

# Strategies Supporting EAL/D Students in the Mainstream Classroom

# Overview

- ▶ Who are our EALD students?
- ▶ What challenges do they face/ what do we need to keep in mind when teaching these students?
- ▶ New Arrivals
- ▶ Strategies on how to support EALD students in oral language, reading and writing. These strategies help all students and are good teaching practices
- ▶ Assessment

# Who are EAL/D Students?

- ▶ Aboriginal and Torres Strait Islander students
- ▶ Students with Maori or Pacific Islander background
- ▶ Students of South Sea Islander background
- ▶ Immigrants to Australia and temporary visa holders from non-English speaking countries
- ▶ Students with a refugee background
- ▶ Children born in Australia of migrant heritage where English is not spoken at home
- ▶ Australian citizens or residents returning from abroad having lived for extended periods of time in countries where their schooling was not in English
- ▶ International students from non-English speaking countries
- ▶ Children of deaf adults who use Auslan as their first language

# Things to keep in mind with EAL/D students.

They may:

- ▶ Have schooling equivalent to their age peers in Australia.
- ▶ Have excellent literacy skills in their first language
- ▶ Have learned English as a foreign language and have some exposure to written English, but need to develop oral English.
- ▶ Already speak one or more languages or dialects other than English.
- ▶ Have interrupted schooling, experienced trauma, low literacy in their first language.

# Challenges EAL/D students face

- ▶ Learning a new language is a challenge - different grammatical structures, sound systems, orthographic systems, ways in which texts are constructed, how cohesion is created.
- ▶ The complexity of learning a new language is added to the complexity of learning unfamiliar content.
- ▶ EALD students will bring with them their own cultural knowledge and experiences and may be unfamiliar with accepted classroom routines and the cultural knowledge required for success.
- ▶ It is daunting and demotivating to be presented with material that is too difficult.
- ▶ They may be self conscious, feel frustrated and have feelings of helplessness.
- ▶ Silent period - can last a few days, could last for months. It does not mean they are not learning.

# Strategies for New Arrivals with little or no English

## Make them feel welcome:

- ▶ Smile
- ▶ Choral reading and hands on interactions in small groups or pairs can encourage them to participate sooner.
- ▶ Have a buddy - someone who is organised and sympathetic. New Arrivals do a lot of watching and copying.
- ▶ Take the student on a tour of the school - take photos to create a book.
- ▶ Involve the class in welcoming the student - locate country of origin on a world map. Learn to say hello in the student's language.

# Strategies for New Arrivals with little or no English

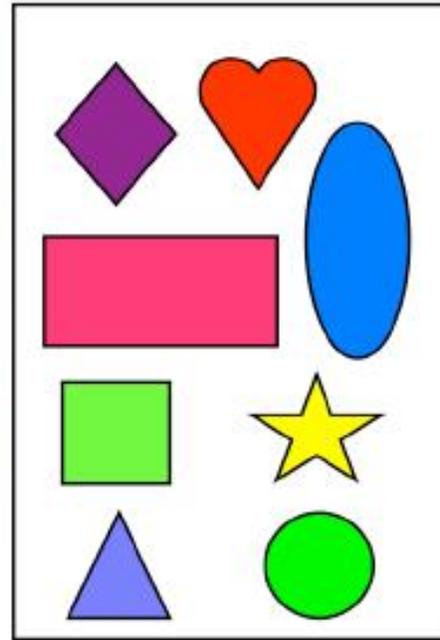
- ▶ Don't use broken English. Use simple, clear English without idioms or colloquialisms.
- ▶ Don't overwhelm students with too much talk.
- ▶ Establish whether the student's first language uses a different script. A desk mat may be useful with the alphabet.
- ▶ Use visual communication cues and non verbal gestures.

# desk mat

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

Months of the Year

January	July
February	August
March	September
April	October
May	November
June	December



Yesterday  
Today  
Tomorrow

on	outside
in	inside
under	below
beneath	above

Spring  
Summer  
Autumn  
Winter

It will happen.  
It might happen.  
It won't happen.

