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Working with English Language Learners

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A handbook for learning assistants (WELLS).

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**‘Ko tōku reo, tōku ohooho, tōku reo, tōku māpihi maurea.’
My language is my awakening, my language is the window to my soul.**

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WELLS Professional Learning and Development: Introduction

Welcome to Working with English Language Learners: A handbook for learning assistants (WELLS).

This handbook delivers a series of modules to support the professional development of learning assistants who work with students who are learning English as an additional language.

The WELLS professional learning modules will not only support learning assistants to become more effective in their role, but highlight the important contribution they can make to students on their language learning journey.

The role of the learning assistant

Learning assistants play an important role in supporting English Language Learners/ Emergent Bilingual learners in schools. Learning assistants may be referred to as teacher aides, bilingual support workers, support staff, or kaiāwhina.

The learning assistant can support learners in acquiring the language and literacies of the New Zealand Curriculum and in maintaining and strengthening their heritage languages.

Learning assistants may be working across a range of contexts and roles, including in-class support, individual support, and small group settings.

Optimising the role of the learning assistant: The role of classroom teachers and senior leaders

Learning assistants are more effective when they work closely and collaboratively with classroom teachers to plan meaningful activities

and learning experiences connected to classroom learning.

Learning assistants also benefit from being well supported by school leaders and systems, enabling them to have a clear understanding of their roles and responsibilities and ongoing professional learning and development opportunities.

Scheduling regular professional learning and development time with learning assistants demonstrates a school's commitment to valuing and supporting them to be more effective in their role.

Using the handbook

This handbook replaces the original handbook, 'Working with English Language Learners: A handbook for teacher aides and bilingual tutors' (2008) which was adapted from particular professional learning and development projects, including the Pasifika Teacher Aide Project (PTAP) and the Bilingual Tutor Training Programme.

Learning assistants will be best supported on their WELLS professional learning journey when they work through the modules in partnership with a coordinating teacher. The coordinating teacher may be a senior leader, ESOL teacher, experienced classroom teacher or other specialist teacher.

The role of the coordinating teacher is to work with learning assistants as they engage with the modules and support them to think about what they are learning, what their strengths are, and how they might incorporate these in practice.

While some of the tasks can be done individually by learning assistants, many are designed to be done in pairs, or groups. In addition, valuable learning occurs when there are opportunities for sharing and discussion.

The 10 modules are designed to support learning assistants' professional learning and development over two terms. This allows about two hours per fortnight per module for a coordinating teacher and learning assistant/s to read the module notes and complete the tasks.

Each module has:

- an introductory section for reading and discussion.
- at least one task based on the content of the module.
- a summary of key vocabulary used within the module.
- some references to resources.
- suggestions for preparing for the following module.

Other ways of working with the modules include:

- bringing together learning assistants at the start of the school year to begin their professional learning journey by working through 1-2 modules.
- combining with other schools who have learning assistants to focus on a selected module/s at regular times during the year.
- engaging in regular short observation and discussion sessions between coordinating teachers and learning assistants.

Valuing bilingual support

These modules can be used by learning assistants who are speakers of additional languages, and by learning assistants who speak only English.


There are advantages to having bilingual learning assistants, as they are able to:

- support learners more effectively in transferring conceptual knowledge from one language to another.
- play an important role as a connector between the communities of the learners and the classroom teacher.
- identify with the strengths, needs, and feelings of learners adjusting to a new culture and environment.
- share knowledge of the religious contexts, social structures, interactions and expectations of their communities.
- understand what it is like to walk in multiple worlds and draw from multiple identities.

Even if learning assistants don't speak the languages of their learners they can still support them on their bilingual language learning journey by creating an environment where all languages are valued and can be utilised in learning.

These modules can be supported by the WELLS online resource.

We hope you enjoy your professional learning and development journey through Working with English Language Learners: A handbook for learning assistants.



Module 1:
Understanding the Role of the
Learning Assistant

Introduction

Welcome to Module 1 of Working with English Language Learners: A handbook for learning assistants (WELLs).

As you embark on this professional learning journey, it is helpful for you to reflect on your experience as a learner and on your role as a learning assistant. Reflecting on your own prior knowledge and experiences can help you to think about ways to support learners more effectively. You play a vital role in supporting English Language Learners (ELLs) and you come with a wealth of knowledge, life experience, and expertise. It is useful to think about your own language learning journey (whether monolingual, bilingual, or multilingual) and what has helped you to learn new language and new concepts in the past. When working with ELLs, we should always find out about their prior knowledge and life experiences and try to connect with and build on those.

In this first task, you will focus on your personal experience of school and what made a difference for you in your learning. This task provides an example of ‘Think, Pair, Share’.



Module 1 Task 1: 'Think, Pair, Share'

'Think, Pair, Share' is a collaborative learning strategy where learners work together to surface prior knowledge, solve a problem, or answer a question. The 'Think' stage helps learners to process their ideas individually prior to sharing. It provides time to find out what they think or know about a topic before sharing with others. Using 'wait time' or 'think time' supports learners to connect their own knowledge with new learning.

Draw a picture or create a brainstorm that describes your own experience of schooling. Some helpful questions to get you started might be:

- What languages did you grow up with?
- What languages do you speak now?
- When you went to school, what helped you to learn?
- If you are bilingual, were you supported to use your heritage/first language at school?
- How was your school learning similar or different to the ways you learnt at home?

After this 'Think' task, work together with a partner to 'Share' the meaning behind your picture or brainstorm.

- What can you learn from your own experience as you consider your work with ELLs?
- What can you learn from your colleague's experience?
- As you share your thoughts with each other, are there common themes surfacing that are important to enact in your work with ELLs?

Module 1 Task 2: Reflecting on our Roles

It is useful for learning assistants to clarify their roles in discussion with school leaders to develop shared understandings of:

- how to plan effectively.
- how to support learner progress over time.
- how to use heritage/first languages in teaching and learning.

Learning assistants often have multiple roles in schools. This handbook provides effective practice to support learning assistants as they work with learners in language and literacy learning across the curriculum. The following task focuses on recognising and articulating what you already know and do in your role as a learning assistant. Good professional learning always builds on what we know. Think about your role, your strengths, your professional learning needs, your language and cultural background as you complete the Y-Chart in Task 2.



Module 1 Task 2: Y-Chart: Reflecting on our Roles

Supporting learner progress:

How can we support learner progress over time?
What areas of the curriculum are you focussed on?
What have you found works well when working
with learners?

Planning for learning support:

Are you involved in any planning meetings/
decision making? In what capacity?
What other professional learning opportunities
have you had?

Using Heritage/First Languages:

Do you speak a language other than English?
Or do you use different types of English in
different contexts? Discuss.
Do you use it with learners? If yes, how?
Is there anything professionally or personally that
supports you/hinders you from using languages
other than English in your teaching?

Planning to Work Effectively with Learners

Having completed the Y-Chart, you can think about how your experiences connect with the ideas below around planning to work effectively with learners.

Planning with Teachers

Learning assistants are more effective in their role when they:

- engage in regular planning time with teachers before learning experiences.
- have time to provide feedback to teachers about student learning.
- are supported to engage in regular professional learning and development that align with schools' visions and goals.
- are provided with opportunities to practise new learning strategies and knowledge with learners.

Supporting Learning in a Range of Contexts

Learning assistants work in different contexts including:

- one-to-one with learners in a learning support space.
- with small groups in a learning support space.
- one to one with learners in a modern learning environment or classroom.
- with small groups in a modern learning environment or classroom.
- after-school clubs and homework centres.

Working with Learners

Learning assistants work more effectively with learners when:

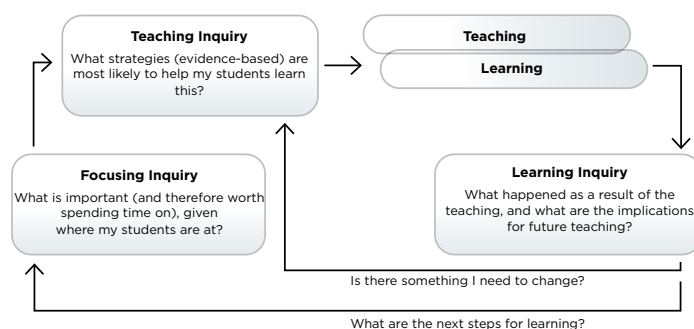
- supporting learners to understand the learning intention and what will help them to complete a task.

- encouraging learners to say or write their ideas in their stronger language and English.
- using activities that require learners to talk with others about meaningful topics.
- using “wait time” to support learners to process their thinking.

Teaching as Inquiry

‘Teaching as Inquiry’ (NZC, 2007) is a useful framework to support professional learning in education contexts. It recognises that the teaching – learning relationship works in an ongoing cycle. At the **‘Focusing Inquiry’** stage, we ask what is important (and therefore worth spending time on), given where my learners are at? At the **‘Teaching Inquiry’** stage, we ask what strategies (evidence-based) are most likely to help my learners to understand this? We then engage in **teaching and learning** and at the **‘Learning Inquiry’** stage we ask what happened as a result of the teaching, and what the implications are for future teaching.

Useful questions to ask throughout the inquiry cycle are: Is there something I need to change? What are the next steps for learning? In Module 1, you began your ‘Focusing Inquiry’ stage by reflecting on your own experiences of school. In Module 2, we will focus our inquiry on learners.




Recapping Key Vocabulary: Module 1

Term/Acronym	Definition
Prior Knowledge	Experience and information a learner already has that can be connected with new learning.
Language	What learners understand or speak.
Monolingual	Understands and speaks one language.
Bilingual	Understands and speaks two languages but could be a receptive bilingual (understands but does not speak one of the languages).
Multilingual	Understands and speaks more than two languages.
Language and Cultural Resources	The languages, knowledges, histories, values, customs, and beliefs that learners and their families hold and bring with them to school.
Literacy	Traditionally, reading and writing, but can include listening, speaking, viewing, presenting, and embodied ways of communicating and representing meaning.
English Language Learners (ELLs)	Learners who are in the process of acquiring English as a second or additional language.
Teaching as Inquiry	A process that supports a learning assistant or teacher to learn more about their learners and their practice by noticing the impact of their teaching on learners, and considering implications for future teaching.
Heritage Languages (HL)	Language/s that may be spoken by parents or grandparents, but not necessarily by their children and grandchildren. HL can also be a spoken first language.

Coming up: Module 2

Module 2 is about valuing and using learners' language and cultural resources.

Preparation: Think about a learner you work with, the languages they understand or speak, their experience with English, their education background, and whether New Zealand born/migrant/former refugee background.



Module 2:
Valuing and Utilising Learners' Language
and Cultural Resources

Introduction

Welcome to Module 2 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In this module, you will think about what you already know about the learners you work with. Often, learning assistants who come from the same cultural background or who work closely with ELLs, have deep knowledge of their language and cultural backgrounds, and the communities that they come from. When learning assistants and learners have trusting relationships, effective teaching practices are strengthened and have more impact. Taking time to get to know learners; treating them with respect as members of their families, and recognising their rich cultural backgrounds helps to develop relationships that support learner growth over time.

It is helpful to think about where learners are at with their English language and literacy learning, their formal education background, and whether they are from a New Zealand born, migrant, or former refugee background. You can draw on this knowledge of the learner when you are planning with classroom teachers and supporting learners. You will also learn about common labels used when talking about ELLs, and the impact of their use.

When thinking about ELLs' backgrounds, we can make links with the first ESOL principle 'Know your Learners' which asks two key questions:

- What do you know about your learners' language skills?
- What do you know about their prior knowledge?

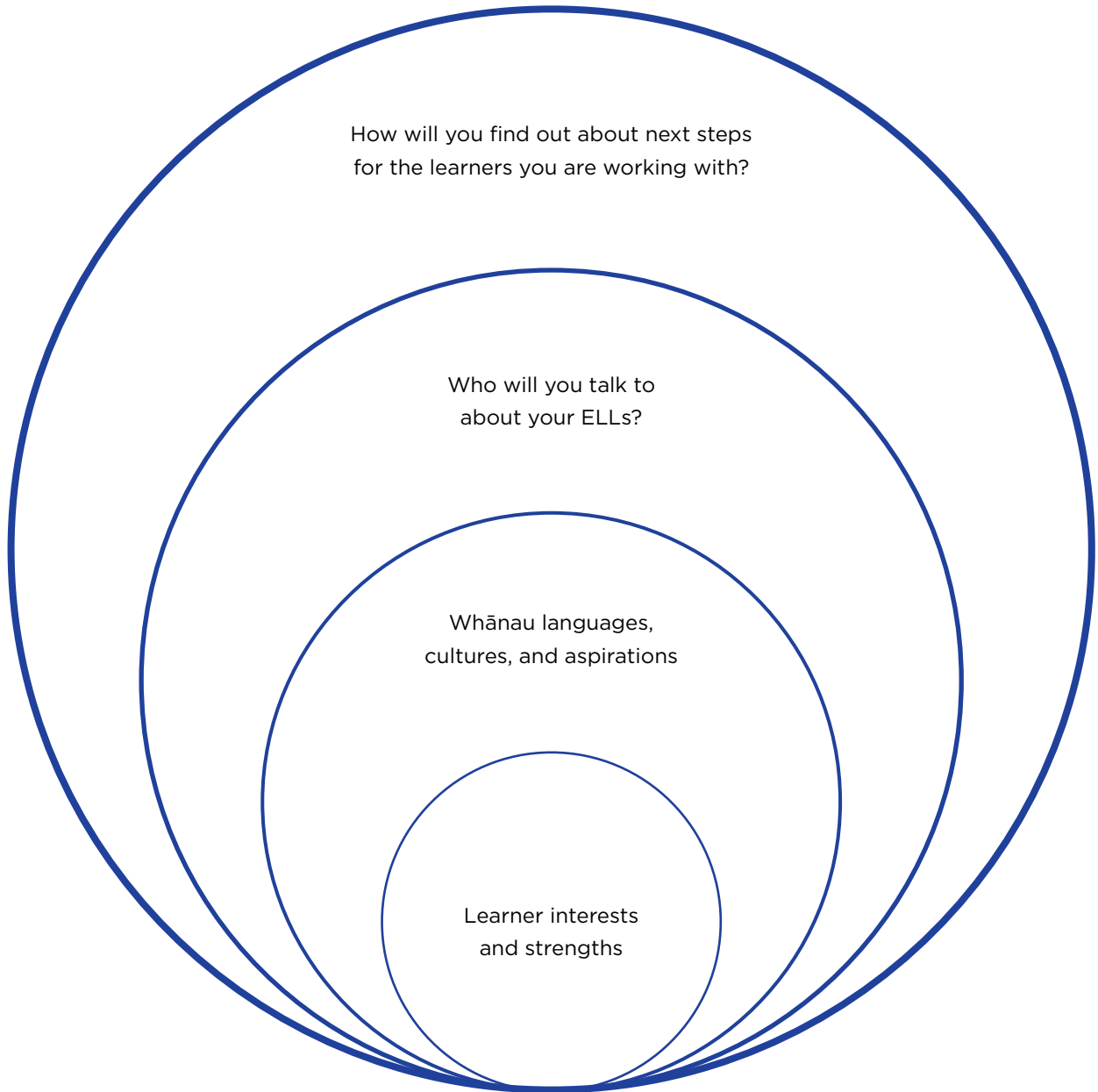
Module 2 Task 1:

Know your Learners

Students learn best when they are able to connect new learning to what they already know. Think of a learner you work with and use the graphic organiser in Task 1 to help you to reflect on them, and what they bring to their learning. This could include language and cultural background, family and community, and their values and aspirations. This background knowledge of your learner will enable you to make connections between what they bring and their learning goals, and can be helpful when planning for learning activities or experiences with the classroom teacher.



Module 2 Task 1: Know your Learners



Understanding the Impact of Labels

Within English-medium education and the English for Speakers of Other Languages (ESOL) field, a number of labels are used to describe learners who are in the process of learning in a second language. 'ESOL' refers to what schools do to support these learners at school. The Ministry of Education (MoE) uses the term 'English Language Learners' (ELLs) when referring to the learners themselves and this is the term you will see used in many of the Ministry ESOL resources.

ELLs need to be recognised for all of the language and cultural resources that they bring with them to school. These include everything they are able to understand and produce in their heritage/first language and in English. Within the Bilingual Education field, these same learners are referred to as 'Emergent Bilinguals'. The term 'Emergent Bilingual' highlights the learner's potential to develop their bilingualism; it does not suggest a limitation or a problem in comparison to those who speak only English (Garcia, 2009). The term 'Emergent Bilingual' will be used throughout the modules to refer to students who are in the process of acquiring English as an additional language.

Emergent Bilinguals may:

- speak their heritage/first language/s.
- speak more than one language.
- speak community varieties of English and have different levels of 'School-English' proficiency.
- have varying levels of formal education.
- come from a range of backgrounds, e.g., migrant, former refugee background, international fee paying.

Emergent Bilinguals may be at a **receptive** stage of English language learning, where they may understand English but not speak it, or, they may understand their heritage/first language, but not speak it (receptive bilingual). Alternatively, they may be **productive** speakers of their heritage/first language **and** of English (fully bilingual). In multilingual societies, there are many different community language groups, who often speak different varieties or types of English that are not the same as 'School-English' e.g., 'Hindi-English' or 'Pacific-English'. Learners' opportunities for success are strengthened when their community varieties of English are treated with as much respect as 'School-English'. If languages are used to communicate within families and communities (e.g. church, mosque, temple, community events etc.), then they are important and valid languages.

Module 2 Task 2: Term and Definition Match – ESOL Labels

Purpose: A Term and Definition Match is a task that supports learners to discuss and express their understandings of key topic vocabulary. This task can be used by:

- a small group where learners collaboratively match the terms with their definitions to complete the whole set.
- giving individuals one term **or** definition, and then finding their partner with the matching term or definition.

Photocopy the following table. Cut out each term/acronym and definition. Work independently or with a colleague to complete the table again.

Module 2 Task 2: Terms and Definitions in the ESOL/Bilingual Field (Pasifika Teacher Aide Project, Workshop 1)

Term/Acronym	Definition
L1	First language
L2	Second language
HL	Heritage language (may be spoken by parents or grandparents, but not always by their descendants)
ESOL	English for Speakers of Other Languages
ELL	English Language Learner
EB	Emergent Bilingual
Bilingualism	Having capability to understand and/or speak two languages
Multilingualism	Having capability to understand and/or speak more than two languages
Receptive bilingual	Understands heritage language but speaks dominant language OR understands dominant language but speaks heritage language
Productive bilingual	Understands and speaks heritage language and dominant language

Contributing to Teacher Planning

Classroom learning can be strengthened when learning assistants support classroom teachers to plan activities for their learners.

Why is your contribution to teacher planning important?

- You can report back to the classroom teacher about any progress learners have made with you in your small group/individual sessions.
- You can identify and discuss the strengths and needs of your learners.
- You can set goals together for your learners and prioritise actions.
- You can explore available resources together.
- You can support key transition points (e.g. group changes, changing classes, changing year levels, change of teacher etc.).

Planning with Classroom Teachers

The questions below might be helpful as discussion points when contributing to classroom planning:

- How are our learners going?
- What are our learners' strengths and needs?
- Have we provided an opportunity for whānau voice and perspectives on this issue?
- How are we valuing the languages and cultures of home?
- What resources would be suitable and accessible for us to use?

Recapping Key Vocabulary: Module 2

Term	Definition
English for Speakers of Other Languages (ESOL)	Programmes or personnel that a school provides to support learners who are acquiring English as an additional language. The term 'ESOL' should not be used when referring to learners.
Emergent Bilingual (EB)	Learners who are in the process of acquiring a second language while at the same time, maintaining their heritage language.
Receptive bilingual	Learners who may understand but not speak a heritage or additional language.
Productive bilingual	Learners who understand and speak their heritage language and the target language e.g., English.
Language register	A register is a variety of language used for a particular purpose or in a particular communicative situation e.g., School English/community varieties of English, chiefly language/common language.

