

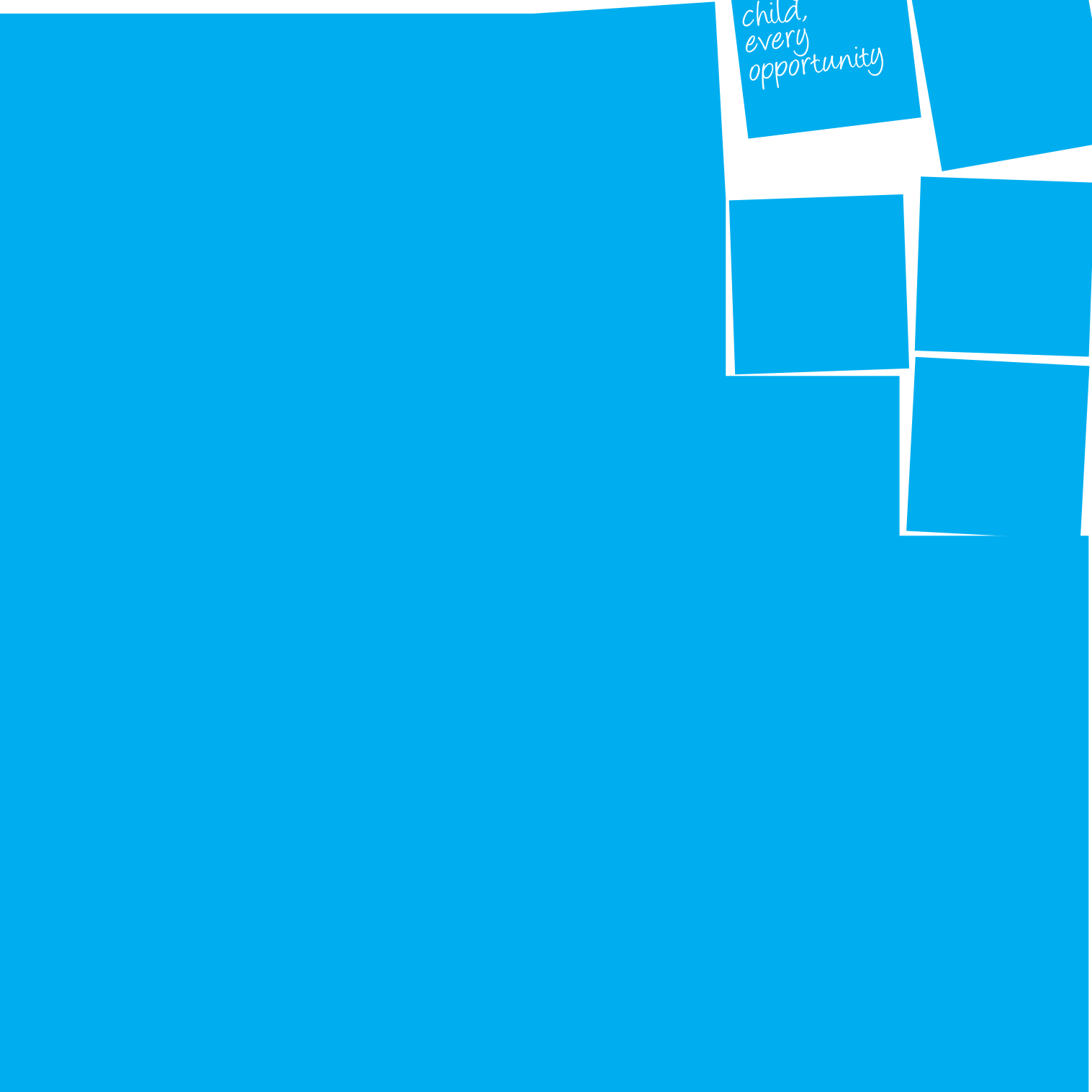


Department of Education and  
Early Childhood Development

# Intensive English Language Program Guide

International Student Program in  
Victorian Government schools

*Every  
child,  
every  
opportunity*





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## Introduction

The Intensive English Language Program (IELP) Guide has been developed by the International Education Division (IED), to support Victorian Government schools participating in the International Student Program in Victoria.

Reference to the “Department” means the Department of Education and Early Childhood Development (DEECD) and includes any Department which may succeed to the functions of that Department.

The main purpose of the *IELP Guide* (the Guide) is to:

- assist schools to establish and deliver high quality IELPs for international students
- expand on and support the *IELP Guidelines* which sit beside, and are consistent with, the International Student Program Quality Standards for Schools
- assist schools in providing on-going ESL support for international students
- provide practical advice to specialist ESL and mainstream teachers on program planning and implementation
- provide resource documents that can be used or adapted by schools at a whole school or IELP level to enhance provision for international students.

The IELP Guide, Guidelines and all other International Student Program resources are available to download online at: [www.education.vic.gov.au](http://www.education.vic.gov.au)

Further information regarding the IELP Guide is available from:

International Education Division  
Department of Education and Early Childhood Development  
GPO Box 4367, Melbourne Victoria 3001  
Tel 9637 2990 / Fax 9637 2184  
CRICOS Provider Code: 00861K

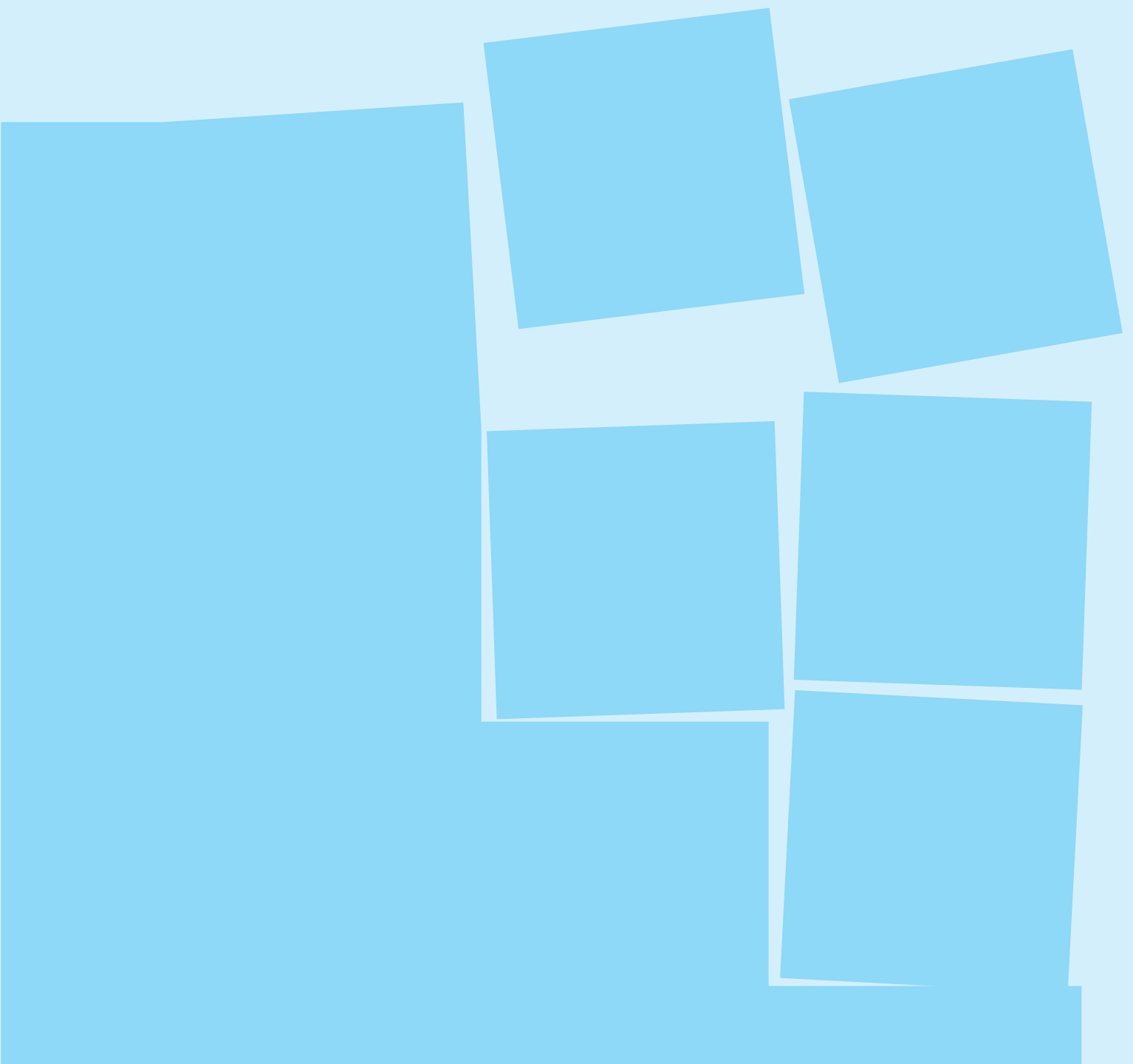
The IELP Guide is published by the International Education Division, Department of Education and Early Childhood Development.

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# Part 1: Overview



## Section 1: Context

### The International Student Program in Victorian Government schools

Since the introduction of international students into Victorian Government schools in 1994, the number of students seeking places has grown steadily each year.

In 2010 in excess of 3700 international students from 75 countries were enrolled in 380 Victorian Government schools, with the majority in Years 10, 11 and 12. The main countries of origin are China, Vietnam and Korea.

The previous educational experiences and the level of English vary considerably within this cohort, as will factors such as motivation, application and aptitude. As for any group of students, Intensive English Language Programs (IELPs) will need to take into account the particular needs of international students and plan and deliver high quality programs accordingly.

### English language requirements

The International Education Division (IED) *School Resource Kit* states:

*All secondary international students are required to undertake a standard 20 week IELP prior to their scheduled commencement of their principal course. Students will be required to enrol in a 20-week (2 terms) English Language course prior to scheduled commencement of their principal course unless the student has fulfilled:*

- *All school instruction using English as the main language*
- *Instructed in English in an international school for a minimum of the past two years*
- *Achieved an IELTS test score of 5.0 or equivalent*
- *Undertaken a private English language program for a minimum of 20 consecutive weeks prior to scheduled VGS program commencement.*

*Applicants from China are required by DIAC to have an approved English language test score, such as an IELTS score, to enter a high school program unless they are issued with an IELTS Waiver letter from an accredited education agent or from the Division.*

*Refer to the School Resource Kit – Chapter 4, page 8.*



## IELP Guidelines

Guidelines have been developed for each of the key components of a successful IELP. They cover the following areas:

- Physical facilities
- Staffing
- Orientation
- Program provision and school level reporting
- Assessment
- Liaison with the host school and mainstream program
- Student care and welfare arrangements
- Record keeping

Outcome statements and performance indicators have been developed for each guideline along with suggested resources and notes.

### Purpose of the IELP Guide

The main purpose of the *IELP Guide* (the Guide) is to:

- assist schools to establish and deliver high quality Intensive English Language Programs for international students
- expand on and support the *IELP Guidelines* which sit beside, and are consistent with, the International Student Program Quality Standards for Schools
- assist schools in providing on-going ESL support for international students
- provide practical advice to specialist ESL and mainstream teachers on program planning and implementation
- provide resource documents that can be used or adapted by schools at a whole school or IELP level to enhance provision for international students.

## Using the Guide

The Guide has five main parts:

**Part 1: Introduction**

**Part 2: Establishing an IELP**

**Part 3: Meeting the IELP Guidelines**

**Part 4: Beyond the IELP: ESL support for international students**

**Part 5: Support materials**

Schools can use all or parts of the Guide depending upon their level of experience and expertise with international students and whether they are in the establishment or maintenance phase of

program planning and delivery. For example, schools considering establishing a program will find that Part 2 contains useful advice on checking the readiness of their schools for an IELP.

The Guide focuses in particular on the preparation of international students for the senior years of schooling. However, many of the approaches to course planning and teaching strategies are applicable to other year levels of schooling and to all ESL students.

Some of the material is intended for schools with full time intensive programs, other sections will be of use to classroom teachers with one or two international students in their class.

## Support materials

Part 5 provides a range of support materials designed to provide practical assistance to schools. All resources have been developed in Word to allow for adaptation by schools. Some materials in Parts 1-4 of the Guide have been included in Part 5 to make it more accessible for use as handouts.

### **Please note:**

The Guide draws heavily on a number of previously published and unpublished documents, in developed by DEECD and teachers may therefore be familiar with some of the material. These include:

- *ESL Course Advice S1 and S2* (curriculum@work CD ROM)
- *ESL Course Advice S3 and S4* (curriculum@work CD ROM)

*The ESL Handbook Advice* to schools on programs for supporting students learning English as a second language (Department of Education (Vic) 2007. <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eslhandbook.pdf>

The Guide should be read in conjunction with relevant chapters of the *School Resource Kit*. <http://www.education.vic.gov.au/management/schooloperations/international/>

Teachers can also access support material developed for local ESL students. For further information see: <http://www.education.vic.gov.au/studentlearning/programs/esl/default.htm>

## Section 2: ESL learning pathway

### Theoretical perspectives on second language learning underpinning provision

#### ESL Stages and pathways

Planning and provision for all ESL learners takes place within the context of the second language learning pathway. An understanding of the broad stages second language learners go through, and the research on length of time and other factors influencing rate of second language acquisition, is critical to good planning and provision.

The *ESL Companion to the Victorian Essential Learning Standards* (VELS) outlines the broad stages of ESL language development for primary and secondary students and prescribes a set of standards for ESL learners in Victoria. *The ESL Developmental Continuum P–10* provides evidence based indicators of progress on a continuum that highlight critical understandings required by students in order to progress through the standards. Key factors affecting the rate at which students progress through the stages are age and the amount and type of ESL support students receive.

The literature on second language acquisition often refers to two different types of English, **Basic Interpersonal Communication (BICS)** and **Cognitive Academic Language Proficiency (CALP)** (Cummins). In higher year levels the CALP English language demands of the mainstream curriculum become increasingly complex. Therefore, during the early stages of ESL learning, younger students are likely to manage the English demands of mainstream primary classes sooner than older students. This concept is reflected in the number of stages provided in the *ESL Companion to the VELS* for the different bands of schooling. The “rainbow diagram” (refer to the *ESL Companion to the VELS*) reflects, in broad terms, the stages students at different levels will progress through.

When students move between different learning settings, such as between intensive ESL programs and schools, or from ESL classes to mainstream classes, their level of English language proficiency may appear to change as the degree of task difficulty increases and contextual support decreases. The demands of different programs or settings and the effect these may have on apparent proficiency need to be taken into account when the language learning of ESL students is being assessed.

## Factors affecting learners' acquisition of English as a Second Language

A range of factors affects the rate at which second language learners reach parity with native speaking peers. Age, previous schooling experience and level of literacy in first language are significant. Research puts the optimum age for learning a second language as between 8–11 years if learners have age-equivalent education. A study by Collier (1987) confirmed that *“the fastest attainment of the second language for academic purposes occurs among those whose age on arrival is 8–11 years”* (Collier, V. TESOL Quarterly Vol 21 No 4 December 1987)

It also confirmed that ‘the most significant student background variable is the amount of formal schooling students have received in their first language’.

*Of all the student background variables, the most powerful predictor of academic success in L2 is formal schooling in L1. This is true whether L1 schooling is received only in home country or in both home country and the US (p. 39)*

Other factors which will affect learners' acquisition of English include:

- previous experience with English
- cultural knowledge
- cognitive ability
- motivation
- attitude to the host culture
- social, emotional and physical health
- school attendance
- experience with the culture of school and ways of teaching and learning
- engagement with other learners in classroom and school
- socio-economic status of family and community
- support from family and the community
- expertise of teachers and program quality
- the amount of targeted ESL support students receive
- school support.

## What does the research tell us about successful program characteristics for secondary ESL learners?

The Collier and Thomas research found that the program characteristics that can make a significant difference in academic achievement for English language learners at the secondary level include:

- second language taught through academic content;
- conscious focus on teaching learning strategies needed to develop thinking skills and problem-solving abilities; and
- continuous support for staff development emphasizing activation of students' prior knowledge, respect for students' home language and culture, cooperative learning, interactive and discovery learning, intense and meaningful cognitive/academic development, and ongoing assessment using multiple measures (Collier 1995).

Implications of ESL pathways for forms of school support

All international students, even those who have been assessed at IELTS level 5, or as established at S 4 stage on the *ESL Companion to the VELS*, will need ESL support. The table below sets out the kinds of ESL support schools need to provide for ESL learners at different stages of their ESL learning.

For those students with very limited English at time of arrival, a full time intensive course is necessary to provide a sound foundation for continued English language learning.

As time is limited for international students enrolling in the later years of secondary schooling to become proficient in English, there needs to be continued and targeted ESL support.

Type of program by stage of ESL learning	
Beginner (S1-S2):	Intensive program (minimum 20 hours pw)
Intermediate (S2-3)	Intensive + ESL Support
Advanced (S4)	ESL Support + ESL informed mainstream teaching

## Section 3: Integrating international students into the school

Understanding the needs of international students and establishing good practices to help them settle into their new learning environment is essential whether students are attending an IELP or going directly into mainstream classes. This section suggests some ways in which international students can be integrated into the whole school program.

Part 5 of the Guide contains ideas and materials to support the integration of international students into their new school community.

### Understanding international students

International students have much in common with other students attempting the later years of schooling in a Victorian Government school, but there are some key factors which need to be acknowledged if international students are to be well supported in their learning.

These include:

- International students have made a conscious decision to undertake their final years of education in a foreign country
- They do not have many of the common experiences associated with living and learning in Australia nor do they have a ready understanding of the Australian schooling system and teaching approaches
- Many will not be proficient in English, and will therefore be learning English while being instructed in English
- They may experience frustration due to the gap between their level of knowledge and their capacity to show this in English. It may also hamper their capacity to form friendships.

They do however bring an understanding of life and schooling in another culture, and will be proficient in at least one other language.

## International Student Needs

Needs shared by most international students include the following:

### **The need to learn English for social and academic purposes in a very short time frame**

Understanding the enormity of the task faced by most international students is critical to ensuring that all opportunities to learn and practice English in formal and informal situations are taken.

### **The need to “pick up” aspects of the Australian culture and vernacular in order to access much of the mainstream curriculum**

Becoming familiar with the many aspects of Australian society, history and culture embedded in the curriculum that local students are assumed to know can be a challenge for international students.

### **The need for supported opportunities to demonstrate learning**

There may be a gap between the knowledge international students have of the content being taught, and their capacity to express this in English. This can lead to frustration and disappointment particularly at assessment time. Teachers need to provide every opportunity and means for international students to indicate what they do know about a topic, while supporting their continued learning of English.

### **The need for explicit information about teaching and learning in Australia**

International students will bring with them a range of understandings about teaching and learning but they may need to be explicitly taught about Australian pedagogy and its intended learning outcomes. Some students may not, for example, automatically see the relevance to learning of certain activities such as excursions, or role play. Teachers need to be sensitive in acknowledging differences in learning styles and be cautious about making assumptions that all students from a particular background will share the same learning styles.

### **The need to understand the requirements of the VCE and VCAL and career pathways without the benefit of previous years of schooling in Australia**

It is important international students understand the structure of courses offered in the senior years of schooling and the requirements for successful completion. They will also need a clear understanding of subject prerequisites and the implications of subject choices for educational and career pathways.

## Implications for schools

The student profile of a school broadens with the enrollment of international students and it is important to identify and incorporate their particular welfare and learning needs in all aspects of school planning. Suggestions for doing this include:

### **Consider International students as a subset of the local ESL student cohort**

International students have much in common with the local ESL cohort, particularly recently arrived secondary aged students. They share the need to learn English quickly, to become familiar with a new education system, and to succeed in their education in a very short time frame. Their reasons for coming to Australia will be different, but once here, their educational aspirations may be similar. Joint planning for local ESL students and international students will have advantages for both groups of students as well as staff.

### **Student profiling**

Knowing students' backgrounds is a key component of good planning. Use CASES 21 to profile students. Language background, length of time in Australia and age can all impact upon student progress and outcomes. Planning programs with this knowledge will result in better targeted programs.

*Refer to Part 5: ESL Learner Profile*



## Preparing staff

It will be important to prepare staff for the enrolment of international students in the school.

This can be done in a number of ways:

### Provide staff with information on the International Student Program (ISP) and how it operates in Victorian Government schools.

This can be achieved by:

- providing background information on the International Student Program in Victoria at staff meetings
- providing information on the International Student Program in the Staff Handbook
- updating staff on the numbers, year levels and countries of origin of international students
- including information on cultural understandings in whole school professional learning programs
- providing staff with the opportunity to explore assumptions about international students.

### Provide information about the particular educational needs of international students.

It is important all staff appreciate the short length of time international students have to become proficient in English and to develop the curriculum background knowledge assumed necessary for the successful completion of the senior years of schooling.

This can be achieved by:

- providing information to staff on different teaching and learning styles including ways of accommodating these in their classroom
- providing professional learning on intercultural understanding
- providing information on second language learning and how to meet ESL needs in the classroom (schools could use some of the information provide in the previous section)
- ensuring all teachers of international students are made aware of their arrival in class and provided with some background information on the International Student Program as well as the individual student (See Part 5)
- providing specific information on individual students to teachers of international students.

## Providing information on the well-being and welfare needs of international students including accommodation arrangements.

Staff need to be aware of the enormity of the change international students will be experiencing.

This can be achieved by:

- taking time at staff meetings to discuss assumptions about international students
- discussing welfare needs and responsibilities
- considering ways of welcoming them into the school community
- the International Student Program coordinator and student welfare coordinator working together
- learning more about the range of accommodation arrangements including homestays
- ensuring international students have access to a significant adult to compensate for being away from parents.

*Refer to Part 5 of the Guide for information on staff professional learning.*

## Preparing local students

There are many ways in which international students can be made feel welcome and integrated into the local student population and broader school community. These include:

- providing information in the school newsletter about international students
- profiling past and present students
- considering a buddy system
- using international students as guest speakers in classes to provide information on their countries and cultures
- including international students in any culture related events in the school
- inviting past international students to speak to classes or groups of students
- organising welcoming functions and establishing social networks.

## Strategies to assist international students with integration into a new learning environment

### Orientation and transition

Advice on orientation and transition can be found in **Part 3: Meeting the Guidelines**. International students, as with local ESL students will go through several transitions during their life as a student. Students will vary in the way they respond to the change associated with making a transition from one environment to another, but it is asserted that each transition will be easier if associated issues are acknowledged and support is provided. This support will initially be in the form of an orientation program with transition points specifically addressed. (A suggested staff activity is to ask staff to plot the main points of transition in their lives and consider what the issues were. Questions such as: what made them easier or harder can then be posed and discussed).

*Refer to Part 5 for more information*

## Curriculum implications

There are many ideas schools can implement to ensure their curriculum is inclusive of all students and cultures. These include:

- adding an international dimension to topics taught in the curriculum
- showcasing diversity
- establishing a sister school relationship with schools in other countries
- including information in mainstream curriculum on countries of origin of international students
- checking a multicultural calendar for significant events and dates and incorporating these into the curriculum
- generally drawing on the language and cultural expertise of international students to support the curriculum.

## Adding a global dimension to the curriculum

Adding a global dimension to a school curriculum can be fairly readily achieved and can have benefits for all students.

See: [http://www.curriculum.edu.au/ccsite/cc\\_global\\_education/17846.html](http://www.curriculum.edu.au/ccsite/cc_global_education/17846.html) for suggestions

By including a global dimension in teaching, links can easily be made between local and global issues. It gives students the opportunity to:

- examine their own values and attitudes in a global context
- learn to value diversity and appreciate the similarities between peoples across the world
- understand how their lives fit into the global context
- develop skills to help them combat injustice, prejudice and discrimination.

Such knowledge, skills and understanding enable young people to make informed decisions about how they can play an active role in the global community.

For more information go to: [http://www.oxfam.org.uk/education/gc/what\\_and\\_why/](http://www.oxfam.org.uk/education/gc/what_and_why/)

Schools can undertake an audit of existing curriculum and look for ways of developing a curriculum to support themes of globalisation and interdependence, identity and cultural diversity, dimensions of change, social justice, human rights, peace building and conflict, and sustainability.

See also:

The DEECD strategy document, *Education for Global and Multicultural Citizenship* <http://www.eduweb.vic.gov.au/edulibrary/public/commrel/policy/multicultural-ed-strategy.pdf> which aims to equip all students with the skills, knowledge and attitudes needed to prosper and thrive in a world characterised by global mobility and cultural, political and economic connectivity.

For more information on multicultural education go to:

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/>

*See Part 5: Adding a global dimension to the curriculum which includes a list of resources.*



## **Part 2: Establishing an IELP**



## Section 1: Introduction

Part 2 provides guidance on establishing a school-based Intensive English Language Program for international students.

It has two main sections:

- Section 1: Preliminary planning for an IELP
- Section 2: Organizational structures for an IELP



## Section 2: Preliminary planning for an IELP

This section provides advice to those schools considering establishing an IELP in their school. The IELP Guidelines developed by the International Education Division (IED) provide a sound framework for developing a new program, or reviewing an existing one. Part 3 of the Guide provides comprehensive advice to support each guideline. The IELP Guidelines and IELP Guide align with the requirements of the International Student Program Quality Standards for Schools and sit within the broader International Education Division Quality Assurance Framework.

The decision to establish a school based IELP involves the consideration of many factors.

The first section will assist schools with their initial planning.

### Factors to consider

The following factors should be taken into account when schools are first considering establishing an IELP:

- the school's experience with international students
- the need for an IELP in the school, including current arrangements and projected number of students
- the level of ESL expertise and awareness in the school
- the physical space and resources needed for an IELP
- The operational capacity of the proposed program delivery model to provide high quality IELP programs to international students (against the IELP Guidelines).

### Experience with international students

The greater the experience the school has with international students the more aware they will be of some of the key success factors in establishing an IELP.

### The need for an IELP

What are the current arrangements for intensive English language provision? Is there a demonstrated need for the IELP in the school and in the region which can not be met by another English language provider? Schools should consider past trends in numbers of students in need of an intensive program and their projections for future enrolments.

## Level of ESL expertise and awareness in the school

Does the school have a significant number of ESL students in their local population? How experienced are teachers in dealing with second language learners? Are there key staff with ESL experience who could assist with program development?

## Physical space / resources

Can the school provide the appropriate physical spaces, facilities and equipment for an IELP? Schools may also like to consider the potential for growth in the program when considering whether their physical spaces are appropriate.

## Operational capacity of the proposed IELP school program

A consideration of resources, time allocation, an appropriate and sustainable business model and a viable funding model should be considered. Also, schools need to assess their ability to establish a program in accordance with the IELP Guidelines for schools.

## Next stage: School readiness audit

The readiness audit is an internal document that can be used by schools in assisting to:

- clarify their reasons for wishing to establish an IELP
- determine their level of readiness to establish an IELP
- identify areas that need action or attention before taking their intention further.

The checklist is set out so schools can assess their level of readiness in each of the following four main areas:

1. Clarifying need, rationale and vision for the future of the program.
2. Determining level of support for an IELP within the school.
3. Assessing the current level of ESL awareness /expertise.
4. Checking location, physical spaces and teaching resources.

## Action planning

The School Readiness Audit can be used as a basis for an action plan designed to progress the proposal to establish an IELP.

The IELP Guidelines could also inform the action plan as the school will consider its current strengths in relation to the guideline components and what areas it needs to work on. The action plan would look at what needs to be done by whom within an agreed timeline.

## School readiness audit

### 1. Need, rationale and vision

This section aims to assist schools clarify the reasons for wishing to establish an IELP, and to consider their future plans for the program.

**Enter information on the following in the table provided**

Area	Response	Comment
What are the main reasons for wanting to establish an IELP?		
What are the main concerns about current arrangements for international students needing an IELP?		
What other providers of IELPs (ELS/Cs and in-school programs) are in the area?		
What is the anticipated number of students in the IELP at the program commencement?		
What growth is anticipated in IELP numbers over next 2–3 years?		
How willing is the school to take students from other schools and be seen as a regional provider?		

### Assessment (Scale: 1 – 3, 3 = highest)

Based on the above how would you assess this area?

	Rating	Action
Need (high – low)		
Vision (well thought out – not well developed)		

## 2. Support for the establishment of an IELP

This section will help schools assess the support within the school for the proposal.

	Yes/no/comment	Action
<p><b>Staff</b></p> <p>Has the proposal been discussed with staff and is there general support for the proposal?</p>		
<p><b>School Council</b></p> <p>Has the proposal been discussed by School Council and will School Council support the idea?</p>		

### 3. Level of ESL awareness /expertise needed to establish a program

Use the following questions to assess the current level of ESL experience and expertise in your school.

	Response	Comment / action
How experienced is the school with international students?		
Does the school receive ESL Index funding? To what level?		
Does the school have an ESL Coordinator?		
Approximately how many ESL students are currently in ESL programs in the school?		
How many ESL qualified staff are currently at the school?		
How aware are staff of the <i>ESL Companion to the VELS</i> and the <i>ESL Developmental Continuum P-10</i> ?		
How experienced/aware are staff generally with assessing ESL students level of English?		
Does the school have many local new arrival students and how aware is the school of the New Arrivals Program?		
Does the school have either international or local students returning from an IELP at an English language school or centre?		

	Response	Comment / action
Is there a transition program to assist these students?		
Are there any MEAs in the schools and if so, what languages do they speak?		
Are they used to assist students in the classroom?		
How many ESL staff have experience with newly arrived ESL students?		
In general, are most staff aware of the particular needs of ESL learners?		
Does the school have sufficient resources targeting ESL learners?		
Has a budget been identified for the IELP?		
Have the staff had the opportunity to undertake ESL professional learning?		
Is ESL professional learning included in school planning documents?		

#### 4. Location, physical spaces and teaching resources

	Yes/no/comment	Action
Does the school have sufficient space for a new program including a discrete space for exclusive use of the program?		
What are the growth projections for both local and international students in the next 5 years?		
Can the school accommodate growth in both student cohorts?		
Is the school well served by public transport?		

#### Assessment and action plan:

##### Issues

What are the main issues that have been identified and what action is planned?

Issue	Action	Completion

## Section 3: Organizational Structures for the IELP

This section outlines possible organizational structures schools could consider when setting up an IELP.

IELPs delivered by English language schools, centres and mainstream schools, usually operate over a 20 week or two term period, and are delivered within normal school hours. A 20 week IELP equates to 500 hours of instruction, 80 percent of which will be targeted ESL tuition.

Guideline 4 Program provision and school level reporting, Part 3, page 128 provides detailed information on how a program might be structured and covers all aspects of programming.

However before moving to this level of detail schools should consider how the IELP will sit within the whole school organisation.

### Key factors for determining program structure

When deciding on a program structure schools will need to take the following into account:

- number of students and proposed number of groups
- clarifying the purpose of the program – for example to learn English in the context of preparing for senior secondary schooling
- extent of integration with the mainstream program
- staff available and their level of experience and expertise with ESL students
- meeting the IELP Guidelines (ie 20 weeks of 20 hours of intensive English).

### Organisational structure options

An early decision a school needs to make is whether the IELP will treat the students as a discrete group for the whole week, or whether there will be some integration with mainstream classes. This will affect staff allocation and timetabling decisions.

#### Stand alone IELP

If the school has sufficient numbers for multiple classes, they may consider a stand alone IELP to be the most effective structure. A fulltime program would be developed as for any other group of students. It is important that such a program has curriculum breadth while maintaining the focus on ESL across the VELS domains.



## Some integration with mainstream classes

It may be that 80 per cent of the IELP will be treated as a discrete program, with the remaining 20 per cent integrated into for example, the Year 10 program. Some subjects which are less language dependent can provide good opportunities for international students to get to know local students and experience mainstream classes.

## Flexibility possibilities

Within either of the above structures, IELPs can consider ways to enhance their program, or meet particular student needs. These include:

### Providing support outside school hours

If students' level of English is lower than expected and there are concerns that 20 weeks will be insufficient, a school can consider extending the school day to provide extra tuition or offer some Saturday classes or activities involving English language. This could involve homework support provided by the school, or access to community based out of school hours homework programs. Recreational activities however should also be considered as they will be less demanding for students, while providing the opportunity to socialise and develop communicative competence in English in informal settings.

### Extending the IELP by providing additional ESL in lieu of a VCE subject at Year 11

Working within the requirements for the satisfactory completion of VCE, schools could consider an additional semester of ESL following the 20 week intensive program while the students are undertaking Units 1 and 2 of VCE.

### Enrolling students in Foundation English Units 1 and 2 as well as English/ESL in Year 11

Schools can increase the number of hours of English language tuition by enrolling students in two English subjects at Year 11.

See [www.vcaa.vic.edu.au/vce/studies/foundationeng/fdnenglishsd.pdf](http://www.vcaa.vic.edu.au/vce/studies/foundationeng/fdnenglishsd.pdf) for more information.

## Issues

When setting up an IELP, schools need to be aware at the outset of some of the constraints around program delivery, some of which are beyond their control. These include:

- late arrival of students due to visa problems
- variability in student demand for IELP courses between Semester 1 and 2
- students having lower levels of English on arrival than expected and consequently needing more time in an IELP
- difficulties around running out of school hours classes in a government school using school staff
- students' capacity to learn effectively in an extended day and week without placing undue pressure on them.
- It should be noted that some of these constraints are the reason why there needs to be a degree of flexibility when planning how programs are delivered.

## Links

*See Part 3 Guideline 4 Program provision and school level reporting, for detailed program information.*

# Part 3: Meeting the IELP Guidelines



## Introduction

The intention of this Part is to provide schools with assistance in developing and maintaining successful Intensive English Language Programs (IELPs) for international students by expanding upon the eight guidelines developed for IELPs.

It provides supplementary material to support each of the eight guidelines. It expands on the outcome statements and performance indicators by providing implementation advice.

It should be kept in mind that school circumstances will vary: for example there may be smaller international student programs in non-metropolitan regions where schools may have difficulty in meeting a particular guideline. In these instances advice should be sought from the International Education Division.

The information in this Part will also be of assistance to schools developing ESL support programs, particularly for students in Year 10 or below.

*Further practical information relating to ESL support for all students can be found in Part 5.*

### Relationship to Quality Standards for Schools

The IELP Guidelines have been developed to complement the *International Student Program Quality Standards for Schools* and cover some of the same areas. Where there is duplication, the IELP Guidelines approach these areas from the perspective of the IELP rather than the host school, and explicitly cover the responsibilities of the IELP. Additional information is provided about the IELP responsibility for, and contribution to, meeting a particular standard.

## Using the Guidelines

The IELP Guidelines provide the framework for an IELP.

Each guideline addresses a specific area of service delivery. The Performance Indicators assist schools to assess their performance. The Resources/Notes/Evidence column provides further advice and resources for schools.

To get the most from this part of the Guide schools need to be familiar with the structure and content of both the *International Student Program IELP Guidelines* and the *International Student Program Quality Standards for Schools*.

### International Student Program – Quality Standards for Schools

- Standard 1 Management of education agents
- Standard 2 Marketing information and arrival
- Standard 3 Acceptance, pre-arrival
- Standard 4 Orientation
- Standard 5 Student involvement in English language school & centre (ELS/C) programs
- Standard 6 Record keeping
- Standard 7 Reporting to parents
- Standard 8 Accommodation arrangements
- Standard 9 Care and welfare arrangements
- Standard 10 Program provision and school level reporting
- Standard 11 Departure and post placement

See *School Resource Kit* Chapter 1: The program in the context of International Student Program

<https://www.eduweb.vic.gov.au/edulibrary/school/schadmin/schoperations/international/intlstudsrk/intlsrkch01context.pdf>

## Intensive English Language Program – Guidelines for Schools

- Guideline 1 Physical facilities
- Guideline 2 Staffing
- Guideline 3 Orientation
- Guideline 4 Program provision and school level reporting
- Guideline 5 Assessment
- Guideline 6 Liaison with the host school and/or the mainstream program
- Guideline 7 Student care and welfare arrangements
- Guideline 8 Record keeping.

*Refer to the IELP Guidelines on page 124.*

## Guideline 1: Physical Facilities

This section provides guidance to schools on the provision of facilities for international students in IELPs and expands on outcomes and performance indicators for Guideline 1

It includes advice on the following:

- Physical spaces
- Program equipment

### Guideline outcomes

The area/s in the school designated for the IELP are educationally and environmentally appropriate

Equipment and furniture are appropriate for students' and teachers' needs.

### Performance indicators

Teaching spaces are large enough to allow for a range of class groupings.

There is sufficient safe storage for consumables, resources and equipment.

There are sufficient display areas to allow for visual supports for learning.

Spaces are light, well ventilated and free from noise interference.

Teachers and SWCs have access to a private counselling space.

Adequate space for teacher preparation and student interviews is available.

Students have access to a lunch space which meets the needs of international students.

There are adequate display resources e.g. pinboards.

Teachers and students have access to teaching resources and appropriate equipment such as computers, data projectors, CD players, overhead projectors and interactive whiteboards.

Educational equipment necessary for second language teaching is available, well maintained and updated as needed.

## Physical spaces

Because of the language rich nature of the program, students and teachers will benefit from having a “home base” within the school which can house resources that students have ready access to, with a large area of display space. Having adequate display areas is important for reinforcing language learning with visual supports such as topic word walls and structured overview charts supporting the learning of topics.

The designated space for the base ESL program should maximise student learning opportunities by being well lit, free from noise interference and be large enough to allow for a range of different learning activities and groupings of students. Ideally it will be centrally located in the school so students feel connected to the main school program rather than isolated from it.

In addition, the IELP classes will need access to specialist rooms and facilities in other parts of the school such as the library, science room and technology centres.

International students will integrate more readily into the life of the school if they share a lunch and recreational room with mainstream students rather than using a separate space. Many international students are used to eating a hot lunch and access to a microwave will be appreciated.

When deciding where to house the IELP, schools may take into account their plans and projections for growth.

## Program equipment

A range of education technology appropriate to language learning and teaching should be readily available to teachers and students.

Such equipment includes:

- computer and printer facilities with internet access
- data projector
- audio players
- overhead projector
- interactive whiteboard
- self access technology resources
- bookshelves.



## Guideline 2: Staffing

This section provides advice on decisions to be made when staffing an IELP. ESL teachers working in the IELP will have an ESL qualification and ideally have experience in teaching ESL students at the lower end of the ESL learning pathway. They should also have an understanding of the demands of mainstream curricula, in particular the demands of VCE.

This section includes advice on the following:

- Employment of ESL qualified teachers
- ESL aware teaching strategies for subject teachers working in the IELP
- Professional development opportunities including cultural awareness training
- Staffing structures, roles and responsibilities.

### Guideline Outcomes

ESL teachers working in the IELP have approved ESL qualifications and relevant experience

Subject teachers working in the IELP demonstrate an appropriate level of ESL aware teaching practices

Staff involved in the IELP are culturally aware in their dealings with students and families/caregivers

All staff are given access to appropriate professional development programs and are encouraged to pursue their own professional development

Staffing structures reflect a commitment to meeting the curriculum and welfare needs of students within the IELP.

## Performance Indicators

ESL teachers teaching the intensive ESL component (80%):

- have VIT approved ESL qualifications
- have experience in teaching ESL students at the early stages of the ESL learning pathway
- have experience in teaching ESL in the context of preparing students for schooling in Australia
- have an understanding of the language and curriculum demands of the relevant level of schooling eg VCE
- have an understanding of intercultural issues.

Subject teachers teaching in the remaining component of the IELP:

- have significant experience teaching educationally and linguistically diverse students
- use teaching practices which exemplify an awareness of the need to teach the academic language and literacy of their subject areas appropriate for the year level
- have undertaken and/or are willing to undertake professional development in this area.

Staff involved in the IELP:

- have experience in working with culturally and linguistically diverse communities
- have undergone or are prepared to undergo cultural awareness and intercultural training.

School role and responsibility statements address the specific curriculum and welfare needs of international students.

Bilingual support is available to the IELP.

A component of the school's professional development program targets the specific needs of international students and of the schools' culturally and linguistically diverse population.

Staff representatives are supported to attend relevant external professional development and processes are in place for sharing experiences and findings, eg staff meetings.

Established procedures and IELP program documentation support the induction of new staff.

Staff are expected to attend relevant regional network meetings.

Cultural information relating to specific learner groups is made available to staff.

Schools appoint an ESL qualified teacher to manage the IELP and be the key contact point for the program.

## Employment of ESL qualified teachers.

When employing ESL teachers for an IELP or deploying existing staff members into the program, principals can refer to the following specialist area guidelines issued by the Victorian Institute of Teaching.

[http://www.vit.vic.edu.au/files/documents/573\\_VIT\\_specialist\\_area\\_guidelines\\_2003.doc](http://www.vit.vic.edu.au/files/documents/573_VIT_specialist_area_guidelines_2003.doc)

## ESL teaching strategies for subject teachers in the IELP

Subject teachers teaching in the IELP ideally would have an ESL qualification or have considerable experience in teaching culturally and linguistically diverse students. They should have an awareness of teaching practices geared at teaching the specific language and literacy of their subject areas and targeted to the range of learning needs in their classes. Principals should seek staff who have participated in and/or are willing to undertake relevant professional learning in this area eg *Teaching ESL in the Mainstream* and *Teaching ESL students in mainstream classrooms – Language in learning across the curriculum (see Part 5, Resources Section 2: ESL Teaching and learning)*

## Professional Development

A component of the school's professional development plan could be devoted to meeting the needs of international students and working with culturally and linguistic diverse communities.

Professional learning related to the IELP and the International Student Program could include the following focus areas.

### Intercultural understanding and checking assumptions

The topics below consider issues around intercultural understanding.

- The interconnectedness of culture and identity.
- The different dimensions of culture.
- Cultural influences on learning.
- Familiarisation with cultural and educational backgrounds of particular groups within the school community.
- “Assumptions and expectations, myths and reality”.  
What are some of the common assumptions made about international students? How do these match with the profile of international students at the school? What expectations do international students have of schooling in Australia? To what extent are these expectations met? What are the implications for teaching and learning?

- “The Hidden Curriculum”: What values underpin curriculum practices at system, school and individual classroom level and to what extent are these shared by all members of the school community? How can the gaps be bridged? (*See Part 5: The hidden curriculum for suggested staff activities*).
- The relationship between culture and learning styles.
- The culturally inclusive classroom.
- Interfaith and intercultural understanding initiatives.
- What cultural knowledge is assumed within my course design that international students enrolled in my course may not have? How can I cater for their needs?
- “Learning a foreign language.” What is it like to be in a total immersion classroom learning in a language that is not your own?
- “I feel embarrassed asking the teacher questions.” Present and discuss the findings from a survey of international students on their learning experiences. Discuss any implications for the school and the classroom.

## The English as a Second Language Program

Topics relating to ESL planning and methodology could include:

- Using the *ESL Companion to the VELs* and the *ESL Developmental Continuum* as planning and assessment tools
- Assessment for, of and as learning in the ESL classroom
- Planning and developing a course of study and units of work
- Strategies for developing listening and speaking skills
- Teaching pronunciation
- Strategies for developing reading and writing skills
- Using a range of thinking tools and learning strategies within the ESL classroom.

## Teaching English as a second language and literacy across the curriculum

All staff teaching international students will benefit from focusing on teaching and learning issues related to ESL students.

Areas could include:

- Issues related to second language acquisition and optimum conditions for learning in a second language
- Identifying international student needs
- Identifying the language and literacy demands of particular subject areas and study units

- Unit or topic planning to meet ESL and language and literacy needs in different domains
- Strategies to scaffold ESL learners in the mainstream classroom.

## Professional learning strategies

Professional learning strategies to support the needs of international students can be included in the school's annual professional development plan. Strategies could include:

- Whole school or faculty in-services on topics such as those outlined above utilising ESL expertise from within the school or from guest facilitators
- Viewing and discussing videos/DVDs which support teaching ESL across the curriculum such as *ESL learners in the middle years – Strategies for the mainstream classroom*. See the ESL website for further information
- Facilitating network or cluster activities based on common needs within the region, or with other IELP schools or with host schools
- Visiting other IELP programs.

