

Course rationale: Foundation ESOL

This course is designed to meet the English language learning needs of students who are working at foundation and stage one levels of *The English Language Learning Progressions* (ELLP) & *The English Language Intensive Programme* (ELIP).

Some of the students are from refugee backgrounds and require a focus on orientation to learning (ELIP, Foundation 1a). They may not be literate in L1 and may have had little or no previous formal education. These students will need additional support and a focus on pre-reading & pre-writing skills and early numeracy skills. The Focus on English series has been used because the booklets enable teachers to provide teaching and learning for a small group of students with teacher aide or bilingual support.

Some students will be literate in L1 and stronger in oral skills. These students will need a strong foundation in written and oral language skills to prepare them for integration to mainstream subjects.

The aim of the course is to help students move, when they are ready, into a limited range of mainstream subjects, beginning with Maths and PE. Topics have been chosen to aid this transition to mainstream subjects.

Opportunities for multi-leveiling: Students in the class who are at a higher level than foundation e.g. ELLP stage one, could be assessed with ESOL level one unit standards. See the differentiation column in the course outline.

Course outline: Foundation ESOL		ELLP/ELIP level: Foundation to Stage 1		
Duration: One year				
Ongoing programmes				
Learning objectives: ELIP				
<ul style="list-style-type: none"> • Can demonstrate appropriate reading behaviours • Can demonstrate a developing awareness of sound/letter correspondences • Can read understand and respond to a variety of simple texts • Can read a bank of common sight words 				
Principles: with an emphasis on:				
	High expectations	Inclusion	Learning to learn	
Values: with an emphasis on:				
	Excellence – aiming high, persevering	Innovation, enquiry and curiosity	Community and participation	
Key Competencies	Programmes	Content and language learning outcomes	Differentiation	Assessment
<p>Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage</p> <p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p>	<p>Extensive reading Read widely at fluency level, keep a log of reading experiences and write a short personal response.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn to choose appropriate texts; • read a range of texts independently; • record the reading experience in a reading log and write personal responses to texts. <p>(Some texts will be in L1)</p>	<p>Additional support: Some learners will need learning activities that focus on sound and letter recognition & correspondence.</p> <p>Extension: Encourage learners to extend their choice of texts re genre and level.</p>	<p>Informal assessment: Teacher keeps anecdotal records of students’ reading habits from observation/student reflections.</p> <p>Formative assessment: Learners choose a reading log to submit for peer assessment after self-assessment using checklist, followed by teacher/student conference.</p> <p>Summative assessment: Learners choose six reading logs from portfolio to submit for assessment and one text for oral presentation to class, followed by questions.</p>

<p>Learning to learn Students will become familiar with a range of effective learning strategies</p>	<p>Vocabulary development Individual vocabulary programme based on card method.</p> <p>Personal writing Each day on a topic of choice or from a given list.</p> <p>Learning to learn Students will become familiar with a range of effective learning strategies.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn a range of strategies for independent vocabulary learning; • learn unknown words from the 1,000 word list; • learn topic related words; • learn to use dictionaries. <p>Students will:</p> <ul style="list-style-type: none"> • complete a daily journal. <p>Students will:</p> <ul style="list-style-type: none"> • complete learning logs; • use 'quick writing' to reflect on what they have learnt and what they still need to learn. 	<p>Additional support: Some learners will need to begin with the 300 word list.</p> <p>Extension: Learners will have opportunities to work at a faster pace – making progress to 2000 word list and more generalised vocabulary.</p> <p>Additional support: Use of sentence starters, writing frames, exemplars.</p> <p>Additional support: Learning logs with starters Ability to write logs in L1 and use L1 for quick writing.</p> <p>Extension: Include questions that enable learners to reflect on how they learnt i.e. to identify strategies used.</p>	<p>Standardised reading assessments used mid year and end of year.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer assessment <p>Formative assessment Peer testing of vocabulary cards.</p> <p>Summative assessment Weekly tests based on vocabulary card lists.</p> <p>Informal assessment: Teacher reads daily entries and comments or asks questions. Anecdotal notes kept of teaching points.</p> <p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Teacher - student conferencing
---	--	--	---	--

