Supporting student participation and learning in multicultural and multilingual classrooms: from research into practice.

Pauline Gibbons
p.gibbons@unsw.edu.au
Norrtälje
August 16,17 2016
What helps second language learning?

- Comprehensible input, plus “1”. (*Krashen*)
- Comprehensible output. (*Swain*)
- ‘Pushed’/ ‘stretched’ language. (*Swain*)
- Collaborative/ problem solving dialogue. (*Swain*)
- Models of appropriate language. (*Christie*)
- Learning subject content through L2. (*Mohan*)
- A well-developed mother tongue. (*Cummins*)
- A high challenge/ high support classroom. (*Gibbons*)
They may be refugees

or first generation learners.
The may, or may not, have been born in Australia.
Languages spoken in Sydney

• Nearly 40% of people who live in Sydney speak another language at home.

• Over 250 languages are spoken.
Student Support in New South Wales

• Newly arrived learners in primary school receive support in their own school, with the support of EAL specialist teachers.

• Newly arrived learners who are secondary aged attend an intensive English language centre for up to a year before going to a regular secondary school. In the secondary school some support is offered by EAL specialist teachers.
• Other second language learners (i.e. who are not newly arrived) receive some support in their own schools from both EAL teachers and subject/classroom teachers.
“they should give more harder things to their children...because the level that I was doing in the IEC ... was too low , ... when I came to high school it was a different level, so what I learned in the IEC ... like in Maths, it wasn’t the same things that we’re doing right now [in high school]. Or in Science. Or in History.”
• Students from all backgrounds are more engaged when classroom work is cognitively challenging than when it consists solely of low-level work;

• All students, regardless of social or ethnic background, achieve at higher levels when they participate in an intellectually challenging curriculum;

• Equity gaps diminish as a result of engagement in such curricula.

Newmann and Associates, 1996.

• The interactive and problem-solving oriented classroom provides many opportunities for second language development.

Teaching-Learning Zones. (Based on Mariani 1997)
Teaching-Learning Zones. (Based on Mariani 1997)

High challenge

<table>
<thead>
<tr>
<th>High support</th>
<th>Low support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning/Engagement zone (ZPD)</td>
<td>Frustration/Anxiety zone</td>
</tr>
<tr>
<td>Comfort zone (&quot;learned helplessness&quot;)</td>
<td>Boredom zone</td>
</tr>
</tbody>
</table>
Key Features of EAL Support

- Integration of language and subject/content
- Focus on spoken language and ‘literate talk’, for learning and as a bridge to literacy
- Use of ‘message abundance’ in teacher talk – how information is presented (the curriculum is amplified, not simplified).
- Explicit teaching of academic literacy/literacies

INTELLECTUALLY CHALLENGING CURRICULUM
Integration of language and subject/content learning
<table>
<thead>
<tr>
<th>HEALTH OUTCOMES and ACTIVITIES</th>
<th>LANGUAGE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will</td>
<td>Key vocab: <em>grains, fruit and vegetables, proteins, dairy products, “sweets and treats”, processed, fresh.</em></td>
</tr>
<tr>
<td>- learn how culture and climate shape what we eat</td>
<td>Write a recipe (Procedural text)</td>
</tr>
<tr>
<td>- learn about and show respect for cultural differences in food choices</td>
<td>Connectives for comparing (saying what’s the same): <em>similarly, in the same way, the same as.</em></td>
</tr>
<tr>
<td>- understand that good nutrition is important to everyone</td>
<td>Connectives for contrasting (saying what’s different): <em>however, on the other hand, but, whereas</em></td>
</tr>
<tr>
<td>- write a recipe for healthy food</td>
<td>Expression of personal reactions: <em>sad, upset, guilty, surprised, shocked etc.</em></td>
</tr>
<tr>
<td>- understand that not all people in the world have enough to eat, and express feelings</td>
<td></td>
</tr>
<tr>
<td>- prepare a power point presentation about nutrition for a year 1 class.</td>
<td></td>
</tr>
</tbody>
</table>
### Integration of language and subject learning (Year 7)

