

ESOL Resources

for Schools, Teachers and School Communities

Do you have students in your class who need English language support?

“ESOL” is a term used to describe the additional English language support required for students who speak a first language other than English.

An increasing number of schools have students from diverse language and cultural backgrounds. They may be refugees or new migrants; they may be from migrant families but born in New Zealand, or from Māori-speaking homes or kura kaupapa Māori. Their life experiences will vary greatly. Some ESOL students will be highly literate in two or more languages; others may have limited proficiency in a single language. Many have well-developed academic and study skills, but some may never have had the opportunity to attend school before they reached New Zealand. While the resources in this pamphlet are mainly ESOL focused, there are also many other students who will benefit from the strategies and teaching approaches suggested within them.

You can support the new learners of English in some simple but effective ways.

- Create an environment that is safe and supportive, physically and emotionally.
- Put in place support networks for the students, such as buddy systems or peer tutoring, and ensure they have appropriate learning materials to use. Ideally, buddy support and learning materials would also be provided in the students' first languages.
- Find out as much as you possibly can about the background and prior learning of the students. (Talk to the parents and students and organise a translator if one is required.)
- Encourage the students to join in with practical activities that involve interacting with other students, such as distributing worksheets or equipment.
- During lessons, give the students specific tasks with clear written and oral instructions. Provide visual supports, such as diagrams, flashcards, and illustrated glossaries.
- Work with your principal and with ESOL teachers within the school, or ESOL advisers from School Support Services, to ascertain whether the students meet Ministry criteria for ESOL funding. (Use the *ESOL Funding Assessment Guidelines*.)
- Assess the students (refer to the *ESOL Funding Assessment Guidelines* and *ESOL Progress Assessment Guidelines*) in order to diagnose their English language learning needs.
- Find ways to build on what the ESOL students already know and can do. Ensure that planning for teaching and learning includes attention to students' English language learning needs as well as curriculum content.

This pamphlet shows the range of ESOL-related publications produced for schools and their communities by the Ministry of Education. These publications provide support to schools and include materials for informing school-wide planning and decision making, for supporting parents, for assessing ESOL students' needs, and for developing programmes to meet those needs. The back page lists these resources and explains how to access them.

Note that:

• Some resources may refer to NESB – Non-English-Speaking-Background – students.

• On the following pages, an asterisk denotes that these targeted resources have been distributed to schools that receive funding to meet the needs of their ESOL students. However, in many cases, other schools are able to purchase these resources at the education price.





New to New Zealand is an invaluable book for anyone in contact with groups of people not indigenous to New Zealand but who have chosen to live here. It briefly covers the geography, history, languages, religions, and cultural considerations of 39 countries and includes a guide to basic greetings (both oral and written), information about schooling in the originating countries, and a list of useful contacts within New Zealand. While not published by the Ministry of Education, this book has been sent to all schools.



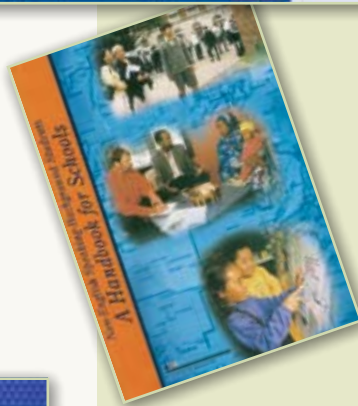
Resources for School Management

ESOL 2007 Management Calendar is the 2007 version of an annual wall planner and events calendar that aims to alert school managers to important ESOL occasions during the year. It provides spaces for school managers to record the names of local ESOL support people and the dates for ESOL cluster group meetings and important ESOL events, such as cultural festivals. The calendar also includes ESOL funding assessment return dates and information on available ESOL support services, as well as useful lists of upcoming ESOL events and of Ministry of Education ESOL resources.

Non-English-Speaking-Background Students: A Handbook for Schools was published in 1999 to help principals, boards of trustees, and teachers in state primary and secondary schools to develop and implement policies and practices that support ESOL students and their families and teachers.

The Home-School Partnership Programme was designed to enable families and teachers to work together in partnership to share their knowledge and expertise to support students' learning. The programme is particularly suitable for use in diverse school communities where many languages are spoken. Materials related to the programme include:

- *The Home-School Partnership Programme* (folder and *The Home-School Partnership Programme: Literacy Focus*)
- *The Home-School Partnership: Numeracy Insert*
- *The Home-School Partnership Programme* (video)
- *Home-School Partnerships: Secondary* (under development).



