



**UNSW**  
AUSTRALIA

Arts & Social  
Sciences

School of Education

EDST6704

EAL/D METHOD 1

Semester 1

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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  
EDST 6704 EAL/D Method 1 (6 units of credit)  
Semester 1 2016

## 2. STAFF CONTACT DETAILS

Course Coordinator: Helen Pearson  
Office Location: JG room130  
Email: [h.pearson@unsw.edu.au](mailto:h.pearson@unsw.edu.au)  
Phone: 9385 3613  
Availability: Monday 11-12 or Thursday 11-12

## 3. COURSE DETAILS

<b>Course Name</b>	EAL/D Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	
Lecture	Wed 17 (w1-4,5-10,N4, JGoods LG19)
Tutorial	Wed 18-20 (w1-4,5-10, N4, JGoods LG19)

### *Summary of Course*

This course prepares students for the teaching of English as an Additional Language or Dialect in secondary schools in NSW. Students will develop knowledge and understanding of relevant theories and practice to meet the language learning needs of EAL/D students in a secondary school context.

### *Aims of the Course*

This course aims to:

- Prepare students to be effective teachers of English as an Additional Language or Dialect using sound EAL/D pedagogy, across all KLA's
- Develop students' knowledge and understanding of the ESL Scales, NSW Board of Studies English syllabus Stages 4 and 5 and Graduate Attributes (the AITSL Professional Graduate Teaching Standards).

### *The main way in which the course has changed since last time as a result of student feedback:*

- Assessment will be discussed in class when lecture points relate directly to assessment tasks.
- Feedback will be provided electronically through Turnitin.
- Readings not from the textbook will be posted on Moodle.

### *Important information*

- **Assessment:** Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.
- **Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, attendance at less than 80% of classes in a course may result in failure.

### *Student Learning Outcomes*

Outcome		Assessment/s
1	Demonstrate an ability to develop goal oriented, engaging lesson plans which are designed to support the subject learning and language learning of EAL/D students by using a range of strategies based on EAL/D pedagogy.	1,2
2	Demonstrate the ability to select and implement appropriate, effective strategies to support EAL/D students to access mainstream curriculum outcomes and to explicitly teach language required for success in Key Learning Areas.	1,2
3	Demonstrate the ability to assess students using the <i>ESL Scales</i> and to program language learning with reference to the relevant outcomes and pointers from the <i>ESL Scales</i> .	1,2
4	Demonstrate an awareness of the NSW Board of Studies English Syllabus for Stage 4 and 5 and how to program for the needs of EAL/D learners in English.	1,2
5	Demonstrate the essential link between outcomes, assessment, teaching strategies and lesson planning.	1,2
6	Demonstrate knowledge and understanding of learning outcomes and classroom practice related to teaching ICT.	2

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

Standard		Assessment/s
1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	1,2
1.3	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
2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1,2
2.2	Organise content into an effective learning and teaching sequence.	1,2
2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	1,2
2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	2
2.5	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	
2.6	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1,2

3.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1,2
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	1,2
3.3	Include a range of teaching strategies.	1,2
3.4	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.	1,2
3.5	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	1
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.	2
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.	1
6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	1,2

#### *National Priority Area Elaborations*

This is a Method course for ESL Teachers so a great deal of the focus is on literacy.

Also it is EAL/D students to which the teacher training is addressed so Aboriginal and Torres Strait Islanders are the students who are learning English as an additional dialect. Students with special educational needs are also included also as the course addresses the educational needs of refugees. In assessment 2 students are required to explain how the lesson could be adapted to ATSI and refugee students.

Students with special needs are included also as the course addresses the needs of refugees.

In this course the teachers are taught how to use Information and Communication Technologies in their teaching. There is a Hot Potatoes workshop and students are assessed on a product of this. They are also assessed on lesson plans incorporating ICT.

ESL teaching is for Students from Non-English Speaking Backgrounds.

Priority area		Assessment/s
Aboriginal and Torres Strait Islander Education	2, 4, 5, 6, 7, 8, 11, 12	2
Information and Communication Technologies	1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14	2
Literacy and Numeracy	1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19	1 and 2

Students with Special Educational Needs	1, 2, 3, 4, 5, 6, 7, 8, 9	1 and 2
Teaching Students from Non-English Speaking Backgrounds	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1 and 2

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

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 ESL 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 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

#### 5. TEACHING STRATEGIES

- Student-centered 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 model and 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.

