



Education &  
Communities



# Designing learning for culturally and linguistically diverse classrooms K-12

*Jane Wallace and Elizabeth Campbell*

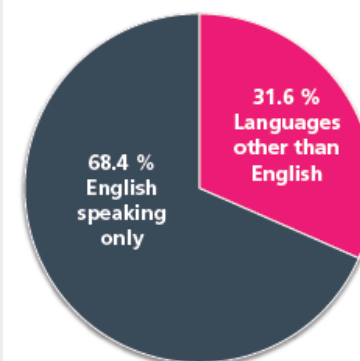
# Session overview

- Cultural and linguistic diversity in our schools
- Policy context for differentiation
- Designing learning in a CALD/EAL/D context
- Assessing English language proficiency
- Identifying language and cultural content
- Key principles of EAL/D pedagogy and strategies that support academic language development
- Resources and tools for teachers

# Cultural and linguistic diversity in our schools

2014	LBOTE students	EAL/D students	Refugee students	New arrivals
Number of students	242,850	138,487	7,448	8,175
% of total student enrolments	31.6%	18.02%	0.97%	1.06%

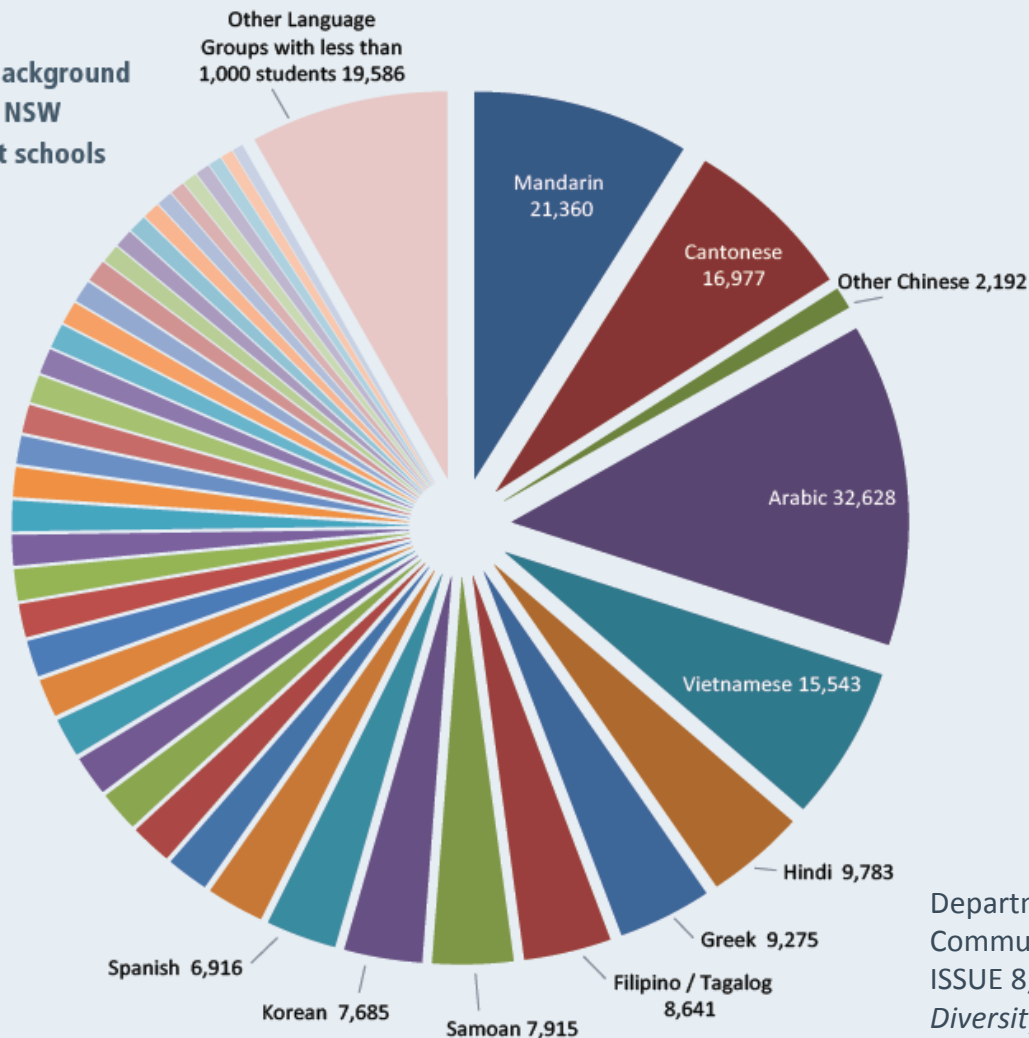
Language background of students in NSW government schools in 2014



NSW, DEC, CESE BULLETIN ISSUE 8, *Schools, Language Diversity in NSW, 2014*

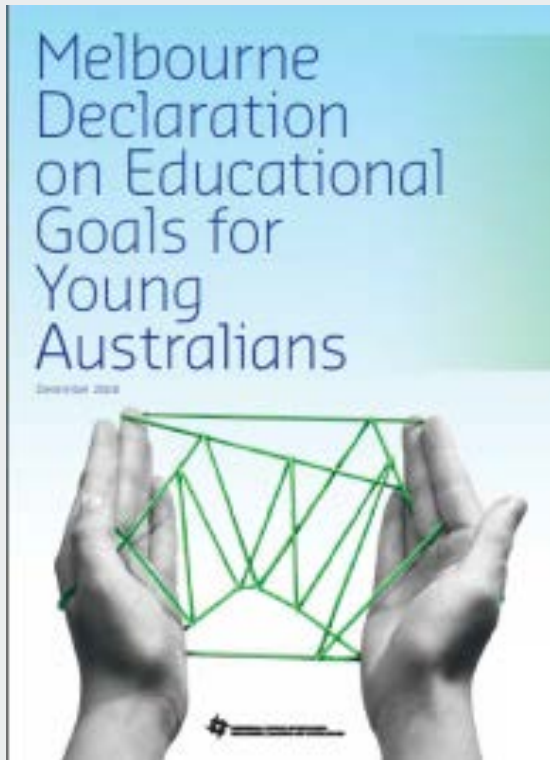
# Cultural and linguistic diversity in our schools

**Figure 2**  
Language background diversity in NSW government schools 2014



Department of Education and Communities, CESE BULLETIN ISSUE 8, *Schools, Language Diversity in NSW, 2014*

# Australian curriculum ... accessible to all students



The Melbourne Declaration commits "to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens and to promoting **equity** and excellence in education. The Australian Curriculum will be **accessible to all** young Australians, regardless of their social or economic background or the school they attend."

# Policy context

**Standard 1:** Know students and how they learn

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

**Standard 3:** Plan for and implement effective teaching and learning

**Standard 5:** Assess, provide feedback and report on student learning

Australian Professional Teaching Standards

EAL/D students require specific support to build the English language skills needed to access the general curriculum, in addition to learning area-specific language structures and vocabulary.

Australian curriculum - ACARA EAL/D Teacher resource

## Policy context

1.4 Students who are learning English as a second language are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

**NSW DEC – Multicultural Education Policy**

Schools are expected to implement strategies that support EAL/D students to develop English language proficiency in the context of curriculum learning.

Schools will report on student learning outcomes in the annual school report

**NSW DEC – Local Schools Local Decisions - RAM**

# The planning cycle for quality teaching



What are the essential understandings?

Why does the learning matter?

How do I want my students to demonstrate their deep understanding?

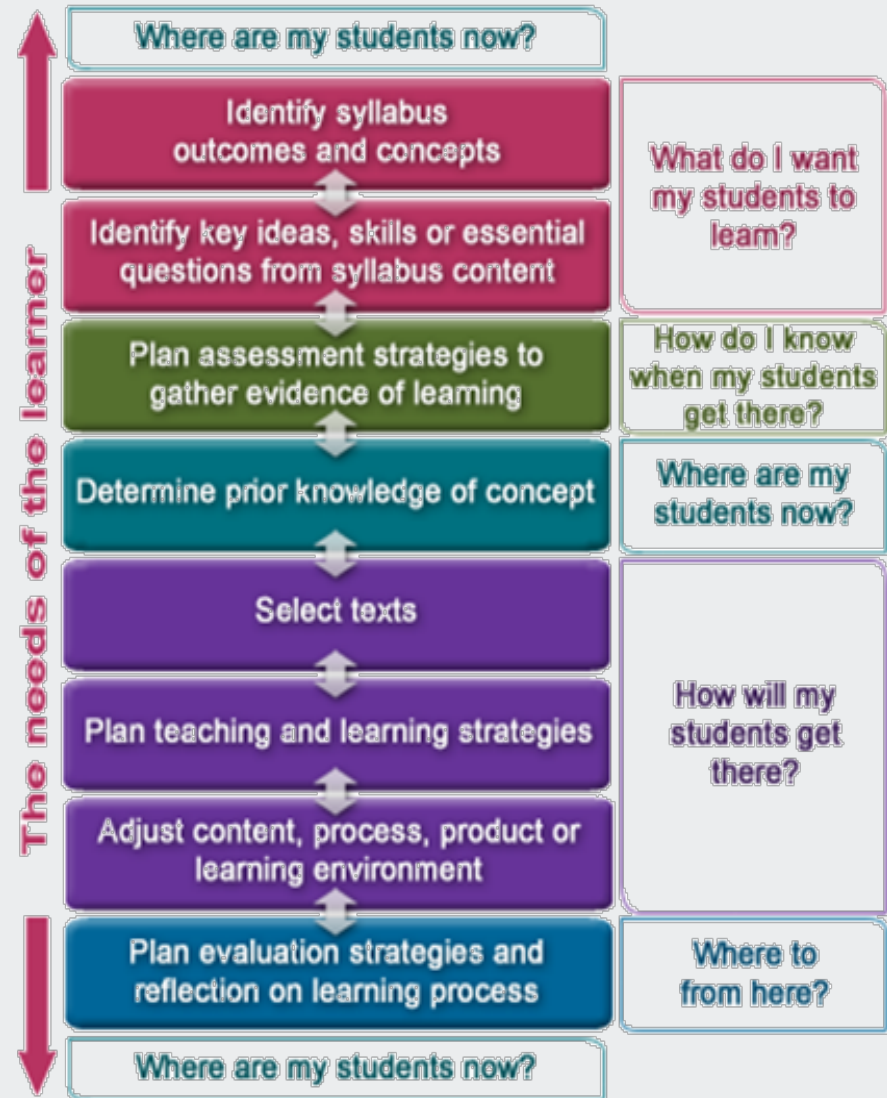
How well do I want my students to do this?

NSW DEC, *Programming for quality teaching and assessing* [http://lrr.cli.det.nsw.edu.au/LRRView/14250/14250\\_03.htm](http://lrr.cli.det.nsw.edu.au/LRRView/14250/14250_03.htm)



# Planning for teaching

How do we plan and program for EALD students at varying levels of English language proficiency?



