

Exploring the Design, Development and Delivery of a Bilingual English-Irish Oral Narrative Programme for Linguistically Diverse Junior Primary Classrooms

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B. Ed., M. Teach

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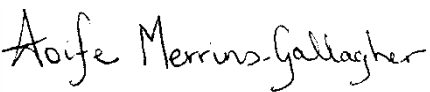
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December 2022

Declaration

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of Doctor of Philosophy is entirely my own work, and that I have exercised reasonable care to ensure that the work is original, and does not to the best of my knowledge breach any law of copyright, and has not been taken from the work of others save and to the extent that such work has been cited and acknowledged within the text of my work.

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Dedication

*For my family
in generations gone by,
whose opportunities of formal education
were less abundant than mine.*

*Your legacy is a light.
Our connection is strong,
Through the morals and values
that you have passed on.*

*As a child, I was mesmerised,
hearing tales of your tenacity,
Realising the potential, and importance,
of the scéalaí.*

*Stories connect. Stories teach.
Stories instil empathy.
Inspiring courage and perseverance,
to make this very dream... a reality.*

*For our family
in generations to come,
may you always tell tales,
and be proud of who you have become.*

*Réaltín, we will constantly wonder,
who you might have been.
Your story lives on in our hearts,
Always, you will be the one to have made us a family.*

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Table of Contents

Declaration.....	i
Acknowledgements	ii
Dedication	iv
Table of Contents	v
List of Abbreviations	x
List of Tables	xiii
List of Figures.....	xiv
Abstract.....	xvi
Chapter One – Introduction	1
1.1. Introduction.....	1
1.1.1. Study Rationale and Proposal	1
1.1.2. Researcher Background and Professional Interest	2
1.1.3. Thesis Structure.....	2
1.2. Linguistic Diversity in Ireland.....	3
1.2.1. Languages in Ireland	6
1.2.2. Linguistically Diverse Irish Classrooms	8
1.3. Language Policy in Ireland	9
1.4. The Current Study	13
1.4.1. Study Aims.....	13
1.4.2. Research Questions	13
1.4.3. Conceptual Framework	14
1.5. Chapter Summary	16
Chapter Two – Literature Review.....	17
2.1. Introduction.....	17
2.1.1. Literature Review Structure	17
2.1.2. Literature Search Methods	18
2.2. Language Development	19
2.2.1. Oral Language	19
2.2.1.1. Components.....	20
2.2.2. Academic Language.....	21
2.2.3. Language Acquisition	21
2.2.3.1. Theoretical views.....	22
2.2.3.2. Consideration factors.....	26
2.2.4. Language Proficiency.....	27
2.2.4.1. Types.	27
2.2.4.2. Bilingualism.	28
2.2.5. Supporting Oral Language Development.....	30
2.2.6. Section Summary	33
2.3. Oral Narrative Language Development.....	34
2.3.1. Narrative Language	34
2.3.2. Narrative Language Development	35
2.3.2.1. Macrostructure.....	35
2.3.2.2. Developing comprehension.	36
2.3.2.3. Microstructure.	37
2.3.2.4. Developing phonology, vocabulary and grammar.	38
2.3.3. Narrative Language Analysis	40
2.3.4. Monolingual Oral Narrative Interventions	42
2.3.5. Bilingual Oral Narrative Intervention	47

2.3.6. Tell-a-Tale Inis Scéal	49
2.3.6.1. Programme rationale.	49
2.3.6.2. Programme components.	50
2.3.6.3. Programme implementation.	55
2.3.6.4. Programme evaluation.	61
2.3.7. Section Summary	61
2.4. Teacher Professional Development	62
2.4.1. Professional Development.....	62
2.4.2. Professional Development in an Irish Context.....	63
2.4.3. Sociocultural Perspective of Professional Development	65
2.4.4. Mentoring Model for Professional Development.....	69
2.4.4.1. History.	70
2.4.4.2. Functions.	70
2.4.4.3. Phases.	72
2.4.4.4. Types.	75
2.4.4.5. Consideration factors.....	78
2.4.5. Effective Professional Development Components.....	83
2.4.5.1. Structure.	83
2.4.5.2. Content.	87
2.4.5.3. Stakeholders.	89
2.4.5.4. Synthesis.....	91
2.4.6. Mentoring Framework for Bilingual Oral Narrative Programme Delivery	93
2.4.6.1. Theorisation.....	93
2.4.6.2. Conceptualisation.	95
2.4.7. Section Summary	97
2.5. Chapter Summary	97
Chapter Three – Methodology.....	98
3.1. Introduction.....	98
3.2. Research Aims.....	100
3.3. Research Timeline.....	100
3.4. Research Questions.....	102
3.5. Pragmatic Paradigm.....	105
3.5.1. Axiological Stance	106
3.5.2. Ontological Stance	107
3.5.3. Epistemological Stance	107
3.5.4. Praxeological Stance	108
3.5.5. Methodological Stance.....	108
3.6. Qualitative Research Design	110
3.6.1. Multiple Embedded Case Study Design.....	112
3.6.2. Research Measures.....	115
3.6.2.1. Focus group discussions.	116
3.6.2.2. Professional development discussions.	117
3.6.2.3. Interviews.	118
3.6.2.4. Researcher observations.	119
3.6.2.5. Draw-and-tell interviews.	120
3.7. Research Procedure	121
3.7.1. Phase One – Design.....	122
3.7.1.1. Theoretical principles.	122
3.7.1.2. Support materials.....	128
3.7.1.3. Research design.	130

3.7.1.4. Ethical approval.....	130
3.7.1.5. Pilot study sampling.	130
3.7.2. Phase Two – Pilot.....	132
3.7.2.1. Piloting professional development.	133
3.7.2.2. Bridging theory and practice.	133
3.7.2.3. Trialling data collection measures.	142
3.7.2.4. Actions for main study.	147
3.7.3. Phase Three – Data Collection.....	148
3.7.3.1. Main study sampling.	148
3.7.3.2. Professional development.....	151
3.7.3.3. Programme delivery.	152
3.7.3.4. Data collection procedures.	152
3.7.4. Phase Four – Thematic Analysis.....	155
3.7.4.1. Justification.....	155
3.7.4.2. Steps.	155
3.7.4.3. Exemplar.....	162
3.7.4.4. Output.	163
3.7.5. Phase Five – Report.....	164
3.7.5.1. Discussion.....	164
3.7.5.2. Recommendations.	164
3.8. Objectivity, Validity and Reliability	164
3.8.1. Objectivity.....	165
3.8.1.1. Positionality.....	165
3.8.1.2. Credibility.....	168
3.8.2. Validity.....	168
3.8.2.1. Construct validity.	169
3.8.2.2. External validity.	169
3.8.3. Reliability.....	170
3.9. Ethical Considerations.....	171
3.10. Limitations.....	174
3.11. Chapter Summary	175
Chapter Four – Findings and Discussion.....	176
4.1. Introduction.....	176
4.2. Professional Development for EAL in Ireland.....	179
4.2.1. Introduction	179
4.2.2. Current Landscape for EAL Professional Development in Ireland	181
4.2.2.1. Continued professional development shortcomings.....	181
4.2.2.2. Professional development as an unconscious necessity.	184
4.2.2.3. Teachers as practice-oriented professionals.	188
4.2.3. Teacher Growth for Responding to EAL in their Classrooms	189
4.2.3.1. Developing empathy for EAL.	190
4.2.3.2. Developing knowledge for EAL.	195
4.2.3.3. Developing instructional practice for EAL.	201
4.2.3.4. Mediating teacher growth for responding to EAL.	205
4.2.3.5. Challenges for teachers as agentic professionals of knowledge.....	211
4.2.4. Teacher Change Beyond Tell-a-Tale Delivery	213
4.2.4.1. Attitudinal change.	213
4.2.4.2. Instructional practice change.....	215
4.2.5. Professional Development for EAL Summary.....	220
4.3. Bilingual Narrative Pedagogy – Mainstream Teacher Experiences	221

4.3.1. Introduction	221
4.3.2. Narrative Knowledge and Practice Transferability	222
4.3.2.1. Disconnected new learning.....	223
4.3.2.2. Explicitly related, implicitly related and unrelated practices.	228
4.3.3. Irish Language Resources	235
4.3.3.1. Existing Irish language programmes.	235
4.3.3.2. Teacher criticality of Irish language resource selection.	236
4.3.4. Teacher Cross-Linguistic Transfer Views.....	238
4.3.4.1. Enabling CLT in junior primary classrooms.	238
4.3.4.2. CLT of English and Irish languages.	240
4.3.4.3. Positive classroom practice.	242
4.3.5. Primary Language Curriculum Implementation	244
4.3.5.1. Tell-a-Tale Inis Scéal appropriateness.....	245
4.3.5.2. Lack of integrated English-Irish resources.....	246
4.3.5.3. Establishing meaningful English-Irish connections.	247
4.3.5.4. Importance of prior knowledge.	248
4.3.6. Bilingual Narrative Pedagogy Summary.....	249
4.4. Children’s Tales of Programme Participation	250
4.4.1. Introduction	250
4.4.2. Social and Concrete Interactions – Child Awareness and Preference	251
4.4.2.1. Interactions with others.	252
4.4.2.2. Gradual release of responsibility model.	255
4.4.2.3. Interactions with materials.	257
4.4.3. Child Experiences of Bilingual Narrative	259
4.4.3.1. Language awareness.	260
4.4.3.2. Codeswitching.	265
4.4.3.3. Traditional tales in alternative languages.	269
4.4.4. Child Perceptions of Programme	271
4.4.4.1. Programme as enjoyable.....	272
4.4.4.2. Programme as fun.....	272
4.4.4.3. Programme as playful.....	275
4.4.5. Child Narrative Identity	276
4.4.5.1. Child as story maker.....	278
4.4.5.2. Child as storyteller.....	278
4.4.5.3. Child as story reader.....	278
4.4.6. Child Responses Summary.....	280
4.5. Chapter Summary	280
Chapter Five – Conclusion.....	282
5.1. Introduction.....	282
5.2. Study Summary.....	282
5.3. Findings Summary.....	283
5.4. Study Contribution, Implications and Recommendations.....	288
5.4.1. Teacher Professional Development for English as an Additional Language	288
5.4.2. Mainstream Teacher Bilingual Narrative Pedagogy Experiences.....	296
5.4.3. Child Responses to Tell-a-Tale Inis Scéal.....	300
5.4.4. Additional Opportunities for Oral Narrative Intervention Research.....	304
5.4.4.1. Methodological opportunities for bilingual narrative research.	305
5.4.4.2. Future avenues for Tell-a-Tale Inis Scéal.....	306
5.5. Study Strengths and Limitations.....	307
5.6. Final Conclusion.....	308

References.....	311
Appendices.....	371
Appendix A: Literature Search	372
Appendix B: Lesson Plan Samples	373
Appendix C: Professional Development for Programme Delivery.....	393
Appendix D: Programme Delivery Handbook.....	415
Appendix E: Focus Group Discussion Schedules.....	463
Appendix F: Professional Development Discussion Schedules.....	469
Appendix G: Mainstream Teacher Interview Schedule	473
Appendix H: Researcher Observation Template.....	475
Appendix I: Draw-and-Tell Interview Schedule and Checklist	479
Appendix J: Programme Inventory	481
Appendix K: Ethical Approval.....	487
Appendix L: Recruitment Telephone Transcript	488
Appendix M: Plain Language Statements.....	489
Appendix N: Informed Consent	498
Appendix O: Programme Resources	502
Appendix P: Timetables of Pilot and Main Study Research.....	503
Appendix Q: Sample PowerPoint for Professional Development Workshop.....	506
Appendix R: Data Collection Checklist	509
Appendix S: Transcript Samples from Data Collection Measures	510
Appendix T: Thematic Analysis Process Exemplar.....	589
Appendix U: Multiple Case Study Data Comparison	598
Appendix V: Sample Codebook.....	600
Appendix W: Programme Delivery Record	605
Appendix X: Certificate of Programme Completion	608
Appendix Y: Samples of Cross-Curricular Integration.....	609

List of Abbreviations

AL	Academic Language
BICS	Basic Interpersonal Communication Skills
BNP	Bilingual Narrative Pedagogy
CALP	Cognitive Academic Language Proficiency
CS	Case Study
CSO	Central Statistics Office
CUP	Common Underlying Proficiency
DCU	Dublin City University
DES	Department of Education and Skills
EAL	English as an Additional Language
EC(s)	Education Centre(s)
ELL(s)	English Language Learner(s)
EU	European Union
FGD(s)	Focus Group Discussion(s)
FLA	First Language Acquisition
GoI	Government of Ireland
GRRM	Gradual Release of Responsibility Model
IC	Informed Consent
IT	Interactionist Theory
L1	First Language
L2	Second Language
L3	Third Language
LD	Linguistic Diversity

LST(s)	Language Support Teacher(s)
MKO	More Knowledgeable Other
MECS	Multiple Embedded Case Study
NES(s)	Native-English Speaker(s)
NQT(s)	Newly Qualified Teacher(s)
OECD	Organisation for Economic Co-operation and Development
OLD	Oral Language Development
PD	Professional Development
PDD(s)	Professional Development Discussion(s)
PLC	Primary Language Curriculum
PLS	Plain Language Statement
PSAK	Primary School Assessment Kit
REC	Research Ethics Committee
RO(s)	Researcher Observation(s)
RQ(s)	Research Question(s)
SCT	Sociocultural Theory
SEN	Special Education Needs
SES	Socio-Economic Status
SET	Special Education Teacher
SG	Story Grammar
SLA	Second Language Acquisition
TaTIS	Tell-a-Tale Inis Scéal
TCI	Teaching Council of Ireland
ToC	Theory of Change
TLA	Third Language Acquisition

UNESCO United Nations Educational, Scientific and Cultural Organization

ZPD Zone of Proximal Development

List of Tables

Table 2.1. <i>Language Levels for Language Learning</i>	31
Table 2.2. <i>Monolingual Oral Narrative Interventions</i>	43
Table 2.3. <i>Bilingual Oral Narrative Interventions</i>	47
Table 2.4. <i>Dosage in Narrative Language Intervention Studies</i>	58
Table 2.5. <i>Applying a Vygotskian Framework to Teacher Professional Development</i>	68
Table 2.6. <i>Mentoring Advantages</i>	71
Table 2.7. <i>Mentoring Types</i>	76
Table 3.1. <i>Case Study Definitions</i>	111
Table 3.2. <i>Research Questions, Measures, Justification and Outputs</i>	115
Table 3.3. <i>Programme Theoretical Underpinnings and Practical Implications</i>	123
Table 3.4. <i>Phase Two Participant Profiles</i>	132
Table 3.5. <i>Programme Storybooks</i>	136
Table 3.6. <i>Pilot Outputs for Programme Development</i>	142
Table 3.7. <i>Pilot Data for Teacher Professional Development</i>	142
Table 3.8. <i>Pilot Data Output for Teacher Professional Development</i>	143
Table 3.9. <i>Pilot Data for Programme Delivery</i>	145
Table 3.10. <i>Pilot Data Output for Programme Delivery</i>	146
Table 3.11. <i>Sampling Criteria</i>	149
Table 3.12. <i>Phase Three Participant Profiles</i>	150
Table 3.13. <i>Programme Delivery Calendar</i>	152
Table 3.14. <i>Stages of Thematic Analysis</i>	161
Table 3.15. <i>Objectivity Types</i>	165
Table 4.1. <i>Thematic Responses to Research Questions One, Two and Three</i>	178
Table 4.2. <i>Integrated Language Instruction Commentary</i>	226
Table 4.3. <i>Excerpts from Child Draw-and-Tell Interviews</i>	261
Table 4.4. <i>Codeswitching Recall of Inis Scéal Stories</i>	266
Table 4.5. <i>Codeswitching Samples</i>	267
Table 4.6. <i>Child Codeswitching Responses for Programme Songs Recall</i>	268
Table 4.7. <i>Search Term Frequency in National Literacy Strategies</i>	277
Table 5.1. <i>Teacher Professional Development for EAL</i>	284
Table 5.2. <i>Mainstream Teacher Bilingual Narrative Pedagogy Experiences</i>	286
Table 5.3. <i>Children's Responses to Programme Participation</i>	287
Table 5.4. <i>Recommendations from Research Question One (A)</i>	291
Table 5.5. <i>Recommendations from Research Question One (B)</i>	294
Table 5.6. <i>Recommendations from Research Question One (C)</i>	296
Table 5.7. <i>Recommendations from Research Question Two</i>	300
Table 5.8. <i>Recommendations from Research Question Three</i>	304
Table 5.9. <i>Methodological Opportunities for Bilingual Narrative Research</i>	305
Table 5.10. <i>Future Direction for Tell-a-Tale Inis Scéal</i>	306

List of Figures

Figure 1.1. <i>Timeline for Language Curricula</i>	9
Figure 1.2. <i>Timeline for Language Policy Guidelines / Frameworks</i>	10
Figure 1.3. <i>Study Conceptual Framework</i>	15
Figure 2.1. <i>Theory of Change Model for Current Study</i>	18
Figure 2.2. <i>Oral Language Aspects</i>	20
Figure 2.3. <i>First and Second Language Acquisition Theories</i>	22
Figure 2.4. <i>Language and Thought Progression</i>	24
Figure 2.5. <i>Third Language Acquisition Theories</i>	25
Figure 2.6. <i>Common Underlying Proficiency Theory</i>	29
Figure 2.7. <i>Narrative Development Structural Models</i>	40
Figure 2.8. <i>Implementation Components</i>	56
Figure 2.9. <i>A Model of Teacher Change</i>	63
Figure 2.10. <i>Mentoring Phases</i>	72
Figure 2.11. <i>Hybrid Mentoring Model</i>	78
Figure 2.12. <i>Professional Development Effectiveness Continuum</i>	83
Figure 2.13. <i>Synthesis of Effective Professional Development Components</i>	92
Figure 2.14. <i>Mentoring Theoretical Framework</i>	94
Figure 2.15. <i>Mentoring Conceptual Framework</i>	96
Figure 3.1. <i>Methodology Chapter Overview</i>	99
Figure 3.2. <i>Five-Phased Study</i>	101
Figure 3.3. <i>Research Gaps and Inquiry Foci</i>	103
Figure 3.4. <i>Mnemonic for Research Questions Design</i>	104
Figure 3.5. <i>Pragmatic Paradigmatic Positioning</i>	109
Figure 3.6. <i>Case Study Components</i>	111
Figure 3.7. <i>Multiple Case Study Design Application</i>	114
Figure 3.8. <i>Focus Group Discussion Continuum</i>	117
Figure 3.9. <i>Professional Development Discussion Content</i>	118
Figure 3.10. <i>Five-Phased Study</i>	121
Figure 3.11. <i>Gradual Release of Responsibility Continuum</i>	126
Figure 3.12. <i>Interactive Learning Principles</i>	128
Figure 3.13. <i>Phase Two Timeline</i>	132
Figure 3.14. <i>Programme Overview</i>	135
Figure 3.15. <i>Tell-a-Tale Overview</i>	137
Figure 3.16. <i>Inis Scéal Overview</i>	140
Figure 3.17. <i>Phase Three Timeline</i>	148
Figure 3.18. <i>Professional Development Workshops</i>	151
Figure 3.19. <i>Phase Three Data Collection Measures</i>	153
Figure 3.20. <i>Phase Three Data Collection Timeline</i>	154
Figure 3.21. <i>Thematic Analysis Approach to Multiple Embedded Cases</i>	158
Figure 3.22. <i>Thematic Framework Example</i>	162
Figure 3.23. <i>Themes Generation</i>	163
Figure 3.24. <i>Positionality Continuum</i>	166
Figure 4.1. <i>Research Questions and Corresponding Data Sources</i>	177
Figure 4.2. <i>Professional Development Experiences Data Collection Timeline</i>	180

Figure 4.3. <i>Thematic Response to Research Question One</i>	180
Figure 4.4. <i>Teacher Experiences of Learning Russian and Polish Languages</i>	191
Figure 4.5. <i>Teacher Reflective Discussion of Languages</i>	193
Figure 4.6. <i>Developing Professional Knowledge for Working with ELLs</i>	196
Figure 4.7. <i>Developing Instructional Practice for Supporting ELLs</i>	202
Figure 4.8. <i>Evidence of Mediation for Professional Development</i>	206
Figure 4.9. <i>Evidence of Attitudinal Change</i>	214
Figure 4.10. <i>Evidence of Instructional Change</i>	215
Figure 4.11. <i>Thematic Response to Research Question Two</i>	222
Figure 4.12. <i>English-Irish Oral Narrative Instruction Knowledge</i>	224
Figure 4.13. <i>English-Irish Oral Narrative Instruction Practices</i>	228
Figure 4.14. <i>Implicitly Related English-Irish Oral Narrative Instruction Practices</i>	229
Figure 4.15. <i>Preferred Irish Programme Characteristics</i>	237
Figure 4.16. <i>Teacher Views on Cross-Linguistic Transfer</i>	238
Figure 4.17. <i>Primary Language Curriculum Implementation</i>	244
Figure 4.18. <i>Distribution of Native-English Speakers and English Language Learners</i>	250
Figure 4.19. <i>Thematic Response to Research Question Three</i>	251
Figure 4.20. <i>Memorable Programme Participants</i>	252
Figure 4.21. <i>Children Liked Interactions with Others</i>	253
Figure 4.22. <i>Aspects of Working with Peers that Children Liked</i>	254
Figure 4.23. <i>Child Awareness of the Gradual Release of Responsibility Model</i>	256
Figure 4.24. <i>Memorable Programme Materials</i>	257
Figure 4.25. <i>Memorable Role-Play Props</i>	258
Figure 4.26. <i>Child Language Awareness</i>	260
Figure 4.27. <i>Child Home Language Awareness</i>	262
Figure 4.28. <i>Child Codeswitching during Interviews</i>	265
Figure 4.29. <i>Traditional Tales at Home</i>	269
Figure 4.30. <i>Traditional Tale Translations</i>	269
Figure 4.31. <i>No Translation but Exposed to Traditional Tale at Home</i>	270
Figure 4.32. <i>Child Programme Perceptions</i>	271
Figure 4.33. <i>Child Narrative Identities</i>	277
Figure 5.1. <i>Five-Phased Study</i>	282

Abstract

Aoife Merrins-Gallagher

Exploring the Design, Development and Delivery of a Bilingual English-Irish Oral Narrative Programme for Linguistically Diverse Junior Primary Classrooms

English Language Learners (ELLs) are at-risk of academic failure due to a lack of English Academic Language (AL) proficiency (August & Shanahan, 2006). Irish primary schools are increasingly diverse linguistic landscapes (Central Statistics Office, 2016; 2011) and teachers are frustrated by a lack of appropriate Professional Development (PD) for their work with ELLs (Gardiner-Hyland & Burke, 2018). Thus emerges a rationale for Irish research to provide PD for teachers to support ELLs' AL development.

The researcher proposes that an English-Irish oral narrative programme, Tell-a-Tale | Inis Scéal (TaTIS), can offer teacher PD for linguistically diverse contexts and support the AL development of children (aged 5–6) through oral narrative retell. A Theory of Change framework (Weiss, 1995) supports this proposal by presenting a clear rationale for TaTIS planning, implementation, and evaluation (Reinholz & Andrews, 2020). Sociocultural Theory (Vygotsky, 1978), Interactionist Theory (Bruner, 1981), Common Underlying Proficiency Theory (Cummins, 2000) and the Gradual Release of Responsibility Model (Pearson & Gallagher, 1983) underpin TaTIS, while a Sociocultural Mentoring Model (Kram, 1983; Vygotsky, 1978) supports PD for its effective delivery by participant mainstream and support teachers.

The researcher explored TaTIS design, development, and delivery through a five-phased Multiple Embedded Case Study. Firstly, the researcher conducted a literature review to inform the design principles of TaTIS and PD. Secondly, the researcher bridged such theory with practice by piloting PD and TaTIS delivery with stakeholders in three linguistically diverse classrooms. Data collection methods were also trialled during this phase and finalised for the main study to include focus group discussions, PD discussions, semi-structured interviews, observations, and draw-and-tell interviews. Thirdly, the researcher collected data in six similar settings to discern participant teachers' PD experiences, bilingual narrative pedagogy experiences, and participant children's responses to TaTIS. Fourthly, the researcher used Thematic Analysis (Braun & Clarke, 2006) to generate a thematic framework of data findings. Finally, the researcher collated a report of such findings to offer recommendations for future educational policy, practice, and research.

The researcher found no evidence of a previous English-Irish oral narrative programme, nor of any international bilingual oral narrative programme that used ELLs' second and third languages. Thus, this study offers these unique contributions regarding stakeholder experiences of participation. Additionally, the researcher employed a qualitative research design in an otherwise quantitatively dominated field, offering a different methodological lens for oral narrative programme exploration.

Chapter One – Introduction

1.1. Introduction

1.1.1. Study Rationale and Proposal

‘New Irish’ originate from almost 200 countries (CSO, 2016; DES, 2017a), as foreign-born residents now represent over 17% of the Irish population (Eurostat, 2022). One in every ten children speaks a foreign language at home (CSO, 2016), thereby charting linguistic diversity increases in education (preschool +62% / primary school +106%) (ibid; 2011). Children who speak English as an Additional Language (EAL), henceforth identified as English Language Learners (ELLs), are characterised as Irish-born residents with an alternative mother tongue to English and Irish, citizens who have yet to achieve proficiency for curriculum access, recent arrivals with or without literacy proficiency in another language, or children whose parents are illiterate in the home or school language (NCCA, 2006). ELLs struggle to access the language of schooling due to a lack of English Academic Language (AL) proficiency and are ‘at-risk’ of academic failure in English-medium settings (August & Shanahan, 2006; Cummins, 2000; Murphy, 2019). Irish educators lack knowledge on how best to support such learners in increasingly diverse contexts (Devine, 2005; Gardiner-Hyland, 2021; Murtagh & Francis, 2012), which rationalises a response to support ELLs and their teachers in Irish primary schools.

The primary investigator of this study managed the design, development, and delivery of a bilingual oral narrative programme called Tell-a-Tale | Inis Scéal (TaTIS). Its overarching aim was oral language development (OLD) for ELLs and their native English-speaking peers, given its importance as a medium for classroom communication (Riley et al., 2004) and as a bedrock for literacy skills (Powell, 2018). Oral narrative interventions conducted internationally yield positive outcomes for monolingual and bilingual learners, namely enhanced narrative skills (Spencer & Slocum, 2010); growth in receptive and productive vocabulary (Lake & Evangelou, 2019); development of oral comprehension, vocabulary, and sentence repetition abilities (Dockrell et al., 2010); and literate language growth (Dawkins & O’Neill, 2011) through low-cost support (Spencer & Slocum, 2010). The researcher proposed a bilingual English-Irish approach within TaTIS to capitalise on ELLs’ rich linguistic repertoires (Cenoz, 2013; Jaensch, 2013), to

trial bilingual narrative pedagogy as a method for implementing the integrated *Primary Language Curriculum (PLC)* (DES, 2019), and to provide professional development (PD) for participant teachers to effectively enable English and Irish language acquisition in linguistically diverse classrooms.

1.1.2. Researcher Background and Professional Interest

This research stemmed from a professional motivation to explore how young ELLs might best be supported to achieve academic success in English-medium Irish primary schools. Having witnessed Irish language acquisition as a particular strength for ELLs in prior research (Merrins et al., 2019), the researcher was enthused by the potential of an integrated English-Irish approach to support ELLs' language development skills. This interest aligned with endorsed practice in the newly announced integrated *PLC* (DES, 2019). Having also experienced minimal opportunities for EAL PD as a teaching practitioner between 2013 and 2018, the researcher sought to incorporate PD into this study to enable fellow teachers to upskill for effective EAL support in junior primary classrooms (i.e., the first two years of primary school in Ireland). Therefore, this study was firmly rooted in research-informed approaches to support bilingual oral narrative language development for young children, through interprofessional collaboration between the researcher and participant teachers to enact such practices in linguistically diverse classrooms.

1.1.3. Thesis Structure

This thesis has five chapters:

In **Chapter One – Introduction**, the researcher provides an overview of linguistic diversity in Ireland, language policy in Ireland, and this study's conceptualisation.

In **Chapter Two – Literature Review**, the researcher explores language development, narrative language, and effective PD for teachers to support oral narrative language development.

In **Chapter Three – Methodology**, the researcher outlines the Multiple Embedded Case Study design and procedures that address the research questions (RQs) through a pragmatic worldview.

In **Chapter Four – Findings and Discussion**, the researcher discusses TaTIS findings, which engaged 20 teachers and 130 children across six sites between March and June 2021,

In **Chapter Five – Conclusion**, the researcher presents study findings, contribution, implications, and recommendations for educational research, policy, and practice.

1.2. Linguistic Diversity in Ireland

Increasing globalisation has resulted in worldwide social, cultural, and linguistic diversity (Blommaert & Rampton, 2011). Linguistic diversity (LD) is the variation in, and integration of, spoken languages (Orman, 2013), and is characterised by discrepancies in language vocabulary, background knowledge and AL abilities (O’Neal & Ringler, 2010). Traditionally accustomed to emigration since The Great Famine in 1840 (Ledwith & Reilly, 2013; Murtagh & Francis, 2012), Ireland’s linguistic landscape remained largely homogenous until it provided refuge for a small number of asylum seekers from the Vietnamese War in the late 1970s, the Balkan War in the mid-1990s and Sub-Saharan Africa and Eastern Europe in the late-1990s (Little & Kirwan, 2019). Since then, Ireland experienced rapid net immigration (Gardiner-Hyland & Burke, 2018), mainly due to the ‘Celtic Tiger’ era (Devine, 2005), conflict and war (Gilmartin, 2008), and EU membership (Hakuta, 2011). As such, significant growth ensued in the number of “*highly diverse families arriving from a wide range of countries*” (Darmody & McCoy, 2011, p. 158), with ‘New Irish’ originating from nearly 200 countries (CSO, 2016; DES, 2017a). Additionally, dual Irish nationality almost doubled (CSO, 2016; 2011), while preschools and primary schools charted increases of +62% and +106% respectively in the number of children speaking a foreign language at home (CSO, 2016). This signposts the possibility of a broad array of languages and language competencies within the Irish education system, which has implications for learner identity (Carson et al., 2020), educational attainment (Schleppegrell, 2004) and practitioner response in educational settings (Little & Kirwan, 2019). LD is “*among the greatest challenges faced by Western education systems today*” (ibid, 2019, p. 1), inspiring policymakers and practitioners to explore and enact suitable responses to this phenomenon in Irish primary schools (ibid; Lucas & Villegas, 2011).

Ó Duibhir and Cummins (2012) propose that Irish primary schools have always embraced LD through English and Irish language instruction. While teachers respond positively to LD in Irish classrooms (Wallen & Kelly-Holmes, 2017), internationally studies outline key challenges for its embrace to include;

- teaching population homogeneity in Ireland (Heinz & Keane, 2018),
- perceived ELLs' drawbacks (Vázquez-Montilla et al., 2014),
- emphasis on English language development (Alves & Pozzebon, 2013), and,
- predominantly deficit view of ELLs' abilities (Lucas et al., 2015).

Such challenges warrant consideration during TaTIS design, development, and delivery.

Unlike demographic shifts in Irish society (Devine, 2011; Heinz & Keane, 2018), primary school teachers in Ireland remain predominantly female, white, Irish, middle-class Catholics (Mooney, 2019). As such, perspective is vital for Irish primary teachers to identify common threads between 'Irishness' and LD to ensure equality (Ferguson-Patrick et al., 2014) and to remove stereotypical views that are upheld by dominant societal groups (Lynch & Baker, 2005). As a programme, TaTIS facilitates collegial discussion among teachers about ELLs, LD, and first, second and third language (L1, L2, L3) acquisition. Such PD opportunities for its delivery support perspective-building for teachers to ensure empathy towards, awareness of, and appreciation for, ELLs in Irish primary classrooms.

Research has cautioned that LD is problematic for educators (Gkaintartzi & Tsokolidou, 2011). Teachers can have negative attitudes towards LD due to challenging implications for classroom practice (Dooly, 2005). For example, Youngs and Youngs (1999) found that ELLs increased teacher workload, while Vázquez-Montilla and colleagues (2014) revealed that this negatively affected the progress of native English-speaking students. As such, ELLs' language learning progression is delegated from mainstream classrooms to support teaching settings (Polat & Mahalingapa, 2013). Differences in culture, lifestyle, work, and opportunity mediate varying developments of linguistic capabilities (Schmidt, 2014), which result in educational inequalities and maintenance of societal hierarchy. TaTIS offers an inclusive instructional model of support for ELLs and native-English speaking peers within the mainstream classroom, encouraging mainstream and support teaching staff to collaboratively support the oral narrative language development of all pupils therein.

An emphasis on English language development threatens LD (Phillipson, 1992), minority communities (Mas-Moury Mack, 2013), versatility and perspectives (Alves &

Pozzebon, 2013). As a common language for international trade, the English language can affect employees' status and ability to fulfil their role efficiently (Lauring & Selmer, 2013). *"The linguist is not fighting against English, but fighting for diversity"* (Alves & Pozzebon, 2013, p. 630), which reflects the goal of the Council of Europe and the Department of Education and Skills (DES) in Ireland *"to develop in each individual a single plurilingual competence"* (2008, p. 33). The DES outlines that *"Irish and English and the many other languages used in Ireland today are part of our unique, ever-evolving, cultural and linguistic identity"* (2017a, p. 13). As such, TaTIS places equal emphasis on both English and Irish narrative language development, with opportunities for ELLs to share alternative native tongues, thereby addressing the challenge of English language imposition on LD in Irish primary schools.

Teacher background and training affect their attitudes to LD (Sanders & Downer, 2012), and given that teacher diversity in Ireland remains sparse (Heinz & Keane, 2018), it is unsurprising that predominantly 'deficit' views of culturally diverse children prevail in an Irish context (Devine, 2011; Lucas et al., 2011). Policymakers in Ireland have added to such misconceptions with publications which have implications for practice. For example, the National Council for Special Education (NCSE) in Ireland presents a 'limited' and 'impeded' view of ELLs by defining such learners as *"those whose command of English is so limited as to serve as an impediment to accessing the curriculum and participating meaningfully in mainstream classroom life"* (2014, p. 42). Additionally, DES (2017b) subsumes the EAL support provision model within a SEN framework, and coupled with a *"lack of investment in diversity training"* (Devine, 2011, p. 35), it is possible that teachers in Ireland might regard ELLs as having SEN. TaTIS fosters plurilingual competence and an appreciation of ELLs as talented language learners (Schmidt, 2014), thereby enabling teachers to develop surplus perspectives of such children and their rich linguistic repertoires.

The multilingual compositions of Irish classrooms are *"an asset in society"* (O'Connor & Ciribuco, 2017, p. 52). LD facilitates acceptance of difference (Ursa, 2018), understanding and integration (Wallen & Kelly-Holmes, 2006), social and economic gains (Ginsburgh & Weber, 2011; Varečková & Pavelková, 2018), cultural engagement (Darder, 2012), and educational benefits, such as language awareness (Wallen & Kelly-Holmes, 2017) and cross-linguistic transfer skills (Ó Duibhir & Cummins, 2012). TaTIS

and similar integrated language programmes can capitalise on such ‘assets’ for the benefit of all learners in Irish primary schools. This entices educational reform to support teachers to embrace LD so that pupils might reap such benefits in their classrooms. Thus, the languages in Irish primary schools are discussed further below to add further context to TaTIS programme design, development, and delivery.

1.2.1. Languages in Ireland

Ireland’s linguistic landscape has evolved significantly to include 182 languages (CSO, 2016). The most used languages ranked first to fourth are:

- English,
- a combination of 172 ‘other’ languages,
- Polish and,
- Irish.

Legislation in the Republic of Ireland (RoI) recognises Irish as its first official language and English as its second official language (GoI, 1937). Recently, Irish Sign Language was also legislated as an official RoI language (GoI, 2017). The aforementioned language ranking demonstrates the “*definitely endangered*” minority language status of the Irish language (UNESCO, 2022), while also signposting the larger volume of ‘other’ languages that exist in Ireland today. There is a “*turbulent and traumatic history*” in Ireland regarding English language domination (Ó Ceallaigh & Ní Dhonnabháin, 2015, p. 179; Ó Murchadha, 2013), as Irish speaking aristocracy and their institutions were eliminated in centuries gone by through British colonisation, plantation, and suppression (Ó Murchú, 2016). Today, the CSO rankings indicate that the Irish language is not only overshadowed by the English language, but also by a combination of other minority languages in Ireland, which leads to an investigation of policy responses to support Irish language maintenance.

Much emphasis has been placed on Irish language maintenance in recent years through *The Official Languages Act* (GoI, 2003), *The 20-Year Strategy for the Irish Language 2010 – 2030* (GoI, 2010) and *The Official Languages Amendment Act* (GoI, 2021a). The Irish language is a compulsory subject within the education system, with an emphasis on rewarding oral competence at post-primary level through the allocation of 40% to the Irish oral state examination (Flynn, 2007). Primary school teachers in Ireland

must demonstrate a specific standard in Irish for enrolment in Initial Teacher Education (ITE) and attend an Irish-speaking region, *an Ghaeltacht*, during their studies (GoI, 2021b). Additionally, wider policy aims to have appointed 20% proficient Irish language users within and across the public sector by 2030 (GoI, 2021a). As such, fostering Irish language proficiency for future employment prospects is a core aim for educators in Ireland, thereby rationalising TaTIS as a programme for English-Irish oral narrative language development. However, despite its legislative prominence, the Irish language is only used daily or weekly by a mere combined 5% of census respondents (CSO, 2016), thereby confirming its fragility and minority language status (Ó Murchadha, 2013; Devitt et al, 2018). Despite 12% of the Irish population having conveyed daily Irish language use within the education system *only* (CSO, 2016; 2011), illustrating the key role that schools play in Irish language maintenance, a longitudinal study of achievement in Irish by Harris and colleagues (2006) found a significant drop in Irish language proficiency standards in Irish primary schools since the 1980s. As such, Irish language revitalisation efforts depend on radical instructional reform, necessitating teacher training and pedagogic resources (Moriarty, 2017), and inviting TaTIS to embed PD for Irish language instruction within PD for TaTIS delivery. Despite these challenges that affect quality Irish language maintenance, immigrant pupils are respectful of the “*cultural and symbolic value*” of Irish and are often more competent than native peers with Irish language acquisition (Devine, 2011, p. 138). Furthermore, 53% of adult immigrants agree, or agree strongly, that speaking Irish is relevant to being Irish (O’Connor & Ciribuco, 2017). Thus, such aptitude and respect for the Irish language among ELLs supports a rationale to integrate Inis Scéal (IS) with Tell-a-Tale (TaT) in the early childhood classroom. The DES (2017a) asserts that “*the teaching and learning of Irish and English enable pupils to become functionally bilingual, an asset which can be exploited for the learning of a third or fourth language*” (p. 16). This validates and strengthens TaTIS, which aims to foster and support such bilingual development, mindful of other classroom languages, to ensure that monolingual, bilingual and plurilingual pupils can engage meaningfully and competently with English, Irish and other languages.

English emerged in the twelfth century and represents the primary language of communication in Ireland today (McDermott, 2011). It is prominent as the “*language of business, trade and commerce*” (Ó Ceallaigh & Ní Dhonnabháin, 2015, p. 181) and Irish citizens require English language proficiency to experience social, educational, cultural,

and economic gains (Farren, 2016). However, inequities for such experiences emerge for 14% of foreign-born residents who claim poor or non-existent English language ability (CSO, 2016), exemplifying the importance of explicit English language instruction. Thus, TaTIS offers intensive English oral language instruction from an early age to minimise the possibility of such inequities in later adult life.

1.2.2. Linguistically Diverse Irish Classrooms

Irish primary schools now host multilingual rather than bilingual language environments. In the past, most pupils spoke English (L1) and Irish (L2), but today, ELLs speak three languages, those being their L1, English (L2) and Irish (L3). Oral language is a necessary skill for lesson participation in primary schools (Riley et al., 2004), so non-native English or Irish speakers may struggle to successfully integrate into Irish primary classrooms if they have limited oral proficiency in both languages. Travers and colleagues (2010) cite the “*much less successful experiences*” that ELLs have in Irish education when compared to their majority language peers (p. 45), while large-scale international studies frequently identify achievement gaps between minority language pupils and their native-speaking peers (OECD, 2010). The development of oral language skills for classroom participation is “*one of the key instructional challenges of teaching young ELL students*” (Kim, 2008, p. 431), which further highlights the importance of oral language instruction for ELLs in Irish primary schools, and indeed, PD for educators to support such OLD in linguistically diverse contexts.

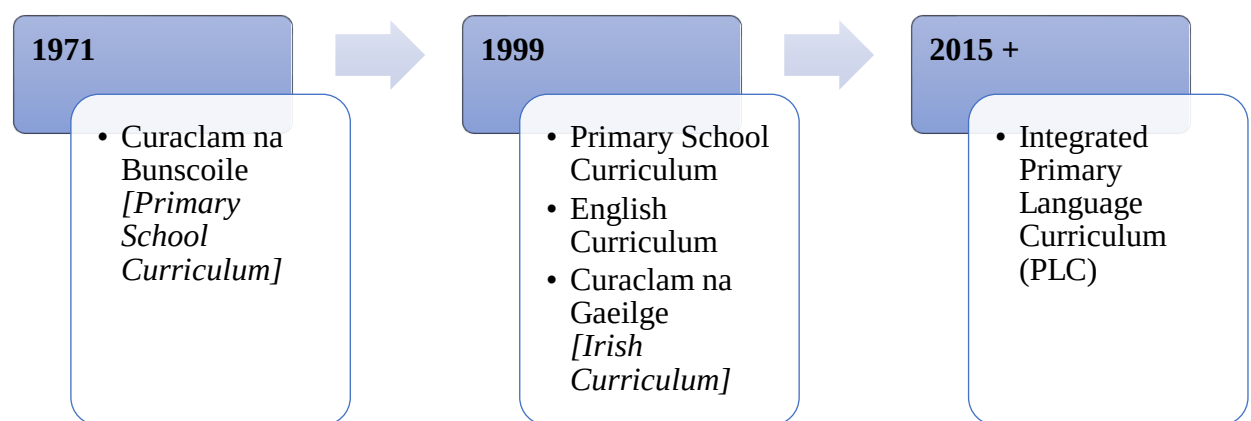
Research illustrates that non-native speakers of a particular language tend to have smaller vocabularies than monolingual speakers of that language (Bialystok et al., 2005), thereby contributing to weaker oral language performances (Dockrell et al., 2010). ELLs’ underperformance in oral language tasks causes concern, as oral language difficulties restrict curriculum access, learning approaches, attention span, social interaction (Riley et al., 2004), thus hindering reading comprehension (Nation et al., 2010), personal progression and academic success (Heppner, 2016). Researchers attest that robust oral language programmes are necessary if educators wish to narrow the achievement gap for ELLs in Irish classrooms (Darmody & Smyth, 2018; Ledwith & Reilly, 2013). Thus, TaTIS aims to support ELLs’ OLD in junior primary classrooms to curb the possibility of poor oral language skills therein. Language policy in the Irish context is now examined to

determine how ELLs have been catered for in the past, and to establish what can be done now, to address their needs within the mainstream classroom.

1.3. Language Policy in Ireland

Language curricula, guidelines and educational circulars are some of the responses to Ireland's evolving language landscape.

