UNSW Course Outline

EDST5452 Contemporary Issues in Language Education - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5452
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : In Person
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

You will be introduced to contemporary debates in English language education both in Australia and internationally, and will examine these from a range of perspectives. Issues you will discuss will include language teacher identities 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. You will learn about key pedagogical issues by drawing on the latest research findings.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically engage with research literature in the area of English language education.
CLO2 : Explain and evaluate how teacher and learner identities affect teaching and learning.
CLO3 : Critically examine taken-for-granted notions in English language education.
CLO4 : Synthesise ideas in language education to critically analyse English language education programs in different contexts.

Course Learning Outcomes	Assessment Item
CLO1 : Critically engage with research literature in the area of English language education.	• Critical reflection
CLO2 : Explain and evaluate how teacher and learner identities affect teaching and learning.	• Discussion essay
CLO3 : Critically examine taken-for-granted notions in English language education.	• Critical reflection • Discussion essay
CLO4 : Synthesise ideas in language education to critically analyse English language education programs in different contexts.	• Discussion essay

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Rationale

These teaching strategies reflect the social-constructivist theory of learning that underpins the course design.

Teaching Strategies

Teaching strategies include face-to-face sessions with opportunities for you to collaborate with peers in small-group and plenary discussions, analyse ideas and issues, and reflect on your own

teaching in light of new information. The course also utilises Moodle, an online learning environment where you can access information and course readings, and submit assignments.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Critical reflection Short Extension: Yes (5 days)	40%	Due Date: 11/10/2024 05:00 PM
Discussion essay Short Extension: Yes (5 days)	60%	Due Date: 15/11/2024 05:00 PM

Assessment Details

Critical reflection

Assessment Overview

Task 1 - Critical reflection on selected course readings

Length: 2000 words

Students will receive written feedback within 10 days of submission.

Course Learning Outcomes

- CLO1 : Critically engage with research literature in the area of English language education.
- CLO3 : Critically examine taken-for-granted notions in English language education.

Detailed Assessment Description

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 themselves in relation to theory and practice? What is their 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).

Assessment Length

2000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5452 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Critical Reflection • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Understanding of key terms and scope of the focus question; its context and significance; and its relationship to relevant areas of second language acquisition theory and research • Understanding all the requirements of critical reflections	
• Depth of analysis and critique in response to the task • Depth of analysis of key aspects of the topic, including succinct and accurate description of the main arguments or research findings • Recognition of potential limitations and problems of current research on the topic • Identification of areas requiring more investigation or consideration	
• Familiarity with and relevance of professional and/or research literature used to support response • Range, relevance and 'recency' of literature used to respond to question • Ability to organise literature to provide an appropriate framework for argument	
• Structure and organisation of response • Appropriateness of overall structure of the response • Clarity and coherence of response, including use of section headings and opening/closing paragraphs to enhance readability	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of convention for quoting, paraphrasing, attributing sources of information • Listing references using APA (7th edition) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • 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 contextualise 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.	

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Discussion essay

Assessment Overview

Task 2 - Synthesise your reading, thinking, and language teaching/learning experience in a written discussion of core issues covered by the course.

Length: 4000 words

Students will receive written feedback within 10 days of submission.

Course Learning Outcomes

- CLO2 : Explain and evaluate how teacher and learner identities affect teaching and learning.
- CLO3 : Critically examine taken-for-granted notions in English language education.
- CLO4 : Synthesise ideas in language education to critically analyse English language education programs in different contexts.

Detailed Assessment Description

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?

Assessment Length

4000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5452 UNSW SCHOOL OF EDUCATION • Assessment Task 2: Discussion Essay • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue and the key concepts involved • Understanding of key terms and scope of the focus question; its context and significance; and its relationship to relevant areas of second language acquisition theory and research • Understanding all the requirements of a critical discussion	
• Depth of analysis and critique in response to the task • Depth of analysis of key aspects of the topic, including succinct and accurate description of the main arguments or research findings • Recognition of potential limitations and problems of current research on the topic • Identification of areas requiring more investigation or consideration	
• Familiarity with and relevance of professional and/or research literature used to support response • Range, relevance and 'recency' of literature used to respond to question • Ability to organise literature to provide an appropriate framework for argument	
• Structure and organisation of response • Appropriateness of overall structure of the response • Clarity and coherence of response, including use of section headings and opening/closing paragraphs to enhance readability	
• Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of convention for quoting, paraphrasing, attributing sources of information • Listing references using APA (7th edition) • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • 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 contextualise 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.	

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Hurdle rules

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If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	• Introduction. • What are the goals of language teaching? • English, Englishes, and the role and status of English.
	Reading	• 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.
Week 2 : 16 September - 22 September	Lecture	• What are our teaching contexts? • Contextual factors affecting what and how we teach and the politics of language teaching.
	Reading	• 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.
Week 3 : 23 September - 29 September	Lecture	• Who is the teacher? Part 1. • Teacher identity and legitimacy.
	Reading	• 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.
Week 4 : 30 September - 6 October	Lecture	• Who is the teacher? Part 2. • Native-speakerism.
	Reading	• 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).
Week 5 : 7 October - 13 October	Lecture	• How are we qualified? • Language teacher education and professional development.

	Reading	• 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.
Week 6 : 14 October - 20 October	Homework	• Flexibility Week. • Readings and assessment tasks.
Week 7 : 21 October - 27 October	Lecture	• How do we teach? (Part 1). • Teaching materials and 'the end of methods'.
	Reading	• 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.
Week 8 : 28 October - 3 November	Lecture	• How do we teach? (Part 2). • Teaching grammar and culture.
	Reading	• 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).
Week 9 : 4 November - 10 November	Lecture	• English: Not the only show in town? • Plurilingualism, multilingualism, and "English Only".
	Reading	• 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.
Week 10 : 11 November - 17 November	Lecture	• Consolidation and consultation.

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of

programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

- See readings in the Course Schedule.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Tanya Kwee		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;

- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

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

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your

study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on

Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education