BACKGROUND INFORMATION

In 2006 the Ministry of Education produced the first in a series of DVDs for professional development: Making Language and Learning Work 1: Integrating language and learning in secondary Maths and Science. In 2007 Making Language and Learning Work 2: Integrating language and learning in secondary English and Social Sciences followed. Making Language and Learning Work 3: Integrating language and learning in Years 5 to 8, produced in 2008, is the third DVD in the series.

THE NEW ZEALAND CURRICULUM

This resource is aligned with key intentions in *The New Zealand Curriculum.* For each learning area, students need specific help from their teachers as they learn:
- the specialist vocabulary associated with that area
- how to read and understand its texts
- how to communicate knowledge and ideas in appropriate ways
- how to listen and read critically, assessing the value of what they hear and read.

In addition to such help, students who are new learners of English or coming into an English-medium environment for the first time need explicit and extensive teaching of English vocabulary, word forms, sentence and text structures and language uses *(The New Zealand Curriculum 2007, p. 16).*

Other aspects of *The New Zealand Curriculum* can be observed in the teaching and learning sequences. These include (but are not limited to):

- the Principles e.g. cultural diversity & inclusion
- the Values e.g. diversity
- the Key Competencies e.g. contributing and participating

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Teaching as inquiry – Teacher actions promoting student learning

Effective pedagogy, teacher action that promotes student learning, is an expectation in *The New Zealand Curriculum (pp. 34-35)*. Teaching strategies and approaches work differently in varied contexts and for different students. It is important that teachers inquire into the impact of their teaching on their English language learners.

A number of documents provide guidelines for teaching students from diverse language backgrounds in mainstream classes, including *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis* (Alton-Lee, 2003).

This DVD shows how teachers can effectively integrate content area and language teaching. It models how to differentiate learning for students at different levels of English proficiency in mainstream classes in a manageable way. Such resources are available overseas but this is the first comprehensive series developed in New Zealand.

The DVD provides support for the use of these key English language learning resources:

- *The English Language Learning Progressions* (Ministry of Education, 2008)
- *Literacy Learning Progressions* (Draft) (Ministry of Education, 2007)
- *English Language Intensive Programme - Primary Resource* Ministry of Education, 2008)
- *English Language Intensive Programme Resource - Years 7-13* (Ministry of Education, 2004)
- *Effective Literacy Practice - Years 5-8* (Ministry of Education, 2006)
- *Selections* - reading resources for Years 7-10 with accompanying teacher materials (Learning Media)
- *ESOL Progress Assessment Guidelines* (Ministry of Education, 2006)

- Electronic storybooks – a collection of high interest texts for students in Years 5-6 and Years 7-10, with an ESOL audio track e.g *Plastic Fantastic* (Ministry of Education, 2008)
- *Supporting English Language Learners in Primary Schools* (SELLIPS) (Ministry of Education, forthcoming)
- Te Pataka Matihiko: Our Digital Storehouse of Learning Federation Digital Learning Objects http://www.tki.org.nz/r/digistore/
- LEAP: Language Enhancing the Achievement of Pasifika http://leap.tki.org.nz.htm

WHAT IS THE PURPOSE OF THE DVD?

Making Language and Learning Work 3 aims to:

- improve learning for students from diverse backgrounds
- show teachers supporting English language learners (ELLs) in Years 5-8 mainstream classrooms
- demonstrate a variety of approaches and strategies to scaffold and differentiate teaching
- show English language learners engaged in whole class, group, pair and individual tasks
- encourage teachers to notice the vocabulary and sentence structures used by learners
- encourage consideration of how the approaches modelled by the teachers could be transferred to other learning areas and students of different ages or backgrounds.

These teaching exemplars show snapshots of learning in four integrated units of work in social studies, science, technology and the arts. They are selective and do not attempt to show all aspects of each unit of work.

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WHO IS THE DVD FOR?

This DVD is for all teachers of English language learners: mainstream teachers, specialist teachers, teachers of English for Speakers of Other Languages (ESOL) and other professionals such as Resource Teachers: Learning and Behaviour and Resource Teachers of Literacy.

USING THE DVD

These facilitation notes follow the menu selection 'Play by Curriculum Focus'.

It is also possible to use the 'Play by Principle' sequences.

The notes provide a framework for teacher viewing and inquiry. A useful initial approach is to use one or two snapshots in a focussed staff or team meeting. In future meetings, other aspects of the DVD could become the focus. Each snapshot is linked to a principle of effective teaching for learners from diverse language and cultural backgrounds. However viewers should be encouraged to notice how other principles might fit or overlap with the one that is highlighted.

