

## Teaching ESL Students in Mainstream Classrooms: Language in Learning across the curriculum

This 9 module course:

- is relevant for all teachers of ESL and/or Indigenous students in Years 3 - 13
- 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 1: ESL students and learning in a second language**

Who are ESL students and what are some of the factors which may impact on their success at school? How are culture, language and identity related and how can we draw positively on the cultural capital which ESL students bring?

#### **Module 2: Language and learning and the role of scaffolding**

Exploring the relationship between the language of a text and the context in which it is used. Becoming familiar with a Teaching and Learning Cycle which has an explicit focus on language and a framework for scaffolding students.

#### **Module 3: Oral Language: how the task shapes the talk**

Understanding the central role of oral language and teacher interaction in scaffolding students. Engaging classroom tasks which provide opportunities to develop oral language as part of teaching a subject effectively.

#### **Module 4: Interpreting and producing talk as performance**

Exploring ways to scaffold students to become more effective listeners and speakers. Critiquing various oral language assessment tools.

#### **Module 5: Working with written and visual texts**

Exploring the notion of genre as part of an explicit approach to teaching and learning and examining a number of strategies that could be used to build students' understanding about texts they encounter in their classrooms.

#### **Module 6: Working with written and visual texts at the text level**

Considering the connection between purpose, schematic structure and language choice. Understanding some key language resources that writers use to organise their texts so that readers have a sense of what will follow.

#### **Module 7: Developing knowledge of genre and language: the language level**

Understanding language choices, such as the nominal group and nominalisation, that are available to make technical and abstract meanings in written texts.

#### **Module 8: Assessing written texts**

Assessing published print texts used in classrooms, and assessing student texts focusing on how teachers can make assessment a supportive strategy for all.

#### **Module 9: Programming & whole-school models of ESL support**

Re-assessing teacher programs, incorporating strategies considered in the course. Considering ways of involving and working in partnership with families and the community and working collaboratively on whole-school models of programming, reporting and support for 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 into 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 ... \$265.00 (GST inclusive)

Non-DECS employees .. \$565 00 (GST inclusive).

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

## **2009 Courses [Site based courses may be negotiated]**

(courses not necessarily held on consecutive weeks – note dates)

Venue: Education Development Centre, Milner Street, Hindmarsh

Time: 4:00-7:00 pm

Course Code	Day	Dates
0662	Wednesday	March 11, 25 April 8, 22 May 6, 20 June 3, 17 July 1
0679	Tuesday	July 21 August 4, 18 September 8, 22 October 13, 27 November 10, 24

## **Registration**

The completed registration form and payment will be required to register for the course.

\* *Note that classes may be cancelled if there are insufficient enrolments. Registered participants will be advised of any cancellation in the term prior to the scheduled course.*

*For information about registration please contact:*

the Council of Education Associations of South Australia (CEASA)

Phone: 8463 5875 Fax: 8463 5855 email : [ceasa@ceasa.asn.au](mailto:ceasa@ceasa.asn.au)

*or complete the registration form and return to CEASA with your payment.*

**A partnership presentation provided by the Council of Education Associations of South Australia (CEASA) & ESL Program, Curriculum Services.**