

# TEAC 2057 TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE IN PRIMARY SCHOOLS

**Credit Points** 10

**Legacy Code** 102131

**Coordinator** Shirley Gilbert ([https://directory.westernsydney.edu.au/search/name/Shirley Gilbert/](https://directory.westernsydney.edu.au/search/name/Shirley%20Gilbert/))

**Description** The unit is only offered to students enrolled in the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program. One in four children in Australia grows up in bilingual or multilingual households. Many of these children need support to develop their English. This unit aims to contribute to the overall course aims by preparing teacher education students to evaluate and critique strategies for the teaching of English as an Additional Language (EAL) or Dialect. Whilst the emphasis will be on developing an understanding of appropriate classroom strategies for learners of English as a second language within a mainstream cross-curricula program, particular emphasis will be given to the learning needs of and appropriate pedagogies for Aboriginal and Torres Strait Islander students learning English as an Additional Language/ Dialect.

**School** Education

**Discipline** Teacher Education: Primary

**Student Contribution Band** HECS Band 1 10cp

Check your HECS Band contribution amount via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

**Level** Undergraduate Level 2 subject

**Equivalent Subjects** TEAC 3045 - Teaching English as a Second Language in K-6 Mainstream Classes – AREP

**Restrictions** Students must be enrolled in 1717 - Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education.

## Learning Outcomes

On successful completion of this subject, students should be able to:

1. Identify and explain elements and principles of Aboriginal English.
2. Explain the role of the home language in second language learning, socio-cultural and intellectual development.
3. Explain the need for English as an Additional Language teaching at the primary level and the nature of the individual second language needs of learners.
4. Describe the different theoretical frameworks for teaching English as an Additional Language.
5. Examine recent research in additional language acquisition and be able to synthesise and reflect upon some of the major findings.
6. Use principles and develop strategies for teaching English as an Additional Language across the curriculum.
7. Evaluate and apply teaching classroom resources to cater for learners from a diverse range of backgrounds including refugees, new migrants, Aboriginal and Torres Strait Islanders.
8. Apply appropriate methods of assessing second language and literacy learning;
9. Plan, refine and reflect upon teaching and learning activities designed to meet the needs of English as Second Language learners.

## Subject Content

1. Elements and principles of Aboriginal English
2. Second language and literacy development:
  - The factors influencing second language development:
    - First language proficiency, age, prior educational and life experiences, cultural and linguistic background;
    - context and environment of second language learning in mainstream classes and whole school organisation.
3. Parent/Teacher communication:
  - Reasons for parent/teacher involvement;
  - Using an interpreter;
  - Collaborating with bilingual families and other strategies
4. Assessment and evaluation:
  - identifying L2 language proficiency: English as second language (ESL) Scales
    - Planning and programming;
    - class and whole school evaluation framework.
5. Pedagogy focusing on English as an Additional Language learners:
  - Communicative teaching and learning principles;
  - language and literacy strategies across The curriculum.
6. Teaching and learning resources for second language development in the primary classroom;
  - Select and critically evaluate culturally inclusive materials;
  - use, analyse and Evaluate online software, human and paper resources to match The specific language learning purpose.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Item	Length	Percent	Threshold	Individual/ Group Task
Essay	1 500 words	40	N	Individual
Professional Task	2 000 words	60	N	Individual

Prescribed Texts

- Hertzberg, M. (2012). Teaching English language learners in mainstream classes. Marrickville Metro, Australia: Primary Teaching Association Australia.

Teaching Periods