Details about the purpose and use of each approach, along with other examples, are available from the Teaching and Learning Strategies section of ESOL Online. http://www.tki.org.nz/r/esol/esolonline/strategies_e.php

Professional development possibilities include:

- using the focus questions to guide viewing
- reflecting on the principles of effective teaching and learning for English language learners
- considering how the teaching exemplars and principles could be applied in classrooms or across schools.

The materials could be used by:

- staff in whole school professional development
- syndicate teams
- ESOL teams
- professional learning groups within schools
- cluster groups of teachers across schools
- individual teachers.

PRINCIPLES OF EFFECTIVE TEACHING AND LEARNING FOR ENGLISH LANGUAGE LEARNERS

These principles have been shown to support the effective teaching of English language learners:

Know the Learner

- Finding out about learners' language and schooling backgrounds
- Finding out learners' prior knowledge
- Using approaches that build on prior knowledge

Ensure a balance between receptive and productive language

- Using approaches that include listening, reading, viewing, speaking, writing and presenting

Begin with context-embedded tasks which make the abstract concrete

- Setting the learning context
- Linking learning to real life

Provide multiple opportunities for authentic language use with a focus on learners using academic language

- Giving learners many opportunities to first notice and then use new language
- Recycling the use of the same language in different ways

Help students achieve the same explicit learning outcomes using differentiated levels of support

- Making the lesson comprehensible to all learners
- Planning the learning tasks so that all learners are actively involved

Include opportunities for monitoring and self-evaluation

- Monitoring student learning
- Providing opportunities for reflection and evaluation

Identify the learning outcomes including the language demands of the topic

- Ensuring learners know the content and language learning outcomes
- Identifying the language which learners need to complete the task

(This principle is not listed separately but is implicit throughout the DVD.)

Further discussion and illustration of these principles is available on ESOL Online. http://www.tki.org.nz/r/esol/esolonline/classroom/content_language_e.php

There is no single way to use the DVD. You will need to plan for the timing and pace of professional development sessions according to your teachers' and students' needs.

Preparing for professional development

- Appoint team members to take responsibility for previewing the DVD and leading the planning of the professional development.

- Prepare materials needed for the professional development session, ensuring that all participants have the teacher inquiry template (see pp. 10, 11) and a copy of the focus questions for teacher inquiry (see pp. 13, 20, 27, 35) for each of the selected snapshots.

- Source any relevant support materials in advance, such as Ministry of Education resources or information about the exemplified strategies and approaches available on ESOL Online.

- Plan the professional development format and use any relevant collaborative strategies and approaches to engage teachers. Suggestions for engaging participants are listed at the beginning of each teaching context.

Leading the professional development

- View the DVD by 'Play by Principle' or 'Play by Curriculum Focus', depending on the purpose.

- Use the ESOL strategy or approach suggested to engage participants.

- View the teaching snapshots in manageable chunks.

- View the selected teaching snapshot(s) a few times:
  - ☐ to note the order of the teaching sequence and ensure familiarity with the approaches exemplified
  - ☐ to observe the teacher's approaches in detail.
  - ☐ to note the English language learners' participation, contribution and English language proficiency.

- . Ensure there is plenty of time to discuss:
  - ☐ the focus questions
    further questions posed by teachers
  - ☐ links with *The New Zealand Curriculum.*

- Complete the teacher inquiry template on pp. 10, 11. This template is helpful as a way of synthesising and summarising information learned through viewing the DVD and for discussing the selected teaching snapshots.

  Consider using the teacher inquiry template for teachers to identify an appropriate action they will try out with their own students as a result of their viewing.

- At the beginning of the next professional development session, provide time for teachers to share the actions and reflections noted on the teacher inquiry template.

After the professional development - 'big questions' to consider

Photocopy the questions opposite onto card and distribute or place around walls in order to direct personal or school inquiry. Ask teachers to provide specific examples of how they are achieving each of these aspects.

What are some effective teaching approaches for English language learners and how can I use these in my classroom?

What learning area content and language is most important and therefore worth spending time on?

What do my English language learners need to learn?

What approaches help English language learners to learn effectively? What is my evidence for this?

How am I differentiating tasks and/or texts for students with a range of English language proficiency?

Am I using targeted resources for diverse learners?

Am I including language learning outcomes in my teaching and learning? How am I making these explicit to learners?

How am I equipping my students with the target vocabulary and structures?

