

# TEACHING LANGUAGES TO EAL STUDENTS



12 September 2022

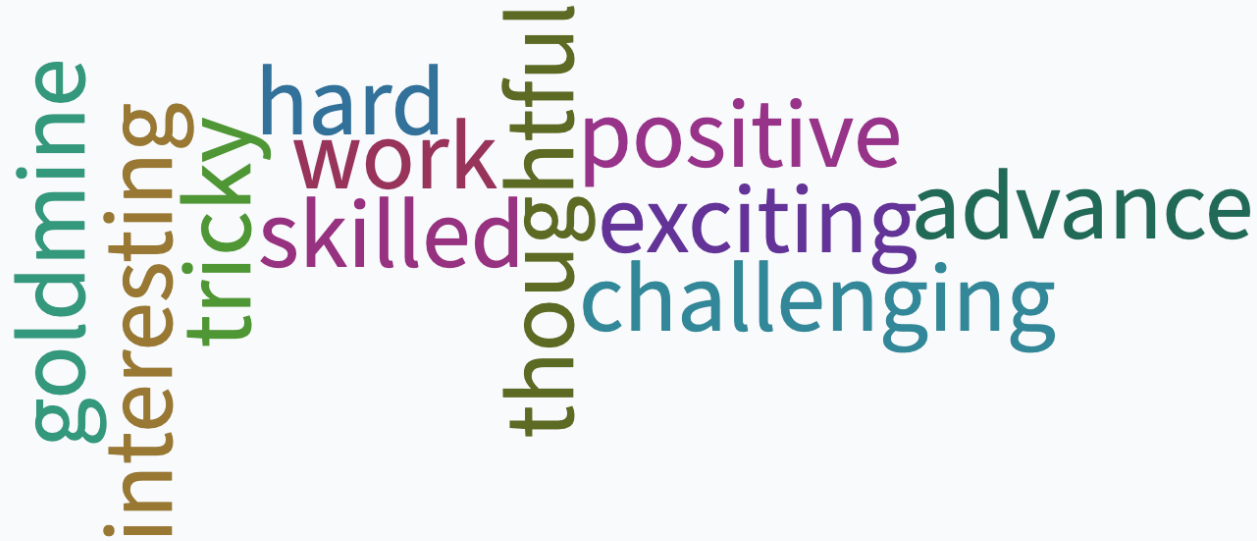
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# What is your experience with EAL students?

1. primary or secondary?
2. language
3. EAL students in your school/classes
4. [PollEv.com/elenapirovano](https://www.pollevo.com/elenapirovano)

## My experience with my EAL students in one word



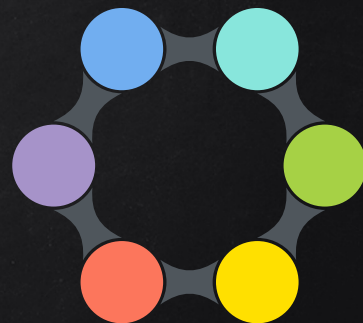
A word cloud of adjectives describing the experience with EAL students. The words are arranged in a cluster, with some overlapping. The words include: goldmine, interesting, tricky, hard, work, positive, skilled, thoughtful, exciting, advance, and challenging. The words are in various colors (teal, brown, green, blue, purple) and orientations (vertical, horizontal).

goldmine  
interesting  
tricky  
hard  
work  
positive  
skilled  
thoughtful  
exciting  
advance  
challenging



# OUTLINE

- defining EAL students
- resources
- foundational concepts
- examples in the classroom







# WHO ARE EAL STUDENTS?

a monolingual view

EAL students:



- X have no language
- X don't have enough language
- X can't read/write
- X are illiterate
- X are not able to participate in the class life
- X can't express themselves



# WHO ARE EAL STUDENTS?

a plurilingual view

EAL students may know:



- one or more home/heritage languages
- English (at different levels of proficiency)
- other languages learnt through life experience (e.g. migration, travelling) or school experience
- the language they are currently learning in the Languages program (target language)



A photograph of a rock formation with a vibrant rainbow of colors (red, orange, yellow, green, blue, purple) applied to its surface, creating a spectrum effect. The text 'SHIFT OF PERSPECTIVE' is overlaid in white on the left side.

