

# Introduction

## Welcome to Module 5 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In this module, you will learn about ways to support learners' oral language and vocabulary development.

As learning assistants, you can encourage learners by helping them to use their prior knowledge and first language strengths to learn new concepts and ideas in English. It is also very important for learning assistants and teachers to work together in encouraging families to maintain their heritage language/s with their children as this supports learners to be strong in their cultural identity, to make progress in their English language learning, and to experience academic success.

### Supporting Vocabulary Learning

**You can support Emergent Bilingual learners' vocabulary learning in a number of ways, which include:**

- working with teachers to make sure that vocabulary is not too easy and not too hard;
- making sure that chosen vocabulary is meaningful for learners;
- focusing on vocabulary from learners' everyday experiences, as well as concepts introduced in the classroom, and from stories, movies, books, or places in the community that are important to learners etc.;
- spending time on vocabulary that learners will use in their everyday lives and in curriculum learning, and teaching new words in meaningful ways;
- using visual materials such as photographs, maps, diagrams, drawings, and picture dictionaries to support learners to understand new or difficult vocabulary.

Oral language and vocabulary are best developed when learners spend time in meaningful talk with others. As much as possible, learners should be encouraged to talk using all of their language resources. In cases where learners work independently of a

teacher or learning assistant in English-medium settings, learners can continue to practise their oral language development in meaningful and active ways by listening to familiar audiobooks, talking with partners or in small groups, or by engaging in role-play.

### Lexical Approach

Learners need to hear and use new vocabulary several times before words become familiar to them. Learners need to have many opportunities to hear new words, say new words, and write new words before words become part of their vocabulary. Over time, it is important to combine oral language and vocabulary development with reading and writing.

**Language learners often learn vocabulary more effectively when:**

- words are taught in context, rather than in isolation, as they are easier to learn and understand;
- words are learnt and processed in 'lexical chunks' (Lewis, 1993) which are phrases that are understood and learnt as meaningful 'wholes' rather than as single words or pieces

of information, for example, “Good morning.”, “How are you?”, “Line up.”, “My name is...”, “Where are you going?”, “Thank you.”

Learning assistants can support oral language and vocabulary development by focusing on lexical chunks or a phrase or string of words that are meaningful when used together. Lexical chunking is closely connected to the idea of ‘collocation’, referring to words that collocate, or go together. For example, “Have you ever...been/seen/heard/had/trying...?”

Teaching and learning everyday vocabulary can support learners to access the language of the curriculum. Learning assistants can also support learners with the language of

curriculum areas (i.e. the language of science, the language of maths, etc.) by focusing on meaningful lexical chunks within topic or inquiry areas. It is not enough to simply teach the language of the curriculum. Learners also need opportunities to try out and practise new vocabulary by engaging in communicative tasks (activities that require learners to talk and negotiate with each other to complete the task).

Have a go at completing Task 1 as a collaborative task. Think and talk about the contexts in which you use the action verbs (thaw, melt, dissolve), and the chunks or phrases that do or do not collocate.

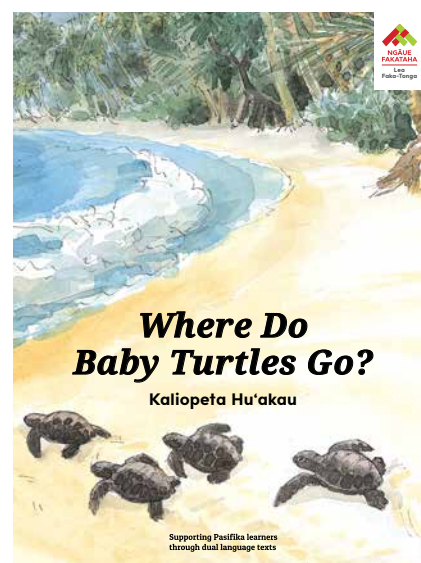
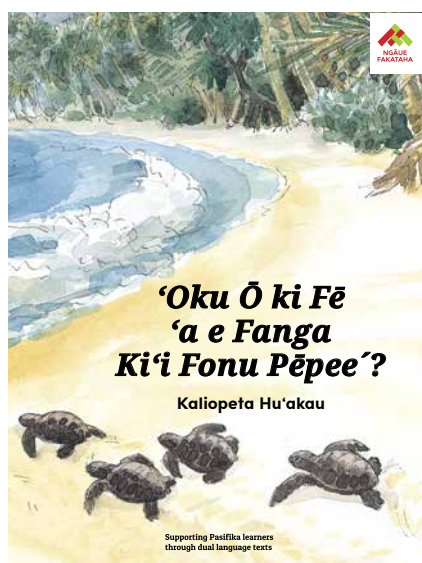
### Module 5: Task 1: Collocations Chart

**Task Instructions:** Put a tick in the correct column to show which words go together (collocate).

	frozen food	your heart	out	a relationship	into tears	sugar	ice	chocolate
thaw								
melt								
dissolve								

#### Preparation For Tasks Ahead:

Read the Pasifika Dual Language text ‘Where Do Baby Turtles Go?’ by Kaliopeta Hu’akau. Then work through module tasks 2 – 5.