Resources

ESOL Principles

<https://esolonline.tki.org.nz/ESOL-Online/Learning-about-my-students-needs/Knowledge-of-English-language-learning/ESOL-principles/Principle-1-Know-your-learners>

Garcia, O. (2009). Emergent Bilinguals and TESOL: What's in a name? *TESOL Quarterly, Teachers of English to Speakers of Other Languages*, 322–326.

Ministry of Education (2008). *English Language Learning Progressions*.

<https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Professional-support-for-teachers-and-teacher-aides/English-Language-Learning-Progressions>

Ministry of Education (2009). *Supporting English Language Learning in Primary Schools: A resource for mainstream and ESOL teachers*.

<https://esolonline.tki.org.nz/ESOL-Online/Planning-for-my-students-needs/Resources-for-planning/Supporting-English-Language-Learning-in-Primary-School-SELLIPS>

Ministry of Education (2020). *The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES)*. <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/#priorities>

Va'atele Education Consulting (2021). *The Pasifika Teacher Aide Project Workshop 1: Supporting Oral Language Development*. Ministry of Education.

Coming up: Module 3

Module 3 is about how people learn an additional language.

Preparation: Think about how a bilingual brain works. If you are bilingual, think about how you learn new content and what helps you to make sense of your new learning.

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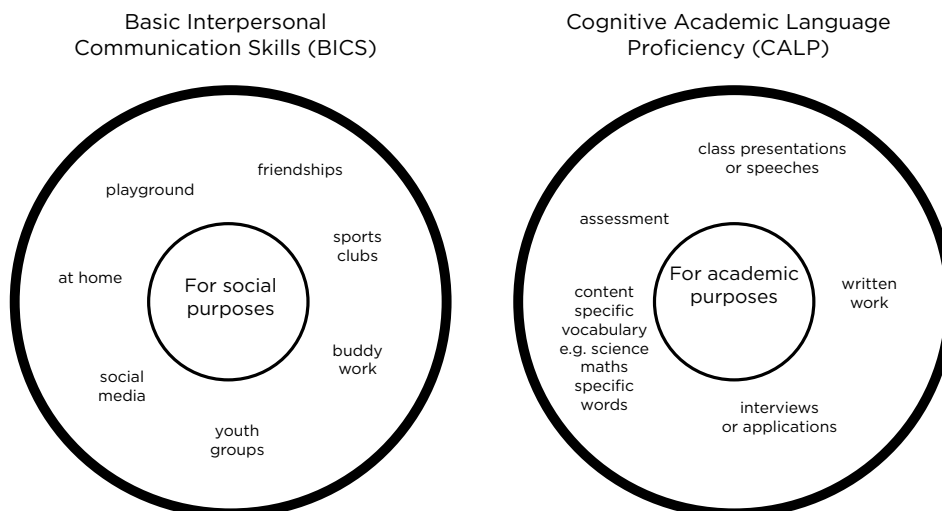
Module 3:
Understanding Additional
Language Acquisition

Introduction

Welcome to Module 3 of Working with English Language Learners: A handbook for learning assistants (WELLS).

The field of second language acquisition (or learning a new language) outlines key factors that can encourage and promote successful language learning. Emergent Bilinguals in schools are often in the process of learning English as an additional language, while at the same time using it to understand and produce curriculum content. As Pauline Gibbons stated, these learners are “learning to learn in a second language” (1991). Factors that can influence additional language learning include the following:

- **Language learning takes time:** Learning the language of social communication can take between six months to two years. Learning the academic language of the curriculum can take between five and seven years (Cummins, 1979, 1981). Social language, referred to by Cummins as ‘Basic Interpersonal Communication Skills’ (BICS) is mainly used in social or informal contexts e.g. playground language. Academic language, referred to by Cummins as ‘Cognitive Academic Language Proficiency’ (CALP) is the academic, technical language of the curriculum e.g., scientific words and language. Effective teachers will teach academic language and curriculum content. A learner’s BICS (social language) is a springboard to support their use of CALP (academic language).
- **The significance of heritage language/s:** It is very important to support and encourage the use of learners’ heritage/ first language/s when they are learning an additional language. When developing CALP (academic language) in the additional language, learners who continue to maintain their heritage/first language will generally achieve better results. Using a learner’s prior knowledge and concepts they already understand in their heritage/first language will help them to access curriculum content in the new language. Encouraging learners to think and discuss new learning in their heritage/first language can provide a strong foundation to build knowledge in the new language.



- **Early stages of learning an additional language:** Three phases have been identified in the table below:

First Phase	Second Phase	Third Phase
There may be a 'silent period' , typically only a few weeks at most, in which learners listen to the new language and assign meanings to the words they hear. Learners may not choose to speak any new words from the additional language during this phase.	Learners may produce 'meaningful chunks of language' such as 'How are you?' understood as a way to greet people, or chunks based on learned sentence patterns, e.g. "My mother's name is ..., My father's name is..., My brother's name is....."	Learners may begin to feel confident to take risks and try 'original chunks' of the additional language to express themselves, e.g., "I am feeling happy today because... I am feeling excited today because... I am feeling angry/sad today because..."

- **Later stages of additional language learning:** Over time, learners will develop a bank of vocabulary and understanding of the sentence structure or grammar of the language, and rely less on using learned patterns and models. As time goes on, learning assistants can support learners' growing knowledge of language patterns and vocabulary for different subject areas.
- **Translanguaging:** Emergent Bilinguals are able to draw from all of their language resources to make connections, to communicate, and to make meaning. Learners who have bilingual support and who are encouraged to think about their ideas using all of their language resources, are more likely to make faster progress in the new language. Learners can receive **input** in one language (through listening, reading, or viewing), and generate **output** in another language (through speaking, writing, or presenting).
- **Metacognition:** Learners bring different concepts, knowledges, experiences and learning strategies to their language learning. It is important to create opportunities for learners to develop an understanding of how they think and learn. Metacognitive strategies (thinking about how you think and learn) can help learners become independent in their academic learning journeys.



Factors that Influence Language Learning

The language learning journey for each learner may be influenced by the following factors:

- oral language and literacy experiences in heritage/first language/s.
- the age of the learner.
- the learner's previous formal education and language learning experiences.
- the cultural differences between home and school.
- the cultural differences between familiar and new teaching and learning practices.
- the similarities and differences between English and their heritage/first language/s.
- the learner's prior experiences with hearing and using English.

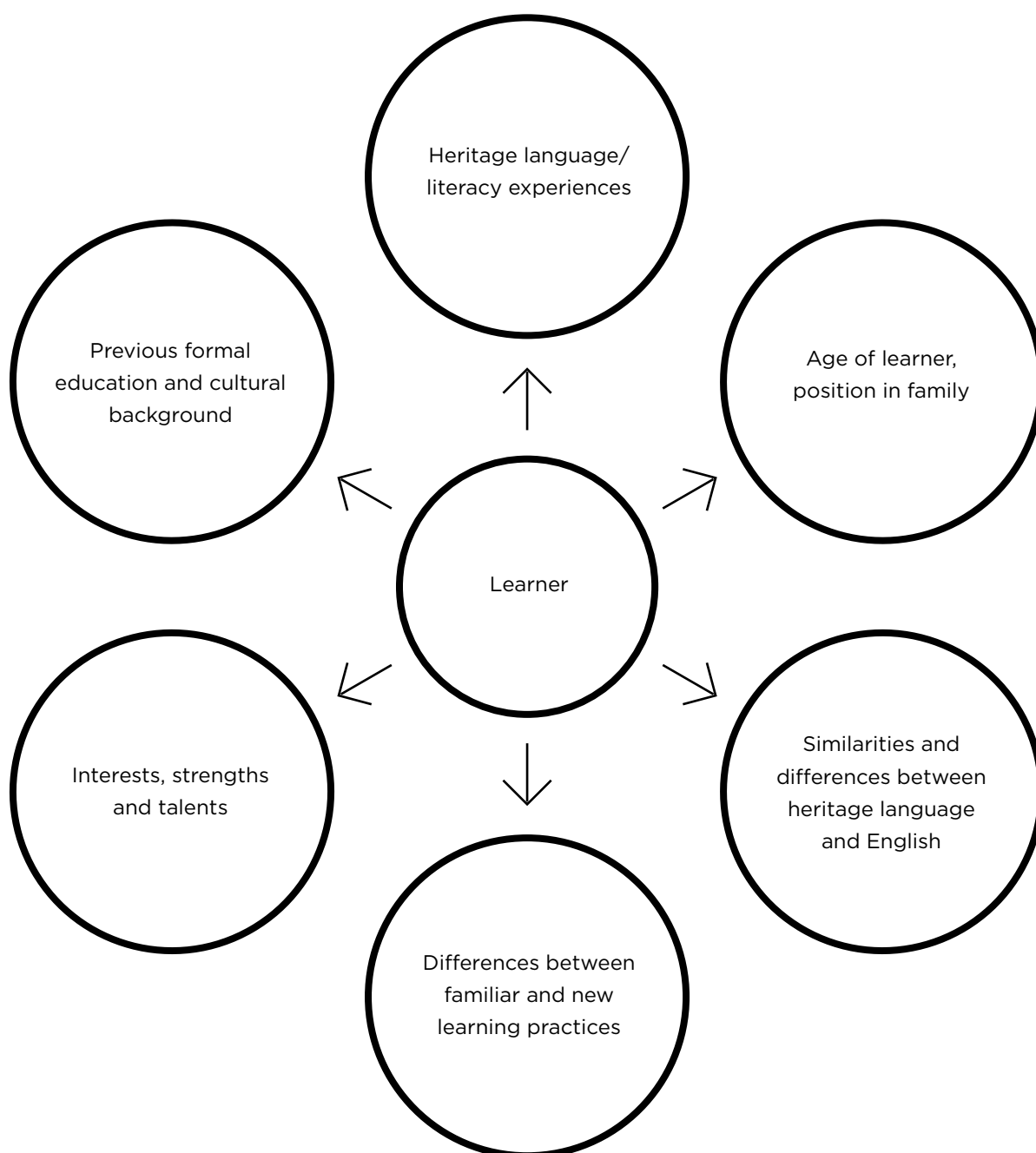
Seeing and Valuing Learners' Strengths

Learning assistants can support learners' language learning by:

- recognising and valuing the gifts and talents of learners.
- working in small groups and getting to know learners as people.
- developing teaching and learning relationships that build on learner strengths.
- sharing with classroom teachers effective ways to build on learner strengths.
- creating meaningful and affirming pathways as learners move from what they know to what is new.

Module 3: Task 1: Describing the factors influencing the learning journey of an Emergent Bilingual

Use this graphic organiser to guide a conversation with a learner that you support.



Recapping Key Vocabulary: Module 3

Term	Definition
Basic Interpersonal Communication Skills (BICS)	Language of social communication
Cognitive Academic Language Proficiency (CALP)	Academic, technical language of the curriculum
Translanguaging	Input in one language and output in another; provides opportunities for bilinguals to draw on all their language resources to support learning in English medium education
Metacognition	Thinking about how you think and learn, and using strategies to monitor and take ownership of your own learning
Input	Listening, reading, and viewing
Output	Speaking, writing, and presenting

Coming up: Module 4

Module 4 is about effective teaching practice.

Preparation: Discuss the term ‘Scaffolding’ with your classroom teacher. What does it mean? How does your classroom teacher plan for this? What are some ways you scaffold learning before, during, or after a lesson?

Resources


Cummins, J. (1979). ‘Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters’, *Working Papers on Bilingualism* 19, 121-129.

Cummins, J. (1981a). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and Language Minority Students: A Theoretical Framework*. Evaluation, Dissemination and Assessment Center. California State University.

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Gibbons, P. (1991). *Learning to learn in a second language*. Primary English Teaching Association.

Ministry of Education, (2008). *The English language learning progressions: introduction booklet*, pp. 4 – 8.

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Module 4:
Utilising Effective Teaching and
Learning: Scaffolding

Introduction

Welcome to Module 4 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In this module, you will explore effective teaching practices that can be used by learning assistants and teachers who have established strong relationships with learners.

Scaffolding

Learning assistants can provide important support for learners when they encounter new vocabulary, helping them to move towards independence. **Scaffolding** is a metaphor used in education to represent the temporary support provided to learners by learning assistants or teachers. This concept of educational scaffolding draws on its original building context:

Scaffolding is placed around the outside of a new building to allow builders access to the emerging structure as it rises from the ground. Once the building can support itself, the builder removes the scaffolding. The metaphor of scaffolding has been widely used to argue that in the same way that builders provide essential but temporary support, teachers need to provide temporary supporting structures that will assist learners to develop new understandings, new concepts, and new abilities. As the learner develops control of these, so teachers need to withdraw that support, only to provide further support for extended or new tasks, understandings, or concepts (Hammond, 2001, p. 13-14).

This scaffolded support for effective teaching and learning is an approach that carefully supports learners in the early stages, and then over time moves towards a guided approach, and then later towards learner independence. Scaffolding is both essential and temporary. Learning assistants, with the guidance of teachers, can adjust the level of scaffolding in response to a learner's growing independence. *Scaffolding is not simply another word for help. It is a special kind of help that assists learners to move towards new skills, concepts, or levels of understanding. Scaffolding is thus the temporary assistance by which the teacher helps a learner know how to do something, so that the learner will later be able to complete a similar task alone (Gibbons, 2002, p. 10).*



Scaffolded approaches that support learners include:

- **Connecting with the prior knowledge of learners:** Connect new learning to learners' prior knowledge that comes from their lived experiences, in order to support them to understand something new.
- **Sharing learning intentions:** Clarify the purpose of the learning task and the success criteria with learners. This should be done briefly and in language that learners can understand.
- **Manageable parts:** Divide the learning task into manageable and meaningful parts with the “whole” in mind.
- **Collaborative learning:** Give learners opportunities to interact and collaborate with one another on learning tasks.
- **Opportunities to practise:** Provide opportunities for new skills to be practised in meaningful ways. Make it fun!
- **Independence:** Provide opportunities for learners to apply what they have learned independently in ways leading to success.
- **Appropriate challenge level:** Work with teachers to determine the right challenge levels for learning tasks and activities. It is important that learners have enough challenge, so they are not bored with the learning, but are not so challenged that they become frustrated. It can be tricky to find this balance, so working closely with teachers is important.

Module 4: Task 1: Planning for scaffolding

Purpose: To understand how tasks can be broken down into manageable parts to support learners toward independence.

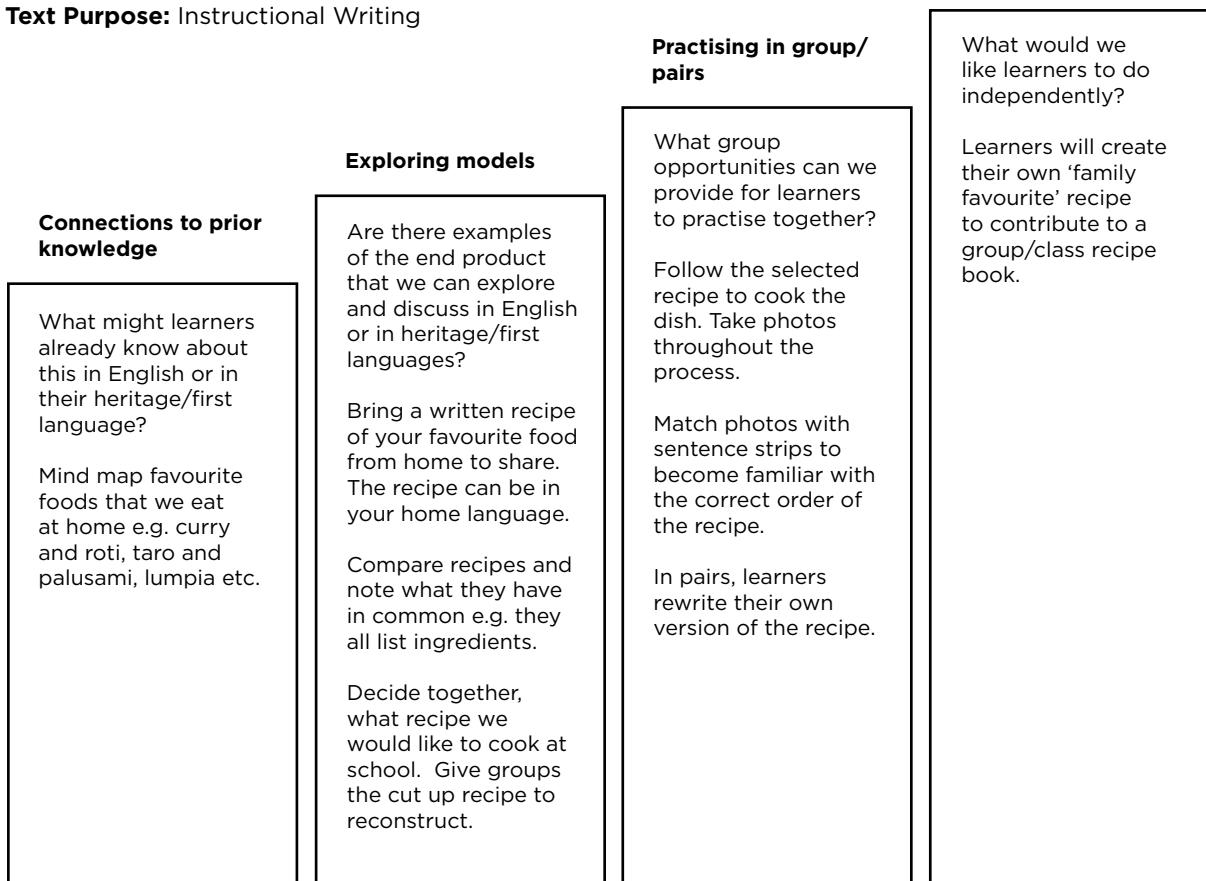
Task instructions: Think of a final product or task you would like learners to be able to do independently. Consider the previous scaffolding approaches to support you to think about the ways this task could be broken down into manageable steps or parts. Record your thoughts on the following graphic organiser.

Module 4: Task 1: Planning for Scaffolding

Topic: Exploring our Cultural Food

Text Purpose: Instructional Writing

Independent task



Topic:

Text Purpose:

		Independent task	
<p>Connections to prior knowledge</p> <p>What might learners already know about this in English or in their heritage/first language?</p>	<p>Exploring models</p> <p>Are there examples of the end product that we can explore and discuss in English or in heritage/first languages?</p>	<p>Practising in group/pairs</p> <p>What group opportunities can we provide for learners to practise together?</p>	<p>What would we like learners to do independently?</p>


Recapping Key Vocabulary: Module 4

Term	Definition
Scaffolding	A metaphor used in education to represent temporary support provided to learners
Models	Another word for examples or exemplars
Collaborative learning	Working together with others to problem solve or to complete a task

Coming up: Module 5

Module 5 is about ways to support learners' oral language and vocabulary development.

Preparation: Ask your classroom teacher about how they support learners to engage in meaningful talk and to learn new vocabulary.



Module 5:
Supporting Oral Language and
Vocabulary Development

Introduction

Welcome to Module 5 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In this module, you will learn about ways to support learners' oral language and vocabulary development.

As learning assistants, you can encourage learners by helping them to use their prior knowledge and first language strengths to learn new concepts and ideas in English. It is also very important for learning assistants and teachers to work together in encouraging families to maintain their heritage language/s with their children as this supports learners to be strong in their cultural identity, to make progress in their English language learning, and to experience academic success.

Supporting Vocabulary Learning

You can support Emergent Bilingual learners' vocabulary learning in a number of ways, which include:

- working with teachers to make sure that vocabulary is not too easy and not too hard;
- making sure that chosen vocabulary is meaningful for learners;
- focusing on vocabulary from learners' everyday experiences, as well as concepts introduced in the classroom, and from stories, movies, books, or places in the community that are important to learners etc.;
- spending time on vocabulary that learners will use in their everyday lives and in curriculum learning, and teaching new words in meaningful ways;
- using visual materials such as photographs, maps, diagrams, drawings, and picture dictionaries to support learners to understand new or difficult vocabulary.

