SUBIACO PRIMARY SCHOOL
EAL/D (English as an Additional Language/Dialect)
GUIDELINES AND CURRICULUM POLICY
2012

AIM OF EAL/D TEACHING AND LEARNING PROGRAM

The aim of the EAL/D program is about students learning '*how English works and how to use it effectively in an Australian context. They develop knowledge of how language operates as a social and cultural process and how to use it in a variety of contexts and for a range of purposes.*' (p 14 ESL/ESD Progress Map Professional Guidelines)

IDENTIFICATION PROCESS

- ➢ Upon enrolment, the Visa status and Language Background Other Than English (LBOTE) of the student is noted and the EAL/D specialist teacher is informed.
- ➢ The EAL/D specialist teacher arranges for the student to be assessed if needed, for listening, speaking, reading and writing competency levels.
- ➢ Students enrolling from Intensive English Centres will have an exit report including an updated WA ESL/ESD Progress Map.
- ➢ After assessment, anecdotal comments are documented and in conjunction with the classroom teacher a decision is made as to level of support required ie. whether specialised EAL/D support is needed.

EAL/D SUPPORT

- ➢ We have an allocated 0.4 teacher which is centrally funded to support EAL/D students. Both in class support and withdrawal modes are used depending on student need.
- ➢ EAL/D students requiring support can be vertically grouped if required.
- ➢ An EAL/D support plan is guided by the WA Curriculum Framework Progress Maps and classroom teacher advice. Ongoing assessment occurs throughout the school year.
- ➢ There is ongoing liaison with class teachers, so that the program is contextually based.

TEACHING AND LEARNING PROGRAM

The Gradual release of Responsibility Model (Pearson and Gallagher, 1983) provides a framework for moving students from a supportive context where the teacher has a high degree of control (modelling), to a more independent context where the student has more control (independent application).

Role of the teacher	Modelling The teacher demonstrates while thinking aloud the processes	Sharing The teacher provides direction and invites the students to participate	Guiding The teacher scaffolds help and provides support and corrective feedback	Applying The teacher offers support and encouragement as necessary
Role of the student	The students participate by actively attending to the demonstrations.	Students contribute ideas and information. Decision making is negotiated between teacher and student.	Students do work with help from the teacher or other sources.	Students work independently. They are in control of the ideas and information.

EAL/D TEACHING AND LEARNING CYCLE

Plan a supportive environment and build the student's knowledge

- ➢ Value home language and culture
- ➢ Modify and adjust language – use verbal and non verbal representations providing visuals cues and contextual support.
- ➢ Adjust time of activities to student needs

Examples of strategies/learning activities are hands on activities, picture talks, discussions, think-pair-share, brainstorming, word/picture matching, barrier games, categorising/bundling, Y charts, concept maps.

Provide opportunities for communicative language use

- ➢ Practice new language items in context
- ➢ Use pair work, small group work, discussion, sharing activities
- ➢ Model and provide opportunities for students to develop social skills and use their language

Examples of oral language activities are news-telling, barrier games, board games, card games, information gap, group projects, spot the difference, cooking, drama, role play, giving instructions.

Focus on language form and use (text deconstruction and joint construction)

- ➢ Model and explicitly teach SAE language, structure and features
- ➢ Model different texts and genres
- ➢ Provide scaffolds, frameworks, checklists
- ➢ Be explicit and precise about tasks and provide opportunity for discussion and clarification prior to task
- ➢ Look at word, sentence, paragraph and whole text level

Examples of reading, viewing and writing activities are story maps, cloze, literacy circles, picture/word/text sequencing, paragraph frames, teacher scribe, cooperative writing, information retrieval charts.

Independent construction of spoken or written text

- ➢ Provide word charts, scaffolds, editing keys
- ➢ Teacher-student conferencing and peer conferencing

BICS AND CALP
Students learning a new language can generally master Basic Interpersonal Communication Skills (BICS) in 1-3 years. At this level of proficiency, students can interact socially with peers and understand most informal, casual language. However, to achieve at school students must also develop Cognitive Academic language Proficiency (CALP), or the ability to comprehend and produce academic texts that requires the language of analysis, synthesis, comparison, contrast and evaluation. This can take from 2-7 years to develop these language skills. (Cummins, 1983)

ESL/ESD PROGRESS MAPS
As the learning paths of EAL/D learners is not the same as students who have English as their first language, the *ESL/ESD Progress Map* (Western Australian Department of Education and Training) is used as an integrated teaching, monitoring and assessment tool. The purpose of ESL/ESD Progress Map is to:
- ➢ Assist in the identification of EAL/D learners
- ➢ Monitor and assess learner progress in Standard Australian English (SAE)
- ➢ Provide a more effective and valid means of reporting EAL/D learner proficiency in SAE
- ➢ Assist teachers to plan meaningful teaching and learning programs to meet particular needs of EAL/D students