



UNSW Course Outline

EDST5150 Teacher Language Awareness - 2024

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General Course Information

Course Code : EDST5150

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Education

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

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.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify, describe and critique the principles and issues impacting first and second language learning and implications for teaching.
CLO2 : Explain the nature of spoken and written language.
CLO3 : Analyse and discuss structural considerations in the English language.
CLO4 : Evaluate and critique contemporary research on teacher language awareness.

Course Learning Outcomes	Assessment Item
CLO1 : Identify, describe and critique the principles and issues impacting first and second language learning and implications for teaching.	<ul style="list-style-type: none">• Case study of an English language learner
CLO2 : Explain the nature of spoken and written language.	<ul style="list-style-type: none">• Literature review• Case study of an English language learner
CLO3 : Analyse and discuss structural considerations in the English language.	<ul style="list-style-type: none">• Case study of an English language learner
CLO4 : Evaluate and critique contemporary research on teacher language awareness.	<ul style="list-style-type: none">• Literature review• Case study of an English language learner

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

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.

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.

Other Professional Outcomes

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

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Literature review	40%	Start Date: Not Applicable Due Date: 17/03/2024 05:00 PM Post Date: 31/03/2024 11:30 PM
Case study of an English language learner	60%	Start Date: Not Applicable Due Date: 26/04/2024 05:00 PM Post Date: 10/05/2024 11:30 PM

Assessment Details

Literature review

Assessment Overview

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.

Course Learning Outcomes

- CLO2 : Explain the nature of spoken and written language.
- CLO4 : Evaluate and critique contemporary research on teacher language awareness.

Detailed Assessment 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?

- How do we use language learners' linguistic resources(e.g. code-switching or translanguaging) in language teaching?
- 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?
- Other topics (subject to approval from the course lecturer)

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 can see Turnitin similarity reports before finalizing it for submission and assessment.

Assessment Length

2500 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5150 UNSW SCHOOL OF EDUCATION

Assessment Task 1: Literature Review

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <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 the requirements of a literature review	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none">• Depth of analysis of key aspects of the topic, including succinct and accurate description of the main research findings• Recognition of potential limitations and problems of current research on the topic• Identification of gaps and areas requiring more investigation	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none">• Range, relevance, and “recency” of literature used to respond to question• Ability to organise literature to provide an appropriate framework for argument	
<p>Structure and organisation of response</p> <ul style="list-style-type: none">• Appropriateness of overall structure of review• Clarity and coherence of review, including use of section headings and opening/closing paragraphs to enhance readability	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none">• Clarity, consistency, and appropriateness of convention for quoting, paraphrasing, attributing sources of information. <p>Listing references using APA</p> <ul style="list-style-type: none">• Clarity and consistency in presenting tables and diagrams• Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length	
General comments/recommendations for next time:	
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 contextualise 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.	

Assignment submission Turnitin type

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

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

Case study of an English language learner

Assessment Overview

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.

Course Learning Outcomes

- CLO1 : Identify, describe and critique the principles and issues impacting first and second language learning and implications for teaching.
- CLO2 : Explain the nature of spoken and written language.
- CLO3 : Analyse and discuss structural considerations in the English language.
- CLO4 : Evaluate and critique contemporary research on teacher language awareness.

Detailed Assessment 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, or
- It can be also 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.

The case study requires you to undertake a close examination of the learner's language development or learning experiences so that you may appreciate language learning from the learner's perspective and identify possible ways to support the learner. In other words, this task

will assist you in developing your diagnostic skills and help you to identify teaching priorities at a more practical level.

The learner you study may be a child or adult for whom English is an additional language or dialect. If you happen to be an in-service teacher, I do encourage you to identify an EAL/D student and focus on their language development in your assignment.

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 language use/development or learning experience. In case of language use data, provide information on how you transcribe the data (written or spoken). (500 words)

Part 2: Analysis and results (1500-2000 words).

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.

Focus on what really matters for the learner and you (as their language teacher). For instance, it is crucial for a secondary immigrant learner to learn to develop discipline-specific literacy skills. You may need to look at the learner's writing and see if they demonstrate a good understanding of genre (discourse analysis) or have 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 important 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).

If you would like to focus on the learner's learning experience, present how you interpret the learner's experience. You can think about the learner's motivation (why they learn), strategy use (how they learn), beliefs (what they believe in learning language), background (age, gender, linguistic and cultural resources they have), contexts (e.g., social, and cultural contexts) and so on.

