



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Leading English Language Support (EAL)
in Post-Primary Schools
Day of Professional Learning
2023/2024



Structure of our Day



11:00 – 11:20



13:00 – 14:00

09:30 – 11:00

- An overview of role of the Language Support Teacher at Post-Primary
- The Common European Framework of References for Languages

11:20 – 13:00

Linking Language Support to the Curriculum, Subject Specific Examples

14:00 – 15:30

- Linking language support to the curriculum and planning
- Digital tools for EAL



Purpose of our Day

To reflect upon and share what schools are doing well, and collaboratively consider actions that we can implement to lead English language support in our schools.

By the end of this seminar participants will have...



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- developed their understanding of language support and the role of the language support teacher at post-primary
- considered the importance of assessing EAL learners using assessment materials linked to the Common European Framework Of Reference (CEFR) for Languages
- explored and shared examples of good practice in linking language support to the curriculum.



Key messages

- Every EAL learner has the potential to learn and should be given the **opportunity to access** the same curriculum as their peers
- Language support should be **curriculum-linked** and aimed at helping the EAL learners acquire the language necessary to access the curriculum.
- It is essential to establish each EAL learner's English **language proficiency level** so that they, their family, their subject teachers and the language support teachers all know their starting point, their next learning steps and their potential learning destination





Introductions

Please introduce yourself to the participants beside you...

Give your name and the context of your school





Our Focus the Morning Session is...

An overview of language support
and the role of the language
support teacher at Post-primary



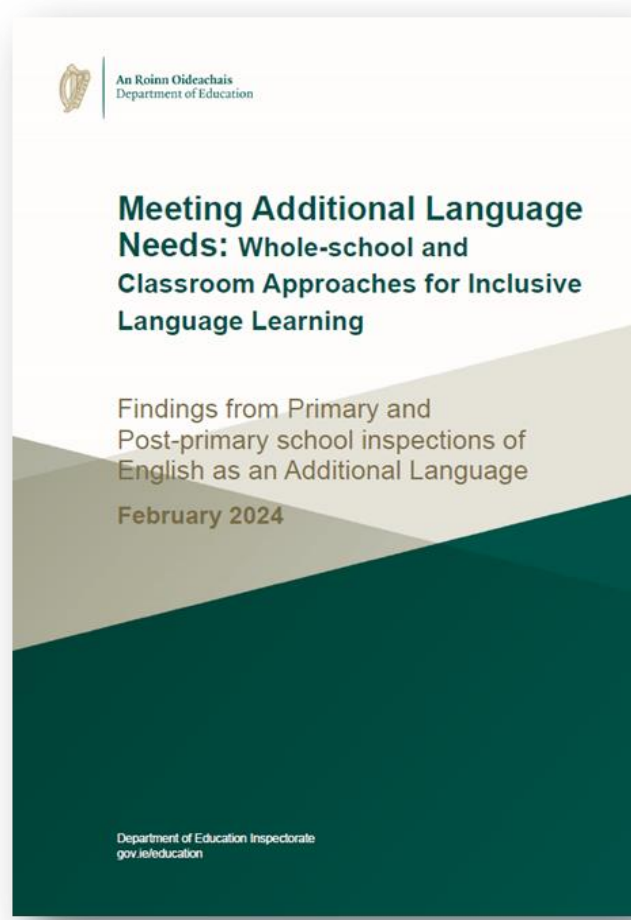
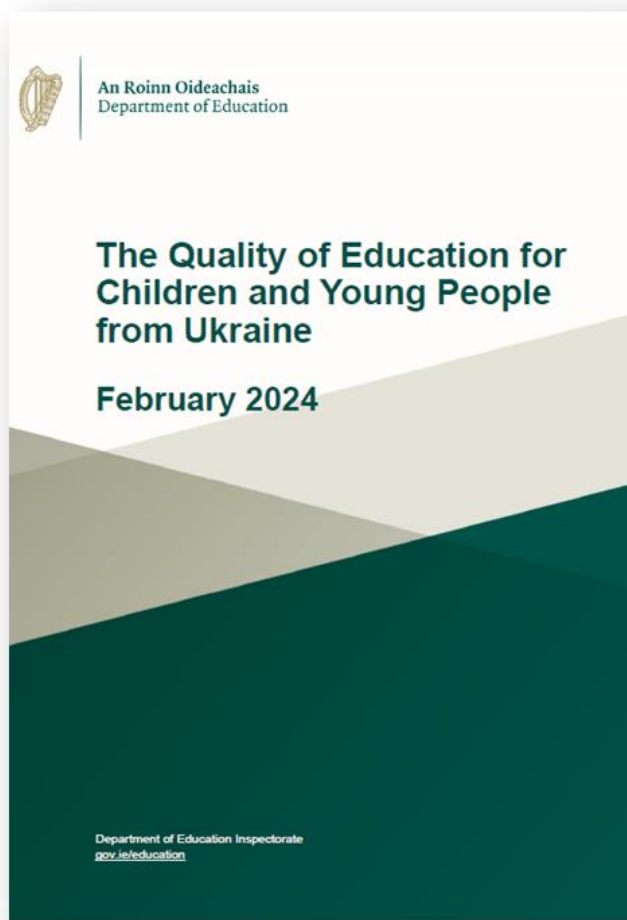


National Policies and Frameworks

- Guidelines for Post-primary Schools Supporting Students with Special Educational Needs
- SSE and DEIS Action Planning - Latest Circular 0056/2022
- Looking at our School 2022
- Digital Strategy for Schools 2022-2027
- Wellbeing Policy Statement and Framework for Practice
- Leadership and Management in Post-Primary Schools - Circular 0003/2018
- The National Traveller and Roma Inclusion Strategy (NTRIS)
- Council of Europe Recommendation R(2022)1 on the importance of plurilingual and intercultural education for democratic culture.
- Educational Provision for Students from Ukraine, International Protection Applicants and Students with Recognised Status Guidance for Post-Primary Schools September 2023



Recent Corporate Reports



The changing linguistic profile at post-primary level



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What Census 2016 tells us:

- 18% of the population is foreign-born.
- Over 200 languages are spoken in Ireland.
- There are 96,497 non-Irish national students aged 5 years and over in Ireland.
- One person in every small business, eight people on every bus, **three children in every classroom** speak a language other than English or Irish at home daily.



Current Updates

- Between 2012 and 2022, 401,433 people arrived to live in Ireland; of these 62% arrived between 2017 and 2022.
- In 2022, 751,507 people usually resident in Ireland **spoke a language other than English or Irish at home.**
- The Department of Education can confirm that 18,291 Ukrainian pupils have been enrolled in schools across Ireland as of February, 2024. Out of that figure, 11,358 of these pupils have been accommodated in primary schools while **6,933 pupils have enrolled in post-primary schools.**

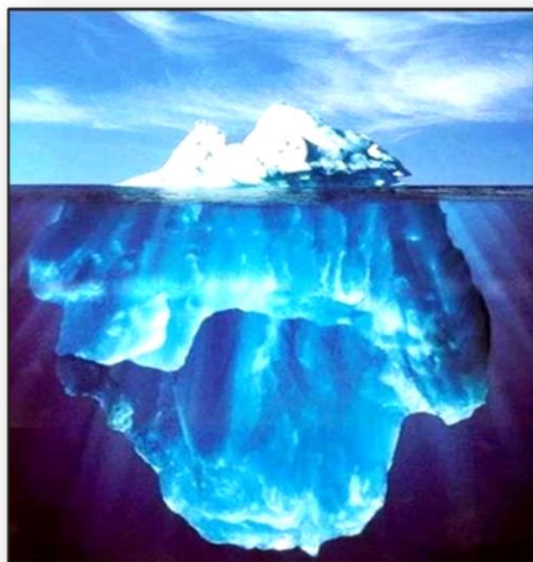


Who is an EAL learner?

