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What EAL educators are saying about The AMEP Digital Literacies Framework and Guide

“

Shireen Hussain

EAL Teacher | Wyndham
Community & Education Centre

I think it was a wonderful guide...
So, it has given me an opportunity
to explore beyond what I would
have done otherwise.

“

Andrew Robertson

EAL teacher | Yarraville
Community Centre

I, as an experienced teacher, really
liked that it wasn't prescriptive – it is
what it says – it's a guide. It guides
you to think about how you can
create activities and really explore
the connection with EAL and
other assessment frameworks in
exploring digital literacies with the
students – I really liked that.

“

Mat Hines

Teaching and learning projects
coordinator | Learning For Employment

I like the fact that each unit begins
with that conversation around an
idea, and then it builds on that. It
gives teachers the opportunity to
focus on those lower level things,
and add to it as the students
become more confident in it. I think
it's structured really well in that way.
The selection of the different units
was really good as well and they
covered a wide range of digital
literacy areas.

“

Margaret Corrigan

CEO | Carringbush Adult
Education

There are a lot of good ideas that
can be used on their own or that are
going to spark other ideas for teach-
ers. And I think it's very practical for
teachers ... I like the way it's linked to
the curriculum. It gives ideas
without being prescriptive – that's a
really great approach.

SECTION 1: AMEP Digital Literacies Framework

Digital literacies are essential for the successful settlement of adults from migrant and refugee backgrounds in Australia and, thus, need to be a pivotal part of teaching and learning within adult English as an Additional Language (EAL) education. *The AMEP Digital Literacies Framework and Guide* is a practical, user-friendly resource for educators in the adult EAL contexts aspiring to support learners to develop their digital literacies so they can participate successfully in an increasingly digitised Australian society.

Rationale

The AMEP Digital Literacies Framework and Guide is an outcome of the Monash University research project *AMEP Digital Literacies Framework and Guide: Supporting Pedagogies for Digital Literacies in the Adult EAL Contexts* conducted in 2021-2022 by Dr Katrina Tour, Dr Edwin Creely, Dr Peter Waterhouse, Professor Michael Henderson and Dr Xuan Pham. This empirical research explored the digital needs and strengths of adult EAL learners from migrant and refugee backgrounds as they settle in Australia.

The AMEP Digital Literacies Framework presents a conceptual model incorporating educational theories and key considerations about learning that will guide educators in designing and facilitating relevant and effective learning experiences. *The AMEP Digital Literacies Guide* is a collection of 15 learning units that reflect this model as well as the ideas about best practice for digital literacies in adult EAL contexts.

The guide makes explicit reference to *The EAL Framework* and many of the topics and learning activities suggested can be related to themes identified in *The EAL Framework*. The guide complements *The EAL Framework* and is intended to be a resource to support educators (and their learners) who engage with the varied and complex challenges and opportunities that come with digital literacies.

This resource can be useful for both novice and experienced teachers. It may appeal to educators at different career stages aspiring to connect theory and practice more effectively when planning for and teaching digital literacies.

Aim of the resource

- To promote and support the teaching of digital literacies in adult EAL contexts
- To provide guidance on how to plan for and teach digital literacies
- To share practical and useful teaching ideas for classroom practice
- To help educators evaluate, reflect on, and refine their classroom practices

What are digital literacies?

The concept of digital literacies is defined and understood in many different ways, depending on theoretical orientations and educational purposes. *The AMEP Digital Literacies Framework and Guide* is based on the proposition that there is no one universal form of digital literacy easily transferable from one context to another. Rather, different contexts, social purposes and technologies will require a range of skills, knowledge and understandings. From this perspective, **digital literacies are defined as purposeful and critical practices involving multimodal reading, writing, creating, communicating and viewing with digital technologies.**

Examples of digital literacy practices are numerous, and new ones continue to emerge as technologies develop and people go about their lives (Jones & Hafner, 2021). Thus, it is impossible to list all digital literacy practices that people engage in. A useful starting point may be thinking about digital literacies as language (and non-language) activities that people practise in different digital environments, for specific social purposes and across different social contexts (Tour, 2020). Some examples of digital literacy practices include:

- Accessing and viewing meaningfully a cooking tutorial on *YouTube*
- Navigating to and reading sport news on *The Age* webpage
- Completing an online form on *HotDocs* to book a medical appointment
- Text messaging a real estate agent to organise a property inspection
- Sending an email to a child's teacher about absence
- Planning a car trip to *Ikea* using *Google Maps*
- Downloading personal immunisation history on the *Medicare* platform

Learning digital literacies is an ongoing and lifelong process. Therefore, the role of the formal learning settings is to prepare students for the evolving nature of digital literacies rather than just focus on skills development. The more exposure to different digital literacy practices learners have, the more confident they become to independently engage in new practices that will be continuously emerging in their lives (Rowse et al., 2017).

Framework for teaching digital literacies

Teaching digital literacies in adult EAL programs requires appropriate pedagogies. *The AMEP Digital Literacies Framework* illustrated below (Figure 1) positions digital literacies as a crucial part of settlement and emphasises that learning digital literacies and English should sit together. The Framework further identifies the four key principles that inform the development of digital literacies pedagogies that connect to the world of adult learners.

In *The AMEP Digital Literacies Framework and Guide*, digital literacies are integrated with the teaching and learning of English as an Additional Language (EAL) and are strongly linked to settlement. Hence, the concept of digital literacies is at the centre of the diagram. Settlement involves accessing settlement specific and other government services, building English proficiency, social networking and participating in community, sustaining family connections and relationships, gaining employment and functioning independently in a new country. All these aspects of effective settlement involve the use of digital literacies.

