Introduction to the new Victorian EAL Framework

FOR EXISITING USERS

VicTESOL professional learning events

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Unpacking a Unit of Competency

Angela Di Sciascio

Vice President VicTESOL

vicTESOL
Supporting English language teaching,
learning and multicultural education

A sample unit

Section C: Units of Competency

VU23522 Read and write simple information texts

22639VIC Certificate II EAL (Access)

Unit code	**VU23522**
Unit title	**Read and write simple informational texts**
Application	This unit describes the **performance outcomes, skills and knowledge** required by EAL learners **to read and write simple routine digital and/or paper-based informational texts directly related to everyday routine social needs**.

Look here to find a summary of the unit and the context

The outcomes described in this unit relate to:

- the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 2

and

- the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2 and Writing 2.

This unit **applies to participants wishing to develop** reading and writing skills to satisfy everyday routine needs in familiar recreation, community, school / college, and work contexts.

No occupational licensing, legislative or certification requirements apply to this unit at the time of publication.

Look here to see if the unit is suitable for your student cohort, and the contexts they use English

Pre-requisite Unit(s)	Nil
Competency Field	Not Applicable
Unit Sector	Not Applicable

Performance Criteria

= required performance, the components of a task

= how we judge success of a task

Element		Performance Criteria	
Elements **describe the essential outcomes** of a unit of competency.		Performance criteria **describe the required performance** needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the assessment requirements.	
1	**Respond to simple informational texts**	1.1	**Scan** simple informational text and **identify the main ideas**
		1.2	**Identify the context and purpose** of the simple informational text
		1.3	**Locate supporting details**

Elements = the tasks we must get our students to do

Respond to = reading, the macro skill

Simple information texts = the genre

Notice the skills you need to teach and assess

2	Write simple informational texts	2.1	Identify audience and purpose for the simple informational text
		2.2	Plan and draft a simple information text
		2.3	Select and order information
		2.4	Convey information in an appropriate format in a series of short sentences
		2.5	Proofread and correct final draft

Try and unpack this element yourself:

- **What is the macro skill?**
- **What is the genre?**
- **What are the component skills?**

Range of Conditions

In this context, **simple informational texts contain** familiar vocabulary and predictable contexts with a clear immediate personal or social purpose, using simple steps for an intended audience such as workplace, school or home or community. Texts will have an intended message or outcome to provide advice, to educate, to warn, to request an action or provide access to goods and services. Texts, which may include some specialised vocabulary, are short and simple and may be in paper-based or digital format.

In this context, simple informational texts may include but are not limited to:

- texts which **discuss a topic, raise an issue or give explanations with examples, supporting information, details or reasons**, **such as** a simple news article, a brochure, a poster / flyer, a factual account for a public audience, such as a class report relating to education options or information for a child care group
- texts which **provide instructions**, **such as** navigation of screen based instructions via following dialogue boxes to top up / update a public transport travel card, directions on an enrolment / employment / or an excursion form, directions with sequential steps, such as for setting up a community market stall
- texts which give **how to instructions**, including requirements specifying quantities, length / duration, method or equipment, **such as** steps in a learning activity, how to do something, such as give up smoking, how to make something, such as a compost bin or workplace related simple safety procedures instructions.

Range of Conditions = the variables that might apply to this unit

This section gives guidance to you on:

- **Definitions of terms**
- **Breadth**
- **Complexity**
- **Contextualisation and examples**
- **Explaining further the component skills**

In this context, plan, draft and proofread may include but is not limited to:

- selecting a topic and clarifying the purpose of the communication
- looking up and selecting vocabulary relevant to the topic
- reviewing verbs and tenses to use, such as simple imperatives for instructions
- using planning processes, such as listing key words, mind map or cluster, reviewing model texts, referring to personal vocabulary lists or using EAL resources to check grammar or appropriate expressions
- writing a first draft
- accessing support from a teacher, reviewing a corrected draft using a simple correction code, checking writing using EAL resources, dictionaries or word processing tools to check spelling or reading aloud to correct punctuation

You need to map these to your assessment tasks in your documentation

What foundation skills are essential in order to do the task?

The unit as a whole

In EAL, most Foundation Skills are explicit in the PCs. In this section you will only find FS that are not explicit, but essential.

Foundation Skills

Foundation skills **essential to performance** in **this unit**, **but not explicit in the performance criteria** are listed here and **must be assessed.**

Skill	Description
Problem solving skills to:	• select and use an appropriate format for informational texts

Foundation Skills = reading, writing, oral communication, numeracy, learning, problem solving, initiative & enterprise, teamwork, planning & organising, self-management, technology

Describing that skill specific to this unit

Links to previous curriculum versions

Unit Mapping Information

Code and Title Current Version	Code and Title Previous Version	Comments
VU23522 Read and write simple informational texts	VU22604 Read and write simple instructional and informational texts	Equivalent

Assessment Requirements

Title	Assessment Requirements for VU23522 Read and write simple informational texts

Performance Evidence	The candidate must demonstrate the ability to complete tasks outlined in the elements and performance criteria of this unit. Assessment must confirm the ability to use language conventions and linguistic knowledge to:
	
	• read and interpret **two** simple informational texts for routine social, community, study or recreational purposes, including:
	
	    o identifying specific details of each text
	    o identifying discourse features and conventions of each text.
	