Ko e tohi eni ke lau fakataha mo e kau ako:  
 Ko e fakahinohino 'a e faiaiko mo hono fakalea 'o e tohi',  
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Fu'aki pulusi 'Oku Ō ki Fē' 'a e Fanga Ki'i Fonu Volevale' 'i he ngaahi talanoa Tupu'

Tohi Iea 'Inglisi mo e tohi Iea faka-Tonga ma'umafai © Kaliopeta Hu'akau 1995  
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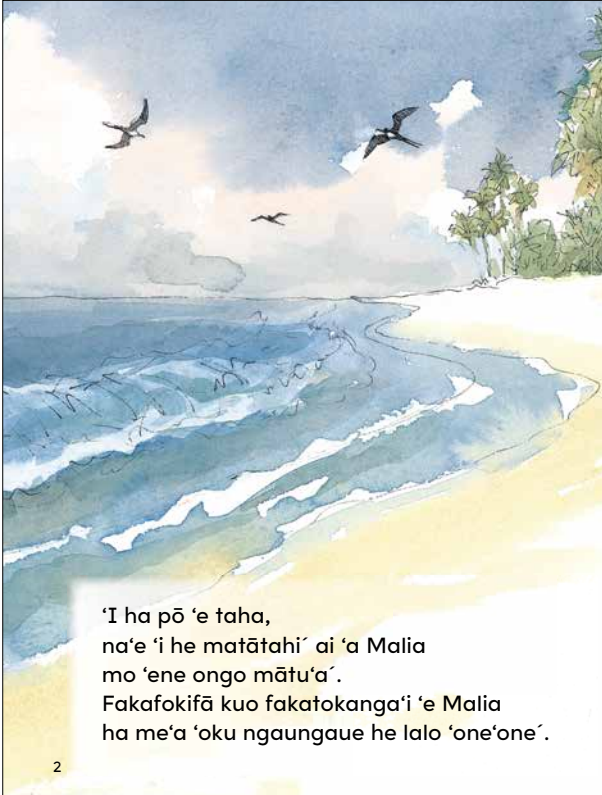
# 'Oku Ō ki Fē 'a e Fanga Ki'i Fonu Pēpee'?

fa'u 'e  
 Kaliopeta Hu'akau

tā fakatātā 'e  
 Judith Kunzlé

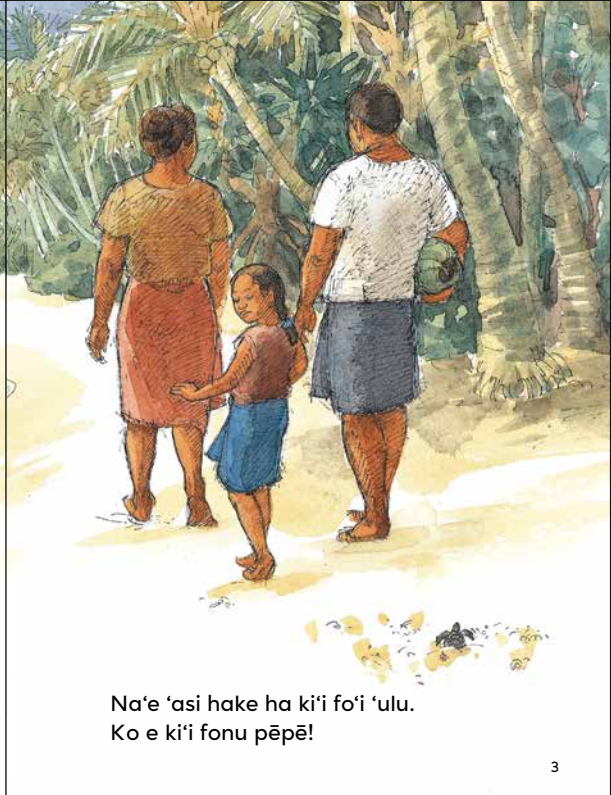


Nāunau ki he Ako'



'I ha pō 'e taha,  
 na'e 'i he matātahi' ai 'a Malia  
 mo 'ene ongo mātu'a'.  
 Fakafokifā kuo fakatokanga'i 'e Malia  
 ha me'a 'oku ngaungaue he lalo 'one'one'.

