

Chat Summary

Over 80 participants logged in to this session. They came from a wide range of schools and subject areas. There were colleagues from Brisbane and Southeast Queensland, Queensland Regional areas, Tasmania and NSW.

QATESOL Administration : Good afternoon and welcome. As the webinar runs please feel free to ask questions, add comments or make suggestions as we go. We will try to answer your questions and share your information but if we don't get to it today we will be taking notes and following up.

Where do you teach? What subject area?

Maths, science and SEP at the moment

St. Paul's School - Mathematics

Toowoomba Food Technology

English and Humanities Secondary

St Paul's, Bald Hills - Hospitality, Food & Nutrition and Food Technology

Caboolture State High - maths, science and learning enhancement

Drama and English - Wynnum

I teach Special Needs (Secondary) and Japanese (High School) and Junior English/SOSE

Sunnybank - English, History and (not atm) German

Clermont QLD, HPE, Humanities, Technologies

Murrumba State Secondary College - Spanish, Physical Education

Clayfield College teacher librarian, English, Japanese

I teach at Harristown State High School, Toowoomba. Subjects: Yr9 & 10 EALD English, Cert II FSK, Yr7 EALD business, Mainstream Yr11 ENE.

English and Humanities - Mansfield State High School

Business - Sunnybank State High

Sacred Heart College, Hobart EAL teacher assistant K-10

French and EALD Coordinator - Bellbird Park State Secondary College

Assisting with 10 and 11 EALD this term

I teach Year 8 English to mainly EALD students and support them in other subject areas.

St Pauls School, Brisbane. ESL/High School Prep teacher

EAL Support Teacher (Year 9 &10) - Ogilvie High School, New Town Tasmania

Are there others in a school near you – or teaching the same subjects as you do? Reach out to them and create professional learning and sharing clusters, to focus on ideas for supporting EAL/D learners in your mainstream classes.

Who are our EAL/D students?

See Gae's PowerPoint for an excellent summary of who our EAL/D learners are and what specific considerations you might need to address for the different groups of EAL/D learners.

- Many Indigenous students who speak a creole or Aboriginal English are often overlooked as EAL/D learners as they often have good social language skills. However, they will need support and explicit teaching, just as all EAL/D students do, with the academic language of the classroom.

What are the biggest issues for you in the classroom? What's something you'd like answered today?

Helping our high EAL/D population access the community

Curriculum

- In the planning stages select topics and texts that are more accessible for EAL/D students – identify the **key** language, concepts and skills for the unit (use unit achievement standards to help you) and then strip back – go for depth rather than breadth – the AC allows this.

Knowing how to approach EAL/D students so that they can understand my goals for them and how we can get them showing their comprehension of the subject

- I've noticed that some of the EAL/D kids are really shy to accept help

Making sure I am speaking and writing in a way that students have a chance to understand the concepts being taught and tested

- language teachers need to be language aware and always alert to the 'language teaching moment'. Part of this awareness of language is being aware of your own language use – make it a habit to self-monitor the language you are using – provide simpler synonyms as you go,

consistently model the key target language, pause when providing larger amount of content or a series of instructions etc.

- pitch at level +1, is that Zone of proximal development or something different?
- yes zone of proximal learning. Just a little above what they can produce on their own - to stretch them without overwhelming.
- It can also be referenced to a concept and theory of second language acquisition by Stephen Krashen which he refers to as comprehensible input.
- generally aiming for either vocab or grammar that is receptively (reading and listening) a little more than they might be able to write or speak i.e. productive skill
- Yes give the language that helps students to convey the content they have learned.

EALD students comprehension and maintaining attention during whole class instruction time

- Monitor comprehension regularly, chunk information input into manageable amounts – with activities to recycle language and information input at regular intervals – avoid large amounts of teacher talk input.
- Break it up and provide input in a variety of ways to keep students engaged. Use a variety of activities to allow time to consolidate before moving on.

One of our biggest challenges is around differentiation in the classroom so EAL/D students are able to access the curriculum.

- The "Process for differentiating a unit of work' document can be found on The Learning Place - Implement Australian Curriculum HUB edStudio on the Differentiation tab.

