



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Engaging with EAL

Resource Booklet for the Mainstream Classroom





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Supporting the Professional
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Wholeschool Approaches to EAL





Whole-School Structures to Support EAL

Survey languages spoken in the school

Develop a cultural profile of your students.



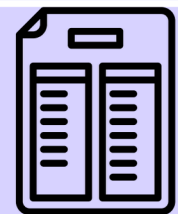
Greet students in their home language

Try saying goodbye and thank you to students in their home language.



Ensure that the home languages of all students are visible

Invite EAL learners to create multilingual signs for the school.



Arrange a tour of the school with first language support for new EAL learners and parents

Other students in the school who speak the same home language may like to lead a tour.



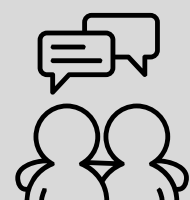
Host a Culture Day

Celebrate cultural diversity and raise awareness to encourage greater understanding and mutual respect.



Organise Classroom Buddies, Homework Buddies, Paired Reading Buddies

Invite students from other year groups to support their peers.





Creating an Inclusive Environment

1

Display

- Maps or posters showing the countries or flags represented by the school population. Hang a large map in the entrance area with ribbons/threads connecting the countries of pupils' origin to the location of the school.
- Wall charts showing the numbers of pupils of different nationalities in the school.
- A collection of postcards and photographs from the different countries of the population.

3

In class

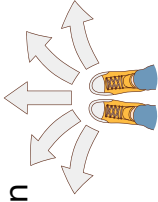
- Pupils make posters about national days, holy days and festivals – e.g. Chinese New Year.
- Pupils make a map of their own countries for display and use the map to talk about their countries.
- Make a food poster featuring pictures, the names of traditional food and recipes from different countries.
- Display the names of all the children in the class and do a class project on 'Me'.
- Read storybooks about children in different countries.
- Create a display with keywords from each country around the classroom.



2

Put up

- School notices representing the languages spoken in the school.
- Notices about school events, festivals, and events for parents which incorporate visuals.
- Flags from different countries containing facts about the country– cities, culture, climate etc.
- Directions and arrows to support orientation around the school.



4

Organise

- Intercultural days with displays of project work about different countries.
- Displays of art and crafts from different countries.
- Author visits from writers from different countries.
- Use the library space to gather books from different cultures and countries.
- Parent events such as book clubs or walks to support involvement in the community.
- Buddy systems to support new students to the school.





Some Suggestions for Supporting Parental Engagement



Welcome coffee
morning



Representation
on the parents'
association



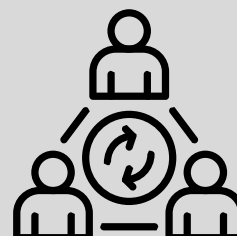
Communicating
in home
languages



Translation of key
documents for
website



Buddy system for
parents and
students



Links with
community
organisations



Feedback from Teacher on Progress of Language Support Student

Name of teacher :

Class:

	YES	NO	SOMETIMES
Is there increased evidence of this student socializing with others?			
Is this student responding appropriately in class?			
Does this student ask for explanation or clarification either in class or individually after class?			
Can you see evidence of this student making progress in general?			
Is this student completing homework and any other assigned work?			
In which subject areas is this student performing well or at a satisfactory level?			
What subject areas are the most challenging for this student?			
Please indicate any particular areas that would benefit from language support in the next 6-8 weeks. If appropriate, name of textbook and chapter would be helpful.			

Adapted from "Up and Away", NCCA



The Silent/ Non-Verbal Period

Students who find themselves surrounded by new unfamiliar language may respond by:

- Continuing to speak in their first language
- Not speak at all

However they might communicate in other ways. They might:

- physically turn to the teacher to attract attention.
- come up to the desk/ top of the room holding an object or book to show comprehension or confusion.
- use facial expression to display feelings - smiling/looking upset/ confused/ frustrated.
- cry, groan or whimper.
- look around the classroom and imitate what others are doing.
- imitate others in an attempt to join in the fun, or be disruptive.



Observation is an important aspect of monitoring student progress when a student is silent. Be careful about making assumptions for example that there is a learning difficulty. See overleaf for a sample checklist for observing progress during the silent period sheet.

Adapted from “Up and Away”, NCCA



Checklist for Observing Progress during the Silent Period

NAME OF STUDENT:

AGE:

(Write the date of observation in the relevant column)

The student is:	NOT AT ALL	OCCASIONALLY	REGULARLY
Using his/her mother tongue with teacher/peers despite their inability to understand.			
Making eye contact with the teacher.			
Watching other pupils closely.			
Imitating other pupils' actions.			
Using facial expressions to communicate feelings.			
Bringing particular objects, books, etc. to teacher.			
Responding to communication through gesture/mime by teacher or other pupils.			
Attention-seeking by interacting with other pupils or teacher (e.g. handing them objects).			
Bringing particular objects, books, etc. to teacher.			
Requesting help by making signs, pointing, etc.			
Indicating dislike of an object or activity.			
Protesting by making sounds or appearing aggressive.			
Imitating non-verbal behaviour of other pupils.			
Experimenting with sounds of English.			
Repeating and rehearsing words or phrases.			
Following verbal instructions.			