NSW DEC, Your school and the new syllabus, English K-10 @ <https://detwww.det.nsw.edu.au/australiancurriculumnsw>

# Principles of effective teaching

- establishing where learners are in their progress
- tailoring teaching to the needs of individual learners
- providing immediate feedback to guide action
- assisting learners to see and appreciate the progress they are making.



*Generations of teachers – from master sculptors to piano teachers to sports coaches to parents of very young children – have used these principles naturally in their everyday teaching’*

Geoff Masters, ‘Essential teaching practices – do they exist?’  
*Teacher*, December, 2014

***What processes, practices and resources do teachers need?❓***

# What is your understanding of 'differentiation'?



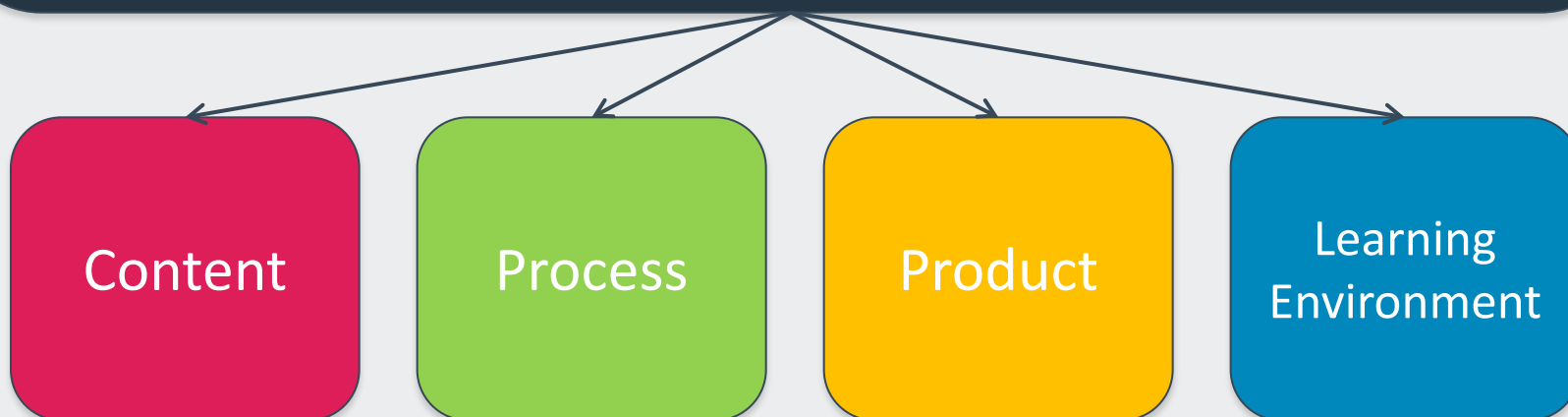
- What is your experience of differentiation – an example, a comment, a question?
- Talk about your ideas with a partner. Identify any common elements or interesting differences.



# Differentiation - essential for effective teaching

Differentiation is a targeted process that involves forward planning, programming and instruction. It involves the use of teaching, learning and assessment strategies that are fair and flexible, provide an appropriate level of challenge, and engage students in learning in meaningful ways.'

Board of Studies, Teaching and Educational Standards NSW (BOSTES), 2012 NSW Syllabuses for Australian Curriculum



# The instructional role of teachers

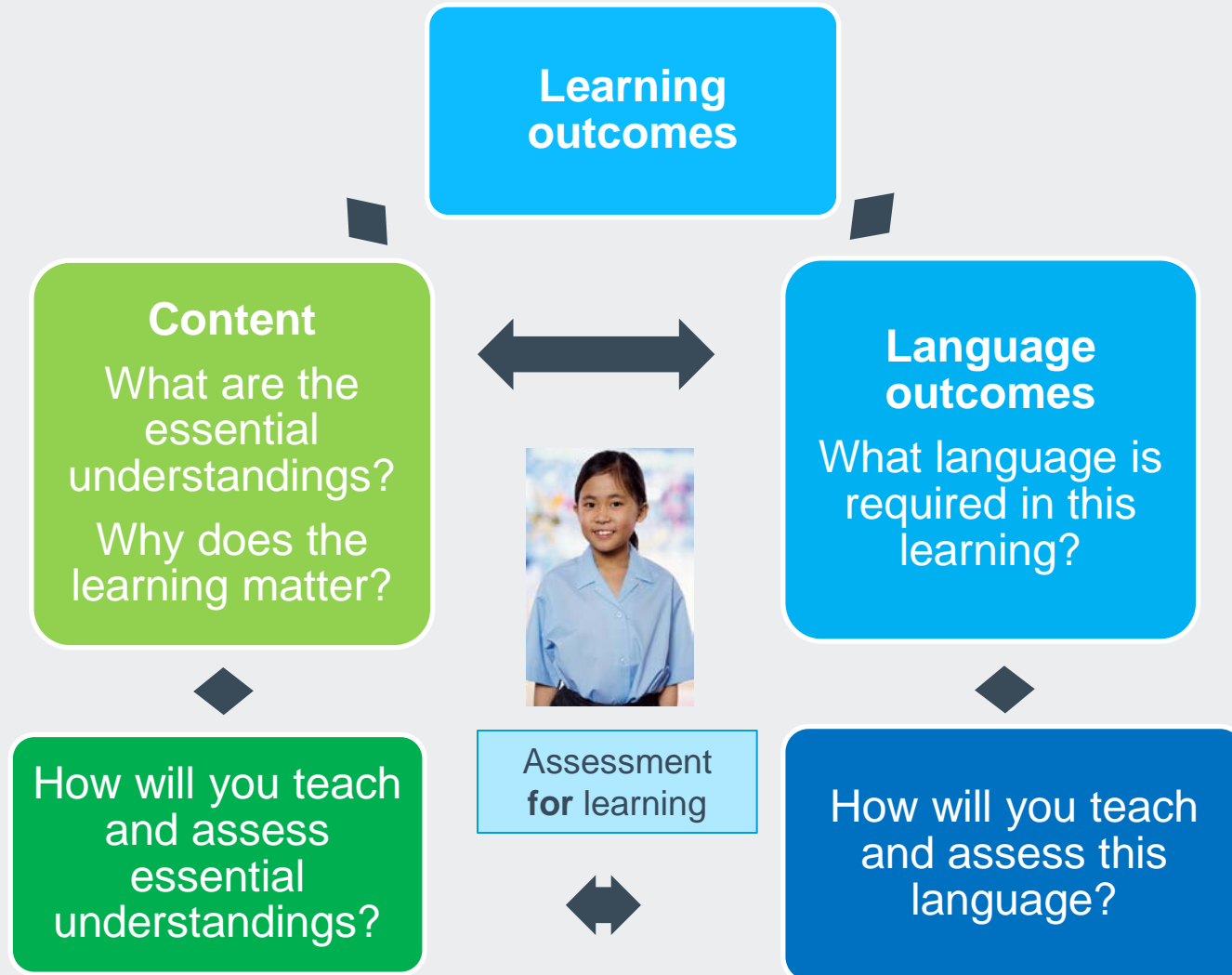


NSW DEC, Curriculum and Learning Innovation Centre, August 2012

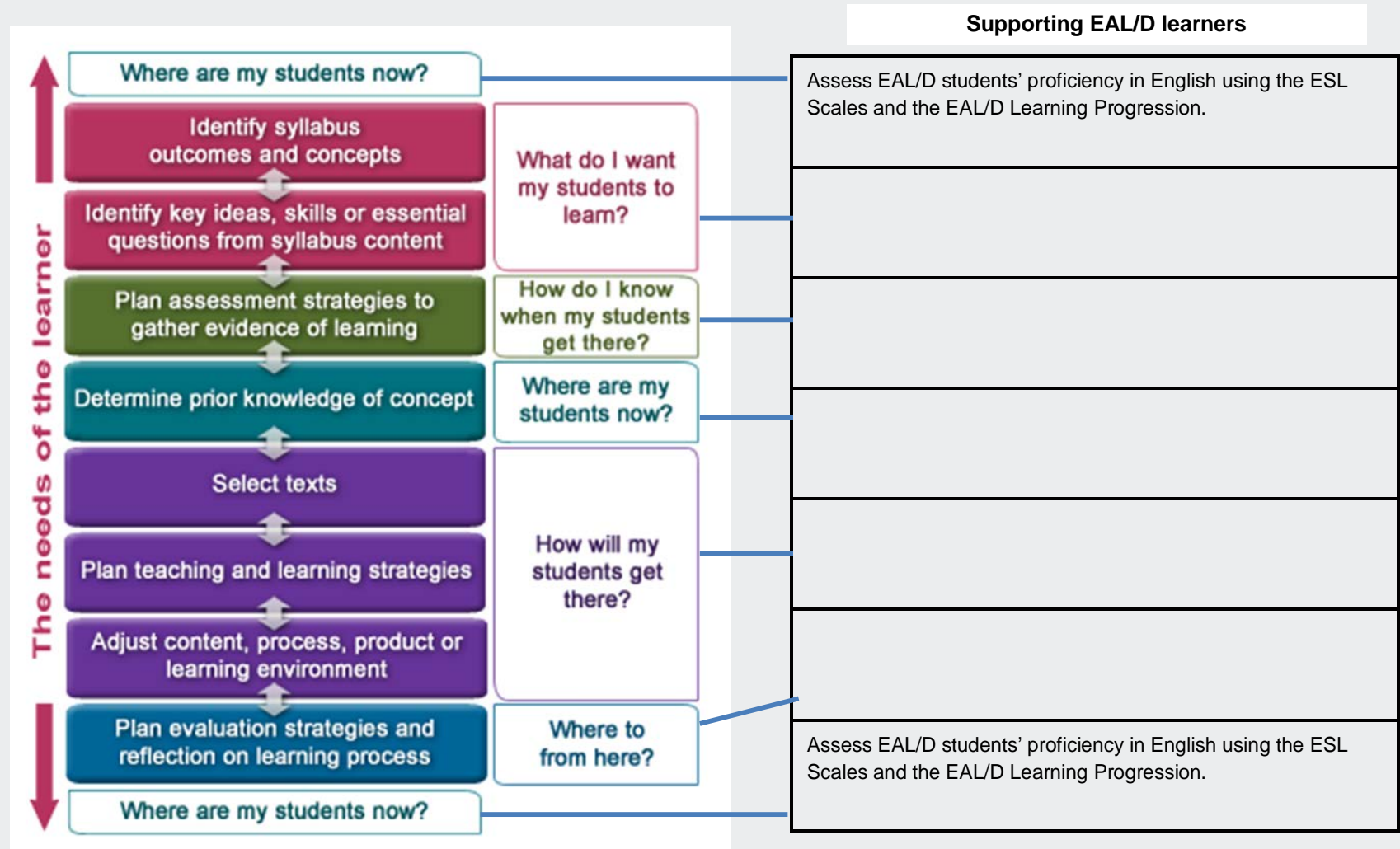
What are the implications for teachers of students who:

- have limited English language proficiency?
- bring different cultural background knowledge to learning?

