

Title - The Language of Engagement – Moving EAL/D Learners from Oral Language to Writing Tasks

Blurb: Discover how you can support English as an Additional Language/Dialect (EAL/D) learners to extend their existing spoken language knowledge and build their mastery to experience success in writing tasks through practical, research-based approaches.

Overview: In the 21st century, demographic changes driven by refugee movements, global migration, and increased international mobility have significantly reshaped classrooms across Australia, creating new linguistic, cultural, and educational realities. These shifts have transformed classroom language needs, increased learner diversity, and influenced the pedagogical choices teachers make for EAL/D learners that includes newly arrived refugees, international students, migrants, or Australian born children with a different home language.

More learners are arriving with widely varying levels of English proficiency, literacy backgrounds, and prior schooling experiences. We may have some learners who are highly literate in their home languages as well as other learners who have had disrupted schooling due to conflict or displacement. Added to these disparities are the nuances of home languages, cultural values, trauma backgrounds, and differing communication styles. This means that teachers are increasingly needing culturally responsive approaches that recognise EAL/D learners' translanguage resources as strengths rather than deficits.

Unlike some other Australian states, Queensland does not have a specific statewide EAL/D programme where learners are explicitly taught by EAL/D specialists before graduating into mainstream classrooms. Teaching English in Queensland comes with the additional provision of explicit support for EAL/D learners in mainstream classrooms to:

- develop academic language for subject-specific learning
- understand classroom routines and social communication
- build literacy skills simultaneously with content knowledge
- navigate unfamiliar cultural and schooling expectations
- transition from oral language competence to academic writing.

Building on the understanding and knowledge that speech is the first skill to develop in our EAL/D learners, participants will gain insights on how they can intentionally build on their oral language strengths and use this knowledge to facilitate their progress along the register continuum to produce and experience success in written tasks.

Learning Outcomes:

This PD will allow participants to:

- Discover how ORAL LANGUAGE can be utilised to help EAL/D learners WRITE using explicit instructions and scaffolded learning sequences to reinforce the teaching and learning cycle.
- Deconstruct concepts for pre, during and post writing activities to support the progression of EAL/D learners along the register continuum from “spoken-like” to “written-like” language.
- Develop existing repertoire of practical EAL/D pedagogies and strategies by adding cooperative learning strategies to boost confidence and significantly increase the collaboration and engagement of their EAL/D learners.