



# Cashel Community School

## EAL Programme

### 1<sup>st</sup> and 2<sup>nd</sup> Year

#### **Rationale:**

As English is the primary language through which all communication takes place, its mastery is an important part of education development. Language proficiency for educational purposes is dependent on the appropriate development of four separate skills – listening, speaking, reading and writing. This unit of work will touch on all four skills where appropriate. It is recommended that each group of students are assessed to establish their needs with regard the development of the English language.

#### **Resources:**

A multitude of resources will be utilised throughout the term, including classroom notes, picture prompts, worksheets, graphic organisers etc. Along with a range of online resources that are available. The student's record book will also be a valuable resource to students.

#### **Junior cycle key skills:**

All of the junior cycle key skills that are listed below will be developed throughout this unit of work. Being literate, managing myself, staying well, managing information and thinking, being numerate, being creative, working with others and communication.

#### **Cross-curricular links:**

There will be a range of cross-curricular links within this unit. Such as, ICT as students will be interpreting information with the aid of ICT. Students will be carrying out numerous asks with themes linked to a range of subjects across the curriculum, most notably the core subject of English.

#### **Differentiation:**

Learning intentions will be shared with students at the beginning of all lessons/topics so students can evaluate their own learning. The teacher will use higher and lower order questions. A variety of teaching approaches will be employed to cater from the visual, kinaesthetic, aural and written learners. Assistance will be provided for those having

difficulty. The pace of lessons will be evaluated and adjusted if needed to cater for the learning styles among the students. Worksheets will be scaffolded and sometimes differ completely to suit the individual learning needs of EAL students. When students are working in groups the teacher will ensure that there is a mixed range of abilities within each group so the stronger students can act as facilitators for lesser abled students. Students will also be encouraged to use mind maps and graphic organisers etc. to assist them with their learning during this unit of study.

### **Assessment:**

- Homework assigned to EAL students is appropriate and is used to build linguistic competence and to affirm progress.
- In-class workshops – this will allow the teacher to assist each students within the duration of the class where they will be given constructive feedback.
- Peer re-viewing, correction and evaluation.
- AfL strategies will be employed.
- All assessment tasks will be derived from typical classroom activities, as introducing an assessment activity may cause undue concern to students.
- In-class assessment is differentiated to meet the language learning needs of each EAL student.
- The teacher will work collaboratively with mainstream classroom teachers in evaluating and assessing the students' development.
- Oral assessment / presentation on home country.
- NCCA Assessment Toolkits will be used where appropriate – the Post-primary EAL toolkit is outlined below.

### **Teaching Methodologies:**

Active learning

Talk and discussion

Collaborative learning

Problem solving

Using the environment

Skills through content

Use of ICT

Direct teaching

Oral language

- Modelling language

- Story
- Play and games
- Improvisational drama
- Poetry and rhyme

#### Reading

- Language experience approach
- Collaborative reading: modelled and shared
- Independent reading
- Use of the novel/real books

#### Writing

- Language experience approach
- Process-genre approach: teacher as scribe, free writing, modelled writing, shared writing, independent writing.

### English Language Proficiency Levels

It is important to note that each student will have different needs with regard to their proficiency levels with the English language. The below table is a guideline that teachers can use when assessing their students at the beginning of the year which will help them ascertain the needs of each particular student.

Levels used in post-primary assessment kit			
Level 0	Level A1	Level A2	Level B1
Absence of any English language proficiency	Can understand and use basic words and phrases in a social and school context.	Can understand, read and write simple English and can speak English sufficiently well to exchange information.	Can function well enough in English to be fully integrated into the mainstream classroom.

Previous proficiency levels		
Level 1	Level 2	Level 3
Very poor comprehension of English and very limited spoken English.	Understand some English and can speak English sufficiently well for basic communication.	Has competent communication skills in English.

Language support is delivered to students across three progressive levels, A1, A2 and B1.

A1 is the lowest level and is the first target for newly-arrived students with little or no English. When students achieve B1 level across all the skills of language, they are ready for full integration into mainstream learning.

