Immersion programme for non-English speaking students entering post-primary school

A FRAMEWORK
for school implementation

MARCH 2003

1   ASSUMPTIONS:

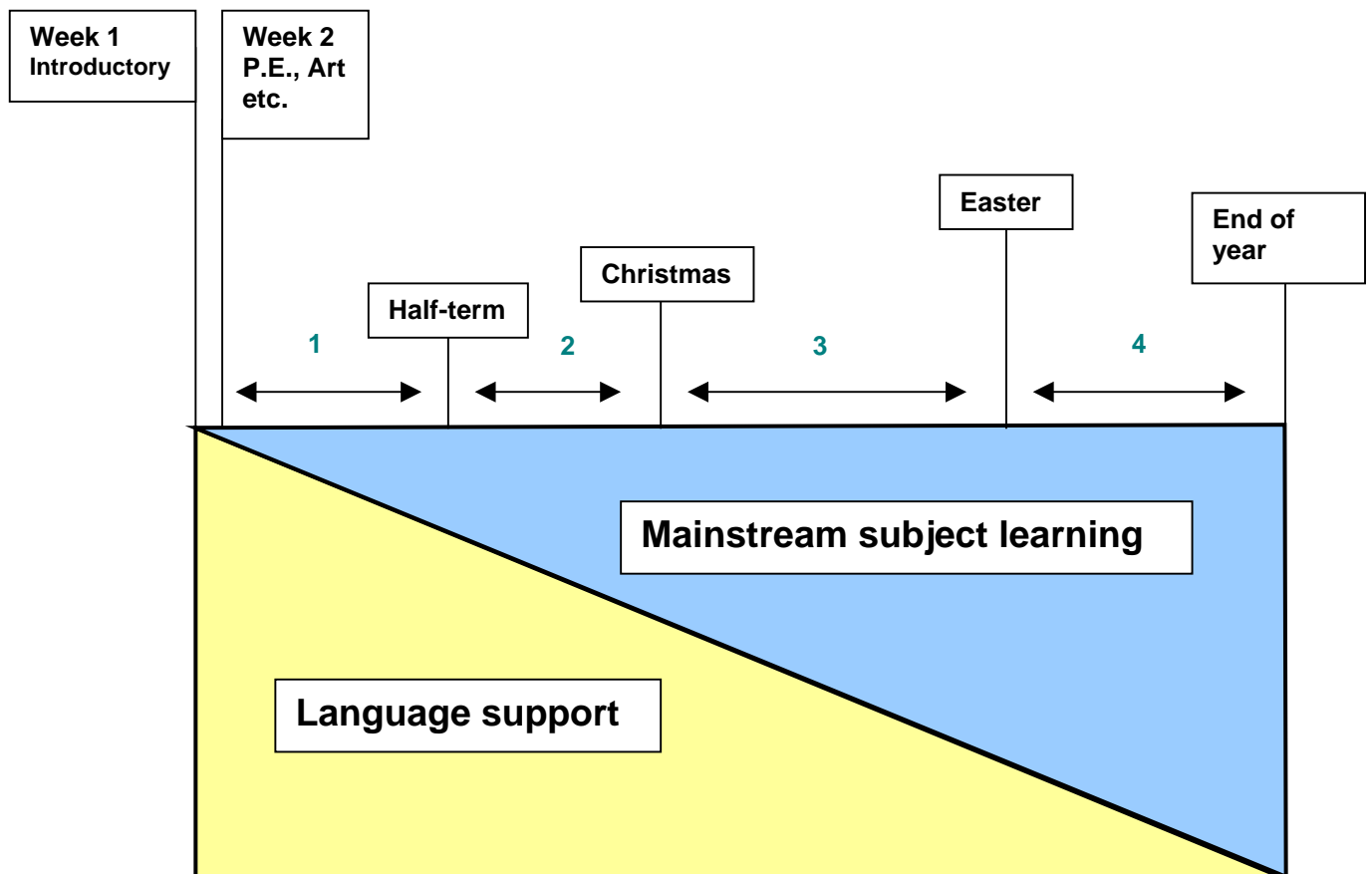This proposal is based on the assumption that:
1. A dedicated room is made available for English language support
2. A teacher is assigned full-time to providing language support
3. On-going interaction with IILT will be put in place in order to provide support where necessary. Support may take the form of materials etc. but will also provide a forum for discussion and exploration of issues and outcomes.

