

English as an Additional Language or Dialect

| LEVEL 3 | 15 TCE CREDIT POINTS |
|---------------------------------|-------------------------|
| COURSE CODE | EAL315115 |
| COURSE SPAN | 2015 — 2019 |
| READING AND WRITING STANDARD | YES |
| MATHEMATICS STANDARD | NO |
| COMPUTERS AND INTERNET STANDARD | NO |

This course was delivered in 2017. Use [A-Z Courses](#) to find the current version (if available).

English as an Additional Language or Dialect (EAL/D) focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE)

Standard Australian English is 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. Through close study of language and meaning, learners of EAL/D explore how learning in and through English language influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect. EAL/D provides opportunities for learners to engage reflectively and critically with a broad range of spoken, written and multimodal texts. Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums. This course develops learners' academic English skills in order to prepare them for tertiary study.

Course Description

This course is based on ACARA English as an Additional Language or Dialect (EAL/D) Units 3 and 4.

The learner's use of SAE will be extended and consolidated. Learners will, independently and collaboratively, use SAE to analyse and evaluate issues, ideas and attitudes, and develop their appreciation of how these vary across cultures and within different contexts, particularly the Australian context.

Learners will use SAE in a range of communication contexts, and to present oral, written and multimodal text of their own creation to a range of audiences.

Use of SAE language is developed to describe, inform, respond, express a point of view and persuade.

The ways in which language choices shape meaning and influence audiences are explored through the study of a range of texts.

Effective and independent research skills are developed. Learners will use research strategies to present ideas, information, conclusions, arguments and recommendations. They will apply the principles of referencing and academic integrity.



Rationale

English as an Additional Language or Dialect (EAL/D) focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). **Standard Australian English** is 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.

Through close study of language and meaning, learners of EAL/D explore how learning in and through English language influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

EAL/D provides opportunities for learners to engage reflectively and critically with a broad range of spoken, written and multimodal texts. Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums. This course develops learners' academic English skills in order to prepare them for tertiary study.

Aims

Senior secondary *English* courses aim to develop learners':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, English as an Additional Language or Dialect (EAL/D) aims to develop learners':

- understanding of the relationships between language, texts and ways of thinking and knowing in SAE
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas
- inferential comprehension, critical analysis and reflection skills.

Learning Outcomes

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

1. use communication skills to evaluate how texts present ideas and opinions
2. investigate and compare personal, social and cultural attitudes and perspectives in a range of texts from different contexts
3. respond to issues and ideas using sustained, persuasive and effective communication
4. understand the relationships between information, ideas, language and values in a range of texts
5. examine personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts
6. plan, create and refine extended oral, written and multimodal texts appropriate to a range of contexts, purposes and audiences
7. understand and apply the principles of academic integrity.

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 five 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 five 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.

This course requires learners to work in small groups.



Pathways

English as an Additional Language or Dialect (EAL/D) Level 2 provides a pathway to this Level 3 course. Successful completion of this Level 3 course may lead to study at tertiary level and a variety of 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 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Structure

This course has four (4) compulsory strands.

- Strand A: Communication Skills and Strategies
- Strand B: Comprehension Skills and Strategies
- Strand C: Language and Text Analysis Skills and Strategies
- Strand D: Creating a Range of Texts

Within each strand learners engage in **compulsory learning elements**.

These **compulsory learning elements** are indicated as dot points under each strand in the Course Content below.

Illustrative examples of learning tasks and/or explanatory notes are also given with each learning element. See also the Glossary Appendix.

It is **not** intended that the four strands and related learning elements are delivered and assessed in isolation. Providers will design programs of study that combine/concurrently deliver and assess all four strands and their learning elements.

ACADEMIC INTEGRITY

In this course learners will **explicitly** consider:

- the principles of academic integrity
- how they can appropriately make use of the information, images, ideas or words of others (referencing / citation).

Learners will use:

- a recognised system/style of referencing (citation)
- associated reference list/bibliography conventions.

See [Academic Integrity](#) for further information.



Course Delivery

In designing integrated programs of study providers will contextualise learning by adopting a theme or issues/topic based approach. Themes/issues/topics can be selected based on learner needs and interests. It is recommended that they are expressed as inquiry questions. At least three (3) themes/issues/topics will be used to contextualise learning in this course. Illustrative examples include, but are not limited to:

- issues affecting young adults (e.g. health issues, gender-related issues, technology)
- concepts of freedom: religious freedom; acceptance of variations in cultural belief systems and practices; ability to express individual views
- the environment in Australia: environmental issues, e.g. drought in Australia, the future of the Great Barrier Reef
- a local community issue, e.g. living in rural/regional Australian, local government, protecting historic sites
- contemporary Australia: First Australians; migration and multiculturalism; the refugee situation; what does it mean to be 'Australian'; impact of other cultures on the 'Australian way of life'; Australian icons; the arts; sport; tourism
- Australia's place in the global community: humanitarian ties; economic ties/trade; and international relations.

DIAGRAMMATICAL OVERVIEW OF COURSE DELIVERY: THE FOUR STRANDS AND CONTEXTUALISING THEMES/ISSUES/TOPICS:

| STRAND | THEMES/ISSUES/TOPICS | | |
|---|---|--|---|
| | 1 (e.g. An issue affecting young adults) | 2 (e.g. A characteristic of Australian culture) | 3 (e.g. An aspect of Australian society) |
| Strand A: Communication Skills and Strategies | | | |
| Strand B: Comprehension Skills and Strategies | | | |
| Strand C: Language and Text Analysis Skills and Strategies | | | |
| Strand D: Creating a Range of Texts | | | |

Course Content

STRAND A: COMMUNICATION SKILLS AND STRATEGIES

Learners will:

- participate in a range of **rehearsed** classroom oral interactions as a participant, such as:
 - *report*
 - *review*
 - *prepared speech*
 - *short talk*
 - *summary*
 - *public speaking exercise*
 - *retelling*
 - *short presentation*
 - *public speaking exercise*
- participate in a range of **impromptu** classroom oral interactions as a participant, such as:
 - *a role play*
 - *rewording in own words*
 - *a reaction*
 - *debates and discussions*
 - *an opinion*
 - *an introduction to a guest*
 - *answer to a question without notice*
 - *a "thank you" to a guest speaker*
- participate in and **manage** collaborative discussions and presentations interactions such as: paired discussion, small group discussions, classroom talks, presentations, debates and seminars
- use **pausing, stress, rhythm, pitch** and **intonation** to emphasise meaning and for purposes and effects
- modulate **register** (formality or informality of language) and **tone** (e.g. friendly or angry or persuasive) to achieve specific purposes and effects
- use a range of **non-verbal** cues to complement and enhance meaning such as:
 - *appropriate eye contact*
 - *posture*
 - *gestures*
 - *handshakes*
 - *facial expressions*
 - *salutes*
 - *use of physical space*
 - *high-fives*
- use **devices** such as understatement, exaggeration, and generalising
- use **cultural references***, idioms and colloquial (everyday) language.

