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GELC EAL CLUSTER SUPPORT

The Department of Education and Training has recognised the importance of building teacher capacity to better meet students' learning needs.

In 2017 the Geelong English Language Centre has received funding to support schools to improve outcomes for **all** their P –Yr 10 EAL students, both New Arrivals (first year in Australia) and any other student with EAL learning needs up to five years from first enrolment in an Australian school.

In order to facilitate this, GELC has developed the role of Cluster teacher. This is a non teaching, capacity building role.

The role of the Cluster teacher is to:

- Support teachers to identify and meet the EAL needs of their students
- Support teachers to develop their programing and teaching practices to cater for their EAL learners within the mainstream classes
- Support teachers to access the wide range of EAL resources available
- Support schools to develop appropriate policies and practises for engagement with EAL families
- Provide appropriate professional learning opportunities within schools

There is no minimum number of students required in order to receive the support of a cluster teacher.

In addition, schools may also access a GELC Multicultural Education Aide (MEA) to support students and teachers in the classroom.

If you would like to discuss how the GELC cluster teachers and MEAs can support the teachers of EAL students at your school please contact:

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General Support Strategies to support EAL students

Strategy	Examples
Create an inclusive environment Ensure that the student will be able to relate to the classroom Environment Access resources from libraries etc.	Display labels and signs in home languages in classrooms and schools Reflect diversity in visual displays Relate to the student's cultural background within the curriculum and enable the pupil to draw on his/her own experience
Pairing and mentoring Set up a buddy system	Where possible use the same language speaker initially Friendly outgoing pupil Good role model of English
Practical activities Make opportunities for the student to become practically involved in the classroom	With a partner distributing equipment
Visuals Provide as much visual support as possible in a variety of formats	Pictures Diagrams Flashcards Word lists Dictionaries Computer programs Artifacts Picture sets
Key language and words	Illustrate with simple pictures Picture dictionaries Bilingual dictionaries Pre-teach key words before a unit and/or lessons Create a glossary/dictionary for the student to record students new words and key language
Key Visuals Scaffold learning using key visuals	Flow chart Mind map Tables Timelines Venn diagrams Structured overview
Dictionaries Offer a variety of types of dictionaries	Picture Illustrated glossaries Bilingual Common word list
Talk Planned opportunities to talk	A silent period is often a stage of development It is usual for understanding to surpass verbal output in early stages Create activities to scaffold talk Use paired discussion before commencing written tasks Group work is a supportive strategy
Collaborative Activities Plan for regular collaboration with peers	Group tasks facilitate involvement, belonging and provides a non-threatening environment where experimentation and risk-taking is supported Language can be modelled by peers
Use of First Language and Language Awareness Encourage the transfer between first language and English Foster awareness and knowledge of language	Show that first language is valued Provide opportunities for students with same language background to work in pairs and groups Gain and use student's home language, simple phrases, greetings, basic script Make students aware of the variety of languages within the class, school, community, Make bilingual books Make bilingual displays Listen to bilingual stories Use home and community languages in role-play and drama Upskill parent helpers
Parental involvement Develop parents' ability to support and reinforce the school's work from home and create an open dialogue for the school to become better informed about the student's development	Use interpreting and translating services Advise parents how to support their child's language development Give clear guidance about the Australian education system and curriculum

Information to Support Primary Speaking / Listening Skills .

EAL students need:

- Explicit teaching of phonemic and graphophonic awareness and correct pronunciation.

See Primary Resource Tub Alphabet Flip Charts, mirror, Big Box of Alphabet Knowledge, Picture Dictionary, Word for Word Dictionary.

- Stimuli to encourage their oral response such as wall charts with pictures, visuals, games, artifacts, individual illustrated word lists. See example 1, 2, 3, 4.

See Primary Resource Tub collection of animals, puppet.

- Models of oral speech to copy from a teacher or partner in role play or performances. See example 5.

- A realistic purpose and an opportunity to create meaning with an audience such as conveying a message to another person, presenting a book report to peers or responding to a question. See example 6.

Example 1.

Picture Chats

Use to build up oral vocabulary and SVO sentences. Extend by using adjectives, verbs, prepositions and conjunctions. (Subject, Verb, Object)

Example using black and white picture:

Ask students "what can you see in the picture?"

- boy
- girl
- sun
- house
- cat
- tree
- ETC

Can use this list of vocab to write basic sentences using repetitive sentence starter – "I can see _____."

Extend more capable students by using different sentence starters and using adjectives, verbs, prepositions and conjunctions.

Eg. "The cat is sleeping on the grass."






"There are apples on the big tree."

"It is a sunny day and the boy and girl are playing with the dogs."