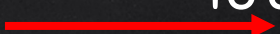
# SHIFT OF PERSPECTIVE

from a monolingual view



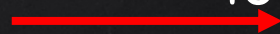
to a plurilingual view

from target language ONLY



to acknowledging their other languages

from what EAL students can't do



to what they bring to the classroom

# KNOW THEIR LANGUAGES, THEIR LINGUISTIC AND LITERACY PRACTICES



Avoid assumptions of their linguistic skills and practices based on family background, schooling experience

Actively investigate their linguistic competence in their other language(s)

link to webinar:  
[https://mltav.asn.au/recorded\\_webinars/](https://mltav.asn.au/recorded_webinars/)





A photograph of a rocky, uneven surface with a vibrant rainbow painted across it. The colors transition from red on the left to purple on the right, with yellow and green in the center. The text is overlaid on the upper left portion of the image.

# CREATE INCLUSIVE LANGUAGES PROGRAMS

<https://arts.unimelb.edu.au/research-unit-for-multilingualism-and-cross-cultural-communication/community/information-on-multilingualism>

A solid blue background featuring white silhouettes of various people in different poses and outfits, representing a diverse group of individuals. The text is overlaid on the right side of the image.

# UNDERSTANDING EAL STUDENTS IN OUR LANGUAGES PROGRAMS



The benefits of having EAL students in the Languages classroom:

### 1. EAL students tend to demonstrate greater ability to learn additional languages.

Research suggests that multilingual learners have an advantage in learning additional languages. Based on their previous experience of learning, practising and being exposed to more than one language, they often notice similarities between languages, which facilitates pronunciation and makes grammar and words easier to understand. This may contribute to a deeper engagement in their language lessons at school, helping EAL students to develop a positive sense of identity and increased confidence in their language abilities.



### 2. EAL students start learning the additional language at the same level as their peers.

EAL students can struggle to adjust to the school experience as their English skills vary when they start schooling in Australia. However, research indicates that in Languages classes, EAL students are at the same level as their classmates who only know English (or even have an advantage). The success of EAL students in learning additional languages can enhance their self-perception as successful students and competent learners. The Languages classroom can be a place where the knowledge they bring to school is recognised and valued by teachers, peers, family and the wider school community, thus boosting their confidence, motivation and engagement in the learning process at school.

### 3. Teachers can use EAL students' knowledge of other languages in their teaching practice.

Language teaching is moving from a monolingual mindset that focuses on one language at a time to approaches which recognise that individuals are able to access and use a set of different linguistic skills in order to communicate and make sense of their world.

Language teachers can recognise and draw on the linguistic experience and practices of EAL students by acknowledging their linguistic background as a resource, by helping them to maintain connections with their home languages, by making comparisons between languages, and by reflecting on the use of languages in different contexts and for different purposes (these are known as **plurilingual pedagogies**). Language teachers play an important role in supporting the linguistic development of EAL students.

### 4. Learning an additional language can have a positive impact on EAL students' English.

Research indicates that EAL students enrolled in Languages programs can enhance their skills not only in the program language but also in English. By learning an additional language, EAL students gain a deeper understanding about how languages function and how they are acquired, enhancing their understanding of the ways in which language skills are transferrable across languages, including English.



### 5. The plurilingual space of a Languages classroom is enriched by the languages that EAL students bring with them.

The Languages classroom is by default a space where at least two languages are visible and actively used: the program language and English. EAL students can further enrich this linguistically engaging





A crowd of diverse people walking on a purple background. The figures are stylized and colorful, representing various ages, genders, and ethnicities. The text is overlaid on the left side of the image.

**MORE  
LANGUAGES,  
MORE  
BENEFITS**

A crowd of diverse people walking on a red background. The figures are stylized and colorful, representing various ages, genders, and ethnicities. The text is overlaid in the center of the image.

**DIVERSITY  
IN LANGUAGE  
PROGRAMS**

A crowd of diverse people walking on a green background. The figures are stylized and colorful, representing various ages, genders, and ethnicities. The text is overlaid on the right side of the image.

