

# English as an additional language or dialect (EAL/D)

## Supporting resources list

This document contains a collection of resources that educators can use to help shape their programs and pedagogy to assist in meeting the needs of students who have English as an additional language or dialect (EAL/D). It serves as a useful guide for educators who are beginning to navigate EAL/D education and those who hope to better meet the needs of their students for whom English is an additional language or dialect.

Resource	Description
<b>Responding to EAL/D learners: Curricular support</b>	
<b>Meeting the needs of students for whom English is an additional language or dialect</b> Australian Curriculum, Assessment and Reporting Authority (ACARA) 2014, 'Meeting the needs of students for whom English is an additional language or dialect', ACARA, <a href="http://www.australiancurriculum.edu.au/resources/student-diversity/meeting-the-needs-of-students-for-whom-english-is-an-additional-language-or-dialect">www.australiancurriculum.edu.au/resources/student-diversity/meeting-the-needs-of-students-for-whom-english-is-an-additional-language-or-dialect</a> .	This webpage, from the website of the Australian Curriculum, Assessment and Reporting Authority (ACARA), provides advice and resources to assist teachers in supporting students with English as an additional language or dialect (EAL/D). The following EAL/D teacher resources can be downloaded from the webpage: <ul style="list-style-type: none"><li>• <i>EAL/D Overview and Advice</i></li><li>• <i>EAL/D Learning Progression: Foundation to Year 10</i></li><li>• <i>Annotated Content Descriptions: English Foundation to Year 10</i></li><li>• <i>Annotated Content Descriptions: Mathematics Foundation to Year 10</i></li><li>• <i>Annotated Content Descriptions: Science Foundation to Year 10</i></li><li>• <i>Annotated Content Descriptions: History Foundation to Year 10</i>.</li></ul>
<b>EAL/D overview and advice</b> Australian Curriculum, Assessment and Reporting Authority (ACARA) 2014, <i>EAL/D Overview and Advice</i> , <a href="https://docs.acara.edu.au/resources/EALD_Overview_and_Advice_revised_February_2014.pdf">https://docs.acara.edu.au/resources/EALD_Overview_and_Advice_revised_February_2014.pdf</a> .	Found on the ACARA website, this document provides useful advice about supporting EAL/D learners in primary and secondary schools. Topics include: <ul style="list-style-type: none"><li>• an overview of the characteristics and needs of students</li><li>• cultural and linguistic considerations when teaching EAL/D learners</li><li>• effective teaching strategies</li><li>• a glossary of terms.</li></ul> This document can be read as an introduction to the EAL/D learning progression.

Resource	Description
<p><b>EAL/D learning progression</b>            Australian Curriculum, Assessment and Reporting Authority (ACARA) 2015, <i>EAL/D Learning Progression: Foundation to Year 10</i>,  <a href="https://docs.acara.edu.au/resources/EALD_Learning_Progression.pdf">https://docs.acara.edu.au/resources/EALD_Learning_Progression.pdf</a>.</p>	<p>Found on the ACARA website, this document consists of a typical learning progression for EAL/D students. This can assist teachers to identify students' English language levels (beginning, emerging, developing, and consolidating) and specific English-language learning needs.</p> <p>The progressions are presented in two different views:</p> <ul style="list-style-type: none"> <li>• phase of schooling (F–2, 3–6, 7–10)</li> <li>• language mode (speaking, listening, reading and viewing, and writing).</li> </ul> <p>The progressions are to be used in conjunction with samples of student work.</p>
<p><b>EAL/D annotated content descriptions F–10: English, Mathematics, Science and History</b>            Australian Curriculum, Assessment and Reporting Authority (ACARA) 2014a, <i>Annotated Content Descriptions: English Foundation to Year 10</i>,  <a href="https://docs.acara.edu.au/resources/EALD_Learning_Area_Annotations_English_Revised_February_2014.pdf">https://docs.acara.edu.au/resources/EALD_Learning_Area_Annotations_English_Revised_February_2014.pdf</a>.            —2014b, <i>Annotated Content Descriptions: Mathematics Foundation to Year 10</i>,  <a href="https://docs.acara.edu.au/resources/EALD_Learning_Area_Annotations_Maths_Revised_February_2014.pdf">https://docs.acara.edu.au/resources/EALD_Learning_Area_Annotations_Maths_Revised_February_2014.pdf</a>.            —2014c, <i>Annotated Content Descriptions: Science Foundation to Year 10</i>,  <a href="https://docs.acara.edu.au/resources/EALD_Learning_Area_Annotations_Science_Revised_February_2014.pdf">https://docs.acara.edu.au/resources/EALD_Learning_Area_Annotations_Science_Revised_February_2014.pdf</a>.            —2014d, <i>Annotated Content Descriptions: History Foundation to Year 10</i>,  <a href="https://docs.acara.edu.au/resources/EALD_Learning_Area_Annotations_History_Revised_February_2014.pdf">https://docs.acara.edu.au/resources/EALD_Learning_Area_Annotations_History_Revised_February_2014.pdf</a>.</p>	<p>Found on the ACARA website, the annotations suggest strategies to support EAL/D learners in:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• History.</li> </ul> <p>The annotations are linked to specific content descriptions across F–10 within each learning area. Aspects of students' language and cultural diversity are identified, and practical teaching strategies are suggested to support students' learning.</p>