Figure 1.1. *Timeline for Language Curricula*

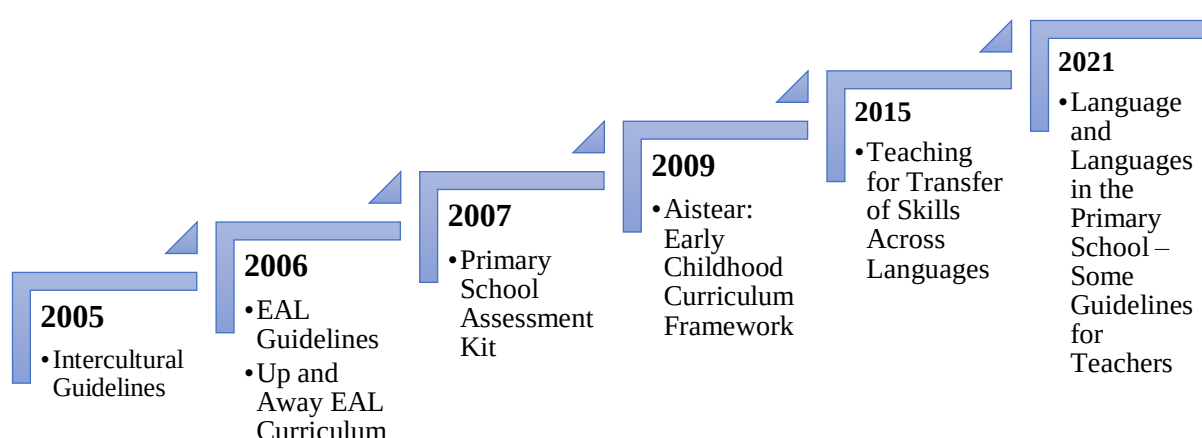


Curricula represent a continuum of content and methods which are subject to consistent review and reform consistent with societal developments (Walsh, 2016). *Curaclam na Bunscoile* (DES, 1971) emphasised child-centred education, subject variety, and discovery learning methods (Walsh, 2016), but high pupil-teacher ratios, lack of funding, inadequate resources and poor training hindered its success in schools (Walsh, 2010). At the turn of the century, a “*combination of educational, economic, social and cultural developments in Irish society*” (NCCA, 1999a, p. 2) necessitated a new curriculum. English and Irish were presented in two separate curricular documents, with few connections between both, therefore regarded later as extensive, overcrowded, irrelevant and inappropriate (Hislop, 2018; Looney, 2014).

More recently, in response to growing LD in Irish classrooms, the DES introduced the integrated *Primary Language Curriculum (PLC)*, designed for children who speak English, Irish or alternative languages (DES, 2019). It integrates English and Irish instruction, recognises additional languages, develops positive dispositions towards

language, provides progression steps to guide language differentiation and enables all children to explore, receive and create meaning (ibid). In contrast to previously compartmentalised language teaching, the integrated *PLC* “*promotes bilingualism and intends to foster and develop transferrable language skills between Irish and English from an early age*” (NCCA, 2015, p. 24). It differs from its predecessors by employing the same objectives for both languages, significantly reducing them by 65%, and providing progression continua to support language learning in a developmental way. Consequently, the integrated *PLC* introduces language teaching uniformity, concise learning outcomes and differentiation tools to cater more precisely for diverse language learning needs. Educators enjoy autonomy, flexibility and creativity associated with the learning outcomes but criticise the time-consuming and labour-intensive progression continua, which has culminated in frustration, increased paperwork, and a tick-the-box approach to teaching (NCCA, 2018). Furthermore, while teachers welcome the opportunity to recognise and respect heritage languages, they want to understand how to support this, without having to be knowledgeable of these (ibid). TaTIS establishes a platform for teachers and children to collaboratively engage in cross-linguistic activities, thereby adhering to the integrated *PLC*, providing incidental opportunities for children to share their L1 and affording teachers the skills to embrace this. The EAL-specific policy response in an Irish context is denoted below.

Figure 1.2. *Timeline for Language Policy Guidelines / Frameworks*



Intercultural Guidelines (NCCA, 2005) advised on curriculum accessibility for ELLs, encouraging inclusive learning environments and raising awareness of diversity

issues. The *EAL Guidelines* (2006) informed Language Support Teachers (LSTs) about language acquisition and ELLs' learning needs, introducing approaches, methodologies, and assessment strategies to support curricular access for ELLs. *Up and Away* (IILT, 2006), the EAL curriculum, was introduced concurrently and recommended a thematic approach to teaching language, like *Curaclam na Gaeilge* (NCCA, 1999c). The *Primary School Assessment Kit* (IILT, 2007) was then developed and disseminated. Despite these publications, Irish studies consistently criticise the lack of training, guidance, and support for LST roles (DES, 2011a; Travers et al., 2010), with insufficient resources, space, and support for ELLs within the mainstream classroom (Wallen & Kelly-Holmes, 2006). Though recent publications support integrated language instruction in primary schools (Connaughton-Crean & Ó Duibhir, 2015; Little & Kirwan, 2021), evidence of their adoption remains unreported in the literature.

Aistear, the Early Childhood Curriculum Framework in Ireland, informs curricular aims and objectives for all children from birth to six years (NCCA, 2009), offering a holistic, hands-on approach to early years learning, which contrasts with the subject-based primary school curriculum (Gray & Ryan, 2016). It employs four interconnected themes; Well-Being; Identity and Belonging; Communicating; and Exploring and Thinking. The process of communication enhances social interaction, facilitating an opportunity for children to engage and thrive in any learning environment (Bain et al., 2015). Morreale and colleagues (2017) argue that oral communication skills are particularly critical for personal and professional success. Communicating enables children to share “*their experiences, thoughts, ideas, and feelings with others with growing confidence and competence in a variety of ways and for a variety of purposes*” (NCCA, 2009, p. 34). TaTIS seeks to enhance oral language skills and hereby resonates with this theme.

Language policy for EAL support personnel provision has also shifted over time. Language Support Teachers (LSTs) were preliminarily allocated based on the enrolment and performance of ELLs in primary schools (DES, 2009; 2007). Research shows that these posts were temporary (Devine, 2005) with inconsistent teacher allocation (Nowlan, 2008). Wallen and Kelly-Holmes (2006) found that LSTs were often redeployed as substitute mainstream teachers, which devalued their post and denied ELLs of additional language tuition. In 2017, the DES advised that “*the distinction between*

[learning/language support and resource] posts [would] no longer apply” (DES, 2017b, p. 18) and consequently, the LST role was merged into a more diverse support model. The Special Education Teacher (SET) represents “*a combined post which allows schools to provide for all of their special education teaching needs from within [a] single allocation*” (DES, 2017b, p. 18). International research cautions strongly against amalgamating EAL with SEN (Tangen & Spooner-Lane, 2008), yet an opportunistic view of the autonomy afforded to Irish primary schools in deploying support staff for SEN and EAL provision, allows Irish primary educators to collaboratively teach pupil groups. This enacts the recommended co-ordinated strategy to support ELLs (Murtagh & Francis, 2012) and TaTIS features as one timely collaborative response for linguistically diverse classrooms.

This study recognises the challenges posed for LD in Irish primary schools, due to a lack of teacher diversity, pedagogical implications of multilingualism, English language prevalence, and misconceptions of ELLs’ abilities. An examination of language policy in the Irish context, particularly regarding language curricula and language support, indicates that Ireland is at an exciting juncture for innovation in linguistically diverse settings. The *PLC* is the first document to encourage cross-linguistic discussion in Irish primary classrooms and provides the unique backdrop for this study to explore bilingual narrative pedagogy as one meaningful, practical, and responsive method for such conversations. It is regrettable that EAL provision in Ireland has witnessed uncertainty and inconsistency. Thus, this study’s core rationale is responding to LD in a way that benefits young ELLs and their teachers. It is envisaged that designing, developing, and delivering a bilingual English-Irish oral narrative programme can offer a foundation for AL development for linguistically diverse learners, while also enabling teachers to explore how best to support ELLs within the mainstream classroom. A Theory of Change underpins this vision (Weiss, 1995), providing a framework to explicitly demonstrate the intended outcomes process of TaTIS programme planning, implementation, and evaluation (Reinholz & Andrews, 2020). These steps are detailed further in Chapter Two.

1.4. The Current Study

1.4.1. Study Aims

- Design, develop and deliver an English-Irish oral narrative programme for linguistically diverse junior and senior infant classrooms
- Provide collegial PD for teachers to upskill in EAL and to implement the oral narrative programme
- Document mainstream and support teachers' PD experiences for EAL from programme delivery
- Offer insights on mainstream teachers' experiences of using bilingual narrative pedagogy
- Gather children's responses to programme participation

1.4.2. Research Questions

This study identified two core gaps in the literature, namely a lack of adequate knowledge on how to support ELLs within the Irish primary classroom, and lack of appropriate PD opportunities for ELLs' teachers. Consequently, the research questions (RQs) were as follows:

RQ1 – What are participant mainstream and support teachers' professional development experiences:

- a) with English as an Additional Language (EAL) before study participation?
- b) when preparing for Tell-a-Tale delivery?
- c) when delivering Tell-a-Tale?

RQ2 – What are participant mainstream teachers' experiences of adopting bilingual English-Irish narrative pedagogy in Tell-a-Tale | Inis Scéal?

RQ3 – How do participant children respond to the Tell-a-Tale | Inis Scéal programme?

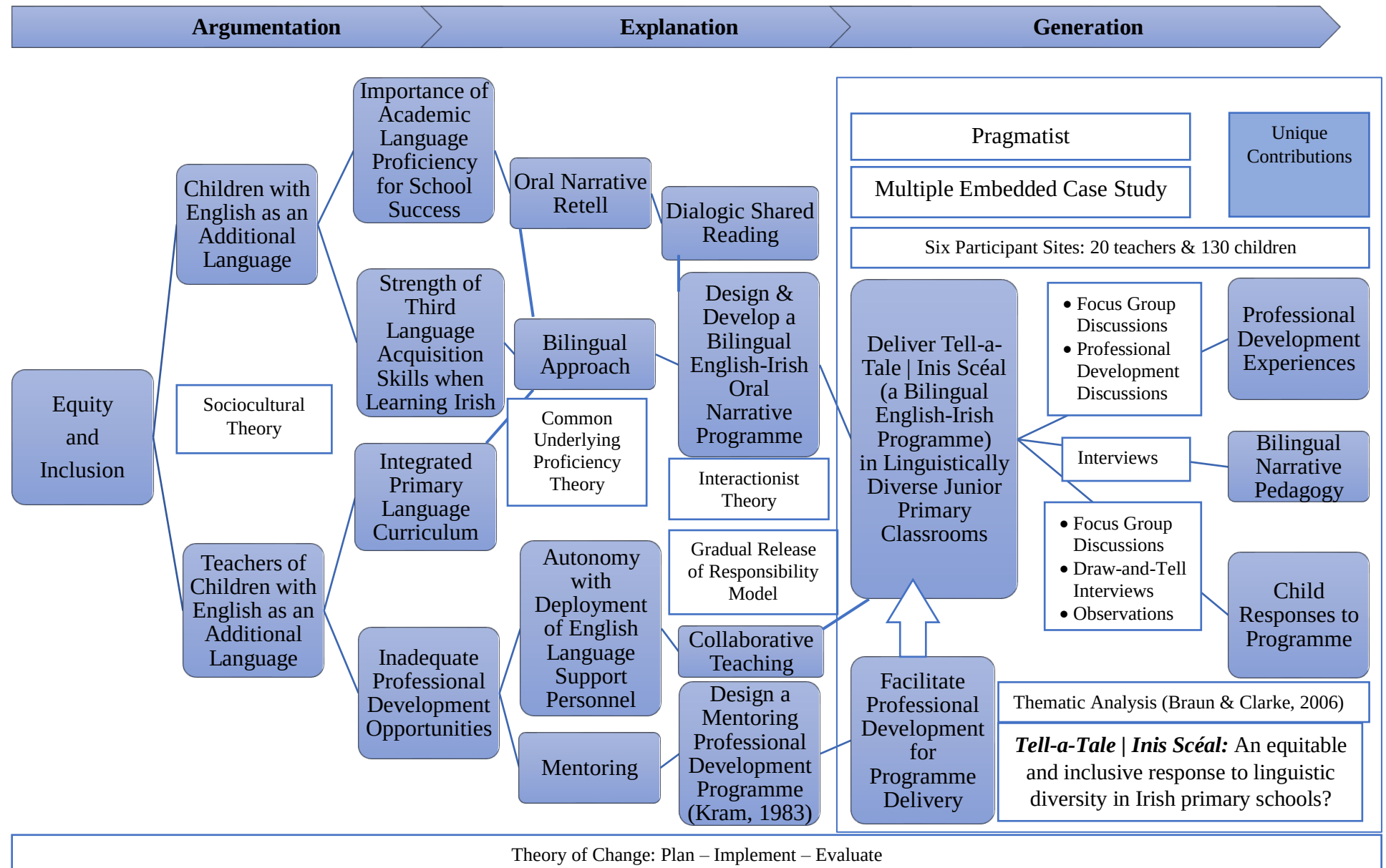
- Native-English Speakers (NESS) (English – L1/ Irish – L2)
- English Language Learners (ELLs) (English – L2/ Irish – L3)

A Multiple Embedded Case Study research design explored these RQs through teacher focus group discussions, professional development discussions and interviews, researcher observations, and child draw-and-tell interviews.

1.4.3. Conceptual Framework

This study was conceptualised through argumentation, explanation, and generation (Crawford, 2019); providing an overview of the issue under review; describing how this issue can be solved; and generating core questions, procedures, and outcomes. The framework below presents these study aspects, arguing that ELLs and their teachers require support for the development of AL proficiency in Irish primary schools, explaining that narrative language programmes have proven effective for this purpose in international settings and generating a key focus for this study within an Irish context.

Figure 1.3. Study Conceptual Framework



1.5. Chapter Summary

This chapter rationalised this study, depicting its linguistic context and language policy responses in the Irish primary education system, prior to presenting its aims, questions, and conceptual framework. Theory arising from this conceptual framework is discussed in the next chapter.

Chapter Two – Literature Review

2.1. Introduction

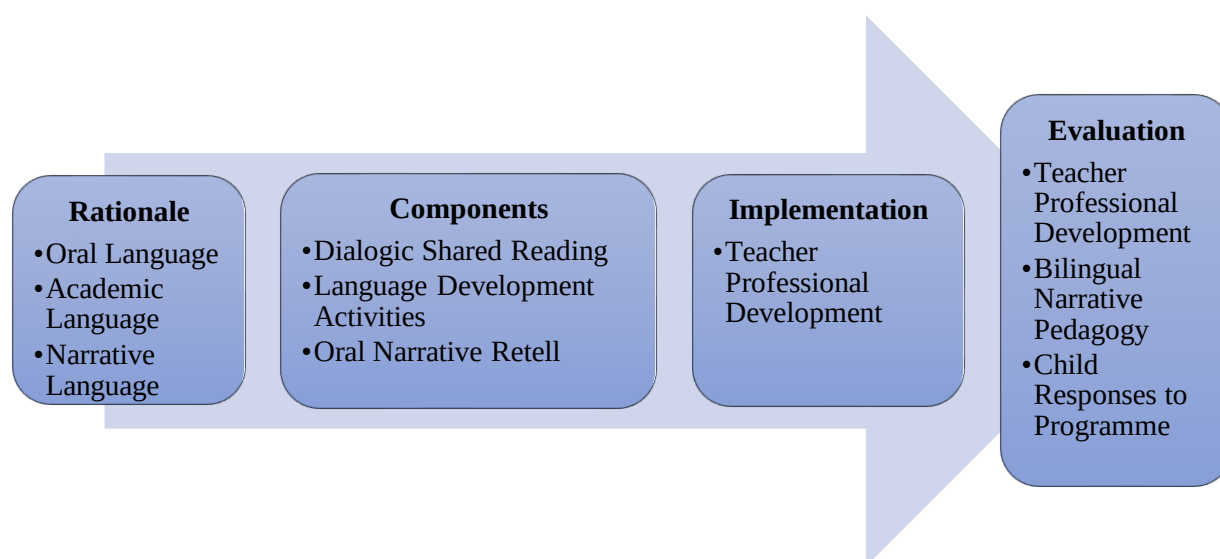
Oral language is an important skill to develop from early childhood (Murphy, 2014). It facilitates classroom communication (Riley et al., 2004) and a foundation for literacy skills (Powell, 2018). The knowledge necessary for primary school teachers to support oral language development (OLD) is “*complex and multi-faceted*” (Cregan, 2012, p. 83), rationalising Irish educational research that focuses on OLD. Tell-a-Tale | Inis Scéal (TaTIS) is a bilingual oral narrative programme that was designed to support child language development and comprehension through oral narrative retell. Tell-a-Tale (TaT) is delivered collaboratively by mainstream and support teachers, while Inis Scéal (IS) is thereafter integrated independently by mainstream teachers. The researcher adopts a Theory of Change (ToC) framework (Weiss, 1995) to underpin this study which has implications for the structure of this literature review.

2.1.1. Literature Review Structure

Weiss (1995) defines a ToC as a theory of how, why, and for whom an initiative works, outlining the necessary conditions for initiative success. A ToC is a critical component of high-quality scholarship, explicitly outlining the underlying rationale for a specific project to achieve necessary change through careful planning, implementation, and evaluation (Reinholz & Andrews, 2020). According to Jones and Rosenberg (2018), a ToC is typically established in the design phase of programme development using evidence, beliefs, and assumptions as a foundation for its conceptualisation. As such, the researcher provides a rationale for OLD, and Academic Language (AL) development, through oral narrative retell in TaTIS at the start of this literature review. Then, the researcher identifies, justifies, and describes integral oral narrative programme components to achieve this goal. Thereafter, literature on effective implementation enables the researcher to craft knowledge about teacher professional development (PD) requirements for the successful implementation of TaTIS for the development of oral narrative retell skills. Finally, the researcher outlines evaluation processes within the methodological discussion of this work (see Chapter Three). The following figure

summarises this ToC process of supporting children and teachers alike with OLD in linguistically diverse school contexts.

Figure 2.1. *Theory of Change Model for Current Study*



The researcher discusses the TaTIS programme’s rationale, components, and implementation in this chapter according to literature on language development, oral narrative language development and teacher PD. Given its implications for methodological considerations, the evaluation process for TaTIS programme delivery is documented in chapter three.

2.1.2. Literature Search Methods

A systematised theoretical literature search began in July 2018 using Summon, Academic Search Complete, EBSCO and Google Scholar. A list of key search terms is detailed in appendix A but primarily included; oral language; OLD; English as an Additional Language (EAL); Academic Language (AL); oral narrative programme; oral narrative intervention¹; dialogic shared reading; vocabulary; grammar; phonological awareness; comprehension; narrative retell; collaborative teaching; teacher PD; mentoring; and effective PD components. The search was limited to studies conducted within the last thirty years (1992 – 2022), except for key theorists Skinner (1957),

¹ This thesis refers to Tell-a-Tale | Inis Scéal (TaTIS) as an oral narrative **programme**, not an **intervention**. Language intervention studies typically use quantitative measures to examine language outcomes. This study did not quantitatively measure language, so it does not qualify as an ‘intervention’. However, TaTIS draws inspiration from interventions in its design, so it is useful to consider these in the literature search.

Chomsky (1965; 1959), Vygotsky (1986; 1978; 1960), Bruner (1986; 1983; 1981), Cummins (1984; 1979), Krashen (1982), Pearson and Gallagher (1983) and Snow (1991; 1989).

2.2. Language Development

Oral language, its components and academic language are introduced in this section. Language acquisition theories are examined, rationalising sociocultural and interactionist perspectives of language acquisition for TaTIS, and language proficiency is discussed according to basic and abstract language use to establish key features for narrative language development. To conclude, oral language pedagogy through storybooks is justified, with an outline of research-informed instructional practices for the early primary schooling years, thus preparing the current study for its investigation of oral narrative language development for both oral and academic language growth.

2.2.1. Oral Language

Language is a multi-faceted construct (Harley, 2008), recognised as the primary tool for connection between human beings and their surroundings, and necessary for personal, social, and civil life (Rubin, 2017). It comprises of receptive (listening/reading) and productive skills (speaking/writing), which later develop both oral and literate abilities (Baker, 2011). These skills, or ‘English language arts’, require considerable knowledge and skill for engagement in daily life (Morrow et al., 2016). Thus, continued language growth in early childhood is vital and educators play a key role in enabling its solid foundation in junior primary classrooms (Massey, 2013).

Oral communication includes speaking and listening to share knowledge, ideas, and feelings (Silverman & Hartranft, 2015). Oral language is important because it:

- provides a learning foundation and extends learning opportunities (Englezou & Fragkouli, 2014; Riley et al. 2004)
- influences literacy skills attainment and educational outcomes (Murphy, 2014; Powell, 2018)

It is unsurprising that oral language has been central to language curricula in Ireland for decades (DES, 2019; NCCA, 2015; 2009; 1999a; 1999b; 1999c). As most lessons are conducted through oral communication (Riley et al., 2004), OLD is vital for school participation. However, schools typically adopt formal academic language registers (Schlepppegrell, 2004), which can hinder school participation where social, geographic, and ethnic differences prevail (Chambers, 2013). TaTIS acknowledges this literate language style and seeks to develop it through oral narrative retell.

There are deep-rooted links between oral language and literacy attainment (Snow, 1991), as oral language strongly predicts literacy skills (Murphy, 2014; Powell, 2018). Morrow and colleagues (2016) maintain that children are speakers and listeners, before they are readers and writers, foregrounding OLD as key for literacy skills development. Thus emerges a brief for understanding OLD components to embed these key skills within TaTIS for later literacy success.

2.2.1.1. Components.

Linguists agree that there are fundamental distinctions between various language aspects (Harley, 2008), including semantics, syntax, morphology, phonology, and pragmatics (Morrow et al., 2016). Each assumes a different function, though interconnect for OLD. Thus, the following aspects are important features of TaTIS.

Figure 2.2. *Oral Language Aspects*

Semantics	Syntax	Morphology	Phonology	Pragmatics
•develop meaning •concept categorisation •vocabulary	•understand rules •grammar	•recognise smallest units of meaning •prefixes, roots, suffixes	•understand sound structure •listening, sounds, rhymes	•articulate social uses of language •turn-taking, idiomatic speech

There are consistent links between these oral language aspects and successful literacy skills attainment. For example, grammar, syntax and semantics knowledge influence language and literacy skills (Bowyer-Crane et al., 2008). Thus, oral language is further confirmed as a precursor to literacy (Cregan, 2012; Murphy, 2014; Powell, 2018;

Snow, 1991) and indeed, further rationalised for focal instruction in Irish junior primary classrooms.

2.2.2. Academic Language

Academic Language (AL), otherwise referred to as ‘the language of schooling’, ‘disciplinary language’, ‘scientific language’, ‘academic English’ and so on (Jensen & Thompson, 2020), represents complex communication skills to access academic, health, political, and civic information (Meneses et al., 2018). According to Nagy and colleagues (2012, p. 92), AL *“is the specialised language, both oral and written, of academic settings that facilitates communication and thinking about disciplinary content”*.

Additionally, Meneses and colleagues (2018) associate AL with the specific language forms and functions that enable the comprehension and expression of curriculum content and scientific learning. AL characteristics include diverse abstract vocabulary, complex structures, logical connectives, and stance markers to support precise, concise, logically organized, and reflective communication (Nagy et al., 2012; Schleppegrell, 2004; Snow & Uccelli, 2009; Wei, 2021). Researchers acknowledge that the development and mastery of AL is critical (Francis et al., 2006; Wei, 2021), yet it can be particularly challenging for ELLs to develop AL for schooling success (Haneda, 2014). Thus, support for oral AL development in linguistically diverse junior primary classrooms is further rationalised herein. Knowledge of language acquisition and language proficiency can inform key steps to respond to oral AL development for such settings and are discussed further hereafter.

2.2.3. Language Acquisition

Language acquisition, or the attainment of language, is *“an impressive and fascinating aspect of human development”* (Lightbown & Spada, 2013, p. 5), representing the inherent growth of language (Clark, 2016), and often deemed a *“staggering feat”* (Saxton, 2017, p. 3), given its many complexities. There are similarities for all children in the initial stages of language acquisition, regardless of their native tongue, including; involuntary crying, gurgling sounds and auditory skills before the age of one (Lightbown & Spada, 2013). Children then begin to understand and use frequently repeated words in their home language, progressing towards simple, telegraphic sentences aged two. Children generally become competent in their native language at three/four years old (Kuhl, 2004), having acquired all the requisite skills to process and produce speech.

2.2.3.1. Theoretical views.

Language acquisition is developmental across languages, enabling children to acquire their first language (L1), which empowers a second language (L2), and even a third language (L3). L1, L2 and L3 acquisition, henceforth acronymised as FLA (First Language Acquisition), SLA (Second Language Acquisition) and TLA (Third Language Acquisition), are now explored from various theoretical viewpoints to understand process perspectives of multilingual development. This section explores four theoretical perspectives of FLA and SLA. TLA is presented later considering these L1 and L2 influences.

Figure 2.3. *First and Second Language Acquisition Theories*

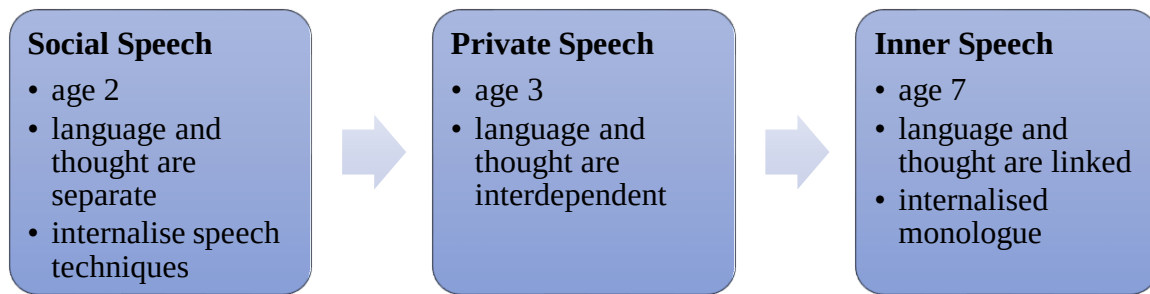
<u>Behaviourist</u>	<u>Innatist</u>	<u>Sociocultural</u>	<u>Interactionist</u>
• FLA / SLA • Skinner (1957) 1. Imitate. 2. Praise. 3. Imitate. 4. Habit. Environment as stimulus • Brooks (1960) 1. Imitate. 2. Practice. 3. Reinforce. 4. Habit. Mimicry / Memorisation	• FLA / SLA • Chomsky (1959) -Innate capacity -Universal grammar -Sample language • Chomsky (1965) -Active mind -Innate capacity -Critical Period Hypothesis -Language Acquisition Device	• FLA / SLA • Vygotsky (1978) -Social & cultural interaction -Three core functions: 1. Social interaction 2. Language 3. Zone of Proximal Development	• FLA / SLA -Innate Capacity + Interaction = Language • Vygotsky (1978) -Social interaction + environment = language • Bruner (1981) -Language = Gateway to Linguistic Community • Snow (1995) -Child-directed and one-to-one interactions

For many decades, theorists have contested both external influences on, and internal capacities for, language learning, known as the behaviourist and innatist language acquisition views. Behaviourism asserts that the environment is the source of a child's

learning needs, following a process of imitation, praise from imitation sources, further imitation, and eventual habit formation (Skinner, 1957), while Innatism asserts that all human languages are based on innate universal principles (Chomsky, 1959). Though Skinner (1957) advocated for external influences, corrections and repetitions, Chomsky argued that children were “*not blank slates to be filled*” (1959, p. 20), but rather competent language learners with an innate learning capacity. Behaviourist concepts of imitation, practice and habit formation were applied to SLA in the mid-1900s (Brooks, 1960), resulting in mimicry and memorisation in L2 instruction, which inadequately explained the thought processes associated with innatist SLA views. Chomsky (1965) attested that cognition is central to language development, as children demonstrated an innate mechanism for developing knowledge by producing complex grammatical structures with limited input (ibid). However, researchers caution that universal grammar insufficiently explains SLA, particularly beyond the critical period, the optimum age at which specific knowledge and skills can be acquired (Bley-Vroman, 1990), thereby contesting the validity of both behaviourist and innatist views. TaTIS does not employ mimicry or memorisation, nor does it focus solely on children’s innate cognitive capacity. Instead, it assumes a more interactive view of language development.

Sociocultural Theory (SCT) proposes that human development and learning occur through both social and cultural interaction (Vygotsky, 1978). SCT recognises the roles of social interaction, language, and the zone of proximal development (ZPD) in supporting childhood learning and development. Vygotsky (1978) identified the role of tools and signs (i.e., language and counting systems) in mediating human action during social and individual situations. Thus, language accommodates social interaction, facilitating encounter meaning and setting communication, thereby co-constructing knowledge. Conversations support the origins of thought and language during a child’s development, with a view that thoughts are internalised speech, and that speech emerges in social interaction (ibid).

Figure 2.4. *Language and Thought Progression*



Language and thought are separate during social speech development aged two (Vygotsky, 1986). Nonetheless, children internalise tone of voice, manner of discussion and signals of value for things or events (Miller, 2011). Social speech evolves towards private speech aged three, an act of talk directed at oneself, which serves both intellectual and self-regulating functions (Vygotsky, 1986). Thus, a shift occurs from separate systems to thought and speech interdependence. Private speech is a tool for cognitive processes and development, initiating plans, organising thoughts and collaborating with oneself as though with a knowledgeable other (Miller, 2011). By seven, children transition gradually and discretely from private speech to inner speech, internalising monologue, thus thinking in words, and supporting cognitive development. Vygotsky (1986) describes inner speech as “*thinking in pure meanings*” (p. 249) and acknowledges the environment’s effect on its onset and quality. TaTIS is cognisant of the interdependent role of language and thoughts in SCT, by employing a dialogic approach to shared reading to provoke thought and assess comprehension, while also providing key prompts during language activities to ensure mediation for discussion of thoughts for language development. Furthermore, such language activities in TaTIS facilitate social, private and inner speech in a differentiated way.

The interactionist perspective proposes a strong relationship between cognitive development and language acquisition (Slobin, 1973). Interactionist theorists recognise that innate learning abilities and the environment are connected for language development. “*Imitation is a lame explanation*” for language acquisition (Bruner, 1983, p. 17), as interactive, communicative processes are central to language development. Such interactive procedures are known as the Language Acquisition Support System (LASS), which scaffold early language utterances (ibid). Vygotsky (1978) recognises the

importance of social interaction and a supportive, interactive environment to advance learners to a higher-level of knowledge (i.e., the ZPD). Conversations, a product of language and thought, are central to such interaction, and are enhanced by a more knowledgeable other (MKO). Thus, language is the gateway to a linguistic community (Bruner, 1981). Snow (1995) promotes language learner and MKO interaction, as child-directed responses are paramount to language acquisition, supporting comprehension and paraphrasing. Therefore, MKOs are encouraged to use a slower rate of delivery, higher-pitched voice, varied intonation, shorter and simpler sentences, repetition, and paraphrasing (ibid). In summary, the interactionist view recognises the connection between cognitive development and environment interaction to support language acquisition. Coupled with SCT, this view underpins TaTIS. Storybooks are used for cognitive development, playful language resources offer concrete interaction sources, and differentiated, small-group instruction facilitate child-teacher and child-child interactions.

Third Language Acquisition (TLA) hosts a variety of perspectives, particularly regarding the relationship between linguistic systems when acquiring an additional language (Ortin & Fernandez-Florez, 2019). These relationships are complex and manifold, though it is generally accepted that TLA differs from SLA (ibid). There are three models of TLA; the Cumulative-Enhancement Model (Flynn et al., 2004); the L2 Status Factor Hypothesis (Bardel & Falk, 2007); and Typological Primacy Model (Rothman, 2011). Each recognises the variables that affect syntactic transfer from previously acquired languages.

Figure 2.5. *Third Language Acquisition Theories*

Cumulative Enhancement Model (CEM)	L2 Status Factor Hypothesis (L2SF)	Typological Primacy Model (TPM)
• L1 and L2 affect TLA	• L2 strongly affects TLA during many stages	• L1 or L2 similarity with L3 affect TLA

The L2SF asserts that L2 strongly affects all stages of TLA (Bardel & Falk, 2007). Though L1 influences TLA (Hermas, 2010), research indicates that L2 plays a more

significant role (Ingrid-Leung, 2007), particularly as a transfer source (Bardel & Falk, 2007). In the Swiss context, Haenni-Hoti and colleagues (2011) found that L2 competencies in English predicted listening and reading comprehension in foreign L3 French. In the Spanish context, a trilingual study observed co-activation of L2 and L3, as opposed to L1, in language learning settings (Sánchez, 2015). These studies confirm the more prominent role that L2 can play in TLA, supporting the assumption that ELLs can effectively co-activate English (L2) and Irish (L3). Thus, the multitude of diverse languages that exist in Irish primary classrooms will not be a barrier to successful TaTIS delivery, but rather, an advantage through TLA.

2.2.3.2. Consideration factors.

Anxiety (Hashemi, 2011; Krashen, 1982), prior knowledge (Pinter, 2011), motivation (Fen Ng & Kiat Ng, 2015) and identity (May, 2008) impact language acquisition. Knowledge empowers teachers to establish procedures to curb their negative effects on language learning experiences. Predictable routines address anxiety factors (Ellis, 1994). Such routines may include a TaTIS song before each session commences; a repetitive format of comprehensible input through shared reading, language activities and guided narrative retell; and a familiar MKO (i.e., same teacher/small-group over the six-week period). As L1 is a key factor in subsequent language development, an open dialogue must exist between the researcher, teachers, and parents of ELLs to establish language abilities, difficulties, and impairments, which can ensure that appropriate strategies are established to support language learning (Pinter, 2011). TaTIS must also consider strategies for intrinsically and extrinsically motivating children to engage in, and learn from, this programme (Dörnyei, 2001). These may include familiar content, colourful resources, and opportunities for social interaction (Cummins, 2000; Vygotsky, 1978). Finally, as ethnic affiliation can affect English and Irish language acquisition, it is important that alternative home languages are incorporated into TaTIS. Universal stories, such as traditional tales, might ensure that participants have a general pre-conception of the story in their L1 (Hepler, 2007) for meaningful cross-linguistic transfer to their L2 (English) and L3 (Irish). These strategies consider and address factors that might affect language acquisition in TaTIS. Language proficiency and its theoretical implications are now explored.

2.2.4. Language Proficiency

Language proficiency represents communication fluency through various language forms, a multi-dimensional construct, yet a continuous variable in language research (Hell & Tanner, 2012). Language proficiency is associated with basic and advanced comprehension, educational attainment and successful societal participation, deeming it an integral component of language growth (ibid). Thus, language acquisition and proficiency are inextricably linked to language development and subsequent academic success.

2.2.4.1. Types.

Basic Interpersonal Communication Skills (BICS) represent language used for daily conversation and social interactions, while Cognitive Academic Language Proficiency (CALP) is the oral and written language related to academic achievement (Cummins, 1984). Though both types afford some clarity on language proficiency types, researchers have criticised that BICS and CALP are oversimplified (Valdés, 2004), reflecting autonomous, not ideological, literacy concepts (Wiley, 1996), and offering privilege to school-based language over other varieties (Bailey, 2007; MacSwan, 2007). BICS and CALP posit linear progression from social to academic language, which is an impoverished view of everyday conversation, where complex language skills can occur (i.e., negotiation, justification etc.) (Bailey, 2007; MacSwan, 2007). Despite such criticism, BICS and CALP enable the researcher of this study to clearly distinguish between conversational and academic fluency, mindful of the nuances that can exist between both, to strategically explore, identify, and select TaTIS programme components to support CALP in linguistically diverse classroom contexts.

BICS is defined as *“the ability to carry on a conversation in familiar, face-to-face situations... the level of proficiency attained by an English-speaking child when they enter school aged five”* (Travers et al., 2010, p. 48). TaTIS enables children to use and develop BICS through interactive learning approaches. However, its primary goal is to provide a foundation for children to explore and develop Academic Language (AL) in the early years of primary schooling. The term AL is synonymous with ‘de-contextualised language’, ‘language of schooling’, or ‘language of science’, representing language that is typically used in academic texts and school learning environments (Halliday, 2004;

Schleppegrell, 2004). It is a prerequisite for educational success (Schleppegrell, 2004), typically associated with a ‘literate’ language style, or an expert stance, with explicit vocabulary and coherent idea presentation (Watson, 2002). However, CALP development can take between five to nine years (Collier, 1987; Cummins, 2000), explaining why ELLs are frequently at-risk of academic failure in English-medium settings (Fahey et al., 2019). While TaTIS does not expect children to have fully acquired CALP post-participation, it is envisaged that supporting literate language in the early years of primary schooling, through oral narrative retell, can provide a foundation for ongoing AL development.

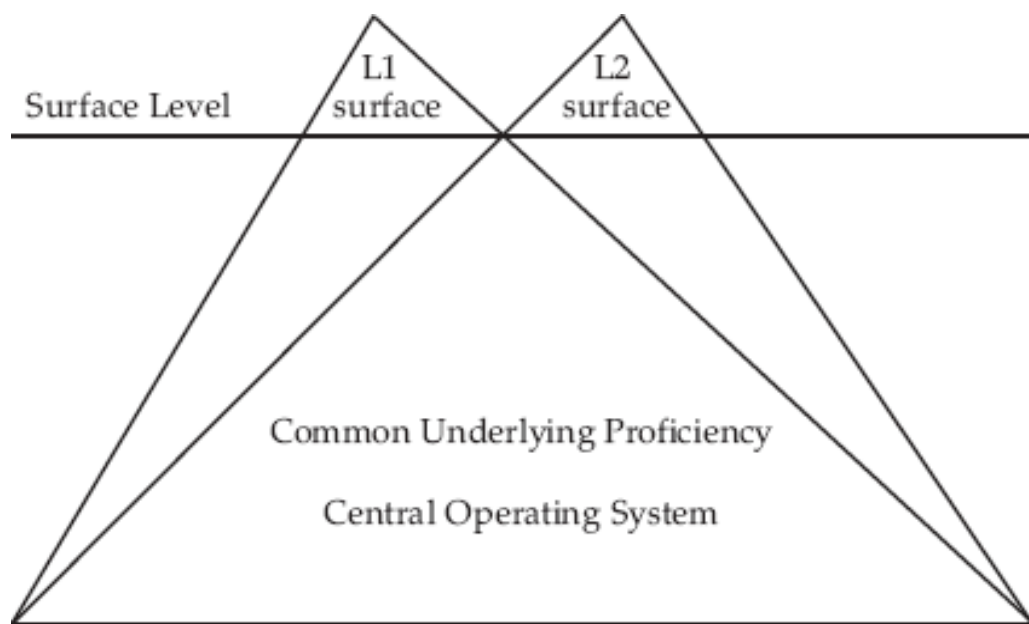
Irish educational policy has historically allocated only two years of language support to ELLs (DES, 2009; 2007), which disregards the necessary input and time to attain native-like proficiency (Kelly, 2014). Supporting oral narrative retell in TaTIS might develop more abstract levels of talk associated with AL, which is more likely to support advanced comprehension and educational attainment than basic conversation. While BICS components are incorporated into TaTIS, its predominant focus is on promoting CALP to ensure that literate language is introduced early in primary schooling. TaTIS cannot, and will not, be the sole medium for CALP, but rather an entry point for establishing the foundation for literate language development in junior primary classrooms.

2.2.4.2. Bilingualism.

According to Murphy (2014, p. 176), being bilingual is not only “*a great gift... [and] luxury*” but also a “*a necessity*” for social, professional, and economic gains, thus rationalising bilingual language development in linguistically diverse Irish classrooms. Bilinguals have access to, and use, linguistic resources in their L1 when learning a L2 (Leafstedt & Gerber, 2005), during which time Cross-Linguistic Transfer (CLT) can occur. CLT is informed by two frameworks (Genesee et al., 2006); linguistic interdependence (Cummins, 1979; Verhoeven, 1994) and contrastive analysis (Odlin, 1989). Linguistic interdependence claims that L1 and L2 rest on a Common Underlying Proficiency (CUP), or an interdependent central processing system (Cummins, 1979), while contrastive analysis focuses on L1 and L2 structural commonalities and differences (Odlin, 1989), which can influence the ease, speed, and accuracy of L2 acquisition. CUP

emphasises that languages are intrinsically connected, so that multilingual children have a foundational linguistic repertoire that can be linked to their known languages (see below). However, some researchers refute CUP, subscribing to a concept of subtractive bilingualism called Separate Underlying Proficiency (SUP), and digressing from bilingual education models in the belief that such approaches divert valuable time away from English language development (Amselle, 1996; Rodriguez, 1983).

Figure 2.6. *Common Underlying Proficiency Theory*



In contrast to such subtractive views of English language development, CUP theory has underpinned many studies since its introduction, proving moderate but consistent relationships between L1 and L2 skills (Cummins, 2016). Examples include the positive relationship that exists between bilinguals' L1 and L2 achievements (Lindholm-Leary, 2001), with transferable reading comprehension skills in bilingual learning contexts (Dressler & Kamil, 2006), and larger effects on academic outcomes in such settings when compared to those that employ L2 instruction exclusively (Cheung & Slavin, 2012). Additionally, more recent studies demonstrate significant relationships between L1 and L2 writing complexity (Ströbel et al., 2020) and wider biliterate skills development (i.e., grammar, lexicon, nominalisation, and subordination) (Granados et al., 2022). The value of CUP was further solidified by Snow and colleagues (1998, p. 324) who state: “*being*

biliterate confers numerous intellectual, cultural, economic, and social benefits,” thus explaining why Irish primary schools have begun to use the integrated *Primary Language Curriculum (PLC)* (DES, 2019) in recent years. The *PLC* recognises both CLT perspectives, integrating English-Irish language instruction to enact linguistic interdependence (Cummins, 1979; Verhoeven, 1994), and encouraging discourse regarding similarities and differences between languages (Odlin, 1989).

TaTIS supports comprehension through the skill of oral narration, while also integrating two languages of instruction, to avail of the benefits associated with CUP. While the importance of oral language and comprehension development has been stressed in the literature (Powell, 2018), there is little evidence to suggest its comprehensive instruction in junior primary classrooms in Ireland. TaTIS builds on CUP by providing a potential approach to bilingual teaching (Cheung & Slavin, 2012; Cummins, 1981; Dressler & Kamil, 2006) that can foster FLA and SLA, or indeed SLA and TLA, to glean associated academic gains.

2.2.5. Supporting Oral Language Development

According to Cummins (2000), language learning progresses from basic, informal levels (BICS) to more abstract, formal levels (CALP). Such concrete and abstract elements of talk were first proposed by Blank and colleagues (1978) and further supported by van Kleeck (2003). Concrete, contextualised language represents lower-order thinking skills, while abstract, academic language includes higher order thinking skills. Grolig and colleagues (2018) state that lower-level language uses vocabulary and grammar, while higher-level language employs comprehension monitoring and narrative comprehension. These language levels for language learning illustrate how TaTIS teachers might use language to scaffold children from basic to abstract thinking and talking.

Table 2.1. *Language Levels for Language Learning*

Basic Interpersonal Communication Skills (BICS) Cummins (2000; 1984)	Cognitive Academic Language Proficiency (CALP) Cummins (2000; 1984)
Lower-Level Language: a) Vocabulary b) Grammar (Grolig et al., 2018)	Higher-Level Language: a) Comprehension monitoring b) Narrative comprehension (Grolig et al., 2018)
Concrete Tasks: a) Label b) Locate c) Describe d) Recall (Blank et al., 1978; van Kleeck, 2003)	Abstract Tasks: a) Summarise b) Infer c) Reason d) Predict e) Problem-Solve f) Explain (Blank et al., 1978; van Kleeck, 2003)

Essential language learning actions include an initial focus on vocabulary and grammar, using concrete tasks to label, locate, describe, and recall, thereby supporting BICS. Having gained BICS competence, comprehension and narration for CALP is achieved through abstract tasks (i.e., summarising, inferring, reasoning, predicting, problem-solving, explaining). Adopting this synthesised continuum for contextualised and decontextualised language development can support ELLs’ progression from BICS to CALP (Blank et al., 1978, Cummins, 2000; Grolig et al., 2018; van Kleeck, 2003). Storybooks and shared reading can provide the context for vocabulary, grammar, comprehension, and narration development, thus rationalising an oral narrative programme to support oral academic language skills in line with the ToC framework that underpins this project.

