EAL/D Students in the Mainstream Classroom

Effective Strategies for Mainstream Teachers to Support the Secondary EAL/D Learner
Acknowledgement of Traditional Owners

In opening this professional development session, we'd like to acknowledge the traditional owners of the land on which this gathering is being broadcast from, the Jagera and Turrbal peoples, and pay our respects to their Elders past, present and emerging for they hold the memories, traditions, customs and hopes of all Indigenous Australians.

We must remember that underneath the concrete and asphalt of the buildings in which we live, learn and work, the land and waterways were, are and always will be traditional Aboriginal and/ or Torres Strait Islander land and/ or place.

We also pay respects to the Elders of the regions where all participants herald from today and thank them for their continued custodianship of the land.
WELCOME

QATESOL
QUEENSLAND ASSOCIATION OF TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
“In Australian schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used. **All teachers are responsible for teaching the language and literacy demands of their learning areas.**”

*EAL/D Advice and Overview, 2014*

... class teachers often have little training to teach students with English as an additional language (EAL), so they may often operate on a trial-and-error basis, become frustrated easily, feel negative, and have little confidence in their ability to be successful with EAL students

Haworth, 2009
OBJECTIVES

• EAL learners
• Planning
• Strategies
ACRONYMS

• **EAL/D** = English as an Additional Language or Dialect
• **NESB** = Non-English Speaking Background
• **LBOTE** = Language Background Other Than English
• **CALD** = Culturally and Linguistically Diverse
• **ELL** = English Language Learner
WHO IS AN EAL/D LEARNER?

diverse group with …

diverse learning needs

EAL/D students are those whose first language is a language or dialect other than English and who require additional support to develop proficiency in Standard Australian English (SAE).

These students may include:

• Aboriginal and Torres Strait Islander students
• 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
• English-speaking students returning to Australia after extended periods in non-English speaking settings
• children of deaf adults who use Auslan as their first language
• international students from non-English speaking countries.

(ACARA)
Considerations:

- length of time in Australia
- cultural background
- previous education
- parents’ educational background and attitude to education
- languages spoken
- literacy in L1
- traumatic experiences
- reason for being in Australia
- residency status
• Learning English while at the same time learning through English
• Learn about Australian culture, especially the school system and ways of doing
DIFFERENTIATION

According to student
- readiness
- interests
- learning preferences

Does not mean...
• Dumbing down the curriculum
• Using early primary materials
• Providing no support because other students are doing it on their own (the ‘equality’ argument)
How can mainstream teachers support students?

The 'what'

The 'how'

interpersonal

content

process
What EAL/D students need

- Differentiated and explicit teaching
- Language focus in all curriculum areas
- Opportunities for language development
- Low threat/high challenge approach
- Positive classroom atmosphere and encouragement
**BICS AND CALP**

- **Basic Interpersonal Communication Skills**
  - Conversational, social, everyday language
  - Fluency takes 1 – 3 years

- **Cognitive Academic Language Proficiency**
  - School, textbook, academic language
  - Takes a minimum of 5 - 7 years to develop intermediate fluency  
    (Cummins, 1979)
LOW THREAT/HIGH CHALLENGE APPROACH

Most beneficial long-term for language and content development

beginning English student

High Cognitive Challenge

Context embedded

Low Cognitive Challenge

Context reduced
A fluent confident English speaker is not always a good reader or writer!

First of all...

- Information from parents/previous schools/enrolment interviews
- Diagnostic reading/writing tests (informal/impromptu)
- Other data (NAPLAN, previous results)
- Bandscales

Know your students

A fluent confident English speaker is not always a good reader or writer!
BANDSCALES

- Bandscales are used for diagnosing where students are ‘at’ in terms of their Standard Australian English (SAE) acquisition
- **NOT** summative assessment but a diagnostic tool
- Matches student ability to a set of descriptors through observation
- Indicates learner’s language ability across four macro skills: listening, speaking, reading/viewing and writing
- Learners may be at different levels across the macro skills
Applying understanding of texts to own writing

Level 4 learner is experimenting with longer and more structured discourse.

The student:
- writes coherent texts on familiar topics (e.g., reports, recounts, procedures) modelled on those read and written by the teacher. But with EAL/D features (e.g., difficulty with word order, tense usage, prepositions, plurals).
- writes upper primary/early secondary texts (e.g., imaginative narrative, longer descriptive, simple film reviews and information texts) with EAL/D-informed support.

