School of Education

UNSW Arts, Design and Architecture

EDST6704

English as an Additional Language or Dialect Method 1

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Angela Kang	angela.kang@unsw.edu.au	Email to request meeting		

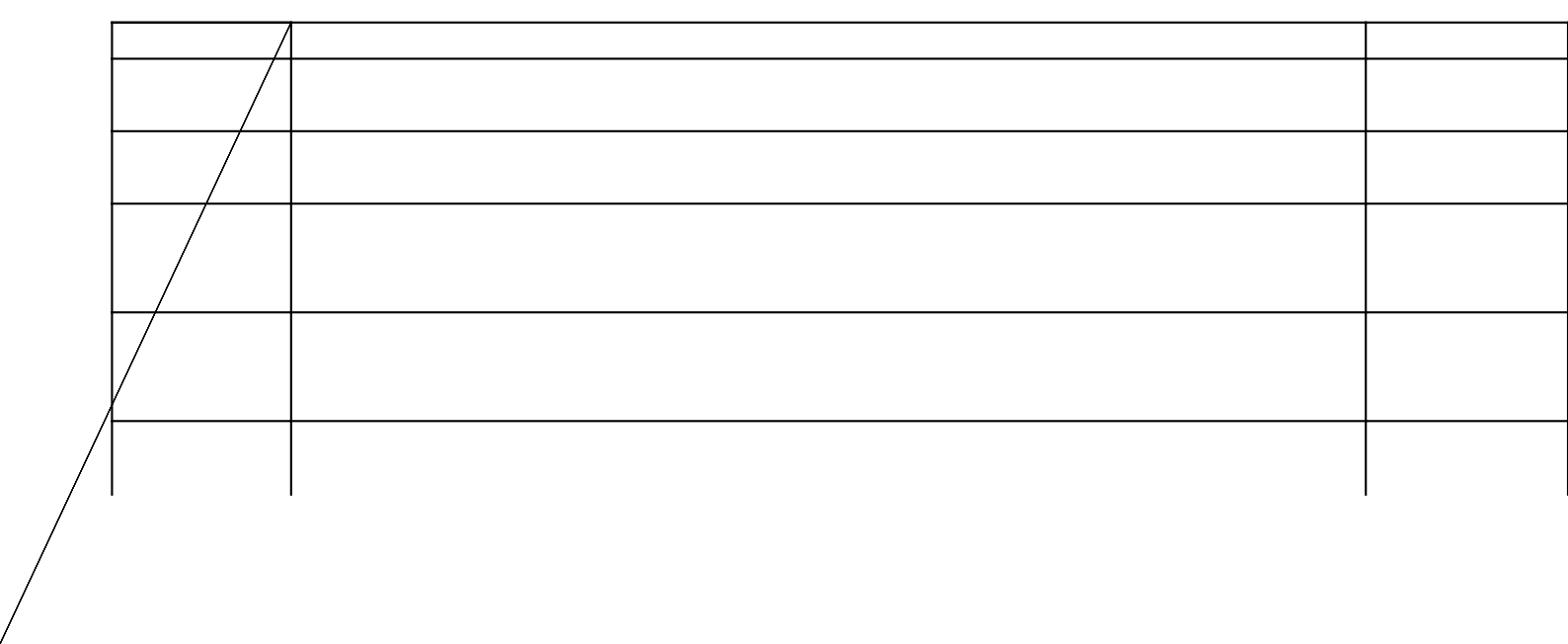
School Contact Information

School of Education
Arts, Design and Architecture
Ground Floor, Morven Brown Building (F20)

T: +61 (2) 9385 1977
E: education@unsw.edu.au
W: https://www.arts.unsw.edu.au/education

Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



	abilities.	
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	1, 2
2.2.1	Organise content into an effective learning and teaching sequence.	1, 2
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	2
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torre Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians.	1
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	1
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	1, 2
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.	1, 2
3.2.1	Plan lesson sequences using knowledge of student learning, content, and effective teaching strategies.	2
3.3.1	Include a range of teaching strategies.	

of programming, student feedback and reporting. All of this needs to be taught in a 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.

Teaching Strategies

Student-centred 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 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.

Assessment

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Lesson plan	40%	Wednesday 23/3/2022	1, 2, 3, 4, 5, 6
2. Unit of work outline	60%	Wednesday 27/4/2022	1, 2, 3, 4, 5, 6

Assessment 1: Lesson plan

Due date: Wednesday 23/3/2022

- Briefly identify and describe strengths the existing KLA lesson had for EAL/D learners. (/. . t l0ap)
- Identify and explain the main challenges the original lesson poses for EAL/D learners, referring to the linguistic and cultural demands on EAL/D learners. (/3. t l0ap)

RUBRIC/FEEDBACK SHEET
EDST6704 ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

Specific Criteria	(-)——————————>(+)				

		Complete professional reading journal/proforma
Week 7 Explicitly teaching reading	Lecture	• Three Cueing Systems • Four Resources Model • Pre, During and Post Reading •

