

# An Introduction to the Languages & Multicultural Education Resource Centre (LMERC)

A sample of teaching and learning resources at LMERC for VicTESOL members



## Acknowledgement of Country

*I would like to acknowledge the Traditional Owners of the land on which we are today.*

*I would also like to pay respects to Elders past and present and specifically acknowledge the important role of story in the history, and the lives, of the traditional owners of this land.*

## LMERC – key information

LMERC is a DE specialised library with a focus on EAL, Languages, Cross Curriculum Priority Areas & Intercultural Capability

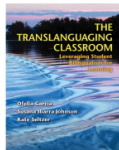
### LMERC provides

- Free state-wide service for all schools with free postage for schools
- long loans – 12 weeks for school staff
- Monday to Friday – 9am to 5pm
- Open all through the school holidays
- Level 1, 189 Faraday Street, Carlton
- Email: [lmerc.library@education.vic.gov.au](mailto:lmerc.library@education.vic.gov.au)
- Phone: 9349 1418 02 or 9057 4400



# Newsletter

## New teacher resources



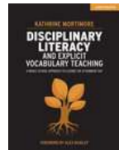
[The Translanguaging Classroom](#) by Ofelia García; Kate Seltzer & Susana Johnson (2022)

This resource shows teachers, administrators, professional development providers, and researchers how to use translanguaging to level the playing field for bilingual students in English-medium and bilingual classrooms.



[Supporting Children with EAL in the Early Years](#) by Judith Harries (2020)

This book aims to equip early years practitioners with the resources and skills required to create a stimulating learning environment and to fully include EAL children into their settings. It provides practical ways to show children and their families that their language and culture



[Disciplinary Literacy and Explicit Vocabulary Teaching](#) by Katherine Mortimore (2020)

This resource outlines the unique literacy challenges posed by specific subject areas for those with weaker literacy skills, and more importantly how these challenges can be addressed and overcome.



[Jeremy Harmer's 50 communicative activities](#) by Jeremy Harmer (2022)

This book sets out the characteristics of good communicative activities, before outlining a range of clear, practical and fun examples that will help teachers in a wide range of contexts to effectively engage learners and develop their communicative skills.

## [Teaching speaking and listening through chants, rhymes and songs](#)

Tuesday 21 October, 5:30pm – 6:30pm - online

In this session you will learn how to support newly arrived students to speak clearly, practise vocabulary and learn the language structures of every day spoken Australian English. You will learn how to use chants, rhymes and songs to engage and motivate students, as they learn how language works, in a fun way.

## [Persuasive Writing for EAL Learners: A Functional Grammar Approach](#)

Thursday 6 November, 5:30pm – 6:30pm, online

Persuasive writing can be particularly challenging for students learning English as an additional language. This session introduces teachers to functional grammar as a powerful tool to support all learners in producing effective persuasive text.

## [Teaching Otherwise: Hybrid Professional Becoming in Multilingual English Classrooms](#)

Liza Abad, Amna Iqbal, Ashley Starford, Thanh Huong Hang Le (Jo Le), Nashid Nigar - Faculty of Education, University of Melbourne

Thursday 13 November 5:30pm – 6:30pm, online

This session brings together a diverse group of English educators—teaching in schools, TAFE, community programs, and universities across Australia and beyond—who work daily with learners from both English-first and additional-language backgrounds.

## LTV - Language Teachers Victoria

### [Unlocking the Power of Speaking: Engaging Activities to Boost Oral Fluency](#)

Monday 27 October, 3:45pm – 4:45pm - online

This workshop will equip teachers with effective, practical strategies to foster oral communication in the classroom. From engaging warm-ups that encourage spontaneous interaction to structured projects that scaffold meaningful conversations, participants will explore a range of techniques designed to boost students' confidence and fluency.

### [LTV Languages Conference 2025](#)

Friday 5 December, 8:45am – 4:15pm - East Melbourne



## June 2025

LMERC will be closed on Monday 9 June (public holiday).

Postage is free for all government schools in Victoria.

## Refugee Week - Finding Freedom: Diversity in Community - 15-21 June 2025



## Refugee Week

Coordinated by  
Refugee Council of Australia

Refugee Week is celebrated around the country annually, providing the opportunity to acknowledge the success of refugees and humanitarian entrants in Australian society. 20 June is World Refugee Day which honours refugees and celebrates the strength and courage of people forced to flee their home country to escape conflict or persecution.

The [Teachers' Resource Kit](#) contains practical ideas for classroom activities, discussion guides, and a range of resources that explore refugee stories.

See the [LMERC Refugee Week LearnPath](#) for resources.

## Teaching graphic novels

[Teaching graphic novels to adolescent multilingual \(and all\) learners](#) is a popular resource and we now have more copies available. New graphic novels include [Graphic novel builder](#), [The cartoonists club](#), [Escape from Mr. Lemoncello's library](#), [Chickenpox](#) and [Global](#).



[A Guide to Using Graphic Novels With Children and Teens](#)

## New teacher resources

- [Subscribe](#) to the LMERC newsletter – 2 per term includes new resources at LMERC & online, professional learning and event information, relevant programs and journal article alerts.

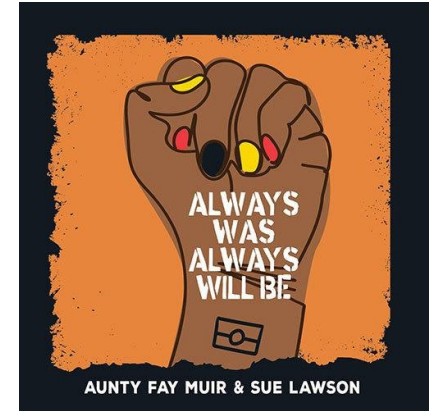
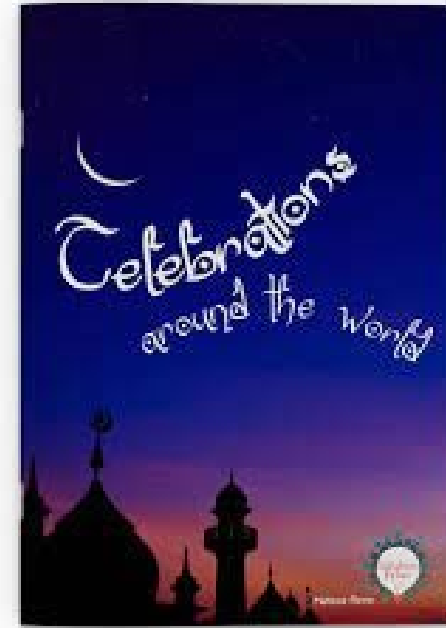




# Resources at LMERC

## LMERC collection overview

- 26,000 items in catalogue
- In over 60 languages
- All formats – books, games, websites, electronic resources, realia, flash cards, songs, articles, posters, puppets, eBooks
- Teacher reference
- Bilingual and monolingual resources
- LearnPath guides (curated resource collections)
- Reading lists
- Resource lists

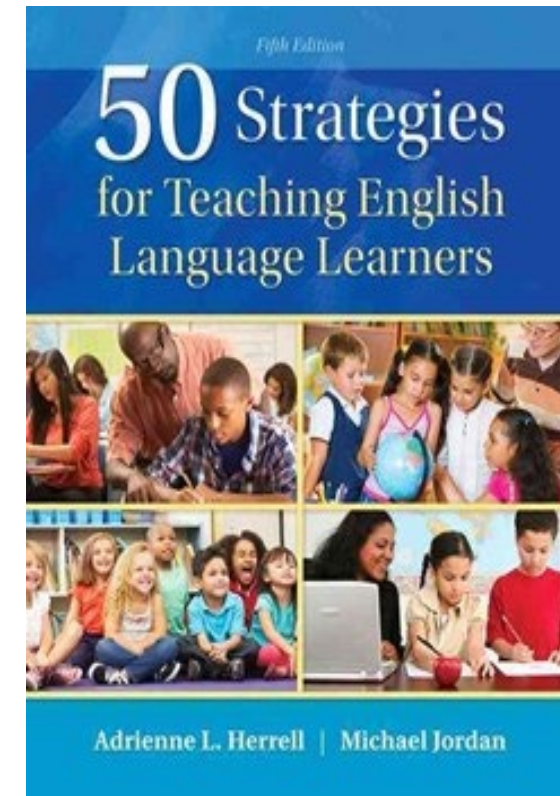


**Difference or Disorder?**  
Understanding Speech and Language Patterns in  
Culturally and Linguistically Diverse Students  
Ellen Stubbe Kester, Ph.D.  
**BILINGUISTICS**



# EAL resources

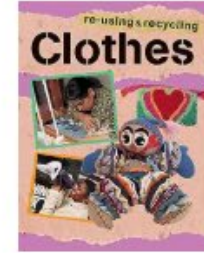
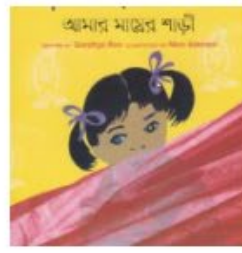
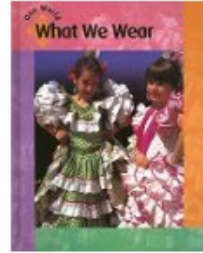
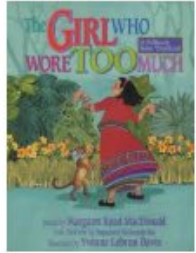
- Resources to support EAL curriculum
- Teaching and learning reading, writing, speaking and listening, grammar, pronunciation and more
- Strategies, quick tips and ideas
- Lesson plans / content
- Games, flash cards, sequencing tiles, flipcharts, board games
- Language background information



[50 Strategies for teaching English language learners](#)  
by Adrienne L. Herrell and Michael Jordan

# Reading Lists

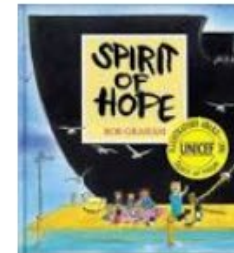
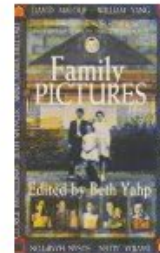
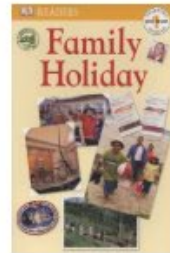
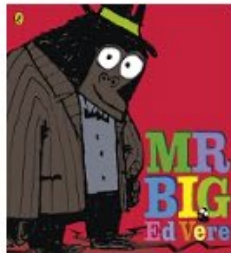
Beginning English as an Additional Language - Support Material Resources - Years 2 to 6 - Clothing



more

...

