


EAL Writing Strategies in a Primary Setting



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Learning opportunities

Some current practices in this group-

- VCOP
- Functional Grammar
- 6+1 Traits of Writing
- Shared Experience
- Text type focus

Planning and implementing EAL writing program using <ul style="list-style-type: none"> • Victorian Curriculum F-10 EAL to teach writing skills • The teaching and learning cycle 	EAL strategies in classroom practice for teaching and differentiation
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Victorian Curriculum F-10 EAL – Writing mode

Levels of complexity between the Standards of Pathway B

B1	B2	B3
Text structure and organisation Attempt to write paragraphs and topic sentences (VCEALL308) Sequence ideas simply, using short sentences or statements (VCEALL309)	Text structure and organisation Write simple paragraphs with a logical sequence of sentences (VCEALL388) Use simple time sequence markers and pronoun references to connect ideas in a text (VCEALL389)	Text structure and organisation Organise texts in simple, logically ordered paragraphs with topic sentences (VCEALL467) Use a range of devices to maintain cohesion (VCEALL468)
Word knowledge Incorporate learnt vocabulary into writing (VCEALL315)	Word knowledge Use modelled vocabulary appropriately (VCEALL395)	Word knowledge Use a range of key vocabulary appropriately (VCEALL474)

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Planning for EAL students- Language and literacy demands of the unit and scaffolds:

Word, Sentence, Paragraph, Text levels:

Text type	Linguistic Structure	Linguistic Features
Procedure	<ul style="list-style-type: none"> • Goal/Aim (What is being done? Title) • Requirements/Materials/Ingredients (What is needed?) • Steps (Sequence) • Evaluation/Concluding comments (Was the goal achieved?) 	<ul style="list-style-type: none"> • Use of heading, subheading, diagram, illustrations • Use of action verbs • Use of imperatives • Detailed factual sequence of how, when or where something is to be done • Conjunctions to do with time
Information Report	A report- Classification Description Physical appearance Habitat Diet/behaviours	<ul style="list-style-type: none"> • Describing a class of things • Relating verbs (being, having) is, has, belongs to • Action verbs • Present tense • Language for classifying, comparing and contrasting • Prepositions
Explanation	Explanation of how something works <ul style="list-style-type: none"> • General statement and description of the phenomenon • Description of the parts • Sequence of how it works • When it is used • Evaluation 	<ul style="list-style-type: none"> • Nouns are usually general rather than specific and refer to a class of things • Verbs are mainly action verbs in the present tense • Events are ordered in a time sequence • Temporal conjunctions link the sequence • Causal conjunctions may also be used (because, caused by)

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EAL students bring to their learning

- existing knowledge, experiences, potential gaps in content and English knowledge and skills
- home languages that can be used to enhance specific learning or outcomes, for example to access content or facilitate group interactions.
- displaying vocabulary charts with multiple languages in the classroom
- using resources such as bilingual dictionaries or home language books
- encouraging students to label vocabulary in home language and brainstorm ideas in their shared language



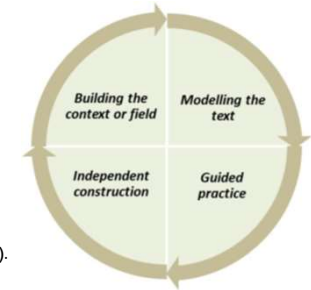
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The Teaching and Learning Cycle as a model for integrating the English language modes in Victorian Curriculum Foundation-10: [English as an Additional Language \(EAL\)](#).

Effective literacy programs enable students to move between reading and writing and involve them in speaking and listening experiences which support and extend their literacy learning and skills (Christie, 2005).

The TLC involves explicit teaching about language choices in different text types.

The Teaching and Learning Cycle involves the gradual release of responsibility from teacher to student through a structured sequence of interrelated stages and scaffolded activities. Explicit teaching, used widely in contemporary schooling is used to "stress the value of 'explicit' knowledge of grammar and all textual codes" (Luke, 2014, p.1).



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Model texts can be modified or even created by the teacher to emphasise the key features of a text type. The content and language can then be tailored so that it is within the zone of proximal development for EAL students.

Bikes

A bike is a transport.
A bike has **two wheels** and **two pedals**.
It has a **seat** and **handlebars**.
It goes on land.
A bike is fun to ride

Explanation Example Text Annotated: Genre Features

Title: How Does the Water Cycle Work? *(use a question title)*

Introduction: Have you ever looked up at a cloud filled, murky sky and wondered where the clouds and rain come from? It's all part of the water cycle. Read on to find out how the large amount of water in the world is constantly moving up, down, around and around.

Paragraph with subheading: **Evaporation** When the heat from the sun warms any patch of water, the liquid turns into a vapour and this rises because it's lighter. The warmer the air, or if there is a draught or breeze, the quicker evaporation takes place. It even happens on puddles' surfaces. The playground also dries after a few hours of rain!

