



Detailed example 2

EXPLORING WORKPLACE COMMUNICATION


1. View two episodes of 'The Office'. Use the first episode as a familiarisation exercise – characters, setting etc. For the second episode, divide students into groups and assign them different aspects to observe.
2. Different groups look at: language use; modes of communication; body language; relationships and characterisation.
3. Group discussion: ask each group to organise their notes and observations into a combined summary. Ask them to share this with the rest of the class.
4. Ask each group to speak with a person they know who works in an office about different modes of communication.
5. Compare and contrast the information you have gathered from the person who works in an office with the episode of 'The Office'.
6. On the basis of what you have discovered through this exercise, develop a digital poster of typical office-based communications.

AREA OF STUDY 3: Using language to persuade**Outcome 3**

Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.


Examples of learning activities

Students could:

 in small groups, examine famous speeches such as those on www.historychannel.com/speeches and identify the persuasive techniques used; present a datashow explaining the impact of the speech in terms of the language used by authors to affect readers in particular ways


examine a series of informative texts (such as newspaper reports, websites, radio transcripts or current affairs reports on television) on a topic and rate them in terms of their persuasiveness

select a letter to the editor on a current issue and identify different features of the language used to persuade the audience

 using the comments feature in a word-processing program, and appropriate metalanguage, annotate a persuasive text indicating the persuasive devices used

reduce a persuasive text to its main contention and then 'build' it to its complete state adding an argument or a linguistic device one by one; comment on the purpose and effect of each addition

in a class discussion, compare the treatment of an issue on two television current affairs or news programs, and then in groups, create a storyboard of an alternative presentation for a specified audience; justify the choices made regarding the use of verbal and visual language

 compare the presentation of an issue in the print media and in an online journal such as www.crikey.com.au or www.newmatilda.com; make lists of the similarities and differences in terms of the tone, arguments and language

analyse and discuss the presentation of a breaking news story in a newspaper

Detailed example**BREAKING NEWS STORY**

This activity will help students locate essential information in an article, make notes and use these to discuss the effect of choices made in the presentation of an issue.

1. Teachers collect resources to illustrate how a breaking news story has been presented in a newspaper.
2. Students examine one article, identifying headings and sub-headings.
3. Students respond to True/False statements about the article, using the headlines to predict the content. After reading the article, discuss how helpful the headlines were in predicting the content.
4. Students identify difficult vocabulary, suggest meanings and use a dictionary to verify meanings.
5. Select another article and assist students to identify ways in which an informative piece may also be persuasive, and how language and other features have been used to achieve this in the article.
6. Follow-up activities could include asking students to make a dot point summary of the article, or to construct their own list of questions about the content of the article.

Unit 2**AREA OF STUDY 1: Reading and responding**

The learning activities listed above for Unit 1, Area of Study 1 are also appropriate for Unit 2.

Outcome 1

Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

Examples of learning activities

Students could:

discuss in groups the conversion of a set text to another form and create a storyboard, script or outline suggesting appropriate changes to the structure of the text; justify these changes in terms of the development of the characters, themes and ideas developed in the text

view any film adaptation of a set text; write a review of the film analysing the ways in which ideas are presented and dealt with and the extent to which this accords with the reading of the text

in small groups take on the persona of the author of the text and field questions from a panel of journalists in order to explore the point of view and values of the author; discuss the strategies for identifying the views and values of the author (e.g. language, tone, omissions, the views of characters, use of narrator, etc.)

construct a grid that illustrates the different points of view of characters on the same event or theme; have a panel discussion in which students take on the role of different characters and explain their different views

identify the cultural and historical values implicit in a set text; discuss the values the text would be likely to reflect if written in a different time or cultural context



research the historical and cultural context of a set text using the Internet; record findings in a brochure or website providing information for tourists about the setting of the text

develop and present an oral tutorial to the class, or to a small group, arguing for a particular interpretation of a set text and presenting supporting evidence from the text



use email and online discussion groups to argue for and against different interpretations of a text

respond to a set text creatively: take on the role of a character and reflect on events in the text in oral or written form; imagine a future, past or omitted scene or conversation between characters; relocate the events and characters and re-create events in an alternative setting; carefully select evidence from the text to support a creative interpretation

use a 'round robin' approach to gathering evidence from a set text to support a number of assertions about characters, events and views in the text

make a personal checklist of strategies for reviewing and editing written oral and multimodal work; share this with the class and agree on a collective list; apply both strategies to a piece of work for assessment

select several quotations from a set text which have a common theme; write a paragraph about the treatment of the theme making reference to the quotations; edit the work until the quotations are fluently integrated into the writing

Detailed example

ROUND ROBIN

1. Write a number of assertions about characters, events and views in a set text on separate sheets of paper.
2. In small groups, students respond to the assertions in one or more of the following ways:
 - provide evidence from the text to support the assertion
 - provide evidence from the text to contradict the assertion
 - analyse the view or value of the author revealed by the aspect of the text referred to in the assertion.
3. When all groups have responded to each assertion, each group takes one assertion and synthesises the responses in an oral or written report.
4. As part of their report, groups should try to analyse how different interpretations of the text have been formed.
5. Students can be given a glossary of metalanguage to use when preparing the report.

AREA OF STUDY 2: Creating and presenting

The learning activities listed in Unit 1 for this area of study are also appropriate for Unit 2.

Outcome 2

Create and present texts taking account of audience, purpose and context.

Examples of learning activities


Unit 2 provides an opportunity for teachers to continue and further develop the work completed as part of Unit 1 (Area of Study 2).

Alternatively, teachers or schools may select a second Context from the list.