Beginning English as an Additional Language - Support Material Resources - Years 2 to 6 - Family and Friends



more

...



# LearnPath pages

NEWS PAGES > LEARNPATH HOME > CULTURALLY DIVERSE RESOURCES > PICTURE BOOK BY THEMES > AFGHAN - CULTURE AND LANGUAGES > EXPLORING AND EVALUATING CULTURALLY DIVERSE LITERATURE > FICTION FOR ADVANCED READERS > INTERCULTURAL CAPABILITY RESOURCES > PRIMARY RESOURCES AND TEACHER GUIDES >

CULTURAL DIVERSITY - EARLY YEARS > CULTURAL CALENDAR AND RESOURCES > PREVENTING & ADDRESSING RACISM > REFUGEE WEEK 2025 > MULTICULTURAL COMMUNITIES [%]

Add information box > Add new guide > Edit this guide > Export >

Click the 'Add information box' button above to add content. Click the 'Add new guide' button for a new guide either at this menu level or below this guide.

PREVENTING AND ADDRESSING RACISM

AUSTRALIAN HUMAN RIGHTS COMMISSION (AHRC) EDUCATION REFERENCE GROUP

Help Shape Anti-Racism Education in Australia

The Australian Human Rights Commission is committed to equipping future generations with the knowledge and tools to eliminate racism. To support this work, we are establishing an Education Reference Group to inform the development of impactful, informed anti-racism resources for young people across the country.

Teachers play a crucial role in empowering students to recognise, challenge, and eliminate racism. Your insights are vital in developing resources that support students to build their racial literacy, and to feel safe, respected, and heard - regardless of their cultural or racial background.

If you would like to be part of this reference panel, read this further information.

Expressions of Interest

The Expressions of interest are due by 16 October 2025.

PREVENTING AND ADDRESSING RACISM IN SCHOOLS

Preventing and Addressing Racism in Schools: Policy | VIC.GOV.AU | Policy and Advisory Library

TEACHING RESOURCE - CHRISTCHURCH ATTACKS

This resource is designed to support teachers in addressing the 15 March 2019 mosque attacks in Christchurch with sensitivity, educational value, and a focus on inclusion, resilience, and critical thinking.

Resources for teaching about the Christchurch attacks

FACTSHEETS FROM THE AUSTRALIAN HUMAN RIGHTS COMMISSION

Resources: Myths and misconceptions about racism | Australian Human Rights Commission

WHAT IS ISLAMOPHOBIA?

What is Islamophobia?

Share

Watch on YouTube

RESOURCES FOR CLASSROOMS

- Learning and Responding to Antisemitism videos - a series of video resources for teachers developed in collaboration with the Jewish Community Council of Victoria, the Jewish Museum of Australia and the Ark Centre
- Racism, No Way - a national anti-racism education website with resources developed to support the delivery of anti-racism education in the classroom
- Click Against Hate - online platform offering ready-to-teach modules under four key topics: stereotypes and prejudice, media misrepresentation, discrimination, and online hate
- Let's Talk About Racism, Australian Human Rights Commission - mini clip accompanied by teacher lesson plans and classroom resources
- Education, Action and Change, Reconciliation South Australia - a resource for preschools, primary and secondary schools to support teaching and learning about racism and its impacts

BOOKS AND WEBSITES ABOUT RACISM

Show all items

FEATURE RESOURCE

When we say Black Lives Matter

written and illustrated by Maxine Beneba Clark. (2020)

FEATURE RESOURCE

The young activist's dictionary of social justice

collaboration with Ryse Tottingham ; illustrated by Andy Passchier. (2022)

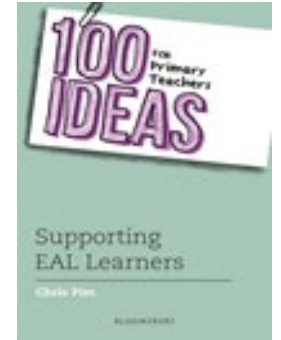
## Preventing and addressing racism LearnPath

9

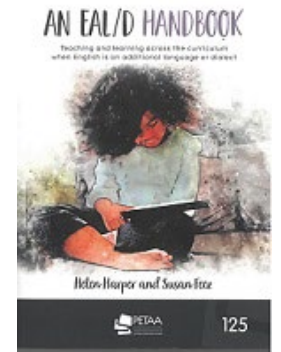


## Teacher reference EAL resources at LMERC – some examples

[100 Ideas for Primary Teachers - supporting EAL Learners](#) by Chris Pim (2018) – also available – Early Years, Secondary, ADHD,

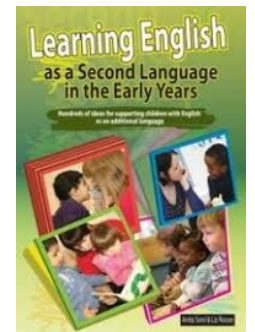


[An EAL/D handbook: Teaching and learning across the curriculum when English is an additional language or dialect](#) by Primary English Teaching Association Australia: Helen Harper & Susan Feez (Eds.) (2020)



[Learning English as an additional language in the early years: hundreds of ideas for supporting children with English as an additional language](#) by Anita Soni & Liz Rouse (2017)

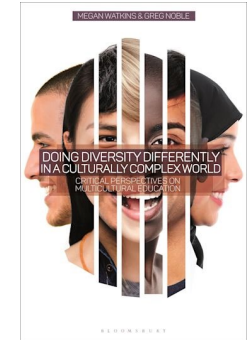
[Scaffolding Language, Scaffolding Learning](#) by Pauline Gibbons (2014)



[Empowering EAL Learners in Secondary Schools A Practical Resource to Support the Language Development of Multilingual Learners](#) by Joanna Kolota (2024)

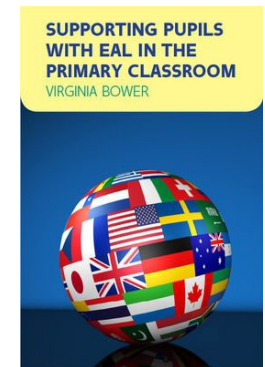
# Teacher reference EAL resources at LMERC – some examples

[Supporting the wellbeing of children with EAL : essential ideas for practice and reflection](#) by Liam A. Murphy (2023)

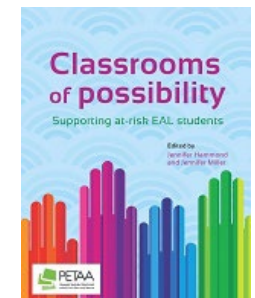


[Supporting Children with EAL in the Early Years](#) by Judith Harries (2020)

[Doing diversity differently in a culturally complex world: critical perspectives on multicultural education](#) by Megan Watkins and Greg Noble (2021)



[Classrooms of possibility: supporting at-risk EAL students](#) edited by Jennifer Hammond and Jennifer Miller (2015)

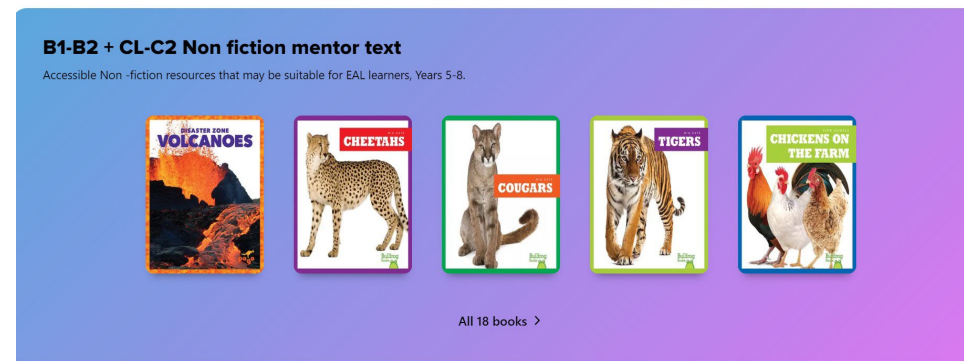


[The ELL teacher's toolbox 2.0 : hundreds of practical ideas to support your students](#) by Larry Ferlazzo and Katie Hull Sypnieski (2025)

# eBooks for EAL

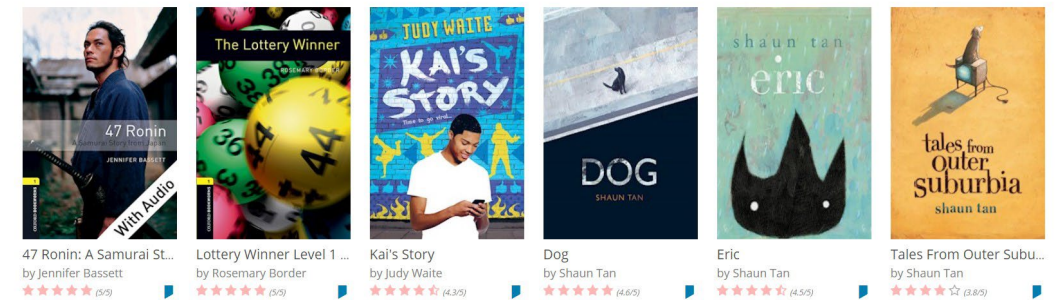
## OVERDRIVE – SORA

A handpicked selection of digital resources for teachers and learners available from the [Overdrive Sora app](#). Use your LMERC card number and password to access these resources. Includes bilingual picture dictionaries and stories, picture books by First Nation's authors, science related mentor texts, strategies for EAL and languages teaching and resources for teaching about wellbeing and resilience.