Medlicott (2018) posits that “*stories are all around us*” (p. 7) as common, enduring, inexpensive and popular resources to support language and literacy development in the early years (Flynn, 2016; Isbell et al., 2004; van Kleeck, 2008). Storybooks are rationalised as focal resources to catalyse language learning in other narrative intervention studies (Cruz de Quiros et al., 2012; Dawkins & O’Neill, 2011; Lake & Evangelou, 2019). They develop oral language aspects (as documented in figure 2.2.); *vocabulary* (Dickinson & Porche, 2011); *phonology, grammar* (Gillanders &

Castro, 2011); *comprehension* and *pragmatic* skills (Dickinson, 2001); and are thus appropriate agents for OLD.

Shared reading is a process by which an adult reads a storybook to one child, a small-group of children or an entire class (Flynn, 2011). This process promotes early OLD (Gámez et al., 2016), providing meaning and motivation for language learning (Hogan et al., 2011), with moderate effects on oral language measures (Neuman, 2011). Shared reading has two core functions; conversation about books (BICS) and child narration (CALP) (Lonigan & Whitehurst, 1998). Fostering a love for lifelong reading (Pillinger & Wood, 2014) and shared reading is integral to the success of TaTIS, ensuring that OLD occurs in a contextualised way.

Several research-driven approaches to language instruction are depicted below as strategies to support language learning pre-, during and post-shared reading in TaTIS.

- *Context provision*² (Bygate et al., 2009; Ellis 2005) and *task-based curricula* (Bygate et al., 2009; Pinter, 2015): Bygate and colleagues (2009) emphasise the importance of contextualising language learning, so that learners can attend to both semantic and pragmatic meaning (Ellis, 2005). Storybooks, or task-based curricula, can contextualise learning (Pinter, 2015), which ensures that learners are actively engaged in their knowledge generation.
- *Formulaic expressions and rule-based competence*³ (Ellis, 2005; Wray, 2008): Formulaic expressions are important for early language acquisition (Ellis, 2005) to support fluency and rule-based competence. Grammatical knowledge of language rules support complexity and accuracy skills (Skehan, 1998). Storybooks offer formulaic expressions, while narrative sample statements modelled in small-group activities provide contextualised versions of rule-based competence.
- *Learner autonomy, involvement, reflection, and language use*⁴ (Ellis, 2005; Little, 2007): Both Ellis (2005) and Little (2007) portray the learner's central role in

² See figure 3.15. for the selection of traditional tales that contextualise learning in this programme.

³ See appendix B to evidence this in TaTIS lesson plans.

⁴ As per footnote three.

acquiring language and their need for autonomy, engagement, production and reflection. While *Aistear* encourages young children to lead their own learning through imaginative engagement and production (NCCA, 2009), shared reading to support narrative retell in TaTIS can also result in autonomous language use, engagement with, and production of narrative, and reflection on narrative production.

- *Sociocultural approach (Ellis, 2005)*: Social interactions facilitate sociocultural approaches to learning (Vygotsky, 1978), and storybooks are key techniques for this purpose (Kalantari, 2009), promoting learner autonomy, involvement, and target language use (Little, 2007). Thus, dialogic shared reading, small-group instruction and paired activities are rationalised for TaTIS.

These research-informed strategies support language learning in TaTIS. TaTIS design, learning principles and procedures are discussed further in chapter three.

2.2.6. Section Summary

This section focused explicitly on language development. Oral language is essential for learning and literacy. Semantics, syntax, morphology, phonology, and pragmatics are core components of oral language that can be developed through storybooks, shared reading and language activities that explicitly focus on developing vocabulary, grammar, phonology and comprehension. Academic language represents specialised language skills in school contexts for engaging with disciplinary content. The sociocultural and interactionist approach to language development illustrates the social and interactive functions of TaTIS for narrative language growth. Details regarding language proficiency for both native and non-native speakers outline the basic and abstract language use that contribute to overall language development. Oral language pedagogy through storybooks and research-informed strategies can support OLD in junior primary classrooms. Oral narrative language development is now examined to illustrate its theoretical foundation in this study.

2.3. Oral Narrative Language Development

In line with the ToC framework that underpins this study, narrative language components are introduced herein to understand their contribution to oral and academic language development and to rationalise oral narrative retell as an appropriate response to identified areas for improvement in linguistically diverse junior primary classrooms. Both monolingual and bilingual narrative language interventions are explored, as their design, development, and delivery in international settings have implications for the characteristics and components of TaTIS in an Irish context. A section summary outlines key points regarding narrative language and oral narrative programmes. Given their methodological foundations, the design principles and development stages of TaTIS are detailed further in chapter three.

2.3.1. Narrative Language

Narrative language provides a natural foundation for human thought and communication (Bruner, 1986; Graesser, 1993; Schank, 1990). By supporting cognition and interaction, narratives are an appropriate tool for sociocultural and interactionist perspectives of language development. Typically developing children, aged three, have some concept of ‘story’ (Applebee, 1978) and a strong link exists between oral narrative development and emergent literacy skills (Dickinson & McCabe, 2001). Oral and written language share a reciprocal relationship, as speaking influences, and is influenced by, developing knowledge of written forms (Griffin et al., 2004; Sulzby, 1985). Therefore, primary schools seeking to support literacy skills must first focus on oral language instruction. Oral narrative programmes offer one method for facilitating such reciprocity.

Storytelling depends on competent use of diverse vocabulary, increasingly complex grammatical structures, and coherent narrative organisation (Bitetti & Hammer, 2016). Such diverse, complex, and coherent language skills correlate with Academic Language (AL) characteristics (Nagy et al., 2012; Schleppegrell, 2004; Snow & Uccelli, 2009; Wei, 2021), deeming storytelling an appropriate activity for oral AL development in linguistically diverse junior primary classrooms. Story retelling involves the oral presentation of causally related events (Peterson, 1990), with early retelling skills essential for both academic and social purposes (Petersen et al., 2008), thereby attributing

further value to narrative activity for oral AL development. Additionally, narrative comprehension and summarisation represent higher-level language tasks (Blank et al., 1978, Grolig et al., 2018; van Kleeck, 2003) which correlate with those proposed in support of CALP (Cummins, 2000) (as depicted above in table 2.1.). Furthermore, in their review of literature to inform narrative intervention principles to practice, Spencer and Petersen (2020) offer wide-ranging evidence of the academic characteristics that exist in storytelling, namely complex, sophisticated, and precise language (Bruner, 1986; Johnston, 2008; MacLachlan & Chapman, 1988), the use of infrequent vocabulary (Petersen et al., 2020), causal and temporal clauses, and elaborate noun phrases, adjectives, adverbs, appositives, and dialogue (Greenhalgh & Strong, 2001). Finally, Ralli and colleagues (2021) surmise the critical role of oral language and narrative skills for children's academic performance and social competence, attributing further value to assigning oral narrative retell as a core goal for oral AL development from TaTIS participation.

2.3.2. Narrative Language Development

Narrative development is dependent on a coherent story (Squires et al., 2014), which requires cognitive structure and linguistic ability for communication with others. These processes of cognition and interaction align with the sociocultural and interactionist underpinnings herein. The term macrostructure represents the *cognitive structure* of an entire story, while microstructure signifies the specific *words and sentences* that make up the story (Curenton & Lucas, 2007; Heilmann et al., 2010). Therefore, oral narrative analysis explores both macrostructural and microstructural components (Liles et al., 1995). As such, the researcher of this study characterises narrative within both macrostructural and microstructural components of narration (i.e., adopting an explicit focus on vocabulary, grammar, phonology, and comprehension) to support children's oral narrative retell skills. Both macrostructure and microstructure are illustrated further below, accounting for research-informed practices that can support each component within the mainstream classroom.

2.3.2.1. Macrostructure.

Macrostructure, or 'story grammar', represents elements of story structure that establish a coherent whole (Curenton & Lucas, 2007; Heilmann et al., 2010). These include

characters, settings, problems, feelings, solutions, and conclusions (Brown et al., 2014; Lucero, 2015; Schachter & Craig, 2013), emphasising overall coherence and empathy for character motives and behaviour (Schachter & Craig, 2013). Story grammar and narrative organisation are paramount to successful narration (Bitetti & Hammer, 2016). Book exposure and shared reading support bilingual children's macrostructure development in bilingual contexts (ibid), rationalising English and Irish shared reading for ELLs to enhance their narrative skills herein.

Fostering comprehension skills during TaTIS can support macrostructure development for narrative coherency. Comprehension involves making connections from text to personal experiences and knowledge (Shin & Crandall, 2019). Babayiğit (2014) reports that ELLs underperform in comprehension assessments of speaking, listening, and reading. More specifically, despite strong decoding skills (Murphy, 2019), ELLs tend to fall behind their majority-speaking peers in reading comprehension measures (Burgoyne et al., 2011), which is a cause for concern in the ever-increasingly diverse Irish primary classroom. It is plausible that ELLs in this study may struggle with narrative macrostructure, so comprehension skills development is vital during TaTIS.

2.3.2.2. Developing comprehension.

Research shows that ELLs struggle with higher-level aspects of reading and writing, such as comprehension, organisational structure and content (Murphy, 2019). Therefore, the explicit instruction of comprehension strategies is very important (Shin & Crandall, 2019). Such skills are *“essential tools that children need to actively engage with content, construct meaning, and grow their understanding of big ideas in the world”* (Miller, 2013, p. 361).

Ghosn (2019) emphasises the importance of teaching aural and oral language to support later reading comprehension, which is why listening and speaking skills are essential learning outcomes for TaTIS. Listening and speaking comprehension require *“systematic and careful attention in instruction and assessment”* (Kim, 2016, p. 117), necessitating confident vocabulary knowledge (Florit et al., 2011), comprehension strategies (Kim & Phillips, 2014), culturally familiar content and critical text discussions (Shin & Crandall, 2019). Thus, TaTIS is designed to:

- **Pre-teach vocabulary** to support comprehension (Hestetraet, 2019) – 95% vocabulary comprehension supports understanding (Schmitt et al., 2011)
- Adopt **traditional tales** as focal stories, as their universality may illicit background knowledge and demonstrate culturally familiar content for listening comprehension (Hepler, 2007; Kersten, 2015; Shin & Crandall, 2019)
- Include storytelling and **retelling** tasks, which demonstrate listening and speaking comprehension skills (Karweit, 1989; Morrow, 1988), and scaffold through:
 - visuals (Ramos & Mattix-Foster, 2017) for text comprehension (Miller, 2013), and,
 - sequenced illustrations for retell/story structure (Chlapana & Tafa, 2014; van Kleeck, 2003)
- Facilitate opportunities to **share, expand** and **clarify thoughts** (Michaels & O'Connor, 2015) in social contexts:
 - dialogic reading (Whitehurst et al., 1988), and,
 - small-group instruction (Farley et al., 2017).

Pre-teaching vocabulary, reading traditional tales, and providing socially-mediated narrative retell tasks are core features of comprehension development to support macrostructural skills in TaTIS.⁵

2.3.2.3. Microstructure.

Microstructure includes the grammatical and semantic features of narrative (Curenton & Lucas, 2007) to produce linguistic form and content (Heilmann et al., 2010). Therefore, microlevel narrative components consist of vocabulary, grammar and other linguistic skills (Lucero, 2018). Phonology, vocabulary and grammar are components of oral language proficiency (Ellis, 2005; Monopoli & Kingston, 2012) which contribute to microstructure development.

Phonology establishes how sounds are used within a language, describing the sound categories that divide the space of possible sounds (Harley, 2008). Phonological awareness is speech-sound system appreciation and the manipulation of sound patterns in spoken language (Gillon, 2018), requiring explicit instruction (Invernizzi & Tortorelli, 2013) in junior primary classrooms. Vocabulary has communicative and academic

⁵ See appendix B to evidence this in TaTIS.

functions (Murphy, 2014; Silverman & Hartranft, 2015), enabling social networking (Monopoli & Kingston, 2012) and abstract task engagement (Beck et al., 2013; Grolog et al., 2018). Vocabulary enhances BICS and CALP for communicative and academic purposes (Cummins, 2000; 1984). Learning and using vocabulary further build on phonological awareness (Goldsworthy, 2012), highlighting the interdependence of phonology and vocabulary during TaTIS. Furthermore, well-developed vocabulary skills enable narrative elaboration (Chlapana & Tafa, 2014; Lucero, 2015), so vocabulary is important for narrative retell. Grammar represents “*a set of rules that explain how a system operates*” (Gartland & Smolkin, 2016, p. 391) and is categorised into four main types, including; prescriptive, traditional, and structural grammar, and linguistic competence (Cook, 2008). Explicit grammar instruction is a significant challenge for EAL teachers worldwide, resulting in pupil boredom and lack of motivation (Copland et al., 2014), and predominantly using textbook activities represents a menial understanding of its importance to OLD (Clark, 2016). Thus, grammar requires active discussions facilitated by knowledgeable teachers in enjoyable, meaningful and integrated ways (Gartland & Smolkin, 2016), inviting TaTIS strategies to embed such conversations in its pedagogical plans.

Bitetti and Hammer (2016) assert that book reading, in contrast with its effect on macrostructure measures, does not significantly impact microstructure development, thereby rationalising explicit phonology, vocabulary and grammar instruction to support narrative microstructure in TaTIS.

2.3.2.4. Developing phonology, vocabulary and grammar.

Swanson and colleagues (2011) found that dialogic reading impacts significantly on language learners’ phonological awareness, thereby validating storybooks and dialogic reading as central to phonological awareness instruction. Task-based phonological development includes:

- listening activities,
- rhyme,
- alliteration,
- sentence segmentation, and,
- phonemic awareness (Goldsworthy, 2012).

Incorporating these in TaTIS contributes to children's phonological skills.

Explicit explanations of word meaning are effective for vocabulary learning (Marulis & Neuman, 2010), endorsing learner active involvement in vocabulary acquisition and teacher intensive instruction to support vocabulary gains retention (Chlapana & Tafa, 2014). Repeated word exposure and use in meaningful contexts facilitates word comprehension (Cook, 2008; Lake & Evangelou, 2019). Task-based vocabulary development includes:

- explicit explanations,
- active engagement,
- repetition, and,
- meaningful use of new words,

inviting TaTIS lessons to incorporate these strategies for vocabulary development.

An explicit focus on meaning and form is recommended for grammar instruction (Derewianka, 2011) through contextualised learning (Wallen & Kelly-Holmes, 2017) in the early years. Ellis (2005) promotes formulaic expressions, which can be achieved through stories, action songs and rhymes. DelliCarpini (2012) emphasises that error correction can be more effective than explicit, form-focused instruction (Nassaji & Fotos, 2007). Task-based grammar development includes:

- contextualised learning (i.e., use of storybook),
- formulaic expressions through stories, songs, and rhymes, and,
- incidental corrective feedback,

thus, informing strategies for grammar development in TaTIS.

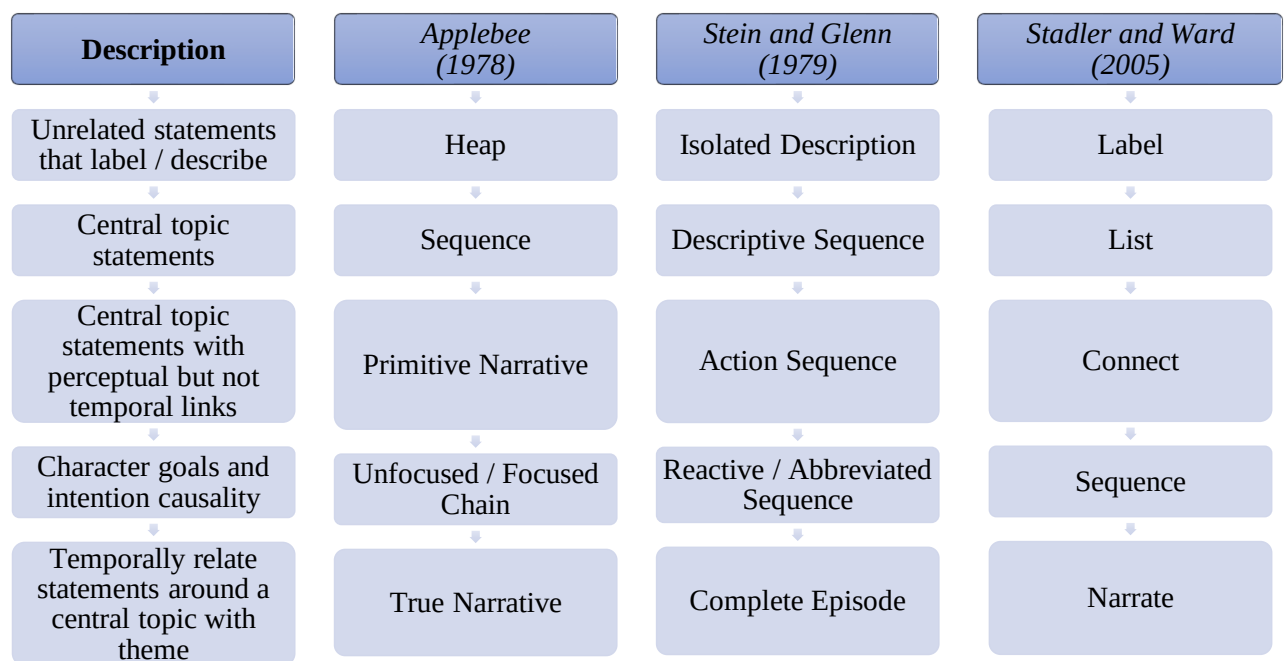
Storybooks can be used as focal resources for teaching these microstructural narrative components (Cameron-Faulkner & Noble, 2013; Grolig et al., 2018). Thus, the instruction of phonological awareness, vocabulary and grammar combine to form important elements of narrative microstructure and oral language proficiency. The aforementioned activities are embedded within TaTIS to support microstructural proficiency with narrative retell skills.⁶

⁶ See appendix B to evidence this in TaTIS.

2.3.3. Narrative Language Analysis

Hedberg and Westby (1993) present a series of structural models of narrative development, including those of Applebee, Stein and Glenn, and Stadler and Ward. All provide a trail for narrative development, beginning with lower-level language and progressing towards higher-level language ability (Grolig et al., 2018).

Figure 2.7. *Narrative Development Structural Models*



Applebee (1978) establishes five key aspects of narrative development and structure, the first of which represents disorganised monologues by the age of two, known as heaps. This stage includes rules and experienced encounters rather than any evidence of the plot line. The next stage, known as sequencing, occurs upon grasping the concept of time and providing a logical order within the story being told. The third stage symbolises perceptual links throughout the story in the form of a primitive narrative, where no central topic is observed. This persists in the following stage of unfocused events, whereby beginning and ending components do not exist. By the age of five, Applebee (1978) maintains that children present a central theme when sharing narratives, which progresses them towards the final stage of sharing a true narrative. Children search for a central theme and link key events in the story.

Stein and Glenn (1979) propose the Story Grammar model as a method to analyse narrative structure. This model establishes predictable story units and events for the development of a coherent narrative, namely; character, setting, problem, emotion, resolution attempt, resolution consequences and ending. This approach begins with an isolated description of the story, where specific but perhaps unrelated chunks are provided by the child. A descriptive sequence ensues which provides central topic statements, followed by an action sequence which provides perceptual links between story chunks. The reactive sequence recognises character goals, actions and consequences of those actions, while the final stage provides a complete episode of the narrative sequences with temporal statements to illustrate the central theme.

Stadler and Ward (2005) posit that young children aged three and four propose personal experience narratives prior to fictional stories, a development which occurs through labelling, listing, connecting, sequencing and eventually narrating a fictional account. The child labels story components, often repeatedly and with preference for the pronouns this and that. This leads to the listing of main characters' actions within the story, which may or may not be in chronological order. Stadler and Ward (2005) assert that there is no understanding of time, links between sequences or causes of action during this level. The third stage includes connecting the central character, whereby the narrative retell revolves around this protagonist and connects him / her to all other characters in the story. During this stage, children demonstrate an understanding of theory of mind and that others can also have stories to share. The next stage includes sequencing, whereby causes of action are plausibly explained by the children, which leads to the final stage of narration. Stadler and Ward argue that the children can provide a coherent narrative, developing plots and connecting links between characters and actions.

These models of narrative development commence with fragmented narration approaches. Key aspects of a story begin to emerge, alongside perceptual links, prior to presenting causal relationships between character goals and intentions. Children who have become proficient storytellers can temporally relate statements around a central topic with a theme.

2.3.4. Monolingual Oral Narrative Interventions

Studies have designed, implemented, and analysed oral language interventions in early years settings. They are called interventions, rather than programmes, because they were examined through quantitative lenses. Nonetheless, there is a lack of information about successful programme practices to improve oral narrative ability (Green & Klecan-Aker, 2012). The researcher synthesised the following studies by identifying the intervention, structure, content, methodology, and findings, to inform the English language narrative component of TaTIS design (see table below).

These programmes were implemented over a sustained period of time to enhance oral language proficiency through oral language activities (i.e., vocabulary games, dialogue and storytelling). Each promotes small-group instruction which supports its rationale within TaT. Narratives are hailed suitable approaches for supporting children at-risk of language development delay, language barriers and low SES. Structured activities can be achieved through low-cost, low-intensity, and visual supports to practise narrative retell skills.

The typically quantitative designs that each intervention adopts provides an important methodological consideration for this study, which is more concerned with participant experiences of TaTIS, than its quantitative outcomes. Thus, TaTIS is termed a ‘programme’ rather than an ‘intervention’ as its effects on pupils’ narrative outcomes are not monitored. Nevertheless, qualitative exploration of narrative programme delivery offers an opportunity for original inquiry on TaTIS participation experiences. Teacher and child experiential perspectives are currently lacking in this literature, outlining the first gap for this study to explore.

Table 2.2. Monolingual Oral Narrative Interventions

Intervention	Structure	Content	Methodology	Findings
<u>‘Peer-to-Peer Retell’</u> McGregor (2000) United States of America	3.5 Hours: 8 weeks Once/twice per week 20 minutes per session	Peer tutor and tutee telling stories as prompted by a seven-page wordless picture book and clinician	Treatment & Comparison Groups 52 participant pupils	Peer narratives demonstrate an expanded repertoire of story elements when compared to non-paired peers
<u>‘Talking Time’</u> Dockrell et al. (2010) United Kingdom	7.5 Hours: 15 weeks Twice per week 15 minutes per session	Vocabulary (drama / themes) Describe / recount (pictures of common activities) Infer (structured discussions about pictures in book) <5 children per group	Quasi-Experimental Design Treatment & Control Groups 112 participant children (75% ELLs)	Significant effect on ELLs’ vocabulary, oral comprehension and sentence repetition
<u>‘Story Champs’</u> Spencer & Slocum (2010) United States of America	8 Hours: 10 weeks Four per week 12 minutes per session Model Group Retell Individual Retell (use pictures/icons) Individual Retell (use icons) Individual Generation (icons) Individual Generation	10 contextualised stories applicable to child’s life experiences Pictures to represent key points in story Icons to represent key story grammar elements Character, problem, internal response, action, consequence	Experimental Multiple Baseline Design 5 participant children	Narrative programme can enhance narrative skills Suitable for pupils at-risk from developmental delay/ language barrier/ socio-economic status

<u>‘Story Structure Instruction’</u> Stevens et al. (2010) United States of America	Throughout the School Year Five per week 15 minutes per session	Storytime: shared reading with teachers posing questions relative to macrostructural aspects of the story being read	Quasi-Experimental Design Treatment & Control Groups	Children who learned story structures recalled more ideas from new stories and answered more questions about structural elements of those stories
<u>‘Storytelling’</u> Dawkins & O’Neill (2011) Australia	12 Hours: 8 weeks Three per week 30 minutes per session	One story – The Three Little Pigs Story map and 7 grammar elements: setting, characters, problem, plan, attempts, resolution, end	Quasi-Experimental Design	Recognise and internalise story grammar components to contribute to the development of literate language
<u>‘STELLA’</u> Story reTelling and higher order thinking for English Literacy and Language Acquisition Cruz de Quiros et al. (2012) United States of America	20 Hours: 6 weeks Five per week 40 minutes per session	Scripted lessons and bi-weekly training Day 1: Vocabulary (12 new words per week) Day 2: Read story/ask questions Day 3: Review vocabulary and read story Day 4: Read and write Day 5: Re-read, story circle and write	Treatment & Control Groups 72 participant children	Students receiving programme: -outperformed their comparison peers in all five story elements in English and Spanish of both stories -showed stronger ability in their native language in four of five story elements -performed at a higher-level in the narrative-informational story than a narrative story in both languages.
<u>‘Discuss Read Aloud with Buddy’</u> Pakulski & Kaderavek (2012) United States of America	1.5 Hours: 1 week Four sessions 20 minutes per session	Day 1: Questionnaire Day 2: Teacher modelling of read aloud and storytelling manipulatives Days 3 – 6: Participant children paired with younger peers to read for them & discuss the story	Pre- / Post-Test 7 participant pupils	Improved narrative quality and comprehension Increased motivation and interest

<u>'Narrative Intervention'</u> Khan et al. (2013) United States of America	2 Hours: 4 weeks Twice per week 10 - 15 minutes per session	Eight stories with choice / no-choice groups engaging with story grammar using story picture cards	Treatment & Comparison Groups 29 participant pupils	Children assigned to the active-choice condition showed multiple and significant skill advantages in story grammar knowledge and production compared to children assigned to the no-choice condition.
<u>'Get Ready 4 Learning'</u> Bowyer-Crane et al. (2014) United Kingdom	18 Hours: 9 weeks Five per week 3 x group 30 minutes, 2 x individual 15 minutes	Group: Introduction, vocabulary, phonological awareness, vocabulary, narrative, plenary Individual: Introduction, phonological awareness, vocabulary, narrative, plenary	Randomised Controlled Trial 160 participant pupils (50% ELLs)	Implement later in the school year (January) Suitable group session length Need more research for effective support of ELLs
<u>'SNRI'</u> Structured Narrative Retell Instruction Adlof et al. (2014) United States of America	8 Hours: 6 weeks Twice per week 40 minutes per session	Small groups of 2 / 3 with programmeist	Randomised Controlled Trial 9 participant pupils	Story grammar elements require practice Need for consistent visual supports of story grammar elements
<u>'Narrative Retell'</u> Brown et al. (2014) United States of America	4.5 Hours: 6 weeks Three times per week 15 – 20 minutes per session	Small groups of 2 / 3 with interventionists	Multiple Baseline Singe Case Design 9 participant pupils (3 targeted)	Increased levels and upward trends of story grammar components

<u>'SPELL'</u> Structured Preschool Efforts in Language and Literacy Dale et al. (2018) Denmark	20 Hours: 20 weeks Twice per week 30 minutes per session Adapted from 'Read it Again: Pre-K' (Justice & McGinty, 2013)	4 x small groups, 2 x teachers Step-by-step instructions featuring a before-, during-, and after-reading activity	Treatment & Comparison Groups 1898 participants	Low-cost Low-intensity Supports two high-priority subgroups: immigrant children and children with low initial skills
<u>'Let's Talk'</u> Lake & Evangelou (2019) United Kingdom	8 Hours: 10 weeks Twice per week 20 – 25 minutes per session	Small groups of 3 - 5 with researcher Session 1: Dialogic shared reading with puppet Session 2: Planned pretend play with story retell	Randomised Controlled Trial 94 participants	Inexpensive Easy to deliver/ minimal resources required Significant effect on vocabulary and mean length of utterance
<u>'Explicit Story Grammar Instruction'</u> Miller et al. (2018) United States of America	No specified total hours / week Three per week 30 minutes per session	One-to-one instruction in a separate classroom. Story retell probe using Story Grammar Marker.	Single-case multiple probe across participants design 4 participants	More cohesive stories Increase narrative organisation scores Smaller effect increases noted in narrative and syntactic complexity

2.3.5. Bilingual Oral Narrative Intervention

One study implemented and analysed a Spanish-English bilingual narrative intervention in the North American context (Spencer et al., 2019), while another considered Kurdish-Turkish facilitation but struggled to secure books for both languages (Temiz et al., 2019). Despite extensive research about monolingual children's narrative skills, significantly less exists on bilingual children's narrative production and comprehension skills (Schwartz & Shaul, 2013). Consequently, the knowledge surrounding trilingual children's narrative production and comprehension is even less well-established. The TaTIS study is thus unique by teaching languages that some study participants' L2 and L3 i.e., ELLs learning English (L2) and Irish (L3), signposting a second gap for this study to explore.

Table 2.3. *Bilingual Oral Narrative Interventions*

Intervention	Structure	Content	Methodology	Findings
<u>'Story Champs'</u> Spencer et al. (2019) United States of America Spanish-English	10 Hours: 6 weeks Four per week 25 minutes per session Day 1: Spanish Day 2: English Day 3: Spanish Day 4: English	12 contextualised stories: Spanish stories (80 – 85 words long) English stories (75 – 80 words long)	Experimental Multiple Baseline Design	No adverse effects on English language growth and development
<u>Storytelling for Bilinguals</u> Temiz (2019) Turkey Kurdish-Turkish	Term 2 – Feb – Jun 14 Hours: 14 weeks Twice per week 30 minutes per session	Session 1: dialogic reading Session 2: retelling with props	Pre-test Post-test Design in L2	More coherent narratives More informative More structural elements

Based on its success as a monolingual programme, *'Story Champs'* aims to support Spanish-speaking preschoolers L2 proficiency in English through strengthening their L1. It introduced twelve contextualised bilingual stories over a six-week period, four 25-minutes sessions per week, alternating between Spanish and English versions of the same text. Lessons targeted storytelling and vocabulary. A multiple-baseline experimental

design across groups was used to examine the Spanish–English narrative programme’s effect on children’s retelling skills. Furthermore, a pretest-posttest design without a control group documented children’s target word acquisition. Results indicated that children made gains in English retelling while maintaining their already high Spanish retelling skills. Improvements in vocabulary were observed in English but not in Spanish.

‘Story Champs’ provides important considerations for TaTIS in a research realm that offers significantly less knowledge of bilingual narrative programmes when compared to monolingual samples. Firstly, its positive outcome on narrative retell ability embeds a rationale for English-Irish shared reading experiences to enable TaTIS participants to also produce coherent, informative, and structured narratives. Secondly, vocabulary gains in English might be replicated for ELLs in this study, though this remains a speculative assumption, as vocabulary is not measured herein. Thirdly, L1 storytelling preceded L2 storytelling, querying whether English should precede Irish narrative instruction within TaTIS. For example, research indicates that strategic instruction in L1 possibly supports knowledge and skills transfer in L2 (Marian & Kaushanskaya, 2007). Additionally, Lugo-Neris and colleagues (2015) found that children who first received intervention in their L1, and then their L2, illustrated better skills in oral narrative and semantics when compared to those who first received intervention in their L2, and then their L1. Furthermore, Spencer and colleagues (2020) synthesise research to deduce that one language can support the acquisition of another, and that strong L1 skills better facilitate the acquisition of L2. This justifies an approach that teaches English first and Irish second to maximise the benefits of participation for native-English speaking children. However, it is impossible to generalise Spanish-English *‘Story Champs’* to English-Irish TaTIS. Spencer and colleagues (2019) provided L1-L2 shared reading experiences for all participants. This approach is not possible in Irish primary classrooms, where there may be several diverse L1s, and where class teachers do not have any knowledge of such native languages (NCCA, 2018). Additionally, Irish is a minority language (UNESCO, 2022) that is less likely to be spoken by TaTIS participants outside of the school setting, which contrasts to the integration of Spanish as a living home language for *‘Story Champs’* participants. In essence, ELLs will not gain the advantage of integrated L1-L2 shared reading, as the aforementioned Latino participants have, but rather, experience a L2-L3 alternative. Literature on TLA indicates that ELLs

learning the Irish language in this context will benefit from broader linguistic repertoires, cross-linguistic transfer across three languages as opposed to two, and more experience at the process of language learning (Cenoz, 2013). Bilinguals learning a L3 have stronger metalinguistic awareness, strategic learning approaches and broader linguistic repertoires than their monolingual peers (Jaensch, 2013). This establishes ELLs as having a greater capacity to acquire the Irish language as a L3 than their monolingual peers learning Irish as a L2, a phenomenon which is explored further in the present context.

2.3.6. Tell-a-Tale | Inis Scéal

As with the Theory of Change (ToC) framework that underpins this study (Weiss, 1995), this section includes a brief summary of the rationale for Tell-a-Tale | Inis Scéal (TaTIS) to support oral language and academic language through narration, an overview of specific programme components that amalgamate to inform the essence of TaTIS as a bilingual oral narrative retell programme (including language development activities and end-goal of oral narrative retell), an outline of effective implementation procedures and an indication of evaluation steps pre-, during and post-implementation.

2.3.6.1. Programme rationale.

“Research is necessary to design, implement and formally examine the effectiveness of classroom-based language [programmes]” (Nippold, 2011, p. 393), which justifies the design, development, and delivery of the TaTIS programme. While the importance of oral language ability in literacy achievement in the early years is well documented (Oakhill & Cain, 2012; Reese et al., 2010a), little focus has been attributed to oral language practices in linguistically diverse Irish primary classrooms to-date (Cregan, 2012). The instruction of broad oral language skills (i.e., phonology, vocabulary, grammar, and comprehension) is effective for subsequent literacy skills (Clarke et al., 2010), emphasising that these language components must precede decoding instruction (DeBruin-Parecki & Pribesh, 2015) in junior primary classrooms. Furthermore, Babayiğit (2014) argues that oral language is a significant predictor of reading comprehension in both monolingual and bilingual English-speaking children, thereby warranting a focus on OLD in linguistically diverse mainstream. The importance of supporting such OLD coincides with Academic Language (AL), which is critical for school success (Francis et al., 2006). Given its association as the ‘language of schooling’ (Jensen & Thompson, 2020), AL is

characterised as a complex, decontextualised and content-specific language register with a variety of forms and functions (Nagy et al., 2012; Schleppegrell, 2004; Snow & Uccelli, 2009; Wei, 2021). Moreover, its acquisition is particularly important for ELLs (Haneda, 2014; Murphy, 2019), deeming oral AL development crucial in junior primary classrooms in Ireland. Storytelling emerges as an appropriate activity for this purpose (Bitetti & Hammer, 2016), as there is ample scope within narratives to support complex, decontextualised and context-specific language skills (Bruner, 1986; Greenhalgh & Strong, 2001; Johnston, 2008; MacLachlan & Chapman, 1988; Petersen et al., 2020; Ralli et al., 2021).

2.3.6.2. Programme components.

Tell-a-Tale | Inis Scéal (TaTIS) is characterised as an oral narrative retell programme. Narrative retell is the comprehension skill of orally presenting causally related events (Peterson, 1990), with early retelling skills essential for both social and academic purposes (Petersen et al., 2008). Consequently, as a focal goal for TaTIS, oral narrative retell can support ELLs with their development of BICS for social interaction with peers, and CALP for school success (Blank et al., 1978, Cummins, 2000; Grolig et al., 2018; van Kleeck, 2003). Therefore, TaTIS uses shared reading of traditional tales as an oral narrative retell stimulus for participant children, provides explicit microstructural and macrostructural instruction in small-groups through collaborative teaching, and aims to enable participant children to orally retell the story that they have developed language for and discussed with their teachers and peers. As such, there are several central mechanisms within TaTIS. They include bilingual narration, dialogic shared reading, collaborative teaching in small groups, explicit instruction of microstructural and macrostructural language, and oral narrative retell. Each are discussed relative to empirical and theoretical considerations below.

As previously outlined, TaTIS as a concept capitalises on the rich linguistic skills of ELLs (Cenoz, 2013; Jaensch, 2013; Stafford et al., 2010) by offering bilingual L2-L3 narrative instruction. Bilingual narrative is a relatively new concept, with few empirical project samples to inform the current study (Spencer et al., 2019; Temiz, 2019). Nonetheless, bilingual narrative is advantageous and warranted for two key reasons; support for Cross-Linguistic Transfer (CLT) facilitation and commonalities between

many linguistic versions of the same story. Cognitive schema represents a mental framework that organises new information to facilitate comprehension (DiMaggio, 1997). According to Anderson (1984), a schema represents the active organisation of prior reactions or experiences to create a permanent knowledge reference base for future interpersonal interactions. Mandler (1984) depicts mental structure types including categorical, matrix, serial, schematic, and story structure. Story structure, otherwise termed ‘macrostructure’ (Curenton & Lucas, 2007; Heilmann et al., 2010), or ‘story grammar’ contain common schematic elements of narrative (Short & Ryan, 1984), thus solidifying the connection between narrative and schema (Anderson, 1984; Mandler, 1984). Petersen and colleagues (2016, p. 706) deduce that “*a story grammar mental schema is defined as the underlying concept that provides children with a fixed structure for narration*”. As such, research on CLT charts similarities in the development of story grammar across languages (Berman & Slobin, 1994; *ibid*), particularly where such languages share similarities i.e., English-Spanish (Pearson, 2002; Rojas & Iglesias, 2013; Squires et al., 2014; Uccelli & Páez, 2007) and Arabic-Hebrew (Russak & Zaretsky, 2021). Such research justifies the use of English-Irish narrative to support CLT skills in linguistically diverse junior primary classrooms in Ireland. Both macrostructural and microstructural aspects of narration represent common and prevailing features between stories in English, Irish and other languages (Petersen et al., 2016). Though research proposes that narrative structure can vary across cultures and languages (Minami, 2002), traditional tales typically adopt universal components (Hepler, 2007) that are transferable across languages, thus illustrating common features that exist between English and Irish traditional tales. For example, traditional tales follow a specific structural pattern (Dewan, 2016) which is replicable across multiple linguistic versions of the same story. Additionally, traditional tales portray silly, yet relatable characters (Lisenbee & Ford, 2018), with repetitive lines (Kersten, 2015; *ibid*) and an opportunity for victory as “*the underdog prevails by outwitting powerful opponents*” (Dewan, 2016, p. 27). Traditional tales provide a platform for interesting and imaginative applications of story content to achieve high levels of language learning (Conteh, 2012). Sipe (2002) posits that such stories support various forms of expressive engagement, including spontaneous dramatization, talking back to the characters, critiquing the author’s plot and descriptions, inserting oneself as a character and eventually taking over the narration through retelling and re-imagination of the story. As such, commonalities exist between multiple linguistic

versions of the same story, further supporting CLT and solidifying the value of bilingual narrative for linguistically diverse junior primary classrooms in Ireland. Previous studies have established improvements in bilingual Spanish-English speakers' macrostructure and microstructure from English narrative programme participation (Rojas & Iglesias, 2013; Uccelli & Pérez, 2007). However, there remains a gap where ELLs' macrostructure and microstructure skills are examined when participating in a bilingual L2-L3 programme. Prior studies have targeted L1s and L2s, therefore, supporting L1 comprehension while also developing L2 competency (Petersen et al., 2016; Spencer et al., 2019). As an EU member state, Ireland's multilingual hub combines 172 minority languages (CSO, 2016), and Irish primary school teachers, though bilingual, lack background knowledge of such alternative languages, deeming the provision of a bilingual narrative programme in varied home languages neither feasible nor attainable in Irish primary schools. However, it is possible to deliver an English-Irish oral narrative programme, which is not only unique to the research field, but also responds to calls for further research to explore positive factors for bilingual children's narrative development (Bitetti & Hammer, 2016). Thus, this study qualitatively explores participant experiences of TaTIS. Its design, development and delivery are further discussed in chapter three.

Shared reading is a process by which an adult reads a storybook to one child, a small-group of children or an entire class (Fitton et al., 2018; Flynn, 2011). There are various approaches to shared reading (Towson et al., 2017), including interactive reading, joint book reading, reading aloud and dialogic reading (Gonzalez et al., 2014). Shared reading has been linked to the development of foundational oral language skills needed for emergent literacy skills (Price et al., 2009) and later text comprehension (van Kleeck, 2015; 2014), and is regarded as one of the most robust ways of exposing young children to new words in meaningful contexts (Hindman et al., 2012), particularly in linguistically diverse classrooms (Montag et al., 2015). Lawson (2012) outlines how shared reading enhances pupils' ability to attend to a particular narrative, a process through which vocabulary instruction is supported (Gillanders & Castro, 2011), particularly for bilingual pupils (Guán & Cheatham, 2018). Finally, shared reading facilitates language development activities (Beauchat et al., 2009; Halden et al., 2011), which can contribute to the overall development of oral language proficiency. Interactive reading is an opportunity for adults and children to engage in an ongoing conversation about books

(Barclay, 2014). Research has defined interactive reading as more effective than simple read alouds (Morrow et al., 2009; Wasik & Iannone-Campbell, 2013), as the interaction process substantiates gains in both language and literacy by eliciting pupils' active participation in shared reading (Gonzalez et al., 2014; Mol et al., 2009). Furthermore, interactive reading has proven effective for early literacy skills development in children from diverse ethnic and linguistic backgrounds (Lonigan & Whitehurst, 1998). Dialogic Reading (DR) (Whitehurst et al., 1988) is a form of interactive reading that occurs through consistent 'dialogue' during the shared reading process, involving questions and prompts in small-group settings (Flynn, 2011), and theoretically underpinned by socioculturalism (Vygotsky, 1978). DR supports phonological awareness (Lefebvre et al., 2011; Swanson et al., 2011), maintains and extends vocabulary growth (Flack et al., 2018; Mol et al., 2009), impacts positively on children's enjoyment of reading (Pillinger & Wood, 2014), enables peers support and social engagement (Kennedy, 2018), enhances comprehension (Reed, 2002), and promotes more elaborate story schemas (Lever & Sénéchal, 2011), thereby developing oral narrative retell skills in a contextualised way. Furthermore, Tompkins (2012) emphasises the importance of using text in several different ways to reinforce understanding, with scope for adopting English-Irish texts to maximise content exposure in different linguistic forms. As demonstrated herein, several storybook interventions support language development skills, with meta-analyses evidencing this claim (Fitton et al., 2018; Noble et al., 2019), particularly in contexts with ELLs (Fitton et al., 2018; Larson et al., 2018). Storybook interventions typically adopt various strategies, such as DR (Reese et al., 2010b), previews/ reviews (Leacock & Wood Jackson, 2008), children's story retells (Bernhard et al., 2008) and home language integration (Lugo-Neris et al., 2010). As TaTIS employs DR to support participant children's narrative retell skills in both English and Irish, it coincides with these tenets of storybook interventions. However, the language activities that are embedded within small-group instruction are specific to the microstructural and macrostructural aspects of narrative language (Curenton & Lucas, 2007; Heilmann et al., 2010) and the design of their explicit instruction mirror approaches in other oral narrative programmes (Bowyer-Crane et al., 2014; Dockrell et al., 2010; Spencer & Slocum, 2010). As such, TaTIS is a narrative programme with storybook intervention characteristics. Though DR supports language skills and provides a stimulus for narrative retell within TaTIS, it neglects to model storytelling for participant children. Lenhart and colleagues (2020) report that live

oral storytelling produced larger gains in receptive target-vocabulary and story comprehension when compared to live read-aloud, audio-taped storytelling, and audio-taped read-aloud with children aged four to six. Furthermore, observations noted better attention and less restlessness among children who experienced live oral storytelling (ibid). As such, DR herein must frequently support child interaction, with explicit teacher modelling of storytelling within small-group instruction, to capitalise on the gains from both types of narration.

