

# EDST6704

English as an Additional Language or Dialect Method 1

Term 1, 2022



## Course Overview

### Staff Contact Details

#### Convenors

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### School Contact Information

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## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## Course Details

### Units of Credit 6

### Workload

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

### Summary of the Course

*This is a hybrid course. It is available to both undergraduate and postgraduate students. The course content, delivery and assessment will be identical for both groups of students.*

In this course, you will begin to learn how to teach English as an Additional Language or Dialect in secondary contexts. You will use relevant syllabus documents to develop innovative and engaging lesson plans. You will learn and practise a range of effective teaching strategies designed to engage a diversity of learners in a safe and supportive classroom environment. You will learn how to use digital and other innovative resources to assess and improve learning in the discipline and to develop language, literacy and numeracy skills across the curriculum. Through self and peer evaluation you will also learn how to present yourself in a professional, supportive manner.

### Course Learning Outcomes

1. Identify foundational aspects and structure of the NESA EAL/D Syllabus and the depth of subject knowledge required to implement the syllabus
2. Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3. Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
4. Select appropriate resources, including ICT, to engage students and expand learning opportunities
5. Design and evaluate formative assessment strategies and use assessment information to improve learning
6. Practise the ethical and professional values expected of teachers

### Australian Professional Standards for Teachers

Standard		Assessment/s
1.1.1	Demonstrate knowledge and understanding of physical, social, and intellectual development and characteristics of students and how these may affect learning.	1
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1, 2
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious, and socioeconomic backgrounds.	1, 2
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity, and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	1
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of	2

	abilities.	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.2.1	Organise content into an effective learning and teaching sequence.	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.	1
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1, 2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	1, 2
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1, 2
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1, 2
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	1
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	2
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	1, 2

## National Priority Area Elaborations

	Priority area		Assessment/s
A	Aboriginal and Torres Strait Islander Education	4, 7	1
C	Information and Communication Technologies	1	1, 2
D	Literacy and Numeracy	1, 3-6, 10, 12	1, 2
E	Students with Special Educational Needs	1, 3-5, 8-12, 18-19	2
F	Teaching Students from Non-English-Speaking Backgrounds	7	1, 2

## Teaching Strategies

### Rationale

Students need to have a theoretical understanding of EAL/D pedagogy in order for them to implement effective EAL/D teaching strategies. They need to have a deep understanding of good EAL/D pedagogy particularly the EAL/D teaching sequence and strategies to teach the language modes. Also they need the skills and tools to plan lessons, sequences of lessons in the KLAs and to program units of work in English therefore the use of the EAL/D Scales and the NSW Board of Studies English syllabus English 7-10 needs to be taught. In addition students need to develop skills in assessment both for the purpose

of programming, student feedback and reporting. All of this needs to be taught in a practical, hands on environment where students are given explicit modeling and opportunities to work collaboratively in a supportive environment to develop their understanding and skills. Student should also feel comfortable to discuss, question and reflect on their own experiences and learning.

## **Teaching Strategies**

Student-centred activities and opportunities for critical and reflective engagement with the content and methodology and philosophy of EAL/D teaching will form the basis of the course.

Lectures will explicitly teach EAL/D pedagogy and model teaching strategies.

Opportunities for joint construction of lessons and programs will allow students to be supported in their learning.

Online learning will include regular, critical and reflective responses to readings on Blackboard.

Peer teaching in a simulated classroom setting.

## Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Lesson plan	40%	Wednesday 23/3/2022	1, 2, 3, 4, 5, 6
2. Unit of work outline	60%	Wednesday 27/4/2022	1, 2, 3, 4, 5, 6

### Assessment 1: Lesson plan

**Due date:** Wednesday 23/3/2022

Plan and design one 60-minute lesson for a mixed-ability, Stage 4 class. The lesson plan must follow a standard format and be presented using the template provided. Indicative length: 2000 words.

A feedback sheet will be provided.

