AMEP Digital Literacies Framework and Guide

Teaching Resources

Copyright

Acknowledgements

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INTRODUCTION

The AMEP Digital Literacies Framework and Guide and this companion *Teaching Resources* booklet are 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 English as an Additional Language (EAL) learners from migrant and refugee backgrounds as they settle in Australia.

The AMEP Digital Literacies Framework and Guide 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. It also includes a collection of 15 learning units that reflect this model, as well as ideas about best practice for digital literacies in adult EAL contexts.

This booklet includes teaching resources which were designed and piloted by EAL teachers, with their learners participating in this research project. This booklet does not attempt to address all of the units in *The AMEP Digital Literacies Framework and Guide*; however, these resources do relate directly to five units. The numbering of the lesson plans relates to units from *The AMEP Digital Literacies Framework and Guide*. These teaching resources illustrate how *The AMEP Digital Literacies Framework and Guide* can be used in practice, and each of these lesson plans includes:

- a link to The EAL Framework;
- a sequence of lessons outlining procedures and activities;
- relevant teaching materials, including worksheets, discussion questions and instructional videos created by teachers;
- links to *The AMEP Digital Literacies Framework* and its key principles.

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

> It is important to appreciate that these reconstituted lesson plans represent data from the research. They have been provided generously by teachers participating in the trial of *The AMEP Digital Literacies Framework and Guide*. They are not offered here as a paradigm for best practice. Rather, they provide generative and emerging examples of situated and developing work in a new and challenging area of professional practice. It is essential that educators utilising these ideas also reinterpret, adapt and recontextualise these practice examples to fit their own learners' authentic needs, purposes and contexts.

Unit 1: Text/Voice messaging

Courtesy of Elizabeth Keenan | Carringbush Adult Education

The EAL Framework: VU22579 – Use strategies to participate in learning | Course in Initial EAL

Lesson 1

Key principle: Problem-based learning	
Activities and resources	**Procedures**
1. Watch the video: *Amal can't go to class* **https://youtu.be/9ColjdWMEYs**	Learners are asked to watch a video.
2. Group discussion	Questions: • What is this story about? • Who is it about? • What does she do? • Why? • If you can't go to class, what do you do?
3. Brainstorming activity	Learners brainstorm what they can do when they are unwell. Key ideas: • Call the teacher • Message the teacher • Call the school
4. Introducing WhatsApp voice messaging	WhatsApp voice messaging is introduced. Learners are encouraged and supported to install the app and join a class group chat. Scaffolding strategies: • Individual assistance • Peer assistance

Lesson 2

Key principle: Authentic learning contexts

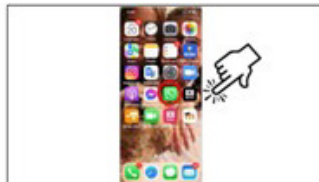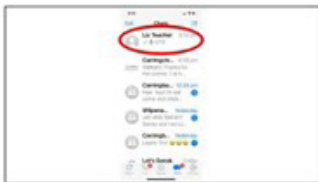| Activities and resources	Procedures
Before class Watch the video *How to use WhatsApp voice messaging*: **https://youtu.be/WhK_9EU0AoY**	Flipped learning: learners are asked to watch the video before coming to the class. A link to the video is shared in the class WhatsApp group chat.
1. Group work: reading a digital copy of *Amal can't go to class*	Learners work in groups and read the text (a section of the text) using digital devices.
2. Individual reading and feedback	Individual learners are invited to read aloud. Feedback is provided.
3. Group work: reconstructing a text message from the text	In groups, learners reconstruct a message explaining the reason for Amal's absence. Learners share the messages that they created as a group. Teacher and peer - feedback.
4. Watch the video *How to use WhatsApp voice messaging*: **https://youtu.be/WhK_9EU0AoY**	Video is frequently paused to discuss the content and check learners' understanding.
5. Worksheet *Put the steps in right order* (Appendix 2.1)	Learners complete a worksheet.
6. Sending a message	Learners practise recording and sending a voice message in the class WhatsApp group: "Hi, this is [name]." Learners listen to peers' voice messages in the group.

Appendix 2.1

Worksheet: *Put the steps in right order*

Lesson 3

Key principle: Multidimensional practices (operational)	
Activities and resources	**Description**
Before class Watch the videos: • *How to use WhatsApp voice messaging*: **https://youtu.be/WhK_9EU0AoY** • *How to voice message on WhatsApp:* **https://www.youtube.com/watch?v=zN7LllEhbfw**	Flipped learning: learners are asked to watch these videos before coming to the class. Links to the videos are shared in the class WhatsApp group chat.
1. Revisiting the text *Amal can't go to class*	Learners read the text, *Amal can't go to class*: "Hi [teacher's name], It's Amal. I can't go to class today. My son is sick. Thank you!" Learners co-construct a text message used in the story and write it down in their notes.
2. Watch the videos: • *How to use WhatsApp voice messaging*: **https://youtu.be/WhK_9EU0AoY** • *How to voice message on WhatsApp:* **https://www.youtube.com/watch?v=zN7LllEhbfw**	Video is frequently paused to discuss the content and check learners' understanding.
3. Naming the steps for recording and sending a WhatsApp voice message	Learners are encouraged to name the sequential steps required to send a voice message. Learners describe in their words how to send a voice message. Learners follow the steps to send a voice message.
4. Sending a message	Learners follow the steps to send a voice message in the class WhatsApp group. Learners listen to peers' voice messages in the group.

Lesson 4

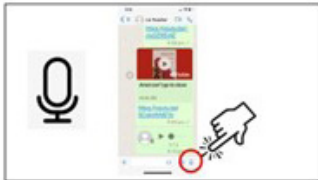| **Key principle:** Multidimensional practices (operational, cultural, critical)	
Activities and resources	**Procedures**

1. Discussion using a picture prompt (Appendix 4.1)	Questions:
	  1. Who is this?
	  2. Where is she?
	  3. What's wrong?
	  4. How do you know?
	  5. What can she do to let her teacher know that she is not coming to the class?