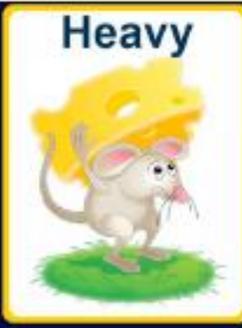
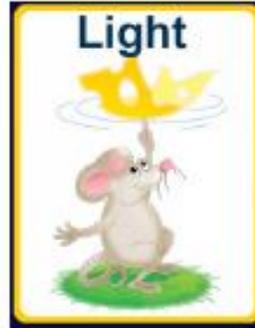
Be a Problem Solver

USE THE THINKBOARD

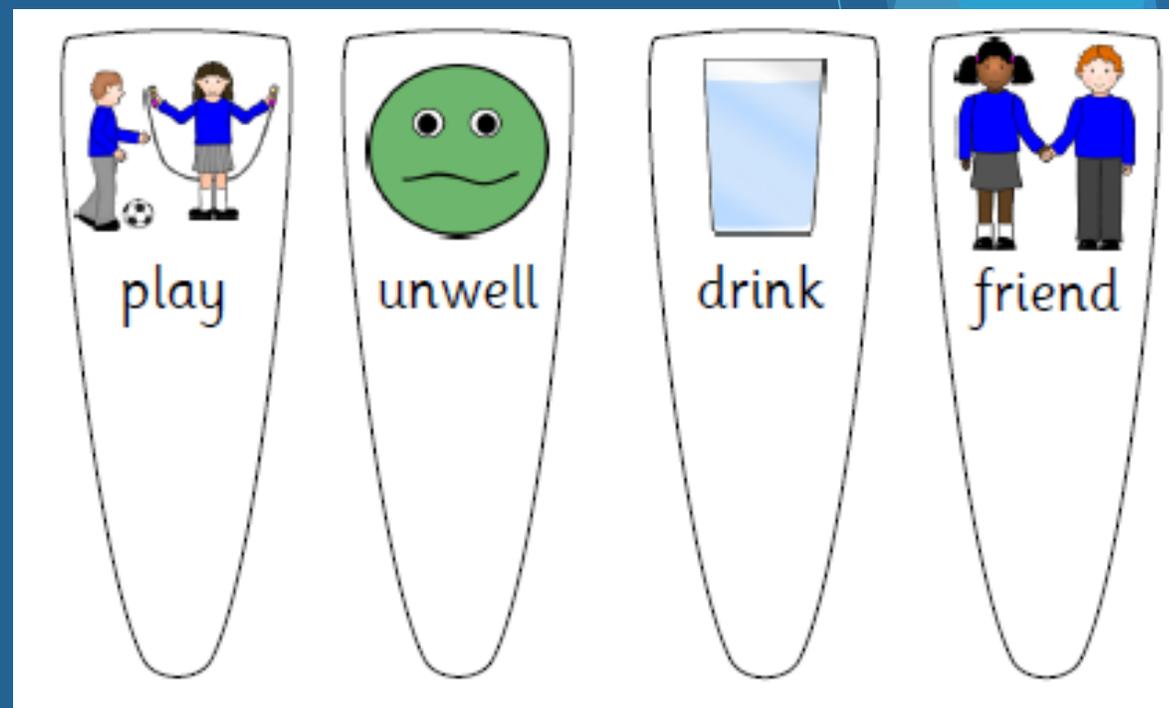
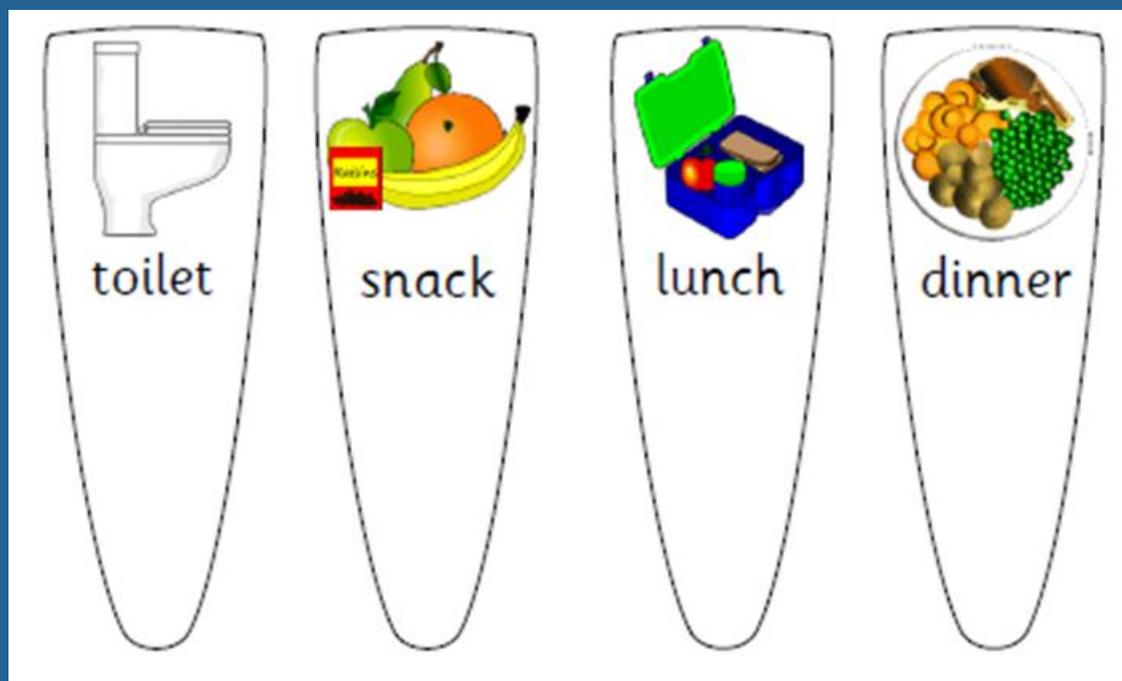
