

# Differentiation for EAL across the curriculum

**vicTESOL**

Supporting English language teaching,  
learning and multicultural education



Geelong English Language Centre



**RJH**  
Education Solutions

Tuesday 23<sup>rd</sup> June 2020



“Learning another language is not only learning different words for the same things, but learning another way to think about things”  
– Fiona Lewis



All participants will:

- develop a greater awareness of the needs of EAL students
- increase their confidence to scaffold learning in mainstream settings.

OUR LEARNING INTENTION



# Ruth Hibburt

- Secondary Teacher, Coach and Author
- Middle Years Literacy and Numeracy Support (MYLNS) network numeracy teacher
- 15 years experience in schools P-12 in the western suburbs of Melbourne and Geelong, Victoria
- 3 years teaching, coaching and developing curriculum for numeracy, Mathematics and Science in the New Arrivals Program
- Educational consultant





## Geelong English Language Centre (GELC)

To develop English language proficiency to enable EAL students to successfully access the Victorian curriculum in mainstream schools.

# About GELC

- ▶ 13 EAL Specialist Teachers
- ▶ 11 Multicultural Education Aides
- ▶ New Arrivals Program – intensive English language program for students within their first year in Australia - average 90 - 100 students
- ▶ EAL Cluster Support Program – build capacity in mainstream classroom teachers to provide appropriate programs for EAL students - currently supporting 42 teachers in 23 schools
  
- ▶ Mathematics and Science curriculum development 2017 -2019



# The EAL student



"If you could only know me in my first language"



Past school experiences



Barriers to acquiring English language



Normal range of capacity



NOT the same as low literacy

# The reading

*Dobinson and Buchori*  
pages 32 -36

2016

Catering for EAL/D Students' Language Needs in Mainstream  
Classes: Early Childhood Teachers' Perspectives and Practices in  
One Australian Setting.

Toni J. Dobinson  
Curtin University, t.dobinson@curtin.edu.au

Sylvia Buchori  
No affiliation, sbuchori@hotmail.com



The deficit model doesn't work. Meet the student where they are at.



Use students existing knowledge to scaffold language



Comprehensible input from a strength based learning model



HOW?



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## HOW CAN WE CATER FOR EAL STUDENTS IN MAINSTREAM CLASSROOMS?

### 1. Message abundance

- ▶ Same vocab but different application
- ▶ Putting words into context
- ▶ Recycling the language
- ▶ Modelling how to use the language
- ▶ Using synonyms
- ▶ Using HITS
- ▶ Key vocab of the lesson visible and referred to multiple times during a lesson

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## HOW CAN WE CATER FOR EAL STUDENTS IN MAINSTREAM CLASSROOMS?

### 2. Isolated Vocab

- ▶ Vocab **MUST** be specifically addressed
- ▶ Use concrete examples e.g objects, pictures, modelling, games
- ▶ Use a structure to learn new words e.g. The Frayer chart
- ▶ Explicitly teach academic vocab and structures
- ▶ Do not make assumptions- clarify understanding from the student

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## HOW CAN WE CATER FOR EAL STUDENTS IN MAINSTREAM CLASSROOMS?

### 3. Comprehensible Input

- ▶ Plan to reduce cognitive overload
- ▶ Reduce the amount of text on handouts, slides and assessment
- ▶ Allow time for translation and thinking
- ▶ Provide opportunities to make connections with existing knowledge and first language
- ▶ Use questioning for deeper understanding
- ▶ Facilitate opportunities for speaking and listening
- ▶ Allow more time and modifications to assessment tasks



## PRACTICAL WORKSHOP

- Thank you for sending in your planning, lesson or unit samples
- **We will break off in small groups in assigned break out rooms**
- Not recording due to confidentiality
- Please ask questions, take notes and utilize the expertise of the EAL specialist teachers
- Rejoin as a whole group to conclude. **You will get a message 5 min before you need to come back.**

