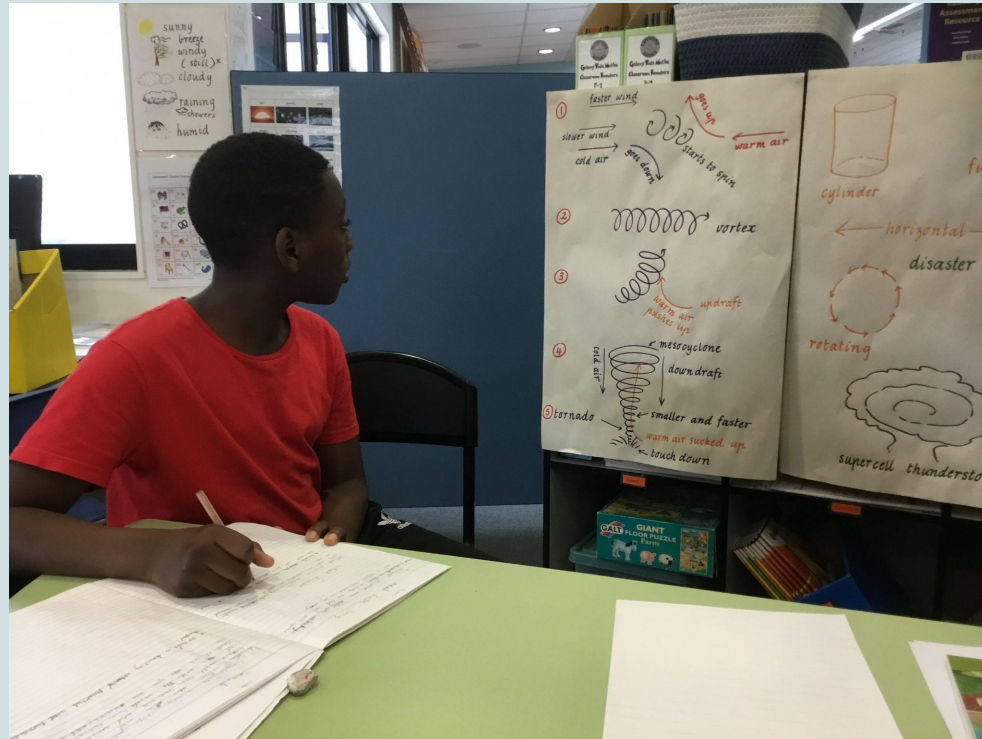


We would like to begin by acknowledging the Traditional Owners of the land we meet on today, and pay our respects to Elders past, present and emerging, and extend this acknowledgement to the lands on which you join us from today.

We would also like to acknowledge the rich lessons that we as educators can learn from Aboriginal peoples who have created and maintained links through language and culture that have lasted for tens of thousands of years.

# Supporting EAL/D students in Inquiry-Based Learning



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## ***Learning objectives***

## ***Success criteria***

To reflect upon our understandings of pedagogies that support EAL students to learn about and through language within the Inquiry Based Learning model (IBL).

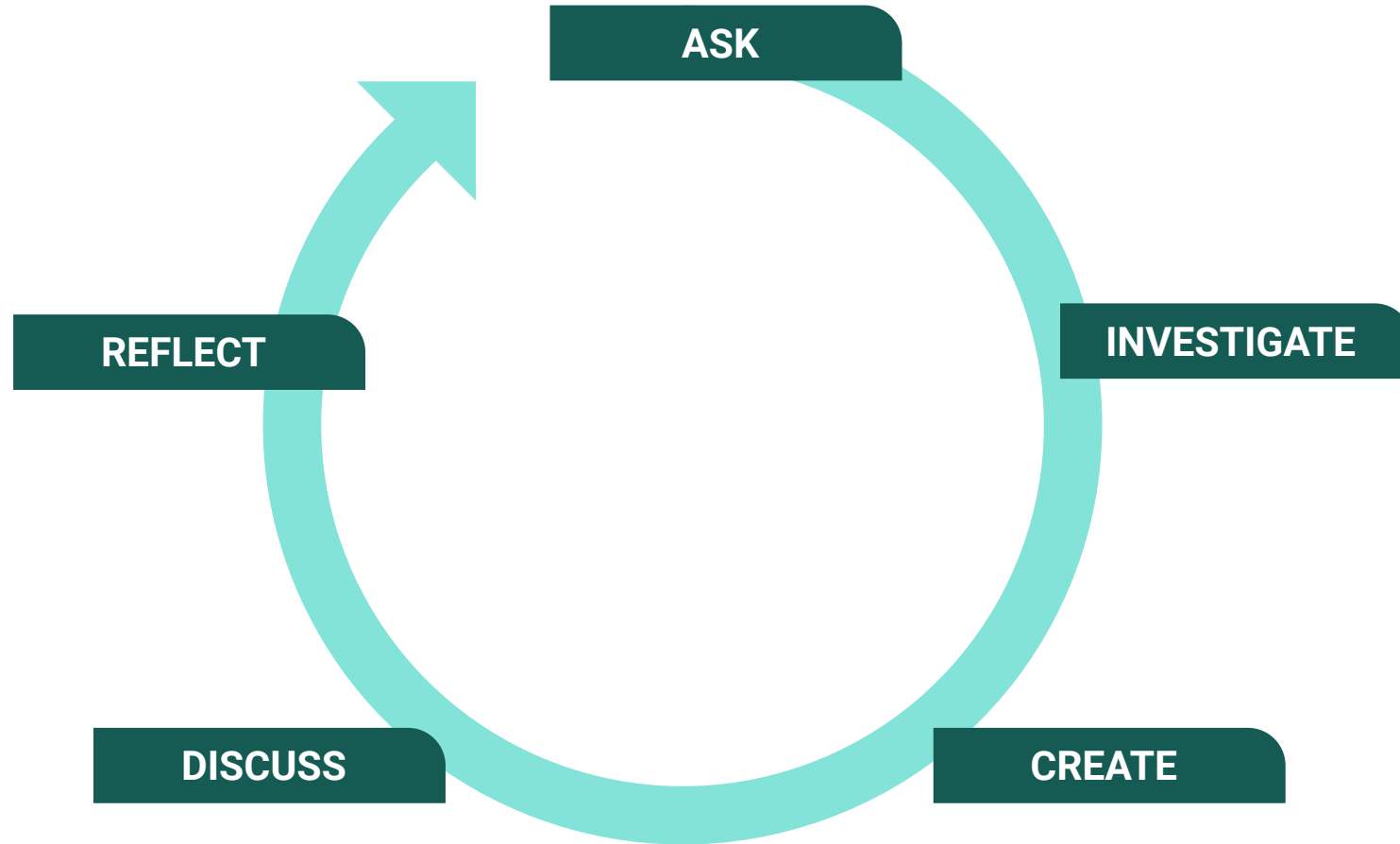
Consider the skills and knowledge required for successful navigation of the IBL for both teacher and the EAL/D learner and the challenges they pose\*.

Collaboratively link 2nd language scaffolding strategies to the IBL cycle

Share and reflect on how this knowledge supports EAL participation & learning through the IBL model.

\* low SES, NESB and Koorie learners may also face similar challenges

# Traditional cycle of IBL





**REFLECT**

**Communicating**

Students present ideas, findings, viewpoints, explanations, predictions, decisions, judgements and/or conclusions in appropriate digital and non-digital forms for different audiences and purposes, using discipline-specific terminology.

