



**Oide**

Tacú leis an bhFoghlaim  
Ghairmiúil i measc Ceannairí  
Scoile agus Múinteoirí

Supporting the Professional  
Learning of School Leaders  
and Teachers

# Leading the Inclusion of EAL Learners in Primary Schools

Webinar

2023





# Introductions

Please use the chat box to introduce yourself and give a brief overview of your school's context in relation to EAL.





## Introducing Oide



# Oide

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# NIPT

An Clár Náisiúnta Ionductaithe do Mhúinteoirí  
The National Induction Programme for Teachers

An tSraith Shóisearach do Mhúinteoirí  
**Junior CYCLE**  
for teachers





# Protocols for this session

- Mute microphones unless prompted
- Use chat box for questions during the session
- Do not take screenshots/photographs of the screen or record the screen
- Ensure you are sitting in a comfortable position
- You will find a link to our Padlet with this evening's resources in the chat and at the QR Code below



**Oide Primary EAL Padlet**

# Workshop Overview & Outcomes



Oide

## EAL Learners in Context

Participants will...

- Consider the variety of EAL Learners in our schools and the need for a strengths/assets-based approach.
- Explore ways to make EAL learners and their families feel welcome.
- Explore a variety of translation tools to support inclusion.

## EAL Pedagogies

Participants will...

- Consider what to expect during language development.
- Explore strategies for fostering a plurilingual environment.

## Teaching, Learning and Assessment

Participants will...

- Explore teaching, learning and assessment strategies to support EAL learners.
- be aware of the supports available through Oide for EAL whole school, classroom and SET/EAL contexts.



# Key Messages

An **inclusive school culture** is one that provides opportunities for EAL learners to **use their home language** whenever possible to help them **access the overall curriculum** and **participate fully in school life**.

A classroom environment in which **communication is valued and promoted** will support **the inclusion of all learners** and the development of their **linguistic repertoire across multiple languages**.

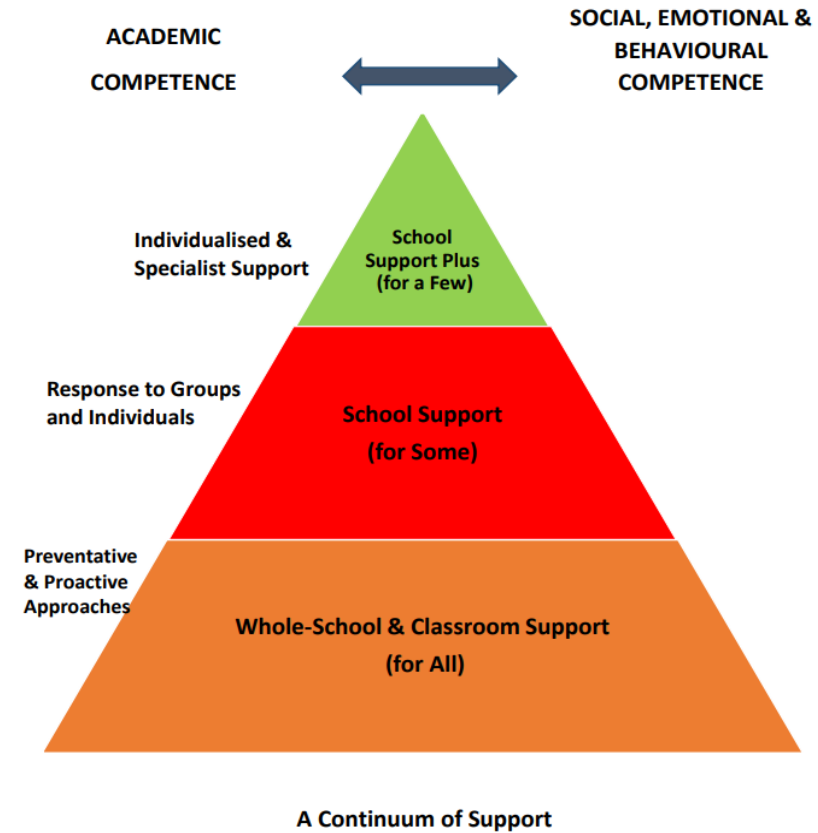
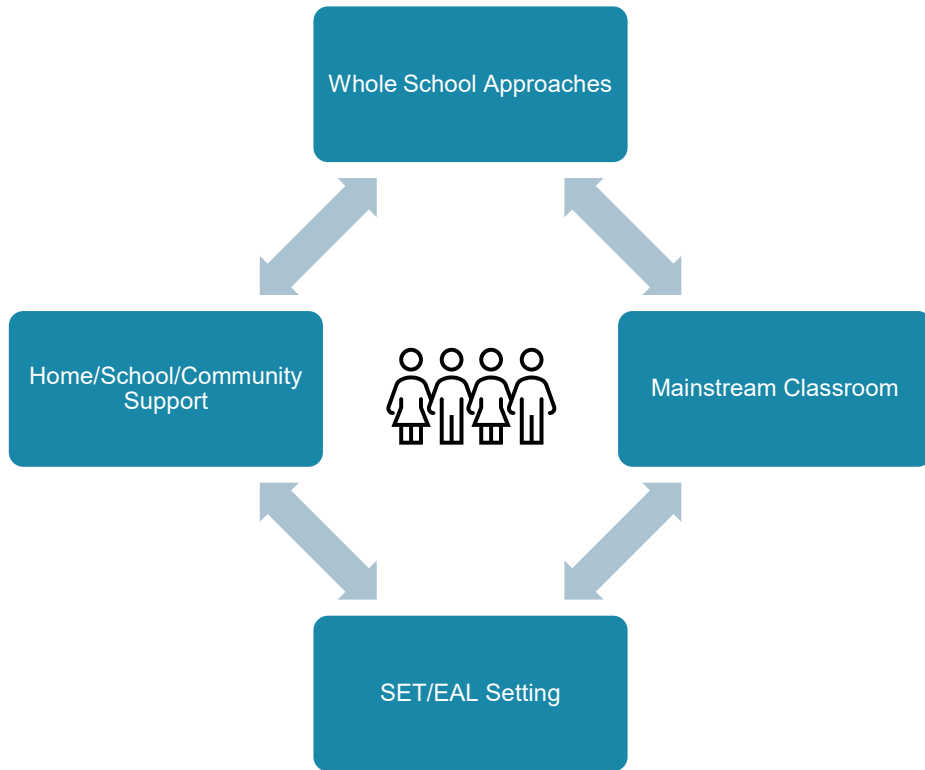
**Collaboration** between **all school staff** is essential for fostering **an inclusive learning environment** that supports EAL learners.