Resource	Description
<p><b>An introductory guide to the Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners</b></p> <p>Department of Education (Qld) 2018, <i>An Introductory Guide to the Bandscales State Schools (Queensland) for English as an Additional Language or Dialect (EAL/D) Learners</i>, <a href="https://education.qld.gov.au/student/Documents/intro-guide-bandscales-state-schools-qld.pdf">https://education.qld.gov.au/student/Documents/intro-guide-bandscales-state-schools-qld.pdf</a>.</p>	<p>Published by the Department of Education, the Bandscales State Schools (Queensland) are widely used in Queensland schools. The bandscales are a set of descriptors of observable language learner behaviours for P–9, and an alternative means of determining students' progress in the development of Standard Australian English (SAE).</p> <p>This introductory guide provides:</p> <ul style="list-style-type: none"> <li>• information about EAL/D students</li> <li>• background to the bandscales, including why, when and how to use them</li> <li>• information about supporting student success</li> <li>• references and additional resources.</li> </ul> <p>Two appendixes unpack the diversity of learner groups and provide the complete version of the bandscales for EAL/D.</p>
<b>Responding to EAL/D learners: Pedagogical support</b>	
<p><b>EAL/D elaborations of the Australian Professional Standards for Teachers</b></p> <p>Australian Council of TESOL Associations Inc. (ACTA) 2015, <i>EAL/D Elaborations of the Australian Professional Standards for Teachers</i>, ACTA, Australia, <a href="https://tesol.org.au/resources/#resources-0">https://tesol.org.au/resources/#resources-0</a></p>	<p>These elaborations are produced by the Australian Council of TESOL (Teaching English to Speakers of Other Languages) Associations Inc. They contextualise the Australian Professional Standards for Teachers (APST) for teachers working with EAL/D learners of English. They aim to inform the practice and professional learning goals of teachers with EAL/D students. Available in versions of varying length, the elaborations add detail, illustration and guidance by outlining appropriate actions for each Standard and Focus Area descriptor across all career stages. There is an emphasis on accessing intercultural knowledge sources to directly support EAL/D learners.</p>
<p><b>Teaching English language learners in mainstream classes</b></p> <p>Hertzberg, M 2012, <i>Teaching English Language Learners in Mainstream Classes</i>, PETAA, NSW.</p>	<p>The Primary English Teaching Association Australia (PETAA) is a national association supporting teaching of English and literacy across the curriculum. Many PETAA publications are helpful for teachers of students in Years 7–10.</p> <p>In this book, Margery Hertzberg examines the specific and diverse needs of EAL/D learners, including migrant and refugee students. She considers general theory in the field and explores:</p> <ul style="list-style-type: none"> <li>• pedagogical conditions that best support EAL/D students</li> <li>• oracy</li> <li>• the teaching of reading strategies to support the development of academic language proficiency</li> <li>• drama strategies, such as readers' theatre, which can enhance literacy development.</li> </ul> <p>Examples and student work samples are provided.</p>
<p><b>An EAL/D handbook: Teaching and learning across the curriculum when English is an additional language or dialect</b></p> <p>Harper, H &amp; Feez, S 2020, <i>An EAL/D Handbook: Teaching and learning across the curriculum when English is an additional language or dialect</i>, PETAA, NSW.</p>	<p>This PETAA book is edited by academics and experienced EAL/D teachers Dr Helen Harper and Dr Susan Feez. It is designed to help teachers support students with EAL/D to develop the literacy skills needed for success in schools and the wider community and to achieve future goals.</p> <p>Beginning with a thorough overview of EAL/D teaching practices, this book features chapters written by various educators and authorities in the EAL/D field. The text has a robust research base and includes practical examples of classroom activities and experiences.</p>

