

Primary English Language and Literacy

Course Profile

Course Summary

This course is designed for Bachelor of Education (Primary) and Postgraduate Diploma in Education students who will teach English language, literature and literacy within primary school in Australia.

The course makes use of current literature, excerpts from classroom teaching, teaching videos and other digital resources to prepare pre-service teachers to teach Language, Literature and Literacy – the three interrelated strands of the English Learning Area in the Australian Curriculum. It offers foundational knowledge of the developmental nature of English learning for primary learners including those coming from non-English speaking backgrounds (NESB) and Aboriginal and Torres Strait Islander populations. The course aims to enable students to cultivate such foundational knowledge in the use and adaptation of literary texts as well as the construction of lesson plans. The course also offers theoretical approaches to teaching as well as practical strategies to assist students in the development of their pedagogical repertoire particularly in the practice of classroom teaching, reflection on the teaching practice, and assessment of learning progress.

Prerequisites

Introduction to Primary Professional Experience

Co-requisites

Practicum

Course Objectives

The objectives of the course are to enable students to develop sound understanding of the Australian Curriculum in a way that it can be implemented in the language, literature and literacy classroom in primary schooling and to support the development of their pedagogical repertoire through a wide range of teaching materials, pedagogical ideas from videos and coursebooks as well as literary texts.

Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to:

1. Explain the Australian Curriculum F-10: English as well as its interrelated strands (language, literature, and literacy) and associated terminologies
2. Assess the range of learners' literacy needs within the primary classroom particularly those with diverse backgrounds such as NESB and Aboriginal and Torres Strait Islander populations

3. Demonstrate understanding of theoretical approaches and methods relevant to child language acquisition and learning development in the assessment of learners' literacy development and creation of lesson plans
4. Select and adapt appropriate children's literature texts and use the texts to develop teaching and assessment strategies that cater for learners' needs at different ages, stages and backgrounds
5. Co-teach a short-lesson designed for primary learners of English
6. Reflect on their teaching experience and contribute to an improved understanding of primary language, literature and literacy teaching

Course Delivery

Face-to-face learning: class seminars (3 hours)

Online learning: reading of teaching materials, online quizzes

Recommended Resources

A set of compulsory readings is listed in this Course Profile and is available on Blackboard. Additional readings are also listed in the Course Profile and are available in the University Library.

Learning Activities

Week	Topic	Content
1	Introduction	<ul style="list-style-type: none"> • Course objectives • Course overview • Course assessments • Introduction to Australian Curriculum F-10: English
Readings: Course Profile		
2	Australian Curriculum F-10: English and Early Years Learning Framework	<ul style="list-style-type: none"> • Strands and General Capabilities • Sequences of Content and Achievement • Cross-Curriculum Priorities • Early Years Learning Framework
Australian Curriculum. (2020). <i>Curriculum and policy documents</i> . Retrieved from https://www.australiancurriculum.edu.au/f-10-curriculum/english/		
3	Child language acquisition and development	<ul style="list-style-type: none"> • Behaviourism vs. Constructivism • Piaget and Vygotsky's theories of learning • The affective domain • Individual Differences (IDs)

<p>Kalatzis, M., & Cope, B. (2012). <i>Literacies</i>. Cambridge: Cambridge University Press. – Chapter 14 (Literacies and learner differences)</p> <p>Levine, L. N., & McCloskey, M. L. (2013). <i>Teaching English language and content in mainstream classes: One class, many paths (2nd ed.)</i>. London: Pearson. – Chapter 2 (Language acquisition and language learning in the classroom)</p>		
4	Assessing literacy development	<ul style="list-style-type: none"> • School system requirements • Literacy development • Assessing, diagnosing, and monitoring learners' literacy development • High-stakes testing and NAPLAN
<p>Tompkins, G., Smith, C., Campbell, R., & Green, D. (2019). <i>Literacy for the 21st century</i>. London: Pearson. – Chapter 3 (Assessing students' literacy development)</p>		
5	Sociocultural approaches to child literacy	<ul style="list-style-type: none"> • Zone of Proximal Development (ZPD) • Scaffolding • Mediating literacy • Affordances and literacy
<p>Gibbons, P. (2018). <i>Bridging discourses in the ESL classroom: Students, teachers and researchers</i>. London: Bloomsbury Academic. - Chapter 2 (A sociocultural view of language learning)</p>		
6	Planning English language, literature and literacy lessons	<ul style="list-style-type: none"> • The Four Resources Model • Children's literature and play-based activities • Multimodality and multiliteracies • Lesson objectives and student needs • Language-based activities
<p>Henderson, R., & Exley, B. (2019). Thinking about planning for literacies learning. In R. Henderson (Ed.), <i>Teaching literacies: Pedagogies and diversity</i> (pp. 20-36). Oxford: Oxford University Press.</p>		
7	Literary texts in the classroom	<ul style="list-style-type: none"> • Guided Reading texts • Selecting, adapting, and creating literary texts • Critical literacy • Digital literacy
<p>Adam, H., & Harper, L. (2016). Assessing and selecting culturally diverse literature for the classroom. <i>Practical Literacy</i>, 21(2), 10-13.</p> <p>Honan, E. (2019). Using digital texts to engage students. In R. Henderson (Ed.), <i>Teaching literacies: Pedagogies and diversity</i> (pp. 160-178). Oxford: Oxford University Press.</p>		
8	Teaching Reading	<ul style="list-style-type: none"> • Phonemic awareness • Phonics • Spelling and word identification • Reading fluency • Assessing reading