2. Co-constructing a message for a teacher	A written text message is co-constructed through the group discussion.
	
	Scaffolding strategies:
	  • Questions
	  • Collaborative learning
	  • Teacher writing a message on the board
	  • Reading aloud
	  • Feedback

3. Revisiting videos:
  • *How to use* WhatsApp voice messaging: **https://you-tu.be/WhK_9EU0AoY**
  • *How to voice message on WhatsApp:* **https://www.youtube.com/watch?v=zN7LllEhbfw**
	Using the video recording, learners recount the sequential steps required to send a voice message.

4. Recording and sending a WhatsApp voice text message	Learners record voice messages about being absent and send them to the class WhatsApp group chat.
5. Introduction of the playback function	The playback function is introduced and explained Learners are shown how to locate and use the playback function. Learners are encouraged to use the playback function to listen to the messages in the class chat.

Appendix 4.1

Picture prompt

Source: https://www.medicalnewstoday.com/articles/324645#symptoms

Lesson 5

Key principle: Multidimensional practices (operational, cultural, critical)	
Activities and resources	**Description**
Before class Watch videos: • *WhatsApp messaging*: **https://www.youtube.com/watch?v=-1C1PvNHgxA** • *Backspace in WhatsApp messaging*: **https://www.youtube.com/watch?v=bRwUXDmvtiM**	Flipped learning: learners are asked to watch these videos before coming to the class. Links to the videos are shared in the class WhatsApp group chat.
1. Writing a text message using a picture prompt (Appendix 5.1)	Using the picture prompt, learners co-construct a text message to the teacher to explain absence from class e.g., *Hi [teacher's name], I can't go to class today ...* Learners practise reading the message as a whole group and individually.
2. Watch videos prerecorded by the teacher • *WhatsApp messaging*: **https://www.youtube.com/watch?v=-1C1PvNHgxA** • *Backspace in WhatsApp messaging*: **https://www.youtube.com/watch?v=bRwUXDmvtiM**	Video is frequently paused to discuss the content and check learners' understanding.
3. Introduction of the key vocabulary: • Keyboard • Text bar • Space • Cursor	Learners and teacher explore the meaning of the key vocabulary using visuals (Appendix 5.2). Learners and teacher discuss their functions: 1. What is a keyboard for? 2. What is a text bar for? 3. What is space? Why do we need it? 4. What is a cursor for? Pronunciation practice.
4. Writing and sending a WhatsApp text message	Learners write and send a short text message in the class group chat – "Hi [teacher's name]". Feedback is provided on the use of capital letters and spacing in the messages.

Appendix 5.1

Picture prompt

Purchased from www.istock.com

Appendix 5.2

Example of visual image for introduction of key vocabulary
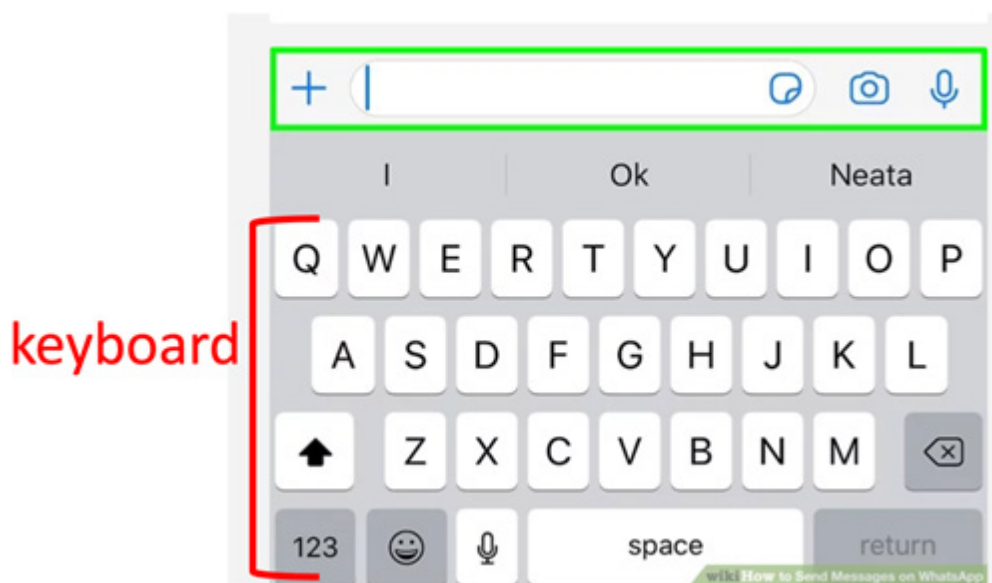
Lesson 6

Key principle: Multidimensional practices (cultural, critical), Authentic learning contexts	
Activities and resources	**Description**

1. Discussion using a picture prompt (Appendix 4.1, 5.1)	Discussion questions:
	  1. What happened?
	  2. What does she need to do if she can't go to class?
	  3. How can she let her teacher know?
	  4. What message can she send?
	
	A text message, constructed by the group, can be written on the board.
	
	Learners can practise reading and pronunciation.

2. Writing a text message and sending it in the class group chat.	Learners are asked to send a text message in WhatsApp class chat. Learners read the messages sent by peers.