Oral language and vocabulary are best developed when learners spend time in meaningful talk with others. As much as possible, learners should be encouraged to talk using all of their language resources. In cases where learners work independently of a

teacher or learning assistant in English-medium settings, learners can continue to practise their oral language development in meaningful and active ways by listening to familiar audiobooks, talking with partners or in small groups, or by engaging in role-play.

Lexical Approach

Learners need to hear and use new vocabulary several times before words become familiar to them. Learners need to have many opportunities to hear new words, say new words, and write new words before words become part of their vocabulary. Over time, it is important to combine oral language and vocabulary development with reading and writing.

Language learners often learn vocabulary more effectively when:

- words are taught in context, rather than in isolation, as they are easier to learn and understand;
- words are learnt and processed in 'lexical chunks' (Lewis, 1993) which are phrases that are understood and learnt as meaningful 'wholes' rather than as single words or pieces

of information, for example, “Good morning.”, “How are you?”, “Line up.”, “My name is...”, “Where are you going?”, “Thank you.”

Learning assistants can support oral language and vocabulary development by focusing on lexical chunks or a phrase or string of words that are meaningful when used together. Lexical chunking is closely connected to the idea of ‘collocation’, referring to words that collocate, or go together. For example, “Have you ever...been/seen/heard/had/trying...?”

Teaching and learning everyday vocabulary can support learners to access the language of the curriculum. Learning assistants can also support learners with the language of

curriculum areas (i.e. the language of science, the language of maths, etc.) by focusing on meaningful lexical chunks within topic or inquiry areas. It is not enough to simply teach the language of the curriculum. Learners also need opportunities to try out and practise new vocabulary by engaging in communicative tasks (activities that require learners to talk and negotiate with each other to complete the task).

Have a go at completing Task 1 as a collaborative task. Think and talk about the contexts in which you use the action verbs (thaw, melt, dissolve), and the chunks or phrases that do or do not collocate.

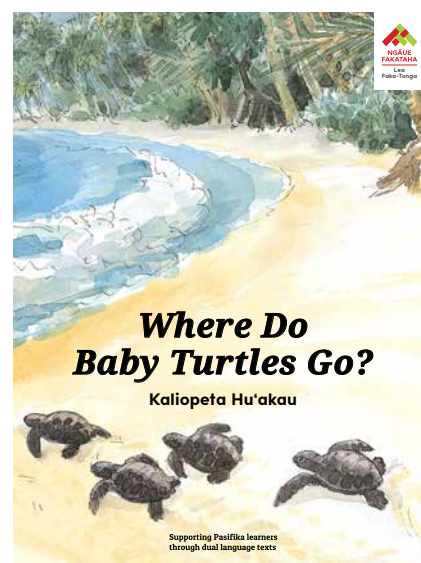
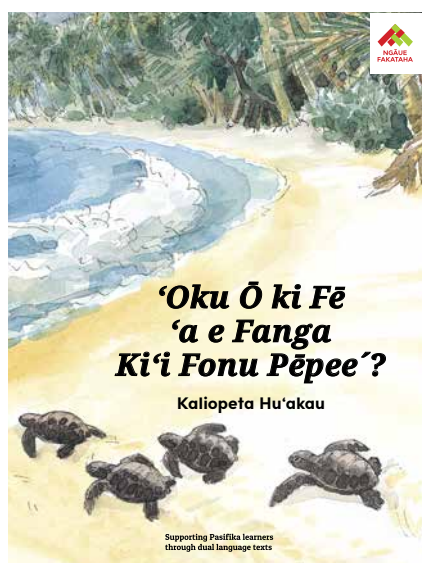
Module 5: Task 1: Collocations Chart

Task Instructions: Put a tick in the correct column to show which words go together (collocate).

	frozen food	your heart	out	a relationship	into tears	sugar	ice	chocolate
thaw								
melt								
dissolve								

Preparation For Tasks Ahead:

Read the Pasifika Dual Language text ‘Where Do Baby Turtles Go?’ by Kaliopeta Hu’akau. Then work through module tasks 2 – 5.



Ko e tohi eni ke lau fakataha mo e kau ako:
 Ko e fakahinohino 'a e faiaiko mo hono fakalea 'o e tohi',
 'e ma'u i he 'initaneti' 'i he
<http://literacyonline.tki.org.nz/Pasifika-dual-language-books>

Ko e pulusi he ta'u 2015 'a e Nāunau ki he Ako',
 Puha Meili 1666, 'Uelingatoni 6140, Nu'u Sila.
www.education.govt.nz

Fu'aki pulusi 'Oku Ō ki Fē' 'a e Fanga Ki'i Fonu Volevale' 'i he ngaahi talanoa Tupu'

Tohi Iea 'Inglisi mo e tohi Iea faka-Tonga ma'umafai © Kaliopeta Hu'akau 1995
 Fakatātā ma'umafai © Pule'anga 1995

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 Ngaahi faka'eke'eke fai ki he kautaha pulusi'.

Ngāue pulusi: Lift Education E Tū
 'Etita: Don Long mo Emeli Sione
 Palani fakatātā: Liz Tui Morris

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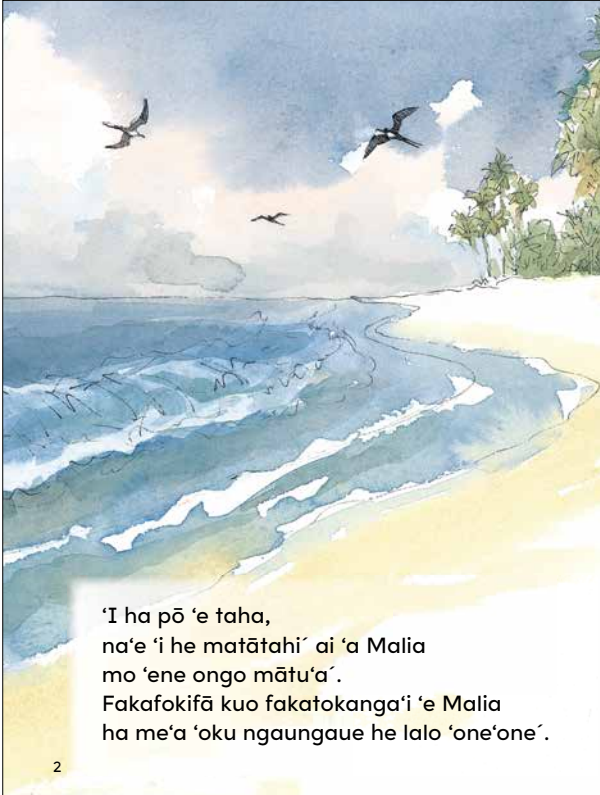
'Oku Ō ki Fē 'a e Fanga Ki'i Fonu Pēpee'?

fa'u 'e
 Kaliopeta Hu'akau

tā fakatātā 'e
 Judith Kunzlé

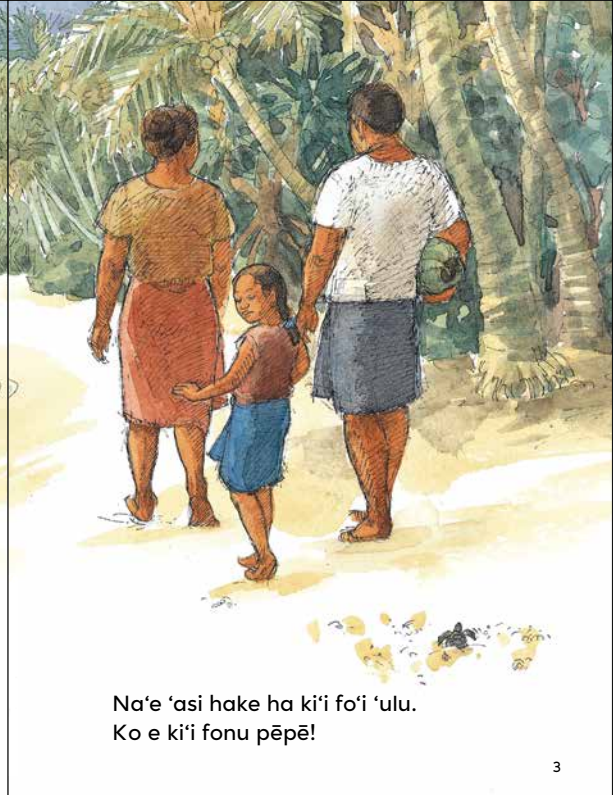


Nāunau ki he Ako'



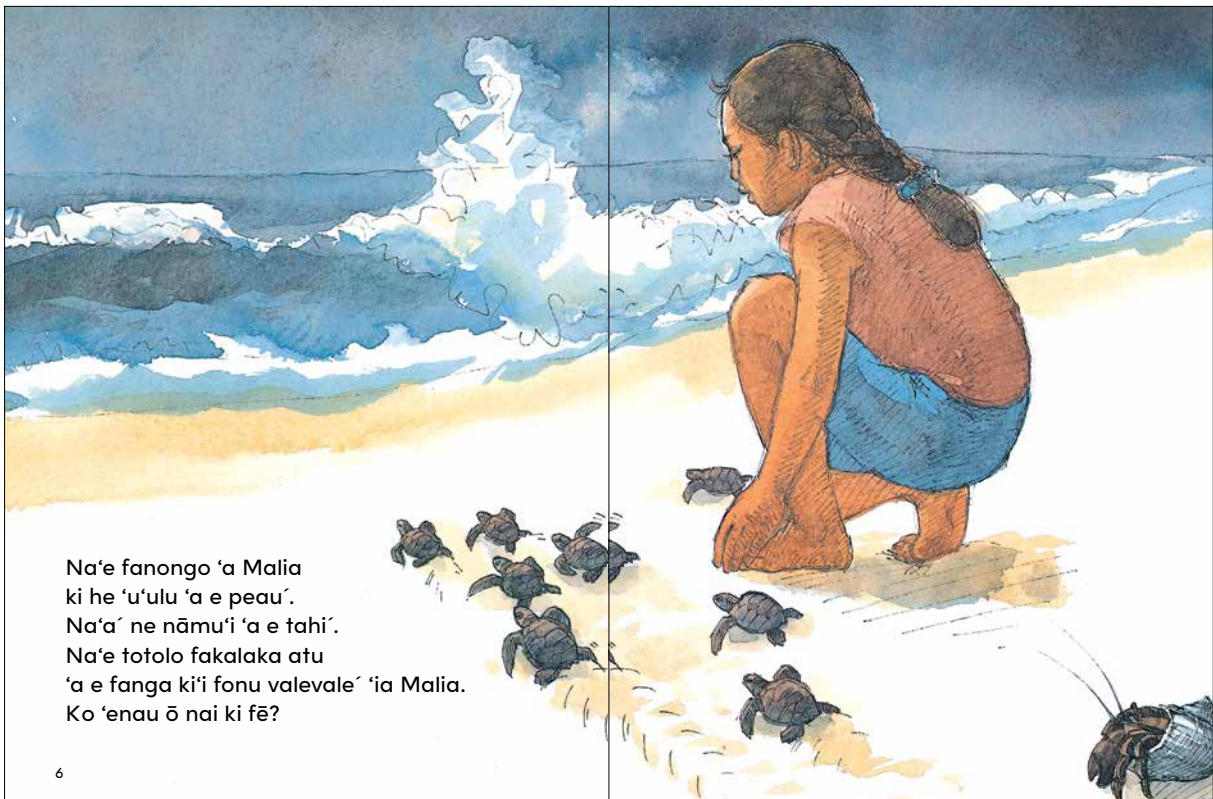
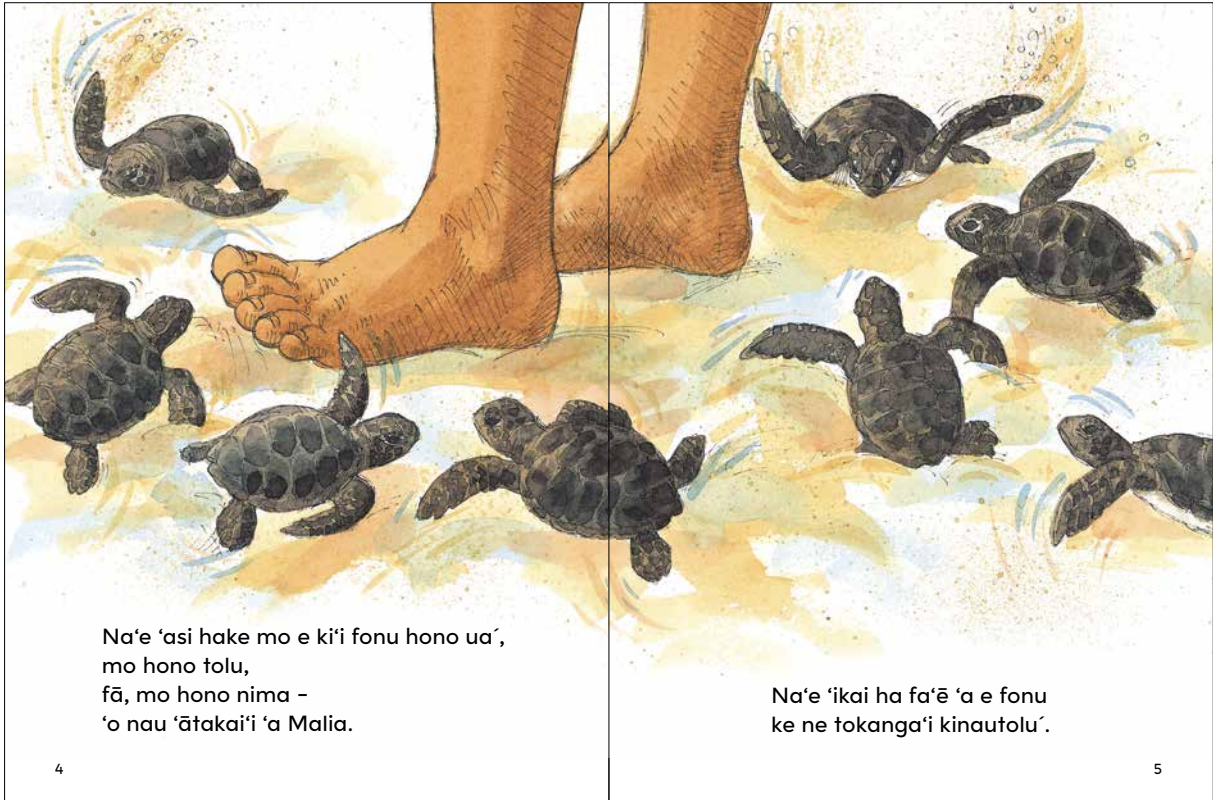
'I ha pō 'e taha,
 na'e 'i he matātahi' ai 'a Malia
 mo 'ene ongo mātu'a'.
 Fakafokifā kuo fakatokanga'i 'e Malia
 ha me'a 'oku ngaungaue he lalo 'one'one'.

2



Na'e 'asi hake ha ki'i fo'i 'ulu.
 Ko e ki'i fonu pēpē!

3





Na'e lava foki mo e fanga ki'i fonu pēpee
'o fanongo ki he 'u'ulu 'a e peau'.
Na'a nau nāmu'i 'a e tahi'.
Na'e 'ilo 'e he fanga ki'i fonu'
'a e me'a totonu ke nau fai'.
Na'a nau tologo atu ki he fasi mai 'a e peau'
pea na'a nau puli ai pē.

8

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New Zealand Government

This book is for shared reading with students.
Teacher and audio support for this text is available online at
<http://literacyonline.tki.org.nz/Pasifika-dual-language-books>

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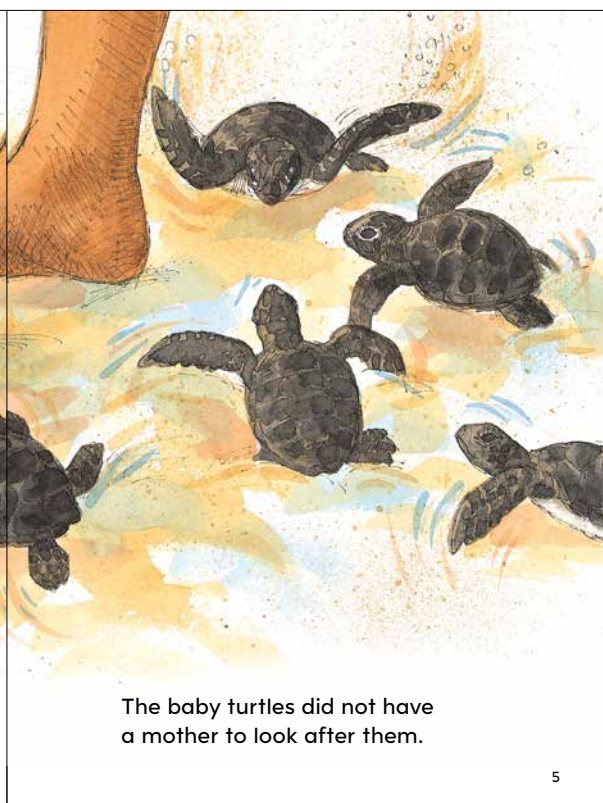
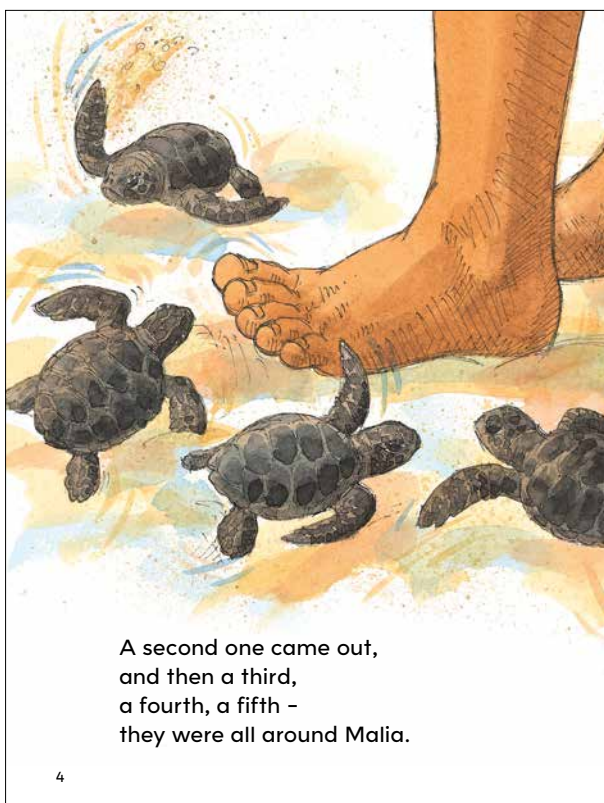
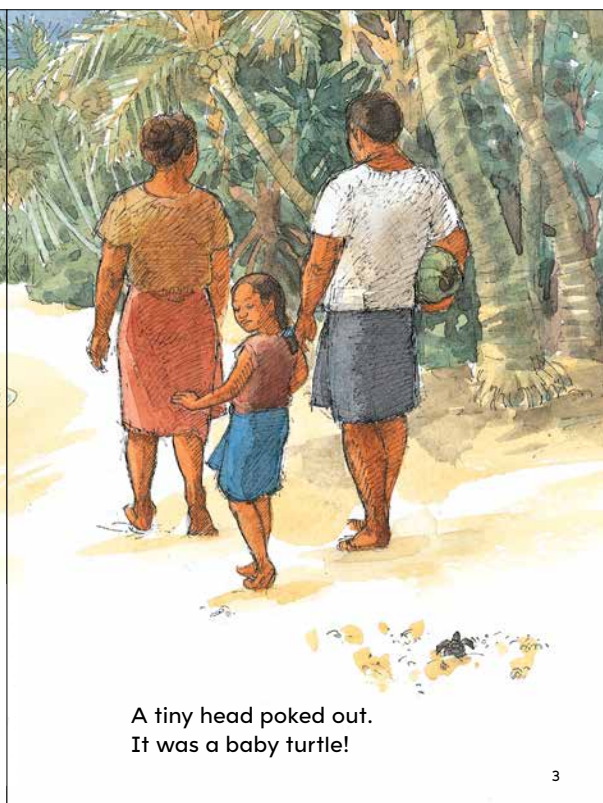
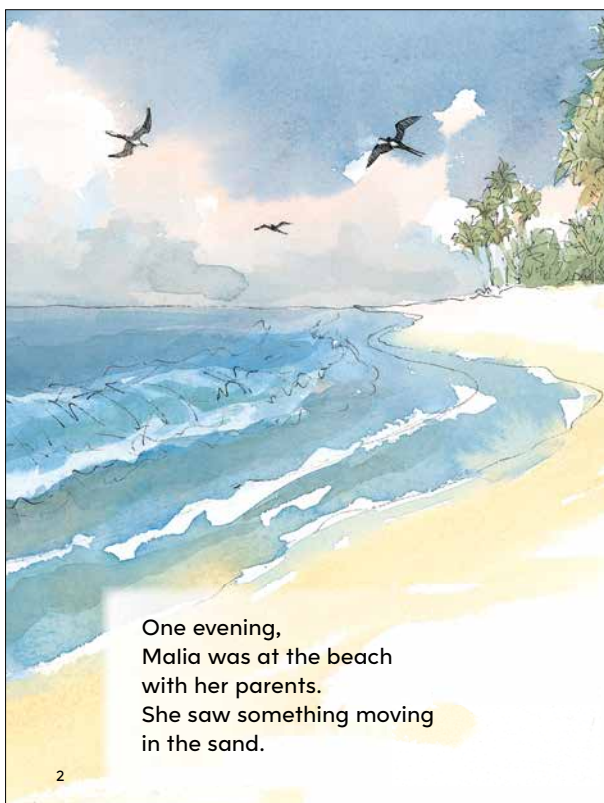
Where Do Baby Turtles Go?