## EAL Secondary reading

[view m](#)




## ePlatform

Access the LMERC eBook and Audiobook collection from [ePlatform](#). A selection of primary and secondary picture books and novels (some non-fiction too). Separate sign-up required. You must be a LMERC member (and Victorian educator) to access the LMERC collection. The ePlatform app includes a translation tool - look for the book/speaker icon once you borrow an eBook.

[How to register for ePlatform](#)

[2 minute video](#) - how to use Immersive Reader for text to speech; EAL and translation

# Using immersive reader



A Single Stone

Every girl dreams of being part of the line – the chosen seven who tunnel deep into the mountain to find the harvest. No work is more important.

Jena is the leader of the line – strong, respected, reliable. And – as all girls must be – she is small; her years of training have seen to that. It is not always easy but it is the way of things. And so a girl must wrap her limbs, lie still, deny herself a second bowl of stew. Or a first.

But what happens when one tiny discovery makes Jena question everything she has ever known?

What happens when moving a single stone changes everything?

Jack is playing with his Lego. He has

built an enormous castle with a moat.

Hey Jack! That's a Big Book!: Includes 10 stories!

Jack is playing with his Lego a

built an enormous castle o


Now he must save all the people in

castle from the fierce dragon

castle

Listen English

castle



# ePlatform

Hey Jack! That's a Big Book!: Includes ... Original | Dari

Jack is playing with his Lego. He has built an enormous castle with a moat. Now he must save all the people in the castle from the fierce dragon

Hey Jack! That's a Big Book!: Includes ... Original | Dari

جک با لگو خود بازی می کند. او یک قلعه عظیم با خندق ساخته است. حالا او باید تمام مردم در قلعه را از اژدها خشن نجات دهد.

Hey Jack! That's a Big Book!: Includes ... Original | Dari

This is Jack. Today Jack is in a mood. When he is in a moochy mood, Jack likes to play all by himself.

Syllables Off

Parts of Speech

- nouns ☒
- verbs ☐
- adjectives ☐
- adverbs ☐

Show labels ☐

Hey Jack! That's a Big Book!: Includes ... Original | Dari

This is Jack. Today Jack is in a moochy mood. When he is in a moochy mood, Jack likes to play all by himself.

Grammar Options



# Example - Arc – Session 2 - The teaching and learning cycle (TLC) and assessment

## Explicit deconstruction of the model



### Example Paragraph One

*What happened at the beginning of the story?*

1. Highlight **three verbs** in **green**.  
*What tense do we use? Why?*
2. Highlight **three conjunctions** in **yellow**. *Why do we use these?*
3. *What are the words highlighted in **red**? Why do we use them?*
4. *What are the words highlighted in **blue**? Why do we use them?*

In the morning, Jen snorkelled and swam under the water. She wore her snorkel and fins, so she could swim well. She had a good time because she saw many beautiful fish. Rick surfed with his new surfboard.

Can use a different text for identifying features.



Explicit  
Teaching

# Decodables on ePlatform - fiction

**Fiction**   Non-Fiction   Analytics   Patron Progress Report   About Decodables

**LEVEL 1**

**LEVEL 2**

**LEVEL 3**

**LEVEL 4**

**LEVEL 5**

**LEVEL 6**

**LEVEL 7**

**DECODABLE Level 5**

Focus: ai, ay, ea, ee, ie, igh, oa, ow, ew, ue

15 out of 15 books to complete level 5

RESOURCES

LEVEL 5 Book 1: The Magic Show

LEVEL 5 Book 2: A Trip to the Gibson

LEVEL 5 Book 3: The Fishing Trip

LEVEL 5 Book 4: A Visit to the Snow

LEVEL 5 Book 5: A Day in the Rainforest



When they get to the little dumpling shop, they see an old shop with bright lights streaming out of the big window. Their nostrils are hit with a magnificent mix of smells. 'This is it,' Pip and Pat say as one. They step into the shop and are greeted by a waitress in a blue silk dress with gold script on it. She takes them to a spot by the window and brings them some tea.

There is a little sheet next to the teapot with digits and text on it. A man comes up to Pip and Pat. He has two big metal trays on wheels, with lots of chopsticks and bowls on it. There are little steaming pots in stacks on top of the tray. He lifts the pots and shows Pip and Pat many dishes. Pip and Pat pick some pots, and the man plops them down on the cloth. The man then gets out a stamp from his pocket and stamps the little sheet.



**Super Words**  
Read these decodable words from the story as quickly as you can!

teapot   flight   nostrils

Hong Kong   feet   chopsticks   bottomless

Revise the Level 5 focus phonemes (sounds)

rain   say   eat   free   tie

night   beat   show   chew/ few   true/ cue

**High Frequency Words**  
Practise reading these words.

for	with*	as	that*
on*	the	are	you
one	he	or	a
is	his	words	of
to	this*	be	and*
have*	I	from*	was
they	by	after	what
all	we	were	when*

\* Denotes high frequency words that are also decodable

Level 5 Book 14 - Dim Sum in Hong Kong   Name: \_\_\_\_\_

Fill in the missing letters to write the word that matches the picture and write the word on the line below.

ch _ _ stick _	t _ _ po _	b _ _ l	wh _ _ l
_____	_____	_____	_____

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# Decodables on ePlatform – non fiction

## Non-Fiction Level 10 Book 4B



Sea Turtles

### Level 10 Book 4B: Sea Turtles

Words: 1169

Super Sounds - Revise the phonemes (sounds) below.

ou o ui ea or ear u oul er ar  
or ge ough ar al ear o le ch ti  
se ce

Phonics Activity - Using the 'ge' grapheme, come up with a word containing that grapheme and challenge the child to say 3 or more words that rhyme with that word. E.g. large, barge, sarge, Marge, etc. / hinge, binge, singe, syringe, fringe, etc.

Teaching Tip - 'Cloacal' is pronounced /k/lo/ae/kju/ll/. It refers to the cloaca, which is a chamber that some birds, reptiles, fish and amphibians have in which their urinary, intestinal and reproductive canals empty into. The abbreviation 'm' is used for million (when referring to years). 'Australia' is pronounced /o/s/t/r/ae/ll/yu/.

High Frequency Words

water colour heart called  
people away other who



Sea turtles are reptiles that spend most of their lives in the sea. There are seven different kinds of sea turtles: leatherback, flatback, loggerhead, green, hawksbill, olive ridley and Kemp's ridley. All sea turtles have hard shells except for the leatherback sea turtle, which has a leathery shell. All sea turtles except for the flatback are found in waters around the United States, while the flatback sea turtle is only located in some parts of the Pacific. Adult male and female sea turtles are around the same size in each of the different sea turtle kinds. The way to tell which sea turtle is male and which is female is by the tail: males have longer tails with a cloacal opening near the tip, while females have shorter tails with a cloacal opening near the base. You cannot tell the gender of a hatchling by looking at it.

Page 2-3 of 18

## Non-Fiction Level 10 Book 4B - Sea Turtles

Name: \_\_\_\_\_

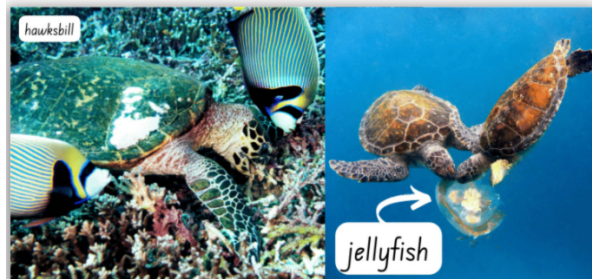
Game 1: Cut out each card and read the words aloud. Spread the ten cards out face down. Collect two cards at a time and read them. If they match, keep the pair.



puzzle	friction	sponges	population	resemble
puzzle	friction	sponges	population	resemble

Game 2: Place all ten cards in a single pile face down. Pick up one card and read the word. Then spell the word from memory. If you spell it correctly, keep the card.

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Sea turtles are very important for the health of the environment. Some sea turtles play a vital role in the food chain as predators that keep some animal populations from growing out of control. Since the hawksbill sea turtle eats lots of sea sponges, this prevents the sea sponges from overtaking coral reefs, keeping the reefs safe for the many sea animals that live in them. The leatherback sea turtle is also very useful as they eat lots of jellyfish. This stops jellyfish from eating up all the fish stocks, which leaves fish for other animals in the food chain (including humans) to eat. Loggerhead sea turtles eat prey with hard shells (such as crabs and lobsters), which breaks up and drops the bits of shells during the eating process and helps to keep the bottom of the seas healthy.

### Quick Questions

1. How many different kinds of sea turtles are there?
2. Which sea turtle is herbivorous as an adult?
3. Have you ever seen a turtle? Where?