Unit 2: Watching videos online (YouTube)

Courtesy of Dora Serpanos | Yarraville Community Centre

The EAL Framework: VU22589 – Read and write short, basic, factual texts | Course in EAL

Lesson 1

Key principles: Strengths-based approach, Multidimensional practices (operational)	
Activities and resources	**Description**
1. A warm-up activity: reading a text about weather	Learners are invited to read and discuss a text about weather sourced by the teacher.
2. Group brainstorming activity	Learners brainstorm possible keywords to talk about weather – what weather words do you know? Words are written on the board.
3. Introducing YouTube as a tool for language learning	Discussion questions: • Do you use YouTube? • What do you watch on YouTube? • Do you think YouTube can be used for language learning? How? • Have you seen videos on YouTube that help you learn new words? What have you seen? Provide examples.
4. Introducing a learning goal and writing it on the whiteboard	To be able to find YouTube videos for learning weather words (beginner level).
5. YouTube words, symbols and functions (Appendix 5.1)	Key YouTube words, symbols and functions are introduced. Hand out is provided for students' annotations. Group discussion of their meaning. Scaffolding strategies: • Teacher's modelling • Demonstration on personal device • Use of home language • Peer support • Annotations of the handout

Activities and resources	Description
6. Accessing YouTube (Appendix 5.2)	Learners are invited to use personal devices and access Youtube. A handout with steps is provided. Steps 1-4. Learners are encouraged to locate the symbols and practise navigation skills. Scaffolding strategies: • Teacher's modelling • Demonstration on personal device • Use of home language • Peer support • Individual feedback

Appendix 1.1

Handout: *YouTube Words, Symbols and Functions*

YouTube Words, Symbols and Functions

1. YouTube symbol

2. Open search

3. Keyboard on phone

4. Scroll (up / down)

5. Tap on video

Appendix 1.2

Accessing YouTube: steps

1.   Turn on wifi.
2.   Find a YouTube App on the phone.
3.   Tap it.
4.   Tap on the search icon (magnifying glass).
5.   Write keywords in the search bar .
6.   Tap on the search icon (magnifying glass).
7.   Choose a video on weather words.
8.   Tap on it.
9.   Watch it.
10. When it ends, tap on the square at the bottom of the screen to leave.

Lesson 2

Key principles: Problem-based learning, Multidimensional practices (operational)

Activities and resources	Description
1. A warm up activity: What's the weather like today?	Sentence stems are provided for discussion: It's _____ and _____. The temperature is ____ degrees. Extension activity: use Google to find out about the weather in Melbourne.

2. Revisiting YouTube words, symbols and functions	Learners are invited to complete a worksheet: *Match YouTube words, symbols and functions* (Appendix 2.1).
	
	Scaffolding strategies:
	  • Referring to the handout from lesson 1
	  • Peer support
	  • Use of home languages
	
	Feedback is provided on learners' work.

3. Introducing a problem-based task	A problem-based task is introduced: learners will need to access a weather vocabulary (beginner level) video on YouTube. Discussion: Why do we need "beginner level" vocabulary videos?

4. Whole class: Brainstorming keywords for search	Learners are encouraged to brainstorm several words that can be used for finding a relevant video:
	
	  • Weather
	  • Words and/or vocabulary
	  • Beginner level or kids
	
	Teacher writes the words on the board.

Activities and resources	Description
5. Accessing a weather vocabulary (beginner level) video on YouTube: Example of video: **https://www.youtube.com/watch?v=CXKj7bm4Ops**	Learners are invited to use personal devices and access YouTube. A handout with steps is provided (Appendix 1.2). Learners are encouraged to use the key words brainstormed in the previous activity. Scaffolding strategies: • Teacher's modelling • Demonstration on personal device • Use of home language • Peer support • Individual assistance and feedback
6. Exploring snippets	Learners are encouraged to select a particular video by exploring snippets of the videos.
7. Watching the video and practising reading and pronunciation	Learners watch the video and practise reading and pronunciation.

Appendix 2.1

Worksheet: *Match YouTube words, symbols and functions*

YouTube Words, Symbols and Functions
Match.
1. Keyboard on phone
2. Scroll (up / down)
3. Tap on video
4. YouTube symbol
5. Open search

Lesson 3

Key principles: Multidimensional practices (operational, critical)	
Activities and resources	**Description**
1. Warm-up activity: *What's the weather like today in …?* A current national weather map can be found at **https://www.9news.com.au/weather/vic/melbourne** Relevant weather vocabulary can be provided if required.	Learners are shown a weather map of Australian cities. They are invited to discuss weather in different cities. Sentence stems are provided: *It's _____ and _____ in_____. The temperature is ____ degrees.*
2. Revisiting YouTube words, symbols and functions	Learners are invited to complete the worksheet: *Fill in the missing word* (Appendix 3.1). Scaffolding strategies: • Referring to the handout from lesson 1 • Peer support • Use of home languages Feedback is provided on learners' work.
3. Sequence of steps for accessing a video on YouTube	Learners are invited to recall the steps to access YouTube video in the correct sequence (Appendix 1.2). Steps are written on the board.
4. Accessing a weather vocabulary (beginner level) video on YouTube (less scaffolding) **https://www.youtube.com/watch?v=IlyDCVnlJZ0**	Learners are invited to use personal devices and access YouTube. Learners are encouraged to complete some steps independently (e.g. identifying keywords for search, typing).
5. Exploring snippets and justifying the choice	Learners are encouraged to choose a particular video by exploring snippets of the videos. Learners identify the video that they were asked to find and explain how they know it is the correct video.
6. Watching video and practising reading and pronunciation	Learners watch the video and practise reading and pronunciation.

Appendix 3.1

Worksheet: *Fill in the missing word*

YouTube Words, Symbols and Functions

Fill in the missing word.

1. _____ symbol

2. Open _____.

3. _____ on phone

4. _____ (up / down).

5. _____ on video.

Lesson 4

Key principles: Multidimensional practices (operational)	
Activities and resources	**Description**
1. A warm-up activity	Learners are shown a weather map of Australian cities. They are invited to compare: • What are the highest and the lowest temperatures? • Two cities with the same temperature
2. Revisiting YouTube words, symbols and functions	Learners are invited to complete a worksheet: *Write the phrase* (Appendix 4.1) Scaffolding strategies: • Refer to the handout from lesson 1 • Peer support • Use of home languages Feedback is provided on learners' work.
3. Accessing a video on YouTube: weather vocabulary (beginner level) of learner's choice	Learners are invited to use personal devices and access Youtube. Learners are encouraged to access *YouTube* independently, using resources from previous lessons if required. Learners are encouraged to choose a video of their choice. The video needs to meet the following criteria: weather vocabulary, beginner level, comparatively short. Learners watch the video, practise reading and pronunciation and discover new words.
4. Sharing search results	Learners share their choice with the teacher and peers. Feedback is provided Learners reflect on new weather words they discovered in the video. Meaning is clarified if required through group discussion.