#### Additional details

#### Adapting a lesson plan to support EAL/D learners in a KLA

##### Part I: Lesson Adaptation

1. Adapt one lesson plan from a KLA other than English so that it incorporates EAL/D teaching strategies that are supportive of EAL/D learners but remain faithful to the learning outcomes of the KLA.

- Find this lesson plan online through accessing NESA resources or use one supplied by your lecturer. Check the lesson plan you want to modify with your lecturer prior to starting your assessment
- Use the *ESL Scales* to help identify the language you will need to teach the students through modifying the lesson plan. Make these language goals explicit. *ie. teaching the use of modal verbs, teaching cohesion in writing, teaching reading, teaching how to write feature articles, teaching how to converse fluently using appropriate strategies*
- Use the standard SED lesson plan format
- Demonstrate knowledge of a variety of EAL/D teaching strategies through the modifications made AND include a column titled 'EAL/D theory and teaching strategies' and explicitly link your lesson modifications to evidence based teaching strategies that support EAL/D learners
- Your modifications should show a consideration of learners on emerging and developing phases of the EAL/D progressions
- Include at least ONE ICT based resource or activity within your lesson plan

(One lesson plan: 1000 words equivalent)

2. Create and submit **all teaching resources necessary** for the lesson. These teaching resources should be a variety of your own original work OR modified resources found online. Your selection and creation of teaching resources should demonstrate your understanding of quality teaching.

##### Part II: Reflection Statement

Reflect on the following questions to justify the adaptation to the original lesson plan.

- Briefly identify and describe **strengths** the existing KLA lesson had for EAL/D learners. (100 words)
- Identify and explain the main **challenges** the original lesson poses for EAL/D learners, referring to the linguistic and cultural demands on EAL/D learners. (150 words)
- Justify how you attempt to support students to meet the language demands of the original lesson by referring to your adapted lesson, relevant course readings, EDST6704 lectures and tutorials. (400 words)
- Explain how you have differentiated for the needs of emerging and developing learners on the EAL/D progressions (200 words)
- Explain how you would further adapt or modify your lesson:
  - for a student who has had interrupted schooling (e.g. a refugee, 150 words)
  - for an indigenous student who has English as an additional dialect (150 words)

Include evidence from research-based articles for question 5.

NOTE: The word count is a guide only.

Submit an electronic copy of the lesson plan, resources and rationale as one document through Turnitin by the due date.

## Assessment 2: Unit of work outline

**Due date:** Wednesday 27/4/2022

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons (but do not prepare full lesson plans). Include a rationale (600-800 words) for the unit. Indicative length: 3000 words.

A feedback sheet will be provided.

### Additional details

#### Creating a unit of work in English

Prepare an outline for a unit of work suitable to teach to a Year 8 EAL/D English class with learners on levels 3-6 on the ESL Scales. You are catering to a class with a diverse range of students with various levels of English acquisition. Use the proforma on NESA/ SED to guide your response. Your unit of work should be focused on a topic from the English Textual Concepts.

Your unit of work should include:

- a unit of work outline or cover page (name of the unit, brief rationale, learning outcomes or intentions, English syllabus outcomes, EAL/D scales outcomes, formative and summative assessment, and a brief 10 week outline that is clearly backward mapped to the summative task)
- detailed plans for the first five lessons of your unit; however, you are not preparing full lesson plans. You should have a list of activities in the order that you would teach them and show an understanding of how to structure lessons logically and in accordance with best teaching practices
- one full activity for formative assessment (other than an essay)
- one ICT-based activity (other than watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/ numeracy (other than a mind-map)
- THREE original worksheets created by you that demonstrates your understanding of best



teaching practices/ strategies of EAL/D learners

- at least one activity that explicitly teaches grammar, language or literacy

You must write a rationale for the unit (600-800 words) in which you:

- provide a brief outline of the class context and justify your choice of topic to suit the needs and abilities of the class and the prior knowledge students have developed
- state precisely what you want the students to learn in this unit and why it is important by referring the English Syllabus on NESAs and the English Textual Concepts website
- explain how your teaching activities support students to move towards the consolidating phase of English language development. Refer to specific strategies you have used in your lesson plans
- justify how your selection of teaching strategies support the development of speaking, reading, listening, writing and responding skills by referring explicitly to your strategies AND readings, research and material presented in lectures and the Quality Teaching framework
- explain how differentiation and scaffolding is used to support a wide range of learners Include outlines only for other teaching materials required

NOTE: The word count is a guide only.

