



Together towards inclusion



TOOLKIT

***FOR DIVERSITY
IN THE
POST PRIMARY
SCHOOL***

Introduction

How welcoming is our school community? Is there a collective solidarity, a sense of belonging? Is there a collective commitment to the wider community and beyond?

We need to get the atmosphere in our schools right. The aesthetic of the school contributes to a welcoming atmosphere. Positive interaction between the school community through active collaboration in formal and informal settings is essential.

In order to create and sustain this atmosphere, we need to go beyond mission statements to the 'heart of the matter'. We need to move from developing policy to developing empathy and a commitment to a value system shared by the school community.

This 'toolkit' aims to help schools to create and sustain a welcoming and inclusive environment for students and parents from all backgrounds and ensure equal access for all.



How to use this toolkit

Organisation

This toolkit is organised into two broad sections: *Whole School Level* and *Classroom Level*. The Whole School section considers provision and decisions involving Senior Management and other staff. The Classroom Level considers provision in mainstream classrooms.

There is a separate section on *Intercultural Awareness* which also considers provision at whole school and at classroom level.

It is recommended, however, that teachers familiarise themselves with the general content and layout of the book as any section may be relevant at one time or another.

Each section is colour coded.

Terminology used

Home language is used throughout to refer to the mother tongue or first language of the student. It is the case that many students will already know more than one language.

Newcomer is used to refer to those parents and children whose mother tongue is not English. It is acknowledged that, increasingly, non-English speaking children entering school may have been born in Ireland. Nonetheless, the term newcomer reflects the challenge facing parents and children from different language and cultural backgrounds in accessing and entering formal education in a new country.

Interpreter refers to the use of a third party to provide oral interpretation in an interview or meeting.

Translator refers to the use of a native speaker or person who is fluent in the language in question to translate written documents, letters, notices and so on.

Common European Framework of Reference for Languages (CEFR) is a tool for describing language use and language learning. It is built on descriptors of Listening, Speaking, Reading and Writing.

Lower secondary is used to refer to Junior Cycle or Key Stage 3

Upper secondary is used to refer to Senior Cycle or Key Stages 4 and 5.

For a glossary of other terms used in this domain, please see page 121.

Templates

Many of the templates that appear in the toolkit are available to download from the Inclusion and Diversity Service website: www.education-support.org.uk/ids

The availability of templates and graphics to download is indicated by this symbol: 

Clicking on this symbol in the PDF version will take you to zipped folders, where you can download all documents for the session.

WHOLE SCHOOL LEVEL

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Planning for inclusion and diversity

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- Audit of Current Provision and Practice
- Priorities for Action
- An Action Plan
- Implementation and Review
- What next: The Evaluation Process
- Coordinating provision across the school

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- Signs, labels and displays

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- The importance of the home language

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Whole School Level

Planning for inclusion and diversity



Introduction

All schools plan for future provision. It is important to consider planning for inclusion of all students as part of future provision.

This section aims to guide schools through the planning process and provides some ideas and templates:

Contents of this section

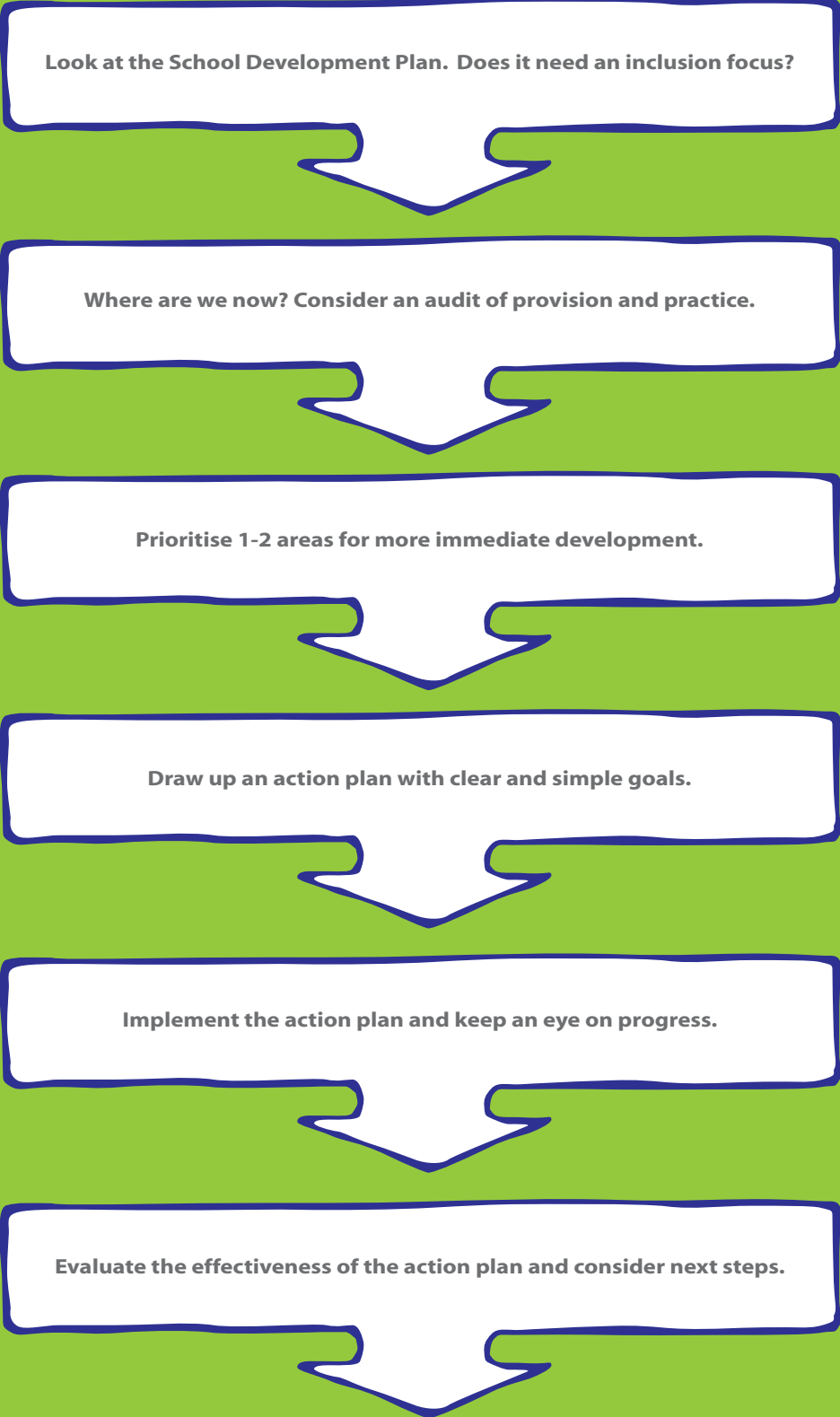
- Steps in the process
- Audit of current provision and practice
- Priorities for action
- An action plan
- Implementation and review
- What next: The evaluation process
- Coordinating provision across the school

On Website



Folder:	Dissemination of good practice across the school (materials for school coordinator)
PDF conversion:	Power-point presentation guiding schools through audit and action plan
Word document:	Audit of newcomer provision
Word document:	Action plan template
Word document:	Implementation and review template
PDF document:	Sample audit and action plan
Word document:	Sample school coordinator job description

Steps in the Process



Templates to support the process available



What next? The Evaluation Process



Coordinating provision across the school


Provision for newcomer students is often overseen by teachers such as the form teacher and year head. However, where there are significant numbers of newcomer students in the school, the appointment of a school coordinator would support the development of a consistent approach.

The school coordinator should work closely with senior management to conduct an audit of school provision and draw up an action plan for the year ahead and consider the training needs of staff.

There are some important factors schools may wish to consider when appointing a school coordinator:

- The person appointed has the skills and authority to work with all staff at all levels.
- The post is given adequate recognition as a whole-school coordinator role.
- Time is made available for the school coordinator to carry out his or her duties.
- The post is reviewed annually.

A sample job description is available. 

Materials to help a school coordinator set up systems and procedures across the school and raise staff awareness may be found in a folder entitled: *Dissemination of good practice across the school*. 



Getting Ready



Introduction

An inclusive school for newcomer students

An inclusive school has a welcoming ethos for parents and students. It identifies roles and responsibilities to ensure effective communication of a student's background and needs. There is a clear and supportive admissions procedure. Teachers have access to professional development and work in partnership with English language support staff to develop programmes tailored to students' needs. Peers are prepared for the arrival of new students. Methods of monitoring and assessment allow students to demonstrate their knowledge and skills. Time and money are allocated to purchase suitable resources that support access to the curriculum.

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A welcoming environment

- Welcome display
- Welcome book / presentation
- Signs, labels and displays

New admissions

- A whole school process
- Staff involvement
- First contact
- Initial meeting
- School-home communication

Preparing students

- Preparing all students
- Assemblies
- Peer mentoring
- Health and safety

Resources

On website



Folder: Publisher documents:	Buddy / mentor leaflets and letter to parents
Folder: PDF and JPEG images:	Classroom instruction flashcards
Folder: Two PDF documents:	Using 'Photostory 3'
Folder: Word documents:	Visual letters
Publisher document:	Visual welcome book
Word documents:	Dual language sign templates
Word document:	Intercultural environment checklist
PDF document:	Staff involvement checklist
Word document:	Sample appointment card
Word document:	Sample data capture form
PDF document:	Checklist for admissions
Word document:	Visual timetable
PDF document:	Help symbols

A welcoming environment

Welcome display

A welcome display is inviting. It sends out a clear signal that the school invites and respects all languages and cultures. A display alerts visitors to the school's ethos and respect for diversity.

One suggestion is a display called, "Where in the world do you come from?"

You will need:

- a world map
- arrows or string
- postcards or other representations of home countries provided by students
- welcome or other short captions written in home languages

Welcome book

A welcome book serves as a highly visual method of communicating school information with a minimum of educational jargon. A Welcome Book is a visual version of the school prospectus, providing a pictorial overview of a school, including:

- a brief introduction to the school
- an overview of the education system
- an explanation of a typical school day in this country
- key people and places in the school
- what students will need for school: equipment; uniform; break and lunch
- how classes are organised in the school
- school subjects and clubs
- stages in post-primary education
- school rules

An interpreter may talk through the welcome book during the initial meeting with parents.



Welcome presentation

Schools may wish to consider asking students who have been in the school for some time to create presentations offering guidance and advice for newcomer students. These may be created in dual language format and with voice-over.

Photo Story 3 is free and user-friendly software which will allow students to create presentations.

Guides for downloading and using Photo Story 3 are available.



Signs, Labels and Displays

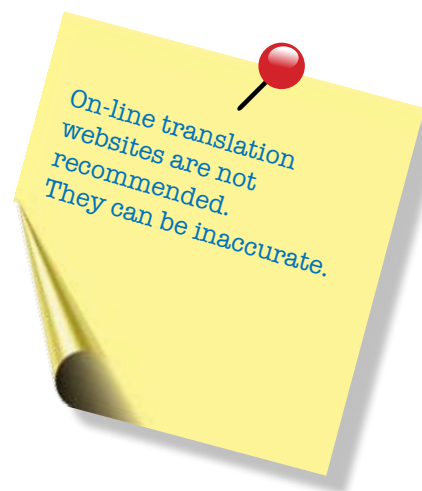
Multilingual signs and displays are very welcoming.

Label important areas in the school in different languages. Sample templates for school signs are available.



Print these and ask students if they would help you write the translated version in the box.

An intercultural environment checklist is also available.



New admissions

A whole school process

Moving schools can be a daunting prospect for any student. The impact is particularly significant for students facing induction into a new country, a new culture and a new language. Welcoming and inducting a student into school is a whole school process.

It is the responsibility of all staff to ensure that students and their parents are welcomed, informed and supported. It is important that everyone is clear about their role.

The key is not to rush the admission process. Take time to ensure that staff are prepared and student information is communicated effectively.

Staff Involvement

Duties and responsibilities may vary in every school context. What is important is that duties are clearly defined and understood by all. Senior teachers should ensure that all staff are fully equipped to meet the needs of newcomer students. Expertise should be shared in the school, and dissemination of good practice should be communicated.

In ensuring the smooth induction of newcomer students, consider the following:

- meeting / interviewing parents (welcome book and other resources ready)
- preparing of school (environment, staff and students)
- ensuring that relevant information is disseminated
- organising and monitoring buddy / mentor system
- monitoring induction / initial observations
- organising suitable resources

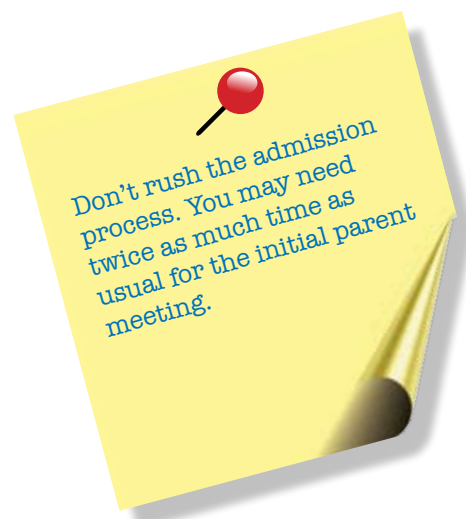
Who can be involved?

The following personnel can support the process.

- Principal
- Vice Principal
- Coordinator
- Form Teacher
- Classroom Assistant
- Buddy / mentor
- Secretary
- Caretaker/Janitor
- Home-school liaison officer
- Board of Management / Board of Governors

First contact by parents is often with office staff and it is important that they are fully aware of appropriate procedures. It is advisable to include the coordinator and either the year head or form teacher in the formal initial meeting with parents.

A staff involvement checklist is available. 




First contact

The welcome process begins with the first point of contact, which is often the school secretary. It is usually better to conduct the initial parent meeting at a later stage.

At first contact, effective welcoming procedures include:

- setting a date for interview
- determining whether parents require the assistance of an interpreter
- gathering basic details on the student
- offering a Welcome Book or prospectus
- supporting the procedure with a checklist for admissions

Appointment

An appointment card is an effective way to prepare the parents.  Sample available.



My Appointment Card

 Time: _____

 Date: _____

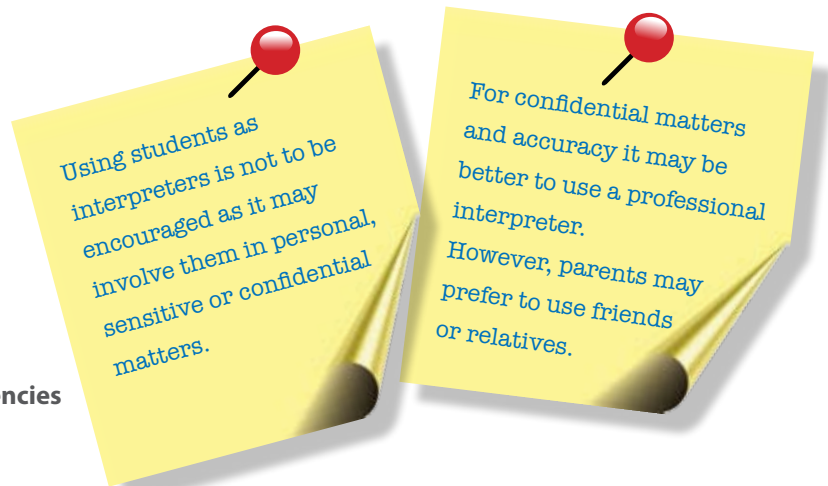
 Where: _____

 To see: _____

Interpreter

An interpreter may be essential in order to gather vital information about the prospective student. Use of an interpreter can help avoid potential misunderstandings between school and home and also serves to reassure parents. Interpreters may be available from different sources such as the community, through local workplaces or an interpreting agency.

It is important to confirm the total cost of professional interpretation including time and travel expenses. Basic information may be communicated to parents without interpretation.



Guidance on the use of interpreting agencies

Parent teacher meetings

If you have more than one student speaking the same language, try to schedule all meetings for that language on the same day, morning or afternoon..

To maximise the interpreting session, consider:

- Collating comments in writing in advance from all subject teachers
- Asking the form tutor to meet parents with the interpreter and give general feedback
- Holding parent/teacher meetings for newcomer parents on a different day using an appointment system

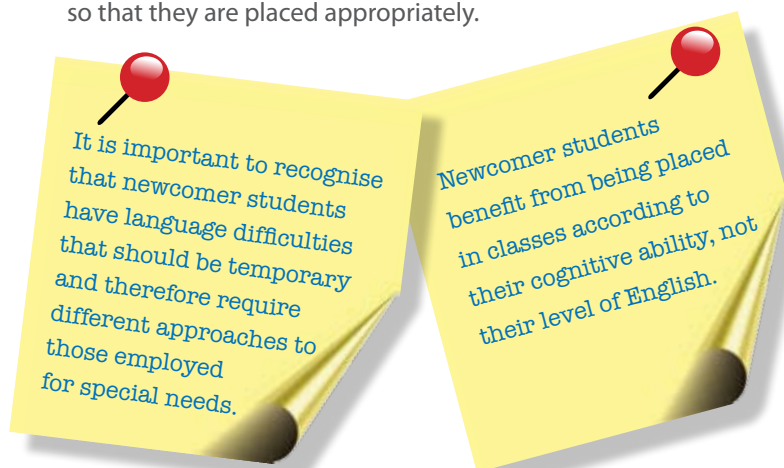
Booking an interpreter

- Contact more than one provider and ask for a quotation which includes travel.
- Contact the newcomer student's parents and confirm date and time of meeting. Use the visual appointment card if necessary.
- If the interpreter doesn't turn up, inform the interpreting agency immediately.
- Keep a photocopy of all documentation for your records.

Initial meeting with parents

It is important to remember the following:

- Newcomer parents often have little knowledge of the education system and require more information.
- Parents' expectations of education will be based on their own school experiences and may vary considerably.
- School procedures need to be explained including homework, uniform and discipline policies.
- It is very important to find out about previous educational experiences of students so that they are placed appropriately.



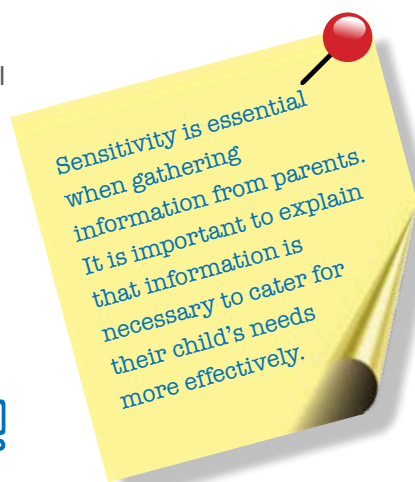
Information for parents

A visual welcome book is useful during the initial meeting to explain school routines and procedures. See page 11.

Information from parents

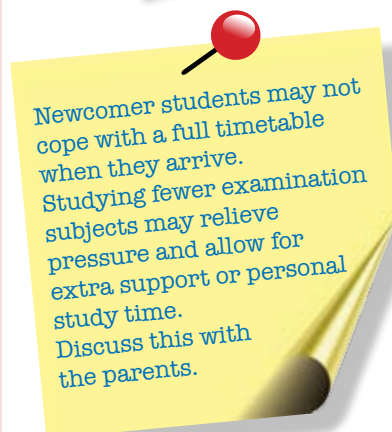
Details of previous schooling, such as absence of previous schooling, interrupted education or having been previously educated in English may help in deciding placement and provision for students. It is best to get this information early and it should be passed on to the form teacher as soon as possible.

A data capture form to help gather important information is available. 



Other suggestions:

- Introduce buddies / mentors to parents.
- Take parents on a tour of the school and introduce key people.
- Allow parents to observe a lesson (if possible and time permitting).
- Explain how the school communicates with parents. Show the visual letters and explain their purpose. Translated letters are available on: www.education-support.org.uk/ids.
- Explain homework and the use of the homework diary.
- A school calendar indicating school closures at a glance can be very useful. This may be attached to the back of the welcome book.



A checklist for admissions is available. 

School-home communication

It is important to make invitations, letters, notices of events, forms and procedures as clear as possible.

You may find it helpful to use visual letters when communicating with parents. It should be explained to parents that the letters are used to ensure that there is good home-school communication.


It is a good idea to photocopy the visual letter onto the back of the original letter so that the parent receives both versions.

Letters include:

Permission	Religious event	School event	Problem	Other
Photo Extra help Internet Nurse Dentist Optician Trip	Confirmation First Communion First Confession Religious service	Prize day / night Sports day Feis Concert School closure Book fair	Attendance Detention Suspension	Parent meeting with interpreter Parent meeting no interpreter Absence form


Date _____

Dear _____


The nurse  will visit the school on _____

Please sign the reply slip below to say if you want _____ to see the nurse or not.

Yours sincerely

Reply  _____ to see the nurse

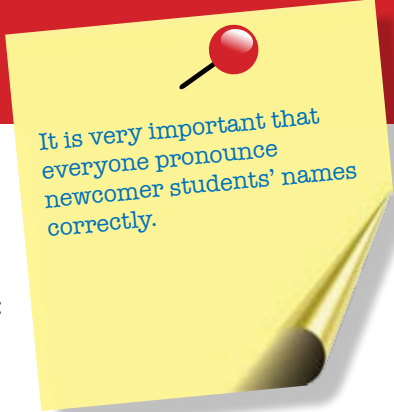
X No, I would not like _____ to see the nurse

 _____ to see the nurse

Visual letters available 

Translated letters are available on: www.education-support.org.uk/ids

Preparing students



It is very important that everyone pronounce newcomer students' names correctly.

Preparing all students

Preparing all students for the arrival of a new classmate is an important step in successful integration into the school. Students will be enriched through:

- an appreciation of their own identity
- inter-cultural awareness
- language awareness
- awareness of personal strengths, values and attitudes
- communication skills

Class assemblies

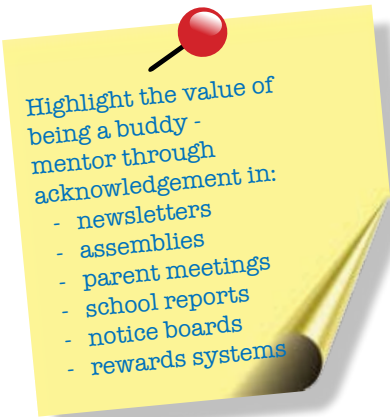
Class assembly times are useful to address integration and intercultural awareness. Consider discussion of any or all of the following:

- Being new – how would it feel, what would newcomer student need to know?
- Cultural information – find the country on a map, what do students know about this country? Provide a few facts.
- Language – Recognise the value of speaking other languages. Learn how to say hello in the new language. Celebrate the language and culture of the incoming student.
- Engagement – Discuss ways to communicate other than in English. What can you do to help? Plan for support out of class (school yard, dinner hall etc).

See full section on intercultural awareness and useful websites for background information.

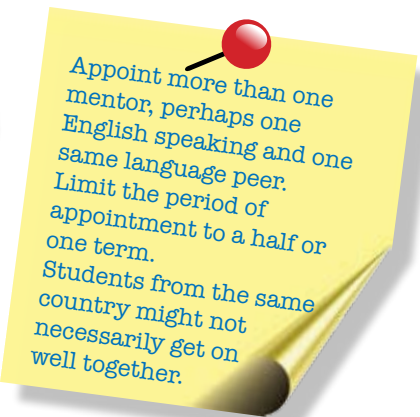
Peer mentoring

Welcome buddies or mentors are most effective when they understand what is expected of them. Buddies or mentors may be chosen to support students in classes or during sports and recreation activities.



Highlight the value of being a buddy - mentor through acknowledgement in:

- newsletters
- assemblies
- parent meetings
- school reports
- notice boards
- rewards systems



Appoint more than one mentor, perhaps one English speaking and one same language peer. Limit the period of appointment to a half or one term. Students from the same country might not necessarily get on well together.



SCHOOL
Name and Number



Being a Mentor

Sample materials and letters are available to explain the role of buddies / mentors. They are age appropriate.



Health and safety

Ensure that newcomer students are aware of:

- rules for different areas and classrooms. It may be worth considering visual representations.
- how to report an incident, if necessary
- discipline procedures
- school policy on leaving the school premises













Pictures from: www.designofsignage.com. Follow the [Graphic Symbol link](#).

Resources

Timetable

A visual timetable is a helpful way of making school routines clear to all students. An alternative is to use the icons to make a key to accompany the timetable. A blank template and icons are available.

Template and icons available 

TIME	Monday	Tuesday	Wednesday	Thursday	Friday
	$+$ \div $-$ \times				
			$+$ \div $-$ \times		

Help symbols

You may wish to prepare an emergency set of help symbols for newcomer students to use in the first weeks. Students can use these cards to express their basic needs without having to express them in English.

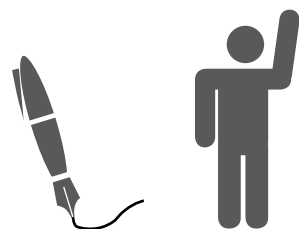



Help symbols available 

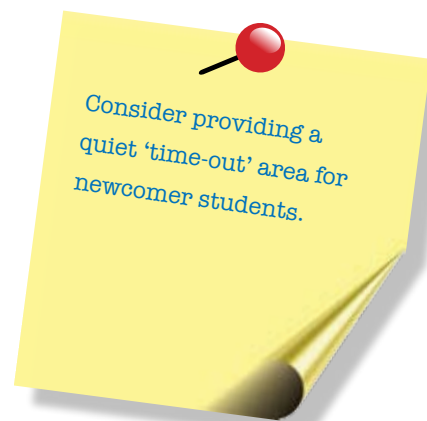
A green circle to indicate 'I understand' and, on the back, a red circle to indicate 'I don't understand' may also be helpful.

Classroom instructions

New students find it easier to understand instructions if they are supported with pictures and gestures.



Two sets of pictures are available. 

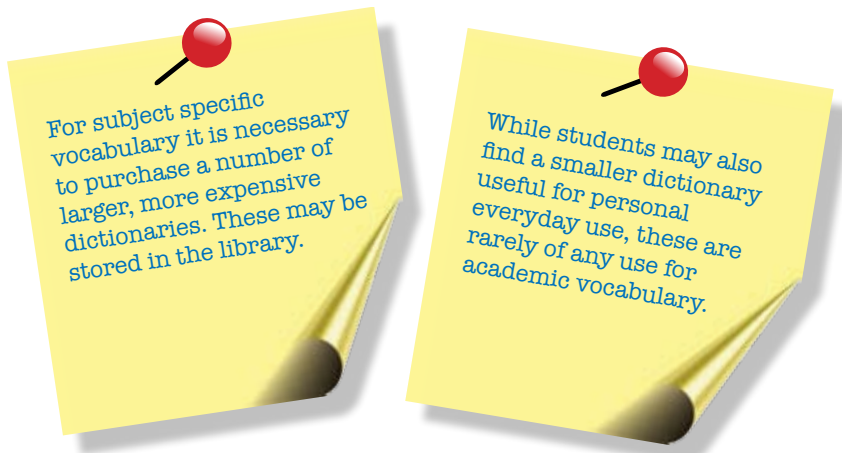


Dictionaries

It is important for newcomer students to have access to dictionaries. They may also produce their own dictionaries, pictures or word books, tailored to subject specific needs.

- Monolingual photo dictionaries are excellent in the early days.
- Bilingual learners' dictionaries support the development of the target language.
- Subject specific dictionaries or glossaries support curriculum learning.

Using dictionaries is an excellent way to promote and celebrate new languages.



For more information on dictionary use and suppliers, see the section on dictionaries in *Planning and delivery in the mainstream classroom*.

Visual references

Newcomer students will find visuals very useful in understanding and accessing social and academic language.

Useful visuals and word displays

- visual timetable
- map of school with visuals
- foods / school menu
- classroom equipment
- school rules

Early Days



Introduction

What is a supportive and inclusive environment?

The school and classroom environment should be safe and comfortable so that learners are confident to talk and get involved. The language during learning / teaching is planned and there are explicit opportunities to learn new conversational language as well as curriculum related terms. There are planned opportunities for meaningful interaction between peers. The peer group is a powerful resource for any learner. Students are given opportunities for collaborative work and problem solving.

Contents of this section

From primary to post-primary

- Continuity and progression

Gradual immersion into the full curriculum

Expectations

- Dos and don'ts
- Establishing rules and routines
- Intercultural awareness: social conventions
- Student expectations and feelings

Learning a new language

- Learning a new language in the early days: Basic Interpersonal Communicative Skills (BICS)
- Observing non-verbal communication
- The importance of the home language

Induction: language support

- Global descriptors for language proficiency from the Common European Framework of Reference (CEFR)
- Initial interview assessment
- Overview of language support
- Induction activities for newly arrived students
- Language support through games

On website



Folder:	PDF and JPEG images:	Classroom instruction flashcards
Folder:	Word templates and PDF document for language games	
Folder:	Resources to support induction programme	
PDF document:	Primary school profile	
PDF document:	Grid containing descriptors for language proficiency based on the CEFR	
PDF document:	Grid outlining possible induction programme	
PDF document:	Initial interview assessment and interpretation guidelines	
PDF document:	Grid outlining possible induction activities	

From primary to post-primary

Continuity and progression

It is sometimes difficult to decide on appropriate placement for a newcomer student, particularly if a low level of English-language proficiency is masking particular ability or difficulty.

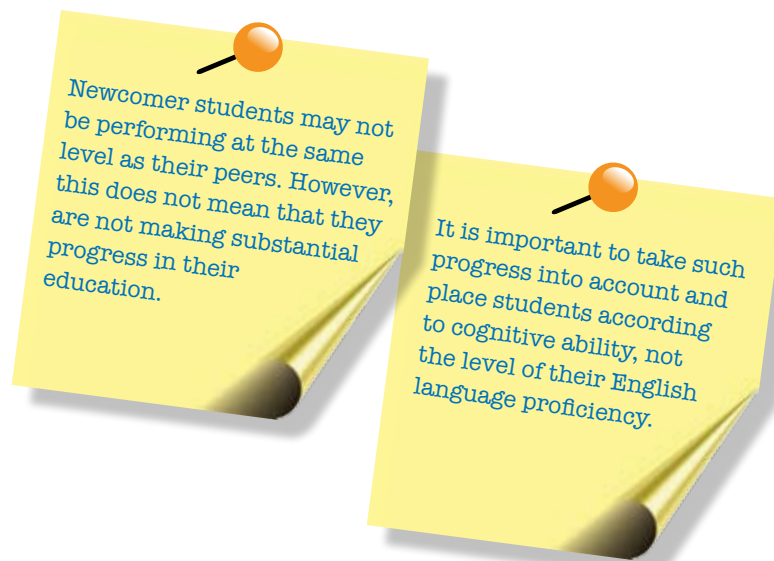
If the student is transferring from a local primary school or from another area where English is the language of education, it is important to consider:

- how long the student has been in an English-speaking school.
- what progress in English he or she has made in that time.
- what strengths or weaknesses have been evident in curriculum concepts.

The profile on the following pages may be useful in helping to gather this information from the primary school.

The first section concentrates on the student's progress in English language acquisition. The second section concentrates on the student's understanding of curriculum concepts.

It may also be useful to ask for samples of the student's work that illustrate ability or problem areas.