Appendix 4.1

Worksheet: *Write the phrase*

YouTube Words, Symbols and Functions

Number. Write the phrase.

 _____

 _____

 _____

 _____

 _____

Unit 3: Watching videos online (Google)

Courtesy of Vidhatri Mallya Carringbush | Adult Education

The EAL Framework: Unit VU22579 – Use strategies to participate in learning | Course in Initial EAL

Lesson 1

Key principle: Problem-based learning, Multidimensional practices (operational, cultural, critical)

Activities and resources	Description
1. Introducing a problem-based task as a context for the next six lessons	A problem-based task is introduced: in groups of four, learners need to find a video conversation of their choice and use it as a model for a role play (e.g. in-class presentation).
2. Discussion of the plan and timeline	Learners are encouraged to ask questions about the task: 1. What is the task about? 2. What do learners need to do to complete the task? 3. How can it help their learning? 4. What will be the outcome? Extension activity: **https://padlet.com/** can be used to discuss these questions.

Lesson 2

Key principles: Multidimensional practices (operational)	
Activities and resources	**Description**
1. New vocabulary	New vocabulary is introduced; meaning of the words is explained: • search box • keywords • instant search • snippet Scaffolding strategy: • use of translation • use of definitions • use of visuals • use of personal devices and demonstration
2. Worksheet: *Words search* (Appendix 2.1)	Learners complete the worksheet. Practising pronunciation.
3. Accessing a video online through Google Instructional video **https://www.youtube.com/watch?v=R3tqsklQrDE**	Learners watch a video outlining the steps on how to access a video through Google search. Scaffolding strategies: • Pause and discuss • Learner-generated questions

Appendix 2.1

Worksheet: *Word search*

Find the words from the grid

W	B	J	E	I	A	B	C	I	Q	L	R
C	O	N	V	E	R	S	A	T	I	O	N
L	Z	X	N	P	T	B	J	Z	V	O	I
X	G	O	O	G	L	E	Y	L	Q	X	Z
K	U	J	K	Q	M	J	R	J	A	K	R
G	W	O	R	D	S	B	S	N	B	E	P
V	G	G	V	V	R	N	V	K	C	U	R
W	J	X	I	M	Q	D	I	P	T	O	O
E	S	E	A	R	C	H	D	P	Y	D	J
E	V	P	I	M	X	E	E	O	P	W	E
Z	M	F	W	C	Z	J	O	B	R	E	C
W	K	I	G	P	Q	X	D	E	M	I	T

Find the words

project
google
search
snippet
video
conversation
words
time
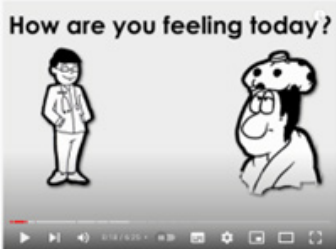
Lesson 3

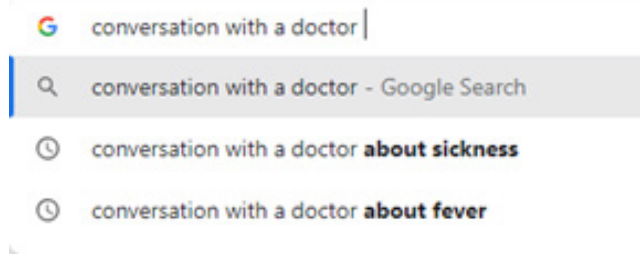| Key principles: Authentic learning contexts, Multidimensional practices (cultural)	
Activities and resources	**Description**
1. Revisiting steps for finding a video online	Learners are encouraged to recall the steps for finding a video online. Scaffolding strategies: • Questioning • Handout: *Find a video online* (Appendix 3.1)
2. Consolidating navigation skills, completing the worksheet: *Match the Words with the Picture* (Appendix 3.2)	Learners complete the worksheet. Sharing and feedback.
3. Group work: searching for a video	Learners form groups. Learners discuss and negotiate the type of the conversational video they would like to search for. Possible topics: conversation with a doctor; conversation with a waiter; conversation with a hairdresser, etc. Scaffolding strategies: • Peer learning • Use of home languages
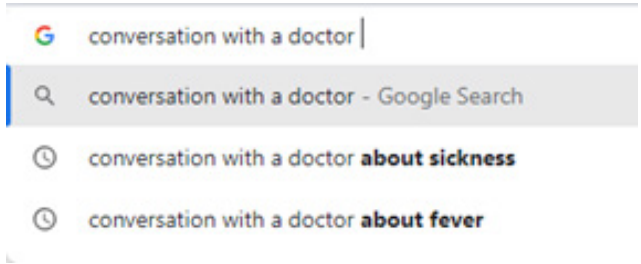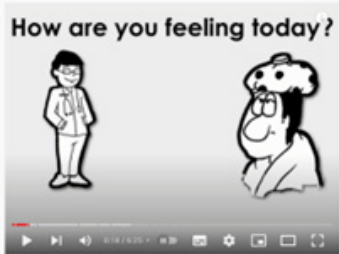
Appendix 3.1

Handout: *Find a video online*

1. **Go to Google**	
2. **Type keywords in search box**	Search Google or type a URL
3. **Look at instant search**	G conversation with a doctor Q conversation with a doctor - Google Search ⏱ conversation with a doctor **about sickness** ⏱ conversation with a doctor **about fever**
4. **Go to videos**	Q All 🖼 Images ▶ Videos 📰 News 🏷 Shopping ⋮ More
5. **Read the snippet**	At the Doctor's Office - Easy English Conversation Practice - ESL Talking with a **doctor** about being ill. The **doctor** will ask you how you are feeling and will give you an exam. All the language in t... YouTube · Mark Kulek · 15 Aug 2013
6. **Choose and watch the video**	How are you feeling today?