# Differentiating for EAL/D learners



# Learning by Design – considerations for EAL/D learners



NSW DEC, *Your school and the new syllabus*, English K-10 @ <https://detwww.det.nsw.edu.au/australiancurriculumnsw>

# *Where are my students now?*

## Assessment for learning



- Identify the student/s who need EAL support - Use assessment data from interviews, observations, work samples, anecdotal records, tests
- Determine what students bring to learning –understanding of curriculum concepts, prior content knowledge and skills
- Determine English language proficiency and direction for progress.



# Consider EAL/D learner diversity

Language and cultural background?

Migration status?

English language proficiency?

First language literacy?

Life experiences?



Special gifts and talents?

Interests ?

Family situation?

Impact of trauma ?


Impairment, disability?

Educational experiences?

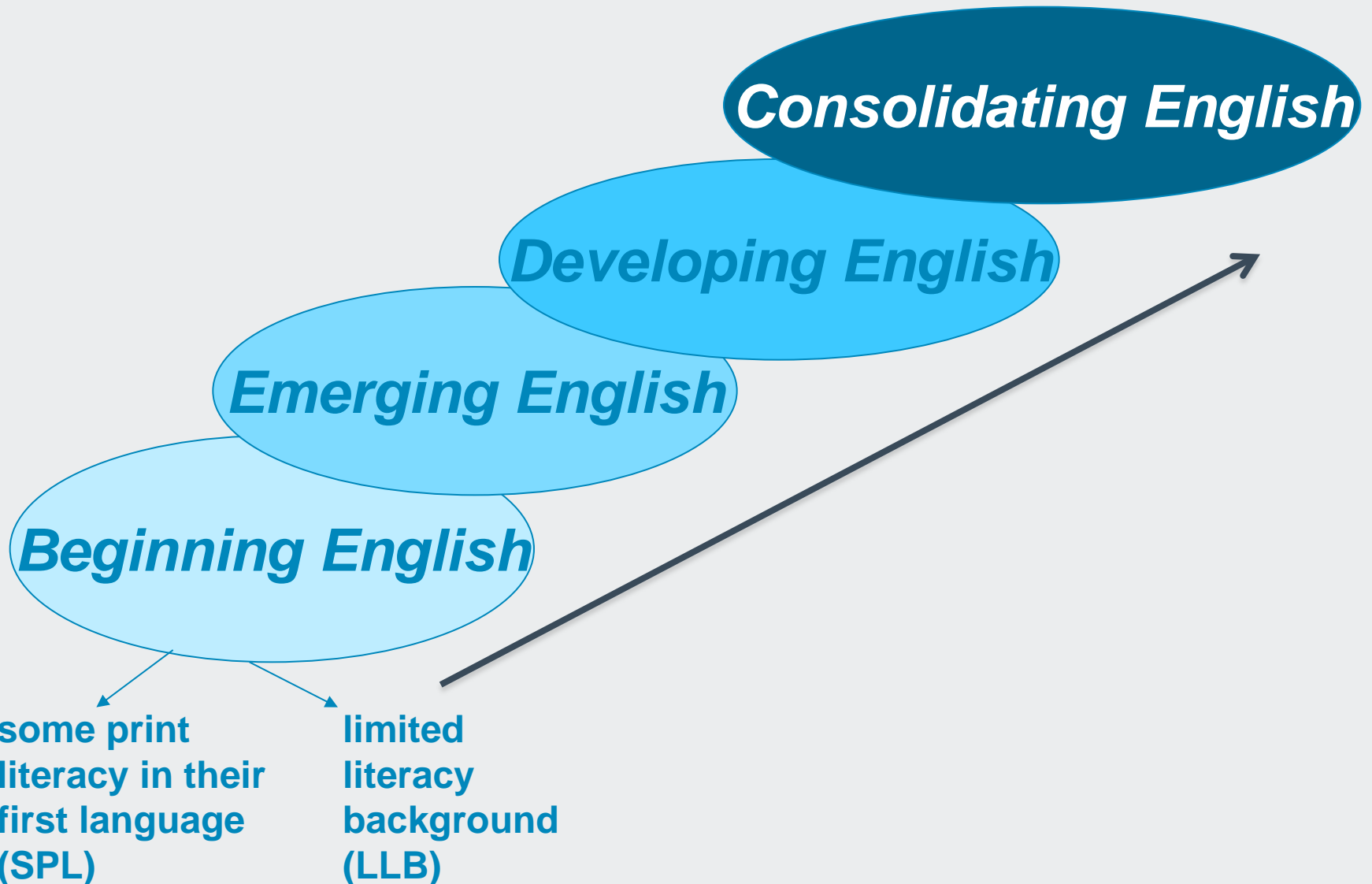
Teaching English Language Learners across the curriculum | © 2012 NSW Department of Education and Communities

# How long does it take to learn English?

Years of instruction with EAL/D teacher support (indicative)

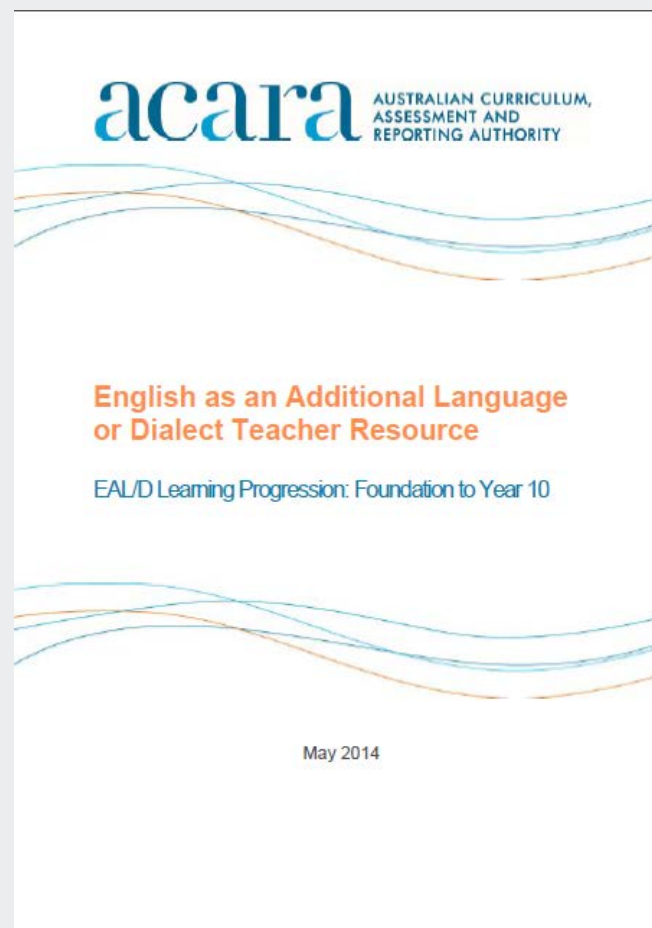
1yr	2yrs	3yrs	4yrs	5yrs	6yrs	7yrs
<b>BICS</b> Basic Interpersonal Communication Skills						
						
<b>CALP</b> Cognitive Academic Language Proficiency						

# 4 phases of English (EAL/D) language development



# EAL/D Learning Progression

- A progression of English language learning typical of students learning English as an additional language or dialect
- Developed primarily for teachers who are not EAL/D specialists
- Four phases: Beginning English, Emerging English, Developing English and Consolidating English
- Broad descriptions across four language modes of listening, speaking, writing, reading/viewing
- Not a checklist
- Students move through the phases at different rates



# ACARA EAL/D Teacher Resource

The screenshot displays the ACARA website interface. At the top left is the ACARA logo (AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY). A dark blue navigation bar contains links for Home, About us, Curriculum, Assessment, Reporting, News and media, and Tenders. A search bar is located on the right of this bar. Below the navigation bar, a breadcrumb trail reads: Home » Curriculum » Student Diversity » English as an Additional Language or Dialect. On the right side of this breadcrumb trail are links for Print page and Email page. A left-hand sidebar menu lists various curriculum categories, with 'English as an Additional Language or Dialect' highlighted in light blue. The main content area features the title 'English as an Additional Language or Dialect: Teacher Resource (EAL/D)'. Below the title is a paragraph explaining the resource's purpose. This is followed by a section titled 'The English as an Additional Language or Dialect Teacher Resource is available as several related publications:' which lists five bullet points: EAL/D Overview and Advice, EAL/D Learning Progression, and three sets of EAL/D annotated content descriptions for English, Mathematics, and Science (all from Foundation to Year 10). Each bullet point includes a brief description of the resource. The page concludes with a link to the full resource page.

**acara** AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Home About us Curriculum Assessment Reporting News and media Tenders Search...

Home » Curriculum » Student Diversity » English as an Additional Language or Dialect [Print page](#) [Email page](#)

→ Curriculum

→ Development of the Australian Curriculum

→ Consultation

→ Learning Areas / Subjects

→ National Trade Cadetship

→ Cross-curriculum priorities

→ General capabilities

→ Student Diversity

→ Students with Disability

→ English as an Additional Language or Dialect

→ Student Diversity Resources

→ Alternative Curriculum Recognition

→ Information Materials

## English as an Additional Language or Dialect: Teacher Resource (EAL/D)

The Shape of the Australian Curriculum describes ACARA's commitment to supporting equity of access to the Australian Curriculum for all students. As part of this commitment, ACARA has developed the *English as an Additional Language or Dialect Teacher Resource* to support teachers as they develop teaching and learning programs in the Australian Curriculum: Foundation to Year 10 with students for whom English is an additional language or dialect (EAL/D).