2   OBJECTIVES OF PROGRAMME:

To prepare newly arrived students for phased engagement with subject classes. Initial intensive language support will be withdrawn gradually and students, when their English-language proficiency has been adequately developed, will revert to the present provision of focused language support on a withdrawal basis.

Consideration should be given to the inclusion in the immersion programme of those students who entered the school during the previous school year and for whom English language remains a major area of difficulty.

3   MODEL:

| Week 1 Introductory | Week 2 P.E., Art etc. | | | | | | |

| | 1 | Half-term | 2 | Christmas | 3 | Easter | 4 | End of year |

Mainstream subject learning

Language support

4   TIMING AND SEQUENCING OF PROGRESSION:

Week 1

The first week of term (or in the case of students who enter the school during the year, the first week following their arrival) is used for the following purposes:
1. To begin to establish confidence in the new environment through relevant activities – tour, explanation of signs, rules etc.
2. The establishment of the language support room as the 'home base' for the time being
3. Initial observation and assessment of the student's existing abilities
4. Initial discovery (where possible) of the student's areas of particular interest or those subjects in which he/she performed well in the past (this will continue for the first term).
5. Introduction to the English language that is necessary for basic survival in the school

Week 2

When the student has established a base and a regular routine of attendance he/she should be introduced into those classes or activities, at the relevant year level, that have a low language load. These would typically include P.E., Art, Music etc.. This should promote integration into the community of the school.

Language support class should introduce and reinforce the **basic** range of vocabulary necessary for these classes – instructions in the gym or on playing field etc.

Week 3 – mid-term break (Period 1 on chart)

The particular focus during this period is on:
1. Further exploration of number 4 above
2. The language required for **some** subject areas[1] ,
3. Cross-curricular language and learning needs (*Language Proficiency Benchmarks*)
4. The development of academic competences such as reading, writing etc. *(Language Proficiency Benchmarks)*

[1] The subject choices made by the student at this stage will have a direct influence on the ultimate success or otherwise of his/her formal second-level education. For a student entering Senior Cycle, subject choice should take examination requirements into account. This will require a matching of the student's interest with his/her language proficiency and examination demands. It should be possible to develop a scale to help determine the appropriacy of subject choice.

Gradual integration into subject classes could occur on the basis, for example, of attendance initially at **one** to **three** subject classes per week rising over the half term period to **two subject classes per subject** per week.

For example, weeks 3 – 8, possible subject classes in addition to art, P.E. etc.:

1 X maths 1 X geography [1 X French*]	1 X maths 1 X geography 1 X physics [1 X French*]	1 X maths 1 X geography 1 X physics [1 X French*]	2 X maths 1 X geography 1 X physics [2 X French*]	2 X maths 2 X geography 2 X physics [2 X French*]

3	4	5 Weeks 6	7	8

* Only if French is the student's mother tongue

> **Note:** The guideline above is only a suggestion. A student with very low language proficiency on entry may not be capable of taking **any** subject classes for the first eight weeks (other than P.E. etc.). However, it is also important to take into consideration the student's general integration into the school.
> On the other hand, if a student has already a good basis of knowledge in any subject, and this information will emerge during early language class activities, then he/she will be motivated to attend more classes in that subject.

5   IDENTIFYING APPROPRIATE SUBJECTS FOR INDIVIDUAL STUDENTS

The importance of subject choice must not be under-estimated. Success for the non-native English speaker will depend largely on how difficult it is for the student to access subjects. Access will depend on a number of factors:

The universal application of a subject
There are **'universal'** facts inherent in some subjects (e.g. maths, the sciences). There are **general universals** with some more **localised facts** in subjects like geography, home economics, woodwork etc.

The cultural load inherent in a subject
Subjects such as **history** and **English literature** are heavily based on pre-existing cultural knowledge which has developed in the native student through previous education, the home, the social environment, current affairs etc. For newcomer students some of the most basic cultural information is absent. This is exemplified by the student who asked, 'Who is this person the Pope?'
Studying culturally laden subjects will inevitably require large amounts of explanation if real understanding is to develop. It must be questioned whether the student can achieve that level of understanding in the time available.

The language burden
All subjects have their own specific vocabulary. It will inevitably be necessary for the student to learn and use the relevant vocabulary. However, when the vocabulary can

be related to **concrete** objects, processes etc. (e.g. chemistry, home economics, woodwork etc.) the student can take advantage of the visual and real nature of the subject to support understanding and learning.

Where teaching materials are highly **visual**, for example geography textbooks, there is also considerable support for learning.