AREA OF STUDY 3: Using language to persuade**Outcome 3**

Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Examples of learning activities

 after exploring the impact of active and passive voice, use a resource like http://owl.english.purdue.edu/handouts/grammar/g_actpass.html

after gaining a firm grasp of active and passive voice, select a newspaper piece and analyse this aspect of language use; students rewrite a particular passage in the opposite voice; discuss how this alters the persuasive impact

Students could:

listen to a formal presentation, e.g. a radio lecture, a broadcast speech, and then present the same information informally to a group of peers; explain the changes made to the structure and language

examine examples of community campaign advertisements and comment on the associations, omissions and emotive appeals


watch segments of satirical documentaries; analyse the persuasive techniques; critique the arguments presented paying particular attention to the structure of the argument and the evidence presented

without using sound, view video segments of well-known people or media identities to analyse body language, and then add the sound for analysis of spoken language

in small groups, prepare and perform a panel discussion between representatives of organisations with differing views about an issue

read a letter to the editor and prepare a response, expressing an alternative point of view

write a letter to a local newspaper presenting a reasoned point of view on a local issue

 plan a multimodal presentation for the class on an issue relevant to students; survey their opinions before and after the presentation; evaluate the effectiveness of the presentation

Detailed example**ALTERNATIVE POINT OF VIEW**

1. Select a brief letter to the editor on a current issue from a daily metropolitan newspaper.
2. Identify the main argument and strategy used by the writer to present the point of view.
3. Now write a letter to the editor of the same length arguing for an alternative point of view. You must also use an alternative strategy to that used in the original letter. (You may need to conduct some research to find evidence to support your argument/s.)
4. Exchange the two letters with a classmate. Each member of class compares the strategies and techniques used in the two letters and comments on the effectiveness of the arguments presented.

Unit 3**AREA OF STUDY 1: Reading and responding****Outcome 1**

Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Examples of learning activities

the Think-aloud strategy is used to make explicit the process of interpretation that is occurring as a text is read: a commentary is provided as a passage is read, modelling how an expert reader constructs meaning from the text, e.g. visualising what they are reading, recognising tip-offs that something may be important to understanding the text, making inferences about the text's meaning based on their own experiences and other texts they have read, making predictions, asking questions, etc.

select a key scene in the text where most characters are involved; working in small groups, each member takes on the role of one of the characters involved; assign one person to act as interviewer; conduct a panel interview for the class that draws out the feelings, responses and perspectives of each of the characters within the context of the chosen scene

select a range of passages from the text that demonstrate the different tones the writer employs; explore how the writer has created the particular tone; each student delivers their readings and commentaries as an oral presentation to the class

Students could:

use a variety of concept maps, charts and diagrams to develop a detailed knowledge of the main characters in the selected text

focus on developing profiles of minor characters, asking the following questions:

Who are the minor or secondary characters?

What is their role in the story?

How do the minor characters relate to, impact upon or contrast with the main characters?

make thorough notes on the ways in which the author explores themes in the selected text through:


- a. the characters – their thoughts, actions, experiences and relationships
- b. the actions or events in the story
- c. the setting
- d. the social, political and cultural world represented in the text
- e. the title
- f. the tone used

examine the narrative stance or point of view in the selected text; discuss the impact of this; select a critical event or moment from the text and reinterpret this from a different point of view

develop a dramatic monologue that might be spoken at a key moment by one of the main characters in the selected text

draw up two columns; label the first 'Values endorsed in the selected text' and the second 'Examples of how this value is endorsed'; fill in this table

create character timelines that plot the changes in each character over time; link these changes to key events or key moments in the selected text; note how the author conveys these changes through symbolism, change in tone etc.

 use hypertext (or the Comment function in Microsoft Word) to analyse and comment on a single passage from a text, noting where it occurs in the selected text, what is revealing about a character or characters, the mood of the passage, particular words, lines and images which are significant and how the passage conveys the text's major concerns

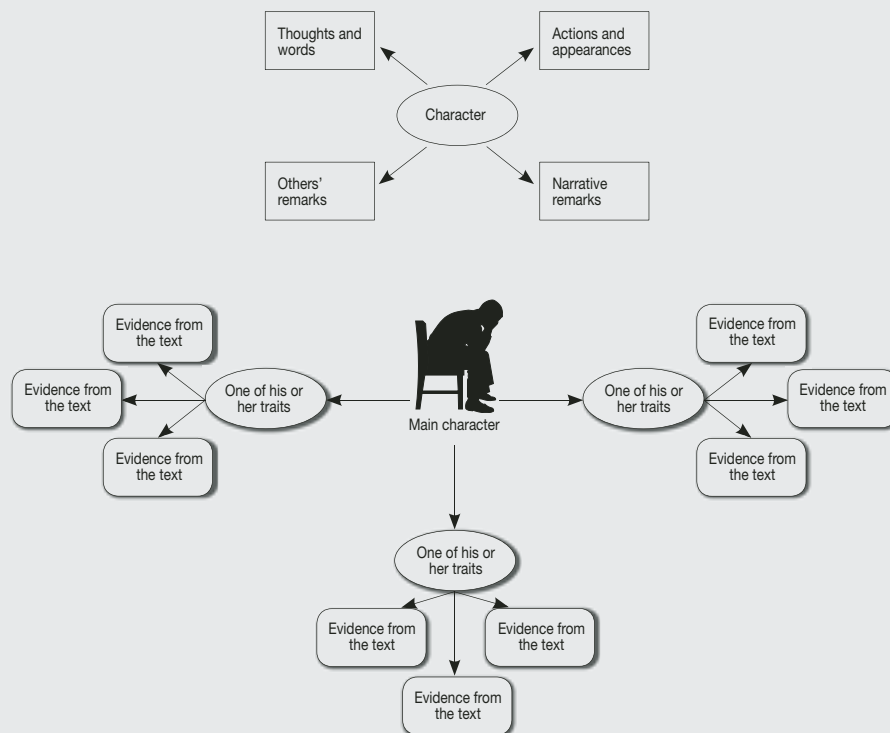
practise matching short quotations to key ideas about the set text; write each of these into a sentence that integrates the quotation or part of the quotation as evidence

Detailed example

PLOTTING CHARACTERS

Students choose one of the following diagrams to record and develop key information about particular characters.

When the work is completed, arrange for the diagrams to be displayed for the rest of the class. In addition to developing knowledge of the text, this activity could help students to develop note-taking skills, build vocabulary and be more specific in choice of vocabulary.



