



**UNSW**  
A U S T R A L I A

Arts & Social  
Sciences

School of Education

EDST5452  
Contemporary Issues in Language  
Education

Semester 1

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### 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 Bidjigal 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)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Convenor: Dr Phiona Stanley  
Office Location: John Goodsell 109  
Email: [phiona.stanley@unsw.edu.au](mailto:phiona.stanley@unsw.edu.au)  
Phone: 02 9385 1942  
Availability: By appointment

## 3. COURSE DETAILS

<b>Course Name</b>	<i>Contemporary Issues in Language Education</i>	
<b>Credit Points</b>	6 units of credit (uoc)	
<b>Workload</b>	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
<b>Schedule</b>		
Lecture	Tuesdays 5-7pm – Morven Brown G6  Additional classes in weeks 5 and 6 on Fridays 5-7pm - Civil Engineering 701 (as well as Tuesdays of those weeks)	<b>Week 1-10 only.</b> There are two classes in each of week 5 and 6, to compensate for missing wk 11 and 12.

### *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.

*The main ways in which the course has changed since last time as a result of student feedback*

In response to student feedback from 2015, the course has reverted to an extensive mode of teaching.

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

### *Student Learning Outcomes*

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

### *Program Learning Outcomes*

Capability		Assessment/s
1	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.	1, 2
2	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.	1, 2
3	Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1, 2
4	Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	International outlook Demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	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	1, 2

## **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

Class, Date	Lecture Topic Suggested Readings
<p>1 Tuesday 1 March</p>	<p><b>What is this course about?</b> <i>Introduction</i></p> <p><b>Cangarajah, A. S.</b> (2006). TESOL at Forty: What are the issues? <i>TESOL Quarterly</i>, 40(1), 9-34. <b>Savignon, S. J.</b> (2007). Beyond communicative language teaching: What's ahead? <i>Journal of Pragmatics</i> 39: 207-220.</p>
<p>2 Tuesday 8 March</p>	<p><b>What are the goals of language teaching?</b> <i>English, Englishes, and the role and status of English</i></p> <p><b>McKay, S. L.</b> (2011). English as an international lingua franca pedagogy. In E. Hinkel (Ed.) <i>Handbook of research in second language teaching and learning</i>, Vol 2, pp. 122-139. New York: Routledge. <b>Maley, A.</b> (2009). ELF: A teacher's perspective. <i>Language and intercultural communication</i> 9(3): 187-200. <b>Tarnopolsky, O.</b> (2005). International English myth and national Englishes reality of EFL: A learner needs perspective. In A Burns (Ed.) <i>Teaching English from a global perspective</i>. Alexandria, VA: TESOL Inc. <b>Niño-Murcia, M.</b> (2003). 'English is like the dollar': Hard currency ideology and the status of English in Peru. <i>World Englishes</i> 22(2): 121-142. <b>Eades, D.</b> (2013). 'Aboriginal English' (Chapter 5) <i>Aboriginal ways of using English</i>. Canberra: Aboriginal Studies Press, pp.76-91.</p>
<p>3 Tuesday 15 March</p>	<p><b>What are our teaching contexts?</b> <i>Contextual factors affecting what and how we teach</i></p> <p><b>Bax, S.</b> (2003). The end of CLT: A context approach to language teaching. <i>ELT Journal</i> 57(3), 278-287. (This is <i>Point and Counterpoint</i>: there are also two shorter replies to this article, by Harmer and Bax.) <b>Jin, L. and M. Cortazzi</b> (2006). Changing practices in Chinese cultures of learning. <i>Language, Culture and Curriculum</i> 19(1), 5-20. <b>Coleman, H.</b> (1996). Shadow puppets and language lessons: Interpreting classroom behavior in its cultural context. In H. Coleman (Ed.) <i>Society and the language classroom</i>, pp.64-85. Cambridge: CUP. <b>Littlewood, W.</b> (2011). Communicative language teaching: An expanding concept for a changing world. In E. Hinkel (Ed.) <i>Handbook of research in second language teaching and learning</i>, Vol 2, pp. 541-557. New York: Routledge.</p>
<p>4 Tuesday 22 March</p>	<p><b>What is the bigger picture?</b> <i>The politics of language teaching</i></p> <p><b>Phillipson, R.</b> (1992). Linguistic imperialism: Theoretical foundations. In R. Phillipson <i>Linguistic Imperialism</i>, pp.38-77. Oxford: OUP. <b>Sunuodula, M. &amp; Feng A.</b> (2011). Learning English as a third language by Uyghur students in Xinjiang: A blessing in disguise? In A. Feng (Ed.) <i>English language education across greater China</i>, pp.260-283. Bristol, Multilingual Matters). <b>Pennycook, A. and Coutand-Marin, S.</b> (2010). Teaching English as a Missionary Language. <i>Discourse: Studies in the Cultural Politics of Education</i> 24(3), 337-353. <b>Karmani, S.</b> (2005). Petro-linguistics: The emerging nexus between oil, English, and Islam. <i>Journal of Language, Identity and Education</i>, 4(2): 87-102.</p>