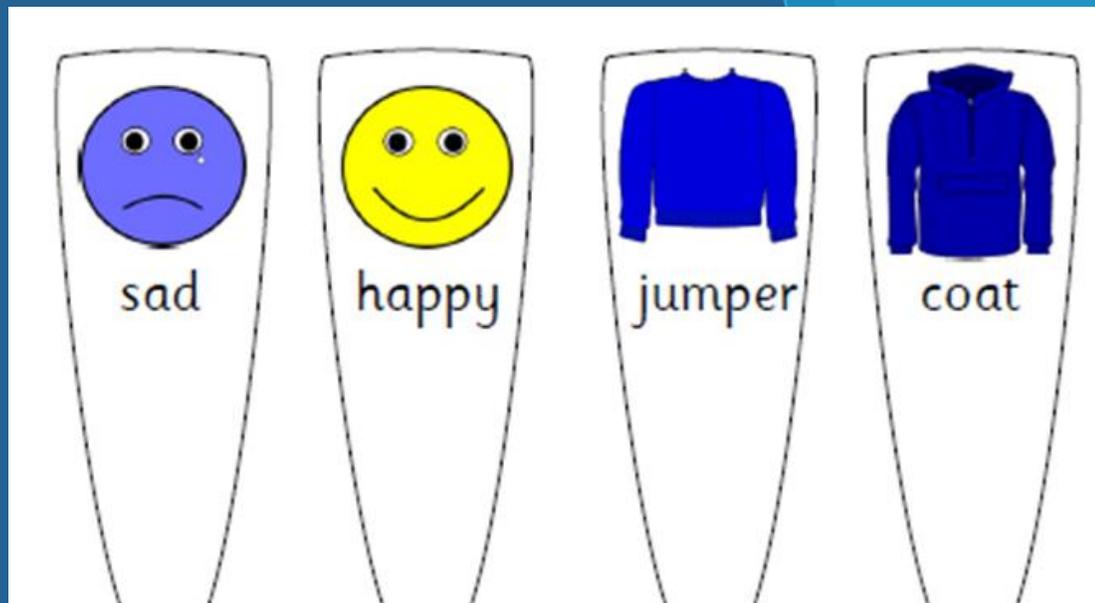
<p>What is the problem with it? What information is important?</p>	<p>What strategy will you use to solve the problem?</p>
<p>Write your answer (and complete the work).</p>	<p>Check the problem!</p>