Resource	Description
<p><b>English as an additional language (EAL)</b>            Department of Education and Training (Vic) 2019, 'English as an additional language (EAL)', <i>Education and Training</i>,  <a href="http://www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/default.aspx">www.education.vic.gov.au/school/teachers/support/diversity/eal/Pages/default.aspx</a>.</p>	<p>This webpage, from the website of the Victorian Department of Education and Training, contains links to a variety of useful information and resources designed to support classroom provision for EAL/D students. Despite the specific Victorian focus, this is a useful resource for Queensland teachers with EAL/D students.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> <li>• the new Victorian EAL/D curriculum</li> <li>• advice and resources for students, schools and teachers</li> <li>• program planning</li> <li>• assessment and reporting.</li> </ul> <p>Embedded in the webpage are links to other practical resources. For example, under 'Teachers' is a link to resources such as 'No English: Don't panic' (see below).</p>
<p><b>No English: Don't panic</b>            Department of Education and Early Childhood Development (Vic) 2014, <i>No English: Don't panic — A handbook for teachers of English as an additional language learners in their first few weeks at school in Australia</i>,  <a href="http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/no_english_dont_panic.pdf">www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/eal/no_english_dont_panic.pdf</a>.</p>	<p>The handbook aims to support teachers of newly arrived EAL/D learners attending school in the initial weeks after their migration. Topics include:</p> <ul style="list-style-type: none"> <li>• enrolment and placement</li> <li>• getting started</li> <li>• teaching English</li> <li>• 'everyday things to do'.</li> </ul> <p>The main target group for this handbook is teachers of primary students. However, many of the strategies are appropriate for secondary students and the handbook will be useful for teachers who may have limited experience with EAL/D learners.</p>
<b>Fundamentals of EAL/D</b>	
<p><b>BICS and CALP: Clarifying the distinction</b>            Cummins, J 1999, <i>BICS and CALP: Clarifying the distinction</i>,  <a href="https://files.eric.ed.gov/fulltext/ED438551.pdf">https://files.eric.ed.gov/fulltext/ED438551.pdf</a>.</p>	<p>In this seminal paper, Professor James Cummins proposes the terms 'basic interpersonal communicative skills' (BICS) and 'cognitive academic language proficiency' (CALP). Still widely used, these terms capture important differences in acquisition and developmental patterns between conversational language and academic language.</p> <p>Understanding these differences can assist teachers to develop the academic English of bilingual children with good conversational skills. Cummins claims attention to academic content, students' cognitive skills and critical language awareness can reduce EAL/D learners' over-representation in classes for students with learning disabilities and under-representation in gifted and talented classes.</p>
<p><b>The EAL teaching book: Promoting success for multilingual learners</b>            Conteh, J 2019, <i>The EAL Teaching Book: Promoting success for multilingual learners</i>, 3rd edn, SAGE, London.</p>	<p>This publication provides a theory-informed, accessible, comprehensive source of practical guidance for meeting the needs of children identified as EAL/D learners in the early years, primary and secondary schooling. The text covers planning across the curriculum for EAL/D, assessing EAL/D and bilingual learners, and classroom organisation.</p>

