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and Workforce Development**



Tracks to Two-Way Learning



TOOLKIT FOR TEACHING



*What we do
with our mob*


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Tracks to Two-Way Learning

FOCUS AREA 12

TOOLKIT FOR TEACHING

What we do with our mob

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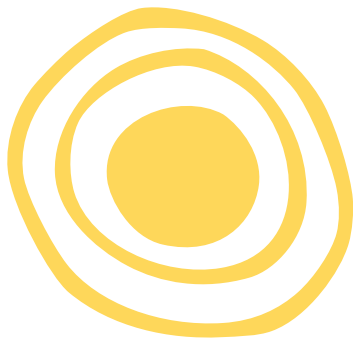
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THE TRACKS TO TWO-WAY LEARNING PACKAGE



- Includes electronic version on CD



Understanding language and dialect

Our dialects, our lives



Our views, our ways

Aboriginal knowledge, beliefs, today



The grammar of dialect difference

Difference, talking, hearing, understanding



How we shape experience

Yarning, seeing, watching, doing



How we represent our world

*Art, symbols, gestures, opportunity
Manners, reading, knowledge, time limits*



Language and inclusivity

How we include and how we exclude



Making texts work

... in a Two-Way learning environment



From speaking to writing

What's right and what's wrong



How we talk

How we talk, when we can talk



Making a difference for learners

*We can do it like this
Show me what*



Hearin' the voices

*Tell me your story
(includes ten storybooks)*



Toolkit for teaching

What we do with our mob



- Includes three sample workshops

THE TRACKS TO TWO-WAY LEARNING PACKAGE

This Focus Area, together with the other 11 Focus Areas, forms the second part of the *Tracks to Two-Way Learning* package.

Each Focus Area has a title and a descriptor. The Standard Australian English titles and descriptors are set roman, while those for Aboriginal English are set in *italics*.

The Focus Area contains a background reading section and professional learning modules intended to help Two-Way Teams to design and facilitate workshops for their colleagues and other stakeholders. All modules include workshop activities with information and materials for facilitators.

The main structure of the package is shown in the diagram on the left. There are three major parts, including the 12 Focus Areas which form Part 2.

The *Tracks to Two-Way Learning* package has been written for Aboriginal and non-Aboriginal educators working together in pairs (Two-Way Teams) to improve the quality of teaching and learning for Aboriginal children and adults.

The advice and involvement of Aboriginal people are critical to bringing about this improvement in education and contribute to making education and training organisations more knowledgeable about and more responsive to the aspirations of the Aboriginal community. For more general information and explanations about the principle of Two-Way, see the 'Introduction' to the *Facilitators Guide*.

It is recommended that Two-Way Teams evaluate their own education or training sites before they use the material provided in any Focus Area. This will enable them to decide which modules are relevant to the staff at their locations. 'Tracking Needs' in the *Facilitators Guide* provides advice on how to evaluate a site.

Two-Way Teams are encouraged to select material from across the Focus Areas when designing their professional development workshops.

In summary, to use the material in this learning package effectively it is advisable to:

- work as Two-Way Team
- perform a site evaluation before beginning to organise workshops (refer to 'Tracking Needs' in the *Facilitators Guide*)
- select suitable modules (refer to the outcomes of the site evaluation)
- read the relevant background reading(s)
- mix and match modules from different Focus Areas according to the outcomes of your site evaluation
- be creative and critical; adapt materials to make them appropriate for your location and the participants in your workshop(s)
- if required, use the section 'Developing Organisational Capacity' in the *Facilitators Guide* for more information on the process of organising workshops
- use the *Sample Workshops Guide* for more detailed information about how to plan and facilitate workshops.

The content of this Focus Area is also on CD (attached to the *Facilitators Guide*). It can be used in electronic form and handouts, worksheets and powerpoints can be edited as required (see 'Workshop preparation' in the *Sample Workshops Guide* for more information).







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BACKGROUND READING

TOOLKIT FOR TEACHING

WHAT WE DO WITH OUR MOB

Good teaching/learning programs don't just happen. They must be planned carefully. Well-planned programs are necessarily flexible and responsive to the backgrounds and changing needs of learners. This is particularly important for learners who do not share the same language or world view as those who are comfortable with and fluent in Standard Australian English (SAE).

This Focus Area highlights important issues about bidialectal education that need to be considered when teaching Aboriginal learners and provides guidance on developing effective language and literacy programs.

It should be noted that the concepts and materials presented here do not contain everything that educators need to know to develop a language and literacy program, but this Focus Area does provide essential information.

This Background reading section presents an overview of bidialectal education programs; the current research on bidialectal learners; second dialect/language acquisition; and the basic principles for planning a Two-Way bidialectal program.

Two-Way bidialectal education: Historical and international connections

Bidialectal education has its roots in sociolinguistic research carried out in the 1960s and 1970s on African American Vernacular English (AAVE) and Hawai'ian Creole English. This research led to the recognition of these varieties as distinctive rule-bound language systems, though not without some controversy¹ (Baugh, 1993; Edwards, 2004). In the Australian context, the *ABC of Two-Way Literacy and Learning* program was developed on the basis of a considerable body of research on Aboriginal English (see Malcolm, forthcoming, for an overview of the history of research on Aboriginal English.)

Bidialectal programs in Australia initially drew on Teaching Standard English as a Second Dialect (TSESD) methodologies developed for AAVE speakers in the United States².

- 1 In its 1979 landmark ruling against the Ann Arbor (Michigan) School District Board, a US District Court accepted sociolinguistic evidence of the rule-bound, systematic nature of AAVE. It found that the low literacy skills of the African American children in the case were not due to intellectual disabilities, but resulted from their teachers failing to take account of their home language backgrounds.
- 2 It should be noted that bidialectal programs introduced in the 1970s and 1980s were largely modelled after *bilingual* education programs. As such, the learners' home language was not given equal status with the target language, ie Standard English. Moreover, many dialect speakers continued to be judged as having linguistic and cognitive deficiencies. In essence, these early interventions were attempting to 'correct a deficit' that was non-existent (Baratz, 1970, cited by Gardiner, 1977, 172) as they sought to replace the learners' home language rather than add to their linguistic repertoire. The failure of these early bidialectal programs can be attributed to a 'deficit' view of the learner and his/her home language that underpinned the approach. For further discussion of the 'deficit' versus 'difference' models, see Module 12.1.



This approach highlights the importance of using the learner's home language as a resource to identify contrasts between the grammatical, phonological and syntactic features of Aboriginal English and those of SAE (Edwards, 2004; Gardiner, 1977; Kaldor, 1977). TSED methods subsequently paralleled evidence-based trends in teaching EAL. Current EAL methods encourage task-based approaches (for example, Ellis, 2003; Long and Norris, 2000; Nunan, 2004), which are now used in EAD teaching/learning.

The *ABC of Two-Way Literacy and Learning* in Western Australia is unique in its approach in that it draws on recent research developments in cognitive linguistics to include understandings about the underlying conceptual differences between SAE and Aboriginal English in EAD teaching and learning (Malcolm, 2007; Malcolm and Königsberg, 2007; Malcolm and Sharifian, 2005; Malcolm and Sharifian, 2001; Malcolm and Sharifian, 2002).

Workshop tool

See Focus Area 1 for more information on bidialectal education.

For an overview of Two-Way/both ways education in Australia, see **Two-Way learning and two kinds of power** in the *Ways of Being, Ways of Talk* package.

For a discussion of Two-Way learning, see Focus Area 10, especially Module 10.2. See also Malcolm and Königsberg, 2007.

What we know about bidialectal learners

International and Australian research on bidialectal learners has highlighted the difficulties faced by non-standard dialect speakers when educators assume they are fluent and comfortable in using the standard dialect (Siegel, 2010; Nero, 2006).

Compared with their standard language speaking peers, dialect speakers tend to read more slowly, submit shorter pieces of writing, make more spelling mistakes, use a narrower range of words and obtain lower scores on tests in all subject areas (including maths). (See Malcolm, 2011, regarding the difficulty of accurately assessing language and literacy skills of Aboriginal learners using standardised tests, which do not take into account of contextual factors associated with history, linguistics, culture, politics, society and education). Poor performance is often mistakenly attributed to low levels of intelligence, cognitive impairment, lack of application and/or carelessness (Siegel, 2010).

Educators' attitudes and behaviours can strongly influence learner performance (Howard, 1994; Siegel, 2010; Hattie, 2009). A pessimistic mind-set can shape learners' perceptions of their own abilities, language and culture. It can also dampen their general enthusiasm for schooling and further education. This, in turn, affects attendance and performance, so that many Aboriginal learners simply disengage (Partington and Gray, 2003).

An educator or trainer's low expectations of learners can therefore become a 'self-fulfilling prophecy' (Rist, 1970, cited by Siegel, 2010, 170) and contribute to a 'vicious circle of linguistic prejudice' (Siegel, 2010, 170, after Edwards, 1979).

As second dialect speakers, Aboriginal learners are likely to be disadvantaged in many ways, including:

- having to learn to read and write in an unfamiliar dialect/language
- receiving instruction that does not assist second dialect/language acquisition
- being continually corrected and discouraged from using their home dialect/language
- not sharing the same cultural conceptualisations as the educator/trainer
- not having their intercultural capabilities recognised.

(Sharifian, 2005; Siegel, 2010; Scarino, 2011)



Frustration arising from these experiences can affect learners' behaviours in observable ways.

For example, they may become uncommunicative and reserved at times, but also unruly and disruptive (Malcolm, 1982). More generally, it can affect their social and emotional wellbeing and lead to disengagement (for example, Cheshire and Edwards, 1998; Heit and Blair, 1993; Smitherman, 1977; Esh, 2011). For additional information, see Focus Area 6.

The importance of the learner's home language

Understanding the learners' home language situation (or language ecology) can contribute to success in teaching and acquiring SAE.

For most Aboriginal people, speaking 'language' means speaking Aboriginal language(s). While numerous Aboriginal languages have disappeared, there are still many young Aboriginal people who speak at least one Aboriginal language as their first language or incorporate some 'language' words into their speech and writing³. Nonetheless, approximately 80 per cent of the Indigenous population speak Aboriginal English (DEST, 2003, cited by Partington and Galloway, 2007) or a creole.

SAE is the language of power in mainstream Australian society and its institutions, eg schools, TAFE⁴, corporations and government departments, and Aboriginal English tends to be stigmatised.

Some non-Aboriginal and Aboriginal people view Aboriginal English as inferior to SAE (Kaldor, 1977, Purdie et al., 2002, Malcolm and Rochecouste, 2002). This is despite

the research demonstrating its linguistic complexity and the critical functions that Aboriginal English (and creoles) serve in Aboriginal communities as carriers of local knowledge, wisdom, culture and identity (Malcolm and Grote, 2007). See Focus Area 1 and *Two-Way English* (Malcolm et al., 1999, 22, 25, 115).

While some of this might be associated with the social status of Aboriginal people in Australian society, educators must act in ways that show they value their learners' home language(s) to ensure that these learners are not made to feel inadequate (Cummins, 2003; Harrison, 2004; Kaldor, 1977; Malcolm, 1992).

In order to fully understand and apply new concepts, it is important for students/trainees to talk about them. This makes it possible for learners to make sense of them and discover meaningful ways to apply them to other situations.

Allowing learners to do this in their home dialect/language enables them to extend their cognitive abilities. This is what we mean by using an 'accommodation' or 'integrative' approach (Siegel, 2010, 206) to bidialectal education.

In this approach, Aboriginal English is neither the language of instruction nor the main focus of lessons. Instead, it becomes a valuable tool for exploring new ideas to assist learning.

Accepting Aboriginal English in the learning environment can facilitate new learning because it reduces anxiety, increases motivation and self-confidence, and speeds up the understanding and application of new learning (Siegel, 2010). This can be achieved in a variety of ways.

3 In 2008, approximately 8 per cent of Indigenous children aged 4-14 years spoke an Aboriginal or Torres Strait Islander language or used some words as part of their home language; one-third of those living in remote communities spoke an Indigenous language as their home language (Australian Bureau of Statistics, 2009). Note that the Aboriginal English lexicon includes 'borrowings' from local Aboriginal languages in original or modified forms, which speakers consider to be part of Aboriginal English (Malcolm and Grote, 2007).

4 Technical and Further Education.

Workshop tool

For more information on accepting, valuing and integrating Aboriginal English in the learning environment, see strategies in Focus Areas 5, 8, 9, 10 and 12 and *Two-Way English*, page 64 and *Solid English*, pages 52 and 58.

Identifying and building on learners' knowledge and experience

Recognising learners' existing knowledge, experiences and skills enables them to make links to new knowledge.

By the time children enter school, they have already been exposed to a considerable repertoire of language skills; and older learners are likely to have a good command of these abilities in their home language. While they may not use them all, use them in the same modes (speaking, writing and drawing) or use them on the basis of the same structures or schemas, all languages and dialects provide a fully-functioning medium for speakers to communicate the information they want to (see, for example, Focus Area 5).

Not only is it important to recognise learners' existing skills, it is also essential to expand them.

This includes providing them with opportunities to develop other skills. In some learning environments, this may mean teaching skills to enable learners to critically analyse the content of what they are reading or viewing (Pennycook, 1999; Siegel, 2010). In others, it may mean teaching the language to understand the physics of mechanics. These understandings will enable them to apply their learning to other tasks or contexts. While identifying learners' existing skills and knowledge is important, it is crucial to help them extend these to explore new issues and learn to solve problems that will affect their lives.

Workshop tool

Further reading on identifying and building on learners' existing knowledge and experience is available in *Two-Way learning and two kinds of power*, pages 131 and 132 in the *Ways of Being, Ways of Talk* package.

Other related issues

EAL versus EAD

It is useful to make a distinction between the learning needs of those acquiring (Standard) English as an Additional Language (EAL), which is also known as English as a Second Language (ESL), and those acquiring (Standard) English as an Additional Dialect (EAD), which is also known as English as a Second Dialect (ESD).

While Aboriginal language speakers learn SAE as another language, Aboriginal English speakers learn it as another dialect. For more information about dialects, see Focus Area 1, especially Module 1.1.

The main difference between teaching EAL and EAD is that each group has distinctive learning needs because of its members' language background (see tables on EAL and EAD learner differences in Module 12.3.3).

Keeping in mind the significant differences between EAL and EAD learners, educators can use many of the teaching strategies designed for EAL learners.

However, some learning materials made for EAL learners will need to be adapted to ensure that they are relevant to Aboriginal learners who speak Aboriginal English (or a creole).

Learners who speak a creole as a home language usually have second language/dialect learning issues similar to those of their Aboriginal English-speaking peers.



Creoles tend to be more 'distant' (on a continuum) from SAE than Aboriginal English in terms of their linguistic structure and features, to the extent that they can be characterised as languages or dialects in their own right⁵.

Nonetheless, Australian Aboriginal creoles have drawn heavily on English (see Focus Area 1). In terms of taking account of the learners' language background, educators may need to consider the same learning needs as those of second dialect learners.

Therefore, educators should conduct a language and literacy needs analysis to identify the linguistic skills needing extra support, regardless of whether the learners speak Aboriginal English or a creole (see the Layers of language model in Module 1.2 or Module 12.1; see Focus Area 3 for information on Aboriginal English grammatical features, many of which are shared by creoles. For additional information about the relationships between Aboriginal English and creoles, see *Solid English* (Cahill, 1999, Appendix 3).

When identifying teaching and learning strategies for those learning EAD, other cognitive, affective and linguistic dimensions must also be taken into account: that is, educators need to consider the learners' level of maturity, their exposure to and practice with the standard dialect and their attitudes and desire to learn it⁶. They also need to attend to all levels of language analysis, ie those pertaining to the surface linguistic forms (sounds, words and sentence structure) and those relating to the meaning of the language (semantic and cultural conceptualisations).

Educators need to enhance learner awareness of the existence of the two dialects (or languages) by engaging them in activities in which the two dialects/languages are explicitly contrasted. Activities that provide learners with opportunities to practise code-switching between the two dialects (or languages) when appropriate are also essential. Such activities can provide opportunities for reflective discussions about the advantages of learning the standard dialect and the power it can offer in certain contexts. They also give learners the chance to acknowledge the role of the home language to convey those thoughts that cannot be expressed easily in another dialect, to express identity and indicate membership within their community. So it is important for learners to continue developing their home language as they advance their SAE language and literacy skills.

Code-switching

Code-switching, or shifting from one language/dialect (code) to another in the same speech event, is a common strategy used by proficient bilingual/bidialectal speakers.

However, many bidialectal learners are not conscious of the practice. Code-switching is an important skill and is useful for various purposes, eg when a particular word or expression in one code cannot be expressed in another; when it is unfamiliar to the other speaker; when the speaker wants to display his/her identity; or when a situation calls for one code as opposed to another.

McConvell (2008) describes a bidialectal situation common in education/training sites

-
- 5 Nero (2001) maintains that in practice, identifying a creole as a language or dialect is often based on political, sociocultural and historical factors rather than linguistic ones. Siegel (2010) agrees, noting that the ideologies (or belief systems) of the more powerful social group determine the extent to which non-standard dialects (or creoles) are recognised and allowed a presence in the classroom. Unfortunately, many non-standard dialect speakers tend to 'buy into' these views to reinforce the status quo, often undermining their own best interests (Corson, 1991).
- 6 The relationship between social status of non-standard dialect speakers and the acquisition of the standard dialect can be illustrated by the case of Singaporean English. Although many Singaporean children speak Singaporean Colloquial English, they quickly acquire Singaporean Standard English. Gupta (1991, cited by Siegel, 2010) maintains that this is because the standard dialect is used in the children's own community for formal purposes and is not associated with another social or ethnic group.

in Aboriginal communities, whereby 'you may speak an Indigenous form of English to your mates, but in speaking to a school principal you may instead use Standard English. Or, around the school, you may use Standard English if the school is a "Standard English domain". Or you may talk about chemistry in Standard English and sports in your own dialect' (McConvell, 2008, 241).

Educators need to know that most bidialectal learners already have code-switching skills even when they are not aware of them.

They should help learners become aware of these skills where they exist by teaching what the term *code-switching* means and by demonstrating examples of code-switching.

They should foster learners' continued exploration of the practice by analysing the code-switching abilities of people adept at it, organising activities such as role-playing scenarios or exploring the most appropriate code for different contexts, purposes or audiences.

Workshop tool

To gain a better understanding about the notion of code-switching and how it may be applied, see **Switching between dialects**, pages 54 and 59 in *Two-Way English*.

For teaching strategies that encourage learners' awareness and practice of code-switching, see **Solid English**, pages 52 and 58.

Deficit views and associated terminology

Many education measures, based on tests written in SAE, show what is commonly called a 'gap' between Aboriginal and non-Aboriginal learner achievement levels.

While this information can be useful in some respects, it can promote a distorted 'us and them' discourse, support 'deficit' perspectives of Aboriginal learners and fail to take account of their existing knowledge and experience.

Metaphors such as 'bridging the gap' and 'hurdles' that need to be 'overcome' can encourage negative assumptions about the abilities of learners and the difficulties they and their educators face and induce fear, hopelessness and despair in both learners and educators.

It can also undermine self-esteem and identity.

In terms of second language/dialect acquisition skills, these metaphors are unhelpful and obstructive. All human beings acquire language through an innate language facility and we all face similar challenges when learning another dialect/language. For further discussion on this topic, see Harrison, 2008, Chapter 1, or Esch, 2011.

Time on task

Historically, educators have maintained that success comes from learning and practising, and greater success comes from even more learning and practising. Some have interpreted this to mean that, in order to improve English literacy, learners simply need to spend more time practising a given task (see Malcolm, 2003, in which this premise is referred to as the 'maximum exposure hypothesis').



However, more time spent learning does not necessarily mean better learning.

We now understand that individuals learn in different ways, eg through visual/graphic explanations, hands-on problem solving, or observing and analysing.

Moreover, other factors, such as the learners' competence in their home language, prior learning experiences, educator/trainer-learner relationships, motivation, long-term aims, attitude toward the subject and belief in their own ability to learn can also impact upon learning.

All these variables must be taken into consideration when designing a learner-centred, learner-friendly learning environment, in which learners are comfortable enough to take risks and are not afraid of criticism or demoralised by failure.

Creating a positive learning environment is the first step in developing good relationships with learners.

Program planning: Guiding principles

This section sets out the underlying principles that guide the design and practices associated with developing a Two-Way bidialectal language and literacy program to suit the needs of learners.

These include the need to:

- 1) consciously and conscientiously affirm the value of all human beings and their varied backgrounds
- 2) be informed by research evidence rather than 'myths, stereotypes, and biases'.

(Brooks, 1987, 5)

The program should:

- empower the learner, rather than diminishing his/her family, language, culture or way of life
- provide access to new educational and social opportunities
- enhance esteem and group/cultural identity
- include strategies and content that expand the learner's world
- invite contributions and evaluation from the community
- acknowledge the first dialect and foster code-switching
- develop ways of recognising and explaining different world views
- support a Two-Way pedagogy
- take into consideration the impact of the affective variables on learning.



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7 This is a very useful resource; however, the views expressed on page 57 (second paragraph, under the heading 'Why ordinary teaching practices fail for many Aboriginal students') are not supported by the authors of *Tracks to Two-Way Learning*.



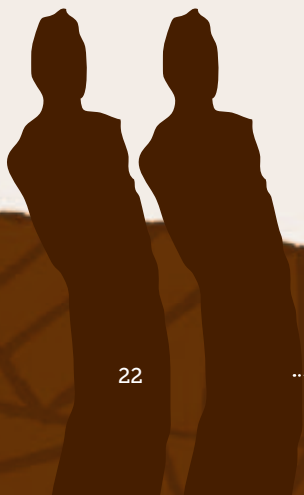
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MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

Module 12.1 presents workshop materials that will enable educators to identify:

- two perspectives of Aboriginal English (AE) in relation to Standard Australian English (SAE):
 - the 'difference model', ie viewing AE as a dialect that is a rule-bound, legitimate dialect distinct from SAE
 - the 'deficit model', ie viewing AE as a defective version of SAE
- how adopting a 'difference perspective' can lead to positive outcomes for Aboriginal learners and how the deficit view can have damaging consequences
- the difference between an 'additive' and a 'subtractive' approach:
 - the additive approach is one that promotes adding another dialect/language to the learner's linguistic abilities
 - the subtractive approach is one that attempts to take away the learner's home language and substitute SAE in its place
- how Two-Way bidialectal education promotes 'adding' SAE to the learners' linguistic abilities rather than replacing their existing language with another one.



MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.1 OVERVIEW OF THE DIFFERENCE VERSUS DEFICIT MODELS – OVERVIEW

Learning objectives

This module will help educators to:

- understand the difference between the 'difference model' and 'deficit model' perspectives and how the 'deficit' perspective can have negative consequences for learners
- become familiar with the procedures for one type of text reconstruction activity.

Activity description (text reconstruction)

The activity presented below models a type of text reconstruction that participants might consider using with their learners. It fosters the development of skills associated with reading and listening comprehension, negotiation and structuring Standard Australian English (SAE) texts (conceptualisation, categorisation, paragraph organisation and text cohesion). Text reconstruction activities can be adapted to provide practice at the whole text level, the paragraph level, the sentence level or the word level.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

Facilitators notes

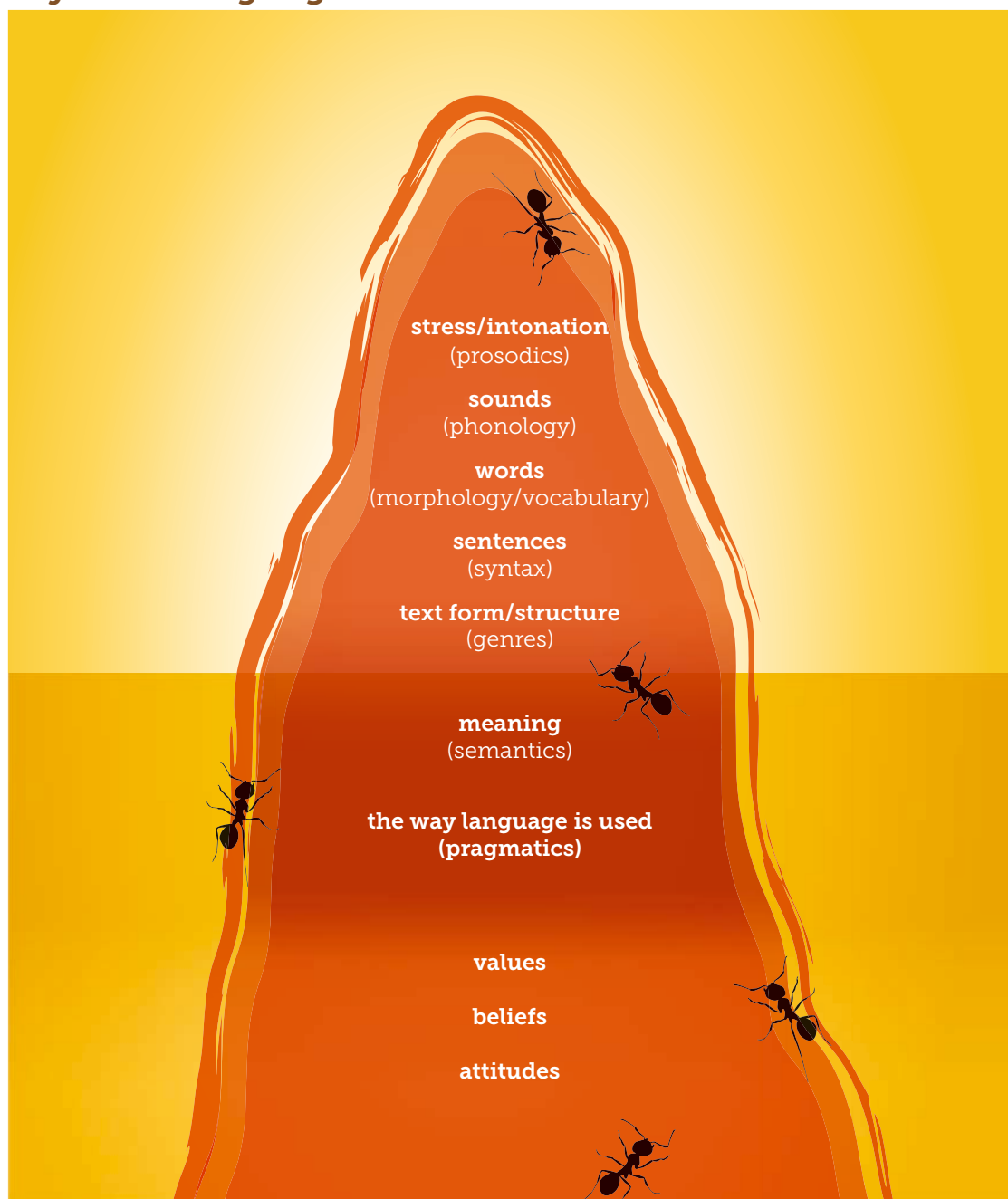
Materials required:

- Powerpoint 1: *Layers of language* (provided)
 - Facilitators material: *Difference versus deficit models* (cut into strips, one set for each pair of participants; provided)
 - Facilitators key/Optional handout: *Difference versus deficit models* (provided)
 - Powerpoint 2: *Implications of the 'deficit' language model* (provided).
1. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 (or one of your own strategies).
 2. Display Powerpoint 1: *Layers of language* (see also *Layers of language* in Module 1.2). Use this model to explain the legitimacy and complexity of Aboriginal English as a rule-governed language/dialect with distinct features at each level of the language model.
 3. Explain to participants that they will be given a text that describes two perspectives or models of non-standard dialect speakers and their non-standard dialects: the 'difference' model and the 'deficit' model. The difference model is the one promoted by Two-Way bidialectal education. It is the perspective in which educators recognise and accept Aboriginal English as a dialect of SAE (or creole as a distinctive language system). Refer participants to Powerpoint 1: *Layers of language* and explain that the difference model recognises that Aboriginal English has its own well-established system of rules for all the layers of language shown on the slide: stress/intonation, sound system, vocabulary, sentence grammar, genres, meanings, ways of speaking, values, cultural beliefs and attitudes. The deficit model, however, views Aboriginal English (and creoles) as simply 'bad', 'broken' or 'corrupted' forms of SAE. This understanding reflects a social rather than a linguistic judgment and can have serious negative implications for learners.
 4. Distribute sets of text strips, one set to each pair.
 5. Ask pairs/groups to read the text strips and put them in order to reconstruct the text.
 6. Follow up with a general discussion question to make sure participants get the main ideas, eg 'What were the key messages that you took from this activity?'
 7. Optional follow-up: handouts of the original whole text can be given to participants for them to check their work (one text per person).
 8. Follow-up by displaying Powerpoint 2: *Implications of the 'deficit' language model*. Explain that there are damaging consequences when Aboriginal learners, their home language and ways of speaking are viewed from a deficit perspective. Begin at the top 'bubble' and talk about each consequence (clockwise). Invite questions or comments for discussion. Talk about the slide, explaining the cycle of consequences when educators adopt a deficit view of learners who speak Aboriginal English as their home language.

MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.1 OVERVIEW OF THE DIFFERENCE VERSUS DEFICIT MODELS – POWERPOINT 1

Layers of language



MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.1 OVERVIEW OF THE DIFFERENCE VERSUS DEFICIT MODELS – FACILITATORS MATERIAL

Difference versus deficit models

When planning a language and literacy program, the perspective the educator takes on the learners' dialect is important. Non-standard dialects are often stigmatised because of a belief that the speaker's language and/or cognitive skills are deficient. However, speaking a different dialect does not signal a need for psychological assessment, speech therapy or programs designed to address learning difficulties.

While the dialect we speak may be different, it is the product of the linguistic environment in which we are raised. If we are brought up in an environment in which the Standard Australian English dialect is spoken, we learn to speak Standard Australian English.

Similarly, if we are raised in an Aboriginal English speaking environment, we learn to speak Aboriginal English. If we are able to communicate effectively in the dialect in which we were raised, it is a sign of 'normal' language and cognitive development.

These understandings reflect two ways of looking at a speaker's primary discourse (or ways of speaking): a 'deficit' or 'difference' model of language. The 'deficit' view is based on the assumption that the speaker's discourse is inferior and deficient because it does not conform to the rules of the standard dialect, eg Standard Australian English.



----- ✂ -----

The 'difference' perspective, however, is based on the understanding that while the individual's primary discourse is different from the standard, it is equally complex and is guided by rules that enable him/her to communicate effectively at home and in his/her community.

----- ✂ -----

Adopting a deficit view can have damaging consequences. International and Australian research shows that when educators or trainers adopt a deficit view of a dialect that differs from the standard, this can have serious negative consequences for learners.

----- ✂ -----

One consequence may be that the educator lowers his/her expectations of the learners and may offer programs to address their supposed deficiencies. The learners may respond through resistant behaviours. Moreover, the learners' self-belief and self-esteem are put at risk.

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On the other hand, more positive outcomes can result from adopting a view that the learners' dialect is just 'different'. In this understanding, the learners are recognised as being skilled members of their own primary discourse community.

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Finally, this more constructive view enables educators to plan bidialectal language and literacy programs that acknowledge and build on learners' existing skills and knowledge. By valuing both the learners' abilities and their home language/dialect, the educator and students/trainees can deepen their learning about the value of embracing diversity.



MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.1 OVERVIEW OF THE DIFFERENCE VERSUS DEFICIT MODELS – FACILITATORS KEY/ OPTIONAL HANDOUT

Difference versus deficit models

When planning a language and literacy program, the perspective the educator takes on the learners' dialect is important.

Non-standard dialects are often stigmatised because of a belief that the speakers' language and/or cognitive skills are deficient. However, speaking a different dialect does not signal a need for psychological assessment, speech therapy or programs designed to address learning difficulties.

While the dialect we speak may be different, it is the product of the linguistic environment in which we are raised. If we are brought up in an environment in which the Standard Australian English dialect is spoken, we learn to speak Standard Australian English. Similarly, if we are raised in an Aboriginal English speaking environment, we learn to speak Aboriginal English. If we are able to communicate effectively in the dialect in which we were raised, it is a sign of 'normal' language and cognitive development.

These understandings reflect two ways of looking at a speaker's primary discourse (or ways of speaking): a 'deficit' or 'difference' model of language. The 'deficit' view is based on the assumption that the speaker's discourse is inferior and deficient because it does not conform to the rules of the standard dialect, eg Standard Australian English. The 'difference' perspective, however, is based on the understanding that while the individual's primary discourse is different from the standard, it is equally complex and is guided by rules that enable him/her to communicate effectively at home and in his/her community.

Adopting a deficit view can have damaging consequences. International and Australian research shows that when educators or trainers adopt a deficit view of a dialect that differs from the standard, this can have serious negative consequences for learners. One consequence may be that the educators lower their expectations of the learners and may offer programs to address their supposed deficiencies. The learners may respond through resistant behaviours. Moreover, the learners' self-belief and self-esteem are put at risk. On the other hand, more positive outcomes can result from adopting a view that the learners' dialect is just 'different'. In this understanding, the learners are recognised as being skilled members of their own primary discourse community.

Finally, this more constructive view enables educators to plan bidialectal language and literacy programs that acknowledge and build on learners' existing skills and knowledge. By valuing both the learners' abilities and their home language/dialect, the educator and students/trainees can deepen their learning about the value of embracing diversity.

References and further reading

Eagleson, R. D. (1983). Urban Aboriginal English: Misunderstandings and misconceptions. *Australian Review of Applied Linguistics*, 6 (1), 131-139.

Harkins, J. (1994). *Bridging Two Worlds: Aboriginal English and Cross-Cultural Understanding*. St Lucia, Qld: University of Queensland Press.

Hole, T. (1997). Literacy and disadvantage: Difference versus deficit. *Catholic Ethos (National Catholic Education Commission Newsletter)*, 15 (March).

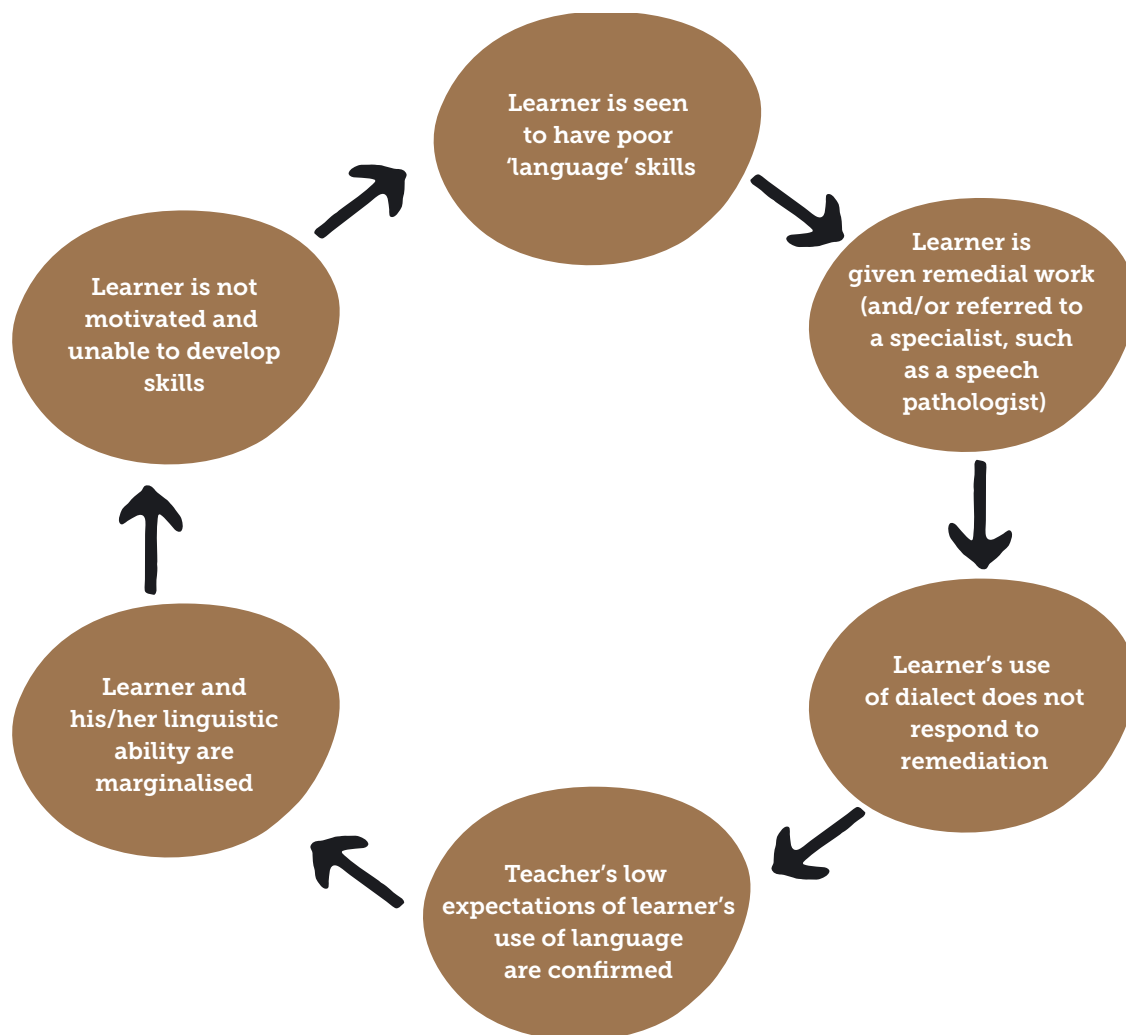
Labov, W. (1972). *Language in the Inner City: Studies in the Black English Vernacular*. Philadelphia, PA: University of Pennsylvania Press.



MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.1 OVERVIEW OF THE DIFFERENCE VERSUS DEFICIT MODELS – POWERPOINT 2

Implications of the 'deficit' language model



This cycle can be broken by viewing the learner's dialect as 'different' and introducing Two-Way bidialectal education strategies.



MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.2 TWO WAYS OF VIEWING A LEARNER'S PRIMARY DISCOURSE – OVERVIEW

Learning objectives

This module will help educators to:

- understand the implications of viewing learners and their primary discourse from a deficit versus a difference perspective
- become familiar with the procedures of a cloze activity with split dictation.

Activity description (cloze activity with split dictation)

The task presented below models a cloze activity with split dictation that participants might consider using with their learners. Cloze activities are commonly used in EAL/EAD⁸ teaching for grammar practice and for encouraging learners to use the context to make predictions when reading. This adapted version of a cloze activity fosters the development of reading and listening comprehension as well as providing practice with spelling and writing skills.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other variations of cloze activities.

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Facilitators notes

Materials required:

- Worksheet A: *Two ways of viewing learners and their primary discourse* (provided)
- Worksheet B: *Two ways of viewing learners and their primary discourse* (provided)
- Facilitators key: *Two ways of viewing learners and their primary discourse* (provided).

1. Explain to participants the purpose of the cloze activity with split dictation (as described above).
2. If possible, organise participants into Two-Way Teams, otherwise organise participants into pairs or small groups using one of the strategies in Module 12.7.1 (or one of your own strategies).
3. Members of pairs should sit opposite one another and use a barrier (book, handbag, etc) so they cannot see each other's worksheets.
4. Give each pair a set of worksheets (Worksheet A for Partner A, Worksheet B for Partner B).
5. Ask participants to read through their own texts individually and try to fill in the gaps based on clues in the surrounding text. This will familiarise them with the contents.
6. Partners A and B then work together to complete their worksheets by taking turns. Partner A begins by dictating his/her (shaded/complete) sections while Partner B listens and fills in the gaps in his/her version and vice versa.
7. As participants work through their sheets, ask them to note points in the text they would like to discuss further.
8. When participants have finished, elicit questions or issues that have come up during the activity (refer to the Facilitators key as necessary).

MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.2 TWO WAYS OF VIEWING A LEARNER'S PRIMARY DISCOURSE – WORKSHEET A

Two ways of viewing learners and their primary discourse

Perspectives	Difference model	Deficit model
Learner	<ul style="list-style-type: none"> The learner is seen as a skilled member of a primary discourse community⁹. 	<ul style="list-style-type: none"> The learner is seen as _____ in linguistic, _____, intellectual, experiential and _____ resources.
Diagnosis of learner	<p>The diagnosis of learners is based on the understanding that the learner:</p> <ul style="list-style-type: none"> needs to _____ and understand the _____ between his/her own _____ and Standard Australian English is able to _____ between the two languages and is _____ using both discourses appropriately, according to the _____, audience and _____ 	<ul style="list-style-type: none"> The learner is seen as being 'at risk' and needing intensive special help.
View of parents	<ul style="list-style-type: none"> Parents are seen as a rich resource of literacy practices from a variety of social contexts. 	<ul style="list-style-type: none"> Parents are seen as 'not well _____ themselves' and not _____ their children the right _____ on which to build their language and literacy _____.

⁹ In this context, the @primary discourse community@efers to the learner's family and members of their community who share similar communication practices or ways of speaking, listening, reading/viewing and writing.



Perspectives	Difference model	Deficit model
Aims of literacy programs	<ul style="list-style-type: none"> Literacy programs aim to increase the _____ between _____ discourses and Standard Australian English by _____ the learners' _____ language and literacy experiences into the education/training _____. Literacy programs aim to teach _____ about Standard Australian English discourses. 	<ul style="list-style-type: none"> Literacy programs aim 'to catch them up'. Literacy programs aim 'to provide the experiences that have not been provided for them at home'.
Possible outcomes	<p>Possible outcomes are:</p> <ul style="list-style-type: none"> negotiated learning programs that learners see their 'ways of being' valued that learners can assess critically the power that Standard Australian English literacy provides that all learners gain a deeper understanding of the values of diversity. 	<p>Possible outcomes are:</p> <ul style="list-style-type: none"> that learners don't _____ that learners _____ 'ways of being' at the _____/training site that learners are seen as _____, uncooperative and lacking _____ in literacy.



MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.2 TWO WAYS OF VIEWING A LEARNER'S PRIMARY DISCOURSE – WORKSHEET B

Two ways of viewing learners and their primary discourse

Perspectives	Difference model	Deficit model
Learner	<ul style="list-style-type: none"> The learner is seen as a _____ member of a primary discourse community¹⁰. 	<ul style="list-style-type: none"> The learner is seen as lacking in linguistic, cultural, intellectual, experiential and material resources.
Diagnosis of learner	<p>The diagnosis of learners is based on the understanding that the learner:</p> <ul style="list-style-type: none"> needs to know and understand the differences between his/her own discourse and Standard Australian English is able to switch between the two languages and is competent in using both discourses appropriately, according to the purpose, audience and context. 	<ul style="list-style-type: none"> The learner is seen as being '_____ ' and needing intensive _____ help.
View of parents	<ul style="list-style-type: none"> Parents are seen as a rich _____ of literacy practices from a variety of _____ contexts. 	<ul style="list-style-type: none"> Parents are seen as 'not well educated themselves' and not giving their children the right experiences on which to build their language and literacy skills.

¹⁰ In this context, the @primary discourse community@efers to the learner's family and members of their community who share similar communication practices or ways of speaking, listening, reading/viewing and writing.



Perspectives	Difference model	Deficit model
Aims of literacy programs	<ul style="list-style-type: none"> Literacy programs aim to increase the overlap between primary discourses and Standard Australian English by bringing the learners' out-of-school language and literacy experiences into the education/training site. Literacy programs aim to teach explicitly about Standard Australian English discourses. 	<ul style="list-style-type: none"> Literacy programs aim 'to _____ them up'. Literacy programs aim 'to provide the _____ that have not been provided for them at home'.
Possible outcomes	<p>Possible outcomes are:</p> <ul style="list-style-type: none"> negotiated _____ programs that learners see their 'ways of _____' valued that learners can assess _____ the _____ that Standard Australian English literacy provides that all learners gain a _____ understanding of the values of _____. 	<p>Possible outcomes are:</p> <ul style="list-style-type: none"> that learners don't participate that learners resist 'ways of being' at the education/ training site that learners are seen as disruptive, uncooperative and lacking abilities in literacy.



MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.2 TWO WAYS OF VIEWING A LEARNER'S PRIMARY DISCOURSE – FACILITATORS KEY

Two ways of viewing learners and their primary discourse

Perspectives	Difference model	Deficit model
Learner	<ul style="list-style-type: none"> The learner is seen as a skilled member of a primary discourse community¹¹. 	<ul style="list-style-type: none"> The learner is seen as lacking in linguistic, cultural, intellectual, experiential and material resources.
Diagnosis of learner	<p>The diagnosis of learners is based on the understanding that the learner:</p> <ul style="list-style-type: none"> needs to know and understand the differences between his/her own discourse and Standard Australian English is able to switch between the two languages and is competent in using both discourses appropriately, according to the purpose, audience and context. 	<ul style="list-style-type: none"> The learner is seen as being 'at risk' and needing intensive special help.
View of parents	<ul style="list-style-type: none"> Parents are seen as a rich resource of literacy practices from a variety of social contexts. 	<ul style="list-style-type: none"> Parents are seen as 'not well educated themselves' and not giving their children the right experiences on which to build their language and literacy skills.
Aims of literacy programs	<ul style="list-style-type: none"> Literacy programs aim to increase the overlap between primary discourses and Standard Australian English by bringing the learners' out-of-school language and literacy experiences into the education/training site. Literacy programs aim to teach explicitly about Standard Australian English discourses. 	<ul style="list-style-type: none"> Literacy programs aim 'to catch them up'. Literacy programs aim 'to provide the experiences that have not been provided for them at home'.

11 In this context, the **primary discourse community** refers to the learner's family and members of their community who share similar communication practices or ways of speaking, listening, reading/viewing and writing.

Perspectives	Difference model	Deficit model
Possible outcomes	<p>Possible outcomes are:</p> <ul style="list-style-type: none"> negotiated learning programs that learners see their 'ways of being' valued that learners can assess critically the power that Standard Australian English literacy provides that all learners gain a deeper understanding of the values of diversity. 	<p>Possible outcomes are:</p> <ul style="list-style-type: none"> that learners don't participate that learners resist 'ways of being' at the education/ training site that learners are seen as disruptive, uncooperative and lacking abilities in literacy.

MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.3 ADDITIVE VERSUS SUBTRACTIVE APPROACH – OVERVIEW

Learning objective

This module will help educators to:

- understand the implications of adopting an ‘additive’ rather than a ‘subtractive’ approach to teaching/learning Standard Australian English (SAE).

Activity description (Guided discussion)

This is a whole group activity. In the first part the facilitators provide essential background information on the two different models of viewing a learner’s home language. The second part is a whole-group, guided discussion of the two models, including the implications of both models in terms of educational results.

It is important to provide participants with the opportunity of relating to learners’ experiences: how learners feel when their language is seen as deficient and how they feel when it is valued and the impact it has on their motivation and success. Facilitators may like to talk about their personal experiences with learners and encourage participants to share their experiences and views.

Facilitators notes

Material required:

- Powerpoint: *Additive versus subtractive approach* (provided).

1. Explain the additive and the subtractive approach.

- The additive approach seeks to add SAE as an additional language system in a culturally safe way, ensuring that the learner's language and culture are respected and no harm is done to the learner's self-worth and self-esteem.
- The subtractive approach seeks to replace learner's first dialect/language with SAE.

2. Discuss the implications of cultural linguistic incorporation in terms of the additive versus the subtractive approach:

- Community level

The additive approach encourages continued participation of the Aboriginal learner in his/her own community as well as in mainstream society. The subtractive approach, however, can make learners choose between the two, leading to exclusion from one or the other.