Developing control over language and text

Level 5 learner is growing in independence in writing but complexity and precision is limited.

The student:
- writes (though with support, normally given in classes) recounts, narratives, stories expected at their phase of schooling, but with EAL/D features.
- writes informational texts, including reports and projects (though with HL features) with clear guidance, and if reading source material is at their level of reading ability, otherwise writing may break down.

Describing the student with limited writing

The student:  
- may copy some words from environmental print, and phrases from the classroom context, though understanding is yet very limited because of lack of knowledge of SAE.
- may have literacy understandings and skills in their L1 to varying degrees of ability.

The student with limited schooling:
- is developing concepts and awareness of print upon which literacy development can be based.
- is progressing through a range of steps in early literacy (depending upon prior literacy experiences) and so may stay at this level for some considerable time.
- is restricted in their ability to write in SAE until their literacy set is fully established and until an initial familiarity with SAE language and culture in the school and classroom context is gained.
- is still developing handwriting skills; shaping letters correctly, writing on a line.

Implications

EAL/D students at these levels of listening, speaking, reading/viewing and writing will require specialist, intensive support. Where this is not possible, the teaching and learning program at the school should provide extra scaffolding to meet these students' needs and additional support should be provided. Some students, e.g., students who speak creoles, may plateau at level 3 in listening because of the lack of understanding that the language they speak is not SAE. That is, it may be erroneously assumed by both students and teachers that the students are SAE users and therefore they 'should' be able to understand what is being said in the classroom.
CLASSROOM ENVIRONMENT

DON’TS ...  
• Don’t single out the students \textit{(remember they’re teenagers too!)}
• Don’t put them ‘on the spot’
• Don’t be \textit{visibly impatient}
• Don’t \textit{avoid communicating} because they are non-native speakers
• Don’t stereotype
• Don’t make assumptions

DO ...  
• use group work to create a ‘comfort zone’
• walk around and ask if students need help
• deal with silliness/giggling
• provide positive feedback

create a ‘safe’ non-threatening classroom atmosphere to reinforce confidence and self-esteem
LANGUAGE LEVEL

• real/authentic rather than ‘modified’ (need to model authentic language)
• avoid overly idiomatic and slang (e.g. Lockie Leonard)
• +1 – slightly more difficult than they can deal with but not so difficult that it is beyond them
• EAL students usually comprehend more than they can produce
Developing content knowledge and academic literacy

Preparing (planning; building the field; setting the context)

Joint Construction

Independent Construction

Reflecting

Modelling and Deconstruction
EXPLOITING LANGUAGE OPPORTUNITIES

• Tasks which practise different macro-skills, lexical/syntactic elements and cognitions while delivering content – **focus is not just on content**

• Allows essential development of relationship between cognitions and language

• Allows engagement with content in different modalities (including kinaesthetic)

‘Andrea Honigsfeld ... suggests that all lessons touch on every letter of the acronym SWIRL, which stands for **Speak, Write, Interact, Read, Listen**. The approach intentionally privileges productive language skills “from the beginning”.’

(Kaplan, 2019, 6 Essential Strategies for Teaching English Language Learners)

BACKWARD MAPPING

PLANNING
The ‘WHAT’ part

What **information** do students need to know? *(facts, new concepts, cultural knowledge etc)*

What kind of **vocabulary** they must have to succeed in their task? *(topic specific)*

What **grammar** do they need to use?

What genre? *(structure/language)*

What content do I include? *(depth vs. breadth)*

What are **current student language proficiency** and understandings?

What **language needs** do they have?

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**Keep in mind to...**

... pitch at their level ... BUT... ‘a little bit harder’

... vary the **mode of delivery** to suit different learning styles (videos, PPs, books, digital)

... think of different **learning arrangements** (group, pair, individual, T/A)

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**PLANNING CONSIDERATIONS**
Register:
Advertising – mix of formal and informal language with a clear purpose – to grab audience attention and invite audience to accept and believe the message.

Text type:
Advertisement (persuasive)

Language features:
Use of variety of rhetorical devices to persuade:
- Alliteration
- Rhetorical questions
- Noun groups
- Evocative adjectives
- Modality
- Wide vocabulary

Students need to be able to creatively manipulate language for effect.