USE A STRATEGY

Act It Out	Draw A Picture
Part-Part-Whole	Guess and Check
Find A Pattern	Use A Number Line



# Communication Fan



# Visual Diary



Activities



Art



Assembly



Writing



Literacy Games



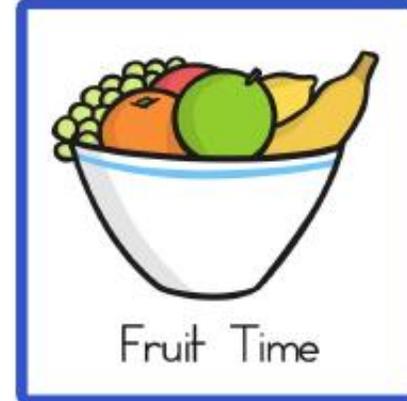
Individual Work



Growth Mindset



Recess



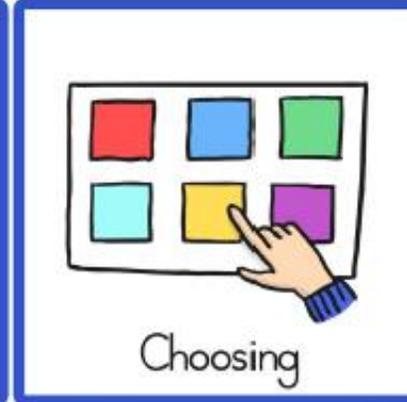
Fruit Time



Mat Time



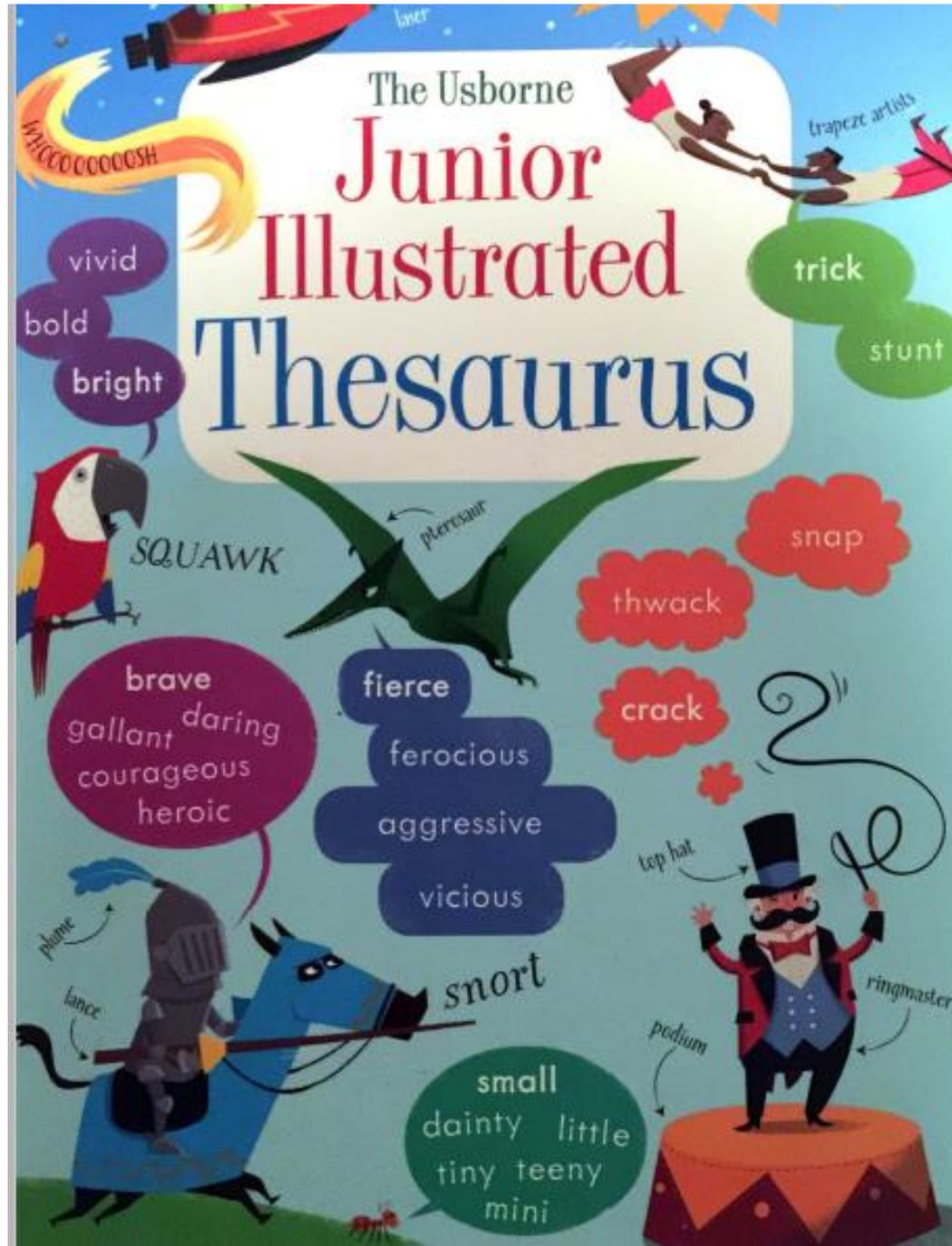
Celebrations



Choosing

# Strategies for New Arrivals with little or no English

- ▶ They may become overwhelmed and tired.
- ▶ Include the student as much as possible.
- ▶ They may need breaks - perhaps reading a book in their first language.
- ▶ They may be self conscious, feel frustrated and have feelings of helplessness.
- ▶ Too much background noise makes it harder for EAL/D learners.
- ▶ Give students wait time.
- ▶ Use bilingual dictionaries, picture dictionaries, maths picture dictionaries, thesauruses.