**The Primary Language Curriculum** reflects the **linguistic and cultural diversity** visible in Primary schools and supports all learners in their language learning and development.



# Inclusion

Supporting EAL learners supports **all** learners.





# EAL Resources and Padlet



## Oide Primary EAL Padlet

Padlet

PDST Language + 1 • 4d

### Oide Primary EAL Support

Leading the Inclusion of EAL Learners in Primary Schools

- 1- Key Messages that frame our work
- 3- Getting to Know The Learners and Families in Your School
- 4- Creating an Inclusive School Environment
- 2- Oide Primary EAL Website and Apply for School Support
- 5- Home-School Communication at the Whole School Level

PDST Language 1yr

#### Key Message 1

An inclusive school culture is one that provides opportunities for EAL learners to use their home language whenever possible to help them access the overall curriculum and participate fully in school life.

PDST Language 1yr

#### Sample EAL Data Capture Form (Primary)

SAMPLE SAMPLE PDST Primary EAL Student Data Capture Form

drive.google.com

Annie Asgard (PDST EAL A... 12mo)

#### How can we make new learners and their families feel welcome?

SUPPORTING CULTURALLY & LINGUISTICALLY DIVERSE LEARNERS

How can we make new students feel welcome?

Relationships and belonging

Annie Asgard (PDST EAL A... 12mo)

#### Visit the Oide Primary EAL Website!

SUPPORTING CULTURALLY & LINGUISTICALLY DIVERSE LEARNERS

Click on a question below to access PDST supports

PDST Language 1yr

#### Produce a 'How Our School Works' welcome booklet





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## Session One

EAL Learners in Context





# Session One:

## EAL Learners in Context

By the end of this session participants will have begun to:

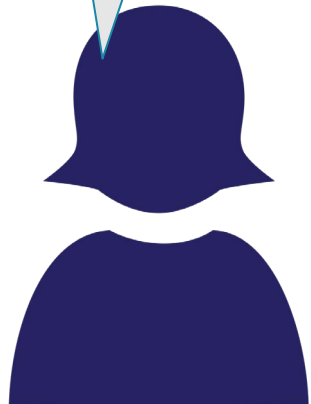
- Consider the variety of EAL Learners in our schools and the need for a strengths/assets-based approach.
- Explore ways to make EAL learners and their families feel welcome.
- Explore a variety of translation tools to support inclusion.

# Who are our EAL Learners?



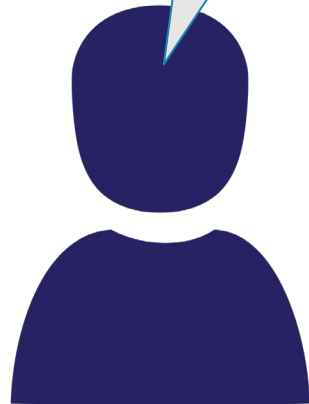
*"I am 5 year old Polish girl in Senior Infants. My parents moved to Ireland before I was born. I speak Polish at home with my family."*

**Zofia**



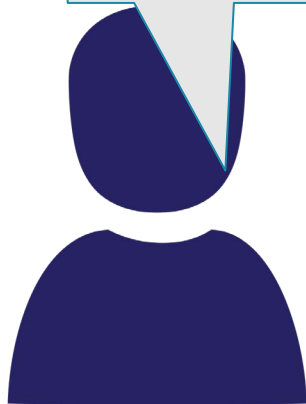
*"I am 7 year old Bulgarian boy who has recently arrived in Ireland. I am in 1st Class. I have no experience of formal schooling, I do not yet speak English. We speak Bulgarian at home."*

**Anton**



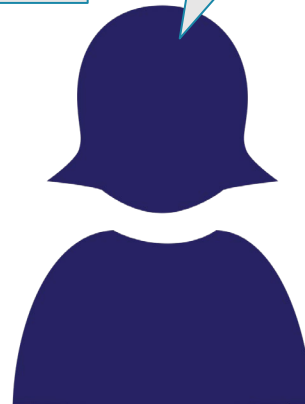
*"I am a 9 year old Georgian boy who lives in an International Protection Accommodation Centre (Direct Provision) with my parents and sister. I arrived in Ireland in December 2021, and have started to learn English."*

**Zurab**



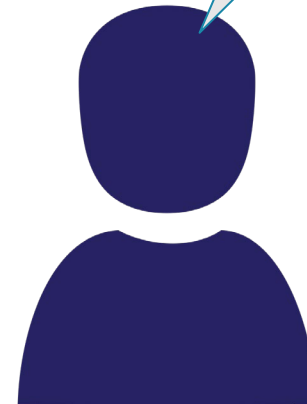
*"I am a 7 year old Roma girl, I was born in Ireland. I started school this year. I live with my extended family and my older sister is the first person to read and write in my family."*

**Elena**



*"I am ten years old, I moved here with my mother from Ukraine three weeks ago to live with my cousins. I speak Russian and Ukrainian and I love building lego."*

**Igor**





# A strengths based/assets based approach

*“What will happen when we think about what is right with people rather than fixating on what is wrong with them?”*

