English as an Additional Language or Dialect (EALD)

Designing, Teaching & Learning, and Assessment Cycle
English as an Additional Language or Dialect (EALD) Designing, Teaching & Learning, and Assessment Cycle

Background
The Teaching and Learning Cycle as outlined in DECD sustained literacy professional learning courses, such as Teaching ESL Students in Mainstream Classrooms (TESMC), has been the prime pedagogical framework endorsed by the EALD Program.

This revised and expanded Designing, Teaching & Learning, and Assessment Cycle has been informed by EALD and classroom teachers’ feedback, the Teaching for Effective Learning (TfEL) framework, and evidence gathered from the Text Construction and Text Analysis Research Project. The Text Construction and Text Analysis Research Project (2005-2013) has been exploring:

- what happens in the teaching and learning process - from before students construct a text, to after a text has been assessed and analysed
- designing teaching and assessment activities based upon analysis of student writing
- the link between teaching practice and improvement in student writing
- strategies for supporting the development of student competence in writing for a range of purposes and contexts
- embedding explicit teaching of language and literacy in classroom teaching

While the use the cycle is not mandatory, teachers are strongly encouraged to be guided by the key considerations from each of the six stages when planning and programming for their EALD students.

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What is a Teaching and Learning Cycle?
A teaching and learning cycle is used to scaffold genre writing. Scaffolding moves students from being highly supported in the learning process to becoming independent, gradually withdrawing teacher support as students become increasingly able to complete a task alone.

What is new about this Designing, Teaching & Learning and Assessment Cycle?
This new cycle retains the four stages of the original Teaching and Learning Cycle (Setting the Context, Modelling and Deconstruction, Joint Construction and Independent Construction) shown in green below, while adding two more stages, Designing and Assessment which are shown in yellow. Courses such as TESMC and Literacy for Learning include more detail about the four green stages. In this cycle, suggested activities are aligned to the four elements of the Language and Literacy Levels (Composing Learning area Texts, Text Knowledge, Grammar Knowledge and Word Knowledge). Refer to Appendix A for a planning template.

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What are the Language and Literacy Levels?
The Language and Literacy Levels across the Australian Curriculum: EALD Students are intended to be used to:

- assess, monitor and report the language and literacy development of any student, in particular high needs students such as EALD students
- determine the level of student language learning need
- inform programming and planning through the identification of key teaching points, learning goals and language level targets
**EALD learners and the new and expanded cycle**

To support literacy improvement of EALD learners, additional considerations and perspectives have been identified. This revised and expanded cycle includes such considerations and perspectives, and requires teachers to respond to them as a part of their planning where appropriate. The design and assessment aspects of any teaching and learning cycle are as important as the other components of a cycle for language and literacy development. The use of this new expanded teaching and learning cycle is recommended for all primary and secondary teachers of EALD learners.

**The Register Continuum**

In order to expand students’ repertoires and understanding of text types and language, it is important that as part of a teaching and learning cycle, students are provided with opportunities to develop understandings and make connections with the purpose, structural features of the genre, and how language patterns are shaped by audience, identity and attitude. Such explicit approaches are more likely to support students to achieve the appropriate purpose of the text they are composing. The language choices to be made are dependent on where along the following continua the text is located.

<table>
<thead>
<tr>
<th>Audience</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>close, familiar</td>
<td>distant</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>novice</td>
<td>expert</td>
</tr>
<tr>
<td><em>eg student writer</em></td>
<td><em>eg literary author, scientist</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitude</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>positive/negative</td>
<td>neutral</td>
</tr>
<tr>
<td>humorous</td>
<td>serious</td>
</tr>
<tr>
<td>unconvincing</td>
<td>engaging</td>
</tr>
</tbody>
</table>

The language choices will need to move along the following register continuum depending on who the audience is, the identity that the writer is taking on, and how the writer wants the reader to feel.

<table>
<thead>
<tr>
<th>spoken like</th>
<th>written like</th>
</tr>
</thead>
</table>
## Designing
Designing is influenced by a range of factors such as knowing the student through student data (e.g. Language and Literacy Levels), responding to the outcomes of the Assessment Stage of earlier cycles, and collaboration with other teachers who will be supporting the students.

In this stage, the teacher focuses on the end point of the unit of work and develops an assessment task that supports students to achieve at a high level. High levels of engagement by students are planned for through the inclusion of opportunities for deep thinking, differentiation and inclusion of students’ skills, experiences and interests. The teaching and learning is made explicit and shared with students in various modes. This stage is aligned to the learning environment, the assessment criteria and the evaluation and reflection activities in the final stage.