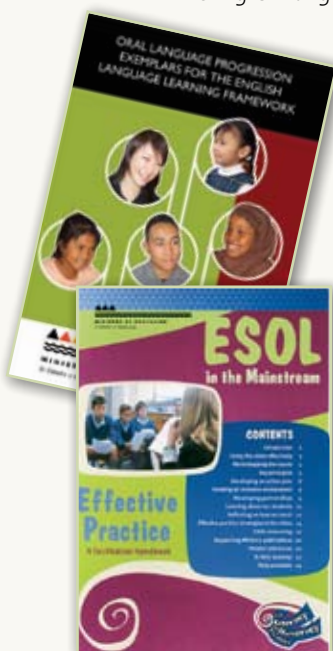
ESOL Resources for Teachers (all year groups)

The *English Language Learning Framework* (ELLF) will, in its final form, consist of four booklets offering approaches to programme planning and to assessment of English language learners, in conjunction with a DVD of exemplars of oral language progression. ELLF will help teachers to discuss and make judgments about the starting points and progress of ESOL learners, in specialist and mainstream classes in both primary and secondary contexts, and to map and record their progress over time. (Still under development, expected to be available in 2008)

Oral Language Progression Exemplars for the English Language Learning Framework (DVD)* consists of exemplars presented for analysis and discussion. They are samples of oral language from learners of different ages (both primary and secondary) who are at various stages along the English- language-learning pathway.

Many Voices, a periodical distributed to all schools once a year, provides practical classroom applications of recent research and a forum for ESOL teachers and teachers of community languages.

ESOL in the Mainstream: Effective Practice,* available only via facilitation by ESOL advisers, consists of a video and booklet, with some cards for teacher use. The resource draws attention to the needs of ESOL learners in both primary and secondary curriculum contexts and suggests how schools and teachers can meet these needs.



Resources for Schools and

A Teaching Resource for Using the Picture Dictionary for New Learners of English has been developed to help teachers make effective use of the picture dictionary, which introduces over one thousand words widely used in the context of everyday life in New Zealand (see ESOL Online). The dictionary itself is useful for ESOL learning in its early phases and is available from teacher resource centres and selected bookshops. For further information contact info.esol@minedu.govt.nz

Making Language and Learning Work 1: Integrating Language and Learning in Secondary Maths and Science is the first in a series of three professional development DVDs for mainstream teachers of learners from diverse language backgrounds. *Making Language and Learning Work 1* shows how teachers can effectively integrate content area teaching and language learning. (The first DVD features secondary science and maths classes at work in several schools, with subject teachers exemplifying language techniques that help students to understand subject content.) The DVD can be facilitated by advisers but can also be used by faculties, departments, and/or teachers with the accompanying facilitation notes for support.

English for Speakers of Other Languages: Information for Schools is a folder that includes the following resources:

- Resourcing information and forms for ESOL assessment and funding applications.
- *ESOL Funding Assessment Guidelines*. This handbook aims to help teachers assess their ESOL students against the criteria in the ESOL Assessment Form (ESOL/AF) and to diagnose student needs so that effective and appropriate programmes can be developed.
- *ESOL Progress Assessment Guidelines*. This handbook can be used by all teachers of ESOL students to inform their selection of assessment tools and processes and to help them make judgments about the starting points and progress of these learners.
- *Refugee Handbook for Schools*. This resource was developed to enable schools to make effective provision for refugee students. It includes details on: welcoming students; enrolment, placement, and monitoring; planning and delivering effective teaching programmes; using bilingual support workers; providing pastoral care; and supporting students at transitional points.
- *Effective Provision for International Students*. The purpose of this handbook is to guide schools in making appropriate decisions when developing support programmes for international fee-paying students.
- *Non-English-Speaking-Background Students: A Handbook for Schools* (see Resources for School Management).

The *English Language Intensive Programme Years 7–13 Resource* (ELIP) is free to schools with ESOL students in years 7–13 and consists of a folder with printed material and a CD. This resource is a set of programme guideline materials for teachers of year 7–13 English language learners. It sets out four stages of materials, each with a set of texts related to a range of curriculum areas. Annotations explain the texts' structures and language features. ELIP provides a very clear set of language learning outcomes for each stage and suggests teaching strategies and grammar teaching points.