Resource	Description
<p><b>Teaching EAL/D learners in Australian classrooms</b> de Courcy, M, Dooley, K, Jackson, R, Miller, J &amp; Rushton, K 2012, 'Teaching EAL/D learners in Australian classrooms', <i>PETAA Paper 183</i>, PETAA, Marrickville, NSW, <a href="https://foundationforlearningandliteracy.info/wp-content/uploads/2020/11/PETAA-Paper-183.pdf">https://foundationforlearningandliteracy.info/wp-content/uploads/2020/11/PETAA-Paper-183.pdf</a>.</p>	<p>This PETAA paper identifies teaching and learning trends in EAL/D theory and practice. An important aspect of the paper is the observation that EAL/D learners, particularly Aboriginal and Torres Strait Islander students who speak creole, pidgin or another variety of English at home, may go unrecognised and mistakenly be assumed to be speakers of Standard Australian English (SAE).</p> <p>The authors argue that appropriate learning experiences and assessment practices can support EAL/D students to achieve at the same academic level as their English-speaking peers. To foster supportive classroom environments, the paper suggests practical strategies including first language maintenance, code-breaking instruction, a focus on vocabulary and comprehension, and assessment and reporting strategies.</p>
<p><b>Scaffolding language, scaffolding learning</b> Gibbons, P 2015, <i>Scaffolding Language, Scaffolding Learning: Teaching English language learners in the mainstream classroom</i>, Heinemann, Portsmouth, USA.</p>	<p>The first edition of this book helped mainstream primary teachers to provide the language and content skills EAL/D learners require to be able to become full, contributing members of their school communities. Updates in this second edition include practical, classroom-tested strategies that are supported by second language learning research.</p>
<p><b>How long does it take to achieve academically in a second language? Comparing the trajectories of EAL students and first language peers in Queensland schools</b> Creagh, S, Kettle, M, Alford, J, Comber, B &amp; Shield, P 2019, 'How long does it take to achieve academically in a second language? Comparing the trajectories of EAL students and first language peers in Queensland schools', <i>Australian Journal of Language and Literacy</i>, vol. 42, no. 3, pp. 145–155, <a href="https://eprints.qut.edu.au/131787">https://eprints.qut.edu.au/131787</a>.</p>	<p>Queensland academics researched the question: How long does it take EAL students to reach academic parity with their English-speaking peers, based on the National Assessment Program: Literacy and Numeracy (NAPLAN) reading performance? To explore the question, longitudinal reading data was collected between 2009–2015 in a migrant settlement area of south-east Queensland.</p> <p>The researchers found that the timing of commencement of school impacted how long it took EAL/D students to reach the same level of academic English proficiency as students with English as their first language.</p> <p>The results are specific to Australia and reduce over-dependence on overseas research which may not accurately reflect the Australian context.</p>
<p><b>Towards an EAL community of practice: A case study of teaching in a multicultural primary school in Melbourne, Australia</b> Premier, J &amp; Parr, G 2019, 'Towards an EAL community of practice: A case study of teaching in a multicultural primary school in Melbourne, Australia', <i>Australian Journal of Language and Literacy</i>, vol. 42, no. 1, pp. 58–68, <a href="https://www.researchgate.net/publication/326149949_Toward_an_EAL_community_of_practice_A_case_study_of_teaching_in_a_multicultural_primary_school_in_Melbourne_Australia">https://www.researchgate.net/publication/326149949_Toward_an_EAL_community_of_practice_A_case_study_of_teaching_in_a_multicultural_primary_school_in_Melbourne_Australia</a>.</p>	<p>This paper presents findings from nine classroom teachers, an EAL/D specialist and a deputy principal working in one multicultural primary school in Melbourne with a high population of immigrant and refugee EAL/D learners.</p> <p>The stories reveal a sense of a 'community of practice' at the school, which arose from building the professional learning capacity of the whole teaching staff. Practices include:</p> <ul style="list-style-type: none"> <li>• high levels of support for teachers that facilitated collaboration in teaching and professional learning</li> <li>• strategic application of EAL/D strategies to meet the needs of culturally and linguistically diverse (CALD) students.</li> </ul> <p>The case study can be used to reflect on how one school ensures that teaching students with EAL/D in the mainstream is positive and rewarding for teachers.</p>