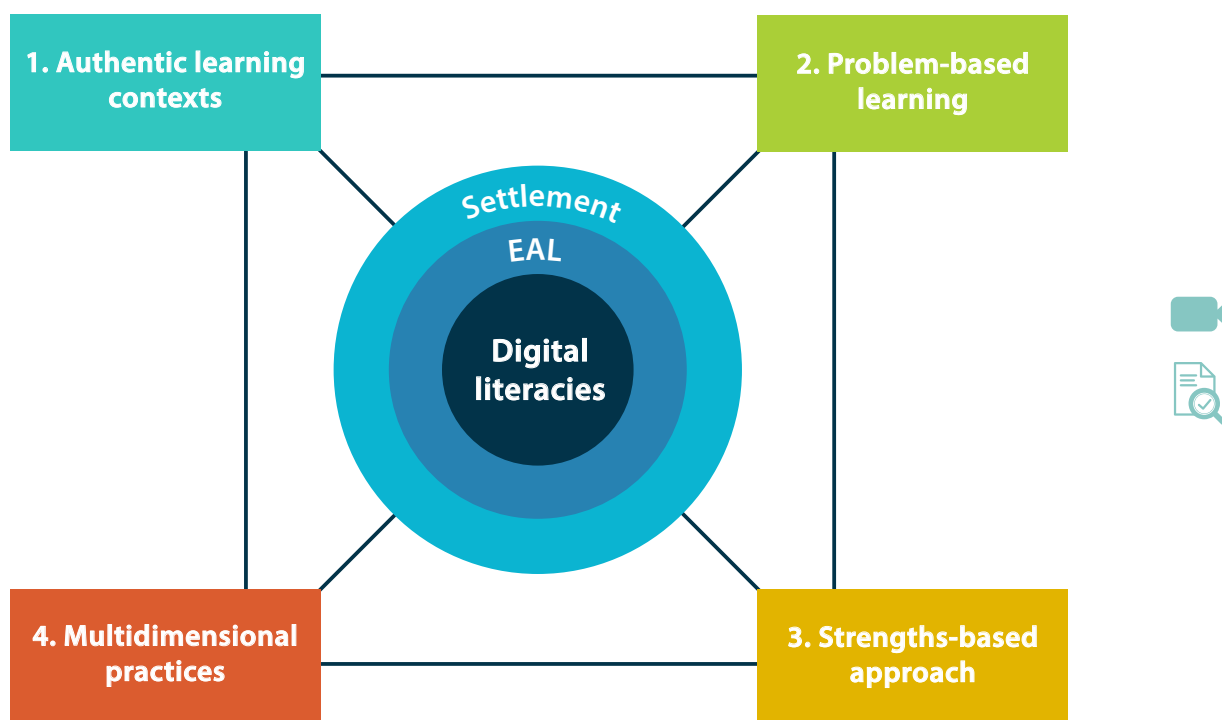


Figure 1. The AMEP Digital Literacies Framework

- | | |
|---|---|
| <p>1. Situating digital literacies in authentic learning contexts</p> | <p>Effective pedagogy for digital literacies uses a situated learning approach – that is, learning is “embedded in real or simulated social contexts” (Hafner, 2014, p. 657) in which learners construct their own knowledge and meaningfully apply it to their life needs. The central feature of situated learning is <i>authenticity</i>, which includes:</p> <ul style="list-style-type: none"> • actual audiences • realistic purposes • authentic texts. |
| <p>2. Employing digital technologies to solve real problems</p> | <p>Learners need to be engaged in authentic problem-centred tasks and problem-based learning with digital technologies and to solve real (or simulated – e.g. similar to the original) problems that relate to their life experiences and needs.</p> |
| <p>3. Adopting a strengths-based approach to teaching and learning</p> | <p>Pedagogies for digital literacies need to recognise and legitimise the existing strengths and resources that learners bring, and thus help learners to identify, articulate and apply individual skills relevant to their learning needs and aspirations. This involves scaffolding learning from prior knowledge and home languages as well as reflecting the aspirations, interests and needs of learners.</p> |
| <p>4. Recognising the multidimensional nature of digital literacy practices</p> | <p>To engage learners in the complexity of digital literacies as social practices, pedagogies need to provide opportunities for learners to develop operational, cultural and critical capabilities (Green & Beavis, 2012):</p> <ul style="list-style-type: none"> • <i>Operational</i> (focusing on the <i>mechanics</i> of language and technology) • <i>Cultural</i> (focusing on <i>meaning</i> and appropriateness in digital, cultural and social circumstances) • <i>Critical</i> (focusing on the <i>influence</i> and <i>power</i> of platforms, texts and relationships in digital spaces) |

Examples of effective practices for digital literacies

Teaching digital literacies needs to be purposeful and well designed with clear strategies for success. The resource below offers strategies for facilitating effective learning for digital literacies.

Active learning with technologies	Taking learning outside	Home language group work	Flipped learning instructional videos
Overview: Active learning is a strategy in which learners are actively or experientially involved in learning using digital technologies. Learners engage in hands-on experiences with technologies, reflect and discuss as opposed to passively following the instructions.	Overview: Learning digital literacies outside the classroom refers to the use of spaces other than a computer lab or a typical classroom – for example, bus stop, supermarket, local library, museum, park or any other place that people use in their everyday lives.	Overview: One way to organise learning digital literacies is by grouping learners with peers who speak the same home language. Such grouping needs to be carefully and strategically planned to offer constructive interaction and support.	Overview: Flipped Learning is a pedagogical approach in which individual learning happens before learners come to class. Short videos about key vocabulary or navigation steps can be created by the teacher. Learners are asked to watch the video before coming to the class. Class time is spent on hands-on and problem-solving activities.
Key elements: - Learners spend more time purposefully using technologies rather than listening to the instructions about technologies. - Learners work individually or collectively to “figure out” how to make things work using previously acquired knowledge and skills. - Active learning strategies may include reflection, think-pair-share, peer-review, brainstorming, case studies, role playing, simulations, inquiry-based learning.	Key elements: - Incorporate a trip in your learning unit to encourage learners to use their digital literacies in real-life situations. - Such trips can be both classwork and homework. - Learning digital literacies outside classrooms can be done individually, in pairs, as a whole class or with family members.	Key elements: - Groups work best for activities where learners need to solve complex problems. Assign tasks that encourage learners to share, exchange ideas, discuss, and figure out content. - Learners can take on specific roles within their group (e.g. facilitator, notetaker, translator/interpreter, time-keeper, technician, presenter). - Fully explain the process and show what you expect from your learners. It is also important to set a clear time limit.	Key elements: - Create a video that meets learners’ digital and language needs. Consider its length, pace of narration and the use of visuals or screencast. - Active learning strategies can be incorporated in the video (e.g. a video can include a short activity). - Consider where the videos are hosted so that learners can access them easily, on demand. Decide on how the video is shared with learners.

Examples of effective practices for digital literacies

Elements of critical literacies	Effective questioning	Repetition and reinforcement	Immediate feedback
Overview: Elements of critical literacies can and should be integrated in teaching with any other aspect of digital practice.	Overview: When asking questions about digital literacy practices, questioning techniques need not only check for understanding but also invite dialogue. It is important to get a good balance of different types of questions.	Overview: Repetition can be a useful learning strategy for digital literacies if it is linked to timely feedback and new learning goals that increase the level of challenge and freedom. This provides opportunities for new learning as opposed to just rote learning.	Overview: Feedback on digital literacy practices is most effective when it is provided as a timely response to a learners' actions and in the flow of learning. Effective immediate feedback is ongoing, formative, individualised and uses an encouraging tone to build learners' confidence.
Key elements: - Ask probing questions to uncover hidden assumptions of the digital platforms, spaces and texts. - Use case studies illustrating particular issues. - Explore the choices of words and visual icons in digital texts on the platforms and discuss which one is more powerful and why.	Key elements: - Questions can be both lower order (e.g. what does this icon mean?) and higher order (e.g. how do you know you need to click on this icon?) - Allow sufficient "think time" and provide a further prompt or clarification if required rather than answer the question yourself.	Key elements: - Use different framing strategies so that each repetition will appear to be a new perspective, especially if the content does not change. - Gradually increase the level of challenge and decrease the amount of scaffolding provided in the activity.	Key elements: - Immediate feedback does not need to be provided by the teacher all the time. It can be peer-feedback. - Technology-based activities can be used for immediate feedback, such as quizzes, polls, audio capture, questions/answers in the video, QR codes.

Further readings

AATE (2013). *Green's 3D model of literacy.*

This is a short overview of an important literacy model that has informed the development of *The AMEP Digital Literacies Framework and Guide*. It presents literacy as having three important aspects: operational, cultural and critical.

Creer, A. (2018). *Introducing everyday digital literacy practices' into the classroom: an analysis of multi-layered media, modes and their affordances.*

This journal article has useful material on how to integrate digital literacies into classrooms and learning contexts.

Kalantiz, M. & Cope, B. (2021). *Authentic literacy pedagogy: An overview.*

This is a website with detailed material and videos that explore authentic literacy practices and give many examples to illustrate literacy pedagogy.

Kalantiz, M. & Cope, B. (2021). *Knobel and Lankshear on the New Literacies.*

This is a very detailed digital article about literacies and exploring a sociocultural view and the place of new digital literacies.

Lopez, S. & Louis, M. (2009). *The principles of strengths-based education. Journal of College and Character, 10 (4).*

This article gives an excellent overview of the idea of strengths-based education, which is a core notion in *The AMEP Digital Literacies Framework and Guide*.

Mathews-Aydinli, J. (2007). *Problem-based learning and adult English language learners.*

This short article gives an overview of employing problem-based learning in adult education contexts. It contains accessible explanations and practical examples. It also considers the benefits and the challenges of using problem-based learning.

References

Green, B., & Beavis, C. (Eds.). (2012). *Literacy in 3D: An integrated perspective in theory and practice*. Camberwell: Australian Council for Educational Research.

Jones, R. H., & Hafner, C. A. (2021). *Understanding digital literacies: A practical introduction*. Routledge.

Hafner, C. A. (2014). Embedding digital literacies in English language teaching: Students' digital video projects as multimodal ensembles. *TESOL Quarterly*, 48(4), 655–685.

Rowell, J., Morrell, E. & Alvermann, D. (2017). Confronting the digital divide: Debunking brave new world discourses. *The Reading Teacher*, 71 (2), 157–165.

Tour, E. (2020). Teaching digital literacies in EAL/ESL classrooms: Practical strategies. *TESOL Journal*, 11(1), 1–12.

Wilkinson, L. (2005). Improving literacy outcomes for students in disadvantaged schools: The importance of teacher theory. *Australian Journal of Language and Literacy*, 28(2), 127–137.

