

Supporting EAL/D Learners in Secondary Classrooms

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Some strategies have been adapted from **Teaching ESL students in mainstream classrooms**

lexised.com

EAL/D Teaching and Learning

- EAL/D students bring a range of experiences, languages and cultures: to be viewed as a strength.
- Understanding the backgrounds (language, culture, experiences) of our students is vital. How can you do this in your school?
- Students are learning a language while learning through the language (Hammond). As such teachers need to recognise the language demands of a unit of work across all subject areas.
- Additional language development is different to literacy. EAL/D students are not necessarily illiterate. However, literacy teaching does assist EAL/D students.

- Students need assistance to access challenging texts but this does not mean we should simplify texts → scaffolding
- Maintain intellectual rigour to encourage language development
- Units of work are taught using the teaching and learning cycle
- Students need assistance with understanding content, text types, paragraphing, sentence structure and vocabulary across all subjects.

What happens when we don't use EAL/D strategies?

- Students disengaged
- Misbehaviour
- Students unable to access the content/assessment tasks
- Students don't experience success.
- Students' language does not develop.

EAL/D Strategies

- Assume nothing about prior knowledge
- Make the learning environment 'language rich'
- Speak slowly, use gestures
- Use visual aides as often as possible
- Plan units using the curriculum cycle: setting the context, modelling & deconstruction, joint construction and independent construction – focus on developing genre.
- Deconstructing exemplar texts identifying language/structure
- Developing scaffolds for assessment tasks (planning sheets, drafting supports)
- Construct a text as a class (Joint construction)
- Ensure drafting processes for assessment tasks – use error correction codes
- Structured group work activities that develop targeted language
- Use frameworks for notetaking.
- Dictogloss
- Running dictation
- Explicitly teach vocabulary – word match, visuals, write new vocab on the board
- Explicitly teach grammar

Small group work – sequencing and justification

- Students are organised into clearly defined roles. Groups of 4 -5 work well.
- **Participants** complete the activity, organising or sequencing content.
- **Observers** record the language used during the activity
- **Reporters** report back to the whole class once the activity is completed and provide a justification for how the group completed the activity.

The Nominal Group (noun group)

As students move through schooling, they are expected to use expanded nominal groups. A nominal group is the group of words around a key noun.

The Nominal Group					
pre-modification (moves from general → specific)				key noun	post-modification
Pointer	Numerative	Describer/s	Classifier/s	Thing	Qualifiers
Which one are you pointing to?	How many or how much?	What's it like?	What kind is it?	What are we talking about?	Which one in particular?
the	ten	shiny	Royal Gala	apples	on the table

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the	ten	shiny	Royal Gala	apples	on the table
her		inspirational		speech	
a		stable	internal	environment	
a	few	little		things	in the way
the	lone			survivor	after the apocalypse
the			fuel	consumption	in Australia
	many			cultures	throughout history

Correction Code

- A correction code allows students to self-edit their writing.

There have been many influential woman who have changed the world.

It going to be a good day.

Please tern on computer.

He like eating ice-cream.

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*It ^{mw}
↑ going to be a good day.*

*Please tern ^{sp} ^{art}
↑ on computer.*

*He like ^{s-v}
eating ice-cream.*

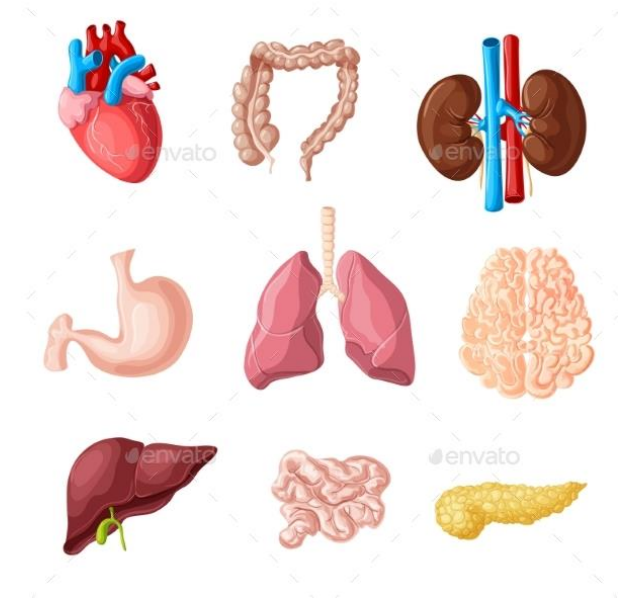
Dictogloss



Instructions (the teacher writes these on the board):

1. Listen to the text – pens down
2. Write down key words or phrases (big words) – leave spaces for missing words
3. Reconstruct the text in pairs
4. Compare the text to the original

<https://www.youtube.com/watch?v=2HnkkLrvQ-M>



The Human Body

The human body is made of billions of tiny cells. Each cell has a special job that keeps us alive. For example, blood cells carry oxygen around the body. Groups of cells are called tissues. Tissues also have particular functions to help us live. Tissues are also joined together and they make up organs. Did you know that our skin is one big organ? The heart is another organ. Groups of organs are called body systems. They work together to perform essential functions. For example, the heart is connected to the circulatory system which pumps blood around the body.

Scaffolding listening

- Students are expected to listen throughout the day in a range of contexts.
- One obvious solution is to reduce the amount of teacher talk in the classroom.
- To support listening, teachers can use visuals, adjust their pace and volume and reduce the complexity of their language.