



WORKING WITH EAL LEARNERS: A MYRIAD OF POSSIBILITIES

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WARNING

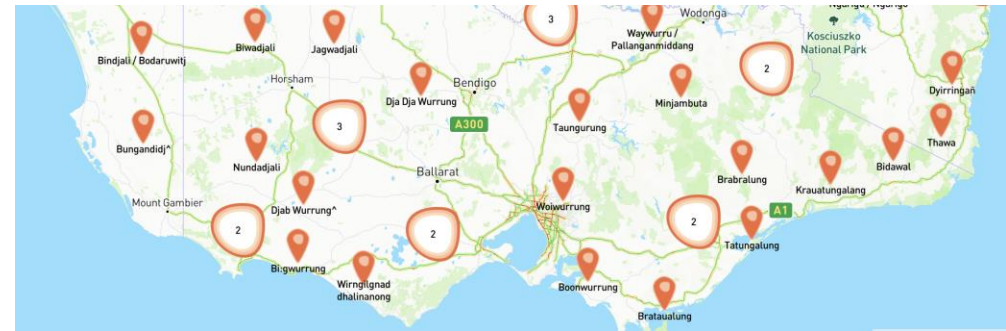
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ACKNOWLEDGEMENT OF COUNTRY



OUTLINE

- Conditions for all language learning.
- The language demands of the secondary curriculum.
- Additional challenges for English language learners or learning opportunities for all.

THE SOCIAL CONDITIONS FOR LEARNING A LANGUAGE



Authentic, meaningful, purposeful and task-based (Nunan, 2011).

THE SOCIAL CONDITIONS FOR LEARNING A LANGUAGE



- Repeated exposure to speech patterns and vocabulary modelled by others in texts and talk.
- Recycling of language and knowledge through these social interactions in the world.
- Often communicated using a clear context, purpose and audience.
- Interactions convey and develop shared values and beliefs through language use.

SCHOOLING OFFERS PURPOSEFUL AND MEANINGFUL LANGUAGE USE



WHAT ARE STUDENTS BEING ASKED TO COMPREHEND & DEMONSTRATE?



solution

WORD CARD EXERCISE

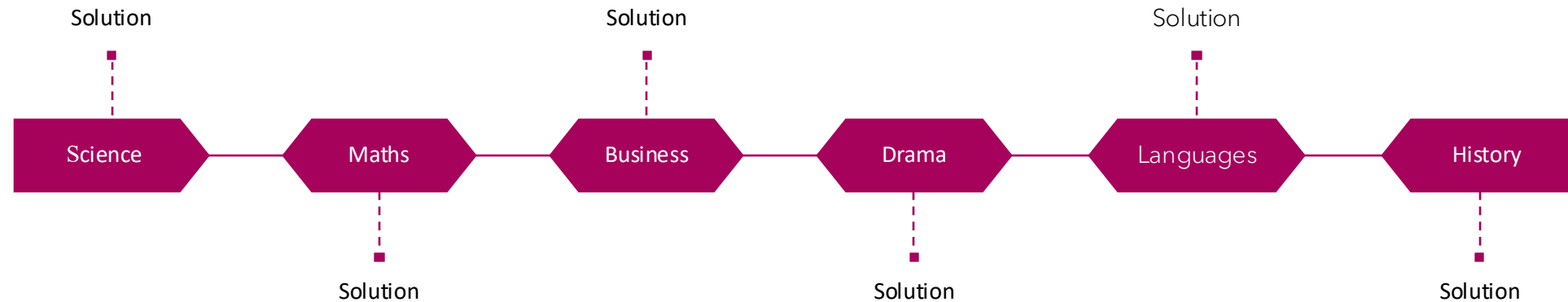


Definition	Characteristic/features
<div style="background-color: #800040; color: white; padding: 10px; border-radius: 10px; display: inline-block;">solution</div>	
Example	Non-examples

Complete this task & put in the chat using these headings:

- Subject:
- Topic:
- Definition
- Characteristics/features
- Example
- Non-example

DISCIPLINARY "SOLUTIONS"



Words come alive when they are given meaning, brought to life through the exploration of disciplinary texts
(Nagy et al., 2012).