- Program content and delivery

The additive approach encourages Two-Way interaction between and learning by learners and educators (as well as between parents, community members and educators). The subtractive approach is a one-way model, in which the educator transmits knowledge and ignores or disparages what the learner already knows. As a result, learners are likely to resist and shut out learning. Similarly, educators are unlikely to extend their own learning.

- Assessment

The additive approach provides the means for educators to assess development in SAE while taking account of the additional language/additional dialect acquisition process. It recognises learners' abilities in both dialects, while providing diagnostic guidance for the ongoing improvement of the skills in the additional dialect. In terms of content, it allows learners to express knowledge of content without their performance being judged. The subtractive approach, however, judges learners' performance on the basis of their ability in SAE only.

- Results

The additive approach empowers learners to learn an additional dialect/language that will enable them to engage more fully and effectively in mainstream society and its associated institutions (economic, educational, judicial) and participate 'on a level playing field'.

3. Conclude with a brief summary: 'It is important that we understand that we are adding to the learner's language repertoire and not trying to ignore, correct or eradicate their home language.'

MODULE 12.1 DIFFERENCE VERSUS DEFICIT MODELS

12.1.3 ADDITIVE VERSUS SUBTRACTIVE APPROACH – POWERPOINT

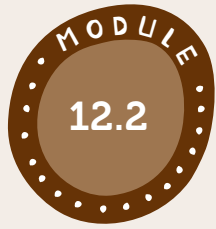
Additive versus subtractive approach

Cultural linguistic incorporation	Additive	Subtractive
community participation	collaborative (Two-Way)	exclusive (one-way)
pedagogy	reciprocal interaction-oriented (Two-Way)	transmission-oriented (one-way)
assessment	advocacy-oriented	legitimisation-oriented
	↓	↓
result →	empowered learners	disengaged learners

Further reading

Cummins, J. (1992). The empowerment of Indian students. In J. Reyhner (ed.) *Teaching American Indian Students*. Norman, OK: University of Oklahoma Press.





MODULE 12.2 PLANNING AN EAL/EAD¹² PROGRAM

Module 12.2 presents workshop materials that will enable educators to identify:

- the various stages of the program planning process, including:
 - the essential aspects of planning a language and literacy program for bidialectal learners
 - the iterative nature of the planning process
- the different dimensions of the Two-Way bidialectal education model, including the need for extending:
 - relationships
 - mutual comprehension
 - skills in SAE language and literacy.

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MODULE 12.2 PLANNING AN EAL/EAD¹³ PROGRAM

12.2.1 OVERVIEW OF THE PLANNING PROCESS – OVERVIEW

Learning objectives

This module will help educators to:

- understand the basic process of planning a language and literacy program for bidialectal learners
- identify the essential aspects of planning a language and literacy program for bidialectal learners
- become familiar with the procedures for conducting a dictogloss activity.

For a more detailed Two-Way approach to the planning process, see Module 12.3.5 *Conducting a Two-Way language and literacy needs analysis*.

Activity description (dictogloss)

The activity presented below models a dictogloss procedure that participants might consider using with their learners. Dictogloss activities help learners to develop listening, note-taking, speaking/negotiating, writing/composing and reading skills in Standard Australian English. They require the interpreting and internalising of information that is heard and using this information to reconstruct a similar text with others.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for this and other activities.

Dictogloss activities may be new to participants, so a powerpoint with the procedures outlined is provided for extra support before and during the activity.

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Facilitators notes

Materials required:

- Powerpoint 1/Handout: *Overview of the dictogloss procedure* (provided)
 - Facilitators material (dictogloss text): *Practical application of the program planning process* (provided)
 - Powerpoint 2: *Essential aspects of planning a language and literacy program for bidialectal learners* (provided)
 - Paper and writing materials
 - Whiteboard or butchers paper and felt-tipped pens.
1. Distribute Handout: *Overview of the dictogloss procedure* and display Powerpoint 1. (This activity is likely to be new for many participants. Powerpoint slide and Handout can provide additional support when explaining the procedure for the activity.)
 2. Explain the process as follows: a text called *Practical application of the program planning process* will be read twice. During the first reading, participants just listen; during the second reading, they take notes. In small groups, participants then discuss their understanding of the text and work collaboratively, using their notes to reconstruct a text. The reconstructed text should contain the same information, using a similar tone and voice. Note that the text does not have to be an exact version of the original, but should contain the same main points outlined in it. Participants can then present their final versions to the whole group.
 3. Organise participants into pairs or small groups using one of the strategies in Module 12.7.1 (or one of your own strategies).
 4. Read the text twice at a normal pace, but pause between sentences. During the second reading, listeners take notes individually.
 5. Ask each group to piece together a version of the text by 'pooling' their notes and discussing discrepancies. One participant acts as the scribe to record an agreed version of the text.
 6. Invite the small groups to share their versions with the whole group, eg by reading their version of the text or writing it on the whiteboard or butchers paper.
 7. Follow up by displaying and discussing the Powerpoint 2: *Essential aspects of planning a language and literacy program for bidialectal learners*.

Please note: with regard to code-switching, point out that learners need to know the differences between the two dialects and become skilled in selecting the dialect most suitable for the particular purpose, audience and context.

MODULE 12.2 PLANNING AN EAL/EAD¹⁴ PROGRAM

12.2.1 OVERVIEW OF THE PLANNING PROCESS – POWERPOINT 1/HANDOUT

Overview of the dictogloss procedure

1. Preparation

Provide context by displaying a poster, picture or other visual stimulus to engage learners in a discussion on the topic.

Pre-teach unfamiliar words or concepts.

Review note-taking skills by discussing the difference between content words (that carry information, for example *car*, *running*, *Australia*) and function words (such as *the*, *but*, *of*, *and*).

2. Listening to text

The text is read twice. During the first reading, learners listen to get a general understanding of the text and during the second they take notes.

3. Reconstruction of text

In pairs or small groups, learners recreate the text they have heard. Explain that the text should parallel the original in information and level of formality. It does not need to be identical to the original text.

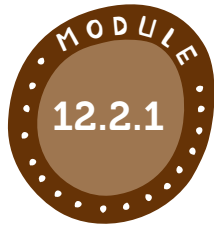
4. Comparison of text versions created

Pairs or groups share their versions of the text and discuss similarities and differences. This may be a good opportunity to address particular language and literacy problems encountered by bidialectal learners.



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MODULE 12.2 PLANNING AN EAL/EAD¹⁵ PROGRAM**12.2.1 OVERVIEW OF THE PLANNING PROCESS
– FACILITATORS MATERIAL (DICTOGLOSS TEXT)****Practical application of the program planning process**

Planning a language and literacy program for bidialectal learners requires organising a sequence of content and activities designed to achieve specified goals. A well thought out plan should contain the following components:

- getting to know learners and their backgrounds
- determining target language and literacy outcomes, objectives or goals to be achieved by learners
- identifying and selecting resources that include relevant content to address the identified outcomes, objectives and goals
- selecting methodologies (strategies and activities) for learners to become knowledgeable and skilful
- selecting methodologies for ongoing monitoring of learners' progress
- determining timeline and sequence of learning events.

Getting to know learners must be a priority. Only then can the best resources and methodologies be selected and matched to their needs and interests. Resources need to match essential content, but they also need to be suitable for the learners' cognitive, linguistic and literacy abilities. This means selecting texts that are comprehensible to them or making adjustments to the texts as required.

If materials are too difficult, learning will not occur; and if they are not cognitively challenging enough, learners will get bored or, worse still, be offended and lose interest. Being able to adapt the learning content to support the language and literacy needs of the learners is paramount. Working through a program should be iterative: that is, the needs and activities should be reassessed continuously and adjusted according to new information that comes to light.

Because of the many variables involved in the learning process, programs rarely unfold as planned. Flexible delivery is therefore essential.

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MODULE 12.2 PLANNING AN EAL/EAD¹⁶ PROGRAM

12.2.1 OVERVIEW OF THE PLANNING PROCESS – POWERPOINT 2

Essential aspects of planning a language and literacy program for bidialectal learners

1. Recognise and value Aboriginal English as the home language of many Aboriginal learners.
2. Raise learner awareness about the existence of different dialects of English.
3. Explore differences between Standard Australian English and Aboriginal English at all layers of language, for example:
 - sounds (phonology)
 - words (vocabulary, morphology)
 - sentences (structure)
 - text form/structure (genres)
 - pragmatics (the way language is used)
 - conceptual level.
4. Develop learners' code-switching skills.

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MODULE 12.2 PLANNING AN EAL/EAD¹⁷ PROGRAM

12.2.2 AN ITERATIVE PROCESS FOR PLANNING A PROGRAM – OVERVIEW

Learning objectives

This module will help educators to:

- understand the iterative (repetitive/cyclical) nature of the program planning process
- identify the different stages of the process.

Activity description (card activity)

The activity presented below models a card activity that participants might consider using with their learners. Card activities help learners to develop reading comprehension as well as speaking, listening and negotiating skills in Standard Australian English. They require the interpreting and internalising of information that uses the skills of reading, speaking and listening and interpreting to organise information.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for this and other activities.

¹⁷ English as an Additional Language/English as an Additional Dialect.

Facilitators notes

Materials required:

- Facilitators material: *Cards* (prepare one set for each pair or group; provided)
- Handout: *An iterative process of planning a Two-Way EAL/EAD program* (one for each pair or group; provided)
- Facilitators key/Powerpoint: *An iterative process of planning a Two-Way EAL/EAD program* (provided).

1. For each small group or pair, photocopy or print one set of cards and one Handout: *An iterative process for planning a program*. Place the sets of cards in separate envelopes.
2. Organise participants into Two-Way Teams or small groups (possibly using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups*).
3. Distribute Handouts and cards, one set to each group. Ask participants to arrange the cards around the oval on the model to construct the order of the planning process. The first step of the process should be to find the card for the top/centre (12 o'clock position) and so on, in a clockwise order.

Important note: Emphasise that the importance of the activity is the iterative nature of program planning. This is only an example of the steps that you might use when planning.

4. When participants have finished, display the Powerpoint of the completed model, so participants can compare their work with it.
5. Discuss whether another order for the cards on the worksheet is possible (other than the one suggested on the Powerpoint). Can this order be justified? Follow with a reflective activity.

MODULE 12.2 PLANNING AN EAL/EAD¹⁸ PROGRAM

12.2.2 AN ITERATIVE PROCESS FOR PLANNING A PROGRAM – FACILITATORS MATERIAL

Cards

Photocopy or print and cut out cards. There should be one set for each group/pair.

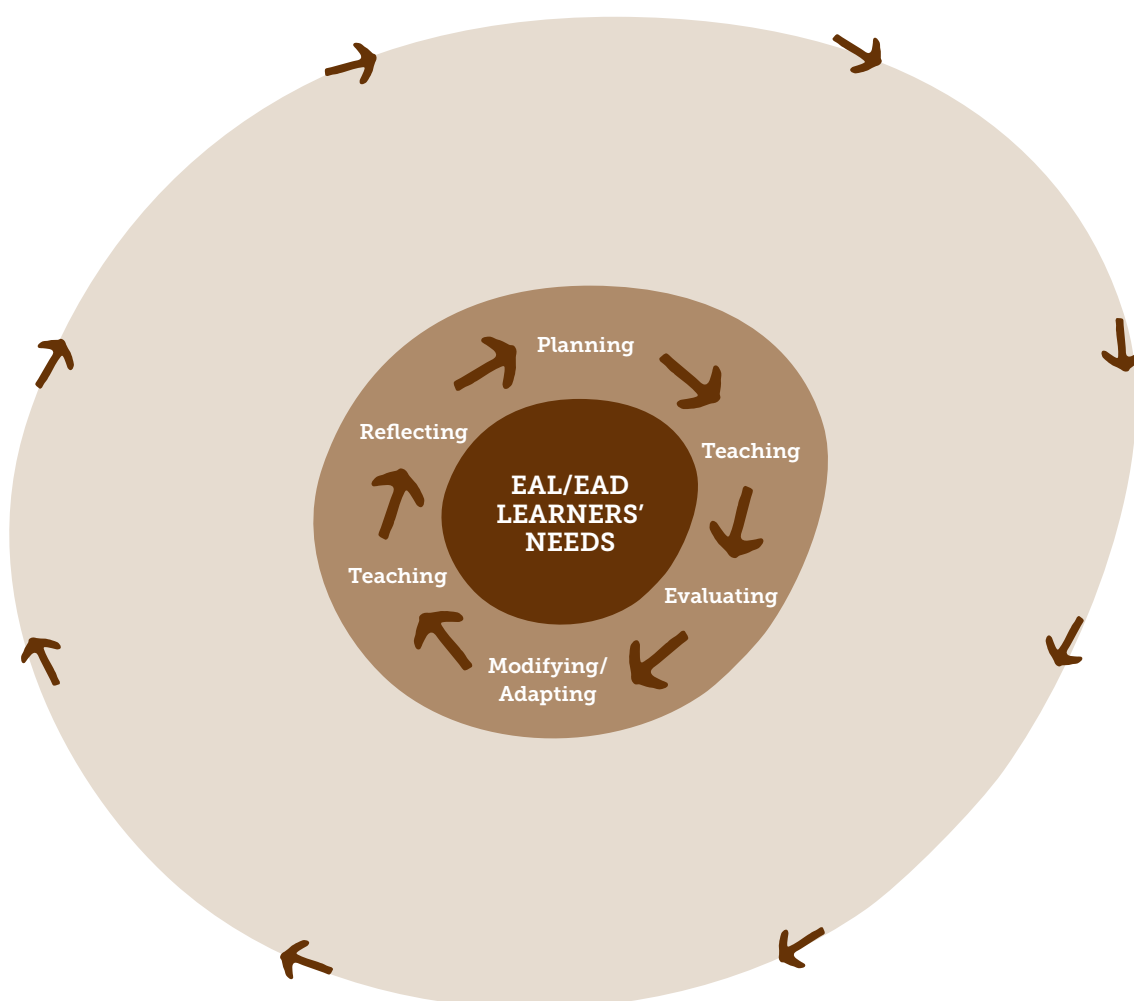
<p>✂</p> <p>Become familiar with learners' backgrounds (layers of language and literacy skills in Aboriginal English/ creole and Standard Australian English, interests, goals, etc).</p>	<p>Select learning experiences that ensure that the focus is on improving learners' language and literacy learning as well as content.</p>
<p>✂</p> <p>Become familiar with the content that needs to be taught and select/ devise/adjust resources and learning activities on the basis of your background knowledge about the learners.</p>	<p>Become familiar with both formative and summative evaluation processes and use these to inform teaching, assess progress and conference with learners (as appropriate).</p>
<p>✂</p> <p>Devise or select engaging learning experiences that will be positive, interesting, relevant, meaningful and enjoyable for the learner.</p>	<p>Ensure activities provide opportunities for practice and recycling of newly-learned Standard Australian English language in all modes, ie speaking, listening, reading, viewing and writing.</p>
<p>✂</p> <p>Select texts and other resources that are interesting and comprehensible to learners, but challenge and extend their knowledge about the world as well as their language and literacy skills.</p>	<p>Check your methods to ensure that learners have ongoing opportunities to extend their knowledge to practise new skills and to demonstrate their abilities in all modes, ie speaking, listening, reading/viewing and writing, and over a range of topics (as appropriate).</p>

¹⁸ English as an Additional Language/English as an Additional Dialect.

MODULE 12.2 PLANNING AN EAL/EAD¹⁹ PROGRAM

12.2.2 AN ITERATIVE PROCESS FOR PLANNING A PROGRAM –HANDOUT

An iterative process for planning a program



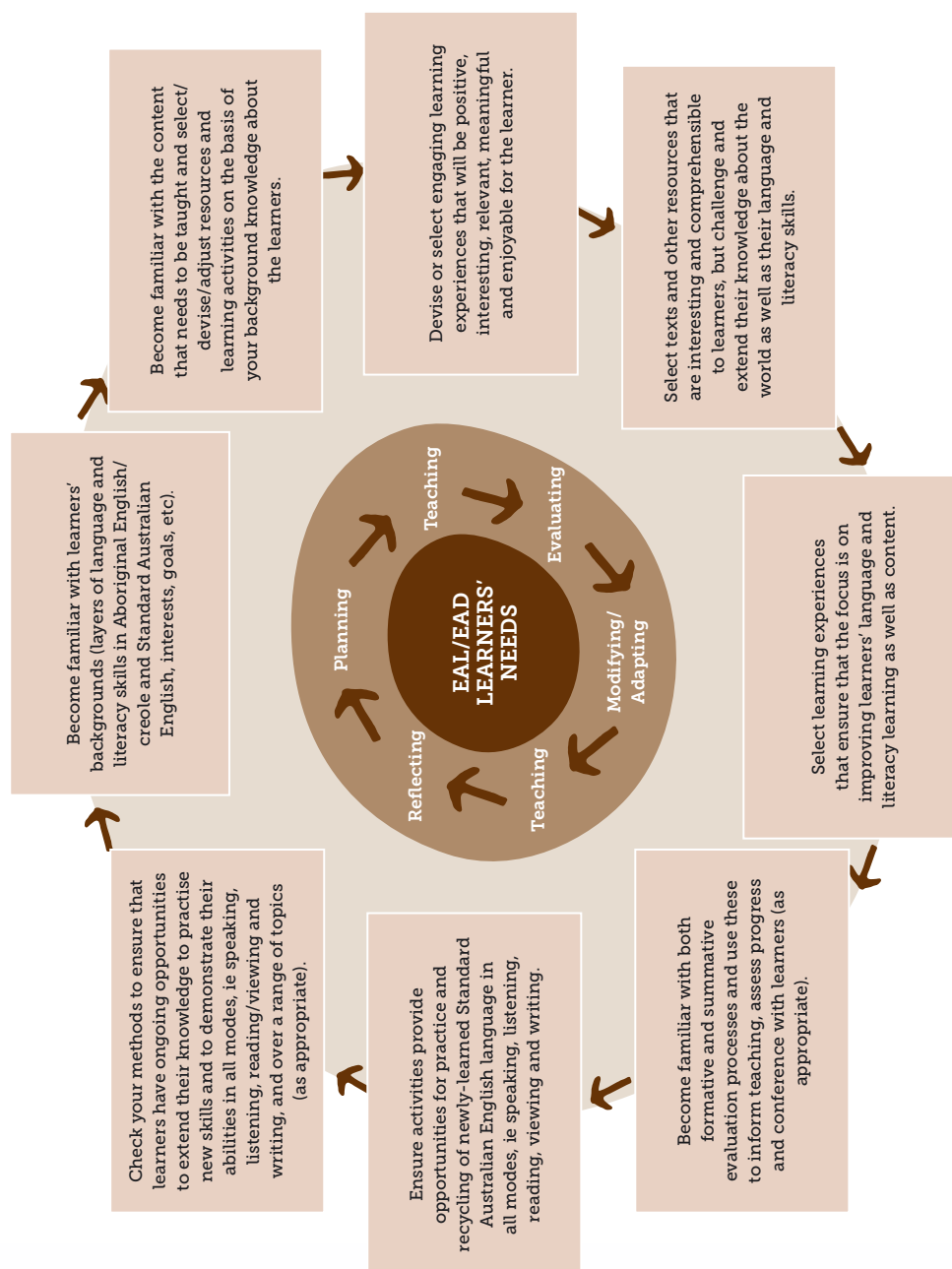
19 English as an Additional Language/English as an Additional Dialect.



MODULE 12.2 PLANNING AN EAL/EAD²⁰ PROGRAM

MODULE 12.2.2 AN ITERATIVE PROCESS FOR PLANNING A PROGRAM – FACILITATORS KEY/ POWERPOINT

An iterative process for planning a program



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MODULE 12.2 PLANNING AN EAL/EAD²¹ PROGRAM

12.2.3 A MULTI-DIMENSIONAL MODEL OF TWO-WAY BIDIALECTAL EDUCATION – OVERVIEW

Learning objectives

This module will help educators to:

- understand the practical application of a Two-Way bidialectal education program in its various dimensions in the context of a school or training site
- become familiar with the clarifying questions activity.

Activity description (clarifying questions²²)

The activity presented below models a clarifying questions activity that participants might consider using with their learners. Clarifying questions activities require learners to engage with texts and identify specific questions about aspects that they are unsure of and need clarification. Learners discuss these with members of the group. This activity promotes the development of reading, listening, speaking and viewing skills as well as those required for forming and writing questions and working cooperatively with other learners.

Facilitators notes

Materials required:

- Powerpoint 1: *The context of the multi-dimensional model of Two-Way bidialectal education* (provided)
- Powerpoint 2 (provided):
 - *Dimension 1: Extending relationships*
 - *Dimension 2: Extending mutual comprehension*
 - *Dimension 3: Extending repertoires*
 - *Dimension 4: Extending skills in Standard Australian English*
- Handout: *A multi-dimensional model of Two-Way bidialectal education* (one copy per participant; provided)
- A4 paper (one sheet per participant)
- Writing materials.

(continued on next page)

²¹ English as an Additional Language/English as an Additional Dialect.

²² Bennett, B. B., Rolheiser-Bennett, C. and Stevahn, L. (1991). *Cooperative Learning: Where Heart Meets Mind: An Interactive Resource Book*. Toronto: Educational Connections.

Facilitators notes (continued)

1. If possible, organise participants into Two-Way Teams, otherwise organise participants into pairs or small groups using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies).
2. Provide background for the activity by displaying and discussing Powerpoint 1: *The context of the multi-dimensional model of Two-Way bidialectal education*.²³
3. Explain that participants will be discussing a handout with a table that elaborates on how the different dimensions of bidialectal education apply to different people in the school/training site, including:
 - school principal or training site/managing director;
 - Aboriginal and non-Aboriginal educators (for example teachers, trainers, education support staff)
 - Aboriginal and non-Aboriginal learners.
4. Explain that you will briefly outline each dimension. Display and discuss the four dimensions on Powerpoint 2.
5. Distribute the Handout: *A multi-dimensional model of Two-Way bidialectal education* (one copy per participant).
6. Distribute blank sheets of A4 paper (one per participant).
7. Ask participants to:
 - read through the table carefully, marking points that they are unsure about
 - write a list of specific questions about these points.
8. When group members have each compiled a list, one group member begins by posing the first question on their list to other members of their group. Members of the group respond, clarifying the point raised. Then the next person poses one question and the group members respond, and so on. Questions that the group is unable to clarify are saved until all participants come together.
9. Bring all participants together and ask each group to call out a question they would like to pose to other participants. Invite suggestions and continue until all groups have had an opportunity to have their questions answered.

Note: an alternative approach to this activity is to use the model as a jigsaw activity.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for instructions on jigsaw activities.

²³ The Powerpoints and Handout are adapted from material presented in Malcolm, I. G. and Truscott, A. (forthcoming). English without shame: Two-Way Aboriginal classrooms in Australia. In A. Yiakoumetti (ed.). *Harnessing Linguistic Variation for Better Education*. Bern: Peter Lang.

MODULE 12.2 PLANNING AN EAL/EAD²⁴ PROGRAM

12.2.3 A MULTI-DIMENSIONAL MODEL OF TWO-WAY BIDIALECTAL EDUCATION – POWERPOINT 1

The context of the multi-dimensional model of Two-Way bidialectal education

The model envisions classrooms/training sites in which both:

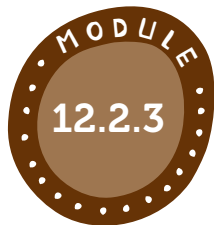
- Aboriginal and non-Aboriginal learners are present
- Aboriginal and non-Aboriginal educators are present.

The dimensions of Two-Way bidialectal education are:

- applied simultaneously
- mutually reinforced.

24 English as an Additional Language/English as an Additional Dialect.





MODULE 12.2 PLANNING AN EAL/EAD²⁵ PROGRAM

12.2.3 A MULTI-DIMENSIONAL MODEL OF TWO-WAY BIDIALECTAL EDUCATION – POWERPOINT 2

Dimension 1: Extending relationships

Relationships are the cornerstone of bidialectal education.

Extending and strengthening relationships requires:

- establishing an environment of mutual cultural respect and learning
- motivating Aboriginal and non-Aboriginal learners and their families to communicate with one another
- recognising that dialect differences exist
- learning/training sites to be welcoming to:
 - both dialects
 - Aboriginal community members (to visit and identify with the site)
 - Aboriginal cultural knowledge, artwork and artefacts.

Dimension 2: Extending mutual comprehension

Effective cross-cultural communication requires:

- bicultural staff members to step in to help when communication breaks down; and
- Aboriginal staff to be engaged strategically so that all non-Aboriginal teachers/trainers (with Aboriginal learners):
 - have access to their support, eg as interpreters of language, behaviour and culture; and
 - acquire knowledge and understanding of Aboriginal English.

Educators need to:

- model cross-dialectal listening and speaking
- structure learning situations to make it easy for either/any dialect to be used
- modify learning materials and instructions
- help students to understand how others use language.

25 English as an Additional Language/English as an Additional Dialect.



Dimension 3: Extending repertoires

Building a bank of linguistic knowledge and skills

For educators, this means learning to:

- manage dialect diversity in their classroom/training site in a positive way
- include explicit teaching of differences between Aboriginal English and Standard Australian English as part of learning content
- view Standard Australian English (SAE) as adding to learners' language/literacy repertoire
- understand that developing a knowledge and understanding of Aboriginal English is adding to their own language/literacy repertoire.

For school principals/managing directors, this means recognising:

- the relevance of learners' home dialect/language to the acquisition of literacy
- the importance of transferring Aboriginal English language and literacy skills to SAE language and literacy development
- the value of Aboriginal educators modelling code-switching and biliteracy.

Dimension 4: Extending skills in Standard Australian English

This means educators are to:

- expect and set high standards for Aboriginal learners
- have high expectations of Aboriginal learners
- recognise the difficulty of learning an additional dialect, ie Standard Australian English (SAE)
- modify SAE learning materials
- explicitly teach contrasts between Aboriginal English and SAE
- ensure that assessments recognise learner achievements in both dialects
- use assessments as tools to guide SAE development.

Aboriginal learners are to view SAE as a tool to aid further learning.



MODULE 12.2 PLANNING AN EAL/EAD²⁶ PROGRAM

12.2.3 A MULTI-DIMENSIONAL MODEL OF TWO-WAY BIDIALECTAL EDUCATION – HANDOUT

Dimensions	Aim	School principal or training site managing director	Non-Aboriginal educators	Aboriginal educators	Learners
1. Extending relationships	To motivate communication	<p>(a) Community contact</p> <ul style="list-style-type: none"> - visiting - cross-generation relationships <p>(b) Education site policy</p> <ul style="list-style-type: none"> - cross cultural sensitivity - use of Aboriginal English/creole <p>(c) Staff development</p> <ul style="list-style-type: none"> enculturation of staff <p>(d) Development of a bicultural school environment</p>	<p>(a) Empower Aboriginal educators</p> <ul style="list-style-type: none"> - shared planning - appropriate role in classroom/training site <p>(b) Accept appropriate use of Aboriginal English/creole</p> <p>(c) Establish classroom/training site policy of mutual respect, cultural learning, dialect acceptance</p> <p>(d) Establish inclusive classroom/training site environment</p>	<p>(a) Community contact</p> <ul style="list-style-type: none"> - with principal/training site managing director - independently <p>(b) Provide input to educator on:</p> <ul style="list-style-type: none"> - learner communication - cultural sensitivities - learning materials <p>(c) Provide input and counselling to learners</p>	<p>(a) Reciprocal respectful relationship building</p> <p>(b) Reciprocal cultural learning</p> <p>(c) Work in bicultural pairs and groups</p> <p>(d) Equal access to empowerment through election of school/training site councillors</p>

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Dimensions	Aim	School principal or training site managing director	Non-Aboriginal educators	Aboriginal educators	Learners
2. Extending mutual comprehension	To facilitate communication	<p>(a) Staffing</p> <ul style="list-style-type: none"> - appoint sufficient Aboriginal educators - provide appropriate bicultural staff induction <p>(b) Staff development</p> <ul style="list-style-type: none"> - discussion during performance management <p>(c) Resourcing</p> <ul style="list-style-type: none"> - allocating time - funding resources 	<p>(a) Organise site to include Aboriginal learners centrally (rather than on the fringe)</p> <p>(b) Organise learning in small groups and pairs</p> <p>(c) Utilise bidialectal competence of Aboriginal educators</p> <p>(d) Foster mutual sociolinguistic understandings of language diversity</p> <p>(e) Develop cross-dialectal listening skills</p>	<p>(a) Provide interpretation and translation to teachers/trainers</p> <p>(b) Provide interpretation to learners as needed</p> <p>(c) Assist in modifying learning materials</p> <p>(d) Assist in classroom/training site enculturation of learners</p> <p>(e) Counsel disaffected learners</p>	<p>(a) Assist culturally different learners with mutual expression and understanding</p> <p>(b) Learn from culturally diverse materials</p> <p>(c) Acquire cross-dialectal listening and comprehension skills</p>



A MULTI-DIMENSIONAL MODEL OF TWO-WAY BIDIALECTAL EDUCATION

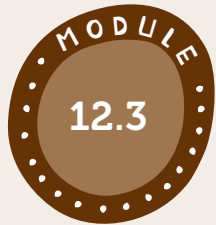
Dimensions	Aim	School principal or training site managing director	Non-Aboriginal educators	Aboriginal educators	Learners
3. Extending repertoire	To expand communication	<p>(a) Require recognition of prior English learning in literacy instruction</p> <p>(b) Incorporate bidialectal competencies in school assessment policy</p> <p>(c) Promote bias-free ways of referring to Aboriginal English</p>	<p>(a) Designate time for using Aboriginal English</p> <p>(b) Develop or modify resources to support bidialectal learning</p> <p>(c) Encourage bidialectal learning strategies</p> <p>(d) Support multi-modal communication</p> <p>(e) Celebrate bidialectalism</p>	<p>(a) Model Aboriginal English</p> <p>(b) Model code-switching</p> <p>(c) Alert teachers/trainers to cross-dialectal conceptual mismatches</p>	<p>(a) Aboriginal learners develop active bidialectal skills including biliteracy and code-switching</p> <p>(b) Non-Aboriginal learners develop passive bidialectal skills</p>



A MULTI-DIMENSIONAL MODEL OF TWO-WAY BIDIALECTAL EDUCATION

Dimensions	Aim	School principal or training site managing director	Non-Aboriginal educators	Aboriginal educators	Learners
4. Extending skills in Standard Australian English	To enhance learning	<ul style="list-style-type: none"> (a) Provide literacy materials for home use (b) Provide time for modifying Standard Australian English (SAE) learning materials (c) Make available ongoing professional development for all (d) Reward biliteracy 	<ul style="list-style-type: none"> (a) Bridge from Aboriginal English literacy to SAE literacy (b) Explicitly teach contrasts between Aboriginal English/creole and SAE in all dimensions of language/literacy (c) Develop biliteracy learning resources (d) Systematically record progress in SAE (using tools such as the <i>ESL/ESD Progress Map</i>) (e) Use bidialectal education understandings to assess learners 	<ul style="list-style-type: none"> (a) Assist with bidialectal assessment (b) Provide ongoing feedback -to teachers/trainers on learning points challenging for Aboriginal learners -to community on learners' progress 	<ul style="list-style-type: none"> (a) Peer feedback in pairs or groups (b) Use appropriate home literacy materials (c) Set progressive achievement goals

This table has been adapted from: Malcolm, I. G. and Truscott, A. (forthcoming). English without shame: Two-Way Aboriginal classrooms in Australia. In A. Yiakoumetti (ed.) *Harnessing Linguistic Variation for Better Education*. Bern: Peter Lang.



MODULE 12.3 GETTING TO KNOW LEARNERS

GETTING TO KNOW LEARNERS

Module 12.3 presents workshop materials that will enable educators to:

- explore new ways of getting to know their learners
- get ideas for talking to:
 - early childhood learners
 - middle childhood to early adolescent learners
 - adult learners
- understand important elements of the learners' backgrounds to consider
- find out about:
 - differences between EAL²⁷ and EAD²⁸ learners
 - the impact of the 'distance' between an individual's first and additional dialect on learning
- familiarise themselves with the materials and guidance to conduct a Two-Way Standard Australian English language and literacy needs analysis.

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28 English as an Additional Dialect

MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.1 STRATEGIES FOR GETTING TO KNOW LEARNERS – OVERVIEW

Learning objectives

This module will help educators to:

- identify various strategies that can be used to get to know learners
- become familiar with the think/pair/share activity.

Activity description (think/pair/share activity)

The activity presented below models a think/pair/share activity that participants might consider using with their learners. The task provides a structure for generating ideas. It can therefore be used as a pre-reading or pre-writing activity.

It can also help the educator to find out what learners already know about a topic.

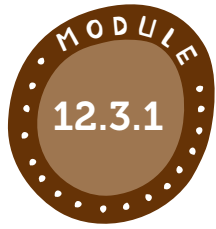
Facilitators notes

Materials required:

Select appropriate Powerpoint(s):

- Powerpoint 1: *Ideas for talking to early childhood learners* (provided)
- Powerpoint 2: *Ideas for talking to middle childhood to early adolescent learners* (provided)
- Powerpoint 3: *Ideas for talking to adult learners* (provided)
- Whiteboard or butchers paper and felt-tipped pens.

1. Ask participants to think about the learners in their cohort, their phase of development, backgrounds, strengths and learning needs, interests and how they could get to know them better.
2. Participants share their ideas with a partner and make a list.
3. Invite participants to call out suggestions as you write them down on the whiteboard/ butchers paper. If necessary, add your own suggestions.
4. Follow up by displaying the appropriate Powerpoint/s for your group or simply draw suggestions from them to add to the list.



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.1 STRATEGIES FOR GETTING TO KNOW LEARNERS – POWERPOINT 1

Ideas for talking to early childhood learners

- Get to know the children by engaging in play and talking about their experiences at home and at school.
- Allow the children to use their home language without judging and correcting it.
- Use pictures, stories or experiences to encourage learners to talk about themselves.
- Tell them about your own family so they can see you as a mother/father/grandparent/sister, etc.
- Bring in photographs or film-clips to share and talk about. This helps to make your experiences more real and less abstract.
- Observe the children in learners' interaction with others.



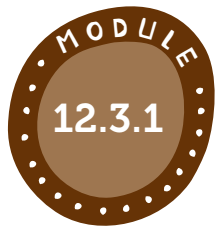
MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.1 STRATEGIES FOR GETTING TO KNOW LEARNERS – POWERPOINT 2

Ideas for talking to middle childhood or early adolescent learners

- Share with the learners some things about yourself. Tell them about your family and your background (if appropriate). Exchange ideas about your likes and dislikes.
- Bring in photographs or film-clips to share and talk about. This helps to make your experiences more real and less abstract.
- Encourage learners to be confident in using their home language as well as Standard Australian English. This will make them more comfortable with you and will promote the flow of information. It will also allow you to learn about their language skills and abilities.
- Provide meaningful, interesting and relevant learning experiences to observe their participation and success.
- Collect evidence of learners' work from a variety of task types. These can be analysed to find out the kinds of tasks they find engaging and the level of their current skills.





MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.1 STRATEGIES FOR GETTING TO KNOW LEARNERS – POWERPOINT 3

Ideas for talking to adult learners

- Relate on an adult-to-adult basis and ask what the participants would like to do by learning new skills.
- Conduct an interview, in private, to focus on the learner and his/her skills and to identify a starting point for new learning.
- Find ways to show that you are interested in the learner – if trust can be established, it is easier to work on understanding the stresses and other aspects of the learners' lives.
- Explain to learners how your program delivery usually operates and negotiate any changes where required.
- Make sure that learners have plenty of opportunities to work with their peers in groups.
- Listen to what your learners say – to you and to others – and respect and value it.



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.2 ELEMENTS OF THE LEARNER'S BACKGROUND TO BE CONSIDERED – OVERVIEW

Learning objectives

This module will help educators to:

- understand the aspects of a learner's background that need to be considered when planning a program
- become familiar with the cloze activity.

Activity description (cloze activity)

The activity presented below models a cloze activity that participants might consider using with their learners. Cloze activities foster the improvement of reading and comprehension skills by allowing oral exploration of word meanings and sentence construction.

They are particularly useful for revising various topics or content previously explored and for practising new vocabulary.

Facilitators notes

Materials required:

- Worksheet 1: *Elements of the learner's background* (provided)
 - Worksheet 2: *Cloze word list* (provided)
 - Facilitators key: *Elements of the learner's background* (provided)
 - Writing materials.
1. Distribute Worksheet 1: *Elements of the learner's background* and Worksheet 2: *Cloze word list* to each participant.
 2. Ask participants to work in pairs, but to fill in their own Worksheets.
 3. When participants have completed the task, read the Facilitators key, pausing before bold words (blanks on Worksheet) and eliciting suggestions from the group.

MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.2 ELEMENTS OF THE LEARNER'S BACKGROUND TO BE CONSIDERED – WORKSHEET 1

Elements of the learner's background

Effective learning experiences are those that learners find _____, _____ and _____. For this to occur, educators need to spend time to get to know learners at a _____ level. This means becoming familiar with learners' community, _____ language and literacy backgrounds as well as related local contemporary _____.

So when planning and developing a program, the following need to be considered:

- What are the learners' _____ and cultural backgrounds?
- What are their _____ and needs? What are their interests, their likes and _____?
- What languages and/or _____ are currently used by the learners and within their _____?
- What are the learners' _____ educational experience(s) and what literacy skills do they apply in their _____ language(s)/dialect?
- What are their knowledge of and skill _____ in Standard Australian English?
- What are their skill levels in Standard Australian English _____ (listening, speaking, reading/viewing and writing)?
- What are their _____ learning styles?
- What evidence can be used to _____ their current abilities and progress?

This information can be gained using a range of _____, including observation, looking up available records (for example, enrolment cards, reports, previous _____ produced by the learners), or by _____ to others who may _____ the learners (for example, previous _____, or administrators, family members and _____). However, the most _____ way to gain this information is by taking a _____ interest in the learners themselves, by spending _____ with them and by _____ to them.



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.2 ELEMENTS OF THE LEARNER'S BACKGROUND TO BE CONSIDERED – WORKSHEET 2

Cloze word list

literacy	dialects	previous
know	home	engaging
relevant	talking	culture
assess	effective	interesting
comprehensible	genuine	talking
history	friends	community
time	wants	personal
dislikes	preferred	work
linguistic	levels	
educators	strategies	



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.2 ELEMENTS OF THE LEARNER'S BACKGROUND TO BE CONSIDERED – FACILITATORS KEY

Elements of the learner's background

Effective learning experiences are those that learners find **engaging, relevant, interesting** and **comprehensible**.

For this to occur, educators need to spend time to get to know learners at a **personal** level. This means becoming familiar with learners' community, **culture**, language and literacy backgrounds as well as related local **history**.

So when planning and developing a program, the following need to be considered:

- What are the learners' **linguistic** and cultural backgrounds?
- What are their **wants** and needs? What are their interests, their likes and **dislikes**?
- What languages and/or **dialects** are currently used by the learners and within their **community**?
- What are the learners' **previous** educational experience(s) and what literacy skills do they apply in their **home** language(s)/dialect?
- What are their knowledge of and skill **levels** in Standard Australian English?
- What are their skill levels in Standard Australian English **literacy** (listening, speaking, reading/viewing and writing)?
- What are their **preferred** learning styles?
- What evidence can be used to **assess** their current abilities and progress?

This information can be gained using a range of **strategies**, including observation, looking up available records (for example, enrolment cards, reports, previous **work** produced by the learners), or by **talking** to others who may **know** the learners (for example, previous **educators**, administrators, family members and **friends**).

However, the most **effective** way to gain this information is by taking a **genuine** interest in the learners themselves, by spending **time** with them and by **talking** to them.

MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.3 DIFFERENCES BETWEEN EAL²⁹ AND EAD³⁰ LEARNERS – OVERVIEW

Learning objectives

This module will help educators to:

- understand the differences between EAL²⁹ and EAD³⁰ learners
- become familiar with a type of barrier activity.

Activity description (barrier activity)

The activity presented below models a barrier activity that participants might consider using with their learners. Barrier activities require learners to work in pairs to complete information gap activities, in which one person holds information that the other lacks.

A barrier, such as cardboard, a folder or book is placed between the pair, who face each other so that neither can see the information that the other has in front of them.

In addition to requiring individuals to engage with the content of the text, this activity fosters the development of skills associated with listening, pronunciation, oral fluency, spelling, writing, negotiating meaning and other collaborative learning practices.

²⁹ English as an Additional Language

³⁰ English as an Additional Dialect.

Facilitators notes

Materials required:

- Handout: *EAL versus EAD* (provided in the *Background reading*)
 - Worksheet A: *Differences between EAL and EAD learners* (provided)
 - Worksheet B: *Differences between EAL and EAD learners* (provided)
 - Facilitators key: *Differences between EAL and EAD learners* (provided)
 - Whiteboard or butchers paper and writing materials, including felt-tipped pens.
1. It is highly recommended that participants read the Handout: *EAL versus EAD* prior to the session. If possible, distribute it to participants in advance of the workshop.
 2. If possible organise participants into Two-Way Teams, otherwise organise participants into pairs or small groups using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies).
 3. Members of pairs should sit opposite one another and use a barrier (book, handbag, etc) so they cannot see each other's Worksheets.
 4. Give each pair a set of worksheets: *Differences between EAL and EAD learners* (one copy of Worksheet A for Partner A; one copy of Worksheet B for Partner B).
 5. Explain that Partners A and B will work together to complete their Worksheets by taking turns as they each read and explain the information their partner is missing and their partner takes notes to record missing information. Notes do not have to be verbatim, but should contain important key information.
 6. While participants are working through their Worksheets, write the discussion questions (below) on a whiteboard or butchers paper. Add any other questions or issues that you or the participants would like to discuss.
 7. When participants are finished, use the questions on the whiteboard or butchers paper for a whole-group discussion.

Discussion questions

1. In what ways do you think the backgrounds of EAL learners and EAD learners are similar/different?
2. The table on the worksheets indicates that Aboriginal English (AE) and Standard Australian English (SAE) seem to be 'mutually intelligible' and that when Aboriginal people use AE to communicate with SAE speakers, the language differences create no major obstacles. To what extent do you agree/disagree with these assertions? Give examples to support your views.
3. How might the goals or desired proficiency levels for EAL and EAD learners differ? Who decides what the goals or desired proficiency levels are?

MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.3 DIFFERENCES BETWEEN EAL³¹ AND EAD³² LEARNERS – HANDOUT

EAL versus EAD

It is useful to make a distinction between the learning needs of those acquiring (Standard) English as an Additional Language (EAL), which is also known as English as a Second Language (ESL), and those acquiring (Standard) English as an Additional Dialect (EAD), which is also known as English as a Second Dialect (ESD).

While Aboriginal language speakers learn Standard Australian English as another language, Aboriginal English speakers learn it as another dialect. For more information about dialects, see Focus Area 1, especially Module 1.1.

The main difference between teaching EAL and EAD is that these two groups of learners have distinctly different learning needs because of their respective language backgrounds.

Keeping in mind the significant differences between EAL and EAD learners, educators can use many of the teaching strategies designed for EAL learners.

However, some learning materials made for EAL learners will need to be adapted to make them relevant for Aboriginal learners who speak Aboriginal English (or a creole).

Learners who speak a creole as a home language usually have second language/dialect learning issues similar to those of their Aboriginal English speaking peers.

Creoles tend to be more 'distant' (on a continuum) from Standard Australian English than Aboriginal English in terms of their linguistic structure and features, to the extent that they can be characterised as languages or dialects in their own right³³.

Nonetheless, Australian Aboriginal creoles have drawn heavily on English (see Focus Area 1).

In terms of taking account of the learners' language backgrounds, educators may need to consider the same learning needs as those of second dialect learners.

Therefore, educators should undertake a language and literacy needs analysis to identify the linguistic skills needing extra support, regardless of whether the learners speak Aboriginal English or a creole (see the *Layers of language* model in Module 1.2 or Module 12.1; see Focus Area 3 for information on Aboriginal English grammatical features, many of which are shared by creoles. For additional information about the relationships between Aboriginal English and creoles, see *Solid English* (Cahill, 1999, Appendix 3).

³¹ English as an Additional Language

³² English as an Additional Dialect.

³³ Nero, S. J. (2001) maintains that in practice, identifying a creole as a language or dialect is often based on political, sociocultural and historical factors rather than linguistic ones. Siegel, J. (2010) agrees, noting that the ideologies (or belief systems) of the more powerful social group determine the extent to which non-standard dialects (or creoles) are recognised and allowed a presence in the classroom. Unfortunately, many non-standard dialect speakers tend to 'buy into' these views to reinforce the status quo, often undermining their own best interests (Corson, D. 1991).



When identifying teaching and learning strategies for those learning EAD, other cognitive, affective and linguistic dimensions must also be taken into account: that is, educators need to consider the learners' level of maturity, their exposure to and practice with the standard dialect and their attitudes and desire to learn it³⁴. They also need to attend to all levels of language analysis, ie those pertaining to the surface linguistic forms (sounds, words and sentence structure) and those relating to the meaning of the language (semantic and cultural conceptualisations).

Educators need to enhance learner awareness of the existence of the two dialects (or languages) by engaging them in activities in which the two dialects/languages are explicitly contrasted. Activities that provide learners with opportunities to practise code-switching between the two dialects (or languages) when appropriate are also essential. Such activities can provide opportunities for reflective discussions about the advantages of learning the standard dialect and the power it can offer in certain contexts. They also give learners the chance to acknowledge the role of the home language to convey those thoughts that cannot be expressed easily in another dialect, to express identity and indicate membership within their community. So it is important for learners to continue developing their home language as they advance their Standard Australian English language and literacy skills.

³⁴ The relationship between social status of non-standard dialect speakers and the acquisition of the standard dialect can be illustrated by the case of Singaporean English. Although many Singaporean children speak Singaporean Colloquial English, they quickly acquire Singaporean Standard English. Gupta (1991, cited by Siegel, 2010) maintains that this is because the standard dialect is used in the children's own community for formal purposes and is not associated with another social or ethnic group.



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.3 DIFFERENCES BETWEEN EAL³⁵ AND EAD³⁶ LEARNERS – WORKSHEET A

Differences between EAL and EAD learners³⁷

SAE = Standard Australian English

Learners	English as an Additional Language (EAL)	English as an Additional Dialect (EAD)
Starting point (for working toward achieving high level of SAE proficiency)	<ul style="list-style-type: none"> Zero/very distant from goal Exception: regarding conceptual dimension of SAE, those with Anglo Australian cultural backgrounds start out closer to goal	
Layers of language	<ul style="list-style-type: none"> Zero or minimal knowledge of SAE lexicon, phonology, morphology, syntax, etc Conceptual understandings: depend on background. Those with similar cultural backgrounds will have more shared understandings 	
Perception of progress	<ul style="list-style-type: none"> Easier at early stages of learning 	
Perception of differences between first language/ dialect and SAE	<ul style="list-style-type: none"> First language is distinctly different from SAE Easy to separate 	
Transfer from first language/ dialect to SAE Learners tend to transfer only first language/ dialect features when they are similar in the two languages/ dialects.	<ul style="list-style-type: none"> Few Reason: fewer language features are similar in the two languages Exceptions: with older learners, the sound system of the first language is often transferred to SAE (unless it obstructs communication); conceptual understandings are usually assumed to be shared knowledge unless made explicit	
Motivation level	<ul style="list-style-type: none"> High (usually) EAL speakers need to communicate for practical reasons 	

³⁵ English as an Additional Language

³⁶ English as an Additional Dialect.