Where subjects are more 'abstract' and involve accessing concepts that are unfamiliar then they become increasingly difficult. This difficulty is compounded when the subject is highly **text-based** and demands a high level of reading skill in order to access the information. This is typical of history, business organisation, classical studies etc.

Students' own areas of interest and previous education
As indicated above, 8-week plan, when a student has a real interest in a subject, or has studied the subject previously to some level, then there is a strong argument for facilitating and supporting engagement with that subject.

Helping students make these decisions
It is critically important that **time** is taken to help students make those choices at the beginning of their post-primary education in Ireland. This can be done in a variety of ways, and can begin with the lowest-level student (see activity *At school I like …* below).

It is necessary to find out :
1. What the student has studied before (using pictures, icons, books etc.)
2. Whether he/she liked that subject
3. How far the student went in previous study (this can be done by looking at the text books for that year)
4. What the student can identify or access in subject course material (by looking through text books in the environment of the language support room, even if English level is low)

The next stage is to arrange for the student to attend a class in that subject and see how he/she reacts.
If possible, the language support teacher should accompany the student to the class and observe how he/she appears to follow, respond, cope in the classroom etc.

Progressing from this point
Full access to any subject is dependent on the student developing all those cross-curricular and school-learning skills that are essential in order to carry out effective learning and to produce classroom work, homework and tests/examinations that reflect his/her real ability.

This important learning development will depend largely on the effective delivery of language support.

At school

Mark the picture in the box below and write the names of the subjects

At school, <u>I like</u>

_____

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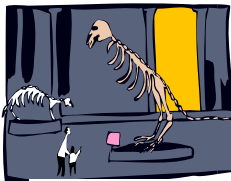
At school, <u>I do not like</u>

_____

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art	computer studies	science	woodwork	business studies
maths	music	English	geography	
history	P.E. and sports	home economics	homework	
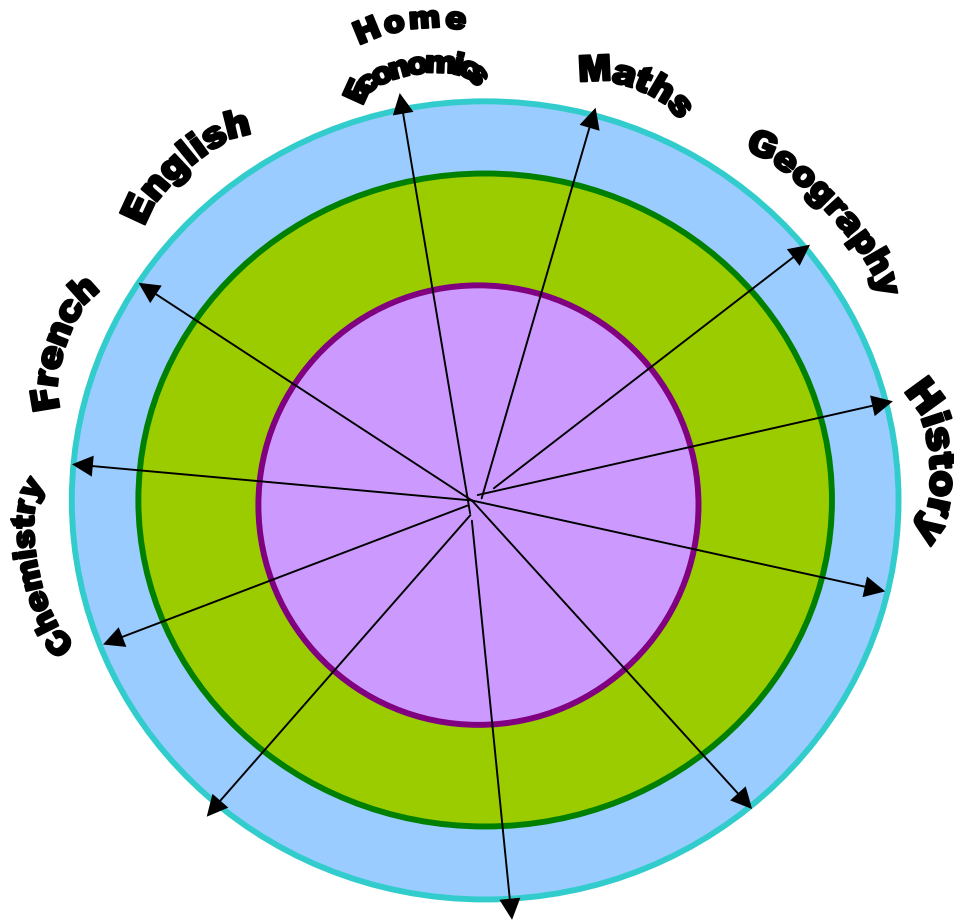
This is the 'core' of language development for school learning. It begins with the activities described in the *Language Proficiency Benchmarks* in the modules *Personal Identification, Classroom Interaction,* and *Cross-curricular learning.* It progresses to include *Cultural Awareness.* This phase of learning must precede all others.