Donald Clifton



# What are our EAL Learners' needs?



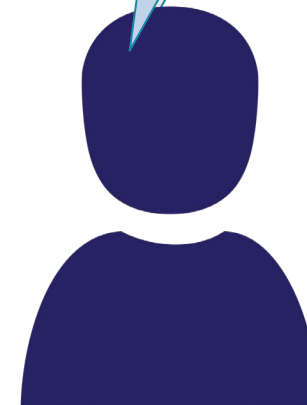
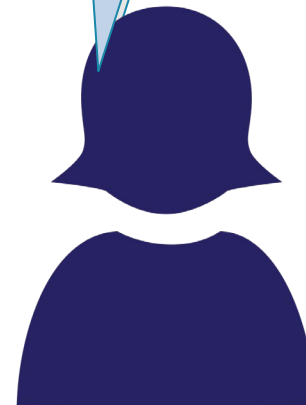
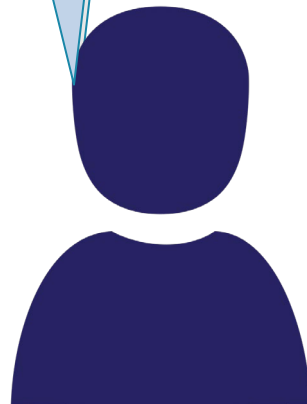
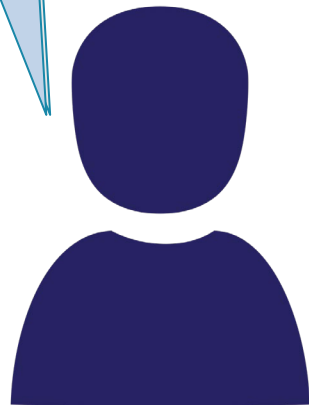
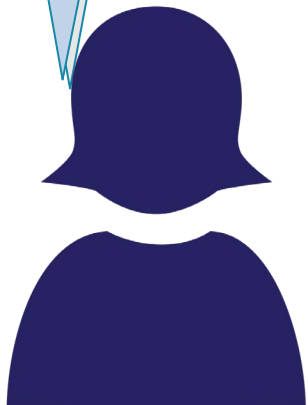
I want to feel safe

I want to feel like I belong

I want to form relationships with my classmates and teachers

I want my unique strengths and talents to be noticed

I want to succeed







# Share your thoughts in the Chat Box

What can we do to help make EAL learners and their families feel welcome in our school community and foster an ongoing sense of belonging?

How can we make EAL learners feel safe?

How can we make EAL learners feel like they belong?

How can we ensure our EAL learners achieve success?

How can we help EAL learners form positive relationships?



How can we identify and recognise the strengths and talents of EAL learners?



# Structures and systems to welcome, support and inform EAL learners and their families



**Oide**

- Tour of School
- Multilingual Welcome Letter
- School Enrolment Forms and EAL data capture form
- School Website
- Welcome booklets/DE information letters
- Social Media
- Daily school communications
- Multilingual Parent Teacher Meetings

Further supports and resources for the above can be found on the  
**Oide Primary EAL Padlet Panels 2 - 6**



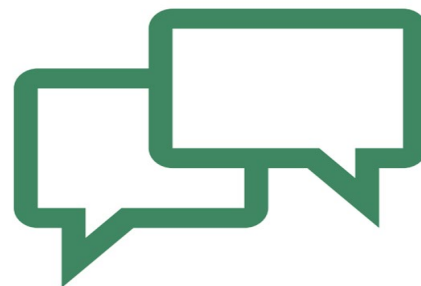
# Strategies to support EAL learners in mainstream classes



**Listen**



**Write**



**Discuss**



**Correct**

Signpost lessons to support classroom learning



# Supporting Communication for Multilingual Families

## Access to the curriculum in the EAL learner's home language/s

**SUPPORTING CULTURALLY & LINGUISTICALLY DIVERSE LEARNERS** PDST

Click on a question below to access PDST supports

- What are the opportunities for all students when supporting culturally & linguistically diverse learners?
- How do we make newly arriving students feel welcome?
- How do we prepare for the admission of EAL learners?
- The initial meeting - How can we prepare?
- How can we prepare the school community?
- How can we include all students in the learning process?
- How can we include the voice of all learners?
- How do we support children's linguistic skills in the primary classroom?
- How do we support students' linguistic skills in the post-primary classroom?
- What free digital tools are available?
- What multimodal digital tools can teachers and learners use to support learning in the classroom?
- How can we support diverse learners in the Primary SPHE classroom?
- How can we support diverse learners in the Post-Primary SPHE classroom?

Microsoft Translator

Sheets

Docs



**Classroom language for Ukrainian students** Languages Connect

Classroom Questions: Student / Питання в класі: Учень

What are we doing? Що ми робимо? / що ми робимо

Which page is it on? Яка сторінка? / яка сторінка?

Can you help me? Допоможте мені, / допоможіть мені!

Do we do it individually? Ми працюємо самостійно / ми працюємо самостійно

Can you explain, again? Можете пояснити ... ще раз? / можете роз'яснити ще раз?

How do you say ... in Ukrainian? Як сказати ... по-українськи? / як сказати ... по-українськи?

How do you spell it? Як це буде по-англійськи? / як це буде по-англійськи?

How do you write it? Як це записати? / як це записати?

Do we take it down? Треба записати? / треба записати?

Can we start? Можливо починати? / можливо починати?

How much time is left? Скільки в нас часу? / скільки в нас ще часу?

**Greetings / Вітання**

Hi! Привіт! / привіт

How are you? Як ти? / як ти?

I am very well! Дуже добре! / дуже добре!

I am not well! Мені нездорово! / мені нездорово!

I feel sick! Мені погано! / мені погано!

Who is absent today? Хто сьогодні відсутній? / хто сьогодні відсутній?

**Classroom Instructions / Слова на уроці**

Ready! Готові! / готові!

Write neatly! Пишіть акуратно! / пишіть акуратно!

Read with me! Читай зі мною, / читай зі мною!

Look at the board! Дивися на дошку! / дивися на дошку!

Listen carefully! Слухай уважно! / слухай уважно!

Watch out for ... Шукай ... / шукай ...!

Let's take a break! Робимо перерву / робимо перерву!

Try again! Спробуй знову! / спробуй знову!

X come to the board! X йди до дошки! / йди до дошки!

X, please start! X, починай! / починай!

Put your hand up/down! Підніми руку / опустя руку! / опустя руку!

Listen please! Слухай, будь-ласка! / слухай будь-ласка!