Resources

Prescribed Resources

Online Learning Platforms/ ICT in the classroom

- The Flipped Classroom: http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html
- 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.
- Padlet: An online platform for create interactive and collaborative classrooms https://padlet.com/
- Quizlet: An online platform for supporting student development of word knowledge and key terms https://quizlet.com/latest
- Canva: Creating posters and other visual texts www.canva.com

Required Readings

Pauline Gibbons (2009). *Ckdifpe Jb^okbop ?`^ab j f` Jfqbo^`v ^ka efkhfkd Jb^okfkd fk qeb Ae^iibkdb Wlkb*, Heinemann

C J `^ibp (1994). Curriculum Corporation

ACARA (2014) *Ckdifpe ^p ^k ?aafqflk^i J^kdr^db lo Bf^ib`q b^`ebo Hbplro`b8 C?J-B lsbosfb t ^ka ^asf`b,* http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html

Further Readings

Anstey, M. & Bull, G. (2006). T*b^`efkd ^ka ib^okfkd j riqfifqbo^`fbp8 Ae^kdfkd qf j bp* `e^kdfkd ifqbo^`fbp,* Curriculum Press, Melbourne.

Attwood, B. (2005). *biifkd qeb qorqe ^_lrq ?_lofdfk^i efpqlov,* All and Unwin, Crows Nest.

Droga, L. & Humphrey, S. (2005) *Eo^ j j ^o ^ka qeb Cod^kfp^qflk lc Kb^kfkd*, Target texts, Berry, Australia.

Dufficy , P. (2005). *Bbpfdkfkd ib^okfkd clo Bfsbopb Ai^ppolljp*, PETA, NSW

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006) *o^kpclo j fkd Jb^okfkd tfqe GA K^hfkd G F^mmbk*. Pearson Australia

Gibbons, P. (2002). *`^cc liafkd J^kdr^db `^cc liafkd Jb^okfkd** Heinemann

Hammond, M. and Miller, J. (2015) *Ai^polljp lc lppf_fifqv8 rmmloqfkd ^q ofph C?J pqrabkqp,* PETAA: Sydney

Harrison, N. (2008). *b^`efkd ^ka ib^okfkd fk Gkafdbklrp bar`^qflk,* Oxford, Sydney.

Henderson, R. (2012). *b^`efkd Jfqbo^`fbp, ba^dldfbp ^ka Bfsbopfqv fk qeb Kfaaib Vb^op*, Oxfor University Press, Australia

Hertzberg, M. (2012) *b^`efkd Ckdifpe fk K^fkpqob^ j Ai^ppbp*. PETAA: Sydney

Hyde, M., Carpenter, L. & Conway, R. (2010). *Bfsbopfqv ^ka Gk`irpflk fk ?rpqo^if^k `ellip*. Oxford University Press, Australia

Knapp, P & Watkins M. (1994). *? crk`qflk^i Klabi fk `lkqbuq* *buq ^ka Eo^ j j ^o* (Online UNSW My Course)

Knapp, P. & Watkins, M. (2005). *Ebkob* *buq* *Eo^ j j ^o* UNSW Press, Chapter 1 - *? Ebkob @^pba Klabi lc J^kdr^db* (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.) *Kriqfifqbo^`fbp ^ka afsbopfqv fk bar`^qflk8 Lbt mba^dldfbp clo bum^kafkd i^kap`^mbp,* Pp 59-81. Oxford University Press, Melbourne.

Nicoll, V. & Roberts, V. (2003). *^hfkd ^ `ilpbo illh ^q Jfqbo^qrob @^pba oldo^ jp*, PETA, Newtown DET

Price, K (2012), *?_lofdfk^i ^ka loobp qo^fq Gpi^kabo Car`^qflk8 ?k Gkqolar`qflk clo qeb b^`efkd olcbppflk,* Cambridge University Press

Sharpe, T. (2004). *l te^q fp ⇓pmb`f^i⇓ ^_lrq ^k C?J-B b^`eb*= ATESOL NSW Magazine (Online UNSW My Course)

Vale, E. (2002). *eb C?J-B `^ibp ^ka qeb Bo^cq Ckdifpe 5+/. vii^_rp*, DET, Ryde (Online UNSW My Course)

Recommended Resources

Please find resources for this course on Moodle.

Course Evaluation and Development

- Student feedback is gathered throughout the duration of the course as students are encouraged to email any questions/feedback in relation to the course and at the end of the course through the myexperience survey
- Previous cohorts have noted that there is not enough time given to complete group work activities during tutorials and as a result more time for groupwork and discussion on weekly readings has been considered
- The tutorials have also been further adjusted to include a more practical, student centred approach by including additional case studies, resource creation, programming and modelling of strategies mentioned in lectures
- This course mainly caters to students who intend to teach EAL/D learners in Australian Schools

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article,

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
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