(Cultural awareness is also highly significant for some subject learning.)

This section represents the development and practice of **school learning skills**, after the basic linguistic needs have been met. This section will depend heavily on the development of reading and writing skills using the types of tasks that are typical of subject learning. It is reflected, in particular, in the module *Developing writing skills.* Inevitably this includes developing **strategies for accessing text**, **grammatical accuracy, use of learning supports (e.g. dictionaries).** Classroom work in this phase may enter into specific subject areas and will overlap with the next phase.

This represents the **specific vocabulary, routines, instructions, learning and assessment activities** relating to specific subject areas. These are exemplified in the subject-specific modules in *Benchmarks*. In order for a student to succeed in subject learning it is necessary to introduce/reinforce the linguistic demands of particular subjects in the language support class. This does not mean 'teaching the curriculum'.

PHASE 1:   THE LEARNING CORE

Before real integration into the classroom and the school can occur, there are basic linguistic requirements. This is represented by the CORE language learning.
The *Initial Interview Assessment* (see Language Training Manual, IILT) should be used to determine broad level of proficiency in terms of Benchmarks (A1, A2, B1).

Low level learner
The basic language proficiency necessary for a new student with a very low level of English on entry is reflected in the *Language Proficiency Benchmarks* in the Modules *Personal Identification, Classroom Interaction,* and *Cross-curricular learning.*

If the student falls below A1 level, that that level is the first objective. See ***Developing basic English language proficiency of non-English speaking students in post-primary education*** **(IILT, 2003).** This book of materials provides introductory and ice-breaking activities, and caters for basic literacy and numeracy as well as basic school-based vocabulary and daily functions.
For a student starting at the level of literacy development it is likely that he/she will spend much time in the first eight weeks in language support class.

Learner with some existing proficiency
For the student entering school with evidence of some proficiency in English it is necessary to identify the extent of that knowledge and to ascertain that he/she can cope with the above Modules.

Activities should be set up during the first two weeks of language support to assess language comprehension and production proficiency. Assessment should be carried out by observing the student during a task, activity, or interaction. Several observations should be made over the time allocated.

Oral and written:
- Ability to describe him/herself in terms of country of origin, age, previous education, present address, family etc. in simple but clear and reasonably accurate language
- Ability to talk/write about ethnic or religious routines or issues that are important to the student
- Ability to compare previous life experiences (home, school, travel etc.) with current
- Ability to describe subjects learnt in school before and preferences
- Ability to describe his/her daily routine with reasonably clarity and accuracy

In **oral assessment** pay attention to the accuracy of pronunciation, intonation patterns, use of tenses, and range of vocabulary.
In **written assessment** take into account spelling, clarity of writing, organisation and sequencing of text, in addition to vocabulary range and grammatical accuracy. (see suggested assessment grid below)

Oral:
- Ability to make and respond to standard greetings, apologies, compliments etc.
- Ability to ask teacher to explain, clarify, give example etc.
- Ability to ask another student for information, directions etc.

Listening comprehension:
- Ability to understand and respond to typical classroom instructions or information
- Ability to understand, for example, the rules of the school
- Ability to understand directions given to another part of the school, town etc.

Reading:
- Obvious strategies for approaching text (e.g. using pictures, diagrams, heading etc.)
- Ability to identify key words in a general text
- Ability to identify key information in a general text (when, what, where, who)
- Ability to understand key concepts in a subject-based text (subject chosen by student)

Suggested grids for recording early assessment of a student with some English language proficiency on entry

Allocating 5 points for each element.
1   = very low level (**below A1** on the Language Proficiency Benchmarks)
2   = **in the A1 band** on the Language Proficiency Benchmarks
3   = **in the A2 band** on the Language Proficiency Benchmarks
4   = **entering B1** on the Language Proficiency Benchmarks
5   = **in the B1 band or above** on the Language Proficiency Benchmarks