Teacher resources	Student resources
<p>Print</p> <p>Vocabulary – The card method File, Kieran. (2008). Classroom vocabulary learning cards: Observations and implementation of a classroom direct vocabulary learning technique, <i>The TESOLANZ Journal</i>, 16, 11-21. Nation, I.S.P. (2001). <i>Learning Vocabulary in Another Language</i>. Cambridge, England: Cambridge University Press. (p.302-316).</p>	<p>Print</p> <p>Reading Selections Ready to read booklets & teacher notes e.g. <i>Going to the river, Walking the dog, The water boatman, No skipper, Insects, Animal rescue, Maths in action</i></p>
<p>Electronic</p> <p>Recommended graded readers for an extensive reading program http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx (Click on vocabulary resource booklet, then on graded readers list)</p> <p>Vocabulary development 1000 word list http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx (Click on vocabulary resource booklet, then on levels test and word lists then GSL wordlist)</p> <p>Interactive word tests www.lex tutor.ca/</p>	<p>Electronic</p> <p>Reading http://en.childrenslibrary.org/ Books in L1 http://www.childrenslibrary.org/icdl/SearchWorld?ilang=English</p>

COURSE OUTLINE: Foundation ESOL		ELLP/ELIP level: Foundation to Stage 1		
Duration: Term one				
Learning objectives: ELIP				
<ul style="list-style-type: none"> • Can understand & respond to a simple request; Can listen for simple detail • Can write a simple description; Can listen, respond to and give a simple recount • Can listen, respond and outline a procedure; Can read respond and write a simple procedure 				
Achievement objective: Mathematics New Zealand Curriculum levels 3-4 – Geometry & Measurement				
<ul style="list-style-type: none"> • Use appropriate devices to measure length, area, volume & capacity, weight, temperature, angle and time. • Identify classes of shapes by their geometrical properties 				
Principles: with an emphasis on the following:				
	Cultural diversity	Inclusion	Community engagement	
Values: with an emphasis on the following:				
	Innovation, inquiry and curiosity	Diversity	Community and participation	
Key competencies	Topics and language features	Content & language learning outcomes	Differentiation	Assessment
<p>Managing self – self-motivated, establish personal goals, make plans, set high standards, have strategies for meeting challenges and participate in self assessment.</p> <p>Relating to others – listen actively, recognise different points of view, negotiate, share ideas.</p> <p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	<p>Topic: <i>New beginnings:</i> Orientation/Personal profile/ school & class routines</p> <p>Language features:</p> <ul style="list-style-type: none"> • Simple past tense • Simple present tense • Use of describing adjectives • Use of linking verbs • Use of simple conjunctions • Use of nouns & noun groups • Question formation: ‘wh’ forms • Short answer forms • Formulaic phrases 	<p>Students will:</p> <ul style="list-style-type: none"> • listen to respond to requests for personal information; • write a simple description e.g. a personal profile; • become familiar with school procedures e.g. rules; routines; timetables; key areas; support available; • retell own personal story. 	<p>Additional support: A greater emphasis on context embedded activities with use of visuals. Identify & label items & complete a simple formatted text. Guided writing activities e.g. cloze, starter questions, parallel writing.</p> <p>Some learners will need practice to copy text with accuracy & legibility (ELIP foundation: 16b)</p> <p>Extension: Learners could be assessed with ESOL unit standard 1289: <i>Participate in a conversation using a small number of learnt language patterns</i> and ESOL unit</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer assessment • Teacher – student conferencing <p>Formative assessment Oral task: In small groups retell personal stories in 3-5 minutes.</p> <p>Summative assessment Writing task: Describe school life in home country.</p>

	<p>Topic: <i>Learning in NZ schools</i></p> <p>Language features:</p> <ul style="list-style-type: none"> • Imperatives • Infinitive verbs • Prepositional phrases • Definite & indefinite articles <p>Question formation</p> <ul style="list-style-type: none"> • Subject reversal • 'Do' (with no auxiliary) • Modal 'can' 	<p>Students will:</p> <ul style="list-style-type: none"> • follow directions to find their way around the school; • sequence pictures from a familiar context to retell a procedure; • follow the text structure and language features of a simple procedure; • listen and respond to instructions in the context of PE & Maths lessons; • become familiar with key vocabulary and content in Maths (shapes & measurement). 	<p>standard 17139: <i>Write with assistance simple descriptions on familiar topics.</i></p> <p>Additional support Scaffold listening & writing tasks with use of visuals, cloze, guided writing & reading.</p> <p>Extension: Learners could be assessed with ESOL unit standard 15006: <i>Understand simple spoken information and instructions.</i></p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> • teacher observation • self-assessment • peer assessment • teacher – student conferencing <p>Formative assessment Listen to a procedural text and follow instructions to demonstrate understanding (see <i>Make a paper boat</i> in Focus on English, Shapes activity 17).</p> <p>Summative assessment Write a procedural text based on a game played in PE.</p>
--	--	---	--	---

