ELA201 Teaching English as an Additional Language

Credit Points: 10  
Mode: Internal and External

Assumed Knowledge: NA  
Location: Batchelor/Casuarina/External Studies

Pre-Requisite(S): NA  
Learning Method: ITV,OLR

Year: 2016  
Unit Coordinator: Dr Yoshi Budd

Semester: One  
Phone: 08 8946 6749

School: Education  
Email: Yoshi.Budd@cdu.edu.au

Please see your learnline unit for the lecturer’s contact details

Unit Description

This unit introduces students to current techniques for teaching English to Australian school students from non-English-speaking backgrounds. The unit examines principles and methods that are helpful in designing teaching and learning activities with a literacy focus, while taking into account the needs of Indigenous learners, students with diverse abilities and additional needs as well as those from culturally and linguistically diverse backgrounds. ELA201 is a 200-level unit that aims to develop students’ understanding of the theories that inform EAL teaching and promote students’ analytical and critical thinking skills. Students are expected to engage with the unit material by analysing and reflecting critically on the interrelationship between models, tools and contexts and applying this understanding in challenging teaching and learning contexts.

Learning Outcomes

On completion of this unit a student should be able to:

1. Discuss intercultural aspects of approaches to teaching and learning including the role of the family and parents in shaping student engagement with English and literacy.
2. Identify the aspects of Standard Australian English (SAE) that might be prioritised when teaching Indigenous learners and others from non-English-speaking backgrounds.
4. Apply acquired knowledge about teaching spoken English in planning to teach spoken SAE.
5. Apply pedagogical knowledge of English as an Additional Language/Dialect to effectively plan for multi-level teaching and learning.
6. Apply basic principles of teaching standard Australian written English to speakers of other languages and dialects.
7. Evaluate the language needs of particular groups of English learners.
8. Demonstrate a range of verbal and non-verbal communication strategies to support student engagement in the English as an Additional Language context.

**Teaching and Learning Strategies**

Students will have opportunities to learn through problem-based learning, collegial learning, collaborative group work, personal reflection and peer review. Students may vary their pace of study as long as they meet the assessment requirements. Students undertaking blocks of professional experience will need to plan their study carefully, which could mean working solidly for several weeks at certain times during the semester. Students will receive content through web-based materials, electronic texts, textbooks, visual material, audio, and Learnline. Students will engage in metacognitive strategies pertaining to writing, argumentation, critique and research.

**Incorporating Indigenous Knowledge**

This unit will incorporate Indigenous knowledges and perspectives by balancing Eurocentric, urban and mainstream perspectives with alternative ways of looking at the same phenomena. Case study examples are used to build understanding and awareness Indigenous students’ realities and points of view. Positive role models will be presented to ensure that encouraging messages are communicated about what is possible for young Indigenous learners making their way in a rapidly changing world.

**Embedding ICT**

In preparing Assignments 1 and 2, ELA201 students will be required to make use of online learning environments in order to engage with a networked learning community.

**Participation**

Off campus students are expected to put aside approximately 10 hours per week to engage with the readings, and online discussion board topics. For off campus students, the discussion board space will represent an opportunity to engage with the ideas in the readings and prepare for the assessment tasks. On campus students are required to attend weekly, 2 hour workshops during which time opportunities for engaging with the ideas in the readings in preparation for the assessment tasks will be prioritised. All students are encouraged to communicate with their lecturer through the Learnline discussion board or during tutorials. If the enquiry is of a personal or urgent nature, however, students are encouraged to email the lecturer directly.

Specific details of individual class times can be obtained by accessing the class timetable at: [http://www.cdu.edu.au/timetable](http://www.cdu.edu.au/timetable).
Resources

Required Textbook(s)


Recommended texts


Please see learnline for further readings

Required textbooks can be ordered from the CDU Bookshop through their website at www.cdu.edu.au/bookshop

E-Reserve <delete if e-Reserve is not used>

e-Reserve allows electronic copies of journal articles, book chapters and lecturer notes that have been recommended by a lecturer as part of their course reading requirements. You can access e-Reserve at http://ereadings.cdu.edu.au.

This site is password protected. Your CDU student login will provide you access. You can then search for items by Lecturer, Unit Code, Title, Author, keyword, Year or Date if you have that information.

Learnline (Online Learning System)

Learnline is Charles Darwin University’s on-line learning system.

In this unit, Learnline will be used to:

- provide important announcements about the unit
- distribute study materials
- submit and access assignment information
- access feedback from tasks and grades for assessable work
- provide a communication point where you contribute to discussions as part of your assessment, and to interact with other students in the unit
### On Line Learning

**First Year Student Survival Guide to Online Learning**


**Collaborate Live Class**

Blackboard Collaborate is the tool that powers CDU's Online Classroom. It provides a comprehensive learning platform, incorporating web conferencing, instant messaging, voice authoring tools and now mobile web conferencing.