Copy this down! Перепиши! / переписи!

Write ... Пиши ... / пиши ...!

**Pleasantries / Вітніві слова**

Please ... Будь-ласка! / будь-ласка!

Thank you ... Дякую! / дякую!

You are welcome! Провіт! / привіт!

Sorry ... Вибач / вибач!

No problem ... Без проблем! / без проблем!

**Classroom Instructions / Слова на уроці**

Listen ... Слухай! / слухай!

Watch ... Дивися! / дивися!

Learn ... Вивч! / вивч!

Practice ... Практикуй! / практикуй!

Is Ukrainian please? По-українськи, будь-ласка! / по-українськи будь-ласка!

Work with your partner ... Працюйте в парі / працюйте в парі!

Work in groups of X people ... Працюйте в групі з X чоловік! / працюйте в групі по ... чоловік!

Play/Work/write in pairs ... Граємо / працюємо / пишемо в парах / працюємо в парах!

Time is up! ... Час закінчився! / час закінчився!

You have 5 minutes ... У вас 5 хвилин / 5 хвилин!

Switch on/off your tablet ... Увімкни / вимкни! / вимкни планшет / вимкни планшет!

Open/Close your copy/book ... Відкрий / закрив зошит / відкрий зошит / закрив зошит!

You are going to work individually ... Працюємо самостійно! / працюємо самостійно в парній групі ... в парній / в групі / в класі!

languagesconnect.ie



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## Session Two

EAL Pedagogies







# Session Two:

## EAL Pedagogies

By the end of this session participants will have begun to:

- Consider what to expect during language development.
- Explore strategies for fostering a plurilingual environment.



# What to Expect During the stages of Second/Additional Language Acquisition

Children may engage in a “**silent phase.**”

Children may **code-switch.**

Children may use **supports/scaffolding** to communicate needs and wants.

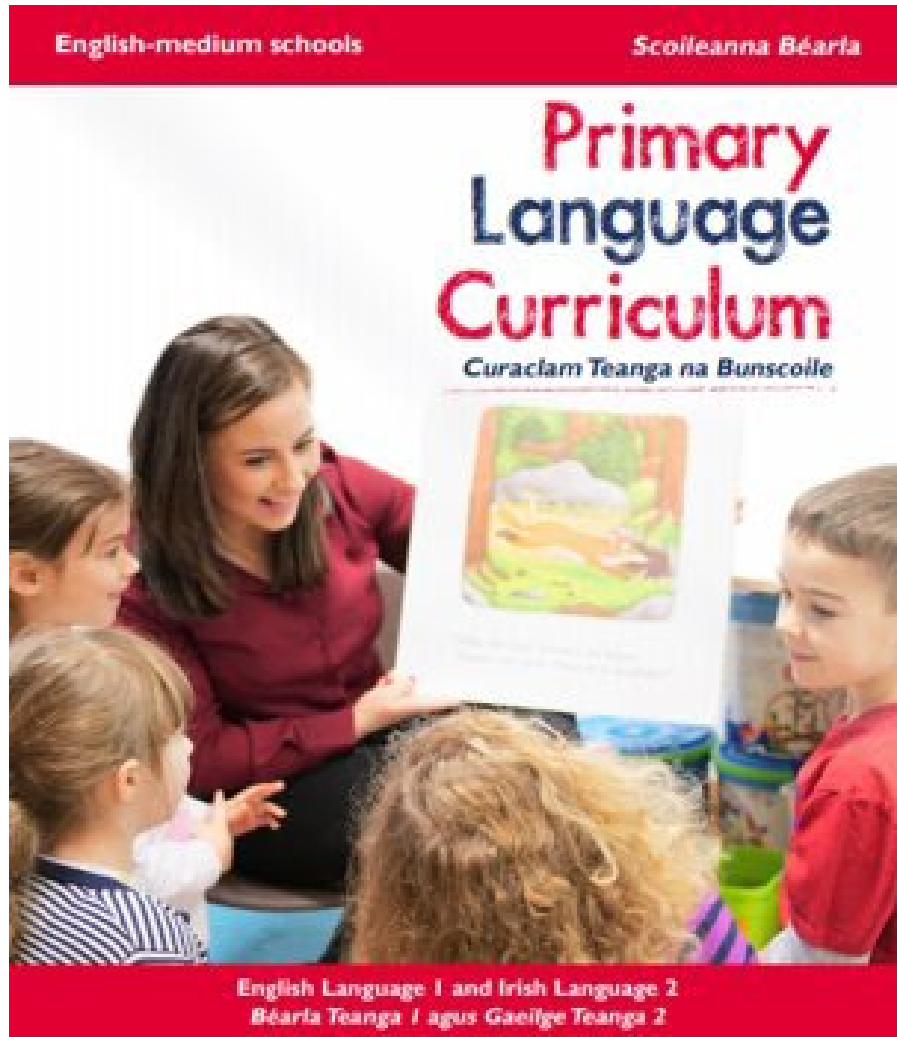
**Promote the use of home languages** whilst acquiring additional languages.







# A Curriculum for All Learners



*“The Primary Language Curriculum seeks to support children on their language learning journeys in both English and Irish, while also acknowledging the diversity of languages spoken in Irish primary schools.”*

