



School of Education

EDST5150 Teacher Language Awareness

Term 2, 2019

1. LOCATION..... 2
2.

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

Week 6

11/07/19

7. RESOURCES

Prescribed Resources

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

Additional Books

Lightbown, P. M. & 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.

Gibbons, P. (2009).

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	03/07/19 5:00 PM
Case Study of an English Language Learner	3500 words	60%	1,2,3,4	A, C	15/08/19 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 (references included)

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 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: 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.

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