**Correct Computer System Requirements**


**Communicating Online**


**Learnline**

Learnline will be used to provide information about study requirements including detailed assessment information, to post announcements about the unit and to distribute learning materials. Assignments will be downloaded into Learnline and students will access feedback from tasks and grades. Students will also be provided with opportunities to communicate with their tutors and peers on discussion boards. Learnline provides an place where students can contribute to discussions on important issues relating to the unit especially assessment tasks.

**Learnline support**


**Important Dates**

[http://www.cdu.edu.au/current-students/important-dates](http://www.cdu.edu.au/current-students/important-dates)

### Additional Educational Resources

**Mark Reviewed Button**

The mark reviewed button is an important feature of most Education units. Because it allows students access to the next section of the learning material, for example you will need to review the plagiarism declaration before you can gain access to your assignments. New content will be released once the ‘mark reviewed button has been selected.

**InSchool (Placement information)**

Students completing units that require placement should visit the Inschool site [http://inschool.cdu.edu.au](http://inschool.cdu.edu.au) for placement information. This includes calendars of dates, requirements for the placement and assessment forms to be returned at the completion of the placement.

**Note** that assessment forms are returned to the placement office ([http://inschool.cdu.edu.au](http://inschool.cdu.edu.au)) and are not uploaded to Learnline


Education Community site please see the Education tab in Learnline

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## Learning Schedule

### Study Plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Focus</th>
<th>Reading</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Building on students' experiences. ESL and Indigenous learners.</td>
<td>Please refer to Module 1 for the reading list</td>
<td>Familiarise yourself with Assignments 1 and 2</td>
</tr>
<tr>
<td>3-6</td>
<td>The teacher’s role and communication.</td>
<td>Please refer to Module 2 for the reading list</td>
<td>Contribute regularly to discussion board learning activities</td>
</tr>
<tr>
<td>7-10</td>
<td>Teaching spoken English to EAL/D learners.</td>
<td>Please refer to Module 3 for the reading list</td>
<td>Contribute regularly to discussion board learning activities</td>
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<tr>
<td></td>
<td>Assignment 1 due Friday, Week 7</td>
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</tr>
<tr>
<td>11-13</td>
<td>Team Teaching &amp; Multi-level teaching</td>
<td>Please refer to Module 4 for the reading list</td>
<td>Assignment 2 due Friday, Week 12</td>
</tr>
</tbody>
</table>
Assignment 1: Action Plan

Description/Focus
Plan and discuss a teaching activity. This is not a lesson or unit plan, but a tightly detailed and descriptive action plan that outlines the learning needs of a particular group of EAL/D learners and explains the aims, purposes and theories that inform your design of a short (10 minute) teaching and learning activity.

Value                      50%
Week Due                  Friday Week 7, by midnight
Length                    2000 words
Learning Outcomes      1, 2, 3, 4

Please go to the Learnline ‘Assignment Information’ link for further details

Assignment 2: Professional Learning Journal

Description/Focus
Professional Learning Journal

Value                      50%
Week Due                  Friday Week 12, by midnight
Length                    2,000 words
Learning Outcomes      5, 6, 7

Please go to the Learnline ‘Assignment Information’ link for further details

CDU Graduate Attributes

CDU graduate attributes refer to those skills, qualities and understandings that should be acquired by students during their time at the University regardless of their discipline of study. (See http://www.cdu.edu.au/teachingandlearning/gradattributes.html).

In this unit, the following graduate attributes are developed: <delete graduate attributes that are not included in this unit of study or edit as required>

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition</td>
<td>Can identify, retrieve, evaluate and use relevant information and current technologies to advance learning and execute work tasks.</td>
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<tr>
<td><strong>Application</strong></td>
<td>Is an efficient and innovative project planner and problem solver, capable of applying logical and critical thinking to problems across a range of disciplinary settings and has self-management skills that contribute to personal satisfaction and growth.</td>
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<td><strong>Creativity</strong></td>
<td>Can conceive of imaginative and innovative responses to future orientated challenges and research.</td>
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<td><strong>Knowledge base</strong></td>
<td>Has an understanding of the broad theoretical and technical concepts related to their discipline area, with relevant connections to industry, professional, and regional and indigenous knowledge.</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Demonstrates oral, written, and effective listening skills as well as numerical, technical and graphic communication skills in a cross generational environment.</td>
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<tr>
<td><strong>Team work</strong></td>
<td>Has a capacity for and understanding of collaboration and co-operation within agreed frameworks, including the demands of inter-generational tolerance, mutual respect for others, conflict resolution and the negotiation of productive outcomes.</td>
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<tr>
<td><strong>Social responsibility</strong></td>
<td>Is able to apply equity values, and has a sense of social responsibility, sustainability, and sensitivity to other peoples, cultures and the environment.</td>
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<tr>
<td><strong>Flexibility</strong></td>
<td>Can function effectively and constructively in an inter-cultural or global environment and in a variety of complex situations.</td>
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<tr>
<td><strong>Leadership</strong></td>
<td>Can exercise initiative and responsibility, taking action and engaging others to make a positive difference for the common good.</td>
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