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Working with English Language Learners

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A Handbook for Teacher Aides and Bilingual Tutors

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langue

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VALUING PARAPROFESSIONALS

"Paraprofessionals often possess unique skills that help them know the students in a way that helps students learn. These unique skills are often the result of paraprofessionals' spending more time with the students, knowing them from the community, and sometimes sharing the same culture and language.

Positive school environments were characterised by paraprofessionals working as a team with teachers, being viewed as educators, being treated respectfully by all school personnel and parents, and feeling rewarded by their work with children. Those who thought their relationships with other school personnel were positive, saw it in the whole culture of the school."

Chopra R., Sandoval-Luvero E., Aragon L., Bernal C., Bergdebalderas H.,Carroll, D.

The Paraprofessional Role of Connector Remedial and Special Education, *Volume 25, Number 4, July/August 2004*

Bilingual classroom assistants .. are uniquely placed to make links for children who share a cultural heritage similar to their own. They are able to build on the form of knowledge and the cultural capital that children bring from home in ways in which few monolingual class teachers are able to do. Yet …bilingual assistants have relatively few opportunities to engage in such classroom conversations with the children and even fewer opportunities to plan for such conversations…."

Martin-Jones M. & Saxena M. (2003).

Bilingual resources and funds of knowledge and learning in multi-ethnic classrooms in Britain. *International Journal of Bilingual Education and Bilingualism,* 6 (3&4), 279.

When they are trained appropriately and used effectively in the classroom, paraprofessionals can not only expand a school's literacy learning opportunities for struggling students, but can also make the "main course" of literacy learning more appetizing and more nourishing.

Causton-Theoharis J., Giangreco M., Doyle, M., Vadasy P. (2007)

Paraprofessionals – The "Sous-Chefs" of Literacy Instruction Council for Exceptional Children

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Working with English Language Learners:

a handbook for teacher aides and bilingual tutors

Table of Contents

Preface 5

Introduction 6

Module 1 Strengthening the role of the bilingual teacher aide 11

Introduction 11
Module Task
Think, Pair Share 11
Good practice 11
Resources 12
Next steps 12
Task Templates
Resource 1A Role Checklist 12
Resource 1B Checklist – Identifying and Describing Teacher Aides' Existing Work Context 15
Resource 1C Action Plan 17

Module 2 Contexts and ways of working 18

Introduction 18
Working in a range of contexts 18
Group types 18
Planning with teachers 18
Working with students 18
Contributing to Individual Programme Plans (IPP) 19
Being organised 20
Module Tasks
Before, During and After Chart 20
Venn Diagram 20
Good practice 21
Resources 21
Next steps 21
Task Templates
Resource 2A Before, During and After Chart: Ways of Working 22
Resource 2B Venn Diagrams 23

Module 3 Understanding additional language acquisition 25

Introduction 25
The process of learning an additional language 25
Different kinds of language learners and factors affecting language learning 26
Module Tasks
Note Grids 26
Diamond Grid 26
Good practice 27
Resources 27
Next steps 27
Task Templates
Resource 3A Note Grid 28
Resource 3B Diamond Grid: Knowing a Learner 29

Module 4 Effective teaching and learning, Self-Access learning and Vocabulary development 31

Introduction 31
Effective teaching and learning 31
Self-access learning 31
Vocabulary development 32
Module Tasks
Ranking Task 32
Vocabulary Development 32
Vocabulary Learning Strategies 32
Good practice 32
Resources 33
Next steps 33
Task Templates
Resource 4A Effective Teaching and Learning: Ranking / Sorting Task 34
Resource 4B Vocabulary Development 36
Resource 4C Use of Vocabulary Learning Strategies 38

Module 5 Supporting oral language development 39

Introduction 39
Using a Picture sequence 40
Strip texts 41
Speaking frames and Say-it grids 41
Listening grids 41
Module Tasks
Using a Picture Sequence 41
Using a Strip Text 42
Using a Speaking Frame 42
Speaking Grid 42
Listening Grid 43
Good practice 43
Resources 43
Next steps 44
Task Templates
Resource 5A Using a Picture Sequence – Making Koko 46
Resource 5B Using a Picture Sequence and Strip Text 47
Resource 5C Sample Speaking Frames 49
Resource 5D Speaking Grid (Say-it) for *Flood* 49
Resource 5E Listening Grid: Listening for Vocabulary Items 50

Module 6 Supporting questioning 51

Introduction 51
Different types of questions 51
Literal, inferred and applied questions 51
Getting students to ask questions 52
Wait time 52
Module Task
Asking and Answering Questions 52
Good practice 53
Resources 53
Next steps 53
Task Templates
Resource 6A Question Stem Grid 54
Resource 6B Question Dice 55
Resource 6C *Earthquake* 56

Module 7 Supporting reading 57

Introduction 57
Module Task
Building knowledge about supporting reading 59
Good practice 59
Resources 59
Next steps 60
Task Templates
Resource 7A Learning Steps for New Learners of English (NLOE) 62
Resource 7B Reading with New Learners of English – Checklist Chart 64

Module 8 Supporting writing 65

Introduction 65
Types of texts 66
Genres (text types): Purposes and Forms 67
Supporting student writing 68
Spelling 68
Graphic organisers 69
Writing frames 69
Dictation 70
Note-taking and summarising 71
Module Tasks
Sorting genres (text types) 71
Before and After 4x3 Grid 71
Combining a 4x3 Grid and a Writing Frame 72
Teaching Note-Taking and Summarising 72
Good practice 73
Resources 73
Next steps 73
Task Templates
Resource 8A Sorting Genres (Text Types) 74
Resource 8B 4x3 Before and After Grid-Ideas about Student Writing 76
Resource 8C Combining a 4x3 Grid and a Writing Frame 77
Resource 8D Editing Checklist 79

Module 9 Supporting learning to learn 80

Introduction 80
Supporting learning to learn 80
Independent learners 80
Learning to learn 80
Understanding what to learn and knowing when you have learnt it 81
Using strategies across modules to train students in learning to learn 81
Module Tasks
Using a Self-monitoring Chart-KWLH 81
Disappearing Text 82
Developing a Self-access Learning Plan 82
Good practice 83
Resources 84
Next steps 84
Task Templates
Resource 9A Learning Support Options 85
Resource 9B KWLH: Learning to Learn 88
Resource 9C Disappearing Text 89

Module 10 Supporting learning in the curriculum areas 90

Introduction 90
Websites with links to curriculum areas 90
Module Task
Using Selected Websites 91
Good practice 91
Next steps 91
Resources 91
Conclusion 91
Review Charts
Supporting Oral Language Module 5 92
Supporting Questioning Module 6 94
Supporting Reading Module 7 96
Supporting Writing Module 8 98
Supporting learning to learn Module 9 100
Learning in Curriculum Areas Module 10 102

PREFACE

Working with English language learners: a handbook for teacher aides and bilingual tutors

Paraprofessionals who work as teacher aides and bilingual tutors to support English language learners have the potential to increase student achievement through supporting learning in mainstream classes and in ESOL programmes. Research tells us that three of the factors which will make this support much more effective are:

- clear definitions of teacher aide roles and responsibilities that align diverse responsibilities, time allocations, teacher direction, and formal supervision
- ongoing professional development that links with role expectations and broader program needs
- organisational support that coordinates formal and informal structures to enhance their coherence and effectiveness

This professional development handbook has been designed to support schools in making effective use of teacher aides and bilingual tutors. The handbook has been adapted from the professional development programmes for bilingual tutors and Pasifika bilingual teacher aides.

The ten modules are designed as a professional development programme lasting approximately two terms. This allows about two hours per fortnight per module for the coordinating teacher and teacher aides to read the module notes and complete the tasks either as individual schools or with a local cluster (see p 9).

Bilingual teacher aides can enhance student achievement by encouraging the use of first languages when supporting English language learners in primary, intermediate and secondary mainstream classes, in ESOL classes, in small groups, or for individual support.

However, the handbook is also intended for all teacher aides who do not speak the language of the students they are working with, including those teacher aides who speak only English. All teacher aides can use the information in the handbook in different ways, with the support of a coordinating teacher in their school (e.g. SENCO, Syndicate leader, ESOL teacher, Literacy leader, Learning support teacher).

The charts at the end of the handbook (pp 92-103) explain how to work with groups of students who speak the same first language as the teacher aide (first language or L1 groups), and how to work with groups of students with different languages to the teacher aide (multi-language groups) in both primary and secondary schools.

This handbook is not a replacement for externally facilitated teacher aide professional development programmes which the Ministry offers from time to time in different regions of New Zealand. Whenever these opportunities arise, schools should take advantage of the chance to participate, as the outcomes always demonstrate that in-depth professional development increases the effectiveness of support staff.

Introduction

Paraprofessionals working as English language support staff (teacher aides, bilingual tutors) play an important part in helping English language learners at school. They can provide intensive support for students in the early stages of English language learning, and can also assist students in study support programmes and mainstream classes. Although this handbook has a focus on bilingual teacher aides**, it can also be used by teacher aides who speak only English** who are working with English language learners in schools where there are very few migrant and /or refugee background students, as there may be fewer opportunities for these teacher aides to access professional development.

The majority of teacher aides working with English language learners do not speak the language of the students they work with, yet they can still encourage students to use their first languages in thinking about their learning as the learners work towards mastering English to access the curriculum. The charts at the end of this handbook suggest ways of working with students when you do not speak their language. Teacher aides who do not speak the language of the students they are working with can also create bridges into the new culture for students.

Employing bilingual tutors/teacher aides has tremendous benefits for the whole school community, as well as the teacher aide. Bilingual teacher aides, who are sometimes called bilingual tutors, can be role models of success for the students they are working with. They can share their understandings and experiences of their own culture and language with the school community as well as gain understanding about New Zealand education and culture to share with their own communities. Bilingual teacher aides are a bridge for students between the hearts and minds of their own culture and the new language and culture they are experiencing.

Bilingual support workers: roles, requirements and job descriptions

Assets of bilingual teacher aides:

- knowledge of the religious contexts, social structures and interactions and expectations of their community
- empathy with the difficulties of learning in a new language
- a whole different range of things to share about food, music, literature, art, sport
- ability to identify with needs and feelings of students adjusting to a new culture and environment
- bi/multi-lingualism
- a range of skills and educational qualifications and life experiences- may have experience of working in another country

There are many reasons for employing bilingual support staff.

- They understand what it is like to have to develop a dual identity – one part of this identity has to maintain their place in their own communities and one has to find a place in the community that those born outside New Zealand become part of.
- They are able to support learning for those students with whom they share a language.
- They can smooth the communication pathways not only between the parent/caregiver community and the child and the school, but also within the school.

A bilingual tutor can help schools to engage with families effectively by:

- giving explanations of school systems, curriculum and assessment, learning pathways, extra-curricular activities and behavioural expectations to the parents/caregivers
- anticipating or ensuring early detection of school-based problems with or for students, so that problems can be averted or minimised
- picking up early warning signs of emotional problems and working with school guidance personnel to support students
- suggesting culturally appropriate resolutions and/or negotiating with specialist referral agencies
- sharing cultural information about the community with the school, at professional development sessions
- working one-to-one or in small groups with students to support social, emotional and academic development
- helping maintain effective school-community communication.

The Teamup website helps families and schools to support students.
http://wwww.teamup.co.nz

Suggestion. Schools should take the time to do a skills inventory with bilingual support staff – many are likely to have hidden or undeclared talents.

Differences between bilingual tutors and bilingual support workers

The roles of bilingual tutors and bilingual support staff are distinct, even though they may in some cases be the same person. The main role of a bilingual tutor is to help students with their learning in and through English. The role of a bilingual support worker is to help with student – school – family – community liaison. There will be times when there is considerable overlap, but a tutor's time should be focussed on the classroom.

Selecting and appointing bilingual tutors and support workers

Bilingual support workers must:

- have the confidence and trust of the community
- be able to respect confidentiality
- have the skills to interact with the educational and wider communities
- be able to determine when and where to refer students when appropriate, in consultation with the school and family when necessary.

Vacancies should be advertised and interviews conducted. Hours, holidays, and rates of pay should be clearly specified. Conditions and a job description as well as protocols of operating should be written down and discussed verbally prior to appointment.

Helping the teacher aide/bilingual tutor to be effective in their work means that when they join the staff they need:

- induction, befriending
- formal introductions to whole staff and individually to key personnel, senior management, RTLB, different teams in school, BOT, PTA
- a negotiated job description and clear lines of responsibility and reporting
- clear explanations of school systems (rewards/discipline procedures)

- opportunities to observe typical classrooms in a variety of subject areas.

They also need:

- access to copies of whole school timetable
- a workplace – including a room to work with students at arranged times
- copies of school calendar (special events, PD days etc)
- access to copies of relevant school policies
- keys and access to a phone.

Benefits of training and working with a coordinating teacher

The provision of this handbook is part of the ministry's wider strategy for improving the practice of English language support staff in schools. Part of this strategy is based on the evidence that **practice improves greatly when some of the teacher aide paid hours are available for regular consultation between classroom teachers and the teacher aide.** For example, one hour per fortnight could be scheduled for the teacher aides/bilingual tutors to meet with the SENCO, or another coordinating teacher, for forward planning, or working through the handbook.

Teachers will be able to work with teacher aides and bilingual tutors to ensure that they are able to access and use all the ESOL resources referred to throughout the handbook. These include:

- *English Language Intensive Programme Primary Resource* and *English Language Intensive Programme, years 7-13 (ELIP)*
- *English Language Learning Progressions, years 1-4, 5-8, and 9-13 (ELLP)*
- *Supporting English Language Learners in Primary Schools (SELLIPS)*
- *ESOL Online website* **www.tki.org.nz/esolonline**
- *Effective Literacy Practice, Years 1-4, 5-8 (ELP)* and *Effective Literacy Strategies, in years 9-13 (ELS)*
- *Language Enhancing the Achievement of Pasifika* **www.leap.tki.org.nz**

In all the professional development programmes being provided by the Ministry of Education for English language support staff, it has been consistently shown that the benefits for the school are increased significantly when a coordinating teacher shares the training with the teacher aide/s. This allows the learning about the effective use of teacher aides to be shared within syndicates or faculties, and improves the quality of communication and planning between the teachers and the teacher aides.

Responding to diversity

The ministry has provided schools with five key resources which give examples of how to create and maintain a welcoming and supportive environment for students from diverse cultures.

The first three resources are in the *ESOL Information for Schools Folder*. The other two have been sent to all schools with ESOL-funded students.

1. *The Refugee Handbook for Schools,* (Section 1 Preparing the School to Welcome Refugees)
2. *Effective Provisions for International Students*
3. *Non English Speaking Background Students: A Handbook for Schools*
4. *New to New Zealand* – information on many of the diverse cultural groups who live in New Zealand
5. *Defining Diversity (* the professional development facilitation notes to accompany *New to New Zealand)*

Contents of the handbook

This handbook provides a series of short modules providing guidelines on how to enable schools to maximise the effective use of teacher aides/bilingual tutors supporting English language learners from migrant and refugee backgrounds. **Bilingual tutor** is the term used in this handbook to describe teacher aides who support English language learners through use of both first language and English. Some bilingual tutors also have another role supporting school – family – community liaison, but this handbook focuses on classroom support.

The modules offer frameworks for exploring and clarifying the role of the teacher aides, and examples of practical approaches and strategies.

Each module has

(a) an introductory section for reading and discussion

(b) at least one task*, based on the content of the module.

(c) a summary of what the section means in terms of good practice

(d) some references to resources to use for planning and working

(e) suggestions for "next steps" to encourage further development of good practice.

*The task provides a model relevant to the module, that teacher aides/bilingual tutors can adapt for use in class with particular groups and teaching situations. It's important that you do the task, so you understand how it will work for students. Where appropriate, there is also a suggestion for how to adapt the Module Task to use with younger learners.

How to use this handbook

This handbook can be used in a number of different ways, but all professional development should be in association with a coordinating teacher. While some of the tasks can be done individually by teacher aides/bilingual tutors, many are designed to be done in pairs, or groups. In addition, valuable learning occurs when there are opportunities for sharing and discussion. Therefore, wherever possible, schools should try and create a local area cluster of teacher aides/ bilingual tutors and /or teachers to work through the handbook together, in short sessions.

For each module, you should:

- read the Introduction
- do the Module Task/s (and think how you will do a similar task with your learners)
- compare your own practice with Good Practice suggestions and check for resources, but remember that the handbook is not a replacement for in-depth professional development and should always be used with the support of a coordinating teacher in the school
- read the suggested Resources
- follow the Next Steps
- review what you have learned with your coordinating teacher, classroom teachers, SENCO, etc and prepare for the next module.

Each time a task is introduced, the purpose is explained. It's very important that teachers and teacher aides/bilingual tutors explain to students both the purpose (why) and the process (how) of completing a task, as this helps them to learn how and when to use the approach independently.

In each module there are :

- instructions for completing the task *individually*, when the teacher aide/bilingual tutor is working through the handbook by themselves, but supported by a coordinating teacher
- instructions for *workshop use*, when there is more than one teacher aide/bilingual tutor using the materials together, either with a partner, or in a workshop group.

Teacher aides/bilingual tutors should keep a loose leaf folder for all materials and resources. **The Task Templates for completing the tasks are at the end of each module.**

Many practices, strategies and approaches can be used in lots of ways for oral language, listening, reading and writing tasks. As you use the handbook, think about how you could use each strategy in a different way for a different purpose, e.g. *Think, Pair, Share* could be used for oral language development in talking about a picture, understanding a reading text, or preparing for writing. You can find more information about the principles of good ESOL practice on the *ESOL online* website, **www.tki.org.nz/esolonline**

The teacher aide/bilingual tutor toolkit

A basic "toolkit" for use in working with students should include:

- this handbook
- a good English dictionary, with definitions given in a context
- a first language (or bilingual) dictionary in the language of the student
- any materials available in first language that the teacher aide can provide
- where possible, a list of educational and general websites in the first language, which students can access for practice and to help support their first language.

Numeracy

This handbook focuses on supporting written and spoken English for literacy across the curriculum. However, it is extremely important that students are given a **systematic programme for developing numeracy,** and that a maths specialist is involved with their education from the time that they enter school. This is essential, particularly for some older students with limited education or no prior schooling who have missed out on foundation numeracy learning. The *Refugee Handbook for Schools* (Section 3) page 9, provides information on how to plan to include numeracy into the student's learning programme.

Using teacher aides/bilingual tutors to give subject-specific support in the Maths programme could be useful.

Other possibilities for using the handbook

- Teacher aides/bilingual tutors can be brought together prior to the start of the school year for one or two days to work through the modules.
- Schools can combine with other schools who have teacher aides/bilingual tutors to focus on a selected module(s) at regular times over the year.
- Teachers can arrange to conduct regular short observation and discussion sessions with their teacher aides/bilingual tutors.

Supportive ways of working

- Set up an email loop with people from different areas/schools.
- Set up a telephone chain for important school and community meetings.
- If working with students from refugee backgrounds, keep in regular contact with the local MoE Refugee Education Coordinator.
- If working with students from migrant backgrounds keep in regular contact with the local MoE Migrant Education Coordinator.

MODULE 1

Strengthening the role of the teacher aide/bilingual tutor in the school

Introduction

It is useful for teacher aides/bilingual tutors to clarify their roles in discussion with the management and the teacher/s they are supporting. The best use of teacher aides/bilingual tutors occurs when the teachers and the support staff have a shared understanding about:

- the importance of encouraging students to access *The New Zealand Curriculum* through using their first language to understand and process information and to explore ideas
- the organisational factors that make the use of teacher aides/bilingual tutors more effective
- the practical approaches and strategies that teacher aides/bilingual tutors can use to facilitate learning.

Bilingual tutors are often used in other roles, such as to liaise between the families and communities and the school, or to address problems with students at school. However, this handbook provides a model for professional development only for the learning support role, so that teachers and schools can recognise the value of teacher aides/bilingual tutors and plan to improve student achievement by creating effective ways of working together.

Module 1 Task Think, Pair, Share

Purpose: This strategy helps students to be independent by giving them time to find out what they think or know about a topic before relying on others. The "wait" or "think" time that is part of Think, Pair, Share has been demonstrated to be a powerful factor in improving student responses to questions **(see Module 6 Supporting Questioning).** The students first work individually saying or writing down their ideas. Next they share their ideas with a partner and then with a larger group or whole class.

A **bilingual tutor** could help students say or write their ideas in first language before attempting to use English.

Individual task

Complete the checklists shown in Resources 1A and 1B by yourself, and then discuss with the coordinating teacher.

Workshop task

Complete checklists with partner, then use Think, Pair, Share to compare your responses and situations.

Good practice

Making the best use of a teacher aide/bilingual tutor requires good communication between the senior management, the teaching staff and the learning support staff. It's important for everybody to be clear from the start about what the teacher aide/bilingual tutor is going to do, and whether this role is in addition to, or separate from, a school-community liaison role, especially if there is a differential in pay rates between the two roles.

Resources

The ***Refugee Handbook for Schools (ESOL Information for Schools Folder)***

Next steps

1. Complete the task templates below.
2. After completing 1A and 1B templates, suggest two ways that your role in the school can be strengthened.
3. Use these suggestions to develop an Action Plan for using the professional learning in these modules. (Refer to Resource 1C which is a template). This plan should be discussed with and monitored by a coordinating teacher over the rest of the year. Keep the Action Plan, so that it can be changed or added to at the end of each module.
4. Use Resource 1C to compare further the role of a teacher aide/bilingual tutor with role of a bilingual liaison person.

Module 2 is about ways of working as a teacher aide/bilingual tutor.

Preparation: Meet with the class teacher (primary) or one of the subject teachers (secondary) to set up a regular time to discuss upcoming topics. You could record this information in a journal documenting and reflecting on your work with those students.