Resource	Description
<p><b>EAL/D advice for schools</b>            Department of Education (NSW) 2020, <i>EAL/D Advice for Schools</i>,  <a href="https://policies.education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf">https://policies.education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf</a>.</p>	<p>Produced by the NSW Department of Education, this paper provides advice on how to embed EAL/D priorities into schools' planning, processes and practices. The advice explores:</p> <ul style="list-style-type: none"> <li>• ways to use data to inform effective classroom practices</li> <li>• professional standards and professional learning</li> <li>• learning culture and wellbeing</li> <li>• parent and community engagement</li> <li>• links to relevant research.</li> </ul> <p>Despite its NSW focus, this is a useful resource for Queensland teachers.</p>
<p><b>EAL/D literacy and numeracy</b>            Department of Education (NSW) 2021, 'EAL/D literacy and numeracy', <i>NSW Department of Education</i>,  <a href="https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald">https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald</a>.</p>	<p>This webpage, from the website of the NSW Department of Education, provides information about EAL/D learners, including the following short video clips:</p> <ul style="list-style-type: none"> <li>• 'Diversity of EAL/D learners', which states that EAL/D learners are a subset of students who have a language background other than English (LBOTE)</li> <li>• 'English language acquisition', which explores the time required to learn English as an additional language</li> <li>• 'BICS and CALP', which unpacks Jim Cummins's BICS and CALP continuum, suggesting ways to harness EAL/D learners' conversational language to develop academic English.</li> </ul> <p>The webpage also links to several other resources, including two useful videos explaining the EAL/D enhanced teaching and learning cycle.</p>
<p><b>Responding to Indigenous EAL/D learners</b></p>	
<p><b>Capability framework: Teaching Aboriginal and Torres Strait Islander EAL/D learners</b>            Department of Education, Training and Employment (Qld) 2013, <i>Capability Framework: Teaching Aboriginal and Torres Strait Islander EAL/D learners</i>,  <a href="https://education.qld.gov.au/student/Documents/capability-framework-teaching-aboriginal-torres-strait-islander-eald-learners.pdf">https://education.qld.gov.au/student/Documents/capability-framework-teaching-aboriginal-torres-strait-islander-eald-learners.pdf</a>.</p>	<p>Co-authored by the State Governments of NSW, NT, WA and Queensland, this framework is for teachers working in remote, regional and urban settings. The framework aligns the Australian Professional Standards for Teachers (APST) with the needs of Aboriginal and Torres Strait Islander EAL/D learners.</p> <p>Teachers are supported to assess their own capabilities to inform professional learning goals related to teaching EAL/D students. Principals could also use the framework to guide whole-school practice, determine staff professional learning needs and as support when undertaking performance conversations.</p>
<p><b>Aboriginal and Torres Strait Islander languages statement</b>            Department of Education (Qld) 2018, <i>Aboriginal and Torres Strait Islander Languages Statement</i>,  <a href="https://education.qld.gov.au/student/Documents/aboriginal-torres-strait-islander-languages-statement.pdf">https://education.qld.gov.au/student/Documents/aboriginal-torres-strait-islander-languages-statement.pdf</a>.</p>	<p>Produced by the Queensland Department of Education, this statement provides a basis for educators and school communities to support Aboriginal and Torres Strait Islander languages and cultures within school contexts. The statement:</p> <ul style="list-style-type: none"> <li>• provides key definitions</li> <li>• explores issues associated with Aboriginal and Torres Strait Islander languages spoken in Queensland and argues why these languages need to be fostered</li> <li>• explores the idea of language as culture and identity</li> <li>• describes the '3 way strong' language approach used in Department of Education schools.</li> </ul> <p>Teachers working in other sectors might also find this statement helpful.</p>

Resource	Description
<p><b>Aboriginal and Torres Strait Islander education</b>            Department of Education (Qld) 2020, 'Aboriginal and Torres Strait Islander education', <i>Department of Education</i>, <a href="https://education.qld.gov.au/students/aboriginal-torres-strait-islander-education">https://education.qld.gov.au/students/aboriginal-torres-strait-islander-education</a>.</p>	<p>This Queensland Department of Education webpage provides information on several initiatives and resources to support Aboriginal and Torres Strait Islander students.</p> <p>Under the link 'Support services and resources', information is provided about:</p> <ul style="list-style-type: none"> <li>• the Dandiiri Schools and Community Library (available to all Queensland teachers)</li> <li>• transition support services</li> <li>• the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.</li> </ul> <p>Under the link 'Language and culture', information is provided about the importance of cultural capability, the value of traditional languages in Queensland, and Indigenous English as an additional language or dialect, including the short, informative video 'My language matters'. Further links are provided to the following resources:</p> <ul style="list-style-type: none"> <li>• the Bandscales State Schools (Queensland)</li> <li>• the capability framework (see this list, p. 6)</li> <li>• an Aboriginal and Torres Strait Islander languages statement</li> <li>• a flow chart to guide identification of Aboriginal and Torres Strait Islander EAL/D learners.</li> </ul> <p>Teachers working in other sectors might also find the resources and information on this site helpful.</p>
<b>Engaging with EAL/D families</b>	
<p><b>Parental engagement</b>            ACT Education and Training Directorate 2014, <i>Progressing Parental Engagement School Fact Sheet: Engaging with families for whom English is an additional language or dialect</i>, <a href="http://www.education.act.gov.au/__data/assets/pdf_file/0007/807433/150897-Engaging-with-EALD-families.pdf">www.education.act.gov.au/__data/assets/pdf_file/0007/807433/150897-Engaging-with-EALD-families.pdf</a>.</p>	<p>Produced by the ACT Government, this factsheet explores ways that schools can contribute to EAL/D students' success by engaging families with EAL/D in respectful ways.</p> <p>Tips include:</p> <ul style="list-style-type: none"> <li>• creating a culturally inclusive school</li> <li>• using a partnership approach</li> <li>• reaching out and getting involved in local EAL/D community events.</li> </ul> <p>Parents' views and links to further resources are also included.</p>



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