Character	One word description	Appearance	Significance to the story

continued

Detailed example (continued)

Description of character at the beginning of the text	
Event 1	The character feels...
Event 2	The character feels...
Event 3	The character feels...
Event 4	The character feels...
Event 5	The character feels...
Event 6	The character feels...
Description of character at the conclusion of the text	

AREA OF STUDY 2: Creating and presenting**Outcome 2**

Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Examples of learning activities


create some question dice; on one cube have the question beginnings: how, what, where, why, who, when; on the other cube use: is, can, do/does, has/have, might, would

take it in turns to roll the dice – with each roll a new question stem is generated; complete the question, making reference to the Context being considered

select a particular text type and audience, and a topic related to the chosen Context; prepare a Class Plan; write an individual finished piece

post a number of controversial statements about an aspect of the selected Context on large sheets of paper around the room; using post-it notes students move around the room and post comments/perspectives/questions on each of the statements; when completed, form small groups and give each group one of the statement sheets to prepare a summary report on the responses to the rest of the class

Students could:


 search for advice on the Internet which is a useful source of informative material about the writing process on elements such as choosing appropriate form and language for a selected audience; use the information to review a piece of writing already produced about the chosen Context


select a range of text types on a common topic; in small groups speculate about the audience and purpose for each piece; as a class, discuss what clues were used to make these judgments; assess how successful each of the pieces is in the light of the discussions

write a cycle of poems that reflect the ideas developed about key aspects of the chosen Context

keep an individual scrapbook of articles, cartoons, visuals, art works, song lyrics etc. that are relevant to the selected Context; make annotations about the connection between the item and the selected Context

using the ideas gleaned from the selected text and other texts studied, write a script for a short scene (which will be performed) that explores a significant aspect of the chosen Context in a contemporary setting

 present a discussion of an aspect of the chosen Context and support it with visuals only (art works, images etc) – these can be presented using PowerPoint or a similar software package

 keep a 'blog' while reading about, studying and discussing the different aspects of the chosen Context; when study and reflection is completed, use blog entries as the basis of a formal essay on an aspect of the chosen Context

prepare a selection of short creative texts (poetry, extract from a script, short reflective piece etc.) which develop a response to an aspect of the selected Context; explain, in written or oral form, the choices made in creating these texts

a couple of starting points:

<http://owl.english.purdue.edu/handouts/general/index.html>

<http://writingworkshop.edtec.unsw.edu.au/topics.html>

write a conversation between two characters from the selected text and another text students have read; in the conversation, exchange views about an aspect of the chosen Context; ask a classmate to review the work, making suggestions for alterations and checking for accurate expression

compile extracts from different text types and analyse how to present aspects of the selected Context

Detailed example

CONTEXT AND CONTROVERSY

1. You will need some large sheets of paper and blocks of 'post-it' notes.
2. Compose a number of controversial statements about aspects of the chosen Context. Write one of these in large print on each sheet. Post them at intervals around the room.
3. Provide students with a small block of 'post-it' notes. Ask them to move around the room and post comments/perspectives/questions on each of the statements.
4. Divide students into small groups when they have completed the posting process. Give each group one of the sheets that now comprises the controversial statement and a range of responses on the post-it notes.
5. The group's task is to read through the responses, organise them and prepare a summary report to present to the rest of the class.

AREA OF STUDY 3: Using language to persuade

Outcome 3

Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Examples of learning activities

a media text is selected and a copy prepared in which key words have been deleted; ask students to work in groups to suggest words to fill the gaps; compare the suggestions from different groups, and discuss the impact of different word choices on the point of view being presented in the text

make a video recording of the first 10 minutes of each of the TV news services on a particular day; have students create a running sheet for each program; compare and contrast the running sheets; what conclusions can be drawn about the similarities and differences between the clips?

select four different media texts; divide the class into groups of four; give sufficient time for each member of the group to read the article; explain that each person will begin with one piece and have 60 seconds to make annotations about how language is used to persuade; pass the piece on to the next person; they will have 60 seconds to make annotations; repeat the process so that each member of the group has commented on each piece; ask groups to share their annotations

collect a selection of letters to the editor that represent a range of views about an issue; each student selects one letter and writes a reply, supporting or challenging the letter writer's view; read the replies aloud to the class; discuss the extent to which the recipients of the replies might change their viewpoint

Students could:

in groups, prepare and present a class forum on a topical issue, with individuals role-playing the key stakeholders

collect three editorials, one from each of the metropolitan dailies, about the same issue; compare the points of view represented and the way language is used to influence readers

in small groups construct a series of interview questions for different stakeholders interested in your issue; where possible, carry out these interviews

make contact with organisations or individuals who have well-developed views on a current media issue; organise a forum at which these speakers may appear

conduct a PMI (plus, minus, interesting) exercise to canvas all the possible arguments relevant to the issue



using the Comments feature in a word-processing program, and appropriate metalanguage, annotate a persuasive text indicating the persuasive strategies used; place this work on a discussion board and invite comments from others in the class

select a short persuasive text; rework the material for two different audiences; write an analysis of why certain features of the piece were changed

Detailed example

CLASS FORUM

1. Identify a current issue and list the groups or organisations that are key stakeholders that may be involved or have an interest in the issue.
2. For each group or organisation discuss the following and make notes:
 - how they define the issue, the position they take on it, and the terms and language they use to discuss the issue
 - the main arguments used to support their position
3. Each member of the class is allocated to one group or organisation involved with the issue.
4. Conduct a class forum on the issue where each group or organisation presents its point of view on the issue, responds to questions and criticisms of their position, and takes issue with the statements of other groups.
 - the ways in which they appeal to their audience.

Unit 4**AREA OF STUDY 1: Reading and responding****Outcome 1**

Develop and justify a detailed interpretation of a selected text.

Examples of learning activities

each student writes a question about the set text that puzzles him or her most on an index style card; these are used as the basis of discussion with the whole class

Students could:



conduct a web search on the set text; try to locate a range of different responses to it; analyse these different responses, making a list of reasons for the different perspectives presented

keep a 'key moments' diary for the selected text; head the section with a summary description of the moment, then below this draw up three columns: Who? What do they do? Why do they do it?

in groups, create a tableau to represent a selected key moment in the selected text; explain to the class why they have positioned people as they have, what the facial expressions are to suggest etc.; compare the different tableau – is there a dominant interpretation of the scene? Which presentation did they find most convincing and why?

construct an alternative ending or a scene omitted from the selected text; read or perform it for the rest of the class; having done this, explain how what was created fits in with the overall interpretation of the text

view a film adaptation of the selected text, if this exists; write a review of the film analysing the ways in which ideas are presented and dealt with, and discuss to what extent this accords with the reading of the text; construct a values map of the text; plot the values that are endorsed and rejected and note how this is achieved

Detailed example**INTERPRETATIVE TABLEAU**

1. Working in small groups, take the key moment or scene from the text that has been selected and present it to the class as a static tableau.
2. Design the physical 'set' into which you will place your characters. Select props carefully to reinforce your interpretation of the scene. Be very specific about the location and direction of objects (e.g. chairs).
3. Discuss together the costuming requirements for each character.
4. For each character, decide upon their physical pose and facial expression.
5. Prepare an oral report for the class that 'deconstructs' your tableau. Before you present the report, ask the class for comments on the interpretation you have created.