Module 1 Role checklist **Resource 1A**

1. Educational and professional background	
a. What did you do before you became a teacher aide?	If yes, what kind of work?
b. Have you been involved in this kind of work in a different situation?	
c. What made you want to be a teacher aide?	
d. What skills do you bring to this role?	
e. Have you been previously involved in any professional development for being a teacher aide? e.g ELA training or the 'Home School Partnership'?	No / yes, when?
f. How has previous training helped your work in the classroom?	

2. Role in the school a. What do you see as your role in the school? b. What do you see as your role in the classroom? c. Do you see your role mainly as developing teachers' resources or supporting students' learning or both? d. Do you have other responsibilities at school? What are they?	

3. Support received from school a. What support do you receive from your school managers or teachers? b. How are you supported in your role? c. Who provides support? d. Do you get any planning time with the person to whom you are responsible? e. Are you involved in the planning of your programme? In what way? f. Are you given a programme to use?	

4. Use of first language with students a. What is the purpose of having bilingual teacher aides at school? b. Do you use your first language in your work? c. How do you use it? (e.g. for discipline / for teaching?) d. How do you feel about using your first language in the classroom?	

5. Use of students' first language and attitudes to maintaining students' L1 a. How do you feel about students using their first languages in the classroom? b. Do you support/encourage students in using their first language in the classroom/ school? If so, how?	

6. Support for students' listening and speaking a. What is your role in supporting students with listening and speaking?	

7. Support for students' reading and writing a. What is your role in supporting students with reading and writing? b. Do you use any first language resources to support children in reading and writing? Which ones?	

8. Most satisfying part of the role a. What is something that you have done with students that you are proud of? c. What do you find most satisfying in your work?	

9. Difficult aspects of the role a. What do you find most difficult in your role at school? b. Do you have any frustrations or issues?	

10. Are there any other things that you would like to mention?	

Identifying and Describing Teacher Aides' Existing Work Context *(Circle the relevant bullet point and provide responses, as appropriate)*	
1. The teacher aide works in:	• a mainstream classroom • a bilingual classroom • In a group withdrawal situation • a combination of situations including:_____
2. The teacher aide works with:	• students in junior primary classes (years 1-2) • students in middle primary classes (years 3-4) • students in senior primary classes (years 5-6) • students in intermediate schools (years 7-8) • secondary school students in – mainstream junior secondary classes/ reception classes (ESOL only), – mainstream senior secondary subject classes (years 11-13) – homework or after-school study support programmes
3. The teacher aide works with:	• ethnically homogenous groups of students including:_____ • ethnically diverse groups of students including: _____ • a range of groups including: _____ • individual students including: _____ • ORRS funded students • new migrants • students requiring Foundation literacy support, including development of alphabet knowledge
4. The teacher aide works:	• in collaboration with the class teacher; – supporting students in completing class tasks – by translating instructions for new migrants – by performing organisational tasks such as resource preparation – by… • independently of the class teacher; – by supporting students with basic literacy skills including: – by operating independent literacy programmes such as 'Rainbow Reading', 'Talk to Learn', 'Self Pacing Boxes' and… – by…
5. The teacher aide has opportunity to use first language with students.	• Yes, has opportunity and/or encouragement to use L1 • No, has little opportunity and/or encouragement to use L1.
6. The teacher aide uses L1 for behaviour management.	• Yes, mainly • No, not often

7. The teacher aide uses L1 for teaching and learning.	• Yes for instruction with classroom content. • No, rarely
8. The teacher aide has opportunity to share cultural expertise with students and/or staff.	• Yes, when… • No, because…
9 Please list any other relevant points in relation to the teacher aide's work context.	

- Make a list of things that need to be done as a result of completing the checklists, Resources 1A and 1B, and discuss these with the coordinating teacher, e.g. Using L1 for teaching and learning as often as possible.
- Then fill in the action plan below for 3 of these suggestions with the coordinating teacher and review at the end of the year to record progress. Two suggested examples have been done.

Action Plan

Goal	**Who will do this?**	**By when?**	**How do we know we have met our goal?**
Example: Using L1 for teaching and learning on a regular basis when I work with students	Bilingual tutor with support from coordinating teacher	End of term 3	Bilingual tutor starts every session by reviewing the previous session in first language and ends each session by summarising key points in L1.
Example: Using the *Picture Dictionary for New Learners of English* to make sure students know these words.	Teacher aide	End of term 3	Students know all words in dictionary and use a variety of ways to learn vocabulary.
1.			
2.			
3.			

Module 2

Contexts and ways of working

Introduction

Whatever the context you work in, or the composition of the groups you work with, the most important thing is to have planning time with the teachers ahead of the topic. While helping with immediate student needs can be useful, it is not so effective for supporting long term academic progress. It is valuable to **"front load"** information, or prepare the students ahead of time for the topic, so that they are confident with the concepts and vocabulary.

Working in a range of contexts

Teacher aides/bilingual tutors work in many different contexts. These may include working:

- one to one with a student in an ESOL withdrawal classroom
- one to one with a student in a mainstream classroom
- with small groups in an ESOL withdrawal classroom
- with small groups in a mainstream classroom
- in after-school homework group settings
- in subject-specific support groups/classes (e.g ESOL Maths class)

Group types

Groups may be:

- talking in one language
- talking in a range of different languages
- made up of students with different levels of English language skills
- made up of students with varying levels of formal education
- made up of students from a range of backgrounds, e.g. migrant, refugee, international feepaying

Planning with teachers

- It is essential to know what is happening in the topic well ahead of time.
- There should be a regular meeting time with key teachers to plan and review.
- This forward planning means that you can assist the students by pre-teaching the key vocabulary or discussing concepts at the students' own level (front loading).

Working with students

- Your role is to **facilitate student learning** not simply provide answers.
- Your role is to **help students process and complete tasks**, not just ask/answer questions.
- You need to allow "wait time" for students to think, and not answer for the students.
- You may be working with students before they begin a task, while they are doing the task, or after they have completed it.

Your coordinating teacher can help you find effective examples of how to provide support before, during and after the completion of a task.

Examples are in the Notes for *Selections,* e.g. *Selections 2007, Teachers' Notes,* (Item number 31874) which the school should have or *English Language Learning Progressions*, yrs. 1-4, 5-8 and 9-13, and *English Language Intensive Primary Resource* and *English Language Intensive Programme Years 7-13 Resource. (ELIP)*

- In pairs and small groups, the focus is to make the learning **interactive**. When learning is interactive, students absorb knowledge more easily, e.g. *Say-It*, pg. 6, *ELIP*, yrs. 7-13.
- Teacher aides/bilingual tutors should be constantly working towards making students become **independent learners.**

Contributing to Individual Programme Plans (IPPs)

An IPP is similar to an Individual Education Plan (IEP), or an Individual Learning Programme (ILP), for special needs or behavioural issues. However, the focus for an IPP is English Language Learners, particularly those from refugee backgrounds who may have had disrupted learning.

An Individual Programme Plan is needed:

- when barriers to learning (little or no prior schooling in particular) have been identified through information-gathering and diagnostic assessment
- at key transition points (e.g. in/out of language support class, assessment for teacher-aide support).

Why is an Individual Programme Plan needed?

- to identify achievable outcomes
- to select priorities for learning (skills and knowledge)
- to determine teaching and support strategies
- to decide on resources, monitor progress regularly (both self-monitoring and teacher monitoring)
- to record achievements.

(See Section 3: Planning and delivering a teaching programme, *Refugee Handbook for Schools*, 2006 p.7)

- It is important for teacher aides/bilingual tutors to develop these plans with beginning learners, especially those at Foundation and Stage 1 of the *ELLP*, as these students need to have definite goals and close monitoring of their progress.
- Plans are individual but can be set as group plans for students at the same level. (See the *Refugee Handbook for Schools* – Section 3, p. 6, for further information around the template below.)

Individual Programme Plan

Stage of Learner on ELLP:
Oral Language _____, Reading_____, Writing _____

At the end of Term _____ aims to

-
-
-
-

End of Term Comment:

Being organised

Your role as a teacher aide/bilingual tutor is more effective when you are well organised.

Schools appreciate it when you:

- are punctual – you should arrive in time to get to the class just before it starts
- tell the school in good time if you can't get to work that day
- understand the school rules and help the students to follow these rules
- understand that you are part of the school staff and act appropriately.

Module 2 Task 1 Before, During and After Chart

Purpose: These charts help students to track what they have learned over time, and what they still need to learn better.

Working with young learners

Teacher aides/bilingual tutors can help young learners by recording their ideas on charts before, during and after a topic of study. Then read them back and discuss them at each point with the learners.

Individual task

Use the Before, During and After Chart Resource 2A to record ways of working before you use the handbook, then later to see what has changed about your ways of working at your school. These can be discussed with a coordinating teacher.

Workshop task

Use the Before, During and After Chart Resource 2A to record ways of working before you use the handbook, then later to see what has changed about ways of working at your school. These can be compared with a partner, using the Venn Diagram. These can then be discussed with a coordinating teacher.

Module 2 Task 2 Venn Diagrams/blank templates

Purpose: Venn Diagrams help to make clear what is different and similar about ideas or situations. These diagrams help students to develop higher order thinking skills. Venn diagrams are a good tool for teaching the language of comparison and contrast. They can be done in first language as well as English.

Venn diagrams can be used:

- before, during or after a learning activity or topic
- organising and sorting information
- to help students think about and use text types and patterns, particularly comparisons

Venn diagrams can be used by students to compare (for example):

- what they did in the weekend
- birthday celebrations in their different countries
- special festivals
- games children play in their different countries of origin, or in their country of origin and New Zealand
- acids and bases
- metals and non-metals
- helpful strategies they use for learning English.

Working with young learners

Teacher aides/bilingual tutors can record ideas for young learners on the Venn diagrams and then read them back with them, or young learners can draw pictures of their ideas.

Individual task

Use a Venn diagram with a learner or group you work with, based on a curriculum topic.

Workshop task

Work with a partner.

Talk about your roles as a teacher aide/bilingual tutor in your schools.

Discuss what you do that is the same and what you do that is different.

Write the things that you both do in the centre section of the Venn diagram.

Write the things that only you do in your section of the Venn diagram.

Talk about why you think you have different roles in your different schools.

Good practice

Being an effective teacher aide/bilingual tutor means thinking carefully about what sort of group you're working with, creating some planning time with the teacher/s, using this handbook to make thoughtful choices about how you support students to both understand and complete their classwork (especially through the first language), and become independent learners.

Resources

- *English Language Learning Progressions* (***ELLP***)
- *Selections, e.g. Coping with Crises, 2005*
- *English Language Intensive Programme* ***(ELIP)***
- *Supporting English Language Learners in Primary Schools* ***(SELLIPS)***
- *The Refugee Handbook for Schools, Section 3 (in the ESOL Information for Schools Folder)*

Next steps

1. Discuss the purposes and effects of different types of groups with a colleague. Describe what types of groups you are working with.
2. Work with a teacher to develop an IPP for one student or for a small group of students at a similar level. (See Section 3 of the *Refugee Handbook for Schools* for guidance).
3. Choose some of the links from the Ministry of Education's website *Te Kete Ipurangi,* which has sections on each curriculum area, to understand more about curriculum in different learning areas. **http://www.tki.org.nz/e/tki/**

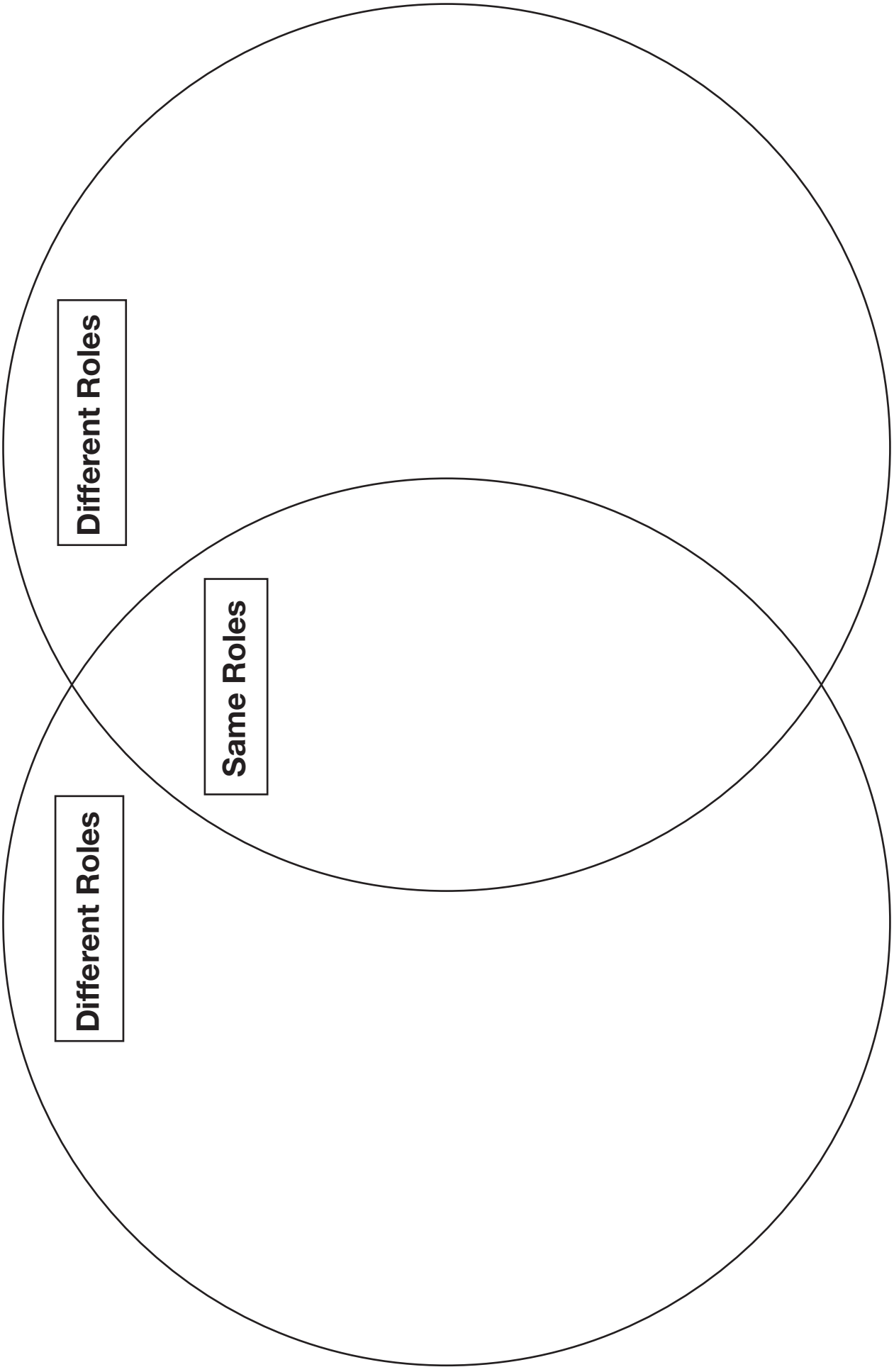
Module 3 is about how people learn an additional language.

Preparation: Find the *English Language Learning Progressions* folder in your school and read the *Introduction* booklet. Discuss with the coordinating teacher 3-5 key things you learned and explain how these will affect your work with students and teachers.

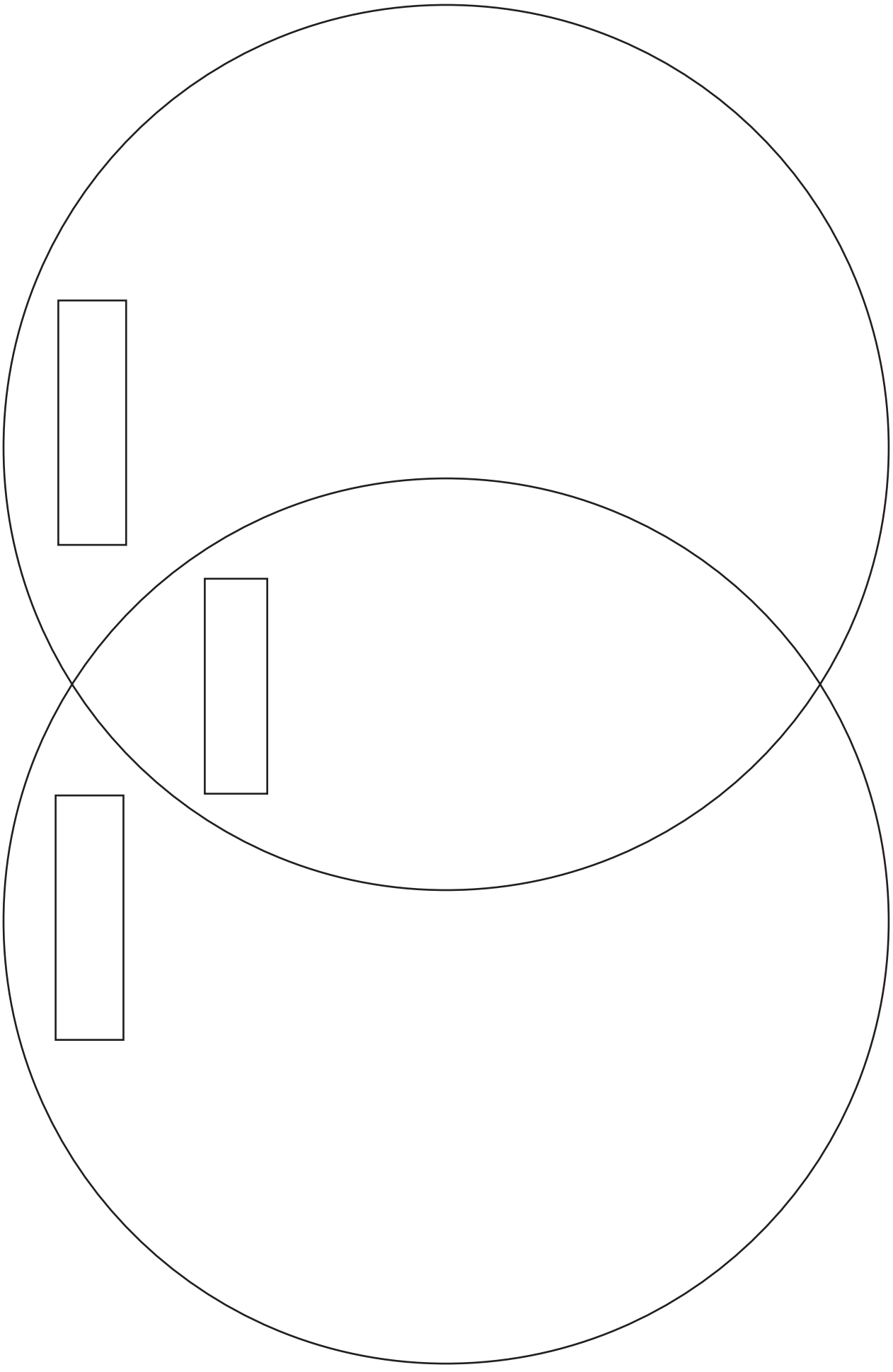
Module 2 Task 1 Before, During and After Chart – Ways of Working Resource 2A

Fill this in at least twice per year (tick at end of Term 1 and end of Term 3) to see if you have changed your ways of working. If there are important things which are not happening, you need to discuss these with the coordinating teacher, to try and make them happen. You may tick in more than one box.

Approaches to teaching and learning	**This does not happen at present.**	**I know about this but it doesn't happen often.**	**I know about this and try to ensure that it happens frequently.**	**I would like this to happen more.**
Getting advance warning of the topic/ aims of the lesson and key vocabulary	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Knowing the aims and topic of the lesson	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Having a regular meeting time with the teacher(s)	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Knowing how the class teacher wants you to work with the students	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Knowing or finding out about the students; seeing a student profile (e.g from Knowing the Learner, *Refugee Handbook for Schools)*	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Providing models of tasks and texts (both oral and written)	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Being clear about the purposes of using L1: – clarification and repetition. – helpful for new concepts or material. – finding out new students' level of understanding	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3
Being clear about the purpose of every task; knowing how each learning task is linked to mainstream class work and the curriculum	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3	Term 1 Term 3


Different Roles
Same Roles
Different Roles

Blank template Venn Diagram **Resource 2B**



Module 3

Understanding additional language acquisition

Introduction

The process of learning an additional language

This is a summary of some key points about learning in an additional language. More information can be found in the *Introduction* booklet of the *English Language Learning Progressions (ELLP).*

- Learning an additional language is a long process. It can be seen as having two main areas, social and academic. Social language is for communicating with people in both everyday and educational contexts. Academic language is for learning in the curriculum areas. These two types of language are sometimes called Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS usually take less time to acquire than CALP.
- It is very important to support and encourage the use of the first language when students are learning an additional language. Learners who maintain their first language and continue to develop their CALP generally achieve better in the additional language than students who have not maintained their first language. Accessing prior knowledge, such as concepts already understood in first language, helps students to learn language and content in the new language. Encouraging thinking and discussion in first language and providing bilingual support where possible will also help learners.
- In the early stages of additional language acquisition, most learners will go through three phases. Firstly there may be a "silent period", usually only a few weeks at most, in which they try and soak up the sounds of the new language and assign meanings to these sounds, but will not produce any of the target language themselves. Secondly, they will mainly produce "chunks" of language either heard as one "item" (such as 'How are you?' heard and understood as an intact phrase used to greet people), or chunks based on learned sentence patterns, e.g. "My mother's name is …, My father's name is…., My brother's name is….." Thirdly, learners will produce original chunks of language, but use simplified structures and vocabulary.
- In the later stages of additional language learning, learners will gradually develop a bank of vocabulary and understanding of the syntax or grammar of the language and rely less on using learned patterns and models. As time goes on, learners need ongoing teaching of language patterns and vocabulary for each subject area.
- It is natural for learners to use "interlanguage" as they acquire an additional language. This means that they will blend words and structures from their first language into the language they are learning. They are likely to switch between one language and another, a process sometimes described as "code-switching". Learners who have access to bilingual support and who are encouraged to process ideas in their first language, especially in the earlier phases of learning a new language, are likely to make faster progress in the new language.
- Learners of different ages bring different concepts, knowledge, experience and learning strategies to their language learning. It is important to help learners become aware of different cognitive (thinking) and metacognitive (thinking about

thinking) strategies to assist their own learning. Each *ELLP* booklet has a chart explaining these types of strategies, in the section *Developing Independent Learners.* Each learner has a unique set of cultural and personal knowledge and experiences, so we should use these to develop their learning.

