

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

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.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within

curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate high-level skills to effectively communicate, interact and work with others both individually and in groups Students will be required to display (in person and/or online) high-level skills in-person and/or online in: <ul style="list-style-type: none"> • Effective verbal and non-verbal communication via a range of synchronous and asynchronous methods • Active listening for meaning and influencing • High-level empathy for others • Negotiating and demonstrating extended conflict resolution skills • Working respectfully in cross-cultural and diverse teams 	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply leadership skills and behaviours Students will be required to display skills in: <ul style="list-style-type: none"> • Creating, contributing to, and enabling collegial environments • Showing self-awareness and the ability to self-reflect for personal growth • Inspiring and enabling others • Making informed and evidence-based decisions through consultation with others • Displaying initiative and ability to solve problems 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complex and ambiguous environments, using their imagination to create new ideas Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically on complex problems • Synthesising, evaluating ideas, concepts and information • Proposing alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts through deep inquiry • Proposing creative solutions in problem solving 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work proficiently across a range of tools, platforms and applications to achieve a range of tasks Students will be required to display high-level skills in: <ul style="list-style-type: none"> • Finding, accessing, collating, evaluating, managing, curating, organising and appropriately and securely sharing complex digital information at a high-level • Receiving and responding to messages in a range of digital media • Using digital tools appropriately to conduct research • Contributing proficiently to digital teams and working groups • Participating in and utilising digital learning opportunities 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to think ethically and sustainably. Students will be required to display skills in: <ul style="list-style-type: none"> • The responsible conduct of research • Making informed judgments that consider the impact of devising solutions in multiple global economic environmental and societal contexts • Demonstrating commitment to social responsibility as a professional and a citizen • Generating research solutions which are sustainable, ethical, socially responsible and/or sustainable • Extending lifelong, life-wide and life-deep learning to be open to diverse others • Demonstrate extended actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

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%

Adopted Reference Style:

APA ()

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

Fed Cite - [referencing tool](#)