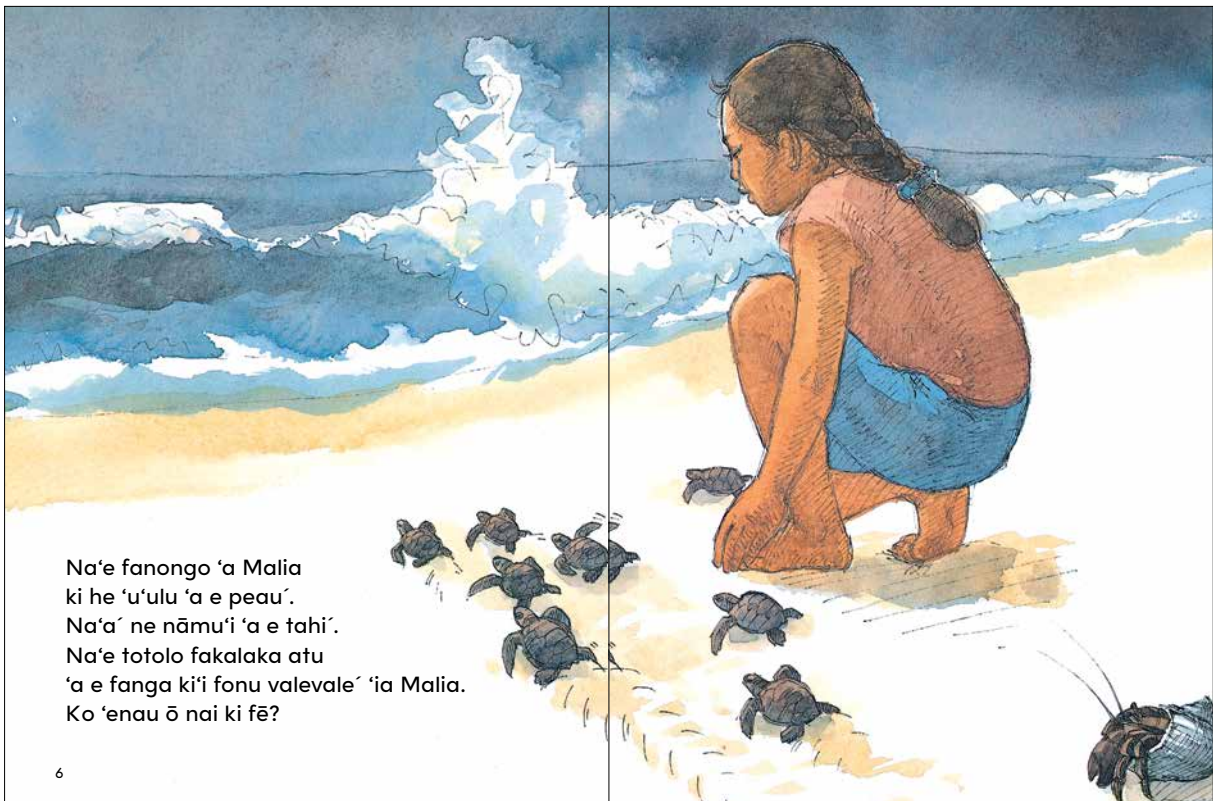
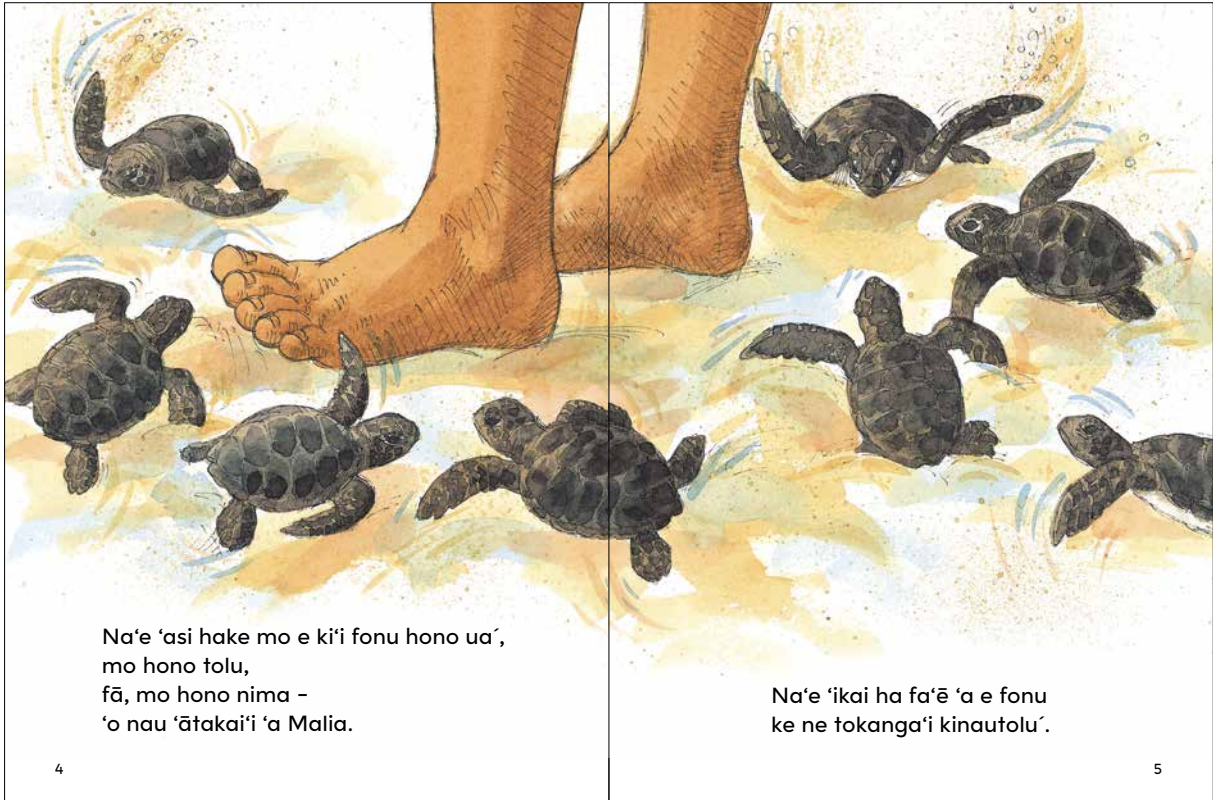
2



Na'e 'asi hake ha ki'i fo'i 'ulu.  
 Ko e ki'i fonu pēpē!