Submit an electronic copy of the lesson plan, resources and rationale as one document through Turnitin by the due date.

**RUBRIC/FEEDBACK SHEET**  
**EDST6704 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT**  
**METHOD 1**  
**UNSW SCHOOL OF EDUCATION**

**Assessment Task 1: Lesson plan**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an ability to adjust a lesson plan to suit EAL/D learners</li> <li>• Demonstrates ability to compare differentiated teaching methodologies for different EAL/D learners</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Plan carefully and implement engaging and goal-oriented teaching approaches for EAL/D learners which address the goals of the original lesson</li> <li>• Using ICT demonstrates knowledge of teaching strategies such as interactive tasks, activating schema, building student’s vocabulary and field knowledge, use of visual aids and ways of scaffolding students to new language skills, knowledge and understanding with a consistent focus on what the students need to learn.</li> <li>• Shows evidence of critical analysis and reflection</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a thorough analysis and insightful understanding of the theoretical underpinnings of EAL/D and EAL/D pedagogy and is able to justify clearly strategies used in the teaching approach through appropriate referencing to compulsory and additional readings</li> </ul>					
<p><b>Structure and organisation of response</b></p>					

Specific Criteria	(-)—————>(+)				
<ul style="list-style-type: none"> <li>• Uses SED lesson plan template</li> </ul>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <li>• Uses clear standard Australian English and presents a structured response</li> </ul>					
<p><b>General comments/recommendations for next time:</b></p>					

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

**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.

**RUBRIC/FEEDBACK SHEET**  
**EDST6704 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT**  
**METHOD 1**  
**UNSW SCHOOL OF EDUCATION**

**Assessment Task 2: Unit of work outline**

Specific Criteria	(-)—————>(+)				
<p><b>Understanding of the question or issue and the key concepts involved</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of EAL/D teaching progression and ways of scaffolding students for new language skills, knowledge and understanding with a consistent focus on what the students need to learn</li> </ul>					
<p><b>Depth of analysis and critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a capacity to plan for engaging and goal-oriented lessons for EAL/D learners which address the learning intentions and language outcomes required for EAL/D students at these levels</li> <li>• Demonstrates an ability to create appropriate teaching sequence that is clear and cohesive</li> <li>• Demonstrates a thorough analysis of the language and content demands of the lessons and is able to justify clearly strategies used in the lessons through insightful and understanding of the theoretical underpinnings of EAL/D pedagogy and the ESL Scales</li> </ul>					
<p><b>Familiarity with and relevance of professional and/or research literature used to support response</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of how to incorporate ICT into classroom teaching practice to address learning outcomes</li> <li>• Demonstrates an ability to clearly describe all stages of the lesson</li> <li>• Demonstrates ability to map all aspects of teaching to EAL/D pedagogy</li> </ul>					

Specific Criteria	(-)—————>(+)				
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Rationale is clear and well organised</li> <li>• Unit of work is clear and well organised</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Uses clear standard Australian English and presents a structured response</li> <li>• Demonstrates appropriate referencing to relevant compulsory and additional reading materials</li> </ul>					
<b>General comments/recommendations for next time:</b>					

**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 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.

# Attendance Requirements

## School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

## Course Schedule

[View class timetable](#)