- An EAL learner is any learner whose home language is different to the language of schooling.
- Each and every EAL learner will have different social, emotional and learning needs based on their background and experience.



Understanding BICS and CALP in language acquisition



BICS



Basic Interpersonal Communication Skills

The language necessary for social communication.

CALP



Cognitive Academic Language Proficiency

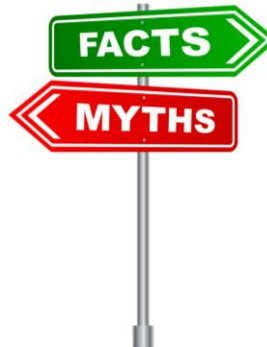
The language necessary to access the curriculum.

Activity 1: Three different types of language learning. Myth or Fact?



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- EAL learners should be included in the mainstream classroom and have the same access to the curriculum as their monolingual peers, regardless of a learner's level of English.
- Language support should be curriculum linked subject focused (Geography, History, etc.) rather than thematically focused (hobbies, family).
- Language support classes and resources should support a learner to access and engage with the vocabulary needed for the mainstream curriculum.





The importance of CALP: 'Can you help me please?'

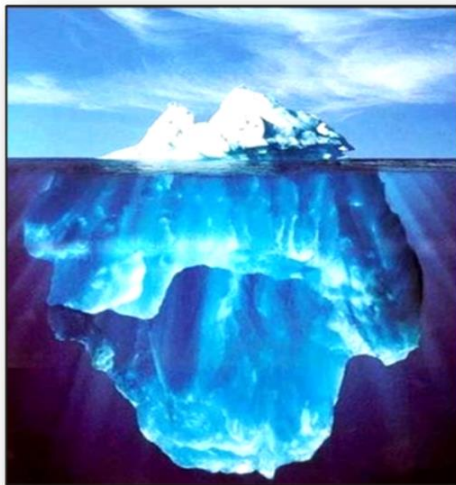


Video courtesy of EALTeam SIS



The importance of CALP

The role of the language support teacher is to help EAL learners acquire CALP (Cognitive Academic Language Proficiency) and Basic Interpersonal Communicative Skills (BICS) by **linking language support to the curriculum.**



BICS

Basic Interpersonal Communication Skills

The language necessary for social communication.

CALP

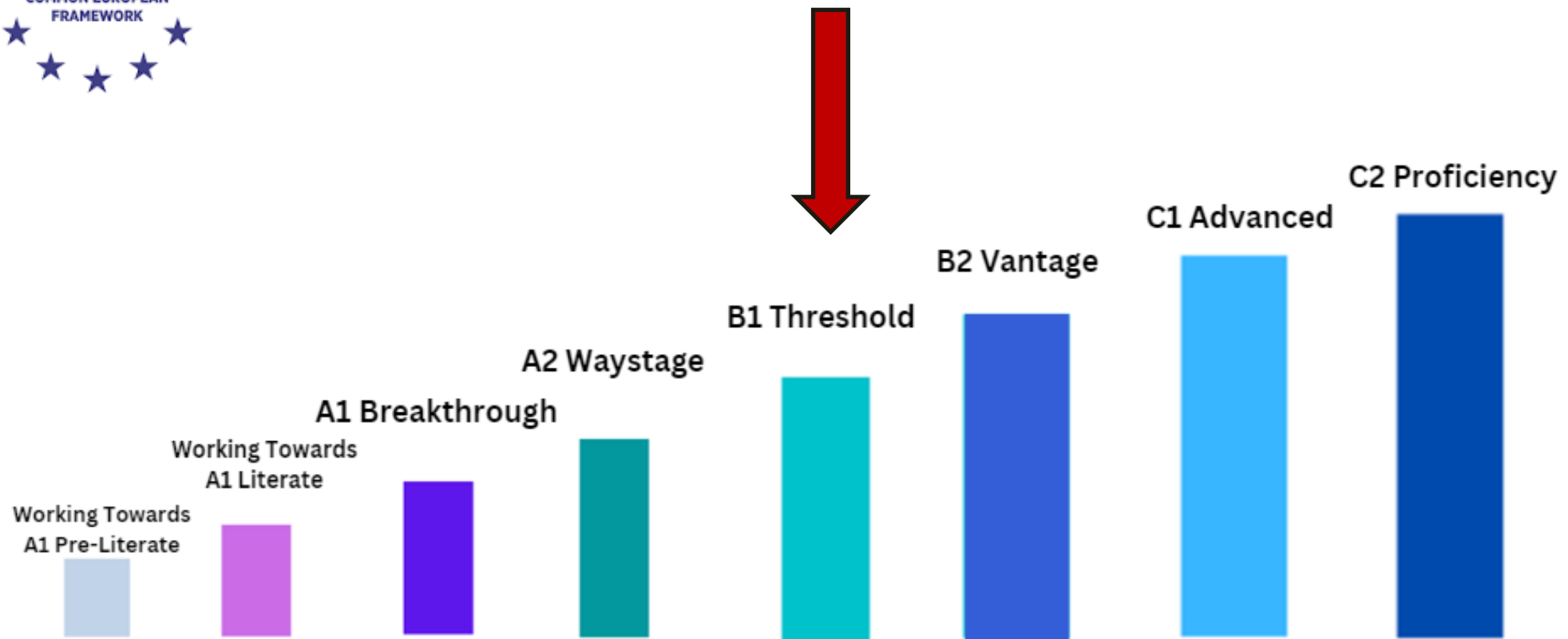
Cognitive Academic Language Proficiency

The language necessary to access the curriculum.

Common European Framework of Reference for Languages (CEFR)



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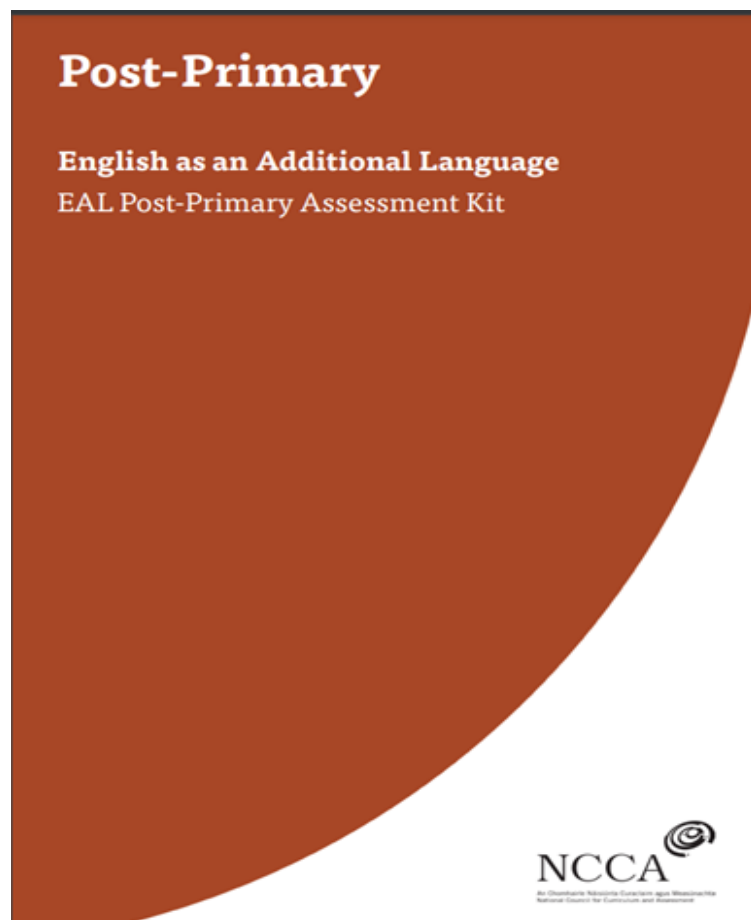
Establishing Proficiency Level

It is essential to establish each EAL learners' initial English language proficiency level so that the learner, their family, their subject teachers and their language support team can work collaboratively to plan their next learning steps in a progressive and sequential manner.