## Collaborative planning between ESL teachers and mainstream subject teachers.

One of the most powerful forms of professional learning occurs when an ESL teacher and subject teachers plan together. It benefits both the ESL component of the IELP and the mainstream component as subject teachers have specialist knowledge of curriculum areas and the ESL teacher brings knowledge of second language acquisition and teaching methodology. The ESL teacher gains insight into the specialist curriculum area and can draw on this knowledge in the ESL classroom and the ESL teacher helps the subject teacher to:

- identify the stage of language development of the ESL learner
- set reasonable learning goals
- identify effective strategies which will assist learners to learn the language and literacy of the subject
- plan appropriate assessment activities that identify the learner's competence and needs.

Collaborative planning can involve a single teacher and an ESL teacher working together, or a team of teachers and an ESL teacher working together. Planning can be done at the course component or unit planning level.

## Staffing structures, roles and responsibilities

### Teaching staff

The number of teachers required for the intensive English language component will depend on the number of classes operating and the student profile. There should be sufficient ESL trained staff employed to meet the minimum requirement of 20 hours per week ESL. Although class sizes may vary, a class size of no more than 15 is suggested. English Language schools and centres are staffed on a nominal class size of 13.

Other staff involvement in the program will vary according to student needs and interests and school resources. A maths trained staff member, preferably one with some ESL training and experience should be included in the staffing profile of the IELP.

### International ESL coordinator

This role could include:

- program development and review within the IELP
- monitoring of student progress
- reporting to host schools
- liaison with base and host school personnel on curriculum and welfare issues
- day-to-day coordination of the IELP Program.

It is expected that the ESL coordinator would work closely with the ISC coordinator. In some schools, responsibility for some of the above administrative tasks may be assumed by the ISC coordinator.

### Education Support Staff (ESS)

Bilingual education support staff provide invaluable curriculum and welfare support in an IELP. Schools with IELPS may consider including Multicultural Education Aides within their staffing structure. Some schools have also employed an ESS officer with responsibility for aspects of administration.

See Use of Multicultural Education Aides in the International Student Program Part 5, and the *MEA Handbook* at: <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/meahandbook.pdf>

## Welfare support

The staffing structure of the IELP should include a nominated staff member, in most instances the IELP coordinator, with overall responsibility for day to day pastoral care while the international students are in the IELP. This person would have the responsibility of liaising with the Principal Class Officer of the host school who has the prime responsibility for student welfare.

## Links

Part 3: Meeting the Guidelines: Guideline 4, Program provision and school level reporting. The section on resourcing the program has further advice on staffing the IELP

*Refer to*

*Part 5, page 177 – Multicultural Education Aides in the International Student Program*

*Part 5, page 44 – Professional development programs*

*Part 5, page 294 – Professional learning resources*

*Part 5, page 298 – Developing intercultural understanding: resources*

## Resources

Victorian Institute of Teaching.

[http://www.vit.vic.edu.au/files/documents/573\\_VIT\\_specialist\\_area\\_guidelines\\_2003.doc](http://www.vit.vic.edu.au/files/documents/573_VIT_specialist_area_guidelines_2003.doc)

*The Multicultural Education Aide Handbook*

<http://www.education.vic.gov.au/studentlearning/programs/esl/mea.htm>

The Languages and Multicultural Resource Centre has an online catalogue:

<http://www.education.vic.gov.au/studentlearning/programs/lmerc/default.htm>

The ESL home site has professional learning links including: *Teaching ESL in the Mainstream and Teaching ESL students in mainstream classrooms – Language in learning across the curriculum*

<http://www.education.vic.gov.au/studentlearning/programs/lmerc/default.htm>



# Guideline 3: Orientation

## Introduction

This section provides guidance to schools on orientation programs for international students in IELPS and expands on outcomes and performance indicators for Guideline 3.

It complements advice for schools in the School Resource Kit, page 7 on meeting Standard 4: Orientation of the International Student Program Quality Standards for Schools and should be read in conjunction with that document.

It includes advice on the following:

- orientation as an ongoing process
- responsibilities of host school and IELP in relation to orientation
- planning the IELP orientation program
- IELP orientation handbook
- orientation as part of the English language program

### Guideline outcomes

The IELP supports the host school in delivering an ongoing orientation program that provides students with information to help them adjust to living and studying in Victoria.

The IELP provides students with an ongoing orientation program that focuses on introducing the language, information and skills needed to help them function effectively in Victorian schools and the community.

## Performance indicators

The IELP provides an ongoing orientation program which complements the host school's orientation program and includes information regarding:

- the school (including staff roles) and its academic programs
- general support services and special programs
- the IELP
- Student Code of Conduct
- visa conditions (translated)
- general health care
- local area including shops and services
- transport between school and homestay
- dispute resolution procedures
- key policies
- legal rights and responsibilities.

The IELP provides students with an orientation handbook relevant to the IELP.

Time is made available for IELP staff to liaise with the host schools in relation to orientation.

IELPS use the orientation checklist provided by the host school to guide planning for the IELP orientation program.

The IELP orientation program includes:

- introducing functional language for both academic and social purposes needed to operate in a school environment
- introducing functional language needed to operate in the community eg shops, transport, medical services
- introduction to ways students learn in Australia
- exposure to the kinds of written and spoken texts students will encounter

## Orientation as an ongoing process

How comfortable students are in a new environment will depend to a large extent on the quality of attention paid to students' ongoing orientation needs. A well planned orientation program provides the underpinning for quality student care and well being. It will be most successful if it is thought of and implemented as an ongoing program, rather than as something to be covered in the student's first few weeks.

An important consideration is to match provision of information with the student's readiness to receive. The enormity of the change involved with the transition from one country to another and the preoccupation with immediate needs, can result in information being lost due to overload. Some students will be coping with becoming familiar with two new school environments, the IELP school and the host school, as well as adjusting to their homestay.

A successful orientation program will meet students' immediate needs without them feeling overwhelmed by an overload of information.

First language support is important in the early stages of arrival and IELPs should consider using interpreters or bi-lingual language assistants to cover essential information. They should also have essential documents translated eg The Student Code of Conduct.

## Responsibilities of host school and IELP

The first outcome recognises that schools have the primary responsibility for orientation but that the IELP has an integral support role. The responsibilities of host schools for delivering an orientation program are outlined in *Quality Standards for Schools* Standard 4, and expanded on in the School Resource Kit, page 294 . Standard 5, Student involvement in English language schools and centres, in the *Quality Standards for Schools*, states that IELP students will participate in the host school orientation program.

The ISC of the host school and the IELP coordinator will need to reach agreement on responsibilities for covering different aspects of the orientation program as they apply to each setting and for making arrangements for students to attend the host school orientation program.

Where the IELP is at a different location to the host school, the IELP is in the best position to perceive and respond to international student information needs at the point of need. Where relevant they can convey the requests for information to the host school ISC.

## Orientation responsibilities

Generally the host school would be responsible for:

- providing information on the host school and its academic programs, its support services and special programs
- informing students of the school's code of conduct, rules and requirements including uniform, welfare and discipline policies
- providing assistance with all enrolment procedures, school subject selection, the purchasing of uniforms and books, etc.
- ensuring that students understand their homestay rules and conditions, where applicable
- providing advice about staying safe and the role of Victoria Police in the community
- informing students of the purpose of the IELP and what to expect
- notifying students of important dates such as course selection, end of IELP course, study camps
- familiarizing students with transport between host school and homestay and between IELP and homestay
- reminding students of the importance of adhering to all their Education Services for Overseas Students (ESOS) and visa conditions, particularly those relating to attendance, course progress, course duration and Visa condition 8202
- providing students with the list of Department of Immigration and Citizenship (DIAC) Mandatory Student Visa Conditions and ensuring that they understand these conditions
- ensuring students understand the Permission to Work policy
- outlining the school's dispute resolution procedures
- providing students with an emergency contact card which lists key school staff contact details
- providing students with a handout of information regarding key policies and the Complaints and Appeals process. visa conditions (translated) dispute resolution procedures (translated).

Generally the IELP School would be responsible for:

- providing information on the IELP organization and daily timetable including the 'geography' of the school: layout, location of specialist rooms, and support staff
- informing students of procedures for accessing facilities and services eg library, computers, use of internet

- familiarizing them with what is regarded as appropriate school and classroom behaviour in Victorian schools and providing them with the Student Code of Conduct (translated)
- linking them in to extra curricula activities eg sport, music, chess, drama
- introducing the school planner and diary and important IELP school dates such as course dates, curriculum days
- advising on support services and special programs
- providing information on general health care and healthy behaviours including what to do at school if ill
- familiarization with the local area including shops, services and recreational opportunities
- providing orientation to schooling in Australia: structure of schooling, pathways, ways students learn, familiarization with subjects and course selection procedures
- reinforcing advice about safe behaviours in the home and the community and the role of Victoria Police
- providing students with an emergency contact card which lists key IELP school staff contact details.

## Planning the IELP orientation program

### Planning an orientation program

- Consider what should be included in the IELP orientation program and divide into immediate and non-immediate categories.
- Set up a program which staggers the amount of new information students need to get across in the first few weeks.
- Be prepared to repeat information, perhaps in a number of ways. Low levels of English along with dealing with a new environment will affect student's capacity to recall what has been covered.
- Integrate orientation topics into the language teaching program – see below.
- Provide important information in a written form, using plain English and avoiding unfamiliar concepts.
- Where possible use bi-lingual assistance. Have essential documents translated.
- Implement a buddy system, perhaps with a student sharing the same home language to support the orientation program. Make sure the buddies are well briefed and have a written copy of the relevant orientation information.
- Ensure students know who to go to for assistance.

## IELP Orientation handbook

An orientation handbook which provides a summary of essential information about the school with space to write personal information eg the weekly timetable will reinforce the information provided.

The ISANA (International Education Association Inc) website (see below) has a template of orientation information which can be adapted to suit local needs. Check what the student has received from the host school in the way of general orientation information and supplement as needed.

## Protocols

ISCs of host schools and ESL coordinators will need to formalise arrangements for the orientation program and consult on who will take responsibility for each aspect of the program (refer *Quality Standards for Schools* and IELP Guideline 6).

## Orientation as part of English language program

The second orientation outcome reflects the core responsibility of the IELP: to prepare students for schooling and for functioning effectively in Australian society.

Orientation topics which focus on students' language, skills and information needs can be integrated into the general ESL program particularly in the early weeks.

Topics could include:

- Our school
- Schooling in Australia
- Safety in the home and the community
- My local community
- Shopping
- Getting around
- Health –including physical, social and emotional health
- Holidays and celebrations
- Making connections
- Year 11 orientation

Examples of tasks and activities which support initial orientation needs and English language development include:

- excursions to the local shopping centre, library, health centre used as a basis for language experience including asking for and giving directions
- role playing situations asking for assistance eg at the doctors, buying lunch at the canteen, asking for help with research in the library, borrowing books
- listening and speaking activities which focus on formal and informal register
- arranging for guest speakers eg police, youth lawyers, fire brigade
- a supported buddy program including the international student preparing questions about the school, and the buddy being given specific tasks and topics eg visiting and explaining how the canteen operates
- talking and writing about similarities and differences between schools in Australia and other countries
- reflecting on and talking about similarities and differences in cultures eg behaviours and expectations
- setting personal goals and developing study plans
- talking about emotions and feelings.

## Resources

ISANA (International Education Association Inc) has produced a Department of Education, Employment and Workplace Relations (DEEWR) funded orientation manual that provides a template for use by education providers as a highly useful orientation tool. It would need to be adapted for low level language learners but is a very useful teacher resource. It can be downloaded from

[http://www.isana.org.au/index.php?option=com\\_content&task=view&id=246%3E](http://www.isana.org.au/index.php?option=com_content&task=view&id=246%3E)

*School Resource Kit* particularly Chapter 7 and Schools Orientation Checklist, page 166.

*See also Part 5 IELP Orientation Checklist and Host school Orientation Checklist.*

# Guideline 4: Program provision and school level reporting

## Introduction

This section provides guidance to schools on establishing and operating an IELP at the program level and expands on outcomes and performance indicators for Guideline 4. It is consistent with and complements Standard 10 of the International Student Program Quality Standards for Schools.

It includes advice on the following:

- The IELP and school strategic planning
- Determining student needs
- Deciding on program structure and features
- Planning the curriculum
- Deciding on program content
- Documenting the curriculum
- Planning units of work
- Resourcing the program
- Reviewing the program

*Further support materials relating to this section can be found in Part 5.*



## Guideline outcomes

The IELP adopts the ISP Quality Assurance Framework's guiding principles which demonstrate:

**High ethical standards** – by ensuring all parties commit to accuracy, honesty and timeliness, accept their responsibilities and operate with a view to the best interest of students at all times

**Excellent client services** – by showing cultural sensitivity and efficient procedures and systems

**Commitment to accountability** – by providing high quality information to demonstrate the quality of Victoria's International Student Program

**High level of care** – by ensuring that all students enjoy a safe and supportive international experience for the duration of their time in Victoria

**Building relationships** – by implementing regular and open communication across all levels of the program and sustaining contact with students beyond the initial experience

**Strengthening capacity** – by implementing strategies across all levels of the program to ensure that the program delivers high quality outcomes and continues to improve.

IELPs meet the performance monitoring and reporting arrangements of the Quality Assurance Framework, which aligns with the School Accountability and Improvement Framework.

Students from other Victorian Government schools are accepted into the IELP.

The IELP is a full time program in which curriculum planning reflects a sound knowledge of individual learner skills, competencies and knowledge as well as an understanding of the language and skills and the learning strategies students will need to access particular year levels.

## Performance Indicators

The IELP is an integral feature of the School Strategic Plan and the Annual Implementation Plan.

The IELP develops processes for student and host school feedback on the level and quality of:

- school services and support
- orientation program
- IELP program.

This information is used to inform IELP schools about areas for improvement.

Schools and ELS/Cs adequately resource the IELP in accordance with the number of students by:

- appointing an IELP coordinator with appropriate level of responsibility and a time allocation in accordance with program size
- appointing teaching staff for the IELP to allow for class sizes of no more than 15 students
- appointing support staff for the program e.g bilingual support
- providing a separate and discreet budget for the IELP based on the number of international student enrolments.
- purchasing and making accessible a range of resources to suit different levels and purposes eg self access materials

IELP schools provide time for IELP teachers to meet regularly, and with mainstream teachers as appropriate, to plan and review curriculum and to monitor individual learning needs.

The ESL curriculum is regularly reviewed and modified as needed based on:

- student feedback
- student assessment
- IELP teacher and mainstream teacher feedback

## Performance Indicators *(cont)*

The IELP is included in school self assessment processes and in reports to school council.

Students in an IELP receive a minimum of 20 hours (80%) per week of intensive ESL instruction which includes a focus on the English language required for different subject areas.

The remaining hours (20%) should reflect students' needs, interests and the availability of ESL support within a subject area.

There is a documented ESL curriculum for particular learner groups which draws on the appropriate level of the *ESL Companion to the VELS* and includes language and content focuses from mainstream curricula.

The curriculum includes explicit teaching of Australian learning styles and strategies and teaching methods commonly used in Victorian schools.

Curriculum planning reflects assessment of individual student needs as shown in assessment records.

Written guidelines which assist staff to plan and document programs are readily available.

Learning groups do not exceed 15 students.

IELP groupings reflect the age, schooling level and English language levels of students.

Where schools are unable to adequately cater for the different age and year levels of students in the IELP, they nominate another IELP which can better cater for these students.

The host school is advised if a student requires an additional 10 weeks within the first 10 weeks of the program.

## The IELP and school strategic planning

IELP planning, self assessment and program review takes place within the wider context of the School Accountability and Improvement Framework.

Although many international students' needs are specific to that cohort, they share some characteristics with all students which may affect student outcomes in the three interconnected areas of:

- student learning
- student engagement and wellbeing
- student pathways and transitions.

The schools self assessment processes will include reviewing to what extent the school is meeting the needs of international students in relation to these three areas. Data which can feed into school improvement targets and annual implementation plans can be gathered through tools such as:

- international student feedback surveys
- teacher observation surveys
- student achievement data.

Student engagement and well being is one area where international students may present with different needs because of their lack of family support. IELP students in particular because of their recent arrival in Australia need to be monitored closely. The observation survey Monitoring ESL learners learning skills and affective states in Part 5, page 279 is one tool that could be used to gather data on student engagement and well being. Other tools include:

- student attendance
- students' ratings of their connectedness to school, motivation to learn and safety (Student Attitudes to School Survey)
- International Student Annual Survey
- International Student Exit survey.

Student pathways and transition is another area where international students have special needs. How successfully the IELP and the host school manage student pathways and transition can be monitored through administering a follow up survey of students one month after they have left the IELP. Host school feedback should also be sought.

*For further information on reviewing the IELP, see page 84 in this section.*

## Determining student needs

### Developing International Student ESL learner profiles

Having decided on an organizational structure for the IELP, (see *Part 2*) the next step is to build up individual student profiles. (See *ESL Learner Profile Part 5, page 272*). Students' learning histories and achievements in both their first language (and any additional languages) and in English, as well as their future aspirations, perceived strengths and interests and preferred learning styles, provides useful information on which to base an individualised program.

Much information about a student's cultural, linguistic and educational background can be collected on enrolment. Using an interpreter where appropriate will ensure that accurate information is collected.

Information recorded on CASES 21 includes:

- whether or not students speak English as their main language at home
- the number of years of schooling students have had, in their home countries
- whether their schooling has been disrupted
- date of arrival in Australia
- visa subclass and visa statistical code.

(Reports such as (ST 21034 LBOTE) can be generated)

This information can be supplemented from interviews with students, observations on strengths and needs from IELP teachers and host school teachers, parent interviews if relevant and school reports from home countries.

Useful questions could include:

- How long has the student been learning English, both in Australia and overseas? How many hours a week and in what kind of program?
- What is the level of literacy in the first language?
- Does the student speak any other languages? What is their level of competency in these languages?
- What subject areas are their strengths? What subjects have they had difficulty with? What subjects and activities did they enjoy in their home country?
- How do students think they learn best?
- What are their aspirations in relation to further study in Australia?
- What are their long term aspirations?

- What access do they have to English outside of school hours?
- Are students attending classes in their home language?

**Note: Sharing of information**

Schools will need to take account of confidentiality requirements when sharing information about students.

## Placing students on the ESL Developmental Continuum P–10

The *ESL Developmental Continuum P-10* provides a common language for teachers when talking about the stages and sub stages of the English language learning pathway. Placing the students on the ESL Developmental Continuum will help to identify the range of student learning levels in listening and speaking, reading and writing.

Specifically the ESL Developmental Continuum P–10 will assist teachers to:

- deepen understandings of the broad stages of English language development
- enhance teaching skills to enable purposeful teaching
- identify the range of student learning levels
- monitor individual student progress
- develop a shared language to describe and discuss student progress.

The ESL Developmental Continuum P–10 and suggested teaching strategies appropriate to different levels, can be downloaded from:

<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm>

## What evidence should be used when placing students on the ESL Developmental Continuum?

A variety of kinds of evidence can be used to ascribe ESL levels to international students including:

- IELTS test results
- formal on arrival tests in listening and speaking, reading, and writing
- teacher observations.

Even students with an IELTS score should be assessed against the *ESL Companion to the VELS* stages in listening and speaking, reading, and writing. To do this comprehensively requires a process of observation of students in a range of teaching and school contexts over time. Any formal testing results should be checked against teacher observations.

It is advisable to delay formal testing of students until they have had a few days to settle into the school. A more accurate assessment of their abilities will be obtained if they are feeling comfortable in the school environment.

It is recommended teachers cross check perceptions for approximately two weeks before determining a student's level.

### What other assessment should be collected on arrival?

It is helpful if some assessment can be made of students' familiarity with and ability to manage the kinds of learning tasks they will encounter in Australian schools, for example reading and interpreting charts and diagrams.

Schools may also choose to assess students' understanding of the language of maths as well as maths processes. See IELP Guideline 5 – Assessment in this part and the relevant resources in Part 5 of the Guide, including:

- ESL learner profile
- Understanding IELTS and the English language requirements

## Deciding on program structure and features

### Impact of numbers of students on program provision

The program structure schools choose will be partly dependant on the number of students in their program. Obviously larger numbers provide more options for grouping students so their specific needs can be better targeted.

Ideally schools will have sufficient students for at least two groups: an intermediate and an advanced group catering for students in either their first or second term of an IELP.

If schools have sufficient students for three groups it allows for the option of running a separate beginners class if needed.

Some schools in non-metropolitan regions may have quite small numbers of international students. They can refer to Part 5, page 172 – Catering for small numbers of international students in non metropolitan regions for ideas on how to provide an appropriate program.

### Inclusion of local ESL students in the IELP

To increase programming options and to avoid all the disadvantages associated with small classes, it is suggested schools look at their ESL cohort as a whole when deciding on the structure of their ESL program and how the IELP fits into the school's ESL program.

There may be ESL students in the school who are in transition from a new arrivals program who would benefit from additional time spent in an IELP for at least a portion of the school week. Conversely there will be some international students who would benefit from being placed in a Year 10 ESL class or a parallel ESL science or maths class.

### Referral of students to another IELP

Catering for a broad range of ages and year levels in one IELP class will provide challenges for both student and teacher, and where ranges are extreme should be avoided. Referral to another IELP might occur in the following contexts:

- If teachers in the IELP feel they can not adequately cater for an international students' individual needs, they can inform the host school of an alternative IELP that would be more suitable.
- Some IELPS have found it beneficial to refer students with a low level of English on arrival to an ELS/C as they have a greater range of grouping options.

As most international students arrive in Australia at Year 9/10 levels with the intention of completing Years 11 and 12, it is most likely that the focus of study in the IELP will be on preparation for the final years of schooling. If younger students' needs cannot be met without disadvantaging those students preparing for the senior years, an ELS/C may be a better option for their intensive English program.

### Catering for students with similar stages of ESL development but different needs

A number of students may present with similar stages on the ESL Developmental Continuum, particularly in listening and speaking but have quite different learning needs, and be likely to progress at different rates. It is important to look carefully at students' different starting points in reading, writing, listening and speaking, and their rate of progression in each. It is reasonable to assume that within the international student cohort there will be some students who will not progress at the same rate as their peers in one or more of the modes. In this case the school could look at options for grouping students together for some learning activities but also provide targeted teaching to specific needs in smaller groups.

If teachers have concerns about a discrepancy in student's progress in one or more of the modes, the reasons may need further investigation and/or further assessment. If for example a student's speaking and listening skills are considerably stronger than their reading and writing skills it could be due to the focus of previous English language teaching or there may be a delay in first language literacy development.



## Extensions of IELP Program

If a student presents as a low level English language learner on arrival and progress is slow in the first 10 weeks of the IELP, consideration should be given to extending their stay in the IELP to 30 weeks. The host school needs to be advised before the end of the first term so appropriate discussions can be held with the IED and the students' families. Decisions to extend a student's stay will depend on a range of factors including:

- the stage in the academic year
- parent's wishes
- the ESL support which will be available to the student in the host school program.

## Program structure of the IELP

Schools will structure their programs in different ways depending on student needs and the resources available. The mandatory requirement for all programs is the need to provide at least 20 periods (80%) per week or four fifths of tuition time on intensive ESL provision with cross curricula perspectives. The balance of the program will be influenced by students' interests and needs, their proposed courses of study and available resources but should provide learning opportunities across the VELS domains.

It is recommended the program also provides for:

- maths focusing on the language of maths
- science focusing on the language of science
- an information technology component
- an Australian culture and citizenship component which could be incorporated into ESL Humanities
- physical education and/or recreational pursuits
- the arts

## Case Study

### Case Study: Wurrinjeri Secondary College

**Class Group:** Group A

**Year Level:** 9/10 IELP

#### Class profile

There are 10 international students in the school and in the class: 4 from China 2 from Vietnam, 2 Korean students, 1 Japanese student and 1 from Thailand. Their ESL VELS levels range from S 2.1 to S 3.1 across modes.

There are also three local ESL students in the class who have just completed a course at an English language centre: two refugee students with interrupted schooling whose oral skills (S 2.3) are stronger than their reading skills (S1.3) and writing skills (S1 3 and S2 1) and a student from Vietnam with similar VELS levels to the international students.

#### Program

*Core (all students)*

ESL	12
Australian culture and citizenship	3
ESL maths	4 (mainstream teacher with MEA support & ESL planning support)
ESL science	3 (mainstream teacher with MEA support & ESL planning support)
PE	2 (with mainstream class)
Food technology	2 (mainstream class with MEA support)
Supplementary	
Year 10 ESL	4 (All students except students with additional literacy needs join mainstream parallel English/ESL class)
Literacy extension	4 (students requiring additional literacy support join mainstream literacy support class)

## Recommended IELP programming features

### 1. Be responsive to changing needs.

Program structures and groupings need to be flexible to allow for changes in tuition arrangements and/or student movement if it becomes apparent student needs are not being met.

The movement could be:

- between groups in the IELP
- between programs in different schools or
- between IELP classes and mainstream classes.

If a student's English language skills are adequate, they may benefit from some participation in a mainstream class. Alternatively if students need more intensive teaching it may be necessary to arrange for additional tutorial time either in or out of school time. If it becomes apparent that the prescribed number of weeks is not adequate to prepare students for the senior years of schooling then the school needs to take appropriate and timely action with the IED and with parents (see Extension of IELP) It is preferable to extend time spent in an IELP than to place undue pressure on students.

### 2. Provide support for mainstream teachers without ESL expertise

Whether mainstream teachers are providing classes within the IELP or teaching international students in their mainstream class they will need support. The support could include:

- planning time with an ESL teacher
- team teaching with an ESL teacher
- having MEA support in the classroom
- observing ESL classes
- undertaking ESL professional development.

### 3. Provide for balance in programming between academic study and more practical vocational or recreational studies

Learning in a language that you do not have mastery of is tiring. Students will benefit from participating in practical and recreational subjects such as the Arts and PE which offer more informal learning opportunities. It may be possible for students to be timetabled for these in mainstream classes which will integrate them into the life of the school and help prepare them for transition. Some international students may be resistant to subjects they see as less academic and will need preparation and orientation to see that different kinds and ways of learning are valued in Australian schools.

#### 4. Build in structured interaction with students from mainstream

This could take different forms, for example:

- international students teaching other students something about their culture
- mentor or buddy programs (see Part 5: Implementing a buddy/mentoring system)
- group or cooperative learning in mainstream where students have been explicitly taught the rules, roles and procedures of working in groups
- establishing a lunchtime English club where local and international students can access a range of English language materials and conversation
- involvement in whole school programs such as performances or musicals.

## Planning the curriculum

### The ESL Developmental Continuum and the ESL Companion to the VELS

IELPs should use the *ESL Companion to the VELS* to build up a profile of their international students and to assist with program planning.

The *ESL Companion to the VELS* can be accessed from the website: <http://vels.vcaa.vic.edu.au/support/esl/esl.html> and the ESL Developmental Continuum at <http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm>

The ESL Companion provides an overview of:

- the broad stages of English language development
- an outline of the major components of ESL curriculum
- a set of standards describing the expectations for ESL learners.

Having built up a profile of their IELP learners, and decided on the best program structure for their school, schools can then begin to focus on choosing the program content that will meet their particular needs. Teachers across all domains and strands should use the ESL standards to assist them when assessing and planning English language learning programs for IELP students.

A good resource to assist teachers with all aspects of ESL program planning is:

[Teacher Support Material Stages S1 and S2 – Secondary new arrivals, Years 7–10](#)

[Teacher Support Material Stages S3 and S4 – Secondary new arrivals, Years 7–10](#)

This material – from the curriculum@work CD-ROM – covers Stages S1 and S2 and S3 and S4 of the ESL Companion to the English Curriculum and Standards Framework which equate with the *ESL Companion to the VELS* stages. It provides information to assist mainstream teachers and ESL specialists to develop and provide appropriate curriculum for their newly arrived ESL students. It also contains units of work that can be used as models for developing further units. While written to support the ESL companion to the English Curriculum and Standards Framework, it remains an excellent resource.

The curriculum@work CD-ROM is available from Information Victoria: ([www.information.vic.gov.au](http://www.information.vic.gov.au)) or tel: 1300 366 356

## Questions to guide curriculum planning

In planning curricula teachers will consider questions such as:

- What content is essential for international students? (See below for further content discussion.)
- What content will offer the best opportunities for developing the concepts, skills and language that students need prior to enrolling in VCE studies? What language and literacy objectives are appropriate and achievable in light of the international students' place on the language learning continuum and the time pressures they have to master the kinds of written and spoken texts required in mainstream classes?
- What kinds of learning activities and tasks are students familiar with? How can teachers build on their learning style strengths and at the same time explicitly teach the methods and purposes of the kinds of learning activities and tasks they will encounter in Australian schools?
- What learning activities, tasks and resources will build on what students know, and offer the best means of meeting the objectives? How can we incorporate 'ESL-friendly' teaching strategies and approaches, that model language and learning processes, and scaffold demanding tasks?
- What forms of class groupings (individual, pair, group, whole class) best fit the objective, the task, and the affective learning needs of particular students? For example is it appropriate at some stages to teach individuals or smaller groups separately, either in or out of class so that 'catch up' learning can occur in a more supportive environment?
- How will students be introduced to the kinds of assessment they will encounter in mainstream classes and where and how will they be explicitly taught assessment purposes and strategies?
- How can students' affective learning needs be catered for? For example through a specific program that aims to develop resilience; through a structured co-operative learning environment; through pairing learners with a 'mentor'?

## Deciding on program content

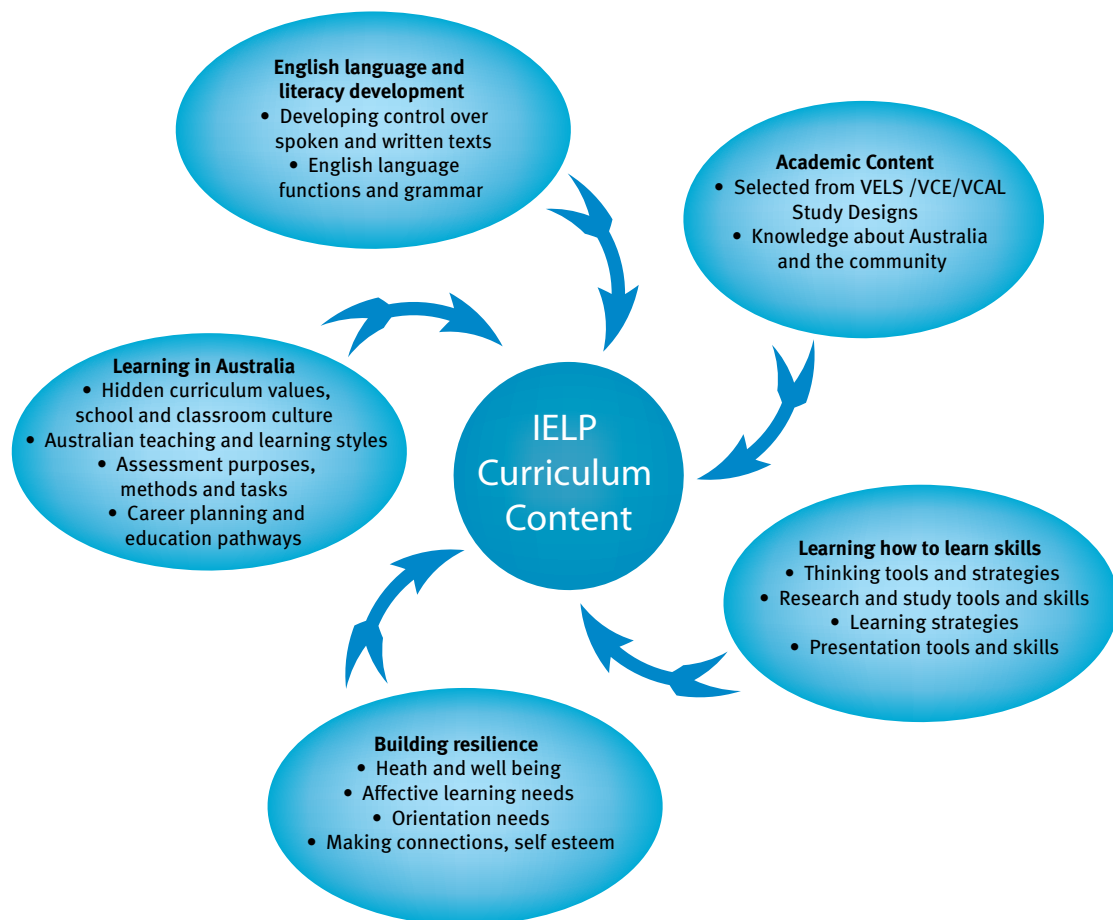
International students will have a range of needs that should be reflected in the content of the IELP. When selecting content for an IELP course, teachers will obviously be guided by:

- the age of the students
- their level of English language proficiency
- their familiarity with Australian culture, learning styles, tasks and texts

- how close they are to meeting mainstream standards and expectations, and
- their intended course of study in Year 10 and Years 11 and 12.
- The following diagram represents the content areas that an IELP needs to include in programming.
- Curriculum content for the IELP

*The following diagram represents the content areas that an IELP needs to include in programming.*

**Figure 1.1 – Selecting curriculum content for IELPs**



## Curriculum content for the IELP

### Academic content

It is now widely accepted that language teaching is most effective when it is integrated with meaningful content. Academic content will be selected from VELS domains keeping in mind the kind of learning tasks and texts students will be exposed to in Years 11 and 12. Teachers can select content after consultation with mainstream teachers and reviewing student needs.

### Australian cultural knowledge

International students are hampered in their learning by their lack of knowledge about Australia. From the early years of schooling, course content reflects the society and the country in which we live thus knowledge of what it means to be Australian; its geography, history, political systems and cultural norms are gradually acquired. There is a lot of assumed knowledge about Australia that will arise across curriculum areas. A novel, for instance, may be set in the tropical north, a newspaper article may refer to the stolen generation, or a history text may mention the White Australia Policy.

Teachers can fill in gaps in understanding by selecting content that deals directly with Australian history, geography or politics, or content which includes an Australian cultural focus. Be alert also to opportunities to build knowledge about Australia through incidental teaching, for example when reading a fiction or non fiction text, or discussing a news telecast.

Further suggestions for building students' knowledge of Australia include:

- use newspapers, TV and radio news
- celebrate special days for example Melbourne Cup Day
- compare and contrast aspects of Australia with home country for example climate, political systems, popular sports, celebrations and festivals.

*See Part 5 Section 3 Australian culture for information on resources*

### Orientation/immediate needs content

Content to meet students' orientation and immediate needs related to their settlement in Australia e.g shopping, transport, community services, should also be included. (see page 54 Orientation as part of the English language program)



## English language and literacy development

English language and literacy development will be the main content focus of an IELP with specific attention being paid to all elements from the whole text level to linguistic structures and features.

### Texts

The main objective of an IELP is for students to comprehend and be able to produce the kinds of spoken and written texts required in mainstream curricula, both VELS and the senior years of schooling. These will include a range of texts of different genres. Becoming familiar with basic text types, for example, narrative, recount, procedure, explanation, exposition, is a useful stepping stone to producing the more complex text types of the mainstream classroom which are often an amalgam of the basic types. Forms and purposes of other texts such as notes, summaries and graphic organiser texts. Powerpoint presentation texts may also need to be explicitly taught.

*See Part 5 for a list of the main text types that need to be covered.*

- Basic text types in school based contexts
- Text types: structure and language

### Written texts

Writing styles are not universal and it is helpful if teachers are aware of and acknowledge the differences. Students will bring their understandings of text conventions with them which may be quite different from what their Australian teachers are expecting. A digression which an Australian teacher marks as irrelevant may gain a student marks for erudition in some cultures. Rules relating to copyright and plagiarism also are not universal and how to use and acknowledge sources in written texts will also to be explicitly taught.

### Grammar and functions

Linguistic structures and features are the building blocks that make up spoken and written texts. Teachers have been divided on the virtues of specific instruction in grammar but research has shown that where there is a specific focus on grammar forms that relate to functions of the language, students make better progress. When teaching a particular text type, including spoken texts, for example a recount of the steps taken in a research task, it is helpful to teach or review the typical language features of that text type for example past tense, ordinals, sequencing words.

A focus on grammar in context is consistent with the draft national curriculum for English and having a focus on grammar gives students and teachers a language they can share when discussing improvements to students' writing.

*See Part 5: Language functions across the curriculum and grammar reference list for S1-S4.*

## Pronunciation

The degree to which ESL learners can hear and produce 'native speaker like' English is strongly influenced by:

- characteristics of the sound system in their first language and how closely it relates to English sounds, and
- the age of the learner.

Teachers will focus on aspects of phonology including pronunciation, stress, rhythm and intonation, according to the needs of their students. It may be that individual programs are necessary or that students are given specific tuition in language groups.

*See ESL Course Advice to the English CSF for advice on teaching pronunciation.*

[Teacher Support Material Stages S1 and S2 – Secondary new arrivals, Years 7–10](#)

[Teacher Support Material Stages S3 and S4 – Secondary new arrivals, Years 7–10](#)

*See also Part 5: Pronunciation: developing a student profile*

## Learning in Australia

International students need explicit teaching on how the education system is structured in Victoria and how students learn in Australia.

## The 'hidden curriculum'

The 'hidden curriculum' refers to those characteristics of schooling that are "taken for granted" or unquestioned. International students may find a difference between the behaviours that are expected in schools in their home country and the behaviours that seem to be expected and rewarded in Australian schools. Many of the values that underlie the behaviour are hidden rather than immediately apparent. Teachers need to be explicit about these values and behaviours while at the same time acknowledging that they may not be universal. Some of the behaviours that international students may find surprising include students questioning, even challenging the teacher, or learning through activities such as excursions. International students sometimes misread situations and can confuse a degree of informality with a lack of respect and may consequently behave inappropriately in order to 'fit in'.

Content promoting intercultural understanding could include looking at the unspoken or hidden rules of behaviour in Australian classrooms that relate to such as aspects of behaviour as:

- ways we show politeness and respect
- our sense of personal space
- attitudes to time
- attitudes to completion of work
- attitudes to copying
- attitudes to ways in which knowledge is acquired e.g. rote learning, problem solving etc.
- the role of laughter and what it might signify in different contexts
- acceptable noise levels and attitudes to kinds of noise in the class
- attitudes to student movement in the classroom in relation to the kind of activity
- attitudes to co operation and competition
- what is appropriate language to use in different contexts
- how to express opinions and ask questions
- how to express disagreement to the teacher, to other students
- how to get your ideas heard
- how to offer opinions
- classroom discussion behaviours for example. question and response behaviours
- ways to seek entry into games, activities, playground talk
- attitudes to questions about personal information.

When discussing differences in values and behaviour it is important to acknowledge and respect cultural differences. (See Part 4 for staff activities on aspects of the 'hidden curriculum').

### **Australian learning styles**

While acknowledging that students will have differences in preferred learning styles, international students will need an introduction to the different ways students learn in Australian schools and the different teaching methods they can expect to encounter in the mainstream classroom.

## Educational pathways and careers

A component of course content could focus on the structure of the Victorian educational system, education pathways and career options.

### Building resilience

Through the international experience, students can encounter a variety of stresses and can be vulnerable. They will benefit from a focus in program content on topics and aspects of topics that have building student resilience as an aim.

Building resilience content can help students to:

- develop a healthy sense of self through an understanding and awareness of past and present factors which contribute to identity
- integrate past values and experiences
- develop cross cultural awareness
- become aware of the different dimensions of health and healthy behaviours
- be aware of stressors and strategies to manage them
- build relationships and make social connections within the school and community
- become aware of the resources that are available to them in the school and community
- develop practical problem solving skills
- set goals and develop personal time management and organization skills

### Further information:

*Part 5 Resources: Building resilience*

ISANA Orientation and Pre Arrival Handbook: The Rainbow Guide [http://www.isana.org.au/index.php?option=com\\_content&task=view&id=246](http://www.isana.org.au/index.php?option=com_content&task=view&id=246)

### Learning skills

Included in the curriculum should be explicit teaching of learning processes, tools and strategies. International students may be unfamiliar with techniques and methods used in Australian classrooms and will benefit from explicit teaching of:

- thinking tools such as six hats, PMI (plus, minus, interesting)
- purpose and types of graphic organisers

- problem solving strategies, for example, identifying the problem, identifying what strategies will be helpful, monitoring and evaluating the success of strategies used
- being taught the language necessary to reflect on thinking (metacognition)
- being taught the language used to express thinking processes, for example, compare, predict, analyse, hypothesise
- language learning strategies.

### Further information:

See the VELS website for the Domain of Thinking: <http://vels.vcaa.vic.edu.au/thinking/downloads.html>

### Research and study skills

Those international students used to more traditional teacher centred methods of teaching and learning may not be used to the emphasis placed on investigative research in Australian schools. A component of the curriculum can be used to familiarise students with research methodology and tools.

In some countries the same rules and attitudes do not apply to plagiarism therefore international students need to be taught correct procedures for referencing. For some international students the issue of when and how to acknowledge sources can be an intercultural issue. In writing in some cultures it is quite acceptable to repeat the words of others. It is seen as drawing on collective wisdom and there is no expectation that you would need to acknowledge sources.

Content related to research and study skills could include:

- conducting a survey, analysing and reporting on the results
- using the library
- using the internet to research a project
- familiarising students with rules of copyright, plagiarism and need to acknowledge sources
- how to note take for example, using a data chart
- how to reference work.

### Presentation skills

Students may be unfamiliar with the variety of ways students present work such as Powerpoint presentations, and will need explicit teaching. It is useful to provide learners with models, perhaps examples of past students' work.

## Questions to guide selection of program content

In selecting content for pre senior secondary IELP curriculum teachers will be guided by considerations such as:

- What mainstream content offers the best opportunities for introducing and developing the language and skills students will need for further study in the senior secondary curriculum?
- Does the content build on the skills and knowledge that learners have already acquired? If not how can the gaps in learning be accommodated?
- Is the content useful or necessary knowledge that relates to students' experiences of learning in Australia and/or living in the Australian community?
- What are students' immediate learning needs in terms of content and skills such as school and community orientation?
- Is the content age appropriate?
- Is the content culturally inclusive?
- Will the content engage and motivate?

## Documenting the program

Documenting the program on a number of levels will assist with program planning and review and also provide useful information for communicating with host schools and the IED. It will be a useful resource for new teachers and provide a planning 'history' which will be helpful for a new planning cycle.

It is recommended that initial planning involves all teachers working in the IELP.

A collaborative approach particularly when developing the curriculum overview should result in a balanced program. It will provide the opportunity for integration across the various components and encourage recycling and reinforcement of language and content across all curriculum components.

It is useful to determine the audience/s for each level of documentation before commencing.

Curriculum planning needs to be responsive to student needs, and initial planning should allow for changes as teachers get to know their students.

Part 5 contains sample formats for documenting the following:

- IELP overview
- IELP curriculum overview
- Course component description
- ESL Unit planner

## 1. IELP overview

This is an overview of the whole IELP program which as well as providing the basis for other planning and documentation could be used for informing the whole school or school council about the IELP. It could include the following areas:

- Program focus
- Duration of program
- Student profile: English language levels, year levels, countries of origin
- Number and description of classes
- How the program will be integrated with mainstream program
- How the program will cater for differentiated learning
- Course components including staffing and time allocations for each
- Special program features
- Student assessment and reporting arrangements
- How the program will be evaluated.

*See example format Part 5*

## 2. IELP Curriculum Overview

This incorporates all components/subjects in the IELP curriculum and would be completed as a joint planning activity. It could include the following:

- Core content
- Genre/text types (can indicate which curriculum area has the key responsibility and links to other areas)
- Language structures and functions
- Study skills and preparing for work requirements
- Ongoing activities

It would indicate who has key responsibility for different program aspects and show links between different program components. For example, a maths unit on graphing could complement a survey and report in an ESL unit.

*See example format Part 5*

### 3. Course component description

This is a course summary or description of each component of the program for example, ESL Maths, ESL Humanities.