*(Primary Language Curriculum, 2019)*

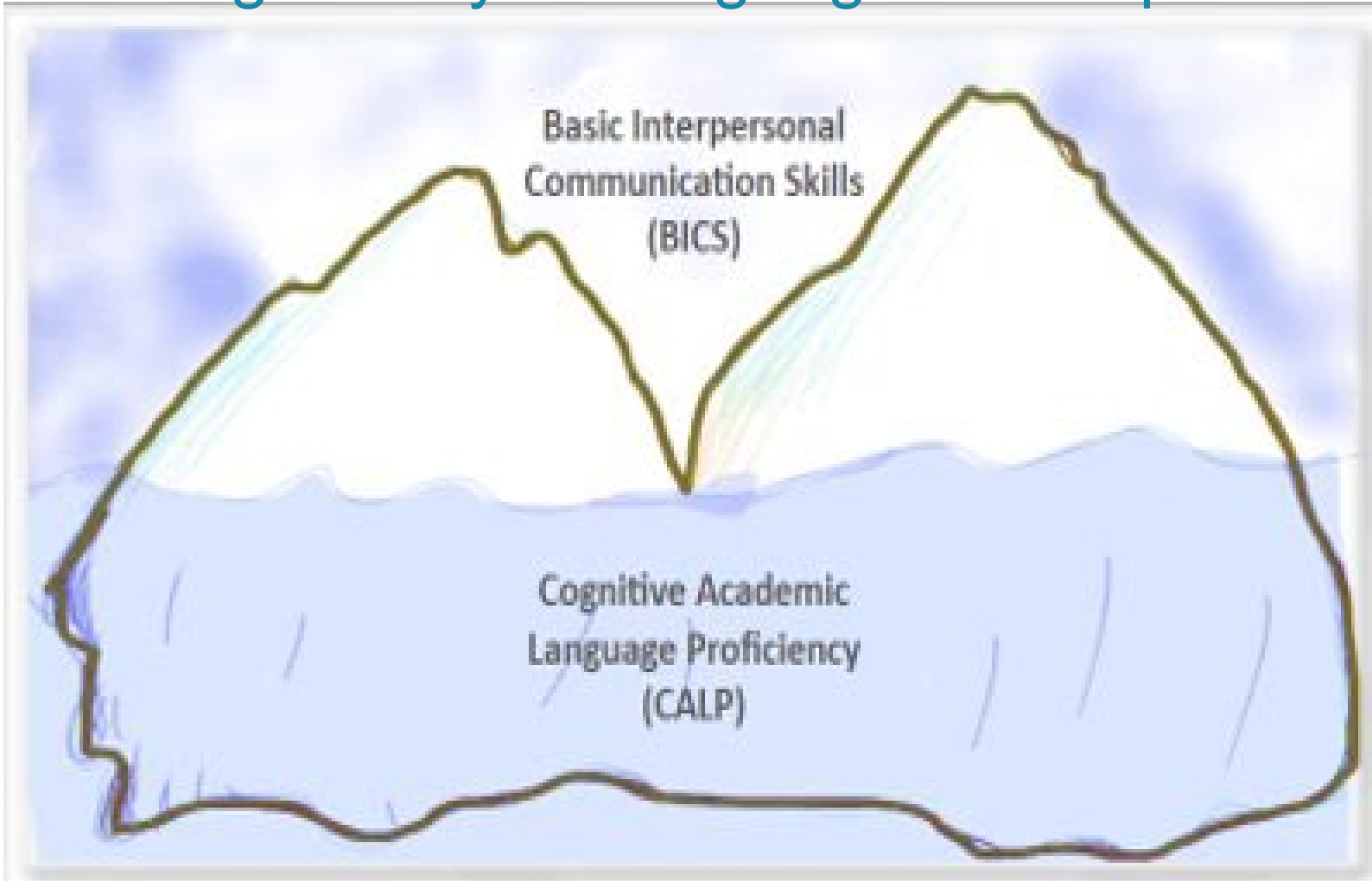
*“Reference to ‘other languages’ in the curriculum enables teachers to draw on and support the linguistic abilities of all children and to provide exciting opportunities for them to explore, examine and compare languages.”* (Primary Language Curriculum, 2019)

# Knowledge of Pedagogy



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## Cummins' Iceberg Theory of Language Development





# Knowledge of Pedagogy

## Jim Cummins' Iceberg Theory of Language Development



# Models of Language Learning



EFL ( English as a Foreign Language)	EAL (English as an Additional Language)	Plurilingualism
BICS: Day to day survival language only.	Scaffolding the language of the curriculum so all learners can participate.	Scaffolding the language of the curriculum so all learners can participate. <b>Translanguaging</b> approaches used.
Focus on the target language only.	Focus on language/s and the curriculum.	Focus on language/s and the curriculum.
Lack of exposure to target language outside the classroom.	Learners are fully immersed in target language.	Learners use all the languages in their linguistic repertoire.





In what ways can we support EAL learners to access the curriculum using their home language/s?

### Breakout Room







# Transfer of Skills Supports ALL Learners

1 1  
2 2  
3 3

**Conceptual Knowledge**

February	Feabhra	Febrero
March	Márta	Marzo
April	Aibreán	Abril
Cheese	Cáis	Queso

**Specific Linguistic Elements**

Visualising Predicting



**Metacognitive and metalinguistic strategies**

**Cat - Mat**

**Phonological Awareness**



# PLC/CTB Support Materials



HOME PAGE

## Support Material

ENGLISH | ORAL LANGUAGE | READING | WRITING | Stage 1 - Stage 4

### Developing Functional Language and Literacy Skills for the Child Learning English as an Additional Language

#### LEARNING OUTCOMES

Children develop concepts, dispositions and skills in relation to:

- **Oral language:** sentence structure and grammar, acquisition and use of vocabulary, comprehension, requests and questions, retelling and elaborating
- **Reading:** comprehension
- **Writing:** vocabulary

some may be bilingual or multilingual in languages other than English. Depending on age, many may be reading and writing in their home languages.

It is important that children whose first language is neither English nor Irish are integrated into all activities in the classroom. During the



CURRICULUM

# Break



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## Session Three

Teaching, Learning and Assessment





# Session Three:

## Teaching, Learning and Assessment

By the end of this session participants will have begun to:

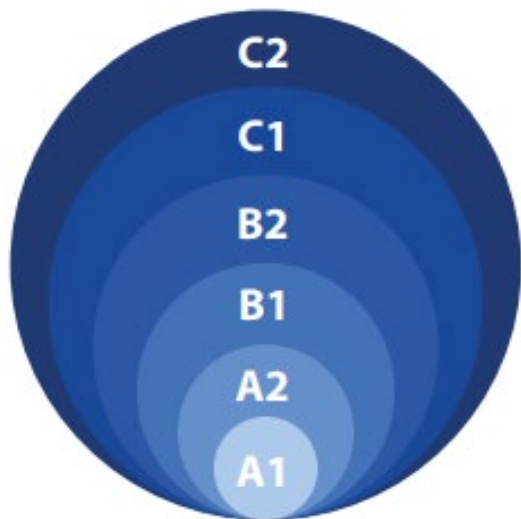
- explore teaching, learning and assessment strategies to support EAL learners.
- be aware of the supports available through Oide for EAL whole school, classroom and SET/EAL contexts.

# Assessing Language Proficiency



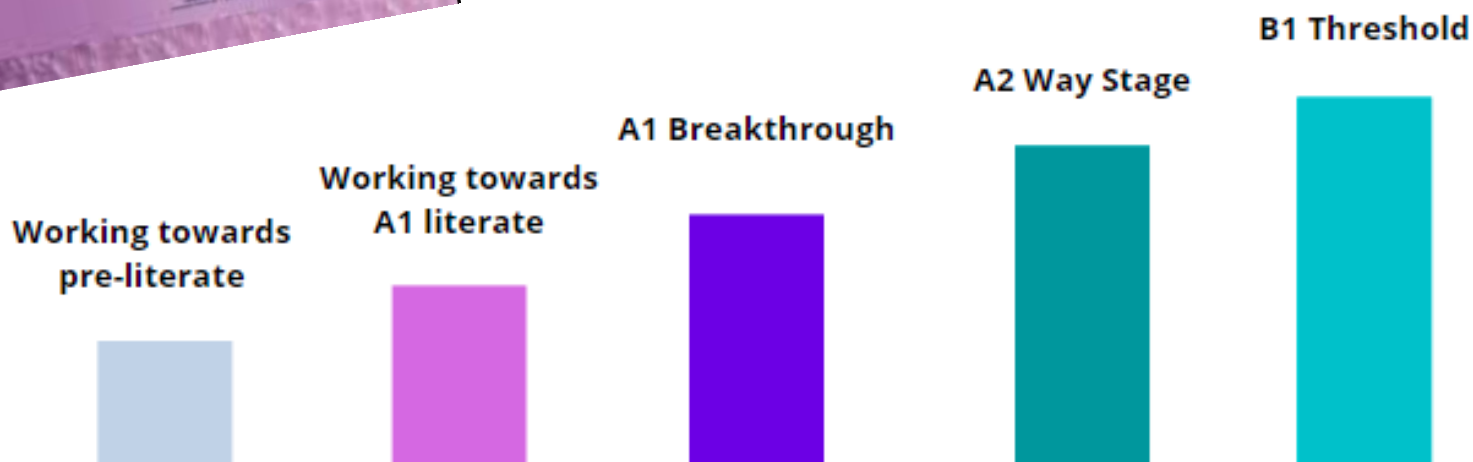
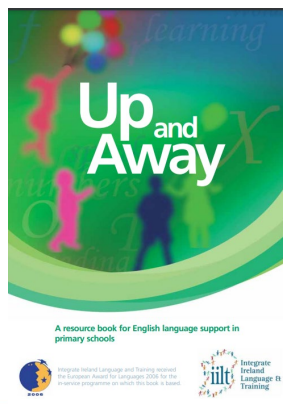
Oide

## CEFR Language Proficiency Levels



- Three sets of assessments: Set 1 (Placement), SET 2 and SET 3
- Assessments are carried out for each of the four skills; listening, speaking, reading, and writing.

13 Themes Based on the CEFR



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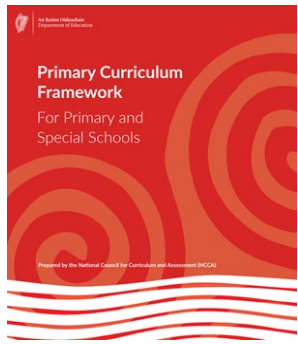
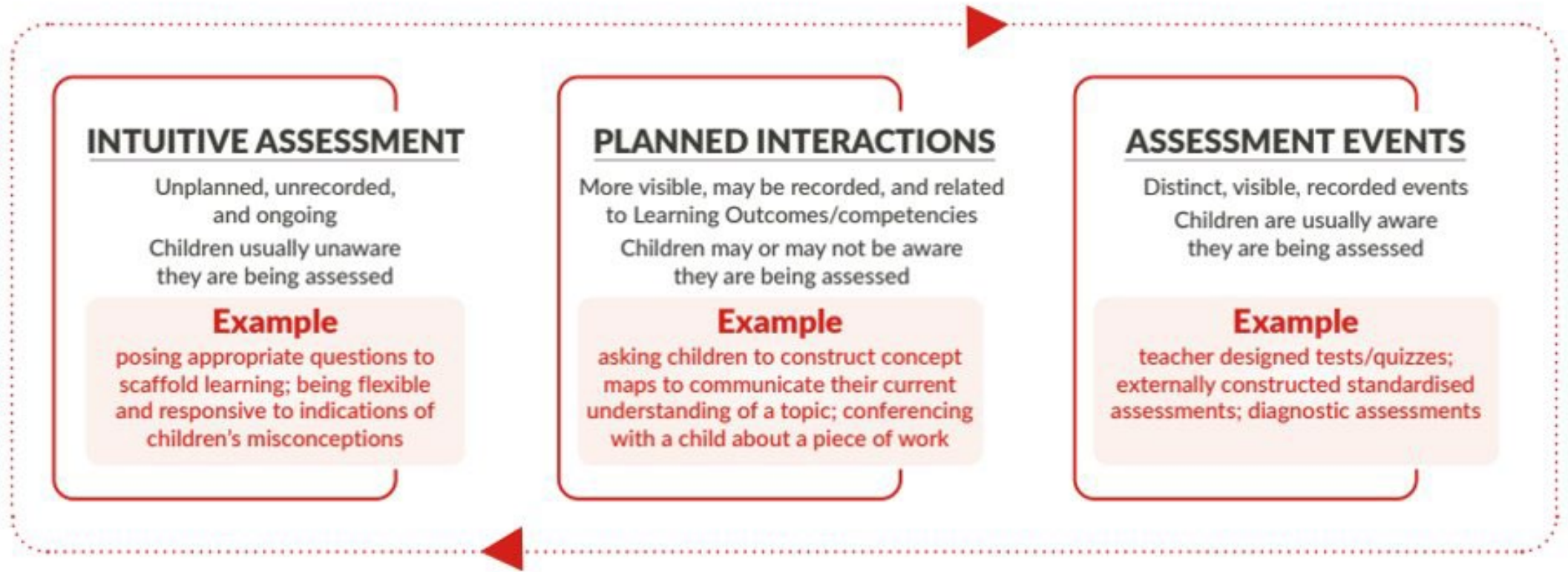


# Primary Curriculum Framework

## Continuum of Assessment

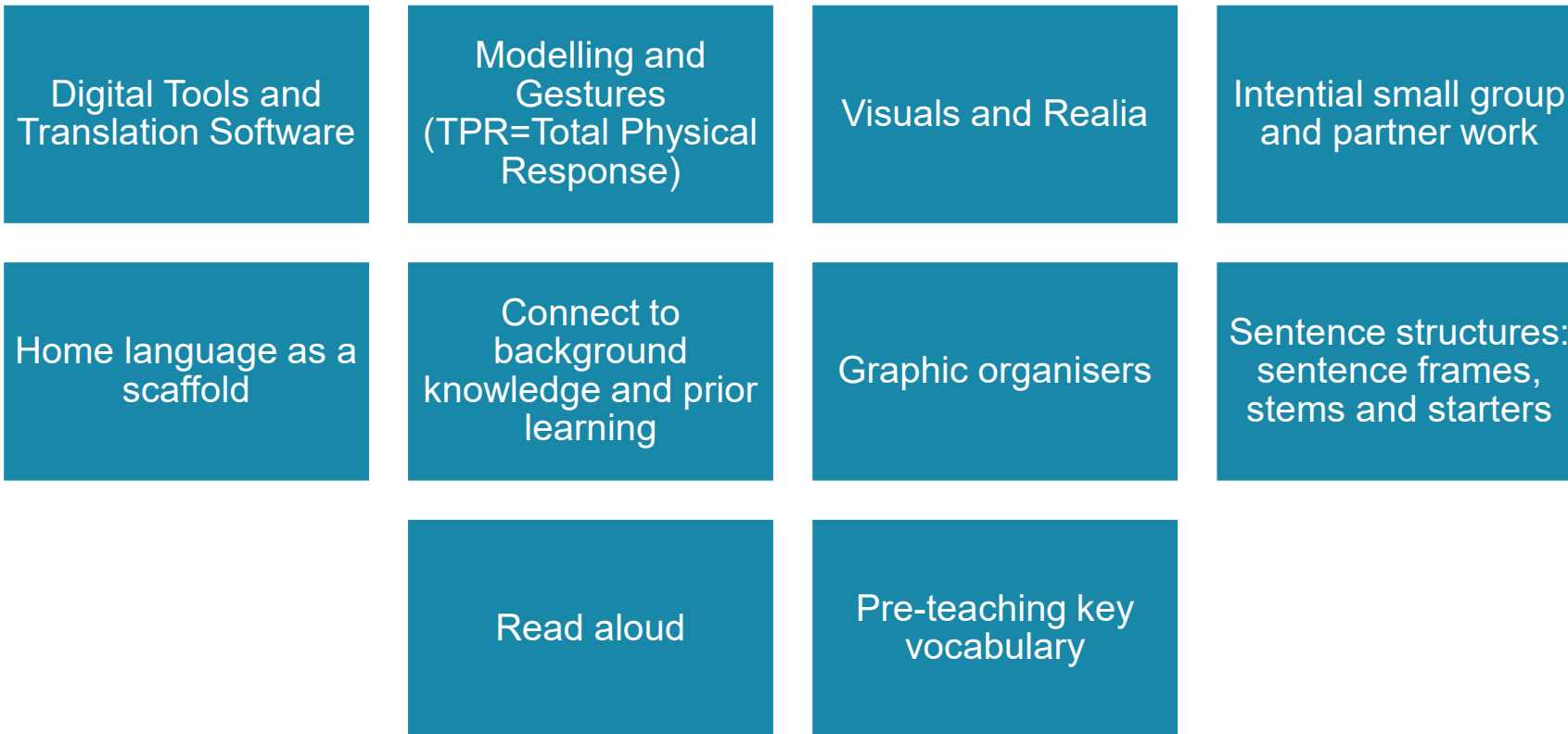


Oide





# Use Scaffolding Strategies





# Lote4Kids / Free Dual Language Stories

The screenshot shows the LOTE4Kids website interface. At the top left is the LOTE4Kids logo. To the right is a navigation menu with links for BOOKS, SIGN, ACTIVITIES, STAFF ACCESS, MOBILE APP, CONTACT US, and LOGOUT. Below the navigation is a decorative tree branch graphic. On the left side of the page, there is a breadcrumb trail: Home > Member Home. In the center, there are sorting options: Sort: Default | Latest Release | Most Popular | Sort A - Z | Sort Z - A, and a search bar. Below the search bar is a grid of language selection buttons, each with a flag icon and the language name in both English and its native script. The languages shown are: ASL (American Sign Language), Auslan (Australian Sign Language), Arabic, Armenian, Assamese, Bengali, British Sign Language, Burmese, Canadian Sign Language, Chinese, Danish, and Irish Sign Language. On the right side, there is a welcome message in a speech bubble: 'Welcome to LOTE4Kids!' from Comhairle Chontae na Gaillimhe Galway County Council. Below this is a cartoon owl wearing glasses. At the bottom right, there is a banner for 'The LOTE4Kids App'.

# How to Teach Vocabulary



Pre-teach vocabulary in advance of lessons

Word Associations

Example / Non-Example

Provide visuals for vocabulary

Teaching words in context

## Frayer Model of Vocabulary - Shark

My Definition (in my own language/words)



Facts/Characteristics

1. Sharks have no bones
2. Cold blooded
3. Good eyesight

Examples/Non Examples

- Baby Shark/Octopus
- Hammerhead/Dolphin

My word in a sentence

*The whale shark is the biggest shark in the world.*

Sentence Frame

*A \_\_\_\_\_ is bigger than a \_\_\_\_\_.*



# Supporting Functional Language



Oide

Good morning teacher.

Can you help me....?

I have a pain in my ...

Could you say that more slowly please?

Can I play?



**Support Material**  
ENGLISH | ORAL LANGUAGE | READING | WRITING | Stage 1 - Stage 4

**Developing Functional Language and Literacy Skills for the Child Learning English as an Additional Language**

**LEARNING OUTCOMES**  
Children develop concepts, dispositions and skills in relation to:

- Oral language: sentence structure and grammar, repetition and use of vocabulary, comprehension, requests and questions, reading and skimming.
- Reading: comprehension
- Writing: vocabulary.

**Context**  
Most schools have some pupils who are learning English as an additional language (EAL) and, in some schools, a majority of pupils may be learning English as an additional language. Many children learning English as an additional language, depending on their age, will have age-appropriate competency in their first language(s). Some may be monolingual when they first arrive in an Irish classroom, and some may be bilingual or multilingual in languages other than English. Depending on age, many may be reading and writing in their home languages. It is important that children whose first language is neither English nor Irish are integrated into all activities in the classroom. During the early stages of language learning or language acquisition in the context of English immersion, some children may appear to be at sea, or silent. It is at this stage of language learning that children should be allowed to code-switch (use words or parts of sentences in the language(s) of the home). Good development in any second language (English/Irish) in the classroom normally involves code-switching as learners

and teachers try to negotiate meaning in the teaching/learning situation. Children sharing their language is an important part of integrating them into all lesson activities. This will not only validate their home language, but it will also motivate them to participate and engage in classroom activities and conversations. When working with children learning English as an additional language, it is necessary to first consider the child in an age-appropriate context rather than in a dependency perspective only. The child will, after all, have acquired the foundation elements of language in their home language(s), engagement, listening and attention in oral language and – possibly to some extent – in reading and writing. Chronological age

PRIMARY LANGUAGE CURRICULUM  
ENGLISH

www.curriculumonline.ie  
www.ncca.ie/primary

**SPECIAL EDUCATION SUPPORT SERVICE**  
SESS Functional Language & Communication Resource

Sup... nt of e

© SESS 2016

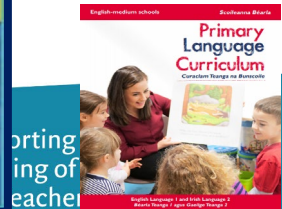
Together towards inclusion

**TOOLKIT**

**FOR DIVERSITY IN THE PRIMARY SCHOOL**  
Revised Edition

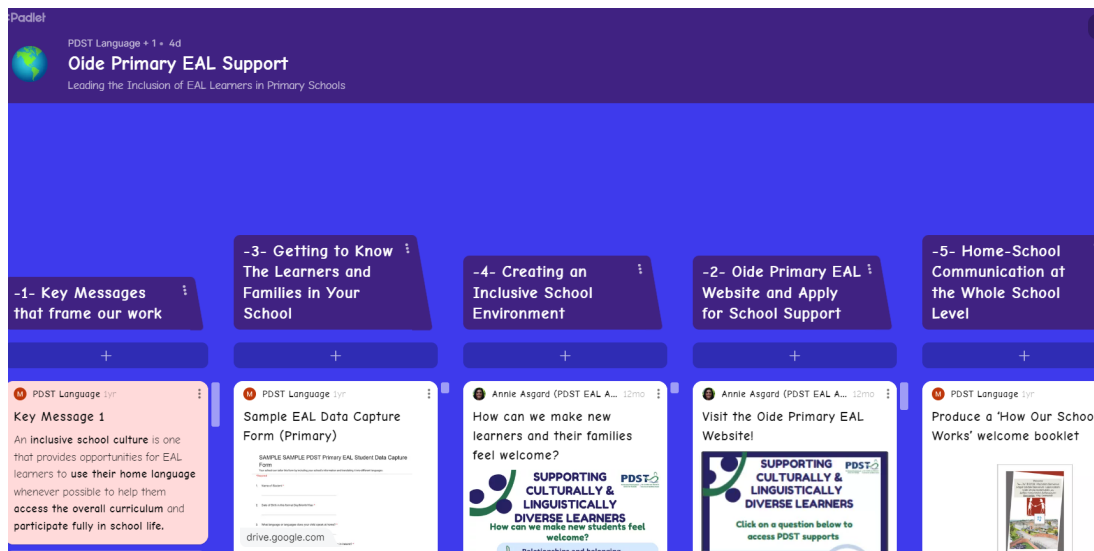
Supporting Functional Language


Adapted from: Toolkit for Diversity in the Primary School






# EAL supports for Schools






**Droichead**

Coming Soon



**Junior Cycle Registration**

Apply/Book Here



**Primary and Post-primary School Support**

Apply/Book Here

## Oide School Support for EAL

## Oide Primary EAL Padlet







## Key Messages

An **inclusive school culture** is one that provides opportunities for EAL learners to **use their home language** whenever possible to help them **access the overall curriculum** and **participate fully in school life**.

A classroom environment in which **communication is valued and promoted** will support **the inclusion of all learners** and the development of their **linguistic repertoire across multiple languages**.

**Collaboration** between **all school staff** is essential for fostering **an inclusive learning environment** that supports EAL learners.

**The Primary Language Curriculum** reflects the **linguistic and cultural diversity** visible in Primary schools and supports all learners in their language learning and development.

# Workshop Overview & Outcomes



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## EAL Learners in Context

Participants will...

- Consider the variety of EAL Learners in our schools and the need for a strengths/assets-based approach.
- Explore ways to make EAL learners and their families feel welcome.
- Explore a variety of translation tools to support inclusion.

## EAL Pedagogies

Participants will...

- Consider what to expect during language development.
- Explore strategies for fostering a plurilingual environment.

## Teaching, Learning and Assessment

Participants will...

- Explore teaching, learning and assessment strategies to support EAL learners.
- be aware of the supports available through Oide for EAL whole school, classroom and SET/EAL contexts.



# Webinar Evaluation

