

## BACKGROUND INFORMATION

*Making Language and Learning Work 2: Integrating language and learning in secondary English and Social Sciences* follows the 2006 / 2007 *Making Language and Learning Work 1: Integrating language and learning in secondary Maths and Science*. During 2008 a third DVD, with a primary focus, will be produced by the Ministry of Education.

The materials support teachers to meet recommendations in a number of documents which provide guidelines for teaching students from diverse language backgrounds in mainstream classes:

- *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis* (Alton-Lee, 2003)
- *Improving English Language Outcomes for Students Receiving ESOL Services in New Zealand Schools with a Particular Focus on New Immigrants* (Franken and McComish, 2003)

The materials also exemplify the application of the *English Language Intensive Programme Years 7 to 13* (Ministry of Education, 2003) and *Effective Literacy Strategies In Years 9 to 13* (Ministry of Education, 2004).

The DVDs show how a range of teachers in different subject areas scaffold language and content area learning. The materials model how to personalise learning in a manageable way. Such materials are available overseas but this is the first comprehensive series of New Zealand materials.

This set of notes supports on-going English and Social Sciences department or faculty-based professional learning. The DVD does not attempt to show all aspects of the lesson sequences, nor does it aim to provide step-by-step guidance in how to teach particular units in

English or the Social Sciences. It depicts approaches, selected from a series of lessons, which could be incorporated into a wide variety of learning contexts across the curriculum.

The notes are also available from the home page of ESOL Online with links to full explanations of each of the strategies/approaches. Additional support material can be accessed from links on the English and online community.

## PRINCIPLES EXEMPLIFIED IN THE DVD

### Know the learner

- Finding out about learners' language and schooling backgrounds
- Finding out learners' prior knowledge
- Using approaches that build on prior knowledge

### Begin with context embedded tasks which make the abstract concrete

- Setting the learning context
- Linking learning to real life

### Provide multiple opportunities for authentic language use with a focus on learners using academic language

- Giving learners many opportunities to first notice and then use new language
- Recycling the use of the same language in different ways

## **Ensure a balance between receptive and productive language**

- Using approaches that include listening, reading, viewing, speaking, writing and presenting

## **Help students achieve the same explicit learning outcomes using differentiated levels of support**

- Making the lesson comprehensible to all learners
- Planning the learning tasks so that all learners are actively involved

**The following two principles are not listed separately but are implicit throughout the DVD.**

## **Identify the learning outcomes including the language demands of the topic**

- Ensuring learners know the content and language learning outcomes
- Identifying the language learners need to complete the task

## **Include opportunities for monitoring and self-evaluation**

- Monitoring student learning
- Providing opportunities for reflection and evaluation

## HOW SHOULD WE USE THE DVD?

These notes follow the “Play by Subject” sequences. The notes are sequential. Chapter headings may appear differently on different players, so instead of giving chapter headings for each of the reflective sequences, the principle and the strand are cited. For example – English, Year 9, Know the learner: *Finding out the learner’s language and schooling background.*

We suggest you initially approach the DVD by zooming in on one or two small snapshots in a focussed faculty meeting. In future meetings during the rest of the year you can return to look at other aspects of the DVD. Each snapshot is linked to a principle of effective teaching for learners from diverse language and cultural backgrounds. ([http://www.tki.org.nz/r/esol/esolonline/classroom/content\\_language\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/content_language_e.php))

Details of how to use each strategy or approach, the purposes of each strategy or approach, and examples, are available from the strategy section of ESOL Online. ([http://www.tki.org.nz/r/esol/esolonline/strategies\\_e.php](http://www.tki.org.nz/r/esol/esolonline/strategies_e.php))

### Overview of the notes



1. A generic reflection template for use at all times when viewing and discussing. This covers:
  - What the teacher does
  - What the students do
  - Language and content focus
  - Links to *The New Zealand Curriculum* (such as the Key Competencies, and Achievement Objectives in your learning area)



2. Specific templates tailored to particular sequences that model the strategies/ approaches used.



3. Prompts the facilitator to other items of interest.

4. Supplementary resources.

Whenever you choose an approach or select a teaching/learning strategy:

- be clear about your purpose for using it;
- explain to the students why they are using that strategy and what/how it will help them learn.