**DISCUSS**

**Evaluating and reflecting**

Students propose explanations for events, developments, issues and/or phenomena, draw evidence-based conclusions and use criteria and democratic processes to make informed decisions and judgements. They work with others with respect and reflect on learning to suggest courses of action in response to an issue or problem and predict possible and preferred effects of actions.

**CREATE**

**Analysing**

Students explore information, evidence and data to identify and interpret features, distributions, patterns, trends and relationships, key points, fact and opinion, points of view, perceptions and interpretations. Students also identify the purpose and intent of sources to determine their accuracy and reliability.

**INVESTIGATE**

**Researching**

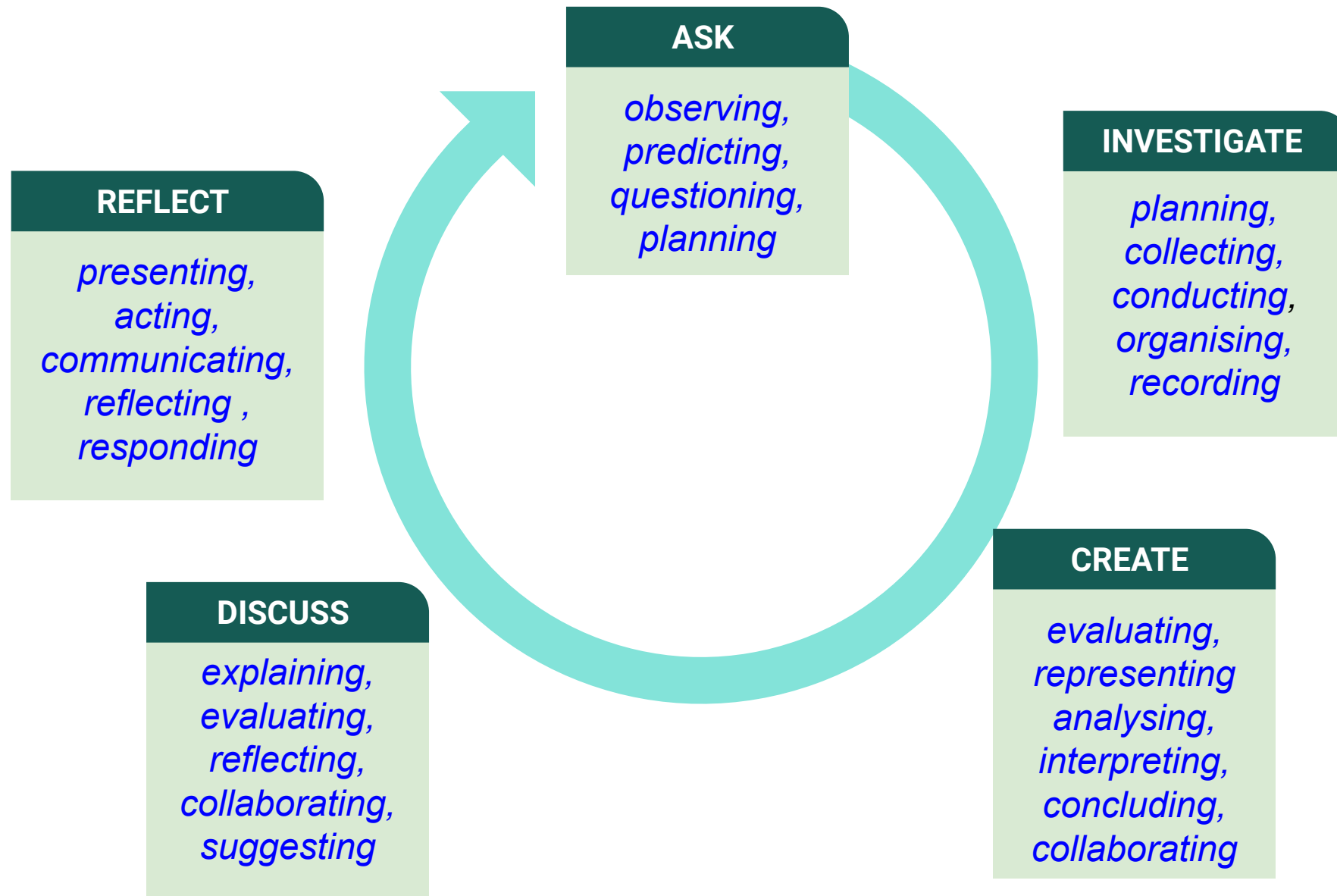
Students identify and collect information, evidence and/or data from primary and secondary sources, including observations. They organise, sequence, sort and categorise them in a range of discipline appropriate forms.