Are my English language learners using the target vocabulary and sentence structures?

What happened as a result of my teaching and what are the implications for future teaching?

TEACHER INQUIRY TEMPLATE

(to be used after viewing teaching snapshots)

What does the teacher do?
What do students need to learn? What prepared them for the task?

What do the students do?
What purpose is provided for students?
In what ways are students engaged in the task?

What has the teacher identified as the target language learning goals?
What target language do students use?

What approaches are used?

What is the evidence that students met the learning goals?

What are some implications for your teaching practice?
I will…

What happened as a result of your teaching, and what are the implications for future teaching?
I noticed…

NB: Learning is more likely to be retained and transferred to new learning situations if teachers:
• are clear about the purpose for using a strategy or approach
• explain to their students why they are using a particular approach and how it will help them learn.

Overview: At the start of the school year, this year 5 and 6 class were near the beginning of a unit of work which had a social studies focus and used the social studies exemplars, 'Here's my History' and 'Family Treasures', as a basis for planning. The class investigated the concept of 'identity' through studying the origin and background of their names and the history and genealogy of their families. In this snapshot the teacher is scaffolding learning for the students so that they can talk and write about their own 'family treasure.' A key social studies outcome includes students learning about Identity, Culture and Organisation. Students examined the diverse cultures and identities in their community to understand how people pass on and sustain their culture and heritage. The class was involved in asking questions of their families and gathering information in order to explore their family history and values. Students were able to listen to and value the experiences and perspectives of others in their class.

The teacher identifies some of the specialist vocabulary and models how to read and understand the texts encountered. The snapshot shows only a part of the social studies teaching and learning covered over the whole term's unit of work. While only one ESOL principle at a time is identified in this snapshot, you are encouraged to notice how other principles might fit or overlap with those that are highlighted.

Other resources to support this teaching exemplar include:

* *English Language Learning Progressions* (Ministry of Education, 2008)
* *English Language Intensive Programme Primary Resource* (Ministry of Education, 2008)
* School journal Part One, No 3, 2007
* Social Studies Exemplars - http://www.tki.org.nz/r/assess ment/exemplars/socialstudies/index_e.php

ENGAGING PARTICIPANTS

A 3-2-1 ORAL LANGUAGE STRATEGY

Use a 3-2-1 oral language strategy to activate participants' prior knowledge and build a focus for the session. Put participants into pairs to discuss these questions:

- What are the most effective ways of teaching English language learners in a mainstream classroom?

- What resources have you found useful for teaching English language learners in your mainstream classroom?

Give each person 3 minutes to talk, while their partner listens (6 minutes). Move to find a new partner and give each person 2 minutes to talk, while their partner listens (4 minutes). Move to find a third partner and give each person 1 minute to talk, while their partner listens (2 minutes). Deconstruct the task and discuss:
- how we learn from each other and become experts in information we hear
- how our ideas are clarified as they are repeated
- how our oral language proficiency improves as the vocabulary and sentence patterns are repeated
- what additional supports would help some students achieve the task (e.g. speaking frames, use of home languages).

FOCUS QUESTIONS FOR TEACHER INQUIRY

Know the learner

- Finding out about learners' language and schooling backgrounds
- Finding out learners' prior knowledge
- Using approaches that build on prior knowledge

Approach:

Grab bags

Discussion:

- *What approaches show the teacher 'knows her learners'?*
  [You can add to your answer as you view each classroom lesson.]
- *How has the teacher set up her teaching environment?*
- *How does the teacher encourage students to make links between home and school in the classroom activities?*
- *What rationale does the teacher use for her grouping of students? What role does peer support play in this classroom?*
  [You can add to your answer as you view each classroom lesson.]
- *How might the groupings change for different purposes, e.g. to extend more proficient learners?*

Ensure a balance between receptive and productive language

Using approaches that include listening, reading, viewing, speaking, writing and presenting

Approach:

Jigsaw

http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/jigsaw_e.php

A jigsaw task is a valuable approach to engage students and increase their participation and contribution to the learning process. In this classroom it is used so that each group of students has peer support and an appropriate section of text to read. Student participation and contribution is high and all students are engaged in productive and receptive language learning opportunities.

Use the questions below to help focus your viewing and consider

how a jigsaw could be used successfully in your own classroom.

