

Module 10

Supporting learning in the curriculum areas

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

Introduction

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

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

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

Using the internet (the world wide web)

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

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

Examples of general websites with links to many curriculum areas

EnchantedLearning.com

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

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

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

Module 10 Task

Using Selected Websites

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

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

Good practice

You should:

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

Next steps

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

Resources

ESOL online, see Module and Resource list.

Conclusion

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

You will have ensured that there is now:

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

10

gaga

교육

भा

разован

parasho

lea

ako

भाषा

علمية

lan

Approach or Strategy Purpose	Use in first language groups (L1)	Use in multi-language groups* In this context, the medium of instruction will be English, but students should be encouraged to use L1 as much as possible.	Primary School	Secondary School
<p>Name games (such as alphabet letter and adjective match) e.g. I'm Helen and I'm happy.</p> <ul style="list-style-type: none"> - Introducing and getting to know each other 	<p>Take time to get to know students.</p> <p>Use L1 to talk about backgrounds and shared understandings.</p>	<p>Take time to get to know students.</p> <p>Use English to talk about backgrounds and shared understandings.</p> <p>Create <i>Ethnic Boxes</i> for all students to talk about. (Module 5)</p>	<p>Teach a pattern: My name is; I come from; I have been here.... months, (see ELIP Oral Language and ELLP).</p>	<p>Teach a pattern: My name is; I come from; my favourite subjects are ..., I would like to....(see ELIP Oral Language and ELLP).</p>
<p>Front loading</p> <ul style="list-style-type: none"> - to activate prior knowledge - to give input (key vocabulary and main ideas) ahead of the topic in first language and/or English to increase understanding 	<p>Share in L1 prior to the teacher's lesson the key points to be learnt in English.</p>	<p>Share key words and ideas before class lesson, and compare to words and ideas in own language/s and understandings prior to the teacher's lesson.</p>	<p>Be sure that you discuss the topic with the teacher before it starts, so that your sessions prepare the students for the next unit. Include key vocabulary and ideas.</p>	<p>Go over the topic with the teacher beforehand, focussing on the key words and concepts to be introduced. Then prepare and deliver a series of lessons to increase the students' confidence with the new material.</p>
<p>Picture sequencing (with no written text)</p> <ul style="list-style-type: none"> - to assist development of oral language 	<p>Use L1 to negotiate sequence of visual text.</p>	<p>Use English to negotiate sequence of visual text. Compare key words in various languages.</p>	<p>Spend lots of time asking students about what the pictures, diagrams, etc. might be telling us.</p>	<p>Increase visual text comprehension by discussing graphs, diagrams, charts with students.</p>
<p>Strip text sequencing</p> <ul style="list-style-type: none"> - to sequence a set of visuals then match with written text 	<p>Use L1 to negotiate sequence of visual text, then match to English written text.</p>	<p>Use English to negotiate sequence of visual text, then match to English written text.</p>	<p>Choose a text which matches the age of the students.</p>	<p>Choose a text which matches the age of the students.</p>