Text type:
Explanation (expository)

Language features:
- Use of metalanguage specific to advertisement construction
- Text connectives showing justification

Students need to be able to describe and justify choices made.
Building the field

Comprehend two still image advertisements
- Locate and view two still image advertisements on a similar topic.
- Identify, comprehend and record information about text structures, language features, visual features, purpose and audience of each media text. Consider:
  - intended audience of the advertisement
  - topic, such as the product or service being promoted
  - choice of images and their appeal to the intended audience
  - elements such as text, font, graphics, colours, size, shape and placement.
- Summarise the advertisements’ main messages to their intended audience.

Consider amount of metalanguage contained in this simple sequence and in accompanying teacher tips

This vocabulary is crucial to both understanding the construction of an advertisement (Part A) and writing about the construction of an advertisement (Part B)

define ⇒ practise ⇒ recycle

- Word wall -
- Matching activities – word/definition; word/image or appeal
- Sorting activities – vocabulary relating to image/words/appeals

Low bandscale students – chunking information into conceptual groups; giving processing time; break out activities

Groups or whole class activity with oral sentence frames eg This ad is an example of ______ because it uses ________
**IMPORTANCE OF VOCABULARY**

- Many students can decode without understanding.
- Key indicator in successful comprehension: “word meanings making up as much as 70–80% of what learners understand from text” (de Courcy et al)
- Wide reading not enough to develop vocabulary.

**CONSIDER:**

- The language of texts read by students vs the language required for academic study.

“Research has demonstrated that for students to comprehend a text without assistance from the teacher, they must already know 98 per cent of the words. In the middle years, this requires a vocabulary of 8000 to 9000 words.” (de Courcy et al)
FACILITATING VOCABULARY DEVELOPMENT

- vocabulary lists not enough
- context and usage **IMPORTANT**
  
  **FORM + MEANING + USE**
  
  - Process of **define** ⇔ **practise** ⇔ **recycle**
  - provide multiple opportunities to practise/recycle and revisit
  - Collocations and functional words
  
  "...students must get enough repetitive practice to enable automatisation and this does not necessarily have to be drill-like."

(Dobinson & Buchori, 2016, Catering for EAL/D Students' Language Needs in Mainstream Classes: Early Childhood Teachers' Perspectives and Practices in One Australian Setting.)

Research has shown that an L1 speaker needs to see/use a word 12 times before they internalise it! How many times for an EAL student?
Strategies to reinforce vocabulary

Building familiarity with new vocabulary
- Questioning to elicit the word
- Word walls
- Word maps
- Flip books
- Quizzes
- Puzzles (word find, cryptograms, matching/sorting activities)

Using vocabulary in context
- Applying new vocabulary
- Cloze activities
- Sentence frames
- Scaffolded writing activities

STRATEGIES TO REINFORCE VOCABULARY
### Vocabulary

<table>
<thead>
<tr>
<th>WORD</th>
<th>ANSWER</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. AMENDMENT</td>
<td>ANGER</td>
<td></td>
</tr>
<tr>
<td>B. CONSTITUTION</td>
<td>ARRESTED</td>
<td></td>
</tr>
<tr>
<td>C. BEAR</td>
<td>BUYERS</td>
<td></td>
</tr>
<tr>
<td>D. INFRINGED</td>
<td>BANNED, NOT ALLOWED TO</td>
<td></td>
</tr>
<tr>
<td>E. IMPLIED</td>
<td>LIMITED OR RESTRICTED</td>
<td></td>
</tr>
<tr>
<td>F. FELONS</td>
<td>MADE RULES OR LAWS</td>
<td></td>
</tr>
<tr>
<td>G. APPREHENDED</td>
<td>CRIMINALS</td>
<td></td>
</tr>
<tr>
<td>H. FIRING</td>
<td>HURT</td>
<td></td>
</tr>
<tr>
<td>I. MANDATORY</td>
<td>NOT CONTINUED</td>
<td></td>
</tr>
<tr>
<td>J. PURCHASERS</td>
<td>HIDDEN, SECRET</td>
<td></td>
</tr>
<tr>
<td>K. PROHIBITED</td>
<td>SET OF GOVERNMENT RULES</td>
<td></td>
</tr>
<tr>
<td>L. LAPPED</td>
<td>A CHANGE TO A RULE</td>
<td></td>
</tr>
<tr>
<td>M. LEGISLATED</td>
<td>NECESSARY, HAVE TO</td>
<td></td>
</tr>
<tr>
<td>N. ADVOCATES</td>
<td>TRUE, REAL</td>
<td></td>
</tr>
<tr>
<td>O. CONCEALED</td>
<td>MEANT, NOT SAID OPENLY</td>
<td></td>
</tr>
<tr>
<td>P. VALID</td>
<td>IN AN ORGANISED WAY</td>
<td></td>
</tr>
<tr>
<td>Q. RAGE</td>
<td>SUPPORTERS, PEOPLE WHO SUPPORT</td>
<td></td>
</tr>
<tr>
<td>R. METHODICALLY</td>
<td>CARRY</td>
<td></td>
</tr>
<tr>
<td>S. WOUNDED</td>
<td>FIRST NIGHT</td>
<td></td>
</tr>
<tr>
<td>T. NEMESIS</td>
<td>AT THE BEGINNING, FIRSTLY</td>
<td></td>
</tr>
<tr>
<td>U. INITIALLY</td>
<td>JOKE, PRANK</td>
<td></td>
</tr>
<tr>
<td>V. STUNT</td>
<td>ENEMY</td>
<td></td>
</tr>
<tr>
<td>W. PREMIERE</td>
<td>SHOOTING</td>
<td></td>
</tr>
</tbody>
</table>