Teacher resources	Student resources
<p>Print <i>New Beginnings</i> ELIP Foundation: 7a & b; 14a & b; <i>Learning in New Zealand classrooms</i> ELIP: Stage 1: 9a- 9e; 15a- 15d Focus on English: Shapes Focus on English: Measurement</p>	<p>Print Choices School Journal: <i>Settling In</i> Ready to read: <i>Lunch boxes</i> (foundation) Video: <i>A Girl from Glen Innes</i></p>
<p>Electronic www.asia2000.org.nz http://www.newzealandeducated.com/</p>	<p>Electronic http://www.anyquestions.co.nz/</p>
<p>Visits from subject specialists Visit from Maths & PE teachers to ESOL class for scaffolded lessons followed by students visiting mainstream PE & Maths classes. Visits from key support people in the school – set up interviews.</p>	<p>EOTC</p>

COURSE OUTLINE: Foundation ESOL		ELLP/ELIP level: Foundation to Stage 1		
Duration: Term two				
Learning objectives: ELIP				
<ul style="list-style-type: none"> • Can read, understand and respond to a simple information report; can write a simple information report • Can read, understand and respond to a simple recount; can write a simple recount 				
Achievement objective: Science New Zealand Curriculum levels 3-4 - Living World: Life processes				
<ul style="list-style-type: none"> • Identify the key structural features and functions involved in the life processes of plants 				
Principles: with an emphasis on the following:				
	Treaty of Waitangi	Cultural diversity	Community engagement	Learning to learn
Values: with an emphasis on the following:				
	Excellence	Diversity	Community and participation	
Key competencies	Topics and language features	Content & language learning outcomes	Differentiation	Assessment
<p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people's understanding.</p> <p>Relating to others – listen actively, recognise different points of view, negotiate, share ideas.</p> <p>Participating and contributing – a sense of belonging and confidence to participate within new contexts.</p>	<p>Topic: <i>Plants</i></p> <p>Language features:</p> <ul style="list-style-type: none"> • Simple & compound sentences • Timeless present; linking verbs & action verbs • Use of adjectives to describe • Use of general nouns & technical nouns 	<p>Students will:</p> <ul style="list-style-type: none"> • identify & categorise technical words related to plants; • revise procedural text – the life cycle of a plant; • read, listen & respond to a simple information report; • identify the text structure and language features of an information report; • write a simple information report on one plant using joint/guided construction. 	<p>Additional support: Use cue cards with initial imperatives to practise giving instructions. Use cut up pictures and instructions for learners to sequence. Joint construction of information text – construct semantic maps using headings</p> <p>Extension: Learners could be assessed with ESOL unit standard 17139: <i>Write with assistance simple descriptions on familiar topics.</i> Learners could do a research project on a plant of their own choice.</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer assessment • Teacher - student conferencing <p>Formative assessment Reading task: Read and respond to a simple information report on one plant.</p> <p>Summative assessment Writing task: A simple information report on one type of tree.</p>

	<p>Topic: Language, culture & identity How people interact with their cultural groups and with other cultural groups; how practices of cultural groups vary but reflect similar purposes.</p> <p>Language features:</p> <ul style="list-style-type: none"> • Simple past tense • Time connectives to sequence events • Nouns to name people, places, things • Conjunctions • Simple & compound sentences 	<p>Students will:</p> <ul style="list-style-type: none"> • prepare to visit a marae (learn protocols, prepare a waiata etc); • visit a marae and write a simple recount; • read and respond to a story & film about life in NZ; • list customs in NZ and compare with customs in home country. 	<p>Additional support Sequence photos from the marae visit and write sentences underneath. Deconstruct a simple recount; Group writing using visual support</p> <p>Extension: Learners could be assessed with ESOL unit standard 17366: <i>Write with assistance simple recounts of personal experiences.</i></p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer assessment • Teacher - student conferencing <p>Formative assessment Writing task: Write a simple recount on the topic <i>Arriving in New Zealand.</i></p> <p>Summative assessment Writing task: Write a simple recount on the topic <i>My first week in New Zealand.</i></p>
--	---	---	---	---

