Teaching and learning sequence summary

**Belonging: English for Academic Purposes unit standard 30508, version 1,
Write a short crafted text for a specified audience using resource material in English
for an academic purpose.**

This sequence is designed for learners commencing a pathway to tertiary study. It is aimed at learners who are learning to write academic texts using resource material.

The teaching and learning sequence is designed for English language learners who have achieved English language Level 3 writing standards or can demonstrate a similar level of skills.

The step up from Level 3 English language unit standards involves:
- a level informed by low B2 of the Common European Framework of Reference (CEFR)
- the requirement for students to
  - address an academic purpose
  - use complex language structures and academic vocabulary
  - incorporate and reference appropriate source material

Using the teaching and learning sequences

The teaching and learning sequences will scaffold and prepare students for the formative and summative assessment against this standard. The teaching and learning sequences link to The Dimensions of Effective Practice. Lessons are built around Principles of effective teaching and learning for English language learners. Teachers will also need to make links to relevant Key competencies. Each learning task includes strategies to scaffold the skills required to achieve this standard.

These teaching and learning sequences are intended as a guide to the skills that students will need to develop to meet the requirements of the standard. They provide examples of ways that teachers can support students to acquire these skills. It is important to select only the activities that address your students' learning needs and not to cover materials and/or skills that students have already mastered. For some students it may be necessary to provide additional tasks to support mastery of specific skills.

Teachers should allow time during each teaching and learning sequence for students to apply what they have learnt to their own text so that they are ready for the formative assessment by the end of the teaching sequences.

Learning tasks

Teaching & learning sequence	Skills & knowledge	Performance criteria
1	Activate prior knowledge on: ● the topic and the purpose of the academic text; ● the correct text type for the topic; ● the audience and the appropriate tone to use.	1.1 Writing addresses the topic in a manner appropriate to audience and academic purpose.
2	Develop ideas by: ● finding information on the topic; ● evaluating sources; ● recording information in note form. Develop ideas in paragraphs by using: ● a clear topic sentence. ● details from source material to support ideas.	1.2 Ideas are developed and display a knowledge base to achieve the academic purpose.
3	Structuring an essay logically by: ● writing an essay with an introduction, body paragraphs in order and conclusion; ● linking ideas using synonyms, pronouns and connectives.	1.3 Text structure has overall progression, paragraphing and some use of cohesive devices. These devices include but are not limited to – grammatical, lexical and referential.
4	Developing academic writing style including: ● formal academic language, especially in the use of vocabulary and grammar; ● simple, compound and complex sentences; ● appropriate vocabulary (including academic and specialist vocabulary); ● appropriate grammatical forms	1.4 Writing uses a formal style appropriate to the academic context. Style includes but is not limited to – lexical and grammatical features, and a variety of sentence structures. 1.5 Writing makes generally consistent use of appropriate lexical and grammatical forms throughout the text.
5	Integrating source material and acknowledging it correctly by: ● quoting;	1.6 Writing uses source material. This includes but is not limited to –

	● paraphrasing; ● summarising; ● combining two different ideas; ● referencing correctly (in-text citation and a reference list).	direct quotation, paraphrasing, summary, and synthesis. 1.7 Source material is acknowledged. This includes but is not limited to – in-text citation, and a reference list in accordance with a recognised format (e.g. APA).
6	Putting it all together by: ● checking the draft essay against the performance criteria; ● providing peer feedback on essay drafts; ● proofreading and editing the essay.	All performance criteria

What is the impact of teaching and learning?

After the learning tasks, students should complete the formative assessment task for the level 3 English for Academic Purposes unit standard 30508, version 1, Write a short crafted text for a specified audience using resource material in English for an academic purpose.

After the formative assessment, teachers can identify evidence of students' learning progress as well as any gaps. Teachers should plan to build on what worked well and to address learning needs by adapting and recycling tasks in the teaching and learning sequences.

When students are ready, they can complete the summative assessment for EAP unit standard 30508.

Other assessment links for 'Belonging' level 3

EAP unit standard 30507, version 1: *Write a short text under test conditions in English for an academic purpose.*

EAP unit standard 30511, version 1: *Read and apply understanding in English for academic purposes*

EAP unit standard 30510, version 1: *Deliver a short oral presentation in English for an academic purpose.*

EAP unit standard 30509, version 1: *Demonstrate and apply understanding of a short spoken text in English for an academic purpose*

Curriculum links

Learning area: English / Social Studies / Health
Focus: Writing

Written language: Level 3 EAP unit standard 30508, version 1, Write a short crafted text for a specified audience using resource material in English for an academic purpose.

Dimensions of effective practice	Teaching and learning sequence 1: Activating prior knowledge	Metacognitive prompts
Knowledge of the learner *Expectations* *Instructional strategies*	*Identifying the learning outcomes including the language demands of the topic.* **Teaching and learning purposes** Use the following learning tasks to find out what your students know about the topic, academic purpose and academic style. ● Writing addresses the topic in a manner appropriate to audience and academic purpose (1.1). **Student learning outcomes** I can understand: ● the topic and the purpose of the academic text I am going to write; ● the correct text type for my topic; ● the audience I am writing for and the appropriate tone to use. *Choose from the following activities according to the strengths and learning needs of students.* *Finding out the learners' prior knowledge* **1a. Understanding the academic purpose** The purpose of this task to ensure that students understand the academic purpose of the research question. ● Provide students with the cut up task words and definitions. *Do not hand out the sheet before it has been cut up.* ● In groups, students match the task words and definitions. ● Circulate around the class monitoring student completion of the task. ● Check understanding by discussing the answers as a class. This can also be done as pair matching, with each student given either a word of definition, and they have	*What are the common strengths and learning needs among your students?* *What do my students know about academic writing?* *Which students need support to complete this task?* *Is everyone in the groups participating equally?*

Instructional strategies	to find their partner. Understanding could also be checked using an online tool such as Kahoot or Quizziz.
	
	1.b. What type of task are the following essay questions? How do you know?
	The purpose of this task is to reinforce understanding and apply learning from the previous activity.
	   ● In pairs, students read through the essay questions and decide what task type they are. They need to give a reason for their decision.
	   ● They then join with another pair, check their answers and share their reasons.
	   ● In a class discussion, elicit how they decided on the task type.
	
	Using approaches that build on prior knowledge
		Are there any students who need follow up activities to reinforce learning?

Engaging learners with text	**2. Understanding key words in a research question**
	The purpose of this task is to check whether students can identify key words independently.
	   ● Write the definition of key words on the board and discuss.
	   ● Students underline the key words in the research questions below.
	
	Using approaches that include listening, reading, speaking and writing
	3. Unpacking the research question - verb dictation
	The purpose of this task is for students to learn steps that will help them to understand questions. They then apply this to the formative essay topic
	   ● Write the verbs on the board as each step is read.
	   ● As a class, students use the verbs to help them remember the rest of the steps.
	   ● Students repeat this in pairs and then write the steps down.
	
	Providing multiple opportunities for authentic language use.
	<u>Follow up activity</u>
	Students unpack a number of research questions using the five steps.
	
	4. Hot Potato - brainstorming the essay topic
	The purpose of this activity is to provide support for
		Do any of my students need further support to locate key words?
		
		Can students apply their knowledge from the task?
		
		Are students able to use the steps independently?
		
