



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/>

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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 TJETe6sc8472rebahe their knedch and9-2(u)ndersts ansingie

6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic
Week 1	<p data-bbox="579 300 1305 365">Language learning and learning in and through a second language language</p> <p data-bbox="579 371 1390 472">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</p> <p data-bbox="579 546 1394 577">systems. The spelling system. The punctuation system. . Changing</p> <p data-bbox="579 616 916 647">Minimum required reading</p>

Week 7

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

Online tutorial 3 Monday evening

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)

- 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
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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

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 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., 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

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 EDST5150 TEACHER LANGUAGE AWARENESS

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Student No.:

Assessment Task 2: **Case study**

SPECIFIC CRITERIA	(-) → (+)				
<p>Understanding of the question or issue and the key concepts involved</p> <p>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</p> <p>Understanding all the requirements of the case study</p>					
<p>Depth of analysis and/or critique in response to the task</p> <p>Depth of analysis of key aspects of the topic, including succinct background, language learning and/or linguistic features</p> <p>Recognition of potential significant findings in the case study</p> <p>Identification of areas requiring more investigation</p>					
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <p>Range, relevance question</p> <p>Ability to organise literature to provide an appropriate framework for argument in the case study</p>					
Structure and organisation of response					