There are three supporting models of teaching units for teachers. They are:

- *Phonemic Awareness*
- *Microbes*
- *Bamboo and Flax*.

*Focus on English** is a series of six units of work to support content area and language learning in maths, science, and social studies for ESOL students in years 7–10 whose vocabulary includes only three hundred English words (or fewer). The unit titles are: Animals, Weather, Shapes, Plants, Measurement, and Conservation.



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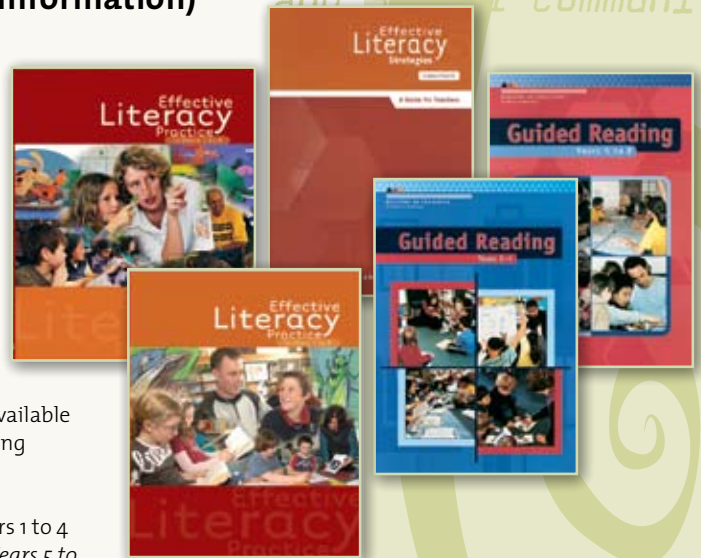
Key Teacher Resources (that include ESOL information)

The following resources include valuable information relevant for ESOL teaching and learning.

Effective Literacy Practice in Years 1 to 4 and *Effective Literacy Practice in Years 5 to 8* include specific advice and suggestions about meeting the needs of English language learners. The section on pages 127–130 of the latter is particularly useful.

Effective Literacy Strategies in Years 9 to 13: A Guide for Teachers is a handbook designed to support secondary school teachers in all subject areas as they learn and teach literacy strategies and thinking strategies to meet the needs of their students. While the book is intended to benefit all teachers of secondary students, teachers with ESOL students will find it very useful. It is currently available only to schools and teachers participating in the professional learning programme *Effective Literacy Strategies in Years 9 to 13*.

The resource packages *Guided Reading* (which is for teachers in years 1 to 4 and contains a book, two videos, and a CD) and *Guided Reading in Years 5 to 8* (which contains a book and a video) explain guided reading as an effective approach for primary school teachers to use with all their students, including ESOL students. The sections on meeting diverse needs and the case studies are especially relevant.



Resources for ESOL Students (with accompanying teacher materials)

Selections* is a series of books for ESOL students in years 7–13 with accompanying teachers' notes (and, for the more recent pairs of books, a CD).

Titles of the six books available so far in this series are:

- *Insects*
- *Making It Happen*
- *Coping with Crises*
- *Animal Rescue*
- *Maths in Action*
- *Design in Action*.



Ready to Read Selections* consists of packs that include Ready to Read titles appropriate for use with ESOL students in years 7–13 with accompanying teachers' notes. (The 2006 pack includes an audio CD).

The accompanying teachers' notes for both Selections series are written so that ESOL specialist and mainstream teachers can use the books to integrate English language learning with learning to read and reading to learn in a range of topic areas.

ESOL teachers' notes have been especially written to accompany *Danger*, in the Choices series of books for year 9–13 students. These notes provide a model of scaffolded language learning for secondary students seeking to gain credits towards the Level 1 literacy requirements of NCEA.



The four CD-ROMs listed below are collections of high-interest texts with audio to motivate and support students who are not proficient readers. They include the choice of two voices, one in very clear English for use with ESOL students and the other in a more typical New Zealand accent.

- *Frog Pond and other stories* (years 5–6)
- *Give It a Try and other stories* (years 5–6)
- *Creepy and other stories* (years 7–10)
- *Just Swallow This Camera and other stories* (years 7–10)

Other CD-ROMs published prior to 2006 are also available but do not contain the ESOL audio.



