

<b>Subject Title:</b>	English as an additional language method 2		
<b>Subject Code:</b>	EDU4OL2	<b>Credit Points:</b>	15
<b>Teaching Period:</b>	Semester 2	<b>Mode:</b>	Blended
<b>Prerequisite:</b>	Completion of or enrolment in EDU4OL1	<b>Level:</b>	AQF 7
<b>Subject Description:</b>			
<p>This unit is designed to extend a knowledge and skill base for pre-service teachers in the areas of curriculum, pedagogy, planning, assessment and reporting in English as an additional for students in the later years of formal learning and adult education contexts. The unit is designed to consolidate pre-service teachers' understanding of contemporary theory, concepts and skills related to students in more advanced levels of formal school learning of English as an additional language or in the later stages of adult education programs. The approach taken will also address cross-curriculum priorities. Students will deepen insights into theoretical concepts, pedagogical principles for developing advanced levels of plurilingualism in relation to state and national curriculum structures and Year 11 &amp; 12 assessment requirements related to English as an additional language. Students will apply their insights in the evaluation, design and implementation of learning resources that are responsive to the needs of diverse learners in school and adult education settings.</p>			
<b>Intended Learning Outcomes (ILOs) &amp; Australian Professional Standards for Teachers (APST)</b>			
Upon successful completion of this subject, you will be able to:			APST
1	Demonstrated knowledge and understanding of the concepts, substance and structure of the content and teaching strategies related to senior secondary and adult learning and teaching, as well as an understanding of key characteristics of additional language learning by people in these settings.	2.1, 3.2	
2	Critically analysed, planned, synthesised and implemented EAL learning and teaching activities and sequences relevant to the range of assessment contexts available in both Years 11 & 12 and adult settings. You will engage with both vocationally and academically-oriented pathways, as well as local and national assessment approaches.	2.1, 2.2, 3.2, 3.3, 7.4	
3	Justified, described, designed and evaluated a unit of work involving a variety of teaching strategies addressing issues specific to English as an additional language in ways that explicitly address learner diversity in prior experiences and integrate cross curriculum priorities in English as an additional language programs.	2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1	
4	Examined the assessment, feedback and reporting, learning task design, diversity in student backgrounds and experiences, purposes and learning opportunities for English as an additional language in senior school pathways and adult education contexts.	2.3, 5.1	

Assessment:				
Assessment Summary		Word Count Equivalence	%	APST
1	Task 1: Overview of options for senior secondary and EAL learning and identification of those options relevant to specific cohorts of learners	900	20	2.3, 3.1, 4.1,
2	Task 2: Building through transitions for diverse learners – unit plan	1800	40	2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.4, 5.1
3	Task 3: Reflective essay on Australia's EAL education needs and provisions	1800	40	2.1, 2.2, 2.3, 2.5, 3.6, 3.7, 4.1,
Assessment Details (including Assessment Criteria)				
1	<p>In this assessment task pre-service teachers will document the range of teaching provisions for English as an additional language available at the Years 11 and 12 levels and in adult/vocational education contexts in Australia, including eligibility conditions and access arrangements and identify examples of programs relevant to one identified group of EAL learners.</p> <p><b>Assessment Criteria</b></p> <p>You will be expected to address:</p> <ol style="list-style-type: none"> <li>1. Learners ranging from those with no prior literacy in any language to learners with sophisticated L1 literacy to age-equivalent levels</li> <li>2. Academically oriented and vocationally oriented provision</li> <li>3. State-based, nationally-supported and community options</li> </ol> <p>Face-to-face and 'distance'-based options</p>			
2	<p>In this assessment task pre-service teachers will choose one relevant transition issue for students entering or completing an EAL program of your choice and develop a unit of work covering two weeks that addresses this issue. You will be required to justify why you consider this an important transition issue and how you propose to address it in your teaching. You will collect a rich range of resources to support your plan. You will source 30 resources from a variety of quality locations including but not restricted to those developed by Government and Professional Associations in Australia. From these resources you will select five to analyse for explicit incorporation in tasks that you describe in your unit of work. You will analyse the intended learning(s) and how the learning is supported by the use of this resource. The precise intended contribution to student learning will cover both ability to use (spoken and written) English and (appropriate) knowledge about English as well documenting how the resource addresses student learning backgrounds and approaches, differentiation, use of new technologies and the transition issue. You will show how these activities form part of a coherent unit of work that either extends previous learning experiences or explicitly prepares learners for subsequent learning, vocational and communicative experiences.</p> <p><b>Assessment Criteria</b></p> <ol style="list-style-type: none"> <li>1. Rationale - A sound rationale for the identification of the transition issue and explicit connection with a relevant cohort of learners</li> <li>2. Analysis – A succinct analysis of either the learners' prior experiences or future needs</li> <li>3. Identification of 30 resources with references</li> <li>4. Pedagogy – A coherent view of the unit as a whole, its intended outcomes and the location of the five key tasks in it; a view of approaches to teaching English as an additional language that is consistent across the unit and consistent with a purposeful, interculturally-informed, learner-centred, task-based approach</li> <li>5. Clear, coherent, consistent and appropriate presentation, including use of English and the relevant other language.</li> </ol> <p>Appropriate referencing according to APA 6.</p>			
3	<p>In this assessment task pre-service teachers will be expected to undertake a review of current Victorian and Australian EAL teaching policy and provision, locate these approaches in their historical context and consider the extent to which they address both individuals', specific language communities' and Australia's needs for sophisticated plurilinguists. You must explicitly address the issue of the relationship between support for English language learning and support for further development of other languages.</p>			