The *English as an Additional Language or Dialect Teacher Resource* is available as several related publications:

- **EAL/D Overview and Advice**

Comprises an overview of EAL/D learning, advice for teachers of EAL/D students, a glossary, references and acknowledgments.
- **EAL/D Learning Progression**

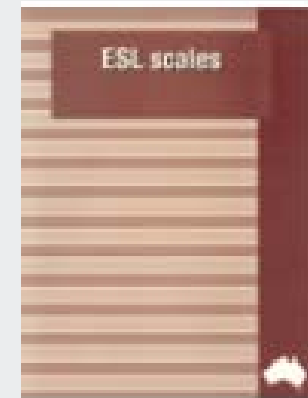
The EAL/D learning progression is a broad synthesis of existing state and territory documents for EAL/D students and has been developed as support material especially for the mainstream teacher who is not an EAL/D specialist. The specialist EAL/D documents in the states and territories remain important resources. The EAL/D learning progression and the accompanying advice is designed to work in conjunction with these state and territory documents.
- **EAL/D annotated content descriptions: English Foundation to Year 10**
- **EAL/D annotated content descriptions: Mathematics Foundation to Year 10**
- **EAL/D annotated content descriptions: Science Foundation to Year 10**
- **EAL/D annotated content descriptions: History Foundation to Year 10**

These annotations describe linguistic and cultural considerations implied by some curriculum content descriptions and suggest teaching strategies to better enable EAL/D students to access the learning described in the content descriptions.
- **Student Illustrations of the EAL/D Learning Progression**

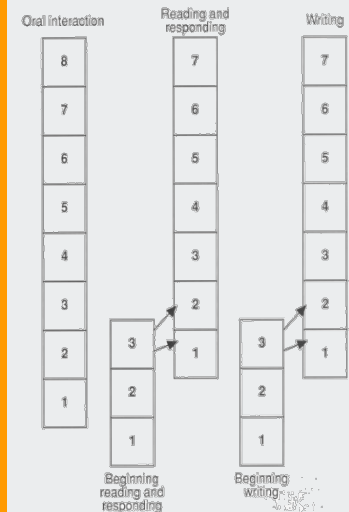
This comprises a range of annotated examples of student work that illustrate aspects of the EAL/D learning progression. These examples will be added to over time.

[http://www.acara.edu.au/curriculum/student\\_diversity/eald\\_teacher\\_resource.html](http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html)

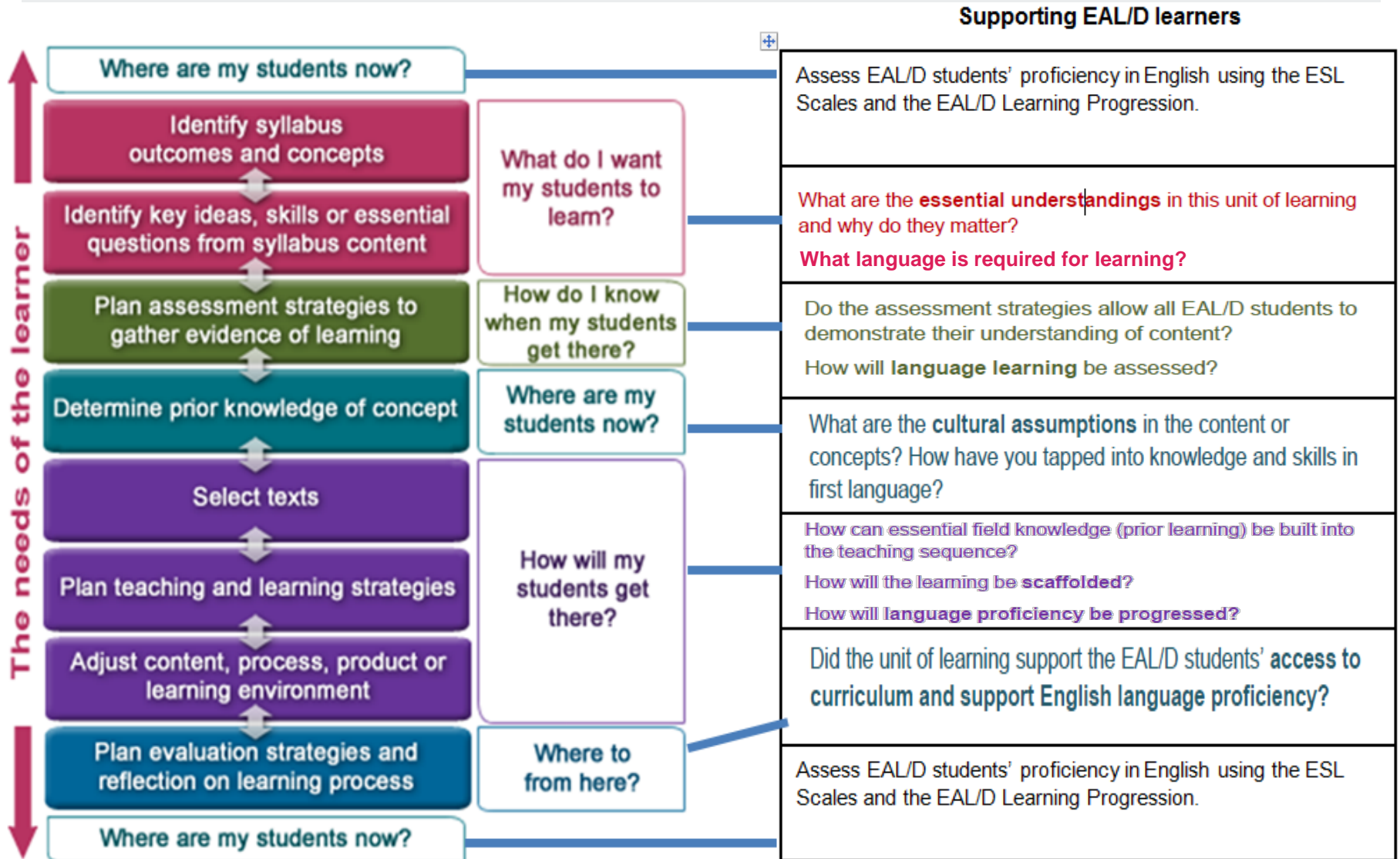
# ESL scales



LEVEL 2 Oral Interaction			
Communication	Language and cultural understanding	Language structures and features	Strategies
<i>At level 2, a student</i>	<i>At level 2, a student</i>	<i>At level 2, a student</i>	<i>At level 2, a student</i>
<p>2.1 Communicates verbally and non-verbally in routine social and classroom situations, understanding controlled English supported by its immediate context and uses learnt formulae, well-rehearsed patterns and short, simple utterances.</p> <p><i>Evident when students, for example:</i></p> <p>Receptive pointers</p> <ul style="list-style-type: none"> <li>Follow simple instructions, relying on key words and context.</li> <li>Respond appropriately with non-verbal language to comments (smile when greeted, shake or nod head to indicate agreement, non-agreement).</li> <li>Indicate non-comprehension, verbally or non-verbally ('No understand').</li> <li>Follow and check on understanding of simple, familiar instructions (T: Put the beaker here. S: This, Miss?).</li> <li>Identify single items of information from short spoken texts (number, colour, name).</li> <li>Identify objects or characters from pictures or diagrams in a known context ('Point to the circle').</li> <li>Attend to tone and context (show awareness that teacher is instructing).</li> </ul>	<p>2.2 Tunes in to the sounds of English and shows understanding of when to use available English acceptably.</p> <p><i>Evident when students, for example:</i></p> <p>Receptive pointers</p> <ul style="list-style-type: none"> <li>Distinguish spoken English from other languages (on hearing English, attempt to respond in English).</li> <li>Tune in to the particular sounds of English (recognise rhyming words in a listening game).</li> <li>Recognise that some words, gestures or intonations may be inappropriate or unsuitable in certain contexts.</li> </ul>	<p>2.3 Shows some understanding of simplified English in familiar, controlled exchanges, and uses simple formulae or short telegraphic utterances.</p> <p><i>Evident when students, for example:</i></p> <p>Receptive pointers</p> <ul style="list-style-type: none"> <li>Show understanding of past, present and future tenses through explicit time references at the beginning of sentences ('Yesterday we go', 'Tomorrow we will go').</li> <li>Respond to key words in a range of common spoken instructions ('Shut the door', 'Put your pens down').</li> </ul>	<p>2.4 Uses some basic communication and learning strategies to participate in everyday and class routines.</p> <p><i>Evident when students, for example:</i></p> <p>Receptive pointers</p> <ul style="list-style-type: none"> <li>Attempt to communicate via written material.</li> <li>Question to check meaning, clarify or confirm (T: Now what did I do with my pencil? S: Pencil, Miss?).</li> <li>Rely on assistance of a friend to interpret or elaborate.</li> <li>Check understanding of classroom language by asking for clarification from other first language speakers.</li> <li>Signal comprehension even when not understanding spoken language.</li> </ul>



# Learning by Design – considerations for EAL/D learners



NSW DEC, *Your school and the new syllabus*, English K-10 @ <https://detwww.det.nsw.edu.au/australiancurriculumnsw>

# What do I want my students to learn?

## Planning learning outcomes



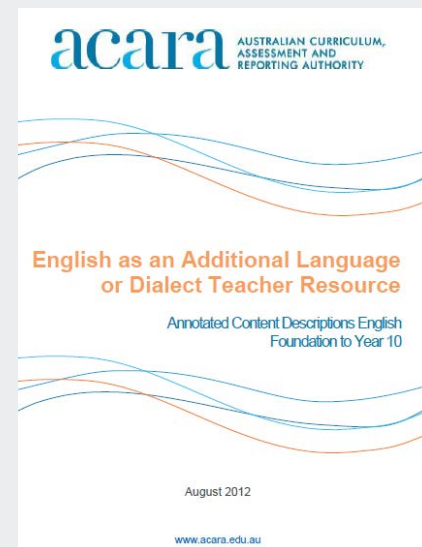
- Identify syllabus outcomes and concepts
- Identify key ideas, skills and essential understanding
- Identify the language and cultural demands of the content outcomes and the teaching/ learning tasks.
- Plan for content and language outcomes (from ESL scales levels)



# Language and cultural considerations

## *Respond to and compose texts*

- share feelings and thoughts about the events and characters in texts (ACELT1783)



CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
<p><b>Responding to literature</b> Share feelings and thoughts about the events and characters in texts (ACELT1783)</p>	<p>EAL/D students in the Beginning and Emerging phases of English language learning have limited vocabulary. Additionally, the vocabulary of feelings and emotions is often abstract it is challenging for EAL/D students in all phases of their EAL/D learning progression.</p>	<p>Use visual reinforcement to teach the vocabulary of feelings and emotions.</p> <p>Ask parents or bilingual assistants to assist, as the students may know this vocabulary in their first language.</p> <p>Use texts from the students' first language to model and prompt</p>

# Identifying language and cultural demands

## EXAMPLE

### Stage 1: Past, present and future

**HT1-1** communicates an understanding of change and continuity in family life using appropriate historical terms .

- discuss and recount stories of family and local history
- distinguish between the past, present and future



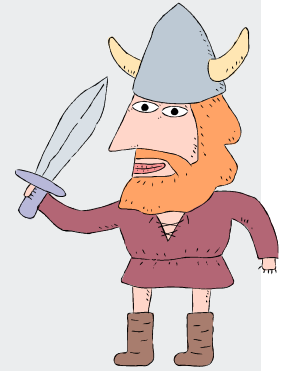
**Essential understandings?**

### *Evidence of learning*

Students will **interview** a family member or friend and **write a recount** of a past family event.

- What are the language demands of this task?
- What is the assumed cultural knowledge?