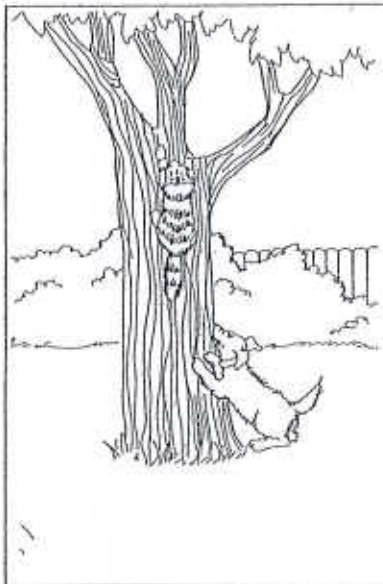
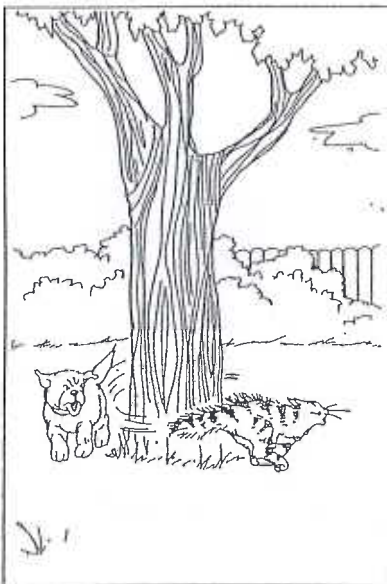
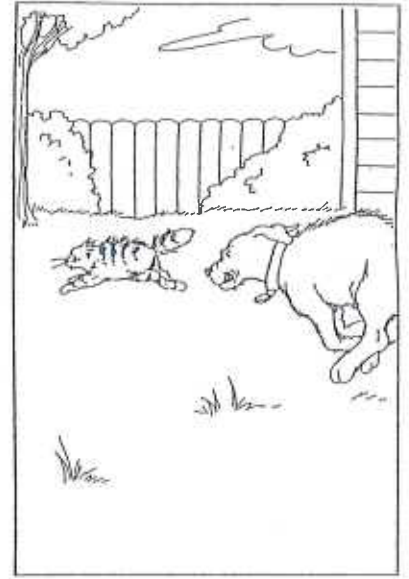
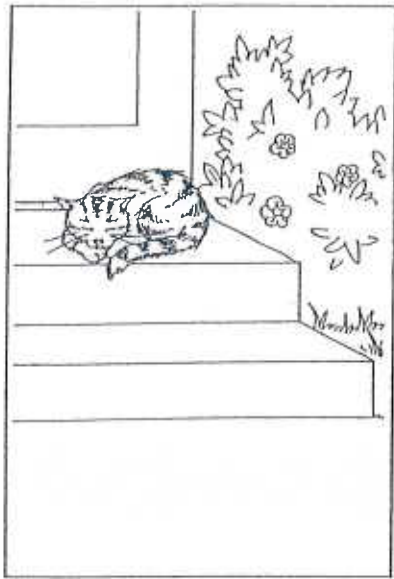
Coloured picture can be used in the same way.



Example 2.

Horseshoe magnet		toy	
Bar magnet		plastic	
Cork		wood	
Lid from a bottle		paper	
Nail		glass	
Screw		hammer	
Paper clip		washer	
screw driver		metal	
world globe		cotton	
		gas	

Story Sequencing / Retell



Instructions.

Lay out the picture cards and discuss what is happening in each picture. Ask student to put each picture card in the correct sequence.

Have the student tell you a story about the picture cards connecting the pictures together using words such as; **Once upon a time, then, suddenly, all of a sudden, just then, after that, following that, next, finally.**

Encourage students to say their ideas in **full sentences** using **relevant vocabulary** to describe what is happening in the story.