As well as providing a useful planning and review tool it could be used as a basis for developing a course summary to forward to the host schools to provide a record of what learning experiences and content students have covered in the IELP.

It could include:

- Aims and objectives
- Weekly planner covering:
  - topic content
  - skills and language focus (genre/text types, structures, functions)
  - assessment
  - resources including excursions/incursions
- An explanation of any ongoing aspects of the program for example viewing and discussing “Behind the News”, pronunciation program

*See example format Part 5*

### 4. ESL Unit planner

Unit planners provide a detailed plan of each unit or topic and could include the following:

- Objectives (language and content)
- Rationale and context for use
- ESL progression points and standards
- Relevant VELS standards if appropriate from:
  - discipline based learning
  - physical personal and social learning and
  - -interdisciplinary learning
- Knowledge and concepts
- Genres/text types
- Teaching and learning activities and exercises
- The language focus of learning activities including structures, functions, vocabulary, phonology
- How learning will be differentiated to cater for students with individual learning needs
- Assessment of, for, and as learning
- Resources

*See example format Part 5*

More information on unit planning is provided below.



## Planning units of work

Organising focus for units

IELP teachers will organize their program in different ways. Units of work can be planned around:

- Topics based on for example:
  - content from VELS learning domains,
  - learning about Australia, for example, Australia, physical and political
  - an explicit focus on learning in Australia, for example, a comparison of schooling in different countries
  - orientation and settlement needs, for example, My local community
- Themes, for example: friendship, identity, schooling, the environment
- Skills from the Interdisciplinary Standards for example, thinking skills, learning how to learn skills, technology and presentation skills
- Spoken and written texts such as preparing an oral presentation, writing a science report
- Work requirements, for example, a research project, developing a case study

## Language focus

When considering the language component of curriculum planning, it can be helpful to:

- Think firstly about language in terms of functions: What do I want students to use language for? Do they need to make comparisons, to describe something, to estimate, to evaluate, to summarise, to define, to categorise?
- Ask what language typically is used for these purposes? Will my students be familiar with this language? How can I scaffold learning? Is there a simpler way of saying this which does not interfere with meaning? What new language patterns and vocabulary must students learn e.g. new vocabulary associated with the topic. How will they learn this? For example, labeling, topic dictionaries, word match activities, crosswords?
- What kind of texts, spoken, written, visual or multi modal do students need to access? How can I scaffold these? Are there simpler texts that students can use?
- What kind of texts do I want learners to write or present? For example, take notes, write a list, write interview questions, describe a graph, put together a Powerpoint demonstration. How will I scaffold learning?

## Exploiting a topic

Most topics can be used to teach and practise a range of English language skills and functions.

For example a unit on global warming could be used to:

- practise a range of language functions and associated grammar such as: predicting and hypothesizing, expressing possibility and probability, comparing and contrasting, cause and effect
- practise pronunciation and intonation through process of preparing for oral presentation
- practise and produce a range of different visual, spoken and written text types such as interview, report, discussion, debate, documentary, Powerpoint presentation
- practise skills such as note taking, interpreting graphs and diagrams, transferring information from diagrams to written text
- practise research skills such as using search engines and the library to obtain information and acknowledging sources
- practise thinking techniques such as using graphic organizers to structure and organize information and using six hats as a thinking tool.

## Further Information

Other documents in this section, particularly Topics, Language functions across the curriculum, Basic text types in school based contexts, Text types structure and language and the Grammar reference list will be useful when working on the detailed planning.

*See Resources in Part 5 for examples of unit plans and list of possible topics*

*See also the examples of units in Teacher support materials*

[Teacher Support Material Stages S1 and S2 – Secondary new arrivals, Years 7–10](#)

[Teacher Support Material Stages S3 and S4 – Secondary new arrivals, Years 7–10](#)

## Resourcing the IELP

Schools wishing to establish an IELP need to be prepared to make a commitment to adequately resource the program even at times when international student numbers may be low. It needs to be kept in mind that while there are many instances where international students can be absorbed into mainstream funding, it should never be at the expense of local students.

The success of the program will be partially dependant on an appropriate level of resourcing.

### Staffing

For information on staffing levels and structure see Guideline 2. In addition to providing coordination time for the IELP, it needs to be noted that secondary ESL classes need a smaller ratio than mainstream classes, for example ELS/Cs are staffed on a ratio of 1 to 13 students which allows for a small variation in class size based on student needs.

In addition to teaching staff, consideration could be given to the employment of ESS staff. Some IELP schools have chosen to extend the hours of their centrally funded MEAS while some have funded ESS staff to assist with the administration of the program and student welfare.

### Budget

It is recommended the IELP has a separate budget for the purchase of books and equipment, technology, photocopying, and other expenses.

### Access to audio visual equipment and communications technology

Access to a range of education technology appropriate to language learning and teaching should be available.

Resources may include:

- TV monitor with video and DVD recording and playing facilities
- audio players
- overhead projector (one per classroom)
- interactive whiteboard
- computer and printer facilities with internet access
- self access technology resources

## Access to print materials

Resources may include:

- Maps, charts, posters related to topics
- Books on topics, themes
- Professional library for teachers
- Fiction and non-fiction materials

## Reviewing the program

Review of the IELP will be included in the school's annual review processes and will be part of the overall review of the International Student Program in the school. See IELP schools and strategic planning earlier in this section for further discussion on program review.

### Review focus

Questions for review could include:

- Is student achievement data, for example, IELP entry and exit levels, showing that students are:
  - making satisfactory progress?
  - reaching a satisfactory standard within the specified time so that they can access mainstream schooling with support?
- Given the drop/increase in international student numbers is the current level of resourcing meeting student needs?
- Does the current curriculum program adequately meet student needs taking into account changes in student numbers, ages, year levels and English language levels?
- Are the processes for communication between host schools and the IELP working in the best interests of students?
- Does student feedback indicate that students are satisfied with the program and that they feel supported?
- Is mainstream teacher feedback indicating that programs are meeting student needs?

### Data to inform review

There will be many data sources that schools could consider using when reviewing whether programs are meeting the needs of international students. These include:

- student achievement data, for example, entry and exit levels to IELP
- success in mainstream, for example, end of semester assessments, VCE success rates

- student feedback surveys, for example, International Student Annual Survey and International Student Exit survey
- student reflections, for example, student journals
- oral and written feedback from mainstream teachers
- feedback from IELP teachers.

## Links

The following proformas in the School Resource Kit provide useful resources for IELPs

- International Student Exit Survey
- International Student Annual survey

*Part 5, page 172 Catering for small numbers of international students in non-metro regions provides ideas on how to provide an appropriate program when international student numbers are too small for a full time IELP.*

## Resources

The ESL Developmental Continuum P–10 <http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm>

The *ESL Companion to the VELS* <http://vels.vcaa.vic.edu.au/support/esl/esl.html>

[Teacher Support Material Stages S1 and S2 – Secondary new arrivals, Years 7–10](#)

[Teacher Support Material Stages S3 and S4 – Secondary new arrivals, Years 7–10](#)

Available from the curriculum@work CD-ROM

International Student Program School Resource Kit: <http://www.education.vic.gov.au/management/schooloperations/international/default.htm>

# Guideline 5: Assessment

## Introduction

This section provides guidance to schools on assessment practices in the IELP. It expands on outcomes and performance indicators for Guideline 5.

It includes advice on the following:

- Assessment in Victorian schools
- Sharing assessment information
- Assessment for learning
- Assessment as learning
- Assessment of learning
- Resources

### Guideline outcomes

Assessment is on going, regular and diverse reflecting the need for diagnostic, formative and summative assessments.

Students are familiar with the range of assessment purposes and methods used in Australian schools.

Assessment information is shared between teachers

## Performance indicators

Assessment for learning is integrated into all teaching practices:

Program planning is based on an initial assessment of students' competencies in a range of modes and learning areas.

Assessment records show on going monitoring of students' cognitive and skills development in a range of areas using a variety of assessment measures to cater for different learning styles.

Student learning skills and affective behaviours are regularly monitored.

When making assessments of learning:

The *ESL Companion to the VELS* and the ESL Developmental Continuum are used to make objective assessments of ESL learning.

A variety of assessment strategies are used to take account of students' different strengths.

Distinctions are made between mastery of content and English language proficiency.

Assessment as learning is explicitly taught:

Students are explicitly taught the purposes and methods of different types of assessment used in mainstream curricula.

Self assessment, self monitoring and reflection strategies are a regular feature of lessons eg rubrics, learning journals.

Regular feedback opportunities are built into planning.

Students are taught the principles and language of effective feedback.

There are strategies in place to share and follow up relevant student information between teachers.

All teachers of ESL students are given access to non confidential student information eg records from country of origin, assessment records.

## Assessment in Victorian schools

Assessment practices and methods of assessment commonly used in Victorian schools may be unfamiliar to students used to more traditional forms of assessment. The notion of assessment as learning may also be unfamiliar to some learners. International students need to be introduced quite early in their stay to the place and purposes of assessment as an integral part of learning in schools in Victoria and be gradually introduced to and explicitly taught common assessment strategies used in different domains.

## Sharing assessment information

The short term nature of IELPS means it is important to identify early where students are on the English language learning pathway. When teachers share assessment information, a more comprehensive view of a student's level can be reached and teachers can target teaching accordingly. This can happen in group discussions between ESL teachers and with subject teachers teaching in the IELP.

The ESL continuum P-10 is an effective tool to use for teacher moderation of assessments of ESL leaning and provides a valuable professional learning activity for all teachers in the program.

When students complete the IELP it is helpful to host school teachers if relevant assessment information is passed on as part of the transition process.

## Assessment for Learning

Assessment for learning in the IELP encompasses:

- on arrival assessment to provide information for program planning
- checking of prior knowledge before commencing a new topic so that teaching can build on previous learning
- on going monitoring of students' knowledge, skills and behaviours so as to review and re-evaluate relevance of program
- providing effective written and oral feedback
- monitoring students' understanding during the course of a lesson or a sequence of lessons
- monitoring affective factors that will influence students' capacities to learn
- monitoring students' learning how to learn skills.



## On arrival assessment

Schools may find they have little reliable information on their students' English language levels pre-arrival. It is advisable to undertake a range of informal assessment tasks within the first week to give an indication of students' levels on different dimensions. It is suggested schools develop an on arrival assessment kit which includes: assessment materials, competency level descriptors and recording sheets to record observations and levels. Using the same assessment materials will assist with standardization and consistency when assigning students a nominal VELS stage on the ESL companion. A brief conversation with the student on familiar and "safe" topics will give the teacher some indication of what level assessment materials to use.

Areas for initial assessment could include:

- reading skills and strategies, checking for comprehension
- writing skills and strategies in a range of genres/text types
- listening and speaking skills and strategies in a range of contexts
- understanding of language of subjects such as maths and science.

Other initial assessment data may include:

- IELTS levels
- teacher observations
- reports from previous intensive English programs
- home country school reports.

## Assessing prior knowledge before commencing a new topic or unit

A simple brainstorm may be all that is required to assess student's familiarity with knowledge related to a new teaching topic. Other strategies for assessing breadth and depth of topic knowledge may include:

- finding out what students know about a topic through questioning and use of visuals
- small group discussion in first language with an MEA
- using graphic organizers such as a KWL (I know, I want to find out, I learned) charts
- using true/false anticipation guides.

## Ongoing monitoring of learning

Teachers will collect and record assessment information through a range of observations and recording formats. The information collected can relate to language and skills development, and also to affective factors such as students' confidence, motivation and learning styles.

The assessment information is used to help teachers:

- identify or diagnose students' needs and strengths and decide on future curriculum planning directions
- provide feedback to students which encourages and motivates them as well as indicating specific and realistic areas for improvement
- provide guidance on pedagogical approaches e.g. if students appear anxious and unconfident in a whole class environment, increasing co-operative learning approaches may help
- make informed summative assessments of student learning
- indicate where welfare intervention may be needed
- inform reporting to host schools and parents.

Areas of learning that need to be monitored include:

- listening and speaking skills
- reading and writing skills
- cognitive development and content knowledge
- progress in meeting competencies in different subject areas
- progress in meeting competencies in interdisciplinary learning including thinking and information and communications technology (ICT)
- learning how to learn skills e.g. organisational skills, study skills, thinking skills, ICT
- affective factors e.g. comfort level in school environment.

Monitoring strategies could include various forms of record keeping such as:

- skills development checklists
- ongoing observation sheets (See example Part 5: ESL Student assessment profile)
- homework records
- reading logs
- assessment task recording proformas
- focused analysis records such as: pronunciation records (See example Part 5: Pronunciation: developing a student profile)
- student portfolios.

## Providing effective feedback

Suggestions for providing feedback to ESL learners include:

- be explicit and positive about specific skills, knowledge and strategies learners have demonstrated
- try to give feedback as close to the learning and assessment as possible
- encourage students to ask questions about their feedback – model the kinds of questions students might ask
- provide oral feedback as well as written if providing feedback on a writing task
- make a time to discuss feedback with students
- warn students that they will have an opportunity to ask questions about their assessment, encourage them to note down their questions
- be specific and explicit, provide examples
- check the student understands what is being discussed. Ask them to feed back your comments
- a good rule of thumb is to highlight three successes in students' work and one area where improvement is needed.
- identify realistic targets for short term improvement. As students become proficient in self evaluation strategies, targets for improvement can be negotiated.

Adapted from Blueprint for Government Schools Assessment tools

<http://www.education.vic.gov.au/search/?k=blueprint+assess>

## Monitoring learning how to learn skills

International students experience the pressure of having to adapt to a different learning environment in a very short time. Monitoring and sharing information on progress in acquiring learning skills and behaviours necessary for successful participation in Australian schooling will help teachers better target their needs. These general learning skills can be categorised into the following four aspects:

### Organisation skills relevant to schooling

To what extent can an international student organise themselves for the demands of school life and learning activities they will experience in Victorian classrooms for example, organise folders, plan home study timetable, plan a research task

### Familiarity with school routines

To what extent does the student understand and follow the usual patterns and routines of participation in school for example, arrive to class on time, complete set homework or discuss difficulties with teacher.

### Understanding of classroom expectations

To what extent does the student understand and become involved in the activities and tasks expected in different classes.

There are two levels at which this can be understood:

- do they know how to carry out the tasks?
- do they understand the routines, and expectations about appropriate behaviour in a Victorian classroom? for example, when it is appropriate to talk, ask questions, work silently.

### Learning Strategies

What strategies can students consciously employ to assist them in their learning? It can refer to:

- communication and language learning strategies
- general learning strategies.

There will be differences between learners due to preferred learning styles and cultural differences in learning. Chamot & O'Malley, (O'Malley, J. M., & Chamot, A. U. (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.), identify three broad categories of learning strategy:

- Socio affective. These have to do with following the routines and patterns of interaction in classrooms e.g. learning effectively in groups.
- Cognitive. These are strategies employed to learn specific content or skills. e.g. informed guessing, making lists of things to learn, using headings, underlining key points
- Metacognitive. These are strategies students use to structure and reflect on their learning and the effectiveness of their learning strategies e.g. reflecting on what planning strategy to use when preparing for an oral presentation.

### Monitoring affective factors

International students will be dealing with a number of stresses and pressures. Teachers are in the best position to monitor the attitudes and emotional states of international students in relation to their participation in all aspects of school life. The factors mentioned below may affect students' ability to learn and where there are concerns, specific intervention may be needed. (See *Monitoring ESL learners' learning skills and affective states Part 5.*)

It is recommended teachers share information and compare findings as students may behave differently in different contexts around the school. The International Student Coordinator and where necessary the Student Welfare Coordinator should be involved where there are specific welfare concerns.

### Apparent comfort level in the school environment

Comfort level refers to the student's sense of being at ease and relaxed in the school environment.

### Confidence

Confidence refers to the student's willingness to and belief in their ability to participate in activities, conversations and tasks. Comments could refer to the students' levels of confidence in interacting with other students, and with their teachers and other school staff.

### Other significant affective factors

The following emotional states may be indicators of culture shock or trauma. The emotions should be persistently evident rather than 'one off' for teachers to draw conclusions.

- anxiety
- frustration
- nervousness
- disorientation
- apathy
- fear
- excessive tiredness
- over exuberance
- restlessness
- over dependency on others
- irritability
- withdrawal

In observing students, be alert to the possibility that persistent presence of such behaviours may indicate the student is dealing with deeper issues, and teachers may need to obtain specialist support in diagnosing and addressing issues such as apparent depression, or deep seated anxiety or conditions of post traumatic stress.

### Self-concept as learner

This refers to a sense within the student that she or he is a legitimate member of the class, and sees themselves as a student and learner. Engagement and motivation are key factors here.

### Identity as language user

This refers to languages used by the student in different contexts.

Observing when and how often students use their different languages can be revealing of the student's comfort zones and sense of identity. For example, observe who students speak to both in the classroom and out of it. Do they interact only with same language speakers or interact more broadly?

### How to monitor learning skills and affective factors

The form Monitoring ESL learners' learning skills and affective states (see Part 5) could be used by individual teachers or a group of teachers to monitor students' affective states and their familiarity with school routines and organisation. It could form the basis of an action plan.

Recommendations could refer to:

- content of curriculum program
- individual learning plans
- pedagogical approaches
- welfare intervention
- host school communication.

## Assessment as learning

Some international students may be unfamiliar with an assessment system that requires them to evaluate their own work or that of another student in the class. For assessment as learning to be effective students need explicit and systematic introduction to the concept, the principles and methods.

Providing instruction in assessment as learning in the IELP can encompass:

- being explicit about the learning intentions of each activity as well as the unit of work
- helping students set personal learning goals
- providing training in self monitoring, for example, editing writing, reading strategies to assist comprehension when meaning is lost, asking for clarification when unclear about an explanation or a procedure
- helping students understand the role of feedback in the learning process
- providing training in self assessment and peer assessment techniques
- explicitly teaching students how to reflect on learning (metacognition).

## Learning objectives and setting personal learning goals

Before setting personal learning goals students need to have a clear understanding of the objectives and the direction of their learning. They need to know what their teacher's goals and objectives are for this session/unit/week/term/semester.

Students can then be introduced to strategies to help them determine their own personal goals. International students will need assistance with using tools that they are unfamiliar with. Graphic organisers for example may be unfamiliar to some learners.

Tools to assist goal setting could include:

- Sentence starters eg My learning goals are... I need to learn this because... My strategies for achieving this are... I will have achieved this when...
- Using KWL charts

## Self assessment skills

ESL learners will need to learn the appropriate metacognitive language as well as the skills of self evaluation.

Strategies to assist ESL learners with self evaluation

- Be explicit about purposes of activities and reasons for learning. For example. 'We are using a Venn diagram because it helps us to see the similarities and differences in schools in China and Australia. It helps us prepare for writing an essay on comparing schooling in both countries'.
- Use model writing to identify the characteristics of a good piece of work and then have students compare their own work against the identified criteria.
- Have students compare their completed task against a task assessment sheet with clear criteria.
- Use rubrics expressed in language students can understand as a useful means of clarifying targets and showing progress on a continuum. To help students understand how rubrics work, complete a joint construction of a rubric. ESL learners may find a rubric which has a lot of text confusing in the early stages of learning the language. Self assessment checklists can be useful scaffolding for rubrics.
- Have students reflect on learning in a learning journal. Questions, sentence starters or headings help students develop the habit of reflection. e.g. What did we do? Why did we do it? What did we learn? What really made you think? What did you find difficult? What do you need more help with? I am pleased about....? What new things have you learnt about ... ? At a more advanced level: Has something gone well? If so, why do you think this was and what can you learn as a result? Did something go badly? If so, why do you think this was and what can you learn as a result? All students will need to have the strategy of using reflective journals modeled.
- Portfolios are a valuable resource for prompting students to identify progress made over time.
- Use thinking tools such as PMI (plus, minus, interesting to guide students' self evaluations.

## Further information

<http://vels.vcaa.vic.edu.au/support/>

Curriculum Corporation, Assessment for Learning, self assessment  
[http://www.curriculum.edu.au/ccsite/cc\\_assessment\\_for\\_learning,17710.html](http://www.curriculum.edu.au/ccsite/cc_assessment_for_learning,17710.html)



## Peer assessment

For peer assessment to be effective, protocols need to be established that set “ground rules” for face-to-face (or written) peer feedback sessions.

These can be developed with the class and then made into wall posters for students to use.

### Peer Feedback Protocol

Student	“I want feedback most on...”
Peer assessor	(Good news) “You did well on...”
	(Bad news) “I think these parts need to be changed... because...”
	(Good News) “Some ways you can improve it are...”
Student	“Can you explain a bit more what you mean about ”
Peer assessor	[reply and clarify]
Student	“I also want feedback on...”
Peer assessor	(Good news) “You did well on...”
	(Bad news) “I think these parts need to be changed... because...”
	(Good News) “Some ways you can improve it are...”

Adapted from Strategies for assessment as learning

[http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/activity4\\_4A.pdf](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/activity4_4A.pdf)

## Assessment of learning

The progress of an ESL student learning English should be assessed against the appropriate stages of the ESL Standards in the *ESL Companion to the VELS*. The ESL Developmental Continuum, which shows progression points within the stages, assists teachers to make finer distinctions in relation to levels.

See ESL website

<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/default.htm>

## Assessment practices

The following practices are recommended.

- Build assessment ideas and activities into the unit planning process.
- Gather assessment data over a period of time in a range of contexts using a variety of methods to reflect the different strengths and learning styles of students.
- Review assessment tasks to ensure that they are assessing what they are designed to assess.
- When making assessments of learning, distinguish between mastery of content and English language proficiency.
- Give students adequate time to prepare for and complete formal assessment tasks.
- Be explicit about assessment criteria and conditions. It helps students to understand how their performance is to be measured and how the assessment relates to what is taught.
- Scaffold assessment tasks by modeling processes at each stage of the task. It will help students perform to best of their ability.
- Reach an agreed level in collaboration with all teachers in the program.
- Be sensitive and constructive with feedback.

## Methods of assessment

The table below describes common types of formative and summative assessments that are appropriate for the language learning classroom, and includes possible methods, purposes and contexts for each assessment type.

Assessment type	Method and purpose	Examples
Informal observation	The teacher interacts with and observes students in the course of classroom activities to gain general, anecdotal or incidental impressions of the students' work and their approach to learning.	Observe students during: class discussion, reading or writing activities, pair work, group work, research activities.
Planned observation	The teacher observes students in activities which have been planned to assess specific aspects of students' work.	Observe and assess students: giving oral presentations performing designated roles in groups during reading or writing activities.
Focused analysis of students' work	The teacher analyses students' work at length to gain more detailed understanding of students' strengths or weaknesses.	Analyse: tests senior secondary-style assessment tasks writing folio work (including drafts) workbook recordings of pair work, group work, etc.
Discussion and consultation	The teacher consults with the student (or significant others), using bilingual assistance if necessary to gain an understanding of the students' work that is difficult to obtain through other methods	Use: interviews conferences.
Self and peer assessment	The teacher analyses or reflects on students' self and peer assessments to gain an understanding of the students' preferred learning styles, areas of confusion, perceptions of their peers, etc.	Reflect on: questionnaires interviews self-assessment proformas student comments.

*Adapted from Using the English Profile (McLean & Wildash, 1994)*

## Assessment tasks

For middle secondary level students it is important to include work requirements or similar VCE tasks in the assessment. Basing assessment tasks on VCE tasks helps ESL learners become familiar with the VCE forms of assessment in different domains, which will often be very different from the assessment practices they are familiar with.

## Links

There are a number of documents and formats that support assessment in Part 5 including:

- ESL Learner Profile
- Understanding IELTS and the English language requirements
- Monitoring ESL learners learning skills and effective states
- International student interim progress report
- Student assessment profile
- Developing a student pronunciation profile
- ESL learners and mainstream assessment

## Resources

For a more detailed description of types and methods of assessment refer to:

Assessment for learning

<http://www.assessmentforlearning.edu.au/default.asp>

Assessment for learning is a website developed by Curriculum Corporation. It includes, professional learning modules designed for use by individual teachers to extend understanding of assessment for learning and has examples of assessment tasks across the learning domains.

DEECD Assessment Advice

<http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/assessadvice/default.htm>

ESL Course Advice

Stages A2 B2, Stages S1 and S2 Chapter 6, and S3 and 4 Chapter 5

Victorian Essential Learning Standards Assessment Resource

<http://vels.vcaa.vic.edu.au/support/tla/>

*ESL Companion to the VELs*

[http://vels.vcaa.vic.edu.au/downloads/esl\\_companion.pdf](http://vels.vcaa.vic.edu.au/downloads/esl_companion.pdf)

The ESL Standards help teachers identify where students are in terms of their ESL learning, to track their progress, and to give some idea of what their future learning will look like.

The ESL Developmental Continuum

<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm>

The ESL Developmental Continuum (P-10) assists teachers to deepen their understandings of the broad stages of English language development, by providing additional information at each of the stages of the ESL Standards, so that teachers can monitor individual student progress in more detail.

## Guideline 6: Liaison with the host school and/or the mainstream program

This section provides guidance on liaison between the IELP and the host school and expands on outcomes and performance indicators for Guideline 6.

It complements advice for schools in the School Resource Kit, Chapter 8 on meeting Standard 5 Student Involvement in English Language School/Centre programs of the International Student Program Standards for Schools and should be read in conjunction with that document.

Some international students will be attending an IELP within the school at which they are enrolled, while others will be attending an IELP either at an English language school or centre, or in a nearby secondary school.

Maintaining close contact with the host school where students will complete their studies in Australia has both welfare and educational implications for international students.

- Students will already be dealing with issues arising from transition from a familiar educational environment to a new school in a new country. When the IELP and host school are working together, their transition from the IELP to the host school mainstream program will be smoother.
- When international students are unsupported by family members in Australia, the staff of the host school and the IELP fulfill an extended care role. (See School Resource Kit Chapters 5, 6 and 7 and Quality Standards for Schools Standard 9 and 10 and Intensive English Language {Program Guidelines Guideline 7). Close communication between host school and the IELP is needed to ensure welfare concerns are dealt with promptly and to maintain consistency and continuity in student care.
- Sharing information on student assessment and curriculum will help ensure the relevance of curriculum in both programs.

This section includes advice on the following:

- Communication responsibilities and protocols
- Transition to mainstream
- Collaboration between IELP and host school program
- Reporting on student progress

*For information on required documentation to support liaison practices, see Guideline 8 Record Keeping*

## Guideline Outcomes

IELP teachers maintain regular contact with students' host schools to provide an integrated educational experience for students.

IELP teachers routinely inform host schools of changes in student circumstances relating to students care and wellbeing.

In school programs have procedures to ensure regular communication between the IELP and the ISC coordinator relating to students' welfare and programs.

An effective transition program is in place for both in-school and between school programs.

IELPs provide regular reporting of student progress and welfare to host schools.

## Performance indicators

Where the student's host school is at a different location, the IELP will maintain regular contact with the host school. This will include facilitating:

- the student's attendance at the host school orientation program and other important host school events
- the minimum once per term contact with students by the host school to ascertain academic progress and personal acclimatisation
- the monthly contact by the host school of the IELP to ascertain students' academic progress and personal acclimatisation
- host school contact with the student prior to commencement at the host school.

Procedures are in place to immediately inform the host school of changes in students' circumstances relating to:

- homestays
- student care and welfare
- student attendance.

## Performance indicators *(cont)*

Where students attend an IELP within the host school there are procedures in place for regular communication between the ISC and the IELP Coordinator to:

- review student progress
- monitor attendance
- develop appropriate programs and timetables
- monitor compliance with reporting requirements
- monitor student acclimatisation and welfare
- plan student transition.

The transition process and program is documented

A transition report is provided to host schools which includes:

- an assessment of the students' level on the ESL Developmental Continuum
- an indication of ESL support need
- an outline of the course covered.

IELP staff brief mainstream staff on transition issues.

There is an annual review of transition procedures with input from students, mainstream teachers and ESL staff

The IELP

- provides an interim written report to host schools after students have been in the program for five weeks
- Provides progress reports to host schools at the end of each term including a final exit report
- provides a written report on student's English language progress to host schools at the end of the IELP course ready for translation for parents
- provides periodic feedback on student welfare and extracurricular activities to host schools
- keeps host schools informed of any significant or serious events affecting a student enrolled at their school.



## Communication responsibilities and protocols

It is recommended IELPs together with the host school's international student coordinator establish and document procedures and protocols in relation to the following:

### Host school contact with student

Meeting the Quality Standards for Schools requires host schools to make:

- Contact with students once per term to ascertain academic progress and personal acclimatisation
- The host school contacting the ELS/C monthly to ascertain the students' academic progress and personal acclimatisation
- Inviting students to participate in host school events (where applicable)

The two schools and the student should work out contact times in advance which are least disruptive to, and suit, all parties.

### Orientation

International student coordinators and IELP coordinators will need to formalise arrangements for the orientation program and make decisions on who will take responsibility for each aspect of the program (refer Quality Standards for Schools Standard 4 and IELPS Guidelines Guideline 3 for more detail).

### Student welfare

The IELP needs to alert the host school of any changes in students' circumstances or welfare concerns.

If the IELP needs to act on student welfare concerns the ISC of the host school will be informed of the issue and the action taken.

### Student conduct

The School Resource Kit (Chapter 8, page 2) contains advice on procedures to be followed by the IELP in cases where student behaviour is unsatisfactory.

### Student progress

See below, in Reporting on Student Progress, page 110.

## Homestay arrangements

As IELP staff are in daily contact with students they need to monitor students' homestay arrangements and alert the ISC of the host school if they have any concerns.

## Attendance

Attendance should be closely monitored by the IELP and regularly reported to the host school. Any unexplained absences should be followed up by the IELP and a record of the action passed on to the host school. If absences persist, the host school will take further action and be responsible for contacting parents and notifying IED if necessary. The number of days absent should be recorded on the students' report. This is also covered in Guideline 8, Record Keeping.

## School calendar and timetable

It is helpful if IELPs notify host schools at the beginning of the semester of school times and significant dates, for example, early dismissal days, commencement and completion of program dates, curriculum days, school camps. This is of benefit to ISC coordinators planning visits to students and arranging for students to visit the host school.

IELP starting dates and completion dates are important for host schools as students may book holidays at the end of the year assuming that formal classes have finished, and thus lose time from their IELP.

## Course selection

Discussion should take place as to how the students will be informed of their course options and arrangements made for subject selection.

## Transition

A well thought through transition program will ease the transition from an IELP to mainstream classes. The principles of transition are much the same for local students moving from pre- school to school, or primary to secondary school as they are for ESL students moving from an IELP to mainstream classes. Schools will therefore already be aware of many of the issues around transition, and be able to draw upon their current practices and the support provided by DEECD when considering transition arrangements for international students. English language schools and centres will draw upon their well established transition programs and practices developed for local new arrival students.

There are two key factors which differentiate a transition from an IELP to mainstream school:

- students' relative unfamiliarity with their new country and education settings, and
- their developing proficiency in English.

These two factors must be taken into account when planning a transition program for international students.

The actual transition arrangements put in place will be influenced by whether the IELP is being conducted at an external location, or on the same site as the host school. An IELP on the host site provides greater opportunity for a phased in transition program, however it will still require careful planning.

The host school's orientation program, supported by the IELP will focus on international students' needs at the time of arrival and in the early stages of their time in Australia; the advice which follows focuses on the transition from an IELP to a mainstream setting.

## Transition process

Change is a key factor in transition, and transition needs to be viewed as a process rather than a point in time.

International students moving from an IELP into a mainstream program will experience change or differences in:

- the size of the program
- the number of teachers
- friendship groups
- the curriculum focus
- the physical environment

A transition process which phases students into a new learning environment will assist students adapt to the changes.

## Good transition practices

Good practices include:

- mainstream teachers visiting IELP classes
- visits by IELP students to their new learning environment including attending some mainstream classes
- arranging joint activities with students from IELP and mainstream program prior to enrolment
- having a checklist for areas to be covered in a visit to the mainstream program (see Part 5)
- discussions with students with bilingual assistance, about the subjects and teaching practices they are likely to encounter in a mainstream program
- developing a transition to school unit to be delivered in the final weeks of student stay in the IELP (see Part 5)
- building aspects of mainstream curriculum into IELP curriculum, for example, common task types
- providing information on school structure and organisation for example, reading a timetable, understanding staff roles
- follow up visit/s by IELP staff to ex students and their teachers in mainstream program
- Providing an opportunity for students to discuss transition issues once they have moved.

The transition process and program should be clearly documented and both schools should retain copies.

It is suggested that IELPs formally review their transition procedures and that feedback is sought from students, mainstream teachers and IELP teachers.

*See Part 5 for an example of a student Transition Visit Checklist.*

## Exit/transition report

A detailed exit transition report should be prepared for the mainstream program.

It should include

- information on student's background
- overview of the curriculum covered in the IELP
- assessment of student's progress on the *ESL companion to the VELS*
- areas of strength and weakness
- suggestions for further ESL support
- any suggestions to assist transition
- any other relevant information.

In addition to a written report, it is recommended that discussions are undertaken with staff involved in both programs particularly if there are any perceived issues or barriers to the student's successful transition into a mainstream program.

## Collaboration between IELP and host school program

Ideas for host school and IELP collaboration include:

- IELP staff could brief mainstream staff on transition issues, international student characteristics, ESL learning needs and ESL friendly classroom strategies.
- Host school staff could brief IELP staff on mainstream requirements in their subjects and their perceptions of difficulties international students face in their subject.
- IELP staff and host school staff could be invited to attend relevant professional learning sessions at each other's sites.
- IELP staff could write an article on the IELP for the host school staff newsletter.
- Profiles on incoming students from the IELP and students' work could be published in the school newsletter or displayed on school notice boards.
- The IELP could invite staff from host schools to an open afternoon to attend classes and to enjoy a lunch prepared by the students.
- Both schools could hold a joint activity or excursion which includes mainstream students and students from the IELP site.
- IELP could use email to update host school on any issues and news.

Many of the above practices will also apply if a student is attending an IELP program within the school.

Where the IELP is part of the host school it offers greater opportunities for collaboration between IELP staff and mainstream staff on curriculum programs and welfare support. Transition from the IELP to a full time mainstream program for example can be managed on a case by case basis.

Even where the IELP is closely integrated with the mainstream program it is important that staff roles clearly delineate respective responsibilities of the ISC coordinator, the IELP coordinator, the Student Welfare Coordinator and Year Level Coordinators in relation to international students.

## Reporting on student progress

Procedures need to be agreed upon for communicating information on student progress and welfare between the IELP and host school.

It is suggested (see performance indicators) that the IELP provide the host school with:

- an interim written report on incoming students at the end of Week 5, to indicate how students are settling into the school. (*See the example, International ESL student interim progress report in Part 5*). The report can form the basis of review discussions between International Student Coordinators and the ESL coordinator of the IELP.
- Host schools need to be alerted early in the stay if students are likely to need longer than their designated 20 weeks.
- A progress report at the end of a term: Schools will devise their own reporting formats for reporting formally on student progress to host schools. The report will however include information on student progress against the *ESL Development Continuum P–10*.
- An exit transition report based on the ESL Stages of the *ESL Companion to the VELS* which will show the stage of learning students have reached on the ESL Developmental continuum at the end of the IELP course and indicate areas where further support will be needed. If schools wish to use the Student Report Card, an additional text box can be created for recording the ESL standard a student has reached and for teacher comment. Refer to the ESL sample report for an example of how this can be done.  
<http://www.education.vic.gov.au/studentlearning/studentreports/samples/default.htm#3>

## Reporting to parents

IELPs will be the main source of information for reporting to parents while the students are undertaking their IELP.

Standard 7 of the Quality Standards for Schools sets out the responsibilities of host schools concerning reporting to parents. To assist host schools meet the reporting requirements to parents, IELPs need to provide host schools with:

- a written report ready for translation (by the host schools) on students' progress each semester or at the completion of IELP course.
- a written report on any serious, major or significant event or incident affecting an international student (See School Resource Kit Chapter 12, Critical Incident Report).
- feedback by phone, email or in person on a student's welfare and participation in school life.

If required by the host school, the IELP may take responsibility for discussing student reports with parents or for contacting them regarding incidents or events that occur while the student is attending the IELP.

In any communication with parents, interpreting and translating facilities should be used as needed.

### Informal reporting to parents

Apart from formal reporting requirements parents will welcome information provided by the IELP which gives an indication of their child's participation in school life and information about the kind of schooling students are receiving. *See School Resource Kit Ch 8 p 4.*

Strategies IELPs can employ to give parents information about their child's schooling could include:

- emailing a class newsletter with reports and photographs of excursions, activities and samples of students' work.
- using a webcam to show parents their child's classroom.

### Links

The School Resource Kit provides proformas for a number of record keeping responsibilities which assist in the liaison between host schools and IELPs.

These include:

- Critical Incident Report
- International Student Annual Survey
- International Student Exit Survey

### Resources

<http://www.education.vic.gov.au/search/?k=transition>

## Guideline 7: Student care and welfare arrangements

This section provides guidance to schools on care and welfare arrangements for international students while they are in an IELP and expands on outcomes and performance indicators for Guideline 7. There should be strong links with the care and welfare structures put in place to support international students, and the whole school welfare program.

It should be read in conjunction with Standard 9: Care and Welfare Arrangements of the Quality Standards for Schools and complements advice for schools in the School Resource Kit, Chapter 8 Program Administration, Learning Support section.

The importance of having sound structures in place to support the particular care and welfare needs of international students cannot be underestimated. The pressures associated with the international student experience combined with the normal pressures of adolescence, can have a significant impact on international students' health and well being. Schools are able to positively impact upon the settlement of international students into their new country and culture by putting in place programs and structures based on a clear understanding of the particular needs of international students.

This section includes advice on the following

- Responsibility of host school and IELP
- Developing a better understanding of the care and welfare needs of international students
- The relationship between communicative competence in English and well being
- Links to the orientation program for international students
- Suggestions for integrating care and wellbeing issues into the IELP curriculum.

### Guideline Outcomes

The IELP supports host school in their role of having adequate care and welfare arrangements for international students that will ensure their physical safety and emotional wellbeing

IELPs have systems and procedures in place to ensure day to day pastoral care of students.



## Performance Indicators

The IELP school nominates a Coordinator (eg IELP Coordinator, school SWC) with responsibility for managing day to day pastoral care and welfare related issues, as well as critical incidents and student emergencies and provides relevant details to:

- the host school Principal Class Officer who has primary responsibility for welfare issues and care arrangements
- the International Education Division, and the
- IELP school community.

The IELP routinely informs the host school Principal Class Officer responsible for welfare issues and care arrangements of student circumstances relating to care and well being.

The IELP Coordinator will liaise with the host school Principal Class Officer responsible for care and welfare issues in relation to care arrangements for students who stay in Victoria during school holidays and vacation periods.

The IELP provides students with a school emergency contact card with the name and mobile phone number of school staff to contact in relation to day to day pastoral care issues.

The IELP in consultation with host schools provides counselling related to the international student experience.

The IELP provides ongoing support relating to:

- extra-curricular activities
- health related issues
- cultural awareness programs
- counselling
- legal rights and responsibilities
- personal safety.

## Responsibilities of host school and IELP

Host school responsibilities in relation to student care and welfare are clearly set out in the School Resource Kit Chapter 5 and in Standard 9 of the Quality Standards for Schools.

IELP responsibilities are set out in IELP Guideline 7.

## Protocols to support liaison between host school program and the IELP in matters of care and welfare

Developing a clear set of understandings and protocols about roles, responsibilities and communication is essential for care and wellbeing of international students.

It is the role of the IELP to support the host school in ensuring that care and welfare arrangements are adequate to ensure students' physical safety and well being. While the student is attending the IELP, day to day student welfare care is the responsibility of the IELP.

The IELP needs to clearly identify its role in the overall responsibility for care arrangements. Role descriptions should specify who is responsible for different levels of care and the staff handbook should outline reporting responsibilities in relation to student welfare.

The performance indicators for Guideline 7 make clear the types of arrangements that can be put in place to ensure matters of care and welfare are covered.

Based on the indicators in Standard 9 of the Quality Standards for Schools and IELP Guidelines, the IELP, in collaboration with host schools could develop a responsibility grid to ensure all responsibilities for student welfare are covered and each is aware of their roles.

## Developing a better understanding of the care and welfare needs of international students

For international students, particularly those without family support in Australia, the pressure to succeed, the frustration of not being able to communicate adequately with peers, teachers and home stay hosts, the lack of social support networks, and feelings of homesickness can place a stress on their mental health.

International students' care and welfare needs vary from local students in these significant ways:

- They generally do not have the immediate day to day support of family and friends.
- They have made a conscious decision to study in a foreign country, yet may be ill prepared for the extent of change.
- They are required to function in a new educational and cultural environment.
- They are required to operate in formal and informal settings using a foreign language.

(Kathryn Richardson Moving towards independence: International Student Needs Beyond the Classroom <http://www.isana.org.au/files/isana07final00016.pdf> accessed 16/6/10)

It is important all staff have the opportunity to consider the implications of these factors in their day to day dealings with international students as well as in the formal structures the school and the IELP establish.

Findings from Dr Kathryn Richardson's research identifies three main factors impacting upon international students' ability to settle into a new country and new life.

These are:

- The amount of preparation and the way in which the information was obtained prior to coming to Australia
- English language competence and its relationship to interacting with local students
- Establishment of a relationship with a caring adult.

Schools are encouraged to read the full article available at: <http://www.isana.org.au/files/isana07final00016.pdf>

## The link between communicative competence in English and well being

### What is communicative competence?

Communicative competence can be seen as:

- the ability to understand and speak a second language
- understanding subtleties of meaning (eg register, stress and intonation, situational specific language structures, etc)
- understanding culturally bound inferences (gesture, innuendo, paralinguistics, turn taking etc)
- understanding vernacular language
- using this knowledge to communicate successfully.

(Kathryn Richardson, International Student wellbeing and the Importance of Communicative Competence, [http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&X=getdoc&exp=8&Lev1=pub\\_c10\\_07&Lev2=c09\\_R2](http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&X=getdoc&exp=8&Lev1=pub_c10_07&Lev2=c09_R2) accessed 17/6/10)

## Factors affecting the development of communicative competence

### Developing friendship groups

Developing communicative competence in a foreign language takes time. It will be enhanced where students have the opportunity to experience the target language in formal and informal settings. While it might appear obvious that schools provide a perfect environment for students to be immersed in English, international students can remain isolated from their English speaking peers unless schools intervene and set up opportunities for integration with the school population as a whole. It can be argued that making friends with local students is a key factor for the wellbeing of international students, yet that can be difficult where communicative competence in the new language is still developing.

### Accommodation type

International students' accommodation arrangements will also play a role in developing communicative competence. An English speaking homestay will provide greater opportunity than living with other first language speakers.

Part 1 and Part 5 of the Guide provide suggestions for integrating international students into the mainstream activities.

### Access to a significant caring adult

As well as making friends with local students, access to a caring adult with whom they have frequent contact, (See Richardson article), will go a long way in assisting students settle into a new country.

### Providing access to extra curricula activities

Facilitating international students' participation in activities outside the classroom is important to health and well being. Ways of facilitating this could include:

- a mentor or buddy program (see Part 5)
- mainstream students as guest speakers explaining different extra curricula activities eg chess club, choir, lunchtime and after school sports
- excursions to local recreation venues.

## Links to the orientation program for international students

International students' sense of wellbeing will be greatly enhanced by a good orientation program which is implemented as a joint and cooperative venture between the host school and the IELP.

A good example of a program aimed at integrating international students can be found in Part 5, page 170 Implementing a buddy/mentoring program based on a program at Wantirna SC:

The program aims are:

- to provide international students with the opportunity to meet and work with local students to practise speaking and listening to Australian English with their peers, and to share experiences
- to give local students the opportunity to meet, to mentor and to help an international student and to experience communicating with a peer who speaks a different first language
- to give international students a sense of belonging to the school.