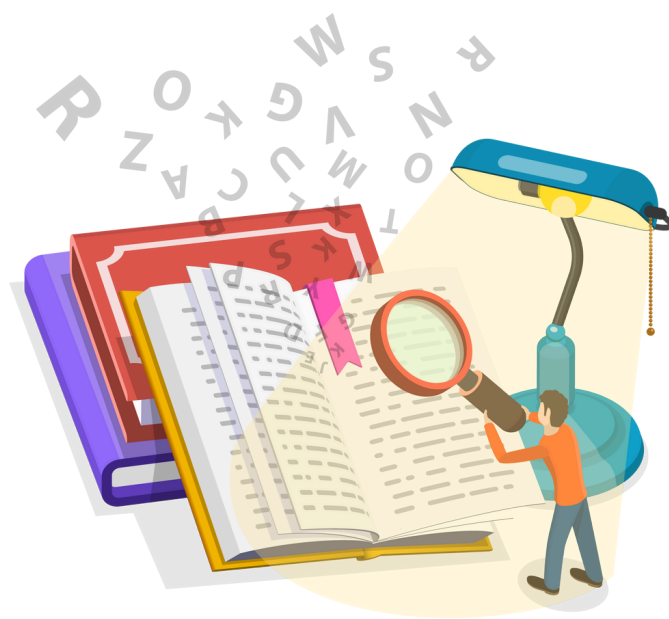


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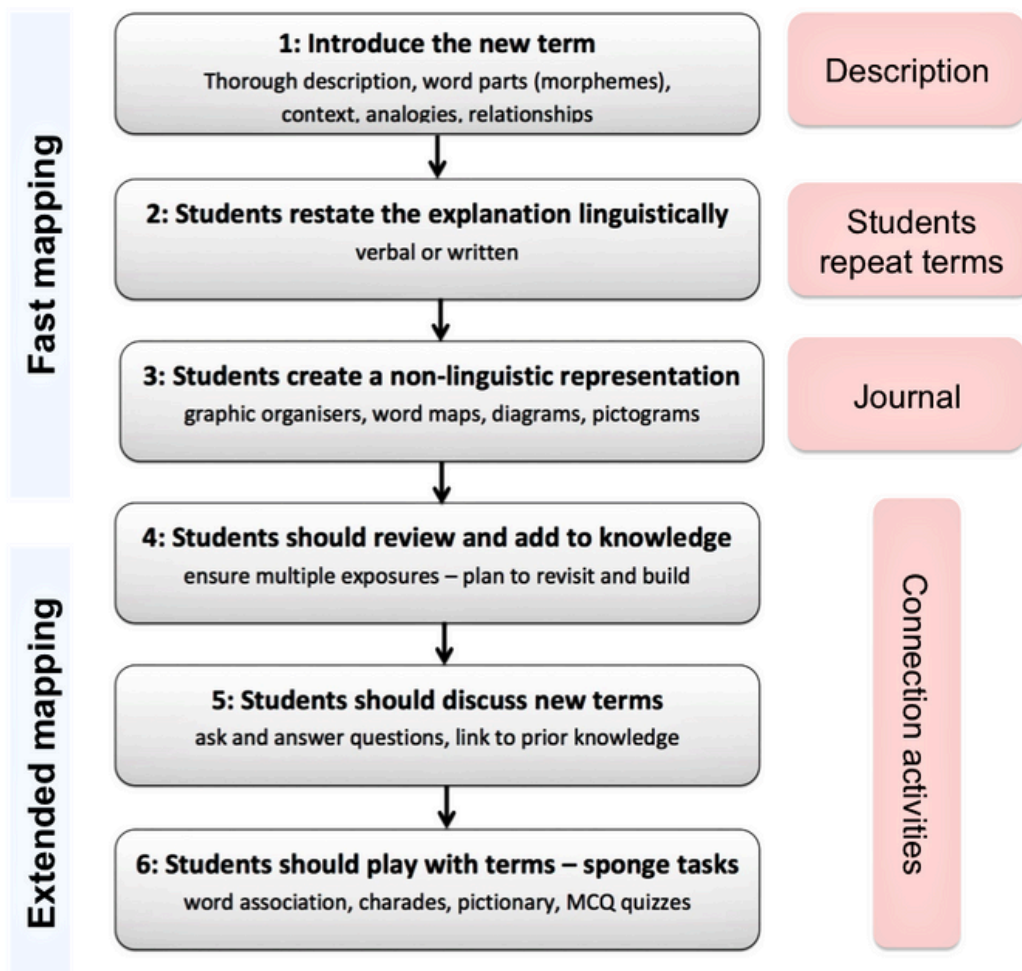
Whole School Literacy Initiatives for Vocabulary Building





A Possible Whole School Approach to Vocabulary

Vocabulary teaching – 6 steps



<https://joeybagstock.wordpress.com/2015/11/01/teaching-vocabulary-a-whole-school-approach/>

In ***Building Background Knowledge for Academic Achievement***, Robert Marzano offers a six-step guide to the teaching of academic background knowledge through vocabulary instruction.

A **vocabulary journal** may be useful as it can draw together Marzao's six steps into a common framework that students and teachers can use to record new vocabulary, as well as a place to develop that understanding through fast and extended mapping activities.



Vocabulary In Action

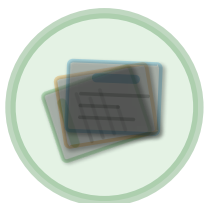
Robust strategies for teaching vocabulary and modelling language use in the classroom (adapted from Beck & McKeown).

Use these techniques as part of teacher modelling, explanation, and pupil practice to support your vocabulary teaching.



Bespoke Definitions

Introduce words through explanations in everyday connected language, rather than dictionary definitions.



Purposeful Variation

Provide several contexts in which the word can be used purposefully or for alternative meanings.



Immediate Interaction

Build opportunities for pupils to interact with word meanings right away e.g. pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at?'



Deep Processing

Develop activities that require students to process the meanings of words in deep and thoughtful ways e.g. getting pupils to think hard about meanings, by identifying and explaining appropriate word usage.