Information for Parents and Families

NESB Students: Families Learning Together is a series of booklets available in English, Somali, Amharic, Khmer, Hindi, Chinese, Korean, Arabic, and Farsi. Designed for use by the refugee and migrant communities, this resource includes detailed information on New Zealand's school system, levels of schooling, how schools are managed, the rights and responsibilities of caregivers, attendance, fees, uniforms, discipline, homework, school terms and holidays, and how parents can support their children's learning in the home.

The Feed the Mind pamphlets, available in English, Cook Islands Māori, Niue language, Sāmoan, Tokelauan, and Tongan, are designed to promote ways in which parents and other family members can help children to develop literacy and numeracy skills.

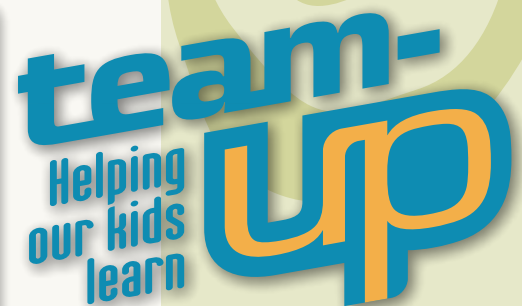


The Team-Up website and booklets provide information and resources to help people get involved in and support children's education. This includes information for educators, learners, researchers, communities, and those in governance, such as boards of trustees, as well as for parents and caregivers. Booklets are available for early childhood, primary/intermediate, and secondary and are published in English, Sāmoan, Cook Islands Māori, Tokelauan, Tongan, and Niue language.

TESSOL Training Information

TESSOL (Teaching of English in Schools to Speakers of Other Languages) is also known as TESOL (Teaching English to Speakers of Other Languages).

TESSOL training makes a significant difference to the effectiveness of teachers in meeting the needs of ESOL students. TESSOL training fees for scholarships (for primary and secondary mainstream teachers and also for ESOL specialist teachers) are awarded annually throughout New Zealand by the Ministry of Education. Both distance and on-campus courses are available throughout New Zealand, according to the region of the applicant. Applications are made in October. Enquiries to: helen.nicholls@minedu.govt.nz



Websites

ESOL Online (www.tki.org.nz/r/esol/esolonline) is an internationally respected and valuable source of additional English language learning content for ESOL specialist and mainstream classroom programmes at all levels. It also provides links to relevant and useful research and ongoing online support for professional learning related to TESSOL.

Te Kete Ipurangi (tki.org.nz/e/community/esol) is a community news page with information and materials relevant to the ESOL community.

Resources for School Management

ESOL 2007 Management Calendar (item number 31962)

Non-English-Speaking-Background Students: A Handbook for Schools (1999) (item number 21237)

The Home-School Partnership Programme: Contact your regional School Support Services for details or see:

www.tki.org.nz/r/literacy_numeracy/hsp_e.php

- *The Home-School Partnership Programme* (2003) (folder and *The Home-School Partnership Programme: Literacy Focus*) (item number 30014)
- *The Home-School Partnership: Numeracy Insert* (2004) (item number 30731)
- *The Home-School Partnership Programme* (2004) (video, item number 10785)
- *Home-School Partnerships: Secondary* (under development)

ESOL Resources for Teachers (all year groups)

English Language Learning Framework (ELLF) is expected to be distributed to all schools in 2008.

For *Oral Language Progression Exemplars for the English Language Learning Framework* (2005) (DVD),* contact: Ministry of Education (Auckland), Operational Policy: ESOL, (09) 632 9356.

Many Voices 2007 (item number 11207). Some back issues are available.

*ESOL in the Mainstream: Effective Practice** (2004) (video, booklet) is available through ESOL advisers.

For *A Teaching Resource for Using the Picture Dictionary for New Learners of English** (2007) see ESOL Online or contact: Ministry of Education (Auckland), Operational Policy: ESOL, (09) 632 9356.

For *Making Language and Learning Work 1: Integrating Language and Learning in Secondary Maths and Science* (2007), contact: Ministry of Education (Auckland), Operational Policy: ESOL, (09) 632 9356.

