English as an Additional Language or Dialect

LEVEL 1	15 TCE CREDIT POINTS
COURSE CODE	EAL115114
COURSE SPAN	2014 — 2025
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2021. Use A-Z Courses to find the current version (if available).

English as an Additional Language or Dialect (EAL/D) Level 1 is designed for learners who need to develop their use of Standard Australian English (SAE) language skills for speaking, reading and writing

SAE refers to the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians. There is a focus on developing oral communication skills and the ability of the learner to express their needs, opinions and ideas in order to communicate effectively, and to participate in life in Australia. Learners may be new arrivals to Australia, recent refugees, or other learners for whom English is a second or additional language or dialect.

Course Description

This course develops learners' skills to respond to oral, written and multimodal texts, and to create oral, written and multimodal texts.

Texts are used to develop vocabulary, grammar, language learning strategies and understanding.

Texts are used to develop the skills of comprehension and the ability to identify key information and meaning.

Learners will create their own texts to be used for specific purposes, including the expression of their needs, opinions and ideas.

Texts for EAL/D Level 1 are to be simple in nature. Simple texts are those that are familiar and have a clear purpose. Simple texts use commonly known words and commonly used abbreviations.

Rationale

English as an Additional Language or Dialect (EAL/D) Level 1 is designed for learners who need to develop their use of **Standard Australian English (SAE)** language skills for speaking, reading and writing. SAE refers to the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.

There is a focus on developing oral communication skills and the ability of the learner to express their needs, opinions and ideas in order to communicate effectively, and to participate in life in Australia.

Learners may be new arrivals to Australia, recent refugees, or other learners for whom English is a second or additional language or dialect.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. identify the main ideas and information in simple texts
2. respond to simple text and form their own opinions
3. create short, simple texts in oral, written and multimodal* forms *Multimodal: a combination of two or more communication modes (for example print, image, and spoken text, as in a film or computer presentation)
4. express their ideas about familiar, everyday topics.

** Multimodal: a combination of two or more communication modes (for example print, image, and spoken text, as in a film or computer presentation)*

Access

Access to this course is restricted to learners:

- for whom English is a second language or an additional language or dialect; and
- who have had no more than a total of six years of formal education in a school where English is the major language of instruction; and
- who have been resident in Australia for no more than six calendar years immediately before January 1 of the year in which this course is to be taken.

Providers may make an application to TASC requesting a partial relaxation of the restrictions noted above, on an individual learner basis. Possible grounds for an application would be to cater for a learner who: has experienced severely interrupted schooling; has experienced trauma or other forms of memory impairment due to Post Traumatic Stress Disorder (for example); or who is a humanitarian refugee and for whom this course is the most appropriate and beneficial. Click for more information and an Application Form.

This course requires learners to work in small groups.

Pathways

Successful completion of this course may lead to a variety of senior secondary courses which may include English as a Second Language or Dialect (EAL/D) Level 2 and Level 3 and vocational education and training qualifications.

Resource Requirements

Learners will need periodic access to digital technology such as computers.

Course Size And Complexity

This course has a complexity level of Level 1.

At Level 1 the learner is expected to carry out tasks and activities that draw on a limited range of knowledge and skills. The tasks and activities generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed. VET competencies at this level are often those characteristic of an AQF Certificate I.

This course has a size value of 15.

Course Requirements

This course is in three (3) parts. Each part must be completed. Parts can be delivered in any order.

It is recommended that providers design programs of study that combine/concurrently deliver all three parts.

Course Content

PART A COMMUNICATION SKILLS AND STRATEGIES

Learners will:

- practise pronunciation of SAE words, phrases and sentences (using modelling as required)
- communicate needs and ideas to others using visual cues and SAE
- engage in group work or team work to promote development of SAE language skills
- understand and use acceptable practices when engaging in conversations and discussions with SAE speakers including:
    - common cultural gestures and behaviours
    - appropriate eye contact
    - acknowledging the speaker
    - taking turns in group discussions
    - politely entering and exiting conversations
    - maintaining an appropriate distance from others while in conversation
- sending and responding to simple* email and SMS communication in SAE
- using common protocols in social situations such as visiting or dining.