**Assessment Criteria**

1. Accurate identification of relevant current and historical policy documents
2. A perceptive location of the roles of English in Australian life
3. Consideration of both State and National issues in relation to provision for different learner groups
4. Consideration of diverse learners and learning needs
5. Consideration of the place of EAL in the curriculum and how EAL contributes to shaping the curriculum as a whole

Consideration of the implications of your analysis for your own approach to teaching

Learning Resources	
Required Texts	
1	Lightbown, P. & Spada, N. (2013) <i>How languages are learned</i> , 4 <sup>th</sup> Ed. Oxford: Oxford University Press. Victorian Department of Education and Training (2016) The EAL handbook: Advice to schools on programs for supporting students learning English as an additional language. <a href="http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/eslhandbook.pdf">http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/eslhandbook.pdf</a>
Recommended Reading	
1	Indicated in appropriate week below

Learning Activities Overview:		
Week	Learning Topic	Learning Activities/Readings
1	<b>Languages Learning:</b> What are the features of upper secondary and adult learners approaches to learning English as an additional language?	Students will consider the diverse prior experiences of older EAL learners in formal institutions. Students will relate these considerations to the pathways and transitions needed and available to adolescent and adult EAL learners. Implications for teaching learners with diverse backgrounds across different settings will be elaborated.
2	<b>Using English to engage with the world (1):</b> Complex interpersonal interactions	Students will explore aspects of language use in interpersonal interaction to identify features relevant to the teaching of EAL in the Australian context. How English is used in negotiating cultural and individual positioning will be explored in face to face and diverse digital forms of communication. Implications for the content, processes and means of participation in EAL learning will be identified.
3	<b>Using English to engage with the world (2):</b> English as an additional language in instructional contexts	Students will consider their roles as language and culture planners. How varieties of English become part of Australian educational contexts will be explored and the implications of this for approaches to teaching identified. Instructional language as a learning resource will be investigated.
4	<b>Using English to engage with the world (3):</b> Persuasive writing	Students will consider the specific requirements of diverse kinds of institutional writing tasks and the challenges they present for learners, including the issues of relationships with authority in communication.
5	<b>Using English to engage with the world (4):</b> Critical reading and listening	Students will explore strategies for critical engagement with spoken and written texts, including how students from diverse backgrounds can be scaffolded into more critical engagement with texts that are less familiar to them.
6	<b>Language, culture and content in intercultural contexts: Issues for English as an additional language</b>	The content of the EAL curriculum pathways in Years 11 & 12 and adult education contexts will be explored in relation to the spoken (signed) and written texts that appear in teaching. The issues for the positioning of learners and the nature of the language/cultural resources that they are equipped with will be identified and their potential roles in uses of English in Australia (both in teaching and in wider life) explored.
7	<b>Exploring creativity in English as an additional language use</b>	Students will explore approaches to teaching EAL that empower their students to be creative users of English.
8	<b>Transitions and growth</b>	Alternative curricula that provide pathways for adolescent and adult English language learners will be considered and related to their prior learning experiences and future contexts of English use to engage with the diverse short and long term goals of EAL learners.
9	<b>Micro-teaching: Feedback during teaching and after learning</b>	Students will apply their learning from previous sessions in video-recorded micro-teaching activities and consider the implications of feedback from peers for their own practice as languages teachers.
10	<b>The Australian EAL policy context</b>	Students will engage with recent history of EAL policy in Australia and elaborate its implications for their own practices in supporting the development of sophisticated plurilingualism in their students.

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11	<b>International, intercultural and community-based experiences</b>	Opportunities for international and locally-based interaction with communities and schools will be explored and guidelines for effective practices considered.
12	<b>Teacher identity in intercultural EAL teaching contexts</b>	Students will reflect on the issues covered to elaborate views of their own professional and intercultural positioning as EAL teachers in relation to both their future students, those students' parents and their own future colleagues.

Assessment		
Assessment Task No.		Description of task:
1		Overview of options for senior/advanced languages learning and identification of those options relevant to cohorts of learners of a specific language
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed	
2.3	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7	
3.1	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7, Week 9, Week 11	
4.1	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7, Week 8, Week 12	
Assessment Task No		Description of task:
2		Building through transitions for diverse learners – unit plan
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed	
2.1	Week 8, Week 9	
2.2	Week 2, Week 3, Week 4, Week 5, Week 6, Week 7	
2.5	Week 3, Week 4, Week 5, Week 6, Week 7	
2.6	Week 2, Week 11	
3.1	Week 8, Week 12	
3.2	Week 1, Week 8, Week 9	
3.3	Week 9	
3.4	Week 7, Week 9	
3.5	Week 2, Week 3, Week 9, Week 12	
4.2	Week 9	
4.5	Week 2, Week 11	
5.1	Week 7, Week 8	
5.5	Week 12	
Assessment Task No		Description of task:
3		Reflective essay on Australia's EAL education needs and provisions
APST	Description of how each Graduate Teacher Standards is Taught, Practiced and Assessed	
2.1	Week 8, Week 9	
2.2	Week 2, Week 3, Week 4, Week 5, Week 6, Week 7	
2.3	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7	
2.5	Week 3, Week 4, Week 5, Week 6, Week 7	
3.6	Week 10, Week 12	
3.7	Week 12	
4.1	Week 1, Week 2, Week 3, Week 4, Week 5, Week 6, Week 7, Week 8, Week 12	