### Words of Contrast

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As</strong></td>
<td>however...</td>
</tr>
<tr>
<td><strong>because</strong></td>
<td>therefore...</td>
</tr>
<tr>
<td><strong>although</strong></td>
<td>whereas...</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>Nevertheless...</td>
</tr>
<tr>
<td><strong>Yet</strong></td>
<td>Though...</td>
</tr>
<tr>
<td><strong>Consequently</strong></td>
<td>But...</td>
</tr>
<tr>
<td><strong>While</strong></td>
<td>hand...</td>
</tr>
<tr>
<td><strong>As a result</strong></td>
<td>In fact...</td>
</tr>
<tr>
<td><strong>This means</strong></td>
<td>Furthermore...</td>
</tr>
</tbody>
</table>

### Conjunction Practice!

Combine and rewrite the following sentences, putting a conjunction where it needs to be. The first one has been done for you.

Mr. Simpsons loves doughnuts… **however** … he loves his family more.

Bart handed in his homework he forgot to give the teacher the last page.

The teacher returned Bart’s homework … she noticed the mistake.

The image of the Simpson family enjoying a picnic is an example of situational irony… it is not an example of parody.

If the audience looks closer… it is obvious that everything is perfect in the image.

… the audience can see how irony has been used in this image to draw attention to the real meaning.
Need to be taught but difficult in isolation
## Compare and Contrast

Use the following frames when you draft a paper or prepare to speak:

<table>
<thead>
<tr>
<th>Frame</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To open</strong></td>
<td>- The similarities between _______ and _______ indicate _______.</td>
</tr>
<tr>
<td></td>
<td>- By comparing _______ to _______, it becomes clear that _______.</td>
</tr>
<tr>
<td></td>
<td>- A comparison of _______ to _______ reveals _______.</td>
</tr>
<tr>
<td><strong>To compare or contrast</strong></td>
<td>- Although _______ and _______ are _______, _______ is _______.</td>
</tr>
<tr>
<td></td>
<td>- _______ is _______ whereas _______ is _______.</td>
</tr>
<tr>
<td></td>
<td>- The most obvious difference between _______ and _______ is _______.</td>
</tr>
<tr>
<td><strong>To support your ideas</strong></td>
<td>- One similarity / difference is _______.</td>
</tr>
<tr>
<td></td>
<td>- Their common characteristics include: _______, _______, and _______.</td>
</tr>
<tr>
<td><strong>To close</strong></td>
<td>- By comparing _______ to _______, we learn _______.</td>
</tr>
<tr>
<td></td>
<td>- The differences between _______ and _______ are important because _______.</td>
</tr>
</tbody>
</table>
USE VISUALS

TEXTS

- John Williamson’s video is a text.
- A text is a way of communicating a message. It can be written, spoken or visual.
- It is created by the author and directed at the reader or audience.
Sentence level (oral and written)

- Sentence frames (walls, cards, support mats, whiteboard)
- Sentence starters

Extended text level

- Graphic organisers
- Writing frames/outlines/generic structure
- Dictogloss
- Sentence starters
USE GRAPHIC ORGANISERS