**ASK**

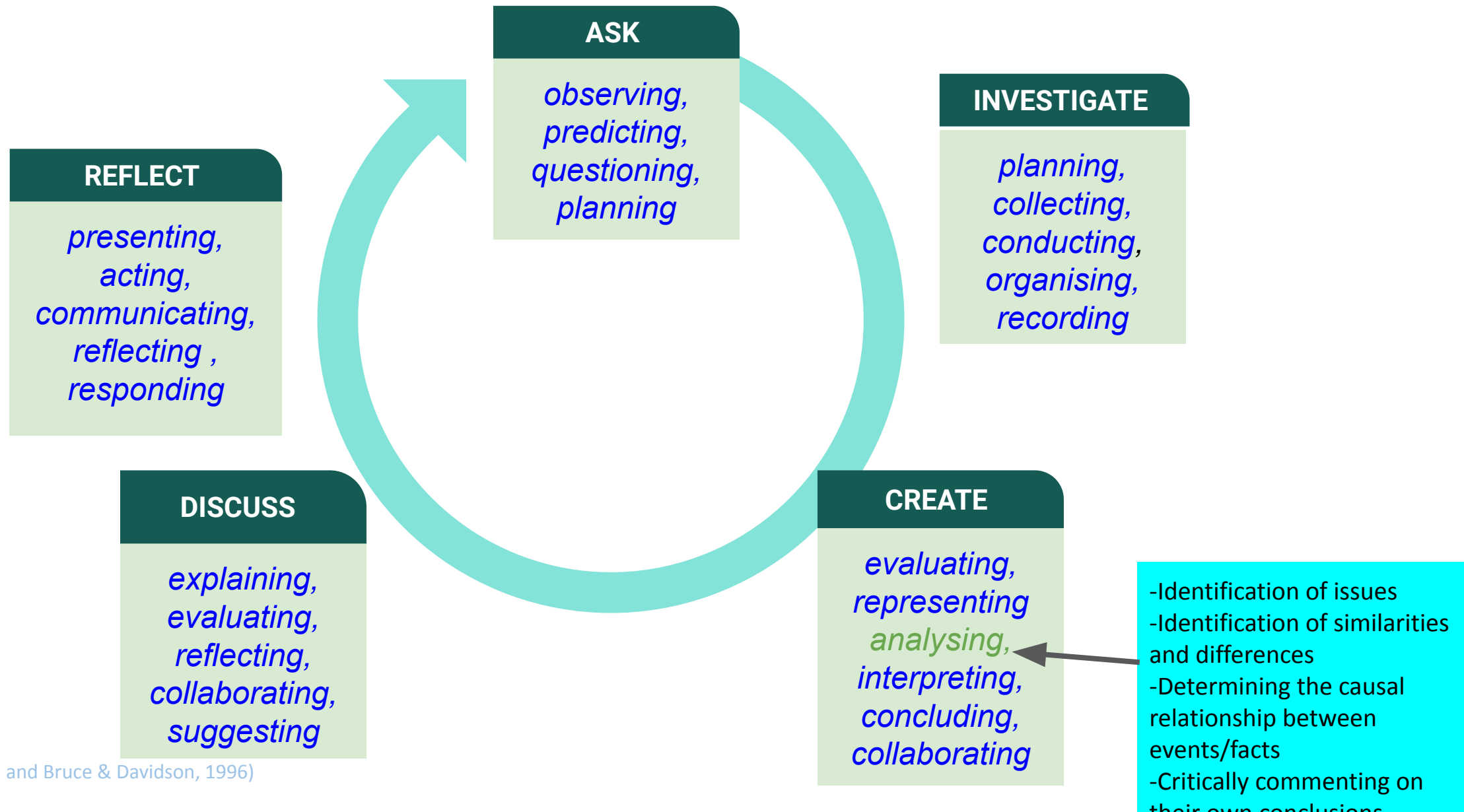
**Questioning**

Students develop questions about events, people, places, ideas, developments, issues and/or phenomena - before, during and after stages of inquiry - to guide their investigations, satisfy curiosity and revisit findings.

# A skills breakdown reveals the complexity of the IBL framework for many EAL/D learners - high level language demands



# A skills breakdown reveals the complexity of the IBL framework for many EAL/D learners



# Hierarchy of inquiry-oriented teaching practices

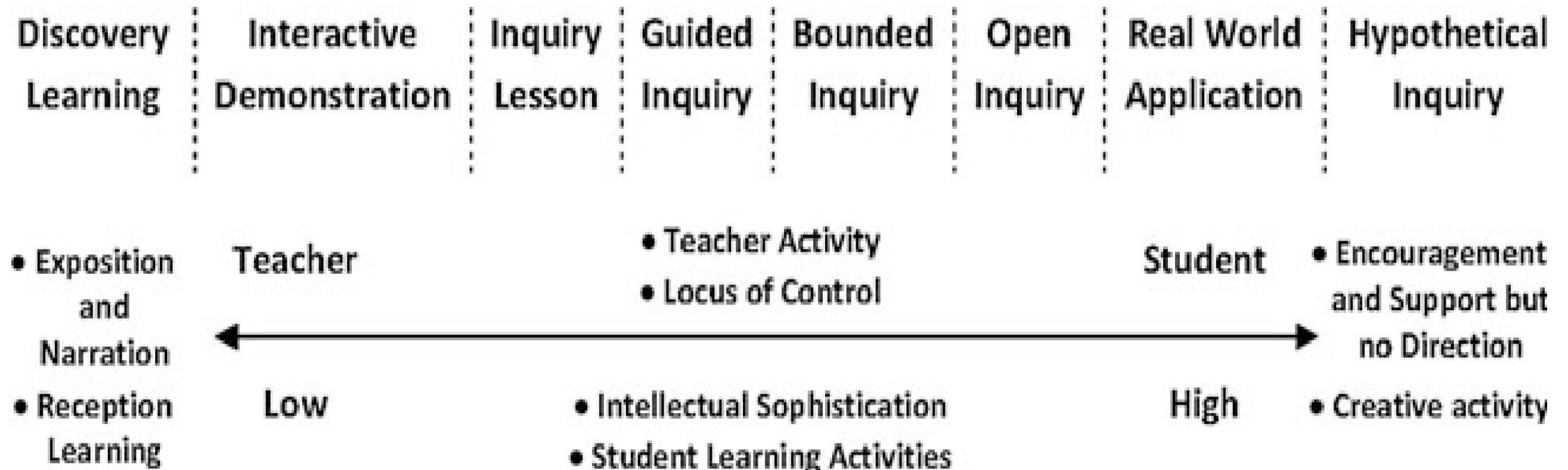


Fig. 1 Basic hierarchy of inquiry-oriented teaching practices [modified from Wenning [2005] and Naish et al. [1987]] in Kidman & Casinader, 2017).

# Learning activities - Breakout group discussion

**TORNADO in a bottle**

motor	big wheels	sample analyser	solar panels
Mars Rover	camera	sample collector	spring

**What is a tornado?**

A tornado is a fierce, rotating storm that can cause tremendous destruction. Most of the tornadoes on Earth happen in the United States, but they have been recorded on all continents except Antarctica.

Global tornado frequency

Most of Earth's tornadoes occur in the lower latitudes areas of North America.

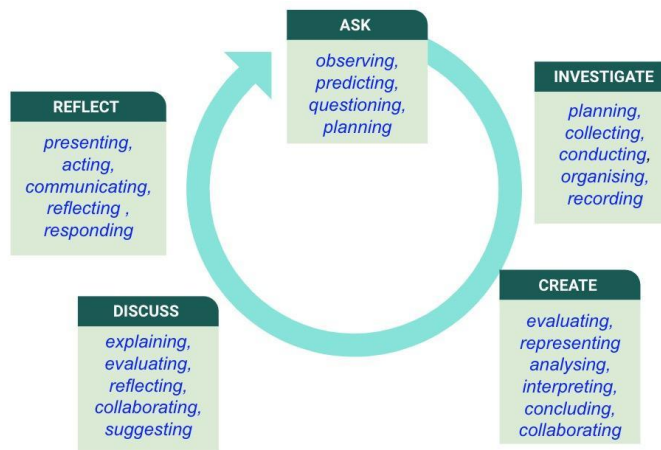
Mercury is the first planet from the sun.

Mercury is the smallest planet.

Mercury has no air and no moon.

The planet has no oxygen so people can't live there.

Disagreeing (NO)	Suggesting	Agreeing (YES)
I don't think so.	I've got an idea.	Let's do that.
I don't agree.	What about...	Great idea.
Yes, but...	I think...	I agree.
But...	We could...	We can do that.
I disagree, because...	What if we...	Yes, that sounds good.
I think it would be better if...	Maybe...	That's a good idea.
	We should...	Okay.



**Information Report**

**General Statement**  
Identifies and classifies the subject

**Description**  
Provides information about the subject's physical appearance and other characteristics

**Evaluation**  
Provides a summary statement about the subject

**Tornadoes**  
A tornado is a fierce rotating storm that can cause tremendous destruction. Most of the tornadoes on Earth happen in the United States, but they have been recorded on all continents except Antarctica.

Tornadoes usually form in supercell thunderstorms. Winds travelling at different speeds cause a horizontal rotating tube of air called a vortex. The vortex is pushed upwards by an updraft of warm air, creating a vertical cylinder of rotating air. The mesocyclone sucks up more warm air, while the cold wind, rain and hail push down. This causes the wind to form a funnel shape, spinning faster and faster. Eventually, the funnel can touch down on the ground, becoming a tornado.

Many tornadoes are small and only last a few minutes, but larger tornadoes can be devastating, with wind speeds of up to 300 miles an hour! The strong updraft of a tornado can suck large objects up into the air, however it is often the flying debris thrown around by the violent winds that causes much of the damage and loss of life.

Tornadoes are both fascinating and terrifying natural disaster.