## 6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 2 March	<p><u>Introduction to EAL/D Learning</u> EAL/D students, their needs and the roles and responsibilities of ESL teachers. Acquiring a language and acquiring a dialect</p> <p>NPAE A.2, 4, 5, 8 C. 1, 4, 6, 9, 13 D. 1, 2, 3, 4, 11, 16 E. 1, 2, 3, 9 F. 1, 2, 3, 4, 5, 6, 11</p>	<p>1) Course Schedule 2) explanation of microteaching 3) requirements of assessments 4) Resources for the course.</p> <p><b>Instructions for Microteaching</b> using a video as a model</p> <p><b>Compulsory Reading for Week 2</b> Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i>, Foreword and Chapter 1 with question sheet.</p>
2 9 March	<p><u>Theories and Research related to teaching EAL/D learners</u> First /Second Language Acquisition; Comprehensible Input; The Schema theory ; The Mode Continuum; Theory of Proximal Development; Four Zones of Proximal Development; Scaffolding</p> <p>NPAE D. 1, 2, 3, 4, 5, 7, 8, 14,15,19 E. 1, 2, 3, 9 F. 1, 2, 3, 4, 5, 6, 11</p>	<p>1) Group discussion of Gibbons 2) Creating a High challenge/ High support classroom resource, using ICT</p> <p><b>Microteaching</b> <b>Compulsory Reading for Wk 3</b> De Courcy, M. et al (2012). Teaching EAL/D Learners in Australian Classrooms. PETAA: Sydney</p>
3 16 March	<p><u>The ESL Scales:</u> Using the Scales for Assessment Developing a profile of EAL/D students using the Scales</p> <p>NPAE A. 4 D. 1, 2, 3, 4, 5, 13, 14, 15, 16, 17, 18 E. 1, 2, 3, 4, 6, 9 F. 5, 6, 7</p>	<p>1) Group discussion on Wk 2 reading 2) Group work using ESL Scales with real EAL/D scripts 3) Workshop for Assessment 1: analysing a student profile and preparing a relevant ICT resource.</p> <p><b>Microteaching</b> <b>Compulsory Reading for Wk 4</b> Pauline Gibbons, <i>English Learners Academic Literacy and Thinking Ch. 2 and 3 with question sheet (1 mark)</i></p>
4 23 March	<p><u>EAL/D Pedagogy: Theory into Practice</u> Teacher/ Student Talk Interactive Task Design The ESL Teaching Sequence</p> <p>NPAE A 4, 5, 8, C. 1, 3, 4, 5, 6, 7, 12, 14 D. 1, 2, 4, 5, 7, 8, 11, 15, 16, 17, 19 E. 2, 3, 4, 6 F. 4, 5, 6, 7, 8, 9</p>	<p>1) Group discussion of Gibbons 2) Groups design a paper lesson related to one of previous student profiles</p> <p><b>Microteaching</b> <b>Compulsory Readings for Wk 5</b> <b>explanation:</b> Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 7</p> <p><b>Assignment 1 due 24 March 5pm</b></p>