SECTION 2: AMEP Digital Literacies Guide

How to use this guide

There are 15 teaching units that are offered as part of this guide. These units are designed to guide educators in both content selection and approaches to teaching content. This guide offers a range of teaching ideas with examples of realistic problem-centred tasks and **loosely** sequenced scaffolding activities which allows educators to:

- connect learning units both to [The EAL Framework](#), syllabus and to learners' lives to achieve multiple learning objectives
- adapt learning units for specific teaching contexts by modifying the tasks
- adjust the level of challenge through different levels of scaffolded support, depending on learners' strengths and needs
- innovate by organising learning activities in different ways
- use *The AMEP Digital Literacies Framework and Guide* as a model for developing new learning units

Table 1 illustrates the steps that can be taken by educators who wish to develop a sequence of lessons using this guide:

Table 1: Using this resource to develop a sequence of lessons

STEPS	EXAMPLE
1. Consideration of how <i>The EAL Framework</i> content can be extended to include digital literacies	VU22608 – <i>Explore transport options</i> – can be extended by teaching how to use digital maps (e.g. Google Maps)
2. Exploration of the learning units in <i>The AMEP Digital Literacies Framework and Guide</i> and choosing an area of focus	<i>Learning unit 8: Using digital maps</i>
3. Development of a real or simulated problem-based task for teaching and learning through identification of a specific digital literacy practice that learners want or need to learn in the context of this unit	Problem-based task: create a plan of a walking journey from your home to the local library using a Google Map App on a mobile device
4. Development of a sequence of learning activities using examples and resources provided in <i>The AMEP Digital Literacies Framework and Guide</i>	<i>Learning unit 8: Using digital maps</i> offers a range of ideas and resources that can be used to design a sequence of lessons for a specific teaching context and with different levels of challenge

Developing new learning units

Examples of digital literacy practices are numerous and new practices continue to emerge all the time. While this guide contains 15 learning units, it is likely that EAL practitioners may want to teach digital literacies or need to include learning activities that are not a part of this resource. Indeed, the ever changing digital landscape, coupled with the unique needs of every learning context, means no resource can be entirely comprehensive. As a result, *The AMEP Digital Literacies Framework and Guide* has been developed with the goal of providing resources and ideas which EAL educators can adapt and develop to meet their learners' needs.

Thus, this resource aims to illustrate the theory–practice nexus that is crucial for effective pedagogy (Wilkinson, 2005). *The AMEP Digital Literacies Framework and Guide* suggests how to provide linguistic, technical and sociocultural scaffolding for language learners and can be used by educators as a model to develop their own learning units on digital literacies.

Navigating the guide

The AMEP Digital Literacies Framework and Guide is an interactive PDF. You need to use Adobe Reader to fully access this document with its interactive features. It can be read and navigated through a number of interactive elements, including functional buttons, links to online digital content and pop-up explanatory boxes. The interactivity works only when the resource is viewed on digital devices. While this resource can also be printed, the interactive elements will not be available in a hard copy.

Interactive elements:

- | | | |
|---|---------------------------|--|
|  | GO TO SECTION | By clicking on the “GO TO SECTION” button, a pop-up will appear with the Table of Contents to navigate you directly to the page you require. |
|  | GLOSSARY | By clicking on the “GLOSSARY” button, you will go directly to the Glossary page. |
|  | FURTHER PROMPTS | By clicking on the “FURTHER PROMPTS” button, a pop-up will appear with additional teaching ideas or discussion questions. Click the “X” to close the pop-up box. |
|  | CASE STUDY | By clicking on the “CASE STUDY” button, you will go to Section 3 and a case study associated with a particular learning unit. |
|  | VIDEO | By clicking the “VIDEO”, you will be able to access a short video. |
|  | TEACHING RESOURCES | By clicking the “TEACHING RESOURCE” button, you will be taken to an external web page where you can find a booklet with additional teaching resources. |
|  | HYPERLINKS | By clicking “HYPERLINKS” button, you will be able to access external web pages. |

LEARNING UNIT 1: Text/voice messaging

LEARNING AIM

By the end of this unit, learners will be able to send a meaningful text message of their choice in English.

EXAMPLES OF PROBLEM-BASED TASKS

- Communicate with your peer or friend on a topic of your choice
- Communicate with your teacher reporting absence
- Communicate with your child or grandchild on an experience or event
- Communicate with a real estate agent regarding a property inspection
- RSVP regarding birthday party invitation

THE EAL FRAMEWORK

- VU22579, VU22383, VU22586, VU22588, VU22594, VU22596, VU22597, VU22599, VU22600, VU22602, VU22603, VU22610, VU22612, VU22613, VU22628, VU22629

LEARNING ACTIVITIES:



1 What is your experience with text and voice messaging? Learners share what they already know about text messaging and their recent experiences with text messaging in English and home languages on social media or mobile text messaging.	2 Relevant vocabulary Learners explore the meaning of the (1) symbols and (2) words used in the messaging application of their choice: start chat, new message, type a number etc.	3 Exploring functions Learners identify and explore the main functions of their preferred messaging application: including adding images, emoticons, and/or photographs, etc.	4 Texting rules Learners analyse several text message samples and identify what is appropriate or inappropriate in different contexts.
5 Emoticons and txtspeak Learners explore how emoticons and txtspeak can be used in text messaging. They investigate when it is appropriate to use these. They explore the similarity or difference of these symbols in their home language(s) and cultures. 	6 Composing Learners compose a text message of their choice. They choose a specific context, purpose and a recipient. Learners explore how the use of language can impact people in different ways, such as showing politeness or empathy.	7 Additional functions Learners explore and practise the use of additional functions (e.g. voice message, attachment, deleting, forwarding message, etc.).	8 Identifying and dealing with scam messages Learners are introduced to the notion of scam messages (glossary icon) and explore strategies to protect themselves. 

LEARNING UNIT 2: Using online translation tools

LEARNING AIM

By the end of this unit, learners will be able to select and use suitable online translation services to translate the information of their choice.

EXAMPLES OF PROBLEM-BASED TASKS

- Translate a text message or email that you received
- Translate a web page
- Translate a news story (radio, YouTube)
- Translate a document with information of your choice (e.g. flyer, booklet, school newsletter)

THE EAL FRAMEWORK

- VU22579, VU22383, VU22596, VU22588

LEARNING ACTIVITIES:

1 What's your experience with translation tools? Learners share their experiences with translating any texts using online translation tools/apps (e.g. Google translate).	2 Accuracy Learners explore the advantages and disadvantages of using machine translation (online translation tools) to understand the limitations and benefits of the tools. 	3 Navigating home page Learners are encouraged to explore and identify different elements of the home page of the chosen translation tool. Learners explore the meaning of the words, symbols and functions of the chosen app.	4 Translating print-based words, phrases and sentences Learners complete a translation task of their choice. They experiment with translating individual words, phrases and sentences.
5 Checking understanding and accuracy Learners check their understanding of the translated text through peer-feedback or teacher's feedback. Learners consider the role of context and cultural differences in the meanings generated in a text.	6 Additional options Learners are introduced to additional translation options available on the platform (e.g. speech translation, translating entire document, translate a webpage, images, conversations). They practise translation of these.	7 Language learning opportunities Learners share and brainstorm how the use of online translation tools can support their language learning. They can be encouraged to identify some suitable strategies – e.g. creating a phrasebook, using a dictionary, creating a sentence bank.	8 Cautions and limitations Learners discuss the limitations of online, automated translation tools.

LEARNING UNIT 3: QR codes

LEARNING AIM

By the end of this unit, learners will be able to use QR codes for the purpose of their choice.

EXAMPLES OF PROBLEM-BASED TASKS

- Use a QR code to display text/content
- Use a QR code to access contact information
- Use a QR code to connect to a wireless network
- Use a QR code to open a web page in the phone's browser
- Use a QR code to check in at venues and facilities with the help of the app used in your state (e.g. Service Victoria app)

THE EAL FRAMEWORK

- VU22383, VU22586, VU22594, VU22596, VU22597, VU22598, VU22600, VU22606, VU22613

LEARNING ACTIVITIES:

1

What do you know about QR codes?

Learners share what they already know about [QR codes](#) and their most recent experiences related to using QR codes.



2

QR code scanners

Learners share the facility of smartphones with QR codes and also any apps they are currently using for scanning QR codes. They reflect on their advantages and disadvantages.