<table>
<thead>
<tr>
<th>SCIENCE OBJECTIVES</th>
<th>LANGUAGE OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>For students to develop an understanding of what constitutes an investigative method in science. They will carry out independent investigations to prove or disprove common myths. Students will develop a method, carry out practical experiments, observe, record and interpret results, and draw conclusions. At the end of the unit, students will present a written experimental report (assessment task).</td>
<td>Writing an experimental report, focusing on: Overall organisational structure; Use of appropriate academic language; expression of cause and effect, use of passive voice, use of time connectives; Appropriate science-specific vocabulary, (eg controlled, dependent and independent variables; replicate; replication).</td>
</tr>
</tbody>
</table>
Planning for spoken language, especially ‘literate talk’
How do you build a tippy tap?
End point: writing a set of instructions

• Individually. Look at the diagrams and think about how it is built (2 mins)
• In pairs. Collaboratively refine ideas (5 mins)
• Questions for the whole group. (5 min)
• Turn to a different partner. Now explain to them how to build a tippy tap.
  - The listener should turn over the diagrams.
  - The speaker may look at the diagrams as a reminder of what to say, but DO NOT SHARE THEM!
From talk to literacy

Text 1 (talking while doing)
this...no it doesn’t go...it doesn’t move...

try that.

won’t work...

these are the best, going really fast...

Text 2 (telling others) “LITERATE SPOKEN LANGUAGE”

We tried a pin... a pencil sharpener...some iron filings and a piece of plastic. The magnet didn’t attract the pin but it did attract the pencil sharpener and the iron filings.

Text 3 (early writing)

Our experiment was to find out what a magnet attracted. We discovered that a magnet attracts some kinds of metal. It attracted the iron filings, but not the pin. It also did not attract things that were not metal.

Text 4 (science text book)

A magnet is a piece of metal surrounded by an invisible field of force which attracts any magnetic material within it. Magnetic attraction occurs only between ferrous materials.

Text 5 (university text)

Some well-known ferromagnetic materials that exhibit easily detectable magnetic properties are nickel, iron, cobalt, gardolineum and their alloys.
Spoken language is a medium for learning, including a means to clarify ideas and concepts.

Spoken language provides scaffolding for academic language, including the registers and genres of specific subjects.

Spoken language is a context for second language development.
INITIATION
Teacher: What is the circumference?

RESPONSE
Student: All the way round.

EVALUATION
Teacher: Right, remember it’s called the perimeter of the circle.

T: What is the circumference?
S1: All the way round.
T: All the way round what?
S1: The circle
T: Can you say that again? Remember the word we used yesterday to describe “all the way round”? The…”
S1: Oh! Peri…?
S2: Perimeter.
S1: Perimeter.
T: Right. So the circumference…?
S1: Is the perimeter of the circle.
T: Right, the circumference is the perimeter of the circle. Now tell us all once more. Everyone listen!
S1: The circumference is the perimeter of the circle.
<table>
<thead>
<tr>
<th>Students</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>they have to do it <em>the experiment</em> many times so they can see if there are any changes.</td>
<td>yes so they can see if they get similar results. yes so they can see if they get similar results</td>
</tr>
<tr>
<td>and see if the myth is busted. It wasn’t getting busted but then they kept doing it until it got busted.</td>
<td>so they did the experiment many times. Your experimental method should be repeated a number of times too...so that a more accurate conclusion can be made. This is called replicating the experiment. .... OK so they repeated their experiments many times.</td>
</tr>
<tr>
<td>they kept on doing it.</td>
<td>they kept on doing it. And this is what you have to do as well in your experiments. You have to replicate the experiment, you’re going to repeat it several times, replicate it. And why do we have to do that? So that we get...?</td>
</tr>
<tr>
<td>an accurate ...more accurate results</td>
<td>so replication is important when you design your experiments</td>
</tr>
</tbody>
</table>
Mode Shifting

kept on doing it ->
many times ->
repeat ->
replicate ->
replication
Explicit teaching of academic language and literacies
Once upon a time the North Wind and the Sun were arguing about which of them was more powerful.

