

**St Mary's CBS The Green
EAL (English as an Additional
Language) Department Plan**



St. Mary's CBS The Green Community School Mission Statement:

"Our school is a caring Christian Community in which pupils have the opportunity to achieve academic excellence and to grow spiritually, emotionally, socially, creatively and physically in a healthy environment."

1. EAL Department/ Teachers at CBS The Green:

- Mary Lou O' Connor
- Shane O' Sullivan (EAL Coordinator)
- Kelly Scanlon

2. EAL Subject Department Aims:

The EAL Department helps facilitate the Learning of English as Another Language/ a Second Language. The aims are to develop speaking, listening, reading, and writing skills along with word power and grammar. Pupils should:

- Enjoy developing their English language skills.
- Be able to actively use and comprehend English within the appropriate EAL CEFR (Common European Framework of Reference) level.
- Enrich and improve their comprehension of the English language.
- To the best of their ability, attempt to speak in English during EAL lessons.

Our aim is to ensure that all our pupils should be confident in English, but also be able to:

- Communicate socially through English.
- Communicate and understand academic subjects delivered through the medium of English.
- Communicate in the real world outside of school life.

This will be achieved by:

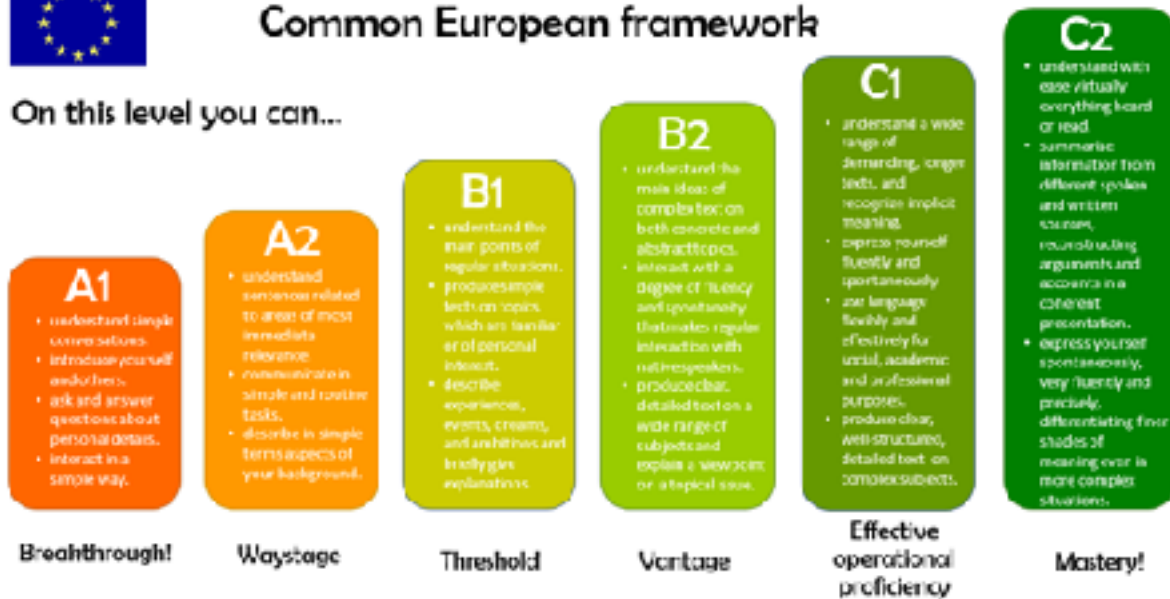
- Teaching appropriate content for the learner's English competence (CEFR scale).
- Using a variety of different EAL teaching approaches and classroom activities.
- Sharing lesson objectives with the class and making expectations clear.
- Ensuring that preparation and planning for the lessons is supportive and useful to the learning process.
- Measuring and monitoring progress in EAL tests and assessments.
- Sharing best practice amongst EAL staff.

3. Common European Framework of Reference for Language (CEFR)



Common European framework

On this level you can...



