**Jessie & Leah 170818**

**Q:** Off you go.

**A1:**I’m Jessie Sambal.

**A2:** I’m Leah Contos.

**A1:** And we did a research project with secondary students in a new arrivals context who are part of a 20 week intensive English language program. They are 12-13 year olds, both males and females, and S1.2 to 1.2 language level.

**A2:** You put me on the spot there. Sorry. <Laughs>

**A1:** We’ll cut out that bit. Our genre focus was a recount and we followed the teaching and learning cycle, the whole process, and it took about two to three weeks. The students based the recount on a city experience excursion, so they had the shared experience that they could draw the knowledge from.

**A2:** They did a series of activities, especially on vocab, building their vocab, sentence structure, we also did functional grammar, the process, circumstance and participant. That was a very interesting activity because initially we thought that the students would not be able to understand the metalanguage. But we introduced it very simple and then all of a sudden, they were using the language we were using and supporting each other.

**A1:** We found by the end of the unit that with the support and following this process, the students were able to produce a text as good as, or if not, better than the model that I had originally given them. And they had learnt a lot about how to build sentences and how to write sentences with more detail, and also focusing on past tense as well.

**A2:** The level of engagement, they were ready for learning. It was a powerful learning for them and they were ready for every session.

**Q:** What about assessment?

**A1:** We had assessment throughout the unit, so at the end of each stage, we did a small writing task, because the final assessment was written, and so once they’d learn some vocabulary and built the \*0:02:10.4 did an assessment then of writing. And then through each stage, they’d incorporate the language that we just taught into an assessment. They initially wrote drafts on paper, and then the final one was on the computer. And then with the assessment, we used a simplified rubric with the language features that we have taught, and students were able to then reflect on their own recount and identify had they achieved that criterium, and also to support peer assessment as well. So introducing that concept.

**Q:** Okay, great.