_____

NAME OF STUDENT:_____

YEAR IN SCHOOL:_____

YEAR HEAD_____

Oral proficiency:

Date of assessment	Pronunciation 1-5	Intonation 1-5	Vocabulary 1-5	Accuracy 1-5

Written proficiency:

Date of assessment	Spelling 1-5	Penmanship 1-5	Organisation & Sequencing 1-5	Vocabulary 1-5	Accuracy 1-5

Classroom and interactive proficiency:

Date of assessment	Response to instructions 1-5	Asking questions of teacher 1-5	Sustaining a clear conversation 1-5

Reading proficiency:

Date of assessment	Evidence of strategies for approaching text 1-5	Identifying key words (general text) 1-5	Identifying key information (general text) 1-5	Understanding key concepts (subject-based text) 1-5

PROCEEDING AFTER INITIAL INTERVIEW AND OBSERVATIONAL ASSESSMENT

Managing the classroom
Ice-breaking activities and activities that raise the student's self-esteem provide a sound foundation for the learning to follow. It is most important that learners are organised in **small groups or pairs** in order to maximise the opportunities for language acquisition. This classroom management may have implications for the timetabling of the immersion course to ensure that no students are left alone in the language support room.

There is a general assumption that one-to-one teaching is the most effective approach. While this may be the case for more 'fact-based' subjects (e.g. maths) it is not the case for language learning and in fact will affect negatively both the rate and the type of language acquisition that occurs.

It is appropriate to group or pair students in accordance with **age and level of proficiency** in English. Where this is not possible, for example in the case of an older student with no English language proficiency, then level of proficiency should be used to set up the working groups.

Clear weekly routines
Remembering that many language support students will have difficulty understanding the most basic information and procedures, it is important to use the classroom as an additional resource.
Students with teacher should make wall charts to support learning, and the first should be a **plan of the working week** with breaks, half-days etc. This chart should indicate clearly, through use of colour etc. when the students will be in that classroom.
This helps build confidence in the new environment as students know what is happening and when.

Monday	Tuesday	Wednesday
9.00 start class 11.00 break 11.20 P.E. (Hussein) 12.00 Art (Ali & Ushi) 12.45 lunch	9.00 start class etc.	

Tips for teacher

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Sessions should follow the same order until students have developed both English language proficiency and confidence. This may take many months. Typical routine:

1. **Whole class activity**
   Teacher teaches/uses typical classroom language – instructions, explanation etc.
   Students are encouraged to ask for clarification if necessary
2. Students work on activity in **pairs/groups**
   Good idea to have an extension activity to allow the faster learners to continue
3. Session ends with a **whole class feedback**, students present work, identification of problem areas, explanation, making wall chart etc.

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Gradually **build up resources** in the room for students to access during activities – dictionaries (at least one per group), grammar reference, any word lists that they have developed, flash cards, charts from previous activity that are relevant etc.

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Make students active participants in the class. Get them to move around, take different roles, give feedback to one another, produce charts and diagrams, help teacher etc.

CONTENT OF THE 'CORE'

The following themes/activities constitute the basis of school-based language learning and provide a foundation for all further, more specialized school learning. These are not listed in teaching order. Themes may be taken from the chart at any point that seems most relevant. (see also descriptors in *Language Proficiency Benchmarks*).

A student may carry out the core activities at any of the levels indicated in the *Benchmarks.* For those students entering school with no English, A1 level can be achieved through the following activities.
Higher-level students will carry out the activities at a correspondingly higher level. This will occur naturally as they interact with one another in the classroom.

There are several good resource books that will offer activities to meet more general learning needs. School-related learning is rarely included, however.

In the table below, reference is made to material that has been produced by IILT specifically for learners in this category.

DBEL = Developing Basic English Language (IILT 2003)
ELP = European Language Portfolio (IILT 2001)