Teacher resources	Student resources
<p>Print Plants Focus on English: Plants ELIP: Stage 1 – 8a – 8d; 14a – 14d; 21a – 21d</p> <p>Language, culture & Identity ELIP Foundation: 13b Stage 1: 6c & 6d; 12c & d; 19a – 19 Video & Teachers' notes: <i>Waves</i> (simplified excerpts) Newspapers in Education: Te Marae</p>	<p>Print Plants Ready to Read: <i>This leaf</i> Connected: Issue 2, 2002 – <i>Moss, Grow your own ferns</i></p> <p>Language, culture & Identity Journals: Birthday Party 1995, Pt 2, No 3; Te Papa Tongarewa, 2001 Pt 2 No 1; A visit to Tapu Te Rangi Marae, 2001, Pt 2, No 1. Parker, K. <i>Yi Jan's Homestay</i> Selections, Ready to Read: <i>My Name is Laloifi</i>. Selections: Coping with crisis, <i>A new life</i>. Choices, Survival, <i>Anwar</i>.</p>
<p>Electronic http://www.kcc.org.nz/educators/activities.asp http://www.teamvideo.net/notes/plants2.pdf</p>	<p>Electronic http://www.teachingonline.org/scienceeducationlinks.html Click on The Great Plant Escape</p>
<p>Visits from subject specialists Visit from Maori language teacher to prepare for marae visit</p>	<p>EOTC Visit native bush areas, wetlands or reserves in local community Visit a local marae</p>

COURSE OUTLINE: Foundation ESOL	ELLP/ELIP level: Foundation to Stage 1
Duration: Term 3	

Learning objectives: ELIP

- Can read, understand and respond to simple texts on issues; can identify main idea and supporting information.
- Can write a simple explanation paragraph.
- Can listen and respond to questions about future events.

Achievement objective: Science New Zealand Curriculum levels 3-4

- Recognise that all living things have certain requirements so that they can stay alive.

Principles: with an emphasis on the following:

	High expectations	Coherence	Future focus
--	--------------------------	------------------	---------------------

Values: with an emphasis on the following:

	Excellence	Innovation, inquiry and curiosity	Ecological sustainability
--	-------------------	--	----------------------------------

Key competencies	Topics and language features	Content & language learning outcomes	Differentiation	Assessment
<p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p> <p>Relating to others – listen actively, recognise different points of view, negotiate, share ideas.</p> <p>Managing self – self-motivated, establish personal goals, make plans, set high standards, have</p>	<p>Topic: Conservation</p> <p>Language features:</p> <ul style="list-style-type: none"> • Identify main idea and supporting detail in text • Use action verbs to build topic information • Use adverbs & adverbial phrases 	<p>Students will:</p> <ul style="list-style-type: none"> • recognise and use key specialist and general vocabulary related to the topic; • draw on own knowledge to talk about familiar conservation concepts; • read, understand and respond to simple texts about conservation issues; • identify text features; • use diagrams to write explanation paragraphs e.g. <i>The Greenhouse Effect</i>. 	<p>Additional support: Model pronunciation, intonation, rhythm & stress (paying attention to phonics) through teacher/taped reading. Build sight vocabulary Use highlighters to identify text features. Sequence a cut up explanation paragraph.</p> <p>Extension: Learners could be assessed with ESOL unit standard 2985: <i>Read with assistance simple texts to gain knowledge</i> or ESOL unit standard 2986: <i>Begin to read independently texts to gain knowledge</i>.</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer assessment • Teacher - student conferencing <p>Formative assessment Read a text on <i>Global Warming</i> and demonstrate understanding.</p> <p>Summative assessment Write an explanation paragraph about <i>Climate Change</i>.</p>

<p>strategies for meeting challenges and participate in self assessment.</p>	<p>Topic: <i>Future Options</i></p> <p>Language features:</p> <ul style="list-style-type: none"> • Use formulaic phrases to talk about self • Use modal verbs to talk about future events • Use interactive strategies • Use non-verbal communication to support and respond to a message 	<p>Students will:</p> <ul style="list-style-type: none"> • learn about the school option system; • identify possible tertiary/ career options; • access information online; • complete forms and write a CV; • participate in a formal interview. 	<p>Additional support:</p> <p>Buddy learners for online activities. Use exemplars and scaffolded writing activities. Practise interview questions in pairs.</p> <p>Extension: Learners could be assessed with ESOL unit standard 17358: <i>Talk about self and family using learnt language patterns.</i></p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer assessment • Teacher - student conferencing <p>Formative assessment</p> <p>Groups of three: One student asks interview questions, another student answers and the third student completes an assessment checklist.</p> <p>Summative assessment</p> <p>Oral task: An interview (videotaped for learner evaluation and reflection).</p>
--	---	---	---	--