*See also Guideline 3 Orientation, page 49 for advice.*

## Suggestions for integrating care and wellbeing issues into the IELP curriculum

Program content geared at health and well being, and personal safety can help students adjust to schooling and living in Australia. Students need to be assisted to:

- integrate past values and experiences
- develop cross cultural awareness
- understand the often unwritten rules that govern how classrooms and playground operate
- build friendships and make social connections within the school
- become aware of the resources that are available to them in the community
- build resilience through practical problem solving and skills development
- be made aware of personal safety issues eg drugs and alcohol, travelling safely
- be taught strategies to manage potentially harmful situations

- be taught the language to communicate when they need assistance and to speak with people in authority
- know who to go to seek help both inside and outside the school.

## Links

- For Communication responsibilities and protocols in relation to student welfare see Guideline 6 previous section.
- See Monitoring students' affective states in Guideline 5 Assessment and the format Monitoring students learning skills and affective states in Part 5
- For a list of topics and themes relevant to health and wellbeing see Part 5
- For a list of resources relating to building resilience see Part 5
- The following proformas in the School Resource Kit provide useful resources for IELPs
  - Critical Incident Report
  - Student Holiday Plan
  - International student welfare and compliance record
  - International Student Exit Survey
  - International Student annual survey

## Resources

Kathryn Richardson, International Student wellbeing and the Importance of Communicative Competence, [http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&X=getdoc&exp=8&Lev1=pub\\_c10\\_07&Lev2=c09\\_R2](http://www.englishaustralia.com.au/index.cgi?E=hcatfuncs&X=getdoc&exp=8&Lev1=pub_c10_07&Lev2=c09_R2)

Kathryn Richardson Moving towards independence: International Student Needs Beyond the Classroom <http://www.isana.org.au/files/isana07final00016.pdf> accessed 16/6/10

DEECD Student well being resources

<http://www.education.vic.gov.au/healthwellbeing/default.htm>

## Guideline 8: Record keeping

The responsibilities of IELP schools in relation to record keeping are set out in Guideline 8 of the IELP Guidelines and Standard 8 of the Quality Standards for Schools.

Advice in this section supports Guidelines 6 and 7, as sound record keeping practices are an integral component of effective liaison between the host school and IELP, and establishing good care and welfare arrangements.

Advice includes:

- Areas for record keeping
- Clear processes for documenting information
- Establishing communication protocols

### Suggested areas for record keeping

When the IELP is not located in the host school, duplicate records of all student details should be kept in both locations.

They include records in the following areas:

- Current student details
- Personal and background information
- Attendance details
- Academic progress
- Records of any incidents.

See the performance indicators below for a full list of the required areas for record keeping:

Schools are referred to information in the School Resource Kit on student records on page 5 in Chapter 8 Program administration

It covers areas on:

- Privacy and confidentiality
- Good documentation
- Complying with DEECD policy on student records.

### Outcomes

Accurate information is kept about the student and updated as necessary

Effective record keeping and communication processes are in place between the IELP and the host school



## Performance indicators

The IELP has process in place to document intervention strategies undertaken when student progress is unsatisfactory.

The IELP documents students' course progress (at a minimum) at the end of each term and informs the host school of:

- recommended changes to course duration
- incidents of misbehaviour that are in breach of school's student Code of Conduct

In liaison with the host school the IELP will communicate and provide the host school with evidence of a decrease in student attendance.

The IELP will document and take appropriate intervention strategies when student course progress falls below accepted school standards

## Clear processes for documenting information

The IELP needs clear processes for documenting information. The Student Resource Guide contains a number of proformas to assist with recording and reporting issues. See Links at the end of this section.

## Establishing communication protocols

Communication protocols need to be established for all areas of the student's school life as well as areas relating to care arrangements outside of school hours.

Consistent with the Quality Standards for Schools and IELP Guidelines, these protocols should be formally documented and if considered necessary, the host school and the IELP could develop a memorandum of understanding based on the requirements set out in the Quality Standards for Schools and the IELP Guidelines. This will ensure all areas are covered and nothing is assumed or left to chance.

The Student Resource Kit provides a number of proformas to be used for record keeping and reporting. These include:

- International student file cover sheet
- Critical Incident Report
- International Student Holiday Plan
- International Student File Checklist
- International Student Non-compliance coversheet and checklist
- International Student Welfare and Compliance Record.

## Resources

Translated fact sheets on VELS report cards:

The Student Report Card brochure is also available in the following community languages:

- Arabic
- Simple Chinese
- Traditional Chinese
- Turkish
- Vietnamese.

<http://www.education.vic.gov.au/aboutschool/studentreports/default.htm>

Interpreting and translating services

All Graduates

<http://www.allgraduates.com.au>

## International Education Division International Student Program – Intensive English Language Program (IELP) Guidelines

The International Student Program IELP Guidelines have been established to provide guidance to accredited schools in the provision of a high quality and robust International Student IELP. These guidelines also aim to foster a culture of continuous improvement and provide IELP schools with a tool to meet ESOS legislative requirements. The Guidelines refer to areas of program provision and operation which are considered effective practice in high quality IELP delivery to international students, pertaining to physical facilities, staffing, program provision, student assessment, orientation, host school liaison, student care & welfare arrangements and record keeping.

These Guidelines can be used by schools to effectively plan and deliver a high quality and robust International Student IELP. The IELP Guidelines also align with the ISP Quality Standards for schools and the International Education Division's overarching Quality Assurance Framework.

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 1</b> <b>Physical facilities</b></p>	<p>The area/s in the school designated for the IELP are educationally and environmentally appropriate</p> <p>Equipment and furniture are appropriate for students' and teachers' needs.</p>	<p>Teaching spaces are large enough to allow for a range of class groupings.</p> <p>There is sufficient safe storage for consumables, resources and equipment.</p> <p>There are sufficient display areas to allow for visual supports for learning.</p> <p>Spaces are light, well ventilated and free from noise interference.</p> <p>Teachers and SWCs have access to a private counselling space.</p> <p>Adequate space for teacher preparation and student interviews is available.</p> <p>Students have access to a lunch space which meets the needs of international students.</p> <p>There are adequate display resources e.g. pinboards.</p> <p>Teachers and students have access to teaching resources and appropriate equipment such as computers, CD players, overhead projectors and interactive whiteboards.</p> <p>Educational equipment necessary for second language teaching is available, well maintained and updated as needed.</p>	<p>School Reference Guide</p> <p><a href="http://www.education.vic.gov.au/management/governance/referenceguide/">http://www.education.vic.gov.au/management/governance/referenceguide/</a></p> <p>Notes:</p> <p>Refer to Office of Government Schools (OGSE) for further information pertaining to all Victorian Government School classrooms.</p>

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 2</b> <b>Staffing</b></p>	<p>ESL teachers working in the IELP have approved ESL qualifications and relevant experience.</p>	<p>ESL teachers teaching the intensive ESL component (80%):</p> <ul style="list-style-type: none"> <li>• have VIT approved ESL qualifications</li> <li>• have experience in teaching ESL students at the early stages of the ESL learning pathway</li> <li>• have experience in teaching ESL in the context of preparing students for schooling in Australia</li> <li>• have an understanding of the language and curriculum demands of the relevant level of schooling eg VCE</li> <li>• have an understanding of intercultural issues.</li> </ul>	<p>International Student ESL Handbook VIT website: <a href="http://www.vit.vic.edu.au/content.asp?Document_ID=1">www.vit.vic.edu.au/content.asp?Document_ID=1</a> Teaching ESL in the Mainstream Classroom - (TESMIC) Professional Development Course ESL learners in the middle years – Strategies for the mainstream classroom (Video) The Languages and Multicultural Resource Centre has an online catalogue: <a href="http://www.education.vic.gov.au/studentlearning/programs/lmerc/default.htm">http://www.education.vic.gov.au/studentlearning/programs/lmerc/default.htm</a></p>
<p>Subject teachers working in the IELP demonstrate an appropriate level of ESL aware teaching practices.</p>	<p>Subject teachers teaching in the remaining component of the IELP:</p> <ul style="list-style-type: none"> <li>• have significant experience teaching educationally and linguistically diverse students</li> <li>• use teaching practices which exemplify an awareness of the need to teach the academic language and literacy of their subject areas appropriate for the year level</li> <li>• have undertaken and/or are willing to undertake professional development in this area.</li> </ul>	<p>Subject teachers teaching in the remaining component of the IELP:</p> <ul style="list-style-type: none"> <li>• have significant experience teaching educationally and linguistically diverse students</li> <li>• use teaching practices which exemplify an awareness of the need to teach the academic language and literacy of their subject areas appropriate for the year level</li> <li>• have undertaken and/or are willing to undertake professional development in this area.</li> </ul>	<p>Vic TESOL: <a href="http://www.vatme.vic.edu.au">www.vatme.vic.edu.au</a></p>
<p>Staff involved in the IELP are culturally aware in their dealings with students and families/ carers.</p>	<p>Staff involved in the IELP:</p> <ul style="list-style-type: none"> <li>• have experience in working with culturally and linguistically diverse communities</li> <li>• have undergone or are prepared to undergo cultural awareness and intercultural training.</li> </ul>	<p>Staff involved in the IELP:</p> <ul style="list-style-type: none"> <li>• have experience in working with culturally and linguistically diverse communities</li> <li>• have undergone or are prepared to undergo cultural awareness and intercultural training.</li> </ul>	<p>Vic TESOL: <a href="http://www.vatme.vic.edu.au">www.vatme.vic.edu.au</a></p>

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 2</b> <b>Staffing</b> <i>(continued)</i></p>	<p>All staff are given access to appropriate professional development programs and are encouraged to pursue their own professional development</p> <p>Staffing structures reflect a commitment to meeting the curriculum and welfare needs of students within the IELP</p>	<p>A component of the school's professional development program targets the specific needs of international students and of the schools' culturally and linguistically diverse population.</p> <p>Staff representatives are supported to attend relevant external professional development and processes are in place for sharing experiences and findings, eg staff meetings.</p> <p>Established procedures and IELP program documentation support the induction of new staff.</p> <p>Staff are expected to attend relevant regional network meetings.</p> <p>Cultural information relating to specific learner groups is made available to staff.</p> <p>Schools appoint an ESL qualified teacher to manage the IELP and be the key contact point for the program.</p> <p>School role and responsibility statements address the specific curriculum and welfare needs of international students.</p> <p>Bilingual support is available to the IELP.</p>	<p>The ESL home site has professional learning links: <a href="http://www.education.vic.gov.au/studentlearning/programs/esl/default.htm">http://www.education.vic.gov.au/studentlearning/programs/esl/default.htm</a></p> <p>School Staff performance and development plans</p> <p>ESL regional project officers</p> <p>School induction handbooks &amp; policy</p> <p>School Staff Handbook</p> <p>ESL Curriculum documents</p> <p>School Staff Roles &amp; Organisational Duties</p>

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 3</b> <b>Orientation</b></p>	<p>The IELP supports the host school in delivering an ongoing orientation program that provides students with information to help them adjust to living and studying in Victoria.</p>	<p>The IELP provides an ongoing orientation program which complements the host school's orientation program and includes information regarding:</p> <ul style="list-style-type: none"> <li>the school (including staff roles) and its academic programs</li> <li>general support services and special programs</li> <li>the IELP</li> <li>Student Code of Conduct</li> <li>visa conditions (translated)</li> <li>general health care</li> <li>local area including shops and services</li> <li>transport between school and homestay</li> <li>dispute resolution procedures</li> <li>key policies</li> <li>legal rights and responsibilities.</li> </ul> <p>The IELP provides students with an orientation handbook relevant to the IELP.</p>	<p>School rules (Translated) School diary Key Policies document (translated) Orientation Program Checklist ISANA Rainbow Guide ISANA – ESOS Rights and Responsibilities animations: For further information on aspects of orientation covered by schools and IELPs see: International Student ESL Handbook School Course outlines ISP Quality Standards – Standard 4 (Orientation) SRK chapter 7</p>
	<p>The IELP provides students with an ongoing orientation program that focuses on introducing the language, information and skills needed to help them function effectively in Victorian schools and the community.</p>	<p>Time is made available for IELP staff to liaise with the host schools in relation to orientation. IELPS use the orientation checklist provided by the host school to guide planning for the IELP orientation program. The IELP orientation program includes:</p> <ul style="list-style-type: none"> <li>introducing functional language for both academic and social purposes needed to operate in a school environment</li> <li>introducing functional language needed to operate in the community eg shops, transport, medical services</li> <li>introduction to ways students learn in Australia</li> <li>exposure to the kinds of written and spoken texts students will encounter.</li> </ul>	

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 4</b> <b>Program provision and school level reporting</b></p>	<p>The IELP adopts the ISP Quality Assurance Framework’s guiding principles which demonstrate: <b>High ethical standards</b> – by ensuring all parties commit to accuracy, honesty and timeliness, accept their responsibilities and operate with a view to the best interest of students at all times <b>Excellent client services</b> – by showing cultural sensitivity and efficient procedures and systems <b>Commitment to accountability</b> – by providing high quality information to demonstrate the quality of Victoria’s international student program <b>High level of care</b> – by ensuring that all students enjoy a safe and supportive international experience for the duration of their time in Victoria <b>Building relationships</b> – by implementing regular and open communication across all levels of the program and sustaining contact with students beyond the initial experience</p>	<p>The IELP is an integral feature of the School Strategic Plan and the Annual Implementation Plan. The IELP develops processes for student and host school feedback on the level and quality of:</p> <ul style="list-style-type: none"> <li>• school services and support</li> <li>• orientation program</li> <li>• IELP program.</li> </ul> <p>This information is used to inform IELP schools of areas for improvement. Schools and ELS/Cs adequately resource the IELP in accordance with the number of students by:</p> <ul style="list-style-type: none"> <li>• appointing an IELP coordinator with appropriate level of responsibility and a time allocation in accordance with program size</li> <li>• appointing teaching staff for the IELP to allow for class sizes of no more than 15 students</li> <li>• appointing support staff for the program e.g bilingual support</li> <li>• providing a separate and discreet budget for the IELP based on the number of international student enrolments.</li> <li>• purchasing and making accessible a range of resources to suit different levels and purposes eg self access materials.</li> </ul> <p>IELP schools provide time for IELP teachers to meet regularly, and with mainstream teachers as appropriate, to plan and review curriculum and to monitor individual learning needs. The ESL curriculum is regularly reviewed and modified as needed based on:</p> <ul style="list-style-type: none"> <li>• student feedback</li> <li>• student assessment</li> <li>• IELP teacher and mainstream teacher feedback.</li> </ul>	<p>Strategic Plan &amp; Annual Implementation Plan International Student ESL Handbook International Student Annual Survey International Student Exit Survey School Accountability and Improvement Framework Strategic Plan and Annual Implementation Plan MEA Handbook Teacher Support Materials Stages S3 and S4 – Secondary post-new arrivals Years 7–10 SRK Chapter 1</p>



Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 4</b> <b>Program provision and school level reporting (continued)</b></p>	<p><b>Strengthening capacity</b> – by implementing strategies across all levels of the program to ensure that the program delivers high quality outcomes and continues to improve.</p> <p>IELPs meet the performance monitoring and reporting arrangements of the Quality Assurance Framework, which aligns with the School Accountability and Improvement Framework.</p> <p>Students from other Victorian Government schools are accepted into the IELP.</p> <p>The IELP is a full time program in which curriculum planning reflects a sound knowledge of individual learner skills, competencies and knowledge as well as an understanding of the language and skills and the learning strategies students will need to access particular year levels.</p>	<p>The IELP is included in school self assessment processes and in reports to school council.</p> <p>Students in an IELP receive a minimum of 20 hours (80%) per week of intensive ESL instruction which includes a focus on the English language required for different subject areas.</p> <p>The remaining hours (20%) should reflect students' needs, interests and the availability of ESL support within a subject area.</p> <p>There is a documented ESL curriculum for particular learner groups which draws on the appropriate level of the ESL Companion to the VELS and includes language and content focuses from mainstream curricula.</p> <p>The curriculum includes explicit teaching of Australian learning styles and strategies and teaching methods commonly used in Victorian schools.</p> <p>Curriculum planning reflects assessment of individual student needs as shown in assessment records.</p> <p>Written guidelines which assist staff to plan and document programs are readily available.</p> <p>Learning groups do not exceed 15 students.</p> <p>IELP groupings reflect the age, schooling level and English language levels of students.</p> <p>Where schools are unable to adequately cater for the different age and year levels of students in the IELP, they nominate another IELP which can better cater for these students.</p> <p>The host school is advised if a student requires an additional 10 weeks within the first 10 weeks of the program.</p>	<p>ESL Companion to the VELS <a href="http://www.education.vic.gov.au/studentlearning/assessment/default.htm">http://www.education.vic.gov.au/studentlearning/assessment/default.htm</a></p> <p>Deployment of MEAs: MEA Handbook</p> <p>Teacher Support Materials Stages S3 and S4 – Secondary post-new arrivals Years 7–10</p> <p>The ESL handbook <a href="http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eslhandbook.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eslhandbook.pdf</a></p> <p>ISP Quality Standards – Standard 10 (Program provision &amp; school level reporting)</p> <p>ESL Support materials</p> <p>IELP documentation (incl. IELP school business plan / delivery model)</p>

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 4</b> <b>Program provision and school level reporting (continued)</b></p>		<p>The IELP has the capacity to provide an additional 10 weeks to students requiring additional English.</p> <p>Time allowance for coordinators and teachers increases in correlation with an increase in program size.</p> <p>Individual learning plans are developed and updated as required.</p> <p>IELP teachers keep records of the teaching program for student groups which are readily available.</p> <p>Where capacity exists the IELP has processes in place to facilitate and manage the provision of an IELP for students enrolled in other Victorian Government schools.</p>	<p>Notes:</p> <p>Level of pay and time allowance to reflect size of program.</p> <p>It is suggested the ESL student cohort, local and international is looked at as a whole when deciding on student groupings.</p> <p>Where the 10, or 20 week IELP operates in Term 4 schools should ensure that students receive a full term of intensive English provision</p>

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 5 Assessment</b></p>	<p>Assessment is on going, regular and diverse reflecting the need for diagnostic, formative and summative assessments.</p>	<p>Assessment for learning is integrated into all teaching practices:</p> <ul style="list-style-type: none"> <li>• Program planning is based on an initial assessment of students' competencies in a range of modes and learning areas.</li> <li>• Assessment records show on going monitoring of students' cognitive and skills development in a range of areas using a variety of assessment measures to cater for different learning styles.</li> <li>• Student learning skills and affective behaviours are regularly monitored.</li> </ul> <p>When making assessments of learning:</p> <ul style="list-style-type: none"> <li>• The ESL Companion to the VELS and the ESL Developmental Continuum are used to make objective assessments of ESL learning.</li> <li>• A variety of assessment strategies are used to take account of students' different strengths.</li> <li>• Distinctions are made between mastery of content and English language proficiency.</li> </ul> <p>Assessment <b>as</b> learning is explicitly taught:</p> <ul style="list-style-type: none"> <li>• Students are explicitly taught the purposes and methods of different types of assessment used in mainstream curricula.</li> <li>• Self assessment, self monitoring and reflection strategies are a regular feature of lessons eg rubrics, learning journals.</li> <li>• Regular feedback opportunities are built into planning.</li> <li>• Students are taught the principles and language of effective feedback.</li> </ul> <p>There are strategies in place to share and follow up relevant student information between teachers.</p> <ul style="list-style-type: none"> <li>• All teachers of ESL students are given access to non confidential student information eg records from country of origin, assessment records.</li> </ul>	<p>The ESL Companion to the VELS will assist with determining student levels and needs: <a href="http://www.education.vic.gov.au/studentlearning/assessment/default.htm">http://www.education.vic.gov.au/studentlearning/assessment/default.htm</a></p> <p>International Student ESL Handbook</p> <p>ESL Developmental Continuum: <a href="http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm">http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm</a></p> <p>The VELS assessment &amp; reporting site: <a href="http://vels.vcaa.vic.edu.au/support/index.html">http://vels.vcaa.vic.edu.au/support/index.html</a></p> <p>Curriculum Corporation Assessment for Learning: <a href="http://www.curriculum.edu.au/ccsite/cc_assessment_for_learning,17710.html">http://www.curriculum.edu.au/ccsite/cc_assessment_for_learning,17710.html</a></p> <p>For advice on assessment using the ESL Companion see ESL Course Advice Stages S 2 Chapter 6 and S3-4 Chapter 5</p>
<p>Students are familiar with the range of assessment purposes and methods used in Australian schools.</p>	<p>Assessment information is shared between teachers</p>		

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 6</b> <b><i>Liaison with the host school and/or the mainstream program</i></b></p>	<p>IIELP teachers maintain regular contact with students' host schools to provide an integrated educational experience for students.</p>	<p>Where the student's host school is at a different location, the IELP will maintain regular contact with the host school. This will include facilitating:</p> <ul style="list-style-type: none"> <li>the student's attendance at the host school orientation program and other important host school events</li> <li>the minimum once per term contact with students by the host school to ascertain academic progress and personal acclimatisation</li> <li>the monthly contact by the host school of the IELP to ascertain students' academic progress and personal acclimatisation</li> <li>host school contact with the student prior to commencement at the host school.</li> </ul>	<p>International Student ESL Handbook</p> <p>Translated fact sheets on VELS report cards:  <a href="http://www.education.vic.gov.au/aboutschool/studentreports/default.htm">http://www.education.vic.gov.au/aboutschool/studentreports/default.htm</a></p> <p>All Graduates website:  <a href="http://www.allgraduates.com.au">http://www.allgraduates.com.au</a></p>
	<p>IIELP teachers routinely inform host schools of changes in student circumstances relating to student care and well being.</p>	<p>Procedures are in place to immediately inform the host school of changes in students' circumstances relating to:</p> <ul style="list-style-type: none"> <li>homestays</li> <li>student care and welfare</li> <li>student attendance.</li> </ul>	<p>NAATI website:  <a href="http://www.naati.com.au/">http://www.naati.com.au/</a></p> <p>TIS (Translating and Interpreting Service):  <a href="http://www.immi.gov.au/tis/">http://www.immi.gov.au/tis/</a></p>
	<p>In-school programs have procedures to ensure regular communication between the IELP and the ISC Coordinator relating to student welfare and programs.</p>	<p>Where students attend an IELP within the host school there are procedures in place for regular communication between the ISC and the IELP Coordinator to:</p> <ul style="list-style-type: none"> <li>review student progress</li> <li>monitor attendance</li> <li>develop appropriate programs and timetables</li> <li>monitor compliance with reporting requirements</li> <li>monitor student acclimatisation and welfare</li> <li>plan student transition.</li> </ul>	<p>Talking in Tune – A guide to working with interpreters in schools (2006)</p> <p>SRK chapter 8</p> <p>ISP Quality Standards - Standard 5</p> <p><i>ELC Program student involvement</i></p>

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 6</b> <b>Liaison with the host school and/or the mainstream program (continued)</b></p>	<p>An effective transition program is in place for both in-school and between-school programs.</p>	<p>The transition process and program is documented.</p> <p>A transition report is provided to host schools which includes:</p> <ul style="list-style-type: none"> <li>• an assessment of the students' level on the ESL Developmental Continuum</li> <li>• an indication of ESL support needed</li> <li>• an outline of the course covered.</li> </ul> <p>IELP staff brief mainstream staff on transition issues.</p> <p>There is an annual review of transition procedures with input from students, mainstream teachers and ESL staff.</p>	<p>Notes:</p> <p>Where a number of host schools are involved, processes will need to be established to ensure minimum disruption to the IELP due to different students being absent at different times.</p>
	<p>IELPs provide regular reporting of student progress and welfare to host schools</p>	<p>The IELP</p> <ul style="list-style-type: none"> <li>• provides an interim written report to host schools after students have been in the program for five weeks</li> <li>• Provides progress reports to host schools at the end of each term including a final exit report</li> <li>• provides a written report on student's English language progress to host schools at the end of the IELP course ready for translation for parents</li> <li>• provides periodic feedback on student welfare and extracurricular activities to host schools</li> <li>• keeps host schools informed of any significant or serious events affecting a student enrolled at their school.</li> </ul>	

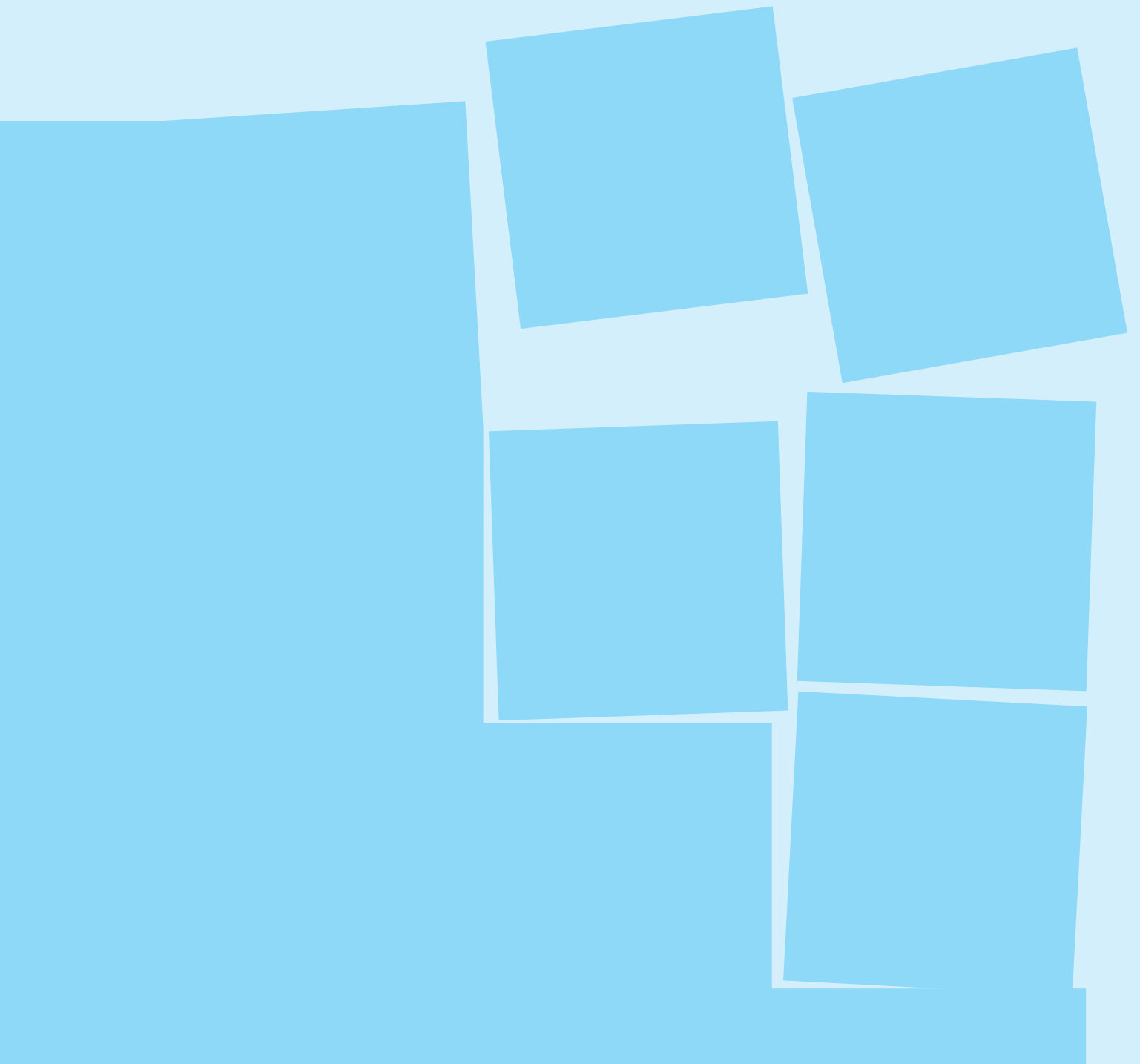
Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 7</b> <b>Student care and welfare arrangements</b></p>	<p>The IELP supports host schools in their role of having adequate care and welfare arrangements for international students that will ensure their physical safety and emotional wellbeing.</p>	<p>The IELP school nominates a Coordinator (eg IELP Coordinator, student welfare coordinator) with responsibility for managing day to day pastoral care and welfare related issues, as well as critical incidents and student emergencies and provides relevant details to:</p> <ul style="list-style-type: none"> <li>the host school Principal Class Officer who has primary responsibility for welfare issues and care arrangements</li> <li>the International Education Division, and the</li> <li>IELP school community.</li> </ul> <p>The IELP routinely informs the host school Principal Class Officer responsible for welfare issues and care arrangements of student circumstances relating to care and well being.</p> <p>The IELP Coordinator will liaise with the host school Principal Class Officer responsible for care and welfare issues in relation to care arrangements for students who stay in Victoria during school holidays and vacation periods.</p>	<p>Schools Reference Guide, 4.6 Student Care &amp; Supervision): <a href="http://www.education.vic.gov.au/management/governance/referenceguide/enviro/4_6.htm">www.education.vic.gov.au/management/governance/referenceguide/enviro/4_6.htm</a>.</p> <p>Key Policies document (translated)</p> <p>School International Student Policy</p> <p>International Student Holiday Plan</p> <p>School Staff handbook</p> <p>IELP staff role descriptions</p> <p>International Student ESL Handbook</p> <p>International Student Welfare and Compliance Record</p> <p>IELP Emergency Contact Card</p> <p>Documentation of local arrangements with host schools</p> <p>SRK chapter 5 &amp; 8</p> <p>ISP Quality Standards – Standard 9 (Care &amp; welfare arrangements)</p> <p>Notes: Host schools have overall responsibility for care and welfare arrangements. IELPs are responsible for day to day pastoral care matters.</p>
	<p>IELPs have systems and procedures in place to ensure day to day pastoral care of students.</p>	<p>The IELP provides students with a school emergency contact card with the name and mobile phone number of school staff to contact in relation to day to day pastoral care issues.</p> <p>The IELP in consultation with host schools provides counselling related to the international student experience.</p> <p>The IELP provides ongoing support relating to:</p> <ul style="list-style-type: none"> <li>extra-curricular activities</li> <li>health related issues</li> <li>cultural awareness programs</li> <li>counselling</li> <li>legal rights and responsibilities</li> <li>personal safety.</li> </ul>	

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 8</b> <b>Record keeping</b></p>	<p>Accurate information is kept about the student and updated as necessary.</p>	<p>The IELP records current contact details (mobile number, address and email) of the:</p> <ul style="list-style-type: none"> <li>• student</li> <li>• homestay host</li> <li>• relative (where student is living with them), and</li> <li>• parents (including home address in students' native language).</li> </ul> <p>IELPs use the International Student File Checklist to ensure an international student's file contains the following information:</p> <ul style="list-style-type: none"> <li>• student's personal details</li> <li>• copies of student's current visa and passport</li> <li>• student's current residential address.</li> <li>• school reports/records of academic performance (may be held electronically)</li> <li>• attendance records (may be held electronically).</li> <li>• application form</li> <li>• requests for transfer and requests for deferment of study</li> <li>• records of variations to student enrolment</li> <li>• proof of current student health cover policy.</li> </ul> <p>The IELP has processes in place to monitor, review and document student attendance.</p> <p>The IELP will document and inform the host school when:</p> <ul style="list-style-type: none"> <li>• attendance is unsatisfactory</li> <li>• attendance falls to 90% (individual counselling with reference to school contract, parents informed)</li> <li>• falls below 90% (Principal counselling, involvement of homestay hosts and parents, school contract and notification to PPSSU)</li> <li>• falls to 85% (IED counselling and contract).</li> </ul> <p>The IELP has processes in place to document intervention strategies undertaken when student progress is unsatisfactory.</p>	<p>IELP School attendance records International Student Welfare and Compliance Record International Student Survey International Student Exit Survey International Student File checklist SRK chapter 8 ISP Quality Standards – Standard 6 (Record Keeping) CASES 21</p>

Component	Outcome	Performance Indicators	Resources/Notes
<p><b>Guideline 8</b> <b>Record keeping</b> <i>(continued)</i></p>	<p>Effective record keeping and communication processes are in place between the IELP and the host school.</p>	<p>The IELP documents students' course progress (at a minimum) at the end of each term and informs the host school of:</p> <ul style="list-style-type: none"> <li>• recommended changes to course duration</li> <li>• incidents of misbehaviour that are in breach of school's student Code of Conduct.</li> </ul> <p>In liaison with the host school the IELP will communicate and provide the host school with evidence of a decrease in student attendance.</p> <p>The IELP will document and take appropriate intervention strategies when student course progress falls below accepted school standards.</p>	<p><b>Notes:</b></p> <p>When the IE-LP school is not the host school, duplicate student records should be kept in both locations.</p> <p>Access to appropriate student records is available when program is in host school.</p>



**Part 4:**  
**Beyond the IELP:**  
**ESL support for**  
**international students**



## Section 1: Introduction

The provision of English language support is a key component in the successful delivery of the International Student Program in Victorian Government schools. Both Tier 1 and Tier 2 accredited schools are required to provide appropriate ESL support for their international students.

This chapter aims to assist schools organise the most appropriate ESL support for international students who have either completed, or were deemed not to be in need of, an IELP. For schools with international students at the lower end of the English proficiency scale, program advice in Part 3 of this document will also be relevant.

## Section 2: Planning ESL Support

### Considerations:

- ESL support encompasses more than formal English language instruction. It also includes orientation to the Victorian schooling system and an introduction to different learning styles. It acknowledges the cultural aspects of English language learning, and is relevant to students from overseas countries even where English has been the language of instruction.
- ESL support ranges from direct explicit teaching to an awareness of ESL learner needs and ESL friendly strategies that all members of staff can use with international students.
- International students will be learning in a new language at the same time as they are learning an additional language. A well structured ESL support program will use this factor to maximize English language learning in all subjects.
- Even after completion of a 20 week intensive course, most international students will need to be supported in their mainstream classes for the duration of their secondary schooling.

### Principles of ESL learning

ESL support should be based on a number of principles including:

- ESL students learn English best when they are provided with opportunities to participate in communicative and reflective use of language in a wide range of activities.
- ESL learners learn English best when they are exposed to language that is comprehensive and relevant to their own interests and understandings and the world around them, and introduced in meaningful chunks.
- ESL learners learn best when they are focused deliberately on various language forms, skills, strategies, and aspects of knowledge in order to support the process of language acquisition and the learning of concepts.
- ESL learners learn best when they are provided with appropriate feedback.

## Goals of ESL programs

The broad goals of ESL programs are to support students to:

- develop a level of competency and confidence in using English that allows them to fully participate in social and school-based contexts.
- continue their conceptual development while developing English language skills
- develop an understanding of the learning styles and expectations of the Australian schooling system.

More specifically, the ESL curriculum aims to develop students' competence in English in the following areas:

- an ability to use and understand English in a variety of contexts
- control over the structures and grammatical features of English
- an ability to use strategies that facilitate the acquisition of English, and to negotiate communication in English.

(Source: ESL Companion to the English CSF VCAA)

## Steps in developing ESL support for international students

### 1 Audit the existing ESL expertise in the school.

Where the school has an existing ESL program consider:

- Can the international students be accommodated into the ESL program?
- What additional resources might be needed?

Where there is no established ESL program:

- What resources (teachers, MEAs and materials) will be needed?
- Are there any ESL qualified teachers on staff?
- What is their experience with ESL learners?
- What other support is available, eg bi-lingual staff, staff with experience in teaching ESL/international students in their previous schools?

## 2 Determine student needs

Collect information on students

Collect and collate information on each international student to help determine needs. Information can be obtained from:

- School records from home country
- English language assessment including an IELTS or equivalent score (See Part 5)
- Information collected at time of enrolment.

Information collected through discussion with the family and/or the student. (See ESL learner profile in Part 5)

- An exit/ transition report from the IELP
- An interview with the student using an interpreter if needed.

Note: Initial assessment of the student's level of English can be gauged at the enrolment interview, but a more detailed assessment of level and need should be held off for several days. During this time teacher observation should be supported by asking the students to perform some basic assessment tasks.

## 3 Establish priorities

You will need to determine how to make the best use of the resources available to meet students' needs. Based on student background and knowledge obtained in the first few weeks, decide:

- which students are in need of direct ESL teaching
- which students could be accommodated with ESL support in the mainstream classrooms

## 4 Program development

### 4.1 Research on program characteristics

Based on research, some program characteristics that can make a significant difference in academic achievement for English language learners at the secondary level include:

- new language taught through academic content,
- conscious focus on teaching learning strategies to develop thinking skills and problem-solving abilities; and
- continuous support for staff development emphasizing activation of students' prior knowledge, respect for students' home language and culture, cooperative learning, interactive and discovery learning, intense and meaningful cognitive/academic development, and ongoing assessment using multiple measures (Collier 1995).

## 4.2 Year level and student needs

The type of ESL support chosen will largely depend upon year level and students' needs. For the purposes of planning it may be useful to consider international students in the following way:

- those enrolled in year levels below Year 10
- those enrolling for the first time in your school at some stage during Year 10
- those in Years 11 and 12

### International students below Year 10

For international students enrolled in year levels below Year 10, the ESL program will most likely be similar to that for local ESL students. It may consist of parallel withdrawal classes for subjects like English and Humanities, classroom support in other subjects, joint planning, modification of work sheets and the employment of ESL strategies by all teachers. (See Section 3 for more details)

As the majority of international students are enrolled in Years 10, 11 and 12, this document will focus on these year levels.

### International students in Year 10

For international students enrolled in Year 10 for all or part of the school year, program options will be much the same as above, but the focus will be on preparing students for the senior years. As student numbers may be small and could fluctuate throughout the year building flexibility into the ESL support program will be important.

With some international students enrolling in the second part of the year, schools may consider a separate class for part of the week to target English language skills, however, integration into mainstream classes with ESL support will also ease the transition into Year 11.

### International students in Years 11 and 12

For international students in VCE studies, the emphasis will be on supporting these students in their mainstream classes with back up from after school programs and activities. There may be some flexibility in Year 11 to provide additional ESL support through extended time for English, or another course study.

#### 4.3 Other things to consider in program development:

- how flexibility can be built into the program
- what staff are available and how they will be deployed
- what timetabling considerations need to be taken into account
- what opportunities there are for extending the formal ESL support program into other parts of the school program, or after school, eg Homework support, English club
- what resources are available
- how the program will be evaluated.

### 5 Determining content of support program

For Year 10 ESL classes, decisions will need to be made about:

- topics from across the curriculum
- English language skills for listening, speaking, reading and writing
- text types students will use
- study skills from across the curriculum
- linguistic structures and features including grammar
- work requirements or assessment tasks.

For VCE classes, decisions will not so much be about subject content choice as this will be determined by the study designs.

However, where there are choices about texts and materials for use in class, the language level and background knowledge of international students should be considered. *See Part 5 for advice on factors to take into account when selecting texts.*

### 6. Assessment

- What assessment tools will be used?
- How will they reflect the types of assessment used in VCE?
- Do they take into account the needs of ESL students?
- How will reporting of progress be made to: other teachers, parents and the students?

*For further advice on assessment see Part 3 and Part 5.*

## Section 3: Program advice Year 10 programs

### Program options

(Based on ESL handbook)

Refer to Part 3 of this Guide if Year 10 students have not completed an IELP, but appear to have very limited English language skills.

#### Options for ESL support include:

- collaborative planning
- direct teaching – parallel classes, similar needs classes
- team teaching
- support in classrooms
- additional support – after school, lunchtimes
- a combination of the above.

#### Collaborative planning

Collaborative planning is based on the principle that both subject teachers and ESL specialists have particular expertise to bring to the planning table. Planning together provides the opportunity to maximise language learning while learning subject content.

Classroom teachers have knowledge of:

- their subject content
- their previous and current experience with international students.

ESL specialists through their knowledge of second language acquisition and ESL teaching strategies can help mainstream teachers to:

- set realistic goals for their ESL learners
- help identify students on the English language learning continuum
- model modification of worksheets, pre teaching activities and use of ESL appropriate strategies
- plan appropriate assessment activities.



## Team teaching

In this model, the classroom teacher and the ESL teacher share the responsibility for the class. This involves assessing students, planning the teaching activities and conducting the class. This model extends the benefits of collaborative planning further and can be a powerful professional learning experience. It is resource intensive, but may be effectively used where there are sufficient numbers of students.

## Parallel teaching

Parallel teaching involves the ESL teacher and the classroom teacher providing the same content to students, but with the ESL teacher teaching the ESL students, and focusing on the particular language demands of the task. This can be particularly effective as it involves joint planning and assists ESL learners to get a taste of the “real” curriculum. There are timetabling implications, but the benefits can be worth it. It is also an efficient use of teacher resources as running an ESL class parallel to, for example an English class, can reduce the number of English classes required at a particular year level.

## Similar needs classes

Similar needs classes may be organised in response to particular learner needs. They can target a particular weakness or a need by bringing students together for targeted teaching.

## Support in classrooms

Post an IELP, international students will spend most of their time in mainstream classes, even though they may receive additional ESL support. Classroom teachers therefore assume considerable responsibility for the continuing development of students’ English language skills.

ESL teachers can assist mainstream teachers to provide appropriate programs by assisting them to:

- identify the particular English language skills and needs of the ESL students
- choose resources carefully with student language levels in mind
- use ESL friendly strategies (*See Part 5*).

## Additional support

Schools should consider a range of out of class activities to support the learning of English for both social and academic purposes. Below are some suggestions:

- After school and lunchtime tutorial/homework clubs to target academic English.
- Buddy system, or pairing of international students with students in other year levels for conversation practice and familiarisation with the school environment.
- Establishing an English room, or club with a range of materials such as newspapers (local and national), magazines, books, audio visual material where students can be exposed to English in a more relaxed environment.
- Providing the opportunity to participate in computer assisted learning, eg subscribing to the Virtual ILC.  
<http://www.ames.net.au/publication.asp?publicationID=43&categoryID=2>  
See also other websites with ESL activities.
- Making Where's English? a resource developed for newly arrived local students available to use at school or home. While pitched at younger students at the beginner stages of learning English and more effective if used as part of a class or program, Where's English? can be worked through independently by international students to consolidate English language skills. See website below for more information.  
<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/pubprimesl.htm#9>

## Factors to consider when determining support program type

The program option chosen will largely be determined by:

- the number of students and their level of English
- the resources available (ie staff, budget)
- the length of program based on students' time of arrival during the school year.

## Sample program models

### Model 1

Six international students join Year 10 for Semester 2. They have all completed an IELP, but not at the same locations.

There are 5 local Year 10 ESL students who have been in Australia a little longer, but who also need to further their English language skills prior to entry to Year 11.

Model 1	30 periods a week	
English /ESL	5 periods	ESL qualified teacher
ESL Humanities (Australian studies)	5 periods	ESL qualified teacher
Maths	4 periods	mainstream teacher
Science	4 periods	mainstream teacher
Art	4 periods	mainstream teacher
Health/PE	4 periods	mainstream teacher
LOTE	4 periods	mainstream teacher

Choice of mainstream classes will depend upon timetabling constraints and VCE subjects for the following year.

MEAs to support in the classroom.

ESL teacher to be allocated time (eg 2 periods) for planning with mainstream teachers which could include advising on ESL friendly strategies, modification of work sheets, lists of key vocabulary for topics.

## Model 2

There are five international students all of the same country background. There are no local ESL students. The school has employed a 0.5 ESL trained teacher and 0.5 Multicultural Education Aide.

Model 2	30 periods a week	
English /ESL	5 periods	ESL qualified teacher
Australian culture	3 periods	ESL qualified teacher
Humanities	4 periods	mainstream year 10 class
Maths	5 periods	mainstream year 10 class
Science	3 periods	mainstream year 10 class
Art	2 periods	mainstream year 10 class
Health/PE	4 periods	mainstream class
Tutorial/pastoral care	4 periods	ESL teacher

MEA to support international students in mainstream classes.  
ESL teacher to plan with Humanities and Science teacher 1 period each per fortnight.  
Tutorial/pastoral care time to be used to discuss any issues in the mainstream and assist with work requirements.

## Curriculum planning

For discrete ESL classes, decisions will need to be made on the following course components:

- Topics from across the curriculum
- English language skills for listening, speaking, reading and writing
- Text types students will use
- Study skills from across the curriculum
- Linguistic structures and features including grammar
- Work requirements or assessment tasks.

