



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5150

Teacher Language Awareness

Semester 2

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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 and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5150 Teacher Language Awareness
Semester 2, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Chris Davison (Week 1-4), Andy Gao (Week 5-12)

Email: c.davison@unsw.edu.au

Availability: Email to make an appointment

3. COURSE DETAILS

Course Name	EDST 5150 Teacher Language Awareness
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Weekly, two-hour lecture (weeks 3-14)

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.

Students 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.

Student Learning Outcomes

Outcome		Assessment/s
1	Demonstrate a thorough understanding of the nature of spoken and written language;	1,2
2	Identify, describe, and critique the principles and issues underpinning the teaching of English as a second/additional language;	1, 2
3	Demonstrate the ability to analyse structural considerations in the English language;	1, 2
4	Demonstrate an ability to evaluate and critique contemporary research on teacher language awareness.	1, 2

Program Learning Outcomes

Standard		Assessment/s
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	Demonstrate advanced critical thinking and problem solving skills	1, 2
4	Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2
5	Demonstrate an understanding of international perspectives relevant to the educational field	1
6	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	2

AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead) 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 and learning goals;
- Structured 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 supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

WEEK	TOPIC	REFERENCES
8/8/17 (CD)	<p>1. Language learning and learning in and through a second language language</p> <p>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</p> <p>Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 1-2.</p> <p>Additional readings</p>
15/8/17 (CD)	<p>2. The nature of spoken and written language</p> <p>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</p> <p>Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 3, 8</p> <p>Additional readings</p>
22/8/17 (CD)	<p>3. The nature of first and second language development</p> <p>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</p> <p>Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 9-11</p> <p>Lightbown & Spada (2013), Chpts 1,2</p> <p>Additional readings</p>
29/8/17 (CD)	<p>4. The reasons for variability in second language development</p> <p>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.</p> <p>Assessment No. 1 due 31 August, 5 pm</p>	<p>Minimum required reading</p> <p>Lightbown & Spada (2013), Chpts 3,4</p> <p>Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 10</p> <p>Additional readings</p>

<p>5/9/17 12/9/17 (AG)</p>	<p>4-5. The phonological system and its acquisition</p> <p>Criteria for evaluating phonological competence (v). Intelligibility. Segmental, suprasegmental and paralinguistic features of English. A framework for identifying and describing paralinguistic features. Verbal fillers. Syllables. Strong and weak syllables. Simple word stress. Weak forms. Rhythm. Assimilation. Elision. Linking. Tone and tone languages. The tone unit. Forms of intonation. Functions of intonation. The acquisition of tone, intonation and stress. Age-related aspects of phonological development. Links to orthography and punctuation.</p>	<p>Minimum required reading</p> <p>Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 4, 7</p> <p>Additional readings</p> <p>Kenworthy, J. <i>Teaching English Pronunciation</i> Longman, 1987 Brown, G. <i>Listening to Spoken English</i> Longman, 1977 Roach, P. <i>English Phonetics and Phonology</i> CUP, 1983, Ch. 2-5, Ch. 6,7</p>
<p>19/9/17 26/9/17 10/10/17 (AG)</p>	<p>7-9. The lexical and syntactic system and its acquisition</p> <p>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 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. The acquisition of clauses/word order. Implications for teaching. Differences between spoken and written modes.</p>	<p>Minimum required reading</p> <p>Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 6</p> <p>Additional readings</p> <p>Gairns, R. & Redman, S. <i>Working with Words</i> CUP, 1986 Nation, P. <i>Learning and Teaching Vocabulary</i>, 1991 Droga L., & Humphrey, S. (2003). <i>Grammar and Meaning: An introduction for primary teachers</i>. Berry, Australia: Target texts. Parrot, M. (2000) <i>Grammar for English language teachers</i>. Cambridge: Cambridge University Press. Derewianka, B . <i>The Grammar Companion</i>, PETA, 1998</p>

