Differentiating existing learning sequences for English as an Additional Language students

Design and Technologies, Levels 9 and 10, for EAL learners at Level C3

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:** Home economics

**Curriculum area and levels:** Design and Technologies, Levels 9 and 10

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 C3 of the EAL curriculum.**

EAL learners at Level C3 will typically be able to:

* contribute their own views in class discussions, paired and group work
* comprehend most texts presented, verbally and in print form, in the classroom
* make connections between texts they read and accompanying images, graphs and diagrams
* plan and present a short oral presentation
* locate useful information online or in print and rewrite it to demonstrate their own understanding.

3. Adapt the learning sequence to differentiate for EAL students

|  |  |
| --- | --- |
| Existing learning sequence | Differentiated teaching for EAL learners at Level C3 |
| **Overview** | Overview |
| **Learning intentions:**   * Students will understand the factors that may influence the way people eat in Australia * Students will design their own healthy food product * Students will promote their product and attempt to persuade others to see that their product is healthy and responds to market requirements | **Learning intentions:**   * Students will understand the factors that may influence the way people eat in Australia * Students will design their own healthy food product * Students will communicate the healthy aspects of their product * Students will communicate how their product reflects some market requirements |
| **Relevant content descriptions in Design and Technologies, Levels 9 and 10:**  Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas ([VCDSCD060](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD060))  Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication ([VCDSCD061](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCDSCD061)) | **Additional EAL Level C3 content descriptions:**  Use available English repertoire to discuss and justify a point of view on a familiar topic [(VCEALC679)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC679)  Prepare and deliver an oral presentation, after modelling and support [(VCEALC680)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC680)  Use specific curriculum area language, including technical terms [(VCEALL693)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL693)  Understand the relationship between text structures and social purposes of text types studied in class  [(VCEALA702)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA702) |
| **Relevant achievement standard:**  By the end of Level 10 students … create designed solutions … based on a critical evaluation of needs or opportunities … They generate and connect design ideas and processes of increasing complexity and justify decisions. | **Relevant achievement standard:**  At Level C3 students … use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions … to give and justify opinions and points of view. Students interpret accessible spoken and print texts and, with support, understand the full text…Students demonstrate a basic understanding of the different purposes and structures of a range of text types … the role of headings, diagrams and captions in factual texts. |