Broadly speaking the levels may be interpreted as follows:

<b>Level A1</b>	<b>Level A2</b>	<b>Level B1</b>
Student has very basic proficiency which is limited to familiar words and phrases. Spoken interaction demands support from the other person and responses are simple, often single words or short phrases. Student can write short simple texts when provided with a model or other support.	Student has some proficiency, generally related to areas of relevance and familiarity. Can interact in simple and routine tasks on familiar topics. Student can use a series of phrases or sentences to describe, explain etc. Student can write short notes and texts	Student has some proficiency, generally related to areas of relevance and familiarity. Can interact in simple and routine tasks on familiar topics. Student can use a series of phrases or sentences to describe, explain etc. Student can write short notes and texts

The EAL Post-primary Assessment Kit is available at the following link:

<https://www.ncca.ie/en/resources/eal-post-primary-assessment-kit>

This assessment kit was developed by Integrate Ireland Language and Training (IILT). All sets within the kit begin at level A1 and continue to level B1. It is suggested that a student should begin with A1 and continue until he/she is unable to complete a test sheet. The teacher should avoid continuing with the test as soon as it becomes clear that the student is experiencing difficulty proceeding. At a later stage, it is suggested that the language support teacher, with knowledge of a student's abilities, may decide to begin the assessment at a higher level. For example, it would be appropriate to continue testing at the point at which a student ended on the previous occasion. If for some reason a student's proficiency has dropped in the interim, due to absence from school, return to his/her home country etc., it may be necessary to lower the starting point of the assessment.

### **Content Integrated Learning in the EAL Classroom:**

Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as geography or history through the medium of a foreign language and learning a foreign language by studying a content-based subject. It is envisaged that individual teachers can use their skills and knowledge and apply that in their teaching of English in the EAL classroom.

### **Resources:**

*\*Please note: this list will be updated accordingly. If teachers have any additional resources they may add these to the below list, or alternatively they can include them in the EAL drive in the shared folder.*

English Language Support Programme

<http://www.elsp.ie/indexLS.shtml>

Graphic Organisers:

<https://docs.google.com/viewer?a=v&pid=sites&srcid=cGRzdC5pZXxwZHN0fGd4OjJhNWUzNjNiZDdiYjIz>

Practical Tips for EAL teachers

<https://docs.google.com/viewer?a=v&pid=sites&srcid=cGRzdC5pZXxwZHN0fGd4OjdlY2UzYjFiYzFhZGYxYWU>

The Guardian Teacher Network

<https://www.theguardian.com/teacher-network>

English Banana – Resources for teaching EAL

<http://www.englishbanana.com/>

How to teach English as a foreign language

<https://www.theguardian.com/education/teacher-blog/2013/jun/18/teaching-resources-english-as-foreign-language>

PDST EAL

[http://ppds.pdst.ie/index.php?option=com\\_content&task=view&id=107&Itemid=134](http://ppds.pdst.ie/index.php?option=com_content&task=view&id=107&Itemid=134)

Nexus EAL teaching resources

<https://ealresources.bell-foundation.org.uk/>

Useful resources are also available from the SEN department and teachers are urged to familiarise themselves with these. The resources include Reading Laboratory 1 and 3, The Comprehension Box 2 & 3, Wellington Square Resource Pack, Fuzzbuzz Series, Stride Ahead-Gateway to Comprehension, Putting Pen to Paper-Writing Workbook, Writing to Inform, Writing to Explain, Lifeboat Series, Heinemann Series, Disasters Series, Directions Series, Headwork Series and Headway English. Additional novels and reading materials are also available for the EAL classroom.

### **Assistive Technology in the EAL Classroom:**

There is a range of assistive technology programmes that can be used to assist students with their development of the English language. A list of online and free resources will be available in the EAL folder on the shared drive. It is also hoped that students will have access to laptop computers in the EAL classroom, and that they will be given permission to use their smart phones for appropriate use to assist them with their learning.