Assessing EAL Learners' Language Proficiency



- When assessing EAL learners, it is important that the assessment materials are linked to the CEFR.
- Assessments should be carried out for each of the four skills; listening, speaking, reading, and writing.



Key considerations for assessing EAL Learners

- EAL learners can be assessed collectively.
- Considerations regarding Pre-Literate learners
- Assess EAL learners twice a year – end of September and around Easter.
- New arrivals mid-year
- Use the same assessment kit for each school year.
- Assessment sets begin at A1 and continue to B1.

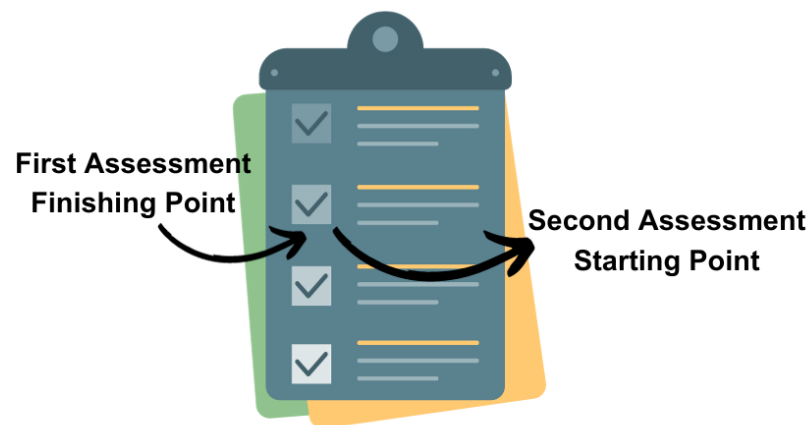




Further considerations



Stop the assessment as soon as it becomes clear that a learner is having trouble proceeding.



Begin the 2nd assessment at the point at which the learner stopped on the previous occasion.



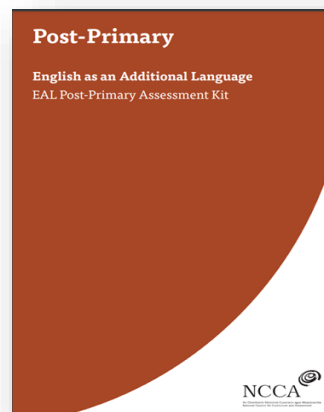
Allow two hours for the assessment.



Record of Student Progress

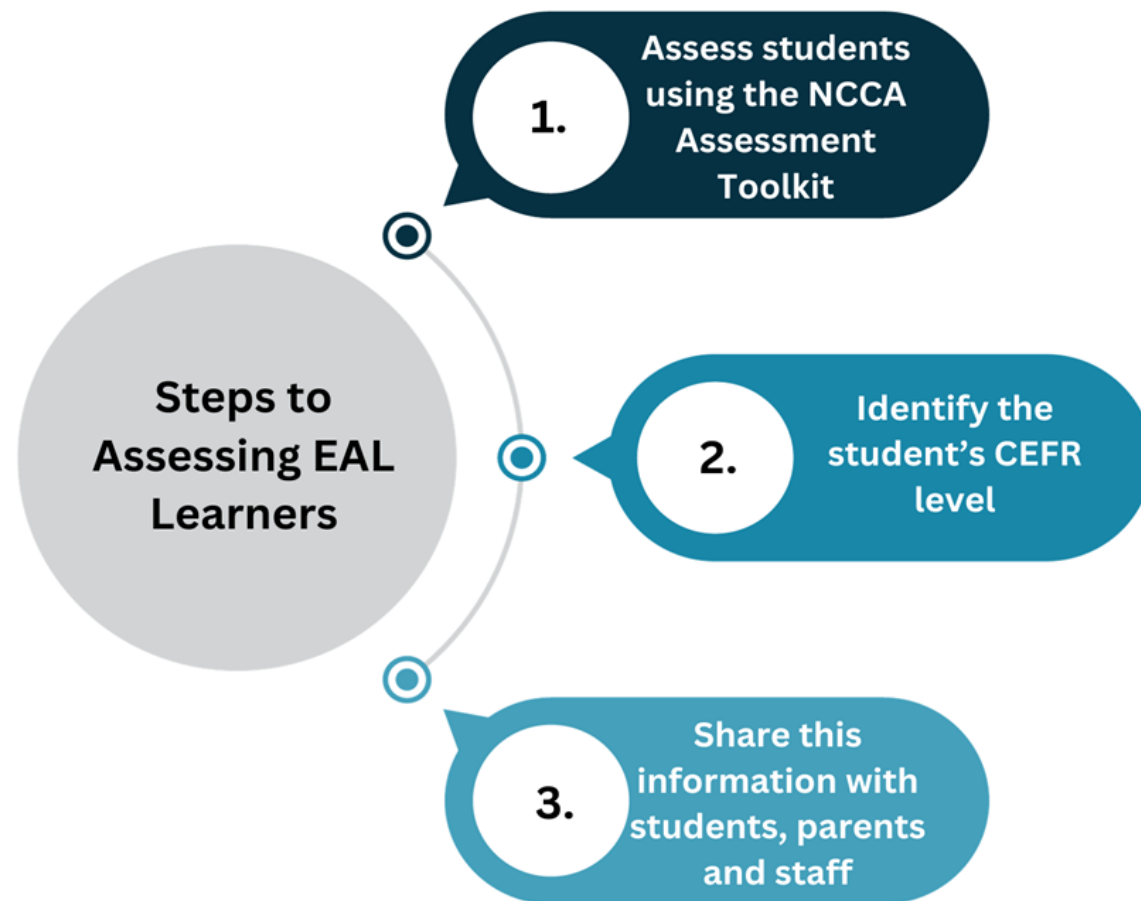


B1 Threshold			
Listening	Reading	Speaking	Writing
<input type="checkbox"/> Understand teacher explanations supported with illustrations <input type="checkbox"/> Understand most instructions <input type="checkbox"/> Listen for & identify most relevant concrete facts	<input type="checkbox"/> Understand most written instructions <input type="checkbox"/> Read a variety of texts & use a widening range of reading strategies <input type="checkbox"/> Read short or slightly longer text segments & explain in own words using a framework <input type="checkbox"/> Use a textbook index, contents table etc... to find information <input type="checkbox"/> Read to find the gist, main ideas and concrete details in a text, diagram or chart <input type="checkbox"/> Ask questions & express simple opinions on texts read <input type="checkbox"/> Recount and sequence ideas <input type="checkbox"/> Use a bilingual dictionary to clarify meaning	<input type="checkbox"/> Ask questions to clarify information & respond to others' questions <input type="checkbox"/> Follow main points & contribute to discussions on familiar topics <input type="checkbox"/> Speak clearly to be understood by a sympathetic native speaker <input type="checkbox"/> Sequence ideas & information with help <input type="checkbox"/> Use developing vocabulary to express simple thoughts & opinions	<input type="checkbox"/> Outline a text, extracting main points & some details, with support <input type="checkbox"/> Write short texts using planning, drafting & revising, with support <input type="checkbox"/> Write an account from another point of view using the 1st person narrative, with support <input type="checkbox"/> Give a brief description of a process or concept with the aid of notes, headings & dictionaries <input type="checkbox"/> Organise own writing using headings, subheadings & paragraphs <input type="checkbox"/> Record own reactions & opinions, with support <input type="checkbox"/> Start sentences in different ways <input type="checkbox"/> Begin to use simple present & past tenses correctly <input type="checkbox"/> Use a range of punctuation





