MCCALLUMS HILL PUBLIC SCHOOL
EAL/D DEPARTMENT

English As An Additional Language Or Dialect

EAL/D Learners are students whose first language is a language or dialect other than Standard Australian English who require additional support to assist them to develop English language proficiency

EAL/D

EAL/D Learner include:

- Overseas and Australian-born students whose first language is a language other than English

- Aboriginal and Torres Strait Islander students whose first language is a language other than English, including traditional language

- Aboriginal and Torres Strait Islander students whose first language is a creole or a variety of Standard Australian English such as Aboriginal English.

EAL/D

In NSW government schools, EAL/D students are identified as being in one of four phases within the EAL/D Learning Progression.
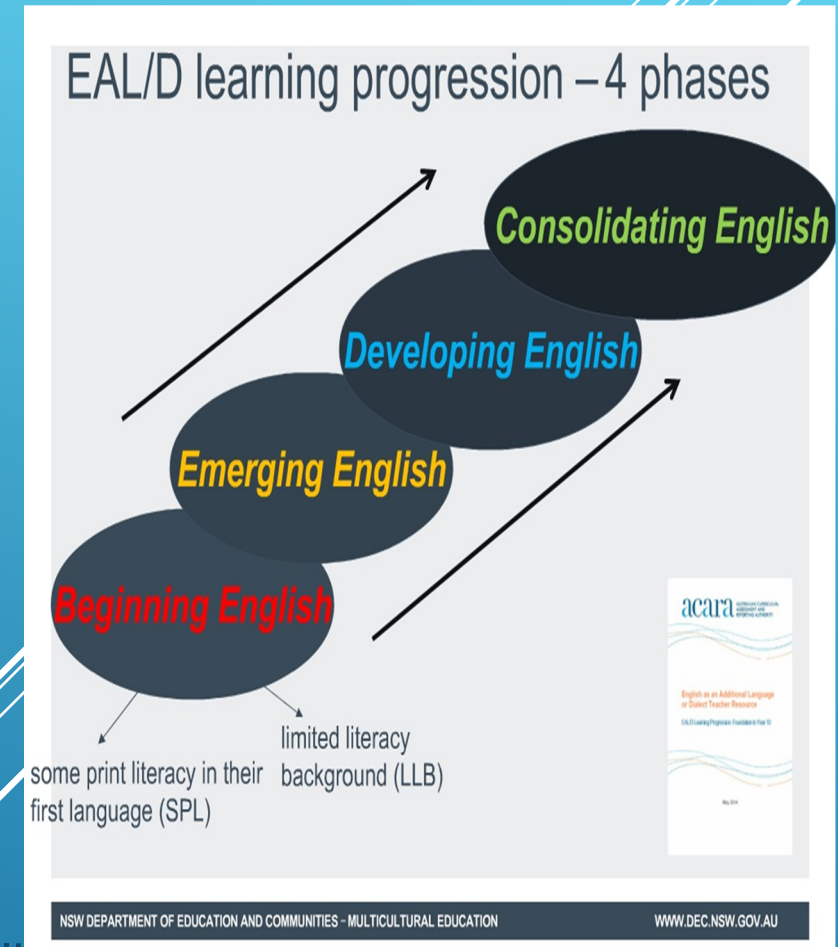
Phase Description

Beginning English students with some print literacy in their first language. This may include Kindergarten students who are born in Australia.

Beginning English, limited literacy background a subcategory to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language. This may include students from refugee backgrounds.

Emerging English students who have a growing degree of print literacy and oral language competency with English

Developing English students who are further developing their knowledge of print literacy and oral language competency with English

Consolidating English students who have a sound knowledge of spoken and written English, including a growing competency with academic language

EAL/D learning progression – 4 phases

Consolidating English

Developing English

Emerging English

Beginning English

some print literacy in their first language (SPL)

limited literacy background (LLB)

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EAL/D
CHARACTERISTICS OF EAL/D LEARNING

The particular challenge for EAL/D students is that they need to concurrently *learn* English, learn through (or in) *English* and learn *about English*.

EAL/D **Support** Program includes:

-New Arrivals Program

-Refugee Program

-Whole Class Support

-Withdrawal Groups

EAL/D

1. **Explicit teaching** of EAL/D students is crucial in all aspects of language and across all curriculum areas

2. **Teaching In context-** it is important not to remove language from its original context and study it in isolation.

3. **Scaffolding and support strategies-**providing visual supports, text frameworks and sentence prompts

4. **Practice, preparation and revision-**providing opportunities for classroom talk to develop EAL/D students' cognitive abilities and oral language skills, creating a print-rich classroom environment, giving EAL/D students opportunities to repeat new vocabulary or phrases