Primary school profile: Part 1: English language acquisition (Based on the global descriptors for primary learners derived from Common European Framework of Reference for Languages)

Please use this profile to indicate what the student can do in English.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Listening The pupil can	<input type="checkbox"/> Recognize and understand basic words and phrases concerning him/herself, family and school <input type="checkbox"/> Understand simple questions and instructions when teachers and other students speak very slowly and clearly	<input type="checkbox"/> Recognize and understand frequently used words relating to him/herself and family, classroom activities and routines, school instructions and procedures, friends and play <input type="checkbox"/> Understand the main point in short, clear, simple messages and announcements <input type="checkbox"/> Follow at a general level topics covered in the mainstream class provided key concepts and vocabulary have been studied in advance and there is appropriate visual support <input type="checkbox"/> Follow and understand a story if it is read slowly and clearly with visual support such as facial expression, gestures and pictures	<input type="checkbox"/> Understand the main points of topics that are presented clearly in the mainstream classroom <input type="checkbox"/> Understand the main points of stories that are read aloud in the mainstream classroom <input type="checkbox"/> Understand a large part of a short film on a familiar topic provided that it is age-appropriate <input type="checkbox"/> Understand detailed instructions given in all school contexts (gym, playground, classroom) when delivery is clear <input type="checkbox"/> Follow classroom talk between two or more native speakers, only occasionally needing to request clarification
Reading The pupil can (if appropriate to age)	<input type="checkbox"/> Recognize the letters of the alphabet <input type="checkbox"/> Recognize and understand basic signs and simple notices in the school <input type="checkbox"/> Recognize and understand basic words on labels or posters in the classroom <input type="checkbox"/> Identify basic words and phrases in a new piece of text	<input type="checkbox"/> Read and understand very short and simple texts that contain a high proportion of previously learnt vocabulary on familiar subjects (e.g., class texts, familiar stories) <input type="checkbox"/> Find specific predictable information in simple material <input type="checkbox"/> Use the alphabet to find particular items in lists (e.g., a name in a telephone book, simple dictionary)	<input type="checkbox"/> Read and understand the main points in texts encountered in the mainstream class, provided the thematic area and key vocabulary are already familiar <input type="checkbox"/> Read and understand descriptions of events, feelings and wishes <input type="checkbox"/> Use comprehension questions to find specific answers in a piece of text <input type="checkbox"/> Use key words, diagrams and illustrations to support reading <input type="checkbox"/> Follow clearly written instructions
Spoken Interaction The pupil can	<input type="checkbox"/> Greet, say please and thank you, and ask for directions to another place in the school <input type="checkbox"/> Respond non-verbally to basic directions to a place in the school when the other person supplements with signs or gestures <input type="checkbox"/> Give simple answers to basic questions when given time to reply and the other person is prepared to help <input type="checkbox"/> Convey immediate needs <input type="checkbox"/> Make basic requests in the classroom or playground and respond appropriately to the basic requests of others	<input type="checkbox"/> Ask for attention in class <input type="checkbox"/> Greet, leave, request and thank appropriately <input type="checkbox"/> Respond with confidence to familiar questions clearly expressed about family, friends, school work etc. But is NOT always able to keep the conversation going <input type="checkbox"/> Generally sustain a conversational exchange with a peer in the classroom when carrying out a collaborative/paired learning activity <input type="checkbox"/> Express personal feelings or give an opinion in a simple way (e.g. why I like...)	<input type="checkbox"/> Speak with fluency about familiar topics such as school, family, daily routine, likes and dislikes <input type="checkbox"/> Engage with other students in discussing a topic of common interest (songs, football) <input type="checkbox"/> Keep a conversation going, though he/she may have some difficulty making him/herself understood from time to time <input type="checkbox"/> Repeat what has been said and convey the information to another person
Spoken Production The pupil can	<input type="checkbox"/> Use simple phrases and sentences to describe where he/she lives and people he/she knows <input type="checkbox"/> Use very limited number of grammatical structures (e.g. My name is...)	<input type="checkbox"/> Use a series of phrases and sentences to describe in simple terms his/her family, daily routines and activities, and plans for future <input type="checkbox"/> Use simple grammatical structures that have been learnt in class (frequent mistakes with tenses, personal pronouns, prepositions)	<input type="checkbox"/> Retell a story that has been read in class <input type="checkbox"/> Retell the plot of a film or a book and describe his reactions <input type="checkbox"/> Describe a special event (birthday, festival etc) <input type="checkbox"/> Briefly give explanations and reasons for opinions and plans <input type="checkbox"/> Communicate with reasonable accuracy
Writing The pupil can (if appropriate to age)	<input type="checkbox"/> Can copy or write his/her name <input type="checkbox"/> Copy or write words and short phrases that are being learnt in class <input type="checkbox"/> Copy or write labels on a picture <input type="checkbox"/> Copy short sentences from the board <input type="checkbox"/> Spell his/her name and address, and the name of the school	<input type="checkbox"/> Enter newly-learnt terms in personal or topic based dictionary, possibly including sample sentences <input type="checkbox"/> Can write short texts on specific or familiar topics <input type="checkbox"/> Write a short message (e.g., a postcard) to a friend <input type="checkbox"/> Write words that he/she knows orally with phonetic accuracy but inaccurate spelling <input type="checkbox"/> Use capital letters and full stops	<input type="checkbox"/> Write a diary or news account with accuracy and coherence <input type="checkbox"/> Write a short letter describing an event or situation <input type="checkbox"/> Write a brief summary of a book or film <input type="checkbox"/> Write an account of his/her feelings <input type="checkbox"/> Spell and show basic punctuation accurately enough to be followed most of the time

This profile should be passed on to the year head and form teacher in post-primary school. It may be useful for all staff to have copies, so that they can plan for progression.

Pupil name _____
 D.O.B. _____
 Nationality _____
 Mother tongue _____



Please tick areas of the curriculum where the student has experienced difficulties.

MATHS AND NUMERACY	THE ARTS	GEOGRAPHY	HISTORY	SCIENCE AND TECHNOLOGY	ICT	PE
<p>Number</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole numbers <input type="checkbox"/> Place value <input type="checkbox"/> Estimation <input type="checkbox"/> Fractions <input type="checkbox"/> Percentages <input type="checkbox"/> Negative numbers <input type="checkbox"/> Multiples and factors <input type="checkbox"/> Prime, square and cube numbers <input type="checkbox"/> Inverse operations <input type="checkbox"/> Function machines <input type="checkbox"/> Addition and subtraction <input type="checkbox"/> Multiplication <input type="checkbox"/> Division <p>Measures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Length <input type="checkbox"/> Weight <input type="checkbox"/> Volume / capacity <input type="checkbox"/> Area <input type="checkbox"/> Temperature <input type="checkbox"/> Units and metric measures <input type="checkbox"/> Perimeter <input type="checkbox"/> Time: analogue and digital (12 and 24 hour) <p>Shape and space</p> <ul style="list-style-type: none"> <input type="checkbox"/> Properties of 2D shapes <input type="checkbox"/> Line and rotational symmetry <input type="checkbox"/> Reflections and tessellations <input type="checkbox"/> Congruence in 2D shapes <input type="checkbox"/> Construction and properties of 3D shapes <input type="checkbox"/> Angles in context of turning <input type="checkbox"/> Clockwise and anti-clockwise <input type="checkbox"/> Compass points <input type="checkbox"/> Properties of acute, obtuse and reflex angles <input type="checkbox"/> Measure of angles up to 360° <input type="checkbox"/> Coordinates <p>Handling data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpreting data in various forms <input type="checkbox"/> Collecting, classifying, recording and presenting data: graphs; tables; diagrams; ICT <input type="checkbox"/> Design and use of a data collection sheet <input type="checkbox"/> Calculation and use of the mean and range <p>Probability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Possible outcomes of simple random events <input type="checkbox"/> Placing events in order of likelihood <input type="checkbox"/> Understanding of idea of 'events' 	<p>Art and design</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observing, exploring and recording the characteristics of a range of natural and man-made objects, for example make drawings of the shapes and details of what is seen <input type="checkbox"/> Visualising and sketching people and places from reality or fiction, for example a character from a story <input type="checkbox"/> Exploring the work of artists, designers and craft workers from different cultures and using appreciation to stimulate personal ideas <input type="checkbox"/> Understanding of: <ul style="list-style-type: none"> - Colour and tone - Line - Shape and form - Texture - Pattern <input type="checkbox"/> Using a range of media, materials, tools and processes such as drawing, painting, printing, textiles in order to realise personal ideas <p>Music</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working creatively with sound to create musical stories, patterns, accompaniments <input type="checkbox"/> Exploring ways to record music <input type="checkbox"/> Singing and performing with simple instruments from memory, by ear or from notation <input type="checkbox"/> Listening and responding to their own and others' music <p>Drama</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engaging in creative and imaginative role-play <input type="checkbox"/> Exploring feelings and attitudes through drama <input type="checkbox"/> Drama strategies such as freeze frame, tableau, hot-seating <input type="checkbox"/> Adapting voice, movement, gesture, expression with a sense of audience, context and purpose 	<p>Place</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of towns, cities and countries in Europe and the wider world <input type="checkbox"/> Map-skills <input type="checkbox"/> Comparison of people and places: life-styles and conditions in different parts of the world <input type="checkbox"/> Weather in local area compared to other places in the world <p>Interdependence</p> <ul style="list-style-type: none"> <input type="checkbox"/> How we are interdependent: with other parts of Europe and the world for goods and services <input type="checkbox"/> Jobs associated with the journey of a product <input type="checkbox"/> Our impact on the environment: pollution; global warming; conservation <input type="checkbox"/> Local habitats: woodland; lake; seashore; protected area <p>Movement and energy</p> <ul style="list-style-type: none"> <input type="checkbox"/> The effect of extreme weather conditions here and around the world <input type="checkbox"/> Transport <p>Change over time</p> <ul style="list-style-type: none"> <input type="checkbox"/> How change can create conflict, for example traffic congestion <input type="checkbox"/> How our world is changing 	<p>Place</p> <ul style="list-style-type: none"> <input type="checkbox"/> Places then and now <input type="checkbox"/> How our identity, life-style and culture has been influenced by the local and wider world <input type="checkbox"/> Origins and traditions of our own and other cultures <p>Interdependence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses of natural resources through time <input type="checkbox"/> Industrialisation through time <input type="checkbox"/> Technological changes and the impact of inventors and inventions over time <input type="checkbox"/> Reasons for and effects of historical events such as the Famine in Ireland or the World Wars <p>Movement and energy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Movement of people in the past such as Romans, Celts, Vikings, Irish emigrants, explorers <input type="checkbox"/> The impact of raiders and settlers in Ireland and elsewhere <input type="checkbox"/> Voyages of exploration in the past, present and future <p>Change over time</p> <ul style="list-style-type: none"> <input type="checkbox"/> Changes in aspects of our community over time such as farming, working, shopping, transport <input type="checkbox"/> The life of a famous person, family or building over time <input type="checkbox"/> Different societies and features of life in the past <input type="checkbox"/> Famous historical events, such as the story of the Titanic 	<p>Place</p> <ul style="list-style-type: none"> <input type="checkbox"/> Where the major organs are in the body <input type="checkbox"/> The human skeleton: parts; protection; support; movement <input type="checkbox"/> Where materials come from and why they are chosen for their use <p>Interdependence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The relationship between plants and animals in a habitat <p>Movement and energy</p> <ul style="list-style-type: none"> <input type="checkbox"/> How forces can effect movement and distance <input type="checkbox"/> How sound travels <input type="checkbox"/> How light shines through materials <input type="checkbox"/> Uses of energy in a variety of models and machines <input type="checkbox"/> Designing and making models <input type="checkbox"/> Electricity and circuits <p>Change over time</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formation of shadows and how they change <input type="checkbox"/> Influence of seasonal change on plants and animals <input type="checkbox"/> The main stages in the life-cycle of some living things <input type="checkbox"/> Plants and animal growth <input type="checkbox"/> How materials change and decay <input type="checkbox"/> Changes that occur in everyday substances when dissolved, heated or cooled <input type="checkbox"/> Changes in state of water in the water cycle <input type="checkbox"/> How waste can be reduced, reused and recycled 	<p>Basic computer skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Mouse control <input type="checkbox"/> Keyboard skills <input type="checkbox"/> Knowledge of toolbar icons and their function <input type="checkbox"/> Ability to create simple document using basic programme <input type="checkbox"/> Ability to save and organise personal work <input type="checkbox"/> Ability to use software programmes available in school <p>Exploring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accessing information using the internet <input type="checkbox"/> Selecting and interpreting information from the internet <input type="checkbox"/> Investigating and solving problems using digital tools <p>Expressing ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creating, developing and presenting ideas using a range of digital media such as publisher, power-point, photo-story <p>Exchanging information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicating using a range of contemporary methods such as e-mail or blogging 	<p>Athletics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Running and walking <input type="checkbox"/> Spatial awareness <input type="checkbox"/> Direction <input type="checkbox"/> Speed and pacing <input type="checkbox"/> Distance: long and short <p>Jumping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distance <input type="checkbox"/> Height <p>Direction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direction <input type="checkbox"/> Throwing <input type="checkbox"/> Accuracy <input type="checkbox"/> Distance <p>Dance</p> <ul style="list-style-type: none"> <input type="checkbox"/> Body actions such as turning, spinning, jumping <input type="checkbox"/> Expressing mood or feeling <input type="checkbox"/> Making use of space <input type="checkbox"/> Simple compositions linking actions and sequences <p>Games</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cooperation with others <input type="checkbox"/> Control of movement <input type="checkbox"/> Skills in handling, hitting, kicking using variety of equipment <input type="checkbox"/> Ability to play and adapt games <p>Gymnastics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use of parts of body <input type="checkbox"/> Jumping and landing <input type="checkbox"/> Balance <input type="checkbox"/> Variation in movement <input type="checkbox"/> Composition and sequencing <p>Swimming</p>
<p>Please use this box to indicate areas of particular strength or interest and any other comments you wish to make</p> <hr/> <hr/> <hr/> <hr/>						

Gradual immersion into the full curriculum

Consider the following:

Students entering lower secondary may benefit from a reduced timetable in the early days and a gradual immersion into the full curriculum.

Students entering upper secondary and therefore examination classes may benefit from a reduced number of examination subjects allowing more time to build up the language of the curriculum and that needed to access the examinations.

Subjects must be very carefully chosen depending on the future aspirations of the students and the level of difficulty of the subject as outlined below.

All subjects have specific language and students need to learn this. However, when the language can be related to concrete objects and visual presentation of processes, students can take advantage of this to support understanding. When the teaching materials are highly visual, there is considerable support for learning.

Where subjects are more abstract and involve accessing concepts that are culturally unfamiliar, they become increasingly difficult. This difficulty is compounded when the subject is heavily text-based and demands a high level of reading skill.

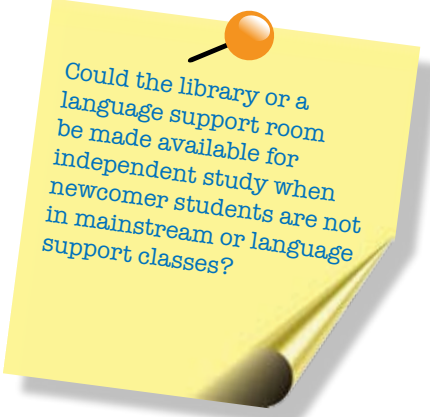
Students should attend at least one language class. It is the one area of the curriculum where they are on a level footing with the other students. Newcomer students often do well in languages as they have an increased awareness through learning the English language.

However, older students may find it difficult to enter into a language course at this late stage. In this case, allow the student to make the choice.

Mainstream English classes can also prove difficult. If the students are already following a language immersion programme and progress is mapped using the language proficiency benchmarks, full attendance at mainstream English classes might be delayed until later.

It may be of benefit to students to enter for an alternative qualification in English initially and take the national English qualification later.

Even when students have reached a stage where they are ready for complete immersion into the curriculum, it is important to leave some time where they can access support for specific work or address other issues they may have encountered.



Could the library or a language support room be made available for independent study when newcomer students are not in mainstream or language support classes?

dos

- ✓ Find out the students' home languages and learn how to pronounce their first names correctly.
- ✓ Place the students with good language role models.
- ✓ Face the students and speak clearly.
- ✓ Use repetitive phrases.
- ✓ Use as many gestures and key visuals as possible.
- ✓ Allow students to observe at first as passive language skills develop before active skills.
- ✓ Remove the pressure to speak – accept nods, gestures, pointing and facial expression for some time.
- ✓ Give the students time to settle and observe what they can do.
- ✓ Treat students equally.
- ✓ Encourage home language use.
- ✓ Encourage culture sharing and comparing in class.
- ✓ Provide opportunities for peer interactions during lessons and break-times; students make excellent teachers and helpers.
- ✓ Encourage and praise all attempts at communication, regardless of accuracy.
- ✓ Make sure students understand what is expected: use the same rewards and sanctions for all.
- ✓ Make an area available where students can have some 'quiet' time, whether out of class or at break or lunch time if desired.

don'ts

- ✗ Panic! Many students remain silent in the early days. Listening comes first.
- ✗ Insist on parents using English at home. Supporting home language will help with learning English.
- ✗ Confuse language difficulties with learning difficulties.
- ✗ Have students working on the computer for long periods of time.
- ✗ Ask the students to write or copy, if they don't understand what they are writing or copying.
- ✗ Carry out formal assessment in the early days.

Establishing rules and routines

Rules and routines

Rules and routines provide clarity and security in the classroom. However, they need to be explained, modelled, constantly rehearsed and encouraged. It is important that students understand:

- What happens each day and when.
- How and when to access books, computers and other resources.
- How to behave when carrying out everyday activities in the classroom.
- How to behave when entering and leaving a classroom, the school yard and any other rooms in the school.
- How to behave at break and lunchtime.
- How to gain the teacher's attention.
- The signal used by the teacher to gain attention.
- The appropriate noise levels at different times of the day.

Visual timetables

Visual timetables help familiarise students with the routine of the day very quickly. It would be useful to give a copy of this to parents so that they can talk about it at home. See the samples in *Induction: language support*.

Signposting lessons

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

This may be done by using flashcards. For example, there may be four activities in the lesson:

- general class discussion to begin
- some group or pair work
- written activity
- correction of work

These can be represented by 4 pictures placed to the side of the board:

1  talking and listening

2  pair work

3  writing activity

4  correction



Classroom visuals

Classroom labels can help students to access resources quickly. These should be pointed out to newly arrived students during a classroom tour.

Pictorial cues, a poster of rules or photographs of students carrying out everyday activities, are very useful for reinforcing classroom and school rules. These may be placed on the wall or made into a book and sent home for discussion in the home language.

Refer regularly to the classroom and school visuals to reinforce routines and the language of instruction. For example, 'Who can remember the safety rules for?'

Recognise good behaviour in the classroom and around the school.

In classrooms where safety is particularly important it is a good idea to display safety signs.



Intercultural awareness: Social conventions

It is important to be aware of differences in values, attitudes and beliefs so that misunderstandings may be avoided.

Greetings

In some cultures people commonly greet each other with kisses. However, in other cultures people may find even a pat of approval unusual and upsetting. However, a warm, friendly but relatively formal greeting from teachers, other staff and students is always appropriate.

Gestures

Non-verbal communication such as the use of the eyes, the hands and the body differ from one culture to another. Using the thumb and the forefinger to form a circle expressing OK, is a very rude gesture in some Middle Eastern countries. The thumbs up sign may mean nothing or appear rude. Pointing at people is not acceptable in some cultures. It is important to be aware of body language and the signals it may give.

Dress code

There are noticeable cultural differences in levels of formality, dress for boys and girls, use of cosmetics and so on. For example:

Parents and students arriving from Asian countries may be used to more formal dress codes in schools. Students from other cultures may find the idea of school uniform very strange. School and PE uniforms may cause difficulty for students for whom culture or faith requires certain dress codes.

It is important to be aware of sensitivities in issues of dress.

Punctuality and attendance

Attitudes to punctuality and attendance may vary greatly from one culture to another. We may have different rules about time depending on the occasion. It is important to explain school routines and times and the need for punctuality in the school situation.

It is also important to explain the need for regular attendance if students are to make progress and become fully involved in school life. It may be necessary to explain the legal consequences when a child does not attend school.

Rewards and privileges

Individual achievement, in some cultures, is less important than group success. Members of some cultures may respond poorly to individual incentives but may be motivated by group work and group goals.

In some education systems corporal punishment is the norm.

Be aware that parental expectations may be based on different experiences and it is, therefore, most important that parents understand fully the expectations of the school.

Social interaction

Modes of social interaction can differ significantly across cultures. Members of some cultures may seem loud or boisterous to members of quieter cultures. This explains some differences in the amount and kind of participation in classroom and other activities.

It is customary in some cultures to wait for a pause in the conversation before speaking. However, in other cultures, people may overlap in each other's conversation. Some students can appear unwilling to participate because they have not recognised an opportunity to speak.

Some newcomer students may not be used to group work and it is important to provide a safe environment for this.

In some cultures it is customary to offer an answer to a question only when invited by the teacher. Therefore, students may not volunteer answers, even if they know the correct answer. Some students may not volunteer an answer unless they are certain that it is correct.

In many cultures, children must show great respect to older people, teachers and other adults. That respect may be demonstrated by avoiding eye contact with the teacher which may appear disrespectful.

Members of some cultures require more personal space than others and become uncomfortable when someone moves into that space. However, moving away may be seen as rejection and cause insult.

Student expectations and feelings

MY MUM TOLD ME NOT TO
SPEAK MY
LANGUAGE AT SCHOOL.

I'D BETTER NOT LOOK AT THE
TEACHER AS IT WILL BE
DISRESPECTFUL.

I MUST PRESENT EXCELLENT
WRITTEN WORK AT ALL
TIMES.

IF I NOD MY HEAD, THE TEACHER
WILL THINK I UNDERSTAND HER.

I STUDIED ENGLISH FOR THREE
YEARS IN MY COUNTRY BUT I
CAN'T UNDERSTAND THE WAY
PEOPLE SPEAK HERE.

I DIDN'T
UNDERSTAND ANY ENGLISH.
I WAS SCARED BECAUSE THE
TEACHER LOOKED VERY ANGRY
AND I DIDN'T KNOW WHICH FIST HE
WAS GOING TO PUNCH ME WITH
FIRST.

IN MY COUNTRY
LESSONS ARE AN HOUR LONG
AND WE GET A BREAK OF FIVE
MINUTES BETWEEN EACH
LESSON. NO-ONE EXPLAINED
THAT IT WOULD BE DIFFERENT
HERE, SO I WAS VERY
CONFUSED.

THIS SCHOOL IS NOT AS STRICT
AS MY SCHOOL
IN LITHUANIA.

I WANT TO GO TO UNIVERSITY
BUT THAT WILL BE VERY
DIFFICULT FOR ME NOW.

AFTER I FINISH MY HOMEWORK,
I HAVE TO STUDY DIFFERENT
SUBJECTS IN SPANISH SO AS
I WON'T HAVE ANY PROBLEMS
WHEN I GO BACK TO MY
COUNTRY.

Student feelings and background

I WAS DOING VERY WELL IN MY LAST SCHOOL IN LATVIA.

I CAN'T JOIN IN THE OTHER STUDENTS' CONVERSATIONS BECAUSE I DON'T KNOW ABOUT THE SAME THINGS. IN MY COUNTRY WE TALKED ABOUT OTHER THINGS.

SOMEONE BROKE ALL THE WINDOWS IN MY HOUSE YESTERDAY AND, WHEN I LEFT FOR SCHOOL THIS MORNING, MUM WAS CRYING.

NO-ONE CAN SAY MY NAME SO THEY JUST CALL ME 'MICHAEL' BUT I REALLY WANT TO BE 'MICHAL'.

ALL THE OTHERS LAUGH AT ME WHEN I TRY TO SPEAK ENGLISH.

ENGLISH IS MY THIRD LANGUAGE. I SPEAK FRENCH AND ARABIC AT HOME.

I HAVE SPENT TIME IN A REFUGEE CAMP.

I HAVE LEFT MY HOUSE, MY GRANDPA, MY DOG AND ALL MY FRIENDS. THE WEATHER IS COLD AND THE WORK IS TOO HARD FOR ME.

I'M REALLY TIRED AND THIRSTY BECAUSE I'M DOING RAMADAN.

I DIDN'T UNDERSTAND THE BOY BUT I THINK HE WAS SHOUTING BAD THINGS AT ME AND I COULDN'T SHOUT BACK SO I PUNCHED HIM.

MY BIGGEST REGRET ABOUT THE SCHOOL WAS THAT EVERY TIME I SPOKE MY OWN LANGUAGE, TEACHERS ASSUMED THAT I WAS NOT WORKING AND OTHER STUDENTS ASSUMED THAT I WAS TALKING ABOUT THEM. NEITHER WAS TRUE.

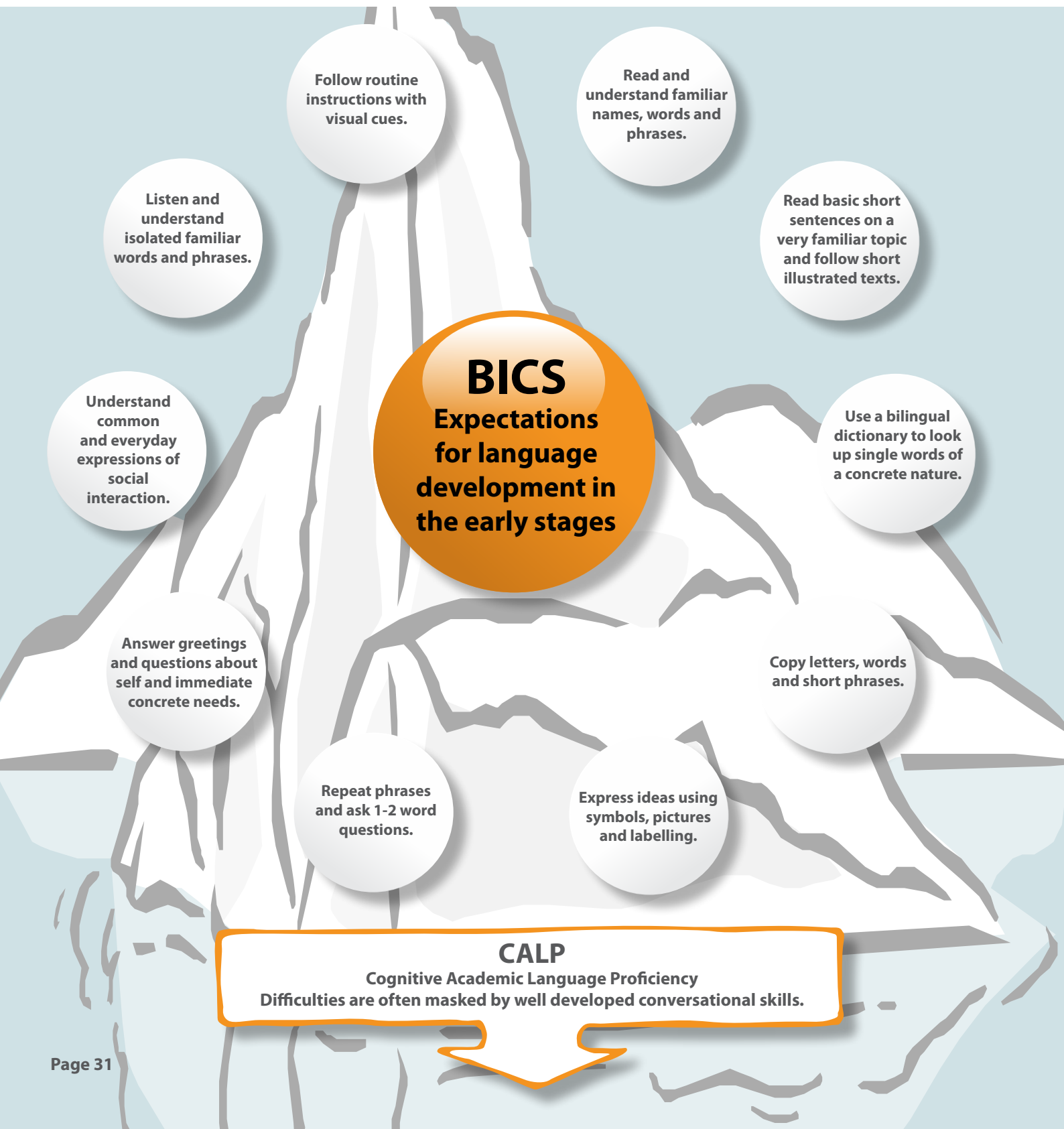
Learning a new language

Learning a new language: Basic Interpersonal Communication Skills (BICS)

Research has shown that it may be possible for newcomer students to develop survival English within one year and basic conversational English within **two or three** years. This basic communicative ability is described as **Basic Interpersonal Communicative Skills (BICS)**.

Cummins 1979 www.iteachilearn.com/cummins

The iceberg model below is often used to demonstrate second language development. **BICS** are 'above the surface' as the development of these is immediately visible.



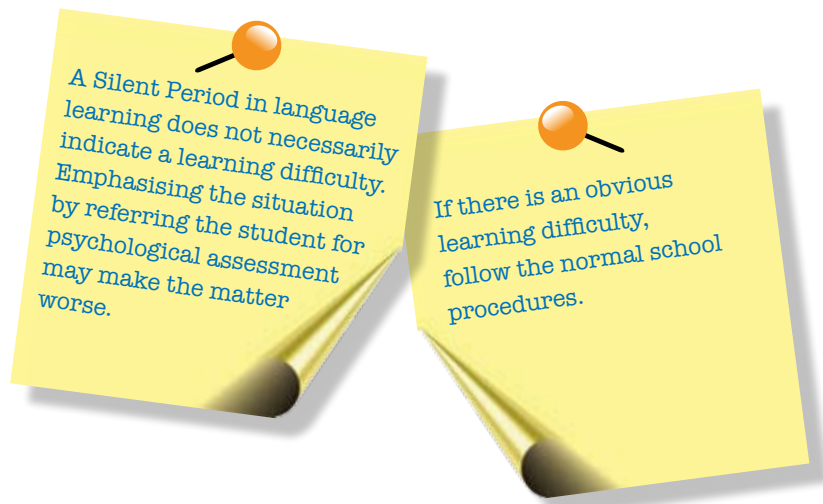
Observing non-verbal communication

For some students, immersion in a new language may cause them to become 'silent' in English. Newcomer students may continue to communicate in their home language with peers but feel very self-conscious about speaking in English.

A non-verbal response does not signal that a student has special learning needs.

Points to remember

- Students may not speak but do not stop communicating.
- While students remain silent they continue to observe and learn.
- Students at this stage may understand much more than they can communicate.
- Watch out for behaviours that may indicate frustration on the part of the student.



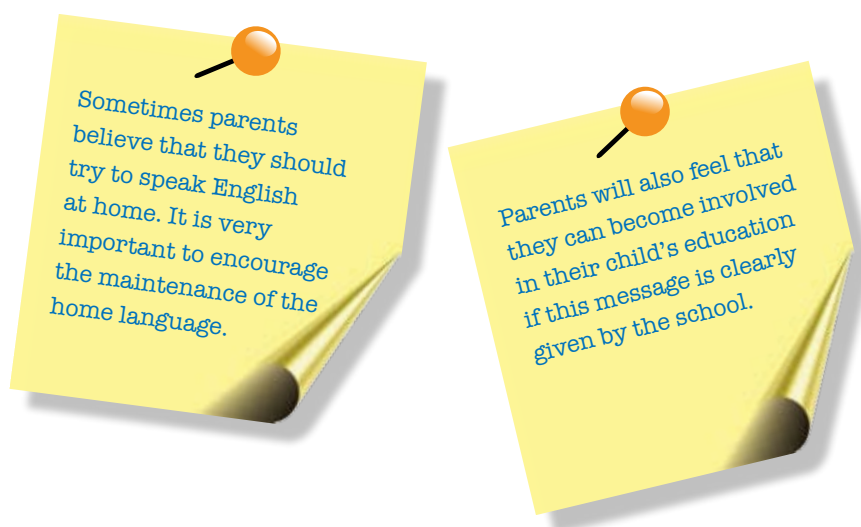
The importance of the home language

Why encourage the use of home languages?