Collaborative teaching is *“a significant concept in the field of English language teaching, involves teachers in sharing expertise, decision-making, lesson delivery, and assessment”* (Tasdemir & Yildirim, 2017). As outlined in chapter one, Irish primary schools are autonomous in their deployment of support teaching personnel (DES, 2017b). Collaborative teaching through daily small-group instruction of microstructural and macrostructural language skills reduces the pupil-teacher ratio, increases opportunities to participate in closely supervised discussions, and exposes students to various teaching styles (Ken-Maduako & Oyatogun, 2015; Tasdemir & Yildirim, 2017; Wilson et al., 2016). Phonology, vocabulary, grammar and comprehension techniques can be facilitated with the help of collaborating teachers, facilitating small-group instruction for raised pupil language use, contributions, accountability and engagement (Cummins, 2000; Goldsworthy, 2012; Shin & Crandall, 2019; Silverman & Hartranft, 2015). Additionally, small-group instruction enables co-operative learning between ELLs and their peers, which is a key feature of ELL instruction (Johnson & Johnson, 2002) and an integral recommendation for verbal and social interaction (Herrell & Jordan, 2016). As such, paired and group oral narrative retell activities are both essential and worthy within TaTIS. As discussed in section 2.3.2., language activities within TaTIS include a focus on macrostructure (i.e., developing comprehension) and microstructure (developing phonology, vocabulary, and grammar). Empirical evidence in support of each are documented on pages 34 – 37.

Oral narrative retell is an intricate linguistic and cognitive task (Lucero, 2015) that sets additional language processing demands on the storyteller when compared with spontaneous narrative tasks (Gutiérrez-Clellen, 2002). Oral narrative retell correlates with reading fluency and comprehension (Lucero, 2015), and as such, the ability to engage in

oral narrative retell demonstrates several of strengths on the part of the storyteller with scope for positive contribution to later literacy skills. For example, narrative retell skills illustrate effective communication and social interaction (McCabe & Marshall, 2006); listening comprehension ability (Westerveld & Gillon, 2010); opportunities for complex discussion (Curenton et al., 2008); and offer a good measure of language proficiency among bilingual learners (Gutiérrez-Clellen, 2002). Therefore, oral narrative retell is a valuable goal for child participants of TaTIS.

In summary, key components of TaTIS are bilingual narration, dialogic shared reading, collaborative teaching in small groups, explicit instruction of microstructural and macrostructural language, and oral narrative retell. Strategies for their effective implementation are discussed further below.

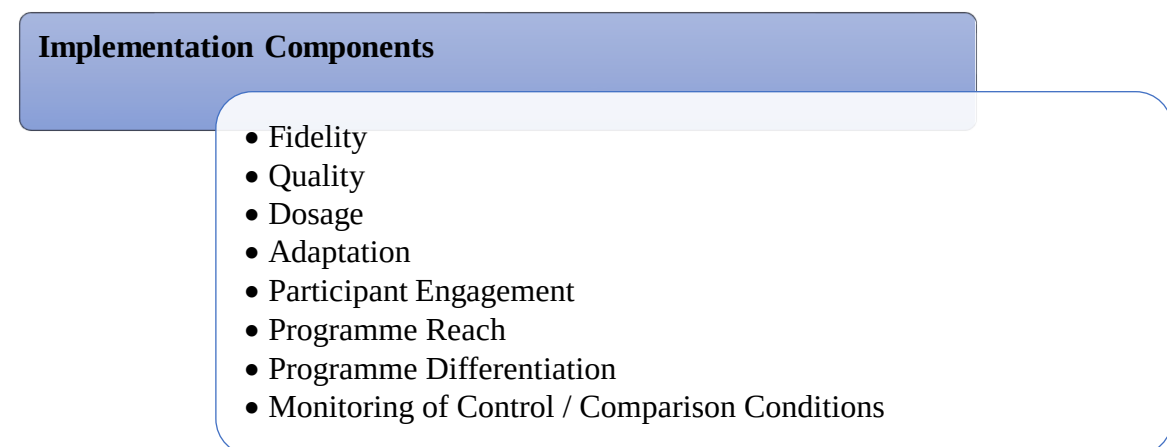
2.3.6.3. Programme implementation.

The study of programme implementation, though complex given its many variables, is essential to identify aspects of implementation that ensure effective delivery of evidence-based programmes (Durlak, 2015; Lendrum & Humphrey, 2012). The term ‘implementation’ refers to *“ways a programme is put into practice and delivered to participants”* (Durlak, 2015, p. 1124). Subsequently, the ‘delivery’ aspect of this study refers to how the participant teachers implement Tell-a-Tale | Inis Scéal (TaTIS) as a programme. Effective implementation is associated with better outcomes (Durlak & DuPre, 2008), as it is not evidence-based programmes that are effective, but rather well-implemented programmes (Durlak, 2015). Lendrum and Humphrey (2012) promote more explicit research on the examination of programme implementation in school settings to ensure that such interventions are delivered correctly. These authors caution that *“research knowledge about implementation has not been disseminated, is not applied effectively or has not explained how challenges may be overcome”* (ibid, p. 637). Therefore, it is important to understand and optimise aspects of effective programme implementation to support the successful delivery of TaTIS in linguistically diverse junior infant classrooms. The strong collaborative process within implementation research, which emphasises the key role of shared decision-making (Durlak & DuPre, 2008) and promotes researcher-practitioner collaboration (Feuerstein et al., 2018), further supports a

rationale for a Mentoring Model of Professional Development (PD), which is discussed further in the next section.

Components for the effective implementation of a programme include the fidelity of its delivery, the quality of its design, the dosage provided to participants, the adaptation of the programme, the engagement observed among participants, the extent to which it is delivered across a number of settings, its distinctiveness when compared to other available programmes, and the knowledge of conditions in control or comparison settings (Dane & Schneider, 1998; Durlak & DuPre, 2008). The following figure synthesises these components of effective implementation.

Figure 2.8. *Implementation Components*



These components provide key considerations for the current study and are discussed further below.

Fidelity of programme delivery is influenced by two key factors: adherence and competence (McLeod et al., 2013; Schoenwald et al., 2011). Adherence relies greatly on the development of a robust programme that teachers can believe in, while competence necessitates effective PD to ensure high-quality delivery of that programme. As TaTIS has been informed by key theory in education, and has been trialled in three junior infant classrooms as part of a pilot study, it is conceivable that it is a robust programme that teachers can adopt and adhere to with confidence. A study of preschool teachers' fidelity in implementing a comprehensive language-rich curriculum reports that there is greater implementation fidelity in activity process than in instructional processes (Pence et al.,

2008). Another study of teachers' fidelity in adopting social and emotional learning programmes indicates that low expectations of, and discomfort with, teaching the content results in compromised fidelity of delivery (Brackett et al., 2012). Researchers propose the use of a fidelity implementation tool when examining programme fidelity to support its effective delivery (Lee & Choi, 2015). Studies in oral narrative language instruction have adopted several fidelity strategies, namely weekly visits by researchers to observe intervention protocol and digital logging of implementation notes including child attendance, perceived engagement and teaching strategies (Dale et al., 2018; Dockrell et al., 2010). The current study must document fidelity of both PD and programme delivery to ensure effective implementation.

Quality of programme delivery is another key implementation aspect to consider during the implementation process. Research in early childhood education settings indicates that the quality of such programmes can be mediocre (Bleses et al., 2020), thereby outlining the need for high-quality implementation of programmes for children of this age range. Brackett et al. (2012) caution that, as with fidelity, low expectations of, and discomfort with, teaching the content of a new programme can reduce the quality of programme delivery. This outlines the need to ensure that participant teachers of the current study have high expectations for, and comfort with, delivering TaTIS to ensure programme fidelity and quality. Specific to the context of English as an Additional Language, researchers emphasise the importance of high-quality resource materials to enhance the teaching and learning process (Ellili-Cherif & Hadba, 2017). The current study utilises a wide array of resources that not only correlate specifically with the theoretical underpinnings of TaTIS, but also meet the needs of the practical implementation of this programme in linguistically diverse settings. These steps support quality aspects of programme implementation within the current study.

Programme dosage refers to the length and breadth of time invested in its delivery to participants. The current study has drawn from the work of eight narrative language interventions in deciding a timeframe for programme delivery. The following table depicts these programmes according to their length in weeks, total hours, lessons and frequency (Adlof et al., 2014; Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dawkins & O'Neill, 2011; Dockrell et al., 2010; Lake & Evangelou, 2019; Spencer & Slocum, 2010).

Table 2.4. Dosage in Narrative Language Intervention Studies

Name of Programme	Length of Programme in Weeks	Length of Programme in Total Hours	Length of One Lesson in Minutes	Frequency of Lessons per Week
Talking Time	15	7.5	15	2
Story Champs	10	8	12	4
Storytelling	8	12	30	3
STELLA	6	20	40	5
Get Ready 4 Learning	9	18	3 x 30 (group) 2 x 15 (individual)	5
SNRI	6	8	40	2
SPELL	20	20	30	2
Let's Talk	10	8.3	25	2

TaTIS operates over the course of six weeks, with 15 hours of English oral narrative instruction and 15 hours of Irish oral narrative instruction, averaging 30 – 35 minutes per lesson, 5 days per week. Based on the aforementioned studies, it appears that this dosage is sufficient to support effective implementation of this programme.

Adaptations refer to original programme changes, such as duration, activity modification, or component elimination. Such adaptations can be positive (enhance the programme), negative (diminish the programme) or neutral (no effects on the programme) (Hansen et al., 2013). The current research has engaged in a feasibility study of the programme, receiving and acting upon teacher feedback during its delivery to ensure a practical and user-friendly output for the main study. *“It is essential to maintain the active ingredients”* of the theoretical framework during programme implementation (Durlak, 2016) so that the intended positive outcomes might be observed.

Participant engagement, namely stimulating their interest or holding their attention, is another key factor for effective implementation (Dane & Schneider, 1998). It can also be termed participant responsiveness (Durlak, 2016). Given that the target audience of this programme includes children in the age ranges of 4 – 6, due consideration is afforded to their interests and attention span to support their engagement

with the programme. Bowyer-Crane et al. (2014) found that participant teachers would have liked to have explored methods on how to engage struggling learners during programme delivery. The group session length in their study was “*an appropriate length to sustain pupil’s engagement*” (p. 21) while difficulties with the processes of connecting vocabulary to real-life experiences, or indeed engaging with increasingly difficult vocabulary, resulted in disengaged learners. Strategies to maintain children’s interest and attention, while also supporting oral language development, include prompts, open-ended questions, expansions and recasts (Chapman, 2000; Vasilyeva et al., 2006). Krashen (1982) proposed the affective filter hypothesis, which posits that the learner is affected by a negative attitude or feeling towards the language learning environment, even when appropriate input exists, thereby resulting in poor learning. This emphasises the need for positive stimuli within primary classrooms to maximise language learning potential. Having adopted accessible storybooks, colourful resources and activities, it is envisaged that the affective filter may be addressed during the delivery of TaTIS to maximise participant engagement for effective implementation.

Programme reach examines how many eligible participants of a target population have participated in the intervention (Berkel et al., 2011; Durlak, 2016). The current study is small-scale in its targeting of linguistically diverse junior infant classroom settings, thereby establishing a narrow reach against national figures. Weiss et al. (2014) make a valid observation about effects across a wide reach of programme participants:

A programme that is effective for one group of people might not be effective for other groups, and a programme that is effective in one set of circumstances might not be effective in other circumstances. Thus, average programme effects may not tell the whole story about programme effectiveness (p. 778 – 9).

This indicates that regardless of programme reach, its effect may vary according to groups of participants and the circumstances in which participation occurs. The current study must pay close attention to the grouping and circumstances of each participant

school to determine whether variables in intended outcomes occur across this narrow reach.

Programme differentiation refers to its uniqueness when compared with other available programmes (Berkel et al., 2011; Durlak, 2016). There are several monolingual oral narrative programmes that informed the design and development of TaTIS. However, less is known about bilingual narrative language development, as apart from Spencer et al. (2019), there are no other studies of this approach on an international scale. As TaTIS is a bilingual English-Irish oral narrative programme, it is both unique and timely, coinciding with the introduction of the integrated Primary Language Curriculum (DES, 2019). This contributes an important feature for effective implementation as participant teachers can be assured of the relevance of this programme in meeting the demands set out by the Irish government.

Berkel et al. (2011) and Durlak (2016) refer to control or comparison conditions monitoring as a process of establishing similar, overlapping practices between the treatment and control groups of a randomised control trial. This has been a predominant practice across narrative language studies in preschool and primary school settings (Adlof et al., 2014; Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dawkins & O'Neill, 2011; Dockrell et al., 2010; Lake & Evangelou, 2019; Spencer & Slocum, 2010). The limitation of the current study in its attempt at effective implementation is the lack of a comparison cohort to determine if there are any statistically significant differences in outcomes for the treatment group.

Compiled together, these implementation components inform key practices necessary to ensure the effective delivery of TaTIS in linguistically diverse junior infant classrooms. These include:

- Use of fidelity strategies (i.e., monitor number of days implemented, amount of time per each implementation, adoption of key programme strategies etc.)
- Instil belief in the quality of the programme by providing high-quality support materials for participant teachers
- Adopt appropriate lesson lengths over an evidence-informed timeframe based on similar studies in the field

- Implement changes to programme based on feasibility study to avoid adaptation of programme duration, components, and activities
- Ensure child participant responsiveness using colourful and accessible resources (i.e., storybooks and language activities) to maximise engagement
- Consider the small-scale nature of this study when making claims about the general population of linguistically diverse junior infant classrooms
- Report the limitation of control group absence when sharing findings from this study

This provides important considerations for the successful delivery of TaTIS.

2.3.6.4. Programme evaluation.

In line with the ToC model that underpins this study (Weiss, 1995), TaTIS programme evaluation qualitatively explores all participant teachers' experiences of Professional Development (PD) for, during and post-programme delivery, participant mainstream teachers' experiences of Bilingual Narrative Pedagogy (BNP), and participant children's responses to the programme. Full details of programme evaluation procedures are detailed in Chapter Three.

2.3.7. Section Summary

This section explored narrative language, its development and analysis. It reviewed monolingual and bilingual narrative language programmes in primary school settings. Findings indicate that narration represents a common practice that can enhance both BICS and CALP. Macrostructure elements include overall comprehension of story structure, while microstructure employs phonology, vocabulary, and grammar to contribute words and sentences for such story structure communication. Research indicates that microstructural elements must be explicitly taught to support narrative processes, thereby warranting research-informed strategies in phonology, vocabulary, and grammar to support microstructural development. Narrative analyses can occur through three different lenses, though all begin with lower-level language and progress towards higher-level language ability. Finally, narrative programmes in the field have proven effective for narrative language and vocabulary development, thereby warranting TaTIS design, which is specifically unique to the Irish context in a bid to support CALP in

linguistically diverse junior primary classrooms. The final section of this literature review now examines teacher PD to ensure the effective delivery of TaTIS therein.

2.4. Teacher Professional Development

Teaching is ethical and intellectual work that requires consistent self-exploration to ensure effective practice (Ayers, 2019). How can such effective practice be ensured? Professional Development (PD) for TaTIS delivery equips teachers with research-informed teaching strategies for oral narrative language development in junior primary classrooms. PD is now explored as a process for teacher change, outlining its context in Irish primary schools and rationalising a sociocultural approach through a mentoring model. Effective PD components are synthesised to inform an effective professional support framework. Thus, a Sociocultural Mentoring Programme for TaTIS delivery emerges (appendix C).

2.4.1. Professional Development

Teacher Professional Development (PD) entails continued growth of knowledge and skills to support pupils' learning throughout teaching careers (Avalos, 2011; Borg, 2018; Desimone, 2009; Eun, 2008; Guskey, 2002; Van Veen et al., 2012). This study operates on the premise that PD is *“a key strategy for teacher improvement and includes any activity which is designed to bring about positive change in practising teachers' competence”* (Borg, 2018, p. 195). The crucial word here is *‘change’* as PD can have a transformative function in primary school settings. Theorists agree that certain components must exist to facilitate this change (Borko, 2004; Desimone, 2009; Guskey, 2002):

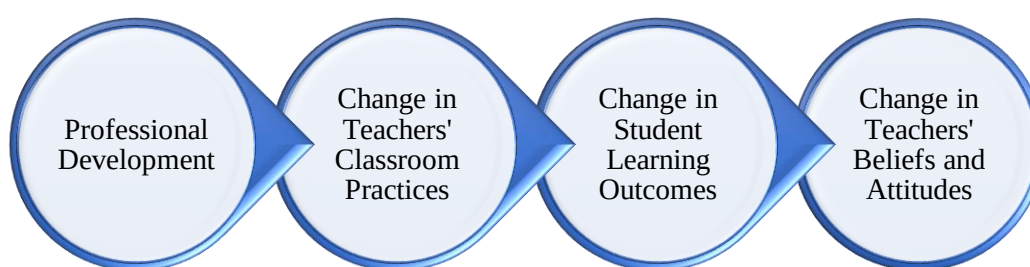
- PD procedures,
- change in teachers' attitudes and beliefs,
- change in teachers' practice, and,
- change in pupils' learning outcomes

These change processes occur through PD engagement and underpin TaTIS PD design.

Guskey (2002) asserts that teacher change occurs after PD engagement and posits that the degree to which teachers' attitudes, beliefs and practices change, is influenced by

their classroom experiences. Teachers must see that PD has had a positive influence on pupils' achievements before embracing proposed new concepts or strategies. Likewise, where teachers experience difficulties with new strategies, or perceive the content to be ineffective for improvement, they revert to previously known strategies regardless of their efficacy.

Figure 2.9. *A Model of Teacher Change*



Central to this model is the potential for *change* following PD (Guskey, 2002, p. 393), though success with new strategies is vital to maintain new classroom practice. This invites a MKO to scaffold, guide and support teachers in the early stages of implementing new PD content (Bruner, 1981; Vygotsky, 1978), which rationalises a sociocultural approach to PD for TaTIS delivery. Prior to examining this theoretical framework, it is important to understand the contextual backdrop of PD within the Irish setting.

2.4.2. Professional Development in an Irish Context

The Teaching Council of Ireland (TCI) conceptualise, plan and implement a coherent PD policy for Irish primary school teachers (Sugrue, 2011). They established three core stages of PD within the Irish teaching profession; Initial Teacher Education (ITE); Induction (*Droichead* ~ meaning 'bridge'); and In-Career Development (*Cosán* ~ meaning 'path') (TCI, 2011). Teacher education is a career-long process, whereby learning is developed both through, and throughout, this professional continuum (McMahon et al., 2015). This illustrates a vision for 'bridging' the gap for Irish teachers between their ITE and in-career experiences, leading towards a career-long 'path' of

professional growth. PD is a lifelong journey of dynamic and cyclical processes (Aliakbari et al., 2017). A coherent policy to support pre-service, newly-qualified, and in-service teachers' professional growth within the Irish context is thus rationalised. However, policy is not always espoused in practice (Kelly, 2009), and so, PD practices in recent decades warrants closer attention.

There is global recognition for the importance of EAL PD, as it has several positive functions for linguistically diverse classrooms (Cajkler & Hall, 2009). However, the quality of EAL PD provision in Ireland is highly contestable, having begun with a "*feeling of ambiguity and insecurity*" (Devine, 2005, p. 65). A minimal number of Language Support Teachers (LSTs) developed appropriate expertise for the role (Kitching, 2006). Subsequent research continues to outline a severe lack of adequate training and qualifications, at both pre-service and in-service levels, to support the language learning needs of ELLs and their teachers in Irish primary schools (McGorman & Sugrue, 2007; Nowlan, 2008). The Department of Education and Skills (DES) found that very few primary teachers had specialist training in EAL (2011a) while Irish researchers criticise a lack of mandatory training to specialise in EAL for LST roles (Murtagh & Francis, 2012). A significant thread emerges from these reports. Despite global recognition for the importance of developing "*special knowledge and skills*" (Lucas, 2011, p. 6), Irish professionals were left with little opportunity for EAL PD. This lack of specialist training, known to enhance teachers' skills, knowledge and collaborative efforts, questions the quality of EAL provision in Ireland today.

More stark messages have emerged among the limited Irish studies of EAL teaching and learning. Key findings include:

- lacking confidence and competence among teachers responding to linguistic diversity (Gardiner-Hyland & Burke, 2018; Skinner, 2010; Travers et al., 2010),

and the need for:

- more inclusive practices (Devine, 2005),
- focussed pre-service training (Murtagh & Francis, 2012), and,
- appropriate resources for the teaching and assessment of EAL (Gardiner-Hyland & Burke, 2018; Lyons & Little, 2009; Murtagh & Francis, 2012; Yoffe, 2011).

The only established body to support EAL teaching and learning (Integrated Ireland Language and Teaching - IILT) ceased in 2007, and teachers have since turned to one another for support through cluster groups in local education centres. Murtagh and Francis (2012) caution that the lack of back-up from the IILT likely affects EAL provision quality. These findings infer highly contestable quality, availability and suitability of EAL PD in the Irish context, which invites educational policymakers, researchers and communities to re-evaluate their stance on such PD and to examine how best to progress forth for the best interests of this already ‘at-risk’ cohort of pupils. A sociocultural framework is proposed herein to begin to prepare teachers of linguistically diverse learners through TaTIS programme delivery.

2.4.3. Sociocultural Perspective of Professional Development

Green (2014) critiques consistent ambiguity regarding theoretically framing research studies. Such vagueness limits the provision of theoretical frameworks for teacher PD research (Eun, 2008). Sociocultural Theory (SCT) emphasises that human development and learning occur through both social and cultural interaction (Vygotsky, 1978). This research seeks to support teachers with *change* in their knowledge, practice and beliefs when working with linguistically diverse learners, justifying the sociocultural approach to accommodate this development. However, Eun (2008) cautions two limitations with applying SCT to teacher PD:

1. the child development context in which SCT was formed and,
2. the lack of empirical evidence that exists to encapsulate how teachers learn and develop within their work settings.

Shabani (2016) addresses the first limitation, arguing that SCT is applicable to both pupils’ learning and teachers’ professional growth within the school setting. Furthermore, adult education scholars emphasise the importance of both social and cultural contexts in supporting adults to learn, develop and grow (Tisdell, 1993). The second limitation encouraged more empirical evidence of teachers’ PD in their work settings (Eun, 2008). Researchers have since applied Vygotskian concepts to teacher PD (Balfe & Ní Bhroin, 2019; Bryant & Bates, 2015; Eun, 2011). These studies employed key SCT facets, presented hereafter to inform theoretical foundations for TaTIS PD, thereby addressing

the second limitation cautioned in earlier literature. Thus, a sociocultural framework of PD for TaTIS delivery is justified.

Vygotsky (1960) captures social origin and cultural mechanisms of human development through four theoretical viewpoints; social origins of higher mental functions; internalisation; mediation; and psychological systems.

The first key concept of SCT is the social origin of thoughts. Vygotsky (1960, p. 197) proposes that “*any higher mental function was external and social before it was internal,*” arguing that cognitive development is only possible through social interaction. Consequently, PD must be between and among people (Eun, 2008). Warford (2011) asserts that teacher learning is situated in their existing pedagogical knowledge and classroom experience, so that teachers play a central role in appropriating their own meaning to social experiences. Collective scaffolding (reciprocal knowledge sharing) and study groups are encouraged for sociocultural PD facilitation. Such practices are noted in other studies of teacher PD (Eun, 2011; Luo, 2014) and hence, are recommended for TaTIS delivery.

Behaviour and consciousness represent two aspects of an integral system, the unification of social interaction and the mind through an internalisation process. Vygotsky (1960) outlines the progression from behaviour (intermental functions) to consciousness (intramental functions). Internalisation is complex and manifold, requiring adequate time and opportunity for embedding new behaviours and conceptualisations of practice (Eun, 2008). Consequently, sociocultural PD must be cognisant of the time-consuming nature of practice regression and progression until eventual improvements occur. More recent research recognises that teacher PD is “*socially situated, gradual and difficult*” (Daniel & Pray, 2017, p. 792) which justifies the rationale for adequate time allocation to support the internalisation process (Eun, 2008; Vygotsky, 1960). Typically recommended PD duration is discussed further in section 2.4.5.1. below.

Mediation represents the transition between social interaction and individual mental functioning (Vygotsky, 1978). Mediation transforms external forms of social interaction to internalised forms of mental functions. Key mediation supports include;

human mediators (MKO); psychological mediators (knowledge/ skills); and external mediators (reading materials/ teaching materials/ resources). Thus, a mentor is rationalised to support teachers with activating their existing knowledge and skills, and to provide concrete materials to further guide teachers through a sociocultural PD framework. Several studies adopted a mentoring model of PD to accommodate human, psychological and external mediation (Avalos, 2011; Boyle et al., 2005; Domitrovich et al., 2015; Shabani et al., 2010; Sutherland et al., 2018; Tohill, 2009), while more promote researcher-teacher collaboration to instil effective instructional practices (Feuerstein et al., 2018; McKeown et al., 2019; Meyers et al., 2012). This is further discussed in section 2.4.4. below.

Vygotsky (1978) proposes the interaction of higher mental functions (psychological systems) to demonstrate development (i.e., interrelationship between perception, memory, thoughts). These individualistic processes vary from teacher to teacher. In-depth discussion indicates perceptions and thoughts about PD content, delivery and enactment. Practical methods to detail teachers' psychological system processes include diary writing (Shabani et al., 2010), video self-assessment (Eun, 2008; Lyster et al., 2009), reflection (Avalos, 2011; Eun, 2008; Postholm, 2012; Tohill, 2009) and critically reflective discussions in small groups (Desimone, 2009; Luo, 2014).

These processes are summarised in the following table to illustrate Vygotsky's SCT stages, explain their function and outline their PD implications. Related PD practices are also provided by Eun (2008) to inspire the TaTIS PD framework.

Table 2.5. Applying a Vygotskian Framework to Teacher Professional Development

Stages	Explanation	Implication for Professional Development	Related Professional Development Practices
<i>Social Origins of Higher Mental Functions</i>	<i>Key role of social interaction for cognitive development</i>	Professional Development between and among teachers	• Workshops • Colloquia • Seminars • Mentoring • Study Groups
<i>Internalisation</i>	<i>Unification of social interaction and mind (Behaviour & Consciousness)</i>	Professional Development with opportunities for individual growth	• Individually Guided Activities ○ Video self-assessment ○ Journal writing ○ Personal histories
<i>Mediation</i>	<i>Transformation of external social interactions to internal higher mental functions</i>	Professional Development through Three Mediators: • <i>Human Mediator</i> - More Knowledgeable Other • <i>Psychological Mediator</i> - Knowledge / Skills • <i>External Mediator</i> - Tools i.e., Readings / Teaching Materials / Resources	• Continuous Follow-Up through Three Mediators: ○ <i>Human:</i> Professional Networks ○ <i>Psychological:</i> Newsletters / Journals ○ <i>External:</i> Materials / Resources
<i>Psychological Systems</i>	<i>Interaction between higher mental function</i>	Professional Development to incite both attitudinal and instructional change	• Focus on Attitude (not just instructional practice) Change within Professional Development Programme Design

This table highlights how social and cultural interactions initiate, internalise, mediate and reciprocate cognitive development. Implications include the social aspect of PD between and among educators, opportunities for individual growth over a sustained time period, provision of mediators to facilitate such growth, and an emphasis on both attitudinal and instructional change to enhance classroom practice. This table applies Vygotskian concepts (i.e., social interaction, internalisation, mediation, and psychological systems) to teacher PD exercises to enact the sociocultural perspective of teacher learning

and development for TaTIS delivery. However, there remains a gap regarding an appropriate PD model for the minutiae of these PD procedures.

2.4.4. Mentoring Model for Professional Development

Both Vygotskian SCT and Teacher PD Models share human development as underlying principles, which justifies a sociocultural PD perspective in this study. Guskey (2000) categorises six models of PD that accommodate teacher characteristics, pupils, school setting, time constraints etc., including Training; Observation/Assessment; Involvement in Development/Improvement Process; Study Group; Inquiry/Action Research; and Mentoring Models (ibid). “*All models of PD rely on verbally mediated social interaction*” (Eun, 2008, p. 152), thereby sharing sociocultural ideologies, and offering a choice of platforms for PD facilitation herein. The Mentoring Model is an important PD tool for teachers (Vula et al., 2015) and is reported the most effective catalyst for teacher change (Boyle et al., 2005). Mentoring supports learning transfer and provides important feedback on instruction (Brown & Militello, 2016). It is thus identified as an appropriate platform for both mainstream and support teaching stakeholders of TaTIS delivery.

Mentoring has permeated both career and psychosocial development at every stage of human life since Aristotle and Plato (Pomeroy & Steiker, 2011). The term mentor, derived from Greek mythology, means a wise and faithful advisor (Eleanor et al., 2008). Rich mentor experience and expertise are further validated to adequately guide others (Levy-Feldman, 2018). Thus, researchers agree that mentoring involves an experienced, knowledgeable person guiding less experienced protégés (mentees), to function effectively in the workplace (Bozeman & Feeney, 2007; Kram, 1983). While mentoring has been synonymous with teacher induction (Pennanen et al., 2016), its practice has lacked clarity in definition, conceptualisation and theorisation (Bozeman & Feeney, 2007). A mentoring definition is important for mentors and mentees of empirical studies to reduce variability of mentoring conceptualisations (Haggard et al., 2011). An all-encompassing definition of mentoring for this study is informed by its development over time.

2.4.4.1. History.

Haggard and colleagues (2011) reviewed 124 articles to depict notable mentoring developments between 1980 and 2009. Integral evolving facets include:

- Mentoring and its dimensions, phases, types and relationships
- Protégé (or mentee) personality, perspective, behaviours and outcomes,
- Mentor types, roles, choice, experience, perspective, behaviours and outcomes

Thus, mentoring, the mentor and the mentee (protégé) are three focal points for review to ascertain how each applies to TaTIS. The following sections examine mentoring functions, phases and types, incorporating mentee and mentor considerations, and concludes with important consideration factors to ensure successful mentoring for TaTIS delivery.

2.4.4.2. Functions.

Kram (1983) delineates two categories of mentoring purposes; career functions and psychosocial functions. Such functions are confirmed by other researchers (Tonidandel et al., 2007) and are key mentoring outcomes for workplace excellence. Mentoring enables the *“informal transmission of knowledge, social capital, and psychosocial support, relevant to work, career, or professional development”* (Bozeman & Feeney, 2007, p. 731). Both career and psychosocial functions are explored further below.

Career development is the more frequently cited mentoring function (Kim et al., 2015) and refers to opportunities for promotion and growth within an organisation (Conway & Briner, 2002). Career support improves opportunities for advancement (Ayoobzadeh & Boies, 2020) and mentors accelerate mentees' career development prospects (Arifeen, 2010). Researchers promote structured mentorship through goal setting, regular meetings and mentor-mentee feedback to effectively support career development (Jyoti & Sharma, 2015). Thus, a carefully planned mentoring programme improves productivity and performance (ibid). TaTIS PD appreciates the career development prospects therein, and carefully structures a mentoring scheme to support such mentees' growth (appendix C).

Psychosocial functions include social factors that influence mentee thoughts or behaviour to support self-identity and competence (Kram, 1983). Thus, mentee skill and

self-motivation are enhanced, while role ambiguity is reduced (Kim et al., 2015). Psychosocial mentor support influences mentee resilience (Arora & Rangnekar, 2015), and improves mentors' self-efficacy and leader identity (Ayoobzadeh & Boies, 2020). Still, these functions are relatively intangible (Noe, 1988), as mentees often lack awareness regarding their psychosocial needs and resolutions (Salami, 2008). Mentors can support mentee psychosocial functions through empathy, warmth (Allen, 2003), respect, support, encouragement, and role-modelling (Zhao et al., 2018). These factors inform a carefully structured mentoring scheme to foster psychosocial development for TaTIS delivery (appendix C).

Kram (1983) claims that career and psychosocial functions afford mentor and mentee advantages.

Table 2.6. *Mentoring Advantages*

Mentor Advantages	Mentee Advantages
• role-modelling • acceptance-and-confirmation • counselling • friendship • recognition and respect from peers / superiors • mentee confirmation and support • internal satisfaction	• sponsorship • coaching • protection • exposure-and-visibility • challenging work assignments • assisted familiarisation with organisational life and in preparing for advancement opportunities • sense of competence, confidence, and effectiveness in the managerial role

PD for TaTIS delivery can yield these advantages for its stakeholders. Teachers, as mentees, learn about effective programme delivery from the researcher as mentor. Opportunities for career development are enhanced by developing a knowledge base and teaching skillset for OLD through narration. Mentor-mentee interactions offer coaching and assistance to ensure effective practice with language instruction. Thus, mentees are better placed for career advancement through exposure and visibility from active engagement with on-site PD opportunities. Additionally, mentees' psychosocial growth is

nurtured by mentor role-modelling during PD discussions, receiving appraisal for TaTIS delivery, and confiding in the mentor regarding teaching practices to support linguistically diverse learners. Furthermore, mentees experience a challenge with new instructional practice, widening their understanding of pedagogical content knowledge and developing competence and confidence for educational leadership. The researcher, as mentor, also benefits from adopting this model of PD, namely due to improved self-efficacy and leader identity for promoting TaTIS as a pragmatic programme for linguistically diverse classrooms. Thus, mentoring offers many rewards for study participants to experience purposeful professional growth from TaTIS engagement. Mentoring phases support this professional growth.

2.4.4.3. Phases.

Kram (1983) poses that mentoring occurs across four phases (as outlined below).

Figure 2.10. *Mentoring Phases*



The *initiation phase* lasts between six and twelve months. A mentor-mentee relationship forms, with initial interactions to enable the mentee to experience concrete, positive workplace encounters to realise professional expectations. The *cultivation phase* lasts between two and five years, overseeing the maximum range of functions that occur during mentoring and setting clear parameters in mentor-mentee relationships. Cultivation may be disappointing, failing to meet developmental needs, or richer than anticipated, as meaningful interpersonal bonds unfold. The *separation phase* represents a termination of the mentoring relationship in its current form. Structural changes within the organisation, and/or psychological changes within individuals contribute to this. It is critical to mentor and mentee development, as the mentee shows great capacity for independent conduct at an essential job, while the mentor demonstrates ability to develop workplace talent. *Redefinition* is the final phase of the mentoring process, where the mentoring relationship either evolves a new form or ceases to continue. Redefinition signifies change for both

the mentor and mentee. A peer-like interaction results in a more competent, confident, autonomous mentee, and a nurturing, experienced mentor. Both experience a shift in developmental tasks so that the previous relationship is no longer needed or desired.

This four-phase continuum applies to TaTIS PD, though the suggested timeframes across each phase pose challenges for exact enactment throughout this study. Kram (1983) indicates that both initiation and cultivation phases may take between six months and five years. While such timeframes are applicable elsewhere e.g., mentoring undergraduate students (Fitzpatrick, 2013), first-year teachers (Rikard & Banville, 2010), and doctoral students (Sugimoto, 2012), participant teachers herein engage with a shorter, six-week programme. The rationale for a shortened TaTIS PD timeframe is supported by literature and approaches in previous studies of narrative language programmes, with some adopting between three – four training sessions (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dockrell et al., 2010) in advance of programme delivery (more discussion in section 2.4.5.1. below).

In conjunction with SCT, PD begins with workshops to facilitate social interaction for cognitive development (see table 2.5.) and to depict the essence of TaTIS for participant teachers. Such workshops discuss current practices of language instruction in linguistically diverse settings, examine the underlying theoretical principles and practical components of TaTIS, and engage with exemplars of programme in-action in preparation for its delivery. These workshops do not stem across a six-month or year-long period, thereby questioning the timeline adequacy for the initiation phase for TaTIS mentoring. However, the researcher has yet to find a mentoring approach for oral narrative language programme delivery, which outlines the third gap for this study to explore. Factors to consider during the initiation phase include its facilitation in a classroom to enable mentor-mentee familiarisation (Daniel et al., 2019), optimising opportunities to discuss desired characteristics, or experiences, of the mentoring process (Sugimoto, 2012), and solidifying the relationship (Chao, 1997) to ensure its maturation through trust and peer-like friendship (Bouquillon et al., 2005). These processes ensure appropriate initiation for TaTIS PD, though the shortened timeframe remains a limitation within this study.

The cultivation phase lasts between two to five years (Kram, 1983). The initiation and cultivation phases are fluid (Daniel et al., 2019), as career development and psychosocial support occur within both phases (Bouquillon et al., 2005). Regardless of this fluidity, research has consistently proven that cultivation derives the greatest benefits (Burgess, 1994; Chao, 1997; Kram, 1983). The mentor plays a key role in safeguarding mentees (Kram, 1983) through human, psychological and external mediation (i.e., researcher as MKO providing ongoing and follow-up support/ articles and books to further embed TaTIS conceptualisation/ resources for programme delivery). However, PD for other narrative language programmes has not stemmed over this prolonged timeframe, which contests the timeline adequacy for cultivation in TaTIS PD. Thus, this study must consider how to accelerate mentor-mentee relationships in a shorter time period than is suggested (ibid). Factors to consider include mutual trust and respect (Burgess, 1994), frequent in-person contact between both parties (Sugimoto, 2012), and formal and informal interactions both within and outside the classroom (Daniel et al., 2019). Again, the shortened timeframe remains a firm limitation.

The separation phase is likely to occur towards the end of programme delivery, which entails mentee psychological independence from mentor, having become more confident and competent with new practice aspects (Burgess, 1994; Kram, 1983). Bouquillon and colleagues (2005) report that mentees become more autonomous in their work during this phase. The researcher, as mentor, reduces ongoing support towards the end of TaTIS delivery, as participant teachers develop independence and autonomy, due to their familiarity with its structure, content and mode of delivery. Nonetheless, formalising the separation process is important to avoid “*turmoil, anxiety, and feelings of loss*” (Kram, 1983, p. 618). Therefore, the mentor provides the option of ongoing and follow-up support until programme completion, at which point, a formal cessation of the mentoring relationship occurs. Based on other studies of mentoring phases, factors to consider for separation include a type of ‘graduation’ to signify the end of the mentoring process (i.e., a certificate of completion) (Sugimoto, 2012) and continued connection via informal contact (Daniel et al., 2019). Such considerations might accelerate the separation stage to ensure that it is below the typically six-month+ timeframe that is suggested in the literature.

Participant teachers and the researcher enjoy a redefined relationship with peer-like interactions by the end of TaTIS delivery. The mentoring relationship either begins to exist in a new form, or indeed, ceases to exist (Burgess, 1994; Kram, 1983). Career mentoring diminishes in importance, though psychosocial mentoring continues through collegiality and friendship (Kram, 1983). In TaTIS, participant teachers reflect on TaTIS effects on children's language during this redefining stage. As with Guskey's (2002) model for teacher change, perceived changes in pupils' learning outcomes enable a change in participant teachers' beliefs and attitudes towards teaching practices in linguistically diverse settings. Furthermore, mentees develop greater trust and identification with mentors in educational contexts (Bouquillon et al., 2005). Factors to consider for the redefinition phase include collaboration (Sugimoto, 2012) and reciprocity (Bouquillon et al., 2005) beyond the study remit.

While these phases offer knowledge of mentoring routes and processes, Chao (1997) contests the lack of published studies to articulate phase validity. Kram has since termed these early mentoring conceptualisations as "*outdated in many ways*" (Chandler, 2011, p. 28). Clutterbuck (2005) suggests five potential phases to characterise a developmental view of mentoring relationships, which include; rapport-building; direction-setting; progress-making; winding down; and moving on/ professional friendship. The former three stages correlate with the initiation and cultivation phase, while the latter two associate with the separation and redefinition phases respectively (Kram, 1983). This study adds to the wealth of empirical studies underpinned by these phases, while also drawing from Clutterbuck (2005) to establish developmental phases of mentoring relationship that support effective mentoring throughout TaTIS PD experiences.

2.4.4.4. Types.

Kram (1983) outlines two key career stages. The first stage formulates identity, career goals and professional relationships, while the middle stage reviews achievements and readjusts expectations for profession remainder. Mid-stage career employees might redirect energy towards first-stage career staff to offer productive responses to newly appointed workers' concerns (ibid), thereby establishing the mentor-mentee roles.

This study appoints the researcher as mentor for TaTIS delivery. Having less than a decade of experience as a teaching practitioner, the mentor herein hovers closer to first stage, than mid-stage career. Participant teachers are most likely dispersed across a wide range of career stages, presenting a complex mentoring dynamic. Thus, understanding mentoring types are important to frame support for TaTIS delivery. Nine of many are proposed below (Mullen & Klimaitis, 2021), and though literature indicates that dyadic and long-term mentor-mentee relationships are prototypical, the following mentoring types may offer a contemporary view on the process and how it can be achieved in a shortened timeframe.

Table 2.7. Mentoring Types

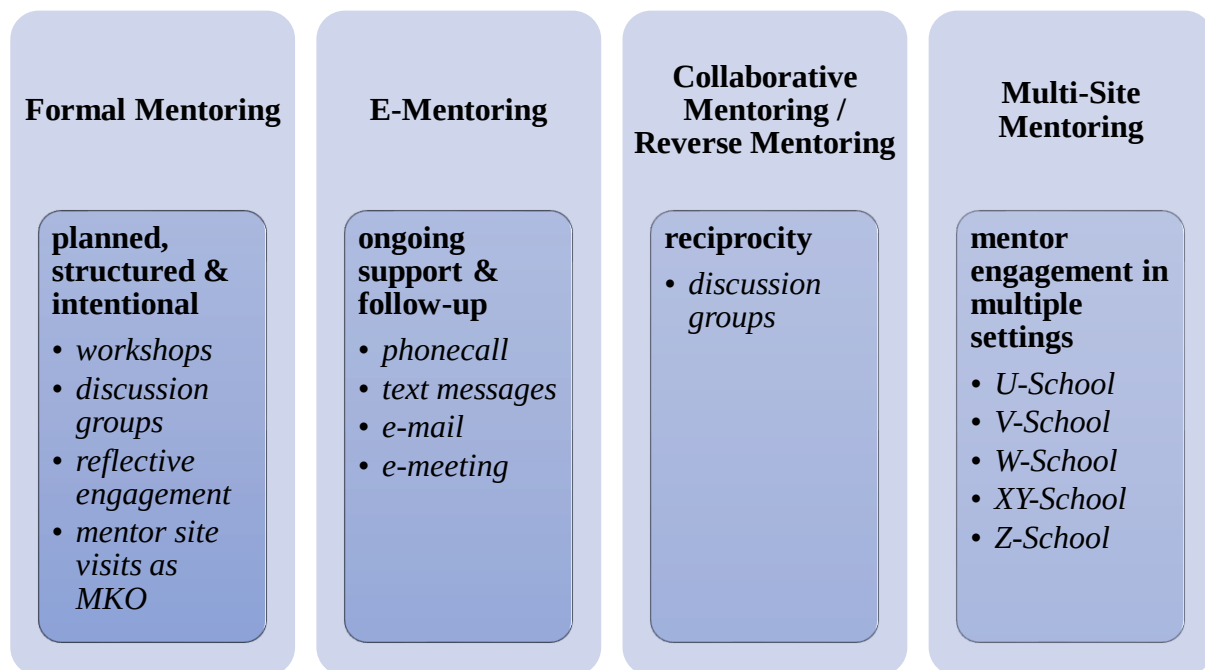
Mentoring Type	Associated Dimension
Formal	Planned pragmatic interactions
Informal	Spontaneous mentor-mentee interactions
Diverse	Relationally mixed demographics and interests
Cultural	Diverse cultures united in mutual goals
Multi-Level	Mentoring across organisational levels
Group	Shared agendas grounded in differences
Peer	Peer-based, empowering relationships
Electronic	Interaction at a distance via technology
Collaborative	Transformation relational development

Informal, Diverse, Cultural, Multi-Level, Group, Peer and Collaborative Mentoring were discounted from this study. Informal mentoring is unplanned, unstructured, and unintentional, accommodating spontaneity of mentor-mentee interaction, and is thus less suited to TaTIS. Both Diverse and Cultural Mentoring are deemed inappropriate due to their emphasis on diverse cultures, demographics and interests, and the limited diversity among in-service teacher population in Ireland (Heinz & Keane, 2018). Multi-level mentoring is also inapplicable, due to mentoring occurring across multiple sites, as opposed to multiple levels within the one organisation. Thus, the concept of ‘Multi-Site Mentoring’ emerges. Group mentoring involves a number of individuals from different backgrounds working together to collaboratively reflect and problem-solve to obtain better outcomes. While impromptu reflections and resolutions may occur during programme delivery among co-teachers across each school site, it is not explicitly

accommodated, due to the research focus on establishing participant teachers' experiences of TaTIS PD. Peer mentoring adopts both formal and informal developmental learning, uniting novices and experts of a particular experience. The mentor-mentee lines are often blurred, as peers mutually support, guide and encourage one another, each sharing different strengths throughout the process. Once again, this is inappropriate for TaTIS, as the mentor (researcher) does not join in with mutual programme delivery, consequently failing to share mutuality in the process.

