Differentiating existing learning sequences for English as an Additional Language students

English, Reading and Viewing mode, Level 6,   
for EAL learners at Level BL

Existing learning sequences linked to particular learning areas in the Victorian Curriculum F–10 can be adapted to support differentiated teaching for English as an Additional Language (EAL) students. Teachers can adapt, remove or add to elements of their learning sequences in order to cater for all students in their classrooms.

1. Identify an existing learning sequence

**Existing learning sequence:** *Parvana* – reading the graphic novel

**Curriculum area and levels:** English, Reading and Viewing mode, Level 6

**Notes:**

* This learning sequence is designed to be used in conjunction with the accompanying Writing Level 6 sequence. The Reading and Viewing sequence should be completed before the Writing sequence.
* The activities are based on a study of Deborah Ellis’ graphic novel, *Parvana*. This graphic novel is an adaptation of the animated film *The Breadwinner* and Ellis’ novel *Parvana*. The text explores the experience of a young girl living under Taliban rule in Afghanistan.
* Teachers should note that this content may be sensitive for students from Afghan, Hazara and refugee backgrounds.

2. Identify the level of language learning of your students

The EAL curriculum is a continuum structured as three EAL pathways (A, B, C). Each pathway describes a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4).

While the implementation of the EAL curriculum is the responsibility of all teachers, the EAL specialist plays a leading role in its delivery, as the expert in the field. Your EAL specialist will determine the most appropriate pathway for each EAL learner in your classroom and advise you of their current level of learning.

**The differentiation suggestions provided in this document are for students working at Level BL of the EAL curriculum.**

EAL learners at Level BL will typically be able to:

* participate in a whole class or shared reading of a text, using images to help them decipher meaning
* recount what occurs in a story or part of a narrative
* name common objects, with the support of a dictionary/bilingual dictionary and/or a vocabulary list.

3. Adapt the learning sequence to differentiate for EAL students

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| Existing learning sequence | Differentiated teaching for EAL learners at Level BL |
| **Overview** | Overview |
| **Learning intentions:**   * Students will conduct research to source facts about Afghanistan – the country, culture and people * Students will notice features of graphic novels and how these convey messages and meaning * Students will make personal connections to images and develop observations and questions about parts of the text | **Learning intentions:**   * Students will read and understand facts about Afghanistan – the country, culture and people * Students will notice features of graphic novels and attempt to make connections between these and intended messages * Students will document their observations about the text |
| **Relevant content descriptions in English: Reading, Level 6:**  Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts [(VCELT342)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT342)  Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse [(VCELT344)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELT344)  Analyse strategies authors use to influence readers [(VCELY345)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY345) | **Additional EAL Level BL content descriptions:**  Acquire information from simple images, with teacher direction and support [(VCEALC186)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC186)  Give a personal response to a text [(VCEALC188)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC188)  Show awareness that texts convey meaning [(VCEALA191)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA191) |
| **Relevant achievement standard:**  By the end of Level 6, students … explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events … They select and use evidence from a text to explain their response to it. | **Relevant achievement standard:**  At Level BL students … retell a simple and familiar story, and sequence a process with sentences and pictures … They focus on illustrations and other non-written features when reading. They use word lists and simple dictionaries to assist them to read new words. |

