



cmj⁺

**Centre for
Multicultural Youth**

Acknowledgement of Country

- The Centre for Multicultural Youth acknowledges the traditional custodians of the lands on which we meet and pays respect to elders: past, present and emerging community leaders.
- We welcome any members of the community here today.
- This acknowledgement recognises CMY's role in the collective work of promoting human rights, social justice and reconciliation in our communities.



Pre Evaluation



<https://forms.gle/yaLZeF1Yhch1oG3bA>

Who we are

We are a Victorian not-for-profit organisation supporting young people from migrant and refugee backgrounds to build better lives in Australia



MY Education

Two key programs:

- *Learning Beyond the Bell (LBB)*
- *Refugee Education Support Program (RESP)*



EAL Literacy Tutoring Strategies

Today's Training

- Identify some challenges for EAL literacy learners
- Recognise the four areas of literacy development: speaking, listening, reading and writing
- Practice applying EAL tutoring strategies across each area

Ice Breaker



Who are EAL learners?



EAL Learners

- EAL pupils can come from any first language background – and may even speak more than one first language
- Some EAL learners are absolute beginners and others are highly advanced in English and may even sound like native speakers
- EAL learners might be literate in their first language or they may not yet have learned to read and write
- EAL learners often bring new perspectives and approaches to problem solving into the classroom
- Even with no knowledge of a student's first language and little experience teaching non-native learners, it's still possible to give children and young adults access to the resources, strategies, and tools they need to be successful in their education.

Students from a refugee background

- May have had no formal schooling in their first language
- May have low levels of literacy in English or in their first language
- Might be suffering the after effects of trauma
- May have had disrupted schooling due to movement within and between countries
- May find the intersection of home culture and school/peer culture challenging

Refugee-journeys_FINAL

Menu

- ▼ Introduction
 - Refugee Journeys: Into Australian Schools
 - Welcome
 - Acknowledgement of Country
 - Learning objectives
- ▼ Journeys to Australia
 - Introduction: Journey
 - Definitions
 - Aref's story
 - Before I came
- ▼ Settling in Australia
 - Introduction: Settlement
 - Settlement experiences
 - Social connections
 - Bridging relationships
 - Barriers to education
- ▼ Supporting students
 - Supporting students
 - Support for students from Refugee backgrounds
 - Benefits of OSHLSP
 - OSHLSP models
 - Case studies
 - Strengths of students from refugee backgrounds
- ▼ Conclusion
 - Key messages
 - Congratulations
 - Next steps
 - MY Education information
 - Acknowledgements

Refugee journeys
into Victorian schools

An online learning resource from CMY's
MY Education program.