³⁷ Table based on Siegel, J. (2010). *Second Dialect Acquisition*. Cambridge: Cambridge University Press, 134-138.



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.3 DIFFERENCES BETWEEN EAL³⁸ AND EAD³⁹ LEARNERS – WORKSHEET B

Differences between EAL and EAD learners⁴⁰

SAE = Standard Australian English

Learners	English as an Additional Language (EAL)	English as an Additional Dialect (EAD)
Starting point (for working toward achieving high level of SAE proficiency)		<ul style="list-style-type: none"> Closer to goal, but varies (dialect speakers' knowledge of SAE sometimes compared to that of very advanced EAL learners) <p>Exception: regarding conceptual dimension of SAE, learners' first dialect may be significantly more distant from SAE than it is for EAL learners with Western cultural backgrounds</p>
Layers of language		<ul style="list-style-type: none"> Knowledge of SAE lexicon, phonology, morphology, syntax where overlaps between the first dialect and SAE occur Conceptual understanding: significant differences between Aboriginal English and SAE speakers
Perception of progress		<ul style="list-style-type: none"> Difficult at all stages <p>For learner: this is particularly difficult if they are unaware they speak another dialect</p> <p>For educators: it is difficult to perceive changes in a learner's speech</p> <p>With young learners, educators may confuse natural child language development issues with dialect features</p> <p>With older learners, educators may not 'hear' learners producing SAE structures because their first dialect pronunciation is more noticeable and can mask their progress</p>

³⁸ English as an Additional Language

³⁹ English as an Additional Dialect.

⁴⁰ Table based on Siegel, J. (2010). *Second Dialect Acquisition*. Cambridge: Cambridge University Press, 134-138.



Learners	English as an Additional Language (EAL)	English as an Additional Dialect (EAD)
Perception of differences between first language/ dialect and SAE		<ul style="list-style-type: none"> Significant overlap with SAE Difficult to separate (particularly if using the first dialect is not an obstacle for communicating with SAE speakers)
Transfer from first language/ dialect to SAE Learners tend to transfer only first language/ dialect features when they are similar in the two languages/ dialects.		<ul style="list-style-type: none"> Many Reason: many language features are similar and seem mutually intelligible Learner may be unaware he/she speaks a dialect Using features of the first dialect appears to learners and educators not to obstruct communication (at least at the superficial level) Differences go unnoticed by learners, but are identified as 'errors' by educators
Motivation level		<ul style="list-style-type: none"> Low (usually) EAD learners can communicate with SAE speakers Affective factors may reduce desire and perceived need



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.3 DIFFERENCES BETWEEN EAL⁴¹ AND EAD⁴² LEARNERS – FACILITATORS KEY

Differences between EAL and EAD learners⁴³

SAE = Standard Australian English

Learners	English as an Additional Language (EAL)	English as an Additional Dialect (EAD)
Starting point (for working toward achieving high level of SAE proficiency)	<ul style="list-style-type: none"> Zero/very distant from goal Exception: regarding conceptual dimension of SAE, those with Anglo Australian cultural backgrounds start out closer to goal	<ul style="list-style-type: none"> Closer to goal, but varies (dialect speakers' knowledge of SAE sometimes compared to that of very advanced EAL learners) Exception: regarding conceptual dimension of SAE, learners' first dialect may be significantly more distant from SAE than it is for EAL learners with Western cultural backgrounds
Layers of language	<ul style="list-style-type: none"> Zero or minimal knowledge of SAE lexicon, phonology, morphology, syntax, etc Conceptual understandings: depend on background. Those with similar cultural backgrounds will have more shared understandings 	<ul style="list-style-type: none"> Knowledge of SAE lexicon, phonology, morphology, syntax where overlaps between the first dialect and SAE occur Conceptual understanding: significant differences between Aboriginal English and SAE speakers
Perception of progress	<ul style="list-style-type: none"> Easier at early stages of learning 	<ul style="list-style-type: none"> Difficult at all stages For learner: this is particularly difficult if they are unaware they speak another dialect For educators: it is difficult to perceive changes in a learner's speech With young learners, educators may confuse natural child language development issues with dialect features With older learners, educators may not 'hear' learners producing SAE structures because their first dialect pronunciation is more noticeable and can mask their progress

⁴¹ English as an Additional Language

⁴² English as an Additional Dialect.

⁴³ Table based on Siegel, J. (2010). *Second Dialect Acquisition*. Cambridge: Cambridge University Press, 134-138.

Learners	English as an Additional Language (EAL)	English as an Additional Dialect (EAD)
Perception of differences between first language/dialect and SAE	<ul style="list-style-type: none"> First language is distinctly different from SAE Easy to separate 	<ul style="list-style-type: none"> Significant overlap with SAE Difficult to separate (particularly if using the first dialect is not an obstacle for communicating with SAE speakers)
Transfer from first language/dialect to SAE Learners tend to transfer only first language/dialect features when they are similar in the two languages/dialects.	<ul style="list-style-type: none"> Few Reason: fewer language features are similar in the two languages Exceptions: with older learners, the sound system of the first language is often transferred to SAE (unless it obstructs communication); conceptual understandings are usually assumed to be shared knowledge unless made explicit	<ul style="list-style-type: none"> Many Reason: many language features are similar and seem mutually intelligible Learner may be unaware he/she speaks a dialect Using features of the first dialect appears to learners and educators not to obstruct communication (at least at the superficial level) Differences go unnoticed by learners, but are identified as 'errors' by educators
Motivation level	<ul style="list-style-type: none"> High (usually) EAL speakers need to communicate for practical reasons 	<ul style="list-style-type: none"> Low (usually) EAD learners can communicate with SAE speakers Affective factors may reduce desire and perceived need



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.4 THE 'DISTANCE' BETWEEN A LEARNER'S FIRST AND ADDITIONAL DIALECT – OVERVIEW

Learning objectives

This module will help educators to:

- identify the issues that need to be considered when planning a bidialectal language and literacy program
- understand how the 'distance' between a learner's first and additional dialect can affect acquisition of the new dialect
- become familiar with an information retrieval chart activity.

Activity description (information retrieval chart)

The activity presented below models an information retrieval chart task that participants might consider using with their learners. Information retrieval chart activities enable learners to develop reading skills such as extracting specific information, organising information, note-taking and other related study skills. They require the interpretation and summarising of information obtained from a text and the organising of that information onto a chart or grid for easy access in the future. This practice can help learners to prepare for a writing task, organise information for an oral presentation or study for an exam.

Facilitators notes

Materials required:

- Handout: *The 'distance' between a learner's first and additional dialect* (provided)
 - Worksheet: *The 'distance' between a learner's first and additional dialect* (provided)
 - Facilitators key/Powerpoint: *The 'distance' between a learner's first and additional dialect* (provided)
 - Writing materials
 - Whiteboard or butchers paper and felt-tipped pens.
1. Explain to participants that they will be reading a text about three issues that can cause learners difficulty when learning Standard Australian English (SAE) as an additional dialect. These matters all relate to the 'distance' between Aboriginal English (or creole) and SAE. As such, they can all have an impact on the level of difficulty experienced by learners.
 2. Give participants one copy each of the Handout and Worksheet.
 3. Participants should work in Two-Way Teams if possible or in pairs. They should use the Worksheet to take brief notes under the two headings 'Issues' and 'Examples'.
 4. When participants have finished, display the Powerpoint as a 'sample' of what a completed worksheet might look like.
 5. Possible follow-up discussion ideas include inviting questions or comments about the content of the text or the activity itself. How would you describe the dialect/language spoken by learners in your classroom/training site with respect to each of the dimensions listed on the Worksheet.

MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.4 THE 'DISTANCE' BETWEEN A LEARNER'S FIRST AND ADDITIONAL DIALECT – HANDOUT

The 'distance' between a learner's first and additional dialect

An important factor that determines the level of difficulty in learning another dialect is the degree of 'distance' between the learner's first dialect and the additional one he/she is learning.

In general, this distance may be viewed with respect to three dimensions: *social distance*, *grammatical/structural* and *phonetic distance*, and *cultural-conceptual distance*.

Social distance refers to issues such as the social status of the learner's first dialect and the one he/she is learning.

For example, a learner who speaks American English as his/her first dialect may not feel that Standard Australian English has a higher social status. By contrast, someone who speaks Aboriginal English as his/her first dialect may associate Standard Australian English with a higher social status. They may resist learning and speaking Standard Australian English because they associate it with another social group and may risk being put down by peers for trying to talk 'flash' or 'posh', particularly when using it in their own communities (Arthur, 1996; Eagleson, Kaldor and Malcolm, 1982; Malcolm et al., 1999). In general, the more 'non-standard' the dialect is perceived to be, the greater the social distance between it and the standard dialect.

The second dimension includes grammar/structure and phonetics. The differences between the grammar/structure and phonetics of Aboriginal English and Standard Australian English are considerable. This distance can cause difficulty for the learner. For example, in terms of grammatical structure and sounds, some varieties of Aboriginal English are closer to Aboriginal languages than to Standard Australian English. Given the significant differences between the grammar and sounds of Aboriginal languages and English, it is very likely that speakers of these varieties of Aboriginal English will find it more difficult to learn Standard Australian English than those who speak varieties of Aboriginal English that are closer to Standard Australian English.

The most significant facet of distance is that of the cultural-conceptual dimension.

Speakers of dialects that are distant from the standard in terms of their cultural conceptualisations often find the process of acquiring another dialect difficult. This is due to the fact that they are required to learn not only a new system of grammar and sounds but also a different system of conceptualising their experience.



For example, a learner whose first dialect conceptualises time as non-linear, in which the past is very much a part of the present and expresses it in relative or general terms (for example, 'before' or 'after' [an event], 'long time', 'drekly') will have difficulty in learning a dialect in which time is understood to be linear (and is expressed in exact numerical terms).

However, those who speak a dialect in which time is viewed as linear and express it in exact numerical terms will have less difficulty in learning Standard Australian English.

References

Arthur, J. (1996). *Aboriginal English: A Cultural Study*. Melbourne: Oxford University Press.

Eagleson, R. D., Kaldor, S. and Malcolm, I. G. (1982). *English and the Aboriginal Child*. Canberra: Curriculum Development Centre.

Malcolm, I. G., Haig, Y., Königsberg, P., Rochecouste, J., Collard, G., Hill, A. et al. (1999). *Two-Way English*. Perth: Edith Cowan University, Education Department of Western Australia.



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.4 THE 'DISTANCE' BETWEEN A LEARNER'S FIRST AND ADDITIONAL DIALECT – WORKSHEET

The 'distance' between a learner's first and additional dialect

Dimensions of 'distance'	Factors	Example
Social distance		
Grammatical/ structural and phonetic distance		
Cultural/ conceptual distance		



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.4 THE 'DISTANCE' BETWEEN A LEARNER'S FIRST AND ADDITIONAL DIALECT – FACILITATORS KEY/POWERPOINT

The 'distance' between a learner's first and additional dialect

AE = Aboriginal English; SAE = Standard Australian English

Dimensions of 'distance'	Factors	Example
Social distance	<ul style="list-style-type: none"> AE and SAE are linked to different social groups The more non-standard the dialect, the greater the 'distance' and level of difficulty 	<ul style="list-style-type: none"> American English versus SAE (small social distance) Aboriginal English versus SAE (greater distance)
Grammatical/structural and phonetic distance	<ul style="list-style-type: none"> Distance between grammar and phonetics of AE and SAE The greater the distance, the more difficulty learners will have in acquiring SAE 	<ul style="list-style-type: none"> Learners who speak a variety of AE/creole that is grammatically and phonetically closer to Aboriginal languages will have more difficulty in learning SAE
Cultural/conceptual distance	<ul style="list-style-type: none"> The distance between the cultural concepts of AE and SAE is a significant factor influencing dialect acquisition These learners must acquire not only the grammar and phonetics of SAE, but also understand cultural concepts of SAE 	<ul style="list-style-type: none"> Speakers of a dialect in which time is conceptualised as spiral-like (non-linear) and not expressed in exact terms will have difficulty in learning a dialect that values exact numerical terms

MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – OVERVIEW

Learning objectives

This module will help educators to:

- understand and use the resources provided in order to undertake a Two-Way language and literacy needs analysis
- become familiar with many of the common features of Aboriginal English at various layers of language and various levels of a text
- identify teaching/learning strategies to address the particular language and literacy learning needs of their students/trainees.

Please note:

- This activity works best when the Two-Way Teams use written samples of work produced by learners in their classroom/training site and a textbook or other materials that learners use regularly.
- **It is advisable to give participants sufficient notice to bring one long or several short writing samples produced by an EAL/EAD⁴⁴ learner.** These samples will be used as an information source to help identify 'where the learner is' in relation to Standard Australian English (SAE) language learning. Alternatively, provide participants with typical learner work samples and photocopies of pages from a textbook or materials that learners are likely to use.
- This activity is time consuming. It is helpful to set deadlines for tasks. Don't expect the participants to identify all aspects of language that need attention. A few key aspects and corresponding strategies are sufficient.

⁴⁴ English as an Additional Language/English as an Additional Dialect.

Facilitators notes

Materials required:

- Samples of EAL/EAD learners' work (brought by participants or supplied by facilitators; see note above)
- Textbook or materials that learners use regularly (brought by participants or supplied by facilitators; see note above)
- Powerpoint 1: *What is a Two-Way language and literacy needs analysis?* (provided)
- Powerpoint 2: *Procedures for a Two-Way language and literacy needs analysis* (provided)
- Explanatory notes to Powerpoint 3/Handout A: *Planning for language and literacy improvement in Standard Australian English* (provided)
- Powerpoint 3/Handout A: *Planning for language and literacy improvement in Standard Australian English* (provided)
- Explanatory notes to Powerpoint 4/Handout B: *Guidelines for conducting a needs analysis in Two-Way Teams* (provided)
- Powerpoint 4/Handout B: *Guidelines for conducting a needs analysis in Two-Way Teams* (provided)
- Explanatory notes to Powerpoint 5/Handout C: *Overview of the three dimensions of dialect/language learning* (provided)
- Powerpoint 5/Handout C: *Overview of the three dimensions of dialect/language learning* (provided)
- Handout D: *Quick guide to features of Aboriginal English* (provided)
- Handout E: *Sample language and literacy needs analysis chart* (provided)
- Worksheet: *Language and literacy needs analysis* (provided)
- Handout: *Guide to useful language and literacy teaching strategies and learning experiences* (provided in Module 12.7.3)
- Optional handout: *Useful teaching resources* (provided in References and further reading of this Focus Area)
- Writing materials.

Note: Powerpoints 1-5 and corresponding Handouts A-C introduce the background information for the needs analysis activity. Handouts D-G and the learners' work samples (brought by the participants) provide the materials required for undertaking the needs analysis activity.

1. Show and explain Powerpoints 1-5 and distribute Handouts A-C accordingly.
2. Distribute Handouts D-G.
3. Discuss Handout D: *Quick guide to features of Aboriginal English*.
Explain that this guide is divided into seven sections: pronunciation, vocabulary, grammar, discourse patterns, communicative behaviour, text-level features and cultural conceptualisations. Participants should scan the guide to locate these sections. Point out that the guide is not an exhaustive list of features, but it contains many that occur frequently. The examples provided are those that have been identified in the speech of young Aboriginal English speakers.

(continued on next page)

Facilitators notes (continued)

4. Discuss Handout E: *Sample language and literacy needs analysis chart*.

Explain that the chart consists of three sections, one for each dimension of language described on Handout C (language as a system, intercultural understandings and language learning and communication strategies).

Note that the first section (language as a system) is divided into 'sounds', 'words' and 'meanings', 'grammar' and 'text-level structures'. The other two sections ('intercultural understandings' and 'language learning and communication strategies') have not been sub-divided. In each section there is a reference to one or two corresponding sections in Handout D. For example, the 'pronunciation' section of Handout E refers users to Section A on Handout D, and the 'text-level structures' section refers users to Sections D and F on Handout D.

Under each dimension on the chart, there are two columns:

- The left column is for recording the features of SAE language and literacy identified in the learner's work sample that need to be addressed.
- The right column is for recording the corresponding activities identified in Handout: *Guide to useful language and literacy teaching strategies and learning experiences* (Module 12.7.3) that can be used to address these issues.

The Two-Way Teams can examine Handout E: *Sample language and literacy needs analysis chart* to see how the two columns have been completed.

5. The Two-Way Teams are then ready to undertake the needs analysis using the Worksheet. The teams should carefully examine the learner's work sample, making note of language features that are not correct in SAE and that may therefore need attention. (These can be highlighted or circled.)

They should then search through Handout D to locate the features. This can provide insight into the source of the issue and how to categorise and record it on the worksheet.

For example, is it an Aboriginal English feature or is it another issue concerning pronunciation, ie word and sound relationships causing a mis-spelling? Or is it an unfamiliar word/expression or grammatical structure?

Note: because of the nature of the learners' writing samples, identifying items to list under the third section (language learning and communication strategies) may be difficult. However, the Two-Way Teams can draw on their own knowledge of the learners' skills to identify a few areas that could be targeted during the term or semester.

6. When the Two-Way Teams have recorded a sufficient number of items under each section in the left column, they can then work on the right column, noting the corresponding teaching/learning activities that can be used to address each learning point (recorded in the left column). For this component of the activity, the teams can use the Handout: *Guide to useful language and literacy teaching strategies and learning experiences*.
7. Option: at the end of the activity, provide participants with the Optional handout: *Useful teaching resources* (provided in References and further reading of this Focus Area).

MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – POWERPOINT 1

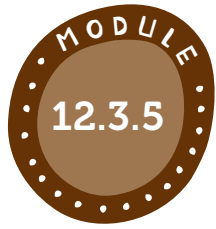
What is a Two-Way language and literacy needs analysis?

It is a process in which Two-Way Teams identify the language and literacy learning needs of students/trainees so that:

- the learning needs can be converted into learning objectives
- the learning objectives can be used to guide the development/selection of teaching/learning materials, activities and assessments
- the outcomes of the assessments can be used to evaluate the learning program.

Adapted from Brown, J. D. (2009). Foreign and second language needs analysis. In M. H. Long and C. J. Doughty (eds). *The Handbook of Language Teaching*. Chichester, UK: Wiley-Blackwell, 269.





MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – POWERPOINT 2

Procedures for a Two-Way language and literacy needs analysis

1. Undertake the needs analysis by:
 - a. collecting the relevant information (data); for example:
 - samples of speech and writing
 - interviews (recordings or notes)
 - educator's observation notes
 - b. analysing the data (in a Two-Way Team)
 - c. interpreting the findings (in a Two-Way Team).
2. Use the needs analysis findings to:
 - a. define specific learning objectives (language points, reading/writing strategies, etc)
 - b. use the identified learning objectives to select/develop learning materials, activities, assessments
 - c. evaluate and adjust needs analysis process.



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – EXPLANATORY NOTES TO POWERPOINT 3/HANDOUT A

Planning for language and literacy improvement in Standard Australian English

Please note: the text in **bold type** (below) appears on Powerpoint 3/Handout A. The text in normal type provides extra notes that do not appear on Powerpoint 3/Handout A.

The flow chart on the Powerpoint and Handout illustrate a cyclical process:

Step A: Two-Way content and language/literacy needs analysis. The Two-Way Team becomes familiar with the curriculum/course content as well as the knowledge and skills in Standard Australian English (SAE) language and literacy required to enable EAL/EAD learners to access and engage with the content, ie the knowledge and skills that need be taught.

Step B: Two-Way learners' current skills and knowledge. The Two-Way Team becomes familiar with the learners' existing knowledge and skills regarding the curriculum/course content as well as their existing language and literacy knowledge and skills in both their home language (Aboriginal English/creole) and in SAE.

Step C: Identification of teaching content. The Two-Way Team identifies the content knowledge that must be taught as well as the SAE language and literacy knowledge and skills that need to be taught (while taking account of the learners' existing skills and knowledge).

Step D: Planning for progress. The Two-Way Team develops a teaching/learning plan that incorporates curriculum/course content and outlines the SAE language and literacy knowledge and skills required for learners to access and engage with the content. This includes listing unfamiliar vocabulary, SAE language features/structures and literacy skills (identified in Step C).



Step E: Program delivery. The Two-Way Team identifies strategies that:

1. are appropriate for the learning context
2. are age appropriate and will address the learners' needs
3. are suitable for teaching the curriculum/course content
4. teach the associated language and literacy knowledge and skills to enable the learners to succeed.

Step F: Monitoring and evaluation. The Two-Way Team conducts an ongoing assessment of the learners' progress in relation to the acquisition of SAE language and literacy knowledge and skills as well as the understandings and knowledge they acquire in terms of curriculum/course content. This provides the basis for revising the program to ensure that it successfully achieves positive outcomes in acquiring skills associated with the learning objectives of the curriculum/course content and SAE language and literacy. The Two-Way process of evaluating and modifying the program begins by revisiting Step A, Step B and so on.

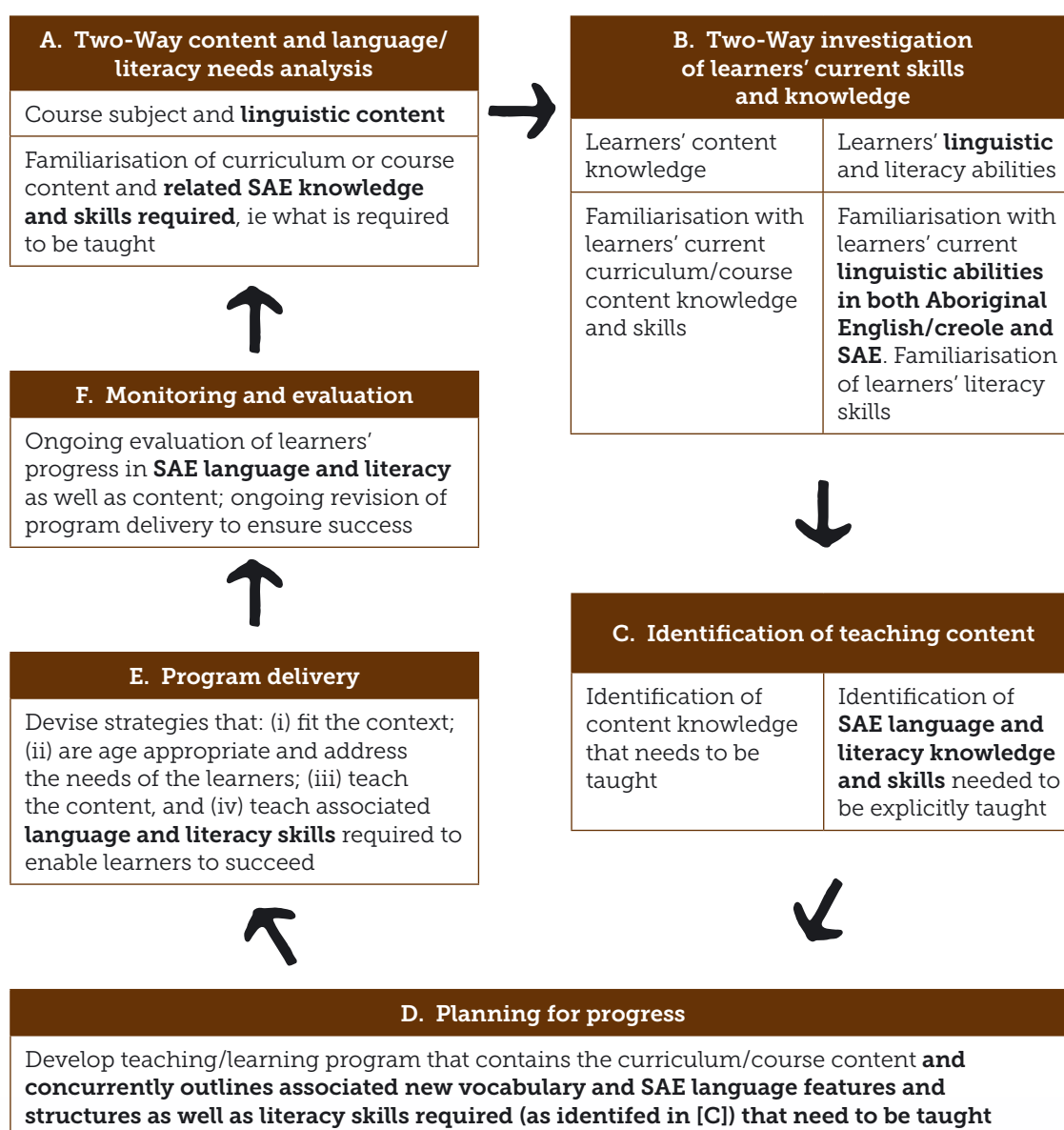


MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – POWERPOINT 3/ HANDOUT A

Planning for language and literacy improvement in Standard Australian English

SAE = Standard Australian English



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – EXPLANATORY NOTES TO POWERPOINT 4/HANDOUT B

Guidelines for conducting a needs analysis in Two-Way Teams

Please note: the text in **bold type** (below) appears on Powerpoint 4/Handout B. The text in normal type provides extra notes that do not appear on Powerpoint 4/Handout B.

Educators should take into consideration the following:

- **Groups and individual learners have multi-level skills.** Learners of similar age vary in terms of their language and literacy skills in relation to one another, but also as individuals. Generally, an individual's receptive skills are better than their productive skills. Listening skills tend to be better than speaking skills, and reading comprehension skills tends to be better than writing skills.
- **Learners acquire language and literacy skills at different rates.** Numerous factors can influence additional dialect/language acquisition and development of literacy, including language background, specifically the 'distance' of home language from Standard Australian English (SAE) in terms of social group, grammatical structure and cultural conceptualisations (see Module 12.3: *The 'distance' between a learner's first and additional dialect*); physical health and social and emotional wellbeing; previous school experience; attendance; home situation; access to literacy materials; and cognitive development.
- **EAL/EAD learners acquire 'simple' SAE grammatical structures before they acquire more complex ones. More complex grammatical structures are very challenging if the simpler structures have not been mastered.**

Note that grammatical forms that appear to be simple can be structurally complex (Krashen, 1985). These are particularly challenging for learners if there is no corresponding structure in their home language. For example, passive constructions, eg *was found*, appear to be simple in form, but are structurally complex. They are unfamiliar to Aboriginal English speakers because they use other ways to express the passive and there is no corresponding structure with which it can be compared.



- **A needs analysis should be undertaken in Two-Way Teams.**

By working collaboratively, both the Aboriginal and the non-Aboriginal partner can contribute their understandings and explanations to identified points of difficulty. For example, the Aboriginal person is more likely to be able to identify which language features and structures may be difficult for the learner to access. Together, the Aboriginal and the non-Aboriginal Two-Way Team partners will be able to investigate any text-related conceptual differences between the intention expressed in the text and the Aboriginal learners' interpretation. The team can then work out whether these texts will need further exploration by the learners.

- **A needs analysis should identify a *small number of selected features/structures/conceptualisations* that can be reasonably addressed in learning materials, activities and assessments within the planned context of the content to be taught and within a specified period of time.**

These could include new vocabulary, new grammar, conceptual understandings, etc.

- **Educators should take a *long view* of teaching/learning these structures/features/conceptualisations, eg a term or a semester.**
- **Selected features should be taught explicitly and recycled in context in all modes of language (listening, reading, speaking and writing), and reviewed as opportunities arise.**
- **Contrasts between the SAE structures and the ways they are expressed in Aboriginal English/creole should be explicitly taught.**

Many of the conventions that need special attention with Aboriginal English learners have also been covered in other parts of these materials. See Focus Area 8 for information on vocabulary and graphophonics, Focus Area 3 for information on grammar and syntax, Focus Areas 2 and 4 for explanations of cultural-conceptual differences and the cultural conventions of language use and Focus Area 9 for a description of the impact of Aboriginal culture on texts and textual understanding.

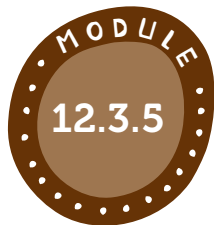
- **The educator can select several different texts focusing on the same topic or develop versions of the required text using less-complex SAE language, but presenting the same content. Texts should be pitched at different levels of SAE language difficulty to make them accessible to learners with varying skill levels.**

References and further reading

Brown, J. D. (2009). Foreign and second language needs analysis. In M. H. Long and C. J. Doughty (eds). *The Handbook of Language Teaching*. Chichester, UK: Wiley-Blackwell, 269-293.

Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.





MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – POWERPOINT 4/HANDOUT B

Guidelines for conducting a needs analysis in Two-Way Teams

Educators should take into consideration the following:

- Groups and individual learners have multi-level skills.
- Learners acquire language and literacy skills at different rates.
- EAL/EAD⁴⁵ learners acquire 'simple' Standard Australian English (SAE) grammatical structures before more complex ones.
- EAL/EAD learners acquire more complex structures only when they have mastered the simpler structures.
- A needs analysis should be undertaken in Two-Way Teams.
- A needs analysis should identify and focus on a small number of selected features/structures
- Educators should take a long view of teaching/learning these structures/features, eg a whole term or semester.
- Selected features should be explicitly taught and recycled in all modes of language (listening, reading, speaking and writing) and reviewed as opportunities arise.
- Contrasts between the SAE structures and the ways they are expressed in Aboriginal English/ creole should be explicitly taught.
- Educators can select several different texts focusing on the same topic or develop versions of the required text using less-complex SAE language but presenting the same content. Texts should be pitched at different levels of SAE language difficulty to make them accessible to learners with varying skill levels.

References and further reading

Brown, J. D. (2009). Foreign and second language needs analysis. In M. H. Long and C. J. Doughty (eds). *The Handbook of Language Teaching*. Chichester, UK: Wiley-Blackwell, 269-293.

Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.



45 English as an Additional Language/English as an Additional Dialect.

MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – EXPLANATORY NOTES TO POWERPOINT 5 /HANDOUT C

Overview of the three dimensions of dialect/language learning

Please note: the text in **bold type** (below) appears on Powerpoint 5/Handout C. The text in normal type provides extra notes that do not appear on Powerpoint 5/Handout C.

Explain that the three dimensions of language (**language as a system; intercultural understandings; language learning and communication strategies**) are categories of Standard Australian English language and literacy needs included in the upcoming Worksheet *Language and Literacy needs analysis* to ensure that educators take account of these dimensions.

Participants should note that these dimensions are interrelated.

The items noted under the column *Examples* can provide a useful checklist of features/structures and functions of language that need to be considered. Note that the checklist is a starting point and should not be seen as exhaustive.

For additional activities on the three dimensions of language, see Module 12.6.



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – POWERPOINT 5/ HANDOUT C

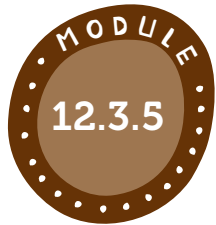
Overview of the three dimensions of dialect/language learning

Dimensions of language	Description	Examples
Language as a system	<ul style="list-style-type: none"> forms functions conventions 	sub-systems associated with: <ul style="list-style-type: none"> sound vocabulary morphology (rules of word structures: for example, adding -ed to a verb) spelling sentence/text structures meanings non-verbal language, eg gestures pragmatics (knowing the rules about 'what to say when and how to say it')
Intercultural understandings	<ul style="list-style-type: none"> sociocultural knowledge and behaviours cultural values, beliefs, attitudes cultural ways of interpreting knowledge and experience 	<ul style="list-style-type: none"> cultural schemas (culture-specific knowledge structures that guide understandings about the world, our ways of doing and knowing things) conceptualisations regarding organisation of thought (illustrated through classifications, categorisations and metaphors) world views such as understandings about the interrelatedness of time, matter and space sensitivities to cultural nuances associated with values, beliefs and attitudes and affecting understandings of humour, genres and discursive practices





Dimensions of language	Description	Examples
Language learning and communication strategies	<ul style="list-style-type: none"> • social and affective strategies • cognitive strategies • meta-cognitive strategies 	<ul style="list-style-type: none"> • noticing differences between the two languages/dialects • transferring knowledge about one language variety (dialect/language) to the other • negotiating meaning • repair strategies to sustain verbal communication • agreeing/disagreeing • asking questions • asking for help • seeking/giving feedback • asking for clarification • expressing opinions • giving instructions • describing a process • retelling a narrative • giving an explanation • presenting and supporting an argument • problem solving • predicting/deciphering meaning • identifying main ideas • critical literacy strategies (deciphering purpose, assumptions, inferences, stereotyping; attending to emotive uses of language, persuasion techniques) • extracting information from oral/written texts • note-taking • organising, categorising information • redrafting, editing, rewording • making comparisons/contrasts • presenting information in an Standard Australian English logical format • hypothesising • peer teaching • decision making • politeness conventions, eg thanking, greeting, leave taking, etc • collaborating, cooperating in pairs/groups



MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – HANDOUT D**Quick guide to 100 common features of Aboriginal English****Introduction**

This guide will assist with the analysis of a learner's work sample. The purpose of this guide is to help educators to distinguish the different linguistic features of the dialect that will be relevant in different ways to additional language and literacy education.

It will also enable participants to appreciate the complexity of Aboriginal English (AE) and how it differs from Standard Australian English (SAE).

Sections A-E provide information to assist in determining the source of some features in terms of whether they are AE or something else, eg non-standard non-AE, an interlanguage (transition system of an English as an additional dialect learner), a developmental variety of English (transition system of a first language learner) or an idiolect peculiar to that learner.

Section F provides comparisons between SAE and AE practices at the level of the text and Section G offers some insight into underlying cultural conceptualisations that guide communicative understandings and practices.

Using the guide for the needs analysis

1. Highlight or circle features in the sample of the learner's writing (or speech) that are inconsistent with SAE practices.
2. Scan the AE column (in red) in the relevant section to see if there are similar structures.
3. Look at the first column to see how the feature is described in linguistic terms.
4. Look at the fourth column to see why the learner might be using the term.
5. Record the feature(s) on the *Worksheet: Language and Literacy Needs Analysis*.
6. Use the *Guide to useful language and literacy teaching strategies and learning experiences* to select activities/games that can be used to address the issue(s).



Quick guide to 100 common features of Aboriginal English

AE = Aboriginal English; SAE = Standard Australian English

A. Pronunciation (AE sounds can influence spelling in SAE writing)

No.	Name of linguistic feature	AE example	SAE form	Explanation (source)
1	Zero ⁴⁶ initial /h/	ospital	hospital	L1 ⁴⁷ phonology
2	Additional initial /h/	highland	island	Hypercorrection ⁴⁸
3	Additional initial /n/	my nother brother	my other brother	Kriol (Derivation from <i>another</i>)
4	Zero initial /w/ on was	we 'as safe	we were safe	Extension of English elision ⁴⁹ rules
5	Unvoiced ⁵⁰ 'th' becomes /t/	ting	thing	Pidgin, Kriol and L1 phonology
6	Voiced 'th' becomes /d/	dey	they	Pidgin, Kriol and L1 phonology
7	/v/ becomes /b/	teeby	TV	L1 phonology
8	Consonant cluster simplification	onna, inna han' haven'	on the, in the hand haven't	L1 phonology
9	Vowel insertion between consonants	imiyu saleep	emu sleep	L1 phonology
10	Assimilation ⁵¹ of syllables	I'na	I want to	
11	Vowel lengthening for emphasis	bi-i-i-ig	(very) big	
12	Stress on first syllable	'kangroo 'longway	kanga'roo a 'long 'way	
13	Deletion of unstressed initial vowel	'leven 'long 'way 'cause	eleven along away because	
14	Monophthongisation of diphthongs ⁵²	the:	there	L1 phonology
15	Metathesis ⁵³	aks	Ask	English dialect form

46 The term *zero* is used here to indicate 'the absence of' something, eg the *h* sound.

47 L1 = first language/home language

48 Speaker's home language does not include the feature, so he/she may 'overcorrect', ie use the feature where the rule does not apply.

49 An elision is when a sound is left out, for example, in rapid speech, eg *should have* → *should 'ave*.

50 *Unvoiced* consonant sounds (*p, t, k*) are produced when our vocal cords are relaxed so that they **do not** vibrate as air passes through. *Voiced* consonants (*b, d, g*) are produced when our vocal cords contract so that they vibrate when air passes through.

51 *Assimilation* occurs when a sound changes to become similar to another that is close by.

52 A diphthong is a vowel with two parts, eg the SAE vowel sound in *there* [eə]. In Aboriginal English, this becomes a monophthong (a single vowel sound [ə]) which is elongated [ə:]. (The symbol [:] represents a lengthening of the vowel sound.) This process is common in other dialects of English.

53 *Metathesis* is the transposition or switching of consonant sounds: [sk] → [ks]. This is also common in other dialects of English.



B. Words

No.	Name of linguistic feature	AE example	SAE gloss	Source
16	L1 lexical transfer	moorditch bogie djanguna	great bathe goanna	Nyungar Dharuk Yindjibarndi
17	Pidgin lexical transfer	blackfella dreckly stop kill	Aboriginal in a while dwell hit or kill	NSW Pidgin NSW Pidgin NSW Pidgin NSW Pidgin
18	Creole lexical transfer	eyeglass	spectacles	Kriol
19	Temporal dialect ⁵⁴ form	gammon	nonsense	18th century English
20	D1 behaviour term	shame job	something causing shame	neologism
21	D1 kin term	granny	grandchild	AE semantic shift
22	D1 register ⁵⁵ variant	demon drop	detective thrash	AE semantic shift Specialist English register
23	L1 lexico-semantic transfer	cattle cow waterflood	cow flood	Aboriginal language use of generic classifiers
24	Semantic inversion ⁵⁶	deadly hungry cruel	very good desirable good	Semantic restructuring of English
25	SAE re-analysis	earsdropping revision mirror	eavesdropping rear vision mirror	Restructuring of English

C. Grammar

No.	Name of linguistic feature	AE example	SAE form	Source
26	Zero article before noun	We went to airport	We went to the airport	Pidgin, Kriol
27	Demonstrative for definite article	We went to dis windmill	We went to a windmill	Kriol (intensified deictic reference)
28	One for indefinite article	One doctor gonna take my toothache	A doctor is going to take my tooth out	Cape York Creole
29	Redundant article	We see a three galgoola	We saw three galgoola plants	Hypercorrect form
30	Zero plural '-s' on noun	two turkey	two turkeys	Pidgin, Kriol

⁵⁴ A temporal dialect form is a form that was adopted from a dialect as it was spoken at an earlier time in history, eg 18th century English: the form is no longer used in present-day English dialects.

⁵⁵ A *register* is the stylistic variation in language according to situation, eg formal versus informal situations.

⁵⁶ Semantic inversion occurs when the opposite meaning for a word is adopted.



No.	Name of linguistic feature	AE example	SAE form	Source
31	Zero possessive 's' on noun	my cousin bike	my cousin's bike	Pidgin, Kriol
32	-one suffix on adjective or noun	We bin see one bird, flying one	We saw a flying bird	Kriol
33	-fella suffix on adjective or noun	oldfella	old/ old person	Kriol
34	-fella suffix on plural pronoun	Youfella bin bring dem cake	You brought those cakes	Kriol
35	-est suffix for intensification of adjective	a brainiest kid	a very brainy kid	Kriol (derivation of intensifying suffix from superlative)
36	Count and non-count nouns ⁵⁷ not distinguished	little woods	bits of wood	English restructuring
37	Derivation of gerunds ⁵⁸ from certain nouns	schooling	going to school	English restructuring
38	Generalised quantifiers	big mob stones alla kid	a lot of stones the kids	Kriol Kriol
39	Demonstrative adjective <i>them/dem</i>	Them boys	Those boys	Kriol and English dialect form
40	Zero gender marking on pronoun	E bin give us too many money	He or she gave us a lot of money	Pidgin, Kriol
41	Reduced case marking ⁵⁹ on pronoun	im (subject) me (subject)	he (subject) I (subject)	Kriol, Cape York Creole
42	hees possessive pronoun form	Hees team came last in the race	His team came last in the race	Restructuring (analogy with noun possessive)
43	youse plural pronoun form	Where would youse go?	Where would you go?	Irish English
44	Dual pronoun forms	we-two, us-two, you-two, them-two	(not distinguished)	Kriol
45	-gether = kin relation marker	father-gether sister-gether	father and child sister and younger brother or sister	Kaytetye grammatical transfer
46	Reflexive pronouns with invariant on possessive pronoun base	theirself/ themselves	themselves	English restructuring/ English dialect transfer?

57 Count nouns can be counted, eg books, pencils, cartons, loaves; *non-count* nouns cannot be counted, eg milk, butter, bread.

58 Gerunds are noun forms derived from verbs. They may look like verbs, but they operate like nouns. (*Walking is good exercise.*)

59 A case marking is an inflection or form indicating how it is used in a phrase or clause, eg the form of a pronoun in SAE subjects (*I, we, he, she, they*) or objects (*me, us, him, her, them*).



No.	Name of linguistic feature	AE example	SAE form	Source
47	Verb compounding with <i>up</i>	borrow up roast up	borrow roast	Neologisms by analogy with forms like <i>eat up</i>
48	Reduced past tense marking on verb	After that we find a dingo trap	Later we found a dingo trap	Pidgin, Kriol
49	Marking of transitive verbs	We bin chasem horse	We chased (a) horse(s)	Kriol
50	Preverbal past tense marker <i>bin</i>	I bin run	I ran	Kriol
51	Zero auxiliary ⁶⁰ with progressive verb (esp. in present)	He chasin little cats	He is/was chasing little cats	Kriol
52	Zero perfect aspect	We seen a cat	We saw (or have seen) a cat	L1 transfer (Pidgin)
53	Zero <i>be</i> auxiliary with passive	They just told they can move back	They were just told they could move back	L1 transfer (also Pidgin)
54	Zero <i>be</i> copula ⁶¹	E not nine, e six	He/she is not nine he/she is six	Pidgin, Kriol
55	Preverbal future tense marker <i>gonna</i>	We gonna make one down the river	We'll make one down at the river	Kriol (analogy with past tense marking)
56	Tag question forms	They fight, unna?	Do they fight?	L1 grammatical transfer
57	<i>E got</i> for 'there is/are'	Behind meatworks e got deep hole there	There is a deep hole behind the meatworks	Kriol
58	Adverb form <i>liar</i>	mela bin liar cry	We pretended to cry	English restructuring (derivation of adverb from noun)
59	-time adverb compounding	one time dark time	once night	Kriol
60	-way adverb compounding	We went longway	We went a long way	Kriol
61	Zero preposition <i>to</i>	gonna go Derby	going to go to Derby	Pidgin
62	Locative suffix <i>-la</i>	Look here-la	Look (over) here	Cape York Creole, Kriol

60 Auxiliary verbs are forms of the verbs *be*, *have* and *do* (sometimes called 'helping verbs') that precede other verbs in SAE to indicate time, aspect and modality (or orientation), eg *is taking*; *have taken/had taken*; *had been taken*, *did take*, *did you take*, etc.

61 Copula verbs are those linking the subject and the complement (or the phrase that comes after the copula verb). The most common copula verbs are *be*, *seem*, *become*. (*He is nine years old. She is six.*) Copula verbs are unnecessary in Aboriginal English and many other languages.



No.	Name of linguistic feature	AE example	SAE form	Source
63	Interchangeable prepositions <i>in~at~on</i>	in night time	at night time	Cape York Creole, Kriol; L1 locatives
64	Redundant preposition <i>to</i>	take me to home	take me home	Hypercorrect form
65	Verb negation with <i>no more</i>	no more	don't/didn't	Kriol
66	Double negative	We bin tellim not to gib us nothing	We told him not to give us anything	English informal register
67	Double subject	My uncle he slept at the back	My uncle slept at the back	Kriol
68	Zero <i>be</i> copula in questions	You whitefella?	Are you a white person?	Kriol
69	Zero auxiliary in questions	You like flag race?	Do you like the flag race?	Kriol
70	Zero subject-noun concord	They was comin to Wagin	They were coming to Wagin	English dialect form
71	'Afterthought' structure	We get five sheeps, fat one	We got five fat sheep	Kriol
72	Embedded observation	I saw him was running behind me	I saw him and I saw he was running behind me	Kriol
73	Serial verbs	The wind blow me knock me over	The wind blew me and knocked me over	Pidgin, Cape York Creole
74	Verb repetition for emphasis	I bin running, running, running, running, running, running, running	I ran and ran	L1 stylistic transfer
75	Associated motion	Nother mob bin go down long creek and go and drink water	The others went down the creek and had a drink	L1 conceptual and grammatical transfer



D. Discourse patterns (ways of speaking can influence text structure in writing)

No.	Name of linguistic feature	AE example	SAE form	Source
76	Confirmation-seeking tagging	You'll get shame, eh	(Confirmation not normally sought)	Maintenance of group-oriented cultural patterns
77	Relationship tagging	<i>bro, cuz, koorda</i> , etc used between Aboriginal students	(No relationship tagging)	Maintenance of group-oriented cultural patterns
78	Tracking structure	(Narratives may follow a 'moving' and 'stopping' structure)	(Narratives usually linear in structure)	L1 discourse patterning
79	Group narration	(Learners collaborate in giving recounts)	(Students act more as individuals)	L1 group-oriented behaviour patterns
80	Explanatory <i>cos</i>	(Using <i>cos</i> to mark an explanatory back-shift in discourse)	(Not needed because order is chronological)	Stylistic innovation
81	Narrative and interactive units	(Interposing units of listener interaction in narration)	(Normally narrative is not interrupted)	Stylistic innovation
82	Discourse resumption markers	(<i>Well</i> or <i>Anyway</i> , used to resume a narrative after its interruption)	(Less common)	Stylistic innovation
83	Discourse progression markers	<i>Well dat fella bin take me now, long footpath now...</i>	(Not used)	Stylistic innovation
84	Swearing	(May show minimal restraint in swearing)	(Swearing less obvious)	Transfer from familiar register
85	Declined replying	(Silence in response to questions)	(Response always expected)	L1 discourse pattern: optional replying
86	Resistance to follow up questions	(May not respond to request to repeat)	(Normally responds)	L1 cultural pattern
87	Deferred replying	(Long delay before replying)	(Only short wait time tolerated)	L1 pattern of allowing thinking time
88	Unsolicited replying	(Responding when not nominated)	(Only the nominated one replies)	L1 communal discourse pattern



No.	Name of linguistic feature	AE example	SAE form	Source
89	Echoing	(Repeating words of teacher or other student)	(Does not normally occur)	Possible interlanguage communication strategy
90	Gratuitous concurrence	(Saying 'yes' to please the educator/person in power)	(Does not normally occur)	Possible cultural defensive strategy

E. Communicative behaviour (can influence language learning and communication strategies)

No.	Name of linguistic feature	AE example	SAE expectation	Source
91	Communal interaction	(Learners interact best as a group)	Students may interact well in dyads (one-to-one)	L1 group-oriented behaviour patterns
92	Eye-contact avoidance	(Learners may avoid eye contact and complain of being stared at)	(Students expect eye contact)	L1 deference and avoidance patterns
93	Name avoidance	(Learners may avoid names of bereaved)	(No pattern of name avoidance)	L1 cultural patterns
94	Name substitution	(A substitute name, eg <i>Nabberu</i>) may be used)	(No pattern of name substitution)	L1 cultural patterns
95	Respectful style	(Learners may use very low volume)	(Learners may use politeness terms)	L1 cultural patterns
96	Context dependence	(Features in a shared context may be assumed)	(More explicit about context)	Transfer of L1 homogenous group interactive patterns
97	Gesture	pointing with lip	Pointing with hand	L1 cultural pattern
98	Greetings and politeness forms	(May not be used)	(Normally habitual)	L1 cultural pattern
99	Verbal commitment	(May be assumed as contingent)	(Normally assumed binding)	L1 cultural pattern
100	Opening conversation	(Commonly done by asking about family)	(Less likely to be about personal things)	L1 cultural pattern



(This chart has been adapted from workshop materials developed by I.G. Malcolm: *Does this student speak Aboriginal English?*)

F. SAE text forms/structures (genres)⁶²

Aboriginal English practices	SAE practices
In AE, recounts and narratives are common; however, they are guided by different schemas, so they vary considerably from SAE structures.	Most SAE text structures/genres: narratives, expository, reports, applications, records of job tasks completed, business letters, procedures, etc. Each has different (discourse) features that need to be explicitly taught.
Writing in AE is generally informal, eg letters, emails, lists, so paragraphing is optional.	SAE paragraphing: in which a topic is introduced and then defined, expanded, exemplified, sub-classified or the consequences stated.
<p>In AE texts, cohesion works differently:</p> <ul style="list-style-type: none"> Pronouns can be distant from the words to which they refer. Singular pronouns can refer back to plural words. The original word need not be repeated; pronouns can be repeated any number of times. Assumed knowledge, shared understandings and context provide sufficient cohesion to make the text comprehensible. 	<p>SAE cohesion strategies (to link a text together, see Module 5.4):</p> <ul style="list-style-type: none"> Using the same or related words, pronouns, conjunctions (<i>and, but, therefore, etc</i>) Ellipses (words left out to avoid repetition) Use of articles: <i>a/an, the</i> <ul style="list-style-type: none"> <i>a/an</i> is used the first time something is mentioned (<i>I bought a new book yesterday</i>) <i>the</i> - for things we already know, eg <i>I finished reading the book you gave me</i> <i>the</i> – for things that belong together, eg <i>Unfortunately, the back of the book got wet</i>).