**MULTILINGUALISM  
AND SECOND  
LANGUAGE  
LEARNING**  
MISCONCEPTIONS AND MYTHS

# RESOURCES FOR TEACHERS

## **Using multilingual approaches: moving from theory to practice**

A resource book of strategies, activities  
and projects for the classroom

Kathleen Heugh, Mei French, Janet Armitage, Kerry Taylor-Leech,  
Necia Billinghurst and Sue Ollerhead

[https://issuu.com/britishcouncilindia/docs/using\\_multilingual\\_approaches\\_resource\\_book](https://issuu.com/britishcouncilindia/docs/using_multilingual_approaches_resource_book)







# RESOURCES FOR TEACHERS

## Plurilingual Guide:

Implementing Critical Plurilingual  
Pedagogy in Language Education

<https://www.mcgill.ca/plurilinguallab/plurilingual-guide>

**Angelica Galante, Maria Chiras, John  
Wayne N. dela Cruz, and Lana F. Zeaiter**

designed by Jade LaFontaine



# OUR GOALS:




- \*recognise EAL students' competence in language learning
- \*enhance their participation, motivation and self-esteem

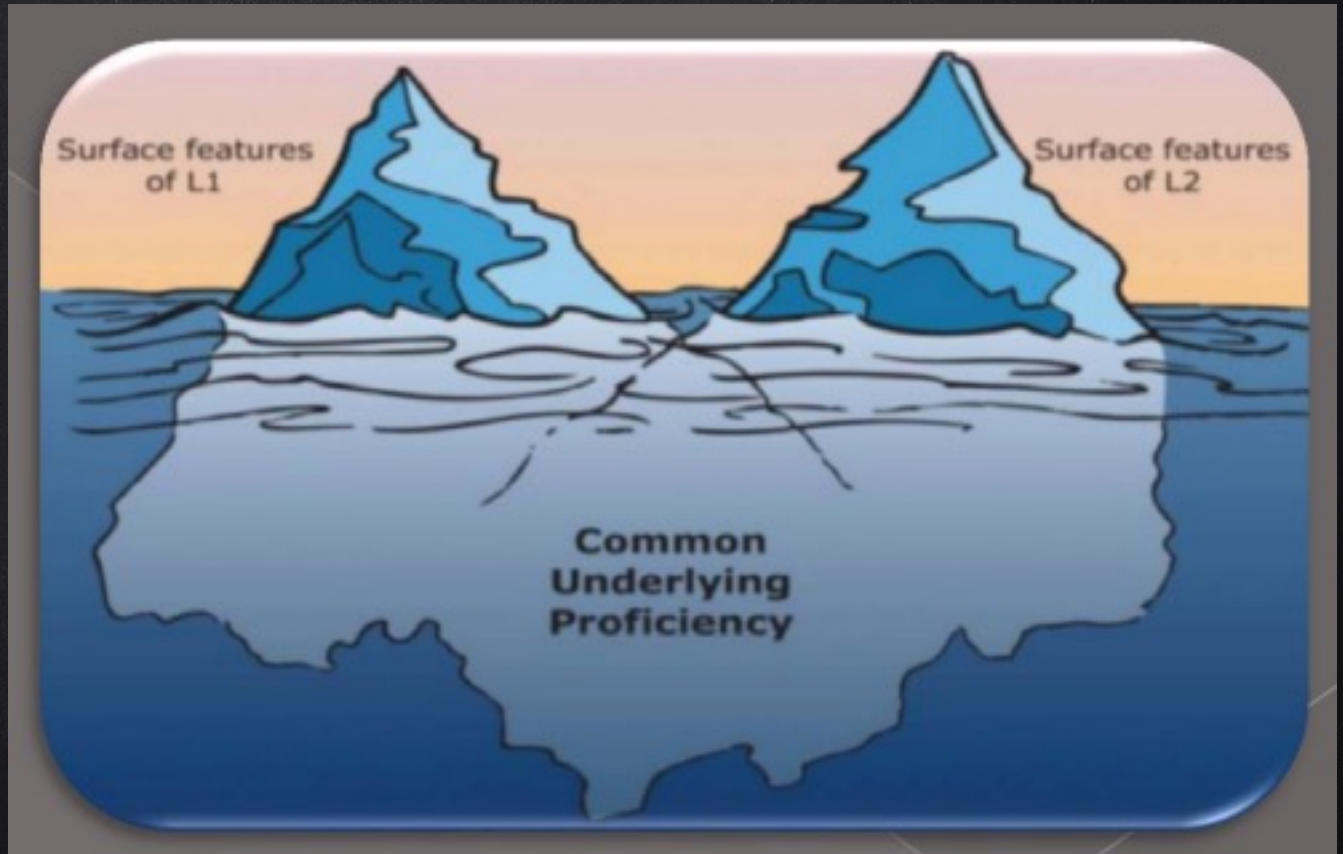


# FOUNDATIONAL CONCEPTS

# LITERACY DEVELOPMENT IN MULTIPLE LANGUAGES: CROSS-LINGUISTIC TRANSFER

- conceptual elements
  - specific linguistic elements
  - morphological awareness
  - phonological awareness
  - metacognitive/metalinguistic strategies
  - pragmatics
- 
- photosynthesis, text structure
  - photo
  - looks like -tion
  - sounds like
  - visualising, graphic organisers, vocabulary acquisition
  - gesture







## BEFORE WE START...

no need to know the  
languages spoken by our  
students

no need to use English as  
the language of instruction

student agency  
competent language  
users

for EAL students the target  
language may be the safer space



# EAL students positioned as experts

## research says:

extended linguistic practices

experience in learning languages

tolerance to ambiguity

'multilingualism as a resource'

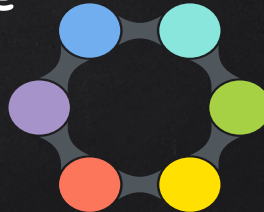
## in the classroom:

strategies for transfer  
(metalinguistic awareness)

comparisons between languages