		What do the ideas tell me about the

Instructional strategies	students to brainstorm ideas for the formative essay topic. ● Students are in groups of 4 or 5 and each person in the group is given a sheet of paper with the essay question written on the top. ● On a given signal each person jots down ideas on the topic. ● After 2 minutes ring a bell and the paper is passed to the right. ● Each student reads what is written and adds a new idea. Remind students that they cannot repeat someone else's idea. *Providing multiple opportunities for authentic language use.*	*level of students' understanding of the topic?*
Knowledge of the learner	Follow up Each group sorts through the papers and circles the best 3 ideas. These will be used for topic sentences later. Each group will share their ideas with the class.	*Do my students need these skills reinforced?*
Knowledge of the learner	**5. Academic Style** The purpose of this activity is to find out what students know about using an academic writing style. There will be more activities to address any gaps in TLS 4. ● Provide students with the cut up activity. *Do not hand out the sheet before it has been cut up.* ● Give sets to small groups to sort into informal writing or formal academic writing. ● Follow up with a discussion on what needs to be avoided when using an academic writing style. ● This activity could be repeated after some further teaching input in TLS 4. *Providing opportunities for reflection and evaluation* **Reflection:** Ask students to tell their partner: ● one thing they have learnt. ● how they are going to use what they have learnt in their writing.	*How confident are students in articulating their learning?* *What does the discussion between students reveal about their prior understanding?* *Are students able to verbalise how they are going to apply their learning?*

Are all students able to participate fully or do I need to pair some students?

Teaching and learning sequence 1

1a. Accessing the academic purpose

Task words:
- tell you what the academic purpose is (they are usually verbs)
- tell you what kind of essay to write

Match the task word with the correct definition.

Task word	Definition
Analyse	Break an issue into its parts. Look in depth at each part using supporting arguments and evidence for and against, as well as how these relate to one another.
Compare	Identify the similarities and differences between two or more things. Say if any of the shared similarities or differences is more important than others. 'Compare' and 'contrast' will often feature together in an essay question.
Contrast	Focus on the differences between two things. Also point out the similarities.
Evaluate	Decide to what extent the statement is true, or to what extent you agree with it. You should provide evidence taken from a wide range of sources which both agree and disagree with an argument. Come to a final conclusion, and justify how you have made your choice.
Discuss	Consider the arguments for and against something e.g. a point of view. Arguments on both sides must be backed up by evidence. Your conclusion must summarise the arguments and make a judgement.

Explain	Clarify a topic by giving a detailed account as to how and why it occurs. Your writing must define key terms, make procedures or sequence of events understandable, and use relevant research to back up your explanation.
Argue	State your point of view for or against something, and support with evidence.
Problem solving	Outline the problem and its causes and provide a range of solutions, supported by evidence.

1.b. What type of task are the following essay questions? How do you know?
- In pairs read through the essay questions and decide what task type they are. You will need to give a reason for your decision.
- Join with another pair, check your answers and share your reasons.

i) *In an effort to belong to their new country, the children of new immigrants often focus on speaking English and refuse to use their first language at home. Discuss a range of solutions to help migrant children understand the importance of maintaining their first language.*

Task type: _____

ii) *It is more important for the children of new immigrants to focus on speaking English rather than their first language, as that will help them to make progress in school. Do you agree?*

Task type: _____

iii) *It is more important for the children of new immigrants to focus on speaking English rather than their first language, as that will help them to make progress in school. To what extent do you agree with this statement?*

Task type: _____

2. Understanding key terms in a research question

Key words:
Tell you what you should focus on
Tell you the limits of the topic

Don't begin to write until you know and understand clearly what you are being asked to do.

Underline the key words in the formative essay research question below.

Many adolescent immigrants experience a range of difficulties settling in to a new country. Outline some of these problems and discuss some possible solutions.

3. Unpacking the research question - verb dictation

1. **Read** the question a few times until you understand it
2. **Circle** the task word
3. **Underline** the key words
4. **Write** synonyms beside the key words

Follow up activity
Unpack the research question for the formative essay topic using the 4 steps.

Many adolescent immigrants experience a range of difficulties settling in to a new country. Outline some of these problems and discuss some possible solutions.

4. Hot Potato
- Each person in your group has a sheet of paper with the essay question written on the top.
- When your teacher rings a bell, each person writes down ideas on the topic.

● After 2 minutes your teacher will ring the bell and you pass your paper to the right.
● Read what has been written and add a new idea. You cannot repeat someone else's idea.

At the end of the activity, look through all the papers and decide together which are the best three ideas. Each group will share their ideas with the class.

5. Academic Style

For this essay you will need to write in a formal style using an academic tone.

● In pairs put the phrases under the heading 'informal writing' or 'formal academic writing'.
● Decide together why you have placed the phrases in informal or formal. Be ready to justify your decisions.

Informal writing	Formal academic writing
I think it is important...	It is important to note that...
This makes me feel angry because...	It can be argued that...
The resources are really great!	The resources are useful in teaching students...
I am going to talk about...	This essay will outline the problems...
In my opinion...	According to Grenz....
Other resources e.g. picture dictionaries, graded readers, and bilingual books etc give...	Other resources such as picture dictionaries, graded readers, and bilingual books give..
Everyone is affected by	The majority are affected by...
The results were lots better than we expected.	The results were significantly better than expected.
They've got many problems which they'll have to solve very quickly.	The students revealed that they had a number of problems which needed urgent solutions.

Written language: Level 3 EAP unit standard 30508, version 1, Write a short crafted text for a specified audience using resource material in English for an academic purpose.

Dimensions of effective practice	Teaching and learning sequence 2: Finding information to develop ideas	Metacognitive prompts
Knowledge of the learner *Expectations* *Engaging learners with texts*	*Identifying the learning outcomes including the language demands of the topic.* **Teaching and learning purposes** To help students to write coherent paragraphs with ideas that are developed and display a knowledge base to achieve the academic purpose. (1.2) **Student learning outcomes** I can develop the ideas in paragraphs by: ● finding information on the topic; ● evaluating sources; ● making notes. I can write a well structured paragraph with: ● a clear topic sentence; ● details to support ideas. *Choose from the following activities according to the strengths and learning needs of students.* *Beginning with context embedded tasks that make the abstract concrete* The purpose of the following activities is to scaffold learners to find and evaluate a range of sources on the topic. **1. Using the library** The purpose of this activity is to familiarise students with the research tools available in their library. It will be important to first check that there are suitable resources available on the topic. ● Arrange a session with the school librarian to introduce students to the library catalogue and library databases. ● Students use the chart to record three useful sources Further learning opportunities There are numerous online resources that can be used to	Teacher: *What do my students already know about finding information from different sources?* Students: *Do I understand the learning outcomes? What do I know and what can I do already?* *Have the students chosen accessible resources?* *Which students need further support?*

Engaging learners with text	reinforce the research process e.g. What is research? https://www.youtube.com/watch?v=EEuuI8hBip8 *Using approaches that build on prior knowledge* **2. Effective internet search techniques** The purpose of this activity is to ensure that students can use the internet to search for resources in an efficient manner and record their sources. There are a number of online videos on using the internet for research that are worthwhile getting your students to watch. If you choose to do this, consider giving your students a viewing guide with internet searching strategies e.g. Tips for effective search strategies https://www.youtube.com/watch?v=LTJygQwYV84 ● Go through the ***Effective internet search techniques*** steps with students. ● Students use the internet search steps with the essay topic. *Planning the learning tasks so that all learners are actively involved* **3. Using the internet** The aim of this activity is to support students to find appropriate sources and accurately record the details of these. ● Arrange a session for students to search the web and find three resources that have information relevant to the essay topic. ● At this stage do not worry about the validity of the sources, as this will be tackled in a further task**.**	*What do my students already know about internet searching?*
Expectations	*Providing multiple opportunities for authentic language use with a focus on students using academic language* **4. Evaluating sources** The purpose of this activity is to ensure that students can select appropriate online resources. There are a number of videos to introduce students to evaluating online resources, e.g. Evaluating sources on the World Wide Web http://www.youtube.com/watch?v=ELclOOxzt3U ● Students work in pairs and read the checklist **Evaluate your sources.** ● Students evaluate the sources they found in task 3 above.	*Which students need to have peer support for this activity?* *What learning gaps need to be addressed as a class?*

