



UNSW
SYDNEY

School of Education

EDST5150
Teacher Language Awareness

Term 1 2021

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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, Design & Architecture
School of Education
EDST5150 Teacher Language Awareness (6 units of credit)
Term 1 2021

2. STAFF CONTACT DETAILS

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

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#EDST5150T1

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 second assignment task is clarified with more details
- The teaching has been scheduled to include 8 online sessions (lectures and asynchronous activities) and 4 tutorial discussion activities for either online or face-to-face group.
- Online assignment support sessions have been scheduled for voluntary participation.

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	<p>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”.</p> <p>Minimum required reading Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 1-2.</p> <p>Face to face tutorial 1 on Tuesday evening</p>
Week 2	<p>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.</p> <p>Minimum required reading Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 3, 8</p> <p>Online tutorial 1 Monday evening</p>
Week 3	<p>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.</p> <p>Minimum required reading Ellis (2015), Chpt 1; Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 9, 10</p> <p>Face to face tutorial 2 on Tuesday evening</p>
Week 4	<p>The reasons for variability in second language development The child vs adult learner: Different priorities, different processes. Factors affecting acquisition. 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.</p> <p>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)</p> <p>Online tutorial 2 Monday evening</p>
Week 5	<p>Assignment consultation week. Optional tutorial meeting online on Tuesday (5-6:30pm) Assessment No. 1 due by Friday March 19th 2021 by 5pm</p>
Week 6	<p>The phonological system and its acquisition Criteria for evaluating phonological competence (v). Intelligibility.</p>

	<p>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.</p> <p>Minimum required reading Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 4, 7</p> <p>Online tutorial 3 Monday evening</p>
Week 7	<p>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.</p> <p>Minimum required reading Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 6</p> <p>Additional readings Hauser(2007); Myhill (2008); Stahl & Bravo(2010)</p> <p>Face to face tutorial 3 on Tuesday evening</p>
Week 8	<p>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.</p> <p>Minimum required reading Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 5</p> <p>Additional readings Gibbons, P. (2009). <i>English learners, academic literacy and thinking: Learning in the challenge zone</i> (Chpt 6). Portsmouth NH: Heineman.</p> <p>Online tutorial 4 Monday evening</p>
Week 9	<p>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. <i>Language Awareness 10(2): 75-90.</i></p> <p>Face to face tutorial 4 on Tuesday evening</p>
Week 10	<p>Consolidation and consultation session Optional tutorial meeting Monday evening (5-6:30pm)</p>
Week 11	<p><u>Assessment No. 2 due by April 30th 2021 by 5pm</u></p>

7. RESOURCES

Prescribed Resources

- Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). *Language and learning: An introduction for teaching*. (6th Edition). 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>.
- Roothoof, 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](http://www.readtosucceedbuffalo.org/documents/30%20Million%20Word%20Gap.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	Student Learning Outcomes Assessed	Professional Teaching Standards Assessed	Due Date
Task 1: Literature Review	2500 words	40%	1-4	1.1.2, 1.2.3, 1.3.2	Friday March 19 th 2021 by 5pm
Task 2: Case Study of an English Language Learner	3500 words	60%	1-4	1.1.2, 1.2.3, 1.3.2	Friday April 30 th 2021 by 5pm

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?
- How do we use language learners' linguistic resources(e.g. code-switching or translanguaging) in language teaching?
- 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?
- Other topics (subject to approval from the course lecturer)

The critical literature review 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.

This assignment is submitted through Turnitin and you can see Turnitin similarity reports before finalizing it for submission and assessment.

Assessment 2. Case Study of an English Language Learner

Word length: 3500 words

Details:

Identify an English language learner, and conduct a close, critical analysis of her/his language learning experiences or her/his spoken and written language use. Reflect on the results and discuss their implications for language teaching.

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 case study requires you to undertake a close examination of the learner's learning experiences or language development so that you may appreciate language learning from the learner's perspective and identify possible ways to support the learner. In other words, this task will also assist you in developing your diagnostic skills and help you to identify teaching priorities at a more practical level.

The learner you study may be a child or adult for whom English is an additional language or dialect. If you happen to be an in-service teacher, I do encourage you to focus on a language learner's language development.

This assignment may include the following parts (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)
- Part 2: Analysis and results. If you would like to focus on the learner's learning experience, present how you interpret the learner's experience. You can think about the learner's motivation (why she/he learns), strategy use (how she/he learns), beliefs (what she/he believes in learning language), background (age, gender, linguistic and cultural resources she/he has), contexts (e.g., social, and cultural contexts) and so on.

In the case of language use data, you may undertake the following analyses:

- discourse analysis
- lexical analysis
- Syntactic analysis
- phonological analysis, and/or
- Orthographic analysis.

Please do not focus on everything but focus on what really matters for the learner and you (as her/his language teacher). For instance, it is crucial for a secondary immigrant learner to learn to develop discipline-specific literacy skills. You may need to look at the learner's writing and see she/he demonstrates a good understanding of genre (discourse analysis) or has a good knowledge of discipline-specific vocabulary (lexical analysis). In contrast, it is important for you to undertake some phonological analysis if your case study learner is a young language learner, who needs to learn to decode and produce a particular sound or stretch of sounds appropriately. In short, 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)

Additional information (sample assignments) will be provided

This is to be submitted through Turnitin and you can see Turnitin similarity reports before you finalize the assignment for submission and evaluation.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5150 TEACHER LANGUAGE AWARENESS

Student Name:

Student No.:

Assessment Task 1: **Literature review**

SPECIFIC CRITERIA	(-)	—————>	(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 2: **Case study**

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.**