### Setting the Context
In this stage the teacher builds on what the students already know about the topic (prior knowledge) and develops their knowledge, dispositions and understandings, so that students become very familiar with the topic. The active learning environment for setting the context can vary according to the topic. However, learners usually move from the more experiential/everyday field knowledge to more abstract/technical field knowledge.

*NB Building field knowledge continues throughout the cycle. It provides message abundancy and supports learners through the exposure to new content as they move through the stages.*

### Modelling and Deconstruction
The teacher guides the students in exploring how models of the text type, that the students will be required to compose, make meaning. The social purpose, structure and language features of the target text are examined. This provides an opportunity for teachers to articulate the metalanguage which enables learners to talk about the language choices in the texts.

### Joint Construction
The teacher guides the students to jointly construct a text or parts of a text. The teacher guides the discussion by posing and modelling questions, making suggestions and re-wording where opportunities are created. Through a gradual release of responsibility, students are supported to take an increasing role in the joint construction, using what they have already understood about the structure and the language choices of the target text. This may involve the joint construction of a number of texts.

### Independent Construction
In this stage, students may need to further develop their knowledge of the topic before they can construct their independent text. This may involve independent, group or class research. Students also use and develop the skills of responding to feedback and self-editing.

### Assessment
Together the teacher and the students are involved in Assessment as Learning, Assessment for Learning and Assessment of Learning.

The teacher can base his or her evaluation on the standard of student work against the assessment criteria (e.g. analysis of post teaching written task). The teacher can also use his or her own observations and reflections during the cycle (e.g. journal) or seek feedback from colleagues (e.g. support teacher observations, comments from other teachers about the students’ ability to transfer new learning into other learning areas) or parents. It is important that student feedback about their work (e.g. student self-assessment checklist) or comments about their level of engagement and the usefulness of the teaching and learning activities (e.g. learning journal, survey) are valued and considered. The findings of this stage can influence the Designing Stage of further cycles.
**Designing Stage**

The purpose of the Designing Stage is to develop teaching and learning opportunities that are responsive to students’ needs, interests and dispositions, and which relate both to the content knowledge as well as the language demands of the topic and assessment task. This stage will typically consider the level of differentiation required as well as collaboration with other teachers and support staff, including BSSOs.

Considering student information that has been gathered from a range of sources, including the evaluation of previous cycles, supports ongoing learning.

Evidence gathered from the Text Construction and Text Analysis Research Project has identified the potential benefits derived through the use of pre teaching student texts in the Designing Stage. The pre teaching text is used by the teacher to identify what the students already know about the topic and their ability to compose the target text type. However, teaching and learning of the pre teaching text must be contextualised. The teacher then uses the assessment of the pre teaching text to refine what and how to teach.

*NB Pre teaching texts are not recommended for Intensive English Learning Program (IELP)/New Arrivals Program (NAP) eligible students*

**Key considerations to which teachers can chose to respond**

- What will be the focus text type for the final assessment of this unit?
- How are the assessment task, the teaching and learning and the assessment criteria aligned?
- What student data can be used to inform planning? (e.g. Language and Literacy Levels)
- What does the data reveal about the knowledge and understandings of students?
- How can students be supported to undertake any pre teaching texts (refer to pre and post teaching writing section)?
- How will any pre teaching texts be assessed and used to plan?
- How will evaluation of an earlier cycle be used?
- How will I use differentiation practice to respond to the identified needs?
- What opportunities will exist for powerful learning?
- How will students be involved in the Designing Stage (where appropriate) and in the understanding of what has to be learnt and why? When choosing a topic/theme how will I explore what EALD students already know?
- How are students’ skills, experiences and knowledge acknowledged in the teaching?
- What are the assessment criteria, and do the assessment task and criteria enable students to achieve at a high level (intellectual stretch)?
- How will I make the final assessment task explicit to the students at the beginning of the unit?
- How does the target text type relate to the school genre map?
- How will I involve/plan with other teachers and support staff? (e.g. BSSOs, learning teams)?
- and any other local considerations related to your context.
Setting the Context Stage
The purpose of the Setting the Context Stage is to build on what the students already know about the topic and develop their knowledge and understandings, so that they become very familiar with the topic. The activities within Setting the Context can vary according to the topic but usually move from the more experiential/everyday field knowledge to more abstract/technical field knowledge.

