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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



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Spreagadh

An Oide
Learning Series

23rd - 28th of
February 2026

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for further details





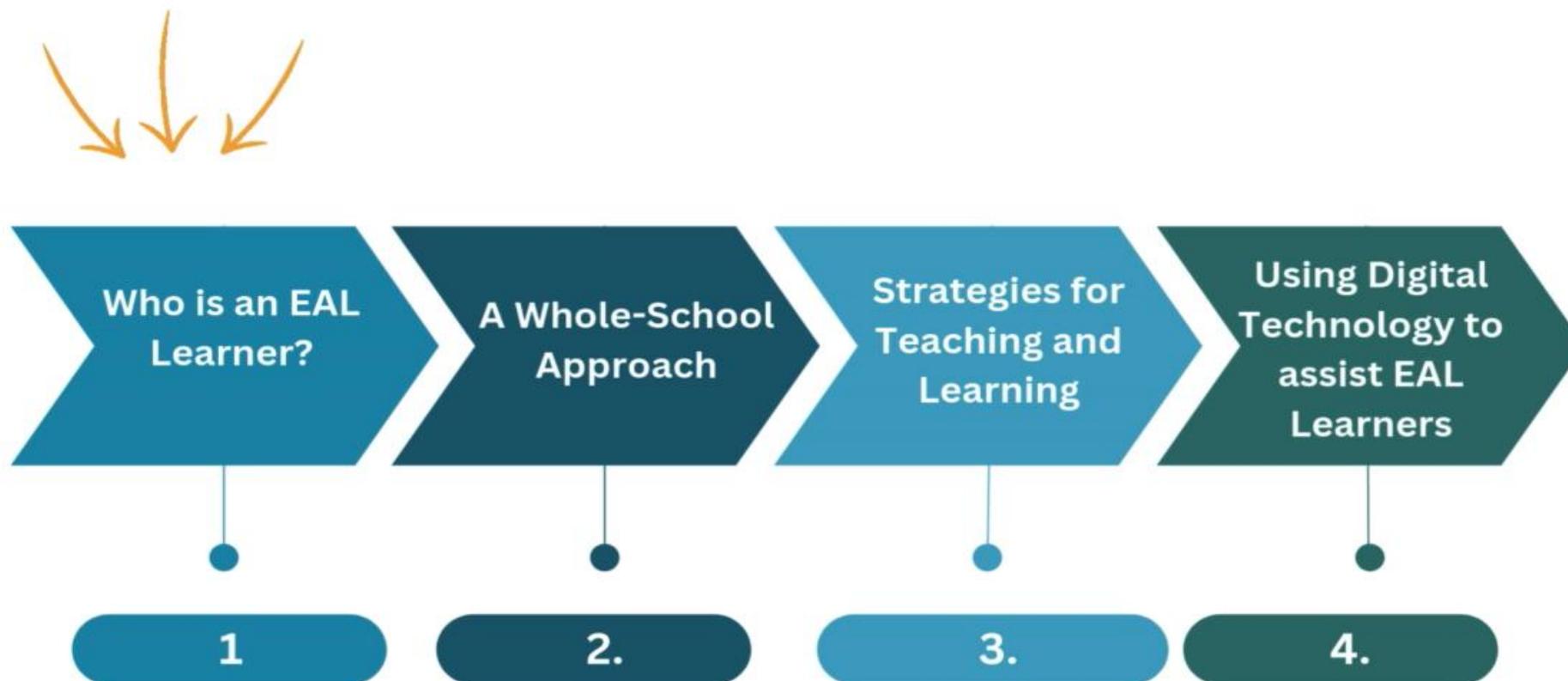
Our Focus for This Session is...

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



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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



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The Quality of Education for Children and Young People from Ukraine

February 2024

Department of Education Inspectorate
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Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning

Findings from Primary and Post-primary school inspections of English as an Additional Language

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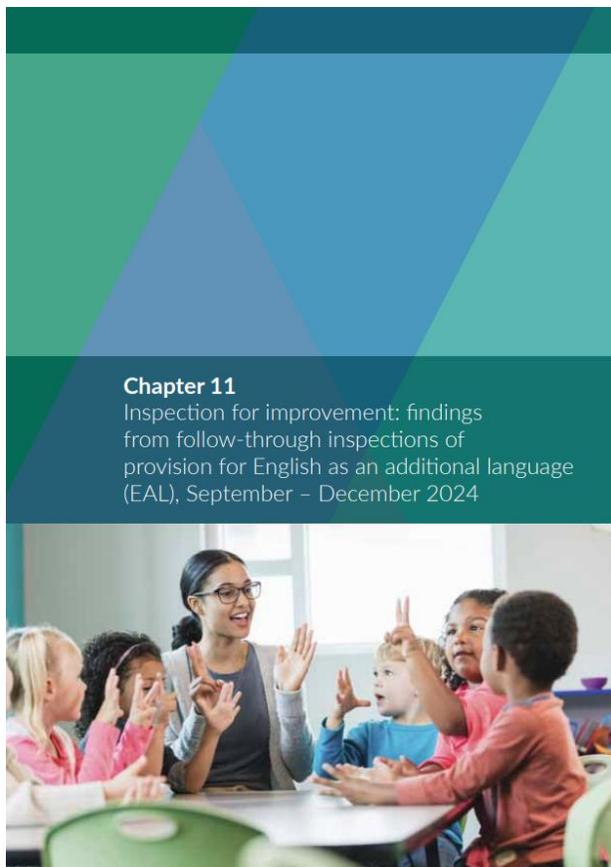
Guidance on the 2025 Summer Programme
For Post-Primary schools

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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

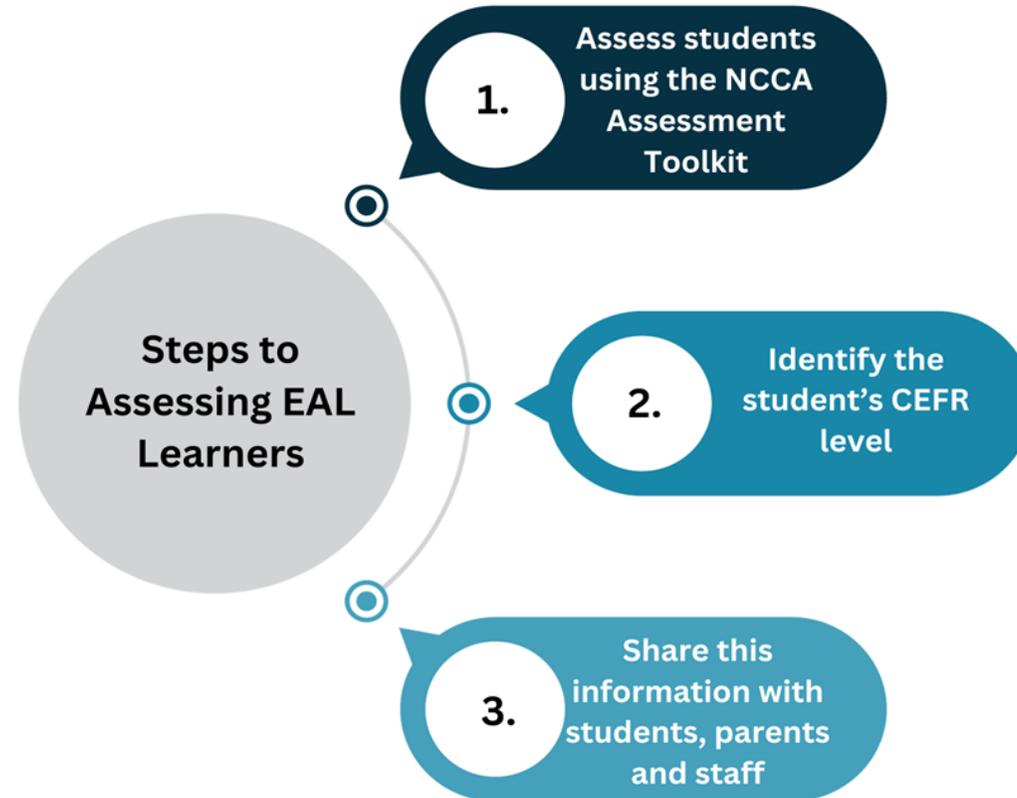
Inspection for Improvement: Follow-through inspections of provision for EAL, Inspectorate, 2024, Chapter 11, pp. 2–4