"Any act of reading or writing, the use of words, cannot escape this sharing and struggle over words. For this reason, the meaning of what is written or read, and the meaning of the act of reading or writing, is necessarily contextual"

(Purcell-Gates et al., 2009, p.30).

TIMETABLING AND TIME FOR LANGUAGE LEARNING

Time	Monday		Tuesday		Wednesday		Thursday		Friday	
8:30 AM	Before School		Before School		PD 1 8:30-9:20	PD 8:30 – 10:10	Before School		Before School	
9:00 AM	Period 1	Block 1 Line 1	Period 1	Block 1 Line 4			Period 1	Block 1 Line 2	Period 1	Block 1 Line 7
9:55 AM	Period 2		Period 2		PD 2 9:20-10:10		Period 2		Period 2	
10:50 AM	HG		HG		HG (10:30-10:50)		HG		HG	
11:00 AM	RECESS		RECESS		Period 3 (10:50-11:45)	Block 2 Line 4	RECESS		RECESS	
11:20 AM	Period 3	Block 2 Line 2	Period 3	Block 2 Line 5			Period 3	Block 2 Line 3	Period 3	Block 2 Line 6
12:15 AM	Period 4		Period 4		Period 4 (11:45-12:40)		Period 4		Period 4	
1:05 PM	LUNCH 1		LUNCH 1		LUNCH 1 (12:40-1:00)		LUNCH 1		LUNCH 1	
1:25 PM	LUNCH 2		LUNCH 2		LUNCH 2 (1:00-1:20)		LUNCH 2		LUNCH 2	
					LUNCH 3 (1:20-1:40)					
1:45 PM	Period 5	Block 3 Line 3	Period 5	Block 3 Line 6	Period 5	Block 3 Line 7	Period 5	Block 3 Line 1	Period 5	Block 3 Line 5
2:40 PM	Period 6		Period 6		Period 6		Period 6		Period 6	
3:30 PM	After School									



Movement and Physical Activity – Physical Education > Moving our bodies

- demonstrating an understanding of how to adjust the angle of release of an object and how this will affect the height and distance of flight (FMS, GS)



VCE PE Study Design
Biomechanical principles

"A projectile is usually released at an angle between 0° and 90° (VCAA, 2018, p.3).

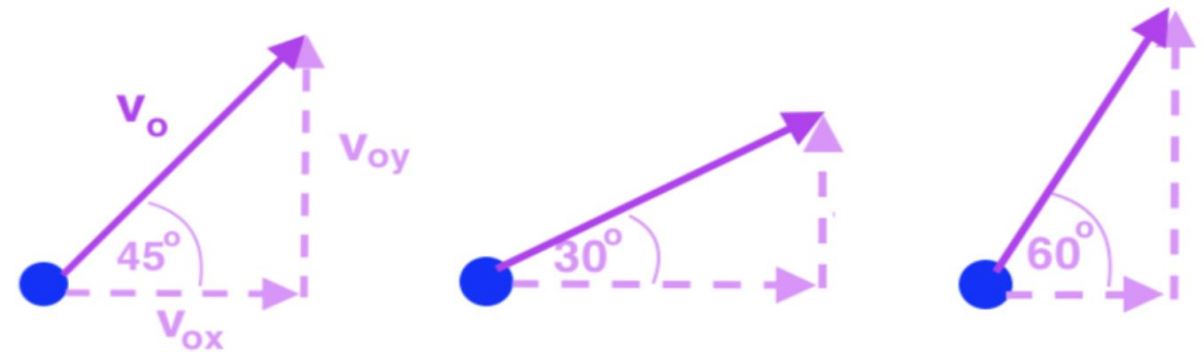


Figure 4. Changing the launch angles changes the initial velocity components

Noun groups: "Launch angle" ... "velocity components"

School students need to be able to comprehend and demonstrate skills and knowledge in academic varieties to engage in abstract, technical ideas and phenomena not typically used in more casual conversations.