### Mid-Semester Break

<p>5 6 April</p>	<p><u>Explicitly teaching reading to EAL/D learners</u> The Three Cueing Systems and the Four Roles of the Reader Strategies for Pre, During and Post Reading. <u>The National Curriculum ACARA</u></p> <p>NPAE A. 2, 4, 5, 6, 7, 8 C. 4, 5, 6, 7, 8, D. 1, 2, 3, 4, 5, 7, 8, 11, 12, 15, 17, 18, 19 E. 2, 3, 4, 6, 9 F. 3, 4, 5, 6, 7</p>	<p>1) Group discussion on Gibbons 2) Modeling and group designing of reading lesson. 3) Developing scaffolds with ICT</p> <p><b>Microteaching</b> <b>Compulsory Reading for Wk 6</b> Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 5 ACARA documents on Moodle with task for break (1 mark)</p>
<p>6 13 April</p>	<p><u>Role and Function of Intensive English Centres (I.E.C.s)</u> <u>Teaching Oral English</u> Speaking English Pronunciation and presentation skills</p> <p>GUEST LECTURER from I.E.C.</p> <p>NPAE A. 4, 8 D. 1, 2, 3, 4, 7, 11,14, 15, 17, 18, 19 E. 1, 2, 3, 4, 5, 6, 7, 8, 9 F. 1, 2, 3, 4, 5, 6, 7, 10, 11</p>	<p>1) Group discussion of Gibbons and ACARA 2) Develop a speaking task</p> <p><b>Microteaching</b> <b>Compulsory Reading for Wk 7</b> Pauline Gibbons, <i>English Learners Academic Literacy and Thinking</i> Chapter 6 with question sheet (1 mark)</p>
<p>7 20 April</p>	<p><u>Explicitly teaching writing to EAL/D learners</u> The Genre theory The Curriculum Cycle Assessing writing</p> <p>NPAE A. 4, 5 C. 3, 4, 5, 6, 7, 9,10, 11, 12, 13, 14 D. 1, 2, 3,11 E. 2, 3, 4, 6, 9 F. 5, 7, 8,9</p>	<p>1) Group discussion of Gibbons 2) Planning sequences of 2 lessons to support EAL/D students in the mainstream: Ass 2 Prep.</p> <p><b>Microteaching</b> <b>Compulsory Reading for Wk 8</b> "Focus on writing". Chapter 6 in Hertzberg, M. (2012) <i>Teaching English in Mainstream Classes</i>. PETAA: Sydney</p>
<p>8 27 April</p>	<p><u>Teaching EAL/D Students Across the KLA's:</u> Features of Academic Language</p> <p><u>Teaching EAL/D Learners in the KLA English</u> The BOS 7-10 English Syllabus Linking the Scales to the English Syllabus Linking Stage 3 to Stage 4</p> <p>NPAE A 2, 4, 5, 6, 8, 11 C. 2, 3, 4, 5, 7, 9,10, 12</p>	<p>1) Group discussion of Hertzberg 2) Ass 2 Prep: Modeling and practice making tasks using ICT to support EAL/D students across KLAs</p> <p><b>Microteaching</b> <b>Compulsory Readings for Wk 9</b> <b>explanation:</b> Pauline Gibbons, <i>English Learners Academic Literacy Ch 8</i> with question sheet (1 mark)</p>



	D. 1, 2, 3, 4, 5, 7, 8,13, 14, 15, 16, 17, 18, 19 E. 2, 3, 4, 7 F. 5, 7, 8, 11	
9 4 May	<u>Literacy and Language</u> Techniques and reasons for teaching English grammar in English and other KLA's. NPAE C. 3, 5, 11, 14 D. 1, 2, 3, 4, 5, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19 E. 2, 3, 4, 7 F. 5, 6, 7	1) Analyse writing at the word and sentence level 2) Designing grammar activities for EAL/D learners <b>Microteaching</b> <b>Compulsory Readings for Wk 10</b> English 7-10 Syllabus Cochrane, I et al (2013) <i>Grammar in the Early Years: A games-based approach</i> . PETAA: Sydney
10 11 May	<u>Planning a Unit of Work in English</u> Approaches to planning a unit of work for EAL/D students around poetry, novels, and short stories NPAE A 2, 4, 5, 6, 7, 8, 11 C. 3, 4, 5, 6, 7, 14 D. 1, 2, 4, 5, 7, 8,12, 15, 19 E. 1, 2, 3, 4, 7, 8, 9 F. 1,3, 4, 5, 6, 7, 8 ,9, 11	1) Homework resource (1 mark) 2) Hand out and explain evaluation of P.E. task (to be handed in after P.E.) 3) Workshop unit planning <b>Microteaching (if required)</b> <b>Assignment 2 due Thursday 12 May</b>
<b>Professional Experience</b>		
11 22 June	<u>ICT in the Classroom</u> HOT POTATOES Using H. P. Authoring software to create EAL/D resources NPAE A. 2, 4, 5, 6, 8, 12 C.1, 3, 4, 5, 6,7, 9, 10, 11, 12, 13, 14	<b>Debriefing and evaluation of P.E.</b> Highs and lows; areas you improved the most; areas you still need to work on; useful strategies; inspiring use of ICT and other contemporary teaching resources. (2 marks) Students create their own resources with Hot Potatoes (1 mark)

