



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5322

Scaffolding EAL/D Learners in the Challenge
Zone

Summer Semester

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<i>Summary of Course</i>	2
<i>Aims of the Course</i>	3
<i>Important Information</i>	3
<i>Student Learning Outcomes</i>	3
<i>Graduate Attributes</i>	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH.....	4
5. TEACHING STRATEGIES	4
6. COURSE CONTENT AND STRUCTURE	4
7. ASSESSMENT	6
<i>Assessment Details</i>	6
8. RESOURCES	9
<i>Course Book</i>	9
<i>Also recommended as supplementary reading and references:</i>	9

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
EDST5322 Scaffolding EAL/D Learners in the Challenge Zone (6 units of credit)
Summer Semester 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Jennifer Whittle
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Email: jennifer.whittle@unsw.edu.au
Phone: (02) 9385 8856
Availability: Please email to arrange an appointment

Lecturer: Associate Professor Pauline Gibbons
Office Location: Room 132, John Goodsell Building
Email: p.gibbons@unsw.edu.au
Phone: (02) 9385 1977
Availability: By email

3. COURSE DETAILS

Course Name	Scaffolding EAL/D Learners in the Challenge Zone
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	18, 19, 21, 22 January 2016 9.30am – 4.30pm John Goodsell LG19

Summary of Course

Much research has indicated the importance for all learners of intellectually challenging classrooms, along with high levels of teacher support, for improving educational outcomes in school. This is especially the case for English language learners. In this course we will take the notion of 'high challenge, high support' as a basic theme, and will discuss how EAL/D (English as an additional language or dialect) learners can be supported to work in their 'challenge zone'.

A particular focus will be on the 'high support', or scaffolding, required to ensure EAL/D students are successful learners, and on ways teachers can build bridges between what students bring to the classroom, and the new learning in which they are engaged. In this context, the course will include a focus on speaking, reading and writing across the curriculum. Many practical classroom activities will be presented and students will also be encouraged to share their own ideas about how they scaffold EAL/D learners into academic language and literacy.

The main ways in which the course has changed since last time as a result of student feedback are:

Aims of the Course

This course aims to provide teachers and other educational professionals with an understanding of the key assumptions underlying 'high challenge, high support' EAL/D pedagogy locally and internationally and the key approaches to implementing this across the curriculum that are suitable for their own educational context.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure

Student Learning Outcomes

Outcome	Assessment/s	
1	identify, describe and critically evaluate the key assumptions underlying a 'high challenge, high support' EAL/D pedagogy.	1, 2
2	demonstrate a sound understanding of key theoretical and practical problems and approaches in developing such EAL/D-informed pedagogy across the curriculum	1, 2
3	apply their knowledge and understanding of these key concepts and issues to the evaluation and improvement of pedagogy in their own educational context.	1, 2

Graduate Attributes

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

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Much research has indicated the importance for all learners of intellectually challenging classrooms, along with high levels of teacher support, for improving educational outcomes in school. This is especially the case for EAL/D learners who make up an increasing large proportion of the school population of NSW schools.

5. TEACHING STRATEGIES

The course argues that students learn best when they are engaged and given an appropriate level of challenge and appropriate support; 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.

To mirror this philosophy, teaching strategies used during the course will also include:

- Small group cooperative learning to demonstrate the use of group structures to address teaching and learning goals;
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice;
- 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 method content.
- Online learning from readings and web links

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

NOTE: This course is a blended face to face and on-line course so reliable and easy access to the internet is essential. The on-campus classes may also include some participants taking the course for professional development only (ie. not assessed).

Dates for Summer Course:

8th January 2016: Pre-class reflections, readings and **first assessment**

Jan 18, 19, 21, 22: Face to face classes

Jan 20: own research, reading and short on-line task

29th January 2016: Post class follow-up **second assessment** (followed by teacher feedback)

Required Text:

Gibbons, P. (2009). *English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone*, Portsmouth NH: Heinemann.

Key questions for the course

- What are the features of an effective EAL/D-informed curriculum?
- What scaffolding do I currently provide? How can this be strengthened?
- What is the role of students' first languages in teaching in and through English?
- Your questions?

Key questions for each day	Content
<p><i>Monday 18 Jan.</i></p> <p>What are some of the conditions under which a second language is best learned?</p> <p>Given that school-aged students need not only to learn a new language, but also to learn IN that language, what are some of the differences between “everyday” and “academic” registers?</p> <p>What is the significance of “mindfulness” in language learning?</p>	<p>High challenge, high support classrooms</p> <p>Reflection on own language learning experiences, and summary of L2 research.</p> <p>A model for a high challenge, high support classroom.</p> <p>Some key linguistic features of academic language: from spoken to written language (the mode continuum), and from ‘everyday’ to ‘academic’ registers.</p> <p>Developing “mindfulness” about language use.</p> <p>Implications for classroom practice.</p>
<p><i>Tuesday 19 Jan.</i></p> <p>What features of teacher-student talk are most supportive of L2 learning?</p> <p>How can student-teacher talk scaffold both content and language learning?</p> <p>What does scaffolding “look like” in practice?</p>	<p>Supporting learning and language development through classroom talk</p> <p>Classroom examples of interactional (micro) scaffolding: appropriation and recasting, prompting, handover; scaffolding ‘thinking’.</p> <p>Group work and “dialogic” talk; implications for classroom activities</p>
<p><i>Wednesday 20 Jan.</i></p>	<p>No class</p> <p>Personal research and online tasks</p>
<p><i>Thursday 21 Jan.</i></p> <p>How can teachers ‘build bridges’ between students and the texts that they read in their second language?</p>	<p>Reading in a second language</p> <p>Academic language and reading.</p> <p>Cues and processes in reading, including “in the head” /schematic knowledge.</p> <p>Four reader roles.</p> <p>Strategies used by fluent readers.</p> <p>Implications for the classroom: before-reading during-reading and after reading activities.</p>
<p><i>Friday 22 Jan.</i></p> <p>What are the valued/ relevant written genres in my teaching context?</p> <p>What are the features of these genres?</p> <p>How are speaking and reading related to writing in my classroom?</p>	<p>Writing in a second language</p> <p>Using genre pedagogy with English language learners.</p> <p>Integrating reading and writing.</p> <p>Features of key written genres.</p> <p>Assessing student writing for learning.</p> <p>Course conclusions and reflections.</p>