Key considerations
• all language teaching and learning is contextualised, with ongoing building of the field
• teaching of and about language and meaning is explicit
• plan and subsequently provide real life practical experiences where possible
• students should have opportunities to learn from each others’ prior knowledge
• provide teaching and learning activities which start with a shared experience, for example an excursion to a landfill dump:
  before and during the landfill dump visit, have an explicit discussion about what might be seen/done during the excursion. For example:
  - What do you know about landfill dumps?
  - What things might we see at the landfill dump?
  - Why would we see these things there?
  - What else could be done to dispose of these things?
  - Have an activities booklet for writing and drawing during the excursion based on interactive tasks.
• and any other local considerations related to your context.

Suggested activities aligned to the organising elements of the Language and Literacy Levels
Build on the learning experiences by:
• discussing the experiences (Composing LA Texts, Word Knowledge)
• reading books, watching videos (Word Knowledge)
• doing computer activities/internet research (Word Knowledge)
• showing pictures/drawing pictures (Word Knowledge)
• using artefacts and other stimuli (Word Knowledge)
• listening to and questioning guest speakers (Composing LA Texts, Grammar [Evaluative Language] and Word Knowledge)

Modelling and Deconstruction Stage
In this stage the teacher guides the students in exploring how models of the text type that the students will be required to compose make meaning. The social purpose, structure and language features of the target text are examined. At this stage students can also learn the metalanguage which enables them to talk about the language choices in the texts.

Modelling and deconstruction should be explored at class, group and individual level.

Key considerations
• deconstruction of model texts
• appropriate use of authentic texts (eg student texts; real life texts)
• a focus on the whole text – genre and purpose
• text deconstruction at word level, sentence level and paragraph level, through exploration of the grammatical elements that are relevant to the genre (start with whole text)
• and any other local considerations related to your context.
Suggested activities aligned to the organising elements of the Language and Literacy Levels
- jumbled text at sentence and paragraph level (Text and Grammar Knowledge)
- cloze activity with paragraph openers omitted (Text and Grammar Knowledge)
- cloze activity with key words omitted (Word Knowledge)
- develop headings for each section/paragraph (Text Knowledge)
- re-write to change text-type subset eg. Sequential to Causal Explanation (Grammar Knowledge)
- re-write to change author identity/audience/purpose for text (Grammar and Word Knowledge)

Joint Construction Stage
The purpose of the Joint Construction Stage is to engage students in writing activities and dialogue which will prepare them for the Independent Text Construction Stage. This stage provides practice in composing texts. Parts or whole texts can be jointly constructed, discussed and analysed at class, group and individual level.

Key considerations
- a review of the whole text – genre and purpose
- explicit teaching of and about language and meaning
- comparison of jointly constructed text/s with model texts
- text construction at word level, sentence level and paragraph level, through exploration of the grammatical elements that are relevant to the genre. This can be explored at class, group and individual level.
- and any other local considerations related to your context.

Suggested activities aligned to the organising elements of the Language and Literacy Levels
- scaffolded spelling – chunking and/or other strategies (Word Knowledge)
- a range of writing activities relevant to the language learning goals of the unit of work eg discussing appropriate circumstances (Grammar Knowledge)
- group and individual construction of parts of text
- scaffolding and re-construction of parts of a text into a whole text (Composing Learning Area Texts)
- exploration of text editing techniques (Grammar Knowledge, Word Knowledge)

Independent Construction Stage
This stage is about students using the knowledge gained in the previous stages to independently construct the final assessment text. The teacher needs to unpack the assessment task and the assessment criteria ensuring that the students understand the audience and purpose for the writing task and how to achieve at a high standard. Being explicit about the text type is essential eg. not just identifying explanation, recount, etc, but specifying the type of explanation, recount required. For example, if the focus is on a consequential explanation, this needs to be made clear.
Aligning teacher and student understandings of the writing task
The teaching and learning should focus on ensuring that the teacher and student understandings of the text to be constructed are shared (aligned),

Key evidence from the Text Construction and Text Analysis Research Project suggests that where student and teacher understandings about the writing task and its assessment are not aligned, the text constructed by students can deviate significantly from their actual understanding and skills. Therefore throughout the entire teaching and learning cycle, monitoring and clarification of the writing task should occur in order to ensure that the text produced is much closer to the true linguistic capacity of the student.