### Word Watch: shell (noun & verb)

As a noun, a 'shell' refers to the protective outer case of a mollusc, crustacean or reptile. The proper word for a turtle's shell is 'carapace'. A shell can also refer to an explosive projectile (such as a bullet casing) or bomb. As a verb, it can mean to remove the shell from something (such as a nut, seed or prawn).

### Morphological Awareness

The word 'shell' can have several suffixes added to it, including 's', 'ed', 'er', 'ing' and 'y'. It can also be a part of some compound words, such as 'shellfish', 'softshell', 'nutshell', 'eggshell', 'seashell', etc.

### Partner Prompt

Have you ever found pretty shells on the beach or seen an interesting shell somewhere else? Tell your partner about it.

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### Glossary

1. **cloacal** - the chamber that birds, reptiles, amphibians and some fish have in which they empty their intestinal, urinary and reproductive canals.
2. **continental shelf** - an area of seabed that surrounds a large land mass where the sea is shallow.
3. **drag** - the action of pulling something down with force.
4. **friction** - the resistance felt when one moving object moves over another.
5. **fusiform** - the shape of tapering at both ends; spindle-shaped.
6. **omnivores** - animals that eat diets consisting of meat and plants.
7. **resemble** - to look like something.
8. **retract** - to draw back or withdraw.
9. **spindle** - a thin rounded rod with tapered ends that is used to spin thread by hand from wool or flax.
10. **streamlined** - a form that has very little resistance to airflow or water flow.
11. **substance** - a material or thing that something is made of.
12. **tapers** - reduces in thickness towards the end of something.
13. **tunicates** - a marine invertebrate group of sea squirts and salps.

### Super Words

Read these decodable words from the story as quickly as you can!

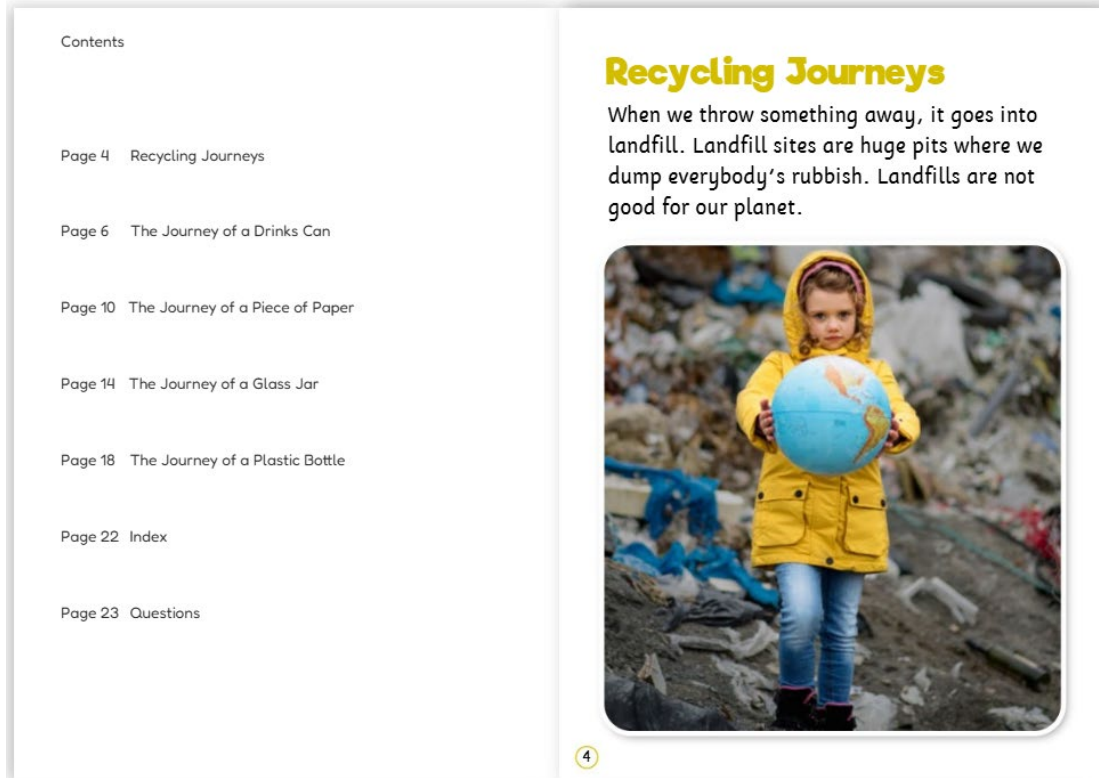
puzzle unchanged friction  
sponges populations distance resemble

Revise the Level 10 focus phonemes (sounds)

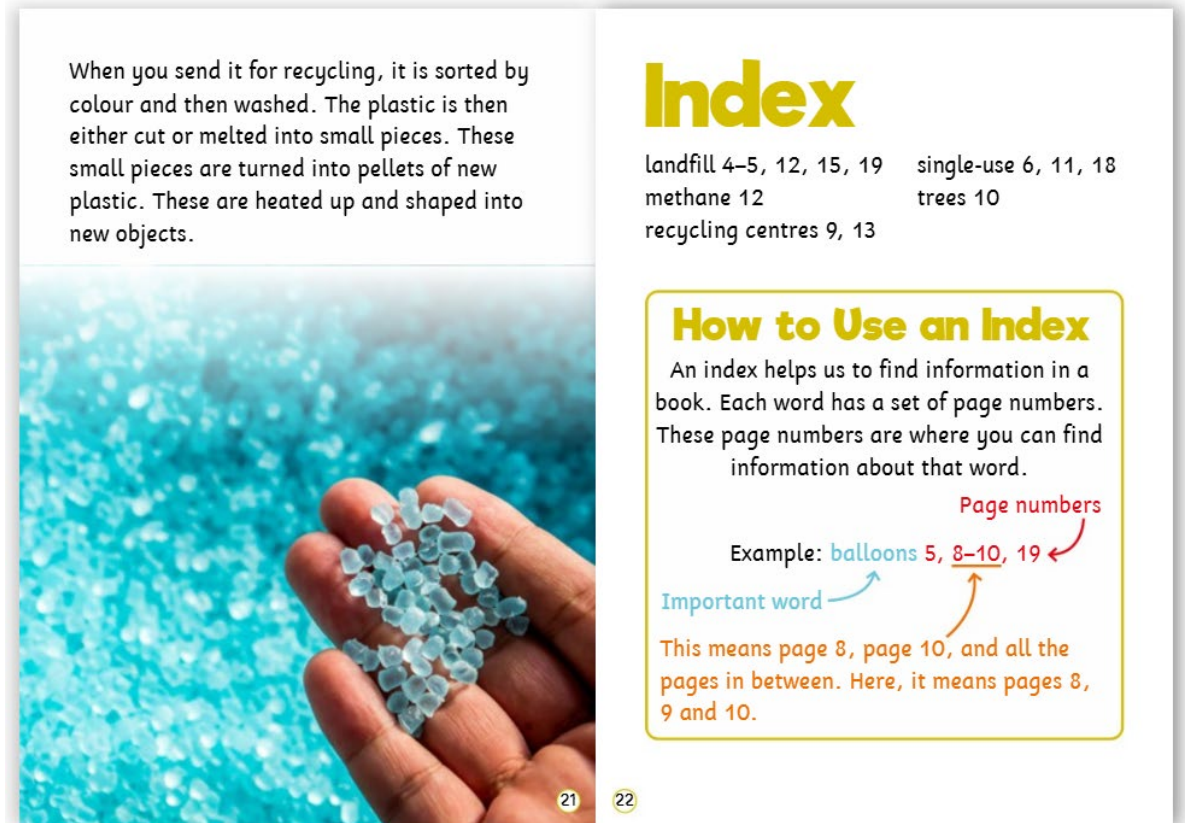
large fought warm walk fear come  
bottle echo station mouse palace

Page 12-13 of 18

# Text features using ePlatform



Page 4-5 of 26



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# Scanning pens

- Scan text to hear in English
- Can attach headphones
- In built dictionary

How would you use this device with students?

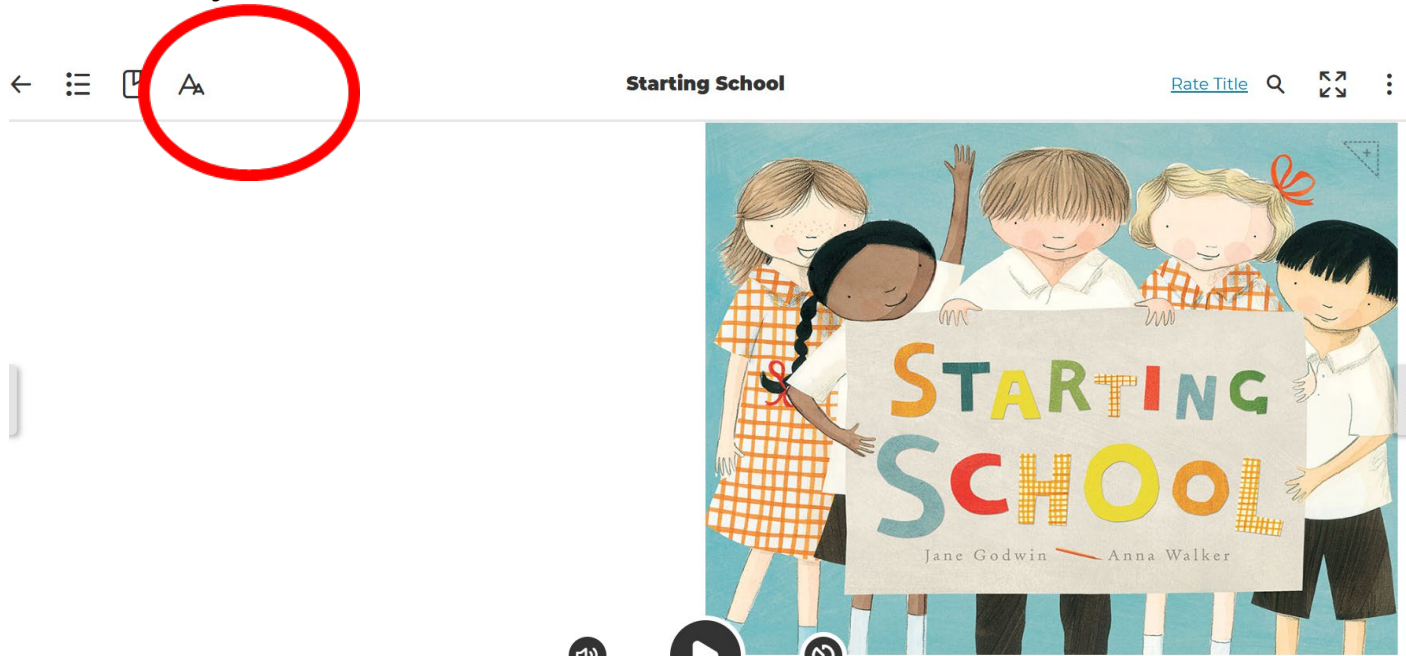




# Victorian Lesson Plans

LMERC has some of the [English core texts](#) (hard copy and eBooks) from the [Victorian Lesson Plans](#) available for loan.