3

Key vocabulary and functions

Learners explore the meaning of words and symbols of their preferred app or functionality in their smartphone to understand the main functions of the app.

4

Steps in scanning QR codes

Learners generate or explore with the help of a teacher a list of the steps to scan a QR code using their preferred app or functionality in their smartphone. They explore the distinction between using the camera to simply take an image of the QR code and actually scanning the QR code to access the intended program or site.

5

Scanning QR codes

Teachers provide a number of different QR codes and encourage learners to practise scanning to access different content and applications.

6

Completing actions

Learners are encouraged to identify whether and what the QR code requires them to do (e.g. the purposes of different QR codes) and complete an action (e.g. check in at a venue by providing relevant details, connect to WIFI following the prompts).

7

QR code dangers

Learners explore the contexts in which they should be cautious about QR codes. They can generate or be provided with a list of [potentially unsafe environments](#) for scanning QR codes.

8

Troubleshooting

Learners explore how to [troubleshoot](#) if they cannot scan a QR code.

LEARNING UNIT 4: Using search engines

LEARNING AIM

By the end of this unit, learners will be able to find and evaluate relevant information of their choice on a chosen search platform.

EXAMPLES OF PROBLEM-BASED TASKS

- Find information on a given topic/interest
- Play trivia *A Google-a-Day* where learners compete to find an answer to your question using Google (consider timing, clever search skills, creativity)
- Generate a question of your choice (or after reading/ discussing any class content) and use it as a basis for online query
- Conduct Internet searches to identify job opportunities
- Use a search platform of your choice to locate language learning resources/apps

THE EAL FRAMEWORK

- VU22579, VU22383, VU22594, VU22596, U22597, VU22598, VU22599, VU22600, VU22606, VU22613, VU22624

LEARNING ACTIVITIES:

1 What was your last search experience? Learners are invited to share (1) what they already know about information searching, (2) available search engines and (3) their most recent experience related to information searching. Those who do not have this experience are encouraged to familiarise themselves with a search engine of their choice.	2 Keywords Learners explore the role of the keywords in information searching. They clarify the information they need or want to find and brainstorm relevant search terms (and their synonyms), considering the context.	3 Exploring results page Using the search engine of their choice, learners explore how to do a simple search using search terms and explore the components of the results page (e.g. search box, page title, page URLs, meta description/snippet, sponsored links).	4 Parts of a URL and domain Learners analyse a web address to understand the origin of the page and the target audience (e.g. well-known online resource, domain, country of origin, a file type).
5 Reading snippets Learners scan snippets of their searches and compare these with their keywords to see whether the words in the search result match their intent.	6 Instant search Learners explore the instant search function. They evaluate which predictions are helpful and unhelpful and justify their choices. 	7 Shortcuts and searching on a site Learners identify some strategies to search for specific information once they click on a site (e.g. Control F, scanning, skimming or detailed reading).	8 "Behind the Screens" Learners explore: • Search History and how it may be used. • Bookmarks and how to use them with their preferred sites. • The role of "Cookies" and why notifications of cookies may appear on their screens.

LEARNING UNIT 5: Watching videos online

LEARNING AIM

By the end of this unit, learners will be able to search and engage with a video on a video-hosting platform or media outlet (e.g. YouTube).

EXAMPLES OF PROBLEM-BASED TASKS

- Find and watch a video related to your hobby or interests
- Engage with and watch a video focused on English language learning
- Find and watch news broadcasts and other news content
- Locate, watch and evaluate an instructional video (tutorial) of their or your choice
- Source and watch a video with content related to employment or training
- Engage with and assess a product review video

THE EAL FRAMEWORK

- VU22579, VU22383, VU22594, VU22596, VU22597, VU22598, VU22599, VU22600, VU22602, VU22606, VU22610, VU22612, VU22613

LEARNING ACTIVITIES:



1

Video-hosting platforms

Learners share what they already know about different video-hosting and media content platforms.

Those who are not familiar with **multilingual** video-hosting platforms, are guided to install a relevant app (e.g. YouTube).

2

Relevant vocabulary and icons

Learners explore the meaning of the words, symbols and functions of video-hosting and media content platforms and apps.

3

Keywords

Learners clarify the content of the video that they want to find and brainstorm relevant keywords and phases and their synonyms, considering the context and purpose of their search.

4

Search

Learners explore how to do a search using keywords or phases and explore the [components of the results page](#) (e.g. categories, paid ads).

Learners scan snippets of the videos and consider whether they match their intent.

5

Making decisions

Learners identify the video(s) that they would like to watch and justify their choice. A proforma can be provided with guiding questions to [evaluate](#) the content.

6

Working with subtitles and other settings

Learners practise [turning on/off](#) subtitles and adjusting other settings (e.g. mini player, cinema mode, full screen, playback speech and quality).

7

Follow-up

Learners follow up their search and video watching. This might involve: (1) leaving comments, (2) giving likes or dislikes, (3) subscribing to similar video content or channels, (4) sharing, (5) applying the skills or information they gained from the video (e.g. following a recipe, doing an exercise, practising pronunciation).

8

Protecting privacy

Learners are introduced to the notion of search history. Learners follow the [instructions](#) to view, pause or delete search history.

LEARNING UNIT 6: Establishing digital presence

LEARNING AIM

By the end of this unit, learners will be able to create and manage their digital identities for an everyday or employment purpose through creating profiles on social media and/or other digital platforms of their choice.

EXAMPLES OF PROBLEM-BASED TASKS

- Build a profile on a social media platform of your choice (e.g. Facebook, Instagram, LinkedIn) for everyday life, learning or employment purposes
- Make an account on marketplace platforms (e.g. Gumtree, Ebay, Amazon) for online shopping and/or selling
- Produce a personal blog for everyday life, learning or employment purposes

THE EAL FRAMEWORK

- VU22594, VU22596, VU22598, VU22613

LEARNING ACTIVITIES:

1 What do you already know about this platform? Learners are invited to share what they already know about the digital platforms they know best. They are encouraged to think about the possibilities and limitations of the platform. Learners identify what platform they want to explore and why.	2 Key vocabulary Learners explore the meanings of the words and symbols typically used on the platform of their choice in relation to creation of a profile or account (e.g. account, user name, password, register, sign up, log in). They can draw on their knowledge of the platforms they know.	3 Compare profile samples Learners compare several profile samples from the chosen platform and explore what information is included and/or publicly available.	4 Compulsory or optional? Real or fake? Learners analyse what personal information is compulsory or optional to include. Learners discuss the use of real and fake information in personal profiles, including photos.
5 Power of language and images Learners consider the context, purpose and audience of the profile samples. They explore what makes a profile appropriate or inappropriate, and more or less influential.	6 Personal profiles Learners identify the context, audience and purpose of the profile that they want to create. They consider what information can (and what should not) be included. They draft their profiles.	7 Peer - feedback Learners share their profile with peers who provide feedback. They might consider whether (1) the profile achieves its purpose, (2) the profile is appropriate or inappropriate, (3) the profile is influential.	8 Digital footprints The concept of a digital footprint is articulated. Learners explore whether their photos and personal information can be Googled or searched and discuss positive and negative implications of this for their lives.

LEARNING UNIT 7: Participating in online interest groups

LEARNING AIM

By the end of this unit, learners will be able to join an online/social media interest group for accessing and sharing relevant information.

EXAMPLES OF PROBLEM-BASED TASKS*

- Locate and participate in an online or social media group related to your hobby, interests or sport activities
- Engage with and participate in an online or social media group related to English language learning
- Join and participate in an online or social media group of your neighbourhood or community
- Connect to an online or social media group for employment opportunities
- Participate in an online or social media group of your children's school

THE EAL FRAMEWORK

- VU22594, VU22596, VU22598, VU22599, VU22602, VU22603, VU22606, VU22610, VU22612

** This unit will work best after completing Learning Unit 6: Establishing digital presence.*

LEARNING ACTIVITIES:

1

How can groups be helpful?

Learners are encouraged to brainstorm why joining online groups can be helpful.

2

Identifying the interest groups

Learners clarify what group they would like to join. They explain their choice considering their social purpose.

Learners brainstorm relevant keywords and their synonyms which they might use to find an interest group of their choice.