Formal mentoring is "*planned, structured and intentional*" (Mullen & Klimaitis, 2021, p. 25) as it targets gaps and resolves problems. Its practical and interactive focus lends favourably to the pragmatic worldview and sociocultural underpinnings herein, while its careful planning and organisation aligns with the study purpose; delivering a specially-designed bilingual oral narrative programme within the mentees' school contexts. Electronic, or e-mentoring, offers an appropriate medium for continuous, follow-up support with TaTIS mentees, particularly in a climate where physical proximity parameters prevail due to COVID-19 implications. The researcher, or proposed study mentor, offers e-mail and e-conferencing consultation, thereby adopting electronic means for programme delivery guidance and support. Furthermore, it is impossible to be physically accessible across all participant school sites each day during programme delivery, deeming e-mentoring imperative to the TaTIS mentoring process. Collaborative mentoring unites the mentor and mentee in a mutually beneficial relationship. It is a dynamic coupling, built upon reciprocity, disregarding differences in knowledge, expertise, status and rank. A sub-form of this, where a junior employee mentors a senior employee, is known as reverse mentoring, which supports knowledge sharing between both parties and an opportunity for mentor leadership development (Murphy, 2012). The sole mentor (researcher) works with a number of mainstream and support teachers (mentees) with varied experience, to guide and advise their delivery of TaTIS. Thus, a hybrid mentoring model emerges.

Figure 2.11. Hybrid Mentoring Model



Formal mentoring is adopted to plan and structure intentional mentoring opportunities i.e., career development and psychosocial support. This involves researcher-planned PD workshops underpinned by sociocultural theories and practices (see table 2.5.). While ongoing and follow-up support is also integrated into the formal mentoring plans and structure, technological versions of consistent support and mentor accessibility are accommodated through E-mentoring. While the mentor offers key advice and knowledge on TaTIS design and delivery, mentees can provide insights regarding their experiences of the programme, thereby assuming a collaborative mentoring approach. Furthermore, as there is only one mentor across multiple sites, the researcher proposes a ‘Multi-Site Mentoring’ concept, where one sole advisor offers guidance and support in multiple schools. Having established this hybrid model, this review now explores important factors to consider when mentoring to inform a robust framework for its adoption in this study.

2.4.4.5. Consideration factors.

Mentoring occurs across a wide array of professions (Friday et al., 2004), using both common and differing techniques in each field (Levy-Feldman, 2018). Three key mentoring attributes that surface in the literature are; reciprocity; developmental benefits; and regular interaction (Haggard et al., 2011). While these factors are assured within the

hybrid mentoring model for TaTIS, there are other factors in education-based mentoring literature, including;

- mentoring as a process for *newly-appointed school staff*;
- the importance of *reflection, space and time* within the mentoring realm;
- the centrality of *discussion and dialogue* to support mentoring procedures;
- the *role of relationship* between mentor and mentee to accommodate mentoring processes;
- and the emphasis on *collaborative learning communities* for mentoring success.

Each of these aspects are paired with *Cosán*, the National Framework for Teachers' Learning in Ireland (TCI, 2016), to illustrate how they correlate with current Irish policy and ensure successful adoption of the mentoring model for TaTIS delivery.

Mentoring is conceptualised as a means to support student teachers and newly-qualified teachers upon school setting entry (McCann et al., 2009; Spooner-Lane, 2017), with little evidence of mentoring occurring among longer-serving teachers. Though mentoring can also support experienced teachers' PD (Helleve et al., 2019), Bressman and colleagues (2018) highlight the severe lack of opportunities to be mentored beyond induction. Over two decades ago, researchers recommended that mentoring should be an integral part of school culture for both novice and experienced teachers (Hargreaves & Fullan, 2000), and yet there are very few advances on this matter. There is a significant emphasis on mentoring for newly appointed teachers, and indeed principals, in Ireland (Centre for School Leadership, 2021; TCI, 2021). While educational settings are likely to benefit from mentoring interactions with university personnel (Fletcher, 2012), there is little evidence of this at a formal level among more experienced teachers in Irish primary schools. *Droichead* was introduced by the Teaching Council of Ireland (TCI) to support newly-qualified teachers with integrated professional induction on each school site (TCI, 2021). Though it embraces experienced teachers as mentors, such teachers lack experience with *being* mentored. Du and Wang (2017) caution that informal mentoring is limited primarily to seeking information, with low- frequency interaction and poor follow-up activities, thereby inviting more formal approaches to mentoring within the Irish context. One study of seven experienced Oklahoma public school teachers' mentoring encounters indicated that they felt supported through being mentored by a knowledgeable colleague (Jewell, 2007), leading to an increased sense of their own

professional attributes and an appreciation for the mentoring process. Having surveyed and interviewed 20 teachers in the North American context, Bressman and colleagues (2018) recommend the following for experienced teacher mentoring:

- offer *short-term* mentoring opportunities to *address emerging demands*
- *reconceptualise* the trained *mentoring role* as a support means for *all* staff
- encourage *critical friendships* in the workplace
- use *professional learning communities* for informal mentoring experiences
- adopt *technology* to accommodate *mentor-mentee meetings*

These suggestions support responsive, collective and innovative approaches to mentoring for experienced teaching participants of TaTIS. Furthermore, as *Cosán* advocates for such elements of practice among primary school teachers (TCI, 2016), these strategies are timely and apt for this study.

Reflection is another significant consideration factor in the mentoring process (McCann et al., 2009; Talbot et al., 2018). Reflection challenges assumptions that influence approaches to practice and establishes commonalities regarding the experiences of multiple teachers (Brookfield, 2010), thereby enabling more effective and informed practitioners (Loughran, 2002). Thus, reflection offers a way to change, or indeed enhance, teaching practice while also highlighting wider structural problems experienced by collective practitioners. Research emphasises the importance of adequate space and time within the mentoring process to accommodate such change (Spooner-Lane, 2017; Talbot et al., 2018). Mentors need time to learn, practise, and share their work, while mentees need release time to meet mentors to discuss such work (ibid). Therefore, reflection, and the space and time to do so, is integral to successful mentoring in TaTIS. Individual and collaborative reflective practice are key learning evaluation strategies within *Cosán* (TCI, 2016). *Cosán* recognises that teachers require reflective autonomy, depending on their individual preferences, learning styles, circumstances and school context. Furthermore, it acknowledges that teachers need “*dedicated space and time for individual and collaborative learning and reflection on same*” (ibid, p. 8) and poses the question of how such reflection might be achieved herein.

Discussion and dialogue are central features of the mentoring process (McCann et al., 2009). Talbot and colleagues (2018) recommend dialogic mentor-mentee interaction,

a process of collectively constructing meaning, with fluidity and flexibility to mutually enhance and improve teaching practice, thereby addressing individual and social needs (Bozeman & Feeney, 2007). Teachers can establish mentor relationships in trustful, open and stable social environments, thereby enabling mentor-mentee social interaction and dialogic discussion (Du & Wang, 2017). Social interaction is a key feature of SCT, further supporting the rationale for dialogic interactions herein. *Cosán* recognises that Irish teachers value “*all forms of educationally enriched discussions*” (TCI, 2016, p. 8), which include “*regular networking, sharing and interrogating [of] ideas to find creative solutions to collective challenges*” (ibid). This study must capture these discussions to gather evidence of dialogue and discussion for effective mentoring processes.

Mentoring usually involves one-to-one mentor-mentee relationships (Kennedy, 2014). Quality mentoring relationships are crucial for mentoring success (ibid), and require counselling, professional friendship (Rhodes & Beneicke, 2002), and trust (Lange & Wittek, 2020). Where equitable mentor-mentee relationships exist, both parties discuss possibilities, beliefs and hopes in a non-hierarchical way (ibid). Thus, a MKO provides appropriate advice and support to enable novices to develop expertise beyond their Zone of Actual Development (ZAD) (Vygotsky, 1978). Mentor-mentee benefits occur, as the mentor changes due to ZPD interactions and the mentee navigates more difficult tasks to reach full potential (Eun, 2008). This intersubjectivity results in change for both parties, with opportunities to restructure their pre-existing thoughts and behaviours to support professional growth.

Collaborative learning communities are consistently promoted in mentoring research (García & Gomez, 2017; Ginkel et al., 2016). An “*authentic community collaboration leads to transformative school design*” (García & Gomez, 2017, p. 352) while a support group is essential for mentoring to guide such change in schools (McCann et al., 2009). Collaborative inquiry proposes the mentor as a co-thinker, with a developmental view of mentoring, and as a co-learner, opting to engage in mutual learning with novice protégés (Ginkel et al., 2016). Bruner’s (1983) scaffolding theory refers to the assistance and guidance that an expert provides to enable a novice to achieve skills and knowledge beyond their capacity, while collective scaffolding does not offer a distinction between the expert and novice for mutual guidance. This is particularly

relevant to TaTIS constructs, which witnesses researcher-teacher collaboration to deliver a bilingual oral narrative programme to linguistically diverse learners, as the researcher collaboratively learns with teachers during programme delivery. This ‘collective’ concept emerges in many studies of effective PD for in-service language teachers (Brown & Militello, 2016; Desimone, 2009; Feuerstein et al., 2018; Luo, 2014; Shabani et al., 2010; Tohill, 2009), and therefore, warrants inclusion herein.

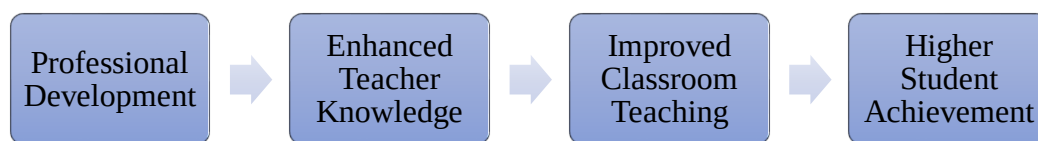
In summary, mentoring factors for consideration include the limited opportunities that participants may have had to engage in formal mentoring processes to-date; the need for reflection, space and time to process mentoring experiences; the roles of discussion and relationship in maintaining effective mentoring protocol; and the collaborative aspects of development for both mentor and mentees. Weisling and Gardiner (2018) outline four support strategies for the mentoring process that prove positive effects on teachers’ retention, instruction, and pupil learning outcomes. These include; setting clear expectations; encouraging mentoring from the inside; tending to relationships; and mentoring the mentor. The researcher applies these principles to this study. Prior interaction with study participants establishes clear expectations for the programme, its delivery and potential outcomes. Study participants are encouraged to work together to collaboratively deliver TaTIS in each school site, instilling mentoring from within each setting. Consistent researcher-teacher communication via e-mail, weekly site visits and fortnightly discussions contributes to sturdy mentoring relationships. Finally, having engaged with an accredited module on mentoring, the researcher then explored further reading in this area at PhD level, and also experienced the mentee process during initial probation with the National Induction Programme for Teachers. These experiences, coupled with the hybrid mentoring style for TaTIS, ensure an appropriately trained mentor to oversee this process.

A clearer picture has thus emerged to inform this study’s sociocultural underpinnings for PD through a Mentoring Model. Knowledge of mentoring functions, phases and types provide an essential roadmap for devising a PD programme for TaTIS delivery in linguistically diverse classrooms, as does awareness of the factors that contribute to effective mentoring. Nonetheless, the question of effective PD components remains.

2.4.5. Effective Professional Development Components

PD programmes facilitate opportunities for teachers to review and refine high-quality teaching practice in an ever-changing and multi-faceted profession (Phillips, 2008). According to longstanding research on teacher PD (Guskey, 2000; Kirkpatrick, 1979; Kalinowski et al., 2019), its effectiveness is measured based on teacher PD acceptance, teacher learning (changed knowledge, attitudes, beliefs), teacher classroom practice, and pupil achievement. Yoon and colleagues (2007) propose a sequential relationship between such effective PD measures.

Figure 2.12. *Professional Development Effectiveness Continuum*



These measures provide a continuum for teacher PD effectiveness and correlate with Guskey's Theory of Teacher Change (2002). PD propels three key features: knowledge change, practice change and outcome change (Yoon et al., 2007). This review now examines PD components that have proven effective in education studies to inform a functional mentoring programme design for TaTIS. Such components are categorised by structure, content and stakeholders to determine a coherent overview of PD efficacy for this context.

2.4.5.1. Structure.

PD for this study requires two structural components to guide its delivery. These include PD duration, justifying a 20-hour mentoring programme with a blend of workshops, discussions and ongoing consultations; and PD delivery, rationalising collaboration, reflection and active learning.

Intensive and extensive programmes are essential for PD efficacy (Guskey & Yoon, 2009; Merchie et al., 2018), as the total number of PD hours matter greatly in preparing teachers for new programme protocols (Penuel et al., 2007), but how many hours are sufficient to effectively support teachers of TaTIS? There is no definitive

‘tipping point’ for PD duration, though spreading activities over the course of a semester and including 20+ hours of contact time is proposed (Desimone, 2009; Schachter et al., 2019). Most PD is developed and implemented locally, resulting in a relatively short programme cycle (Hill et al., 2013). Oral narrative language development programmes tend to span a number of weeks and months, rather than years (section 2.3.4.), so a PD package for TaTIS delivery might follow a similar trajectory. In their systematic review of 38 articles, Kalinowski and colleagues (2019) determine effective teacher PD to support pupils’ academic language proficiency across the curriculum, including empirical studies of PD intervention success between 2000 and 2016, with half of the selected articles spanning the first seven years of primary education. Thus, its findings are appropriate and applicable herein. Two-thirds of the PD interventions lasted for at least one year (Kalinowski et al., 2019), which adds to other research on the importance of an extensive programme for effective PD (Guskey & Yoon, 2009; Merchie et al., 2018). This indicates that an effective PD programme for TaTIS might require a year-long intervention for participant teachers. Thus, the PD timeframes adopted by previous oral narrative language studies are uncovered.

Oral narrative intervention research serves two purposes herein: guidance for initial TaTIS programme design and inspiration for a PD framework for programme delivery. Four of the eight interventions (section 2.3.4.) were delivered by researchers, as opposed to teachers, thus limiting the number of PD examples to inform this study. Dockrell and colleagues (2010) provided two training sessions to participant preschool teachers of *‘Talking Time’* outlining their study rationale and the importance of OLD. They trained teachers to carry out proposed activities by modelling all three approaches and then enabling staff to practise these with feedback. Cruz de Quirós and colleagues (2012) provided scripted lessons and biweekly training to practise lesson structure and delivery for *‘STELLA’*. Bowyer-Crane et al. (2014) shared an extensive session-by-session manual for grouped and individual sessions, with a range of activities to enable effective delivery of *‘Get Ready 4 Learning’*. Dale and colleagues (2018) facilitated a two-day 14-hour professional learning programme and provided participant teachers with intervention materials to support *‘SPELL’* implementation. All four studies provided training and materials over the course of two / three sessions to support teachers with the

delivery of their narrative programmes. This raises the question of other research studies that delivered PD in less than a year to enable teacher professional growth.

There are several studies to support the adoption of a 20-hour PD programme herein. A comparative study of PD duration (35 hours vs. 13 hours) for reading comprehension instruction obtained similar positive effects on pupil learning and self-efficacy perceptions (Van Keer & Verhaeghe, 2005), which contests whether a year-long PD intervention is necessary to adequately support TaTIS delivery. Another study of a teacher PD programme confirms the efficacy of providing seven three-hour seminars to adequately prepare teachers for differentiated instruction (Valiandes & Neophytou, 2018). Specific to the EAL context, a Taiwanese case study of PD programmes for collaborative EFL teaching adopted a 21-hour intervention, also split over seven three-hour modules (Luo, 2014). Merchie and colleagues (2018) propose a minimum of 20 hours contact time and ongoing support as a follow-up strategy to espouse teaching practice change. It appears acceptable that TaTIS PD might encompass a 20-hour programme, with some preliminary collaborative discussions to explore the programme and subsequent follow-up sessions to continue to engage in ongoing conversations. This resembles other approaches in preparing teachers to deliver an evidence-informed programme (Goldfeld et al., 2017; Sutherland et al., 2018). The aforementioned studies justify a 20-hour PD programme to prepare teachers for TaTIS delivery (appendix C). Thus, knowledge of how to deliver such a programme surfaces next for discussion.

Teacher PD delivery encompasses the means through which learning is facilitated to enable professional growth. Workshops, training sessions, courses, coaching and mentoring are the most common forms of PD delivery for teachers to support academic language proficiency (Kalinowski et al., 2019). Training sessions were particularly prevalent across the narrative language studies that informed TaTIS programme design (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dockrell et al., 2010). However, one-off workshops and training sessions, which tend to focus on knowledge building, yield limited success in supporting effective teaching practice changes (Borko, 2004). Such training dismisses the background knowledge, experiences and beliefs that participant teachers apply to professional learning encounters (Guskey, 2002). Despite these shortcomings, one-off workshops have dominated the field of

teacher professional growth (Kalinowski et al., 2019; Schachter et al., 2019) due to cost-efficiency and time-efficiency. This study must explore alternative avenues to training workshops alone to enable effective professional growth.

Several research studies outline the essential role of support for skills transfer in effective teacher PD for classroom practice (Avci et al., 2020; Brown & Militello, 2016; Domitrovich et al., 2015; Sutherland et al., 2018; Tohill, 2009). The knowledge and skills gained from PD activities do not automatically transfer to the classroom, which limits PD outcomes and emphasises the need for skills transfer support (Avci et al., 2020). Such transfer is impeded when teachers feel inadequate or overloaded with new information (Tohill, 2009), or overwhelmed or frustrated with new instructional practice (Brown & Militello, 2016). Higher-levels of education enable greater adherence and competence at transferring information from initial training to classroom practice (Sutherland et al., 2018). Additionally, administrative support ensures successful intervention skills transfer (Domitrovich et al., 2015). Therefore, support for skills transfer must include psychosocial supports (Zhao et al., 2018), appropriately pitched and paced content, with opportunities for transfer success, with the help of a mentor and school leadership personnel.

Multiple opportunities to observe, understand and enact high-quality practice enable high-quality PD (Wasik & Hindman, 2011). Thus, mentor modelling and discussion supports mentee conceptual development and high-quality practice. Sociocultural perspective incorporation is valuable for teacher PD to espouse social competence and communication in early childhood education (Han, 2014). As outlined in table 2.5., workshops, seminars, and discussion groups enable social interaction and cultural engagement to support professional growth among teachers. A Northern Irish study outlines teachers' preferences for collaborative, interactive approaches to PD, though only a minority have accessed these (McElearney et al., 2019), which raises a question about whether such collaborative, interactive approaches are accessible within the Irish context? TaTIS strives to offer collaborative, interactive PD, consistent with sociocultural perspectives, to enact this preferred and recommended mode of delivery.

Sub-components of effective programme delivery include collaboration, active learning, and reflection. Tohill (2009) urges schools to remove wall barriers to accommodate collaborative learning opportunities. Collaboration emerges frequently as a key feature for PD programme design (Desimone, 2009; Eun, 2011; Kalinowski et al., 2019) and has proven particularly effective in the teaching of English in linguistically diverse contexts (Luo, 2014). In an Irish context, teachers consider collaborative learning to be the most important aspect of successful PD (TCI, 2016). McKeown and colleagues (2019) endorse small-group collaboration, providing a safe space and catalyst for researcher-practitioner relationships. Further examples of collaboration include group work, sharing experiences, and school-based learning communities (Kalinowski et al., 2019). Active learning is another key feature of effective programme delivery, as teachers must be enabled to practise and apply newly learned material (Kalinowski et al., 2019; McKeown et al., 2019). Such new knowledge application in real-life teaching settings is vital for language instruction (Avci et al., 2020; Luo, 2014). Finally, Kalinowski and colleagues (2019) promote reflection on practice, skills, or beliefs, and on the application of new content to practice (Brown & Militello, 2016; Postholm, 2012; Tohill, 2009). Thus, collaboration, active learning, and reflection are incorporated into TaTIS PD design.

In summary, structural components for effective PD delivery include:

- 20-hour mentoring programme
- Collaborative, interactive training and workshops
- Active learning and application of new pedagogical content knowledge to practice
- Critically reflective opportunities
- Ongoing support for transfer of skills from training workshops to classroom practice

2.4.5.2. Content.

TaTIS PD incorporates key content factors for a robust design framework. These include targeting identified gaps in knowledge and skills, embedding theory-based strategies for learner development, opportunities for applying theory to practice and support materials provision.

Schachter and colleagues (2019) endorse PD content that targets identified gaps in teachers' knowledge and skills. This has been a preoccupation of empirical studies in primary school settings with ELLs (Charity-Hudley & Mallinson, 2017; Hiatt & Fairbairn, 2018), as enhanced knowledge and skills can support better outcomes for teachers and learners alike. Given the lack of appropriate PD opportunities for ELLs' teachers within the Irish context, there are likely to be gaps in teachers' knowledge and skills on how to support such children in Irish classrooms. TaTIS offers a concrete programme for linguistically diverse classrooms, and PD for its implementation can incorporate knowledge and skills for teachers to transfer across their practice with such children. Workshops, presentations, readings and other formats have addressed gaps in teachers' knowledge and skills in similar PD studies (Eun, 2008; Kalinowski et al., 2019; McKeown et al., 2019). Furthermore, the sociocultural process of mediation promotes both psychological and external mediators in the form of newsletters, journals, materials and resources (Eun, 2008). These formats are embedded within TaTIS PD to enable research-informed content to support teacher professional knowledge and practice.

Theory-based approaches are also effective PD components (Kalinowski et al., 2019). This study draws on the work of Vygotsky (1986; 1978), Bruner (1983; 1981), Cummins (1979) and Pearson and Gallagher (1983), in its adoption of SCT and IT for language development, CUP theory to justify a bilingual approach, and the GRRM to scaffold pupils' oral narrative retell. Thus, a theory-based approach is confirmed and signposts key theoretical aspects of TaTIS for teachers to support its delivery.

Application of theory to practice, otherwise known as application-oriented knowledge, is another important PD content component. Recent work outlines the key roles of detailed lesson content and materials, and detailed professional learning plans, to scaffold teacher learning instruction (McKeown et al., 2019). Two studies of EAL PD outline the key role of theory in the areas of cultural understanding, second language acquisition and appropriate teaching methodologies (Luo, 2014; Richards et al., 2013). Furthermore, in their systematic review of effective PD for academic language proficiency, Kalinowski and colleagues (2019) found that all teachers had been provided with knowledge and methods of how to foster such proficiency for linguistically diverse learners. The theoretical underpinnings of TaTIS inform PD programme plans, content,

and materials. Thus, a programme delivery handbook and lesson plan exemplars provide step-by-step guidance on *why* and *how* TaTIS components are implemented. Other supports for application of theory to practice include trial delivery of lesson aspects during PD discussions and researcher consultation.

The production, and use of, support materials is replicated in other studies of PD for teachers (Avci et al., 2020; Baird & Clark, 2018; Eun, 2011; McKeown et al., 2019). Kalinowski and colleagues (2019) found that most studies provided materials to support teachers with language proficiency (i.e., teacher guides, lesson samples, pupil booklets etc.). Teachers appreciated the provision of such materials without having to independently source them (ibid). Previous oral narrative development studies provided scripted lessons, intervention materials and manuals to inform and support programme delivery (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dockrell et al., 2010). Therefore, TaTIS provides readings and materials that can further support teachers with the teaching of oral narrative retell skills within TaTIS.

In summary, content components for effective PD delivery include:

- Target identified gaps in knowledge and skills
- Adopt theory-based strategies for learner development
- Provide opportunities and support to apply theory to practice
- Supply support materials (i.e., readings, exemplars, lesson plans, resources etc.)

2.4.5.3. Stakeholders.

Key personnel for TaTIS delivery include the mentor, mentees and participant children. This section explores effective components of mentoring, specific to the role of the mentor and mentee, and also accounts for recommended practice to support linguistically diverse pupils.

PD facilitators must have relevant expertise in language and literacy to support linguistically diverse learners (Kalinowski et al., 2019). Merchie and colleagues (2018) posit that such facilitators must:

- a) have knowledge of adult learning theory,
- b) have experience in teaching, and,

c) be role models for the recommended practice.

The researcher conducted an in-depth examination of SCT to scaffold teacher PD which supports an understanding of adult learning theory (Eun, 2008; Shabani, 2016; Tisdell, 1993). Having taught for five years, two as a part-time researcher, the researcher has valuable teaching and reflective practice experience (Brookfield, 2010). Finally, the researcher role models herein through workshop demonstrations; teaching exemplar provision; and guidance during TaTIS delivery. Researcher-practitioner collaborations are positive PD components (Feuerstein et al., 2018; Postholm, 2012), with university partnerships a key feature for school capacity building (Sugrue, 2011). Therefore, the researcher as mentor and stakeholder for this PD process, adequately adheres to recommended standards of facilitation (Kalinowski et al., 2019; Merchie et al., 2018).

Participant teacher consultation is recommended during PD planning (Avci et al., 2020; Baird & Clark, 2018), to establish prior knowledge, interests and needs (Kalinowski et al., 2019). This addresses frequent failures to acknowledge teachers' interests and expertise during PD (García & Gomez, 2017) to align PD more purposefully for advancement (Baird & Clark, 2018; Merchie et al., 2018). This is a motivational factor that is essential in PD design (Eun, 2011), as teacher engagement with PD planning motivates their involvement beyond mandate (Baird & Clark, 2018). An Irish study that surveyed 318 teachers found that both collaborative and interactive approaches were typically favoured when accessing professional learning and support (McElearney et al., 2019). This study adopts both collaborative and interactive methods of PD i.e., group work, mentoring, discussion, reflection and case studies (ibid) to ascertain participant teachers' preferences and needs, cognisant of the sociocultural theoretical framework that also recommends such interactive and collaborative opportunities. Additionally, initial consultation with participant teachers queries their motivation for PD engagement, thus equipping the mentor to act on preferred components.

Children are central to TaTIS which envisages supporting their academic language development through oral narrative retell. Though bilingual narrative programmes are limited within the literature, teachers are encouraged to honour, acknowledge and refer to pupils' heritage languages and cultures (Minaya-Rowe, 2004). These goals are mirrored in the integrated *PLC* (DES, 2019) which emphasises the importance of acknowledging

and supporting heritage languages in Irish classrooms. Leveraging pupils' bilingualism through heritage language inclusion can promote their academic, cognitive, and social achievement (Cummins, 2005). Consequently, classroom success is supported through acknowledgement and encouragement of all linguistic resources therein (Reyes et al., 2012). PD for TaTIS delivery develops participant teachers' awareness of the value of heritage languages to support ELLs. Pupil learning processes are another important factor to consider when devising PD programmes to support language development (Kalinowski et al., 2019). This centralises child learning theory for TaTIS PD, which focuses on how children learn, and more explicitly, on how children learn languages, thereby centralising the work of Bruner (1983; 1981), Cummins (1984), Pearson and Gallagher (1983), and Vygotsky (1986; 1978) within TaTIS PD design. Kalinowski and colleagues (2019) also found that successful pupil learning experiences improved teachers' self-efficacy for their classroom practice, which further supports previous findings (Guskey, 2002; Van Keer & Verhaeghe, 2005), and solidifies the key role of children as stakeholders for effective PD output in this study.

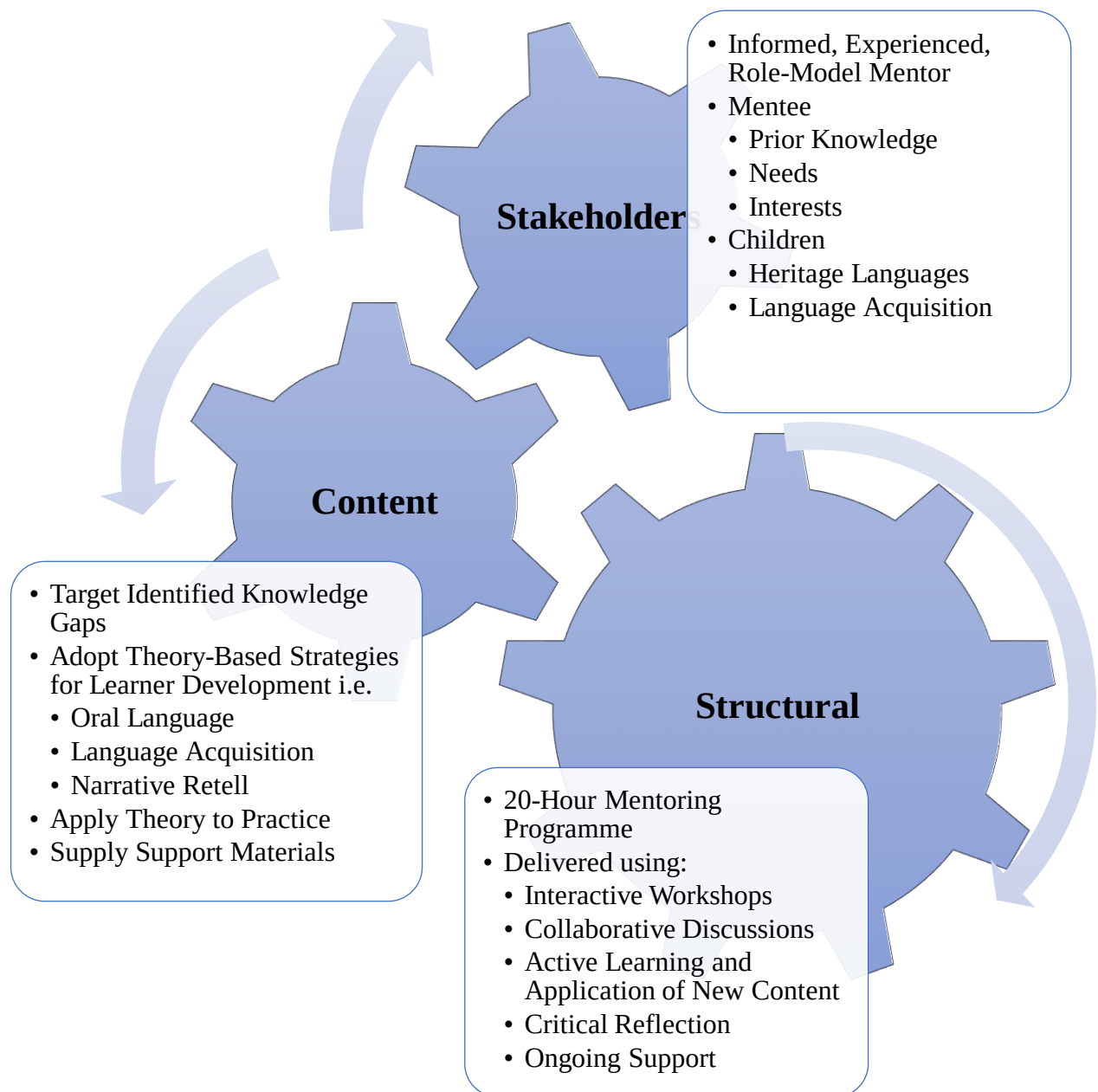
In summary, stakeholder components for effective PD delivery include:

- An informed, experienced and role-modelling mentor
- Consultation with teachers to establish knowledge, expertise, interests and needs
- Exploration of motivational factors for participation
- Awareness of child learning theory and importance of heritage language inclusion

2.4.5.4. Synthesis.

Having explored the structural, content and stakeholder components within empirical teacher PD research, the following figure synthesises effective PD factors that inform TaTIS PD design.

Figure 2.13. *Synthesis of Effective Professional Development Components*



These components were drawn from literature pertaining to effective teacher PD, specifically in the areas of L1 and L2 instruction, thus solidifying the value that these components offer to PD for TaTIS delivery. Hereafter, these PD components are collated with the proposed Mentoring Model to inform theoretical and conceptual frameworks for TaTIS PD.

2.4.6. Mentoring Framework for Bilingual Oral Narrative Programme Delivery

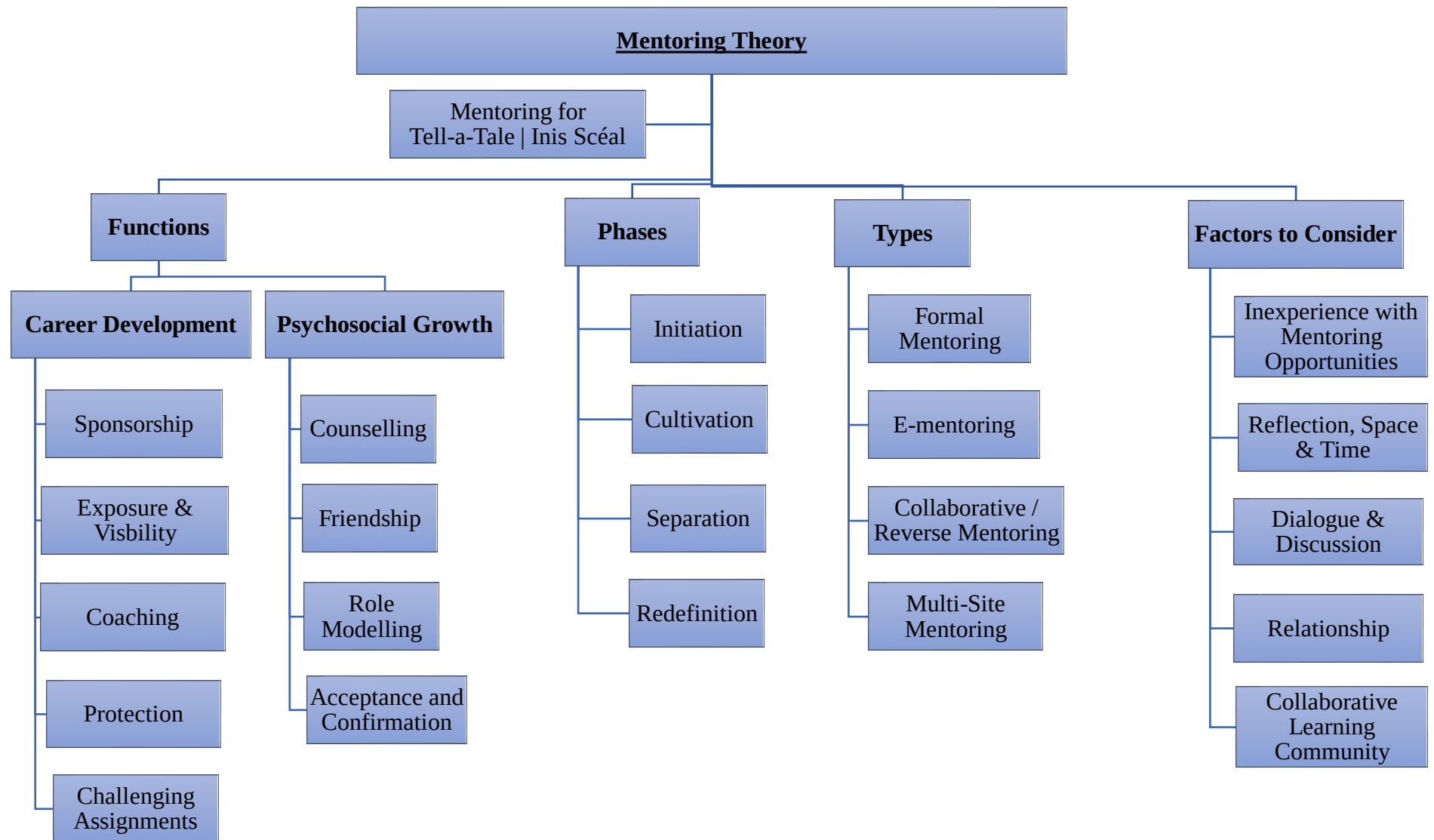
The following sections present a theoretical framework and a conceptual framework for TaTIS mentoring.

2.4.6.1. Theorisation.

The synthesised PD components inform a theoretical framework for mentoring pre-, during and post-programme delivery. As such, the theoretical framework hereafter includes mentoring functions, phases, types, and factors to consider as they relate to this study. The researcher must ensure that participant teachers receive sponsorship, exposure and visibility, and protection, while also being coached through challenging assignments to support their career development (Kram, 1983). Career development is structured through goal setting, regular meetings and mentor-mentee feedback (Jyoti & Sharma, 2015). Additionally, psychosocial growth might be achieved through counselling, friendship, role-modelling, acceptance and confirmation (ibid). Psychosocial growth is supported through empathy, warmth (Allen, 2003), respect, support, encouragement and role-modelling (Zhao et al., 2018). Such supports for career development and psychosocial growth offer integral components for TaTIS PD theorisation.

Mentoring initiation requires mentor-mentee familiarisation (Daniel et al., 2019), discussing desired characteristics, or experiences, from the mentoring process (Sugimoto, 2012), and solidifying the relationship (Chao, 1997). The cultivation phase offers the greatest benefits of all mentoring phases (Burgess, 1994; Chao, 1997; Kram, 1983), and requires mutual trust and respect (Burgess, 1994), frequent in-person contact (Sugimoto, 2012), and formal and informal interactions (Daniel et al., 2019). Once participant teachers develop independence and autonomy with TaTIS, the separation phase begins, as the researcher reduces support for programme delivery. Redefinition represents the final mentoring phase, when participant teachers become more competent, confident, and autonomous mentees (Kram, 1983). Factors to consider herein include collaboration (Sugimoto, 2012) and reciprocity (Bouquillon et al., 2005). Nonetheless, the limitation of this continuum in TaTIS PD is the significantly shortened timeframe for each process (Kram, 1983).

Figure 2.14. *Mentoring Theoretical Framework*



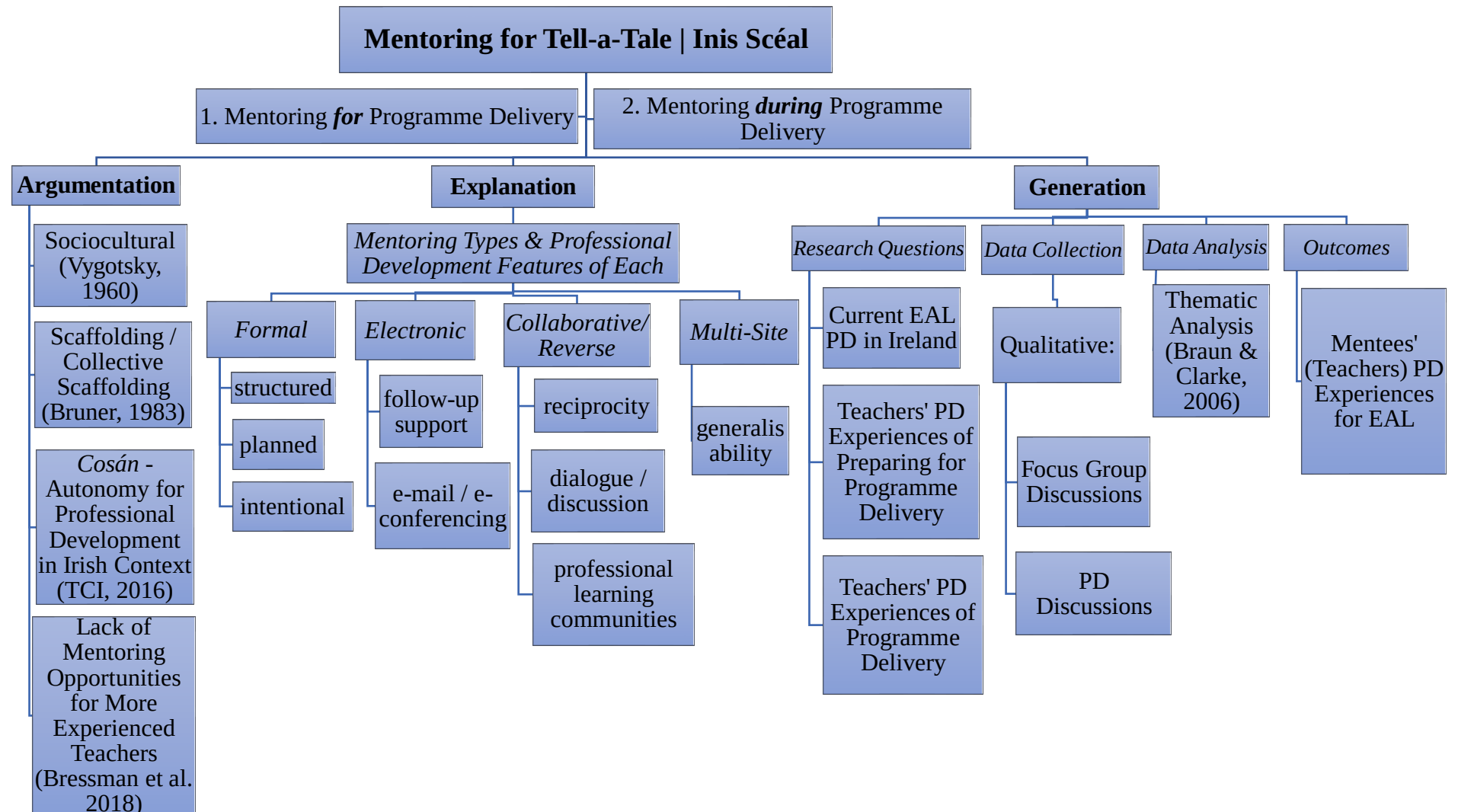
This study adopts a hybrid mentoring model, drawing from formal, electronic, collaborative-reverse and multi-site mentoring. See figure 2.11. which illustrates how these mentoring types unite to fulfil the sociocultural PD activities.

There are several key factors to consider when mentoring, including the lack of opportunities for, and experience with, mentoring processes for in-service teachers in Irish primary schools; the importance of reflection, space and time to enact mentoring procedures; the centrality of dialogue, discussion, and relationship; and the role of a collaborative learning community when delivering TaTIS in linguistically diverse junior infant classrooms.

2.4.6.2. Conceptualisation.

Mentoring for TaTIS PD is conceptualised through its argumentation, explanation, and generation (Crawford, 2019), depicting the issues it seeks to address, describing resolutions for such challenges, and generating core questions, procedures and outcomes. The following framework encapsulates these aspects of teacher PD, arguing that teachers in linguistically diverse classrooms can be supported using a sociocultural mentoring framework, explaining that a hybrid mentoring model can accommodate effective PD experiences, and generating a key focus for this study within an Irish context.