## Further information

See Part 5 for IELP planning formats which will assist with curriculum planning for ESL classes, as well as a range of reference and strategy documents eg Grammar reference list for S1-S4, Text types structure and language.

For mainstream classes the following questions will need to be considered:

- How can English language skills be integrated with the content being taught?
- What MEA /teacher class support is available? How will MEAs be prepared for assisting students in class?
- What curriculum background knowledge will students need for their VCE subjects?
- What assumed knowledge about Australian culture will need to be explicitly explained or taught?
- What language functions eg predicting, hypothesising are students likely to need for VCE and how will these be taught?
- What study skills need to be included?
- How will students be explicitly taught the text types applicable to different subject areas?
- What professional learning and classroom support will mainstream teachers need to support the English language learning of students in their subjects?
- How can joint planning time be timetabled/organized?

## Study skills

Study skills that will support students across the curriculum include:

- Organising spoken and written information through note taking, summarizing, using graphic organisers.
- Library reference skills including using the internet for finding and quoting resources.
- Constructing, interpreting and explaining diagrams, tables and graphs.
- Planning and organising for regular work routines and for extended tasks.
- Monitoring and taking responsibility for their own learning.
- Reading strategies for example previewing and predicting; using the index, contents etc; skimming and scanning for information.
- Presentation skills for example, using Powerpoint to support oral presentations.

(Adapted from ESL Course Advice S3 and S4)

### Further information

See Part 5 for a range of support materials that will assist teachers working with international students in the mainstream eg

- Strategies for assisting ESL learners with oral presentations
- Basic text types in school based contexts Reading strategies to assist ESL learners
- Teaching writing across the domains

## Issues with ESL support for international students

Below are some issues that might arise when planning ESL support for Year 10 students.

These include:

### Language level at point of entry

Year 10 international students will have different levels of English language proficiency and will include those:

- entering school directly having been deemed not in need of an intensive program
- entering the school on completion of an intensive 10 or 20 week IELP at a private English language provider, a government English language school or centre or a school offering an IELP.

### Familiarity with Australian schooling

- Those international students who have completed an IELP in Victoria will have some familiarity with the Victorian schooling system.
- Those who have enrolled directly in a school without an intensive program will require an orientation program. It will also be important to include topics about Australia in the curriculum. (*See Part 3 and Part 5 for advice*).

### Arrival dates

International students will enter the school at times that do not fit in with yearly planning.

This factor needs to be planned for at the beginning of each school year. Schools need to consider how they will integrate students into classes at the beginning of each term and how they will accommodate their ESL learning needs.

## Small numbers

Small and fluctuating numbers can make program provision difficult. Combining with ESL programs for local students is recommended. However, combining with Australian born students, or ESL students with disrupted or no schooling perceived to be at similar language levels as international students, can be fraught as the students have such different starting points and may learn at different rates.

However, a core program of say 5 periods a week for a targeted ESL program for a combined group may be appropriate.

Where the number of international students is less than 5, ESL expertise might be better employed to:

- develop individual learning plans for each student  
(See Part 5)
- plan with mainstream teachers,
- provide assistance in class,
- provide individual or small group tutorials
- provide homework support after school,
- work with MEAs on how they can support students in the mainstream class,
- provide access to computer assisted learning.

## Student expectations

Learning a new language particularly for academic purposes can take a long time. Some international students will have less than the optimum time needed to be successful at senior secondary level and therefore may feel frustrated that their progress is not as fast as they would like. This will be compounded if they have a strong content knowledge base, but insufficient English to express it.



## Section 4: Senior Secondary

ESL support for international students in VCE studies or VCAL differs from that required for Year 10 students as international students are unlikely to have the Australian curriculum background knowledge.

For international students in Years 11 and 12, ESL support will be provided within the context of designated study designs and the VCAA requirements for satisfactory completion of the senior years of schooling. *For advice on teaching strategies across subject areas see Part 5.*

### Difficulties ESL students, including international students, may face in Years 11 and 12

Understanding some of the difficulties international students may face in Years 11 and 12 will assist teachers with both their planning and delivery of their subject content.

Difficulties they are likely to encounter include:

#### Workload

When students have limited English, every task takes so much longer. Recently arrived ESL learners will take longer to read and comprehend the text they are required to become familiar with. Misunderstandings, poor translations, or inability to see the task as a whole can be frustrating for international students.

#### Insufficient knowledge of key words and relevant background information

ESL learners are unlikely to understand all vocabulary in a lesson. Some words are more crucial however, and without an understanding of key vocabulary the whole lesson may be lost. Similarly, teachers may assume that all students will understand references to ideas and events which are peculiarly Australian. Assumptions about prior knowledge can be very costly to a recently arrived overseas born student who may struggle for the entire lesson over meaning and relevance to the topic if something quite obvious to the teacher and other students is not explained.

All subjects have their own set of jargon (literacy). In addition to understanding the particular subject specific language of each subject, students may also encounter the same word in different subjects but with a very different meaning depending upon the context. For example the word volume has a quite different meaning when used in a science context, rather than a music context.

## Writing and speaking for a range of different purposes

Students in VCE for example, are expected to be able to respond to written and spoken tasks in a range of different formats and styles. Some of these may be unfamiliar to international students, and will need to be explicitly taught.

## Summarising and synthesising information

Students will be presented with a range of information across different text types. Recognising the main contention, identifying supporting arguments, and summarising key ideas are skills they will be required to have. Students may be unfamiliar with graphic organisers as planning and processing tools.

## Research/investigation tasks

Setting research questions, developing hypotheses, using print and electronic material, learning how to acknowledge sources may be unfamiliar to students from other education systems. Explicitly teaching conventions and acknowledging where ideas have come from will be necessary.

## Analysing, interpreting and drawing inferences

Many international students may not be familiar with the questioning and analytical emphasis they encounter in Victorian schools. It may be necessary to go deeper into an area to be able to analyse it specifically.

## Understanding the task

Limited English language skills may affect the student's ability to completely understand the task and what is required to satisfactorily complete it. Instruction words such as define, account for, explain, discuss, evaluate that signal what students should do may be misunderstood. It will be necessary to check carefully that the task is understood before proceeding.

## Understanding the assessment criteria

Again, some international students may be unfamiliar with and unused to some of the assessment criteria used, and will need to have it explicitly explained.

## Understanding homework tasks

When setting tasks to be completed at home make sure students have sufficient English and background content knowledge to understand the homework work set.

## Speaking in class

Speaking in class may be intimidating particularly when students are in a combined class with native English speakers and may feel self-conscious about their lack of English and their pronunciation. Pair and group work, along with many opportunities to talk in class will help.

## Being tired, falling asleep in class

It is not unusual for international students to fall asleep in class. Learning new content in a language in which you are still achieving mastery is exhausting and students may have spent long hours the night before keeping up with the workload.

(Based on Bridges to the VCE, Advice for ESL learners studying the VCE and information from school visits)

*See also Strategies for supporting ESL students in the mainstream in Part 5*

## Approaches to ESL support for international students in the senior years of schooling

### A team approach

International students will benefit if their teachers can work together to identify the overlap in the language and skills required to satisfactorily complete their subject. By sharing responsibility for developing the students' English language skills and adopting similar approaches, learning can be transferred and consolidated from one class to the next. For example:

- While each subject will have its own particular English language demands and content, there will be some overlap, particularly in the more generic skills required for senior years of schooling, for example, note taking skills, planning and writing a report, linking ideas to develop an argument. Undertaking an audit of key skills across subject areas will provide useful information for targeted teaching.  
*See Part 5: Skills audit across VCE subjects.*
- There may also be opportunities for students to use knowledge acquired in one subject in another subject. Teaching specifically for the transfer of knowledge from one area to another may be needed.

## Identify the gap

Identifying the gap between the skills and knowledge students have at the beginning of Year 11 and where they need to be by the end of their Year 12 studies can be a useful activity for teachers. Suggestions for determining needs and foregrounding the end task include the following.

- Based on achievement levels at Year 10, or on arrival assessments, determine where each international student is in terms of having these essential skills and knowledge.
- Plot where the international students currently are on the ESL Developmental Continuum and provide feedback to the students on the distance to be travelled.
- Provide students with a simple outline of the study design and the assessment tasks which they can use as a point of reference throughout the duration of the course.
- Refer frequently to the study design to build up and consolidate students' understanding of what is required of them.
- Analyse the assessment tasks for your subject– how familiar/unfamiliar are the students with what is required? Provide students with information on assessment tasks and embed small assessment tasks based on the final tasks in your teaching program. Use models and modelling.
- Use examiner's reports to clarify differences in standards.
- Use bi-lingual assistants to ensure students understand their course outline and assessment requirements.
- Consider enrolling students in Foundation English Units 1 and 2 as well as English

## Resources

*Bridges to the VCE, Advice for ESL learners studying the VCE*

*ESL Companion to the English CSF VCAA*

*ESL Course Advice S3 and S4*

*The ESL handbook* [www.education.vic.gov.au/studentlearning/programs/esl/curricplan.htm](http://www.education.vic.gov.au/studentlearning/programs/esl/curricplan.htm)

# Part 5: Support materials



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## Introduction

Part 5 of the IELP Guide consists of a range of support materials and resources designed to provide practical assistance to schools.

Some of the materials in Sections 2 and 3 are designed for use by ESL teachers; others assume less specialist knowledge of ESL and have been written with the needs of mainstream teachers of ESL students in mind.

Likewise some of the materials are clearly designed for full time intensive settings, while others can be adapted for use in either an IELP, or for ESL support programs.

Some of the material could be used as the basis of staff development sessions.

The materials have been categorised under section headings, however there may be some overlap between sections. All materials have been developed as MS Word templates to allow for school adaptation, as required. Schools are encouraged to adapt and amend these templates to support their IELP delivery to international students.



# Section 1: Whole School Planning

This section contains the following material:

- 1.1 Orientation and transition
- 1.2 IELP orientation checklist
- 1.3 Host school orientation checklist
- 1.4 Transition Visit Checklist
- 1.5 Implementing a buddy/mentoring system
- 1.6 Catering for small numbers of international students
- 1.7 Multicultural Education Aides
- 1.8 Adding a global dimension to the curriculum
- 1.9 Advice for schools when teaching about cultural diversity
- 1.10 Inclusive Teaching Practices
- 1.11 The ‘hidden curriculum’

## 1.1 Orientation and Transition

Orientation and transition programs are key components of a successful International Student Program.

For more information see:

- *School Resource Kit*
- *International Student Program - Quality Standards for School (Standard 4)*
- *Intensive English Language Program Guidelines (Guidelines 3 & 7)*
- *Intensive English Language Program Guide (Parts 1 & 3)*

### Staff activity 1: Transition points

Using the table below ask staff to consider transition points in their lives and identify what helped or hindered the transition (can focus on own education experiences, or can be broader)

Transition point	Your response and what was helpful	What would have been helpful
Beginning school		
Transition primary – secondary school		
Leaving home to attend tertiary education		
Arriving in a new country		
Arriving from another country		
Other transitions		

## Staff activity 2: Identifying student needs at time of transition

Adapt the table below to stimulate discussion and plan strategies about the changes students will encounter both in their transition from their home country and from an Intensive English Language Program to a mainstream program.

Previous education context	Actions to support transition
Will be familiar with staff and their roles, and will know students	
Will be familiar with the physical environment	
Will have developed friendships	
Will know school routines	
Will know classroom routines	
Will know teacher expectations	
Will know how to get to school	
Will know who to go to for help and support	
Will feel confident with work expectations	
Other:	

## 1.2 IELP Orientation Checklist

- IELP general information and orientation handbook provided
- Student **personal contact details** including email address and **mobile telephone number**, also contact details of family in home country recorded
- Student informed of school rules and provided with translated copy. Visa Condition 8202 (Attendance) reinforced
- Student ID card (if applicable) provided
- IELP emergency contact card provided
- Purchase of uniform (if required)
- Student diary provided (if relevant)
- Introduction to fellow students
- Allocation of a buddy
- School tour and introductions to staff with responsibility for international students
- Reinforce and check Essential Services information – opening bank account, public transport, maps and costs
- Reinforce and check dispute resolution procedures
- Inform students of host school contact arrangements
- Health and safety in home and school information provided with first language assistance if needed
- Information on extra curricula activities provided
- Information on homework support programs provided
- Local excursion including community facilities and transport arrangements

### Orientation completed

IELP Coordinator

Date

Student

Date

## 1.3 Host school Orientation Checklist

- Host school general information
- Inform students of Visa Condition 8202 (Attendance) and school rules
- Course selection/booklist/VCE information translated into students own language
- Student ID card (if applicable)
- List of emergency contact details
- Purchase of uniform
- Student diary
- Introduction to fellow students
- Allocation of a buddy
- Interview with year level coordinators/career teacher/on-going course review
- Class observation
- Essential Services information – opening bank account, public transport, maps and costs
- IELP Introduction (if off campus provider)
- Inform students when International Student Coordinator will make visits to IELP and/or make phone contact
- Subject counselling – mid year and end of year
- Review of timetable

### Orientation completed

International Student Coordinator

Date

Student

Date

## 1.4 Transition Visit Checklist

### My transition visit checklist

#### Important people

The name of the School Principal is

The name/s of the Assistant Principal is/are

The name of the International Student Coordinator is

The name of my Year Level Coordinator is

I have been shown where to find my Year Level Coordinator \_\_\_\_\_ Yes / No

My Year Level Coordinators office is in Room

I have met with my Year Level Coordinator \_\_\_\_\_ Yes / No

#### My subjects

A teacher has explained my core subjects to me \_\_\_\_\_ Yes / No

My core subjects are

A teacher has explained my elective subjects \_\_\_\_\_ Yes / No

My elective subjects are

#### Organising myself for school

A teacher has shown me, and explained to me:

my booklist \_\_\_\_\_ Yes / No

my uniform list and where to get my uniform \_\_\_\_\_ Yes / No

my locker arrangements \_\_\_\_\_ Yes / No

how I can get my library borrowing card \_\_\_\_\_ Yes / No

computers I can use and when and how to use them \_\_\_\_\_ Yes / No

A teacher has given me the following things and explained them to me:

a school diary and planner \_\_\_\_\_ Yes / No

a school information package \_\_\_\_\_ Yes / No

my timetable \_\_\_\_\_ Yes / No

## My homegroup

The name of my home group teacher is

My home group meets in Room

## Where do I go?

A teacher has shown me, and explained to me:

my booklist \_\_\_\_\_ Yes / No

my uniform list and where to get my uniform \_\_\_\_\_ Yes / No

my locker arrangements \_\_\_\_\_ Yes / No

how I can get my library borrowing card \_\_\_\_\_ Yes / No

computers I can use and when and how to use them \_\_\_\_\_ Yes / No

A teacher has given me the following things and explained them to me:

a school diary and planner \_\_\_\_\_ Yes / No

a school information package \_\_\_\_\_ Yes / No

my timetable \_\_\_\_\_ Yes / No

I have been shown around the school by a teacher \_\_\_\_\_ Yes / No

I know where the school office is \_\_\_\_\_ Yes / No

I know where the staffroom is \_\_\_\_\_ Yes / No

I know where the toilets are \_\_\_\_\_ Yes / No

I know where the drinking taps are: \_\_\_\_\_ Yes / No

I know where to go if I am sick \_\_\_\_\_ Yes / No

I know where the canteen is \_\_\_\_\_ Yes / No

I know where the library is \_\_\_\_\_ Yes / No

The library is open

I know where the gym is \_\_\_\_\_ Yes / No

I know where the student welfare coordinator's office is \_\_\_\_\_ Yes / No

I know where the school nurse's office is \_\_\_\_\_ Yes / No

I know where my locker will be \_\_\_\_\_ Yes / No

The uniform shop is in Room

It is open



## Homework support program

The homework program runs after school on (days)

From

to

## My First Day

From

to

I will start classes at

on

I must be at school by

I need to meet with

Where?

I should bring this booklet with me to school

I must come in full school uniform

I need to bring an exercise book/folder to write in and my pencil case

I need to bring my lunch

I need to bring my lock and key

School finishes at

*Acknowledgement: Hume Central English Language Centre*

## 1.5 Implementing a buddy/mentoring program

### Program purpose:

The program aims:

- to provide international students with the opportunity to meet and work with local students to practice speaking and listening to Australian English with their peers, and to share experiences,
- to give local students the opportunity to meet, to mentor and to help an international student and to experience communicating with a peer who speaks a different first language,
- to give international students a sense of belonging to the school.

### Models

#### Link with an existing curriculum area

Look for opportunities within the English or humanities curriculum to provide the opportunity for setting up a buddy system. For example, a Year 10 humanities class might have global issues as a theme. Students could team up with an international student and develop a program based on sharing experiences and issues around transition to a new country and education system.

#### An example of a ten week program:

This activity can be supported by prompts for conversation such as small newspaper articles with key vocabulary listed, questions, and opportunities for pronunciation.

##### Week 1 Getting to know each other: swapping personal information:

Family, interests, teachers, favourite subjects, reasons for studying in Australia, hopes and aspirations.

##### Week 2 Getting to know the school

Walk around the school (with a map) noting different activities, specialist rooms, discuss whole school events like sports activities, community events, excursions.

### Week 3 Getting to know the local area

Using maps of Melbourne and the local area locate and discuss things like shopping centres, entertainment, public transport, libraries, medical centres, what to do at weekends, cost of activities. Use the local newspaper to locate and explain shops and services.

### Week 4 Using the internet to follow up interests and for email contact

Use the internet to find songs, things of interest, swap email addresses - try to email each other regularly,

### Week 5 Talking about films, TV and books –

Talk about your favourite shows on TV, films, books. What are the characteristics of Australian movie stars? Compare differences.

### Week 6 Talking about news and world events

What is happening in the news? Use a daily paper to circle things of interest. Is there anything about the part of the world the international student comes from in the paper or on the news? Is it good news or bad news?

### Week 7 Free topic initiated by local students

Could perhaps focus on Australian colloquialisms.

### Week 8 International students to initiate a topic.

### Weeks 9/10 Joint presentation for class

Both students could prepare a talk on the past 8 weeks and what each has learnt about the other for a presentation to staff, small groups, or whole classes.

#### **NOTE:**

This activity could be built into more formal assessment tasks for both students. IELP students could use it for journal writing. They could also keep a list of new vocabulary. They could use the experience as the basis for learning how to write up an activity and evaluate its effectiveness. IELP students could also undertake a survey with the rest of their class to evaluate this activity.

Linking up with a student at a different year level

Assign a buddy from a different year level to an international student, and allow a regular time for meeting during the week.

- Each student could keep a journal
- Each student might ask their buddy to participate in a class activity, for example, a home economics class, a LOTE class, a cross school activity.

*Acknowledgement: Wantirna College*

## 1.6 Catering for small numbers of international students

Schools, particularly in non- metropolitan regions are often challenged by how to provide effective ESL tuition when their international student numbers are small (less than five students).

These students are likely to be:

- at different year levels
- at different stages of learning English
- from different cultural backgrounds.

### Suggestions for providing support

#### Integrate with ESL program for local students

If possible integrate students for part of the week into the program followed by local ESL learners with similar needs.

#### Develop individual learning plans

Assign a member of staff to take responsibility for organising and monitoring the ESL tuition for each student. An individual learning plan (ILP) will provide the framework for this.

An individual learning plan should include the following information:

- student background
- current level of English for each of the macro skills
- student's pathway
- analysis of language needs
- weekly timetable/plan for student
- a process for monitoring progress.

An example of an individual learning plan can be found at the end of this document.

## Provide ESL support in mainstream classes

International students with sufficient English to participate in a mainstream class can be supported in the following ways:

Prepare each student's class teacher

Make sure mainstream teachers have relevant information about the student's educational background and their current level of English.

Work with the mainstream teacher to review topics for the term

The ESL teacher and the mainstream teacher can review the list of topics for the term and plan together how to meet the needs of the international students. This could include:

- providing the student with a topic and lesson outline including key vocabulary and concepts
- suggesting strategies the mainstream teacher can use
- modifying worksheets and providing simpler resources.

See Part 5 of the Guide for further ideas on strategies.

Prepare students for mainstream topics ahead of the class

Using an MEA, or ESL teacher allocate time each week to prepare students for mainstream topics.

This could include:

- checking what knowledge the student already has of the content by using a bilingual speaker
- going through lists of key vocabulary for each topic
- explaining worksheets
- providing support for students when doing assignments, or assessment tasks.

## Other strategies

- Provide each student with a teacher mentor who meets regularly with the student particularly in the first 2-3 weeks at lunchtime or after school to discuss how the student is going and who can oversee the development of an individual learning plan for the student.
- Assign a buddy for each class to ensure the student gets to the right room and understands basic classroom expectations.
- Use computer assisted language learning resources.

## Sample Individual Learning Plan

This format has been designed to assist teachers develop an appropriate ESL learning plan for individual international students.

A designated teacher needs to be assigned responsibility for developing and monitoring the plan.

It should be developed with the student.

### Student details

<b>Name</b>	
<b>Year level</b>	
<b>DOB /Age</b>	
<b>Country of origin</b>	
<b>Date of arrival in Australia</b>	
<b>Date of enrolment in school</b>	
<b>Years of schooling</b>	

### English language learning history

<b>English language tuition in home or other country, at school and/or private tuition</b>	
<b>IELTS rating or equivalent</b>	
<b>Intensive English Language Program:</b>	Not in need  Completed: <ul style="list-style-type: none"><li>• Private provider</li><li>• ELS/C</li><li>• In-school program</li></ul> Information from report on completion

<b>Level on the ESL Continuum</b>	L/S _____	R _____	W _____
<b>Observations</b>			

**Pathway**

<b>Year level</b>	<b>Proposed course and subjects</b>
<b>Current year level</b>	
<b>2010</b>	
<b>2011</b>	

Areas for targeting with reference to the ESL  
Developmental Continuum P–10 stage and pathway

Area	Current level/brief statement of current capabilities	Needs	Strategies
Reading			
Writing			
Listening/ Speaking			
Study skills			

Orientation completed

Date of commencement of plan:

Weekly timetable detailing support:

Student assessment of needs:

Review date:

Changes needed:

Teachers/s:



## 1.7 Multicultural Education Aides

### MEA support for international students

Schools with international students may decide to employ Multicultural Education Aides (MEAs) within their staffing profile to support their international students.

Because of the special skills they bring to their role, multicultural education aides (MEAs) can provide invaluable assistance to international students and their teachers. Discussions with students about content learning, for example, can reach greater conceptual depths when mediated by a bi-lingual aide. They can also serve as a cultural resource in the school, interpreting and bridging the host culture and the students' culture, and assisting with communication between students, teachers and parents or carers. Bi-lingual aides can be positive role models for students, and their presence in the school and the classroom can have a positive effect on students' self esteem and participation.

MEAs are able to assist with:

- effective communication between students and teachers in the classroom
- integration of ESL learners into school activities through helping them to understand school expectations and goals
- helping teachers to understand the home cultures and the expectations of families of the school and education in general
- communicating with parents.

### Guidelines for use

The *Multicultural Education Aide Handbook* developed by the ESL unit to assist schools with MEAS for local students provides sound advice when deciding to employ an MEA to support international students. A copy can be found at:

<http://www.education.vic.gov.au/studentlearning/programs/esl/mea.htm>

The purpose of the handbook is to provide schools and their MEAs with information on:

- policy and funding for the employment of MEAs
- advice on implementing effective MEA programs for a school's ESL student cohort
- information about effective MEA programs.

In addition it provides MEAs with:

- information about education in Victorian Government schools
- Links to information, resources and services.

## Position Description

Schools can develop position descriptions to suit their particular circumstances. An example of a position description with key selection criteria and key responsibilities can be found in the *Multicultural Education Aide Handbook*. It is important to acknowledge the difference between the role of an MEA and that of professional interpreters and translators, and to employ the latter when appropriate.

## The role of the Multicultural Education Aide

The *Multicultural Education Aide Handbook* outlines the kinds of roles MEAs can perform.

### Ways MEAs can assist students

One of the main roles of an MEA is to assist ESL students in classroom programs. Under teacher supervision and guidance, MEAs can assist individual ESL students or groups of students.

They can:

- explain new concepts or key words in first language and help students to link new knowledge to prior knowledge
- clarify tasks, objectives and expectations
- encourage learners to use the first language to clarify and develop ideas with a partner or small group
- assist with activities and excursions
- be a cultural interpreter: explain cultural norms and values relating to differences in the ways students learn and appropriate classroom behaviours
- Although the main focus of an aide's work will be with students who speak the same language they can also be of invaluable assistance to other students in the class.

### The ways an MEA can assist teachers

MEAs can:

- provide teachers with insights into students' cultural backgrounds and experiences
- assist teachers with the development of materials
- contribute a particular cultural perspective to curriculum content to make it more relevant to all students
- advise on any cultural/religious sensitivities in lesson content or tasks
- advise teachers on students' cultural or religious needs, e.g. dietary needs.

- contribute to ESL teachers' knowledge of the way a learner's first language differs in form and function from English, which may prove confusing for students, e.g. use of time markers, word order
- contribute to knowledge and understanding of links between language and culture, e.g. different ways of expressing politeness
- help to monitor progress and provide feedback to teachers on learning and areas of difficulty
- prepare written information for parents and care givers, such as notes, notices, or basic information about the school
- assist with the enrolment of new ESL students
- give insights into students' use of first language.

### Ways an MEA can assist parents/carers

An MEA can provide an important link between the school and parents and where the language is the same, the carer or homestay host.

Within program and school guidelines and under supervision where appropriate, MEAs are well placed to assist with day to day communication between parents/carers and the school.

This may include assisting with:

- phone calls to parents in home country or receiving calls from parents
- assisting parents who visit the school
- contact with the carer or homestay host if there are specific language needs.

### Interpreting and translating

MEAs play a valuable role in using their language skills for direct communication with students and parents/carers/hosts, but should only be given a very limited responsibility for translating or interpreting. MEAs are not employed as professional translators or interpreters. While it is appropriate to have MEAs assist in everyday communications with parents/carers/homestay hosts and students, it is not appropriate to ask them to interpret or translate in situations where a professional interpreter or translator would usually be employed.

For further guidance on the use of MEAs for interpreting and translating refer to *The Multicultural Education Aide Handbook*.

## Whole school support for the MEA role

For the MEA role to be successful, the school needs to provide appropriate support. This can include:

- providing an induction course for MEAs new to the school. Include information about the operation of the school, services available, and the school curriculum.
- appointing an appropriate staff member to manage and supervise the MEA, and ensure that regular MEA program support meetings are held.
- ensuring MEAs are clear about the accountability requirements of their job.
- making MEAs aware of professional development opportunities that may be available
- ensuring all members of the school community are familiar with the role, duties and timetable of the MEA and that teachers are clear about their responsibility to prepare MEAs for the lessons they attend ahead of time.

For further information on responsibilities for induction, management and support of MEAs see *The Multicultural Education Aide Handbook*.

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/meahandbook.pdf>

## 1.8 Adding a global dimension to the curriculum

Within the framework of the *Education for Global and Multicultural Citizenship A Strategy for Victorian Government Schools, 2009 – 2013*, schools can consider ways of approaching curriculum content to add a global dimension to their classrooms.

The purpose of this new strategy is to *equip all students with the skills, knowledge and attitudes needed to prosper and thrive in a world characterised by global mobility and cultural, political and economic connectivity.*

The outcome of this strategy will be that Victorian Government schools are supported to equip all their students with the knowledge, skills, attitudes and intercultural literacy needed for active and multicultural citizenship.

For more information and to download a copy of the Strategy, go to: <http://www.education.vic.gov.au/studentlearning/programs/multicultural/about.htm>

By including a global dimension in teaching, links can easily be made between local and global issues. It gives students the opportunity to:

- examine their own values and attitudes in a global context
- learn to value diversity and appreciate the similarities between peoples across the world
- understand how their lives fit into the global context
- develop skills to help them combat injustice, prejudice and discrimination.

Such knowledge, skills and understanding enable young people to make informed decisions about how they can play an active role in the global community.

For more information go to: [http://www.oxfam.org.uk/education/gc/what\\_and\\_why/](http://www.oxfam.org.uk/education/gc/what_and_why/)

Including a global dimension in the curriculum will better prepare students for the international world of work. This can be particularly relevant for international students.

## Actions schools can take:

- Undertake an audit of current school curricula and classroom practices for global perspectives. Schools can look for ways of revising the curriculum to support themes of globalisation and interdependence, identity and cultural diversity, dimensions of change, social justice, human rights, peace building and conflict, and sustainability.
- Become familiar with resources. There are many resources available from a range of websites. A list of websites is included below
- Tap into support resources available to support the new strategy by going to <http://www.education.vic.gov.au/studentlearning/programs/multicultural/about.htm>, and visiting the LMERC website at: <http://www.education.vic.gov.au/studentlearning/programs/lmerc/default.htm>
- Find out what understandings staff currently have about global education
- Use some of the information from websites to generate a discussion at staff or faculty meetings about what adding a global dimension, or internationalising the curriculum might mean.
- Find out about the cultural backgrounds of your school population – how can you integrate the diversity in your school community with the curriculum to promote better understandings and acceptance of difference? Cultural background fact sheets can be found at: <http://www.globaleducation.edna.edu.au/globaled/page1.html>
- What might it mean for students to consider themselves as citizens of the world? Introduce this notion to students and share results across classes.
- Build research into world aid organisations into the curriculum. Consider links the school can make with government departments and agencies, and welfare organisations to broaden students' understanding of world issues.
- Consider adopting a global theme or issue. The whole school could focus on an issue such as world peace, poverty, or climate change.
- Link to Values Education and Civics and Citizenship initiatives. Consider what links can be made to these initiatives to support/promote the global citizenship theme.

## Resources

### Websites

The Multicultural Education section of the DEECD website has a number of links to useful information.

<http://www.globaleducation.edna.edu.au/globaled/page1.html>

This provides a comprehensive summary of information available organized under headings and topics

Other useful sites include:

[http://www.globaldimension.org.uk/docs/cit\\_ed\\_global\\_dim-1.pdf](http://www.globaldimension.org.uk/docs/cit_ed_global_dim-1.pdf)

A UK website which provides a good overview of global education

<http://www.oxfam.org.uk/education/gc>

Information, support and ideas for developing a Global Citizenship approach in your school. Includes the link to: [www.oxfam.org.uk/education/gc/files/education\\_for\\_global\\_citizenship\\_a\\_guide\\_for\\_schools.pdf](http://www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf)

[http://www.citized.info/pdf/commarticles/Fran\\_Martin.pdf](http://www.citized.info/pdf/commarticles/Fran_Martin.pdf)

This is a research report that describes, analyses and evaluates a year long project undertaken at University College Worcester (UK)

<http://www.glc.edu.au/links.html>

A broadsheet on education for global citizenship

<http://www.newhorizons.org/strategies/multicultural/banks2.htm>

A short paper which could be useful for developing an understanding of managing culture and diversity in society.

<http://www.globaldimension.org.uk/calendar/>

A calendar showing key international days such as:

- International Day of Peace
- World Food Day
- International Day for Eradication of Poverty
- No More Landmines Day.

### Print resources

Some of the resources listed below can be downloaded from the web.

*The Languages and Multicultural Education Resource Centre (LMERC)* provides resources on global education and related topics. Visit the website for more information at: <http://www.education.vic.gov.au/studentlearning/programs/lmerc>

*The Victorian Foundation for Survivors of Torture* is also a good website to visit for related material

[http://www.foundationhouse.org.au/resources/publications\\_and\\_resources.htm](http://www.foundationhouse.org.au/resources/publications_and_resources.htm)

## 1.9 Advice for schools when teaching about cultural diversity

Cultural difference is an extremely complex and sometimes highly personal and emotive subject. Thinking about differences is not just about 'them'. It is also about 'us'. It touches the very essence of who 'we' are, the core of our own identity. When educators bring this issue into their classrooms, they can easily create as many problems as they solve. If the teaching and learning objective is to encourage a positive, constructive and optimistic approach to differences, here are some general dos and don'ts:

Source: Department of Education and Early Childhood Education

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/culturaldiversityadvice.pdf>

[www.education.vic.gov.au/studentlearning/programs/multicultural](http://www.education.vic.gov.au/studentlearning/programs/multicultural)



DO	DON'T
Do start with positives, such as the benefits of cultural difference.	Don't start with negatives, such as racism or prejudice. These imply a kind of accusation – an approach unlikely to change attitudes.
Do start by discussing the range of possible attitudes to cultural difference, without allowing students to align themselves personally. Then, in a somewhat more detached way, they can then work through the consequences of different attitudes.	Don't start by having students voice their attitudes to cultural differences. This might be the first time they have been asked to voice their feelings on this subject in a formal or public way, and once they have voiced them they may feel that they have to remain committed to them. This may fix in place and simplify views that are probably more complex and fluid.
Do emphasise social cohesion: the way differences can complement and benefit each other. Focus on shared and core values, such as respect, acceptance, generosity and freedom.	Don't overemphasise 'ethnic colour'. The 'spaghetti and polka' approach often creates more stereotypes than it debunks.
Do talk about everybody's differences. Teaching about cultural difference must be inclusive of all students, at all times.	Don't single out particular groups, such as 'ethnic groups'.
Do link the question of cultural difference to the main themes across VELS domains including Interpersonal Development and Thinking Process and Communication.	Don't let it seem that talking about difference is an afterthought, an add-on to the curriculum.
Do talk in such a way that difference means all of us: who we are compared to others, and how we relate to others in our local and global environments.  When we look very closely at all the parts of our identities, we are all minorities, and we all deserve to be part of the mainstream. Teachers need to build on every student's self-interest and the benefits to all Australians of making the most of our differences.	Don't give the impression that the reason you are discussing differences is so that the 'mainstream' or the 'majority' will feel better about 'minorities'.
Do deal with the facts and the practical skills and attitudes we need to succeed in a future of local and global cultural diversity.	Don't be moralistic. There is no point in accusing people of having bad attitudes, or even implying that they do.
Do start with words that students relate to, such as 'differences', 'acceptance', 'respect', 'justice' and 'freedom'. Use these to begin the discussion about why schools and governments gave policies on diversity and multiculturalism.	Don't be heavy handed with difficult 'authority' words, such as, multiculturalism, tolerance and diversity.

Source: Department of Education and Early Childhood Education

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/culturaldiversityadvice.pdf>  
[www.education.vic.gov.au/studentlearning/programs/multicultural](http://www.education.vic.gov.au/studentlearning/programs/multicultural)

## 1.10 Inclusive teaching practices

Do I:	Yes	No	Further attention
<b>Inclusive Teaching Practice Checklist</b>			
Activate prior knowledge by checking students' understandings before commencing a topic through a variety of means so I am clear about what the students know and don't know and can plan accordingly?			
Build on the previous knowledge and experiences of my students?			
Recognise that boys and girls may have different experiences and expectations?			
Recognise that learners from different cultures may have different experiences and expectations? And recognise that there will be many differences and expectations between learners from the same culture?			
Highlight shared values across cultures?			
Treat all cultures as dynamic?			
Acknowledge that a student's first language provides a sound basis for second language development?			
Cater for a range of learning styles? e.g. visual, auditory			
Promote the idea that everyone can learn something from someone else?			
Select resources that are free of stereotyping, prejudices and generalisations, and have the needs of international students in mind?			
Provide an inclusive experience for all students?			
Others:			
<b>Curriculum content</b>			
Does it build on previous knowledge and experiences of all students?			
Is it based on factual and informed knowledge?			
Does it encompass or allow for a number of different perspectives?			
Does it treat all cultures as dynamic?			
Does my unit include the possibility of an in depth study for students needing further extension?			
Does it acknowledge different views, beliefs or understandings of the world?			
Does it allow perceived gender roles to be dynamic?			
Does it have respect for difference?			
Others:			

Do I:	Yes	No	Further attention
<b>Considerations for language style</b>			
Is it inclusive?			
Is it free from stereotyping and prejudice?			
Is there an unintentional power dominance shown through words such as them and us or he and she?			
Is it plain English?			
Is any non-verbal communication inclusive?			
Are positive terms used when discussing cultures?			
Are positive terms used when discussing gender issues, or referring to men/women, girls/boys?			
Others:			
<b>Learning styles</b>			
Are students provided with opportunities to work in a variety of ways – individually, in pairs, groups interactively, cooperatively?			
Is a range of learning styles catered for?			
Does the way the class is managed lead to some behaviours being mistaken for misbehaviour?			
Are there different expectations of how girls and boys behave, perform, contribute?			
Does my unit of study allow for individual pathways and the opportunity for negotiated curriculum for specific students?			
Does it give opportunities for students to teach or demonstrate their cultural skills, for example, art, technology, music, story telling?			
Does it promote the idea that everyone can learn something from someone else?			
Others:			

Do I:	Yes	No	Further attention
<b>ESL strategies</b>			
Make clear the topic and lesson objectives?			
Present new information in meaningful chunks?			
Explicitly teach the vocabulary, language structures and text types of my content area?			
Model the different stages of the task?			
Recycle and repeat key words?			
Provide handouts and written support materials for new topics?			
Slow down my pace of delivery?			
Frequently check for understanding throughout the lesson?			
<b>Resources</b>			
Are they contemporary?			
Are they wide ranging?			
<b>Inclusive teaching practices</b>			
Do they allow for the discussion of issues?			
Are they free of stereotypes?			
Are men and women and boys and girls displayed in a variety of active and passive roles?			
Are they free of generalisations?			
Is there too much information contained on a page?			
Are diagrams relevant to text?			
Are there headings, sub headings, labels?			
Is the language free of ambiguity?			
Others:			

Do I:	Yes	No	Further attention
<b>Questions being asked</b>			
Are they appropriate?			
Are they open ended?			
Are they clear?			
Do they have a genuine purpose?			
Is there a range of literal, interpretative, and analytical?			
Is there an in-built wait time of more than seven seconds?			
Are particular groups of boys and girls encouraged to answer questions?			
Others:			

## 1.11 The ‘Hidden Curriculum’:

### Context

Cultural norms of school and classroom behaviour are complex. Many of the values that influence the ways schools and classrooms operate are hidden rather than immediately apparent. For many overseas students the system of spoken and unspoken rules and conventions that govern behaviour can appear chaotic, and can remain incomprehensible. For example, when is it appropriate to question or disagree with a teacher and when is it interpreted as rudeness?

Schools need to be explicit about the values that underlie how schools operate and the practices they influence while at the same time being sensitive to the fact that these values may not be universal.

While there are considerable individual and group differences in the idea of acceptable behaviour in any culture, there are clear norms that all students need to learn if they are to operate successfully in the Australian school environment.

### What is the hidden curriculum?

The term ‘hidden curriculum’ was first coined by Philip Jackson (“Life In Classrooms”, 1968)

- It involves ‘the transmission of norms and values as well as a body of socially-approved knowledge’
- It refers to the characteristics of schooling that are often ‘taken for granted’ or unquestioned.
- It is not always written down
- It teaches students ‘the way life is.’
- It is not the academic curriculum, but is comprised of society’s and school’s values and beliefs
- These values may be ‘picked up’ by mainstream students although there is a class element that is relevant which can exclude some students.

(Adapted from Judie Haynes *ESL Teacher’s role in intercultural communication*

[http://www.everythingsl.net/inservices/teachers\\_role\\_intercultural\\_c\\_06908.php](http://www.everythingsl.net/inservices/teachers_role_intercultural_c_06908.php))

The ‘hidden curriculum’ is, in essence, the largely unwritten ‘rules’ of behaviour that govern the way people interact in educational settings, in both the social and academic contexts. This knowledge is built up from the first day at school or often well before. It includes roles, responsibilities and behaviours. The ‘rules’ can change according to the location, the people involved (their age, status or relationship), the institution involved (school, church, café), and the context (socialising, learning, working).

By the time students have spent several years in education they have learnt the necessary rules to get through everyday situations and are quick to understand the rules that are inherent in a new situation.

### Aspects of the ‘hidden curriculum’

These unspoken or hidden rules of behaviour might relate to:

- Ways we show politeness and respect.
- How the power distance between teachers and students is perceived and managed.
- The ways teachers and students address each other.
- Our sense of personal space.
- Attitudes to time.
- Attitudes to completion of work.
- Attitudes to copying.
- Attitude to ways in which knowledge is acquired e.g. rote learning, problem solving etc.
- The role of laughter and what it might signify in different contexts.
- Acceptable noise levels and attitudes to kinds of noise in the class.
- Attitudes to student movement in the classroom in relation to the kind of activity.
- Attitudes to co operation and competition.
- Some of the hidden rules will relate to language and register.
- How to express opinions and ask questions.
- How to express disagreement- to the teacher, to other students.
- How to get your ideas heard.
- How to offer opinions.
- Classroom discussion behaviours e.g. question and response behaviours.
- Ways to seek entry into games, activities, and playground talk.
- Attitudes to questions about personal information.

## Activities for staff

### Hidden rules of behaviour

1. What hidden rules of behaviour operate in the school and in your classroom? Refer to the above list. Do they vary depending on the activity? Do they vary with different teachers?
2. What aspects of these 'hidden behaviours' might some international students have difficulty understanding? How should this be managed?
3. How are differences in values and behaviours acknowledged and treated in the school and in the classroom?

### Insiders or outsiders?

*Approaches to pedagogy are defined by social and cultural factors at specific points in time and vary from country to country. The content of the curriculum, language and pedagogic approaches will affect the degree to which learners feel they can identify with what is being taught and the degree to which they feel 'insiders' or 'outsiders' in the learning process. Each learner is unique and will bring their own experiences, preferences and learning styles to the learning process.*

National Association for Language Development in the Curriculum (NALDIC) *The Social and Cultural Context*  
<http://www.naldic.org.uk/ITTSEAL2/teaching/SocialandCulturalContext.cfm>

### Focus questions

1. How can the content of what we teach, the language we use and the way in which we teach affect whether international ESL learners feel like 'insiders' or 'outsiders' in the classroom?
2. 'Approaches to pedagogy are defined by social and cultural factors at specific points in time and vary from country to country'. Do you agree with this statement? What cultural and social values are conveyed by our curriculum?

### Resources

For further discussion of 'the hidden curriculum' see'  
<http://www.sociology.org.uk/hc1.doc>

Kerry Sullivan, *The cultural curriculum: Managing differences, attitudes and power in Australian schools*, ESL Conference 1999 keynote address



## Section 2: Teaching and Learning

This section contains the following materials:

### Planning and classroom strategies

- 2.1 Program options for ESL support
- 2.2 IELP planning documents
- 2.3 Topics for the IELP
- 2.4 Basic language functions across the curriculum
- 2.5 Grammar reference list for S1-S4
- 2.6 Text selection for VCE English/ESL
- 2.7 Reading strategies to assist ESL learners
- 2.8 Teaching writing across the domains
- 2.9 Types of cohesive devices
- 2.10 Strategies for assisting ESL learners with oral presentations
- 2.11 Basic text types in school based contexts
- 2.12 Text types structure and language
- 2.13 Teaching new vocabulary
- 2.14 Strategies for supporting ESL students in the mainstream
- 2.15 Using technology to assist learning
- 2.16 Skills audit across VCE subjects

### Assessment

- 2.17 ESL learner profile
- 2.18 Understanding IELTS and the English language requirements
- 2.19 Monitoring ESL learners learning skills and affective states
- 2.20 International ESL student interim progress report
- 2.21 ESL Student assessment profile
- 2.22 Pronunciation: developing a student profile
- 2.23 ESL learners and mainstream assessment

## 2.1 Program options for ESL support

### Program options

(Based on *The ESL Handbook: Advice to schools on programs for supporting students learning English as a second language*)

*Refer to Part 3, Guideline 4, Program Provision and School level Reporting for advice if Year 10 students have not completed an Intensive English Language Program, but appear to have very limited English language skills.*

### Options for ESL support

Options for support include:

- Collaborative planning
- Direct teaching – parallel classes, similar needs classes
- Team teaching
- Support in classrooms
- Additional support – after school, lunchtimes
- A combination of the above.