# Identifying language and cultural demands



## EXAMPLE

### Stage 4: Depth Study 4: The Western and Islamic World

#### Content: Topic 4a: The Vikings (c.AD 790 – c. 1066)

The way of life in Viking society (social, cultural, economic and political feature) and the roles and relationships of different groups in society (ACDSEH007)

- *describe* the everyday life of men, women and children in Viking society

**Essential understandings?**

#### **Evidence of learning**

- *Students will produce 5 diary entries describing their life in Viking society. Their piece of writing will be accompanied by a visual image of Viking life*

- *What are the language demands of this task?*
- *What is the assumed cultural knowledge?*

# ESL Scales links to the English syllabus

## OBJECTIVE A

STAGE 3

- Identify and summarise key ideas and information from guest speakers, eg note-taking or using digital technologies 🗣️ 📱
- discuss and experiment with ways to strengthen and refine spoken texts in order to entertain, inform, persuade or inspire the audience

## SPEAKING AND LISTENING

### OUTCOME

#### A student:

- communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features EN3-1A

### CONTENT

#### Students:

##### Develop and apply contextual knowledge

- compare and justify the ways in which spoken language differs from written language according to purpose, audience and context
- understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501) 🗣️ 📱 📄
- understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) 🗣️
- understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515) 🗣️ 📱 📄

##### Understand and apply knowledge of language forms and features

- use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts
- use appropriate metalanguage to identify and describe relationships between and among texts
- develop criteria to evaluate the effectiveness of spoken texts
- use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795) 🗣️

##### Respond to and compose texts

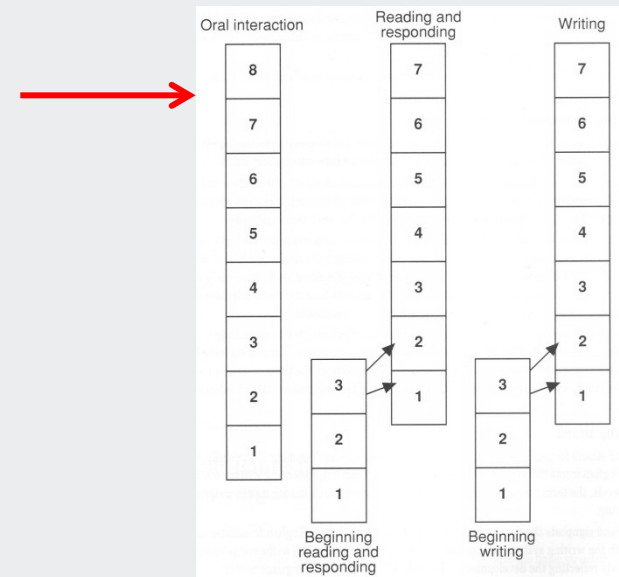
- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1700, ACELY1710) 🗣️ 📱 📄
- use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) 🗣️ 🗣️
- use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) 🗣️ 🗣️
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) 🗣️ 🗣️

## ESL scales links to the English syllabus

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Oral Interaction level 7/8**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales Oral Interaction strand* from level 1 to level 7/8. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding and Strategies** *ESL scales* strand organisers. See *ESL scales* outcomes 1.2, 1.4, 2.2, 2.4, 3.2, 3.4, 4.2, 4.4, 5.2, 5.4, 6.2, 6.4, 7.2, 7.4.



# English Syllabus K-10

## English • Stage 3

### Outcome EN3-1A – Communicating

A student:

- communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

### ESL scales links to the English syllabus

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# ESL scales – planning a language focus

LEVEL 2 Oral Interaction			
Communication	Language and cultural understanding	Language structures and features	Strategies
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Curriculum Corporation, Victoria, *ESL Scales*, 1994

# Using the ESL scales - selecting language outcomes

Stage 3

## OBJECTIVE A

A student:

- communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features **EN3-1A**

### Content

#### Speaking and listening

*Develop and apply contextual knowledge*

- understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (**ACELA1516**)

*Respond to and compose texts*

- plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (**ACELY1700, ACELY1710**)

For students who are functioning at Oral Interaction level 1 (ESL scales)

#### ESL Scales – Oral Interaction

**2.2** *Tunes in to the sounds of English and shows understanding of when to use available English acceptably.*

**2.4** *Uses some basic communication and learning strategies to participate in everyday and class routines.*

# How can you support language development?

## *Oral Interaction - 2.2 Communication*

**2.2** Tunes in to the sounds of English and shows understanding of when to use available English acceptably.

### *Evident when students, for example:*

- Receptive pointers
- Distinguish spoken English from other languages (on hearing English, attempt to respond in English).
- Tune in to the particular sounds of English (recognise rhyming words in a listening game).
- Recognise that some words, gestures or intonations may be inappropriate or unsuitable in certain contexts.

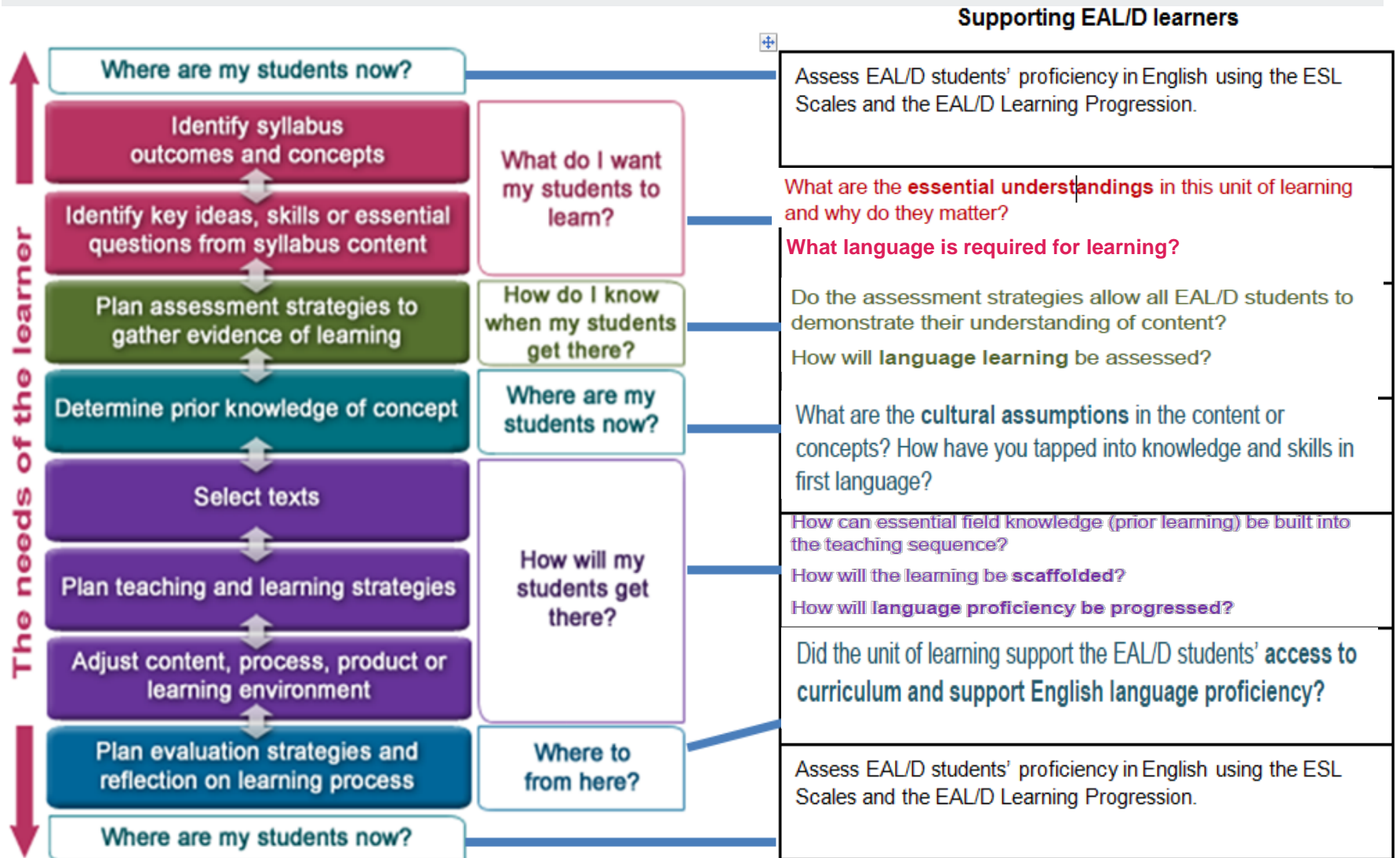
## *EAL/D support*

- Listening activities – following directions, instructions, role play, games, identifying rhyme, sound the same/ alike
- Participating in classroom / school routines
- Pair and group work learning tasks
- Range of greetings
- Matching – who said what?

Strategies for differentiation will depend on syllabus outcomes, content and essential understandings



# Learning by Design – considerations for EAL/D learners



NSW DEC, *Your school and the new syllabus*, English K-10 @ <https://detwww.det.nsw.edu.au/australiancurriculumnsw>

# *How will my students get there?*

## Planning the teaching/ learning sequence



- Plan quality curriculum learning experiences that are **inclusive** of LBOTE and EAL students
- Create a **high challenge /high support** learning environment through **scaffolding**
- **Sequence** the teaching/ learning activities to provide modelled/ **controlled, guided and independent** support.
- Ensure content knowledge is **accessible** for LBOTE and EAL students - build students' **field knowledge**
- Ensure activities include opportunities for **listening, speaking, reading and writing**.