|  |  |
| --- | --- |
| Existing learning sequence | Differentiated teaching for EAL learners at Level C3 |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Activity 1: Hexagon thinking**  Put students in groups and distribute a stack of blank hexagons (template provided in [Appendix 2](#App2)) to each group.  Have students brainstorm factors that influence which foods they eat and ask groups to record each idea on a separate blank hexagon.  In their groups, students then make connections between the hexagons by placing the straight edges together where they believe ideas link. Have students explain why they have linked these ideas together.  Students can further explore the hexagon clusters and make generalisations about the relationships between the linked ideas. | **Activity 1: Hexagon thinking**  Begin by pre-teaching the key vocabulary provided in the vocabulary reference table ([Appendix 1](#App1)) for this sequence: ‘influence’, ‘factor’, ‘social’, ‘economic’, ‘cultural’, ‘environmental’.  [Appendix 1 – Vocabulary reference table](#App1) is 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 at this level should include diagrams that combine words and images, a list of words on the board and the use of glossaries.  At Level C3, EAL learners are more confident with their language and rely less on single images or flashcards to learn vocabulary and comprehend meaning. An effective way to pre-teach this vocabulary would be a simple conceptual diagram, drawn on the whiteboard, that conveys the causal relationship between people and factors that influence their choices. For example:  cartoon of a woman with a thought bubble coming from her head  influences  dollar symbol  economic  choices  To consolidate this new vocabulary, glossaries (template provided in [Appendix 3](#App3)) are also encouraged. A glossary kept by a student at Level C3 encourages them to work independently and take responsibility for learning and revising new vocabulary. Note that the glossary includes a column where students can record the vocabulary in their home languages. This example of plurilingualism will allow students to use prior knowledge to access and comprehend new content.  Write the question on the board:  What influences what we eat?  Underneath, write the statement:  Health is one factor that influences what we eat.  Using the statements on the board to aid your emphasis, read aloud to students and explain that although health is one factor we should prioritise when planning what we eat, other factors also have a significant influence. This could be reinforced by writing a cloze statement on the board and modelling that a range of words could fill the gap in the statement. For example:  \_\_\_\_\_\_\_\_\_\_\_\_ is another factor that influences what we eat.  **Tip:** Students working at Level C3 are likely to be skilled at listening carefully and critically for verbal cues. By modelling that the single word ‘health’ (a noun) is one factor, you will convey to Level C3 learners that this brainstorming activity is focused on other factors and these are also likely to be nouns (for example, money, availability of food, family, religion, environment).  Ask students to turn to a partner and brainstorm a range of influences.  Model a scaffolded formula for discussion to the class. This can also be provided in hard copy or on the board, though it may not be necessary for C3 learners. For example, you could model this discussion for your class:  In pairs, please discuss the factors that influence what we eat. Student 1, you might say,  ‘What do you think is one of the factors that influences what we eat?’  And Student 2, you could reply,  ‘I think a factor might be … what about you?’  **Tip:** EAL students need as many opportunities as possible to engage in authentic, purposeful classroom discussion, to acquire and practise English language. To make this comfortable for students, begin with paired discussions (match an EAL student with a non-EAL peer) before moving to whole class discussions. Where possible, scaffold these discussions with scripted dialogue, as above.  Teachers should consider the context and purpose of a task when deciding how to pair or group EAL students with their peers. For this task, teachers may choose to pair two speakers of the same home language, because it is a brainstorming task and EAL learners may more freely develop and share their ideas in their home languages. In other cases, teachers may choose to pair an EAL student with a non-EAL peer, in order to expose EAL learners to more fluent spoken English exchanges.  Elicit responses from pairs. If students answer with a single word, recast their answer as a full sentence to model complete sentences. (To recast means to repeat what a student says, with corrections.) Encourage students to repeat your recast sentence. For example:  Student: ‘Health.’  Teacher: ‘Health is one influence on what we eat.  Can you say that as a full sentence? Health is one …’  Student: ‘Health is one influence on what we eat.’  **Tip:** EAL students may find it more comfortable to share their responses if they are asked to present them in pairs. This paired answering alleviates some pressure on them as a single focus of the class’s attention. If EAL students are partnered with non-EAL peers, it may be useful to have non-EAL partners present first, and EAL speakers follow, based on their partner’s model.  Have pairs join with other pairs to make small groups for the Hexagon thinking task (template provided in [Appendix 2](#App2)). This works well, as EAL students are likely to be grouped with someone with whom they are already comfortable. Here again, guide group discussion with scaffolded dialogue. For example:  What ideas did your pair have?  We thought that \_\_\_\_ was one factor.  Yes, so did we. We also thought …  This matches that one, don’t you think?  **Tip:** Common formulaic phrases can be recorded on a poster on the classroom wall. Teachers can refer to this regularly when moving students into paired or group work. Formulaic phrases might include: ‘Oh, I see …’, ‘Yes, I agree. I also think …’ |