# Further Resources

- ▶ Tools to Enhance Assessment Literacy (TEAL). Annotated work samples, exemplars of units of work, assessment materials and advice <http://teal.global2.vic.edu.au/>
- ▶ Languages and Multicultural Resource Centre  
<https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/lmerc.aspx>
- ▶ Dictagloss  
<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=5eba24ea-52a3-44d5-9a8b-d3d5947fe20c&SearchScope=All>
- ▶ New EAL curriculum  
<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=c4416a9f-b669-434d-b3fc-dee403637559>

# Further Resources

- ▶ EAL advice from DET

<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/default.aspx>

- ▶ Literacy in maths and science for EAL students

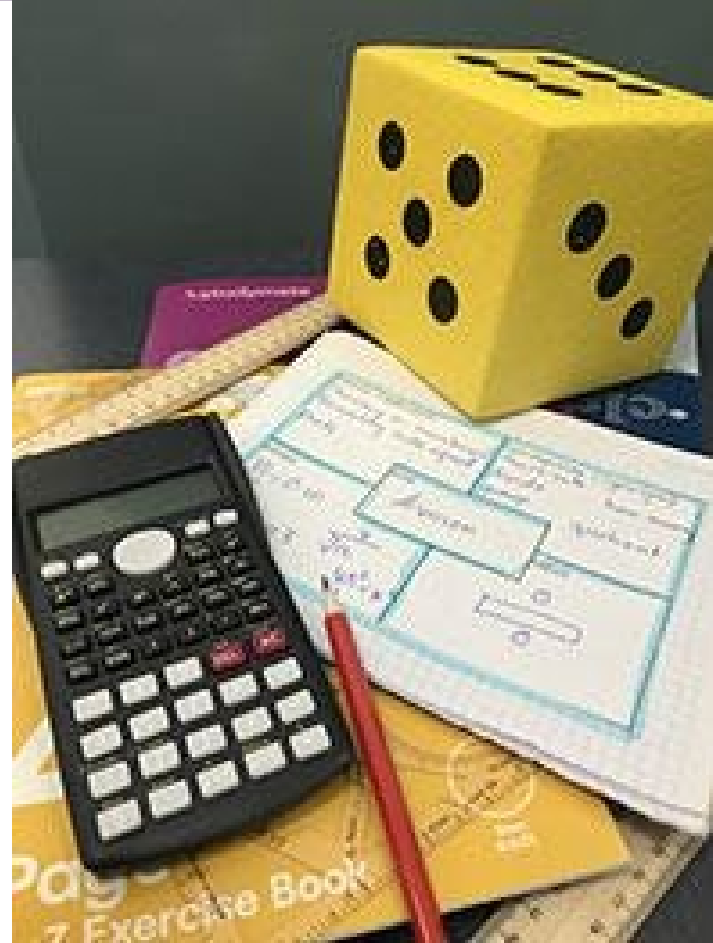
<https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/EAL-interactive-resource-Sep-2019.pdf>

- ▶ Literacy and Maths teaching tool kit

<https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?objectId=aa83097a-0ddb-4ed0-b913-6ca9250e0633&SearchScope=Teacher>

