

During this program phase the SLP and the teachers continue to meet regularly. As teachers start to apply the techniques and observe students' reactions, discussions are increasingly likely to focus on specific teaching and student issues, for instance 'What's working, what's not and what further modifications may help?' 'What tasks are coming up and how might we apply some of these ideas?' As the program progresses, the expectation is that each teacher will be increasingly self-generating instructional language modifications to suit their individual subject, classroom and teaching needs.

The SLP may undertake further classroom observations. This will depend on factors discussed and decided on a case-by-case basis. Some may request a higher level of observation and feedback; some teachers may request the SLP to observe a different class; the SLP and a teacher may decide to trial a specific strategy together as a class-based collaboration.

Summary of the Topic instruction phase

- a) Regular SLP/teacher meetings continue
- b) General introduction of all language technique concepts to all teachers, moving on to specific tailoring of techniques
- c) Program evolves differently for each teacher, dependent on individual needs
- d) SLP may undertake further classroom observations/interactions.

4 Student assessment phase

Students' learning of a curriculum topic is assessed as a standard teaching procedure. There are many ways in which this happens (such as assignments, oral presentations and written tests). As part of the LINK-S Program, the SLP will discuss assessment plans with each teacher ahead of time. One aspect of the program may be to make modifications to the assessment process and/or resources, for example by modifying a written test paper or addressing the ways in which students can present their work.

Vocabulary instruction: the students' knowledge of the selected 'essential vocabulary' items should be re-evaluated at this stage, to assess the growth in students' knowledge and ability to formulate definitions of topic-specific vocabulary (**Post-topic Vocabulary Knowledge, Appendix, page 106**) >>.

Summary of the Student assessment phase

- a) Language modification techniques applied to student assessment tasks
- b) Students complete Post-topic Vocabulary Knowledge sheet.

