

Supporting EAL/D Learners in Secondary Classrooms

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EAL/D Teaching and Learning

- EAL/D students bring a range of experiences, languages and cultures: to be viewed as a strength. Who here can speak more than one language?
- 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, 2001). 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.
- Students' language development is tracked using bandscales.

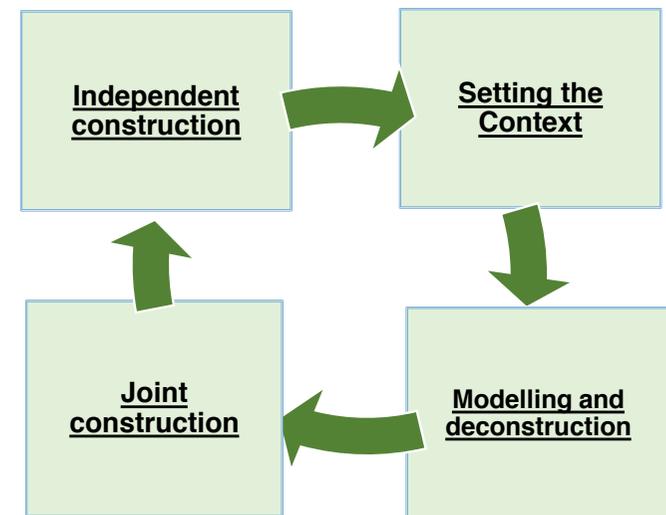
Bandscales State Schools (Queensland)

Bandscales State Schools (Queensland)

Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners

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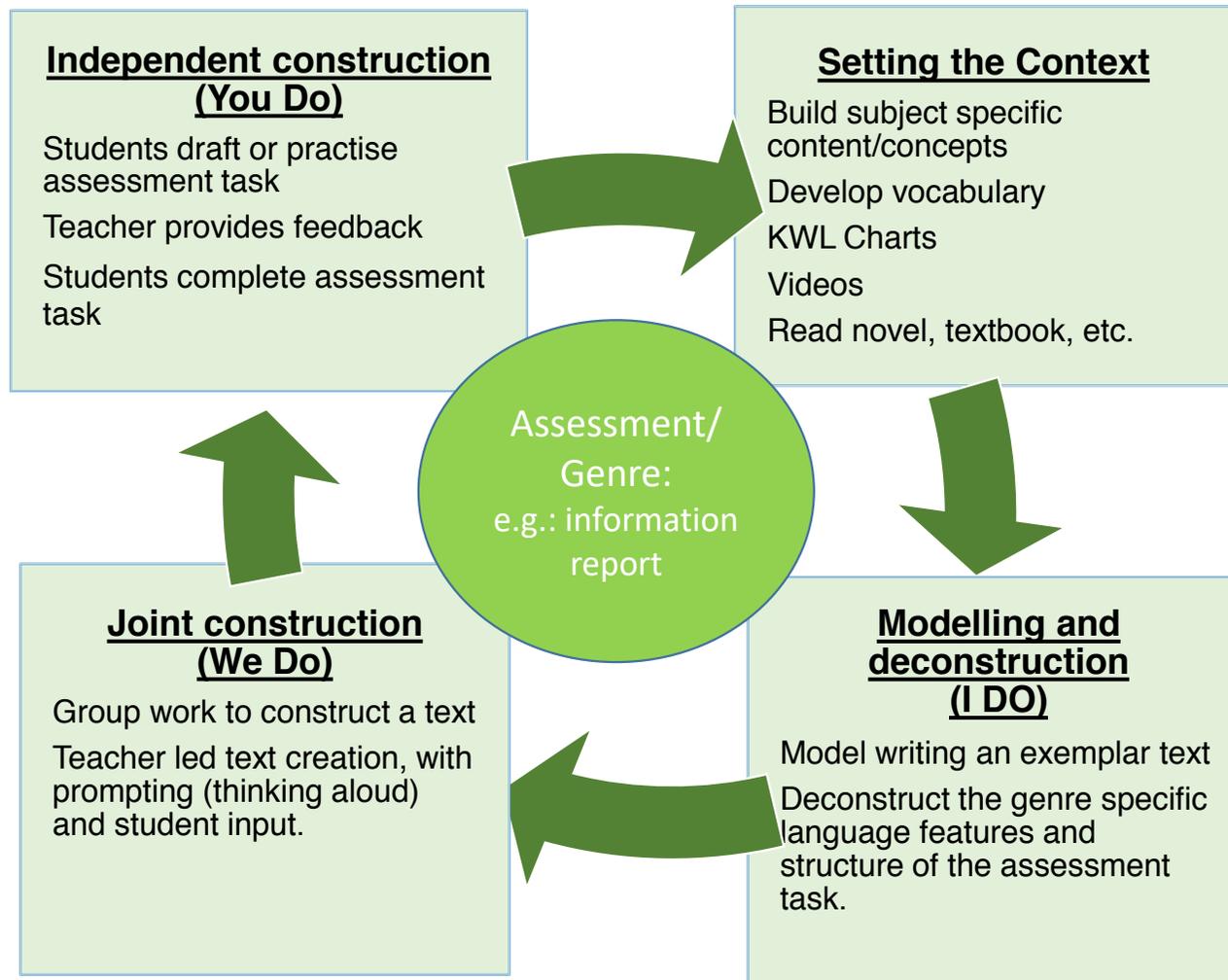
Bandscales for EAL/D learners