Different kinds of language learners and factors affecting their learning

There are many different kinds of language learners, and many different factors that affect the way they learn and how well they learn (see *ELLP Introduction* pp 6-10).

Each learner's starting point and rate of progress will be determined by a number of factors, including the following:

- the strength of the English language learner's oral language and literacy in their first language
- the age of the learner
- the learner's previous education and language learning experience
- the match between familiar and new approaches to teaching and learning
- the similarities and differences between English and their first language
- how much English they have used before and how many English speakers they have been in contact with
- what type of person they are (e.g. outgoing or shy).

Module 3 Task 1 Note Grids

Purpose: Note Grids are a useful information transfer task (changing information from one source to another, in a different form). They encourage learners to focus on the key messages of the text.

Working with young learners

Teacher aides/bilingual tutors can use words and pictures to help young learners use note grids, and can help them record and read back ideas.

Individual task

Use the **Note Grid Task Template Resource 3A** to record how the some of the learners you work with are affected by some of these factors.

Write down the learner's name and underneath, in the same column, write briefly what kind of learner they are (see *ELLP Introduction* pp 8-10). In each Factor column, write down one of the factors that applies to this learner and how it affects their learning. What can you do in your teaching to try and ensure it has no negative impact on their learning?

Workshop task

Complete the grid and then discuss it with a colleague. How will this information impact on your ways of working with this student?

These factors could also be analysed by using a **Diamond Grid** (see below).

Module 3 Task 2 Diamond Grid

Purpose: The Diamond Grid is a useful oral language tool as it encourages **turn-taking** in oral interaction. It also encourages learners to rank informatoin in order and explain the order of their choices. Information is recorded in each square or "face". Each person takes a turn to say something about one face of the diamond.

Working with young learners

You could place pictures and single words on the grid in English, first language, or both languages, to support young learners, e.g. topic – what's most important about cats – catch birds, funny, catch mice, friendly, cuddly, make you sneeze.

Individual task

Use the Diamond Grid to reflect on how these factors affect the learners you are working with and how you might change your ways of working with these students.

Workshop task

In pairs, work your way through the grid with each person taking a section and briefly discuss how this factor impacts on a learner you are working with and what solutions are available.

The 13 small diamond shapes shown in Resource 3B contain factors that affect individual language learners, e.g. previous education. There are two diamonds marked as "Own idea" so that teacher aides and bilingual tutors can add in specific points about the students they work with.

- Cut out each factor square in Resource 3B.
- Rank the factors, placing the most important at the top on the blank diamond grid, Resource 3C.
- There is only space for 9 factors on the blank diamond grid.
- Working with your coordinating teacher, decide which 4 factors to leave out, e.g. those that are least important for the students your are working with.
- Discuss with your coordinating teacher why you placed certain factors at the top of the grid, e.g. Why did you consider these as most important?

Good practice

Being an effective teacher aide/bilingual tutor means taking the time to find out the educational background of each learner you work with, and taking the time to observe what sort of learner they are. Knowing this information will help you discuss this student's background effectively with classroom and mainstream subject teachers and develop ways to focus on the student's learning strengths and weaknesses.

Resources

The key document for guidance about additional language acquisition is the *English Language Learning Progressions.*

Next steps

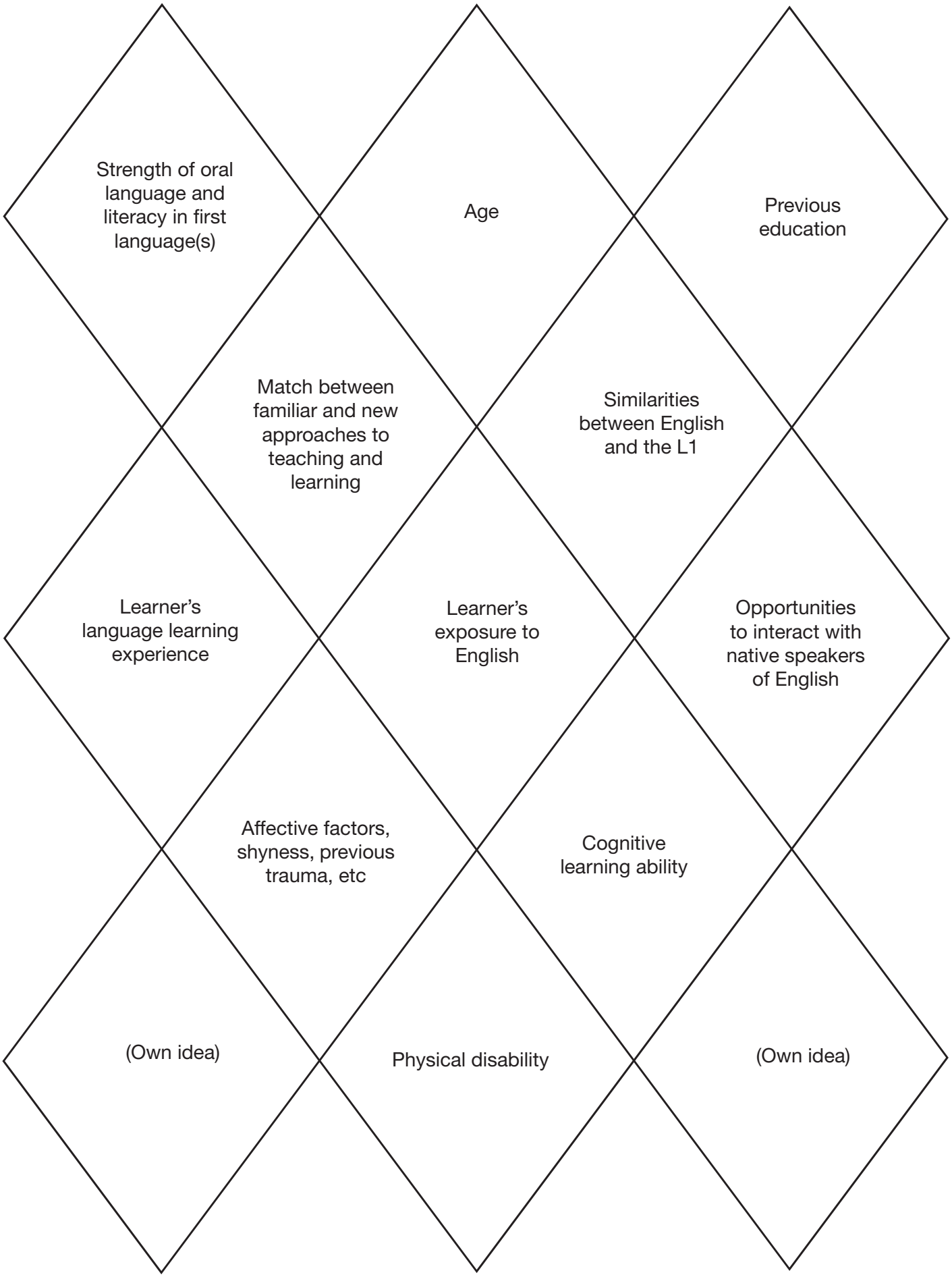
1. Make sure that you have gathered the information on each of your learners about their educational background, their level of first language education, their attitudes to learning and other information. One school uses an exercise book for each of their English language learners as a portfolio to record observations and information and to keep work over a year. These portfolios include information about the learner in mainstream classes, not just the ESOL class/group. These portfolios form part of the teacher appraisal system in the school as the teacher is expected to comment on them during the appraisal process, to show how well they know their students' learning needs.
2. You can use the table, Knowing the Learner, page 4, Section 2 of the *Refugee Handbook for Schools* to guide your information gathering. Record this information in a portfolio for each student that you see at each school.

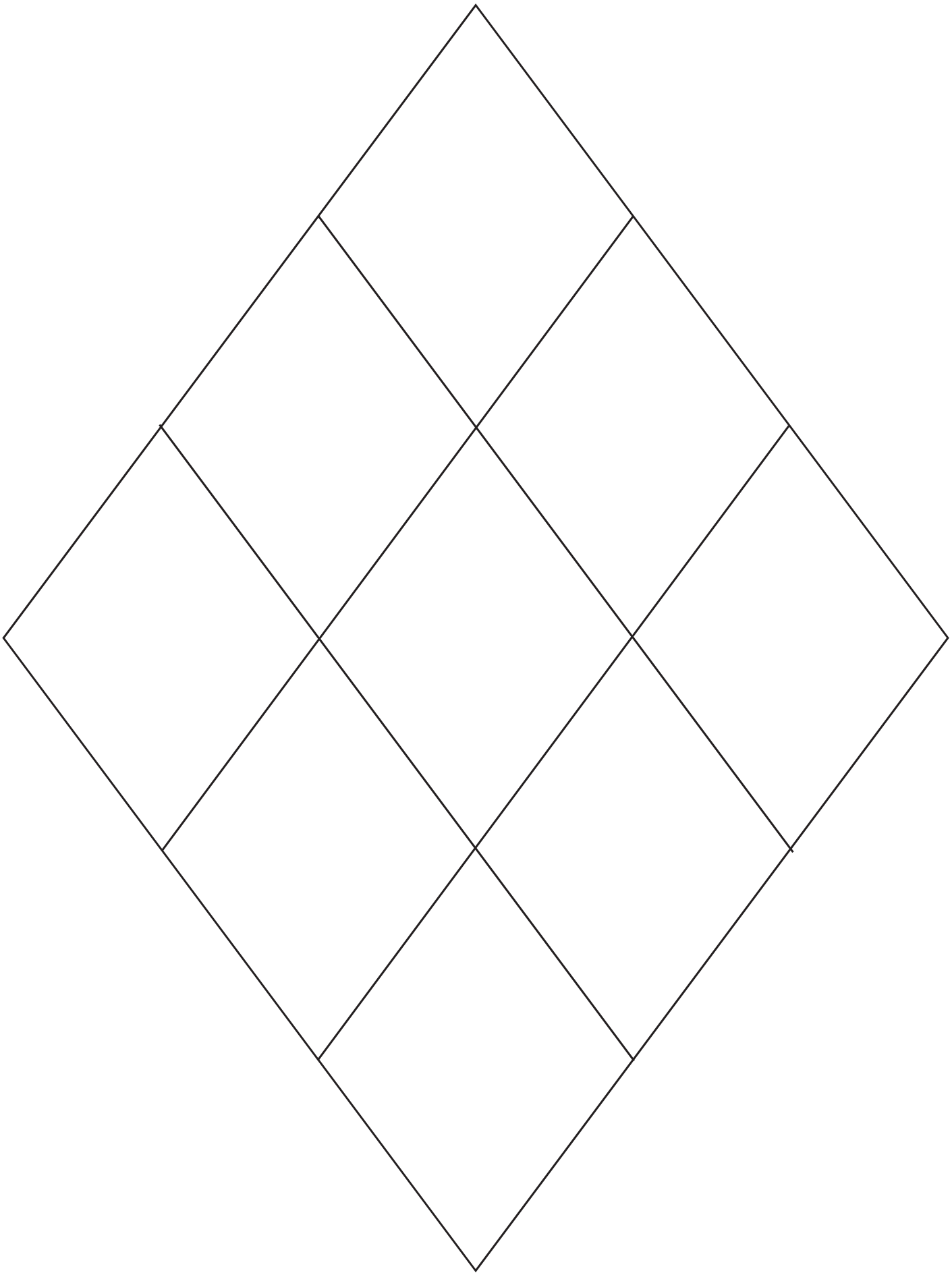
Module 4 is about effective teaching and learning, self-access learning and vocabulary development.

Preparation: Discuss briefly with your coordinating teacher what they understand about these terms and how they are incorporated into their programmes.

Module 3 Task Template Note Grid **Resource 3A**

Learner's name	Factor 1	Factor 2	Factor 3
Learner 1 Kind of learner			
Learner 2 Kind of learner			
Learner 3 Kind of learner			


Strength of oral language and literacy in first language(s)
Age
Previous education
Match between familiar and new approaches to teaching and learning
Similarities between English and the L1
Learner's language learning experience
Learner's exposure to English
Opportunities to interact with native speakers of English
Affective factors, shyness, previous trauma, etc
Cognitive learning ability
(Own idea)
Physical disability
(Own idea)



Module 4

Effective teaching and learning, self-access learning and vocabulary development

Introduction

Effective teaching and learning

Learning is more effective when it is carefully planned and structured. One approach to planning and structuring is **scaffolding.** This means taking the student through a sequence of steps for learning, from carefully supported, to guided, then independent learning. Teacher aides/bilingual tutors need to work with teachers to ensure that scaffolded approaches are used to support learners.

This means

- making the nature and purpose of the task clear **(learning intentions)** and sharing the learning goals (how the students know when they have got there - **success criteria)**
- breaking the task into manageable chunks
- making clear the way a text works at word, sentence, and whole-text levels and/or making the organisation and language features of the task explicit (see *ELIP* resource and *SELLIPS*)
- giving learners opportunities to work together interactively or co-operatively to complete a new task (see suggestions in *ELIP*)
- providing opportunities for practice
- letting learners work independently to construct a new text or complete a new task (see *ELIP*).

Learning is generally more effective when a link is made between a familiar topic or context and an unfamiliar one.

It's important to know that the work prepared for a student or group is at the appropriate level. Teacher aides/bilingual tutors need to know from the teacher what English language stage the student is at (see *ELLP*), so that they can provide appropriate support.

Self-access learning

Self-access learning is learning using self-access materials that students can work with by themselves and then have it checked. These materials should be used to practise what has been taught, not to introduce new ideas and content (**see Module 9**).

Teacher aides/bilingual tutors can work with teachers to develop materials for self-access learning, at every level of the *ELLP*, but especially for Foundation, Stage 1 and Stage 2 students, who need lots of practice to learn well.

You can also help students to find and use self-access resources from the world wide web for speaking, listening, reading and writing development, but you should check the items first to make sure they are useful and usable. You will find more references to this in **Module 9 Supporting Learning to Learn.**

Vocabulary development

There are many different ways of using both independent and interactive strategies for vocabulary teaching and learning. Students need to learn much more vocabulary than they can be taught in a classroom. That is why it's important to teach them vocabulary learning strategies to increase their word banks independently (by themselves).

Research on vocabulary learning shows that learners need to meet a new word several times, and see it in writing, hear it, say it and write it themselves, before they "learn" it. This means you need to give learners many opportunities to see and use new vocabulary. You can find more ways of supporting vocabulary learning in *A Teaching Resource for using the Picture Dictionary for New Learners of English,* available in all ESOL-funded schools.

Module 4 Task 1 Ranking task Effective teaching

Purpose: Ranking tasks help learners to process and organise information in different ways. Learners need first to understand each piece of information and then to consider it in relation to other pieces of information. There is usually no one right way to rank information, as the purpose is to help learners to think deeply and give reasons for their thinking, not come to a "right" answer. However, sometimes there is a reason for putting information in a particular order.

Working with young learners

Young learners can do ranking tasks, but with only three or four main ideas. These could include pictures.

Individual and workshop task

Use Task Template **Ranking and Sorting Task- Effective Teaching and Learning Resource 4A** to rank the ideas about effective learning, in the order from most important to least important.

Be ready to justify (explain) why you put them in this order, in discussion with a colleague.

Module 4 Task 2 Vocabulary Development Vocabulary Learning Strategies

Individual and workshop task

- Read through Resource 4B and tick the strategies you now know and use.
- Use Task Template Vocabulary Learning Strategies Resource 4C to plan and review how you can help students to develop vocabulary and plan to use more approaches. At the end of the year, read Resource 4B again, and tick the new strategies you have used with students.
- Choose a task from the *Teaching Resource for Using the Picture Dictionary* and practise it yourself, then make a new task using the same strategy for a student or group you are working with.

Good practice

Teacher aides/bilingual tutors can encourage students to access vocabulary and concepts in first language, to help them use their prior knowledge and first language strengths to learn new concepts and ideas in English.

Work with teachers to make sure that all work is at the level that will help the student learn i.e. not too easy and not too hard.

Make sure that there are self-access materials developed in consultation with the teachers, especially for early stage learners in mainstream classes, because they need support there.

Make sure you help students use a balance of independent strategies (e.g. vocabulary ladder) and interactive strategies (e.g. matching cards and definitions with a partner) for vocabulary learning.

Resources

- The *ELLP Introductio*n booklet (pp 39-45) has a very useful section on vocabulary teaching and learning.
- ESOL online, the website for ESOL teaching and learning in New Zealand, has many links to vocabulary development.
- The *Refugee Handbook for Schools*, Section 3, has an example of a **vocabulary learning ladder,** for students to use when practising vocabulary at home.
- All ESOL-funded schools have copies of the *Teaching Resource for Using the Picture Dictionary for New Learners of English.* This has a very large number of examples of vocabulary learning strategies, which can all be adapted for use with any age group or language level. This resource is also available from the site **http://www.tki.org.nz/r/esol/esolonline/classroom/vocabulary/MOE_picture_dictionary.pdf**

Next steps

1. Check that there are materials available for the mainstream classes for the students you're working with to use when they are well below the level of their class.
2. Complete a **Self-access Materials Development Plan (see Module 4 Appendix)** with the teachers. You could share these materials with other teacher aides/bilingual tutors.

Module 5 is about supporting oral language development.

Preparation: Read the section on oral language in the *ELLP* Introduction, pp 21-26.

Make some notes on how you could adapt your input so that your learner can understand you. Discuss these with your coordinating teacher.

Cut these into strips, so that they are easier to move. This is better than writing numbers beside them. Use blank slips to add any others that you think are important.

Learning is usually more effective when:

There are opportunities for frequent varied repetition.
There is a wait time after a question has been asked.
Everyone contributes to the group.
There are opportunities to use L1 to talk about the learning.
The learner feels they are in a safe environment (physical and emotional).
There are opportunities to ask questions.
New vocabulary is explicitly taught.
The new learning is broken down into more easily understood parts.
Models or examples are given, especially for writing.

There are opportunities to talk about the new learning.
The learner experiences success.
Learners can understand and follow routines.
Learners understand the purpose of the task.
Learners are taught learning strategies.
Links are made between familiar content and new content.
Teaching is at a suitable level for the learner. There has been good diagnostic assessment.
Learning tasks are planned to integrate listening, speaking, reading and writing.
There are opportunities for practice.
Appropriate texts are used- e.g. age, curriculum.
The is experience-based learning - use of visuals, trips, real objects.

Remember to help students to find the word or related idea in their first language to help them understand the word in English.

Learning Strategies should:

- have a clear purpose
- be at the right level for the age and stage of the learner,
- involve some thinking and ensure repetition.

You need to work with teachers to ensure that students learn general words, as well as topic-specific words. Use the *ELLP Introduction* pp 41-46 to help you understand this, and use the **word frequency principle** when appropriate.

- Use the **Look, Say, Spell, Cover, Write, Check** learning approach (checking that the word is written down correctly). Train students to follow this process for every new word they learn.
- **Self and Peer/pair testing**
  Put up lists around the house : learn words while doing household jobs.
- **Games** (can also be used at home with family, at school, on the computer) Bingo, Hangman, Memory with word cards, crosswords, Scrabble-type games.

Some approaches to learning vocabulary

Bilingual Word Cards – e.g. the word and definition in English, on one side and the word in the first language on the other

You could also include other information on the back of the cards such as:

- definitions (in context)
- part of speech: include an article –(***a*** or ***an)***- with nouns – *an orange*, *a bank*, *a drive* and an infinitive marker ***to*** with verbs – *to bank, to drive*
- information/picture clue
- collocations (other words which it goes with)
- an opposite word (*e.g. hot, cold)*
- another word which <u>sounds</u> the same *(e.g. pair* and *pear)* or starts with the same <u>letter/s</u> e.g. *fire* and *fill* or <u>sound</u> e.g. *blank* and *black*

Clines

A cline is a sloping line of related words with different shades of meaning (e.g. *angry, cross, furious, annoyed, upset, enraged*). Students are given the words which they put on the line in order (see *A Teaching Resource for Using the Picture Dictionary* page 28 and *Selections Teachers' Notes*).

Clusters

Words with similar meanings, different meanings of one word, words from the same base word or family, words that go together or are related to the same idea (see ESOL online).
www.esolonline/classroom/teach_strats/word_dusting.

Vocabulary notebooks

Organise by either alphabetic and/or Topic lists.
Use a Vocabulary Ladder (Section 3 p 22 *Refugee Handbook*) to learn new topic words.
Bilingual tutors can help learners to write the word in first language as well as English, then cover the first language word to remember it in English and Look, Say, Spell, Cover, Write, Check.

Grids – ways of placing information onto grids so that it is organised into categories – see *A Teaching Resource for Using the Picture Dictionary* (p 29 and p 34) *Selections Teachers' Notes* and *Refugee Handbook for Schools*, Section 3 p 18).

Labelling – Label and/or add words to pictures and diagrams: you could type the words onto cards and students could place these onto the pictures and then add more (in first language or English).

Use laminated photographs, diagrams, maps and other visual materials. Students can also write (with whiteboard pens) or sticky tape words onto the photographs.

Comprehension Codes (√ X ?) with lists of topic words.

- √ **Words I know**
- **X Words I don't know**
- **? Word I've seen/heard before, but I'm not sure I know what it means**

Write the words on a chart and students use the code to show their understanding of the list. These can be used with vocabulary lists provided by the teacher before or during the teaching of a topic. **X and ?** can be used by the student when they are reading a new text to underline words or groups of words they don't know.

