# EDST5452

Contemporary Issues in Language Education

Semester One // 2018

# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
|------|-------|--------------|----------|-------|
| Phiona Stanley | phiona.stanley@unsw.edu.au | by arrangement -- please email me | 109 | 93851977 |

## School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

**T:** +61 (2) 9385 1977
**E:** education@unsw.edu.au
**W:** education.artsunsw.edu.au

## Attendance Requirements

### Additional School of Education attendance requirements

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 application 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.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

## Academic Information

All students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

# Course Details

## Credit Points 6

## Summary of the Course

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.

## At the conclusion of this course the student will be able to

1. Critically engage with research literature in the area of English language education.
2. Explain and evaluate how teacher and learner identities affect teaching and learning.
3. Critically examine taken-for-granted notions in English language education.
4. Synthesise ideas in language education to critically analyse English language education programs in different contexts.

## Teaching Strategies

**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.

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

# Australian Professional Graduate Teaching Standards

| Standard | Description |
|---|---|
| 1.3.4 | Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds. |
| 2.3.2 | Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements. |
| 3.5.3 | Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support students' understanding, engagement and achievement. |
| 4.1.4 | Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students |
| 6.2.2 | Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities. |

# Assessment

Please see detailed explanations of assignment tasks in Moodle or in the explanations above.

## Assessment Tasks

| Assessment task | Weight | Student Learning Outcomes Assessed | AITSL Professional Graduate Teaching Standards Assessed | Due Date |
|---|---|---|---|---|
| Critical reflection | 40% | 1,3 | 1.3.4,2.3.2,3.5.3,4.1.4,6.2.2 | 09/04/2018 05:00 PM |
| Discussion essay | 60% | 2,3,4 | 2.3.2,6.2.2 | 04/06/2018 05:00 PM |

Please refer to *Australian Professional Standards for Teachers* on the previous page

## Assessment Details

### Assessment 1: Critical reflection

**Start date:**

**Details:** Task 1 - Critical reflection on selected course readingsLength: 2000 wordsStudents will receive written feedback within 10 days of submission.

**Additional 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 (i.e. all the course readings in the week-by-week reading lists; these are all on Moodle).

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.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

**Assessment 2: Discussion essay**

**Start date:** Not Applicable

**Details:** Task 2 -  Synthesise your reading, thinking, and language teaching/learning experience in a written discussion of core issues covered by the course. Length: 4000 wordsStudents will receive written feedback within 10 days of submission.

**Additional details:**

**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 methodology and socio-cultural context – these are just examples – you can integrate any two issues from the course). The issues should be linked in some way.

**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.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin

similarity reports.

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## 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](mailto: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, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration webstie:
https://student.unsw.edu.au/special-consideration

## 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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, 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.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

# Course Schedule

[View class timetable](#)

## Timetable

| Date | Type | Content |
|------|------|---------|
| Week 1: 26 February - 4 March | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>**Topic: Introduction & What are the goals of language teaching?** *English, Englishes, and the role and status of English*<br><br>**Readings (all are available on Moodle; they are listed here (and in each class) in the order of usefulness!)**<br><br>**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.<br><br>**Maley, A.** (2009). ELF: A teacher's perspective. *Language and Intercultural communication 9*(3): 187-200.<br><br>**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.<br><br>**Sewell, A.** (2013). English as a lingua franca: Ontology and ideology. *ELT Journal 67* (1): 3-10.<br><br>**PLEASE NOTE: FOR ALL CLASSES YOU ARE EXPECTED TO HAVE READ AT LEAST THE FIRST READING LISTED FOR THAT SESSION.**<br><br>**IDEALLY, FOR EACH CLASS, YOU WILL HAVE LOOKED AT(=AT LEAST SKIM READ) ALL THE READINGS FOR THAT SESSION :)** |
| Week 2: 5 March - 11 March | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC: **What are our teaching contexts?** *Contextual factors affecting what and how we teach* |

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|---|---|---|
| | | **READINGS**<br><br>**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.)<br><br>**Jin, L. and M. Cortazzi** (2006). Changing practices in Chinese cultures of learning. *Language, Culture and Curriculum* 19(1), 5-20.<br><br>**Hu, G.** (2005). Contextual influences on instructional practices: A Chinese case for an ecological approach to ELT. *TESOL Quarterly* 39(4), 635-660.<br><br>**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. |
| Week 3: 12 March - 18 March | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC: **What is the bigger picture?** *The politics of language teaching*<br><br>**READINGS**<br><br>**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.<br><br>**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<br><br>**Karmani, S.** (2005). Petro-linguistics: The emerging nexus between oil, English, and Islam. *Journal of Language, Identity and Education,* 4(2): 87-102. |
| Week 4: 19 March - 25 March | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC: |

