Differentiating existing learning sequences for English as an Additional Language students

Civics and Citizenship, Levels 3 and 4, for EAL learners at Level B2

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:** Identity and belonging

**Curriculum area and levels:** Civics and Citizenship, Levels 3 and 4

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 B2 of the EAL curriculum.**

EAL learners at Level B2 will typically be able to:

* comprehend social English in most familiar contexts
* understand some English in academic and decontextualised contexts
* use simplified English with varying grammatical accuracy
* use home language resources, such as dictionaries and home language peers, to supplement and support their learning in the classroom.

3. Adapt the learning sequence to differentiate for EAL students

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| Existing learning sequence | Differentiated teaching for EAL learners at Level B2 |
| **Overview** | Overview |
| **Learning intentions:**   * Students will understand the many different kinds of groups that individuals can belong to * Students will recognise the things they have in common with people from different groups * Students will understand why individuals come together into groups | **Learning intentions:**   * Students will understand the many different kinds of groups that individuals can belong to * Students will recognise the things they have in common with people from different groups * Students will understand why individuals come together into groups   **Language focus:**   * Students will learn new vocabulary and be able to apply it to their own personal experience of being in a group * Students will be able to accurately use phrases that indicate similarity, such as ‘both’ and ‘have in common’ * Students will be able to use ‘because’ to justify opinions about the text |
| **Relevant content descriptions in Civics and Citizenship, Levels 3 and 4:**  Investigate why and how people participate within communities and cultural and social groups ([VCCCC006](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC006))  Describe the different cultural, religious and/or social groups to which they and others in the community may belong ([VCCCC007](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCC007)) | **Additional EAL Level B2 content descriptions:**  Identify key points of information in short spoken texts ([VCEALC326](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC326))  Participate appropriately in social and learning situations ([VCEALA329](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA329))  Make and substantiate inferences and predictions when reading or listening to a text read aloud ([VCEALC350](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC350))  Acquire information from different types of visual representations in text ([VCEALC347](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC347))  Compare own experiences to those represented in texts ([VCEALA356](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA356)) |
| **Relevant achievement standard:**  By the end of Level 4, students … describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging. | **Relevant achievement standard:**  At Level B2 students communicate and learn English in predictable social and learning situations, understanding some de-contextualised English and expressing simple messages in basic English … They use simplified English, with varying grammatical accuracy, combining known formulas, learnt grammatical features and new vocabulary to construct new utterances … [They] read familiar and unfamiliar texts containing predictable structures and familiar vocabulary … [and] write simple, organised texts demonstrating a developing use of specific vocabulary and simple sentence structures. |