- ▶ They can keep a personal dictionary where they can write new words and its definition in English and their first language.

Word	Transcription	Translation/Meaning
friend	frend	amigo A person who cares about you.

- ▶ Do not discourage speaking their native language at home.
- ▶ Language, culture and identity are strongly related. By discouraging first language use we are not respecting a child's cultural identity.
- ▶ If a child is unable to use their first or home language they are unable to express their feelings and thoughts accurately.
- ▶ The home language provides a foundation to transfer skills from one language to another.

# Is it EAL/D or more?

## What's normal language development?

- ▶ Two types of language proficiency - BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) - may be more proficient in one or the other. Proficiency in BICS may mask their deficits in CALP.
- ▶ When there is no progression after the child has received explicit instruction - investigate other possible needs
- ▶ Is the student struggling in their first language? Use a translator or another person in the school that speaks the same language to do assessment to determine level in first language.
- ▶ Speak to parents if there were any concerns in their first language.
- ▶ It can take up to seven years to learn a language????

# Modifications for EAL/D Students

Unit:

Student/s:

Key concepts for students to learn in the unit:

What background knowledge needs to be developed? (e.g. cultural knowledge)

Choose the key vocabulary words to preteach/focus on.

What strategies will be used to support learning?

E.g – buddies, group/pair work, charts, graphs, visuals, graphic organizers, hands-on activities, music, videos, cloze activities, sequencing activities, sentence frames, oral language opportunities etc.

Are there any texts that may need to be modified/differentiated?

Do any modifications need to be made for assessment?

E.g – Differentiated questions, visuals, alternative method of response.

Any further suggested strategies from ACARA annotations?

# ACARA EAL/D Learning Progression

- ▶ The EAL/D learning progression includes:
- ▶ descriptions of the characteristics of learners at each of the four phases of English language learning
- ▶ Beginning English - some print literacy in the first language. Limited Literacy Background, is included as a subcategory.
- ▶ Emerging English - a growing degree of print literacy and oral language competency with English.
- ▶ Developing English – further developing knowledge of print literacy and oral language competency with English.
- ▶ Consolidating English – a sound knowledge of spoken and written English, including a growing competency with academic language.

# Oral Language

- ▶ Competency with spoken language is a crucial prerequisite of learning.
- ▶ EAL/D students need multiple opportunities to use spoken language and to repeat new vocabulary or phrases.
- ▶ For e.g when introducing a new topic, students move around the class asking the same question to collect data.
- ▶ Modelling spoken explanations and providing opportunities for EAL/D students to repeat those explanations using the same language features and sentence structure. This can be written.
- ▶ Sentence starters and sentence frames (also a writing strategy).
- ▶ Chatterboxes, Support a Talker, board games, Barrier Games Do EXAMPLE-coordinates one - see examples USB
- ▶ Think-Pair-Share
- ▶ Oral language practise activities - USB

# Data Hunt

Find someone who ...	Ask the person ...	The person I talked to said ...
knows how to ride a bicycle: _____  (student's name)	the benefits of riding a bicycle rather than driving in a car	<i>riding a bicycle is good for the environment and good exercise</i>
takes the bus to school: _____  (student's name)	what kinds of things people do on the school bus	<i>on the bus people talk to friends, do homework, and look out the window</i>
...and so forth		

# How to support EALD students in the classroom

## Vocabulary

- ▶ Students are not able to understand what they read if more than 5% of vocabulary in a text is unfamiliar to them.