<p>Speaking frames</p> <ul style="list-style-type: none"> – to provide a structure as a bridge to using the new language 	<p>Use L1 and English to teach songs and poems using standard sentence structure to develop understanding of spoken language rhythms and pronunciation. Use L1 to develop speaking frames on a classroom topic.</p>	<p>Use English to teach songs using standard sentence structure. Use English to develop speaking frames.</p>	<p>Provide lots of practice with songs, poems and different types of responses, e.g. questions/ answers.</p>	<p>Provide practice answering topic questions orally, and in various genres, e.g. explanation, argument.</p>
<p>Speaking grid</p> <ul style="list-style-type: none"> – to encourage students to show comprehension of a text through repeating information from a viewpoint 	<p>Use L1 for instruction and questions before the task.</p>	<p>Use English for the task, and allow lower level students to answer the easier questions from the box.</p>	<p>Any text can be used as the basis of a speaking grid.</p>	<p>Any text can be used as the basis of a speaking grid.</p>
<p>Listening grid</p> <ul style="list-style-type: none"> – to show comprehension of a text and recognition of spoken words – identification of main ideas (from repeated key words) 	<p>Use L1 for instruction and questions before the task.</p>	<p>Make sure students have heard each word at least once (read through the list) before they do the task.</p>	<p>Link to any curriculum topic.</p>	<p>Link to any curriculum topic.</p>
<p>3-2-1 Speaking</p> <ul style="list-style-type: none"> – to encourage students to develop oral fluency – sequence information and process key ideas 	<p>Use L1 for instruction and questions before the task.</p>	<p>Make sure the instructions are clearly given in English, and students check they are using only English for this task.</p>	<p>Allow time for students to practise this – you could the reduce the time for younger students (e.g. 2, 1, 30 secs).</p>	<p>Can be done to process ideas in any curriculum area.</p>
<p>Supporting classroom language learning through modelling: songs, speaking frames – to show patterns of English</p>	<p>Use L1 and English to teach songs using standard sentence structure. Use L1 to develop speaking frames on a classroom topic.</p>	<p>Use English to teach songs using standard sentence structure. Use English to develop speaking frames.</p>	<p>Provide lots of practice with songs and different types of responses, e.g. questions/ answers.</p>	<p>Provide practice answering topic questions orally, and in various subject areas.</p>

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

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

Approach or Strategy Purpose	Use in first language groups	Use in multi-language groups	Primary Schools	Secondary Schools
<p>Use a Phonemic Awareness Programme (based on <i>ELIP</i> Foundation Stage),</p> <ul style="list-style-type: none"> – builds knowledge of phonemic awareness, ensures students can decode text 	<p>Teach the English alphabet, and sounds, blends, using the students’ first language and English.</p>	<p>Teach the English alphabet, and sounds and blends, in English.</p>	<p>Support students in their classroom phonemic awareness and reading programmes by placing the student on the <i>ELLP</i> reading matrix so that teachers are aware of the text level needed.</p>	<p>Check that students have strong knowledge of the English alphabet and can decode fluently (know the sound -letter relationships). Ensure students are placed on the <i>ELLP</i> reading matrix and discuss with the teacher the level of text the student is capable of reading.</p>
<p>Plan a balanced reading programme – include reading with students, reading to students and reading by students</p> <ul style="list-style-type: none"> – helps students to develop different reading strengths, and read different levels and types of text in different ways 	<p>Encourage all students to continue to read in their own language, if they have had schooling in this language.</p>	<p>Encourage all students to continue to read in their own language, if they have had schooling in this language.</p>	<p>Encourage the school to use the Home-School Partnership programme, to support use of first language at home for talking and reading.</p>	<p>Use the MoE resources provided for years 7-13 classes, (<i>ELIP</i> and <i>Selections</i>), as the <i>Teachers’ Notes</i> and teacher instructions have been carefully written to support “learning to read” and “reading to learn”. Use other texts as well, BUT make sure you choose materials that match the age and stage of the learner!</p>
<p>Integrate oral and written tasks with the reading programme</p> <ul style="list-style-type: none"> – helps students understand the sound and spelling of words, as well as the meaning 	<p>Use first language to explain the reading task, and to find out prior knowledge that the student has about the topic. Make the purpose for using a particular text clear.</p>	<p>Use English to explain the reading task, and to find out prior knowledge that the student has about the topic. Make the purpose for using a particular text clear.</p>	<p>Use the suggestions in the <i>ELIP Primary Resource</i>, in <i>SELLIPS</i>, in <i>Effective Literacy Practice</i> handbooks, on ESOL online and other Ministry documents, to plan integrated tasks.</p>	<p>Use the suggestions in the <i>ELIP Years 7-13 Resource</i>, in the Ministry’s <i>Effective Literacy Strategies</i> handbooks, on ESOL online and in other MoE documents, to plan integrated tasks.</p>

