UNSW SYDNEY Arts & Social Sciences

School of Education

EDST5150
Teacher Language Awareness

Term 1, 2020

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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/

The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST5150 Teacher Language Awareness (6 units of credit)
Term 1, 2020

2. STAFF CONTACT DETAILS

Course Coordinator:	Andy Gao
Office Location:	G 22 Morven Brown
Email:	xuesong.gao@unsw.edu.au
Phone:	9385 3726
Availability:	2-4pm Thursdays

3. COURSE DETAILS

Course Name	Teacher Language Awareness
Credit Points	6 Units of Credit (UOC)
Workload	Involves 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. Include 24 hours of class contact time.
Schedule	http://classutil.unsw.edu.au/EDST_T1.html

SUMMARY OF COURSE

In this course, you will update and deepen your skills as a language and literacy teacher in the following areas: the nature of language as a phenomenon; language form, meaning and use; language analysis at sentence and supra-sentential levels, oracy and literacy and differences and similarities between spoken and written forms of language; first and second language acquisition and implications for teaching; an overview of the structural grammar of English, focusing on the verb phrase (tense and aspect), modality, and cohesion; scholarship of teacher language awareness.

You will be introduced to these ideas through a variety of texts and activity types and referring to a range of recent and seminal scholarly and practitioner voices within the literature in this area.

AIMS OF THE COURSE

Develop an understanding of how to conduct an appropriate statistical analysis of the data, interpret research results, and accurately report the data analysis and interpretation.

THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Provide more support with regard to the first and second assessment task completion
- The teaching has been scheduled to include 8 (3 hours each) week of content teaching, one for reading and weeks for consolidation and consultation.

STUDENT LEARNING OUTCOMES

Outcome		Assessment/s
1	Identify, describe and critique the principles and issues impacting first and second language learning and implications for teaching.	1.2
2	Explain the nature of spoken and written language.	1.2
3	Analyse and discuss structural considerations in the English language.	1.2
4	Evaluate and critique contemporary research on teacher language awareness.	1.2

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	1.2
1.2.3	Expand understanding of how students learn using research and workplace knowledge.	1.2
1.3.2	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1.2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

The content of the course provides an overview of the major research and practical issues relevant to teacher language awareness. This course introduces students to the issues and topics listed above for the purposes of second language teaching in a variety of settings. The teaching approach will actively engage students as they discuss these issues and apply them to teaching contexts with which they are familiar.

5. TEACHING STRATEGIES

Students learn best when they are engaged and given an appropriate level of challenge; when their prior experience and knowledge is valued and built upon; when they are expected to take responsibility for their own learning; and when they work collaboratively with their peers. Thus, teaching strategies used during the course will include:

- Weekly face to face contact sessions
- Small group cooperative learning to address teaching learning goals;
- Structures occasions for students to reflect critically on and improve teaching practice;
- Plenary discussions around core issues and debates;
- Extensive opportunities for whole group and small group dialogue and discussion allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of content;
- Online learning from required and recommended readings

These activities will occur in a classroom climate that is supporting and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
Week 1 18/02/2020	**Language learning and learning in and through a second language language** Definitions: Language vs literacy. The first vs second/bilingual language learner. The language learning task. The nature of language. Language and communication. Text and context. Forms and meanings. Different concepts of "grammar". Traditional vs functional "grammar". Phonological, lexical, syntactic and discourse systems. The spelling system. The punctuation system. . Changing views of "competence". **Minimum required reading** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 1-2.
Week 2 25/02/2020	**The nature of spoken and written language** Spoken vs written language. Differences between spoken and written texts. The relationship between spoken and written communication. Orthography, script and layout. Non-Latin scripts. Language variation. Language shift and language change. **Minimum required reading** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 3, 8
Week 3 03/03/2020	**The nature of first and second language development** First and second language acquisition. Acquisition vs development. Different theoretical views of development. Stages in acquisition. The acquisition of spoken and written languages. The literacy vs language learner: Similarities and differences. Pre-literacy. Bi-literacy. Other factors affecting first and second language acquisition. Implications for teaching. **Minimum required reading** Ellis (2015), Chpt 1; Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 9, 10
Week 4 10/03/2020	**The reasons for variability in second language development** The child vs adult learner: Different priorities, different processes. Factors affecting acquistion. Gender differences. Personality, aptitude and motivation. The role of the L1/dialectal factors. Input and interaction as influences on language acquisition. The role of instruction. Learning styles and strategies. Reflecting and sharing on Factors affecting acquisition. **Minimum required reading** Ellis (2015) Chpt 3; Lightbown & Spada (2013), Chpts 3,4; Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 10 (part)
Week 5 17/03/2020	**Assignment consultation week**
Week 6 24/03/2020	**The phonological system and its acquisition** Criteria for evaluating phonological competence (v). Intelligibility. Segmental, suprasegmental and paralinguistic features of English. A framework for identifying and describing paralinguistic features. The acquisition of tone, intonation and stress. Age-related aspects of phonological development. Links to orthography and punctuation. **Minimum required reading** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014),

