Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	LANGUAGE ACQUISITION
Unit ID:	EDBSP1013
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDMST6010)
ASCED:	061707

Description of the Unit:

This unit provides undergraduate students with an understanding of the major theories of language acquisition, the developmental milestones in first and second language development and research-based best practice for supporting the language needs of diverse learners. Students in this unit will learn about the differences and similarities between first and second language acquisition, the major theories of language acquisition, developmental benchmarks and communicative milestones, and the differences between adults and children learning a second language. Socio-cultural and cognitive approaches to language acquisition will be covered.

Topics include the acquisition of grammar, vocabulary, phonology and phonetics, semantics and pragmatics, and the development of reading and writing in a second language (in particular academic writing). Students will also be able to read current research, use research to inform practice, and differentiate instruction for language learners with different needs and language backgrounds. They will be able to interpret professional practice documents relating to language acquisition, such as the curriculum documents, including but not limited to the Australian Curriculum, the Victorian EAL Developmental Continuum, the Communication Milestones of Speech Pathology Australia. Students will gain an understanding of the various developmental stages in language acquisition across the lifespan, and learn about language drawing on fields such as linguistics, sociology, education, speech pathology, audiology, and psychology.

Grade Scheme:	Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component:	No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	**6**	**7**	**8**	**9**	**10**
Introductory	☐	☐	☐	✔	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐
Advanced	☐	☐	☐	☐	☐	☐

Learning Outcomes:

Knowledge:

K1. Examine the major theories of second and first language acquisition

K2. Recognize the difference between first and second language acquisition and its effects on learning and teaching

K3. Investigate the social and cognitive aspects of learning a second language

K4. Identify the typical/atypical communicative milestones in child language development

Skills:

S1. Analyse and evaluate language learning theories to inform professional practice

S2. Differentiate pedagogy for diverse learners, e.g. English as an additional language or dialect, specific language impairment

S3. Implement language acquisition research using evidence-based research

Application of knowledge and skills:

A1. Read current research in language acquisition

A2. Interpret and implement curriculum in a way that supports language development

A3. Benchmark language development against communication milestones

Unit Content:

This unit will cover the following topics:

- Concepts of first and second language acquisition
- History of language acquisition theory
- TESOL best-practices
- Communication across the lifespan
- Typical/atypical communication milestones
- How to read qualitative and quantitative research papers in language acquisition research
- Social, cultural and cognitive approaches to language development

- Specific theories and pedagogical practices related to the acquisition of grammar, vocabulary, phonetics, phonology and pragmatics

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, S1, S2, A1, A2	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S2, S3, A2	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, S1, S2, A1, A2	AT1, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, S1, S2, A1, A2	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, S2	AT3

Learning Task and Assessment:

Students must complete all assessment tasks and achieve a minimum overall grade of 50% to pass this unit

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, A1, A2	Forum discussion posts related to weekly unit content	Portfolio	15-25%
K1, K2, K4, S2, A1, A2, A3	Respond to a case study, identifying communicative milestones and opportunities for differentiated instruction	Response to case study	40-50%
K1, K2, K3, S1, S3, A1, A2	Summary of a current Research Paper in Language Acquisition and Development	Oral Presentation	30-40%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)