Themes	Activities	Language development in context
Personal identification	**Pages 3 & 4** of *ELP* **Myself** (*DBEL p. 70*) **Interviews** (*DBEL p.11,12*) **Families** (*DBEL p.71-74*) **Name game** (*DBEL p.16*) Expressing **likes and dislikes** (*DBEL p 79*) **Previous education** **Language learning** (*ELP p 4*) **Daily routine** (*DBEL p.45-49, 57-58, 68: ELP p. 11*) **My home** (*DBEL p.75-78*)	Vocabulary Asking questions Answering questions Noting answers Expressing personal choices Introducing/using the past tense Describing regular activities orally and in written text Using present simple tense
Classroom interaction	Communicating with peers in working groups Game **'Simon says'** for classroom instructions, including finding particular **pages** in a text book (*DBEL p.62-63*) Students work in pairs to **formulate questions** for the teacher about the work they are doing. **Greeting,** asking politely, thanking, asking permission, asking for help	Spoken interaction Pronunciation Listening comprehension Finding numbers quickly Asking questions Seeking clarification Formulaic language for greetings and politeness
Cross-curricular learning	Making choices about preferred **school subjects** (*DBEL p 60, 61, 65*) Setting language learning **objectives** (*ELP p 5*) Using pictures to predict content of **text** **Labelling diagram** of the school (*DBEL p5-6*) **Finding** parts of a diagram called out by teacher (e.g. plan of a building)	Talking about school subjects Expressing and explaining likes and dislikes Identifying and writing about language learning Developing strategies for working with text – using pictures and diagram Listening comprehension

Themes	Activities	Language development in context
Cross-curricular learning	**Identifying words** called out by teacher Writing **short piece of text** dictated by teacher Using text as a reference to fill missing words in a **gapped version** Creating a **mind map** or **writing frame** in preparation for writing text **Writing** a piece of text on a specific topic collaboratively	Listening Sound discrimination Relating sound to written symbol Identifying key vocabulary in text with support Planning written text Organising text Writing text Using appropriate tenses, prepositions etc. in written text Spoken interaction during collaborative activities
Subject learning	Instructions in the **P.E.** or **Games class** Instructions and basic vocabulary for **Art** class	Subject-specific instructions Subject-specific vocabulary

Achievements at the end of the CORE phase

At the end of this phase the student:
- Can identify him/herself with appropriate descriptions
- Knows the basic language of the school/home/travelling/daily routines
- Has engaged with textbooks
- Has written text
- Has read text
- Has interacted with peers and teacher
- Has asked and responded to questions
- Has learnt formulaic and polite expressions
- Has experienced the use of strategies for engaging with text
- Has thought about and expressed preferences for school subjects
- Has integrated with ease into some subject classes with a relatively low language burden

Inevitably there will be a steady growth in the student's confidence in the school environment as learning progresses in this way.

PHASE 2: DEVELOPMENT OF SCHOOL LEARNING SKILLS

School learning skills are all those abilities that develop naturally as a student progresses from early education into the post-primary cycles. For students who have experienced a different educational system, or whose education has been interrupted, it is necessary to revisit the basic learning approaches necessary for formal learning and, simultaneously, to develop the language that is attached to such processes.

Typical of school learning demands are:
- Working with texts of different types (from advertisements to high level descriptive texts, from instructions to examination-type questions etc.)
- Creating texts of different types (including organising text, selecting and finding vocabulary, paying attention to grammatical accuracy, adopting an appropriate tone etc.)
- Analysing and understanding what is required in homework/examination questions
- Planning and structuring answers
- Learning new vocabulary related to different subjects/topics
- Categorising, labelling, defining information
- Making connections between different tasks so that previous learning influences new challenges

Each of the above may be incorporated into language learning activities at gradually increasing levels of difficulty.

As the student's

1   **language proficiency develops** (can be assessed as generally in A2 level *Benchmarks,* possibly with some competence still in A1)
2   **knowledge about and interest in subject areas** emerges

it is appropriate to introduce the **basic information** and **learning practices** of the subjects.

Information about a subject area may include teaching activities based on the following:
- Rules for safety in the class/work room. This is particularly important for subjects that have a practical element, such as Home Economics, Chemistry and other sciences, Woodwork etc.
- Demands made on the student with regard to different subjects – homework, projects, out-of-school assignments etc.
- Familiarisation with the topics that will be undertaken in that subject during the coming term/months/year.

- Examining the index and content (without close reading) of the textbook to identify the specific topics that are being studied in the mainstream class.

Tips for teacher

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The best way to approach the information aspect of subject learning is through liaison and collaboration with the subject teacher(s) in question. Subject teachers can provide a brief outline of the safety issues that they must address and can also indicate the set of chapters or units that will be under study when the student joins the mainstream subject class.

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There is an added benefit in this approach for the subject teacher. If he/she is aware of what the student has already been taught in preparation for joining the mainstream, then he/she has some idea of that student's baseline on entry. In the absence of such collaboration, the subject teacher is completely at a loss when the new student joins the class.

Learning practices can vary from subject to subject.

