



EDCU14034 Teaching English Language Learners

Term 1 - 2024

Profile information current as at 19/05/2024 08:07 am

All details in this unit profile for EDCU14034 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In Teaching English Language Learners, students recognise English Language Learners as a diverse group that includes Aboriginal and Torres Strait Islander students and understand the need for comprehensive profiling of individual learners' cultural and linguistic backgrounds and language proficiency in receptive and expressive modes. They develop skills in collecting evidence to determine learners' progress in the use of Standard Australian English (SAE) for academic purposes and demonstrate interactional "talk" that explicitly teaches the language structures of texts and scaffolds an English Language Learner's ability to meet the linguistic demands of classroom tasks. Students learn a range of practical communicative strategies for supporting the oracy and literacy practices of English Language Learners and apply these strategies to differentiate curriculum planning and cater for the specific needs of English as an Additional Language or Dialect (EAL/D) learners in mainstream settings in the middle and upper primary years.

Details

Career Level: *Undergraduate*

Unit Level: *Level 4*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite:- Students must have successfully completed EDCU12043 prior to enrolling in this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation and Written Assessment**

Weighting: 50%

2. **Practical and Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

Videos resources to demonstrate practice

Recommendation

Include relevant video resources.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Interpret contextual information and assessment data to identify strategies that improve students' use of Standard Australian English (SAE) for learning
2. Design and implement interventions that respond to the needs of English Language Learners
3. Select teaching strategies and learning activities that strengthen the oracy and literacy skills of EAL/D learners
4. Appraise the content and language demands of classroom tasks to incorporate culturally responsive, scaffolded support for English Language Learners including Aboriginal and Torres Strait Islander students
5. Adapt and modify content and learning sequences to promote challenging and achievable language and literacy learning for students across a full range of language abilities
6. Justify the use of formative assessment and feedback strategies that improve the language proficiency, vocabulary and literacy capabilities of EAL/D students.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.5 Literacy and numeracy strategies
- 3.1 Establish challenging learning goals
- 3.3 Use teaching strategies
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs
- 4.1 Support student participation
- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.4 Interpret student data

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Presentation and Written Assessment - 50%	•	•		•		•
2 - Practical and Written Assessment - 50%			•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication		•	•			•
2 - Problem Solving	•		•	•	•	
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy						•
5 - Team Work						
6 - Information Technology Competence						
7 - Cross Cultural Competence		•	•	•	•	
8 - Ethical practice				•		
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation and Written Assessment - 50%	•	•	•	•			•			
2 - Practical and Written Assessment - 50%	•	•	•	•	•		•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Michelle Vanderburg Unit Coordinator
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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Who are EAL/D learners?	Hammond, J., & Miller, J. (2015). At-risk EAL students in mainstream classrooms. In J. Hammond & J. Miller (Eds.), <i>Classrooms of possibility: Supporting at-risk EAL students</i> . Primary English Teaching Association Australia (PETAA).	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Linguistic and cultural diversity in Australia

ACARA. (2014). *EAL/D Learning Progression: Foundation to Year 10* (online)
 de Courcy, M. (2014). Linguistic and cultural diversity. In M. Hyde, L. Carpenter & R. Conway, *Diversity, inclusion and management* (Chapter 3). (CRO)
 Hammond, J. (2012). Hope and challenge in The Australian Curriculum: Implications for EAL students and their teachers. *Australian Journal of Language & Literacy*, 35(2), 223-240. (CRO)

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Language learning is cultural learning: Learning about, in and through English	Harrison, N. & Sellwood, J (2016). <i>Learning and teaching in Aboriginal and Torres Strait Islander education</i> . (Chapter 8: The role of a student's first language in the classroom) Auld, G., Doecke, B., & MacGilp, R. (2014). Engaging with tensions: Tensions are the norm. In B. Doecke, G. Auld, & M. Wells (Eds.), <i>Becoming a teacher of language and literacy</i> (1st edition, pp. 19–36). Cambridge University Press.	

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogical considerations for learning a language	ACARA. (2014). <i>English as an additional language or dialect teacher resource</i> (Online)	

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Classroom Talk: creating contexts for language learning	Gibbons, P. (2002). <i>Scaffolding language scaffolding learning: Teaching second language learners in the mainstream classroom</i> . Chapter 2 (CRO)	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
The language demands of the curriculum	Tompkins, G. Campbell, R., Green, D., & Smith, C. (2015). <i>Literacy for the 21st century</i> . Chapter 12 (CRO).	

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment 1: Evaluating and Using Resources with Diverse language Learners

Scaffolding language use across the curriculum

Moodle resources

Evaluating and using resources with diverse language learners

Due: Week 7 Thursday (25 Apr 2024) 11:45 pm AEST

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Teaching strategies for EAL/D learners	Moodle resources Grant, H. (2014). English as an additional language learners (EAL) and multimedia pedagogies. In A. Morgan, B. Comber, P. Freebody, & Nixon, H. (Eds.), <i>Literacy in the middle years: Learning from collaborative classroom research</i> (pp. 35-50). Primary English Teaching Association Australia. Australia (PETAA).	

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Focus on reading	Hertzberg, M. (2012). <i>Teaching English language learners in mainstream classes</i> . (Chapter 5: Focus on Reading)	

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Writing: moving from spoken to written language		

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Monitoring and feedback strategies for EAL/D learners	Revisiting the EAL/D Learning Progression	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Review		Assessment 2: Adaptation of a Learning Sequence for EAL/D Learners Adaptation of a learning sequence for EAL/D learners Due: Week 12 Friday (31 May 2024) 11:45 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Evaluating and using resources with diverse language learners

Assessment Type

Presentation and Written Assessment

Task Description

The Australian Curriculum Assessment and Reporting Authority has produced a range of resources to support mainstream classroom teachers in their planning for students who are English Language Learners. In this task, you will use the Learning Progression to identify the needs of students who are English Language Learners in relation to classroom tasks that may involve reading, viewing, speaking, listening, and writing to access the learning outlined in the curriculum.

