EDST5150

Teacher Language Awareness

Semester Two // 2018

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Andy Gao	xuesong.gao@unsw.edu.au	2-4pm Wednesdays	114 Goodsell Building	93853726

School Contact Information

School of Education
Arts and Social Sciences
Level 1, John Goodsell Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: education.arts.unsw.edu.au

Attendance Requirements

Additional School of Education attendance requirements

It is expected that any student enrolled in an EDST course with the School of Education will make a commitment to their learning and attend all classes in full where content is delivered in a face-to-face mode except in certain circumstances where absence is due to illness, misadventure or unforeseen circumstances beyond the student's control. A minimum attendance requirement of 80% is required for each course. In certain circumstances, a student may miss up to 20% of a course without formal application and up to 33% of a course with formal documentation (sent via email to course convenor) providing all the requirements detailed below are met. Students not meeting the attendance requirements outlined above will be awarded an Unsatisfactory Fail (UF) for that course regardless of their performance in the assessment tasks or other requirements for the course.

For further information on Education course attendance requirements, please refer to the respective EDST Moodle module(s).

Academic Information

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information,
see https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Course Details

Credit Points 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the 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.

At the conclusion of this course the student will be able to

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

Teaching Strategies

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.

Rationale

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.

Australian Professional Graduate Teaching Standards

Standard	Description
1.1.2	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.2.3	Expand understanding of how students learn using research and workplace knowledge.
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.

Assessment

Assessment Tasks

Assessment task	Weight	Student Learning Outcomes Assessed	AITSL Professional Graduate Teaching Standards Assessed	Due Date
Literature review	40%	2,4	1.1.2,1.2.3,1.3.2	29/08/2018 05:00 PM
Case study of an English language learner	60%	1,2,3,4	1.1.2,1.2.3,1.3.2	01/11/2018 05:00 PM

Please refer to *Australian Professional Standards for Teachers* on the previous page

Assessment Details

Assessment 1: Literature review

Start date:

Details: Conduct and document an in-depth review of the literature on the nature of learner language and second language acquisition.2500 words.Students will receive feedback within 10 business days of submission.

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.

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

Assessment 2: Case study of an English language learner

Start date:

Details: Identify an English language learner, and conduct a close, critical analysis of her/his spoken and written language use, documenting the results.3500 words.Students will receive written within 10 business days of submission.

Additional details:

This assignment is 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.

The assignment may include the following parts (apart from the introduction)

Part 1. Collection of Data

1. Learner profile
2. Learner texts

Part 2. Transcription of Data

1. Written texts
2. Spoken texts

Part 3. Analysis of Data

1. Discourse Analysis
2. Lexical Analysis
3. Syntactic Analysis
4. Phonological Analysis
5. Orthographic Analysis

Part 4. Conclusions and Recommendations for Teaching.

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

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

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5150

Assessment Task: Literature review

Specific Criteria	(-)————————>(+)				

Understand 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 of the requirements of a literature review					

Depth of anaysis and/or critque in response to the task
 	
    ◦ depth of analysis of key aspects of the topic, including succinct and accurate description of 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 relevnce of professional and/or research literature used to support response
 	
    ◦ range, relevance and "recency" of literature used to respond to question
    ◦ ability to organize literature to provide an appropriate framework for argument					

Structure and organization 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 conventions 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.					

Specific Criteria	(-)——————————>(+)
General comments/recommendations for next time:	

Lecturer

Recommended: /20 (FL PS CR DN HD)   **weighting : 20%**

NB: this ticks in the various boxes and 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. **<u>The recommended grade is tentative only, submject to standardisation processes and approval by the School of Education Learning and Teaching Committee.</u>**

UNSW SCHOOL OF EDUCATION RUBRIC/FEEDBACK SHEET

EDST5150

Assessment Task: Case study of an English language learner

Specific Criteria	(-)————————>(+)				

Understand 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 of the requirements of the case study					

Depth of anaysis and/or critque in response to the task
 	
  ◦ depth of analysis of key aspects of the topic, including succinct and accurate description of the case study language learner's background and linguistic features
  ◦ recognition of potential significant findings in the case study language learners' language use for pedagogy
  ◦ identification of areas requiring more investigation					

Familiarity with and relevnce of professional and/or research literature used to support response
 	
  ◦ range, relevance and "recency" of literature used to respond to question
  ◦ ability to organize literature to provide an appropriate framework for argument in the case study					

Structure and organization 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 conventions 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.					

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General comments/recommendations for next time:	

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Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending of the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

- **Work submitted less than 10 days after the stipulated deadline** is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore 17 – [25 (0.05 x 3)] = 13.25

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline.

Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore 68 – 15 = 53

- **Work submitted 10 to 19 days after the stipulated deadline** will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;
- **Work submitted 20 or more days after the stipulated deadline** will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at:

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

* Prevent you from completing a course requirement,

* Keep you from attending an assessable activity,

* Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:
https://student.unsw.edu.au/special-consideration

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW. (http://subjectguides.library.unsw.edu.au/elise/aboutelise)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 23 July - 29 July	Lecture	**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". **Readings:** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 1-2.
Week 2: 30 July - 5 August	Lecture	**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. **Readings**: Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 3, 8
Week 3: 6 August - 12 August	Lecture	**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. **Readings:** Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 9-11 Lightbown & Spada (2013), Chpts 1,2
Week 4: 13 August - 19	Lecture	***The reasons for variability in second language***

August		*development I* 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 **Readings:** Lightbown & Spada (2013), Chpts 3,4 Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 10
Week 5: 20 August - 26 August	Lecture	***The reasons for variability in second language development II*** Reflecting and sharing on 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. **Readings:** Lightbown & Spada (2013), Chpts 3,4 Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 10
Week 6: 27 August - 2 September	Lecture	**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. **Assessment No. 1 due 29 August, 5 pm** **Readings:**

		Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 4, 7
		Additional readings
		Brown, G. *Listening to Spoken English Longman,* 1977
		Kenworthy, J. *Teaching English Pronunciation* Longman, 1987
		Roach, P. English Phonetics and Phonology CUP, 1983, Ch. 6,7; Ch. 6,7
Week 7: 3 September - 9 September	Lecture	**The lexical and syntactic system and its acquisition I** 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. **Readings**: Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 6 **Additional readings** Gairns, R. & Redman, S. *Working with Words* CUP, 1986 Droga L., & Humphrey, S. (2003). *Grammar and Meaning: An introduction for primary teachers.* Berry, Australia: Target texts. Parrot, M. (2000) *Grammar for English language teachers*. Cambridge: Cambridge University Press. Derewianka, B . *The Grammar Companion*, PETA, 1998
Week 8: 10 September - 16 September	Lecture	**The lexical and syntactic system and its acquisition II** 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. **Readings**: Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 6 **Additional readings** Gairns, R. & Redman, S. *Working with Words* CUP, 1986 Droga L., & Humphrey, S. (2003). *Grammar and Meaning: An introduction for primary teachers.* Berry, Australia: Target texts. Parrot, M. (2000) *Grammar for English language teachers*. Cambridge: Cambridge University Press. Derewianka, B . *The Grammar Companion*, PETA, 1998
Week 9: 17 September - 23 September	Lecture	**The lexical and syntactic system and its acquisition III** Implications for teaching. Differences between spoken and written mode **Readings**: Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 6 **Additional readings** Gairns, R. & Redman, S. *Working with Words* CUP, 1986 Droga L., & Humphrey, S. (2003). *Grammar and Meaning: An introduction for primary teachers.* Berry, Australia: Target texts. Parrot, M. (2000) *Grammar for English language teachers*. Cambridge: Cambridge University Press. Derewianka, B . *The Grammar Companion*, PETA, 1998
Break: 24 September - 30 September		
Week 10: 1 October - 7	Lecture	**The text/discourse system and its acquisition I**

October		Genre vs. text. Cohesion. Different types of cohesion: reference, substitution, ellipsis, conjunction, lexical cohesion. Coherence. Conversational structures. Cross-cultural differences.
		Readings
		Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 5
		Additional readings
		Paltridge, B. (2006). *Discourse Analysis*, Chapter 6 (Discourse Grammar). London: Continuum.
		Painter, C. (2001). Understanding genre and register: implications for language teaching (chapter 10), in Burns, A., & Coffin, C. (Eds) (2001). Analysing English in a global context: A reader. London, UK: Routledge.
		Droga L., & Humphrey, S. (2003). *Grammar and Meaning: An introduction for primary teachers.* Chapter 6, Creating well-organized and cohesive texts (pp. 85-109). Berry, Australia: Target texts.
		Larsen-Freeman, D. (2003). Chapter 7: The grammar of discourse. In *Teaching language: From grammar to grammaring.* Boston: *Thomson Heinle.*
		Celce-Murcia, M., & E. Olshtain. (2001). Ch1: Introduction to Discourse Analysis AND Ch2 Pragmatics in Discourse Analysis. In *Discourse and Context in Language Teaching: A Guide for Language Teachers.* Cambridge: Cambridge University Press.
		Thornbury, S. (2005). *Beyond the sentence*. Macmillan: Oxford, UK.
Week 11: 8 October - 14 October		**The text/discourse system and its acquisition II**
		The acquisition of written genres. The acquisition of spoken genres. Implications for teaching.
		Readings
		Emmitt, M., Zbaracki, M., Komesaroff, L. and