Active Interest

Provide examples, situations and questions that are interesting and create discussion.



Repetition, Repetition, Repetition

Provide many encounters with target words, including through various contexts and retrieval activities.

Adapted from:

Beck, I. L., et al. (2013) *Bringing Words to Life: Robust Vocabulary Instruction*, New York: Guildford.



Vocabulary of Key Literacy Terms

1. **Etymology** is the study of the origin of words:
from *etymon* 'true sense, original meaning' + *logia* 'study of'

2. **Morphology** is the study of the structure and parts of words:
from *morpho* 'form, shape' + *logia* 'study of'

3. **Phonology** is the study of speech sounds and their meanings in a language:
from *phono* 'sound, voice' + *logia* 'study of'

4. **Transcription** is the physical process of handwriting or typing, and spelling:
from *trans* 'across, beyond; over' + *scribere* 'to write'

5. **Composition** is the way something is put together and arranged; in this context, a piece of written work: from *com* 'with, together' + *ponere* 'to place'

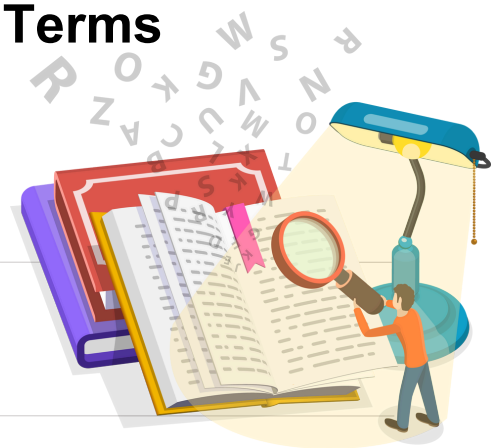
6. **Homophones** are words which are pronounced the same but have different meanings, spelling or both: from *homos* 'same' + *phono* 'sound'

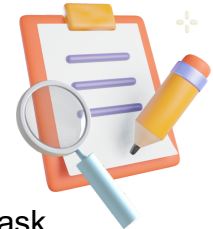
7. **Syntax** is the arrangement of words and phrases in a sentence:
from *syn* 'together' + *tassein* 'arrange'

8. **Synonyms** are words which have the same or nearly the same meaning, within a language:
from *syn* 'together, same' + *onyma* 'name'

9. **Antonyms** are words which have the opposite or nearly the opposite meaning, within a language:
from *anti* 'opposite, against' + *onyma* 'name'

10. **Dialogue** use questions and answers as a method of examining something or finding a solution:
from *dia* 'across, between' + *legein* 'speak'





Action Verbs to Consider

When approaching any task, it is important to take note of possible action verbs in that task. These can be a helpful indicator of what is being asked and how much detail to include to guide you towards successful completion. The action verbs below are some of the most common.

Please note that the following list is not exhaustive.

DISCUSS

You are being asked to offer a considered, balanced review that includes a range of arguments, factors or hypotheses: opinions or conclusions should be presented clearly and supported by appropriate evidence.

IDENTIFY

You are being asked to recognise patterns, facts, or details; provide an answer from a number of possibilities; recognise and state briefly a distinguishing fact or feature.

EXPLAIN

You are being asked to provide a detailed account including reasons or causes. Use linking words such as 'because' or 'therefore' to help you to provide explanations.

SELECT

You are being asked to choose a word, part of the text or an idea and sometimes justify or explain your preference to another or others.

DESCRIBE

You are being asked to develop a detailed picture or image of, for example, a structure or a process; using words or diagrams where appropriate; produce a plan, simulation or model.

REFERENCE

You are being asked to provide the use of a source of information or a supporting example in order to illustrate your point.

EXAMINE

You are being asked to consider an argument or concept in a way that uncovers the assumptions and relationships of the issue.

CREATE

You are being asked to think of, generate, come up with, design or produce a new concept based on stimulus material or entirely from your imagination.

REVIEW

You are being asked to to re-examine deliberately or critically, usually with a view to approval or dissent; to analyse results for the purpose of giving an opinion.

COMPARE

You are being asked to give an account of the similarities and/or differences between two (or more) items or situations, referring to both/all of them throughout.

SUMMARISE

You are being asked to demonstrate your understanding of the text by condensing the main points in your own words.

ANALYSE

You are being asked to study or examine something in detail, break down something in order to bring out the essential elements or structure; identify parts and relationships, and interpret information to reach conclusions.



Keyword Strategies

Three inclusive strategies for teaching key words are outlined below. These strategies can be applied to all subjects.

1. Dual Coding



2. Google sheets/Google Translate/Bilingual Dictionary

There are an array of translating applications available but their suitability will depend on your context. You will find some on our Digital Supports Padlet.

Click on the images below to access two examples.



3. Pair work

Students will work collaboratively to explore key terms. The discussion aspect of this is key to developing both CALP AND BIC. Pair strategies such as **Rally Coach** and **Think, Pair, Share** would work effectively here.

It is important to note that some text books have excellent examples of key terms with each unit of learning. Key term lists can also be created with the support of AI or with the students in class.



SOME WRITING PROMPTS!

Short Story

Write the opening to a story using one of the following lines as your opening prompt:

- A dying fire
- She had long, red hair
- A grey fox with silver eyes

Podcast

Record a podcast in which you discuss your passion or hobby.

Listen to some podcasts for ideas!

Personal Voice

Write about a time where you felt proud of yourself..

Interview

Create the questions for a 'This is Your Life' interview. Now, use them to interview a family member and record it!

Short Story

In three descriptive paragraphs, write the opening of a story.