Discussion:

• *What are the organisational aspects the teacher has in place to ensure the success of the jigsaw task?*

Think about:
• *the roles of the expert group and home group*
• *matching of an appropriate piece of text to each group*
• *the teacher's modelling of how to find important information in the text*
• *the possible language gains for English language learners during the jigsaw task*
• *the possible learning gains for all students during the jigsaw task*
• *the information about students which the teacher gains*

> *Begin with context-embedded tasks which make the abstract concrete*

• **Setting the learning context**
• **Linking learning to real life**

Approaches:
> The use of real objects

Speaking frame http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/speaking_frames_e.php

3-2-1 see: 4,3,2 on ESOL Online http://www.tki.org.nz/r/esol/esolonline/secondary_esol/classroom/ncea/judge/432_e.php

Discussion:

- What is the level of student engagement when the teacher talks about her treasure? Why?
- How does the teacher exemplify using 'context-embedded tasks?'
- What vocabulary and language structures are modelled by the teacher in her discussion of her treasure?

> *Provide multiple opportunities for authentic language use with a focus on learners using academic language*

- **Giving learners many opportunities to first notice and then use new language**
- **Recycling the use of the same language in different ways**

The teacher refers to a 3-2-1 oral language task. In this strategy each student uses the speaking frame to speak to 3 different buddies, for 3 minutes, then 2 minutes, then 1 minute.

Discussion:

- How does the use of a speaking frame support English language learning proficiency?
- What is the likely impact of the 3-2-1 strategy on the English language learners' English proficiency?
- What do you notice about the Korean student's levels of English and Korean as he talks about his traditional costume?

In this unit of work the teacher has used a modelling book (a large scrapbook) in which she keeps the learning intentions, success criteria, teaching points and also records any tasks or discussions. Students refer to the book as needed during the unit of work.

Approaches:

     Use of modelling book
     A model text
     Annotating a text

Concept circle http://www.tki.org.nz/r/esol/esolonline/
classroom/teach_strats/concept_circles_e.php

Discussion:

- What are the language learning outcomes of this teaching sequence? How do you know?
- How does the teacher's written description of her treasure support English language learners?
- What is the impact of students annotating their own version of the teacher's descriptive text?
- What are the advantages and disadvantages of providing choices for students to work in pairs or as individuals?
- What is the rationale for using the concept circle?

Help students achieve the same explicit learning outcomes using differentiated levels of support

- **Making the lesson comprehensible to all learners**
- **Planning the learning tasks so that all learners are actively involved**

Approaches:

     Using a checklist
     Peer feedback

Writing frame http://www.tki.org.nz/r/esol/esolonline/
classroom/teach_strats/writing_frames_e.php

Discussion:

- How might a writing frame support English language learners?
- What are the advantages of having differentiated tasks and an element of choice for all learners?
- What strategies does the teacher use when she is working with the foundation level writer on the mat?
- What is the value of the writing checklist?

Include opportunities for reflection and evaluation

- **Monitoring student learning**
- **Providing opportunities for reflection and evaluation**

Approaches:
Thumbs-up
Written reflection

There is a section in the *English Language Learning Progressions - Years 5-8* document that highlights some key ideas for developing independent learners and promoting students' metacognition. Please see:
The English Language Learning Progressions - Years 5-8 (Ministry of Education, 2008) [pp. 77-80]

Discussion:

- What formal or informal methods does the teacher use to monitor student learning through her teaching?

Overview: This year 5 and 6 class was at the beginning of a unit of work on 'Siapo -Printmaking' which had a visual arts focus. Initially they viewed artworks, drawing on their own experiences and sharing their responses. Students considered how they could represent themselves as they designed and created a siapo cloth. They also explored the body of work of two significant artists. Using elements of their own history and culture and previously taught mathematical concepts and knowledge, they planned a siapo, created a lino block and printed on cloth.

This snapshot shows the teacher identifying some of the specialist vocabulary of this learning area and modeling how to read and understand the texts. It shows only a part of the visual arts teaching and learning covered over the whole term's unit of work. While only one ESOL principle at a time is identified in the snapshot, you are encouraged to notice how other principles might fit or overlap with those that are highlighted.

Other resources to support this teaching exemplar include:

* *English Language Intensive Programme Primary Resource* (Ministry of Education, 2008)
* Electronic storybook: *Give it a try and other stories* (Ministry of Education, 2007)
* *O le 'Ie Ufi Moega mo Rōpati* from the Tupu series, (Ministry of Education, 2004)

ENGAGING PARTICIPANTS

CONCEPT STAR

Use a concept star to activate participants' prior knowledge and focus them on the principles of effective teaching. On each point

of the star, write one of the principles and in the middle of the star write this question:

What strategies and approaches will I see in a classroom that exemplifies these principles?

