Approaching the new EAL Senior syllabus
- *a survival guide*

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Disclaimer

OUTLINE

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What is EAL?

☞ Senior Syllabus **General** subject which contributes to QCE and ATAR

☞ It is an **ENGLISH** subject, not an **EAL/D** subject

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

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It isn't a ...

☞ A structured language course

☞ A 'watered-down' version of English

☞ Part of a hierarchy of English courses ("in-between General English and Essential English")

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ALIGNMENT

SAME **OBJECTIVES**	SAME PRESCRIBED **BOOK LIST**	SAME EXTERNAL EXAM	**SAME KINDS OF TASKS**	SAME CONDITIONS

Relationship to General English

METROPOLITAN EAL/D PROGRAM

DIFFERENCES

Figure 2: Course structure

English

Unit 1
Perspectives and texts

- Examining and creating perspectives in texts
- Responding to a variety of non-literary and literary texts
- Creating responses for public audiences and persuasive texts

Assessment

Formative internal assessment/s

Unit 2
Texts and culture

- Examining and shaping representations of culture in texts
- Responding to literary and non-literary texts, including a focus on Australian texts
- Creating imaginative and analytical texts

Assessment

Formative internal assessment/s

Unit 3
Textual connections

- Exploring connections between texts
- Examining different perspectives of the same issue in texts and shaping own perspectives
- Creating responses for public audiences and persuasive texts

Assessment

Summative internal assessment 1: Extended response — written response for a public audience (25%)

Summative internal assessment 2: Extended response — persuasive spoken response (25%)

Unit 4
Close study of literary texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

Assessment

Summative internal assessment 3: Examination — imaginative written response (25%)

Summative external assessment: Examination — analytical written response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

Figure 2: Course structure

English as an Additional Language

Unit 1
Language, text and culture

- Examining and shaping representations of culture in texts
- Responding to a variety of media and literary texts
- Creating analytical and persuasive texts

Assessment

Formative internal assessment/s

Unit 2
Perspectives in texts

- Examining and shaping perspectives in texts
- Responding to literary texts, including a focus on Australian texts
- Creating imaginative and analytical texts

Assessment

Formative internal assessment/s

Unit 3
Issues, ideas and attitudes

- Exploring representations of issues, ideas and attitudes in texts
- Responding to literary and persuasive texts
- Creating analytical and persuasive texts

Assessment

Summative internal assessment 1: Examination — analytical written response (25%)

Summative internal assessment 2: Extended response — persuasive written response (25%)

Unit 4
Close study of literary texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

Assessment

Summative internal assessment 3: Extended response — imaginative spoken/multimodal response (25%)

Summative external assessment: Examination — analytical written response (25%)

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessments across Units 1 and 2.