Assessment Toolkit: Key Steps



Post-Primary

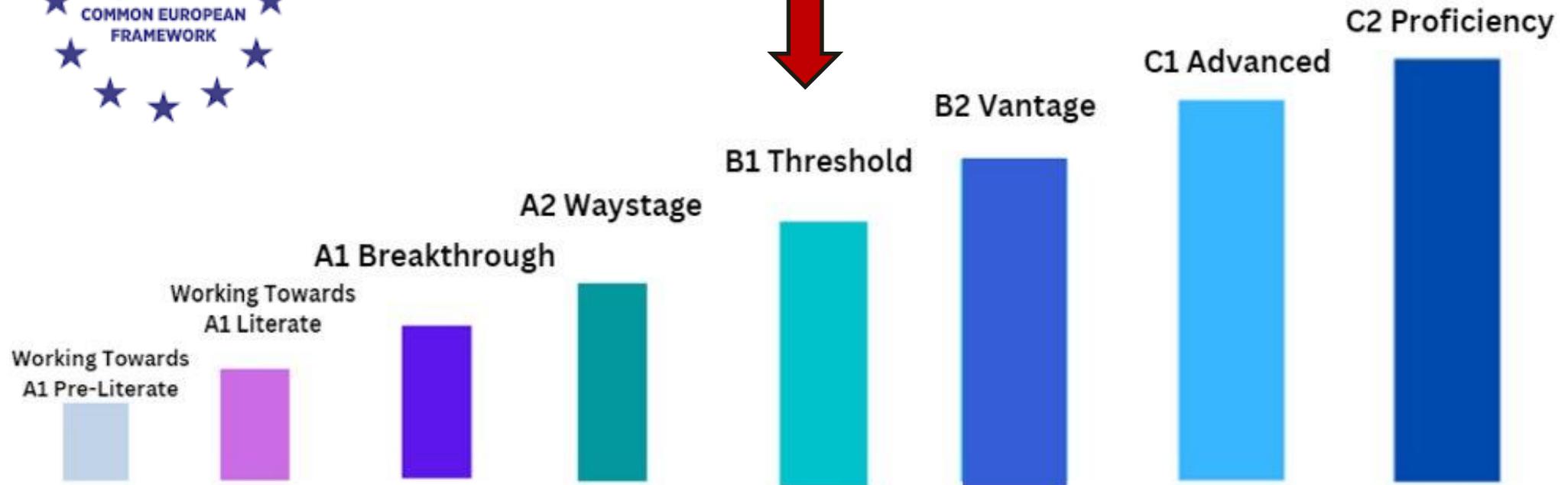
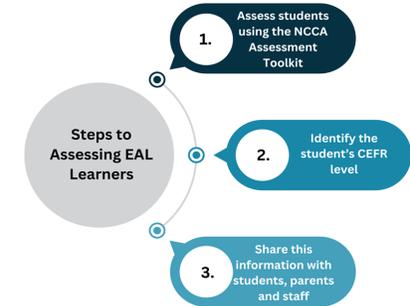
English as an Additional Language
EAL Post-Primary Assessment Kit



Common European Framework of Reference for Languages (CEFR)



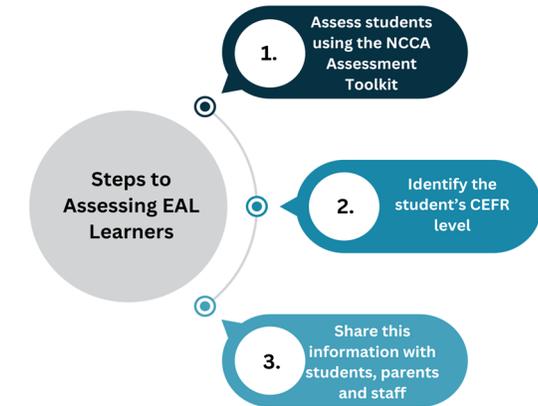
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Development Across All Four Skills of Language Acquisition



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



Which targets are your EAL students currently working towards?



Additional Supports: Assessment Toolkit Guide



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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).

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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.

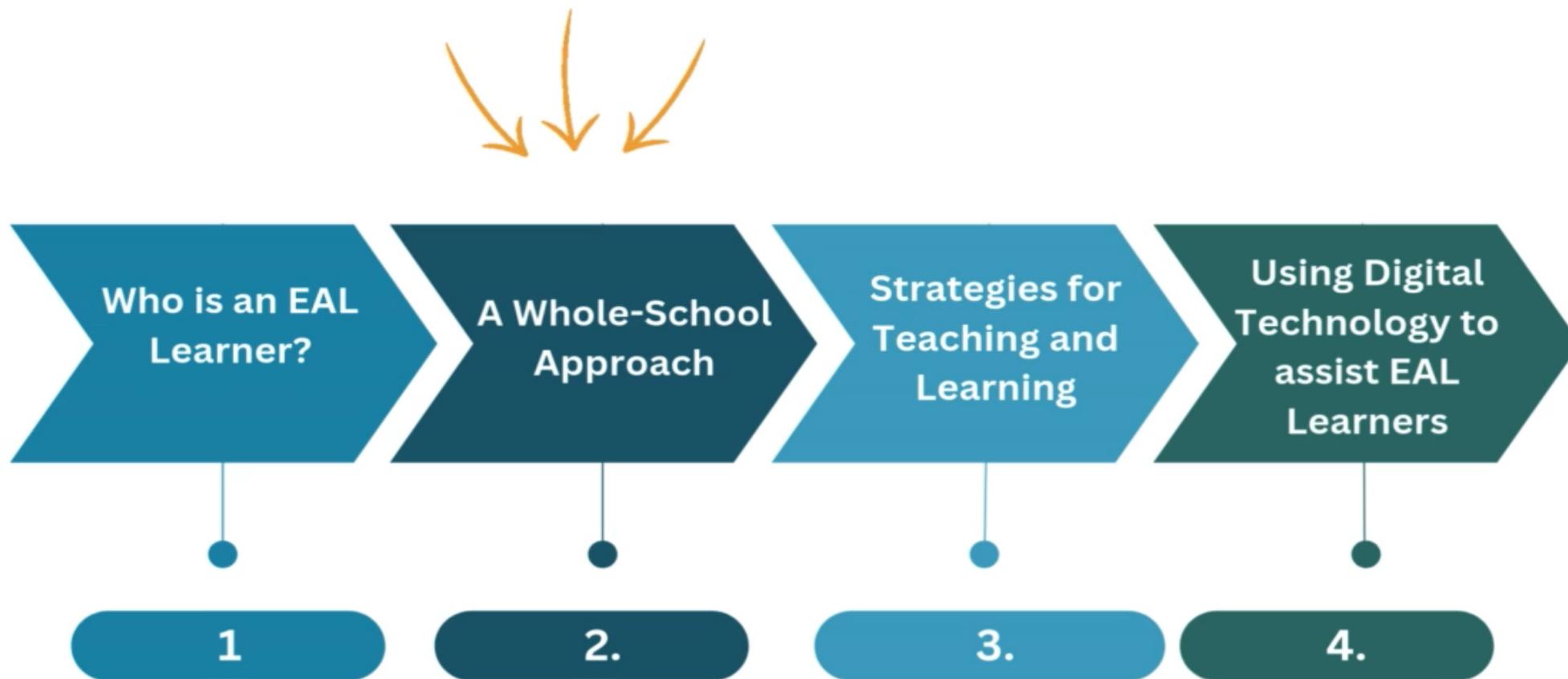
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<https://tinyurl.com/EALAssessmentGuide>



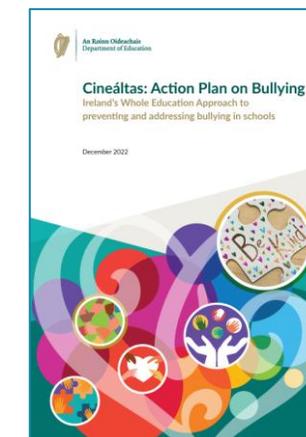
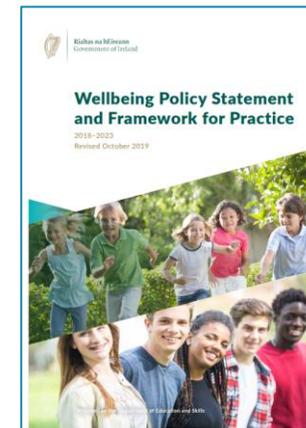
Welcoming Environment





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?

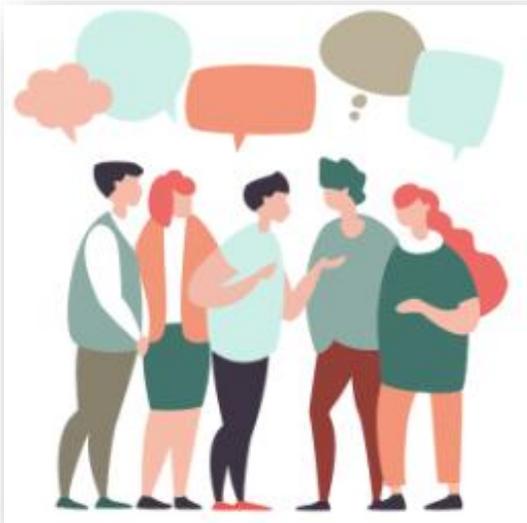




Building Learner Confidence

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

Classroom language for Ukrainian students

Languages Connect

Greetings / Вітання

Hello! Привіт! / pryhut
 How are you? Як ти? / yak ty?
 I am well! Добре! / dobre!
 I am very well! Дуже добре! / duzhe dobre!
 I am not well! Мені нездорово! / meni nezdrovo!
 I feel sick! Мені погано! / meni pohano!
 Who is absent today? Хто сьогодні відсутній? / kto syhodni vidsutnyy?

Classroom Questions: Student / Питання в класі: Учень

What are we doing? Що ми робимо? / sho my robimo
 What page is it on? Яка сторінка? / yakya stornitska?
 Which exercise? Яка вправа? / yakya vprava?
 Can you help me? Допоможіть мені! / dopomozhit meni!
 Can I ask X for help? Можна попросити X допомогти? / mozhna poprositi x dopomohiti?
 Do we do it individually Ми працюємо самостійно / mi pratsuyemo samostiyno
 in pairs / in groups в парах / v paraakh | в групах / v hrupakh
 Can you explain ... again? Можете пояснити ... ще раз? / mozhete poyasnyti sho raz?
 How do you say ... in Ukrainian? Як сказати ... по-українськи? / yak skazati ... po ukrayinskyi?
 How do you spell it? Як це буде по літерах? / yak tak bude po literakh?
 How do you write it? Як це написати? / yak tak napisati?
 Do we take it down? Треба записати? / treba zapysati?
 Can we start? Можна починати? / mozhna rachynati?
 How much time is left? Скільки в нас ще часу? / skilky v nas she chasu?

Pleasanties / Вітання слова

Please Будь-ласка / buď-laska
 Thank you Дякую / dyakuy
 You are welcome Прасю / prashu
 Sorry Вибач / vybach
 No problem Без проблем / bez problem

Classroom Instructions / Слова на уроці

Ready Готовий! / hotovy
 Write neatly Пиши акуратно! / yshy akurnato
 Read with me Читай зі мною! / chytai zi mnoyu
 Look at the board! Дивися на дошку! / divysya na doshku
 Listen carefully Слухай уважно! / slushay uvazhno
 Watch out for...! Шукай ... / shukay ...
 Let's take a break Робимо перерву! / robimo perervu
 Try again Спробуй знову! / sprubuy znovu
 X come to the board X йди до дошки! / x ydy do doshki
 X, please start X, починай! / rachynay
 Put your hand up/down Підняти руку / podymati ruhu | Опустити руку / opustiti ruhu
 Listen please Слухай, будь-ласка! / slushay buď-laska
 Copy this down Перепиши! / perepishi
 Write Пиши! / yshy

Listen Слухай! / slushay
Watch Дивися! / divysya
Learn Вчи! / vchi
Practice Практикуй! / praktykuy
 In Ukrainian please! По-українськи, будь-ласка! / po ukrayinskyi buď-laska
 Swap with your partner Помилися з партнером! / pomynysya z partnerom
 Work in groups of X people Працюйте в групі з X чоловік! / pratsuyete v hrupі ze ... chlovak
 Play/Work/write in pairs Граємо / працюємо / пишемо в парах / robimo v paraakh
 Time is up! Час закінчився! / chas zakinchivnya
 You have X minutes У вас X хвилин! / u vas ... hvylin
 Switch on/off your tablet Увімкни / вимкни! / Включи планшет / vkladny planshet
 Open/Close your copy/book Відкрий / закрый зошит / відкрий / закрый зошит | підручник / podruchnyk
 You are going to work individually Працюємо самостійно! / pratsuyemo samostiyno
 in pairs/in groups в парах / v paraakh | в групах / v hrupakh

languagesconnect.ie

In Romanian class...

Languages Connect

Classroom Questions: Student / Întrebări în clasă: Elev

What are we doing? Ce facem? / che fachem
 What page is it on? Pe ce pagină? / pe ce pagină?
 Which exercise? Care exercițiu? / care exercițiu?
 Can you help me? Poți să mă ajuti? / poti sa ma ajuti?
 Can I ask X for help? Pot să cer ajutor de la X? / pot sa cer ajutor de la x?
 Do we do it individually Lucrăm individual / lucrăm individual
 in pairs / in groups în perechi / în grupuri | în perechi / în grupuri
 Can you explain ... again? Poți să mă explici ... din nou? / poti sa ma explici ... din nou?
 How do you say ... in Romanian? Cum se spune ... în română? / cum se spune ... in romana?
 How do you spell it? Cum se scrie? / cum se scrie?
 How do you write it? Cum scrii? / cum scrii?
 Do we take it down? Trebuie să scriem? / trebuie sa scriem?
 Can we start? Putem să începem? / putem sa incepem?
 How much time is left? Câți timp mai avem? / cati timp mai avem?

Pleasanties / Întrebări prietenoase

Please Te rog / te rog
 Thank you Mulțumesc / multumesc
 You are welcome Te rog / te rog
 Sorry Scuză / scuză
 No problem Fără problemă / fara problema

Classroom Instructions / Instrucțiuni în clasă

Ready Gata! / gata
 Write neatly Scribi curat! / scribi curat
 Read with me Citim împreună! / citim impreuna
 Look at the board! Uite la tablă! / uite la tabla
 Listen carefully Ascultă atent! / asculta atent
 Watch out for...! Fii atent la...! / fi atent la...
 Let's take a break Să facem o pauză! / sa facem o pauza
 Try again Încearcă din nou! / incearca din nou
 X come to the board X, vine la tablă! / x, vine la tabla
 X, please start X, începe! / x, incepe
 Put your hand up/down Ridică mâna / ridică mâna | Lăsa mâna jos / lasa mâna jos
 Listen please Ascultă, te rog! / asculta, te rog
 Copy this down Copiază! / copiază
 Write Scribi! / scribi

languagesconnect.ie

In Polish class...

Languages Connect

Classroom Questions: Student / Pytania w klasie: Uczniowie

What are we doing? Co robimy? / cho robimy
 What page is it on? Na jakiej stronie? / na jakiej stronie?
 Which exercise? Która ćwiczenie? / ktora cwiczenie?
 Can you help me? Czy możesz mi pomóc? / czy mozesz mi pomoc?
 Can I ask X for help? Czy mogę poprosić X o pomoc? / czy moge poprosic x o pomoc?
 Do we do it individually Czy pracujemy indywidualnie / czy pracujemy indywidualnie
 in pairs / in groups w parach / w grupach | w parach / w grupach
 Can you explain ... again? Czy możesz to jeszcze raz wyjaśnić? / czy mozesz to jeszcze raz wyjasnic?
 How do you say ... in Polish? Jak to powiedzieć po polsku? / jak to powiedziec po polsku?
 How do you spell it? Jak to się pisze? / jak to sie pisze?
 How do you write it? Jak to się pisze? / jak to sie pisze?
 Do we take it down? Czy musimy to zapisać? / czy musimy to zapysac?
 Can we start? Czy możemy zacząć? / czy mozemy zaczac?
 How much time is left? Ile czasu zostało? / ile czasu zostalo?

Pleasanties / Miłe słowa

Please Proszę / prosze
 Thank you Dziękuję / dziakuy
 You are welcome Proszę / prosze
 Sorry Przepraszam / przepraszam
 No problem Bez problemu / bez problemu

Classroom Instructions / Instrukcje w klasie

Ready Gotowy! / gotovy
 Write neatly Pisz czytelnie! / pisz czytelnie
 Read with me Czytaj ze mną! / chytai zi mnoyu
 Look at the board! Spójrz na tablicę! / shukay na doshku
 Listen carefully Słuchaj uważnie! / slushay uvazhno
 Watch out for...! Uwaga na...! / shukay ...
 Let's take a break Zróbnij przerwę! / robimo perervu
 Try again Spróbuj ponownie! / sprubuy znovu
 X come to the board X, idź do tablicy! / x ydy do doshki
 X, please start X, zacznij! / rachynay
 Put your hand up/down Podniej rękę / podymati ruhu | Opuszcz rękę / opustiti ruhu
 Listen please Słuchaj, proszę! / slushay buď-laska
 Copy this down Skopiuj! / perepishi
 Write Pisz! / yshy

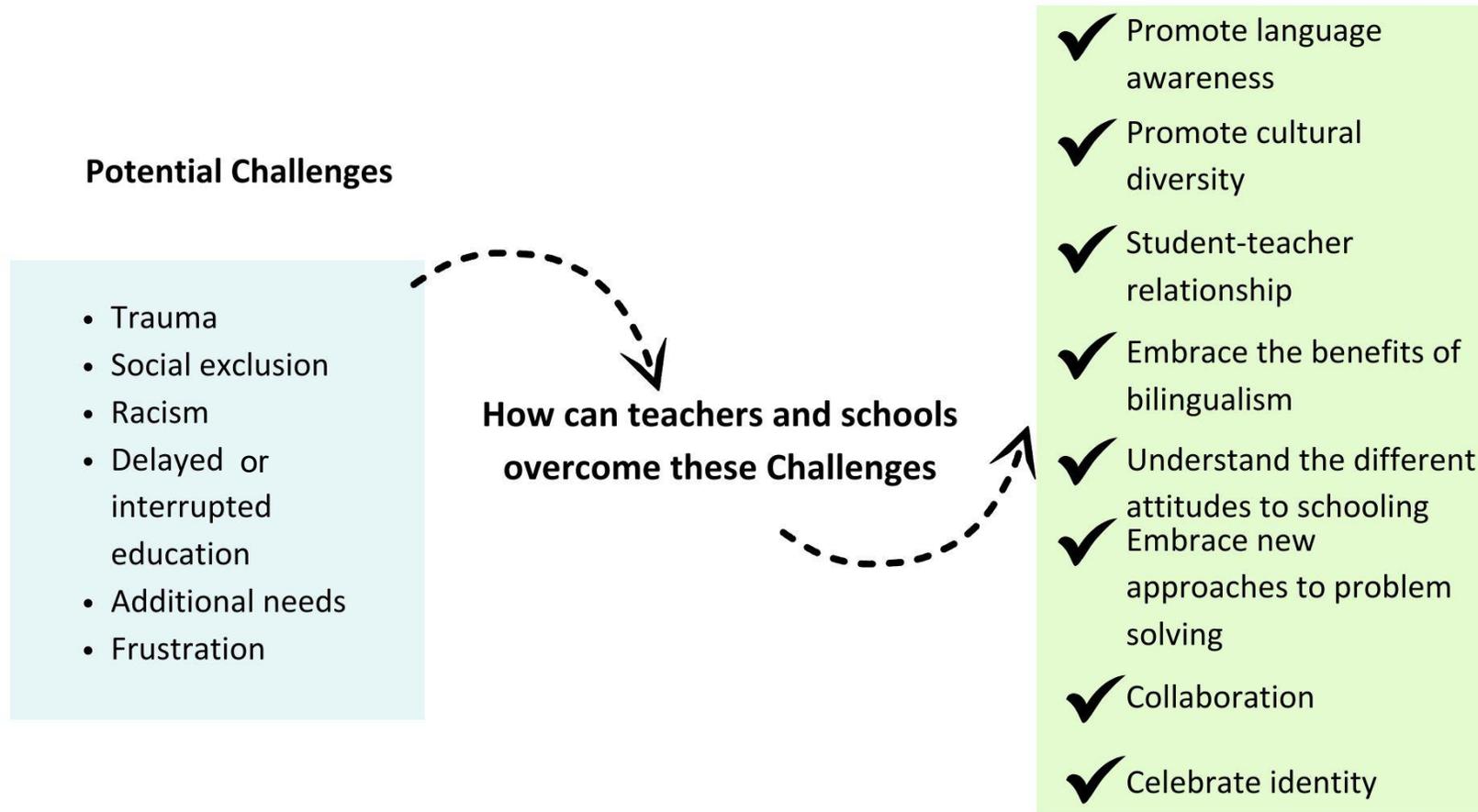
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- Chinese
- French
- German
- Italian
- Japanese
- Korean
- Lithuanian
- Polish
- Portuguese
- Romanian
- Russian
- Spanish
- Ukranian

Versions of each language mat are also available as gaeilge.



Overcoming Potential Challenges

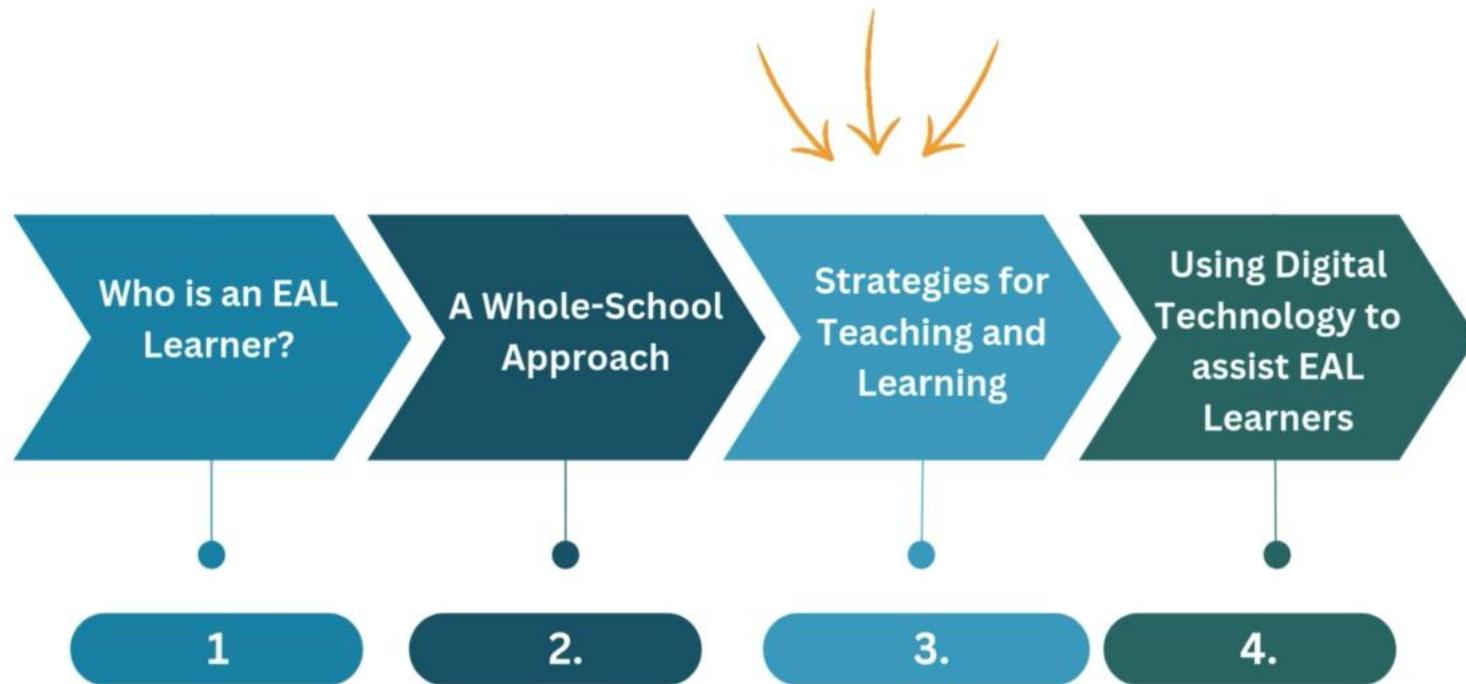




Inclusive Classroom Practice



Approaches for Teaching and Learning in the Mainstream Classroom



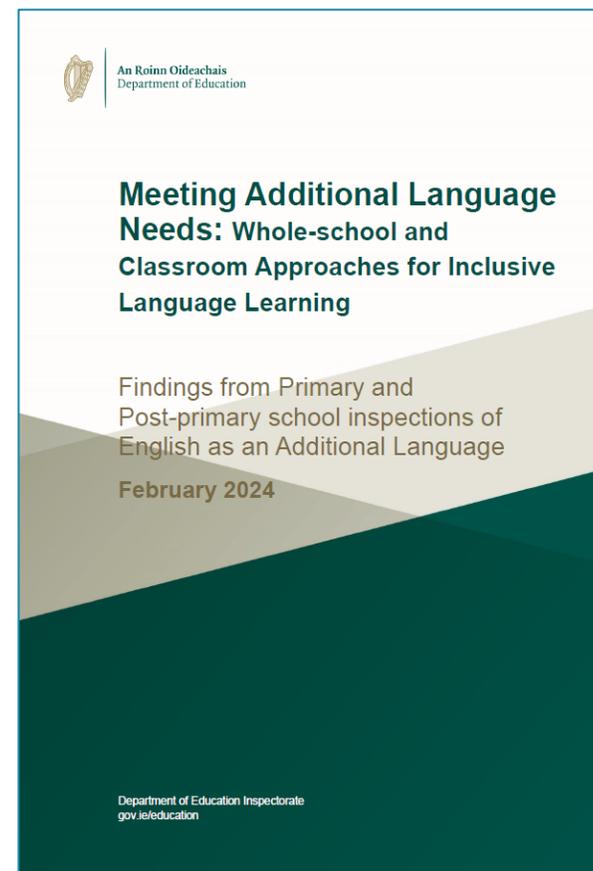


The Importance of Developing Oral Language

"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."

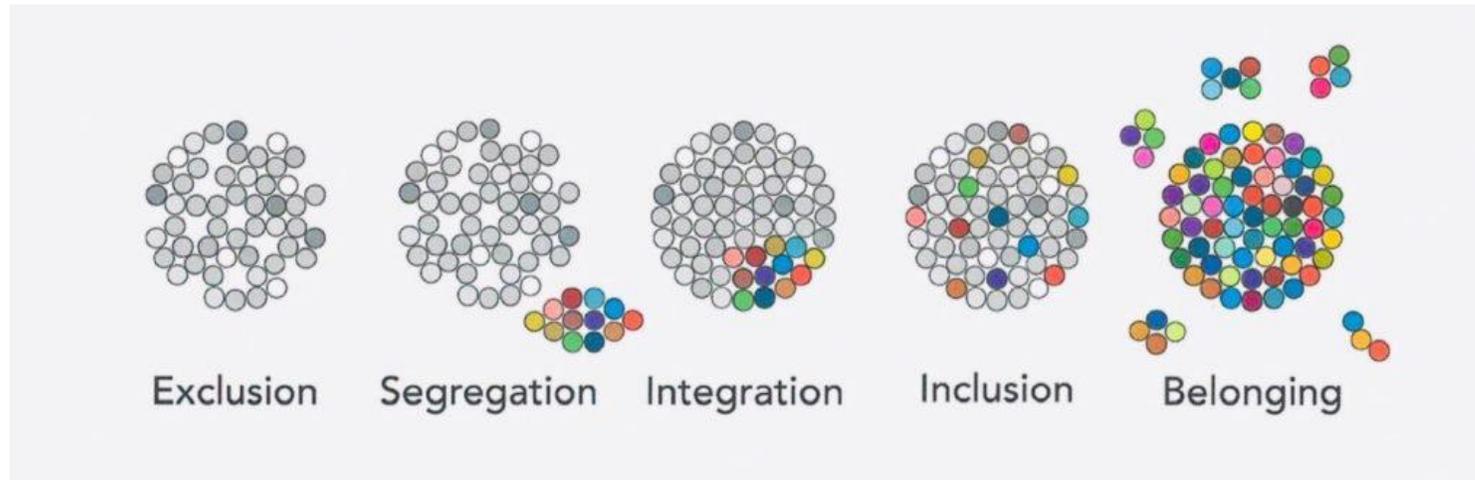
Meeting Additional Language Needs: Whole-school and Classroom Approaches for Inclusive Language Learning, February 2024



Structured Opportunities to Interact with Peers in the Classroom



Buddy System



Think Pair Share



Jigsaw Activities



Image courtesy of Inclusion4Schools.eu

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



Placemat Activities

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



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**

Tier 3

Low frequency subject specific words
e.g. photosynthesis, osmosis, plate tectonics, simile, theorem etc.

Photosynthesis, osmosis, plate tectonics, simile, theorem

Tier 2

High frequency words found in many subject disciplines e.g. examine, authority, describe, analyse, measure, repeat, suggest, curve etc

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

Tier 1

High frequency words that are used routinely in everyday speech - book, window, chair, lunch, happy, class etc.

Book, window, chair, lunch, happy, class

Translating Apps to Support Language Acquisition and Learning



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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

ساكنس - كليلدى الفاظ

بھتھا:

Наука - Ключові слова

English	Polis	Ukrainian	Russian
Highlighter	Zakreślacz	Хайлайтер	Хайлайтер
Calculator	Kalkulator	Калькулятор	Калькулятор
Pencil Case	Piórnik	Пенал	Пенал
Paper Clips	Spінacze	Скрепки	Скрепки
Copy	Kopiuj	Копія	Копировать
Eraser	gumka do mazania	Гумка	Ластик
Sticky Tape	Taśma klejąca	Клейка стрічка	Клейкая лента
Magnifying glass	Szkló powiększające	Збільшувальний скло	Увеличительное стекло
Board	Tablica	дощка	Доска
Pencil	Ołówek	Олівець	Карандаш
School	Szkoła	Школа	Школа
Markers	Markery	Маркери	Маркеры
Scissors	Nożyce	Ножниці	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	Транспортер	Транспортер
Apple	Jabłko	Яблуко	Яблоко
Bag	Torba	Хайлайтер	Ваг

Тонка кишка



Observations Relating to Resources / Handouts



Use a range of fonts, bold, underlining, highlighting

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

Where possible use yellow paper

Underline key phrases/vocabulary

Annotate to assist with understanding

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

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

1 One extract from the curriculum

BICS

CALP

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



Working towards A1 Pre-Literate

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

Working towards A1 Literate

Listening	
<input type="checkbox"/>	Understand common greetings
<input type="checkbox"/>	Follow very simple 1-2 word instructions
<input type="checkbox"/>	Understand / follow routines
<input checked="" type="checkbox"/>	Listen for and understand words & phrases from immediate environment

A1 Breakthrough

Listening	
<input type="checkbox"/>	Follow single step routine instructions by observing others
<input checked="" type="checkbox"/>	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

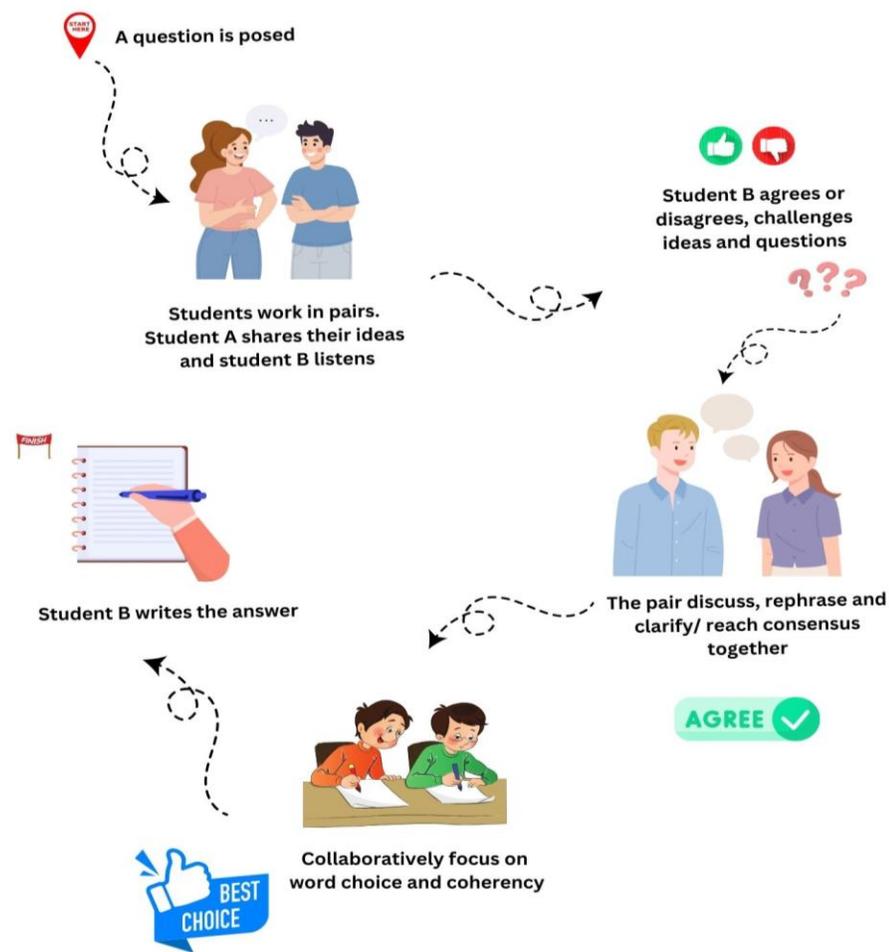
- Dictation
- Question and Answer
- **Rally coach**
- Chunking
- Audiobooks
- Podcasts as a stimulus
- Think Pair Share, Placemat, Turn and Talk and other structured group/pair activities

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



Working towards A1 Pre-Literate

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

Working towards A1 Literate

Speaking
<input type="checkbox"/> Answer simple greetings
<input type="checkbox"/> Make simple requests
<input type="checkbox"/> Convey immediate concrete needs (verbally or non-verbally)
<input type="checkbox"/> Indicate lack of comprehension non-verbally
<input checked="" type="checkbox"/> Name familiar objects in immediate environment
<input type="checkbox"/> Use a very limited number of grammatical structures such as 'My name is', 'I have a pen'

A1 Breakthrough

Speaking
<input type="checkbox"/> Use and respond to simple greetings
<input type="checkbox"/> Convey immediate needs & ask for assistance
<input type="checkbox"/> Indicate lack of comprehension
<input type="checkbox"/> Use personal vocabulary for immediate environment (school equipment; classroom objects)
<input checked="" type="checkbox"/> 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.

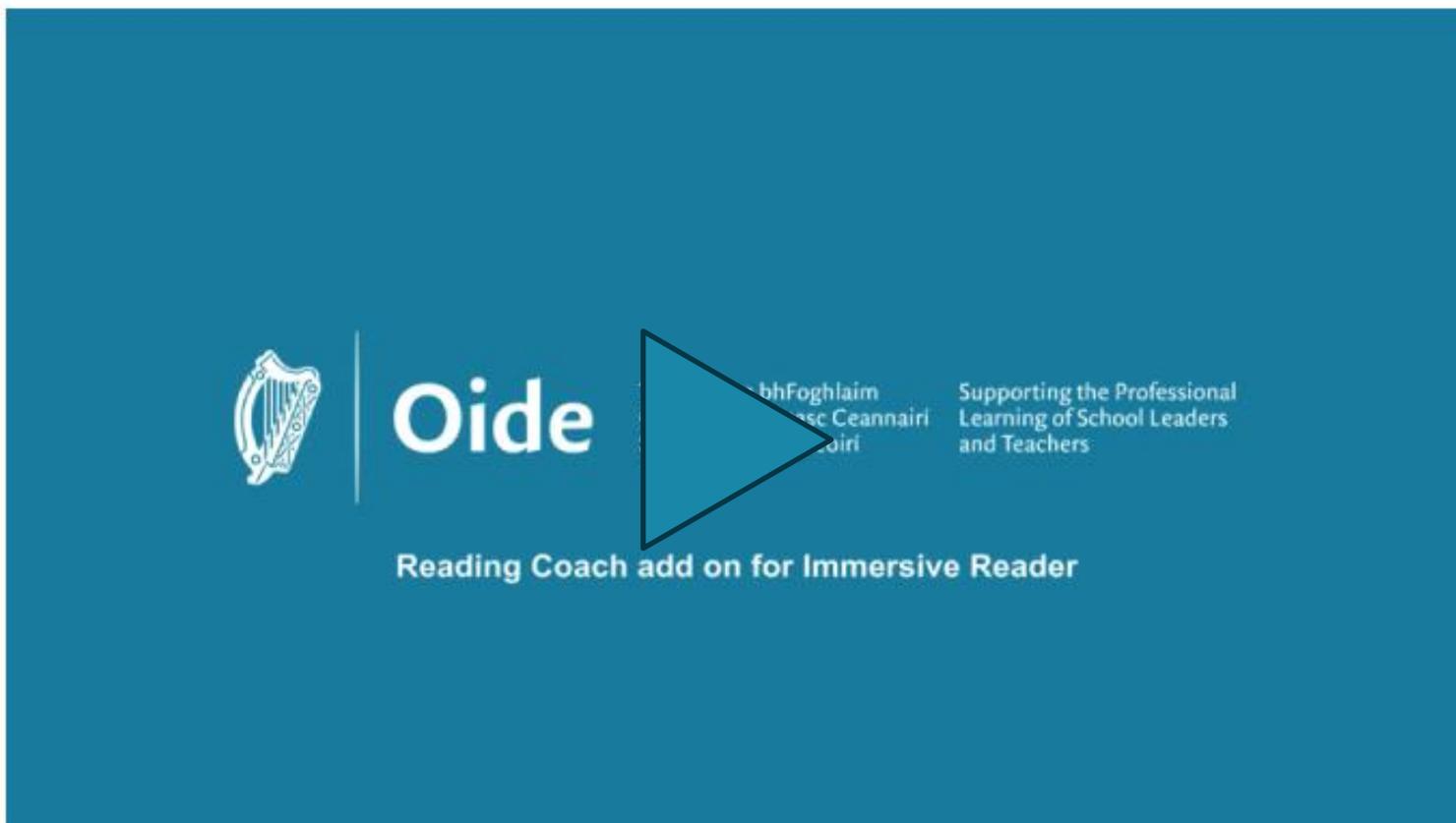
Sample Tasks for Speaking

- 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



Reading Coach

New!





Reading Targets Across the CEFR Benchmarks

Working towards A1 Pre-Literate

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

Working towards A1 Literate

Reading	
<input type="checkbox"/>	Match familiar words and pictures
<input checked="" type="checkbox"/>	Read and understand 1-2 word instructions with accompanying illustrations
<input type="checkbox"/>	Read and understand 2-3 short sentences with illustrations on a familiar topic, such as a visual school timetable
<input type="checkbox"/>	Recognise the letters of the Alphabet

A1 Breakthrough

Reading	
<input type="checkbox"/>	Follow simple written instructions with accompanying illustrations
<input type="checkbox"/>	Match labels on diagrams etc
<input type="checkbox"/>	Locate & identify sections on a map or diagram using a key
<input type="checkbox"/>	Use illustrations to help understand the topic of a text Use visual cues to help locate information
<input checked="" type="checkbox"/>	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

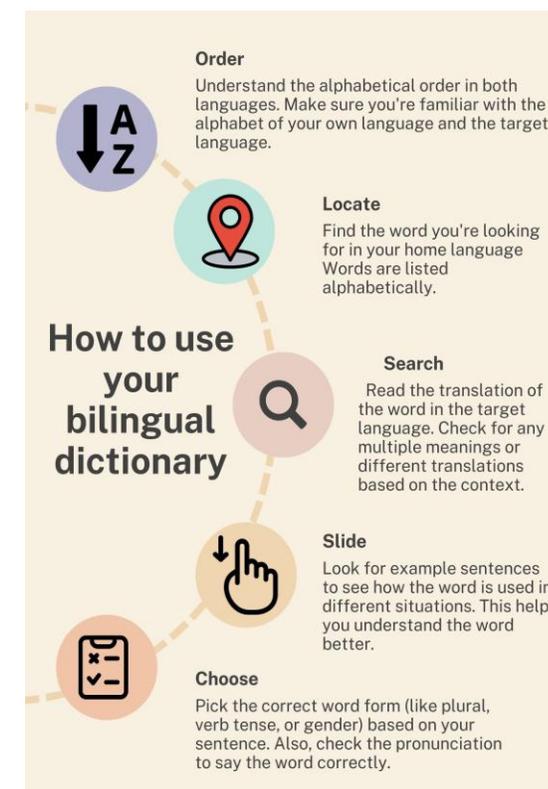
- Paired reading
- Coral Reading
- Dual Coding
- Chunking
- Using audio tools like the Reading Coach to check pronunciation
- **Practice with using the bilingual dictionary.**
- Using tools like Microsoft Lens to translate text to home language to follow for increased comprehension

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



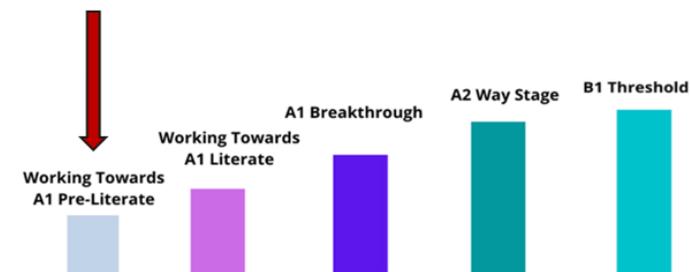
Working Toward A1 Pre-Literate - Sample Tasks For Writing

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

The water cycle, or hydrological cycle, describes how water moves around the Earth. It begins with evaporation, where water turns into vapour 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.

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)

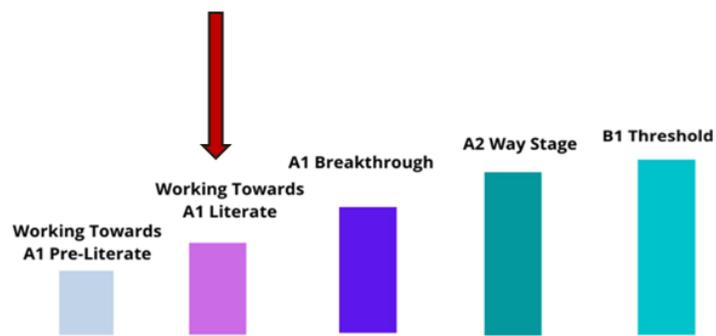


Working Toward A1 Literate - Sample Tasks For Writing

Working towards A1 Literate

Writing	
<input type="checkbox"/>	Form letters correctly
<input type="checkbox"/>	Copy familiar words and short phrases
<input type="checkbox"/>	Attempt to spell some familiar words such as own name and simple rhyming words
<input type="checkbox"/>	Write own name
<input type="checkbox"/>	Write 1-2 short sentences with correct spacing between words
<input type="checkbox"/>	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



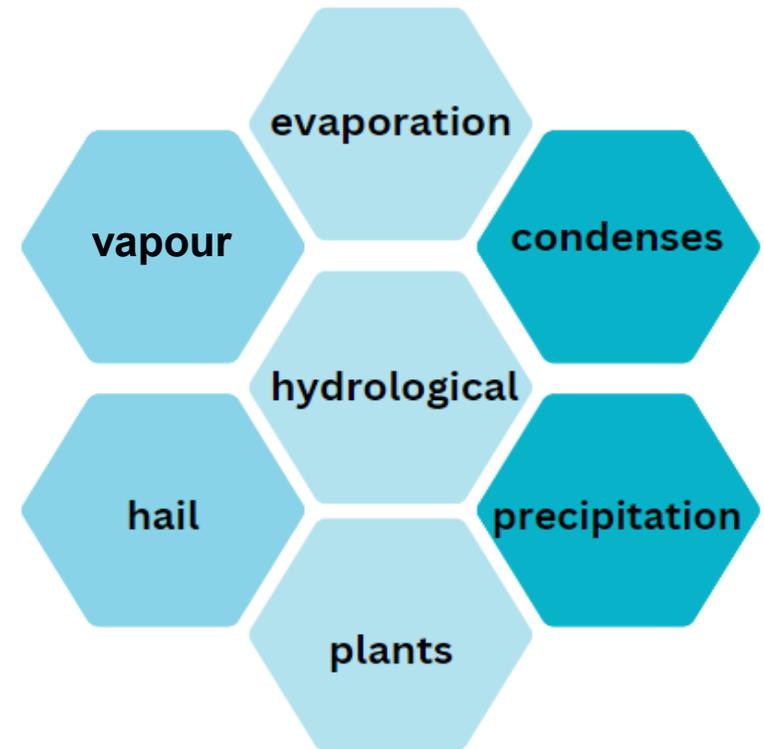


Linking Language Support to the Curriculum – A1 Breakthrough – Writing – Geography/Science

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, thento 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



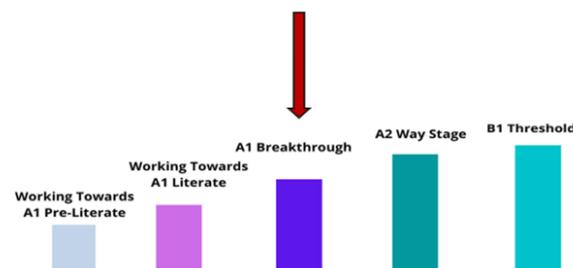


Working Toward A1 Breakthrough – Sample Tasks For Writing

Working towards A1 Breakthrough

Writing	
<input type="checkbox"/>	Form upper and lower case letters
<input type="checkbox"/>	Begin to produce legible handwriting
<input type="checkbox"/>	Write familiar key words correctly
<input type="checkbox"/>	Complete gapped sentences using word banks, labelled diagrams, maps or charts as a key
<input type="checkbox"/>	Express ideas using symbols, pictures & labelling
<input type="checkbox"/>	Match words or short phrases to pictures
<input type="checkbox"/>	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



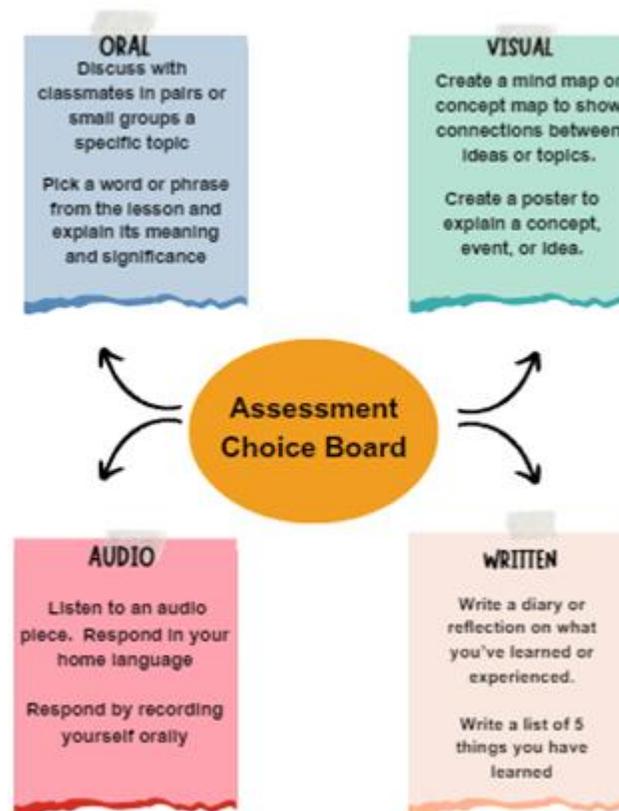
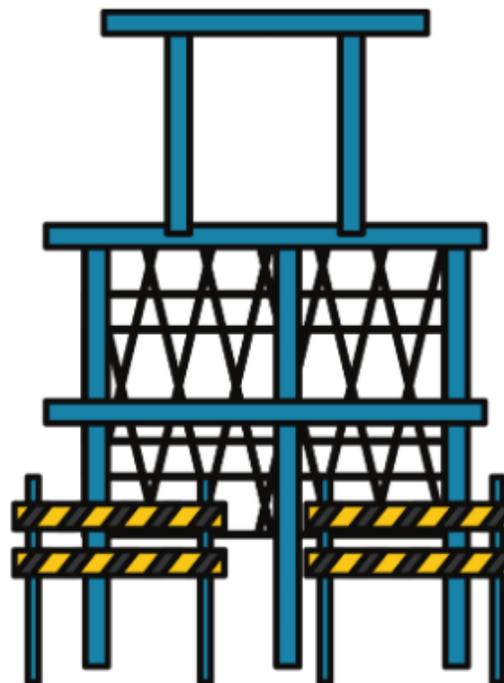


Choice in the Mainstream Classroom

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

برائیوٹ بیسفل کے پہلے باب کا عنوان "پانچ بجے دس منٹ" ہے۔ اس افتتاحی باب میں، مرکزی کردار، ٹومو بیسفل، 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 ماں 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 حفاظت، موجودگی۔

برائیوٹ بیسفل کے پہلے باب کا عنوان "پانچ بجے دس منٹ" ہے۔ اس افتتاحی باب میں، مرکزی کردار، ٹومو بیسفل، 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 فریبی تعلق کو اجاگر کرتا ہے، ان کی مہم جوئیوں اور شرارتوں کو بیان کرتا ہے جو وہ انگلش دیہی علاقے میں بڑے ہوئے ہوئے 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، بدتماشوں 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

ARTIFICIAL INTELLIGENCE

Five Considerations for Teacher Use

- ETHICAL DATA USE**

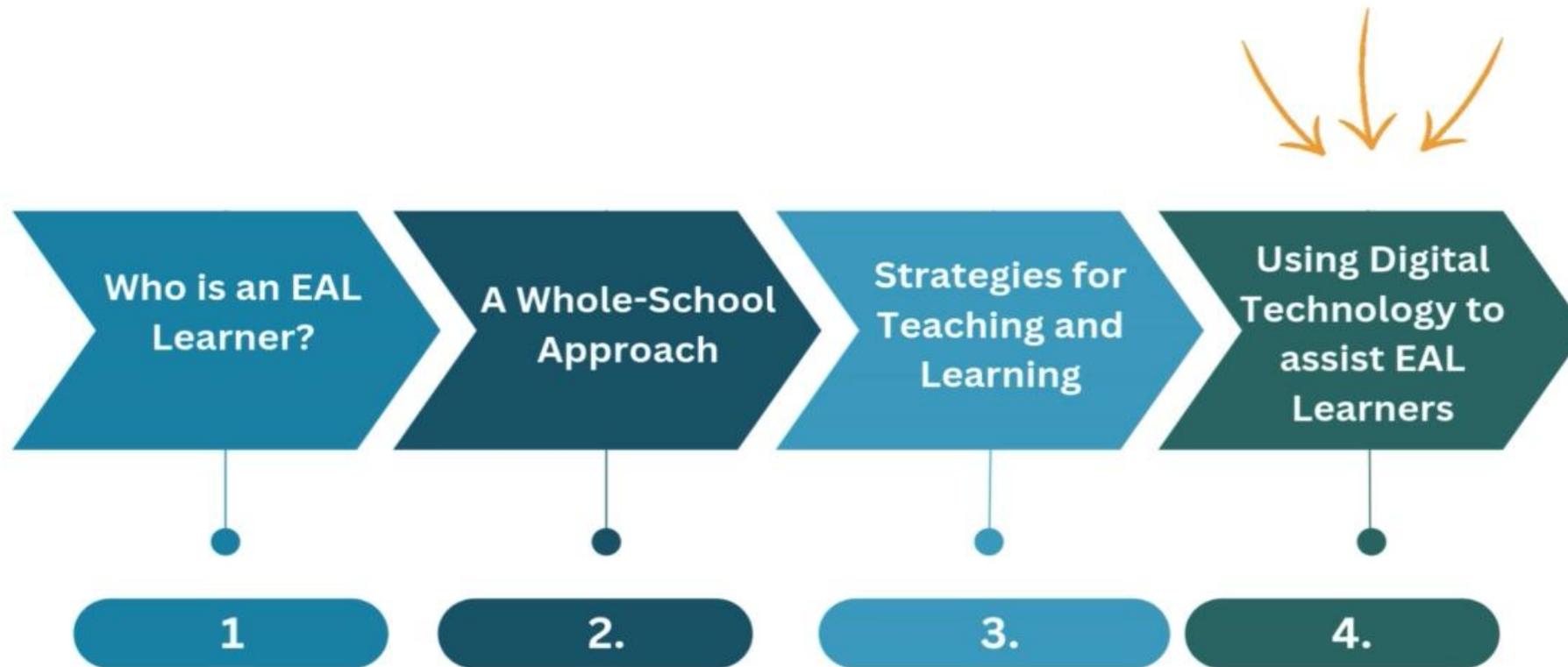
Is the tool GDPR compliant? Do not use personal or student data.
- EVIDENCE OF IMPACT**

Will the AI tool improve learner outcomes or experiences? Are there examples or case studies?





Using Digital Tools to Support EAL Learners



Live Translated Captioning in Microsoft Translate



Oide



The screenshot shows the Oide app interface on a dark teal background. On the left is the harp logo. The word "Oide" is prominently displayed in white. To its right, the text reads "Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí" and "Supporting the Professional Learning of School Leaders and Teachers". Below this, a large blue play button icon is centered. Underneath the play button, the text says "Digital Literacy Supports for All Learners" and "Microsoft Translator App".





 | **Oide** Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí Supporting the Professional Learning of School Leaders and Teachers

 Digital Literacy Supports for All Learners

Google NotebookLM

 **NotebookLM**



Using AI for Inclusive Planning

 | **Oide**  Foghlaim
i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Using Open AI for Inclusive Planning

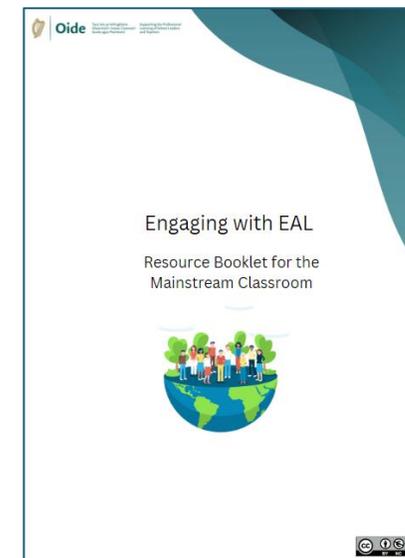




Reflection and Booklet Link



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



<http://tinyurl.com/OideEALSupports>



Oide

Visit our website www.oide.ie

Contact: info@oide.ie



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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



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