### Collaborative planning

Collaborative planning is based on the principle that both subject teachers and ESL specialists have particular expertise to bring to the planning table. Planning together provides the opportunity to maximise language learning while learning subject content.

Classroom teachers have knowledge of:

- their subject content
- their previous and current experience with international students.

ESL specialists through their knowledge of second language acquisition and ESL teaching strategies can help mainstream teachers to:

- set realistic goals for their ESL learners
- help identify students on the English language learning continuum
- model modification of worksheets, pre teaching activities and use of ESL appropriate strategies
- plan appropriate assessment activities.

## Team teaching

In this model, the classroom teacher and the ESL teacher share the responsibility for the class. This involves assessing students, planning the teaching activities and conducting the class. This model has merit as it extends the benefits of collaborative planning further and can be a powerful professional learning experience. It is resource intensive, but may be effectively used where there are sufficient numbers of students.

## Parallel teaching

Parallel teaching involves the ESL teacher and the classroom teacher providing the same content to students, but with the ESL teacher teaching the ESL students, and focusing on the particular language demands of the task. This can be particularly effective as it involves joint planning and assists ESL learners to get a taste of the “real” curriculum. There are timetabling implications, but the benefits can be worth it. It is also an efficient use of teacher resources as running an ESL class parallel to, for example an English class, can reduce the number of English classes required at a particular year level.

## Similar needs classes

Similar needs classes may be organised in response to particular learner needs. They can target a particular weakness or a need by bringing students together for targeted teaching.

## Support in classrooms

Post an intensive English language program, international students will spend most of their time in mainstream classes, even though they may receive additional ESL support. Classroom teachers therefore assume considerable responsibility for the continuing development of students’ English language skills.

ESL teachers can assist mainstream teachers to provide appropriate programs by assisting them to:

- identify the particular English language skills and needs of the ESL students
- choose resources carefully with student language levels in mind
- develop ESL friendly strategies.

## Additional support

Schools can consider a range of out of class activities to support the learning of English for both social and academic purposes.

Below are some suggestions:

- After school homework clubs to target academic English and provide homework support.
- Buddy system or pairing of international students with students in other classes for conversation practice and social interaction. See *Implementing a buddy mentoring program for ideas* which could be adapted to an out of school program on page 170.
- Establishing an English room, or club with a range of materials such as newspapers (local and national), magazines, books, audio visual material where students can be exposed to English in a more relaxed environment.
- Providing the opportunity to participate in computer assisted learning, eg subscribing to the Virtual ILC.  
<http://www.ames.net.au/publication.asp?publicationID=43&categoryID=2>  
*See also other websites with ESL activities.*
- Making *Where's English?* a resource developed for newly arrived local students available to use at school or home. While pitched at younger students at the beginner stages of learning English and more effective if used as part of a class or program, *Where's English?* can be worked through independently by international students to consolidate English language skills. See website below for more information.  
<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/pubprimesl.htm#9>

## 2.2 IELP planning documents

The following proformas are provided as a guide to assist schools with planning and documenting their program.

These are:

- IELP Overview
- IELP Curriculum
- Course overview for each component
- Unit planner

Where IELPs have more than one class, separate documentation will be required for the curriculum overview.

There are many different planning proformas schools can use. Unit plans can have different organizational focuses such as: Theme, Genre, Topic, Task, Skill, Function. The proformas below are examples only and schools should choose the most suitable way of documenting their program. They are Word documents and can be amended and spaced to suit a program's needs

It is useful to determine the audience/s for each level of documentation before commencing.

Other documents in this section, particularly *Topics, Language functions across the curriculum, Basic text types in school based contexts, Text types structure and language* and the *Grammar reference list* will be useful when working on the detailed planning.

Proforma 1: IELP Overview

<b>Program focus</b> eg preparing students for VCE	
<b>Duration of program</b>	
<b>Student profile</b>	
<b>Number and description of classes</b>	
<b>Integration with mainstream program</b> (where appropriate)	
<b>Catering for differentiated learning</b>	

### Course components/subjects

(Where there is more than one class a separate table will need to be completed for each class)

Component eg ESL Humanities	Time allocation	Staff allocated (teaching and MEA)

<b>Special program features</b>	
<b>Assessment and reporting</b>	
<b>How program will be evaluated</b>	

### Proforma 2: IELP Curriculum overview

(incorporates all course components)

Class and level (eg Group 2 intermediate) \_\_\_\_\_

#### Core content (topics and skills)

Core content eg Food and nutrition	Key responsibility eg ESL Humanities	Links eg ESL sci- ence	Week

#### Genre/Text types

Type eg narrative, report, powerpoint	Key responsibility	Links	Week



**Language structures and functions**

<b>Structures and functions</b>	<b>Key responsibility</b>

**Study skills/ preparing for work requirements**

<b>Skill eg research skills and referencing, time management</b>	<b>Key responsibility</b>	<b>Links</b>

## On-going activities

List the ongoing activities that will run for the duration of the course such as keeping a learning journal, viewing Behind the News, a regular excursion or activities time, pronunciation.

Ongoing activity	Key responsibility

### Proforma 3: Course component description

Component title

Class:  Term/Semester:

Number of periods per week

Aims and objectives

Level:

Staff:

### Weekly planner

W E E K	Unit/topic content/ study skills (from VELS domains)	Language focus: skills, text types, structures, functions (from ESL Companion)	Assessment	Resources Excursions Incursions
1				
2				
3				

W E E K	Unit/topic content/ study skills (from VELS domains)	Language focus: skills, text types, structures, functions (from ESL Companion)	Assessment	Resources Excursions Incursions
4				
5				
6				
7				
8				
9				
10				

### On-going activities or programs

List the ongoing activities that will run for the duration of the course such as keeping a journal, viewing Behind the news, developing ICT skills, a regular excursion or activities time, pronunciation.

Activity and rationale	Key competencies (from VELS standards)	How leaning differentiated – additional support or extension	Assessment

## ESL UNIT PLANNER

<b>Unit Title:</b>	<b>ESL Level:</b>	<b>Levels of Thinking – Checklist</b>			
<b>Duration of unit:</b>		<b>Knowledge</b>	– to remember, recall facts		
<b>Organisational Focus: (Circle)</b>	Theme   Genre   Topic   Skill   Function	<b>Comprehension</b>	– to understand		
<b>Objectives: (Language and content)</b>		<b>Application</b>	– to use knowledge, rule, method in a new situation		
<b>At the end of the unit students will be able to:</b>		<b>Analysis</b>	– to break into smaller parts, explore relationships		
		<b>Synthesis</b>	– to create, put together ideas in a new way		
		<b>Evaluation</b>	– to judge value of materials or ideas		
<b>Rationale and Context for use – Checklist</b>					
<input type="checkbox"/>	Developmentally appropriate: Potential to generate language for this level, age appropriate, conceptually appropriate	<input type="checkbox"/>	Links to 'big ideas'		
<input type="checkbox"/>	Transferable language and skills	<input type="checkbox"/>	Potential for authentic experiences		
<input type="checkbox"/>	Relevant to lives of students	<input type="checkbox"/>	Other		
<input type="checkbox"/>	Knowledge, language, skills relevant to year level and domains students are being prepared for				
<b>Essential Questions</b>		<b>Genres/Text types</b>			

ESL Progression Points/Standards			
Speaking and Listening	Reading	Writing	
<b>Relevant standards from Interdisciplinary learning            Communication, ICT, Thinking, Design Creativity and Technology</b>		<b>Relevant standards from Physical Personal and Social Learning,            Health and Physical Education, Civics and            Citizenship Interpersonal development, Personal learning</b>	

<b>Knowledge/Concepts</b> Incorporate key VELS standards from domains	<b>Activities and Exercises to develop understandings /Knowledge/ Concepts / Speaking /Listening/ Reading/ Writing/ Study Skills. Include planning for differentiated learning</b>	<b>Language Focus</b>		
		Functions	Structures	Key Vocabulary
<b>Assessment for, of, and as learning</b>		<b>Resources</b>		

*Acknowledgements Collingwood English Language School, Blackburn English Language School*



## 2.3 Topics for the IELP

### Possible topics

See table below for topics to meet immediate needs and orientation to Australian culture needs and topics across the curriculum. Also refer to Part 3 Meeting the Guidelines, Guideline 4 Program provision and school level reporting for advice on choosing program content.

Topics from across the curriculum can be developed in consultation with teachers from the subjects international students will be taking in Year 10 and Years 11 and 12.

Choosing topics will depend upon:

- whether this is the student's first class in a Victorian school, or if the program follows on from the completion of an IELP
- an analysis of student needs
- language level/s of students and stage on ESL learning pathway
- age and year level.

Topics can be both subject based and work requirement or skill based such as developing an oral presentation, or conducting research in the library.

### Sample units of work from Course Advice

The following units of work can be found in *ESL Course Advice S1 and S2 and ESL Course Advice S3 and 4*. They provide good models for developing units of work around a range of topics.

The course advice documents can be from curriculum@work available from Information Victoria (<http://www.information.vic.gov.au>) Tel: 1300 366 35

### S1 Topics

Countries and nationalities: focus on stress and intonation

School equipment

Talking and asking about family

Life cycle of a butterfly

Experiments with air pressure

## S2 Topics

Family members and family life

Solids, liquids and gases

Countries of the world – performing research and presenting a talk

Storm Boy: Teaching a novel to ESL students

## S1 and S2 Mathematical units

Basic numbers and languages operations

Factors and multiples

Concepts and processes with fractions

Measurements

## S3 and S4 Topics

### *Modular Units*

Teaching pronunciation

Giving a class talk on an issue

Listening/viewing comprehension

### *Sample integrated units of work*

Media study – making a class magazine

Text response

Endangered species

Volcanoes, plate tectonics and the earths crust

Why the British chose Australia.

## Additional Topics

Other possible topics could include:

Immediate needs and introduction to Australian culture	Topics from across the curriculum
Introductions etc	Classification, plants and animals
Personal information	World geography
Family	Australian political system
Daily routine	Topics from Australian history
Learning in Australia: school and classroom	Climate change
Time/weather/seasons	Work in Australia
The body and health	The media in Australia
Transport	Famous explorers
Food and nutrition	Cities
The local community	Issues: developing an oral/ multi media presentation
Melbourne	Responding to a text
Friends and connections	Film as text
Culture shock and adapting to new situations	Natural disasters
Emotions and feelings	Healthy behaviours: physical social and emotional health
Festivals and celebrations	Systems of government
Personal safety and safety in the home	Global financial crisis

*See also the list of web-links for unit planning in Part 5 Section 3 for topic suggestions*

## 2.4 Basic language functions across the curriculum

Function	Likely language	Examples from domains
<b>Describing</b>	<i>have, with,</i>	An <i>isosceles</i> triangle has two sides of equal length.
<b>Describing quantity</b>	use of adjectives, <i>there is/there are consists of, is composed of, made of</i>	<i>Oxygen molecules are composed of two oxygen atoms.</i>
	relative clauses, prepositions of place and time	Very few of the convicts <i>who were sent to Australia</i> returned to England
	<i>some, any, much, how many, a lot of, enough, not many, a few, most, more, less, the least, none every, each, all, a bit, part, section, piece etc.</i>	<i>There is not enough heat to dissolve the mixture</i>
		Stir the mixture for <i>a few</i> minutes.
		<i>Each</i> planet follows a different orbit around the sun.
	<i>few, a little, a proportion, a portion, a selection, sufficient, one of, two of etc.</i>	A large <i>part</i> of Australia is desert.
Add a <i>little</i> salt.		
A large <i>proportion</i> of the sample was igneous rock		
<b>Naming</b>	<i>be</i> plus indefinite article	This <i>is</i> a calculator.
	<i>is called, is known as, stands for represents</i>	The change of state from gas to liquid <i>is called</i> condensation. The symbol Cu <i>represents</i> the element copper.
<b>Defining</b>	be + indefinite article followed by a phrase or a relative clause	A vertebrate <i>is an animal with a backbone.</i>
		Metamorphic rocks <i>are rocks which have been changed</i> by heat or pressure.
<b>Classifying</b>	<i>type of, sort of, kind of, belongs to the, is classified as, under the headings</i>	Eucalyptus trees <i>belong to</i> the Myrtecae family.
		The elements of group 8 on the periodic table <i>are classified as noble gases.</i>

Function	Likely language	Examples from domains
Explaining change	is converted to, turns/changes into, becomes	After heating the <i>water was converted</i> to steam.
Processes	sequence markers; <i>First, after, then next etc.</i>	(Recount of a science practical experiment) First we, then we etc.
	passive voice, by + gerund	Iron is <i>made by smelting</i> ore.
Purpose	used + infinitive of purpose (used) for + gerund	We used a catalyst to <i>speed up the reaction</i> .
		Gas is <i>used</i> mainly <i>for</i> heating.
Connection	<i>attached to, joined, fixed, linked, connected to, leads from, to</i>	The AC adaptor <i>was connected to</i> the mains power supply.
		Research has shown a <i>link</i> between smoking and cancer.
Cause and effect	<i>because, because of, due to, as a result, therefore, so</i>	The change in colour <i>was due to</i> the increased temperature.
	<i>when ... , caused, led to, created,</i>	The erosion <i>was largely caused by</i> water run-off.
	<i>make + adjective, make + infinitive,</i>	The soldiers' actions <i>made</i> the diggers angry.
	<i>resulting in</i>	<i>When</i> interest rates go up home buyers are more cautious.
Comparing	<i>is as, as, is the same as, just as in the same way, similar to, like, alike</i>	Some of the government's policies were <i>similar</i> to their opponents.
		The clouds <i>looked like</i> mountains in the sky.
	comparison of adjectives and adverbs e.g. <i>old, older, the oldest, more than, the most, less than, the least unlike, different from, not as, as although, however, nevertheless, but, yet</i>	Australia is <i>the oldest</i> continent.
		The reaction happened <i>more quickly</i> when we heated the test tube.
Contrasting	<i>in contrast, while, whereas on the other hand, despite, similarly</i>	In Victoria, a state election must be called within four years, whereas federal elections must be called within three years.
		A credit card is a convenient form of payment. <i>However</i> not all shops have credit card facilities.

Basic language functions across the curriculum (cont)

Function	Likely language	Examples from domains
<b>Giving instructions</b>	Imperative, sequence makers <i>first ... , then ... , next ... , after that ... ,</i>	<i>Wash</i> the carrots and <i>cut</i> them into pieces, then <i>put</i> them through the coarse grid of a food mill.
	<i>so that</i> , infinitive of purpose	<i>Line</i> the tin with greaseproof paper to <i>prevent</i> sticking.
<b>Analysing and interpreting</b> See also Explaining: cause and effect	<i>so, for this/these reason(s), this/that is why</i>	<i>The survey showed that</i> girls talk about different topics than boys do.
	<i>an analysis of results shows,</i>	<i>An analysis of the results showed that</i> many adolescents still smoke
	<i>from the survey we can see, hence ... therefore, this means, why was this? this happened because, this could be explained by, one explanation could be that ...</i>	<i>One explanation could be</i> the increase in pollution
<b>Expressing modality</b> See also Expressing probability and Hypothesising	<i>can, could, may, might, I think that, some, could be, perhaps</i>	<i>Perhaps</i> our measurements were not accurate enough.
	<i>could have, which suggests, tend to, in my opinion, in my view, in many cases, one explanation could be</i>	Young people <i>tend</i> to think that accidents will not happen to them.
<b>Concluding</b>	<i>then, in conclusion, the above discussion</i>	<i>The above discussion</i> shows how serious global warming has become.
	<i>showed, we can conclude that</i>	
<b>Predicting, hypothesising</b>	If (when, unless) present tense + will, can, may	<i>Unless</i> they <i>change</i> the policy, inflation will rise.
	If (when, unless) present tense + present tense	<i>When</i> you <i>boil</i> water it <i>produces</i> steam.
	If 'past' tense + would	<i>If</i> the polar ice caps <i>melted</i> , the sea levels would <i>rise</i> significantly
	I believe, in my view	

Function	Likely language	Examples from domains
Expressing probability	<b>certain</b> , surely, undoubtedly, definitely, must	<i>It must be true.</i>
	<b>probably</b> , likely, should	They <i>probably</i> misunderstood the question.
	<b>uncertain</b> , may, could, perhaps	It is <i>uncertain</i> what led to the rebellion.
	<b>unlikely</b> , improbable, probably not	It is <i>unlikely</i> we will ever know why it happened.
	<b>impossible</b> , cannot be, not possible	This result is <i>impossible</i> , which suggests our experiment was faulty.
Expressing need, obligation	<i>need, have to, must, should</i>	Most chemical reactions <i>need</i> oxygen.
	<i>necessary to, depend on, require, be essential</i>	<i>Good planning is an essential part of essay writing</i>

Adapted from ESL Course Advice Stages S3 and S4

## 2.5 Grammar reference list for S1 to S4

Grammar	Examples	Comments/Notes
Abbreviations	<b>titles:</b> <i>Mrs, Ms, Miss, Mr, Dr</i>	
	<b>addresses:</b> <i>St, Rd, Ave, Cl</i>	
Adjectives position	<b>before a noun:</b> <i>A tall boy, an old tree</i>	
	<b>after: be, look, seem, feel etc.</b> <i>The tree is tall, It looks sick.</i> <i>He seemed angry</i>	
comparison with adjectives	<b>equal comparison</b> <i>Thao is as tall as Duc.</i> <i>Jabril weighs as much as Miron.</i>	A fun way to practise comparatives is to draw a large archery style target on the board. Students take turns throwing a little piece of chalk at the target, while a recorder initials the positions. After each turn participants compare their throws (e.g. Mine was better/closer than/more accurate than Kim's but it wasn't as good as Lan's).
	<b>comparative and superlative forms</b> <i>Thao is taller than Phoung.</i> <i>Thao is the tallest in the class.</i>	
	<b>irregular forms</b> good, better, best; bad, worse, worst	
	<b>longer adjectives</b> difficult, more difficult, the most difficult	
Adverbs	<b>of frequency</b> always, often, sometimes, never, rarely	It is useful to present adverbs of frequency on a continuum from always (100%) to never (0%)
	<b>of manner</b> quickly, badly, happily etc.	The position different types of adverbs occupy in a sentence will vary, depending on the type of adverb involved and other factors.
	<b>of time</b> still, already, tomorrow, yet, however	



Grammar	Examples	Comments/Notes
<b>Adverbs</b> <i>(Cont.)</i>	<b>of place</b> here, there, out, etc.	While awareness-raising examples and guided practice in context are helpful, formal explanation of the complex rules governing different adverb positions is not recommended in the secondary ESL Context..
	<b>of focus</b> even, really, only, either ... or, neither ... nor	
	<b>of certainty</b> probably, obviously, certainly	
	<b>comparison using adverbs</b> A chemical reaction happens more quickly with a catalyst.	
<b>Articles</b> indefinite article: a/an	For any one thing (person etc.) Give me <i>a</i> pen.	When to use <i>the</i> Point out that we use <i>the</i> , as opposed to <i>a</i> , when we know which thing (or person) we are talking about because <ul style="list-style-type: none"> <li>• there is only one possibility in the context (Shut <i>the</i> door, Don't look at <i>the</i> sun)</li> <li>• it has already been mentioned (She found <i>a</i> bird; she put <i>the</i> bird in a cage.)</li> </ul>
	<b>to define something or describe a member of a class</b> This is <i>a</i> calculator. The marsupial mouse is <i>a</i> carnivore.	
<b>definite article</b>	<b>to refer to something known or already mentioned</b> Give me <i>the</i> pen on the table. She was carrying <i>a</i> bird in a cage. She took <i>the</i> bird from <i>the</i> cage and placed it on <i>the</i> bed.	Pronunciation of the Point out the use of the neutral form (schwa: ə) except in front of a vowel, when an 'ee' sound is used (e.g. də book, but the apple)
	<b>with plural nouns</b> These are books.	

Grammar reference list for S1 to S4 (cont.)

Grammar	Examples	Comments/Notes
the omission of articles	<b>with uncountable nouns</b> <i>Health and exercise go together.</i>	General note The correct use, including omission, of articles is one of the most difficult features of English grammar. For example, <i>we sail on Lake Eildon</i> (no article) but <i>we row on the Yarra river</i> . There are many more rules and exceptions which teachers might wish to discuss with interested students where they arise (see Swan, 1995 for a useful discussion).
	<b>before names of people, most countries, and many other nouns with a capital letter</b>  <i>Australia is an island continent.</i> <i>Phuong is my prac. partner.</i>	
Contractions	<b>pronouns + auxiliary</b> I'm, we'll, it's, he's, you'd etc.	Native speakers will also benefit from practice with these contractions
	<b>question words + auxiliary</b> where's, who's, who'll	Point out the two uses of <i>he's, she's, it's, where's</i> etc.:
	<b>negation</b> can't, won't, haven't etc.	1. <i>It's a nice day (it is)</i> 2. <i>It's been a long time (it has)</i>
Conjunctions	<b>using: and, but, or</b> He closed <i>the</i> doors and went outside. She ate the meat <i>but</i> left the vegetables.	Conjunctions become important features when modeling the ways to improve organisation and cohesion in a text, for example the time and sequence conjunctions help define a structure for a recount and a procedure.
	<b>linking a main clause with a dependent clause</b> I'll tell him <i>when</i> he arrives. <i>Even though</i> it was raining she still went jogging.	It is useful to analyse a well-organised piece of writing to examine the use of cohesive features such as conjunctions.
	<b>time and sequence</b> when, now, first, then, next, soon, while, finally, meanwhile, previously, since, lastly <i>When</i> I lived in the country I played a lot of sport.	For example, hand out photocopies of a section from a text and ask students to highlight where conjunctions are used and the role they play.
	<b>contrast</b> although, while, even though, however, in spite of, despite, instead of, alternatively He studied hard <i>but</i> still failed.	

Grammar	Examples	Comments/Notes
<b>Conjunctions</b> <i>(Cont.)</i>	<b>cause/relationship</b> so, because, such as, for example, in this way, yet, consequently, thus, therefore, as a result Tadpoles don't have lungs <i>so</i> they can't leave the water.	
	<b>same/similar</b> also, and, as well, in addition, similarly, in the same way <i>As well as</i> being a talented musician, he's an accomplished writer.	
<b>Imperative</b>	for commands, advice, instructions, offers and warnings	<b>Using the imperative</b> When modeling a procedure in the form of a set of instructions the imperative will need to be practised.
	<i>Hold this.</i> <i>Sit here.</i> <i>Be careful.</i> <i>Don't drop it.</i> <i>Why don't you come over to our place?</i>	Point out that, in speech, the imperative form needs to be used carefully with strangers and adults. The word please, especially as a conditional request, provides a more polite form. <i>Hold this for me please</i> or the more polite conditional <i>Could you hold this for me please?</i>

Grammar reference list for S1 to S4 (cont.)

Grammar	Examples	Comments/Notes
<b>Nouns</b>	<p><b>proper nouns</b></p> <p>capitalisation of: countries, people, titles, cities, days, months etc.</p> <p>January, Vietnam, Phuong, Mr</p>	<p><b>Countable/uncountable nouns</b></p> <p>The countable/uncountable distinction is difficult but important as it affects the use of other structures such as:</p> <p><i>the</i> articles</p> <p>I need <i>some</i> change (not <i>the</i> change).</p> <p>language of quantity (much/many less/ fewer, is/are)</p> <p>There <i>are</i> a lot of <i>boys</i> in the room.</p> <p>There <i>is</i> a lot of <i>noise</i> in the room.</p> <p>How <i>much</i> change do you have?</p> <p>How <i>many</i> coins do you have?</p> <p>plural forms</p> <p>There is plenty of <i>water</i> (not waters) in <i>the bath</i></p> <p>See also comment on noun (nominal) groups</p>
<b>countable nouns</b>	desk, student, table, chair, house, idea, thought	
	<p><b>singular</b></p> <p>book, box , baby, child, foot, woman</p>	
	<p><b>plural (regular)</b></p> <p>books /s/ boxes /əz/ babies /z/</p>	
	<p><b>plural (irregular)</b></p> <p>children, feet, women</p>	
	money, change, rice, bread, milk, love, happiness, intelligence, time	

Grammar	Examples	Comments/Notes
<b>uncountable nouns</b>	<b>expressions which make uncountable nouns (such as water and bread) countable</b> two bottles of water two loaves of bread	
	<b>nouns used as an adjective to classify</b> the <i>car door</i> <i>a maths book</i>	
<b>Quantifiers</b>	<b>common examples</b> some, any, many, much, enough a little, a lot, few, less, a third of, a couple of, every, each, all, both, half	Quantifiers become important in the language of description.  When introducing in context terms such as much, many, a lot, few etc., point out examples that show the countable/ uncountable difference.
	He ate some of the remaining biscuits before he set out. He was with her every step of the way.	
	<b>with uncountable nouns</b> There is too much sugar. How much money do we need?	
<b>Prepositions</b>	<b>relating to place</b> to, on, under, at, up, near, beside, from in the end, at the end, in front of	Prepositions often seem fairly easy but their use is so varied they can be extremely difficult for ESL students.
	<b>relating to movement</b> in, into, onto, towards, from, away from	Consider the following: The water level rose <i>to</i> the 1 metre level.
	<b>relating to time</b> in, at, after, before since, for, during until, to, after on time, in time	The water level rose <i>by</i> 1 metre. The water level rose <i>from</i> 1 metre. (adapted from McGregor & Moore, 1990)
	<b>prepositions and phrasal verbs</b> The list below represents a small sample.  look at, buy from, on TV, listen to, etc., put on, divide into, example of, run down, agree with, agree to, borrow from, lend to, depend on, explain to, insist on, look for, pay for, prevent from, search for, take part in, wrong with	

Grammar reference list for S1 to S4 (cont.)

Grammar	Examples	Comments/Notes
<p><b>'s possessives</b></p>	<p><b>singular noun + 's</b> It's my sister's house.</p>	<p><b>Deciding whether to, and if so where to put the apostrophe*</b></p> <p>The correct use of apostrophes is difficult for all students. The following suggested procedure will require some practice and discussion. The first step, determining if ownership (or 'belonging to') of the next word is involved, is the most important.</p>
	<p><b>Plural noun + '</b> My sisters' names are Mai and Chi.</p>	<p>1. Ask if there is an owner(s) (if there isn't, no apostrophe is required), for example the puppy's dinner—the dinner belongs to the puppy.</p> <p>Compare: I gave the puppies their dinner – the next word following 'their' does not belong to the puppies, so no apostrophe is required.</p>
	<p><b>irregular plural + 's</b> She's been active in the women's movement.</p>	<p>2. Write down the owner(s) (e.g. one puppy or two puppies)</p>
	<p><b>Exceptions where singular nouns end in s</b> The boss's daughter. Chris's party.</p>	<p>3. If the word does not end in s add 's (e.g. puppy—puppy's, women—women's)</p> <p>or</p> <p>If the word already ends in s just add the apostrophe (e.g. two puppies—puppies', girls—girls')</p> <p>The exceptions like the boss's daughter can be readily identified as they require an extra syllable to pronounce and 'look funny'</p>

Grammar	Examples	Comments/Notes
<b>'s possessives</b> <i>(Cont.)</i>	<b>singular noun + 's</b> It's my sister's house.	<b>Deciding whether to, and if so where to put the apostrophe*</b>  The correct use of apostrophes is difficult for all students. The following suggested procedure will require some practice and discussion. The first step, determining if ownership (or 'belonging to') of the next word is involved, is the most important.
	<b>Plural noun + '</b> My sisters' names are Mai and Chi.	1. Ask if there is an owner(s) (if there isn't, no apostrophe is required), for example the puppy's dinner—the dinner belongs to the puppy.  Compare: I gave the puppies their dinner – the next word following 'their' does not belong to the puppies, so no apostrophe is required.
	<b>irregular plural + 's</b> She's been active in the women's movement.	2. Write down the owner(s) (e.g. one puppy or two puppies)
	<b>Exceptions where singular nouns end in s</b> The boss's daughter. Chris's party.	3. If the word does not end in s add 's (e.g. puppy—puppy's, women—women's)  or If the word already ends in s just add the apostrophe (e.g. two puppies—puppies', girls—girls')  The exceptions like the boss's daughter can be readily identified as they require an extra syllable to pronounce and 'look funny'
<b>Pronouns personal</b>	<b>subject forms</b> I, you, he, she, it, we, they I want the book.	Practise the use of pronouns to support text cohesion, for example:  The <i>river</i> flows for 20 kilometres before <i>it</i> reaches the sea.
	<b>object forms</b> me, you, him, her, it, us, them Give the book <i>to me</i> .	The miners faced a number of <i>problems</i> on the goldfields. <i>One</i> was the cost of a miner's licence.

Grammar reference list for S1 to S4 (cont.)

Grammar	Examples	Comments/Notes
<b>possessive</b> (see also apostrophe possession)	<b>as a determiner</b> my, your, his, her, its, our, their It's <i>my</i> book.	<b>Determiners</b> Strictly speaking <i>my, your</i> etc. Are not pronouns, however they are conveniently learned with their pronoun cousins <i>mine, yours</i> (It's <i>my</i> book, it's <i>mine</i> )
	<b>as a pronoun</b> mine, yours, hers, his, ours, theirs The book is <i>mine</i> .	
<b>reflexive</b>	<b>forms</b> myself, yourself, himself, herself, itself, ourselves*, themselves, yourselves	
	<b>possessive as a determiner + own to give reflexive meaning</b> Do <i>your own</i> work. He made <i>his own</i> telescope.	
	<b>examples</b> who, what, where, when, which, that, whose, whom	
<b>relative pronouns</b>	<b>with relative clauses</b> He is the boy <i>who took your lunch</i> . I feel sorry for the lady <i>whose house has been burnt down</i> .	<b>Relative pronouns</b> Point out that words such as <i>who, that which</i> etc. are in fact pronouns so students don't need to add another pronoun, for example:* He is the boy <i>who</i> (he) took your lunch. This is the book (that) you reserved (it).
	<b>Omission of the relative pronoun</b> Optional omission of relative pronouns where the pronoun is the object (not the subject) of the verb in the relative clause This is the book ( <i>that</i> ) you reserved. She is the girl (that) Bill is afraid of. Which graph best fits the results Whose book is that?	Students will often correctly omit the relative pronoun without explicit teaching. Unless they are familiar with the concept it is not essential to emphasise the subject/object distinction when explaining pronoun omission. However, it is important to point out that the omission is common. *Point out that, where appropriate, <i>with</i> is often an effective, easier-to-use alternative to a relative pronoun. The boy who has red hair is better expressed as: The boy with red hair.



Grammar	Examples	Comments/Notes
interrogative pronouns		
<b>Question forms yes/no questions and short answers</b> (see also negation)	<b>with be</b> Is the gas turned off? No it isn't!	Encourage all students to develop the habit of asking questions in class, not just the confident, articulate ones. Model the question forms on the board and, at appropriate times, such as after a student talk, insist that each student asks a question.
	<b>with do</b> Why does the water bubble when it boils?	<b>The alibi game:</b> <b>Who killed Mr Black?</b> The alibi game provides excellent opportunities for the introduction and intensive practice of a wide range of question forms. Students in pairs construct an alibi for the day the murder was committed containing plenty of details of what they did last Saturday between noon and 6.00 p.m. One student goes outside and the other is interrogated by the class (e.g. What were you doing between noon and 6.00 p.m.? How long have you known each other? What did you do next? What colour was the car? Who was driving? etc.) The partner returns, is in turn interrogated by the class, and any inconsistencies noted. At the end of the interrogation unsuccessful pairs are arrested as suspects.
	<b>with have</b> Has the water boiled? Yes it has. Has it finished yet? No it hasn't.	
	<b>with modals</b> Can it swim? Yes it can. who, what, which, why, when, where, how, whose	
<b>Forming questions wh-/how questions</b>	who, what, which, why, when, where, how, whose	

Grammar reference list for S1 to S4 (cont.)

Grammar	Examples	Comments/Notes
<b>Tag questions</b>	<p><b>examples</b></p> <p>isn't it? aren't you? don't they? etc. It's hard isn't it? Yes (it is).</p> <p>This isn't right is it? No (it's not).</p> <p>We've done well haven't we? Yes (we have).</p> <p>You're Latvian aren't you? Yes (I am).</p> <p>Oh you're Latvian are you? Yes (I am).</p>	<p>This isn't right is it? <i>No</i> (it isn't). Agreeing with a negative statement, as in the example above, often causes confusion.</p> <p>Point out that in English we say <i>No</i>, even when we agree with the negative statement</p>
	<p><b>intonation patterns</b></p> <p>Rising intonation for a genuine question when we are not sure of the answer:</p> <p>The square root of 169 is 13 isn't it?</p> <p>Falling intonation where we are confident we know the answer:</p> <p>The square root of 16 is 4 isn't it?</p>	<p>Many languages do not share the varied tag question structure of English and students may find these very difficult. Using the Latvian example, show students that they need to respond to the statement</p> <p>You're Latvian, rather than interpret the tricky question tags. Beyond pointing out the complexities to S3 or S4 students, an explanation of the more complex tag question forms is not recommended in the secondary context.</p>
<b>Negation</b> (See also contractions)	<p><b>not or n't after first auxiliary</b></p> <p>She is not coming to school. He shouldn't have said it.</p>	
	<p><b>do + not or n't if no auxiliary</b></p> <p>I don't have a sister. They did not intend to stay.\</p>	
	<p><b>Questions</b></p> <p>Why weren't you here? Aren't you going?</p>	
	<p><b>Imperatives</b></p> <p>Don't let go. Don't open it.</p>	

Grammar	Examples	Comments/Notes
<b>The verb to be</b>	<b>present</b> is, am, are is being, are being	
	<b>past</b> was/were, had been, were being	
	<b>infinitive</b> to be, be	
	<b>negative questions</b> Don't you agree? Couldn't you find any?	
<b>The verb to have</b>	<b>present and past forms</b>	NB. Use of got 1. The word <i>got</i> in <i>have got</i> has no significant meaning and could in fact be omitted. I've got two brothers I have two brothers 2. Contrast this with got as in to acquire something. I got a pay rise last week
	<b>statements</b> Australia has an elected government	
	<b>questions with do</b> Does it have wings?	
	<b>questions with have + got (informal spoken language)</b> Have you got any brothers or sisters?	
<b>do</b>	<b>present and past forms</b> do, does, did I do my homework on the weekends. He did it without thinking.	
	<b>questions</b> Does it have wings? Did it melt? Do you like swimming?	

Grammar reference list for S1 to S4 (cont.)

Grammar	Examples	Comments/Notes
<b>Modals</b>	<b>(+ infinitive)</b> can, could, may, might, will should, must, would The work should be completed in October. Air pollution can damage our lungs.	Modality forms a key element in the language of discussion. Practise the use of modal forms prior to modeling the writing of texts such as a discussion or exposition or introducing a small-group discussion or a debate
	<b>(+ past participle)</b> must have, could have etc. He could have forgotten	
<b>Simple present</b>	<b>used for any time and repeated actions</b> Children love chocolate. You need to do homework every night.	Contrast the two common present forms, as students often get confused.  I speak Turkish at home but I am speaking English now.
	<b>Also used sometimes for immediate present</b> Here he comes now. You look tired.	
	<b>Third person spelling and pronunciation</b> walks, does, pushes, catches, misses, fixes	
	<b>for now</b> The water is boiling.	
<b>Present continuous (progressive)</b>	<b>to express future intentions</b> We're having a party tonight.	<b>Expressing future intentions</b> Note that, especially in spoken English, the use of the present continuous for the future is very common.
<b>Future</b>	<b>express known intentions using: present continuous</b> We're having basketball practice after school.	The difference between the use of the key forms of the future is fairly subtle, however it is not necessary to explain the differences to students, particularly those at S3 Stage unless they are very interested.

Grammar	Examples	Comments/Notes
<b>Future</b> <i>(Cont.)</i>	<b>going to + infinitive</b> <i>We're going to bring some new recipes to try tomorrow.</i>	
	<b>will + infinitive</b> 1. to give information about the future <i>I'll help you if you like.</i> 2. to predict an unknown outcome Global warming will cause problems for low-lying countries	
	<b>future continuous</b> <i>You'll be seeing a lot of me this year.</i>	
	<b>future perfect</b> The tickets <i>will have all gone</i> by then	
	<b>future in the past</b> We were going to tell you. The bomb was about to go off.	
<b>Simple past</b>	<b>regular forms</b> World War II ended in 1945. We watered the plant three times a week.	Point out that the simple past suggests that an action or situation is finished. Adverbs of finished time can serve as useful tense markers (e.g. Yesterday, last week, ago, etc.).
	<b>irregular forms</b> I came to Australia two years ago. Gandhi studied law in South Africa. The bell rang	Encourage students to use the simple past tense as the default past tense and to use other past tenses to provide a specific emphasis only where needed. The alibi game described above for question forms provides intensive practice.
<b>Present perfect</b>	<b>unfinished events (so far)</b> <i>I'm used to it, I've lived here all my life.</i>	The concept of when to use the present perfect is abstract and difficult for many students. Use exercises to practise common usage in speech with tense markers such as just, already, yet, ever, never, so far, since and for.
	<b>recently happened events (often with just)</b> He <i>has just walked</i> 4 km and he is tired.	

Grammar reference list for S1 to S4 (cont.)

Grammar	Examples	Comments/Notes
<b>Present perfect (Cont.)</b>	<p><b>already finished events</b></p> <p>I don't want to go because <i>I've</i> already <i>seen</i> the film.</p>	<p>Point out that when writing in the past we do not usually use the present perfect, e.g</p> <p>The miners ran away because they had been (not have been) warned of the licence inspection).</p>
<b>present perfect continuous</b>	<p><i>We've been heating</i> the test tube for five minutes and nothing has happened.</p>	<p>The present perfect continuous form is quite close in meaning to the present perfect simple. It includes the idea however of a continuing action. While it is helpful to point out the continuous form to secondary students, focused practice need not be a priority.</p>
<b>Past continuous (past progressive)</b>	<p>The train <i>had left</i> before we arrived at the station.</p> <p><b>with if sentences in the past</b></p> <p>If we <i>had used</i> a different catalyst the reaction might have gone faster.</p> <p><b>after wish</b></p> <p>I wish I <i>had known</i> earlier.</p> <p><b>past perfect continuous</b></p> <p>The fighting <i>had already been going on</i> for three years when the Americans entered the war.</p>	<p>Point out that the past perfect need only be used when it is important to show that one past action or situation happened before another past action, for example in the war example with the past continuous below.</p> <p>As with the present perfect continuous, the past perfect continuous form need not be a priority teaching point for secondary ESL students.</p>
	<p>At ten o'clock I was still doing my homework.</p> <p>The phone rang when (as) I was having a bath.</p> <p>While the other kangaroos were feeding, one kept a look out for danger.</p>	<p>Contrasting different past forms</p> <p>Explain how various forms of the past can provide extra information or emphasis not provided by the simple past. For example, draw a picture of a cane toad at three different stages of crossing the road and ask students to match the numbers with the sentences below.</p> <p>When the truck went past ...</p> <ol style="list-style-type: none"> <li>1. the toad had not crossed the road (or was going to cross the road) ...</li> <li>2. the toad was crossing the road ...</li> <li>3. the toad had crossed the road ...</li> </ol> <p>Using the simple past only gives the less informative: When the truck went past the toad crossed the road.</p>

Grammar	Examples	Comments/Notes
Infinitive	<p><b>without to</b></p> <p>After will, can, may, would etc.</p> <p>That would be nice.</p>	<p><b>Infinitive of purpose</b></p> <p>The infinitive of purpose can be introduced to students at Stage S3 as an effective form of the language of explanation.</p>
	<p><b>after some common verbs</b></p> <p>make, let, see, watch, feel, help</p> <p>Mum helped me finish (or to finish) the project.</p> <p>The teacher <i>let us go</i> home early.</p> <p>We saw the ships sail (or sailing) away.</p>	<p>For example:</p> <p>We heated the solution because we wanted the reaction to speed up</p> <p>becomes</p> <p>We heated the solution to speed up the reaction.</p>
	<p><b>with to</b></p> <p>after certain common verbs:</p> <p>want, need, have</p> <p>We need to cut the sample in half.</p> <p>after less common verbs:</p> <p>used, forget, promise, decide, plan etc.</p> <p>We plan to return next week.</p>	<p>A general knowledge quiz is a good way to practise the infinitive of purpose.</p>
	<p><b>to show purpose</b></p> <p>We opened the window to let in more light.</p> <p>after some adjectives:</p> <p>happy, surprised, too, enough, easy, hard, difficult, first, second etc.</p> <p>The tube was too hot to hold.</p> <p>Armstrong was the first person to walk on the moon.*</p>	<p>For example:</p> <ol style="list-style-type: none"> <li>1. What is a giraffe's long neck for? They have a long neck to help them reach the higher leaves.</li> <li>2. Why do sharks have a dorsal fin? .....</li> </ol>

Grammar reference list for S1 to S4 (cont.)

Grammar	Examples	Comments/Notes
Verbal noun (gerund)	<b>as a subject</b> <i>Smoking</i> is bad for your health.	Practice with the gerund and infinitive gives useful sentence-level support for students as they move towards more academic forms of writing, for example when explaining a particular process or function.  The pipette is used <i>for transferring</i> precise volumes of liquid.  or  We used the pipette <i>to transfer</i> a precise volume of liquid.  Compare the above with We used a pipette so that we could (or because we wanted to) transfer
	<b>after some verbs</b> like, hate, love, enjoy, dislike, stop, avoid, finish, risk, practise etc. Kieren likes <i>swimming</i> (or to swim). You should avoid <i>touching</i> the petals.	
	<b>after a preposition</b> from, after, before by, of, without etc. <i>After</i> heating the mixture we then allowed it to cool. They got <i>fit</i> by running every morning	<b>After some verbs</b> Point out that some verbs, such as like, hate love and help, can usually be followed by either an infinitive or gerund with no significant difference in meaning.
If	<b>for likely events in the future (If 1)</b> <i>If we finish it soon then we will</i> (or can) go home.	Practise the if structures in reverse order  (e.g. <i>We could build a snowman if it snowed.</i> )
	<b>for warnings</b> If you <i>don't stop</i> heating the test tube it <i>will crack</i> .	Variations in if forms  While it is important for students to practise and gain some control and understanding of if structures, point out that, in speech, if expressions often don't follow the set patterns outlined. If forms tend to follow a number of acceptable variations, particularly in spoken English. This can confuse students taught to accept only three forms of if.
	<b>for conditional situations where something must happen first</b> <i>If</i> (when) you <i>heat</i> copper it <i>burns</i> with a green flame.	
	<b>for unlikely, unreal or impossible events in the future (If 2)</b> If it <i>snowed</i> we <i>could</i> (or would, might) build a snowman.	Note also that many (most) Australians say



Grammar	Examples	Comments/Notes
<p><b>If</b> <i>(Cont.)</i></p>	<p><b>Did not happen in the past but if ... (If 3)</b> If we <i>had finished</i> sooner we <i>could</i> have (would have, etc.) gone home.</p>	<p><b>If I had've known</b> which contradicts the formal written pattern <i>If I had known ...</i></p>
	<p><b>with simple present and simple past forms of be</b> English <i>is spoken</i> all over the world. The French army <i>was defeated</i> at Waterloo.</p>	<p>Revise the different forms of the verb be before practising different passive forms. <b>Using the passive</b> The passive voice is used widely in English, especially in more impersonal, academic writing, and students need to have some control over its use.</p>
	<p><b>with other tenses and forms of be</b> <i>We are all going to be given</i> new sport uniforms. <i>These samples haven't been tested</i> yet. <i>The film had been exposed</i> to light and so it <i>didn't</i> come out. <i>She felt she was being</i> watched.</p>	<p>For S4 students, appropriate use of the passive is one way to lift the register of their writing. Point out, with examples, how the passive makes the text sound more authoritative by creating an impersonal distance between the writer and the text e.g. <i>When we introduced a resistor to the circuit</i> as compared to <i>When a resistor was added to the circuit.</i> However, some students at S3 Stage and lower who are learning the passive, often try to use it too frequently, resulting in confused, tangled sentences. For these students point out that, in most cases, the passive is not essential and that it need only be used sparingly.</p>
<p><b>Direct speech</b></p>	<p><b>punctuation of direct speech*</b> <i>'I have a dream,'</i> Martin Luther King told his supporters. <b>in a narrative</b> <i>'Help!'</i> he cried, <i>'I'm drowning!'</i></p>	<p>Through examples, perhaps using a text under study, point out the role of direct speech for creating involvement and immediacy for example, <i>He cried out for help because he was drowning</i> is not as dramatic as the direct speech version.</p>

Grammar reference list for S1 to S4 (cont.)