Key Steps






Reminder - Two Documents Needed to Support Assessment

Post-Primary

English as an Additional Language
EAL Post-Primary Assessment Kit



NCCA
An Chomhairle Náisiúnaí Ceartaíochta agus Measúnaithe
National Council for Curriculum and Assessment



Record of Student Progress

B1 Threshold							
Listening	<input checked="" type="checkbox"/>	Reading	<input checked="" type="checkbox"/>	Speaking	<input checked="" type="checkbox"/>	Writing	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Understand teacher explanations supported with illustrations Understand most instructions Listen for & identify most relevant concrete facts 		<ul style="list-style-type: none"> Understand most written instructions Read a variety of texts & use a widening range of reading strategies Read short or slightly longer text segments & explain in own words using a framework Use a textbook index, contents table etc.... to find information Read to find the gist, main ideas and concrete details in a text, diagram or chart Ask questions & express simple opinions on texts read Recount and sequence ideas Use a bilingual dictionary 		<ul style="list-style-type: none"> Ask questions to clarify information & respond to others' questions Follow main points & contribute to discussions on familiar topics Speak clearly to be understood by a sympathetic native speaker Sequence ideas & information with help Use developing vocabulary to express simple thoughts & opinions 		<ul style="list-style-type: none"> Outline a text, extracting main points & some details Write short texts using planning, drafting & revising, with support Write an account from another point of view using the 1st person narrative, with support Give a brief description of a process or concept with the aid of notes, headings & dictionaries Organise own writing using headings, subheadings & paragraphs Record own reactions & opinions, with support Start sentences in different ways Begin to use simple present & past tenses correctly Use a range of punctuation 	
Date(s) of Completion:							



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BREAK

11.00 – 11.20





Our Focus for the Mid-morning Session is...

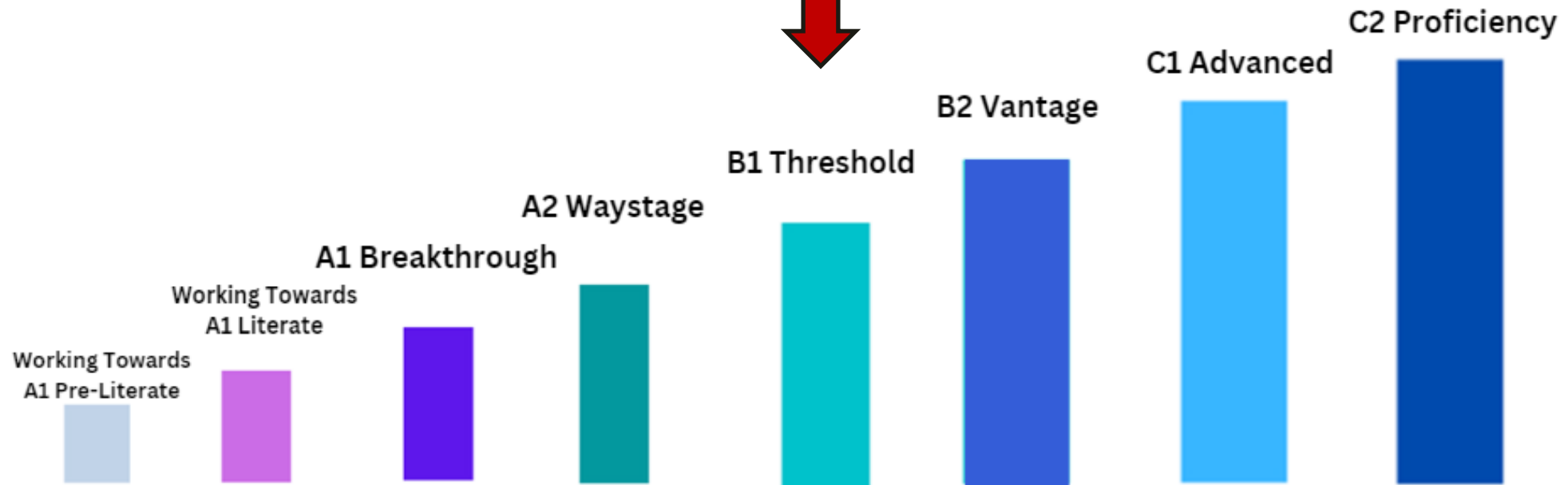
Linking language support to the curriculum with subject specific examples for mainstream subjects



Common European Framework of Reference for Languages (CEFR)



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Example - Working Towards A1 Literate

Working Towards A1 Literate

Writing

- Form letters correctly
- Copy familiar words and short phrases
- Attempt to spell some familiar words such as own name and simple rhyming words
- Write own name
- Write 1-2 short sentences with correct spacing between words
- Be aware of simple punctuation (capital letters and full stops)

Dear Una

Hi. My Name Oleksander. I 14 year old 2007. I Have
Brother and Sister. Andriy ~~is~~ sister and Brother
Daryna.

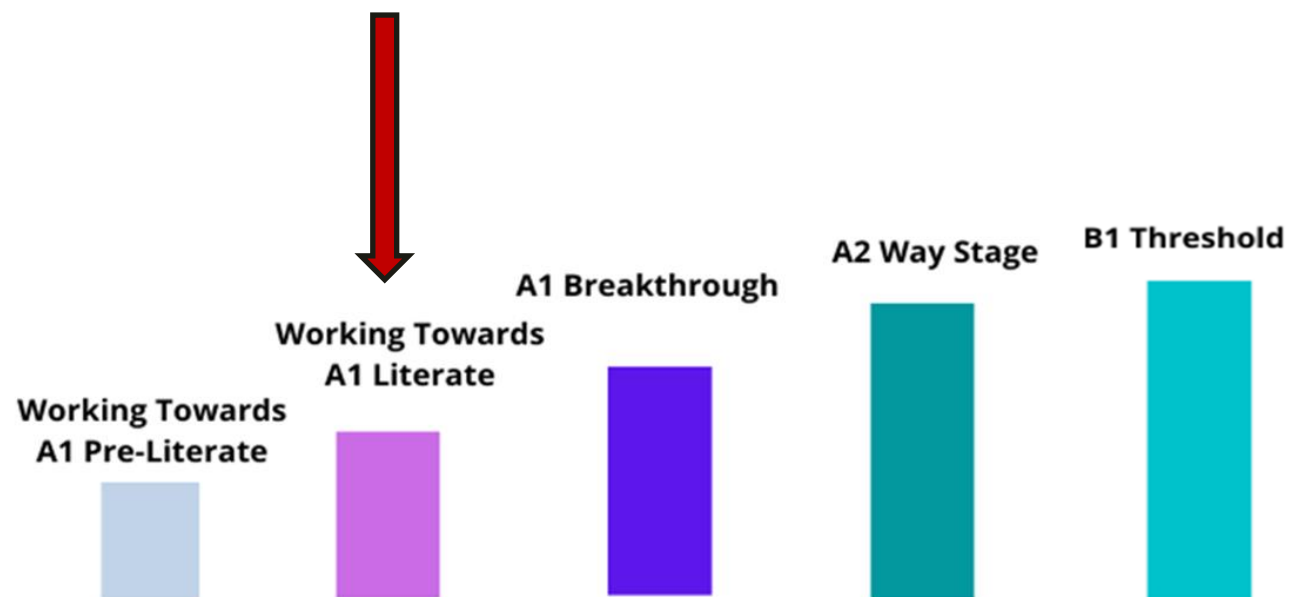
Watford Boy School mount son. I Have play
Football. Make happy. I Want Computer Code
School. For TV, i see Netflix.

You writ soon.

Goodby



Working Towards A1 Literate





Activity 2: Identifying Language Needs

- Individually, examine the sample writing assessments provided and map each assessment to a CEFR language proficiency level
- Identify a CEFR benchmark each learner needs to master
- Share your findings with your partner
- Collaboratively, consider each assessment in the context of the continuum of support





Linking Language Support to the Curriculum

1 One extract from the curriculum

Sample Extract

Tropical storms occur in areas where the sea surface temperatures are over 27 degrees celsius. Most from between 10 and 30 degrees north and south of the equator, rarely within 5 degrees. Tropical storms are large areas of low or extreme depressions. On satellite images they turn up as huge, swirling masses of cloud, with the eye clearly visible at the centre.

2 Strategies for linking language support to the curriculum



1. Working Toward A1 Pre-Literate
2. Working Toward A1 Literate
3. A1 Breakthrough



Linking Language Support to the Curriculum – Working Toward A1 Pre-Literate

Sample Extract

Tropical storms occur in areas where the sea surface temperatures are over 27 degrees celsius. Most from between 10 and 30 degrees north and south of the equator, rarely within 5 degrees. Tropical storms are large areas of low or extreme depressions. On satellite images they turn up as huge, swirling masses of cloud, with the eye clearly visible at the centre.

Working towards A1 Pre-Literate

Writing	
<input type="checkbox"/>	Make marks on paper with a range of materials
<input type="checkbox"/>	Convey meaning through personal drawings
<input type="checkbox"/>	Hold writing tools effectively
<input type="checkbox"/>	Develop an awareness of letter formation



Linking Language Support to the Curriculum - Working Toward A1 Pre-Literate

Sample Extract

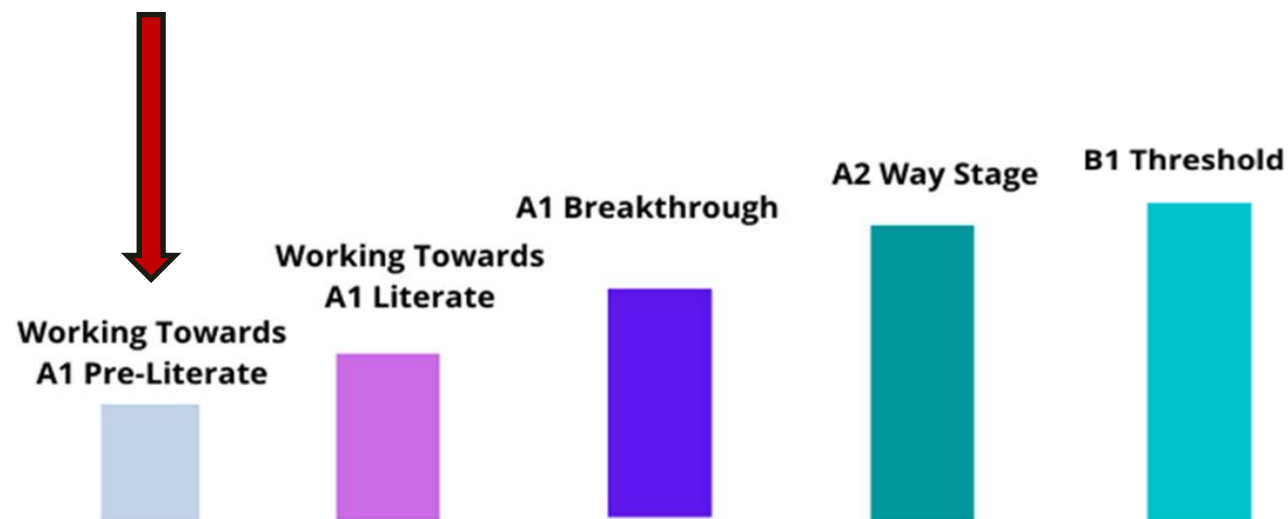
Tropical _torms occur in area_ where the _ea
urface temperature are over 27 degree_ celsiu_.
Mo_t from between 10 and 30 degree_ north and
outh of the equator, rarely within 5 degree.
Tropical _torms are large area_ of low or extreme
depre__ion_. On _atellite image_ they turn up a_
huge, _wirling ma__e_ of cloud, with the eye clearly
vi_ible at the centre.

Working towards A1 Pre-Literate

Writing	
<input type="checkbox"/>	Make marks on paper with a range of materials
<input type="checkbox"/>	Convey meaning through personal drawings
<input type="checkbox"/>	Hold writing tools effectively
<input type="checkbox"/>	Develop an awareness of letter formation

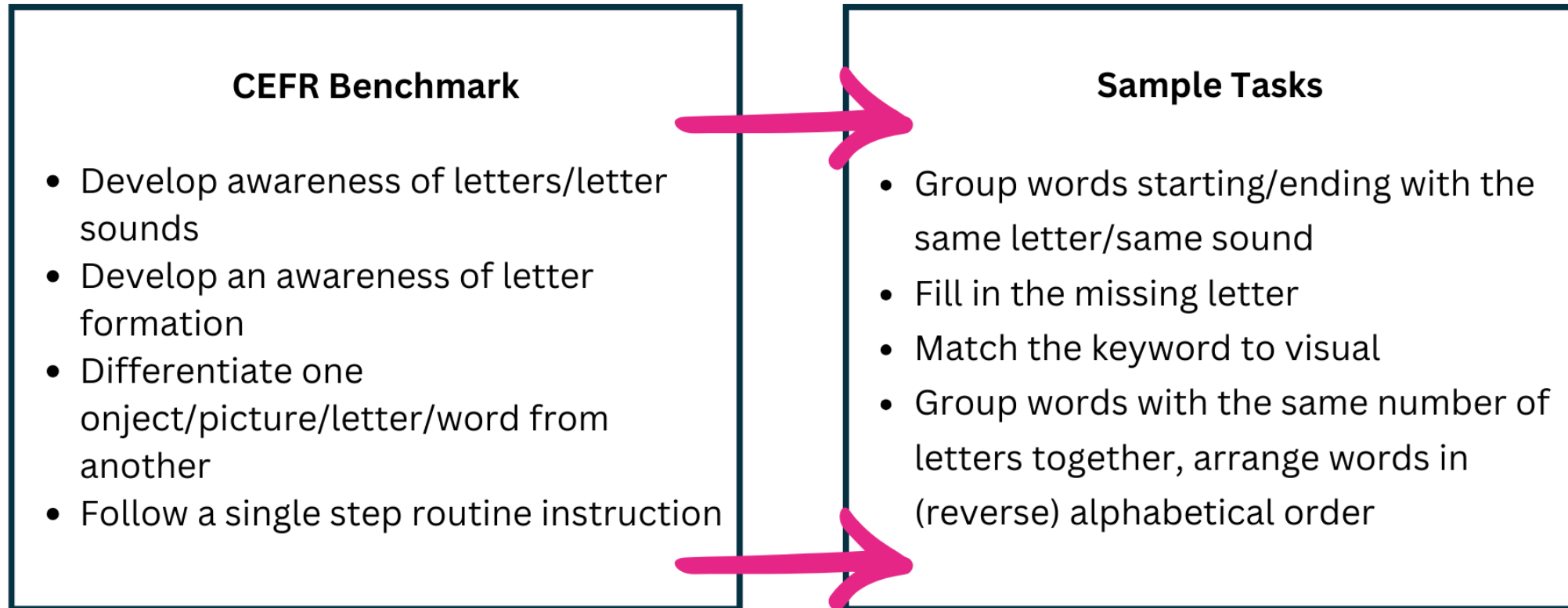


Working Towards A1 Pre- Literate





Working Toward A1 Pre-literate - Sample Tasks





Linking Language Support to the Curriculum - Working Towards A1 Literate

Sample Extract

Tropical storms occur in areas where the sea surface temperatures are over 27 degrees celsius. Most from between 10 and 30 degrees north and south of the equator, rarely within 5 degrees. Tropical storms are large areas of low or extreme depressions. On satellite images they turn up as huge, swirling masses of cloud, with the eye clearly visible at the centre.

Working towards A1 Literate

Writing

- Form letters correctly
- Copy familiar words and short phrases
- Attempt to spell some familiar words such as own name and simple rhyming words
- Write own name
- Write 1-2 short sentences with correct spacing between words
- Be aware of simple punctuation (capital letters and full stops)



Linking Language Support to the Curriculum – Towards A1 Literate

Sample Extract

TROPICAL STORMS OCCUR IN AREAS WHERE THE SEA SURFACE TEMPERATURES ARE OVER 27 DEGREES CELSIUS. MOST FROM BETWEEN 10 AND 30 DEGREES NORTH AND SOUTH OF THE EQUATOR, RARELY WITHIN 5 DEGREES. TROPICAL STORMS ARE LARGE AREAS OF LOW OR EXTREME DEPRESSIONS. ON SATELLITE IMAGES THEY TURN UP AS HUGE, SWIRLING MASSES OF CLOUD, WITH THE EYE CLEARLY VISIBLE AT THE CENTRE.

Working towards A1 Literate

Writing

- Form letters correctly
- Copy familiar words and short phrases
- Attempt to spell some familiar words such as own name and simple rhyming words
- Write own name
- Write 1-2 short sentences with correct spacing between words
- Be aware of simple punctuation (capital letters and full stops)



Linking Language Support to the Curriculum- Towards A1 Literate

Sample Extract

Tropical storms occur in areas where the sea surface temperatures are over 27 degrees Celsius. Most from between 10 and 30 degrees north and south of the equator, rarely within 5 degrees. Tropical storms are large areas of low or extreme depressions. On satellite images they turn up as huge, swirling masses of cloud, with the eye clearly visible at the centre.

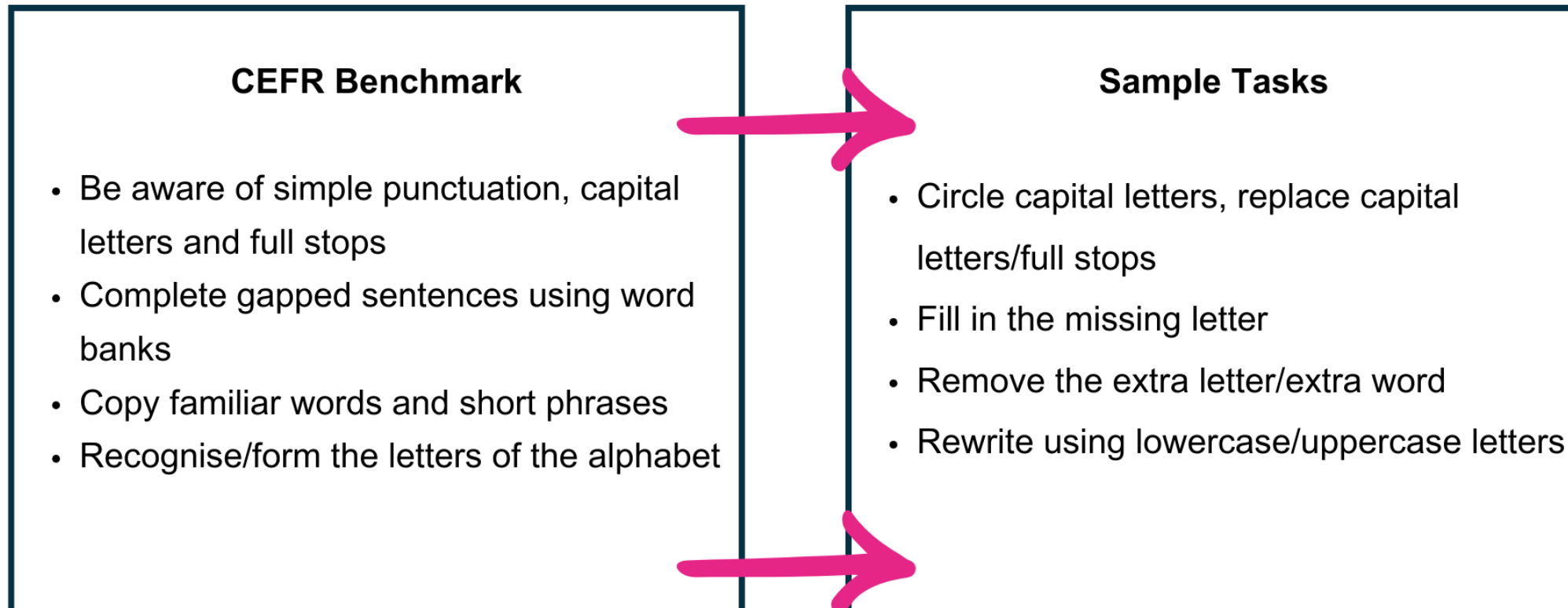
Working towards A1 Literate

Writing

- Form letters correctly
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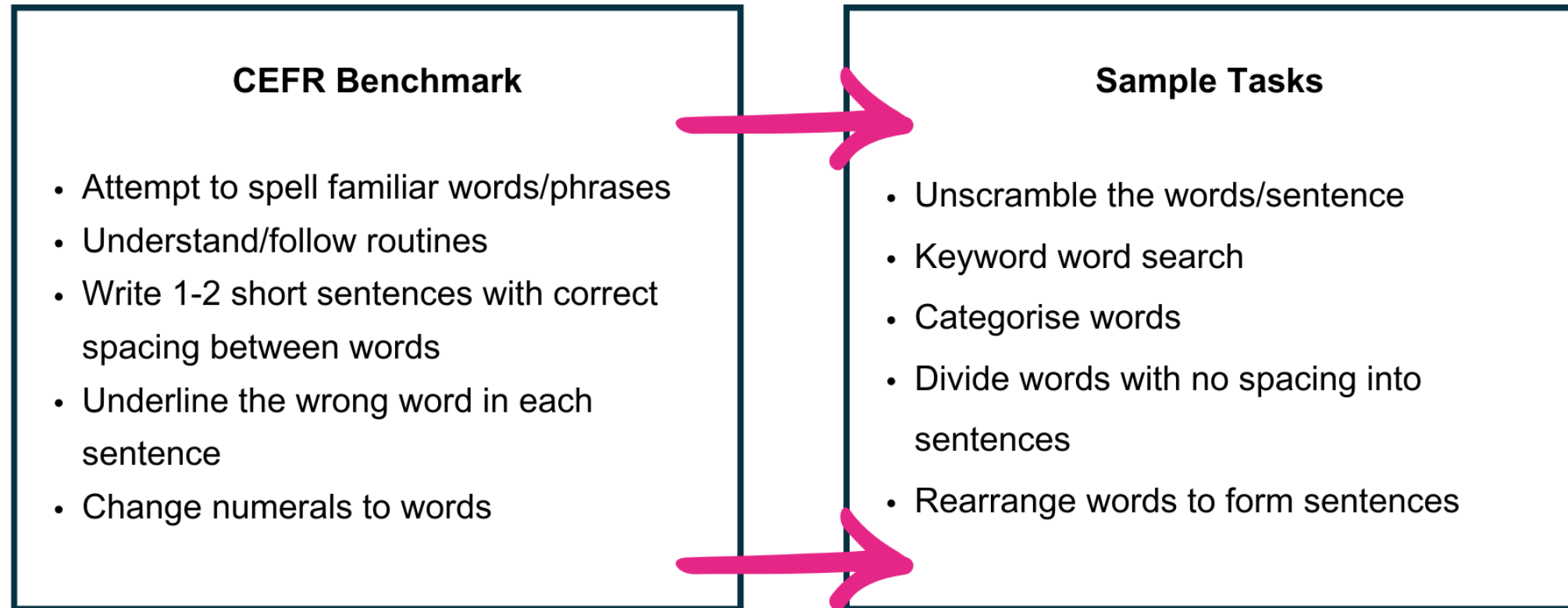


Working Toward A1 Literate - Sample Tasks



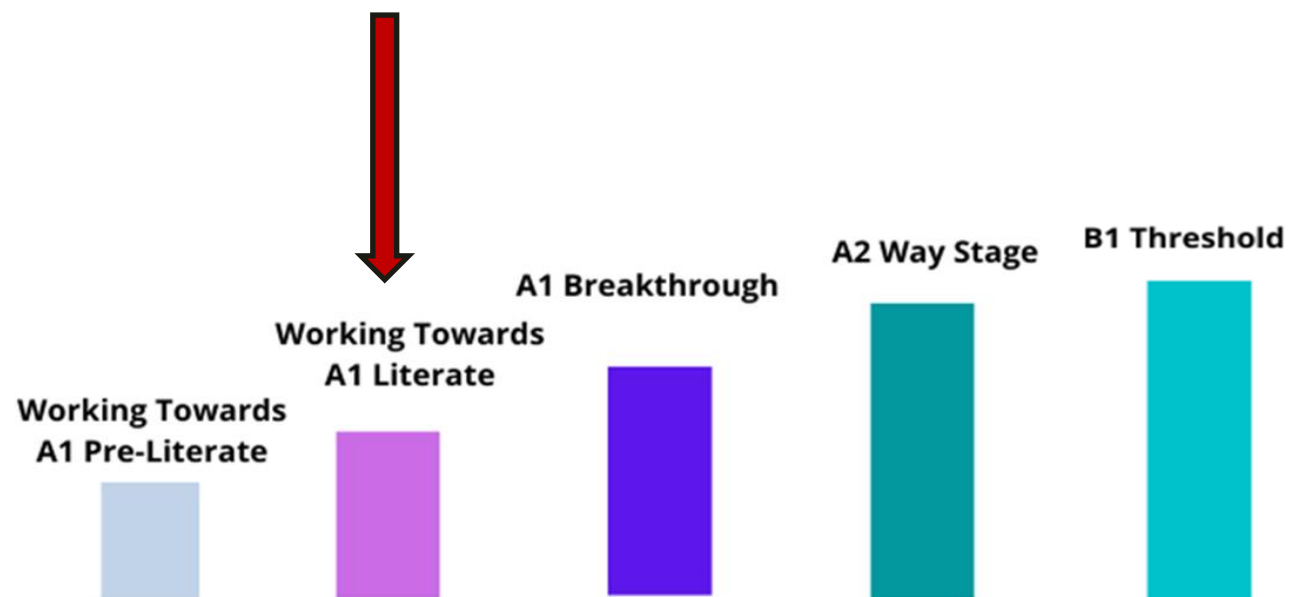


Working Toward A1 Literate - Sample Tasks





Working Towards A1 Literate





Linking Language Support to the Curriculum – A1 Breakthrough

Sample Extract

Tropical storms occur in areas where the sea surface temperatures are over 27 degrees celsius. Most form between 10 and 30 degrees north and south of the equator, rarely within 5 degrees. Tropical storms are large areas of low or extreme depressions. On satellite images they turn up as huge, swirling masses of cloud, with the eye clearly visible at the centre.

Working towards A1 Breakthrough

Writing

- Form upper and lower case letters
- Begin to produce legible handwriting
- Write familiar key words correctly
- Complete gapped sentences using word banks, labelled diagrams, maps or charts as a key
- Express ideas using symbols, pictures & labelling
- Match words or short phrases to pictures
- Begin to use simple punctuation

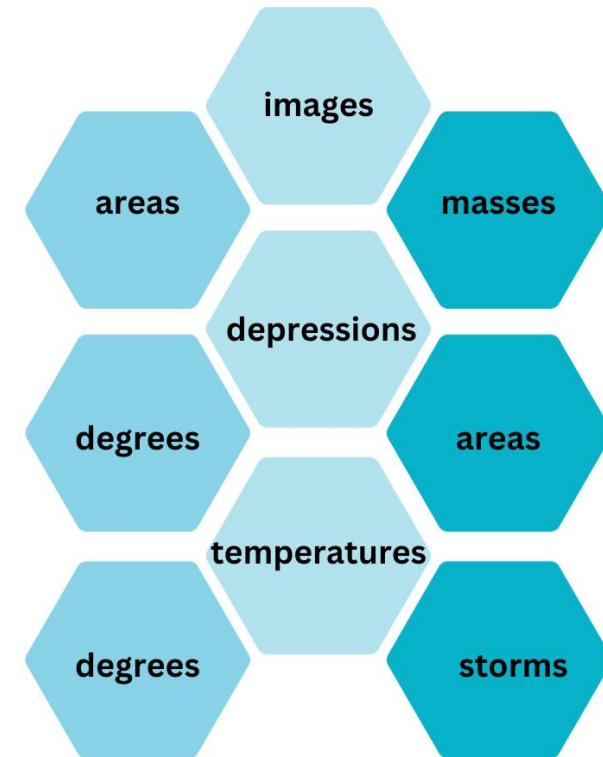


Linking Language Support to the Curriculum

Sample Extract

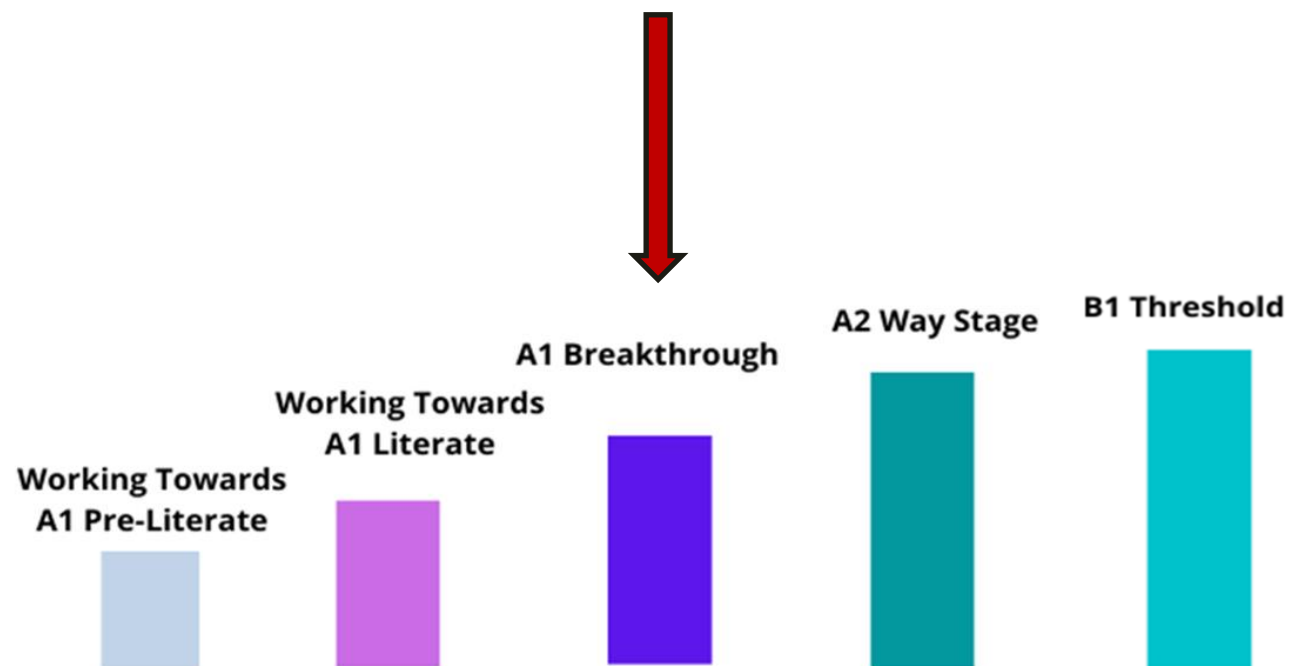
Tropical storms occur in where the sea surface are over 27 celsius. Most form between 10 and 30 degrees north and south of the equator, rarely within 5 Tropical are large of low or extreme On satellite they turn up as huge, swirling of cloud, with the eye clearly visible at the centre.