Figure 2.15. Mentoring Conceptual Framework



2.4.7. Section Summary

This literature review section established the key role of PD as an agent for teacher *change* (Guskey, 2002). A sociocultural approach was chosen to theoretically underpin PD design, with mentoring an appropriate model to espouse interaction and cultural engagement for meaningful transformation. Structural and content components of effective PD were examined, alongside stakeholder considerations, to contribute towards the development of an effective PD programme to support teachers with TaTIS delivery. This section concluded with TaTIS PD theorisation and conceptualisation summaries to illustrate a robust backdrop for its delivery in linguistically diverse Irish primary classrooms.

2.5. Chapter Summary

This chapter rationalised oral narrative language as an important skill for linguistically diverse settings. It documented core oral language components, and explained how such could be developed through storybooks, shared reading, and research-informed language activities. Sociocultural and interactionist approaches to language development featured extensively to illustrate the social, concrete, and interactive functions of TaTIS for narrative language growth. Details regarding language proficiency for both native and non-native English speakers outlined the basic and abstract language use that contributes to overall language development. Oral narrative programmes have proven effective for narrative language and vocabulary development, thereby warranting TaTIS design, development, and delivery, which is unique to the Irish context. PD is important for teacher change in a context where EAL PD is both scarce and essential. As with TaTIS theoretical design, SCT also underpins PD for its delivery, with mentoring emerging as an appropriate sociocultural model with purposeful strategies for meaningful change. Structural, content and stakeholder components of effective PD were examined to conceptualise an effective PD programme for teachers of TaTIS. This section concluded with theoretical and conceptual PD frameworks to assist methodological considerations for this inquiry.

Chapter Three – Methodology

3.1. Introduction

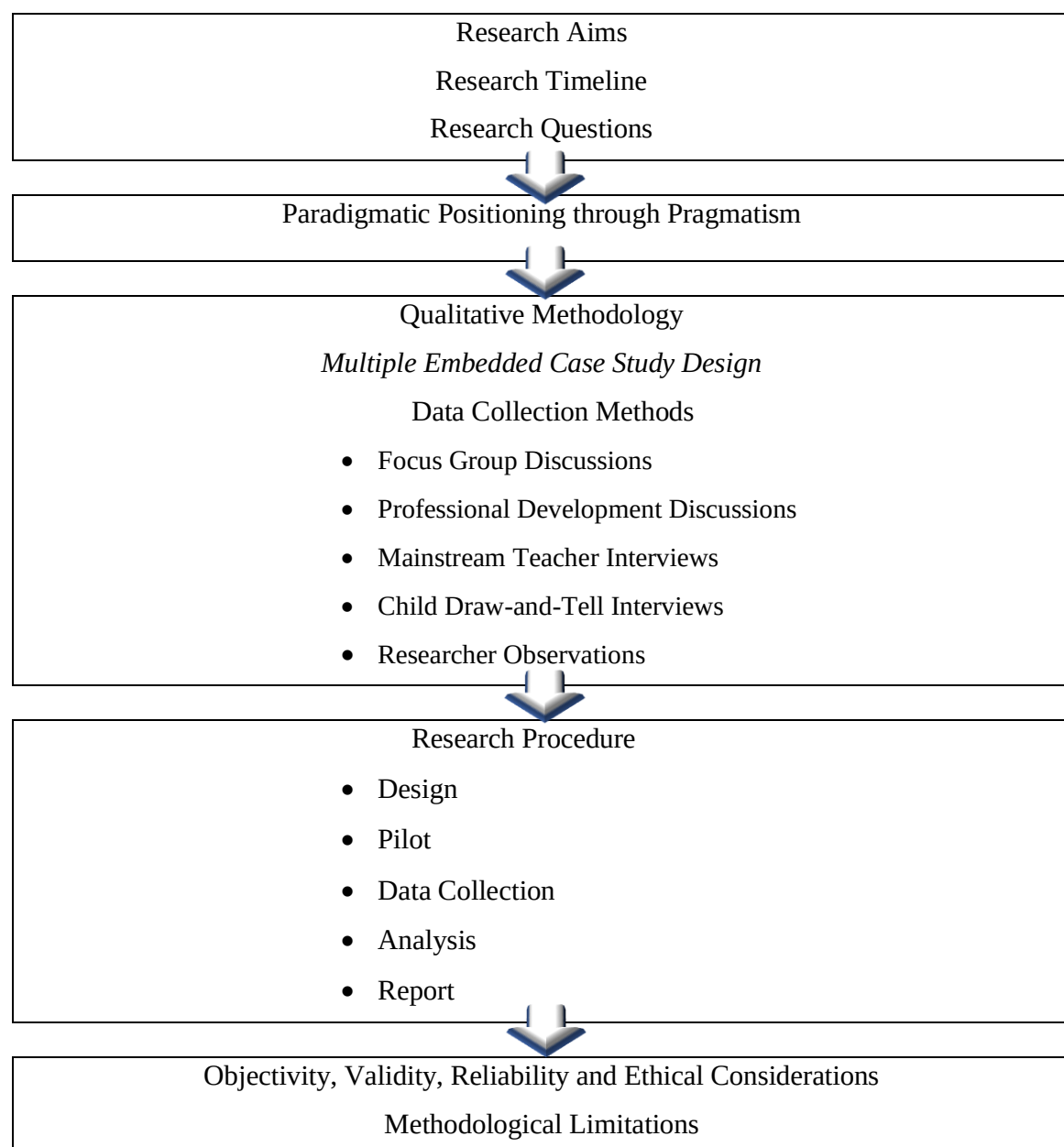
A research methodology establishes the research project plan, informing decisions about research methods, their use, and their connection to desired outcomes (Crotty, 2020). As outlined in previous chapters, English Language Learners (ELLs) are at-risk of academic failure due to a lack of English academic language proficiency (Cummins, 2000; Dockrell et al., 2010; Murphy, 2019). Despite this, primary school teachers in Ireland have received limited professional development (PD) to support their work with ELLs (Gardiner-Hyland & Burke, 2018; Little & Kirwan, 2019). This necessitates a response that supports teachers with academic language development for ELLs in linguistically diverse Irish primary schools. The researcher of this study proposes a bilingual English-Irish oral narrative programme as one such response to these gaps.

Internationally, oral narrative programmes support diverse language learners' literate language growth (Brown et al., 2014; Spencer & Slocum, 2010) and provide important PD opportunities for teachers (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dockrell et al., 2010). However, a shortage of empirical evidence exists regarding bilingual oral narrative programmes (Spencer et al., 2019; Temiz, 2019). While it is desirable to integrate L1s and L2s in such programmes, linguistic diversity in Irish primary classrooms challenges this ideal. However, an English-Irish oral narrative programme *can* be implemented as an alternative solution. As a potential L3 for participant ELLs, learning Irish is supported by broader linguistic repertoires, enhanced cross-linguistic transfer skills and better language learning strategies (Cenoz, 2013; Jaensch, 2013). Thus, a bilingual English-Irish oral narrative programme can add to existing research in a field that presently lacks depth of inquiry (Spencer et al., 2019; Temiz et al., 2019) and initiate a discussion for future bilingual L2-L3 programmes. This further rationalises Tell-a-Tale | Inis Scéal (TaTIS) as a response to identified gaps in the Irish educational context.

Summarised in figure 3.1. below, this chapter first presents the research aims, timeline and questions. The philosophical paradigm of pragmatism is rationalised from

axiological, ontological, epistemological, praxeological and methodological perspectives to ascertain the research conduct lens. Research designs and measures are introduced, settling with a Multiple Embedded Case Study to explore this inquiry. Research procedures are then depicted, documenting the steps involved with bilingual oral narrative programme design, pilot, data collection, analysis, and reporting. Key considerations for objectivity, validity, reliability, ethics, and methodological limitations are presented thereafter. This chapter concludes with a brief summary.

Figure 3.1. *Methodology Chapter Overview*



3.2. Research Aims

Sharing intended research project goals is valuable (Locke et al., 2013). The purposes of this study were to;

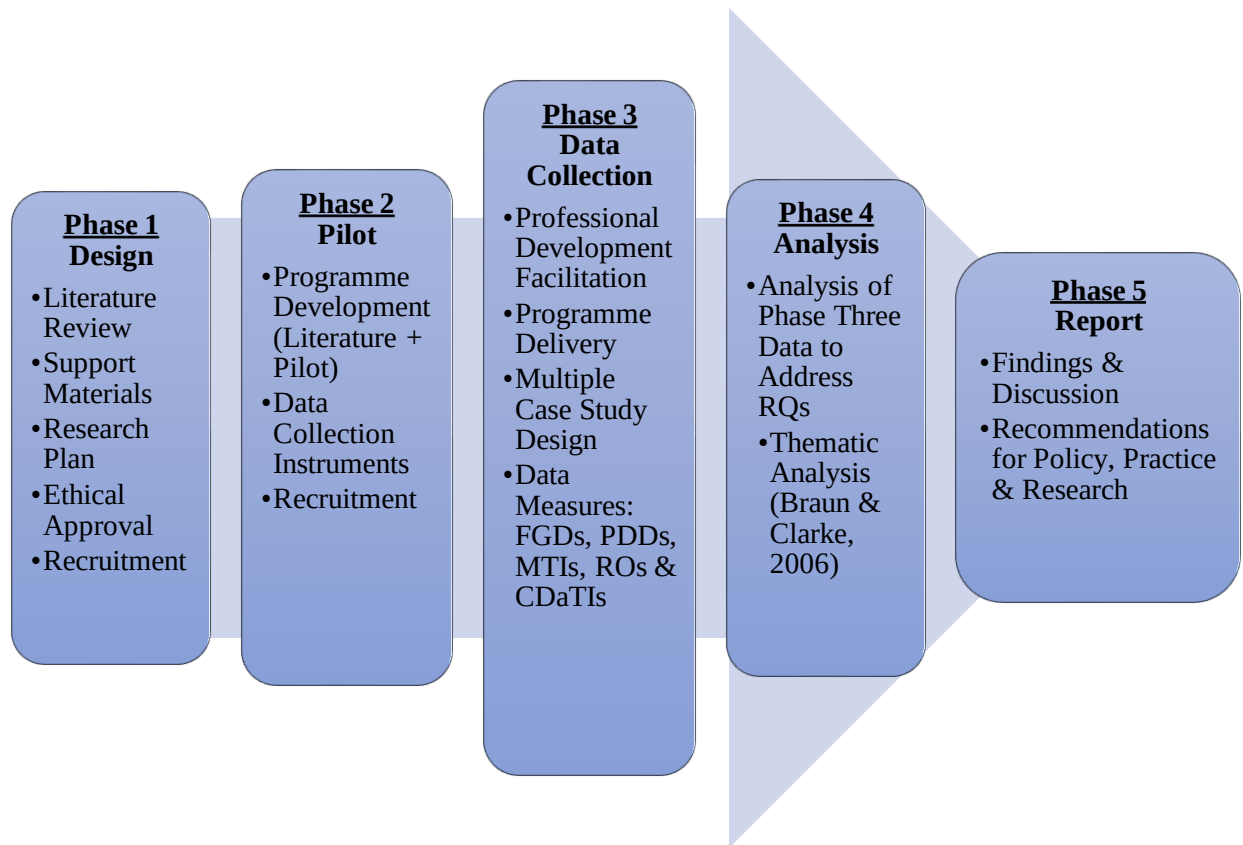
1. Design, develop and deliver an English-Irish oral narrative programme for linguistically diverse junior and senior infant classrooms
2. Provide collegial PD for teachers to upskill for EAL and to implement the oral narrative programme
3. Document mainstream and support teachers' PD experiences for EAL from programme delivery
4. Offer insights on mainstream teachers' experiences of using bilingual narrative pedagogy (BNP)
5. Gather children's responses to programme participation

Designing, developing, delivering, and analysing Tell-a-Tale | Inis Scéal (TaTIS) determined collaborating mainstream and support teachers' PD experiences for EAL, mainstream teachers' BNP experiences, and children's responses to the programme. This correlates with the recommended evaluation processes within the Theory of Change (ToC) model (Weiss, 1995). Thus, the objectives were met and are presented hereafter in order of achievement.

3.3. Research Timeline

The researcher of this five-phased exploratory study engaged in the processes of design, pilot, data collection, analysis and reporting to illustrate the design, development, and delivery of a bilingual English-Irish oral narrative programme for linguistically diverse junior primary classrooms.

Figure 3.2. Five-Phased Study



During the design phase, the researcher conducted a literature review, created support materials, devised a methodological research plan, secured ethical approval, and completed recruitment for pilot study. During the pilot phase, the researcher trialled both the theoretically designed programme and the intended data collection instruments for the main study. Programme delivery represented the main part of this study, where TaTIS was implemented by participant teachers and monitored by the researcher, who adopted a Multiple Embedded Case Study Design (Yin, 2009) to capture participants' experiences of PD and programme participation. During the fourth phase of this study, the researcher adopted thematic analysis to generate themes in response to such inquiry (Braun & Clarke, 2006) and thus, coincided with the ToC evaluation process (Weiss, 1995). Finally, the researcher collated the study outcomes to report recommendations for policy, practice, and research beyond its remit. The researcher describes these phases in more detail in section 3.7.

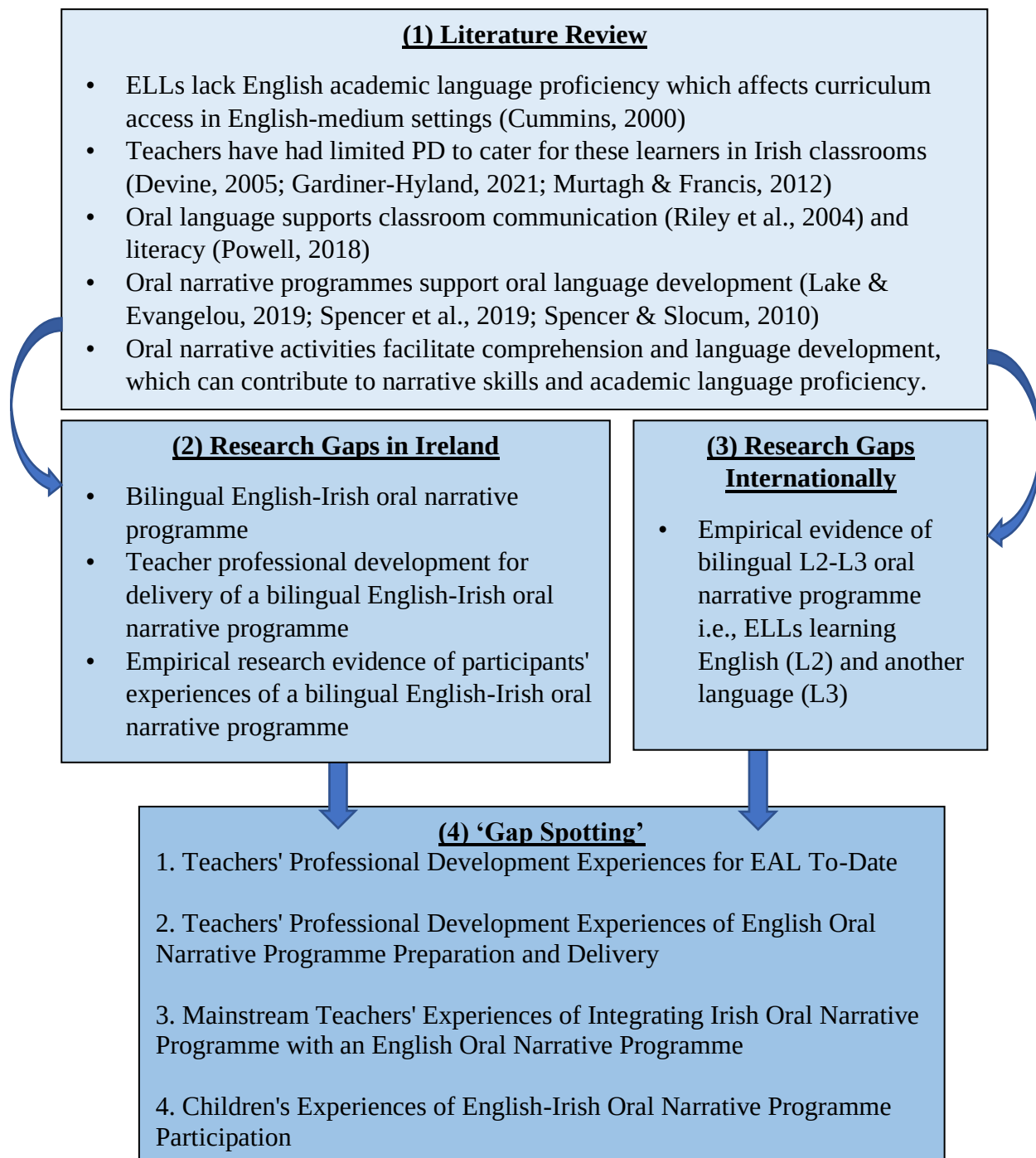
3.4. Research Questions

A question-led approach is encouraged for progressive educational investigation (White, 2013). Researchers posit that '*gap-spotting*' is the most common method for RQ development (Sandberg & Alvesson, 2011). Three such '*gap-spotting*' strategies include (ibid, p. 28);

- '*Confusion spotting*' (competing explanations),
- '*Neglect spotting*' (overlooked, under-researched or lack of empirical evidence), and,
- '*Application spotting*' (extending and complementing existing literature).

The researcher herein noted no empirical evidence of a bilingual English-Irish oral narrative programme and stakeholder experiences of such programme participation. The researcher also found that teacher PD for EAL in Irish primary schools remained under-researched. Therefore, the RQs in this study stemmed from '*neglect spotting*' (see below).

Figure 3.3. Research Gaps and Inquiry Foci



RQs are tools for discovery, clarity and focus, necessitating both flexibility and structure for the nuances of qualitative research (Agee, 2009). Mnemonics regularly surface as RQ design frameworks (Brownhill et al., 2017), though their application should guide, rather than mandate, the inquiry process (Sisson, 2017).

The researcher used the ECLIPSE mnemonic (Expectation, Client Group, Location, Impact, Professionals, Service) to inform RQ design herein (Wildridge & Bell, 2002). However, given its roots in medical research, some terms were replaced with more appropriate educational terms (i.e., Client Group = Contributing Group, Service = School Policy & Practice) for the remit of this study (Impact = Intention).

Figure 3.4. *Mnemonic for Research Questions Design*

Expectation	• What will the research explore? • <i>Teacher Professional Development for English as an Additional Language: Pre-, During, and Post-Programme Participation</i> • <i>Bilingual English-Irish Oral Narrative Pedagogy: Mainstream Teachers' Experience and Children's Responses to Programme Participation</i>
Contributing Group	• Who is the research for? • Mainstream Teachers in Primary School Settings • Support Teachers in Primary School Settings • Young English Language Learners (ELLs) (aged 5 - 6 yrs old) • Young Native-English Speakers (NESs) (aged 5 - 6 yrs old)
Location	• Where will the research occur? • Primary School Settings • Junior + Senior Infant Classrooms • Co-Educational • 25% EAL Population
Intention	• What is the desired outcome? How will it be measured? • Teacher Professional Development Experiences for English as an Additional Language • Teacher Experiences of Bilingual Narrative Pedagogy through English and Irish • Children's Experiences of Bilingual English-Irish Oral Narrative Programme Participation • Measure through Qualitative Interviewing Data Sources and Researcher Observations
Professionals	• Who is involved in improving responses to policy & practice? • Researcher • School Leaders (Gatekeepers) • Consenting Mainstream and Support Teachers • Assenting Children
School Policy & Practice	• Which school policy / practice are you looking for information for? • Professional Development for English as an Additional Language in Ireland • Primary Language Curriculum Implementation through Bilingual Narrative Pedagogy

Coupled with ‘gap-spotting’ in the literature (Sandberg & Alvesson, 2011), the researcher adopted the ECLIPSE mnemonic to compile three RQs:

RQ1 – What are participant mainstream and support teachers’ professional development experiences:

- a) with English as an Additional Language (EAL) before study participation?
- b) when preparing for Tell-a-Tale delivery?
- c) when delivering Tell-a-Tale?

RQ2 – What are participant mainstream teachers’ experiences of adopting bilingual English-Irish narrative pedagogy in Tell-a-Tale | Inis Scéal?

RQ3 – How do participant children respond to the Tell-a-Tale | Inis Scéal programme?

- Native-English Speakers (NESs) (English – L1/ Irish – L2)
- English Language Learners (ELLs) (English – L2/ Irish – L3)

The researcher explored responses to these questions across six linguistically diverse classrooms located in the Leinster and Connacht regions of Ireland during the main study.

3.5. Pragmatic Paradigm

In social research, a paradigm refers to the philosophical assumptions or beliefs that influence a researcher’s actions and define their worldview (Lincoln et al., 2011; Mertens, 2015). Philosophical perspectives inform research approaches (Kawulich, 2010), necessitating a clear overview of the researcher’s paradigmatic positioning.

Creswell and Creswell (2018, p. 6 – 11) propose four major paradigmatic worldviews, namely post-positivism (truth emerges when causes determine effects), constructivism (truth emerges as individuals / groups create reality), transformative (engagement with marginalised groups to confront social oppression), and pragmatism (exploring what works at a specific point in time). Guba and Lincoln (2005) emphasise that such paradigms must include: axiology (nature of ethics), ontology (nature of reality), epistemology (nature of knowledge / relationships), and methodology (nature of

systematic enquiry). The researcher reflected critically on the axiological, ontological, epistemological and praxeological assumptions guiding this study to ascertain paradigmatic positioning, from which the methodological stance could be informed.

3.5.1. Axiological Stance

Axiology, the nature of ethics or morality (Guba & Lincoln, 2005), invites educational research to identify underlying values that direct and evaluate educational processes (Biesta, 2015). Mertens (2015) encourages researchers to consider their approach to being “*a moral person in the world*” (p. 10). As researcher values and lived experiences influence research processes and outcomes (Ponterotto, 2005), the researcher’s personal beliefs and world knowledge surfaced for explanation.

In prior Action Research to explore the collaborative teaching of oral language to ELLs using storybooks (Merrins et al., 2019), the researcher identified ‘inclusion’ as a central value for practice. Internationally, inclusion is regarded as anything that supports and recognises diversity (UNESCO, 2017), yet in that small-scale study, the researcher discovered having become a “*living contradiction*” (McNiff, 2002, p. 13) of this ideal. Though that study enabled more conscientious and purposeful inclusion in one linguistically diverse classroom, the researcher predicted that inequities remained for ELLs across Irish primary schools. Equity is concerned with fairness (UNESCO, 2017), and the researcher thought it was extremely unfair, that limited PD existed for teachers of learners who are already ‘at-risk’ of English academic failure (August & Shanahan, 2006; Cummins, 2000; Dockrell et al., 2010; Murphy, 2019). Therefore, inclusion and equity represent core researcher values in this study.

Drawing inspiration from the extensive work of Mel Ainscow, this research recognised that inclusion and equity offer “*pathways to the overall improvement of education systems*” (Ainscow, 2020, p. 131). Despite the educational challenges posed by the COVID-19 pandemic regarding school closures and social distancing requirements, a persistent focus on inclusive and equitable education reform is encouraged (Whitley et al., 2020). Therefore, inclusive and equitable practices were paramount within the context of this study.

3.5.2. Ontological Stance

Ontological stances revolve around the nature of ‘being’ and include one’s perception of ‘reality’ (Ponterotto, 2005). Ontology addresses the question of reality’s form and nature, and indeed, what can be known about it (ibid). Having gained valuable experience as a teaching practitioner in an ever-evolving education system, the researcher believed that reality necessitated ongoing negotiations, debates, and interpretations as it occurred in unprecedented situations. Biesta (2015) attests to such changeable circumstances, outlining that education systems are “*always dealing with unique situations: new children in our classrooms, new things happening in families and societies, new things learned in the past, and so on*” (p. 19). The idea of ‘reality’ under constant negotiation, debate, and interpretation, aligns with the ontological principles of pragmatism (Creswell & Creswell, 2018). Therefore, the researcher identified as a pragmatist with axiological foundations in inclusive and equitable educational practices.

Pragmatism was first proposed by Peirce, James, Mead and Dewey (Cherryholmes, 1992), and arises out of actions, situations and consequences, rather than antecedent conditions, meaning that pragmatists refuse to commit to any one system of philosophy and reality (Creswell & Creswell, 2018). In essence, the “*truth is what works at the time*” (ibid, p. 11). This study invites action to support ELLs’ English academic language and their teachers PD needs in linguistically diverse Irish primary schools, justifying the pragmatist ontology herein.

3.5.3. Epistemological Stance

Epistemology represents the nature of knowledge and relationships (Denzin & Lincoln, 2011). The pragmatic researcher has epistemological beliefs that any thought or action that leads to pragmatic solutions is useful (Creswell & Creswell, 2018). Denzin (2012) emphasises that pragmatism is a “*theory of truth*” in which the “*meaning of an event cannot be given in advance of experience*” (p. 81). Researchers focus on the research problem and purpose, prior to availing of pluralistic approaches to derive knowledge about, and offer solutions to, that problem (Creswell & Creswell, 2018).

This study is problem-centred, as it seeks to determine if the actions of designing, developing, and delivering a bilingual English-Irish oral narrative programme can

improve real-world experiences and practice for ELLs and their teachers. The RQs are at the forefront of a pragmatic approach and, within this context, are concerned with the reality of linguistically diverse classroom life for teachers and children alike during TaTIS participation. This paradigm's "*real-world practice*" orientation (ibid, p. 6) appeals to the researcher due to these RQ concerns, thus confirming the suitability of a pragmatic epistemological stance for this study.

3.5.4. Praxeological Stance

Praxeology involves the study of how education should be practised (Biesta, 2015). Aristotle (1980) poses the 'variable' rather than 'eternal' state of educational practice, advocating for fluidity in tailoring knowledge to changeable situations and contexts. In this way, educational practice necessitates keen judgement (Heilbronn, 2008), about both professional knowledge and professional practices, as educators 'tailor' knowledge to ever-evolving practices (Biesta, 2015).

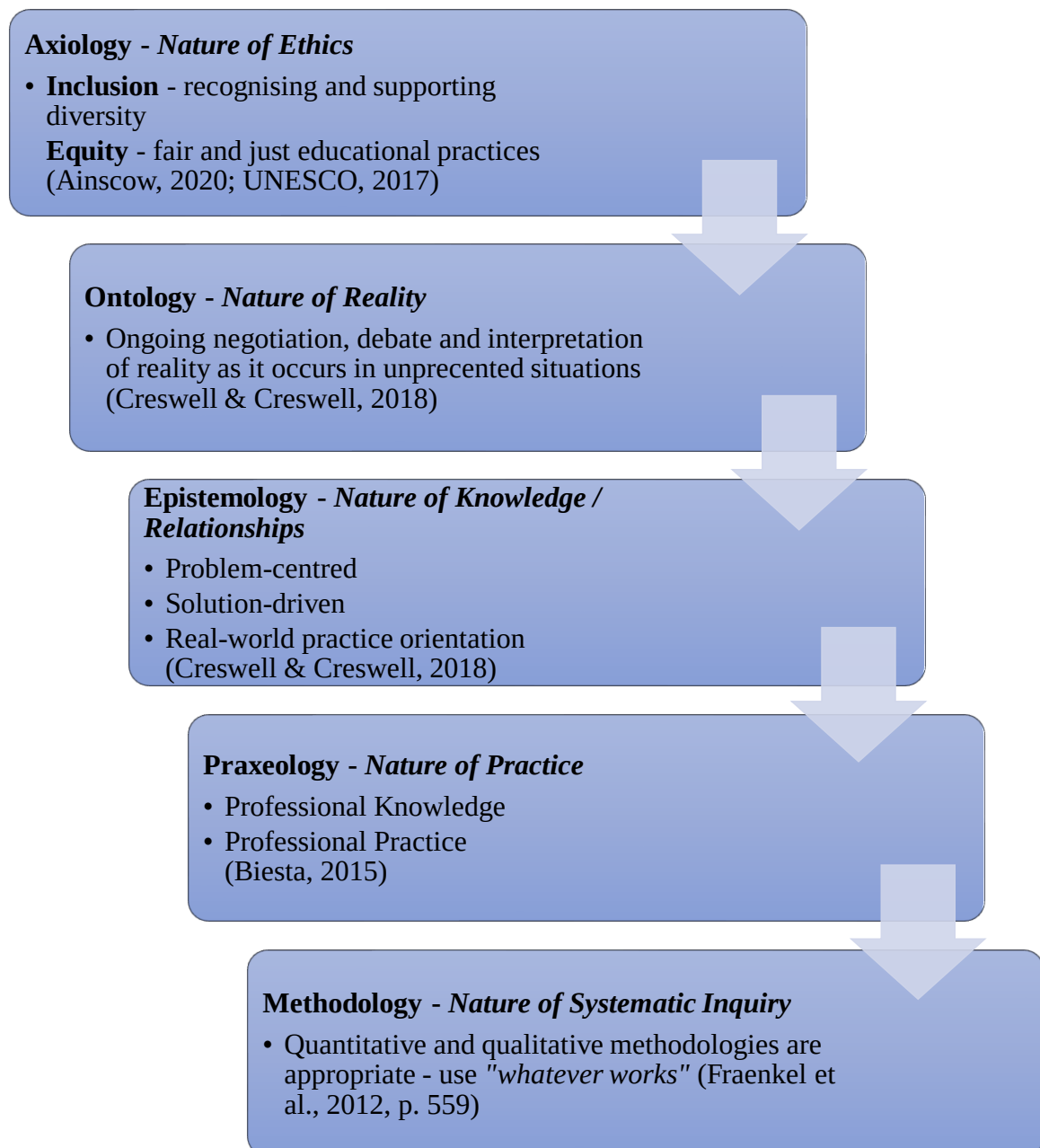
Recently, policymakers and practitioners exercised 'judgement' on how best to proceed in the unprecedented circumstances posed by the COVID-19 pandemic. Schools worldwide transferred the delivery of on-site education to distance or online learning (Adedoyin & Soykan, 2020). This solidified pragmatism even further herein, as the researcher recognised that educational practice had evolved rapidly into uncharted territory. Consequently, both professional knowledge and professional practice were deemed essential pragmatic praxeological considerations for this study's progression.

3.5.5. Methodological Stance

Methodology establishes how the researcher might secure knowledge on the topic under inspection (Mertens, 2015). Typical pragmatist methodologies include Mixed Methods Research, Design-Based Research, and Action Research. However, key features of pragmatism include its problem-centred focus, real-world practice orientation, and pluralistic approach to data collection methods (Creswell & Creswell, 2018), thereby deeming "*whatever works*" (Fraenkel et al., 2012, p. 559) as appropriate methodology for the study underway. The methodological stance of this study is discussed further in the next section.

In summary, the bilingual oral narrative programme in this study was designed, developed, delivered, analysed, and reported with a pragmatic worldview. The axiological, ontological, epistemological, praxeological and methodological understandings are summarised below.

Figure 3.5. *Pragmatic Paradigmatic Positioning*



Due consideration is now given to research design considering the pragmatic paradigmatic position that informed its process.

3.6. Qualitative Research Design

Research designs provide data collection and analyses frameworks to address RQs (Bryman, 2016; Fraenkel et al., 2012). Research methods include quantitative, qualitative, or a mixture of both components (mixed methods) (Saunders et al., 2007). Originating in psychology and anthropology respectively, quantitative research explores numerical data, while qualitative research reviews textual data (Creswell & Creswell, 2018).

Pragmatism afforded this study the methodological freedom to employ “*whatever works*” (Fraenkel et al., 2012, p. 559) in addressing the RQs posed. Qualitative in focus, this study aimed to capture mainstream and support teachers’ professional development (PD) experiences for EAL, mainstream teachers’ bilingual narrative pedagogy (BNP) experiences, and children’s responses to Tell-a-Tale | Inis Scéal (TaTIS) participation. Though a pragmatic worldview is usually regarded as the “*philosophical partner for the mixed methods approach*” (Denscombe, 2008, p. 273), quantitative data was not relevant to this study, due to its focus on participant experiences, rather than the programme effects on participant outcomes. While a postdoctoral study may quantitatively analyse TaTIS for its effectiveness on pupil language measures, as other oral narrative programmes have done (Lake & Evangelou, 2019; Spencer et al., 2019), this study presents unique and detailed perspectives on bilingual narrative programme participation in an otherwise neglected field of qualitative inquiry. Qualitative research methodologies were thus justified.

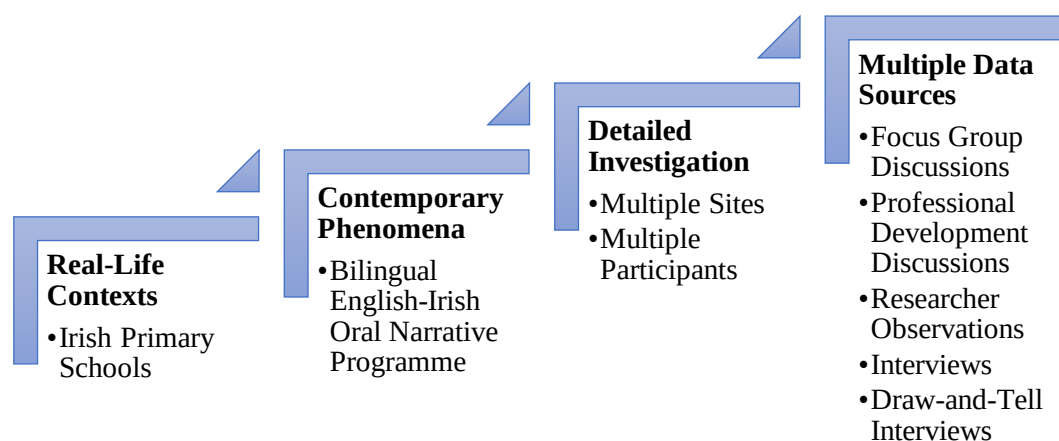
Case Study (CS) represents one of the most widely used methodologies of social research (Priya, 2021).

Table 3.1. Case Study Definitions

Authors	Definitions
Yin (2009, p. 18)	“an empirical investigation of a contemporary phenomenon within its real-life context using multiple sources of evidence ”
Moore et al. (2012, p. 243 – 244)	“an investigative approach used to thoroughly describe complex phenomena , such as recent events, important issues, or programmes, in ways to unearth new and deeper understandings of these phenomena . Specifically, this methodology focuses on the concept of case, the particular example or instance from a class or group of events, issues or programmes, and how people interact with components of these phenomena”
Creswell & Creswell (2018, p. 14)	“ in-depth analysis of a case, often a programme, event, activity, process, or one or more individuals. Cases are bounded by time and activity , and researchers collect detailed information using a variety of data collection procedures over a sustained period of time”

Synthesis of CS theorisations generate four key CS tenets below. A bilingual English-Irish oral narrative programme was specially designed and developed for a real-life, contemporary context with many potential data sources to guide its detailed inquiry.

Figure 3.6. Case Study Components



Therefore, this study offered an original understanding of participants' experiences of both PD and programme delivery which is consistent with CS methodology (Creswell & Creswell, 2018; Moore et al., 2012; Yin, 2009).

Researchers propose several CS types, including; exploratory; explanatory (Yin, 2009); interpretive (Merriam, 2007); ethnographic; action research; educational (Stenhouse, 1985); evaluative (Merriam, 2007; Stenhouse, 1985); and descriptive (Merriam, 2007; Yin, 2009). This CS was an exploratory study, having 'spotted' gaps in the literature regarding empirical evidence of bilingual English-Irish oral narrative programme design, development, and delivery to support ELLs and their teachers (Sandberg & Alvesson, 2011).

CS is criticised as an unscientific and subjective research strategy (Denzin & Lincoln, 2011) which lacks rigour, reliability and generalisability when compared to quantitative methods (Hartley, 2004). Nevertheless, Yin (2009) attests that CS permits deeper explanation and description of the inquiry subject, instead of reporting abstract theories or using quantitative-only measures. CS research has grown in popularity (Hyett et al., 2014), with several samples to guide this study.

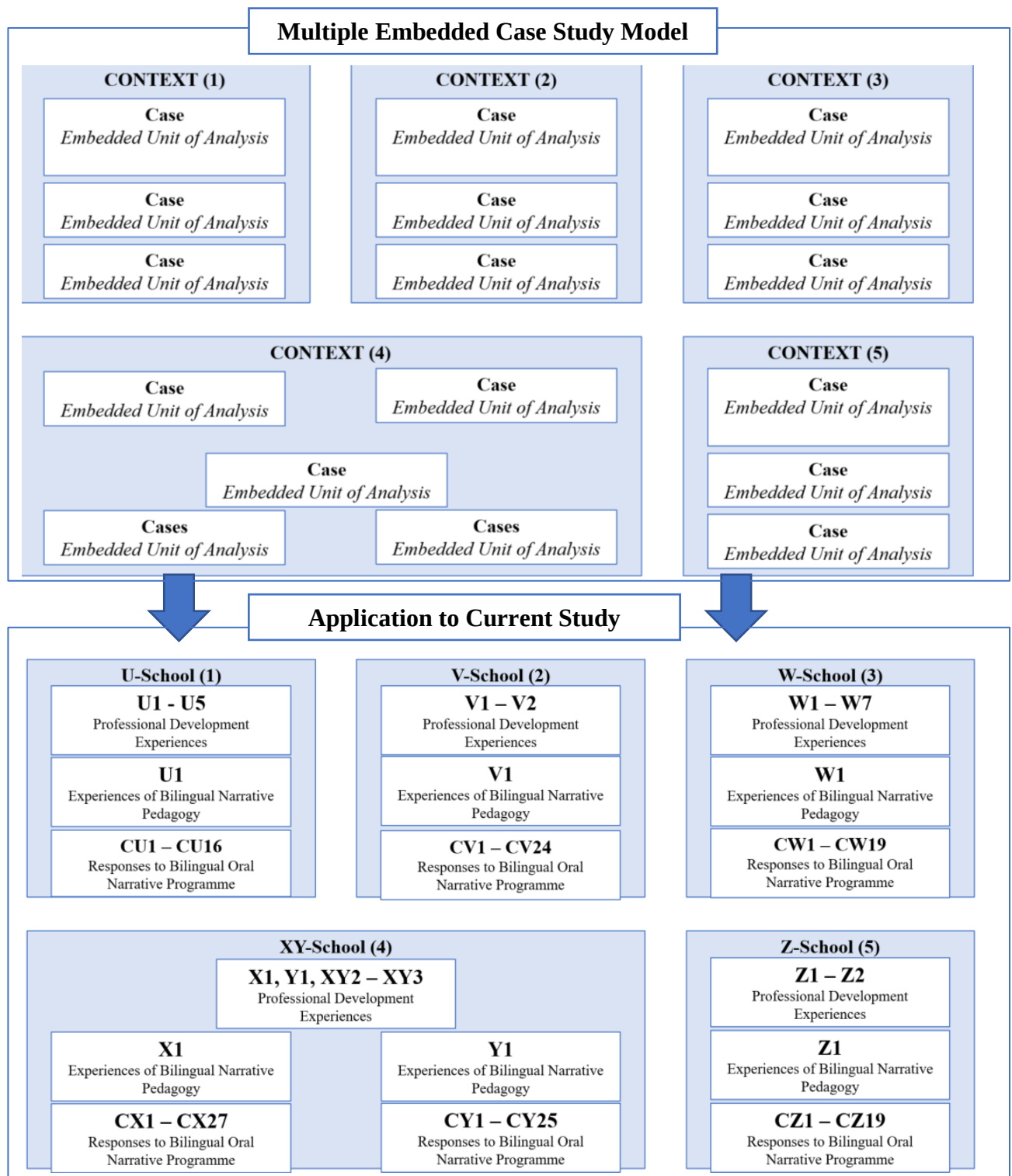
CS design furnishes the opportunity for a "*detailed investigation*" (Hartley, 2004, p. 323) of stakeholder PD experiences and programme delivery experiences herein. Thus, both programme PD and programme delivery required empirical investigation in multiple real-life linguistically diverse classrooms, using a variety of qualitative data sources (Yin, 2009), to produce in-depth knowledge on this inquiry. Consequently, a multiple case study design surfaced for consideration.

3.6.1. Multiple Embedded Case Study Design

More than one classroom participated in TaTIS, and so, this study explored Multiple Cases (Creswell, 2013). Three multiple units of analysis necessitated an embedded approach (mainstream and support teachers' PD experiences, mainstream teachers' BNP experiences, and child responses to TaTIS participation), deeming the Multiple Embedded Case Study (MECS) design an appropriate framework herein. MECS design highlights case similarities and differences (Baxter & Jack, 2008), providing an

opportunity for analysis within and across situations (Yin, 2009), and offering transferable findings that are grounded in several empirical samples for convincing theory evolution (Baxter & Jack, 2008). However, MECS is expensive and time-consuming (ibid), with less observation time for each particular case, thereby compromising in-depth inquiry, but nonetheless, adding to overall study representativeness (Gerring, 2004). The following MECS template was adopted from Yin (2009), accounting for context, cases, and embedded units of analysis in this study.

Figure 3.7. Multiple Case Study Design Application



This figure details how the MECS design applies to this study, signposting the multiple units of analysis within each school setting depending on the cases being examined (i.e., participant teachers and children).

3.6.2. Research Measures

CS typically employs qualitative methods (i.e., participant observation, unstructured interviews) for intensive case examination (Bryman, 2016). As such, the researcher adopted a combination of interviews, focus group discussions and researcher observations in this study. Child response to TaTIS participation invited age-appropriate research measures to capture child voice, which signposted the suitability of drawings; photographs (Punch, 2002); drawing discussions (Lin, 2016); and open-ended questioning (Ponizovsky-Bergelson et al., 2019). Thus, draw-and-tell was adopted. The table below presents each RQ, corresponding measures, justification for their use, and intended research outputs.

Table 3.2. *Research Questions, Measures, Justification and Outputs*

Research Questions	Research Measures	Research Measure Justification	Research Measure Outputs
RQ1 <i>What are participant mainstream and support teachers' professional development experiences:</i> a) <i>with English as an Additional Language (EAL) before study participation?</i> b) <i>when preparing for Tell-a-Tale delivery?</i> c) <i>when delivering Tell-a-Tale?</i>	Focus Group Discussion 1 – 3 Professional Development Discussions 1 – 4	<i>Unite participants to establish collective opinions and meanings (Bryman, 2016; Creswell & Creswell, 2018)</i> <i>Provide a rich understanding of participant experiences (Gill et al., 2008)</i> <i>Captures participant responses to / experiences with concepts (Beach & Oates, 2015)</i>	Data to illustrate mainstream and support teacher professional development experiences pre-, during and post-study engagement
RQ2 <i>What are participant mainstream teachers' experiences of adopting bilingual English-Irish narrative pedagogy in Tell-a-Tale Inis Scéal?</i>	Semi-Structured Mainstream Teacher Interviews	<i>Establish participants' topic specific views, experiences, beliefs and/or motivations (Gill et al., 2008)</i> <i>Semi-structured interviews enable in-depth discussion (ibid; Mertens, 2015)</i>	Data to outline mainstream teacher responses to bilingual narrative pedagogy
RQ3 <i>How do participant children respond to the Tell-a-Tale Inis Scéal programme?</i>	Child Draw-and-Tell Interviews	<i>Elicits child responses (Driessnack, 2006) in a visual way which empowers children to showcase their experiences</i>	Data to demonstrate child responses to bilingual narrative programme

○ <i>Native-English Speakers</i> ○ <i>English Language Learners</i>		<i>unconfined by language or literacy (Coyne et al., 2021)</i>	
		<i>Drawings enable a comfortable space for discussion to demonstrate children's thoughts (Soundy, 2012) and extend interview content (Driessnack, 2006)</i>	
	Semi-Structured Mainstream Teacher Interviews Researcher Observations	As in RQ2 above. <i>Offer insights on participant behaviour, activities (Creswell & Creswell, 2018), interactions, language-use and non-verbal communication (Patton, 2002)</i>	

Each research measure is further rationalised below.