Use the five senses - touch, smell, taste, sight, sound to guide you.

Mini-Saga

In no more than 50 words, write a story. It must include a beginning, middle and end.

Persuade

You can choose one superhero power to help others: fly or stop time.

Which one do you choose and why?

Imagine

Invent a fifth season. Give it a name and then describe it. Include similes, personification and a metaphor in your writing.

Review

Write a travel blog about a place you've visited using 5 sub-headings of your choice.

House of the Future

Design a house for the future. Explain what you would include to make it sustainable and futuristic!

Manual

If you had to move to another country tomorrow, what five items you would pack with you and why?

Script Writing

Two characters meet on the street and one sincerely believes that they know the other whilst the other insists they have never met. Write a dialogue between them.



SOME WRITING PROMPTS!

Describe

Pick a random object and write a short paragraph from its point of view.

For example, how does your pencil feel? What if your lamp had feelings?

Article

You are a journalist for 'The Irish Times' newspaper. Your task is to get an exclusive interview with a famous fictional character. What questions would you ask them, and what would their responses be?

Personal Voice

Create a timeline of your own life, from birth to this current moment. List some of the key events such as birthdays, holidays, new school and so on.

Review

Review a film or series you have just finished watching. Convince the reader to watch it too.

Imagine

Write a letter or email to a friend asking them about their summer.

Script Writing

Write an alternative scene or ending to your favourite series.

Poem

Write an 'I am from' poem.

Argue

The book is always better than the movie.
Write an argument where you agree or disagree with this motion.

Persuade

Convince your family, using at least 5 persuasive techniques to let you watch your favourite TV programme.

Monologue

Choose one emotion. Write a monologue from the point of view of this emotion.
***Tip!** Think of the film *Inside Out*

Describe

Listen to your favourite song. Choose a line from this song to begin or end a paragraph.

Advise

Write a instruction manual advising children on how to be a kind sibling.



Key Term Activities

The following two pages offer a variety of activities that can be used in the classroom when teaching key words. The first page can be found in the further Geography classroom supports and highlights activities for the learning unit of volcanoes as an example. While the second page gives a universal template that can be used with any subject.

These activities are for the whole class including EAL learners.

Including the option of pair/group work helps to promote oral communication and friendships within the classroom setting.

Pick and Mix Activity for a Unit of Learning on Volcanoes

- Tier 3 Vocabulary**
Write two short paragraphs explaining the terms constructive plate boundary and destructive plate boundary.
- Tier 1 Vocabulary**
Sketch an image to represent each of the terms on the list. Remember to use your dictionary if you are unsure of the terms.
- Tier 2 Vocabulary**
Research some examples of dormant, active and extinct volcanoes. Prepare the script of a two minute presentation for the class.
- Tier 3 Vocabulary**
You have been asked to report on the 'Volcano of Fire' eruption. Write the script of the report, focusing in the social and economic impact.
- Tier 1 Vocabulary**
What do you know about volcanoes? Write a short paragraph detailing your thoughts. You may also like to record yourself using the fluency coach on immersive reader.
- Tier 2 Vocabulary**
In pairs write down a definition for each of the terms. Remember to discuss the term with your partner before you write.

Tasks like these build confidence in students as they are working to their ability.

Pick and Mix Activity for any Key Term List

- Pick two terms from the list and write a paragraph on each. Remember to support your answers with facts.
- Sketch a small image to represent each of the terms on the list. Remember to use your dictionary if you are unsure of the terms.
- Draw a diagram of one of the key terms. Firstly, do this without looking at the book. Secondly, you may look at the book to confirm/correct your diagram.
- In pairs write down a definition for each of the terms. Remember to discuss the term with your partner before you write.
- Pick one of the terms and create a model. You may like to use recycled objects to do this. Models can then be displayed.
- Write the script of a short presentation revising some of the main terms for your classmates.

A variety of activities ensure a rich learning environment.



Pick and Mix Activity for any Key Term List

Pick two terms from the list and write a paragraph on each. Remember to support your answers with facts.

Sketch a small image to represent each of the terms on the list. Remember to use your dictionary if you are unsure of the terms.

Draw a diagram of one of the key terms. Firstly, do this without looking at the book. Secondly, you may look at the book to confirm/correct your diagram.

In pairs write down a definition for each of the terms. Remember to discuss the term with your partner before you write.

Pick one of the terms and create a model. You may like to use recycled objects to do this. Models can then be displayed.

Write the script of a short presentation revising some of the main terms for your classmates.



Adjectives

Adjectives are words that we use to describe or modify (change/adapt) other words.

Adjectives are used to tell us about nouns or pronouns. They give us information about what someone or something is like.

An adjective can be:

A Person

John
Firefighter
Teacher
Ms Jones

A Place

School
Africa
Kitchen
Cork

A Thing

Book
Coffee
Football
Field

For example:

Can you pass me the **sharp** **pencil** please?

This is the adjective. It gives us more information about the noun (pencil).

This is an noun because it is a thing.

Are you **happy**?

This is an adjective that gives us more information about how someone is feeling.

How are they formed?

Most common adjectives have no particular form. There is nothing about their structure that shows they are an adjective.

- happy
- sad
- light
- dark
- green
- busy
- sunny
- icy

Some adjectives are made by adding a **suffix** to a noun or verb.

Fun – **funny**
Week – **weekly**
Child – **childlike**
Fool – **foolish**
Care – **careful**
Accept – **acceptable**
Quick – **quickly**

A group of letters added to the end of a word to change its meaning (e.g. -ation, -fy, -ing, -itis).