Ask participants to record their ideas in small groups on the concept star before they view the exemplars. Return to the concept star to add any new ideas after viewing this teaching snapshot.

FOCUS QUESTIONS FOR TEACHER INQUIRY

Know the learner

- Finding out about learners' language and schooling backgrounds
- Finding out learners' prior knowledge
- Using approaches that build on prior knowledge

Approaches:
> Real objects
> Sentence starters

 Concept star http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/concept_star_e.php

 Discussion:

- The teacher refers to different ways she learns about her new English language learners. How else might she learn about them?
- What is the effect of using the real objects (siapo cloth) and pair talk to develop students' understandings?
- How does the concept star task support English language learners?

*Begin with context-embedded tasks which make
the abstract concrete*

- **Setting the learning context**
- **Linking learning to real life**

Approaches:
> Matching task

Speaking frame   http://www.tki.org.nz/r/esol/esolonline/
classroom/teach_strats/speaking_frames_e.php

Discussion:

- What range of approaches does the teacher need to use
  to help students to understand the idea of 'symbols' and
  'represent'?
- How does the speaking frame support the student to talk
  in front of the class?

*Help students achieve the same explicit learning
outcomes using differentiated levels of support*

- **Making the lesson comprehensible to all learners**
- **Planning the learning tasks so that all learners are actively
  involved**

Approach:
> Differentiated texts

Discussion:

- What are the organisational aspects the teacher has in
  place to ensure the success of using differentiated texts?
- What is the purpose of all students using different texts?
- Why did the teacher choose to write her own brief texts

about the two artists?

- What is the purpose of students having similar learning outcomes? How does the teacher achieve this?

Include opportunities for reflection and evaluation

- **Monitoring student learning**
- **Providing opportunities for reflection and evaluation**

Approach:

Using a koosh ball for the speaker

Discussion:

- How might the reflection process with the koosh ball support English language learners?
- What value does this task have for learners and for the teacher?

Provide multiple opportunities for authentic language use with a focus on learners using academic language

- **Giving learners many opportunities to first notice and then use new language**
- **Recycling the use of the same language in different ways**

Approaches:

Think, pair, share   http://www.tki.org.nz/r/esol/esolonline/ classroom/teach_strats/think_pair_share_e.php

Graphic organiser (Venn diagram)   http://www.tki.org. nz/r/esol/esolonline/classroom/teach_strats/ graphic_organisers_e.php

Discussion:

- What impact does think, pair, share have on the talk time for each child?
- What are some benefits and disadvantages for English language learners during the think, pair, share strategy?
- What are the benefits of identifying and sharing the language learning goals with the students? What are the benefits to the teacher?
- How do the speaking frame and Venn diagram support learners to reach the language learning goals?

Include opportunities for reflection and evaluation

- **Monitoring student learning**
- **Providing opportunities for reflection and evaluation**

Approaches:
Oral reflections
Written reflections

There is a section in the *English Language Learning Progressions - Years 5-8* document that highlights some key ideas for developing independent learners and promoting students' metacognition. Please see:
The English Language Learning Progressions - Years 5-8 (Ministry of Education, 2008) [pp. 77-80].

Discussion:

- How are all learners supported through the paired oral reflection and written reflections in the art journal?
- What is the value for the teacher of the student reflections?
- What other metacognitive strategies could be used?

> *Ensure a balance between receptive and productive language*

- **Using approaches that include listening, reading, viewing, speaking, writing and presenting**

Approaches:
> Categorising
> Drawing a design

Discussion:

- At what stages of the teaching sequence were students using their receptive and productive language knowledge and skills?

> *Provide multiple opportunities for authentic language use with a focus on learners using academic language*

- **Giving learners many opportunities to first notice and then use new language**
- **Recycling the use of the same language in different ways**

Approaches:
> Matching word/definition/example (mathematics language)
> Collaborative crossword

Disappearing definition (also called a vanishing cloze on ESOL Online http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/vanishing_e.php

Discussion:

- How might the matching task support oral language development?

- How is the English language learner's proficiency increased during the matching task?
- How does the disappearing definition build on the previous teaching? How could it contribute to English language learners' English proficiency? What language learning outcomes could the teacher reinforce during the disappearing definition?
- What is the purpose of the collaborative crossword?

Ensure a balance between receptive and productive language

- **Using approaches that include listening, reading, viewing, speaking, writing and presenting**

Discussion:

- What elements of an effective teaching environment for English language development and learning are shown in this last sequence?