	Chpts 4, 7 **Assessment No. 1 due March 24th, , 5 pm**
Week 7 31/03/2020	**Reading break**
Week 8 07/04/2020	**The lexical and syntactic system and its acquisition** Lexical vs. grammatical words. The definition of a word. What it means to know a word. Meanings: connotation vs. denotation. Semantic features, sense relations and lexical fields. Cross-cultural differences. The "grammar" of words. Morphemes and morphology. The acquisition of clauses/word order. The acquisition of vocabulary. Word classes. Phrase, clauses and sentences. Different types of phrases. The noun phrase. The adjectival, adverbial and prepositional phrases. The verb phrase. The structure of the verb phrase. Tense. Aspect. Mood. Voice. The acquisition of the verb phrase. The structure of clauses. Types of clauses. Dependant clauses. Implications for teaching. Differences between spoken and written modes. **Minimum required reading** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 6 **Additional readings** Hauser(2007); Myhill (2008); Stahl & Bravo(2010)
Week 9 14/04/2020	**The text/discourse system and its acquisition** Genre vs. text. Cohesion. Different types of cohesion: reference, substitution, ellipsis, conjunction, lexical cohesion. Coherence. Conversational structures. Cross-cultural differences. The acquisition of written genres. The acquisition of spoken genres. Implications for teaching. **Minimum required reading** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 5 **Additional readings** Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the challenge zone* (Chpt 6). Portsmouth NH: Heineman.
Week 10 21/04/2020	**Teacher language awareness** **Sum-up of the course** **Minimum required reading** Andrews, S (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness 10*(2): 75-90.
Week 11 28/04/2020	**Consolidation and consultation session** **Assessment No. 2 due May12th, 5 pm**

7. RESOURCES

Prescribed Resources

Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). *Language and learning: An introduction for teaching*. (6th Edtion). Melbourne: OUP.

Additional Books

Lightbown, P. M. and Spada, N. (2013). *How languages are learned* (fourth edition). Oxford UK: OUP

Ellis, R. (2015). *Understanding second language acquisition.* Oxford UK: OUP.

Additional readings

Andrews, S (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness 10*(2): 75-90.

Birdsong, D. (2006), Age and Second Language Acquisition and Processing: A Selective Overview. *Language Learning, 56*, 9-49. doi:10.1111/j.1467-9922.2006.00353.x

Cenoz, J. (2019). Translanguaging pedagogies and English as a lingua franca. *Language Teaching, 52*(1), 71-85. doi:10.1017/S0261444817000246

Cook, V. (1999), Going beyond the native speaker in language teaching. *TESOL Quarterly, 33,*185-209. doi:10.2307/3587717

Eckerth, J. (2009). Negotiated interaction in the L2 classroom. *Language Teaching, 42*(1), 109-130. doi:10.1017/S0261444808005442

Gao, X. (2006). Understanding changes in Chinese students' uses of learning strategies in China and Britain: A socio-cultural re-Interpretation. *System, 34* (1), 55-67.

Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the challenge zone.* Portsmouth NH: Heineman.

Hall, J. (2010). Interaction as method and result of language learning. *Language Teaching, 43*(2), 202-215. doi:10.1017/S0261444809005722.

Hauser, I (2007). A Way with Words: Teaching Spelling and Vocabulary in the Middle School. In *Literacy Learning: the Middle Years, 15* (2), I-XI.

Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching, 50*(3), 301-346. doi:10.1017/S0261444817000088

Laufer, B. (2009). Second language vocabulary acquisition from language input and from form-focused activities. *Language Teaching, 42*(3), 341-354. doi:10.1017/S0261444809005771

Lee, I. (2013). Research into practice: Written corrective feedback. *Language Teaching, 46*(1), 108-119. doi:10.1017/S0261444812000390

Levine, G. (2014). Principles for code choice in the foreign language classroom: A focus on grammaring. *Language Teaching, 47*(3), 332-348. doi:10.1017/S0261444811000498.

Li, W. (2018). Translanguaging as a practical theory of language. *Applied Linguistics***,** *39*(1), 9–30, https://doi.org/10.1093/applin/amx039.

Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching, 51*(3), 285-329. doi:10.1017/S0261444818000125

Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching, 41*(3), 315-348. doi:10.1017/S0261444808005028

Muñoz, C., & Singleton, D. (2011). A critical review of age-related research on L2 ultimate attainment. *Language Teaching, 44*(1), 1-35. doi:10.1017/S0261444810000327

Myhill, D. (2005). Ways of knowing: Writing with grammar in mind. *English teaching: Practice and Critique, 4*(3), 77-96.

Nassaji, H. (2016). Research Timeline: Form-focused instruction and second language acquisition. *Language Teaching, 49*(1), 35-62. doi:10.1017/S0261444815000403

Oxford, R.L., Rubin, J., Chamot, A. U., Schramm, K., Lavine, R., Gunning, P., & Nel, C. (2014). The learning strategy prism: Perspectives of learning strategy experts.*System,43*,30-49.https://doi.org/10.1016/j.system.2014.02.004.

Roothooft, H. (2014). The relationship between adult EFL teachers' oral feedback practices and their beliefs. *System, 46*, 65-79. https://doi.org/10.1016/j.system.2014.07.012.

Stahl, K., & Bravo, M. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63(7), 566-578. http://www.readtosucceedbuffalo.org/documents/30 Million Word Gap.pdf

Ushioda, E. (2016). Language learning motivation through a small lens: A research agenda. *Language Teaching, 49*(4), 564-577. doi:10.1017/S0261444816000173

Wong, L.L.C. & Nunan, D.(2011) The learning styles and strategies of effective language learners. *System, 39*(2), 144-163.

Zann, B., Dörnyei, Z., & Ryan, S. (2015). L2 motivation research 2005–2014: Understanding a publication surge and a changing landscape. System,55,145-157. https://doi.org/10.1016/j.system.2015.10.006.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Literature Review	2500 words	40%	1,2,3,4	A, C	Tuesday 24/03/2020 5:00 PM
Case Study of an English Language Learner	3500 words	60%	1,2,3,4	A, C	Tuesday 12/05/2020 5:00 PM

Submission of assessments

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. https://education.arts.unsw.edu.au/students/courses/course-outlines/

Assessment Details

Assessment 1: Literature review

Word length: 2500 words.

Details:
Conduct and document an in-depth review of the literature on the nature of learner language and second language acquisition.

Additional details:
This assignment asks you to write a concise, informed and critical literature review in which you will develop your analytical and research skills as well as a much deeper understanding of a particular aspect of the nature of learner language and second language acquisition than is possible in class. The review consists of a concise, informed and critical report of the results, based on existing SLA research, of your investigation into a particular issue or question in second language learning which affects the education of students for whom English is a second or additional language. Examples of potential issues include:

- What is the best age for schooling in English language to commence for students learning in and through English as a second or additional language?
- Is interaction with 'native' speakers necessary for effective English language learning?
- How much focus on form is necessary for effective English language learning?
- To what extent is peer interaction/ groupwork necessary for second language acquisition?
- How can we improve student motivation for English language learning?
- What should be the policy on code-switching or translanguaging in the English-medium classroom?
- How can a teacher adjust his or her feedback to enhance English language learning?
- What are the most effective language learning strategies for students in schools?
- What are the main social and cultural factors which facilitate or inhibit the learning of English?