**simple email is that which is intended for a single recipient and has no attachments*

PART B COMPREHENSION SKILLS AND STRATEGIES

Learners will:

- develop understanding of SAE by using visual information, and translating into home language or dialect
- identify and describe characters, setting and events in their reading of stories
- use visual cues to predict subject matter and content of text
- build SAE vocabulary by creating and updating a list of new words used in texts, and their meanings
- build SAE vocabulary by listening to the reading of text by others, and extracting "new words"
- show they understand the main content of the texts by "retelling"
- show they understand the main meaning of texts by providing appropriate answers to questions
- use dictionaries (text based and picture) and bilingual resources to assist understanding of text
- read and understand text presented in a range of forms
- listen to text presented in a range of forms *e.g. a speech, a commentary, a script*
- use simple graphic organisers* to show what they have understood from text
- talk about how they have interpreted text
- ask others about their interpretation of text and note any differences
- interpret non-verbal behaviours and cues, to guess the meaning of what is being communicated to them by others
- use familiar/ known words and morphemes** to help gain meaning from texts
- use basic research skills as directed, to find information in texts.

** graphic organisers may include: mind map; fishbone; spider-chart; idea wheel; tables; flowchart; & timeline.*
*** the lowest unit of language that can convey meaning such as "child", "shed", "walk". You cannot break a morpheme down into anything smaller that has a meaning. Many simple words are morphemes.*

PART C CREATE A RANGE OF TEXTS

Learners will:

- create written texts
- create texts intended for oral presentation
- use everyday SAE vocabulary with correct spelling
- use sentences, paragraphs and basic punctuation *(full stops, commas, question marks, brackets)*
- use simple conjunctions such as *and, but, if, with, or, so, for*
- use common logographs such as *$, &, %*
- use abbreviations such as *Mr, Mrs, Miss, Dr, mm, cm, m, km, kg, am, pm*
- write simple descriptions of people, places and events that the intended audience will understand
- choose what it is they want to communicate
- select appropriate text form
- draft a plan of content

- write content in a way that achieves “flow” for the reader or the listener
- write in a form that presents the content clearly to the reader or the listener
- improve their text by editing and refining drafts with teacher support
- present information using simple graphic organisers
- use appropriate word processing technology and presentation equipment such as *computers, electronic white-boards, digital projectors (where available).*

Work Requirements

PART A WORK REQUIREMENTS

Learners must engage in **at least six** communication experiences, two of which must be with an individual *(e.g. a teacher, an aide, a mentor)* and two of which must be in a group situation *(e.g. small group discussion, class activity, cultural group gathering).*

PART B WORK REQUIREMENTS

Learners must demonstrate their comprehension skills in response to **at least six texts**, two of which must be written, and two of which must be oral text.

PART C WORK REQUIREMENTS

Learners must create **at least six** texts in a range of modes of their choice but including at least one written, at least one oral, and at least one multimodal.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating ‘A’, ‘B’, or ‘C’, according to the outcomes specified in the standards section of the course.

A ‘t’ notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the ‘C’ rating.

A ‘z’ notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner’s rating for each criterion to TASC.

Quality Assurance Process

The following process will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for English as an Additional Language or Dialect (EAL/D) Level 1 will be based on whether a learner can:

1. communicate effectively in everyday English conversations and social interactions
2. understand content and meaning of information presented in simple English texts*
3. create short and simple texts in English to convey ideas and information

Standards

Criterion 1: communicate effectively in everyday English conversations and social interactions

The learner:

Rating A	Rating B	Rating C
contributes to conversations with others and responds appropriately	engages in conversations with others	engages in conversations with a limited range of people e.g. a familiar friendship group or familiar group setting
converses with minimal hesitation in social situations	engages in conversations in a range of social situations	engages in simple conversations in a limited range of social situations
clearly expresses needs and ideas using SAE and can provide answers to questions aimed at clarifying the need or idea	expresses and explains needs and ideas using SAE	expresses their basic needs and ideas in simple SAE
pronounces SAE words, phrases and sentences with intelligible articulation	pronounces SAE words, phrases and sentences as directed	pronounces SAE words, phrases and sentences after modelling by others
modifies their own behaviour to show they understand cultural differences.	identifies behaviours which are indicative of a range of different cultures.	identifies some behaviours which are indicative of different cultures.