Overview: This year 7 class was at the beginning of a unit of work on lanterns, which had a technology focus. The class drew on their prior knowledge of lanterns, thinking about their use for light and celebration as well as representing cultures and communities. The teaching sequence shows students developing some essential technical skills in order to achieve success with their own lantern design and construction so that the lantern will work safely. Students made a practical model of a simple lantern to help test their ideas. Students were also scaffolded to be able to use the essential language learning skills they needed to participate effectively and understand the key technological concepts.

This snapshot shows the teacher identifying some of the specialist vocabulary of this learning area and modelling how to read, write and understand the texts encountered. It shows only a part of the technology teaching and learning covered over the whole unit of work. While only one ESOL principle at a time is identified in the snapshot, you are encouraged to notice how other principles might fit or overlap with those that are highlighted.

Other resources to support this teaching exemplar include:

* *English Language Intensive Programme Resource - Years 7-13* (Ministry of Education, 2004)
* *The English Language Learning Progressions* (Ministry of Education, 2008)

ENGAGING PARTICIPANTS

DICTOGLOSS

A dictogloss uses the four language modes of reading, writing, speaking and listening. It is a useful way of presenting new

information and encourages participants to listen for key points. It also encourages collaborative work and listening to others' ideas. The dictogloss provides a context for talking about both content and language.

Read aloud a paragraph from the introduction booklet of *The English Language Learning Progressions* (Ministry of Education, 2008), for example, page 9, a section of the paragraph on effective teaching and learning, or page 17, an extract from the section on metacognition. Read the selected passage twice, at normal speaking speed. The first time participants listen for gist and on the second listening participants record key words. They then work together to re-construct the key ideas in the paragraph. After completion of the dictogloss, compare participants' versions of the text and focus discussion on the value of the task for all learners. Return to the task after viewing the teaching sequence in the DVD which shows students completing a dictogloss. Discuss the adaptations that were made for the English language learners in the classroom.

FOCUS QUESTIONS FOR TEACHER INQUIRY

Know the learner

- Finding out about learners' language and schooling backgrounds
- Finding out learners' prior knowledge
- Using approaches that build on prior knowledge

Approaches:
Activating prior knowledge chart

Think aloud http://www.wested.org/stratlit/ideas/animal creations.shtml

Think, pair, share http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/think_pair_share_e.php

Discussion:

- How did the question charts enable the teacher and students to find out about prior knowledge?
- What vocabulary and language features do students use when engaged in answering the questions on the charts?
- What are the benefits for English language learners when the teacher integrates specific language teaching points into the lesson?
- What is the purpose of the teacher's 'think aloud' strategy to talk about his lantern picture? Is it successful as a strategy? What do you notice about the students' talk in their think, pair, share?

> *Begin with context-embedded tasks which make the abstract concrete*

- **Setting the learning context**
- **Linking learning to real life**

Approaches:

> Matching picture and word
> Shared dictation

Discussion:

- How did the matching task reinforce the language outcome for the lesson?
- What are the advantages for English language learners of completing the matching task in a group?
- What language skills are being used by learners while completing the shared dictation?
- How could the teacher provide further support for students to develop oral fluency?

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- Giving learners many opportunities to first notice and then use new language
- Recycling the use of the same language in different ways

Approaches:
> Categorising

Shared dictation http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/listening_dictation_e.php

Shared writing http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/shared_writing_e.php

Discussion:

- What are the advantages for all learners of using a dictation strategy task to construct the paper lantern?
- What is the purpose of writing up the instructions for inserting the sleeve into the paper lantern?
- How does the categorising task enable students to recycle the focus language?
- What vocabulary and sentence structures are students using?

Help students achieve the same explicit learning outcomes using differentiated levels of support

- Making the lesson comprehensible to all learners
- Planning the learning tasks so that all learners are actively involved

Approaches:

Writing frame   http://www.tki.org.nz/r/esol/esolonline/
classroom/teach_strats/writing_frames_e.php

Dictogloss   http://www.tki.org.nz/r/esol/esol
online/classroom/teach_strats/dictogloss_e.
php

Discussion:

- What is the advantage of using a writing frame for writing a brief?
- What language skills are used by students completing the dictogloss?
- What is the purpose of the differentiated level of support in the dictogloss task?

Ensure a balance between receptive and productive language

- **Using approaches that include listening, reading, viewing, speaking, writing and presenting**

Approach:

Graphic organiser (grid)   http://www.tki.org.nz/r/esol/
esolonline/classroom/teach_strats/graphic_organisers_e.
php

Discussion:

- What are the language gains for English language learners during the evaluation of the lanterns?
- What are the learning gains for all students during this task?
- At what stages of the task were students using receptive skills?