Make use of:

- ▶ A personal dictionary
- ▶ A print rich environment - word walls, labels
- ▶ Display visuals with new vocabulary
- ▶ Glossary of terms - verbs/instructions to teach, use and recycle - See USB

Simple Instruction	What the student must do	Other words/phrases this simple instruction can replace
put into groups	You will have a list of different things. Decide which group each thing has to go into.	Categorise, classify

**A checklist of instructions to teach, use and recycle**

(This list could also be modified and given to students)

<b>Simple Instruction</b>	<b>What the student must do</b>	<b>Other words/phrases this simple instruction can replace</b>
put into groups	You will have a list of different things. Decide which group each thing has to go into.	categorise, classify
match up	Show which thing goes with another.	join, connect
choose the best	There might be more than one right answer. You have to look at every answer and decide which one is the best.	select, determine
observe	Watch what happens.	determine, discern, note
write down	Write in your workbooks.	record, catalogue, plot, list, name, compose, compile, assemble
describe	Give details about something to show what it is like or what happened.	outline, recount
(predict) what will happen if...?	Write what you think will happen.	forecast, discuss, suggest, guess,
use the text to help you	Read what is written again to help you find the answers.	by referring to the text, with reference to the text
(suggest) why	Explain the reason something happened or the reason you think something happened.	hypothesise, speculate, determine the reasons
complete	Finish something.	
estimate	Guess as well as you can.	approximate, gauge
explain your answer	Give reasons.	justify your response, illustrate why
evaluate	Think about what is good and what is bad about something. For example, think about what is good and bad about an experiment and how you could improve it.	assess, appraise

# How to support EALD students in the Classroom

## Writing

# Sentence Frames

## Sentence frames

### **Making a Connection**

This reminds me of....

This is like \_\_\_\_\_ when...

This is like \_\_\_\_\_ but different because...

### **Comparisons**

1. \_\_\_\_\_ and \_\_\_\_\_ are similar because \_\_\_\_\_ but they are different because \_\_\_\_\_.

2. \_\_\_\_\_ and \_\_\_\_\_ are both \_\_\_\_\_. Both \_\_\_\_\_ and \_\_\_\_\_ have\_\_\_\_\_.

# How to support EALD students in the Classroom

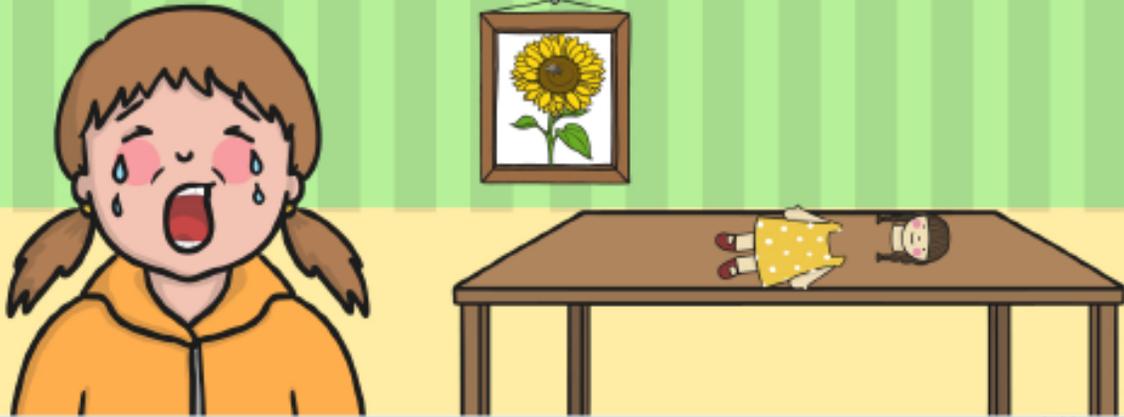
## Reading

# Reading

- ▶ Literal comprehension comes before critical reading and writing. If you can't understand a text, you cannot analyse, critique or respond to it.
- ▶ Picture talk, discuss possible new vocabulary, read to them first.
- ▶ 'Does that sound right?' Is not a strategy that necessarily works. Self-correction requires an innate sense of what sounds right in English and what makes sense. EAL/D students do not have this sense of the language and cannot self-correct.
- ▶ Comprehension related to vocab knowledge
- ▶ Use short texts, stop and check for understandings , summarize, graphic organisers
- ▶ Finding the main idea
- ▶ Inference - show some examples - even from pictures. Pobble/once upon a picture

[Illustration of Practice - Making Connections, using inference](#)

1. Describe what is happening in the picture.
2. How does the person feel?
3. Why do they feel like that?
4. How do you know?
5. What could happen next?



## The Race

It was the final lap of the race. The sixty-sixth lap of hair-raising, one hundred miles per hour madness. John was all set for the victory. Around the final bend he came, then bang...

