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Incorporating EAL/D students' home languages and cultures into mainstream curriculum teaching and learning at school: Findings from a design-based Queensland study.

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This presentation reports the outcomes of a Queensland Department of Education Horizon project that investigated the integration of English as an additional language or dialect (EALD) students' home languages into mainstream curriculum and teaching. The project was a design-based intervention which brought together secondary teachers, a cultural broker, EALD students and their families with researchers to gain insights into how best to utilise home languages and cultures as pedagogical tools for improving student outcomes and engagement.

As part of the *Home Languages in Schools* project, a series of design-based workshops were conducted which introduced participants to the principles of second language acquisition and translanguaging as well as the design of relevant pedagogical tasks. All participants committed to the activities planned during the workshops. These included parents engaging with their children in home language to discuss and monitor progress in understanding topics and completing tasks, and teachers implementing strategies to foreground student home languages in their teaching and curriculum content.

In this presentation we outline the benefits of including students' home languages in curriculum and pedagogy, and detail the pedagogical interventions generated in the design-based workshops. We discuss the outputs from the project including teaching resources and a public website with tips for students, parents and teachers who are interested in including students' home languages in their teaching and learning. During the presentation we introduce participants to the website which can be found @ [Home - Home Languages in Schools: Students, Families and Teachers Learning Together \(HLinS\) \(qut.edu.au\)](https://www.qut.edu.au/home-languages-in-schools).

Presenters

Associate Professor Margaret Kettle researches and teaches in TESOL and applied linguistics at Queensland University of Technology (QUT), Brisbane, Australia. Her research projects focus on language, culture and pedagogy as they relate to the lives and interactions of diverse language users in schools, workplaces, community organisations, and higher education. Her research projects include the development of multilingual school-based glossaries for newly-arrived bilingual students and investigation of EALD student academic trajectories across levels of schooling.

Professor Annette Woods researches and teaches in literacies; curriculum, pedagogy and assessment; and social justice education at Queensland University of Technology. She is a Chief Investigator in the Centre of Excellence for the Digital Child based at QUT. Her research includes a curriculum study of science and history teachers' practices of embedding Indigenous content; a practice research project investigating culturally nourishing schooling; and project that investigates children's multimodal representations of using technologies to learn.