- Using home languages allows students to draw on their total language experience and skills.
- Maintenance of home language skills enhances second language acquisition.
- Acknowledging home languages provides a better emotional environment and a link with home.
- It helps maintain confidence and self esteem.
- It gives a clear message that the school accepts the language, the family, ethnicity and culture.
- The home language is one of the greatest resources bilingual students can offer the school.

Celebrating home languages

- Multi-lingual displays and signs around the school and in classrooms give a strong message that all languages are welcomed and valued in the school.
- Explain the importance of maintaining home languages to parents and students. Encourage parents to use the home language at home.
- Ask students about their home language: 'How do you say that in?'
- Encourage students to write or make notes in their home language.
- Display pieces of work written in other languages in the classroom. More confident students may be prepared to read out what they have written.
- Encourage students to translate words from key word glossaries into their home language.
- Encourage the use of other languages at assemblies and other events.
- Have multi-lingual resources in the school library. Sources for these are listed at the end of this toolkit.
- Encourage students to take language examinations in their home language, where available.



Induction: Language support

Newcomer students need to acquire language for socialization in order to 'survive'. This section provides some ideas for developing that language and maps progress against the global benchmarks for language proficiency based on the Common European Framework of Reference for languages (CEFR).

Global benchmarks for language proficiency from the (CEFR)

The CEFR is a set of descriptors for language proficiency. It distinguishes five communicative skills: listening; reading; spoken interaction; spoken production; writing. There are six levels of proficiency within each skill:

A1 Breakthrough
A2 Waystage

B1 Threshold
B2 Vantage

C1 Effective Operational Proficiency
C2 Mastery

The benchmarks for post primary learners cover the first three levels. These reflect the minimum proficiency required for full participation in school and in mainstream classrooms.

		A1 BREAKTHROUGH	A2 WAYSTAGE	B1 THRESHOLD
UNDERSTANDING	Listening The student can	<ul style="list-style-type: none"> Understand common greetings and everyday expressions of social interaction. 	<ul style="list-style-type: none"> Follow a short familiar concrete story. Follow the main points of a general conversation. 	<ul style="list-style-type: none"> Understand the main points of clear standard speech on familiar topics regularly met in school and outside. Follow others' conversation.
	Reading The student can	<ul style="list-style-type: none"> Recognise familiar names, words and phrases. Read short sentences about family and immediate concrete surroundings and follow short illustrated texts. 	<ul style="list-style-type: none"> Read and use classroom notices, labels, captions etc... Read short sentences on familiar topics using semantic or picture cues. Read patterned and predictable text. 	<ul style="list-style-type: none"> Read short texts for pleasure, information and study purposes.
SPEAKING	Spoken interaction The student can	<ul style="list-style-type: none"> Answer greetings and questions about self, family and immediate concrete needs. 	<ul style="list-style-type: none"> Ask and answer questions relating to immediate needs. Talk spontaneously with peers (but may not be able to respond to conversational cues). 	<ul style="list-style-type: none"> Explain choices clearly and simply and give reasons for opinions and reactions. Explore, develop and clarify ideas.
	Spoken production The student can	<ul style="list-style-type: none"> Repeat phrases and ask one or two word questions. (May be able to give an account of an everyday activity.) 	<ul style="list-style-type: none"> Give a short description of a familiar event. Describe everyday situations, family, home, school etc... Describe past activities and personal experiences. 	<ul style="list-style-type: none"> Talk to different audiences for a variety of purposes, including telling stories, predicting, reporting, describing and explaining.
WRITING	Writing The student can	<ul style="list-style-type: none"> Copy letters, words and short sentences. Form most letters correctly and attempt to spell words using phonetic spelling. Write own name and some personal and family information. 	<ul style="list-style-type: none"> Write simple connected text on topics which are familiar or of personal interest. Describe personal experiences and impressions. 	<ul style="list-style-type: none"> Write clear detailed text on a wide range of subjects related to interests. Pass on information in short texts or in a report or essay. Write letters highlighting the personal significance of events and experience.



Initial interview assessment

The initial interview and analysis sheets may be useful in determining a student's level of English. This will help determine the appropriate level for induction activities outlined on the following pages.

Initial interview assessment for newcomer students, with interpretation linked to the Global Benchmarks for language Proficiency

Tick the boxes as the interview proceeds.

		No response	Some comprehension but unsure response	Response indicating comprehension
1	What is your name?			
2	How old are you?			
3	What language do you speak at home?			
4	Where do you live?			
5	Have you any brothers and sisters?			
6	What games or hobbies do you enjoy?			
Only proceed to question 7 if the student has answered some or all of questions 1-6				
7	How did you come to school today?			
8	How did you go to school in?			
9	Tell me about your last school?			
10	What was your best subject?			
11	What did you not like in school?			
12	What will you do today after school?			
13	What would you like to do when you finish school?			



Interpretation of initial interview assessment

Questions 1-7

Inability to answer a single question between 1-6 indicates that the student has little or no English proficiency or may lack confidence in replying following admission to the school

Ability to answer some of the questions 1-6 indicates some level of proficiency. Observation is necessary over the following weeks using further checklists to identify the student's level of proficiency in relation to the Language Proficiency Benchmarks.

If the student is unable to proceed to question 7, the likely level of proficiency is within the A1 range of the Language Proficiency Benchmarks. However, it is inevitable that proficiency levels will vary over the different skill areas. For example, a student may be at A1 level in activities based on spoken interaction, but may not be capable of reading or producing written text. In this case, broad achievement at A1 level provides the first set of learning objectives.

Questions 7-13

These questions are progressively more difficult and involve the use of the past and future tenses as well as the conditional tense. If the student identifies the tenses but replies inaccurately, then he/she may have some level of competence at A2 but is generally at A1 level.

If the student both identifies the tense used in the question and responds accurately, then he/she may have spoken interaction proficiency in the A2/B1 range. It is necessary to observe the student over the next few weeks to ascertain, in particular, where deficiencies exist in other skills such as reading and writing.

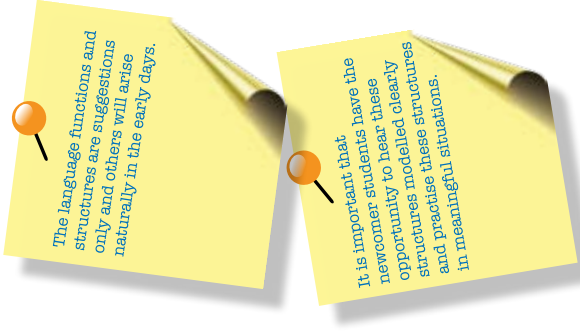
It is important to remember that, for any student, language proficiency will not be the same across different language skills and curriculum areas. Therefore learning objectives should be set in accordance with noted strengths and weaknesses.



Overview of language support for the early days (first half term or term)

This support is intended to help new students settle into school routines. As with all students, progress will vary and should be mapped against the descriptors on the previous page.

SKILLS	A1 BREAKTHROUGH	LANGUAGE FUNCTIONS: HOW TO	POSSIBLE LANGUAGE STRUCTURES	ACTIVITIES and RESOURCES
<p>Listening The student can</p>	<ul style="list-style-type: none"> Understand common greetings and everyday expressions of social interaction. 	<p>Make requests Ask for permission Ask for help or attention Enquire about something Identify a familiar item</p>	<p>May I have a / go to? Can I? Excuse me; Can you help me? I don't understand; I'm OK / not OK I've lost my Have you got a? What's this? It's + colour</p>	<p>Signs and labels around the school and in classrooms Plan of school with visual cues Visual timetable Homework diary</p>
<p>Reading The student can</p>	<ul style="list-style-type: none"> Recognise familiar names, words and phrases. Read short sentences about family and immediate concrete surroundings and follow short illustrated texts. 	<p>Follow routines and procedures Enquire about routines Tell the time of day / specific time sequence Understand timetables Talk about what you are going to do Plan and predict</p>	<p>What's next? What time is ...? In the morning / afternoon Before / after break / lunch Next It's ... o'clock / break time / home time At ... o'clock it's ... Today / tomorrow / on Monday / Tuesday ... We are going to</p>	<p>Induction pack: Initial interview assessment Places in school picture and word matching cards Subject picture and word matching cards Classroom command picture and word matching cards</p>
<p>Spoken interaction The student can</p>	<ul style="list-style-type: none"> Answer greetings and questions about self, family and immediate concrete needs. 	<p>Follow instructions / explanations Give basic instructions Sequence Express obligation Warn of danger</p>	<p>Open / close the / your Put on your ... / Put the ... in the ... Listen / line up etc..... You have to ... First / then / next Don't touch / go / It's hot / sharp / dirty / dangerous</p>	<p>Finding out about your new student activities Survival phrases booklet with guide on how to use.</p>
<p>Spoken production The student can</p>	<ul style="list-style-type: none"> Repeat phrases and ask one or two word questions. (May be able to give an account of an everyday activity) 	<p>Express opinions / personal reactions / feelings Talk about likes and dislikes Indicate a preference Agree or disagree Say what you think Express a wish Express upset, regret or pleasure Refuse</p>	<p>What do you like? Do you like? I like / don't like / I want / prefer this one / that one Yes I do / No I don't Yes please / No thank you I like it / I don't like it He / It's good / bad / nice / not nice ... I'd like to / I want to ... I feel sick / sad / happy / hungry ... I'm sorry Good / good boy / girl Well done I don't want to</p>	<p>Survival phrases booklet with guide on how to use.</p>
<p>Writing The student can</p>	<ul style="list-style-type: none"> Copy letters, words and short sentences. Form most letters correctly and attempt to spell words using phonetic spelling. Write own name and some personal and family information. 	<p>Establish social relationships Greet peers and adults appropriately Introduce self and others Establish contact Ask politely Thank Offer Apologise</p>	<p>Hello / Good morning / Hi / Goodbye / See you later My name is ... / His name is ... This is ... Excuse me Sorry May I? Thank you / thanks</p>	<p>Survival phrases booklet with guide on how to use.</p>
<p>Writing The student can</p>	<ul style="list-style-type: none"> Describe self, others and other things Compare Express ability 	<p>Describe self, others and other things Identify Give information relating to self, others and other things Compare Express ability</p>	<p>It's a / they are I am / it's / she is / they are + appearance I have / it / he has / they haveam / is / are bigger / smaller I / he / it / they can</p>	<p>Survival phrases booklet with guide on how to use.</p>
<p>Writing The student can</p>	<ul style="list-style-type: none"> Locate objects and places Identify Describe Express position Indicate direction 	<p>Locate objects and places Identify Describe Express position Indicate direction</p>	<p>Where's the ...? Can you see the? It's + adjective / it's + adjective + object It's behind / in front / in Go up / down / left / right ...</p>	<p>Survival phrases booklet with guide on how to use.</p>



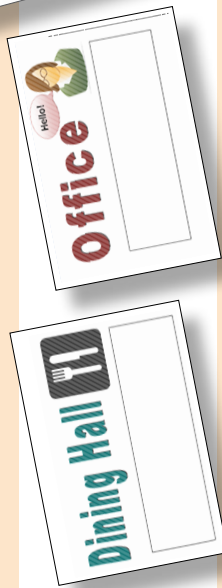
Suggestions for practising language structures and vocabulary follow.

Locating places and following directions

- Label areas of the school with the school labels provided before new students arrive.
- Conduct a school tour with assigned buddies; point to **labels** and say the name of the room, area or subject. Buddies might also do this.
- Refer to photos in the **visual welcome book** as you conduct the tour. Talk about and practise saying these after the tour.
- Practise the names of 5-6 places at a time.
- Show the picture and say the name. Set the picture on the desk or stick on the board, face up.
- Say the name of the place and ask students to identify the picture.
- Point to pictures and ask students to say name.
- Ask students to match **picture and word cards**.

See Games for practising key vocabulary for other ideas.

- Students with more English still need some reinforcement as above but can move more quickly to other activities such as:
- Following directions using a school plan and saying where they have arrived
 - Making up directions for others to follow (Practise with command verbs and direction phrases)
 - Matching definitions to places: You go here if you want to borrow books.
 - Making up their own definitions (Practise with instructions and 'if' clauses)
 - Crosswords with visual or definition clues.



Following routines and procedures

- Use the **visual welcome book** and talk through the routine of the day at the start of the book.
- Ask the form teacher for a copy of the pupil's **timetable** and make a visual version, using the **icons provided**.
- Talk through the timetable pointing to the subjects, times, break and lunch, saying these clearly.
- Practise subject names using **picture and word cards** as above.
- Use the timetable to practise short phrases, likes and dislikes and times: Say a subject and ask the pupil to point to it on their timetable.
- Ask students: What have you got on _____ (day) at _____ (time) When do you have _____?
- How many times do you have _____?
- Play speed games: Students have a limited time to find the answer to a specific question.
- Ask about likes and dislikes. More able students may be able to say why.
- Make two sets of visual timetables.

It is important that what is on one version is not on the other. Students work in pairs and ask each other questions to get the complete version: What have you got on _____ at _____? (Practise in formulating questions and listening skills)

Following instructions

Practise **classroom commands** using the **picture and word cards**. For more ideas refer to the games for practising key vocabulary.

- Give an instruction and ask students to mime.
- Point to a picture and ask students to give the instruction.
- Ask students to give instructions for the others to follow.
- Simon Says can work very well with younger students.
- Give a series of 3-4 instructions in a row. Students must then do all 3-4 in a row.
- Ask students to give each other instructions.
- Match instruction card to picture.
- Enlarge 5-6 instruction phrases and cut them up into single words. Students work in pairs to try to put each instruction together. Visual prompts may help.

Making requests / establishing social relationships

Use the **New School Survival Phrases** booklet. It contains role-play situations for:

- Making requests at the school office
- Finding your way around school
- Asking for lunch in the school canteen
- Making requests in the school library
- Coping in the classroom

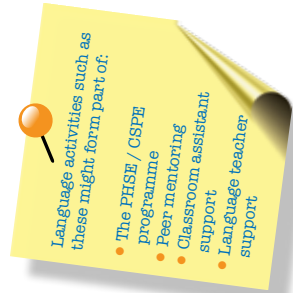
The booklet also contains a guide for use.



Talking about self / expressing opinions and personal reactions

Use the sheets entitled *Finding out about your new student*.

- **Previous educational experience:** Talk to the students and point to pictures to clarify. Students with limited English may be able to answer non-verbally: write down or indicate with fingers the age that they started school etc...; point to appropriate picture to show how they felt about school. Students with more English may be able to answer orally and in more detail.
- **Subjects and subject preferences** may be used to practise key vocabulary again. Students with limited English may respond non-verbally again but should be encouraged to use short phrases: I did _____ in my country / I did not do _____ in my country. I like / don't like _____ Students with more English may be able to discuss differences in school here and in their home country. This will give valuable practice in language skills involved in comparing and contrasting.
- **Jobs** may be used to find out what the pupil intends to do later. It can also be used to practise vocabulary for jobs and some future tense phrases: I would like to be a _____. Students with more English may be able to discuss why they want to do that job and what they need to do to get there. This gives valuable practice in future tense phrases and encourages students to think about the skills they need to develop.
- **Hobbies** may be used in a similar way to those on jobs. Students with more English may be able to discuss hobbies etc... in greater detail: How much free time do they have? What do they do in the evening / at weekends? Who is their favourite pop star, sports personality?



Language support through games

Games can be used to practise all four language skills of listening, speaking, reading and writing. However they are most effective in developing oral and aural skills.

They can also be used across the curriculum and to practise basic survival vocabulary and familiarise students with rules and routines.

Through games students are encouraged to ask and answer questions, agree and disagree, count and check and practise a range of vocabulary.

In addition games:

- encourage the participation of all students
- create a non-threatening context for less confident students
- develop co-operative skills
- allow repetition without monotony
- encourage the use of language for a purpose
- create a relaxed atmosphere

Points to remember:

- Make sure the students know the key vocabulary.
- Make sure the instructions are clear.
- Demonstrate the game first.
- Stop the game at the right time.
- Have a good follow-up activity.

Suggestions are available for different types or games. While this section is included under 'Early Days', they can obviously be used at any time.

The games fall into the following categories:

- Language skills
- Matching
- Sequencing
- Information gap
- Categorising
- Memory
- Rules and routines

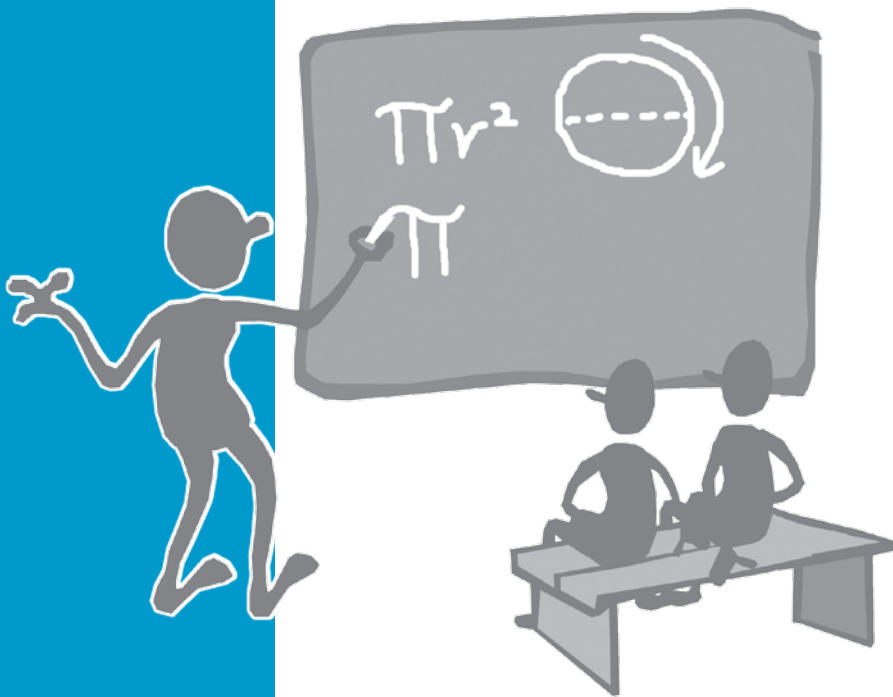
A number of templates are available.



Throughout the classroom level section there are references to cross curricular language skills that may be developed through specific activities.

These descriptors have been taken from the cross curricular benchmarks based on the Common European Framework of Reference (CEFR) and are outlined on the following page.

The CEFR is discussed in greater detail in *'The Common European Framework of Reference: Monitoring second language proficiency in the classroom.'*



Classroom Level

Cross Curricular Language Benchmarks based on the Common European Framework of Reference for Languages

The Common European Framework of Reference (CEFR) is a set of global benchmarks for language proficiency. The benchmarks outlined below are based on the first three levels of the framework which reflect the minimum proficiency required for full participation in mainstream classrooms. Most students should progress from working at A1 level towards A2 within the first year and from A2 towards B1 over the next two years. It may take up to four or five years to be fully competent at B1 level. However, progress will vary.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Speaking and listening <i>The student can</i>	<ul style="list-style-type: none"> Follow single step routine instructions by observing others. Listen for and understand isolated, familiar words and phrases when listening to clear, slow reading aloud. Use personal vocabulary for immediate environment. Convey immediate needs and ask for assistance 	<ul style="list-style-type: none"> Follow straightforward familiar instructions. Listen to others' contributions in class and use them as a model. Ask other students for help. Ask questions about word meanings in a text. Follow discussions and contribute 2-3 phrases on a familiar topic. Get the main idea of short conversations or explanations. 	<ul style="list-style-type: none"> Understand teacher explanations supported with illustrations Understand most instructions. Listen for and identify most relevant concrete facts. Ask questions to clarify information and respond to others' questions. Follow main points and contribute to class discussions on familiar topics. Speak clearly to be understood by a sympathetic native speaker Sequence ideas and information with help. Use developing vocabulary to express simple thoughts and opinions.
Reading <i>The student can</i>	<ul style="list-style-type: none"> Indicate lack of comprehension. Follow simple written instructions with accompanying illustrations. Match labels on diagrams etc... Locate and identify sections on a map or diagram using a key. Use illustrations to help understand the topic of a text. Use visual cues to help locate information. Use a bilingual dictionary to look up key words provided by the teacher. 	<ul style="list-style-type: none"> Follow simple written instructions. Follow a text book while it is read aloud. Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions. Distinguish between fiction and non-fiction. Categorise words and concepts in diagrams such as word maps or Venn diagrams. Recount and sequence main events with support such as a storyboard. Use a bilingual dictionary to look up unfamiliar words. 	<ul style="list-style-type: none"> Understand most written instructions. Read a variety of texts and use a widening range of reading strategies. Read short or slightly longer text segments and explain in own words using a framework. Use a textbook index or contents table to find specific information. Read to find the gist, main ideas and concrete details in a text, diagram or chart. Ask questions and express simple opinions on texts read Recount and sequence ideas. Use a bilingual dictionary to clarify meaning.
Writing / showing understanding <i>The student can</i>	<ul style="list-style-type: none"> Complete gapped sentences using word banks, labelled diagrams, maps or charts as a key. Express ideas using symbols, pictures and labelling. Match words or short phrases to pictures. Write personal key words. Form upper and lower case letters. Begin to use simple punctuation. Begin to produce legible handwriting. 	<ul style="list-style-type: none"> Use correct punctuation consistently.* Spell and write frequently used topics words more consistently. Share ideas about what they are going to write to a limited extent. Devise a timeline for a topic such as their own life, a historical event, the growth of a business, using words and pictures. Use a writing frame to write short descriptive or explanatory text on a familiar topic. Give simple personal reactions to text using a writing frame. Begin to check work. <p>*Capital letters, full stops, commas</p>	<ul style="list-style-type: none"> Outline a text, extracting main points and some details, with support. Write short narrative or descriptive texts using planning, drafting and revising, with support. Write an account from another point of view using the 1st person narrative, with support. Give a brief description of a process or concept with the aid of notes, headings and dictionaries. Organise own writing using headings, subheadings and paragraphs. Record own reactions and opinions, with support. Start sentences in different ways. Begin to use simple present and past tenses correctly. Use a range of punctuation.

Early Days



Introduction

What is a supportive and inclusive classroom?

The classroom environment should be safe and comfortable so that learners are confident to talk and get involved. The language during learning / teaching is planned and there are explicit opportunities to learn new conversational language as well as curriculum-related terms. There are planned opportunities for meaningful interaction between peers. The peer group is a powerful resource for any learner. Students are given opportunities for collaborative problem solving.

Contents of this section

Inclusive teaching strategies for the early days

- The importance of visual support
- Suggestions for mainstream lessons
- Demonstrating understanding
- Dictionary activities
- Using the library
- Group work

Initial observations

Communication with home

- Letters
- Overview of the year ahead
- Communication with home via the student personal file



On website



Folder:	PDF and JPEG images:	Classroom instructions
Folder:	Word documents:	Student personal profile templates
Folder:	Word documents:	Visual letters
Word documents:	Key language grids	
Word documents:	Templates for active listening	
Word document:	Sequencing board	
Word document:	Template for finding key terms in text	
PDF document:	Group work activities:	
	'Spaceship Crash Scenario' and 'Our Museum' activity	
Word document:	Initial observation sheet	
Word document:	Overview of year / term / topic template	

Inclusive teaching strategies for the early days

The importance of using visual support



A1

Follow single step routine instructions by observing others.

Follow simple written instructions with accompanying illustrations.

Use visual cues to help locate information.

A2

Follow straightforward familiar instructions.

Categorise words and concepts into diagrams

Suggestions for mainstream classes

Introductions / activating prior knowledge

- Provide key language terms in advance of new topics*
- Signpost the lesson*
- Display learning intentions & key vocabulary clearly*
- Use pictures & repetition to practise key vocabulary*
- Put a large picture related to topic on board. Ask class to say what they know about it. Write key words around picture.
- Quickwrites: Give groups or pairs a large page. Put word (+ picture) on board. Ask groups to put word in centre of page & write or draw ideas related to the topic around page.
- Alternatively, the page is passed around the group & each student writes or draws something.

Active Listening (When reading a text aloud)

- Give students a copy of the text if possible. If the type is small, enlarge it.
- Put a number of key words or pictures on a page. The students circle those that are relevant to the text.*
- Put words or pictures from the text into a grid. The student has to number the pictures or phrases as he / she hears them.*
- Give the student a gap-fill exercise based on the text you will read. Provide the missing words if necessary. Each student has to listen and fill in the missing words.
- Give the students 5-6 short statements. They have to listen and indicate if they are true or false.

Whole class & group practice

Give plenty of oral practice through:

- Whole class, pair or group reading of text
- Retelling in own words: class, pair, group
- Opportunities to discuss with same language partner if possible.
- Answering simple true / false statements orally
- Talking through own work with teacher or partner
- Plenary of lesson presented orally

Work with pictures / text (talk through processes)

- Whole class sequencing of pictures, words or phrases
- Pictures or text on card distributed to individual students. They must come to front of room and line up in correct sequence. Class guide.
- Matching: pictures & text; titles & text; Q & A; beginning & end
- Cloze procedure: either students come up to board & write in words, or words are provided on card to be put in correct space

Plenary / consolidation

- Ask students to write or draw 3 things they remember from the lesson
- Simple oral discussion & main points summarised on board.
- Ask students to say or draw one thing they liked & one they didn't like in the lesson.
- Match 4-5 key words from lesson to pictures or definitions.

Paired & individual work

- Picture sequencing using guided worksheet.
- Cutting & matching pictures or pictures & words / short phrases
- Matching beginning and ends of statements either on a sheet or cards
- True / false either on a sheet or sorting cards
- Own story / sequencing boards
- Sorting activities with pictures or words: size; colour; plants & animals; metal & non-metal; landlord & tenant; fiction & non-fiction; biodegradable & not
- Listen & draw: Give one student in a group a picture from a story or event. They have to describe to the others who draw what they hear.
- Compare pictures.
- Read and draw
- Cloze procedure
- Labelling
- Grids containing 5-6 key words from text for students to look up & write in first language.

Newly arrived students may not be able to join in but will benefit from hearing the language of the curriculum modelled in class.
Encouraging the first language will help, not hinder progress.

* Samples on following pages

Samples for inclusive teaching strategies

key language terms grids

Subject: English			
Unit: Fiction			
Now I can understand these words			
	My language	A sentence using this word	I understand this word Yes / No
fiction			
non-fiction			
genre			
form			
fantasy			
adventure			
romance			
science fiction			
mystery			
novel			
play			
poem			



A1
Understand isolated familiar words and phrases.
Use a bilingual dictionary to look up key words provided by the teacher.
Match words and short phrases

A2
Get the main idea of topics and explanations.
Use a bilingual dictionary to look up unfamiliar words.
Spell and write frequently used topic words more consistently.

Subject: _____			
Now I can understand these words _____			
Word	Meaning	Page(s) in my textbook	I understand this word Yes / No



Signposting lessons

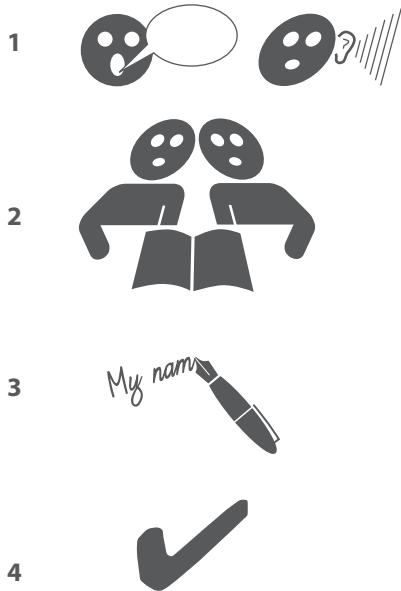
Students feel more secure when they know what is happening and what will happen next. Signposting subject lessons can be very helpful. This simply means making the planned activities clear to the students.

This may be done by using instruction / activity flashcards.

For example, there may be four activities in the lesson:

- General class discussion to begin
- Some group or pair work
- Written activity
- Correction of work

These can be represented by 4 pictures placed to the side of the board:



Classroom instructions / signposts available



Display of learning intentions and key vocabulary

Fiction and non-fiction

By the end of this lesson you will be able to:

Understand the difference between:

- Fiction and non-fiction
- Genre and form

Decide whether a text is fiction or non-fiction

Key words for today:



fiction non-fiction genre form text



- Use a visual reference for the topic, if possible.
- Point to the phrases and key words as you say them.
- If possible, demonstrate, point to the pictures or show examples as you say the key words.
- Ask students to repeat the key words.
- Ask students to demonstrate or show understanding non-verbally

Active listening

Title: Quake Hits Frisco

Listen  to the text
and circle  the words that you hear.



bridge



epicentre



collapsed



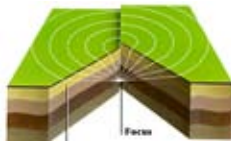
injured



homeless



earthquake



shockwaves


A1

Follow single step routine instructions. Listen for and understand isolated familiar words and phrases when listening to clear slow reading aloud.

A2

Follow straightforward familiar instructions. Get the main idea of short conversations or explanations.

Title: Quake Hits Frisco

Listen  to the text and put the words in the correct order



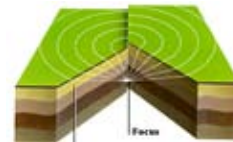
homeless



collapsed



injured

 1


shockwaves



earthquake

- 1
- 2
- 3
- 4
- 5



Storyboard

Explaining what happened

Beginning
Middle
End

2. Who was involved

3. What happened first?

4. What happened next?

1. Where did it happen?

Put a picture and a sentence in each box. Planning in this way will help you to write what happened in the correct order.

5. What happened in the end?

Start here and follow the arrows

A1
Follow simple written instructions with accompanying illustrations. Express ideas using symbols, pictures and labelling.

A2
Follow straightforward familiar instructions. Categorise words and concepts into diagrams. Use a writing frame to write a short descriptive or explanatory text.

Extracting key language terms

A1
Locate and identify sections in a text. Use a bilingual dictionary to look up key words provided by the teacher.

A2
Read short text segments to find the main idea and 2-3 details. Use a bilingual dictionary to look up unfamiliar words. Spell and write frequently used topic words more consistently.

Read the text about heat transfers

Find these words and **highlight** them.



Fill in the table below.

English	Your language	Drawing
conduction		
convection		
radiation		
dark		
light		
matt		
shiny		

It may not always be possible to represent the key word with a drawing.



Demonstrating understanding

In the early days students with limited English may not be able to communicate using words but they may well understand some of the lesson. It is important to find ways to allow them to demonstrate that understanding, other than writing or speaking. The activities below are suggestions of how this might be done.

Jigsaws:
Put pieces of picture together & add 4-5 labels
Put pieces of diagram together & add labels. For example, parts of plant, body, digestive system

Sequencing:
Words & phrases
Storylines
Timelines
Cycles such as life cycles
How things are made
and so on

Matching:
Picture to picture
Picture to word
Picture to short phrase
Labels to diagram

Draw:
A character; a place; a map
Favourite part of a story / lesson
Diagram
Own storyboard using template

Labelling:
Use post-its to label 5-6 things in a book or picture
Write labels on picture or diagram
Write words on ready-made sticky labels & ask pupil to add to picture or diagram

Charts with pictures:
Flow chart
Mind map
Simple graphs

Sorting words, pictures or objects:
Foods & food groups
Plants & animals
Metal & non-metal
Weather & seasons
Specific shapes
and so on

Short answers:
True / false
Circle correct answer
Cloze sentences
Fill in grid
Find the odd one out
Find & highlight words

A1
Follow simple written instructions with accompanying illustrations.
Use visual cues to help understand the topic of a text.
Express ideas using symbols, pictures and labelling.

