UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5452
Contemporary Issues in Language Education

Term 1, 2019

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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 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

Course Name	*Contemporary Issues in Language Education*
Credit Points	6 units of credit (uoc)
Workload	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
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.1. 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

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

Week	**Lecture** *Topic* Suggested Readings
1 (21/02/2019)	**Introduction & What are the goals of language teaching?** *English, Englishes, and the role and status of English* **Niño-Murcia, M**. (2003). 'English is like the dollar': Hard currency ideology and the status of English in Peru. *World Englishes* 22(2): 121-142. **Maley, A.** (2009). ELF: A teacher's perspective. *Language and Intercultural communication 9*(3): 187-200. **Sewell, A.** (2013). English as a lingua franca: Ontology and ideology. *ELT Journal 67* (1): 3-10. **Tarnopolsky, O.** (2005). International English myth and national Englishes reality of EFL: A learner needs perspective. In A Burns (Ed.) *Teaching English from a global perspective.* Alexandria, VA: TESOL Inc.
2(28/02/2019)	**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.) **Hu, G.** (2002). Potential cultural resistance to pedagogical imports: The case of communicative language teaching in China. *Language, Culture and Curriculum* 15(2), 93-105. **Jin, L. and M. Cortazzi** (2006). Changing practices in Chinese cultures of learning. *Language, Culture and Curriculum* 19(1), 5-20. **Karmani, S.** (2005). Petro-linguistics: The emerging nexus between oil, English, and Islam. *Journal of Language, Identity and Education,* 4(2): 87-102. **Pennycook, A. and Coutand-Marin, S.** (2010). Teaching English as a Missionary Language. *Discourse: Studies in the Cultural Politics of Education* 24(3), 337-353. **Sunuodula, M. & Feng A.** (2011). Learning English as a third language by Uyghur students in Xinjiang: A blessing in disguise? In A. Feng (Ed.) *English language education across greater China,* pp.260-283*.* Bristol, Multilingual Matters.
3(07/03/2019)	***Who is the teacher? Part 1*** *(Teacher identity and legitimacy*) **Appleby, R**. (2016). Researching privilege in language teacher identity. *TESOL Quarterly, 50/3.* **Bailey, K.** (2006). Marketing the *eikaiwa* wonderland: Ideology, *akogare*, and gender alterity in English conversation school advertising in Japan. Environment and Planning D: Society and Space. 24: 105-130. **Holliday, A.** (2005): How Is It Possible to Write? *Journal of Language, Identity & Education (4)*4: 304-309. **Song, J.** (2016). Emotions and language teacher identity: Conflicts, vulnerability, and transformation. *TESOL Quarterly 50*/3: 631-654. **Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A.** (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education, 4*(1), 21-44.
4 (14/03/2019)	***Who is the teacher? Part 2*** *(Native-speakerism)* **Aneja, G.** (2016). (Non)native speakered: Rethinking (non)nativeness and teacher identity in TESOL teacher education. *TESOL Quarterly 50*/3: 572-596. **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. **Holliday, A.** (2006). Key concepts in ELT: Native-speakerism. *ELT Journal* 60(4), 385-387.