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1. A critical account of an EAL/D student's experiences of learning English in school.	1500 words	30%	1, 2, 3	1, 2, 4, 6	8 th January 2016 midnight
2. Evaluate an EAL/D-focused curriculum unit.	3500 words	70%	1, 2, 3	1, 2, 3, 4, 5	29 th January 2016 midnight

Assessment Details

Task 1 (30%)

A critical account of an EAL/D student's experiences of learning English in school.

Due: **8th January 2016, midnight**

Submit assignment electronically via Turnitin on Moodle **No hardcopy needed.**

Prior to the course, you are asked to read the course textbook, and other related readings if relevant, and, drawing on this, to write a short (1,200 word) account about an EAL/D student's experiences of learning English in school. This may be a student whom you have taught, or know. Discuss the student's strengths and difficulties, and the ways in which he/she was supported or frustrated by the existing classroom and school routines and activities.

Task 2 (70%)

Evaluate an EAL/D-focused curriculum unit.

Due: **29th January 2016, midnight**

Submit assignment electronically into Turnitin **No hardcopy needed.**

This task requires you to evaluate an existing teaching unit designed for scaffolding EAL/D students in specific subject areas. Students select one of three units posted on Moodle.

Your evaluation should discuss how the unit embodies EAL/D principles and application of second language learning, and should demonstrate your understanding of key concepts and issues raised during the course and related readings.

- Include an analysis of the strengths of the unit considering theoretical as well as practical issues. Your evaluation may cover unit assessment tasks, language focus areas, student activities and recommended resources.
- Highlight three specific areas of weakness and give recommendations for improvement.
- Provide a range of references to support your key points. A list of suggested readings is posted on Moodle.

Length: 4,000 words

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5322 Scaffolding EAL/D Learners in the Challenge Zone

Student Name:

Student No.:

Assessment Task: **Task 1 (30%)**

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • some familiarity with how second language development can be best supported in school • your ideas on what has helped the learner at school, or additional support or changes that could be considered • ideas expressed professionally and with due regard to school resources 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • evidence of some understanding of EAL principles • evidence of application of ideas in course book to an authentic situation 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • reference to the course book • reference to at least one other professional reading 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure to response • clarity and coherence of organisation 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length for a personal reflection 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

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

Date Weighting: 30%

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
 EDST5322 Scaffolding EAL/D Learners in the Challenge Zone

Student Name:

Student No:

Assessment Task: **Task 2 (70%)**

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key EAL/D principles, concepts and issues explicitly raised during the course and in your follow up readings. • depth of analysis of specific strengths and weakness of pedagogy, including theoretical as well as practical issues • clarity and depth of implications/recommendations for improvement 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature to support response 					
Structure and organisation of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • 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: 70%

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.**

8. RESOURCES

Course Book

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

Also recommended as supplementary reading and references:

Alexander, R. 2008. *Towards Dialogic Thinking: Rethinking Classroom Talk*, 4th edition. York UK: Dialogos.

Carder, M. (2007), *Bilingualism in International Schools: A Model for Enriching Language Education*. Clevedon: Multilingual Matters.

Derewianka, B. (2011) *A New Grammar Companion for Teachers*. Sydney: Primary English Teaching Association Australia.

Garcia, O. and Colin Baker (eds), (2007) *Bilingual Education: An Introductory Reader*. Clevedon: Multilingual Matters.

Genesee, F., Lindholm-Leary, K., Saunders, B., Christian, D., (2013), *Educating English Language Learners: A Synthesis of Research Evidence*. Cambridge: Cambridge University Press.

Gibbons, P. (2006), *Bridging Discourses in the ESL Classroom: Students, Teachers and Researchers*. London: Continuum.

Gibbons, P. (2014) *Scaffolding Language, Scaffolding Learning: Teaching English Language learners in the Mainstream Classroom 2nd edition*. NH: Heinemann.

OR Gibbons, P. (2002), *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. NH: Heinemann.

Hammond, J (ed), (2001), *Scaffolding: Teaching and Learning in Language and Literacy Education*. Sydney: Primary English Teaching Association.

Haneda M. and Wells, G. (2008). "Learning an Additional Language through Dialogic Inquiry." *Language and Education*, 22 (2), 353 – 370.

Humphrey, S., Droga, L., Feez, S. (2012), *Grammar and Meaning*, Sydney: Primary English Teaching Association Australia.

Lightbown, P and Spada, N. (1993), *How Languages are Learned*. Oxford: OUP.

Newmann, F. and Associates (1996) *Authentic Achievement: Restructuring Schools for Intellectual Quality*. San Francisco: Jossey-Bass.

Walqui, A. and van Lier, L. (2010). *Scaffolding the Academic Success of Adolescent English Language Learners*. San Francisco: West.Ed .

(see www.WestEd.org/bookstore)