## **Year 1 and Year 2 Plan:**

\*Please note: this plan may be altered to suit the needs of the students in the particular class group as some students will undoubtedly have differing levels of English language proficiency. The plan is primarily designed to develop the skills of listening, speaking, reading and writing using the medium of English. The use of the EAL Assessment Toolkit is encouraged as it can be altered depending on the proficiency levels of students.

### **Year 1:**

September - October:

- Assessing students – reading, writing, listening and speaking.
- Initial interview assessment for new students.
- Review of learning from primary school.
- Explore the student's interests.
- Daily routines.
- General awareness of school and school subjects (Set 1 Assessment).
- Establish the cultural background of students' e.g. native country and first language etc.
- Project on home country – link in with Geography week if possible.

October – December:

- Introduce students to the SNIP programme – use this in every class period to build students vocabulary and recognition of HFW.
- Establish a reading programme – this can be done as a group or independently, depending on the needs of the students.
- Thematic approach to learning e.g. Halloween and Christmas.
- Home experiences - oral communication task.
- Focus on exam key words to prepare students for in-house examinations.
- Develop dictionary skills.

January – February:

- Review of in-house examinations from the previous term.
- Continue with SNIP programme and reading exercises throughout the year.
- Functional writing – letters, postcards, forms etc. – these should be relatable to students.
- Functional writing tasks.
- General grammar e.g. nouns, adjectives, verbs etc.
- Punctuation.

February – April:

- Using picture prompts as stimulus.
- Labelling of diagrams.
- Constructing their own visual diagrams to assist them in explaining a topic – storyboards etc.
- Develop phonic awareness.
- Listen and draw what you hear.
- Listen and find key words on flashcards.
- Listen and guess/predict what will happen next.
- Listen and finish the story.
- Combining words into phrases, combining phrases into sentences etc.

April – June:

- Content/subject integrated learning (Set 2 Assessment).
- Revising for in-house exams – look at subjects and topics that the student(s) struggle with – consult with classroom teacher if necessary.
- Use ELSP worksheets to work on the topics suggested.
- SQ4R – A study and reading strategy to allow students to get the information that they need from textbooks.
- Using mind maps to assist students with their learning and language acquisition.
- End of year review and assessment.
- Student reflection.

**Year 2:**

September - October:

- Review of learning from the previous year.
- Students account for their summer holidays.
- Continue with SNIP programme and reading exercises from the previous year.
- Assess students individually to determine their needs for the year ahead.

October – December:

- Reading exercises.
- One-to-one proof reading.
- Flashcards with key vocabulary or phrases.
- Sequencing activities using cut up sentences.
- Make vocabulary charts for particular themes and get student to find relevant vocabulary there when they need it.
- Use labels and match these to object, pieces of text, posters, picture etc.
- Students design their own word searches.
- Peer review.

January – February:

- Develop comprehension skills.
- Summarising, sequencing, comparing and contrasting.
- Drawing conclusions, self-questioning, problem solving.
- Relating background knowledge.
- Distinguishing between fact and opinion.
- Finding the main idea, important facts and supporting details.
- The importance of correctly planning answers.
- Summarising information.

February – April:

- Writing paragraph effectively.
- Transitions between paragraphs.
- Structuring answers – link to mainstream subjects.
- Transitions between paragraphs.
- Constructing questions – single and multiple choices.
- Classroom quiz.
- End of year newspaper/pamphlet – publish on the school website/Facebook if possible.

April – June:

- Develop speaking skills.
- Themed role play.
- Songs for revision and pronunciation.
- Chain games – adding a word, sound etc., each time.
- Regular 'tell us about...' sessions.
- Exam preparation – exam questions, marking schemes etc.
- Focus on areas of difficulty for the students with regard to their subjects.
- Construct a revision timetable.
- The demands of the English curriculum including reference to a range of different genres (Set 3 Assessment).

**Possible themes that can be analysed in the EAL classroom:**

People who help us, weather, our school, transport and travel, seasons, holidays and festivals, food and clothes, local wider community, time, shapes, colours, opposites, people and places in other areas, animals and plants, myself and caring for my locality.