



**UNSW**  
AUSTRALIA

Arts & Social  
Sciences

School of Education

EDST2022  
Teaching EAL/D Students in Secondary  
Schools

Semester 1  
2016

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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 Bidjigal 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  
EDST2022 Teaching EAL/D students in secondary schools (6 units of credit)  
Semester 1, 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue Ollerhead  
Office Location: Room 115, John Goodsell Building, Level 1  
Email: [s.ollerhead@unsw.edu.au](mailto:s.ollerhead@unsw.edu.au)  
Phone: 02 9385 8243  
Availability: Friday from 12pm to 2pm (email for an appointment)

## 3. COURSE DETAILS

<b>Course Name</b>	Teaching EAL/D students in secondary schools EDST2022
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. NOTE: 25hours per uoc
<b>Schedule</b>	
Lecture	Fri 10-12 (w1-4,5-12, MathewsThD)
Tutorial/s	Mon 11 (w2-4,5-13, Mat 231) Mon 12 (w2-4,5-13, Mat 231)

### *Summary of Course*

The course will draw on theory, research and practice related to teaching EAL/D students in the secondary mainstream classroom and to enable students to develop effective classroom management and teaching strategies with EAL/D students

### *Aim of the Course*

The aim of EDST2022 is to develop knowledge, understanding and skills for effective teaching practice.

### *Student Learning Outcomes*

Outcome		Assessment/s
1	Demonstrate knowledge and understanding of EAL/D students in the secondary mainstream classroom	1,2
2	Demonstrate knowledge and understanding of assumptions, concepts and principles of key learning theories and determine their implications and usefulness for teaching EAL/D students.	1,2
3	Develop knowledge of a range of effective teaching strategies with EAL/D students in the mainstream.	2

### *Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)*

Standard		Assessment/s
1.1	<i>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning</i>	1
1.2	<i>Demonstrate knowledge and understanding of research into how students learn and the implications for teaching</i>	1,2
1.3	<i>Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds</i>	2
1.4	<i>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</i>	1
1.5	<i>Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities</i>	2
2.1	<i>Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area</i>	2
2.4	<i>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages</i>	1
3.1	<i>Set learning goals that provide achievable challenges for students of varying characteristics</i>	2
3.2	<i>Plan lesson sequences using knowledge of student learning, content and effective teaching strategies</i>	2
3.3	<i>Include a range of teaching strategies</i>	2
3.5	<i>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement</i>	2
4.1	<i>Identify strategies to support inclusive student participation and engagement in classroom activities</i>	2

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course is included to enable students to become aware of the theory and research that underlie and support teaching EAL/D students in mainstream school classrooms.

#### 5. TEACHING STRATEGIES

The course will use a variety of teaching strategies including explicit instruction and opportunities to engage in questioning, problem solving and reflection because it is important to understand the relationships between theory, research and practice and, also cooperative learning with extensive opportunities for whole group and small group dialogue and discussion using case studies, role plays, problem solving and research because it is important for students to explore ideas and decide what they mean for effective teaching practices with EAL/D students.

#### 6. COURSE CONTENT AND STRUCTURE

Week Tut/lecture date	Lecture Topic	Readings
<b>Week 1</b> <b>Lecture: Fri 4/3</b> <b>Tute: Mon 7/3</b>	Introduction: Who are EAL/D learners? <ul style="list-style-type: none"> <li>• LOTE students in Australia</li> <li>• Student sociolinguistic profiles</li> <li>• BICS and CALP</li> <li>• What do students need to learn when they “learn English”?</li> </ul>	De Courcy, M. (2010) Linguistic and Cultural diversity in Hyde, Carpenter & Conway (Eds), <i>Diversity and Inclusion in Australian Schools</i> . Oxford, OUP  Cummins, J. 2008, ‘BICS and CALP: Empirical and Theoretical Status of the Distinction’, in Street, B. & Hornberger, N. H. (eds) <i>Encyclopedia of Language and Education</i> , 2nd edn, Volume 2: Literacy, pp. 71–83, Springer
<b>Week 2</b> <b>Lecture: Fri 11/3</b> <b>Tute: Mon 14/3</b>	EAL/D students with limited schooling <ul style="list-style-type: none"> <li>• What are the key issues?</li> <li>• Some case studies</li> <li>• Contemporary understandings and teaching practices</li> </ul>	ACARA (2012) <i>English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression</i> . <a href="http://www.acara.edu.au/">http://www.acara.edu.au/</a>
<b>Week 3</b> <b>Lect: Fri 18/3</b> <b>Tute: Mon 21/3</b>	Indigenous EAL/D students <ul style="list-style-type: none"> <li>• What are the key issues?</li> <li>• Some case studies</li> <li>• Contemporary understandings and teaching practices</li> </ul>	Philips, J. (2012) Indigenous Education in Australia, in Carrington, S. & Macarthur, J. (Eds) <i>Teaching in</i>