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| Existing learning sequence | Differentiated teaching for EAL learners at Level B2 |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Prior learning**: Students understand what being part of a group means. Students understand that they may belong to many groups within their family and community. | **Prior learning**: Students understand what being part of a group means. Students understand that they may belong to many groups within their family and community. |
| **Activity 1: Circle time discussions**  Questions to start circle time discussions:   * What is a group? * What makes up a group? * Who decides when to make a group? * Why are groups formed? * What kinds of groups are there in our local community? * Who might want to join these groups? * Are groups all voluntary or are we born into them? * Who decides what makes up a group? * Why do people want to belong to groups?  (Reasons given may include sense of belonging, shared experiences, strong sense of identity, accepted by mainstream culture, ease of access to social institutions, feeling of superiority, belief in own righteousness, having a political voice.) | **Activity 1: Circle time discussions**  **Set the context** by providing visuals that allow EAL learners to recognise that this learning sequence is going to be about how individuals can belong to different groups.  **Tip:** Using visuals (photographs, videos, cartoons, sketches) prior to or early in the introduction of a topic allows EAL learners to understand the context of discussion quickly and efficiently. This helps them connect prior knowledge to the learning of new ideas and vocabulary.  Provide a collection of images showing a range of different individuals, such as men, women, children, professionals, seniors, people who are identifiably from different religions and different cultural backgrounds. Use these images as a reference point for students.  **Tip:** In order to create an inclusive classroom environment, always include visuals that encompass people of different backgrounds. In particular, look for images that are representative of the individuals and groups in your classroom.  **Introduce the key vocabulary (in context):** Key vocabulary in the following example can include ‘individual’, ‘group’, ‘volunteer’, ‘belong’, ‘in common’, ‘gender’, ‘cultural’, ‘ethnicity’, ‘social’, ‘religious’, ‘professional’.   1. Point at the people in the collection of images on the board and explain: ‘These are individuals.’ 2. Point at each person in the images, one by one. Explain: ‘This is one individual, this is another individual, this is another individual …’ 3. Then, encourage a student volunteer to move the images into groups on the board. Ask: ‘Who can put these individuals into groups?’ 4. Once the images are in groups, ask the student to explain why they chose to put those people together. Ask: ‘Why did you put these people together in a group? What do they have in common?’ 5. Encourage the student to give a simple response, such as: ‘They are in groups because they (point at the men) are all men and they (point at the women) are all women.’ 6. Explain: ‘This group is a gender group.’ 7. Write ‘gender’ on the board and encourage students to repeat the word in unison. 8. Repeat the process. Ask: ‘Who can put these individuals into different groups?’Invite another volunteer to move the images into different groups on the board. 9. Repeat the steps above. Use this opportunity to introduce the concept of the different ways by which groups can be formed and categorised; for example, gender, culture, ethnicity, social, family, sports or religion.   **Tip**: If time allows, give EAL learners the opportunity to practise (learn and repeat) new vocabulary orally before providing it in print form. Initially, allow them to focus on the sound and meaning of the word. Once you have finished introducing the new vocabulary, consolidate the words and their meanings by writing them on the board. Make sure to give EAL learners ample time to clarify understanding and write the words at the end of the lesson.  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.  **Tip:** Introducing new vocabulary through actions, visuals, connecting to personal experiences and frequent repetition can help EAL learners to deduce the meaning of new words more independently. It can also help to explain complex terms in more simple ways.  Make sure all of the category words are written on the board with a picture or word (in English or another language) to help students remember their meaning. Student volunteers can provide examples, such as:  a set of religious symbols, representing (from left to right): Buddhism, Islam, Christianity, Judaism and HinduismReligious groups  Ask: ‘Are there any other groups you can think of?’ Point to the different groups that have already been listed. Add any new groups to the list.  **Tip:** It is important to encourage EAL learners to use different kinds of definitions in their word lists, including synonyms, images, associations and translations from home languages.  Discuss:   * What cultural groups do you know of in (your location or other countries)? * What sports groups do you know of in (your location or other countries)? * What professional groups do you know of in (your location or other countries)?   Point at each word on the list. Ask: ‘Do you choose to be in this group? Is it voluntary?’ Wait for the answer. Ask: ‘Or are you born into this group?’ Wait for the answer.  **Tip:** When asking questions, always provide ample wait or thinking time for EAL learners to process information and formulate their responses.  Add new words to the word list on the board, such as ‘voluntary’, ‘volunteer’, ‘choice’ and ‘choose’. Encourage students to add the new vocabulary to their own cumulative word lists.  **Tip:** Students at Level B2 can also benefit from the connections between words being made explicit in your teaching. For example, EAL learners may be familiar with a word such as ‘religion’, but not ‘religious’. Other examples may be the connection between ‘social’ and ‘society’ and ‘volunteer’ and ‘voluntary’. |
| **Activity 2: Create a belonging tree display**  Ask students to choose one group to which they and/or their family belong, such as Scouts, a local basketball club, a soccer team or a cultural group.  Give students a large template of a leaf. Have students paste a photo of themselves and representations of clubs or religious or cultural groups they belong to onto the leaf. Representations might include icons, symbols, traditions and purposes. Pin or stick the leaves to a large display board tree.  The leaf must explain:   * What is the name of the group? * What type of group is it? * What do you do in the group? * Why did you join the group?   Ask students to look for and identify commonalities and connect the leaves. | **Activity 2: Create a belonging tree display**  **Scaffolded application of new language or concepts:** Use the word list on the board to brainstorm groups to which students and/or their families belong, such as Scouts, a basketball club, a soccer team or a cultural group.  **Demonstrate the task:** Before giving students a large template of a leaf, demonstrate the task in front of the class by displaying an exemplar and explaining the elements students should include on their leaf. These elements include a photo of themselves, representations of the group they belong to and answers to the questions below.  Write the four questions on the board and brainstorm possible answers. Write two or three examples for each question.  **Tip:** Note how the possible answers provided for each question have a recommended sentence starter or phrase that has been indicated in **bold** with a star (\*). Encourage students to use these words and phrases in their own responses.  The leaf must explain:   * What is the name of the group?  