ELA201
Week 5 Workshop
Dr Yoshi Budd

Focusing activity: Reflective activity

To find out about the culture it would be best for me to …

a. attend a function where I know I will meet some people who have experience living in the country
b. borrow an audiotape of a recent interview about the country
c. obtain a book designed for tourists that tells about the country
d. visit an exhibition displayed at the local library about the country

Focusing activity: Reflective activity

To initially orientate me to learning the language it would be best for me to…

a. Find a native speaker with whom I can speak in my language and the target language
b. Attach labels of words and phrases in the appropriate places around my home
c. Play a language game on computer
d. Listen to an audiotape of basic words and phrases
Focusing activity: Reflective activity

To support myself so that I can make myself understood in this new language for very basic oral communication it would be best for me to…

a. Create my own dictionary of words, phrases and simple sentences with pictures

b. Invite 2 of my co-learners to a regular language evening to practise our speaking over supper.

c. Make sure I learn the phonetics of the language to be able to sound our the words

d. Obtain interactive computer software that has voice recognition technology

Focusing activity: Reflective activity

To improve my comprehension of the new written language it would be best for me to…

a. Follow short written texts as I hear the message or story on audiotape

b. Use the written script on computer, in an email, or through word and sentence games such as Scrabble

c. Bring the message of short, written texts to life through role-play and sharing with co-learners

d. Analyse short written texts by highlighting or cutting out target words, phrases and simple sentences

Review (Think pair share activity)

› What have you been reading this week?
› Share and discuss 3 useful ideas, important points or confusing/challenging/interesting statements you have come across in the readings you have covered over the last week.
Discussion …

Teaching and learning activity

First, read the 2014 ACARA document, English as an Additional Language or Dialect: Teacher Resource. The section of the document that starts on page 12 explains the linguistic and cultural factors that affect EAL/D students' learning.

- oral language development
- differences between languages and writing systems
- differences in ways texts are constructed
- how cohesion is created in texts
- other features of sentence structure in English
- English vocabulary items that pose particular problems for EAL/D students
- other considerations for teaching EAL/D students
- EAL/D students’ prior schooling
- intercultural understanding
- assumed cultural knowledge
- EAL/D students’ expectations of schooling

Describe in detail a teaching and learning activity designed to improve students' learning outcomes in one of the above areas. Don't feel too anxious about this as your teaching activity does not have to be perfect. You can decide on the age(s) of the students and you may use pre-existing (school/web) resources but please ensure that you reference your resources carefully so others are able to access them.

Please note: When you create a post, please name it according to one of the dot points above. You are encouraged to provide feedback to at least one other person’s teaching activity – ideally provide feedback to someone who has not yet received feedback.

This activity not only forms part of Assessment Task 2 but is also intended to prepare you for Assessment Task 1. It is a practical activity designed to provide you with useful ideas to take with you when you undertake your practicum in schools.

Providing Feedback

- Constructive feedback
  - Debono’s 6 ways of thinking
    - Blue A summary
    - White Just the facts
    - Yellow I really like …
    - Red That makes me feel …
    - Green Maybe you could also …
    - Black What if …
Critical reflection and constructive feedback:

- Which analytical frameworks can we apply to the analysis and critique of a teaching and learning activity?
  - The scholarly literature
  - The modes of communication
  - A learning continuum
  - Text types
  - Language pedagogies

- ..... Anything else?