### Timetable

Date/Module	Type	Content
Week 1 Introduction to EAL/D Learners	Lecture	<p>Introduction to EAL/D Learning</p> <p>EAL/D students and their needs</p> <ul style="list-style-type: none"><li>• Theoretical approaches to the acquisition of language and dialect</li><li>• Physical, social and intellectual development of students and how this affects engagement in learning</li><li>• Roles and responsibilities of EAL/D teachers</li></ul>
	Workshop	<ul style="list-style-type: none"><li>• Course schedule, assessments and resources for the course</li><li>• Importance of ethical and respectful behaviour</li><li>• Developing culturally responsive teaching strategies and resources</li><li>• EAL/D teacher identity</li><li>• Group Work Presentation: You are creating a short 5 week program (2 lessons a week) for students who have newly arrived at the high school that you work at. The 5 week program should do the following: Introduction students to high school life, introduce students to Australian culture/ Youth culture in Australia and Build basic reading, listening, speaking and writing skills. Remember that you roughly only have 10 hours with these students. You will produce your program or booklet in a</li></ul>

		printed or digital format.
	Reading	<p><b>Compulsory reading for next week:</b></p> <p>Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i>, Chapters 1 and 2</p> <p>Complete professional reading journal/proforma</p>
Week 2 The ESL Scales and Learning Progressions	Lecture	<p>The ESL Scales and Learning Progressions:</p> <p>Using the Scales for Assessment</p> <ul style="list-style-type: none"> <li>• Understand the purpose of the ESL Scales and Learning Progressions</li> <li>• Developing a profile of EAL/D students using the Scales</li> <li>• Differentiation - How is it implemented in the classroom to meet student needs?</li> <li>• EAL/D Schools Framework</li> </ul>
	Workshop	<ul style="list-style-type: none"> <li>• Discussion of reading Wk 1</li> <li>• Group work using ESL Scales with real EAL/D student scripts</li> <li>• Providing effective feedback on written work for EAL/D learners</li> <li>• Analyzing a student profile and preparing a relevant ICT resource</li> <li>• Presentation of Newly Arrived Student Program (Week 1 Group Activity)</li> </ul>
	Reading	<p><b>Compulsory reading for next week:</b></p> <p>Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i>, Chapters 3 and 4</p> <p>Complete professional reading journal/proforma</p>
Week 3 Role and Function of Intensive English Centres	Lecture	<ul style="list-style-type: none"> <li>• Teaching strategies for EAL/D Phase 1 (Beginning and Emerging Learners)</li> </ul> <p>Visit to Beverly Hills I.E.C., Melvin St, Beverly Hills NSW 2209</p> <p>OR Guest Lecturer</p> <p><b>Note:</b> The date and time for IEC visit is to be confirmed. If this cannot be organised a regular lecture and tutorial will run with a focus on teaching Refugee learners and Aboriginal and Torres Strait Islander students.</p>
	Workshop	<ul style="list-style-type: none"> <li>• How culture, cultural identity and linguistic</li> </ul>

		<p>background impact Aboriginal and Torres Strait Islander students</p> <ul style="list-style-type: none"> <li>• Working with refugee students</li> <li>• Preliminary discussion of Assessment 1 through examining samples</li> </ul>
	Reading	<p><b>Compulsory reading for next week:</b></p> <p>De Courcy, M. et al (2012). Teaching EAL/D Learners in Australian Classrooms. PETAA: Sydney</p> <p>Pauline Gibbons, <i>English Learners' Academic Literacy and Thinking</i> Chapter 5</p> <p>Complete professional reading journal/proforma</p>
Week 4	Lecture	<p>Research on how students learn first and additional languages:</p> <ul style="list-style-type: none"> <li>• Setting challenging learning goals in lesson planning</li> <li>• The Mode Continuum</li> <li>• Zones of Proximal Development and differentiation</li> <li>• Different types of scaffolding</li> </ul>
	Workshop	<ul style="list-style-type: none"> <li>• Discussion of readings for weeks 3 and 4</li> <li>• What is differentiation? How is it implemented in the classroom to meet student needs?</li> <li>• Creating a high challenge high support classroom</li> <li>• Group work and presentation: Modify a history lesson appropriate to EAL/D learners employing EAL/D theory and pedagogy</li> <li>• Q&amp;A for Assessment 1</li> </ul>
	Reading	<p><b>Compulsory reading for next week:</b></p> <p>Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 8</p> <p>Complete professional reading journal/proforma</p>
Week 5 Explicitly teaching writing	Lecture	<ul style="list-style-type: none"> <li>• The Genre theory</li> <li>• The Curriculum Cycle</li> <li>• Assessing writing</li> <li>• Samples from teaching</li> </ul>
	Workshop	<ul style="list-style-type: none"> <li>• Group design of one 40 minute lesson teaching writing in one specific text style:</li> </ul>



