Differentiating existing learning sequences for English as an Additional Language students

Economics and Business, Levels 5 and 6,   
for EAL learners at Level B3

Existing learning sequences linked to particular learning areas in the Victorian Curriculum F–10 can be adapted to support differentiated teaching for English as an Additional Language (EAL) students. Teachers can adapt, remove or add to elements of their learning sequences in order to cater for all students in their classrooms.

1. Identify an existing learning sequence

**Existing learning sequence:** What is a consumer fad?

**Curriculum area and levels:** Economics and Business, Levels 5 and 6

2. Identify the level of language learning of your students

The EAL curriculum is a continuum structured as three EAL pathways (A, B, C). Each pathway describes a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4).

While the implementation of the EAL curriculum is the responsibility of all teachers, the EAL specialist plays a leading role in its delivery, as the expert in the field. Your EAL specialist will determine the most appropriate pathway for each EAL learner in your classroom and advise you of their current level of learning.

**The differentiation suggestions provided in this document are for students working at Level B3 of the EAL curriculum.**

EAL learners at Level B3 will typically be able to:

* listen and participate in class discussions on new topics with scaffolded support
* read about new topics with support such as translating new words from vocabulary lists, using glossaries with visuals to read and write
* produce simple paragraphs with visual planners and modelled structures.

3. Adapt the learning sequence to differentiate for EAL students

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| Existing learning sequence | Differentiated teaching for EAL learners at Level B3 |
| **Overview** | Overview |
| **Learning intentions:**   * Students will define a consumer fad * Students will explain the key features shared by consumer fads * Students will name and describe historical examples of consumer fads * Students will research two consumer fads online * Students will describe why people purchase items that become consumer fads * Students will evaluate the advantages and disadvantages of purchasing a consumer fad product. | **Learning intentions:**   * Students will learn key vocabulary such as ‘consumer’ and ‘fad’ * Students will learn about different consumer fads * Students will describe a personal experience where they have been part of a consumer fad * Students will read about a consumer fad online * Students will summarise the key points about consumer fads from their reading |
| **Relevant content descriptions in Economics and Business, Levels 5 and 6:**  Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices ([VCEBC004](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCEBC004))  Consider the effect that consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment ([VCEBC005](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCEBC005))  Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event ([VCEBE010](https://victoriancurriculum.vcaa.vic.edu.au/Search?q=VCEBE010)) | **Additional EAL Level B3 content descriptions:**  **Speaking and Listening**  Contribute information, express ideas and give reasons for opinions in group tasks or classroom discussions [(VCEALC401)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC401)  Understand a new topic delivered with extensive contextual and teacher support [(VCEALC406)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC406)  **Reading**  Understand main ideas in a text and extract specific details [(VCEALC425)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC425)  Interpret and explain information from a range of images in text [(VCEALC426)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC426)  Follow a series of task instructions with some detail in print or digital texts [(VCEALC427)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC427)  Understand the connection between text purpose and structure [(VCEALA431)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA431)  Understand the cohesion of ideas between and within paragraphs [(VCEALL441)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALL441)  **Writing**  Use a range of visual material or other cues to support factual texts [(VCEALC454)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC454)  Write a range of texts covering topics across the curriculum areas, incorporating information from different sources [(VCEALC455)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC455)  **Cultural and Plurilingual Awareness**  Make own translation of specific words and help other home language speakers to check context or match concepts [(VCEALA411)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA411)  Identify and use features of formal and informal spoken texts [(VCEALA410)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALA410) |
| **Relevant achievement standard:**  By the end of Level 6, students … recognise that consumer choices and financial decisions are influenced by a range of factors and describe the effects of these choices and decisions on themselves, their family, others … Students identify strategies that will assist in making informed consumer and financial decisions. They … identify the possible effects of their decisions on themselves and others. | **Relevant achievement standard:**  **Speaking and Listening**  At Level B3 students generally respond to and use the structures and features of English appropriately … They understand the essential meaning of unfamiliar topics expressed in familiar spoken English, and extract specific information.  **Reading and Viewing**  At Level B3 students read for a range of purposes and identify main ideas and specific information in classroom texts … Students demonstrate understanding of the main [idea] … and most key information when … answering questions, and they compare some details in texts. They demonstrate some awareness of how information is organised in English texts. … They integrate a number of strategies to help them read new texts. They use accessible English dictionaries to check the meanings of new words and use … glossaries and headings to find information.  **Writing**  At Level B3 students communicate for a range of purposes on a variety of familiar topics, using a basic range of text types. They write sequenced and ordered factual texts … They gather and present information appropriately in texts.  … Students can combine and sequence simple sentences and … generally maintain appropriate tense throughout …They discuss and reflect on their own writing, incorporating feedback when planning, reviewing or presenting their texts. |