**Cultural references may include those referring to values, attitudes and beliefs. They may refer to people, places and events that signify cultural group (e.g. "elders". They may be aesthetic or spiritual in nature). They may have an artistic connection (e.g. music, art, artefacts, sites of significance, architecture, clothing/national dress, family hierarchies).*

Cultural references may also refer to specific culturally based events and activities such as: NAIDOC Week, National Sorry Day, Harmony Day, other National recognition days and events.

STRAND B: COMPREHENSION SKILLS AND STRATEGIES

Learners will:

- compare and contrast text from different **cultures and times**, and discuss their purposes and effects
- study examples and discuss of cultural text that has been created for **specific purposes and effects**
- compare and contrast text in different **forms and mediums**
- identify **values** and **attitudes** in texts, including those that might be biased

A bias in text might include that which indicates prejudice, unfairness, one-sidedness, intolerance, discrimination, a tendency or an inclination towards a distorted view.

- identify, distinguish between and evaluate **facts and opinions** presented in texts
- examine how **narrative point(s) of view** are used to convey ideas, attitudes and values in literary texts
- examine how **arguments** are presented in non-fiction texts



- explain **cultural beliefs** and **assumptions** reflected in texts
- reflect on and evaluate their **personal interpretation** of text, and **compare** it with the interpretation of others
- frame **research questions** to direct inquiry and **synthesis information** from multiple sources, including literary and non-literary texts
- integrate **ideas and information** from a range of literary and reference texts using **direct and indirect quotations**
- evaluate how **rhetorical devices** are used to influence and persuade an audience, for example:
 - *rhetorical questions*
 - *propositions*
 - *repetition*
 - *figurative language*
- reflect on, and analyse, how language choice influence audience response
- analyse connotations and figurative language, for example:
 - *metaphors*
 - *personification*
 - *imagery*.

STRAND C: LANGUAGE AND TEXT ANALYSIS SKILLS AND STRATEGIES

The learner will:

- analyse how particular text has been **influenced** by other texts and contexts
- discuss and evaluate how text can be **intended for a purpose** and can **affect the reader/listener**:
 - *how does literary and humorous text influence audience response (e.g. irony)*
 - *what difference does choice of language make?*
 - *how do rhetorical devices influence or persuade?*
 - *how does text manipulate the audience response to ideas and issues?*
- critically review texts that have **visual elements**, and analyse the relationship between the elements, such as:
 - *words and vocabulary*
 - *images and graphics*
 - *compositional and layout aspects*
- analyse how language **forms and conventions** used in different modes and mediums influence the audience
- evaluate what evidence in text is **valid, reliable, and relevant**
- evaluate what content in texts is **assumed or hear-say**
- use language to express a **personal evaluation** of an object, a process, or a performance
- analyse how different cultures **express concepts differently** in texts (e.g. knowledge, authority, seniority, family, home)
- analyse how audiences are positioned, and how texts present different **perspectives** on personal, social and historic issues through text (including text that is orally presented)
- analyse and explain how a change in context can **change the meaning** of what has been written or heard
- use **metalanguage** to review and evaluate texts
- evaluate how text structures and language features are manipulated for certain purposes.

STRAND D: CREATING A RANGE OF TEXTS

The learner will:

- create text using a range of **genres** and **text types**
- create text using **digital, multi-modal and print-based technologies**
- select and use **language** appropriate to the context, including language that is imaginative, persuasive and rhetorical
- select and use **modality** – words that indicate a possibility, a probability, an obligation or a permission, such as:
 - *may*
 - *might*
 - *must*
 - *will*
- make and use **nominalised language** by forming nouns from verbs, such as:
 - *reaction [from react]*
 - *departure [from depart]*
- use **discourse markers** (words and phrases that join ideas together), such as:
 - *actually*
 - *anyway*
 - *so*
 - *therefore*



- use **stylistic and grammatical choices for effect**, including complex lexical elements, modality in the past conditional and subject-specific language forms and features
- write for **purpose, audience and subject**, using different forms and sentences structure
- use language that influences and audience or that privileges certain ideas or perspectives over others
- use **culturally specific** phrases, idioms, collocations and references
- **plan** what is to be created
- select appropriate **source material** such as
 - *reference texts*
 - *thesauruses*
 - *environmental texts*
 - *CD ROMS*
 - *tables and graphs*
 - *websites*
 - *records and data*
 - *apps*
 - *dictionaries*
- use a range of **research methods** such as interviews, surveys and questionnaires
- assess the **relevance, reliability and validity** of source information
- **synthesise information** from a variety of sources
- **review** what has been written:
 - Example 1: rehearsing presentation (e.g. timing, use of gestures) of a text which has been created for oral presentation*
 - Example 2: edit, refine, and redraft text to be presented in written form*
- **edit** and **refine** what has been written by correcting spelling, grammar and punctuation, and by using dictionaries and thesauruses
- apply the principles of **academic integrity** (e.g. quotations, in-text citation, end-of-text referencing).



Work Requirements

These are *minimum* work requirements.

Listening to / reading / viewing SAE texts:

Learners will listen to / read / view a wide range of texts including:

- texts from different cultures and times
- texts in different forms and mediums
- texts created for different purposes and audiences
- fictional and non-fictional texts.

The learner will listen to:

- a range of short spoken SAE texts (e.g. a brief discussion, a short verbal report, a read poem)
- a minimum of two (2) substantial spoken SAE texts (e.g. a radio play, a speech, a lecture, a sustained conversation).

The learner will read:

- a range of short written SAE texts (e.g. newspaper article, letter, email message, website page(s))
- a minimum of two (2) substantial SAE texts (e.g. novel, play, short story, biography, a non-fiction text such as a manual or report).