		<p>analytical, creative, reflective, informative, persuasive and evaluative demonstrating an understanding of scaffolding and theory</p> <ul style="list-style-type: none"> <li>• Peer discussion of effectiveness of group design of lesson plan on writing</li> <li>• Application of incorporating ICT to improve student writing skills</li> <li>• Microteaching</li> </ul>
	Reading	<p><b>Compulsory reading for next week:</b>  Cochrane, I et al (2013) <i>Grammar in the Early Years: A games-based approach</i>. PETAA: Sydney</p> <p>Pauline Gibbons, <i>English Learners Academic Literacy</i> Chapter 7</p> <p>Complete professional reading journal/proforma</p>
Week 6 Teaching EALD Students across different subject areas	Lecture	<p>Teaching strategies to respond to individual needs and school wide approaches</p> <ul style="list-style-type: none"> <li>• Team teaching</li> <li>• Importance of matching teaching strategies to individual needs</li> <li>• Appropriate selection of ICT resources to support learning</li> </ul>
	Workshop	<p>Workshop to explore and evaluate the suitability of teaching strategies to meet learning goals and outcomes in KLAs other than English. This will be achieved through using authentic texts in KLAs and making adjustments to activities to suit the needs of EAL/D Learners.</p> <p>Group work: Design an interactive learning activity that can be used to teach EALD learners in a KLA other than English. You will need to model this activity or facilitate this activity.</p> <p>Microteaching.</p> <p>Teaching activities that can be used in an EALD Classroom.  Part of this workshop may be run by a guest speaker.</p>
	Reading	<p><b>Compulsory reading for next week:</b></p> <p>Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 5</p>

		Complete professional reading journal/proforma
Week 7 Explicitly teaching reading	Lecture	<ul style="list-style-type: none"> <li>• Three Cueing Systems</li> <li>• Four Resources Model</li> <li>• Pre, During and Post Reading</li> <li>• Strategies for teaching the novel</li> </ul>
	Workshop	Application of reading strategies using an authentic text appropriate for use in an English classroom. Microteaching.
	Reading	<p><b>Compulsory reading for next week:</b></p> <p>Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 6</p> <p>Complete professional reading journal/proforma</p>
Week 9 ONLINE Sequencing lessons in a unit of work	Lecture	<p>This lecture and tutorial will be facilitated through an online format. Students will need to read through and familiarise themselves with a syllabus (ie. NESA 7-10 English Syllabus, IB English Syllabus or SAT Exam)</p> <ul style="list-style-type: none"> <li>• Students intending to teach in Australian schools MUST familiarise themselves with the NESA 7-10 English Syllabus</li> <li>• Students should consider approaches to planning a unit of work for EAL/D students around poetry, novels, short stories or a picture book</li> </ul>
	Workshop	<p>English Textual Concepts (Website)</p> <p>You can choose to work independently or in pairs for this tutorial/workshop task. You will be allocated an English Textual Concept. You will need to create a 10 week unit of work that takes into consideration this English Textual Concept, short texts and language development. A guideline on what the 10 weeks should include will be provided to you. You should demonstrate a consideration of EALD theory.</p> <p>You should consider how this activity may feed into Assessment 2.</p>
	Reading	<p><b>Compulsory reading for next week:</b></p> <p>“Focus on writing”. Chapter 6 in Hertzberg, M. (2012) <i>Teaching English in Mainstream Classes</i>. PETAA: Sydney</p>