For example, a subject such as chemistry may depend on a formulaic approach to recording the stages taken in carrying out an experiment. There may also be some defining and labelling of equipment etc.

Geography can be accessed by a student with relatively low levels of English through labelling maps, diagrams etc. This approach is very evident in textbooks and can be practised with ease in the language classroom.

Home Economics depends, for the practical element, on describing processes or writing instructions. Again this is a logical type of text production and can be developed in the language classroom through a range of writing activities.

Subjects that are heavily text-based require the development of skills and strategies to engage with text by using all possible clues (e.g. titles, pictures, definitions, numbers, proper names etc.). This approach would be relevant, in particular, for **History and English** and any other text-based subject that the student must/chooses to take.

For all subjects, the development of a repertoire of **relevant vocabulary** is critical. This aspect of subject-based language learning may begin in Phase 2 but is particularly important in Phase 3.

Insights into accessing subject-based materials through school learning approaches may be found in the book *Subject-based materials for post-primary learners* (IILT, 2002). This book provides examples from Geography, History, Science and English which are based on Junior Cycle textbooks.

Teaching/learning approaches in the book include the following:

Working with vocabulary
- Brainstorming concepts and existing knowledge using a graphic organizer (e.g. spidergram)
- Defining (using learner dictionary)
- Categorising words into recognisable 'families'
- Creating wall charts to support learning, memorizing and using new vocabulary
- Developing and organizing personal dictionaries

Working with text
- Finding and copying labels etc. from textbook
- Locating key vocabulary in text
- Dividing text into easily-managed sections
- Focused reading of a short piece of text
- Using page layout to divide text into manageable sections
- Using pictures, diagrams etc. to access text
- Predicting text content from obvious clues
- Comparing information with that already known to student
- True/false information
- Comprehension questions (1) to focus reading and (2) to check understanding

Creating text
- Labelling diagrams
- Writing definitions of key words
- Completing sentences using text
- Collaborative writing activities
- Basic text writing (e.g. instructions)
- Summarizing key information in note form (for later revision etc.)

Grammatical information such as prepositions, word order, use of tenses etc. should be addressed in context so that it will have immediate relevance to the student.

MATERIALS

Many of the above activities can be done as general group sessions without using subject specific material. Suitable authentic materials would include:

- Short simple stories
- Pieces of newspaper or magazine text
- Pictures for labelling
- Advertisement text from newspapers/magazines etc.
- Instructions
- Any text that is locally available (town newsletter, school notices etc.)

In addition to the use of authentic materials, which are generally of more interest to students, there are some excellent skills-based materials available for young adult learners of English. The use of both in combination would make a large teaching/learning resource available without much difficulty or expense.

Useful resources that can be created by the teacher include:

- Picture cards (as a basis for descriptive writing)
- Word cards (categorisation, word recognition etc.)
- Phrase cards (for constructing sentences, word order etc.)
- Grids of different sizes for categorising vocabulary
- Banks of pictures cut from magazines, catalogues etc. as a stimulus to constructing text based on description, sequencing events, describing location etc.

Achievements at the end of the SCHOOL LEARNING phase

At the end of this phase the student can:
- Approach text with confidence
- Apply strategies to accessing and analysing text
- Organise important vocabulary so that it can be used as a personal learning resource in the future
- Read and analyse instructions and questions in the school context
- Label diagrams, maps, charts etc. in an appropriate way
- Make brief notes from text
- Write basic text such as instructions
- Write and organise more complex text such as descriptions of an event or process
- Understand the tone or attitude in some different types of text
- Manipulate (basic) grammatical functions so that created text is clear and comprehensible

	PHASE 3: SUBJECT-SPECIFIC LEARNING

In general, students who entered the school at the beginning of the school year should be engaged with **50%-60% of mainstream learning** by the middle of Period 3 (by some point between Christmas and Easter on timeline page 2). This rule of thumb applies to those students who have had previous formal education, are literate on entry to post-primary school, and have normal learning ability.

If additional learning constraints are present, which slow down the rate of English language acquisition, attendance at mainstream subject classes may be more limited. It may be decided, for example, that it is appropriate for the student to engage with three carefully-selected subjects in addition to those that support integration such as games, P.E., art, music etc.

Moving from Phase 2 to Phase 3

There is obvious potential for considerable overlap between Phase 2 and Phase 3 in the language support class. However, the introduction of text from subject textbooks should occur gradually and only when the student demonstrates ability to work with text.