## 7. COURSE ASSESSMENTS

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	National Priority Area Assessed	Due Date
<b>Assessment 1</b>  Student profile and appropriate teaching methodology	2000 Words Max.	40%	1, 2, 3, 4, 5	12, 1.3, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 6.3	D. 4, 5, 7, 8, 9, 15,16, 18 E. 3, 4, 7, 8, 9 F. 3, 4, 5, 6, 7, 8, 9	Week 4 24 March 5:00 PM
<b>Assessment 2</b>  Three lesson plans to support EAL/D learners in a KLA	2500 Words	50%	1, 2, 3, 4, 5, 6	1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 6.3	A 4, 5, 7, 8 C. 4, 5, 6, 7, 9,10, 12, 13 D. 1, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 17, 18, 19 E. 2, 7, 8 F 1,3, 4, 5, 6, 7, 9, 11	Week 10 May 12 <sup>th</sup> 5:00 PM
<b>Tutorial tasks</b>	Comprehensive answers required	10%			C. 5, 6, 7, 9,10, 12, 13 D. 1, 2, 3, 4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 17, 18, 19 E. 2, 7, 8 F 1, 3, 4, 5, 6, 7, 9, 11	Every week before lecture
Microteaching		Satisfac. or Unsatisfac.				Week 2-10 Tutorials
Self-evaluation of Microteaching	500 Words	Compulsory				Hand in the week after MT.

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 1: Student profile and appropriate teaching methodology. 2,000 words. Due:  
Week 4: Thursday 24 March at 5pm**

1. Choose two EAL/D student profiles from the supplied resource on Moodle. Each student must be at a different learning phase according to the ACARA EAL/D learner phases. Identify and explain each student's phase using ACARA criteria. (500 words)
2. Use the ESL Scales to help determine a teaching approach and rationale for each student and explain your process. (500 words)
3. Design an explicit teaching rationale to support each of these EAL/D learners, including specific evidence of different EAL/D teaching strategies. (1,000 words)
4. Prepare one EAL/D learning task using ICT appropriate to one of the student's needs and another paper based task appropriate to the other student's needs. (*this is not included in the word count*)
5. Explain and compare your differing methodology approaches in terms of the EAL/D pedagogy you have read in your prescribed readings as well as your using information from EDST6704 lecture notes. (500 words)

**NOTE: *Word count in brackets are a guide***

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

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6704 EAL/D METHOD 1: ASSESSMENT 1

Student Name:

Student No.:

Assessment Task: **Student profile and appropriate teaching methodology.**

SPECIFIC CRITERIA	(+) —————>(-)				
<b>Understanding of the question or issue and the key concepts involve</b> <ul style="list-style-type: none"> <li>• Demonstrates an ability to describe clearly the EAL/D learning phase and justify teaching methodology according to the students' needs</li> <li>• Demonstrates ability to compare differentiated teaching methodologies for different EAL/D learners</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Demonstrates a capacity to use ESL scales</li> <li>• Plan carefully and implement engaging and goal oriented teaching approaches for two EAL/D learners which address the specific needs of each learner.</li> <li>• Demonstrates the ability to design and outline appropriate teaching rationale to support specific EAL/D learners</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>• Demonstrates ability to design appropriate paper based EAL/D learning task</li> <li>• Shows evidence of critical analysis and reflection.</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <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.</li> <li>• Demonstrates thorough knowledge of prescribed texts and is able to implement their pedagogies in relation to the students</li> </ul>					
<b>Structure and organisation of response</b>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b>					

Lecturer

Date

Recommended:      /20 (FL PS CR DN HD)      Weighting: 40%      Mark      /20

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.**

## HURDLE REQUIREMENT

### MICROTEACHING

Microteaching is the planning, presentation and evaluation of a lesson over a shortened period of time (a 10 minute mini-lesson). It is a critical aspect of method as it provides students with the opportunity to demonstrate key competencies that must be achieved before student teachers are permitted to undertake Professional Experience 1, at the same time observing other student teachers and engaging in peer review. It is recommended that students read widely on effective classroom strategies and practise aspects of their mini-lesson with a small group of peers prior to assessment.

The assessment process will consist of the following two components:

1. A detailed **lesson plan using the prescribed template**, including a statement of expected learning outcomes
2. A 10 minute mini-lesson

**Initial Lesson Plan:** All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

**Microteaching:** This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

**NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved.**

The individual students self-evaluate their performance, responding to any peer evaluations, identifying 3 strengths in their presentation and 3 areas for improvement.