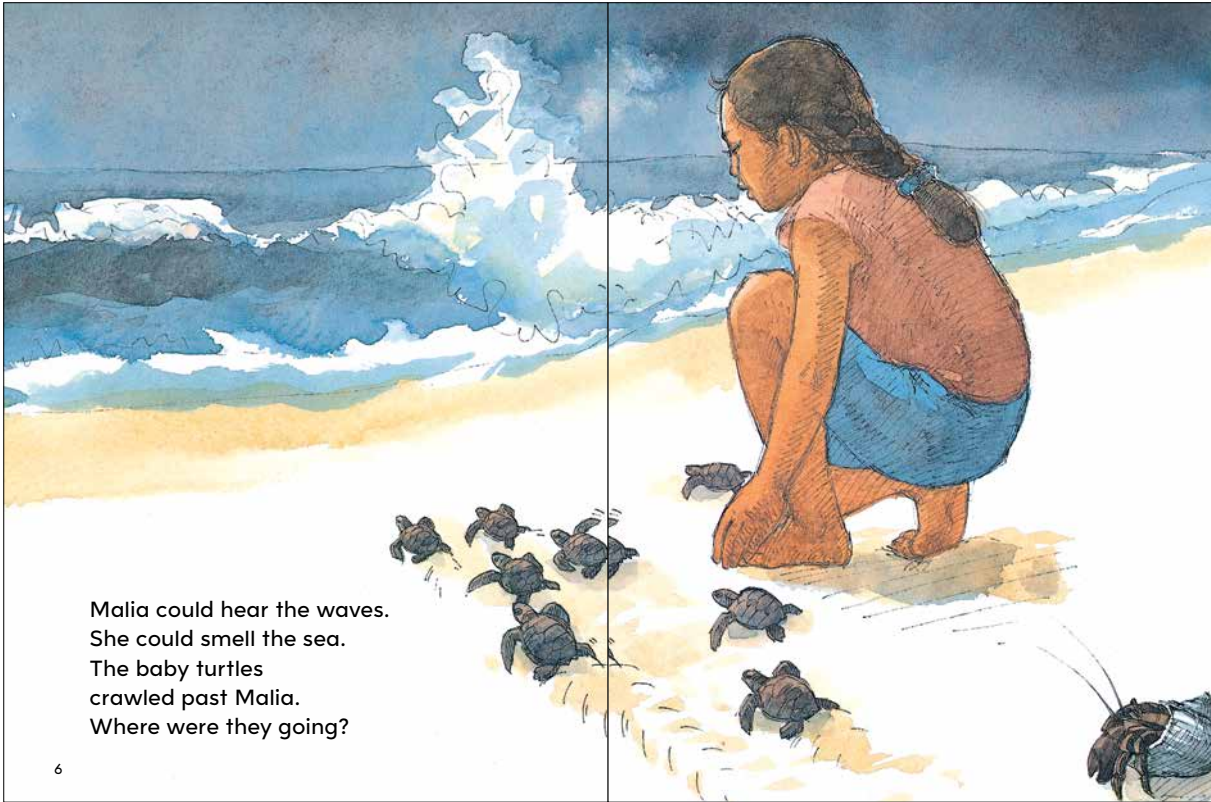
by
Kaliopeta Hu'akau

illustrations by
Judith Kunzlé



Ministry of Education





Malia could hear the waves.
She could smell the sea.
The baby turtles
crawled past Malia.
Where were they going?

6



The baby turtles could hear the waves, too.
They could smell the sea.
The baby turtles knew what they had to do.
They crawled towards the waves
and disappeared.

8

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Module 5: Task 2: Picture Sequence

Using a Picture Sequence

Picture sequences provide opportunities for learners to expand their oral language, and to generate new vocabulary as they negotiate the order of pictures to retell a familiar story or sequence. They also provide opportunity to practise using words that organise ideas (connectives) e.g. “First...”, “Then...”, “Next...”.

Picture sequences work well for stories, processes, and sequences of events – e.g. science experiments, instructions, or class trips. The way the picture sequence is used depends on the purpose of the learning, and the age and stage of the learner. They can be used before, during or after reading or topic study.

Using a picture sequence task is a good way to integrate listening and speaking.

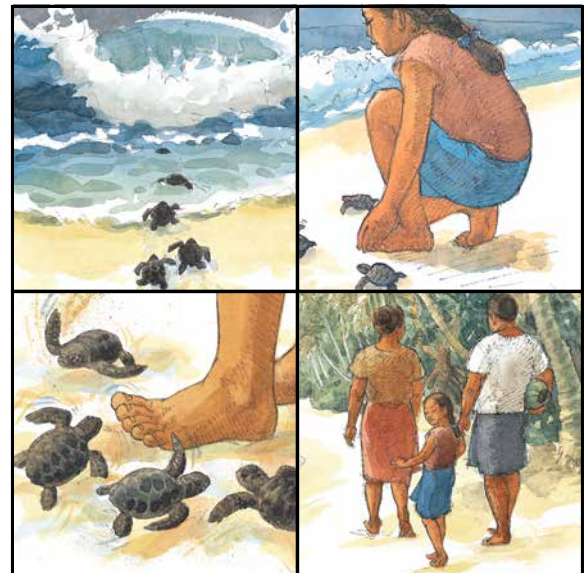
A Picture Sequence can be:

- created by learners following reading or topic work
- prepared by the learning assistant or classroom teacher
- used for oral retelling of the process or story, in pairs or groups
- used for picture/caption matching
- used for the learners to write a caption or sentences underneath the picture
- used as a stimulus for writing for more proficient learners
- used as a basis for role play and personalised creative storytelling.

Task Instructions:

- Cut out the pictures in the picture sequence task below relating to the book: *Where do baby turtles go?* / ‘Oku ō fē ‘a e fanga ki’i fono pēpee’?
- With the book closed, work with your colleagues to put the pictures back into the correct sequence.
- Each person has a picture and should justify why their picture should be placed first, second, third or fourth – there might be different sequences depending on how participants choose to retell the story.
- Try and retell the story in your own words using the pictures to support you.
- Check your retell by re-reading the book.
- You can also use the pictures to support role play development of this story, or of your own narrative that connects with this text.

Pictures for sequencing ‘Where do baby turtles go?’ / ‘Oku ō fē ‘a e fanga ki’i fono pēpee’?



Module 5: Task 3: Strip Text

Strip Texts

Strip texts are a useful scaffold to help learners to predict and negotiate the sequence of a text in a small group. Sentence connective words that learners need to use when putting items in order may also be introduced (e.g. first, next, then). This task gives learners opportunity to practise predicting text sequence, which is a key skill that competent readers use.

Task Instructions:

- Cut out the strips in the strip sentence task below relating to the book: *Where do baby turtles go?/’Oku ō fē ‘a e fanga ki’i fono pēpee’?* Strip texts have been provided in English and Lea Faka-Tonga.
- Work together with your colleagues to put the strips into the correct order to retell the story.
- As an extension, you can match the strips with the pictures from the previous picture sequence task.
- You might also try matching the English strips with the strips provided in Lea Faka-Tonga.

English Strip Text: *Where do baby turtles go?/’Oku ō fē ‘a e fanga ki’i fono pēpee’?*

One evening, Malia was at the beach with her parents. She saw something moving in the sand. A tiny head poked out. It was a turtle!

One by one, they all came out! They were all around Malia, but they did not have a mother to look after them.

Malia could hear the waves. She could smell the sea. The baby turtles crawled past Malia. Where were they going?

The baby turtles could hear the waves too. They could smell the sea. The baby turtles knew what they had to do. They crawled towards the waves and disappeared.

Simplified English Strip Text: *’Where do baby turtles go?/’Oku ō fē ‘a e fanga ki’i fono pēpee’?*

Malia was walking at the beach with her parents. She saw turtles appear from the sand!

The turtles surrounded Malia.

Malia wondered where the turtles were going.

The turtles returned to the sea.

Tongan Strip Text: *Where do baby turtles go?/‘Oku ō fē ‘a e fanga ki‘i fonu pēpee’?*

‘I ha pō ‘e taha, na‘e ‘i he matātahi’ ai ‘a Malia mo ‘ene ongo mātu‘a’. Fakafokifā kuo fakatokanga‘i ‘e Malia ha me‘a ‘oku ngaungaue he lalo ‘one‘one’. Na‘e ‘asi hake ha ki‘i fo‘i ‘ulu. Ko e ki‘i fonu pēpē!

Na‘e ‘asi hake mo e ki‘i fonu hono ua’, mo hono tolu, fā, mo hono nima - ‘o nau ‘ātakai‘i ‘a Malia. Na‘e ‘ikai ha fa‘ē ‘a e fonu ke ne tokanga‘i kinautolu’.

Na‘e fanongo ‘a Malia ki he ‘u‘ulu ‘a e peau’. Na‘a’ ne nāmu‘i ‘a e tahi’. Na‘e totolo fakalaka atu ‘a e fanga ki‘i valevale’ ‘ia Malia. Ko ‘enau ō nai ki fē?

Na‘e lava foki mo e fanga ki‘i fonu pēpee’ ‘o fangongo ki he ‘u‘ulu ‘a e peau’. Na‘a nau nāmu‘i ‘a e tahi’. Na‘e ‘ilo ‘e he fanga ki‘i fonu’ ‘a e me‘a totonu ken au fai’. Na‘a nau totolo atu ki he fasi mai ‘a e peau’ pea na‘a nau puli ai pē.

Module 5: Task 4: Speaking Frames

Speaking Frames

Speaking frames provide a language scaffold that support learners as they retell a sequence. They are based on the same idea as writing frames (Lewis & Wray, 2002) which support learners to write. Speaking frames provide sentence starters and models for English language learners who are learning to create sentences independently. Speaking frames should be flexible enough for learners to incorporate their own ideas into their retelling of the text.

Task instructions:

- Using the speaking frames provided below, try to retell the story: *Where do baby turtles go?/‘Oku ō fē ‘a e fanga ki‘i fonu pēpee’?*

First Malia...
When suddenly...
After that...
Finally...
Malia learned that...

Module 5: Task 5: Say-It!

Say-It!

A ‘Say-It!’ provides motivation for learners to practise new structures and vocabulary within a meaningful context. It enables Emergent Bilinguals to practise:

- speaking from another viewpoint
- recalling information
- identifying main points
- preparing for writing.

It is an end of topic activity to practise orally the language learned during a topic.

To create your own ‘Say-It!’:

- Create a 4 x 4 table grid like the example below.
- In each cell, write a role statement, followed by a question.
- Choose one student to begin the ‘Say-It!’ by stating, “Do 2-A”.
- The learner reads the task statement and question within the allocated cell and then responds to the question in role.

The depth and detail of the learner response can indicate how much they have understood previous content e.g. the book they have read. The ‘Say-It!’ would best be used after learners have had opportunity to practise target vocabulary in other communicative tasks.

Task Instructions:

- Using the ‘Say-It!’ task below, take turns, with each group member responding to a question in a cell.
- One member responds to their question in role, then asks someone else to respond to a question by providing them with a new coordinate (for example, Mele, can you do 2-B; John, can you do 3-C, etc.).
- Carefully read the text within your grid coordinate/cell and perform a short role play to show your understanding of the story *Where do baby turtles go?/’Oku ō fē ‘a e fanga ki’i fono pēpee’?*

	A	B	C
1	You are Malia. How did you feel when you first saw the baby turtle's head pop up?	You are a baby turtle. How did you feel when you heard the sound of the waves?	You are Malia's mum. How did you feel when the baby turtles surrounded Malia?
2	You are a baby turtle. Explain how you knew where to go, once you were above the sand.	You are Malia. Describe all the sounds you could hear on your walk.	You are Malia's dad. Describe what Malia is like as a daughter.
3	You are Malia. Name three worries you had when you saw the baby turtles appear.	You are a baby turtle. Talk about your big adventure back to sea.	You are Malia. Tell your friends at school about your exciting walk last night.

Say-It! Non-fiction task

A 'Say-It!' can also be used in curriculum areas such as science or technology or health to support learners to remember important facts from their inquiry learning. Below is an example of a Say It! focused on a 'Water Cycle' topic.

	A	B	C
1	You are Surface Water. Say what happens when you evaporate.	You are a cloud. Say what happens when water evaporates into the atmosphere.	You are the rain. Say how you were formed.
2	You are the land. Say what happens when the rain falls.	You are Water Vapour. Say what happens to you once you condense.	You are a river. Say how you were formed.
3	You are the ocean. Say how you were formed.	You are a cloud. Say what happens when your water droplets get too heavy.	You are a human. Say why the water cycle is important to you.

Create your own 'Say-It!' using the template below:

	A	B	C
1			
2			
3			

Other Vocabulary Tasks

Look, Say, Spell, Cover, Write, Check

Support learners to use the 'look, say, spell, cover, write, check' strategy when meeting new words for the first time, and as they seek to learn a word, or to commit it to their memory. They can follow the process of looking at the word, saying the word, spelling the word, covering and writing the word, and checking to see that they have spelt the word correctly.

Self and Pair Checking

Learners can develop 'learning to learn' strategies such as keeping lists of new words or learning words while engaged in home activities.

Games

Learners can play games that support vocabulary development, such as: Bingo, memory with word cards, crosswords, Scrabble.

Bilingual Word Cards

Learners can take responsibility for their own language learning by learning vocabulary using their bilingual word cards, adding new cards for new words. On one side of the card, include the target (English) word and definition, and on the other side, include the heritage language word. On the back of the card, you can also use the word in a sentence or chunk, or get the learners to draw a picture of the word in action.

Clines

A cline is a diagonal line or gradient which learners can place related words with shades of meaning on (for example, angry, cross, furious, annoyed, upset, enraged). Learners are provided with the words, and decide collaboratively the order of words along the cline from one end to the other.

Before and After Vocabulary Grids

Before and after vocabulary grids help bilingual learners to learn new words by using context clues. Learners are supported to focus their attention on key words or word chunks, providing them with opportunities to actively work out word meanings. Learners write their own definitions for each word without using a dictionary, using their heritage language and English. As they come across the word in subsequent lessons, learners can confirm or revise their original definition. This reflection helps learners to think about their own learning.

Labelling

Label pictures or diagrams by writing words on cards. Learners can match words and pictures and then add more in heritage language/s or in English. You can use laminated photographs, diagrams, maps etc.

Wordshape Consensus

Put Emergent Bilingual learners in small groups of three to four. Give each group an A3 sheet of paper to draw a shape with the same number of sides as the number of learners in the group (for example, three learners draw a triangle, four students draw a square). Learners each contribute at least one word linked to the topic of the lesson and write it on their side of the shape. They then discuss these words by talking about their meaning and how to use them in a sentence. They can agree on the three most important words for the topic (or most difficult) and write them in the middle of the shape.

Structured Overviews

A Structured Overview is a summary of a topic organised in categories at different levels from general to specific. Learners can see links between different words within the topic. The words can be written onto cards and learners sort them into different levels.

- Start with the topic/sub topic heading at the top of the page.
- Work out how many subheadings are going to form the next layer down and organise them across the page.
- Link the heading to each subheading with a line.
- Determine how many heading levels or key terms each subheading requires and organise them across the page.
- Link each level heading to the set of terms at the next level with a different coloured line.

Working with young learners

Young learners can do structured overviews with pictures and word cards.

Free Overview

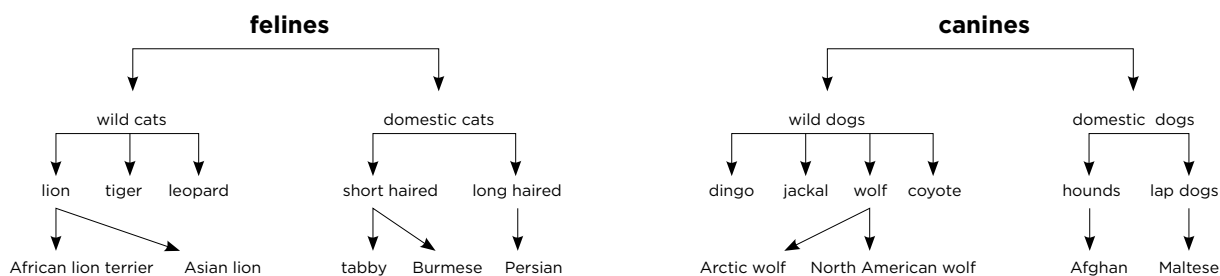
Learners can work individually or in pairs to sort words into chosen categories. The teacher provides the overview and the words.

These vocabulary tasks, along with others, can be found at the following link:

<https://esolonline.tki.org.nz/>

An example:

Mammals diagram



Recapping Key Vocabulary: Module 5

Term	Definition
Lexical approach/lexical chunks	Meaningful chunks of words that are often used together
Collocation	Words that go together
Vocabulary	Words of a particular language
Language of the curriculum	Subject specific language e.g. science language, maths language

Coming up: Module 6

Module 6 is about different types of questions that require different levels of thinking by learners.

Preparation: Think about ways you promote questioning with your learners and the types of questions that you focus on. Consider who asks the most questions and who gets the most practice at asking questions.

Resources


Cummins, J. (1979). 'Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters', *Working Papers on Bilingualism* 19, 121-129.

Cummins, J. (1981a). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and Language Minority Students: A Theoretical Framework*.

Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction. In B.V Street and N.H. Hornberger (Eds.). *Encyclopedia of Language and Education, 2nd Edition, Volume 2: Literacy*. (pp. 71-83).

Gibbons, P. (1991). *Learning to learn in a second language*. Primary English Teaching Association.

Ministry of Education, (2008). *The English language learning progressions: Introduction booklet*, pp. 4 - 8.



Module 6:
Understanding the Importance
of Questioning

Introduction

Welcome to Module 6 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In this module, you will learn about different types of questions to use with learners that require different levels of thinking.

It is essential to support Emergent Bilingual learners with questioning in these ways:

- **Provide wait time:** Provide plenty of wait time to help learners think about the question and prepare how they want to respond. It is important to also encourage other learners within the group or class setting to practise wait time. Emergent Bilingual learners require more time to process their thinking because they may be translating the question into their heritage language to make sense of it before responding in English.
- **Draw on prior knowledge:** Begin with questions that invite learners to draw on their prior knowledge and experiences. Drawing on prior knowledge supports oral language development and enables learners to make meaningful connections between what they already know and new content. Learners have more to say when they have prior knowledge about the topic.
- **Value learner responses:** Respond to learner contributions by doing more than repeating what they say. Respond to what they say by expanding in ways that demonstrate thoughtful listening, and genuine shared conversations.
- **Extend thinking:** Use follow-up questions to extend on learners' thinking, for example, "Why do you think...?" "What did you hear that made you think...?" "How might you feel...?" "Can you tell me more about that?"