Appendix 3.2

Worksheet: *Match the words with the picture*

1. Go to Google	
2. Type keywords in search box	
3. Look at instant search	
4. Go to videos	
5. Read the snippet	
6. Choose and watch the video	

Lesson 4

Key principles: Problem-based learning, Multidimensional practices (operational, cultural, critical)	
Activities and resources	**Description**
1. Group work: finding a video using Google	Learners work in groups to brainstorm the key words for the video of their choice. Learners find and watch a video of their choice.
2. Preparing for role play	Learners are encouraged to use the conversation from the video as a model to create their own role play (e.g. dialogue with a waiter or hairdresser or doctor.
3. In-class presentation	Learners present their role plays in class with their peers and teacher as the audience.

Unit 4: Using Digital Maps

Courtesy of Emily Tucker | Carringbush Adult Education

The EAL Framework: VU22592 – Give and respond to short, simple spoken instructions and information | Certificate I in EAL
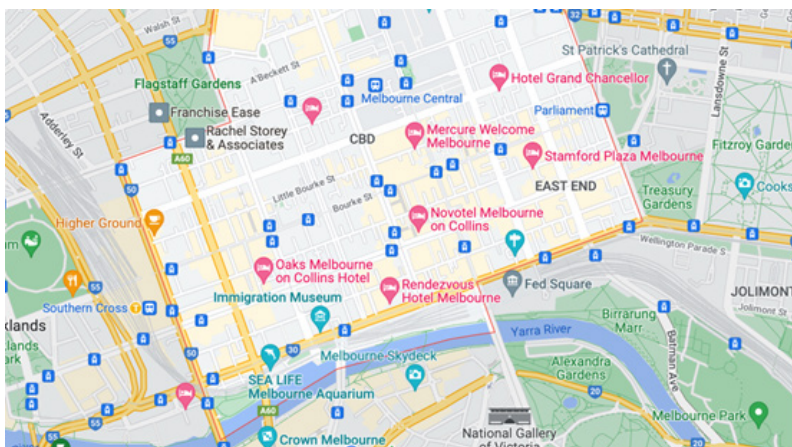
Lesson 1

Key principles: Authentic learning context, Strengths-based approach, Multidimensional practices (operational, cultural, critical), Problem-based learning	
Activities and resources	**Description of the procedures**
1. Introducing the topic: Google Maps	Learners are shown pictures (Appendix 1) and asked a series of questions to encourage thinking about the topic: • What is this? • How can it help us? • What devices can we use to access Google Maps?
2. Group discussion: your experiences of using Google Maps	Learners work in small groups and discuss the following questions: • Have you used Google Maps before? • Was it easy or difficult to use? • What did you like about it? • Do you have the Google Maps app on your phone? • If you haven't used Google Maps, how do you usually find directions to get to your destination?
3. Setting up learning goals	A learning goal is proposed: learners will be able to use Google Maps to plan a journey to a destination and follow directions to that destination. Learners are invited to read aloud the learning goal. Discussion of the goal to ensure understanding and agreement on the goal: • What will you be able to do? • Is it important for you? Why? • How do you feel about this goal?

Activities and resources	Description of the procedures
4. Downloading and installing the Google Maps app	Learners are encouraged and supported to install the Google Maps app on their personal devices. Scaffolding strategies: • Screencasting the steps and modelling the process • Individualised support • Discussion of different operating systems and how the app installation process can vary

Appendix 1.1

Picture 1
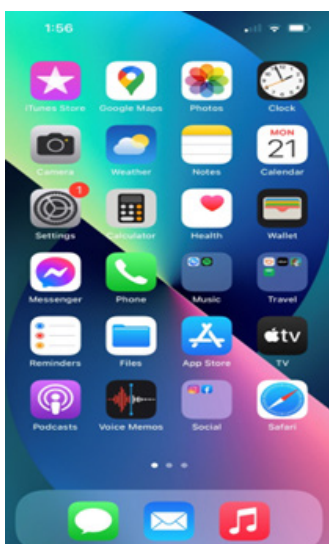
Picture 2 *Picture 3*

Lesson 2
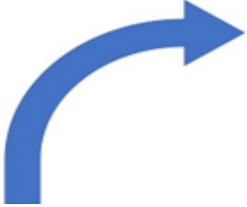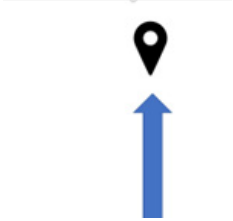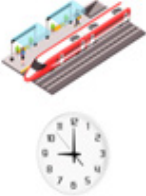
Key principle: Multidimensional practices (operational)	
Activities and resources	**Description**
Before class Watch *Google Maps vocabulary* video before class: **https:// www.youtube.com/watch?v=YViB1UB24Vo**	A flipped learning approach: learners are asked to watch the video before class.
1. Revisiting the learning goal	Learners are invited to recall the learning goal discussed in the previous class.
2. Activating key vocabulary and symbols of Google Maps App using visuals (Appendix 2.1)	Learners are shown pictures from the video and invited to identify the key symbols and name and read the words. Learners are asked to provide examples. Learners are encouraged to translate new words into L1 and review the translation in language groups.
3. Completing worksheets (Appendix 2.2 and 2.3)	• Learners complete worksheet: Abbreviation. • Learners complete worksheet: How often?

Appendix 2.1

Key vocabulary and symbols of Google Maps App

Picture 1	Picture 2
Arrive / Depart	Location
Picture 3	**Picture 4**
Start point / Destination	Route
Picture 5	**Picture 6**
Journey	Directions
Picture 7	**Picture 8**
Search	Turn right
Picture 9	**Picture 10**
Turn right	Turn left

Appendix 2.1 (cont.)

Picture 11	Picture 12
Slight right	Slight left

Picture 13	Picture 14
Towards	North, West, East, South

Picture 15	Picture 16
On time Delayed	Continue

Appendix 2.2

Worksheet 1: *Abbreviations*

Here are some abbreviations. Find the full form of each word on the right and write it in the table:

Abbreviation	Full form
Rd	
Ave	
St	
Cr	
Info	
Cnr	
Min	
Hr	

Information
Corner
Hour
Crescent
Street
Minute
Road
Avenue

Appendix 2.3

Worksheet 2: *How often?*

How often does the tram, train or bus leave?