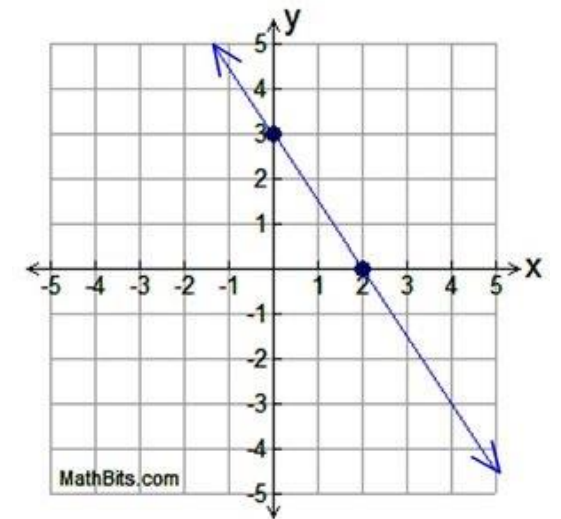
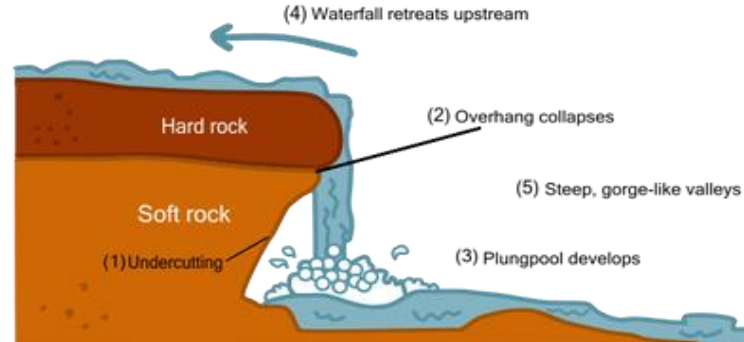
(Nagy & Townsend, 2012, pp.91-92)

TIMETABLING & DISCIPLINARY READING & WRITING

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Before School	Before School	PD 8:30-9:25	Before School	Before School
9:00 AM	Period 1	Block 1 Line 1	PD 9:25-10:10	Period 1	Block 1 Line 1
9:30 AM	Period 2	Block 2 Line 1	PD 10:10-10:55	Period 2	Block 2 Line 1
10:00 AM	HS	HS	HS 10:55-11:40	HS	HS
10:30 AM	RECESS	RECESS	RECESS	RECESS	RECESS
11:00 AM	Period 3	Block 3 Line 1	PD 11:40-12:25	Period 3	Block 3 Line 1
11:30 AM	Period 4	Block 4 Line 1	PD 12:25-1:10	Period 4	Block 4 Line 1
12:00 PM	LUNCH 1	LUNCH 1	LUNCH 1 (12:00-1:00)	LUNCH 1	LUNCH 1
1:00 PM	LUNCH 2	LUNCH 2	LUNCH 2 (1:00-2:00)	LUNCH 2	LUNCH 2
1:45 PM	Period 5	Block 5 Line 1	Period 5	Block 5 Line 1	Period 5
2:45 PM	Period 6	Block 6 Line 1	Period 6	Block 6 Line 1	Period 6
3:30 PM	After School	After School	After School	After School	After School



Artist: Glenn Kaino

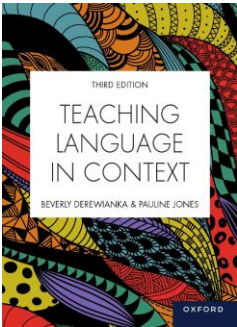


Students are apprentices. They need to learn and "talk about such texts in certain ways" (Gee, 1990. p.44).

Talk is seen as a key tool for learning (Mercer, 2019).

EAL students need time to talk about the implicit language used to describe these experiences (Gibbons, 2015)

TIMETABLING & DISCIPLINARY READING & WRITING




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12:15 AM	Period 4		Period 4				Period 4			
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2:40 PM	Period 6		Period 6		Period 6		Period 6		Period 6	
3:30 PM	After School									



LABORATORY REPORT

Purpose	Materials
Hypothesis	
Procedure	Result
Conclusion	



MY BOOK REPORT

Name: _____

Book Title: _____ Author: _____

Main Characters: _____ Story Setting: _____

Story Summary: _____

Main Events: _____

Story Conclusion: _____

Write 1 fact and opinion about this story: _____

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The Silk Road

What goods and ideas were exchanged via the Silk Road?