<p>17/10/17 24/10/17 (AG)</p>	<p>10-11. The text/discourse system and its acquisition</p> <p>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</p> <p>Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014), Chpts 5</p> <p>Additional readings</p> <p>Paltridge, B. (2006). <i>Discourse Analysis</i>, Chapter 6 (Discourse Grammar). London: Continuum.</p> <p>Painter, C. (2001). Understanding genre and register: implications for language teaching (chapter 10), in Burns, A., & Coffin, C. (Eds) (2001). <i>Analysing English in a global context: A reader</i>. London, UK: Routledge.</p> <p>Droga L., & Humphrey, S. (2003). <i>Grammar and Meaning: An introduction for primary teachers</i>. Chapter 6, Creating well-organized and cohesive texts (pp. 85-109). Berry, Australia: Target texts.</p> <p>Larsen-Freeman, D. (2003). Chapter 7: The grammar of discourse. In <i>Teaching language: From grammar to grammaring</i>. Boston: Thomson Heinle.</p> <p>Celce-Murcia, M., & E. Olshtain. (2001). Ch1: Introduction to Discourse Analysis AND Ch2 Pragmatics in Discourse Analysis. In <i>Discourse and Context in Language Teaching: A Guide for Language Teachers</i>. Cambridge: Cambridge University Press.</p> <p>Thornbury, S. (2005). <i>Beyond the sentence</i>. Macmillan: Oxford, UK.</p>
<p>31/10/17 (AG)</p>	<p>12. Teacher language awareness</p> <p>Assessment No. 2 due 6 November, 5 pm</p>	<p>Minimum required reading</p> <p>Andrews, S (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. <i>Language Awareness</i> 10(2): 75-90.</p>

7. RESOURCES

Required readings

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

The textbook is available from UNSW bookshop: <http://www.bookshop.unsw.edu.au/>
Limited copies (incl previous editions – which are also OK to refer to) available in UNSW library.
The two other books that it would be very useful to get hold of for this course are:

Larsen-Freeman, D, (2003). *Teaching language: From grammar to grammaring*. Boston: Thomson Heinle.

Lightbown, P. M. and Spada, N. (2013). *How languages are learned* (fourth edition). OUP: Oxford.

Additional readings

Other suggested readings to support this course include:

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.

8. ASSESSMENT

Hurdle requirements:

1. Satisfactory attendance at least 80% of university classes

(Any absences should be notified via email to the lecturer or Main Office before the class concerned)

2. Participation in classroom-based activities and completion of set readings on each topic.
3. Prepared response each week to required readings (listed above).

Graded assignments:

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Due Date
Assessment 1: Literature review	2000 words	40%	1,2,3,4	1,2,3,4,5,6	Thursday, 31 August, 5pm
Assessment 2: Case study of an English language learner	4000 words	60%	1,2,3,4	1,2,3,4,5,6	Monday, 6 November, 5pm

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.

Assessment Details

Assessment 1: Literature review

DESCRIPTION

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 (1500 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.

Assessment 2: Case study of an English language learner

DESCRIPTION

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 is divided into four stages:-

Part 1. Collection of Data

- Learner profile
- Learner texts

Part 2. Transcription of Data

- Written texts
- Spoken texts

Part 3. Analysis of Data

- Discourse Analysis
- Lexical Analysis
- Syntactic Analysis
- Phonological Analysis
- Orthographic Analysis

Part 4. Conclusions and Recommendations for Teaching.

1. Collection of Data

For the purposes of this case study you need to collect the following data before you can begin your analysis.

- details of the learner's linguistic and sociocultural background including:
 - the learner's home language background and level of literacy;
 - the learner's personality as it relates to his/her self-confidence, attitude towards the target language, attitude towards other users of the language, attitude towards schooling;
 - the learner's age and the length of time s/he has been exposed to the target language;
 - experience of education in general and language and literacy learning (including English) in particular prior to his/her exposure to the target language;

- cultural, social and family background;
 - opportunities/need to use target language outside the classroom;
 - attitude to and ability to cope with different subjects and extra curricula activities;
 - relationship with peers, relationship with teachers etc.
 - future goals and aspirations;
 - any other factors which seem to be significant in the learner's language and literacy development.
- (b) at least two samples of the learner's written language, including
- a short piece of "routine" familiar writing (50-60 words) on one of the topics discussed in (a).*
 - a more formal demanding piece of writing (50-60 words) eg. where the student is asked to describe how something works or to give an opinion on a less familiar topic*.
- (c) at least two recorded samples of the learner's spoken language, including
- a segment of casual conversation (50-60 words) on a topic familiar to the learner eg. topics from (a) above*.
 - a segment of (50-60 words) monologue on a more abstract cognitively demanding topic less familiar to the learner*.
 - To be transcribed according to guidelines provided.

