

Information for ESL and Class teachers of newly arrived students from language backgrounds other than English.

What do I do for the first few weeks?

New students from Language Backgrounds other than English should be expected to conform to class rules and take part in general class activities, even when they have no English. Give them the books required in class and try to include them in the same activities.



LABEL OBJECTS

To help a new arrival find commonly used items around the room. Label with a sentence, e.g. This is the desk. This is 4L's classroom. This is the class library. This is xxx's desk...etc

Joining In

Use a range of activities that encourage newly arrived ESL students to join in.
Outdoor games that can be played in the playground - skipping, handball, elastics, basketball, soccer.
Indoor games that can be played in class or taken home - chess, cards, bingo, dominoes, board games.

Television

Tape videos of shows like Play School, Behind the News, Words and Pictures, and other literacy & schools programs. Allow the students to view during the day. Especially good when they are tired.



Tape recorders and language masters are other useful hardware when teaching newly arrived students with little or no English.



Model language: Hello, Good Morning, Please, Thank you, recess, lunch, Can I play, Can I go... stand up, sit down, stop, go, line up, Goodbye.

Let the students play!

Puppets, sand play, water play, home corner, dolls, dressing up, Lego, blocks, Mobilo, cars, picture dictionaries, cards, dominoes and magazines.



SCRAP BOOKS - start a scrap book. This can be divided into categories :- animals, foods, transport, clothes, nature. Once the pictures have been pasted into the appropriate categories they can be labelled with the help of a classmate.
 This can be an excellent literacy reference for the student when writing.



CREATE A BOX of materials for use in the mainstream classroom for when tasks are too difficult. Include picture & bilingual dictionaries, story tapes & books, computer programs & games.



Literacy
 Oral - involve the children in Picture talks in small groups related to current unit/work
News - have a limited version of news for new arrivals.
Reading - have bilingual books if possible, a reading buddy in English. Let the child listen to illustrate with tapes. Translations are available for smile books.
Writing - allow student to write in own language. Parent/relative can conference/translate.

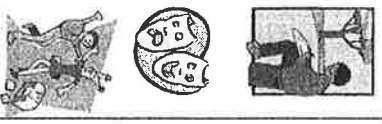
Mathematics
 Numeracy - oral counting and operations activities.
 The language of functions.
 Space and Measurement - describing attributes size, shape, colour, comparative language - big bigger, biggest - relate to real life experiences.
 Allow students to use concrete materials and discuss what they made.



Computer Studies
 Allow the students access to the computer. Programs such as - Teacher's Pet, Phonics Alive, Where's English, Kid Pix, Computer links, Computer Classroom. Are useful. Include word processing programs too.



Creative and Practical Arts
 Music - singing can be a good way to help the students learn English. Action songs with movement and involvement e.g. Farmer in the dell, Old MacDonald, This Old Man.
Art & Craft - label objects and discuss terminology and tool names.
 Drama - sharing mime and drama games can bring class groups together in understanding issues and emotions
 Dance - teach dances that are not language intensive but use the vocabulary of dance. e.g. Kick, step, shuffle, side to side etc.



PE & SPORT
 Involve older students in the school sports program. Encourage the new student to learn to swim if such a program exists within the school.
 Remember to explain costs.
 In PE give simple instructions e.g. catch, roll, throw, kick, strike, run, hop etc. Ask questions e.g. What am I doing? What are you doing? What are we doing?



Thinking Time



New ESL students need time to become confident speakers of English language in an academic setting. When asking questions give the students time to answer. Say, "I want you to think. I will not ask the first person with their hand up." Wait about 5-7 seconds. This gives the NESB students time to think and formulate an answer in English. This readily creates an atmosphere of inclusiveness and acceptance.

Still unsure? ☹️ Call the ESL Consultant for your district for some helpful advice and talk to the ESL Teacher or ESL mentor if you have one.



Information for classroom & ESL teachers of new students with little or no English

What to do in the first few days.

Student Information

Find out all you can about the new student.

Name (and how to write and say it), country of origin, language spoken at home, languages spoken by parents, permanent or temporary visa status, their reason for coming to Australia, home address, level of schooling or educational experience in country of origin.



This information will help you to form a relationship with the new student, help you to understand them better, discover how much English they have, and assist you to inform programs in the class for them. The information is also important for completing new arrival and annual LBOIE Surveys.



Introduction to school

Introduce the student to their class correctly. This is a new experience for the class too. If possible ask a child who can speak the student's language to sit with them or a child who will be a good model of English for them.



Give the student a tour of the school inside and outside. Make sure you show them the toilets they can use. Give them a map, labelled, that they can write on.

A copy of the school rules, timetable and calendar (in their language if possible or in English) should also be provided and an explanation of the school bells. 

Try to make the student and their family welcome in their new school by putting up signs of welcome and information in their language about the school and if possible in notes to go home.



The "Buddy System"

Establish a buddy system in your class for the new student and the class to get to know each other.



The "buddy" can participate in specific activities designed to help the student learn English.

In each session provide opportunities for the buddy and student to work together. Change the "Buddy" daily.

Try to establish a buddy system with an older student who speaks the same language.



Remember

A newly arrived student from a language background other than English speaking may not speak for several weeks or even longer. **DON'T PANIC!** The student is listening. You can tell if the student is listening by the way they respond to instructions and follow class routines.

See **ESL Scales oral interaction levels 1-4** for indicators or signals of achievement. When the student is ready to interact with others continue to use the ESL Scales to assist in assessing, planning and reporting student achievement.

The ESL Scales is a useful document when assessing students in oral interaction, reading and responding and writing when English Syllabus outcomes don't apply.

All schools should have a copy of the ESL Scales document. Call your district office for more information.

Available Services

Telephone interpreter services are available free to all school staff or parents with both parties at one site or at different sites. Call **131 450** explain the purpose of your call, quote client code **C 018294** to gain access to the interpreter in the language you require. **On site interpreting** can be arranged free if available. Information and the Interpreter Request form can be downloaded from the internet at www.schools.nsw.edu.au/adminsupport/brochure.php

Follow the instructions at the top of the request form. **Translations of documents** may be arranged by schools for urgent matters relating to student welfare. Ph: 92445306 at Multicultural Programs Unit. Translated documents can be printed from the internet on a range of subjects and in over 40 languages at www.det.nsw.edu.au/languagesupport/index.htm



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Email: www.equity.sydnehy@det.nsw.edu.au
The equity resource library has new arrival kits, ESL closed reserve items, ESL theory for K-12, listening kits, CD-Roms, ESL teacher resource books and workbooks, bilingual books in popular fiction, bilingual dictionaries in a range of languages. All DET teachers can join the library and borrow items free. Library hours are 9 to 5 weekdays except public holidays. The librarians are happy to talk to you and offer advice on the resources you may need in person or over the phone and will send the resources to your school free. Resources are usually borrowed for a month but extensions can be made over the phone if the resource is not in demand.