AREA OF STUDY 2: Creating and presenting

The learning activities listed in Unit 3, Area of Study 2 are also appropriate for Unit 4.

Outcome 2

Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Examples of learning activities

Unit 4 provides an opportunity for teachers to continue and further develop the work completed as part of Unit 3, Area of Study 2.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program for English using a selection of the tasks from the Units 3 and 4 assessment tables. Refer to page 71 for an ESL example.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values and is open to a range of interpretations.	30	An oral text response.
Outcome 2 Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.	30	At least one sustained* written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context.
Outcome 3 Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.	20	Writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media
	20	and A sustained and reasoned point of view on the selected issue in written form.
Total marks for Unit 3	100	
Unit 4		
Outcome 1 Develop and justify a detailed interpretation of a selected text.	50	An extended written interpretation of one selected text.
Outcome 2 Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse their decisions about form, purpose, language, audience and context.	50	Three to five shorter** texts created for a specific audience/s and context/s, with a written explanation of decisions about form, purpose, language, audience and context.
Total marks for Unit 4	100	

*A sustained response should be approximately between 900–1200 words in total.

**The length of shorter texts should reflect the form and purpose of the text and be approximately between 1000–1500 words in total.

Advice for ESL teachers

TEXT SELECTION

As detailed in the study design, ESL students study three set texts across the Unit 1 and 2 sequence, and three selected texts across the Unit 3 and 4 sequence. Texts for ESL students need to be cognitively demanding as well as culturally and linguistically appropriate. In choosing texts for ESL students consider the accessibility of the language. Factors such as dialects using non-standard spelling and the idiomatic use of language may reduce accessibility for some students. Change of narrator or time frame could also be difficult. Texts with clear themes and issues are recommended for ESL students. Collections of short stories are appropriate if there is a connecting theme.

Units 1 and 2

In Units 1 and 2 text selection is entirely a school decision, which should be made in accordance with the guidelines described on page 12. The selected texts must also meet the requirements of each area of study.

An example of a teacher's selection for Unit 1:

Area of study	Set text	Outcome
1. Reading and responding	Williamson, David, <i>Brilliant Lies</i> (play) (set text)	1
2. Creating and presenting: Exploring and presenting themes or ideas. For example: <i>Survival</i> . Teacher/student selection of range of texts, including one set text/s	Ung, Loung, <i>First They Killed My Father</i> (set text) Other texts could include: <i>Life is Beautiful</i> (film) a selection of war poems http://mnw.eas.slu.edu/Earthquake_Center/ (Earthquake Centre – Saint Louis University)	2
3. Using language to persuade: Texts should be selected which allow students to understand a range of points of view and a variety of language techniques.	Reports, editorials, feature articles, letters to the editor and advertisements from daily or weekly newspapers. Extracts from radio or television current affairs programs, websites, e-zines and online forums.	3


Units 3 and 4

A total of three selected texts across the Units 3 and 4 sequence must be selected in accordance with guidelines on page 23 and chosen from the prescribed Text List published each year in the *VCAA Bulletin*. For the achievement of Outcome 1 in each unit, ESL students must read and study one selected text from Text List 1. For the achievement of Outcome 2 in Unit 3, students must read and study one selected text from Text List 2. For the achievement of Outcome 2, Unit 4, student should read and study a range of shorter texts selected by the school. No more than one of the selected texts may be a film text. At least one of the selected texts should be an imaginative print text such as a novel, a play or a collection of short stories or poetry. Additional texts should be selected in addition to the selected text for Outcome 2 and additional multimodal and/or non-print texts may be used to supplement the study of print texts.

An example of a teacher's text selection for Unit 3:

Area of study	Selected text	Outcome
1. Reading and responding	One selected text from Text List 1	Unit 3 Outcome 1
2. Creating and presenting: Context selected from the list published annually by the Victorian Curriculum and Assessment Authority with the Text List.	One selected text from Text List 2 A range of relevant shorter texts could include: A short story Poems Website Extracts from a selection of television programs	Unit 3 Outcome 2
3. Using language to persuade: Selection of a range of Australian media texts presenting points of view on a topical issue which has appeared in the Australian media since 1 September of the previous year.	Extracts from feature articles, opinion columns, cartoons, editorials and letters to the editor published in daily or weekly newspapers, radio or television current affairs programs, websites, e-zines and online focus and discussion groups	Unit 3 Outcome 3

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .

There is scope in all outcomes for teachers to select learning activities which will engage their students and challenge them appropriately. All learning activities can be adapted to explore relevant texts and allow students to develop the required knowledge and skills. Offering students a broad range of learning activities will enhance their engagement with a variety of texts.

In Units 1 and 2, learning activities and assessment tasks should provide opportunities for students to develop oral skills in a variety of authentic contexts (e.g. small group discussions, interviews, role-play).

ESL students have as much variety in learning styles as English background students do. However, they vary widely in their level of literacy in English, their general knowledge background and their educational experience in their first language. Awareness of these differences can assist teachers to prepare more appropriate teaching and learning activities for ESL students. It is recommended that ESL students be encouraged to value and share their first language and culture as a resource in learning English.

As building a vocabulary in English can be a challenge, teachers need to include a focus on common prefixes and suffixes to assist in developing word recognition. Most topics and themes can be used to practise a range of English language skills and appropriate language functions.

Speaking and interaction in class need to be taught. It cannot be assumed that ESL students will contribute to discussion if they are not taught these skills, including what is appropriate in forms of non-verbal communication.

Resources for teachers seeking to understand the specific learning needs of ESL students are indicated by an asterisk in the list of suitable resources.