Learning is much more likely to be retained and transferred to new situations when this happens.



## GENERIC REFLECTION TEMPLATE

*(for viewing all strategies/approaches)*

### **Learning outcome and language focus**

How explicit or implicit is the language focus? What would you infer the language focus to be?

### **What the teacher does**

What is the strategy/approach? What is the teacher planning to achieve? Does the teacher explain why the strategy/approach is being used?

How is strategy use modelled? Consider – instructions to students, content knowledge and language the students will need to complete the task, reflection on how well the strategy worked.

At what point in the lesson cycle is this sequence being used? What other tasks prepared the students for this task?

### **What the students do**

Are the students clear about the purpose for using the strategy? In what ways could it help them learn?

Are the students working individually or collaboratively? If collaboratively, what role does each student have?

### **Links to *The New Zealand Curriculum (2007)***

How could you use these approaches/strategies to facilitate the implementation of the new curriculum in your subject area?

Consider the Achievement Objectives, the Key Competencies and Values.

**What you would do differently? Why?**

Consider your context, your students.

## ENGLISH

see also:

- ESOL Resources for Schools, Teachers and School Communities ([http://www.tki.org.nz/r/esol/PDF/ESOL\\_Pamphlet.pdf](http://www.tki.org.nz/r/esol/PDF/ESOL_Pamphlet.pdf)) and see your ESOL teacher.
- English Online (<http://english.unitecology.ac.nz/>)

## ENGLISH

YEAR 9

## ENGLISH

*Know the learner*

*Year 9*

*Finding out about learners' language and schooling backgrounds*



Prompt: What does the Afghan student say about what she finds difficult in English?

## ENGLISH

*Know the learner*

*Year 9*

### *Finding out learner's prior knowledge*

#### Hot Potato

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/hot\\_potato\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/hot_potato_e.php)

Question to ask before viewing the Hot Potato strategy: How do you find out what your learners know before beginning a unit of work?



Generic template to observe the Hot Potato strategy



Prompt: What reasons does the teacher give for circulating around the groups as they work?

## ENGLISH

*Know the learner*

*Year 9*

### *Using approaches that build on prior knowledge*



Prompt: Note how the teacher amplifies her language when giving task instructions. (Try and *visualise*, try and *make a picture in your mind*).



Prompt: What does the Afghan student say about the benefit of using her first language (L1)? (Follows the listening task - *What I can see and What I can hear*).



## ENGLISH

*Provide multiple opportunities for authentic language use with a focus on learners using academic language*  
Year 9

*Recycling the use of the same language in different ways*

### Information Transfer

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/info\\_transfer\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/info_transfer_e.php)



Generic template



Prompt: What does RIQ stand for? What is the purpose of the RIQ task?

## ENGLISH

*Ensure a balance between receptive and productive language*  
Year 9

*Using approaches that include listening, reading, viewing, speaking, writing and presenting*

### Text Frame

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/text\\_frame\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/text_frame_e.php)



Generic template

## ENGLISH

*Help students achieve the same explicit learning outcomes using differentiated levels of support*

*Year 9*

*Planning the learning tasks so that all learners are actively involved*

### Reading in Four Voices

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/four\\_voices\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/four_voices_e.php)



Generic template

Use the description of the strategy on ESOL Online as a text for 'reading in four voices'.

## ENGLISH

*Help students achieve the same explicit learning outcomes using differentiated levels of support*

*Year 9*

*Planning the learning tasks so that all learners are actively involved*

### Co-operative Mind Map

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/co-operative\\_mind\\_map\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/co-operative_mind_map_e.php)



Generic template

## ENGLISH

*Help students achieve the same explicit learning outcomes using differentiated levels of support*

*Year 9*

*Making the lesson comprehensible to all learners*

### Information Transfer

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/info\\_transfer\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/info_transfer_e.php)



Generic template



Prompt: What does the student say about the benefit of wall charts?

### Creative Cloze

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/creative\\_cloze\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/creative_cloze_e.php)



Generic template

## Writing Frame

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/writing\\_frames\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/writing_frames_e.php)



Generic template

Writing frames are...