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)

Additional information (sample assignments) will be provided.

This is to be submitted through Turnitin and you can see Turnitin similarity reports before you finalize the assignment for submission and evaluation.

Assessment Length

3500 words

Assessment information

RUBRIC/FEEDBACK SHEET

EDST5150 UNSW SCHOOL OF EDUCATION

Assessment Task 2: Case Study of an English Language Learner

Specific Criteria	Fail ----- > High Distinction
<p>Understanding of the question or issue and the key concepts involved</p> <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 the requirements of the case study 	
<p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of analysis of key aspects of the topic, including succinct and accurate description of case study, language learner's background, language learning and/or linguistic features • Recognition of potential significant findings in the case study language learner's language use for pedagogy • Identification of areas requiring more investigation 	
<p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range, relevance, and "recency" of literature used to respond to question • Ability to organise literature to provide an appropriate framework for argument in the case study 	
<p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Appropriateness of overall structure of the case study • Clarity and coherence of case study, including use of section headings and opening/closing paragraphs to enhance readability 	
<p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of convention for quoting, paraphrasing, attributing sources of information. <p>Listing references using APA</p> <ul style="list-style-type: none"> • Clarity and consistency in presenting tables and diagrams • Clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word length 	
General comments/recommendations for next time:	
Lecturer: Recommended: /20 (FL PS CR DN HD)	Date: Weighting: 60%
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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: [SED Policies and Procedures \(unsw.edu.au\)](http://SED Policies and Procedures (unsw.edu.au)).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Topic	<ul style="list-style-type: none"> Language learning and learning in and through a second language - Language vs literacy The first vs second/bilingual language learner The language learning task The nature of language Phonological, lexical, syntactic and discourse systems
	Tutorial	<ul style="list-style-type: none"> 17:00-18:30, 14th Feb. 2024 (onsite and online) See Moodle for details
	Reading	<ul style="list-style-type: none"> Minimum required reading: Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). Chpts 1-2.
Week 2 : 19 February - 25 February	Topic	<ul style="list-style-type: none"> The nature of spoken and written language - Spoken vs written language Differences between spoken and written texts The relationship between spoken and written communication Language variation
	Tutorial	<ul style="list-style-type: none"> 17:00-18:30, 21st Feb. 2024 (onsite and online) See Moodle for details
	Reading	<ul style="list-style-type: none"> Minimum required reading: Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). Chpts 3, 8.
Week 3 : 26 February - 3 March	Topic	<ul style="list-style-type: none"> The nature of first and second language development - First and second language acquisition Acquisition vs learning Different theoretical views of development (language learning) Stages in acquisition The acquisition of spoken and written languages Factors affecting first and second language acquisition Implications for teaching
	Tutorial	<ul style="list-style-type: none"> 17:00-18:30, 28th Feb. 2024 (onsite and online) See Moodle for details
	Reading	<ul style="list-style-type: none"> Minimum required reading: Ellis (2015). Chpt 1. Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). Chpts 9, 10.
Week 4 : 4 March - 10 March	Topic	<ul style="list-style-type: none"> The reasons for variability in second language development - The child vs adult learner: Different priorities, different processes Factors affecting acquisition/learning Gender differences Personality, aptitude, motivation, learning styles and strategies The role of the L1/dialectal factors Input and interaction as influences on language acquisition
	Tutorial	<ul style="list-style-type: none"> 17:00-18:30, 6th March 2024 (onsite and online) See Moodle for details
	Reading	<ul style="list-style-type: none"> Minimum required reading: Ellis (2015). Chpt 3. Lightbrown & Spada (2013). Chpts 3,4. Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). Chpt 10 (part). Additional reading: Griffiths, C., & Soruç, A. (2020). (part). Oga-Baldwin (2019). Plonsky, L., Sudina, E., & Teimouri, Y. (2022). (emotion in language learning). Singleton, D., & S. E. Pfenninger. (2019). (age).
Week 5 : 11 March - 17 March	Assessment	<ul style="list-style-type: none"> Reflecting and sharing on factors affecting second language acquisition 1st assignment due 5pm March 17th, 2024
	Other	<ul style="list-style-type: none"> Optional online assignment consultation: 17:00-18:00 March 13th, 2024 See Moodle for details
Week 6 : 18 March - 24 March	Homework	<ul style="list-style-type: none"> Flexibility Week See Moodle for details
Week 7 : 25 March - 31 March	Topic	<ul style="list-style-type: none"> 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
	Tutorial	<ul style="list-style-type: none"> 17:00-18:30, 27th March 2024 (onsite and online) See Moodle for details
	Reading	<ul style="list-style-type: none"> Minimum required reading: Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). Chpts 4, 7. Additional reading: Deterding, D., & Lewis, C. (2019).
Week 8 : 1 April - 7 April	Tutorial	<ul style="list-style-type: none"> 17:00-18:30, 3rd April 2024 (onsite and online) See Moodle for details
	Topic	<ul style="list-style-type: none"> The lexical and syntactic system and its acquisition - What is a word and what it means to know a word? Meanings: connotation vs. denotation Semantic features, sense relations and lexical fields Morphemes and morphology The acquisition of clauses/word order and vocabulary Different types of phrases Tense. Aspect. Mood. Voice The acquisition of the verb phrase The structure of clauses Implications for teaching Differences between spoken and written modes