Explanation Example Text Annotated Grammar, Punctuation and Spelling Features

Title: How Does the Water Cycle Work? *(use a question title)*

Introduction: Have you ever looked up at a **grey, murky sky** and wondered where the clouds and rain come from? It's all part of the water cycle. Large amount of water in the world is **constantly** moving up, down, around and around.

Paragraph with subheading: **Evaporation** *(use a subheading)* When the **heat** from the sun warms any patch of water, the liquid turns **into** a **vapour** (gas) and this rises because **it's** lighter. The warmer the air, or if there is a **draught** or breeze, the quicker evaporation takes place. **It** even happens on **puddles'** surfaces. The playground also dries after a few hours of rain.

Paragraph with subheading: **Condensation** The water vapour **is** lifted into the sky. **As** you go higher, the air gets colder and cools down the gas. This causes the particles to **condense** (come together) and form microscopic

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Building the field

Students sharing what they know about a topic through brainstorming, creating a concept map, using KWL charts, developing a word wall or word bank.

- Organising excursions to relevant sites, conducting experiments and incorporating hands-on activities so learners develop a shared experience on which to build new language.
- Drawing on students' home languages using bilingual texts, bilingual dictionaries, glossaries, and pairing with peers who share the same home language to build background knowledge or activate schema.
- Using collaborative activities such as jigsaw tasks, barrier games, interviews, and quizzes to introduce and reinforce key concepts and language through communicative interaction.

Bilingual Dictionary for ESL Beginners

Let's RETELL!

Who are the CHARACTERS?
What is the SETTING?
What is the PROBLEM?
What are the EVENTS?
What is the SOLUTION?

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Modelling the text (text deconstruction)

During the text deconstruction stage, EAL students closely examine the structural organisation and language choices in the model text. Some ideas for modelling the text structure and organisation:

- teach students how the text is organised and the functions of different parts.
- Create an anchor chart with the students that summarises the information needed to create a similar text.
- students reorganise and sequence a cut up model of a text
- highlight or label examples (in English or home languages) of the text structure and the purpose of each section in sample texts
- identify the names of the various organisational elements, such as sub-headings, paragraphs and topic sentences, and discuss their purposes
- create a flow chart for a procedural text or an explanation to reflect the steps or the stages in a text. Students match sequencing words such as 'firstly', 'then' and 'finally' to each step or stage.

Participant	Process	Numerative	Descriptor	noun	Qualifier
A henka	eats	two (a pair of)	green, gammy big, black and brown, beautiful	leaves	from gum trees.
Angas	have	many	hard, rough, cold, green	scales	to fly with.
Creeolias	have	many	sharp, strong, yellow, triangular	teeth	to protect themselves.
A Hippopotamus	has	many	the fastest	animal	on the land.
A cheetah	is				

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Guided practice (joint construction)

- modelling writing conventions and behaviours (thinking aloud and discussing language choices, using dictionaries and other language resources)
- scaffolding the students through the writing process
- providing a model for students to use for independent writing.

Lizards - Match beginnings and ends of sentences

- Lizards are animals.
- Lizards have scaly skin.
- Lizards are reptiles.
- Lizards live in the bush.
- Lizards have hard tongues.
- Lizards can climb.
- Most lizards have four legs.
- Lizards have ear holes.
- Lizards lay eggs.

I want to go to the park.

I want to go to the park.

I want to go to the park.

I want to go to the park.

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Independent construction

planning: text structure and ideas drafting: sentence construction and vocabulary editing: spelling and punctuation.

- break down the writing process (planning, drafting and editing) into distinct stages and ensure that students understand clearly what is expected of them at each stage.
- provide feedback to students at each stage of their independent construction, each time focussing on a limited number of features linked to their individual learning goals and/or the jointly constructed success criteria. This way, students have multiple opportunities to improve and develop their writing.

Information Report - Animal

Sentence structure

What does it look like?
A (animal) **is** (size) .
A (animal) **has** (colour) (covering) .
A (animal) **has** (number) **legs** .
It has a (body part) **and a** (body part) .

Where does it live?
A (animal) **lives in** (place) .
It eats (food) .
It jumps/walks/slides/swings .
It (noise it makes) .

Other Interesting Things
I think (animal) **are**

Planner B

Title

Introduction
 (what animal is it?)

What does it look like?

Size
 Covering
 Body Parts

Where does it live?

Country / habitat

What does it do?

Movement
 Food

Other Interesting Things
 Personal Comment

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- <https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/scope-and-sequence>
- <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/default.aspx>
- <https://www.slideshare.net/gee0177/australian-animals-screen>
- <https://www.education.vic.gov.au/school/teachers/support/diversity/eal/companion/Documents/EALResourcesDiagram.pdf>
- <https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/default.aspx>
- <https://teal.global2.vic.edu.au/>

Thank you
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