Grammar	Examples	Comments/Notes
<b>Indirect speech</b>	<p><b>reporting orders, requests, advice</b></p> <p><i>The teacher told (asked) us to bring some tin cans to school for science.</i></p> <p><b>Questions</b></p> <p>1. with questions words: who, when, why, which, what, how</p> <p>They asked us <i>what we were doing</i>.</p> <p>He wanted to <i>know how to do it</i>.</p> <p>2. using if (or whether) for other questions</p> <p><i>t</i></p>	<p><b>From direct to indirect speech</b></p> <p>Through examples, point how the reported text will often (but not always) need to change tense, and other features. For example:</p> <ul style="list-style-type: none"> <li>• present forms change to past forms (e.g. <i>go to went, has found to had found</i>)</li> <li>• <i>will</i> changes to <i>would</i></li> <li>• <i>can</i> changes to <i>could</i></li> <li>• <i>this</i> changes to <i>that</i> (or the)</li> <li>• <i>here</i> changes to <i>there</i></li> <li>• <i>now</i> changes to <i>then</i></li> <li>• <i>today</i> changes to <i>that day</i> etc.</li> </ul>
	<p><b>statements</b></p> <p>The teacher <i>said we could</i> go home.</p> <p><b>thoughts, feelings or knowledge</b></p> <p><i>We know what to do.</i></p> <p><i>He believed she was wrong.</i></p>	<p><b>Reported questions</b></p> <p>The word order in reported questions can be very confusing. Point out that reported questions such as <i>They asked what we were doing</i> are not, in fact, questions so the normal subject verb reversal for questions (<i>what were we doing?</i>) does not apply.</p>

Adapted from ESL Course Advice Stages S3 and S4

## 2.6 Text selection for IELP and VCE English/ESL

When selecting texts for both the IELP and for the senior years of schooling, teachers should choose texts that are both linguistically accessible and cognitively challenging for students. Aspects to consider when choosing texts for international students include the following.

### Background knowledge

Where is the story set? How familiar will students be with the ideas and concepts in the text?

### Length

While texts should not be chosen for their length alone, being aware of the time it can take for a second language learner to read a complete text should influence your choice.

### Complexity of language

Some texts will be more complex in all aspects of English language than others. Look at vocabulary, sentence length and grammatical complexity. Choose texts that are more straightforward in their style.

The VCAA English/ESL Study Design in Advice for ESL teachers, p 55 has the following advice in relation to text selection:

### Text Selection

ESL students study three set texts across the Unit 1 and 2 sequence, and three selected texts across the Unit 3 and 4 sequence.

Texts for ESL students need to be cognitively demanding as well as culturally and linguistically appropriate.

In choosing texts for ESL students consider the accessibility of the language. Factors such as dialects using non-standard spelling and the idiomatic use of language may reduce accessibility for some students.

Change of narrator or time frame could also be difficult.

Texts with clear themes and issues are recommended for ESL students.

Collections of short stories are appropriate if there is a connecting theme.

## Units 1 and 2

Text selection of 3 set texts is a school decision made in accordance with guidelines on Page 12

## Units 3 and 4

Three texts which must be selected in accordance with guidelines on Page 23 and chosen from the prescribed text list published each year.

<http://www.vcaa.vic.edu.au/vce/studies/english/English-ESL-SD-2007.pdf>

## 2.7 Reading strategies to assist ESL learners

Even when international ESL learners have a sound background in a particular subject, they are likely to be overwhelmed by the amount of reading they are expected to do in Year 10, 11 and 12 and by the level of English in academic texts. Choosing appropriate texts and explicitly teaching reading strategies will assist.

Selecting from the following strategies will help students understand a range of texts used in class in all curriculum areas and also help them build a repertoire of reading strategies that they can use in independent study. Most of the strategies will be of benefit to all learners, not only ESL students.

### Pre reading activities

Reading is an interactive process between the reader and the text - the reader matches his/her own knowledge and expectations of the content to the information contained in the text. Pre-reading activities prepare the students for the reading by setting up this interaction. Useful pre-reading activities include:

- Set the context for the text, its place in time and provide any background information, including cultural knowledge that will help students understand and appreciate it. For historically based texts, consider drawing a timeline on the board showing events up to and including the events depicted.
- Ask students to make hypotheses about the writer's purpose, for example ask whether the writer is presenting information, trying to persuade, or writing to entertain.
- Use visuals eg diagrams, slides, photographs, cartoons and class discussion to build content knowledge prior to the reading activity and to help students make the connection with prior knowledge. Draw on students' experiences in discussion.
- Do a word splash. List 6- 10 key content words on the board or overhead projector, check understanding and explain meaning if necessary, then ask students to anticipate the content of the text by writing possible sentences they might expect to be in the text. They can check the accuracy of their predictions after reading.
- Do a class or group brainstorm on the topic. The brainstorm can be presented as a list or as a concept or mind map. Organise brainstorm lists into groups of ideas and provide headings.
- Preview the structure of an extended text, focusing on the overall layout of the text, i.e. headings, subheadings, pictures, captions, tables, diagrams etc. Identify the text type.

- Teach skimming and scanning skills. Teach skim reading for general gist and scanning to locate specific information. Skim read the text to get an idea of content eg a report, an article. Have students read the first and last paragraph and the first line of each paragraph and predict content.
- Teach the style and function of parts of a text eg headlines, captions, glossary, focus questions.
- Set focus questions to guide learners' reading of the text. Stage the questions to include literal meaning (describe, define, explain), interpretive meaning (analyse, test, calculate, apply, demonstrate) and applied meaning (evaluate, compare assess). This will help the students to think beyond the literal understanding and develop their critical literacy skills.
- Have students write questions they think may be answered in the text or questions they would like answered. (Sub-headings can be turned into questions). This can be done as a round robin activity. After reading the text, they can answer the same questions in the persona of the author.
- Prepare an anticipation guide. Write four to six statements of opinion that relate to the concepts and opinions expressed in the text. Students read the statements and agree or disagree.
- Do a KWL chart. Students list what they know about a topic, and questions they would like answered. At the conclusion of the reading, they list what they have learnt from the text.
- Do a text schema activity to assist students to understand how texts are organized and the structures and features of different kinds of texts. A text is chopped up into sections and students work together to reconstruct the text. Texts used need to have an identifiable structure or organization eg newspaper articles. With a narrative schema the emphasis is on understanding what language features identify the beginning, the middle and the end of the story and on understanding sequence. Non-fiction textbooks and newspaper articles have their own schema.
- Present a graphic outline of the text that shows the hierarchy of ideas and the relationship between ideas. Talking students through a semantic map or a mind map helps build schema for comprehending the text.
- Have students make their own concept maps in groups using vocabulary cards and linking words. This kind of activity could follow a science experiment, a shared experience or a visual presentation of a topic prior to reading a related text.

## While reading activities

'While reading' strategies concentrate on helping students gain meaning from the text and on teaching particular reading strategies used by competent readers.

- Read a portion of the text aloud to the whole class or to a small group of ESL learners to assist understanding and demonstrate fluent reading. Alternatively use a talking book recording.
- Have students annotate text eg, underline key words, box main idea and write squiggly lines under sections of text they don't understand.
- Discourage over reliance on dictionaries. Encourage students to continue reading when they don't understand a word or phrase to see if meaning becomes clear rather than stopping to look up too many word meanings.
- Allocate time to looking at a shared text to demonstrate reading strategies and to analyse language used.
- Model and practise a particular meaning making strategy such as:
  - questioning the text, 'I wonder what the writer means by...?';
  - making connections, 'That reminds me of .....';
  - visualising, 'When the writer says, ..... in my mind I can see .
  - synthesising, 'I think the writer means that...'
  - summarising what has been read so far through oral retell.
- Make the function of specific language features such as logical connectives (although, however etc) explicit eg "On the other hand, signals the writer is going to talk about an opposing view".
- Think and jot. Following a prompt, students stop reading and write down a question, an idea or a connection they have made with something in the text.
- Think pair share. Rather than ask a class question which one person answers, each student writes a response to the question and shares it with his/her neighbour, before class responses are called for.
- Provide headings and guide questions for note-taking exercises.

## After Reading Activities

'After reading' activities will depend on the purpose for the reading. Activities that will help students consolidate and extend understanding could include:

- Discussing and interpreting the text, perhaps guided by a set of questions ranging from short factual questions to interpretive and inferential questions.
- Telling a partner what they have read.

- Discussing questions in pairs or groups.
- Having students generate new questions that ask for further information or formulating questions to ask each other about the text.
- Reviewing new information/ideas gained from reading through transfer of information to a graphic form e.g. Venn diagram, cause and effect chart, timeline of events.
- Transferring graphic information to written text eg interpret tables, graphs, cartoons.
- Completing specific language activities that help students understand how the text is constructed eg cloze activities that focus on logical connectives such as however, although, moreover, whereas, or a pronoun referral activity where students box the pronoun and draw a line to who or what it refers to.
- Identifying main idea and supporting detail e.g. box the main idea and underline supporting detail
- Completing a cloze activity to check content understanding.
- Vocabulary exercises.
- Responding creatively to the text e.g. write a letter from a convict to his sister in England.
- Analysing writer's choice of language according to his/her purpose and viewpoint

e.g. analyse persuasive language used in a letter to the editor, compare a recount of a science experiment to a formal report.

The choice of after-reading activities will depend on what kind of text it is and the purpose for reading. Students will need to be taught strategies and techniques for comparing and evaluating texts, including the language used to compare and contrast. They will also need to be taught strategies for preparing and constructing written responses to texts;

### Sources include:

Catering for students with special needs Curriculum Corporation, Assessment for Learning (writer Althea Thomas)

My Read Guide, Three Stages of Reading (writer Ruth Crilly)

[http://www.myread.org/guide\\_stages.htm](http://www.myread.org/guide_stages.htm)



## 2.8 Teaching writing across the domains

### Considerations for the ESL learner

- ESL learners do not have the same bank of oral English language to draw on as other learners and will need considerable support at each stage of the writing process.
- Learners might not be aware of the different characteristics of written English and spoken English.
- Writing styles and genres are not universal and the ESL learner may have different ideas about what constitutes good writing and how academic writing is structured.
- Writing conventions, styles and text types vary in different subject areas.

### Meeting needs

- Teachers in all domains need to provide specific support for writing in their subject area.
- Provide the opportunity for oral work before and during the writing process.
- For many ESL learners the differences between spoken and written English and appropriate register will need to be specifically taught.
- How writing changes according to purpose and audience needs explicit demonstration and teaching.
- ESL learners need to gain control over a range of different kinds of writing used in different subject areas. They need to learn the language structures and features of a range of basic text-types e.g. narrative, description, explanation, discussion, and report before moving to the more complex texts of the secondary classroom e.g. case study which are often a mix of these basic text-types. It is important to go over the likely language features at the sentence level and whole text level. At the whole text level this will include explicit teaching of language features that improve cohesion e.g. time sequence markers, next, finally, and linking words such as however, although, nevertheless etc.
- Other text types such as summaries, notes and power point presentations also require modeling and guided practice.
- As well as developing control over a range of different text types, ESL learners will also need help in developing their writing skills at the sentence level including sentence expansion and a focus on a range of grammatical features.
- Students need to be encouraged to view writing as a process, where it is acceptable to experiment initially, to discuss with others, to draft and revise.

## An approach to teaching writing in all domains

All writing tasks, including the planning and revising stages can be modeled first on the whiteboard or an overhead projector so students can see what thinking processes the teacher goes through as a writer as well as seeing what language choices he/she makes.

### For extended pieces of writing a suggested strategy is:

1. Build up the field knowledge and vocabulary needed for the writing task through various activities e.g. an experiment, a problem solving activity, an excursion, analysis of survey results, reading an article, research activities, visual presentations using the interactive whiteboard, viewing a film.
2. Present the writing task. Make explicit:
  - the purpose of the writing
  - the audience for the writing
  - the kind of text students are writing.
3. Deconstruct the task so that each stage of the task is clear to students.
4. Brainstorm ideas and language generated by these activities. Display key language.
5. Present an example of the kind of writing you are looking for eg a health brochure, a letter to a newspaper.
6. Deconstruct a model example. Look at how the content is organised and what kind of language is used eg this is a science report, therefore you use the passive or impersonal form of the verb. Try using an overhead of the text with space around the text to annotate it or use the interactive whiteboard. Discuss the way the texts are structured by asking what each paragraph is about and what its function is. Then look at typical paragraph structure and language features.
7. As a whole class exercise, jointly construct part of, or a complete text on the board, discussing the decisions made as it is constructed. For example, discuss:
  - how to begin the introduction
  - what tense to use
  - possible ways to begin a paragraph
  - ways to link sentences and/or paragraphs together
  - ways to transform spoken English into more 'written like' language
8. Students complete a similar task independently with drafting, revising and presentation built into the process.

## Other writing scaffolds

- Pre-writing exercises provide an “oral bridge” by introducing vocabulary and text structures.
- Allow ESL learners to do prewriting and planning in their first language.
- Use writing frames. A writing frame has content prompts in the left hand column for each paragraph. The student writes in the middle column and the right hand column provides language prompts including sentence starters and key vocabulary.
- Provide a graphic organiser to help planning e.g. a persuasive essay planner could have a series of sequential boxes: a box for the central thesis, three boxes for supporting arguments and a box for the conclusion.
- Model how to use other graphic organisers as planning tools e.g. Venn diagram, concept map.
- Use the computer for all stages of the writing process.
- Use the interactive whiteboard to provide a record of stages in the writing process.
- Provide a self assessment checklist with assessment criteria to provide scaffolding eg have I included \_\_\_\_\_?
- Train students in self and peer review.
- Display examples of different kinds of writing around the room.
- Display key vocabulary.

## Text cohesion

ESL students need to learn and practice using the cohesive devices in English that produce fluent writing. A projected text which can be annotated is a useful teaching tool. When students annotate photocopied examples of texts they can become familiar with common cohesive expressions that operate within and between sentences and paragraphs. A list of common cohesive devices is shown in the table on the following page.

### Exercises to practise cohesion

While reading a text in class, highlight examples of how cohesion is achieved. More focused exercises can be done on handouts of sample texts. Students can:

- complete reference activities in which reference words or phrases are underlined and students are required to draw lines to the matching reference items
- complete cloze exercises where cohesive expressions are deleted and grouped at the top of the passage

- combine pairs of sentences using the conjunctions supplied, for example although, on the other hand, but, however, nevertheless, for example, similarly, as a result etc.

Practice with cohesive devices will support ESL students with both reading and writing skills.

See next page for a list of cohesive devices.

## 2.9 Types of cohesive devices

<p><b>1. Reference</b></p> <p>Cohesion is created by words which refer to some other part of a text. Some examples of words that can be used in this way (the list is not comprehensive) include:</p> <ul style="list-style-type: none"> <li>• pronouns (he, she , it, they etc.)</li> <li>• demonstratives (this, these)</li> <li>• definite article (the)</li> </ul>	<p>When <i>Mark</i> saw the campfire <i>he</i> realised that they were getting close.</p> <p>The solution was placed in a beaker and after some time <i>it</i> started to crystallise.</p> <p>There is <i>also a group of animals that can live on land or in water. These</i> are the amphibians.</p> <p><i>When water vapour cools enough it changes back into liquid water. This</i> is known as condensation.</p> <p><i>They jumped, and swirled in perfect synchrony. The dance</i> lasted well into the night</p>
<p><b>2. Substitution</b></p> <p>Substitution is the replacement of one item with another. Substitution can involve:</p> <ul style="list-style-type: none"> <li>• noun replacement (using one, ones, same)</li> <li>• verb replacement (using do)</li> <li>• clause replacement (using so, not)</li> </ul>	<p><i>This jumper</i> is too small. May I try a bigger <i>one</i>?</p> <p>She took all the light <i>boxes</i> and left me with the heavy <i>ones</i>.</p> <p>Did you order the <i>steak</i>? I'll have the <i>same</i>.</p> <p>The wealthy countries need to <i>reduce</i> their greenhouse emissions.</p> <p>Unless they <i>do</i> this how can they expect the third world countries to reduce theirs?</p> <p>Do you think <i>we should add more chilli</i> to the sauce? No I don't think so.</p>
<p><b>3. Leaving something out</b></p> <p>Leaving something out is a common device to improve fluency by eliminating redundancy. Note that ESL learners may not have sufficient command of English to understand what has been omitted.</p>	<p>The children who arrived first had enough to eat but those that came later didn't. (<i>have enough to eat</i>)</p> <p>They took jewellery from her drawer and (<i>they took</i>) money from her wallet.</p>
<p><b>4. Cohesion of meaning</b></p> <p>Cohesion of meaning involves using vocabulary in different ways to relate items in a text, for example:</p> <ul style="list-style-type: none"> <li>• repeating words or phrases</li> <li>• using words or phrases with similar or related meaning</li> <li>• using words which are opposite in meaning</li> <li>• using words which relate to classes of things and/or the members of the class</li> <li>• using words which are related semantically</li> <li>• using words which go together.</li> </ul>	<p><i>Animals which can live on land or in water</i> are called <i>amphibians</i>.</p> <p>Another major difference is in the sorts of <i>houses</i> people live in. The rundown <i>dwellings</i> of the poor stand in stark contrast to the palatial <i>residences</i> of the rich.</p> <p>India produces <i>textiles</i> such as <i>jute, cotton</i> and <i>silk</i>.</p> <p>The doors opened and he felt himself carried along by a sea of people that soon <i>flooded</i> the hall. (cohesion of imagery)</p> <p>He was a <i>heavy</i> smoker.</p> <p>You have to <i>do</i> your duty. Don't <i>make any mistakes</i>.</p>

### 5. Conjunctions

Conjunctions can link ideas in a variety of ways, depending on the type of conjunction and the relationship between the ideas. Types of relationships include:

- time
- causal
- contrastive
- additive
- exemplifying.

*Once* the back legs of the tadpole have developed the front legs start to form. (time)

*As a result of* the higher levels of ultraviolet radiation the incidence of skin cancer has increased. (causal)

The conditions were harsh and forbidding. *However*, somehow I managed to survive the ordeal. (contrastive)

The greenhouse effect would cause a rise in the sea levels. *Further* likely effects include serious droughts in some areas, and increased incidence of bushfires and cyclones. (additive)

The Antarctic explorers faced great dangers, *for example* being caught in a blizzard or disappearing down a crevasse. (exemplifying)

*Adapted from ESL Course Advice Stages S3 and S4*

## 2.10 Strategies for assisting ESL learners with oral presentations

ESL learners need considerable scaffolding to prepare for oral presentations. The notion of how purpose, audience and context affect the structure, content and language of different types of presentation will need explanation and practice. Students will need assistance at all stages of planning, including research, and will need supported practice in presenting.

ESL learners may have pronunciation difficulties that will inhibit their presentation. They will need practice in the ‘mechanics’ of speaking such as pronunciation, word stress, sentence stress, and intonation, especially in areas where pronunciation in their first language may impact on their pronunciation in English. They will need explicit teaching of ways to engage listeners through interesting and varied language use and non-verbal techniques.

If students are creating multi media presentations, they will need to be explicitly taught:

- the technical skills involved in preparing for example a slideshow using Powerpoint and
- the conventions of multi media presentations e.g. speaking to a presentation not reading it.

## Strategies for scaffolding oral presentations

### Audience

- The notion of audience can be illustrated by giving a short boring talk with lots of detail and jargon on a topic that no-one is likely to be interested in.
- The importance of appropriate register can be illustrated by giving a talk filled with informal and inappropriate colloquial expressions.

### Language

- Explicitly teach the language students will need to use in the oral presentation e.g. language used to explain, analyse and persuade. Practise this in small segments.
- Explicitly teach and practice the language needed to ask for and respond to feedback, and to manage discussion.

## Non verbal language

- Students will need to have explained the paralinguistic behaviours that help make an effective presentation e.g. eye contact, gestures, body language. These may not be common to all cultures and will need explicit teaching.

## Criteria

- Brainstorm the criteria for a good presentation. Draw up a criteria sheet. Model a poor talk by breaking all the rules – mumble, read from notes or the screen, avoid eye contact, use minute visual aids, don't have an introduction or a conclusion. Students use the criteria sheet to comment on the presentation. Be careful to emphasise that grammatical accuracy and clear pronunciation are not the main part of the criteria for a successful talk.
- If possible, use a video of a past presentation (a good one) as a sample text to deconstruct. A past student may oblige as a guest speaker.
- Provide assessment criteria.
- Use self and peer assessment of oral presentations (see part 3 page 247).

## Building confidence

- Ask students to give a presentation in their first language to the class in the role of an international expert, for example giving their opinion on a text. This may help develop confidence in speaking to a group at length. It helps if there are students who speak the same language and/or an MEA to provide feedback.
- Start small. Have students prepare a five minute presentation which they present in turn to five different members of the class. They present and then listen to their partner present. Spend time on peer and self evaluation before forming another pair and repeating.
- Provide pronunciation practice for ESL students focusing on clear articulation of consonants, particularly final consonants.
- Collaborative presentations where students plan together and present different aspects of the topic can be supportive.
- Provide practice time with a partner or small group.
- Present to a small group rather than the whole class.



## Resources

Catering for students with special needs Curriculum Corporation, Assessment for Learning (author, Althea Thomas)

The Study Design for Foundation English Area Of Study 2: Communication and the Workplace Outcome 2 and Area Of Study: Technology and Communication outline is a useful reference for key skills relevant to oral presentations and multimedia presentations.

<http://www.vcaa.vic.edu.au/vce/studies/foundationeng/fdnenglishsd.pdf>

## 2.11 Basic text-types in school-based contexts

The following table, taken from ESL Course Advice S3 and S4 was adapted from Writing in the Subject Areas (Catholic Education Office, Victoria 1994), and the Writing Resource Book (Education Department of Western Australia 1996) It presents examples of text-types which students commonly encounter in school contexts. (See next section for an outline of the structures and features of these texts.). Note these text types refer only to written texts, not visual or spoken texts.

Text type	Examples from subject areas
<p><b>Narrative</b> Purpose: to entertain Focus: sequential specific events</p>	<p><b>English:</b> stories, plays <b>History:</b> a biography</p>
<p><b>Recount</b> Purpose: to retell events Focus: sequential specific events</p>	<p><b>Mathematics recount:</b> the steps involved in a maths problem-solving activity <b>Science:</b> the method (what we did) section of a science prac. report</p>
<p><b>Informative report</b> Purpose: to classify and describe a class of things Focus: general things</p>	<p><b>Geography:</b> An informative essay on volcanoes <b>Health:</b> An informative essay on common allergies</p>
<p><b>Procedure</b> Purpose: to describe how to do things Focus: sequential general events</p>	<p><b>Health:</b> A recipe for health cookies <b>Technology:</b> Instructions on how to set up a database</p>
<p><b>Discussion</b> Purpose: to explore an issue in depth Focus: arguments for and against,</p>	<p><b>All domains:</b> Writing on an issue 'The advantages/disadvantages of solar power'</p>
<p><b>Exposition (argument)</b> Purpose: to present or justify a point of view Focus: argument for one position/ persuasion</p>	<p><b>English:</b> a letter to the editor arguing for improved public transport</p>
<p><b>Explanation</b> Purpose: to explain phenomena Focus: general things, explains how or why events happen</p>	<p><b>Science:</b> Explanation of the water cycle <b>Arts:</b> Explaining/interpreting a painting</p>

Text type	Examples from subject areas
<p><b>Description</b></p> <p>Purpose: to describe the appearance or the constituents of something</p>	<p><b>English:</b></p> <p>Description of a scene</p> <p><b>Geography:</b></p> <p>Description of the earth's crust</p>
<p><b>Multiple texts combining mixtures of the above text types</b></p> <p>Purpose: these texts will have two or more purposes.</p> <p>At secondary level most factual texts involve mixtures of text-types</p>	<p><b>All domains:</b></p> <p>For example an informative report on the earth's crust may move from a description of the composition of the earth's crust to an explanation of how tectonic plates move</p>
<p><b>Summary and/or note-form</b></p> <p>Purpose: to reflect the main points of an article in a quickly accessible form</p>	<p><b>All domains:</b></p> <p>Notes taken on a topic under investigation, summary of a newspaper article</p>
<p><b>Diary and or journal</b></p> <p>Purpose: to record experiences, impressions, ideas, or to inform. May be for self or for future wider audience</p>	<p><b>English, History:</b></p> <p>Diary of a key historical figure, diary of a fictitious character, personal diary</p>
<p><b>Poem</b></p> <p>Purpose: to entertain, to share experiences, reflections, and emotions</p>	<p><b>English:</b></p> <p>Haiku poems, poems using the letters of a student's name</p>
<p><b>Letter</b></p> <p>Purpose (for expository letters see exposition above):</p> <p>Personal: to share experiences and information, to maintain relationships</p>	<p><b>Arts:</b></p> <p>Letter from Van Gogh to his brother Theo</p> <p><b>History:</b></p> <p>Letter from a convict to his sister in England</p>

## 2.12 Text-types: structure and language features

Text type	Typical text structure	Typical language items	Examples from subject areas
<p><b>narrative</b></p> <p>Purpose: to entertain</p> <p>Focus: sequential specific events</p>	<p>orientation</p> <p>initiating events</p> <p>complications</p> <p>resolution</p>	<p>defined characters</p> <p>descriptive language</p> <p>dialogue</p> <p>usually past tense</p>	<p><b>English:</b> stories, plays</p> <p><b>History:</b> a biography</p>
<p><b>recount</b></p> <p>Purpose: to retell events</p> <p>Focus: sequential specific events</p>	<p>orientation</p> <p>events in time order</p> <p>re-orientation (optional)</p> <p>evaluation(optional)</p>	<p>time markers (later, after, before etc.)</p> <p>action verbs</p> <p>simple past tense</p> <p>specific participants</p>	<p><b>Mathematics:</b> recount the steps in a problem-solving activity</p> <p><b>Science:</b> the method (what we did) section of a science prac. report</p> <p><b>Geography:</b> diary of Mawson</p> <p><b>English:</b> journal writing</p>
<p><b>recount</b></p> <p>Purpose: to retell events</p> <p>Focus: sequential specific events</p>	<p>orientation</p> <p>events in time order</p> <p>re-orientation (optional)</p> <p>evaluation (optional)</p>	<p>time markers (later, after, before etc.)</p> <p>action verbs</p> <p>simple past tense</p> <p>specific participants</p>	<p><b>Mathematics:</b> recount steps in a maths problem-solving activity</p> <p><b>Science:</b> the method (what we did) section of a science prac. report</p> <p><b>Geography:</b> diary of Mawson</p> <p><b>English:</b> a journal of the events in a past holiday or excursion</p>
<p><b>informative report</b></p> <p>Purpose: to classify and describe a class of things</p> <p>Focus: general things</p>	<p>generalisation or classification</p> <p>description</p> <p>summary (optional)</p>	<p>generalised participants</p> <p>impersonal objective language</p> <p>timeless present</p> <p>subject-specific vocabulary</p>	<p><b>Science/geography:</b> an informative essay on volcanoes</p> <p><b>Health and PE:</b> an informative essay on common allergies</p>

Text type	Typical text structure	Typical language items	Examples from subject areas
<p><b>procedure</b></p> <p>Purpose: to describe how to do things</p> <p>Focus: sequential general events</p>	<p>goal</p> <p>materials</p> <p>method</p> <p>evaluation</p>	<p>detailed factual description</p> <p>imperatives (draw a line, heat the water)</p> <p>time markers (after, until, as soon as)</p> <p>timeless present</p>	<p><b>Health and PE:</b> a recipe for healthy cookies</p> <p><b>Technology:</b> instructions on how to operate a computer or other device</p>
<p><b>discussion</b></p> <p>Purpose: to explore an issue in depth</p> <p>Focus: arguments for and against</p>	<p>statement of the issue</p> <p>arguments for and against</p> <p>recommendations</p>	<p>generally uses present tense to express opinions</p> <p>language of cause and effect</p> <p>modality (may, might, conditional sentences etc.)</p> <p>conjunctions linking ideas (however, while, nevertheless)</p>	<p><b>English:</b> response to issue</p> <p><b>All domains:</b> writing on issues (The advantages and disadvantages of solar power)</p>
<p><b>exposition</b> (one side of an argument)</p> <p>Purpose: to present and justify a particular point of view/persuade</p> <p>Focus: argument for one position</p>	<p>major point of view (thesis)</p> <p>arguments</p> <p>reiteration</p>	<p>language of cause and effect</p> <p>modality (may, might, conditional sentences</p> <p>conjunctions linking ideas (however, while, nevertheless)</p>	<p><b>English:</b> a letter to the editor arguing for improved public transport.</p> <p>Political speech</p> <p>Debate</p> <p>Opinion article</p>
<p><b>explanation</b></p> <p>Purpose: to explain phenomena</p> <p>Focus: general things, explains how or why events happen</p>	<p>define phenomenon</p> <p>explanation sequence</p>	<p>generalised, non-human participants</p> <p>cause and effect relationships</p> <p>passive voice (is caused by)</p> <p>timeless present (soil is deposited)</p>	<p><b>Science:</b> an explanation of the water cycle</p> <p><b>Health:</b> an explanation of how digestion operates</p>
<p><b>description</b></p> <p>Purpose: to describe a place, person, thing, event, situation</p> <p>Focus: describe the context or backdrop for an event, provide a visual image</p>	<p>to describe a particular thing or person</p> <p>precise language</p>	<p>similes/metaphors</p> <p>use of is, has, with</p> <p>relative clauses</p>	<p><b>English:</b> description of a scene</p> <p><b>Geography:</b> description of the earth's crust</p>

Text-types: structures and language features (*cont.*)

Text type	Typical text structure	Typical language items	Examples from subject areas
<b>More complex texts</b>			
<p><b>Multiple texts</b> combining mixtures of the above text-types eg case study</p> <p>Purpose: These texts will have two or more purposes. At secondary level most factual texts involve mixtures of text types</p>	<p>will be an amalgam of text types but likely to follow one text-type predominantly</p>	<p>features change to reflect the text-type operating</p>	<p><b>All domains:</b> an informative report on the earth's crust may move from a description of the composition of the earth's crust to an explanation of how tectonic plates move</p>
<p><b>Summaries/notes</b> Purpose: to reflect the main points of an article in a quickly accessible form</p>	<p>Varies depending on the purpose of the summary and the text structure</p> <p>Includes data charts, graphic organisers</p>	<p>dot points or note form</p> <p>subheadings with notes clustered underneath</p> <p>usually short or incomplete sentences</p> <p>focus on key vocabulary</p>	<p><b>All subjects:</b> notes taken on a topic under investigation summary of a newspaper article data chart summary</p>
<p><b>Diary/Journal/Log</b> Purpose: to record experiences, impressions or ideas, or to inform, may be for self or for future wider audience</p>	<p>paragraphs organised under dates or days of the week</p> <p>entries not necessarily linked</p>	<p>personal participants</p> <p>often informal, interpersonal, free flowing, close to spoken English</p> <p>may contain features of a range of basic text types</p>	<p><b>English/History:</b> diary of a key historical figure diary of a fictitious character personal diary</p> <p><b>Economics/politics –</b> Media log</p> <p><b>All subjects</b> learning journal</p>

Text type	Typical text structure	Typical language items	Examples from subject areas
<p><b>Poem</b></p> <p>Purpose: to entertain, to share experiences, reflections and emotions</p>	<p>structure varies</p>	<p>often incomplete , sentences</p> <p>very precise, economical choice of words</p> <p>use of descriptive imagery and metaphoric language often with an identifiable rhythm</p>	<p><b>English:</b></p> <p>Haiku poems, poems using the letters of a student's name</p>
<p><b>Letter</b></p> <p>Purpose: expository (see Exposition above)</p> <p><i>personal</i> to share experiences and information, to maintain relationships</p>	<p>greetings</p> <p>orientation</p> <p>points/ experiences/ observations</p>	<p>often formulaic opening and closing</p> <p>varies depending on text type eg description, recount</p>	<p><b>All domains:</b></p> <ul style="list-style-type: none"> <li>• letter from an historical figure</li> <li>• letter to the editor</li> </ul>

Adapted from ESL Course Advice Stages S3 and S4

## 2.13 Teaching new vocabulary

### Need for explicit teaching of vocabulary

A high degree of vocabulary knowledge is needed for students to be able to read a text even with some help from the teacher.

- Researchers have shown that for students to effectively comprehend a text they need to recognize over 90-95% of the vocabulary (Nation, 2001).
- The most frequently used 2000 words in English account for over 85% of words in most texts; higher for spoken English and for works of fiction than for academic texts
- There is a need for systematic and explicit focus on vocabulary (form, meaning & use), sentence structure, and grammatical forms.
- ESL learners need specific vocabulary teaching and word recognition activities as well as strategies for working out meanings of unknown words.
- Learners need to build up their bank of oral language and to be introduced to new vocabulary they will encounter in topics and texts.
- Care needs to be taken to distinguish whether the new word relates to a known or a new concept and if the concept is new it is clearly understood.
- English language learners need to learn cognates, prefixes, suffixes, and root words to help them work out meanings of new vocabulary.
- Understanding context clues such as embedded definitions, pictures, and charts helps build schema that learners need in order to comprehend the text and work out meanings of unknown words.
- Learners need to hear, say, read and write the new word in sequence with special attention being paid to how the word is written.

### Strategies to develop vocabulary

The strategies students use to learn and retain new vocabulary will vary according to their preferred learning styles and strategies they are familiar with. As well as explicit teaching of vocabulary ESL learners will need explicit teaching of strategies for organising and memorising new words.

Note: Some of these strategies relate to students at the very early stages of learning English as a second language. Teachers will need to adapt advice to suit the age and level of English of their learners.



## Pre teaching for a topic or a text

- Use a visual to introduce a topic, e.g. a model, flow chart, diagram, cartoon or photograph, stills/film sequence using the interactive whiteboard. Elicit or teach vocabulary and develop a word bank. Use flashcards and have students attach flashcards to the visual or use interactive whiteboard facilities. Students label their own copy of the visual.
- Use a concept or semantic map using key vocabulary and demonstrating links between concepts to introduce a text.
- Pre-teach a small number of key content words before reading a text. The limit should be about 8 words.

## Strategies for teaching vocabulary

- Recycle vocabulary. Provide many different situations in which students will meet the same vocabulary, for example in texts, activities, worksheets, discussions, and across the learning domains.
- Consistently translate complex academic terms into familiar everyday language to help students understand topic-related vocabulary.
- Relate words to students' prior experiences. Create an experience that demonstrates meaning.
- Use first language resources, (e.g. an MEA, a volunteer, another student, bi-lingual dictionary). Research supports use of first language translations as an effective aid to learning new vocabulary.
- Teach strategies for working out meaning of unknown words/phrases in context eg read ahead, break words into parts, use context clues such as embedded definitions, pictures, and charts.
- Pronounce the words and mark where the stress falls on the written word.
- Put words on a continuum, e.g. egg, lava, pupa, caterpillar, butterfly; tiny, small, little, big, huge, enormous.
- Teach word collocation (words that belong together, e.g. make the bed, make a noise, do the shopping, do the dishes) when teaching new vocabulary.
- Teach the different forms of words, e.g. beauty, the noun, beautify, the verb, beautiful, the adjective, and beautifully, the adverb.
- Create topic word walls, single language or bilingual, so that students can see and spell words easily when writing. Words can be colour-coded according to parts of speech.
- Teach word families such as stepping, walking, jogging, tiptoeing, running...

- Encourage students to keep their own personalised dictionaries and subject specific glossaries.
- Create and brainstorm word webs (see below) using associated words e.g. synonyms, antonyms, affixes.
- Focus on word functions eg conjunctions. Specifically teach and have students practice meanings of different conjunctions eg however, although, on the other hand.

### Vocabulary reinforcement activities

- Have students group vocabulary into teacher-assigned categories (usually content categories eg words to do with different rooms of the house) or allow students to determine their own categories. In the follow up discussion students explain why they have grouped words in this way.
- Match a word to its definition or a picture – concentration games are ideal for this.
- Complete a cloze passage with previously taught content words deleted.
- Use a variety of games – bingo with words and definitions, concentration, word find puzzles, crossword puzzles, miming words.
- Write a definition, draw a picture, write a synonym, write a sentence. (see below).
- Do sentence completion exercises.
- Cross out words that don't belong with the group. explain your choice.
- Find word in a passage that mean 'angry' –arrange on a continuum.
- Upload topic vocabulary with example sentences for student reference outside class.

## Draw a picture, write a sentence, give an example or a synonym

Write a sentence to show the meaning of the word.

Write some examples of the word and/or give a synonym

Draw a picture to help you remember the word

Write other forms of the word

### Allergic

#### Meaning

Some people are allergic to some foods, medicines or insect bites. They become ill. They have an allergic reaction

#### Examples

Penicillin, eggs, bee sting, peanuts

#### Sentence

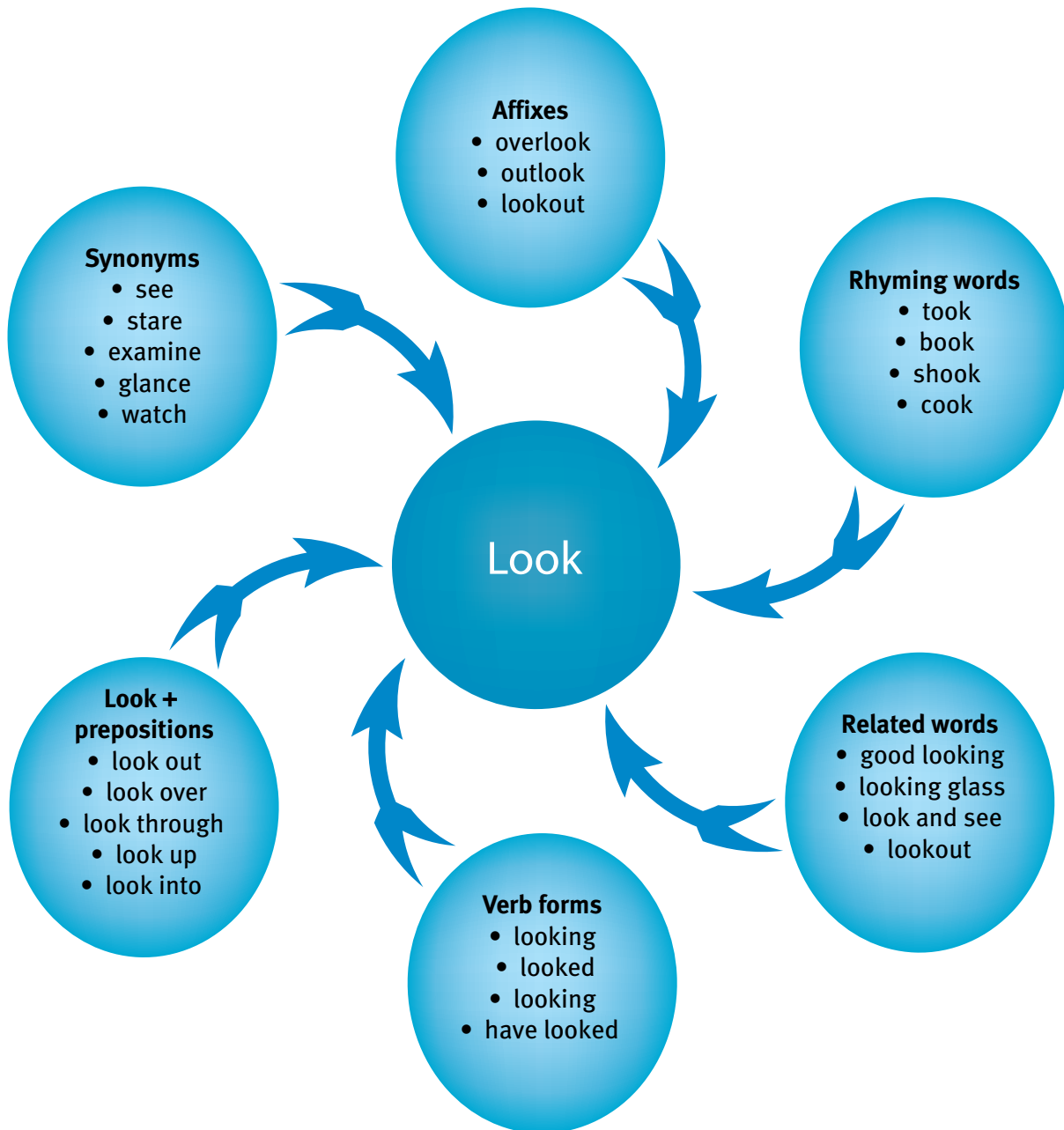
If Dung gets stung by a bee, he can't breathe. He has an allergic reaction to the bee sting.

#### Other forms of the word

allergy – Dung has an allergy to bee stings.

Adapted from *Healthwize*

## Word Webs



## 2.14 Strategies for supporting international ESL students in the mainstream

This document could be used as a basis for in-servicing mainstream teachers working with international students.

### ESL learning needs

International students will be learning in a second language at the same time as they are learning a second language.

- International students may not have the English language to express understanding, but may have the conceptual knowledge.
- As with Australian born students, they will learn at different rates.
- Like all students they need to be challenged and teachers need to ensure they have access to the entire curriculum.
- Although they may be reticent about admitting they need help they are usually very committed and want to learn.

### Strategies

**Be explicit about topic and lesson objectives and what you are asking students to do,**

- Let students into the 'big ideas' of the unit.
- Give them an outline of the sequence of lessons on a topic or theme.
- Explain rationale for the inclusion of different kinds of learning activities eg inquiry learning, excursions.
- Clearly state what the intended outcome of the lesson is and what you hope the students will learn.
- Set focus questions before a task.

### Activate prior knowledge

Before starting a new topic, check students' prior knowledge and understandings. Create opportunities to use and build on their knowledge. Some activities for activating and checking prior knowledge are:

- Have students brainstorm ideas in groups and then present to the class.
- Give students some key words on cards. Ask students to separate the words or ideas into those they are familiar with and those they are not.

- Show visuals and ask them to talk about what they know.
- Ask them to write down questions about what they want to know about the topic.
- Ask them to complete true/false statements about the topic.
- Have them complete a KWL chart.

### Select texts and classroom material with needs of international students in mind

Selecting texts and material that are accessible, with support, to ESL students, is critical. Things to consider include:

- Length and structure/layout
- Complexity of language and unfamiliar vocabulary
- Visual supports eg tables, diagrams, pictures included
- Assumed cultural knowledge

### Teach the language

ESL learners will need special assistance if they are to understand the language of different subject areas and participate in class activities.

Strategies for developing the language of your subject could include:

- Present new terms and key words in a word splash and ask students to find out their meaning. Check understanding. To ensure they have understood the meaning of the word, ask them to put it in a sentence.
- Give students a glossary of new terms and key words for the lesson before you start a new topic. This way, ESL students will be already familiar with the topic and have greater chance of experiencing success.
- Explicitly teach students the different language used in different kinds of work requirements eg note taking, writing a report. Give them a list they can refer to when writing.
- Introduce topic and ideas, using visuals (eg film) or a concrete experience where possible.
- Relate ideas in a text to something already familiar to the students.
- Consider providing separate tutorial type classes or small group tutorial within the class for ESL/international students before starting a new topic to enable them to bring some knowledge to the area.