	Reading	<ul style="list-style-type: none"> • Minimum required reading: Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). Chpt 6. • Additional reading: Barclay, S., & Schmitt, N. (2019). Derewianka, B. (2019).
Week 9 : 8 April - 14 April	Topic	<ul style="list-style-type: none"> • 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
	Tutorial	<ul style="list-style-type: none"> • 17:00-18:30, 10th, April 2024 (onsite and online) • See Moodle for details
	Reading	<ul style="list-style-type: none"> • Minimum required reading: Emmitt, M., Zbaracki, M., Komesaroff, L. and Pollock, J. (2014). Chpt 5. • Additional reading: Gibbons, P. (2009). English learners, academic literacy and thinking: Learning in the challenge zone (Chpt 6). Portsmouth NH: Heineman.
Week 10 : 15 April - 21 April	Topic	<ul style="list-style-type: none"> • Teacher language awareness • Summary of the course
	Tutorial	<ul style="list-style-type: none"> • 17:00-18:30, 17th April 2024 (onsite and online) • See Moodle for details
	Reading	<ul style="list-style-type: none"> • Minimum required reading: Andrews, S., & Svalberg, A. M.-L. (2017).
Week 11 : 22 April - 28 April	Other	<ul style="list-style-type: none"> • Optional online assignment consultation, 17:00-18:00 April 24th, 2024 • See Moodle for details

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

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

Recommended Resources

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.

Additional readings

- Andrews, S., & Svalberg, A. M.-L. (2017). Teacher language awareness (pp. 219–231). https://doi.org/10.1007/978-3-319-02240-6_17
- Andrews, S (2001). The language awareness of the L2 teacher: Its impact upon pedagogical practice. *Language Awareness* 10(2): 75-90.
- Birdsong, D. (2006). Age and second language acquisition and processing: A selective overview. *Language Learning*, 56, 9-49. doi:[10.1111/j.1467-9922.2006.00353.x](https://doi.org/10.1111/j.1467-9922.2006.00353.x)
- Barclay, S., & Schmitt, N. (2019). Current perspectives on vocabulary teaching and learning. In: X. Gao, ed., *Second handbook of second language teaching*. 799-819. https://doi.org/10.1007/978-3-319-58542-0_42-1
- Borg, S. (2005). Experience, knowledge about language and classroom practice in teaching grammar. *Applied linguistics and language teacher education* (pp. 325-340). Springer, Boston, MA.
- Cenoz, J. (2019). Translanguaging pedagogies and English as a lingua franca. *Language Teaching*, 52(1), 71-85. doi:10.1017/S0261444817000246
- Derewianka, B.. (2019). A relevant pedagogic grammar for today's classrooms. *International Handbook of Psychology Learning and Teaching* (pp. 1–25). *International Handbook of Psychology Learning and Teaching*. https://doi.org/10.1007/978-3-319-58542-0_43-2
- Deterding, D., & Lewis, C. (2019). Pronunciation in English as Lingua Franca. *International Handbook of Psychology Learning and Teaching* (pp. 1–15). https://doi.org/10.1007/978-3-319-58542-0_41-1
- Eckerth, J. (2009). Negotiated interaction in the L2 classroom. *Language Teaching*, 42(1), 109-130. doi:10.1017/S0261444808005442
- Gibbons, P. (2009). *English learners, academic literacy and thinking: Learning in the challenge zone*. Portsmouth NH: Heineman.
- Griffiths, C., & Soruç, A. (2020). *Individual differences in language learning: A complex systems theory perspective*. Springer Nature. <https://link.springer.com/book/10.1007/978-3-030-52900-0>
- Hall, J. (2010). Interaction as method and result of language learning. *Language Teaching*, 43(2), 202-215. Doi:10.1017/S0261444809005722
- Hartshorne, J. K., Tenenbaum, J. B., & Pinker, S.. (2018). A critical period for second language acquisition: Evidence from 2/3 million English speakers. *Cognition*, 177, 263–277. <https://doi.org/10.1016/j.cognition.2018.04.007>
- Hsieh, J. K., Gao, X., & Bell, S. (2022). The multilayered nature of becoming nonnative English speaking teacher. *TESOL Quarterly*, 56(1), 178–200. <https://doi.org/10.1002/tesq.3057>
- Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching*,