		Complete professional reading journal/proforma
Week 10 EALD Pedagogy	Lecture	<ul style="list-style-type: none"> <li>• Organisation of classroom activities</li> <li>• Promoting inclusive student participation and engagement in the classroom</li> <li>• Interactive Task Design</li> </ul>
	Workshop	<ul style="list-style-type: none"> <li>• Discussion of reading</li> <li>• Planning sequences of 2 lessons to support EAL/D students in the mainstream: Ass 2 Preparation.</li> </ul>
Week 11 Literacy and Language	Lecture	Strategies and reasons for teaching English grammar in English and other KLAs. Is there still a place for explicit grammar teaching in Australian Secondary Schools?
	Workshop	<ul style="list-style-type: none"> <li>• Discussion of reading</li> <li>• Analysing writing at word and sentence levels</li> <li>• MyExperience</li> <li>• Becoming a reflective teacher through the feedback cycle</li> </ul>

# Resources

## Prescribed Resources

### Online Learning Platforms/ ICT in the classroom

- **The Flipped Classroom:**  
<http://www.teacherstandards.aitsl.edu.au/illustrations/ViewIOP/IOP00173/index.html>
- Student teachers are encouraged to set up their own blog (It is free) at **Edublog:**  
<http://edublogs.org/> to create and share resources and lessons they create.
- **Padlet:** An online platform for create interactive and collaborative classrooms  
<https://padlet.com/>
- **Quizlet:** An online platform for supporting student development of word knowledge and key terms <https://quizlet.com/latest>
- **Canva:** Creating posters and other visual texts [www.canva.com](http://www.canva.com)

### Required Readings

Pauline Gibbons (2009). *English Learners Academic Literacy and Thinking Learning in the Challenge Zone*, Heinemann

*ESL Scales* (1994). Curriculum Corporation

ACARA (2014) *English as an Additional Language or Dialect Teacher Resource: EAL/D overview and advice*. [http://www.acara.edu.au/curriculum/student\\_diversity/eald\\_teacher\\_resource.html](http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html)

### Further Readings

Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Droga, L. & Humphrey, S. (2005) *Grammar and the Organisation of Meaning*, Target texts, Berry, Australia.

Dufficy , P. (2005). *Designing learning for Diverse Classrooms*, PETA, NSW

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P. (2002). *Scaffolding Language Scaffolding Learning*, Heinemann

Hammond, M. and Miller, J. (2015) *Classrooms of Possibility: Supporting at risk EAL students*. PETAA: Sydney

Harrison, N. (2008). *Teaching and learning in Indigenous education*. Oxford, Sydney.

Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Hertzberg, M. (2012) *Teaching English in Mainstream Classes*. PETAA: Sydney

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

Knapp, P & Watkins M. (1994). *A functional Model in context, Text and Grammar* (Online UNSW My Course)

Knapp, P. & Watkins, M. (2005). *Genre, Text, Grammar* UNSW Press, Chapter 1 - *A Genre Based Model of Language* (Online UNSW My Course)

Martin, K. (2008). The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.

Nicoll, V. & Roberts, V. (2003). *Taking a closer look at Literature Based Programs*, PETA, Newtown DET

Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press

Sharpe, T. (2004). *So what is 'special' about an EAL/D Teacher?* ATESOL NSW Magazine (Online UNSW My Course)

Vale, E. (2002). *The EAL/D Scales and the Draft English 7-10 Syllabus*, DET, Ryde (Online UNSW My Course)

## Recommended Resources

Please find resources for this course on Moodle.

## Course Evaluation and Development

- Student feedback is gathered throughout the duration of the course as students are encouraged to email any questions/feedback in relation to the course and at the end of the course through the myexperience survey
- Previous cohorts have noted that there is not enough time given to complete group work activities during tutorials and as a result more time for groupwork and discussion on weekly readings has been considered
- The tutorials have also been further adjusted to include a more practical, student centred approach by including additional case studies, resource creation, programming and modelling of strategies mentioned in lectures
- This course mainly caters to students who intend to teach EAL/D learners in Australian Schools following NESA curriculum and program requires, however, more opportunities have been provided for students to explore alternative curriculum and programs

## **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](mailto: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.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## 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.

### Correct referencing practices

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

## **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.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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