Possible answers: the local mosque, the neighbourhood soccer club, the school choir * What type of group is it?  Possible answers: **It is a**(\*) religious group. **It is a**(\*) sports group. **It is a**(\*) social group. * What do you do in the group?  Possible answers: We worship Allah. We practise soccer and have competitions. We sing songs together. * Why did you join the group?  Possible answers: **Because**(\*) it is a tradition in my family. **Because**(\*) I love soccer and want to be a famous soccer player. **Because**(\*) I wanted to meet people.   Attach the exemplar leaf to a large display board tree.  **Independent task:** Give students a large template of a leaf. Have students attach a photo of themselves and representations of clubs or religious or cultural groups they belong to (icons, symbols, traditions, purposes) onto it. Have students write their answers to the four questions on their own leaf.  **Final task**: Demonstrate how to find commonalities between students. Ask: ‘Who chose a sports group?’ Students pin or stick the leaves that have sports groups together to the tree. Ask: ‘Who chose a religious group?’ Students pin or stick the leaves that have religious groups together to the tree. Ask the rest of the students to look for and identify commonalities to connect the rest of their leaves.  Have students complete [Appendix 2 – Connections template](#App2) to find similarities between themselves and their classmates.   1. Demonstrate the task by providing an exemplar and explaining the information on it. 2. Elicit examples of similarities that can be found between students. Ask: ‘What do you have in common?’Encourage responses such as:   We both have … We have … in common. We both like …   1. Use the phrases listed in [Appendix 2 – Connections template](#App2) to form sentences. 2. Read the instructions aloud to the students. 3. Have students complete the task independently.   **Tip:** Note how the instructions for the task in [Appendix 2](#App2) have been sequenced simply with one action per step where possible. The verbs of instruction have been indicated in bold and positioned at the beginning of each line. This aims to make each step of the task easier for EAL learners to understand independently. |
| **Activity 3: Picture book**  Define and discuss the concept of belonging to a group by categorising a list of words under the headings ‘Belonging’ and ‘Not belonging’. For example: ‘connected’, ‘disconnected’, ‘alienated’, ‘accepted’, ‘secure’, ‘different’, ‘excluded’, ‘outsider’, ‘dependent’, ‘insider’, ‘part of’.  Share a picture book about belonging and identity with students. Examples include:   * Choi, Y 2001, [*The Name Jar*](http://www.amazon.com/gp/product/0440417996/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0440417996&linkCode=as2&tag=kidworcit-20&linkId=IWTG4F2R7CUCONUP) * William, KL and Mohammad, K 2009, [*My Name is Sangoel*](http://www.amazon.com/gp/product/0802853072/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0802853072&linkCode=as2&tag=kidworcit-20&linkId=WQ2HEQ432225WWTN) * Bunting, E 2006, [*One Green Apple*](http://www.amazon.com/gp/product/0618434771/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0618434771&linkCode=as2&tag=kidworcit-20&linkId=JJ26AB55FVMNPAP6) * Cummings, M 2006, [*Three Names of Me*](http://www.amazon.com/gp/product/0807579033/ref=as_li_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0807579033&linkCode=as2&tag=kidworcit-20&linkId=FNR2HP3EPQXQYHRF) * Tan, S 2006, *The Arrival* * Wild, M 2000, *The Fox*   Questions to ask:   * Give an example of belonging or not belonging in the narrative. * Which characters belong and which do not? Why? * Do the aspects of belonging or not belonging change over the narrative? If so, why? * Does the text imply that belonging is important? * What personal feelings do you have about the ideas expressed through the text? * What group do you belong to? Why did you choose to join this group? * What groups do you want to belong to? Why? | **Activity 3: Picture book**  **Tip:** Choose texts that have characters from a range of different backgrounds and experiences. If possible, choose texts that have characters who visually represent the different backgrounds of the students in your classroom. However, be sensitive to the trauma or homesickness that may exist in EAL learners’ experiences when selecting and discussing texts. Your school should be able to provide you with information about the nature of your EAL learners’ backgrounds and current living arrangements.  Choose one of the picture books from the list to demonstrate the guided task.  Use images from the chosen text that illustrate the concept of belonging to a group, or not belonging. Categorise the images under the headings ‘Belonging’ and ‘Not belonging’.  **Introduce the key vocabulary (in context):** Introduce the concept of belonging to a group by eliciting words that can be associated with each of these categories. Use simple questions to prompt ideas, such as:   * What are the characters doing? * How do you think the characters are feeling? * What is the evidence to support this?   Words may include ‘connected’, ‘disconnected’, ‘accepted’, ‘confused’, ‘different’, ‘similar’, ‘included’, ‘excluded’, ‘part of’, ‘important’, ‘alone’, ‘group’, ‘lonely’, ‘isolated’, ‘sad’, ‘happy’.  **Scaffolded application of new language or concepts:** Use the selected text as an example of how students can refer to both the pictures and the words in the story to answer the questions.  Look at the cover and the title of the book. Elicit predictions from the students:   * Who is this on the cover? * What do you think this story is going to be about?   Read the selected text to the students without discussion or commentary.  Prepare for the second reading. Say: ‘These are the questions we will talk about together after we finish reading the story the second time.’   * In this narrative, which characters belong? Why? * In this narrative, which characters don’t belong? Why not? * How do you think they feel about being different? * Does this change? What changes for them? Why did it change? * Do you think belonging is important for them? Why?   Write the questions on the board. Then read the questions aloud to students and clarify the meaning of unknown words by eliciting responses from other students. Underline these words and annotate them with the meaning. For example:  The following text appears with annotations: In this narrative, which characters belong? Why? The word 'narrative' is underlined with an arrow pointing to its definition: 'story'. The word 'characters' is underlined, with an arrow pointing to its definition: 'people in the story'.  Read or show the selected text to the students for a second time.  Answer the questions as a class. Help connect the text to students’ prior knowledge and experience of what it feels like to belong and not to belong.  **Independent task**: Give students time to enjoy some of the suggested picture books on identity and belonging. Emphasise the importance of using the pictures to understand what is happening in the story.  If possible during this independent reading time, discuss the questions with your EAL learners to help them with the language needed to articulate their thoughts and ideas about the theme of belonging in their chosen story. Provide them with sentence starters, such as:   * I know they belong because … * I think they feel … because … * Their feelings change because …   Ask students to write their ideas and thoughts in their reading journal or workbook.  **Tip:** Not every reading task requires pre-teaching of vocabulary. In this picture book task, use the demonstration time to show EAL learners that is it acceptable to use pictures to understand the story, and do not place too much importance on the words. Allow EAL learners to simply enjoy reading at their own pace using their own resources. |