The learner will view:

- a range of short multimodal SAE texts (e.g. a song with video clip, a YouTube presentation, a brief PowerPoint presentation, a poster)
- a minimum of two (2) substantial multimodal SAE texts (e.g. a complex website, a feature film or documentary, a television show).

Learner-created texts

Learner-created oral SAE texts

For internal assessment purposes learners will create and deliver:

- a minimum of two (2) rehearsed oral presentations
- a minimum of two (2) impromptu oral presentations.

At least two (2) of the four oral presentations will be delivered individually. The remainder may be presented as part of a group presentation or interaction.

Learner-created written SAE texts

For internal assessment purposes learners will create:

- a range of short written texts
- a minimum of two (2) substantial texts (approximately 750 – 1000 words).

Each of the substantial written texts will be composed for a different purpose and audience, and each will comprise a different text type (imaginative, interpretive, analytical or persuasive). The texts will be written in a formal register and in essay format. At least one substantial written text will be analytical. The learner will create written texts using both handwritten and digital (e.g. word processor) mediums.

Learners will also at create least one (1) negotiated report (see below).

Learner-created multimodal texts using SAE

For internal assessment purposes learners will create:



- a minimum of two (2) multimodal texts (e.g. a 3-fold brochure, a website consisting of several linked pages, a PowerPoint presentation, a series of cartoons, a 3 minute video, travel diary extracts comprising written text, images (such as photos or maps) and artefacts (such as an entrance ticket or post card), a storyboard series).

Each multimodal text will be for a different purpose and audience.

WORK REQUIREMENT: NEGOTIATED TASK

Learners will create **at least one** substantial negotiated report (approximately 1200 words). It will be written (handwritten or word processed) in SAE. The report will be assessed internally, and will be a significant source of evidence for the assessment of criteria 7 and 8.

Learners will:

- negotiate a project topic with their teacher (the topic may be related to one of the themes/issues/topics used to contextualise other learning in this course)
- undertake research
- prepare and present their findings in writing
- abide by the principles of academic integrity.

While not prescribed, the topic will be one that engages the learner in research, analysis and critical reflection. An issue-based topic is more appropriate than one that is purely descriptive in nature. For example, a topic might be framed as a question such as:

- 'What are the main health issues affecting young adults in Australian, and how effective are current solutions?'
- 'What is multiculturalism, and why is it important?'
- 'What issues affect migrants/refugees, and what support is available?'
- 'How do Australians see themselves? Do people from other countries share these views?'
- 'What are the most important environmental issues today? Can one person make a difference?'
- 'How important is sport in our society? Why?'
- 'How has technology (e.g. social media) changed the ways in which people communicate? Is this positive or negative? Why?'

Recommended structure for project report:

- the nature of the topic (briefly introduce the topic)
- the issues in depth (what are the issues? How do they interrelate? What do others have to say about them?)
- conclusion (what do I think? Why?)

Notation: Learners will present their report using appropriate paragraphing structures (e.g. introductory paragraph, paragraphs forming the body of the report (one paragraph per 'idea/'point') and concluding paragraph). The style, content and vocabulary used will be appropriate for a formal, analytical text type.

ADDITIONAL REQUIREMENT – DICTIONARIES

In addition to the above requirements, teachers will assist learners to develop the necessary skills and confidence to use dictionaries effectively. For further information on the use of dictionaries in external assessment, see '[What can I take into my exam?](#)'.



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.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

The following processes 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 gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The external assessment for this course will comprise:

- an oral examination assessing criterion: 4
- a written examination with a listening component assessing criteria: 1, 2, 3, 5.

For further information see the current external assessment specifications and guidelines for this course available in the Supporting Documents below.

Criteria

The assessment for English as an Additional Language or Dialect (EAL/D) Level 3 will be based on the degree to which the learner can:

1. listen and respond to oral English texts*
2. view and respond to multimodal texts*
3. read and respond to written English texts*
4. communicate in spoken English*
5. create a range of written texts for different purposes and audiences*
6. create a range of multimodal texts for different purposes and audiences
7. access, evaluate and cite information
8. demonstrate time management, planning and negotiation skills

* = denotes criteria that are both internally and externally assessed



Standards

Criterion 1: listen and respond to oral English texts

This criterion is both internally and externally assessed.

Rating 'A':

The learner *records, interprets and **evaluates** information, ideas and attitudes* presented in oral texts. The learner:

Rating 'B':

The learner *records, interprets and **explains** information, ideas and attitudes* presented in oral texts. The learner:

Rating 'C':

The learner *records, interprets and **describes** information and ideas* presented in oral texts. The learner:

| Rating A | Rating B | Rating C |
|---|---|---|
| evaluates*** information, ideas and attitudes presented in oral texts, demonstrating insightful understanding | analyses* information, ideas and attitudes presented in oral texts | explains information and ideas presented in oral texts |
| critically analyses** how relationships between context, purpose and audience influence oral texts | analyses* how context, purpose and audience influence oral texts | explains how some aspects of context, purpose and audience influence oral texts |
| evaluates*** the effectiveness of text structures, language features and conventions in oral texts to convey personal, social and cultural perspectives | analyses* how text structures, language features and conventions are used in oral texts to convey some perspectives | explains how some text structures, language features and conventions are used in oral texts |
| analyses* relationships between language, values, culture and identity and evaluates*** how they influence and change understanding. | explains connections between language, values, culture and identity. | identifies connections between language, values, culture and identity. |

*Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

**Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions)

***Evaluate: to assess, appraise, measure, judge, provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

Criterion 2: view and respond to multimodal texts

This criterion is both internally and externally assessed.