Instructional strategies	● Circulate as the students work, noting any areas that need to be addressed as a group. ● Ask students to share their judgments and reasons. OR ● Use a bus stop strategy by asking students to put Post-It notes with reasons on any evaluation they disagree with. *Making the task comprehensible for all learners* **5. Making notes** The aim of this activity is to provide practice in making notes that are short but contain sufficient information. There are many ways to make notes. Decide on the note taking strategy you are going to introduce or build on with your students. One suggestion is given using note cards. ● Students read through the information on using cards to make notes. ● Students use one of their sources to make notes. ● Monitor and make suggestions as students complete this task. ● Students continue to research and make notes on the topic.	*Which strategy will I focus on for recording notes from sources?*
Instructional strategies	*Using approaches that include listening, reading, speaking and writing* **6. Identifying the parts of a paragraph** The purpose of this activity is to find out what students know about paragraph structure and whether they can use cohesive devices to help them order sentences. ● In pairs or small groups, students put the parts of a cut up paragraph in order. ● Circulate during the activity and elicit from students what helped them to match the parts. At this stage, don't comment on whether students were correct or not as this activity will be revisited. **7. Writing a good topic sentence** This activity aims to fill in any gaps students may have about topic sentences and then give practise at choosing topic sentences that are the main idea of a paragraph. ● Go over the points on what a topic sentence is. ● Students choose the best topic sentence for each of the paragraphs *Providing multiple opportunities for authentic language use.* <u>Variations for further practice</u>	*Which groups worked well? How can they share their expertise with other groups?* *Am I confident that all my students can write a good topic sentence?*

Knowledge of the learner	1. Choose other texts e.g. *ELIP Stage 3*
	2. Cut up the paragraphs, removing the topic sentence.
	 3. Students write a topic sentence and then compare it with the original.
	
	8. Supporting details
	Go over the TEC model
	    ● Students match the parts of the paragraph with the TEC model.
	    ● They then put the paragraph into the right order.
	    ● Discuss whether the order is different from activity 6.
	
	Include opportunities for monitoring and self-evaluation.
	RIQ
	R – Recall 3 things from the lesson.
	I – Write down 2 things you have learned
	Q – Write 1 question that you still have.
	
	Students share with a partner what they have written.
		Are all students now familiar with the TEC model?
		
		Teacher: *What information has this provided on student learning gaps that need to be addressed?*

Teaching and learning sequence 2

1. Library search: Find three sources of information that will be useful for your research on the formative essay question below.

Many adolescent immigrants experience a range of difficulties settling in to a new country. Outline some of these problems and discuss some possible solutions.

If the text is a chapter in a larger book or an article in a journal, add the page numbers and authors, title and date of the main book/journal.

Author	Title	Date/Place of publication Publisher	What **information** does this resource contain?

2. Effective internet search techniques

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a. Begin by choosing key words.

b. Use quotation marks to group words.

For example, if your research question is *"You have been discussing peer pressure and its impact on young people in New Zealand. What are the effects of peer pressure on the families of new immigrants? What are some of the choices that migrant teenagers face between their own culture and the culture of their new country?*

" the key words that should be grouped are *"***teenage peer pressure***"*

c. Put the + sign to make sure that all of your key words are included

      e.g. **"teenage peer pressure choices" +new immigrants**

- Note, there is a space after the last quote mark but NO space between the + sign and the next word.
- This will still give you lots or results that are about teenagers world wide.

d. Add further keywords to narrow the search results.

      e.g. **"teenage peer pressure" +achieved +New Zealand**

e. You can exclude keywords by using a - sign
      e.g. **"teenage peer pressure" +achieved –……..**

Use the formative essay topic to go through the effective search steps:

Many adolescent immigrants experience a range of difficulties settling in to a new country. Outline some of these problems and discuss some possible solutions.

1. Use quotation marks to group keywords: "……………………………………………"

2. Include more keywords: "………………………………….." +..........................

3. Add further keywords to narrow the search result

".." +.............................. +..............................

3. Using the internet

Use your search result to access resources on the internet and list them below.

4. Evaluate your sources

What to look for

- **Who:** Who is the author and what are his or her qualifications? Who is the publisher and what is the purpose of the site? Is the site a personal page?
- **Type of site** -- is it a government, educational, URL includes .govt (government), .mil (military) .edu or .ac (educational/academic), .com (commercial), .org (nonprofit organization), or .~ (personal page).
- **Reliable:** Are sources provided so that you can check what the author is saying?
- **Current:** Is the information up-to-date? When was it posted and/or last updated?
- **Clear:** Is the information easy to understand?
- **Bias:** Are there facts on the website or just opinion? Does the information represent a single opinion or a range of opinions? Is the language factual or emotional?

● **Valid:** Do the facts on the website support the conclusions?

Your task
● Work with another student.
● Use the internet sources you found in task 3.
● Evaluate the sources you have found using this template.

Source	Is it reliable?	Reasons for your decision

5. Making notes using cards

The front of the note card should have:
- **one** idea with bullet points of supporting details.
- quote marks around anything you have copied PLUS the name of person who wrote it, the date they wrote it and the page number.

The back of the note card should have the reference. Make sure you record all of the details on the card e.g. for a book this will be
- author
- date of publication
- title
- place of publication
- publisher

Use cards to make notes from the three different sources

6. Identifying the parts of a paragraph

In pairs or small groups, put the parts of the cut up paragraph in order.
Talk about what helped you to put it in the right order.

Early research suggested that learning two languages in childhood was not helpful to a child's development (Darcy, 1963).
This was due to the idea that learning one language did not transfer into the other.
It was thought that as more was learned in one language, less could be learned in the other.
For this reason many parents and teachers tried to make children only learn one language.
For example, many Pasifika parents insisted that their children only spoke English at home.
Research undertaken by Holmes et al in New Zealand (1993) suggests that this attitude has resulted in language loss within three generations of migrants.

7. Writing a good topic sentence

A topic sentence:

- tells the reader what the paragraph is about
- is usually at the beginning of the paragraph (but not always)
- is the main idea of the paragraph.

Writing a clear topic sentence is important. The rest of the paragraph follows on from it.

Choose the best topic sentence for each of the following paragraphs and write it on the line provided.

The city needs more money and will have serious problems if it is not raised soon. We need money to pay for new roads and the repair of old roads. We also need money to pay teachers' salaries and to pay for services such as the rubbish collection. In addition, more tax money is needed for financial aid to the poor.

(a) Taxes should be raised.
(b) Many teachers are not paid enough.
(c) Tax money is used to build new roads.

1. _____

In China tea is usually drunk without milk or sugar in small cups. In Arab countries it is usually flavoured with mint leaves and sugar. However in India tea is taken with both milk and sugar. This habit is shared by the English who introduced tea to Australia and New Zealand. Tea is now a popular drink worldwide.

(a) Tea is a healthy and refreshing drink.
(b) Tea is drunk in a variety of ways in different countries.
(c) Tea is an important part of the global economy.

2. _____

Thirty years ago most New Zealanders ate a typical Northern European diet of meat and potatoes. In the 1960s and 1970s migrants came to New Zealand from Asia, the Middle East and Southern Europe. They brought their food knowledge with them and shared it with New Zealanders. Now New Zealanders eat a diet strongly influenced by those styles of cooking.