		Pollock, J. (2014), Chpts 5
		Additional readings
		Paltridge, B. (2006). *Discourse Analysis*, Chapter 6 (Discourse Grammar). London: Continuum.
		Painter, C. (2001). Understanding genre and register: implications for language teaching (chapter 10), in Burns, A., & Coffin, C. (Eds) (2001). Analysing English in a global context: A reader. London, UK: Routledge.
		Droga L., & Humphrey, S. (2003). *Grammar and Meaning: An introduction for primary teachers.* Chapter 6, Creating well-organized and cohesive texts (pp. 85-109). Berry, Australia: Target texts.
		Larsen-Freeman, D. (2003). Chapter 7: The grammar of discourse. In *Teaching language: From grammar to grammaring.* Boston: *Thomson Heinle.*
		Celce-Murcia, M., & E. Olshtain. (2001). Ch1: Introduction to Discourse Analysis AND Ch2 Pragmatics in Discourse Analysis. In *Discourse and Context in Language Teaching: A Guide for Language Teachers.* Cambridge: Cambridge University Press.
		Thornbury, S. (2005). *Beyond the sentence*. Macmillan: Oxford, UK.
Week 12: 15 October - 21 October	Lecture	**Teacher language awareness** Teacher language awareness and teaching. Language awareness and professional development **Assessment No. 2 due 1st November, 5 pm** **Reading** Andrews, S (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness 10*(2): 75-90.

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.

Recommended Resources

Aitken, R. (2002). *Teaching tenses: ideas for presenting and practicing tenses in English*. Brighton, England: ELB Publishing, 2002.

Batstone, R. (1994). *Grammar.* Oxford University Press: Oxford.

Burns, A., & Coffin, C. (Eds) (2001). *Analysing English in a global context: A reader.* London, UK: Routledge.

Butt, D., Fahey, R., Feez, S., Spinks, S., & Yallop, C. (2000). *Using functional grammar: An explorer's guide.* Sydney: Macquarie University.

Celce-Murcia, M., & E. Olshtain. (2000). *Discourse and Context in Language Teaching: A Guide for Language Teachers.* Cambridge: Cambridge University Press.

Gatbonton, E. & Segalowitz, N. (2005). Rethinking communicative language teaching: A focus on access to fluency. *The Canadian Modern Language Review 61*(3), 325-353.

Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.

Harmer, J. (1987). *Teaching and Learning Grammar.* London: Longman.

Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.

Hewings, A., & Hewings, M. (2005). Grammar and context: an advanced resource book. Oxon, UK: Routledge.

Hinkel, E., & Fotos, S. (2002). *New perspectives on grammar teaching in second language classrooms*. New Jersey: Lawrence Erlbaum.

Paltridge, B. (2000). *Making sense of discourse* analysis. Chapter 7: Patterns of cohesion, thematic progression. Queensland: Antipodean Educational Enterprises.

Paltridge, B. (2001). *Genre and the language learning classroom*. Ann Arbor: University of Michigan Press.

Parrott, M. (2000). *Grammar for English language teachers*. Cambridge: Cambridge University Press.

*Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.

Skehan, P. (1998). *A cognitive approach to language learning.* Oxford: Oxford University Press.

Swan, M. 1995. *Practical English Usage*. Second edition. Oxford: Oxford University Press.

Thornbury, S. (1997). *About language: Tasks for teachers of English*. Cambridge: Cambridge University Press.

Thornbury, S. (2001). *Uncovering grammar*. Oxford: Macmillan Heinemann.

Thornbury, S. (2005). Beyond the sentence. Oxford, UK: Macmillan.

Thompson, G. (1996) *Introducing functional grammar*. Edward Arnold.

Van Patten, B. (2004). Processing instruction: theory, research and commentary. Mahwah, N.J.; London : Lawrence Erlbaum Associates.

Course Evaluation and Development

Student feedback will be gathered on formally (through my UNSW experience survey) and informally (through face to face and email exchanges). Student feedback has been used to inform the course content and assessment development in this course.

In response to the students' feedback, we have revised the assessment 2 to make it more reader friendly. Sample assignments will be provided and discussed in depth in the course.

Image Credit

Synergies in Sound 2016

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