Adjectives

Effective Strategies for Vocabulary Enhancement



Offering a selection of activities in the classroom ensures that all learners are catered for. Adapt each one for various levels and needs.

Picture It

Describe a scene or person on a picture using as many adjectives as possible.

Adjective Journaling

Keep a daily journal where you focus on using a diverse range of adjectives to describe your day, your feelings, or your surroundings. Use a new adjective every day.

Adjective Mind Map

Choose a noun and create a mind map around it with as many relevant adjectives as possible.

Comparative and Superlative Exercises

Write sentences using adjectives in their positive, comparative, and superlative forms (e.g., "tall, taller, tallest").

Adjective Flashcards

Create flashcards with adjectives on one side and their definitions or example sentences on the other.

Quiz yourself or a partner to reinforce understanding and usage.

Adjective Charades

Play a game where one person acts out an adjective without speaking, and others guess the adjective based on the performance.

Group Activities

Work in groups to brainstorm adjectives for given nouns or scenarios. Share and discuss the different adjectives each group comes up with to expand everyone's vocabulary.

Adjective Dice Game

Use dice with different adjectives written on each side. Roll the dice and create a sentence using the adjective that lands face up.

Adjective Sorting

Prepare cards with adjectives and nouns. Sort the adjectives into different categories such as size, colour, emotion, and shape.

Five Senses Descriptions

Choose an object and describe it using all five senses.

Sentence Building

Expand simple sentences by adding appropriate adjectives to make them more descriptive.

Synonym and Antonym

Create cards with adjectives and their synonyms and antonyms.

Spread the cards out and match each adjective with its correct synonym and antonym.





Adverbs

Adverbs are words that we use to describe or modify other words.

Adverbs tell us about verbs, adjectives or other adverbs. They give us information about how someone **does something** or the **way that something happens**.

For example:

He walked **slowly** to his car.

This tells us about the verb 'to walk'. It tells us how he walked.

It was a very **sunny** day.

This refers to the adjective 'sunny'. It tells us how sunny it was.

He finished the exam really **quickly**.

This tells us about the adverb 'quickly'. It tells us how quickly he finished.

How are they formed?



Take Note: -ly

There is no regular structure to adverbs:

Soon, well, never, quite, often, already, just

Many adverbs can be made by adding the suffix **-ly** to an adjective.

- Sad – **sadly**
- Serious – **seriously**
- Quiet – **quietly**
- Total – **totally**
- Careful – **carefully**
- Sleepy – **sleepily**
- Slow – **slowly**

Not all words that end in -ly are adverbs. There are many other word types that end in -ly.

That was a **silly** thing to do. (**Adjective**)

He was a **bully** at school. (**Noun**)

You have to **apply** for the job. (**Verb**)



Take note:
'irregular' forms

Good / well

She is a good player. (Adjective)
He played well tonight. (Adverb)

Fast / Fast

I like fast cars. (Adjectives)
She likes driving fast. (Adverb)

Late / Late

Sorry I was late. (Adjective)
He arrived late. (Adverb)

Hard / hard

It was a hard exam. (Adjective)
He works and plays hard. (Adverb)

Adverbs

An adverb describes a noun, verb, adjective or another adverb.
It tells us how, where, when, how much and with what frequency.

An adverb can tell:

HOW?

quietly
peacefully
carefully
slowly
badly
closely
easily
well
fast
quickly
cheerfully

WHERE?

above
abroad
far
away
back
here
outside
backwards
behind
below
down

WHEN?

now
yesterday
soon
later
tomorrow
yet
already
tonight
today
then
last year

HOW MUCH?

quite
fairly
too
enormously
entirely
very
extremely
rather
almost
absolutely
just

HOW OFTEN?

always
sometimes
often
frequently
normally
generally
usually
occasionally
seldom
rarely
never



Utilising the Home Language in our Students' Writing





Writing Activities for EAL Learners

On the following pages there are written activities specifically for EAL learners in both English and various other languages. These can be used to support written activities in the classroom. You may like to print these off for the EAL learners in your classroom or you may like to display them on Teams or Google Classroom.

By offering a choice,
you are including all
proficiency levels.

Written Activities for EAL Learners

Choose one of the following activities

1. Firstly, write down everything you know on the topic being taught in your home language. Secondly, translate it into English, using a dictionary or Google Translate. You may like to work in pairs with a student of the same home language to complete this activity.

2. Pick a paragraph from your textbook on the topic you explored in class. Can you identify and write down any word starting with the letter 'S' into your copy. You may like to then look up the definition for the word in your dictionary and write down the definition in your copy.

3. Pick a paragraph from your textbook on the topic you explored in class. Can you identify and write down all of the verbs into your copy. You may like to write down a verb with a similar meaning beside it.

4. Pick a paragraph from your textbook on the topic you explored in class. Identify some of the words you don't understand and research them in your dictionary. You can then write the term and the definition into your copy. You may also like to sketch an image that represents the term to further your understanding.

5. Draw a diagram to represent something you learned in class today. Remember to label it correctly. You may like to work in pairs to complete this task. Remember to discuss these terms before you start writing.

Tasks like these
build confidence in
students as they are
working to their
proficiency level.

The choice also
promotes
independent
learning in the
mainstream
classroom.

You might like to
change up the tasks
for each unit of
learning to reflect
your EAL learner's
needs.

All students are
working from the
same
text/textbook. This
ensures an inclusive
and welcoming
environment.



Written Activities for EAL Learners

Choose one of the following activities

1. Firstly, write down everything you know on the topic being taught in your home language. Secondly, translate it into English, using a dictionary or Google Translate. You may like to work in pairs with a student of the same home language to complete this activity.