(a) The New Zealand diet has changed dramatically due to the influence of immigration.
(b) The New Zealand diet is now more interesting and healthier than before.
(c) New migrants have imported new foods to New Zealand.

3. _____

Where the British end certain words with *-se*, Americans usually end the same words with *-ce*, (British use *practise* but Americans *practice*). The opposite is sometimes true too (British use *defence* but Americans *defense*). Notice also that the British usually use a final *-re* but Americans use *-er* (*metre* versus *meter*). Finally, most Americans think that *neighbor is* a correct spelling, but the British usually add add a *u* and spell the word *neighbour.*

(a) British and American English are not the same.
(b) There are some minor differences between American and British spelling.
(c) The endings of British and American words are not the same.

4._____

8. Supporting details

The TEC model will ensure that your ideas are developed.

Topic sentence - a statement of the main idea of the paragraph

Expand on the main point by **e**xplaining the main idea; using **e**vidence from research; using **e**xamples

Comment on the main point - a restatement of the main point or an evaluation

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Match the parts of the paragraph with the TEC model.
Then put the paragraph into the right order

The group most at risk from language loss is the young children of migrants.	**Topic sentence**
Young new settlers often use their first language when talking to parents and older family members, but increasingly begin to use English with their brothers and sisters.	**Explain**
This is reinforced by New Zealand research such as White et al (2001) who found that young migrants saw English as important to feeling like they belonged here.	**Evidence**
An example of the need to fit in can be seen in schools where migrants choose to speak in English even to members of their own family.	**Example**
It is therefore important that actions to reduce this language loss focus on young migrants.	**Comment**

Written language: Level 3 EAP unit standard 30508, version 1, Write a short crafted text for a specified audience using resource material in English for an academic purpose.

Dimensions of effective practice	Teaching and learning sequence 3: Organising your essay	Metacognitive prompts
Knowledge of the learner *Expectations* *Engaging learners with text* *Instructional strategies*	*Identifying the learning outcomes including the language demands of the topic.* **Teaching and learning purpose** Text structure has overall progression, paragraphing and some use of cohesive devices. These devices include but are not limited to – grammatical, lexical and referential (1.3). **Student learning outcomes** I can ● write an essay with an introduction, body paragraphs and conclusion; ● link ideas in my writing using synonyms, pronouns and connectives. *Choose from the following activities according to the strengths and learning needs of students.* *Finding out about learners' prior knowledge* **1. Identifying the parts of an essay** The purpose of this activity is to find out what students know about essay structure to ensure that students can organise their texts logically. ● In small groups, students write the parts of the essay in the correct place in the chart. ● Students then review their organisation by comparing it with the model text. *Begin with context embedded tasks which make the abstract concrete* **2. TL3: Ordering parts of an introduction** The purpose of this activity is to support students to write a good introduction.	Teacher: *Which students will need support to achieve the purpose?* Students: *What do I already know about essay structure and linking ideas?* *Which groups had difficulty with this activity? How can I support them?*

Instructional strategies	● Draw a funnel shape on the board and talk about the parts of an introduction. ● In pairs or small groups, students match the different parts to the model introduction. **3. Developing a good thesis statement** The purpose of this activity is to support students to write a clear thesis statement ● Go over the chart about thesis statements ● In pairs, students evaluate the thesis statements using the relevant /precise / supportable / arguable criteria. ● Students write their own thesis statement. In small groups students give feedback to each other. **4. Writing a conclusion** The purpose of this activity is to support students to write a good conclusion. ● Draw an inverted funnel shape on the board and talk about the parts of a conclusion. ● Students match the different parts to the model conclusion.	Teacher: *Which students need additional practice to meet the learning outcomes?* What does the student feedback tell me about their progress? *Do I need to use more examples to reinforce understanding?*
Expectations	**5. Writing an essay plan** Students use the template to write notes for the essay topic. Ensure they access the Hot Potato sheets from TLS 1.	
Knowledge of the learner	*Finding out about learners' prior knowledge* **Cohesion activities** **5. What do you already know about cohesive devices?** The purpose of the activity is to activate prior knowledge students have on a range of cohesive devices. ● In pairs, students put the words in the correct place in the chart. One example has been done in each group. ● Students join with another group and discuss any differences.	*How confident are the students in this activity?*
Instructional strategies	**7. Pronoun referencing** This activity aims to give students practise in	Teacher: *Are my*

	identifying the function of pronouns that are used to refer to nouns. Use the an interactive whiteboard or word document to demonstrate pronoun referencing. ● Elicit the noun that each pronoun relates to. ● Circle the pronoun and draw a line to the noun it refers to. ● Students complete the worksheet in pairs and check their answers with another pair. ● Finish with a discussion on why pronoun reference is used in academic writing. *Providing multiple opportunities for authentic language use with a focus on learners using academic language* <u>Variations for further practice</u> 1. Use another persuasive text e.g. ELIP Stage 3 17c, 18c, 18d. 2. Students complete the same exercise as above using a think/pair/share strategy. *Ensuring a balance between receptive and productive language use* **8. TL4: Connectives cloze** The purpose of these activities is to ensure students know the function of connectives and can then apply that understanding in a written text. ● In pairs students put each connective into the correct space. ● Students then compare their answers with another pair and agree on the final answers. ● Circulate around the class observing students strengths and learning needs. *Providing multiple opportunities for authentic language use with a focus on learners using academic language* <u>Variation for further practice</u> Bus stop activity ● Use four short persuasive texts such as those in *ELIP Stage 3 17c, 18c, 18d.* ● In small groups students identify the connectives, write down the word(s), the function of the word and an alternative word(s). ● They then move on to the next text and confirm or disagree with the decisions of the previous group by putting a tick or a cross.	*students discussing possibilities and identifying connections?* Which students need further practice? Which students need extension activities? Teacher: *What information have these tasks provided on student learning gaps that need to be addressed.*
Engaging learners with text		

Instructional strategies	**9. TL4: Synonyms** The purpose of this activity is to help students to notice how synonyms are used in writing to link ideas. ● Introduce the use of synonyms as a cohesive device. ● Students then complete the question in small groups. ● They share their answers with another group and revise if necessary. *Recycling the same language in different ways* <u>Variation for further practice</u> 1. Use a text that the students have already worked with to identify synonyms. 2. Each group reports back to the class on the text they worked on, or two groups can report on their texts to each other. *Providing opportunities for reflection and evaluation* **Reflection:** Give each person a post it. Refer back to the learning outcomes. Ask students to write:	*Student: How did I check my understanding of these cohesive devices?* *How many groups needed to revise their answers?*
Knowledge of the learner	● One thing they now find easier ● One thing they need more help with Students stick post it notes on the whiteboard as they leave the class.	*What do the post its tell me about students' learning? How do I need to plan my next lesson to address learning gaps?*

Teaching and learning sequence 3

1. Identifying the parts of an essay.

Put the following in the correct place in the chart.

Evidence	Background information or explanation	Examples
Supporting information	Topic sentence	Summary of main points
Statement or definition of the topic	May have recommendation or prediction	Thesis statement
Concluding statement	Explanation	Links back to the thesis statement

Introduction	Body paragraphs	Conclusion

2. Writing an introduction

Remember an introduction is very important - it is your opportunity to engage your reader to make it interesting. It should be funnel shaped - from wide or general to narrow and specific.