“I am more powerful” said the Wind, “because my breath is very strong”.
“But strength is not the only power there is”, replied the Sun.
They argued for a long time, each of them claiming to be stronger than the other. To settle the argument they decided they should have a contest to see who was the most powerful.

After a while they noticed below them a man walking along the road. It was a bitterly cold day and the man was wearing a long, thick warm coat. They decided to settle the argument by seeing who could most easily make the man take off his warm coat.
“Do you see that man?” asked the Sun. “Let’s see who can make him take off his coat”.
“That’s easy,” laughed the North Wind. “I can easily blow his coat off his back!”

First the cold North Wind blew hard, trying to blow the man’s coat off his back.
But the man just wrapped the coat more closely around himself. Then the North Wind puffed and puffed, and blew harder and harder, but the man wrapped the coat even more tightly around his body. Finally the North Wind gave up his attempt, exhausted. “Now it’s your turn”, he gasped to the Sun.

The gentle Sun shone out warmly. Soon the man grew warm and unbuttoned his coat. The Sun shone and shone, and after just a few minutes the man took off his coat. And so in the end the North Wind had to admit that the Sun was the stronger of the two.
Once upon a time the North Wind and the Sun were arguing about which of them was more powerful.

“I am more powerful” said the Wind, “because my breath is very strong”. “But strength is not the only power there is”, replied the Sun. They argued for a long time, each of them claiming to be stronger than the other. To settle the argument they decided they should have a contest to see who was the most powerful.

After a while they noticed below them a man walking along the road. It was a bitterly cold day and the man was wearing a long, thick warm coat. They decided to settle the argument by seeing who could most easily make the man take off his warm coat. “Do you see that man?” asked the Sun. “Let’s see who can make him take off his coat”. “That’s easy,” laughed the North Wind. “I can easily blow his coat off his back!”

First the cold North Wind blew hard, trying to blow the man’s coat off his back. But the man just wrapped the coat more closely around himself. Then the North Wind puffed and puffed, and blew harder and harder, but the man wrapped the coat even more tightly around his body. Finally the North Wind gave up his attempt, exhausted. “Now it’s your turn”, he gasped to the Sun.

The gentle Sun shone out warmly. Soon the man grew warm and unbuttoned his coat. The Sun shone and shone, and after just a few minutes the man took off his coat. And so in the end the North Wind had to admit that the Sun was the stronger of the two.
<table>
<thead>
<tr>
<th>Genre</th>
<th>Narrative</th>
<th>Argument (persuasive text)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To entertain, teach</td>
<td>To persuade the reader about the writer’s viewpoint</td>
</tr>
<tr>
<td>Organisation</td>
<td>Orientation</td>
<td>Presentation of issue, and statement of writer’s position.</td>
</tr>
<tr>
<td></td>
<td>Events</td>
<td>Series of arguments to support writer’s idea</td>
</tr>
<tr>
<td></td>
<td>Complication</td>
<td>Conclusion or recommendation</td>
</tr>
<tr>
<td></td>
<td>Resolution</td>
<td></td>
</tr>
<tr>
<td>Connectives</td>
<td>To develop a time line (temporal sequence) eg then, next, afterwards</td>
<td>To sequence arguments: e.g. first, second, in conclusion, therefore</td>
</tr>
</tbody>
</table>
A Writing Cycle: Integrated with Content Teaching

- Building the field
  (*to develop understanding of the topic.*)
- Deconstruction/ modelling of the genre
  (*to become familiar with the social purpose and language aspects of the genre.*)
- Joint construction
  (*to model process and product of writing, to talk about language in the context of using language; to develop metalinguistic knowledge.*)
- Independent writing
  (*for students to produce their own piece of writing in the target genre.*)
- Student-led reflection and editing
  (*for students to become mindful and autonomous writers.*)
Stage 5 Student reflection on writing

Provide student assessment sheets designed to be relevant to the particular genre. Students reflect on their own writing, and that of another student.