Wordshapes consensus

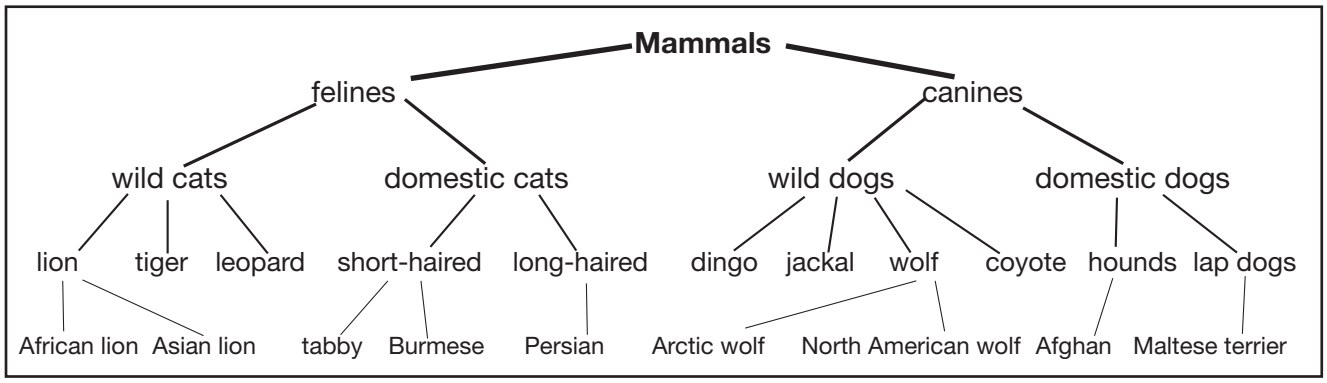
Put students in small groups (3-4). Give each group an A3 sheet of paper to draw a shape with the same number of sides as the number of students in the group (e.g.3 students will draw a triangle, 4 students will draw a square). Students each contribute at least two words linked to the topic of the lesson and write their words on their side of the shape. They then discuss these words and agree on the three most important (or most difficult) to write into the middle of the shape.

Structured Overviews

A Structured Overview is an overview of a topic organised in categories at different levels from most general to most specific. Students can understand the relationships between different words on the same topic. The words can be written onto cards and students sort them into different levels.

- Start with the topic/sub topic heading at the top of the page.
- Work out how many subheadings are going to form the next layer down and organise them across the page.
- Link the heading to each subheading with a line.
- Decide how many levels of headings or key terms each sub heading requires and organise them across the page.
- Link each level heading to the set of terms at the next level with a lighter/thinner line.

An example



Working with young learners

Young learners can do structured overviews with picture/word cards.

Free overview Sort a list of topic words in different ways into categories decided by the students, as individuals or in pairs. The teacher provides the words.

Module 4 Task Template Use of Vocabulary Learning Strategies Resource 4C

Use the information below to complete the following table throughout the year on your own.

Use of vocabulary learning strategies

Vocab. Strategy Chosen	**Current Use –** (e.g. use frequently or don't use.) Write a comment explaining your choice.	**I plan to use this strategy in…. (topic)**	**Comment on how students responded.**

Module 5

Supporting oral language development

Introduction

Oral language development, or speaking and listening, usually (but not always) comes before written language development. Usually learners can understand more than they can say, for quite a long time. You can find more information on oral language development in the *English Language Learning Progressions*, *Introduction* pp 21-26, including the input and output charts.

For bilingual teacher aides, using first language to support oral language development in English is very important. It is also important that bilingual teacher aides help families understand that they should continue to use first language to talk at home about their children's ideas, books and experiences. The primary Home-School Partnership programme materials has a section on ideas for parents on talking with children to expand their language. These materials are in many schools and will be available on the Home-School Partnership website from 2009.

Oral language is used at school for social purposes and for learning in curriculum areas. One very important idea is that oral language practice should be integrated with the development of reading and writing, not separated from this.

Making planned use of oral language for learning helps students understand what they are reading and writing, and what they are listening to and how to use spoken language for different purposes. Effective approaches to increasing oral language proficiency are based on:

- having rich experiences and talking about them
- bridging from the student's home language and culture to the new culture and language (e.g. making **Ethnic Boxes,** *NESB Students: A Handbook for Schools,* MOE, 1999 pp 36-7)
- using real objects to stimulate talk and help understanding e.g. using mirrors to show 'reflection'; growing plants in science; bringing in instruments for music and explaining them to the class; bringing in maths and science equipment/objects to talk about. Museums will often lend these types of materials to schools.
- providing many different visual materials to help understanding (e.g. charts, maps, diagrams, photographs, pictures, picture dictionaries). Students often enjoy bringing in their own photos or creating drawings based on class topics.
- helping learners expand their ideas (not just using short simple sentences).

Oral language development can be supported through individual pair work, group work and self-access learning (which includes use of computers, DVDs and tapes). It is especially important that older learners use these approaches. Learners need support to develop **listening skills,** as well as speaking skills. Practice in listening can be done with guidance individually, in pairs, or in groups. An example is given in the next section in the Module Tasks.

The task section of this module shows four examples of how to support oral language learning for students beyond the early primary years: picture sequences, strip stories and speaking frames and grids.

The *ELIP* or *English Language Intensive Programme Resource* (both *Years 7-13 Resource* and the *Primary Resource*) has more examples of how to help students make planned use of oral language, what sort of tasks can help students and what level to work at.

Using a picture sequence

Picture sequences can be used with students who are in the early stages of learning to read and write, as well as with students who are literate. They provide opportunities to expand oral language use with children, and to practise using words that organise ideas (connectives).

Picture sequences work well for stories, processes, and sequences of events – e.g. science experiments, instructions, or class trips. The way the picture sequence is used depends on the purpose of the learning, and the age and stage of the learner. They can be used before, during or after reading a text or observing a process or doing an activity.

Using a picture sequence learning task is a good way to include listening, speaking, reading and writing in the same task and the resource can be used over several days. The stage of the learner will determine how much support and scaffolding is appropriate.

A picture sequence can be:

- drawn by the students from previous reading or topic work
- drawn by the students as part of a picture dictation (e.g. *Effective Literacy Strategies, Years 9-13 pp 48-49)*
- prepared by the teacher (or bilingual tutor)
- pre-cut and sorted/sequenced by the student
- pre-cut with each student having only one picture. Students have to describe their picture and work together to sequence the pictures without looking at each other's pictures.
- used for oral retelling of the process or story, in pairs or groups
- used as one picture (large OHT) at a time by the teacher for finding out which words students know, teaching vocabulary, expanding students' oral language output or collaboratively retelling (and recording) the story/process
- labelled (with pre-prepared labels) by the student, reinforcing new or previously learned vocabulary
- used for picture/caption matching (especially for Foundation Stage students)
- used for the students to write a caption or several sentences underneath the picture
- used as a stimulus for writing for more proficient students
- added to, to create a different text type. For example the picture sequence of a storm (*Activity forty-seven on p 72 of the Student Workbook in Focus on English: English for Science #5 Weather)* could be used to retell or write a report on a storm, or the students could add a family, by naming the family members and retell the experience of the storm as a personal recount or narrative. The picture sequence of baking an apple in "15 c, To Bake An Apple", *Reading, Understanding and Responding, Stage 1, ELIP Primary Resource,* 2008 could be used to retell a sequence, for oral language.
- used with an ABC 123 (or Say-It) grid to retell the process or story for a different audience, in different text types or registers
- used as a preparation resource for a 3, 2, 1 speaking activity.

In a 3,2,1 Speaking Activity, students work in pairs. They talk to a partner for 3 minutes about a topic given by the teacher. The 3 minutes includes time to think about their response. Then they change partners and talk about the same topic for 2 minutes, then they change partners again and talk to another person about the same topic for one minute. Each time they should have fewer pauses and be more fluent and confident. The last time they are assessed for fluency by the partner. The times can be adapted for younger learners – 1 minute, 30 seconds, 15 seconds.

Strip texts

Strip texts are a useful scaffold to help students to predict and negotiate the sequence of a text in a small group. Language that students need to use when putting items in order may also be introduced (e.g. first, next, then). This strategy gives students practice in analysing and predicting story sequence.

Speaking frames

Speaking frames provide a language scaffold that support students as they talk. They are based on the same idea as writing frames (see Module 8) which provide a language scaffold that helps support students as they write. Speaking frames provide sentence starters and models for English language learners who may not have sufficient knowledge of standard sentence structure to be able to create sentences independently.

Speaking grid (Say-its)

A speaking grid gives students the opportunity to show that they understand the content of what they have read by speaking in a "role" or in the voice of someone or something in the text. It also gives them a chance to use the vocabulary of the topic as they speak and listen to each other. There are more examples of Say-Its in the *ELIP Resource*. Make sure you use a text which matches the age and needs of the learners you work with. You don't always need to give the page number for them to refer to. You need to model how to do it for the students before they try it themselves.

Listening grid

Listening grids help students to listen for key vocabulary and main ideas and details, depending how they are written. Teachers can judge what students are understanding when they listen by checking what they have recorded on the grid.

Module 5 Task 1 Using a Picture Sequence

Purpose: to develop language of sequences and increase oral language fluency

Individual and workshop task

Find a picture sequence that you could use with the students you work with and think what language structures and vocabulary you could use in first language and English to talk about the sequence and then order it or use Making Koko Resource 5A.

Some suggestions are: a life cycle of an insect or animal, a procedure, or process (see the *ELIP Resource*), the water cycle, as well as retelling stories.

Choose a picture sequence of a **process.**

- Sort out the correct sequencing of the pictures with the co-ordinating teacher or the workshop group.

As you sort out the sequence, pay attention to the language you use during the process, e.g. *Then the picture showing the boy making the fire, should come next.*

- When you have reached agreement on the correct order, take turns to explain the process, using the sequence to support your explanation.

Module 5 Task 2 Using a Strip Text (for oral language and reading)

Purpose: Strip texts are a useful scaffold to help students to predict and negotiate sequence of a text in a small group. It can be a task which combines oral and written language.

Working with young learners

Young learners can have the text read to them, then work as a group, with one strip and picture each.

Individual and workshop task

Using your own examples or the strip text Making A Rubber Kilikiti Ball Resource 5B, (pictures and text) and put the strip text into the correct order, then match them to the pictures. Describe the process in order in your own words.

A variation is to ask students to arrange themselves into a line, rather than the strips, to reassemble the story, visuals or account.

Module 5 Task 3 Using a Speaking Frame

Purpose: Speaking frames provide sentence starters and models for English language learners who may not have sufficient knowledge of standard sentence structure to be able to create sentences independently. They are a support, which should gradually be withdrawn.

Individual task

Look at Resource 5C of sample speaking frames. If you are a bilingual teacher aide, you could translate it into the language of the students you work with. It's helpful to model the sort of response you want the students to produce. *ELIP* has more examples of these models (e.g. explaining, describing, reporting). Create a speaking frame for a task your students need to do.

Workshop task

Complete the individual task, then discuss with a colleague what speaking frames you have used to support English language learners. Make sure you're familiar with the *ELIP* Oral materials. These are good for creating speaking frames.

Module 5 Task 4 Speaking Grid (also called a Say-It)

Purpose: A speaking grid enables the teacher to hear what students understand about something they have seen or read by speaking in a "role" or in the voice of someone or something in the text. It also gives students a chance to use the vocabulary of the topic as they speak and listen to each other.

With student group, read through the text for which you are going to make a speaking grid, using a *Guided Reading Approach.* Plan this with your co-ordinating teacher.

- *Guided Reading,* 2002 (kit including book, item number 10422*)*
- *Guided Reading: Years 1-4,* 2002 (book, item number 26667)
- *Guided Reading in Years 5 to 8,* 2005 (kit including book, item number 30898)
- *Guided Reading: Years 5 to 8,* 2005, (book, item number 30897)

Individual task

Read the text on which the Speaking Grid (Say-It) is based, *Flood (Coping with Crises, Selections* 2005, pgs. 14-22)**.** Use Resource 5D and spend some time preparing answers in a different voice using each of the boxes.

Workshop task

Use Resource 5D and after you have read the text, get one of the group to act as the caller, to tell you what order to speak in. Choose another text and make up a new Say-It. This can be a factual text (such as one of the texts in *ELIP*) or a story.

Module 5 Task 5 Listening Grid

Purpose: To enable students to listen for key vocabulary and main ideas and details. Teachers can judge what students are understanding by checking what they have recorded on the grid.

Individual and workshop use

Listen to the text from the CD Rom *(Coping with Crises, Selections* 2005, pgs. 14-22) and complete the task using Resource 5E Listening Grid *Flood.* The CD can also be used for a self-access task.

Make up another Listening Grid for a text you need to use with a student or group you work with. You could put the words in first language for those who can read and write in their language.

Good practice

Using first language effectively for oral development in English means helping students to activate what they already know about the concept or topic in their own language. This helps them to link the known to the unknown. Students need opportunities in first language and English to talk in the classroom about what they are learning. They understand and produce written material much better when they have been engaged in planned and structured oral language interaction.

Resources

- *Making Language and Learning Work 1,* Integrating language and learning in secondary Maths and Science (DVD)
- *Making Language and Learning Work 2,* Integrating language and learning in secondary English and Social Sciences (DVD)
- *Making Language and Learning Work 3,* Integrating language and learning in years 5-8 (DVD forthcoming)
- *English Language Learning Progressions*, The Oral Language sections and matrices in the *Introduction*, Years 1-4, 5-8 and 9-13 sections
- *English Language Intensive Programme*, The Oral Interaction sections at each stage.
- *Expanding oral language in the classroom,* Jannie Van Hees, NZCER Press, Wellington, 2007
- *Phonemic Awareness Programme* Student Workbook: English Letters, Sounds, Sentences – download from ESOL online

Next steps

1. Ensure that time is allocated in all your sessions for discussions about what and how the students are learning with the coordinating teacher/s in their mainstream topics.
2. Use the template below to record the strategies used and the impact on your teaching and student learning throughout the year.

Oral Language Development

List strategy chosen and date used.	Classroom topic	Strategy explained in first language or English?	Outcome: How did the students respond? How would you change the strategy the next time you used it?

Module 6 is about supporting questioning.

Preparation:

List the sort of questions you ask the students. Are they just questions which can be answered "Yes", or "No" or with a specific answer (**closed questions**) or are they questions which can have more than one answer (**open questions**)?

Ask one of the classroom teachers if you can record on the **Teacher Questioning** sheet the types of questions they ask during a 20 minute section of the lesson (This is probably best done from the start of the lesson). Then discuss the results with the teacher and your coordinating teacher.

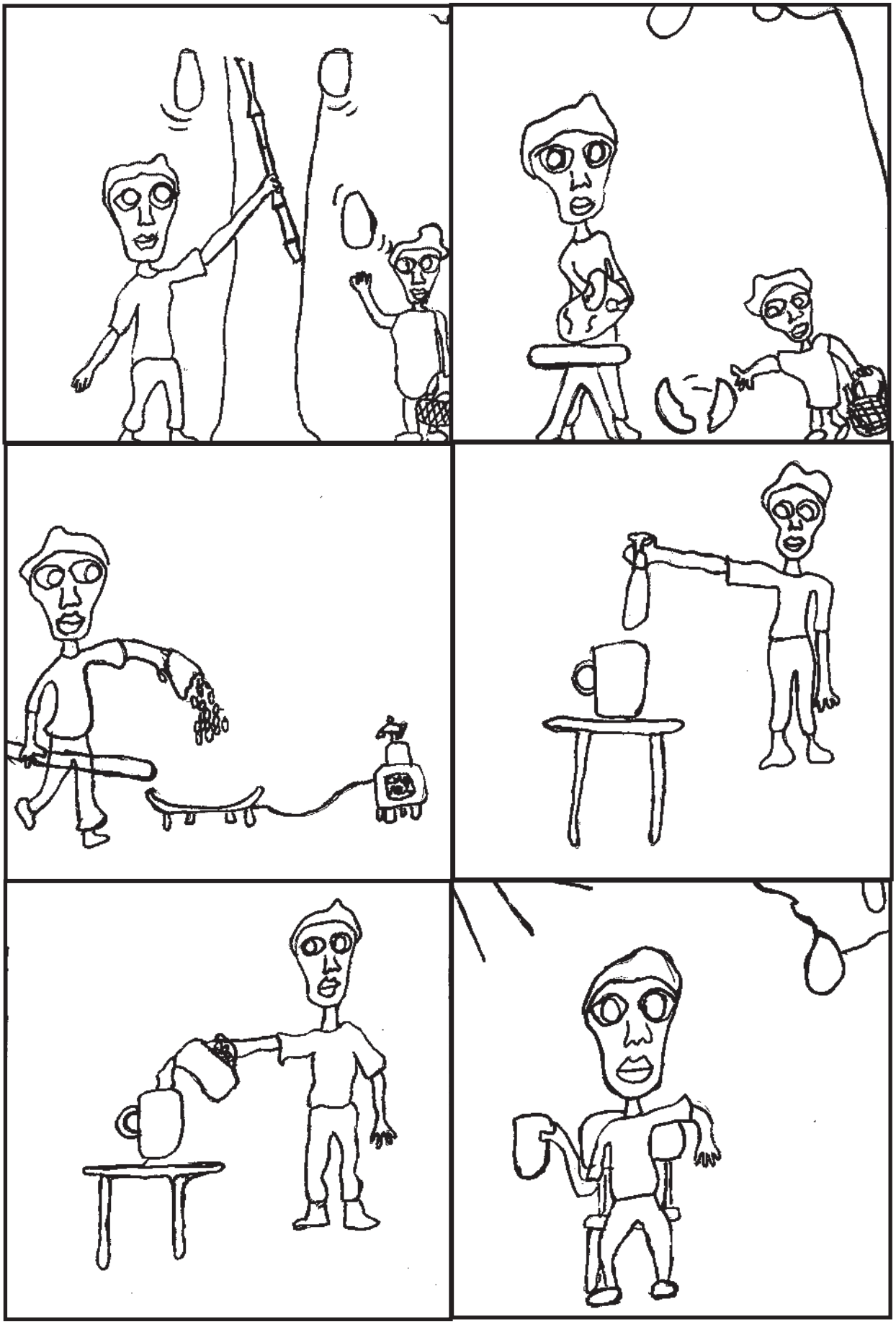
Think about why it is important to ask both open and closed questions.

Teacher Questioning

Subject	Topic	Examples and number of closed questions used	Examples and number of open questions used	Comment: How did bilingual students respond?

Module 5 Task 1 Template Picture Sequence – Making Koko **Resource 5A**

(Illustrations by Joshua Milo)



Making a Rubber Kilikiti Ball
Illustrations by Joshua Milo

1.8 Using visual text as a way of expanding language: Strip Text

by Rae Siilata based on
'Le Polo Pulu' by Jill MacGregor
School Journal Part 2 no.2 1999

Mikaele makes rubber cricket balls to sell at the market in Apia. The rubber to make the cricket balls comes from the pulu tree. He needs to get up early before school to collect latex from the pulu trees near his village.

Latex is a milky, white liquid found under the bark of the pulu tree. It contains tiny particles of rubber. By the time pulu trees are six years old, they have slash marks and blotchy, white stains from being tapped for latex.

Early in the morning is the best time to collect latex. It is cooler and it flows more freely. Mikaele makes a slanting cut with his machete, being careful not to damage the wood underneath.

The milky latex oozes out, dripping slowly down the trunk. Mikaele scrapes the latex from the bark, onto a large taro leaf with his finger.

When he has collected enough latex for one cricket ball, he takes it back to his fale. He mixes it with water to stop it becoming too thick and sticky.

Next he drags some sheets of corrugated iron into the sun and cleans off any dirt and dust. Then he uses coconut fibre to paint the latex onto the corrugated iron. He leaves the strips of latex to dry.

Then Mikaele finds scraps of old rubber to make the inside of the cricket ball. He squeezes the pieces together in a small ball. When the strips of latex are dry, he peels them off the corrugated iron and rolls them around the ball.

He stretches the rubber carefully around the ball to make the surface of the ball smooth and even. When it is finished, it is very solid and bouncy.

He adds it to the other balls he has already made. Two dozen – enough to sell at the market in Apia on Saturday.

Module 5 Sample Speaking Frames **Resource 5C**

(Foundation and Stage 1)

Opinion

I like the part in the story that talks about…

I like it because…

Opinion

My opinion about…….., is that…… ……..I think this because…

Stage 3

Explanation

There are differing explanations for …….. (why how, what, when)

One explanation is that

The evidence for this is

An alternative explanation is…..

This explanation is based on…..

However, it is most likely that ……

Module 5 Task 4 Template **Speaking Grid (Say-it) for *Flood*** **Resource 5D**
(Coping with Crises, *Selections* 2005 pp 14-22)

	1	2	3
A	**You are Ama.** Tell your friend at school what happened in the storm.	**You are mum.** Thank the neighbour who helped Ama and her mother. Pg. 16	**You are Grandmother.** Tell Ama she is safe and you have made her a warm drink. Pg.17
B	**You are mum talking to Dad on the phone.** Tell him what happened. Pg.18	**You are Annie.** Tell Ama about staying the night in Wellington. Pg.18	**You are the man in the dinghy.** When you get home, tell your wife what you saw. Pg.20
C	**You are Ama.** Tell your class what happened.	**You are mum.** Tell Ama how you found the cat. Pg.17	**You are Dad.** Tell Ama everything will be okay, the house can be fixed and she can have a new cuddly blanket. Pg. 21

Module 5 Task 5 Template Listening Grid **Resource 5E**
Listening for Vocabulary Items

This can be used for:

- reinforcing new and pre-taught vocabulary items
- reinforcing specialist vocabulary
- focussing on tenses e.g. simple past tense
- focussing on adjectives

Flood (Coping with Crises, *Selections* 2005)

Word	**A tick for each time you hear the word.**	**A definition or translation of the word**	**One other word linked to this word**
rain			
water			
flood			

Module 6

Supporting questioning

Introduction

Answering and asking questions is a very important part of learning. However, most questions are asked by teachers, not by students. Research tells us that teachers ask about 80% of the questions in class. Many classroom questions are mainly about recalling knowledge or getting information from a text without thinking it through. All students need to be taught how to recognise different types of questions and how to ask and answer the different types. **A special role of a bilingual teacher aide is to help students use first language to answer and ask questions.**

Good use of questioning as part of learning requires that:

- teachers ask different types questions at different levels of thinking
- students learn how to ask and answer questions of different types at different levels of thinking
- students (especially English language learners) are given plenty of **wait time** to help them think about and prepare their answers.