Use the model introduction to match the different parts. Copy the first three words and the last three words e.g. *The positive effects ...documented in research.*

General, background information about the topic	
Unpack the topic (in your own words)	
Thesis statement (your viewpoint)	
Scope of the essay (main discussion points)	

Discuss the benefits of bilingual education for the children of immigrants

The positive effects of bilingualism are well documented in research. It states that students who develop a high level of skill in two languages benefit most. Although

bilingual education results in advantages to all students who participate, there are particular benefits for new young settlers. It is therefore important that schools make every provision to enable new migrants to learn in both languages in order to access the benefits. This essay will focus on the benefit of bilingual education to the families of new immigrants, the advantages in terms of identity development and the growth of problem solving skills.

3. Developing a good thesis statement

*The **THESIS statement** is the most important sentence of the introduction. It tells the reader:*

What the essay is about – the MAIN SUBJECT of the essay
What your view is on the topic

The thesis statement should be:

relevant - it should answer the research question
precise - it should be specific
supportable - you must be able to prove your view with evidence
arguable - your claim should not be a statement of fact which every reader is likely to immediately agree

a) Read the two thesis statements. Which thesis statement is better? Why? Write your reasons under each one e.g. why it is not suitable / why it is the best choice.

Overseas travel has some advantages and disadvantages.	Despite many obvious advantages, there is sufficient evidence to suggest that overseas travel is not always beneficial.

John Lennon is one of the greatest musicians of all time.	More than any other contemporary artist, John Lennon transformed the way people feel about music.

 b) Now write the thesis statement for the formative essay question: *Many adolescent immigrants experience a range of difficulties settling in to a new country. Outline some of these problems and discuss some possible solutions.*

Ask your group to evaluate your thesis statement and then revise your thesis statement if necessary.

4. Writing a conclusion

Conclusions are difficult because you feel that you have nothing left to say and you are merely repeating the same information. However, the conclusion is your last chance to impress. It is often what your reader remembers best. It should, in fact, be the best part of your essay.

Use the model conclusion to match the different parts. Copy the first three words and the last three words when you need to write a sentence or more. e.g. *It is hoped...and their communities.*

Signal for the end of the essay	
Summary of main points	
Restatement of thesis	
Evaluation or future directions	

To sum up, the advantages of educating new migrant children in two languages are clear in terms of the benefits to the families. It also enables young settlers to feel secure about belonging and it aids their literacy development in both languages. Schools must acknowledge and cater for the different learning needs of bilingual students and also ensure they and their families are aware of the principles and benefits of bilingualism. It is hoped that in the future governments would see bilingual education as a priority to invest in as it is a gift to our students and their communities.

5. Writing an essay plan

Complete the essay plan for the essay topic. Write notes only - do not write sentences.

Introduction ● background information ● unpack the topic ● thesis statement ● scope of the essay	

Body paragraph 1 ● topic sentence ● supporting details	
Body paragraph 2 ● topic sentence ● supporting details	

Body paragraph 3 ● topic sentence ● supporting details	
Conclusion ● restatement of thesis ● summary of main points ● evaluation or future directions	

6. What do you already know about cohesive devices?

Put the words in the correct place in the chart. One example has been done for you in each group.

you	however	it	their
and	their	although	additionally
as a result	but	in fact	so
such as	or	those	what is more

pronouns (words that refer to things or people)	they

connectives (words that join ideas)	what is more
coordinating conjunctions (words that join clauses to form compound sentences)	but
Put any words you are unsure about in this section	

7. Pronoun referencing
- Read the text and then complete the worksheet in pairs
- When you have finished, check your answers with another pair.

> The children of new immigrants are influenced by peer pressure just like everyone else. This means that **they** often stop using **their** first language in order to fit in.
>
> It is important that teachers value the language and culture of young settlers. **They** can do **this** by encouraging the use of first language in the classroom.
>
> Teachers can also create an environment in which other students are supportive of different languages being spoken. **This** will help because it is human nature to be influenced by people of your own age group.

What does each pronoun refer to?

they (line 2)	
their (line 3)	
They (line 5)	
this (line 5)	
This (line 9)	

8a. Connectives
- In pairs put each connective into the correct space.
- When you have finished, compare your answers with another pair and come to an agreement on the final answers.

therefore	initially	finally	in addition	however
similarly	also	furthermore	firstly	another
in conclusion	likewise	for example	next	such as
as a result	for instance	on the other hand	then	to sum up

What the connective does	Examples
Adds more information - to develop or expand ideas	
Comparison - to show that something is similar	
Contrast - to show that something is different	

Used before an example	
To show a sequence	
To show the result or the effect of something	
Indicates a conclusion	

8b. Connectives cloze

Write the missing words in the text below. Use the words from the box below.

another	as a result	for example	to sum up	firstly	also

 A problem in second language learning which has not had enough attention is the loss of first language when children are learning English. There are two main concerns.

_____, few people realise what is really happening. Many people think that the reason for immigrant children's difficulties at school is that they refuse to learn English. They _____ believe that bilingual education is the main reason why this is happening. _____ bilingual education has lost a lot of public support over the last few years.

 _____ concern is that researchers have found that young children who learn English are most at danger of losing their first language. _____, the children

of immigrants who attend preschool will learn to use English there and will often continue to use it at home.

_____, it is important that these concerns are given the attention needed. It is especially important that immigrant parents and schools do all they can to help children use both languages.

9. Synonyms

Synonyms are words with the same meaning. We use them to make links between other words e.g. students, learners, young people, teenagers.

Find as many synonyms as you can for these words using a dictionary.

integrate: ....

an asset: ....

influence: ....

immigrants:...

encourage: ....

value: ....

Written language: Level 3 EAP unit standard 30508, version 1, Write a short crafted text for a specified audience using resource material in English for an academic purpose.

Dimensions of effective practice	Teaching and learning sequence 4: Academic writing style	Metacognitive prompts
Knowledge of the learner *Expectations* *Engaging learners with text*	*Identifying the learning outcomes including the language demands of the topic.* **Teaching and learning purpose** ● Writing uses a formal style appropriate to the academic context. Style includes but is not limited to – lexical and grammatical features, and a variety of sentence structures. (1.4). ● Writing makes consistent use of appropriate lexical and grammatical forms throughout the text (1.5) *Choose from the following activities according to the strengths and learning needs of students.* **Student learning outcomes:** I can ● write using formal academic language and style especially in the use of vocabulary and grammar; ● use simple, compound and complex sentences; ● use vocabulary and grammar correctly. *Finding out the learners' prior knowledge* **1. Formal or informal** The aim of this activity is to reinforce understanding from the activity in TLS1 and build on that. ● In groups students decide if the statements are formal or informal. ● Two groups join together to compare and discuss their answers. ● As a class discuss any disagreements and try to resolve these. *Using approaches that include listening, reading, speaking and writing*	*Do all of my students have a shared language for talking about language features?* *Do I need to remind my students about the different types of sentences?*

Instructional strategies	**2. Using an academic style** The purpose of this activity is to allow students to consider features of formal, academic style**.** ● Students complete task 2 as a Think-Pair-Share activity. ● Students highlight any features of formal, academic style they find in the text in one colour and then highlight informal writing in another colour. ● They decide which of the two texts is the most academic providing reasons for their decision. ● Students share their answer with a partner. ● The pairs then share their answers with the class.	*Are students using their knowledge from the activity in TLS1 to complete the activity successfully?* *How can I pair students so that all students can access this activity?*
	Providing multiple opportunities for authentic language use with a focus on learners using academic language **Task 3: Putting it into practice** The aim of this activity is to provide students with an opportunity to use formal academic language and receive feedback in a supported setting.	
Instructional strategies	● Students work in small groups to rewrite the text using formal language. ● Use a bus stop activity. Students circulate around other groups to view their work, ask questions and then return to revise their own work as needed. ● Finally, share the answers as a class.	*Are all students able to apply their learning to this task?*
	4a. Sentence structure: Combining clauses to form compound sentences ● Revise the function of conjunctions and go over the example. ● Students work in pairs to choose the correct conjunction to make a compound sentence. ● Encourage students to speak the sentence out loud rather than writing it down.	*What do I know already about my students' ability to write compound sentences? How can I build on what they can already do?*
	4b. Sentence structure: combining sentences to form complex sentences ● Revise the function of connectives and go over the example.	*Which students are finding this exercise more difficult? What further practice can I give them?*