If appropriate, students may highlight agreed focus language.
<table>
<thead>
<tr>
<th>Clear writing</th>
<th>Organising the ideas</th>
<th>Using signalling words</th>
<th>Careful sentences</th>
<th>Correct spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a friend read your writing? Did your friend understand all your ideas?</td>
<td>Have you organised your ideas clearly? Have you written an introduction? Have you written several arguments? Have you included details to support each argument? Have you written a conclusion or recommendation?</td>
<td>What signalling words did you use to introduce each new argument? What word did you use to introduce your conclusion</td>
<td>Have you read this aloud, sentence by sentence? Did you hear any mistakes? Have you checked each sentence carefully to double check? Did you check the endings of words?</td>
<td>Did you check the spelling of words you are not sure of? How did you check your spelling?</td>
</tr>
<tr>
<td>Your teacher’s comments</td>
<td>Your teacher’s comments</td>
<td>Your teacher’s comments</td>
<td>Your teacher’s comments</td>
<td>Your teacher’s comments</td>
</tr>
</tbody>
</table>
Scaffolding Framework (Discussion)

Title: _______________________________________________________________

Say what this discussion is about, and give your opinion.
The topic of this discussion is ... Many people argue that ...

In my opinion ...

Give your reasons for your opinion (your arguments).
There are a number of reasons why this is the case. First ... In addition ...
Moreover ... Finally ...

Now give other people’s reasons for disagreeing with your opinion (the counterarguments).
On the other hand, some people argue that ... In contrast ...
It has also been suggested that ...

Give your conclusion. Remind the reader of your view and summarise your reasons.
However, overall it can be argued that ......................... because .....................
Use of “message abundancy” by the teacher

(‘amplifying’, not ‘simplifiying’)
The GPS and Message Abundancy

- The spoken instructions are given in small ‘bites’ of information, and are repeated several times: *left hand turn coming up; turn left in 600 metres/two left in 500 metres/two left in 400 metres* and so on, until the turn is reached and the voice then says something like: *turn left, Epping Road; turn left now;*

- Accompanying the spoken language, and representing the same information, is a map on screen that moves in synchrony with the progress of the car. The visual representation closely matches the oral instructions. To make the route clearer, it is indicated in color, with the left hand turn indicated by an arrow.

- At the bottom of the screen is another representation of the spoken instructions, using symbols and numbers: there is an arrow (in this case pointing left) along with numbers that match the countdown of the spoken instructions (600 metres, 500 metres and so on).

- Significant landmarks are indicated on the map as they are reached, so that the driver knows exactly where he or she is: traffic lights, gas stations, bridges, parks, rivers and so on.
Use of Message Abundancy (Primary)

“it’s quite right what you all said .. the earth **turns** ... *(writes “the earth turns” in blue marker on the whiteboard)* but there is another word that we can use .. a special word that scientists use, a **scientific** word...so we can say the earth .. **rotates** .. it **turns** ... it **rotates**, look *(demonstrating with the globe, as several children repeat the word)*... so what’s it doing?..it’s rotating, it’s turning ... so the earth **rotates** . let’s write that up too beside what you told me before . the earth **rotates** *(writes “the earth rotates” in red marker on the whiteboard, beside “the earth turns”).*
Key Features of EAL Support

Integration of language and subject/content

Focus on spoken language and ‘literate talk’, for learning and as a bridge to literacy

Use of ‘message abundancy’ in teacher talk – how information is presented (the curriculum is amplified, not simplified).

Explicit teaching of academic literacy/literacies

INTELLECTUALLY CHALLENGING CURRICULUM
The teaching of key genres and academic/subject language needs to occur in all content teaching, (not only in Swedish as a second language classes) and be integrated with subject learning across the curriculum.