EDST5452
Contemporary Issues in Language Education

Term 1, 2019
Contents
1. LOCATION .................................................................................................................. 2
2. STAFF CONTACT DETAILS .................................................................................. 2
3. COURSE DETAILS .................................................................................................. 2
   Summary of Course .................................................................................................... 2
   Student Learning Outcomes ...................................................................................... Error! Bookmark not defined.
   Program Learning Outcomes .................................................................................... Error! Bookmark not defined.
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH ...... 4
5. TEACHING STRATEGIES ....................................................................................... 4
6. COURSE CONTENT AND STRUCTURE .................................................................... 5
7. ASSESSMENT ............................................................................................................ 8

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.
1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5452 Contemporary Issues in Language Education (6 units of credit)  
Term 1, 2019

2. STAFF CONTACT DETAILS

Course Convenor: Andy Gao  
Office Location: 114 Goodsell  
Email: xuesong.gao@unsw.edu.au  
Availability: 2-4pm Thursdays

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, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

**Schedule**  
http://classutil.unsw.edu.au/EDST_T1.html

**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.

**THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:**
- We will have 8 weeks of teaching (each session lasts 3 hours).

**IMPORTANT INFORMATION**

**Assessment:** Students must pass ALL assessments to pass the course. Only by passing all assessments can the AITSL Professional Graduate Teaching Standards be achieved.  
**Attendance:** It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal documentation and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.
Please note the following attendance expectations, requirements, and consequences:

- A minimum attendance requirement of 80% of all scheduled classes (i.e., lectures, tutorials, workshops, seminars) for the subject in which you are enrolled is required by UNSW.
- Attendance in person is the only option for tutorials, seminars, and workshops.
- Where attendance is recorded for a scheduled class (i.e., lectures, tutorials, workshops, seminars), either by electronic means or via an attendance register, it is the responsibility of the student to make sure they successfully record their attendance by providing all the details required.

It is the responsibility of the student to catch up on any learning missed due to absences.

The School of Education upholds the UNSW attendance policy and is in accordance with the Arts and Social Sciences guidelines and expectations. UNSW policy on Attendance and Absence that can be found at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/#attendanceguidelines

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Assessment/s</th>
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<tbody>
<tr>
<td>1</td>
<td>Articulate how research can inform teaching practice and consider the implications for language education in various learning contexts.</td>
</tr>
<tr>
<td>2</td>
<td>Assess the theoretical principles and pedagogical rationale underpinning various approaches to language learning.</td>
</tr>
<tr>
<td>3</td>
<td>Evaluate how teacher identity and personal attributes affect teaching practice.</td>
</tr>
<tr>
<td>4</td>
<td>Evaluate the impact of learner contributions to language learning.</td>
</tr>
</tbody>
</table>

PROGRAM LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Capability</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of language education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.</td>
</tr>
<tr>
<td>2</td>
<td>Research-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.</td>
</tr>
<tr>
<td>3</td>
<td>Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills</td>
</tr>
<tr>
<td>4</td>
<td>Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership</td>
</tr>
<tr>
<td>5</td>
<td>International outlook Demonstrate an understanding of international perspectives relevant to the educational field</td>
</tr>
<tr>
<td>6</td>
<td>Ethical and responsible professional practice Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education</td>
</tr>
</tbody>
</table>
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>Week</th>
<th>Lecture Topic</th>
<th>Suggested Readings</th>
</tr>
</thead>
</table>
| **1** | **Introduction & What are the goals of language teaching?**  

*English, Englishes, and the role and status of English*


| **2** | **What are our teaching contexts? Contextual factors affecting what and how we teach and the politics of language teaching**  

Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal* 57(3), 278-287. (This is *Point and Counterpoint* so there are also two shorter replies to this article, by Harmer and Bax.)


| **3** | **Who is the teacher? Part 1 (Teacher identity and legitimacy)**  


| **4** | **Who is the teacher? Part 2 (Native-speakerism)**  


Cook, V. (2016). Where is the native speaker now? *TESOL Quarterly* 50/1.

Ellis, E. M. (2016). “I may be a native speaker but I’m not monolingual”: Reimagining all teachers’ linguistic identities in TESOL. *TESOL Quarterly*, 50/3: 597-630.


How are we qualified?
Language teacher education and professional development


How do we teach? (Part 1)
Teaching materials and ‘the end of methods’


How do we teach? (Part 2)
Teaching grammar and culture


English: Not the only show in town?
Plurilingualism, multilingualism, and “English Only”


7. **ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Student Learning Outcomes Assessed</th>
<th>Program Learning Outcomes 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>March 28\textsuperscript{th}, 2019, 5pm</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>May 8\textsuperscript{th}, 2019, 5pm</td>
</tr>
</tbody>
</table>

Students are required to follow their lecturer’s instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. 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. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. [https://education.arts.unsw.edu.au/students/courses/course-outlines/](https://education.arts.unsw.edu.au/students/courses/course-outlines/)
Assignment 1: Critical reflections on selected readings.
(Weighting 40%; word limit: 2000 references inclusive)
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 5:00 pm on the due date.

Assignment 2: Discussion Essay.
(Weighting 60%; word count: 4000 references inclusive)
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 methodology 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 articles on Topic X in Assignment 1, please choose Topic Y & Z 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 5:00 pm on the due date.
### FEEDBACK SHEET – ASSIGNMENT 1

**EDST5452 Contemporary Issues in Language Education**

**Student Name:**

**Student No.:**

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

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
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<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions</td>
<td></td>
<td></td>
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</tbody>
</table>

**GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME**

Lecturer: Andy Gao

Recommended: /20 (FL PS CR DN HD) Weighting: /40%

Date: 

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.
### Feedback Sheet - Assignment 2

**Student Name:**

**Student No.:**

**Assessment Task:** Discussion Essay

### Specific Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>(-)</th>
<th>(+)</th>
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<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved</td>
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<td></td>
</tr>
</tbody>
</table>

### General Comments/Recommendations for Next Time

**Lecturer:** Andy Gao  
**Date:**

**Recommended:** /20  
(FL PS CR DN HD)  
**Weighting:** /60%

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

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Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Written</td>
<td>Within 10 Working Days</td>
</tr>
<tr>
<td>2</td>
<td>Written</td>
<td>Within 10 Working Days</td>
</tr>
</tbody>
</table>