This [reading list](#) shows the English core texts LMERC members can borrow to support curriculum-aligned text study.



This text in ePlatform does not have immersive reader but it is a ReadAloud and it is used in one of the English lesson plans for Foundation.

# Multilingual resources

## Multilingual resources available at LMERC

- Dictionaries
- Glossaries for subject areas
- Posters
- Fiction and non-fiction readers, novels
- Bi-lingual picturebooks
- Digital audio pen kits



## Free multilingual ebooks online

[Storyweaver](#)

[Let's read Asia](#)

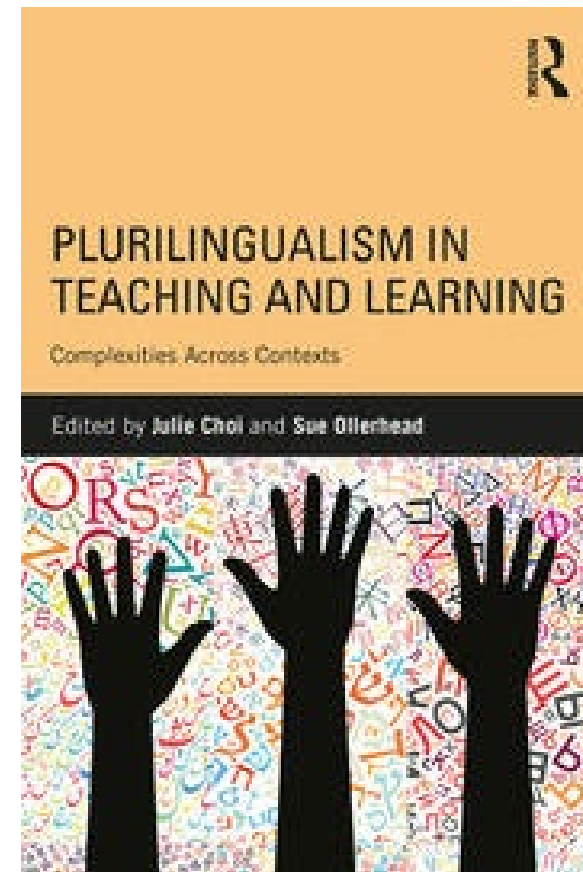
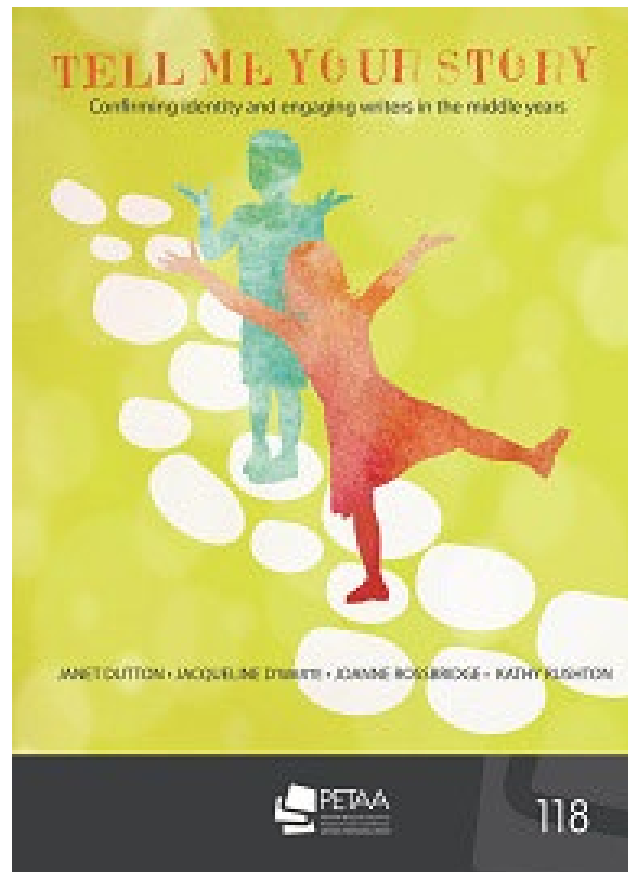
[Unite for literacy](#)

[African Storybook](#)

[Global Storybooks Portal | Literacy for all](#) – Global Storybooks is a free multilingual literacy resource for children and youth worldwide available online. Read, download and listen to a wide variety of illustrated stories from many countries around the world. The site provide respect for L1 and allows students to choose from a huge range of books and at a range of levels.



# Resource for teachers to support plurilingual awareness and translanguaging practices in the classroom



[Plurilingual awareness and translanguaging - LMERC resource list](#)



# Games, clothes, puppet kits and other realia

Some examples of objects and games

LMERC also has [resources about play based learning](#)

Hirigana & katakana balls



Class sets of traditional clothes, games, food



Puppet sets, role play, play scripts



Musical instruments – class set of Chinese drums



Measure relative distance between planets





# Communicative activities and games

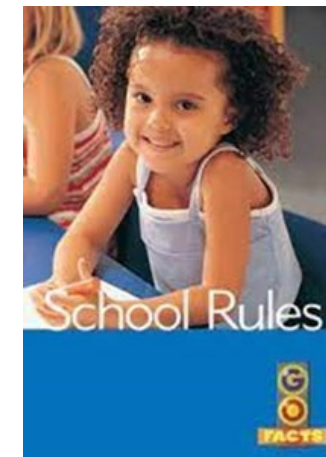
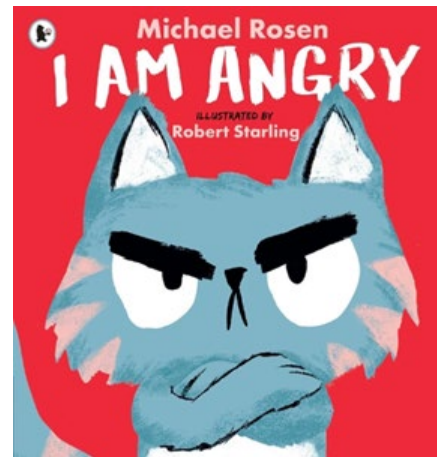
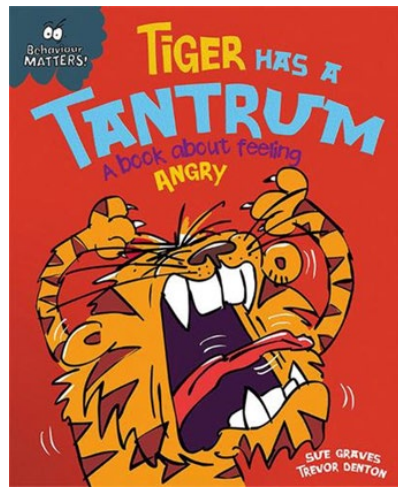
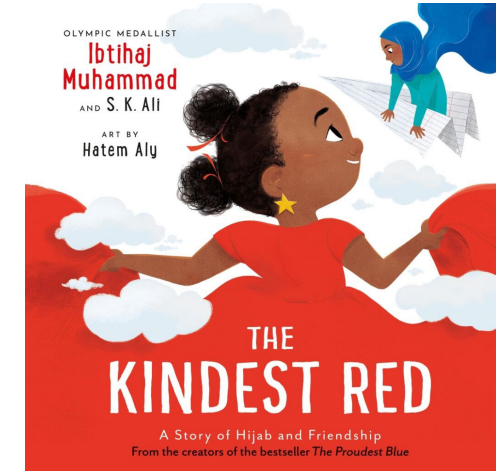
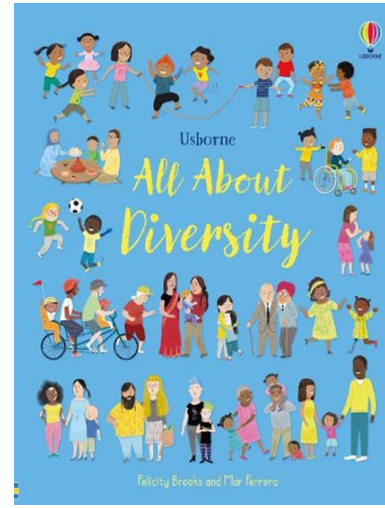
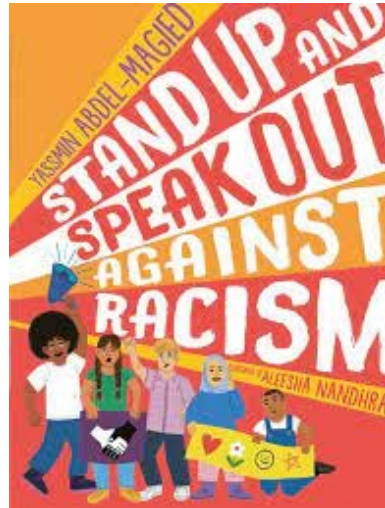
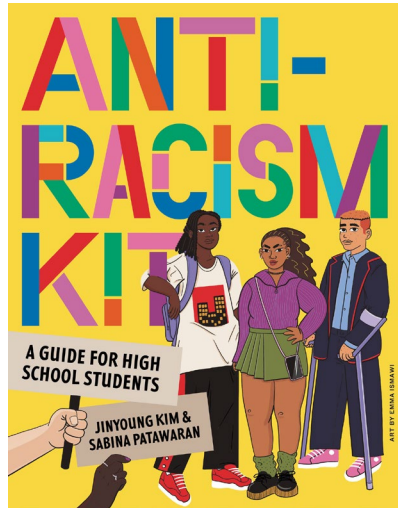
Conversation cubes, bingo, flashcards, flip charts, games about feelings, tactile objects