- **Provide opportunities to practise:** Encourage learners to develop questioning skills across different learning situations in both English and their heritage language (i.e., 1-to-1, small group, whole class, homework and study support programmes).

Different types of questions

There are different types of questions including closed and open questions. Closed questions require a 'Yes' or 'No' response, or a factual recall response. Closed questions are useful for teachers and learning assistants to check learners' understanding of content or instructions. For example, "Do you like apples?"

Open questions help learners to develop their own opinions and to consider the opinions of others. There may be more than one answer to a question and learners can think through their ideas in relation to the topic. For example, "What is your favourite fruit and why?"

There are also different types of closed and open questions which can be described as 'Literal', 'Inferred', and 'Applied' level questions. This idea of three levels of questioning draws on Morris & Stewart-Dore's (1984) *Three Level Reading Guide*, which uses statements at three levels of thinking.

- **Literal** questions ask for information that is stated clearly in a text and are sometimes referred to as '**On the Lines**' questions.
- **Inferred** questions ask learners to think about the author's implied meaning within a text which might not be directly stated and are sometimes referred to as '**Between the Lines**' questions. Providing opportunities for learners to draw on their prior knowledge and to use surrounding information helps them to make inferences and predictions. Using modal verbs (verbs which show modality/degrees of obligation or certainty) can help teachers and learners to get to the inferential level. Modal verbs include: *may, might, could, should, would, can, must*.
- **Applied** questions support learners to go '**Beyond the Lines**' to think about applying the big ideas or 'moral of the story' to their own lives by using their own knowledge to generalise, give an opinion, make evaluations and judgements, and provide justification.

The table in Task 1 summarises and provides examples of closed questions, open questions, and literal, inferred and applied questions in relation to the text 'Matariki Breakfast.'

Module 6: Task 1: Creating Questions at Three Levels

Purpose: To become familiar with and use different types of questions across curriculum areas.

Task Instructions: Read 'Matariki Breakfast' and then discuss the different types of questions and the examples. Have a go at creating some of your own three-level questions. Next, read the graph and then discuss the different types of questions and examples. Have a go at creating some of your own three-level questions in a maths context.



Book: 'Matariki Breakfast', by André Ngāpō (2017)

Kara and her mum and dad walked up the path to Aunty's house, carrying kai for the breakfast. It was very early in the morning. The night stars still sparkled above them in the sky.

"Nau mai! Haere mai!" cried Aunty. "Come in, come in." Delicious smells filled the air. The family put their kai in the kitchen and went into the living room. "Happy Matariki!" the whānau called.

"Kia ora," said Koro. "Everyone is here. Time for a story. Wai, come and tell us a Matariki story." "Yes!" said Kara. "Tell us the story of why we have a Matariki breakfast."

"Well," said Wai, "come and sit down, and I will tell you. The Matariki stars will be returning home this morning. And they will be hungry after their long journey. Some people in our iwi tell the story of how Māui and his brothers slowed Tama-nui-te-rā, the sun. Tama-nui-te-rā was so hurt by this that he hid away from everyone. Without Tama-nui-te-rā in the sky, the land grew colder and colder. Winter was born, and the people grew sadder and sadder. They missed the sun. Matariki, the star, was a cousin of Tama-nui-te-rā. Matariki and her six daughters decided to go and find Tama-nui-te-rā and try to bring him back. The seven stars sang to Tama-nui-te-rā and sparkled their light onto him. Tama-nui-te-rā felt the warmth of the music and light. Slowly, he started to heal. Slowly, he came out of hiding."

“The seven stars went away and brought back the sun,” said Kara. “Yes,” said Wai. “Every year, the Matariki stars disappear – and then they come back. When they return, they show us that a new year is starting. The sun will return, and the days will grow longer. The plants will have sunshine to grow, and we will have food to eat. And that is why we have this breakfast together – to celebrate and remember.”

“And to show our aroha to each other,” said Koro. “That’s right,” said Aunty. “And to show our aroha to Matariki and her

daughters, we will go to the lookout and eat our breakfast with them. Come and put on your warm clothes. It’s time to go.”

Up at the lookout on the hill, the Matariki stars were shining. The air was very cold, but the Matariki breakfast was warm and delicious.

Kara looked up at the starry sky. “Happy Matariki,” she whispered.

Creating Questions at Three Levels

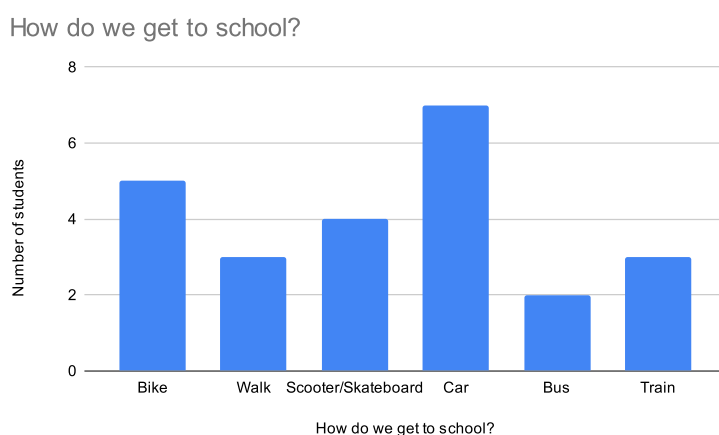
Closed questions	Open questions	Level 1	Level 2	Level 3
		Literal	Inferred	Applied
Yes or no or factual recall	Questions that have more than one answer	Questions that ask for information clearly stated in the text and are sometimes referred to as ‘On the Lines’ questions	Questions that require learners to ‘read between the lines’ by using surrounding information and their prior knowledge to make inferences or predictions	Questions that invite learners to think ‘beyond the lines’ by using their own knowledge to generalise, give an opinion, make evaluations and judgements, and provide justification
What time of the day did the whānau celebrate Matariki? Did the seven stars bring back Tama-nui-te-rā?	What happens each year when the Matariki stars return? Why did the whānau celebrate Matariki by coming together?	What were some of the ways Matariki and her daughters helped to heal Tama-nui-te-rā? Who was included at the whānau breakfast?	How did the whānau show aroha to one another at the Matariki breakfast? Why might Tama-nui-te-rā have felt brave enough to return?	Do you think Matariki should be a public holiday? Why? Why not? What celebrations or traditions do you observe in your family? Why are they important?
Who? What? Where? When? Why? How?	Who? What? Where? When? Why? How?	Who? What? Where? When? Why? How?	Who... What... Where... When... Why... How... ...might/could/would/ will/should/ can/must?	Do you think...? Is it a good idea...? Can you think of another situation...?

Adapted from Dolton & Smith (1986) and from Morris & Stewart-Dore (1984)

Using literal, inferred, and applied questions in Maths

In a mathematical context, learners can be given opportunities to ask literal, inferred, and applied questions. For example, when conducting surveys, learners may ask literal questions to obtain information and when analysing this information, may have further opportunities to ask inferred and applied questions about the data they have collected.

Example: Surveying class members about 'How we get to school.'



Literal	Inferred	Applied
<ul style="list-style-type: none"> • How many people bike to school? • Do more people bike to school or walk to school? • What is the most popular way to get to school? 	<ul style="list-style-type: none"> • Why might going to school in a car be more common? • What might people who catch the bus or train need to do to arrive on time? • How could we encourage more people to walk, bike, scooter, or skateboard to school? 	<ul style="list-style-type: none"> • Is it a good idea for most people to travel to school by car? Why or why not? • Should there be more public transport options available to people if they don't have cars? • Imagine our neighbourhood in 20 years time, how might the ways we travel change?

Have a go at writing your own literal, inferred and applied questions based on either 'Matariki Breakfast' or the survey results:

Literal:	
Inferred:	
Applied:	

Module 6: Task 2: Categorising Three Levels of Questions

Purpose: To explore examples of questions at three levels (literal, inferred, and applied).

Task Instructions: Read the following text, 'Family Photographs' by Alison Wong, School Journal Level 4, October 2015, then decide which of the following questions are literal/level 1, inferred/level 2, or applied/level 3.

Family Photographs

There are two photographs of my father and his family when he was young. You can tell these photographs are old: they are black and white – and it's not just the style of their clothing but the way they hold themselves, unsmiling, captured in that one long moment when children are not allowed to be children but forever still and emptied of play.

Aotearoa New Zealand, 1929

My father is four years old. He cannot speak English. He has two older brothers and two sisters. The boys wear woollen jackets with short pants; the girls short short-sleeved dresses with fitted bodices. They all wear long socks that wrinkle at the ankles. The older boys wear a tie and a handkerchief folded in their jacket pocket. My father is too young for lace-ups, so he wears shoes with a strap like his sisters.

They are about to return to China. I say *return* even though my father and his siblings were all born in New Zealand. Their grandfather arrived in 1896. He never *returned*.



Canton, China, 1932

My father is seven years old. He has three brothers and two sisters. The brothers wear light cotton jackets with Mandarin collars. They wear loose cotton trousers. Their sisters wear loose cotton dresses that come down well below the knees. None have buttons – their world is held together with loops, with complex Chinese knots.

They are about to return to New Zealand. This is why the photograph has been taken. Who knows what might happen on such a long sea journey?

The family must pay £100 to the New Zealand government. This is the poll tax. This is because the youngest was not born in New Zealand. Because they are Chinese.

A child of two or three is too young to be left behind. Not a child of six or seven. The family will have to work hard. They will have to save. When there is enough money, they will send for my father, for his two elder brothers.

How long will it take?

Alison Wong



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Categorising Three Levels of Questions

Question	Level 1/ Literal	Level 2/ Inferred	Level 3/ Applied
Are sacrifices always worth it if our lives improve? Why/why not?			
How can you tell the photographs are old?			
What might have happened on the journey back to New Zealand?			
Should families always stay together? Why/why not?			
Why might the family be returning to China?			
Why would their clothes in China be different to their clothes in New Zealand?			
How many brothers and how many sisters does the father have?			
How might the family have felt, leaving the father and his two elder brothers in China?			
Why might people move to new countries?			
Why doesn't the father wear lace up shoes?			
How many photographs does the author have of his father and family?			
What might be some reasons people would leave/or return to their home countries?			

Place a tick (✓) to indicate whether each question is literal, inferred, or applied.

Answers:

Level 1 - Literal/On the Lines

1. How many photographs does the author have of his father and family?
2. How can you tell the photographs are old?
3. Why doesn't the father wear lace up shoes?
4. How many brothers and how many sisters does the father have?

Level 2 - Inferred/Between the Lines

1. Why might the family be returning to China?
2. Why would their clothes in China be different to their clothes in New Zealand?
3. What might have happened on the journey back to New Zealand?
4. How might the family have felt, leaving the father and his two elder brothers in China?

Level 3 - Applied/Beyond the Lines

1. Are sacrifices always worth it if our lives improve? Why/why not?
2. Should families always stay together? Why/why not?
3. Why might people move to new countries?
4. What might be some reasons people would leave/or return to their home countries?

Module 6: Task 3: Questioning Dice

Purpose: To recognise and use different levels of questions (literal, inferred, or applied).

Note: You can use the dice net available to create question dice from paper, or, you can purchase dice and stick question starters over the blank or numbered sides.

For this task you will need to prepare two dice:

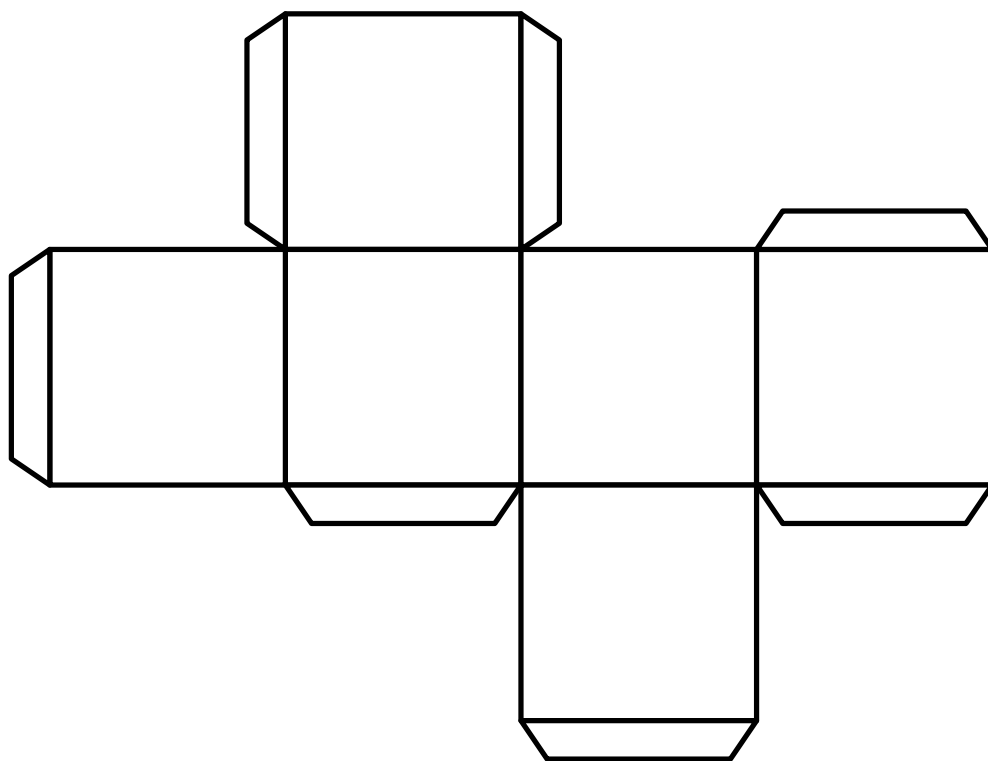
- one with literal level question starters: what, when, who, why, where, how (5W's and an H)
- one with modal verbs to support inferred level question starters (choose from the following): *might, could, would, will, should, can, must.*

Task Instructions:

Think about the text 'Family Photographs' by Alison Wong, School Journal Level 4, October 2015 or use your own text. Take turns to throw the **literal level dice only**, and ask questions beginning with the sentence starter shown on the dice when it lands, for example: what, when, who, why, where, how.

Take turns to throw **both dice** and ask questions using **both question starters**: for example: 'Who should...?', 'Where might...?', 'What can...?' etc.

Try making up applied level questions using the two question dice again, but this time, focus on asking questions that are 'beyond the lines' and which apply the knowledge of the text to a new or different situation.



Recapping Key Vocabulary: Module 6

Term	Definition
Literal questions	Questions that ask for information clearly stated in the text and are sometimes referred to as 'On the Lines' questions
Inferred questions	Questions that require learners to read 'Between the Lines' by using surrounding information and their prior knowledge to make inferences or predictions
Applied questions	Questions that invite learners to think 'Beyond the Lines' by using their own knowledge to generalise, give an opinion, make evaluations and judgements, and provide justification
Wait time	Time when teachers/peers are intentionally silent to give learners time to think about or process information or to respond to a question

Coming Up: Module 7

Module 7 is about supporting learners with reading.

Preparation: Think about what works well when you are supporting learners to read. What do learners need to learn to become good readers?

Resources

Dalton, J., & Smith, D. (1986). *Extending children's special abilities - Strategies for primary classrooms* (pp. 36-37). Ministry of Education.

Ngāpō, A. (2017). *Matariki Breakfast*. Ministry of Education.

Morris, A. & Stewart-Dore, N. (1984). *Learning to learn from text: Effective reading in the content areas*. Addison-Wesley.

Wong, A. (2015). Family Photographs. *School Journal Level 4, October 2015*. Ministry of Education.



Module 7:
Supporting Reading

Introduction

Welcome to Module 7 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In this module you will learn about ways to support learners who are at different stages of learning to read in English. “Reading is the process of getting meaning from print. It is not a passive, receptive activity, but requires the reader to be active and thinking” (Gibbons, 1991, p. 70). Learning to read in a new language may take a long time, and often learners have a wide range of reading abilities in their heritage language/s. As learning assistants, your role in supporting learners to read in English is important, as you draw on a variety of strategies and resources to help you to connect with your learners through effective reading practices. When thinking about and contributing to the planning of the reading programme with your classroom teacher, you could draw from these two Ministry of Education resources to support your discussion:

The English Language Intensive Programme (ELIP)

- ELIP provides guidelines for teachers on explicit language teaching for different text purposes and curriculum areas.
- ELIP explains what teachers can do for learners from Foundation Stage to Stage 3, and explains what to do for learners at different stages of ‘learning to read’ and ‘reading to learn’.

The English Language Learning Progressions (ELLP)

- Learning to read in an additional language is different from learning to read in a heritage or first language.

- Each booklet (Years 1-4, Years 5-8 and Years 9-13) explains potential challenges at each stage and makes suggestions about how to help learners when reading texts at different levels of complexity.

Below is an outline of strategies that you can use to enrich the reading programme of the classroom teacher, and to meet the needs of new readers of English at any age or year level.

Suggested Reading Programme

Suggestions for ELLP Foundation Stage Learners and ELLP Stage 1 Learners

Develop letter/sound recognition (phonological awareness) in regular daily sessions that are meaningful for learners. Make the learning more relevant by connecting the development of phonological awareness with words and lexical chunks (meaningful phrases) that come from learners’ worlds. These daily sessions can be done as part of the reading programme of the classroom teacher. This approach can be strengthened, when reading, writing, listening and speaking are integrated and connections are made across the curriculum. For example, words practised in the morning might be seen again during topic time in the afternoon.

The class reading programme can also be supported by:

- using texts that connect with the lives and experiences of learners
- encouraging families to share their own knowledge of letters and sounds in their heritage language/s
- creating bilingual word cards (with the word

in English on one side, and in the learner's heritage language on the other side)

- putting laminated word cards with words and sounds onto a key ring for learners to practise
- taking home English books/dual language books
- sharing links to online learning resources
- playing literacy-based card and board games
- using bilingual and English dictionaries, including picture dictionaries
- using dual language books in classroom learning.

Suggestions for ELLP Stage 2 Learners

Alongside the classroom teacher, you can help to develop vocabulary and reading/writing skills in meaningful ways through the reading programme:

The class reading programme can be supported by:

- integrating reading, writing, listening, speaking, viewing, and presenting
- using lots of visual materials that can engage your learners and promote plenty of discussion
- choosing reading materials that build on learners' prior knowledge and experiences
- choosing reading materials that match the age, interests, strengths and needs of your learners
- making sure that there are a variety of books on the same topic available for different reading levels
- exploring and encouraging the use of strategies for independent learning e.g., 'Look, Say, Spell, Cover, Write, Check' or bilingual word cards
- encouraging and supporting learners to take reading materials home
- reading both fiction and non-fiction texts from a range of curriculum areas
- supporting learners to take ownership of their learning journey by setting specific, achievable short-term goals.

Additional suggestions for learners at all ELLP Stages:

Keep a modelling book which includes pictures or photographs of cultural items and events familiar to your learners (e.g. festivals, food, plants, people, animals, cultural traditions, places, landmarks). You can use this modelling book to:

- promote oral language by talking about what learners can see in the pictures
- support learners to write about the pictures they see and talk about
- support learners to read the sentence/s that they write
- record key learning points from the lesson quickly
- keep evidence of learning in one central place.

It is still important that learners get plenty of reading materials in both English and their heritage language/s to take home to read with their families. Encouraging learners to read texts in their heritage language/s with their families will also help to support them in learning to read and understand English. If you do not have access to texts in learners' heritage language/s, encourage learners and their families to write stories and texts in their own languages. These texts can also become useful reading material.

Some Emergent Bilinguals may come from heritage language backgrounds where the orthography (written script) of the language is different to English, for example, the characters are different to the English alphabet script; a character might represent a whole word; the text reads right to left; there may not be spaces between words; words are written down the page etc.

This is a very brief guide to developing a reading programme with your classroom teacher. They might have other suggestions or resources to support you.