# Mathematics Virtual Professional Learning for EAL

15<sup>th</sup> July 2020

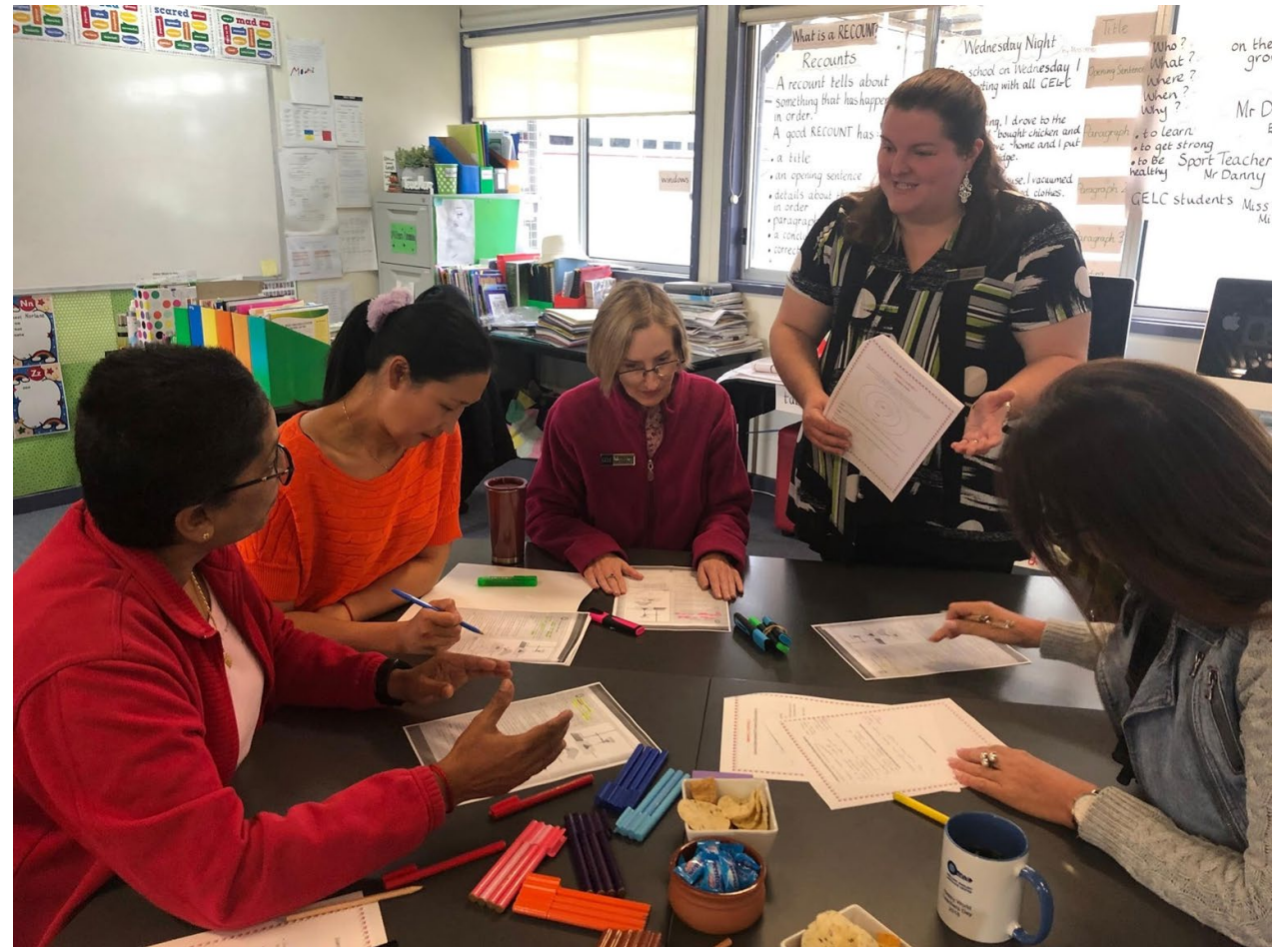


<https://www.mav.vic.edu.au/ccms.r?pageid=6017&tenid=MAV&NavCMD=Nextpage|2&K1=&F1=&F2=&F3=&F4=&F5=&F6=Search&F7=&F8=&F9=Search&F10=&M1=&Y1=&W1=&SearchLast=0&SearchCmd=&ROXY=0x000000001f40a106>

# Contact Ruth Hibburt

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[www.rjheducationsolutions.com](http://www.rjheducationsolutions.com)





THANK YOU  
WE VALUE YOUR FEEDBACK

<https://www.surveymonkey.com/r/MZ76G2H>

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