- create/reinforce meaning
- allow relationships between ideas to be understood
- give students a focus for task
- support reading (develop skills of skimming, reading for detail)
- support writing (framework)
- generate talking opportunities
THE AGE OF INVENTION IN COTTON - technological innovations in the textile industry

Read the text and find the information to fill in the table below:

<table>
<thead>
<tr>
<th>INVENTION</th>
<th>INNOVATION</th>
<th>DATE</th>
<th>IMPACT OF THIS INVENTION ON THE TEXTILE INDUSTRY</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>THE LAND</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>WORK LIFE</th>
</tr>
</thead>
</table>

| HOME LIFE |

Before the Industrial Revolution
After the Industrial Revolution

Retrieval chart – helps in research topics
Table – helps organise ideas prior to writing
TALKING

Why?

• Helps them to verbalise thoughts and ideas → clarity of ideas
• Increased familiarity with vocabulary
• Forces engagement
• Facilitates transition from receptive to productive modes of language

How?

• Clear tasks and clear reason and goal for talking
• Structured (jigsaw or sorting activities eg)
• Use of language frames to support expression of ideas in subject-appropriate language: “I believe that …… should use ……. because …….”
• Small sympathetic groups to reduce anxiety
**Vocabulary Pair-Share Activity**

Work in pairs. Show your partner the word from the text, your partner needs to make a sentence relating to the context of the novel.

- Siege
- Sniper
- Cellist
- Mortar

---

The citizens of Sarajevo lived under siege.
During the siege of Sarajevo, residents were cut off and had to endure difficult living conditions.

The cellist had played the cello for the National Opera before the war.
The cellist played his cello for 22 days to honour the people who had died in the bombing.

Arrow is a sniper, shooting at enemy soldiers from her hiding place.

The cellist missed the mortar attack which killed many people at the market.
**Vocabulary Sorting Activity**

Work in pairs. Decide with your partner how you will sort the words into categories. What headings will you use for each category?

<table>
<thead>
<tr>
<th>adversity</th>
<th>change</th>
<th>choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>hardship</td>
<td>transform</td>
<td>options</td>
</tr>
<tr>
<td>difficulty</td>
<td>alter</td>
<td>decisions</td>
</tr>
<tr>
<td>challenges</td>
<td>convert</td>
<td>reactions</td>
</tr>
<tr>
<td>misfortune</td>
<td>improve</td>
<td>alternatives</td>
</tr>
<tr>
<td>dangers</td>
<td>amend</td>
<td>selections</td>
</tr>
<tr>
<td>challenging/difficult circumstances</td>
<td>adapt</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Instructions:**
Cut each column and row into individual boxes. To make the activity more challenging, do not give students the headings or categories. Let the students decide how they will classify the words. When the activity is finished, ask students why they made the choices that they did.
**Multi-Skill Activities - Dictogloss**

### Process
- Teacher reads a short text related to content
- Students write down key words or phrases with spaces to indicate missing text
- In pairs or groups, students collectively attempt to reconstruct the text
- Compare student text to original

### Benefits
- Challenging for all students
- Reinforces key concepts and vocabulary
- Allows students to move from receptive to productive mode
- By working collectively, students learn from peers
Importance of models and deconstruction

One technique used by Moore to construct his point of view is the use of confrontation. This refers to Moore's strategy of talking to people who are not prepared to be interviewed and who find themselves caught unaware. One example is when Moore decides to talk to Dick Clarke, the owner of the grill where Tamiria Owens worked. Moore is filmed talking to Dick Clarke.

Reduced relative clauses – which is used by Present tense use of referencing words

Introducing phrases – this is shown/demonstrated/exemplified; one instance is Reduced relative clause – giving extra information Passive

A year later, what has changed? December 14, 2013

There were two primary reactions to the Newtown shootings of a year ago.

The first was universal sorrow for the 20 first-graders killed in a burst of gunfire, the six adults who died defending them, and the families that were emotionally wounded in a way that will never quite heal.

The second reaction was a mad rush to buy guns. In Wake County, for instance, the first month after the Dec. 14 massacre saw handgun permit requests soar to 7,320, compared with 2,587 the previous January.