Approaches to support ESL students include:

- Use visual support as much as possible – pictures, diagrams, listing points clearly on the board. Engage students in discussion which ensures that the pictures and diagrams give the intended message.
- Provide opportunities for discussion of any text, task or topic before formal writing begins.
- Wherever possible arrange group or pair work so that ESL students can interact with supportive English speakers. ESL students need to be confident about oral participation in class but too much focus on accurate pronunciation may be discouraging. Pronunciation needs to be intelligible to the listener and sometimes it will be appropriate to provide opportunities for structured practice of unfamiliar sounds.
- Select text material carefully. Some written and audiovisual materials are highly idiomatic and use slang, jargon, and cultural references which may be incomprehensible for some ESL students. Introduce such materials in a context which enables ESL students to learn from the diversity of language use rather than be overwhelmed by it.
- Provide necessary background information and key terms associated with texts or topics to be used with ESL students. The provision of handouts or board notes will enable ESL students to participate more meaningfully in most class work.
- Provide specific tasks with clear instructions, broken down into small steps. Ensure that students have sufficient time to complete tasks, as most tasks take longer for students working in a second language.

Unit 1


AREA OF STUDY 1: Reading and responding

Outcome 1


Identify and discuss key aspects of a set text, and to construct a response in oral or written form.

Examples of learning activities

Students could:

 visually represent the changes and development in characters in the set text (for example, using Microsoft Excel or freehand diagrams, create graphs, cartoons, symbols etc.)

re-sequence jumbled sentences which summarise the story to demonstrate understanding of the timeline of events in the narrative

 annotate a passage from the set text using the 'Comments' feature in a word-processing program; identify features such as imagery, analogy, perspective, tone and voice


build knowledge of the text by adopting the persona of a character or narrator in the set text and, as part of a panel discussion, discussing the character's role (for example, his or her relationship with other characters, events and themes; discussing how the reader/viewer knows about the character; what the narrator has chosen to include and omit from the text and why)

construct an alternative ending or a scene from an alternative point of view, e.g. write a short scene from the viewpoint of a character other than the narrator

divide into groups according to who sympathises and who does not sympathise with a particular character; then construct reasons for the views presented and try to persuade others to join their group

write five assertions about the events and characters in the set text; pass these around the class and collect information about whether others agree with the statements and reasons for the view presented; collect original statements, collate the information and write a summary of the different responses

prepare questions and then role-play an interview with a character from the set text

 keep a journal, or a blog, while reading, to record brief responses to the set text; reflect on early and later responses to the text

complete vocabulary-building exercises to establish the key terms used in the text as well as the metalanguage required to discuss the text

respond to a proposition about the characters, themes or ideas in the text in a scaffolded essay style, i.e. begin with mind mapping the topic, then organising ideas in a sequence, followed by developing each idea into a paragraph which incorporates detailed evidence from the text

complete cloze exercises, supplying appropriate words and phrases that describe actions, characters or events depicted in set texts

Detailed example

VOCABULARY-BUILDING


1. Assist students to find vocabulary from the text to describe the following:
 - The characters
 - The setting
 - The mood/atmosphere
 - The relationships between characters
2. Have students use the text and a dictionary (one which has meanings in context) to find the meaning of these words. Students highlight words which are new or difficult to spell.
3. Use this word list to play games such as bingo, spelling bees and word association.
4. Have students use their dictionaries to find different grammatical forms of selected vocabulary, e.g. marry, marriage, marital, and use them in sentences.
5. Have a discussion about the text in which every person needs to contribute a thought using a word from this list.
6. Make a list of themes and ideas explored within the text. Match a list of words provided by the teacher with the themes and ideas. Compare answers with peers.
7. Provide the meanings of metalinguistic terms required to discuss the text (e.g. narrative, perspective, metaphor, theme, characterisation etc.).
8. Make a crossword or quiz to test knowledge of the metalinguistic terms.
9. Integrate the terms in a written or oral discussion of a set text.

AREA OF STUDY 2: Creating and presenting**Outcome 2**

Create and present texts taking account of audience, purpose and context.

Examples of learning activities

several relevant texts are positioned around the classroom; visit each text 'site' as though it is an archaeological site; record details about each text under headings such as form, purpose, audience, context, visual features and personal reaction; compare notes in small groups and prepare a report on one of the texts to present to the class

 use a prepared, professional model to teach the stylistic requirements of the different forms, enabling students to prepare a pamphlet containing instructions on how to construct certain types of texts, particularly noting the stylistic requirements (including visual features) of different forms and genres

Students could:

develop a main point into a topic sentence, and then develop further into a paragraph by adding related details and/or explanations


change a text or part of a text to make it suitable for a new audience, purpose or context; explain the changes made

develop strategies for editing and revising writing; where possible assist students to evaluate their own writing using these strategies


Exploring and presenting themes or ideas


examine how a particular theme is developed in a number of texts through the use of prose, poetry, dialogue, visual images, music etc.

prepare a selection of short creative texts (poetry, extract from a script, short reflective piece, etc.) which develop a theme

 design an advertisement for a film using text, graphics and downloaded images, then present it to the class and identify the market they have aimed for

Exploring technology and communication

 consider how the development of forms of Internet-based communication such as email, web-discussions and online focus groups have expanded opportunities for communication with people from other countries; discuss how these forms of communication allow for participation in a global community

 construct emails, websites and contributions to an online discussion for a designated audience and purpose


in pairs, teach each other a skill and then report to the class on the effectiveness of the communication process

Exploring workplace communication

with the assistance of an employed person, collect a series of authentic documents written for use in the workplace; examine these documents for stylistic features such as tone, control of language and visual features

view episodes of 'The Office' and explore the dynamics of communication in this workplace

convert a workplace document such as a job application to a text written for a different purpose and audience (e.g. a letter to inform a friend about the job or to persuade a friend to apply for a similar job); discuss the changes made to the structure, features and vocabulary of the document

 use the templates in a word-processing program to show how different kinds of letters have to take into consideration context, purpose and audience

complete a mock or authentic job application process including the completion of an application, writing a resume, writing a letter arguing suitability for the position and preparing and participating in an interview; evaluate the performance in terms of how well the student demonstrated his or her employability

Detailed example

EXPLORING WORKPLACE COMMUNICATION

1. View two episodes of 'The Office'. Use the first episode as a familiarisation exercise – characters, setting etc. For the second episode, divide students into groups and assign them different aspects to observe.
2. Different groups look at: language use; modes of communication; body language; relationships and characterisation.
3. Group discussion: ask each group to organise their notes and observations into a combined summary. Ask them to share this with the rest of the class.
4. Ask each group to speak with a person they know who works in an office about different modes of communication.
5. Compare and contrast the information you have gathered from the person who works in an office with the episode of 'The Office'.
6. On the basis of what you have discovered through this exercise, develop a digital poster of typical office-based communications.

