



Literacy Secretariat

Literacy is everyone's business

Overview: Teaching ESL Students in Mainstream Classrooms language in learning across the curriculum

This 9 module course is available as a site-based course or at EDC. The course:

- is relevant for all teachers of ESL and/or Indigenous students in Years 3 – 13 and support literacy for mainstream teachers
- develops an understanding of the kind of support ESL students need to be successful learners
- provides strategies that teachers can use across the curriculum for effective teaching and learning
- underpins all its strategies with an understanding of the role of language in learning
- promotes whole-school approaches to addressing the learning needs of ESL students

Course Content

Module	Topic	Contents
1	ESL students and learning in a second language	<ul style="list-style-type: none"> • Who are ESL students and what affects their learning? • Learning an additional language • How we can support ESL students
2	Language and learning and the role of scaffolding	<ul style="list-style-type: none"> • Language text and context • A functional model of language • Scaffolding a teaching and learning cycle
3	Oral Language: how the task shapes the talk	<ul style="list-style-type: none"> • Oral language across the mode continuum • Oral language tasks
4	Interpreting and producing talk as performance	<ul style="list-style-type: none"> • Oral language: "talk as performance" • Talk as performance: issues for ESL students and classroom strategies • Assessment of oral language
5	Working with written and visual texts	<ul style="list-style-type: none"> • Different ways of making meaning • Exploring genre • Genres across the curriculum
6	Working with written and visual texts at the text level	<ul style="list-style-type: none"> • Looking at language at the text level • Supporting ESL students with reading • Linking back to the Teaching and Learning Cycle
7	Developing knowledge of genre and language: the language level	<ul style="list-style-type: none"> • Moving across the register continuum • Focussing on the nominal group • Moving to highly written texts through nominalisation • Matching the register: Dictogloss
8	Assessing written texts	<ul style="list-style-type: none"> • How accessible are the texts we use? • Assessment of written language
9	Programming & whole-school models of ESL support	<ul style="list-style-type: none"> • Programming • Whole school framework for supporting ESL students

Module Sessions

There are nine modules each of 2.5 or 3 hours. A reflection session at the beginning of each workshop allows time to discuss the *Between Module Activities* (BMAs), *Readings* and to reflect on the material covered in the previous workshop. The workshops are divided in to a series of sessions with a range of activities which may include:

- ❖ input from the tutor or through DVD or text material
- ❖ discussion or other collaborative learning activities
- ❖ practical activities that are transferable to classroom contexts

Between Module Activities (BMAs)

The BMAs are small scale investigations of understandings developed in the modules. Participants complete a report sheet on each BMA which also includes feedback for the tutor on the workshop and the readings.

Between Module Readings

There are one to three readings provided for each module to reinforce or extend the understandings developed.

Expectations

Participants in the course will be expected to:

- ❖ attend every session
- ❖ complete each BMA with a brief report
- ❖ complete the set readings for each module with a brief written response
- ❖ support each others learning, discuss and share ideas

Professional development hours

There are 25 hours for workshop participation and up to 75 hours non-contact time to complete all BMA's and readings.

Certificate

On the successful completion of the course participants will be issued a certificate indicating modules attended, activities and readings completed.

Accreditation

Accreditation for tertiary studies is offered for full completion of this course.

Cost

Cost per course is:

DECS employees: \$230.00 (GST inclusive)

Non-DECS employees: \$482.00 (GST inclusive).

Participants are provided with manuals outlining workshop notes, readings, resources, and school or classroom activities.

2012 Courses

To organise a site-based course or for general information contact:

The Project Manager, Literacy Improvement
Literacy Secretariat
nanette.smibert@sa.gov.au
Ph 8226 4301

For individual teachers:

Courses are held at the Education Development Centre, Milner Street, Hindmarsh
Time: 4:00 – 7:00 pm
Tea and coffee provided.

Semester 1 EDC Course	Monday	March 5, 19 April 23 May 7, 21
Course Code 0771		June 4, 18 July 16, 30

Registration

Registration forms can be downloaded from the CEASA website:

<http://www.ceasa.asn.au>

CEASA contact details: ceasa@ceasa.asn.au

CEASA Manager:

Phone: 8463 5875 Fax: 8463 5855