Who can do EAL?
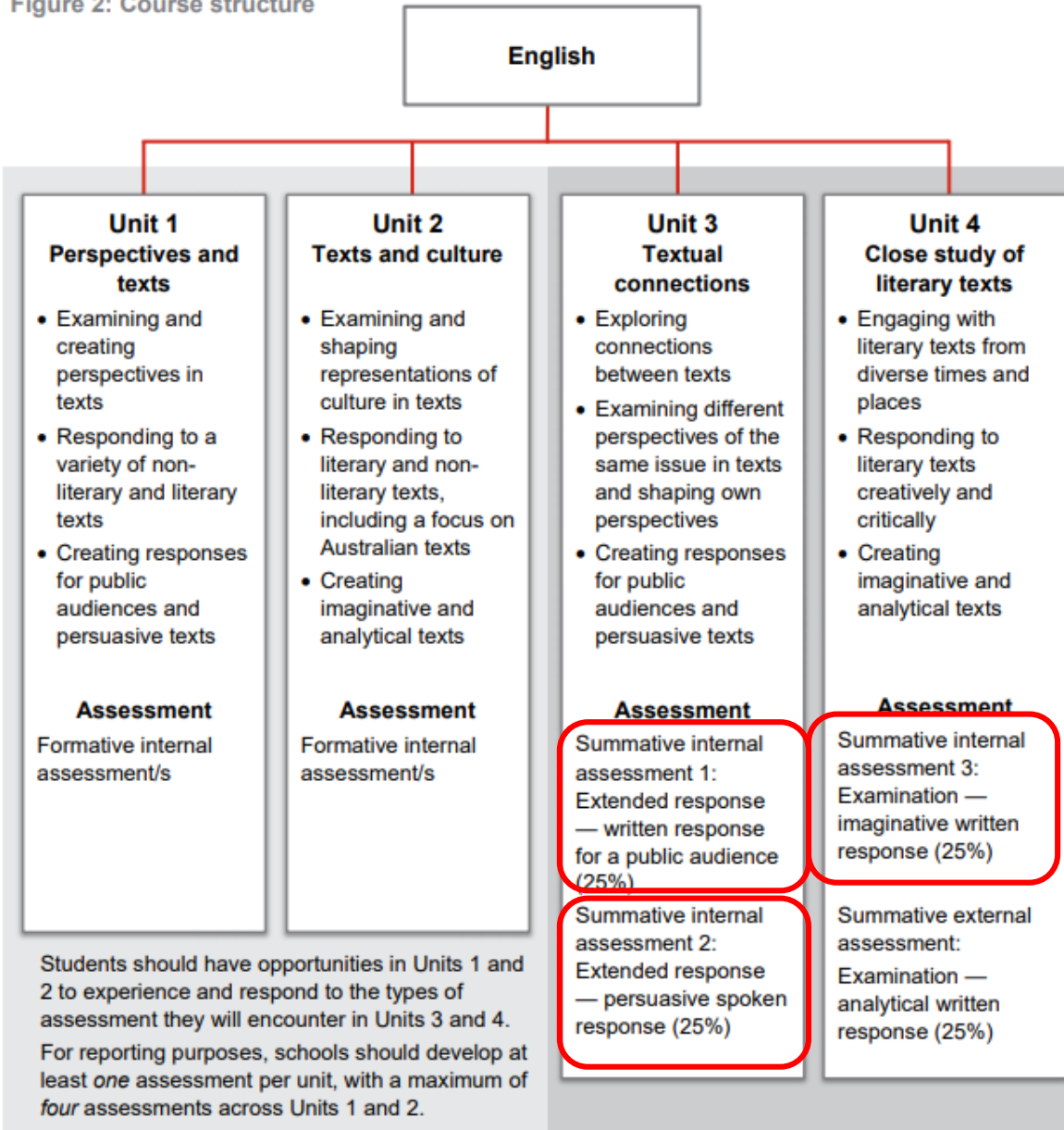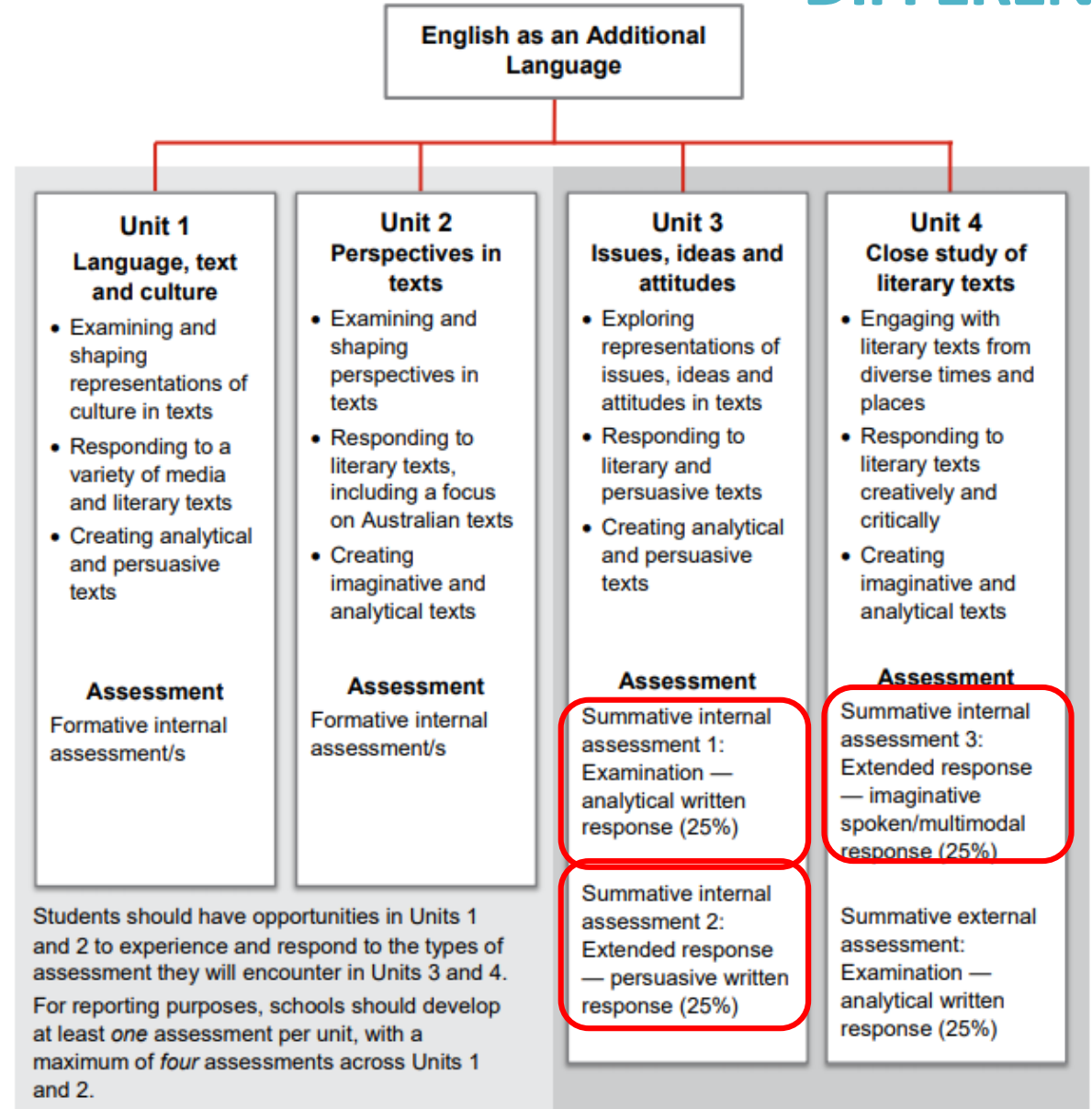
English as an Additional Language is designed for students for whom English is not their first or home language. These students include:

- Aboriginal students and Torres Strait Islander students for whom Standard Australian English (SAE) is not the first or home language/dialect

- students who were born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as an additional language

- those who enter senior schooling with:
  - not more than a total of five years of full-time schooling where the medium of instruction is English
  - more than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English
  - varying exposure to English, but who have had disrupted education in one or more countries, including Australia
  - some formal language exposure to English, and significant formal education in another language or languages, before arriving in Australia.

Schools are best placed to identify and confirm the eligibility of students undertaking this subject.

o Refer to the Eligibility Statement (p2 – syllabus)

o Schools identify students suited to undertaking this course

o Consider both **level of language** and **academic ability**

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Tertiary Entrance

EAL is a General subject and contributes to an ATAR but it does not have to be one of the five subjects used for ATAR calculation. However a student needs to pass an English subject to be eligible for an ATAR.

https://www.qtac.edu.au/atar-my-path/my-path

ENGLISH

The most common prerequisite is the English subject (Units 3 & 4, C) which means you must study a General English subject and achieve a grade of C or higher in Units 3 & 4. General English subjects are English, English as an Additional Language, Literature, and English & Literature Extension.

MEETING PREREQUISITES IN 2021

THE UNIVERSITY OF QUEENSLAND AUSTRALIA QTAC

Section	Title	Campus	Duration	Prerequisites	Assumed Knowledge	Recommended Study	Major
Engineering and technology	B Engineering (Honours)/B Arts	St Lucia	5.5F or 11P	A General English subject (Units 3 & 4, C); Mathematical Methods (Units 3 & 4, C); one of Chemistry or Physics (Units 3 & 4, C)		Specialist Mathematics; Chemistry and Physics	Majors: Refer to B Engineering (Hons) (single majors only) and B Arts.
Engineering and technology	B Engineering (Honours)/B Biotechnology (Honours)	St Lucia	5.5F or 11P	A General English subject (Units 3 & 4, C); Mathematical Methods (Units 3 & 4, C); one of Chemistry or Physics (Units 3 & 4, C)		Specialist Mathematics; Chemistry and Physics	Majors: Bioprocess technology; chemical engineering.
Engineering and technology	B Engineering (Honours)/B Business Management	St Lucia	5.5F or 11P	A General English subject (Units 3 & 4, C); Mathematical Methods (Units 3 & 4, C); one of Chemistry or Physics (Units 3 & 4, C)		Specialist Mathematics; Chemistry and Physics	Majors: Refer to B Engineering (Hons) (single majors only) and B Business Management.
Engineering and technology	B Engineering (Honours)/B Commerce	St Lucia	5.5F or 11P	A General English subject (Units 3 & 4, C); Mathematical Methods (Units 3 & 4, C); one of Chemistry or Physics (Units 3 & 4, C)		Specialist Mathematics; Chemistry and Physics	Majors: Refer to B Engineering (Hons) (single majors only) and B Commerce.

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Special Provisions

Access Arrangements and Reasonable Adjustments (AARA)

The QCAA uses broad application categories for AARA eligibility:

- cognitive
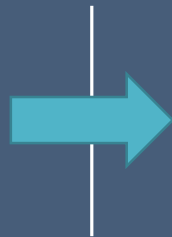- physical
- sensory
- social/emotional.

6.3.2 Ineligibility

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject).

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Syllabus allows choice ➡ Opportunities for students to achieve success

Course Structure

FORMATIVE

UNIT 1

UNIT 2

Choice of tasks, texts and topics

SUMMATIVE

UNIT 3

UNIT 4

Some choice of tasks, texts and topics within framework of unit and prescribed text list

It helps to mirror the summative tasks in Units 1 & 2

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CONSIDERATIONS

☞Backwards mapping from assessment to develop cognitions and language necessary for completion of task

☞Intentional use of cognitive verbs – teaching of cognitions

☞Development of all macro-skills (reading, writing, listening, speaking)

☞On-going language acquisition

☞Explicit teaching of cultural understandings

☞Creating opportunities to develop academic speaking and collaborative skills

☞Need to prepare students for external writing task through text type practice

At planning stage …

TEXTS

☞ Not abridged – use of authentic language vital

☞ Consider low in language/high in challenge texts for weaker cohorts (depth essential)

☞ Familiar elements – theme, background

TOPICS

☞ Global, universal themes

☞ Familiar but with capacity to broaden and develop

☞ Consider student cohort – background, strengths, understandings

TASKS

☞ Clear and organised generic structure

☞ Simple framing but allow complexity of thought

☞ Future application – do they really need to be able to write a short story at tertiary level?

☞ Not easy to copy and paste

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☞Reduced number of tasks = more time for language development

☞Use learning experiences to create language learning experiences

☞Embed opportunities to practise essential skills (eg essay writing)into learning experiences

☞Use structured speaking activities to help them to verbalise/clarify thoughts and ideas, increase familiarity with vocabulary and force engagement

☞Provide multiple opportunities for spontaneous/impromptu writing

☞Peer error correction/Joint error correction/proofreading

My students won't cope ....

