

VicTESOL Webinar Using the Foundation to Level 6 Literacy Teaching Toolkit to support EAL learners

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To gain an understanding of how the F-6 Literacy Teaching Toolkit (LTT) can be used to support EAL learners.

- Overview of the LTT
- Understanding EAL learners
- Using the LTT to support EAL learners

Overview of the Primary Literacy Teaching Toolkit

The Toolkit provides practical advice and high impact teaching practices that improve outcomes in reading, writing and speaking and listening.

Content for the Toolkit is structured around each of the three modes for English (reading and viewing, speaking and listening and writing). There is also a section on multimodal literacy.

It includes sections on:

- effective instruction
- the literacy focus for each of the modes
- teaching practices
- approaches to teaching
- in practice examples including lesson plans for a range of teaching practices.

The Toolkit also contains advice and strategies that support teachers to differentiate for EAL learners. It includes advice for teachers of EAL and English first language students learning together.

EAL Curriculum Pathway A and Pathway B

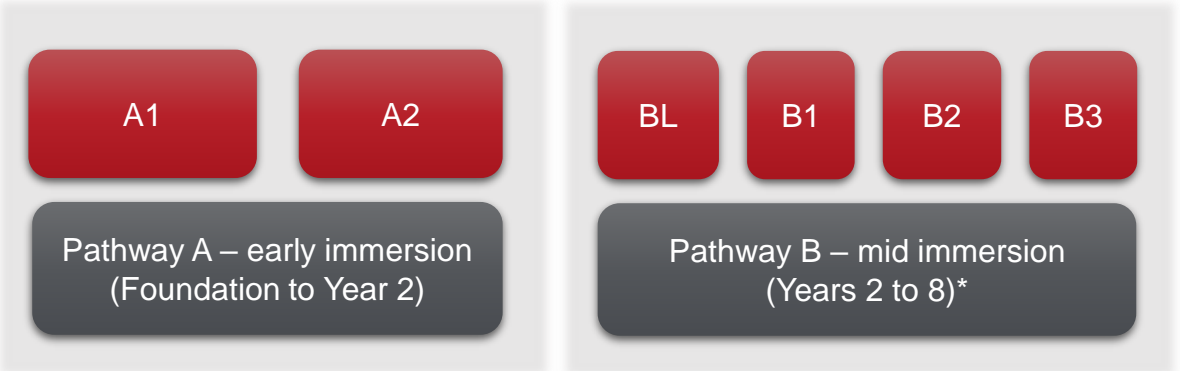
EAL learners

All EAL learners, even those entering formal education at a very young age, come with proficiencies in (a) language(s) and/or dialect(s) other than Standard Australian English (Macdonald, 2019, p.1)

EAL learners may be able to read, view and understand multilingual texts to different degrees.

EAL learners are plurilingual. They are able to use their knowledge of multiple languages to learn and to communicate.

Link: [EAL learners are plurilingual](#)



Foundation	A1	A2				
Level 1	A1	A2				
Level 2	A1	A2	BL	B1	B2	B3
Level 3			BL	B1	B2	B3
Level 4			BL	B1	B2	B3
Level 5			BL	B1	B2	B3
Level 6			BL	B1	B2	B3

Supporting EAL learners

Differentiation by activity

- Concrete
- Experientially known
- Reduced number of steps required in activity
- Simple, highly controlled linguistic features

Differentiation by conditions

- Extensive support by the teacher
- Preliminary work to introduce activities
- Extensive opportunity for reworking material produced

Differentiation by text

- Student/teacher-developed texts
- Shorter, more basic texts
- Texts using simple familiar subject matter
- Frequent use of non-linguistic cues
- Reduced speed and/or number of speakers

Differentiation by expectations

- Responses short and simple
- Less concern with accuracy and fluency
- High acceptance of error
- High acceptance of attempt to communicate in English

Example: Teaching grammar in context

In practice examples with EAL annotations in the toolkit: Teaching grammar in context

Learning Intention

We are learning about prepositional phrases.

Success Criteria

I can find an example of a prepositional phrase of place.

I can explain how the prepositional phrase of place tells the reader where the activity takes place.