The Silk Road was the main trade route after 125BC, although trade began after 53BC. It connected Europe to India and China.

The Silk Road was very valuable to the people of the time because over 2000 years it opened up a whole new realm of culture, religion and goods to many people between the East and West regions of the world.

People traded silk as well as gold, tea, pearls, fruits, carpets, glass, animals, spices and porcelain. Over time, people also traded religious beliefs.

How important was this to people in Ancient times?

From the East to the West religions such as Buddhism, Christianity, Hinduism and Islam became known to other populations, beginning new ways of life and culture and gave people a sense of identity. People would not go where they could not practise their own faith so traders built shrines and temples to practise their own faith.

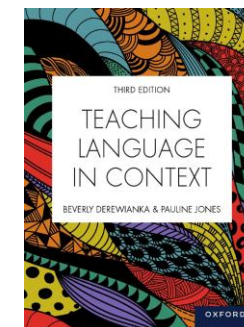
This was important because it led to the conversion of faiths by many people over time. In 18CE Buddhism was known but not widespread. Christianity spread from around 50CE and Islam spread many years later around 610CE. The Silk Road meant that communities could experience different ways of life and enjoy exciting new goods that they could not find back home.

How is communication and exchange different today?

Trade along the Silk Road began the idea of multiculturalism, but now the world is more multicultural because it has been made more advanced with computers, trucks, cars, ships and planes so it is easy to receive different goods without as much difficulty. This technology lets us communicate with other people easier even if they are down the road from you or in a completely different continent. Today we are still exchanging goods and ideas but instead of camels we use things like trucks instead.

When these discourse features/language patterns are made explicit students begin to understand how meaning is made and conveyed through language (Derewianka & Jones, 2023) for different disciplinary purposes.

EXPLICIT STUDY OF LANGUAGE WHEN READING & WRITING - BIOGRAPHICAL RECOUNT (NOT AN HISTORICAL RECOUNT)



Genre stages	Text	Lexicogrammatical features
Orientation	<i>Sonia Maria Sotomayor is a famous Justice in the United States Supreme court. Barack Obama invited Sonia to the White house.</i>	Use of experiential themes to keep the flow of information focused on the topic (e.g., <i>Sonia Sotomayor, Sonia, she</i>) Use of the present tense
Record of Events	<i>Sonia Sotomayor was born on June 25, 1954 in New York. When Sonia was 3 years old she moved to a project. Sonia's family needed money. Sonia's father died when she was 9 years old. Sonia have her first job after law school was asst. D.A.</i>	Use of the textual theme <i>when</i> to build temporal cohesion. Use of the past tense in record of events (e.g., <i>was born, moved, needed, died</i>)
Evaluation	<i>Sonia Sotomayor is a hard worker that she is a smart women and a good person.</i>	Expanded nominal groups (e.g., <i>a hard worker, a smart women, a good person</i>)

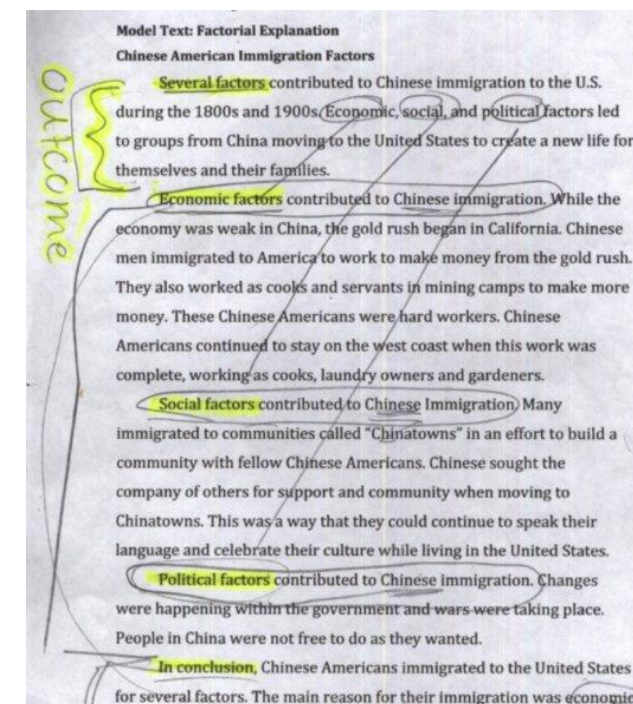


Fig. 9. Genre and register analysis of Damaris' final biographic explanation.

