



School of Education

EDST5150 Teacher Language Awareness

Term 1, 2020

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

6.

	Chpts 4, 7
	Assessment No. 1 due March 24th, , 5 pm
Week 7 31/03/2020	Reading break
Week 8 07/04/2020	<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>
Week 9 14/04/2020	<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 think940Lg</i></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*.

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

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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	<table border="1" style="width: 100%; height: 100px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					
Depth of analysis and/or critique in response to the task Depth of analysis of key aspects of the topic, including succinct background, language learning and/or linguistic features Recognition of potential significant findings in the case study Identification of areas requiring more investigation	<table border="1" style="width: 100%; height: 100px;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>					