Everything stopped. John could see the flashes of red, green and blue flying past and on to the finish line. He placed his head in his hands and sighed.

**How is John feeling at the end of this story?**  
**Why would he be feeling that way?**

When the man finished his meal of bacon and eggs, he walked out of the restaurant and left his umbrella behind.

Question	Answer	How do you know?	Write down the word or words that gave you the answer.	What skills did you use?
What did the man have for a meal?				<ul style="list-style-type: none"><li>• On the lines.</li><li>• Between the lines.</li><li>• In my head.</li></ul>
What did he leave behind?				<ul style="list-style-type: none"><li>• On the lines.</li><li>• Between the lines.</li><li>• In my head.</li></ul>
What time of day was it?				<ul style="list-style-type: none"><li>• On the lines.</li><li>• Between the lines.</li><li>• In my head.</li></ul>
What was the weather like?				<ul style="list-style-type: none"><li>• On the lines.</li><li>• Between the lines.</li><li>• In my head.</li></ul>
Why did he eat at a restaurant?				<ul style="list-style-type: none"><li>• On the lines.</li><li>• Between the lines.</li></ul>

# How to support EALD students in the classroom

## Differentiating Texts

# Differentiating texts

- ▶ You can use the same text for all students and provide heavily teacher-centred scaffolding to EALD students  
or
- ▶ You can modify the text and support the learners to learn in a more autonomous and active way.
- ▶ Lengthy texts and verbal explanations that are incomprehensible to many EALD students will not be effective.
- ▶ The selection of texts must also take into account the vocabulary students already possess.

# Basic modification of a text.

- ▶ This includes texts as well as questions and instructions.
- ▶ Break text into chunks, use larger font/line spacing.
- ▶ The text should mirror the content of the mainstream text.
- ▶ Simplify and reduce some content words.
- ▶ Complex sentences can be broken down into simpler forms.
- ▶ Culturally specific terms and idioms should be avoided.
- ▶ Use visual support.
- ▶ Use shorter texts so they can process and practise key concepts and vocab before new concepts are introduced.
- ▶ Include repetition.

# Basic text modification example

<b>Original text</b>	<b>Modified text</b>
<p>The island in the photo above is a few kilometres from the mainland. Over the years it has been colonised by many types of plants, as well as animals such as lizards, native mice, small wallabies and many types of insects and birds.</p>	<p>This is a picture of an island. Many different animals live on this island. For example, there are lizards, native mice, small wallabies, insects, birds and fish.</p>

# Basic modification of a text.

<b>Original text</b>	<b>Modified text</b>	<b>Strategy</b>
<p>The island in the photo above is a few kilometres from the mainland. Over the years it has been colonised by many types of plants, as well as animals such as lizards, native mice, small wallabies and many types of insects and birds.</p>	<p>This is a picture of an island. Many different animals live on this island. For example, there are lizards, native mice, small wallabies, insects, birds and fish.</p>	<ul style="list-style-type: none"><li>• Short, simple sentences</li><li>• Cuts out potentially unknown vocabulary such as colonised</li><li>• Includes repetition</li></ul>

# Complex modification of a text

- ▶ Avoid noun forms of verbs, adjectives and adverbs.
- ▶ E.g. We recorded how much the plant grew over several weeks.
- ▶ Instead of: The growth of the plant was recorded over several weeks.
  
- ▶ Write in an active voice as opposed to a passive voice.
- ▶ E.g. The cows eat the grass.
- ▶ Instead of:
- ▶ The grass is eaten by the cows.
- ▶ Limit pronoun use to ensure reference is understood.
- ▶ Eg. Sea turtles do not eat every day. Sea turtles can go a whole month without eating.
- ▶ Instead of:
- ▶ Sea Turtles do not eat every day. They can go a whole month without eating.

# Giving clear oral and written instructions

- ▶ Instructional language can also confuse EALD students. The wording of questions and instructions is often too complex.
- ▶ Three types of instructional language
  - ▶ A. Instructions outlining how to do an activity (procedural)
  - ▶ B. Instructions on how to complete a written task.
  - ▶ C. Questions that test comprehension of concepts.

# Assessment In the Classroom

- ▶ No A-E reporting in their first year of arriving in Australia
- ▶ Differentiate assessment tasks:
- ▶ Use simplified language for questions, use visuals, answer questions using diagrams or orally.
- ▶ Use bilingual support if available