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Let's look at one example

2 Unit 1: Language, text and culture

2.1 Unit description

In Unit 1, students respond to and create texts that show how language and culture are interrelated and expressed in a range of socio-cultural contexts. A variety of written and spoken literary and non-literary texts including a focus on media texts will be used to develop an understanding of and ability to use text structures and language features across a range of contexts including academic learning. Students respond to and create analytical, persuasive and academic text types for a range of purposes and audiences.

Unit requirements

In Unit 1, students must be given opportunities to engage in study of:

- at least one complete text (selected from a prose text, a collection of poetry or a multimodal text such as a film).

Focus of unit

Focus text

Subject matter

Understanding texts

When students work with understanding texts, they will:

- read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning
- explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations
- investigate the relationships between language, text, purpose, audience and contexts
- consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts.

Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations

2. establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences

3. create and analyse perspectives and representations of concepts, identities, times and places in a range of texts

4. make use of, in their own texts, the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions, and analyse these ways in texts created by others

5. use stylistic devices and aesthetic features to achieve purposes and analyse their effects in texts

6. select and synthesise subject matter to support perspectives

7. organise and sequence subject matter to achieve particular purposes

8. use cohesive devices to emphasise ideas and connect parts of texts

9. make language choices for particular purposes and contexts

10. use grammar and language structures for particular purposes in written, spoken and/or multimodal texts

11. use mode-appropriate features to achieve particular purposes.

Task:

Context

You have been studying the documentary, *Bowling for Columbine* directed by Michael Moore. You are to write an analytical essay under examination conditions, responding to a seen statement about the documentary.

Task

To what extent does Michael Moore construct his position on the issue of gun control in the USA through the use of documentary techniques?

So what do they need to know?

☞ What is a documentary, inc subjectiveness

☞ Critical literacy concepts eg position

☞ features and techniques of a documentary; effects of their use

☞ Vocabulary relating to fields of gun control and film techniques

☞ Cognitions = **analyse**, categorise, **communicate**, comprehend, **describe**, distinguish, examine, explore, express, identify, **justify**, recognise, **structure**, **summarise**, **synthesise**

☞ How to write a paragraph/essay

☞ Use of formal written language

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TLAP excerpt

Sample learning experiences	Teaching and learning — underpinning factors	Possible resources
After viewing Students - Identify the key messages constructed by the filmmaker by brainstorming in groups or Think Pair Share - Contribute to class discussion on positions constructed by the filmmaker - This could be done as a snowball activity or as a jigsaw activity to practice collaboration - Complete a retrieval chart with examples of documentary techniques used in the documentary - Analyse scenes from the film by identifying the technique used and how this technique contributes to the construction of the author's position. This can be done in groups, with different groups looking at different aspects, then sharing with the whole group. Model analytical paragraph writing for students. - Write a paragraph based on one technique, analysing how the use of this technique furthers the point of view of the documentary in the way film techniques are employed.		• Jigsaw https://www.newcastle.edu.au/__data/assets/pdf_file/0016/109600/Jigsaw-learning-activity.pdf • Snowball Activity http://pgis-tk.cta.int/m05/docs/M05U01_handout_snowball.pdf

This activity:
- Encourages use of oral language and group work
- Uses structure to help organise thoughts and provide a scaffold for discussion
- Reinforces key vocabulary **in use**
- Develops **cognitions** especially analysis, identification, description, justification
- **Develops skills essential for successfully responding to the question**

images in BOWLING for COLUMBINE.pptx2.pptx

Students then use this information to write sentences/paragraphs about one scene/technique

image 1

- What is happening in this part of the movie?
- What point is Michael Moore making with this image?
- What kind of shot is used? what is the focus of this frame?
- Why does Moore focus on himself? what image does he portray?

Who to contact

QCAA

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