

EAL Unit 3

ETAQ

May 2018

Hello!

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ICEBREAKER

- x Introduction – name and role
- x One Word Barometer
- x Aim or Challenge



Getting to know you

Who has taught English for ESL Learners?

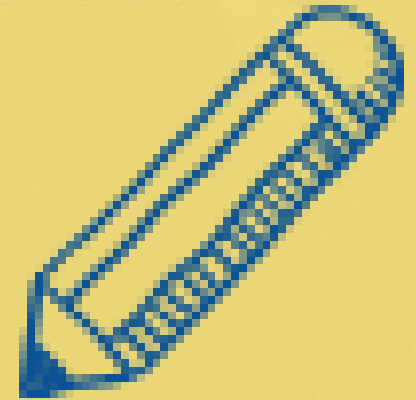
Who is an EAL teacher?

Who is currently teaching English for ESL Learners?

Who is an English teacher?



Questions?
Tips?
Confusions?
Affirmations?



Write
it here!

CHALLENGES

- x Timing
- x Nature of the cohort
- x Depth vs breadth
- x Language learning
- x ?



“As EAL learners, students studying this subject must have opportunities to learn the language features relevant to the texts they study and create in the course, in particular, vocabulary, grammar and cohesion.”

Considerations when planning

- x Requirement to study from the prescribed text list
- x Need to prepare students for external writing task through text type practice
- x Student backgrounds and cultural familiarity with concepts in texts



CONSIDERATIONS

- x Development of all macro-skills (reading, writing, listening, speaking)
- x On-going language acquisition
- x Explicit teaching of cultural understandings
- x Creating opportunities to develop academic speaking and collaborative skills
- x Intentional use of cognitive verbs



PLAN

Sample Unit Plan

- x Read plan
- x Identify alignment of subject matter, objectives, 21st century skills and learning experiences
- x In-depth look at plan
- x In-depth look at learning experiences particularly language learning





Unit Plan

Look at Sample Unit 3 (IA2)

x *In groups ...*

x Unit objectives

x 21st Century Skills

x Subject Matter



What other numeracy and ICT skills could be embedded here?

In-depth look

Consider:

- x The learning experiences
- x The resources
- x The assessment tasks



LEARNING EXPERIENCES

- x Focus on embedding language learning opportunities across macroskills
- x Focus on enhancing opportunities to develop academic communicative competence, especially orally
- x Explicit teaching of thinking skills

[Language Table - Student Copy.docx](#)



Resources

- x Prescribed text list
- x Possible combinations
- x Our choice – language, cultural and cognitive factors
- x [POSSIBLE THEMES.docx](#)



ACTIVITY:

As a group, brainstorm two texts that would suit your current cohort, and consider how these two texts would be linked?

Feed back to group

English as an Additional Language

Unit 1 Language, text and culture

- Examining and shaping representations of culture in texts
- Responding to a variety of media and literary texts
- Creating analytical and persuasive texts

Assessment

Formative internal assessment/s

Unit 2 Perspectives in texts

- Examining and shaping perspectives in texts
- Responding to literary texts, including a focus on Australian texts
- Creating imaginative and analytical texts

Assessment

Formative internal assessment/s

Unit 3 Issues, ideas and attitudes

- Exploring representations of issues, ideas and attitudes in texts
- Responding to literary and persuasive texts
- Creating analytical and persuasive texts

Assessment

Summative internal assessment 1:
Analytical written response (25%)

Summative internal assessment 2:
Persuasive written response (25%)

Unit 4 Close study of literary texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

Assessment

Summative internal assessment 3:
Imaginative spoken/multimodal response (25%)

Summative external assessment:
Examination — analytical written response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4. For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.



IA1

- Consideration given to practise for external task (deliberate text type choice)
- Specific thesis

IA2

- Choice of text type

**Asses
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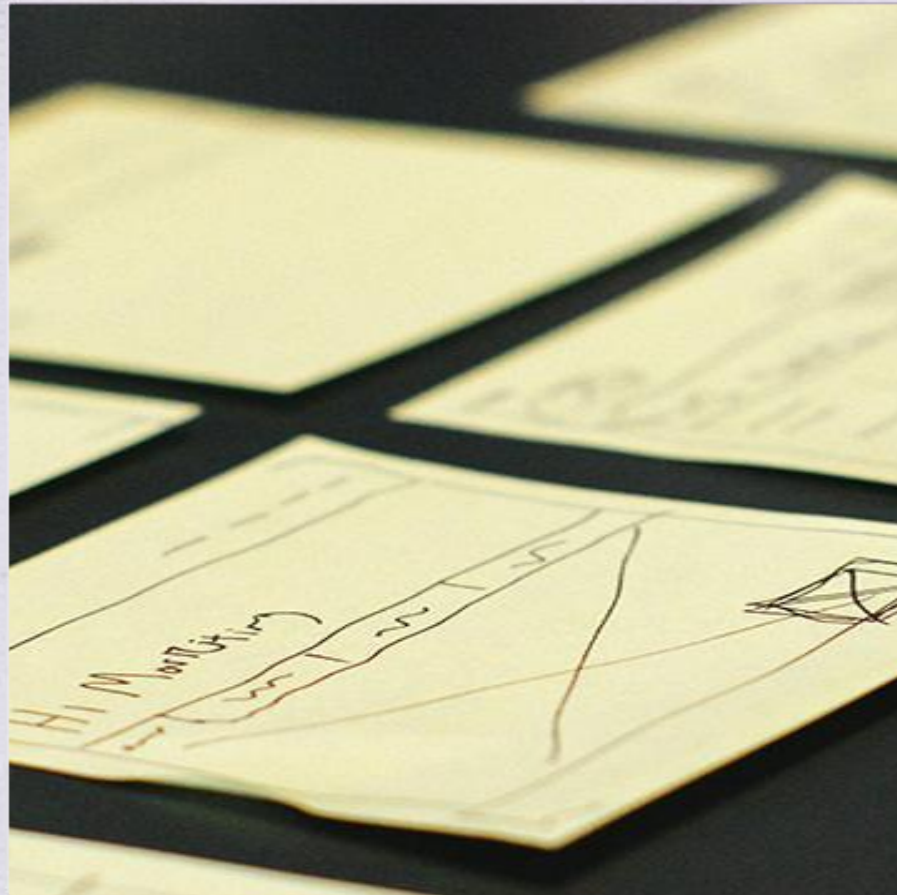
ACTIVITY:

What other text types could be used which would meet the syllabus requirements for IA1 and IA2? Choose one and frame a question using the texts brainstormed in previous slide.

Discussion

- x What else needed to be included?
- x What else could have been done?
- x Alternate texts – consider the prescribed text list





Happy Planning