A2
Follow straightforward familiar instructions.
Categorise words and concepts into diagrams.
Use a writing frame to write a short descriptive or explanatory text.

Dictionary activities

Newcomer students may not be used to using a bilingual dictionary. The following suggestions are quick activities that will help all students become familiar with key language lists and dictionary use.

Using dictionaries to support curriculum language

Pair new students with partners to talk about key language terms before starting a new topic.

Ask the language support teacher or classroom assistant to pre-teach key vocabulary, using a dictionary.

Send the key language terms home. Parents can help look up words in the dictionary and discuss in first language.

Put specific words from the dictionary on post-its. Ask the pupil to match these to pictures in their textbook or label a larger picture.

Ask students to highlight key language terms in a text and then look these up in the dictionary.

Encourage students to add their own key language terms to those provided by teachers.



A number of publishers produce word and picture cards to accompany their dictionaries.

It is also possible to find dictionary skill activities and picture dictionaries on-line.* Sources for these are listed with the list of useful websites at the end of the toolkit.

Students who are unfamiliar with the English alphabet will need an alphabet card.

Alphabet card available



A1

Use personal vocabulary for immediate environment. Match labels on diagrams etc...

Use a bilingual dictionary to look up key words provided by the teacher.

A2

Categorise words and concepts into diagrams.

Use a bilingual dictionary to look up unfamiliar words. Begin to check work.

Alphabet ordering activities

Give the students a list of subject-related familiar words and ask them to highlight the first letter, then put the words in alphabetical order.

Print groups of letters on cards and ask the students to put in order:

pqrs efgh lmno

Call out the alphabet quickly and stop at a letter. The students have to provide the next one. This can be done in reverse order also. Ask students to give a subject-related word beginning with that letter.

Identify a word category. The first student names something beginning with A, the next B, and so on. Alternatively, identify a letter and each student names something beginning with that letter.

Give students alphabet bingo cards with 4-6 familiar letters. Number the boxes. Throw dice to select the boxes. The students must name a subject-related word beginning with the letter. If they can say a word, they cover the letter or put an X through it. The winner is the first person to cover all letters. If the same number comes up again, throw the dice a second time.

Blockbusters may be played at whole class level. See the language games on the website.

Speed word finding games

Give the students limited time to find:

- a specific word
- a word or words beginning with a specific letter
- the word in their home language
- a picture to match the word

Group work

Why?

- Students benefit from observing learning strategies used by their peers.
- Students benefit from hearing language modelled and used for a specific purpose.
- Group work promotes face-to-face verbal interaction in a meaningful context.
- Group work takes the pressure off because responsibility is shared.
- Students are encouraged to show understanding, express opinions and feelings and acknowledge the contribution of others.
- Students learn how to take turns.
- Students learn how to assume responsibility for their allocated role within the group.

Difficulties

- Newcomer students may not have any experience of group work.
- Group work can be intimidating because it is less structured. Some students may find it difficult to establish their role within the group.
- Some students may not understand the value and purpose of group work.

Ideas for providing a 'safe' environment for group work

- Agree the rules for group work with the class and re-establish these each time they work in groups.
- Select groups carefully so that students with less English will observe good models for language, behaviour and learning.
- Assign roles within groups so that each person has a task: time keeper; collator; illustrator; scribe; reporter; chair. Two students may take on the same role.
- Limit the materials to increase the need to share.
- Give each group task instructions (visual if possible).
- Break the task down into shorter activities.
- Provide a framework for recording ideas.
- Place a time limit.
- Leave enough time for oral feedback.



Two examples of structured group work are available.



A1

Follow single step routine instructions by observing others.

Listen for and understand isolated familiar words and phrases.

A2

Follow straightforward familiar instructions.

Listen to others' contributions and use them as a model.

Follow discussions and contribute 2-3 phrases on a familiar topic.

Initial Observations

Subject teachers may find an observation sheet useful to identify concerns and monitor student progress in the early days. The answers to the questions on the sheet will help identify on-going areas of priority for the student. These areas may be supported in class, by a language support teacher, classroom assistant or a peer mentor.

It is not necessary to complete this form in writing as information may be exchanged informally between subject teachers, classroom assistants and form teachers or language support staff.

Observation sheet for subject teacher: end of first half term

Name of teacher: _____

Class: _____

Name of student: _____

Date: _____

	YES	NO	SOMETIMES
Is there evidence of this student mixing with other students?			
Has this student volunteered information in class?			
Has this student asked for clarification or help in class, either verbally or non-verbally?			
Is there evidence of this student making progress in general?			
What areas of your subject does the student appear comfortable with ?			
What areas are causing most difficulty? For example: - <i>Understanding classroom instructions?</i> - <i>Reluctance to accept help or differentiated work?</i> - <i>Difficulties working with others?</i> - <i>Difficulties with specific language terms for the topic?</i> - <i>Frustration with inability to communicate?</i>			
Action to be taken in response to above questions <i>In mainstream classroom?</i> <i>Through extra language support?</i>			

Remember to give the student time to settle in.

Students in the early days may get the gist of the lesson but not many details.

If extra language support is available, it is important to provide language support staff with guidance and some key language terms.



Communication with home

Letters

It is important to make invitations, letters, notices of events, forms and procedures as clear as possible.

You may find it helpful to use visual letters when communicating with parents. It should be explained to parents that the letters are used to ensure that there is good home-school communication.

It is a good idea to photocopy the visual letter onto the back of the original letter so that the parent receives both versions.

See page

Visual letters on the website include:



Permission	Religious event	School event	Problem	Other
Photo	Confirmation	Prize day / night	Attendance	Parent meeting with interpreter
Extra help	First Communion	Sports day	Detention	Parent meeting no interpreter
Internet	First Confession	Feis	Suspension	Absence form
Nurse	Religious service	Concert		
Dentist		School closure		
Optician		Book fair		
Trip				

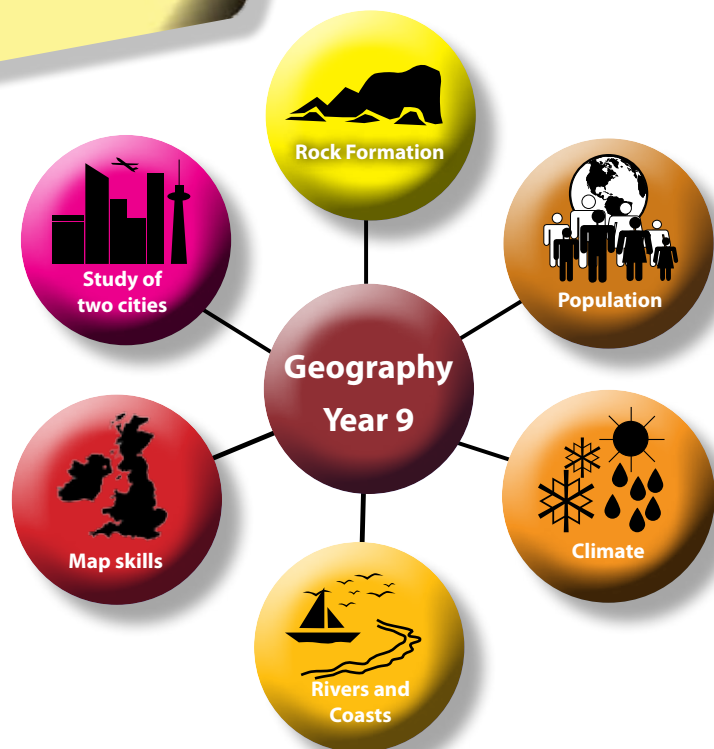
If parents are failing to communicate with the school, it is important to try and find an effective way to support communication

Possible supports are informal interpretation, formal interpretation, use of homework diary, blank templates for parents to report absences.

Translated letters available:
www.education-support.org.uk/ids

Overview of the term / year ahead

It will be useful to give parents an overview of the work to be covered during the year in each curriculum area. Then they will be more able to help and make links to previous learning.



Communication with home via a student personal file

Homework

Newcomer parents do expect that their child will have homework and like to know what their child is doing in school. It is important for new students to have homework, like others in the class.

Key language terms related to curriculum topics may be sent home to be discussed with parents in the home language. Keep tasks short and simple: label; draw; fill in; tick; sequence pictures. Homework, on occasion, may be to talk about, illustrate or translate the key language terms.

What is a personal file?

This is a work-book or soft file into which you may put the student's visual timetable and key pictures or language terms for the topics ahead.

It may contain a section for teachers to comment on the student's progress. Parents may use this workbook or file to communicate queries to the teacher, if they can write in English.

Some schools also like homework or assignments to be written in this book so that all essential information is in one place. This could be written at the back of the book or file.

Why use a personal file?

It provides the student and parents with advance knowledge of the topics to be covered in school. This gives them the opportunity to discuss topics at home and make links with prior learning. The student then begins the topic or the lesson at an advantage and is more ready to participate.

Many newcomer parents feel that they don't know what their child is doing in school. The student's personal file informs them and is a means of communication. It involves the parents more fully in their child's education.

It is important to encourage the use of the home language when discussing homework.

Possible contents:

Visual timetable

Plan of school

Year calendar

Key language terms for subject topics

Useful writing frames

Specifically assigned work

Sample letter to parents, advice leaflet on homework and key terms grid available



Second language development



Introduction

When newly arrived students feel safe and secure in their new environment, it is time to consider support for language development and curriculum access.

Teachers need a knowledge of the skills involved in language learning and how to develop these. They also need to have an awareness of the stages of language development. It is important to plan for inclusion and curriculum access for all.

Contents of this section

English language support

- The Council of Europe and the Common European Framework of Reference
- Global benchmarks for language acquisition levels A1 - C2
- ESOL qualifications (English for speakers of other languages)
- Choosing core texts for ESOL qualifications
- Teaching strategies for English language acquisition

The language of schooling: curriculum access

Language awareness for teachers

- Language skills
- Cognitive Academic Language Proficiency (CALP)
- Language awareness activities

Including the home language in the subject classroom

Activating prior knowledge

The Common European Framework of Reference

- Cross curricular benchmarks
- Cross curricular benchmarks and strategies
- Using the CEFR to monitor student progress

Planning and delivery in the mainstream classroom

- Key language for subject areas
- Using textbooks
- Using dictionaries
- Note-taking and note making
- Adapting schemes of work

Assessment of progress

- Ongoing observations
- Underachieving?
- Assessment for learning
- Marking for improvement
- Internal and external examinations
- Communication with home

Subject choices

Classroom assistants: points to consider

On website 



English language support

- Word document: CEFR global benchmarks teacher record
- Word document: CEFR global benchmarks self assessment (student record)
- Word document: Sample schemes of work for levels A1-B1
- PDF document: List of suppliers for ESOL materials (not an exhaustive list)
- PDF document: Teaching strategies for English language acquisition (A3 page)



Language awareness for teachers

- Word document: Uses of language terms in different contexts
- Word document: Sample subject specific language terms



Activating prior knowledge

- Word documents: Key language terms grids



Cross curricular learning

- PDF document: Cross curricular benchmarks and suggested strategies grid based on the CEFR (A3 page)
- Word document: Student progress record based on the CEFR for teachers' use
- Word document: Student self assessment record



Planning and delivery in the mainstream classroom

- Word documents: Key language terms grids
- Word document: Getting to know a new textbook
- Word document: Countdown grid for language terms
- PDF document: Booklet of activities for developing dictionary skills
- Word document: Power point activities for dictionary skills
- Word document: Note-taking and note-making templates
- Word document: Advice folders for different subjects



Assessment of progress

- Folder: PDF documents: Phrases in other languages
- Folder: Word documents: Sample revision lists and tests
- Word document: Ongoing observation template
- Word document: Textbook revision template
- PDF document: Exploring meaning and language in examination questions: Booklet of activities
- PDF document: Sample examination activity from www.elsp.ie
- PDF document: Examination checklist bookmark
- Publisher document: Revision advice leaflet for students
- Publisher document: Developing study skills advice leaflet for teachers
- Word document: Visual report



Points for classroom assistants

- Booklet of advice for classroom assistant

The Council of Europe

The Council of Europe is an intergovernmental organisation whose principal aims are:

- to protect human rights, pluralist democracy and the rule of law
- to promote awareness of Europe's cultural identity and diversity
- to seek solutions to problems facing European society
- to help consolidate democratic stability in Europe

Founded on 5 May, 1949, the Council of Europe now has 47 member states. Its headquarters are in Strasbourg.

The Council of Europe should not be confused with the European Union. The two organisations are quite distinct. The member states of the European Union are all members of the Council of Europe.

The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference is a set of global benchmarks for language proficiency. It was developed by the Council of Europe through a process of scientific research and wide consultation. It distinguishes five communicative skills: listening; reading; spoken interaction; spoken production; writing. There are six levels of proficiency within each skill:

- A1** Breakthrough
- A2** Waystage
- B1** Threshold
- B2** Vantage
- C1** Effective Operational Proficiency
- C2** Mastery

The self assessment grid on the following page outlines the levels from A1 to C2. Students and teachers can use this grid to monitor progress in English language acquisition.

Further Information about the CEFR

Further information about the Common European Framework of Reference for Languages, including details of the range of languages in which the CEFR is now available, may be found at www.coe.int/T/DG4/Portfolio

	A1	A2	B1	B2	C1	C2
Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment) I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts; I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language; I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in areas where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation of discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and which helps the recipient to notice and remember significant points.
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

ESOL qualifications (English for Speakers of Other Languages)

Some schools find it useful to offer students a structured language programme to develop the language skills needed to access the curriculum.

However, it must be stressed that language support that is not curriculum linked is of limited benefit.

In some cases schools opt to offer an accredited ESOL qualification, as part of language support, to:

- encourage and motivate students
- give recognition to their efforts
- celebrate success
- provide an alternative to the national English language exam, if appropriate and available

It is important to stress that students should not be denied access to the national system of English examinations.

However, in some cases students may need more time to reach the required level. An alternative route to certification may be useful in the interim period.

A number of examining bodies offer ESOL qualifications. Further information is available from the websites listed below.

These websites provide detailed information such as:

- specifications for the qualifications
- suggested preparation time. However, this will vary greatly in the immersion context.
- mapping against the CEFR and the regional national qualifications database
- details about how and where examinations may be taken
- suggested resources / websites / textbooks

<http://www.lcci.org.uk/jetset.asp>: JET (Junior English Tests) and SET (Senior English Tests) offered by Educational Development International and the London Chamber of Commerce and Industry. These examinations may be taken in the school and at any time. The school must apply to become an approved centre.

<http://pearsonpte.com/Pages/home.aspx>: Pearson English Language Tests. There are a number of fixed times of year when the tests may be taken. The school must apply to become an approved centre.

<http://www.cambridgeesol.org/exams/general-english/>: Cambridge English Language Tests. There are a number of fixed times of the year when the tests may be taken. Students must go to an approved centre to take the tests. Details of these are on the website.

<http://www.cityandguilds.com/cps/rde/xchg/SID-2DA4620C-48661B6C/cgonline/hs.xsl/3609.html>: Northern Ireland only. City and Guilds Certificate in ESOL Skills for Life. This qualification is generally for older students and many FE colleges are registered as examination centres. However, schools may wish to apply to become an approved centre.

Consider whether preparation for the qualification can be integrated into the everyday learning of English across the curriculum.

If the qualification will require many hours of language support dedicated exclusively to preparation for the exam, then it may not be suitable for your students.

Sample schemes of work for ESOL qualifications up to level B1 are available.



The specifications on the above websites will give much more information.

Choosing core texts for ESOL qualifications

It must be stressed that language support should not be completely based on an ESOL text book but should be aimed at providing students with the language necessary to access the curriculum and for social situations with peers.


However, published materials offer opportunities to learn English for different contexts and so language is not seen in terms of 'passing the exam'. The way in which some texts are presented may provide ideas for mainstream subjects also.

Look for some or all of the following elements:

- a teacher's book (guidance for lessons, extra resources and progress tests)
- a teacher's resource book (extra photocopiable activities)
- a student's textbook
- a student workbook (good for consolidation and individual work)
- a CD or website with interactive activities
- clear indication of how the levels are mapped against the CEFR
- age appropriateness

Within the teacher or student textbook look for:

- a clear table at the start with language functions, language structures or grammar, suggested vocabulary or contexts, a variety of activities for the skill areas: listening, reading, speaking, writing and curriculum links.
- clear learning intentions at the start of each unit
- end of unit checks: Now I can
- revision tests at the end of each unit or module
- a glossary of the vocabulary covered in the book
- a grammar reference section
- plenty of practice in all four language skills

A list of suppliers for ESOL texts is available on the website. 

Which level is appropriate?

The initial interview assessment in the Whole School – Early Days, page 35, will give a rough idea of the level at which a student is working in English.

However, if you wish to enter a student for an ESOL qualification, you will probably want to have more detailed information with regard to reading and writing. Most English language teaching texts will have end of unit and end of module assessments which may be used in advance to determine whether a student can cope with a text set at a specific level.

The examining bodies mentioned also have practice papers available which may be useful for this purpose.

Introducing new language

There are many games that can be used to introduce and practise new vocabulary. Refer to the language games booklet. Try to choose a limited number of words that are essential to the understanding of the text. If the vocabulary is entirely new, then some time will be needed to explain with mime, pictures or using dictionaries.

If you put vocabulary and matching pictures on enlarged cards, you can use them at whole class or group level.

Matching:

- Cut the words and pictures up and use as a matching exercise.
- Give the word cards to some students and the pictures to others. Students with the word cards must say the words and the others must hold their picture card up if they hear the matching word.
- Put words and definitions on cards and ask students to match.

Dictagloss

- Read a text several times at a normal speed. On first reading students listen and don't write anything.
- During the next readings they each write as much as they can while listening.
- In pairs, students discuss their notes and try to make them as complete as possible.
- Each pair then joins with another pair to pool information.
- Finally the group of four reconstruct the text in writing, containing as much of the original information as possible. Don't tell the students to use their own words as part of the value of this exercise is that the students have an opportunity to use the language modelled by the text.

Active listening on a text read aloud

- Put pictures or phrases from the text in a grid. The pupil has to number the pictures or phrases as he / she hears them.
- Put a number of key words or pictures on a page. The students circle those that are relevant to the text.
- Give the pupil 5-6 short statements. He or she has to listen and indicate if they are true or false.
- Make a gap-fill exercise based on the text you will read. Provide the key words if necessary. The pupil has to listen and fill in the missing words.

Introducing dialogues

It is very important to give students many opportunities to listen to and practise their spoken English. New Headway provides many opportunities for this, as do other language books.

Listening

- Play the tape or read from the tape transcripts and ask students to:
 - Listen to the dialogue without the book. Ask what it was about.
 - Listen and follow the dialogue in the book. This makes the association between spoken and written word.
 - Listen and repeat, using the book to help. This helps pronunciation.
 - Listen and fill in the missing parts. You can copy the text and delete specific words. If you have practised specific vocabulary before, why not delete these words?
 - Listen / read and sequence the dialogue. Enlarge the text and cut it up. Ask the students to work in pairs and put it in the correct order.
 - Listen / read and correct the mistakes. Copy the text and put in some deliberate mistakes. Ask students in pairs to correct these.

Working towards performing dialogues

- Talk about the pictures related to the dialogue: Who's this? What does he say? What's her name?
- Read the dialogue together as a class, in groups or in pairs
- Choose students to take different characters and read / act out their part
- Pick out questions and answers from the dialogue. Copy these on to cards and ask students to match Q and A.
- Soft ball: Use a soft ball or beanbag. Ask a question from the dialogue and throw the ball or beanbag to a pupil who must answer. They throw it back and you choose another. An alternative is, if the pupil answers correctly, they ask a question and throw the ball or beanbag to someone else.
- Enlarge the dialogue and cut it up. Ask students in pairs to put back together.
- Enlarge the dialogue and underline parts to be changed. Students change underlined parts to make their own dialogue.
- Enlarge the dialogue and delete details. Students fill in own details to make it their own. Sample included.
- Finally, students come up with own dialogue without support.

Teaching Strategies for English Language Acquisition

Language structures / Grammar

A good way to introduce grammar points is through listening or reading.

- **Active listening:** Ask the students to listen to a dialogue or text and listen for pronouns, verbs, connectives (and, so, but ...)
- If the words appear a number of times, you might ask students to listen and put a tick beside the word every time they hear it. You might simply put a number of verbs, prepositions, pronouns etc. on a page or the board and ask the students to identify those that they hear.
- **Read or listen and tick the correct answer.** There is an example of this on page 28 of New Headway Beginner. If this is done as a listening exercise, it is good for auditory discrimination.
- **Read or listen and fill in the missing nouns, pronouns, verbs and so on.**
- **Match correct parts of sentences:** Pronoun and correct form of verb
Nouns and correct plural ending
- **Sequencing word cards to get correct sentence structure**
- **Correct the mistakes in a short text**

- **Language games:**
- **Bingo:** number the boxes 1-6. Put words in the boxes such as pronouns, verbs in a specific tense, connectives and so on. Students throw the dice. If a 5 comes up they must put the word in box five in a sentence.

Snakes and ladders: Have a deck of cards ready with verbs, pronouns, time clauses or whatever you want to practise with the students. When they land at a ladder, they must turn over a card and put the word in a sentence. If they can they go up. If not they stay. Similarly with snakes, if they can put the word in a sentence they don't have to go down, if not they do go down.

Pairs: Put pairs of matching words on cards such as subject and verb singular and plural, time clause and verb and so on. Turn the cards face down on the table. Students turn over two cards at a time to see if they can get a matching pair.

Sorting: Put categories of words on cards such as adjectives, nouns, verbs in present tense, verbs in past simple tense, subject pronouns, possessive pronouns and so on. Give students words from two categories. They must sort the words and then identify the category. This may be followed by putting some words in sentences.

See *Language Games in the Early Days section*

Reading

The emphasis should always be on reading for meaning and getting the gist. It is vital that students learn not to be put off by unfamiliar words. Reading texts aloud allows students can hear the language modelled.

- **Dictagloss** is a good way to introduce a new text.
- **Active listening,** as explained in the section on introducing vocabulary, is another way of giving students practice in listening to a text for a specific purpose.
- **Prior to reading,** talk about the pictures related to the text. Key vocabulary may arise from this. If so, write it on the board and leave it there as a reference.
- Ask students to **listen and follow the text** in their book. You may want to ask students to read different sections but only if they are comfortable with this. Sometimes they will feel more confident to read in pairs or groups.

Read and label: You may wish to make a copy of the text with pictures. Pick some key words from either and put them on small stickers. Ask students to label the pictures. Another idea is to make speech bubbles and ask them to match these to people.

- **Read and pick out certain categories of words:** colours; pronouns; verbs in a certain tense; prepositions. For example, find 5 nouns, 4 verbs, 3 colours, 2 names, 1 place.

Read and sequence picture. Make a copy of the pictures and cut them up. Then ask the students to sequence either before or after reading. Finally, match the text to the picture.

- **Ordering text:** After having read and discussed the text, give pairs or groups enlarged copies of the text cut up. They must try to put it back in the correct order without looking at the book.

Match titles to paragraphs. There is a good example on p60-61 of New Headway Beginner.

- Talk about the pictures first and locate Australia and Sydney on a map.
- Pick out any new vocabulary and practise.
- Read through the text together.
- A good idea is to give the students a copy and ask them to stick or write in titles.
- Discuss why they chose each title. What clues did you see?

Writing

Reading and discussing examples of the type of writing task you would like the students to do, is one of the best ways to demonstrate what is expected.

Simple tasks will eventually lead to writing a paragraph or short account.

- Copy words and phrases
- Label simple diagrams or pictures
- Gap-fill or cloze procedure as on page 9 of New Headway Beginner
- Sequence words to make sentences
- Sequence sentences to make short paragraph
- Sequence pictures in storyboard and add short phrases
- Unfinished sentences as on page 29 of New Headway Beginner
- Multiple choice phrases to choose from to create own writing. Sample relating to favourite job included.
- Change the underlined parts in a text to make it your own.
- Gap-fill or cloze procedure to help students create own version from original.

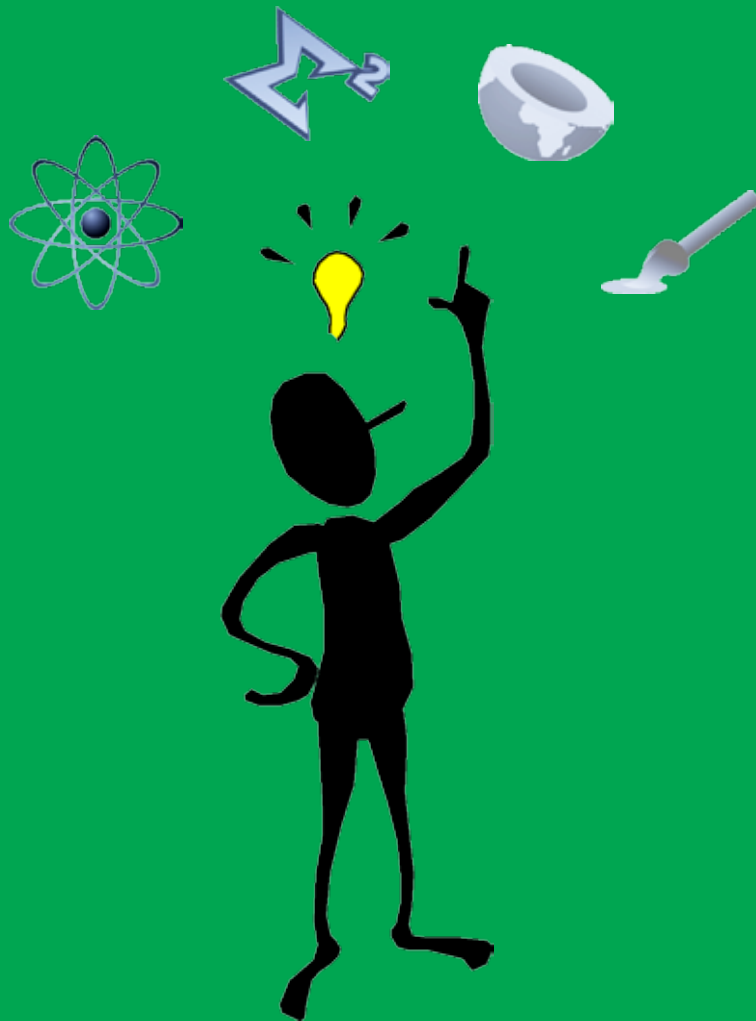
Scaffolded writing

1. Create titles for each paragraph or section of the text.
2. Ask students to match titles to paragraphs or sections.
3. Discuss how they worked it out.
4. Ask students to discuss and note down what information is included in each section.
5. Discuss what each section contains and whether the students think this is a good model: Do they think you could add anything?
6. Give out a template and agree on what the title of each section should be and what should be included. Ask students to copy down ideas.
7. Now they have a template on which to model their own writing.

It is a good idea to use these strategies with textbooks from other subjects so that new language skills are linked to other curriculum areas.



The Language of Schooling: Curriculum Access



Language awareness for teachers

Language Skills

The four skills involved in language learning are listening, speaking, reading and writing.

The language skills are all inter-related and cannot be developed in isolation. It is likely, however, that they will not develop at the same rate. It is important that teachers consider each language skill and how it might be developed.



Points to bear in mind

Listening

Students in the early stages will understand much more than they can say, so non-verbal responses are very important. The more opportunities provided to hear the language, the better. Each time the teacher provides an opportunity for students to hear English spoken, new students have the opportunity to acquire the new language and absorb the sounds and patterns used.

Speaking

In order to use language effectively and in meaningful interaction, newcomer students will use teachers, other students and adults as models for their own oracy development. Planned oral activities in the classroom are of particular importance.

If a student has not heard certain sounds within the first few years of learning to speak, he/she may find it extremely difficult to hear or reproduce these sounds when taught at a later stage. In fact, he/she may never be able to reproduce these sounds accurately.

Reading

Approaches taken to develop reading in English depend on a student's level of literacy in the home language. It is a good idea to find out as much as possible about previous educational experiences. If the student's home language uses Roman script and he / she has already learned how to read, then the focus should be on reading for meaning. Teaching phonics in this case is not necessary. However, be aware that there will be different word order and sound/symbol relationships in different languages.

If the home language does not use the Roman alphabet, then time needs to be spent on this. The methods used to teach any young person to read are appropriate.

It is important to be aware of how often we draw on world and cultural knowledge to understand what we read. Newcomer students may not have this knowledge.

It is also important to choose age-appropriate materials when teaching the alphabet and basic literacy to older students.

Writing

When learning to write, students have to pay attention to finger control, the relationship between sound and spelling, the direction of English script, word order and the message.

Students will make mistakes with handwriting, spelling and word order. These can be corrected over time and with practice.

Praise all efforts, no matter how small and display as much of the students' writing as possible.

Written work may provide stimuli for other activities such as reading or oral presentation and discussion.

Students need time to listen to others talking about writing and to talk about their own writing.

Students should write about things they have already talked or read about.

Cognitive Academic Language Proficiency (CALP)

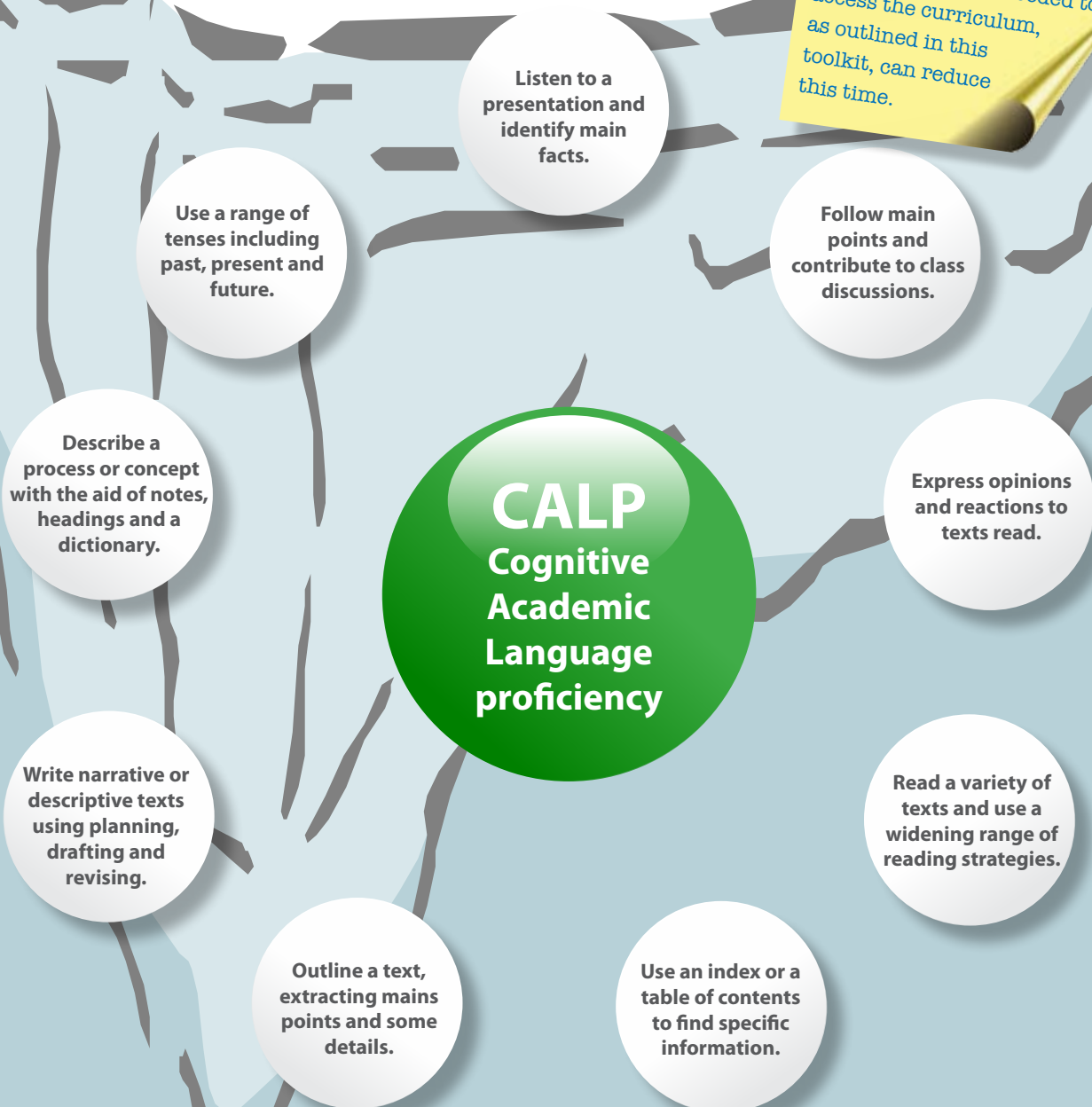
While students typically develop basic survival and conversational language skills within two years, it will take longer for newcomer students to operate on a par with their English speaking peers in the use of academic English. This is described as Cognitive Academic Language Proficiency (CALP).

Cummins 1979 www.iteachilearn.com/cummins

The iceberg model is often used to demonstrate language development. The base of the iceberg represents the learner's cognitive and linguistic awareness, needed to fully access the curriculum and for performance in curriculum-based tasks.

Language development needs are often masked by well developed conversational skills and so may not be immediately visible.

It can take a number of years for students to develop CALP. However, providing support with the language needed to access the curriculum, as outlined in this toolkit, can reduce this time.



Language awareness activities

Key language terms across the curriculum

Specific language terms across various curriculum areas can prove very difficult for newcomer students as the same words or terms can have similar or very different meanings, depending on context. Furthermore, one word may be used as noun, verb or adjective, depending on the language structure in which it is used.

Consider the use of the terms below in different curriculum areas.

	Noun	Verb	Adjective
light	<ul style="list-style-type: none"> ● a lamp ● a light source ● a device for igniting ● a leading light 	<ul style="list-style-type: none"> ● to ignite ● to switch on ● to light up: her face lit up / she lit up a cigarette 	<ul style="list-style-type: none"> ● light-weight ● light coloured ● light hearted
point	<ul style="list-style-type: none"> ● a point on a map / diagram / drawing / mechanism / object; ● a point in time ● to make a point 	<ul style="list-style-type: none"> ● to indicate with finger ● to make explicit / explain ● to point brickwork ● to point a rod 	<ul style="list-style-type: none"> ● sharp ● very specific ● pointed masonry
fit	<ul style="list-style-type: none"> ● a good fit ● a seizure 	<ul style="list-style-type: none"> ● to adjust ● to conform ● to place in position to furnish ● to be the correct size ● to have a seizure 	<ul style="list-style-type: none"> ● fit for purpose ● fit behaviour ● able ● ready ● in good health
pin	<ul style="list-style-type: none"> ● a pin for fastening ● a piece of jewellery ● a short metal or cylindrical rod ● a short axel ● a hairpin ● a rolling pin 	<ul style="list-style-type: none"> ● to fasten together ● to hold in position ● to hold a course of action (pin down) ● to end (pull the pin) 	<ul style="list-style-type: none"> ● fastened together ● held down / against
joint	<ul style="list-style-type: none"> ● the point at which two parts come together ● a connection ● the point at which two elements of skeleton meet ● the form or structure of such a point such as a hinge ● a joint of meat 		<ul style="list-style-type: none"> ● shared by or in common with ● shared action ● associated
plot	<ul style="list-style-type: none"> ● a secret plan ● a storyline ● a small piece of land ● a graphic representation ● a chart showing the course of a craft 	<ul style="list-style-type: none"> ● to plan secretly ● to devise or construct the plot ● to mark on a plan or diagram ● to draw a plan, map or diagram ● to determine and mark using coordinates 	

Blank and completed grid available



Language awareness activities for staff are available on the website.

Including home languages in the classroom

Always remember that all students have the potential to learn, regardless of cultural or linguistic background. Many students stop trying because of a sense of failure.

It is very important to engage newcomer students with the learning process and to help them understand that you will welcome all the resources and learning tools that they bring to the challenge. One of the major tools is their home language as well as the prior knowledge, if any, that they bring to the subject.

- At the beginning, invite new students to give the word for the subject in their own languages. You may find that it is very similar, for example:

Polish

History	=	Historia
Geography	=	Geografia
Chemistry	=	Chemia

Portuguese

History	=	História
Geography	=	Geografia
Chemistry	=	Química (sounds very similar when spoken)

- Encourage students to set up a personal dictionary for your subject where they can enter key language in their own language. It's very important that, when doing this, students use a good quality bilingual dictionary. Pocket-type dictionaries may provide incorrect translations.
- Check at intervals that students know an important term in their own languages – ask them to tell you the word/expression. The fact that you don't understand their language is not relevant. What is important is that you acknowledge their home language and recognise that it is a learning tool for them.
- If there are important connections between your subject and the student's home country/culture, refer to this.
For example, Islamic maths was very important in expanding the maths of the ancient civilisations and laid the foundation for the maths we learn today.
Portuguese explorers discovered much of the unknown world – Henry the Navigator, Vasco da Gama, Bartholomeu Dias etc.
- Encourage students to find the learning styles that help them while including the home language. For example, translating key word lists and writing a key statement in the home language, highlighting key points and translating these into the home language.
- Engage other students in the process of making learning comprehensible. For example, use group work whenever appropriate and arrange for a newcomer student to work with an able group. Students may not be able to contribute initially, but will develop confidence to join in. Consider pairing students from the same language background, particularly if one is more able than the other.

Connecting with home

- Encourage parents to talk to their children in the home language about what they have done in school. Where possible, parents should try to get children to use some of the language related to different subjects. In this way, students will get the opportunity to apply their home language to the school situation.

Activating prior knowledge

Activating prior knowledge is about relating what we're learning to something we know. Sometimes students don't access their background knowledge because they don't think that it's important or relevant in a new situation. Sometimes they don't have the background knowledge.

It is important to help students make connections with prior learning and experience or build up the knowledge needed to access a topic or a text.

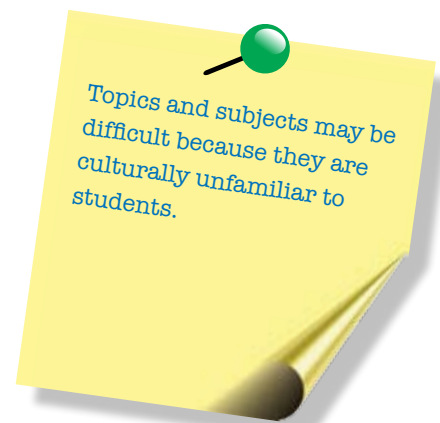
Example:

Newcomer students may not be familiar with changing states of matter in science. However, they will all have seen water evaporate, ice melt or sugar dissolve in a hot drink.

A text or story set in a public school may make very little sense if the student does not know what a public school is. However, all students have some experience of school.

The topic of climate may be difficult for students who only have experience of a wet and a dry season. Therefore they will need visuals to help illustrate and may only fully understand the topic when they have experienced the seasons in Ireland.

This section outlines strategies for helping newcomer students make links with prior learning and experience in order to access topics and texts.



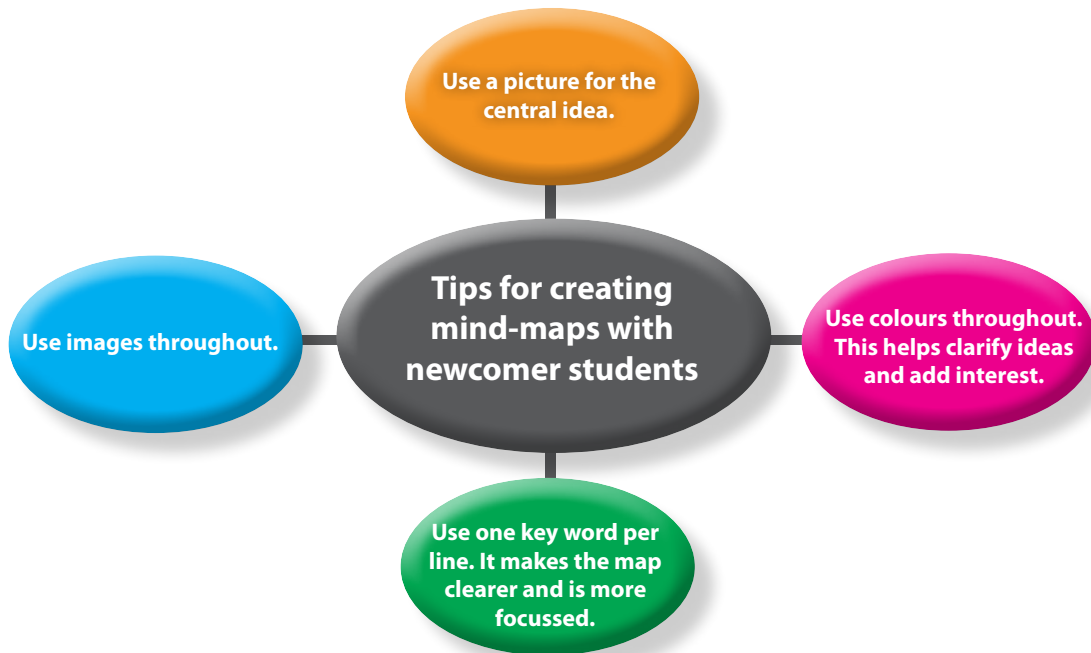
Exploring students' previous knowledge at the start of a new topic

Visual reference

Put a large picture related to topic on board. Ask class to say what they know about it. Write key words around picture.

Mind-map

Place or draw an image on the board and create a mind-map from the students' responses to the image.



Quickwrites

Give groups or pairs a large page. Put a word and a picture on the board. Ask groups to put the word in centre of page and write or draw ideas related to the topic around the page.

Alternatively, the page is passed around the group and each student writes or draws something.

KWHL chart

Ask students to fill in the first three columns.

What do we know?	What do we want to find out?	How can we find out what we want to learn?	What did we learn?

A1

Understand isolated familiar words and phrases.

Match labels on diagrams etc....

Use illustrations to help understand the topic of a text.

A2

Get the main idea of topics and explanations.

Categorise words and concepts into diagrams.

B1

Use developing vocabulary to express thoughts and opinions.

Organise writing using headings, sub-headings etc....

Record own reactions and opinions with support

Preview guide.

A preview guide is a series of statements about the topic or text that students are going to study. Students work in groups or pairs to discuss whether they agree or disagree with the statements. The statements and responses may also be used for further discussion at the end of a topic or text.

Tips:

- Only select statements that reflect the key concepts of the topic or text.
- Limit the number of total statements to 8 -10.
- Arrange the statements in the order in which concepts will appear.
- Present statements in groups of 2-3 as you move through the topic or text.
- Ask students to record how or where they found their answers, such as page references in the text.
- Consider using preview guides as homework assignments or as revision guides prior to tests.

Preview sample	I agree	I disagree	Pages in textbook
Town and cities are usually near the water.			
People in cities mostly came from farms.			
People moved to the city for a healthier life.			

A1

Understand isolated familiar words and phrases.

Use illustrations to help understand the topic of a text.

A2

Get the main idea of topics and explanations.

Categorise words and concepts into diagrams.

Read short text segments a to fins a main idea and 2-3 details.

B1

Organise writing using headings, sub-headings etc....

Record won reactions and opinions with support.

Use a textbook index, contents table etc... to find specific information.

Cross-curricular benchmarks

The Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference (CEFR) of the Council of Europe provides a set of global descriptors for foreign/second language proficiency. There are six levels of proficiency for each language skill A1, A2, B1, B2, C1 and C2, with A1 being the lowest level. The skills are divided into receptive skills and productive skills.

See www.coe.int/t/dg4/linguistic/CADRE_EN.asp for the full version of the Common European Framework of Reference for Languages.

Benchmarks at the first three levels A1-B1

The benchmarks on the following page are derived from the first three levels of the CEFR. These levels reflect the progression of newly arrived students towards the conclusion of B1 level. Level B1 is the minimum level required for full participation in mainstream classrooms. It should be noted, however, that students will require English language proficiency at Level B2 in order to perform appropriately in important examinations.

The benchmarks have been adjusted from the CEFR to take into account the wide range of communicative situations that are typical of subject classrooms.

Students arriving with zero English language proficiency generally progress from working at level A1 to level A2 within the first full year of school, and from A2 to B1 over the next year or two. Rates of progress will vary but it may take up to four or five years for some students to be fully competent at B1 level.

Dictionaries

A key feature of developing proficiency is the effective use of dictionaries. Initially students will tend to use translating (bilingual) dictionaries to access or confirm the meaning of new terms. As learning progresses, however, they should be encouraged to use an appropriate monolingual dictionary. Dictionary use is referred to throughout the benchmarks.

Subject-specific descriptors

The descriptors in the language proficiency benchmarks have taken account of the language demands of a range of subjects as well as classroom language. There is common ground between different subjects. For example:

A1 Breakthrough

Reading

- Match labels on diagrams etc...

This descriptor may be more relevant to subjects like Geography, Science subjects, Home Economics or Technology.

A2 Waystage

Writing

- Use a writing frame to write short descriptive or explanatory text on a familiar topic.

This descriptor may be more relevant to subjects like English, History, Business, Biology or Home Economics.

B1 Threshold

Reading

- Use a textbook index or table of contents to find specific information.

This descriptor may be relevant to the majority of subjects which use textbooks as a basis for learning.

Use of the language proficiency benchmarks

The descriptors contained in the benchmarks are a useful tool for monitoring the progress of students. They can be used as a reference for teachers – both language support and subject teachers – and can also suggest suitable activities for focused observation of a student's capabilities.

Cross Curricular benchmarks based on the Common European Framework of Reference (CEFR)

These benchmarks describe what a student learning a second language should be able to do at various stages in their language development. They are relevant to all disciplines. Most students will be working at A1 stage for the first term or terms, move towards A2 by the end of the first year and into the second and move towards B1 level during their third or fourth year. However, as with all students, progress varies and students may progress more quickly.

	A1 Breakthrough	A2 Waystage	B1 Threshold
<p>Suggested strategies for A1</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Signpost lessons with illustrations. Accompany instructions with visuals or gestures. Visual lesson introductions: Slow reveal Oral starter: picture on board or projector, brainstorm for key ideas, write up and illustrate Use active listening activities. Ask simple directed questions requiring minimal or non-verbal response: 'Show me the.....', 'Point to the.....' <p>Reading</p> <ul style="list-style-type: none"> If text is small, enlarge it. Read text aloud with class. Try some active listening based on text. Ask students to match single words or short phrases to diagrams and pictures. Give a list of 5-6 key words from text to look up in home language or illustrate with a partner. Students find and highlight words in the text. Give very simple grids to help extract 4-5 key points. Ask students to sequence pictures to retell story or record event or process. <p>Writing / demonstrating understanding</p> <ul style="list-style-type: none"> Use labelling activities. Use cloze procedure using a bank of familiar nouns. Ask students to draw and label. Ask students to create a storyboard. Ask students to copy captions and match to pictures. Ask students to create a graph, chart or diagram. 	<p>Speaking and listening</p> <p>The student can</p> <ul style="list-style-type: none"> Follow single step routine instructions by observing others. Listen for and understand isolated, familiar words and phrases when listening to clear, slow reading aloud. Use personal vocabulary for immediate environment. Convey immediate needs and ask for assistance. Indicate lack of comprehension. <p>Reading</p> <p>The student can</p> <ul style="list-style-type: none"> Follow simple written instructions with accompanying illustrations. Match labels on diagrams etc.... Locate and identify sections on a map or diagram using a key. Use illustrations to help understand the topic of a text. Use visual cues to help locate information. Use a bilingual dictionary to look up key words provided by the teacher. <p>Writing / demonstrating understanding</p> <p>The student can</p> <ul style="list-style-type: none"> Complete gapped sentences using word banks, labelled diagrams, maps or charts as a key. Express ideas using symbols, pictures and labelling. Match words or short phrases to pictures. Write personal key words. Form upper and lower case letters. Begin to use simple punctuation. Begin to produce legible handwriting. 	<p>A2 Waystage</p> <ul style="list-style-type: none"> Follow straightforward familiar instructions. Listen to others' contributions in class and use them as a model. Ask other students for help. Ask questions about word meanings in a text. Follow discussions and contribute 2-3 phrases on a familiar topic. Get the main idea of short conversations or explanations. <ul style="list-style-type: none"> Follow simple written instructions. Follow a text book while it is read aloud. Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions. Distinguish between fiction and non-fiction. Categorise words and concepts in diagrams such as word maps or Venn diagrams. Record and sequence main events with support such as a storyboard. Use a bilingual dictionary to look up unfamiliar words. <ul style="list-style-type: none"> Use correct punctuation consistently.* Spell and write frequently used topics words more consistently. Share ideas about what they are going to write to a limited extent. Devise a timeline for a topic such as their own life, a historical event or the growth of a business using words and pictures. Use a writing frame to write short descriptive or explanatory text on a familiar topic. Give simple personal reactions to text using a writing frame. Begin to check work. <p>*Capital letters, full stops, commas</p>	<p>B1 Threshold</p> <ul style="list-style-type: none"> Understand teacher explanations supported with illustrations. Understand most instructions. Listen for and identify most relevant concrete facts. Ask questions to clarify information and respond to others' questions. Follow main points and contribute to class discussions on familiar topics. Speak clearly to be understood by a sympathetic native speaker. Sequence ideas and information with help. Use developing vocabulary to express simple thoughts and opinions. <ul style="list-style-type: none"> Understand most written instructions. Read a variety of texts and use a widening range of reading strategies. Read short or slightly longer text segments and explain in own words using a framework. Use a textbook index, contents table etc.... to find specific information. Read to find the gist, main ideas and concrete details in a text, diagram or chart. Ask questions and express simple opinions on texts read. Record and sequence ideas. Use a bilingual dictionary to clarify meaning. <ul style="list-style-type: none"> Outline a text, extracting main points and some details, with support. Write short narrative or descriptive texts using planning, drafting and revising, with support. Write an account from another point of view using the 1st person narrative, with support. Give a brief description of a process or concept with the aid of notes, headings and dictionaries. Organise own writing using headings, subheadings and paragraphs. Record own reactions and opinions, with support Start sentences in different ways. Begin to use simple present and past tenses correctly. Use a range of punctuation.
<p>Suggested strategies for B1</p> <p>Speaking and listening</p> <ul style="list-style-type: none"> Signpost lesson with short phrases. Break up instructions into manageable chunks. Visual introductions, oral starters and quick writes are still appropriate. Use active listening activities. Provide less structured speaking frames for oral presentations and report back. <p>Reading</p> <ul style="list-style-type: none"> Encourage students to read texts at home in advance of lessons. Read texts aloud and ask students to participate. Active listening is still appropriate. Use key questions / prompts to guide reading and research. Use less structured frames to help with personal response to reading. Encourage note taking in English or home language. <p>Writing</p> <ul style="list-style-type: none"> Encourage shared and paired writing. Provide less structured writing frames to help students to: Write a descriptive account. Give a personal reaction. Write a report. Give an account from another point of view. Discuss and use good writing models to help students come up with own structure for writing an account or a piece of coursework. 	<p>Speaking and listening</p> <ul style="list-style-type: none"> Follow straightforward familiar instructions. Listen to others' contributions in class and use them as a model. Ask other students for help. Ask questions about word meanings in a text. Follow discussions and contribute 2-3 phrases on a familiar topic. Get the main idea of short conversations or explanations. <ul style="list-style-type: none"> Follow simple written instructions. Follow a text book while it is read aloud. Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions. Distinguish between fiction and non-fiction. Categorise words and concepts in diagrams such as word maps or Venn diagrams. Record and sequence main events with support such as a storyboard. Use a bilingual dictionary to look up unfamiliar words. <ul style="list-style-type: none"> Use correct punctuation consistently.* Spell and write frequently used topics words more consistently. Share ideas about what they are going to write to a limited extent. Devise a timeline for a topic such as their own life, a historical event or the growth of a business using words and pictures. Use a writing frame to write short descriptive or explanatory text on a familiar topic. Give simple personal reactions to text using a writing frame. Begin to check work. <p>*Capital letters, full stops, commas</p>	<p>B1 Threshold</p> <ul style="list-style-type: none"> Understand teacher explanations supported with illustrations. Understand most instructions. Listen for and identify most relevant concrete facts. Ask questions to clarify information and respond to others' questions. Follow main points and contribute to class discussions on familiar topics. Speak clearly to be understood by a sympathetic native speaker. Sequence ideas and information with help. Use developing vocabulary to express simple thoughts and opinions. <ul style="list-style-type: none"> Understand most written instructions. Read a variety of texts and use a widening range of reading strategies. Read short or slightly longer text segments and explain in own words using a framework. Use a textbook index, contents table etc.... to find specific information. Read to find the gist, main ideas and concrete details in a text, diagram or chart. Ask questions and express simple opinions on texts read. Record and sequence ideas. Use a bilingual dictionary to clarify meaning. <ul style="list-style-type: none"> Outline a text, extracting main points and some details, with support. Write short narrative or descriptive texts using planning, drafting and revising, with support. Write an account from another point of view using the 1st person narrative, with support. Give a brief description of a process or concept with the aid of notes, headings and dictionaries. Organise own writing using headings, subheadings and paragraphs. Record own reactions and opinions, with support Start sentences in different ways. Begin to use simple present and past tenses correctly. Use a range of punctuation. 	

Plenary/consolidation ideas for all levels

- Ask students to write or draw 3 things they remember from the lesson
- Simple oral discussion and main points summarised on board.
- Say or draw one thing you liked and one you didn't like from the lesson.
- Match 4-5 key words from lesson to pictures or definitions.

Writing

- Encourage shared and paired writing.
- Use cloze procedure with nouns, verbs and adjectives.
- Ask students to create own storyboards or timelines.
- Use crosswords followed by demonstrating understanding of 4-5 key words: illustrate or use in a sentence.
- Provide writing frames to help students to: Write a short descriptive account or report. Explain what happened. Give a personal reaction.

Reading

- Provide summary of chapters in advance
- Read text aloud with class. Active listening based on the text are still appropriate.
- Ask students to match titles to pictures, titles to paragraphs or short texts to pictures.
- Cut up text and ask students to put in the correct order.
- Use true / false and multiple choice questions.
- Use cloze procedure.
- Use grids to help extract specific information.

Listening and Speaking

- Signpost the lesson with short phrases.
- Break up instructions into manageable chunks and write in simple language on board.
- Use visual lesson introductions as at stage A1 and quick-writes: Give groups of 4-5 students an A3 page with a topic picture in the middle. The group discuss the picture and each person writes or draws something related to it. One member reports back.
- Use higher level active listening activities.
- Ask directed questions requiring short verbal responses.
- Use speaking frames to help sequence thoughts and report back

Essential at all levels:

- Encouragement of use of first languages
- Overview of year ahead in advance
- Key words / language provided of topics and lessons
- Objectives clarified at start
- Opportunities for meaningful interaction in pairs and groups

Using the CEFR to monitor student progress

Schools may find the student progress record useful in monitoring student progress across the curriculum. A self assessment version is also available for students to monitor their own progress.

	A1 Breakthrough	A2 Waystage	B1 Threshold
Speaking and listening The student can.....	<input type="checkbox"/> Follow single step routine instructions by observing others. <input type="checkbox"/> Listen for and understand isolated, familiar words and phrases when listening to clear slow reading aloud. <input type="checkbox"/> Use personal vocabulary for immediate environment. <input type="checkbox"/> Convey immediate needs and ask for assistance. <input type="checkbox"/> Indicate lack of comprehension.	<input type="checkbox"/> Follow straightforward familiar instructions. <input type="checkbox"/> Listen to others' contributions in class and use them as a model. <input type="checkbox"/> Ask other pupils for help. <input type="checkbox"/> Ask questions about word meanings in a text. <input type="checkbox"/> Follow discussions and contribute 2-3 phrases on a familiar topic. <input type="checkbox"/> Get the main idea of short conversations or explanations.	<input type="checkbox"/> Understand teacher explanations supported with illustrations. <input type="checkbox"/> Understand most instructions. <input type="checkbox"/> Listen for and identify most relevant concrete facts. <input type="checkbox"/> Ask questions to clarify information and respond to others' questions. <input type="checkbox"/> Follow main points and contribute to class discussions on familiar topics. <input type="checkbox"/> Speak clearly to be understood by a sympathetic native speaker. <input type="checkbox"/> Sequence ideas and information with help. <input type="checkbox"/> Use developing vocabulary to express simple thoughts and opinions.
Reading The student can.....	<input type="checkbox"/> Follow simple written instructions with accompanying illustrations. <input type="checkbox"/> Match labels on diagrams etc... <input type="checkbox"/> Locate and identify sections on a map or diagram using a key. <input type="checkbox"/> Use illustrations to help understand the topic of a text. <input type="checkbox"/> Use visual cues to help locate information. <input type="checkbox"/> Use a bilingual dictionary to look up key words provided by the teacher.	<input type="checkbox"/> Follow simple written instructions. <input type="checkbox"/> Follow a text book while it is read aloud. <input type="checkbox"/> Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions. <input type="checkbox"/> Distinguish between fiction and non-fiction. <input type="checkbox"/> Categorise words and concepts in diagrams such as word maps or Venn diagrams. <input type="checkbox"/> Recount and sequence main events with support such as a storyboard. <input type="checkbox"/> Use a bilingual dictionary to look up unfamiliar words.	<input type="checkbox"/> Understand most written instructions. <input type="checkbox"/> Read a variety of texts and use a widening range of reading strategies. <input type="checkbox"/> Read short or slightly longer text segments and explain in own words using a framework. <input type="checkbox"/> Use a textbook index, contents table etc.... to find specific information. <input type="checkbox"/> Read to find the gist, main ideas and concrete details in a text, diagram or chart. <input type="checkbox"/> Ask questions and express simple opinions on texts read. <input type="checkbox"/> Recount and sequence ideas. <input type="checkbox"/> Use a bilingual dictionary to clarify meaning.
Writing /demonstrating understanding The student can.....	<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 and labelling. <input type="checkbox"/> Match words or short phrases to pictures. <input type="checkbox"/> Write personal key words. <input type="checkbox"/> Form upper and lower case letters. <input type="checkbox"/> Begin to use simple punctuation. <input type="checkbox"/> Begin to produce legible handwriting.	<input type="checkbox"/> Use correct punctuation consistently.* <input type="checkbox"/> Spell and write frequently used topics words more consistently. <input type="checkbox"/> Share ideas about what they are going to write to a limited extent. <input type="checkbox"/> Devise a timeline for a topic such as their own life, a historical event, or the growth of a business using words and pictures. <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 using a writing frame. <input type="checkbox"/> Begin to check work.	<input type="checkbox"/> Outline a text, extracting main points and some details, with support. <input type="checkbox"/> Write short narrative or descriptive texts using planning, drafting and revising, with support. <input type="checkbox"/> Write an account from another point of view using the 1st person narrative, with support. <input type="checkbox"/> Give a brief description of a process or concept with the aid of notes, headings and dictionaries. <input type="checkbox"/> Organise own writing using headings, subheadings and paragraphs. <input type="checkbox"/> Record own reactions and opinions, with support. <input type="checkbox"/> Start sentences in different ways. <input type="checkbox"/> Begin to use simple present and past tenses correctly. <input type="checkbox"/> Use a range of punctuation.

Using the student progress record across the school

- How often would student progress be reviewed?
- Who would collate records from different subject areas?
- How could the progress record be used to:
 - Plan for support for newcomer students?
 - Report to parents?

*Capital letters, full stops, commas

A3 version available

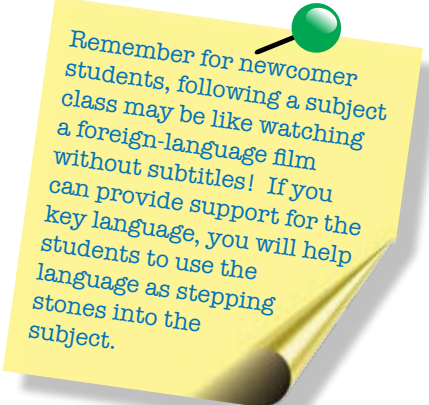


Planning and delivery in the classroom

It is important to refer back to signposting lessons, helping students demonstrate understanding and organising group work. See 'Classroom: Early days: Inclusive teaching strategies for the early days.'

Key language terms for subjects and topics

It is important to provide students with key language terms on an ongoing basis as they work through a topic. It will also help the majority of students in the class.



Remember for newcomer students, following a subject class may be like watching a foreign-language film without subtitles! If you can provide support for the key language, you will help students to use the language as stepping stones into the subject.

Using key language terms to support students' access to a topic:

- Prior to a new topic, provide students with a few key terms that will allow them to get the gist of the topic in advance and make links with prior learning. See the templates for key language terms on the website.
- When introducing a new topic, make a 'vocabulary box' on the board or, for a more permanent visual, use a flip-chart sheet and add the important words as they arise.
- Leave the key language terms in view for the duration of the topic.
- Refer to the key terms by pointing to emphasise their importance at different stages of the topic.
- Develop your own awareness of the language of your subject. Remember that this will be new to most students.
- Apart from the key language terms on the visual, encourage students to keep their own vocabulary record for future reference. See the templates on the website.
- A vocabulary file is particularly useful for homework and revision. The vocabulary file is suitable for use by all students. Newcomer students can, if they wish, put a translation in the column Note.

Modelling key language

It is important to provide opportunities for students to hear language modelled and to use key language terms in context. The following suggestions may be useful:

- Refer to key language terms on the board and say these aloud.
- Ask students to repeat the words.
- Ask students to explain what a word means.
- Ask students to use the word in a sentence. Write these sentences on the board and repeat. Newcomer students may wish to copy the sentences, for use in their learning log or vocabulary file.
- Provide opportunities for pair and group work, so that newcomer students can hear their peers using key language in context.
- Use dictagloss. See page 90.
- Encourage students to highlight key words in texts. They may wish to use the sentences from the text for completion of learning logs or vocabulary files.
- Use word and definition activities:
 - Put words and definitions on separate cards. Distribute these. Students with definitions read out their card. Students with the matching word card hold it up.
 - Ask students to create word and definition cards for others.
 - Cut up definitions and ask students to put back together.

Templates for providing key language terms are available.



The website www.elsp.ie provides key words for a wide range of subject topics.

Using textbooks

Many teachers find it difficult to help newcomer students access the core text for a subject. As for all students, newcomers need to learn to:

- look for context clues in illustrations, type-face, layout, titles and subtitles.
- use prior knowledge to help predict the content.
- skim the text for the main idea or gist.
- scan the text for specific details or vocabulary / read for a specific purpose.
- cope with longer texts.
- respond to the text.

This section looks at ways in which teachers can scaffold activities to help newcomer students at various levels access texts.

Looking for context clues in illustrations, type-face, layout, titles and subtitles

Getting to know a new text book

This activity will help all students find their way around the course textbook. Students may work in pairs to answer the following questions:

Subject: **Textbook:**

What is on the front cover?

Do you like it?

Why?

Why do you think this cover was chosen?

Are there pictures or diagrams in the book?

How many pages are there?

Can you find a list of contents?

