

Intercultural Guidelines:

Examples of Good Practice

Name of activity:
AFL for Language Learning

Year group
Whole school

Procedure

Over a week (literacy week), all teachers give feedback on students' writing using a correction code (attached) to support students to learn to edit their written work. This raises awareness of the importance of accuracy in terms of grammar, vocabulary, syntax and spelling when writing. Students reflect on the similarities and differences between their L1 and L2 (Where do their mistakes come from?). They reflect on the accuracy of their writing skills in their L1 and L2 and are trained and encouraged to use dictionaries – both monolingual and bilingual ones, which can be used in state exams – to manage their own language learning. What information is in a dictionary? Students compare definitions offered by Google Translate with those available in printed dictionaries.

What makes a good dictionary? Compare translation dictionaries to be used for state exams with other dictionaries students use.

Students use spellcheck on their phone keyboard (especially when communicating in their home language) to support them to notice language, which leads to them being able to edit their work in their L1, L2 and MFLs.

Annual initiative/embedded in classroom practice

The use of a correction code by all teachers in all subjects becomes embedded in teachers' practice. This initiative supports students to reflect on and notice the language they use. It encourages high standards and accuracy in writing involving all teachers.

Key skills

Junior Cycle

- Managing myself
- Being literate
- Communicating

Senior Cycle

- Being personally effective
- Communicating

Looking at Our Schools: A Quality Framework for Post-Primary Schools

DOMAIN 1: LEARNER OUTCOMES

DOMAIN 2: LEARNER EXPERIENCES

DOMAIN 3: TEACHERS' INDIVIDUAL PRACTICE

DOMAIN 4: TEACHERS' COLLECTIVE/COLLABORATIVE PRACTICE

An Intercultural Look at our Schools is an adaptation of the project "A roadmap for schools to support the language(s) of schooling" (2017-2019) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states. www.ecml.at/roadmapforschools

UNESCO sustainable development goals

Goal 4: Quality education

Value-added (eg well-being, digital skills, presentation skills/confidence-building, cross-curricular links)

Teachers collaborate to share their strengths and skills in relation to giving feedback on language. Teachers' individual practice is enhanced. Reflecting on and becoming more aware of accuracy in writing benefits students who are learning any language including home languages, MFLs, Irish and EAL.

Improving literacy across the school. Raising standards – also for students who prepare to do their home language on their own for the LC. Use of technology for giving feedback on writing skills.

Links and resources

www.writeandimprove.com uses Artificial Intelligence to give feedback on writing in English (including a CEFR grade). Students are trained to notice, reflect, edit and improve their writing.

Students are trained to use a thesaurus and dictionaries to support their language use:

1. For EAL students:
 - Oxford Essential Dictionary for elementary and pre-intermediate learners (A1 to A2) with CD-ROM (see quiz at front)
 - Cambridge School Dictionary – Intermediate and Upper Intermediate learners (B1 to B2) with CD-ROM
 - Cambridge Learner's Dictionary (A1 to B2) with CD-ROM
2. MFL teachers demonstrate different dictionaries which students critically evaluate, e.g. "I like this one more because..."
3. Students talk about dictionaries they use in their home language. For example, "This Arabic dictionary has this section...", "This Somali dictionary helps me learn well because it explains ..." and so on.

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