	★	★★	★★★	★★★★	★★★★★
Task achieved	✓	✓	✓	✓	✓
General Statement	✓	✓	✓	✓	✓
Description	✓	✓	✓	✓	✓
Evaluation	✓	✓	✓	✓	✓
Task achieved	✓	✓	✓	✓	✓

Draft 1, Draft 2, Draft 3



Each breakout room will go to examples of teaching and learning tasks that relate to your group

Note: remember the room number when you accept the invitation to enter the room

vicTESOL

Supporting English language teaching, learning and multicultural education

Join VicTESOL

Professional Learning

Research Grant

Resources

About

My Account



1

2

3

4

5

6

7

8

9

10

Watch the Youtube video:



Tornado in a bottle



Watch later



Share

Click on the tab that relates to your group

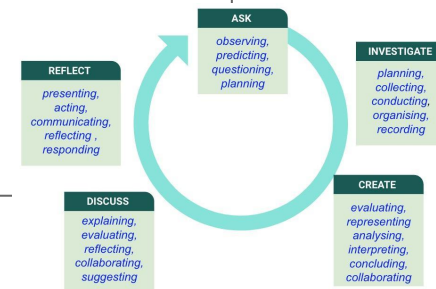
# Group task

In your group, you will read/view each task and ask yourselves:

1. What are the language and literacy skills being used?
2. At which stage\* of the IBL cycle could these activities be used and why?
3. How would you modify these resources for your setting?

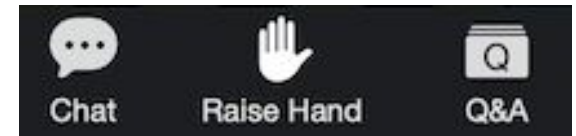
\*Note:

- Some activities could be used at more than one stage.
- You may not have time to review all resources but they will all be available after the PD



Now, using the Chat the nominated scribe will share your feedback to the whole group

In the chat your nominated scribe will insert\*:

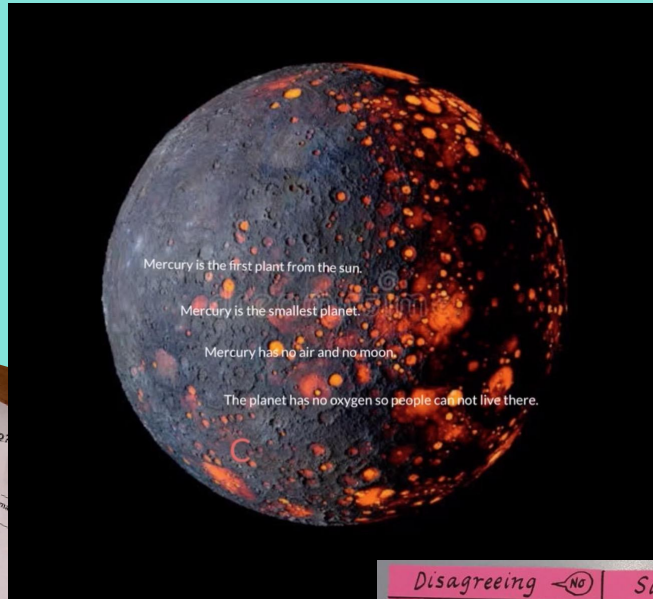
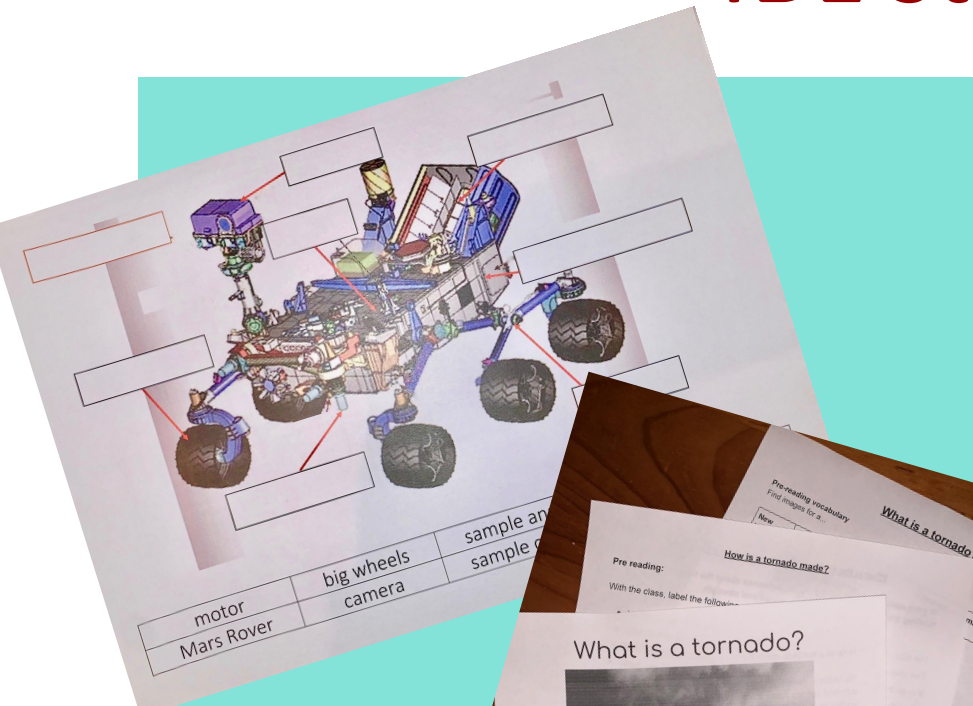


1. Your group number.
1. 1-2 task types your group discussed eg. Youtube video/ mix 'n' match', categorisation/pre-reading task etc.
1. The IBL stage(s) the task/activity fits into and why (key language skills or content knowledge needed, for example).

\*While participants post, please read their comments to consider their ideas about the resources.



# A quick recap: IBL stages and activities



### Information Report

- General Statement**  
Identifies and classifies the subject.
- Description**  
Provides information about the subject's physical appearance and other characteristics.
- Evaluation**  
Provides a summary statement about the subject.

**Tornadoes**

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Many tornadoes are small and only last a few minutes, but larger tornadoes can be devastating, with wind speeds of up to 300 miles an hour. The strong updraft of a tornado can suck large objects up into the air, however it is often the flying debris thrown around by the violent winds that causes much of the damage and loss of life.

Tornadoes are both fascinating and terrifying, an unpredictable and powerful natural disaster.

### What is a tornado?

Pre-reading: How is a tornado made?

With the class, label the following:

What is a tornado?

A tornado is a fierce, rotating storm that can cause tremendous destruction. Most of the tornadoes on Earth happen in the United States, but they have been recorded on all continents except Antarctica.

Global tornado frequency

Most of Earth's tornadoes occur in the lower elevation areas of North America.

Disagreeing (No)	Suggesting	Agreeing (Yes)
I don't think so.	I've got an idea.	Let's do that.
I don't agree.	What about...	Great idea.
Yes, but...	I think...	I agree.
But...	We could...	We can do that.
I disagree, because...	What if we...	Yes, that sounds good.
I think it would be better if...	Maybe...	That's a good idea.
	We should...	Okay.