Key considerations
• alignment of teacher and student understandings of the text to be composed
• confirmation that students have taken on more responsibility for their learning
• time management: current research (Supporting and Tracking Literacy Improvement, White, Mammone et al. 2011) indicates that some students are not managing the time allocated to the writing task (NAPLAN) well. The exploration of time management skills is therefore critical to the text construction process.
• explicit teaching of planning techniques for the composition of the text. These may include genre structure template, key ideas/information about the text, note taking, mind mapping, graphic outlines etc.
• text editing techniques
• and any other local considerations related to your context.

Suggested activities aligned to the organising elements of the Language and Literacy Levels
• Use template to plan text (Composing Learning Area Texts, Text Knowledge, Word Knowledge)
• Students create own assessment sheets eg. checklists, rubrics
• Practise writing within set time limits
• Edit text eg. Using Outline and Track Changes in Word (Grammar Knowledge, Word Knowledge)

Assessment Stage
This stage is not only about assessing the final text written by the student in this cycle but also about assessing the teaching and learning process.

The teacher assesses the student text on the genre and language elements, according to how the writing task was explained to the students eg in a consequential explanation were the students told to include language of cause and effect? Here the focus is on genre structure, context, identity, audience and attitude of the writer and the language required, according to the writing task. The teacher must mark the student’s work according to what the task specified.

This stage also allows for assessment/evaluation of the teaching and learning process. It can draw upon qualitative and quantitative data from a range of sources.

(See appendix B)
Key considerations

• How will the student assessment task be evaluated?
• How will student progress be evaluated?
• How will the teaching be evaluated?
• Apart from the teacher and students, who else can provide feedback about both the product and process (e.g. BSSOs can provide input about cultural inclusiveness)?
• How will the evaluation be recorded for future use?
• How will evaluation be incorporated into new cycles?
• and any other local considerations related to your context.

Some examples of conclusions drawn from the analysis of student writing may include:

• What structural elements are missing in the text?
• What needs to be changed in the text to achieve the purpose more successfully?
• What are the gaps in vocabulary use?
• What could be developed in relation to processes, circumstances, noun groups etc?
• Was the identity and attitude appropriate for the text? (informed, humorous, exciting, boring)
• What could be developed in relation to attitudinal words, modality, vocatives etc?
• What elements of punctuation need attention?
• What tenses need attention?
• Does the information flow coherently?
• What patterns of foregrounding need to be focussed on so that technicality and thematic progression are addressed?
• Are there aspects of spelling that need attention?

This stage also provides qualitative pedagogical data relating to the impact of teaching and learning practices. For example, a focus of the teaching and learning might have been getting students to use more evaluative language because they were not doing so previously. Analysis of the focus on the use of evaluative language would show the effectiveness of that teaching.

Pre and Post Teaching Writing in the English as an Additional Language or Dialect (EALD) Designing, Teaching & Learning, and Assessment Cycle

Pre and post teaching student writing

As mentioned above, part of the research conducted through the Text Construction and Text Analysis Research Project has involved the collection and analysis of both pre teaching and post teaching student writing. This has enabled a greater level of evidence of the impact of teaching and learning practice on student writing. The additional evidence has proved extremely useful in informing teaching practice.

The purpose of pre teaching writing

The purpose of pre teaching writing is to obtain information about what the student’s capacity is in relation to the content, the text type and language. This information should then be used to inform the planning both in relation to the content, as well as teaching and learning activities that build on from where the student is, rather than on assumptions.

Pre teaching writing is suggested before planning a teaching and learning cycle. It involves getting students to write a pre teaching text (see appendix C: suggested teacher script)
which is subsequently analysed and assessed. At this stage students are required to write a text without any teacher or peer support.

**Pre teaching writing is recommended when:**
- students understand the benefits of them writing a pre teaching text
- students have sufficient language to be able to actively engage in the writing task
- students are provided with enough context to complete the task

**Pre teaching writing is not recommended when:**
- students are too young (e.g. R-2) or too unfamiliar with the topic (e.g. new arrivals) to be able to compose a pre teaching text that provides meaningful data upon which to plan the teaching and learning or compare texts to show student growth
- students’ wellbeing or level of engagement may be negatively impacted upon
- the previous cycle about a similar topic or similar text type already provides the teacher with enough suitable data about students’ skills and knowledge

**The purpose of post teaching writing**
The purpose of post teaching writing and the analysis of the text is to measure the growth in relation to the content, the text type and language. This evidence is used to inform reporting as well as future teaching and learning.

Post teaching writing is suggested at the end of the teaching and learning cycle. It involves getting students to write a post teaching text (see appendix D: Suggested teacher script) which is analysed and assessed. Here students are required to write the same text as the pre teaching without any teacher or peer support. The information gained from the analysis of the post teaching writing is used for reporting and to inform the planning of future teaching cycles.