	• plan, produce and review **two** simple informational texts on everyday topics or activities for familiar others or people outside own immediate circle using a series of short sentences.

Use this section to help design your assessment tasks.

It makes it clear how much evidence you need to collect.

What are the skills they must show?

Indicates the amount of evidence and how often students need to demonstrate the skills

= What is the knowledge students must apply when performing the tasks?

In this section, you will find the nitty gritty of language – tenses, structures, vocabulary etc relevant to the competency and the level

Knowledge Evidence

The candidate must be able to **apply** knowledge required to effectively perform the task outlined in elements and performance criteria of this unit. This includes **application** of linguistic, sociolinguistic and cultural knowledge **appropriate to the context of the task** including:

- simple or compound sentence structures
- simple adjectives, adverbs or adverbial phrases
- common high frequency verb tenses to describe present, past, and future, **such as** *simple present, simple past, present continuous, future forms or verbs +ing*, **such as**, *He is playing soccer*
- simple phrasal verbs, **such as** *Turn on the oven*
- simple modals and modal forms, **such as** *should, would, could, might, need to*
- simple connectives in a two-clause sentence
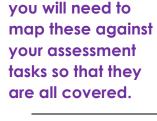- simple high frequency discourse markers and cohesive devices.

Sociolinguistic and Cultural Knowledge:

- some understanding of register in informational texts according to text type.

Not all dot points apply to every task/element or context. In your documentation, you will need to map these against your assessment tasks so that they are all covered.

Use this section to help you pitch the level and plan what types of knowledge to teach/assess and at what depth

Examples only – you do not need to assess against these exact items in italics

INTEGRATION TIP – These items are often common across units at a Certificate level

= what are the special conditions that must be applied to the assessment process?

Assessment Conditions

Assessment must ensure:

- assessment tasks utilise paper-based and/or digital texts drawn from familiar and immediate contexts
- access to EAL paper-based or digital resources, such as a bilingual dictionary, English dictionary, model texts, grammar references
- support for the learner takes into consideration the learner may need

    o contextual support, for example with unfamiliar cultural references
    o time to work out meaning or requirements of texts
    o support to proofread and incorporate teacher comments on drafts.

What resources should students have access to?

What type of tasks and contexts?

What support can be provided?

Assessor requirements

Assessors of this unit **must be qualified TESOL teachers**. Refer to Section B6.2 for further information on meeting the assessor requirements.

What accreditations does the assessor require? = ASQA and TESOL

The importance of integration of units

Section B: Course Information

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In order to support achievement of meaningful outcomes at either the qualification or the individual unit level, an integrated approach to assessment is recommended to:

- *maximise opportunities for holistic skill development and evidence gathering*
- *reduce likelihood of repetitious delivery and over assessment*
- *reduce atomisation and duplication of evidence collection*
- *make the evidence gathering more efficient for learners and teachers / assessors.*

Themes as a way to integrate

- Language learning in themes is one way to integrate competencies, skills and knowledge into meaningful contexts for students and through a focus on authentic texts
  - For example, a theme of *health* could be used to integrate many competencies into meaningful contexts, allowing for authentic whole texts with contextual support building up to an integrated assessment task/s

- Electives in this curriculum have been designed to provide meaningful and relevant themed content that can be delivered and assessed in an integrated way with language skills units

Lastly …. Don't forget to read Section B!

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A range of assessment methods to determine the learner's performance may be used, such as:

- *review of drafts and written evidence developed by the learner*
- *oral or written questioning to assess knowledge which underpins performance for example knowledge of simple formulaic expressions related to greetings*
- *interviews*
- *documented evidence, such as:*
    - *samples compiled by the learner*
    - *visuals or photographs*
    - *checklists*
- *observations of the learner applying English language skills*
- *presentations and discussions*
- *audio / visual presentations*
- *student portfolios which may be paper-based or digital format.*

p.58 Pronunciation

Pronunciation, as part of assessment for some units, should focus on achievement of intelligible pronunciation rather than "native like" proficiency.

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Appendix B: Adult Language and Literacy Curricula – A Guide to Exit and Entry Level alignments and alignment with the ACSF

- *Entry and exit ACSF/IELTS/ISLPR*
- *Other relevant courses – eg. CGEA*

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Appendix C – Overview of EAL Framework in one handy table

- *Entry/exit level*
- *Purpose*
- *Context of language use*
- *Linguistic complexity*
- *Level of support*