		inclusive school communities
<b>Week 4</b> <b>Lect: Wed 23/3 10-12</b> <b>Please note this is a make-up lecture due to the Easter break!</b> Tute: Mon 4/4	Culture, language and identity <ul style="list-style-type: none"> <li>• Intercultural understanding</li> <li>• The influence of first culture and prior educational experiences</li> <li>• Settlement and transition into the Australian community</li> </ul>	Hyde, Carpenter & Conway (Eds), <i>Diversity and Inclusion in Australian Schools</i> . Oxford, OUP
<b>25 Mar to 3 April</b>	<b>Mid-semester break</b>	n/a
<b>Week 5</b> <b>Lect: Friday 8/4</b> <b>Tute: 11/4</b>	The EAL/D learning progression <ul style="list-style-type: none"> <li>• Beginning English</li> <li>• Emerging English</li> <li>• Developing English</li> <li>• Consolidating English</li> </ul>	ACARA (2012) <i>English as an additional language or dialect teacher resource. Overview and EAL/D Learning progression</i> . <a href="http://www.acara.edu.au">http://www.acara.edu.au</a>
<b>Week 6</b> <b>Lect: Fri 15/4</b> <b>Tute: Mon 18/4</b>	Scaffolding language and learning for EAL/D students in the mainstream classroom <ul style="list-style-type: none"> <li>• Classroom applications and strategies</li> </ul>	Gibbons, P. (2002) <i>Scaffolding Language, Scaffolding Learning</i>
<b>Week 7</b> <b>Lect: Fri 22/4</b> <b>Tute: Please note there is no tute here due to ANZAC day.</b>	Oral language and EAL/D students: speaking <ul style="list-style-type: none"> <li>• The importance of teacher interaction</li> <li>• Teachers: Scaffolding oral language to teach classroom content</li> <li>• Students: Providing scaffolded support for speaking practice</li> <li>• Effective classroom strategies</li> </ul>	Gibbons, P. (2002) <i>Scaffolding Language, Scaffolding Learning</i> De Courcy, M. (2010) Linguistic and Cultural diversity in Hyde, Carpenter & Conway (Eds), <i>Diversity and Inclusion in Australian Schools</i> . Oxford, OUP
<b>26 April</b>	<b>Assessment A due</b>	
<b>Week 8</b> <b>Lect: Fri 29/4</b> <b>Tute: Mon 2/5</b>	Understanding and producing oral texts: listening <ul style="list-style-type: none"> <li>• Providing scaffolded support for listening practice</li> <li>• How to assess EAL/D students' oral language</li> </ul>	Gibbons, P. (2002) <i>Scaffolding Language, Scaffolding Learning</i>
<b>Week 9</b> <b>Lect: Fri 6/5</b> <b>Tute: Mon 9/5</b>	Understanding and producing written texts: reading <ul style="list-style-type: none"> <li>• Reading strategies for EAL/D students</li> <li>• The use of genre</li> </ul>	Cross, R. (2012) A holistic approach for supporting literacy skills for EAL/D learners, in Henderson, R. <i>Teaching Literacies in the Middle Years</i> . Oxford University Press.

<p><b>Week 10</b>  <b>Lect: Fri 13/5</b>  <b>Tute: Mon 16/5</b></p>	<p>Understanding and producing written texts: writing</p> <ul style="list-style-type: none"> <li>• Differences between languages and writing systems, text construction</li> <li>• Language choice to convey technical/abstract meanings</li> <li>• Linking purpose, schematic structure and language choice</li> <li>• Assessing written texts</li> </ul>	<p>Gibbons, P. (2002)  <i>Scaffolding Language, Scaffolding Learning</i></p>
<p><b>Week 11</b>  <b>Lect: Fri 20/5</b>  <b>Tute: 23/5</b></p>	<p>Teaching vocabulary to EAL/D students</p> <ul style="list-style-type: none"> <li>• Teaching both concept and word</li> <li>• Everyday vocabulary</li> <li>• Subject-specific vocabulary</li> </ul>	<p>Nisbet, D.L. (2010).  Vocabulary Instruction for Second Language Readers. <i>Journal of Adult Education</i>, 1(39) pp 10-15.</p> <p>O’Keefe, A. (2012).  Vocabulary instruction. In Burns, A. and Richards, J. (Eds). <i>The Cambridge Guide to Pedagogy and Practice in Second Language Teaching</i>. Cambridge: Cambridge University Press. Chapter 25.</p>
<p><b>Week 12</b>  <b>Lect: Fri 27/5</b>  <b>Tue Mon 30/5</b></p>	<p>EAL/D programming within a whole-school environment  Teacher programs  Family and community partnerships  Whole-school planning, reporting and support for EAL/D students</p>	<p>Thomas, W. P. &amp; Collier, V. P. 2002, <i>A national study of school effectiveness for language minority students’ long-term academic achievement</i>, Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz, Santa Cruz, CA.  <a href="http://crede.berkeley.edu/research/llaa/1.1_final.html">http://crede.berkeley.edu/research/llaa/1.1_final.html</a></p>
<p><b>10 June</b></p>	<p><b><u>Assessment B due</u></b></p>	