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| Existing learning sequence | Differentiated teaching for EAL learners at Level B3 |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Key terms:**   * **Consumer**: a user, purchaser and/or buyer of products (goods and services) * **Consumer fad**: a consumer product that is a temporary fashion; something that people are interested in for a short period of time only * **Consumer trend**: a habit or behaviour currently prevalent among consumers of products (goods and services) * **Opportunity cost**: what you have to forgo if you choose to do A rather than B; that is, the value of the next best alternative that is foregone whenever a choice is made | **Key terms:**  To support EAL students to understand new, complex definitions, the key terms can be explained by:   * offering a diagram to label using the key terms * using simpler language and giving examples accompanied by images (see below). * illustration of a public busillustration of a family shopping for groceries**Consumer**: a person who uses or buys something.  A consumer buys a product such as a dress, toy or car. They can also pay to catch a bus or train (pay for a service). * **Consumer fad**: when something is new and really popular, so lots of people want to buy it. For example, when a new mobile phone comes out, everyone rushes to buy it, but two months later people are not so interested.   illustration of people in a queue outside a shop entrance   * illustration of a stylish young woman wearing a pink tracksuit**Consumer trend**: when people buy a certain thing for a while. For example, lots of people might buy pink tracksuits because famous sports people are wearing them at the time. * **Opportunity cost**: when you decide to buy or do one thing instead of another thing. For example, you might decide to study for a spelling test instead of watching a movie with friends. The ‘cost’ to you is that you will miss out on spending time with your friends.  |  |  |  | | --- | --- | --- | | happy emoji | →  ← | sad emoji | | illustration of a girl studying a book | Study, not watch film with friends – happy but sad too. | illustration of three children watching a movie |   Another example is: if you spend too much money on the latest new toys, you won’t have enough money left for other things you need or want.  See [Appendix – Vocabulary reference table](#App1) for a helpful vocabulary table that you can refer to and add to throughout the learning activities. You may need to pre-teach some of this vocabulary to students. |
| **Activity 1: Introduction**  **Tip**: No skills or knowledge are required to participate in this activity, but experience with mind-mapping techniques and their application would be advantageous for students.  Before the session, source online images of some of the following consumer fads:   * marbles (1915) * slinky (1945) * knuckles/jacks (1950s) * pogo sticks (1957) * hula hoops (1958) * yo-yos (1958) * elastics (1965) * super balls (1965) * pet rocks (1975) * slime (1976) * Rubik’s cube (1980) * Cabbage Patch Kids dolls (1983) * Teenage Mutant Ninja Turtles (1988) * tamagotchi (1996) * Pokémon cards (1996) * Furby (1998) * razor scooters (2000) * loom bands (2013) * fidget spinners (2017)   A consumer fad is a product that comes into fashion temporarily. Typically, there is high consumer interest in a fad for a short period of time, characterised by large amounts of publicity, enthusiasm and high sales figures. This interest usually dissipates quickly and the fad disappears from the market and is soon forgotten.  Consumers need to be conscious of the existence of fad products. They also need to develop an awareness of how a business may attempt to influence consumer economic decision making via marketing to generate sales. Young people are often the target market for toys, entertainment, fashion, food and technology that have been developed and marketed as fad products.  During an initial period of high popularity and surging sales, it is often difficult to identify a specific product as being a consumer fad. At the beginning of its product life cycle, a fad is often touted as ‘the way of the future’, and it may be a genuine innovation that will remain a permanent feature of the market. However, consumers are more likely to lose interest in new products quickly and stop purchasing them. Very few products prove to be long-term fixtures on the market, while many end up being fads.  A consumer fad usually has a three-stage life cycle:   1. **Emerging**: the product is introduced to the market and sales begin to grow 2. **Surging**: sales grow quickly and peak; profits are very high 3. **Decline**: sales and profits fall quickly; the product is often heavily discounted.   Consumers spend significant amounts of money on fad products that may be poor investments. They often fail to recognise the real opportunity cost of purchasing a consumer fad. Once a consumer fad loses its popularity, consumers may be left with products that are no longer of use and money spent on fad products could often have been put to better use. A crucial aspect of consumer and financial literacy is the ability to recognise fads and make wise consumer choices. Therefore, an astute consumer is able to recognise a fad before purchase.  The best way for consumers to ‘fad-proof’ themselves is to be informed. A smart consumer will not rush to purchase a product and will always research before buying. They will always weigh up the long-term costs and benefits of a purchase.  Activity 1 provides the option of using ICT for research. It is recommended that the technology is set up prior to commencement of the session. The images of consumer fads can be emailed to students before the session as in flipped learning, or they can be displayed to the whole class throughout the session using a smartboard or projector. | **Activity 1: Introduction**  As mentioned in ‘Key terms’ above, before explaining any complex terms, allow EAL students opportunities to explore them visually or physically. To define the terms ‘emerging’, ‘surging’ and ‘declining’, you could follow the steps below.   1. Draw a mountain on the board. 2. Use symbols of hot chips with a new chilli sauce, for example, and dollar signs to attach certain quantities to the words ‘some’, then ‘a lot’ and then ‘a few’ at each stage of the mountain. 3. Then place the three key terms ‘emerging’, ‘surging’ and ‘declining’ under each stage.   **Tip:** Food from students’ cultural background could be used instead of chips; for example, tacos, tandoori wraps or halal snack packs, to be more culturally inclusive in the classroom.  When explaining the three key terms to the class, offer simpler definitions, such as:   1. **Emerging:** the product (chips) is just starting to become popular. 2. **Surging:** the shops are selling a lot of chips and making lots of money (sales are high). 3. **Declining:** the shops are not selling as many chips, so the price comes down (sales drop, so the shops sell the chips cheaply).   If you email the list of consumer fads to students ahead of the lesson, it is important not to overwhelm EAL students with too much new information. To achieve this, allow EAL students to identify only two or three fads they are familiar with. This could also be an opportunity for students to share examples of popular toys and games from their own cultural backgrounds.  For homework, ask students to translate the names of two or three fads into their home language, with help from their family if necessary. The translations could then be used in a multilingual class word wall of consumer fads or placed in a bilingual dictionary for this unit of work.  As a separate task, have EAL students further develop their writing skills and prepare for class discussion by writing two or three sentences about one of the objects. For example, using a cloze task such as the one below will support them to practise past tenses and provide ideas to share in class:  I \_\_\_\_\_\_ (to play) marbles when I \_\_\_\_\_\_ (to be) 6 years old. We \_\_\_\_\_\_ (to play) with them in the park. All the children \_\_\_\_\_\_\_ (to have) them because they \_\_\_\_\_\_\_ (to be) very popular. |