(Gebhard et al.,2014 pp.114-115)

Dear Editor,

8-11-2008

I'm writing to express my opinion on the recent controversy which has arisen over the issue of whether David Sharp should be saved or left to die on the mount Everest. If I was one of the 40 climbers who had just passed David Sharp and do nothing to help, I would give up climbing the near summit ~~and~~ to save him instead of left him alone and finally to die. Because compared with ~~the~~ a fresh human life which is at the gate of death, climbing to the summit of the world's highest ~~summit~~ mountain even if it is just 400 meters away is nothing important. Your human sense should appear and decide what you should do at that time.

Firstly, as a people lived in this society, you should have some basic sense of human being. Including while ~~to~~ somebody are in trouble, whatever they are lost their ways or ~~the~~ lost their money, you should give a hand to them, ~~and~~ especially David Sharp is at the gate of death. If you do nothing to help and just said, "we can do nothing, we don't have enough equipments," and then pass him, that is ~~still~~ cruel, and you have lost your basic human sense, you can not be called a ~~man~~ human, you leave someone to die and do nothing, you are ~~not~~ even not better than an animal.

Secondly, think if ~~the~~ ~~you~~ exchange the roles between David Sharp and me. If I was ~~got~~ some trouble while return from the ~~world~~ summit of the world's highest mountain, and I am alone. But at this time I can't move, even can't rise my arm. Just now, a group of climbers walked close to me. At that time, I thought ~~to~~ they must ~~to~~ come to save me. But almost 40 people passed me and only few people stopped ~~to~~ and ~~try~~ ~~to~~ tried to save me. But all of them gave up. Finally, I can't ~~to~~ see anyone. How did I feel at that time?

Finally, as a people live in this society, you can never say "I can't" ~~to~~ before you try your best to do it. If everyone just say "I can't", "That's impossible" and ~~to~~ do nothing to help. At that time, this society, this world would ~~be~~ go over I think.

If I'm a ~~man~~ ^{Page 1 of 1} who is one of the 40 climbers that pass

Transfers language knowledge from his L1 eg. 'gate of death'

He retells events as if a narrative not a letter.

Is only persuasive at the end of the last paragraph because in his experiences of schooling one shows deference to philosophers of the past and only offer one's opinion toward the end.

Asking students to share how they are thinking about their writing and why they chose the words they did, helps you and them, understand what they produce.

However, if we are seeking particular outcomes we need to be explicit.

ADDITIONAL CHALLENGES

Listening to content and speakers in another language:

- Teacher speech (accent; speed; register)
- Teaching style (didactic and cold calling or dialogic & collaborative > anxiety or silence (Dryden et al., 2021)
- Ambient noise (lab, hall, outdoors, peers)

Reading and listening in another language:

- Complex processes using L1 & L2
- Concurrent vocabulary and syntax – parsing > "a tax on buses" vs "attack on buses".
- Learning every day and academic English language concurrently
- Not only faced with increasingly abstract ideas but ideas related to Australian curricular values, beliefs, economic and social practices.

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1:25 PM	LUNCH 2		LUNCH 2		LUNCH 2 (1:00-1:20)		LUNCH 2		LUNCH 2	
					LUNCH 3 (1:20-1:40)					
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2:40 PM	Period 6		Period 6				Period 6		Period 6	
3:30 PM	After School									

LANGUAGE LEARNING IN CONTEXTS

1. Solution - A mixture of solids and liquids or solutes and solvents

What is the concentration of the solution if 20 grams of NaCl are dissolved in 500 mL of water?"

Chemistry

2. Solution - A proposed answer to a social, economic, creative or political problem

What solutions did the US government implement to address the economic crisis that ultimately impacted Australia?"