How Long Does It Take?

- 1-2 years for BICS (basic interpersonal communication skills)
- 5-8 years for CALP (cognitive academic language proficiency)

Unit Planning - The teaching and learning cycle



Register Continuum

Field

← Everyday

What is it about?

→ Technical

Tenor

← Informal

Relationship between author/reader

→ Formal

Mode

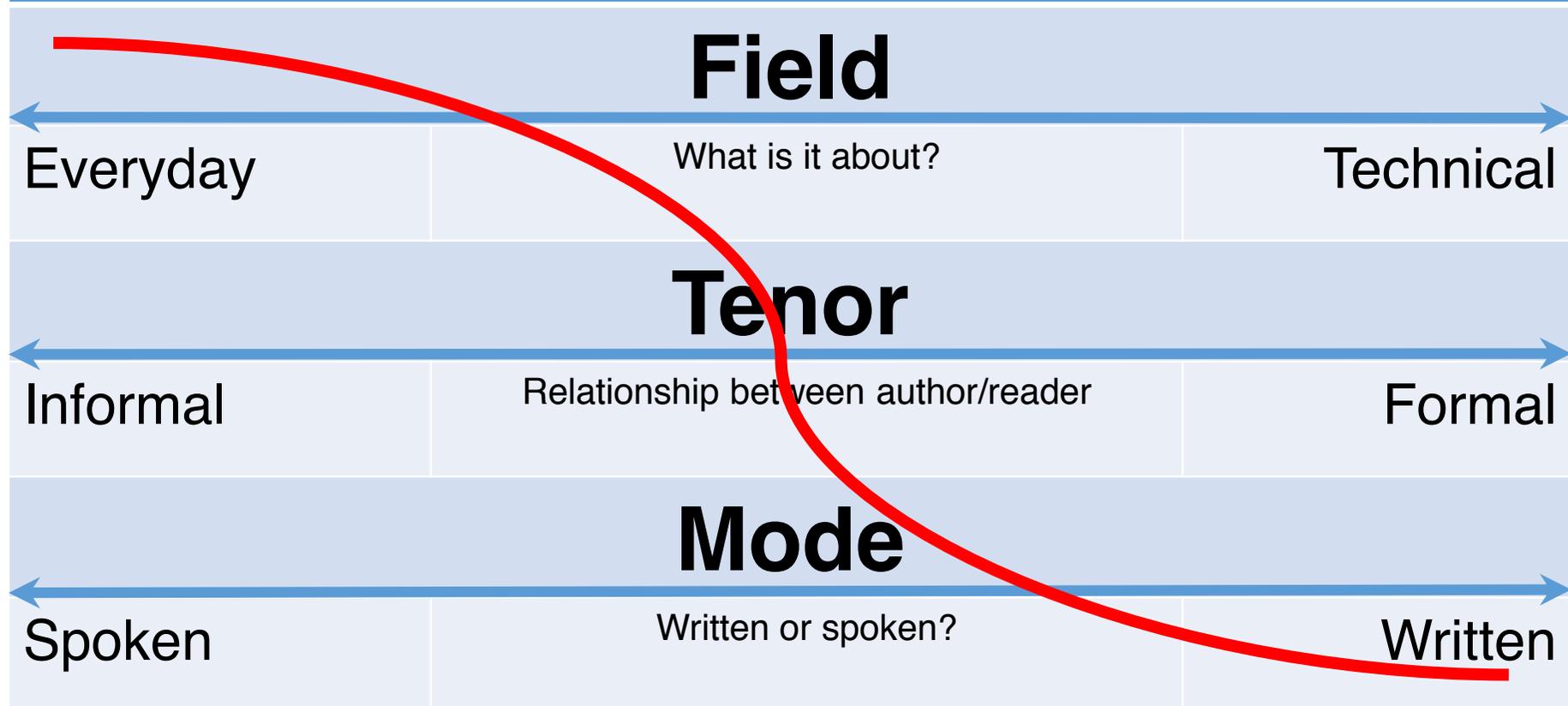
← Spoken

Written or spoken?

