Intercultural Guidelines:

Examples of Good Practice

Name of activity:	Online Multilevel Self-Access Materials for Language Learning	Year group
		First and second years

Procedure

In groups, students discuss what they do to improve their language skills outside school (perhaps over lockdown?). What websites do they access to improve their reading skills? How difficult are the texts?

A subject/English/EAL teacher chooses a text on a topic such as Science, Geography or History from https://www.newsinlevels.com/ at level one. They then show students the same text at level two and asks students to compare the texts and say what has happened to the text. For example:

"It has become more complex." – How?

"The sentences are longer." – Why?

"Different words are used." – Give examples.

Which words have been changed in the level two text and why? The teacher discusses the features of an academic text.

https://www.englishprofile.org/wordlists/evp

The English teacher shows words relating to a topic at A1 level and words from the same topic at B2 level. They then discuss the complexity of words at different levels. For example, the words "nice" and "good" are okay at A1 but not at B2.

Using a thesaurus to improve precision of language used in writing.

Annual initiative/embedded in classroom practice

An initiative where resources are demonstrated/piloted during literacy week. At this time, students are trained to be autonomous language learners. Students continue to access resources independently in their own time and during school summer holidays.

Key skills

1. Being literate
2. Managing myself
3. Staying well
4. Working with others
5. Managing information and thinking
6. Communicating

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

Teaching and Learning

DOMAIN 1: LEARNER OUTCOMES

DOMAIN 2: LEARNER EXPERIENCES

Leadership and management

LEADING LEARNING and TEACHING

UNESCO sustainable development goals

Goal 3: Good health and wellbeing

Goal 4: Quality education

Goal 10: Reduced inequalities

Value added (e.g., wellbeing, digital skills, presentation skills, building confidence or cross-curricular links)

Awareness of how to express ideas in a more precise/academic way are transferrable and can be applied to learning other languages ("If I improve my range and accuracy of vocabulary/if I link sentences, I can express myself better.") including MFLs and Irish, as well as students who are preparing for the written papers of LC non-curricular languages on their own.

Students are inspired to improve their own writing by analysing short models of texts.

Awareness of CEFR to describe language level and to see and measure progress. Students see they can move up a level/handle more complex material. This builds confidence and resilience and the wish to continue learning independently.

Students learn to manage their own learning outside class, e.g. accessing texts on topics of interest to them on ed.ted.com .

Links and resources

Ed.ted.com
How to use: Filter by "student level": lower/upper secondary. Apply "subtitles" filter to scaffold comprehension and improve vocabulary in both L1 and L2. Use "duration" filter to select shorter or challenge with longer videos from 3 to 18 + minutes.

Breaking News English:
https://breakingnewsenglish.com/lifestyle.html
This site has the same newspaper article in four levels with exercises like gap fill, matching and punctuation and the option to do a listening exercise listening at different speeds to a short news clip and do a gap fill.

News in Levels:
https://www.newsinlevels.com/
This has news articles in three levels plus corresponding news items on YouTube and the option of subtitles in English.

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Links and resources continued...

- Use a "Lyrics Training" App (like karaoke and can be done in English as well as 14 other languages at three different levels: beginner, Intermediate and advanced).

- A2 "Exam Lift" KEY for Schools app for EAL students

- B1 "Exam Lift" preliminary for EAL students

- "Quiz your English" app for EAL students

- English Profile:
  https://www.englishprofile.org/wordlists/evp
  This resource shows how a wider range of vocabulary at different CEFR levels allows the writer to express himself/ herself with more precision.