start from what they bring to  
the learning space

multicultural perspective



in the classroom:

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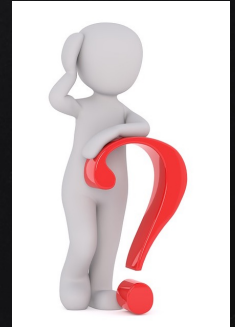
start from what they bring to  
the learning space

multicultural perspective

1-to position EAL students  
as experts



2- to help EAL students to  
make sense



strategies for 'making sense'





## PHONOLOGICAL TRANSFER

Find three words in your home language for each of the difficult sounds identified:

r

ci/gi

gn

gl

Create a card for each word with:

- the word in Italian
- the word in your language
- a picture

bagnata



Practice the sounds in your group, present to the class your cards and then read aloud the poem in Italian.

# MORPHOLOGICAL TRANSFER

NUMERO	CARATTERE	PRONUNCIA CINESE	PRONUNCIA GIAPPONESE
1	一	yi	ichi
2	二	er	ni
3	三	san	san
4	四	si	shi
5	五	wu	go
6	六	liu	roku
7	七	qi	shichi
8	八	ba	hachi
9	九	ju	ku
10	十	shi	ju
100	百	bai	hyaku
1,000	千	qian	sen
10,000	万	wan	man

# GENDERED LANGUAGES

masculin	féminin	
Il est italien.	Elle est italienne.	-en → -enne
Il est généreux.	Elle est généreuse.	-eux → -euse
Il est menteur.	Elle est menteuse.	-eur → -euse
Il est bon.	Elle est bonne.	-on → -onne
Il est sportif.	Elle est sportive.	-f → -ve
Il est cher.	Elle est chère.	-er → -ère
Il est secret.	Elle est secrète.	-et → -ète

## et encore

gros → grosse  
 gras → grasse  
 roux → rousse  
 blanc → blanche

long → longue  
 doux → douce  
 gentil → gentille  
 beau → belle  
 vieux → vieille

## COGNATES





## SENTENCE STRUCTURE / TEXT DIRECTION

On Saturday morning I played soccer with my brother at the park.

صباح السبت لعبت كرة القدم مع اخي في الحديقة

start from what they bring

# THE LANGUAGE EXPERIENCE

## Procedure for the language experience approach

### The experience

Typically, the language experience approach involves a shared experience such as everyday happenings, common school experiences, a classroom event or hands-on activity, excursions but can also include students' personal experiences or ideas.