< BACK NEXT >

English is hard to understand

*It can be understood through tough
thorough thought, though.*

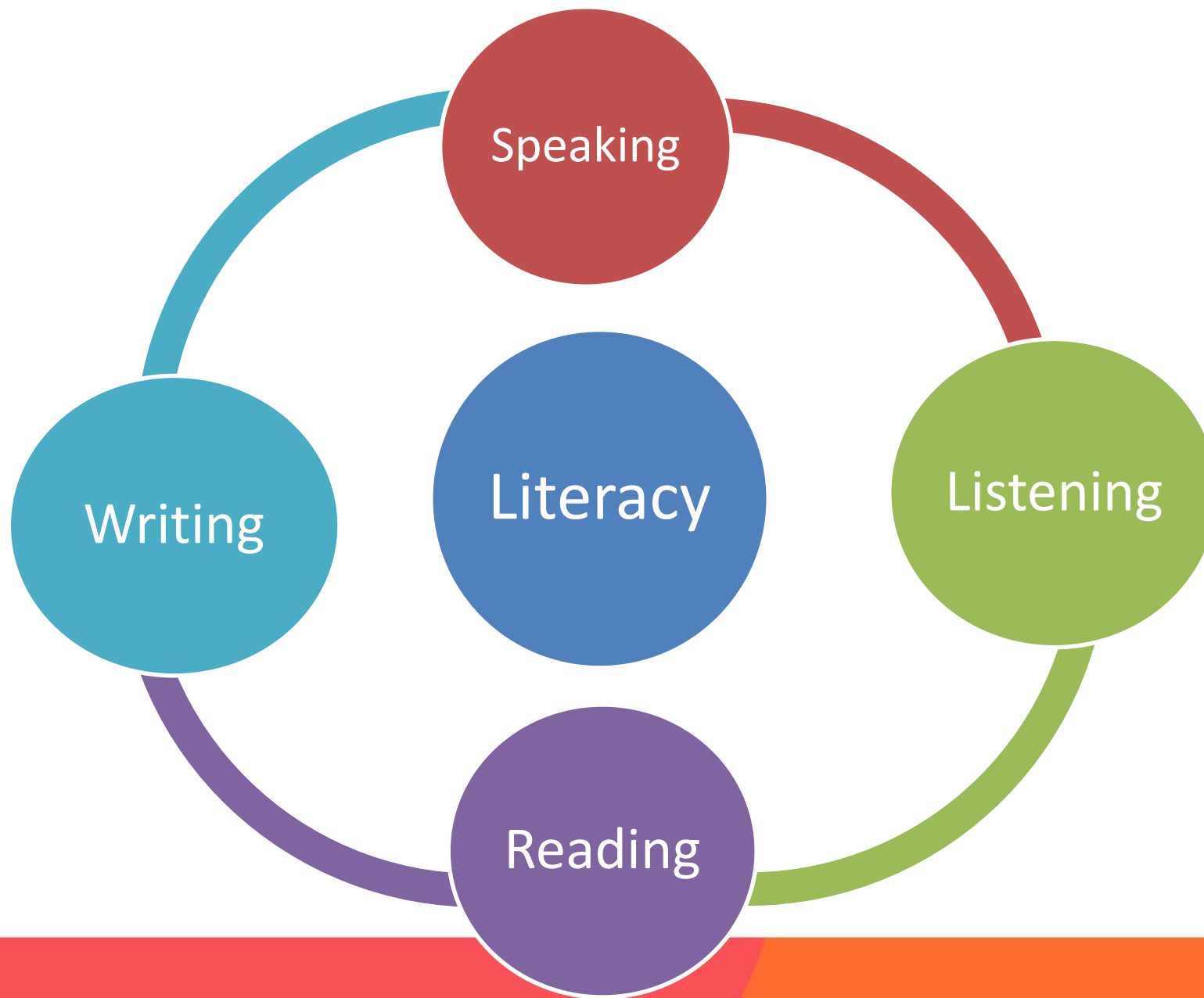
Tips for supporting EAL learners

1. Give them vocabulary
2. Give them tools
3. Give them strategies
4. Give them time
5. Give them credit- strengths based
6. Give them praise



Building rapport





English

Introduction Curriculum

Filter Showing all levels Showing all modes

Apply filters Clear filters

View

Show ☒ Level descriptions ☒ Content descriptions ☒ Achievement standards

Print this page

Previous

A B C D F 1 2 3 4 5 6 7 8 9 10

Next

Level 1

Level 1 Description

In Level 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret...

Show more

Level 1 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

Understand that the purposes texts serve shape their structure in predictable ways (VCELA176)

Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (VCELA177)

Expressing and developing ideas

Identify the parts of a simple sentence that represent 'What's happening?' 'Who or what is involved?' and

Level 2

Level 2 Description

In Level 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and...

Show more

Level 2 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (VCELA212)

Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams (VCELA213)

Expressing and developing ideas

Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating

Level 3

Level 3 Description

In Levels 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts...