Questions are effective when:

- they are directed towards helping students to meet a learning goal
- they are centred on and draw out student's knowledge
- there is adequate wait time for thinking through ideas and responses
- students' responses are valued (and not just repeated by the teacher/bilingual teacher aide)
- appropriate follow-up questions are used to extend thinking.

(from *Effective Literacy Practice in Years 1 to 4*, MoE 2003)

Different types of questions

There are many ways to describe different types of questions.

One of these is *closed* and *open* questions.

Closed questions require only simple **Yes** or **No *or*** factual recall type answers e.g.

"What were the colours of the butterflies in the picture?"

"How much did the New Zealand immigration rate increase between 1990 and 2000?"

Literal, inferred and applied questions

These types of questions can sometimes be useful for a quick check on understanding, but students do not have to think very much to answer these types of questions.

Open questions help students to realise that there may be more than one answer to a question and encourage them to think through ideas e.g.

"What might be a reason for butterflies being different colours?"

"What do you think might be the factors in New Zealand's increased rate of immigration between 1990 and 2000?"

Another way of using questioning as a thinking tool is *3 level questioning*. You can use written text, a picture or diagram, or a spoken text, or a film for 3 level questioning. Pictures are very good for young and/or early stage learners. The three levels are literal, inferential and applied.

Literal questions ask for information that is stated clearly in a text e.g. "*What did the dog eat when they found him at last?*"

Inferential questions ask students to think what the text might be based on using surrounding information in the text which might be not directly stated. Inferred questions are often expressed through use of verbs like *may, might, could, should* (verbs which show modality) e.g. *"Why might the dog have been hungry?"*

Applied questions ask students to think deeply about ideas in the text and respond in some way to them. e.g. *"Should this family have been allowed to keep a dog?"*

3 level questioning is sometimes called **"reading on the lines", "reading between the lines"** and **"reading beyond the lines".**

Getting students to ask questions

Teachers and teacher aides/bilingual tutors need to use many different ways of getting students to ask questions. These can include different ways of grouping students, using question structures such as the Question Cube, Jeopardy (answer is given and students write the question) or Hot Seat for a small group. (see *ELIP Primary Resource* and *ELIP Years 7-13 Resource*).

Wait time

It is extremely important to allow a "wait time" after asking a question, to allow the student time to think. Research shows that when a student is given wait time of at least 10 seconds before answering a question, their English language develops faster and they are more involved in the learning.

Module 6 Task Asking and answering questions

Purpose: to recognise and use different levels and types of questions

Working with young learners

For young primary students, use a picture from any reading book that has enough information to ask questions about.

Individual task

Use **either** Question Stem Grid Resource 6A **or** Questioning Dice Resource 6B for this task.

For Resource 6A, choose a series of squares and write down some questions about the text (*Earthquake* Resource 6C, from Selections 2005) using the question stems.

For Resource 6B, throw the dice and use the stem to ask a question about the *Earthquake* text.

Check these questions with a colleague, then try the same task with a group of students

- one with literal level question starters: what, when, who, why, where, how (5W's and an H)
- one with modal verbs to support inferential level question development (choose from the following): *might, could, would, will, should, can, must.*

Workshop task

In a small group, and using Resources 6A and 6B, practise asking questions about Earthquake Resource 6C using the Questioning grid or Questioning dice.

- Take turns to throw the literal level dice only, and ask questions beginning with the sentence starters: what, when, who, why, where, how e.g "*When was the earthquake?"*

- Take turns to throw both dice and ask questions using both question starters: for example: 'Who should…', 'Where might…', 'What can…' etc. "*Where might the people in the building have gone after their homes were destroyed?"*
- Make up applied level questions using the two question dice again, but this time, focus on asking questions that are 'beyond the lines' and which apply the knowledge of the text to a new or different situation, e.g. "*What could be done to help people whose homes were destroyed in the earthquake?"*

If reading a text about pollution: *"What can people do to show they care about the environment?",* or if reading a text about wedding customs with secondary school learners: *"Why should or shouldn't different cultural groups maintain their heritage cultures?"*

Good practice

You can encourage students to answer and ask questions in many different learning situations both in English and in first language(s) during:

- one to one reading support
- group reading support
- oral group work
- interactions in whole class learning
- homework and study support programmes.

Resources

For more ideas on questioning strategies, use the *English Language Intensive Programme (ELIP) Primary Resource* and *ELIP Years 7-13 Resource.*

Read the sections in *Effective Literacy Practice Years 1-4 pages 81-3, Effective Literacy Practice Years 5-8 pp 83-5,*and *Effective Literacy Strategies (ELS) Years 9-13 pp 63-5* for more information on questioning.

Next steps

1. Refer to this ESOL online link to make sure you understand how to use questioning dice:
   http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/cube_e.php
   If you don't have dice, you can make your own by using the cube template Resource 6B.
2. Refer to this ESOL online link to make sure you understand how to create 'inferred questions'.
   http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/fat_tax/task18_e.php
3. Use Task Template Question Grid Resource 6A to help students practise answering and asking different types of questions.
4. We can also get students to answer and ask questions by using
   - Question Dice (*ELS* p 96)
   - Hot Seat (*ELIP* p 6)
   - Give an Answer – Find the question (Jeopardy game)
   - Guessing games – 20 questions to find out *Who am I*? or *Animal, Mineral or Vegetable?*
   - Reciprocal Reading processes (with an individual or in a group)
     http://english.unitecnology.ac.nz/resources/resources/reciprocal.html

Choose one of these that you have never used before, make sure you know what to do, and then use the strategy or game with a group you are working with. For additional information about these strategies and more, go to the ESOL online website
www.tki.org.nz/esolonline/strategies_e.php

Module 7 is about supporting reading.

Preparation:

Make a list of the programmes you are using to help students develop as readers.

List three ways you help students with their reading.

What sorts of things do you do with students before they start reading a text?

Module 6 Task Template: Question Stem Grid **Resource 6A**

During every unit or topic study, you should encourage the students to ask many questions. Encourage students to use a question grid to help ask both literal and interesting or in-depth questions. You can get students to use different question stems by calling out a different letter and number each time and every student has to think about a question with the stem e.g. 3C Which____ _____can……?

	A	B	C	D	E	F
1	What is…?	Where/when is…?	Which___ is…?	Who is..?	Why is…?	How is…?
2	What did...?	Where/when did…?	Which ___did…?	Who did..?	Why did...?	How did...?
3	What can...?	Where/when can…?	Which ___can...?	Who can….?	Why can...?	How can...?
4	What would...?	Where/when could…?	Which ___ could…?	Who would…?	Why would…?	How would..?
5	What will...?	Where/when will…?	Which ____ will…?	Who will..?	Why will…?	How will…?
6	What might...?	Where/when might…?	Which____ might…?	Who might?	Why might…?	How might…?

Explain that you can find answers to questions in different ways. They could be answered by:

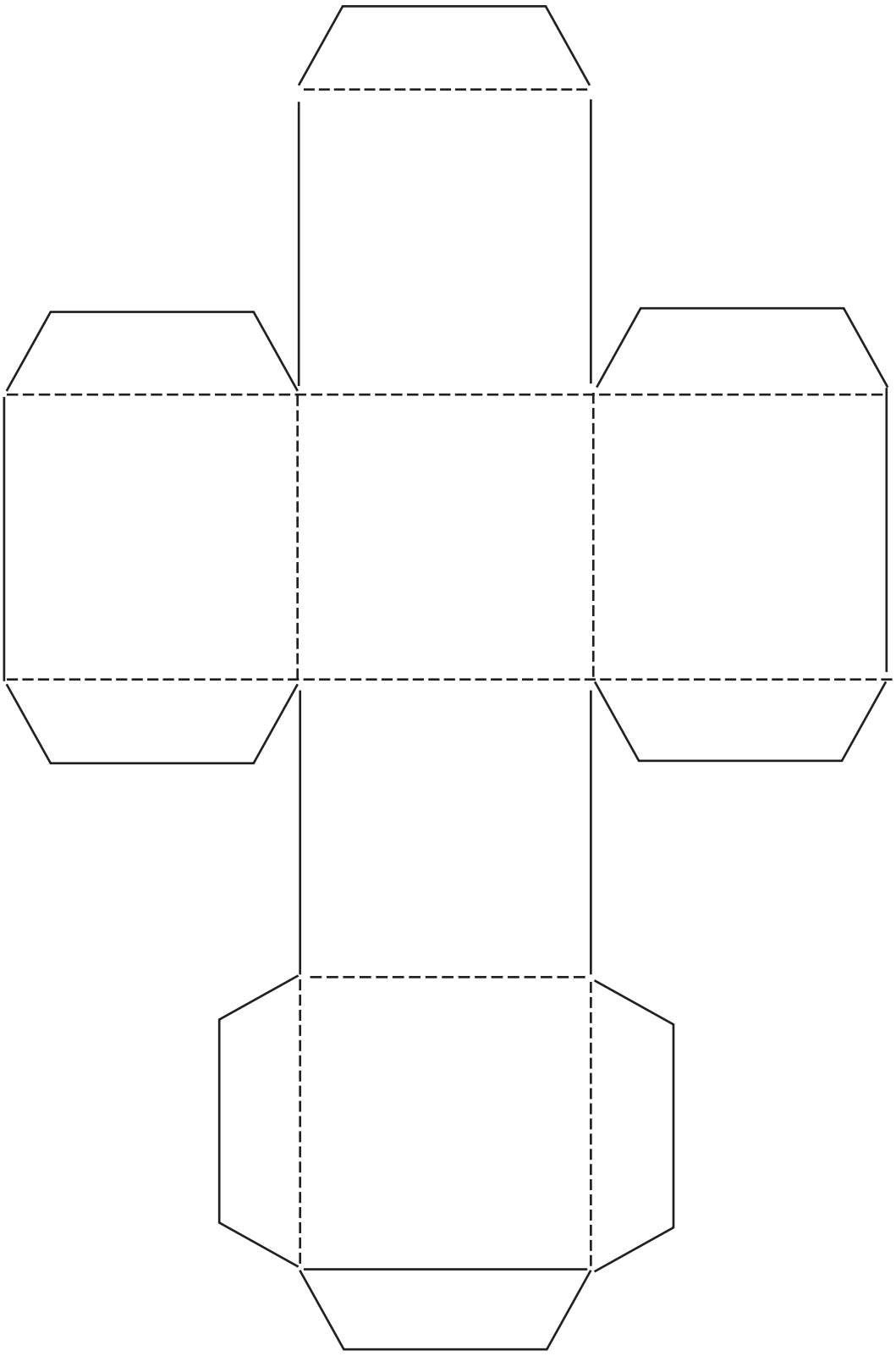
- asking a person (*When did you arrive in New Zealand?)*
- reading some information (*Where was the first battle in World War 1?)*
- looking/observing (*Why might the child be frightened?)*
- experiencing (*What happens when you put your hand on the ice?)*

Module 6 Task Template Question Dice **Resource 6B**

Photocopy the template twice. Make up 2 dice:

1. Using 5W's and an H
2. A model dice using 6 of might, could, would, will, should, can, must
   Throw both the dice together, to create a question.
3. Variation: Use a template to make up another dice.Write a different question stem from the question grid (Resource 6A) in each square.

Cut on solid lines. Fold on dotted lines.



Earthquake

by Bartha Hill

It was 26 December 2003, and New Zealand children were busy playing with their Christmas presents or enjoying a day out at the beach. Suddenly the ancient, walled city of Bam, in the southern part of Iran, began to shake. Most of the houses and other buildings were made of mud-bricks and wood. As the shaking increased, the buildings crumbled, and as they crumbled, they buried the people who were inside them.

Some people escaped to call for help, and it wasn't long before rescue crews arrived to start digging for survivors. At first, they were able to find many people who were hurt but still alive. As the days went on, however, the work became harder. Few people were able to survive under the rubble for long. Every now and then, there was a shout of happiness as someone was found alive. But we know now that more than thirty thousand people died.

Module 7

Supporting reading

Introduction

Learning to read in a new language takes a long time, especially for learners who can not yet read or write in their first language. The *English Language Intensive Programme* (ELIP) explains what to do for learners at different stages of learning to read and then helping them with "reading to learn".

The *English Language Learning Progressions (ELLP)* has a section on what is different about learning to read in a new language. In each year group booklet (Years 1-4, Years 5-8 and Years 9-13), the *ELLP* explains what makes texts easy or hard for a learner of this age at each stage and has some suggestions about how to help learners with different levels of texts.

For those working with learners in years 7-13, there is excellent guidance on using effective strategies to teach "reading to learn" in the *Teachers' Notes* for using the *Selections* texts.

Here is an outline of what to do to ensure that a beginning reading programme is organised so that it meets the needs of beginning readers at any class year level.

A beginner reading programme for Step 1 Foundation Stage learners and Stage 1

Develop letter/sound recognition (in context) in short, regular daily sessions.

This must be done through a programme based on the systematic teaching of phonemic awareness. Ideally this type of programme should integrate reading, writing, listening and speaking, as phonemic awareness is more likely to be consolidated and transferred into all learning areas if the programme is integrated rather than being oral only. One useful resource The Phonemic Awareness Programme 1C can be found on ESOL online.

You can find more information about early reading resources in schools through Te Kete Ipurangi on the *Sounds and Words* website **http://soundsandwords.tki.org.nz/**

The class reading session can be supplemented by:

- making up bilingual word cards (with the word in English on one side, and in the child's home language on the other side)
- putting laminated word cards with words and sounds onto a split ring (like a key ring) for students to learn in random order
- taking home taped reading materials
- using software programmes which strengthen phonemic awareness
- using spelling programmes
- playing card and board games available from Teachers' Centres and other commercial outlets
- using a variety of early reading books in print and on CD Rom, and other electronic reading resources, including all the Ministry of Education readers on CD Rom (see **Resources** section below)
- using bilingual and English dictionaries, including picture dictionaries
- using Digital Learning Objects (computer based tasks) in literacy, numeracy, social studies and science (see Module 9).

Your coordinating teacher can arrange a password for the school to connect to the DLOs and can contact School Support Services advisors for advice on how to use these. Research shows that DLOs are very useful in helping learners to understand concepts in many curriculum areas such as "pulleys and levers" and they are very useful for self-access learning.

Step 2

Develop vocabulary and reading/writing skills in context through use of a graded reading programme. Make sure that you:

- integrate reading, writing, speaking and listening in the reading programme
- use lots of visual materials
- choose materials that match the age, interests and needs of the reader as far as possible and make sure that there are books on the same topic available at different reading levels
- include a spelling programme (There are some good software programmes for spelling.)
- explain how to learn vocabulary (e.g. Look, Say, Spell, Cover, Write, Check) and make sure that students are learning about collocation, word webs and other ways to organise vocabulary learning (see *A Teaching Resource for Using the Picture Dictionary for New Learners of English* – in schools or on the web) **http://www.tki.org.nz/esolonline/classroom/vocabulary/MOE_picture_dictionary.pdf**
- allow learners to take home practice materials
- read both fictional texts and factual texts from a range of curriculum areas
- set specific, achievable short term goals as part of the individual programme plan (e.g. learn 20 science words this week, pages 5-6 of Section 3 of the *Refugee Handbook For Schools*).

Suggestions

Keep a scrapbook which includes pictures of items and photographs culturally familiar to the learner (e.g. festivals, food, plants, people, animals, street scenes, places, landmarks) to write and read about. You can write the sentence/s from oral text produced by the learner, or you can model a sentence and write it down for the student to read.

You can also use software such as *KidPix Deluxe*, *Claris Slide Show* and *Clicker* software programmes for learners to create their own texts and have them read back to them. (Regional ESOL Advisers can help you access and use these programmes and look on the Ministry of Education *Software for Learning* site. **http://www.tki.org.nz/r/ict/software/index_e.php)**

It is still important that students get plenty of reading reinforcement at home through being able to take home taped materials, in both English and **first language** where possible.

This is a very brief guide to supporting beginning readers. There are lots of other suggestions to support reading development in the Ministry of Education publications supporting reading, such as the DVD *Guided Reading*, the draft *Literacy Learning Progressions* and on the Ministry literacy website.

There is more information on approaches and strategies to use when working to improve learners' "reading to learn" skills in *Effective Literacy Practice in Years 1-4, Effective Literacy Practice in Years 5-8,* and *Effective Literacy Strategies in Years 9-13.*

Module 7 Task Building knowledge about supporting reading

Purpose: to ensure teacher aides/bilingual tutors are familiar with how to make the most of a simple reading text when working with English language learners at Foundation and Stage 1.

Individual task

Read Resource 7A Reading: Information on Learning Steps for New Learners of English (NLOE) and discuss it with your coordinating teacher, as preparation for keeping notes on Resource 7B Reading with New Learners of English: Checklist Chart.

Workshop task

Choose a text all workshop participants could use with their learners. As a group, prepare some of the resources suggested on the Learning Steps sheet for this text, and make sure everyone has a set to use.

Choose one of the reading tasks from the *Teachers' Notes* for one of the *Selections* series, and use it as a model to design a similar task for a text you use with your learners.

Good practice

Good practice in reading instruction with English language learners means:

- ensuring all beginning readers, no matter what age, have had enough quality instruction at foundation level so they can decode (understand sound and letter relationships)
- making sure that reading programmes actively engage students with texts and use a variety of ways of helping them to process texts, so that they understand what they read
- making sure the programme uses reading materials in every classroom, including subject classrooms, that match the age and English level of the student*
- making speaking, listening and writing a part of the reading programme

Teacher aides/bilingual tutors working with students who can read in their first language can help them maintain their first language. They can encourage students to read more, by using **first language reading materials** from libraries and the internet. There are many places on the internet which can give students access to reading materials in a range of languages.

*Make sure that everyone knows where resources provided by the Ministry of Education are kept, so that they are used! (see **Resources** section below)

Resources

Additional guidelines for teaching reading – Ministry of Education

- Sounds and Words website **http://soundsandwords.tki.org.nz/**
- *ESOL Funding Assessment Guidelines* gives an explanation of how to take a Record of Oral Vocabulary and a Record of Written Vocabulary
- *English Language Learning Progressions*, in the reading sections and matrices in the Introduction, Years 1-4, 5-8 and 9-13 sections shows how to recognise what makes a text more or less difficult.
- *English Language Intensive Programme Primary Resource* and *Years 7-13 Resource, Reading, Understanding and Responding* sections at each stage – examples of reading texts and tasks.
- *Supporting English Language Learners in Primary Schools (SELLIPS)* – forthcoming
- *Teachers' Notes* for *Selections* – collections of reading texts and tasks to help students understand what they read.
- *Guided Reading* – DVD and handbooks.

Ministry of Education reading materials (see the Resource pamphlet online)
http://www.tki.org.nz/r/esol/PDF/ESOL_Pamphlet.pdf

These include:

- E books such as *Freaky Fridge and other stories* (which have a slower reading track for English language learners),
- *Tupu* series of readers – for Pasifika students
- *Selections – Ready to Read* series for beginning (Foundation) readers and *School Journal* extract series for Stage 1 and 2 learners
- *School Journal* materials, *Journal of Young People's Writing, Connections (*Maths, English and Technology, *Choices* series (with *Teachers' Notes*) and *Applications* series (simplified texts on Science topics for older learners, with *Teachers' Notes*)

Commercial texts (from booksellers)

There are also many excellent commercial texts, both factual and fictional. The 2008 *Selections – Ready to Read* series uses some of the commercial texts, and provides *Teachers' Notes* on how to use them with English language learners.

Next steps

View the *Guided Reading* DVD with a coordinating teacher and use these techniques on a text the students are reading in class.

Re-read Resource 7A Reading Steps for New Learners of English and use as many of the suggestions as possible to work with a student, or a group, on a new text. Keep notes on how the learners responded to the process and how it was similar to or different from the ways you usually approach reading.

Module 8 The next module is about supporting writing.

Preparation:

Use the template below to make notes on how you help students when they are given a writing task.

Ask one of the mainstream teachers or the coordinating teachers what they do to help students organise information for writing an information report (For models of information reports see *ELIP*.)

Ways to help students write an information report.

Reading: Learning Steps for New Learners of English (NLOE) Resource 7A

Here is an approach to helping early stage learners with reading texts in curriculum areas.

Factual texts are very useful for supporting reading development. Simplified texts help learners to understand curriculum topics at the same time as learning to read.

http://www.enchantedlearning.com/Home.html is a website with many different downloadable books at different stages about many different areas of the curriculum. Schools can subscribe to these.

1. **Build the field of knowledge.**
   - Find lots of pictures about the topic, to talk about with the learner in L1 (first language).
   - Talk about the topic and get learners to write down/talk about/ think about/describe what they see in the pictures.
   - Make concept maps about the topic e.g. organise information into KWHL charts (see Module 9) – get students to generate (make up) questions about the topic.
   - Take a **record of oral or written vocabulary*** to find out what the student knows.

   Remember to explain to students that they can do this by themselves when they start a new topic in any subject area, and that they should include words in their first language.

   **ESOL Funding Assessment Guidelines*

2. **Break the task into small chunks or steps.**
   - Make sure that students ask themselves, "Do I understand what I have to do in this task?" or "Do I know what the purpose for reading this text is?" Explain how the task links to things they have done before or are going to do again, or as a next step.

3. **"Unpack" model texts by explaining text organisation and language features.**
   - When reading a new text with new learners of English, read the whole text through to them first. Read it again and point to the words.
   - Make sure you explain to learners what type of text they are reading (e.g. an information report, a narrative story etc – check this with the teacher). This is to help learners understand when they see the same sort of text again what the language features are and how the text is organised. For more information on types of text, see the *English Language Intensive Programme* – (*ELIP*), especially Foundation and Stage 1.
   - If it's a writing task you are supporting, make sure learners know how to complete the task, and have seen a model, or are using a writing frame e.g. for an opinion/argument. (See *ELIP*). There are many different ways of helping students understand how texts are organised and what their language features are. *ELIP* explains many of these.