Extension. Teacher could-

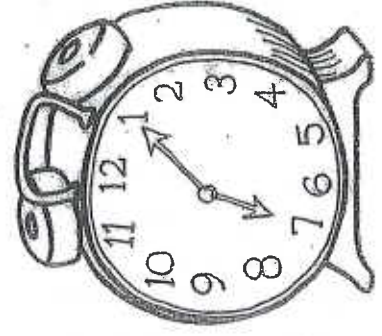
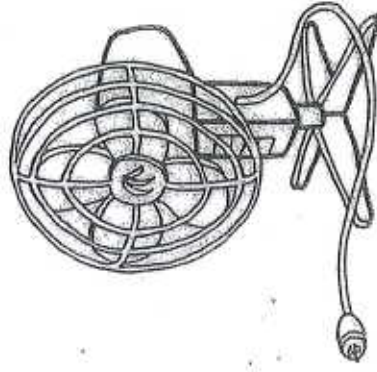
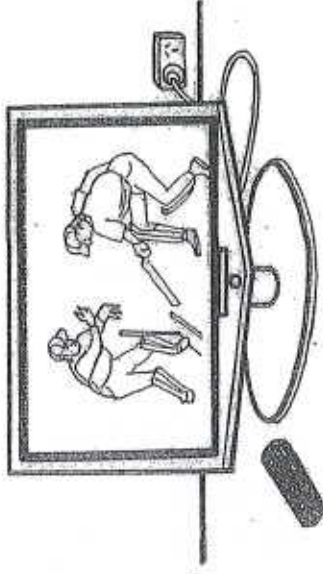
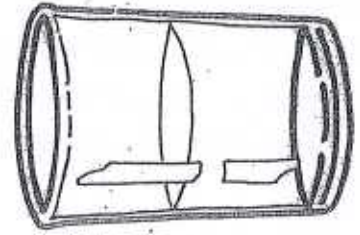
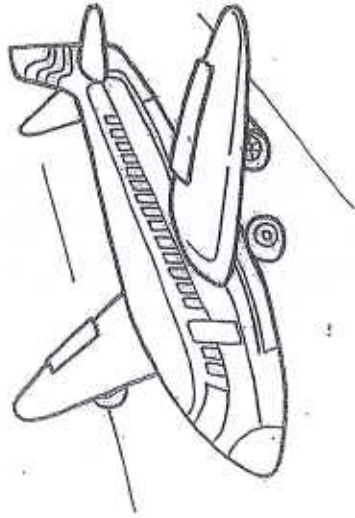
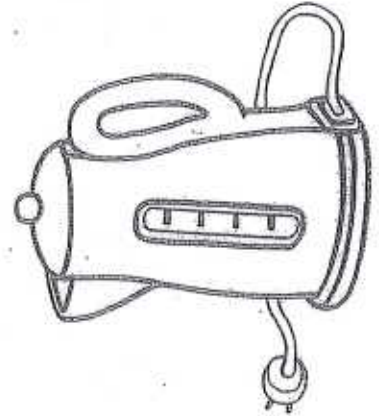
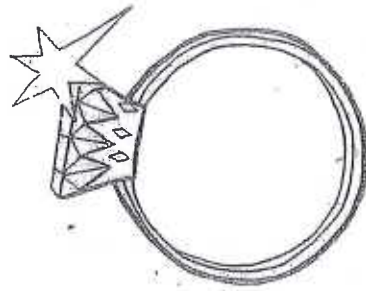
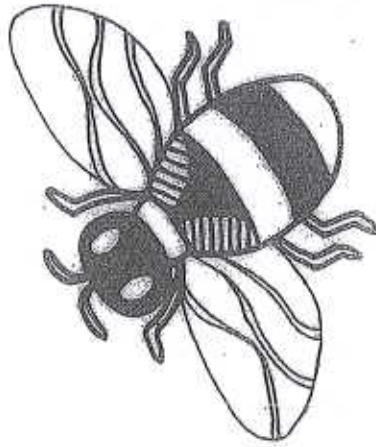
What could happen next?

Change the start of the story.

Add a new picture card draw your ideas and then retell the sequence with the new card.

Example 3.

An activity to support an Oral Discussion.



An activity to support an Oral Discussion.

bee watch TV ring glass fan kettle plane clock

Teacher Note: The Star Grid involves listening to two pieces of information to identify a picture. Simplify the task by giving the clues separately.

Find something that ...

has wings; is not alive

tells the time; you can wear

holds water; uses electricity

you wear; goes on your finger

can turn on and off; keeps us cool

moves; is living

has a cord; has a screen

is small; can sting

you can wear; has hands

holds water; has no handle

is in the sky; has seats

runs on electricity; has moving blades

Find something that ...

has a face, could hurt you, might break if you dropped it, entertains you, sparkles, is an insect, is jewelry, boils water, is noisy, has an engine, has passengers, has a buckle, has numbers on it, makes a loud noise, has channels; is used in Summer,

Instructions

Look at the picture chart with the child. Before you begin discuss what is in each box naming all the animals, people or objects etc. Now read each statement/clue to the child and have them identify the picture.

Try to encourage children to put their answers and ideas in full sentences once they have identified the correct picture eg The plane has wings but is not alive

Other ideas

*Add your own clues to extend the activity

*I am thinking of the one that... Ask children to create a clue to identify the object they are thinking of

*Extend on this by asking them to create 2 or 3 clues for the object

*Ask children to create a clue that would be for 2 items in the grid then ask for another clue that will eliminate one



Example 4.