You may find the following procedures helpful in collecting your data:-

Step 1 Choose a fairly confident learner who has a good degree of oral fluency as this makes it easier for you to gather the appropriate data. The learner should normally be school-age or older. The learner does not have to be formally enrolled in a language or literacy class, but it would make sense to choose a person who could benefit from your analysis and who has obvious language and/or literacy needs.

Make at least two appointments with the learner to gather your data. The first appointment should be the initial interview and opportunity to collect oral, and hopefully written data; the second interview should be scheduled at least two weeks later in order to collect any further biographical information and additional samples of work and to clarify and reassess your initial impressions.

Step 2 Record your initial interview with the learner (e.g. on your phone). It is essential that you have an accurate record of what was said and how it was said. Try to relax the learner as much as possible - include a friend if this helps make the situation less threatening. Structure the interview as free talk rather than as a question and answer session. Talk about what s/he feels comfortable talking about. Ask open-ended questions that require the learner to "tell a story" rather than simply answer "yes" or "no". Try to record at least 30 minutes of conversation across a range of familiar and less familiar topics. Try to follow-up a particular issue and ask the learner to explain it or to give their opinion so they have to speak at length.

If you have trouble eliciting a sustained piece of monologue from the learner, go on to the writing tasks first then ask learner to talk about (not re-read) something they have written.

Step 3 As soon as possible after completing the conversation, get the learner to write something about a familiar topic just discussed. Try to make this as realistic as possible by negotiating a specific task and audience eg. a letter to a relative, a note for a child/spouse, or a story for a student newspaper. Negotiate and arrange to collect another more formal piece of writing eg. a job application, a letter to the newspaper, a written complaint, instructions for the operation of a valuable piece of equipment.

If you can get photocopies of additional samples of the learner's writing, do so for comparative purposes. Remember, though, you need first drafts, not corrected or "polished" versions.

Step 4 As soon as possible after you have collected your data, (i) write down your global impressions of the learner's language then (ii) listen to the recording and write down anything

which is not clear on the tape and you can still remember accurately and add any contextual information which you need to interpret particular utterances eg. what the learner was pointing at etc. Check, name and date the written pieces and make photocopies of them.

Step 5 Talk to, and try, if the learner does not object, to observe him/her in a number of different domains eg. in different subject areas, different situations with different people.

Step 6 Try to familiarise yourself with the characteristics of the learner's home language. This may help you understand why some features are occurring.

NOTE:

Approach the situation tactfully. Do not push the learner to talk about anything they are reluctant to discuss. If the learner is in a class that you are visiting, do consult the teacher before you approach him/her. Ensure that the learner understands who you are and why you want their assistance. Acknowledge their contribution to your assignment eg. offer them a few lessons, help them set learning goals.

2. Transcription of data

In order to make a close, informed analysis of the characteristic features of your learner's language and literacy development, you are required to transcribe four pieces of your data according to specific conventions.

Transcription of written data:-

- (a) Make a photocopy of the written originals (two copies if you need to return the original to the student). If the original is unclear, rewrite it but include any cross-outs and mistakes as these errors are also important for your analysis.
- (b) Note any contextual information e.g. purpose, audience, setting, relationship to spoken text.
- (c) Number the lines, using the prefix W to indicate written language, e.g. W16, W17 etc.
- (d) Below each line of (c) write out your version of the text. Again, ensure that you stick as closely as possible to the learner's meaning and a level of complexity that is realistic for his/her language and literacy level.