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| Existing learning sequence | Differentiated teaching for EAL learners at Level BL |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Activity 1: Context research task**  Ask students to use a range of resources, both print and digital, to research and comprehend the following context topics associated with the graphic novel *Parvana*. Students should write each of the topics in their books, leaving space to write notes and respond to the research questions.   1. **Afghanistan**  Find Afghanistan on a world map. What are five facts about Afghanistan? What was the Silk Road? 2. **Refugees** What is meant by the term ‘refugees’? Why do people become refugees? 3. **Taliban**  Who are they? What do they believe? How do people in Afghanistan feel about them? How do people in other countries feel about them? 4. **Women’s and girls’ rights** In Afghanistan, what are women and girls permitted to do? What are they stopped from doing? How has life changed for women since the Taliban left Afghanistan? | **Activity 1: Context research task**  Explain to the students that they will be researching the **context** of the book they will study. Pre-teach the vocabulary ‘context’, which means facts and information about the time and place where the story happens. You may also need to teach the other key words, including ‘Afghanistan’, ‘refugee’, ‘Taliban’, ‘women’s rights’.  See [Appendix 1 – Vocabulary reference table](#App1) for a helpful vocabulary table that you can refer to and add to throughout the learning activities. You may need to pre-teach some of this vocabulary to students.  Pre-teaching vocabulary can be done by following these steps:   1. Write the word on the board. 2. Say the word aloud and ask students to repeat it. 3. Elicit from the class some possible definitions for the word. 4. Provide a clear definition. Give an example. 5. shocked emojiProvide an image that illustrates the word. For example, show students this image of a shocked face:   Explain that we do not know **why** this person is shocked because we do not know the **context**.   1. illustration of a broken windowNext show this image:   shocked emojiNow, we understand the **context**: the person is shocked because of the broken window.   1. Ask the students to write the word down and provide a definition, in their own words and/or using an illustration.   **Tip:** Keeping a glossary will give EAL learners a record of vocabulary they need to revise and use in their speaking and writing. A sample glossary format is provided (see [Appendix 2](#App2)).  Provide EAL students with a digital list of specific online resources, or printed information from these online resources. Short video clips and images will help EAL students with comprehension.  Online resources you could use include:   * [Daily life and social customs, Afghanistan (Britannica)](https://www.britannica.com/place/Afghanistan/Daily-life-and-social-customs) * [Afghanistan facts for kids (Kiddle)](https://kids.kiddle.co/Afghanistan) * [Afghanistan (National Geographic Kids)](https://kids.nationalgeographic.com/explore/countries/afghanistan/) * [Young Refugee (ABC Behind the News)](https://www.abc.net.au/btn/classroom/young-refugee/10531360)   **Tip:** Printed annotated information will limit the information students need to comprehend. Further scaffolding can also be provided through annotations or notes in the margins of a page, to direct students to the information they most need. An example is provided (see [Appendix 3](#App3)).  Provide EAL learners with printed headings and questions. Instruct them to leave a specific number of lines (for example, ‘leave 10 lines’) in which to write or illustrate their answers.  For each of the topics 1–4, point out which information sheet or website the students should refer to (see [Appendix 3](#App3)).  EAL students may need scaffolded sentence structures to answer the same questions as non-EAL students. These may be included on a worksheet or a reference list of useful phrases.  For example:  Afghanistan  Five facts about Afghanistan:  Afghanistan is …  Afghanistan has …  There are \_\_\_\_\_\_\_\_\_\_\_ in Afghanistan.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is not allowed in Afghanistan.  \_\_\_\_\_\_\_\_\_\_\_\_ is near\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Activity 2: Image analysis**  Have students flick through the pages of the graphic novel. Ask students to choose a page that grabs their attention. Have them closely examine this page. As they look, they should consider:   1. What do they notice? What is interesting? 2. Who is in the images? 3. What objects are in the images? 4. What is happening in the images? 5. What might the message of this image be? What parts of the image communicate this message?   Students can then share their images and ideas with a partner. | **Activity 2: Image analysis**  More precise scaffolding may be offered by directing students to a particular page of the graphic novel. For example, tell students to turn to the fourth double page spread of the book, where they will find a set of three panels featuring women in burqas.  Ask EAL learners to point to specific details in the images:   * objects * people * anything else they notice.   Ask them to answer:  What is happening in this image?  To extend students and guide them towards the meaning or message of the images, provide ‘meaning’ or interpretation statements, and have students find the elements of the image that match. For example:  Teacher: The message is that the burqa is like a trap or a prison for the women in the story. Can you show me the part of the image that suggests a prison? |
| **Activity 3: Image observations**  Using the same five questions in the previous activity, have students write their answers in their workbook. | **Activity 3: Image observations**  Using an image from the selected page of the graphic novel, ask EAL students to annotate objects, people and anything else they notice. They can label these with single words or simple sentences, documenting what they can see in the image.  Some EAL learners will be able to complete simple sentences to show their understanding. Provide these students with cloze sentences to complete. For example:   1. I notice\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. 2. There is/are \_\_\_\_\_\_\_\_ in the images. 3. There is also \_\_\_\_\_\_\_\_\_ in the images. 4. In the image, \_\_\_\_\_\_\_\_\_ is/are \_\_\_\_\_\_\_\_\_\_\_\_\_. 5. I think the message is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

Additional resources

You can access the EAL curriculum on the [Victorian Curriculum F–10 website](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims).

You can access a range of resources to assist with implementing the EAL curriculum on the [VCAA English as an Additional Language webpage](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english-as-an-additional-language/Pages/default.aspx), including profiles of EAL learners, sample progressions through the EAL pathways, a language and learning interview, FAQs, professional learning opportunities and links to external resources.

Appendices

Appendix 1 – Vocabulary reference table

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| **Content-specific vocabulary** | **Linguistic-specific vocabulary  (verbs of instruction)** | **Language for interaction** | **Language for clarification** |
| intended meaning  author’s message  Taliban  Afghanistan  rights  refugee  graphic novel  context | Discuss …  Pair up.  Complete …  Add your own ideas.  Rule up …  Look closely …  Look for \_\_\_\_\_  Share your ideas.  Flick through …  Choose one …  Closely examine …  Take note of …  Annotate …  Draw an arrow …  Point to the … | Is there a page that takes your interest?  What stands out to you?  Do you notice anything interesting?  What colours have been used?  First, choose one page that interests you …  Now, take out your workbook and …  Next, I want you to consider the headings …  What do you think the meaning is? | Is this the way it should look?  Have I done this right?  Could you help me, please?  Can you repeat that, please?  What is the step again? |

Appendix 2: Glossary sample

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| **New word** | **Part of speech** | **Similar words** | **Definition (in my words)** | **Drawing to help me remember** |
| beard | noun | bearded (adjective) | to have lots of hair on your chin | illustration of a bearded man |
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Appendix 3: Example annotated information about life in Afghanistan

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| **Afghanistan: Use this information to answer Questions 3 and 4.** | |
| Words that are emphasised (\*) are challenging vocabulary that you may need to explain to EAL students. | |
| Religion has been very important in Afghanistan (\*) for a long time. In 1992, when the Taliban (\*) took control of parts of the country, strict rules were introduced. These included banning (\*) televisions, forcing (\*) women to cover their heads in public and to wear traditional clothing. The Taliban forced men to grow beards (\*); if they could not, they were fined (\*) and put in jail. Many Afghan people supported the Taliban because their rules brought structure (\*) to the country, which had been disorganised (\*) from a history of many wars.  Women in Afghanistan have experienced many changes. In the 1960s, women were allowed to work or attend university. They were permitted (\*) to choose whether to wear a veil (\*) or not. After 1992, however, authorities (\*) closed schools for girls and women were mostly not allowed to work or receive an education. Since the Taliban has not been active in Afghanistan, women have made some progress with their rights. They can now attend school and university, and they can work in many different jobs, but they continue to fight for equality. | Religion has been important for a long time.  The Taliban is a strict religious group.  Rules under the Taliban:  1. Women must cover heads.  2. Men must grow beards.  3. Televisions are banned.  Before 1992:  1. Women can work.  2. Women can choose to wear a veil.  3. Women can study.  After 1992:  1. Girls cannot go to school.  2. Women cannot work. |