3

Exploring results and using filters

Using their existing profiles (see Learning Unit 6), learners log in and explore how to do a simple search for a group on a social media platform of their choice. They use their keywords.

They are introduced to the notion of a "filter" and experiment how it can help to narrow down the search results.



4

Instant search

Learners explore instant search prompts to find a group of their interest.

They evaluate which predictions are helpful and unhelpful and justify their choices.



5

Reading snippets

Learners scan 1-3 snippets of the group descriptions and consider whether they match their intent. They consider whether or not they are interested in accessing the group page for further exploration.

6

Researching and choosing the groups

Learners access the group pages that they consider relevant to decide whether or not they want to join this group. They justify their choice.

7

Joining and/or creating groups

Learners join the groups and, if required, follow the instructions on the screen to complete the action.

Learners explore setting up their own small group using an appropriate platform (e.g. WhatsApp).

8

Reading and posting in the group

Learners practise participation in the group by reading posts and/or posting their own.

LEARNING UNIT 8: Using digital maps

LEARNING AIM

By the end of this unit, learners will be able to use digital maps (e.g. Google maps) to plan and navigate a journey.

EXAMPLES OF PROBLEM-BASED TASKS

- Create a plan of a journey to a destination that is in close proximity to your classroom and walk to it using your personal device
- Create a plan of a journey to a chosen destination using a digital map and private or public transport
- Follow walking or biking directions to a chosen destination
- Find the shortest walk to a chosen destination
- Plan an alternative route to avoid, for example, highways, tolls, ferries or traffic congestion

THE EAL FRAMEWORK

- VU22594, VU22596, VU22608, VU22599, VU22613

LEARNING ACTIVITIES:



1

What do you already know about digital maps?

Learners are asked to share what they already know about **digital maps** with each other.

Those who are not familiar with digital maps can be encouraged to install a relevant app or access a map online with teacher's or other learners' assistance.

2

Relevant vocabulary

Learners explore the meaning of the words typically used in digital maps, including shortened words (e.g. location, destination, directions, turn right or left, St., Rd., Cres.).

3

Map symbols

Learners explore the meaning of different **symbols** typically used in digital maps (e.g. train station, hospital, library).

4

Map functions

Learners explore and experiment with different functions of the map application (e.g. search field, start navigation, recenter, zooming in or out, dragging to switch between routes, selecting car or public transport or walking or biking).

5

Instant search

Learners explore Google map instant search. Learners evaluate which predictions are helpful and unhelpful.

They explain their choices.

6

Route evaluation

Learners choose their destination and complete their search tasks. They evaluate the routes suggested by the application.

They explain which route is more appropriate for their purpose. A simple comparison template can be provided.

7

Getting there

Learners plan their own journeys.

If their destination is in close proximity to the classroom, they travel as a group or in pairs using their devices.

8

"Behind the screens ..."

Learners may also explore:

- The meaning of **Global Positioning System (GPS)**.
- **How Google maps can track users.**



LEARNING UNIT 9: Journey planning with public transport

LEARNING AIM

By the end of this unit, learners will be able to plan their journey using public transport on the platform of their choice.

EXAMPLES OF PROBLEM-BASED TASKS

- Plan a journey between two or more locations of your choice, review options or step-by-step journey details and select the preferred result
- Use a timetable to select suitable times for the journey of your choice
- Identify relevant transport service/s for example, bus, train, tram, taxi for the destination of your choice
- Use a public transport card to transact a journey (e.g. myki, Opal)
- Book a ticket for regional travel

THE EAL FRAMEWORK

- VU22594, VU22596, VU22599, VU22613

LEARNING ACTIVITIES:

1 Using public transport: discussion Learners share their experiences with using public transport and associated digital platform(s) (e.g. app, website).	2 Navigating home page Learners access public transport digital platforms. Learners are encouraged to explore and identify different elements of the home page of a chosen platform. They learn how to navigate the platform by experimenting with different functions.	3 Relevant vocabulary and icons Learners explore the meaning of the words and symbols of a transport platform.	4 Completing the task Learners are encouraged to follow the platform prompts to complete a task of their choice (e.g. setting up an account, planning the times of a journey or purchasing a transport card). If required, they can be provided with step-by-step prompts or instructional videos.
5 Evaluating task results Learners evaluate task results through discussion with the teacher or peers. They focus on what additional work or resources they need to improve task results.	6 Additional functions Learners are introduced to different functions of the platform such as “filter” and “changing preferences”. They experiment with how the use of these functions can help.	7 Digital maps If relevant to the task, learners explore and experiment with different functions of the map on public transport platforms (e.g. zooming in or out).	8 Informed decisions Learners are encouraged to review their task for accuracy and, if relevant, make a decision about a journey or complete a requirement for travel, justifying their choice (e.g. why is a certain choice being made?).

LEARNING UNIT 10: Email communication

LEARNING AIM

By the end of this unit, learners will be able to compose emails in a particular context and for a particular purpose.

EXAMPLES OF PROBLEM-BASED TASKS*

- Email your teacher to notice your absence
- Email an employer to inquire about a position
- Email a real estate agency to inquire about a property inspection
- Email your friend to share your weekend photos
- Email a peer in another class to organise work on a project

THE EAL FRAMEWORK

- VU22588, VU22594, VU22596, VU22597, VU22599, VU22600, VU22603, VU22606, VU22612, VU22613, VU22638

**This learning unit is suitable when learners have an email account*

LEARNING ACTIVITIES:



1

What do you already know about emails?

Learners are invited to share what they already know about email communication and consider email as both a local and global communication tool.

2

Meanings

Learners investigate the meaning of the symbols, words and abbreviations found in typical email applications: Inbox, Folders, Settings, Contacts, Search, cc., bcc, etc.

They note similarities and differences with symbols used in their home country.

3

Email mapping

Learners carry out email mapping to identify, explore and illustrate the main functions of their preferred email application.

4

Dos and don'ts

Learners analyse several email samples and generate email "rules" (e.g. words in the subject line, use of fonts, font sizes, colours, capital letters, the use of bullet points). They discuss what is appropriate in different contexts and in their email type that they plan to choose to compose.

5

Emoticons and txtspeak

Learners explore how [emoticons](#) and txtspeak can be used in email communication. They investigate when it is appropriate to use these text functions. They explore the similarity and difference of these in their home language.

6

Composing

Learners compose an email of their choice. They choose the context, purpose and a recipient.

Learners investigate how the use of language can impact people in different ways, such as [showing politeness](#) or [empathy](#).

7

Unsafe and spam emails

Notions of "phishing" and "unsafe and spam email" are introduced.

Learners analyse several email samples and make a list of features of [unsafe/spam emails](#).

They discuss strategies to deal with unsafe emails.

8

Cc & Bcc

Learners consider what Cc and Bcc means in the context of email.

They discuss the benefits and issues in using email distribution lists.

LEARNING UNIT 11: Booking an appointment online

LEARNING AIM

By the end of this unit, learners will be able to book an online appointment of their choice.

EXAMPLES OF PROBLEM-BASED TASKS

- Book a medical appointment using HotDoc platform or your centre's website
- Book a table using a restaurant's website
- Book a consultation with your teacher via Google calendar or a form
- Book a teacher-parent interview using your child's school platform
- Book a yoga class online

THE EAL FRAMEWORK

- VU22586, VU22588, VU22594, VU22596, VU22597, VU22598, VU22599, VU22613

LEARNING ACTIVITIES:

1 How do you book appointments? Learners discuss how they usually book appointments for different purposes and in different contexts. They reflect on what worked and did not work in these experiences.	2 Accessing a booking platform Learners identify an online platform that can be used for booking an appointment of their choice. If learners do not know which platform is being used by the service, they can be encouraged to Google/search this information.	3 Relevant vocabulary and icons Learners explore the meaning of words and symbols of the chosen booking platform.	4 Exploring functions Learners explore different functions of the booking platform such as "filter" and "choosing suburb/postcode". They experiment with how the use of these functions can help their needs.
5 Making informed decisions Learners scan snippets of the search results for booking platforms and consider whether they match their intent and needs.	6 Booking Learners practise booking an appointment online by providing relevant information. 	7 Protecting personal information Learners consider the issues about providing personal information in doing their bookings.	8 Troubleshooting and cancelling Learners identify support channels on the platform for troubleshooting. Learners identify and practice relevant steps for cancelling or changing their booking.