As a nation, we come to this first anniversary of Newtown with renewed sorrow and deepening resignation. Nothing, not 20 murdered first-graders, not an outraged president, not a majority of the U.S. Senate, can shake the dominance of a minority obsessed with having wide and easy access to guns.

People expected that tougher gun laws would be inevitable after such a tragedy. But that fear underestimated the strength of the gun lobby. Despite polls showing an overwhelming majority of voters supported a U.S. Senate bill to expand background checks for gun purchases, a minority of senators managed to block the legislation. In many states, easier gun laws have been adopted instead. Congress has failed in tightening gun control.

The reality about guns is that the Constitution – whether intentionally or not – does confer a right to bear arms. And most Americans believe the right to own a gun over a ban on gun ownership.
LANGUAGE FOCUS

STRUCTURE OF THE EDITORIAL

- An editorial is always about something in the news. The editor must tell us which news item has prompted him/her to write. So in the editorial there must be a summary of the news item.
  - Look at the editorial on the previous page. Identify the summary.
- An editorial expresses an opinion: it has a strong position.
  - Look at the editorial again. The author has created a strong position.
  - What is his opinion?

The author constructs his position through the use of 'coloured' or emotional language e.g. "the most disturbed individuals from the deadliest weapons"
Find five examples of emotive language in the text:
  - ____________________________
  - ____________________________
  - ____________________________
  - ____________________________

The editor also has things that he/she wants to say about the news story. So the editor may also give us:
  - WARNING – (find an example from the text)
  - ADVICE, IDEAS, OPINIONS - (find an example from the text)
  - CONSEQUENCES - (find an example from the text)

This is an advertisement for McDonald’s. It is advertising a McDonald’s Happy Meal. The target audience is children. It shows a picture of a boy who is wearing a McDonald’s toy watch. The advertisement uses many techniques. One technique is colour. It uses bright colours like yellow, green, blue and red to appeal to children. It also uses an interesting picture because the boy has a green and white painted face. The watch is very large so that people can see it more clearly. There is also a cartoon happy meal in the corner of the advertisement. It uses grab words like ‘free’ to attract customers. The slogan is “I'm lovin' it”. In my opinion, this is a very good advertisement because it will appeal to children.

1. What tense is used?

2. What is another word for 'shows'?

3. What is another word for 'picture'?

4. What is another way of saying 'like'?

5. This is an example of a justification or reason. What are other words we can use instead of 'to'?
Use the box below to list linking words of explanation (cohesive ties). Some have been done for you.

In fact... so... However... the reason is because...
As a result of this... In this image... This means...
In this way...

Use the linking words above (and information from your Simpson’s worksheet) to complete the sentences below.

<table>
<thead>
<tr>
<th>If the viewer looks closer, the image uses situational irony to show that everything is not as perfect as it seems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The situation is a very dangerous one.</td>
</tr>
<tr>
<td>In the background there are two nuclear towers, and the stream flows directly from them.</td>
</tr>
<tr>
<td>The water and the air are both contaminated by radioactivity and can make the Simpson family very sick.</td>
</tr>
<tr>
<td>The satirical technique of situational irony uses humour to criticise the use of nuclear energy in our society.</td>
</tr>
</tbody>
</table>

Write six complex sentences of your own about the Simpson’s family situational irony image.

1. 
2. 
3. 
4. 
5. 
6.
## Scaffolding Sentences - Grammar Grid

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers</td>
<td>produced</td>
<td>more meat and wool.</td>
</tr>
<tr>
<td>Many people</td>
<td>moved</td>
<td>to the cities for work.</td>
</tr>
<tr>
<td>Soil on farms</td>
<td>improved</td>
<td>due to crop rotation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participant</th>
<th>Process</th>
<th>Circumstance/Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmers</td>
<td>produced</td>
<td>more meat and wool.</td>
</tr>
<tr>
<td>Many people</td>
<td>moved</td>
<td>to the cities for work.</td>
</tr>
<tr>
<td>Soil on farms</td>
<td>improved</td>
<td>due to crop rotation.</td>
</tr>
</tbody>
</table>
### NOMINAL GROUP

#### pre-modification (general ◗ specific)

<table>
<thead>
<tr>
<th>Pointer</th>
<th>Numerative</th>
<th>Describer/s</th>
<th>Classifier/s</th>
<th>Thing</th>
<th>Qualifiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which one are you pointing to?</td>
<td>How many or how much?</td>
<td>What’s it like?</td>
<td>What kind is it?</td>
<td>What are we talking about?</td>
<td>Which one in particular?</td>
</tr>
<tr>
<td>The</td>
<td>nine</td>
<td>big, red</td>
<td>automatic</td>
<td>cars</td>
<td>parked outside</td>
</tr>
<tr>
<td>The</td>
<td>four</td>
<td>smaller</td>
<td>terrestrial</td>
<td>planets</td>
<td>closest to the sun</td>
</tr>
</tbody>
</table>
Explain and show, rather than tell.