- At what stages of the task were students using productive skills?

Begin with context-embedded tasks which make the abstract concrete

- **Setting the learning context**
- **Linking learning to real life**

Approach:

Using a subject specialist

Discussion:

- What specialist staff or parents are available to support your classroom programme?
- What are the attributes of this lesson that make it an example of context-embedded teaching?

Include opportunities for reflection and evaluation

- **Monitoring student learning**
- **Providing opportunities for reflection and evaluation**

Approaches:

Reflection journal
Teacher reflection

There is a section in the *English Language Learning Progressions - Years 5-8* that highlights some key ideas for developing independent learners and promoting students' metacognition. Please see:
The English Language Learning Progressions - Years 5-8 (Ministry of Education, 2008) [pp. 77-80]

 Discussion:

- How did the students' written reflections support all learners to learn?
- What is the value of the student reflections for the teacher?

Overview: This year 7 and 8 class were three weeks into a unit of work, 'Kiwi Forever', which had a science focus. They focussed on learning area outcomes from The Nature of Science and The Living World. Students learned how scientists carry out investigations and how they intervene to ensure the survival of a species, in this case kiwi. The class visited a kiwi breeding programme and also learned how kiwi respond to environmental changes. In these teaching snapshots the class is discussing specific predators of kiwi using a digital learning object as the basis for their predictions and discussion. Students are also learning about the process used by scientists in a kiwi recovery programme.

This snapshot shows how the teacher identifies some of the specialist vocabulary of this learning area and clearly models how to read, write and understand the texts encountered. It shows only a part of the science teaching and learning covered over the whole unit of work. While only one ESOL principle is identified at a time in the snapshot, you are encouraged to notice how other principles might fit or overlap with those that are highlighted.

Resources to support this teaching exemplar include:

*   Digital Learning Objects:
    Pests
    http://www.tki.org.nz/r/environ_ed/interactive/enved_
    interactive.html

    Save the Kiwi
    http://www.savethekiwi.org.nz/KiwiClassroom/Sniffs
    Stories/nesteggmiracle.htm

*   *English Language Intensive Programme Resource - Years 7-13* (Ministry of Education, 2004)

- *Selections* - reading resources for Years 7-10 (with accompanying teacher materials)
  - ☐ *Insects* (Ministry of Education, 2003) [Weta with Backpacks by Pat Quinn]
  - ☐ *Animal Rescue* (Ministry of Education, 2005) [The Bat Detective by Geraldine Moore]

- *The English Language Learning Progressions* (Ministry of Education, 2008) – Oral Language Exemplars for the English Language Learning Progressions (DVD)

In this teaching snapshot you will see a student from Afghanistan who is featured with her sister in the oral language DVD exemplar (2005) contained in *The English Language Learning Progressions* resource. The student was then newly arrived in New Zealand and showed typical features of a foundation level speaker of English. As you view the teaching sequence, consider her progress over three years. Notice her engagement and participation in her class programme. View relevant sections and note the specific vocabulary and language structures that she can now use in English. Use the oral language matrix in *The English Language Learning Progressions* to determine her current stage of English oral language proficiency.

ENGAGING PARTICIPANTS

HOT POTATO

Use a hot potato strategy to begin the session to activate participants' knowledge about the range of tasks and materials that support students' vocabulary acquisition. Write each question at the top of a large piece of paper and give one or two minutes for each participant to write all they know. Pass the chart on to the next participant, provide approximately 30 seconds for reading the new information and one minute for writing their own response. Repeat the cycle until each question chart has circulated around the group. It may be useful to have a timer for this task.

Questions for the hot potato charts:
- What will be evident in a classroom when a student really knows a word or phrase?
- What classroom activities support vocabulary learning?
- What classroom resources or materials support vocabulary learning?
- *The New Zealand Curriculum* (p.16) says new learners of English need explicit and extensive teaching of English vocabulary and word forms. What does this look like in a classroom?
- *The New Zealand Curriculum* (p.16) says new learners of English need explicit and extensive teaching of sentence and text structures and language uses. What does this look like in a classroom?

Put the hot potato charts on the wall and compare responses for each question. Add to the charts any relevant ideas and strategies as participants notice new ideas from the teaching sequences.

