

### **Course rationale: Short term ESOL for International students**

This course is designed for groups of International students who come to New Zealand for a month in their holidays to improve their English and experience life in a different culture and country. English lessons are planned around participation in mainstream classes in the afternoons, trips to local areas of interest and weekend trips to tourist centres. Topics have been chosen to give an understanding of life in New Zealand.

The language focus is on oral skills as many of the learners have had a focus on reading and writing in English classes in their home countries.

It is assumed that diagnostic assessment will take place during the first week.

<b>COURSE OUTLINE:</b> Short term ESOL for International students				<b>ELLP/ELIP level:</b> Stage 2-3
<b>Duration:</b> One month				
<b>Ongoing programmes</b>				
<b>Learning objectives: ELIP</b>				
<ul style="list-style-type: none"> <li>• Awareness of culturally appropriate behaviour such as pro-social skills in a classroom</li> <li>• Can choose appropriate texts to reading level and read, understand &amp; respond</li> <li>• Can use a range of strategies to increase vocabulary</li> </ul>				
<b>Principles:</b> with an emphasis on the following:				
	<b>High expectations</b>	<b>Inclusion</b>	<b>Learning to learn</b>	
<b>Values:</b> with an emphasis on the following:				
	<b>Excellence</b> – aiming high, persevering	<b>Innovation, enquiry and curiosity</b>	<b>Community and participation</b>	
Key Competencies	Programmes	Content and language learning outcomes	Differentiation	Assessment
<p><b>Managing self</b> – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage.</p> <p><b>Using language, symbols, and texts</b> – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p>	<p><b>Learning in a NZ classroom</b> Students are divided into groups (according to age &amp; interests) and sit in on subject classes every afternoon.</p> <p><b>Journal writing</b> Students will keep a daily journal. This could be in a book or an online blog.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• become familiar with classroom procedures;</li> <li>• learn to listen to instructions;</li> <li>• interact with English speakers in pair and group work.</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• use simple past tense to write about recent experiences.</li> </ul>	<p><b>Additional support</b> Ensure that learners who need extra support are paired with an L1 buddy.</p> <p><b>Additional support</b> Use of sentence starters, writing frames, exemplars.</p>	<p><b>Informal assessment:</b> Class discussions on differences between classrooms in NZ schools and classrooms in own country. Complete a checklist of ways of responding in a mainstream class.</p> <p><b>Informal assessment</b> Teacher reads daily entries and comments or asks questions. Anecdotal notes kept of teaching points.</p>

<p><b>Learning to learn</b> Students will become familiar with a range of effective learning strategies.</p>	<p><b>Extensive reading</b> Students choose books from a class library (graded readers) and complete a short log when they finish a book.</p> <p><b>Vocabulary development</b> Individual vocab programme based on card method.</p> <p><b>Learning to learn</b> Students will become familiar with a range of effective learning strategies</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• learn to choose appropriate texts;</li> <li>• share their reading experience with others in pairs &amp; groups.</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• learn a range of strategies for independent vocab learning;</li> <li>• learn unknown words from word lists based on diagnostic testing results;</li> <li>• learn high frequency topic related words.</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• complete learning logs (with starters);</li> <li>• use 'quick writing' to reflect on what they have learnt and what they still need to learn.</li> </ul> <p>(This may be in L1).</p>	<p><b>Additional support:</b> Model reading strategies through guided reading sessions.</p> <p><b>Extension:</b> Encourage learners to share their reading experiences with class and answer questions.</p> <p><b>Additional support:</b> Some learners may need to begin with the 300 word list.</p> <p><b>Extension:</b> Learners will have opportunities to work at a faster pace – making progress to AWL word list and more generalised vocabulary.</p> <p><b>Additional support:</b> Learning logs with starters. Ability to write logs in L1 and use L1 for quick writing.</p> <p><b>Extension:</b> Include questions that enable learners to reflect on how they learnt i.e. to identify strategies used.</p>	<p><b>Informal assessment:</b> Teacher /student conferences re books read.</p> <p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self-assessment</li> <li>• Peer assessment</li> </ul> <p><b>Summative assessment</b> Weekly tests based on vocab card lists</p> <p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self-assessment</li> <li>• Teacher/student conferencing</li> </ul>
--	---	---	---	---