Module 7: Task 1: Building Knowledge about Supporting Reading

Purpose: To demonstrate how to make the most of a simple reading text when working with Emergent Bilinguals at Foundation Stage and Stage 1.

Task Instructions: Choose a book that you might use with your learners. With your coordinating teacher's support, complete the table below. After completing the table, you might like to prepare some of the resources suggested in this module, for example, you might make some bilingual word cards or laminated word cards using key words from your selected text. See below for an example.

Title of selected book:	I think this book connects to the lives and experiences of my learners because:	Key words:
Online resources that connect:	Other books that might connect:	Learning activities that connect with the book:

For example:

Title of selected book:	I think this book connects to the lives and experiences of my learners because:	Key words:
<i>Spotted Butterflies, by Carmen Scanlan-Toti</i>	<ul style="list-style-type: none"> • <i>I have noticed they are really interested in insects.</i> • <i>I have noticed that they love to create art.</i> • <i>I have noticed that they love to help their friends.</i> • <i>They are learning the names of colours in English.</i> • <i>It is Springtime and we have a good chance of seeing butterflies in the school playground.</i> • <i>We are following the life cycle of a butterfly in science.</i> 	<ul style="list-style-type: none"> • <i>butterfly</i> • <i>painting</i> • <i>colours</i> • <i>yellow</i> • <i>red</i> • <i>orange</i> • <i>green</i> • <i>blue</i>
Online resources that connect:	Other books that might connect:	Learning activities that connect with the book:
<i>Youtube videos of songs about insects or colours.</i>	<ul style="list-style-type: none"> • <i>The Very Hungry Caterpillar by Eric Carle</i> • <i>Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr</i> • <i>Press Here by Herve Tullet</i> 	<ul style="list-style-type: none"> • <i>Create butterfly art</i> • <i>Mixing colours</i> • <i>Go for a walk in the school garden and talk about insects we see in our heritage language/s and English</i>

Things to remember:

Supporting Emergent Bilinguals with reading instruction involves effective practice.

Effective practice in reading instruction includes:

- choosing texts that engage and connect with Emergent Bilinguals’ interests
- supporting learners to engage with a variety of reading materials and to read for meaning by connecting with prior knowledge and lived experiences
- ensuring all emergent English readers are

well supported by effective teaching at the Foundation Stage so that they can decode (understand sound and letter relationships)

- supporting learners to decode words should be done in the context of a meaningful text so learners can also draw on their prior knowledge to solve the unknown word
- connecting reading with learning activities across the curriculum
- supporting learners who can read in their heritage language/s to maintain their heritage language/s by encouraging them to find materials in libraries and through online resources.

Recapping Key Vocabulary: Module 7

Term	Definition
Phonological awareness	Letter/sound relationships
Decode/decoding	Understanding sound and letter relationships to read words off the page
Reading for meaning	Going beyond 'decoding' to understand the meaning of the words being read
Orthography	Writing system of a language, which includes: punctuation, capitalisation, word breaks, emphasis, etc.

Resources

Gibbons, P. (1991). *Learning to learn in a second language*. Primary English Teaching Association.

Ministry of Education. (2008). *English language learning progressions*. Learning Media.

Ministry of Education. (2003). *English language intensive programme: Years 7 - 13*. Learning Media.

Ministry of Education. (2008). *English language intensive programme: Primary resource*. Learning Media.

Coming up: Module 8

Module 8 is about supporting learners with their writing.

Preparation: Think about how you support your learners with their writing. Think about the different purposes of writing and the audiences we write for.



Module 8:
Supporting Writing

Introduction

Welcome to Module 8 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In this module you will learn about ways to support learners who are at different stages of learning to write in English. Some Emergent Bilinguals will have experience writing in their heritage language and other learners may have limited writing experience. Learning to write goes hand in hand with oral language (listening and speaking) and with reading. Emergent Bilinguals can be supported to develop writing skills alongside reading skills by drawing on the languages and literacies they know within a meaningful context.

The New Zealand Curriculum emphasises the importance of integrating Listening, Reading, and Viewing (input modes) with Speaking, Writing, and Presenting (output modes). Emergent Bilinguals will be more successful in the writing process when learning assistants provide opportunities for connections between the input and output modes named above.

The Writing Process

There are important differences between oral language (listening and speaking) and written language (reading and writing) that can be challenging for Emergent Bilinguals. When learners are engaged in writing, it is helpful for them to think about the writing context, the purpose or type of writing required, and the audience they are writing for.

It is important for learners to be able to speak and write in their heritage language/s if this is the most meaningful way to express their thinking. Heritage languages are a valuable

resource for developing Emergent Bilinguals' reading and writing in English. Some of the ways learning assistants can support the use of heritage languages in writing are:

- discussing ideas for writing in learners' heritage languages
- brainstorming writing ideas in learners' heritage languages
- making connections between English words and heritage language words
- reading models of writing that are written in heritage languages
- sharing writing or composing in heritage languages.

Learning assistants may not be speakers of the languages of the learners they are working with, however they can create opportunities for learners to use the strategies listed above. Learning assistants can also draw from members of heritage language communities to provide language knowledge, for example, family members, or bilingual colleagues etc.

The following section provides an outline of key ideas and examples of scaffolded tasks that incorporate this idea of moving from oral language (listening and speaking) to written language (reading and writing). 'Viewing' occurs throughout this scaffolding process. 'Presenting' occurs at the end of a scaffolded sequence of tasks as a final product of prior language and literacy learning. 'Writing' is a key output mode within the progression of tasks.

1. Building the field of knowledge

It is important to begin the writing process by connecting to learners' experiences and prior knowledge (see also Module 2 and Module 4). To do this you can:

- use pictures about the topic to spark conversations with Emergent Bilingual learners in their heritage languages and in English

- talk about the topic and get learners to write down/talk about/think/describe what they see in the pictures
- use graphic organisers about the topic, for example, Mind Map, KWHL Chart, Venn Diagram etc.
- take a record of oral or written vocabulary to find out what the Emergent Bilingual learner knows. To do this, you could try any of the following:
 - o Give the learner two minutes to say any word they know in their heritage language.
 - o Give the learner two minutes to say any word they know in English.
 - o Give the learner two minutes to say any word they know specific to a given topic, for example, celebrations, natural disasters, the life cycle of a plant etc. (this can be done pre and post topic to find out how much vocabulary learners acquire).
 - o Give the learner five minutes to write any word they know in their heritage language.
 - o Give the learner five minutes to write any word they know in English.
 - o Give the learner five minutes to write any word they know specific to a given topic, for example, celebrations, natural disasters, the life cycle of a plant etc. (this can be done pre and post topic to find out how much vocabulary learners acquire).
- Remember to explain to learners that they can do this by themselves when they start a new topic in any learning area, as a self-monitoring exercise.

Examples of tasks or activities at the 'building the field of knowledge' phase:

Language Experience

When learners are engaged in shared, hands-on experiences, inside or outside the classroom, they are learning language and content within meaningful contexts. Language Experience is a teaching approach that:

- integrates the input and output modes based upon children's experiences, interests, and stories
- supports learners to talk about experiences at school or outside of school
- provides opportunities for learning assistants to support learners in engaging in shared experiences through, for example, cooking lessons, science experiments, arts and crafts, and play-based learning, etc.
- can include learners sharing an object, a photo, or a drawing, or responding to a story or picture.

Connecting Language Experience to Writing

Language Experience provides a good springboard for supporting learners to write. The learning assistant can record in writing what a learner shares through speaking. In this sense, the learner is composing or creating their own oral and written text. It is important that learning assistants encourage learners to speak and write using any of their language registers (see Module 2) and family literacies to communicate and represent their thinking. When learners retell or write about shared language experiences, their written texts can then become enjoyable shared reading texts that are meaningful to learners.

Graphic organisers

A graphic organiser is a way of thinking through ideas and supporting learners to talk about content before writing about it, for example, mind map, Venn diagram, KWHL chart, flow chart etc. Graphic organisers are designed to make the writing process more enjoyable and meaningful, by giving learners the opportunity to generate ideas for their writing.

Graphic organisers can be used:

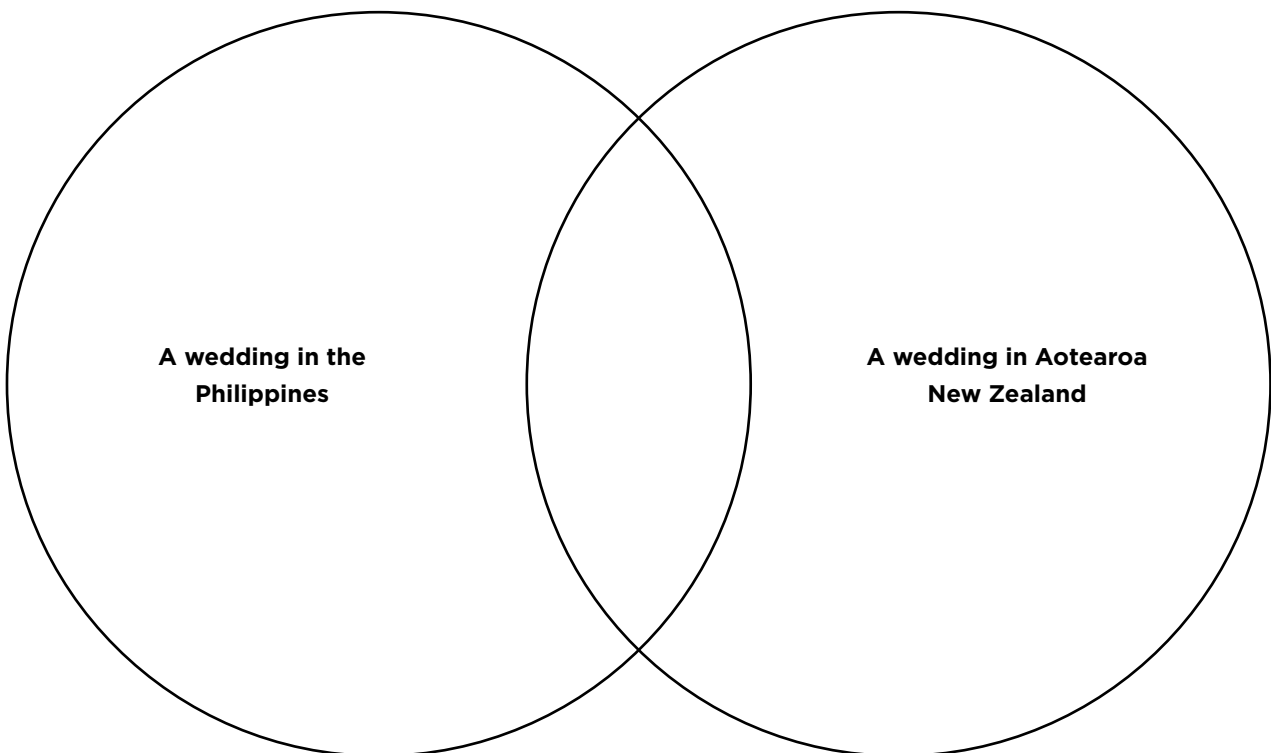
- to explore prior knowledge about a topic
- to think and talk through ideas
- to organise how to go from talking to writing
- to explore various writing frames which fit a particular writing purpose and level of writing complexity
- as a whole class, group, or individual.

As learners are gaining confidence as writers, it is important to give them lots of opportunities

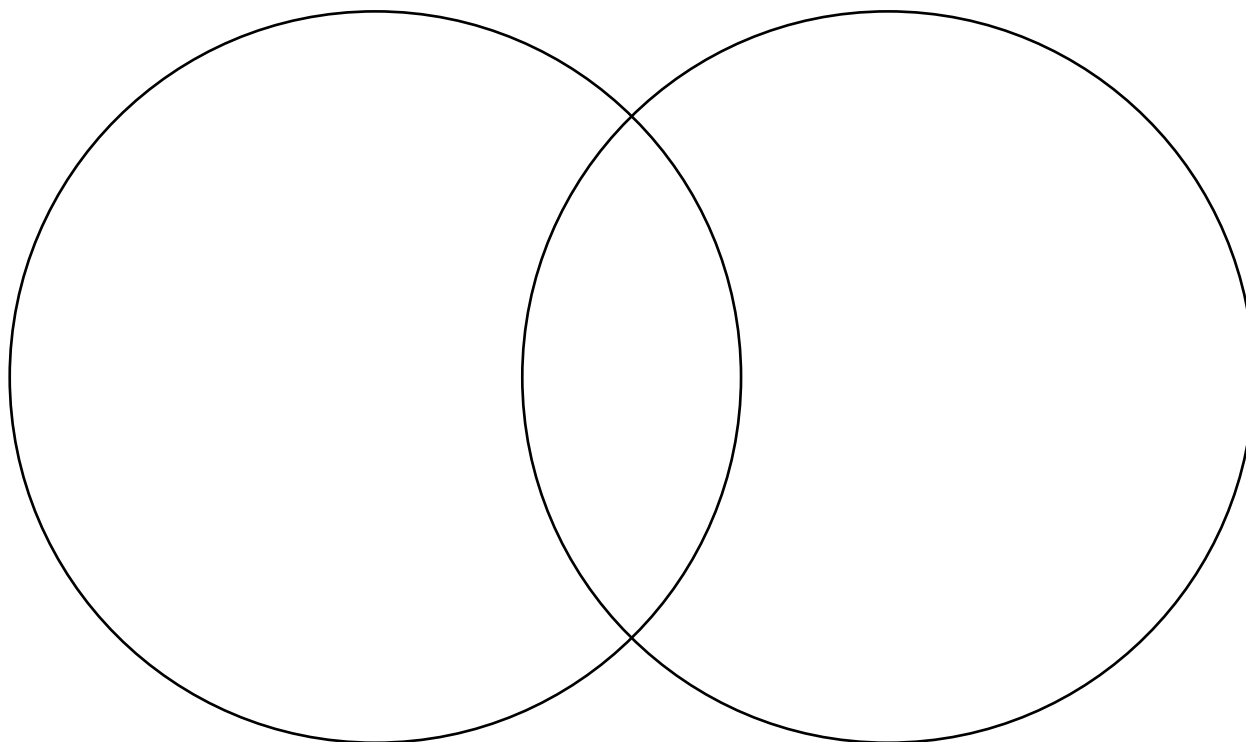
to talk. Therefore, it can be helpful to contribute collectively to a graphic organiser and have the learning assistant record the ideas that the learners share. Some learners will prefer to work independently while others will thrive when they work collaboratively. The following task provides an example of how you might use a graphic organiser with learners as a springboard for the writing process:

Module 8: Task 1: Venn Diagram Graphic Organiser

Task Instructions: Choose a celebration (wedding, funeral, birthday, new year, coming of age ceremony) that you would like to talk about with your colleagues. Choose two cultures to discuss the similarities and differences of your chosen celebration using the Venn diagram below e.g. What are the similarities and differences between a wedding in the Philippines and a wedding in Aotearoa New Zealand?



Venn Diagram Template



2. Breaking the task into small chunks or steps

Breaking the task into small steps is an example of scaffolding.

- Scaffolding can be done by composing from talk, and by providing small chunks of learning within writing. For example, if learners are focussed on narrative writing, you might focus initially on setting the scene and describing characters, before introducing the complication or problem (also see Module 4).
- Make sure that learners ask themselves, “Do I understand what I have to do in this task?” Explain how the task links to things they have done before or are going to do again.

3. Unpacking model texts by explaining text organisation and language features

Learning to write goes hand in hand with reading model texts and noticing what effective authors do in their writing.

- When reading a new text with Emergent Bilinguals, read the whole text through to them first.
- Make sure you explain to learners what type of text they are reading, for example, an information report, a narrative, an argument, etc. This is to help learners identify similar language features when they see the same sort of text again. For more information on writing for different purposes or text types, see the English Language Intensive Programme (ELIP), especially Foundation and Stage 1.
- If it is a writing task you are supporting, make sure learners know how to complete the task and have seen a model, or are using a writing frame (later in this module), for example, for an opinion or argument.

Module 8: Task 2: Cutting up a Model Text and Putting it Back Together Again

Purpose: To become familiar with the structure of a simple persuasive text or argument.

ELIP Stage 2 Writing: Can write a simple guided persuasive text (22c)

Task Instructions: Cut up the text below and work with a partner to put it back together again.

Should Students Wear Hats at School?
I believe that you should always wear a hat at school during the summer terms when you are outside, to stop you from getting sunburnt.
Firstly, if you don't wear a hat, you will get sunburnt and sunburn is painful.
Secondly, sunburn could lead to skin cancer when you get older and we don't want to get cancer.
In addition, hats can stop you getting headaches from the heat.
So, everyone in our school, including the teachers, should wear hats at lunchtimes during summer.

4. Putting the models together again

There are many ways of helping students to “see the big picture” of the whole text that you have broken down into small parts. You could:

- ask the learners to tell you about the main ideas in a text they have read by having a genuine conversation with them;
- use vocabulary games to help them learn key words;
- add to the graphic organiser used earlier;
- cut up sentences and reorder;
- sequence pictures from the text and retell the story or process;
- use a range of dictation tasks.

Examples of tasks or activities at the ‘Unpacking’ and ‘Putting Back Together’ phases:

Dictation

Dictation tasks integrate listening, speaking, reading, and writing and provide good opportunities to become familiar with model texts or specific sections in texts, for example, an introduction or a conclusion.

Running Dictation

Purpose: To remember word chunks and phrases and dictate them to your partner or group.

Task Instructions:

1. Break learners up into groups of 3-4, or pairs for small classes.
2. Write a text on a piece of paper for each team and stick it on the wall on the other side of the room.
3. One member from each team runs to the text, reads the text, and tries to remember as much as they can.
4. The member runs back to their group and dictates what they can, while other team members write it down.
5. Team members take turns to be the 'runner' and 'dictator'.
6. The first team to finish writing the text correctly wins!

Variations

- Use pictures for children who can't spell and have them draw the picture instead of writing the words.
- Use pictures for learners who are just beginning to learn to read and spell English words and have them draw the picture instead of writing words.
- Place sentences around the room and have each group member do one each.
- Groups have to put the sentences into the right order before handing in the completed text.

Notes

Make each team's text different so learners only look to their own team for support. They are allowed to return to the board to look at their text as many times as they like. Ensure the text being used is meaningful to current classroom learning.



5. Creating new texts (oral, written, or visual)

Learners can create their own texts as they work towards independence in the writing process by:

- finding pictures associated with the topic and labelling them and explaining to you in their heritage language/s or in English their connection to the topic
- following a model sentence from one text and writing a similar sentence about another text
- writing new sentences about a diagram or picture
- completing a 'Skills Flow' (see Task 3)
- drawing and labelling a picture using the information from the text, for example, an animal from a written description
- supporting learners to create a new text using the model
- creating a '4x3 Grid' in preparation for writing (see Task 4)
- using a 'Writing Frame' to support or scaffold independent skills.

Writing frame examples for different text purposes (Wray, 2005):





<p>Argument</p> <p>I think that...because...</p> <p>The reasons for my thinking this are, firstly</p> <p>So...</p> <p>Another reason is...</p> <p>Moreover...</p> <p>Because...</p>	<p>Explanation</p> <p>There are differing explanations as to why... (how, what, when etc.)</p> <p>One explanation is that...</p> <p>The evidence for this is...</p> <p>An alternative explanation is...</p> <p>This explanation is based on...</p> <p>Of the alternative explanations I think the most likely is...</p>
<p>Recount</p> <p>Before I began this topic I thought that...</p> <p>But when I read about it I found out that...</p> <p>I also learnt that...</p> <p>Furthermore I learnt that...</p> <p>Finally I learnt that...</p>	<p>Report</p> <p>Spiders:</p> <p>Spiders have ... legs and...</p> <p>Spiders like to...</p> <p>Spiders eat...</p> <p>Spiders live...</p>

Module 8: Task 3: Skills Flow

Purpose: The 'Skills Flow' is a scaffolded task that incorporates the literacy skills of listening, speaking, writing and reading which flow from one to the other. It supports learners to write their own retell of a text or process by repeating and generating language and by integrating different language and literacy skills.