Show more

Level 3 Content Descriptions

Reading and Viewing

Language

Text structure and organisation

Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246)

Identify the features of online texts that enhance navigation (VCELA247)

Expressing and developing ideas

Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments

EAL Curriculum



Menu



Site search



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VICTORIAN CURRICULUM - F-10

Curriculum area advice

English as an Additional Language



English as an Additional Language

- [English as an Additional Language \(EAL\) F-10 Curriculum update](#)
- [Current \(2019\) EAL Documents](#)

English as an Additional Language (EAL) F-10 Curriculum update

A revised full consultation draft of the new English as an Additional Language (EAL) F-10

cmy.net.au

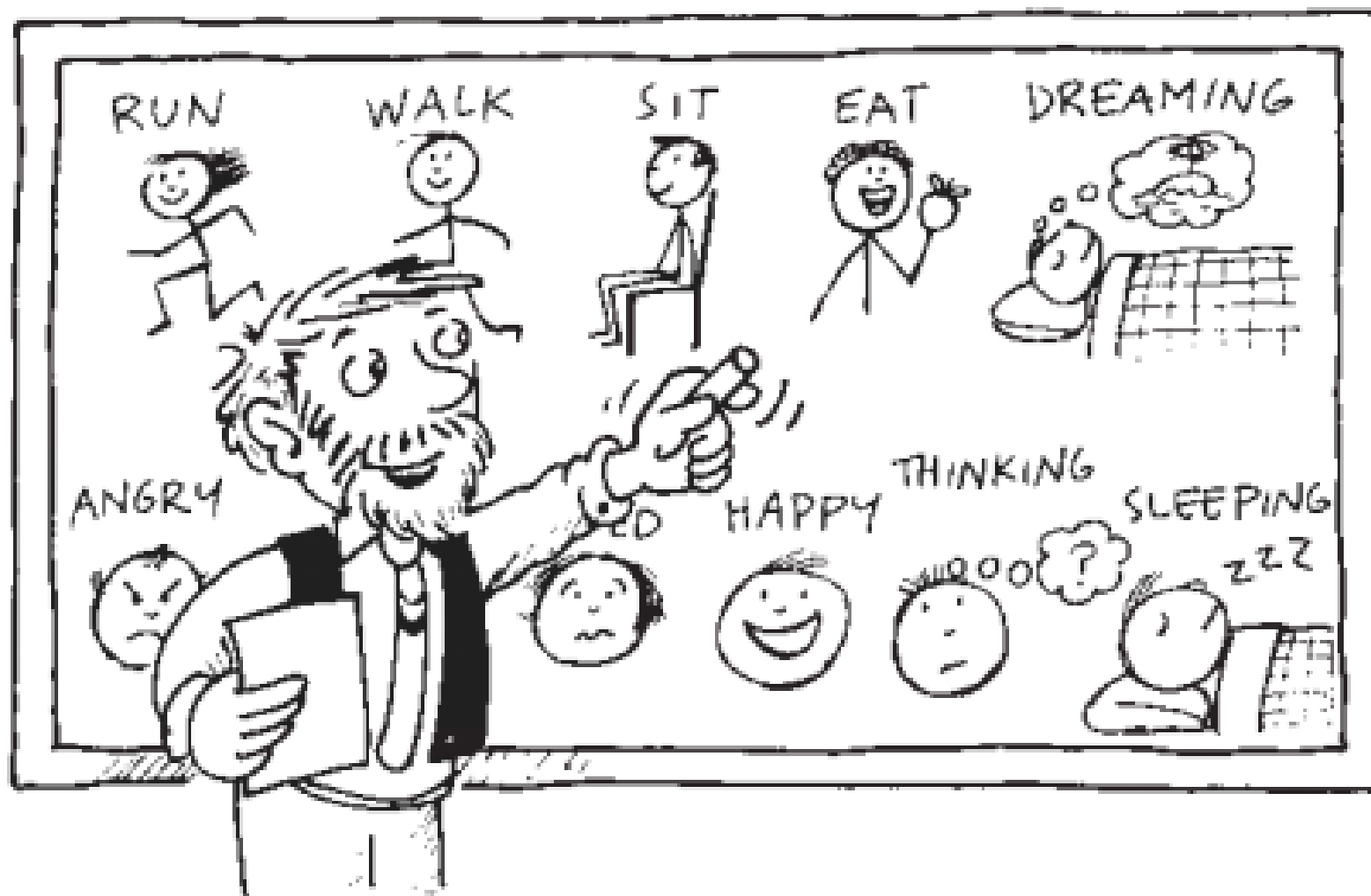
<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/default.aspx>