Teacher resources	Student resources
<p>Print Focus on English: Conservation</p>	<p>Print Do a journal search on conservation.</p>
<p>Electronic http://www.kcc.org.nz/educators/activities.asp http://www.nzaee.org.nz/resources.htm http://www.climatechange.govt.nz/reducing-our-emissions/schoolstuff/our-climate-is-changing.html</p>	<p>Electronic http://www.globaled.org.nz/gec_media/files/Schools%20Resources/SmallWorld_1_Insert.pdf http://www.nhc.net.nz/ http://www.doc.govt.nz/upload/documents/getting-involved/in-your-community/events/cw09-ed-activity-ideas.pdf</p>
<p>Visits from subject specialists Arrange a visit from a DOC worker. Arrange a visit from the career's adviser</p>	<p>EOTC Visit recycling plants, marine reserves, conservation projects in the local community. Visit a university, polytechnic.</p>

COURSE OUTLINE: Foundation ESOL				
Duration: Term 4		ELLP/ELIP level: Foundation to Stage 1		
Learning objectives: ELIP				
<ul style="list-style-type: none"> • Can read, understand and respond to simple instructions and procedures • Can identify main ideas and supporting information to make notes • Can write a simple persuasive text with support 				
Principles: with an emphasis on the following:				
	Learning to learn	Coherence	Future focus	
Values: with an emphasis on the following:				
	Excellence	Equity	Integrity	
Key competencies	Topics and language features	Content & language learning outcomes	Differentiation	Assessment
<p>Managing self – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage</p> <p>Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p> <p>Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect</p>	<p>Topic: <i>Study techniques & exams</i></p> <p>Language features:</p> <ul style="list-style-type: none"> • Timeless present tense • Relating & action verbs • Classifying adjectives • Detailed noun groups • Time conjunctions • Adverbial phrases • Compound & complex sentences 	<p>Students will:</p> <ul style="list-style-type: none"> • use computers to research study tips; • Choose one study tip to explain to a partner; • use online mind mapping skills for revision; • become familiar with exam procedures; • learn to make notes using key words; • use model exam questions to build up instructional vocabulary; • rephrase exam questions to show understanding. 	<p>Additional support: Pair learners with a buddy for research and online activities. Use a larger number of vocabulary activities to reinforce instructional vocabulary used in exams.</p> <p>Extension: Train learners to be effective study buddies for others. Provide model exam answers. Learners need to formulate the question.</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer assessment • Teacher - student conferencing <p>Formative assessment Group task: Follow instructions to create a power point presentation on study techniques.</p> <p>Summative assessment A reading assessment on study techniques and exam procedures with questions based on instructional vocabulary.</p>

<p>people's understanding.</p>	<p>Topic: Health – keeping yourself safe</p> <ul style="list-style-type: none"> • internet safety • school safety • outdoor safety <p>Language features:</p> <ul style="list-style-type: none"> • General nouns • Action, thinking, relating & modal verbs • Compound & complex sentences • Connectives to show sequence and logical links 	<p>Students will:</p> <ul style="list-style-type: none"> • develop word banks to build field; • distinguish between fact and opinion using model texts; • examine different types of verb processes and their effect; • write a simple guided persuasive text. 	<p>Additional support: Create visual field to support written persuasive texts e.g. draw and label diagrams, graphs, tables. Complete cloze or poster emphasising emotive words. Deconstruct text followed by joint construction using word banks and scaffolds.</p> <p>Extension: Complete research on a health topic of choice to present to class with visual aides.</p>	<p>Informal assessment:</p> <ul style="list-style-type: none"> • Teacher observation • Self-assessment • Peer assessment • Teacher - student conferencing <p>Formative assessment Create a poster or pamphlet on a health issue.</p> <p>Summative assessment Write a letter to the editor based on a topical health issue.</p>
--------------------------------	---	---	---	---

Teacher resources	Student resources
<p>Electronic http://www.netsafe.org.nz/ http://www.teamup.co.nz/Teen/SafeAndHealthy/TeensOnTheInternet.aspx http://www.teamup.co.nz/Teen/SafeAndHealthy/Bullying.aspx</p>	<p>Electronic http://www.studyit.org.nz/studyandexam/ http://www.kidspot.co.nz/article+415+72+Internet-safety-for-kids.htm</p>
<p>Visits from subject specialists Arrange a visit from a Health teacher followed by students visiting a mainstream Health class. Invite an outdoor survival specialist e.g. someone from the New Zealand Mountain Safety Council (NZMSC) to give a talk to the class about the dangers of being in the country. The students could prepare questions in advance.</p>	<p>EOTC Participate in an outdoor education experience</p>

Final evaluation of course	Suggested changes
<p data-bbox="188 312 752 341">Collate comments from student evaluations</p> <p data-bbox="188 584 911 612">What impact did my teaching have on student learning?</p> <p data-bbox="188 823 528 852">What evidence do I have?</p>	<p data-bbox="1167 312 1832 341">What would I plan to do differently next time? Why?</p>