⁶² See also items in Section D, *Discourse features*, eg tracking structure, group narration, explanatory *cos*, narrative and interactive units, discourse resumptive markers and discourse progression markers.



G. Cultural conceptualisations

Aboriginal English practices	SAE practices
Most AE speakers have different background cultural knowledge and experiences and therefore conceptualisations regarding these aspects of life.	Assumed (non-Aboriginal) background cultural knowledge, world view, cultural schemes: background cultural knowledge, eg about home life, work life, leisure time, raising children, mealtime
The world view of AE speakers is distinctly different regarding these concepts and experiences.	World view , eg notions of family, home, land/ country, historical events, time, knowledge, camping, hunting; and importance of precision regarding time, dates, quantities, etc.
AE speakers rely on distinctly different cultural schemas regarding these everyday experiences.	Cultural schemas or patterns of experience/ knowledge structures (for example, for celebrating a birthday, learning to drive a car, a 'school night' or weekday evening routine).

References and further reading

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MODULE 12.3 GETTING TO KNOW LEARNERS

12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – HANDOUT E

Sample language and literacy needs analysis chart

AE = Aboriginal English; SAE = Standard Australian English

Individual/group of learners: multilevel group of learners

Home language(s): Aboriginal English

Language as a system (language knowledge and skills)	Activities involving all language modes (writing, listening, speaking, reading/viewing; see <i>Guide to useful language and literacy teaching strategies and learning experiences</i> , Module 12.7.3)
Pronunciation (see Handout D, Section A): <ul style="list-style-type: none"> th [θ or ð] (<i>this, that, there, then, them, with</i>); h (as in <i>him</i>) final letter clusters (as in <i>last, that's</i>) <i>h'Aboriginal</i> (overcorrection). 	<ul style="list-style-type: none"> Modify as appropriate for learners' age group: Alphabet visits; Silent speech; Mystery sound game; Contrast minimal pairs game. for younger learners: Sounds grid; Chinese whispers; Sounding fish Collect words that learners 'overcorrect' and contrast AE and SAE pronunciation. These can be recycled into other pronunciation games.
Words and meanings (see Handout D, Section B): <ul style="list-style-type: none"> unfamiliar/new SAE words roots of words (Greek and Latin origin and related meanings) prefixes (mis-, re-, pre-, un-) suffixes (-ly, -er/-est, -less, -ful). 	<ul style="list-style-type: none"> Word bank; Memory game; Oral cloze activity (see this variation listed under <i>Cloze activities</i> in the <i>Guide to useful language and literacy teaching strategies and learning experiences</i>) Specialised word bank to be displayed on wall (collect new words of Greek/Latin origin; or make a word bank for vocabulary from unit/course materials) Affix games For comparative/superlative suffixes (-er, -est): <i>The most activity</i> (see variation of Affix games).
Grammar (word and sentence level structures; see Handout D, Section C): <ul style="list-style-type: none"> simple past tense irregular verbs (<i>was/were, steal/stole; slide/slid; throw/threw; run/ran; tell/told</i>) use of articles (<i>the, a</i>) 	<ul style="list-style-type: none"> Chain story (using a list of target verbs); Verb stories; pairing activity using cards with irregular verb forms (simple present and simple past verbs) For younger learners: <i>The Slam Dunk! (Which is SAE?)</i>; board game with cards can be photocopied from Berry and Hudson (1997), <i>Making the Jump</i>. Adapted appropriately for learners' age: pairs; bingo (with pictures of one or more items)



Language as a system (language knowledge and skills)	Activities involving all language modes (writing, listening, speaking, reading/viewing; see <i>Guide to useful language and literacy teaching strategies and learning experiences</i> , Module 12.7.3)
<ul style="list-style-type: none"> subject SAE gendered pronouns (<i>he/she</i>); object pronouns (<i>her, him, them</i>) compound sentences question forms 	<ul style="list-style-type: none"> These games will need to be adapted for older learners: Guess the matching picture (Is he/she _____?). Barrier game; Noughts and crosses (<i>he, she, it, they</i>); Pronoun game Sentence halves and conjunctions (<i>and, because, so</i>) These games can be adapted for any age group: What's the question?; Clarifying questions; Bananas (wh-questions); News reporter (wh-questions); Twenty questions (yes/no questions).
Text-level structures (see Handout D, Sections D and F): <ul style="list-style-type: none"> linear ordering of events paragraphing text cohesion 	<ul style="list-style-type: none"> Jumbled sentences Paragraph game; From sentences to paragraphs Cloze activity; From sentences to paragraphs; Jumbled sentences (to practise linking strategies in SAE between sentences and paragraphs, using connectives, eg <i>first, second, next, last, but, because, although, despite, nevertheless, however, consequently</i>).
<ul style="list-style-type: none"> AE <i>thas all</i> = SAE <i>The end</i>; expressing this at end of narrative is optional 	<ul style="list-style-type: none"> Analyse the AE expression and explicitly teach SAE structure. For younger learners, the <i>Language Snake</i> and <i>Supersnake</i> games can be adapted to include these expressions. These games are available in Berry and Hudson (1997), <i>Making the Jump</i>, 172 and 178. Other activities for pronoun practice are presented above in the section on grammar.
Intercultural understandings (Conceptualisations, see Handout D, Section G)	Activities involving all language modes (writing, listening, speaking, reading/viewing, see <i>Guide to useful language and literacy teaching strategies and learning experiences</i> , Module 12.7.3)
<ul style="list-style-type: none"> Learner needs to describe the context to make it clear for SAE readers. In AE, background knowledge is assumed as expressed in phrases, eg <i>like dat dere</i>. 	<ul style="list-style-type: none"> Explicitly contrast SAE and AE discourse practices. Use examples of <i>like dat dere</i> and similar expressions from dialect readers on one side and show how it would be done in SAE writing.
<ul style="list-style-type: none"> Need to make gender of pronoun clear (even if reader can get it from the context). 	<ul style="list-style-type: none"> Explicitly contrast SAE and AE practices regarding assumed knowledge and audience concerns. For younger learners, the <i>Language Snake</i> and <i>Supersnake</i> games can be adapted. These games are available in Berry and Hudson (1997), <i>Making the Jump</i>, 172 and 178. Other activities for pronoun practice are presented above in the section on grammar.



Language learning and communication strategies (see Handout D, Section E)	Activities involving all language modes (writing, listening, speaking, reading/viewing):
<ul style="list-style-type: none"> Contrast AE and SAE narrative structures 	<ul style="list-style-type: none"> Contrast SAE structure (orientation, complication, evaluation, resolution, coda) with AE narrative (guided by different schemas, eg <i>yarning, travel, hunting, gathering, observing</i>). Ask about Module 5.4, where examples of AE schemas that guide narrative structure are provided.
<ul style="list-style-type: none"> Separation of two dialects/languages 	<ul style="list-style-type: none"> Pairing activity using cards with SAE and local AE/creole expressions, phrases, sentences, greetings, etc. For younger learners: <i>Supersnake</i> and <i>Slam Dunk!</i> In Berry and Hudson (1997), <i>Making the Jump</i>.
<ul style="list-style-type: none"> SAE expressions: asking for clarification; asking for help 	<ul style="list-style-type: none"> Explicitly teach 'useful' phrases, write them on the board and use them in short role plays, eg telephoning for an appointment, job interview. Create 'Word bank' poster for wall with useful expressions for learning, eg asking for clarification, asking how to say something in SAE, asking for help.



MODULE 12.3 GETTING TO KNOW LEARNERS

MODULE 12.3.5 CONDUCTING A TWO-WAY LANGUAGE AND LITERACY NEEDS ANALYSIS – WORKSHEET

Language and literacy needs analysis

Individual/group of learners: _____

Home language(s): _____

Language as a system (language knowledge and skills)	Activities involving all language modes (writing, listening, speaking, reading/viewing):
Pronunciation (see Handout D, Section A)	
Words and meanings (see Handout D, Section B)	
Grammar (word and sentence level structures, see Handout D, Section C)	



Language as a system (language knowledge and skills)	Activities involving all language modes (writing, listening, speaking, reading/viewing):
Text-level structures (see Handout D, Sections D and F)	
Intercultural understandings (Conceptualisations, see Handout D, Section G)	Activities involving all language modes (writing, listening, speaking, reading/viewing):
Language learning and communication strategies (see Handout D, Section E)	Activities involving all language modes (writing, listening, speaking, reading/viewing):



MODULE 12.4 QUALITIES OF AN EAL/EAD⁶³ EDUCATOR – OVERVIEW

Learning objectives

This module will help educators to:

- identify the qualities of an EAL/EAD educator
- become familiar with a type of brainstorm activity.

Activity description (brainstorm activity)

The activity presented below models a brainstorm activity that participants might consider using with their learners. Brainstorm activities can be used as pre-reading or pre-writing tasks to stimulate interest in a topic or generate ideas. They can also be used to identify learners' existing knowledge about a topic.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

Facilitators notes

Materials required:

- Blank A3 sheets (one per group)
 - Felt-tipped pens (one per group)
 - Adhesive putty
 - Powerpoint: *Qualities of an effective educator of linguistically diverse learners* (provided).
1. Organise participants into small groups using one of the strategies in Module 12.7.1 (or one of your own).
 2. Distribute A3 sheets, pens and adhesive putty to each group.
 3. Ask participants to think about what qualities they, as language and literacy educators of bidialectal learners, need to bring to the planning process.
 4. Ask the groups to record their ideas on the blank A3 sheets provided.
 5. Use adhesive putty to attach sheets to walls around room.
 6. Conduct a 'walk around' so participants can view and discuss the ideas of other groups.
 7. Follow up by displaying and discussing the Powerpoint.

⁶³ English as an Additional Language/English as an Additional Dialect.

MODULE 12.4 QUALITIES OF AN EAL/EAD⁶⁴ EDUCATOR – POWERPOINT

Qualities of an effective educator of linguistically diverse learners

To be effective in the learning environment and the planning process, the educator needs to have:

- a genuine interest in getting to know the learners and skills for developing a good relationship with them
- knowledge of language and literacy content to be taught within any topic of instruction
- an open mind and an interest in learning about new ways of interpreting knowledge and experience
- a collection of ideas for language and literacy teaching activities that value and support home language while also fostering the learning of Standard Australian English (SAE)
- knowledge of good group management and flexibility to respond to cultural issues where required and to make activities work efficiently and effectively
- flexibility to recognise and make use of impromptu opportunities for learning that arise spontaneously
- acceptance of responses that may diverge significantly from previous expectations
- skills in fostering community involvement and participation
- skills to motivate and engage learners by getting them interested in the topic
- Aboriginal and non-Aboriginal learners together to foster Two-Way learning
- Aboriginal perspectives into the teaching/learning process
- a willingness to learn about Aboriginal English as well as SAE.



64 English as an Additional Language/English as an Additional Dialect.

MODULE 12.5 SELECTING TEXTS

Module 12.5 presents workshop materials that will enable educators to:

- select texts that are culturally and linguistically inclusive
- determine what is meant by *inclusivity* regarding texts
- identify texts that may be problematic because they may be inaccessible cognitively, linguistically or conceptually
- develop strategies to analyse the inclusivity of texts, using the *Language overview guide* for analysing texts at the level of words and phrases and the *Text-level guide for determining linguistic accessibility* for analysing whole texts at various levels.

Please note:

It is strongly recommended that facilitators and participants read the *Background reading* of Focus Area 7.

The materials included in Module 12.5 provide only an overview. Because of the complexity of this area, we suggest organising a separate session that focuses solely on text inclusivity, using materials provided in Focus Area 7.

It must be acknowledged that educators may not have the luxury of selecting texts because of a mandated curriculum and/or course content. In these cases, the following modules may be useful: Module 7.3 *How to develop inclusive texts*, Module 7.5 *How to work with texts that may not be inclusive* and Module 12.9.4 *Adapting activities for multi-level groups of learners*.

Nonetheless, this module will provide an opportunity for participants to become familiar with potentially problematic language features they should consider when selecting learning materials.



MODULE 12.5 SELECTING TEXTS

12.5.1 INCLUSIVITY AND THE LANGUAGE OF THE TEXT – OVERVIEW

Learning objective

This module will help educators to:

- gain understandings about the various features of texts that may make them (in)accessible for speakers of Aboriginal English or a creole.

Facilitators notes

Material required:

- Powerpoint: *Inclusivity and the language of the text* (provided).
1. Display and discuss the learning points on the Powerpoint: *Inclusivity and the language of the text*.
 2. The following text provides a brief overview of the topic and is the basis for the Powerpoint that summarises the issues of text inclusivity. It provides you with the background information to talk about it with your participants.

Inclusivity and the language of the text

From a language perspective, texts must be cognitively and linguistically accessible to the learners: that is, the vocabulary, forms, functions, conventions and conceptualisations used in the text need to be sufficiently familiar enough to the learners that they can understand and learn from it.

Texts must also be culturally inclusive, at least until learners have developed skills in critical literacy.

For learners from culturally and linguistically diverse backgrounds, texts that are linguistically dense are particularly hard to understand: for example, texts that address topics that the learners are not familiar with, texts that use complex grammatical structures (such as passive sentences), texts that have long and complicated sentences with embedded clauses or texts that use particularly difficult vocabulary.

Sometimes educators (mistakenly) assume that a text designed for early learners is also suitable for learners with diverse linguistic backgrounds.

This is problematic, as older learners can be offended by being asked to engage with texts and topics that are clearly relevant to young children.

If the text structures are not appropriate for older learners new to the language and if the learners' level of maturity and their interests are not taken into account, they will be turned off learning very quickly.

MODULE 12.5 SELECTING TEXTS

12.5.1 INCLUSIVITY AND THE LANGUAGE OF THE TEXT – POWERPOINT

Inclusivity and the language of the text

Language perspective

Texts must be accessible (familiar) to English as an additional language (EAL) and English as an additional dialect (EAD) speakers so they can learn from the texts.

Cognitively and linguistically inclusive texts

Texts are accessible, if they are in line with the learners' current knowledge and understandings of:

- phonics (sound/symbol relationships)
- vocabulary
- grammatical forms and functions
- text structure
- conventions, including pragmatics (rules of use)
- cultural conceptualisations.

Problematic texts

Texts pose a problem to EAL and EAD speakers if they:

- are linguistically dense, ie hard to understand because of, for example, tightly-packed difficult vocabulary or nominalisations (verbs made into nouns)
- have complex grammatical structures (for example, passive sentences, conditional phrases or long, complicated sentences with embedded clauses)
- contain unfamiliar topics and concepts
- are not suitable for learners' maturity level or interests.



MODULE 12.5 SELECTING TEXTS

12.5.2 ASSESSING THE LANGUAGE OF THE TEXT – OVERVIEW

Learning objectives

This module will help educators to:

- understand the basics of assessing the accessibility of learning materials by Aboriginal English speaking learners
- become familiar with different features of Standard Australian English (SAE) that may cause difficulty for Aboriginal English speakers.

Please note:

Focus Area 3 covers a range of language features of the *Language overview guide*, while Focus Area 4 covers conceptualisations. However, participants themselves will bring much of the required knowledge to the task.

This activity works best when participants can bring books or other learning materials that they use with their learners. Alternatively, facilitators can provide books or other materials participants may use with their learners.

Facilitators notes

Materials required:

- Books or learning materials (brought by participants or supplied by facilitators)
- Handout: *Language overview guide* (provided)
- Worksheet: *Language overview* (provided)
- Writing materials
- Whiteboard or butchers paper.

(continued on next page)

Facilitators notes (continued)

Background

The Handout: *Language overview guide* is a tool for educators to judge the cognitive and linguistic inclusivity of a book or text.

It can help to identify specific language points that need to be addressed in pre-reading activities to make the text more accessible for learners. (Note: this is not an exhaustive list, though it provides a useful tool for beginning the analytical process.)

The process involves educators (preferably in Two-Way Teams) going through the text, noting potentially problematic language points (for example, grammar, conceptualisations, vocabulary) on the Worksheet: *Language overview*.

As both members of the Two-Way Team work through the text, they can assess it in terms of Aboriginal English and SAE.

In particular, they can identify the differences in conceptualisations, words, concepts or other features that may be culturally or socially inappropriate and/or otherwise inaccessible to Aboriginal learners.

Once this Two-Way exercise has been undertaken, the language overview can serve as a reference to assist educators in determining if the text is inclusive and suitable for the learners.

Alternatively, if the text is required by the curriculum or essential for learning, the list provides the basis for developing a learning program that is inclusive and targeted, so that learners can be properly prepared to use the text.

(Note: the exercise can also be used as an activity with learners to heighten their awareness of dialect/language differences.)

Activity procedures

1. Ask participants to work with partners. Ideally, the group will already consist of Two-Way Teams.
2. Distribute one copy of the Handout: *Language overview guide* and Worksheet: *Language overview* to each pair. Discuss each language feature.
3. Provide copies of the book (or text). Alternatively, you can ask participants to bring books (or a book chapter or text) that they use with learners.
4. Working in pairs, participants can begin to analyse their texts. Participants should try to identify and record at least one example of each potentially problematic language point in the text.
5. After pairs have identified a number of features, call the group together. Display a Powerpoint slide of the *Language overview guide* Worksheet and ask volunteers to call out examples of language points selected from their list on the Worksheet. Write these on a whiteboard or butchers paper. Participants should explain why it may be challenging for learners.

As an extension of this activity, participants can suggest ways of explicitly teaching selected language features.

MODULE 12.5 SELECTING TEXTS

12.5.2 ASSESSING THE LANGUAGE OF THE TEXT – HANDOUT

Language overview guide

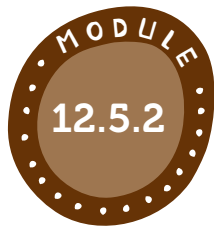
AE = Aboriginal English; SAE = Standard Australian English

<p>Singular/plural in nouns (<i>man/men, cat/cats, brush/brushes</i>)</p> <p>Nouns are often words referring to people, places or things, eg <i>cat, house, bananas, Perth</i>. In SAE plurals usually have '-s' or '-es' and this will change the verb form: eg <i>the man comes home</i> → <i>the men come home</i>. In AE, often the context will convey the plural.</p>	<p>Singular/plural in verbs (<i>there is/there are, she has/they have</i>)</p> <p>Verbs are words that express action or state, eg <i>The cat sat on the mat. It is eating the mouse that lived with him.</i> In AE, the idea of singular/plural may be conveyed through context.</p>	<p>Question forms</p> <p>In SAE, questions can be formed in different ways, but will always include a verb. In subject-verb-complement forms, a form of the copula verb 'to be' is required, eg <i>What group are you in?</i> Other forms require a copula or auxiliary, eg <i>How many fish did you catch?</i> AE may not require a copula or auxiliary, eg <i>What group you in? How many fish you caught?</i></p>
<p>Past tense</p> <p>Tense tells us when something takes place. SAE conveys past tense by changing the verb: adding '-ed' (<i>walk</i> → <i>walked</i>), having a special irregular form (<i>sing</i> → <i>sang</i>), using 'auxiliary' verbs: <i>was, were, has, had</i>. In AE, past tense may not change the form of the present tense verb. Instead, time words (<i>before, that time</i>) are used. Sometimes 'bin' is used as a past tense marker.</p>	<p>Other tenses</p> <p>Other tenses include the present tense (<i>what's happening now</i>), the future tense (<i>what will happen</i>) and the conditional (<i>what would happen, if...</i>). SAE conveys future conditional tenses by adding auxiliary verbs like <i>will/would, shall/should, going to/might</i>. In AE future tense may use 'gona' or time words like <i>next time</i>.</p>	<p>Quantification</p> <p>Words that identify measurement of distance, quantity or time. In SAE this can be vague (<i>a couple of minutes, around 10k, lots</i>) or precise (<i>3/4, 3.142</i>). Aboriginal culture may use other ways of quantifying (<i>biggest mob, emu egg time, long time</i>). Specific numbers may not be used frequently.</p>
<p>Possession</p> <p>In SAE, 'of' is used to show that something belongs to something, eg in SAE <i>the windows of the house</i>. To indicate possessions of people, an apostrophe s ('s or -s') is added to a noun, eg in SAE <i>Linda's baby</i> or <i>parents' day</i>. Possessive pronouns are also used (<i>my, mine, yours, theirs</i>). AE speakers may not use apostrophes and instead juxtapose nouns to show possession, eg <i>Linda baby</i>.</p>	<p>Pronouns</p> <p>Words such as <i>I, you, he, it, them</i>, etc that replace nouns. In SAE, these indicate gender and number, ie male/female; singular/plural. In AE, these distinctions may be conveyed through context and shared knowledge, eg <i>mum e caught bigges mob of fish</i>.</p>	<p>Punctuation</p> <p>Contractions: <i>I've, you've, isn't</i>, etc. Other punctuation: <i>! , ? ... ;</i> ; 'single quotation marks' "double quotation marks" In AE, pauses often occur at different places in a sentence. Knowledge of the structure of SAE sentences is therefore required to make sense of SAE punctuation.</p>



<p>Sounds</p> <p>Some SAE sounds may be unfamiliar to AE speakers, eg <i>th</i> [θ]/<i>th</i> [ð], <i>sh</i>, <i>f/v</i>, <i>s/z</i>, <i>h</i>. Furthermore, AE speakers may not be able to distinguish between certain sound pairs, eg <i>p/b</i>, <i>t/d</i> and vowel sounds in <i>head/hat</i>; <i>are/our/a</i>; <i>buy/pay</i>. AE speakers may use alternative sounds (similar to those in traditional Aboriginal languages) and rely on context for meaning.</p>	<p>Prepositions</p> <p>Small connecting words (<i>of</i>, <i>from</i>, <i>to</i>) that relate one part of the sentence to another, eg I'm scared of you. AE speakers may follow a pattern more akin to traditional languages, eg I'm scared <i>from</i> you. Or they may not use a preposition at all, eg <i>I was goin</i> [to] <i>Boulder School</i>.</p>	<p>Word meanings</p> <p>List the words from the text that learners may not be familiar with or may have different meanings. In AE, 'deadly' and 'solid' have very positive meanings. 'Half' may mean any part of the whole.</p>
<p>Conceptualisation</p> <p>Words, clauses or sentences may have different associations (concepts, images, stories and ideas) depending on the reader's cultural background and earlier experiences. In AE 'camp' may mean to stay in the bush (associated with the hunting conceptualisation), staying with family (family conceptualisation) or wherever you are going to sleep at a particular time.</p>		<p>Pragmatics</p> <p>Refers to the way language is used, not what the individual words mean, eg <i>It's cold in here</i> can be interpreted literally or as a request for action. In AE, 'granny' and 'uncle' can be used reciprocally, ie for grandparents as well as for grandchildren. To make a request, the speaker may for example provide information or may be hinting for information rather than posing direct questions.</p>





MODULE 12.5 SELECTING TEXTS

**12.5.2 ASSESSING THE LANGUAGE OF THE TEXT
– WORKSHEET****Language overview**

Singular/plural in nouns	Singular/plural in verbs	Question forms
Past tense	Other tenses	Quantification
Possession	Pronouns	Punctuation
Sounds	Prepositions	Word meanings
Conceptualisation		Pragmatics



MODULE 12.5 SELECTING TEXTS

12.5.3 DETERMINING LINGUISTIC ACCESSIBILITY – OVERVIEW

Learning objectives

This module will help educators to:

- gain a more detailed understanding of how to judge the accessibility of learning materials by looking at the different levels of a text
- become more familiar with features of Aboriginal English at various levels of the text.

Activity description

The *Text-level guide for determining linguistic accessibility* enables educators to judge the accessibility of a book or a text that they want to use or are creating themselves.

Although there are some overlaps with the *Language overview guide*, this guide focuses more on features at all levels of the text.

It can help to identify specific features of the text that may create obstacles for Aboriginal learners and need to be addressed when considering texts for use or when preparing your own. These issues can be discussed explicitly in pre-reading activities to make the text more accessible for learners.

Note that this is not an exhaustive list: however, it provides a useful tool for beginning the analytical process.

The benefits of going through this process are that different conceptualisations can be shared (and therefore learnt by the team) and that educators can further develop their cross-linguistic analysis skills.

The process involves educators (preferably in Two-Way Teams) going through a page of a book or other text that has been supplied or one of their own that they regularly use.

Participants systematically note potentially problematic features occurring at each level of the text: for example, at the level of words including graphophonics (letter sound correspondence), sentences, text structure (genres) and conceptualisations.

These are noted on the Worksheet. As both members of the Two-Way Team go through the text, they can assess it in terms of Aboriginal English and Standard Australian English (SAE) text features. In particular, they can identify the features that may be linguistically, culturally, conceptually and/or socially inaccessible to Aboriginal learners.

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Activity description (continued)

Once this Two-Way exercise has been undertaken, the *Guide* can serve as a reference to assist educators in determining whether other texts they use or create are linguistically accessible for the learners. Alternatively, if the text is required by the curriculum or essential for learning, the list provides the basis for developing a learning program that is inclusive and targeted, so that learners can be properly prepared to use the text.

Note: participants can also use this activity with their learners to heighten their awareness of features that differ in Aboriginal English/creole and SAE texts.

Please note:

This activity works best when participants bring learning materials that their learners use regularly. Alternatively, the facilitators can provide learning materials that learners are likely to use. Also note:

- For word level features (sounds, graphophonics, vocabulary, morphology or word formation) in Aboriginal English, see Focus Areas 3 and 8.
- For sentence level features (grammatical structure at the level of the sentence), see Focus Area 3.
- For cultural conceptualisations in Aboriginal English, see Focus Area 4.
- For metaphors, see Module 4.5.
- For SAE text forms/structures, see Focus Area 5.
- For more information on inclusivity and language, see Focus Area 6.
- For more information about the inclusivity of texts, see Focus Area 7.
- For Aboriginal yarns (narrative structures), see Focus Area 11.

Facilitators notes

Materials required:

- Sample books or other learning materials (brought by participants or supplied by facilitators)
- Powerpoint: *Levels of the text to consider when evaluating or creating texts* (provided)
- Handout: *Text-level guide for determining linguistic accessibility* (provided)
- Worksheet: *Determining linguistic accessibility* (provided)
- Writing materials
- Whiteboard or butchers paper and felt-tipped pens.

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Facilitators notes (continued)

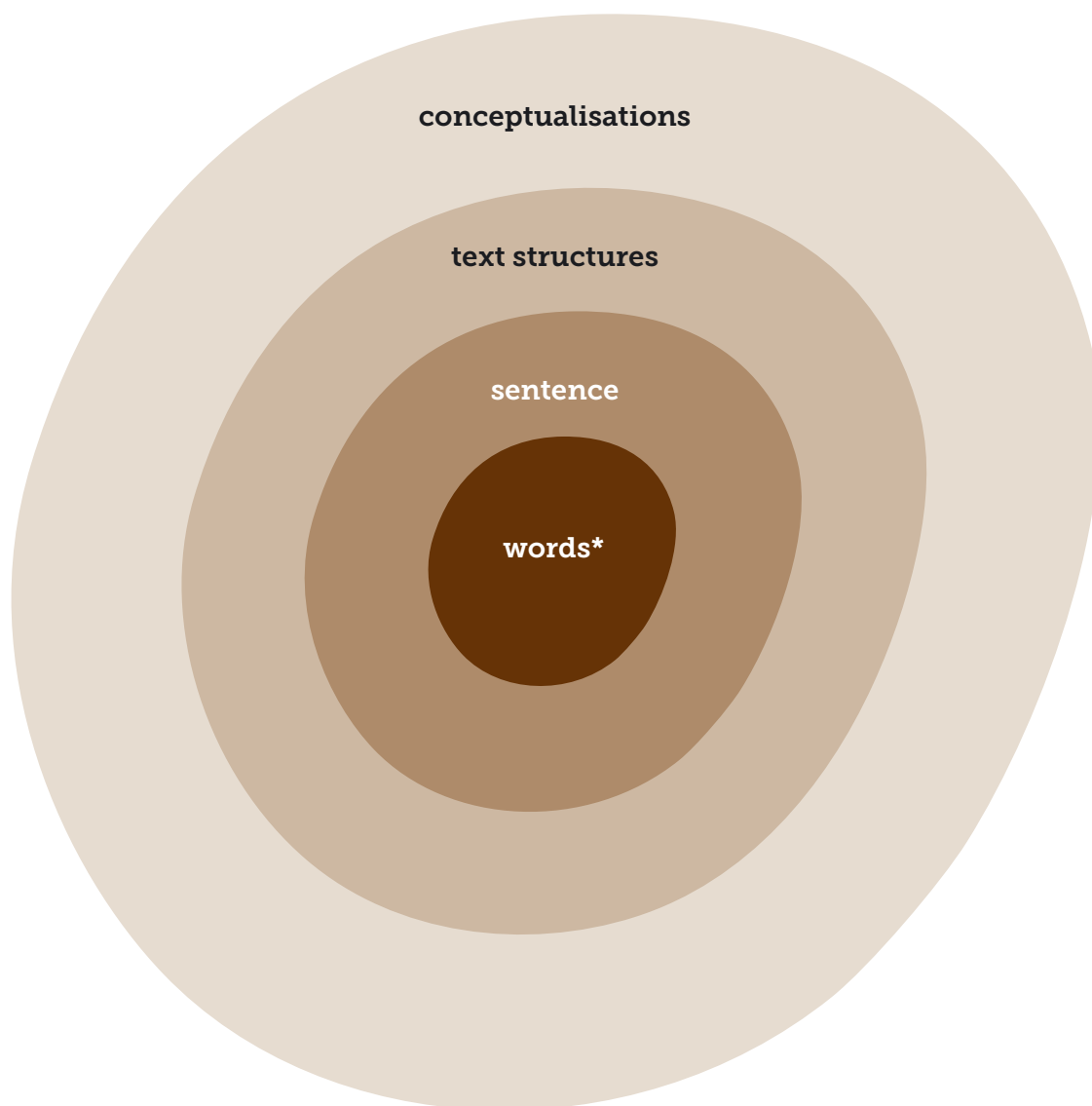
1. Ask participants to work with partners. If possible, work in Two-Way Teams.
2. Display Powerpoint: *Levels of the text to consider when evaluating or creating texts*. Explain that participants will be exploring texts at the four levels represented in the figure.
3. Distribute copies of the following:
 - Handout: *Text-level guide for determining linguistic accessibility*
 - Worksheet: *Determining linguistic accessibility*.
4. Use the Handout as a reference and discuss all levels of text analysis that educators need to be aware of.
5. Provide copies of a book or text. Alternatively, participants can analyse a book (or book chapter or text) that they regularly use with learners.
6. Working in pairs, participants begin to analyse their texts. Participants should try to identify and record at least one example of each potentially problematic text feature.
7. After pairs have identified a number of features, bring the group together. Use the Handout: *Text-level guide for determining linguistic accessibility* again for reference and ask volunteers to call out examples of each text feature selected from their list on the Worksheet. Write these on a whiteboard or butchers paper. Participants should explain why it may be challenging for learners.
8. As an extension of this activity, participants can suggest ways of explicitly teaching selected features.

MODULE 12.5 SELECTING TEXTS

12.5.3 DETERMINING LINGUISTIC ACCESSIBILITY – POWERPOINT

Levels of the text to consider when evaluating or creating texts

Unfamiliar, confusing or complex features can occur at different levels of the text



* includes sounds, morphemes, meanings and graphophonics.



MODULE 12.5 SELECTING TEXTS

12.5.3 DETERMINING LINGUISTIC ACCESSIBILITY – HANDOUT

Text-level guide for determining linguistic accessibility

SAE = Standard Australian English; AE = Aboriginal English

Black type = Standard Australian English explanations;

Brown type = Aboriginal English/Kriol explanations

Word level (vocabulary, morphology)	<p>SAE academic words (usually of Latin or Greek origin)</p> <ul style="list-style-type: none"> abstractions, theories or ideas (<i>originate, imbalance, strategy, ideology</i>) subject-specific terms (<i>ecology, pesticides</i>) technical terms (<i>nodes, factors, scale map</i>) reporting words (<i>observe, exclaim, assume, conclude, indicate, propose, imply</i>) nominalisations, ie verbs that become nouns (<i>move → movement</i>) 	<p>Unfamiliar SAE grammar</p> <ul style="list-style-type: none"> relative pronouns (a person <i>who...</i>, to <i>whom...</i>; a thing <i>which/that...</i>; zero relative pronoun: a photo [<i>that</i>] he took) reflexive pronouns (we danced with <i>each other</i>) superlative adjectives ('-est' to express superlative; <i>finest</i>) conditional structures (<i>would, should, if</i> clauses) habitual <i>would</i> = <i>used to</i> (He <i>would</i> write every day.) irregular SAE simple past (<i>ring → rang</i>) and past participles (verb + '-ed') forms ([has/had] <i>rung</i>) continuous aspect (present tense auxiliary 'be' + present participle (verb + '-ing'), eg <i>is working</i>; contracted form: <i>she's working</i>) perfect aspects (present/past auxiliary 'has/have/had' + past participle; <i>has worked/had worked</i>; contracted forms: <i>He's worked/He'd worked</i>) conditional perfect continuous (<i>should/could/might</i> have been working) passive voice – all tenses/aspects and model constructions (<i>is/was made; is/was being made; has/had been made; will have been made, should/could/would have been made</i>, etc.). In AE, these word forms do not normally occur because there are other ways of expressing these ideas, eg <i>E bin 'aving a feed dis time</i> = <i>He/she was eating at that time</i>. Note: '-es' [-est] on AE adjectives usually intensifies the descriptor, eg <i>bigges' mob</i> = <i>a very large group</i>)
	<p>SAE expressions</p> <ul style="list-style-type: none"> idioms (<i>steal the show; slip through the cracks</i>) metaphors (<i>harness wind for power, steering committee; stubborn stains</i>) <p>AE idioms: <i>moon jumped up</i> = the moon has risen AE metaphors: 'orse [horse] = good, handsome (strong approval); <i>chooks under the hood</i> = revved-up motor; <i>big eyes or hey</i> hungry = greedy person</p>	
	<p>Other confusing SAE words</p> <ul style="list-style-type: none"> Homonyms: words with same pronunciation, different lexeme, ie vocabulary word unit (dogs <i>bark</i>, tree <i>bark</i>) Homophones: words with same pronunciation, different spellings and meanings (<i>bare, bear; there, their, they're</i>) Homographs: words with different pronunciation, same spelling (I <i>read</i> it Monday, but will <i>read</i> it again; have a <i>row</i> with someone; the front <i>row</i>) 	



Word level (continued)	<p>Graphophonics (sound/letter correspondence) AE/Kriol pronunciation can influence spelling practices (See <i>Making the Jump</i> for more sounds that are difficult for Kriol speakers.)</p>	<p>Sounds that do not exist in Aboriginal languages are difficult to distinguish: 'f/v', 'p/b' and voiced/voiceless 'th'</p>			
		<p>Unvoiced 'th' → /t/ thing → ting</p>	<p>Voiced 'th' → /d/ this, that dis, dat</p>	<p>Over-correction of initial /h/ (added/omitted)</p>	<p>island → highland hospital → ospital office → hoffice</p>
		<p>Sounds shift to closest similar sound, particularly for Kriol speakers, but also some AE speakers f, v, p → b ; video → bideo</p>		<p>Consonant clusters simplified</p>	<p>on the → onna hand → han</p>
Sentence level (grammar, structure)	<p>Existential clauses/sentences (expressing existence or being)</p> <ul style="list-style-type: none"> there + 'be' (<i>there is/are/ was/were</i>), contracted forms (<i>There's...</i>) there + modal verb + 'be' (<i>There must be, there should be</i>) it + 'be' (<i>It was a stormy night.</i>) subject + 'be' + complement (<i>She was a new trainee.</i>) <p>The use of the verb <i>be</i> in existential clauses varies regionally among AE speakers, and may be seen as optional or even unnecessary (especially in some creoles)</p>	<p>Sentences with embedded clauses</p> <ul style="list-style-type: none"> subordinate clauses, ie those beginning with <i>while, when/ whenever, after, as, because, if, once, since, that, until, where, in that, so that, in order that, provided that</i>. (<i>We went for a walk when the rain stopped.</i>) relative clauses, ie those headed by a relative pronoun <i>who, whose, whom, which, that</i> or omitted (<i>The book [which] he lost was brand new.</i>) present and past participle clauses, ie those beginning with verb + '-ing' (present) and verb + '-ed' (past), eg <i>A man wearing a red cap left this package. A man dressed in a black suit knocked on the door.</i> <p>AE speakers use other ways to express these meanings.</p>			
	<p>Non-SVO word order (not subject + verb + object)</p> <ul style="list-style-type: none"> No sooner <i>had she written</i> the note for him, he walked in the door. There <i>stood the girl</i>, waiting patiently. <p>In AE, SVO word order is generally used.</p>	<p>Multiple adjectives (One <i>dark, stormy night...</i>) AE speakers do not commonly use multiple adjectives; however, sometimes multiple nouns are strung together using 'and', eg <i>Sausage and baked beans, and eggs on top!</i> (expressing exuberant endorsement)</p>			



SAE text forms/structures (genres)	<p>SAE text structures/genres (see Module 5.3) Narratives, expository texts, reports, applications, records of job tasks completed, business letters, procedures, etc. Each has different (discourse) features that need to be explicitly taught. In AE, recounts and narratives are common; however, they are guided by different schemas, so they vary considerably from SAE structures.</p> <p>SAE paragraphing in which a topic is introduced and then defined, expanded, exemplified, sub-classified or the consequences are stated. Writing in AE is generally informal, eg letters, emails, lists, so paragraphing is optional.</p>	<p>SAE cohesion strategies (to link a text together; see Module 5.4)</p> <ul style="list-style-type: none"> • using the same or related words, pronouns, conjunctions (<i>and, but, therefore</i>, etc) • ellipses (words left out to avoid repetition) • use of articles: <i>a/an, the</i> <ul style="list-style-type: none"> • 'a/an' is used the first time something is mentioned (I bought a new book yesterday.) • 'the' for things we already know, eg I finished reading the book you gave me. • 'the' for things that belong together, eg Unfortunately, the back of the book got wet. 	<p>In AE texts, cohesion works differently: pronouns can be distant from the original word they refer to. Singular pronouns can refer back to plural words. The original word need not be repeated; pronouns can be repeated any number of times. Assumed knowledge, shared understandings and context provide sufficient cohesion to make the text comprehensible. Masculine pronoun (he/'e) can refer to feminine or neuter nouns, ie auntie 'e went to the shop; the table 'e big one.</p>
Cultural conceptualisations	<p>Assumed background cultural knowledge, world view, cultural schemas</p> <ul style="list-style-type: none"> • background cultural knowledge, eg about home life, work life, leisure time, raising children, mealtime. <p>Most AE speakers have different background cultural knowledge and experiences and therefore different conceptualisations regarding these aspects of life.</p>	<ul style="list-style-type: none"> • world view, eg notions of family, home, land/country, historical events, time, knowledge, camping, hunting; and importance of precision regarding time, dates, quantities. <p>The world view of AE speakers is distinctly different in relation to these concepts and experiences.</p>	<ul style="list-style-type: none"> • cultural schemas or patterns of experience/knowledge structures, eg for celebrating a birthday, learning to drive a car, a 'school night' or weekday evening routine. <p>AE speakers rely on distinctly different cultural schemas regarding these everyday experiences.</p>



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MODULE 12.5 SELECTING TEXTS

12.5.3 DETERMINING LINGUISTIC ACCESSIBILITY – WORKSHEET

Determining linguistic accessibility

SAE = Standard Australian English; AE = Aboriginal English

Word level (vocabulary, morphology)	SAE academic words	Unfamiliar SAE grammar morphology
	SAE expressions	
	Other confusing SAE words	
	Graphophonics	



Sentence level (grammar, structure)	Existential clauses/sentences	Sentences with embedded clauses	Multiple adjectives
	Non-SVO word order (not <i>subject + verb + object</i>)		
SAE text forms/structures (genres)	SAE text structures/genres	SAE cohesion strategies	
	SAE paragraphing		
Cultural conceptualisations	Assumed background/cultural knowledge, world view, cultural schemas		



MODULE 12.6 SELECTING CONTENT

Module 12.6 presents workshop materials that will enable educators to:

- select content required for effective English as an Additional Language (EAL)/English as an Additional Dialect (EAD) teaching that addresses all three dimensions of dialect/language learning, including language as a system, intercultural understandings and language and literacy teaching/learning strategies
- engage learners with relevant and interesting content
- identify different components of the content that may need to be pre-taught (for example, vocabulary, graphophonics, grammar/syntax) and learning strategies to be considered when selecting content, including cognitive strategies, meta-cognitive strategies (learning how to learn) and social/affective strategies.

MODULE 12.6 SELECTING CONTENT

12.6.1 CONTENT REQUIRED FOR EFFECTIVE EAL/EAD⁶⁵ LEARNING – OVERVIEW

Learning objectives

This module will help educators to:

- understand the content required for effective EAL/EAD teaching in terms of language as a system, intercultural understandings and language teaching/learning strategies
- become familiar with using a jigsaw reading/listening activity.

Activity description (jigsaw reading/listening activity)

The activity presented below models a jigsaw reading/listening activity that participants might consider using with their learners. Jigsaw reading/listening activities are useful for developing reading, listening and speaking skills as well as note-taking and cooperative learning skills. They can be useful when learners need to be familiar with the content of longer texts.

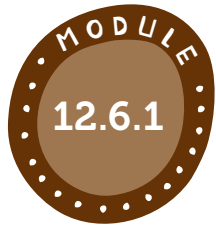
See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

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Facilitators notes

Materials required:

- Powerpoint: *Content required for effective EAL/EAD learning* (provided)
 - Handout 1: *Language as a system* (provided)
 - Handout 2: *Intercultural or cultural understandings* (provided)
 - Handout 3: *Language learning and communication strategies* (provided)
 - Paper and writing materials.
1. Introduce the jigsaw activity by displaying the Powerpoint and using it to talk about the three dimensions of the language system that need to be addressed in the content of a bidialectal language and literacy program.
 2. Explain that the jigsaw activity will provide further information about each dimension and a task.
 3. Go around the room assigning participants to Groups 1, 2 and 3. Participants assigned to Group 1 come together in one part of the room, and so on. Ideally, both Aboriginal and non-Aboriginal participants should complete this task jointly, so this will need to be taken into account when grouping. If this is not possible, participants will need to rely on their existing knowledge of both Standard Australian English and Aboriginal English.
 4. Distribute copies of Handout 1 to Group 1, Handout 2 to Group 2 and Handout 3 to Group 3. Everyone should have a copy of a text to read, discuss and make notes.
 5. Members of the respective groups then read, discuss and become experts on their texts and undertake the task. Tell them they may or may not be able to get all the answers for their task. It is a brainstorming activity and they may have different levels of knowledge, but it will highlight areas for further inquiry. However, they should be able to explain the content of their texts to others who have not read them when they regroup.
 6. Disband the groups and re-form smaller groups of three, including representatives from Groups 1, 2 and 3.
 7. Members of these groups take turns explaining the content of their own text, beginning with Person 1, then Person 2 and Person 3.



MODULE 12.6 SELECTING CONTENT

12.6.1 CONTENT REQUIRED FOR EFFECTIVE EAL/EAD⁶⁶ LEARNING – POWERPOINT**Content required for effective EAL/EAD learning**

To become competent users of a new language or dialect (Standard Australian English [SAE]) and its associated literacy, learners need to develop skills relating to the following three broad areas:⁶⁷

1. language as a system
2. intercultural/cultural understandings
3. language/literacy learning and communication strategies.

Note that:

- learners have already developed in these three areas in their home language/dialect
- they need to extend these understandings to SAE
- learning to code-switch between Aboriginal English and SAE will enable them to select the most appropriate language for the context.

⁶⁶ English as an Additional Language/English as an Additional Dialect.

⁶⁷ These broad areas are consistent with those outlining the EAL/D course developed by the Curriculum Council of Western Australia: http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/English_as_an_Additional_Language_Dialect.



MODULE 12.6 SELECTING CONTENT

12.6.1 CONTENT REQUIRED FOR EFFECTIVE EAL/EAD⁶⁸ LEARNING – HANDOUT 1

Language as a system

Language as a system includes the forms, functions and conventions (or rules of use) of a language. This system comprises knowledge about how the linguistic forms, functions and conventions are situated within a culture-bound world view. This includes, for example, the ways in which words, phrases and sentences can be changed to create new meanings.

It means learners must learn, for example, how placing words and phrases in different positions affects the function of the sentence or utterance (vocal expression) and makes language sound 'right' in the different contexts.

Knowledge about forms, functions and conventions of a language includes the study of **phonology** (sound system), **lexis** (vocabulary), **morphology** (rules of word structures; for example, adding '-ed' to a verb or '-s' to make a noun plural), **orthography** (spelling), **syntax** (sentence level grammar), **semantics** (meanings), **genres** (text structures and functions), **paralinguistic skills** (for example, body language, facial expression) and **pragmatic skills** (for example, knowing the rules about 'what to say when and how to say it').

Task: On the basis of your knowledge and/or experience, brainstorm one or more examples of the differences between Aboriginal English and Standard Australian English with regard to each of the following dimensions of language. Be ready to share these with colleagues when you regroup.

	Aboriginal English	Standard Australian English
Phonology		
Lexis		
Morphology		
Orthography		
Syntax		
Semantics		
Genres		
Paralinguistic skills		
Pragmatic skills		

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MODULE 12.6 SELECTING CONTENT

12.6.1 CONTENT REQUIRED FOR EFFECTIVE EAL/EAD⁶⁹ LEARNING – HANDOUT 2

Intercultural or cultural understandings

Intercultural or cultural understandings arise from an understanding that different cultures have different views of the world.

Our cultural values, beliefs and attitudes form the basis for interpreting experience. Our language and pragmatic behaviours (habitual ways of using language) are linked closely to our cultural **world view** because we use language and pragmatic behaviours to express ourselves and talk about our experiences in the world: that is, we have cultural 'schemas' or cultural 'knowledge structures' that guide our understandings about the world and our ways of doing and knowing things and therefore our use of language.