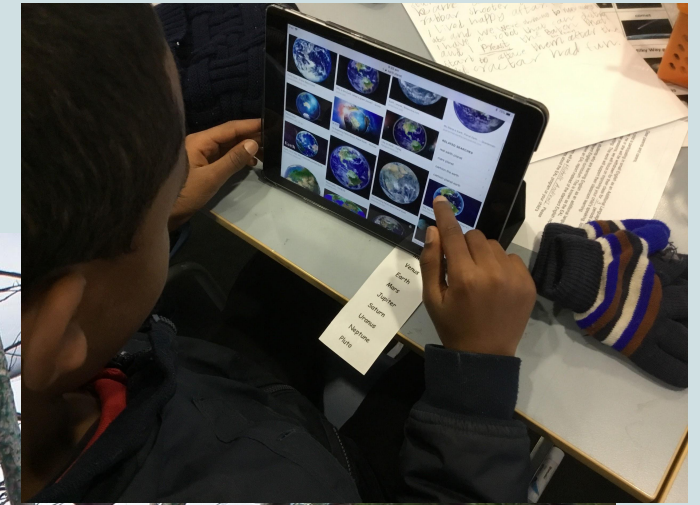
	★	★★	★★★	★★★★
Text structure (Information Report)	Text has a heading and a body ✓	Text includes a heading and a body identifying and describing the topic.	Text includes a heading, a general statement and a description.	Text includes a heading, a general statement, a description and evaluation. ✓
Paragraphs	Information is written in sentences but no paragraphs ✓	Some information is organized into paragraphs.	All information is organized into paragraphs with topic sentences. ✓	All information is organized into paragraphs with topic sentences. ✓
Vocabulary	Only first tier vocabulary ✓	Tries to use some English and third tier vocabulary. <i>level</i>	Some second and third tier vocabulary used correctly. ✓	All second and third tier vocabulary used correctly. ✓
Text cohesion	Sentences make sense. <i>Most</i>	Sentences are sequenced into paragraphs that make sense. <i>Most</i>	Sequencing vocabulary is used to link events in time sequence. ✓	Sequencing and cohesive vocabulary is used to link events and ideas. ✓

Draft 1, Draft 2, Draft 3



# Ask

- observing, predicting, questioning, planning
- 'building the field'

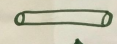





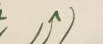




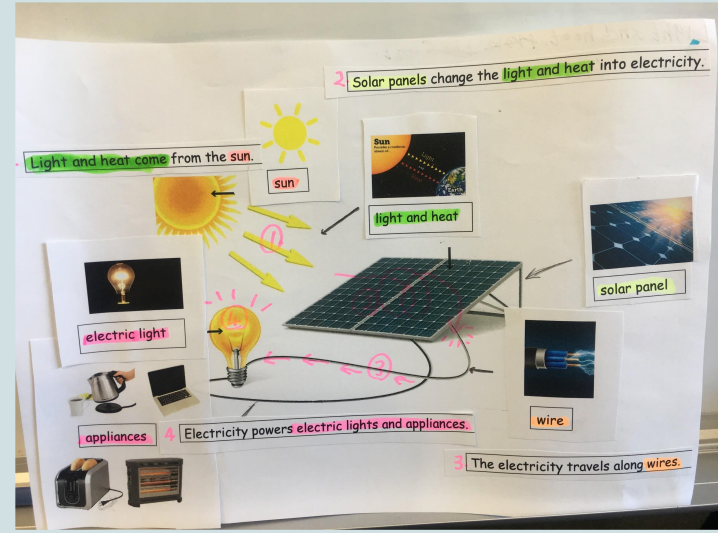
# Ask

- establish focus for the inquiry
- scaffolding language and building vocabulary

• fierce  
 • tremendous  
 • devastating  
 • violent  
 • fascinating  
 • terrifying  
 • unpredictable  
 • powerful

rotating ↻  
 destruction  
 travelling = going  
 horizontal ↔  
 tube   
 vertical ↑  
 cylinder   
 funnel   
 objects = things  
 debris = rubbish

supercell  
 thunderstorms  
 vortex   
 updraft   
 mesocyclone   
 touch down ↓  
 tornado 



(long tongue)

big mouth  
 smooth skin  
 tiny round ears  
 no tail  
 yellow eyes  
 small nose  
 small front legs  
 long toes with sticky pads  
 big, strong, long back legs for swimming or jumping

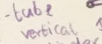


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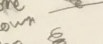
Tornadoes usually form in supercell thunderstorms. Winds travelling at different speeds cause a rotating tube of warm air, creating a vertical updraft.  
 Some is pushed upwards by an updraft of warm air, while the cold wind rotates it. The mesocyclone sucks up more warm air, while the cold wind rain and fall push down. This causes the wind to form a funnel shape, spinning faster and faster. Eventually, the tornado can touch down on the ground, becoming a tornado.

Many tornadoes are small and only last a few minutes, but larger tornadoes can be devastating, with wind speeds of up to 300 miles an hour. The strong updraft of a tornado can suck large objects into the air, however it is often the flying debris thrown around by the rotating winds that causes much of the damage and loss of life.

Tornadoes are both destructive and scary, an unpredictable and powerful natural disaster.