Rating 'A':

The learner *records, interprets and **evaluates** information, ideas and attitudes* presented in multimodal texts. The learner:

Rating 'B':

The learner *records, interprets and **explains** information, ideas and attitudes* presented in multimodal texts. The learner:

Rating 'C':

The learner *records, interprets and **describes** information and ideas* presented in multimodal texts. The learner:

| Rating A | Rating B | Rating C |
|----------|----------|----------|
|----------|----------|----------|

| | | |
|--|--|---|
| evaluates*** information, ideas and attitudes presented in multimodal texts, demonstrating insightful understanding | analyses* information, ideas and attitudes presented in multimodal texts | explains information and ideas presented in multimodal texts |
| critically analyses** how relationships between context, purpose and audience influence multimodal texts | analyses* how context, purpose and audience influence multimodal texts | explains how some aspects of context, purpose and audience influence multimodal texts |
| evaluates*** the effectiveness of text structures, language features and conventions in different modes and mediums to convey personal, social and cultural perspectives | analyses* how text structures, language features and conventions are used in different modes and mediums to convey some perspectives | describes how some text structures, language features and conventions are used in different modes and mediums |
| critically analyses** relationships between language, values, culture and identity and evaluates*** how they influence and change understanding. | analyses* connections between language, values, culture and identity. | explains connections between language, values, culture and identity. |

*Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

**Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions)

***Evaluate: to assess, appraise, measure, judge, provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

Criterion 3: read and respond to written English texts

This criterion is both internally and externally assessed.

Rating 'A':

The learner *records, interprets and **evaluates** information, ideas and attitudes* presented in written texts. The learner:

Rating 'B':

The learner *records, interprets and **explains** information, ideas and attitudes* presented in written texts. The learner:

Rating 'C':

The learner *records, interprets and **describes** information and ideas* presented in written texts. The learner:

| Rating A | Rating B | Rating C |
|---|--|---|
| uses a variety of appropriate strategies to access and interpret written texts, and to monitor own reading | uses a variety of strategies to access and interpret written texts, and to monitor own reading | uses a variety of strategies to access and interpret written texts |
| evaluates*** information, ideas and attitudes presented in written texts, demonstrating insightful understanding | analyses* information, ideas and attitudes presented in written texts | explains information and ideas presented in written texts |
| critically analyses** how relationships between context, purpose and audience influence written texts | analyses* how context, purpose and audience influence written texts | explains how some aspects of context, purpose and audience influence written texts |
| evaluates*** the effectiveness of text structures, language features and conventions in in written texts to convey personal, social and cultural perspectives | analyses* how text structures, language features and conventions are used in written texts to convey some perspectives | describes how some text structures, language features and conventions are used in written texts |
| critically analyses** relationships between language, values, culture and identity and evaluates*** how they influence and change understanding | analyses* connections between language, values, culture and identity | explains connections between language, values, culture and identity |
| | | |

| | | |
|---|---|--|
| synthesises ideas and information to develop detailed, analytical interpretations or arguments. | adapts ideas and information to develop coherent and evidence-based interpretations or arguments. | uses ideas and information to develop and support a clear interpretation or arguments. |
|---|---|--|

*Analyse: to examine, scrutinise, explore, review, consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences

**Critically analyse: to closely examine, analyse in detail, focus on essence, examine component parts of an issue or information (for example identifying the premise of an argument and its plausibility, illogical reasoning or faulty conclusions)

***Evaluate: to assess, appraise, measure, judge, provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

Criterion 4: communicate in spoken English

This criterion is both internally and externally assessed.

RATING 'A':

The learner *sustains communication fluently, spontaneously and appropriately in oral interactions in familiar and unfamiliar contexts*. The learner's oral communication in SAE is characterised by:

RATING 'B':

The learner *sustains communication in a range of oral interactions in familiar and unfamiliar contexts*. The learner's oral communication in SAE is characterised by:

RATING 'C':

The learner *communicates ideas and information in straightforward oral interactions*. The learner's oral communication in SAE is characterised by:

| Rating A | Rating B | Rating C |
|---|---|--|
| The learner's oral communication in SAE is characterised by use of complex language features and conventions with effective control of style, register and expression | The learner's oral communication in SAE is characterised by use of language features and conventions with control of register and expression | The learner's oral communication in SAE is characterised by use of familiar language features and conventions with some control of expression |
| The learner's oral communication in SAE is characterised by appropriate self-correction | The learner's oral communication in SAE is characterised by some self-correction | The learner's oral communication in SAE is characterised by limited self-correction |
| The learner's oral communication in SAE is characterised by accurate pronunciation, and appropriate stress and/or intonation | The learner's oral communication in SAE is characterised by very few errors in tone, pronunciation, stress and/or intonation | The learner's oral communication in SAE is characterised by some errors in tone, pronunciation, stress and/or intonation |
| The learner's oral communication in SAE is characterised by appropriate use of both simple and complex sentences | The learner's oral communication in SAE is characterised by use of both simple and complex sentences | The learner's oral communication in SAE is characterised by use of complex phrases and simple sentences |
| controlled, nuanced language usage | | |
| The learner's oral communication in SAE is characterised by a high degree of fluency and accuracy. Listeners clearly understand what is said. | The learner's oral communication in SAE is characterised by a degree of fluency and accuracy. While there are some errors and/or imperfect control of some patterns, listeners understand what is said. | The learner's oral communication in SAE is characterised by a limited degree of fluency and accuracy. While there are errors, listeners generally understand what is said. |

Criterion 5: create a range of written texts for different purposes and audiences

This criterion is both internally and externally assessed.



The learner:

| Rating A | Rating B | Rating C |
|---|---|--|
| plans, drafts, critically evaluates and refines the effectiveness of their own texts | plans, drafts, and develops the effectiveness of their own texts | plans, drafts, and develops their own texts |
| structures* texts that are effective for diverse contexts, purposes and audiences | structures* texts appropriate to different contexts, purposes and audiences | structures* texts for some contexts, purposes and audiences |
| accurately uses grammatical conventions, punctuation and spelling | accurately uses grammatical conventions, punctuation and spelling | uses grammatical conventions, punctuation and spelling to achieve clarity |
| uses an extensive range of vocabulary appropriate to purpose and to enhance meaning and effect | uses a range of vocabulary appropriate to purpose and to enhance meaning and effect | uses a range of vocabulary appropriate to purpose and to enhance meaning |
| uses complex language features and conventions with effective control of style, register and expression | uses language features and conventions with control of register and expression | uses familiar language features and conventions with some control of expression |
| synthesises ideas and information to develop detailed, analytical interpretations or arguments. | adapts ideas and information to develop coherent and evidence-based interpretations or arguments. | uses ideas and information to develop and support a clear interpretation or arguments. |

*‘Structures’ includes, but is not limited to: within paragraph structures (e.g. topic sentence, elaboration/development, concluding sentence); use of paragraphs (e.g. introduction, body of text paragraphs conclusion); sequencing/ordering of ideas/arguments at whole of text level