| **Activity 2: Research**  Explain to students that they are about to view images of toy products they may or may not recognise, and that they will be asked to think about what they know about each product. Students should work in pairs to record:   * the product name * an approximate market release date * a brief description of the product, including: * its use * whether the product is still on the market * anything else they might know about the product and consider to be of interest.   Show the images to the class in chronological order, allowing time for students to discuss and record their answers with their partners.  Upon conclusion, run through the images again, giving a brief outline of each product.  Have each pair of students select two of the products they are interested in and research them to write a paragraph about each product. Alternatively, they could compile a list of ten facts about each product.  Ask students to consider and make brief notes about their observations in relation to the following question:  What do their two fad products have in common?  Have pairs of students create detailed mind maps about their products and then share and discuss their observations with the class.  Compile a class list of features shared by all of the consumer fad products. For example:   * each product was extremely popular * many people owned them. | **Activity 2: Research**  Ask students to share any toys they used to play with from the list offered in Activity 1 to provide a chance to recycle the names and share prior cultural experiences and knowledge of the topic.  Present new key terms such as ‘product’, ‘release date’, ‘market’ and ‘on the market’ on the board to clarify meanings before listening.  Provide a template to complete the listening and viewing task with sentence starters to support peer and class discussion. Key terms that you may need to unpack further are indicated in **bold** with a star (\*).   |  |  |  | | --- | --- | --- | |  | **Toy 1** | **Toy 2** | | The toy/**product**(\*)  is called … |  |  | | It was first **sold/released**(\*) on the … |  |  | | It is used to … |  |  | | It is **still being sold**/ It is **no longer being sold**(\*) (yes/no) |  |  | | Some interesting **facts**(\*) about this toy include … |  |  |   **Tip:** When undertaking the listening, class discussion and research tasks, it is highly beneficial to pair EAL students of the same language group together, if possible, so that they can use their spoken home language to support task completion.  **Researching information:** If a home language peer or aide is not available, the EAL student can be given the choice to research information in their home language.  As EAL students research information, encourage use of the template above and scaffolded reading questions for a simple website chosen prior to the task. For example, questions to support reading could include:   * What does the title mean? * What do the subheadings say that might be useful? * Do any subheadings link to the key words in the table? * What can you see in the images? * What do they tell you? * Scan the paragraphs. Can you see any key words from the table?   **Tip:** To help EAL students with research, prepare a modified version of an online resource by shortening the sentences and reducing technical vocabulary to support reading. This could be printed out or offered online.  **Writing a paragraph:** EAL students can reuse the sentence starters from the note taking template to write a paragraph. EAL students will need to be reminded to use connectives such as ‘and’, ‘also’, ‘because’ to create text cohesion.  **Tip**: Noting down five facts instead of 10, in dot point form, will reduce the task demands and allow EAL students to complete the task on time.  **Comparing two products:** Have EAL students compare two of the products by using a Venn diagram or a Same/Different table, to generate similarities and differences. This will help prepare EAL students for the discussion. You may need to model the use of a Venn diagram or Same/Different table for this task.  When writing and discussing similarities and differences, EAL students may need to be prompted to use key comparative language structures such as:   * Both toys have \_\_\_\_\_ * This toy has more \_\_\_\_ than the other toy. * The first toy is less/much less \_\_\_\_\_\_\_ than the other toy. * The first toy has as many \_\_\_\_\_\_ as the second toy.   **Tip:** These sentence starters could be included on the Venn diagram or Same/Different table to further support task completion.  **Compiling a class list:** When compiling a class list of features shared by all of the consumer fad products, the examples already provided are useful to model expected language:   * each product was extremely popular * many people owned them.   Take the following steps to prepare EAL students to identify commonalities across the class.   1. Set up an online class Excel spreadsheet that has headings linked to the table above. 2. Allow all students to enter their research findings. 3. Project the spreadsheet onto a wall or board. 4. As a class, identify and highlight the fields of similarity for each row in one colour to visually indicate what will be discussed. 5. Encourage EAL students to reuse the sentences starters, if they need them, to participate in the conversation.   **Tip:** Alternatively, to further support EAL students’ participation in this class discussion, have EAL students complete a checklist where they listen to others and place ticks and crosses in boxes when listening to the presentations (see the example below). In this way, they will rely less on their working memory and more on a visual prompt to draw conclusions. Ensure they understand each heading before the task.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Toy name** | **Cheap** | **Expensive** | **Fun** | **Colourful** | |  |  |  |  |  | |  |  |  |  |  |   Further language to support task completion and class discussions for this unit of work can be viewed in the [Appendix – Vocabulary reference table](#App1) below. |