While it is always possible to break text into easily-managed activities so that students are not deterred by the apparent difficult that they perceive, it is important not to over-challenge lower level learners at too early a stage of learning. If this happens they may tend to reject the activities and, by implication, the textbook and the subject it represents.

Tips for teacher

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When subject learning is introduced into the language support class, it is vitally important that neither the subject teacher nor the student expect the language support teacher to 'deliver the curriculum'. There must always be a line drawn between **supporting the language learning necessary for subject learning** (through use of strategies, approaches and techniques that the student can build upon) and **teaching** the subject material.

MAKING LEARNING RELEVANT

The most motivating use of text is the selection of that topic/theme/unit/chapter that the student will encounter in the mainstream class. If it is planned that the student will being attending some period(s) of Home Economics or Geography, for example, contact with the subject teacher in advance will allow for focused preparation.

The student then enters the mainstream with
- Advance knowledge of what to expect,
- Some basic level of understanding of the topic,

- Identification of the key words or concepts that he/she will encounter,
- Understanding of what the teacher will ask the students to do in that class or for homework.

Management of the language support class at this stage

It is rarely possible for one teacher to deal with a number of different learning needs at the same time. Therefore, if there are students in the language support class who are placed in two or three different years in the school and are preparing to attend three different subject classes, then the teacher must have a means of engaging the individual students with their particular learning needs.

The development of the skills and strategies outlined for the previous Phase of language learning, means that the individual students know **how** to go about those learning activities. Inevitably group work is the preferred option for all language learning tasks, but this may not be possible at this stage if students are in different years and entering different subject classes.

For example:
1. The student(s) who will enter the Geography class could be provided with a grid and assigned the task of identifying key vocabulary in the first page of the chapter and organise it into a grid.
2. The student(s) who will be going to Home Economics practical sessions will read through the instructions for what they will prepare in class, use the dictionary to look up unknown words, organise the new vocabulary in their grid or personal dictionary, and write their own summary instructions.

This approach will allow for several different learning tasks to take place in the room simultaneously with the teacher circulating and providing advice and assistance to students/groups in turn.

Teaching students how to carry out these activities at this stage is not an option.
These essential skills must be developed in Phase 2 and students must be capable of doing the different activities listed at the end of Phase 2.

CLASSROOM APPROACHES IN PHASE 3

The appropriate classroom approaches for this phase have been outlined to a considerable extent in the descriptions of Phase 2 activities. The book *Subject-based materials for post-primary learners* (IILT, 2002) provides a wide range of examples of the types of activity that students must carry out when working with textbook material.

CONCLUSIONS

As students become increasingly independent of language support, they will be attending more and more mainstream subject sessions. However, the backup provided by the language support teacher and the resources available in the language support classroom will remain an important part of the development of their learning.

Again, close cooperation between the language support teacher and the relevant subject teachers will allow for a flow of information about the student's progress in mainstream and will direct those areas of **English language proficiency** that may require additional attention.

As students depend less on the language support class, it is appropriate to assign 'open periods' when they know they can return to the classroom for advice, support or particular practice as necessary. In the meantime, of course, it is likely that new students will have arrived and will currently be passing through the same phases as the earlier students did.

WHAT HAS THE LANGUAGE SUPPORT CLASS ACHIEVED?

The language support class, therefore, fulfils the following purposes:

1. To provide an **induction and familiarisation** period for newly arrived students
2. To provide an **immersion course in English language learning** which is designed and delivered to support curriculum learning
3. To discover **individual student's strengths and weakness** in English language and also in different subject areas (including their areas of particular interest)
4. To **liaise with** and **support subject teachers**
5. To provide **on-going support** to students in order to address specific language problems that become evident after the student has moved into the mainstream.

PLEASE NOTE

Every student is different. This plan is intended to provide an overall framework in which the average non-English speaking student can develop the language and skills necessary for successful school learning over the period of one school year.

- **Students from academic backgrounds** where there is a high level of parental interest in their educational achievement may move with greater speed and ease into mainstream learning. Clearly it would be inappropriate to hold such students back.

- **Students starting from an average baseline** of existing knowledge of the demands of formal education combined with reasonable ease of acquiring English should, more or less, follow the plan and timeframe indicated above.

- **Students with literacy difficulties and little previous formal education**, or seriously interrupted education, will have more to learn, both in terms of English language and in terms of general learning skills, if they are to achieve a positive outcome from their years in post-primary school. Inevitably their timeframe will be longer.