3







Na'e lava foki mo e fanga ki'i fonu pēpee  
 'o fanongo ki he 'u'ulu 'a e peau'.  
 Na'a nau nāmu'i 'a e tahi'.  
 Na'e 'ilo 'e he fanga ki'i fonu'  
 'a e me'a totonu ke nau fai'.  
 Na'a nau totolo atu ki he fasi mai 'a e peau'  
 pea na'a nau puli ai pē.

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This book is for shared reading with students.  
 Teacher and audio support for this text is available online at  
<http://literacyonline.tki.org.nz/Pasifika-dual-language-books>

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# Where Do Baby Turtles Go?

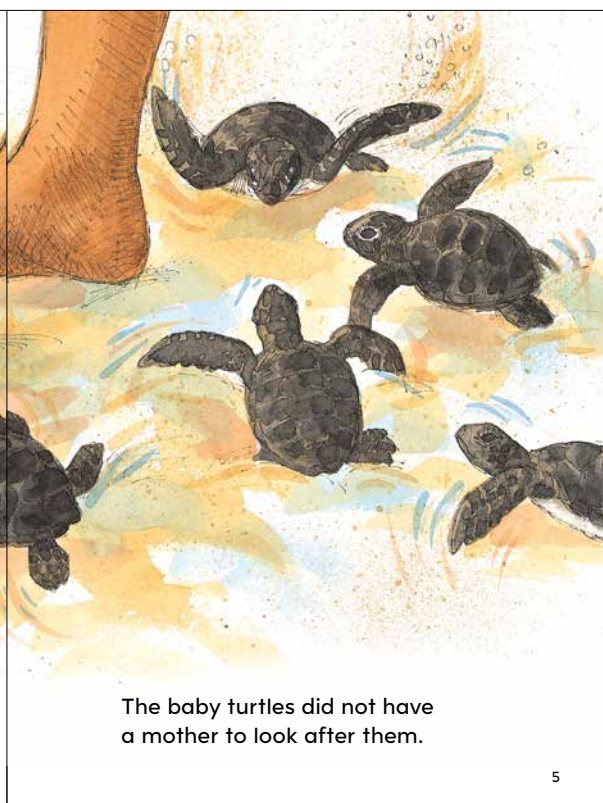
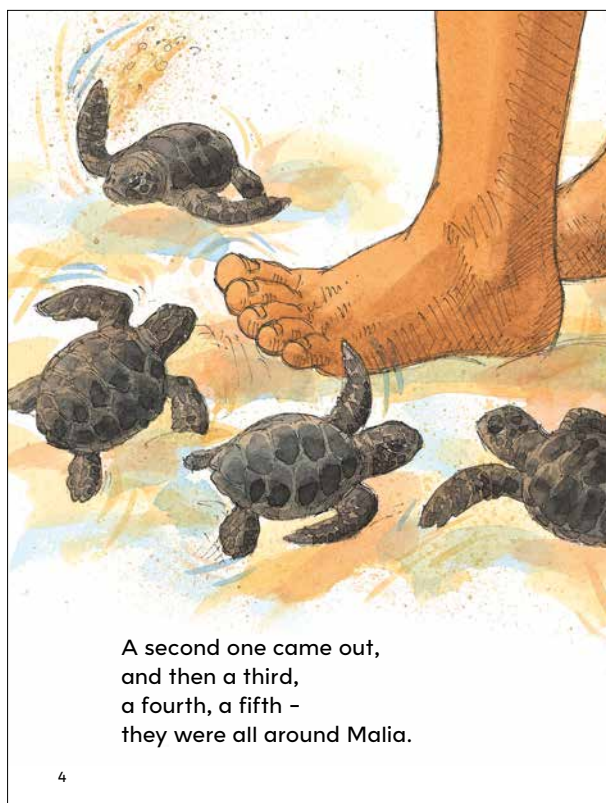
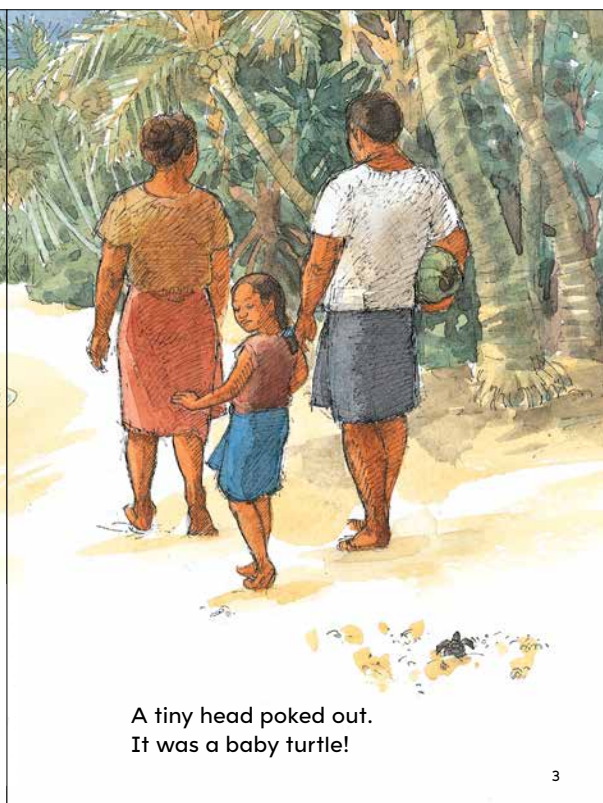
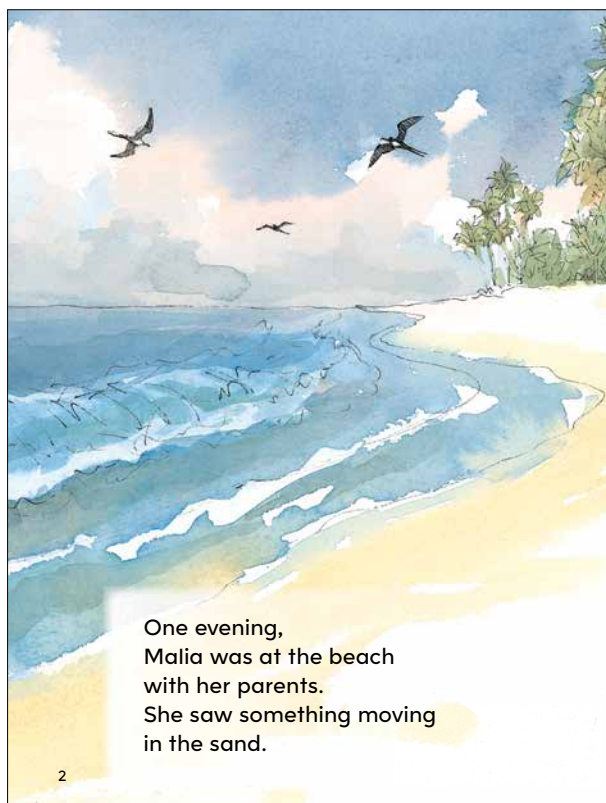
by  
 Kaliopeta Hu'akau

