Introducing English as an Additional Language Version 2.0

Victorian Curriculum F–10 English as an Additional Language (EAL Version 2.0) is an English language acquisition curriculum. Teachers are able to use EAL Version 2.0 with students who speak one or more languages other than English and who are still learning English as they undertake their education in Victorian classrooms.

The review of the EAL curriculum has drawn on the expertise of and feedback from Victorian teachers, as well as critical input from academic institutions, other educational jurisdictions and educational experts.

As for all Version 2.0 curriculums, the curriculum levels have been designed as a developmental continuum of learning that provides clear and measurable achievement standards. The content descriptions guide the development of essential knowledge and skills across 3 EAL pathways: Pathway A: Early immersion (Prep–Year 2), Pathway B: Mid-immersion (Years 3–6) and Pathway C: Late immersion (Years 7–10).

The EAL Version 2.0 curriculum supports the transition of students to the English Version 2.0 curriculum once they have been assessed as demonstrating sufficient understanding of the 3 language modes of listening and speaking, reading and viewing, and writing.

Specific terminology used in the VCE English and English as an Additional Language study design has been embedded in the EAL curriculum to provide consistency for teachers and students as students move on to senior secondary studies.

A more effective and manageable structure

* **Content is organised into 3 interrelated strands based on the language modes**:Listening and Speaking, Reading and Viewing, and Writing. The first strand is ‘Listening and Speaking’, rather than the previous ‘Speaking and Listening’, because EAL students first learn to listen before they begin to speak in English.
* **A new level, Level AL, has been added to Pathway A** to support the embedding of synthetic systematic phonics and provide consistency across the 3 pathways.
* **Pathway B now covers Years 3–6, not Years 3–8,** to support a smooth transition for EAL students from primary to secondary school settings. Students who are on Pathway B at the end of Year 6 will be moved onto Pathway C (Years 7–10) when they commence Year 7.

Clearer content descriptions and better aligned achievement standards

* **The number of content descriptions has been reduced**, with complementary content combined and refined where appropriate.
* **Achievement standards and content descriptions are now more closely** **aligned**, with language in the achievement standards that connects directly with language in the content descriptions.
* **A clear progression of skills is set out in a consistent sequence across the levels within each pathway** (as evidenced in the scope and sequences), enabling skill development to be tracked across each of the language modes.
* **There is an increased representation of listening and viewing skills and multimodal texts** to support the changing nature of reading and digital literacy.
* **An increased emphasis on vocabulary development across all pathways** supports English language development.

Other key revisions

**More accessible language for all teachers, including non-EAL specialists:**

* The language used in EAL Version 2.0 has been refined, resulting in a curriculum that is more accessible for generalist teachers.
* Some terminology from English Version 2.0 and Languages Version 2.0 curriculums is included, to provide consistency across curriculums and to support teachers of multiple curriculum areas.

**Strengthened plurilingual and cultural strategies:**

* The Plurilingual and cultural strategies sub-strand has been strengthened without disadvantaging those students who are not literate in their home language or who speak a language that does not have an official dictionary.

**Embedded phonics:**

* Phonics is now embedded in Levels AL–A2 to provide more targeted language teaching to students who arrive in Prep to Year 2 with limited or no literacy in their home language(s).

**Clear connections between Pathway C and senior secondary:**

* Interpretation and translation skills have been included to support late immersion English language learners.
* References to writing processes have been included to demonstrate the connection between the EAL F–10 curriculum and the VCE English and EAL study design.

► For more detailed revisions, see the [English as an Additional Language – comparison of curriculums documents](https://f10.vcaa.vic.edu.au/learning-areas/english/english-as-an-additional-language/resources), which compare individual content descriptions and achievement standards for EAL Version 1.0 and Version 2.0 across the 3 pathways.