Listening



Tips for supporting listening

- Speak clearly but naturally
- Use simple vocabulary to introduce new concepts
- Use gestures, visuals or objects
- Repeat when necessary
- Provide clear instructions but do not use too many instructions (write as well as speak so students have a visual as well)
- Model how sounds are made
- Plain English/plain language is best - avoid colloquialisms and idioms



Plain Language

Plain language means structuring sentences in a way that ensures you are understood as quickly, easily, and completely as possible. It avoids verbose, convoluted language, idioms and jargon.

"Clear and effective communication" ([Joseph Kimble](#))

"Clear, straightforward expression, using only as many words as are necessary. It is language that avoids obscurity, inflated vocabulary and convoluted construction. It is not baby talk, nor is it a simplified version of ... language." (Dr [Robert Eagleson](#))

<http://www.plainenglish.co.uk/how-to-write-in-plain-english.html>

Plain Language

AVOID	USE INSTEAD
Are required to	Must
At this moment in time	Now
Concerning	About
Facilitate	Help
In a number of cases	Some, often
It is mandatory	You must
Optimum	Best
You are requested	Please
Predominant, principle	Main

Supporting Listening Activity

- Open google doc before entering breakout room
- Re-write each sentence using plain language to support an EAL student with listening and comprehension

e.g. Take a seat, we're going to begin by looking at some snaps.

Speaking



Tips for supporting speaking

- Provide opportunities to practice conversational English
- Value and accept all attempts to communicate- respond to the content, not the form
- Don't over correct
- Provide positive and encouraging feedback
- Allow thinking time
- Introduce vocabulary – introducing new words is important for children learning English to develop their literacy skills and confidence (images, drawing, objects, story telling, listing synonyms)

NOT THIS WAY...



BUT...



Activities for supporting speaking and listening

- Show and Tell
- What's in the Bag?
- Finish the sentence
- Beach ball questions
- Inquiry and elimination games
- Drama/role play



Supporting speaking summary

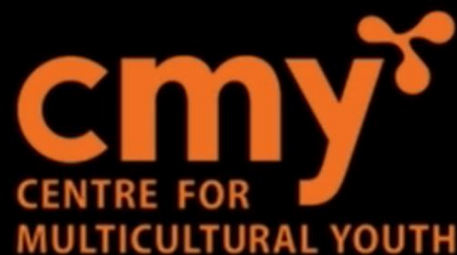
- Provide encouragement and practice
- Give students sufficient “wait time”
- Model new words and correct grammar- don’t over correct
- Develop ideas through discussion

Supporting reading



Tips for tutors: Reading

A five-part series of training videos for
volunteer tutors in homework clubs across Victoria



Supporting reading

- **Predicting-** What do you think this is about? Why?
- **Establish prior knowledge-** What do you know about... ?
- **Talk about the text type-** genre-is it a story book or information book?
- **Use pictures to help tell the story-** look through the pages before reading- talk about story
- **Start with what they know-** build confidence, identify any known words (for beginning readers)
- Identify any **unknown** words- more confident 'decoders'
- **Let the child figure out unknown words by:** using picture, looking at the sounds, thinking about the context
- **Ask questions and encourage child to make connections**

Reading with EAL Learners

Simple questions to ask while reading together:

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. Does this look like a story book or an information book? Why?
5. What does that word mean? Look at the pictures and read the words around it to help you figure it out (context).
6. How can you read an unfamiliar word? Can you use the first sounds? Can you sound-out then blend?
7. Who are the main characters?
8. What do you think will happen next?
9. How do you think that character feels? Why? How would you feel in that situation?
10. Can you predict how the book will end?
11. Who is your favourite character? Why?
12. Is there a special message in the story? What is it?
13. Can you retell the story in your own words?
14. Do you like how the story ended? Can you think of another way the book could have ended?