Knowledge of the learner	● Students work in pairs to choose the correct connective to make a complex sentence. ● Encourage students to speak the sentence out loud rather than writing it down.	*Are my students able to write well-constructed complex sentences?*
Engaging learners with text	**5. Placing Relative Clauses Correctly** The aim of this activity is to help students notice where relative clauses should be placed in a sentence. ● Students work through the exercises in pairs ● Follow with a class discussion which elicits the rule for placement of relative clauses. Remove the relative clause from a sentence. Discuss what type of sentence it is now. ● Students then look at their draft essay, find examples of relative clauses and check against the bullet points.	*Can all students do this checking independently? Who do I need to pair?*
Knowledge of the learner	*Including opportunities for monitoring and self-evaluation* **Reflection** Return to the learning outcomes Ask students to check their draft essay against the learning outcomes. Pair students and ask them to read their partner's draft essay to do the following: ● Underline any examples of informal language ● Highlight compound sentences and use another colour to highlight complex sentences. ● Give feedback to your partner on what they have done well and anything they need to improve on.	*Monitor student feedback: Are students able to identify informal language and compound/complex sentences. Are there any gaps I need to address?*

Teaching and learning sequence 4

1. Formal or informal

Decide if each statement is written in a formal academic writing style or an informal writing style.

1. It is expected that many young migrant children will experience loss of first language.	Formal	Informal
2. Lots more schools are thinking about bilingual programmes.	Formal	Informal
4. As you can see from the statistics, it's possible to say that more children are now enrolled in bilingual programmes in NZ.	Formal	Informal
5. Everyone will benefit from bilingual education.	Formal	Informal
6. In conclusion, the increase in funding for bilingual programmes is very encouraging.	Formal	Informal
7. Enrolment in bilingual schools is increasing, which means more kids than ever are attending. I think this is a great improvement.	Formal	Informal
8. However, there are still many problems, which they'll have to solve very quickly.	Formal	Informal
9. Research has shown that the Ministry of Education is now closer to meeting goals for bilingual education.	Formal	Informal

Write down two things that you find in:

Formal academic writing …………………………………………………………………………

………………………………………………………………………………………………………

Informal writing ……………………………………………………………………………………

………………………………………………………………………………………………………

2. Using an academic style

Highlight any features of formal academic language and tone in the follow texts.

Academic style includes:
- formal, objective language
- hedging or imprecise language *(modals such as could, should and the use of words such as "a majority" instead of "everyone")*
- factual information which is supported by evidence from academic sources.
- concise language (*without unnecessary words or repetition*)

It does not include:
- slang/informal vocabulary (*lots, like, huge, got, stuff, massive)*
- contractions (*they're*) and abbreviations (*e.g. etc.*)

It often does not include
- First person personal pronouns (*I, we, us, our, you, your*)

Text 1	Text 2
What is bilingual education? Bilingual education is where school subjects are taught in two languages and students become fluent speakers and writers in both languages. One key form of bilingual education is immersion education, where students are taught	**What is bilingual education?** Bilingual Education is a kind of teaching that helps students to become bilingual. It involves learning in two languages, usually through the student's first language e.g. in Maori. The younger the child the better they'll be in both

mainly through a second language in order to become bilingual. French	languages. It'll take 5 years to achieve in both target languages. Bilingual

immersion schools in Canada are one example of this. Immersion education is successful – both in terms of achieving bilingualism and academic success for its students (May, 2006).	Education is a huge step up in getting great results. Students are able to speak well in two languages and their school results are much better too. I think it is the way to go.

Which text is written in a more formal academic style? _____
Reasons for your answer:

3. Putting it into practice

- Rewrite the following text to reflect a more academic writing style.
- Look for contractions (short forms), informal expressions, use of personal pronouns and an absence of hedging and change these in the text below.

It's not surprising that choosing a school for your kids is hard wherever you are. Parents often worry that bringing up their children to be bilingual will make them drop behind in their first language. They've heard about the pros that a bilingual education gives children, but wonder whether there might be cons too. But I think that bilingual education not only makes children hugely better - it sharpens their brains in lots of other ways too.

4a. Sentence structure: combining clauses to form compound sentences

    a. Work in pairs.
    b. Use coordinating conjunctions to join the ideas (and, but, so, yet).
    c. The first one has been done for you.

Example

The bilingual benefit does not ensure better academic achievement. It certainly sets the foundation for greater successes in life.

…but…...

---

1. Research shows that bilingual speakers have more focused brains. They also have higher processing abilities.

…......................................

2. Researchers used to think that bilingual children took much longer to develop language skills. It turns out that is incorrect.

…...

3. Research on the effects of bilingualism now highlights the positive effects. Support for bilingual education has begun to grow.

…...

4. In most countries the availability of skilled teachers is limited. This is slowing the development of bilingual schools.

…...

4b. Sentence structure: combining two sentences to form one complex sentence

     a. Work in pairs.
     b. Use these connectives and conjunctions to join the ideas (if, while, although, because).
     c. The first one has been done for you.
     d. Remember

- the connective/conjunction does not always go in the middle of the sentence.
- you may need to add, leave out or change some words.

Example

Being bilingual improves the functions of the brain processes. These are attention, working memory, planning, and problem-solving.

Being bilingual improves the functions of the brain processes (These are) **such as** attention, working memory, planning, and problem-solving.

---

1. Bilingualism gives students a distinct advantage. It is not valued as much as it should be.

…...

2. There can be a number of difficulties for immigrant families. Children often only want to use the dominant language, English.

…...

3. Giving children access to more than one language is very popular among affluent parents. Lower-income immigrant children may benefit most of all.

…...

5. Placing Relative Clauses Correctly

Relative clauses (*which, that, who, whose, where, when*-clauses) are commonly used to form complex sentences. One of the problems with relative clauses is incorrect placement of the relative clause:

 *Our first language should not be replaced with a second language, **which connects us to our identity.***

*Our first language, **which connects us to our identity,** should not be replaced with a second language,*

Rewrite these sentences by positioning the bolded relative clauses correctly.

1.The loss of a first language is caused by several factors, **which is a serious loss for children.**
2. Developing literacy skills at home is well worth the effort, **which will benefit children in their second language.**
3. More teachers are supporting the use of bilingual programmes, **who are now aware of the benefits of maintaining of first language.**
4. The new classrooms are still not large enough, **that have been built for new arrivals.**
5. Countries will benefit if all students learn another language, **that require international communication.**
6. Individuals receive better job opportunities in this country, **who have fluent English.**

Now check your draft essay for the following:

- How many sentences have relative clauses? _____
  (If you don't have any, change some simple sentences by adding relative clauses).
- Are the relative clauses placed after the noun they refer to?

Written language: Level 3 EAP unit standard 30508, version 1, Write a short crafted text for a specified audience using resource material in English for an academic purpose.