| **Activity 2: Healthy meal design**  Have students design a healthy meal that aligns with the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating). | **Activity 2: Healthy meal design**  **Tip:** The [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) has been produced with the modern Australian diet in mind. While the diagram does feature a range of common foods that EAL students from all over the world are likely to be familiar with, some items may be less familiar. It is worth showing the image to the whole class and identifying and discussing the items together. A useful tool for this discussion is the Picture Word Inductive Model (PWIM).  PWIM involves the following steps:   1. **Present the image** to the class, in this case the [Australian Guide to Healthy Eating](https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating) diagram. 2. **Elicit single words** from the class, using the question ‘What words come to mind?’ If projecting the diagram onto a whiteboard, you may be able to annotate it by writing the words on the board, around the projected image of the diagram. Words may come to mind because they are connected to what is seen; for example, ‘rice’, ‘water’, ‘lunch’, ‘snack’. 3. **Group the words** into categories, as suggested by students. For this task, much of the categorisation will already be in place because of the groupings in the diagram, though students may suggest additional categories. For example, students may choose to name a category ‘Unhealthy options’ and vocabulary such as ‘chocolate’, ‘soft drink’, ‘cake’, ‘biscuits’, ‘Tim Tams’may all be under this category. 4. **Make titles**, as a whole class. For example: ‘Choosing healthy food’, ‘Food choices’ or ‘Unhealthy options for breakfast’. 5. **Elicit complete sentences from students,** providing sentence stems and prompting them to use vocabulary from the diagram. For example:   Stem: ‘A healthy choice is \_\_\_\_\_\_\_\_\_.’  Student: ‘A healthy choice is a banana.’  Student: ‘An unhealthy choice is chocolate.’  ‘The porridge would be healthier than the crumpet.’   1. **Have students produce their own sentences, independently.** They may discuss these in pairs or write them in their workbooks.   **Tip:** Remember to acknowledge the range of knowledge, cultures and experiences in the classroom. This is an ideal opportunity for EAL students to offer suggestions of foods, in their own languages and/or from their cultural backgrounds, that differ from those pictured. For example, *baghrir* (crumpet style flatbreads from Morocco), plantains (a fruit, similar to a banana but starchier), steamed buns or noodles as a standard breakfast in China.  Provide groups with a Mind map (template provided in [Appendix 4](#App4)) for planning their meal design. They should be encouraged to use a combination of words and images to document their ideas. Scribing and keeping a record of ideas is important for EAL students.  **Tip:** To ensure EAL students can fully participate and engage in group work, they need to be heard and valued and to feel they can trust their peers.  To achieve this, it may be useful to assign roles to group members. For example:   * **Facilitator**: manages discussion, keeps everyone on task * **Scribe**: records ideas * **Timekeeper:** reminds group of how long they have to complete tasks * **Spokesperson:** presents ideas to the class in follow up class discussion * **Reflector/Analyst**: considers how well the group has completed the set work. May or may not report to the whole class or teacher. Sets goals for the next allocation of time.   Alternatively, you may ask groups to initiate their group work by deciding on ‘Group policies’; for example:   * We will each contribute at least one idea. * We will each ask a question of one other group member. * We will write down all ideas and suggestions and consider them, then choose from the list. |
| **Activity 3: Healthy meal promotion**  Students will present their healthy meal design to the class in a one- or two-minute presentation in which they must promote:   * the health benefits * other benefits * why it is worth purchasing or preparing. | **Activity 3: Healthy meal promotion**  Provide groups with a template for promoting their healthy meal and communicating ideas clearly. If EAL students are allowed time to plan and rehearse their responses, they will be more comfortable presenting ideas to the class. This template could include a set of sentences or phrases students can use in their presentations. For example:  This is our meal. It is designed for/to \_\_\_\_\_\_\_\_  Some of the factors that influenced it were \_\_\_\_\_\_  The foods are \_\_\_\_\_\_\_\_\_  To drink, we suggest \_\_\_\_\_\_\_  We chose \_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_  Health benefits of \_\_\_\_\_\_\_\_ include \_\_\_\_  This would cost \_\_\_\_\_\_ and is worth purchasing because it \_\_\_\_\_\_\_\_\_. |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Content-specific vocabulary** | **Linguistic-specific vocabulary  (verbs of instruction)** | **Language for interaction** | **Language for clarification** |
| healthy  food pyramid  choices  cultural  religious  religion  culture  economy  economic  environment  environmental  social  society  factors  benefits  marketing  advertising  promotion  relationships | Write …  Locate …  List …  Plan …  Rehearse …  Find a …  Annotate …  Highlight …  Look for …  Make a list of …  Design …  Prepare …  Find links between …  Find connections between …  Look for …  Explain why …  Brainstorm …  Arrange …  Use these stems to … | First you …  Then …  Okay, now you have to …  I think … what about you?  I’m wondering if …  Did you have this idea written down too?  Who will be the **scribe**? | Is this what the teacher/you meant?  Am I supposed to do it like this?  Does this look right to you?  Can you check the way I have done this, please?  Did you say we are in groups?  What is my role again? |

Appendix 2 – Hexagon

­­­­

|  |  |  |
| --- | --- | --- |
|  | ­­­­ | ­­­­ |
| ­­­­ | ­­­­ | ­­­­ |
| ­­­­ | ­­­­ | ­­­­ |
| ­­­­ | ­­­­ | ­­­­ |

Appendix 3 – Glossary sample

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **New word** | **Part of speech** | **Similar words** | **Definition (in my own words)** | **Drawing to help me remember** | **Home language definition** |
| For example:  influence | noun  OR  verb | influencer (noun)  influential (adjective) | To be able to affect people. To have an impact. | cartoon of a stick figure wearing a tie whispering in the ear of another stick figure |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Appendix 4 – Mind map