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. pai*r 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
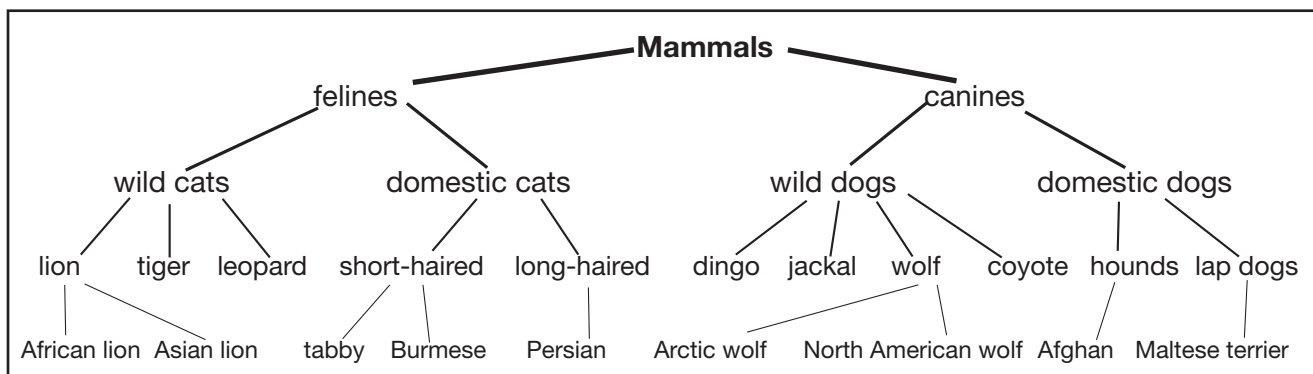
Working with young learners

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.