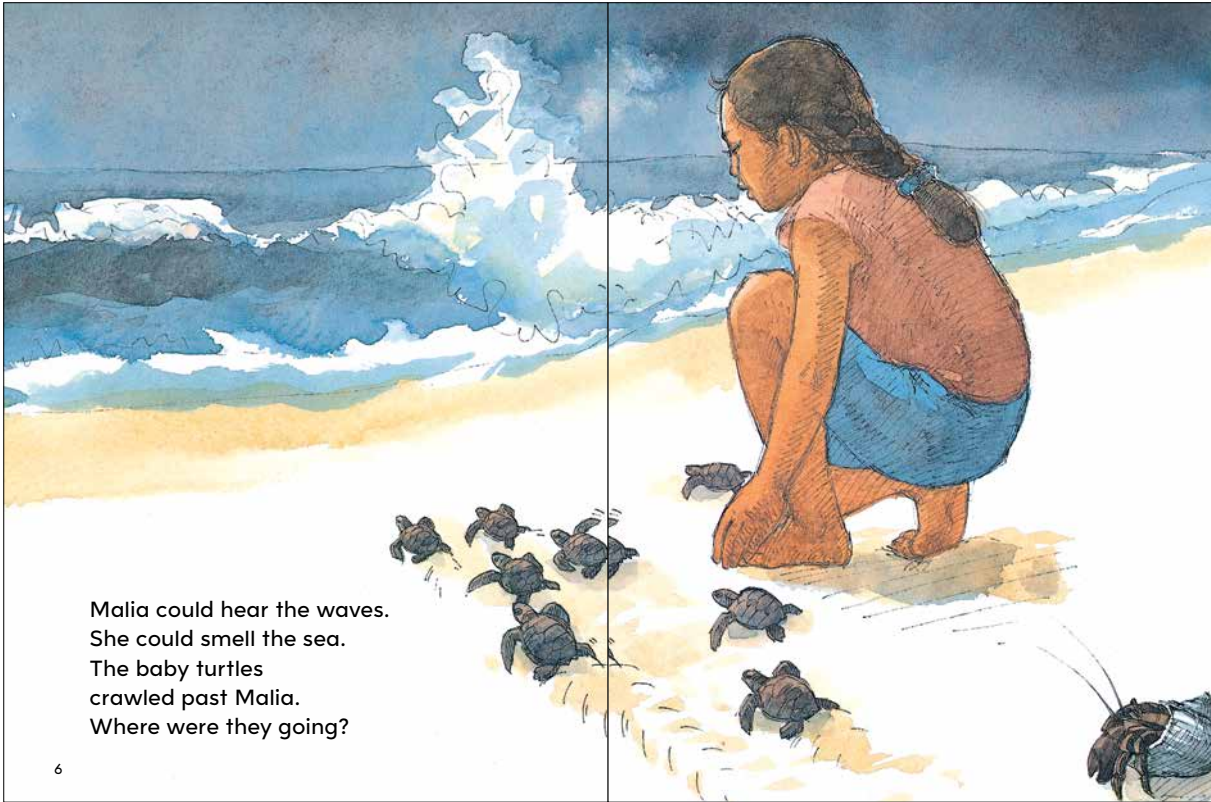
illustrations by  
 Judith Kunzlé



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Malia could hear the waves.  
She could smell the sea.  
The baby turtles  
crawled past Malia.  
Where were they going?

6



The baby turtles could hear the waves, too.  
They could smell the sea.  
The baby turtles knew what they had to do.  
They crawled towards the waves  
and disappeared.

8

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## Module 5: Task 2: Picture Sequence

### Using a Picture Sequence

Picture sequences provide opportunities for learners to expand their oral language, and to generate new vocabulary as they negotiate the order of pictures to retell a familiar story or sequence. They also provide opportunity to practise using words that organise ideas (connectives) e.g. “First...”, “Then...”, “Next...”.

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 or topic study.

Using a picture sequence task is a good way to integrate listening and speaking.

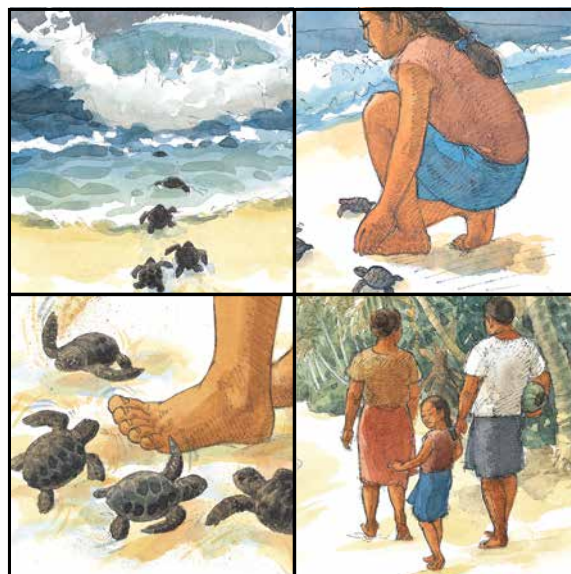
#### A Picture Sequence can be:

- created by learners following reading or topic work
- prepared by the learning assistant or classroom teacher
- used for oral retelling of the process or story, in pairs or groups
- used for picture/caption matching
- used for the learners to write a caption or sentences underneath the picture
- used as a stimulus for writing for more proficient learners
- used as a basis for role play and personalised creative storying.

#### Task Instructions:

- Cut out the pictures in the picture sequence task below relating to the book: *Where do baby turtles go?* / ‘Oku ō fē ‘a e fanga ki’i fono pēpee’?
- With the book closed, work with your colleagues to put the pictures back into the correct sequence.