4. **Put the models together again. There are many ways of helping students to see "the big picture" of the whole text that you have broken down into small parts. You could:**
   - ask the learners to tell you/write down the **main ideas** about what they have read, with the book open or shut. (You could write down what they say and get them to read it back to you if they have difficulty writing in English or L1.)
   - use vocabulary games to help them learn key words and new words
   - do a second "record of oral or written vocabulary" to show what new words they have learnt about the topic
   - add to the concept map
   - complete a 4x3 summary grid (see Module 8 Resource 8C)

- get new learners of English to copy main words or put words on cards from one sentence into order
- put words on cards from the text into charts of verbs/adjectives/nouns/prepositions/ adverbs etc
- write out simple sentences from the text onto cards so they can put the sentences into order
- copy off the pictures in the book, paste them onto cards and get the learners to put them in the order they appear in the text and tell you about the pictures
- dictate a sentence for students to write, then they can self-correct from the text.

5. Learners create new text (written, oral or visual).

- Students can cut out pictures (from magazines or newspapers) associated with the topic, paste them into workbooks and label them in English or L1 and explain to you in L1 how they are connected to the topic.
- Students can follow a model sentence from one book and write a similar sentence about another book. (They can create new texts combining pictures and sentences on the computer as well, using programmes such as KidPix or Slideshow).
- Students write new sentences about a diagram or picture and read it back aloud.
- Draw (and label if possible) a picture about a text, using the information from the text e.g. draw an animal, from a written description: this is one type of **information transfer** task).

More advanced learners can create a new text, using the model.

6. Review learning.

- Learners go back to the KWLH chart and complete all columns.
- Revise and add to a concept map on the topic; (this could be a DAILY process).
- Learners revise their vocabulary ladder (see *Refugee Handbook*, Section 3).
- Do a peer vocabulary test.
- Learners tell a partner or the tutor what they have learned about and what they have learned how to do.

7. Transferring learning – becoming an independent learner.

It's very important to explain to learners the importance of using what they learned with a tutor in other classes, as they need to become independent learners. Teaching learners about "learning strategies" is just as important as explaining the text or task to them. You can find out more about learning strategies in the *Refugee Handbook*, Section 3, in the section *Developing Independent Learners* in the *ELLP* Year booklets and in other publications and workshop materials.

Module 7 Reading with New Learners of English – Checklist Chart Resource 7B

Step	Term 1 comment	Term 2 Comment	Term 3 Comment	Term 4 Comment
1. Building the field of knowledge ***How did I do this?***				
2. Breaking the task into small steps or chunks ***How did I do this?***				
3. Unpacking model texts ***How did I do this?***				
4. Creating the big picture ***How did I do this?***				
5. Creating new text with learners ***How did I do this?***				
6. Reviewing learning ***How did I do this?***				
7. Transferring learning ***How did I help learners do this?***				

Module 8

Supporting writing

Introduction

Learning to write is a progression of skills. This progression usually starts before children go to school as they become aware of print in their surroundings and begin "pre-writing", for example by making marks representing "words" or tracing their names. The *English Language Learning Progressions (Introduction* pp 33-37) explains how writing skills in an additional language develop for different learners. The pattern can be different for students who have not learnt to write in first language. The *ELIP Resource* gives details of how to support students from Foundation to later stages in their writing development. Writing should be developed at the same time as reading and oral language.

Some English language learners find writing tasks very hard. They may have some ideas but:

- their writing skills may not be well developed
- they may not understand what is needed and may not have seen any models
- they know they make lots of grammar errors so they feel embarrassed
- they don't want to try because they haven't had success before.

Therefore, they need lots of opportunities for practice, lots of scaffolding and lots of encouragement to write.

At early stages, learners need to gradually develop the skills to:

- hold and use a pencil
- understand that sounds can be turned into letters and groups of letters
- form shapes and letters
- write on the line
- write left to right on the page
- write individual words
- copy, then write, sentences
- complete a gap sentence by writing one word in the gap
- complete sentences using sentence stem beginnings and / or writing frames.

After they have mastered foundation writing skills they will gradually need to acquire the skills to:

- write learned simple sentences independently
- generate longer sentences
- write paragraphs
- sequence and organise long texts and write for different purposes
- write for making notes (summarising)
- meet the writing requirements for curriculum topics and for assessments (e.g. NCEA in secondary school).

Types of text

All students need to prepare for writing by gathering vocabulary and ideas. In order to write well, students need to have talked about, thought about and processed the topic/subject area.

They need to understand the purpose and the audience for their writing. They need to know what type or genre of text to write.

The genre or type of text is important. Different genres require different elements or sections, and language features. In this handbook only genres for use in curriculum areas will be shown, but these can be both oral and written. Many texts used in the classroom contain different genres within the same text. You need to read a text carefully to see what genres it contains. The first Module 8 task is to identify some different types of texts or genres.

Read through the table on page 67 to check your understanding of different types of genres used in classroom learning.

Genres (text types): Purposes and Forms * Check examples in *ELIP*			
Genre	**Purposes**	**Oral Forms (examples)**	**Written Forms (examples)**
Recount	Retells past events (often merges with narrative)	'Morning talk' or talk about an experience	Diary writing: – in the weekend…' – a trip: Last week we visited…
Procedure	Supplies details of how something is done and the order in which the process happens	Directions to a school office, to a visitor, instructions for a game, or art process	Recipe: How to make pizza Game instructions: – how to play snakes and ladders – how to do a lino cut (see ELIP)
Description	Tells what something specific is like	News time: -My new kitten is …' Oral language games: – Describe a mystery object in a bag – Describe a pet – Describe a mineral	Classified ads: e.g. Car for Sale Descriptions of places, people, things (both real and not real)
Report	Tells what a group of things is like	Class talk -The bears at the zoo were… – TV documentary	Factual books: A book about different types of animals Pamphlets: All about heart attacks
Argument	Provides reasons for a decision or judgment	I should be allowed to use the computer because…	Letter to the editor: Why our school needs a crossing
Explanation	How something works or the reasons why something is the way it is	– how the library borrowing system works – why an object sinks or floats	Car manuals How a recycling plant works Why people fight wars
Discussion	Provides both sides of an argument	Class discussion Debates	Newspaper article – The pros and cons of drinking coffee
Argument or persuasive text	Presents a viewpoint on an issue	Why we must save the whales	Government paper – Unemployed youth – Environmental interest group paper – Why we should worry about the greenhouse effect
Narrative	To amuse and entertain: to tell a story, with some problem or situation which is resolved in the story	Class discussion Narration of stories Sharing Retelling of a story that has been read in class	Myths and legends Fables Fairy tales Family stories Creative writing

Supporting student writing

Teacher aides/bilingual tutors can help students develop writing skills by using first language (or English) to:

- scaffold the writing process (see *ELLP*, p 9)
- draw on student's prior knowledge
- make use of graphic organisers (which could be in first language) – see this Module
- discuss visual prompts to support writing (such as picture sequences, see Module 5)
- show and discuss models of writing – different types of genres and texts - talk about model in L1 – (see *ELIP* for what to talk about)
- explain how to use writing frames
- discuss differences between spoken and written English
- write in first language at the planning stage
- teach students to use editing skills.

Editing means checking what you have written. An Editing Chart on the wall can be useful to tell students exactly what to check (see Resource 8D for a model).

Spelling

A spelling programme should be provided alongside the teaching of vocabulary, reading, and writing. Learners need systematic support to master standard spelling because spelling is an important requirement for effective written communication.

An effective speller:

- can spell a large number of words, including words with irregular spelling patterns and words that the learner doesn't know the meaning of
- can spell new words, using their knowledge of other words and word families
- uses their visual memory, to write words and say them aloud to help them learn spellings
- may sound out words with exaggerated pronunciation (syllable by syllable) as a strategy for working out spelling e.g. go – ing.

Learners who have difficulty spelling often don't have a good grasp of the sounds of the new language. They may lack letter–sound knowledge, have difficulty paying attention to detail, and/or have poor visual sequencing memory. Learners who have trouble spelling are likely to stick to a core vocabulary, avoid using common but hard-to-spell words, and use more repetition, resulting in less effective writing.

English has many words originally borrowed from other languages, and is a particularly difficult language to learn to spell. The spellings of many words must, therefore, be learned by rote. There are some spelling rules that are quite regular, however, and these should be taught to learners.

At the most basic level, learners should be encouraged to learn words using the *Look, Say, Spell, Cover, Write, Check* method. This is one way to help learners to grasp the forms of words and improve their phonemic awareness and visual memory. Learners need to practise learning words in different ways to increase their vocabulary and improve their spelling.

Graphic organisers (use before writing, before reading and after reading)

A graphic organiser is a way of organising ideas and helps students think through content and understand it. There are many different types of graphic organisers, which can be used for different purposes at different points in the learning process. A mind map is one type of graphic organiser.

Mind maps can be used:

- at the beginning of a new topic when the students are thinking about what they know already
- during a topic to record and organise information as it is introduced or learnt
- to help organise information in preparation for a written task or research project
- to revise and study before an exam
- during an exam to help recall main ideas and check that main points have been covered.

Using graphic organisers enables learners to decide the topic, the key ideas, the sub-topics and the information that best fits into each topic and sub-topic. Bilingual teacher aides need to work with the teachers to make sure that the right kind of graphic organiser is used for a particular purpose. ESOL online has a link to many different types of graphic organisers, with explanations of what each type is best used for.

http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/graphic_organisers_e.php

Graphic organisers can be used:

- to record prior knowledge about a topic or section of text
- to think and talk through ideas
- to check learning at the end of the topic.

Writing frames (discuss before writing and use during writing)

Writing frames are structures which help students produce texts which fit a particular purpose and use the right sort of organisation and language structures for different types of genres. There are many different types of writing frames. Writing frames can be very simple for early stage learners, or quite complex for later stage learners.

Often the only instruction given to students before they write is “write about” or “write a story about”, especially for younger learners. However, in order to be able to “write to learn”, it’s important for learners to understand the differences between types of texts and to have seen models before they write.

A writing frame will not on its own be enough to support learners in their writing. They will also need a vocabulary bank and some ideas about the topic before they write.

David Wray is an educationalist from England who has created a number of writing frames on the web. They are free to download from
http://www.warwick.ac.uk/staff/D.J.Wray/Ideas/frames.html

The *ELIP* can also be used to develop writing frames.

Writing frames are helpful as a support for students as they move from being dependent to independent learners. To be used effectively writing frames need to:

- offer enough support to help the learner attempt a new or difficult task, but not so much that the writing is reduced to filling in boxes, which will provide no scope for the learner to improve – the writing frame must require the learner to produce independent continuous text, at the appropriate level

- be used as part of the planning and drafting stages, helping learners gather their thoughts and organise what they want to write
- be properly structured to suit the type of text and style of writing being practised - a frame for a description will be different from one for some instructions
- be designed and used progressively, providing less scaffolding for harder tasks as learners gain in experience and skill
- be used alongside reading texts that model the type of writing being practised.

Used in this way, writing frames can help learners to extend their range of writing genres, learn the requirements of more formal registers, and improve the fluency of their writing so the whole text make sense – all of which makes them more able to do different writing tasks independently.

You can make professional judgments in consultation with the teachers to decide when students can write without using a frame.

Dictation

Dictation tasks, when planned well, are a good example of how to integrate listening, speaking, reading and writing. Traditional dictation meant just writing down word for word what was read out, and has been used in English and foreign language teaching for a long time.

However, there are many different **interactive** ways of using dictation for learning which are fun and useful. One of these is Running Dictation.

Running Dictation

Purpose: to remember words and phrases and dictate them to your partner.

Instructions

1. Break students into teams of 3-4, or pairs for small classes.
2. Put one sentence on a piece of paper for each team, and stick it onto a board at the front of the room.
3. One leader from each team goes to the board and tries to remember their sentence.
4. The leader returns to their team and dictates the sentence while team members write it down.
5. First team to finish correctly gets a point.
6. Change words/sentences and switch leaders.

Variations

- Use pictures for children who can't spell and have them draw the picture instead of writing the words.
- Use multiple sentences for more advanced students.
- Place sentences around the room and have each team member do one each.
- Teams have to put the sentences into the right order before handing in the paper.

Notes

Make each team's paper different so students don't simply listen to other teams. Leaders are not allowed to take their paper, write down anything, or yell across the room. They are allowed to return to the board to look at their paper as many times as they like. Use words from class to reinforce learned vocabulary and grammar structures.

Note-taking and summarising

Another sort of writing is note-taking and summarising, which students need to start in later primary years (from about Year 4 onwards) and continue through to the end of secondary school. Note-taking is a special skill, which students need to be taught. Successful note-takers know the difference between main ideas and details, and which are the most important main ideas for their purpose.

Module tasks

There are several different tasks in this module, and they should be spread out over some time. Plan to discuss each task with a coordinating teacher or another teacher aide and plan some time to do each task. Think carefully about how you could change the level of each task for learners at different stages of English language development.

Module 8 Task 1 Sorting genres (text types)

Purpose: to sort different types of text on the same topic to see how different language structures and vocabulary create different genres.

Working with young learners

Young learners can do this task, but with much simpler and clearly different texts, and use some visual support (pictures) from the text to help them.

Individual and workshop task

Cut up the texts in Resource 8A (*Eggs* /Text types) and sort into different types of texts, then put the sections into order for each genre. To sort them into the right type, you need to look at what the text is about, then decide what type of text it is. (Refer to genre chart p65)

Module 8 Task 2 Before and After 4x3 Grid – Ideas about student writing

Resource 8B is a model of a 4x3 Grid to help you think about what you know at the start of this module about supporting writing. **You'll use it again at the end to check how your ideas have changed.**

Purpose: A 4x3 Grid is a note-making structure which can be used before a writing or reading task to gather ideas, then after reading or writing to review whether the main ideas have been included in the text.

Individual task

Complete the grid, based on what you do at the moment.

Workshop task

Complete the grid and share it with a partner.

Module 8 Task 3 Combining a 4x3 Grid and a Writing Frame

Purpose: to practise using a grid for note taking and to guide writing using a writing frame.

Working with young learners

Young learners can be helped to organise their ideas using grids, but these will need to be adapted. You could put one idea in each square to begin, as a model.

Individual task

Read the model text from *ELIP* Stage 2 20(c) Writing – Information report *New Zealand* and read through the text structure and language features (20b). Complete the 4x3 Grid before starting to write. When working with students, you could fill in the first line as an example for the other two boxes.

Students can use these notes to write an information report about their own country, using the information report Writing Frame if necessary.

Workshop task

Read the information report from *ELIP* Stage 2 20(c) writing. Choose a country all the group know something about and fill in the grid with a partner.

Module 8 Task 4 Teaching note-taking and summarising

Purpose: to understand how to find main ideas and details for making notes**.**

Different types of graphic organisers can help with note taking.

See ESOL online
http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/graphic_organisers_e.php

Individual task and workshop task

For early stage learners (Foundation and Stage 1), you can make cards of main ideas and details (separately) sometimes in easier language than the text uses. Students can sort the cards into main ideas and details, then put them in order and match the main ideas with the details. You can read the text again, and get students to make notes without the cards. Use an *ELIP* text to create a note-making task.

Note-making task

- For class, make several copies of the text *Sustainable and Renewable Energy ELIP* Stage 3, 3(d).
- Number the paragraphs, then cut them up.
- Each person gets a paragraph to summarise – they could use a highlighter to show main ideas.
- Meet with partner of same number to each make a summary of their paragraph.
- Compare summaries.
- Swap notes with another group/pair to make sense of the notes and write a new paragraph from the notes.
- Put the whole text together again, in the right order and review the new text as a whole group.
- Check to make sure that the main ideas from the original are all included.

If you are working with only one or two students, you can cut the paragraphs up into smaller chunks, then get the students to sort them into the right order, then make notes on the main ideas. Take the original text away, and students rewrite a new text from their notes.

Good practice

Good practice means making sure that whenever you are helping students to develop as writers you have checked that they:

- understand the task and know what a successful piece of writing will look like (from explanations and models and shared assessment criteria)
- have had time to prepare for writing (by talking through or reading about the topic)
- have the resources (information and vocabulary) to complete the task.

Checklist for teachers and bilingual teacher aides for supporting writing

1. Do we know what to do to support learners at different levels?
2. Do we know what level each of the learners is at (for writing)?
3. Have we explained the purpose of this task to the learners, in first language if possible?
4. Are we using the right writing frames for different students?
5. Are we checking what is required for writing in this particular subject or curriculum area?
6. Have the learners had time to prepare for writing, with vocabulary, models and visuals?
7. Has the student got everything that is needed to complete the task?
8. Have we provided an editing checklist for this task?
9. Have we given time for students to edit their work and checked that the whole text makes sense, as well as checking grammar and spelling?

Resources

ELIP and *ELLP* have models of writing at different levels in different genres, and explanations of different ways to support writers. You can also use the *ELIP* reading texts as more models of writing in different curriculum areas.

You can find out more about how to help students learn to summarise in *Effective Literacy Practice Years 5-8*, pp 149-150 and in *Effective Literacy Strategies in Years 9-13* Chapters 5 and 6.

ESOL online has examples of checklists for writing in different genres.
http://www.tki.og.nz/r/esol/esolonline/classroom/teach_strats/checklists/e.php

Next steps

1. Go back to the 4x3 Grid (Resource 8A) on Ideas about student writing. Add any ideas that you have gained after completing this module, then change any information that you first wrote that you would no longer do.
2. Take time to decide with a coordinating teacher:
   - what writing programme your learners are going to follow so that it is linked to what they are learning in their other class time
   - how they can be helped in the mainstream when they are not in an ESOL programme
   - what models you are going to use with the learners
   - what writing strategies you will help them to use.

Module 9 is about supporting learning to learn.

Preparation: Read the *Independent Learning* section in the *ELLP* booklet for the students you work with (1-4,5-8, 9-13). Read Section 3, pp 18-20 of the *Refugee Handbook for Schools* which has several different examples of "learning to learn" strategies. Check with your students which strategies they know and use.

Module 8 Sorting Genres (text types) Resource 8A

There are three different types of texts mixed up here. Copy off the texts page. The grid has been started for you. To complete the grid, cut along each line on p 75, then sort all the sections of text into three text types and put them into the grid in the correct column in the right order.

How did you know what belonged together, and what are some of the language differences between the different types of texts?

Genre (Text type) **Explanation**	Narrative	Information report
Experiment: to show what happens when gas expands and contracts.	The egg, with its silvery sheen, was lying in the pines where Arthur often went for an evening walk.	Two weeks later an adult worker emerges.

When the match went out, the hot air cooled and contracted causing less pressure, so that the greater air pressure outside pushed the egg into the bottle.	By the end of the week, the larva is fully grown.	Careful Arthur was going to walk right past it, without even touching it, but the fizzing excitement inside him changed his mind.	This means that before the egg was placed over the neck there was hot air in the bottle.
The egg was so big he had to put both arms round it to carry it home.	Then they switch the diet to a mixture of pollen and honey.	It was found that the egg was sucked into the bottle.	Arthur and the egg.
Something would hatch from this wonderful egg and he would be the first to know what that something was.	Honeybees	These hatch into larvae.	The worker then puts a lid on the cell so that the larva can pupate.
Even when he was a grown up man of considerable years, he was still being so careful that he had never had an adventure.	A lighted match was inserted into a glass bottle and a hard-boiled egg with the shell off was placed over the neck of the bottle.	Arthur felt a sudden unfamiliar fizz of excitement at the sight of it.	Then came the day that he found the enormous egg.
This experiment demonstrated that hot air expands on heating and contracts on cooling.	For the first few days the workers feed the larvae on a special substance from their mouths, called royal jelly.	Arthur Littlejohn had been taught to be a very careful person.	The queen bee lays her eggs in the small cells towards the bottom of the comb.

Module 8 4X3 Before and After Grid – Ideas about Student Writing Resource 8B

What are three differences between writing at beginning and advanced stages?	What are three ways that I use now to support learners writing at different levels?	What are three different types of things students might need to write in different curriculum areas?	What are three ways I could help students to prepare for writing?
1.	**1.**	**1.**	**1.**
2.	**2.**	**2.**	**2.**
3.	**3.**	**3.**	**3.**

Module 8 Preparing for writing – Combining 4x3 Grid and a Writing Frame Resource 8C

Information report

My country (Stage 2 learners) *ELIP* Stage 2, 20(c)

Students should have:

- seen a model of the type of text they need to produce
- completed the grid before they begin to write the report.

Sometimes it can be helpful for them to complete the grid in first language. (Remember these grids are also useful for helping students to make notes about something they have read, or talked about.)

You could make a more simple frame for Stage 1 learners.

Foundation learners (and young learners) could be given the facts on pieces of paper and put them into the correct column and read them through with a teacher aide or partner.

4x3 Grid My country

3 facts about the geography of my country	3 facts about language and customs in my country	3 birds and animals found in my country and one word to describe each one	3 important places or landmarks in my country and a fact about each place

Writing frame **Information report** **My country**

Text structure	
General statement – names country and gives information about a main idea (geography)	(Name of country) _____ is a land which _____ _____. The land is _____ and _____. The climate is _____.
Description Language and customs	The main language (or languages) in my country is (are)_____ _____. One important holiday day (or special time or festival) in my country is _____. In this festival people _____. One food that people in my country eat often is _____ _____.
Birds and animals	There are many birds and animals such as _____, _____and _____. The _____ lives in _____ and eats_____. The _____ is very_____ and eats_____. _____ are found _____ and are very_____.
Landmarks (important places)	Some famous landmarks are _____, _____ and _____. _____ is _____(where) and people like to visit because _____. _____ is important because_____ _____. Many people also go to _____ because _____.