Language therefore is not just a set of words and rules that work in isolation.

It is a complex mixture of sociocultural knowledge and behaviours. This includes the pragmatics of the appropriate use of certain words within culturally appropriate contexts. It includes the use of different **gestures** and postures and the distance between speakers that is culturally appropriate (and comfortable). Sociocultural knowledge also determines the topics that can or cannot be discussed and the conventions (rules of use) relating to ways of using language to communicate with others: for example, when **greeting, thanking**, refusing, agreeing, advising or negotiating. It also includes the means for conceptualising and communicating our experiences: for example, our feelings of love, happiness, dissatisfaction, guilt or shame.

Task: brainstorm some examples of differences or similarities between Aboriginal English and Standard Australian English language practices with respect to the items in the table below. Be prepared to share them when you regroup to summarise this text.

	Aboriginal English	Standard Australian English
World views		
Gestures		
Greetings		
Thanking		

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MODULE 12.6 SELECTING CONTENT

12.6.1 CONTENT REQUIRED FOR EFFECTIVE EAL/EAD⁷⁰ LEARNING – HANDOUT 3

Language learning and communication strategies

Language learning and communication strategies consist of social/affective, cognitive and meta-cognitive (learning how to learn) strategies.

They include noticing differences between the two languages/dialects, predicting meaning, deciphering meaning, working out inferences and transferring knowledge about one language variety (dialect/language) to the other.

In other words, speakers use their understandings about their home language/dialect as a basis for understanding the other language/dialect. It also includes harnessing a range of skills to make oneself understood by others. Learners' existing skills can be improved and expanded by practising the use of the target language and having opportunities to code-switch.

Learners' levels of awareness of code-switching may vary, but most already have these skills. Educators can enhance learners' skills by organising activities so they can practise them. Learners need to learn the importance of shifting from one dialect/language (for example, Aboriginal English) to another (for example, Standard Australian English) to respond appropriately when the communication situation changes, in relation to its purpose, the other speaker's cultural background, the social situation or the context.

Opportunities to practise will vary according to the age of the learner. For younger learners, this can be done through games and songs; for older learners, role plays can be organised.

Task: brainstorm some activities (games or songs for younger learners; or role play situations for older learners). Share these when you present your summary to your colleagues in a group.

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MODULE 12.6 SELECTING CONTENT

12.6.2 THREE DIMENSIONS OF LANGUAGE LEARNING – OVERVIEW

Learning objectives

This module will help educators to:

- understand how various aspects of language and literacy practices can be associated with three dimensions of language learning: language systems, intercultural understandings and language and literacy teaching/learning strategies
- become familiar with the card cluster activity.

Activity description (card cluster)

The activity presented below models a card cluster activity that can be used with their learners. It can be used to foster the development of skills for generating and organising ideas and distinguishing between main and supporting ideas.

It is best used to follow up the jigsaw reading/listening activity in Module 12.6.1.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

Facilitators notes

Materials required:

- Facilitators key: *Cards* (provided)
 - Facilitators material: *Cards* (one set of blue and brown cards for each group; enlarged cards are provided at the end of this Focus Area; cut out and laminate for the workshop activity.)
 - Adhesive putty.
1. Prepare one set of cards for each group.
 2. Organise participants into small groups using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies). Distribute sets of cards and adhesive putty.
 3. Participants in each group attach the blue cards (categories) to a nearby wall, leaving enough space around each blue card for clustering the brown cards. Participants discuss and determine how to categorise the concept on each brown card and then place these cards under or around the relevant blue card using the adhesive putty.
 4. A 'traveller' from each group moves to another group and reports back about any items under discussion (dimensions).

Note: The three categories (blue cards) are interrelated, so many concepts (brown cards) can fit into more than one category. Although the Facilitators key is organised around the three categories, participants can make a case for organising the cards differently as long as they can support their decisions.

MODULE 12.6 SELECTING CONTENT

12.6.2 THREE DIMENSIONS OF LANGUAGE LEARNING – FACILITATORS KEY

Cards

Enlarged cards are provided at the end of this Focus Area (pages 284-287).

Language as a system	Intercultural understandings	Language and literacy teaching/learning strategies
vocabulary	interpretations	lists
word order	gestures	self-evaluation
verbs	schemas	collaborating
affixes	world view	mnemonics (memory aids)
spelling	proximity (space) between people	pair work
pronunciation	pragmatics (language use rules)	negotiation of meaning
genres	metaphors	jazz chants
meanings	ways of speaking (discourse)	flow charts
idioms	appropriate topic of conversation	identifying key points
question forms	turn-taking, requesting, offering, inviting, declining, accepting	meta-cognitive strategies
linking words	decision-making process	information charts
punctuation	ways of demonstrating politeness, respect, empathy, assertiveness	peer teaching
graphonics (relationship between sounds and symbols)	describing/expressing emotions or feelings	questioning
modes of discourse (linear, parallel, circular, digressive)		note-taking, editing
quantifying		persuasion techniques
greeting/addressing people, introductions, leave taking		grouping/sorting/ordering/classifying/categorising
emotive uses of language		questioning, complaining, expressing opinion
thanking, complimenting, being attentive		negotiating, agreeing, disagreeing
		making meaning from key words

MODULE 12.6 SELECTING CONTENT

12.6.3 RELEVANT AND INTERESTING CONTENT – OVERVIEW

Learning objective

This module will help educators to:

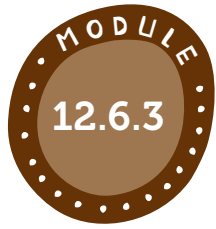
- understand the different aspects of content that need to be considered in order to ensure that it will be relevant and interesting for learners.

Facilitators notes

Material required:

- Powerpoint: *Relevant and interesting content* (provided).

Display the Powerpoint and discuss each point. Invite participants to share ideas or strategies they use to make the content relevant and interesting for their learners.



MODULE 12.6 SELECTING CONTENT

12.6.3 RELEVANT AND INTERESTING CONTENT – POWERPOINT

Relevant and interesting content

To engage learners with relevant and interesting content, educators must:

- create an attractive vehicle to carry the linguistic and literacy content
- be familiar with:
 - the interests of learners (regardless of age)
 - youth culture (Australian and abroad)
 - local community practices (sports, the arts, etc)
- use texts appropriate to learners' level of cognitive development
- provide opportunities to extend learners' knowledge beyond their local environment, community and current interests
- enable learners to see how the topic is important for them, their families and community members.



MODULE 12.6 SELECTING CONTENT

12.6.4 LANGUAGE AND LITERACY CONTENT – OVERVIEW

Learning objective

This module will help educators to:

- understand the different aspects of content that need to be considered and possibly pre-taught for Aboriginal English/creole speaking learners.

Facilitators notes

Material required:

- Powerpoint: *Language and literacy content* (provided).

The following notes can assist you with elaborating on several aspects (in bold, below) that will be discussed with participants. (Further information is provided in other Focus Areas, as indicated below.)

Vocabulary and graphophonics/sounds:

- *vocabulary* – words and their meanings
- *graphophonics/sounds* – the correspondence between sound units and letters or letter clusters (see Focus Area 8).

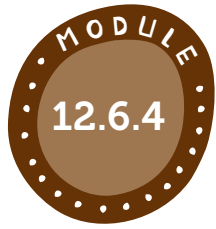
Grammar and syntax:

- *grammar* – a general term referring to the rules of the language system and its features (word parts, word formation, their arrangement, subject-verb agreement, etc) and how they are structured. The grammatical structure of Standard Australian English differs from Aboriginal English in the use of verb tenses, question forms, plural marking, articles, etc.
- *syntax* – the way words are arranged to form clauses and sentences, which can also differ in Aboriginal English (see Focus Area 3).

Intercultural/cultural understandings: our cultural world view shapes the way we perceive the world and the assumptions we make about it when using language. Cultural conceptualisations of words and background information about the subject of the content should therefore be discussed to clarify differences and make them explicit (see Focus Area 4).

Impact of Aboriginal culture on texts and textual understanding: aspects of the text involving assumptions about time, space and quantification, etc (Focus Area 9), text structure or organisation, such as story patterns (Module 5.4), paragraphing (Module 5.3), textual features linking texts (cohesion; Module 5.5.3) and metaphors (Module 4.5) need to be explicitly taught to help learners understand the content.

Understanding texts: metaphors (Module 4.5) and conceptualisations (Focus Area 4) that affect understanding of the text may need to be specifically taught.



MODULE 12.6 SELECTING CONTENT

**12.6.4 LANGUAGE AND LITERACY CONTENT
– POWERPOINT****Language and literacy content**

Before learners engage with content, educators may need to pre-teach one or more of the following aspects about the content of the text or the text itself:

- vocabulary and graphophonics/sounds
- grammar and syntax
- intercultural/cultural understandings
- impact of Aboriginal culture on texts and textual understanding
- understanding texts.



MODULE 12.6 SELECTING CONTENT

12.6.5 LEARNING STRATEGIES AND CONTENT – OVERVIEW

Learning objectives

This module will help educators to:

- understand the learning strategies (cognitive, meta-cognitive and social/affective) that need to be considered when selecting content
- become familiar with the procedures of an information retrieval chart.

Activity description (information retrieval chart)

The task presented below models an information retrieval chart activity that participants might consider using with their learners. Information retrieval chart activities foster the development of reading skills such as extracting specific information, organising information, note-taking and other related study skills.

This activity requires the interpreting and summarising of information obtained from a text and organising that information onto a chart or grid for easy access in the future. This practice can help learners prepare for a writing task, organise information for an oral presentation or study for an exam.

Facilitators notes

Materials required:

- Handout: *Learning strategies to consider for selecting content* (provided)
 - Worksheet: *Learning strategies to consider for selecting content* (provided)
 - Facilitators key: *Learning strategies to consider for selecting content* (provided)
 - Writing materials.
1. Explain to participants that they will be reading a text about the learning strategies they need to consider when selecting content.
 2. If possible, organise participants into Two-Way Teams, otherwise organise participants into pairs or small groups using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies). It is important for the Two-Way Teams to work on this together to extract the main ideas. This will extend their understanding of the text and strengthen their partnership.
 3. Give participants one copy each of the Handout and Worksheet.
 4. Participants should work with a partner and note down the most important aspects of the texts using the worksheet.
 5. Invite questions or comments about the content of the text or the activity itself.



MODULE 12.6 SELECTING CONTENT

**12.6.5 LEARNING STRATEGIES AND CONTENT
– HANDOUT****Learning strategies to consider for selecting content**

Content that will enable learners to develop strategies for their language learning and communication needs to be identified. This includes content that facilitates the development of cognitive, meta-cognitive and social/affective strategies.

Cognitive strategies

It is important to remember that when striving to comprehend the 'new' or additional dialect / language learners use their knowledge of their first dialect /language to help them. They also use it to learn the new dialect /language. While learning the additional dialect /language, it is useful for them to develop retention strategies such as note-taking and mnemonics.

Meta-cognitive strategies

Meta-cognitive strategies involve learners reflecting on their own skills and evaluating them.

They also entail using the strategies and terms associated with critical literacy to identify, label and talk about concepts such as stereotyping and representations in oral, written and visual texts. These strategies also involve developing the ability to identify assumed values and beliefs that originate in different world views and in different conceptual schema.

If the learning area is language, then another important skill is having the words and expressions to talk about the language that is being learnt. These strategies are a part of the learners' meta-cognitive development. This involves building a repertoire of words and expressions that they share with the educator and their peers so they can discuss language and how it is used.

This is sometimes referred to as a 'meta-language', that is, the language to talk about language.



Social/affective strategies

Learning is no longer seen as receiving knowledge from the educator. It is now recognised as a social activity.

So learners may need to develop the communicative skills to interact and discuss the content and their learning with their peers and educators. Learners therefore benefit from collaborating with others to solve a problem. Because anxiety can diminish the effectiveness of their learning experiences, finding ways to ensure that learners are relaxed and comfortable in the learning environment is extremely important. However, some aspects of learning new content sometimes need to be presented in formal ways, so it is useful to assist the process with techniques that make learning in a formal manner easier. This may involve using cue cards or teaching learners strategies to organise new knowledge content.

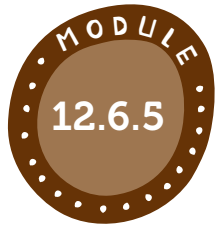
Planning

When planning contexts and texts for a program, it is useful to create a bank of language learning strategies to use with learners.

In developing a collection of techniques, the focus should always be on making the learning experience positive, interesting, relevant, meaningful and fun for learners. This requires an understanding of the learners, being flexible and developing new ideas about teaching in order to be responsive to learners' needs and interests.

In a Two-Way context, the learning focus or context must be familiar to learners.

In other words, it needs to acknowledge the Aboriginal learners' linguistic and sociocultural background and build on this by gradually moving into the unfamiliar. Therefore it is essential for educators to find out what knowledge the learners already have about a particular subject or topic. Educators often find that learners actually have knowledge that far exceeds what they expect. However, such knowledge may be different from that originally anticipated by the educator and from mainstream curriculum materials, so it is ignored. It is vital that educators do not dismiss such information, but instead use the opportunity to learn from the learners and include it in future lessons.



MODULE 12.6 SELECTING CONTENT

12.6.5 LEARNING STRATEGIES AND CONTENT – WORKSHEET

Learning strategies to consider for selecting content

Strategies	Key points to remember
Cognitive	
Meta-cognitive	
Social/affective	
Planning	



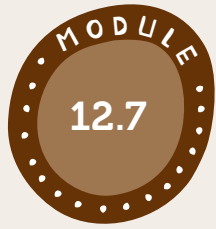
MODULE 12.6 SELECTING CONTENT

12.6.5 LEARNING STRATEGIES AND CONTENT – FACILITATORS KEY

Learning strategies to consider for selecting content

Strategies	Key points to remember
Cognitive	<ul style="list-style-type: none"> Using knowledge of first dialect/language to help learners learn the additional dialect/language.
Meta-cognitive	<p>Learning:</p> <ul style="list-style-type: none"> meta-language (words and expressions to talk about language and how to use it) to reflect on and assess skills critical literacy strategies and terms for talking about concepts (for example, stereotyping and representations in oral, visual, written texts) how to identify assumed values and beliefs associated with other world views/conceptual schemas.
Social/affective	<ul style="list-style-type: none"> Learning is a social activity. It requires the development of communication skills to interact with peers and to talk about content. Collaborating with others is beneficial, eg problem solving. Provide low-stress environment to optimise learning. When presentation of content needs to be formal, introduce strategies to make it easier, eg cue cards, other ways to organise information.
Planning	<ul style="list-style-type: none"> Develop a 'bank' of language learning strategies. Strategies should make learning experience positive, interesting, relevant, meaningful, fun. Focus of learning or context should be made recognisable. Build on what is known (existing linguistic and sociocultural knowledge) to develop new knowledge. Learners often have knowledge, but it tends to differ from that assumed by educators and that in curriculum/course content materials (and is therefore ignored). Provide opportunities to learn from learners.





MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

Module 12.7 presents workshop materials that will enable educators to:

- use teaching/learning strategies to organise learners into pairs or groups
- understand the differences between EAL⁷¹ and EAD⁷² education practices
- match language learning needs with appropriate learning experiences
- extend their collection of language and literacy teaching strategies by accessing those provided in the *Guide to useful language and literacy teaching strategies and learning experiences*.

71 English as an Additional Language.
72 English as an Additional Dialect.

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.1 ORGANISING LEARNERS INTO PAIRS OR GROUPS – OVERVIEW

Learning objectives

This module will help educators to:

- extend the current repertoire of techniques they use to organise learners into pairs and groups
- understand how these strategies can be used opportunistically as a quick learning activity
- become familiar with one type of pairing activity
- become familiar with the think/pair/share activity.

Activity description

Part 1: Pairing activity

The task presented below models one activity that participants can use for organising learners. It requires learners to think about language and so can be adapted for different learning purposes, eg to review new vocabulary, grammatical forms and structure (see the Powerpoint below for other ideas). This activity can be used to organise pairs for the think/pair/share activity that follows.

Participants can also use it with their learners for other types of activities involving pair work.

Part 2: Think/pair/share

The task presented below models a think/pair/share activity that participants might consider using with learners. It provides a structure for generating ideas, so it can be used as a pre-reading or pre-writing activity.

It can also help educators and trainers, to find out what learners already know about a topic.

Facilitators notes

Materials required:

- Facilitators key: *Cards* (provided)
- Facilitators material: *Cards* (sets of blue and brown cards; enlarged cards are provided at the end of this Focus Area; one card for each participant; photocopy or print and cut out and laminate).
- Powerpoint: *Organising learners into pairs or groups* (provided)
- Paper and writing materials
- Whiteboard or butchers paper and felt-tipped pens
- Handout: *Sample lesson plan: Dictogloss activity* (provided in Module 12.7.7).

Part 1: Pairing activity

1. Prepare cards.
2. Explain to participants that they will each be given a card with a word/expression in either Aboriginal English (brown) or Standard Australian English (blue).
3. Distribute one card to each participant.
4. Ask participants to find their partners, ie those people who have equivalent or similar words or expression in the other dialects (Aboriginal English or Standard Australian English).

Please note: Aboriginal English varies regionally, so some words/expressions may be unfamiliar. Participants can ask for assistance within the group or from the facilitator. Alternatively, facilitators can substitute pairs that are more familiar to participants in their regions.

Part 2: Think/pair/share

Now that you have modelled an organising technique to arrange participants in pairs:

5. Ask participants to think about the activities they use to organise learners into pairs or small groups.
6. Ask participants to share these ideas with their partners and make a list.
7. When participants are ready, ask them to call out suggestions, and write these on a whiteboard.
8. Display the Powerpoint: *Organising learners into pairs or groups* and identify ideas not already recorded on the whiteboard.
9. Facilitators may wish to offer the Handout: *Sample lesson plan: Dictogloss activity* (Module 12.7.7) to participants who are unfamiliar with developing lesson plans for language and literacy programs.

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.1 ORGANISING LEARNERS INTO PAIRS OR GROUPS – FACILITATORS KEY

Cards

Enlarged cards are provided at the end of this Focus Area (pages 289–291).

Aboriginal English	Standard Australian English
half	a bit; a portion
monartj	policeman
campin	staying overnight
cheekin	teasing; telling off
jarrin	swearing and telling off
dinner out	meal outside
for liar	not serious; pretending
grannies	grandchildren; grandparents
open	poor; penniless; has nothing; hungry; tired/exhausted
wicked/deadly	enjoyable; really good
toyota	any 4-wheel drive vehicle
yarn	story; tell a story
stopping with	staying with/living with

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.1 ORGANISING LEARNERS INTO PAIRS OR GROUPS – POWERPOINT

Organising learners into pairs or groups

These organising activities can:

- promote language use for authentic purposes
- develop collaboration skills
- reinforce language content to be learned.



Be aware of cultural preferences, prohibitions and other issues about interacting with others (for example, gender, family relationships⁷³, friendships).

Possible ideas for grouping learners include:

- matching colours with colour names (words)
- pairing (new vocabulary) words with meanings
- linking up parts of a sentence*
- pairing synonyms
- finding a plural to suit a singular word
- matching past and present tense (and/or other verb forms)*
- linking up country, currency and/or language spoken*
- ...

* These activities can also be used when three roles need to be assigned. For example, the dictogloss activity might require designating a facilitator, writer and reporter for each group.

⁷³ See the Background reading in Focus Area 2 and Module 2.1 for additional information on this topic.



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.2 DIFFERENCES BETWEEN EAL⁷⁴ AND EAD⁷⁵ EDUCATION PRACTICES – OVERVIEW

Learning objectives

This module will help educators to:

- understand the differences between EAD and EAL education practices
- become familiar with the procedures of a cloze activity with split dictation.

Activity description (cloze activity with split dictation)

It is highly recommended that participants read 'EAL versus EAD' in the Background reading of Module 12 in preparation for this activity.

The task presented below models a cloze activity with split dictation that participants might consider using with their learners. Cloze activities are commonly used in EAL/EAD teaching for grammar practice and for encouraging learners to use the context to make predictions when reading. This adapted version of a cloze activity fosters the development of reading and listening comprehension as well as providing practice with spelling and writing skills.

See Module 12.7.3 *Guide to useful language and literacy teaching strategies and learning experiences* for other variations of cloze activities.

⁷⁴ English as an Additional Language.

⁷⁵ English as an Additional Dialect.

Facilitators notes

Materials required:

- Worksheet A: *Differences between EAL and EAD education practices* (provided)
- Worksheet B: *Differences between EAL and EAD education practices* (provided)
- Facilitators key: *Differences between EAL and EAD education practices* (provided)
- Writing materials
- Powerpoint: *Follow-up discussion questions* (provided)
- Handout: *Sample lesson plan: Dictogloss activity* (provided in Module 12.7.7).

1. Warm up: conduct an informal group brainstorm about the differences between teaching Standard Australian English (SAE) to learners who speak English as an additional dialect and those who speak it as an additional language. Ask participants to draw on the knowledge they gained from the background reading.
2. Explain that the tables they will receive highlight underlying issues about pedagogical needs of SAE learners who speak another English dialect (for example, Aboriginal English) compared with those who speak a language other than English (for example, Mandarin).
3. Ensure participants are aware of abbreviations:
SAE = Standard Australian English
EAD = English as an Additional Dialect
EAL = English as an Additional Language
L1 = First Language
D1 = First Dialect
4. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 (or one of your own strategies).
5. Members of pairs should sit opposite one another and use a barrier (book, file, bag, etc) so they cannot see each other's worksheets.
6. Give each pair a set of worksheets: Worksheet A to Partner A; Worksheet B to Partner B.
7. Ask participants to read through their texts and try to fill in the gaps based on clues in the surrounding text.
8. Partners A and B then work together to complete their Worksheets by taking turns as one partner dictates the sections (shaded/completed) in which gaps appear in his/her partner's version of the table and vice versa. (Pairs should proceed from left to right across each row.) The partner with gaps listens for missing words to fill in the gaps.
9. As participants to work through their sheets, they should note any areas where they have questions or disagree. These can be discussed at the end of the activity as a whole group.
10. Follow-up the activity by displaying the Powerpoint: *Follow-up discussion questions*.
11. Facilitators may want to offer the Handout: *Sample lesson plan: Dictogloss activity* (Module 12.7.7) to participants who are unfamiliar with developing lesson plans for language and literacy programs.

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.2 DIFFERENCES BETWEEN EAL AND EAD EDUCATION PRACTICES – WORKSHEET A

Differences between EAL and EAD education practices

SAE = Standard Australian English; L1 = First Language; D1 = First Dialect

English as an Additional Language (EAL)	English as an Additional Dialect (EAD)	EAD educators should:
<p>Recognition of L1 is not an issue.</p> <p>Learners understand that their home language is different from the language they encounter in the education/training site.</p>	<p>Recognition of D1 is a _____ issue.</p> <p>Dialect speakers often do not recognise that they are speaking a _____ that is different from _____.</p> <p>Lack of awareness can lead to low _____ and inability to _____.</p>	<p>Ensure that EAD learners are aware of the existence of the two dialects and that they are seen as two distinctive languages (a prerequisite to success).</p> <p>Include contrastive analysis, ie analysing the differences between the features of the dialect and SAE.</p> <p>Teach features of SAE explicitly.</p>
<p>Dialect alternation is not an _____.</p> <p>Being _____ to different _____ is not an issue for EAD learners.</p>	<p>Dialect alternation is a basic issue.</p> <p>Being able to distinguish the different dialects is fundamental to code-switching and bidialectal competence.</p>	<p>Foreground and make _____ differences between the _____ dialects.</p> <p>Organise _____ - _____ in which learners practise _____ - _____ between the two dialects according to _____, purpose and _____.</p>
<p>Ownership is not an issue.</p> <p>The learner's own identity is not at risk when learning a new language because they speak a language distinct from that of the education/training site and their identity is not under threat.</p>	<p>Ownership is an issue.</p> <p>Learners may already _____ English as their first _____ because they _____ themselves as _____ speakers.</p> <p>They may feel that their _____ is under _____ when told to _____ the way they talk.</p>	<p>Affirm and value the learners' home language while teaching SAE.</p>



English as an Additional Language (EAL)	English as an Additional Dialect (EAD)	EAD educators should:
Motivation is not an issue. Speaking a different language in a _____ brings with it the _____ motivation to learn to _____ in the new environment.	Motivation can be problematic. Learners already know English and may be less motivated to learn an additional English dialect.	Develop ways of motivating learners' desire to _____ their _____ repertoire. Promote the _____ of developing _____ in both dialects.
'False friends' are not a major issue. Words that have the same/ similar sounds, but different meanings and spellings (homophones) rarely pose an issue for EAL learners (for example, <i>would</i> and <i>wood</i> ; <i>herd</i> and <i>heard</i>).	'False friends' are a _____ issue. 'False friends' are problematic in _____ dialect _____. Very often, _____ the learner nor the educator is _____ of the difference (for example, the meaning of words such as <i>deadly</i> , <i>solid</i> , and <i>open</i> in the different dialects; or words with the same sounds, but different meanings and spellings [homophones] in words in SAE such as <i>hurt</i> and <i>heard</i>) ⁷⁶ .	Distinguish between the meanings of same words in home language and SAE. Explore differences and similarities through discussion or group work and provide learners with much practice in using these words in a variety of contexts.
Assuming prior knowledge is _____. As the learner is acquiring a new _____, the educator _____ assumes the learner has _____ knowledge.	Assuming prior knowledge is easy and therefore problematic. When learners already speak English, both learners and educators tend to assume full understanding.	Check for prior knowledge. In particular, identify and _____ words and _____ that have distinctively different _____ in the two dialects, eg <i>stopping</i> , <i>camping</i> .
SAE speakers and educators' expectations of learners' performance are low. They are realistic because learners speak a different language.	SAE speakers and educators' expectations of learners' _____ are _____. The perception of the two dialects as _____ leads to incorrect _____ about prior knowledge.	Do not expect EAD learners to have the same understandings and skills as SAE speakers. Value learners' home language and experiences with the same cultural, linguistic and academic expectations as first dialect speakers.

76 Developed by I. G. Malcolm. Adapted by I. G. Malcolm from personal correspondence with S. Nero, 2005.

76 The distinction between voiced and voiceless sounds in SAE (*d* and *t*; *b* and *p*; *k* and *g*) is not noticed by many Aboriginal English speakers.



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.2 DIFFERENCES BETWEEN EAL AND EAD EDUCATION PRACTICES – WORKSHEET B

Differences between EAL and EAD education practices

SAE = Standard Australian English; L1 = First Language; D1 = First Dialect

English as an Additional Language (EAL)	English as an Additional Dialect (EAD)	EAD educators should:
<p>Recognition of L1 is not an issue.</p> <p>Learners _____ that their _____ language is different from the language they _____ in the education/training site.</p>	<p>Recognition of D1 is a basic issue.</p> <p>Dialect speakers often do not recognise that they are speaking a dialect that is different from SAE.</p> <p>Lack of awareness can lead to low self-esteem and inability to succeed.</p>	<p>Ensure EAD learners are aware of the _____ of the two dialects and that they are seen as two _____ languages (a prerequisite to _____).</p> <p>Include contrastive analysis, ie analysing the _____ between the features of the dialect and SAE.</p> <p>Teach _____ of SAE _____.</p>
<p>Dialect alternation is not an issue.</p> <p>Being exposed to different dialects is not an issue for EAL learners.</p>	<p>Dialect alternation is a _____ issue.</p> <p>Being able to _____ the different dialects is fundamental to _____ - _____ and bidialectal _____.</p>	<p>Foreground and make explicit differences between the two dialects.</p> <p>Organise role plays in which learners practise code-switching between the two dialects according to audience, purpose and context.</p>
<p>Ownership is not an issue.</p> <p>The learner's own _____ is not at _____ when learning a new language because a language distinct from that of the _____ / training site and their _____ is not under threat.</p>	<p>Ownership is an issue.</p> <p>Learners may already 'own' English as their first language because they identify themselves as English speakers.</p> <p>They may feel that their identity is under threat when told to change the way they talk.</p>	<p>Affirm and _____ the learners' _____ language while teaching _____.</p>



English as an Additional Language (EAL)	English as an Additional Dialect (EAD)	EAD educators should:
Motivation is not an issue. Speaking a different language in a society brings with it the necessary motivation to learn to communicate in the new environment.	Motivation can be problematic. Learners _____ know English and may be _____ motivated to learn an English dialect.	Develop ways of motivating learners' desire to extend their English repertoire. Promote the importance of developing competencies in both dialects.
'False friends' are not a major issue. Words that have the same/ similar _____, but different _____ rarely pose an _____ for EAL learners (for example, <i>would</i> and <i>wood</i> or <i>herd</i> and <i>heard</i>).	'False friends' are a major issue. 'False friends' are problematic in identifying dialect difference. Very often, neither the learner nor the educator/trainer is aware of the difference (for example, the meaning of words such as <i>deadly</i> , <i>solid</i> , and <i>open</i> in the different dialects; or words with the same sounds, but different meanings and spellings [homophones] in words in SAE such as <i>hurt</i> and <i>heard</i> ⁷⁷).	Distinguish between the _____ of same words in _____ language and SAE. Explore _____ and similarities through _____ or group work and provide learners with much _____ in using these words in a variety of _____.
Assuming prior knowledge is unproblematic. As the learner is acquiring a new language, the educator rarely assumes the learner has prior knowledge.	Assuming prior knowledge is _____ and therefore _____. When learners _____ speak English, both learners and _____ tend to assume _____ understanding.	Check for prior knowledge. In particular, identify and examine words and expressions that have distinctively different meanings in the two dialects, eg <i>stopping</i> and <i>camping</i> .
SAE speakers and educators' expectations of learners' _____ are _____. They are _____ because learners speak a different _____.	SAE speakers and educators' expectations of learners' performance are high. The perception of the two dialects as similar leads to incorrect assumptions about prior knowledge.	Do not expect EAD learners to have the same _____ and _____ as SAE speakers. Value learners' _____ language and _____ with the same cultural, linguistic and academic expectations as first dialect speakers.

Developed by I. G. Malcolm. Adapted by I. G. Malcolm from personal correspondence with S. Nero, 2005

77 The distinction between voiced and voiceless sounds in SAE (*d* and *t*; *b* and *p*; *k* and *g*) is not noticed by many Aboriginal English speakers.



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.2 DIFFERENCES BETWEEN EAL AND EAD EDUCATION PRACTICES – FACILITATORS KEY

Differences between EAL and EAD education practices

SAE = Standard Australian English

English as an Additional Language (EAL)	English as an Additional Dialect (EAD)	EAD educators should:
Recognition of L1 is not an issue. Learners understand that their home language is different from the language they encounter in the education/training site.	Recognition of D1 is a basic issue. Dialect speakers often do not recognise that they are speaking a dialect that is different from SAE . Lack of awareness can lead to low self-esteem and inability to succeed .	Ensure that EAD learners are aware of the existence of the two dialects and that they are seen as two distinctive languages (a prerequisite to success). Include contrastive analysis, ie analysing the differences between the features of the dialect and SAE. Teach features of SAE explicitly .
Dialect alternation is not an issue. Being exposed to different dialects is not an issue for EAL learners.	Dialect alternation is a basic issue. Being able to distinguish the different dialects is fundamental to code-switching and bidialectal competence .	Foreground and make explicit differences between the two dialects. Organise role-plays in which learners practise code-switching between the two dialects according to audience , purpose and context .
Ownership is not an issue. The learner's own identity is not at risk when learning a new language because they speak a language distinct from that of the education/ training site and their identity is not under threat.	Ownership is an issue. Learners may already ' own ' English as their first language because they identify themselves as English speakers. They may feel that their identity is under threat when told to change the way they talk.	Affirm and value the learners' home language while teaching SAE .
Motivation is not an issue. Speaking a different language in a society brings with it the necessary motivation to learn to communicate in the new environment.	Motivation can be problematic. Learners already know English and may be less motivated to learn an additional English dialect.	Develop ways of motivating learners' desire to extend their English repertoire. Promote the importance of developing competencies in both dialects.



English as an Additional Language (EAL)	English as an Additional Dialect (EAD)	EAD educators should:
<p>'False friends' are not a major issue.</p> <p>Words that have the same/ similar sounds, but different meanings and spellings (homophones) rarely pose an issue for EAL learners (for example, <i>would</i> and <i>wood</i>; <i>herd</i> and <i>heard</i>).</p>	<p>'False friends' are a major issue.</p> <p>'False friends' are problematic in identifying dialect difference.</p> <p>Very often, neither the learner nor the educator is aware of the difference (for example, the meaning of words such as <i>deadly</i>, <i>solid</i>, and <i>open</i> in the different dialects; or words with the same sounds, but different meanings and spellings [homophones] in words in SAE such as <i>hurt</i> and <i>heard</i>⁷⁸).</p>	<p>Distinguish between the meanings of same words in home language and SAE. Explore differences and similarities through discussion or group work and provide learners with much practice in using these words in a variety of contexts.</p>
<p>Assuming prior knowledge is unproblematic.</p> <p>As the learner is acquiring a new language, the educator rarely assumes the learner has prior knowledge.</p>	<p>Assuming prior knowledge is easy and therefore problematic.</p> <p>When learners already speak English, both learners and educators tend to assume full understanding.</p>	<p>Check for prior knowledge. In particular, identify and examine words and expressions that have distinctively different meanings in the two dialects, eg <i>stopping</i>, <i>camping</i>.</p>
<p>SAE speakers and educators' expectations of learners' performance are low.</p> <p>They are realistic because learners speak a different language.</p>	<p>SAE speakers and educators' expectations of learners' performance are high.</p> <p>The perception of the two dialects as similar leads to incorrect assumptions about prior knowledge.</p>	<p>Do not expect EAD learners to have the same understandings and skills as SAE speakers.</p> <p>Value learners' home language and experiences with the same cultural, linguistic and academic expectations as first dialect speakers.</p>

Developed by I. G. Malcolm. Adapted by I. G. Malcolm from personal correspondence with S. Nero, 2005.

78 The distinction between voiced and voiceless sounds in SAE (*d* and *t*; *b* and *p*; *k* and *g*) is not noticed by many Aboriginal English speakers.

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.2 DIFFERENCES BETWEEN EAL AND EAD EDUCATION PRACTICES – POWERPOINT

Follow-up discussion questions

- What is meant by **contrastive analysis**? Any examples?
- What do we mean by 'ownership' in relation to language or dialect?
- What scenarios make good role-play situations to provide learners with practice in code-switching?
- What strategies can we use to motivate learners to want to learn Standard Australian English?
- Don't some EAL learners have problems with 'false friends' too?
- Would a cloze activity with split dictation work with your learners? If so, when could you use it?



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.3 SOME USEFUL LANGUAGE TEACHING TECHNIQUES – OVERVIEW

Learning objectives

This module will help educators to:

- understand how to encourage learners to generate ideas and interest in a topic area
- identify language and literacy teaching strategies and learning experiences that may be useful for their learners
- understand how best to exploit activities in their own teaching/training contexts
- become familiar with one type of organising activity (to form groups of three)
- become aware of one type of brainstorm activity for generating ideas.

Activity description

Part 1: organising activity to form groups of three

This task models an organising activity that participants can use to organise their learners into groups of three.

It also provides an opportunity for learners to review aspects of the additional dialect or language they are learning, eg grammatical features or vocabulary.

See also the Powerpoint: *Organising learners into pairs or groups* (Module 12.7.1).

Note: the irregular verb forms are used to model an organising activity only. The verb forms are not associated with the main focus of the activity.

Part 2: group brainstorm activity

The task presented below models a brainstorm activity that participants might consider using with their learners. Brainstorm activities can be used as pre-reading or pre-writing tasks to stimulate interest in a topic or generate ideas. They can also be used to identify learners' existing knowledge about a topic.

See the *Guide to useful language and literacy teaching strategies and learning experiences* for variations on brainstorming activities.

Facilitators notes

Materials required:

- Facilitators material: *Cards* (enlarged cards are provided at the end of this Focus Area)
- Powerpoint: *Some useful language teaching techniques* (provided)
- Handout 1: *Tips for using language and literacy learning activities and games* (provided)
- Handout 2: *Guide to useful language and literacy teaching strategies and learning experiences* (provided)
- Whiteboard or butchers paper and felt-tipped pens.

Part 1: Organising activity

1. Photocopy or print and cut out and laminate each set of cards (each set has three different forms of the same verb). You need at least two sets of cards (ie six cards) and a minimum of six participants to complete this activity. For example, if you have nine participants, use three sets of cards and so on.
2. Shuffle the cards and give one to each of the participants.
3. Ask each participant to find the other two cards that go with the Standard Australian English (SAE) verb in their set.
4. Ask participants to take on the roles as follows:
 - present tense verb form = group leader
 - simple past verb form = scribe
 - past participle = reporter.

Part 2: Group brainstorm activity

5. Ask 'group leaders' to guide the group as they brainstorm a list of teaching strategies they use in their learning environments. Ask the 'scribes' to record these on paper.
6. Ask the first group's 'reporter' to write their list on the whiteboard or butchers paper. The second group's 'reporter' adds strategies not on the list, and so on.
7. Briefly clarify strategies unfamiliar to participants and possible language learning points they can focus on.
8. Display the Powerpoint: *Some useful language teaching techniques*. Identify strategies not recorded on the whiteboard or butchers paper.
9. Briefly summarise unfamiliar activities and possible language learning points that participants can focus on with their learners.
10. Distribute and describe Handouts 1 and 2.
11. Facilitators may wish to offer Handout: *Sample lesson plan: Dictogloss activity* (Module 12.7.7) to participants who are unfamiliar with developing lesson plans for language and literacy programs.

12.7.3 SOME USEFUL LANGUAGE TEACHING TECHNIQUES – FACILITATORS KEY

Cards (irregular Standard Australian English verb forms)

Enlarged cards are provided at the end of this Focus Area (pages 292-293).

Set	Present tense	Simple past	Past participle
1	rise(s)	rose	risen
2	awake(s)	awakened/ awoke	awakened/ awoken
3	arise(s)	arose	arisen
4	bear(s)	bore	born/borne
5	begin(s)	began	begun
6	bite(s)	bit	bitten
7	blow(s)	blew	blown
8	choose(s)	chose	chosen
9	draw(s)	drew	drawn
10	forbid(s)	forbade	forbidden

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.3 SOME USEFUL LANGUAGE TEACHING TECHNIQUES – POWERPOINT

Some useful language teaching techniques

- barrier games (information gap)
- brainstorming
- card clusters
- cloze activities
- dictogloss
- different perspectives
- envoy
- information extraction (for one point of view in debates)
- information retrieval chart/grid
- jigsaw reading/listening
- jumbled words/phrases/ sentences
- matching activity (listening or reading)
- picture dictation
- plus/minus/interesting reflection
- semantic grid
- semantic web (explosion chart, mind map, spider diagram, spidergram)
- station activity (wallpapering)
- story/text reconstruction
- think/pair/share
- three-level guide (to reading)
- word linking (pronunciation)
- word banks (word wall)



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.3 SOME USEFUL LANGUAGE TEACHING TECHNIQUES – HANDOUT 1

Tips for selecting and using language and literacy learning activities

- Do at least one language or literacy game/activity every day.
- Explain the purpose of the activity/game, ie the target language feature/ area.
- Choose a *single* language point/area to focus on, eg pronunciation, conjunctions, articles (*a, an, the*).
- Use vocabulary that relates to the current topic/theme/course.
- Include Aboriginal English, if appropriate, in the game or allow learners to use it in some other way.
- Explain the procedures; write them on the board.
- Ensure that everyone understands the rules/instructions and the language being practised.
- Model the game/activity and language structures (if possible with another adult or as a Two-Way Team) and allow learners to practise the procedures.
- Negotiate the rules of the game/activity, for example taking turns, accepting when they don't win and congratulating others who do.
- Be mindful of the composition of groups, ensuring members are able/willing to work together.
- Monitor and listen in on *all* the groups. Don't get distracted by one.
- Do not let the game activity go on too long, but do allow to students to complete it to their satisfaction.
- Plan ahead, making sure you have enough materials for all students to participate.
- Adapt games/activities to suit different ages and ability levels.
- Recycle the game/activities, making adjustments to keep them fresh.
- Use games/activities to consolidate previous language points or introduce new ones.
- Don't be disheartened if it doesn't work as well as you had hoped. Learners may not get the idea the first time.
- Be sure that the activities/games have a language/literacy focus that engages learners in listening and talking.
- Consider how much competition is appropriate.
- If you are doing most of the talking, it's not a language learning game/activity.
- Ensure that all learners have a task to complete. Beware of games/activities that are based only on discussion.
- Don't be disheartened when learners don't immediately use the features and structures they have learned and practised during the activity.



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.3 SOME USEFUL LANGUAGE TEACHING TECHNIQUES – HANDOUT 2

Guide to useful language and literacy teaching strategies and learning experiences

AE = Aboriginal English; SAE = Standard Australian English

Strategy	Purpose (skills)	Description
Add a word/ clause	<ul style="list-style-type: none"> listening speaking writing vocabulary punctuation selected grammatical features (plurals, prepositions, etc) 	<p>This activity is more suitable for younger learners, but it can be adapted for older learners, eg working with embedded clauses. Cards are prepared, each with a word or phrase that can be strung together to make a long sentence. Linking words should also be provided. For example:</p> <p>Cards with phrases could be:</p> <ul style="list-style-type: none"> In Australia (sentence starter); and (linking word); kangaroos hop through the bush; galahs sleep in trees; camels run through the desert; crocodiles swim in rivers; snakes slide through the sand. <p>The learners sit in a semi-circle. The sentence starter (<i>In Australia</i>) and the linking word (<i>and</i>) are displayed on a sentence maker. The first learner adds a card and makes a sentence, saying 'In Australia kangaroos hop through the bush'. The next learner takes the next card and adds to the sentence, saying, 'In Australia, kangaroos hop through the bush and crocodiles swim in rivers'. The next learner takes a card and adds to the sentence. The game continues until all the cards have been used. If a learner cannot remember the sequence, they miss their turn, but stay in the game.</p> <p>Cards with words:</p> <ul style="list-style-type: none"> live in Australia. (sentence starter); and (linking word); kangaroos, galahs, camels, crocodiles, snakes. <p>The same procedure is followed for cards with words. The sentence starter (<i>live in Australia.</i>) is at the end of the sentence and words get added to the front, eg 'Snakes and crocodiles live in Australia'.</p> <p>This activity is followed by a writing activity: a sentence combining three or four clauses (or words) is written on the board as a model. Learners then write their own sentences, choosing three or four of their own clauses (or words).</p>



Strategy	Purpose (skills)	Description
Affix games	<ul style="list-style-type: none"> review prefix/suffix meanings and vocabulary 	<p>This activity can be done by learners individually, in pairs or small groups. A prefix (for example 'dis-', 'un-', 'ir-') or suffix (for example '-able', '-ible', '-er', '-est') is written on the whiteboard. Learners are allowed five minutes to write down all the words they can think of with the affix (prefix or suffix) in it. The learner with the most calls out his/her list as they are written down. Others can add to the list. Teach the meanings of words that may be unfamiliar to other learners. Point out how the meaning of the affix is related to the word meaning in most cases, but not all.</p> <p>Variations</p> <ol style="list-style-type: none"> Write two or three affixes on the whiteboard (instead of just one). Learners can create new words using the affixes and then put them into sentences and share them with the group. A word that is used in compound words can be written on the board, eg <i>down</i>, <i>break</i>, <i>head</i>, <i>heart</i>, <i>strong</i>. Learners list the compound words (<i>downhill</i>, <i>breakdown</i>, <i>headway</i>, <i>heartache</i>, <i>headstrong</i>, etc). 'The most' (using '-est' or irregular forms of common adjectives, eg <i>worst</i>, <i>best</i>). Learners call out items in a common grouping, eg types of vehicles, animals, tools, food, celebrities. These are written on the whiteboard. Learners describe each item in relation to others on the list, eg <i>The tractor is the slowest</i>.
Alphabet visits	<p>unfamiliar SAE sounds</p> <ul style="list-style-type: none"> simple past tense verbs 	<p>This small group activity can be used to practise unfamiliar initial consonant sounds as well as asking the following questions (which can be written on the whiteboard):</p> <ul style="list-style-type: none"> 'Where did you go?' 'What did you see there?' 'What did you do there?' <p>It requires one small cube (or die) for each group, with a different target consonant sound written on each side. Player 1 rolls the cube to select the first sound, eg <i>B</i>. The educator asks him/her, 'Where did you go?' Player 1 responds (in a full sentence) naming a place beginning with the consonant sound <i>B</i>, eg 'I went to Broome'. The learner to the right of the educator asks Player 1 the next question: 'What did you see in Broome?' and Player 1 responds: 'I saw a beach'. The next person asks Player 1: 'What did you do there?' and Player 1 responds: 'I bought bananas'. Player 2 is chosen to roll the cube and take their turn answering questions. The game continues until all learners have had a turn in responding to questions.</p>



Strategy	Purpose (skills)	Description
Bananas	<ul style="list-style-type: none"> wh-question forms oral comprehension of wh-questions 	<p>This game can be used for any age group. Wh-question forms are modelled and reviewed. (Yes/no questions are not permitted.) One learner is selected to be <i>it</i> (the responder). His/her only response is to say the word <i>bananas</i> without laughing or smiling. Other learners ask him/her personal questions to try to make him/her laugh or smile. When he/she smiles or laughs, the person who asked the question becomes <i>it</i> (the responder). Other words can be substituted when the game is played again.</p>
Barrier games (also called 'Information gap')	<ul style="list-style-type: none"> oral language vocabulary development forming questions spelling interpreting/using maps, figures, diagrams, etc to extract information listening pronouns he, she, it, they pronunciation 	<p>Learners are pre-taught language and structures needed for the activity. When demonstrating the activity, the educator should model them.</p> <p>They work in pairs sitting opposite one another with a 'barrier' so they cannot see each other's information source. Each learner is given information (for example, a table with various types of information or data on a given topic such as a country or people) with gaps. Each learner has information his/her partner does not have. Learners must ask questions to obtain the information. The learners can ask the other to spell the word, so it is recorded correctly.</p> <p>Variation</p> <ol style="list-style-type: none"> Use maps, figures, diagrams, construction plans, recipes, procedures, pictures, etc. Split dictation: use two texts, each with different sections of missing words. Each learner reads their section (with no missing words), while the other listens and writes down the missing words. Use two identical pictures of a scene with lots of different people, animals and objects on it. One partner (A) places a marker (or draws an X) on a person, animal or object. The other partner (B) asks questions to work out which one his/her partner has marked, eg 'Is he a boy?' 'Is he wearing a hat?' Partner A continues for six turns and then they compare pictures. They then reverse roles, repeating the procedure. <p>Note: prior to the starting this activity, review the structures required to ensure learners have learnt how to ask questions and are familiar with the words they need to work with.</p>



Strategy	Purpose (skills)	Description
Bingo	<ul style="list-style-type: none"> articles <i>a, an</i> singular/plural nouns structures: <i>i've got a/an ...; i've got some ...</i> 	<p>Prepare enough bingo cards and counters for each group of learners (up to six learners per group). A set of cards (with pictures pasted on them) is assembled for the caller's set. Bingo cards have randomly selected pictures pasted on them.</p> <p>Bingo cards and pictures can be downloaded from the internet, printed and assembled. See also Berry and Hudson (1997), <i>Making the Jump</i>, for sets that can be photocopied for younger learners. The educator can model the role of the caller. Then one learner from each group becomes the caller for his/her group.</p> <p>Bingo cards and counters are distributed to players. The caller draws a card from the top of the deck of picture cards, and says, 'I've got a/an ____'. Or 'I've got some/a lot of/ several ____'. Players use counters to cover the matching pictures on their cards.</p> <p>The game continues until one player wins when all the (matching) pictures on his/her card have been covered. The winner becomes the next caller.</p>
Brainstorm activities	<ul style="list-style-type: none"> generate ideas identify existing knowledge and understandings pre-reading/ writing generate interest in topic 	<p>Learners are given two minutes to write down words or ideas that they already know on a topic or word. Two more minutes can be given to use references available. See pages 191, 193, 194 for other approaches to brainstorming ideas, such as 'Semantic web', 'Station activity' and 'Think/pair/share activity'.</p> <p>Variations</p> <ol style="list-style-type: none"> Question brainstorm: Learners generate questions about the topic. Progressive brainstorm: Each group gets an A3 sheet of paper with the topic at the centre (semantic web/explosion chart) and a different-coloured pen to write the words/ concepts they associate with the topic. The papers (or groups) are then rotated to the next table, though learners keep their own coloured pens. The learners use the previous group's ideas to generate new ones and/or critique the previous group's ideas. The papers (or groups) continue to rotate until each group has contributed to all webs/charts. When the groups get their original webs/ charts back, they discuss additions and critiques, noting agreement or disagreement. Each web/chart is then posted and a representative from each group summarises the chart, noting what they learned from other groups and their responses to other groups' comments. <p>Note: all contributions are valued and recorded. No-one is made to feel embarrassed.</p>



Strategy	Purpose (skills)	Description
Card clusters	<ul style="list-style-type: none"> generate, organise and/or distinguish between main and supporting ideas 	<p>A card cluster heading (main topic/theme written on large strip of paper) is posted on walls or whiteboards.</p> <p>Learners are given (un)limited blank cards and thick marking pens to one write key word in large print on each card. Advised by the group, a representative posts the cards around main topic/theme, with related key concepts arranged in clusters together. A representative from each group explains reasons for organisation of clusters.</p>
Chain stories	<ul style="list-style-type: none"> irregular simple past SAE verb forms speaking skills 	<p>A list of irregular SAE verbs is written on the board. The educator can introduce the story by describing the scene and one or two characters. Each student takes a turn in contributing to the story, using at least one of the verbs on the list (using the simple past tense).</p> <p>Variation</p> <p>Learners are arranged in small groups and given a list of irregular verbs. Each learner writes an opening sentence for a story introducing the setting and at least one character using at least one verb from the list. They then rotate their papers clockwise. They can correct the verb form in the previous sentence if necessary, then add another sentence to the story and so on.</p>
Chinese whispers	<ul style="list-style-type: none"> listening pronunciation of difficult target sounds 	<p>Learners are arranged in a circle. Whisper a word or phrase that uses the target sound(s) to one learner. This learner whispers it to the learner next to him/her and so on. The word/phrase should remain the same when the last person repeats it to the group.</p>
Clarifying questions	<ul style="list-style-type: none"> reading/viewing listening speaking question formation, cooperative learning skills 	<p>Pre-teach and model forms of clarifying questions, eg 'What do you/What does it mean by ___?', 'Can you explain more about ___?'</p> <p>A text is provided to learners (in small groups). Each learner reads the text and writes a list of questions that asks for information to clarify issues or information they are unsure of. Learners take turns in posing questions to their group members until all questions have been answered to their satisfaction. Questions that cannot be answered are saved until the end of the activity, when they are posed to the whole group of learners.</p>



Strategy	Purpose (skills)	Description
Cloze activities	<ul style="list-style-type: none"> reading skills: predicting grammar practice vocabulary development spelling reading different kinds of texts listening skills 	<p>Learners are given a text on a familiar topic. With first and last sentences intact, delete words, either systematically (for example, every eighth word) or strategically (for example, linking words, vocabulary words, auxiliary verbs), depending on the focus of the exercise. A list of words can be provided for learners to select from and insert the correct word.</p> <p>Variations</p> <ol style="list-style-type: none"> Learners listen to a text being read. When the reader pauses, they write the missing key word/phrase/expression. Answers are checked when the reading is finished. Transcripts of news recordings, interviews or song lyrics (often available on the internet) can be used with words deleted. Learners listen to recordings and fill in the gaps. See 'Tense-marker cloze activity' on page 193.
Code-switching activities	<ul style="list-style-type: none"> differentiating two dialects/languages 	<ul style="list-style-type: none"> Role plays: learners can be given a list or set of cards with scenarios, each with a clear context, purpose and objective, eg one person must obtain specific information from the other person. Telephone role-plays using non-functioning telephones can be useful for role-plays that require the learner to call to make an appointment, get an email address to submit a job application, talk to a friend, etc. Learners recast their own written or oral texts in the alternative code. Two-Way mirroring activity: an AIEO says something in Aboriginal English/creole and learners recast it in SAE. After a while, reverse the procedure, ie an SAE expression is recast into Aboriginal English. This is important to avoid seeing it as 'correcting' Aboriginal English. (Consider developing cards with common SAE and Aboriginal expressions to be translated. As cards are added and learners' SAE skills progress, the complexity of expressions can increase over time.) Radio plays can be scripted by learners for a general audience, and performed live or recorded.