Is there an index to the content of the book?

How many chapters or units are there?

Is there a glossary (list of important words)?

Is there a summary of each chapter or unit?

Can you find any of these headings? Put a tick beside the ones you find.

<input type="checkbox"/> Rapid revision	<input type="checkbox"/> Definitions
<input type="checkbox"/> Checklist	<input type="checkbox"/> Exercises
<input type="checkbox"/> Activities	<input type="checkbox"/> Revision questions
<input type="checkbox"/> Memory tip	

The back of the book sometimes has a short description of the book (a blurb).

Does the book have a blurb?

If the answer is yes, what does the blurb tell you about who the book is for?

.....

.....

.....

A1

Use illustrations to help understand the topic of a text.

Use visual cues to help locate information.

A2

Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions.

B1

Use a textbook index, contents table etc.... to find specific information.

Adapted from *Whole Book Activities: Finding your way around the textbook*: www.elsp.ie
Further activities are available. Follow the link for *Additional Resources*.



Re-organising text

Enlarge a piece of text containing titles, subtitles and illustrations.

Cut the text up and give to groups of students.

Ask the students to put the text in the correct order matching titles, subtitles, illustrations and paragraphs.

Encourage students to use these context clues to help when working out the gist of the text.

A1

Use illustrations to help understand the topic of a text.

A2

Recount and sequence main events with support such as a storyboard.

B1

Recount and sequence ideas.

Local Shop Owner, Mr. Ali in Possession of Drugs!

I spoke to one eyewitness, Mrs. S. Green, who told me what she saw: 'It was about 5.00 pm and I was in

..... Suddenly I heard Then

..... police cars They ran into and about minutes later.....

..... Mr. Ali looked They put him in and drove off. It was very

Eyewitness Reports

Yesterday evening local police raided a the shop is large quantity of Local people are very

Following a tip-off by some local the police raided the shop in street. The drugs were in at the of the shop. They youngsters have been watching Mr. Ali for days. The small is in a quiet area. No one seemed to notice any suspicious activity.

Tip-off from local youngsters



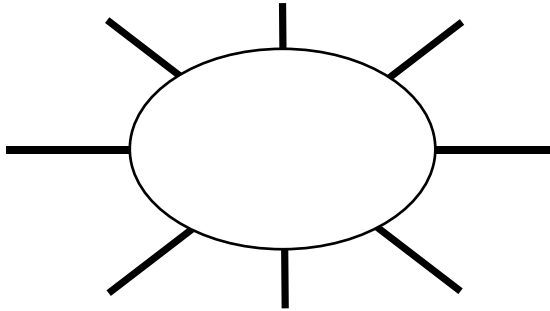
Drugs raid on local paper shop

You will notice in this example that some key words from the text have been deleted. This may be a useful extension to the activity to give practice with subject and topic specific vocabulary.

Using prior knowledge to help predict the content of the text

Class brainstorm

Tell the students that they are going to be reading a text about a particular topic. Ask the class what they already know about the topic and note ideas on the board using visuals or a spidergram:



Quickwrites

Tell students that they are going to read a text about a particular topic. Give groups or pairs a large page. Ask groups to put the topic in the middle of the page and write or draw ideas related to the topic around it.

Predicting words

Ask students to look at the title and illustrations and make a list of the words they expect to find in the text. They may do this in their home language and then look up the words in a dictionary. As they read through the text, students tick off words from their list that they have found.

Preview guide.

A preview guide is a series of statements about the topic or text students are going to study. Students work in groups or pairs to respond as to whether they agree or disagree with the statements. The statements and responses may also be used for discussion at the end of a topic or text.

Tips:

- Only select statements that reflect the key concepts of the topic or text.
- Limit the number of total statements to 3-4.
- Arrange the statements in the order in which concepts will appear.
- Ask students to record how or where they found their answers.

A1
Use illustrations to help understand the topic of a text. Use a bilingual dictionary to look up key words provided by the teacher.

A2
Ask questions about word meanings in a text. Use a bilingual dictionary to look up unfamiliar words.

B1
Ask questions to clarify information. Use a bilingual dictionary to clarify meaning.

Preview sample	I agree	I disagree	Pages in textbook
Town and cities are usually near the water.			
People in cities mostly came from farms.			
People moved to the city for a healthier life.			

A2
Read short text segments and diagrams to find a main idea and 2-3 details.

B1
Read to find the gist, main ideas and concrete details in a text, diagram or chart.

Skimming for the main idea or gist

Group reading

Ask students to work in groups of 3-4. Each person within the group reads one paragraph from the text and notes one or two main points from the paragraph.
The group comes together to collate ideas and one student reports back. This may also be done at whole class level where each group reads a specific paragraph and the group leader reports back.
Providing a small template may make the task less intimidating as there is less space to fill:

Paragraph:

Main idea:

.....

One other point:

.....

A2

Read short text segments and diagrams to find a main idea and 2-3 details.

B1

Read to find the gist, main ideas and concrete details in a text, diagram or chart.

Remember to organise group work carefully.

Summary statement

Ask students to read the text quickly and select a statement that best summarises the main idea:

- Nowy Swait is the best shopping street in the world because.....
-so many Polish people go walking there
-it is a pleasant place to shop and the shops are small
-everything is very expensive
-the shops sell good quality goods that you can't buy anywhere else

Selecting relevant statements

Give students a short list of words or statements relating to the topic of the text. Before reading, ask them to tick those that they think are relevant to the topic.

After reading, ask them to tick those that were mentioned.

Growing up today

1. Before reading the text about American kids, consider some of the problems of being a teenager today. Tick the boxes on the left.

- | | |
|---|--------------------------|
| <input type="checkbox"/> drugs | <input type="checkbox"/> |
| <input type="checkbox"/> violence | <input type="checkbox"/> |
| <input type="checkbox"/> not enough money | <input type="checkbox"/> |
| <input type="checkbox"/> parents don't give enough attention | <input type="checkbox"/> |
| <input type="checkbox"/> worries about how they look | <input type="checkbox"/> |
| <input type="checkbox"/> nothing interesting to do | <input type="checkbox"/> |
| <input type="checkbox"/> they are too old to be children but too young to be adults | <input type="checkbox"/> |

2. Read the text about American kids. What are some of their problems? Tick the boxes on the right.

Matching titles and paragraphs

Give the students a number of titles relating to different paragraphs within the text. Ask them to read quickly and select a title for each paragraph.

Scanning text for specific details or vocabulary

Vocabulary box

atlas map	blank map	lines of latitude	rivers
islands	mountain ranges	lakes	country
lines of longitude	memorise	sea	city
cities	capital city	tropic	countries

A1

Locate and identify sections
Use a bilingual dictionary to look up key words provided by the teacher.

A2

Categorise words and concepts in diagrams such as word maps or Venn diagrams
Use a bilingual dictionary to look up unfamiliar words.

1. Extract key language terms from a page of the subject text book and write into a vocabulary box. Add some words that are not in the text.
2. Students work in pairs to scan the text, find the language terms and circle or highlight them in the vocabulary box or the text.
3. Students create their own personal glossary for the page or section in the textbook by writing the vocabulary into a grid, indicating where it appears in the text.
4. Students either use a learner's dictionary to write a brief explanation for the language terms in English or look it up in the home language. This glossary will then provide support for future learning.

SUBJECT:		TOPIC:	
Key word or phrase	Explanation	In my language	Page in textbook

Countdown grid

Students use a countdown grid to scan quickly for facts:

Read the text 'Top 10 Green Facts' and find:		
5	numbers	
4	things we put in the bin	
3	websites	
2	types of transport	
1	colour	

This grid might be used to look for grammatical terms: 5 verbs; 4 nouns; 3 adjectives

Definitions of key terms

Make up 5-6 definitions relating to key terms in the text and put into a grid. Students work in pairs to find key terms to match the definitions. Students might then write in the word in their home language.

Word or phrase	Definition
	the place where the government meets
	a line of mountains
	an area of water surrounded by land
	a large amount of fresh water flowing in a line
	a piece of land surrounded by water
	the tropic that is north of the Equator
	the tropic that is south of the Equator

It may be useful to provide the first letter of the words to be found.

On-line dictionaries may be useful for this type of activity.

Identification and categorisation of key information or vocabulary

The main information in the text is itemised briefly using grids such as those below:

Geography: The stages of a river		
Young river	Mature river	Old river
steep slope	gentle slope	almost flat
many contours	few contours	no contours
V-shaped		

Science: Energy		
Type of energy	Advantage	Disadvantage
hydroelectricity	renewable little or no pollution	produces smaller amounts of energy
fossil fuels		non-renewable

A1

Locate and identify sections
Use a bilingual dictionary to look up key words provided by the teacher.

A2

Categorise words and concepts in diagrams such as word maps or Venn diagrams.

Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions.

B1

Read short or slightly longer text segments and explain in own words using a framework.

It may be useful to fill in 1-2 parts of the grid to show students what to do.

Spider diagram

Students work in pairs using a spider diagram, such as the one below to extract specific information. Encourage students to look for clues in titles and illustrations.



A1

Locate and identify sections. Use visual cues to help locate information.

A2

Categorise words and concepts in diagrams such as word maps or Venn diagrams. Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions

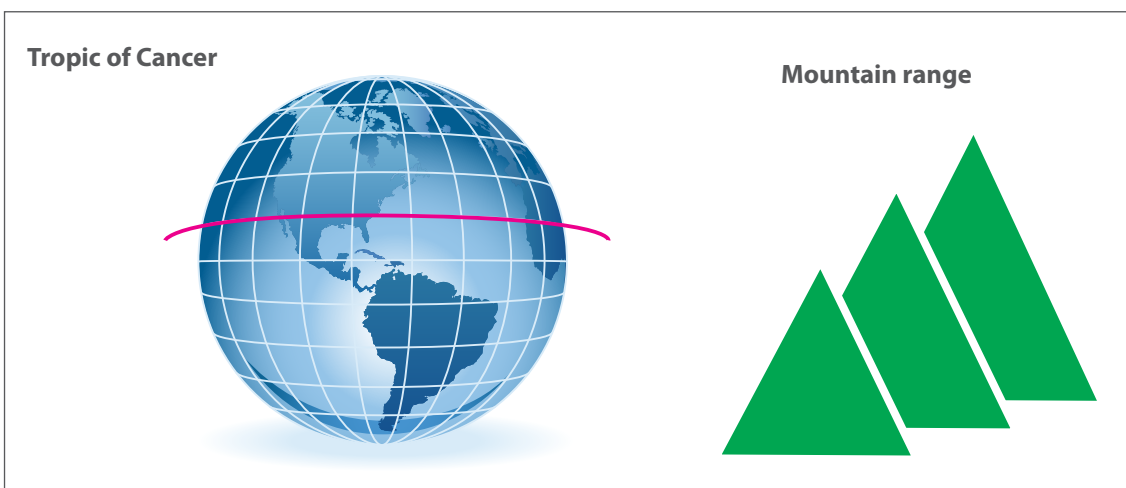
B1

Read short or slightly longer text segments and explain in own words using a framework.

Students may work in pairs or groups. All suggestions may then be collated on the board and individual students may fill in their own personal grid from this.

Vocabulary wall charts

Put a large sheet on the wall for the duration of the topic, with the appropriate heading at the top. As new terms are encountered by students they take responsibility for adding these to the chart with drawings, illustration or definitions.



Questions to extract specific information

Questions requiring minimal verbal answers help students extract key information without having to provide lengthy answers:

- true/false
- multiple choice
- cloze procedure
- match question and answer
- sequence pictures or short phrases after reading the text

Helping students find answers to questions:

- Enlarge the text if the print is small.
- Number the lines or paragraphs and indicate in which line(s) or paragraph the answer is to be found.
- Encourage students to highlight key words in the question and then look for the words in the text and highlight them there also. Then they can locate the answer more quickly.
- Ask students to note what they are looking for such as a time, a date, a place, a person or an event and highlight possible answers.
- In many cases, questions follow the order of the text. If this is the case, alert students to the fact that the answer to question two, for example, will be further down the page than for question one.

A1

Locate and identify words.

A2

Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions.

B1

Read to find the gist, main ideas and concrete details in a text, diagram or chart.

Read short or slightly longer text segments and explain in own words using a framework.

Coping with longer texts

Chunking a text book

In preparation for a unit or chapter, the teacher 'chunks' the book into sections. The chunks set a pace at which students study the story. At least one lesson is devoted to each chunk. The goal of 'chunking' is to create manageable portions of reading to help students get the gist of the story.

Some chunks are short because the content is complex and critical to the understanding of the story and themes.

Providing students with an outline of the various 'chunks' will help them navigate through the story.

A2

Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions. Give simple personal reactions to text using a writing frame.

B1

Read to find the gist, main ideas and concrete details in a text, diagram or chart.

Read short or slightly longer text segments and explain in own words using a framework.

Example: Chunking for 'Annie and the Old One'

CHUNK 1

Pages 1-7

Summary of the 'chunk'

This part describes where Annie lives, the things she does every day and her relationship with 'the Old One' who is her grandmother. Annie's grandmother tells her that she will teach her to weave.

Important things to understand

Annie and her grandmother are very close. The grandmother is very old and fragile. She may not live for very long.

Things to think about

What have you learned about Annie and the 'Old One'?
Who is Annie?
What does she have to do every day?
Is her relationship with her grandmother good or bad?

Literature log

Write about someone you like very much and why.

CHUNK 2

Pages 8-13

Summary of the 'chunk'

Annie watches her mother weaving a new rug. She is thinking about other things at the same time. Annie tells her mother that she is not ready to start weaving.

Important things to understand

Weaving was very important in this community. It was passed on from one generation to the next. Mothers taught their daughters how to weave and the daughters taught their daughters and so on. Annie did not think she was ready to start to weave.

Things to think about

Why do the 'Old One' and Annie's mother think it is time to start to weave?
Why does Annie think that she is not ready to weave?

Literature log

Describe something you have to do at home that makes you feel grown up (older).
Why does it make you feel grown up?

Story maps

One way to help students to understand the main characters and events of a story is by using a graphic organiser that limits the amount of vocabulary that they will have to know to get the gist.



Story-mapping assists teachers in planning. By analysing the structure of the story teachers can determine what is essential for students to know in order to understand the story. For example, the setting might require some cultural background knowledge. This may be the focus for some pre-reading activities.

Use story maps to teach students the elements of a story:

This enables them to anticipate the type of information they should be looking for and strengthens their recall of story events. Story maps may be used to introduce the story, guide reading, help with short term recall, revise and summarise.

Use as a model to encourage students to create their own story maps.

Use story maps to create questions that guide the discussion of a story.

A2

Recount and sequence main events with support such as a storyboard.

B1

Read short or slightly longer text segments and explain in own words using a framework.

Recount and sequence ideas.

Using dictionaries

Effective use of a bilingual dictionary

Students who are familiar with the typical features of a bilingual dictionary, its conventions and the information it gives, should be well equipped to use it effectively and quickly. The following strategies can be learned and practised in advance:

Finding a word in the dictionary

- Knowing that a bilingual dictionary contains two halves and where each one begins.
- Knowing that words are listed in alphabetical order for each language and being familiar with alphabetical order.
- Using the words at the top of the page to help locate the word in question.
- Using grammatical knowledge to identify the headwords to search for other forms of the word.
- Looking for phrases or compound words under the entry for a key word, for example, knowing to look for *wash* to find out the meaning of *washout*.



Understanding the dictionary entry

- Understanding information about alternative forms, such as plural endings: *woman_en*.
- Understanding abbreviations to indicate parts of speech such as *n=noun*, *npl=plural noun*.
- Recognising common abbreviations to indicate sense and usage such as *fam=familiar*, *fig=figurative* and knowing where in the dictionary to find a complete list for reference.
- Understanding the use of symbols such as '♦' to separate different entries for the same word, '|' to separate different senses and '~' to avoid repeating the headword.
- Recognising the use of phonetic transcriptions to help with pronunciation and knowing not to use these spellings in writing.

Selecting and using the appropriate translation

- Making use of the information given and conventions used in the dictionary entry, as described above.
- Checking that the selected definition fits the context.
- Adapting the entry to fit the context using grammatical knowledge such as using the correct tense and personal pronoun.
- Cross referencing, when appropriate, with the other half of the dictionary.



A booklet of tasks designed to give practice in dictionary skills is available. The early tasks on alphabetical order and finding sections and single words quickly may suit students who have a very basic level of English.

Other tasks will require a higher level of proficiency in English. It is important that students develop good dictionary skills as this will help with independent learning and in examinations.

A number of the tasks may be useful for all students as they look at effective use of any dictionary and understanding of abbreviations, parts of speech and so on.

The tasks are suggestions only and may be modified or supplemented. They are designed to give short bursts of practice in dictionary use and may be done in any order, as appropriate.

They may be appropriate in a number of contexts:

- as part of language support
- with a classroom assistant or peer mentor
- during mainstream English lessons
- set as homework tasks

The booklet is accompanied by a power-point presentation. Suggestions for using the slides are contained in the booklet. It is not envisaged that the whole presentation be used in one session, rather one or two slides at a time to practise a particular skill.



Contents of the Dictionary Skills booklet

- What a good dictionary should offer
- Parts of a dictionary
- Alphabetical order
- Headwords
- Parts of speech
- Understanding a dictionary entry
- Abbreviations and symbols
- Getting the right word / translation
- Avoiding mistakes
- Making use of phrases in a dictionary
- How a dictionary can help you with verbs
- Adapting examples
- Cross checking
- Effective use of the dictionary in examinations

Making effective use of the dictionary: Advice for students

Students need to understand that use of the dictionary is just one of many strategies which they can use to aid comprehension and communication. Looking up words in a dictionary is time-consuming and, if not done correctly, can lead to mistakes. Students should therefore learn to use a dictionary only when necessary, alongside other appropriate strategies.

Effective use of the dictionary in examinations

Over-use and inappropriate use of the dictionary in examinations can lead to loss of time and to mistakes. Students can use strategies to plan for careful use of the dictionary. The following advice is included at the end of the dictionary skills booklet.

Using a dictionary in examinations

When you are doing practice papers and questions, note down words and phrases that are used often and learn these.

Read through the tasks set and, if you understand what you have to do, don't worry about words that are not necessary for you to complete the task.

Be realistic about how often you can use the dictionary during the exam. Make sure you know how long it takes you to look up and note a word.

Make a plan for using the dictionary during the exam for example: try to complete as much of the exam as possible without the dictionary and leave time at the end for dictionary work.

Avoid wasting time and making mistakes by using the English language you already know as much as possible, for example:

- If you can't think of the correct word, use one that means the same thing. In geography you may know the term meandering river but you can't think of the word meandering. A similar word is winding. A building might be huge but you can't remember the word huge. Use the phrase very big.
- Use negatives: Something may have been a disaster but you can't think of the word disaster. You might say it wasn't good.
- Use particular examples instead of general terms. If you have to describe the facilities in your town, don't look up facilities, say something like: In our town there are many things to do, there is a swimming pool etc.....
- Use other clues in the question or sentence to work out words that you don't know, for example: 'Calculate the difference between the net price and the total price.' You may not remember the word calculate but you know that the question is asking about the difference between net and total price. So, you have to find the difference.
- Only use the dictionary to double-check your work at the end, if you have time.
- Make sure that you know exactly what is in your dictionary and where it is.

Where to find English learners' dictionaries

Monolingual

www.macmillenglish.com

Follow the link for ELT Catalogue and then dictionaries
Macmillan English Dictionary, school edition: B2-C2 advanced
Macmillan Essential Dictionary: B1-B2 intermediate
Macmillan School Dictionary: B1-C2: strong curriculum emphasis
Macmillan Phrasal Verbs

All dictionaries are in colour, have pictures and illustrations and activities to practise vocabulary in context. Some have an accompanying CD rom.

www.cambridge.org/elt

Follow the link for catalogue and then dictionaries. There is a selection of dictionaries at different levels.

Monolingual and bilingual

www.oup.com/elt

Choose your country, follow the link for catalogue, then general materials, then dictionaries.
Dictionaries are levelled:
Elementary-pre-intermediate
Intermediate
Upper-intermediate
Advanced

Dictionaries have illustrations and pictures and activities to practise vocabulary on context. The *Wordpower* dictionary has colour illustrations, activities, working with words exercises, definition and skills development sections.

Some dictionaries have an accompanying CD rom.
There are also free on-line activities.

There is also a selection of bilingual dictionaries.

www.grantandcutler.com

Follow the link for catalogues and then dictionaries
Grant and Cutler have a very wide range of bilingual dictionaries.

Roy Yates Books

Smallfields Cottage
Cox Green
Budgwick, West Sussex RH123DE
0140382299
Selection of bilingual dictionaries

<http://visual.merriam-webster.com/>

Free online visual dictionary covering a variety of topics in detail

This is not an exhaustive list.

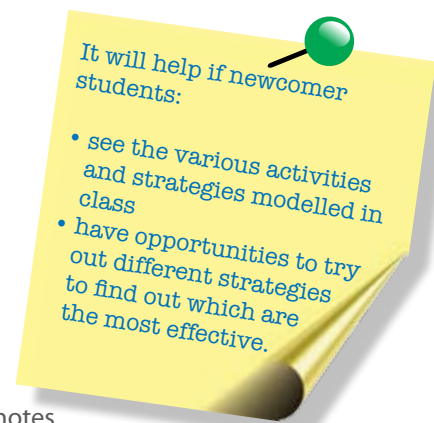
Note-taking and note making

It is important to help newcomer students become active listeners and readers. Active listening and reading means doing something with the information being received.

Taking and making notes helps students to:

- concentrate
- remember important information
- process information
- clarify learning material
- interact with the information
- collate information which they can discuss with other students
- gather material for assignments
- prepare for examinations

Students should be encouraged to:	Process	Purpose
Prepare for a lesson / topic <i>See section on activating prior knowledge</i>	Reading a short summary or translating key language terms in advance.	Provides a general overview of the topic and makes links with prior learning.
Take notes during a lesson	Recording information using a strategy that suits.	Provides greater understanding of part of the topic and builds on existing knowledge.
Review notes	Reviewing notes made during a lesson by correcting, adding to and summarising.	Aids further consolidation and understanding of notes made and provides a good basis for revision.
Make notes: assemble more detailed notes from several lessons / sources	Constructing knowledge of the whole topic, identifying the main points or key ideas.	Helps identify the links between different parts of a topic and get a sense of the whole. Provides a basis for revision in preparation for assignments and exams.

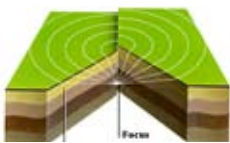


This section provides some ideas for helping students take and make notes.

Active listening or reading

Active listening or reading involves reading a short text aloud so that students can hear the language modelled. They complete a short task based on the listening. The task is clearly focussed on noting specific vocabulary or concepts.

Title: Quake Hits Frisco



Listen to the text and put the words in the correct order:



- 1
- 2
- 3
- 4
- 5
- 6

Ideas for active listening or reading

- Using a template like this, put pictures or phrases from the text in the boxes. The student has to number the pictures or phrases as he / she hears them.
- Put a number of key words or pictures on a page. The students circle those that are relevant to the text.
- Give the student 5-6 short statements. He or she has to listen and indicate if they are true or false.
- Have a gap-fill exercise based on the text you will read. Provide the missing words if necessary. The student has to listen and fill in the missing words.

Similar activities may be used to focus on noting specific facts when reading a text.

A1

Listen for and understand isolated familiar words and phrases.
Use illustrations to help understand the topic of a text.
Use visual cues to help locate information.

A2

Get the main idea of short conversations or explanations.
Read short text segments and diagrams to find a main idea and 2-3 details and answer simple questions.

B1

Listen for and identify most relevant concrete facts.
Read to find the gist, main ideas and concrete details.

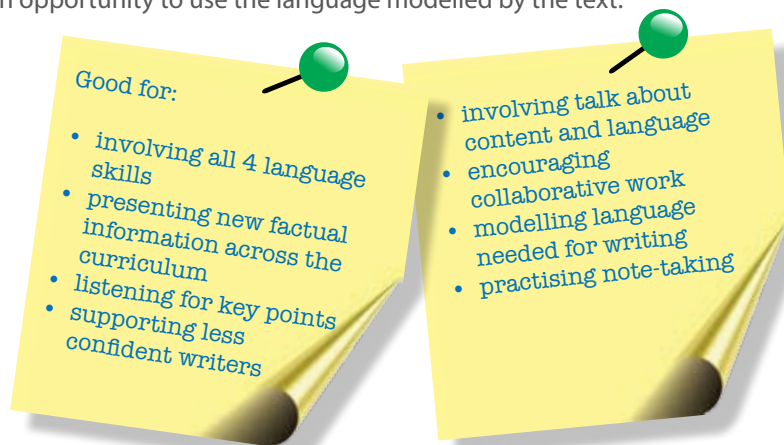
Dictagloss

Dictagloss is a listening activity. It involves students in working in pairs and then groups of four. The teacher can choose any short text relevant to a subject and topic.










Procedure:

1. Tell the students that you will read a short text to them three times and that they must try to note as much of the text as possible.
2. Read the text at a normal speed, not too fast and not too slow.
3. On first reading students listen and don't write anything.
4. After the first reading, students will have a minute to think about the text they have heard.
5. During the second reading they each write as much as they can while listening.
6. After the second reading students work in pairs to discuss their notes and try to make them as complete as possible.
7. During the third reading students listen again and add any details they have missed.
8. After the final reading each pair then joins with another pair to pool information.
9. Finally the group of four reconstruct the text in writing, containing as much of the original information as possible.

It is important that students try to use the exact wording of the text. Part of the value of this exercise is that the students have an opportunity to use the language modelled by the text.



Students may find it useful if the teacher signposts the activity on the board:

1			
2			
3			

A1

Follow single step routine instructions by observing others.
Listen for and understand isolated familiar words and phrases.
Write some key words.

A2

Get the main idea of short explanations.
Categorise words and concepts.
Recount and sequence main ideas.
Share ideas about what he / she is going to write.

B1

Listen for and identify most relevant concrete facts.
Sequence ideas and information with help.
Write a short piece of text using planning, drafting and revising with support.

Taking and reviewing notes

Students may find these templates useful for taking notes.

Subject	Module / Unit
Date	
Preparation	
What do I need to have for this class?	
Do I need to read anything before the class?	
Should I have looked up some key words before the class?	
Main theme / topic for this class?	
Main points made during the class?	
Examples given	
Questions I need to ask	
Do I need to read or look up anything after this class?	

Templates available



A2

Get the main idea of short explanations.
Categorise words and concepts.
Recount and sequence main ideas with support.

B1

Listen for and identify most relevant concrete facts.
Sequence ideas and information with help.
Outline a lesson or text, extracting the main points and some details, with support.
Organise own writing using headings and subheadings.

Subject	Topic	Date
1. Notes made during the class	2. After class, read the notes you made in column 1. Pick out the key words, points or questions and write them in this column. Cover column 1 and try to remember your notes using the key words, points or questions that you have written in this column. It might help to say this out loud.	
3. Make a summary of your notes in 3-4 sentences here.		

Audio

Students may find it useful to record the lesson or take home a copy of a recording used in class. This allows them to listen as many times as necessary and hear key language modelled in context at their own pace.

Making notes

Students may wish to try several methods of note-making to find out which ones suit their own learning styles. Some common ways to make and organise notes are:

- summaries
- tables
- mind maps
- timelines

A2

Get the main idea of short explanations. Categorise words and concepts. Recount and sequence main ideas with support.

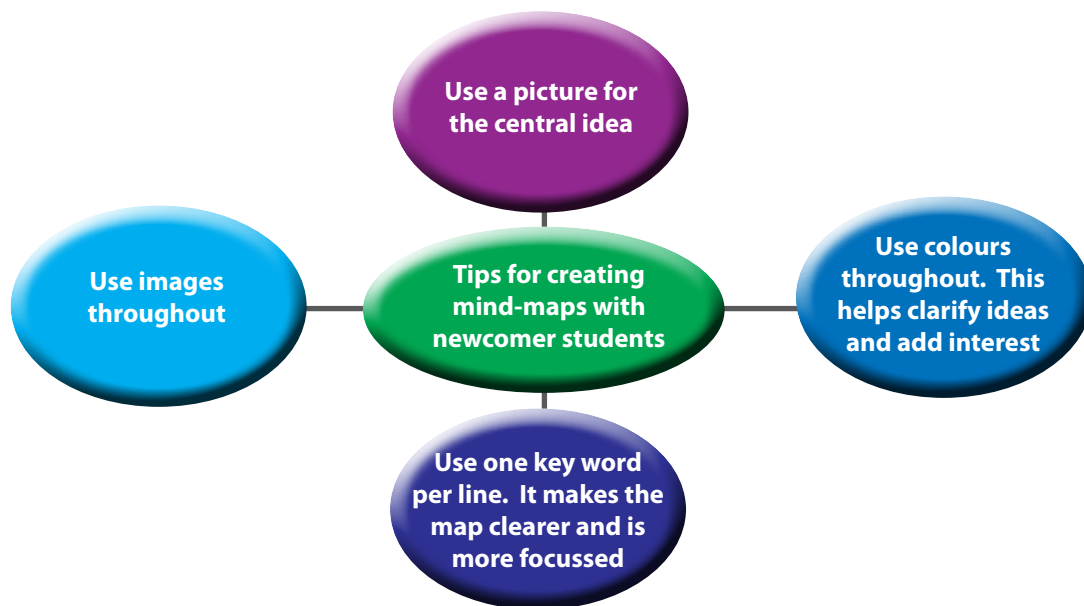
B1

Listen for and identify most relevant concrete facts. Sequence ideas and information with help. Outline a lesson or text, extracting the main points and some details, with support. Organise own writing using headings and subheadings.

Summaries: Using lists of bullet points and highlighting key terms within these can be effective for some learners. Some students find it useful to use cue cards.

Tables: Tables can be a good way to organise information that is clearly structured, for example, the body organs and their functions.