They give...

They are useful when there are only one or two English language learners in the classroom.

Students themselves can choose the appropriate level of support. In this clip the students say that they choose particular writing frames because...

I would use writing frames when...

## Resources used in this sequence

The Year 9 teacher uses the *Selections* series as her initial text. The *Selections* series provides appropriate, high-interest, theme-based reading for English language learners in years 7-13 who find the usual classroom reading material more difficult. Audio and teachers' notes are available.

Other appropriate resources to support English language learners:

- *Focus on English*
- *English Language Intensive Programme Years 7-13 Resource (ELIP)*
- *English Language Learning Progressions (ELLP)* – especially the Introductory section
- *Danger Notes* [http://www.tki.org.nz/r/esol/esolonline/secondary\\_mainstream/classroom/units/danger/home\\_e.php](http://www.tki.org.nz/r/esol/esolonline/secondary_mainstream/classroom/units/danger/home_e.php)
- *Waves* [http://www.tki.org.nz/r/esol/esolonline/secondary\\_mainstream/classroom/units/waves/home\\_e.php](http://www.tki.org.nz/r/esol/esolonline/secondary_mainstream/classroom/units/waves/home_e.php)

## ENGLISH

*Know the learner**Year 11*

*Finding out about learners' language and schooling backgrounds*



Prompt: What does the Mandarin speaker say is most difficult for her in English?

## ENGLISH

*Know the learner**Year 11*

*Finding out learners' prior knowledge*

### Vocabulary Jumble

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/voc\\_jumble\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/voc_jumble_e.php)



Generic template

Use these words to practise a vocabulary jumble:

lexical word, clusters, grammatical word, collocation, receptive vocabulary, modals, auxiliaries, nouns, phrasal verbs, adverbials, tense, active vocabulary, clines, productive vocabulary, frequency

## ENGLISH

*Know the learner*

*Year 11*

*Using approaches that build on prior knowledge*



Prompt: What are some of the ways that diverse students can be used as an asset in the classroom?

## ENGLISH

*Provide multiple opportunities for authentic language use with a focus on learners using academic language*

*Year 11*

*Giving learners many opportunities to first notice and then use new language*



Prompt: What is the purpose of using the words from the vocabulary jumble in a different task?

## ENGLISH

*Provide multiple opportunities for authentic language use with a focus on learners using academic language*

*Year 11*

*Recycling the use of the same language in different ways*

## 5 Ws and an H



Prompt: What does the student say about the value of reusing key words in different ways?

## ENGLISH

*Ensure a balance between receptive and productive language*

*Year 11*

*Using approaches that include listening, reading, viewing, speaking, writing, and presenting*

### Listening Round

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/listening\\_round\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/listening_round_e.php)



Generic template

### Reaching a Consensus

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/consensus\\_round\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/consensus_round_e.php)



Generic template



Prompt: How would you stop individual students dominating in group work?



Prompt: What does the Mandarin speaker say about the value of having time before speaking?



Prompt: What does the student say about the focus on text structure?

## ENGLISH

*Help students achieve the same explicit learning outcomes using differentiated levels of support*

*Year 11*

*Planning the learning tasks so that all learners are actively involved*



Prompt: What does the teacher say about the benefit of group work?

### Shared Writing

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/shared\\_writing\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/shared_writing_e.php)



Generic template



Prompt: What do the teacher and student say about the value of reflection at the end of a lesson?



Prompt: If you have watched the whole of the Year 11 sequence, reflect on how the tasks are sequenced to support the outcomes at the end.

### Other appropriate resources to support English language learners:

Resources - *English Language Intensive Programme Years 7-13 Resource (ELIP)*. See Stage 3: Oral Language (4) and Reading (9), for example.



## ENGLISH

*Begin with context embedded tasks  
which make the abstract concrete  
Year 12*

*Setting the learning context*

### Story Graph

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats\\_graph\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats_graph_e.php)



Prompt: What does the student say about the value of the story graph?