Supporting Reading Activity



<https://monkeypen.com/pages/free-childrens-books>

Supporting reading summary

- Prepare students for what they are going to read
- Stimulate interest
- Introduce key words
- Model and support students to develop reading skills including comprehension and fluency
- Encourage students to use the 'initial sounds' of a word to decode
- You are not a classroom teacher- it is not your job to teach students to read, you are there to provide support

Writing



Tips for supporting writing

- Encourage students who are literate in their first language to write in that language
- Encourage drawing as a communication tool
- Provide feedback- be specific
- Use technology (if you have access to it!)
- Model writing
- Give students changing from a different script, such as Chinese, Lao, Khmer, or Arabic, a lot of practice and guidance in writing English script.

Scaffolding EAL student writing


- Writing frames
- [Time connectives](#)
- Copying
- Sequencing
- Jumbled sentences



How to Make a Delicious Sandwich

1.
2.
3.
4.
5.
6.

Useful words: first, next, then, when, after, if, finally



ick writing daily.

STRATEGIC INSTRUCTION
at Region 13

TOPIC

An example from my life:

An example from sports or history:




What I've learned from these examples:

CONCLUSION / SO WHAT? (How can you apply what you learned to your life?)

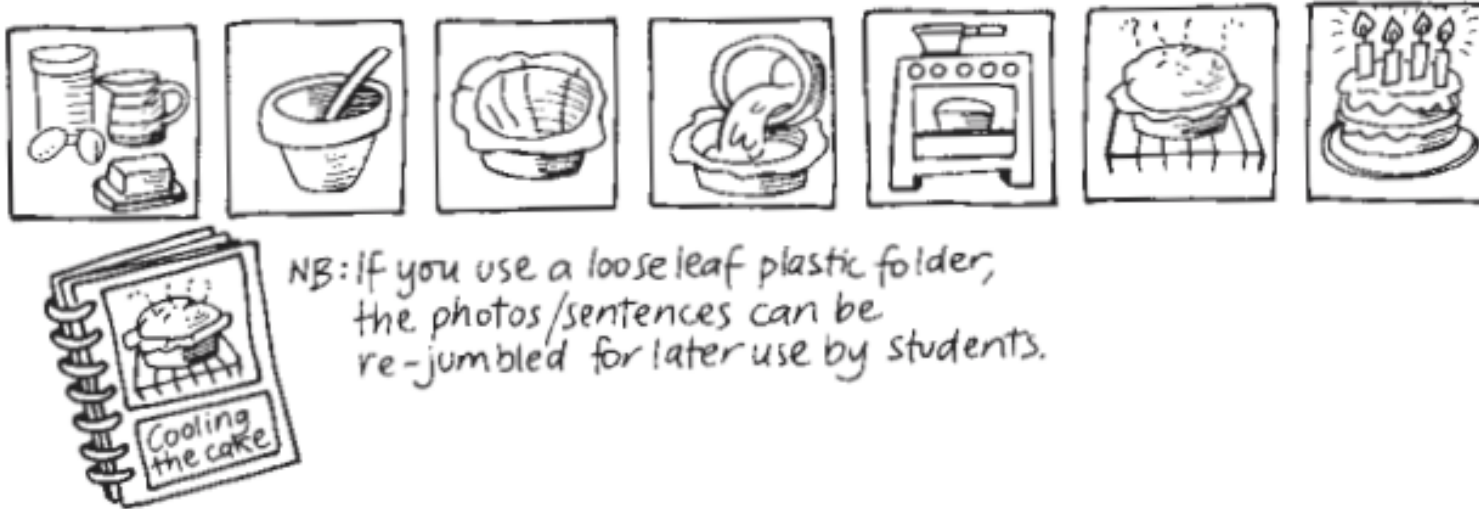
Examples from literature and other sources:

MY STORY PLAN

Name _____ Date _____

Beginning	Middle	End
	 Lunch time!	
<input type="text"/>	<input type="text"/>	<input type="text"/>

- **Picture sequencing and sentence matching:** provides a means of retelling by the correct ordering of a series of pictures or photographs and sentences about activities such as cooking or science experiments.



the

walked

park

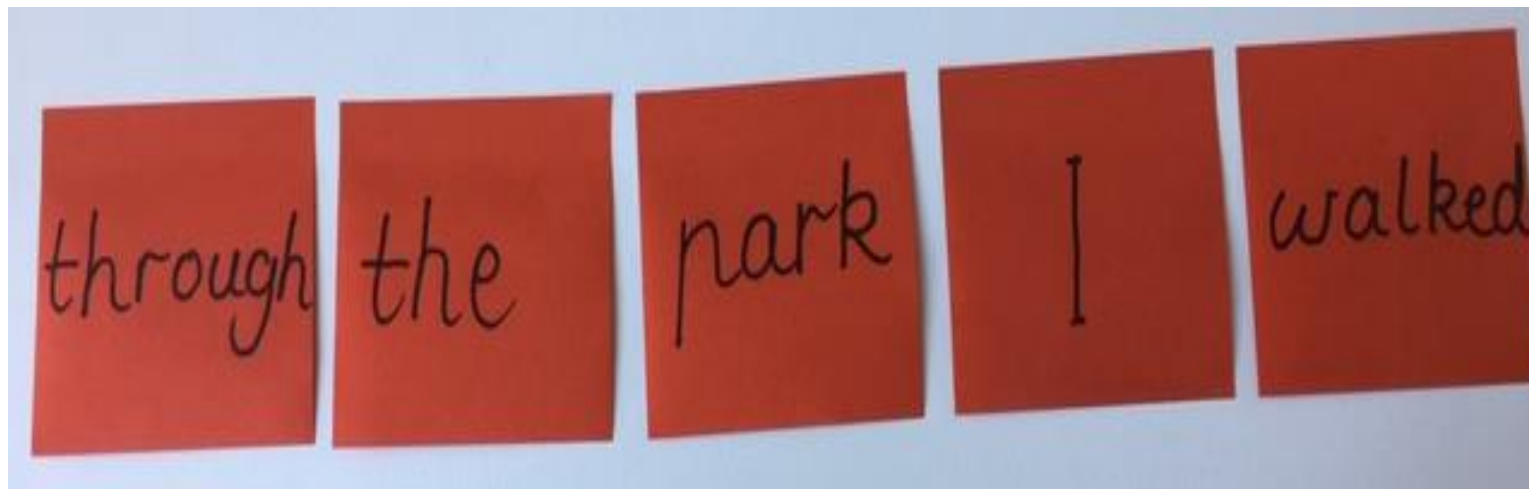
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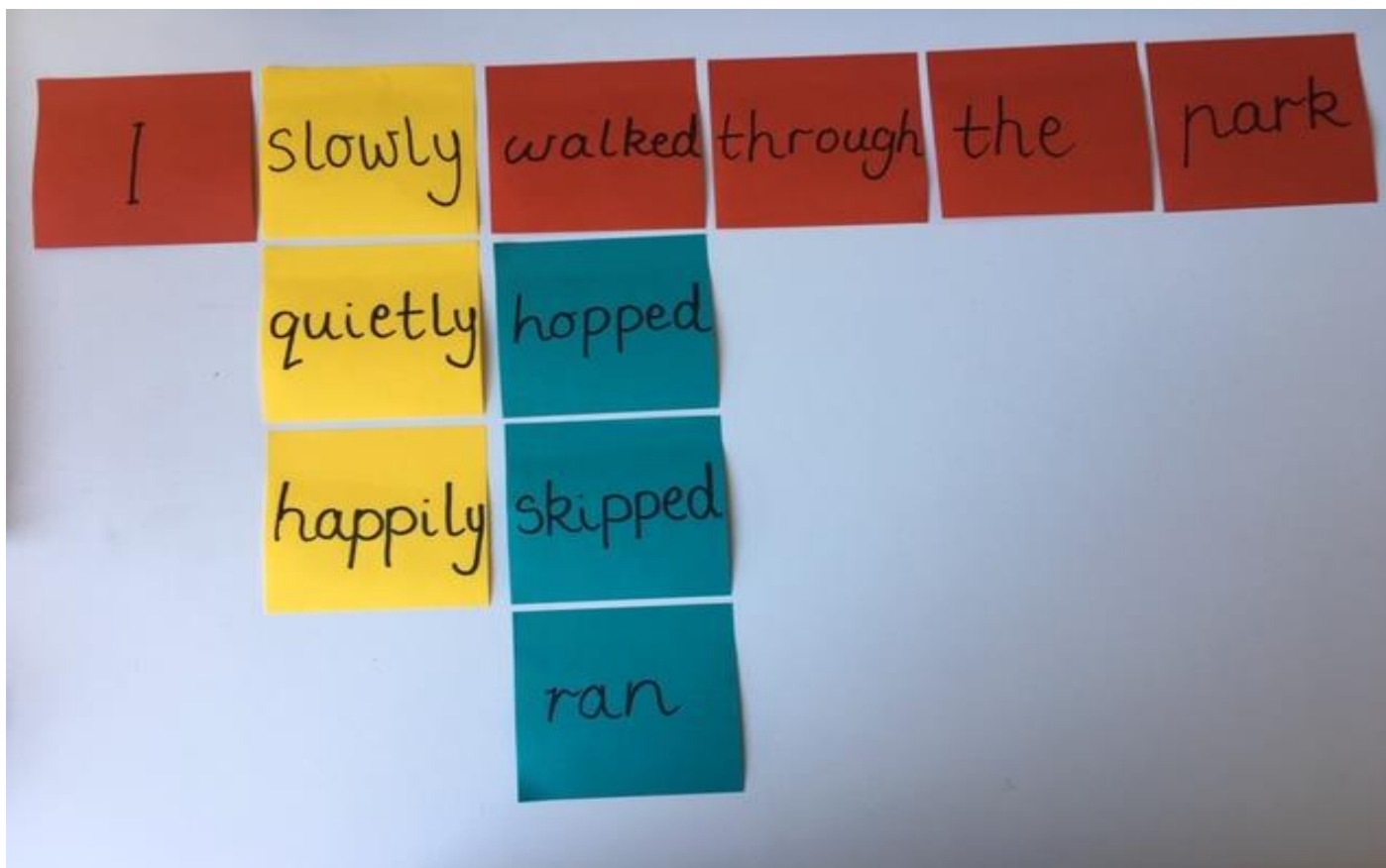
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Providing feedback

<https://vimeo.com/showcase/3506956/video/135221148>



Supporting writing summary

- Model good writing
- Read and discuss writing samples with the student
- Discuss the structure of text types (narrative, instruction, report etc.)
- Brainstorm possible words
- Encourage writing in their own language to build confidence
- Focus on meaning and appropriateness
- Provide feedback- be specific

Session reflections

- There are many ways of supporting students: try different options with your students to see what works best and why
- There are endless opportunities for practising written and spoken language
- Use a strengths based approach and don't over correct
- Be creative - you can create your own tool box of activities that support language learning, from games to written practice

One last tip!

*Be patient, be kind, be friendly and
have fun!*

Post Evaluation



<https://forms.gle/4JYT1wJttBhcdEMQ8>

Thank you