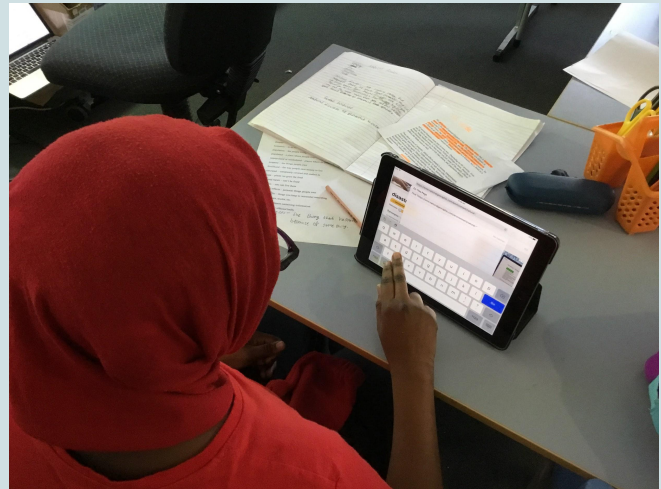
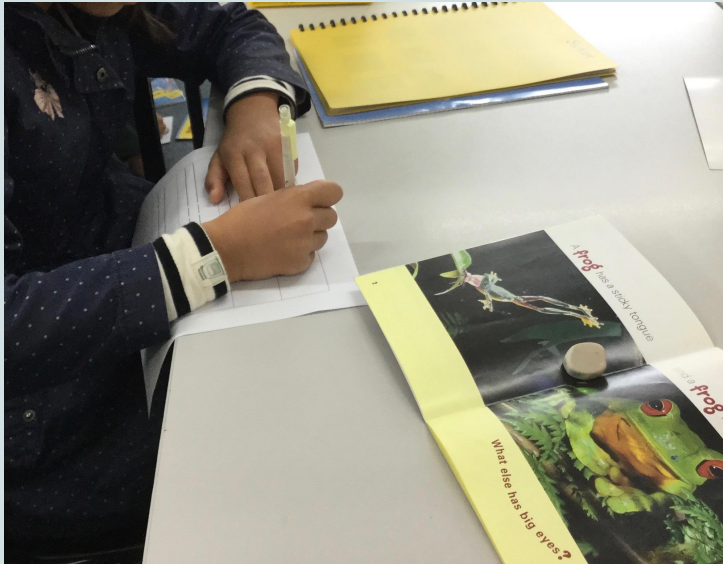
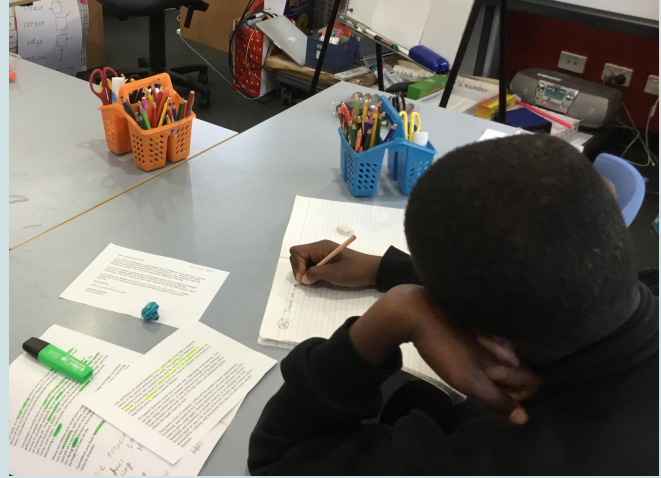
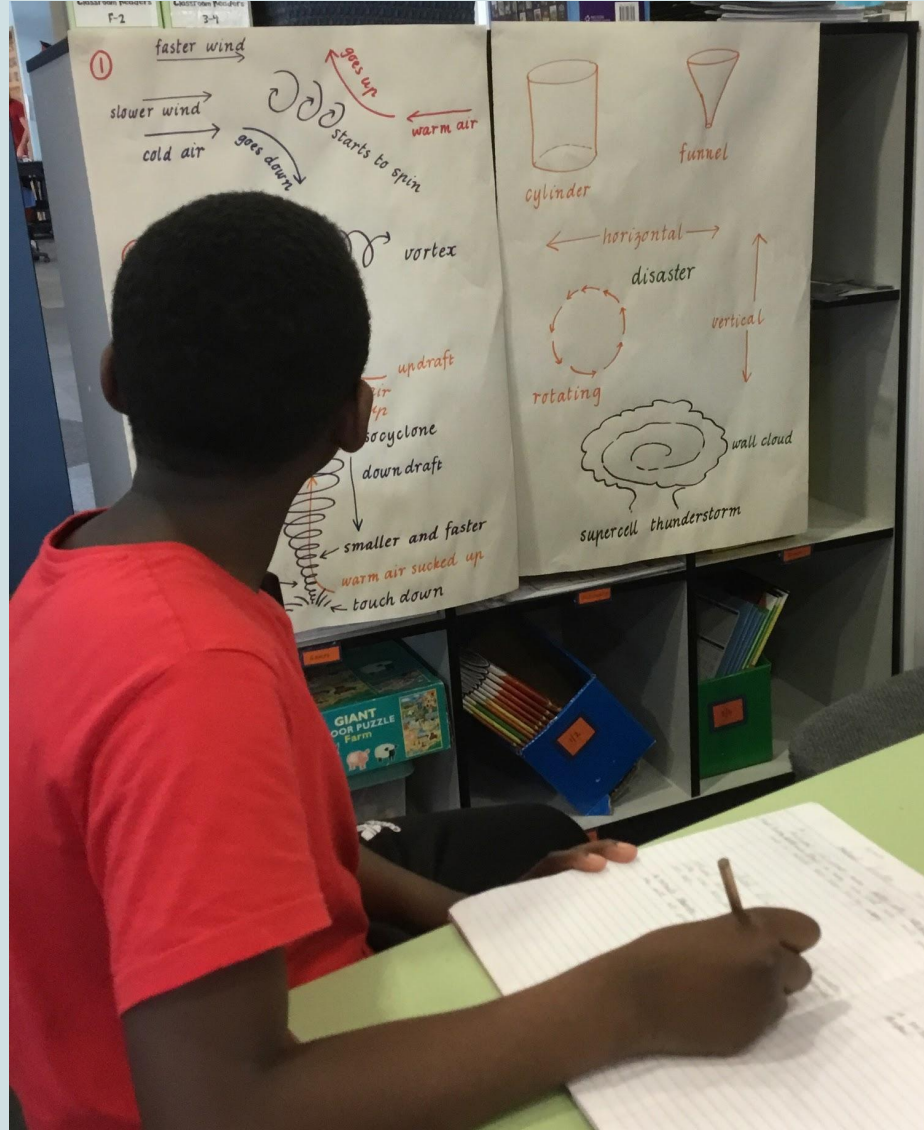
fierce  
 tremendous  
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 powerful

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 tube   
 vertical ↑  
 cylinder   
 funnel   
 objects = things  
 debris = rubbish

supercell  
 thunderstorms  
 vortex   
 updraft   
 mesocyclone  
 touch down  
 tornado