AREA OF STUDY 3: Using language to persuade**Outcome 3**

Identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Examples of learning activities

Students could:

identify persuasive texts from a collection of texts including feature articles, letters to the editor, emails, magazine articles, websites

re-sequence jumbled paragraphs to focus on the logical development of an argument

examine a series of informative texts (such as newspaper reports, websites, radio transcripts or current affairs reports on television) on a topic and rate them in terms of their persuasiveness

select a letter to the editor on a current issue and, using different highlighters or text boxes, identify different features of the language used to persuade the audience



using the comments feature in a word-processing program, and appropriate metalanguage, annotate a persuasive text indicating the persuasive devices used

reduce a persuasive text to its main contention and then 'build' it to its complete state by identifying the arguments and linguistic strategies one by one; comment on the purpose and effect of each as they are identified

watch several advertisements without sound and then listen to them without pictures; record reactions and discuss in groups the purpose and effects of the visual language and the soundtracks

in a class discussion, compare the treatment of an issue on two television current affairs or news programs, and then in groups, storyboard an alternative presentation for a specified audience; justify the choices made regarding the use of verbal and visual language

analyse and discuss the presentation of a breaking news story in a newspaper

Detailed example**BREAKING NEWS STORY**

This activity will help students locate essential information in an article, make notes and use these to discuss the effect of choices made in the presentation of an issue.

1. Teachers collect resources to illustrate how a breaking news story has been presented in a newspaper.
2. Students examine one article, identifying headings and sub-headings.
3. Students respond to True/False statements about the article, using the headlines to predict the content. After reading the article, discuss how helpful the headlines were in predicting the content.
4. Students identify difficult vocabulary, suggest meanings and use a dictionary to verify meanings.
5. Select another article; assist students to identify ways in which an informative piece may also be persuasive and how language and other features have been used to achieve this in the article.
6. Follow-up activities could include asking students to make a dot point summary of the article, or to construct their own list of questions about the content of the article.

Unit 2**AREA OF STUDY 1: Reading and responding**

The learning activities listed above for Unit 1, Area of Study 1 are also appropriate for Unit 2.

Outcome 1

Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

Examples of learning activities

Students could:

view any film adaptation of a set text; write a review of the film analysing the ways in which ideas are presented and dealt with and the extent to which this accords with the reading of the text



select a short passage from the set text in which the values of the author are revealed; each class member inserts a comment and sends the text and comments around the group for online discussion

take on the persona of the author of the text and field questions from a panel of journalists in order to explore the point of view and values of the author; discuss the strategies for identifying the views and values of the author (e.g. language, tone, omissions, the views of characters, etc.)

construct a grid that illustrates the different points of view of characters on the same event or theme; have a panel discussion in which students take on the role of different characters and explain their different views

identify the cultural and historical values implicit in the set text; discuss the values the text would be likely to reflect if written in a different time or cultural context



research the historical and cultural context of a set text using the Internet; record findings and report to class

respond to a set text creatively: take on a character and reflect on events in the text in oral or written form; imagine a future, past or omitted scene or conversation between characters

use a 'round robin' approach to gathering evidence from a set text to support a number of assertions about characters, events and views in the text

select several quotations from the set text which have a common theme; write a paragraph about the treatment of the theme making reference to the quotations; edit the work until the quotations are fluently integrated into the writing

Detailed example

ROUND ROBIN

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Write a number of assertions about characters, events and views in the text on separate sheets of paper. 2. In small groups, students respond to the assertions in one or more of the following ways: <ul style="list-style-type: none"> • provide evidence from the text to support the assertion • provide evidence from the text to contradict the assertion • analyse the views or values of the author revealed by the aspect of the text referred to in the assertion. | <p>Provide students with sentence stems appropriate for this task.</p> <ol style="list-style-type: none"> 3. When all groups have responded to each assertion, each group takes one assertion and synthesises the responses in an oral or written report. 4. Students can be given a glossary of metalanguage to use when preparing the report. |
|--|---|

AREA OF STUDY 2: Creating and presenting

The learning activities listed in Unit 1 for this area of study are also appropriate for Unit 2.

Outcome 2

Create and present texts taking account of audience, purpose and context.

Examples of learning activities

Unit 2 provides an opportunity for teachers to continue and further develop the work completed as part of Unit 1 (Area of Study 2).

Alternatively, teachers or schools may select a second Context for exploration from the list.

AREA OF STUDY 3: Using language to persuade

Outcome 3

Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Examples of learning activities



after exploring the impact of active and passive voice, use a resource like http://owl.english.purdue.edu/handouts/grammar/g_actpass.html

after gaining an understanding of active and passive voice, use short newspaper pieces to analyse this aspect of language use; students rewrite particular items in the opposite voice; discuss how this alters the persuasive impact

provide two or more short pieces of persuasive writing, written in different styles, on a familiar issue; work with students to identify the features of each and how different writing styles, such as the use of the passive or emotive language, are persuasive

Students could:

write short persuasive pieces in response to topical issues in the day's news using different writing styles, practising what has been modeled and discussed with the teacher

without using sound, view video segments of well-known people or media identities to analyse body language, and then add the sound for analysis of spoken language

role-play a panel discussion between representatives of organisations with differing views about an issue

prepare and present a speech giving a reasoned point of view on an issue

write a letter to a local newspaper presenting a reasoned point of view on a local issue



plan a multimodal presentation for the class on an issue relevant to students; survey their opinions before and after the presentation; evaluate the effectiveness of the presentation



create a mind map of an issue as a PowerPoint slide or overhead and then explain it to the group

Detailed example

PREPARED PERSUASIVE SPEECH

- Students collect information on an issue that interests them: an early news report, an editorial, two letters to the editor (presenting different points of view on the issue).
- Students summarise the main information in the news story under headings: who, what, where, when, why and how?
- Students identify the contention and the supporting arguments in the opinion pieces.
- Students identify persuasive language features. Provide a sentence template to explain the intended effect, e.g. When the writer uses the words _____ he/she wants the reader to _____.
- Students choose their own point of view, frame a contention and write down three reasons to support it.
- Provide a template for the arrangement of the order and content of the oral presentation. Students and the teacher develop criteria for assessing the speech.
- Students present their speeches. After presentations, discuss the effectiveness of the use of persuasive language and clear up any mistaken analysis.