<p>5 Tuesday 5 April</p>	<p><b>Who is the teacher (part 1)?</b> <i>Native-speakerism</i></p> <p><b>Holliday, A.</b> (2006). Key concepts in ELT: Native-speakerism. <i>ELT Journal</i> 60(4), 385-387.  <b>Bailey, K.</b> (2006). Marketing the <i>eikaiwa</i> wonderland: Ideology, <i>akogare</i>, and gender alterity in English conversation school advertising in Japan. <i>Environment and Planning D: Society and Space</i>. 24: 105-130.  <b>Pavlenko, A.</b> (2003). "I never knew I was a bilingual": Reimagining teacher identities in TESOL. <i>Journal of Language, Identity, and Education</i>, 2(4), 251-268.</p>
<p>6 FRIDAY 8 April</p>	<p><b>Who is the teacher (part 2)?</b> <i>Teacher identity and legitimacy</i></p> <p><b>Varghese, M., Morgan, B., Johnston, B., &amp; Johnson, K. A.</b> (2005). Theorizing language teacher identity: Three perspectives and beyond. <i>Journal of Language, Identity, and Education</i>, 4(1), 21-44.  <b>Holliday, A.</b> (2005): How Is It Possible to Write? <i>Journal of Language, Identity &amp; Education</i> (4)4: 304 309.</p>
<p>7 Tuesday 12 April</p>	<p><b>How do we teach?</b> <i>Methodology and 'the end of methods'</i></p> <p><b>Kumaravadivelu, B.</b> (2006). TESOL Methods: Changing tracks, challenging trends. <i>TESOL Quarterly</i>, 40(1), 59-81.  <b>Tudor, I.</b> 2003. Learning to live with complexity: towards an ecological perspective on language teaching. <i>System</i>, 31, 1-12.  <b>Hu, G.</b> (2002). Potential cultural resistance to pedagogical imports: The case of communicative language teaching in China. <i>Language, Culture and Curriculum</i> 15(2), 93-105.  <b>Hu, G.</b> (2005). Contextual influences on instructional practices: A Chinese case for an ecological approach to ELT. <i>TESOL Quarterly</i> 39(4), 635-660.</p>
<p>8 FRIDAY 15 April</p>	<p><b>How are we qualified?</b> <i>Language teacher education and professional development</i></p> <p><b>Tsui, A.</b> (2011). Teacher education and teacher development. In E. Hinkel (Ed.) <i>Handbook of research in second language teaching and learning</i>. New York, Routledge, Vol 2, pp. 21-39.  <b>Burton, J.</b> (2009). Reflective practice. <i>The Cambridge Guide to Second Language Teacher Education</i>. A. Burns and J. C. Richards. (Eds.) Cambridge, CUP, pp. 298-308.  <b>Moran, P. R.</b> (1996). 'I'm not typical': Stories of becoming a Spanish teacher. In D. Freeman and J. C. Richards (Eds.) <i>Teacher learning in language teaching</i>, pp.125-153. Cambridge: CUP.  <b>Stanley, P. and N. Murray</b> (in press). 'Qualified?' A framework for comparing ELT teacher preparation courses. [Forthcoming in <i>Australian Review of Applied Linguistics</i>.</p>
<p>9 Tuesday 19 April</p>	<p><b>What do we do in class (part 1)?</b> <i>Teaching materials and teaching 'unplugged'</i></p> <p><b>Richards, J. C.</b> (1998). Textbooks: Help or hindrance in teaching? In J. C. Richards (Ed.) <i>Beyond training</i>, pp.125-152. Cambridge: CUP.  <b>Meddings, L. and Thornbury, S.</b> (2009). <i>Teaching Unplugged: Dogme in English Language Teaching</i>. Peaslake UK: Delta. (Extract).</p>