History

3. Solution - An answer to a mathematical equation

"Find the solution to the equation $2x + 5 = 13$.

Maths

LANGUAGE TRANSFERRAL IS MESSY

Solution - A mixture of solids and liquids or solutes and solvents (solución)

"What is the concentration of the solution if 20 grams of NaCl are dissolved in 500 mL of water?"

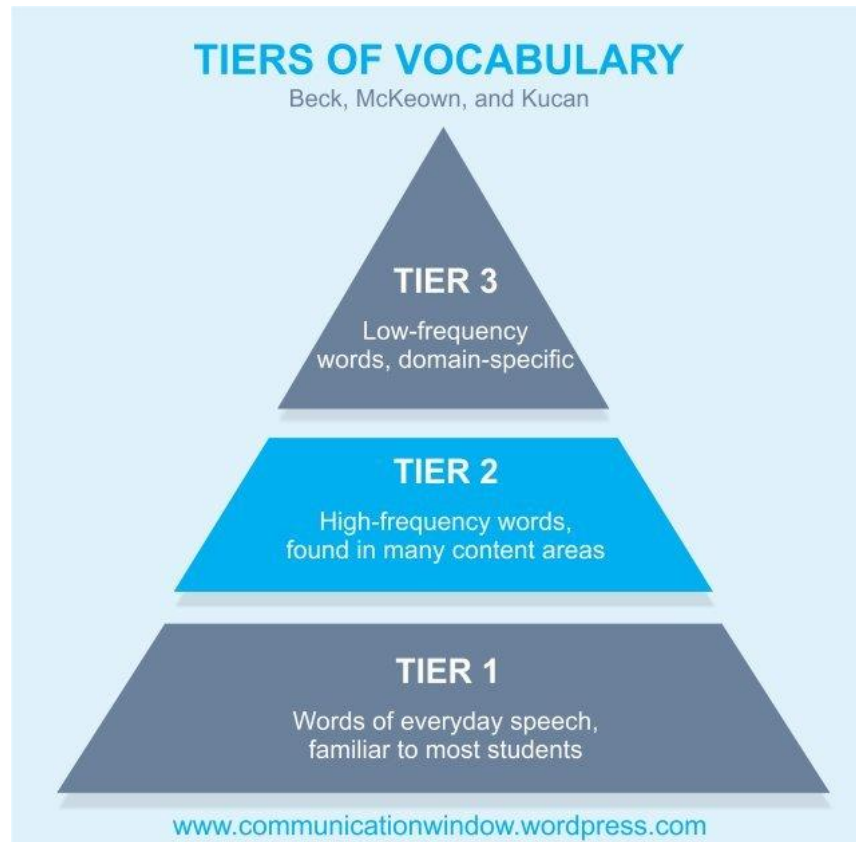
Solution - A proposed answer to a social, economic, creative or political problem (solución/respuesta)

"What solutions did the US government implement to address the economic crisis that ultimately impacted Australia?"

Solution - An answer to a mathematical equation (solución/respuesta)

"Find the solution to the equation $2x + 5 = 13$."

TIERS 1-3 VOCABULARY & LANGUAGE LEARNERS



Many English speakers have had thousands of hours of contact with Tiers 1 & 2 language and so Tiers 1 and often 2 are known (Lightbown & Spada, 2011)

Compare chemical solutions vs business solutions

To solve something / a solution

To fix something; sort it out; work it out.

LANGUAGE TIERS & DISTANCE - A METALINGUISTIC OPPORTUNITY

Competence: Multilingual

- To fix = to solve
- Verb – to solve; noun – a solution
- Solution < > rah hal (راه حل - Persian ;(solución; repuesta (Spanish)
- Business solution (unpack noun groups and compare)
e.g."soluciones empresariales"

Competence: Multicultural


- Can link disciplinary concepts and practices to own interests and cultural practices.



"...the value of multilingual and/or multicultural competence is when a student who demonstrates cultural understandings and plurilingual strategies can integrate their knowledge of several languages in a way that enriches their communication and learning in all languages" (VCAA, 2025).