[Communicative games – LMERC resource list](#)



# Resources about racism, diversity, emotions, school, resilience



# Scaffolding and differentiation

## High interest / limited text reading materials



Resources available with

- Reduced text
- Supporting visuals
- Glossaries
- Content in first language

More information about differentiation from the [Bell Foundation](#)

[SPELD \(SA\) Phonic Books](#) 'The SPELD SA Phonic Books were created to provide low cost / free resources to support the educational needs of children, young adults, and those who have English as a second language. Different versions of the same book can be used online, downloaded onto a computer, iPad, tablet or printed as a book.'

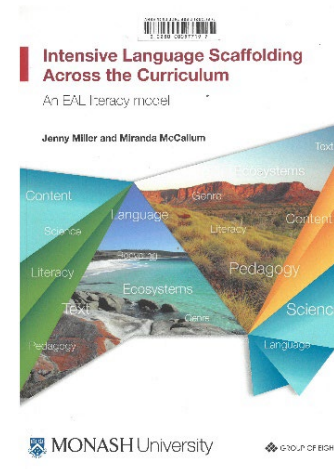


# Teaching academic language and scaffolding

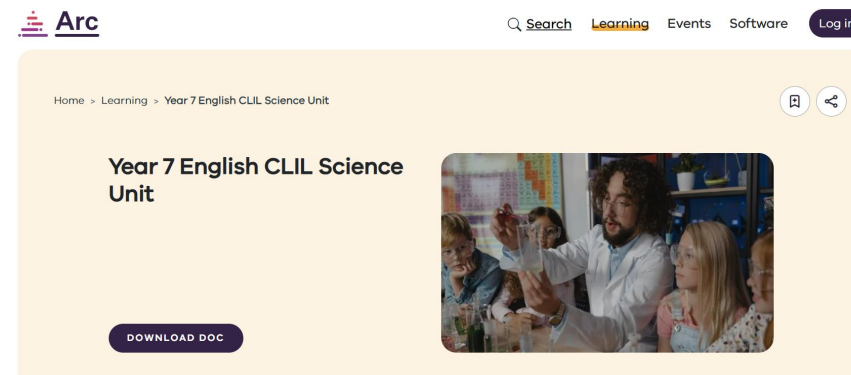
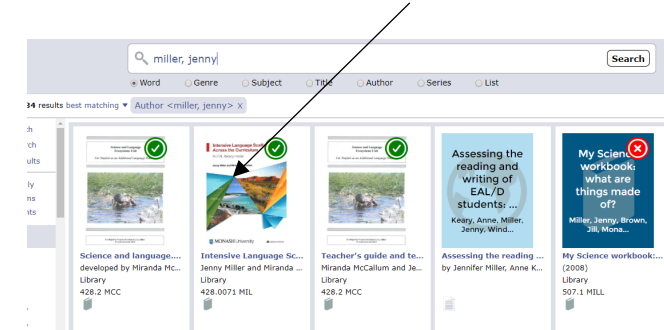


[Apprenticing students into science](#) by John Polias

Teacher guidance and practical resources available



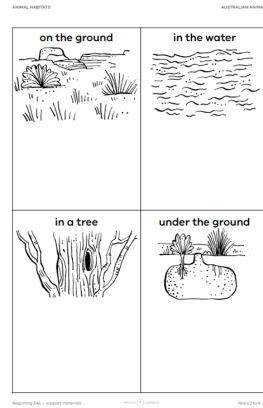
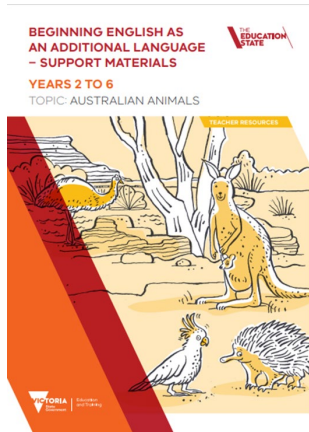
[Intensive language scaffolding across the curriculum](#) by Jenny Miller and Miranda MacCallum  
Unit of work also available in word format (to adapt) from LMERC catalogue



[Arc – CLIL Year 7 Science, Scientific method, vocabulary](#)

# Online resources - DE

[Arc](#) - You can access units of work and recorded webinars on a range of EAL-related assessment and reporting topics.



Search Q Learning Events Software About Arc Create Profile

Home > Learning > English as an Additional Language (EAL)



## English as an Additional Language (EAL)

Resources for teachers of Foundation to Year 10 EAL students

The EAL resources are designed for teachers of students in Years F-10 who are learning English as an additional language. EAL students may enter school in Victoria at different ages and levels of English

English as an Additional Language (EAL)

- [Matilda text study](#)
  - Years 7 and 8, Level C1
- [Procedural texts](#)
  - Years 7, Levels C1 and C2
- [Volcanoes](#)
  - Years 7 and 8, Level C2
- [Mobile phones](#)
  - Years 9 and 10, Levels C2 and C3
- [Macbeth text study](#)
  - Years 9 and 10, Levels C3 and C4

## [Beginning EAL - Australian Animals | Resource | Arc](#)

## TEAL – [Common Language Assessment Tool](#)

TEAL is an assessment 'toolkit' developed by teachers for teachers working with children who are learning English as an additional language (EAL) in Australia.



# Bell Foundation resources

## DNA

This pack of EAL resources for KS3 and KS4 learners supports them in learning about DNA, its structure and how genes determine human characteristics while simultaneously developing their ability to distinguish between active and passive voice and use them accordingly.

This pack of resources uses a number of effective EAL strategies to support learners using EAL: there are flashcards with images, a bingo game to promote meaningful communication, a gap-fill activity and an activity asking learners to rewrite sentences about DNA and its structure to change them between passive and active voice. There are also numerous opportunities for learners to use their first language.

This resource's focus on passive and active voice makes it a good example of one of our Great Ideas, [\*Focusing on grammar patterns\*](#).

Note: This resource is too linguistically challenging to be used with learners who are not at least on the Developing competence stage of English language acquisition.

### Download resources

DNA

Download →



Flashcards with captions

Download →



Flashcards - pictures only

Download →



Flashcards - words only

Download →



# Animal Farm

## Animal Farm by George Orwell

This KS3 EAL resource supports learners to understand the story of George Orwell's Animal Farm novel, and to be able to analyse and describe the different characters from the book and explain who those characters represent.

This resource includes the following activities:

- DARTs activities to help learners develop their descriptive language (adjectives) to write and talk about a number of the characters;
- a speaking role-play activity to develop the learners' ability to recount narratives and practice using a number of pronouns;
- a substitution table to enable learners to talk about what the different novel characters represent and to justify their choices;
- summaries of all chapters, including opportunities for learners to translate a number of key words into their own language.



### Download resources

Animal Farm

Download →



### Resource tags

Building Vocabulary

DARTs

Drama and Role Play

Substitution Tables

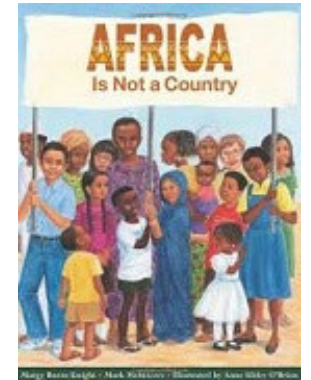
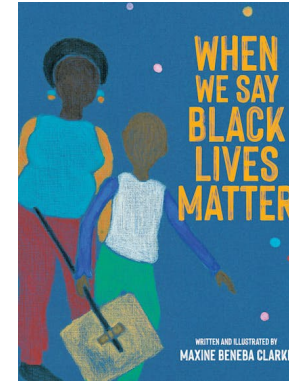
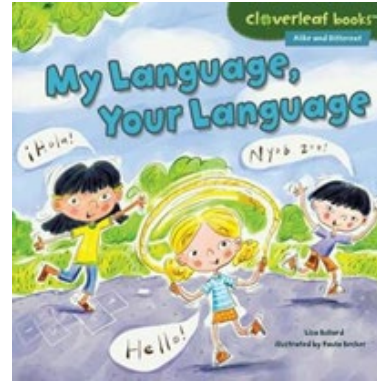
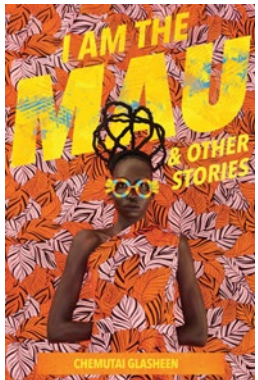
Translanguaging

← Back to all resources

# Culturally diverse and representative texts

Resources are available that validate and represent all students and promote intercultural understanding and global perspectives.

