



KAMBALA

KAMBALA JUNIOR SCHOOL

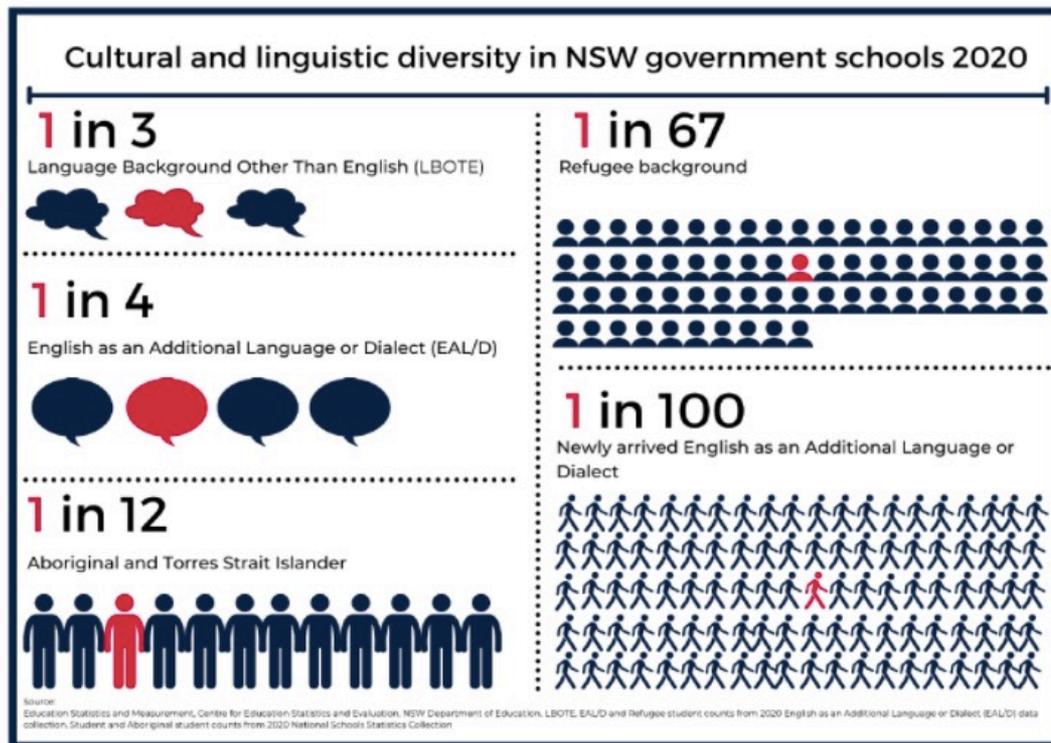
SCALING FOR IMPACT: THE PLACE OF LEARNERS' HOME
LANGUAGES IN EARLY LITERACY EDUCATION - A CASE
STUDY OF BILINGUAL INSTRUCTION IN EAL/D LESSONS

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International Conference on Community/Heritage Languages Education
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TEACHING CONTEXT

Strong Learning Opportunities in the Early Years of Schooling



Cultural and linguistic diversity in NSW government schools 2020

(Source: NSW Government, 2021)



THEORETICAL PERSPECTIVES

Cognitive Load Theory and Explicit Teaching

When information is very complex or new, it is important that teachers reduce the load on students' working memories as much as possible to maximise learning