<https://www.australiancurriculum.edu.au/curriculum-information/understand-this-general-capability/intercultural-understanding>

INTERCULTURAL OPPORTUNITIES

<p>Word</p> <p>hydrophobic</p> <p>4 syllable sounds hy – dro – pho – bic</p> <p>(Speaking and Listening)</p>	<p>Parts and meanings</p> <p>hydro – water phob – scared of ic – adjective forming</p> <p>3 morphemes hydro + phob + ic = hydrophobic</p> <p>(Speaking and Listening, Reading)</p>
<p>Definition</p> <p>Student: scared of water</p> <p>Textbook: does not allow water to stick to it or to pass through it</p> <p>(Writing)</p>	<p>Picture</p>  <p>(Drawing)</p>

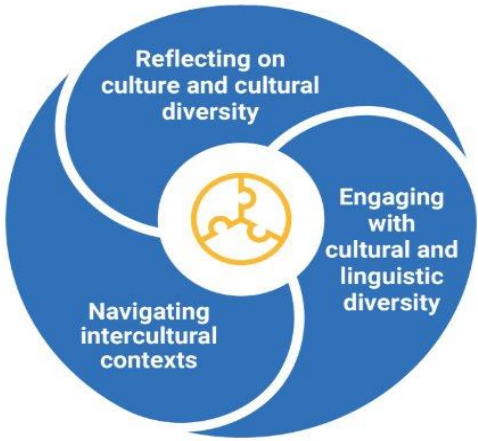
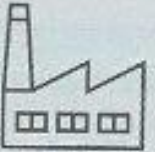


Figure 1: Intercultural Understanding elements

DEFINITION	WORD	PICTURE + MY LANGUAGE
Industrialisation is the process of reducing/expanding industries, such as manufacturing and mechanised/manual production. Economies are dominated by factories and machines.	<p><i>industrialisation</i></p> <p>in-dus-tri-al-iz-a-tion</p> <p>in , dustriali ' sation</p> <p>noun</p>	 <p><i>iparositas</i></p>
<p>CHARACTERISTICS</p> <ul style="list-style-type: none"> m_ch_n_z_t_n: use of machinery and automation _rb_n_z_t_n: growth of urban areas e_____g_____ : increased wealth generation t_____a_____ : innovation and technological advancements 	<p>industry + isation</p> <p>from 'industria' which means 'skills', 'diligence' or 'activity'</p> <p>suffix used to create nouns to indicate a process</p> <p><i>to industrialise (verb)</i></p> <p><i>Industrial (adjective)</i></p>	<p>EXAMPLES ✓</p> <p>NON-EXAMPLES X</p> <p>__ The Industrial Revolution in the 18th and 19th centuries in Great Britain</p> <p>__ traditional farming communities: manual labor</p> <p>__ China's industrialisation in the late 20th and early 21st centuries</p>

(Kolota, 2024, p.43)

<https://www.australiancurriculum.edu.au/curriculum-information/understand-this-general-capability/intercultural-understanding>

ASSESSMENT IMPLICATIONS

Find the solution to this problem:

Farmer Dave has 739 cows in a paddock. 556 cows escape through a hole in the fence. How many cows does farmer Dave have left?

- <https://youtu.be/qzBgokfBipE>

READING WITH A DISCIPLINARY PURPOSE

Find the solution to this problem:

*Farmer Dave has 739 cows in a paddock. 556 cows **escape** through a hole in the fence. How many cows does farmer Dave **have left**?*



Escape = subtraction

Have left = remain



$$\begin{array}{r} 739 \\ -556 \\ \hline \end{array}$$

READING IN ENGLISH WITH A DISCIPLINARY PURPOSE

Find the solution to this problem:

Farmer Dave has 739 cows in a paddock. 556 cows escape through a hole in the fence. How many cows does farmer Dave have left?



Lexical chain:

Farmer < > cows < in paddock < hole in the fence

Synonyms and relationship to the disciplinary task:

Escape = leave; go > subtraction

Have left = remain; left over (NOT left/right) i.e what is the answer.

LEXICAL DENSITY CAN BE A BARRIER

Solution - A mixture of solids and liquids solutes and solvents

Chemistry: "What is the concentration of the solution if 20 grams of NaCl are dissolved in 500 mL of water?"