Strategy	Purpose (skills)	Description
Dictogloss activity	<ul style="list-style-type: none"> listening skills vocabulary development grammatical forms collaboration skills 	<p>Learners are prepared for the topic of the dictogloss by brainstorming what they already know about the topic. Unfamiliar vocabulary is taught and grammatical forms in text are reviewed, with a particular focus on features that differ in AE and SAE.</p> <p>Learners are organised into small groups and the procedures are explained.</p> <p>The text is read twice, both times at normal speed, with a brief pause (for a brisk, silent count of five) at the end of each sentence.</p> <p>During the first reading, learners listen but do not write. For the second reading, learners take notes, writing only content and information words, not grammatical/function words, eg <i>and, a, his</i>. Group members pool their notes while a 'scribe' records the text. The group checks the text for grammar and cohesion which ensures that the text makes sense. A representative from each group writes their text on an A3 sheet of paper, a flipchart or whiteboard. Each text is then analysed and the whole group suggests amendments. The final version of the text should not be displayed or read until the learners' versions are analysed and adjusted.</p> <p>Variation</p> <p>Learners first work in pairs, then form groups of four.</p>
Different perspectives	<ul style="list-style-type: none"> critical reading/ listening identifying the author/speaker's personal, cultural and/or political bias 	<p>On a topic familiar to learners, two texts (or recordings) are prepared, each representing extremely polarised perspectives on historical events or current issues relevant to the topic. Learners are given the first account to discuss. The second extract is then distributed, read and discussed. Discussions can focus on why the texts differ in terms of assumptions, world views, stereotypes, biases, etc adopted by the authors/speakers.</p> <p>Variations</p> <p>This can be adapted as a Jigsaw reading/ listening activity on page 183 or used in conjunction with an Information retrieval chart/grid on page 183 to identify assumptions, world views, biases, stereotypes, main arguments, etc.</p>



Strategy	Purpose (skills)	Description
Difficult situations	<ul style="list-style-type: none"> conditional forms for imagined situations structure: <i>if i were/had...i would/could...</i> imagining possibilities speaking/writing 	<p>Note: this activity is more suitable for advanced SAE learners because hypothetical conditionals are complex structures that are not commonly used in AE. It is therefore essential to pre-teach, review and recycle the grammatical structures (for example, <i>If I were/had...I would/could...</i>) and explain how they are used.</p> <p>Be aware that there are three types of conditionals, so it is a good idea to check with a grammar book and review them because of their complexity.</p> <p>Note also that individuals who speak SAE as a first language often do not follow the 'rules' in everyday speech and there are alternative ways of expressing conditionals in hypothetical situations (Rinvoluceri, 1984).</p> <p>Nonetheless, learners need to be able to recognise the conditional structure even if they choose not to use them.</p> <p>Learners are given two strips of paper. On one they write a difficult situation or predicament. On the other they write a solution to their predicament. This should be written in general terms and using pronouns, eg <i>I'd throw it away and buy another one</i>.</p> <p>Each learner then passes his/her slip of paper with the predicament to the learner sitting two seats away in one direction, and passes his/her slip of paper with the solution two seats away in the other direction.</p> <p>Each learner then reads out the predicament and the solution they have been given. (The learners can adjust the grammar if necessary.) The results are usually amusing.</p> <p>For less-advanced learners, the educator can provide the predicaments, but ask the learners to provide the solutions. The same procedure as above is then followed.</p> <p>Sample predicaments</p> <p>You leave to go to a job interview and get splashed with mud by a passing car. There is no time to go home and change.</p> <p>You have been invited to two parties on the same night at the same time. One is a birthday party for a very good friend you've had since childhood and the other is for someone you've just met, who is very attractive/handsome and who you'd like to get to know better.</p>



Strategy	Purpose (skills)	Description
Envoy	<ul style="list-style-type: none"> • synthesising • summarising • organising information • critical thinking • oral language • collaboration 	<p>Learners form groups. Each group designates an 'envoy' and 'spokesperson'. The groups are provided with different topics (or sub-topics) to discuss, research and/or critically analyse. Following the discussion/research process, the envoy rotates to the next group and takes notes while the spokesperson summarises/synthesises the information, ideas and/or main findings generated by the discussion or research. The envoy then uses his/her notes to report back to his/her original group.</p>
Focus questions	<ul style="list-style-type: none"> • reading/ listening/viewing comprehension for specific purpose and critiquing 	<p>Select a written/oral/visual text. Identify the issue(s) that learners should explore and consider when reading/listening/viewing. Ensure that learners have the appropriate background knowledge and are familiar with the cultural conceptualisations expressed. Write an open-ended question on the whiteboard that requires the learners to read/ listen/view the whole text and think critically about it. After learners are given sufficient time to read/ listen/view the text, organise them into pairs or small groups so they can discuss the focus question. Learners should be able to locate evidence in the text to support their opinions or interpretations. Invite a representative from each group to summarise the ideas discussed.</p>
From sentences to paragraphs	<ul style="list-style-type: none"> • linking words • paragraphing 	<p>A set of sentences that could be organised into a paragraph is prepared. Learners are asked to brainstorm linking words, eg <i>because, although, therefore, however, in contrast</i>. The sentences are written on the board. Learners can work alone or with a partner as they organise the sentences into a paragraph and use appropriate linking words to connect sentences. Monitor the learners' use of linking words. The paragraphs can then be posted on the walls so learners can see how others have organised their paragraphs.</p>



Strategy	Purpose (skills)	Description
Guess the matching picture	<p>question forms and other grammatical structures: for example:</p> <ul style="list-style-type: none"> pronouns <i>he, she, it, they</i> sounds singular/plural nouns and verbs, etc 	<p>Pre-teach/revise structures: 'Is he/she ___?', 'Has he/she got ___?', 'Is she ___-ing?'</p> <p>Two sets of the same picture cards are prepared. One set is pasted on a chart; the other set is pasted on individual cards. Counters are placed in the centre.</p> <p>The chart is placed in the centre of the group. One player is given the pack of cards. He/she looks at the first card and turns it face down. Other players guess what is on the picture by taking turns asking one question each. (The educator can model questions for the first card.)</p> <p>Gender should be established first, eg Player 1: 'Is it a boy?' ('No'). Counters are placed on the pictures on the chart with pictures of boys on them because they have been ruled out. Player 2: 'Is it a girl?' ('Yes'). Counters can be placed on pictures of men, women, animals, objects. Then more details can be asked. Player 3: 'Has she got a book?' The first round of the game continues until the card is guessed. The pack of cards is handed to the next player for the next round.</p>
Hypothesising	<ul style="list-style-type: none"> conditional form for imagined situations structure: <i>if i were/ had...i would/could...</i> imagining possibilities speaking/writing 	<p>Note: see cautionary comment in the ©ifficult situations©activity on page 180 regarding teaching and practising hypothetical conditionals.</p> <p>Conditionals for imagined situations can be practised by setting up a scenario, asking a question, eg <i>What would you do if...</i> and then inviting learners to respond orally in full sentences. It can then be converted into a writing task for further practice. Sample sentence starters can include the following:</p> <p>Question: 'What would you do if you had a million dollars?'</p> <p>Answer: 'If I had a million dollars, I would/could...'</p> <p>Question: 'If you could travel anywhere in the world, where would go?'</p> <p>Answer: 'If I could travel anywhere in the world, I would go to...'</p>



Strategy	Purpose (skills)	Description
Information differences	<ul style="list-style-type: none"> listening or reading skills critical analysis 	<p>Two versions of the same text are prepared: the original version is for the educator to read aloud; the learners' version has some words that have been changed. The educator reads his/her version of the text. Learners listen and note the differences in their copy of the text.</p> <p>Variations</p> <p>Learners listen to two recordings of the same news stories presented on TV or radio news programs and identify discrepancies between them. These can be critically analysed. Learners read two newspaper versions of the same incident, critically analysing the differences.</p>
Information extraction (for one point of view)	<ul style="list-style-type: none"> listening or reading note-taking 	<p>Learners listen to a debate and record information and facts presented supporting only the point of view assigned to them.</p> <p>Variation</p> <p>Learners read a transcript of a debate and record information</p>
Information retrieval chart/grid	<ul style="list-style-type: none"> note-taking reading to extract main points organising information developing a resource/framework for writing listening for specific information organising information 	<p>Learners read text and record information onto a chart/grid that provides appropriate organising headings.</p> <p>Variations</p> <ol style="list-style-type: none"> The chart/grid may elicit information not included in the text, so learners will be required to search for information in other sources. Listening activity: the main resource can be a recorded text to which learners must listen in order to extract specific information.
Jigsaw reading/listening activity	<ul style="list-style-type: none"> reading/listening oral language development group work extracting specific information organising information 	<p>Three (or four) texts on different aspects of the same topic are prepared as a reading or recording. Learners are organised into three (or four) groups, one for each prepared text or recording. Each group reads or listens to their own texts to become 'experts'.</p> <p>Learners are re-formed into groups of three (or four) so that each group has a representative expert on each text. Learners take turns in sharing the information provided in their text.</p> <p>Variations</p> <ol style="list-style-type: none"> Learners can be provided with an information retrieval chart/grid (above). For multilevel groups, learners can be organised into groups according to levels and provided with readings/recordings that suit their skill level.



Strategy	Purpose (skills)	Description
Jumbled words/phrases/sentences (see also 'Text reconstruction' for working with whole texts)	depending on learner level: <ul style="list-style-type: none"> word recognition, text structure (sentences, paragraphs or whole SAE generic texts) SAE cohesion and cohesive devices (see Modules 5.1, 5.3, 5.4) 	<p>Words, phrases and sentences are written on cards or paper strips (cut into segments) for learners to assemble.</p> <p>Variations for early learners</p> <ol style="list-style-type: none"> Learners can select and read a sentence from a text (or dictate a sentence about themselves) to be written onto a strip of paper and cut into segments for learners to put together. To develop word shape recognition, the same sentence is written on two large strips of paper. One strip is cut into words (or phrases). The learner uses the first as a model to match word shapes and reconstruct the sentence. <p>For older learners</p> <p>Prepare three to six paragraphs (depending on number of learners). There should be enough sentences in total so that there is one per learner. Each paragraph should have an obvious topic sentence and key words. (The first time this is done, use different topics so learners become familiar with the procedure.) Individual sentences are written on strips of paper.</p> <p>The strips are distributed and learners are asked to find others who have sentences that will fit into the same paragraph as their own. Each group should then organise their sentences into paragraphs. Learners are asked to identify the topic sentence. They can also be asked to identify other aspects of language, eg nouns, verbs, conjunctions.</p> <p>Learners can then be asked to read their paragraphs to the whole group.</p>
Listening post	<ul style="list-style-type: none"> listening comparing/contrasting AE and SAE features 	<p>This activity was developed for younger learners in <i>Deadly Ideas</i>, but it can be adapted for older learners as well.</p> <p>Separate recordings are made of SAE speakers and AE speakers talking on similar topics (for example, telling stories, reporting events, giving instructions, conversing with an SAE speaker, conversing with an AE speaker). A set of parallel recordings (one AE and one SAE) can be played for the learners so that the different and similar features can be identified and discussed. More ideas about this activity and the care required when undertaking this activity can be found in <i>Deadly Ideas</i>, page 32-33.</p>



Strategy	Purpose (skills)	Description
Minimal pair game	<ul style="list-style-type: none"> listening/ distinguishing troublesome word sounds 	<p>Prepare a list of minimal pairs (available on the internet, eg http://www.fonetiks.org/engsou5.html).</p> <p>Write list on the whiteboard, splitting the pairs so words starting with one sound (<i>bull, big, bin</i>) are on one side and those starting with the other sound (<i>pull, pig, pin</i>) are on the other side. Say a word and ask the learners to point to the word (they think) you have said.</p> <p>Troublesome sound pairs may include: <i>p/b, t/d, k/g, s/z, f/v</i> (= pronounced <i>b</i>), voiced <i>th</i>, eg <i>this</i> may be pronounced as <i>d</i>.</p>
Matching activity	<ul style="list-style-type: none"> listening reading interpreting organising information 	<p>Learners match pictures to descriptions that are read aloud. Depending on level and language focus, pictures can vary considerably or in minor details.</p> <p>Variation</p> <p>Learners match categories or classifications with descriptive texts. For example, tables with categories on one side and descriptive texts on the other can be adapted by cutting them into card sets that learners need to read and organise.</p>
Memory game	<ul style="list-style-type: none"> vocabulary revision 	<p>This activity can be adapted for any age group. It can be done with actual objects on a table (for example, tools), a poster/wall chart with numerous objects or actions, a presentation or even a poster with a list of words/phrases. Display the items for a short time (depending on how many there are) and then conceal them. Learners then write down all the items they can remember. Learners with the most items recorded correctly win. (Items can be shown so learners can check their list for accuracy.)</p> <p>Variation</p> <ol style="list-style-type: none"> Learners can be asked to write down only those words beginning with a particular sound or letter from a picture with numerous objects or actions on it. Learners can be asked questions about the picture, eg 'How many people are there?', 'Where is the dog?', 'What is the boy doing?', 'What is the tool used for?'.



Strategy	Purpose (skills)	Description
Mystery sound game	<ul style="list-style-type: none"> hearing/ pronouncing unfamiliar sounds 	<p>Select a sound that learners have difficulty in hearing and producing, eg <i>t, d, th, f, v, p, b, s, z, sh, ch</i> or <i>j</i>.</p> <p>Explain that you are going to play a word game, but they will have to work out the rules.</p> <p>Say: 'I am going to Joondalup for a picnic and I'm going to take some jelly. If you come, what will you bring?' If the learner responds incorrectly, eg 'I'll bring some potato chips', the response is: 'Sorry, you can't come'. Go to the next learner, asking the same question, and so on until one learner responds with a suitable answer, eg 'I'll bring juice'. Respond by saying, 'Ok, you can come'. Eventually the rules of the game will be discovered.</p> <p>The next time, change the rules slightly, eg by changing the sound, making it the final sound of the word or narrowing what the learner can bring, eg only vegetables.</p>
News reporter	<ul style="list-style-type: none"> wh-question forms 	<p>Information seeking wh-question forms are modelled and reviewed. A 'reporter' is selected and asked to step out of the room for a moment. While the reporter is gone, the group decides on an object that the reporter must guess, eg <i>computer</i>. The reporter is called back and he begins asking wh-questions (<i>when, where, how, why</i>) one at a time to find out what the object is. For example:</p> <p>'When do you use it?' ('During school hours.')</p> <p>'Where do you use it?' ('In the classroom/ training site.')</p> <p>'How do you use it?' ('With fingers.')</p> <p>'Why do you use it?' ('To write reports or essays.')</p> <p>The reporter continues to ask the same questions, but the answers must always be accurate but different, to give him/her more clues without making it too obvious. When the reporter has guessed the answer, another learner becomes the reporter and the game continues.</p> <p>Variation</p> <p>The guessed 'object' can be selected from a list of new vocabulary words associated with the current unit/course/theme.</p>



Strategy	Purpose (skills)	Description
Noughts and crosses	<p>can be adapted to practise various grammatical forms, for example:</p> <ul style="list-style-type: none"> personal pronoun (he/she/it/they) prepositions sounds past tense verb forms language separation 	<p>Prepare a set of 20 cards with pictures of people (male and female), animals, objects in varying numbers (single and plural). Draw a noughts and crosses grid on the board and number each square.</p> <p>Pre-teach/revise target structures to be used. The group is divided into two teams (A and B). The first four players of each team play the first game and choose a leader. The leader of team A selects O or X, and identifies the square (by its number). The leader is shown a picture card and is asked, 'Is it <i>he</i>, <i>she</i>, <i>it</i> or <i>they</i>?' The leader can consult his/her team members and then give an answer. If correct, the team's chosen symbol (O or X) is recorded in the square (chosen by his/her team).</p> <p>Team B then takes its turn. The first team to get three symbols in a line wins the round. Then the next four players of each team take their turn, and so on.</p>
Pairs	<ul style="list-style-type: none"> singular and plural nouns structures: <i>this is/ these are</i> articles <i>a, an</i> 	<p>This game can be adapted for any age group. It can also be used to review unit/course vocabulary, eg names of tools, road signs/ symbols, geometric shapes, everyday objects. Card sets are prepared with singular and plural pairs of the items (for example, one picture with one hammer and another with three hammers). Small groups are organised, sitting in a circle or around a table. The cards are laid in rows, face down. Player 1 turns over a card, and says, eg 'This is a dog'. She/he turns over a second card, and says, 'These are dogs'. If the cards match (singular and plural of same item), Player 1 keeps the cards and takes another turn. If they are not the same items, Player 2 takes a turn and so on. The game continues until all the cards have been taken. The player with the most cards wins.</p>



Strategy	Purpose (skills)	Description
Pairing activity	grammatical forms with two or three parts, for example: <ul style="list-style-type: none"> • SAE and AE expressions • irregular SAE verb forms • irregular singular/plural nouns. 	<p>This activity can be used as a quick 'warm-up' activity or a strategy for organising learners into pairs or groups of three (see Module 12.7.1 <i>Organising learners into pairs or groups</i> for sample activity with SAE and AE cards to be matched). A set of cards is prepared with matching forms, eg singular and plural noun forms (<i>mouse/mice</i>), irregular simple present and past verb forms (<i>take/took</i>), SAE and matching AE expressions, etc.</p> <p>To form groups of three, use present tense, simple past and past participle irregular verb forms (<i>take, took, taken</i>). Prepare enough cards so that each learner can be given one. Shuffle the cards and distribute one card per learner. Each learner finds someone with a matching verb, but in a different verb form: for example, learner with card showing a simple present verb form (such as <i>make</i>) finds the person with simple past form (<i>made</i>). They become partners for the next activity.</p>
Parallel features	<ul style="list-style-type: none"> • comparison of SAE and AE structures • awareness of similarities/differences in different layers of language 	<p>This activity was originally designed for younger learners, but can be adapted for older learners as well. It is drawn from <i>Deadly Ideas</i>, page 30 and is similar to the Word Bank (below), but includes features of AE and SAE side-by-side that can be compared and contrasted. The chart can be divided into sections to include different dimensions of language, including sounds (phonology), words (morphology, vocabulary), meanings (semantics), grammatical structures (syntax), rules of use (pragmatics), text-level features and cultural conceptualisations. Learners are encouraged to collect features to add to the chart as they are discovered. See <i>Deadly Ideas</i> for further ways of integrating talk about linguistic similarities and differences between the two dialects into the classroom/training site.</p>
Picture dictation	<ul style="list-style-type: none"> • listening • SAE narrative structure 	<p>Learners are given a series of pictures that describe events in a story. The story is read aloud as learners put the pictures in order of the story sequence.</p>
Plus/minus/interesting reflection	<ul style="list-style-type: none"> • structured reflection • obtain feedback on learning and learning activities 	<p>A table of three columns with headings 'plus', 'minus' and 'interesting' is provided to learners individually (on A4 paper) or to the whole group (on a whiteboard). Learners reflect on the preceding learning experience, indicating aspects of the activity they found useful and/or enjoyable (plus), not useful or not enjoyable (minus) or interesting. This can be done individually or as a whole group.</p>



Strategy	Purpose (skills)	Description
Pronoun game	<ul style="list-style-type: none"> introducing gendered and plural SAE pronoun forms question forms/ responses: <ol style="list-style-type: none"> 'Who will I/you give it to?' ('I'll give it to him/her/them.') 'Who has it?' ('He/she/they has/have it.') 'Whose is it?' ('It's his/hers/theirs.') 	<p>This activity is suitable for younger learners and requires a small soft toy. It should only be played for five to ten minutes and should be played at a brisk pace so that eventually the children respond quickly and automatically.</p> <p>A group of up to ten learners sit in a semi-circle with the teacher in the middle. Make sure there are two or three children who can be identified as a small group within the larger group, so the teacher can refer to them with plural pronouns (<i>them, they, theirs</i>) during the activity.</p> <p>One question, ie 'Who will I give it to?' is the initial focus of the game on the first day or until the children understand and respond to it quickly and accurately.</p> <p>The next day (or when learners are ready), the first question is reviewed and the second question is added, ie 'Who has it?'</p> <p>When learners have mastered the first two questions, a third question can be added, so eventually the children respond quickly and accurately to all questions.</p> <p>For example, the first question is asked: 'Who will I give it to?' The teacher gestures to a child and says, 'I'll give it to her' and tosses the stuffed toy to the child. She catches the toy and the teacher asks, 'Who will you give it to?'</p> <p>The teacher gestures to another child (a boy). The girl tosses the toy to the boy, saying, 'I'll throw it to him'. (Note: you must be the one to select the recipients, so that all children have a go.)</p> <p>Variation</p> <p>Counters (or small discs or other items) can be given to children who get the response wrong, but continue the activity. When they get it right the next time, they give the counter back. The aim is for each child to have no counters left when the game finishes.</p>



Strategy	Purpose (skills)	Description
Semantic boundaries	<ul style="list-style-type: none"> vocabulary development awareness of differing semantic boundaries in the different dialects - associated with common English words working collaboratively negotiating meaning Two-Way learning 	<p>This activity was developed for younger learners in <i>Deadly Ideas</i>, page 96-97, but it can easily be adapted for older learners.</p> <p>A list of five closely-related word pairs is prepared. These can be everyday words (<i>home-house, joke-trick, car-truck</i>) or those related to a current unit/theme/course of study (<i>machine-engine; automotive technician-motor mechanic</i>).</p> <p>Sets of role cards are prepared, ie <i>speaker, listener</i> and <i>recorder</i> for small groups or <i>speaker</i> or <i>listener/recorder</i> for pairs.</p> <p>The word pairs are written on the board and sets of role cards are distributed to small groups or pairs.</p> <p>Learners are given one minute to think about the word pairs and the difference between the words in each pair (for example, what are the semantic boundaries between a <i>home</i> and a <i>house</i> or an <i>automotive technician</i> and a <i>motor mechanic</i>?).</p> <p>Learners hold their respective role cards as the designated first speaker explains his/her views about each word pair, while the listener actively listens and the recorder takes notes (or the listening/recorder listens and takes notes).</p> <p>The roles are then switched to allow everyone a turn at each role. Age-appropriate discussion questions are written on the board so that learners discuss, identify and try to explain the alternative interpretations that emerge in their groups or pairs, especially as they relate to the different dialects. See <i>Deadly Ideas</i> for more details about this activity and how to extend it.</p>
Semantic grid	<ul style="list-style-type: none"> vocabulary development reading comprehension 	<p>Learners are given a grid with a list of descriptors (attributes, characteristics, qualities, etc) on the left side and a list of events, characters, actions, concepts drawn from a text (for example, narrative, historical or expository text) on the right side.</p> <p>Learners match descriptors with items from the text and indicate the page or line number of the text to support each answer.</p> <p>Variations</p> <ol style="list-style-type: none"> 1. Include attributes that can be applied to more than one event, character, etc. 2. Include options that are controversial to stimulate discussion.



Strategy	Purpose (skills)	Description
Semantic web/ map (also called 'explosion chart', 'mind map', 'spider diagram', 'spidergram')	<ul style="list-style-type: none"> pre-reading or pre-writing idea generation 	<p>A key word is written inside a circle in the centre of a whiteboard (or paper). As learners offer associated words/ideas, these can be written as strands coming off the central concept. (This can also be done as small group, pair or individual activities.)</p> <p>Variations</p> <ol style="list-style-type: none"> Words can be written on cards and attached to the board with adhesive putty so different organisational levels can be identified. See Word association activity.
Sentence halves and conjunctions	<ul style="list-style-type: none"> sentence parts conjunctions (<i>but, because, and, so</i>, etc) punctuation reading/writing 	<p>These sentences can be adapted for different age groups and competency levels. Sets of sentences that follow a target pattern are prepared. For example: <i>A parrot has two wings/so it can fly.</i> or <i>Parrots can fly/because they have wings.</i> There should be enough sentences for each pair of learners (five sentences for ten children). Write the sentence halves on strips of paper of equal length. The sentence halves are distributed and the learners are asked to find someone with the other half of their sentence. Each pair should read their sentence to the whole group to confirm that the sentence halves have been matched correctly. Confirm or send them back to find the other learner with the correct half sentence. Stop the activity when all sentences have been matched. Learners are asked to identify features of their sentences, ie capital letter of first word, conjunction and full stop. They are then asked to remove (cut or tear off) the conjunction. They are then asked what is left. (Answer: two sentences.) Learners are asked what needs to be done to make the two sentences correct. (Answer: a capital letter on the first word and a full stop.) Learners are then asked to write their sentence, first as one whole (compound) sentence, and then as two separate sentences. (This should be modelled for them by the teacher.) The learners should check to make sure they have a capital letter and full stop for each single clause sentence and a conjunction for the compound sentence.</p>



Strategy	Purpose (skills)	Description																								
Silent speech	<ul style="list-style-type: none">pronunciation/ articulation awareness and practice	<p>A list of words with target sounds is written on the board, eg <i>t, d, th, f, v, p, b, s, z, sh, ch, j</i>. Learners are told that a word will be selected from the list and they should 'listen' very carefully. A word is selected and articulated silently. Learners should watch for the placement of the tongue and other mouth movements and then guess the word. Learners can take turns in selecting words to silently articulate for others in the group.</p>																								
Sounding fish	<ul style="list-style-type: none">pronunciation of unfamiliar SAE sounds	<p>This game is played by the rules of the 'Go fish' game, except that pairs of matching cards have SAE words on them, ie words or pictures of items with SAE sounds that are difficult for learners because they are not used in their home language (<i>t, d, th, f, v, p, b, s, z, sh, ch, j</i>). Learners should be instructed to ask for cards in SAE, eg 'Have you got a tyre?'</p>																								
Sounds grid	<ul style="list-style-type: none">hearing/producing unfamiliar initial SAE consonant soundsasking/responding to questionsvarious SAE language features	<p>This activity is more suitable for younger learners. It requires:</p> <ul style="list-style-type: none">a sound phonics picture chart (available for download on the internet)a 'sounds grid' on A4 paper (one is available for photocopying or printing in <i>Making the Jump</i>, page 211. Alternatively, a grid can be made as shown below. Problematic consonant sounds should be written in the empty boxes, eg <i>t, d, th, f, v, p, b, s, z, sh, ch, j</i>. <table><tr><th></th><th>1</th><th>2</th><th>3</th></tr><tr><th>A</th><td></td><td></td><td></td></tr><tr><th>B</th><td></td><td></td><td></td></tr><tr><th>C</th><td></td><td></td><td></td></tr><tr><th>D</th><td></td><td></td><td></td></tr><tr><th>E</th><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none">an empty bottle or other spinning device to select the players. <p>The educator begins the game by spinning the bottle/device to select the first player (Player 1) who silently selects the first sound. Player 1 spins the bottle/device to select Player 2. Player 2 asks: 'Where is it?' and Player 1 indicates the sound, eg 'It's in B2'. Player 2 then identifies the consonant sound and says a word beginning with that sound, eg '<i>p</i> – <i>pencil</i> begins with <i>p</i>'. If the response is correct, Player 2 can silently select the next sound, then spin the bottle/ device to choose Player 3. If Player 2 gave an incorrect response, Player 1 gives the correct answer and then spins the bottle/device to choose Player 3. All players should have a turn before the game ends.</p> <p>Variation</p> <p>The game can be adapted for other language features to be entered into the grid, eg irregular plural nouns, tenses, pronouns, prepositions.</p>		1	2	3	A				B				C				D				E			
	1	2	3																							
A																										
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Strategy	Purpose (skills)	Description
Station activity (also called 'wallpapering')	<ul style="list-style-type: none"> idea generation pre-reading/pre-writing 	In groups, learners are given sheets of paper to write a single idea about or point of view on a given topic or issue (one sentence per sheet). These are then posted around the room with no names attached. Learners walk around reading, discussing and evaluating the ideas. Learners comment on or identify ideas or points of view new to them. After returning to their seats, learners volunteer to share their reactions/ comments with the whole group. Those who wrote the sentence can respond.
Talk tapes	<ul style="list-style-type: none"> identify key features of home talk (Aboriginal English or creole) increase awareness of language difference 	<p>This activity was developed in <i>Deadly Ideas</i> for younger learners, but it can be adapted for older learners as well.</p> <p>Separate recordings are made of individual learners' speech when using their home language speech and using SAE. The recordings are then analysed by educator and learner, so the full range of features in their home language can be discussed, eg sounds (phonology), words (morphology, vocabulary), meanings (semantics), grammatical structures, rules of use (pragmatics), text-level features and cultural conceptualisations.</p> <p>For more details about the process and the care required when undertaking this activity, see <i>Deadly Ideas</i>, page 22.</p>
Tense-marker cloze	<ul style="list-style-type: none"> SAE tense marking rules reading awareness of syntactic and semantic cues in text 	<p>This cloze activity was developed in <i>Deadly Ideas</i> for younger learners, but it can be adapted for older learners as well. Short written SAE texts are prepared with SAE tense markers (those indicating past, present or future and aspects associated with them) strategically deleted. Working in pairs, learners predict (and fill in) the deleted letters and words. For more details about the process and the care required when undertaking this activity, see <i>Deadly Ideas</i>, page 86.</p>



Strategy	Purpose (skills)	Description
Text reconstruction (see also 'Jumbled words/phrases/sentences' above)	<ul style="list-style-type: none"> text cohesion conjunctions reference words and other cohesive devices sentence building (adding phrases and clauses) 	<p>A text (or section from a larger text) is cut into paragraphs or sentences, which learners reassemble in the correct order and justify their decisions.</p> <p>Variation</p> <p>A short text (factual or fictional) is composed. Questions eliciting more details about the text are listed. (These questions cannot be answered on the basis of the information provided in the text alone.)</p> <p>The text is given to pairs or individuals who are asked to answer the questions.</p> <p>If the text is fictional, learners make up the answers; if it is factual, they research the answers. The text is then reconstructed, including the answers to the questions. (Option: the newly-constructed text and the original questions are passed on to another pair or individual who read the text and answer the questions. They can also make suggestions about other aspects on the reconstructed text.)</p> <p>The following is an illustration of how an original factual text may be reconstructed based on answers to the question:</p> <p>Original text: When Tom was driving to town yesterday, he had a flat tyre.</p> <p>Questions</p> <ol style="list-style-type: none"> 'What was Tom driving?' ('A Falcon.') 'What colour was it?' ('Red.') 'What time was it?' ('In the morning.') <p>Reconstructed text: When Tom was driving the red Falcon to town yesterday morning, he had a flat tyre.</p>
Think/pair/share activity	<ul style="list-style-type: none"> idea generation pre-reading/pre-writing 	<p>Learners are asked to think about a topic, share their ideas with their partners and make a combined list of ideas. When lists are completed, learners can be invited to call out their ideas to be written on the whiteboard.</p>



Strategy	Purpose (skills)	Description
Three-level guide	<ul style="list-style-type: none"> developing text comprehension skills identifying 3 levels of comprehension: <ol style="list-style-type: none"> literal inferred applied 	<p>This activity is for older learners, but can be adapted for younger learners. See variation below. The learning objectives of the content provided in the selected text are identified and used by the educator to develop a series of statements that contain meanings drawn from the text and can be categorised as understandings which are (1) <i>literal</i>, (2) can be <i>inferred</i> from the text or (3) <i>applied</i> on the basis of the information provided in the text.</p> <p>The educator composes a series of true and false statements that correspond to each category. Learners indicate and provide evidence from the text to justify their answers, either in writing or in group discussions. Worksheets can be organised and formatted in different ways.</p> <p>Examples</p> <ol style="list-style-type: none"> True and false interpretive statements (which may use wording different from the original text) are listed under appropriate headings: 'Level 1: literal interpretations' (meanings that are stated in the text itself); 'Level 2: inferred understandings' (meanings that can be constructed through reasoning or judging the evidence provided in the text); and 'Level 3: Applied understandings' (meanings that can be developed by the reader when information provided in the text is related and applied to what the reader already knows to achieve more in-depth understandings). Learners tick the statements that are accurate interpretations or understandings of the text and should be prepared to justify their decisions. For the literal interpretation category, learners can be asked to list specific information using a chart/grid (see 'Information retrieval chart' above) that has lettered or numbered blanks. For the inferred understandings category, learners can be provided with statements and asked to indicate evidence that supports the inference (using letters/numbers that refer to literal information extracted in the previous category). For the applied understandings category, learners are given statements that may be generalisations, assertions or examples based on inferences drawn from the text. Learners must be prepared to use information provided or implied by the text or personal knowledge to support their answers. <p>(continued on next page)</p>



Strategy	Purpose (skills)	Description
Three-level guide (continued)		<p>4. When learners are familiar with the three levels of comprehension, they can be given a (mixed) list of literal, inferred and applied statements based on the text. Learners describe each statement as a literal, inferred or applied interpretation and indicate if it is an accurate (true) or inaccurate (false) interpretation of the text. They should be prepared to justify their responses.</p> <p>For more details about this activity, see Education Department of Western Australia (1992). <i>Reading to Learn in the Secondary School</i>.</p> <p>Variation</p> <p>For less-advanced learners, educators can provide a text and ask them to identify statements that are factual versus those based on opinion. Learners can examine the language used to present the information, eg statements that include <i>is/are, was/were, observed, measured</i> versus those with reporting verbs, such as <i>suggested, argued, claimed</i>, which imply opinion.</p>
Twenty questions	<ul style="list-style-type: none"> question forms (yes/no questions) 	<p>Learners are asked to think of something that can be classified as a plant, animal or mineral. (Other categories appropriate for the group can be used.) One learner is selected to be <i>it</i>. (Alternatively, two learners can work as partners, but must agree on a single object when answering questions.) The other learners take turns in asking him/her/them questions. For example:</p> <p>'Is it an animal?' ('No.')</p> <p>'Is it a plant?' ('Yes.')</p> <p>'Is it a vegetable?' ('Yes.')</p> <p>'Is it green?' ('Yes.')</p> <p>The questions continue until someone guesses the answer and that person becomes the next person to respond to questions. (He/she can choose a partner to assist.)</p>
Verb stories	<ul style="list-style-type: none"> irregular SAE simple past tense verb forms SAE narratives structure written texts/oral narratives 	<p>This activity can be done in pairs, small or whole groups. Learners are provided with a list of (irregular) verbs to include in a story. Meanings and forms of verbs are reviewed, then learners construct a story (in writing or orally). Small groups or pairs can be reorganised so the story can be re-told to others in pairs or small groups.</p>



Strategy	Purpose (skills)	Description
What's the question?	<ul style="list-style-type: none"> question forms vocabulary review 	<p>This game can be adapted for any age group. A set of answer cards appropriate for the age group and unit/course is prepared. There should be enough cards for each learner to have one or more answer cards. Answer cards should be short phrases or sentences, eg <i>At or below zero degrees; At 100 degrees Celsius</i>. Learners write a question that makes sense for the answer and checks with the educator to make sure it is correct.</p> <p>For younger learners: a reward system can be set up, eg giving each learner a piece of a floor jigsaw puzzle and a new answer card if there is sufficient time. Afterwards, the learners can put together the floor jigsaw, contributing their puzzle pieces.</p> <p>For older learners: this activity can be used to review new unit/course vocabulary. Two teams can be organised and points given for correct question forms.</p>
Word association	<ul style="list-style-type: none"> awareness of differences between AE and SAE understandings of the same common words collaborative learning negotiation of meaning 	<p>This activity is similar to the semantic web task presented above. It was developed in <i>Deadly Ideas</i>, 94 for younger learners, but it can be adapted as an interesting dialect awareness-raising task for Aboriginal and non-Aboriginal older learners as well.</p> <p>A short list of common words that are used by learners is prepared and written on the board, eg <i>home, bush, city, camp, country, half</i>.</p> <p>In small groups, learners individually write each word and brainstorm a list of synonyms for the word.</p> <p>Then as a group they discuss each word and the related words that individual members of the group produced. See <i>Deadly Ideas</i> for more details and the care required when undertaking the activity.</p>



Strategy	Purpose (skills)	Description
Word bank (also called 'Word wall')	vocabulary expansion, for example: <ul style="list-style-type: none"> • saying verbs • signal (function) words • root words of Greek/Latin origin • specialised vocabulary • affixes 	Using A3 paper, record a list of words that serve particular functions in reading/writing. This resource can remain a permanent part of the room display. Useful categories of words include: <ul style="list-style-type: none"> • Saying verbs are often used for writing narratives and summarising texts: <i>explained, stated, maintained and claimed.</i> • Signal words can be categorised by function: (1) time/sequencing (<i>first, then, next</i>); (2) illustration/explanation (<i>for instance, for example, this means</i>); (3) cause/effect (<i>because, consequently</i>); (4) comparison/contrast (<i>however, similarly, on the other hand</i>) and (5) structure/mechanism (<i>is used for, is situated/located</i>). • Root words of Greek/Latin origin: these can correspond with content words from units or course materials. • Specialised new vocabulary: words or phrases from current unit, theme or course materials can be displayed for easy access and review. • Affixes: create a list of common suffixes and prefixes. • AE and SAE features compared/contrasted: see <i>Parallel features</i> activity on page 188.



Strategy	Purpose (skills)	Description
World-view window	<ul style="list-style-type: none"> uncover, reflect on and celebrate differences and similarities develop sociolinguistic awareness and critically reflective forms of literacy 	<p>This activity was developed in <i>Deadly Ideas</i> for younger learners, but it can be adapted for older learners as well.</p> <p>A set of contrasting concepts (for example, <i>urban – rural</i>; <i>youth – maturity</i>; <i>affluence – poverty</i>) is selected to compare and contrast how they are perceived from two different sociocultural points of view.</p> <p>Working with the whole group, the educator writes two contrasting concepts on the board, eg <i>urban – rural</i>, and brainstorms what the learners' understandings of these terms are. It is important to choose familiar words that all students already know. The group is then asked to think about and brainstorm these two notions, first from one perspective and then from the other.</p> <p>For example, learners brainstorm how people living in urban areas think about themselves and their life in urban areas. Learners call out words as the educator writes them down in one column. They are then asked to think about how urban-dwelling people think about people and life in rural areas.</p> <p>As words are called out, these are written in another column. The group then does the same from the perspective of people living in rural areas.</p> <p>The whole group then discusses the pattern and how contrasting concepts can be positioned and viewed differently within society, what might influence these perspectives, how they are rationalised, the role of language, etc.</p> <p>See <i>Deadly Ideas</i> on page 20-21 for more details on how to undertake this activity, the need to ensure inclusivity and cultural sensitivity and other issues when undertaking this activity.</p>



References and further reading

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MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.4 MATCHING LANGUAGE LEARNING NEEDS AND LEARNING EXPERIENCES – OVERVIEW

Learning objectives

This module will help educators to:

- gain greater awareness of a wider range of activities that can be used to address language and literacy learning needs
- match the actual language and literacy learning needs of students/trainees with learning experiences that can be used to address them.

Please note:

The activity presented here has similar learning objectives to the task presented in Module 12.7.5: *Connecting learning needs and learning experiences*. However, the present activity (12.7.4) provides an opportunity for participants to identify the real learning needs of the students/trainees they are currently working with and activities they can use to address these needs.

Activity 12.7.5 is a more generic exercise and takes less time to complete.

Facilitators notes

Materials required:

- Powerpoint: *Matching language learning needs and learning experiences* (provided)
- Worksheet: *Matching language learning needs and learning experiences* (provided)
- Handout 1: *Tips for using language and literacy learning activities/games* (provided in Module 12.7.3)
- Handout 2: *Guide to useful language and literacy teaching strategies and learning experiences* (provided in Module 12.7.3)
- A3 paper (one sheet per group)
- Whiteboard or butchers paper, adhesive putty and felt-tipped pens (one per group)
- Optional handout: *Sample lesson plan: Dictogloss activity* (available in Module 12.7.7).

1. Display and discuss Powerpoint: *Matching language learning needs and learning experiences*.
2. Elicit additional learning needs identified by participants and write them on a whiteboard or butchers paper.
3. Distribute copies of Worksheet: *Matching language learning needs and learning experiences* and Handout 2: *Guide to useful language and literacy teaching strategies and learning experiences* (Module 12.7.3).
4. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 (or one of your own strategies).
5. Within groups, each participant nominates a key learning need (relevant to learners), scans the *Guide* (Handout 2) to identify appropriate teaching strategies/learning experiences that will help address this need and makes a (prioritised) list of activities.
6. A group scribe records group members' lists onto one A3 sheet.
7. The A3 lists are posted around the room using adhesive putty.
8. Participants walk around, taking notes as required.
9. Facilitators may wish to offer the Optional handout: *Sample lesson plan: Dictogloss activity* (Module 12.7.7) to participants who are unfamiliar with developing lesson plans for language and literacy programs.

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.4 MATCHING LANGUAGE LEARNING NEEDS AND LEARNING EXPERIENCES – POWERPOINT

Matching language learning needs and learning experiences

Some possible learning needs:

- structuring sentence (syntax) in writing
- developing listening skills
- developing vocabulary
- spelling
- developing oral language skills in Standard Australian English (for example, describing an incident, asking for advice, requesting information, giving a different point of view, politely refusing a request)
- questioning and forming questions
- collaborative working skills
- advancing writing skills
- improving (predictive) reading skills
- ...



12.7.4 MATCHING LANGUAGE LEARNING NEEDS AND LEARNING EXPERIENCES – WORKSHEET

Matching language learning needs and learning experiences

Learning needs	Learning experiences



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.5 CONNECTING LEARNING NEEDS AND LEARNING EXPERIENCES – OVERVIEW

Learning objectives

This module will help educators to:

- gain greater awareness of a wider range of activities that can be used to address language and literacy learning needs
- enhance their ability to match common language and literacy learning needs of students/trainees with learning experiences that can be used to address them.

Please note:

The activity presented here has similar learning objectives to 12.7.4 *Matching language learning needs and learning experiences*. However, it is a more generic exercise and therefore takes less time to complete, while 12.7.4 provides an opportunity for participants to identify the learning needs of the students/trainees they are currently working with in greater detail and match them with learning experiences to address these needs.

While the task takes longer to complete, it may provide more practical outcomes for participants.