LEARNING UNIT 12: Using myGov online services

LEARNING AIM

By the end of this unit, learners will be able to complete a task of their choice using myGov*.

PROBLEM-BASED TASKS**

- Link to a new government service
- View and download personal or child's immunisation history
- Request International COVID-19 Vaccination Certificate
- Make a Medicare claim
- Make a Centrelink claim
- Find out eligibility for Centrelink payments and services
- Use *Jobactive* to understand skills needed for a position of your interest

THE EAL FRAMEWORK

- VU22586, VU22594, VU22596, VU22597, VU22599, VU22600, VU22602, VU22613

*This learning unit is suitable when learners have myGov account.

** This learning unit can be designed as a simulated learning task.

LEARNING ACTIVITIES:

1 What is your experience with myGov? Learners share what they already know about the myGov platform and their most recent experiences related to using its services.	2 Logging in and accessing the service Learners sign in to their myGov accounts. Learners are encouraged to explore and identify different elements of the home page. They locate and access the service that they need (e.g. Medicare).	3 Key vocabulary Learners explore the meaning of the words, phrases and symbols required for completing a chosen task using the myGov service.	4 Navigating the service Learners are encouraged to follow the platform prompts to complete the task. If required, they can be provided with step-by-step prompts (e.g. Submit a Medicare claim).
5 Supporting documentation Learners are introduced to the notion of "supporting documentation". They practice how to make and attach digital copies.	6 Review and submission Learners are encouraged to review their forms for accuracy and simulate the process of submission.	7 Ethics Learners discuss the ethics of using government services, including the idea of committing frauds. They may discuss the difference between accidental mistakes and frauds. They may also discuss the implications of honest mistakes and intentional frauds.	8 Signing out Learners are encouraged to sign out when they have finished using their myGov account. They discuss why it is important to sign out for their privacy and security.

LEARNING UNIT 13: Online shopping

LEARNING AIM

By the end of this unit, learners will be able to purchase items online safely and follow up their purchase if necessary.

EXAMPLES OF PROBLEM-BASED TASKS*

- Make an online purchase of your choice (e.g. movie tickets, take-away food, clothes or computer accessories)

THE EAL FRAMEWORK

- VU22588, VU22594, VU22596, VU22597, VU22599, VU22600, VU22612, VU22613

** Learners do not need to complete an online purchase. This learning unit can be designed as a simulated learning task.*

LEARNING ACTIVITIES:

1

Your recent experiences of online shopping

Learners share their recent experiences with online shopping and any advice on shopping online.

2

Choosing suitable or favourite online shopping platform

Learners decide what they would like to buy and identify a suitable platform or app for buying this item.

They discuss how to identify if and why it is safe to buy on this platform.

3

Relevant vocabulary

Learners explore the meaning of the symbols and words used on shopping platforms: buy, sell, price, cart, delivery, click & collect, size, colour, etc.

Learners clarify what they want to buy and brainstorm relevant keywords and their synonyms, considering the context.

4

Exploring results and using filters

Learners explore how to do a simple search on a platform of their choice using their keywords.

They are introduced to the notion of "filter" and experiment with how it can help to narrow down the search results.

5

Reading snippets and choosing the item

Learners scan snippets of shopping items and further research the item of their choice by reading additional information about it. They decide on their item and justify their choice.

6

Completing the purchase

Learners are encouraged to follow the platform prompts to complete the online shopping task. If required, they can be provided with step-by-step prompts.

7

Paying online securely

Learners familiarise themselves with secure payment methods such as **Paypal**. They discuss and identify **tips** to make online payment safe when purchasing items online.

8

Additional actions

Learners explore how to access and save a copy of their receipt for their records.

They can explore how to contact an online seller for any questions, issues and troubleshooting.

9

What to do if you are scammed?

Learners share any experience in relation to how they or others have been scammed and lost money. They discuss how they might get **money back**, and/or **claim** for compensation.



LEARNING UNIT 14: Online banking

LEARNING AIM

By the end of this unit, learners will be able to complete an online banking activity of their choice.*

EXAMPLES OF PROBLEM-BASED TASKS

- Check your account balance
- Review your transactions
- Make a payment
- Schedule a payment

THE EAL FRAMEWORK

- VU22588, VU22594, VU22596, VU22599, VU22613

**A website simulating typical online banking functions can be set up for learning purposes. If real banking platforms are used, this learning unit is suitable when learners have an online banking account.*

LEARNING ACTIVITIES:

1 What is your experience with online banking?

Learners share their experiences with using online banking and what it allows them to do. They are encouraged to think about the challenges that doing banking online brings.

They identify what they want to learn in relation to banking online.

2 Relevant vocabulary

Learners explore the meaning of frequently used words in online banking (e.g. account balance, credit, debit, BSB, account number, account holder, bank statements, withdrawal limit, transaction and words associated with different types of accounts).

3 Accessing and navigating a platform or app

Learners access the online banking platform of their choice and explore available functions (e.g. checking account balance, paying bills, transferring money, getting a bank statement) to reinforce active vocabulary and navigation skills.

4 Completing a task

Learners complete a banking task of their choice. If required, they can be provided with step-by-step prompts.

5 Review and submission

Learners are encouraged to review their banking task for accuracy before finalising the task. They discuss the importance of being careful and precise when doing online banking or using a banking app.

6 Signing out

Learners are encouraged to sign out when they have finished online banking. They discuss why it is important to sign out for their privacy and security.

7 Getting help

Learners explore how to get help with online banking on the platform or app of their choice, including contacting assistants and using FAQs.

8 Identifying and reporting scams

Learners share their experiences in identifying **banking** and/or credit **scams** and how to report these events.



LEARNING UNIT 15: Creating a CV using MS Word

LEARNING AIM

By the end of this unit, learners will be able to create a CV (Curriculum Vitae) using MS Word.

EXAMPLES OF PROBLEM-BASED TASKS

- Construct and write a personal CV
- Create a fictional CV for a character from a biographical text
- Produce a fictional CV for someone you know

THE EAL FRAMEWORK

- VU22596, VU22613, VU22633, VU22637

LEARNING ACTIVITIES:

- What is a CV?**
 Learners share their understanding about and experience with writing a CV. They discuss the [distinction between a resume and CV](#).
- Identifying CV parts**
 Teacher provides [samples of simple CVs](#) and asks learners to identify [the main sections](#). Attention is given to the relevant vocabulary required for CVs.
- Analysing job requirements**
 Learners share what types of jobs they are interested in and the teacher provides relevant examples of job descriptions. Learners analyse job requirements, thinking about their skills and experiences that can be included in a CV.
- What not to include**
 Learners are supported to generate [a list of what not to include in a CV](#).
- MS Word templates**
 Learners are provided with [a MS Word predesigned template](#) for a CV. They explore a template to reinforce the key vocabulary and structural features. Learners may practise typing as well as saving and accessing a document on a class computer or from a personal USB.
- Writing a CV**
 Learners draft a CV using a MS Word predesigned template, job description and sample CVs.
- Power of words**
 Learners discuss and explore how their CVs may need to be edited and redrafted using more effective language and non-language (multimodal) choices for each different application and/or prospective employer.
- Peer feedback and/or role play**
 Learners exchange their CVs for peer or group feedback. They might discuss, or role play, how prospective employers might ask questions about their CVs.

CASE STUDY 1: Museum Mission



Emily Tucker is a teacher at Carringbush Adult Education. She designed and delivered a sequence of lessons from *Unit 8: Using digital maps* (VU22592 – Give and respond to short, simple spoken instructions and information). The sequence was integrated into a planned trip to the Immigration Museum as part of the settlement program. Learners were taught how to plan a trip to the Immigration Museum using Google Maps and then, using it, travel to the museum together with the teacher. Emily recounts some of her experience and learning.

Problem-based learning

We have “escaped” our classroom and we are on a mission. The objective? The Immigration Museum. But where is it? How might it be found? How long will it take to get there? Can we walk? Or, should we catch a tram, or a train? We have a genuine problem to solve ...