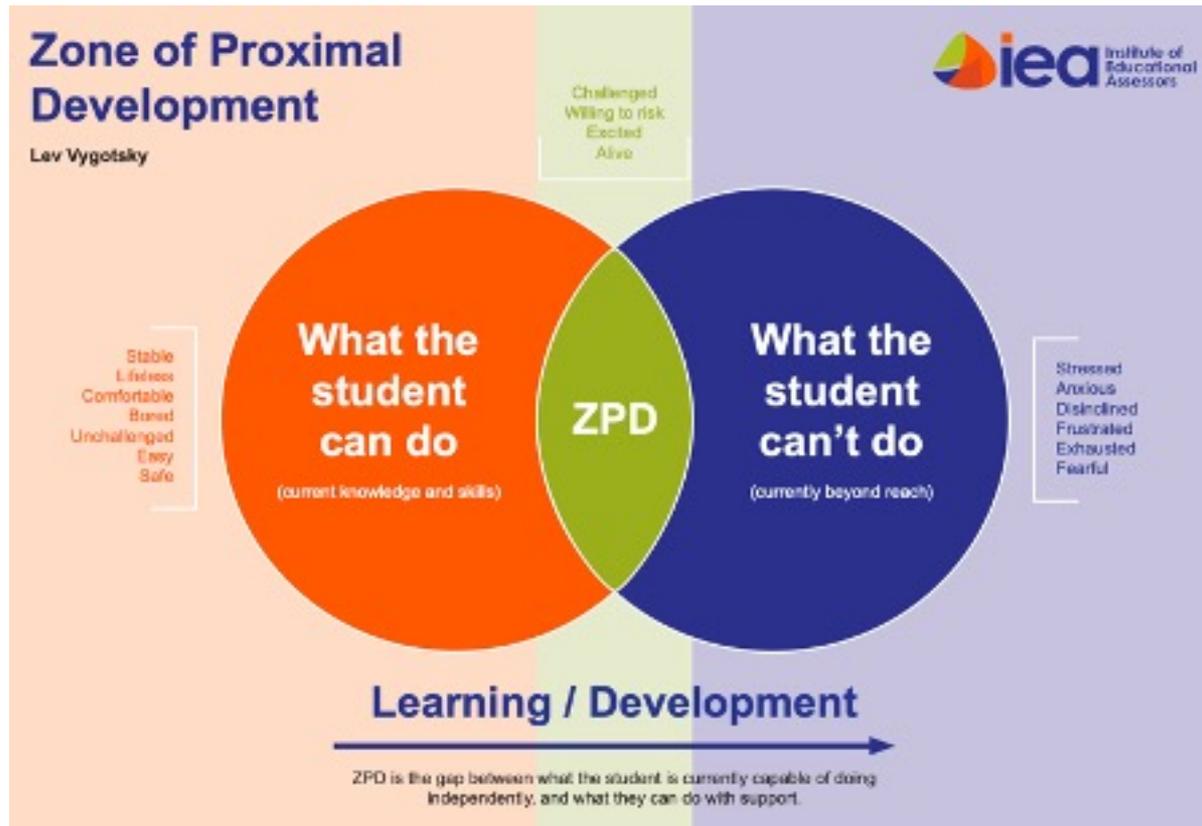
When information is easy for students to understand, teachers can gradually increase the complexity of the lesson to maximise students' learning

NSW Department of Education and Training (2018)



THEORETICAL PERSPECTIVES

Vygotsky's Zone of Proximal Development and Scaffolding



(Fletcher, 2018)



CLASSROOM PRACTICE

- In a small group setting, the EAL/D teacher pre-reads storybooks to students, before class teachers read them again with the whole class.
- During small-group reading, the EAL/D teacher uses dual languages: Mandarin and English. When reading aloud, emphasize a few essential words. Explain in Mandarin if necessary to check for understanding
- The EAL/D teacher points out key words and uses pictures and gestures to reinforce the meanings so that students can learn new words and follow along with the storybooks more easily.
- The EAL/D teacher carefully plans scaffolding questions. Students with lower expressive language abilities in English are still capable of engaging with the storybooks in Mandarin.

Source: Education Development Center (2019)



STUDENT'S REFLECTION

- Books offer an opportunity to help children expand their background knowledge, either by linking a story to a child's own experience or by exposing children to something that is new and different.
- To promote vocabulary development, include teacher narration and open-ended questioning, which invite longer and more creative responses.
- After reading a book, teachers can encourage students to make connections between the story and their own experiences, while being mindful that they may not always be able to relate to the experiences every children's book.

Source: Education Development Center (2019)



COLLEAGUE'S FEEDBACK

- Build Learner Profiles
- Identify students' strengths and needs
- Focus: vocabulary & concepts
- Macquarie University: InitialLit storybooks
- Weekly EAL/D lessons in small group settings
- Small Group Setting ---> Co-Teaching model



COLLEAGUE'S FEEDBACK

- Students' home language is an important aspect of their prior knowledge.
- EAL/D teacher and class teachers work collaboratively to help develop students' literacy skills.
- Bilingual Mandarin / English instruction
- Apply scaffolding to lower students' cognitive load
- Targeted one-on-one support on writing skills
- Family partnership
- Literacy → Numeracy



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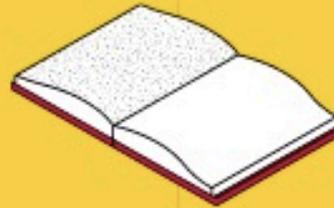
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**QUESTIONS?
COMMENTS?
SUGGESTIONS?**



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THANK YOU