<p>Gibbons, P. (2015). <i>Scaffolding language, scaffolding learning: Teaching English learners in the mainstream classroom (2nd ed.)</i>. Portsmouth, NH: Heinemann. - Chapter 6 (Reading in a second language and culture: Barriers and bridges)</p> <p>Winch, G., Johnston, R. R., March, P., Ljungdahl, L., & Holliday, M. (2014). <i>Literacy: Reading, writing, and children's literature (5th ed.)</i>. Oxford: Oxford University Press. – Chapter 2 (Towards a model of reading)</p>		
9	Teaching Writing	<ul style="list-style-type: none"> • Mode continuum: From speaking to writing • Writing genres • A scaffolded approach to writing • Writing fluency • Assessing writing
<p>Cross, R. (2019). An holistic approach for supporting written literacy skills for EAL/D learners. In R. Henderson (Ed.), <i>Teaching literacies: Pedagogies and diversity</i> (pp. 280-307). Oxford: Oxford University Press.</p> <p>Gibbons, P. (2015). <i>Scaffolding language, scaffolding learning: Teaching English learners in the mainstream classroom (2nd ed.)</i>. Portsmouth, NH: Heinemann. Chapter 5 (Learning to write in a second language and culture)</p>		
10	Teaching grammar and vocabulary	<ul style="list-style-type: none"> • Word classes • Phrases, Clauses and Sentences • Cohesion • Lexical awareness • Incidental and explicit vocabulary teaching
<p>Tompkins, G., Smith, C., Campbell, R., & Green, D. (2019). <i>Literacy for the 21st century</i>. London: Pearson. – Chapter 6 (Teaching English grammar: The language code for reading and writing) and Chapter 8 (Expanding academic vocabulary)</p>		
11	Classroom discourse	<ul style="list-style-type: none"> • Formulaic language • Translanguaging • Scaffolded teacher talk • Classroom Interactional Competence (CIC)
<p>Walsh, S. (2013). <i>Classroom discourse and teacher development</i>. Edinburgh: University of Edinburgh Press. – Chapter 3 (Classroom interactional competence)</p> <p>Woods, A., & Exley, B. (2019). <i>Literacies in early childhood: Foundations for equity and quality</i>. Oxford: Oxford University Press. – Chapter 8 (Early Years EAL/D Learners: Proficiencies, Trans-languaging and Pedagogic Identities)</p>		
12	Literacy support for NESB and indigenous learners	<ul style="list-style-type: none"> • Diversity among learners • Language background • Immigration experience • Religion, culture and traditions
<p>Gibbons, P. (2009). <i>English learners, academic literacy, and thinking: Learning in the challenge zone</i>. Portsmouth, NH: Heinemann. – Chapter 8 (Planning for high-challenge, high support-classroom: Setting up EL learners for success)</p>		

Hertzberg, M. (2011). <i>Teaching English language learners in mainstream classes</i> . Marrickville Metro, NSW: Primary English Teaching Association Australia. – Chapter 2 (Who are our learners?)		
13	Integrated and differentiated instruction	<ul style="list-style-type: none"> • Language skills integration • Integrating language and subject learning • Differentiation: content, process, and product • Managing differences in language use • Culturally responsive language teaching
Gibbons, P. (2015). <i>Scaffolding language, scaffolding learning: Teaching English learners in the mainstream classroom</i> (2 nd ed.). Portsmouth, NH: Heinemann. Chapter 8 (Developing an integrated curriculum: Learning language, learning through language, and learning about language)		
Tompkins, G., Smith, C., Campbell, R., & Green, D. (2019). <i>Literacy for the 21st century</i> . London: Pearson. – Chapter 11 (Differentiating for success)		

Assessments

- Microteaching: 40%
- Digital Reflection: 25%
- Literary Text Analysis: 15%
- Scaffolding Portfolio: 20%

1. Micro-teaching

Weighting: 40%

Mode: Pair or group work

Description:

Students will choose partners and become co-teachers. They are required to work in pairs or in groups (no more than 3 members) to design an English lesson for primary learners. All lessons are no longer than 30 minutes and are distributed across tutorial sessions from weeks 3-11. Co-teachers are to teach the lesson in front of their classmates who will pretend to be the learners. Co-teachers need to divide the time to teach the lesson with roughly equal amount of contributions. This can be done: 1) sequentially in which co-teachers take turns to teach within a specific timeframe; 2) collaboratively in which they complement each other’s teaching without being limited to a timeframe; 3) or a combination of both.