**Post teaching analysis questions**
What conclusions can be drawn from the text analysis? These may include:
- What structural elements are missing in the text?
- What language elements were needed and not evident?
- What are the gaps in vocabulary use?
- What elements of punctuation need attention?
- Does the information flow coherently?
Appendix A: Planning Template for DLTA Cycle

EALD Designing, Teaching & Learning, and Assessment Cycle

Teaching Topic:  
Genre:  
Year level:

Designing

Key considerations to which teachers can choose to respond

- What will be the focus text type for the final assessment of this unit?
- How are the assessment task, the teaching and learning and the assessment criteria aligned?
- What student data can be used to inform planning? (e.g. Language and Literacy Levels)
- What does the data reveal about the knowledge and understandings of students?
- How can students be supported to undertake any pre teaching texts (refer to pre and post teaching writing section)?
- How will any pre teaching texts be assessed and used to plan?
- How can evaluation of an earlier cycle be used?
- How will I use differentiation practice to respond to the identified needs?
- What opportunities will exist for powerful learning?
- How will students be involved in the Designing Stage (where appropriate) and in the understanding of what has to be learnt and why? When choosing a topic/theme how will I explore what EALD students already know?
- How are students’ skills, experiences and knowledge acknowledged in the teaching?
- What are the assessment criteria, and do the assessment task and criteria enable students to achieve at a high level (intellectual stretch)?
- How will I make the final assessment task explicit to the students at the beginning of the unit?
- How does the target text type relate to the school genre map?
- How will I involve/plan with other teachers and support staff? (e.g. BSSOs, learning teams)?
- and any other local considerations related to your context.
Setting the Context

Key considerations to which teachers can chose to respond:

• all language teaching and learning is contextualised, with ongoing building of the field
• teaching of and about language and meaning is explicit
• plan and subsequently provide real life practical experiences where possible
• students should have opportunities to learn from each other’s prior knowledge
• provide teaching and learning activities which start with a shared experience, for example, an excursion to a landfill dump:
  - before and during the landfill dump visit, have an explicit discussion about what might be seen/done during the excursion, for example
    - what do you know about landfill dumps?
    - What things might we see at the landfill dump?
    - Why would we see these things there?
    - What else could be done to dispose of these things?
    - Have an activities booklet for writing and drawing during the excursion.
  - an activities booklet for writing and drawing during the excursion.
• and any other local considerations related to your context.

Sequence of activities aligned to the organising elements of the Language and Literacy Levels (eg Text Knowledge) and the TfEL domains.
Modelling and Deconstruction

Key considerations to which teachers can chose to respond:
• deconstruction of model texts
• appropriate use of authentic texts (eg student texts, real life texts)
• a focus on the whole text – genre and purpose
• text deconstruction at the word level, sentence level and paragraph level through exploration of the grammatical elements that are relevant to the genre (start with whole text)
• and any other local considerations related to your context.

Sequence of activities aligned to the organising elements of the Language and Literacy Levels (eg Text Knowledge) and the TfEL domains.
**Joint Construction**

**Key considerations to which teachers can chose to respond:**

- a review of the whole text – genre and purpose
- explicit teaching of and about language and meaning
- comparison of jointly constructed text/s with model text
- text deconstruction at the word level, sentence level and paragraph level through exploration of the grammatical elements that are relevant to the genre. This can be explored at class, group and individual level.
- and any other local considerations related to your context.

**Sequence of activities aligned to the organising elements of the Language and Literacy Levels (eg Text Knowledge) and the TfEL domains.**
Independent Construction

Key considerations to which teachers can chose to respond:
• confirmation that students have taken on more responsibility for their learning
• time management. Current research (Supporting and Tracking Literacy Improvement, White, Mammone et al. (2011) indicates that students are also not managing the time allocated to the writing task very well. The exploration of time management skills, are therefore suggested as critical to the text construction process.
• alignment of teacher and student understandings of the text to be composed
• practice writing within set time limits
• explicit teaching of planning techniques for the composition of the text. These may include genre structure template, key ideas/information about the text, note taking, mind mapping, using graphic outlines etc.
• text editing techniques
• and any other local considerations related to your context.