## 7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Assessment A	1000 words plus materials	45 %	1,2	1.1, 1.2, 1.4, 2.4	25 April 2016 5pm
Assessment B	10 minute ICT presentation plus a two page summary (600 words)	55%	1,2,3	1.2, 1.3, 1.5, 2.1, 3.1, 3.2, 3.3, 3.5, 4.1	10 June 2016 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. Student no longer need to use a cover sheet. 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*

#### 1. **Assessment A: Design a targeted language support activity**

Read through the five case studies of EAL students provided. **Choose two students** for whom you will prepare **one targeted language support activity each**. For each student, the following tasks must be completed:

- Discuss what you think are the most significant challenges for them in learning through English.
- Design a targeted language support activity to assist them in their classroom learning. For each activity you design, you should explain the context in which the activity will be completed, its purpose and objective, and the relevant EAL learning principles on which you have based your task design.
- Remember to cite appropriate literature, using APA 6<sup>th</sup> conventions.

#### 2. **Assessment A: Reflect on principles of scaffolded language and literacy for EAL learners**

##### **Note: (this is a pairwork assignment)**

Refer to the case studies provided for Assessment A. Applying your knowledge of effective strategies and techniques for supporting the language and literacy needs of EAL learners, prepare a multimedia training package (this could be a PPT with voiceover, video clip etc.) for new teachers, summarising the key principles you have learned. Your presentation should address the following points:

- How to cater for the sociocultural needs of EAL learners in the classroom
- How to cater for the language learning needs of EAL learners
- A reflection on the theoretical principles underlying effective EAL teaching practices
- Remember to cite appropriate literature, using APA 6<sup>th</sup> conventions.



## **8. RESOURCES**

### *Prescribed text*

Gibbons, P. (2014). *Scaffolding Language, Scaffolding Learning. Teaching Second Language Learners in the Mainstream Classroom*. Second edition. Sydney: Heinemann.

### *Required and recommended readings*

Each student enrolled in the course is expected to read each week and a separate list of required and recommended weekly readings is provided on Moodle.

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST2022 LANGUAGE SUPPORT TASKS

Student Name:

Student No.:

SPECIFIC CRITERIA	(-) ←	→ (+)
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Appropriateness of the response.</li> </ul>		
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising).</li> <li>Analysed, evaluated and synthesised the source's value and/or relevance for the topic and student population.</li> <li>Made clear links with your teaching and professional experience.</li> </ul>		
<b>Familiarity with relevant professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Detailed and appropriate references used.</li> <li>Used APA referencing conventions and formatting.</li> <li>Used the library databases.</li> <li>Ensured that a majority of the sources are Australian.</li> <li>Provided URLs where possible and feasible.</li> <li>Used research-based sources that are the most relevant.</li> <li>Used mostly Australasian sources within the last <u>five</u> years.</li> <li>Referenced wider reading beyond the sources provided within the course.</li> </ul>		
<b>Presentation, structure and organisation of response</b> <ul style="list-style-type: none"> <li>Readability with logical sequencing/flow of ideas.</li> <li>Appropriate academic and linguistic conventions.</li> <li>Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).</li> </ul>		
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>		

Lecturer:

Date:

Recommended:

/20

(FL PS CR DN HD)

Weighting:

% / 45%

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  
 EDST2022 EAL TEACHING PRINCIPLES: REFLECTION PRESENTATION

Student Name:

Student No.:

SPECIFIC CRITERIA	(-)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>Appropriateness of the response.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Demonstrated a range of thinking strategies (understanding, analysing, evaluation, synthesising).</li> <li>Analysed, evaluated and synthesised the source's value and/or relevance for the topic and student population.</li> <li>Made clear links with your teaching and professional experience.</li> </ul>					
<b>Familiarity with relevant professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Detailed and appropriate references used.</li> <li>Used APA referencing conventions and formatting.</li> <li>Used the library databases.</li> <li>Ensured that a majority of the sources are Australian.</li> <li>Provided URLs where possible and feasible.</li> <li>Used research-based sources that are the most relevant.</li> <li>Used mostly Australasian sources within the last <u>five</u> years.</li> <li>Referenced wider reading beyond the sources provided within the course.</li> </ul>					
<b>Presentation, structure and organisation of response</b> <ul style="list-style-type: none"> <li>Readability with logical sequencing/flow of ideas.</li> <li>Appropriate academic and linguistic conventions.</li> <li>Clarity of writing (e.g. sentence structure, paragraphing, vocabulary, spelling, punctuation, word length).</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer:

Date:

Recommended:

/20

(FL PS CR DN HD)

Weighting:

% / 55%

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.**