Unit 3

AREA OF STUDY 1: Reading and responding

Outcome 1

Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Examples of learning activities

select a key scene in the selected text where most characters are involved; working in a small group, each member takes on the role of one of the characters involved; assign one person to act as interviewer; conduct a panel interview for the class that draws out the feelings, responses and perspectives of each of the characters within the context of the chosen scene

assist students to make and use a glossary of relevant technical and general vocabulary to support writing about texts

Students could:

use a variety of concept maps, charts and diagrams to develop a detailed knowledge of the main characters in the selected text

focus on developing profiles of minor characters, asking the following questions:

- Who are the minor or secondary characters?
- What is their role in the story?
- How do the minor characters relate to, impact upon or contrast with the main characters?

make thorough notes on the ways in which the author explores themes in the selected text, through:


- a. the characters – their thoughts, actions, experiences and relationships
- b. the actions or events in the story
- c. the setting
- d. its social, political and cultural world represented in the text
- e. the title
- f. the tone used

examine the narrative stance or point of view in the set text; discuss the impact of this; select a critical event or moment from the text and reinterpret this from a different point of view

develop a dramatic monologue that might be spoken at a key moment by one of the main characters in the selected text

draw up two columns; label the first 'Values endorsed in the selected text' and the second 'Examples of how this value is endorsed'; fill in this table

create character timelines that plot the changes in each character over time; link these changes to key events or key moments in the selected text; where appropriate, show how the author uses images to reflect these changes

 use hypertext (or the Comment function in Microsoft Word) to analyse and comment on a single passage from a text, noting where it occurs in the selected text, what is revealing about a character or characters, the mood of the passage, particular words, lines and images which are significant and how the passage conveys the text's major concerns

in small groups discuss the symbols and/or imagery used in the selected text; consider how the writer uses symbols and/or imagery; what is their function in the text as a whole?

practise matching short quotations to key ideas about the selected text; write each of these into a sentence that integrates the quotation or part of the quotation as evidence

Detailed example

Refer to detailed examples: *Plotting characters*, on pp. 48–49 (English Advice) as excellent examples of activities for ESL students.

AREA OF STUDY 2: Creating and presenting

Outcome 2

On completion of this unit the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

Examples of learning activities



the Internet is a useful source of informative material about the writing process

a couple of starting points:

<http://owl.english.purdue.edu/handouts/general/index.html>

<http://writingworkshop.edtec.unsw.edu.au/topics.html>

teachers could use these as a resource to construct their own activities for extending students' range of vocabulary for the writing process as well as their knowledge of punctuation and syntax; they are also a useful source of self-directed activities for students to work on building written language skills

create some question dice; on one cube have the question beginnings: how, what, where, why who, when? on the other cube use: is, can, do/does, has/have, might, would; students take it in turns to roll the dice – with each roll a new question stem is generated – students complete the question, making reference to the Context they are considering

Students could:

select a particular text type and topic related to the chosen Context; prepare a class plan; write an individual finished piece

select a range of text types on a common topic; in small groups speculate about the audience and purpose for each piece; as a class discuss what clues were used to make these judgments; for some groups, significant teacher input will be needed


using the ideas gleaned from the selected text, write a short scene that explores a significant aspect of the chosen Context

keep an individual scrapbook of articles, cartoons, visuals, art works, song lyrics etc. that are relevant to the selected Context; make annotations about the connection between the item and the selected Context

write a conversation between two characters from the selected text in which they exchange views about an aspect of the chosen Context

post a number of controversial statements about an aspect of the selected Context around the room; provide students with a set of Post-It Notes and ask them to make responses to each statement

present a discussion of an aspect of the chosen Context and support it with visuals only (art works, images etc.) – these can be presented using PowerPoint or a similar software package

 prepare a selection of short creative texts (poetry, extract from a script, short reflective piece etc.) which develop a response to an aspect of the selected Context; explain, in written or oral form, the choices made in creating these texts

Detailed example 1

DEVELOPING A PARTICULAR TEXT TYPE

1. Select a specific text type and a topic related to an aspect of the selected Context.
2. The aim of this exercise is to prepare a class plan and write a finished piece.
3. The teacher takes on the role of guide asking questions, confirming responses and offering necessary explanations about the purpose of the text, the form of the text and the expected writing conventions.
4. During the process the teacher ‘thinks-aloud’ about the decisions and reasoning behind those decisions, modelling and explaining the processes involved in researching the topic, sharing and putting ideas together, and scaffolding the students’ understanding of the structure of the text type.
5. When this process has been completed each student writes the text that has been scaffolded in detail by the whole class.

AREA OF STUDY 3: Using language to persuade

Outcome 3

Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Examples of learning activities

a media text is selected and a copy prepared in which key words have been deleted; ask students to work in groups to suggest words to fill the gaps; compare the suggestions from different groups, and discuss the impact of different word choices on the point of view being presented the text

make a video recording of the first 5–10 minutes of each of the TV news services on a particular day; have students create a running sheet for each program; compare and contrast the running sheets; what conclusions can be drawn about the similarities and differences between the clips?

collect a selection of letters to the editor that represent a range of views about an issue; each student selects one letter and writes a reply, supporting or challenging the letter writer's view; read the replies aloud to the class; discuss the extent to which the recipients of the replies might change their viewpoint

Students could:

in groups, prepare and present a class forum on a topical issue, with individuals role-playing the key stakeholders

collect three editorials – one from each of the metropolitan dailies – about the same issue; compare the points of view represented and the way language is used to influence readers

in small groups construct a series of interview questions for different stakeholders interested in your issue

conduct a PMI (plus, minus, interesting) exercise to canvas all the possible arguments relevant to your issue

research the major text types used in the print media as vehicles for persuasion; prepare a summary statement for each one that lists its typical structure and features



using the Comments feature in a word-processing program, and appropriate metalanguage, annotate a persuasive text indicating the persuasive strategies and language used; place this work on a discussion board and invite comments from others in the class

Detailed example

CLASS FORUM

1. Identify a current issue and list the groups or organisations that are key stakeholders that may be involved or have an interest in the issue.
2. For each group or organisation discuss the following and make notes:
 - how they define the issue, the position they take on it, and the terms and language they use to discuss the issue
 - the main arguments used to support their position
 - the ways in which they appeal to their audience.
3. Each member of the class is allocated to one group or organisation involved with the issue.
4. Conduct a class forum on the issue where each group or organisation presents its point of view on the issue, responds to questions and criticisms of their position, and takes issue with the statements of other groups.