Additional resources

You can access the EAL curriculum on the [Victorian Curriculum F–10 website](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims).

You can access a range of resources to assist with implementing the EAL curriculum on the [VCAA English as an Additional Language webpage](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english-as-an-additional-language/Pages/default.aspx), including profiles of EAL learners, sample progressions through the EAL pathways, a language and learning interview, FAQs, professional learning opportunities and links to external resources.

Appendix – Vocabulary reference table

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| **Content-specific vocabulary** | **Linguistic-specific vocabulary  (verbs of instruction)** | **Language for communication and interaction** |
| **Nouns:**  consumer  fad/fashion  trend  opportunity  cost  goods  services  forgo  market  fashion  Items  personal choice  value  sales  interest  product  features  finance  life cycle  release date  **Compound nouns:**  consumer + fad = consumer fad  consumer + trend = consumer trend  opportunity + cost = opportunity cost  history + example = historical example  release + date = release date  fad + proof = fad proof  consumer + interest = consumer interest  sales + figures = sales figures  sales + product = sales product  features + product = product features  information + decision = informed decision  finance + decision = financial decision  life + cycle = life cycle | **Verbs > Nouns:**  to use > the use  to prove > the proof  to consume > a/the consumer  to feature > a/the feature  to inform > information  to produce > a/the product  to market > the market  to be fashionable > the fashion  to impact > the/an impact  to decide > a/the decision  to sell > a sale/sales  to be interested in/interest  to cost > the cost  to influence > an/the influence  to emerge > an emergence of  to surge > a/the surge in/of  to decline > a/the decline in/of | **Explain influences:**  One reason why people might buy this toy/fad product is because they think/feel/like …  **Identify advantages and disadvantages:**  One good/positive thing about buying this toy/product is …  Another positive thing is …  But one bad/negative thing is …  **Compare products:**  This product is better/worse because …   * it is/has … * it is a lot bigger/smaller than … * not quite as expensive as … * more/less features than …   **Explain strategies to make decisions:**  One way to make an informed/good decision is to …  Another way is to …  **Explain the effect of decisions:**  If I/we decide to … then … (effect)  Also, if I/we decide to … then … will also happen.  **Form conclusions:**  In conclusion, after doing the research online/talking with my classmates/listening to my classmates speak, I think that … we should/should not … |

**Tip:** Not all of the vocabulary and expressions in this table will necessarily be used in each class. However, as can be seen, there is a lot of complex vocabulary that may be used by the teacher and other students at different stages in the unit of work. It is therefore recommended that EAL students are able to experience a range of activities that build and recycle all relevant vocabulary over time to consolidate understanding of the key terms and language forms. For further ideas for the development of vocabulary, grammar and expression see the [Level B3 Linguistic Structures and Features](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10#level=B2) content descriptions in the Speaking and Listening, Reading and Viewing, or Writing strands.