50(3), 301-346. doi:10.1017/S0261444817000088

- Laufer, B. (2009). Second language vocabulary acquisition from language input and from form-focused activities. *Language Teaching*, 42(3), 341-354. doi:10.1017/S0261444809005771.
- Lee, I. (2013). Research into practice: Written corrective feedback. *Language Teaching*, 46(1), 108-119. doi:10.1017/S0261444812000390.
- Leung, C., & Valdés, G. (2019). Translanguaging and the transdisciplinary framework for language teaching and learning in a multilingual world. *The Modern Language Journal*, 103(2), 348-370. <https://doi.org/10.1111/modl.12568>
- Levine, G. (2014). Principles for code choice in the foreign language classroom: A focus on grammaring. *Language Teaching*, 47(3), 332-348. doi:10.1017/S0261444811000498.
- Li, W. (2018). Translanguaging as a practical theory of language. *Applied Linguistics*, 39(1), 9-30, <https://doi.org/10.1093/applin/amx039>.
- Li, S., & Vuono, A. (2019). Twenty-five years of research on oral and written corrective feedback in System. *System*, 84, 93-109. <https://doi.org/10.1016/j.system.2019.05.006>
- Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching*, 51(3), 285-329. doi:10.1017/S0261444818000125.
- Mao, Z., & Lee, I. (2020). Feedback scope in written corrective feedback: Analysis of empirical research in L2 contexts. *Assessing writing*, 45, 100469. <https://doi.org/10.1016/j.asw.2020.100469>
- Moore, P. J. (2013). An emergent perspective on the use of the first language in the English as a foreign language classroom. *The Modern Language Journal*, 97(1), 239-253. <https://doi.org/10.1111/j.1540-4781.2013.01429.x>
- Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3), 315-348. doi:10.1017/S0261444808005028
- Munoz, C., & Singleton, D. (2011). A critical review of age-related research on L2 ultimate attainment. *Language Teaching*, 44(1), 1-35. doi:10.1017/S0261444810000327
- Nassaji, H. (2016). Research timeline: Form-focused instruction and second language acquisition. *Language Teaching*, 49(1), 35-62. doi:10.1017/S0261444815000403
- Oga-Baldwin, W. Q. (2019). Acting, thinking, feeling, making, collaborating: The engagement process in foreign language learning. *System*, 86, 102128. <https://doi.org/10.1016/j.system.2019.102128>
- 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>
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- Plonsky, L., Sudina, E., & Teimouri, Y. (2022). Language learning and emotion. *Language Teaching*, 55(3), 346-362. <https://doi.org/10.1017/s0261444821000434>
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- Ushioda, E. (2016). Language learning motivation through a small lens: A research agenda. *Language Teaching*, 49(4), 564-577. doi:10.1017/S0261444816000173
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Additional resources:

- <https://www.phrasebank.manchester.ac.uk/>
- <https://www.ref-n-write.com/trial/academic-phrasebank/>
- <https://www.awelu.lu.se/language/focus-on-vocabulary/useful-words-and-phrases/>
- <https://owl.purdue.edu/owl/purdueowl.html>
- <https://aut.ac.nz.libguides.com/APA7th>
- <https://teal.global2.vic.edu.au/whats-new/>

Course Evaluation and Development

- Student feedback helps to shape future iterations of the course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jasper Hsieh		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;

- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: [SED Policies and Procedures \(unsw.edu.au\)](#).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: <https://www.arts.unsw.edu.au/education>