Task Instructions:

1. Work with a colleague to complete the skills flow for the text: '*Oku Ō ki Fē 'a e Fanga Kī' Fonu Pēpee*'? - Where Do Baby Turtles Go? By Kaliopeta Hu'akau. You will find the text of this story in Module 5.
2. Complete the Skills Flow together.
3. Listening: One person reads the story; the other listens and numbers the pictures.
4. Speaking: Retell the story in pairs using the ordered pictures to scaffold the process.
5. Writing: Write the story in your own words under the pictures to help you (individually or in pairs).
6. Reading: Read your stories to each other when you have finished.

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Note-taking and Summarising

Learners need to start note-taking and summarising in their later primary years, as the literacy demands of curriculum areas become more complex. Note-taking is a useful strategy to support learners to capture key

information from a text. Learners can be supported to know the difference between main ideas and details. Learners can be given responsibility over time to take their own notes. Early experiences with note-taking are best done collaboratively with teacher support.

Module 8: Task 4: 4 x 3 Grid

Purpose: To practise using a grid for note taking as a scaffold for writing.

Task Instructions:

1. Read the text in the box below.
2. Complete the following 4x3 Grid and discuss your responses.
3. Think about how you could use these notes as a scaffold for writing.
4. Think about how you might use a 4x3 Grid with the learners you work with.

A language can be seen as having two major aspects: social language and academic language

- Social language is for communicating in interpersonal contexts and can be either spoken or written. It may take place at school (in social exchanges in and out of the classroom) or outside school. It may include “functional language”, which is used for buying something at a shop, making an appointment, getting information, and so on.
- Academic language is for learning and communicating in educational contexts. It can be either spoken or written, and its main purpose at school is for learning within the curriculum.
- Social language is sometimes called Basic Interpersonal Communication Skills (BICS), and academic language is sometimes called Cognitive Academic Language Proficiency (CALP). BICS usually take less time to acquire than CALP. In a school setting, learners will probably acquire social language more quickly and easily than academic language.

English Language Learning Progressions: Introduction Booklet (2008, p. 4)



4x3 Grid for Note-taking and Summarising:

Three main ideas	Three most difficult words	Three new things I have learnt	Three questions I have about this text

6. Reviewing learning

Learners benefit from opportunities to review and recognise their progress as writers.

- Learners go back to the graphic organiser and add to it.
- Learners do a peer record of vocabulary.
- Learners talk to a partner about what they have learned.
- Learners present a summary of their learning.

Examples of tasks or activities at the 'Reviewing learning' phase:

Checklists:

A writing checklist can be developed so that learners begin to self-monitor their writing for the technical aspects mentioned above. Other tools that may be useful to learners as they gain independence with writing are word banks (list of common and familiar vocabulary) and sentence starters or writing frames (i.e. common phrases that support writers to begin sentences). The complexity of the checklist should reflect the age of the learners so that they can be responsible for monitoring their own writing.

Here is an example of a checklist for an instructional writing purpose.

Structure

- The purpose of the activity is stated at the beginning.
- The materials/activities are listed in order.
- The layout of the text is easy to follow (steps may be numbered).
- The steps are in chronological order.

Language

- Verbs are active, simple present to indicate timelessness (you cut, you fold) or imperatives (cut, fold).
- Conjunctions that show time are used (first... then).
- Detailed information is given on: how (carefully, with the scissors); where (from the top); when (after it has set).
- Detailed factual description is given (shape, size, colour, amount).
- Modality may be used to show the degree of obligation (You should finish your homework within one and a half hours).

Here is an example of a simplified checklist for younger learners:

- I have read my writing aloud.
- My story makes sense to me.
- I have used capital letters at the beginning of my sentences.
- I have used full stops at the end of my sentences.
- I have used some interesting words.

7. Transferring learning – becoming an independent learner

Learners can use strategies from their writing in other contexts (see Module 9).

The writing process should be meaningful and engaging and focus on the ideas and topics that are important to learners. Learning assistants can support learners to recognise English letters and their sounds, and to understand how English words and sentences work using a shared-writing process. Learners can be supported to practise:

- forming letters
- using capital letters
- spelling words (recognising sounds and syllables in words and how these are represented in print)
- leaving space between words
- using punctuation
- writing from left to write.

Shared writing also supports the integration of the input and output modes of listening, reading, viewing (input) and speaking, writing, presenting (output).

Shared Writing

A shared writing process creates a safe space for Emergent Bilinguals to share ideas, and to practise the technical aspects of writing with support. Shared writing can be used to

develop the following skills: writing for meaning, talking about our ideas, practising spelling, modelling and practising writing, reading and reviewing, writing independently, and presenting completed writing products.

Meaning focused writing (Listening and Viewing):

Strong engagement is important for learners to be successful in the shared-writing process. It is important to invite learners to write for a purpose that is meaningful to them with an audience in mind. Shared-writing can be initiated as a response to a topic explored or story told through pictures, words, or video that connect with children's lived experiences and interests.

Talking about our ideas (Listening and Speaking):

Before writing, learners need time to talk about their ideas. Learning assistants can support talk before writing by asking open-ended questions about the story. While learners share their ideas, the learning assistant can record the main ideas and vocabulary that come up. Together, the learning assistant and the learners can decide on a sentence to write. The shared-writing experience may be one sentence or several, depending on the experiences learners have with writing in English. Writing should also build on prior oral language tasks that support learners to practise vocabulary and language structures that they can use in their writing.

Practising spelling (Speaking and Listening):

Learners can be supported to say words slowly and record the sounds they hear (individual letters and combinations of letters). They may use words from their heritage language and English in this process. This skill connects to phonological awareness in the reading process. Learners may initially write the sounds they hear in English words and these sounds may not represent the way the word is spelt. It is important to encourage these early attempts and not overcorrect learners as they attempt to write words. Instead, the learning assistant

can emphasise the sounds the learner was able to hear. The learning assistant can also show the learner how the word “looks in a book” to support them to understand that not all words look the way they sound.

Modelling and practising writing (Speaking and Writing): Learning assistants can demonstrate the writing process and co-author with learners during shared-writing. Learning assistants can share the pen with learners to write individual letters or words in the shared story. This encourages learners to “have a go” and take healthy risks. The effort learners make should be acknowledged positively rather than focusing on correcting their mistakes. Learners can also have individual whiteboards to try out letter formation independently during the shared-writing experience.

Reading and reviewing (Reading and Writing): During the shared-writing process, learners can be encouraged to read what they have written after each new sentence or section written by the group. This supports learners to read from left to right, to recognise words in print, and to decide what word comes next in a meaningful sentence. Reading during writing can also support self-monitoring strategies as learners reread to think about what comes next and to notice where edits and revisions can be made. Writing can also be done alongside reading texts that model the type of writing that is being introduced in the lesson. Learning assistants can draw attention to good models of writing, that can then be transferred to the group text.

Writing independently (Writing): Some learners will want to try writing independently. Shared-writing can be a final product that learners contribute to, or a springboard for independent writing. Learning assistants can make space for learners who want to write on their own and follow up with them after they have finished with the group. Sentence starters or writing frames can support independent writing.

Presenting completed writing products

(Writing, Reading, and Presenting): Both learners who write in the group and learners who write independently can share their work by reading aloud. The learning assistant can provide scaffolds for learners to present their writing successfully, for example, learning assistants may provide support with reading when learners share their stories.



Purposes for Writing

It is important for learners to be exposed to a range of purposes for writing, sometimes referred to as text types. A range of writing purposes gives learners opportunities to engage in important language processes: Describing, explaining, instructing, arguing, and narrating.

Language Process	Describing	Explaining	Instructing	Arguing	Narrating
Definition	Tells what something specific is like.	Discusses how something works or the reasons why something is the way it is.	Supplies details of how something is done.	Takes a stance on a significant issue.	Retells events or experiences.
Commonly used in these writing purposes or products	Personal descriptions Common-sense descriptions Technical descriptions Information reports Scientific reports Definitions	Explanations of how Explanations of why Elaborations Illustrations Accounts Explanation essays	Procedures Instructions Manuals Science experiments Recipes Directions	Essays Expositions Discussions Debates Reviews Interpretations Evaluations	Personal recounts Historical recounts Stories Fairy tales Myths Fables Narratives

Adapted from Knapp, & Watkins (2005)

Recapping Key Vocabulary: Module 8

Term	Definition
Writing purpose	The type of text you are writing for a particular purpose
Audience	The person/people you are writing for
Model texts	Examples of good writing for different text purposes

Coming up: Module 9

Module 9 is about supporting learners with 'thinking about thinking' and 'learning to learn'. Preparation: Think about what helps you to learn more effectively.

Resources

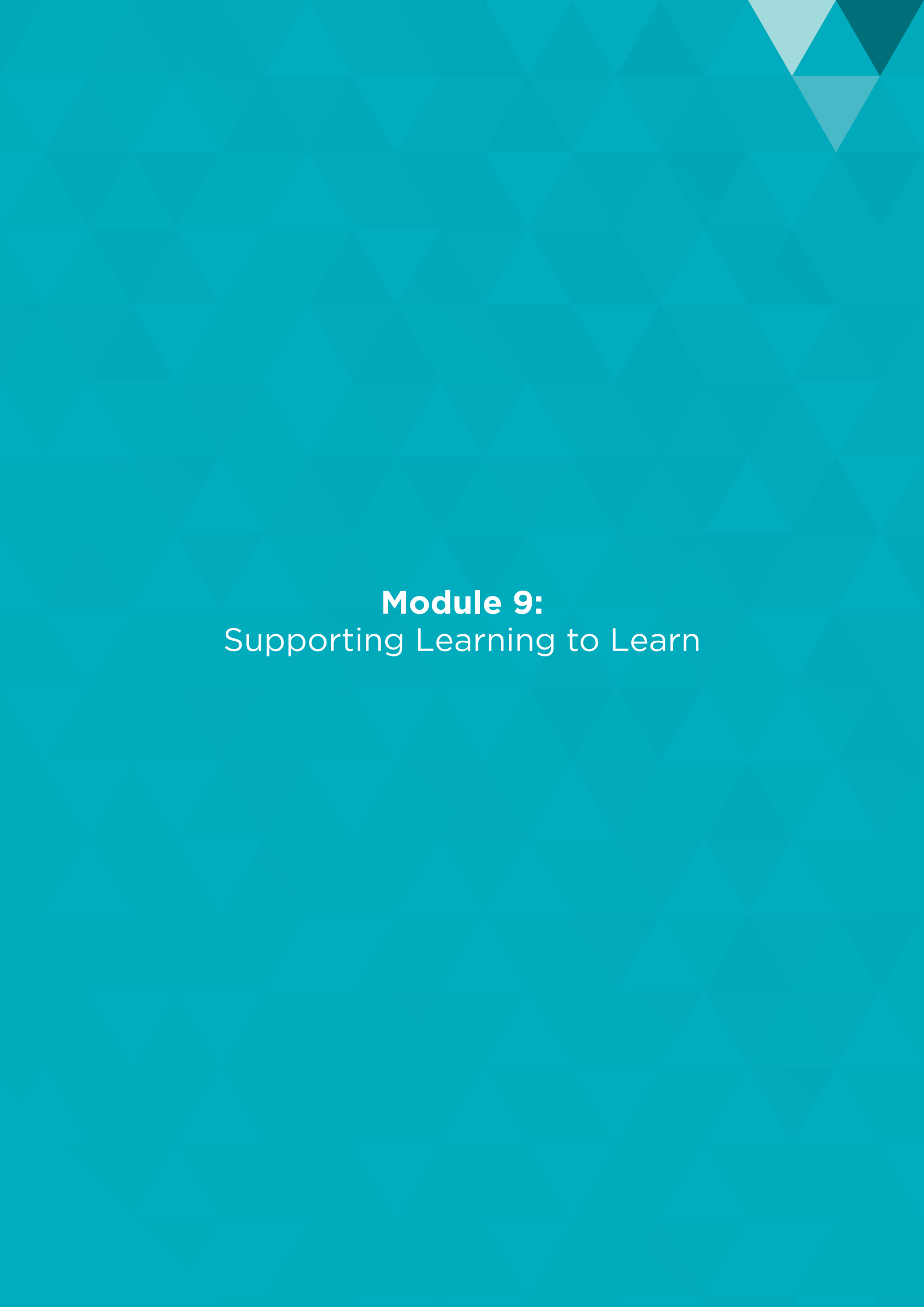
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Module 9:
Supporting Learning to Learn

Introduction

Welcome to Module 9 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In this module, we will explore strategies that empower learners to recognise and appreciate their own ability to learn. Having an awareness of how we learn, means we can make decisions for ourselves that can help us to overcome learning challenges. Terms used in this module include: 'Learning to Learn,' 'Metacognition,' and 'Metacognitive Awareness and Agency.'

Learning to Learn

'Learning to learn' is related to developing an awareness of ourselves as learners. This involves reflecting on strategies that support our learning process and selecting the right strategies when problem solving in new areas of learning. We also need to self-monitor to ensure that the strategies we choose are effective.

Metacognition

Metacognition means 'learning to learn'. It is thinking about thinking. It involves asking questions and using strategies that will help you to learn more effectively. It involves checking on and 'monitoring' your own learning.

Metacognitive Awareness

Having an awareness of how we think and learn is called 'metacognitive awareness'. This is important as learners are expected to become more independent over time. If learners develop an awareness of the strategies and questions that support their independence, they will experience ownership over their own learning. Learners can use metacognitive strategies throughout their lifetime to pursue new learning.

Agency

Ownership over learning is sometimes referred to as 'student agency.' Learners who have agency in the learning process know their strengths and goals, explore their interests, and know how to problem solve when learning is challenging, for example, using strategies and resources, or asking for support from a teacher or peer. Learners who have developed a sense of agency are aware of their ownership of their learning process. They also can contribute to the agency of others by sharing their metacognitive strategies and resources for learning.

Learner Experiences with Agency

It is important to keep in mind that some learners have educational histories in other countries that are culturally different to dominant teaching practices in Aotearoa New Zealand. Educational experiences and histories shape learners' agency in different ways. What is considered 'agentic' to the teacher may cause tension for the learner. For example, some learners may choose 'silence' as an agentic and respectful action, whereas the teacher may be expecting the learner to question and challenge ideas. Within a strengths-based approach, it is important to recognise that all learners experience agency in their lives outside of school, and this agency can be built upon as they engage in school learning. Belief in oneself is tied to the learner's persistence to overcome challenges. Therefore, learners need both metacognitive strategies, as well as teachers who believe in them and know their strengths.

Emergent Bilinguals use their stronger language as a metacognitive tool to support the learning of another language. For example, learners may think and make meaning in their stronger language and transfer that conceptual knowledge into the target language. In this sense, Emergent Bilingual learners are already thinking metacognitively. Teachers and learning assistants actively need to create space for

learners to do this in order for learners to recognise and tap into their metacognitive strengths.

The following task is a mind map on 'learning to learn' and 'agency'. The purpose of this task is to explore personal experiences that learning assistants have with agency in their everyday lives and how this can be used as a springboard to understand metacognition.

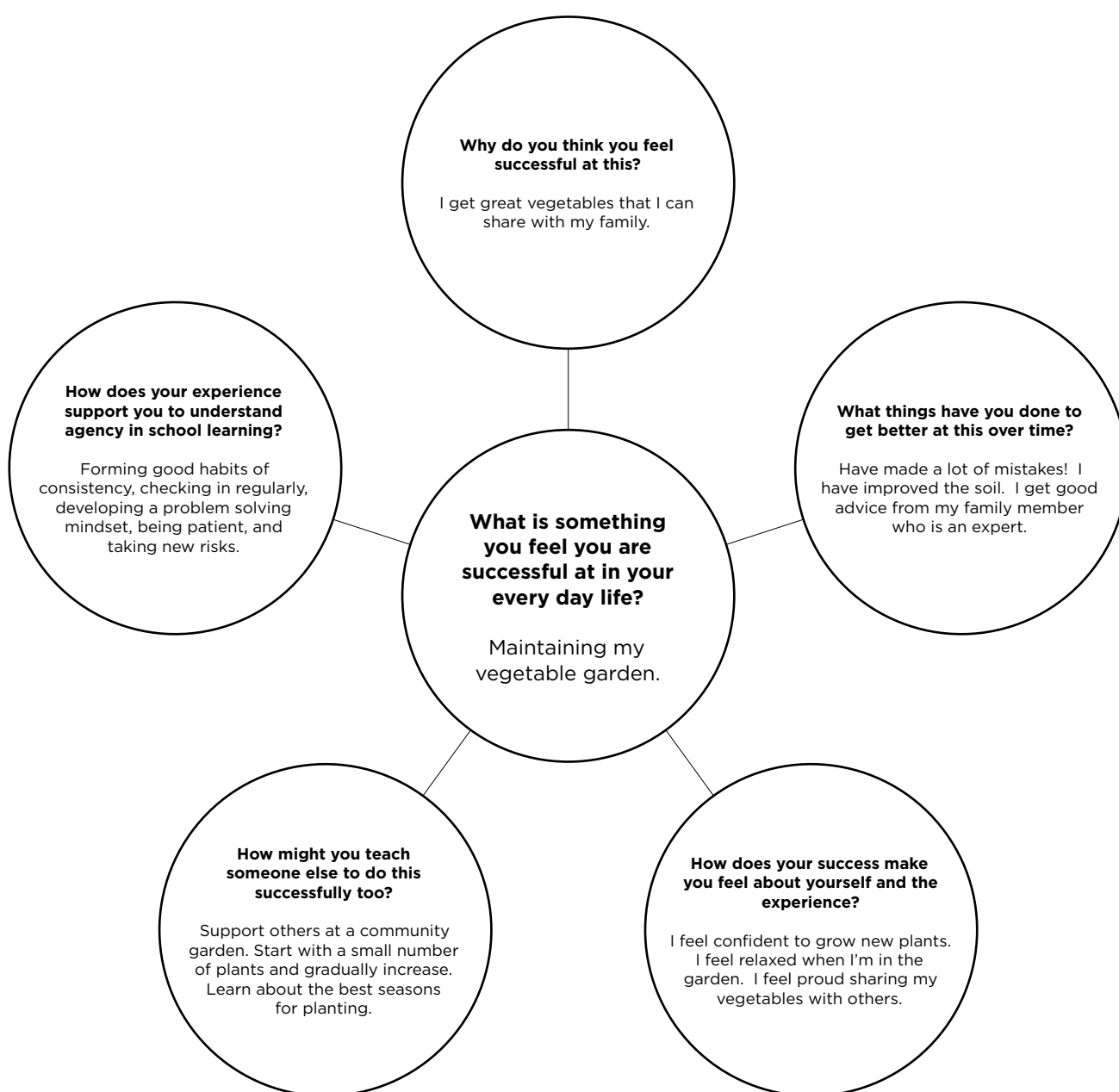
Task Instructions:

In small groups, respond to and discuss the key questions in the following mind map.