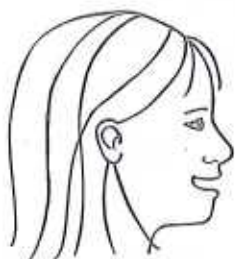


Conversation



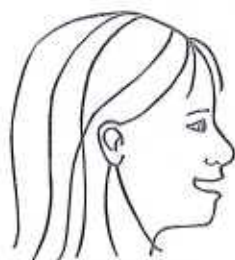
Student A:

Read this conversation with your partner and write the missing words.



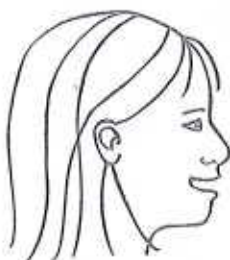
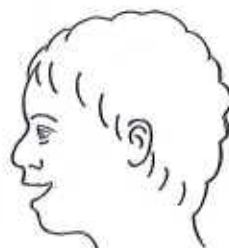
Hi! What did you do yesterday?

I swimming.
..... you?



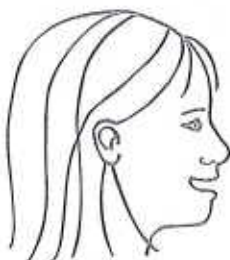
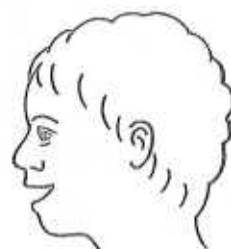
I cleaned the house and read a book.

What you got ?



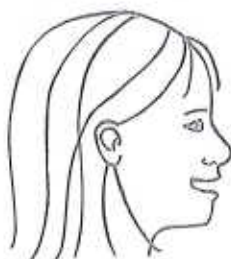
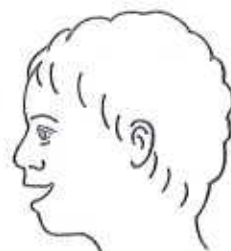
Some photos.

I see ?



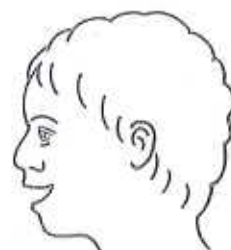
Sure! They're of our picnic.

..... look great! That's a good one of



Thanks! And here's a good one of you too.

..... was a nice day.





Can I borrow it?

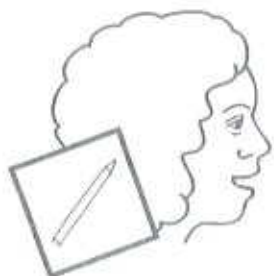


Student A: ASK THE QUESTIONS.

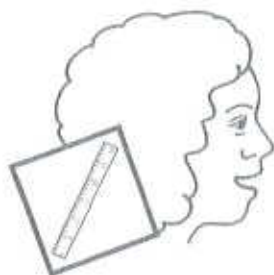
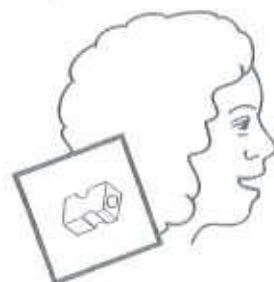
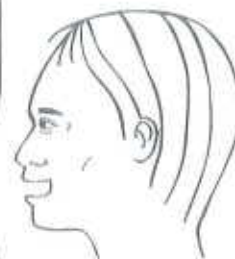
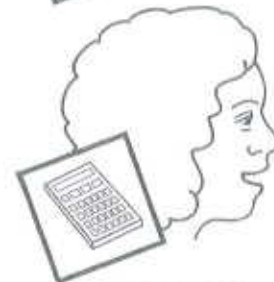
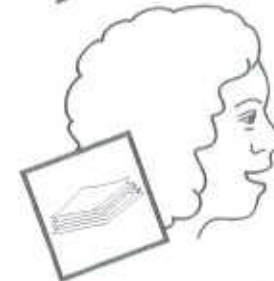
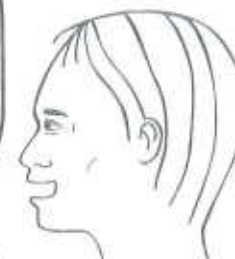
Ask Student B if you can borrow these things.

Write what you ask and write the answers.

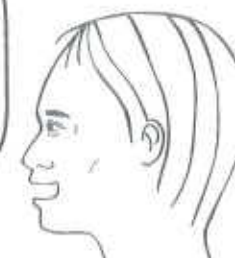
YOU
ASK.



Can I borrow
your
please?

some



Speaking About a Book

The title of this book is ...

The picture on the front cover shows

This book is about ...

I like this book because ...

I don't like this book because ...
^{or}