At St Mary's CBS The Green, we have structured our understanding of a learner's English competency on the Common European Framework of Reference for Language (CEFR). These English levels are used by all modern English language books and English language schools. The basic summary of levels is as follows:

English Basic User (A1, A2)

A1 (Beginner)

A2 (Elementary English)

English Independent User (B1, B2)

B1 (Intermediate English)

B2 (Upper-Intermediate English)

Proficient English User (C1, C2)

C1 (Advanced English)

C2 (Proficiency English)

The CEFR framework should be used by all EAL teachers to structure their planning and support for learners. To determine a learner's English competency, a teacher must assess them using the CEFR framework using one of the many online assessments. Once a level has been established for each EAL learner, a teacher can begin planning their lessons using many of the resources available in the school's EAL lesson resources. These resources will be structured in the same scale as the CEFR framework with relevant lesson plans for each level on the scale.

To make the EAL learners' English lessons more impactful, it is important to use the Cognitive Academic Language Proficiency (CALP) structure to EAL. The structure is essential for learners as they are learning the vocabulary from the curriculum required to access the content in their mainstream lessons. It is more valuable to use the CALP method for these learners.

4. Identifying their position on the CEFR:

It can be difficult to know where to begin teaching EAL without knowing the learner's competency of English. To identify a learner's position on the scale, the NCCA (National Council for Curriculum and Assessment) Post-Primary EAL Assessment Kit is used. This assessment is done bi-annually in September and April. The assessment contains a reading, listening, and writing section. Depending on how much of this assessment the learners can complete, you will be able to identify their level on the scale. The assessment also features an IEP (Individual Educational Plans) checklist to identify the areas needed to be worked on, the teacher then uses this IEP to track their progress.

NCCA Post-Primary EAL Assessment Kit: https://ncca.ie/media/3306/eal-fv_1.pdf

5. Syllabus and schemes of work

Due to the nature of EAL, it is difficult to plan per year group. Hence, it is more viable to plan per student. In a TEFL (Teaching English as a Foreign Language) setting, a learner will be taught the basics of the language, however, with the CALP method they are taught from the curriculum. Thus, it is difficult to frame a plan of sorts for these learners, the teacher needs to check with the students' mainstream teachers and create lesson plans on the vocabulary of their various subjects.

As students develop their English language skills in EAL classes, mainstream classes and engaging in English outside of school, progression through levels is varied, depending on each individual.

6. Links with other subject/ co-curricular and cross-curricular planning

The EAL department maintains close cross-curricular planning with the English department. EAL teachers liaise with the students' mainstream English teachers to enquire about student progression through the subject. These insights are then used by the EAL teacher to plan for each individual student.

Similarly, the EAL department is involved with the planning of all other subject departments to ensure that EAL students can learn to the best of their ability in the mainstream setting via an array of support systems such as translation devices- online and physical dictionaries, live subtitles-PowerPoint and OneNote and the explanation of key terms etc.

The level of access to EAL required to each learner will vary depending on allocation of hours by the Department. Students access EAL during Irish tuition time and various non-exam subjects.

Depending on the year group, time allocation will vary. It is believed that students will benefit mostly from being in the mainstream class. Time allocations are as follows:

Junior Cycle:

1 st year	2 nd year	3 rd year
10 hours	8 hours	5 hours

Senior Cycle:

4 th year	5 th year	6 th year
1 hour	4 hours	

The EAL teachers are also made flexible through their work week to visit different classes and provide classroom assistance to the students where needed. They also work to upskill the teachers on the various tools and resources that can be used to help support students in their mainstream classes.

7. ICT and its role in EAL

In St. Mary’s CBS The Green, we have made effective use of Microsoft tools in our classrooms. ICT is a critical tool to use in the EAL setting. When in a mainstream classroom, a teacher can make use of a vast array of tools to improve student engagement and comprehension. Some of these tools are as follows:

PowerPoint Live Subtitles The teachers have been shown how to use PowerPoint Subtitles in their lesson. With this tool, teachers can have live subtitles in a variety of languages appear on screen over their PowerPoint presentations – offering students access to the curriculum by breaking down the language barrier.

OneNote Live Subtitles Similarly, teachers can use live captions from OneNote to the students’ mobile phone. The usefulness of this software is that the student can see on their phone what the teacher is saying and thus break down the language barrier.

Translators Our EAL students at CBS The Green are allowed to use Microsoft Translate/ Say Hi/ similar translation apps on their devices throughout the school day. Through this, they can translate photographs and text of work that are being completed in the mainstream class.

8. Learning and teaching – methodologies

EAL learners spend most of their time in mainstream classes. Although welcoming, integrating, and providing extra supports are important factors in the inclusion of EAL learners, the most effective action is to build subject teacher capacity in managing, differentiating, and planning for EAL learners.

To maximise inclusion of EAL learners in the classroom, teachers can adapt teaching approaches, lesson activities, learning resources and homework to consider the English levels of learners in the class. Subject teachers should actively reinforce the assets of bilingualism of their students.

The following are some strategies subject teachers can use to reduce or overcome barriers to learning and help EAL learners at all stages of English proficiency make progress in curriculum subjects:

Pre-teach Key Words/Topics:

To allow EAL learners greater access to lesson content, teachers can provide students with keywords in their home language. Keywords can be displayed in the classroom, taken down from the board, printed off or emailed to students.

Signpost Lessons:

Students feel more secure and relaxed when they know what is happening and what will happen next. Signposting subject lessons simply means making the planned activities clear to the students.

- Teachers decide on sequence of lesson
- Display visuals in sequence
- Point to visual as activity begins
- Remove visual when activity ends

This makes the progression of the lesson even clearer (Great for SEN (Special Educational Needs) students too). These Visuals can be displayed in every classroom as a whole school initiative.

Grade your Language.

Typical class instructions can be a barrier to learning for EAL learners. Classroom Instructions often include complex grammar, unnecessarily difficult words and phrases, phrasal verbs,

and idioms an EAL learner must get through to find the actual instructions. Use simple, short, concise, and clear sentences omitting any unnecessarily difficult words and phrases. This is even more important to remember when giving instructions on Teams and OneNote.

Use Visuals

Abstract concepts can be a barrier to learning for EAL learners. Simple highly visual images can provide considerable support. Use concrete rather than abstract starters to allow EAL learners greater access at the beginning of the lesson. An EAL learner may not know what a teacher is saying but with a carefully chosen visual the student will understand the context straight away. They will be able to make the fullest possible use of their prior knowledge and language skills to access the lesson content. Ensure images/ visuals are culturally familiar to all students.

9. Differentiation

In view of the specific learning requirements of EAL students, it is important to differentiate in your lessons. This can be done most effectively by using the CEFR framework to ensure that you are teaching material relevant to your learners’ abilities. Due to the nature of EAL and the difficulty of a language barrier, peer learning can be invaluable in an EAL setting. For example, partnering EAL students together and allow them to help each other works well.

10. List of students accessing EAL support ‘22/’23:

Junior Cycle:

1 st year	2 nd year	3 rd year
<ul style="list-style-type: none"> • Amir Abusamra • Pavlo Misiura • Mykyta Tyshchenko • Mateus Pacocha • Yasser Ramadan 	<ul style="list-style-type: none"> • Dmytro Iskra • Tim Misiura • Arseniy Solskiy 	<ul style="list-style-type: none"> • Kirill Blazhko • Ivan Maryntsev • Danill Syrtsov

Senior Cycle:

4 th year	5 th year	6 th year

<ul style="list-style-type: none"> • Giorgi Tsiklauri 	<ul style="list-style-type: none"> • Karim Abusamra • Mykhailo Buhaiov • Ivan Shyshman • Heorhii Tolkachov 	
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11. List of resources used for EAL:

All things topics. Available at: <https://www.allthingstoppers.com/>

Common European Framework Assessment Test (Textbook)

EAL Post Primary Assessment Kit. Available at: https://ncca.ie/media/3306/eal-fv_1.pdf

ISCollective. Available at: <https://en.islcollective.com/>

Oxford University Press English Student Files. Available at: <https://elt.oup.com/student/englishfile/?cc=gb&selLanguage=en>

The English Hub for Refugees. Available at: <https://www.theenglishhubforrefugees.com/>

PDST EAL Resources

Initial Testing to find baseline language ability, resources and links.

https://ppds.pdst.ie/images/stories/EAL/suggested_websites_for_eal.pdf

Resources, online Games and Work Sheets

<http://learnenglishkids.britishcouncil.org/worksheets>

Padlets:

Resources, Links, Plans:

<https://padlet.com/eadaoinkelly/dxz5cylps7m6bxf1>

<https://padlet.com/noreencronin/qhw2olpwjf071jwc>

Excellent resource for introducing Kids to a new School.

<https://www.twinkl.ie/resources/dual-language-inclusion-teaching-resources/ukrainian-dual-language-new-starter-eal-inclusion/english-ukrainian-ukrainian-dual-language-new-starter-eal-inclusion>

EAL AND Language Diversity

<https://padlet.com/noreencronin/qhw2olpwjf071jwc>

Resources and Links:

<https://wsh.wokingham.gov.uk/EasySiteWeb/GatewayLink.aspx?allid=465291>

Resources and Links:

<http://www.colaistenanonagle.ie/eal-resources>

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

Year 1 and Year 2 Plan:

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:

- Initial assessment of students – reading, writing, listening, and speaking using the NCCA EAL Post-Primary Assessment kit.
- Assisting students with access to Teams, OneNote, lockers etc.
- Establish the cultural background of students' e.g. native country and first language etc.
- Review of learning from primary school/ gauging level of English.
- Vocabulary specific to school – areas in school, teachers' names, classroom instructions etc.
- Develop dictionary skills.
- Introduction to translation apps that can be used in EAL and mainstream classes.
- Explore the student's interests - to be used in class to increase motivation.
- General awareness of school and school subjects
- Use of picture prompts as stimulus for conversation.
- Develop phonic awareness.

- General grammar e.g. nouns, adjectives, verbs etc.

October – December:

- High frequency words worksheet and practice.
- Establish a reading programme – this can be done as a group or independently, depending on the needs of the students.
- Halloween and Christmas vocabulary as themes in literacy handouts.
- Exam key words and language to be looked at to prepare students for in-house examinations (November)
- Conversation cards – past, present, future tense
- English Language Support Programme (ELSP) – key words and language of mainstream classes.
- General grammar e.g., nouns, adjectives, verbs etc.

January – February:

- Exam key words and language (specific to 3rd and 6th year EAL students in preparation for mock examinations).
- Functional writing – letters, postcards, forms etc. – these should be relatable to students.
- Functional writing tasks.
- General grammar e.g., nouns, adjectives, verbs etc.

February – April:

- Labelling of diagrams.
- Listen and draw what you hear.
- Listen and find key words on flashcards.
- Listen and guess/predict what will happen next.
- Combining words into phrases, combining phrases into sentences etc.
- Conversation cards
- Using mind maps to assist students with their learning and language acquisition.

- Easter vocabulary in literacy handouts.

April – June:

- Second assessment of students – reading, writing, listening, and speaking using the NCCA EAL Post-Primary Assessment kit. (Progress tracking)
- Liaise with mainstream teachers in preparation for summer exams. Subject specific key words and language. Use ELSP worksheets.
- SQ4R – A study and reading strategy to allow students to get the information that they need from textbooks.
- Continued use of EAL worksheets to develop vocabulary.
- 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 – past tense exercise.
- Continue with reading and speaking exercises.
- . Assess students individually to determine their needs for the year ahead.

October – December:

- Reading exercises based on students' interests.
- Conversation cards – verb practice.
- Asking and answering questions.
- Flashcards with key vocabulary or phrases.
- Development of vocabulary linked to particular themes.
- Use labels and match these to object, pieces of text, posters, picture etc.

January – February:

- Develop comprehension skills – reading, summarising, key words.
- Practice use of PIE/PQE in English answers (link with mainstream classes).

- Comparing and contrasting – debates for and against topics relevant to students.
- Drawing conclusions, self-questioning, problem solving.
- Summarising information of mainstream classes – use of graphic organisers.
- General grammar – conditional tense etc. Use of conversation cards.

February – April:

- Structuring sentences and paragraphs correctly.
- Practice use of PIE/PQE used in mainstream English.
- Structuring answers – link to mainstream subjects.
- Asking questions – positive and negative.
- Use of exam questions to look at exam terms.

April – June:

- Themed role play.
- Alias, 20 questions – explaining key words in a different manner.
- Exam preparation – exam questions, marking schemes etc.
- Focus on areas of difficulty for the students with regard to their subjects.
- Use of graphic organisers for summary of information in mainstream classes.