- providing positive representations
- being mindful of who is telling the story – authority / permissions
- in a range of voices
- encourage the use of more diverse stories especially for books read to the class



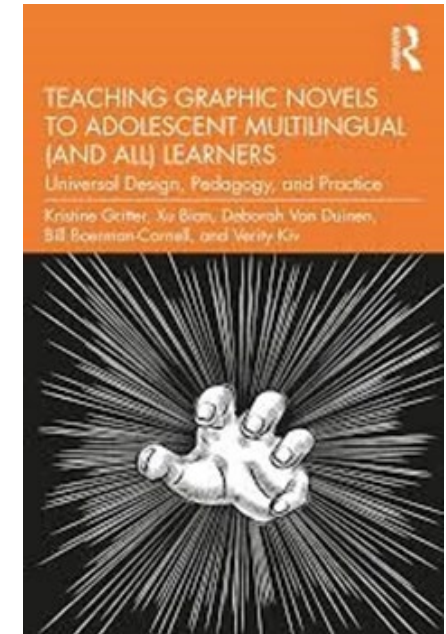
## Questions to ask

- *Do we have stories that include the cultures and languages represented by families in our school and the broader community?*
- *Do we have stories that accurately represent the diversity in Australia?*
- *Are there stories about contemporary life of particular groups as well as folk tales and legends?*
- *Do we have a range of genres?*
- *Are people displayed in a stereotypical, exotic or unusual ways?*
- *Are the characters developed as individuals?*
- *Do the characters have agency or power over their lives and decisions?*



# Finding culturally diverse literature

- National Centre for Australian Children's literature – [Cultural Diversity database](#) & [Aboriginal & Torres Strait Islander Resource](#)  
Searchable databases (by themes in books, year levels, Australian curriculum links)
- [Reading Australia](#) (Copyright Australia) – they create teacher resources for a diverse range of Australian literature for all levels.  
[Refugees Archives - Reading Australia](#)  
[Workshop: Teaching Culturally Sensitive Texts - Reading Australia](#)  
[Teaching challenging and culturally sensitive texts - Reading Australia](#)
- [Teaching Graphic Novels to Adolescent Multilingual \(and All\) Learners: Universal Design, Pedagogy, and Practice](#) by Kristine Gritter, Xu Bian, Deborah Van Duinen, Bill Boerman-Cornell and Verity Kiv (c2024)




# Some of our resource lists

**THE EDUCATION STATE** **VICTORIA** Department of Education

## Secondary EAL Reading List by the Language and Multicultural Education Resource Centre (LMERC)

Examples of diverse and accessible texts in a variety of genres for teachers of secondary EAL learners



**THE EDUCATION STATE** **VICTORIA** Department of Education

## Levelled texts online for EAL learners

Online reading material for upper primary, secondary and adult gal students

This list provides a sample of sites with free online reading material for EAL teachers and students. Modified and differentiated texts with comprehension support such as images, definitions, audio and post reading activities.



### Reading resources

**ESL literacy readers** by Bow Valley College  
Levelled readers on everyday topics for beginner EAL learners most suited to adult learners but may be useful for secondary level. Readers in 7 levels with audio. The text, structure, and vocabulary increase in difficulty. At the lower levels, the learner is supported with large photographs and simple sentences. Higher level stories are written in paragraphs with more complex language and ideas. [Instructor](#) guide available.  
See: [ESL literacy readers](#)

**Learn English – Teens** – British Council  
A range of texts including posters, messages and articles at beginner to advanced level. Post reading interactive activities and worksheets related to each text are available.  
See: [Learn English – Teens - Reading](#)

**ReadWorks** by ReadWorks.org  
A searchable database of 100 illustrated eBooks and over 1000 reading passages with support materials suitable for all ages with additional resources for teachers. Search by year level, learning area, word count, reading level and genre. The texts are arranged in year levels but many texts suitable for secondary level can be found at lower reading levels. The site provides short passages of text with illustrations and audio on themes across the curriculum - science, humanities, arts.

Some topics are U.S. centric but many topics within the physical, earth and biology science areas are appropriate to Victorian school settings. Texts can be viewed online or printed out. Most texts are supported by supplementary reading comprehension activities or aids in two sections: Vocabulary (includes grammar, examples of word used in sentences, related images) and an interactive Questions section.  
See: [ReadWorks](#),  
See: [Teacher guide](#)



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**VICTORIA** Department of Education

**THE EDUCATION STATE** **VICTORIA** Department of Education

## LMERC Resource List

### Multilingual Resources Online


A resource list for teachers providing examples of multilingual resources available to support English as an Additional Language (EAL) learners.

**Plurilingualism Strategies - Resources for teachers**

Purposeful use of plurilingual strategies activate the prior knowledge and experience that is encoded in students' home languages (Cummins et al., 2005), so that students can be encouraged to transfer content, linguistic knowledge and academic skills between their languages. Home languages are valuable for transforming in oral and written activities (Cummins, 1998; de Jong & Freeman Field, 2010; Garcia, Flores and Woodley, 2012 and Liu, 2010).

Teachers do not share need to speak their students' languages to use plurilingual teaching strategies. They can support concept and vocabulary development by facilitating students to ask and answer questions in multiple languages (Hardman, 1999), to label vocabulary in home language (Schwinge, 2003), and to discuss instructions and ideas in groups (de Jong & Freeman Field, 2010; Hardman, 1999).

See: [EAL/D learners are plurilingual](#), [Department of Education](#)



Scan this QR to access this list online

### EAL curriculum F-10, Rationale and aims

The EAL curriculum provides opportunities for students to draw on their knowledge of the language's spoken at home to enhance their developing understanding of the English language. The inclusion of plurilingual awareness in the curriculum acknowledges the value of competence in multiple languages. A student who develops plurilingual awareness is able to integrate their knowledge of multiple languages in a way that enriches their communication and learning in all languages. This inclusion in the curriculum validates the importance of language and the role it plays in an individual's sense of self and identity.


See: [VCAA, EAL curriculum, Rationale and aims](#)

### Plurilingual awareness – Department of Education, Vic (DE)

See: [Plurilingual awareness \(education.vic.gov.au\)](#)

### Using multilingual approaches: moving from theory to practice: a resource book of strategies, activities and projects for the classroom

by Kathleen Heugh, Mei French, Janet Armitage, Kerry Taylor-Leech, Necia Billingham and Sue Ollerhead. (2019)  
See: [British council](#)

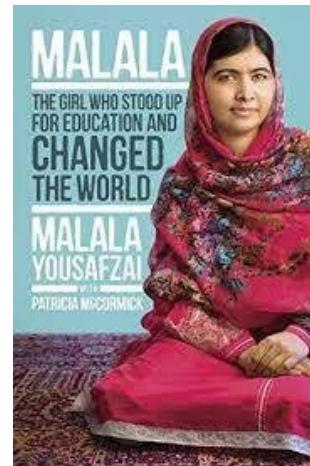
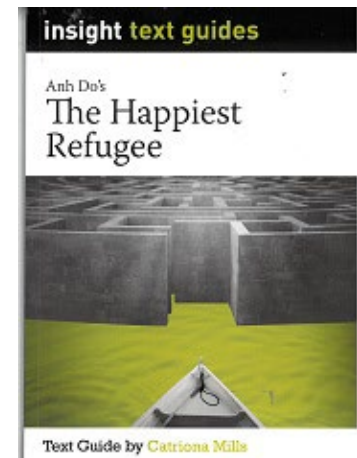
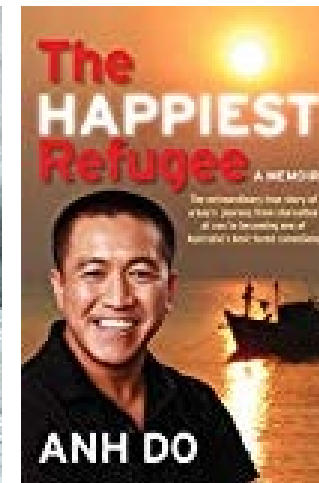
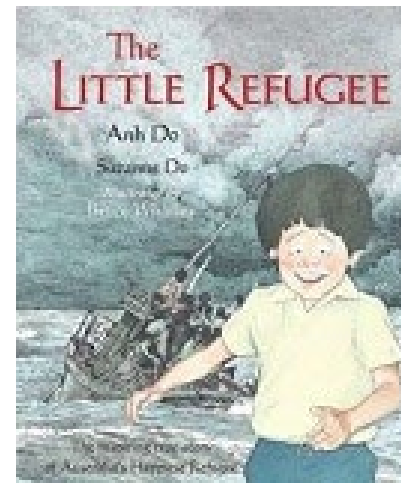
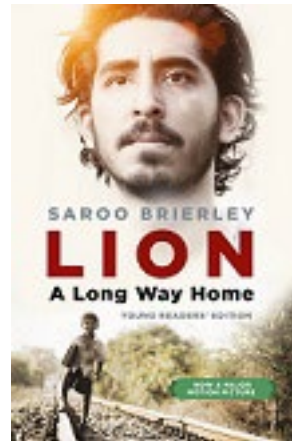
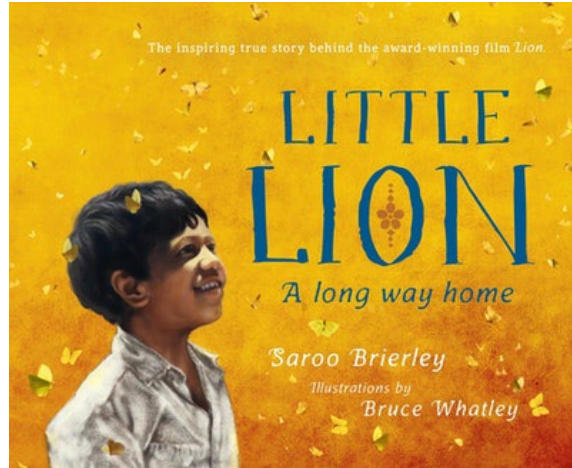