These **self-evaluations** are emailed to [h.pearson@unsw.edu.au](mailto:h.pearson@unsw.edu.au)

STUDENT TEACHER			
Name:		zID:	
		Date:	
Details			
Method		Topic/level	
Standards		Comments	
<p><b>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</b></p> <ul style="list-style-type: none"> <li>Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)</li> <li>Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)</li> <li>Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1)</li> <li>Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)</li> <li>Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)</li> <li>Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</li> </ul>			
<p><b>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</b></p> <ul style="list-style-type: none"> <li>Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)</li> <li>Were instructions, explanations and questioning techniques effective? (3.3.1)</li> <li>Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1)</li> <li>Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)</li> </ul>			
<p><b>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</b></p> <ul style="list-style-type: none"> <li>Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)</li> <li>Were activities well organised and direction clear? (4.2.2)</li> <li>Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)</li> </ul>			
<b>Comments:</b>			
<b>Lecturer:</b>		<b>Date:</b>	
		<b>Satisfactory /Unsatisfactory (circle)</b>	

**Assessment 2: Week 10 Thursday 12 May at 5pm**

**Adapting THREE lesson plans to support EAL/D learners in a KLA.  
2,500 words (not including resources)**

1. Adapt three lesson plans from a KLA so that they incorporate EAL/D teaching strategies that are supportive of EAL/D learners but remain faithful to the learning outcomes of the KLA.
  - ONE of the adapted lessons should include the use of ICT
  - Use the *ESL Scales* to help identify the language you will need to teach the students
  - Use the standard lesson plan format
  - Demonstrate knowledge of a variety of EAL/D teaching strategies
  - Map all aspects of teaching to EAL/D pedagogy.  
(Three lesson plans. 1,500 words equivalent)
2. Create and submit all teaching resources necessary for the lessons.
3. Write an analysis of the lessons that you have developed.
  - Identify and describe strengths the existing KLA lessons had for EAL/D learners with reference to course readings. (200 words)
  - Identify and explain the main challenges the KLA lessons pose for EAL/D learners, making reference to the demands of the unit and the language and cultural differences of EAL/D learners. (200 words)
  - Explain how you attempt to support students to meet the language demands of the KLA lessons by making reference to your adapted lessons, relevant course readings, EDST6704 lectures and tutorials. (200 words)
  - Explain how you would adapt or modify one lesson each:
    - a) for a student who has had interrupted schooling (e.g. a refugee)  
(200 words)
    - b) for an indigenous student who has English as an additional dialect  
(200 words)

NOTE: *Word count in brackets are a guide.*

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

UNSW SCHOOL OF EDUCATION  
FEEDBACK SHEET - EDST6704 EAL/D METHOD 1

Student Name:

Student No.:

Assessment Task 2: Adapting two lessons to support EAL/D Learners in a KLA

SPECIFIC CRITERIA	(+) —————→ (-)				
<p><b>Understanding of the question or issue and the key concepts involve</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of ESL teaching strategies such as interactive tasks when adapting lessons, 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> </ul>					
<p><b>Depth of analysis and/or critique in response to the task</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a capacity to plan and implement engaging and goal oriented lessons for EAL/D learners which address the learning outcomes of KLA and language outcomes required for EAL/D students .</li> <li>• Identifies and describes strengths and challenges of the existing KLA lessons for EAL/D learners with reference to course readings</li> <li>• Demonstrates an ability to create and adapt appropriate teaching resources with clear instructions and design to support EAL/D learners</li> <li>• Offers explanation how to adapt or modify a lesson for interrupted schooling and indigenous students</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>					
<p><b>Structure and organisation of response</b></p>					
<p><b>Presentation of response according to appropriate academic and linguistic conventions</b></p> <ul style="list-style-type: none"> <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>					

Lecturer

Date

Recommended:

(FL PS CR DN HD)

Weighting: 50%

Mark: /20

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.**



## HURDLE REQUIREMENT

### Creating a Contemporary Classroom - Hands on with Digital Technologies

Active participation in 2 x 1.5 hour sessions taken by a specialist in technology enabled learning and teaching to help prepare student teachers to understand and use digital technologies in their contemporary classrooms, and assessed by Method lecturers.

These technologies will include:

#### Session 1

- Presentation tools and classroom equipment including interactive whiteboards;
- Online sites, tools and communities including blogs, wikis, iTunesU, icourses etc;

#### Session 2

- Web based enquiry learning resources, including webquests;
- One– to-one technologies including ipads, netbooks and notebooks and the technologies which support shared learning on individual devices; and
- Resources to create contemporary lessons see: [Flipped classroom](#)

## 8. RESOURCES

The Flipped Classroom,  
<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

**TPACK** (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

**S A M R** (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

**[Rural & Distance Education NSW](#)**: A local resource presenting both frameworks,  
<http://rde.nsw.edu.au/tpack-samr>

**Teaching Teachers for the Future - What is TPACK?** , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialled one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

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.

## 8. RESOURCES

### *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)