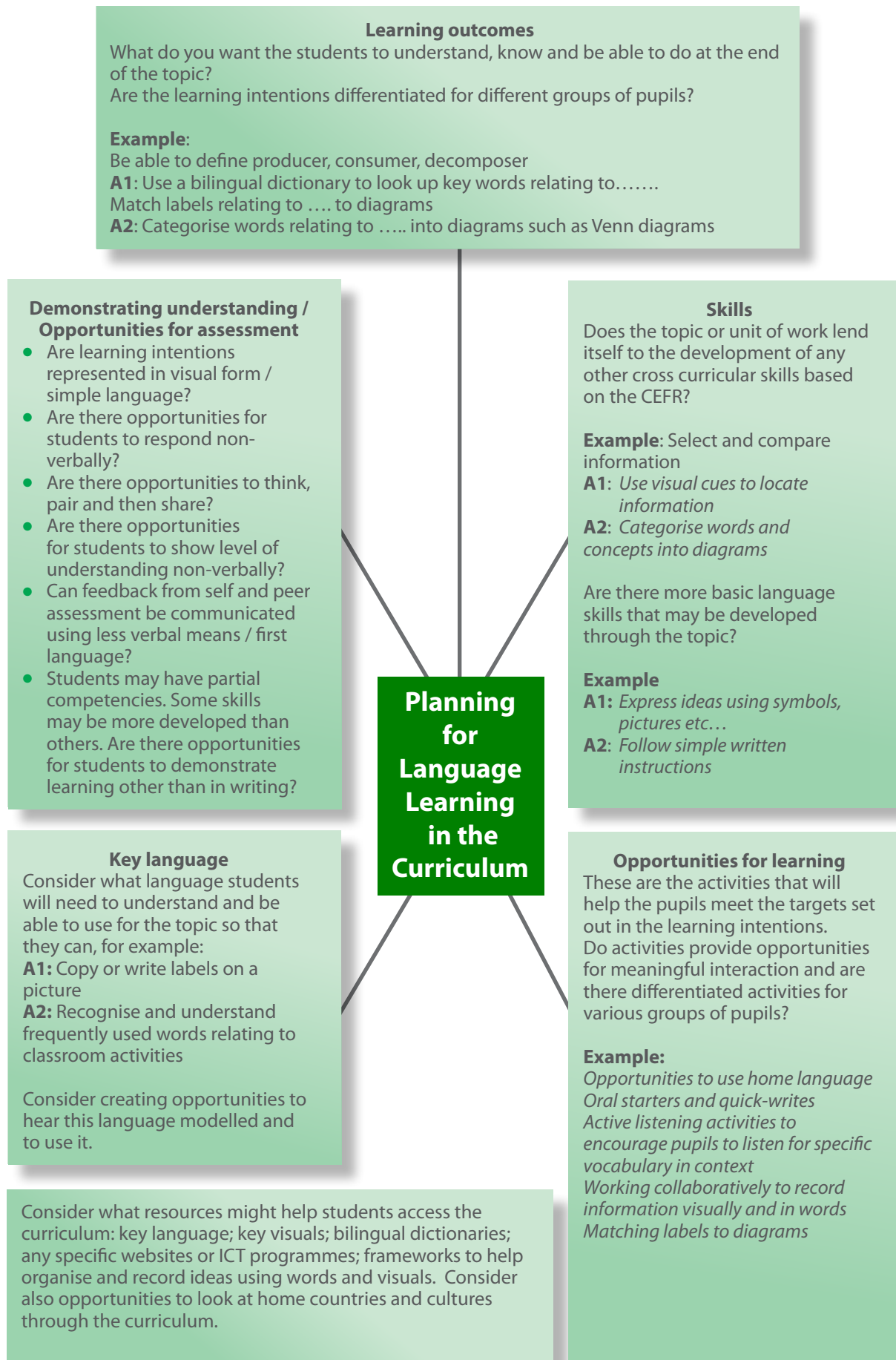
Mind-maps: Mind maps are a good way to capture a lot of information in a visual format.



Timelines: Timelines are a great way of organising notes and information in subjects where events or sequences occur chronologically. Students may wish to add a column for additional notes on events.

Events leading to World War 1		
Date	Event	Notes
June 28 1914	Archduke Franz Ferdinand assassinated in Sarajevo	Not good for relations between Austria-Hungary and Serbia
July 23 1914	Austria sends ultimatum note to Serbia	Might provoke war

Adapting schemes of work



Planning for language learning in the curriculum: Sample scheme

All teachers plan for learning and teaching. This is an example of how a scheme of work may be adapted to incorporate the elements mentioned on the previous page, particularly for students working towards stages A1 or A2 on the Common European Framework of Reference.

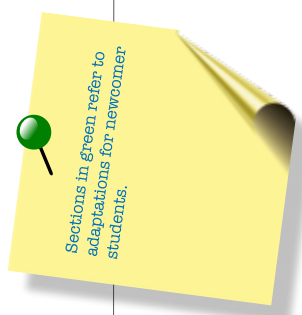
Overview of unit of work: Chemical Changes

Ages: 11-12

Time: 6 Lessons

<p>Description of Unit: Introduction to the Bunsen burner. Introduction to chemical and physical changes. Introduction to solubility. Introduction to combustion.</p>	<p>Key language terms for the unit (provided in advance):</p> <table border="0"> <tr> <td>Bunsen burner</td> <td>gas</td> <td>physical change</td> </tr> <tr> <td>flame</td> <td>light</td> <td>solid</td> </tr> <tr> <td>powder</td> <td>flame</td> <td>liquid</td> </tr> <tr> <td>iron filings</td> <td>chemical change</td> <td>soluble</td> </tr> <tr> <td></td> <td></td> <td>insoluble</td> </tr> <tr> <td></td> <td></td> <td>combustion</td> </tr> </table>	Bunsen burner	gas	physical change	flame	light	solid	powder	flame	liquid	iron filings	chemical change	soluble			insoluble			combustion
Bunsen burner	gas	physical change																	
flame	light	solid																	
powder	flame	liquid																	
iron filings	chemical change	soluble																	
		insoluble																	
		combustion																	
<p>Knowledge, Understanding and Skills (Key Concepts)</p> <p>By the end of this unit students should know and understand how to:</p> <ul style="list-style-type: none"> • use a Bunsen burner safely • carry out a simple experiment • work effectively within a team to carry out scientific investigations • investigate Chemical Changes • record results • research information from a range of sources 	<p>Communication/Language Skills from CEFR framework</p> <p>A1 Use illustrations to help understand the topic of a text or an explanation. Follow single step/short instructions with accompanying illustrations or gestures. Express ideas using pictures, symbols and labelling.</p> <p>A2 Categorise words and concepts into diagrams. Follow straightforward familiar instructions. Listen to others' contributions in class and use these as a model.</p> <p>All: Use a bilingual dictionary to look up key language terms.</p> <p>Literacy: Students should develop their ability to understand and use language to give instructions, explain and sequence a process or procedure.</p> <p>Maintain first language skills through:</p> <ul style="list-style-type: none"> • The use of bilingual dictionaries. • Note-taking, labelling, recording ideas in home language also. • Using first language to think through and discuss their work, if possible and appropriate. 																		
<p>Possible links with other Areas of Learning/Subject strands: Home Economics</p>																			

Language Skills
Cross-curricular language descriptors adapted from the Common European Framework of Reference for Languages



Learning Intentions	Learning and Teaching Activities	Assessment for Learning	Resources
<p>Students are learning: that Bunsen burners are used to heat materials to adjust Bunsen burner flames, and choose the right one for heating to use a flame test to find out what is in a powder to be careful when using gas</p> <p>Language focus: Giving instructions</p> <p>The Bunsen burner flame is used for needle valve etc.</p> <p>Don't touch the flame barrel etc.</p> <p>Before lighting the burner you must ... you must</p> <p>To light the Bunsen burner flame</p> <p>To adjust the flame you.</p> <p>This section may be enlarged to make a language focus card. See page 98.</p>	<p>Introduction Introduce the Bunsen burner. Teacher demonstration of iron filings burning in the Bunsen burner. Discuss the different parts of the Bunsen burner and what their function is.</p> <p>Activities Complete worksheet by labelling the parts of the Bunsen burner. Demonstrate how to light the Bunsen burner safely and how to produce the different flames. Working in pairs, students try this for themselves and record the colours of the different flames and their uses in their booklet Students write a set of instructions for lighting the Bunsen burner and explain how to produce each of the flames, in their own words. As a class, plan how to carry out an experiment to compare flames. Practical work: Flame tests.</p> <p>Summary Think, pair, share: Three things that you remember from today's lesson. Teacher writes ideas on the board.</p> <p>Possible strategies for newcomer students:</p> <p>Modelling key language:</p> <p>Put key language terms on board at the start of the lesson. Point to and say key terms.</p> <p>Accompany key language in instructions / explanations with visuals / gestures</p> <p>Ask students to repeat instructions and other language structures: specific questioning; group work and report back.</p> <p>Scaffolding student responses:</p> <p>Cut up instructions and ask groups to put in correct order.</p> <p>Students may give instructions using pictures / storyboard.</p> <p>Use language focus cards / learning logs to support responses.</p>	<p>Pupil work will indicate level of understanding</p> <p>Clear learning intentions shared with students</p> <p><i>Opportunities for students to respond orally or through same language peers</i></p> <p><i>Opportunities to demonstrate understanding visually or non verbally</i></p> <p><i>Visual and diagrammatic versions of report equally acceptable</i></p> <p><i>Use of traffic light system to indicate level of understanding.</i></p>	<p>Pupil booklet</p> <p>Bunsen burner heat-proof mat iron filings spatula safety glasses. colouring pencils.</p> <p>2 x Bunsen burners 2 x heatproof mats 2 x tripods 2 x 250cm³ beakers 100 cm³ measuring cylinder flash logger and hand-held PC 2 x temperature probes.</p> <p>Per pair: Bunsen burner heatproof mat flame test wire hydrochloric acid substances to test</p> <p>Internet access</p> <p>Bilingual dictionaries</p> <p>Key visuals</p> <p>Writing frame for experiment</p> <p>Learning log / vocabulary file</p> <div data-bbox="981 100 1268 392" style="border: 1px solid black; padding: 5px; background-color: #fff9c4;"> <p>Sections in green refer to adaptations for newcomer students.</p> </div>

Language focus

For pupils to understand key language terms in subject specific contexts, it is important to consider how to structure and present this language.

Opportunities for learning

Consider some of the strategies outlined in this and the 'Early days' section. Which strategies are you likely to use in your lessons?

Opportunities for assessment

Think about strategies for sharing learning outcomes and providing opportunities to demonstrate understanding visually or non-verbally. Which ones are you likely to use?

Resources

What resources do you intend to use specifically for newcomer students or others with language difficulties?

Science Ages 11 / 12 Unit: Chemical changes

Teachers may find it more manageable to add a cover page such as this to schemes of work.

Benchmarks based on the Common European Framework of Reference

A1

Use illustrations to help understand the topic of a text or an explanation.
Follow single step/short instructions with accompanying illustrations or gestures.
Express ideas using pictures, symbols and labelling.

A2

Categorise words and concepts into diagrams.
Follow straightforward familiar instructions.
Listen to others' contributions in class and use these as a model.

All

Use a bilingual dictionary to look up key language terms.

Literacy focus:

Students should develop their ability to use language for explaining instructions, procedures and sequences.

Students should have opportunities to maintain home language skills through:

- the use of bilingual dictionaries
- note-taking, labelling, recording ideas in home language also
- using the home language to think through and discuss their work, if appropriate

Key language terms

Instructions	Experiments with the Bunsen burner	Chemical changes
do don't use light adjust touch must must not	Bunsen burner base barrel gas inlet air port needle valve flame powder iron filings gas	chemical change physical change solid liquid gas soluble insoluble combustion

Strategies for newcomer students:

Modelling key language

Put key language terms on board at the start of the lesson. Point to and say key terms.
Accompany key language in instructions and explanations with visuals / gestures.
Ask students to repeat instructions and other language structures through specific questioning, group work and report back.

Scaffolding student responses

Cut up instructions and ask groups to put in correct order.
Students may give instructions using pictures or storyboard.
Use language focus cards and learning logs to support responses

Student's learning log

Subject: Science **Topic:** Chemical Changes

Pages in textbook:



This short learning log may be used at the start of the unit to inform all students about what they will learn and at the end to record what they have learned. How much students can understand and fill in will depend on their level of English.

Now I can understand these words

	my language	a sentence using this word	I understand this word Yes / No
Bunsen burner			
flame			
powder			
iron filings			
gas			
light			
safely			
chemical change			
physical change			
solid			
liquid			
gas			
soluble			
insoluble			
combustible			

I can	✓	✗
Understand what a Bunsen burner is for.		
Adjust Bunsen burner flames and choose the right one for heating.		
Work with others to carry out an experiment.		
Use a flame test to find out what is in a powder.		

Language focus card

The Bunsen burner is used for
 flame
 needle valve
 etc

Don't touch the flame
 barrel
 etc

Before lighting the burner you must

To light the Bunsen burner you must
 flame

To adjust the flame you must

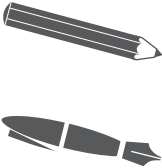
Possible uses for language focus cards

Cut up phrases into word cards for sentence building activities.

Give students the card as a speaking frame to help structure explanations.

Encourage students to use cards to help with sentences in learning logs / vocabulary files.

Writing frame for experiment A1



Draw and label the equipment		
Key words to help with labelling provided by teacher written here		
What happened?		
1	2	3
4	5	6
Phrases to help describe experiment written here or perhaps on the board.		

Subject specific resources

Each folder contains:

1. A planning for language learning overview
2. CEFR benchmarks
3. Unit of work adapted
4. Advice sheet
5. Sample learning log
6. Sample course overview



Templates folder

1. Blank learning log
2. Sample language focus card
3. Templates relating to unit of work
4. Course overview template

Folders available for:

English
Geography
History
Home Economics
Mathematics
PE
RE
Science
Technology
Music
Drama
Art



Assessment of progress

Ongoing observations

It is very important to bear in mind the need for ongoing observation and assessment in a variety of contexts. Accurate assessment of a student's proficiency is unlikely to be successful in the early days for the following reasons:

- The student may be suffering from 'culture shock' and may be unable to communicate.
- The student's previous formal education may have been interrupted, minimal or non-existent.
- The student may have been asked by the parents not to give information.
- Concepts in different curriculum areas are not necessarily taught in the same order in other educational systems and the student may not be familiar with what is being taught in class.

The performance of newcomer students should be viewed in relation to the peer group. It is important to identify what skills, other than language proficiency, the student may need to learn, or, conversely, may have gained ahead of the peer group.

It is important also to consider how school assessments may be adapted to allow students with limited English to demonstrate what they know, understand and can do.

This section looks at ongoing assessment for students for whom English is not the first language and considers various ways in which teachers can assess students' progress and help students assess their own learning. It also provides some ideas for communicating progress to parents.

A template for teachers to forward concerns to appropriate staff, where student progress is not on a par with other newcomer students, is available.



Underachieving?

Teachers may find the following questions useful in deciding whether a student is underachieving due to a language or learning difficulty. If the answer to most questions is 'yes' then the difficulties experienced are probably normal when English is not the first language. If the answer is 'no' then there may be a learning difficulty. It is important to collect evidence in a variety of situations and over a period of time.

Listening and responding

- Has the student had less than 6 month's exposure to English?
- Is the language used by the teacher too complicated for the student's stage of language development?
- Is the content of the discussion culturally unfamiliar to the student or beyond their experience?
- Can the student listen well to other students or adults in the home language?
- Does the student respond through body language, signs, symbols or drawing?

A meeting with parents and an interpreter would help clarify questions about home language skills and previous schooling. Observing interaction with same language peers may also be useful.

Difficulty with oral expression over a range of skills

- Has the student had less than two year's exposure to English?
- Could the student feel uneasy with the classroom situation?
- Are the inaccurate structures used by the student usual for those learning English as an additional language?
- Are the inaccurate structures possibly influenced by the home language?
- Can the student use their home language over a range of skills as appropriate to age and educational experience?

Difficulty in progressing in other areas of the curriculum

- Are instructions and explanations given in language that is too complicated for the student's level of language development?
- Can the student understand the task when supported by visual materials or if the task is language free?
- Can the student understand the task if it is explained by a peer with the home language?
- Has the student experience of the essential stages leading to the task?

Slow or little progress with reading

- Does the student lack sufficient vocabulary to make a meaningful start?
- Has the student little exposure to English text / letter forms?
- If appropriate, does the student read text in the home language in a manner appropriate to age and length of education in that language?
- Do textbooks contain specific cultural information, content or idiomatic language beyond the experience of the student?

Difficulties with writing

- Is the student unfamiliar with Roman script?
- Is it possible that the student has not had continuous previous formal schooling which included opportunities to write?
- Does the student's home language use a written script with a different orientation, for example right to left or top to bottom?
- Can the student sequence events and ideas orally or pictorially?
- Are the difficulties with structures in writing a reflection of those with oral expression?
- If appropriate, can the student write in the home language at a level appropriate to age and education in that language?

Behavioural, emotional or social difficulties

- Is the student experiencing trauma or confusion with a new culture?
- Has the student had only a short experience of formal education of any sort?
- Has the student come from a very different educational experience?
- Is the student's lack of skills in oral English causing frustration?
- Is the student being asked to carry out an activity that is beyond his / her previous experience or against cultural or religious beliefs?
- Does the student feel pressured to respond orally?
- Are the tasks chosen appropriate for the student's language and cognitive level?

Consider the impact of your comments for students and parents particularly where expectations may be very high.

Effective planning

What will the students need to know, understand and be able to do?
Are there meaningful and interactive opportunities for learning?
How the students will demonstrate their understanding?

Self Assessment

It is important for students to know what they have learned but also how they learn.

Using speaking frames can help students talk through what they have learned and how.

Assessment for Learning

Assessment for learning is about helping students to know where they are in their learning, where they need to go and how to get there.

Shared learning intentions

If students know what they have to learn and why, this gives a deeper understanding and ownership of the learning.

The personal file can be a very effective means of communicating learning intentions to students and parents.

See also suggestions for signposting lessons. Page 45

Feedback

Consider using a bank of simple comments and symbols throughout the school. These may be pasted into students' books or personal file.

Feedback should encourage the pupil and help him/her improve.

The CEFR benchmarks can be an effective tool for feedback to students and parents.

Effective questioning

Use a variety of questions including short, clear and directed questions from time to time for students with limited English.

Consider also non-verbal responses.

Give more thinking time and allow students to share ideas in pairs before answering. This can help them feel more confident and explore their understanding.

Shared success criteria

It is important that students know and understand how their learning will be assessed.

Consider how students with limited English will demonstrate what they have learned.

See the section on *Demonstrating Understanding*. Page

Marking for improvement

Teachers spend a lot of time and effort marking students' work. However, does the marking help the student improve his / her standards?

If students are given only marks or grades this has little or no effect on improving learning.

Every student can improve. Feedback can motivate students by building self-esteem and reinforcing the positive. However, feedback can often be too little, too vague or too negative. Quality feedback is essential for effective learning.

Student comments:

TEACHERS EXPECT YOU TO KNOW WHAT THEY MEAN IN COMMENTS.

IF I GET A 'GOOD', I DON'T KNOW WHAT I'VE DONE 'GOOD'.

I GET 'TRY HARDER' A LOT, BUT IT DOESN'T REALLY HELP ME DO ANY BETTER.

'GOOD' DOESN'T HELP THAT MUCH, HE'S JUST SAYING IT'S NOT REALLY THAT GOOD.

Marking for improvement involves:

- acknowledging the effort that the student has made
- timely feedback
- relating feedback to learning intentions (perhaps the CEFR levels)
- identifying what the student has done well
- identifying clearly where and how work could be improved
- encouraging the student to become involved in the evaluation
- making clear what will be required in the next piece of work

It takes much more effort for newcomer students to achieve.

Allow time for improvement.

A possible approach:

- Point out two successes. This shows the students where they are now and what they have achieved in relation to learning intentions.
- Find one area for improvement, which should be achievable and realistic. Therefore, it might not be the weakest aspect of the work.
- Provide a prompt on how to improve, for example, a reminder prompt or an example prompt.

Look at the cross-curricular benchmarks based on the CEFR to check what might reasonably be expected from a newcomer student at a particular level.

Example

Student working towards A2 level:

- ★ Capital letters and full stops
- ★ Diagrams and labels



Spelling of key words you know: Check your learning log / vocabulary file or use a dictionary.

A folder containing phrases in other languages is available. This may be useful for motivating students.



Internal and external examinations

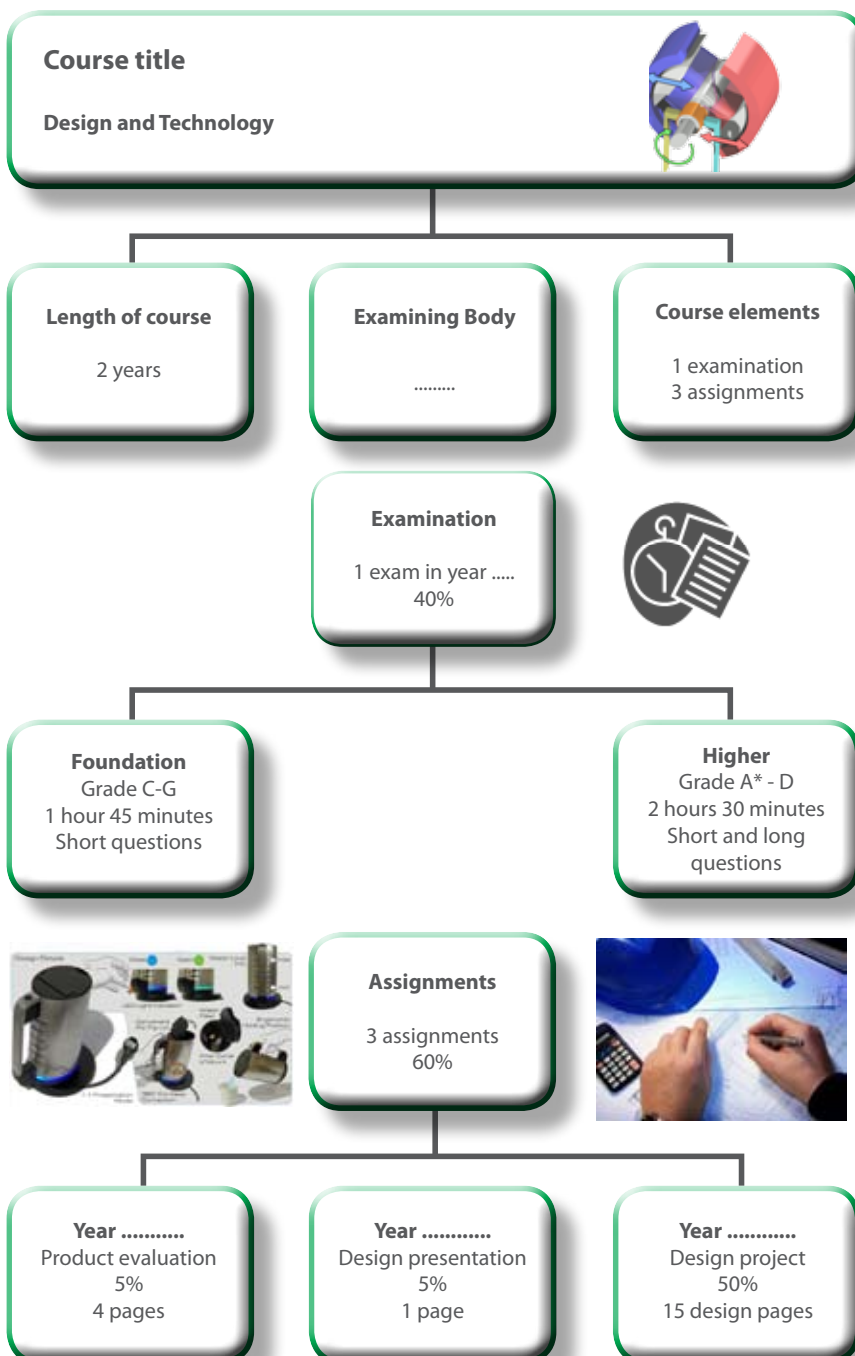
Newcomer students often struggle with examinations because they don't fully understand the course elements and what is expected from them in the examination. The language of examinations can also prove very difficult for all students.

This section aims to give teachers some suggestions for overcoming these barriers.

Overview of the course ahead

Newcomer students will benefit from a quick visual overview of the examination course and the elements of the examination papers. From this they can begin to understand what will be expected and can make links with prior learning.

The example below may be useful.



Further samples and blank templates are available.



Textbook revision

This activity may help all students navigate the textbook more effectively when revising.

Students may work in pairs.

Subject:	Textbook:
What is on the front cover?	
Why do you think this cover was chosen?	
Are there pictures or diagrams in the book?	
How many pages are there?	
Can you find a list of contents?	
Is there an index to the content of the book?	
How many chapters or units are there?	
Is there a glossary (list of important words)?	
Is there a summary of each chapter or unit?	
Can you find any of these headings? Put a tick • beside the ones you find.	
<input type="checkbox"/> Rapid revision	
<input type="checkbox"/> Checklist	
<input type="checkbox"/> Activities	
<input type="checkbox"/> Memory tip	
<input type="checkbox"/> Definitions	
<input type="checkbox"/> Exercises	
<input type="checkbox"/> Revision questions	
The back of the book sometimes has a short description of the book (a blurb).	
Does the book have a blurb?	
If the answer is yes, what does the blurb tell you about who the book is for?	
.....	
.....	
.....	
.....	

Adapted from *Whole Book Activities: Finding your way around the textbook*: www.elsp.ie



The language of the examination

It is important to familiarise students with language terms regularly used in examinations for different subjects, as they work through the course. Providing key language terms and encouraging the use of the student's learning log will be useful.

The samples below help familiarise students with general examination terms.

Formulating answers

Using past examination papers, find questions which use the following verbs:

- analyse
- examine
- outline
- distinguish

In your opinion which of these words mean:

- Investigate pros and cons and explain?
- Give the main ideas, connection and importance?
- Give the differences between?
- Give the main ideas?

Choose one question and discuss:

- how you would answer the question.
- what information you would include.

Share your answers with the rest of the class.

Planning your exam

INSTRUCTIONS

1. Make sure you write your examination number in the box above.
2. Answer all questions in Section 1. (18 marks)
Answer any three questions in Section 2. (42 marks)
Answer any one question in Section 3 (80 marks)
Total (80 marks)
3. Write your answers in the spaces provided.
4. Hand up this paper at the end of the examination.

What does point 1 remind you about?

How many questions must you answer in Section 1?

Do you have a choice in Section 2?

How many questions must you answer in Section 3?

How many questions must you answer altogether?

Further examples for specific subjects may be found at: www.elsp.ie. Click on Language Support Activity Units – Junior Cert or Leaving Cert and follow the link for the Language of Examinations. These activities, while based on the Junior and Leaving Certificate examinations, would be relevant for any examining board.

A booklet of activities based on examination papers is available on the website.



These activities may be used in mainstream classes with all students.

Extra language support time, if available, may be used to reinforce language learned.

Preparing for school assessments

Prior to assessments students will need:

- Very clear revision lists well in advance of the test
 - Topics explained using simple language
 - Visuals to clarify topics
 - Key vocabulary
- Practice with instructional language / examination terms
 - Lists of key exam terms from the assessment paper
 - Time to discuss these terms, translate and learn
 - Permission to use these lists in tests
- Practice in the types of task they will have to do
- A very clear explanation of what the test will look like

Things to think about when preparing internal papers:

- The presentation
 - Is the font clear?
 - Is it well spaced out so that it is easy to read?
 - Are visuals clear and unambiguous?
 - Are the marks for each question clearly visible?
- The language
 - Are there any words used that were not on the revision list or are likely to confuse a student with less English?
 - Are there icons and examples to clarify what to do?
 - Is the language simple and concise?
- The types of questions: Do they allow newcomer students to show what they know?
 - labelling
 - drawing
 - gap-fill
 - matching
 - sequencing
 - multiple choice
 - true / false
 - model answers

Special arrangements:

- Will the students have access to bilingual dictionaries?
- Will they have a reader?
- Will they have extra time?

Sample revision lists and assessments are available.



Advice leaflets for teachers and students and a reminder bookmark for students are available.



Communication with home

It is very important to find a way of communicating with newcomer parents as they may feel excluded from their child's education due to their own lack of English.

Organising parent-teacher meetings

To make the most of time available, consider the following:

- If using interpreters, schedule all meetings for one language on the same day, morning or afternoon.
- Collate comments in writing in advance from all subject teachers.
- Ask the form tutor to meet parents with the interpreter and give general feedback.
- Organise an appointment system.
- Hold parent/teacher meetings on a different day using an appointment system for newcomer parents.

Other points to remember for parent-teacher meetings

- Parent-teacher meetings may not be a feature of some education systems and parents may feel that something is wrong if invited to the school. It is important to explain the purpose and importance of such meetings during the initial meeting. See the section on *New Admissions* beginning on page 12.
- It may be difficult for some newcomer parents to attend meetings due to working patterns. Is it possible to arrange alternative meeting times?
- Some parents do not feel that they could cope with a meeting. If it is possible to arrange for interpreters to be available, it is important to communicate this to parents. A letter for this purpose is available on www.education-support.org.uk/ids
- Do not ask another student to interpret.
- Newcomer parents may not be familiar with the routines of parent-teacher meetings, such as where to go, where to wait and so on. Make sure that there is someone in place to receive and direct parents. This may be a teacher, classroom assistant or student.
- Set aside additional time for interpreting and extra explanations. Remember that newcomer parents are new to the education system and may not be aware of some of the most basic routines and procedures. Consider whether there is anything that you may need to explain, such as homework, coursework and modular exams.
- Consider having some examples of the student's work, key language terms and possibly some books or resources that are used in subject areas. It may be useful to have a copy of the student progress record based on the cross curricular benchmarks from the CEFR.

Take the opportunity to encourage parents to:

- speak in their home language at home .
- talk to their children about what they are learning, using the student's personal file. In doing so, the parents can keep in touch with what is happening in school.
- contact the school if there are any concerns.

Teachers may find visual reports useful in communicating with parents either during parent-teacher meetings or when sending written reports home for all students.

A template is available in the website.



Subject choices

Initial provision

It is very important to arrange a meeting with parents and new students to ensure that the school has:

- as much information as possible on previous schooling
- an idea of the level of English of the student
- an indication of the student's academic ability
- information on qualifications already gained
- an indication of the aspirations of parents and student with regard to future education

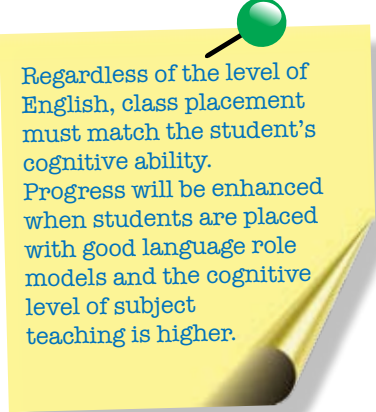
Where students arrive with very little or no English, it may be worth considering a reduced curriculum to allow more time for language support and learning the language of the subjects chosen.

Some subjects are heavily text based and contain a lot of cultural or abstract content. This can prove very difficult for newcomer students who have no previous experience of the culture of the country. Therefore it may be wise to introduce these subjects at a later stage, when students have a better command of English and more experience of the culture.

It is important to seek student and parental agreement.



Has the student already completed compulsory secondary education?
Are certificates available?



Regardless of the level of English, class placement must match the student's cognitive ability. Progress will be enhanced when students are placed with good language role models and the cognitive level of subject teaching is higher.

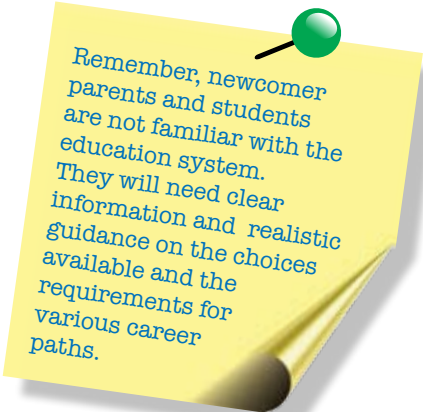
It is important to know if students have completed compulsory education in their home country. In this case it is not appropriate to place them in key stage 4 or junior cycle.

Where students arrive after key stage 3 / senior cycle, it is important to discuss future career aspirations and subsequent subject choices. A more informed decision may then be made with regard to class placement and subjects.

Subject choices at the end of junior or senior school / cycle

It is important to ensure that students and parents are fully informed about the choices available and take into account the student's proficiency in English.

It may be worth employing an interpreter or asking parents to bring a friend who speaks English, to discuss subject choices thoroughly. Ask the student to come along also.



Remember, newcomer parents and students are not familiar with the education system. They will need clear information and realistic guidance on the choices available and the requirements for various career paths.

Classroom assistants: points to consider

Teachers need to have a clear idea of the role of classroom assistants.

Classroom assistants should help:

- foster the inclusion and participation of students in the social and academic life of the school.
- enable the students to become independent learners.
- raise the achievement of students.