Example:

W.21 *john washington were ferst man to cross from Sydney
John Washington was the first man to go from Sydney*

W.22 *to Victoria in 21 September 1892. John Washington were famos.
to Victoria on the 21st September 1892. He was famous.*

Transcription of spoken data:-

- (a) Choose a coherent section of monologue (i.e. where only the learner is speaking) of 50-60 words. Choose a section where the learner seems to have "settled down" and is fairly relaxed and natural in their manner, but where they are discussing a fairly demanding issue/topic.
- (b) Replay the rest of the tape before and after this section and note down any other utterance or information necessary for understanding it (e.g. a question or prompt).
- (c) Write out the 50-60 words of the learner's monologue, including vocatives, in conventional written language on every fifth line.
- (d) Below each line of (c), write out your version of the same text. Ensure that you stick as closely as possible to the learner's meaning and to a level of complexity that is realistic for his/her language or literacy level.
- (e) Below each line of (d), write your version of the text in phonetic script as it would be said in your normal variety of the target language, indicating usual pronunciation, elision, assimilation, linking, pausing and sentence stress. (See Attachment 3).

- (f) Below each line of (e), write out the learner's version of the text, again in phonetic script.
- (g) Select a section (50-60 words) of dialogue on a more familiar topic and repeat the steps above. Clearly indicate who is speaking and when turns overlap according to appropriate transcription conventions (Attachment 2)
- (h) Number each line (f) of the learner's version of the two texts, using the prefix S to indicate spoken language, e.g., S1, S2, etc.

Example:

S6 *The kinder.....coming out...school*
 The children . are coming out of . school

3. Analysis of Data

The analysis is not a simple error analysis but rather a detailed, informed description and evaluation of the learner's linguistic behaviour at one particular stage of language and literacy development. The analysis is divided into five main levels - text/discourse, lexical, syntactic, phonological and orthographic - followed by conclusions and recommendations for teaching.

To complete a thorough and comprehensive analysis, you should complete the following steps.

- (a) Select 25-30 key features or characteristics of the learner's interlanguage system for analysis, including at least three features at each level. These will vary according to the specific learner and according to the target language and literacy system but do need to be carefully chosen and justified in terms of both language and literacy acquisition research and in terms of learner output. They should include both areas of strengths and areas for improvement. They could include one or two significant developmental features which do not yet appear in the learner's language system. They may include a mix of formal and functional features or characteristics of the learner's interlanguage.

eg. at the text/discourse level - cohesive devices (eg. reference, logical connectives, lexical reiteration), discourse structure, sensitivity to audience, purpose, setting etc.;

eg. at the lexical level - lexical range, lexical appropriacy, use of collocations, lexical creativity, etc;

eg. at the syntactic level - pluralisation, tense marking, noun-verb agreement, do-fronting, word order, relative clauses and their use, etc;

eg. at the phonological level - high front vowels, diphthongs, consonants, consonant clusters, word stress, sentence stress, assimilation, elision, linking, intonation, paralinguistics and their use, etc;

eg. at the orthographic level - script, layout, punctuation features such as quotation marks, features of the spelling or ideational system, etc.

All these categories are to a greater or lesser extent arbitrary and will vary depending on the model of grammar you are using and the interpretation you wish to make about the feature you are describing. Remember that the main purpose of adopting such headings is to provide a clear and reasonably systematic and accurate framework for your description, rather than a theoretically consistent grammatical model of the target language.

CHECK YOUR LIST OF FEATURES WITH AT LEAST TWO OTHER STUDENTS BEFORE PROCEEDING FURTHER.

- (b) Carefully examine both your spoken and written transcriptions for occurrences of the same feature and for any evidence to help explain the learner's use of that feature.

Highlight all occurrences of the specific features you wish to analyse on the numbered learner's version of the text according to the following classifications:

Spoken text

Phonological feature eg. pronunciation of fricatives, high front vowels, particular consonant clusters; word stress, pausing;

Lexical features eg. collocation, lexical range

Syntactic feature eg. noun-verb agreement.

Text/Discourse feature eg. reference

Utterance incomplete eg. missing articles.

Written text

Spelling/script features eg. realisation of schwa.

Punctuation features eg. capitals.

Lexical features eg. collocations.

Syntactic features eg. past tense marking, noun-verb agreement.

Sentence incomplete eg. missing articles;

Text/discourse features eg. anaphoric reference

When you have finished classifying specific features, look at the learner's version of the text again and see if you can distinguish any other notable features of the learner's interlanguage, especially features such as script or intonation. Note them in the margins of the transcription.

