English (ESL) Course

Stage 6 Year 11

Unit: Language Study within an Area of Study - Transitions

UNIT OVERVIEW
ATESOL NSW PROFESSIONAL DEVELOPMENT PROGRAM 2005

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Unit: Language Study within an Area of Study - Transitions

This unit of work was developed by Dianne O’Neile of Pendle Hill High School and Jo-Anne Patterson of Wyndham College, as part of the 2004-5 ATESOL NSW Quality Teacher Programme Project: Programming ESL in English 7-12 within a Quality Teaching framework.

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Acknowledgement
This project was funded by the Australian Government Department of Education, Science and Training as a quality teacher initiative under the Australian Government Quality Teacher Programme.
Unit Overview

**Topic:** Transitions  
**Stage 6:** Preliminary English (ESL)  
**Course component:** Language Study within an Area of Study  
**Duration of unit:** 8 – 10 weeks (9 X 50 minute lessons per fortnightly cycle)

**Class:** The students in this group have been educated in Australia for two years or less prior to beginning the Preliminary HSC course. Some of the students have come directly from an Intensive English Centre while others have experienced between one and four terms in Year 10 prior to beginning the Preliminary HSC. They are phase two and three learners who have had limited opportunities to develop their English language skills for academic study.

The students need support to build skills in:  
• vocabulary development and spelling  
• writing sentences, paragraphs and whole texts  
• reading for the main ideas in a range of texts and reading for detail  
• listening for the main ideas in a range of texts and listening for detail  
• online research

They need to develop knowledge and understanding of:  
• the structural and language features of different types of texts  
• how content, purpose and audience affect language

They need practice:  
• responding to and composing texts for a variety of contexts, purposes and audiences  
• to develop oral fluency

**Teachers:**  
1. Dianne O’Neile, Pendle Hill High School (7 – 12)  
2. Jo-Anne Patterson, Wyndham College (11 - 12)

**Method of delivery:** Preliminary English (ESL) class taught by ESL teacher

**Rationale:**  
Section 1 of the Preliminary English (ESL) Course requires the completion of at least one Language Study within an Area of Study whereby students acquire and develop their English language skills, knowledge and understanding through exploration of a concept represented in texts. Students are to address the following broad aspects of language study through the Area of Study:  
• linguistic conventions, grammatical features and vocabulary  
• language use shaped by context, purpose and audience  
• text structures  
• features of style

They explore the concept through:  
• close study of one or more texts  
• responding to and composing a wide range of related texts  
• making connections between texts and the Area of Study  
• synthesising aspects of a variety of texts  
• presenting coherently integrated interpretations of the concept

*English Stage 6 syllabus – English as a Second Language (ESL), p63*
This unit presents an Area of Study called Transitions that will in length, content and focus provide an appropriate language learning environment for the students in this class while covering the above syllabus requirements. It aims to develop skills in responding and composing that can be extended in the HSC English (ESL) Course.

The teaching sequence is divided into two sections, Part A which introduces and explores the concept of transitions through a teacher-developed stimulus booklet, and Part B which focuses on a core text.

**Syllabus Outcomes addressed in the unit:**
1. A student learns about the relationships between composer, responder, text and context
4. A student develops language relevant to the study of English
8. A student uses a variety of textual forms appropriately for different purposes, audiences and contexts in all modes
9. A student engages with a wide range of texts to develop a considered and informed personal response
11. A student analyses and synthesises information and ideas from a range of texts in a range of modes and media

**Assessment:**
Ongoing formative assessment through:
- teacher observation of students’ ability to understand concepts and complete tasks
- class discussion and feedback sessions
- a revision quiz
- checking / editing student compositions.

A formal assessment task to be completed at the end of the unit - weighting 20%
- This reading and speaking assessment task draws together the skills, knowledge and understanding students have developed of the concept of Transitions and how it is shaped in and through a variety of texts. Students are required to collect and analyse a range of texts in a variety of modes related to the concept of Transitions and to prepare a speech presenting this exploration and analysis to the class.

**Evaluation:**
The effectiveness of the teaching and learning sequence and resources in the unit will be measured by:
- Student interest and engagement throughout the unit
- Students’ ability to complete tasks
- Student responses on evaluation sheet
- Assessment task performance