3.6.2.1. Focus group discussions.

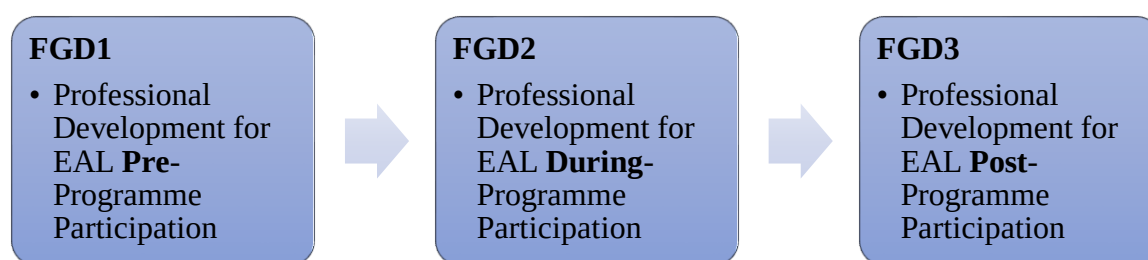
Focus Group Discussions (FGDs) are well-established as valuable qualitative research measures (Woodyatt et al., 2016). They unite a number of research participants for a group interview to answer questions and co-construct meaning about a particular topic (Bryman, 2016; Creswell & Creswell, 2018), generating information regarding collective opinions and their meanings (Gill et al., 2008). FGDs are particularly useful for a rich understanding of participant experiences (ibid). This study sought to establish teachers' PD experiences for EAL pre-, during, and post-programme delivery. As FGDs provide detailed knowledge of participants' opinions and experiences, they were deemed an appropriate research measure for this study.

Key processes for developing FGDs include planning, recruitment, ambience, group sessions and evaluation (Kinalski et al., 2017). Planning for FGDs poses considerations regarding recruitment strategy, group session quantity, place, time and duration, ambience and analysis techniques. The initial intention for face-to-face FGDs

was compromised with the implications of COVID-19 regularly threatening the possibility of close physical proximity interaction between the researcher and participants. However, a comparison of face-to-face and online FGDs demonstrates little difference between content outcomes (Woodyatt et al., 2016), which reduced concern for adopting this technique in these circumstances. Thus, began the planning for FGDs in this study.

RQ1 sought to establish participant teachers' PD experiences for EAL pre-, during, and post-programme participation. FGDs were used at three time points throughout this study to gather data in response to this inquiry focus (appendix E).

Figure 3.8. *Focus Group Discussion Continuum*



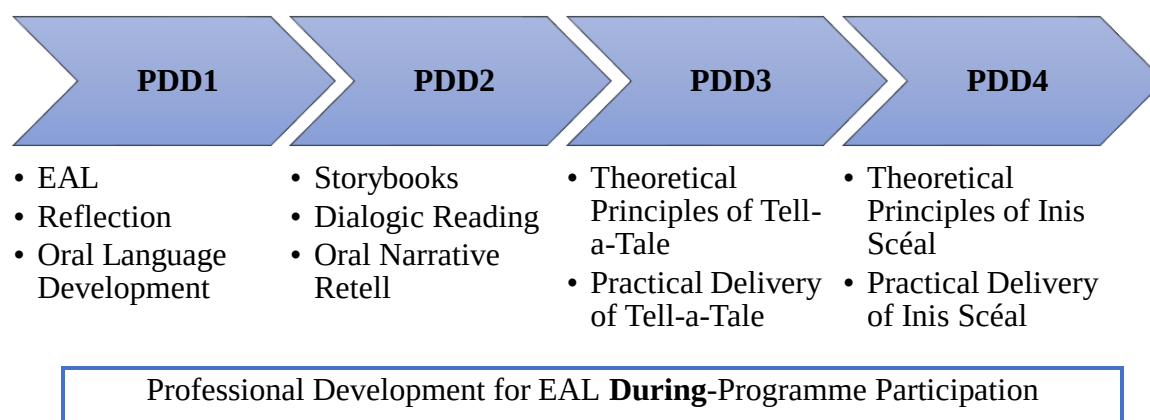
These FGDs provided key data in response to teacher PD for EAL, which was the first unit of analysis in this study.

3.6.2.2. Professional development discussions.

The term Professional Development Discussion (PDD) has been used once in medical research (Beach & Oates, 2015), and refers to conversations between practitioners to enable professional growth, complementing the sociocultural theoretical framework for PD in this study (Eun, 2008) and charting discussions that may lead to new knowledge and practice. As the researcher of this study aimed to capture participant teachers' PD experiences pre-, during and post-programme delivery, PDDs surfaced as an additionally valuable research measure for teacher PD, given that they capture collegial conversations that support professional growth. Beach and Oates (2015) provide tips for PDDs (p. 23), which transferred to an educational context, advocate for supportive conversation among teaching colleagues, with ample time for confidential discussion that challenges, and is challenged, to articulate critically reflective observations of emerging PD needs.

In addition to FGD2, four PDDs captured teachers' ongoing experiences of PD for EAL during workshop participation (content therein signposted below).

Figure 3.9. *Professional Development Discussion Content*



Teachers responded to content at intervals throughout the workshops, commenting on their prior experience with concepts, and committing to some new element of practice following content engagement. These PDDs provided additional data alongside the FGDs in response to the first unit of analysis (appendix F).

3.6.2.3. Interviews.

Interviews are one-to-one discussions between a researcher and a participant (Creswell & Creswell, 2018) to “*explore the views, experiences, beliefs and/or motivations of individuals on specific matters*” (Gill et al., 2008, p. 292). Research interviews can be structured, semi-structured and unstructured (ibid; Mertens, 2015). Both semi-structured and unstructured interviews lend more favourably to qualitative research as they enable in-depth discussion (ibid). Interviews were deemed valuable herein because they are useful when direct participant observation is limited (Creswell & Creswell, 2018), can be conducted either through in-person or virtual platforms (ibid; Mertens, 2015), and offer in-depth data on participants' experiences of BNP. As was mentioned earlier, the unprecedented nature of COVID-19 implications could hamper face-to-face observations and interviews during this study, so one-to-one interviews were important and reliable data sources, given their transferability to online forums.

Semi-structured interviews were the preferred interview type to ensure detailed discussion of mainstream teachers' BNP experiences. Such interviews are "*generally organised around a set of predetermined open-ended questions, with other questions emerging from the dialogue between interviewer and interviewee*" (DiCicco-Bloom & Crabtree, 2006, p. 315). Direct conversation with the mainstream teacher was important as their involvement in both TaTIS implementation provided a unique, holistic view of bilingual narrative programme delivery.

RQ2 aimed to explore participant mainstream teachers' BNP experiences. Semi-structured interviews were identified and piloted as appropriate data collection sources for this purpose (appendix G). Establishing mainstream teachers' BNP was the second unit of analysis in this study.

3.6.2.4. Researcher observations.

Qualitative Research Observations (ROs) include field notes on participant behaviour and activities (Creswell & Creswell, 2018) and are a hallmark of sociological studies (Kawulich, 2005). Various types include complete observer, observer as participant, participant as observer and complete participant (Hesse-Biber & Leavy, 2011). As the researcher was pre-occupied with capturing participant children's responses to TaTIS participation, it was apt to use ROs to document child behaviour and activity engagement during TaTIS delivery. Nonetheless, ROs are complex research methods given the roles and techniques that the researcher requires to effectively adopt this approach (Baker, 2006), thus necessitating a clear outline for how to use ROs in this study.

Patton (2002) explains that ROs should focus on programme setting, human environment and social environment, and document programme activities, unplanned activities, and indeed, activities that do not happen, to capture a full understanding of programme delivery. Communication modes are also important points of observation, including; informal interactions; participant language use; and non-verbal communication. Finally, Patton (2002) recommends noting participant behaviours. These considerations informed ROs design and pilot (appendix H) for this study.

RQ3 wanted to establish participant children's responses to TaTIS participation, which was the third and final unit of analysis in this study. The researcher employed a complete observer role during programme delivery, focusing explicitly on child behaviour, commentary, and response during TaTIS participation.

3.6.2.5. Draw-and-tell interviews.

The 'draw-and-tell' research measure is a child-centred interview strategy that elicits child responses throughout a drawing process (Driessnack, 2006). Researchers propose that visual methods, such as drawings, empower children to showcase their experiences unconfined by language or literacy (Coyne et al., 2021). Drawings are effective for early childhood research due to providing a comfortable space for discussion with an adult researcher, illustrating children's thoughts (Soundy, 2012), supporting memory retrieval (Barlow et al., 2011), and extending the interview content (Driessnack, 2006). The researcher herein was preoccupied with establishing child responses to TaTIS, and the child-centredness of this data collection tool, which elicits child voice in a visual and comfortable way, heightened the value of its adoption as a final research measure.

This study explored participant children's responses to TaTIS. The draw-and-tell method enabled creative expression through visuals and dialogue (Coyne et al., 2021), both of which are endorsed strategies in linguistically diverse classrooms (Pang, 2013; Whitehurst et al., 1988; Vygotsky, 1978) and features of TaTIS. This data collection method illustrated children's thoughts, which is important given that sometimes in draw-and-tell research methods, there may be discrepancies between the picture drawn and child dialogue regarding its content (Lin, 2016). However, memory retrieval is supported through the draw-and-tell process (Barlow et al., 2011), and research recommends open-ended 'why' questions, and adequate time provision to illicit children's views on a research topic (Ponizovsky-Bergelson et al., 2019), thereby adopting strategies to focus participant children on the task at hand.

This technique was an important triangulation tool for this study (Denzin, 2012), ensuring that children's views were considered alongside ROs and participant teacher feedback. Participant children were invited to draw a picture of their experiences of

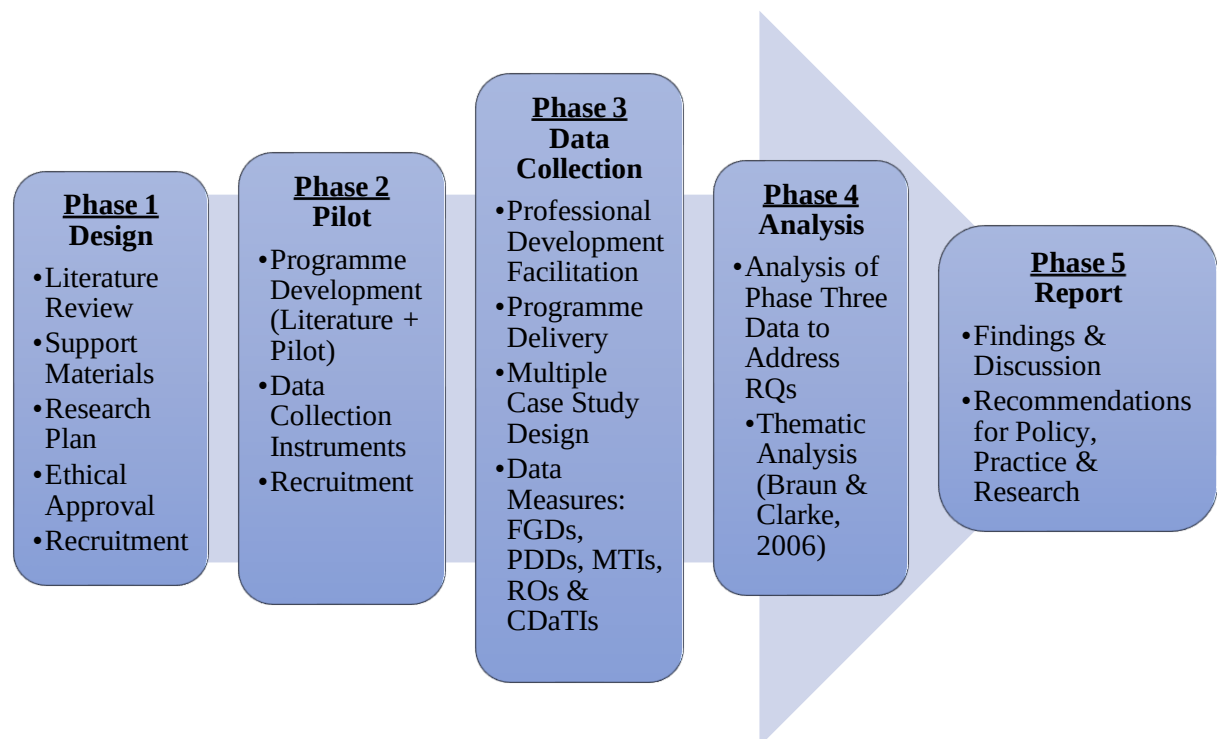
TaTIS and to discuss them with the researcher. This measure illustrated children's responses to TaTIS, which is the third and final unit of analysis in this study (appendix I).

Having justified the MECS qualitative research design, with appropriate corresponding data collection tools, this chapter now outlines research processes that ensued.

3.7. Research Procedure

There were five distinct phases in this study. They included bilingual oral narrative programme design, pilot, data collection, analysis, and reporting.

Figure 3.10. *Five-Phased Study*



Each research procedure phase is discussed further below to document clear processes for each step.

3.7.1. Phase One – Design

Tell-a-Tale | Inis Scéal (TaTIS) is a bilingual oral narrative programme. The researcher designed TaTIS to support children to retell a traditional tale (‘*tell a tale*’), after having discussed it in the English language, and to enable cross-linguistic transfer, by integrating the same story in Irish in subsequent weeks of language instruction. Inis Scéal means ‘*tell a story*’. The Irish word ‘*scéal*’ rhymes with the English word ‘*tale*’, which highlights translations and phonology as some of many transferrable facets between both languages. The researcher established theoretical principles for programme design, support materials to enact such principles, a valid research design, ethical approval, and pilot iteration sampling during phase one of this study.

3.7.1.1. Theoretical principles.

TaTIS is theoretically underpinned by; Sociocultural Theory (SCT) (Vygotsky, 1978); Interactionist Theory (IT) (Bruner, 1981); the Gradual Release of Responsibility Model (GRRM) (Pearson & Gallagher, 1983); and Common Underlying Proficiency Theory (CUP) (Cummins, 1981). SCT claims that human development is a socially mediated process, in which cultural values, beliefs, and problem-solving strategies are acquired through collaborative dialogues with more knowledgeable members of society (Vygotsky, 1978). In a similar fashion, Bruner (1981) acknowledges that children require plenty of direct contact and interaction with others to achieve full language fluency. The GRRM continuum of modelled, shared, guided and independent practice (Pearson & Gallagher, 1983) ensures that both SCT and IT are depicted tangibly for classroom enactment. Finally, CUP theory proposes a bidirectionality of learned knowledge, skills, and beliefs between and across languages (Cummins, 1981). The key elements and implications of each of these theories are synthesised below according to their implications for practice within TaTIS.

Table 3.3. Programme Theoretical Underpinnings and Practical Implications

Sociocultural Theory (SCT) (Vygotsky, 1978)		
Interpersonal (interaction with another person or group) • Dialogue during Shared Reading • Group and Paired Interactions during Language Activities	Intrapersonal (inner speech/ private speech) • Receptive Language Games • Sequencing Images	Zone of Proximal Development (ZPD) • Teacher or More Knowledgeable Peer Providing Support with Narration
Interactionist Theory (IT) (Bruner, 1981)		
Interaction • Dialogue during Shared Reading • Group and Paired Interactions during Language Activities	Social Context • Classroom Environment	Scaffolding • Teacher or More Knowledgeable Peer Providing Support with Narration
Gradual Release of Responsibility Model (GRRM) (Pearson & Gallagher, 1983)		
Demonstration • Modelling microstructure/ macrostructure components of narration	Shared/ Guided Practice • Whole-class/ Group/ Paired Shared Experience	Independent Practice • Individual Narrative Sequencing and Retell
Common Underlying Proficiency Theory (CUP) (Cummins, 1981)		
Integrated Content • Traditional Tales in English and in Irish	Integrated Structure/ Delivery Mode • Shared Reading • Language Activities • Review	Integrated Outcomes • Joint Reading with Teacher / Narrative Retell

These theories and implications for practice are unpacked further hereafter.

Sociocultural Theory (SCT) emphasises the need for both social and cultural interaction to facilitate human development and learning (Vygotsky, 1978). It recognises the roles of three functions in supporting childhood learning and development:

- interpersonal component of social interaction,
- the intrapersonal aspect of individual-language cognition, and,
- the Zone of Proximal Development (ZPD).

All three SCT components feature prominently in TaTIS.

According to Vygotsky (1978), learning occurs on two planes; through social interactions on an interpersonal level (*interpsychological* plane), and then individual cognition on an intrapersonal level (*intrapsychological* plane). Vygotsky purported that “*learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in the environment*” (ibid, p. 90). Thus, social interaction is an important stimulus for accessing ‘internal developmental processes’ to facilitate learning. Vygotsky (1978) rejected the Theory of Cognitive Development, which necessitates appropriate instruction at specific stages of development (Piaget, 1953). He argued that the careful organisation of learning through social interaction ignites a series of developmental processes for cognition that would otherwise be impossible (Vygotsky, 1978). Social interaction for learning and development is supported through L2 instruction (Snow et al., 1989) and shared reading processes (Whitehurst et al., 1988). Whitehurst and colleagues (1988) conceptualised Dialogic Reading (DR) through SCT, proposing ‘dialogue’ throughout small-group shared reading to mediate cognition (Flynn, 2011). Therefore, the researcher centralises opportunities within TaTIS for social interaction through DR, small-group activities, and paired interactions during language activities.

The *intrapsychological* plane is the second plane through which learning occurs (Vygotsky, 1978), recognising individual cognition on an intrapersonal level. Inner speech enables learner mediation of knowledge after having interacted with others. Vygotsky (1986) described inner speech as “*thinking in pure meanings*” (p. 249) and acknowledged the environment’s effect on its onset and quality. Lantolf and Thorne (2006) stress the importance of cultural tools to mediate intrapersonal dimensions of learning, including psychological tools (i.e., teachers/ peers), and physical tools (i.e., storybooks/ receptive language activities/ role-play props/ sequencing images). Such cultural tools prompt language usage at a cognitive level (Vygotsky, 1978), enabling further mediation beyond the interpersonal level. Therefore, the researcher ensures that TaTIS provides opportunities for interaction with physical cultural tools to scaffold learning beyond social interactions with teachers and peers.

The ZPD represents the metaphorical point during which a child can do more with the help of a MKO (Vygotsky, 1978). While cultural tools are important mediation capital, interaction with a MKO impacts the learner's performance. Learner ability for task completion at an intrapersonal level, with increasing independence from the mediation source, demonstrates development (Lantolf & Thorne, 2006). Therefore, the goal of learning through interpsychological and intrapsychological planes (i.e., social and concrete interactions) is eventual independent learning and practice. The researcher embeds the GRRM (Pearson & Gallagher, 1983) within TaTIS implementation, which demonstrates, shares and guides practice to enable learner independence with goal achievement. Teachers are trained to provide supportive, interactive, and mixed-ability groupings for the strategic advancement of children's oral narrative retell in TaTIS.

Interactionist Theory (IT) centralises interaction as key for language development (Bruner, 1981), recognising three key functions for language learning in childhood:

- social context,
- interaction, and,
- scaffolding.

All three components of IT feature prominently in TaTIS.

Consistent with SCT, Bruner specified that when children learn language, they learn about the "*ways of the culture as well as the ways of its language*" (1983, p. 11), highlighting the intricacies of social context and language. Nonetheless, "*using culture...forces man to master language*" (ibid, p. 24), therefore social context encourages children to initiate language learning to access a linguistic community. The classroom environment in TaTIS provides a purpose and platform for language development, as participant children navigate mastery with oral narrative retell skills through interaction with their mainstream teacher (whole-class shared reading), support teacher (small-group language activities) and peers (whole-class/ group/ paired oral narrative retell task).

Bruner (1983) outlined a natural human tendency to initiate interaction with others for self-gain. The process of using words in the real world ensures that there is *meaning*

attached i.e., social context is at the heart of language learning opportunities (ibid). Children interact during TaTIS through dialogic shared reading and language activities.

Scaffolding is “*a process of ‘setting up’ the situation to make the child’s entry easy and successful, and then gradually pulling back and handing the role to the child as [they] become skilled enough to manage it*” (Bruner, 1983, p. 60). Inextricably connected to ZPD, a scaffold is provided for the point at which the child can no longer function independently, as they move towards higher knowledge and performance levels. The scaffolding process is a dynamic, yet mutual, experience for the expert and the learner, and is unique to each context. Scaffolding within TaTIS ensures that teachers employ their professional judgement (Heilbronn, 2008) with pupil interactions during oral narrative retell tasks, providing support where necessary and enabling learner independence for task fulfilment.

The Gradual Release of Responsibility Model (GRRM) (Pearson & Gallagher, 1983) exemplifies components of SCT and IT by demonstrating, sharing, and guiding practice to enable learner independence.

Figure 3.11. *Gradual Release of Responsibility Continuum*

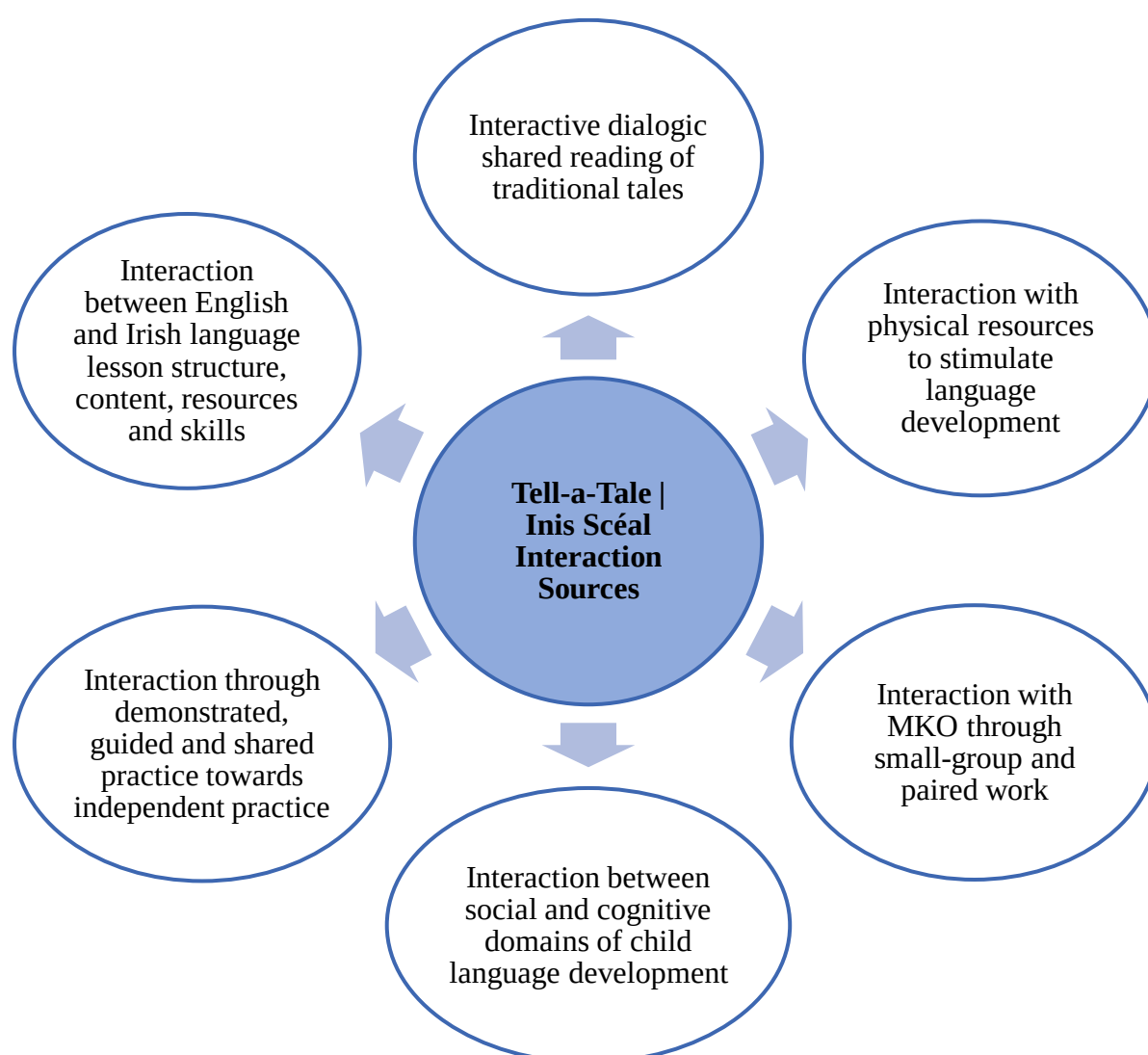


The GRRM is hailed a valuable instructional continuum for pre-service and in-service teachers (Eutsler, 2021; Maynes et al., 2010). GRRM occurs in TaTIS in two ways. Firstly, participant teachers explicitly model, share and guide oral narration. Secondly, peer-to-peer interaction between a native and non-native English-speaker facilitates further shared and guided practice during paired pupil language activities. In summary, the GRRM prescribes key steps for facilitating socially interactive opportunities and enabling cognitive process mediation during TaTIS participation.

The Common Underlying Proficiency (CUP) theory asserts that language skills, ideas and concepts are transferrable from first language (L1) to second language (L2) (Cummins, 2000). Connections are drawn between L1, L2 and subsequent languages, so that language learning becomes interdependent. This goal is mirrored in the integrated *PLC* (DES, 2019). CUP has underpinned hundreds of studies since its introduction, proving moderate but consistent relationships between L1 and L2 skills (Cummins, 2016). Therefore, the researcher integrates both English and Irish language content and intended outcomes within TaTIS design. The strategic employment of traditional tales, which tend to have universal appeal (Hepler, 2007), might ensure that non-native English and Irish speakers may have already been exposed to the tale in their L1, which would enable the transfer of general story concepts into second or subsequent languages (Ó Duibhir & Cummins, 2012). TaTIS builds on CUP by providing bilingual L1-L2/L2-L3 pedagogy that fosters cross-linguistic transfer, CUP and subsequent academic gains (Cheung & Slavin, 2012; Cummins, 1981; Dressler & Kamil, 2006; Granados et al., 2022; Ströbel et al., 2020).

In summary, interaction is central to children's language development (Bruner, 1981; Cummins, 1981; Pearson & Gallagher, 1983; Vygotsky, 1978), and is accommodated in TaTIS through dialogic shared reading, concrete material engagement, more knowledgeable teacher or peer input, interpsychological and intrapsychological plane interaction, the continuum of modelled, guided, shared and independent practice, and the crossover between English and Irish content, resources and outcomes. The following figure illustrates how the researcher embeds this interactionist perspective of language acquisition within TaTIS design.

Figure 3.12. *Interactive Learning Principles*



It is evident that interactive procedures are established during all stages of TaTIS, thereby ensuring that the aforementioned theoretical perspectives are espoused in practice.

Support materials can support such theory transfer to practice, and are discussed further in the next section.

3.7.1.2. Support materials.

Studies of teacher PD produced support materials to guide teachers' professional growth when engaging with new practice (Avci et al., 2020; Baird & Clark, 2018; Eun, 2011; McKeown et al., 2019). More specifically, oral narrative programmes provided scripted lessons, intervention materials and exemplar manuals to inform teachers with programme delivery in each classroom (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale

et al., 2018; Dockrell et al., 2010). This study provided lesson plans and resources for participant teachers during the pilot phase. An exemplar manual was initially excluded, given that TaTIS remained a theoretical rather than practical concept, but an exemplar manual was collated after phase two based on pilot feedback and programme refinement. This was then circulated to phase three participants.

The lesson plans for TaTIS reflected the objectives of the integrated *PLC* (DES, 2019), though primarily documented key activities to support the development of microstructural and macrostructural skills for oral narrative retell. The researcher devised the initial plans, presented these to the pilot study participant teachers, and amended them in weekly iterative cycles based on feedback regarding their use during programme delivery. As such, the pilot study enabled the researcher to develop a practical and user-friendly lesson planning guide for future teachers of TaTIS. Shared reading was a predictable daily practice for both English and Irish lessons. This aspect of the lesson plan was replicated every day in the week and remained a constant on the lesson plan. Language activities (vocabulary, grammar, phonology, and comprehension) were listed on a day-by-day basis, increasing with complexity, and reducing teacher talk each day, so that by the latter stages of the week, children's language use was maximised. Each lesson concluded with a plenary discussion of the story, associated activities and sequencing images. The teacher modelled a brief retell based on the visual stimuli (sequencing images), encouraging pupils to assist, and every Friday, children were encouraged to retell the story independently. Appendix B demonstrates a sample of the TaTIS lesson plans pre- and post-pilot.

The researcher provided a series of resources for each traditional tale (i.e., storybooks in English and in Irish, vocabulary cards, role-play props, sequencing images, language games, PowerPoints etc.) and miscellaneous materials such as storage solutions, additional concrete materials (Jenga Blocks to add 3D dimension to printed small-world figures, microphones as the 'narrator's mic' for instances where there were not enough masks, fly swatters for vocabulary games) and programme songs (lyrics and music by researcher, audio-recorded singing by three children known to the researcher). Each resource box cost approximately €150 and required 25-hour administration (cutting, laminating, packing, and labelling). The predominant focus on OLD resulted in

transferable text-free resources between English and Irish, thereby ensuring practicality and feasibility, while maximising integrated resource usage in the language classroom. Appendix J provides a detailed resources inventory for each participant classroom during phase two.

3.7.1.3. Research design.

A research design emerged from phase one of this study (see section 3.6.). In summary, three focal points surfaced for exploration through a pragmatic paradigm; mainstream and teachers' PD experiences for EAL; mainstream teachers' BNP experiences; and children's responses to TaTIS. Multiple Embedded Case Study Design was rationalised to address these gaps in knowledge and justified research measures included focus group discussions, professional development discussions, interviews, researcher observations and draw-and-tell interviews.

3.7.1.4. Ethical approval.

Ethical approval was sought compliant with DCU regulations in August 2019. The researcher clarified some research elements upon REC request, and was granted permission to conduct the proposed study in September 2019 (appendix K). Ethical considerations were vital in this study and in-depth discussion is provided in section 3.9. of this chapter.

3.7.1.5. Pilot study sampling.

Sampling involves selecting *“a given number of people (or things) from a population”* (Mertens, 2015, p. 319), requiring a strategy to ensure a systematic and transparent process for selecting those who are invited to provide data (Mertens & Wilson, 2012). The researcher of this study chose a purposive sample of schools and teachers, and a convenience sample of children (Patton, 2002), for the identified research investigation needs (Cohen et al., 2013). Purposive sampling targeted urban settings for recruitment. Pilot study sampling criteria was duplicated for the main study and is further discussed in section 3.7.3.1. to avoid replication here.

The researcher called potential pilot schools by phone to seek an opportunity to meet the principal in-person pending participation capacity and interest (appendix L). The

researcher met five potential school principals and provided a Plain Language Statement (PLS) for consideration by the school's Board of Management (appendix M). Where Informed Consent (IC) was given in three settings, the researcher gained access to mainstream class teachers, their support teaching colleagues, their pupils and the pupils' parents. As such, potential staff, parents, and their children were then invited to participate. Teachers and parents were given a PLS and an IC form (appendices M – N), while pupils in each class were asked to assent to participation if their parents had given consent for them to partake (appendices M – N). All teachers consented to participation, with additional support teachers expressing an interest in attending the on-site PD sessions. Every parent consented to their child's participation and all 70 pupils then assented to participation. Consequently, the researcher worked with 11 teachers in three different schools to pilot the programme with 70 pupils. These schools were anonymised as A-School, B-School and C-School. The researcher secured contextual information for each participant school through the Irish Department of Education website (<https://www.gov.ie/en/service/find-a-school/>). Teachers reported their teaching position (i.e., mainstream or support) during the initial recruitment visit. School principals supplied a numbered class list with an indication beside each child's name as to whether they were a native-English speaker or EAL learner.

Table 3.4. Phase Two Participant Profiles

Site	A-School	B-School	C-School
Context			
<i>Ethos</i>	Catholic	Catholic	Catholic
<i>Setting</i>	Urban	Urban	Urban
<i>Language of Instruction</i>	English	English	English
<i>Population</i>	272 Pupils	497 Pupils	260 pupils
<i>Gender</i>	Co-education	Co-education	Co-education
<i>DEIS Indicator</i>	Non-DEIS	DEIS	Non-DEIS
Participants			
x 11 Teachers	x 4 Teachers • Mainstream A • Support A1 • Support A2 • Support A3	x 3 Teachers • Mainstream B • Support B1 • Support B2	x 4 Teachers • Mainstream C • Support C1 • Support C2 • Support C3
x 70 Pupils	x 20 Pupils • A-Class • A1 – A20 • 70% EAL	x 22 Pupils • B-Class • B1 – B22 • 30% EAL	x 28 Pupils • C-Class • C1 – C28 • 57% EAL

Having recruited eligible participants, programme development through a pilot ensued, concluding the design phase of this research procedure.

3.7.2. Phase Two – Pilot

The pilot study was conducted in three linguistically diverse junior infant classrooms in urban settings in the Leinster region of Ireland. It consisted of initial recruitment, PD facilitation and TaTIS delivery by participant teachers to participant children.

Figure 3.13. Phase Two Timeline

TaTIS was piloted for its further development as both a theoretical and practical classroom approach. This phase aimed to amend any programme components deemed unfeasible for classroom practice (Kyriacou, 2010) and to trial data collection tools for the third study phase (Fraenkel et al., 2012; Hassan et al., 2006).

3.7.2.1. Piloting professional development.

Teacher PD for TaTIS delivery occurred over four workshop discussions with each group of teachers in their own school from November 2019 until January 2020. The first **two** sessions involved theoretical discussion of; reflective practice; oral language; language acquisition; language proficiency; storybooks; shared reading and narrative retell. The **third** session explored; collaborative teaching; small-group instruction; and Tell-a-Tale planning, resources and activities. The **fourth** and final session presented Inis Scéal planning, resources and activities (mainstream teachers only). The researcher facilitated these sessions, resourced by PowerPoint presentations, and audio-recorded them to note any important contributions to TaTIS programme feasibility. However, a shortcoming emerged regarding the theoretical underpinnings of PD, and further structure was necessary for TaTIS delivery during phase three. Thus, a sociocultural mentoring model of PD was devised post-pilot (appendix C).

3.7.2.2. Bridging theory and practice.

The pilot for TaTIS delivery was scheduled for February – March 2020. However, abrupt school closures on March 12th 2020, as part of national measures to control the spread of COVID-19, disrupted its full implementation, having only piloted for five weeks at that stage. Fortunately, the pilot had employed weekly iterative cycles of consultation and planning, allowing for ongoing amendments and tweaks. As such, TaTIS had become more practical and user-friendly by the end of week four for both English and Irish programme aspects.

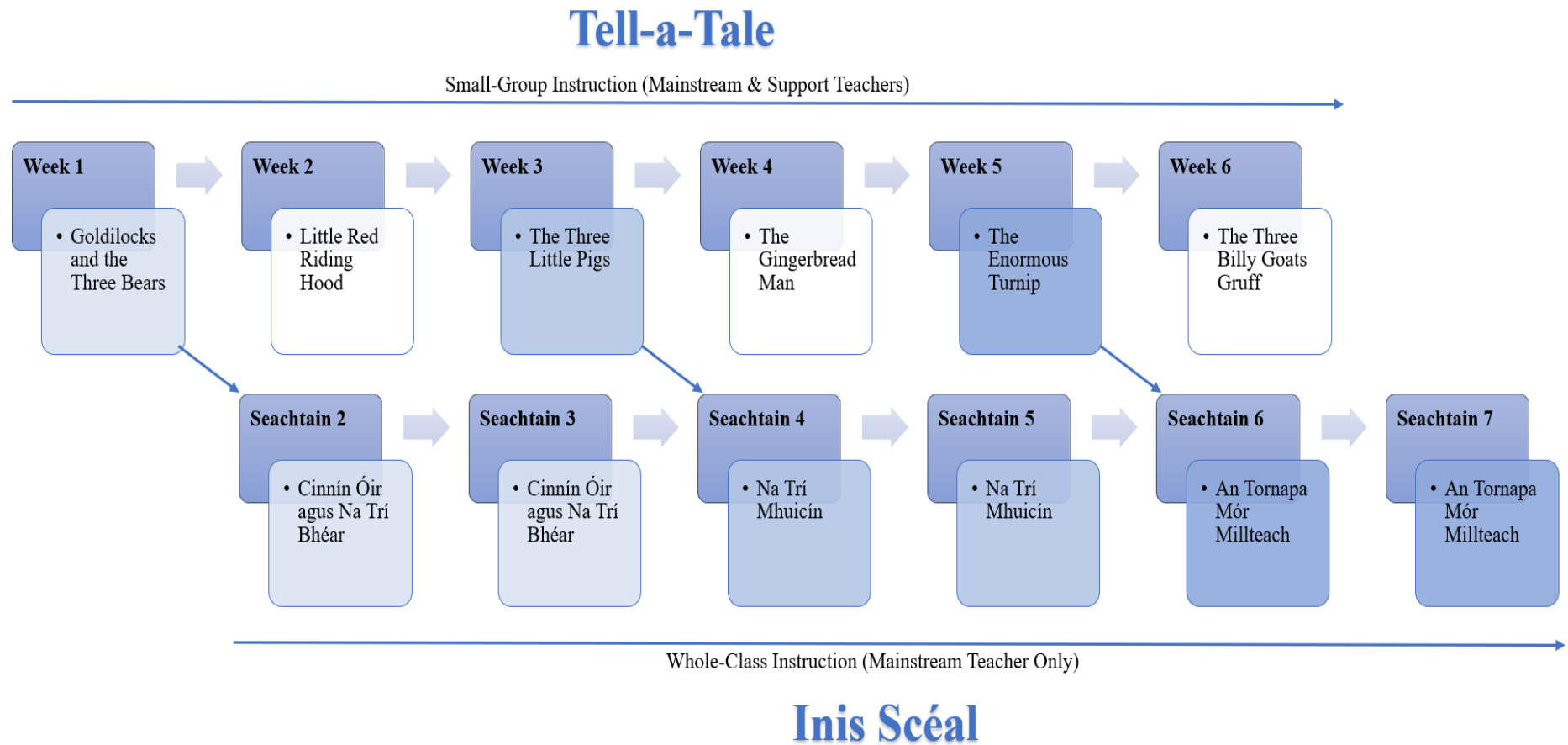
TaTIS adopted daily dialogic shared reading (Flynn, 2011; Whitehurst et al., 1988) of six weekly tales in English and three fortnightly tales in Irish (see figure 3.14. below). TaT language activities were delivered through collaborative small-group instruction by mainstream and support teachers, while IS language activities were delivered independently by the mainstream teacher. Irish primary school autonomy to

deploy support personnel as needed for English language support (DES, 2017b) enabled the collaborative teaching approach for TaT. IS language activities were then delivered through whole-class instruction, as there is no additional support provided for Irish language teaching in Irish primary schools. Nonetheless, participant children could transfer their paired work skills from TaT to IS, further building on SCT and IT through continued interactions with MKOs (Bruner, 1981; Vygotsky, 1978).

IS implementation was purposely delayed by one week to allow for exposure to the English version of the story during TaT. This achieved a traditional tale foundation in English, so that the concepts, knowledge, and skills gleaned from that, might transfer to the Irish language version in the subsequent week (Cummins, 2000; 1984; Lugo-Neris et al., 2015; Marian & Kaushanskaya, 2007).

Both TaT and IS complement one another in many ways, namely through shared reading of the same content in English and Irish, using similar resources to further support vocabulary, grammar, phonological awareness, and comprehension skills development, while occurring within the mainstream classroom over a six-week period.

Figure 3.14. *Programme Overview*



Shared reading was resourced by storybooks from the Ladybird Picture Books Collection and An Gúm.

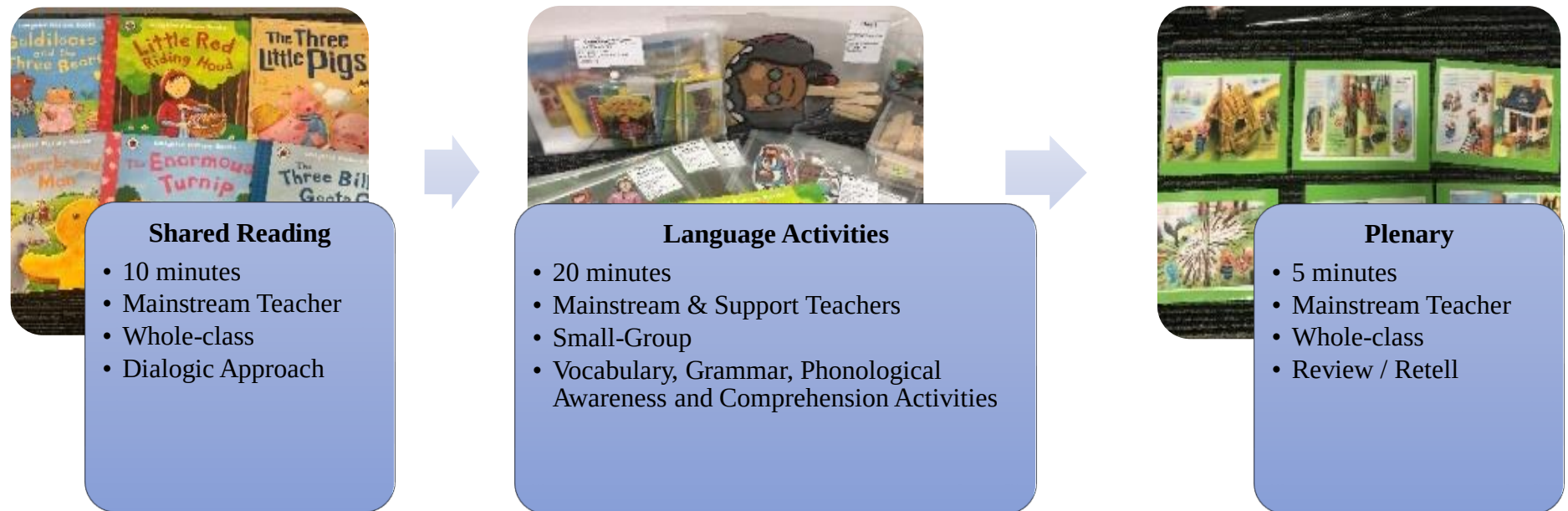
Table 3.5. Programme Storybooks

Tell-a-Tale Storybooks	Inis Scéal Storybooks
<i>Goldilocks and the Three Bears</i> Author: Nicola Baxter Illustrator: Ailie Busby <i>Little Red Riding Hood</i> Author: Mandy Ross Illustrator: Anja Rieger <i>The Three Little Pigs</i> Author: Mara Alperin Illustrator: Ag Jatkowska <i>The Gingerbread Man</i> Author: Rone Randall Illustrator: Ailie Busby <i>The Enormous Turnip</i> Author: Irene Yates Illustrator: Jan Lewis <i>The Three Billy Goats Gruff</i> Author: Irene Yates Illustrator: Ailie Busby	<i>Cinnín Óir agus Na Trí Bhéar</i> <i>Na Trí Mhuicín</i> <i>An Torna Mór Millteach</i> Treasa Ní Ailpín <i>a scríobh</i> Marina le Ray <i>a mhaisigh</i>

The limitation here is that the English and Irish versions differed somewhat, specifically regarding character names, key character statements, storybook illustrations, and length. Nonetheless, these books provided a central scaffold for narration (Bruner, 1981; Vygotsky, 1978) to enable lesson planning and activities to enhance children's macrostructural and microstructural components of narrative retelling skills (Curenton & Lucas, 2007; Heilmann et al., 2010).