Co-teachers must create a lesson plan to outline the teaching context, rationale, lesson theme and objectives, classroom activities, and teacher-student roles. Use of pictures, realia, powerpoint, posters, or other teaching materials and technologies is encouraged. Assessment will be made against criteria such as the efficacy of teaching, its suitability to the teaching context and rationale, as well as the appropriateness of the classroom activities and teaching materials. All micro-teaching sessions will be recorded for the Digital Reflection assignment and may be used for co-teachers’ own professional development. Lesson plan and teaching materials are to be submitted in digital form, for example, as PDF scanned documents. Detailed micro-teaching procedures are available on Blackboard.

Submission: Blackboard

Due date: Weeks 3-11

Criteria and marking: Available on Blackboard

2. Digital Reflection

Weighting: 20%

Mode: Pair or group work

Description: Co-teachers are to work collaboratively to create an eight (8)-minute digital reflection on their micro-teaching. The reflection may be developed in any range of narratives (e.g., web-based stories, interactive stories, hypertexts). Any form of digital tools such as iMovie, Microsoft Photos and WeVideo may be in use. Co-teachers must summarise how their lesson went, reflecting on what went well or not so well, and why. They should also identify things that they would have done differently, for example, why and how an activity would have been best done in groups rather than in pairs. Video excerpts from the micro-teaching may be included in the digital reflection. But the excerpts should not be longer than 1 minute and are only meant as points of reference in reflecting upon the teaching. Incorporation of relevant concepts and theories is compulsory. Co-teachers must be creative and engaging in the presentation of their work. Use of music, pictures, texts, etc. is encouraged, providing their relevance and usefulness. A transcript must be submitted along with a video format of the reflection within 2 weeks after the micro-teaching. Technological assistance may be provided by the ICT Unit of the University. Detailed reflection procedures are available on Blackboard.

Criteria and marking: Available on Blackboard

Due date: 2 weeks after micro-teaching

Submission: Submit the transcript to Turnitin and the digital reflection in a video format via a link in the assessment folder

3. Literary Text Analysis

Weighting: 15 %

Mode: Individual work

Description: Students are required to select two (2) children's literature texts relevant for use at any level of Australian Curriculum F-10: English. The texts must be representative of genres listed in the Curriculum, with one of them being an Aboriginal and Torres Strait Islander story. Students must identify how each text is relevant to the Literature Strand and corresponds with features of the Language Strand in a nominated year level. They must justify how the text selection and choice of associated language features may contribute to children's English language development. Analysis must be made on how the texts can be adapted or modified in terms of linguistic complexity and thematic density, so that they can be used for learners at a higher or lower level. Justification must be made on the proposed adaptation or modification. Students must enter all the relevant information for this assignment into a Text Analysis Form, incorporating relevant theories and concepts. Detailed procedures of text analysis are available on Blackboard.

Submission: Turnitin

Due date: Week 8

Length: 1,200 words

Criteria and marking: Available on Blackboard

4. Scaffolding Portfolio

Weighting: 20%

Mode: Individual work

Description: Students are required to document the learning journey of either an NESB, Aboriginal, or Torres Strait Islander learner in their chosen practicum class. They must collect writing samples of the learner from 3 different weeks of the semester, separated by good intervals, for example, Weeks 2, 6, and 10, or Weeks 3, 7, and 11. Information related to the personal backgrounds of the learners must be included, hence information such as name (pseudonym), language, race, age, gender, and brief family & personal history (e.g., migrant family). Students must use the writing samples to analyse the learner's progress in terms of language and literacy development. They must identify linguistic features in the samples to indicate the learner's progress or lack thereof. They are required to reflect on how the learner is supported in their language and literacy learning in a scaffolded manner, given their stage of education, their level of English, and personal backgrounds. This may include whole class support, specific programs, and/or individual scaffolding in classroom interaction and activities. All the information is collated into a Scaffolding Portfolio Form, which requires the completion of approximately 1,500 words. The Form is to be submitted in Week 13. Ethical considerations and detailed procedures of the assessment item are available on Blackboard.