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5. Draw a diagram to represent something you learned in class today. Remember to label it correctly. You may like to work in pairs to complete this task. Remember to discuss these terms before you start writing.



Письмові завдання для учнів EAL

Виберіть одну з наступних дій

1. Спочатку запишіть усе, що ви знаєте з теми, яка викладається вашою рідною мовою. По-друге, перекладіть його англійською мовою за допомогою словника або Google Translate. Ви хочете попрацювати в парі з учнем, який розмовляє тією самою рідною мовою, щоб виконати цю вправу.

2. Виберіть із підручника параграф на тему, яку ви щойно вивчали на уроці. Чи можете ви визначити та записати будь-яке слово, що починається на літеру «S», у ваш примірник. Потім ви можете знайти визначення слова у своєму словнику та записати його у свою копію.

3. Виберіть із підручника параграф на тему, яку ви щойно вивчали на уроці. Чи можете ви визначити та записати всі дієслова у свою копію. Ви можете записати поряд дієслово з подібним значенням.

4. Виберіть із підручника параграф із теми, яку ви щойно вивчали. Визначте деякі слова, які ви не розумієте, і дослідіть їх у своєму словнику. Потім ви можете записати термін і визначення у свою копію. Ви також можете намалювати зображення, яке представляє термін, щоб краще зрозуміти.

5. Намалюйте схему, щоб показати те, чого ви сьогодні навчилися на уроці. Пам'ятайте, що це правильно позначено. Ви можете попрацювати в парах, щоб виконати це завдання. Не забудьте обговорити ці умови, перш ніж почати писати.



الأنشطة المدونة لطلاب تعلم اللغة الإنجليزية كلغة ثانية (EAL).

اختار واحدة من الأنشطة التالية

1. أولاً، اكتب كل ما تعرفه عن الموضوع الذي يتم تدريسه بلغتك الأم. ثانيًا، قم بترجمتها إلى اللغة الإنجليزية باستخدام القاموس أو ترجمة جوجل. عليك العمل بشكل ثنائي مع طالب من نفس اللغة الأم لإكمال هذا النشاط.

اختر فقرة من كتابك المدرسي حول الموضوع الذي استكشفته في الفصل. هل يمكنك تحديد وكتابة أي كلمة تبدأ بالحرف "S" في نسختك؟ قد ترغب بعد ذلك في البحث عن تعريف الكلمة في قاموسك وكتابة التعريف في نسختك.

اختر فقرة من كتابك المدرسي حول الموضوع الذي استكشفته في الفصل. هل يمكنك تحديد وكتابة جميع الأفعال في نسختك؟ قد ترغب في كتابة فعل له معنى مماثل بجانبه.

اختر فقرة من كتابك المدرسي حول الموضوع الذي استكشفته في الفصل. حدد بعض الكلمات التي لا تفهمها وابحث عنها في قاموسك. يمكنك بعد ذلك كتابة المصطلح والتعريف في نسختك. قد ترغب أيضًا في رسم صورة تمثل المصطلح لتعزيز فهمك.

ارسم رسمًا تخطيطيًا يمثل شيئًا تعلمته في الفصل اليوم. تذكر أن تسميه بشكل صحيح. قد ترغب في العمل في أزواج لإكمال هذه المهمة. تذكر مناقشة هذه الشروط قبل البدء في الكتابة.



Vocabulary file

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Inclusive Teaching Approaches