Facilitators notes

Materials required:

- Worksheet: *Connecting learning needs and learning experiences* (provided)
 - Handout 2: *Guide to useful language and literacy teaching strategies and learning experiences* (provided in Module 12.7.3)
 - Powerpoint: *Discussion: Do you agree?* (provided)
 - Optional handout: *Sample lesson plan: Dictogloss activity* (provided in Module 12.7.7).
1. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 (or one of your own strategies).
 2. Distribute Worksheet: *Connecting learning needs and learning experiences* and Handout 2: *Guide to useful language and literacy teaching strategies and learning experiences* (one copy for each pair).
 3. Ask participants to work with their partners to discuss and link the learning needs listed in the left column to the learning experiences in the right column. Note that responses may vary. (However, participants should be able to justify their matches.)
 4. Display and discuss the statement on the Powerpoint: *Discussion: Do you agree?*
 5. Facilitators may wish to offer the Handout: *Sample lesson plan: Dictogloss activity* (Module 12.7.7) to participants who are unfamiliar with developing lesson plans for language and literacy programs.

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.5 CONNECTING LEARNING NEEDS AND LEARNING EXPERIENCES – WORKSHEET

Connecting language learning needs and learning experiences

Discuss and connect the learning needs and learning experiences (below). Consult the *Guide to useful language and literacy teaching strategies and learning experiences* if necessary. Note that items on both sides have one or more links.

Learning needs	Learning experiences
<ul style="list-style-type: none"> • sentence structure • listening skills • vocabulary development • spelling • oral communication skills • question forms • text cohesion • inferencing skills • collaboration • synthesising, summarising • predicting (reading) • critical reading 	<ul style="list-style-type: none"> • cloze activities • three-level guide • dictogloss • envoy • barrier games • station activity • different perspectives • semantic grid • think/pair/share • jumbled words/phrases/sentence cards • text reconstruction • card clusters



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.5 CONNECTING LEARNING NEEDS AND LEARNING EXPERIENCES – POWERPOINT

Discussion: Do you agree?

'When working with additional dialect learners, educators must always start with the learners' needs and identify learning experiences that address them.'



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.6 USING A DICTOGLOSS IN LOMBADINA – OVERVIEW

Learning objectives

This module will help educators to:

- understand how a dictogloss activity (or other language and literacy learning activity) can be incorporated into, and enhance, an existing learning program
- appreciate how Two-Way learning can occur in the classroom/training site.

Activity description

It is recommended that participants are familiar with dictogloss activities before completing this Module. For further information on dictogloss activities refer to Powerpoint 1/Handout in Module 12.2.1.

Facilitators notes

Materials required:

- Handout: *Case study of Two-Way learning using a dictogloss activity in Lombadina* (provided)
 - Facilitators key: *Possible answers to discussion questions* (provided)
 - Handout: *Sample lesson plan: Dictogloss activity* (provided in Module 12.7.7)
 - Whiteboard and butchers paper.
1. Organise participants into small groups using a strategy in Module 12.7.1 (or one of your own).
 2. Distribute copies of the Handout: *Case study of Two-Way learning using a dictogloss activity in Lombadina* (one for each participant).
 3. Ask participants to read the text, discuss and respond to the questions below.
 4. Invite a representative from each group to present their answers to the discussion questions. Record these on a whiteboard or butchers paper.
 5. Facilitators may wish to offer the Handout: *Sample lesson plan: Dictogloss activity* (Module 12.7.7) to participants who are unfamiliar with developing lesson plans for language and literacy programs.

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.6 USING A DICTOGLOSS IN LOMBADINA – HANDOUT

Case study of Two-Way learning using a dictogloss activity in Lombadina

Many years ago, a dictogloss was used with a small group of learners at Lombadina. The three young boys were grouped together and then the six girls into two groups of three. (There were rivalries and friendships to consider.)

A passage was carefully written by the teacher and the Aboriginal and Islander Education Officer about a fishing trip. The story was read twice, with the learners listening attentively and taking notes. They then discussed their notes and reproduced the text collaboratively in their groups of three.

When the boys retold the story, they had changed it a great deal.

The two men were experienced fishermen and would not go out on the sandbar as they knew they wouldn't catch anything. They would have gone in a tinny. The word *gundar* was used in the original text, but they used *shark* instead. Why? Because that was *their* language and they believed it should not be used in the text as it was not the teacher's language.

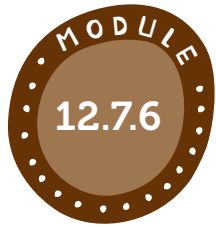
In the end, it was a completely different story – one that reflected the sensible and authentic way that Aboriginal people went fishing – and caught fish.

Dictogloss story by A. Hawkes

Discussion questions

- Identify the Two-Way lessons learned by the educator and the learners in this activity.
- Why do you think the boys changed the word 'gundar' to 'shark' in their own text?





MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.6 USING A DICTOGLOSS IN LOMBADINA – FACILITATORS KEY

Possible answers to discussion questions

Identify the Two-Way lessons learned by the educator *and* the learners in this activity.

The learners enhanced their listening, writing, spelling and collaborative learning skills.

The teacher learned that the 'schema' for 'story' is different for Aboriginal people. Stories are about real things and serve important community functions. Rather than describing imagined events, stories give directions by recounting the ways things are actually done.

Why do you think the boys changed the word *gundar* to *shark* in their own text?

It is not appropriate for anyone to use a word that they are not entitled to use. The Aboriginal word did not belong to the non-Aboriginal teacher, so she should not have used it (especially since she did not know where the fish were to be found!)

From an Aboriginal perspective, it is disrespectful to represent people undertaking a customary activity in such a way that suggests that they are not skilful at it or not successful.

In this case, the boys used the dictogloss to reappropriate their language and to demonstrate their knowledge.



MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.7 SAMPLE LESSON PLAN USING A DICTOGLOSS ACTIVITY – OVERVIEW

Learning objectives

This module will help educators to:

- have a basic understanding how a dictogloss activity can be used to support other content to be learned
- become familiar with sequencing learning activities.

Activity description

It is recommended that participants are familiar with dictogloss activities before completing this Module. For further information on dictogloss activities refer to Powerpoint 1/Handout in Module 12.2.1.

Facilitators notes

Materials required:

- Handout: *Sample lesson plan: Dictogloss activity* (provided)
1. Distribute Handout: *Sample lesson plan: Dictogloss activity* to participants who may find it useful if they are unfamiliar with developing lesson plans for language and literacy programs.
 2. It may be provided as a follow-up to any of the activities in Module 12.7.

MODULE 12.7 TEACHING STRATEGIES AND LEARNING EXPERIENCES

12.7.7 SAMPLE LESSON PLAN USING A DICTOGLOSS ACTIVITY – HANDOUT

Sample lesson plan: Dictogloss activity

This sample lesson plan demonstrates how a dictogloss activity can be integrated into a larger literacy learning activity.

Sequence	Activities
before	<ul style="list-style-type: none"> The scene is set by showing learners the film <i>Rabbit Proof Fence</i>.⁷⁹ Learners brainstorm what they know about the country described in the text used in the dictogloss. Learners follow on paper as they listen to the text being read (for example, the extract retelling the girls' journey home on page 50 of <i>Rabbit Proof Fence</i>⁸⁰). Learners highlight the places the girls passed through as they are mentioned. When the reading of the extract is completed, learners call out the names of the places, which the educator writes on the board. The whole group discusses what has occurred and the educator writes words on the whiteboard (suggested by learners) that can be used to 'link' the actions to describe the scenario: for example, <i>First</i>, you sat on the chair, <i>then</i> you picked up Sam's pen. <i>After that</i> you walked over to Clara. <i>Next</i> you ran to the window.
during	<ul style="list-style-type: none"> The educator conducts the dictogloss activity using the text describing the girls' homeward journey through the places mentioned in <i>Rabbit Proof Fence</i>. (The place names and procedural words are still listed on the whiteboard for the learners to access.)
after	<ul style="list-style-type: none"> The educator sets a task for learners to write an essay about a family member returning home (or for a visit) in Standard Australian English or Aboriginal English. Learners perform a skit of a homecoming.

⁷⁹ Noyce, P. (2002). *Rabbit Proof Fence* [film].

⁸⁰ Pilkington, D. (Nagi Garimara)(1996). *Rabbit Proof Fence*. St Lucia: University of Queensland Press.

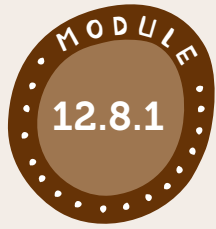


MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

Module 12.8 presents workshop materials that will enable educators to:

- identify what is meant by oral fluency in an additional dialect/language
- discover a range of strategies to encourage 'silent' learners to contribute to oral language development activities
- introduce meta-language to learners in order to 'talk about talk' in the classroom/training site
- identify the attributes of successful speaking activities: those that encourage meaningful communication and topic-based versus task-based activities.





MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.1 ORAL FLUENCY IN STANDARD AUSTRALIAN ENGLISH – OVERVIEW**Learning objectives**

This module will help educators to:

- gain greater understanding of the idea of oral fluency in Standard Australian English (SAE)
- become familiar with semantic web brainstorm activity procedures.

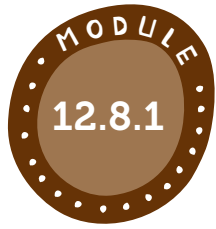
Activity description (semantic web brainstorm)

The task presented below models a semantic web brainstorm activity that participants might consider using with their learners. Semantic web activities can be useful for pre-reading or pre-writing activities and can be used to help learners generate ideas for other purposes. They can also be used to identify a learner's existing knowledge about a topic (see *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other activities).

Facilitators notes

Materials required:

- Worksheet: *What does 'oral fluency in Standard Australian English' mean?* (one per group) (provided)
 - A4 paper (two sheets per group)
 - Writing materials
 - Adhesive putty
 - Powerpoint: *Defining oral fluency in Standard Australian English* (provided).
1. Organise participants into small groups using a strategy from Module 12.7.1 (or one of your own). Each group will need a scribe. This role can be assigned in two ways: ask a volunteer from each group to be the scribe or use an organising strategy (see, for example, brainstorm activity in Module 12.7.3, in which SAE verb form cards are used to organise groups of three. Individuals with cards showing a simple past tense form of the verb are assigned the role of the scribe.)
 2. Distribute one Worksheet: *What does 'oral fluency in Standard Australian English' mean?* to each group.
 3. Ask participants in each group to brainstorm the notion of 'oral fluency in SAE' and aspects associated with it. The scribe should record these ideas on the worksheet.
 4. Distribute two blank sheets of A4 paper to each group.
 5. Explain that they can use one sheet for drafting a definition of 'oral fluency in SAE'; the other can be used for the final draft, which will be posted on the wall for others to read and reflect on.
 6. Ask participants to use their ideas from their semantic web brainstorm to jointly construct a definition of 'oral fluency in SAE'. The final draft should be written on the clean sheet of A4 paper. (The text should be large enough for groups to view from a distance.)
 7. Post the final drafts of the definitions and invite participants to walk around to view other groups' definitions.
 8. Follow up by displaying and discussing the Powerpoint: *Defining oral fluency in Standard Australian English*.



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

**12.8.1 ORAL FLUENCY IN STANDARD
AUSTRALIAN ENGLISH – WORKSHEET**

What does 'oral fluency in Standard Australian English (SAE)' mean?

Oral fluency
in SAE



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.1 ORAL FLUENCY IN STANDARD AUSTRALIAN ENGLISH – POWERPOINT

Defining oral fluency in Standard Australian English

Oral fluency in Standard Australian English can be described as a set of complex, interdependent skills, including the abilities to:

- communicate a message (intended by the speaker) or affect the listener (interlocutor) in a way the speaker intends
- modify the message according to the listener's response
- construct coherent stretches of speech (or utterances)
- respond and speak without too much hesitation
- use a range of communicative strategies to compensate when unable to access appropriate vocabulary or grammar, eg using:
 - simplification
 - circumlocution (saying something in a roundabout way)
 - gestures that assist communication.

Please note: while accuracy is an aspect of oral language skills, too much emphasis on accuracy can interfere with fluency development.

Adapted from Parrott, M. (1993). *Tasks for Language Teachers: A Resource Book for Training and Development*. Cambridge: Cambridge University Press.



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.2 WORKING WITH 'QUIET' OR 'SILENT' LEARNERS – OVERVIEW

Learning objectives

This module will help educators to:

- gain greater insight into and understanding of possible reasons why learners might be 'quiet' or 'silent'
- know strategies that can be used to create a culturally-inclusive environment to encourage 'quiet' or 'silent' learners to talk
- become familiar with progressive brainstorm activity procedures.

Activity description (progressive brainstorm)

The task presented below models a progressive brainstorm activity that participants might consider using with their learners. Progressive brainstorm activities can be useful as a pre-reading or pre-writing warm-up to stimulate interest in a topic or generate ideas.

They can also be used to identify a learner's existing knowledge about a topic.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other activities.

Facilitators notes

Materials required:

- Handout 1: *Issue: Activity or questions are culturally inappropriate so learners are unable to contribute* (provided)
 - Handout 2: *Issue: Learner cannot contribute without doing something wrong* (provided)
 - Four or eight different-coloured felt-tipped pens (one colour felt-tipped pen for each group)
 - Facilitators material: *Cards* (provided, photocopy or print, enlarge and cut out)
 - Eight sheets of A3 paper
 - Optional: glue stick or sticky tape
 - Adhesive putty.
1. Depending on the size of the whole group, organise participants into either four or eight small groups/pairs using a strategy from Module 12.7.1 (or one of your own). Each group will need a designated scribe.
 2. If there are four groups, give each group two sheets of A3 paper, one coloured marker, and two cards (or 'issues'). If there are eight groups, give each group one sheet of A3 paper, one coloured marker and one card. Ask groups to attach an 'issue' card to the top of each A3 sheet, using a glue stick or sticky tape. Alternatively, scribes can write the 'issue' at the top of the A3 sheet, leaving sufficient room for a list of brainstorm ideas. Note: every group/pair will have an opportunity to add their ideas on each 'issue' recorded on the A3 sheets (using their own coloured marker).
 3. Explain that some learners might become silent or experience 'shame' when asked to talk in front of others. Possible reasons for this are on the cards attached to the A3 sheets or have been written on them. Most of these will be familiar to the participants, but two may not be. These two are explained on Handouts 1 and 2. Distribute and discuss Handouts 1 and 2. Each group should brainstorm and record possible strategies for addressing the issue on their A3 sheet. Ask participants to leave room on their sheets for additional writing. When all groups have finished, the A3 sheets will be rotated clockwise so the next group can read the list and add suggestions using their own coloured marker. Note: while the A3 sheets are passed to the next group, participants remain in their own groups and keep their own coloured markers.
 4. When all groups have contributed ideas to every 'issue', post the A3 sheets on the walls around the room using adhesive putty. Conduct a 'walk-around' so participants can view and discuss the suggestions.
 5. Recommended: follow up with matching activity: *Encouraging 'silent' learners to talk: Issues and possible strategies* (Module 12.8.3).

MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.2 WORKING WITH 'QUIET' OR 'SILENT' LEARNERS – HANDOUT 1

Issue: Activity or questions are culturally inappropriate so learners are unable to contribute

Reason: the activity, materials or questions are problematic.

Certain activities or questions may make contributing culturally inappropriate for a learner, including those that:

- are based on texts and stories that belong to Aboriginal people from another place, which learners may not understand or may not feel they have the right to talk about
- require eye contact from the learners
- require learners to interact with certain family members in ways that are culturally inappropriate - for example:
 - giving instructions to a family member who is in an 'avoidance' or 'deference' relationship⁸¹ with the learner
 - telling someone from a family 'out of country' that their interpretation of a story is not correct
- ignore the pragmatic differences between Standard Australian English and Aboriginal English – for example:
 - asking learners to agree or disagree without teaching and practising the difference between gratuitous concurrence in Aboriginal English and the right to say @o@n Standard Australian English
 - asking questions of learners where the learner knows that the educator already knows the answer
 - asking many direct questions without first teaching 'questioning' as an instructional technique
- are based on materials with pictures or images that are not permitted to be seen or commented on – for example:
 - pictures of people, now deceased, who are known to the learners
 - artefacts of sacred and secret cultural importance.

81 In many Aboriginal families, an 'avoidance' relationship between a man and his mother-in-law refers to the need for these individuals to remain at a distance (physically). A 'deference' or 'respect' relationship usually occurs with older members of the family. It is important to note that, because of the size of most Aboriginal families, these relationship issues are relevant for learners of all ages. For example, an older person may give respect to a younger person because the younger person is his/her 'uncle' or 'auntie', even if both are in primary school.



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.2 WORKING WITH 'QUIET' OR 'SILENT' LEARNERS – HANDOUT 2

Issue: Learner cannot contribute without doing something wrong

Reason: the activity might require the learner to do something wrong (culturally inappropriate).

This may occur when learners are required to:

- share information (knowledge) that does not 'belong' to them so they are not entitled to disclose it
- position themselves as 'experts', 'show off' in front of peers or allow themselves to be singled out to receive praise
- answer single-handedly questions that relate to experiences shared by a group, ie knowledge belonging to the group should be shared by the group
- share information with the educator, an action that the family would not approve of
- reveal gender-specific information (women's business or men's business) to members of the opposite sex.

Note:

Most educators focus on:	Research demonstrates that Aboriginal learners usually focus on:
<ul style="list-style-type: none"> • what learners say • how well they say it. 	<ul style="list-style-type: none"> • who they must talk to • what they must talk about • who is watching • what might cause them embarrassment (if they do not say it right).



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.2 WORKING WITH 'QUIET' OR 'SILENT' LEARNERS – FACILITATORS MATERIAL

Cards

Issues when working with 'quiet' or 'silent' learners

Inhibitions or low levels of confidence

Fear of making (language) mistakes

Feelings of having nothing to say on the topic

Not knowing appropriate Standard Australian English language/expression

Unfamiliarity with Standard Australian English conventions (or 'rules') of conversational interaction

Activity or questions are culturally inappropriate so learners are unable to contribute (the materials or questions are problematic)

(For an explanation, see Handout 1)

Learner cannot contribute without doing something wrong (doing something culturally inappropriate)

(For an explanation, see Handout 2)

Unfamiliarity with pragmatic conventions of contributing in a learning/training environment

Some 'issues' drawn from Parrott, M. (1993) *Tasks for Language Teachers: A Resource Book for Training and Development*. Cambridge: Cambridge University Press.

MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.3 ENCOURAGING 'QUIET' OR 'SILENT' LEARNERS TO TALK – OVERVIEW

Learning objectives

This module will help educators to:

- understand the possible reasons why learners might be 'quiet' or 'silent'
- learn strategies that can be used to create a culturally-inclusive environment to encourage 'quiet' or 'silent' learners to talk
- become familiar with using a matching activity as a language and literacy learning experience.

Activity description (matching activity)

The task models a matching activity that participants might consider using with their learners. Matching activities can be developed to introduce or review vocabulary, concepts, procedures, etc.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other activities.

Facilitators notes

Materials required:

- Worksheet: *Encouraging 'silent' learners to talk: Issues and possible strategies* (provided)
- Facilitators key: *Encouraging 'silent' learners to talk* (provided)
- Writing materials.

1. Distribute Worksheets to all participants.
2. Ask participants to match the 'issues' in boxes on the left with 'potential strategies' to address them on the right, by writing the letters 'a', 'b', 'c', etc of the potential strategies in the box next to the 'issues'. Note: some issues may have more than one potential strategy. Participants can work with a partner if desired.
3. The key below indicates suggested answers. Participants can certainly make a case for others.

MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.3 ENCOURAGING 'QUIET' OR 'SILENT' LEARNERS TO TALK – WORKSHEET

Encouraging 'quiet' or 'silent' learners to talk: Issues and possible strategies

Task: Using the key below, place the letter(s) of the possible strategies into the Strategies box in the table on the next page. The first one has been done for you. (Check to make sure you agree.)

SAE = Standard Australian English

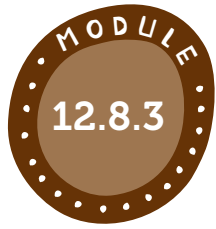
Possible strategies
a. Prepare learners for discussions using brainstorming activities.
b. Pre-teach key vocabulary.
c. Establish a policy (and make it explicit to learners when in use) that there are occasions when 'correctness' of SAE and 'correction' are given a low priority.
d. Use a DVD/videorecording of natural language (for example, a talk show) to illustrate lively discussions, highlighting segments displaying useful communication strategies, gestures, etc.
e. Organise learners into small groups for activities.
f. Train learners to use a range of communication strategies, eg circumlocution, or saying something in a roundabout way; drawing on basic features of their home language/dialect and/or their existing knowledge of SAE to communicate ideas.
g. Teach/review SAE models of defining (for example, <i>a thing you _____ with or the thing that _____</i>); finding an unfamiliar word (for example, <i>What do you call the tool you use for _____?</i>).
h. Discuss what is known about topic before asking for learners' opinions.
i. Provide relevant resources to stimulate interest and provide background information before discussion activity.
j. Prior to main activity, introduce and thoroughly review language likely to be required during the activity.
k. Discuss learning skills and learning objectives and the importance of pushing themselves beyond their current language abilities. Explain that making mistakes is normal and an important part of helping us learn to become more skilled in using SAE.
l. Allow users to prepare responses in home language.
m. Work as a Two-Way Team to ensure activities are culturally appropriate.



Issues	Strategies
Inhibitions or low levels of confidence	a, b, e
Fear of making mistakes	
Feelings of having nothing to say on the topic	
Potential lack of appropriate SAE language/expression	
Unfamiliarity with SAE conventions of conversational interaction	
Culturally-inappropriate activities or questions so learners are unable to contribute, ie a problem with the material or question	
Learner's inability to contribute without doing something wrong culturally	
Unfamiliarity with pragmatic conventions of contributing in a learning or training environment	

Activity adapted from Parrott, M. (1993). *Tasks for language Teachers: A Resource Book for Training and Development*. Cambridge: Cambridge University Press.





MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT
**12.8.3 ENCOURAGING 'QUIET' OR 'SILENT'
LEARNERS TO TALK – FACILITATORS KEY**

Encouraging 'quiet' or 'silent' learners to talk

Issues	Strategies
1	a, b, e
2	c
3	h, i, j
4	b, f, g
5	d, l
6	m
7	k, l, m
8	d



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.4 TALKING ABOUT TALK – OVERVIEW

Learning objectives

This module will help educators to:

- extend their vocabulary for talking to learners about *talk* with learners
- understand the importance of providing opportunities for learners to develop their own meta-linguistic awareness and a meta-language (or language to talk about *language*) as 'tools' they can use to improve language and literacy skills
- become familiar with the procedure of a cloze activity with split dictation.

Activity description (cloze activity with split dictation)

The task presented below models a cloze activity with split dictation that participants might consider using with their learners. Cloze activities are commonly used in English as an Additional Language (EAL) teaching for grammar practice and for encouraging learners to use the context to make predictions when reading. This version of a cloze activity fosters the development of reading and listening comprehension as well as providing practice in spelling and writing skills.

See Module 12.7 *Guide to useful language and literacy teaching strategies and learning experiences* for other variations of cloze activities and Module 1.5 *Learning to talk about talk* for other activities to reflect on language use.

Facilitators notes

Materials required:

- Powerpoint: *Why do we need special terms to talk about talk?* (provided)
 - Explanatory notes: *Why do we need special terms to talk about talk?* (provided)
 - Worksheet A: *Some useful terms for talking about talk* (provided)
 - Worksheet B: *Some useful terms for talking about talk* (provided)
 - Facilitators key: *Some useful terms for talking about talk* (provided)
 - Writing materials.
1. Introduce the topic of developing meta-linguistic awareness and meta-language (or language for 'talking about talk') by displaying and discussing the Powerpoint: *Why do we need special terms to talk about talk?* Use the Explanatory notes: *Why do we need special terms to talk about talk?* for additional information.
 2. Explain to participants that the cloze activity provides a list of linguistic terms or 'tools' they can teach learners to use when talking about interactions in group or pair work.
 3. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 (or one of your own strategies).
 4. Members of pairs should sit opposite one another and use a barrier (book, file, bag, etc) so they cannot see each other's worksheets.
 5. Give each pair Worksheets A and B (for Partner A and Partner B).
 6. Ask participants to read through their own texts individually and try to fill in the gaps based on clues in the surrounding text. This will familiarise them with the contents.
 7. Partners A and B then work together to complete their worksheets by taking turns as one partner dictates the (shaded/complete) sections in which gaps appear in his/her partner's version of the table and vice versa. The partner with gaps listens for missing words to fill in the gaps.
 8. As participants work through their sheets, they should note any areas where they have questions or disagree. These can be discussed at the end of the activity as a whole group.

MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.4 TALKING ABOUT TALK – POWERPOINT

Why do we need special terms to talk about *talk*?

- Talking in formal Standard Australian English (SAE) in group and pair work is different from informal social interactions.
- Many learners do not know how to interact in such group/pair activities in ways that will maximise their learning.
- Many educators rarely talk about formal SAE speaking practices in small group and pair work (except, perhaps, regarding rules about not swearing).
- Words and expressions for talking about talk provide the linguistic ‘tools’ for talking with learners about interactions during whole group, small group and pair work.



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.4 TALKING ABOUT TALK – EXPLANATORY NOTES

Why do we need special terms to talk about talk?

Please note:

The text in **bold type** appears on the Powerpoint. Additional notes that facilitators can refer to for the discussion are provided in normal type.

- **Talking in formal Standard Australian English (SAE) in group and pair work is different from informal social interactions.**
 - Group/pair work is goal-oriented.
 - It requires organised forms of talk, eg taking turns and applying SAE listening behaviours.
 - Communication skills learned in group/pair work are transferable to other formal situations, eg work.
- **Many learners do not know how to interact in education/training site group activities in ways that will maximise their learning.**
 - This is true regardless of age or linguistic/cultural background.
 - These skills do not come 'naturally'.
- **Many educators rarely talk about speaking practices in small group and pair work (except, perhaps, regarding rules about not swearing).**
 - Educators should not assume learners know how to contribute to activity or talk in a learning or formal SAE situation.
- **Words and expressions for talking about talk provide the linguistic 'tools' for talking with learners about interactions during whole group, small group and pair work.**
 - Talking about talk enhances meta-linguistic awareness (awareness about language, using language and interacting with others).
 - Talking about talk in group/pair work extends learners' meta-cognitive awareness of learning strategies and processes.



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.4 TALKING ABOUT TALK – WORKSHEET A

Some useful terms for talking about talk

AE = Aboriginal English; SAE = Standard Australian English

Turn taking	In conversations, people take turns when speaking. In SAE, first one person speaks, then the other responds, then the first person speaks again (or a third person speaks) and so on. However, the 'rules' for this vary according to linguistic/cultural background, context and situation. In group or pair work, learners can benefit from establishing 'rules' for 'turn-taking' so all ideas can be presented and discussed.
The 'floor'	The 'space' held by a _____ in conversation who, at a given time, is being _____ to by the other or most others in a group context. When this space is _____ to more than one person at the same time, it is sometimes called a ' _____ ' floor.
Adjacency pair	This is a unit (or sequence) of two utterances (strings of coherent speech) spoken in turn by two different people. The response to the first utterance is limited by convention. Adjacency pairs for particular functions, eg greetings, can vary according to language/dialect and culture: A: 'ow ya goin'? What you up to? B: Naah- nothin much.
Code-switching	This is shifting from one language or dialect to another, usually to _____ the listener(s) or display _____.
Overlapping speech	This occurs when one speaker begins talking even though the other has not yet completed his/her utterance. In most informal contexts, this is usually interpreted as a cooperative practice that displays friendship, eg when finishing a friend's sentence, or when two or more speakers jointly tell a story. In some cases, it occurs when expressing hostility.
Ellipsis	This is a sound, _____ or word that is _____ in speech and writing but can be inferred or reconstructed from the context. This is _____ in speech and writing and can contribute to text _____. Speech and writing can seem stilted or _____ in some cases if all assumed words are _____, eg <i>John and Mary read the article and (John and Mary) took notes. Then they took a break and had a cuppa</i> (cup of tea).



Politeness	<p>Rules about politeness enable us to show respect by preserving the other person's public self-image (or 'face') as well as our own.</p> <p>These rules enable speakers to show solidarity with the other person. Because the rules vary across cultures, languages and dialects, they may need to be explicitly taught when learning a new dialect/language, eg when questioned by a person in authority, an AE speaker might try to accommodate the person to avoid immediate trouble by providing an answer he/she thinks the person wants to hear even though it may not be truthful.</p> <p>This practice is referred to as <i>gratuitous concurrence</i>⁸².</p>
Hedges and hedging	<p>In SAE, using a word or phrases to _____ the impact of the expression enables the speaker/writer to _____ being too _____ or showing too much commitment to an assertion.</p> <p>This is very common in _____ speech, eg <i>probably, sorta</i> (sort of), <i>kinda</i> (kind of); <i>you know, just</i> (I was, <i>ya know, just</i> starving).</p> <p>It is also important in _____ or formal speech and writing because there are usually _____ to most claims (for example <i>Many</i> learners are unaware of the 'rules' of talk, so educators <i>may</i> need to teach them explicitly).</p>
Repairs	<p>Corrections made by self or another in an attempt to fix a communication breakdown.</p>

References

Burridge, K. and Mulder, J. (1998). *English in Australia and New Zealand: An Introduction to its History, Structure and Use*. Melbourne: Oxford University Press.

Coates, J. (1996). *Women Talk*. Oxford: Blackwell.

Oliver, R., Haig, Y. and Rochecouste, J. (2004). *Tackling Talk: Teaching and Assessing Oral Language*. [CD-ROM]. Perth: Edith Cowan University.

SIL International (2004) Glossary of linguistic terms. Retrieved 19 January 2011 from <http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/>.

Tannen, D. (1984). *Conversational Style: Analyzing Talk Among Friends*. Norwood, NH: Ablex Publishing.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. Oxford: Blackwell.

Yule, G. (1996). *The Study of Language*. Melbourne: Cambridge University Press.

82 Eades, D. (1991). Communicative strategies in Aboriginal English. In S. Romaine (ed.). *Language in Australia*. Melbourne: Cambridge University Press.



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.4 TALKING ABOUT TALK – WORKSHEET B

Some useful terms for talking about talk

AE = Aboriginal English; SAE = Standard Australian English

Turn taking	In conversations, people take turns when speaking. In SAE, first one person _____, then the other _____, then the first person speaks _____ (or a third person speaks) and so on. However, the 'rules' for this vary _____ to linguistic/cultural _____, social context and _____. In group or pair work, learners can _____ from establishing 'rules' for 'turn-taking' so all _____ can be presented and discussed.
The 'floor'	The 'space' held by a speaker in conversation who, at a given time, is being listened to by the other or most others in a group context. When this space is available to more than one person at the same time, it is sometimes called a 'collaborative' floor.
Adjacency pair	This is a unit (or _____) of two utterances (or strings of _____ speech) spoken in turn by two _____ people. The response to the first utterance is limited by convention. Adjacency pairs for particular functions, eg greetings, can vary according to _____ / _____ and _____. A: 'ow ya goin'? What you up to? B: Naah- nothin much.
Code-switching	This is shifting from one language or dialect to another, usually to accommodate the listener(s) or display identity.
Overlapping speech	This occurs when one _____ begins talking even though the other has not yet completed his/her _____. In most informal contexts, this is usually interpreted as a _____ practice which displays friendship, eg when finishing a friend's _____, or when two or more speakers jointly tell a story. In some cases, it occurs when expressing hostility.
Ellipsis	This is a sound, syllable or word that is omitted in speech and writing but can be inferred or reconstructed from the context. This is normal in speech and writing and can contribute to text cohesion. Speech and writing can seem stilted or unnatural in some cases if all assumed words are included, eg <i>John and Mary read the article and (John and Mary) took notes. Then they took a break and had a cuppa</i> (cup of tea).



Politeness	<p>Rules about _____ enable us to show respect by preserving the other person's public self-image (or 'face') as well as our own. These _____ enable speakers to show solidarity with the other person.</p> <p>Because the rules _____ across cultures, languages and dialects, they may need to be explicitly _____ when learning a new dialect/language, eg when questioned by a person in authority, an AE speaker might try to accommodate the person to avoid immediate trouble by providing an answer he/she thinks the person _____ to hear to even though it may not be truthful.</p> <p>This practice is _____ to as <i>gratuitous concurrence</i>⁸³.</p>
Hedges and hedging	<p>Using a word or phrases to reduce the impact of the expression enables the speaker/writer to avoid being too definite or showing too much commitment to an assertion.</p> <p>It is very common in informal speech eg <i>probably, sorta</i> (sort of), <i>kinda</i> (kind of); <i>you know, just</i> (I was, <i>ya know, just</i> starving.).</p> <p>It is also important in academic or formal speech and writing because there are usually exceptions to most claims (for example, <i>Many</i> learners are unaware of the 'rules' of talk, so educators <i>may</i> need to teach them explicitly).</p>
Repairs	<p>Corrections made by _____ or another in an _____ to fix a communication _____.</p>

References

Burridge, K. and Mulder, J. (1998). *English in Australia and New Zealand: An Introduction to its History, Structure and Use*. Melbourne: Oxford University Press.

Coates, J. (1996). *Women Talk*. Oxford: Blackwell.

Oliver, R., Haig, Y. and Rochecouste, J. (2004). *Tackling Talk: Teaching and Assessing Oral Language*. [CD-ROM]. Perth: Edith Cowan University.

SIL International (2004) Glossary of linguistic terms. Retrieved 19 January 2011 from <http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/>.

Tannen, D. (1984). *Conversational Style: Analyzing Talk Among Friends*. Norwood, NH: Ablex Publishing.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. Oxford: Blackwell.

Yule, G. (1996). *The Study of Language*. Melbourne: Cambridge University Press.

83 Eades, D. (1991). Communicative strategies in Aboriginal English. In S. Romaine (ed.). *Language in Australia*. Melbourne: Cambridge University Press.



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.4 TALKING ABOUT TALK – FACILITATORS KEY

Some useful terms for talking about talk

AE = Aboriginal English; SAE = Standard Australian English

Turn taking	In conversations, people take turns when speaking. In SAE, first one person speaks , then the other responds , then the first person speaks again (or a third person speaks) and so on. However, the 'rules' for this vary according to linguistic/cultural background , social context and situation . In group or pair work, learners can benefit from establishing 'rules' for 'turn-taking' so all ideas can be presented and discussed.
The 'floor'	The 'space' held by a speaker in conversation who, at a given time, is being listened to by the other or most others in a group context. When this space is available to more than one person at the same time, it is sometimes called a ' collaborative ' floor' ⁸⁴ .
Adjacency pair	This is a unit (or sequence) of two utterances (strings of coherent speech) spoken in turn by two different people. The response to the first utterance is usually limited by convention. Adjacency pairs for particular functions, eg greetings, can vary according to language/dialect and culture : A: 'ow ya goin'? What you up to? B: Naah- nothin much.
Code-switching	This is shifting from one language or dialect to another, usually to accommodate the listener(s) or display identity .
Overlapping speech	This occurs when one speaker begins talking even though the other has not yet completed his/her utterance . In most informal contexts, this is usually interpreted as a cooperative practice that displays friendship, eg when finishing a friend's sentence , or when two or more speakers jointly tell a story. In some cases, it occurs when expressing hostility.
Ellipsis	This is a sound, syllable or word that is omitted in speech and writing but can be inferred or reconstructed from the context. This is normal in speech and writing and can contribute to text cohesion. Speech and writing can seem stilted or unnatural in some cases if all assumed words are included , eg <i>John and Mary read the article and (John and Mary) took notes. Then they took a break and had a cuppa</i> (cup of tea).

84 Coates, J. (1996). *Women Talk*. Oxford: Blackwell, 133.

Politeness	<p>Rules about politeness enable us to show respect by preserving the other person's public self-image (or 'face') as well as our own.</p> <p>These rules enable speakers to show solidarity with the other person. Because the rules vary across cultures, languages and dialects, they may need to be explicitly taught when learning a new dialect/language: for example, when questioned by a person in authority, an AE speaker might try to accommodate the person to avoid immediate trouble by providing an answer he/she thinks the person wants to hear even though it may not be truthful.</p> <p>This practice is referred to as <i>gratuitous concurrence</i>⁸⁵.</p>
Hedges and hedging	<p>In SAE using a word or phrases to reduce the impact of the expression enables the speaker/writer to avoid being too definite or showing too much commitment to an assertion.</p> <p>This is very common in informal speech, eg <i>probably, sorta</i> (sort of), <i>kinda</i> (kind of); <i>you know, just</i> (I was, <i>ya know, just</i> starving).</p> <p>It is also important in academic or formal speech and writing because there are usually exceptions to most claims (for example <i>Many</i> learners are unaware of the 'rules' of talk, so educators <i>may</i> need to teach them explicitly).</p>
Repair	<p>Corrections made by self or another in an attempt to fix a communication breakdown.</p>

References

Burridge, K. and Mulder, J. (1998). *English in Australia and New Zealand: An Introduction to its History, Structure and Use*. Melbourne: Oxford University Press.

Coates, J. (1996). *Women Talk*. Oxford: Blackwell.

Oliver, R., Haig, Y. and Rochecouste, J. (2004). *Tackling Talk: Teaching and Assessing Oral Language*. [CD-ROM]. Perth: Edith Cowan University.

SIL International (2004) Glossary of linguistic terms. Retrieved 19 January 2011 from <http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/>.

Tannen, D. (1984). *Conversational Style: Analyzing Talk Among Friends*. Norwood, NH: Ablex Publishing.

Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. Oxford: Blackwell.

Yule, G. (1996). *The Study of Language*. Melbourne: Cambridge University Press.

⁸⁵ Eades, D. (1991). Communicative strategies in Aboriginal English. In S. Romaine (ed.). *Language in Australia*. Melbourne: Cambridge University Press.

MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.5 SUCCESSFUL SPEAKING ACTIVITIES

– OVERVIEW

Learning objectives

This module will help educators to:

- understand the attributes of successful speaking activities that can assist learners to develop fluency in Standard Australian English (SAE)
- become familiar with question brainstorm activity procedures.

Activity description (question brainstorm)

The task presented below models a question brainstorm activity that participants might consider using with their learners. Question brainstorm activities can be useful as pre-reading or pre-writing warm-ups to stimulate interest in a topic or generate ideas. They can also be used to identify learners' existing knowledge about a topic.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language learning activities.

Facilitators notes

Materials required:

- Worksheet: *What are the attributes of a successful speaking activity?* (provided; one per group)
- Facilitators key: *What are the attributes of a successful speaking activity?* (provided)
- Writing materials.

1. Organise participants into small groups using a strategy from Module 12.7.1 (or one of your own). Each group will need a scribe.

Where possible, organise groups to best bring out Aboriginal and non-Aboriginal responses. For example, if there is a sufficient number of Aboriginal participants, consider grouping them together for the brainstorm activity so that their perspectives can be foregrounded in the discussion.

2. Distribute Worksheet: *What are the attributes of a successful speaking activity?* (one copy per group).
3. Ask groups to brainstorm questions they would ask to determine whether a speaking activity would be characterised as 'successful'? (Sample questions might include: 'Did the learners understand the procedures?' 'Did every learner get to talk?')

Note: participants should assume that oral language development in SAE is an important learning objective of the task, though it is unlikely to be the only learning one.

4. Scribes should record participants' questions in question form on the worksheets.
5. Elicit the questions each group recorded on their worksheets and record them on a whiteboard or butchers paper. Add some of your own (or those from the list below). Discuss.

References and further reading

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, 120.

Oliver, R., Haig, Y. and Rochecouste, J. (2003). *Oral Language Assessment and the Communicative Competence of Adolescent Students*. Mount Lawley, WA: Edith Cowan University.

MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.5 SUCCESSFUL SPEAKING ACTIVITIES

– WORKSHEET

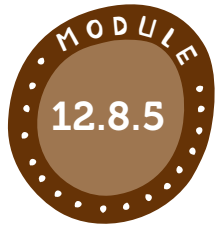
What are the attributes of a successful speaking activity?

Task: Brainstorm questions you would ask to evaluate the success of a speaking activity. Write these down in question form.

Assume that oral language development in Standard Australian English is an important learning objective of the activity.

Successful
speaking
activity





MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.5 SUCCESSFUL SPEAKING ACTIVITIES

– FACILITATORS KEY

What are the attributes of a successful speaking activity?

Some important questions to ask to determine the success of a speaking activity include:

1. **Amount of talk:** Did the learners talk a lot? (Considering how much time is taken by educator talk, this is a critical question.)
2. **Amount of listening:** Did the learners listen actively while their peers were talking?
3. **Even participation:** Did all members of each group have about the same amount of talking time?
4. **Highly-motivating task:** Was the motivation level relatively high? (Were the task and topic sufficiently interesting and challenging to make the learners eager to participate and talk?)
5. **Language acceptably accurate:** Did the learners use language that was sufficiently accurate (in terms of pragmatics, grammar, pronunciation, etc) to be understood by other group members?



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.6 ACTIVITIES THAT ENCOURAGE MEANINGFUL COMMUNICATION – OVERVIEW

Learning objectives

This module will help educators to:

- gain a greater understanding of the difference between topic-based and task-based activities
- enhance their skills for selecting or adapting learning activities to encourage more meaningful communication and develop fluency in Standard Australian English (SAE).

Activity description (ranking activity)

The activity presented below models a ranking activity that aims to generate meaningful communication while undertaking the task.

It is a group activity that participants might consider using with their learners to promote oral fluency in SAE.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

Facilitators notes

Materials required:

- Powerpoint: *Activities that encourage meaningful communication: Topic-based and task-based* (provided)
- Whiteboard or butchers paper and felt-tipped pens.

This activity works best when used after participants have already engaged in several workshop activities, including at least one of the following:

- a) **topic-based activity**, ie guided discussion, such as *think/pair/share* activities (eg in Modules 12.3.1 and 12.7.1)
 - b) **task-based activity** that requires talk to complete it, eg *cloze activity with split dictation* (eg in Modules 12.1.2, 12.7.2 and 12.8.4).
1. Organise participants into small groups using one of the strategies in Module 12.7.1 (or one of your own strategies).
 2. On a whiteboard or butchers paper, list the activities undertaken in the workshop (or series of workshops).
 3. Ask participants to rank the activities on the basis of which activity (or activities) they believe generated the most need to talk, and therefore the most meaningful communication.
 4. Ask each group how they ranked the activities and why. Record each group's response on a whiteboard or butchers paper, indicating the group's ranking ('1' for the activity that generated the most talk, '2' for the activity generating the second-most talk, and so on.)
 5. Follow-up by displaying the Powerpoint: *Activities that encourage meaningful communication: Topic-based and task-based*.

For further reading and more activities, refer to Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.6 ACTIVITIES THAT ENCOURAGE MEANINGFUL COMMUNICATION – POWERPOINT

Activities that encourage meaningful communication

Topic-based activities can be successful when:

- learners can relate to the topic and use their own experience and knowledge
- topics are truly controversial
- opinions are divided fairly evenly
- a few basic arguments (but not too many) for and against each side can be presented prior to group discussion.

Task-based activities can be successful when:

- the task focuses on a specified goal
- the procedures are well defined
- the outcomes are observable (for example, list, notes, reassembled text, spoken or written summary or statement of consensus)
- group members must interact/talk with one another to achieve outcome
- the task is enhanced by a visual to focus or reflect on.

Discuss

- Which is better: a topic-based or a task-based activity?
- Can group discussions be organised so that they become task-based?



MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.7 RANKING ACTIVITIES THAT GENERATE AUTHENTIC COMMUNICATION – OVERVIEW

Learning objectives

This module will help educators to:

- gain greater understanding of the difference between topic-oriented and task-based activities
- enhance their skills in selecting or adapting learning activities to encourage more meaningful communication for developing fluency in Standard Australian English (SAE)
- become familiar with a wider range of teaching strategies and learning experiences to foster the development of fluency in SAE.

Activity description (Two-Way Team ranking activity)

This activity encourages participants, working together in Two-Way Teams, to interact and learn from each other as they discuss the features of various teaching strategies and learning experiences that help to develop fluency in SAE.

Facilitators notes

Materials required:

- Powerpoint: *Activities that encourage meaningful communication: Topic-based and task-based* (provided in Module 12.8.6)
- Handout: *Guide to useful language and literacy teaching strategies and learning experiences* (provided in Module 12.7.3)
- Worksheet: *Activities that generate authentic communication* (provided)
- Writing materials.

1. Display Powerpoint: *Activities that encourage meaningful communication: Topic-based and task-based* (Module 12.8.6).
2. Talk about the slide and engage participants in discussion points: Which is better? Can group discussions be organised so that they become task-based?

Note: task-based language teaching/learning has gained in popularity in recent years because it provides opportunities for authentic communication. However, topic-based activities can also motivate meaningful communication and discussions if:

- they are constructed well
 - the learners are given clear objectives
 - the topics are meaningful to learners.
3. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 (or one of your own strategies).
 4. Distribute one copy of the Handout: *Guide to useful language and literacy teaching strategies and learning experiences* (Module 12.7.3) and the Worksheet: *Activities that generate authentic communication* to each participant.
 5. Participants work in pairs to rank the activities. They can use the Handout to check the procedures for activities that are unfamiliar to them.
 6. Follow up by asking participants to call out activities they ranked as '3: very useful'. List these on the whiteboard and invite comments for discussion.

For further reading and more activities, refer to Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

MODULE 12.8 ORAL LANGUAGE AND LITERACY DEVELOPMENT

12.8.7 ACTIVITIES THAT GENERATE AUTHENTIC COMMUNICATION – WORKSHEET

Activities that generate authentic communication

Instructions: assess each activity in terms of the extent of meaningful communication it will generate. Rank the activities by inserting a number (1, 2 or 3) as follows:

1: not very useful: only a minority of group members need to talk to complete the task

2: somewhat useful: some group members need to talk in order to complete the task.

3: very useful: all members need to talk to complete the task.

(For information about each activity, refer to Handout: *Guide to useful language and literacy teaching strategies and learning experiences* (Module 12.7.3).)

	barrier games (information gap)
	brainstorming
	card clusters
	cloze activities
	dictogloss
	different perspectives
	envoy
	information extraction (for one point of view in debates)
	information retrieval chart/grid
	jigsaw reading/ listening
	jumbled words/phrases/ sentences

	matching game (listening)
	picture dictation
	plus/minus/interesting reflection
	semantic grid
	semantic web (explosion chart, mind map, spider diagram, spidergram)
	station activity (wallpapering)
	story/text reconstruction
	think/pair/share
	three-level guide (to reading)
	word linking (pronunciation)
	word banks (word wall)



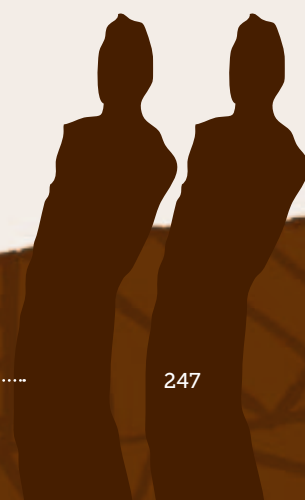
MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

Module 12.9 presents workshop materials that will enable educators to:

- identify the advantages and disadvantages of multilevel groups of learners
- become familiar with the principles of effectively teaching and managing multilevel groups
- develop basic strategies for working with multilevel groups: planning activities, grouping learners, developing a self-access centre
- adapt activities for multilevel groups.

Please note:

This module is designed for educators who have groups of learners with a wide range of knowledge, skills, experiences and different levels of Standard Australian English language and literacy skills.



MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.1 ADVANTAGES AND DISADVANTAGES – OVERVIEW

Learning objectives

This module will help educators to:

- become aware that there are advantages in working with multilevel groups of learners as well as disadvantages
- become familiar with the procedures of a semantic web brainstorm activity.