Module 8 Editing checklist **Resource 8D**

These points should be changed for each task, so they are specific to the task and suit the age and level of the students. For young learners, use *ELLP* 1-4 p 63, and discuss other checklists with coordinating teachers.

At the text level I have checked that I have	At the sentence level I have checked that I have	At the word level I have
• written the right type of text for the task and kept to the topic	• used a main verb in every sentence	• chosen the right words for the task (subject words, general words)
• written the right type of text for the audience	• used a capital letter at the beginning and a full stop at the end of each sentence	• checked word endings
• organised the information in the right order for this type of text	• used other punctuation where I need to (e.g. speech marks, commas)	• checked spelling
• used paragraphs for longer texts	• written the words in the right order	• checked grammar (e.g. singular and plural)
• written enough information to fit the success criteria	• used different ways of making sentences	• written on the lines of the page
• linked the ideas in the text with liking words	• used linking words to connect parts of a sentence	• used tenses correctly for the task

Module 9

Supporting learning to learn

Introduction

Supporting learning to learn

There are many different ways schools can assist students to learn. These include:

- working with teacher aides/bilingual tutors and support personnel
- working with peer tutors (other students, trained to help their schoolmates)
- setting up self-access learning centres, study support/homework centres or holiday programmes
- training students in self-monitoring and "learning to learn".

For further information on peer tutoring, self-access learning and setting up homework or study support centres, see Learning Support Options Resource 9A.

Independent learners

Students who are independent learners are likely to make faster progress and achieve more than students who do not know how to learn by themselves and wait for help all the time instead of trying by themselves. Students need to know how to manage their learning when there is no teacher or teacher aide available. They also need to look for learning opportunities outside the classroom.

Independent learning:

- is essential for keeping up the pace of learning
- helps to avoid learned helplessness
- helps students take responsibility for their own learning
- helps students to become fully involved in their own learning.

Learning to learn

"Learning to learn**"** is the term used to describe how we develop the ability to manage ourselves as learners. Independent learners use strategies they have been taught and apply them to new areas of learning. They monitor, or keep track of how successfully they are learning. This is sometimes called "metacognitive strategising". Metacognition, or "thinking about how we think" is also explained in *Effective Literacy Practice Years 1-4* (page 26) and *Effective Literacy Practice Years 5-8 (page 27)* for primary and intermediate students. *Effective Literacy Strategies Years 9-13*, is a professional development programme for secondary schools which also has a section on learning to learn, pages 20-23.

Before you read the *ELLP* section (see next paragraph), go to the Module Task for this Module (KWLH) and fill in the first two columns ("What I <u>Know</u>" and "What I <u>Want</u> to know") about learning to learn (metacognition). Then read the *ELLP* section.

Each year level booklet of the *English Language Learning Progressions (ELLP)* has a section called *Developing Independent Learners,* which explains some ways that students can be helped to develop these learning to learn skills. One way is to show them how to ask themselves questions at different points when they are learning something, to make sure they are understanding what they doing. Examples of some these **learning prompts** can be found in the *ELLP*.

Understanding what to learn and knowing when you have learnt it

The important things that the classroom teacher and/or teacher aides/bilingual tutors need to do whenever a task is set, are to:

- explain to students **what** they are learning about or doing (the learning intentions)
- explain to students **why** they are learning or doing it (purpose)
- explain to students **how** they will know when they have learnt it or completed it (success criteria).

The *ELLP* has a section on creating **checklists** for a task, given to students when they start a task, so that students can independently check if they have done everything they need to complete the task.

- **Check** while the students are working that they understand what they need to do, e.g. ask for a "thumbs up" raised hand, to show they have understood an instruction for example, or that they have finished a task.
- **Check** some time later (e.g. the next day or the next week) to see what students have remembered.
- **Prompt** students to look for links between what they learned in one topic to what they are learning in another topic (e.g. learning about pollution in social studies, then the water cycle in science).

The bilingual teacher aid can explain these clearly in first language.

Using strategies across modules to train students in learning to learn

Many of the resources (e.g. graphic organisers, mind maps, Before and After grids) which have been used in the other modules for helping students to organise their thinking and writing are also used for training students in learning to learn.

Module 9 Task 1 Using a Self-monitoring Chart – KWLH

Before you start this task, make a list of how you help yourself to learn new things, or ways you use to remember what you have learnt. Check with a partner to compare your lists.

KWLH is a note-making structure used at different points in a topic (or task) to help learners think through and record what they Know (K), what they Want or need to know (W), what they have Learnt (L) and How they learnt it (H). Sometimes the H is placed ahead of the L, and stands for How **will** I learn this?

It's important that students are shown how to compare what they know at the beginning of a topic with what they know at the end, so they can see what progress they have made in their learning. Sometimes students could complete these partly in first language, especially when working with a bilingual teacher aide.

Individual task and workshop task

As suggested in the Introduction, complete the first two columns with two or three ideas in each column **before** you read the *ELLP* section. Discuss what you have read with a colleague or a coordinating teacher, then use Think, Pair, Share (Module 1 Task) to make a list of some differences between the way students learn in your country (or your experience) and the suggestions in the *ELLP*.

After you have read the *ELLP* and had a discussion, fill in the second two columns of the KWLH chart. If you have a colleague, discuss the similarities and differences between your two charts. The KWLH chart can be used in many different subject areas at many different class levels.

Module 9 Task 2 Disappearing Text

Purpose: Using a Disappearing Text (sometimes called Vanishing Cloze) is a way of helping students to remember an important idea by saying and writing it often, as chunks of it are gradually removed. It also enables students with less English to hear the text several times before they have to say it and write it themselves.

Disappearing Text should only be used with important information that the students need to remember for a long time.

A text should not be too long, as it's too hard to remember, but it can be two or three sentences long for older learners and can be adapted for younger and lower level learners.

Because the students are reading the text aloud, they get practice in speaking and listening, and in reading, and the weaker students get support from hearing the stronger students and remembering what they have heard. Sometimes, teachers can choose confident students to read by themselves.

Use Resource 9 C to practise using a Disappearing Text.

Module 9 Task 3 Developing a Self-access Learning Plan

You need to make a plan for developing self-access resources over the year with the teachers you support. These materials can be used by students when you are not working with them, especially in mainstream classes when they are a long way below the class level. This might mean taking a selected number of the topics that students are studying across the curriculum, and making a listening or speaking task, a reading task and a writing task for the topic. You could make several of these tasks at different levels, for different students.

Individual task and workshop task

Read the section on Supporting Self-access Learning in the *Refugee Handbook* (pp13-16). For each group or individual learner you work with, prepare a self-access resource for each of the four modes; listening, speaking, reading and writing. Discuss these materials with your coordinating teacher before, during and after using them with students.

You could also use the both the *Focus on English* materials and the *Teachers' Notes* for the *Selections* series (for students in years 7-13) as models for the materials.

Good practice

Using self-access materials

Content	Organisation
• develop materials linked to the curriculum • make sure materials are at the learning level of the individual student (you could colour code sets of tasks to match the *ELIP* and *ELLP* levels) • state the aim of the task clearly • make sure the instructions for use are clear • provide a variety of task types - integrate the modes (reading, writing, speaking and listening) with oral, written and visual support • include "learning to learn" prompts and chances for a variety of self-assessments • provide opportunities for feedback from a teacher	• laminate materials if possible • provide answer keys for materials where appropriate • get students to keep records of each task they have done

Computer-based learning is a very helpful way of giving learners time to practise English at their own pace.

Digital Learning Objects (DLOs)

An important source of free software to support English language learners are the Digital Learning Objects, available free to schools. These are produced for individual students to use on computers for the Learning Federation. Initial research in Australia suggests that using these materials can help students who are significantly behind their peers increase their understanding of curriculum concepts and tasks**.**

It is important to get some guidance on selecting appropriate content from the hundreds of items on the DLO resource bank. School Support Services can assist teachers with this.

What content is being developed?

TLF have produced digital content in a range of priority curriculum areas There are DLOs in a number of curriculum areas including numeracy, literacy (for students at risk) and science.

How can you access this content?

This content is hosted in *Digistore.* All New Zealand schools and advisers (employed under the School Support Services contract) are encouraged to register online to gain access to this content. Once registration is approved, school principals and advisers will be sent login details to enable them to access *Digistore*.
www.tki.org.nz/r/digistore/register

Resources

Software and web-based learning

There are many software programmes suitable for supporting English language learners across the curriculum. Teacher aides should consult with teachers to ensure that students are using the programmes that best suit their needs. You should always check a website first to make sure it is useful and suitable.

Ministry of Education websites for students

Teacher aides/bilingual tutors have a very important role in helping students to access appropriate information to help them learn outside the classroom. They should make sure all students they work with know about websites that can help them achieve.

The Ministry of Education has two websites for students to use by themselves.

WickEd is the primary and intermediate website with lots of information and activities about learning in the curriculum. It is not designed especially for English language learners, but can be used to help all learners.
http://www.tki.org.nz/r/wick_ed/

Study-it is a secondary school website to help senior students prepare for NCEA qualifications. Students can access a tutor through the site and get information and practice that will help them achieve their qualifications.
http://www.studyit.org.nz/

Other websites – support in first languages

Study Guides and Strategies **http://www.studygs.net/**

This excellent website has Study Guides and Strategies (for senior secondary and tertiary students) in a number of languages, including European, Asian and Middle Eastern languages.

Print resources

The *Teaching Resource for Using the Picture Dictionary* has many suggestions on how students can use this dictionary for independent learning. These tasks are labelled with an "I" (independent).

Next steps

Work with other colleagues on the staff to gradually develop a set of self-access materials, according to your plan.

Module 10 is about giving subject specific-support to students.

Preparation: Make one list of the subjects you feel most confident about and another list of things you could use to learn more about, from Te Kete Ipurangi.

It is important for the coordinating teacher to read through Resource 9A with the teacher aides/bilingual tutors as it is linked to developing a self-access learning programme.

Peer tutoring – students helping each other learn

Primary

Peer tutoring is often used in primary schools. ESOL online has a case study of how peer tutoring programmes can be used in an ESOL programme.

http://www.tki.org.nz/r/esol/esolonline/primary_esol/case_studies/ESOL_peer_support/home_e.php#link03

Secondary

Many schools have set up one-to-one support for students through a peer tutoring programme. The teacher who coordinates the programme calls for volunteer tutors from senior students and, after a training programme, these are matched with students who ask for subject help.

Students who are good communicators and have cross-cultural understanding are chosen to be tutors of students from a refugee background. They arrange to meet once or twice a week in lunchtimes, study periods or after school. An extra benefit from the tutoring programme is the development of friendship and understanding that often occurs between them.

A variation on peer tutoring can happen when senior students help with reading programmes for students who are English language learners at Foundation and Stage 1.

This could form part of a Health and Recreation module for Year 12 students. They receive training and then are matched with a student to hear them read a selected book and check understanding.

Supporting self-access learning

(from the *Refugee Handbook for Schools*, *ESOL Information for Schools* folder)

Self-access learning can make a very important contribution to students' learning. Not all learning can happen inside the classroom, and older students in particular who have very low first language literacy and numeracy need extra time to reach peer level.

Setting up opportunities for self-access learning in various ways can be a valuable school project, which all staff can share in. It can be managed and organised both in class and outside the classroom.

Self-access learning offers school-wide opportunities. It can be effective if it combines the resources and expertise of ESOL, special needs and curriculum teachers to select and develop resources and implement the programme.

Successful self-access learning relies on:

- accurate diagnosis of a student's needs in the particular subject/skill area
- provision of a range of materials at the learning levels of the students
- easy access to the materials
- careful organisation of the materials (classification by type/level/topic).

(Learners need to understand the classification system as well.)

NB Self-access learning materials can also be used for extension as well as support.

A modern self-access system should include access to CD Rom-capable computers, instructional videos (such as models of speeches/debates/seminars) and listening posts for listening to tapes.

You will never "cover everything" by providing self-access learning materials. However, you can provide models of typical tasks and materials to support learners with additional learning needs and build their confidence and understanding of the curriculum. You can also extend learners with special strengths.

Although a usual definition of self-access learning is that students should be able to do the task and self-correct it, providing only "yes/no" tasks and worksheets would lead to very boring learning. There are lots of different types of tasks that suit a modified form of self-access learning, meaning that students can work by themselves but get some feedback and suggestions for next steps or corrections from a teacher. Reading guides, three level thinking guides, and information transfer tasks are some of these.

Information Transfer can be done at a simple or more sophisticated level. Information in one form, such as on a graph, calendar, or chart, is translated into another form, such as a written paragraph or an oral story. By reversing the process, students can gather information from a simple oral interview: What's your name/birthday/favourite _____? Transfer this to a picture or into words on a chart.

Content hints

You can include materials focusing on:

- curriculum content areas
- general knowledge about New Zealand culture and customs, history and geography
- particular language points
- reference skills (e.g. using a dictionary, atlas, finding your way round the school/library, note-taking, understanding how a text book is organised, creating a bibliography)
- presentation skills e.g. giving a speech, organising a research project, the language of examination instructions, making a poster
- learning to read
- developing reading skills.

Use the *English Language Intensive Programme (ELIP)* for materials for developing self-access learning resources.

Where can self-access materials be used?

In-class self-access learning can be provided as a box of materials, classified and coded according to a school-wide system. It may also be linked to web-based materials and sites, **which should always be checked before students are directed to them.** These subject-related materials should be put in mainstream subject classrooms for students who are at very low levels of English.

One alternative is a self-access section in a library. Another is a special room. Usually the materials should not leave the room, but in-class materials may be able to be taken home, as long as there is another master copy. Guided use of self-access materials should be linked to the goals of the IPP's (Individual Programme Plans) in each subject (see *Refugee Handbook for Schools, Section 3 page 7*). Remember to avoid "one-off" disconnected "activities".

You need to keep scaffolding the learning. You could:

- put up charts with several suggested pathways for learners to follow (linking tasks either horizontally to connected tasks at the same level, or vertically, to similar tasks at increased levels of difficulty)
- provide each learner with a folder for self-access work, in which they keep a learning log, or a learning profile, which shows the links to the IPP for the term**.**

Conclusion

Self-access learning can be provided in a number of manageable ways on a large or small scale.

Students can develop learning independence by being asked to bring in their own materials for reading task development, by using vocabulary acquisition strategies in a range of classes and by showing their vocab logs, trees, etc. to the teacher aide/teacher, and learning to develop their own graphic outlines with the support of structures like the 4x3 grid.

Work with the other staff in the school and under the guidance of the coordinating teacher to collect and develop materials as a departmental team or syndicate, using principles shared across the school.

Allocate the materials to a year level (e.g. Year 4, Year 10), or a learning level (e.g. Foundation, Stage 2) to avoid repetition.

Make sure you always keep a master file of all materials, which is <u>not</u> the copy provided for students' use!

Suggestions for developing self-access materials across the modes

Listening

- dictated writing (from a tape) – on curriculum topics – either in full or as summaries
- minimal pairs – on tape – to write down and check against an answer key (e.g. hair/ here). This website has sound files for practice http://www.speak-read-write.com/minimalpairs.html
- stressed words (writing down) from a spoken text (as indicators of main ideas)
- listening cloze texts
- information transfer tasks
- graphic outlines – completed from a spoken text
- picture or text sequencing (from a spoken text) – e.g. a life cycle
- summary of a news broadcast
- reading support from listening to *Choices* and *Selections* tapes/CD Roms and Journal tapes – selected for curriculum topic support
- video segment (1 or 2 minutes) with sound off and write down predictions as "what, where, who" sentences and what they are saying. Listen again and check predictions.

Speaking

- pair tasks – using Spot the Difference pictures e.g. different animals/plants in same species, different people from a literary text (This could also be a writing task, e.g. using a Venn Diagram.)
- reading poems onto a tape

- pronunciation/vocabulary practice – word lists from topic areas and general usage words (peer tested)
- games for language learning, including commercial board and card games and from the internet
  http://www.mnsu.edu/comdis/kuster2/sptherapy.html
- computer based speaking, using the microphone record option with programmes such as KidPix Deluxe
- minimal pairs (see Listening)

Reading

- reading cards with scaffolded tasks **using content from across the curriculum**
- intensive and extensive reading logs
- reading for content and language awareness – make language focus explicit – e.g. reading to understand pronouns/verb groups/different types of nouns/adjective order (Use *ELIP*)

Writing and general skills

- copying (content area texts) at early phases of learning
- punctuation tasks, with explanations of why marks are used, using content area texts, so that you maximise learning. Students could process the material as a one sentence summary, or pose a question about it for the next user to answer.
- spelling programmes (also using the computer, which keeps a record of individual progress)
- writing cards with guided tasks using models and frames
- free writing tasks (and self-editing sheets)

Module 9 KWLH – Learning to learn **Resource 9B**

What I **K**now (about learning to learn)	What I **W**ant to know (about learning to learn)	What I've **L**earnt (about learning to learn)	**H**ow I learnt it (about learning to learn)

It's possible to do this by yourself, but it's much more fun to work in a group, with someone acting as the teacher. If you're working by yourself, use strips of paper to cover up sections of the text and say the whole definition, then write it out at the end when all the text is covered up, then check what you wrote against the original for accurate spelling, punctuation and to make sure all the information is complete.

Steps

1. Write the text on a whiteboard.
2. Rub out some small chunks of the text. In the example below the chunks to rub out (remove) are numbered. Rub out all the groups of words with the same number at once.
3. Each time you have rubbed out text, the student/group reads the whole text aloud, replacing the missing words as they speak.
4. When all the text has been rubbed out, the whole class/group repeats it again from memory, then each student writes it down.
5. Each student checks what they have written with the original text, to make sure it is accurate.
6. The next day that the group/class meets, each student should repeat the text to a partner to make sure they have remembered it.

Foundation text

A triangle is a shape with three sides.

(Rub out one word at a time, but not in the order they are written).

Stage 1 Text

The world

There are seven continents in the world- Europe, Asia, North America, South America, Africa, Australia and Antarctica. There are also four large oceans - Pacific, Atlantic, Indian and Arctic.

Rub out all groups of words with the same number at the same time. Keep chunks that make sense together.

1.	seven continents	North America	Pacific
2.	There are	Indian and Arctic	Africa
3.	four large oceans	in the world	Australia and Antarctica
4.	Europe, Asia	There are also	Atlantic
5.	South America		

Stage 2 Text

What is a cell?

Cells are groups of molecules that comprise units which make up living organisms. They carry out all the functions of life. Cells are made up of different parts. They contain a nucleus, a nuclear membrane, protoplasm and cytoplasm.

1.	groups of molecules	They carry out	a nucleus
2.	Cells	which make up	and cytoplasm
3.	Cells are	living organisms	are made up
4.	that comprise units	all the functions of life	a nuclear membrane
5.	of different parts	They contain	protoplasm

Module 10

Supporting learning in the curriculum areas

(including in-class support, withdrawal groups and in homework or study support centres)

Introduction

It's important to ensure that all English language learners, and especially older learners who arrive with little or no previous education, have school-wide support to gradually acquire the foundation knowledge and skills for learning in each of the curriculum areas – English, maths and statistics, science, social sciences, languages, the arts and technology. This is the responsibility of every teacher in the school, so teacher aides/bilingual tutors need to make sure that the work they are doing with students is linked as closely as possible to what students are doing in mainstream classes.

Students in both primary and secondary school often ask for support in specific subjects or curriculum areas. Many bilingual teacher aides have previous experience as subject teachers in other countries and can use their first language to help learners with learning in science, mathematics or other subjects. Teacher aides who do not speak the language of the students they are working with can also work with teachers to help students with learning in subject areas.

There are many different materials, both on the web and in print, which teacher aides/bilingual tutors can use when giving students subject-specific support.

Using the internet (the world wide web)

There are educational websites for a large range of curriculum areas. If you use the topic (e.g. solar system) as the search term and add "**educational resources"** to it **– e.g. "solar system educational resources",** you are more likely to get materials at student level, rather than general information. Some examples are:

- the NASA space exploration centre website **education.gsfc.nasa.gov/**
- coral reefs **http://www.coralfilm.com/edu.html**
- earthquakes **http://earthquake.usgs.gov/learning/kids//**
- dogs **http://doglinks.co.nz/educatn/education.htm**

Examples of general websites with links to many curriculum areas

EnchantedLearning.com

This is a useful site with many downloadable materials relevant to different curriculum areas, including reading books. Schools need to pay a small subscription fee for this site.

http://www.tki.org.nz/

The Ministry of Education website is called Te Kete Ipurangi. It has many different sorts of educational materials for subject area learning. Teacher aides need to work with teachers to choose practice materials for students from these sites.

Module 10 Task Using Selected Websites

Choose three websites relevant to the learners you work with, including one from TKI, and check what materials they have which you could use with one learner or group you are working with.

Check the sites with a teacher first, to make sure they fit with the New Zealand curriculum, and with the school programme.

Good practice

You should:

- create self-access materials relevant to different subject areas so early stage learners in mainstream classes are learning about the topics, using resources they can understand
- make sure the topics covered in the ESOL programme are linked to classroom topics so ESOL class or group learning transfers directly to curriculum learning
- provide links to websites and list of resources that students can read ahead of starting a topic, to familiarise them with main ideas and vocabulary (frontloading).

Next steps

1. Choose one or two curriculum areas that the students you work with find difficult. Arrange for the teachers of this area to meet with you and the coordinating teacher. Explain your role as a teacher aide/bilingual tutor and get a list of the next term's topics, so that you can prepare some support materials, using what you have learned from using this handbook. You could take along one of the tasks you have done for the teacher to try, or show them a resource you have prepared for some learners.
2. Update your Action Plan and update your responses to the charts.
3. Read through the Review Charts which follow the last module, and read back over anything you have found difficult to remember.

Resources

ESOL online, see Module and Resource list.

Conclusion

This handbook has provided an introduction to working in a language support role with English language learners. The approaches and strategies in each module are only a few examples of ways to support English language learners. There are many other possibilities to explore further. However if you and the coordinating teacher have completed all the modules successfully, then there will be increased good practice in th school.