Don’t just ...  
-The Topic Sentence gives the main idea of the paragraph

Do ...  
- The topic sentence = topic + controlling idea/focus

The topic sentence has 2 parts:  
**Topic + controlling idea**

The topic is the subject of the paragraph and the controlling idea tells what the paragraph will tell about the topic.

http://www.slideshare.net/GEMalone/methods-for-writing-topic-sentences-presentation
REGISTER APPROPRIATENESS

- Academic success contingent on appropriate register
- Links to vocabulary and grammar

- Explicitly taught
- Labelled
- Repeatedly referred to
- Practised
- Use humour – develop understanding through creating connections and engagement
WRITING

Explicit unpacking of question/task

Model

Deconstruction

Keyword/topic? Process?

Scaffolding (graphic organiser, leading questions, sentence starters)

joint construction

Focus/practise specific structures

Drafting and specific feedback

final
**SCAFFOLDING**

Use the photograph given to you to practice your Irony paragraph. The first sentence has been done for you but I have given you hints for some of the others too.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Write your paragraph here...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Sentence</td>
<td>This image of the sign in front of a maintenance repair shop is an example of satire.</td>
</tr>
<tr>
<td>Definition of satire (find it in the dictionary and remember to reference)</td>
<td></td>
</tr>
<tr>
<td>Listing Signal</td>
<td>One technique used in this text to construct satire is that of...</td>
</tr>
<tr>
<td>Definition of situational irony (remember to reference it – use the dictionary)</td>
<td></td>
</tr>
</tbody>
</table>
| Example – give a description of the image. Analyse.  
1) What is it?  
2) Why is it situational irony? |                                                               |
| Explanation – explain and elaborate on the example | Using the photograph as a basis for a visual analysis and the controlling idea...

How did people’s lives change at work?

<table>
<thead>
<tr>
<th>OUTLINE</th>
<th>PARAGRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THEESIS** – What do you believe? What is your position? (you can use “I”)

CONCESSION – recognise that the other side of the argument may be valid (“It is said that ... but I believe that ...”)

BODY – three reasons which support your thesis

- What are the reasons for believing in your thesis?
- Give examples or evidence

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
Now, how would you write a paragraph to answer the following question?

How did people’s lives change during the Industrial Revolution (IR)?

What changes occurred at home?

- What was home life like before the IR?
- What was home life like during the IR?

What changes occurred at work?

- What was work life like before the IR?
- What was work life like during the IR?
At feedback stage

- ‘find a better word’
- ‘Fix this’
- teach the structure/vocabulary

percent of Aboriginal people are still experiencing racism every day. They are also still suffering an extremely high death rate compared to mainstream Australian society. Although anti-racism is advocated in society nowadays, Aborigines are always being racially discriminated against. Their job prospects are rejected by white Australia simply because they are Indigenous people. Everyone is reluctant to get close to them because they are Indigenous people. They don’t acquire the assistance they deserve because they are indigenous people. How pathetic and ridiculous that the Aborigines

Comment [MG6]: Use present simple rather than present continuous – it will make it more powerful

Comment [NG5]: Same here

Comment [NG6]: And here
Correction Code:
Use a correction code to help students develop the skill of self-editing their writing:

Why would u kill person who was most loyal to you? Why would you betrayed me and kill me.
HOW TO USE THESE STRATEGIES

Not stand-alone strategies

Look for opportunities within teaching sequence

Embedded and contextualised
Strategies overview – in a nutshell

• Plan – backward map so there are no surprises
• Identify the language demands of the curriculum
• Use preparation phase to develop language and concepts
• Move beyond verbal to full range of modes
• Make the abstract curriculum more concrete
• Move towards an interactive and collaborative classroom
• Provide models
• Provide opportunities for exploratory talk
• Provide timely, formative feedback
• Reflect
WHERE TO FROM HERE?

I will ...