Word Bank





A1 Breakthrough





A1 Breakthrough - Sample Tasks

- Remove keywords – have students complete independently
- Find the plurals for these words or write the singular for these plurals
- Underline the adjectives / nouns / verbs / prepositions
- Choose a noun from the box to complete the sentences
- Choose your own noun / verb / preposition to fill in the gaps in the following sentences
- Rewrite the passage in the past / future tense



Activity 3: Language and Curriculum

Sample Extract

Tropical storms occur in areas where the sea surface temperatures are over 27 degrees celsius. Most from between 10 and 30 degrees north and south of the equator, rarely within 5 degrees. Tropical storms are large areas of low or extreme depressions. On satellite images they turn up as huge, swirling masses of cloud, with the eye clearly visible at the centre.



Linking Language Support to the Maths Curriculum

- (an) unknown, an expression
- (a) variable, (a) coefficient
- bracket(s), symbol(s),
- like / unlike term(s)
- (to) solve for
- (to) expand

- (to) multiply out
- (to) factorise
- (to) work out
- (to) substitute
- (to) evaluate
- (to) collect
- (to) simplify



Linking Language Support to the Maths Curriculum

1. (to) work out
2. (to) factorise
3. (to) expand
4. (to) multiply out
5. (to) collect
6. (to) simplify
7. (to) evaluate
8. (to) substitute

- find the answer
- turn an equation into a simpler form
- use brackets to write an expression
- take out brackets from an equation
- calculate an equation
- take out brackets by multiplying
- replace a letter with a number
- add all the same variables together



Linking Language Support to the Maths Curriculum

Unscramble the letters below to reveal words

1. pimlytul →

2. eavtueal →

3. eprsex →

4. cteocrr →

5. psiiflym →

6. dxeanp →

7. redinosc →

8. anarreg →

Fill in the missing letters of the keywords listed

1. sub_ra_t

2. equa_ion

3. fa_to_

4. m_lt_ply

5. _iv_de

6. s_b_ti_ut_

7. ev_l_ate

8. es_im_te

Website: <https://www.education.com/worksheet-generator/reading/word-scramble/>



Linking Language Support to the English Curriculum

Romeo and Juliet

Match the two halves of the sentence

1. Paris wants
2. Lord Capulet says she
3. Lord Capulet is having
4. He sends a servant out with a
5. The servant needs help to
6. Benvolio and Romeo see that

list of people to invite.
a party.
to marry Juliet.
read the list.
Rosaline is on the list.
is a bit young.



Linking Language Support to the English Curriculum

Romeo and Juliet

Fill in the correct pronoun to complete the sentences:

1. Lady Capulet comes into Juliet's room. _____ tells _____ that Paris wants to marry _____.
2. Juliet tells _____ mother that _____ will follow _____ parents' advice.
3. Juliet is calm but _____ Nurse is very excited.
4. Romeo is on _____ way to the party. _____ and _____ friends are laughing and joking.



Linking Language Support to the English Curriculum

Romeo and Juliet

Put these sentences in the right order as they happen in this scene:

- Tybalt recognises Romeo as a Montague.
- Lord Capulet stops him.
- Romeo and Juliet meet and fall in love.
- Tybalt decides to fight Romeo next time they meet instead.
- Romeo finds out that Juliet is a Capulet, and she finds out that he is a Montague.
- Lord Capulet welcomes everyone to the party.
- They are both very shocked to find out they have fallen in love with their enemy.
- Romeo and his friends arrive.
- They kiss each other.



Key Considerations

- Encourage all EAL learners **to keep a folder** for language support.
- Date, sign and keep **a record of work** for each language support class attended.
- Have a set of books/ebooks/resources for each year available all language support teachers can use.
- Use school journal, VSware, Google Classroom or Teams to see what EAL learners are doing in class.
- During an hour-long class, a language support teacher can **link language support to three or four different subject areas**.



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Supporting the Professional
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LUNCH

13.00 – 14.00





Our Focus for the Afternoon is...

- Digital Tools for EAL
- Planning for EAL - linking language support to the curriculum





Canva Magic Switch



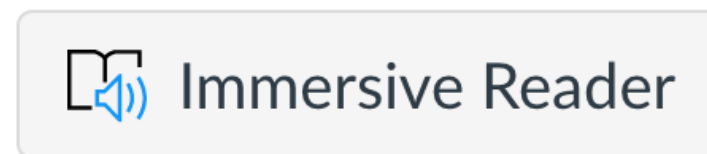


Subtitles and Live Captioning in PowerPoint





Immersive Reader





Observations Relating to Resources / Handouts

- Aligned with curriculum
- Age appropriate, relevant to age and stage
- Content Accuracy (unbiased)
- Cultural Sensitivity
- Language Accessibility
- Engaging for each learner





Observations Relating to Resources / Handouts

Use a range of fonts, bold, underlining, highlighting

Where possible use yellow paper

Underline key phrases/vocabulary

Offer a glossary: definitions, key words, synonyms, translations

Annotate to assist with understanding

The Old Man and the Sea
By Ernest Hemmingway

He was asleep in a short time and he dreamed of Africa when he was a boy and the long golden beaches and the white beaches, so white they hurt your eyes, and the high capes and the great brown mountains. He lived along that coast now every night and in his dreams he heard the surf roar and saw the native boats come riding through it.

Waves

Key words translated
Dreamed-сон
Hurt-забити, поранити
Cape-мис

Further Points to Note:

- Use bullet points
- Summarise long/complicated text(s)
- Label drawing/classroom units/posters
- Effective use of digital technology



Activity 4: Planning for learning

1. Working collaboratively in pairs, **design a lesson** to provide targeted, individualised support for three diverse EAL learners (Working Towards A1 Pre-Literate, Working Towards A1 Literate, and A1 Breakthrough) receiving language support.
2. Consider the proficiency level and targets each of the three learners needs to master.
3. Select a subject specific topic to link your language support to.
4. Identify targeted tasks that relate to the selected CEFR benchmark for each learner.



Next Steps: Think, Pair, Share, Square

- Which subject specific topic are you linking language support to?
- Which individualised targets are your learners mastering?
- Share your targeted tasks with the other pair.





Alpha Box

Using the Alpha Box, select a key word beginning with each letter of the alphabet that was explored or mentioned today.

Aa	Bb	Cc
Dd	Ee	Ff



Reflecting on our Day

- Developed our understanding of language support and the role of the language support teacher at post-primary.
- Considered the importance of assessing EAL learners using assessment materials linked to the Common European Framework of Reference for Languages.
- Explored and shared examples of good practice in linking language support to the curriculum.



Reflecting on the Key Messages for a Whole-School Approach

- Every EAL learner has the potential to learn and should be given the opportunity to access the same curriculum as their peers
- It is essential to **establish each EAL learner's English language proficiency level**
- Language should be **curriculum-linked** and aimed at helping the EAL learners acquire the language necessary to access the curriculum



Padlet - Resources



<https://bit.ly/EALSupports>

Additional Supports



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Visit our website www.oide.ie

Contact: info@oide.ie

scoilnet

Find further resources on

www.scoilnet.ie



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Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

www.elsp.ie

English Language Support
Programme



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Many thanks!

Míle buíochas

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