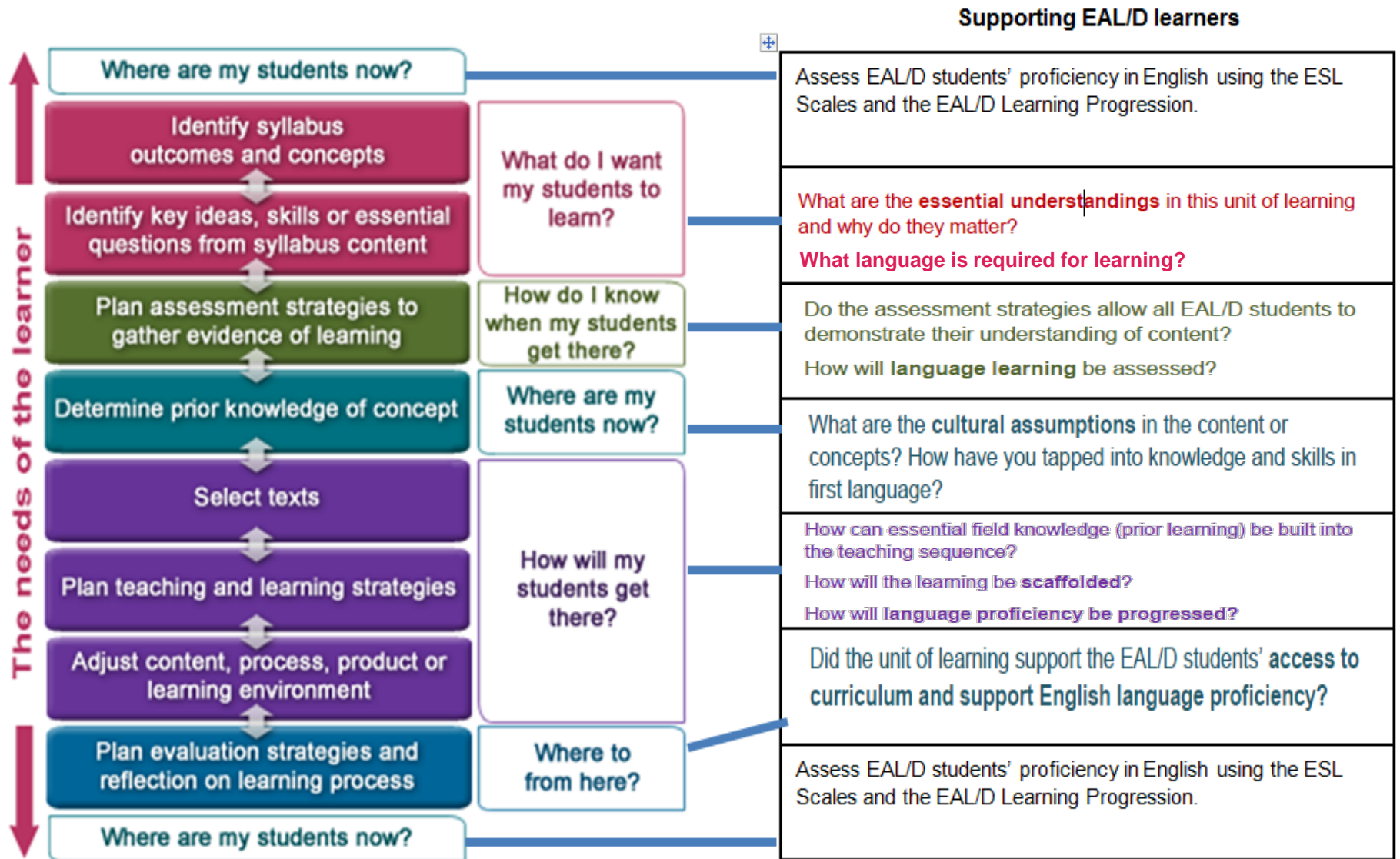
# *How will I know when my students get there?*

## Planning assessment strategies



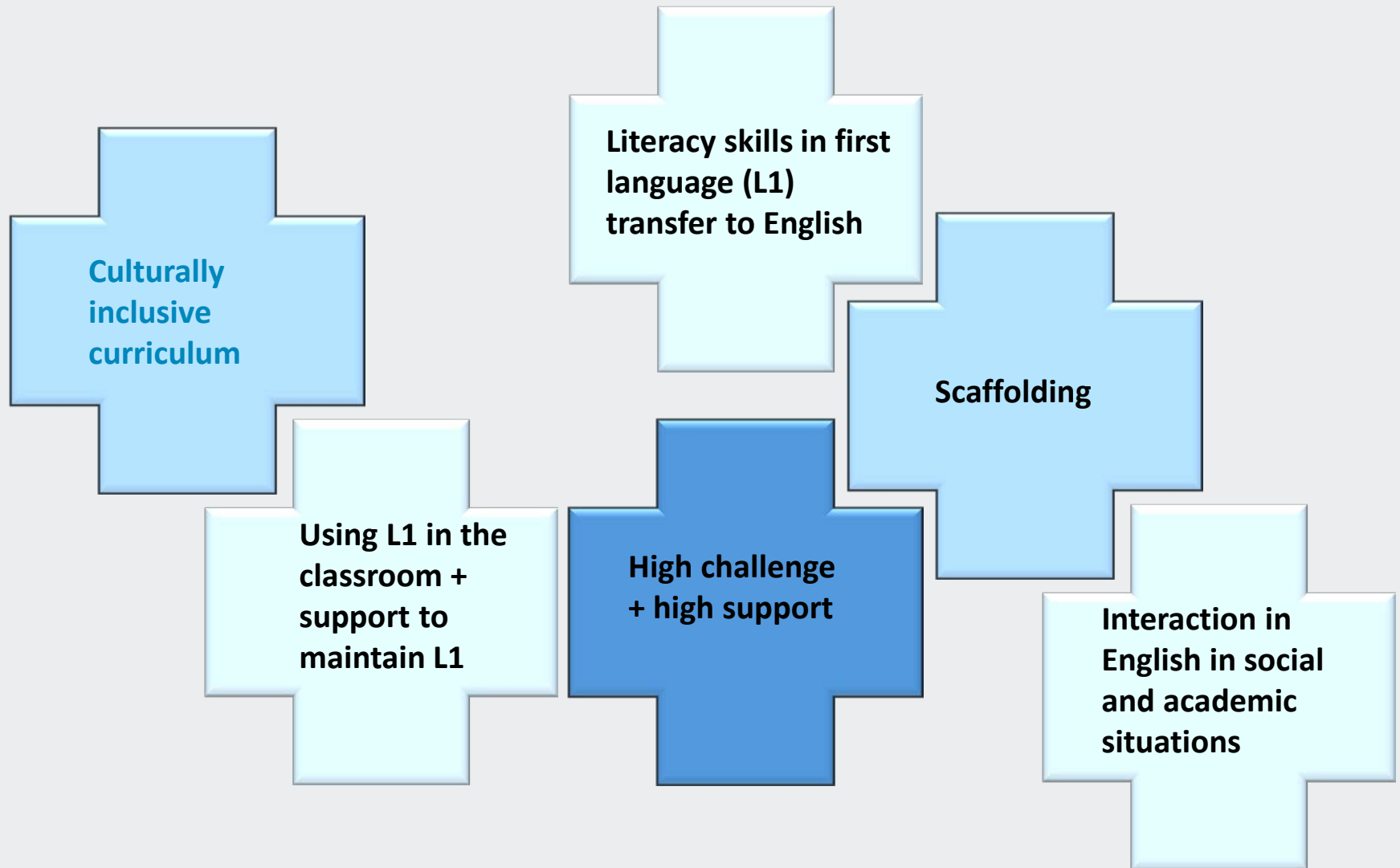
- Check that the teaching strategies and learning experiences you have planned address the **content and language outcomes** of your teaching focus.
- Ensure **assumed cultural knowledge** is not a barrier to understanding for LBOTE and EAL students
- Ensure assessment strategies allow EAL/D students to demonstrate knowledge and essential understanding with **limited English language proficiency**
- Identify when, where and how you will assess progress in language development **and** content knowledge
- Ensure assessment strategies map to the teaching strategies.

# Learning by Design – considerations for EAL/D learners



NSW DEC, *Your school and the new syllabus*, English K-10 @ <https://detwww.det.nsw.edu.au/australiancurriculumnsw>

# What helps English language learning?



# Scaffolding

*'Scaffolding* is the temporary assistance by which a teacher helps a learner know how to do something, so that the learner will later be able to complete a similar task alone.'

*Gibbons 2002*

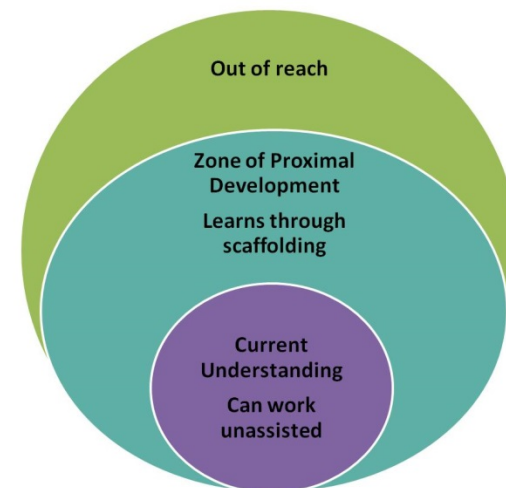
- A metaphor for **'supporting-up'** rather than **'dumbing-down'**
- A metaphor for **temporary** support – handover essential



# Zone of Proximal Development (ZPD)

- Scaffolding supports the concept of the ZPD
- Vygotsky introduced the concept of **the gap** between what learners can do unaided and what they are able to achieve with help
- when a task is **ahead of a learner's current development** new learning actually takes place.
- at the time of most challenge **scaffolding** is most needed