Criterion 6: create a range of multimodal texts for different purposes and audiences

The learner:

| Rating A | Rating B | Rating C |
|--|---|--|
| plans, drafts, critically evaluates and refines the effectiveness of their own multimodal texts | plans, drafts, and develops the effectiveness of their own multimodal texts | plans, drafts, and develops their own multimodal texts |
| structures multimodal texts that are effective for diverse purposes and audiences | structures multimodal texts appropriate to different purposes and audiences | structures multimodal texts for some purposes and audiences |
| structures multimodal texts that are effective for diverse contexts, modes and mediums | structures multimodal texts appropriate to different contexts, modes and mediums | structures multimodal texts for some contexts, modes and mediums |
| accurately uses grammatical conventions, punctuation and spelling | accurately uses grammatical conventions, punctuation and spelling | uses grammatical conventions, punctuation and spelling to achieve clarity |
| uses an extensive range of vocabulary appropriate to purpose and to enhance meaning and effect | uses a range of vocabulary appropriate to purpose and to enhance meaning and effect | uses a range of vocabulary appropriate to purpose and to enhance meaning |
| uses complex language features and conventions with effective control of style, register and expression. | uses language features and conventions with control of register and expression. | uses familiar language features and conventions with some control of expression. |

Illustrative examples of multimodal texts include, but are not limited to: a poster, flyer or brochure incorporating English text and graphics (e.g. photos, drawings, clipart); an oral text supported by presentation software (such as PowerPoint); a presentation using oral text and



gestures, supported by music or images; a webpage incorporating English text and graphics; a short video with music and/or oral commentary.

Criterion 7: access, evaluate and cite information

The learner:

| Rating A | Rating B | Rating C |
|--|---|---|
| analyses sources, selects accurate and relevant information, and correctly extracts detailed meaning to form a reasoned response and reach valid, logical conclusions | analyses sources and selects relevant information, and correctly extracts meaning to form a considered response and reach valid conclusions | selects information and correctly extracts basic meaning to form a response and reach some valid conclusions |
| evaluates the accuracy, scope and validity of information collected | evaluates the accuracy and scope of information collected | makes some valid observations regarding the accuracy and scope of the information collected |
| clearly identifies the information, images, ideas and words of others used in the learner's work | clearly identifies the information, images, ideas and words of others used in the learner's work | identifies the information, images, ideas and words of others from the learner's own |
| clearly identifies sources of the information, images, ideas and words that are not the learner's own. referencing conventions and methodologies are followed with a high degree of accuracy | clearly identifies sources of the information, images, ideas and words that are not the learner's own. referencing conventions and methodologies are followed correctly | identifies the sources of information, images, ideas and words that are not the learner's own. referencing conventions and methodologies are generally followed correctly |
| creates appropriate, well structured reference lists/ bibliographies. | creates appropriate, structured reference lists/ bibliographies. | creates appropriate reference lists/bibliographies. |

Criterion 8: demonstrate time management, planning and negotiation skills

The learner uses negotiation, planning, and task and time management strategies processes. The learner:

| Rating A | Rating B | Rating C |
|---|--|---|
| proposes/negotiates complex goals which are measurable, achievable and realistic | proposes/negotiates complex goals which are measurable, achievable and realistic | proposes/negotiates goals which are measurable, achievable and realistic |
| evaluates, selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times | selects and uses planning tools and strategies to achieve objectives and manage activities within proposed times | uses planning tools to achieve objectives within proposed times |
| reflects on progress towards meeting goals and timelines, critically evaluates progress and plans future actions | reflects on progress towards meeting goals and timelines, analyses progress and plans future actions | reflects on progress towards meeting goals and timelines, and articulates some ways in which goals can be met in the future |
| meets specified/negotiated timelines and addresses all required task characteristics* with a high degree of accuracy. | meets specified/ negotiated timelines and addresses all required task characteristics*. | meets specified/negotiated timelines and addresses most aspects of required task characteristics*. |

*'required task characteristics' may include: degree of polish; word limits; formatting requirements; and presentation requirements.



Qualifications Available

English as an Additional Language or Dialect (EAL/D) Level 3 (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 13 ratings (8 from the internal assessment, 5 from external assessment).

The minimum requirements for an award in English as an Additional Language or Dialect (EAL/D) Level 3, are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

11 'A' ratings, 2 'B' ratings (4 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A' ratings, 5 'B' ratings, 3 'C' ratings (2 'A' ratings, 2 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

7 'B' ratings, 5 'C' ratings (2 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (4 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

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 statements in this section, taken from 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 (EAL/D)– Unit 3

Unit Description

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

Learning Outcomes

By the end of this unit, learners:

- use communication skills to evaluate how texts present ideas and opinions
- understand the relationships between information, ideas, language and values in texts
- investigate and compare personal, social and cultural attitudes and perspectives in a range of texts from different contexts
- plan, create and refine extended oral, written and multimodal texts appropriate to different contexts, purposes and audiences.

Content Descriptions

Communication skills and strategies including:

- participating in a range of oral interactions such as rehearsed and impromptu classroom dialogues (for example, debates, discussions, role plays) (ACEEA056)
- using pausing, stress, rhythm, pitch and intonation to emphasise meaning (ACEEA057)
- using non-verbal cues to create rapport in a range of situations (ACEEA058)
- using cultural references, idioms and colloquialisms (ACEEA059)
- selecting and sustaining register and tone to suit different purposes, contexts and audiences. (ACEEA060)

Comprehension skills and strategies including:

- comparing and contrasting texts from different cultures and times, and discussing their purposes and effects (ACEEA061)
- distinguishing between and evaluating facts and opinions presented in texts (ACEEA062)
- examining how narrative point(s) of view are used to convey ideas, attitudes and values in literary texts and how arguments are presented in non-fiction texts (ACEEA063)
- explaining cultural beliefs and assumptions reflected in texts (ACEEA064)
- framing research questions to direct inquiry and synthesising information from multiple sources, including literary and non-literary texts (ACEEA065)
- reflecting on and analysing how language choices have influenced audience response. (ACEEA066)

Language and text analysis skills and strategies including:

