English (ESL)

Stage 5 Year 9

Unit: Media - The Interview

UNIT OVERVIEW
This unit of work was developed by Lyn Nguyen and Annie Alex of Cabramatta High School as part of the 2004-5 ATESOL NSW Quality Teacher Programme Project: Programming ESL in English 7-12 within a Quality Teaching framework.
Unit Overview

Subject: English (ESL)

Stage: 5 - Year 9

Topic: Media - The Interview

Duration: 6-7 weeks

Rationale

Cabramatta High School’s English program is designed for students who are either recent arrivals in Australia or children of first generation migrants. 97.3% of the student body comes from an NESB background. As such, the English program is based on current TESOL theory and practice, as well as on recent developments in the curriculum area. The program is structured to meet the requirements of the NSW Board of Studies K-10 Curriculum framework and stage 4/5 English Syllabuses, plus the NSW Quality Teaching and Learning framework.

Mode of delivery

In years 7-10 the school runs parallel English/ ESL classes. This unit of work is intended for the two Stage 5, year 9 ESL classes totalling 35 students. It will also be used as part of the wider mainstream year 9 English media unit; therefore it is quite extensive.

Student Needs

In the two parallel classes students display diverse needs and abilities. Of the 35 students 11 have exited into high school only this year from the on site Intensive English Centre (IEC). A further 5 enrolled at the beginning of term 4 last year. The remaining 15 are students who have been in Australia between 2 to 5 years.

The cohort is predominantly male; 25 boys and 6 girls. There are 14 students who have been identified as having specific learning needs.

Syllabus Outcomes

3. A student selects, uses, describes and explains how different technologies affect and shape meaning.

4. A student selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.

11. A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.
Assessment Tasks

Besides informal assessment done in the classroom by the teacher, there are two formal assessment tasks in this unit.

**Task 1– Written Interview.**

**Part 1** The student is able to work independently and with a partner (outcome 11)
- The student is able to organize himself/herself and *work independently and effectively.* 5 marks
- The student is able to meet set deadlines 5 marks

**Part 2** The student is able to produce a written interview that is published using Microsoft Word.
- The student is able to write a written interview using the correct *language forms and features, and structures* (outcome 4) 5 marks
- The student is able to use the correct technology to publish the interview. (outcome 3) 5 marks

**Task 2- Audio or Video Interview**

**Part 1** The student uses, reflects on and assesses their individual and collaborative skills for learning with increasing independence and effectiveness (outcome 11)
- The student is able to *reflect on and assess* his/her learning skills. 5 marks
- The student is able to work with *increasing independence and effectiveness.* 5 marks

**Part 2** The student selects and uses different technologies (outcome 3) to produce a recorded interview.
- The student is able to *select and use different technologies effectively.* 5 marks
- The student is able to *select and use language forms, and features and structures of texts, in an effective manner.* (outcome 4) 5 marks