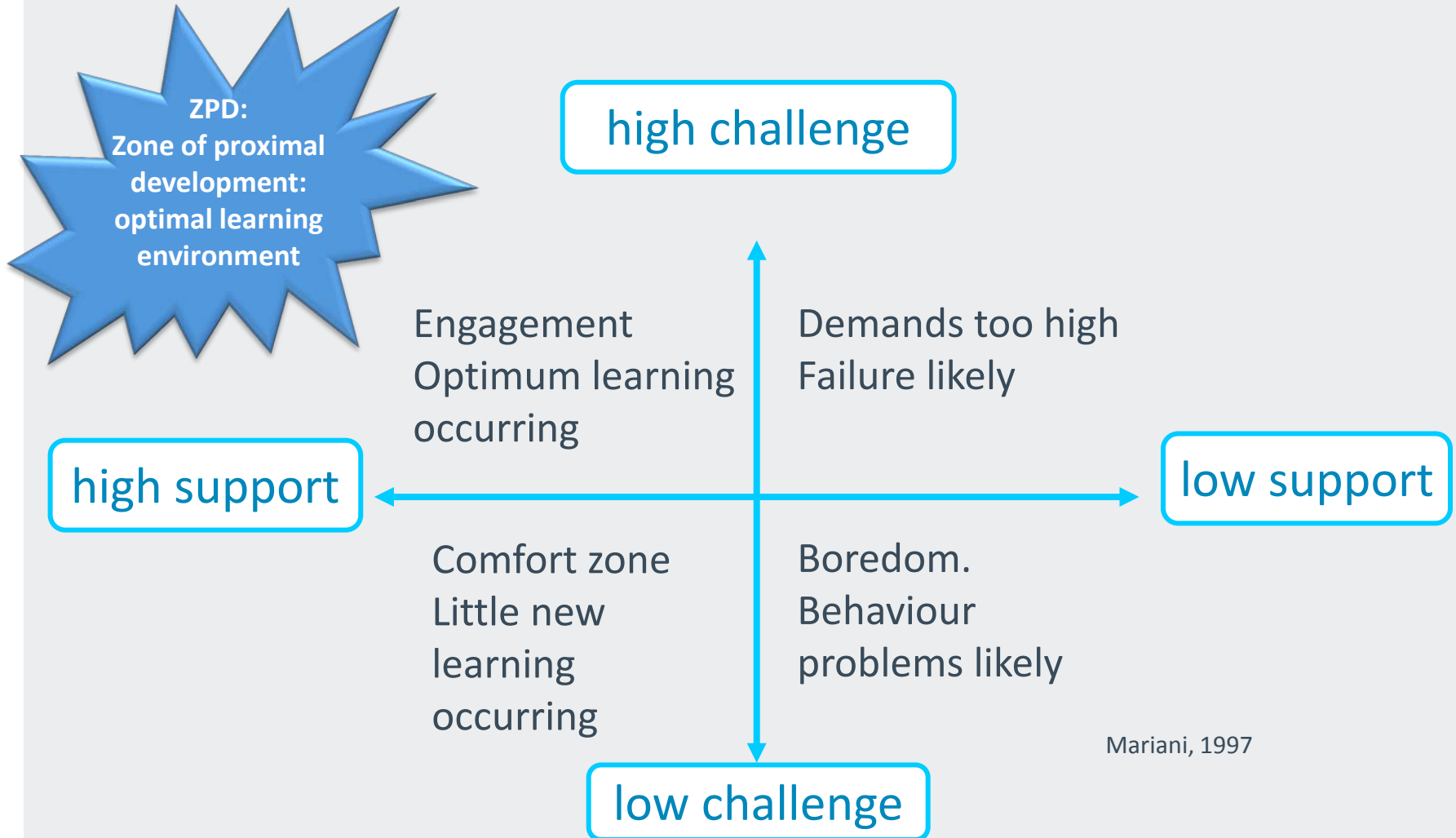
## Zone of Proximal Development



Vygotsky



# Mariani quadrant



Teaching English Language Learners across the curriculum | © 2012 NSW Department of Education and Communities





# Scaffolding

## Designed- in scaffolding

- Planned/ proactive
- Students prior knowledge and experience
- Selection of tasks
- Sequence of tasks
- Examples include field building, glossaries, visual supports, bilingual dictionaries, thinking tools or mediational texts, opportunities to talk, demonstrations, songs, colour coding, message abundance, explicit teaching about language, working in pairs

## Contingent Scaffolding

- Unplanned/ reactive
- In response to the teaching and learning opportunities that presented themselves
- Within classroom talk where actual challenge and support was offered as students engaged with demanding tasks
- Examples include linking back, looking forward, recapping, appropriating & recasting, cued elicitation, increased prospectiveness, wait time



Gibbons and Hammond, 2009

# Building the field

- Aim to build up background knowledge of content
- Could be in L1
- Multimodal
- Collaborative
- All four language modes
- Examples could include mind maps, picture books, websites, films, songs, interviews, excursions, photographs, visual glossaries

<https://www.youtube.com/watch?v=-TtUe32rBLC>

<http://www.abc.net.au/lateline/content/2011/s3193282.htm>

<p><b>Peplum</b> Is an old fashion style clothing in 1950s.</p>	 <p>1929      c1935      1945      late 40s</p>
<p><b>Corsage</b> A <u>corsage</u> is a small <u>bouquet</u> of flowers worn on a woman's dress or worn around her wrist. In some countries, corsages are worn by the mothers and grandmothers of the bride and groom at a wedding ceremony. The flower worn on a young woman's clothing or wrist for the <u>homecoming</u> celebration or other formal occasions such as <u>prom</u> in some schools around the world.</p>	



# Controlled, guided, independent support

<b>Controlled support activities (full scaffolding)</b>	<ul style="list-style-type: none"><li>• <b>Controlled exposure</b> to target language needed for learning.</li><li>• Students are assumed to have <b>minimal</b> exposure to and resources in target language.</li><li>• Provides <b>major source</b> of target language.</li><li>• <b>Directs</b> students' attention to target language use.</li><li>• Language <i>input</i> occurs through <b>noticing</b> aspects of language.</li></ul>
<b>Guided support activities (partial scaffolding)</b>	<ul style="list-style-type: none"><li>• Enables <b>structured exposure</b> to and use of target language</li><li>• Students <b>apply and practise</b> target language.</li><li>• <b>Key source</b> and strategic supply of target language.</li><li>• <b>Structures</b> successful target language <b>use</b> within defined parameters.</li><li>• Language <i>intake</i> through <b>recycling</b> of target language.</li></ul>
<b>Independent support activities (minimal scaffolding)</b>	<ul style="list-style-type: none"><li>• <b>Independent use</b> of target language needed for learning.</li><li>• Students employ and <b>demonstrate</b> target language.</li><li>• Provides <b>minimal</b> supply of target language.</li><li>• <b>Elicits</b> independent use of target language.</li><li>• Language <i>uptake</i> through <b>recasting</b> of target language.</li></ul>

# Message abundance

- Amplify rather than simplify
- Present similar information in a variety of ways
- Begin with non technical language and build towards more academic language
- Use hands-on activities
- Display key concepts and target language on walls

Gibbons 2009

**The Brocaded Slipper**  
by Lynette Dyer Vuong  
Illustration by Vo-Dinh Mai

Collect, sort, match a range of visuals and text.

View DVDs of traditional stories.

Collect, sort, match a range of visuals and text.

Find and create phoenix designs with traditional materials or online

Feel silk or brocade embroidery. Try on a silk slipper. Visit the museum.

Share previous experiences of traditional stories and story telling or stories in a range of cultures.

View You Tube clips of traditional stories. Compare these storylines to anime and console games

[http://commons.wikimedia.org/wiki/File:Corvus\\_brachyrhynchos\\_4.jpg](http://commons.wikimedia.org/wiki/File:Corvus_brachyrhynchos_4.jpg)

Find other

**Cinderella Stories**

<http://www.google.com.au/imgres?imgurl=http://people.ucalgary.ca/~dkbrown/images/cinderella.gif&imgrefurl>

<http://animals.nationalgeographic.com/animals/mammals/water-buffalo/>

<http://p.leflux.com/61/20100709/A136100DX/InsetImage/Classic-Embroidery-Phoenix-Peony-Placemat.jpg>

NSW Education & Communities



# Support in and for L1

*“If you have sorted out the world in one language, it becomes much easier to sort it out again in a second language. Children who arrive at school with a strong command of their first language and a developed range of concepts in that language are thus in a very favourable position to learn English.....*

*However, the situation for many bilingual children who have little mother tongue support is that once they start school their mother tongue is gradually replaced by English.... they can fall between two languages, with neither the first nor second adequate for learning in school”*

*Learning to Learn in a Second Language, Pauline Gibbons*

- Use interpreters and translations
- Respond positively to students’ use of L1
- Be sensitive and show interest in students’ cultural knowledge and practices
- Provide multilingual signs, newsletters
- Use texts in languages other than English
- Encourage students to clarify ideas in L1 – make them comfortable to use their first language as a tool for learning.
- Encourage approximations through collaborative learning.
- Strengthen students L1 through parent involvement

# Build towards more academic language through talk

most spoken-like

most written-like

The Mode Continuum



action

reflection

**participation:**

ancillary to action  
monitoring activity

‘Look it’s making them move. It, it’s not going. Hang on, that one’s going fast.’

**commentary:**

co-observing  
recording activity

‘We found out the pins stuck on the Magnets and so did the iron filings’

**reconstruction:**

shared or vicarious  
experiences

‘In our experiment we discovered that magnets attract some kinds of metal’

**construction:**

generalising/predicting  
from experience

‘A magnet is a piece of metal surrounded by an invisible force which effects any magnetic material’

Adapted from Kervin and Derewianka 1996



# English Syllabus Stage 3

## NSW SYLLABUSES for the Australian curriculum

Search

ENGLISH K–10 - STAGE 3 - OBJECTIVE B

# Grammar, punctuation and vocabulary

[Home](#) > [English](#) > [English K–10](#) > [Content](#) > [Grammar, punctuation and vocabulary](#)

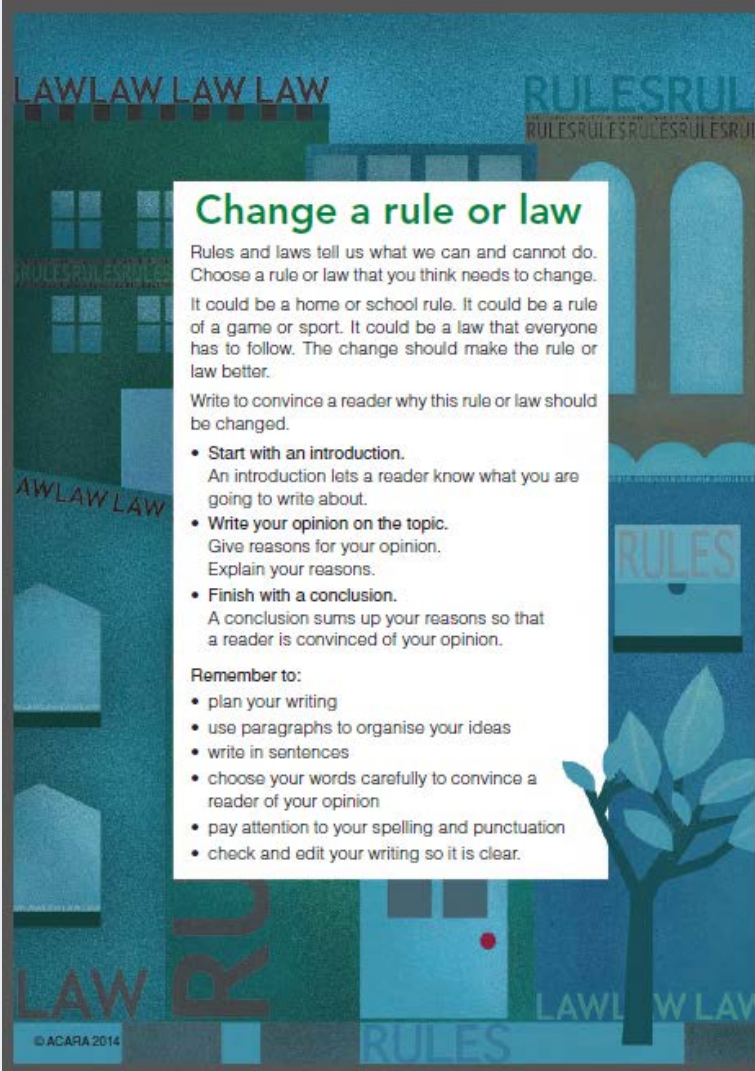
## OUTCOME

### A student:

- > uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies

EN3-6B

# Writing task



**Change a rule or law**

Rules and laws tell us what we can and cannot do. Choose a rule or law that you think needs to change. It could be a home or school rule. It could be a rule of a game or sport. It could be a law that everyone has to follow. The change should make the rule or law better.

Write to convince a reader why this rule or law should be changed.