→ Written

Michael Halliday, (1985) Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective

Register Continuum



Michael Halliday, (1985) Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective

Texts from everyday to academic

- Written research report on assimilation in Australia
- Conversation about the weekend
- Formal debate on gun law
- Eulogy
- Written argument
- Conversation about politics
- Donald Trump's tweets
- A spoken book review
- A newspaper article
- An analytical essay

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

- Students' language does not develop.
- Students disengaged/misbehaviour
- Students unable to access the content/assessment tasks
- Students don't experience success.
- The teacher restating the same information/idea over and over again

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

Ideas for building vocabulary

- Word banks/walls
- Match the word with the definition/picture
- Cloze activities

Organisms in the ocean

- Coral



- Crab



- Small fish



- Human



- Turtle



- Prawn



- Seaweed



- Shark



- Big fish



- dolphin



9 Science: Human Body Systems

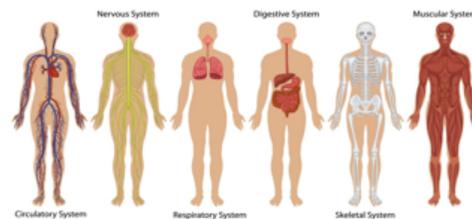
Key Vocabulary:

cells	Part of the body that has a job. e.g.: heart
organs	The building blocks of life
tissues	Groups of cells
heart	Red liquid that delivers energy around the body.
blood	Pumps blood around the body.
oxygen	We get this from food.
food	The control centre of the body.
energy	A gas that is needed for life.
brain	Gives the body energy
system	Group of organs that are connected

Match the words with the meanings and rewrite the definitions below

1. cells	
2. organs	
3. tissues	
4. heart	
5. blood	
6. oxygen	
7. food	
8. energy	
9. brain	
10. system	

Human Body Systems



Food Chains and Webs

No matter where on Earth you go, living things are _____ to each other. All living things need _____ to survive. Energy passes from one _____ to another and connects living things in a _____ . A food chain shows the _____ between organisms and shows how energy flows between living things. All of the energy from Earth's food chains comes from the _____.

Producers

Plants use _____ and _____ from the sun and convert it into energy using _____. Plants can make their own food so they are called _____. Every food chain must begin with a producer.

Consumers

Animals cannot create their own energy so they are called _____. Animals that eat plants are called _____. They are the primary consumers in a food chain. Animals that get their energy from other animals are called _____. Carnivores are secondary consumers. The energy that came from the sun is passed through each of the animals. Only _____ of the energy consumed by an animal will be passed on to the next animal in a food chain.

Draw the food chain that includes a grasshopper

_____ → grasshopper → _____ → _____

Apex _____ are not eaten by other animals and are at the top of the food chain.

Decomposers

When an animal dies, their body is broken down by _____. Decomposers are usually _____ and _____. Decomposers break down dead plants and animals into _____ that help the plants at the beginning of the food chain. This is known as the _____ of life.

Food Webs

In an ecosystem, there is an interrelated network of food chains known as a food _____. The arrows show the _____ of energy.

Missing words

be le	relationships	herbivores	connected	energy	sun
org anism	photosynthesis	carnivores	producers	light	heat
food	chain	consumers	predators	nutrients	web
flow	decomposers	circle	10%	fungi	

Small group work – sequencing and justification

- Students are organised into **participants** who do the activity, **observers** who record the language used and **reporters** who report back to the whole class.
- The participants sequentially organise a set of images/steps/ideas/concepts/parts of a text and justify their order.
- While the participants complete the sequencing and justification activity, the observers record the language they use to organise and justify the content.
- Once the activity is finished, the reporter reports back to the class and explains their group's response and the language they used to get there.

Two way information task – pair work.

- This activity relies on one student having more information about a topic than another student.

The Nominal Group (noun group)

A nominal group can be defined as a group of words built around a key noun.

It is the words we place around a central idea or thing.

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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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

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.

Running Dictation

- Students work in pairs to 'dictate' a text.
- One student is the 'runner and the other is the scribe.
- The runner walks across the room and reads a piece of text, walks back and then tells the scribe what she has read.