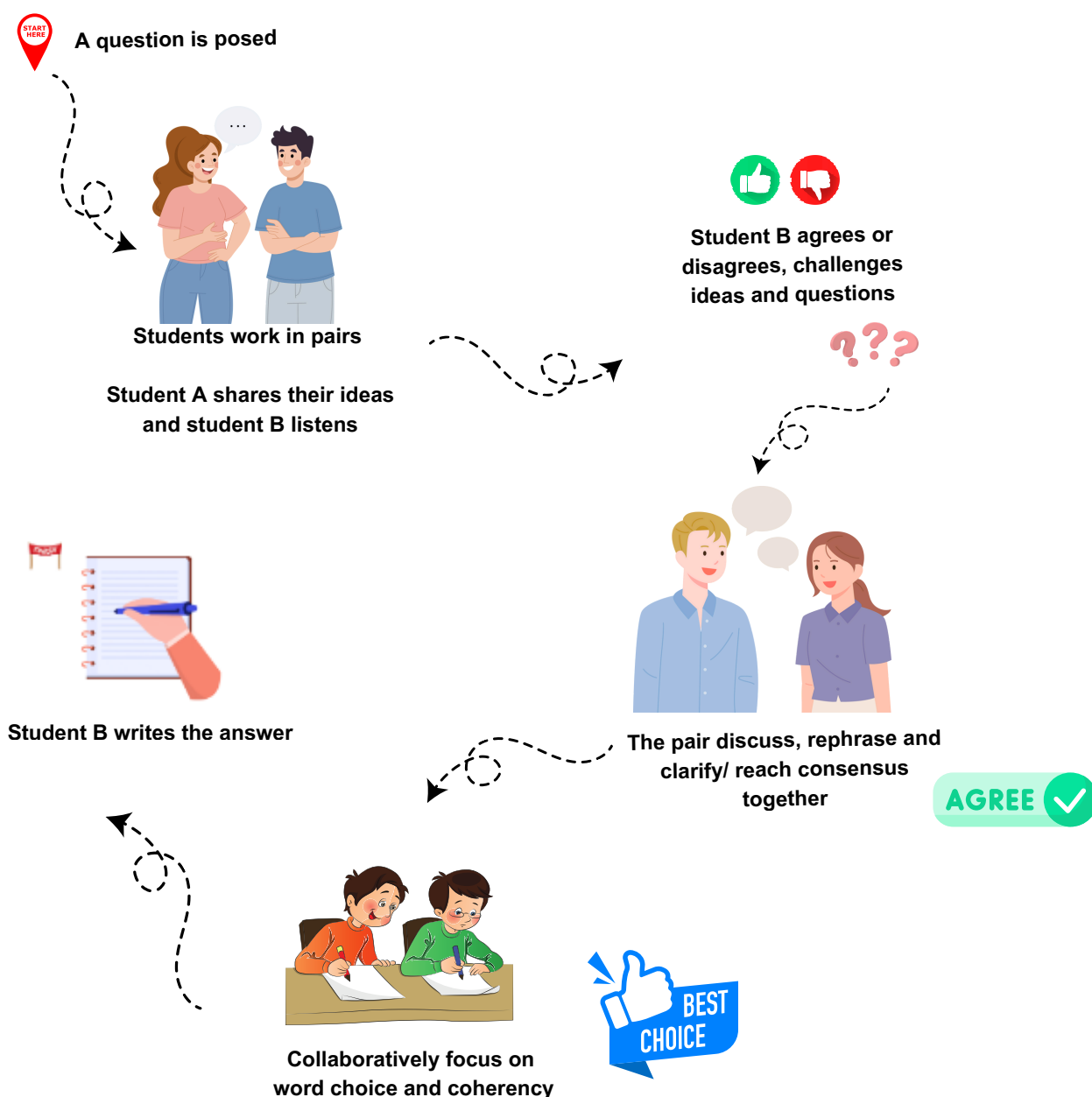




Rally Coach

This strategy is adjusted to support the integration of EAL students into the classroom. You may like to adjust it further to suit your context.

1. In this activity, students pair up. Between them, they have a task and one pencil. Student A is responsible for initiating the discussion, and Student B listens. Student B can then question and further the ideas offered. Talking frames can be a useful scaffold here.
2. After students discuss their points together, they plan an answer to the task based on their mutual ideas. This will involve rephrasing, focusing on word choice and coherency.
3. Student B then records their answer with the support and guidance of Student A.





Rally Coach - Mutual Dictations (Poetry)

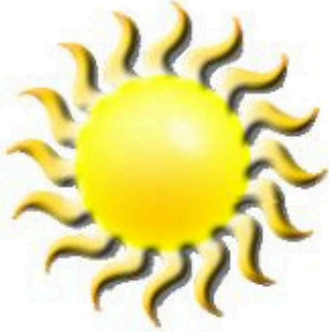
This strategy is adjusted to support the integration of EAL students into the classroom. You may like to adjust it further to suit your context.

1. Face each other in pairs, Student A and Student B.
You each have one half of a poem and you must read out your words to one another until the poem is complete. No looking! Student A dictates 2/3 words and Student B writes, then B dictates 2/3 words and A writes, and so on until the poem is complete. Use the following phrases:

Can you spell that please?

Sorry, could you repeat that?

2. Finally show one another your sheets to check for accuracy.
3. Next, read the entire poem. Do you like it? Discuss your answers.

Student A	
	What is... ____ ____?
	The sun is ____ ____ Sailing across ____ ____.
	It is a ____ ____ Dropped down ____ ____ in heaven
	____ ____ yellow beach ball ____ ____ in the sky.
	____ ____ red ____ - ____ On a sheet of ____ ____.
	It is the ____ ____ from a milk bottle ____ ____ on a puddle.



Rally Coach - Mutual Dictations (Poetry)

Student B

___ _... the Sun?

___ _ _ an orange dinghy
___ _ _ a calm sea.

___ _ _ gold coin
___ _ _ a drain ___ _ _.

It is a ___ _ _
Kicked high ___ _ _.

It is a ___ _ thumb-print
___ _ _ pale blue paper.

___ _ _ gold top ___ _ _
Floating ___ _ _.



Follow-up Activity

4. Write your own poem:

What is... the moon?

First, with a partner, brainstorm all the words,
ideas and images you associate with the moon.



5. Now write the poem by using your ideas and following the shape of the poem about the sun.
6. Write it out neatly with a coloured background.
7. Read one another's poems.



Paired Reading

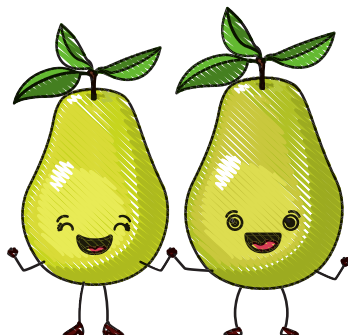
Paired (or partner) reading is an evidence-based strategy that provides a model of fluent reading and helps students learn decoding skills. When using this strategy, students read aloud to each other. In this paired activity, more fluent readers can be paired with less fluent readers, or students who read at the same level can be paired to reread a story they have already read. Paired reading **helps students work together, encourages cooperation and supports peer-assisted learning**. It allows students to take turns reading and provide each other with feedback as a way to monitor comprehension.

Paired reading can be modified to suit any text, and students can take turns reading sentences, paragraphs, pages or chapters. Once a suitable text is chosen, introduce the students to the Paired Reading strategy. Modelling the procedure is crucial to ensure that students understand how to use the strategy.

1. **Establish a routine** for students to adopt so that they know the step-by-step requirements for engaging in paired reading.
2. Allow some **time to read the text in advance** of reading aloud to promote confidence.
3. The stronger reader in the pair could **read aloud first** while the second reader listens and follows along.