### Spoken language

The teacher's role in language experience is to support the student to recreate the experience orally as they:

- capitalise on students' interest and experiences
- prompt the students to reflect on the experiences
- ask questions to elicit details about the experience through more explicit language
- help students to rehearse the ideas they will be writing about.

use of words in their language(s)

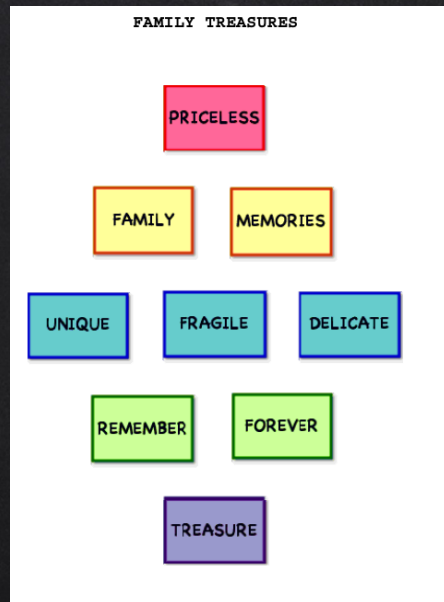
use of objects of their cultural/family tradition

use of gesture

knowledge of literacy in their other language(s)



The Story of Khalid's Family Treasure



## IDENTITY TEXTS

use of target language and home language

use of objects

use of pictures/images/drawings



# MY NAME

start from what they bring  
multicultural perspective

## Part 2: Strategies, activities and projects for the classroom

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### Why are these activities useful?

Our names are often our first connection with language. Learning each other's names, how to pronounce and use them correctly and the stories behind them can support positive relationships between students and teachers. It can also be a good starting point for learning about the languages in our classroom

### Overview

Grade	Lower and upper primary (Grades 4–8)
Focus	Home or local language, main classroom language and English; translanguaging; questions and answers; oral presentation
Content focus	Social studies, cultural studies
Description	In this set of activities, students explore and share the stories behind their names. This activity is best done with students choosing the language/s they wish to use. The teacher can provide explanations and translations of words as needed. Selecting which language is (or languages are) most appropriate for what you want to do is called 'purposeful' language use.

### This project includes four activities:

- 1 The teacher's name
- 2 Finding out about your name
- 3 Preparing your presentation
- 4 Sharing the story of your name

## Around The World in 43 Idioms



**Level:** Intermediate

**Plurilingual Strategies:** Cross-cultural comparisons to acquire understanding of different forms and meanings of words in English and other languages; translanguaging for meaning making



# IDIOMS AND PROVERBS



POSITION EAL STUDENTS AS EXPERTS

choose an idiom from your culture/language

explain the meaning of the idiom:

- \*picture

- \*act it out

idioms in the target language



বামুন গেল ঘর তো লাঙল তুলে ধর।  
Bengali

When the cat's away,  
the mice will play



Andare a letto con le galline  
Italian

Going to bed with chickens



ناچ نہ جانے آنگن ٹیڑھا  
پکانا نہ جانے بینگن ٹیڑھا  
Urdu

You don't know dancing and  
think the dance floor is tilted.  
You don't know cooking and  
think eggplant is slanted.

<https://drive.google.com/file/d/0B8DBo6vMbPskdXJzUjVXdHpLUWM/view?resourcekey=0-YUiiLkAC8drrY3ARC5fg9Ahttps://drive.google.com/file/d/0B8DBo6vMbPskdXJzUjVXdHpLUWM/view?resourcekey=0-YUiiLkAC8drrY3ARC5fg9A>

# TO CONTINUE THE CONVERSATION

Do you have more specific questions related to your context?  
Would you like to share ideas/teaching practices?

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# THANKS!



## Resources:

<https://arts.unimelb.edu.au/research-unit-for-multilingualism-and-cross-cultural-communication/community/information-on-multilingualism>  
[https://issuu.com/britishcouncilindia/docs/using\\_multilingual\\_approaches\\_resource\\_book](https://issuu.com/britishcouncilindia/docs/using_multilingual_approaches_resource_book)  
<https://www.mcgill.ca/plurilinguallab/plurilingual-guide>  
<http://www.duallanguageproject.com/printbooklets.html>  
<https://www.youtube.com/watch?v=DahAZ2DQ738>  
<https://drive.google.com/file/d/0B8DBo6vMbPskdXJzUjVXdHpLUWM/view?resourcekey=0-YUiiLkAC8drrY3ARC5fg9A>  
<https://drive.google.com/file/d/0B8DBo6vMbPskdXJzUjVXdHpLUWM/view?resourcekey=0-YUiiLkAC8drrY3ARC5fg9A>

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Photo credits:

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