

School of Education

EDST6704

EAL/D

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6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1	<p style="text-align: center;"><u>Introduction to EAL/D Learning</u></p> <p>EAL/D students and their needs Theoretical approaches to the acquisition of language and dialect Physical, social and intellectual development of students and how this affects engagement in learning Roles and responsibilities of EAL/D teachers</p>	<p>Course schedule, assessments and resources for the course Importance of ethical and respectful behaviour Developing culturally responsive teaching strategies and resources EAL/D teacher identity</p> <p>Compulsory Reading for Week 2: Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i>, Chapters 1 and 2 Complete professional reading journal/proforma</p>
2	<p style="text-align: center;"><u>The ESL Scales and Learning Progressions:</u></p> <p>Using the Scales for Assessment Understand the purpose of the ESL Scales and Learning Progressions Developing a profile of EAL/D students using the Scales Differentiation - How is it implemented in the classroom to meet student needs? EAL/D Schools Framework</p> <p style="text-align: center;"><u>Role and Function of Intensive English Centres (I.E.C.s)</u></p> <p>Teaching strategies for EAL/D Phase 1</p>	<p>Discussion of reading Wk 2 Group work using ESL Scales with real EAL/D student scripts Providing effective feedback on written work for EAL/D learners Analyzing a student profile and preparing a relevant ICT resource</p> <p>Instructions for Microteaching using a video as a demonstration</p> <p>Compulsory Reading for Week 3: Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i>, Chapters 3 and 4 Complete professional reading journal/proforma How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students Working with refugee students Preliminary discussion of Assessment 1 through examining samples</p>
3	<p style="text-align: center;">Visit to Beverly Hills I.E.C. Melvin St, Beverly Hills NSW 2209</p> <p>Note: 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>	<p>Compulsory Reading for Week 4: De Courcy, M. et al (2012). <i>Teaching EAL/D Learners in Australian Classrooms</i>. PETAA: Sydney Pauline Gibbons, <i>English Learners' Academic Literacy and Thinking</i> Chapter 5 Complete professional reading journal/proforma</p> <p>ACARA ESL Teacher Resources http://www.acara.edu.au/curriculum/student-diversity/english-as-</p>

Compulsory Reading for Week 5: Pauline Gibbons, *English Learners Academic Literacy and Thinking* Chapter 8
Complete professional reading journal/proforma

	<p>hour Q&A session online</p> <p>Understanding the NESAs 7-10 English Syllabus Linking the Scales to the English Syllabus Approaches to planning a unit of work for EAL/D students around poetry, novels, short stories or a picture book</p>	
10	<p><u>EAL/D Pedagogy: Theory into Practice</u> Organisation of classroom activities Promoting inclusive student participation and engagement in the classroom Interactive Task Design</p>	<p>Discussion of reading for Wk 9 Planning sequences of 2 lessons to support EAL/D students in the mainstream: Ass 2 Preparation.</p> <p>Microteaching</p> <p>Compulsory Reading for Week 10:</p>
11	<p><u>Literacy and Language</u></p> <p>Techniques and reasons for teaching English grammar in English and other KLAS.</p>	<p>Discussion of reading for week 10 Analysing writing at word and sentence levels MyExperience Becoming a reflective teacher through the feedback cycle</p>

Professional Experience

7. RESOURCES

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

Quizlet: An online platform for supporting student development of word knowledge and key terms

Canva: Creating posters and other visual texts

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)

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Australian Professional Standards Assessed	National Priority Area Elaborations Assessed	Due Date
Assessment 1 Adjust one lesson plan for EAL/D learners	2000 Words max.	40%	1,3-6	1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F..4	Wednesday March 24 th , 2020 by 5pm
Assessment 2 Planning a unit of work	3500 words equiv.	60%	1-6	1.2.1, 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	Wednesday April 28 th , 2021 by 5pm
Assessment 3 Microteaching	10 mins + written self-evaluation	S/U	1,3-6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B.1 D, 1, 5 F.4	

Assessment Details

ASSESSMENT 1: 2000 words equivalent, 40%

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 NESAs 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: 1 000 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

ASSESSMENT 2: 3500 words equivalent, 60%

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 NESAs/ 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.

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UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST6704 EAL11c6704

Microteaching Feedback Form for Pre-service Teacher

STUDENT TEACHER

Name:

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