	Kumaravadivelu, B. (2016). The Decolonial Option in English Teaching: Can the Subaltern Act? TESOL Quarterly, 50/1. **Pavlenko, A**. (2003). "I never knew I was a bilingual": Reimagining teacher identities in TESOL. *Journal of Language, Identity, and Education,* 2(4), 251-268. **Ruecker, T. & Ives, L.** (2015). White native English speakers needed: The rhetorical construction of privilege in online teacher recruitment spaces. *TESOL Quarterly 49*/4.
5 (21/03/2019	**How are we qualified?** *Language teacher education and professional development* **Anderson, J.** (2016). Initial teacher training courses and non-native speaker teachers. *ELT Journal 70* (3): 261-274. **Hobbs, V.** (2013). 'A basic starter pack': the TESOL Certificate as a course in survival. *ELT Journal* 67 (2): 163-174. **Moran, P. R.** (1996). 'I'm not typical': Stories of becoming a Spanish teacher. In D. Freeman and J. C. Richards (Eds.) *Teacher learning in language teaching,* pp.125-153. Cambridge: CUP. **Stanley, P. & Murray, N.** (2013). 'Qualified?' A framework for comparing ELT teacher preparation courses. *Australian Review of Applied Linguistics 36*/1: 102-115.
6(04/04/2019)	**How do we teach? (Part 1)** *Teaching materials and 'the end of methods'* **Humphries, S. & Burns, A.** (2015). 'In reality it's almost impossible': CLT-oriented curriculum change. *ELT Journal 69* (3): 239-248. **Kumaravadivelu, B.** (2006). TESOL Methods: Changing tracks, challenging trends. *TESOL Quarterly,* 40(1), 59-81. **Meddings, L. and Thornbury, S.** (2009). *Teaching Unplugged: Dogme in English Language Teaching*. Peaslake UK: Delta. (Extract). **Tudor**, I. 2003. Learning to live with complexity: towards an ecological perspective on language teaching. *System,* 31**,** 1-12. **Richards, J. C.** (1998). Textbooks: Help or hindrance in teaching? In J. C. Richards (Ed.) *Beyond training*, pp.125-152. Cambridge: CUP. **Siegel, A.** (2014). What should we talk about? The authenticity of textbook topics. *ELT Journal 68* (4): 363-375. **Waters, A** (2012). Trends and issues in ELT methods and methodology. *ELT Journal 66* (4): 440-449.
7(11/04/2019)	**How do we teach? (Part 2)** *Teaching grammar and culture* **Atkinson, D. & Sohn, J.** (2013). Culture from the bottom up. *TESOL Quarterly* 47/4: 669-693. **Figueras, N.** (2012). The impact of the CEFR. *ELT Journal 66* (4): 477-485. **Holliday, A.** (2009). The role of culture in English language teaching: Key challenges. *Language and Intercultural Communication* 9(3), 144-155. **Larsen-Freeman, D.** (2003). Teaching language: From grammar to grammaring. Boston: Heinle. (Extract). **Stanley, P.** (2017). Theorizing intercultural competence. Chapter 2 of *A critical auto/ethnography of learning Spanish: Intercultural competence on the* gringo *trail?* Abingdon & New York: Routledge. **Swan, M.** (2002). Seven bad reasons for teaching grammar – and two good ones. In J. C. Richards and W. A. Renandya (Eds.) *Methodology in language teaching: An anthology of current practice,* pp. 148-152. Cambridge: CUP. **Weninger, C. & Kiss, T**. (2013). Culture in English as a Foreign Language (EFL) Textbooks: A Semiotic Approach. *TESOL Quarterly* 47/4.
8(18/04/2019)	**English: Not the only show in town?** *Plurilingualism, multilingualism, and "English Only"* **Sampson, A.** (2012). Learner code-switching versus English only. *ELT Journal 66* (3): 293-303.

	Wilson, J & Gonzalez Davies, M. (2016, online first) Tackling the plurilingual student/monolingual classroom phenomenon. *TESOL Quarterly*. **Willans, F**. (2013). The engineering of Plurilingualism following a blueprint for multilingualism: The case of Vanuatu's education language policy. TESOL Quarterly 47/3: 546-566. **Otsuji, E.& Pennycook, A.** (2010) Metrolingualism: Fixity, fluidity and language in flux. *International Journal of Multilingualism, 7*:3, 240-254 **Lin, A.** (2013). Toward paradigmatic change in TESOL methodologies: Building plurilingual pedagogies from the ground up. *TESOL Quarterly 47*/3: 521-545.

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Critical reflections on selected readings	2000 words	40%	1,2,3,4	1,2,3,4,5,6	March 28th, 2019, 5pm
Discussion Essay	4000 words	60%	1,2,3,4	1,2,3,4,5,6	May 8th, 2019, 5pm

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/

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 5:00pm 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 5:00pm 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	(-) ⟶ (+)				
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					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Andy Gao **Date:**
Recommended: /20 (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	(-) ⟶ (+)				
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					
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

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

Assessment Task	Feedback Mechanism	Feedback Date
1	Written	Within 10 Working Days
2	Written	Within 10 Working Days