## Resources

### **Print: Reading**

Class sets of graded readers  
Age-appropriate journals  
A range of picture books  
Fiction & non-fiction books  
Magazines & newspapers

### **Software: Reading**

<http://en.childrenslibrary.org/>

Books in L1

<http://www.childrenslibrary.org/icdl/SearchWorld?ilang=English>

### **Recommended graded readers for an extensive reading program**

<http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx>

(Click on vocabulary resource booklet, then on graded readers list)

### **Vocabulary development**

Word lists

<http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx>

(Click on vocabulary resource booklet, then on levels test and then word lists)

### **Interactive word tests**

[www.lexutor.ca/](http://www.lexutor.ca/)

**COURSE OUTLINE:** Short term ESOL for International students  
**Duration:** Week one **ELLP/ELIP level:** Stage 2-3

- Learning objectives: ELIP**
- Can understand & respond to a simple request; Can listen for simple detail
  - Can listen and respond to procedures & instructions
  - Can listen, respond to, give and write a simple recount

**Principles:** with an emphasis on the following: **Cultural diversity**                      **Inclusion**                      **Community engagement**

**Values:** with an emphasis on the following: **Innovation, inquiry and curiosity**                      **Diversity**                      **Community and participation**

Key competencies	Topics and language features	Content & language learning outcomes	Differentiation	Assessment
<p><b>Managing self</b> – self-motivated, establish personal goals, make plans, set high standards, have strategies for meeting challenges and participate in self assessment.</p> <p><b>Relating to others</b> – listen actively, recognise different points of view, negotiate, share ideas.</p> <p><b>Thinking</b> – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p>	<p><b>Topic: <i>Learning and living in New Zealand</i></b></p> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>• Simple past tense including action verbs</li> <li>• Nouns to name people, places, things</li> <li>• Adjectives to describe</li> <li>• Conjunctions to sequence events in time</li> <li>• Adverbial phrases to locate in time and place</li> <li>• Compound sentences</li> <li>• Question formation: ‘wh’ forms</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• deconstruct a recount text to illustrate its features;</li> <li>• construct a recount text using prompts;</li> <li>• listen to respond to requests for personal information;</li> <li>• become familiar with school procedures e.g. rules; routines; timetables; key areas; support available;</li> <li>• retell own personal story.</li> </ul>	<p><b>Additional support:</b> Use pictures, videos, maps to build field knowledge and identify people, places, events. Make word banks and glossary for content words.</p> <p><b>Extension:</b> Use online activities to extend learners e.g. podcasts, power point for personal stories.</p>	<p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Teacher-student conferencing</li> </ul> <p><b>Formative assessment</b> Oral task: In small groups retell personal stories in 3-5 minutes.</p> <p><b>Summative assessment</b> Oral presentation to the class using power point followed by peer evaluation using checklist.</p>

## Resources

### Print

Dictionaries

AUT Picture Dictionary.

### ***Learning and living in New Zealand***

ELIP Stage 2, 3a-3d, 9a-9d; 18a-18d (particularly 18c Museum Trip)

Choices School Journal: *Settling In*  
Parker, K. *Yi Jan's Homestay*.