Strengths-based approach

As we gather outside the library ready for our trip, everyone has a phone in their hands. My students stand in a circle and open Google Maps on their phones. I help several students to change the notification setting shown by the app (some students feel stuck when a message pops up). I give prompts to find our current location, enter the destination; choose a tram as a mode of travelling ...

Multi dimensional practices

They have a challenge, but they are working with their strengths; using their home languages, working together, with their own digital devices; helping one another. They are building on previous knowledge and scaffolding provided in class, including navigation skills and new task-based vocabulary: *journey, route, destination, location* ...

Authentic learning context

Working with *Google Maps* involves exploring symbols, icons and graphics, and developing new haptic skills; pinching-in, dragging and dropping. This unit reflects multidimensional problem-based learning because it's such a complex platform and there's so much going on with it. There are so many symbols, functions, so much text, so many layers; and it looks different on everyone's device... What's this blue dot? What does the red pin mean? So, I create instructional videos to really contextualise the skill, make it more authentic. I made a how-to video, a screencast of my device, to show them what it looks like – I walked to a destination using my phone and I screencasted *Google Maps* while I was doing it.

Multi dimensional practices

Having this excursion today is a great authentic opportunity to use *Google Maps*. It's working ... Now, in the tram, they're trialling different things on *Google Maps*, and they're experimenting ... Will they have the experience like I did when I got to the destination and it didn't recognise that I was there? ... Sometimes it doesn't. Once I was in a park, so it didn't recognise I was there. Usually it comes up, it says, “Your trip is complete” and you click “okay” or “finish” but it didn't show me that. Actually, it's a good opportunity for students to realise that, with technology, it doesn't always go to plan and it's not always clear.

I ask them a series of comprehension questions, “How do we know that we've arrived at our destination?” There's some critical thinking processes happening here. Initially they're saying nothing and they don't know. But they are aware that the blue dot means my location and the red pin means destination. I've taught that, so they're aware of it. I just circle the two things and say, “Are they close together?” Then one student says, “Yes, together, together, they're together, so it means you're at your destination”.

We've arrived! Actually, they just saw the museum, and they're putting their phones away. It's funny because my teacher-head is thinking, “No, you have to follow the map”. But they're getting off the tram and telling me, “It's just there, we can just walk there.” So, this is authentic learning – for my students and for me.

CASE STUDY 2: “A beautiful process going on”...



Vidhatri Mallya is a teacher at Carringbush Adult Education. She designed and delivered a sequence of six 30-minute lessons from *Unit 5: Watching videos online* (VU22579 – Use strategies to participate in learning). The sequence focused on finding a video for English language learning purposes – more specifically, the development of communicative competences. Learners were taught how to find and access a video using Google that showcases a conversation between people in the context of learners’ interests. Their choices included contexts such as a medical centre, a hairdressing saloon and a restaurant. **Vidhatri** reflects on her teaching experience.

Problem-based learning

So, the learner’s goal was to find a video on English conversation in their area of interest. Finding the video, choosing the content, choosing the video, all this was left to them. So, they did explore, and they are quite capable ... I modelled and set context by using a video of a conversation between a doctor and a patient because some of my learners mentioned that they would like to learn that conversation. They want to know how to speak to the doctor when they go to the hospital or the clinic, because they find it really hard to speak to the doctor in English. So, I modelled for them, using this video. And then I brought them into the online search.

Multi dimensional practices

I overlapped two activities. They learnt the vocabulary *through* my demonstration of how to search for a video online. And the target vocabulary was limited to only what was essential for them to find a video online. I wrote all the words, whatever they needed to find a video. I used screenshots and created six steps for them; then they would have to type in keywords in the search box. So, by showing the live demonstration on the screen, using the projector, they become familiar with the target vocabulary. But I’m also simultaneously using the whiteboard, and they’re using their devices with *Google Translate*, and some were sharing links and keywords via *WhatsApp*.

Authentic learning context

So, we can’t just use language to teach language. There’s always something that we need to use which is *beyond* language. So, we use a whole range of things ... we use a lot of visuals. It can be body language, gestures, mime, but it can also be screenshots, images, pictures to help students make meaning ... We also need to use realia, what we call real objects. For instance, I’m showing them the screenshot of a search box and teaching about typing keywords into the search box. And someone says, “What is keywords?” So, ... I just picked up a key. I had a key, a real key. I said “Okay, this is a key. You can open something with the key. The keywords here in this context will take you to the video. So, they will take you to the place where you can find the videos.”

Strengths-based approach

My group of learners are full of energy and enthusiasm, and they’re just raring to go all the time. The moment I say a word, even before I introduce them to how a word is pronounced or what are the different sounds in the words, as soon as I *mention* a word, they immediately go to their phones and then they listen to the pronunciation, and they go look for it, they translate the word into their language. And then they immediately talk to each other ... even when they were exploring, trying to search for a video, there was English, but there was also discussion in Vietnamese. They’re problem solving and they’re processing information together. They’re helping each other. There’s a lot of cross-conversations, English-Vietnamese crossing over, there’s a lot of this translanguaging that’s happening in the class. And then they seek clarification. You know, there’s a beautiful process going on all the time, and it’s really good.

CASE STUDY 3: “They’re writing it down, they’re telling Aunty”



Shireen Hussain is a teacher at Wyndham Community Education Centre. In this mini-case Shireen reports on how she used *Unit 10: Email communication* (VU22612 – Read and write straight forward communications and transactional texts) to support her teaching of a sequence of four lessons on emails.

Problem-based learning

The EAL unit was VU22612. So, we began with “What do you already know about emails?” We did the meaning of folders and so on. We didn’t do all the folders, but we did some – CC, BCC and contacts, and we started off just discussing problems. Because, I, myself, had a lot of problems communicating to them using my emails. Gmail was sent into the junk mail and we discussed why that happens and how do we overcome that. We talked about contacts in the contact list. We also talked about creating our own email addresses, especially if you’re applying for employment and you don’t want something you would have created when you were 16 years old. Something you would probably not want to add in your CV.

Authentic learning context

We start off with the recipient; they had to identify a specific person to write to, decide the subject and write the subject line. Getting them to write a subject line, that was something! They struggled with this because they would write the whole thing – they would write long sentences in the subject line. So, to shorten that and get to the crux of it, that was something new for them and we did a fair bit of practice. We came up with different situations, what we’re writing about and how do we create a subject line. So, that was interesting.

Strengths-based approach

We also went through the emoticons and the textspeak. We had a discussion about that – how appropriate and where I would be using those emoticons and the textspeak ... Everyone had their own opinions and who wanted to use it, who did not want to use it – “What is IDK and 2CU? ... That doesn’t make sense to me”. And the others were teaching them. It was a fun session on emoticons and textspeak.

Multi dimensional practices

Also, what we did that was very important was unsafe and spam emails. That generated a lot of discussion ... I opened up my spam folder in my personal Gmail account. We went through the spam folder up on the screen, we had a look at what makes it stand out. I went through the hyperlink that’s added on to the Guide. So, I clicked on that and that took me to another article, the six ways of identifying spam, we went through that. So, we basically applied that ... That was amazing. So, they were talking about obviously the extension files, not to open any of those extensions, even though it might look legit. So, that was an eye-opener and they were, like, “OK, we’ll look out for these extensions”. I do think that’s helpful. They’re writing it down. They write it down and then they’re highlighting it in their books ... And they tell me, “You know what, Teacher, I want to go tell this to my aunty. Or go and talk to my neighbour. She’s older and she may not know.” So, this is something I feel is important.

CASE STUDY 4: An “aha” moment for learners



Dora Serpanos is a teacher at Yarraville Community Centre. She designed and delivered a sequence of lessons from *Unit 5: Watching videos online* (VU22589 – Read and write short, basic, factual texts). The sequence was integrated in the EAL learning unit on weather and it focused on finding a Youtube video for English language learning purposes. Learners were taught how to find and access a Youtube video introducing weather vocabulary at the beginner level. The video was then used to explore the meaning of the words as well as practise pronunciation. In this case study, learners **Cai** and **Tien** comment on their learning from these lessons.¹

When we interviewed the learners it was clear that Unit 5 helped learners to develop a range of navigation skills required to access Youtube content, understand the meaning of the key symbols used on the platform, learn about the role of the search words and practise how to choose a relevant video.

