

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** Language Acquisition

**Unit ID:** EDMST6010

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (EDBSP1013)

**ASCED:** 091521

**Description of the Unit:**

This unit provides post-graduate 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. 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 type="checkbox"/>	<input checked="" 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 and critique 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.** Examine and investigate the social and cognitive aspects of learning a second language
- K4.** Identify and recognise appropriate pedagogical responses to the typical/atypical communicative milestones in child language development

**Skills:**

- S1.** Analyse and evaluate language learning theories to inform professional practices
- S2.** Design and differentiate pedagogy for diverse learners, e.g. English as an additional language or dialect, specific language impairment.
- S3.** Locate and implement language acquisition research using evidence-based research

**Application of knowledge and skills:**

- A1.** Read and synthesize 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:**

- 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 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations.</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning.</li> </ul>	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities.</li> </ul>	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 at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1, A1, A2	Forum discussion posts related to weekly unit content	Portfolio	10-20%
K1, K2, K4, S1, S2, A1, A2, A3	Respond to a case study, identifying communicative milestones and opportunities for differentiated instruction	Response to case study	50-60%
K1, K2, K3, S1, S3, A1, A2	Summary and analysis 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](#)