<p>Use tapes and CD materials and computer programmes</p> <ul style="list-style-type: none"> – helps students understand how English is spoken and develop fluency when reading silently and aloud 	<p>You could translate some of the early readers into first language and read them onto tapes, so students can listen to them as they read the English text.</p>	<p>Use a variety of print resources at different levels and use the e books (e.g. <i>Freaky Fridge</i> and <i>Plastic Fantastic?</i>) to support reading.</p>	<p>Schools should make full use of MoE print and electronic resources. Schools can access recommendations for a list of discounted software through TKI from the MoE's ESOL website.</p>	<p>Schools should make full use of MoE print and electronic resources. Schools can access recommendations for a list of discounted software through TKI from the MoE's ESOL website.</p>
<p>Set interactive reading tasks, as well as individual reading tasks, using a variety of reading strategies before, during and after reading a text</p> <ul style="list-style-type: none"> – helps students engage with the text and helps teacher see how well they are comprehending the text 	<p>Support students to use first language to talk about what they are reading in English, before, during and after they read a text.</p>	<p>Support students to use first language to make notes about what they are reading in English, before, during and after they read a text.</p>	<p>Use the suggestions in the <i>ELIP Primary Resource</i>, in <i>Effective Literacy Practice</i> handbooks, in all the <i>Teachers' Notes</i> (for journals), on ESOL online and in other MoE documents, to set varied reading tasks.</p>	<p>Use the suggestions in the <i>ELIP Years 7-13 Resource</i>, in <i>Effective Literacy Strategies</i> handbooks, in all the <i>Teachers' Notes</i> (for <i>Applications, Selections and Choices</i>), on ESOL online and in other MoE documents, to set varied reading tasks. * The <i>Danger</i> unit is designed to support NCEA reading achievement.</p>
<p>Check the reading demands in the mainstream classes for your learners</p>	<p>Work with ESOL teachers and the mainstream teachers to see what the students need to read in the mainstream and help prepare them for this.</p>			

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

<p>Picture sequences and visual text</p> <ul style="list-style-type: none"> – way of expanding language through talking and writing 	<p>Use culturally relevant and other topic visuals to practise sequencing of a process in L1. Use sequenced visuals for oral retelling prior to writing in L1. Collaboratively develop written captions for a visual sequence based on a procedural text in L1 (e.g. making paper).</p>	<p>Use other topic visuals to practise sequencing of a process in English.</p>	<p>Use a sequence based on a class topic – Food- to practise sequencing e.g. <i>ELIP</i>, Reading, Understanding and Responding, Stage 1, 15 c, <i>How To Bake an Apple</i>, Oral Interaction, Stage 1, 10 a, <i>Temperature</i>.</p>	<p>Use a sequence based on a school topic to practise sequencing of a topic, e.g. <i>ELIP</i>, Writing, Stage 2, 21 c, <i>How to Recycle Aluminium Cans</i>.</p>
<p>4x3 grid</p> <ul style="list-style-type: none"> – one way of supporting students to make notes before writing or after reading (Module 8) 	<p>Use a 4x3 grid in L1 to record key ideas in the text.</p>	<p>Use a 4x3 grid in English to record key ideas.</p>	<p>Use a 4x3 grid to scaffold writing through speaking, based on a topic text, e.g. <i>ELIP</i> Primary Resource, Oral Interaction, Stage 1 8d <i>Tuatara</i>.</p>	<p>Use a 4x3 grid to scaffold writing through speaking, based on a mainstream topic text, e.g. <i>ELIP</i> 7-13, Stage 1, Reading 10 d, <i>The Atmosphere</i>.</p>
<p>Editing checklists</p> <ul style="list-style-type: none"> – help students to monitor their learning. – editing checklists should be specific to each task. 	<p>Use first language to discuss what each editing point involves and model the editing process.</p>	<p>Discuss the points in the checklist and model the editing process.</p>	<p>Train students to self-edit and peer edit and use the criteria for the task.</p>	<p>Ensure that students understand that an accurate piece of writing needs to be edited more than once.</p>

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

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

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

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

educación

faamasani

التعليمية

ЯЗЫК

भाषा

lugha

教育

luqad

언어

éducation

ako

ISBN 978-0-487-13914-3



9 780487 139141 >