- analysing how texts are influenced by other texts and contexts (ACEEA067)
- evaluating the effect of persuasive techniques, for example, rhetorical devices (ACEEA068)
- explaining the effects of literary and humorous techniques; for example, figurative language, rhythm and rhyme, and dramatic irony (ACEEA069)
- analysing the relationships between words, images and compositional aspects of texts that have visual elements (ACEEA070)
- evaluating the validity and relevance of evidence and assumptions in texts (ACEEA071)
- analysing how language forms and conventions used in different modes and mediums influence audiences (ACEEA072)
- using language to express a personal evaluation of an object, a process or a performance (ACEEA073)
- using metalanguage to review and evaluate texts. (ACEEA074)



Create a range of texts:

- using a range of genres and digital, multimodal and print-based technologies (ACEEA075)
- using language that influences the audience or that privileges certain ideas or perspectives over others (ACEEA076)
- using different sentence structures and forms suited to purpose, audience and subject (ACEEA077)
- using modality (including modality in a hypothetical past), nominalised language and discourse markers (ACEEA078)
- using sources such as reference texts, graphs, data and environmental texts to present a sustained and logical argument, and using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing (ACEEA079)
- using strategies for assessing the relevance, reliability and validity of sources (ACEEA080)
- using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses. (ACEEA081)

English as an Additional Language or Dialect (EAL/D) – Unit 4

Unit Description

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

Learning Outcomes

By the end of this unit, learners:

- respond to issues and ideas using sustained, persuasive and effective communication
- investigate the relationships between information, ideas, language and values in a range of texts
- examine personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts
- plan, create and refine extended oral, written and multimodal texts appropriate to a range of contexts, purposes and audiences.

Content Descriptions

Communication skills and strategies including:

- participating in and managing collaborative discussions and presentations in a range of contexts, for example debates and seminars (ACEEA082)
- using pausing, stress, rhythm, pitch and intonation for particular effects (ACEEA083)
- using a range of non-verbal cues to complement and enhance meaning (ACEEA084)
- using devices such as understatement, exaggeration and stereotyping (ACEEA085)
- modulating register and tone to achieve specific purposes and effects. (ACEEA086)

Comprehension skills and strategies including:

- comparing and contrasting texts in different forms and mediums, their purposes and effects, and the values, attitudes and biases reflected in these texts (ACEEA087)
- analysing connotations and figurative language, for example, metaphors, imagery and personification (ACEEA088)
- evaluating how rhetorical devices are designed to influence and persuade (ACEEA089)
- evaluating how audience response to ideas and issues is manipulated (ACEEA090)
- integrating ideas and information from a range of literary and reference texts using direct and indirect quotation (ACEEA091)
- reflecting on and evaluating personal interpretations and those of others. (ACEEA092)

Language and text analysis skills and strategies including:

- analysing and explaining how changes in context create changes in meaning (ACEEA093)
- analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues (ACEEA094)
- analysing how culturally based representations of concepts such as knowledge or authority are conveyed (ACEEA095)



- evaluating the manipulation of text structures and language features for different purposes (ACEEA096)
- analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts. (ACEEA097)

Create a range of texts:

- using a range of types of texts and digital, multimodal and print-based technologies (ACEEA098)
- using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features (ACEEA099)
- using stylistic and grammatical choices for effect, including complex lexical elements, modality in the past conditional and subject-specific language forms and features (ACEEA100)
- using culturally specific phrases, idioms, collocations and references (ACEEA101)
- using a range of research sources and methods, for example, interviews, surveys or questionnaires (ACEEA102)
- using accurate attribution of knowledge and appropriate referencing (ACEEA103)
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses. (ACEEA104)

Accreditation

The accreditation period for this course is from 1 January 2015 to 31 December 2019.

Version History

Version 1 – Accredited on 19 May 2014 for use from 1 January 2015 until 31 December 2019. This course replaces English as a Second Language (ESL315114) that expired on 31 December 2014.

Version 2 – Amendments to the Course Delivery and Work Requirements sections approved by the Executive Officer on 24 July 2015, effective from 1 January 2016.



Appendix 1

GLOSSARY

Active listening strategies

Verbal and non-verbal behaviour used to promote accurate listening.

Adverb

A word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Anaphoric and cataphoric reference

Anaphoric reference: when a word in a text refers back to other ideas in the text for its meaning, for example 'I saw Jim. He is well.'

Cataphoric reference: When a word refers to ideas later in the text, for example 'It is amazing! This car is the best new deal around!'

Appraisal

How attitudes are expressed in texts; that is, interpersonal meanings which convey an author's evaluation of something or someone and which help to position the audience.

Appreciation

The act of discerning quality and value of literary texts.

Attitude

A way of thinking about a situation/idea/character. For example, an author or audience may be subjective, supportive or antagonistic towards something or someone.

Also, from the perspective of pragmatics, it is a system of appraisal comprising: affect (positive or negative feelings), appreciation (evaluations of worth), and judgement (attitudes towards behaviour).

Audience

The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes learners in the classroom, an individual, the wider community, review writers, critics and the implied audience.

Author

The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

Clause

A grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]).

A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

A clause can be either a 'main' or 'subordinate clause' depending on its function:

- main clause does not depend on or function within the structure of another clause.
- subordinate clause depends on or functions within the structure of another clause – it may function directly within the structure of the larger clause, or indirectly by being contained within a group/phrase.

In these examples square brackets have been used to indicate the subordinate clause:

- 'I took my umbrella [because it was raining].'
- '[Because I am reading Shakespeare], my time is limited.'
- 'The man [who came to dinner] is my brother.'

Clause type

Clause type is also referred to as mood. It refers to the classification of clauses in terms of their primary function. There are four main clause types in English: declarative, interrogative, imperative, and exclamative.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.').

Collocation

Words that commonly occur in close association with one another (for example, 'blonde' goes with 'hair', 'butter' is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt'.

Complex sentence

A complex sentence has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.'

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect].'

Comprehension strategies

Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge
- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge
- predicting likely future events in a text
- visualising by creating mental images of elements in a text
- summarising and organising information from a text
- integrating ideas and information in texts
- critically reflecting on content, structure, language and images used to construct meaning in a text.

Conceptual metaphor

Seeing one thing in terms of another, for example, argument is war; prices are rising.

Conjunction

A word class that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions.

Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or', 'but':

- 'Mum and Dad are here' (joining words)
- 'We visited some of our friends, but not all of them' (joining noun groups/phrases)
- 'Did he miss the train or is it just late?' (joining clauses).

Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that':

- 'When the meeting ended we went home' (time)
- 'That was because it was raining' (reason)
- 'I'll do it if you pay me' (condition)
- 'I know that he is ill' (declarative)
- 'I wonder whether/if she's right?' (interrogative).

Context

The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Convention

An accepted practice that has developed over time and is generally used and understood, for example, the use of specific structural aspects of texts such as in report writing with sections for introduction, background, discussion and recommendations.

Dialect

Refers to English as an Additional Language or Dialect. EAL/D is the educational acronym referring to those learners whose home language is a language or dialect other than Standard Australian English (SAE) and who require additional support to develop proficiency in SAE, which is the variety of spoken and written English used formally in Australian schools. The acronym EAL/D foregrounds the English language learning needs of Aboriginal and Torres Strait Islander learners who speak an Aboriginal or Torres Strait creole, or a variety of Aboriginal English, as their home language, as well as those who speak a traditional or heritage Indigenous language, and migrant and refugee learners who speak an English-based creole, pidgin or dialect as their home language, as well as those who are learning English as a second or additional language (ESL/EAL).

Digital forms

Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature.

Discourse markers

Words and phrases used in speaking and writing to 'signpost' discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (for example, 'actually', 'so', 'OK', 'right?', 'anyway').

Dramatic irony

When the words and actions of the characters have a different meaning for the reader than they do for the characters.

Engagement

The perspective of the author (for example, 'It is obvious that...').

Everyday texts

Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor/dentist/health centre, an interaction with a retail person, a waiter taking orders, storytelling.

Figurative language

Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (for example, simile – 'white as a sheet'; metaphor – 'all the world's a stage'; personification – 'the wind grabbed at my clothes').

Genre

The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance, science fiction, fantasy fiction), form and structure (for example, poetry, novels, biography, short stories).

Grammar

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

Group/phrase

The terms 'group' and 'phrase' are used by different schools of linguistics to refer to units intermediate between the clause and the word. In the English curriculum, 'group/phrase' is used to recognise these different usages. For example, the units enclosed in brackets in the following sentence are examples of a group/phrase: '(The carnival) (had made) (the two little girls with the red shirts) (very tired)'.

In the example, 'the carnival' and 'the two little girls with the red shirts' are called noun groups/phrases because they have a noun ('carnival' and 'girls') as their major element; similarly, 'had made' is a verb group/phrase and 'very tired' an adjective group/phrase.

Idiom

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth').

Intonation

The rise and fall of one's voice when speaking; sometimes used for emphasis.

Language features

The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.

Layout

The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes.

Lexical chains

A sequence of related words in writing.

Lexis

Vocabulary of a language.

Media texts

Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and



are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers and magazines and on television, film, radio, computer software and the internet.

Medium

The resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, writing and the pen or typewriter).

Metalanguage

Language used to discuss language (for example, language used to discuss film or literary study such as *mise-en-scène*, symbolism, characterisation or language used to talk about grammatical terms such as 'sentence', 'clause', 'conjunction').

Modality

An area of meaning having to do with possibility, probability, obligation and permission. In the following examples, the modal meanings are expressed by the auxiliary verbs 'must' and 'may':

- 'Sue may have written the note' (possibility)
- 'Sue must have written the note' (probability)
- 'You must postpone the meeting' (obligation)
- 'You may postpone the meeting' (permission).

Modality can also be expressed by several different kinds of words:

- adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps')
- adjectives (for example, 'possible', 'probable', 'likely', 'necessary')
- nouns (for example, 'possibility', 'necessity', 'obligation')
- modal verbs (for example, 'permit', 'oblige').

Mode

The various processes of communication: listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly, 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping learners work out how to read and spell words.

Multimodal text

Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).

Narrative

A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).

Narrative point of view

The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.

Nominalisation

- A process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager').
- Also, a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city').
- Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Personification

The description of an inanimate object as though it were a person or living thing.

Perspective

The way a reader/viewer is positioned by the author through the text, or how a particular ideology is embedded in a text, for example, a feminist perspective.

Phrase

A unit intermediate between clause and word, consisting of a head word alone or accompanied by one or more dependents. The class of a



phrase is determined by the head: a phrase with a noun as head is a noun group/phrase (for example, 'men' or 'the men who died'); one with a verb as head is a verb group/phrase (for example, 'went' or 'had gone').

Point of view

The opinion or viewpoint expressed by an individual in a text, for example an author, a narrator, a character or an implied reader.

Preposition

A word class that usually describes the relationship between words in a sentence:

- space (for example, 'below', 'in', 'on', 'to', 'under', and so on: 'She sat on the table.')
- time (for example, 'after', 'before', 'since': 'I will go to the beach after lunch.')
- those that do not relate to space and time (for example, 'of', 'besides', 'except', 'despite', and so on: 'He ate all the beans except the purple ones').

Prepositions usually combine with a noun group/phrase to form a prepositional phrase (for example, 'in the office', 'besides these two articles').

Pronunciation

The way a word or language is spoken. This may vary regionally (for example, American English, British English), socially (by social class of speakers, their age, educational background, sexual orientation) and according to the setting (for example, formal, informal).

Register

The degree of formality or informality of language used for a particular purpose or in a particular social setting.

Rhetorical devices

Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language).

Rhetorical question

A question that is asked to provoke thought rather than require an answer.

Rhythm

The 'beat' of spoken language. In a stress-timed language such as SAE, speakers put roughly equal time lags between stressed syllables, with the timing of the unstressed syllables between them being adjusted to accommodate the stress timing.

Scanning

When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first find a resource to determine whether it will answer their questions.

Sentence

In writing, a sentence is marked by punctuation, but in speech, the boundaries between sentences are not always so clear.

There are different types of sentences:

- simple sentence – has the form of a single clause (for example, 'David walked to the shops' or 'Take a seat.')
- compound sentence – has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect].'
- complex sentence – has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.'

Sociocultural

The way language is affected by the society and culture within which it is situated.

Sociolinguistic

The way language is affected by society and its social structures and attitudes.

Standard Australian English

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. Standard Australian English.

Stress

The relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.



Style

The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings's stories, Lawson's poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice.

Subject matter

Refers to the topic or theme under consideration.