- **Start with an introduction.**  
An introduction lets a reader know what you are going to write about.
- **Write your opinion on the topic.**  
Give reasons for your opinion.  
Explain your reasons.
- **Finish with a conclusion.**  
A conclusion sums up your reasons so that a reader is convinced of your opinion.

**Remember to:**

- plan your writing
- use paragraphs to organise your ideas
- write in sentences
- choose your words carefully to convince a reader of your opinion
- pay attention to your spelling and punctuation
- check and edit your writing so it is clear.

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NAPLAN 2014



# Identifying language and cultural demands of syllabus

## CONTENT

Students:

Develop and apply contextual knowledge

- understand that language is structured to create meaning according to audience, purpose and context
- understand that choices in grammar, punctuation and vocabulary contribute to the effectiveness of texts

Understand and apply knowledge of vocabulary

- understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)
- investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

Respond to and compose texts

- select some more challenging language features, literary devices (eg irony, humour) and grammatical features (eg modality) to engage and influence an audience
- experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail
- use topic sentences and appropriately organise main (independent) and subordinate (dependent) ideas to enhance coherence in written texts
- select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts
- use grammatical features, eg pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts

# Identifying language and cultural demands of task

Planning for EAL/D Students		Side A
Task:		
Content outcomes:		
Language demands: <i>What language skills will students need in order to demonstrate evidence of learning?</i>	Cultural demands: <i>Is there assumed prior knowledge or understanding?</i>	
Language outcomes: <i>What language skills will the students learn?</i>		
Differentiation for EAL/D students		
Strategies for teaching and assessment	Scaffolding ( <i>designed and contingent</i> )	

# Read about this student and discuss his work sample



Reuben: Age 10

Teaching English Language Learners across the curriculum | © 2012 NSW Department of Education and Communities

# Supporting recovery from trauma



Safety  
Trust  
Attachment  
Responsibility  
Skills

S.T.A.R.S.UNICEF, Margaret de Monchy

# What EAL/D phase?

## Emerging

- write simple sequenced texts( with explicit instructions) about topics of personal interest and for a number of school purposes, including recounting an event, writing a simple description or a set of instructions
- engage in joint shared writing, both as observers and participants, offering some ideas and options
- follow text models for text structure and some language patterns, for example ‘a long time ago’
- tends to use speech-like sentence structures based on simple repetitive patterns (eg ‘I play...’, ‘I go to lunch...’, ‘I go home...’), and may use drawings and diagrams to scaffold their communication
- use mainly familiar vocabulary, including articles (‘a’, ‘the’), a narrow range of prepositions(‘on’, ‘in,’), common conjunctions (‘and’) and a narrow range of adverbs (‘very’)
- use grammatical features that are variable and can include run-on sentences, varying levels of subject-verb agreement, tense consistency and phrases of time and place
- increasingly use standard English spelling patterns and demonstrate knowledge of some sound-letter relationships and common sight words
- use basic punctuation to separate ideas (eg ‘full stops’, ‘question marks’, ‘capital letters’)

## EAL/D Student Work: Years 3 to 6 Emerging – Writing

### Dogs are the best pet

#### Student work

#### Annotations

The work shows progression at the end of the Emerging English writing phase when writing tasks are well supported by the teacher. It shows good control over a limited range of vocabulary and grammatical structures. The text is not expanded much beyond the scaffolds provided by the teacher although the final sentence is more complex.

*Follows text models provided by the teacher for text structure, for example ‘orientation’, ‘details’, ‘strong statement’, and some language patterns, for example ‘so for these reason.’*

*Tends to use speech-like sentence structures, for example ‘when your kid lost his toy’.*

*Uses mainly familiar vocabulary.*

*Uses a narrow range of conjunctions, for example ‘when’, ‘because’.*

*Uses a narrow range of adjectives, for example ‘best’, ‘strong’, ‘brave’.*

*Uses full stops and question marks to separate ideas.*

*Controls simple tenses, but makes errors with more complex sentences, for example ‘When your kid lost his toy the dog could find it with his nose’.*

*Spells most words correctly.*

# EAL/D Learning Progression

## Dogs are the best pet

### Relevant parts of the EAL/D learning progression

When writing, students in the Emerging English phase (Years 3 to 6):

- write simple sequenced texts( with explicit instructions) about topics of personal interest and for a number of school purposes, including recounting an event, writing a simple description or a set of instructions
- engage in joint shared writing, both as observers and participants, offering some ideas and options
- follow text models for text structure and some language patterns, for example 'a long time ago'
- tends to use speech-like sentence structures based on simple repetitive patterns (eg 'I play...', 'I go to lunch...', 'I go home...'), and may use drawings and diagrams to scaffold their communication
- use mainly familiar vocabulary, including articles ('a', 'the'), a narrow range of prepositions ('on', 'in,)', common conjunctions ('and') and a narrow range of adverbs ('very')
- use grammatical features that are variable and can include run-on sentences, varying levels of subject-verb agreement, tense consistency and phrases of time and place
- increasingly use standard English spelling patterns and demonstrate knowledge of some sound-letter relationships and common sight words
- use basic punctuation to separate ideas (eg 'full stops', 'question marks', 'capital letters')

# Planning for language development

## ESL SCALES LINKS TO THE ENGLISH SYLLABUS

The level on the *ESL scales* needed to achieve this English syllabus outcome is **Writing level 6/7**.

An EAL student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing strand from Beginning level 1 to level 6/7**. Teachers plan a learning pathway for EAL students using the *ESL scales* outcomes and pointers. Teachers assess EAL students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be within the **Language structures and features** *ESL scales* strand organiser. See *ESL scales* outcomes B1.7, B2.7, B3.7, 1.11, 2.11, 3.11, 4.11, 5.11, 6.11, 7.11.

The English syllabus and the ESL Scales

# Planning for language development

## Language and cultural understanding

### At level 2, a student

2.10 Demonstrates awareness of particular ways that information is presented in written English.

Evident when students, for example:

- Identify the nature and purpose of different text formats (newspapers, magazines, books).
- Fulfil a number of writing purposes using a range of writing media (felt-tipped pens for greeting cards, computers for final draft, paints for a poster).
- Use a range of formats to record information (draw simple graphs, write lists).
- Represent an idea in a sentence (read own writing with appropriate phrasing to indicate sentence units).
- Separate ideas when writing using full stops, paragraphs and layout.

## Language structures and features

### At level 2, a student

2.11 Writes simple coherent texts using basic sentence structures that incorporate features of learned oral and written English.

Evident when students, for example:

- Write texts that show simple structure or progression (a beginning and an end, observation/comment, opinion/reason).
- Write texts that show simple and logical sequences of ideas.
- Write texts that show simple cohesion of ideas, joining them with 'and' and 'then'.
- Write sentences that use subject-verb-object patterns ('I study maths. Last week I watch video.').
- Write texts closely related to level of everyday spoken English.
- Use some common irregular past tense verbs (went, said, bought).
- Use simple present or present continuous tense for a range of tenses ('Yesterday teacher talk about science experiment').
- Use common adjectives to describe a range of meanings (best sport for favourite sport).
- Use some adjectives and adverbs interchangeably ('Drive car quick').
- Use specialised vocabulary of personal significance (regime, communist).
- Spell accurately some familiar common words learned in the classroom.
- Spell some words on the basis of own pronunciation (dity for dirty, facary for factory, stashne for station).
- Use some basic punctuation markers accurately in own writing to indicate sentence units.

## Language and cultural understanding

## Language structures and features

### At level 6, a student

6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.

Evident when students, for example:

- Refer to topical issues or current affairs when writing argumentative texts.
- Use and sustain a register appropriate to subject content, purpose and audience.
- Identify some culturally specific patterns of information presentation in own or others' writing (compare English discourse patterns with those of first language).
- Show awareness that words may need to be carefully chosen because of social and cultural sensibilities (plump and fat, man and people).
- Use common euphemisms appropriately (passed away).

### At level 6, a student

6.11 Writes a variety of coherent texts characterised by a cohesive and flexible use of language.

Evident when students, for example:

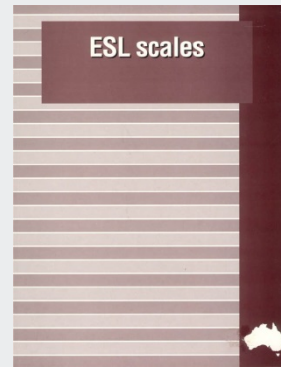
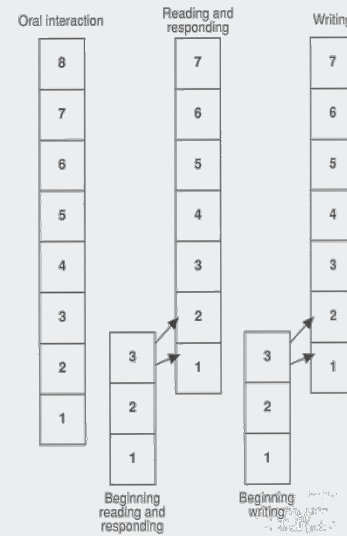
- Develop some sub-topics in a text (by picking up points made in previous sentences or paragraphs).
- Use formulaic expressions signalling transition in the argument of a text ('I now discuss...', 'Yet another problem...').
- Use a number of expressions that signal opinion (it is often argued that, despite this, according to).
- Use a range of sophisticated linking expressions (in addition to, either, on the other hand, as a result).
- Combine a number of ideas into a compound/complex sentence ('This happens because the sun's rays give out energy causing the vapour to rise').
- Incorporate reported or direct speech appropriately in a text ('The Prime Minister said that it was important...', 'The Prime Minister said, "It is important..."').
- Demonstrate varying control over correct tenses throughout a text ('Obviously she was tremendously unhappy. That's where the troubles will begin.').
- Demonstrate varying control over subject-verb agreement ('If he stay too long...'), modals ('She would have got any prize she wanted'), relative pronouns ('The people which died were...'), possessives ('I will explain briefly Victor character') and prepositions ('Talk about how Arthur was hurt about his late wife').
- Use some compact noun phrases in writing ('Check labels for environmentally unsafe chemicals, recycling paper and paper products').
- Demonstrate varying control over articles, regular and irregular plurals and mass count nouns ('She appeared to be very unhappy girl', 'We must protect the waters').



# Planning resources

**Literacy continuum 7-10**  
NSW Education & Communities

## Literacy Continuum



## ESL Scales

Stages of schooling	Phase levels															
	Beginning SPL				Emerging				Developing				Consolidating			
Years 7 – 12	Beginning SPL				Emerging				Developing				Consolidating			
	Beginning LLB															
Years 3 - 6	Beginning SPL				Emerging				Developing				Consolidating			
	Beginning LLB															
Years K – 2	Beginning SPL				Emerging				Developing				Consolidating			
	Beginning LLB															
Modes	L	S	R & V	W	L	S	R & V	W	L	S	R & V	W	L	S	R & V	W

## EAL/D Learning Progression