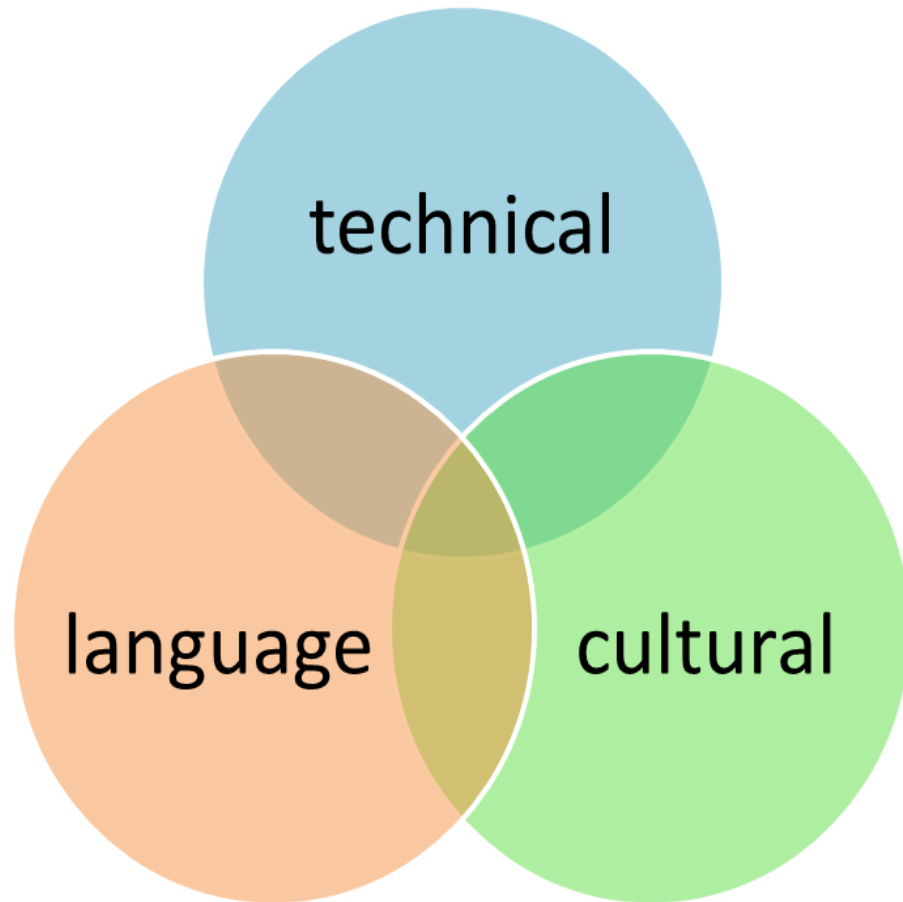


Aspects of delivery for CALD learners



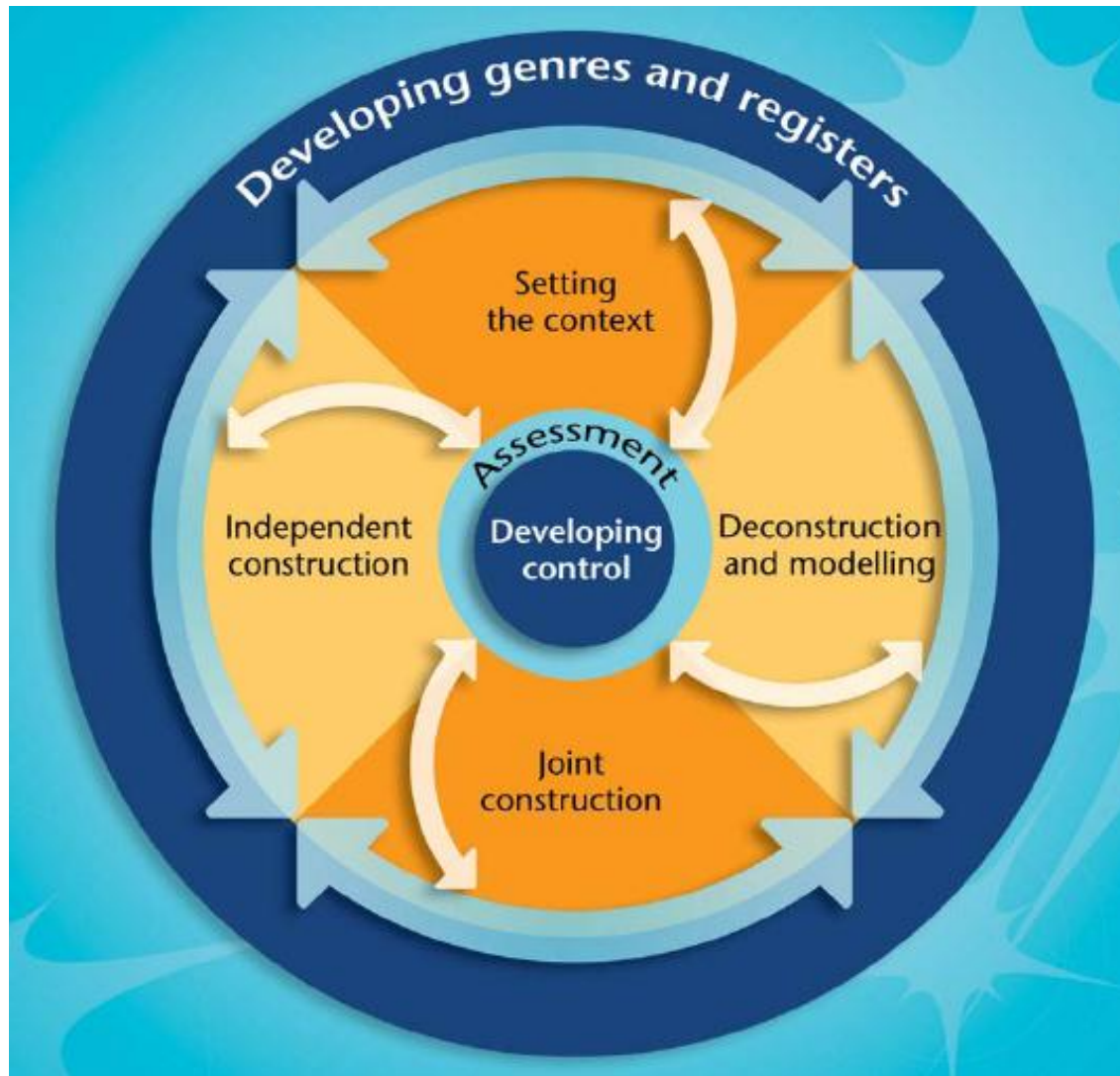
Strategies for working with CALD learners

- Provide comprehensible input
 - target language at or just above their current level
 - speak more slowly: “chunk” (pause between phrases)
 - allow processing-time for student responses
- Make lessons visual
 - Use realia, pictures, demonstration
 - Use gestures, body language to get across meaning
- Link new information to prior knowledge
 - Link instruction to students personal experiences
 - Consider what students don’t know/ impact of culture
 - Make underpinning cultural practices explicit

Strategies for working with CALD learners: Scaffolding

Effective scaffolding requires that:

- the teacher has a specific aim for the student to achieve: a 'finite goal'.
- the teacher backward plans from this goal and provides teaching and learning activities that support and step the student towards achieving the goal.
- the student is then able to take up increased responsibility for achieving the goal, demonstrating a greater level of independence at some later stage.
- The aim of scaffolding is to gradually withdraw the support and handover full responsibility to the student.



DECS (2007)
*Teaching ESL students
in mainstream
classrooms: Language
in learning across the
curriculum*

Scaffolding learning