<p>10 Tuesday 26 April</p>	<p><b>What do we do in class (part 2)?</b> <i>Teaching grammar</i></p> <p><b>Swan, M.</b> (2002). Seven bad reasons for teaching grammar – and two good ones. In J. C. Richards and W. A. Renandya (Eds.) <i>Methodology in language teaching: An anthology of current practice</i>, pp. 148-152. Cambridge: CUP.</p> <p><b>Larsen-Freeman, D.</b> (2003). <i>Teaching language: From grammar to grammaring</i>. Boston: Heinle. (Extract).</p>
<p>11 Tuesday 3 May</p>	<p><b>How does language teaching relate to content teaching?</b> Content-language integrated learning (CLIL)</p> <p><b>Lyster, R.</b> (2011). Content-based second language teaching. In E. Hinkel (Ed.) <i>Handbook of research in second language teaching and learning</i>. New York, Routledge, Vol 2, pp. 611-630.</p> <p><b>Nation, I. S. P. and Webb, S.</b> (2011). Content-based instruction and vocabulary learning. In E. Hinkel (Ed.) <i>Handbook of research in second language teaching and learning</i>, Vol 2. New York, Routledge. pp. 631-644.</p>
<p>12 Tuesday 10 May</p>	<p><b>What else do we teach?</b> <i>The 'hidden curriculum' and the teaching of 'culture'</i></p> <p><b>Holliday, A.</b> (2009). The role of culture in English language teaching: Key challenges. <i>Language and Intercultural Communication</i> 9(3), 144-155.</p> <p><b>Liddicoat, A. J.</b> (2011). Language teaching and learning from an intercultural perspective. In E. Hinkel (Ed). <i>Handbook of research in second language teaching and learning, Volume 2</i>, pp. 837-855. New York: Routledge.</p> <p><b>Stanley, P.</b> (2010). The hidden curriculum: A critical analysis of tertiary English teaching in China. In J. Ryan (Ed.) <i>Understanding China's education reform: Creating cross cultural knowledge, pedagogies and dialogue</i>, pp. 193-210) London, Routledge.</p> <p><b>Kelly, W.</b> (2008). Applying a critical metatheoretical approach to intercultural relations: The case of US-Japanese communications. In M. K. Asante, Y. Miike and J. Yin (Eds) <i>The global intercultural communication reader</i>, pp.263-279. New York: Routledge.</p>



## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Critical reflections on selected readings	2000 words	40%	1,2,3,4	1,2,3,4,5,6	20 March 2016 5:00PM
Discussion Essay	4000 words	60%	1,2,3,4	1,2,3,4,5,6	29 May 2016 5:00PM

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/>

### *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 5:00pm on the due date.

## **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 5:00pm on the due date.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET – ASSIGNMENT 1  
 EDST5452 *Contemporary Issues in Language Education*

Student Name:

Student No.:

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

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer Dr Phiona Stanley

Date:

Recommended:

(FL PS CR DN HD)

Weighting:

/40%

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.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET – ASSIGNMENT 2  
 EDST5452 *Contemporary Issues in Language Education*

Student Name:

Student No.:

Assessment Task: **Discussion Essay**

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span>				
Understanding of the question or issue and the key concepts involved					
Depth of analysis and/or critique in response to the task					
Familiarity with and relevance of professional and/or research literature used to support response					
Structure and organisation of response					
Presentation of response according to appropriate academic and linguistic conventions					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer Dr Phiona Stanley

Date:

Recommended: (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*

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.

### *Feedback*

<b>Assessment Task</b>	<b>Feedback Mechanism</b>	<b>Feedback Date</b>
1	Written	Within two weeks of submission
2	Written	Within two weeks of submission