This task has three parts. You must complete all three parts.

Part A: Choose a resource that could be used for a unit of work for students in Years 3 to 6 in the primary school. Your chosen resource must be a print-based, visual, or multimodal text (youtube clip, image, poster, cartoon, diagram, photograph, etc) that students will be expected to read or view and respond to as part of a class activity for learning in the unit. Your resource may relate to a unit in English or other curriculum learning area such as Science, History, Geography, HPE, etc.

Provide a brief outline of the learning activity and analyse the text to identify potential barriers to learning and engagement for students in the "Developing English" phase on the EAL/D Learning Progression in Listening, Speaking, Reading/Viewing and Writing (where applicable). Your analysis should demonstrate your knowledge of the linguistic and cultural factors that affect EAL/D students learning in and learning through English. There is no word limit for Part A, but you must ensure that you provide sufficient information for the marker to understand how you have used teaching strategies in Part B and C to make the knowledge, understanding, and skills of your chosen curriculum area accessible to EAL/D students.

Part B: Create an example of the teaching strategies and "teacher talk" that you would use to **introduce** the learning activity to the class in a way that caters for the needs of EAL/D students. This section of the task should illustrate the introductory stage of the lesson only. Your example may be in the form of an annotated written script or an mp3 or mp4 file but should show the teacher talk, questions, gestures or visual resources (where relevant) that you will use to support students' access to the vocabulary and meaning of the text and involvement in the learning activity. Length requirements for this section are one A4 page for a written script or 3-4 minutes of a recording.

Part C: Write a brief explanation of the teaching strategies illustrated in your example (part B). The explanation should outline how your chosen strategies are designed to overcome the potential barriers identified in Part A and are inclusive of the needs of a diverse range of students including EAL/D learners from diverse backgrounds. Your explanation should be supported with references to course readings. This section of the task should be no more than 250 words. The word count is only considered for the explanation (Part C) section of this assessment. It includes in-text references and direct quotations.

Assessment Due Date

Week 7 Thursday (25 Apr 2024) 11:45 pm AEST

Return Date to Students

Week 10 Monday (13 May 2024)

Assessment tasks will be returned following moderation and in sufficient time for feedback to inform Assessment Task 2 in the course.

Weighting

50%

Assessment Criteria

Knowledge and understanding of the cultural and linguistic diversity of EAL/D students (APST 1)

Ability to identify the language demands of curriculum learning tasks (APST 1)

Knowledge of pedagogical conditions that support language learning (APST 1, 3, 4.1)

Application of teaching strategies that support EAL/D learners in mainstream classrooms (APST 2, 3, 4.1)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Interpret contextual information and assessment data to identify strategies that improve students' use of Standard Australian English (SAE) for learning
- Design and implement interventions that respond to the needs of English Language Learners
- Appraise the content and language demands of classroom tasks to incorporate culturally responsive, scaffolded support for English Language Learners including Aboriginal and Torres Strait Islander students

- Justify the use of formative assessment and feedback strategies that improve the language proficiency, vocabulary and literacy capabilities of EAL/D students.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

2 Adaptation of a learning sequence for EAL/D learners

Assessment Type

Practical and Written Assessment

Task Description

Select a learning sequence that teaches the text organisation and language features of an informative or expository text for a particular year level of the Australian Curriculum. The sequence may be one used during a school placement, obtained from a suitable website or text for teachers, or constructed specifically for this task, but should include enough detail about the resources, teaching strategies, and learning activities to be able to be used as a guide for implementation.

Briefly describe a small group of EAL/D learners in the class group, at least one of whom must be from an Aboriginal and Torres Strait Islander background. Evaluate the sequence and suggest improvements and modifications that show how you would differentiate teaching strategies and learning activities to support the oracy, language learning, and achievement of literacy outcomes for the identified group. Formative assessment techniques and strategies for providing feedback on language use should also be identified throughout the sequence.

Write a rationale of no more than 1000 words that justifies all suggested adjustments and demonstrates knowledge and understanding of pedagogy that caters for the cultural, linguistic and learning needs of English Language learners, including Aboriginal and Torres Strait Islander students, in mainstream classrooms. Your justification should be supported with references to course readings.

The word count is only considered for the rationale section of this assessment. It includes in-text references and direct quotations.

Assessment Due Date

Week 12 Friday (31 May 2024) 11:45 pm AEST

Return Date to Students

Assessment will be returned following moderation and in accordance with university policy on certification of grades.

Weighting

50%

Assessment Criteria

Knowledge and application of teaching strategies that enhance acquisition and use of SAE for EAL/D learners (APST 1, 2)

Design of learning interventions and modifications that are responsive to the linguistic, cultural, and learning needs of EAL/D learners (APST 2, 3)

Application of scaffolded approaches, feedback, and formative assessment strategies to monitor the progress and language learning of EAL/D learners (APST 5)

Justification of planning and differentiation strategies for EAL/D learners (APST 1, 3)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Select teaching strategies and learning activities that strengthen the oracy and literacy skills of EAL/D learners
- Appraise the content and language demands of classroom tasks to incorporate culturally responsive, scaffolded support for English Language Learners including Aboriginal and Torres Strait Islander students
- Adapt and modify content and learning sequences to promote challenging and achievable language and literacy learning for students across a full range of language abilities
- Justify the use of formative assessment and feedback strategies that improve the language proficiency,

vocabulary and literacy capabilities of EAL/D students.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem