Structure of our Day
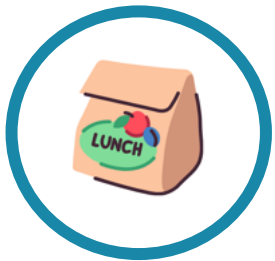
Oide

09:30 – 11:00
- An overview of role of the Language Support Teacher at Post-Primary
- The Common European Framework of References for Languages

11:00 – 11:20

11:20 – 13:00

Linking Language Support to the Curriculum, Subject Specific Examples

13:00 – 14:00

14:00 – 15:30
- Linking language support to the curriculum and planning
- Digital tools for EAL

Purpose of our Day

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

By the end of this seminar participants will have…

- developed their understanding of language support and the role of the language support teacher at post-primary

- considered the importance of assessing EAL learners using assessment materials linked to the Common European Framework Of Reference (CEFR) for Languages

- explored and shared examples of good practice in linking language support to the curriculum.

Key messages

- Every EAL learner has the potential to learn and should be given the **opportunity to access** the same curriculum as their peers

- Language support should be **curriculum linked** and aimed at helping the EAL learners acquire the language necessary to access the curriculum.

- It is essential to establish each EAL learner's English **language proficiency level** so that they, their family, their subject teachers and the language support teachers all know their starting point, their next learning steps and their potential learning destination

Introductions

Please introduce yourself to the participants beside you…

Give your name and the context of your school

Registration

Scan the QR code

<u>or</u>

Follow this link -
https://tinyurl.com/y4k2u3xb

Our Focus the Morning Session is…

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

National Policies and Frameworks

- Guidelines for Post-primary Schools Supporting Students with Special Educational Needs

- SSE and DEIS Action Planning - Latest Circular 0056/2022

- Looking at our School 2022

- Digital Strategy for Schools 2022-2027

- Wellbeing Policy Statement and Framework for Practice

- Leadership and Management in Post-Primary Schools - Circular 0003/2018

- The National Traveller and Roma Inclusion Strategy (NTRIS)

- Council of Europe Recommendation R(2022)1 on the importance of plurilingual and intercultural education for democratic culture.

The changing linguistic profile at post-primary level

What Census 2016 tells us:

- 18% of the population is foreign-born.

- Over 200 languages are spoken in Ireland.

- There are 96,497 non-Irish national students aged 5 years and over in Ireland.

- One person in every small business, eight people on every bus, **three children in every classroom** speak a language other than English or Irish at home daily.

Current Updates

- Between 2012 and 2022, 401,433 people arrived to live in Ireland; of these 62% arrived between 2017 and 2022.

- In 2022, 751,507 people usually resident in Ireland spoke a language other than English or Irish at home.

- The Department of Education can confirm that as of 4th October 2023, over 17,501 Ukrainian pupils have been enrolled in schools across Ireland. 6846 of these learners have enrolled in post-primary schools.

Who is an EAL learner?

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

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

Understanding BICS and CALP in language acquisition

BICS

Basic Interpersonal Communication Skills
The language necessary for social communication

CALP

Cognitive Academic Language Proficiency
The language necessary to access the curriculum

Activity 1: Four different types of language learning Myth or Fact

- EAL learners should be included in the mainstream classroom and have the same access to the curriculum as their monolingual peers, regardless of a learner's level of English.

- It is inappropriate to use the same methods and materials that are used to teach modern foreign languages OR that are used to teach English as a foreign language with EAL learners.

- Language support should be curriculum linked subject focused (Geography, History, etc.) rather than thematically focused (hobbies, family).

- Language support classes and resources should support a learner to access and engage with the vocabulary needed for the mainstream curriculum.

- Language support should draw on the learner's first language skills to support them to access and engage with the mainstream curriculum.

The importance of CALP

The role of the language support teacher is to help EAL learners acquire CALP (Cognitive Academic Language Proficiency) by linking language support to the curriculum.

BICS

Basic Interpersonal Communication Skills
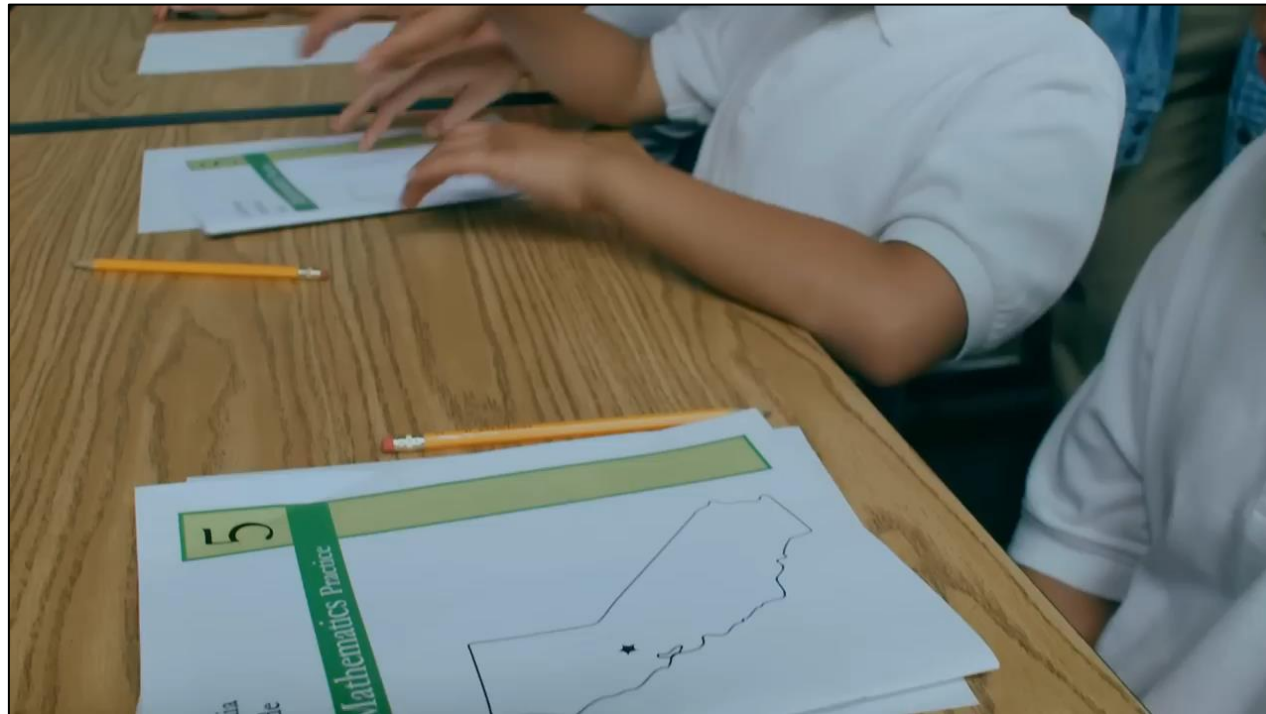The language necessary for social communication

CALP

Cognitive Academic Language Proficiency
The language necessary to access the curriculum

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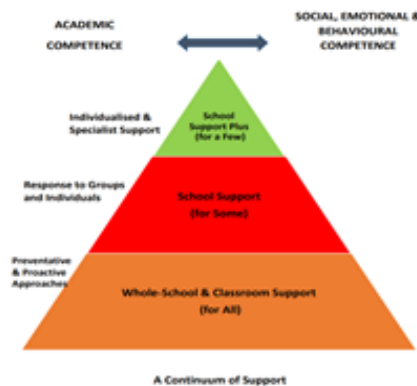

Video courtesy of EALTeam SIS

The role of the language support teacher
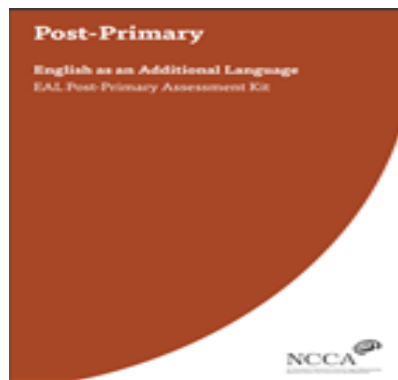
To assess the EAL learner using materials linked to CEFR.

To consider each assessment in the context of the CEFR and The Continuum of Support.

To use the CEFR benchmarks as targets and link them to the EAL learner's curriculum.

Common European Framework of Reference for Languages (CEFR)

CEFR is an international standard for describing language ability on a six-point scale.
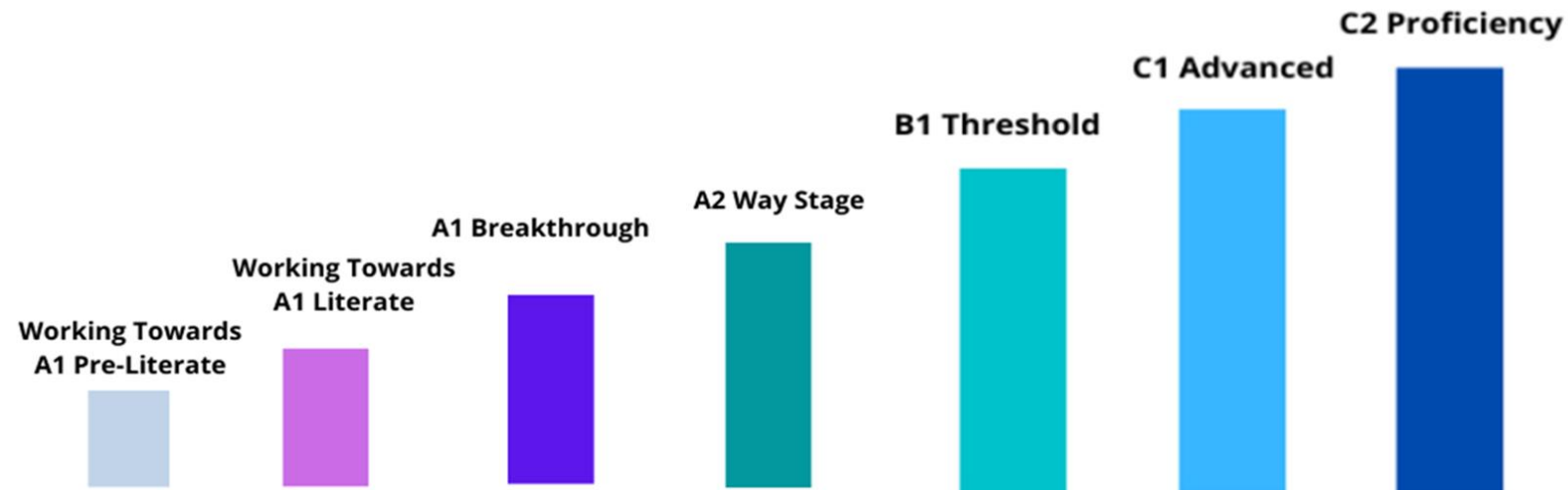
Assessing EAL Learners: The Individualised Targeted Support Plan

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

Assessing EAL learners' language proficiency

Post-Primary

English as an Additional Language
EAL Post-Primary Assessment Kit

NCCA
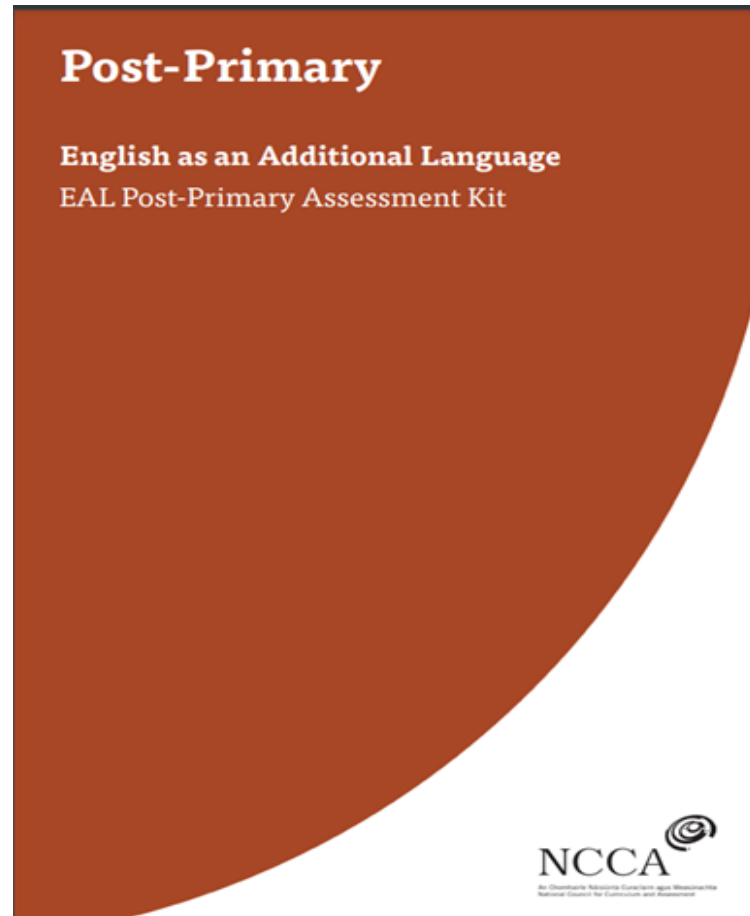
- When assessing EAL learners, it is important that the assessment materials are linked to the CEFR.

- Assessments should be carried out for each of the four skills; listening, speaking, reading, and writing.

Key considerations for assessing EAL Learners

- EAL learners can be assessed collectively.

- Considerations regarding Pre-Literate learners

- Assess EAL learners twice a year – end of September and around Easter.

- New arrivals mid-year

- Use the same assessment kit for each school year.

- Provide pencils for EAL learners to complete assessments.

- Assessment sets begin at A1 and continue to B1.

Further considerations

- Provide pencils for EAL learners to complete assessments.

- All EAL learners begin the 1st assessment at A1.

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

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

- Assessment sets begin at A1 and continue to B1.

- Individual assessments mid-year –when and why

- Allow two hours for the assessment

Our Focus for the Mid-morning Session is…

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

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Scoile agus Múinteoirí

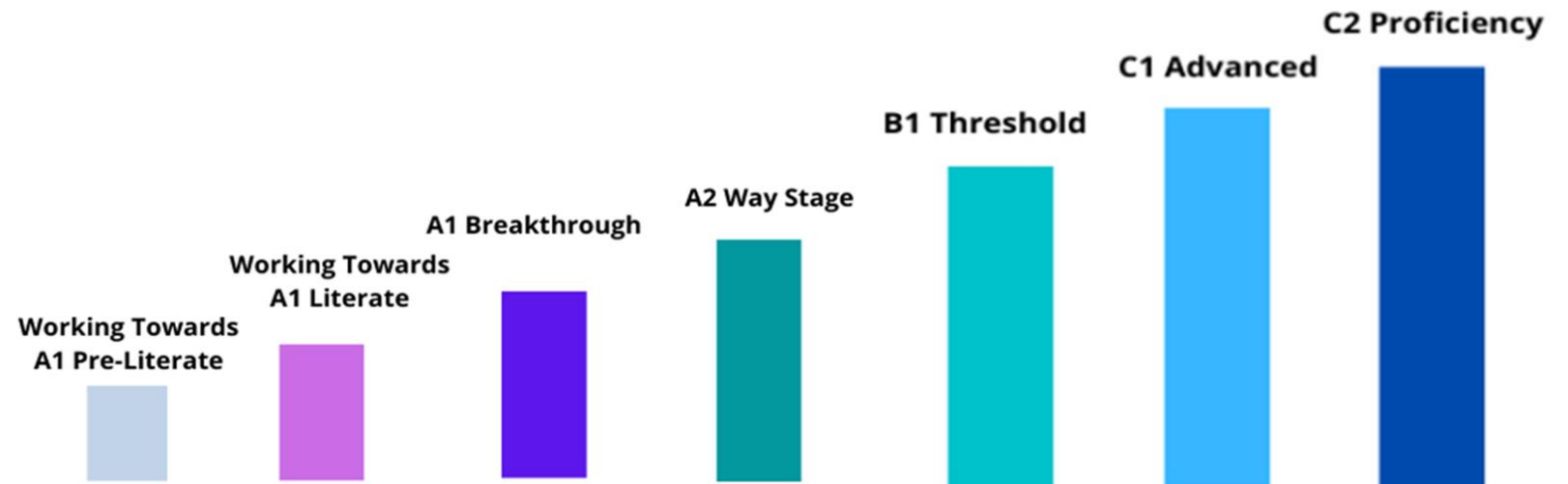Supporting the Professional
Learning of School Leaders
and Teachers

Common European Framework of Reference for Languages (CEFR)

CEFR is an international standard for describing language ability on a six-point scale.

CEFR COMMON EUROPEAN FRAMEWORK

Working Towards A1 Pre-Literate

Working Towards A1 Literate

A1 Breakthrough

A2 Way Stage

B1 Threshold

C1 Advanced

C2 Proficiency

Identifying Language Needs

Dear Una

Hi. My Name Oleksander i14 year old 2007. I Have
Brother and Sister. Andriy ~~sis~~ sister and Brother
Daryna.
Watford Boy School maint son. I Have play
Football. Make happy. I Want Computer Code
School. For TV, i see NetFlix
You wrrt soon.
Goodby

Where would you place this learner according
to the CEFR benchmarks?

Can we agree…

- Is this learner literate?

- Are the letters formed correctly?

- Is this learner copying and attempting
  to spell some familiar words?

- Can this learner write his own name?

- Is this learner aware of simple
  punctuation (capital letters/ full
  stops)?

Considering Language Needs in the Context of the Continuum of Support
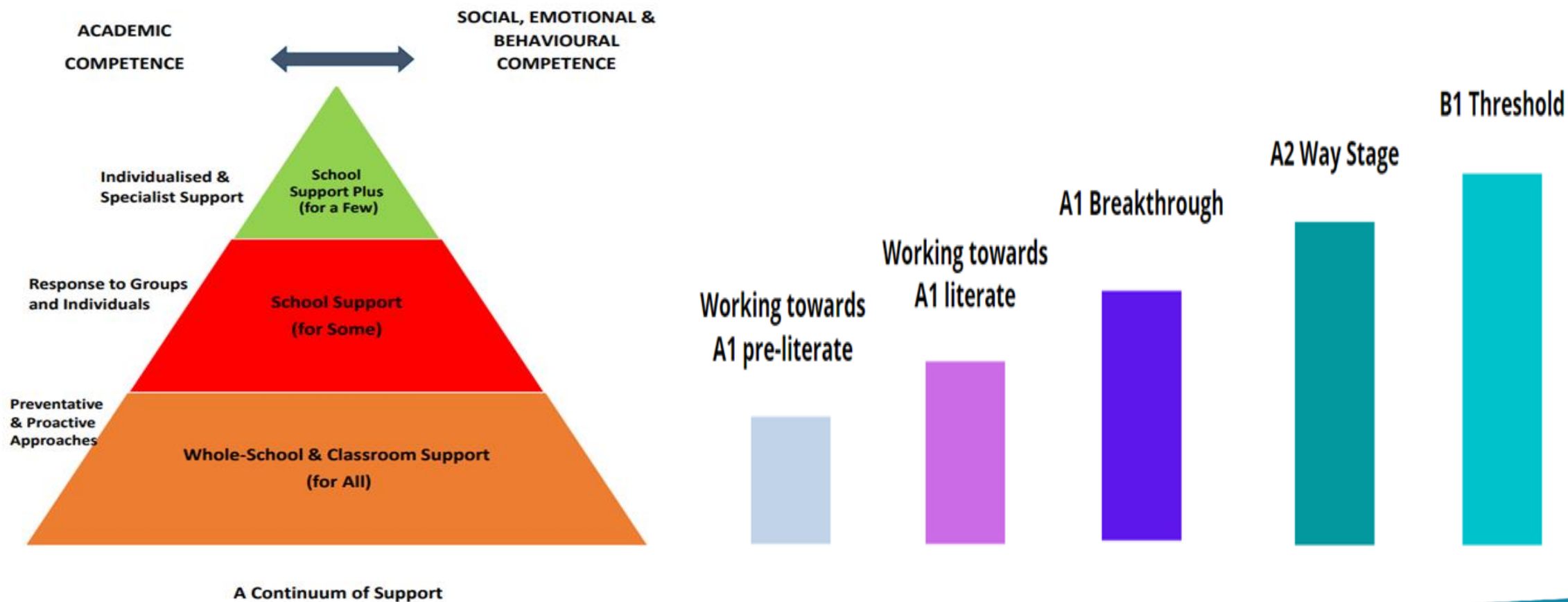
Activity 2: Identifying Language Needs

- Individually, examine the sample writing assessments provided and map each assessment to a CEFR language proficiency level

- Identify a CEFR benchmark each learner needs to master

- Share your findings with your partner

- Collaboratively, consider each assessment in the context of the continuum of support

The Role of the Language Support Teacher

To assess the EAL learner using materials linked to CEFR.

To consider each assessment in the context of the CEFR and The Continuum of Support.

To use the CEFR benchmarks as targets and link them to the EAL learner's curriculum.

Post-Primary

English as an Additional Language
EAL Post-Primary Assessment Kit

NCCA

ACADEMIC COMPETENCE

SOCIAL, EMOTIONAL & BEHAVIOURAL COMPETENCE

Individualised & Specialist Support — School Support Plus (for a Few)

Response to Groups and Individuals — School Support (for Some)

Preventative & Proactive Approaches — Whole-School & Classroom Support (for All)

A Continuum of Support

Junior Cycle Geography

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

Working Towards A1 Pre-literate
Writing
- Make marks on paper with a range of materials
- Hold writing tools effectively
- Develop an awareness of letter formation

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

Tropical _torm_ occur in area_ where the _ea _urface temperature_ are over 27 degree_ celsiu_. Most form between 10 and 30 degree_ north and _outh of the equator, rarely within 5 degree_. Tropical storm_ are large area_ of low or extreme depre_ _ion_. On _atellite image_ they turn up as huge, _wirling ma_ _e_ of cloud, with the eye clearly vi_ible at the centre.

Working Towards A1 Pre-literate
Writing
- Make marks on paper with a range of materials - Hold writing tools effectively - Develop an awareness of letter formation

Working Toward A1 Pre-literate - Sample Tasks

CEFR Benchmark

Develop awareness of letters/ letter sounds

Develop an awareness of letter formation

Differentiate one object/ picture/letter/ word from another

Follow a single step routine instruction

Sample Tasks

Group words starting/ ending with the same letter /same sound

Fill in the missing letter

Match keyword to visual

Group words with the same number of letters together, arrange words in (reverse) alphabetical order

Linking Language Support to the Curriculum -
Working Towards A1 Literate

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

Working towards A1 Literate
Writing
- Be aware of capital letters and full stops - Form letters correctly - Write 1-2 short sentences with correct spacing between words

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

Working towards A1 Literate

Writing

- Be aware of capital letters and full stops
- Form letters correctly
- Write 1-2 short sentences with correct spacing between words

Linking Language Support to the Curriculum-
Towards A1 Literate

Tropicalstormsoccurinareaswherethesea surfacetemperaturesareover27degreescelsius. Mostformbetween10and30degreesnorthand southoftheequator,rarelywithin5degrees. Tropicalstormsarelargeareasofloworextreme depressions.Onsatelliteimagestheyturnupas huge,swirlingmassesofcloud,withtheeyeclearly visibleatthecentre.

Working towards A1 Literate
Writing
- Be aware of capital letters and full stops - Form letters correctly - Write 1-2 short sentences with correct spacing between words

Working Toward A1 Literate - Sample Tasks

CEFR Benchmark

Be aware of simple punctuation, capital letters and full stops.

Complete gapped sentences using word banks.

Copy familiar words and short phrases.

Recognise/form the letters of the alphabet.

→

Sample Tasks

Circle capital letters, replace capital letters/full stops.

Fill in the missing letter.

Remove the extra letter/ extra word.

Rewrite using lowercase/uppercase letters

Working Toward A1 Literate - Sample Tasks

CEFR Benchmark

Attempt to spell familiar words phrases

Understand/follow routines

Write 1-2 short sentences with correct spacing between words

Underline the wrong word in each sentence
Change numerals to words

Sample Tasks

Unscramble the words/sentence, Keyword Word Search

Categorise words

Dividetheselettersintowordstomakese ntences, rearrange the words to form sentences

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

A1 Breakthrough
Writing
- Begin to produce legible handwriting - Write familiar key words correctly - Complete gapped sentences using word banks

Linking Language Support to the Curriculum

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

areas	images	masses
depressions	areas	degrees
temperatures	degrees	storms

A1 Breakthrough - Sample Tasks

- Remove keywords, have students complete autonomously
- Find the plurals for these words/ Write the singular for these plurals (Spell & write frequently used topics words consistently)
- Underline the adjectives/ the nouns/ the verbs/ the 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 passage in past/ future tense

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Activity 3: Language and Curriculum

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

Linking Language Support to the Maths Curriculum

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

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

Linking Language Support to the Maths Curriculum

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

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

Algebra

Unscramble the words below

pimlytul →	dxeanp →
eavtueal →	rdeinosc →
eprsesx →	anarreg →
cteocrr →	tctbraus →
psiiflym →	tueustbtsi →

Linking Language Support to the Maths Curriculum

Algebra example:

Fill in the missing letters of the keywords listed

1. fac_ _ri_e
2. qua_ _at_c
3. equ_ _ion
4. fa_ _ors
5. m_lt_ply
6. _iv_de
7. s_b_ti_ut_
8. ev_l_ate

Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí

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Linking Language Support to the English Curriculum

Romeo and Juliet

Match the two halves of the sentence

Paris wants	list of people to invite.
Lord Capulet says she	a party.
Lord Capulet is having	to marry Juliet.
He sends a servant out with a	read the list.
The servant needs help to	Rosaline is on the list.
Benvolio and Romeo see that	is a bit young.
Benvolio and Romeo decide	to go to the party.

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Scoile agus Múinteoirí

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Linking Language Support to the English Curriculum

Romeo and Juliet

Fill in the correct pronoun to complete the sentences:

1. Lady Capulet comes into Juliet's room. _____ tells _____ that Paris wants to marry _____.

2. Juliet tells _____ mother that _____ will follow _____ parents' advice.

3. Juliet is calm but _____ Nurse is very excited.

4. Romeo is on _____ way to the party. _____ and _____ friends are laughing and joking.

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

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

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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

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Key Considerations

- Encourage all EAL learners to keep a folder for language support.

- Date, sign and keep a record of work for each language support class attended.

- Have a set of books/ebooks/resources for each year available all language support teachers can use.

- Use School journal, VSware, Google Classroom or Teams to see what EAL learners are doing in class.

- During an hour long class, a language support teacher can link language support to three or four different subject areas.

Oide

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LUNCH

13.00 – 14.00

Our Focus for the Afternoon is…

- Digital Tools for EAL

- Planning for EAL -
linking language support to the curriculum

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Canva Magic Switch

Subtitles and Live Captioning in PowerPoint

Immersive Reader

Observations Relating to Resources / Handouts

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

Tacú leis an bhFoghlaim
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Scoile agus Múinteoirí

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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

Activity 4: Planning for learning

- Working collaboratively in pairs, **design a lesson** to provide targeted, individualised support for three diverse EAL learners (Working Towards A1 Pre-Literate, Working Towards A1 Literate, and A1 Breakthrough) receiving language support.

- Consider the proficiency level and targets each of the three learners needs to master.

- Select a subject specific topic to link your language support to.

- Identify targeted tasks that relate to the selected CEFR benchmark for each learner.

Next Steps: Think, Pair, Share, Square

- Which subject specific topic are you linking language support to?

- Which individualised targets are your learners mastering?

- Share your targeted tasks with the other pair.

Alpha Box

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

Aa	Bb	Cc
Dd	Ee	Ff

Reflecting on our Day

- Developed our understanding of language support and the role of the language support teacher at post-primary.

- Considered the importance of assessing EAL learners using assessment materials linked to the Common European Framework of Reference for Languages.

- Explored and shared examples of good practice in linking language support to the curriculum.

Key messages

- Every EAL learner has the potential to learn and should be given the opportunity to access the same curriculum as their peer

- It is essential to establish each EAL learner's English language proficiency level so that they, their family, their subject teachers and the language support teachers all know their starting point, their next learning steps and their potential learning destination

- Language support should be curriculum linked and aimed at helping the EAL learners acquire the language necessary to acquire the language necessary to access the curriculum.

Final Reflections

What is your most significant **take-away** from this workshop?

What are your **next steps** in supporting EAL learners in your school?

Is féidir linn!

Feedback

Scan the QR code

<u>or</u>

Follow this link -
<u>https://forms.office.com/e/pddf UJfd31</u>

EAL Seminar 2023 - Feedback

Additional Supports

Visit our website www.oide.ie

Contact: info@oide.ie

Find further resources on

www.scoilnet.ie

Follow us on Twitter
@Oide_PPLiteracy

Many thanks!

Míle buíochas

Danke | Gracias | Grazie |Merci | Дякую