Encourage pairs to ask each other some **reflective questions** about what was read. Students might ask "What was your extract about? What was your favourite part?". We can also encourage students to offer feedback and praise frequently for correct reading.


Teaching students an **error-correction procedure** to use when supporting each other's reading (i.e. re-reading misread words; signaling for difficulty) is also very worthwhile in promoting student confidence.





Sample Sentence Stems for Group Work

Here are some sentence stems to encourage conversation and participation in group work.



Giving an Opinion:

- In my opinion __ because
- From my perspective ____
- It seems to me that ____,
given that ____
- I believe __ as/because __
- I feel that __
- Having listened to the
information presented, I
think__




Agreeing:

- I agree with____ and I
want to add____
- I am in agreement of what
____said because
- I share ____'s view on __
particularly when we
consider ____
- I echo ____'s thoughts, as
evidenced by ____

Disagreeing:

- Whilst I understand what
you're saying, I disagree
because ____
- I have listened and
understand your point but
I have a different opinion
on the matter.
- An alternative perspective
could be ____

Clarifying:

- Could you explain your
thinking around your last
point?
 - If I understand correctly
you're saying____
 - I was thinking about what
__said and I'm
wondering if ____
 - Are you saying that __?
- 



Sample Sentence Stems for Group Work

Here are some sentence stems to encourage conversation and participation in group work.

Encouraging

- What do others think about this?
- Let's hear from someone who hasn't spoken yet.
- Is there another perspective we haven't heard yet?
- (name) what is your view on this?
- Do you have any insights you'd like to add?

Building on Ideas

- Building on what I said earlier, ____
- Expanding on that, ____
- Another point to consider is ____
- To expand on what I said, I'd like to add ____
- Linking to ____'s idea I'd like to add ____
- I support ____'s point especially in light of ____

Summarising

- To recap, we covered ____
- The main arguments we explored were ____
- To summarise the main points, ____
- Our discussion highlighted that ____
- To conclude, the consensus was ____
- Although opinions varied, the main takeaway is ____

Time Keeping

- To stay on schedule, let's move to the next question/topic.
- Our time is almost up, so let's make any final comments.
- Let's take the last few minutes to summarise our key points.
- Let's stay focused on the topic.



Sample Sentence Stems to Structure Discussion

Opening Statement: “Today, we are discussing _____. Let’s consider different viewpoints and evidence before drawing conclusions.”

Agreement: “I agree with what _____ said about _____, because _____.”

Disagreement: “I see your point, _____, but I think differently. From my perspective, _____.”

Adding Information: “To add to what _____ mentioned, I also think that _____.”

Clarification: “Could you clarify what you mean by _____? I interpret that as _____.”

Evidence-Based Reasoning: “Based on the evidence we have, such as _____, it seems that _____.”

Summarizing: “So far, we’ve discussed _____. The key points seem to be _____.”

Questioning: “What do you think about _____? How does it relate to _____?”

Building on Ideas: “Taking what _____ said further, we could also consider _____.”

Reflecting on Discussion: “Reflecting on our discussion, I’ve realized _____.”



Sample Sentence Stems to Structure Writing

Compare and Contrast: “While both _____ and _____ share similarities such as _____, they differ in _____.”

Cause and Effect: “Due to _____, _____ occurred, leading to _____.”

Problem and Solution: “The issue of _____ can be addressed by _____, which would _____.”

Descriptive: “The _____ is characterized by _____, _____, and _____, which all contribute to _____.”

Process Analysis: “To achieve _____, one must start with _____, then _____, and finally _____.”

Argumentative: “Although some believe that _____, it is clear that _____ because _____.”

Narrative: “When _____ faced _____, they decided to _____, which resulted in _____.”

Expository: “The concept of _____ is significant because _____, and this impacts _____ in the following ways: _____.”



ORAL

**Discuss with
classmates in pairs or
small groups a
specific topic.**

**Pick a word or phrase
from the lesson and
explain its meaning
and significance.**

VISUAL

**Create a mind map or
concept map to show
connections between
ideas or topics.**

**Create a poster to
explain a concept,
event, or idea.**

Assessment Choice Board

AUDIO

**Listen to an audio
piece. Respond in your
home language.**

**Respond by recording
yourself orally.**

WRITTEN

**Write a diary or
reflection on what
you've learned or
experienced.**

**Write a list of 5
things you have
learned.**



Using the Bilingual Dictionary A Whole School Approach



Name: _____

School: _____



How to use your bilingual dictionary

Order

Understand the alphabetical order in both languages. Make sure you're familiar with the alphabet of your own language and the target language.



Locate

Find the word you're looking for in your home language. Words are listed alphabetically.



Search

Read the translation of the word in the target language. Check for any multiple meanings or different translations based on the context.



Slide

Look for example sentences to see how the word is used in different situations. This helps you understand the word better.

Choose

Pick the correct word form (like plural, verb tense, or gender) based on your sentence. Also, check the pronunciation to say the word correctly.





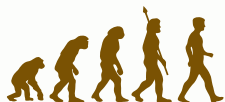
Further Supports for Subjects

Click on the links below to access subject specific resources provided by a variety of the Oide subject teams.



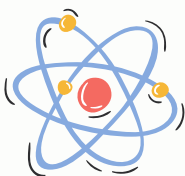
Resources for the English classroom.

Resources for the Geography classroom.



Resources for the History classroom.

Resources for the Music classroom.



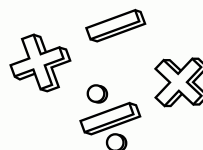
Resources for the Science classroom.

Resources for the Home Economics classroom.



Resources for the Religion classroom.

Resources for the Mathematics classroom.



Resources for the Wood Technologies classroom.