Sequence of activities aligned to the organising elements of the Language and Literacy Levels (eg Text Knowledge) and the TfEL domains.
Assessment

Key considerations to which teachers can choose to respond
• How will the student assessment task be evaluated?
• How will student progress be evaluated?
• How will the teaching be evaluated?
• Apart from the teacher and students, who else can provide feedback about both the product and process (e.g. BSSOs can provide input about cultural inclusiveness)?
• How will the evaluation be recorded for future use?
• How will evaluation be incorporated into new cycles?
• and any other local considerations related to your context.
Appendix B: Reflection on the Assessment Stage

If teacher and student understandings of the writing task are not aligned, the texts analysed and ‘Levelled’ may deviate significantly from the Language Level of which the student is capable. For example, if the task involved writing a persuasive letter to a friend, it should be analysed and Levelled with this in mind. But if the task was a letter to a scientist, the analysis and assigning of a Literacy Level would need to take this change in ‘audience’ into account. Where such considerations are not made students struggle to produce the appropriate texts. Therefore throughout the entire teaching and learning process attention should be given to what the writing task requires. The analysis and Language and Literacy Level are then likely to be much closer to the student’s actual level of literacy.

To assign a Language and Literacy Level to a student’s set of evidence read the texts and make a judgement about the extent to which they are aligned to the writing tasks. Are the language choices that relate to audience, identity and attitude appropriate? If they are not, the purposes will not be achieved even though the structure and language may be complex. Once this level of analysis is completed, the focus shifts onto the structural elements and language choices in each text. This will reveal the evidence required to make a judgement about the student’s Language Level.

Both the teacher and his or her students can be involved in this stage. The teacher bases his or her evaluation upon the standard of student work against the assessment criteria. The teacher can use their reflections during the cycle and be informed by support teacher observations, and comments from other Learning Area teachers about a student’s ability to transfer new language learning. The teacher can also use student feedback about their work (e.g. student self-assessment checklist) or comments about their level of engagement and the usefulness of the teaching and learning activities (e.g. learning journal, survey). The students’ achievement and the evaluation of the teaching and learning process during this cycle will influence the Designing stage of further cycles.
Appendix C: Suggested script for teacher to prepare students for pre teaching text

We are going to write an argument about whether reading books is better than watching T.V. Some of you will know lots about writing arguments and others less. That’s ok. Over the next few weeks you will be learning how to write excellent arguments; the things you need to plan and do to produce a really good argument. Then, when we have finished learning about argument writing you will again write an argument on the topic of whether reading books is better than watching T.V. and it will be much better than the one you write today.

The purpose of an argument is to argue or persuade on an issue, taking a firm position about the topic, in this case whether or not reading books is better than watching T.V.

Every type of writing has a structure, or parts (for example, an orientation, complication and resolution and coda in a fable). Make sure you include all the parts we have talked about for this text type.

The audience (or readers) of your argument will be teachers you don’t know, so when you write, use language that is suitable for teachers.

You will have 5 minutes to plan your writing. When planning, write your ideas in dot points.

You will have 30 minutes to write your argument. Use your plan to help you with the structure, ideas and language.

You will have 10 minutes to proofread and edit your argument. When you proofread and edit, read your text carefully, check your spelling, punctuation and language.

During the various abovementioned stages, remind students about time management and what each part of the writing process involves.

Once students have finished, give encouragement for their effort and reassurance that their post teaching text will be much better than the pre teaching text.

If necessary, modify the teacher instructions above to suit the student cohort and topic. Also modify the post teaching teacher script.
Appendix D: Suggested script for teacher to prepare students for post teaching text

After all the teaching and learning about writing arguments that we have done, I am now going to ask you to write another argument about whether reading books is better than watching T.V. You now know a lot more about writing arguments about the topic than you did at the beginning. You have all made so much progress. Your argument will be much better than the first one that you wrote.

The purpose of an argument is to persuade the reader of your opinion, or to convince them of your point of view, taking a firm position about the topic, in this case whether or not reading books is better than watching T.V.

Every type of writing has a structure or parts. Make sure you include all the parts. The audience (or readers) of your argument will be teachers you don’t know, so when you write, use language that is suitable for teachers.

You will have 5 minutes to plan your writing. When planning, write your ideas in dot points.

To do this, you need to think about the language that you will use.

You will have 30 minutes to write your text. Use your plan to help you with the structure, ideas and language.

You will have 10 minutes to proofread and edit your argument. When you proofread and edit, read your text carefully and check your spelling, punctuation and language.

During the various abovementioned stages, remind students about time management and what each part of the writing process involves.

Once students have finished, give encouragement for their effort and reassurance that their post teaching text will be much better than the pre teaching text.

Modify the information and process to suit the student cohort.