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** |
| individual  group  in common with  belong  belonging  volunteer  voluntary  form  category  type  join  categorise  commonality  representation  club  gender  political  cultural  ethnic  social  family  religious  religion  professional  profession  character  narrative  connected  disconnected  accepted  confused  different  similar  to include  included  to exclude  excluded  part of  important  alone  lonely | Group together …  Stick on …  Explain why …  Repeat …  Categorise …  Form [a group] …  Volunteer …  Brainstorm …  Choose …  Paste …  Write …  Connect …  Read …  Explore …  Discuss … | Can I see …?  Can I have a look at …?  Put it here …  Not like that …  Like this …  What’s this?  Where does it go?  I like this …  I feel …  He feels …  What do we have in common? | Say it again please.  I don’t understand …  Please help me.  Am I finished?  Like this?  What do we do next?  How do I do it?  Is this right?  What’s the word for this? |

Appendix 2 – Connections template

1. **Draw** yourself or **write** your name in the middle circle.
2. **Look** at the leaves on the Belonging Tree. **Find** three people who have something in common with you.
3. **Write** the name of two or three classmates that you have things in common with.
4. **Draw or write** what each classmate has in common with you.
5. In pairs or small groups, **explain** what you have in common with the three classmates.

You can use these phrases:

* We are both in a … group.
* We both …
* We have … in common.
* I connected with … because …
* We both enjoy …