### New Ideas

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/new\\_ideas\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/new_ideas_e.php)



Generic template

## ENGLISH

*Provide multiple opportunities for  
authentic language use with a focus on  
learners using academic language  
Year 12*

*Giving learners many opportunities to first notice and  
then use new language*



Prompt: What do the students say about what helps them work out word meanings in text?



## Reading Overview Grid

(a type of advance organiser that clarifies a purpose for reading)

What are the students doing?

Why is the teacher using this approach?

How does the teacher ensure all the students contribute equally?

What would you do differently?

How could you use an advance organiser at a different phase in the lesson sequence?

How does this link with the Key Competencies in *The New Zealand Curriculum* (2007)?

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/reading\\_overview\\_grid\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/reading_overview_grid_e.php)

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### Some other advance organisers:

**Anticipatory guides** [http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/anticipatory\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/anticipatory_e.php)

**Graphic organisers** [http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/graphic\\_organisers\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/graphic_organisers_e.php)

**Double entry journal** [http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/double\\_entry\\_journal\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/double_entry_journal_e.php)



Prompt: What do the students say about the value of group work?

## Word Clusters

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/word\\_clusters\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/word_clusters_e.php)



Generic template

## ENGLISH

*Provide multiple opportunities for authentic language use with a focus on learners using academic language*  
Year 12

*Recycling the use of the same language in different ways*



Double Entry Journal

A double entry journal is used here for...	If I had been the teacher I would have...
The teacher says the value of the journal is...	In my class I would use it for...

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/double\\_entry\\_journal\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/double_entry_journal_e.php)



Generic template

## ENGLISH

*Ensure a balance between receptive  
and productive language*

*Year 12*

*Using approaches that include listening, reading, viewing,  
speaking, writing, and presenting*



Prompt: What does the student say helps him learn?

## Mind Mirror

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/mind\\_mirror\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/mind_mirror_e.php)



Generic template

## ENGLISH

*Help students achieve the same explicit learning outcomes using differentiated levels of support*

*Year 12*

*Planning the learning tasks so that all learners are actively involved*

### Co-operative Reading

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/coop\\_read\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/coop_read_e.php)



Generic template



Prompt: How are the question dice used in this task?  
([http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/cube\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/cube_e.php))

### Freeze Frame



Generic template

**Other appropriate resources to support English language learners:**

*English Language Intensive Programme Years 7-13 Resource (ELIP)*  
See Stage 3: Reading (6) and Writing (12 and 14), for example.

## SOCIAL SCIENCES

## SOCIAL STUDIES

YEAR 10

## SOCIAL STUDIES

*Know the learner*

*Year 10*

*Finding out about learners' language and schooling backgrounds*



Prompt: What does the student say about his role helping newly arrived students?



Prompt: How does the teacher find out about the students' Social Studies skills and knowledge?



Prompt: What does the teacher say about integrated rather than withdrawal classes for ESOL students?

## SOCIAL STUDIES

*Know the learner*

*Year 10*

*Finding out learners' prior knowledge*



Prompt: What does the teacher say about the importance of having both a language and content focus?



Prompt: In what ways might the following tasks based on the Pasifika high achievers text be expanded to include the ethnicities of non-Pasifika students in the class?

## Four Corners

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/four\\_corners\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/four_corners_e.php)



Generic template

## Speaking Frame

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/speaking\\_frames\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/speaking_frames_e.php)



Generic template



Prompt: What do you notice about the students' language when they use the speaking frame? How would you extend your students with a speaking frame?

## SOCIAL STUDIES

*Know the learner*

*Year 10*

*Using approaches that build on prior knowledge*

## Concept Star

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/concept\\_star\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/concept_star_e.php)



Generic template

## SOCIAL STUDIES

*Provide multiple opportunities for authentic language use with a focus on learners using academic language*

*Year 10*

*Giving learners many opportunities to first notice and then use new language*

### Dictogloss

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/dictogloss\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/dictogloss_e.php)



Prompt: What is the role of the concept star in the next step in the sequence?



Prompt: How does the teacher use first language (L1)?



Prompt: How does the teacher use the ideas in this dictogloss in another way at the end?