You will have ensured that there is now:

- a clear shared understanding of your role, which will meet the needs of your learners
- support from teaching colleagues and management
- ongoing professional development as part of the school's professional learning community
- a toolkit of approaches and strategies that help English language learners to make progress and achieve.

Approach or Strategy **Purpose**	**Use in first language groups (L1)**	**Use in multi-language groups*** In this context, the medium of instruction will be English, but students should be encouraged to use L1 as much as possible.	**Primary School**	**Secondary School**
Name games (such as alphabet letter and adjective match) e.g. I'm Helen and I'm happy. – Introducing and getting to know each other	Take time to get to know students. Use L1 to talk about backgrounds and shared understandings.	Take time to get to know students. Use English to talk about backgrounds and shared understandings. Create *Ethnic Boxes* for all students to talk about. (Module 5)	Teach a pattern: My name is; I come from; I have been here…. months, (see ELIP Oral Language and ELLP).	Teach a pattern: My name is; I come from; my favourite subjects are …, I would like to….(see ELIP Oral Language and ELLP).
Front loading – to activate prior knowledge – to give input (key vocabulary and main ideas) ahead of the topic in first language and/or English to increase understanding	Share in L1 prior to the teacher's lesson the key points to be learnt in English.	Share key words and ideas before class lesson, and compare to words and ideas in own language/s and understandings prior to the teacher's lesson.	Be sure that you discuss the topic with the teacher before it starts, so that your sessions prepare the students for the next unit. Include key vocabulary and ideas.	Go over the topic with the teacher beforehand, focussing on the key words and concepts to be introduced. Then prepare and deliver a series of lessons to increase the students' confidence with the new material.
Picture sequencing (with no written text) – to assist development of oral language	Use L1 to negotiate sequence of visual text.	Use English to negotiate sequence of visual text. Compare key words in various languages.	Spend lots of time asking students about what the pictures, diagrams, etc. might be telling us.	Increase visual text comprehension by discussing graphs, diagrams, charts with students.
Strip text sequencing – to sequence a set of visuals then match with written text	Use L1 to negotiate sequence of visual text, then match to English written text.	Use English to negotiate sequence of visual text, then match to English written text.	Choose a text which matches the age of the students.	Choose a text which matches the age of the students.

Speaking frames – to provide a structure as a bridge to using the new language	Use L1 and English to teach songs and poems using standard sentence structure to develop understanding of spoken language rhythms and pronunciation. Use L1 to develop speaking frames on a classroom topic.	Use English to teach songs using standard sentence structure. Use English to develop speaking frames.	Provide lots of practice with songs, poems and different types of responses, e.g. questions/ answers.	Provide practice answering topic questions orally, and in various genres, e.g. explanation, argument.
Speaking grid – to encourage students to show comprehension of a text through repeating information from a viewpoint	Use L1 for instruction and questions before the task.	Use English for the task, and allow lower level students to answer the easier questions from the box.	Any text can be used as the basis of a speaking grid.	Any text can be used as the basis of a speaking grid.
Listening grid – to show comprehension of a text and recognition of spoken words – identification of main ideas (from repeated key words)	Use L1 for instruction and questions before the task.	Make sure students have heard each word at least once (read through the list) before they do the task.	Link to any curriculum topic.	Link to any curriculum topic.
3-2-1 Speaking – to encourage students to develop oral fluency – sequence information and process key ideas	Use L1 for instruction and questions before the task.	Make sure the instructions are clearly given in English, and students check they are using only English for this task.	Allow time for students to practise this – you could the reduce the time for younger students (e.g. 2, 1, 30 secs).	Can be done to process ideas in any curriculum area.
Supporting classroom language learning through modelling: songs, speaking frames – to show patterns of English	Use L1 and English to teach songs using standard sentence structure. Use L1 to develop speaking frames on a classroom topic.	Use English to teach songs using standard sentence structure. Use English to develop speaking frames.	Provide lots of practice with songs and different types of responses, e.g. questions/ answers.	Provide practice answering topic questions orally, and in various subject areas.

Approach or strategy Purpose	Use in first language groups	Use in multi-language groups* In this context, the medium of instruction will be English, but students should be encouraged to use L1 as much as possible.	Primary School	Secondary School
Wait time – to give students time to think and to encourage students to speak	Practise using wait time with students when waiting on responses to inferred questions based on a visual aid, in L1.	Practise using wait time for inferred questions based on a visual aid with cultural links to the students, in English.	Practise using wait time when waiting for responses to inferred questions e.g. based on a picture about pollution.	Practise using wait time when waiting for responses to inferred questions e.g. based on a picture or diagram about the carbon tax.
Defining questions – to help students understand that there are different types of questions	Share the learning intentions in your L1. Sort examples of different types of questions in L1 into categories. Make links between what students will learn and what they already know.	Share the learning intentions in English. Sort examples of different types of questions in English into categories. Students can ask someone a question.	Explore the types of questions that can be asked in English and in L1.	Explore the types of questions that can be asked in English and in other languages.
Sorting and practising closed questions – to show students different types of questions	Practise closed questions in L1 with culturally relevant examples using the 'Have you ever?' game. Provide a set of cards with L1 open and closed questions on the same topic and students sort the questions, then add one of their own.	Practise closed questions in English with culturally relevant examples using the 'Have you ever?' game. Provide a set of cards with open and closed questions on the same topic and students sort the questions then add one of their own (in L1 with a partner if possible).	Practise closed questions in English and L1 using the 'Have you ever?' game based on a mainstream topic, e.g. Have you ever been to the Zoo?	Practise closed questions in English and L1 with culturally relevant examples using the 'Have you ever?' game based on a mainstream topic, e.g. Have you ever – been to the Rocky Shore? – mixed chemicals in a test tube? – eaten taro? – used chopsticks?

Exploring different types of open questions – learning how to sort into different categories e.g. three levels: (literal inferred applied); 5 Ws and an H questions; reflective questions	Create different types of questions about the same text in L1 (written or visual, or audio visual) to categorise examples of questions at different levels using L1.	Create different types of questions about the same text in English (written or visual, or audio visual).	Explore different types of questions about mainstream topics, e.g. Literal – *When and where was Hongi Hika born?* Inferred – *Do you think Hongi Hika was brave?* Applied – *What might have happened if Hongi Hika had lived a bit longer?* (based on *ELIP Primary Resource,* Reading, Understanding and Responding, Stage 1, 12d.)	Explore different types of questions using mainstream topics, e.g. Literal – *How many ships were waiting and hiding from the German army?* Inferred – *Was D day the most important battle of World War 2?* Applied – *What would have happened if the Allied soldiers had been driven back off the beach by the Germans?* (based on *ELIP, years 7-13*, Reading, Understanding and Responding, Stage 2, 13d)
Creating questions at three levels – helps to develop understanding	Choose an L1 text with students to create examples of questions at three levels in L1 or English and get other students to answer them.	Choose an English text to get students to create examples of questions at three levels in English and get other students to answer them.	Create literal, inferred, and applied questions based on a school topic, e.g. flight, and answer them.	Create literal, inferred, and applied questions based on a mainstream topic and answer them, e.g. Monsoon Asia.
Questioning dice – asking and answering literal, inferred and applied questions	Use questioning dice with students to create questions about a text, at three levels, in L1.	Use questioning dice to create questions about a text at three levels, in English.	Use questioning dice to create questions at three levels about a topic text, e.g. Olympics.	Use questioning dice to create questions at three levels about a topic text, e.g. Civil Rights.
Speaking by numbers – helps students ask and answer different types of questions	Provide practice time for students to create inferred questions based on a visual aid, in L1.	Provide practice time for students to create inferred questions based on a visual aid in English.	Use a picture from a school topic, e.g. pollution, and ask students to create inferred questions.	Use a picture from a mainstream topic, e.g. the carbon tax, and ask students to create inferred questions.
Hot seating – provides opportunities for different students to speak	Encourage students to create and answer questions at three levels, e.g. based on a book/film character portrayal, in L1.	Encourage students to create and answer questions at three levels in English, e.g. based on a book/film character.	Students answer questions at all three levels as a character from a story the class has read, e.g. *Drive Through*, School Journal, 2.3.07 and included in *Freaky Fridge and other stories*, MOE, CD Rom, 2008 – young learners could use a picture.	Students answer questions at all three levels as a character from a story the class has read, e.g. *Te Waka,* by Ian Trafford, School Journal Library, 2006 and included in *Plastic Fantastic?* MOE, CD Rom, 2008.

Approach or Strategy Purpose	Use in first language groups	Use in multi-language groups	Primary Schools	Secondary Schools
Use a Phonemic Awareness Programme (based on *ELIP* Foundation Stage) , – builds knowledge of phonemic awareness, ensures students can decode text	Teach the English alphabet, and sounds, blends, using the students' first language and English.	Teach the English alphabet, and sounds and blends, in English.	Support students in their classroom phonemic awareness and reading programmes by placing the student on the *ELLP* reading matrix so that teachers are aware of the text level needed.	Check that students have strong knowledge of the English alphabet and can decode fluently (know the sound -letter relationships). Ensure students are placed on the *ELLP* reading matrix and discuss with the teacher the level of text the student is capable of reading.
Plan a balanced reading programme – include reading with students, reading to students and reading by students – helps students to develop different reading strengths, and read different levels and types of text in different ways	Encourage all students to continue to read in their own language, if they have had schooling in this language.	Encourage all students to continue to read in their own language, if they have had schooling in this language.	Encourage the school to use the Home-School Partnership programme, to support use of first language at home for talking and reading.	Use the MoE resources provided for years 7-13 classes, (*ELIP* and *Selections*), as the *Teachers' Notes* and teacher instructions have been carefully written to support "learning to read" and "reading to learn". Use other texts as well, BUT make sure you choose materials that match the age and stage of the learner!
Integrate oral and written tasks with the reading programme – helps students understand the sound and spelling of words, as well as the meaning	Use first language to explain the reading task, and to find out prior knowledge that the student has about the topic. Make the purpose for using a particular text clear.	Use English to explain the reading task, and to find out prior knowledge that the student has about the topic. Make the purpose for using a particular text clear.	Use the suggestions in the *ELIP Primary Resource*, in *SELLIPS*, in *Effective Literacy Practice* handbooks, on ESOL online and other Ministry documents, to plan integrated tasks.	Use the suggestions in the *ELIP Years 7-13 Resource*, in the Ministry's *Effective Literacy Strategies* handbooks, on ESOL online and in other MoE documents, to plan integrated tasks.

Use tapes and CD materials and computer programmes – helps students understand how English is spoken and develop fluency when reading silently and aloud	You could translate some of the early readers into first language and read them onto tapes, so students can listen to them as they read the English text.	Use a variety of print resources at different levels and use the **e books** (e.g. *Freaky Fridge* and *Plastic Fantastic?)* to support reading.	Schools should make full use of MoE print and electronic resources. Schools can access recommendations for a list of discounted software through TKI from the MoE's ESOL website.	Schools should make full use of MoE print and electronic resources. Schools can access recommendations for a list of discounted software through TKI from the MoE's ESOL website.
Set interactive reading tasks, as well as individual reading tasks, using a variety of reading strategies before, during and after reading a text – helps students engage with the text and helps teacher see how well they are comprehending the text	Support students to use first language to talk about what they are reading in English, before, during and after they read a text.	Support students to use first language to make notes about what they are reading in English, before, during and after they read a text.	Use the suggestions in the *ELIP Primary Resource*, in *Effective Literacy Practice* handbooks, in all the *Teachers' Notes* (for journals), on ESOL online and in other MoE documents, to set varied reading tasks.	Use the suggestions in the *ELIP Years 7-13 Resource*, in *Effective Literacy Strategies* handbooks, in all the *Teachers' Notes* (for *Applications*, *Selections* and *Choices*), on ESOL online and in other MoE documents, to set varied reading tasks. * The *Danger* unit is designed to support NCEA reading achievement.
Check the reading demands in the mainstream classes for your learners	Work with ESOL teachers and the mainstream teachers to see what the students need to read in the mainstream and help prepare them for this.			

Approach or strategy Purpose	Use in first language groups	Use in multi-language groups* In this context, the medium of instruction will be English, but students should be encouraged to use L1 as much as possible.	Primary Schools	Secondary Schools
Share explicit learning intentions and success criteria for the writing task – helps students understand what they are expected to do to complete the task successfully	Share the learning intentions in L1.	Share the learning intentions in English. Show and talk about examples of success criteria.	Ensure that students understand the learning intentions and success criteria of written tasks. This may have to be discussed with the teacher beforehand to ensure that these details are clearly provided.	Ensure that students understand the learning intentions and success criteria of written tasks. This may have to be discussed with the teacher beforehand to ensure that these details are clearly provided.
Use models to ensure understanding of different types of writing	Use L1 examples of text types with students to categorise under correct titles, for students who can read and write in L1.	Use English examples of text types with students, to categorise under correct headings.	Use the *English Language Intensive Programme Primary Resource* to model different types of writing, e.g. Stage 1, Writing, Can write a simple recount, 19c.	Use the *English Language Intensive Programme, Years 7-13* to model different types of writing, e.g. Stage 2, Writing, can write a simple guided persuasive text, 22d.
Graphic organisers – to link speaking and writing, e.g. **fishbone diagram** for argument	Use L1 graphic organisers to scaffold construction of written text in English.	Use English graphic organisers to support construction of written text in English.	Use a graphic organiser, e.g. Mind Map, to assist students in presenting ideas for a written task based on the current topic, e.g. Solar System.	Use a graphic organiser, to assist students in presenting ideas for a written task based on the current topic, e.g. It is vital to maintain your first language.
Writing frames – to scaffold writing (see Module 5 – Speaking Frames)	Provide writing frames for appropriate text types in L1 in preparation for student writing in L1. Focus on note-taking in L1 leading to English.	Provide writing frames for appropriate text types in English in preparation for writing in English.	Provide writing frames for appropriate text types in English in preparation for student writing based on a class topic (Use *ELIP*). e.g. Write a recount of a class trip to the fire station.	Provide writing frames for appropriate text types in preparation for student writing based on a mainstream topic (Use *ELIP*): e.g. Discuss 3 characteristics of the child in *Butterflies* by Patricia Grace.

Picture sequences and visual text – way of expanding language through talking and writing	Use culturally relevant and other topic visuals to practise sequencing of a process in L1. Use sequenced visuals for oral retelling prior to writing in L1. Collaboratively develop written captions for a visual sequence based on a procedural text in L1 (e.g. making paper).	Use other topic visuals to practise sequencing of a process in English.	Use a sequence based on a class topic – Food- to practise sequencing e.g. *ELIP*, Reading, Understanding and Responding, Stage 1, 15 c, *How To Bake an Apple,* Oral Interaction, Stage 1,10 a, *Temperature.*	Use a sequence based on a school topic to practise sequencing of a topic, e.g. *ELIP*, Writing, Stage 2, 21 c, *How to Recycle Aluminium Cans.*
4x3 grid – one way of supporting students to make notes before writing or after reading (Module 8)	Use a 4x3 grid in L1 to record key ideas in the text.	Use a 4x3 grid in English to record key ideas.	Use a 4x3 grid to scaffold writing through speaking, based on a topic text, e.g. *ELIP* Primary Resource, Oral Interaction, Stage 1 8d *Tuatara.*	Use a 4x3 grid to scaffold writing through speaking, based on a mainstream topic text, e.g. ELIP 7-13, Stage 1, Reading 10 d, *The Atmosphere.*
Editing checklists – help students to monitor their learning. – editing checklists should be specific to each task.	Use first language to discuss what each editing point involves and model the editing process.	Discuss the points in the checklist and model the editing process.	Train students to self-edit and peer edit and use the criteria for the task.	Ensure that students understand that an accurate piece of writing needs to be edited more than once.

Approach or strategy Purpose	Use in first language groups	Use in multi-language groups* In this context, the medium of instruction will be English, but students should be encouraged to use L1 as much as possible.	Primary Schools	Secondary Schools
Review previous lesson in English or L1 – helps students recall main ideas	Allow opportunity in L1 to share learning from previous lesson. Tell a partner a main idea and 3 important words about this topic from the last lesson.	Allow opportunity in L1 pairs or in English to share learning from previous lesson. Tell a partner a main idea and 3 important words about this topic from the last lesson.	Discuss the last lesson with students. What did they remember from it? Are they clear about what they are learning next and how it links to what they have learnt before? What do they still have to do to fully understand the topic?	Discuss the last lesson with students. What did they remember from it? Are they clear about what they are learning next and how it links to what they have learnt before? What do they still have to do to fully understand the topic?
Share explicit learning intentions and success criteria – helps students understand what they need to do to complete a task successfully	Explain L1 learning intention and success criteria (SC).	Explain learning intentions and success criteria in English e.g. "We are learning to use bilingual word cards". Share success criteria e.g. "We will know we can use bilingual word cards when we successfully learn new words."	Discuss with students the learning intentions and success criteria of a recent class task.	Discuss with students the learning intentions and success criteria of a recent mainstream task.
KWLH chart – prompts students to identify what they know, what they need to know and how to learn it, or how they learnt	Use L1 in a variety of graphic organisers, including KWLH, to find out about and build on student knowledge about independent learning and about curriculum topics.	Use English in a variety of graphic organisers including KWLH, to find out about and build on student knowledge about independent learning and about curriculum topics.	Use suggestions from the *Refugee Handbook*, pp16-17, to track learning progress in a class topic, e.g. What do I already know? What do I need to learn?	Use suggestions from the *Refugee Handbook* to track learning progress in a class topic, e.g. What do I already know? What do I need to learn?

4x3 grid – gives a structure which can be adapted to learners at different year levels and levels of English proficiency in any subject area	Complete a 4x3 grid in L1.	Use a 4x3 grid in English.	Use a 4x3 grid to scaffold students' understanding of a topic text, e.g. *ELIP* Primary Resource, My Bike Stage 1, Oral Interaction, 7c	Use a 4x3 grid to scaffold students' understanding of a mainstream text, e.g. *ELIP* 7-13, Antarctica Stage 2, Reading 11d.
Before and After Vocabulary Grids, and **Vocabulary Ladder** – enables teachers/teacher aides to see which words students know – encourages students to take responsibility for vocabulary learning (Module 4)	Use learning to learn prompts in L1 to build L1 vocabulary. (See *ELLP*)	Use learning to learn prompts in English to build English vocabulary. (See *ELLP*)	Use Before and After Vocabulary Grids, to develop vocabulary, based on class topics (Module 4).	Use Before and After Vocabulary Grids, to develop vocabulary, based on class topics.
Disappreaint Text – helps students to remember and retain important information	Use a Disappearing Text in L1 to learn important information.	Use a Disappearing Text in L1 to learn important information.	Use key word definitions from the class topic as a Disappearing Text to develop student memory, e.g. *ELIP* Primary Resource, Stage 2 Kangaroos (Definition), Reading, 11c.	Use key word defnitions from the class topic as a Disappearing Text to develope student memory, e.g. *ELIP* 7-13, Stage 3, 13d.
Use learning prompts – promotes independent learning	Students can develop their own prompts in L1.	Use *ELLP* section **Developing Independent Learners.**	Use the *ELLP Booklets Yeaes 1-4 or 5-8* to teach students how to use learning prompts which suit their age gruop and level of English.	Use the *ELLP Boooklet Years 9-13* to teach students how to use learning prompts which suit their age group and level of English.

General Support and purpose	Curriculum area	Primary/Intermediate	Secondary
Talk to the teachers you work with to find out exactly which topics are being covered, so that you can discuss this in first language (or English).		Provide a list of topics to students at start of term to share with families.	Provide a list of topics to students at start of term to share with families. Go to department/faculty meetings with the ESOL teacher to tell them what level your students are at.
Talk to teachers to find out what sorts of assessments students need to do so you can explain these to students – e.g. multi-choice tests, short answer tests, paragraph or essay length answers, internal (ongoing) assessment, open book tests, practical tests, external assessments (outside examinations). Primary school assessments are much less complex than secondary school assessments.		Get class teachers to show you models of what sorts of things they want students to write in tests and discuss them with the students. Make sure students understand instructions for assessments.	Ask for old exam or test papers you can show the students and work through these with them.
Pre-teach key vocabulary in English and link to any relevant words known in first language.	Preview the topic words so you can explain to students the difference between any general and technical vocabulary (*ELLP* page 40).	Make sure students have plenty of chances to learn words in different ways and at different levels. (*ELLP* pp 39-40) Make sure students know the high frequency words (e.g. first 1000 words *ELLP* p 45).	Make sure students have plenty of chances to learn words in different ways and at different levels. (*ELLP* pp 39 and 40) Make sure students know the high frequency words (e.g. first 1000 *ELLP* p 45). Help students to learn words relevant to their subjects from the academic word list – use bilingual subject dictionary (e.g. Physics) (see *ELLP* pp 41 and 46).
Use **Front Loading** to introduce some ideas and concepts in L1 before the lesson or topic, so that students can connect the new knowledge to any previous knowledge, or have some idea what they are going to learn about.		Work with the classroom teacher and/or the ESOL teacher to prepare materials for the next topic for students to use before they start a new mainstream topic.	Work with the subject teachers and/or the ESOL teacher to prepare materials for the next topic for students to use before they start a new mainstream topic.

Writing Find out which genre or type of writing is needed so that you can ensure students have seen models of what they need to produce.		Help students to understand that all writing has an audience and a purpose. Use first language (or English) to discuss their purpose for writing and what language choices they need to make to meet this purpose.	Different curriculum areas require different types of writing. Make yourselves familiar with what sort of writing students need to do in their different curriculum areas. Work with the teacher/s to make sure students have strong foundation skills for writing.
Provide short (e.g. 3 weeks) subject intensives for students at different levels to fill knowledge gaps in subject areas. Check content with subject teachers.			Plan subject intensives for different levels., e.g. foundation students needing maths input, or NCEA students needing help in Technology.
Provide regular opportunities for students to used computer-based materials for all curriculum subject areas.			

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