English	EAL Level BL	EAL Level B1	EAL Level B2	EAL Level B3	
Writing					
Language: Expressing and developing ideas	Linguistic structures and features: Grammatical patterns				
Level 4 Understand that meaning of sentences can be enriched through the use of noun groups/phrases and verb group (VCELA292)	Use basic verbs (VCEALL231) Use basic descriptive words (VCEALL232) Write sentences that may not follow standard word order (VCEALL230)	Use common verb forms correctly (VCEALL311) Use a small range of simple descriptive phrases (VCEALL312) Use simple sentences and phrases with correct subject–verb–object pattern (VCEALL310)	Use a range of verb forms correctly (VCEALL391) Use simple extended descriptive phrases (VCEALL392) Write sentences with some common errors (VCEALL390)	Maintain appropriate tense throughout a text (VCEALL470) Write using extended descriptive phrases (VCEALL471) Use a range of sentence structures appropriate to the text, with some errors (VCEALL469)	
	Reading and viewing				
	Linguistic structures and features: Text structure and organisation				
	Sequence words to make simple sentences (VCEALL203)	Read sentences that use basic subject, verb and object patterns, where content and vocabulary are familiar (VCEALL283)	Read texts that contain compound and complex sentences (VCEALL364)	Follow the meaning of complex sentence patterns (VCEALL443)	

In practice examples in the toolkit: Guided reading lesson: text level 5 (Tadpoles)

Lesson 1: Using images in a factual text to support meaning

Learning Intention

We are learning that images or pictures can support the meaning of the text.

Success Criteria

We can look at a photo in this text and use the meaning to help predict an unknown word in the text.

English	EAL Level A1	EAL Level A2	EAL Level BL	EAL Level B1
Reading and viewing				
<p>Foundation Language: Phonics and word knowledge Explore the different contribution of words and images to meaning in stories and informative texts (VCELA146)</p> <p>Level 1 Language: Expressing and developing ideas Recognise that texts are made up of words and groups of words that make meaning (VCELA144)</p> <p>Level 1 Language: Expressing and developing ideas Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (VCELA180)</p>	Linguistic structures and features: Text structure and organisation			
	<p>Identify familiar words and simple sentences and match them to images (VCEALC032)</p> <p>Understand that texts are meaningful (VCEALA035)</p>	<p>Use knowledge of context, text structure and language to understand literal and inferred meanings (VCEALC114)</p> <p>Understand how different types of images in texts contribute to meaning (VCEALA116)</p>	<p>Acquire information from simple images, with teacher direction and support (VCEALC186)</p>	<p>Acquire some information from a small range of images (VCEALC266)</p>

In practice examples in the toolkit: Guided reading lesson: text level 5 (Tadpoles)

Lesson 1: Using images in a factual text to support meaning

Lesson sequence	EAL support through differentiating:
<p>2. Hand text to each student. Read title and discuss the front cover. Activate prior knowledge by asking students, “What do you know about frogs?”</p>	<p>expectations Point to the picture and ask specific, close-ended questions, “What is this?” or “What is the frog doing?”</p>
<p>4. Students read text quietly to themselves. They may need to read twice for understanding. During this time, the teacher hears each child in the group read individually.</p> <p>The teacher selects prompts to support the learning needs of each child (e.g. Look at the photograph, now look at the unknown word. What sound does it start with? Is there something in the photograph that starts with that sound? What could it be? Let’s read it. Does the word make sense?).</p>	<p>conditions and expectations Read with the EAL students and asks questions to support their comprehension.</p> <p>When reading for the second time, the EAL students read aloud to a partner. Both students talk about the text to clarify their understanding using English and/or their home language, if applicable.</p> <p>After reading with the teacher and a partner, the EAL students read the text quietly to themselves once more.</p>
<p>5. Check for understanding. Ask students to recall the life cycle stages that a frog goes through. Encourage students to use the nouns and verbs related to frogs in their recall. Clarify the meaning of any terms that are unclear e.g. hatch, shrink.</p>	<p>activity Provide the EAL students with pictures to help them recall and talk about the life cycle stages of a frog.</p> <p>Alternatively, provide them with the key vocabulary on flash cards.</p>

* Note: For the purpose of this presentation, not all steps in the lesson sequence are shown on this slide. The entire lesson sequence can be accessed here: [Guided reading lesson: text level 5 \(Tadpoles\)](#)

Links

[Literacy Teaching Toolkit](#)

[Literacy Teaching Toolkit Map – Foundation to Level 6](#)

[Victorian Curriculum F-10 English as an Additional Language \(EAL\)](#)

[VCAA F-10 Professional Learning: What is plurilingualism?](#)

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