you regard as the most important section/quote from the reading and explain why it was significant to you in your teaching context and/or in your professional practice.
4. Conclude with 2-3 questions you may still have in relation to the topic (but do not answer them).

This assessment task needs to be posted on Moodle by midnight on the due date.

A paper copy (with cover sheet attached) also needs to be submitted, either during class or to the School of Education.
Assignment 2: Discussion Essay.

(Weighting 60%; word count: 4000.)

In Holliday’s (2005) article ‘How is it possible to write?’, the author discusses how his own personal narrative, experiences, and positioning affect his understanding of the language teaching issues on which he writes and researches. For assignment two, you are asked to engage in a similarly reflexive process, integrating the reading and thinking you have done on this course into a discussion on your own teaching and your position-taking on the issues.

Choose TWO issues covered in the course (e.g. non-native speaker teachers and the teaching of culture, or teacher education and textbooks, or methodological relativism and socio-cultural context – these are just examples – you can integrate any two issues from the course). The issues should be linked.

Please do not recycle material from Assignment 1. If you critiqued an article on Topic X in Assignment 1, please choose Topic Y in assignment 2.

Discuss and synthesise the two issues with reference to the following guidance questions (these can be used as headings in your text, or you can structure your text in any other way you choose):

1. Briefly explain your understanding of the two issues and explain how they are connected.
2. How does each issue relate to your teaching context (or one with which you are familiar)? What contribution do scholars writing on the issue make to language education in the context?
3. What is your position on the two issues? How do your own personal narrative and teaching/learning experiences affect your views on each issue?
4. How have your views or awareness changed as a result of learning about these issues? How will this impact your professional practice?

This assessment task needs to be posted on Moodle by midnight on the due date.

A paper copy (with cover sheet attached) also needs to be submitted to the School of Education.
**UNSW SCHOOL OF EDUCATION**

**FEEDBACK SHEET – ASSIGNMENT 1**

*EDST5452 Contemporary Issues in Language Education*

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**Student Name:**

**Assessment Task:** Critical reflections on selected readings

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**SPECIFIC CRITERIA**

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td>(+)</td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
<td>(+)</td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td>(+)</td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td>(+)</td>
</tr>
</tbody>
</table>

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**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

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**Lecturer Dr Phiona Stanley**

**Date**

**Recommended:** (FL PS CR DN HD) **Weighting:** %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Student Name:  
Student No.:  
Assessment Task: Discussion Essay

### SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Category</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response</td>
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<td>Structure and organisation of response</td>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME

Lecturer Dr Phiona Stanley  
Date  
Recommended: (FL PS CR DN HD)  
Weighting: %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Submission of Assessment Tasks
Students are required to follow their lecturer’s instructions when submitting their work for assessment. Some work may be required to be submitted in class but most assessments are to be delivered to the locked boxes near the School of Education office and submitted online via Moodle. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

A penalty of 3% per day (24 hours) applies to work submitted after the due date (including weekends and holidays) without an approved extension. Extension request forms can be downloaded from https://education.arts.unsw.edu.au/students/resources/forms/ and must be approved by the appropriate course convenor prior to the due date. Extensions will only be granted for illness or serious problems beyond a student’s control. Please note that the submission of a request for an extension does not necessarily guarantee approval of the request. Requests for extensions on the grounds of illness must be supported by a medical certificate or other documentation. This process does not take the place of lodging an application for Special Consideration through MyUNSW at https://iaro.online.unsw.edu.au/special_consideration/home.login and students must consider the merits of both options available.

Please note: Computer malfunctions will not be considered as sufficient grounds for extension.

8. RESOURCES

Required Readings
See weekly reading list above.

Further Readings
As suggested in class.

9. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism is using the words of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Examples of plagiarism include:

· Direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying materials, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person’s assignment, or the student’s own assignment from a previous course, without appropriate acknowledgement;

· Quotation without the use of quotation marks;

· Paraphrasing another person’s work with very minor change keeping the meaning, form and/or progression of ideas of the original;

· Citing sources which have not been read, without acknowledging the ‘secondary’ source from which knowledge of them has been obtained;

· Piecing together sections of the work of others into a new whole;
Presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or tutor;

Claiming credit for a proportion of work contributed to a group assessment item that is greater than that actually contributed;

Submitting your own assessment item that has already been submitted for academic credit at UNSW or elsewhere may also be considered plagiarism;

Using another person’s ideas or words in an oral presentation without crediting the source.

Students are encouraged to seek advice from academic staff whenever necessary to ensure that you avoid plagiarism in all its forms. Further information on plagiarism and academic honesty can be located at: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: https://student.unsw.edu.au/conduct

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy.

Cheating: It is a serious offence to submit any work that is copied from the work of another student, whether that work was submitted in the current year, previously or in another course. In such cases both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with your subject convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person’s contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also student responsibilities 8 – Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: it is university policy to avoid sexist language. Use words which include both sexes when you are referring to both sexes; e.g. ‘s/he’, ‘she or he’, ‘people’, etc.
10. COURSE EVALUATION AND DEVELOPMENT
Periodically student evaluative feedback on the course is gathered, using UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

11. OTHER INFORMATION
Assessment Principles and Procedures

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

· Recognise, motivate and encourage deep learning

· Incorporate a clear developmental perspective which recognises and supports students' growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school's programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

School of Education Grade Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td>Distinction (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td>Credit (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td>Pass</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The</td>
</tr>
</tbody>
</table>
(50-64%) assignment is moderately well-organised and the arguments can be clearly understood.

For more information regarding the UNSW assessment policy please visit:
https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html

Attendance

Unless specific and formal permission (see note below) has been granted, failure to attend 80% of classes in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week (or half a day in the case of intensive courses) should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Note: The School of Education gives permission to participate in lectures online only on a case by case basis and only in the following circumstances:

a. The student is able to demonstrate that they have no other option but to participate in lectures online.

b. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo360 or independent recording. The Course Convenor can reserve the right to refuse the lectures in their course to be recorded independently.

c. The Program and Course Convenor(s) must give their approval for participation in lecture to be undertaken online.

d. Permission will only be granted for lectures, not tutorials or method courses and for no more than one course at a time.

e. Permission will not be granted when it results in over-enrolment. Students may apply for formal permission to participate in lectures online.

Students may access further information and the application form to participate in lectures online at https://education.arts.unsw.edu.au/media/EDUCFile/Permission_to_Participate_in_Lectures_Online.pdf

Special Consideration

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html
University Counselling Service

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: The 2nd floor of the East Wing of the Quadrangle Building, Telephone: 9385 5418.

Website: https://www.counselling.unsw.edu.au

Equity and Diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit, Telephone: 9385 4734 or check the website https://www.studentequity.unsw.edu.au.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.