Activity description (semantic web brainstorm activity)

The task described below models a semantic web brainstorm activity that participants might want to use with their learners. Semantic web brainstorm activities (also referred to as 'explosion charts', 'mind maps', 'spider diagrams', 'spidergrams', etc) are useful for pre-reading or pre-writing activities and for helping learners to generate ideas for other purposes.

They can also be used to identify learners' existing knowledge about a topic.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

Facilitators notes

Materials required:

- Worksheet: *Multilevel groups* (one per group; provided)
- Writing materials
- Facilitators key/Powerpoint: *Multilevel groups* (provided).

1. Organise participants into small groups using a strategy from Module 12.7.1 *Organising learners into pairs or groups* or one of your own.
2. Distribute copies of the Worksheet (one per group).
3. Ask participants to brainstorm ideas and record them on the Worksheet.
4. Display Powerpoint: *Multilevel groups*. Discuss each item and ask participants to call out ideas to add to the list. Write these on a whiteboard or flip chart.

MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

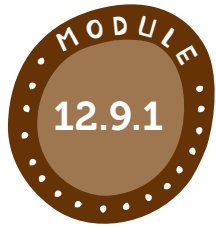
12.9.1 ADVANTAGES AND DISADVANTAGES – WORKSHEET

Multilevel groups

ADVANTAGES

DISADVANTAGES





MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.1 ADVANTAGES AND DISADVANTAGES – FACILITATORS KEY/POWERPOINT

Multilevel groups

Advantages

- Learners can use their skills to assist one another.
- Learners become more responsible for their own learning.
- Educators expand their repertoire of teaching/learning activities and improve their skills.
- Competition becomes less important.

Disadvantages

- Lower-level learners may feel left out, frustrated or even intimidated.
- Higher-level learners may become bored and less enthusiastic.
- Educators have more work, preparing materials and managing the group of learners.
- More teaching/learning resources are required.



MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.2 EFFECTIVELY TEACHING AND MANAGING MULTILEVEL GROUPS – OVERVIEW

Learning objectives

This module will help educators to:

- gain awareness of the principles of working effectively with multilevel groups of learners
- become familiar with a matching activity that can be used for a variety of language and literacy learning goals.

Activity description (matching activity)

The task described below models a matching activity that participants might consider using with their learners. Matching activities can be developed to introduce or review vocabulary, concepts, procedures, etc.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for more activities.

Facilitators notes

Materials required:

- Facilitators material/Facilitators key: *Cards* (provided; to be printed or photocopied and cut out and laminated; one set per group)
- Facilitators key: *Nine principles for effectively teaching and managing multilevel groups* (provided)
- Whiteboard or butchers paper and felt-tipped pens.

1. Prepare the sets of cards, one set for each group.
2. Organise participants into small groups using a strategy from Module 12.7.1 (or one of your own).
3. Explain that the cards to be distributed contain nine principles that have been proposed for effectively teaching and managing multilevel groups.⁸⁶
4. Ask participants to match the basic qualities (cards with all capital letters, shaded background) with the strategies associated with the principle (cards with dot points).
5. Write the following discussion question on the whiteboard or butchers paper and discuss: 'How are these principles different from those underpinning the good management practices of 'single' level groups of learners?

⁸⁶ Adapted from Hess, N. (2001). *Teaching Large Multilevel Classes*. Melbourne: Cambridge University Press.

MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.2 EFFECTIVELY TEACHING AND MANAGING MULTILEVEL GROUPS – FACILITATORS MATERIAL/FACILITATORS KEY

Nine principles for effectively teaching and managing multilevel groups

Basic qualities	Associated strategies
VARIETY	<ul style="list-style-type: none"> Implement a wide range of tasks Use an array of different activities within a task Set time limits relative to learner attention spans
PACE	<ul style="list-style-type: none"> Appropriately set for learners and the demands of the activity Observe learners Drills should be brisk: discussions requiring analysis take more time Small groups can learn to conduct their own drills Provisions for learners who finish early (so learners needing more time can continue working)
INTEREST	<ul style="list-style-type: none"> Stimulates curiosity Existential questions/issues Relevant to learners' lives Requirements: <ul style="list-style-type: none"> Objectives of the activity should be explicit Task process should encourage language that is reflective and thoughtful Attractive visuals Meaningful interactions Solving problems Personalised Role-plays that engage learner interest and involvement



COLLABORATION

- Encourage learners to learn to work together/ cooperate with one another
- Learners use each other as language resources
- Strategies to promote this:
 - Task-based group work
 - Pair work (sharing ideas, drilling/testing one another)
 - Peer review (analyse, comment on each other's work)
 - Brainstorming
 - Jigsaw reading/listening activities
 - Collaborative writing
 - 'Buddy' journals – learners write (on an assigned topic) to another learner in their group (or a different group of learners at another learning environment/training site) and respond
 - Community projects – investigating and reporting on issues in their own community

INDIVIDUALISATION

- Portfolio projects
- Self-access centres
- Reports in poster form
- Writing tasks promoting self expression (reviews of books, articles, movies, etc, journals, advertisements)
- Personal word banks/dictionaries
- Personal web pages

'OPEN-ENDEDNESS' AND CHOICE

- Brainstorming activities
- Matching games with more than one correct response (to encourage meaningful talk)
- List of questions for learners to choose from and answer

ESTABLISHED ROUTINES

- Provides familiar structure, stability, comfort
- Promote this in the consistent ways in which you:
 - check attendance and late arrival
 - have learners sign up for projects
 - alert learners to deadlines, test dates, special events
 - have learners check their progress in reading, etc
 - shift from one teaching/learning mode to another (for example, from group/pair work to whole group).
- However:
 - if it's not working, change it
 - don't be afraid of introducing new ideas/procedures
 - a good time for change is at the start of a new term



EXTENDING CIRCLE OF ACTIVE PARTICIPANTS

- Don't call on the first learners who volunteer responses (or whose hands go up).
- Invite more people to respond (for example, in school settings: 'I see three hands, five hands. Any more hands? Now I see seven... I'm waiting for more...').
- Instead of walking toward the learner who is talking, walk further away so the learner's voice must cover the distance (to include peers).
- Increase 'wait time' after asking a question to give learners more time to think and respond.
- Vary order in which you call on learners.
- Let 'silent' learners know in advance that you will call on them; arrange a signal to warn them.
- Actively listen to learner questions. They may lead to topics of greater interest to all learners.

QUESTIONING THAT EVOKES LIVELY DISCUSSIONS

- Use questions with no pre-determined response:
 - 'Why...?'
 - 'Could someone explain how...?'
 - 'Could you explain/clarify what you mean?'
- Redirect learner questions to the group.

Adapted from Hess, N. (2001). *Teaching Large Multilevel Classes*. Melbourne: Cambridge University Press.



MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.3 BASIC STRATEGIES – OVERVIEW

Learning objectives

This module will help educators to:

- understand the basic strategies for working effectively with multilevel groups of learners, including planning, grouping learners in different ways for different purposes, adapting activities/materials and developing a self-access centre
- become aware of strategies for organising a multilevel group of learners to shift from whole-group to small-group to individual activities and back to the whole group
- become familiar with jigsaw reading/listening activity procedures.

Activity description (jigsaw reading/listening activity)

The task described below models a jigsaw reading/listening activity that participants might consider using with their learners. Jigsaw reading/listening activities are useful for developing reading, listening and speaking skills as well as note-taking and cooperative learning skills.

They can be useful when learners need to be familiar with the content of longer texts.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language learning activities.

Facilitators notes

Materials required:

- Handout 1: *Planning for multilevel groups of learners* (provided)
- Handout 2: *Grouping strategies and adapting activities/materials* (provided)
- Handout 3: *Developing a self-access centre* (provided)
- Writing materials
- Powerpoint: *Example of whole group moving to small-group activities to learning centre activities to whole-group activity* (provided)
- Optional handout: *References and resources for educators of multilevel groups of learners* (provided).

1. Use an organising strategy from Module 12.7.1 (or one of your own) to assign participants to Groups 1, 2 and 3. Participants assigned to Group 1 come together in one part of the room, and so on.
2. Distribute copies of Handout 1 to Group 1, Handout 2 to Group 2, and Handout 3 to Group 3. Everyone should have a copy of a text to read, discuss and make notes on.
3. Members of the respective groups then read and discuss their texts. They become experts on the texts so they can explain the content of the text to others (who have not read them) when they regroup.
4. Do a 'jigsaw' by disbanding the existing groups and re-forming smaller groups of three, each of which includes representatives from Groups 1, 2, and 3.
5. Members of these groups take turns in explaining the content of their own text, beginning with Person 1, then Person 2 and Person 3. The aim is for everyone in the group to have a clear understanding of all three texts at the end of the activity.
6. Bring the groups together and display the Powerpoint: *Example of whole group moving to small-group activities to learning centre activities to whole-group activity*.
7. Starting at the top of the model in the Powerpoint, explain that the figure illustrates how learners with different skill levels start out participating in a whole-group activity led by the educator. They are then assigned to groups and given tasks appropriate to their level. (In this case the groups are same-level groups.) While the small groups work on tasks, the educator works with one or more individual learners. Some small groups of 'fast workers' complete their tasks early and move to the learning centre. These learners select individual or pair work tasks. Meanwhile, the educator has set tasks for the individual learners she/he was working with and 'floats' around the room, monitoring and assisting as necessary. She/he then calls the whole group together to follow up with a whole-group activity.
8. If desired, distribute the Optional handout: *References and resources for educators of multilevel groups of learners*.

MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.3 BASIC STRATEGIES – HANDOUT 1

Planning for multilevel groups of learners

There is no doubt that planning for multilevel learning environments is a time-consuming, arduous task. However, addressing only the needs of those in the middle can create a management nightmare: when more advanced learners are not challenged, they can become bored. Those with lower level skills can become frustrated by work that is too difficult. Both groups often simply disengage. Therefore it makes sense to devote time to planning activities and adapting resources to address individual learning needs, learning objectives and preferred learning styles.

Because learners often start a program at different levels and progress at varying rates, developing a *Language and literacy needs analysis* (Module 12.3.5, Worksheet) may provide a useful tool to keep track of those areas which have been included in a program. Use it to identify, record and monitor individual learner needs and progress over time. The spreadsheet can also contain other useful information, such as learner language backgrounds, competency levels in each macro-skill area⁸⁷ (speaking, listening, reading, writing, viewing) and specific language points requiring attention⁸⁸.

Since getting to know learners is the first step in the iterative process of planning a language program, it can be useful to record learner interests, likes, dislikes, career aims and other relevant information. Creating an electronic spreadsheet template for this purpose can reduce your work with future cohorts. Alternatively, individual learning plans may be used to record goals and possible activities that individuals undertake independently of the group.

When planning a day's lesson, it is useful to organise a regular schedule of activities that learners will become familiar with. Recognisable routines can make multilevel learning environments more predictable and therefore more comfortable for learners as well as educators. A generic schedule recommended in the literature is to begin with a whole group warm-up activity. The activity can be used to (re)introduce the theme or topic that will be the main focus of subsequent activities. Learners can then be organised into one type of grouping (for example, pairs) to work on a task. When that is complete, learners can be organised into another type of grouping (for example, small groups). At this point, some learners may be directed to the self-access centre (see below) or another activity.

As most multilevel groups benefit from regularly scheduled whole group activities, the whole group can be brought together again at the end of the period. Educators can guide a discussion, posing 'open-ended' questions to learners with higher-level skills, eg 'What do you think about...?', 'Can you tell us about....?'.

87 While records of standardised test scores may be useful, these tend to be 'summative' assessments, ie general 'snapshots' of learners' general abilities at a particular point in time (see Module 12.10). They are less useful for identifying specific language needs. Levels that have been determined on tools such as the West Australian *EAL/EAD Progress Map* are useful, as they indicate areas of need for English as an Additional Language/English as an Additional Dialect learners.

88 The *Language overview guide* in Module 12.5.2 provides a practical starting point for identifying some specific language features that differ between Aboriginal English (or a creole) and Standard Australian English.



MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.3 BASIC STRATEGIES – HANDOUT 2

Grouping strategies and adapting activities/materials

When grouping learners, educators must consider factors that may enhance or limit the effectiveness of grouping. These include cultural considerations, prohibitions and issues relating to age, gender, family, community affiliation, friendships and preferred learning styles. As with grouping any cohort of learners for an activity, this can be done in three ways: (1), whole group; (2), small groups; or (3), pairs. However, because of the disparate skill levels in the cohort, additional grouping options are available: cross-ability (or heterogeneous) and similar-ability (or homogenous) groups and pairs.

Whole-group activities. Bringing everyone together is a practical way to start a new topic area, theme or whole-group project (for example, brainstorming the topic). Whole-cohort activities are also useful to follow up small-group or pair-work activities. Whole-group activities can include viewing/listening to DVDs, video recordings or audio recordings, taking field trips and learning basic procedural requirements (for example, about safety, use of equipment). These can be accompanied by worksheets developed or selected according to learners' skill levels. Whole-group projects can also be undertaken to unify the group. Tasks appropriate for learner skill levels can be assigned to sub-groups or pairs of learners.

Small groups. A wide range of language and literacy activities can be undertaken in small groups⁸⁹. 'Cross-ability groupings' provide stronger learners with the opportunity to reinforce learning and extend their skills. At the same time, learners with weaker skills can get the assistance they need, while still contributing ideas and knowledge in their own areas of strength. Activities particularly suitable for cross-ability groupings include multimedia projects, brainstorming, list making, poster work and 'envoy' activities. See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3. 'Similar-ability groups' can be given tasks and materials that require the same level of skill. This can be part of a larger long-term project or short-term, one-off tasks. Among the range of activities appropriate for homogenous skill groups are problem-solving tasks, peer feedback on writing and jumbled words/phrases/sentences/paragraphs.

Pairs. Pair work maximises communicative interaction and therefore language and literacy learning. 'Cross-ability pair work' can include activities in which roles are assigned according to skill level. For example, job interview role-plays can be adapted so learners with lower-level skills are assigned the 'employer' role and given scripted interview questions. The (more skilled) 'applicant' partners can respond without scripts, improvising their answers. 'Similar-ability pairs' can engage in activities in which the roles require the same skill levels, so roles do not need to be assigned. Most activities can be undertaken using the same materials pitched at the appropriate level.

⁸⁹ The *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 provides a range of strategies appropriate to small groups that can be adapted to meet the needs of the learners at different skill levels.



MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.3 BASIC STRATEGIES – HANDOUT 3

Developing a self-access centre

Setting up a self-access centre for solo or pair work activities can provide learners with opportunities to develop independent learning. It will also ensure that when learners finish tasks before others, they can move on to independent learning activities suitable to their levels and interests. However, self-access time can also be set as part of the daily routine.

Self-access materials should provide activities that focus on each of the literacy macro-skills (reading, writing, listening, speaking, viewing)⁹⁰. They can target problem areas needing attention, eg vocabulary, spelling or grammar points in which Aboriginal English with Standard Australian English (SAE) structures and features differ.

So that each task can be completed with little or no guidance from the educator, directions should be clear and answer keys made available so learners can check and evaluate their own work. Role-plays can be described on cards that are colour-coded for level with a clear description of the encounter, the roles and the problem/issue to be resolved during the interaction. In addition to SAE vocabulary and expressions, the cards can provide follow-up instructions, eg to write a brief summary of the encounter.

The resources included in the self-access centre depend very much on the learning environment and learning objectives, but should always correspond to the learners' additional language and literacy needs and, if possible, their interests. Photocopying or printing of short readings and exercises makes them less intimidating for learners than whole books. Making sure that materials are labelled and organised clearly can assist in having them returned to the right place.

Materials for trainees or older learners might include independent readings with comprehension questions; problem-solving tasks relating to new language features and structures previously taught; technical vocabulary worksheets; structured (job) interview questions for pair work; review materials; practice certificate exams; relevant reading/viewing/problem-solving tasks (for example, building/plumbing plans); and short instructional videos or audiotapes with worksheets.

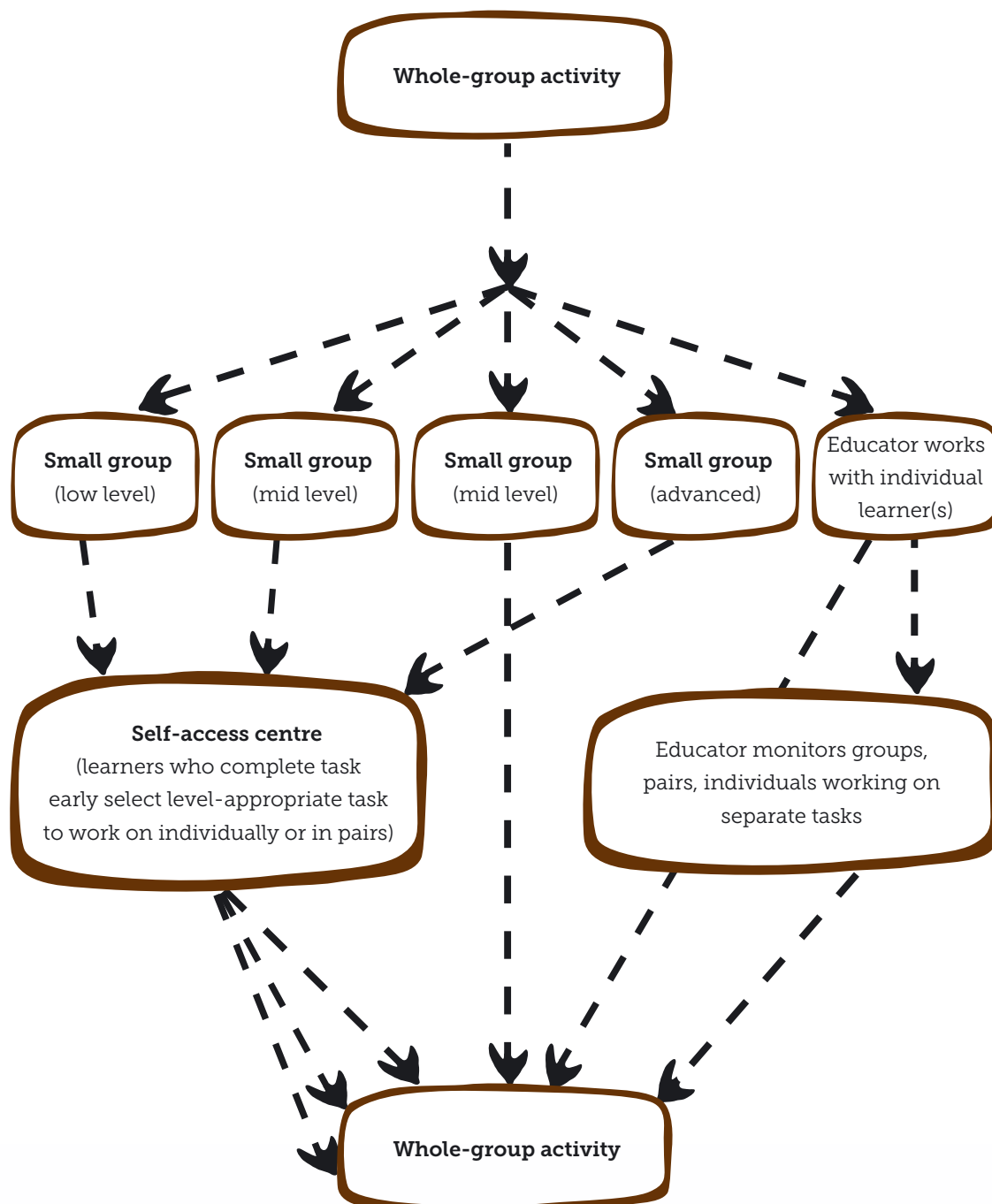
Materials for younger learners might include art supplies (scissors, pens, pencils, paints, crayons, markers, glue, etc); crossword puzzles; short readings; role-plays, practice drills or barrier games for pair work; and text reconstruction (words/phrases/paragraphs).

90 The Guide to useful language and literacy teaching strategies and learning experiences in Module 12.7.3 provides a range of strategies appropriate to small groups that can be adapted to meet the needs of the learners at different skill levels.



12.9.3 BASIC STRATEGIES – POWERPOINT

Example of whole group moving to small-group activities to self-access activities to whole-group activity



MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.3 BASIC STRATEGIES – OPTIONAL HANDOUT

References and resources for educators of multilevel groups of learners

Bell, J. (1991). *Teaching Multilevel Classes in ESL*. San Diego, CA: Dominie Press.

Bell, J. S. (2004). *Teaching Multilevel Classes in ESL*. Ontario: Pippin.

Colorado State University (1993-2011). *Multilevel groups*. Retrieved 10 January 2011 from <http://writing.colostate.edu/guides/teaching/esl/multilevel.cfm>.

EnglishClub.com (1997-2011). *Teaching multi-level classes*. Retrieved 10 January 2011 from <http://www.englishclub.com/teaching-tips/teaching-multi-level-classes.htm>.

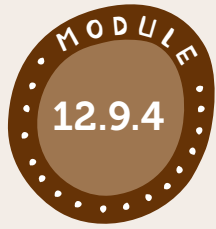
ERIC Development Team (1995). *Teaching multilevel adult ESL classes*. ERIC Digest (ED346 082). Retrieved 10 January 2011 from <http://www.literacynet.org/nevada/sdocs/ericml383242.pdf>.

Partington, G. and Galloway, A. (2007). Issues and policies in school education. In G. Leitner and I. G. Malcolm (eds). *The Habitat of Australia's Aboriginal Languages: Past, Present and Future*. Berlin: Mouton de Gruyter, 237-266.

Pham Phu Quynh Na (2007). Some strategies for teaching English to multi-level adult ESL learners: A challenging experience in Australia. *Asian EFL Journal*, 9 (4) Article 20. Retrieved 10 January 2011 from: http://www.asian-efl-journal.com/Dec_2007_ppqn.php.

Vernon, S. (2006-2011). *ESL multilevel activities*. Retrieved 10 January 2011 from http://www.teachingenglishgames.com/Articles/ESL_Multilevel_Activities.htm.





MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.4 ADAPTING ACTIVITIES FOR MULTILEVEL GROUPS – OVERVIEW**Learning objectives**

This module will help educators to:

- gain an extended repertoire of strategies for adapting activities for multilevel groups of learners
- become familiar with the procedures for a station activity.

Activity description (station activity)

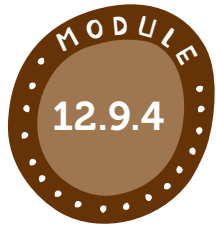
The task presented below models a station activity that participants might consider using with their learners. Station activities encourage learners to generate ideas on a topic. They can therefore be used for pre-reading, pre-writing or other tasks requiring learners to come up with their own ideas.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

Facilitators notes

Materials required:

- Handout: *Brainstorming strategies that work with multilevel groups (station activity)* (provided)
 - A3 paper (three or four sheets for each group)
 - Felt-tipped pens (three or four for each group)
 - Adhesive putty.
1. Use an organising strategy from Module 12.7.1 (or one of your own) to assign participants to small groups of three or four.
 2. Distribute A3 paper and felt-tipped pens to each group.
 3. Distribute Handout: *Brainstorming strategies that work with multilevel groups (station activity)* (this explains the procedures for the station activity).
 4. Ask participants to brainstorm strategies they currently use with their multilevel cohorts. These should be ones that work well for them. From this list, participants should choose three or four that preferably have not been discussed in previous activities. Participants should briefly outline the strategy on the A3 paper provided (in large text so it can be read easily).
 5. Post the A3 sheets with ideas around the room. Conduct a walk-around to enable participants to view other ideas.
 6. Bring the whole group together to pose and answer questions about strategies and discuss variations to strategies or other related issues.



MODULE 12.9 MULTILEVEL GROUPS OF LEARNERS

12.9.4 ADAPTING ACTIVITIES FOR MULTILEVEL GROUPS – HANDOUT

Brainstorming strategies that work with multilevel groups (station activity)

1. In your group, brainstorm and list the strategies that you currently use with your multilevel group of learners. These should be ones that you feel are effective.
2. From this list, choose three or four that preferably have not been discussed in this or previous workshops.
3. Briefly outline each technique on separate sheets of A3 paper, ie one strategy per sheet. Please write in large text so it can be read easily from a distance.
4. Share your group's ideas by displaying the A3 sheets around the room.
5. Walk around and view the strategies that other groups have found useful.

Suggestion: consider adapting this 'station activity' for use with your learners to find out what they already know about a topic and/or to generate new ideas or strategies for tackling a problem. It can also be used as a pre-reading or pre-writing activity.

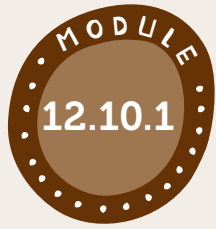


MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

Module 12.10 presents workshop materials that will enable educators to:

- reflect on various types of assessment
- identify the differences between and uses of different types of assessments (formative, summative)
- understand the basic principles of assessment
- identify sources of evidence to use to assess learners' language and literacy development and to provide feedback that can be used to adjust learning programs
- provide feedback to learners that will be clear and constructive and help them to make further progress.





MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

12.10.1 REFLECTION ON VARIOUS TYPES OF ASSESSMENT – OVERVIEW**Learning objectives**

This module will help educators to:

- extend their repertoire of the types of language and literacy learning assessments they may use with learners
- become familiar with the procedures of a progressive brainstorm/semantic web activity.

Activity description (progressive brainstorm/semantic web activity)

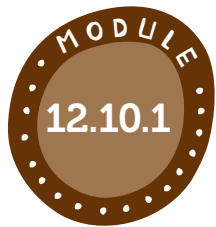
The task presented below models a progressive brainstorm activity/semantic web activity that participants might consider using with their learners. Progressive brainstorm/semantic activities can be used as pre-reading or pre-writing warm-ups to stimulate interest in a topic or generate ideas. They can also be used to identify learners' existing knowledge about a topic.

See *Guide to useful language and literacy teaching strategies and learning experiences* in Module 12.7.3 for other language teaching and learning experiences.

Facilitators notes

Materials required:

- Worksheet 1: *Educator assessments* (provided; if possible, photocopy or print, using A3 paper)
 - Worksheet 2: *Continuous assessments* (provided)
 - Worksheet 3: *Self assessments* (provided)
 - Worksheet 4: *Portfolios* (provided)
 - Felt-tipped pens (a different colour for each group)
 - Adhesive putty
 - Handout: *When and how to 'correct' a learner when they use Aboriginal English* (provided in Module 12.10.5).
1. Organise participants into four groups or pairs. Give Worksheet 1 to Group 1, Worksheet 2 to Group 2 and so on. Give a different-coloured marker to each group and ask them to nominate a scribe.
 2. Each group brainstorms their topic as the scribe records their ideas/impressions on the topic. (Ask them to leave enough space so other groups can add their ideas.)
 3. Each group retains their own coloured felt-tipped pens. Rotate Worksheets clockwise so that each group can add their ideas.
 4. Continue to rotate until all groups have had a chance to add their ideas to each topic.
 5. Post Worksheets around the room and have participants walk around to look at what others have written.
 6. Distribute Handout: *When and how to 'correct' a learner when they use Aboriginal English* (Module 12.10.5). This can be used as a follow-up reading.



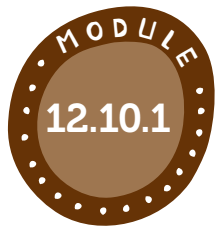
12.10.1 REFLECTION ON VARIOUS TYPES OF ASSESSMENT – WORKSHEET 1



MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS
**12.10.1 REFLECTION ON VARIOUS TYPES OF
ASSESSMENT – WORKSHEET 2**

Continuous
assessments





MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS
**12.10.1 REFLECTION ON VARIOUS TYPES OF
ASSESSMENT – WORKSHEET 3**



MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS
**12.10.1 REFLECTION ON VARIOUS TYPES OF
ASSESSMENT – WORKSHEET 4**



MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

12.10.2 FORMATIVE AND SUMMATIVE ASSESSMENTS – OVERVIEW

Learning objective

This module will help educators to:

- understand the difference between formative and summative assessments in terms of the purpose each type of assessment serves and the type of feedback each type of assessment offers.

Please note:

Further information on formative and summative assessments is available in Annandale, K., Bindon, R., Handley, K., Johnston, A., Lockett, L. and Lynch, P. (2003). *First Steps: Linking Assessment, Teaching and Learning*. Perth: Department of Education and Training.

Facilitators notes

Materials required:

- Powerpoint: *Formative and summative assessments* (provided)
 - Handout: *When and how to 'correct' a learner when they use Aboriginal English* (provided in Module 12.10.5).
1. Explain to participants that there are basically two types of assessments: formative and summative. Both are useful, but they vary in terms of their focus, purpose and nature of their feedback.
 2. Display Powerpoint: *Formative and summative assessments* and discuss how formative and summative assessments differ from one another.
 3. Collect examples of each and discuss.
 4. Distribute Handout: *When and how to 'correct' a learner when they use Aboriginal English* (Module 12.10.5). This can be used as a follow-up reading.

MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

12.10.2 FORMATIVE AND SUMMATIVE ASSESSMENTS – POWERPOINT

Formative and summative assessments

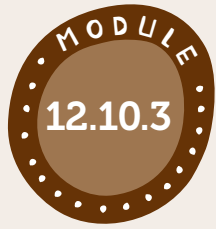
Types of assessments		
	Formative	Summative
Focus	<ul style="list-style-type: none"> specific elements of language and literacy skills 	<ul style="list-style-type: none"> overall learner progress, eg from the start of the year/course
Purpose	<ul style="list-style-type: none"> to 'form' and 'inform' the teaching/learning process 	<ul style="list-style-type: none"> to 'summarise' what learners know/don't know (at one point in time) in relation to course/year standards
	<ul style="list-style-type: none"> integral to instructional process (not an 'add-on') 	<ul style="list-style-type: none"> may (or may not) inform or shape teaching/ learning process
	<ul style="list-style-type: none"> ongoing/multiple/various forms 	<ul style="list-style-type: none"> one-off event
	<ul style="list-style-type: none"> enables adjustments to teaching/ learning process 	<ul style="list-style-type: none"> may be part of accountability measure at the district/state/ national level
Feedback	<ul style="list-style-type: none"> reports strengths and weaknesses regarding progress on discrete elements/skills descriptive 	<ul style="list-style-type: none"> learner's overall proficiency with respect to (year/course) content learning objectives or standards
	<ul style="list-style-type: none"> in particular learning areas 	<ul style="list-style-type: none"> overall effectiveness of program (or learner placement)
Analogies	<ul style="list-style-type: none"> 'practice' driver assessments test for learners driving permit 	<ul style="list-style-type: none"> test for probationary drivers licence final test to receive full drivers licence

Further reading:

Garrison, C. and Ehringhaus, M. (2007). *Formative and summative assessments in the classroom*. Retrieved 15 January 2011 from <http://www.nmsa.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx>.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.





MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

12.10.3 BASIC PRINCIPLES OF ASSESSMENT – OVERVIEW

Learning objective

This module will help educators to:

- extend their understanding about the basic principles that should guide the development of language and literacy learning assessments.

Facilitators notes

Materials required:

- Explanatory notes/Handout: *Basic principles of assessment* (provided)
- Powerpoint: *Basic principles of assessment* (provided)
- Curriculum or course documents for the education/training site (with definitions of 'flexibility, sufficiency, reliability, authenticity')
- Handout: *When and how to 'correct' a learner when they use Aboriginal English* (provided in Module 12.10.5).

1. Familiarise yourself with the Powerpoint and the Explanatory notes/Handout.
2. Show and discuss the Powerpoint with participants, use Explanatory notes/Handout to add further information.
3. Distribute the Explanatory notes/Handout as a reference for participants.
4. Option: distribute Handout: *When and how to 'correct' a learner when they use Aboriginal English* (Module 12.10.5). This can be used as a follow-up reading.

MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

12.10.3 BASIC PRINCIPLES OF ASSESSMENT – EXPLANATORY NOTES/HANDOUT

Basic principles of assessment

It is important to point out that while 'summative' assessments are usually dictated by the education/training site's curriculum or course documents, teachers and trainers have more freedom when it comes to determining their processes for 'formative' assessment.

While assessments help the educator to track the learner's progress, ultimately, the purpose of assessment should be to enhance learning.

Whatever methods of assessment are used, they should follow these widely-accepted principles:

Valid - should provide valid information on the actual ideas, processes, products and values expected of learners.

Educative - should make a positive contribution to students/trainees' learning. They should educate students/trainees about the learning process and assist with their future learning plans.

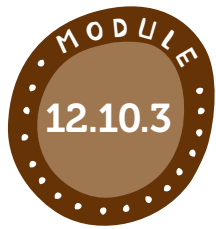
Explicit - criteria should be explicit so that the basis for judgments is clear and public.

Fair – assessments should be demonstrably fair to all learners and not discriminate on grounds that are irrelevant to the achievement of the outcome. Fair assessments are sensitive and responsive to learners' different characteristics and circumstances so they are not inadvertently placed in a better or worse position when demonstrating their achievements.

Comprehensive - judgments on learner progress should be based on multiple kinds and sources of evidence and over time. Comprehensive judgments should also draw on a number of sources of information such as educators' anecdotal records, learners' work, learners' self-evaluation, tests, audio and/or visual recordings of learners' speech, etc.

Flexible, sufficient, reliable and authentic - assessments should evaluate what has been taught (and not anything else). Refer to the curriculum or course documents used in your education/training site. Educators should understand the definitions and learn to use the prescriptions they provide.





12.10.3 BASIC PRINCIPLES OF ASSESSMENT – POWERPOINT

Basic principles of assessment

Assessments should be:

- culturally inclusive
- valid
- educative
- explicit
- fair
- comprehensive and linguistically appropriate
- flexible
- sufficient
- reliable
- authentic.



MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

12.10.4 MULTIPLE SOURCES OF EVIDENCE

– OVERVIEW

Learning objectives

This module will help educators to:

- extend their awareness of the types of evidence they can collect and use to make judgments about learners' progress
- become familiar with the procedures for a think/pair/share activity.

Activity description (think/pair/share activity)

This task models a think/pair/share activity that participants might consider using with their learners. Think/pair/share activities provide a structure for learners when they need to generate ideas. Therefore they can be used as pre-reading or pre-writing tasks.

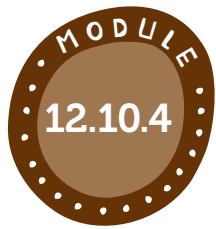
They can also help the educator to find out what learners already know about a topic.

Facilitators notes

Materials required:

- Paper and writing materials
- Whiteboard or butchers paper and felt-tipped pen
- Powerpoint: *Examples of multiple sources of evidence* (provided)
- Handout: *When and how to 'correct' a learner when they use Aboriginal English* (provided in Module 12.10.5).

1. Distribute paper and writing materials to participants and ask them to:
 - think about the kinds of evidence they collect to make judgments about learners' progress
 - share their ideas with a partner and make a list
 - call out suggestions so they can be recorded on the whiteboard or butchers paper.
2. Follow up by displaying the Powerpoint: *Multiple sources of evidence*.
3. Distribute Handout: *When and how to 'correct' a learner when they use Aboriginal English* (Module 12.10.5). This can be used as a follow-up reading.



MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

**12.10.4 MULTIPLE SOURCES OF EVIDENCE
– POWERPOINT****Examples of multiple sources of evidence**

Multiple sources of evidence should be collected for assessments. Some examples include:

- simple test results
- learner journals
- educator's anecdotal notes
- work samples
- self-evaluations
- checklists
- observations
- recorded or live performances
- interviews
- portfolios
- visual or virtual journals
- ...



MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

12.10.5 PROVIDING FEEDBACK TO LEARNERS

– OVERVIEW

Learning objectives

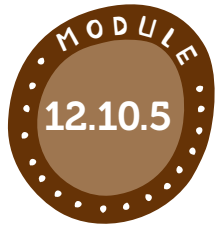
This module will help educators to:

- understand when it is appropriate to 'correct' a learner's language
- ensure the learners know which language (Standard Australian English or Aboriginal English) they are to use in each activity
- become familiar with the basic guidelines for Two-Way bidialectal education.

Facilitators notes

Materials required:

- Powerpoint/Handout 1: *Advice on providing feedback to learners* (provided)
 - Handout 2: *When and how to 'correct' learners when they use Aboriginal English* (provided)
1. Display and discuss the Powerpoint: *Advice on providing feedback to learners*.
 2. Distribute the Handout 1: *Advice on providing feedback to learners* for participants to read later.
 3. Distribute the Handout 2: *When and how to 'correct' learners when they use Aboriginal English*. This Handout can be used as a supplement to any of the activities in Module 12.10.



MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

12.10.5 PROVIDING FEEDBACK TO LEARNERS

– POWERPOINT/HANDOUT 1

Advice on providing feedback to learners

Feedback to learners should:

- help them make further progress
- motivate them
- help them to understand that mistakes are an important part of learning
- help them to understand that mistakes can lead to improvement
- be provided in relation to achieving certain standards
- emphasise the next steps needed for further learning
- be clear, constructive and focus on strengths and weaknesses
- be individualised and linked to opportunities for improvement
- include opportunities for reflection.

Adapted from material produced by the Assessment Resource Centre, Board of Studies, NSW.⁹¹



⁹¹ Assessment Resource Centre, Board of Studies, NSW (2011). Providing feedback to students. Retrieved 17 January 2011 from <http://arc.boardofstudies.nsw.edu.au/go/sc/sc-grading/practices-to-support-sc-grading/assess-course/providing-feedback-to-students/>.

MODULE 12.10 MAKING JUDGMENTS ABOUT LEARNER PROGRESS

12.10.5 PROVIDING FEEDBACK TO LEARNERS

– HANDOUT 2

When and how to ‘correct’ learners when they use Aboriginal English

‘If Aboriginal learners write in Aboriginal English, do you correct them even though Aboriginal English is a recognised dialect of English? How do you go about doing so?’

The principle of valuing the learners’ home language is fundamental to Two-Way bidialectal education. This is because it is important that learners are never made to feel that their home language is being denigrated or that it is inferior in any way.

Educators should therefore be very careful about when and how they ‘correct’ the speech or writing of their Aboriginal English (AE) or creole-speaking learners.

It is important for educators to know that for AE/creole speakers, speaking Standard Australian English (SAE) is more than just style shifting. It is learning to develop competence in two distinctive English dialects.

Because AE/creole speakers already speak a form of English, to be effective in teaching SAE, it is crucial to help learners recognise the existence of the two dialects/languages and to help them to see the structural differences between AE/creole and SAE by explicitly teaching these differences.

Importantly, educators should provide opportunities for learners to hone their ability to switch from one dialect/language to the other when appropriate to the context and situation.

Moreover, educators should point out that having access to two types of English provides them with many advantages. It empowers them by extending their learning opportunities and abilities to express themselves in two different dialects, and therefore to participate in two cultural worlds.

In terms of ‘correcting’ learners’ use of language, it is important to use the fundamental Two-Way principle of ‘Valuing the home language’ as a guide.

In terms of specific techniques, we need to take into account the learners as individuals, the learners as a group, their age levels, the learning objectives and the context in which the learning takes place.

While recognising the diversity of Aboriginal learners, there are some basic principles of Two-Way bidialectal education that can be applied in different settings.

Firstly, as educators we need to know what the learners can already do in each of the two dialects. We also need to make sure that the learners themselves are aware of the two dialects.



We can then explicitly teach learners how the features, structures, conceptualisations and communication strategies in the two dialects differ.

Following this, we need to provide learners with opportunities to extend their linguistic repertoire by steadily tapping into and exploiting their existing knowledge and skills and expanding them.

This means engaging students/trainees in rich learning experiences to further develop their competencies in SAE in terms of its features, structures, conceptualisations and communication strategies in all modes of literacy (listening, speaking, reading/viewing, writing).

In particular, the SAE language and literacy practices that differ from those in AE must be explicitly taught, revisited and recycled.

Lastly, we should pay particular attention to monitoring how we 'correct' the language produced by learners. This will very much depend on how we have set up an activity or task and how well we have explained to the learners what they are expected to do. Specifically, this means making sure learners understand which dialect they are supposed to use, especially when we want them to produce a text in SAE.

In Two-Way bidialectal education practices, this means that for a Year 1 class, for example, we can tell students that when they are sitting on the blue mat, they can speak their home language (Aboriginal English or a creole), but when they are sitting on the green mat, they practise speaking SAE.

During a creative arts activity, if a student wants to write 'we bin go' to provide a text for a picture he has drawn, the teacher can assist him in writing this.

But later, during a whole class lesson, the teacher would explain that in AE we say 'we bin go' and in SAE we say 'we went'. We can then talk about when and where we use AE and when and where we use SAE.

In a Year 4 class, we might have the students' writing in AE displayed on one wall, but their writing in SAE exhibited on a different wall. If the students are told to write an explanation *in their own words*, the teacher would not correct it. However, if the teacher asks them to describe a procedure using SAE, then she could help the students to substitute SAE words for AE words in the text, explaining the difference between SAE and AE structures.

In a Year 7 class, we might ask a student to identify which dialect they intended to use and invite them to explain their rationale for using it. If the intention was to use SAE, we can engage in a Two-Way conversation about how the SAE and AE structures differ.

In the context of a TAFE training site, when trainees are working together with other trainees on a welding project, for example, speaking in their home language is appropriate. However, when asking their non-Aboriginal trainer for clarification about what to do next, they should switch to SAE. The trainer would also make them aware of the importance of using their SAE skills when filling out logbooks and forms or when talking to prospective employers. The trainer should also point out the advantages of using SAE in these contexts.

In a group of Aboriginal and non-Aboriginal learners, educators should make sure their non-Aboriginal learners are aware of the existence of AE/creole as a legitimate, recognised and rule-governed dialect/language.



Learning about the distinctions between the structures/features, communication practices and cultural conceptualisations associated with AE can benefit both non-Aboriginal and Aboriginal learners. This knowledge can broaden non-Aboriginal learners' understandings about the linguistic diversity of Australia as well as the existence and authenticity of world views and conceptualisations that differ from their own. It can provide monolingual learners with opportunities to see how the world is seen from another cultural perspective.

In summary, educators, Aboriginal and non-Aboriginal learners need to understand that classrooms/training sites are places where dialects (or languages) co-exist, that they enrich the learning environment and that they need to be recognised, accepted and welcomed.

Classrooms/training sites are places where one's language is not simply 'right or wrong', 'correct or incorrect': rather, they are sites where educators and learners can jointly explore and celebrate language diversity. Furthermore, because a classroom/training site is a place of learning, students/trainees need to develop the skills to choose the dialect/language most suitable for the particular purpose, context, situation and audience.

Guidelines for adopting a Two-Way bidialectal education approach:

- Value and respect the learners' home language. To denigrate it means devaluing their home practices, their culture and ultimately the learners' families.
- Understand that learners will continue to use their home language throughout and beyond their schooling years.
- Provide learners with opportunities to express themselves in their home language. This ensures that students/trainees can learn and express new concepts so that they continue to develop their thinking and conceptual skills and at the same time improve their linguistic abilities in both dialects. It also gives educators opportunities to become more familiar with the learners' home language, which will help them to understand which SAE features need attention.
- Give learners opportunities to learn new language features, structures, conceptualisations and communicative strategies by teaching them explicitly.
- Select texts that are culturally and linguistically inclusive and accessible with respect to the learners' backgrounds. Texts should be at a level that is appropriate for their stage of cognitive development and accessible in terms of their language and literacy skills. While learners should be challenged so they can progress beyond their current level, the materials should not cause them to become frustrated or they will simply disengage.
- Explicitly teach SAE structures and features that the learners appear to struggle with, but do so in relation to learning materials presented during a lesson.
- Provide ample opportunities for students to recycle new words, structures and/or features in all modes of language (listening, reading, speaking, writing, viewing).
- Be clear about which dialect/language learners are expected to use during tasks and activities.
- Be aware that learning SAE structures and features does not mean that AE/creole speakers will no longer use the features and structures of their home language. Using and developing their home language will continue to be important in their homes, communities and at school. Two-Way bidialectal education is about adding another dialect to the learner's linguistic repertoire and not about replacing their home language.



These cards are part of Module 12.6.2 (page 144).

Language as a system	affixes	meanings
vocabulary	spelling	idioms
word order	pronunciation	question forms
verbs	genres	linking words



punctuation	greeting/ addressing people, introductions, leave taking	interpretations
graphonics (relationship between sounds and symbols)	emotive uses of language	gestures
modes of discourse (linear, parallel, circular, digressive)	thanking, complimenting, being attentive	schemas
quantifying	Intercultural understandings	world view

proximity
(space)
between people

appropriate
topic
of conversation

describing/
expressing
emotions or
feelings

pragmatics
(language use
rules)

turn-taking,
requesting,
offering,
inviting,
declining,
accepting

Language
and literacy
teaching/
learning
strategies

metaphors

decision-
making process

lists

ways of
speaking
(discourse)

ways of
demonstrating
politeness,
respect,
empathy,
assertiveness

self-evaluation



collaborating

jazz chants

information
charts

mnemonics
(memory aids)

flow charts

peer teaching

pair work

identifying key
points

questioning

negotiation of
meaning

meta-cognitive
strategies

note-taking,
editing

persuasion
techniques

questioning,
complaining,
expressing
opinion

making
meaning
from key words

grouping/
sorting/
ordering/
classifying/
categorising

negotiating,
agreeing,
disagreeing



These cards are part of Module 12.7.1 (page 157).

half

jarrin

open

monartj

dinner out

wicked/deadly

campin

for liar

toyota

cheekin

grannies

yarn

stopping with

teasing; telling
off

grandchildren;
grandparents

a bit; a portion

swearing and
telling off

poor; penniless;
has nothing;
hungry; tired/
exhausted

policeman

meal outside

enjoyable; really
good

staying
overnight

not serious;
pretending

any 4-wheel
drive vehicle



story; tell a story



staying with/
living with

These cards are part of Module 12.7.3 (page 170).

rise(s)	rose	risen
awake(s)	awakened/ awoke	awakened/ awoken
arise(s)	arose	arisen
bear(s)	bore	born/borne
begin(s)	began	begun



bite(s)	bit	bitten
blow(s)	blew	blown
choose(s)	chose	chosen
draw(s)	drew	drawn
forbid(s)	forbade	forbidden



These cards are part of Module 12.9.2 (page 252-254).

PROVIDING FEEDBACK TO LEARNERS

VARIETY

INDIVIDUAL-
ISATION

QUESTIONING
THAT EVOKES
LIVELY
DISCUSSIONS

PACE

'OPEN-
ENDEDNESS'
and CHOICE

INTEREST

ESTABLISHED
ROUTINES

COLLABORATION

EXTENDING
CIRCLE OF ACTIVE
PARTICIPANTS





Tracks to Two-Way Learning

This Focus Area booklet is one of a series of 12 that forms Part 2
of the *Tracks to Two-Way Learning* package.



**Understanding
language and dialect**
Our dialects, our lives



Our views, our ways
*Aboriginal knowledge,
beliefs, today*



**The grammar of
dialect difference**
*Difference, talking, hearing,
understanding*



How we shape experience
*Yarning, seeing,
watching, doing*



**How we represent
our world**
*Art, symbols, gestures,
opportunity
Manners, reading,
knowledge, time limits*



Language and inclusivity
*How we include and how
we exclude*



Making texts work
*... in a Two-Way
learning environment*



From speaking to writing
*What's right and
what's wrong*



How we talk
*How we talk,
when we can talk*



**Making a difference
for learners**
*We can do it like this
Show me what*



Hearin' the voices
*Tell me your story
(includes ten storybooks)*



Toolkit for teaching
*What we do
with our mob*