Biology: "Explain how a hypertonic solution affects a red blood cell placed within it."

Solution - An answer to a mathematical equation

Algebra: "Find the solution to the equation $2x + 5 = 13$."

Solution - A proposed answer to a social, economic, creative or political problem (respuesta)

History: "What solutions did the US government implement to address the economic crisis that ultimately impacted Australia?"

CULTURAL KNOWLEDGE

Solution - A proposed answer to a social, economic, creative or political problem

History: "What solutions did the US government implement to address the economic crisis that ultimately impacted Australia?"

English: "Propose a solution to decrease the amount of plastic waste in our oceans."

Visual arts: "Describe a possible solution to address the needs of your client using key elements of a design brief."

VISUAL DEMANDS

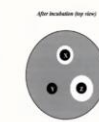
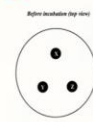
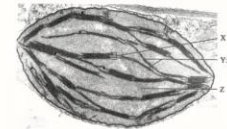
Right to have all language demands unpacked:

- How is meaning made? (what mental steps would you take to read these? What knowledge is required?)
- Are the images correct or accurate?
- Are they near text that is related or so you need to make connections?
- What language and cultural knowledge do we assume?
- Will students need to represent visually smaller components to comprehend and express meaning?
- Can they locate something similar in the L1 so they focus on the content first?

6. Different types of multimodal elements, particularly "hybrid" types

Types of Multimodal Resources	Junior	Senior
Hybrids	22.29%	16.64%
Graph	5.26%	15.24%
Table	8.32%	11.46%
Micrograph	1.26%	12.94%
Stylised drawing	33.83%	13.76%
Photo	19.39%	10.58%
Cross-section	4.71%	10.95%

5. An electron micrograph of a chloroplast is shown below:



COMPREHENSIBLE INPUT

Common across all language learners is the need to understand what is being said/read/viewed (Lightbown & Spada (2011).

- Slower speech.
- Avoid superfluous information.
- Chunk up instruction/tasks.
- Offer everyday language versions first, if needed.
- Use their L1 to make meaning (verbally or through reading/viewing).

DIFFERENCES THAT MAKE A BIG DIFFERENCE (APTS: 1.1)

- 6 months learning in English.

9 years full schooling in own country = 9.5 years
(Home language distance & knowledge of topics and tasks)

12 months learning in English

2 years of schooling = 3 years

Home language distance & knowledge

Your Year 9
Science/ History/
Maths/ English /
Music class

DIFFERENCES THAT MAKE A DIFFERENCE

EAL C Level 3-4
Intermediate to advanced



EAL C Level 2 (late beginner)

Your Year 9
Science/ History/
Maths/ English /
Music class

<https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-c-late-immersion/curriculum/f-10#level=C2>

INPUT FLOODING & RECYCLING

- Need to see and hear words (Kolota 2024). Pre-teach key vocabulary and review vocabulary from class to class.
- Draw on prior language knowledge from previous lessons and lived experiences to reuse language again.
- Read aloud reading texts/model writing texts to be exposed to word order, syntax and vocabulary use.
- Offer several readings/viewings (from literal to inferential).
- Use more videos, images, hands on/experiential learning (content in L1).

Imitation and repetition is insufficient. It is normal to be inconsistent in use of language as students are drawing on all known resources to learn (Lightbown & Spada, 2021) across highly diverse disciplinary settings.

IN SUMMARY-A MYRIAD OF POSSIBILITIES

Language learning conditions are learning opportunities:

- Identifying the language demands of texts and tasks supports you to plan for all learners.
- Offering multiple exposures and comprehensible input facilitates access to a broader range of students.
- Talking, reading and writing collaboratively in class in small groups reduces anxiety about language performance.
- Drawing on students' cultural and linguistic resources as valuable prior knowledge helps make connections between the known and new knowledge.
- Sharing the similarities and differences in content knowledge and language knowledge expands all learners' understandings of themselves as being situated in a multilingual and multicultural world.
- They also learn that knowledge about the world is developed and understood in different ways through language use.

THANK YOU

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