Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

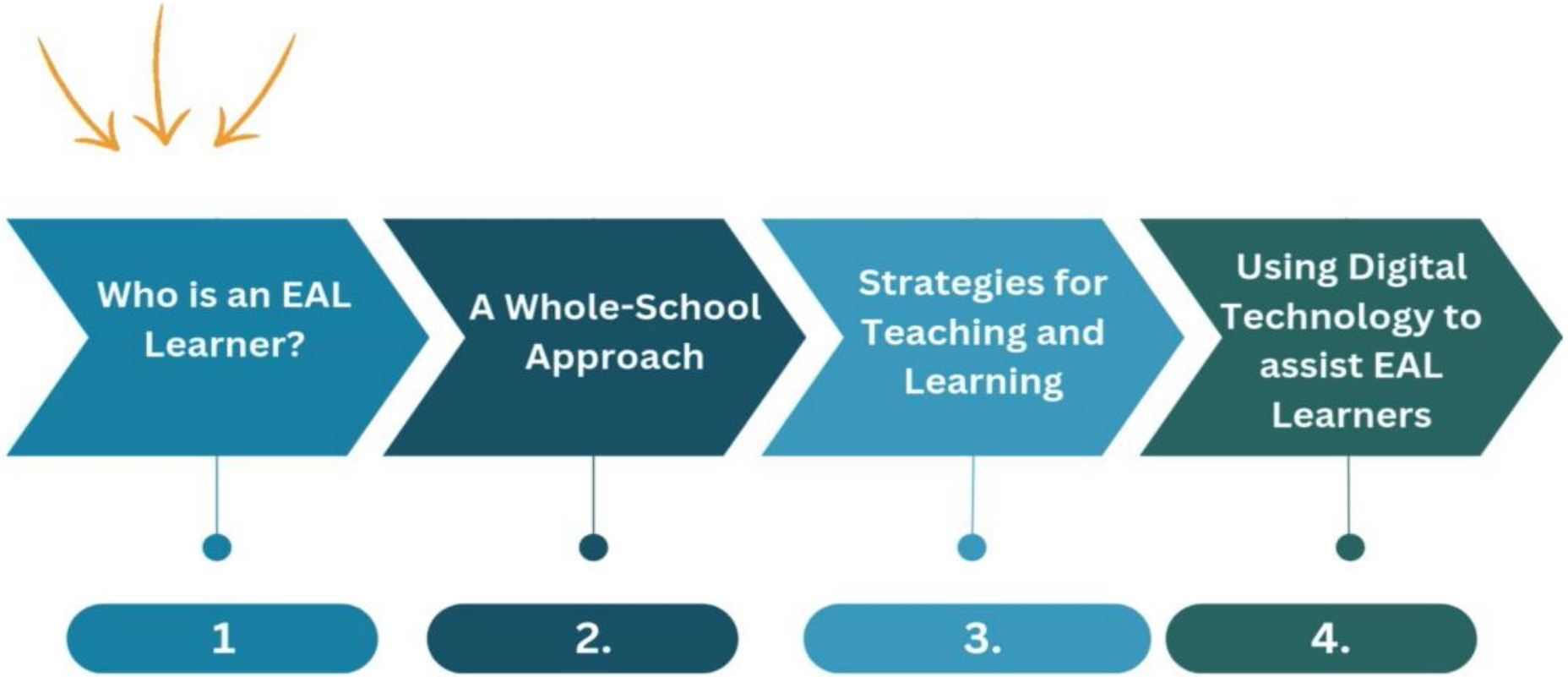
Supporting EAL Students in Post-Primary Classrooms 2025/2026

CC BY NC

Our Focus for This Session is…

To reflect on teaching, learning and assessment and collaboratively consider how we can integrate English language support in our mainstream post primary classrooms.

Structure of Our Session



Who is an EAL Learner?

An EAL learner is any learner whose home language is different to the language of schooling.

Every EAL learner will have different social, emotional and learning needs based on their background and experience.

Who is Responsible?

"EAL support teachers are appointed to assist schools in providing additional EAL support teaching for pupils. **The EAL pupil remains the responsibility of the mainstream class teacher at primary level and the subject specialist teachers at post primary level** who will work closely with the EAL support teachers."

Meeting the needs of pupils learning English as an Additional Language (EAL)

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 that we have a knowledge of each EAL learner's English language proficiency level** so that the student, their family and teachers all know their starting point, the next learning steps and their potential learning destination.

BICS and CALP:
The Importance of Teaching Key Words

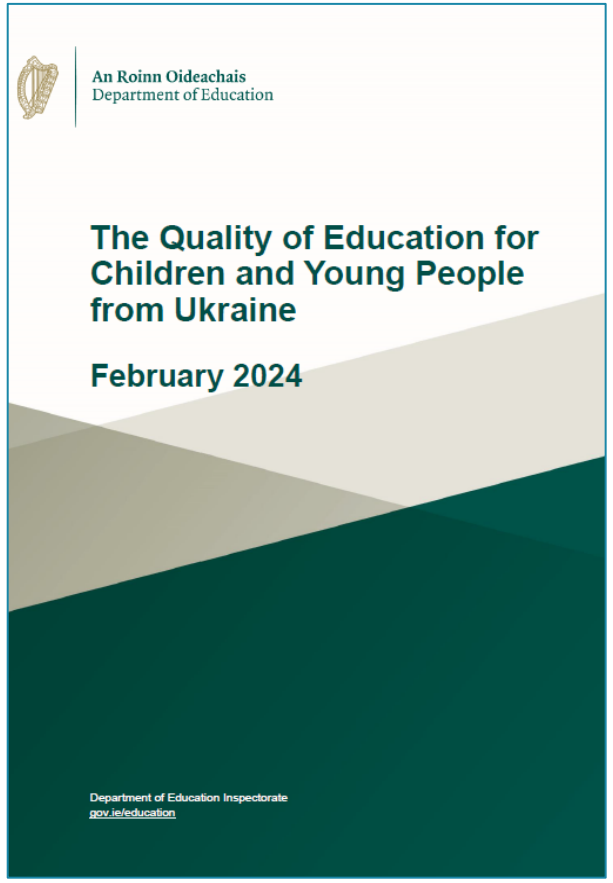
BICS

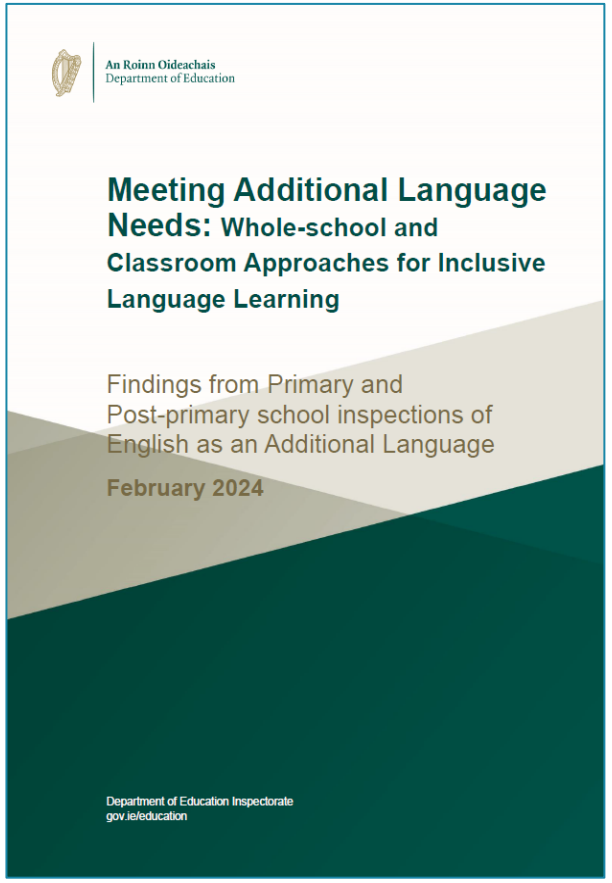
Basic Interpersonal Communication Skills:
The language necessary for everyday interactions and social communication.

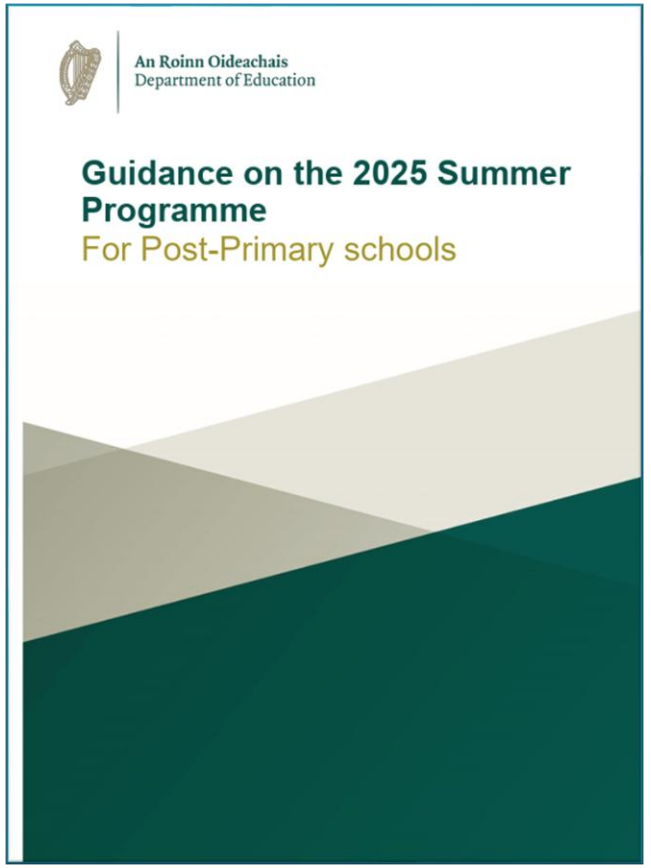
CALP

Cognitive Academic Language Proficiency:
The language necessary to access the curriculum.

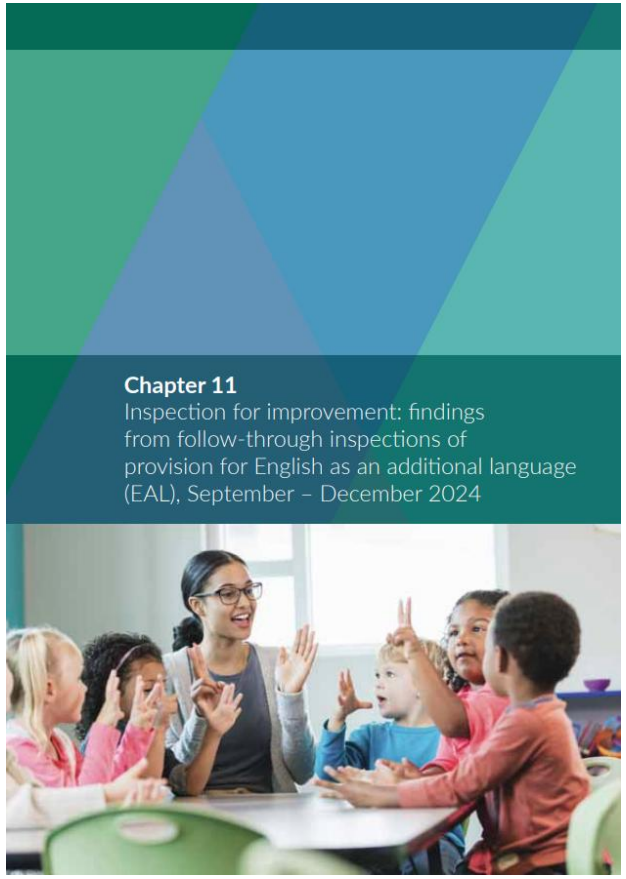
Recent Reports







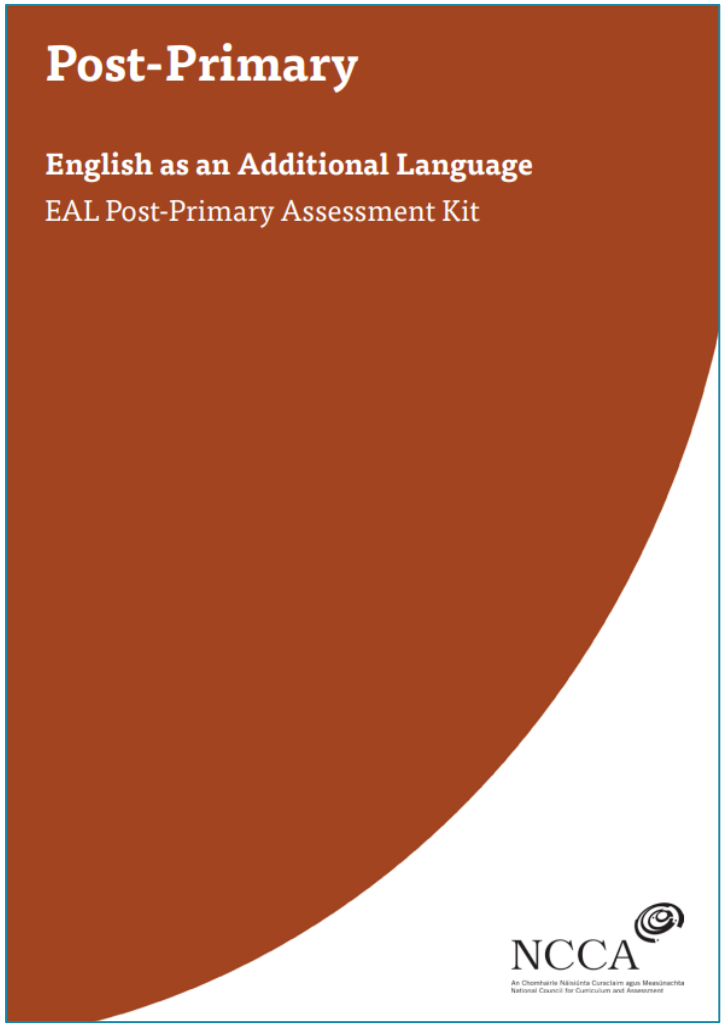
Linking Language Targets to Subject Learning

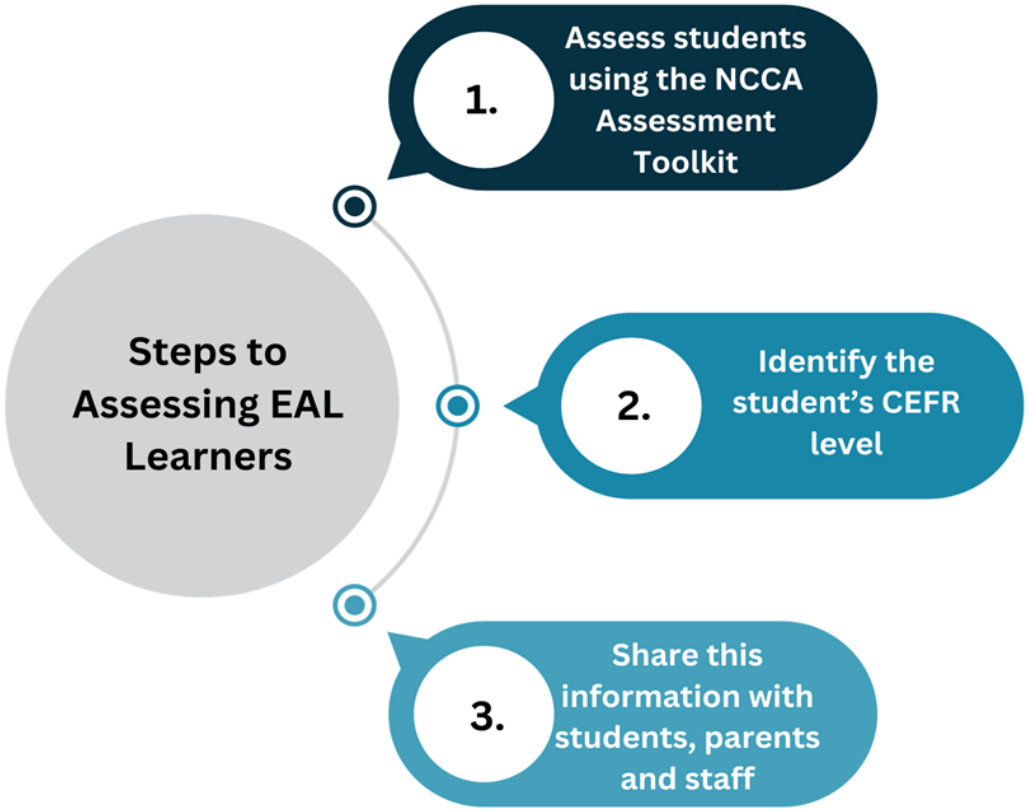


The school's approach to supporting learners of English as an Additional Language is informed by the findings of the Inspectorate's follow-through inspections (2024). In particular, the emphasis on **assessment,** clear language **target-setting**, **explicit teaching of language in mainstream classrooms,** and regular **review of progress** reflects practices identified in schools that made good or very good progress in implementing inspection recommendations

Inspection for Improvement: Follow-through inspections of provision for EAL, Inspectorate, 2024, Chapter 11, pp. 2–4

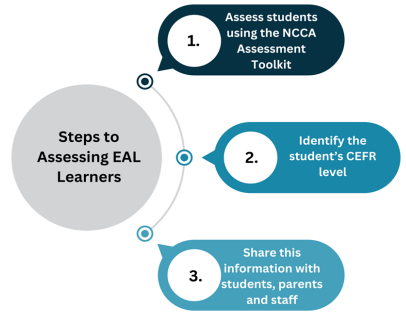
Assessment Toolkit: Key Steps

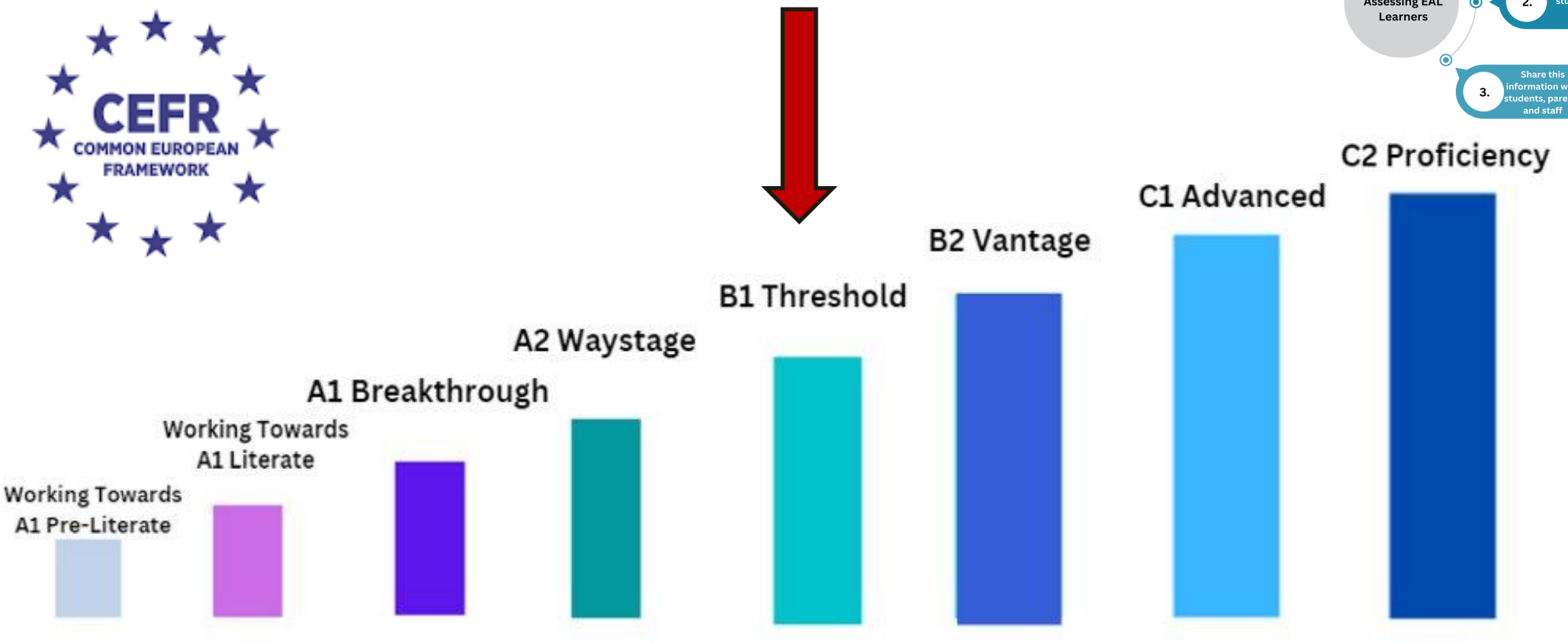




Common European Framework of Reference for Languages (CEFR)

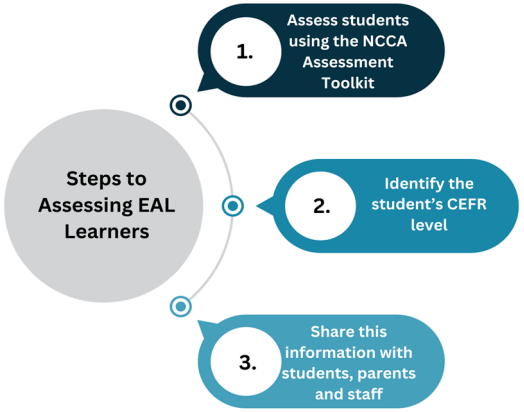
Oide





Development Across All Four Skills of Language Acquisition

A2 Waystage			
Listening	Reading	Speaking	Writing
☐ Understand straightforward familiar questions and instructions	☐ Follow simple written instructions	☐ Ask and answer simple questions about self and others	☐ Spell & write frequently used topics words consistently
☐ Listen to others' contributions and use them as a model	☐ Follow a text while it is read aloud	☐ Ask other students for help	☐ Use a series of words and pictures to create a timeline for a topic such as their own life, a historical event, the growth of a business etc.....
☐ Get the main idea of short conversations or explanations	☐ Read short text segments & diagrams to find a main idea & 2-3 details & answer simple questions	☐ Ask questions about word meanings / to clarify	☐ Use a writing frame to write short descriptive or explanatory text on a familiar topic
	☐ Distinguish between fiction & non fiction	☐ Follow discussions & contribute 2-3 phrases on a familiar topic	☐ Give simple personal reactions to text with support
	☐ Categorise words and concepts in diagrams such as word maps or Venn diagrams		☐ Use capital letters and full stops consistently
	☐ Sequence events with support such as a storyboard		☐ Begin to check work
	☐ Use a bilingual dictionary to look up unfamiliar words		



Which targets are your EAL students currently working towards?

Additional Supports: Assessment Toolkit Guide

Oide

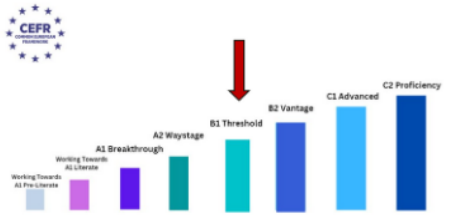
Oide

Considerations when conducting The EAL Assessment Toolkit

The following are general considerations when conducting the *NCCA's* EAL Assessment Toolkit

General Administration

- Assess all four skills: Listening, Speaking, Reading, and Writing.
- Begin with Placement Tests (Set 1) after a settling in period, then proceed to Set 2 and Set 3 as proficiency develops.
- Use Level A1 as the starting point unless the student has shown prior knowledge; progress through A2 to B1 as appropriate.
- End the test as soon as a student is unable to continue.
- Maintain individual student files for recording test results, progress, and writing samples.



Before Testing

- Familiarise yourself with the scoring grids and descriptors for each test level.
- Introduce any unfamiliar equipment or processes (e.g. audio playback or voice recording) beforehand to reduce student anxiety.
- Do not present the task as a test if it may cause stress – frame it as a regular classroom activity.
- Use the sample answers provided in the materials to explain task requirements (e.g., circling a word or matching).

Oide

During Testing

- **Listening**: Use audio recordings; indicate the sample answer before playing; give no additional help during the test.
- **Speaking**: Based on pictures; use only the prompts provided; record if needed for later scoring.
- **Reading**: Allow non-verbal/verbal support to clarify instructions only; no help during answering.
- **Writing:** A1/A2 use picture prompts, B1 involves free writing; explain instructions using examples only.

Timing

- No strict time limits except for listening (based on audio duration).
- Judge timing based on student age and language level.

Scoring & Rating

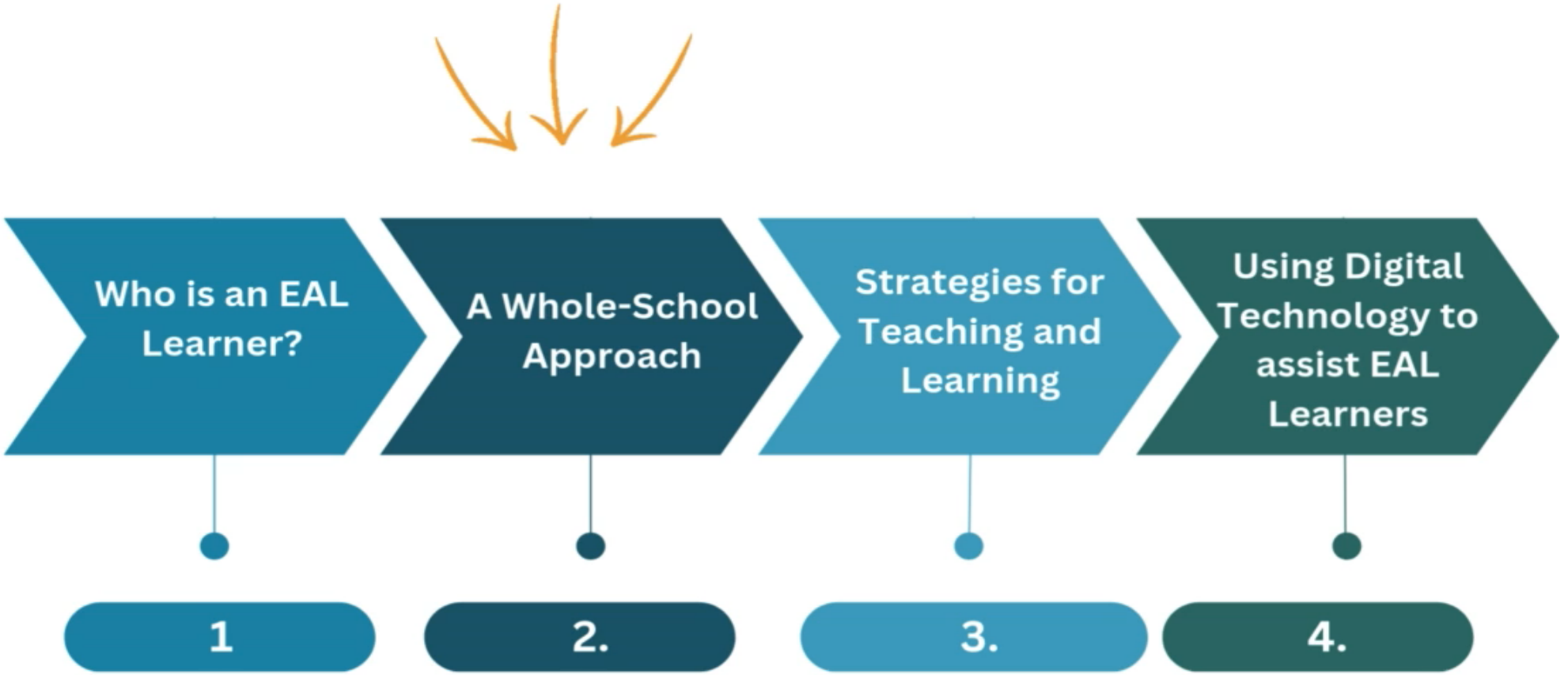
- Score using provided rubrics with defined descriptors for A1, A2, and B1.
- Each skill has clear progression criteria.
- Scores of 13–15 typically warrant moving to the next level.
- A score of B1.3 in all four skills indicates readiness for mainstream integration.
- Speaking and Writing at A2/B1 include scoring for Vocabulary, Grammar, and Pronunciation.

Follow-up

- Use the Record of Student Progress sheet to track performance across time.
- Share this information with all staff, the students and their parents/guardians.
- Allow different skills to develop at different rates – assess and record accordingly.
- Test individual skills at different times if needed – no need for all in one session.

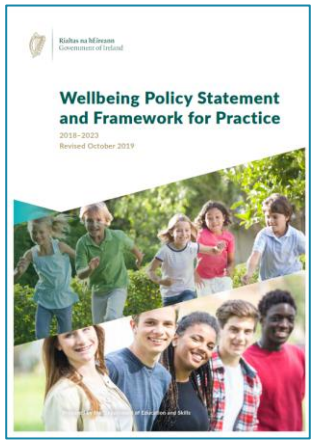
https://tinyurl.com/EALAssessmentGuide

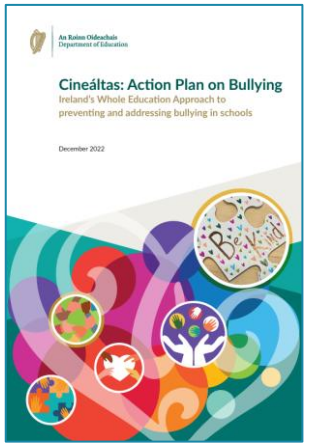
Welcoming Environment



My Classroom as a Welcoming Place

What can we do to support our students to feel safe, that they belong and that they can achieve?





Building Learner Confidence

What is your favourite subject?

What lessons did you have today?

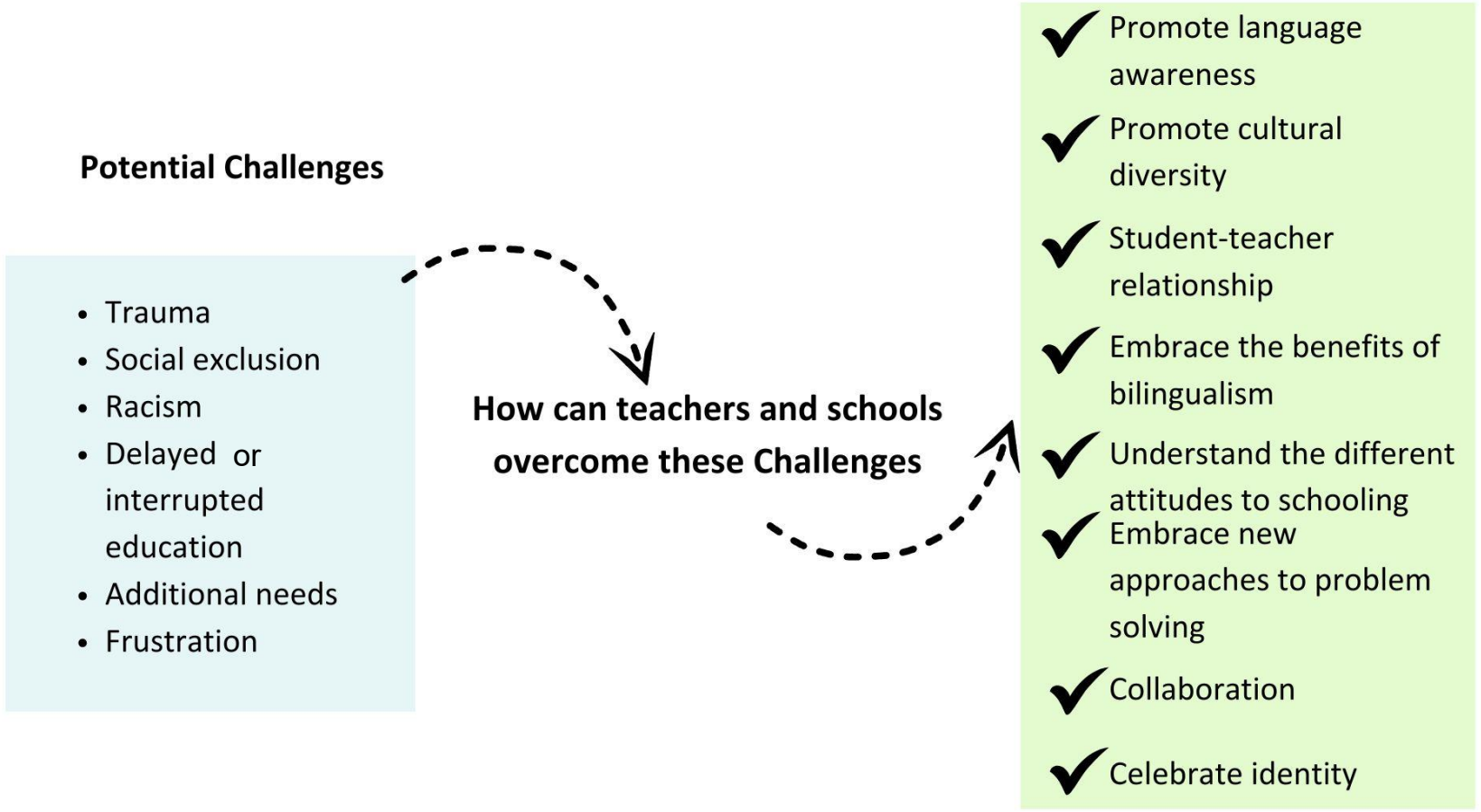
- Importance of daily conversations
- Habits/rituals
- Recycle the language of schooling
- Simple daily strategies

Support with the Language Mats

- Chinese
- French
- German
- Italian
- Japanese
- Korean
- Lithuanian
- Polish
- Portuguese
- Romanian
- Russian
- Spanish
- Ukranian

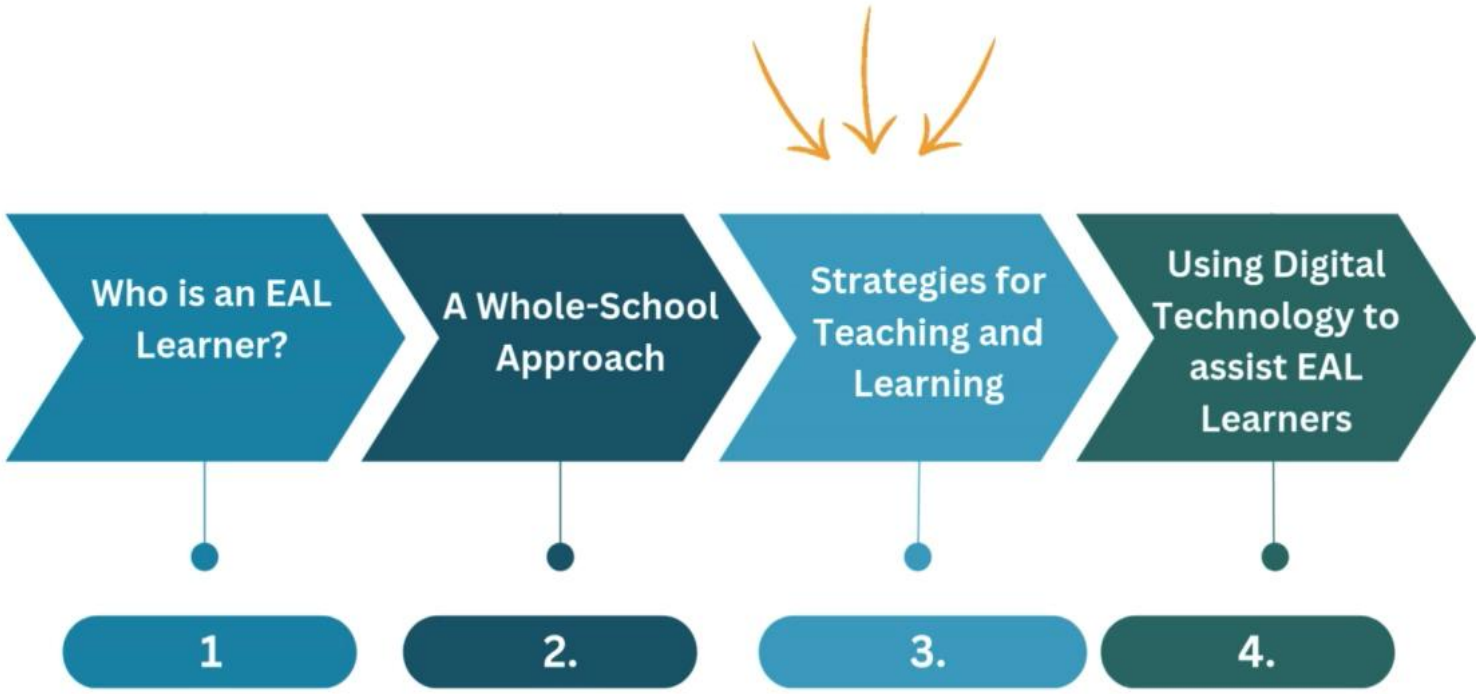
Versions of each language mat are also available as gaeilge.

Overcoming Potential Challenges



Inclusive Classroom Practice

Approaches for Teaching and Learning in the Mainstream Classroom

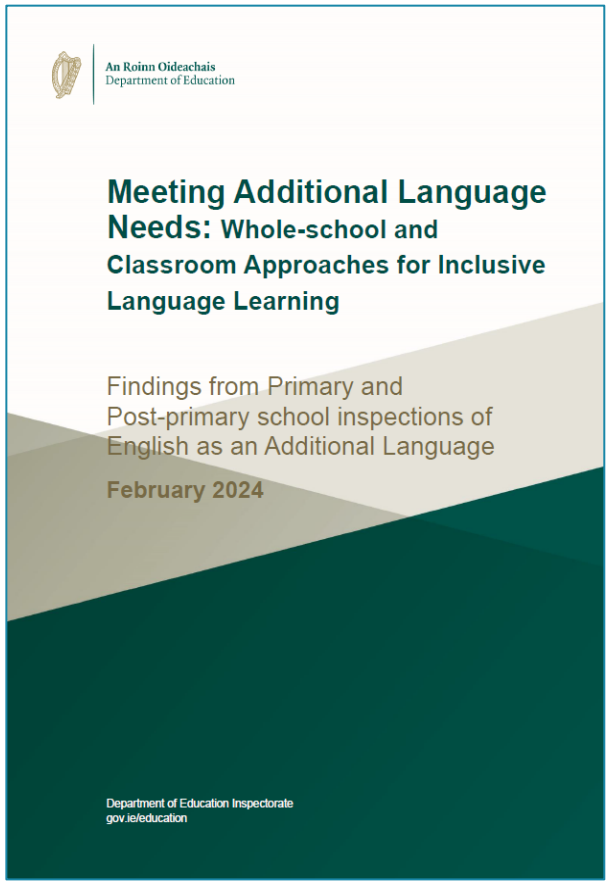


The Importance of Developing Oral Language

"It is important that children and young people who require support to develop their English language skills can learn in mainstream classrooms with peers who are native speakers of English in a **scaffolded,** immersive environment.

Their **full involvement** in all aspects of school life is an important factor in supporting them to acquire effective communication skills."

Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning, February 2024



Structured Opportunities to Interact with Peers in the Classroom

Buddy System

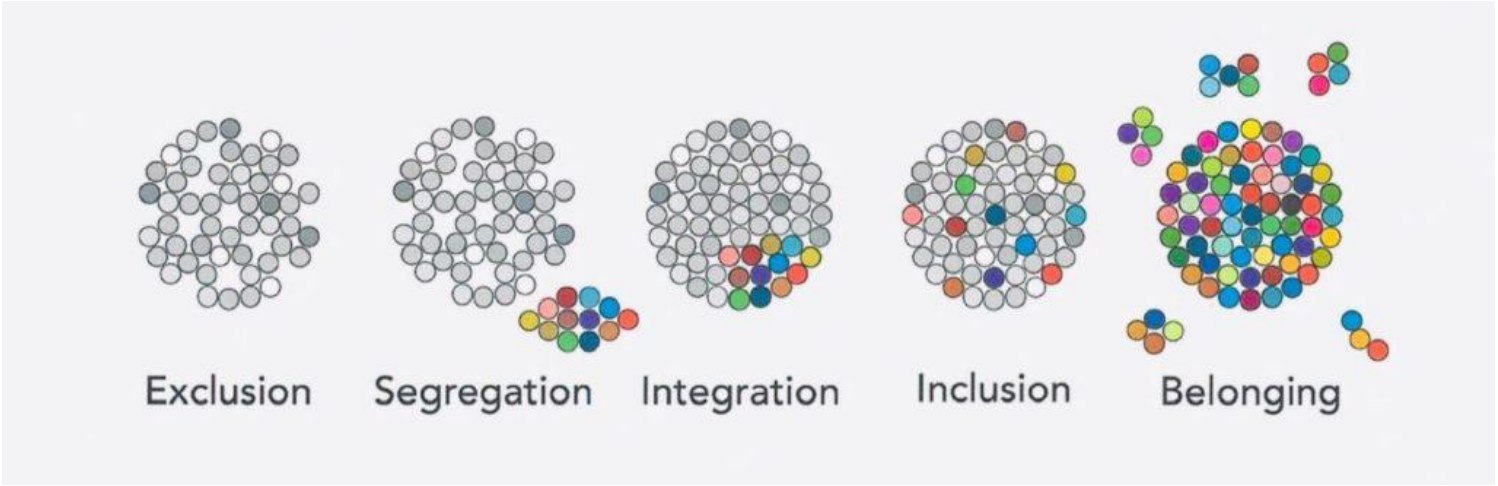
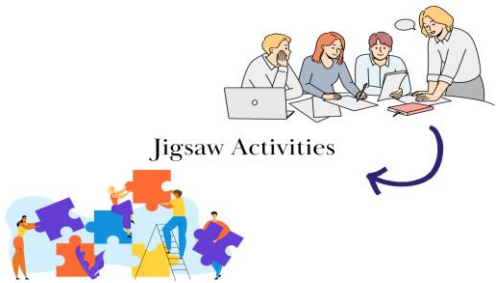


Image courtesy of Inclusion4Schools.eu

Think Pair Share

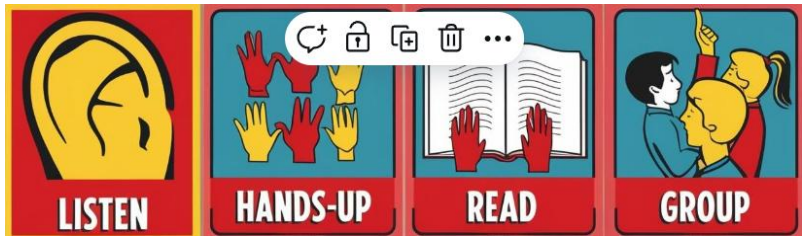


Jigsaw Activities

Placemat Activities

EAL learners will be **strategically seated to promote structured peer interactions** and opportunities to use the language where possible to build confidence.

Signposting and Explicit Vocabulary Instruction



- Giving one instruction at a time
- Explicitly teach key vocabulary needed to access the lesson content
- Explicit vocabulary lists can easily be created in multiple languages. For example, using Google Sheets or Immersive Reader
- Keywords can be displayed in the classroom, taken down from the board, printed off, or emailed to students.
- Keywords can be used to pre teach a topic, during a lesson, as homework, to support homework, or as a revision tool.

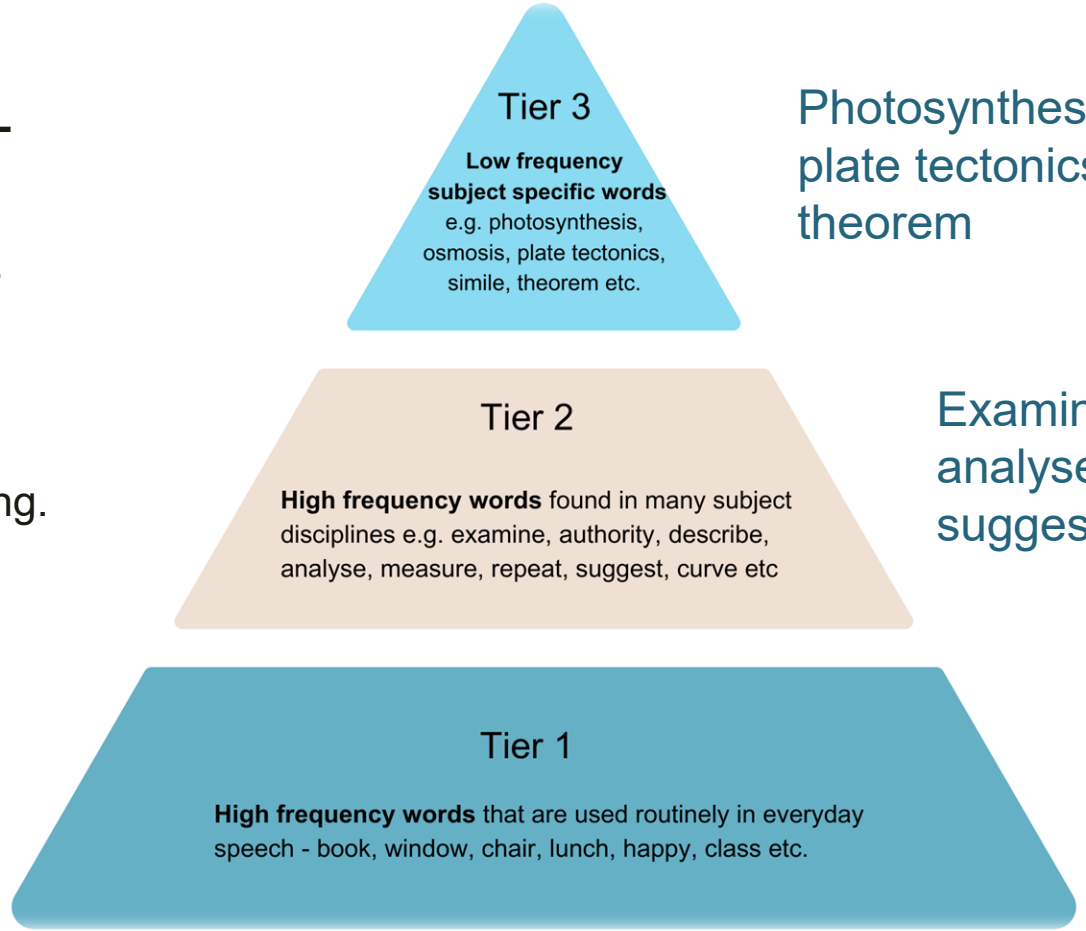
Tier 1, 2 and 3 Vocabulary and EAL

CALP

Tier 3 vocabulary are **subject-specific words** which are typically foregrounded in textbooks in a helpful manner.

Tier 2 words are **common academic words** which are likely to require explicit teaching. They may have multiple meanings and appear in a variety of subjects

Tier 1 words are words in our **everyday language**



Photosynthesis, osmosis, plate tectonics, simile, theorem

Examine, authority, describe, analyse, measure, repeat, suggest, curve

Book, window, chair, lunch, happy, class

Adapted from Isabel Beck, L. Kucan and Margaret McKeown, *Bringing Words to Life, 2002*

Translating Apps to Support Language Acquisition and Learning

Oide

Science - Key Words

Food:

Fibre
Carbohydrates
Starch
Vitamins
Protein
Nutrients
Minerals
Calcium
Balanced Diet
Food Pyramid
Water
Iron
Fat
Growth

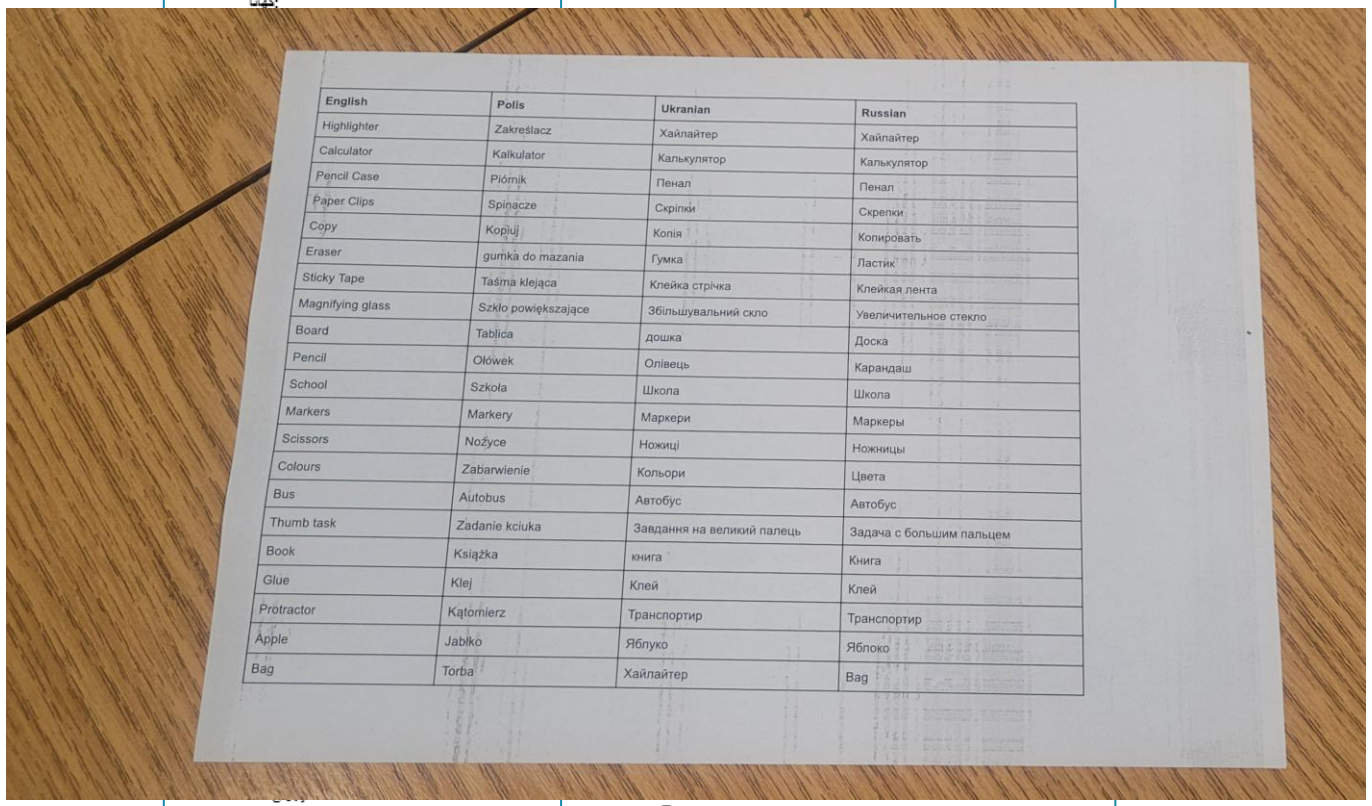
Digestion:

Absorption
Mouth
Calium
Minerals
Saliva
Stomach
Pancreas
Oesophagus
Liver
Incisors
Protein
Canines
Vitamins
Secretes
Enzymes
Molars
Large Intestine
Small Intestine

ساڵنس - کلیدی الفاظ

کهانا:

Наука - Ключові слова



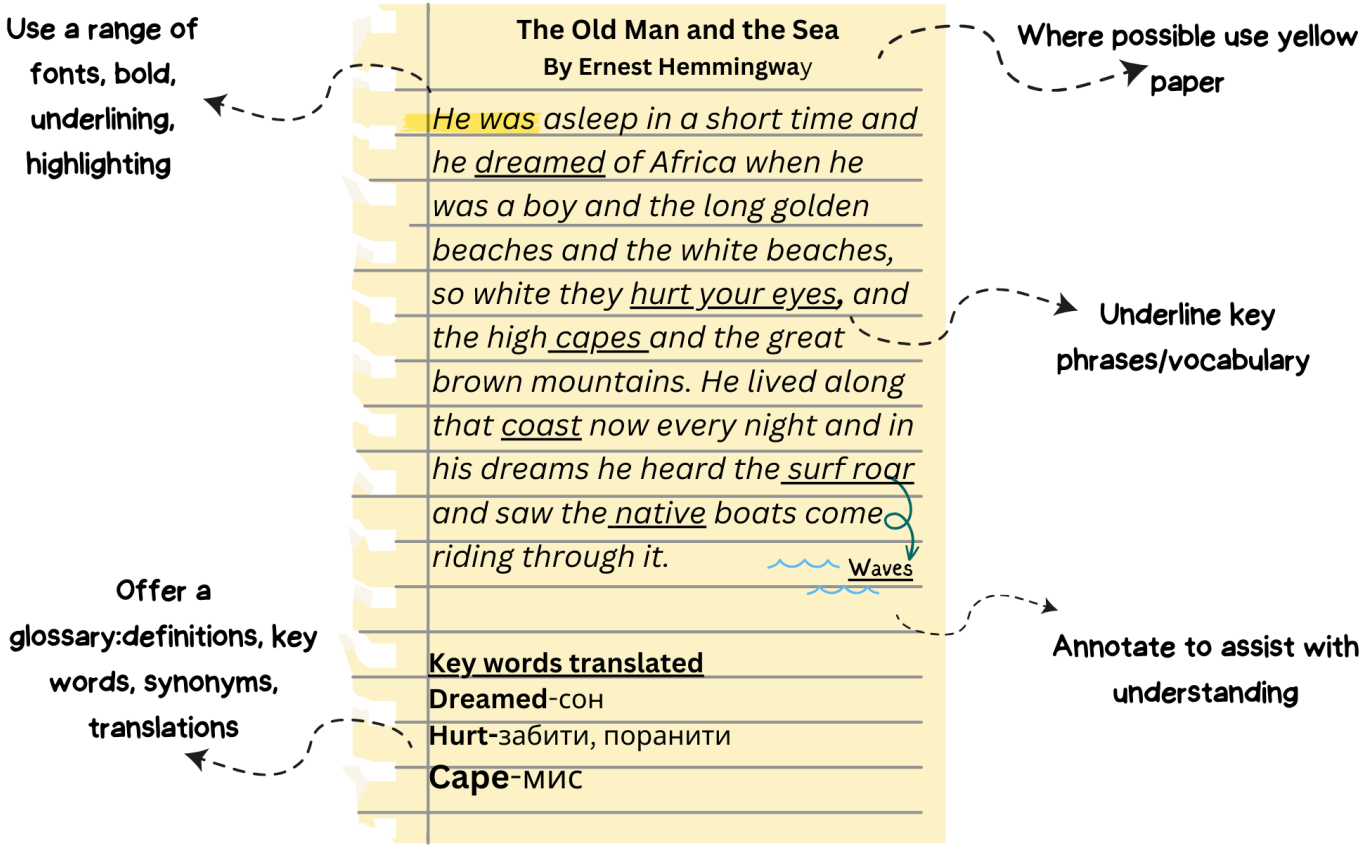
English	Polis	Ukranian	Russian
Highlighter	Zakreślacz	Хайлайтер	Хайлайтер
Calculator	Kalkulator	Калькулятор	Калькулятор
Pencil Case	Piórnik	Пенал	Пенал
Paper Clips	Spinacze	Скріпки	Скрепки
Copy	Kopiuj	Копія	Копировать
Eraser	gumka do mazania	Гумка	Ластик
Sticky Tape	Taśma klejąca	Клейка стрічка	Клейкая лента
Magnifying glass	Szkło powiększające	Збільшувальний скло	Увеличительное стекло
Board	Tablica	дошка	Доска
Pencil	Ołówek	Олівець	Карандаш
School	Szkoła	Школа	Школа
Markers	Markery	Маркери	Маркеры
Scissors	Nożyce	Ножиці	Ножницы
Colours	Zabarwienie	Кольори	Цвета
Bus	Autobus	Автобус	Автобус
Thumb task	Zadanie kciuka	Завдання на великий палець	Задача с большим пальцем
Book	Książka	книга	Книга
Glue	Klej	Клей	Клей
Protractor	Kątomierz	Транспортир	Транспортир
Apple	Jabłko	Яблуко	Яблоко
Bag	Torba	Хайлайтер	Bag

Тонка кишка

Office Lens

Google Translate

Observations Relating to Resources / Handouts



Further Points to Note:

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

Linking Language Support to the Curriculum

BICS

CALP

1 One extract from the curriculum

Sample Extract

The water cycle, or hydrological cycle, describes how water moves around the Earth. It begins with evaporation, where water turns into vapor due to the sun's heat, then condenses to form clouds. When clouds become heavy, precipitation occurs as rain, snow, or hail. This water returns to the Earth's surface, flowing into rivers, seeping into the ground, or being taken up by plants. The cycle sustains life and shapes landscapes.

2 Strategies for linking language support to the curriculum

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

Listening Targets Across the CEFR Benchmarks

Oide

Working towards A1 Pre-Literate

Listening
☐ Respond to spoken word non verbally
☐ Respond to simple questions ordirections supported by visual cues / gestures / objects
☐ Show awareness of objects of reference e.g. bell signifies end of class
☐ Distinguish between, identify or repeat sounds e.g. clapping, clicking, tapping
☐ Keep a steady beat e.g. marching to a song or rhyme
☑ Follow a single step routine instruction

Working towards A1 Literate

Listening
☐ Understand common greetings
☐ Follow very simple 1-2 word instructions
☐ Understand / follow routines
☑ Listen for and understand words & phrases from immediate environment

A1 Breakthrough

Listening
☐ Follow single step routine instructions by observing others
☑ Listen for & understand isolated, familiar words and phrases

Linking Language Support to the Curriculum -
Sample Tasks For Listening – Woodwork

Sample Extract

Understanding the science behind wood is crucial for mastering the craft of woodworking. Wood is a complex natural material composed of cellulose fibers bound together by lignin, giving it strength, flexibility, and durability. Through the study of wood science, you will delve into the microscopic structure of wood, exploring its cellular composition and the factors that influence its physical and mechanical properties. From moisture content and density to grain direction and growth rings, each aspect of wood science plays a vital role in determining how wood behaves and how it can be effectively utilised in woodworking projects. By gaining insights into wood science, students can make informed decisions when selecting, preparing, and working with wood, ultimately enhancing the quality and longevity of their creations.

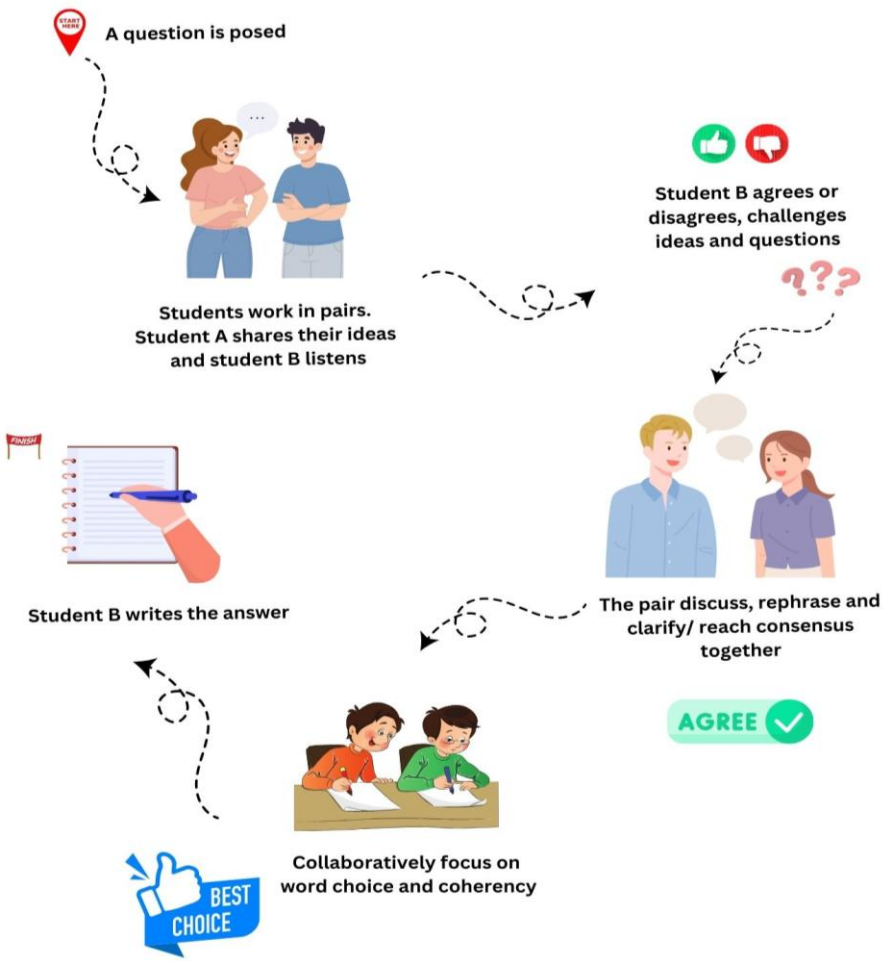
Sample Tasks for Listening

- Dictation
- Question and Answer
- **Rally coach**
- Chunking
- Audiobooks
- Podcasts as a stimulus
- Think Pair Share, Placemat, Turn and Talk and other structured group/pair activities

Working Towards A1 Pre-literate	Follow a single step routine or instruction
Working Towards A1 Literate	Listen for and understand words & phrases from immediate environment
A1 Breakthrough	Listen for & understand isolated, familiar words and phrases

Rally Coach for Paired Listening Activities

1. In this approach, students pair up. Between them, they have a task and one pencil. As they listen **Student A** is responsible for initiating the discussion, and **Student B** listens. **Student B** questions, challenges the assumptions or ideas offered and discuss the answer with Student A.
2. Students discuss their points **together,** question each other's ideas and rephrase their thoughts. They work collaboratively on word choice and coherency.
3. **Student B** then records their answer.



Speaking Targets Across the CEFR Benchmarks

Oide

Working towards A1 Pre-Literate

Speaking
☐ Greet, say please and thank you with prompting
☐ Make a request through visual cues/ gestures / objects
☐ Respond non-verbally to staff and other students within the classroom setting
☐ Respond to basic questions through facial expression and gestures
☐ Use, with prompting, 1-2 words to respond to simple questions
☑ Respond to visual cues / gestures/objects to make a choice verbally or nonverbally
☐ Convey immediate needs using visual cues / gestures / objects
☐ Repeat modeled sentences
☐ Begin to join in with a familiar rhyme or story

Working towards A1 Literate

Speaking
☐ Answer simple greetings
☐ Make simple requests
☐ Convey immediate concrete needs (verbally or non-verbally)
☐ Indicate lack of comprehension non-verbally
☑ Name familiar objects in immediate environment
☐ Use a very limited number of grammatical structures such as 'My name is', 'I have a pen'

A1 Breakthrough

Speaking
☐ Use and respond to simple greetings
☐ Convey immediate needs & ask for assistance
☐ Indicate lack of comprehension
☐ Use personal vocabulary for immediate environment (school equipment; classroom objects)
☑ Use a series (3-4) short phrases on a familiar topic

Linking Language Support to the Curriculum -
Sample Tasks For Speaking – Business Studies

Sample Extract

In the world of business, understanding the concept of supply and demand is fundamental. Imagine a lemonade stand on a hot summer day. As more people pass by, the demand for refreshing drinks increases. If the stand has limited lemonade available, the demand may exceed the supply, leading to higher prices. Conversely, if there's too much lemonade and few customers, prices may drop as the supply outweighs the demand. This simple example illustrates the delicate balance between supply and demand, a crucial principle in economics and business.

Sample Tasks for Speaking

- Recognise key visuals
- **Use Immersive Reader to show connection between visuals and written word, use audio function to practice pronunciation**
- Repeating key words at the beginning and end of lesson
- Summarise points orally throughout the lesson
- Group/ pair work
- Identify and locate key words in the text, repeat orally

Working Towards A1 Pre-literate	Respond to visual cues /gestures/objects to make a choice verbally or nonverbally
Working Towards A1 Literate	Name familiar objects in immediate environment
A1 Breakthrough	Use a series (3-4) short phrases on a familiar topic

Reading Coach: An Inclusive Approach to Speaking

Office 365

Immersive Reader

Reading Coach New!

Reading Targets Across the CEFR Benchmarks

Working towards A1 Pre-Literate

Reading
☑ Respond to pictures or symbols e.g. toilet symbol
☐ Recognise a sequence e.g. a series of pictures
☐ Understand basic concepts of print e.g. front and back; left to right; turns pages
☐ Recognise own name
☐ Differentiate one object / picture/ letter / word from another
☐ Develop awareness of some letter sounds

Working towards A1 Literate

Reading
☐ Match familiar words and pictures
☑ Read and understand 1-2 word instructions with accompanying illustrations
☐ Read and understand 2-3 short sentences with illustrations on a familiar topic, such as a visual school timetable
☐ Recognise the letters of the Alphabet

A1 Breakthrough

Reading
☐ Follow simple written instructions with accompanying illustrations
☐ Match labels on diagrams etc
☐ Locate & identify sections on a map or diagram using a key
☐ Use illustrations to help understand the topic of a text Use visual cues to help locate information
☑ Use a bilingual dictionary to look up keywords provided by the teacher

Linking Language Support to the Curriculum -
Sample Tasks For Reading – Home Economics

Sample Extract

Understanding nutrition is paramount to promoting health and well-being. Nutrition encompasses the study of food and its relationship to our bodies, encompassing the nutrients essential for growth, energy, and overall health. From the importance of a balanced diet to the impact of food choices on long-term health outcomes, this subject is fundamental in empowering individuals to make informed decisions about their dietary habits. In this chapter, we'll delve into the basics of nutrition, exploring the different food groups, recommended dietary guidelines, and practical strategies for achieving optimal nutrition in daily life

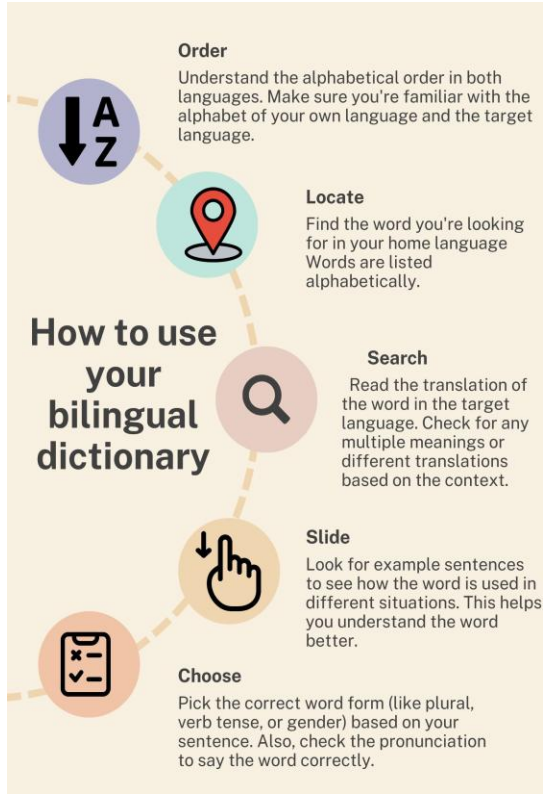
Sample Tasks for Reading

- Paired reading
- Coral Reading
- Dual Coding
- Chunking
- Using audio tools like the Reading Coach to check pronunciation
- **Practice with using the bilingual dictionary.**
- Using tools like Microsoft Lens to translate text to home language to follow for increased comprehension

Working Towards A1 Pre- literate	Respond to pictures or symbols
Working Towards A1 Literate	Read and understand 1-2word instructions with accompanying illustrations
A1 Breakthrough	Use a bilingual dictionary to look up keywords provided by the teacher

Using the Bilingual Dictionary as an Agentic Learner

- **Limit the use of the dictionary to key words**, skim and scan a piece of text to determine these.
- Search for **the base of the word** (the infinitive form of the verb: *to run, to explain etc).*
- Notice **the parts of speech** – is it a noun or a verb, *record* can be a noun (meaning music record/disc) or a verb (to record). This helps with meaning making.
- Create **vocabulary lists** and make connections with words that are related or have a similar prefix.



Linking Language Support to the Curriculum –
Working Toward A1 Pre-Literate – Writing – Geography/Science

Sample Extract

The water cycle, or hydrological cycle, de_cribes how water move_ around the Earth. It begin_ with evaporation, where water turn_ into vapor due to the _un'_ heat, then conden_e_ to form cloud_. When cloud_ become heavy, precipitation occur_ a_ rain, _now, or hail. Thi_ water return_ to the Earth'_ _urface, flowing into river_, _eeping into the ground, or being taken up by plant_. The cycle _ustain_ life and _hape_ land_cape_.

Working towards A1 Pre-Literate

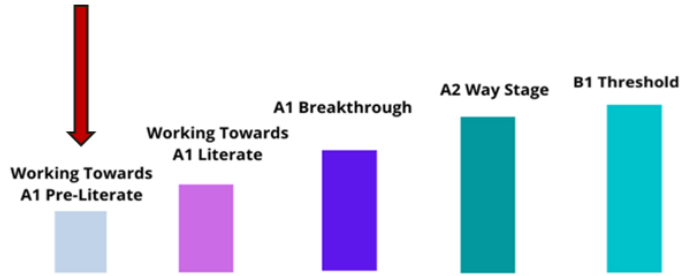
Writing
☑ Make marks on paper with a range of materials
☐ Convey meaning through personal drawings
☑ Hold writing tools effectively
☑ Develop an awareness of letter formation

Working Toward A1 Pre-Literate - Sample Tasks For Writing

Working towards A1 Pre-Literate

Writing
☐ Make marks on paper with a range of materials
☐ Convey meaning through personal drawings
☐ Hold writing tools effectively
☐ Develop an awareness of letter formation

- Grip
- Using highlighters
- Pens/ Pencil
- Forming letters SAPTIN
- Dual Coding



Linking Language Support to the Curriculum -
Working Towards A1 Literate – Writing – Geography/Science

Sample Extract

Thewatercycle,orhydrologicalcycle,describeshow watermovesaroundtheEarth.Itbeginswithevaporation, wherewaterturnsintovaporduetothesun'sheat,then condensestoformclouds.Whencloudsbecomeheavy, precipitationoccursasrain,snow,orhail.Thiswater returnstotheEarth'ssurface,flowingintorivers,seeping intotheground,orbeingtakenupbyplants.Thecycle sustainslifeandshapeslandscapes.

Working towards A1 Literate

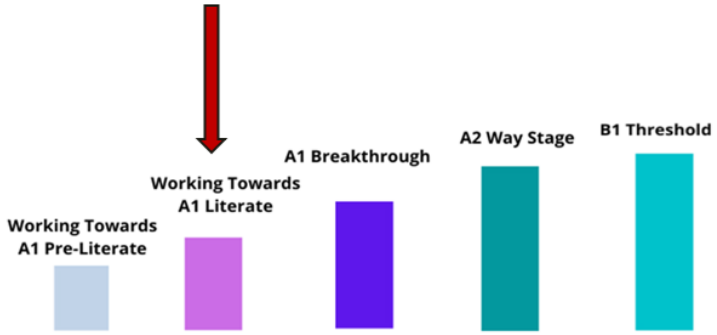
Writing
☑ Form letters correctly
☐ Copy familiar words and short phrases
☐ Attempt to spell some familiar words such as own name and simple rhyming words
☐ Write own name
☑ Write 1-2 short sentences with correct spacing between words
☑ Be aware of simple punctuation (capital letters and full stops)

Working Toward A1 Literate - Sample Tasks For Writing

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)

- Circle capital letters, replace capital letters/full stops
- Fill in missing letters
- Remove extra letters/words
- Rewrite lower/uppercase letters
- Key word search
- Rearrange words to form sentences

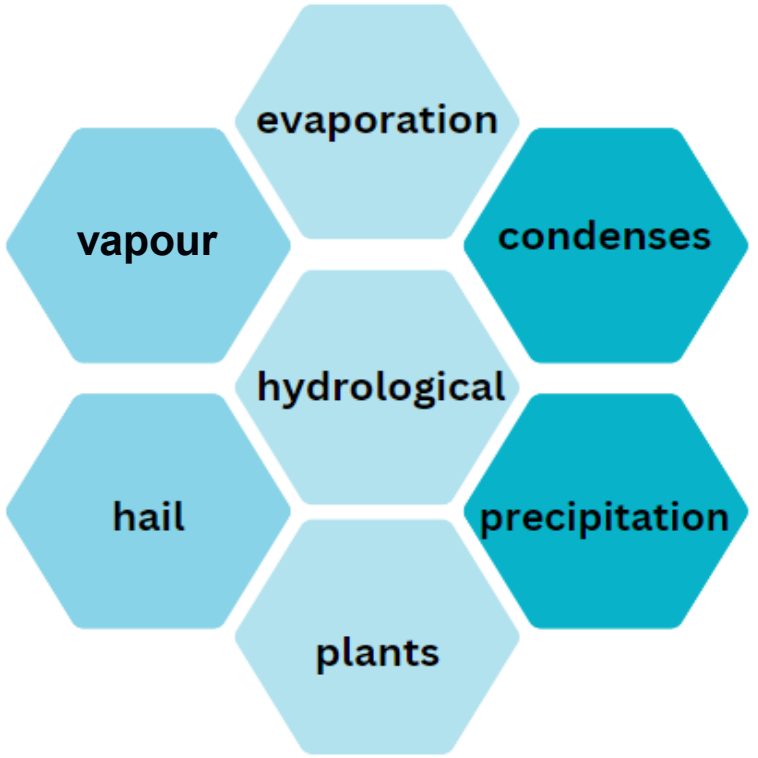


Linking Language Support to the Curriculum –
A1 Breakthrough – Writing – Geography/Science

Sample Extract

The water cycle, or ..... cycle , describes how water moves around the Earth. It begins with ....., where water turns into ..... due to the sun's heat, then .....to form clouds. When clouds become heavy, ... occurs as rain, snow, or ..... This water returns to the Earth's surface, flowing into rivers, seeping into the ground, or being taken up by ..... The cycle sustains life and shapes landscapes.

Word Bank

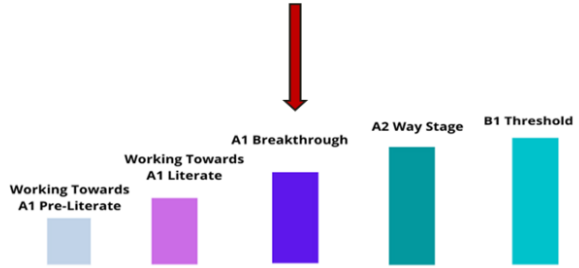


Working Toward A1 Breakthrough – Sample Tasks For Writing

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

- 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

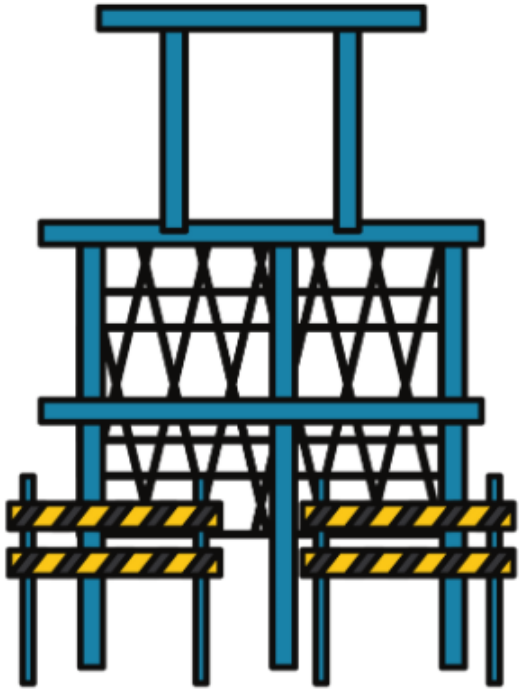


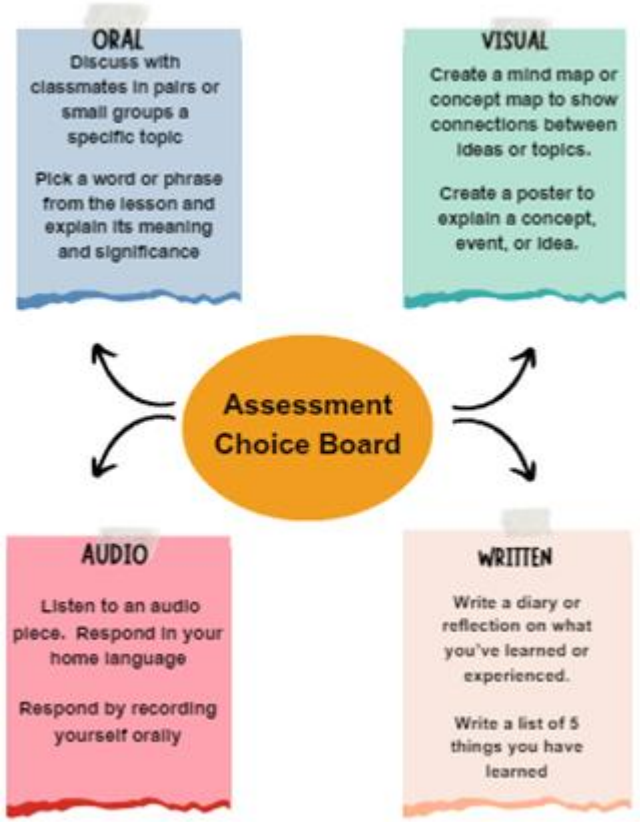
Choice in the Mainstream Classroom

Scaffold for success to build confidence

Consider:

- Giving credit for a broader range of assessment.
- Does the assessment have to be based on pen and paper?
- Could CBAs serve as a model?
- Acknowledging and giving recognition for progress students have made.





AI for Translating Long Texts in Multiple Home Languages

Oide

Chapter 1 of "Private Peaceful" by Michael Morpurgo is titled "Five Past Ten." In this opening chapter, the protagonist, Tommo Peaceful, reflects on his life from his childhood to the present as he sits in the dark, counting down the hours through the night. Tommo reveals his intense fear of the future and the haunting memories that plague him, particularly those of his father's tragic death and his older brother Charlie's protective presence.

The chapter establishes the close bond between Tommo and Charlie, highlighting their adventures and misadventures growing up in the English countryside. It also introduces other important family members, such as their mother, whose resilience and strength provide a foundation for the boys. Tommo's thoughts often wander to his school days, his encounters with bullies, and the pivotal moments that shaped his relationship with his family and friends.

As Tommo reflects, the narrative shifts between his past experiences and the present moment, creating a poignant sense of anticipation and dread. This technique sets the tone for the rest of the novel, emphasizing the themes of memory, loyalty, and the impact of war on individuals and families.

Can you translate this summary into Urdu, Spanish and Ukrainian please?

Urdu

پرائیویٹ پیسفل" کے پہلے باب کا عنوان "پانچ بجے دس منٹ" ہے۔ اس افتتاحی باب میں، مرکزی کردار، ٹومو" پیسفل، اپنی زندگی کے بارے میں غور کرتا ہے، بچپن سے لے کر موجودہ وقت تک، جب وہ اندھیرے میں بیٹھا ہوا رات بھر گزرنے والے گھنٹوں کی گنتی کرتا ہے۔ ٹومو اپنے مستقبل کے خوف اور ان یادوں کا ذکر کرتا ہے جو اسے تنگ کرتی ہیں، خاص طور پر اپنے والد کی المناک موت اور اپنے بڑے بھائی چارلی کی حفاظتی موجودگی۔

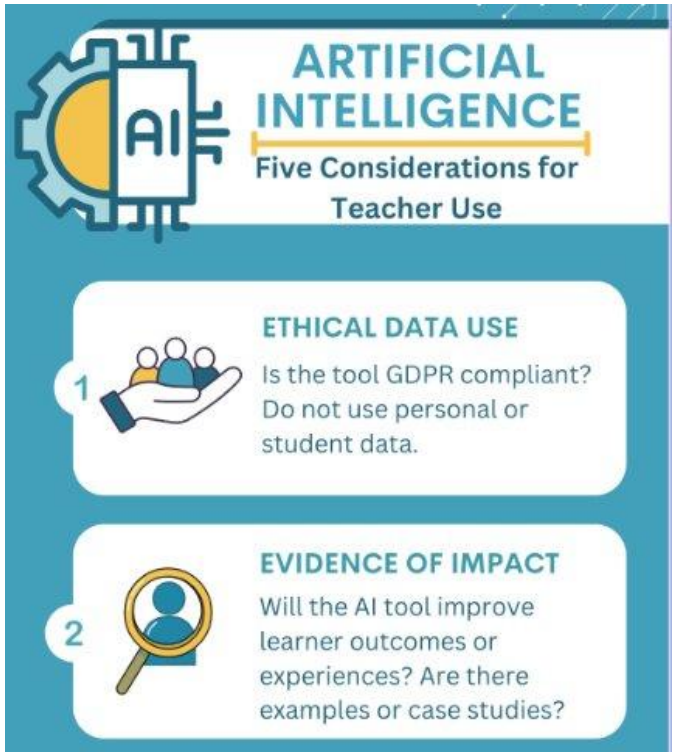
یہ باب ٹومو اور چارلی کے قریبی تعلق کو اجاگر کرتا ہے، ان کی مہم جوئیوں اور شرارتوں کو بیان کرتا ہے جو وہ انگلش دیہی علاقے میں بڑے ہوتے ہوئے کرتے تھے۔ اس کے علاوہ، یہ دیگر اہم خاندانی افراد جیسے ان کی ماں کا تعارف کرواتا ہے، جن کی مضبوطی اور استقامت نے لڑکوں کے لیے بنیاد فراہم کی۔ ٹومو کی سوچیں اکثر اسکول کے دنوں، بدمعاشوں کے ساتھ مقابلوں، اور ان اہم لمحات کی طرف جاتی ہیں جو ان کے خاندان اور دوستوں کے ساتھ تعلقات کو تشکیل دیتے ہیں۔

جب ٹومو غور کرتا ہے، تو کہانی اس کے ماضی کے تجربات اور موجودہ لمحے کے درمیان منتقل ہوتی ہے، ایک گہرا احساس متوقعی اور خوف پیدا کرتی ہے۔ یہ تکنیک ناول کے باقی حصے کے لیے ماحول قائم کرتی ہے، یادداشت، وفاداری، اور جنگ کے انفرادی اور خاندانی اثرات کو نمایاں کرتی ہے۔

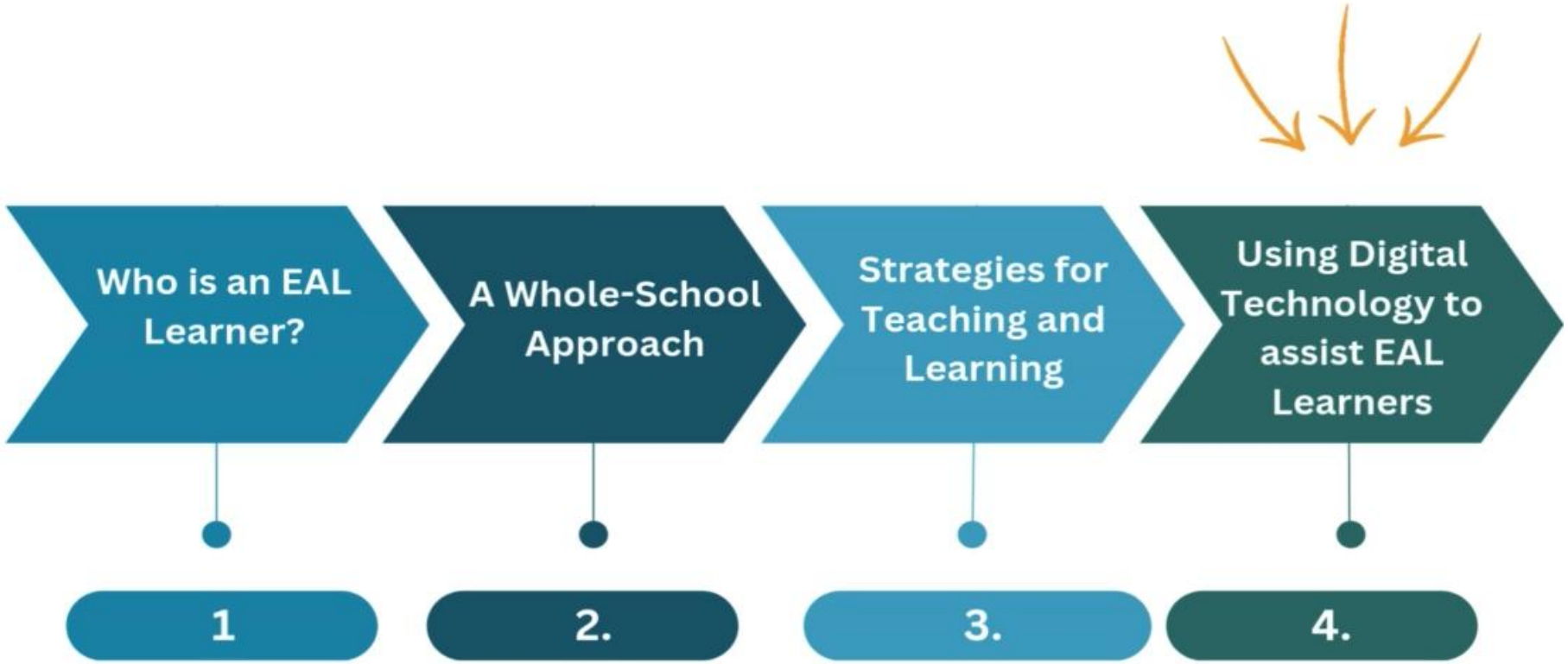
Spanish

El primer capítulo de "Private Peaceful" se titula "Cinco y cinco." En este capítulo inicial, el protagonista, Tommo Peaceful, reflexiona sobre su vida desde su infancia hasta el presente mientras se sienta en la oscuridad, contando las horas durante la noche. Tommo revela su intenso miedo al futuro y los recuerdos inquietantes que lo atormentan, especialmente la trágica muerte de su padre y la presencia protectora de su hermano mayor, Charlie.

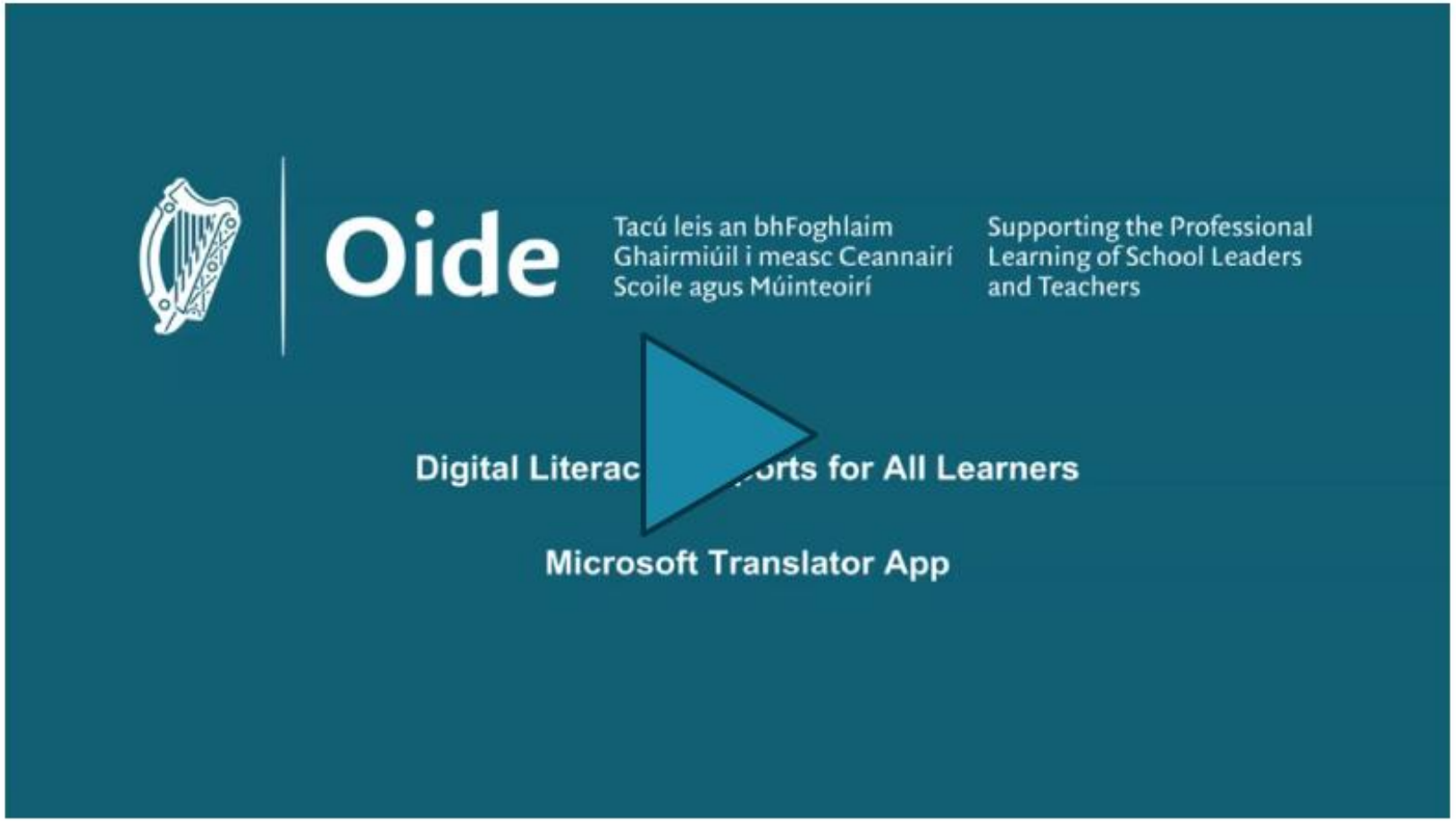
El capítulo establece el vínculo cercano entre Tommo y Charlie, destacando sus aventuras y travesuras mientras crecían en el campo inglés. También presenta a otros miembros importantes de la familia, como su madre, cuya resistencia y fortaleza proporcionan una base para los chicos. Los pensamientos de Tommo a menudo se desvían hacia sus días escolares, sus encuentros con matones



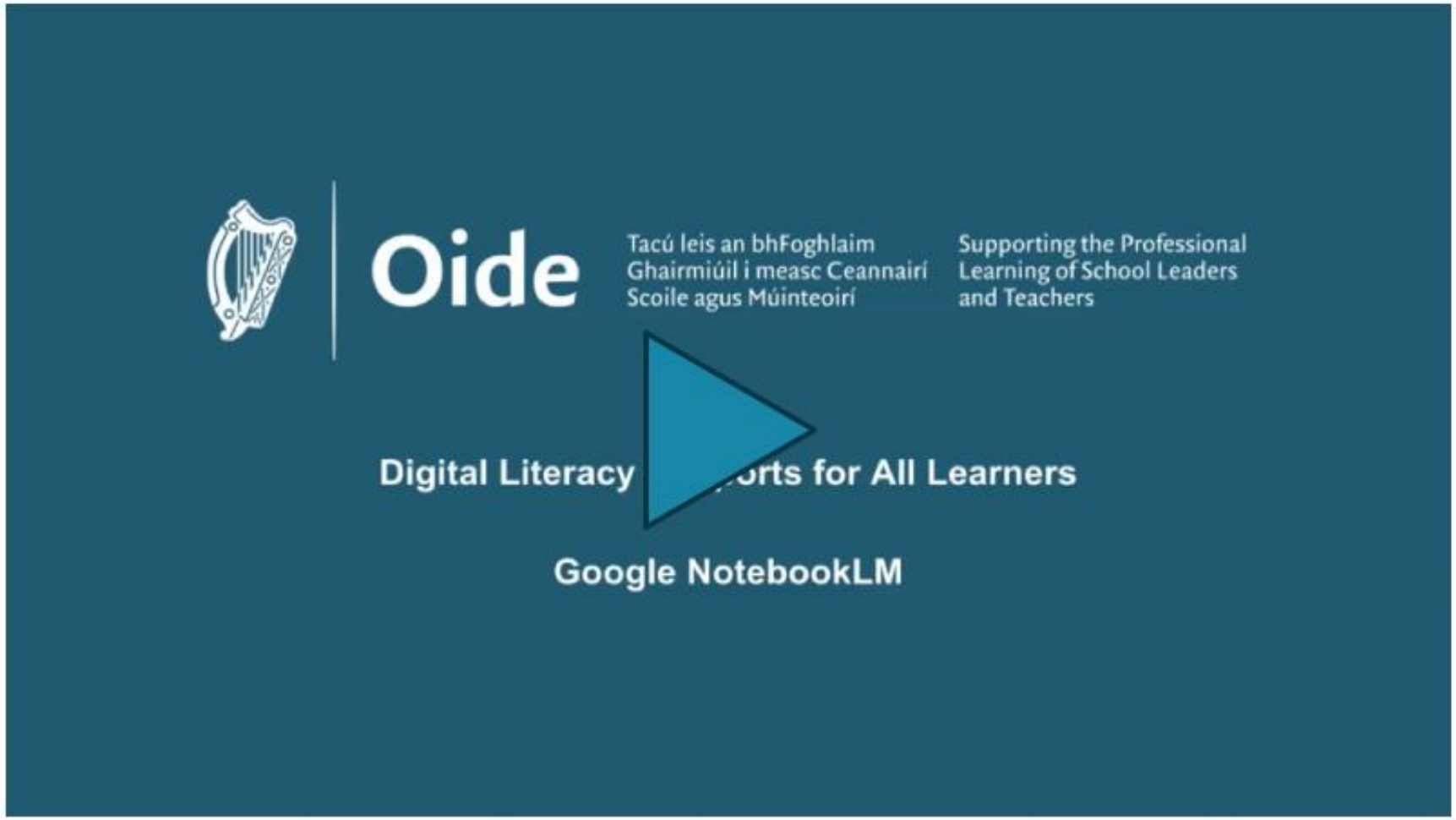
Using Digital Tools to Support EAL Learners



Live Translated Captioning in Microsoft Translate



NotebookLM



NotebookLM

Using AI for Inclusive Planning

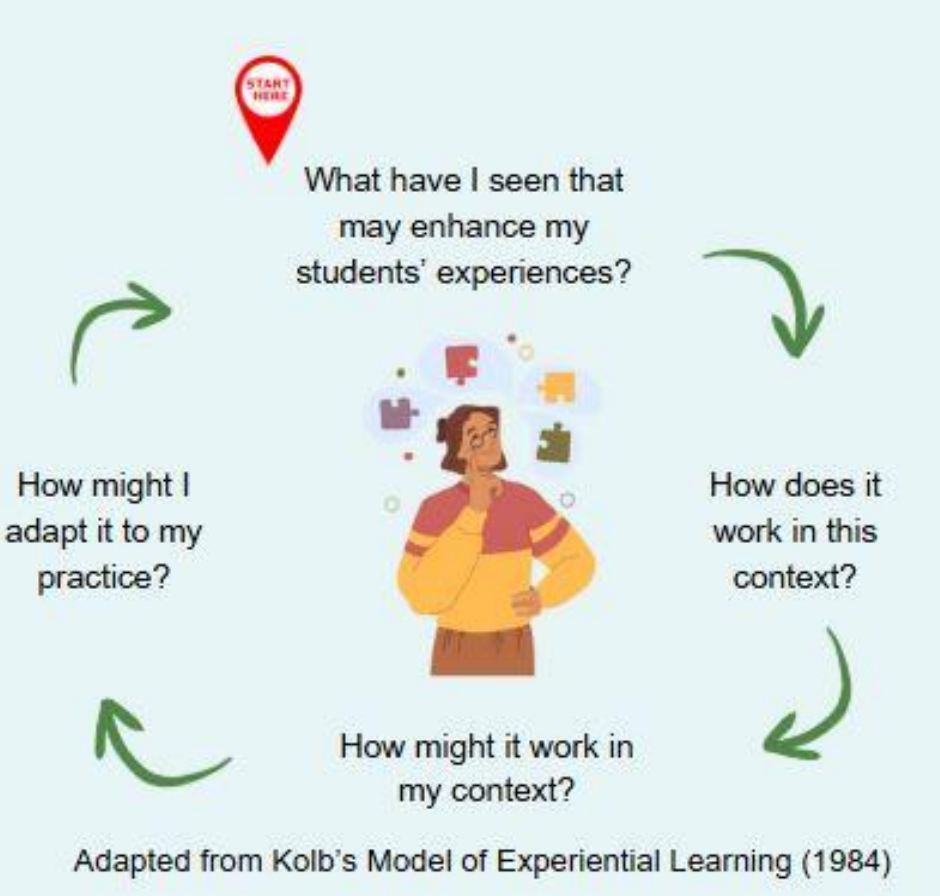
Google AI

Microsoft Copilot

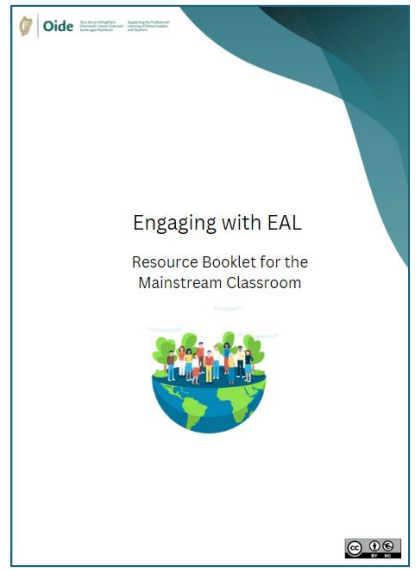
MAGIC SCHOOL
Education Organizer AI

Brisk Teaching

Reflection and Booklet Link



Take a moment to reflect on the various approaches discussed in this session and how they can support your students.



tinyurl.com/OideEALBooklet

Padlet of Resources and Additional Supports

Oide

SCAN ME!

http://tinyurl.com/OideEALSupports

Oide

Visit our website www.oide.ie

Contact: info@oide.ie

Follow us on X
@Oide_PPLiteracy

NCCA

www.ncca.ie

Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

www.elsp.ie

English Language
Support Programme

Oide

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

Supporting the Professional Learning of School Leaders and Teachers

Many thanks!

Míle buíochas

Danke | Gracias | Grazie |Merci | Дякую

info@oide.ie

www.oide.ie

@OideIreland

CC BY NC