1. Every ___ mins

Train timetable
1:00
1:03
1:06
1:09
1:12

2. Every ___ mins

Tram timetable
4:36
4:43
4:50
4:57
5:04

3. Every ___ mins

Bus timetable
11:54
12:07
12:20
12:33
12:46

Lesson 3

Key principles: Authentic learning context, Strengths-based approach, Multidimensional practices (operational, cultural), Problem-based learning

Activities and resources	Description
Before class Watch *Google Maps Symbols and Functions* video before class: **https://www.youtube.com/watch?v=vw5QP-s3fPc**	A flipped learning approach: learners are asked to watch the video before class.
1. Revisiting the learning goal	Learners are invited to recall their learning goal.
2. Introducing symbols and functions of Google Maps using visuals (Appendix 3.1)	Learners are shown pictures from the video and invited to identify the key symbols and functions. Learners discuss the purpose of each symbol and locate symbols on their own devices in Google Maps. Learners practise haptic skills on their personal devices (e.g. pinch, drag).
3. Google Maps on different devices (Appendix 3.2)	Comparing two images, learners are encouraged to notice different layouts and interfaces of Google Maps on different devices. Learners discuss the purpose of using Google Maps on different devices.
4. An interactive drag-and-drop activity on Moodle, "Label the map" (Appendix 3.3)	Using personal devices, learners access Moodle to complete an interactive drag-and-drop activity "Label the map". Scaffolding strategies: • Screencasting and modelling • Working in pairs • Individualised support
5. Introduction of the "Instant search" feature	The feature of "instant search is introduced to learners.
6. Preparing for an excursion	Learners are invited to create a route for travelling to the Immigration Museum from the language centre. They are encouraged to: • Use instant search • Select a convenient route • Choose the tram as a transport mode.
Going an excursion using Google Maps	

Appendix 3.1: Symbols and functions

Appendix 3.2

Appendix 3.3

Worksheet Label the Map

more options
swap
go back
destination
current location
start journey
show current
location
by car

Lesson 4

Key principles: Authentic learning context, Strengths-based approach, Multidimensional practices (operational, cultural, critical), Problem-based learning

Activities and resources	Description
Before class Watch *How to use the Google Maps App* video before class **https://www.youtube.com/watch?v=0qOyxiJz6Hc**	A flipped learning approach: learners are asked to watch the video before class.
1. Revisiting the learning goal	Learners are invited to recall the learning goal discussed in the previous class.
2. Watching the video: *How to use the Google Maps app*	Learners watch the video again as a group. Scaffolding strategies: • Pausing video • Questioning techniques and formative assessment • Using an annotation tool to highlight relevant information and visual prompts • Modelling steps on the device
3. Completing a worksheet: *Comprehension questions* (Appendix 4.1)	Learners complete a worksheet in pairs. Whole class discussion of the answers.
4. Revisiting the feature "Instant search"	Discussion questions: • What is instant search? • How can it help? • What are the steps to use it? Scaffolding strategies: • Modelling steps on the device
5. Completing worksheet: *Route evaluation* (refer to Appendix 4.2)	Learners are invited to use personal devices to choose a close destination and compare the duration of the journey for different modes of transport.
6. Explaining homework	Learners are encouraged to choose a close destination that they can walk to. They need to use personal devices and Google Maps and search for the destination. Learners need to follow the directions to the destination. Learners should be ready to complete an activity about their journey in the next class.

Appendix 4.1

Worksheet: *Comprehension Questions*

Look at the map, then answer the questions below:

Questions:

1. What is the starting point of the journey?
    _____

2. What is the destination of the journey?
    _____

3. What is the departure time?
    _____

4. What is the mode of transport? (e.g. car, tram, train, bike)
    _____

5. How long will the journey take?
    _____

Appendix 4.2

Worksheet: *Route evaluation*

Choose a close by destination, then fill in the table:

Destination: _____

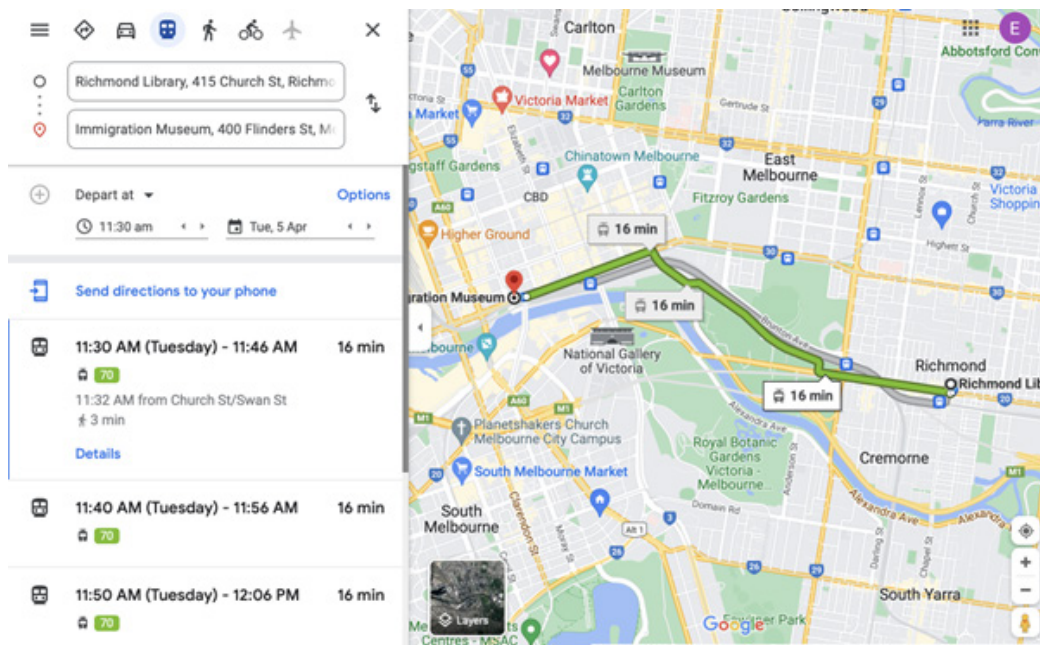| Mode of Transport	Duration of journey (How long?)