Syntax

The ways in which sentences are formed from words, group/phrases and clauses. In some education settings, the terms 'syntax' and 'grammar' are used interchangeably.

Tense

A grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about:

- present states, as in 'He lives in Darwin'
- actions that happen regularly in the present, as in 'He watches television every night'
- 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'
- references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time.

Text structure

The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues and hypertext.

Theme

The main idea or message of a text.

Grammatical theme indicates importance both within a clause and across a text. In a clause, the theme comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.

Tone

Tone describes the way the 'voice' is delivered. For example, the tone of voice or the tone in a passage of writing could be friendly or angry or persuasive.

Types of texts

Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior subjects in the Australian Curriculum: English, texts are classified as imaginative, interpretive, analytical or persuasive types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.

Analytical texts

Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.

Imaginative texts

Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books, and multimodal texts such as film.

Interpretive texts

Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.

Persuasive texts

Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant



part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.

Verb

A word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

Verbs are essential to clause structure: all clauses contain a verb, except in certain types of ellipsis (for example, 'Sue lives in Sydney, her parents in Melbourne', where there is ellipsis of 'live' in the second clause).

Virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as '-s' and '-ed'. For example:

- walks (present tense)
- walked (past tense).

Other verbs have irregular forms that signal a change in tense. For example:

- present – 'am/is/are' and past – 'was/were'
- present participle 'being' and past participle 'been'.

Auxiliary verbs and modal verbs are two types of verbs:

- auxiliary verbs are also referred to as 'helping' verbs. They precede the main verb; for example, 'draw' (main verb) 'has drawn' (auxiliary verb assisting)
- modal verbs express a degree of probability (for example, 'I might come home') or a degree of obligation (for example, 'You must give it to me', 'You are not permitted to smoke in here').

Visual elements

Visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

Voice

In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text, or 'expert voice' in an exposition).

In English grammar, voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.

In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient, whereas in the passive the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor.

In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive, and the subject of the active ('everyone') corresponds to the object of the preposition 'by'.



Appendix 2



















SAMPLE TEXT LIST

The following texts are examples of literary texts suitable for the study of EAL/D and are intended to stimulate thinking about teaching resources in relation to the content of the curriculum. The following examples are not meant to be prescriptive.

| |
|---|
| Fiction |
| <i>Blueback</i> by Tim Winton (novel) <i>Walk in My Shoes</i> by Alwyn Evans (novel) <i>The China Coin</i> by Allan Baillie (novel) <i>Haroun and the Sea of Stories</i> by Salman Rushdie (novel) <i>The Whale Rider</i> by Witi Ihimaera (novel; film directed by Niki Caro) Adaptations of Shakespeare such as the film of <i>Twelfth Night</i> directed by Trevor Nunn <i>The Black Balloon</i> directed by Elissa Down (film) <i>The River</i> by Libby Hathorn and illustrated by Stanley Wong (picture book) <i>Tales from Outer Suburbia</i> by Shaun Tan (short stories) <i>One Night the Moon</i> directed by Rachel Perkins (film; also see soundtrack) <i>Billy Elliot</i> directed by Stephen Daldry (film) <i>Harvey Krumpet</i> created and directed by Adam Eliot (clay animation) |
| Poetry |
| <i>The Simple Gift</i> by Steven Herrick Oodgeroo Noonuccal <i>At the Round Earth's Imagined Corners: A Multicultural Anthology of Contemporary Poetry</i> edited by Ken Watson <i>Bush songs and music</i> : http://australia.gov.au/about-australia/australian-story/bush-songs-and-music Robert Frost <i>Windchimes: Asia in Australian poetry</i> edited by Rowe and Smith |
| Non-fiction |
| <i>Unpolished Gem</i> by Alice Pung (memoir) <i>Maybe Tomorrow</i> by Boori Monty Pryor and Meme McDonald (autobiography) <i>Freedom From Fear</i> by Aung San Suu Kyi (speech) <i>I am Eleven</i> directed by Genevieve Bailey (documentary) <i>A World without Water</i> directed by Brian Woods (documentary) <i>The Legacy: An elder's vision of our sustainable future</i> by David Suzuki (lecture) <i>Making Multicultural Australia</i> : www.multiculturalaustralia.edu.au <i>The Happiest Refugee: A Memoir</i> by Anh Do |



Supporting documents including external assessment material

-  [EAL315115 Assessment Report 2016.pdf](#) (2017-07-21 01:05pm AEST)
-  [EAL315115 Exam Paper 2015.pdf](#) (2017-07-21 01:05pm AEST)
-  [EAL315115 Exam Paper 2016.pdf](#) (2017-07-21 01:05pm AEST)
-  [EAL315115 Assessment Report 2015.pdf](#) (2017-07-21 01:05pm AEST)
-  [ESL315109 Assessment Report 2012.pdf](#) (2017-07-27 08:26am AEST)
-  [ESL315109 Assessment Report 2013.pdf](#) (2017-07-27 08:36am AEST)
-  [ESL315114 Assessment Report 2014.pdf](#) (2017-07-27 08:36am AEST)
-  [ESL315109 Exam Paper 2012.pdf](#) (2017-07-27 08:37am AEST)
-  [ESL315109 Exam Paper 2013.pdf](#) (2017-07-27 08:37am AEST)
-  [ESL315114 Exam Paper 2014.pdf](#) (2017-07-27 08:37am AEST)
-  [EAL315115 Exam Paper 2017.pdf](#) (2017-11-21 04:08pm AEDT)
-  [EAL315115 External Assessment Specifications.pdf](#) (2018-02-27 08:50am AEDT)
-  [EAL315115 Assessment Report 2017.pdf](#) (2018-02-28 03:47pm AEDT)
-  [EAL315115 Exam 2017 - Audio.mp3](#) (2018-05-15 10:36am AEST)
-  [EALD315115 English as an Additonal Language or Dialect TASC Exam Paper 2018.pdf](#) (2018-12-09 09:50am AEDT)
-  [EAL315115 - Assessment Panel Report 2018.pdf](#) (2019-07-12 02:20pm AEST)
-  [EAL315115 English as an Additional Language or Dialect TASC Exam Paper 2019.pdf](#) (2019-11-21 11:10am AEDT)
-  [EAL315115 English as Additional Language - Audio File Exam 2019-Abridged.mp3](#) (2019-11-21 11:48am AEDT)