The report should be divided into three sections: Section 1: an introduction which describes the specific problem, outlines its importance, defines its key terms, and explains why it is an issue in your educational context and internationally (300 words) Section 2: a succinct, informed and critical review of the relevant SLA literature relating to this problem (1800 words) Section 3: a conclusion which clearly indicates your view as to the current state of knowledge about this aspect of the topic and the implications for your educational context (200 words). A list of all references cited should then be included at the end in alphabetical order and presented according to APA style. Please note that your work is not meant to be an original piece of research but rather a synthesis and evaluation of existing research. 2500 words include references.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports

Assessment 2. **Case Study of an English Language Learner**

Word Count: 3500 words

Details:
Identify an English language learner, and conduct a close, critical analysis of her/his language learning or her/his spoken and written language use, documenting the results.

Additional Details:
This assignment is a case study designed to consolidate and extend your understanding of variability in second language development through a close, critical analysis of the language learner's learning experience. Or it can be also a case study designed to consolidate and extend your understanding of the different features of the language system and of the language learning process through a close, critical analysis of the spoken and written language use of one particular learner.

The learner you study may be a child or adult for whom English is an additional language or dialect. At a more practical level, this task will also assist you in developing your diagnostic skills and help you to identify teaching priorities.

This assignment may include the following pats (apart from the introduction and conclusion)

Part 1: Collection of Data: describe how you collected data with regard the learner's learning experience or language use. In case of language use data, provide information on how you transcribe the data (written or spoken). (500 words)

Parts 2: Analysis and results: Present how you interpret the learner's experience. In case of language use data, you may undertake the following analyses: 1. discourse analysis, 2. lexical analysis,3. Syntactic analysis, 4, phonological analysis, and/or 5.Orthographic analysis. When presenting the results, it is important to highlight issues that have implications for teaching (e.g. learners' stylistic issues in writing that cause misunderstandings. Or their failure to respond to a particular language learning demand effectively). (1500-2000 words)

Part 3: Present implications for teaching: How can you as a language teacher address the identified issues in the learner's language learning and use? (up to 1000 words)

More information will be provided in the first session of the course.

This is to be submitted through Turnitin and students can see Turnitin similarity reports.

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5150 TEACHER LANGUAGE AWARENESS

Student Name: Student No.:
Assessment Task: **Literature review**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved • Understanding of key terms and scope of the focus question, its context and significance and its relationship to relevant areas of second language acquisition theory and research • Understanding all the requirements of a literature review					
Depth of analysis and/or critique in response to the task • Depth of analysis of key aspects of the topic, including succinct and accurate description of the main research findings • Recognition of potential limitations and problems of current research on the topic • Identification of gaps and areas requiring more investigation					
Familiarity with and relevance of professional and/or research literature used to support response • Range, relevance and "recency" of literature used to respond to question • Ability to organise literature to provide an appropriate framework for argument					
Structure and organisation of response • Appropriateness of overall structure of report • Clarity and coherence of report, including use of section headings and opening/closing paragraphs to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of convention for quoting, paraphrasing, attributing sources of information. And listing references using APA • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Date**
Recommended: /20 (FL PS CR DN HD) **Weighting: 40%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5150 TEACHER LANGUAGE AWARENESS

Student Name: Student No.:
Assessment Task: **Case Study of an English Language Learner**

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved • Understanding of key terms and scope of the focus question, its context and significance and its relationship to relevant areas of second language acquisition theory and research • Understanding all the requirements of the case study					
Depth of analysis and/or critique in response to the task • Depth of analysis of key aspects of the topic, including succinct and accurate description of case study, language learner's background, language learning and/or linguistic features • Recognition of potential significant findings in the case study language learner's language use for pedagogy • Identification of areas requiring more investigation					
Familiarity with and relevance of professional and/or research literature used to support response • Range, relevance and "recency" of literature used to respond to question • Ability to organise literature to provide an appropriate framework for argument in the case study					
Structure and organisation of response • Appropriateness of overall structure of report • Clarity and coherence of report, including use of section headings and opening/closing paragraphs to enhance readability					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency and appropriateness of convention for quoting, paraphrasing, attributing sources of information. And listing references using APA • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer **Date**
Recommended: /20 (FL PS CR DN HD) **Weighting: 60%**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**