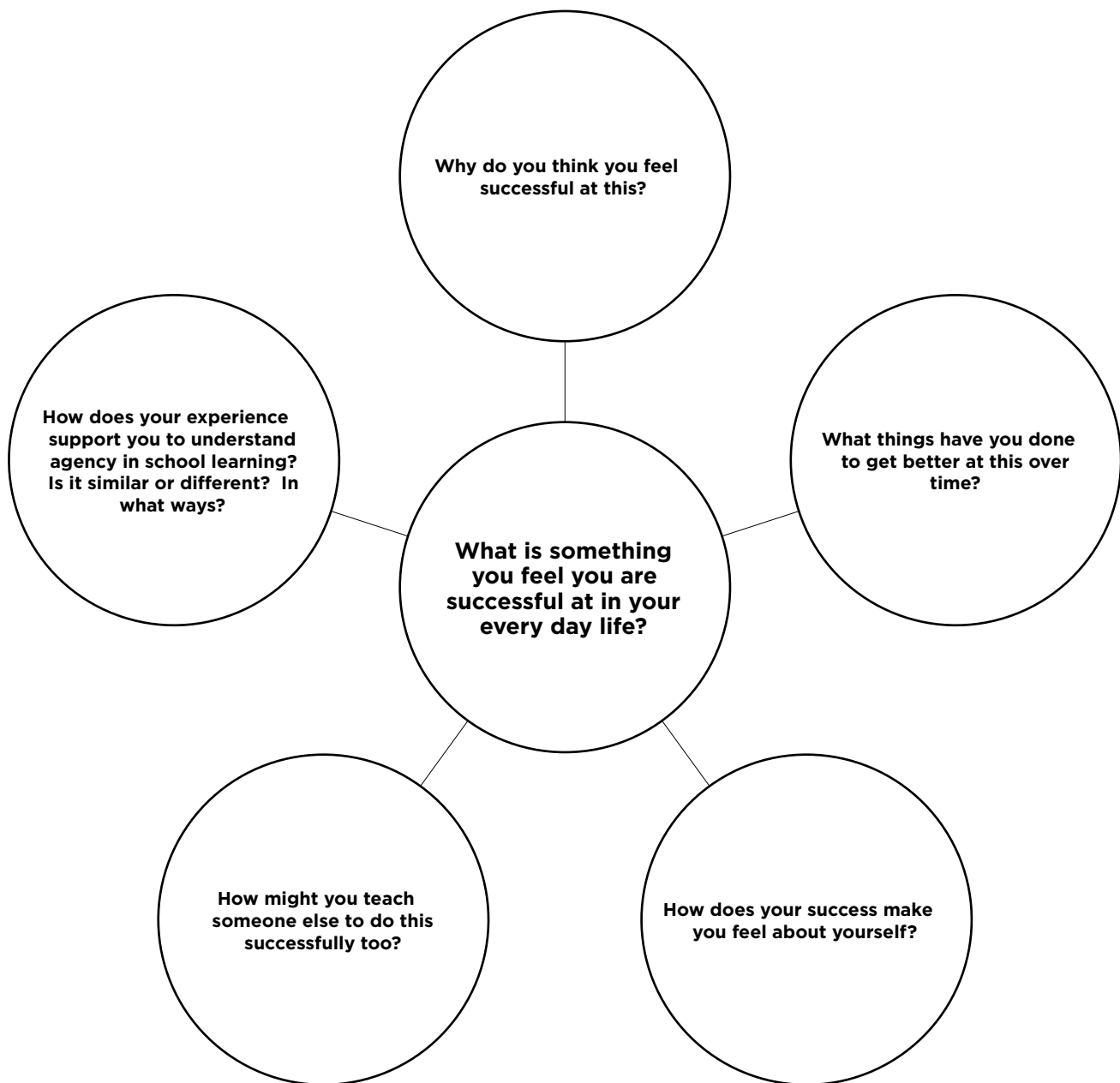
As you discuss, consider:

- What strategies did people share that led to their success?
- Where might these strategies be useful for learning in school?

You can use the example below to support your thinking:



Module 9: Task 1: Mind Mapping on Learning to Learn and Agency



Supporting Metacognition

These are strategies that support learners in developing metacognition and metacognitive awareness before, during, and after a lesson.

Before the lesson, learning assistants can promote metacognitive awareness by:

- inviting learners to explore key vocabulary in their heritage language/s
- finding out what links can be made between learners' prior knowledge and experiences and the new learning

- introducing the learning intentions (learners know what they are learning about or doing)
- explaining the purpose for learning (the why)
- explaining how learners will know they have been successful, including checking in with learning goals or the success criteria.

During the lesson, learning assistants can promote metacognitive awareness by:

- inviting learners to access resources that promote agency and increasing independence, for example, experiences to express meaning in multiple ways such as role play, drawing, movement or games, bilingual dictionary, visuals, online videos or websites*, previous graphic organisers or plans, and talking with a teacher, learning assistant, or peer
- giving opportunities for learners to make meaning, discuss ideas, or problem solve in their heritage language/s
- supporting learners to see themselves as independent and successful by taking healthy risks within a supported lesson
- checking in with learners to revisit aspects about the lesson (see below).

*It is important to check all online content before sharing with learners. You may want to have conversations about online content and school protocol with the classroom teacher.

After the lesson, learning assistants can promote metacognitive awareness by:

- giving learners an opportunity to reflect (individually and as a group) on what went well for them and what was difficult
- identifying and sharing strategies that were helpful for problem solving
- setting goals for the next lesson
- communicating feedback from the learner/s with the classroom teacher to inform future lesson planning.

Supporting Independent Learning:

It is important to support learners to become independent in their learning as they progress through the schooling system, enabling them to

respond positively to learning challenges. This idea of independent learning connects with the New Zealand Curriculum's Key Competency of 'Managing Self'.

This competency is associated with self-motivation, a "can-do" attitude, and with students seeing themselves as capable learners. It is integral to self-assessment. Students who manage themselves are enterprising, resourceful, reliable, and resilient. They establish personal goals, make plans, manage projects, and set high standards. They have strategies for meeting challenges. They know when to lead, when to follow, and when and how to act independently. (New Zealand Curriculum, 2007, p. 12)

As learners become familiar with a range of 'learning to learn' strategies, they can be reminded of strategies they have learnt, for example, graphic organisers, note taking, memorisation, etc. Learners can be encouraged to become more independent in using these strategies by asking questions of themselves, such as:

- What am I trying to do?
- Do I understand what is expected of me?
- If I don't understand, what can I do about it?
- What strategy could I use to help me complete this task?
- What strategy would be most useful in this context?

"Checking in":

- Checking in can occur before, during, or after the lesson.
- Learning assistants can check in to see what questions and interests have come up for learners before, during, or after the lesson.
- Learning assistants can prompt learners to look for connections between what they know or have learned in another subject area in relation to the current lesson.
- Learners can be encouraged to express their thinking in their heritage language/s, or English, or a combination during check in times.

Module 9: Task 2: Using a KWHL Graphic Organiser

Purpose: KWHL is a graphic organiser that can be used at different points in a lesson to help learners think through and record what they Know (K), what they Want or need to know (W), How they will learn it (H), and what they have Learnt (L).

The 'How' (H) aspect of this graphic organiser is important because it contributes to a learners' sense of agency. The 'H' highlights actions the learner can take to actively engage in the lesson by connecting to their own knowledges, interests and questions (from the 'K' and the 'W').

It is important that learners have opportunities to see their growth over time (i.e. what they

know at the beginning of a topic and what they know at the end). Making time to celebrate new learning is very important to developing learner agency.

It is important learners are able to express and record their ideas in heritage language/s as well as in English.

Task Instructions: Complete the KWHL graphic organiser below in relation to one of the success stories from Task 1, for example, singing, weaving, pruning, etc.

K What I already Know	W What I Want to know next	H How I will find out	L What I have Learnt

Module 9: Task 3: Disappearing Text

The Disappearing Text or 'Rub Out' task provides an opportunity for learners to demonstrate their ability with text memorisation and recitation focused on meaningful text.

This task uses the learning to learn strategies of memorisation and recitation, which may be familiar to learners in their family cultural practices. The Disappearing Text should always be used with content that learners understand and care about, rather than being used for meaningless rote learning. It also presents an enjoyable way for students to learn and retain important information.

Because learners work together to read the text aloud, they get practice in speaking, listening, and reading in a safe way.

Task Instructions:

1. Write the definition/text on the whiteboard.
2. The learning assistant reads the definition/text to the learners.
3. The learners read the definition/text aloud together.
4. The learning assistant rubs out every seventh word replacing it with a line to show that there is a missing word.
5. Learners read out the text including the missing word/s that they retrieve from memory.
6. The learning assistant continues rubbing out, with learners reading the definition/text, until there is no text on the board.
7. Learning assistants might create a fun challenge by asking individual learners to try recalling the entire definition/text from memory.
8. Learners then write the definition/text into their books from memory.

Try this task with your colleagues or coordinating teacher using the definition/text below:

Metacognition means 'learning to learn'. It is thinking about thinking. It involves asking questions and using strategies that will help you to learn more effectively. It involves checking on and 'monitoring' your own learning.

Reminder:

- Always use an important piece of text or definition for this activity that learners need to remember.
- A text should not be too long so learners can be successful. It can be two or three sentences for older learners and can be adapted for younger learners, or those beginning to acquire English as an additional language.
- Disappearing Texts can be in languages other than English.

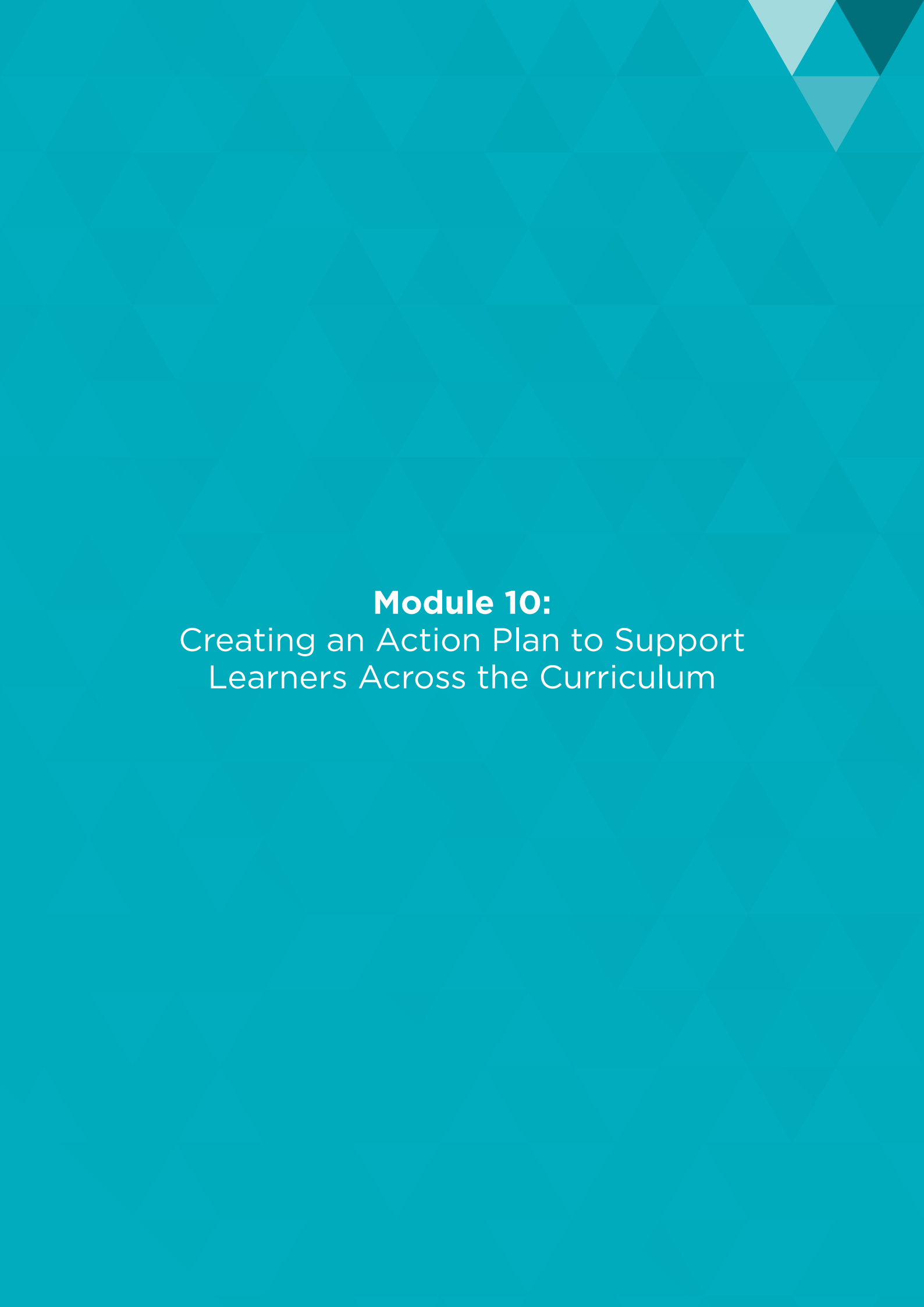
Recapping Key Vocabulary: Module 9

Term	Definition
Metacognition	Awareness and understanding of one's own thought processes
Agency	To have ownership over learning
Metacognitive awareness	To have an awareness of how we think and learn
Metacognitive strategies	Tools we know and use that help us to learn more effectively

Coming up: Module 10

Module 10 is about using your learning from this handbook to create an action plan to support learners.

Preparation: Take some time to reflect on the modules of this handbook and what you have found most useful. Reflect on what you would like to put into practice or improve on. Think about where you might find opportunities to practise your new strategies in the classroom.



Module 10:
Creating an Action Plan to Support
Learners Across the Curriculum

Introduction

Welcome to Module 10 of Working with English Language Learners: A handbook for learning assistants (WELLS).

In Module 1, we discussed the 'Learning Inquiry' stage, the later stage of the teacher inquiry cycle where we ask: ***What happened as a result of the teaching, and what are the implications for future teaching?*** In this module, you will consider these questions to create an action plan. This action plan is a working document, meaning that it can be updated and adapted to suit your teaching journey beyond the handbook. It can act as a prompt to revisit key ideas when you may face teaching challenges or have questions about teaching decisions. Emergent Bilinguals are often acquiring an additional language, while also acquiring knowledge of the curriculum. Each curriculum area has its own subject specific vocabulary, and therefore, it is important for learning assistants to ensure the work they are doing with learners is linked as closely as possible to what is being encountered in the classroom. Learners can then connect classroom learning to their individual or small group lessons and vice versa. Individual or small group lessons can also be a follow up to classroom learning when more support and practice is beneficial for learning the content.

Module 10 Task 1: Connecting the Modules to Practice

Purpose: To think about some of the key ideas in the WELLS Handbook, and to connect those ideas to what we do with learners.

Task Instructions: Read the following 16 statements and choose one or two that connect with your everyday teaching practice. Share examples of how you enact these key ideas with your learners.

1. There are opportunities for frequent varied repetition, including independently usable digital resources.
2. There is wait time after a question has been asked.
3. There are opportunities to use heritage languages to talk about the learning.
4. The learner feels they are in a safe physical and emotional environment and everyone's contributions are valued.
5. New vocabulary is taught within a meaningful context.
6. Learning tasks are broken down into manageable parts.
7. Models or examples are given, especially for writing.
8. There are opportunities to talk about the new learning and to ask questions.
9. Learners experience success that is inclusive of their cultural and linguistic resources.
10. Learners understand the purpose of the task.
11. Learners are taught 'learning to learn' strategies, such as note-taking to organise thinking and the use of digital tools where appropriate.

12. Links are made between familiar content and new content, and learners are empowered to recognise these links independently.
13. Learning tasks are planned to integrate listening, reading, viewing, with speaking, writing, and presenting.
14. There are opportunities to practise target vocabulary across input and output modes.
15. Appropriate texts are used, for example, age, curriculum, text complexity, interests, background knowledge, family cultures etc.
16. There are opportunities for language experience as springboards for curriculum learning, for example, cooking, crafts, trips, use of real objects etc.
 - What implications do these results have on future teaching and learning?
 - How might you put strategies into action to support language and content learning across the curriculum?

You can adapt the action plan to suit the needs and goals of your learners and school setting.

Module 10 Task 2: Action Plan

In collaboration with your classroom teacher/s, use the prompts below to consider:

- What have you learnt throughout this handbook?
- What has happened as a result of your learning?

- What implications do these results have on future teaching and learning?
- How might you put strategies into action to support language and content learning across the curriculum?

You can adapt the action plan to suit the needs and goals of your learners and school setting.

Action Plan Example:				
Name: _____				
Term 1 2 3 4 (Please circle)				
My strengths as a learning assistant:				
<ul style="list-style-type: none"> • I can speak English and Hindi and I use both languages with learners I work with. • I have a good working relationship with my classroom teacher. • I have been a learning assistant for 13 years, am able to build positive relationships with learners and they feel safe. 				
Goal	Curriculum area	Supporting resources	How will I know I have met this goal?	Reflection:
To encourage more talk (oral language) in my reading lessons.	Literacy/ oral language/ reading	WELLS module 6 Classroom teacher Questioning dice	Learners will be using the questioning dice independently. Learners will be using speaking frames. Learners will be using heritage languages in group discussions where possible.	
To use my heritage language to help learners understand what they are about to learn in science.	Science	WELLS module 5 WELLS module 9 Classroom teacher Science curriculum document	I will find out what key science concepts we will be learning about, and we will build a bilingual word wall that learners can refer to. We will add to this throughout the term. We will create bilingual word cards together.	
To incorporate maths games in my teaching that support learners to understand mathematical concepts and vocabulary.	Numeracy	WELLS module 5 WELLS module 9 Classroom teacher Maths curriculum document	Through observation and support during repetitive and engaging experiences with maths games, I will notice progress in learner independence and problem solving. Learners will demonstrate progress in their conceptual understanding as the maths games are repeated over a period of lessons. I will observe and listen to how learners reflect on their learning strategies and use vocabulary during maths games.	

Action Plan Example:				
Name:				
Term	1	2	3	4 (Please circle)
My strengths as a learning assistant:				
•				
•				
•				
Goal	Curriculum area	Supporting resources	How will I know I have met this goal?	Reflection:

Recapping Key Vocabulary: Module 10

Term	Definition
Learning inquiry stage	The later stage of the inquiry cycle where we check on the impact of our changed practice

Resources

For ongoing support and learning, you can check the online modules of 'Working with English Language Learners: A Handbook for Learning Assistants'.

WELLS Modules Task Overview:


Where to Find Each Task in the Handbook

	Module 1	Module 2	Module 3	Module 4
Overarching purpose of module	Understanding the Role of the Learning Assistant	Valuing and Utilising Learners' Language and Cultural Resources	Understanding Additional Language Acquisition	Utilising Effective Teaching and Learning: Scaffolding
Task 1	'Think, Pair, Share'	Know Your Learner	Describing the Factors Influencing the Learning Journey of an Emergent Bilingual Learner	Planning for Scaffolding
Task 2	Reflecting on our Roles Y-Chart	Term and Definition Match - ESOL Labels		
Task 3				
Task 4				
Task 5				

Module 5	Module 6	Module 7	Module 8	Module 9	Module 10
Supporting Oral Language and Vocabulary Development	Understanding the Importance of Questioning	Supporting Reading	Supporting Writing	Supporting Learning to Learn	Creating an Action Plan to Support Learners Across the Curriculum
Collocations Chart	Creating Questions at Three Levels	Building Knowledge about Supporting Reading	Venn Diagram Graphic Organiser	Mind Mapping on Learning to Learn and Agency	Connecting the Modules to Practice
Picture Sequence	Categorising Three Levels of Questions		Cutting up a Model Text and Putting it Back Together Again	Using a KWHL Graphic Organiser	Action Plan
Strip Text	Questioning Dice		Skills Flow	Disappearing Text	
Speaking Frames			4 x 3 Grid		
Say-It!					

Look, Say, Spell, Cover, Write, Check, Self and Pair Checking, Games, Bilingual Word Cards, Clines, Before and After, Vocabulary Grid, Labelling, Wordshape Consensus, Structured Overviews, and Free Overview are also mentioned in Module 5.

This certificate is a sample only. Visit the online modules of 'Working with English Language Learners' to download a printable version of the certificate.


MINISTRY OF EDUCATION
TE TĀHUUHU O TE MĀTAURANGA

educación *faamasa*
Certificate in
Working with English Language Learners

Module 1:
Understanding the Role of the Learning Assistant

Coordinating teacher:
Date: / /

Module 2:
Valuing and Utilising Learners' Language and Cultural Resources

Coordinating teacher:
Date: / /

Module 3:
Understanding Additional Language Acquisition

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Module 4:
Utilising Effective Teaching and Learning: Scaffolding

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Module 5:
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Coordinating teacher:
Date: / /

Module 10:
Creating an Action Plan to Support Learners Across the Curriculum

Coordinating teacher:
Date: / /

Awarded to _____
in recognition of completion of the professional development programme:
Working with English Language Learners

Principal (name): _____
Signed: _____
School: _____
Date: / /

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