English for Speakers of Other Languages: Information for Schools (folder, item number 31666) contains:

- Resourcing information and ESOL assessment and funding application forms
- *ESOL Funding Assessment Guidelines* (2004) (item number 30851)
- *ESOL Progress Assessment Guidelines* (2005) (item number 30975; distributed to all schools)
- *Refugee Handbook for Schools* (2003)
- *Effective Provision for International Students* (2003)
- *Non-English-Speaking-Background Students: A Handbook for Schools* (1999) (item number 21237; distributed to all schools)

English Language Intensive Programme Years 7–13 Resource (ELIP) (2003). For the main resource, plus support units *Phonemic Awareness, Microbes, and Bamboo and Flax*, contact: Ministry of Education (Auckland), Operational Policy: ESOL, (09) 632 9356.

*Focus on English** (2003) – Teacher Pack (item number 31563), Student Pack (item number 31564)

Key Teacher Resources (that include ESOL information)

Effective Literacy Practice in Years 1 to 4 (2003) (item number 12940)
Effective Literacy Practice in Years 5 to 8 (2006) (item number 31324)
Effective Literacy Strategies in Years 9 to 13: A Guide for Teachers (2004) (item number 30320) is available with facilitated professional development from School Support Services.

Guided Reading (2002) (kit including book, item number 10422)
Guided Reading: Years 1 to 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)

Resources for ESOL Students (with accompanying teacher materials)

Selections*

- *Insects* (2003) (item number 30086)
- *Making It Happen* (2003) (item number 30087)
- *Selections 2003 Teachers' Notes* (item number 30060)
- *Coping with Crises* (2005) (item number 31037)
- *Animal Rescue* (2005) (item number 31036)
- *Selections 2005 Teachers' Notes* (item number 31038)
- *Selections 2005 CD* (item number 31221)
- *Maths in Action* (2007) (item number 31888)
- *Design in Action* (2007) (item number 31887)
- *Selections 2007 Teachers' Notes* (item number 31874)
- *Selections 2007 CD* (item number 32348)

Ready to Read Selections*

- *Ready to Read Selections 2004* (pack, item number 30738)
- *Ready to Read Selections 2004 Teachers' Notes* (item number 30294)
- *Ready to Read Selections 2006* (pack, item number 11057)
- *Ready to Read Selections 2006 Teachers' Notes* (item number 31455)
- *Selections CD 2006* (item number 31453)

Danger (1999) (Choices book, item number 23606)

ESOL Danger Teachers' Notes (2006) (item number 31440)

Danger (1999) (Choices tape, item number 99117)

CD-ROMs with teachers' notes:

- *Frog Pond and other stories* (2006) (kit, item number 31371)
- *Creepy and other stories* (2006) (kit, item number 31375)
- *Give It a Try and other stories* (2007) (kit, item number 31892)
- *Just Swallow This Camera and other stories* (2007) (kit, item number 31987)

Information for Parents and Families

For books in the series, NESB Students: Families Learning Together (2002–2004) (available in English, Somali, Amharic, Khmer, Hindi, Chinese, Korean, Arabic, and Farsi), contact: Ministry of Education (Auckland), Operational Policy: ESOL, (09) 632 9356.

Feed the Mind pamphlets (2000)

Speaking/Listening

Cook Islands Māori (item number 10019)
 English (item number K20107)
 Niue language (item number 10023)
 Samoan (item number 10027)
 Tokelauan (item number 10025)
 Tongan (item number 10021)

Reading

Cook Islands Māori (item number 10009)
 English (item number 99188)
 Niue language (item number 10015)
 Samoan (item number 10017)
 Tokelauan (item number 10013)
 Tongan (item number 10011)

Writing

Cook Islands Māori (item number 10010)
 English (item number 99189)
 Niue language (item number 10016)
 Samoan (item number 10018)
 Tokelauan (item number 10014)
 Tongan (item number 10012)

Mathematics

Cook Islands Māori (item number 10020)
 English (item number K20106)
 Niue language (item number 10024)
 Samoan (item number 10028)
 Tokelauan (item number 10026)
 Tongan (item number 10022)

For Team-Up, see www.teamup.co.nz

TESSOL Training Information

For TESSOL scholarships, all enquiries to: helen.nicholls@minedu.govt.nz

Websites

ESOL Online: www.tki.org.nz/r/esol/esolonline
 Te Kete Ipurangi: tki.org.nz/e/community/esol

The Ministry of Education is continuing to develop ESOL resources. Information about upcoming titles and new releases is available from: tki.org.nz/r/resource_link

New to New Zealand is available in most major bookstores, or contact Reed Publications: Orders@Reed.co.nz

Published for the Ministry of Education by Learning Media Limited, Box 3293, Wellington, New Zealand.
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 Item number 11201

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