Supporting the induction of newcomer students

Classroom assistants can support the induction programme for newcomer students by:

- helping prepare a welcome book, signs and a visual timetable
- helping prepare mentors to greet and show newcomer students around the school
- introducing newcomer students to key members of staff
- teaching some basic survival vocabulary

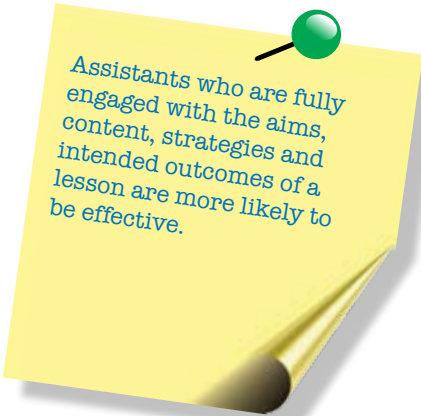
See Whole School Level: Early Days: Induction

Supervising and assisting small groups of students in activities set by teachers

Often the classroom assistant's greatest contribution to students' learning is made when they are working with groups of students under the supervision of the mainstream teacher.

Classroom assistants may alternate working with particular students and being a general resource for the whole class.

This form of support can be especially helpful to newcomer students as they are able to benefit from the support of a sensitive adult without being seen as 'different' because of frequent separation from peers for individual tuition.



Assistants who are fully engaged with the aims, content, strategies and intended outcomes of a lesson are more likely to be effective.

Observing participation with peers and in mainstream lessons

Classroom assistants are often best placed to observe newcomer students and may be the first to spot early signs of bullying or disruptive behaviour.

Some students find it easier to confide in a classroom assistant, seeing him / her as a 'listening ear'.

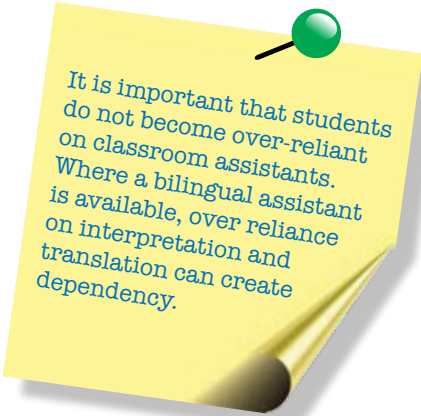
The classroom assistant is also in a good position to observe student performance and to provide the teacher with valuable insight into what works for newcomer students and what they find most difficult.

Keeping students on task

Often the input of a classroom assistant will keep students on task.

Showing interest

Classroom assistants have an important role in helping raise students' self esteem by showing interest not only in their work but in what the student does outside school. If the assistant shares the same language and cultural background of the student, this may be particularly effective.



It is important that students do not become over-reliant on classroom assistants. Where a bilingual assistant is available, over reliance on interpretation and translation can create dependency.

Advance preparation

Getting materials ready for the lesson, preparing activities and books, setting up equipment all help to free up teaching time. This benefits the whole class. If the classroom assistant is well informed of the aims and learning intentions in advance, he / she may be able to support a group of students.

Aiding communication with parents

Classroom assistants, particularly bilingual assistants, can provide a useful intermediary for a parent who is apprehensive about approaching the school.

Some assistants may be closer to parents as they may come from the immediate community, speak the same language or share the same cultural background.

Bilingual assistants who share a language with parents may interpret for parents and teachers and help overcome misunderstandings due to cultural differences. They may also have useful community links.



Training for classroom assistants

Classroom assistants who work with newcomer students will need to be highly skilled and have a good level of English as they will also be acting as language role models.

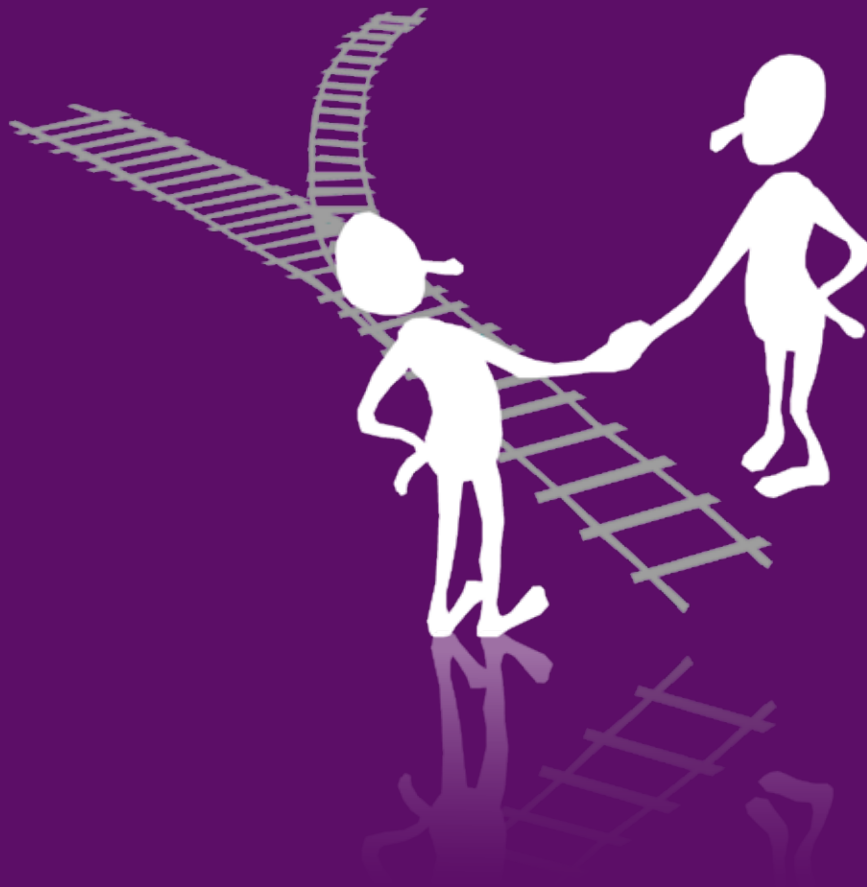
It is important that classroom assistants are offered opportunities to meet with teachers, other assistants, advisory staff and to avail of training.

The following support materials are available:

- Materials to help train classroom assistants
- A booklet of advice for classroom assistants containing ideas for:
 - supporting the induction of newcomer students
 - working in the mainstream classroom
 - pre-teaching key language terms
 - observing student progress



Intercultural awareness



Introduction

Intercultural awareness is the gradual acquisition of the intercultural skills to make communication possible across cultures.

Schools can play a crucial role in promoting intercultural awareness. This does not mean that teachers have to possess all sorts of facts. They need rather to develop the intercultural awareness that will enable young people to operate as active citizens in a multi-cultural society. The skills and competencies necessary for intercultural awareness are not automatically acquired. They need to be learned and practised.

Contents of this section

- **Understanding intercultural skills and concepts**
- **Intercultural awareness at whole school level**
- **Intercultural awareness at classroom level**
- **Useful links**

On website



Templates for dual language signs

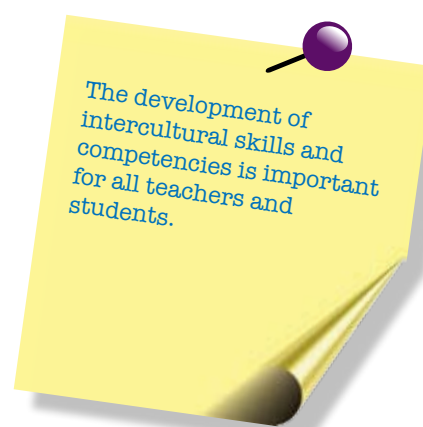
Templates for interviews to create intercultural profile of school

Advice for using 'Photostory 3'

Advice on how to establish international links

Lesson plans and templates for:

- Identity card
- Name game
- Starting a new school
- A sense of place
- Learning about different religions
- The identity molecule
- Charter for diversity
- Intercultural portfolio
- International alphabets
- Find your partner activities



Understanding the skills and concepts

What are intercultural skills?

People see the world through their own set of assumptions and attitudes. Our culture influences the way we deal with people and our approach to problem solving.

Culture may be defined as a system of beliefs and values shared by a particular group of people.

As culture influences every aspect of our lives, from the way we dress to the way we do business, we need to develop certain attitudes and skills to enable us to interact both effectively and in a way that is acceptable to others from other cultural backgrounds.

We need a range of intercultural skills:

- Tolerance of ambiguity
- Behavioural flexibility
- Communicative awareness
- Knowledge discovery
- Respect for otherness
- Empathy

Tolerance of ambiguity is the ability to accept lack of clarity and to be able to deal with ambiguous situations constructively.

Behavioural flexibility is the ability to adapt your own behaviour to different requirements and situations.

Communicative awareness is the ability to identify and use communicative conventions of people from other cultural backgrounds and to modify your own forms of expression correspondingly.

Knowledge discovery is the ability to acquire new knowledge of a culture and cultural practices and to use that knowledge in our own communication and interaction.

Respect for otherness is about curiosity and openness, as well as a readiness to suspend belief about other cultures and about your own.

Empathy is the ability to understand intuitively what other people think and how they feel in given situations.

The following page outlines more detailed descriptors for levels of competency within each of the above skills.



Framework for intercultural competencies

Skill	1. Basic	2. Intermediate	3. Full	Example
Tolerance of ambiguity	Deals with ambiguity on a one-off basis, responding to items as they arise. May be overwhelmed by ambiguous situations.	Has begun to develop approaches to cope with some ambiguities. Begins to accept ambiguity as a challenge.	Is constantly aware of the possibility of ambiguity. When it occurs, he / she tolerates and manages it.	Social conventions such as differences in what is perceived as polite or rude from one culture to another
Behavioural flexibility	Adopts as reactive / defensive approach to situations. Learns from isolated experiences in a rather unsystematic way.	Previous experiences of required behaviour begin to influence behaviour in everyday parallel situations. Sometimes tries to conform to other cultures' behaviour patterns.	Is ready and able to adopt appropriate behaviour in a variety of cultural contexts.	How people of different cultures greet each other What is acceptable according to age, social status and relationship
Communicative awareness	Tends to hold on to his / her own communicative conventions and expects adaptations from others. Is aware of difficulties in interaction with non-native speakers but has not yet found ways to solve them.	Uses a limited repertoire of strategies to solve and prevent problems when interacting with a non-native speaker.	Is able to identify and ready to adapt to different communicative conventions. Can clarify misunderstandings and uses a variety of strategies to prevent, solve and mediate problems when interacting with a non-native speaker.	Ability to explain a subject specific concept in a different way such as using a visual or a diagram
Knowledge discovery	Draws on random general knowledge and minimal factual research about other cultures. Learns by discovery and is willing to modify perceptions but not yet systematic.	Is motivated by curiosity to develop his / her knowledge of his / her own culture as perceived by others Modifies and builds on information in the light of actual experience.	Has a deep understanding of other cultures and can offer advice and support to others in various situations.	Using various sources to find out about newcomer students' home country and language Challenging commonly held perceptions
Respect of otherness	Is not always aware of difference. Adopts a tolerant stance and tries to adapt to low-involving demands of the foreign culture.	Accepts the other's values, norms and behaviours in everyday situations as neither good nor bad. Is motivated to put others at ease and avoid giving offence.	Respects diversity and is able to cope tactfully with personally unacceptable attitudes and behaviours of others.	Attitudes and beliefs concerning the roles of the sexes in society Dress codes
Empathy	Tends to see the other culture's differences as curious but confusing. Nonetheless tries to 'make allowances'.	Has begun to recognise how others may perceive, feel and respond differently to a range of circumstances.	Tends increasingly to see things intuitively from the other's point of view.	Parental understanding of how and why the school communicates with home Understanding new school procedures

Intercultural awareness at whole school level

When considering the development of intercultural skills and competencies it is important to look at the school environment, extra-curricular activities, whole school events, the whole curriculum and non-formal learning outside school.

The role of the management team in the school is crucial as is that of all teachers in acting as role models, taking a critical look at teaching methodologies and resources used and providing opportunities for the learning of intercultural skills and competencies

Schools may wish to conduct a short audit of their intercultural environment. A template is available on the website.



10 ideas for developing intercultural awareness at whole school level



Activity	Intercultural skills and competencies	Information on website
Official celebrations such as the European Day of Languages	Knowledge discovery Empathy	
Multi-lingual signs and displays throughout the school	Communicative awareness Knowledge discovery	Templates for dual language signage
Multi-lingual texts in the library <i>See list of useful websites at end of section</i>	Communicative awareness Knowledge discovery	
Festivals around the world: Students from each country make displays throughout the year about religious and cultural festivals in their country.	Communicative awareness Knowledge discovery Respect for otherness Empathy	
Christmas around the world: Students from each country make a display about how Christmas is celebrated in their country.	Communicative awareness Knowledge discovery Respect for otherness	
Intercultural profile of school: Students conduct interviews with others from different countries to create a profile of the diverse cultures within the school. Findings may be presented in the form of displays: Did you know facts; graphs; podcasts with snippets of interviews with students. Findings might be put onto school website or in school prospectus.	Tolerance of ambiguity Communicative awareness Knowledge discovery Respect for otherness	Templates for interviews
Use of ICT to create photo-stories welcoming new students in various languages: Welcome to our school, club, choir, class, team	Communicative awareness Empathy	Advice for using Photostory 3
Our town, your town / our school, your school: Collaborative projects giving students opportunities to compare their home towns and schools. Findings might be displayed in various forms and in dual-language.	Tolerance of ambiguity Communicative awareness Knowledge discovery Respect for otherness	
Opportunities to take language examinations in mother tongue, if available	Communicative awareness	
International links with other schools	All skills	Advice on how to establish international links

Intercultural awareness at classroom level

The teacher's role

Teachers have an important role in helping all students to develop intercultural skills and so prepare them for living in a multicultural society. The ability to communicate effectively is a critical skill in a world of increasing mobility. This does not only apply to those schools with ethnically diverse populations.

The classroom

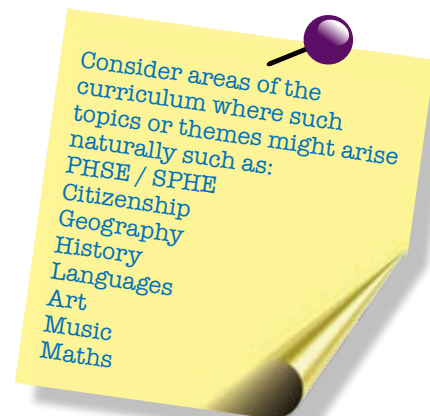
A classroom that is open to otherness is the ideal context for the development of intercultural skills. It also allows students to understand and develop pride in their own cultures while recognizing the similarities and differences they share with people from other cultural origins.

It is important to:

- Look critically at the methods, books and curriculum and see if lesson plans and approaches offer different perspectives and ideas on concepts.
- Involve the students in the learning process. Find out what they know, what questions they would like to ask and provide opportunities to explore different perspectives together.
- Ask probing questions to help students understand that the information they receive may be subjective.
- Relate concepts to life in the present day. History and Literature provide an excellent opportunity for this.
- Understand the different cultures represented in your classroom and find out how culture might influence understanding, perspective, or learning style.

Fostering a supportive classroom environment

It is important for teachers to be aware of attitudes and interpersonal behaviour within the classroom. Concerns about negative attitudes or behaviour, which appear to be racist, sexist or in any other way discriminatory, should be brought to the attention of other staff. It may be necessary to review school policy in the light of such concerns.





Activity	Intercultural skills and competencies	Information on website
<p>Identity card</p> <p>Purpose: To encourage all students to get to know each other</p> <p>Objective: By the end of this activity, students will have got to know classmates a little better</p> <p>Ages: 11-12</p> <p>Materials: Templates</p> <ol style="list-style-type: none"> Students fill in the identity card about themselves Students then share information from identity cards with a partner, using template if necessary Students use peer identity cards to introduce partner to the class Display identity cards in form room <p>See also 'The Name Game' (available to download)</p>	<p>Communicative awareness</p> <p>Knowledge discovery</p>	<p>Brief lesson plan and templates</p> <p>The Name Game</p>
<p>Starting a new school</p> <p>Purpose: To encourage all students to get to know each other</p> <p>Objective: By the end of this workshop, students will know a little more about each other and the similarities and differences between schools in different places</p> <p>Ages: 11-12</p> <p>Materials: Templates</p> <ol style="list-style-type: none"> Students fill in the first template about their new school Students then find someone who went to a different school (primary or post-primary) and discuss the questions in the second template Students who have found significant differences may wish to feed back to a larger group or a whole class level. 	<p>Communicative awareness</p> <p>Knowledge discovery</p> <p>Empathy</p>	<p>Brief lesson plan and templates</p>
<p>A sense of place</p> <p>Purpose: To encourage all students to appreciate their own and other's home towns</p> <p>Objective: By the end of this activity, students should have a better appreciation of the positive aspects of their own area and the importance of respecting their own and other's places</p> <p>Ages: Junior school (with poster templates)</p> <p>Materials: Suggestion for older students: Create a tourist brochure or presentation about their area Templates for younger students Paper and pens / pencils etc.... Access to computer for internet and printer</p> <ol style="list-style-type: none"> Students work in pairs or small groups to list what there is to do in the local area Students then use the internet to find pictures or more information about the activities they have listed Younger students or those who may find the task difficult use the poster template to display information on their local area Older or more able students may wish to create a leaflet, small brochure or presentation on their local area. This may be created using a computer programme. One member of each pair or group feeds back to the class using their completed poster, leaflet brochure or presentation. Work displayed in classroom. 	<p>Communicative awareness</p> <p>Knowledge discovery</p> <p>Empathy</p>	<p>Brief lesson plan and templates</p>
<p>Learning the basics about different religions</p> <p>Purpose: To raise awareness one's own and other faiths</p> <p>Objective: By the end of this activity, students should have investigated world faiths and become aware of the diversity of faiths within our community</p> <p>Ages: All</p> <p>Materials: Research frame for internet investigation Access to computer and printer</p> <ol style="list-style-type: none"> Using the internet, a digital or paper encyclopaedia, students work in groups to research a number of world religions. Students, working in groups, are assigned a particular religion and make a poster containing the principal points about that religion such as: where it is based; how many followers; important days of celebration; main events of the religion. A calendar is created of the main religious festivals of the world and this is copied and distributed to all classes so that important days for students in particular classes may be noted throughout the year. 	<p>Communicative awareness</p> <p>Knowledge discovery</p> <p>Respect for othersness</p>	<p>Brief lesson plan and templates for research</p>

JANUARY New Year	FEBRUARY 18th Chinese New Year	MARCH 17th St Patrick's Day	APRIL 3rd Passover 8th Easter
MAY 2nd Buddha Purnima	JUNE 10th Portugal Day	JULY School Holidays	AUGUST School Holidays
SEPTEMBER Ramadan	OCTOBER Confucius' Birthday	NOVEMBER 11th Independence Day Poland	DECEMBER 4th-12th Hanukkah 25th Christmas



<p>The lemon activity</p> <p>Purpose: To illustrate the concept of diversity and respect Objective: By the end of the demonstration, the students should understand that instant judgments about people can be hurtful and/or misguided. Ages: All Materials: Lemons – One lemon for each student Large cardboard box (to hold all lemons) One apple One orange</p> <ol style="list-style-type: none"> 1. Pass out one lemon per student or ask students to take one lemon from the box as they enter the room. 2. Explain that you are conducting an experiment. Ask them to describe what they know about lemons (in general) you can provide the first example: lemons are yellow. They may provide more adjectives such as oval, sour, grow on trees, citrus, small, light etc.. List all the descriptions on a chalkboard or overhead acetate or something similar. 3. Ask the students to study their own lemon very carefully for approximately one minute. Make it clear that they will need to remember details about the lemon. Ask them to think of a story about how the lemon came to look like it does/came to be in the classroom. Tell them to give their lemon a name. 4. After the students have had time to study their lemons collect all the lemons in the box and mix them up very well. 5. Place the box in the centre of the room and tell the students to pick their own lemon out. <i>Note: If the students studied their own lemons well, they will be able to find their lemons quickly.</i> 6. Ask some of the students how they identified their lemons. Be sure to make a list of the characteristics that the students mention, which will vary, but will probably include, for example: four lumps, thick skin, a patch of green, small, large etc. 7. When the list of characteristics is complete, ask the students to compare the two lists. Ask them questions about the way they thought about their lemon before and after they had examined it more closely. Did they initially make a snap judgment about lemons in general? Did they find out their lemon was unique? How they arrived at a name for their lemons. 8. Ask some questions to highlight the difference between snap judgments and closer understanding of things in general. Collect all the lemons and put them back in the box. 9. Draw a connection to people, and the idea of diversity. To do this use an apple, an orange, and a lemon as props to demonstrate how people can come in different shapes and colours. <p>Tell the students that like the lemons, people often make initial judgements based on how someone looks, the country that they come from, or who they are. Stress the importance of remembering that all people, like each lemon, have an individual story and different characteristics. These make them unique and valuable.</p> <ol style="list-style-type: none"> 10. The final step is to demonstrate how snap judgments can be hurtful and unfair. To do this, cut open the three fruits and show the students the insides. Tell the students that people have a similar makeup just like the fruits. <p>All people, regardless of colour, look, shape, size etc. ... have their own life story; every person feels pain when hurt; feels sad when something goes wrong; feels happy with success; feels excited when something good is happening. Every person is also a son/daughter, a brother, or sister and can be a friend.</p>	<p>Tolerance of ambiguity Respect for otherness Empathy</p>	<p>Lesson plan and templates to scaffold responses</p>
<p>The identity molecule</p> <p>Purpose: To raise self-awareness to the concept of identity and membership of a 'group'. Objective: By the end of this activity, students should have analysed and shared their own identities and established a broad definition of diversity within a single apparently homogeneous group. Ages: All Materials: One blank page for each student Highlighter pens Board/overhead acetates</p> <ol style="list-style-type: none"> 1. Divide the class into small groups. 2. Ask each student to draw his/her identity molecule on a sheet of paper (show an example). In each part of the molecule they should write the 'groups' that they are involved in (e.g. family, school, sports club, music). 3. Each student highlights his/her most important group. 4. Groups come together as a whole class. Teacher calls out the 'groups' that have been identified on individual identity molecules (e.g. family, school etc.) Students who have included these groups on their molecules stand up when the group is called out. This highlights the fact that young people have many things in common. 5. Either in groups of approximately five people, or as a whole class, discuss the meaning of social exclusion and togetherness. 6. Ask for suggestions about what an individual can do against exclusion. Write suggestions on the board or on an overhead acetate. These will probably include suggestions such as 'make friends with someone', 'invite a person to join a club or organisation'. 7. Conclude by talking about being integrated in our own society and being aware of the possible exclusion of others. 	<p>Communicative awareness Knowledge discovery Empathy</p>	<p>Lesson plan and templates to scaffold responses</p>



<p>Charter for Diversity These are possible follow-on activities from the identity molecule.</p> <ul style="list-style-type: none"> • Invite students to discuss what is important to them about their identity. • Why do we pick on people who are different? An exploration of typical attitudes to difference. • Ask the group to decide what attitudes and behaviour they would like to develop in order to respect others' identity. This could be developed into a Charter for Diversity in our Class. 	<p>Tolerance of ambiguity Behavioural flexibility Respect for otherness Empathy</p>	<p>Templates to scaffold responses</p>
<p>Intercultural portfolio for students Purpose: To raise awareness of one's own and other languages and customs Objective: By the end of these activities, students will have developed greater awareness of the need to understand and acknowledge what is important to themselves and others, such as names, language, special celebrations.</p> <p>Ages: All Materials: Templates for intercultural portfolio</p> <p>The activities may form part of an 'intercultural portfolio' for students. Activities need not be done in any particular order or consecutively.</p> <ol style="list-style-type: none"> 1. Whole class / small group discussions on possible ways to complete templates 2. Students fill in templates for themselves 3. Students discuss responses in pairs 4. If they wish, students may feed back responses at whole class level. Those with a better command of English may feed back on behalf of peers. 	<p>All skills</p>	<p>Brief overview as opposite and templates for portfolio</p>
<p>International alphabets Purpose: To raise awareness of different languages Objective: By the end of this activity students will have a greater awareness of the similarities and differences between different alphabets and scripts. They may also have greater empathy with newcomer students who are learning a new language.</p> <p>Ages: All Materials: Access to the internet Templates for research</p> <ol style="list-style-type: none"> 1. Use a KWHL chart to begin: What do we know? What do we want to find out? How will we find this out? What did we learn? Use the answers to the first three questions to devise a research template and display somewhere in the room. 2. Divide the class into groups and ask each group to investigate one alphabet using the research template. Alphabets chosen should reflect the range of languages in the school. 3. One student from each group reports back on findings. Fill in findings in the 'What did we learn?' section of the chart. 4. Ask students what they learned from this activity. <p>A similar approach may be used to encourage students to find out about other topics such as:</p> <ul style="list-style-type: none"> • How people greet each other in different cultures • What is considered polite and not polite across cultures • Breakfast in different countries 	<p>Knowledge discovery Empathy</p>	<p>Brief lesson plan and KWHL chart</p>
<p>Find your partner activities Purpose: To raise awareness of other countries, nationalities, languages and products Objective: By the end of these short activities students will have a greater knowledge of the global community and its influence in their own society.</p> <p>Ages: All Materials: Matching cards</p> <p>These may be used to pair up students for class work, as ice-breakers or as a fun way to end a lesson.</p> <ol style="list-style-type: none"> 1. Make pairs of matching cards such as: <ul style="list-style-type: none"> – countries and nationalities – countries and languages – car registrations (GB IRL FIN DE LTH) and countries – inventions and countries of origin – words and language of origin 2. Distribute one card to each student and ask them to find their partners. 3. Discuss how they found their partners: what way did they communicate? 4. Did they discover anything new? <p>Alternatively, give pairs or groups of students all cards as a matching activity.</p>	<p>Communicative awareness Knowledge discovery</p>	<p>Brief lesson plan List of countries and nationalities List of languages by country List of car registration codes and countries Words and language of origin activity 15 inventions and their origins activity</p>

Useful links

www.coe.int/compass

This website contains a downloadable version of 'Compass' which is 'A Manual on Human Rights Education with Young People'. The book contains:

- A guide for practitioners
- 49 practical activities with accompanying resources
- A section on taking action
- Background information on human rights
- Background information on global themes

The website also has a version for younger learners, aged 7-13, called 'Compasito'

www.europa.eu/teachers-corner

This website contains lesson plans, resources and activities relating to various aspects of the EU such as diversity, climate change, global trade and so on. It is divided into sections for different age groups.

http://www.bbc.co.uk/northernireland/schools/subject/11_16/Citizenship

KS3 Citizenship

This website looks at Diversity and Inclusion in Northern Ireland, offering a wealth of information through archive clips, interactive activities and newspaper articles.

Citizenship 2000

This series explores the duties, responsibilities and rights which individuals have as citizens and examines ways in which young people can play an active role.

Racism – Division and Diversity

This documentary explores what it's like to make a new home for yourself and your family in a new country. Aimed at 12-16 year olds, this is the human story of emigration / immigration.

Moving On Migration and Citizenship is a cross curricular resource developed by the Centre for Migration Studies at the Ulster American Folk Park. It explores diversity and inclusion within the citizenship curriculum using local historical material.

The full pack has been downloaded to the website.

<http://www.coe.int/t/DG4/AUTOBIOGRAPHY/>

This is a link to the Autobiography of Intercultural Encounters which has been developed to support the learning and teaching of intercultural competences. It is a personal document which encourages users to think about and learn from the intercultural encounters that have made a strong impression or had a long-lasting effect on them.

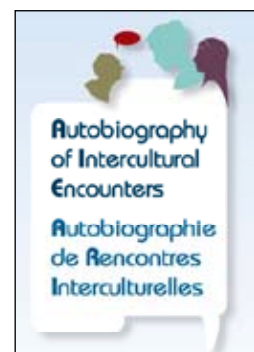
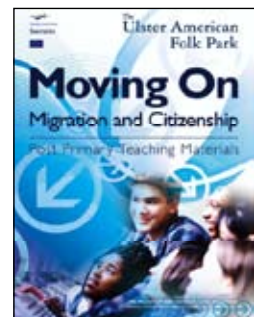
This site contains the two versions of the Autobiography of Intercultural Encounters, a standard version and a version for younger learners, as well as various support documents.

If the link does not work, an internet search Autobiography of Intercultural Encounters, will take you to this site.

www.krysstal.com

This site has many facts and figures about world faiths, cultures, inventions, countries and nationalities, languages and so on. It is a good reference source.

This is not an exhaustive list.



Appendices

Terminology

There are many acronyms used to refer the teaching of students for whom English is not the first language. The purpose of this short section is to clarify these.

ESL	English as a Second Language	This term is used to refer to learners who have one other language. English is therefore a second language. They are learning English in an English-speaking country.
EAL	English as an Additional Language	This term is used to refer to learners who may have more than one other language. English is therefore an additional language and may be a third, fourth etc... language. They are also learning English in an English-speaking country.
EFL	English as a Foreign Language	This term refers to learners who are learning English in a country where English is not the first language. They are therefore learning English in order to use it in another country.
ESOL	English for Speakers of Other Languages	This term is generally used to refer to classes for learners of English in an English speaking country. It is mostly used for adult classes but may also be used in post-primary schools.
TEFL	Teaching English as a Foreign Language	This term refers to teachers who are teaching English in a country where English is not the first language.
TESOL	Teaching English to Speakers of Other Languages	This term refers to teachers who are teaching English to speakers of other languages in an English speaking country.
EMA	Ethnic Minority Achievement	This term refers to the overall provision for students for whom English is not the first language. It incorporates pastoral, language and curriculum provision.
EMAS	Ethnic Minority Achievement Service	This term is sometimes used to refer to the advisory and support services for schools. The support focuses on the whole student and provision for pastoral, language and curriculum needs.
INTERPRET	Interpret / Interpreting	This term is used when a person interprets because there is not a common language shared by others. Interpreting is oral.
TRANSLATE	Translate / Translation	This term is used to refer to the translation or written documents.

Useful websites

English teaching

<http://www.banddpublishing.co.uk>

Resources for KS3 and KS4 English novels, authors and poetry: chapter summaries; character profiles; differentiated tasks etc....

www.englishresources.co.uk

Free resources for mainstream English teaching

www.teachit.co.uk

Activities for specific types of writing, poetry, drama, novels etc..... There is a fee.

www.onestopenglish.com

Aimed at teaching students whose home language is not English

www.bbc.co.uk/skillswise

Website aimed at improving basic English and maths skills for adults and young adults

Other curriculum areas

www.onestopclil: Advice and resources for teaching some mainstream subjects to newcomer students. There is a fee.

www.s-cool.co.uk

Revision for a number of curriculum areas: word glossaries and very visual activities. Free.

www.lettsandlondsdale.com

Revision guides for a variety of subjects at all key stages. Guides at KS2 may be useful for basic language and are very visual.

www.bbc.co.uk/schools

Activities and resources for a wide range of curriculum areas including intercultural awareness
Highly visual

www.elsp.ie

Website aimed at supporting the teaching of curriculum language across many curriculum areas

Dictionaries

www.freelang.net/dictionary

Bilingual dictionaries available for free download. Suitable for conversational terms and single words.

<http://visual.merriam-webster.com/>

Free online visual dictionary covering a variety of topics in detail

Background information

www.theodora.com/wfb/abc_world_fact_book.html

Background information on a wide variety of countries and cultures

www.eurydice.org

Good source of information about European education systems

Basic communication

www.designofsignage.com/application/symbol

International picture symbols available for free download

www.jrs.ie

Jesuit refugee service in Ireland. Materials to support communication with parents

www.primaryresources.co.uk/letters

Translated letters in a number of languages

www.education-support.org.uk/ids

Inclusion and Diversity website: translated letters and policies
Online version of this booklet and accompanying materials



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