- Each person has a picture and should justify why their picture should be placed first, second, third or fourth – there might be different sequences depending on how participants choose to retell the story.
- Try and retell the story in your own words using the pictures to support you.
- Check your retell by re-reading the book.
- You can also use the pictures to support role play development of this story, or of your own narrative that connects with this text.

Pictures for sequencing ‘Where do baby turtles go?’ / ‘Oku ō fē ‘a e fanga ki’i fono pēpee’?





## Module 5: Task 3: Strip Text

### Strip Texts

Strip texts are a useful scaffold to help learners to predict and negotiate the sequence of a text in a small group. Sentence connective words that learners need to use when putting items in order may also be introduced (e.g. first, next, then). This task gives learners opportunity to practise predicting text sequence, which is a key skill that competent readers use.

### Task Instructions:

- Cut out the strips in the strip sentence task below relating to the book: *Where do baby turtles go?/’Oku ō fē ‘a e fanga ki’i fono pēpee’?* Strip texts have been provided in English and Lea Faka-Tonga.
- Work together with your colleagues to put the strips into the correct order to retell the story.
- As an extension, you can match the strips with the pictures from the previous picture sequence task.
- You might also try matching the English strips with the strips provided in Lea Faka-Tonga.

**English Strip Text:** *Where do baby turtles go?/’Oku ō fē ‘a e fanga ki’i fono pēpee’?*

One evening, Malia was at the beach with her parents. She saw something moving in the sand. A tiny head poked out. It was a turtle!

One by one, they all came out! They were all around Malia, but they did not have a mother to look after them.

Malia could hear the waves. She could smell the sea. The baby turtles crawled past Malia. Where were they going?