*Living in New Zealand.*

*Everyday Life in New Zealand.*

*New Zealand: A language survival kit.*

### Electronic

<http://www.waikato.ac.nz/international/students/general/culture.shtml>

<b>COURSE OUTLINE:</b> Short term ESOL for International students				<b>ELLP/ELIP level:</b> Stage 2-3
<b>Duration:</b> Week two				
<b>Learning objectives: ELIP</b>				
<ul style="list-style-type: none"> <li>• Can read, understand and respond to an information report</li> <li>• Can write an information report</li> </ul>				
<b>Principles:</b> with an emphasis on the following:				
<b>Treaty of Waitangi</b>		<b>Cultural diversity</b>	<b>Community engagement</b>	
<b>Values:</b> with an emphasis on the following:				
<b>Excellence</b>		<b>Diversity</b>	<b>Community and participation</b>	
<b>Key competencies</b>	<b>Topics and language features</b>	<b>Content &amp; language learning outcomes</b>	<b>Differentiation</b>	<b>Assessment</b>
<p><b>Using language, symbols, and texts</b> – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p> <p><b>Relating to others</b> – listen actively, recognise different points of view, negotiate, share ideas.</p> <p><b>Participating and contributing</b> – a sense of belonging and confidence to participate within new contexts.</p>	<p><b>Topic: <i>Discovering New Zealand</i></b></p> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>• Timeless present tense</li> <li>• General nouns and detailed nouns to build up description</li> <li>• Relating verbs</li> <li>• Action verbs to build information</li> <li>• Compound and complex sentences</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• deconstruct an information text to show language features;</li> <li>• construct an information text using a matrix;</li> <li>• learn about Maori heritage &amp; culture;</li> <li>• keep a photo journal and blog of trips;</li> <li>• choose one aspect to research and present to class using power point.</li> </ul>	<p><b>Additional support:</b> A greater emphasis on context embedded activities with use of visuals. Guided writing activities e.g. cloze, starter questions, parallel writing.</p> <p><b>Extension:</b> Develop written information report to present to class with visual support.</p>	<p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Teacher-student conferencing</li> </ul> <p><b>Formative assessment</b> Read and respond to an information text.</p> <p><b>Summative assessment</b> A written information report.</p>

Resources			
Print	Electronic	Visits from subject specialists	EOTC
<p><b><i>Discovering New Zealand</i></b></p> <p>ELIP Stage 2, 9d: <i>A Field Trip to Rotorua</i>            ELIP Stage 2 20c: <i>New Zealand</i>            Newspapers in Education: Te Marae            Journals: Birthday Party 1995, Pt 2, No 3; Te Papa Tongarewa, 2001 Pt 2 No 1; A visit to Tapu Te Rangī Marae, 2001, Pt 2, No 1.</p> <p>Arbury, J. <i>Discover New Zealand</i>.</p>	<p><a href="http://www.tourism.net.nz/">http://www.tourism.net.nz/</a> (see audio clips)</p> <p><a href="http://www.nzescape.com/">http://www.nzescape.com/</a></p> <p><a href="http://www.rotoruanz.com/">http://www.rotoruanz.com/</a></p> <p><a href="http://www.maori.org.nz/">http://www.maori.org.nz/</a> (see slide shows, educational resources)</p> <p><a href="http://www.tki.org.nz/r/socialscience/curriculum/SSOL/marae/index_e.php">http://www.tki.org.nz/r/socialscience/curriculum/SSOL/marae/index_e.php</a> (unit plan for a marae visit)</p>	<p>Visit from Maori language teacher to prepare for marae visit.</p>	<p>Visit to a local marae.</p> <p>Visits to places of interest.</p>



<b>COURSE OUTLINE:</b> Short term ESOL for International students			<b>ELLP/ELIP level:</b> Stage 1-2	
<b>Duration:</b> Week 3				
<b>Learning objectives: ELIP</b>				
<ul style="list-style-type: none"> <li>• Can read, understand and respond to simple texts on issues; can identify main idea and supporting information.</li> <li>• Can write a simple explanation paragraph</li> <li>• Can listen and respond to questions about future events</li> </ul>				
<b>Principles:</b> with an emphasis on the following:				
	<b>High expectations</b>	<b>Inclusion</b>	<b>Learning to learn</b>	
<b>Values:</b> with an emphasis on the following:				
	<b>Excellence</b>	<b>Equity</b>	<b>Integrity</b>	
Key competencies	Topics and language features	Content & language learning outcomes	Differentiation	Assessment
<p><b>Thinking</b> – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p> <p><b>Relating to others</b> – listen actively, recognise different points of view, negotiate, share ideas.</p> <p><b>Managing self</b> – self-motivated, establish personal goals, make plans, set high standards, have strategies for meeting challenges and participate in self assessment.</p>	<p><b>Topic: <i>Out &amp; About in New Zealand</i></b> Leisure, customs, social interactions.</p> <p><b>Language features:</b></p> <ul style="list-style-type: none"> <li>• Strategies to sustain conversation</li> <li>• Appropriate language to agree &amp; disagree</li> <li>• Verbal and non-verbal feedback to show interest &amp; opinion</li> <li>• Adjectives of degree &amp; comparatives to express personal feelings &amp; preferences</li> <li>• Turn-taking strategies</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• learn about leisure activities &amp; social events in NZ;</li> <li>• listen, respond to and give an opinion;</li> <li>• participate in a group discussions to arrange a social event.</li> </ul>	<p><b>Additional support &amp; extension</b></p> <p>Use mixed groups so that learners who require additional support are paired with more able learners.</p>	<p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Teacher-student conferencing</li> </ul> <p><b>Formative assessment</b> Pair discussion using cue cards.</p> <p><b>Summative assessment</b> Group discussion to arrange an event (videoed).</p>