Generic template



## SOCIAL STUDIES

*Help students achieve the same explicit learning outcomes using differentiated levels of support*  
Year 10

*Making the lesson comprehensible to all learners*

### Jigsaw Reading

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/jigsaw\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/jigsaw_e.php)



Generic template



Prompt: The students use their mother tongues (L1). What conditions are needed in the classroom for this to happen?



Prompt: How does the teacher provide support to different language speakers?

### Writing Frame

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/writing\\_frames\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/writing_frames_e.php)



Generic template

## SOCIAL STUDIES

*Ensure a balance between receptive and productive language*

*Year 10*

*Using approaches that include listening, reading, viewing, speaking, writing, and presenting*

### Listening Round

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/listening\\_round\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/listening_round_e.php)



Generic template

### Reaching a Consensus

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/consensus\\_round\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/consensus_round_e.php)



Generic template

### Collaborative Poster

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/collaborative\\_posters\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/collaborative_posters_e.php)



Generic template

## Resources used in this sequence

Pasifika achievers text: [http://english.unitecology.ac.nz/nesb/resource\\_exchange/view\\_resource.php?res\\_num=13](http://english.unitecology.ac.nz/nesb/resource_exchange/view_resource.php?res_num=13)

## Other appropriate resources to support English language learners:

Oral Language in the *Introduction* and *Years 9-13 The English Language Learning Progressions* (ELLP)

*English Language Intensive Programme Years 7-13 Resource* (ELIP)

## GEOGRAPHY

*Know the learner**Year 11*

*Finding out about learners' language and schooling backgrounds*



Prompt: What does the Samoan student say about her language background?



Prompt: What does the Chinese student say about his use of dictionaries / friends?

## GEOGRAPHY

*Know the learner**Year 11*

*Finding out learners' prior knowledge*



Generic template re how the teacher finds out prior knowledge



Prompt: What does the teacher say about having a language focus?

Note especially:

- what the students say about using their prior knowledge and making links to knowledge in LI;

- what the teacher says about circulating around the room while group work is happening.

## GEOGRAPHY

*Know the learner*

*Year 11*

*Using approaches that build on prior knowledge*

### Split Information

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/split\\_info\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/split_info_e.php)



Generic template

## GEOGRAPHY

*Help students achieve the same explicit learning outcomes using differentiated levels of support*

*Year 11*

*Planning the learning tasks so that all learners are actively involved*

### Writing Definitions



Generic template



Prompt: How does the teacher support the students in doing this?



Prompt: How does the teacher build in reflection at the end of the lesson?



Prompt: What is the role of the bilingual tutor? How would you use a bilingual tutor?



Prompt: What is the purpose of the quick activity the teacher does at the end of each lesson?

## GEOGRAPHY

*Ensure a balance between receptive and productive language*

*Year 11*

*Using approaches that include listening, reading, speaking, writing, viewing and presenting*

### Explanatory Notes:

- We are learning to.... (Walt)
- What I am looking for..... (Wilf)

### Verb Story

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/verb\\_story\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/verb_story_e.php)



Generic template

The teacher explains the process and writes the verbs on the board, with each verb on a new line. The students retell the process using the verbs as prompts. They then write down the process and compare their version with the original. The benefits are that students focus while listening. They also notice and use correct verb forms and can use the verbs on the board as a scaffold for their writing. The students listen, read, speak, and write. This helps learners to focus on forms of words.

## Picture Matching

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/picture\\_matching\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/picture_matching_e.php)



Generic template

## Writing Frames

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/writing\\_frames\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/writing_frames_e.php)



Generic template

Writing frames are...

They give...

In this case the focus is on...

They are useful ...

or when there are only one or two English language learners in the classroom.

Students themselves can choose...

I would use writing frames when...



Prompt: How could the student who asks “[What is] that long word, that ‘c’ word?” be supported more to learn the word well?

## GEOGRAPHY

*Begin with context embedded tasks  
which make the abstract concrete*

*Year 11*

*Linking learning to real life*



Prompt: What does the teacher say about how to sequence a lesson?

## Ask and Answer



Generic template



Prompt: What does the student say about her role as an expert?