Lesson 5

Key principles: Authentic learning context, Strengths-based approach, Multidimensional practices (operational), Problem-based learning	
Activities and resources	**Description**
1. Revisiting homework task	In pairs, learners ask and answer questions about their journey: • Where did you start your journey? • What was your destination? • What was your mode of transport? • How long did your journey take? • How did you know you arrived at your destination?
2. Reflecting on the learning goal (Appendix 6.1)	Learners are invited to recall their learning goal for the unit. Learners complete a reflection activity on their learning. Sharing.

Appendix 6.1

Reflection handout:

Discuss these questions with your teacher and classmates:
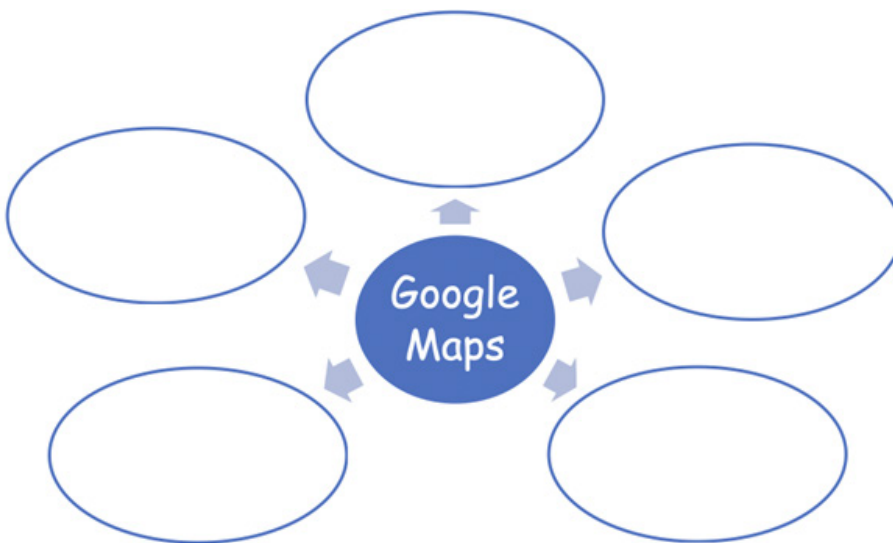
Unit 5: Email Communication

Courtesy of Shireen Hussain | Wyndham Community & Education Centre

The EAL Framework: VU22612 – Read and write straightforward communications and transactional texts | Certificate III in EAL

Lesson 1

Key principles: Authentic learning context, Strengths-based approach, Multidimensional practices (operational, cultural, critical), Problem-based learning	
Activities and resources	**Description of the procedures**
1. Whole class discussion	Learners are invited to share what they know about emails: • Why do we send emails? • What types of emails do people send (e.g. apology, invitation, thank you)? • Who do people send emails to? • What are the advantages of emails? • What are the disadvantages of emails?
2. Reflection on personal experience with emails: small group or whole class discussion	Learners are invited to share their experience with sending and receiving emails using a handout (Appendix 1.1).
3. Introducing a problem-based task	Learners need to choose a person they know/have a friendly relationship and send an email about their last holiday or outing or weekend trip. Learners decide on the recipient of their email and share with the class.
4. Analysing an example: "Emailing a friend"	Learners are provided with an example for analysis (Appendix 1.2). They are asked to identify and discuss : • Greetings • Introductory statements • Body and layout of the email • Ending of the email Guiding questions: • What do you notice? • How else can this be said?

Activities and resources	Description
5. Introducing the notion of 'subject line'	The notion of the "subject line" is introduced. Learners are asked to think of a subject line for the sample email.
6. Creating a mind map: writing an email to a friend about the last holiday or outing or weekend trip.	Learners are encouraged to create a mind map outlining the key ideas of their email to a friend. Guiding questions: • When was your trip? • Who did you go with? • What did you do? • What was the highlight of the trip/holiday? • Would you recommend it to others?
7. Writing an email: the first draft	Learners access their email accounts and complete the first draft of their emails. Scaffolding strategies: • Peer feedback • Teacher's feedback • Use of classroom resources • Google translate

Appendix 1.1.

Handout: *Your personal experience with emails*

Your personal experience with email

Reflect on the following questions:

1. Do you remember when you set it up?
2. What parameters did you use while setting it up?
3. What information did you have to provide to set it up?
4. How comfortable were you providing that information?
5. What email accounts do you have? (e.g. Gmail, Hotmail, Yahoo, others)
6. What features does it have?

Appendix 1.2

Handout: *Email sample*

Hey Nic,

How are you going?

Thanks for sending me the photos from your holiday. It looks like you had a great time!

How're Leah and the kids? And what about your dog, Snoopy? He was just a puppy last time I saw him.

I'm sorry that I couldn't get to your birthday party. I would have loved to come but I was really busy at work and it was hard to get away. Thanks for the invitation though.

Would it be possible for you to send me some photos from the party? I'd love to see how it all went.

I can't wait until you come to visit in March. Do you know how long you'll be staying? I'll try to think of some fun things to do.

See you soon.

All the best,

Jack

P.S. Sarah says hello

Source:
https://www.abc.net.au/education/learn-english/everyday-en-glish:-writing-to-a-friend/9816114

Lesson 2

Key principles: Authentic learning context, Multidimensional practices (operational, cultural, critical)	
Activities and resources	**Description**
1. Discussion: the subject line in the email	Learners revisit the notion of subject line and its role in emails. Learners are asked to provide examples of what can be written in the subject line. Learners discuss the do's and don'ts of subject lines. Learners share the subject that they plan to use in their email to a friend when writing about their last trip or holiday.
2. Identifying what is appropriate or inappropriate in an email to a friend	Learners are invited to reflect on their email draft and discuss what is appropriate or inappropriate in terms of the following: • font size • use of capitals • colours • greetings • use of exclamation marks • use of humour • use of emojis or emoticons • segmenting the emails • use of bcc • forwarding • proofreading the email. • using a professional email address, • using the reply all feature • professional signature
3. Worksheet: Politeness in email	Learners are encouraged to think about politeness in email to a friend. Learners complete a worksheet: *Making statements more polite and indirect* (Appendix 2.1). Learners are invited to share examples how to be polite when: • making simple requests • asking for big favours • asking for a permission • making suggestions • declining or refusing • pointing out a mistake

Appendix 2.1

Worksheet: *Making statements more polite and indirect*

Practice

Make the following more polite and indirect:

There is a problem.