Criterion 2: understand content and meaning of information presented in simple English texts

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
locates the main content and key information in texts*	locates some information in texts*	locates some information in texts* as directed
uses a range of comprehension strategies in order to increase understanding of text	uses some comprehension strategies in order to increase understanding of text	uses some comprehension strategies to identify the main ideas in text
explains the meaning of information using relevant examples from texts that have been read and/or listened to	explains the meaning of information in texts that have been read and/or listened to	answers questions to show they have understood the meaning of information in texts that have been read and/or listened to
explains the point of view the writer has presented in simple texts	describes how the writer has presented a point of view in simple texts	identifies a point of view presented by the writer in simple text
responds in a way that indicates understanding of non-verbal behaviours and cues used by others to help comprehension.	orally describes their understanding of different non-verbal behaviours and cues used by others to help comprehension.	acknowledges when others are using non-verbal behaviours and cues to help comprehension.

*Texts will be oral, written and multimodal

Criterion 3: create short and simple texts in English to convey ideas and information

The learner:

Rating A	Rating B	Rating C
plans their text using appropriate tools e.g. graphic organisers	constructs a simple plan for their text	constructs a simple plan for their text, as directed
creates text that describes and comments on personal information and experiences	creates text that describes personal information and experiences	creates text that recounts personal information and experiences
chooses text forms to create text for different purposes, and explains their choice	creates text in a limited range of forms	creates text in a limited range of forms, as directed
communicates ideas and information clearly using simple and carefully selected language	describes ideas and information using simple language	repeats simple ideas and information after modelling
uses a range of writing conventions in text. There may be some minor errors	uses writing conventions in text. There may be some minor errors	uses a limited range of writing conventions. There may be some errors
refines draft of text and improves content in response to feedback.	makes some modifications to text as a result of feedback.	changes drafts of text as a result of receiving instruction.

Qualifications Available

English as an Additional Language or Dialect (EAL/D) Level 1 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the three ratings.

The minimum requirements for an award in English as an Additional Language or Dialect (EAL/D) Level 1 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
3 'A' ratings

HIGH ACHIEVEMENT (HA)
1 'A' rating, 2 'B' ratings

COMMENDABLE ACHIEVEMENT (CA)
2 'B' ratings, 1 'C' rating

SATISFACTORY ACHIEVEMENT (SA)
3 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
2 'C' ratings

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

The content statements in this section, taken from ACARA-developed English as an Additional Language or Dialect Bridging Units 1 and 2, and Units 3 and 4 documents endorsed by Education Ministers as the agreed and common base for course development, are to be used to define expectations for the meaning (nature, scope and level of demand) of relevant aspects of the sections in this document setting out course requirements, learning outcomes, the course content and standards in the assessment.

English as an Additional Language or Dialect: Bridging Unit 1
Content Descriptions

Communication skills and strategies including:

- communicating needs and ideas to others using visual cues or home language or dialect (ACEEA105)
- repeating modelled pronunciation and intonation, patterns of words, phrases, simple clauses, and sentences (ACEEA106)
- engaging in group work to promote language learning (ACEEA107)
- understanding common cultural gestures and behaviours used by SAE speakers; for example, nods, eye contact, and non-verbal behaviour such as turn-taking and the distance deemed appropriate when engaging in conversation (ACEEA108)

Comprehension skills and strategies including:

- using visual information and home language or dialect to support understanding (ACEEA109)
- identifying characters and settings presented in stories (ACEEA110)
- keeping charts or lists to organise or classify new vocabulary and knowledge (ACEEA111)
- retelling the gist and responding to texts and ideas considered in class (ACEEA112)
- identifying familiar vocabulary and morphemes, and using these to determine meaning from texts (ACEEA113)
- using dictionaries, picture dictionaries and bilingual resources to understand texts (ACEEA114)

Create a range of texts:

- using some written and oral text forms and grammatical structures, including the linear sequencing of events through the use of simple sentences, conjunctions, punctuation and paragraphs (ACEEA120) using simple first-person recounts and descriptions (ACEEA121)
- using organisers representations of information (ACEEA122)
- using everyday vocabulary (ACEEA123)
- using commonly used logographs, for example $, &, and abbreviations, for example Mr, Mrs (ACEEA124)
- using teacher editing and conferencing including editing for word order, articles, prepositions and simple tenses (ACEEA125)

(The section "Language and text analysis skills and strategies" from Bridging Unit 1 is not included in this course)

English as an Additional Language or Dialect: Bridging Unit 2
Content Descriptions

Communication skills and strategies including:

- communicating ideas orally, digitally and in writing; rewording for understanding and asking for clarification or repetition; using home language or dialect (ACEEA126)
- independently approximating the pronunciation, intonation and stress of words and phrases (ACEEA127)
- collaborating to produce short texts that present facts, a point of view or opinion (ACEEA128)
- using rules of politeness in SAE for everyday situations, for example, through acknowledging the speaker when being spoken to, interacting with a range of participants, entering and exiting conversations, making email contact or using protocols in social situations such as visiting or dining (ACEEA129)

Comprehension skills and strategies including:

- interpreting non-verbal cues and intonation to guess the meaning in unfamiliar situations (ACEEA130)
- identifying and describing characters, settings and events presented in stories (ACEEA131)
- using simple graphic organisers (ACEEA132)
- identifying essential information from a range of familiar texts (ACEEA133)
- retelling and responding to familiar texts (ACEEA134)
- using known vocabulary and familiar text structures to find information (ACEEA135)
- using modelled research skills and strategies to find information (ACEEA136)

Create a range of texts:

- using simple written and oral text forms, punctuation and grammatical structures including graphic representations of information (ACEEA143)
- using descriptions of people, places and events (ACEEA144)
- using a growing range of technologies and mediums (ACEEA145)
- using simple comparative language, and reference items such as referential and demonstrative pronouns (ACEEA146)
- using modal adjectives and adverbs, for example, always, never, sometimes, often (ACEEA147)
- using familiar vocabulary including countable and uncountable nouns (ACEEA148)
- using growing accuracy with spelling (ACEEA149)
- using a growing range of conjunctions (ACEEA150)
- using simple strategies for planning and editing (ACEEA151)

(The section "Language and text analysis skills and strategies" from Bridging Unit 2 is not included in this course)

English as an Additional Language or Dialect: Bridging Unit 3
Content Descriptions

Communication skills and strategies including:

- communicating ideas and opinions in a growing range of situations and rephrasing when meaning is unclear (ACEEA152)
- using intelligible pronunciation and intonation of words and phrases (ACEEA153)
- adopting expected listening behaviours in some unfamiliar situations (ACEEA155)

Comprehension skills and strategies including:

- translating from home language or dialect to SAE (ACEEA159)
- identifying and responding to the main ideas in a range of familiar texts (ACEEA162)
- identifying and explaining common cultural references, idiomatic language and simple colloquialisms (ACEEA164)
- employing ICT and investigative strategies to locate information from other sources. (ACEEA165)

Create a range of texts:

- using appropriate form, content and style for a range of common purposes and audiences (ACEEA171)
- using commonly used technologies and media (ACEEA174)
- using a growing range of strategies for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple and compound sentences (ACEEA179)

English as an Additional Language or Dialect: Bridging Unit 4
Content Descriptions

Communication skills and strategies including:

- interacting with others in oral, written and digital forms in a range of contexts (ACEEA180)
- working collaboratively in learning activities (ACEEA183)
- using intelligible pronunciation, intonation and stress of words and phrases (ACEEA181)

Comprehension skills and strategies including:

- using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts (ACEEA186)
- identifying and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts (ACEEA189)

Create a range of texts:

- using appropriate form, content and style for a range of common, and some unfamiliar, purposes and audiences (ACEEA197)
- using strategies for planning and refining work such as editing for consistent use of common punctuation (ACEEA204)
- using a combination of technologies and mediums (ACEEA198)

Accreditation

The accreditation period for this course has been renewed from 1 January 2022 until 31 December 2025.

During the accreditation period required amendments can be considered via established processes.

Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian senior secondary curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1 – Accredited on 3 October 2013 for use from 1 January 2014 to 31 December 2018. This course replaces English as a Second Language (ESL115109) that expired on 31 December 2013.

Accreditation renewed on 22 November 2018 for the period 1 January 2019 until 31 December 2021.

Version 1.a - Access Requirement change from five (5) to six (6) years made on 1 May 2021 as per Executive Officer decision of 19 April 2020.

Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2025, without amendments.

Supporting documents including external assessment material

- EAL315115AudioFiles2015(T03-04).zip (2017-05-30 01:47pm AEST)
- EAL315115AudioFiles2016(T03-04).zip (2017-05-30 01:48pm AEST)
- EAL115114 CourseAccreditation.pdf (2017-07-21 01:05pm AEST)

Tasmanian Government

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