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|---|---|---|
| | | ***Who is the teacher? Part 1*** *(Teacher identity and legitimacy)*<br><br>**READINGS**<br><br>**Holliday, A.** (2005): How Is It Possible to Write? *Journal of Language, Identity & Education (4)*4: 304-309.<br><br>**Song, J.** (2016). Emotions and language teacher identity: Conflicts, vulnerability, and transformation. *TESOL Quarterly 50*/3: 631-654.<br><br>**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.<br><br>**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.<br><br>**Appleby, R**. (2016). Researching privilege in language teacher identity. *TESOL Quarterly, 50/3.* |
| Week 5: 26 March - 1 April | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC:<br><br>***Who is the teacher? Part 2*** *(Native-speakerism)*<br><br>**READINGS**<br><br>**Aneja, G.** (2016). (Non)native speakered: Rethinking (non)nativeness and teacher identity in TESOL teacher education. *TESOL Quarterly 50*/3: 572-596.<br><br>**Holliday, A.** (2006). Key concepts in ELT: Native-speakerism. *ELT Journal* 60(4), 385-387.<br><br>**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.<br><br>**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. |
|---|---|---|
| | | **Cook, V.** (2016). Where is the native speaker now? *TESOL Quarterly 50*/1. |
| | | **Kumaravadivelu, B.** (2016). The Decolonial Option in English Teaching: Can the Subaltern Act? TESOL Quarterly, 50/1. |
| | | **Ruecker, T. & Ives, L.** (2015). White native English speakers needed: The rhetorical construction of privilege in online teacher recruitment spaces. *TESOL Quarterly 49*/4. |
| Break: 2 April - 8 April | Topic | PLEASE NOTE: NO CLASS THIS WEEK :) |
| Week 6: 9 April - 15 April | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC: **How do we teach?** *Methodology and 'the end of methods'*<br><br>*Kumaravadivelu, B. (2006). TESOL Methods: Changing tracks, challenging trends. TESOL Quarterly, 40(1), 59-81.*<br><br>**Tudor**, I. 2003. Learning to live with complexity: towards an ecological perspective on language teaching. *System,* 31**,** 1-12.<br><br>**Humphries, S. & Burns, A.** (2015). 'In reality it's almost impossible': CLT-oriented curriculum change. *ELT Journal 69* (3): 239-248.<br><br>**Waters, A** (2012). Trends and issues in ELT methods and methodology. *ELT Journal 66* (4): 440-449. |
| Week 7: 16 April - 22 April | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC: **How are we qualified?** *Language teacher education and professional development*<br><br>**Hobbs, V.** (2013). 'A basic starter pack': the TESOL Certificate as a course in survival. *ELT Journal* 67 (2): 163-174.<br><br>**Anderson, J.** (2016). Initial teacher training courses and non-native speaker teachers. *ELT Journal 70* (3): 261-274. |

| | | **Stanley, P. & Murray, N.** (2013). 'Qualified?' A framework for comparing ELT teacher preparation courses. *Australian Review of Applied Linguistics 36*/1: 102-115. |
| | | **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. |
| Week 8: 23 April - 29 April | Online Activity | THERE IS NO CLASS ON WEDNESDAY 25TH APRIL AS IT IS ANZAC DAY.<br><br>PLEASE USE THIS WEEK TO REVIEW THE COURSE MATERIALS AND READINGS. |
| Week 9: 30 April - 6 May | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC: **What do we do in class (part 1)?** *Teaching materials and teaching 'unplugged'*<br><br>**Richards, J. C.** (1998). Textbooks: Help or hindrance in teaching? In J. C. Richards (Ed.) *Beyond training*, pp.125-152. Cambridge: CUP.<br><br>**Meddings, L. and Thornbury, S.** (2009). *Teaching Unplugged: Dogme in English Language Teaching.* Peaslake UK: Delta. (Extract).<br><br>**Siegel, A.** (2014). What should we talk about? The authenticity of textbook topics. *ELT Journal 68* (4): 363-375. |
| Week 10: 7 May - 13 May | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC: **What do we do in class (part 2)?** *Teaching grammar – or not?*<br><br>**Figueras, N.** (2012). The impact of the CEFR. *ELT Journal 66* (4): 477-485.<br><br>**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.<br><br>**Larsen-Freeman, D.** (2003). Teaching language: From grammar to grammaring. Boston: Heinle. (Extract). |

| Week 11: 14 May - 20 May | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC: **What do we do in class (part 3)?** *The teaching of 'culture'*<br><br>**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.<br><br>**Holliday, A.** (2009). The role of culture in English language teaching: Key challenges. *Language and Intercultural Communication* 9(3), 144-155.<br><br>**Atkinson, D. & Sohn, J.** (2013). Culture from the bottom up. *TESOL Quarterly* 47/4: 669-693.<br><br>**Weninger, C. & Kiss, T**. (2013). Culture in English as a Foreign<br><br>Language (EFL) Textbooks: A Semiotic Approach. TESOL Quarterly 47/4. |
| Week 12: 21 May - 27 May | Seminar | **CLASS: WEDNESDAY 7-9PM**<br><br>TOPIC: **English: Not the only show in town?** *Plurilingualism, multilingualism, and "English Only"*<br><br>**Sampson, A.** (2012). Learner code-switching versus English only. *ELT Journal 66* (3): 293-303.<br><br>**Wilson, J & Gonzalez Davies, M.** (2016, online first) Tackling the plurilingual student/monolingual classroom phenomenon. *TESOL Quarterly*.<br><br>**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.<br><br>**Otsuji, E.& Pennycook, A.** (2010) Metrolingualism: Fixity, fluidity and language in flux. *International Journal of Multilingualism, 7*:3, 240-254<br><br>**Lin, A.** (2013). Toward paradigmatic change in |

| | | TESOL methodologies: Building plurilingual pedagogies from the ground up. *TESOL Quarterly 47*/3: 521-545. |
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# Resources

## Prescribed Resources

Please see session-by-session list of readings; all are available on Moodle.

## Recommended Resources

Please see session-by-session list of readings; all are available on Moodle.

## Course Evaluation and Development

This course examines contemporary issues in English langauge teaching and, to stay 'contemporary', it is constantly updated. For this reason, you will find readings from very recent years and an ever-evolving list of topics, depending on current debates in TESOL as an academic discipline.

The course is also updated and modified annually in response to students' responses, preferred topics, and the content that has been useful and interesting in in-class sessions. Feedback from students is gathered formatively (e.g. in-class minute papers and discussions) and summatively (through MyExperience surveys and email feedback).

## Image Credit

Synergies in Sound 2016

## CRICOS

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