# Investigate - planning, conducting, collecting, evaluating





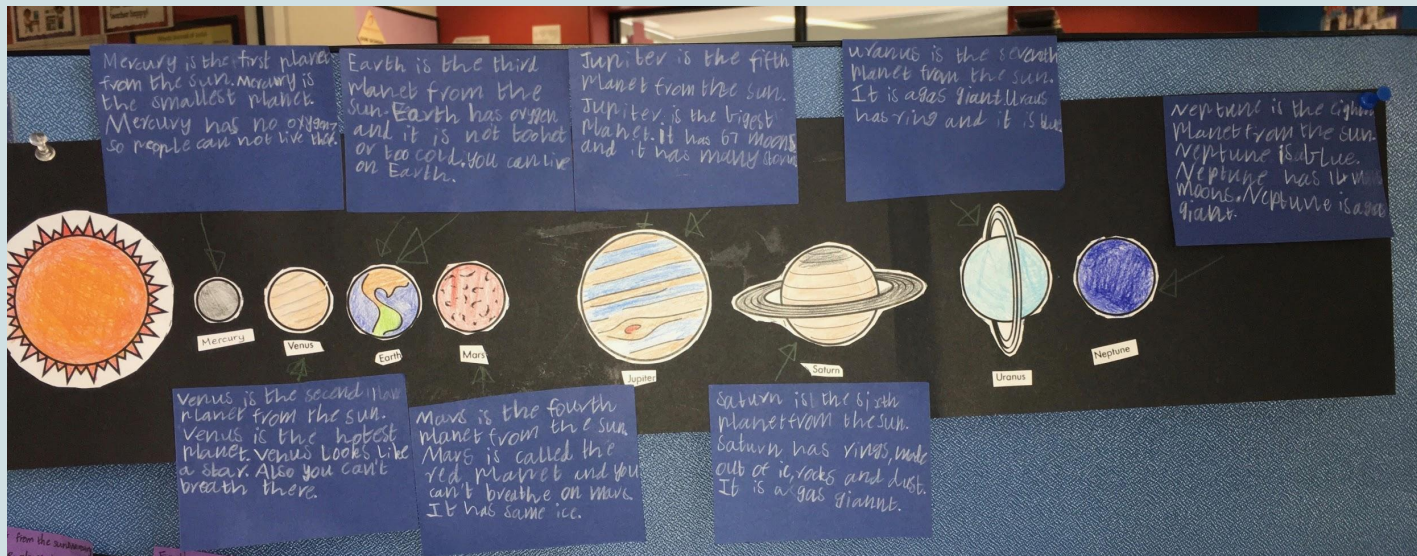
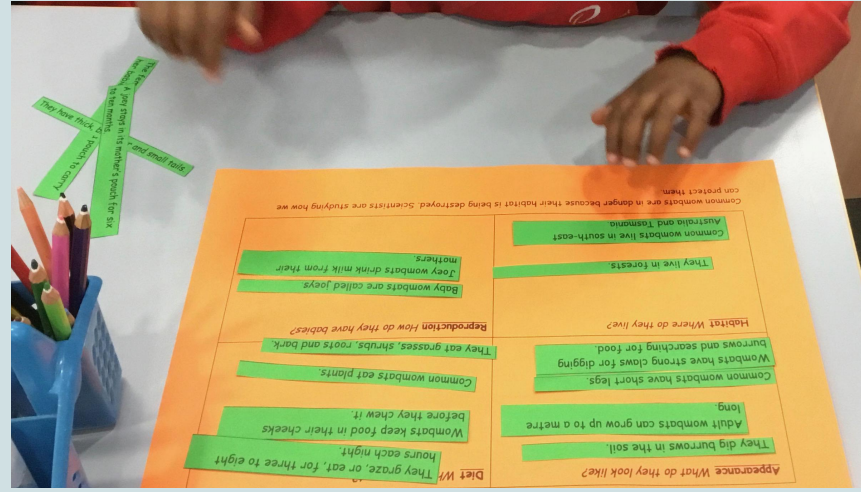
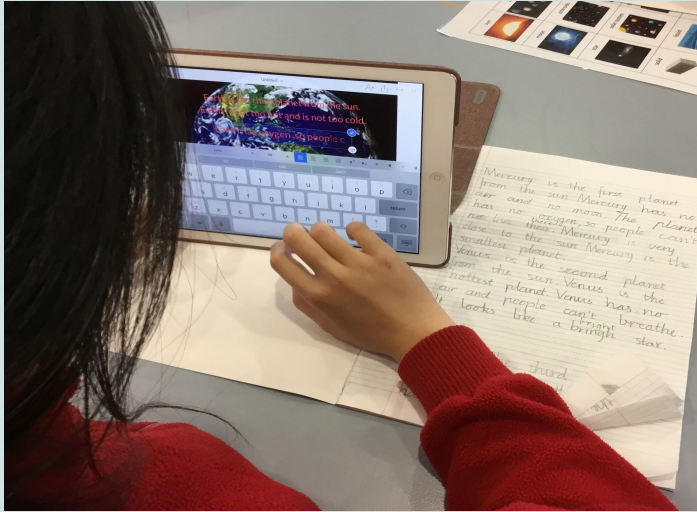
# Discuss - analysing, interpreting, concluding, evaluating, reflecting





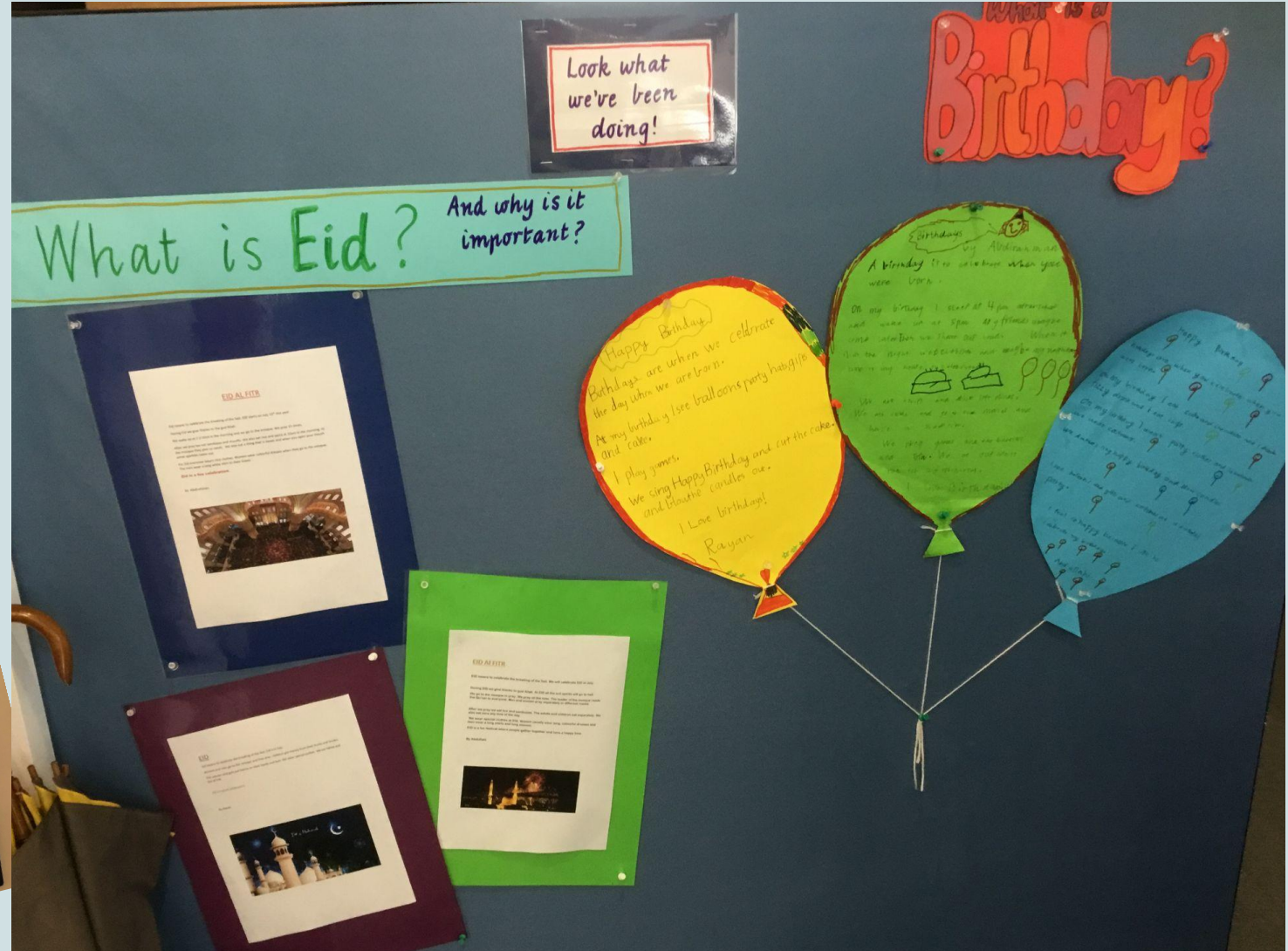
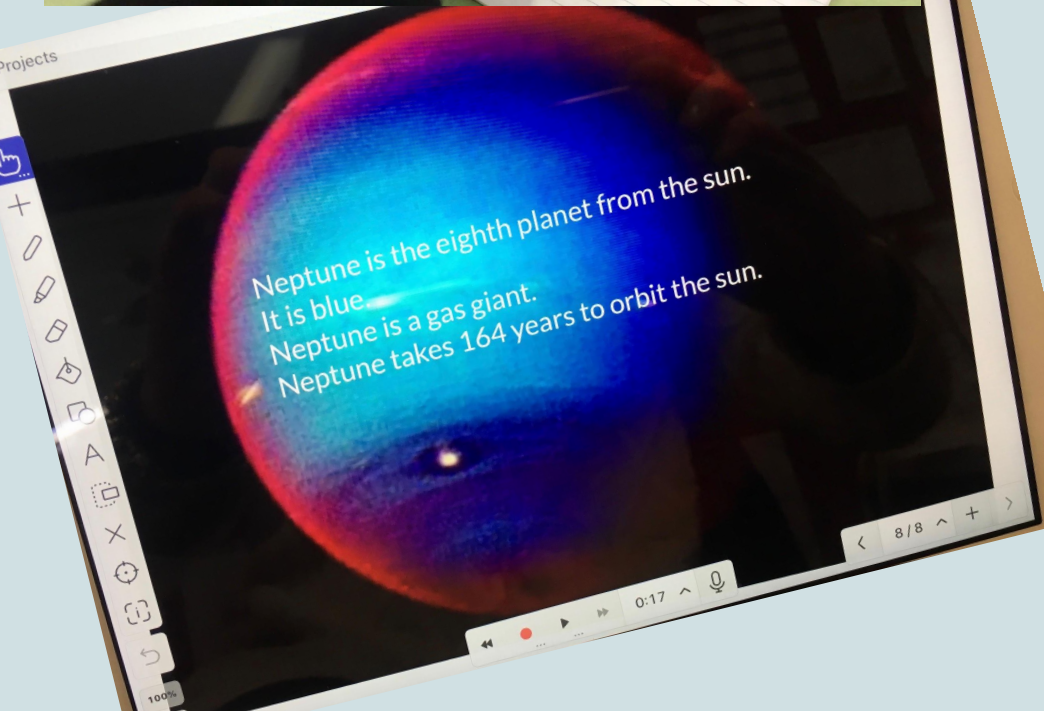
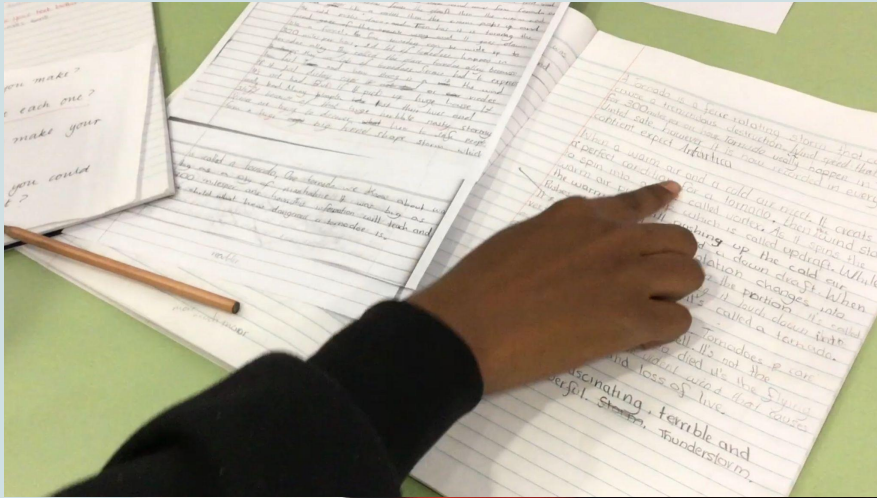
# Create