Process doc. is on this page down the bottom:

<https://staff.learningplace.eq.edu.au/lp/Pages/default.aspx?pid=2228809>

The process document links to *Differentiating with a language lens* – found on this page in the middle:

<https://staff.learningplace.eq.edu.au/lp/Pages/default.aspx?pid=2324323>

- so true that differentiation doesn't mean dumbing down!
- so we are teaching beginner English to ESL students within our content classes??? How does that work with the rest of the class who might not need this?
- group work, different roles for each students, different worksheets – the activities for EAL/D students can be designed to require less complex language (sorting activities, representing ideas with graphic organisers or images etc) but still be organised around the content of the lesson.
- the use of picture dictionaries, buddies who might help to interpret through discussion in first or second language to work on content, access to translation dictionaries in the student's first language, other strategies to streamline the process over the content in terms of choices. There are a lot of strategies to ease this process for beginner learners. It sounds very tricky but there are many ways to assist learning for EALD students
- I like to think that we aren't teaching beginner English, instead we are teaching the concepts that are part of our curriculum but in ways that students are able to engage with. As the students language ability improves, our differentiation in our teaching also adjusts.
- agree completely

As a contract teacher (sometimes only two or three weeks at one school), it is difficult to know your students as it is hard to access this information. Also, there can be a huge variety of levels of English ability in one classroom.

- Being contract is really tricky in terms of getting to know students! Some schools have a folder on the teacher desk or attached to rolls with a 'data placemat' of student data. Not every school though...
- Can you suggest to schools that it would be really useful if they provided the kind of folder mentioned above?
- I've never seen anything like you mention. Many schools regard this as confidential information.
- I think it only includes information that teachers have access to.
- I try to gauge by talking to other teachers and/or students themselves. But sometimes, on contract, the time just isn't there.

Language learners need to feel safe to speak in the classroom

- The giggling happened last week for about 2 seconds and a couple of raised eyebrows sorted it out. He ended up getting a standing ovation - completely sincerely.

Activities and ideas

- Encourage the development of vocabulary through communicative activities rather than through technology like Google Translate or other translation devices
- EALD students really need to talk and use the target language to internalise.
- Allow students time in pairs (think-pair-share) or small groups to work with language and rehearse so that they ready to participate. Giving them time to prepare encourages them because they experience success.
- I saw a wonderful activity where students watched a video with the sound turned off and then they had to work in small groups to decide what the important information was in the video. They were very perceptive and they had used a lot of the important key vocabulary and shared ideas - so that when they watched it again with the sound on they were already with it. They had some of the language they were engaged to see if they were right etc etc a very worthwhile activity for language learners.
- having them work in groups to solve small problems that require the key language - having them focussed and talking helps to internalise and gets your other students 'helping' you as models.
- plaster the walls with sentence frames - these take a load off language learners as they can focus on adding the content needed and they use a correct sentence each time!
- Use a graphic organiser to organise content and clarify relationships - then you can write words along the relationship lines between ideas - so students have suitable vocabulary to connect ideas, in their writing.
- I've seen the students' writing from that graphic organiser Gae just showed us - it was good and you could clearly see how the organiser supported students to express their ideas.
- I also have students writing sentences in each lesson - with an eye to the final task - so they already have many useful sentences ready for their extended writing - they have a special folder to keep those in so they can find them when its time to do the task,
- Yes - our students do Quickwrites in notebooks throughout the unit so when it is time to write, they can go back over their paragraphs and use some of the info.

**Very bright student in maths. Can speak English but is resentful. Does not want to speak English.
Parents are concerned about their son's attitude.**

- Will he talk in pairs or small groups- get the group/pair focussed on an engaging problem or activity that requires them to talk – this might help break down the barriers. Many students don't want to talk in front of the whole class.

What next?

Part two would be GREAT!

repeat the 2nd part but go slowly + what you just said!

teaching writing would be fantastic

EAL/D cross the curriculum...not just English focus

practical activities to help ESL or EAL/D learners in the second session?

practical activities to encourage language output. As I find it difficult to get students talking sometimes

Some resources and courses.

Teaching ESL students in mainstream classrooms by Margery Hertzberg

Working Grammar by Humphrey, Love and Droga

PETAA have great resources (Primary English Teachers Association Australia) plenty of information relevant to secondary – worth joining

Ticking mind <https://www.tickingmind.com.au/> great ideas for the senior space – not specifically EAL/D but language focus is strong.

There are past notes there on supporting students in the secondary classroom on our website.

See <https://www.qatesol.org.au/wp-content/uploads/2014/04/Sam-Dilly-QATESOL-EALD-October.pdf>

An in-depth course 'Teaching English in the Mainstream' is available – details on this website. Often schools pay for 1 or 2 staff members to undertake the full course to become tutors and then they in-service school staff - <https://lexised.com/courses/teaching-esl-students-in-mainstream-classrooms/>

The session is being recorded and will be posted to the QATESOL website.

Don't forget to take the time to review the slides etc. on our QATESOL website

At the moment it will be freely available at <https://www.qatesol.org.au/resources/presentation-notes/>

Please allow time for editing and posting