(c) Indicate standard and non-standard examples of learner usage according to the prescribed format (Appendix 2). If all examples of the key feature are standard or non-standard, just indicate this. If you have more than three examples of the same phenomenon eg. irregular simple past tense not marked, then just put three examples and etc. If a feature extends over a chunk of text eg. intonation, script, then indicate line numbers only, eg. S3-4.

(d) In the next column describe the learner's actual linguistic performance, commenting on how the particular feature is formed/used in both spoken and written modes and what "rules" have been followed or "broken". Use references such as Smith, S & Swan, M. (1987) *Learner English*, Cambridge, CUP, wisely. They can be a great help in defining potentially significant features and will give you some idea of where to start your analysis but remember that all learners are different and such reference can only offer generalisations. Any statements regarding particular interlanguage features must be supported by examples from your own data. You will need to be as detailed and as accurate as possible in your description.

(e) Suggest a possible explanation of why the learner performs this way, with explicit reference to the language and literacy acquisition process, especially to the phenomena of over-generalisation and home language transfer. Be very wary of explaining all errors as the result of home language influences. For example, in ESL the first language does seem to play an important role in shaping the learner's phonological system in English, but is much less influential in the learner's morphological and syntactic development. The young ESB child's spoken discourse may heavily influence the schematic structure of his/her early written texts. Careful reading of suggested texts will give you an adequate grounding in first and second language acquisition theory. Note, too, that many features may have a number of possible explanations. Indicate all the possibilities in your explanation.

(f) Comment on the learner's degree of development of this form, whether it is a consistent feature or not, and any differences between spoken and written performance.

4. Conclusions and Recommendations for Teaching

(a) In your final conclusions and recommendations for teaching, include a general overview of the learner's linguistic competence which compares their competence in spoken vs. written English as well as comments on any differences within that medium eg. competence in informal conversation vs. more formal talk and differences between pieces of writing.

(b) You should also indicate the major priority areas (i.e. four or five features of the target language that most need to be developed) for teaching, together with reasons. This discussion must be supported by appropriate references to the learner's sociocultural and linguistic background and to relevant research findings and/or opinions regarding the language and literacy acquisition process, especially factors such as age, motivation, input, personality.

(c) Indicate any references consulted, at the end of the submission and follow accepted academic style if quoting, eg. Kenworthy, J. (1987) *The Teaching of Pronunciation*. London, Longman.

NOTE:

Do not despair! You will likely find the initial analysis quite arduous but it becomes much quicker and easier as you start to see patterns in your learner's language. By the end of this case-study you will know a great deal more about the "workings" of the English language and you will be able to transfer your hard-won skills of observation and analysis to your own language students. You will be a much more confident and effective teacher as a result ☺

To help you collect biographical and language learning data, at your first meeting with the learner ask them questions to complete the following learner profile:

LEARNER PROFILE

(Learner profile to be included with your submission)

Pseudonym _____

Age _____ yrs m [] f []

Country of origin _____

Length of residence in Australia _____ yrs

Language(s)

Spoken _____

Written _____

Biographical details

(i.e. immigrant status, family, job situation etc).

Educational experience

(i.e. home literacy skills, academic background, previous language/literacy classes, etc)

Other relevant sociolinguistic information

(ie. confidence, aptitude, motivation/aspirations etc).

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5150 TEACHER LANGUAGE AWARENESS

Student Name:
 Assessment Task: Literature review

Student No.:

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 of the requirements of a literature review 					
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 organize literature to provide an appropriate framework for argument 					
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 main research findings • recognition of potential limitations and problems of current research on the topic • identification of gaps and areas requiring more investigation 					
Structure and organization 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 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. 					
GENERAL COMMENTS					

Lecturer
Recommended: /20 (FL PS CR DN HD)

Date
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: Case Study of a language learner

SPECIFIC CRITERIA	(-) —————> (+)				
Understanding of the question or issue and the key concepts involved •					
Depth of analysis and/or critique in response to the task •					
Familiarity with and relevance of professional and/or research literature used to support response •					
Structure and organization of response •					
Presentation of response according to appropriate academic and linguistic conventions •					
GENERAL COMMENTS					

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.**