Dimensions of effective practice	Teaching and learning sequence 5: Integrating source material into writing	Metacognitive prompts
Knowledge of the learner *Expectations* *Engaging learners with text*	*Identifying the learning outcomes including the language demands of the topic.* **Teaching and learning purpose** ● Writing uses source material. This includes but is not limited to - direct quotation, paraphrasing, summary, and synthesis (1.6) ● Source material is acknowledged. This includes but is not limited to – in-text citation, and a reference list in accordance with a recognised format (e.g. APA) (1.7). **Student learning outcomes:** I can use source material correctly by: ● quoting directly ● putting the ideas in my own words ● summarising ideas ● combining two different ideas ● referencing correctly *Choose from the following activities according to the strengths and learning needs of students.* *Finding out the learners' prior knowledge* **1. What are the differences between quoting, paraphrasing and summarising?** The purpose of this activity is to find out what students know about different ways of using source material and to fill in any gaps in understanding. Cut up the parts before the activity. ● In small groups students complete the matching task. ● Follow up with a class discussion *Ensure a balance between receptive and productive language*	Teacher: *Do my students understand what plagiarism is?* Students: *Why are these learning outcomes so important in academic writing?* *Are the students learning from each other?*

Instructional activities *Engaging learners with text*	**2. Summarising** The purpose of this activity is to assist students to summarise source material. ● Read the text to give students an overview. Tell them to listen to the main points. ● Give students six small 'Post -Its' or pieces of paper of a similar size. ● Students are given the text to read. They write down six key words or phrases on their 'Post-Its'. ● In pairs students pool their key words/phrases. They decide together which are the most important. They are allowed six key words per pair. ● The texts are taken away and students use the six key words/phrases to write a summary of the passage. Each person in the group has a different coloured pen to write with and all must participate equally. **3. Paraphrasing correctly** The aim of this activity is to provide practice in paraphrasing source material. ● Discuss the model and the strategies used to paraphrase the model text. ● Students work in groups to paraphrase the next text using the model as a guide. ● Two groups work together to construct one paraphrase they both agree on. Further activities to scaffold paraphrasing include: ● joint construction of a paraphrase working through the key steps. ● Dictogloss. ● RAP: **R**ead a paragraph, **A**sk yourself what were the main ideas and details, **P**ut the main ideas and details in your own words. *Using approaches that include listening, reading, speaking and writing* **4. Synthesising ideas** The purpose of this activity is to provide practice in synthesising the opinions of two or more authors. ● In pairs or small groups students use the model to help them write a synthesis of the	*Do students need further practice in identifying key words?* *Which of the steps needs to be reinforced with further activities?* *How can I introduce this concept in a way that all students will understand?*

	views of three commentators. ● They share their synthesis with another pair or group and refine their synthesis. <u>Further opportunities for learning</u> This task can be repeated using strategies and different texts as necessary for example as joint construction and disappearing cloze.	*Are all students participating actively in the activity? Do I need a follow up activity to reinforce learning?*

Instructional strategies	*Using approaches that include listening, reading, speaking and writing*
	5. Incorporating the opinions of others
	The purpose of this activity is to provide practice in different ways of including the opinion of cited sources.
	● Write the three headings on the whiteboard
	   ○ Implies agreement
	   ○ Implies disagreement or doubt
	   ○ Neutral
	● Students work in small groups and are given nine Post-Its.
	● They collectively decide which heading each statement falls under.
	● They write the numbers on the Post-Its and put these on the whiteboard under the heading they have chosen.
	● As a class, discuss any disagreements and come to a final decision.
		Am I confident in my students' ability to paraphrase, summarise and synthesise?

Knowledge of the learner	**6. Referencing** ● Share a referencing guide with your students e.g. this online guide from the University of Waikato: http://www.waikato.ac.nz/library/study/referencing/styles/apa/examples or this one from the University of Canterbury http://www.canterbury.ac.nz/library/support/citations-and-referencing/apa-american-psychological-association-style/ ● In pairs, students study the sample reference list (in APA) and notice order, formatting, punctuation and the differences between referencing books, journal articles and websites. ● Students began taking notes in TLS 2.	*Check whether students can now reference correctly. Are their students who need further input?*

| | They should complete their reference list using the information on the back of their note cards.

Providing opportunities for reflection and evaluation
Reflection:
1. Recall three things from the lesson.
2. Write down one question you have about using sources. | |

Teaching and Learning Sequence 5

1. What are the differences between quoting, paraphrasing, and summarising?

Put the following definitions and examples in the correct place in the table below.

Definition	Example
Must be identical to the original, using a small part of the source. Must match the source document word for word. Must be attributed to the original author.	King hopes that schools will improve opportunities to use both languages in schools, so that all students are able to learn in their first language. He stressed the importance of making the right decisions in the future (Education News, 2017).
Involves putting a passage from source material into your own words. Material can be the same length or shorter than the original passage. Must be attributed to the original source.	"When you speak in a language that someone understands it goes to his head, but when you speak in his native language, it goes into his heart" (Nelson Mandela, 2014)

| | Involves putting the main idea(s) only into your own words. Must be shorter than the original and it should not include any examples from the text. Must be attributed to the original source. | In short, improving access to bilingual education should be a priority for the government because of the benefits. |

	Definition	**Example**
Paraphrasing		
Summarising		

Quoting		

2. Summarising text

There are a wide variety of benefits of bilingual education. Research has found that bilingual people have more advanced cognitive skills than those who speak only one language. Additionally, they develop multicultural skills to be able to be successful in an increasingly diverse society. For the children of immigrants living in New Zealand, learning in their first language also connects them with their culture and family. Often, when a student is prevented from developing his or her first language, they lose contact with their family in the country they have come from. Bilingual education helps to unite families

Source: *Adapted from: The Importance of Bilingual Education by Blanca Caldas Chumbes.*
https://cehdvision2020.umn.edu/blog/importance-bilingual-language-education/

3. Paraphrasing correctly

How to paraphrase	Model paraphrase
1. Read the original passage until you understand its full meaning.	**Learning in a language you understand** This bilingual approach in education is based on research showing that <u>concepts are best learned in the language that students understand</u>. Also, <u>mastery in first language supports second language learning,</u> success in reading and writing and academic achievement in both languages. Increasingly, international research and education policy

2. Underline, or highlight, the main ideas.	make <u>strong links between</u> recognition and <u>use of first language and cultural knowledge, and student identity, wellbeing and education outcomes.</u> In order for bilingual education to be successful, <u>classrooms require more trained teachers</u> who are skilled in teaching oral and written English to children <u>who are competent in other languages</u>. As well, they need these teachers to be skilled in working together as professional teams. Retrieved from: https://theconversation.com/why-more-schools-need-to-teach-bilingual-education-to-indigenous-children-79435
3. List these ideas and write alternative phrases or synonyms for the key words. Use your dictionary to help you.	<u>concepts</u> are <u>best learned</u> in <u>the language that students understand</u> ideas - easier to understand - first language <u>mastery</u> in first language <u>supports</u> second language learning - ability - helps strong <u>links</u> between use of first language and <u>cultural knowledge</u>, and student <u>identity,</u> <u>wellbeing</u> and <u>education outcomes.</u> connections - knowing about the customs of a country - understanding yourself - being healthy and happy - doing well in school classrooms <u>require</u> more trained teachers who are <u>competent</u> in other languages. need - skilled
4. Reorder and rewrite using the alternative phrases. 5. Include the name of the author and the year it was written.	We need more teachers in our classrooms who have skills in other languages. This is because research says that if students use their first language at school it will be easier for them to understand ideas. Knowing a first language well helps second language learning. There are strong connections between students who use their first language and whether they know about the customs of their country, are healthy and happy and do well at school (Dispray, 2017).