_____

I completely disagree with your proposal.

_____

We can't do that in three days.

_____

We need more time.

_____

It will be better to ask Brad.

_____

Can you give me a ride home?

_____

You made a mistake on the invoice.

_____

That's more than we are willing to pay.

_____

Can I have Friday off?

_____

We should wait. Now isn't the right time.

_____

Let's cancel the project.

_____

It's a bad idea.

_____

Source: https://www.businessenglishresources.com/learn-english-for-business/teachers-section/skill-based-lessons/writing-polite-emails-indirect-polite/2/

Lesson 3

Key principles: Problem-based learning, Authentic learning context, Multidimensional practices (operational, cultural, critical)

Activities and resources	Description
1. Introducing a problem-based task	Learners need to contact an authority person or organisation of their choice regarding an issue they have been facing and want action to be taken. Learners decide on the issue, the recipient of their email and share with the class.
2. Analysing an email sample and identifying the main parts of the email (Appendix 3.1)	Learners read an email sample. Learners identify the main parts of the email.
3. Discussion: language use	Learners are encouraged to note and analyse the difference in language use between the email sample and the email they sent to a friend.
4. Analysing an email sample and Identifying what is appropriate or inappropriate (Appendix 3.2)	Learners read an email sample. Learners identify what is appropriate or inappropriate.
5. Creating a mind map	Learners create a mind map for writing an email to an authority person/organisation of their choice regarding an issue they have been facing and want action to be taken. Guiding questions: • What is the problem? • How is it affecting you? • What have you done to rectify it? • What will happen if this continues? • What action should be taken?
6. Drafting an email	Learners draft an email of their choice. Scaffolding strategies: • Peer feedback • Teacher's feedback • Use of classroom resources • Google translate

Appendix 3.1

Worksheet: *Email sample and its main parts*

A. Read the job application email. Then, match each part of the email to its correct title using the letters on the left side of the email.

To: normanbooth@travelwellhotel.org
From: apeterson@gmail.com
a. Subject: Receptionist Position

b. Dear Mr. Booth,

c. I am looking for employment and would like to apply for the position of receptionist at your hotel which was advertised on the Getajob website.

d. I am a 22-year-old hospitality graduate with a degree in hotel management. I have experience working in hotels, both in the UK and abroad, in a variety of different roles. I am fluent in French and German and speak conversational Spanish too.

I believe I would be a suitable candidate for the job as I enjoy working with people. I have excellent communication skills and work well in a busy environment.

e. I look forward to hearing from you.

f. Yours faithfully,

Alice Peterson

1. closing salutation and signature ....   4. introductory paragraph ....

2. greeting / salutation ....   5. main content paragraphs ....

3. closing statement ....   6. subject ....

Source: https://www.teach-this.com/images/resources/email-etiquette.pdf

Appendix 3.2

Worksheet: *What is appropriate or inappropriate*

D. Read the email responding to the advertisement below and circle the mistakes.

Wanted! Full-time manager for busy London sports equipment store. Experience and good communication skills essential. Send CV and photo to davidpercy@sportstuff.org.

To: davidpercy@sportstuff.org
From: jerry.jones@gmail.com
Subject: I really, really want this job.

Hey David,

I'm writing about the ad for a store manager for Sportstuff listed on the Findajob website. I'm 21 and I've just FINISHED high school! I'm fluent in English and French and have several year's retail experience.
I think I'd be a good candidate for this job because I'm hardworking and enjoy interacting with customers. I'm also knowledgeable about sports and athletic equipment.

See you later.

Yours

Jerry

Source: https://www.teach-this.com/images/resources/email-etiquette.pdf

Lesson 4

Key principles: Problem-based learning, Authentic learning context, Multidimensional practices (cultural, critical)

Activities and resources	Description
1. Introducing the terms "spam" and "phishing"	Learners are encouraged to access spam folders in their personal email accounts. Working in small groups, learners are encouraged to identify features of spam or phishing emails by analysing some examples in their spam folder. Guiding questions: • Who sent the email? Do you know this person or organisation? • Does it have an attachment? What type of file is it? • Does it have a link? Can you identify where it will take you without clicking on it? • Does it have spelling mistakes? • Does it say "urent"?
2. Discussion: What to do with spam emails?	Learners are invited to brainstorm some strategies for dealing with spam and phishing. Guiding questions: • How to report spam emails or block those senders? • How to avoid getting spam emails? • How to keep one's emails safe? • How to treat spam emails? • How to treat attachments and URLs that come with spam emails? • How to recognise spam emails that have landed in the inbox or primary email folder? • What are dangerous file extensions? • Anti virus suite – what does it mean and how does it help? Learners are asked to recall what strategies worked or did not work for them in the past.

Activities and resources	Description
3. Sharing knowledge with the wider community	Learners identify who in their community and/or family can benefit from this knowledge and how they can share it with them.
4. Discussion	Learners are encouraged to discuss what to do in different situations: • If you have received emails containing sensitive or confidential information that you are not authorised to receive. • What do you do if you have sent an email to the wrong recipient? • How to undo a sent email?
5. Writing an email: the first draft	Learners access their email accounts and complete the first draft of their emails. Scaffolding strategies: • Peer feedback • Teacher's feedback • Use of classroom resources • Google translate • How many email accounts can one have? • Passwords: What is considered a strong password and what is a weak password? • What do you do if your account has been hacked?