The baby turtles could hear the waves too. They could smell the sea. The baby turtles knew what they had to do. They crawled towards the waves and disappeared.

**Simplified English Strip Text:** *’Where do baby turtles go?/’Oku ō fē ‘a e fanga ki’i fono pēpee’?*

*Malia was walking at the beach with her parents. She saw turtles appear from the sand!*

*The turtles surrounded Malia.*

*Malia wondered where the turtles were going.*

*The turtles returned to the sea.*

**Tongan Strip Text:** *Where do baby turtles go?/‘Oku ō fē ‘a e fanga ki‘i fonu pēpee’?*

*‘I ha pō ‘e taha, na‘e ‘i he matātahi’ ai ‘a Malia mo ‘ene ongo mātu‘a’. Fakafokifā kuo fakatokanga‘i ‘e Malia ha me‘a ‘oku ngaungaue he lalo ‘one‘one’. Na‘e ‘asi hake ha ki‘i fo‘i ‘ulu. Ko e ki‘i fonu pēpē!*

*Na‘e ‘asi hake mo e ki‘i fonu hono ua’, mo hono tolu, fā, mo hono nima - ‘o nau ‘ātakai‘i ‘a Malia. Na‘e ‘ikai ha fa‘ē ‘a e fonu ke ne tokanga‘i kinautolu’.*

*Na‘e fanongo ‘a Malia ki he ‘u‘ulu ‘a e peau’. Na‘a’ ne nāmu‘i ‘a e tahi’. Na‘e totolo fakalaka atu ‘a e fanga ki‘i valevale’ ‘ia Malia. Ko ‘enau ō nai ki fē?*

*Na‘e lava foki mo e fanga ki‘i fonu pēpee’ ‘o fangongo ki he ‘u‘ulu ‘a e peau’. Na‘a nau nāmu‘i ‘a e tahi’. Na‘e ‘ilo ‘e he fanga ki‘i fonu’ ‘a e me‘a totonu ken au fai’. Na‘a nau totolo atu ki he fasi mai ‘a e peau’ pea na‘a nau puli ai pē.*

## Module 5: Task 4: Speaking Frames

### Speaking Frames

Speaking frames provide a language scaffold that support learners as they retell a sequence. They are based on the same idea as writing frames (Lewis & Wray, 2002) which support learners to write. Speaking frames provide sentence starters and models for English language learners who are learning to create sentences independently. Speaking frames should be flexible enough for learners to incorporate their own ideas into their retelling of the text.

### Task instructions:

- Using the speaking frames provided below, try to retell the story: *Where do baby turtles go?/‘Oku ō fē ‘a e fanga ki‘i fonu pēpee’?*

First Malia...  
When suddenly...  
After that...  
Finally...  
Malia learned that...

## Module 5: Task 5: Say-It!

### Say-It!

**A ‘Say-It!’ provides motivation for learners to practise new structures and vocabulary within a meaningful context. It enables Emergent Bilinguals to practise:**

- speaking from another viewpoint
- recalling information
- identifying main points
- preparing for writing.

It is an end of topic activity to practise orally the language learned during a topic.

#### **To create your own ‘Say-It!’:**

- Create a 4 x 4 table grid like the example below.
- In each cell, write a role statement, followed by a question.
- Choose one student to begin the ‘Say-It!’ by stating, “Do 2-A”.
- The learner reads the task statement and question within the allocated cell and then responds to the question in role.

The depth and detail of the learner response can indicate how much they have understood previous content e.g. the book they have read. The ‘Say-It!’ would best be used after learners have had opportunity to practise target vocabulary in other communicative tasks.

#### **Task Instructions:**

- Using the ‘Say-It!’ task below, take turns, with each group member responding to a question in a cell.
- One member responds to their question in role, then asks someone else to respond to a question by providing them with a new coordinate (for example, Mele, can you do 2-B; John, can you do 3-C, etc.).
- Carefully read the text within your grid coordinate/cell and perform a short role play to show your understanding of the story *Where do baby turtles go?/’Oku ō fē ‘a e fanga ki’i fono pēpee’?*



	A	B	C
1	You are Malia. How did you feel when you first saw the baby turtle's head pop up?	You are a baby turtle. How did you feel when you heard the sound of the waves?	You are Malia's mum. How did you feel when the baby turtles surrounded Malia?
2	You are a baby turtle. Explain how you knew where to go, once you were above the sand.	You are Malia. Describe all the sounds you could hear on your walk.	You are Malia's dad. Describe what Malia is like as a daughter.
3	You are Malia. Name three worries you had when you saw the baby turtles appear.	You are a baby turtle. Talk about your big adventure back to sea.	You are Malia. Tell your friends at school about your exciting walk last night.

### Say-It! Non-fiction task

A 'Say-It!' can also be used in curriculum areas such as science or technology or health to support learners to remember important facts from their inquiry learning. Below is an example of a Say It! focused on a 'Water Cycle' topic.

