School of Education

EDST5452
Issues in Language Education

Term 1, 2020

Contents

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/

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5452 Issues in Language Education (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Convenor: Andy Gao
Office Location: G22 Morven Brown Building
Email: xuesong.gao@unsw.edu.au
Availability: 2-4pm Thursdays

3. COURSE DETAILS

Course Name	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:

Feedback on this course has been largely positive. The teaching has been scheduled to include 8 (3 hours each) weeks of content teaching, one week for reading and one week for consolidation and consultation

6. COURSE CONTENT AND STRUCTURE

Module	**Lecture** Topic & Suggested Readings
Week 1 (Feb. 20th, 2020)	**Introduction & What are the goals of language teaching?** *English, Englishes, and the role and status of English* **Niño-Murcia, M** English in Peru. *World Englishes* 22(2): 121-142. **Maley, A.** *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 (Feb. 27th, 2020)	**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.
Week 3 (March 5th, 2020)	***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.
Week 4 (March 12th	

(April 16th, 2020)	*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: -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 (April 23rd, 2020)	Consolidation and consultation
	2nd assignment due 5p, May 7th, 2020

7. RESOURCES

Readings have been included in the course content table.

Assignment 2: Discussion Essay

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.

Student Name: Student No.:
Assessment Task: Discussion Essay

SPECIFIC CRITERIA   (-)   ➤ (+)