However, for many of them, the most significant learning was related to discovering that Youtube offers not only entertaining but also educational content. Cai said:²

So before I went to Youtube to watch movies or music shows but now when I learnt with Dora, I watch a video on weather vocabulary and I can read along in English ... Before, I didn't know that we could also go to Youtube and search for videos about pronunciation and vocabulary in English. So it is so lucky that we learn this kind of stuff. I wanted [to learn English independently] but I didn't know where and how to search for it.

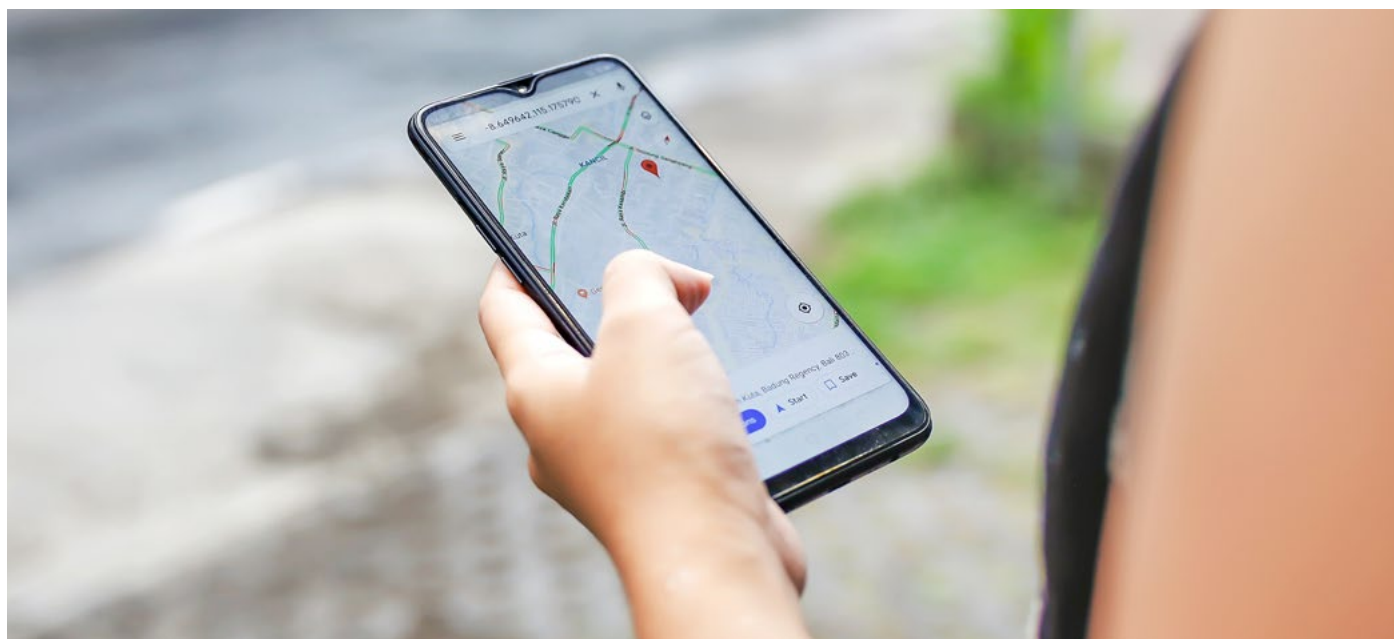
After completing the learning unit both learners both felt more confident in using Youtube for independent English language learning. Tien shared:

Now I know that if I want to learn something in English, I can also learn it from Youtube, such as learning vocabulary about a particular topic ... When I complete the lessons about searching videos about weather vocabulary, I can search for other videos to learn English – to learn words about animals, fruits. So in this way, I have improved [laughing].

¹ Pseudonyms are used for learners.

² All interviews with learners were conducted in home languages.

CASE STUDY 5: “And then I tried to practise by myself”



Emily Tucker is a teacher at Carringbush Adult Education. She designed and delivered a sequence of lessons from *Unit 8: Using digital maps* (VU22592 – Give and respond to short, simple spoken instructions and information). The sequence was integrated into a planned trip to the Immigration Museum as part of the settlement program. Learners were taught how to plan a trip to the Immigration Museum using *Google Maps* and then, using it, travel to the museum together with the teacher. In this case study, learner **Ca** comments on her learning from these lessons.

As we noted during our observation sessions, the lesson sequence provided opportunities to develop a wide range of skills, knowledge and understandings required for planning a trip using *Google Maps*, which was a new experience for learners in Emily's class. Importantly, the sequence encouraged learners to apply these capabilities in an authentic task – planning for and going on a real trip. This allowed for consolidation of these capabilities in a meaningful way.

These learning experiences had a significant impact on learners. As reported by the learners, they felt confident about using the *Google Map* independently. In fact, for the first time in their lives, they attempted and successfully planned other trips. Navigating the city has moved to a whole new level for them. Ca said:

So that day, Emily let us practise and then I tried to practise by myself after that. Emily said we could practise to travel somewhere that was close to our home. So I tried to travel to a close location near my house, Citizens Park, turn on the *Google Maps* app, put in the location and click “start”. So I found using *Google Maps* easy. I travelled to the Citizens Park, using the *Google Maps* app by myself. It took me nine minutes to walk there. It showed me to go straight and then turn left and right. So I learned and practised using *Google Maps* at the same time.

CASE STUDY 6: “Voice messaging is easier ... but text messaging helps us learn”



Elizabeth Keenan is a teacher at Carringbush Adult Education. She designed and delivered a sequence of lessons from *Unit 1: Text/voice messaging* (VU22579 – Use strategies to participate in learning). During the COVID-19 pandemic, WhatsApp was used as a platform for communication between Elizabeth and her learners as well as for sharing learning content. However, while the learners engaged with the teachers’ messages, they hardly replied or interacted on the platform. Elizabeth wanted to increase their participation in WhatsApp for learning purposes. This aspiration also fitted well with the learning assessment for the term. In this case study, learner Yen comments on learning from these lessons.

As part of this learning unit, Elizabeth explored the multiple features of WhatsApp, including text messaging, voice messaging and sending photos of work. Overall, the learners enjoyed exploring this unit and discovering different ways in which a message can be sent. They reported they learnt a lot, felt confident to send messages about being absent, and even started using WhatsApp for personal interactions with family members and friends, finding it very convenient and useful.

The learners found voice messaging easier, which was also noted by Elizabeth. This preference suggests that voice messaging can be used as a starting point in learning as well as the main way of communication between teachers and learners. Yen explained:

We don’t know how to write some words in English [laughing]. Writing takes time and needs lots of thoughts while speaking is easier ... And teacher might not understand what has been written [laughing] so it’s better to speak.

However, the learners also recognised that text messaging can provide important learning opportunities, especially when feedback on their written text message was provided, as noted by Yen:

Sending text messages helps us to memorise and learn some new words in comparison to sending voice messages. So if we send text messages, whatever words we get wrong, the teacher can correct and we learn.

Glossary

Captcha	A captcha is an acronym for “Completely Automated Public Turing test to tell Computers and Humans Apart”. It is a test used in computing to determine whether the user is human.
Digital footprint	Personal unique set of digital activities and communications traceable on the Internet.
Emoticons	These are short form for “emotion icon”, which is a visual representation of a facial expression that uses characters (e.g. punctuation marks, numbers or letters) to express one’s feelings, mood and/or reaction.
Filter	Part of a search engine that allows narrowing down and customising of search results.
Haptics	It is the use of digital movement that users experience through the sense of touch as part of an interface (e.g. on a gaming device or smartphone).
Instant search	A feature that predicts what a user is searching for.
Machine translation	Translation from one language to another carried out by a computer using artificial intelligence.
Phishing	A cyber attack that aims to steal confidential information (e.g. online banking log-ins, credit card details, passwords) by sending fraudulent messages to a user that often includes a clickable link.
QR code	QR stands for “Quick Response”. It is a type of barcode consisting of black and white squares. It can be read by a smartphone, allowing users to access information or connect to a service.
Search history	Data gathered about the content that users search for and access, often tracked across time.
Scam	A deceptive act with the purpose of getting money from people.
Spam	Electronic junk mail sent to one’s email account, mobile phone number, or instant messaging account.
Textspeak	An abbreviated language and slang commonly used in digital communication such as email and instant messaging.