## GEOGRAPHY

*Begin with context embedded tasks  
which make the abstract concrete  
Year 11*

*Setting the learning context*

### Sequencing

[http://www.tki.org.nz/r/esol/esolonline/classroom/starter\\_packs/strip\\_stories\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/starter_packs/strip_stories_e.php)



Generic template



Prompt: How does amplifying text (adding another explanation) help English language learners?  
(*harvested - picked*)

### Say It!

[http://www.tki.org.nz/r/esol/esolonline/classroom/starter\\_packs/say\\_it\\_strategy\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/starter_packs/say_it_strategy_e.php)



Generic template

Note: In the Say It! the student talk is brief. Discuss ways that you could assist students to extend their talk.



(A1) You are the teacher - How might the student talk be extended?	(B1) You are a student – Would you rather use a Say It! in a small group or in the large class?
(A2 ) You are the teacher –Why did you use the Say It?	(B2 ) You are yourself –In what context could you use this technique in your classroom?



Prompt: On reflection at the end of the sequence of tasks, what does the teacher say she would do another time?

## Resources used in this sequence

See *English Language Intensive Programme Years 7-13 Resource (ELIP)*, for different types of verb patterns (Stage 2: 3 Oral Language, re-count, for example).

## Other appropriate resources to support English language learners:

*The Relationships Between Ideas and Common Patterns that Occur in Text* [http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/basic\\_text\\_patterns\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/basic_text_patterns_e.php)

*Focus On English: English for Science 5 –Weather; English for Science 6 - Conservation*

*English Language Intensive Programme Years 7-13 Resource (ELIP)*, Stage 2 Reading: 10 & 19 (description), 14 & 20 (explanation); Stage 3: 12 (description), 8 & 16 (explanation).

## ECONOMICS

*Know the learner**Year 13*

*Finding out about learners' language and schooling backgrounds*



Prompt: What do the students say is difficult?

## ECONOMICS

*Know the learner**Year 13*

*Finding out learner's prior knowledge*

## Finding Out Table



Generic template



Prompt: What does the teacher say is the value of prior knowledge?



Prompt: Why (says the student) is it important to make connections from English to the first language (L1)?

## ECONOMICS

*Begin with context embedded tasks  
which make the abstract concrete*  
Year 13

*Linking learning to real life*

### Role Play Cards



Generic Template

## ECONOMICS

*Provide multiple opportunities for  
authentic language use with a focus on  
learners using academic language*  
Year 13

*Giving learners many opportunities to first notice and  
then use new language*

### Split Information

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/split\\_info\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/split_info_e.php)



Generic template

### Guided Writing

(statement, explain, example, why it is important)



Generic template

## ECONOMICS

*Begin with context embedded tasks  
which make the abstract concrete*  
Year 13

*Setting the learning context*

### Listening Dictation (Title, axes, lines, label)

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/listening\\_dictation\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/listening_dictation_e.php)



Generic template

## ECONOMICS

*Provide multiple opportunities for  
authentic language use with a focus on  
learners using academic language*  
Year 13

*Giving learners many opportunities to first notice and  
then use new language*

### Barrier Exercise

[http://www.tki.org.nz/r/esol/esolonline/classroom/starter\\_packs/barrier\\_games\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/starter_packs/barrier_games_e.php)



Generic template

## ECONOMICS

*Ensure a balance between receptive and productive language*

*Year 13*

*Using approaches that include listening, reading, speaking, writing, viewing and presenting*

### Three Level Guide

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/3levels/home\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/3levels/home_e.php)



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## ECONOMICS

*Begin with context embedded tasks which make the abstract concrete*

*Year 13*

*Setting the learning context*

### Structured Overview

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/structured\\_overviews\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/structured_overviews_e.php)



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## ECONOMICS

*Begin with context embedded tasks  
which make the abstract concrete  
Year 13*

*Linking learning to real life*

### Consensus

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/consensus\\_round\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/consensus_round_e.php)



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### Resources

*Looking at the Relationships Between Ideas and Common Patterns that Occur in Text*

[http://www.tki.org.nz/r/esol/esolonline/classroom/teach\\_strats/basic\\_text\\_patterns\\_e.php](http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/basic_text_patterns_e.php)

### Other resources which could be used

*English Language Intensive Programme Years 7-13 Resource (ELIP)*