FOCUS QUESTIONS FOR TEACHER INQUIRY

Know the learner

- Finding out about learners' language and schooling backgrounds
- Finding out learners' prior knowledge
- Using approaches that build on prior knowledge

Approaches:
Walking words

Hot potato   http://www.tki.org.nz/r/esol/esolonline/class room/teach_strats/hot_potato_e.php

In the hot potato task, students quickly write their answers to some prepared questions before passing their answers to the next person. They have one minute only to write their responses.

Discussion:

- What do the teacher and students say are some of the benefits of the hot potato activity? Do you agree?
- What would be some other benefits of using this task?
- What are other strategies that activate students' prior knowledge?

In the walking words activity, each group predicts and writes the meanings of two or three new topic-specific words. Two members of each group then 'walk the words' to a new group to share their words and meanings, as well as listening to others. Two new students from each group then 'walk the words' … and so on for four or five changes.

Discussion:

- How does this activity build on students' prior knowledge?
- What is the purpose of this task and how might it support language development?
- How does the final matching word and definition task complement and support the students' previous vocabulary learning?

Begin with context-embedded tasks which make the abstract concrete

- Setting the learning context
- Linking learning to real life

Approaches:

Prediction
Using a digital learning object
Group writing

Discussion:

- What supports are provided for students to engage in the task of predicting the dangers to kiwi?
- What is the apparent impact of the digital learning object on students' engagement?
- How did it support learning and the development of students' English proficiency?

Towards the end of the lesson, notes about 'Predators of Kiwi' are written by students in groups. The notes are later developed to form a group paragraph in an information report.

- What are the advantages and disadvantages for English language learners of using a group writing task rather than an independent writing task?

Provide multiple opportunities for authentic language use with a focus on learners using academic language

- Giving learners many opportunities to first notice and then use new language
- Recycling the use of the same language in different ways

Approaches:
　　　　Listen up (for definitions)

Cline   http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/clines_e.php

Discussion:

- How does the cline support the learning of the concept (kiwi as an endangered species)?
- In what ways does the cline support the students' English language proficiency?

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- How did the 'listen up for definitions' recycle the concepts and vocabulary?
- In order to continue the multiple opportunities for learning, what vocabulary support or strategies would you introduce next?

> *Help students achieve the same explicit learning outcomes using differentiated levels of support*

- **Making the lesson comprehensible to all learners**
- **Planning the learning tasks so that all learners are actively involved**

Approaches:
  Viewing guides

Sequence a process (differentiated texts)   http://www.tki.org.nz/r/esol/esolonline/classroom/teach_strats/sequencing_e.php

Discussion:

- What is the purpose of the viewing guides? How do they support English language learners and other learners to engage with the viewing and listening process?

The teacher wrote two texts about the 'Operation Nest Egg' process to include the required language teaching points and to ensure each was at a suitable level. The students had to read and sequence their text appropriately.

- What are the benefits of the teacher writing the two texts herself?
- What are the benefits of the sequencing task?
- What vocabulary and sentence structures were students using to complete the task?

• **Using approaches that include listening, reading, viewing, speaking, writing and presenting**

Approaches:
>Loopy
>Writing a sequenced text

Discussion:

• What are the language and learning gains for students in the vocabulary game 'Loopy'?

Students were asked to read and write about the way scientists work to ensure the survival of another species. The texts had been selected to enable English language learners to succeed with the language demands of the text and the task.

• What prior teaching and learning steps have enabled students to complete the new reading and writing sequence process?
• What are the benefits of learners sharing their completed work with other groups of students?

• **Monitoring student learning**
• **Providing opportunities for reflection and evaluation**

Approaches:
>Oral reflection
>Reflection journals

There is a section in the *English Language Learning*

Progressions - Years 5-8 that highlights some key ideas for developing independent learners and promoting students' metacognition. Please see: *The English Language Learning Progressions - Years 5-8* (Ministry of Education, 2008) [pp. 77-80]

Discussion:

- What do students say is the value of reflecting on their learning?
- In what ways can teachers integrate monitoring student learning seamlessly into their teaching practice?

> *"I feel really satisfied with the depths of learning of my students. I think they have gained a lot more out of this unit of work than in previous years and that's probably just because of the activities that I've designed and also me being more specific about what I want my kids to understand and to achieve so yes, it's not just them that have been learning, it's been me as well."*
>
> *Year 5-6 Teacher*

> *"Some of the strengths of the unit are that we've been able to integrate some of the language that's been really important for my foundation level learners into what is a set of reasonably complicated tasks."*
>
> *Year 7-8 Teacher*