- representing, presenting, evaluating
- written, oral, visual





# Reflect - reflecting, responding, communicating



# Key EAL/D strategies > High Impact Teaching Strategies

- Explicit teaching eg. vocabulary & key concepts (HITS 3 - Explicit teaching)
- Modelling (HITS 4 - Worked examples)
- Selecting targeted, not open, tasks & texts ie. modifying resources/limiting number of them to reduce the cognitive load (HITS 2 & 10 - Structuring lessons & Differentiation)
- Multiple use of images, videos and hands on activities (HITS 6 - Multiple exposures)
- Opportunities for recycling language and concepts eg. labelling, ordering, reviewing, (HITS 6 - Multiple exposures)
- Speaking before writing (HITS 5 & 10- Collaborative learning & Differentiation)
- Opportunities to discuss/evaluate language choices (HITS 9 - Metacognitive strategies)



# Key EAL/D strategy - plurilingualism

## (HITS No. 9 & 10 - Differentiation & Metacognitive strategies)

Allowing students to use plurilingual strategies to support communication & participation. For example,

- identify or make connections between English and their home language
- use images, audiovisuals and culturally familiar objects from their home country to connect to their learning
- mix English and their home language in a range of verbal and non-verbal forms

Use their home language with a peer or support officer or for homework tasks (even with family) to:

- clarify simple steps to complete a task
- discuss key concepts and terminology
- clarify grammar or spelling rules
- compare the differences in verbal and non-verbal expressions between cultures (VCAA, 2021).



# Summary - Skills are often fluidly applied across all stages

**REFLECT**



**DISCUSS**



**CREATE**



**INVESTIGATE**



**ASK**

## **Communicating**

Students present ideas, findings, viewpoints, explanations, predictions, decisions, judgements and/or conclusions in appropriate digital and non-digital forms for different audiences and purposes, using discipline-specific terminology.

## **Evaluating and reflecting**

Students propose explanations for events, developments, issues and/or phenomena, draw evidence-based conclusions and use criteria and democratic processes to make informed decisions and judgements. They work with others with respect and reflect on learning to suggest courses of action in response to an issue or problem and predict possible and preferred effects of actions.

## **Analysing**

Students explore information, evidence and data to identify and interpret features, distributions, patterns, trends and relationships, key points, fact and opinion, points of view, perceptions and interpretations. Students also identify the purpose and intent of sources to determine their accuracy and reliability.

## **Researching**

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## **Questioning**

Students develop questions about events, people, places, ideas, developments, issues and/or phenomena - before, during and after stages of inquiry - to guide their investigations, satisfy curiosity and revisit findings.

# Culturally driven teaching frameworks and perspectives



Image sources; <https://pxhere.com/en/photo/1341967>

# Conclusion

Build confidence to move from conversational language to academic language.

With careful planning based on the understanding that language skills overlap between and across the IBL stages, EAL/D students can and will move backward and forwards across each stage with guided support.

This, in turn, will promote language acquisition, confidence and the critical and creative thinking skills required for them to not only participate in the IBL framework but to ultimately become independent; to live and work in a digitally mobile and globalised world.



**Chat:  
Further questions?**

•Image: <a href="https://www.freepik.com/vectors/light">Light vector created by starline - www.freepik.com</a>



# Reminder: State based resources that support all teachers

THE  
EDUCATION  
STATE

Resources to support the English as an Additional Language curriculum in Victorian schools



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY

Victorian Curriculum F-10 English as  
an Additional Language (EAL)

Rationale and aims



Structure



Learning in English as an Additional Language



Victorian Curriculum F-10 EAL:



Education  
and Training

Resources to support understanding, assessing and reporting on the English language proficiency of EAL students

## ASSESSMENT AND REPORTING

Assessing English language proficiency



Plurilingual awareness and assessment



Tools to Enhance Assessment Literacy for  
Teachers of EAL (TEAL) assessment resource centre

## PATHWAYS AND TRANSITIONS

Pathways and transition stories

Linked to annotated work samples

### Annotated work samples

- Student information
- Task context and description
- Transcript of spoken sample or image of written sample

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