## Make teacher talk easier to understand

Students can understand a great deal of classroom talk if the speaker uses supportive strategies. Strategies that can be helpful include:

- Slow down. The pace and clarity of delivery is very important for ESL students. Try and slow down your delivery, speak clearly so that students have time to hear and process the information. At times students will find it necessary to translate instructions, information or questions into their own language first before translating back into English.
- Repetition and elaboration are helpful to second language learners. Repeat key words, rephrase, give examples, move between the everyday and the technical, use synonyms, elaborate.
- Write key words/terms on the board.
- Present smaller chunks of information at a time.
- Use visual representation to cue students in, eg diagrams, concrete aids.
- When posing questions to the class, remember to provide wait time before asking for a response, as it can take time for international students to understand the question, consider their response and communicate that in English.

## Recycle language

ESL students might not understand new words and ideas straight away. Recycling is the key to ensuring that students understand and use new language. Some possible activities are:

- Where possible recycle vocabulary, language structures and features from one lesson to the next to consolidate learning and develop confidence.
- Provide students with examples of how new language is used. Give examples of different situations in which you may use this language.
- Begin each lesson with a recall of main words and ideas from previous lesson.

*Choose some particular phrases or structures and concentrate on them for a week.*

## Modelling

ESL learners need to understand the processes involved in different stages of a work requirement as well as seeing what the finished product might look like. This will give them greater confidence in doing something for themselves. Strategies include:

- Modelling the different stages of the work requirement including the thinking processes.
- Making very clear the purpose and audience for the work requirement.
- Providing model examples of the final piece of work and analyzing it in terms of language, presentation features etc. Past students' work can be useful models. These models can be evaluated against the set criteria.

## Provide support during the lesson

Strategies can include:

- Allocate a 'buddy': someone an international student can go to during a class if they have any questions, etc.
- Provide time for students to clarify instructions before commencing a task.
- Ask students to retell information to you after an explanation in order to make sure they have understood. Ask them to give you examples.
- While reading a text, check for understanding, have students underline key words, box the topic sentence, formulate questions about the text, summarise the key points.
- Use the board to reinforce key ideas.
- Keep a section of the boards free for key vocabulary.
- Use graphic organisers to show connections between ideas.
- Ensure students talk about the topic and task before commencing writing.
- Use pair work, or small groups to check for understanding of the task, and to discuss responses before writing.
- Use other students as a resource.

## Provide visual supports for learning

- Present tasks and information visually using visual supports wherever possible by for example demonstration, using pictures, models, diagrams, timelines and role play. Structured overviews of topic and terminology can be displayed.



- Consider taping some sections of the class so students can listen to it again at home.
- Use the Ultranet, wikis or class blogs, to upload explanatory notes/summaries.

### Organise students to work in pairs or groups

Pair and group work can be supportive for international students. It can be less intimidating for a second language learner to talk in a group than in front of the whole class. The informal and exploratory talk that happens in small group learning can provide a bridge to formal learning.

- More advanced ESL learners who speak the same language can be placed with recently arrived international students to help explain key words and tasks in first language.
- At other times ESL learners will benefit by being placed in small groups or pairs with mainstream students who provide strong English language models.
- Students can also be grouped according to special or similar needs, enabling the teacher or an MEA to specifically target their needs.
- You may need to explain the purpose for working in groups and review rules and procedures. Strategies include:
  - list rules and procedures on a chart and display
  - teach group roles eg leader, note-taker, reporter, time keeper and practise in a small, similar needs group using a simple task.

### Provide handouts and upload support materials

Providing students with handouts and/or support materials they can access at home can take a lot of pressure off them during class.

- Provide a topic outline, with key stages, concepts and key vocabulary.
- It may even be helpful to translate some of the key words. Words like 'assumptions' and 'evaluate' can be critical to an understanding of tasks in several subject areas, and may need to be carefully explained. Be aware however that different subjects can use key terms differently.
- Provide worksheet with blank spaces, or templates for completing tasks, or finding out information.

## Set homework tasks that consolidate learning

Many international students are used to a study regime which expects students to work extensively at home. Apart from setting homework tasks related to class work, provide guidance on effective methods of revision.

(Acknowledgment: Wantirna SC, Charles La Trobe College)

## Resources

Sophie Arkoudis Teaching International Students, Strategies to enhance learning Centre for Study of Higher Education, University of Melbourne

<http://www.cshe.unimelb.edu.au/pdfs/international.pdf>

## 2.15 Using technology to assist learning

Technology can be very effectively used to assist language learning. There are now many forms of technology available to both teacher and learner which can be used for independent study or as part of the classroom activities. Using technology in the classroom includes accessing on-line learning and teaching materials, using the internet to source information, using programs and applications to present work, using Wix to create websites, and use of the interactive whiteboard in the classroom. The ultranet will considerably increase options for teaching and learning.

For the learner, use of technology can involve:

- Accessing on-line programs specifically designed to teach English. These can be used to consolidate classroom learning, or be part of the English language course if supported by the teacher.
- Using email, blogs, wikis to develop and practice their communicative competence.
- Assisting with presentation of work, for example, digital portfolios.
- Accessing information about a topic.

For the teacher, use of technology can involve:

- Selecting on-line, or computer programs to assist with catering for individual learning needs in the classroom, or for homework or consolidation activities.
- Using on-line resources to support the teaching of topics
- Using the interactive whiteboard to support teaching and learning
- Uploading of materials to support out of class learning
- Using digital objects as stimulus material or as models for student projects eg digital storytelling. See the Australian Centre for the Moving Image's digital story telling project <http://www.cv.vic.gov.au/stories/telling-community-stories/>

## Examples of on-line programs

A web search will reveal numerous on-line English language programs and support materials that teachers can assess for suitability for use with their students.

### Adult Migrant Education Services

AMES has developed a number of programs that could be suitable for use in IELPs. Information below was obtained from: [http://www.ames.net.au/index.php?action=productcatalogue&product\\_id=3859&prod\\_id=10125&pageID=6788&sectionID=6786](http://www.ames.net.au/index.php?action=productcatalogue&product_id=3859&prod_id=10125&pageID=6788&sectionID=6786)

Best English: General English

#### **This course is internet based.**

General English is designed to improve student's grammar, listening, conversation, reading and writing skills. Visit Best English Website

Best English: English for Academic Purposes

#### **This course is internet based.**

English learning focuses on the sorts of places and activities typical of all Australian universities. They include attending lectures, visiting the library, writing assignments as well as socialising with your friends in the university cafe.

The Virtual Independent Learning Centre (VILC)

The Virtual ILC has been developed by AMES to support ESL learners. It is a constantly evolving collection of easy to use online English language and literacy learning tasks which can be used in the classroom or for independent study. It is suitable for ESL/EFL learners in Australia and overseas.

The use of the VILC is based on a site licence. Visit <http://www.virtualilc.com/> for more details.

Resources included on VILC:

Realweb (Online Activities for Language and Literacy curricula)

Realweb links over 800 learning tasks to websites selected because of their interest and relevance to students. The tasks reflect the learning goals of curricula such as:

- CSWE (Certificate in Spoken and Written English),
- CGEA (Certificate in General English for Adults) adult literacy and,
- EFL (English as a Foreign Language) for ELICOS and overseas students.

## Easy news

Easy news includes thousands of news items prepared by professional journalists and newsreaders at Australia's Special Broadcasting Services (SBS). The news items are accompanied by language learning activities prepared by AMES. New tasks at three levels of difficulty are posted fortnightly.

Students and teachers have access to archived Easynews task from 2000 to the present.

There are also Easynews tasks prepared around popular topics of interest and current events.

All Easynews tasks are completed on screen with answers immediately available

The sound bar for listening to the news items is on the task page so learners can control how often they listen to the whole or parts of the text.

## Where's English?

Where's English? is a multimedia resource to develop the English language skills of students at the beginning stages of learning English as a second language.

- While Where's English? was developed for younger students, it could be considered as a resource for international students.

It has been designed around the animated story of a 14 year-old girl, Anna, who has lost her pet blue-tongue lizard named English. The lizard leads Anna and her friend Lee on a search that takes place in the town of Bayside. They interact with family members, school friends and adults living and working in the town.

This resource is available for purchase from the Languages and Multicultural Resources Centre (LMERC). For mail orders see Order form for ESL, Multicultural Education and LOTE materials (Word - 69Kb)

<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/pubprimesl.htm#9>

## The Curriculum Corporation

The curriculum corporation has developed a range of digital materials across key learning areas some of which may be useful for ESL learners.

Go to: [http://www.thelearningfederation.edu.au/for\\_teachers/catalogues/catalogues.html](http://www.thelearningfederation.edu.au/for_teachers/catalogues/catalogues.html) for more information.

## Things to watch

While technology offers many opportunities for supporting language learning, there are some factors teachers need to be aware of.

### Isolation

On-line learning can be isolating for students unless the opportunity to discuss and share learning is provided.

### Engagement

Computer assisted learning may not provide the same opportunity that teacher directed learning does for actively engaging students in the work they are doing. Teachers have the flexibility to alter their teaching plan to deal with issues arising. This is not so easily achieved with a computer program.

### Level of English

It is generally accepted that students require a certain level of English before being able to access computer assisted learning.

### Level of IT competence

Both teachers and students require a level of IT competence as well as digital literacy to access on-line learning programs.

### Note:

International students will need to be made aware of the school's policy on use of the internet. See this link for resources and policies around safe internet usage

<http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm>

In particular some video on Internet safety can be found at: <http://www.education.vic.gov.au/management/elearningsupportservices/www/classroom/video.htm>

## 2.16 Skills audit across VCE subjects.

While each subject will have its own particular English language demands and content, there will be some overlap particularly in the more generic skills required for senior years of schooling. Undertaking an audit of key skills across subject areas will assist teachers to work together to identify these skills.

Below is an example of planning format to use when undertaking a skills audit across their subjects. Adapt and add to the list in the left hand column depending upon subject choice and the nature of assessment tasks.

Skill	English /ESL	Sub 2	Sub 3	Sub 4	Sub 5	Sub 6
Note taking – written information						
Note taking – oral presentation						
Note taking – film, TV						
Summarizing main points in a chapter or article						
Identifying main contention in an article						
Identifying supporting arguments						
Understanding language of persuasion						
Finding, quoting and referencing resources						
Constructing, interpreting and explaining diagrams, tables and maps						
Writing a persuasive opinion piece						
Developing a case study						

## 2.17 ESL Learner Profile

### Personal Details:

School:	<input type="text"/>	Year Level:	<input type="text"/>
Student name:	<input type="text"/>		
Preferred name:	<input type="text"/>		
Date of Birth:	<input type="text"/>	Gender:	<input type="text"/>
Date of arrival in Australia:	<input type="text"/>		
Language(s) spoken at home:	<input type="text"/>		
Other language(s) spoken:	<input type="text"/>		
Languages written:	<input type="text"/>		

### Biographical summary:

(On the time line below mark in the year of significant life events eg departure from country of origin, school attendance, separation from family members etc. – use those provided as reference points – if space is insufficient, complete on extra sheet and attach).

1990

1995

2000

2005

2010



## Previous Schooling

### Overseas:

Country 1:   years  months

Country 2:   years  months

Australia (include IELP):   years  months

### English language learning:

Country 1:   years  months

Country 2:   years  months

Hours per week:

In what settings/class size? etc:

IELTS score: Yes / No    Score:

Intensive English Language Program attended:

IELP exit report seen: Yes / No

ESL Companion VELS stage or alternative rating if student attended private language centre

Listening & Speaking    Reading     Writing

**Preferred education pathway and possible career aspirations**

**Subject strengths and interests**

**Subjects student finds difficult**

**Preferred learning styles**

**Special interests and hobbies**

**Access to English outside school**

Teacher's Name:

Date:

## 2.18 Understanding IELTS and the English language requirements

The following information is provided to teachers of international students to provide an overview of IELTS. Visit the IELTS webpage <http://www.ielts.org> for more information.

### What is IELTS?

IELTS is the International English Language Testing System which is designed to assess the language ability of candidates who need to study or work where English is the language of communication. It measures ability to communicate in English across all four language skills – listening, reading, writing and speaking – for people who intend to study or work where English is the language of communication.

IELTS website: <http://www.ielts.org>

### Other information:

Source: (IELTS brochure: *IELTS English for International Opportunity Information for Candidates* July 2007.)

- IELTS tests are administered at centres throughout the world.
- IELTS is available in two formats-Academic and General Training.
- IELTS is not recommended for candidates under the age of 16.

The **Academic Module** assesses whether a candidate is ready to study or train in the medium of English at an undergraduate or post graduate level.

The **General Training Module** emphasises basic survival skills in a broad social and educational context

### Tests

Each candidate takes four tests, one in each of the four skills-listening, reading writing and speaking.

### Listening

The Listening test takes around 30 minutes. There are 40 questions and four sections. The Listening test is recorded on a CD and is played ONCE only.

The first two sections are concerned with social needs. There is a conversation between two speakers and then a monologue.

The final two sections are concerned with situations related more closely to educational or training contexts.

## **Reading**

The reading test takes 60 minutes. There are 40 questions, based on three reading passages with a total of 2,000 to 2,750 words. Both the Academic Reading and General Training Reading tests have the same format.

### **Academic reading**

Texts are taken from magazines, journals, books and newspapers. Texts have been written for a non-specialist audience.

## **Writing**

The writing test takes 60 minutes. There are two tasks to complete. It is suggested that about 20 minutes be spent on Task 1 which requires candidates to write at least 150 words. Task 2 requires at least 250 words and should take about 40 minutes.

## **Speaking**

The Speaking test takes between 11 and 14 minutes and consists of an oral interview between the candidate and the examiner.

## IELTS Band Scores

Below is a summary of IELTS band scores.

9 Expert user	Has fully operational command of the language: appropriate, accurate, fluent with complete understanding
8 Very good user	Very good user: has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriateness. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well
7 Good user	Good user: has operational command of the language, though with occasional inaccuracies, inappropriateness and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6 Competent user	Competent user: has generally effective command of the language despite some inaccuracies, inappropriateness and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5 Modest user	Modest user: has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4 Limited user	Limited user: basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3 Extremely limited user	Extremely limited user: conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2 Intermittent user	Intermittent user: no real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1 Non user	Non-user: essentially has no ability to use the language beyond possibly a few isolated words.
0 Did not attempt the test	Did not attempt the test: No assessable information provided.

Source: [http://www.ielts.org/institutions/test\\_format\\_and\\_results/ielts\\_band\\_scores.aspx](http://www.ielts.org/institutions/test_format_and_results/ielts_band_scores.aspx).

For more details go to the IELTS website: <http://www.ielts.org>

## How is IELTS used for international students in Victoria?

The following information is taken from the International Division's website:

<http://www.study.vic.gov.au/Intstu/default.htm>

### English Language and Academic Requirements

International students applying to study at a Victorian Government school in Australia must meet the following requirements:

- Pass rate of at least 50% of subjects over the last two years; and
- Students are recommended to have had a basic familiarity with English for the past two years.

Students from assessment level 4 countries (including China) must also:

- Achieve an International English Language Test Score (IELTS) of at least 5.0, or an equivalent (TOEFL 550) OR provide evidence of a Department of Immigration and Citizenship (DIAC) waiver (only education agents can supply this); and
- Enrol in a maximum of 30 weeks English Language tuition.

Links to more information about English language testing:

- IELTS Test (Victorian Government schools preferred test) ([www.ielts.org](http://www.ielts.org))
- AEAS Test ([www.aeas.com.au](http://www.aeas.com.au))
- ITSA Global Test ([www.itsaglobal.com](http://www.itsaglobal.com))
- Melbourne Language Centre English Proficiency Test ([www.melblang.com.au](http://www.melblang.com.au))

## 2.19 Monitoring ESL learner's learning skills and affective states

Name \_\_\_\_\_ Class \_\_\_\_\_ Age \_\_\_\_\_

Years of schooling \_\_\_\_\_

Subject/Domain \_\_\_\_\_ VELS Level \_\_\_\_\_ ESL Stage \_\_\_\_\_

Teacher \_\_\_\_\_

Year/Semester \_\_\_\_\_

### Learning how to learn skills

The categories and indicators provided are not age or level specific. Make comments in relation to what students can do and what is generally expected for students of this age and stage of schooling

Skill	Date and Comment	Date and Comment
<b>Organisation skills relevant to schooling</b> <ul style="list-style-type: none"> <li>Brings necessary equipment to school or class</li> <li>Keeps folders and work well organised.</li> <li>Can find and reference information</li> <li>Completes or attempts set homework</li> <li>Understands borrowing conventions</li> <li>Uses school diary to plan and organise time</li> </ul>		

Skill	Date and Comment	Date and Comment
<p><b>Familiarity with school routines</b></p> <p>To what extent does the student understand and follow the usual patterns and routines of participation in school?</p> <ul style="list-style-type: none"> <li>• Do they attend school regularly?</li> <li>• Are they punctual to school and class?</li> <li>• Do they understand and follow the timetable?</li> <li>• Can they manage belongings and equipment?</li> <li>• Are they familiar with school personnel and their roles and do they ask for assistance?</li> <li>• Do they understand and observe the routines, and expectations about appropriate behaviour e.g. when it is appropriate to talk, ask questions, move around the room?</li> </ul>		
<p><b>Behaviour is appropriate in these contexts:</b></p> <ul style="list-style-type: none"> <li>• whole class</li> <li>• small groups</li> <li>• individual work</li> <li>• when seeking teacher assistance</li> <li>• playground/lunchroom/excursion</li> </ul>		
<p><b>Learning Strategies</b></p> <p>These refer to the techniques and actions students consciously employ to assist them in their learning.</p> <ul style="list-style-type: none"> <li>• Do they have a range of communication and language learning strategies applicable to age and stage of schooling?</li> <li>• What other learning strategies have you observed? e.g. ability to reflect</li> </ul>		



Monitoring affective factors which affect learning		
Affective factors affecting learning	Date and Comment	Date and Comment
<p><b>Apparent comfort level in the school environment</b></p> <p>While it is difficult to really know how comfortable a student is in the school, the following actions may indicate a student's comfort level:</p> <ul style="list-style-type: none"> <li>• lack of hesitancy in movements and actions</li> <li>• smiling</li> <li>• responding to others</li> <li>• able to focus on point of tasks and activities</li> <li>• actions seem purposeful</li> <li>• in company of others student appears relaxed, at ease</li> <li>• attending school and classes as required</li> </ul>		
<p><b>Other significant affective factors</b></p> <p>The following emotions may be indicators of culture shock or trauma</p> <p>Please note that these emotive states should be persistently evident rather than 'one off' for you to draw conclusions.</p> <ul style="list-style-type: none"> <li>• anxiety</li> <li>• frustration</li> <li>• nervousness</li> <li>• disorientation</li> <li>• apathy</li> <li>• fear</li> <li>• excessive tiredness</li> <li>• over exuberance</li> <li>• restlessness</li> <li>• over dependency on others</li> <li>• irritability</li> <li>• withdrawal</li> <li>• aggression</li> <li>• sadness</li> </ul>		

Monitoring affective factors which affect learning		
Affective factors affecting learning	Date and Comment	Date and Comment
<p><b>Self-concept as learner</b></p> <p>This refers to a sense within the student that they see themselves as a legitimate member of the class, as a student and learner.</p> <ul style="list-style-type: none"> <li>• demonstrates interest in and enthusiasm for learning activities</li> <li>• willing to join in learning activities (with no/minimal prompting)</li> <li>• independent learner/dependent/reluctant</li> <li>• attempts tasks set</li> <li>• prefers to work alone</li> </ul>		
<p><b>Identity as language user</b></p> <p>Observe when and how often students use their different languages. It can be revealing of the student's comfort zones and sense of identity.</p> <p>In what contexts and to what extent do they use:</p> <ul style="list-style-type: none"> <li>• their first language</li> <li>• English</li> <li>• other languages.</li> </ul>		
<p><b>Comments:</b></p>		
<p><b>Recommendations for action:</b></p>		
<p><b>Teachers:</b></p>		<p><b>Date:</b></p>
		<p><b>Review Date:</b></p>

## 2.20 International Student Interim Progress Report

School	<input type="text"/>
Student name	<input type="text"/>
Date	<input type="text"/>
<p>The report is to be completed by the students' ESL teachers/s after the first five weeks of their attendance in the IELP. It can be used as a basis for reviewing settlement into the school, planning individual programs to meet needs and providing feedback to host schools.</p>	
Attendance	<input type="text"/>

### ESL Developmental Continuum P–10 entry stage:

Listening and speaking	Reading	Writing
<input type="text"/>	<input type="text"/>	<input type="text"/>

Assessment Criteria	Consistently	Usually	Sometimes	Rarely
Arrives at school and to class on time	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Brings correct equipment to class	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Understands and follows most instructions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Participates in classroom activities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Completes most set tasks satisfactorily	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Completes homework on time and satisfactorily	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Keeps an organised workbook	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Can work independently without seeking clarification from classmates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Uses English in class with teacher and other students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Works effectively with other students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reads texts in English appropriate to level and demonstrates understanding	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Comments

**Note:**

If assessment to date indicates student may need an additional 10 weeks in an IELP after a 20 week program, this should be included.

Teacher name

Date

*Acknowledgements: Wantirna Secondary College and Charles LaTrobe College*

## 2.21 ESL student assessment profile

Name:

Semester:

Year:

Years of education in first or other country:

Languages spoken:

Languages written:

Planned course of study:

Other relevant information:

	Teaching focus taken from ESL progression points	On-going observations from range of assessment methods (date each entry)	Implications for teaching
Listening			
			Term/Semester rating
Speaking			
			Term/Semester rating

	Teaching focus taken from ESL progression points	On-going observations from range of assessment methods (date each entry)	Implications for teaching
Reading			
			Term/Semester rating
Writing			
			Term/Semester rating

## 2.22 Pronunciation – developing a student profile

Mastering native speaker-like pronunciation is a slow process and is affected by many factors including the age at which students commence learning another language and the distance of the first language from English.

To communicate effectively in English international students need to be able to pronounce the consonants and vowels clearly enough to be understood, be able to recognize intonation patterns and make some progress towards mastering the stress timed rhythm of English.

Given the limited time available for pronunciation practice and the fact that some students may have already studied some pronunciation previously, it can be helpful to develop a student profile of sounds that need particular attention as well as other pronunciation and intonation features. Students who have difficulty with pronunciation will often not improve significantly from classroom practice alone, so it is helpful if students can develop an awareness of, and take responsibility for, their own pronunciation needs.

A survey of consonant articulation can be done fairly quickly by eliciting the major consonants, including consonant blends. Pronunciation needs to be checked in the initial, middle and end positions (eg think, toothbrush and bath). Vowels including diphthongs in words such as mouth and my can be checked in a similar way.

A summary of the key sounds in English can be found in: ESL Course Advice Stages S3 and S4 p 47 – 48).

## Resources

Resources for teaching pronunciation include:

- Fraser, H. 2004 Teaching Pronunciation: A Guide for Teachers of English as a Second Language CD-ROM, Department of Education Training and Youth
- Swan, M. and Smith, B. 2001 Learner English CUP, Cambridge (Outlines difficulties for speakers of specific languages).
- Yates, L. 2002, AMEP Fact Sheet, What is pronunciation? [http://www.ameprc.mq.edu.au/docs/fact\\_sheets/01Pronunciation.pdf](http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf)
- This fact sheet covers the nature of pronunciation, outlines some of the basic underlying theory that teachers should know and provides an annotated bibliography of useful sources.
- Protea textware, Connected Speech (CD Rom)
- Wikipedia; IPA copiable symbols

[http://en.wikipedia.org/wiki/International\\_Phonetic\\_Alphabet#Symbols\\_and\\_sounds](http://en.wikipedia.org/wiki/International_Phonetic_Alphabet#Symbols_and_sounds)



## Pronunciation profile

Name: \_\_\_\_\_ Class \_\_\_\_\_

Feature	Comments, including students own observations. Date each comment
<p><b>A confident and positive approach</b></p> <p>Is the student taking risks and speaking out or holding back for fear of making a mistake?</p>	
<p><b>Non-verbal language in class talks</b></p> <p>Does the student use appropriate body language, including eye contact, stance, gesture?</p>	
<p><b>Linking</b></p> <p>Does the student link words appropriately or break words by taking a short breath between each word.</p>	
<p><b>Speed</b></p> <p>Does the student speak too quickly or too slowly?</p>	
<p><b>Stress</b></p> <p>Does the student differentiate appropriately between stressed/ unstressed syllables?</p> <p>Does the student use the neutral schwa form appropriately?</p>	

Feature	Comments, including students own observations. Date each comment
<p><b>Intonation</b></p> <p>Does the student use intonation appropriately?</p> <p>Eg Does the voice fall at the end of sentences?</p>	
<p><b>Articulation</b></p> <p>Does the student articulate clearly?</p> <p>Does the student omit final consonants?</p>	
<p><b>Consonants</b></p> <p>What consonants or consonant blends need attention?</p> <p>If necessary note whether the difficulty is in initial, middle or end position (eg these, father, bathe)</p>	
<p><b>Vowels</b></p> <p>What vowels and diphthongs need attention?</p>	

Source: *ESL Course Advice Stages S3 and S4, p48.*

## 2.23 ESL learners and mainstream assessment

The following assessment advice may be helpful for all mainstream teachers of ESL students

### Analyse the support needed to complete the tasks.

To determine the level and type of support students will need to complete assessment tasks, ask the following questions.

- What general background or cultural knowledge is assumed that may cause difficulties for ESL learners?
- What knowledge and skills does this activity or task build on that some students may not have been exposed to or may not have mastered?
- What specific topic knowledge is assumed?
- What specialised vocabulary is used in the texts they will need to read?
- Is the language colloquial or idiomatic and therefore likely to cause difficulties for an ESL learner? e.g. newspaper headlines?
- How complex is the language of the text? Look at sentence length and grammatical complexity such as frequency of embedded clauses and the number of subordinate clauses?
- Will students be able to complete the task in the requested mode (e.g. writing) or will alternative arrangements need to be made for them to demonstrate their knowledge e.g. oral explanation?
- Are the assessment criteria realistic or will they need to be modified?
- Does the length of the task need to be modified?

### Employ assessment activities across a range of contexts

Gather assessment information from a range of tasks and activities to give a more accurate picture of students' understanding and progress. For example, rather than relying solely on written tasks, the following approaches can also be useful:

- Observe and note how students perform specific tasks or activities.
- Ask questions, preferably while the students are engaged in the task, as this provides contextual support.
- Ask students to show their understanding visually and orally, for example, through hands-on demonstration or drawing.

## **Ensure that tasks, activities and criteria are relevant to the students' stage of English language development**

ESL students' difficulties with English language can mask their true understanding and ability, and a more useful picture of the student can be obtained through making allowances for this. For example this may involve allowing more time, using shorter extracts of texts or asking for shorter responses. You can increase the language component of the tasks as students become more proficient.

## **Explain wording of writing tasks**

ESL Learners in particular, but also many native speakers have difficulty understanding the wording of writing tasks. Instruction words such as explain, elaborate, outline, evaluate may not be clearly understood. For example discuss can mean different things in different subject areas. To a biology teacher it means to describe or explain, to a social sciences teacher it can mean look at an issue from different points of view and come to a conclusion. Make the meaning of question words clear in the context of what students need to do.

## **Explicitly outline the assessment criteria when setting formal assessment tasks**

A clear outline of what is expected and valued in a good response is very helpful for ESL learners who may be used to more traditional assessment methods. This particularly applies to more open-ended tasks where a degree of analysis or reflection is required. If using rubrics, a list of the criteria provides useful scaffolding for ESL learners who may have some difficulty discriminating between differences in graded responses.

Give explicit feedback in terms of the assessment criteria.

## **Clearly model the expectations of written and spoken tasks and provide some guidance on how the task is to be presented**

Modeling is particularly important for ESL learners. For larger presentations, such as a report, it is helpful also to model a sample structure of what each section might contain and, where appropriate, provide some language support. This may involve sentence starters for each section or examples written on the board of the kind of language needed.

Provide feedback on students' language skills

When subject teachers also provide feedback on language skills it helps build a total picture of students' competencies and assists subject teachers as well as the ESL teacher determine what language support is needed.

Sources: Curriculum Corporation Assessment for Learning Catering for students with special needs, (writer Althea Thomas)

[http://www.assessmentforlearning.edu.au/verve/\\_resources/specialneeds.pdf](http://www.assessmentforlearning.edu.au/verve/_resources/specialneeds.pdf)

## Resources

Victorian Essential Learning Standards Assessment Resource

[http://vels.vcaa.vic.edu.au/support/assessment\\_resource.html#gathering](http://vels.vcaa.vic.edu.au/support/assessment_resource.html#gathering)

## Section 3: Resources

This section contains materials on the following:

- 3.1 Professional learning: whole school focus
- 3.2 Developing intercultural understanding
- 3.3 ESL teaching and learning
- 3.4 Australian culture
- 3.5 Building student resilience

## 3.1 Professional learning: whole school focus

### Professional learning programs

#### Teaching ESL students in mainstream classrooms: Language in learning across the curriculum

This is a professional development program for all teachers working with ESL students.

Nine weekly modules are presented by a trained tutor. The course materials present strategies and discuss issues, supported by readings, which consistently address the fundamental relationship between language and learning. The program promotes a holistic approach to teaching that will ensure students are successful learners.

Further information about the program content is available at ESL in the mainstream [http://www.unlockingtheworld.com/f\\_ms.asp](http://www.unlockingtheworld.com/f_ms.asp)

For dates and locations of this program contact the ESL project officer in your region or the ESL Unit, DEECD.

This program aims to:

- identify the language-related needs of ESL students and develop teaching practices which address their needs in a holistic and explicit manner
- develop teachers' awareness of how to accommodate the cultural and linguistic diversity and experiences of ESL students
- provide a positive context for teachers to trial suggested strategies and reflect critically and openly on their teaching
- develop collaborative working relationships between all teachers through a shared understanding of how to support ESL students.

#### ESL in the Mainstream

ESL in the Mainstream is a ten-week professional development program which is delivered to teachers in Victorian government schools by trained tutors who work in a range of contexts such as regional consultants, or school based teaching positions, or as private providers.

Further information about the program content is available at ESL in the mainstream [http://www.unlockingtheworld.com/f\\_ms.asp](http://www.unlockingtheworld.com/f_ms.asp)

The program aims to:

- Enhance understanding of the language-related needs of learners from non-English speaking backgrounds and of ways of meeting those needs.

- Develop awareness of approaches to learning materials and teaching practices that take account of the diversity in cultural backgrounds and experiences of learners across the school curriculum.
- Further develop collaborative working relationships in schools between classroom and subject teachers, ESL specialists and bilingual support staff.
- Increase awareness more generally in schools of the need for specialist personnel, training, programs and materials to support ESL learners.

For dates and locations of this program contact the ESL project officer in your region or the ESL Unit, DEECD.

<http://www.education.vic.gov.au/studentlearning/programs/esl/proflearn/default.htm>

Professional learning resources

ESL learners in the middle years - Strategies for the mainstream classroom

This 30-minute video has been produced to provide strategies teachers can implement to assist middle years ESL learners to access the mainstream curriculum.

Suggested activities and discussion points relating to the content of the video are available. <http://www.education.vic.gov.au/studentlearning/programs/esl/proflearn/resources.htm>

## ESL webpage

See the ESL webpage at <http://www.education.vic.gov.au/studentlearning/programs/esl/default.htm> for

links to a range of ESL resources and materials, including information about Interpreting and Translating services, and information about ESL programs.

Regions

All Regional Offices have program officers with responsibility for assisting schools support their ESL students. Program officers can assist schools with a range of issues, including:

- Assisting with school data analysis of ESL learner outcomes
- ESL program development and implementation
- Assisting with program evaluation and ESL learner evaluation
- Professional learning.

Some regions organise ESL Network meetings and/or are willing to assist informal networks of schools who wish to organise staff development activities.



## VATE

VATE is a professional body established to promote the interests of English education and to allow English educators in Victoria to exchange ideas. It brings together post-primary teachers in government, Catholic and independent schools, as well as tertiary educators and education students.

It produces a range of publications on VCE ESL and runs professional development activities. The website has many useful links.

<http://www.vate.org.au/vate.nsf/weben/Home>

## VicTESOL

The Victorian Association of TESOL and Multicultural Education (VATME) offers occasional in services targeted to needs of VCE and other teachers of ESL.

The VATME website also contains useful information relevant to teachers of international students. Members can access past copies of newsletters at the website

<http://www.vatme.vic.edu.au>

## LMERC

The Languages and Multicultural Education Resource Centre (LMERC) is an invaluable resource collection. The collection is relevant to all teachers of non-English speaking background students. It maintains a file of up-to-date cultural background information on many different countries.

The website provides information for teachers, educators and pre-service teachers on the resources and facilities offered by the centre. It includes details of the materials that can be borrowed, a guide to its collections, an online catalogue, a services guide and essential contact details.

<http://www.education.vic.gov.au/studentlearning/programs/lmerc/>

The online catalogue is an efficient way of finding resources. Items can be borrowed on long term loans. Teachers may borrow in person or arrange for items to be sent to schools.

## 3.2 Developing intercultural understanding

### Asia Education Foundation

The Asia Education Foundation website is an excellent resource for materials for staff and students on developing intercultural understanding. Some need to be purchased, some are available on line. They include:

Getting Started with Intercultural Language Learning. A Resource for Schools (Asia Education Foundation)

A useful document for staff discussion. Although the audience for this document is language teachers, the intercultural theory that it is based on and the principles for teaching and learning that flow from it have much to offer all teachers.

Project website: <http://www.asiaeducation.edu.au/alplp/pdf/alplp.pdf>

Developing Intercultural Understanding An Introduction for Teachers A Train the Trainer Professional Learning Program (Asia Education Foundation)

The program aims to develop participants' notions of interculturality and knowledge of intercultural understanding within the context of Studies of Asia in English, Languages, Humanities and the Arts. With some adaptation this program could serve as an introduction for all staff to ways of looking at culture and the idea of culture as a dynamic construct.

[http://www.asiaeducation.edu.au/for\\_teachers/professional\\_learning/intercultural\\_competencies/developing\\_intercultural\\_understanding/developing\\_intercultural\\_understanding\\_landing.html](http://www.asiaeducation.edu.au/for_teachers/professional_learning/intercultural_competencies/developing_intercultural_understanding/developing_intercultural_understanding_landing.html)

### Other resources

Bridging the intercultural communication gap

June Mezger National TAFE Overseas Network, Hobart.  
374.008693 M617b Hobart: TAFE International Education and Training, 1994.

Provides cultural background information on a country by country basis, as well as a brief profile of the educational practices of these countries. Countries from the Asian & South East Asian region, South Pacific region and African Gulf states are included.

Intercultural communication for students in the faculties of Economics and Commerce University of Melbourne (writers Anna Jones and Xuan Quach)

Although the target group is international students in tertiary institutions, the material on aspects of intercultural communications is accessible and relevant.

[http://www.bus.qut.edu.au/forstaff/teaching/internationalisation/documents/intercul\\_comm.pdf](http://www.bus.qut.edu.au/forstaff/teaching/internationalisation/documents/intercul_comm.pdf)

Talking in Tune A guide to working with interpreters in schools

This 30-minute video or DVD, plus a guide to working with interpreters in schools targets teachers and school personnel who communicate with families in their school communities whose first language is not English.

It is also available as a CD for personal use on a computer. It is available from Languages and Multicultural Resources Centre (LMERC). For mail orders see Order Form for ESL, Multicultural Education and LOTE Materials (Word - 69Kb).

## 3.3 ESL teaching and learning

### ESL Companion to the VELs

The ESL Companion provides an overview of:

- the broad stages of English language development
- an outline of the major components of ESL curriculum
- a set of standards describing the expectations for ESL learners.

The ESL Companion to the VELs can be accessed from the website:

<http://vels.vcaa.vic.edu.au/support/esl/esl.html>

### ESL Developmental Continuum P–10

The ESL Developmental Continuum P–10 and suggested teaching strategies appropriate to different levels can be downloaded from:

<http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm>

The ESL Support materials on curriculum@work

The Teacher Support materials include Course Advice Stages S 1 and S2 and S3 and S4. The methodology sections are detailed and practical. The sample units of work can be used as a guide for developing curriculum units.

The curriculum@work CD-ROM is available from Information Victoria: ([www.information.vic.gov.au](http://www.information.vic.gov.au)) or Tel: 1300 366 35

### Teaching ESL through Science

<http://www.decs.sa.gov.au/curric/pages/ESL/across/?reFlag=1>

These materials have been written by science and English language teachers and develop understandings in science through an explicit focus on the language of science. The materials offer very practical, classroom-based units of work for students aged from 12 to 15 years.

The materials deal with the broad scientific fields of Earth and Beyond, Natural and Processed Materials, Life and Living and Energy and Change. The activities are carefully sequenced and supplemented with worksheets that can be photocopied.

For further information on ESL resources check the Languages and Multicultural Education Resource Centre catalogue <http://www.education.vic.gov.au/studentlearning/programs/lmerc/default.htm>

## Websites to support teaching of ESL: for teachers

### ESOL Online English for Speakers of Other Languages

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

This website is maintained by the Ministry of Education, Wellington, New Zealand. It caters for teachers of ESL students. There are separate portals for primary and secondary teachers, mainstream and ESL teachers.

### Internet TESOL Journal For Teachers of English as a Second Language

This website contains articles, research papers, lessons plans, classroom handouts, teaching ideas and links. It is a monthly web journal.

<http://iteslj.org/>

### English, ESL and more

An individually maintained site with excellent material and links for teaching senior English. Although the site reflects the NSW HSC, there is much material relevant to Victoria.

<http://neilwhitfield.wordpress.com/tag/esl-method/>

## Websites for students

### Multimedia English Classroom

This website is useful for students for self study. It uses authentic material, including video and is targeted at students of English who already have a basic knowledge of the language (though there is also a section for absolute beginners).

<http://www.multimedia-english.com/>

### ABC Learn English Radio Australia.

Has portals in a number of Asian languages.

Has a number of portals relevant to international students: English for study in Australia, English for finance, English for business and English from Australia which is designed to help students use English in everyday situations.

<http://www.radioaustralia.net.au/learnenglish/>

## Unit planning with an ESL focus

Teachers may find useful ideas for unit development from the sample units on these sites.

### ESL Information and sample units for specific KLA's on curriculum@work:

A range of unit across all subject areas are annotated to show possible support ESL students will need and strategies and approaches that will help ensure that ESL students have access to the units.

The curriculum@work CD-ROM is available from:

Information Victoria (<http://www.information.vic.gov.au>)

Tel: 1300 366 35

### New Arrival Units (South Australia)

These units suitable for use with new arrivals are available from the curriculum portal of the Department of Education and Children's Services South Australia. There are units on this site suitable for new arrivals learners of all ages and stages of ESL development. See particularly Living in a democracy and International Issues

<http://www.decs.sa.gov.au/curric/pages/ESL/genre/?reFlag=1>

### Language and Maths: Directed Investigation Reports

A group of 5 teachers from different school settings in South Australia have developed teaching and learning sequences which make explicit both the maths and language skills to be developed in the directed investigation. Useful for teaching maths in the IELP or for joint planning between the ESL teacher and the maths teacher.

[http://www.decs.sa.gov.au/curric/files/links/mathsdirected\\_investigatio.pdf](http://www.decs.sa.gov.au/curric/files/links/mathsdirected_investigatio.pdf)

### ATESOL NSW ESL Teaching Units

These units which are designed for teaching English in the mainstream classroom use ESL pedagogy and maintain an explicit focus on language Although they reflect NSW curriculum frameworks, Victorian teachers will find them helpful for students at more advanced levels. They include film as text units on Strictly Ballroom and Media Interviews

[http://www.atesolnsw.org/epages/atesol.sf/en\\_AU/?ObjectPath=/Shops/atesol/Categories/Publications/ESL](http://www.atesolnsw.org/epages/atesol.sf/en_AU/?ObjectPath=/Shops/atesol/Categories/Publications/ESL)

## 3.4 Australian culture

### English from OZ

Richard and Lidia Flack. *English from Oz*, 2004 (ISBN 0 958 160627). This is a workbook of self study reading and listening activities. It teaches students about Australia while at the same time helping them learn English. Each unit gives the student practice in reading and listening comprehension and provides topics for writing on useful Australian themes. Topics include the first inhabitants, animals, the environment, states and territories, the outback, sports and famous people. Free listening CD included.

### Australian snapshots

Sophie Cholewka and Siew Mei Wu. *Australian snapshots*, 2004 (ISBN 0 7306 5607 1). *Australian snapshots* examines a number of practical situations and topics of interest for recent migrants. Thirteen units, with characters and stories, cover topics such as making appointments, directions, shopping, household expenses, healthy diets, joining a library, looking for work, special celebrations and local neighbourhoods. Activities focus on vocabulary, reading comprehension, listening, grammatical structures and discussion contrasting day-to-day activities in Australia with other countries. Suitable for classroom use or independent study.

### Discovering Democracy

These materials developed for civics and citizen education in mainstream schools can be modified for use with ESL learners. See the website <http://www.curriculum.edu.au/democracy/> (for an outline of available materials and activities).

Let's participate: A course in Australian Citizenship

Stage 1 authors: Maureen Hague and Clare Harris, Stage 2 authors: NSW AMES writing team, Stage 3 authors: NSW AMES writing team. Teachers' guide: compiled by Pamela McPherson

*Let's participate* is an English language course designed to help students learn more about Australia's society and institutions, Australian Citizenship and how to become a citizen. The Australian Citizenship course comes in a kit containing three student workbooks and audio cassettes (at different levels), a teachers' guide, a fact sheets CD, a video and a multimedia CD-ROM. The student workbooks and accompanying audio cassettes contain six units, covering the different aspects of civics.

**Publisher:** NCELTR Publications (National Centre For English Language Teaching and Research)

## Making Multicultural Australia

<http://www.multiculturalaustralia.edu.au/index.html>

Making Multicultural Australia is a website which provides information on the contributions that different cultural groups have made to the development of Australian society and on the various views towards immigration and multiculturalism that have historically influenced government policies and programs, and transformed the Australian population. The most comprehensive and significant resource on multicultural Australia for the classroom. Includes audio texts as well as print.



## 3.5 Building student resilience

### Bullying No way!

<http://www.bullyingnoway.com.au/>

### Healthwize:

Healthwize (2004) is a health literacy teaching resource for refugee and other ESL students suitable for students at S2-3 levels.

It can be downloaded from this site. It has a language teaching focus and each unit has detailed suggestions for teaching and learning activities.

[http://www.foundationhouse.org.au/resources/publications\\_and\\_resources.htm](http://www.foundationhouse.org.au/resources/publications_and_resources.htm)

### MindMatters:

*MindMatters, Enhancing Resilience 1: Communication, Changes, Challenges* Curriculum Corporation (2002) Commonwealth of Australia

The *MindMatters* resource uses a whole-school approach to promoting mental health and preventing suicide. The program aims to enhance the development of school environments where young people feel safe, valued, engaged and purposeful. *MindMatters* is designed to help school communities to take action in creating a positive climate of mental and physical health within secondary schools.

<http://www.mindmatters.edu.au/default.asp>

### Racism – No way!

[www.racismnoway.com.au/](http://www.racismnoway.com.au/)

*Switched on ideas: wellbeing* (Curriculum Corporation)

[Lynette Longaretti]. Summary: Features popular topics of interest presented in formats that can be readily absorbed into classroom practice. The topics include conflict resolution, cooperative learning, emotional intelligence, resilience and self- and peer assessment. There are links to on line activities dealing with wellbeing

<http://www.curriculumpress.edu.au/main/goproduct/12095>

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## Acronyms

AMES	Adult Migrant Education Services
DEECD	Department of Education and Early Childhood Development
ELS/C	English language schools and centres (New Arrivals Program)
ESL	English as a Second Language
IED	International Education Division
IELP	Intensive English Language Program
IELTS	International English Language Testing System.
MEA	Multicultural Education Aide
NAP	New Arrivals Program
ISC	International Student Coordinator
ISP	International Student Program
TESL	Teaching English as a Second Language
TESOL	Teaching English as a Second or Other Language
VCAA	Victorian Curriculum and Assessment Authority

Every  
child,  
every  
opportunity