	A	B	C
1	You are Surface Water. Say what happens when you evaporate.	You are a cloud. Say what happens when water evaporates into the atmosphere.	You are the rain. Say how you were formed.
2	You are the land. Say what happens when the rain falls.	You are Water Vapour. Say what happens to you once you condense.	You are a river. Say how you were formed.
3	You are the ocean. Say how you were formed.	You are a cloud. Say what happens when your water droplets get too heavy.	You are a human. Say why the water cycle is important to you.

**Create your own 'Say-It!' using the template below:**

	A	B	C
1			
2			
3			

## Other Vocabulary Tasks

### Look, Say, Spell, Cover, Write, Check

Support learners to use the 'look, say, spell, cover, write, check' strategy when meeting new words for the first time, and as they seek to learn a word, or to commit it to their memory. They can follow the process of looking at the word, saying the word, spelling the word, covering and writing the word, and checking to see that they have spelt the word correctly.

### Self and Pair Checking

Learners can develop 'learning to learn' strategies such as keeping lists of new words or learning words while engaged in home activities.

### Games

Learners can play games that support vocabulary development, such as: Bingo, memory with word cards, crosswords, Scrabble.

### Bilingual Word Cards

Learners can take responsibility for their own language learning by learning vocabulary using their bilingual word cards, adding new cards for new words. On one side of the card, include the target (English) word and definition, and on the other side, include the heritage language word. On the back of the card, you can also use the word in a sentence or chunk, or get the learners to draw a picture of the word in action.

### Clines

A cline is a diagonal line or gradient which learners can place related words with shades of meaning on (for example, angry, cross, furious, annoyed, upset, enraged). Learners are provided with the words, and decide collaboratively the order of words along the cline from one end to the other.

### Before and After Vocabulary Grids

Before and after vocabulary grids help bilingual learners to learn new words by using context clues. Learners are supported to focus their attention on key words or word chunks, providing them with opportunities to actively work out word meanings. Learners write their own definitions for each word without using a dictionary, using their heritage language and English. As they come across the word in subsequent lessons, learners can confirm or revise their original definition. This reflection helps learners to think about their own learning.

### Labelling

Label pictures or diagrams by writing words on cards. Learners can match words and pictures and then add more in heritage language/s or in English. You can use laminated photographs, diagrams, maps etc.

### Wordshape Consensus

Put Emergent Bilingual learners in small groups of three to four. Give each group an A3 sheet of paper to draw a shape with the same number of sides as the number of learners in the group (for example, three learners draw a triangle, four students draw a square). Learners each contribute at least one word linked to the topic of the lesson and write it on their side of the shape. They then discuss these words by talking about their meaning and how to use them in a sentence. They can agree on the three most important words for the topic (or most difficult) and write them in the middle of the shape.

### Structured Overviews

A Structured Overview is a summary of a topic organised in categories at different levels from general to specific. Learners can see links between different words within the topic. The words can be written onto cards and learners 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.
- Determine how many heading levels or key terms each subheading requires and organise them across the page.
- Link each level heading to the set of terms at the next level with a different coloured line.

### Working with young learners

Young learners can do structured overviews with pictures and word cards.

### Free Overview

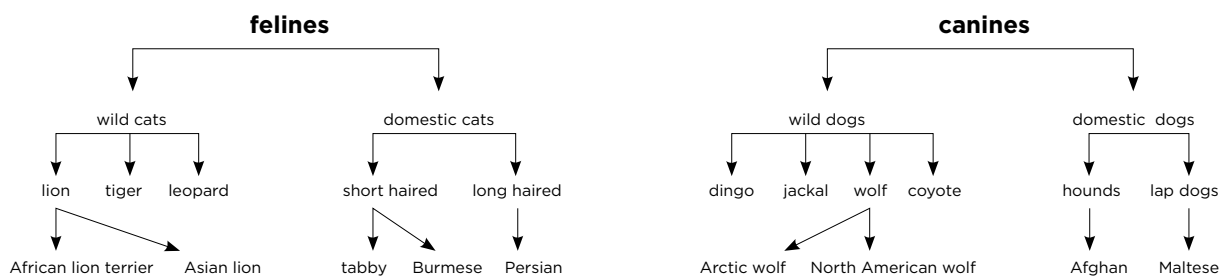
Learners can work individually or in pairs to sort words into chosen categories. The teacher provides the overview and the words.

These vocabulary tasks, along with others, can be found at the following link:

<https://esolonline.tki.org.nz/>

### An example:

#### Mammals diagram





## Recapping Key Vocabulary: Module 5

Term	Definition
Lexical approach/lexical chunks	Meaningful chunks of words that are often used together
Collocation	Words that go together
Vocabulary	Words of a particular language
Language of the curriculum	Subject specific language e.g. science language, maths language

## Coming up: Module 6

**Module 6** is about different types of questions that require different levels of thinking by learners.

**Preparation:** Think about ways you promote questioning with your learners and the types of questions that you focus on. Consider who asks the most questions and who gets the most practice at asking questions.

## Resources

Cummins, J. (1979). 'Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters', *Working Papers on Bilingualism* 19, 121-129.

Cummins, J. (1981a). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and Language Minority Students: A Theoretical Framework*.

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