Submission: Turnitin

Due date: Week 13

Length: 1,500 words

Criteria and marking: Available on Blackboard

Recommended readings:

- Alexander, R. (2008). *Towards dialogic teaching: Rethinking classroom talk* (4th ed.). North Yorkshire, UK: Dialogos.
- Boyd, M. P. (2015). Relations between teacher questioning and student talk in one elementary ELL classroom. *Journal of Literacy Research*, 47(3), 370-404.
- Burgoyne, K., Whiteley, H. E., & Hutchinson, J. M. (2011). The development of comprehension and reading-related skills in children learning English as an additional language and their monolingual English-speaking peers. *British Journal of Educational Psychology*, 81, 344–354.
- Cameron, L. (2002). Measuring vocabulary size in English as an Additional Language. *Language Teaching Research*, 6(2), 145–173.
- Clegg, J., (Ed). (1996). *Mainstreaming ESL: Case studies in integrating ESL students into the mainstream curriculum*. Clevedon, UK: Multilingual Matters.
- Delbridge, A., & Helman, L. A. (2016). Evidence-based strategies for fostering biliteracy in any classroom. *Early Childhood Education Journal*, 44, 307–316.
- Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly*, 38, 78–103.
- Freebody, P., & Luke, A. (1990). Literacies' programs: Debate and demands in cultural context. *Prospect*, 5(3), 7–16.
- Geva, E., & Wang, M. (2001). The development of basic reading skills in children: A cross-linguistic perspective. *Annual Review of Applied Linguistics*, 21, 182–204.
- Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English learners in the mainstream classroom* (2nd ed.). Portsmouth, NH: Heinemann.
- Guthrie, J. T. (2004). Teaching for literacy engagement. *Journal of Literacy Research*, 36(1), 1-30.

- Henderson, R. (Ed.) (2019). *Teaching literacies: Pedagogies and diversity*. Oxford: Oxford University Press.
- Hertzberg, M. (2011). *Teaching English language learners in mainstream classes*. Marrickville Metro, NSW: Primary English Teaching Association Australia.
- Hornberger, N. H., & Link, H. (2012). Translanguaging in today's classrooms: A biliteracy lens. *Theory into Practice, 51*(4): 239–47.
- Jean, M., & Geva, E. (2009). The development of vocabulary in English as a second language children and its role in predicting word recognition ability. *Applied Psycholinguistics, 30*, 153–185.
- Keehne, C. N. K., Sarsona, M. W., Kawakami, A. J., & Au, K. H. (2018). Culturally responsive instruction and literacy learning. *Journal of Literacy Research, 50*(2), 141-166.
- Kendrick, M. (2016). *Literacy and multimodality across global sites*. New York, NY: Routledge.
- Leung, C. (2016). English as an additional language – A genealogy of language-in-education policies and reflections on research trajectories. *Language and Education, 30*(2), 158–174.
- Lenters, K. (2004). No half measures: Reading instruction for young second-language learners. *The Reading Teacher, 58*(4), 328–336.
- Lyle, S. (2008). Dialogic teaching: Discussing theoretical contexts and reviewing: Evidence from classroom practice. *Language and Education, 22*(3), 222–40.
- Levine, L. N., & McCloskey, M. L. (2013). *Teaching English language and content in mainstream classes: One class, many paths* (2nd ed.). London: Pearson.
- Perry, K. H. (2012). What is literacy? – A critical overview of sociocultural perspectives. *Journal of Language and Literacy Education, 8*(1), 50–71.
- Proctor, C. P., Dalton, B., & Grisham, D. L. (2007). Scaffolding English language learners and struggling readers in a universal literacy environment with embedded strategy instruction and vocabulary support. *Journal of Literacy Research, 39*(1), 71-93.
- Rodgers, E. M. (2004). Interactions that scaffold reading performance. *Journal of Literacy Research, 36*(4), 501-532.
- Tompkins, G., Smith, C., Campbell, R., & Green, D. (2019). *Literacy for the 21st century*. London: Pearson.
- Triplett, C. F. (2002). Dialogic responsiveness: Toward synthesis, complexity, and holism in our responses to young literacy learners. *Journal of Literacy Research, 34*(1), 119-158.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. London: Harvard University Press.
- Verhoeven, L., & Vermeer, A. (2006). Literacy achievement of children with intellectual disabilities and differing linguistic backgrounds. *Journal of Intellectual Disability Research, 50*(10), 725–738.
- Whiteside, K. E., Gooch, D., & Norbury, C. F. (2016). English language proficiency and early school attainment among children learning English as an additional language. *Child Development, 88*(3), 812–817.
- Winch, G., Johnston, R. R., March, P., Ljungdahl, L., & Holliday, M. (2014). *Literacy: Reading, writing, and children's literature* (5th ed.). Oxford: Oxford University Press.
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, 17*, 89-100.
- Woods, A., & Exley, B. (2019). *Literacies in early childhood: Foundations for equity and quality*. Oxford: Oxford University Press.