Unit 4

AREA OF STUDY 1: Reading and responding

The learning activities listed above for Unit 3, Area of Study 1 are also appropriate for Unit 4, Area of Study 1. In addition, to these, the following activities are suggested.

Outcome 1

Develop and justify a detailed interpretation of a selected text.

Examples of learning activities

each student writes a question about the set text that puzzles him or her most on an index style card; these are used as the basis of discussion with the whole class

assist students to construct a values map of the text; plot the values that are endorsed and rejected and note how this is achieved

Students could:



conduct a web search on the selected text; try to locate a range of different responses to it; analyse these different responses, making a list of reasons for the different perspectives presented; this may need teacher guidance

keep a 'key moments' diary for the selected text; head the section with a summary description of the moment, then below this draw up three columns: *Who?* *What do they do?*, *Why do they do it?*

view a film adaptation of the selected text, if this exists; write a review of the film analysing the ways in which ideas are presented and dealt with, and to what extent this accords with the reading of the text

brainstorm a list of words A–Z associated with the text

Detailed example

A–Z TEXT REVIEW

This simple revision activity can help ESL students to practise using appropriate vocabulary to express their ideas about a text.

1. Have students compile an alphabetical list of terms associated with the text, e.g. about characters, setting, themes, images, techniques.

2. Students share responses and discuss the ideas associated with each of these words.

3. Reflect on how this exercise has increased understanding of the text.

AREA OF STUDY 2: Creating and presenting

The learning activities listed in Unit 3 for this area of study are also appropriate for Unit 4.

Outcome 2

Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse their decisions about form, purpose, language, audience and context.

Examples of learning activities

Unit 4 provides an opportunity for teachers to continue and further develop the work completed as part of Unit 3, Area of Study 2.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program for ESL using a selection of the tasks from the Units 3 and 4 assessment tables. Refer to page 54 for an example for English.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values and is open to a range of interpretations.	35	An oral text response.
Outcome 2 Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.	30	Three to five shorter* texts created for a specific audience/s and context/s.
Outcome 3 Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.	35	A sustained** and reasoned point of view on the selected issue that demonstrates the persuasive use of language in written form.
Total marks for Unit 3	100	
Unit 4		
Outcome 1 Develop and justify a detailed interpretation of a selected text.	50	An extended written interpretation of one selected text.
Outcome 2 Draw on ideas and arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse their decisions about form, purpose, language, audience and context.	50	Three to five shorter texts created for a specific audience/s and context/s.
Total marks for Unit 4	100	

*The length of shorter texts should reflect the form and purpose of the text and be approximately between 1000–1500 words in total.

**A sustained response should be approximately between 900–1200 words in total.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

In the following lists, items of particular interest to teachers of ESL students are marked with an asterisk (*).

BOOKS

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WEBSITES

AustLit: The Resource for Australian Literature
The University of Queensland
www.austlit.edu.au

The Australian Association for the Teaching of English
www.aate.org.au

Australian Centre for the Moving Image
www.acmi.net.au

The Australian Council of TESOL Associations*
www.tesol.org.au/index.html

Australian Libraries Gateway
National Library of Australia
www.nla.gov.au/libraries

Australian Literature: Selected Websites
National Library of Australia
www.nla.gov.au/oz/litsites.html

Australian Media Online
Yahoo
dir.yahoo.com/Regional/countries/australia/news_and_media

Breaking News English*
Ready-to-use EFL/ESL Lesson Plans and Podcast
www.breakingnewsenglish.com

Discovery Education
website with diverse resources
Discover Communications, Inc.
<http://school.discovery.com/schrockguide/arts/artlit.html>

EServer
collection of electronic books and resources, Iowa State University
www.eserver.org

eZINE.com
website with diverse resources
www.ezine.com

The Internet Movie Database
www.us.imdb.com

Macquarie Dictionary
Australia's National Dictionary
www.macquariedictionary.com.au

Online newspapers
Thousands of world newspapers at your fingertips
www.onlinenewspapers.com

OzLit
Australian Literature site
Vicnet – Victorian Community Information Portal
<http://home.vicnet.net.au/~ozlit/index.html>

SOFweb
Department of Education & Training, Victoria
www.sofweb.vic.edu.au

Storyspace
A site for writing stories in hypertext, Eastgate Systems Inc.
www.eastgate.com/storyspace/index.html

TeachIt.co.uk
English Teaching Online
website with diverse resources
www.teachit.co.uk

Victorian Association of TESOL and Multicultural Education Inc.
www.vatme.vic.edu.au

Victorian Education Channel
public access and discovery of educational resources
www.education.vic.gov.au/ch

The Victorian Web
Developed literary site with many links
National University of Singapore
www.victorianweb.org

Web English Teacher
Website with diverse resources
www.webenglishteacher.com

ORGANISATIONS

The Age Education Unit
250 Spencer St
Melbourne Vic 3000
Tel: (03) 9601 2316
Fax: (03) 9601 2219
Email: edunit@theage.fairfax.com.au
Website: www.education.theage.com.au/educationunit.asp

Australian Centre for the Moving Image (ACMI)
Federation Square
Flinders Street
Melbourne Vic 3000
PO Box 14
Victoria 8009
Tel: (03) 8663 2583
Website: www.acmi.net.au

The Australian Association for the Teaching of English (AATE)
PO Box 3203
Norwood SA 5067
Tel: (08) 83332 2845
Fax: (08) 8333 0394
Email: aate@aate.org.au
Website: www.aate.org.au

The Herald Sun, Education Services
Tel: (03) 9292 1876
Fax: (03) 9292 1177
Email: hslearn@heraldsun.com.au
Website: www.heraldsun.news.com.au/learn

The Victorian Association for the Teaching of English (VATE)
290 Rathdowne St
Carlton North Vic 3054
Tel: (03) 9347 3918
Fax: (03) 9349 1003
Email: vate@vate.org.au
Website: www.vate.org.au

The Victorian Association of TESOL and Multicultural Education Inc.*
420 Victoria St
PO Box 298
Brunswick Vic 3056
Email: vatme@vatme.vic.edu.au
Website: www.vatme.vic.edu.au