Resources			
Print	Electronic	Visits from subject specialists	EOTC
New Zealand, A Survival Guide to Customs and Etiquette (Culture Shock) By P. Oetli	<a href="http://www.newzealandnz.co.nz/activities/">http://www.newzealandnz.co.nz/activities/</a> <a href="http://www.fourcorners.co.nz/new-zealand/activities/">http://www.fourcorners.co.nz/new-zealand/activities/</a> <a href="http://www.nzonline.org.nz/leisureactivitiesindex.htm">http://www.nzonline.org.nz/leisureactivitiesindex.htm</a> <a href="http://www.nzto.com/">http://www.nzto.com/</a>	Visit from PE teacher (Students prepare questions on NZ sports and leisure activities).	Trips to participate in leisure activities.

**COURSE OUTLINE:** Short term ESOL for International students

**Duration:** Week 4

**ELLP/ELIP level:** Stage 2-3

**Learning objectives:**

- Can listen and understand main idea and supporting details in texts
- Can listen and respond appropriately to questions about self
- Can use appropriate language forms and interactive strategies in an interview situation

**Principles:** with an

emphasis on the following: Learning to learn Coherence Future focus

**Values:** with an emphasis on the following:

Excellence Equity Integrity

Key competencies	Topics and language features	Content & language learning outcomes	Differentiation	Assessment
<p><b>Managing self</b> – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage.</p> <p><b>Thinking</b> – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.</p> <p><b>Using language, symbols, and texts</b> – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.</p>	<p><b>Topic: <i>Where to next?</i></b></p> <p><b>Language skills:</b></p> <ul style="list-style-type: none"> <li>• Listen for main idea</li> <li>• Listen for specific details</li> <li>• Modality</li> <li>• Interactive strategies e.g. clarifying, checking, giving &amp; responding to feedback</li> <li>• Appropriate language to the situation</li> <li>• Appropriate articulation, pronunciation, intonation &amp; stress</li> </ul>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• listen to understand texts about future plans;</li> <li>• talk about future plans in an interview.</li> </ul>	<p><b>Additional support:</b> Use extra support for listening exercises e.g. sentence starters. Practise with tapes that can be listened to several times. Include practice in pairs with guided support for speaking exercises.</p> <p><b>Extension:</b> Use students to be the interviewer.</p>	<p><b>Informal assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Teacher - student conferencing</li> </ul> <p><b>Formative assessment</b> Listen to texts and respond to questions.</p> <p><b>Summative assessment</b> Formal interview (based on ESOL unit standard 1287 or 17359).</p>

Resources			
Print	Electronic	Visits from subject specialists	EOTC
Journal surf for appropriate School journals	<a href="http://www2.careers.govt.nz/advice.html">http://www2.careers.govt.nz/advice.html</a> (4 key steps to planning a career)  <a href="http://www2.careers.govt.nz/home_page.html">http://www2.careers.govt.nz/home_page.html</a> (see people's career stories)	Visit from career's advisor (students prepare questions about careers in NZ).	Visit a university, polytechnic

<b>Final evaluation of course</b>	<b>Suggested changes</b>
<p data-bbox="188 392 763 421">Collate comments from student evaluations.</p> <p data-bbox="188 663 913 692">What impact did my teaching have on student learning?</p> <p data-bbox="188 903 528 932">What evidence do I have?</p>	<p data-bbox="1167 392 1832 421">What would I plan to do differently next time? Why?</p>