### Plurilingualism in teaching and learning by Julie Choi and Sue Ollerhead (eds.)

Research studies on the role of plurilingualism across a wide variety of teaching and learning settings as well as information to guide reflection and action in different education environments. Hardcopy and eBook versions available from LMERC.  
See: [LMERC catalogue - eBook](#)

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# Diverse texts at different levels





# Short stories

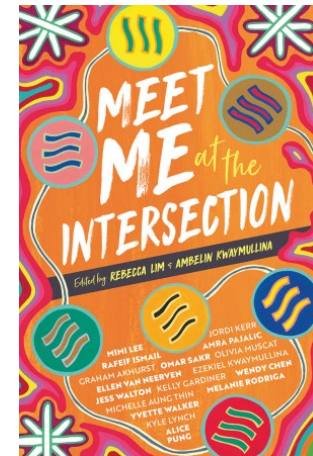
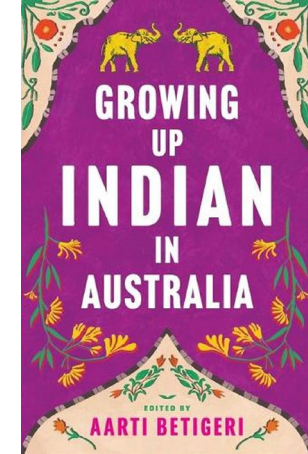
[Growing up series](#) (Indian, Muslim, Aboriginal, Asian) – Years 9-10 (C2-C4)

[Meet me at the intersection](#) edited by Rebecca Lim & Ambelin Kwaymullina – Years 9-10 (C2-C4)

[Remembered by heart](#) – Year 7-10 (C2-C4)

[Where the shoreline used to be: an anthology from Australia and beyond](#)  
edited by Susan La Marca and Pam Macintyre (2016)

[Things a map won't show you](#) edited by Susan La Marca & Pam Macintyre (2012)





# Wordless picture books

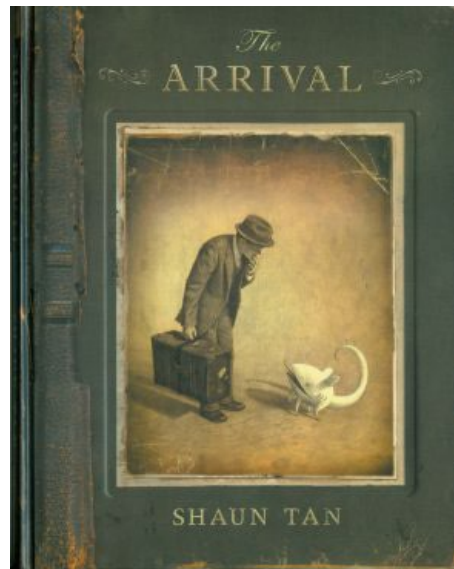
[The Arrival](#) by Shaun Tan - Years 7-10 (CL-C1)

A story about moving to a country and culture that is bewildering and strange. Intricate monochrome pictures. Students can use the visuals to retell the story, discuss mood and imagery, create questions and prompts for discussions and written responses

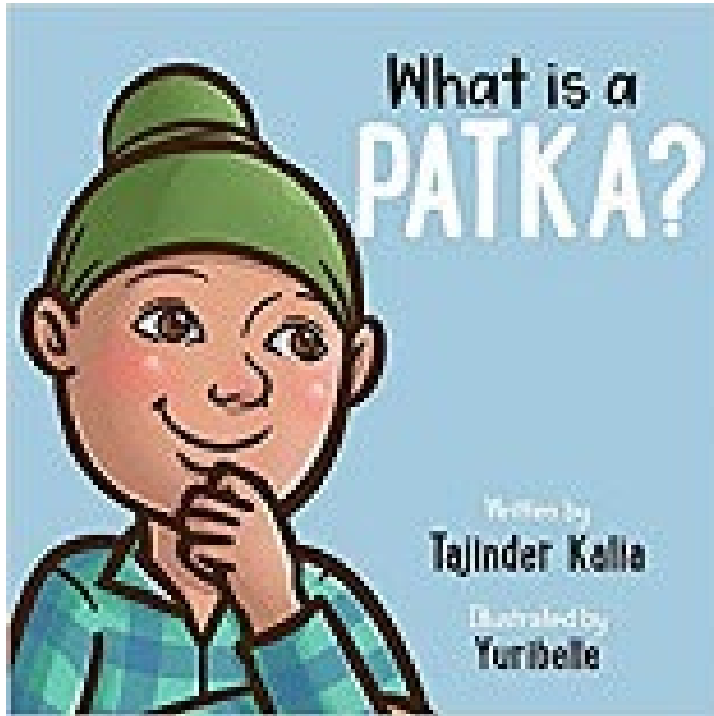
Years 7-9 (CL-C1)

[Belonging](#) by Jeannie Baker

[Imagine](#) by Raul Colon



# What sort of requests do we receive?



## Request:

We need some useful information/resources regarding Sikh head coverings. A young student wears a patka and it is creating some comments from his classmates. I thought it would be helpful if I had some background information on the practise of wearing these and any helpful resources to use with the class.

## Feedback:

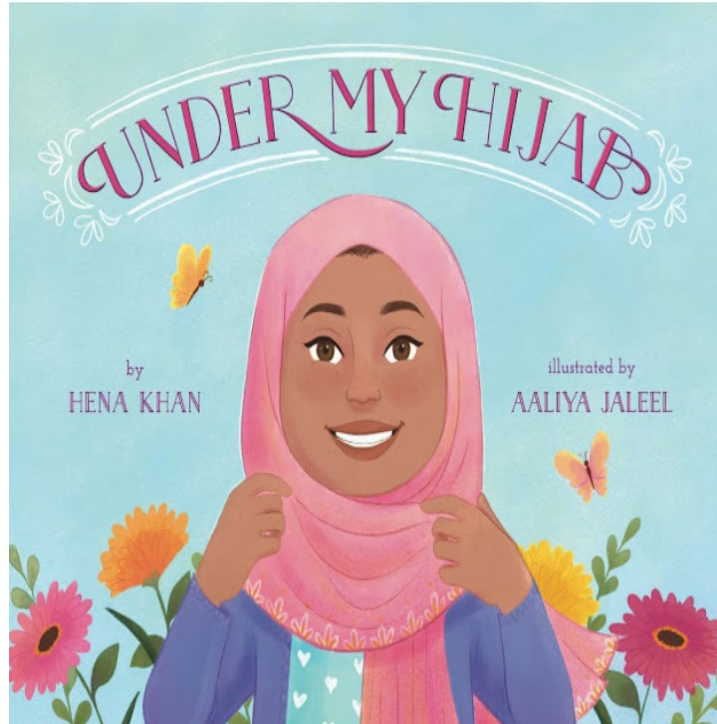
*“We showed the books to parent at the Parent/Teacher interviews at the end of last term. She actually took them home with her as she wanted to share them at home and talk about them with her son further as he didn’t want us to share them with the class.”*

# What sort of requests do we receive?

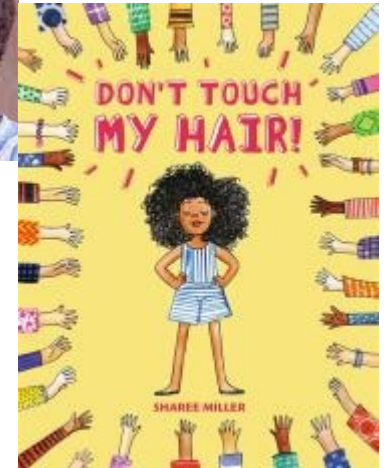
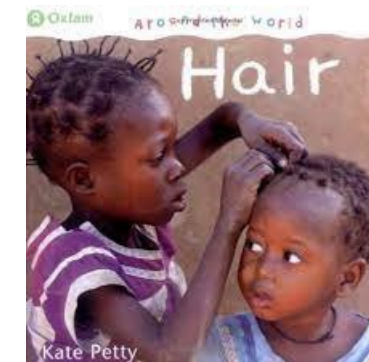
## Request:

We need some resources that explain the different ways the hijab is worn. Some girls are teasing each other about wearing their hijabs differently.

The teacher was interested in a particular book which we did not have so we ordered it and some others.



I sent a picture book that showed women wearing hijabs differently and a picture book about hair.



## Online resources – Other organisations

### [VicTESOL](#)

VicTESOL is a professional association committed to promoting excellence in **Teaching English to Speakers of Other Languages** and fostering and supporting cultural and linguistic diversity through high quality multicultural education.  
Research Unit for Multilingualism and Cross-Cultural Communication

### [Home — RUMACCC | Faculty of Arts \(unimelb.edu.au\)](#)

- Information and advice
- Multilingual readers
- Flyers –
  - *Languages programs and EAL students: Understanding the benefits*
  - *Diversity in language programs*
  - *Multilingualism and second language learning: misconceptions and myths*
  - *More languages, more benefits*

### [Information on multilingualism - RUMACCC | Faculty of Arts \(unimelb.edu.au\)](#)



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