Phrases to use to restate an author's point of view

according to ..   states that …

suggests that …   agrees that …

criticises …   challenges …

contrasts this with …   compares …

What to do	Your turn
1. Read the original passage until you understand its full meaning. 2. Underline, or highlight, the main ideas.	Bilingual education is most effective when families, the school and the wider community see it as a benefit for students to learn a second language and to become fluent in two languages. This is called an "additive" approach, because students are "adding" a second language rather than replacing one language with another. Research shows that additive approaches are very effective educationally and result in students becoming bilingual as well as biliterate – being able to read and write in two languages. S. May, R. Hill and S.Tiakiwai. (2006). Bilingual Education in Aotearoa New Zealand. Retrieved from: https://www.educationcounts.govt.nz/publications/schooling/5075

3. List these ideas and if possible write alternative phrases or synonyms for the key words.	
4. Reorder and rewrite using the alternative phrases. 5. Include the name of the author and the year it was written. Use quote marks for any phrases you have borrowed exactly from the source.	

4. Synthesising texts

Synthesising takes summarising a step further. Once you have summarised the main ideas you need to identify what is the same about what the authors believe and combine these ideas. It also involves identifying what is different.

Texts	Summary
For bilingual education to be effective, the whole school, led by the principal, needs to believe in, and promote, the value of being able to speak and write fluently in both languages. The research shows that ideally teachers are fluent in both languages and that they also know how to teach a second language.	A whole school approach with support from family and community is important for bilingual education to be successful. It is vital to have trained teachers who are fluent in both languages.

To be successful, bilingual programmes also need strong support from family and the community. S. May, R. Hill and S.Tiakiwai, (2006)	
Bilingual education needs a considerable investment of money and time into schools in order to be successful. It also requires a number of trained teachers who are proficient in both English and their native language, assuming that English is one of the mediums of instruction. There is a wide gap between the demand and the supply for teachers, who are both confident and capable of handing the intense pressure associated with managing a class of students requiring special attention. Bilingual education can be advantageous to some, but disadvantageous to the society as a whole because of the cost involved. Iyer (2016)	Bilingual education needs a lot of time, money and trained teachers. There are not enough trained teachers who have the ability to teach these classes. Although some students may gain from bilingual education it is too costly for our country.

Synthesise ideas from both texts by completing these sentences.

1. Both May, Hill & Tiakiwa and Iyer believe that …………………………………………………..

…….

…….

2. However, Iyer criticises ………………………………………………………………………………..

……

………..

5. Incorporating the opinions of others

Decide which column each of the statements below goes in.

Implies agreement	Implies disagreement of doubt	Neutral

1. King argues convincingly that …

2. Hill claims that …
3. Cummins observes that …
4. Despite the evidence from research, Hinton maintains that …
5. His work establishes / proves that …
6. Wong Fillmore asserts that …
7. May's statistics demonstrate that …
8. Amano's point is that
9. Thomas challenges the idea that …

6. Referencing

You need to have a reference list at the end of your essay because you must acknowledge where your ideas have come from.

Look at the example reference list below (APA) which includes a book, a journal article and a website. In pairs, answer the following questions.

- How is the reference list ordered?
- How is the author's name written?
- What do you think n.d. means?
- What do you notice about how it is formatted? Look at the second line. What spacing is used between each source?
- What punctuation is used?

- What are the differences in the way each of these is listed?

Jansen, A. (1990). *I have in my arms both ways: Stories by ten immigrant women*. Wellington, New Zealand: Allen & Unwin

Montrul, S. (2005). Language acquisition and second language loss. *Sage Journals, 21* (3), 119-249.

Nautier, J. (n.d). *Some languages are lost after emigration while others are maintained*. Why? Retrieved from http://www.multilingualliving.com/2011/07/20/some-languages-are-lost-after-emigration-while-others-are-maintained-why/

- Now, use the back of your note cards to do a reference list for your essay.

Written language: Level 3 EAP unit standard 30508, version 1, Write a short crafted text for a specified audience using resource material in English for an academic purpose.

Dimension of effective practice	Teaching and learning sequence 6: Putting it all together	Metacognitive prompts
Expectations *Knowledge of the learner* *Engaging learners with the text* *Instructional strategies*	*Ensuring students know the learning outcomes* **Teaching and learning purposes** ● All performance criteria *Choose from the following activities according to the strengths and learning needs of students.* **Student learning outcomes:** I can ● check my essay using criteria; ● proofread and edit my essay; ● give useful feedback on someone else's writing. **1. First draft** ● Students work on the first draft of their essay. The model text can be used to illustrate an area that students need to focus on. ● As students write they will continue to work on improving their writing and incorporating what they have learnt into their writing. **2. First peer review** The aim of this activity is to provide students with feedback about their texts and to assist students to become critical editors of their own texts. ● Students work in pairs and use the checklist to review each other's work. ● Students use the peer feedback to revise their drafts. ● Use observation and conferencing to identify and address common errors. These might include punctuation, word forms, subject verb agreement, tense errors, lack of variety in sentence structure, limited use of cohesive devices, informal language.	*Which of the performance criteria may need reinforcing?* *What information has this activity provided on student learning and gaps that need to be addressed before completing a second draft?* *Are all students able to give effective feedback or do I need to pair some students?*

Engaging learners with text
 	
Knowledge of the learner
	3. Second peer review
	The purpose of this task is to scaffold students to become critical editors of their own texts.
	   ● Students review each other's essays in pairs and use the peer review scaffold to provide feedback.
	   ● Students revise their drafts and complete a final copy.
	
	Providing opportunities for reflection and evaluation
	Reflection:
	Tell your partner one thing you can do well, and one thing you need more help with.
		What needs to be addressed before moving on to summative assessment?
		
		Are there some activities I need to recycle?

Teaching and Learning Sequence 6

1. First peer review – ideas and organisation

- Read your partner's essay and review it using this checklist.
- Then discuss your comments with your partner.

Is there an introduction?	Yes / No
Does the introduction begin with general background information?	Yes / No
Is the topic unpacked using different words from the essay question?	Yes / No
Highlight the thesis statement. Is it near the end of the introduction?	Yes / No
Is there a sentence that describes the scope of the essay?	Yes / No
How many body paragraphs are there?	
Underline the topic sentence in each body paragraph.	
How are the body paragraphs arranged? ● from least important to most important ● from most important to least important ● in random order?	
Circle any points that need more supporting information. Look for explanations, expanding on ideas, evidence and examples.	
Underline any information that is out of place – is it in the wrong paragraph or is in the wrong place in the paragraph?	
Is there a conclusion?	Yes / No
Does the conclusion link back to the introduction by restating the thesis in different words?	Yes / No
Does the conclusion summarise the main points?	Yes / No

Does the conclusion make any new points?	Yes / No
Does the conclusion have a recommendation or prediction?	Yes / No
Write a question mark by anything in the essay that you didn't understand.	

2. Second peer review – Grammar, vocabulary, cohesion and referencing

- Read your partner's essay and review it using this checklist.
- Then discuss your comments with your partner.

Underline any errors that your partner needs to correct. Errors could include incorrect use of: articles, verb tense, agreement (subject/verb or singular/plural), spelling, punctuation.	
Are there examples of simple sentences?	Yes / No
Are there examples of compound sentences?	Yes / No
Are there examples of complex sentences?	Yes / No
Highlight examples of academic vocabulary	
Highlight examples of specialised vocabulary (using a different colour)	
Underline any connectives that have been used. If you can think of a better connective put an asterisk (*) next to it and write your suggestion in the margin.	
Are all quotes correctly referenced and punctuated?	Yes / No
Are all ideas from other sources correctly referenced?	Yes / No

Circle any ideas or sections of text that you think need to be referenced.	

Have the following been used?
    ● summarising
    ● paraphrasing
    ● quoting
    ● synthesising
    ● different ways of introducing the ideas of other writers	