Typical TaT lessons included whole-class shared reading, small-group language activities and a whole-class plenary. The pictures shown below illustrate books from the Ladybird Picture Books collection and a series of resources from Twinkl.

Figure 3.15. *Tell-a-Tale Overview*



Each week began with a new traditional tale. Every day, the mainstream teacher read that traditional tale, engaging the children in pre-planned questioning throughout, which ensured an interactive and dialogic shared reading experience (appendix B). After shared reading, the support teachers intervened to collaboratively facilitate children's engagement in small-group activities. Each teacher (mainstream and support) worked with the same group of children within the mainstream classroom over a six-week period. This was rationalised by the Affective Filter Hypothesis, which emphasises the importance of a safe, predictable, comfortable and positive learning environment to support language acquisition (Krashen, 1982). While researchers contest the affective filter, arguing that it does not indicate how it manifests in different learners with different intelligences (Entwistle, 2021) and critiquing its lack of clarity in definition and assumptions (Gregg, 1984), the researcher herein recognises the need for low affective filters in the form of motivated, confident, and carefree learners to support language acquisition. Children knew what to expect from their small-group activities, which lasted for twenty minutes, as they interacted with the same teacher and peers throughout programme engagement, thereby enabling a low affective filter. Activities included vocabulary, phonology, grammar, and comprehension tasks to develop children's oral narrative language skills. Key resources to support narrative retell included the role-play retell props and narrative sequencing images (Vygotsky, 1978). The role-play retell props included lollipop stick figures, small-world figures, cone figures, masks, realia and puppets (appendix O). These props rotated daily from one group to the next, which ensured that the children never tired of the same narrative resources, and enhanced the imaginative aspect of narration through character role-play within a group narrative retell. The researcher sourced these items from Twinkl or Amazon. The sequencing images were taken from the storybooks to support accurate narrative retells. The researcher provided paired sequencing images sets to facilitate peer-to-peer interaction and collaborative oral narrative retell. The images were colour coded to enable teachers to choose three/ four different coloured sets for three/ four pairings in their group. This quickened the 'tidy-up' process at the end of each day and it ensured that sequencing sets did not get mixed up when spread out on the tables. At the end of every TaT lesson, the children recalled and retold the story with their mainstream teacher within a whole-class conclusion. Digital images of the narrative were displayed on the whiteboard to guide this narrative retell process.

Typical IS lessons were instructed through a whole-class approach. This approach recognised the pre-communicative, communicative, and post-communicative phases of language learning (NCCA, 2001), beginning with language activities, followed by shared reading, and further extending new learning throughout the school day. The books pictured below were from An Gúm.

Figure 3.16. *Inis Scéal Overview*



The role-play retell props from TaT were recycled during IS which further increased the transferability and complementarity of TaT and IS as a bilingual oral narrative programme.

The pre-communicative phase prepared pupils for the communicative task (NCCA, 2001). Three core components of this phase included motivation, vocabulary input and language practice (ibid). The ‘Inis Scéal Song’ motivated children at the start of each lesson. They labelled the story, story characters and story objects, which inspired engagement, and provided an opportunity for language practice through the revision of previously learnt vocabulary and phrases. New vocabulary and phrases were then introduced. The communicative phase enabled pupils to use language gained from the pre-communicative phase in a communicative way (NCCA, 2001). There were three core facets (ibid), which included role-play, communication exercises and social interaction. Having been exposed to Irish storybook vocabulary and formulaic expressions, pupils engaged in whole-class, group and paired activities to practise using language in real-life contexts. Typical language activities included role play, what’s in the bag, hidden objects game, true or false, finish the sentence, paired conversation, poetry and song-singing. The teacher also read the Irish storybook upon completion of language activities, encouraging pupils to join in for predictable parts of the story (i.e., when the big, bad wolf asks to come inside and the pigs reply ‘*ní ligfidh, ní ligfidh, ní ligfidh mé isteach thú*’). Due to the story being read daily, and that particular phrase being repeated three times per story, the pupils promptly joined in, helping to narrate and role-play key points within the story. The post-communicative phase signified an end to the communicative phase, affording an opportunity for discussion and review of the communicative activities (NCCA, 2001). This phase was categorised by three core tenets (ibid), which included analysis of activities, choice of additional language input and adoption of language used for future contexts. The lesson analysis reviewed lesson content. The teacher further elaborated on a communicative task that yielded the most difficulty for pupils. Key vocabulary and phrases were re-used throughout the school day in the form of *Gaeilge Neamhfhoirmiúil* (informal Irish) (i.e., Goldilocks’ phrase ‘*táimse ag imeacht*’ (I’m leaving)).

The following table illustrates aspects of TaTIS that were either retained, refined, or removed beyond the pilot iteration (Merrins & Lake, 2021).

Table 3.6. Pilot Outputs for Programme Development

Retain	Refine	Remove
• Structure • Lesson Plans • Timeframe • Dialogic Reading • Small-Group Instruction • Differentiated Narrative Samples • Digital Resources • Concrete Resources • Songs / Poems	• Lesson Plan Content Volume (Weeks 1 – 3) • Language Activities • Sequencing Images (maximum of 8)	• Lesson Plans: ○ Reflective Log Template on Lesson Plans ○ Some Language Activities • Resources: ○ 2 of 8 Sequencing ○ Images

The researcher made amendments to TaTIS according to these outcomes in the transitional period between phase two and phase three of this research procedure.

3.7.2.3. Trialling data collection measures.

Pilot data measures captured teacher PD experiences at four intervals (illustrated below).

Table 3.7. Pilot Data for Teacher Professional Development

Pre-Professional Development	Participation in Professional Development	Professional Development In-Action	Post-Professional Development
• Semi-Structured Interview (Mainstream Teacher) • Researcher Observations	• PDDs (Mainstream & Support Teachers) • Teacher Reflective Logs	• Researcher Observations • Reflective Logs • FGD 1 (Mainstream & Support Teachers)	• FGD 2 (Mainstream & Support Teachers)

Each data source is now presented based on its pilot function (i.e., how it was used), its outcome (i.e., the content it yielded) and its implication for phase three (i.e., necessary amendments).

Table 3.8. Pilot Data Output for Teacher Professional Development

Data Measure	Function	Outcome	Main Study Implications
<i>Semi-Structured Interview</i>	Outlined mainstream teacher experiences of: • working with ELLs • approaches to language instruction • PD experiences to-date • subject knowledge in oral language, EAL, shared reading, narrative retell and collaborative teaching.	Two questions on the schedule were similar. Similar questions were incorporated into the PDDs to capture support teachers' experiences.	Remove the question on the advantages and challenges of linguistic diversity in the classroom. Use FGDs to gather data from mainstream and support teachers in each school site in FGD1.
<i>Researcher Observations (ROs)</i>	Noted pre-programme delivery language instruction practices. Monitored PD practices in-action during programme delivery.	ROs prior to programme delivery did not yield much data relevant to the PD focus.	Re-consider the need to observe teachers' instructional practices pre-programme delivery. If so, amend the observation schedule to note key PD behaviours.
<i>Professional Development Discussions (PDDs)</i>	Captured on-site PD discussions pre-programme delivery.	PDDs captured teacher responses to TaTIS and ensured PD facilitation fidelity across three school sites. The researcher missed opportunities to probe for further comment on content.	Continue to record and transcribe PD discussions. Listen attentively to teacher contributions and follow up where appropriate to the study focus.
<i>Teacher Reflective Logs</i>	Logged reflections during PD sessions and programme delivery.	The reflective logs were time consuming during the PD sessions. Participants would prefer their omission in phase three. The maintenance of reflective logs during programme delivery were not a success due to minimal return rate.	Remove reflective logs as a data source and allow adequate time for reflective discussion instead.

Focus Group Discussions (FGDs)	Provided information about participants' PD experiences of engaging in the PD sessions and how elements therein translated to practice.	While this discussion provided important information about the programme in-action, insights on teacher PD experiences were minimal due to limited and unspecific questioning.	Revise FGD2 questioning to include more PD specific question.
	Outlined participant teachers' experiences of: • working with ELLs during TaT • PD experiences from programme engagement • subject knowledge in the areas of oral language, EAL, shared reading, narrative retell and collaborative teaching.	This discussion had two core focal points; programme delivery and programme PD. Extensive discussion of programme delivery left time constraints for discussion of PD.	Allow sufficient time for FGD3 post-programme delivery.

The following conclusions were made from piloting these measures:

- Use the amended semi-structured interview schedule for FGD1.
- Re-consider whether pre-programme delivery observations are necessary, and if so, amend the schedule to be more in-tune with the PD focus.
- Continue to audio-record PDDs, embedding further focus group questions throughout and allowing sufficient time for participants to think about, and respond to, PD content.
- Remove reflective logs as data collection sources.
- Allow sufficient time for FGD3 post-programme delivery.

Pilot data measures also captured participant experiences of TaTIS engagement on a daily, weekly, and monthly basis (illustrated below).

Table 3.9. *Pilot Data for Programme Delivery*

Daily Data from Programme Delivery	Weekly Data from Programme Delivery	Programme Delivery In-Action	Post-Programme Delivery
Researcher Observations	Teacher Reflective Logs	FGD 1 (Mainstream & Support Teachers)	• FGD 2 (Mainstream & Support Teachers) • FGD 3 (Mainstream Teachers Only)

As with the previous section on PD data, each data source from programme delivery is now presented based on its pilot function, outcome, and implications for phase three.

Table 3.10. Pilot Data Output for Programme Delivery

Data Measure	Function	Outcome	Main Study Implications
Researcher Observations (ROs)	Noted emerging practices and procedures during programme implementation.	The observation template required iterative amendments to include timing, specific lesson sections, target pupil tracking, specific research measure prompts etc.	Amend the observation schedule to be more specific to RQs for phase three.
Reflective Logs	Provided evaluative teacher insights on their; • professional growth • programme delivery experiences • talking points for FGDs	The initial intent to conduct weekly written evaluations was ill-conceived due to hectic teaching schedules. The researcher reduced the weekly evaluations from six to four. Week one yielded more feedback than other weeks, and these tools did not yield any additional data than that from FGDs.	Remove weekly reflective logs as a data source.
Focus Group Discussions (FGDs)	Provided information about: • programme in-action • teacher responses to the programme • perceived pupil responses to the programme.	It provided important information about the programme in-action and participant responses, though the determination of pupil response is not entirely reliable without enabling an opportunity for pupils to provide direct feedback on their experiences.	Incorporate a qualitative measure of pupil response to the programme.
	Noted teachers' experiences of working with ELLs during TaT.	It provided further information about the programme in-action and evaluative feedback on TaT as a programme.	Continue to use these questions for FGD3.
	Outlined mainstream teachers' experiences of IS implementation and their perceptions of how pupils responded to the bilingual narrative approach.	This discussion yielded important qualitative data about IS, its implementation and participant mainstream teachers' PD experiences having used the programme. However, an initial response seemed to influence subsequent input, and one-to-one interviews might yield richer data in phase three.	Change mainstream teacher FGD to one-to-one interviews.

The following conclusions were made from piloting these measures:

- Continue with ROs with an amended schedule to be more specific to RQs.
- Remove reflective logs as data collection sources.
- Proceed with FGD schedules as with pilot iteration.
- Incorporate a qualitative measure of pupil response to the programme.

The researcher refined the main study data protocol to ensure depth of textual data at various intervals during programme delivery (see appendix P). All amended data collection sources were collated and submitted alongside the ethical amendment for researching during the COVID-19 pandemic.

3.7.2.4. Actions for main study.

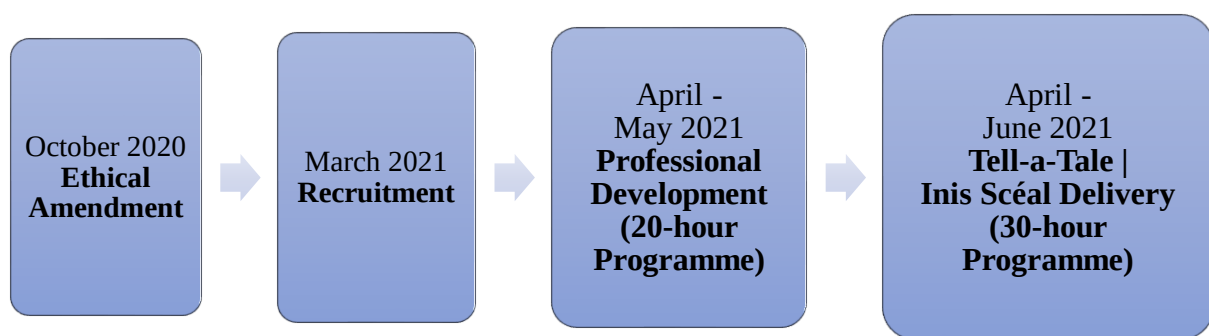
The pilot study had implications for ethical amendments, PD design, TaTIS programme development and data collection measures. Ethical amendments were necessary to signpost; a timeline of completion change due to abrupt school closures in March 2020; shortcomings with data collection measures (Fraenkel et al., 2012; Hassan et al., 2006); risk management in light of implications posed by COVID-19; and updated PLSs and ICs to reflect these changes. These amendments were approved by the REC chair. The emphasis on TaTIS development and data collection trials during the pilot stage negated a substantial opportunity for also focusing on PD design. Though the researcher had conducted an extensive literature review regarding teacher PD, there remained a gap in theoretically framing a PD model for TaTIS delivery. This shortcoming was noted by researcher reflexivity post-pilot and the Confirmation Examination. Thus, the researcher returned to the literature to establish a PD programme (appendix C), embedded within a sociocultural framework (Eun, 2011; 2008), to meet the aims of phase three. TaTIS was tweaked in weekly iterative cycles so that it had become feasible by week four of pilot programme delivery. Therefore, re-designing the programme for the main study used the outputs from then as a foundation for phase three preparation. Additionally, teacher commentary recommended the retention, refinement and removal of some programme components, and as the researcher heeded such suggestions, the practicality and manageability of TaTIS for phase three was thus achieved. The primary purpose of any pilot study is to trial data collection tools for validity and reliability (Fraenkel et al., 2012; Hassan et al., 2006). As evidenced above, data collection measures were either

removed, refined, or retained during the pilot iteration. Thus, phase three of this research procedure ensued.

3.7.3. Phase Three – Data Collection

The main study was conducted using Multiple Embedded Case Study Design (Yin, 2009) and consisted of an ethical amendment, recruitment, PD facilitation and TaTIS delivery by participant teachers to participant children.

Figure 3.17. *Phase Three Timeline*



An ethical amendment was sought prior to phase three progression. Upon REC approval, the researcher recruited participants in March 2021, facilitated PD between April and May 2021, and provided ongoing support for programme delivery from April to June 2021.

3.7.3.1. Main study sampling.

The researcher identified linguistically diverse classrooms as the study context (Bryman, 2016) for exploring participant teacher PD for EAL pre-, during-, and post-programme engagement, participant mainstream teachers' BNP experiences and participant children's responses to TaTIS participation. Thus, the researcher used purposive sampling to target linguistically diverse areas to recruit appropriate primary schools for the main study. The study specifically required an infant mainstream class teacher and collaborating support teachers, thereby also using purposive sampling for staff recruitment. Thereafter, participant children were sampled by convenience (Patton, 2002) as they were readily available if their teacher consented to study engagement.

Table 3.11. Sampling Criteria

Sampling Technique	Participants	Context
Purposive	Schools	x 3 schools Urban Co-educational Linguistically diverse (25% +)
Purposive	Teachers	x 4 per school • 1 x mainstream junior / senior infant teacher • 3 x support colleagues
Convenience	Pupils	>90 x junior + senior infant pupils • English Language Learners (ELLs) • Native-English Speakers (NESs)

The researcher phoned 30 potential schools in March 2021 to discuss potential TaTIS participation with school principals (appendix L). 15 schools declined an opportunity to learn more, seven proposed their interest for the next school term, while eight expressed a keen interest in engagement in the existing term.

Despite on-site school closures in January and February 2021, these schools reported a specific need to support oral narrative language development, as inequitable home-schooling provision had widened the achievement gap among children in their contexts (Bailey et al., 2021). The researcher clarified queries, addressed concerns, and explained participation processes for all eight schools. Three settings offered further support through Special Needs Assistants (SNAs) personnel within such contexts. SNAs were key existing support mechanisms for each mainstream class teacher in three contexts, and thus, potential school participation necessitated the inclusion of SNAs within the TaTIS support model. Thereafter, five committed to participation, thus surpassing the sampling criteria of three participant schools. However, the researcher enabled participation for all five settings due to context unpredictability, which allowed for attrition without study impact, yet no participant withdrew before formal project cessation. Participant profiles are outlined below. As with the pilot study, the researcher secured contextual information for each participant school through the Irish Department of Education website (<https://www.gov.ie/en/service/find-a-school/>). Teachers reported their teaching position (i.e., mainstream or support) and experience during FGD1. School

principals provided a numbered class list with an indication beside each child's name as to whether they were a native-English speaker or EAL learner.

Table 3.12. Phase Three Participant Profiles

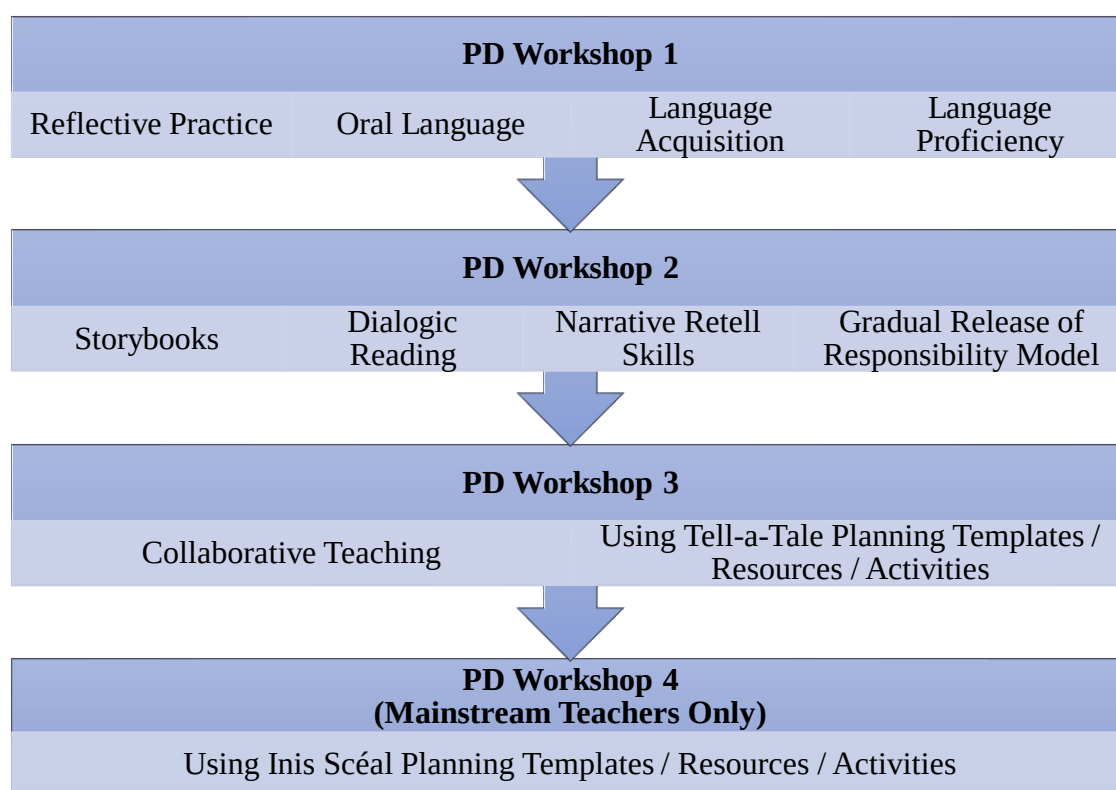
Site	U-School	V-School	W-School	XY-School	Z-School
Context					
<i>Ethos</i>	Catholic	Catholic	Catholic	Catholic	Catholic
<i>Setting</i>	Urban	Urban	Urban	Urban	Urban
<i>Language of Instruction</i>	English	English	English	English	English
<i>Population</i>	199	472	573	377	237
<i>Gender</i>	Co-education	Co-education	Segregated education	Co-education	Co-education
<i>DEIS Indicator</i>	Non-DEIS	Non-DEIS	Non-DEIS	DEIS	DEIS
Participants x 20 Teachers	<i>x 5 Teachers</i> U1 – 9 yrs U2 – 16 yrs U3 – 30 yrs U4 – 16 yrs U5 – 2 yrs	<i>x 2 Teachers</i> V1 – 6 yrs V2 – 3 yrs	<i>x 7 Teachers</i> W1 – 1 yr W2 – 30 yrs W3 – 35 yrs W4 – 10 yrs W5 – 10 yrs W6 – 10 yrs W7 – 1 yr	<i>x 4 Teachers</i> X1 – 34 yrs Y1 – 11 yrs XY2 – 13 yrs XY3 – 1 yr	<i>x 2 Teachers</i> Z1 – 2 yrs Z2 – 9 yrs
x 130 Pupils Junior Infants (JI) Senior Infants (SI)	<i>x 16 Pupils</i> JI U-Class CU1 – CU16 25% EAL	<i>x 24 Pupils</i> JI V-Class CV1 – CV24 50% EAL	<i>x 19 Pupils</i> JI W-Class CW1 – CW19 25% EAL	<i>x 52 Pupils</i> JI/SI X-Class & Y-Class CX1 – CX27 CY1 – CY25 50% EAL	<i>x 19 Pupils</i> JI Z-Class CZ1 – CZ19 90% EAL

Where five Boards of Management gave Informed Consent (IC), the researcher gained access to mainstream class teachers, support colleagues, pupils and pupils' parents. School staff completed ICs while parents gave permission for their children to be invited to assent to programme participation. All children completed a child-friendly form which had both text and pictorial clues of TaTIS processes. They coloured happy / sad faces to indicate their preferences for participation and data collection methods.

3.7.3.2. Professional development.

The PD for TaTIS delivery consisted of a specially designed 20-hour mentoring programme within a sociocultural framework (Eun, 2008; Kram, 1983; Vygotsky, 1978), which comprised mainly of workshops, recommended readings, reflective activities, and ongoing researcher-teacher consultation (appendix C). The workshops were facilitated by the researcher in each school site and enabled PDDs among collaborating teachers to further explore academic content and its implications for practice. Explicit questions scaffolded the PDDs, namely; teacher experiences with PD content to-date and new learning from PD for future practice. The following figure highlights the content explored during each PD workshop. The researcher provided notes in the form of handouts with each PowerPoint presentation (sample in appendix Q).

Figure 3.18. *Professional Development Workshops*



The researcher also provided three recommended readings for participant teachers; two research articles which explored the value of dialogic reading and OLD for young ELLs (Dockrell et al., 2010; Lever & Sénéchal, 2011); and one handbook for programme delivery (pilot study output – appendix D).

3.7.3.3. Programme delivery.

TaTIS commenced on staggered dates in each school (see table below), as the researcher needed to spread the independent facilitation of PD on each of the five school sites across several weeks.

Table 3.13. *Programme Delivery Calendar*

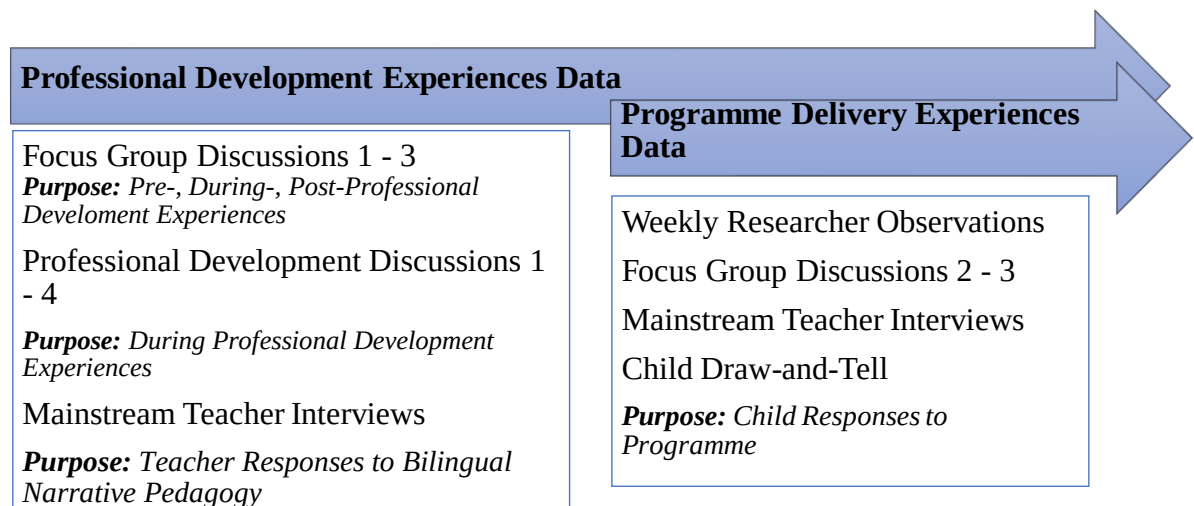
	Tell-a-Tale		Inis Scéal	
	<i>Started</i>	<i>Finished</i>	<i>Started</i>	<i>Finished</i>
U-Class	26.04.21	04.06.21	04.05.21	11.06.21
V-Class	04.05.21	11.06.21	10.05.21	18.06.21
W-Class	10.05.21	18.06.21	17.05.21	25.06.21
X-Class	11.05.21	18.06.21	17.05.21	25.06.21
Y-Class	11.05.21	18.06.21	17.05.21	25.06.21
Z-Class	12.05.21	18.06.21	17.05.21	25.06.21

Programme delivery in the main study followed the same trajectory as that signposted in the pilot study, with some programme components either retained, refined, or removed from this iteration based on pilot outcomes.

3.7.3.4. Data collection procedures.

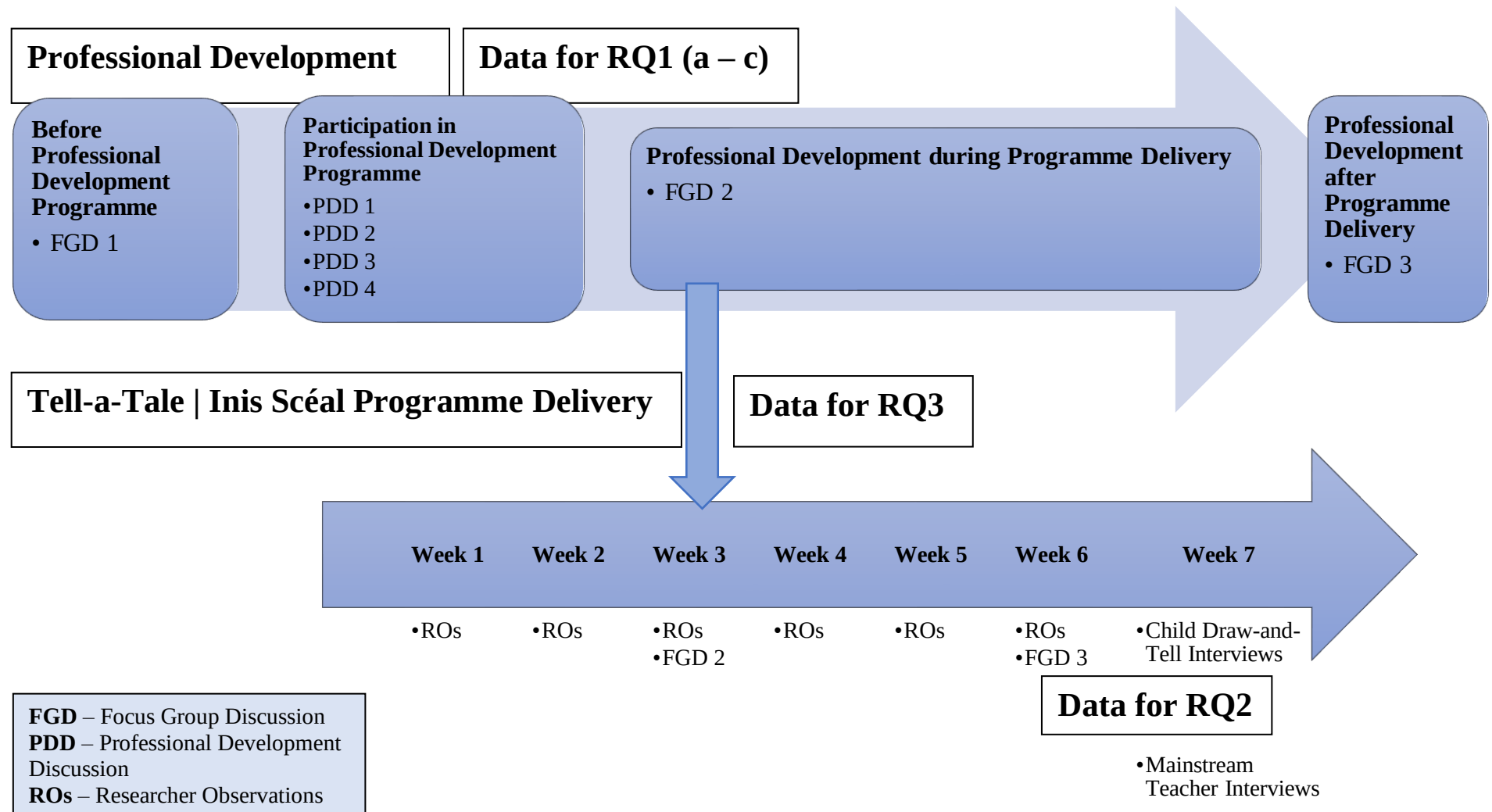
Data measures and their purposes are signposted below. Mainstream and support teachers' PD experiences were captured through FGDs and PDDs, while mainstream teachers' BNP experiences were collated using one semi-structured interview post-programme delivery. Child responses to the programme were determined through ROs, FGDs, one semi-structured interview and child draw-and-tell interviews. The researcher established a schedule for data collection from April – June 2021 and a corresponding checklist to ensure that all necessary data was gathered in all five participant settings (see full details for schedule replication in appendix R).

Figure 3.19. *Phase Three Data Collection Measures*



The next figure depicts the data relative to each RQ and provides an overview of the data collection timeline for each participant school setting.

Figure 3.20. *Phase Three Data Collection Timeline*



3.7.4. Phase Four – Thematic Analysis

Qualitative data analysis is ongoing throughout the entirety of a research project (Basit, 2003; Mertens, 2015). For novice researchers, qualitative research requires time and patience (Kalman, 2019; Maguire & Delahunt, 2017). It poses difficult scenarios to overcome (Kalman, 2019), and as such, clear processes of analysis are necessary to document the time, perseverance and responses to such arising difficulties. However, researchers caution that qualitative discussions have omitted detailed descriptions of data analysis methods (Roberts et al., 2019), posing concerns for the researcher of this study for qualitative data collection and analysis, and necessitating a robust framework for establishing key findings. The work of Braun and Clarke (2006) is widely cited in educational research, and has been instrumental in defining, guiding, and strengthening the processes involved in thematically analysing this study data.

3.7.4.1. Justification.

Thematic Analysis (TA) is the process of identifying patterns or themes within qualitative data. Braun and Clarke (2006) recommend TA for novice researchers as *“it provides core skills that will be useful for conducting many other kinds of analysis”* (p.78). TA is a method, rather than a methodology (ibid; Clarke & Braun, 2013), so unlike many qualitative methodologies, it is not tied to a particular epistemological or theoretical perspective. The pragmatic researcher employs *“whatever works”* (Fraenkel et al., 2012, p. 559) and thus chose TA for this study, as its methodical flexibility enabled its application across three focal points of inquiry herein. Furthermore, the researcher rationalised TA by its application in other similar research, including studies determining qualitative outcomes of bilingual programme delivery in four primary schools in Colombia (Lochmiller et al., 2016); establishing stakeholder views of bilingualism (Debski, 2018); and examining exemplary teaching practices in early childhood classrooms with dual-language learners (Baker, 2019).

3.7.4.2. Steps.

Though a popular technique, TA of qualitative data requires precise, consistent and exhaustive administration to ensure data trustworthiness and credibility (Nowell et al., 2017). Therefore, the six steps proposed by Braun and Clarke (2006) for TA are recorded, systematised, and disclosed below to establish how this study generated its findings.

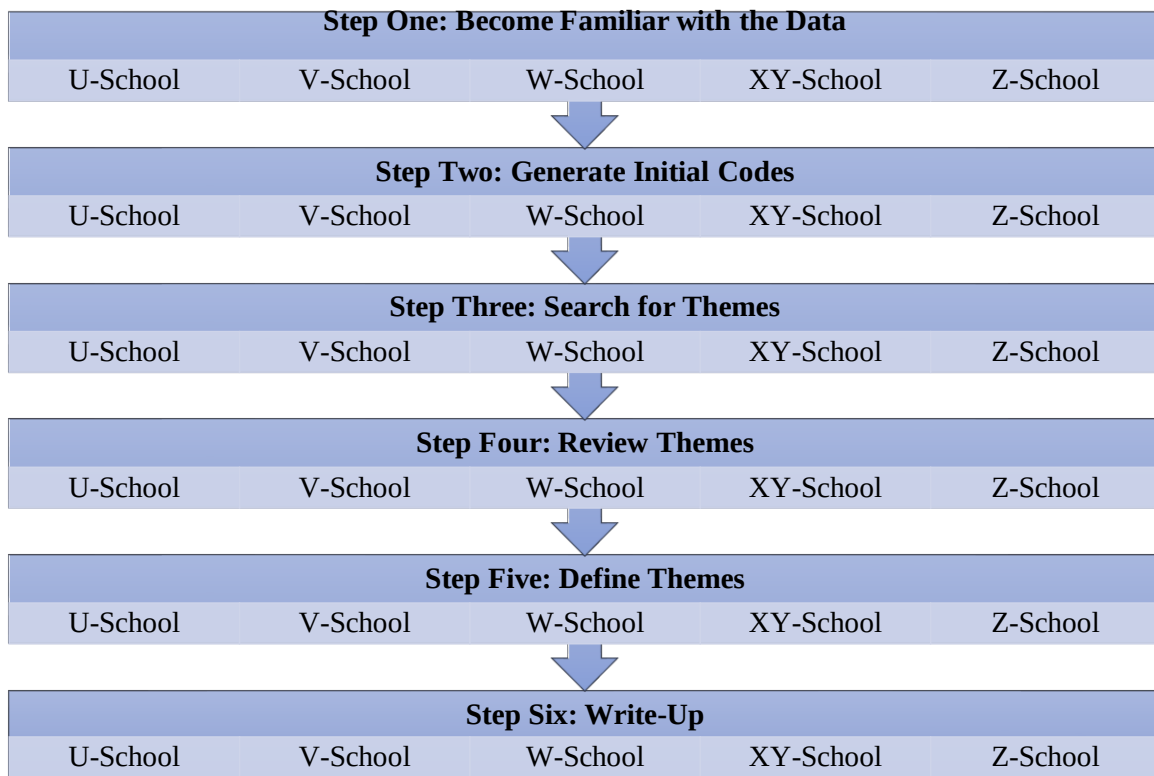
Thematic analysts are advised to (i) Become familiar with the data, (ii) Generate initial codes, (iii) Search for themes, (iv) Review themes, (v) Define themes, and (vi) Write-up (ibid). However, these six stages were peppered with eight distinct phases of analysis (see table 3.14.) to ensure that a saturation point was reached. Saturation represents a “*convincing concept*” (O’Reilly & Parker, 2013, p. 194) of generated themes so that no new information is unearthed in the analysis process. Thus, data was first analysed on a semantic level, checking participant commentary for ‘*surface meaning*’, and then on a latent level, where ideas, assumptions, and ideologies were identified and examined according to existing literature (Braun & Clarke, 2006).

Both manual and electronic tools are valuable qualitative data management and analysis to maximise the advantages of each (Welsh, 2002). Manual tools for analysis enable novice researchers to become proficient with analysis and to then parallel such proficiency in digital software analysis (MacMillan & Koenig, 2004). Nonetheless, where large data volumes prevail, manual tools for analysis become less reliable and more time-consuming to administer (Basit, 2003). Conversely, an electronic data management software package, like NVivo, is advantageous because it offers flexibility with data categorisation, improves the quality of results, and reduces the time and effort that are required for manual data analysis (Alam, 2020). Additionally, NVivo enables the user to identify trends so that information can be cross-examined to uncover the most important and relevant themes for a focussed conclusion (Davis & Meyer, 2009). However, the lack of flexibility and accuracy during simple coding while using NVivo and the constant possibility of data loss due to either laptop or electrical malfunction is critiqued (ibid). Considering such literature, the researcher first engaged with manual analysis of one FGD to acquire and develop important skills for the rigorous application of TA. This involved reading a hard-copy transcript, using highlighters and sticky notes to code data, generate and consolidate preliminary themes, and depict an overview of one participant school’s response to RQ1. Having gained confidence with the manual process and application of TA, and having engaged with DCU training for the use of NVivo in June 2020, the researcher then used NVivo. Thus, electronic copies of transcripts were imported into NVivo (samples in appendix S) to ensure systematic data management with a full understanding of the processes therein. Ongoing support was offered by the NVivo training provider where certain training aspects required further revision. Appendix T

illustrates the initial manual and digital processes of analysis following the six steps hereafter, thereby supporting analysis replication for future iterations of this study. The researcher began this analysis in July 2021 and concluded in February 2022.

Step One: Braun and Clarke (2006) first propose data immersion to enable content familiarisation prior to analysis. Having independently gathered and transcribed the data, the researcher interacted with it from the outset, which confirms the ‘ongoing’ nature of qualitative research (Basis, 2003; Mertens, 2015). All manual data was stored in a locked cabinet, while all electronic data was stored on a password encrypted laptop. Files were imported from that laptop to the NVivo software, commencing data organisation and collation for immersion, which “*usually involves repeated reading of the data, and reading the data in an active way – searching for meanings, patterns and so on*” (Braun & Clarke, 2006, p. 16). Careful data reading and listening on NVivo ensured transcript accuracy and detected preliminarily semantic meaning and patterns. The researcher took notes, listing key words during data familiarisation and used these to inform initial code generation (inputted as ‘nodes’ on NVivo) during step two of TA. As this was a Multiple Embedded Case Study (MECS), each data source was analysed separately according to their setting and recurring themes were merged during step six which contributed generalisable data across some or all participant settings (see appendix U for multiple case code comparison).

Figure 3.21. *Thematic Analysis Approach to Multiple Embedded Cases*



Step Two: Initial codes were produced. Codes are “*the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding the phenomenon*” (Boyatzis, 1998, p. 63). Any data of interest should be coded (Braun & Clarke, 2006). Thus, open coding ensued (ibid; Lincoln and Guba, 1985). This stage was crucial because data in their “... *raw form do not speak for themselves. The messages stay hidden and need careful teasing out*” (Robson, 2011, p. 408). Each open code received a definition so that data could be unravelled into non-hierarchical codes (Maykut & Morehouse, 1994), demonstrating open coding process rigour (Morse et al., 2002). The researcher wrote notes about initial data concepts, thoughts and responses during ‘line-by-line’ coding (Bryman, 2016). This was a fluid analysis phase, which enabled code application, comparison, modification, and generation, adhering to Braun and Clarke (2006) by:

- a) Coding all potential themes/ patterns,
- b) Contextualising codes with descriptions, and,
- c) Using individual data extracts to code once, twice or multiple times where applicable.

Having generated initial codes, the analysis process reached a halfway point between

codes and themes, thereby signposting progression towards phase three.

Step Three: This phase refocused the analysis from identifying codes to establishing themes based on those codes as clusters (Braun & Clarke, 2006). Codes were reassembled under broad themes, sub-themes, and miscellaneous themes. Theoretical understandings from the literature enabled both inductive and deductive TA. At this point, there was “*a sense of the significance of individual themes*” (ibid, p. 20), though such themes were subject to further combination, refinement, separation, and omission, leading to step four of TA.

Step Four: Reviewing themes is an important process to refine, confirm or re-shape existing categories (Braun & Clarke, 2006). All codes generated during step three were re-read to determine whether the data supported its assigned theme. Two levels are proposed during this phase: (i) check themes in relation to coded extracts, and (ii) check themes in relation to entire data set (ibid). While most coded extracts remained within their originally assigned category, some were relocated to new themes or sub-themes. This provided a more succinct and logical overview of emerging findings. All themes and sub-themes, either old or new, were labelled and defined according to this review outcome.

Step Five: Concise naming and clear definition of themes were crucial to further consolidate the generated themes (Braun & Clarke, 2006). The researcher sought to “*conduct and write a detailed analysis*” (ibid, p. 22) to establish how each theme contributed to the wider study picture (i.e., philosophical, theoretical and empirical understandings), and in particular, the RQs. Thus, a thematic framework and brief analytical memos (phase seven) followed in tandem with the literature reviewed and the study inquiry foci. The researcher referred to a detailed illustration of a thematic framework and accompanying analytical memo (Maguire & Delahunt, 2017, p. 11) and proceeded to replicate that approach during step five. The memos were particularly helpful for the clarification of each theme, sub-theme and code. However, theme assessment and validation remained a key additional process during this phase (see table 3.14.). Thus, reading direct quotations verified whether the raw data within each theme, sub-theme and code were correctly allocated and representative examples of the category

therein. Consultation with the supervisory panel for inter-rater reliability also assisted with this phase application using the NVivo software. Member checking, a “*crucial technique for establishing credibility*,” occurred post-thematic generation to enable participants to either confirm or challenge those themes to further triangulate the findings (Lincoln & Guba, 1985, p. 314). The researcher consulted with phase three participant teachers via e-mail to gather their thoughts on the analysis outcomes. Five participants from three school settings responded to indicate that the findings ‘*look good to [them]*’ and ‘*certainly reflect [their] perceptions and experiences*’. No participant teacher challenged or queried any outcome. Thus, credibility regarding participant teacher experiences was confirmed. However, a limitation remains regarding consultation with participant children about their experiences of TaTIS. Almost eight months had passed since child participation in the study by the time this data was fully analysed and ready for consultation. Participant children had progressed into the next class level, with some dispersed across multiple settings within their respective schools. Additionally, COVID-19 continued to challenge the possibility of external school visitors between January and March 2022, which was reflected in the delayed School Placements for student teachers in ITE consistent with national safety measures to control the spread of the virus (DES, 2021). This is not only a limitation of this study, but of research in general, as limited studies specifically refer to member checking with young research participants (Simpson & Quigley, 2016).

Step Six: The final stage of TA culminated in the form of an analytical report, which might be a journal article or dissertation (Maguire & Delahunt, 2017). Braun and Clarke (2006) propose that this “*analytic narrative needs to go beyond description of the data, and make an argument in relation to the research question*” (p. 23). Therefore, the practical application in NVivo includes final synthesis of analytical memos (phase eight) to capture the most salient extracts to accompany thematic discussion, critique and contribution. A scholarly report ensued in the form of a ‘Findings and Discussion’ account which is presented in the next chapter.

Table 3.14. below recaps the eight components of analysis, which were detailed during NVivo Training (DCU, 2020), and applied consistently with the TA method throughout this analysis process (Braun & Clarke, 2006).

Table 3.14. Stages of Thematic Analysis

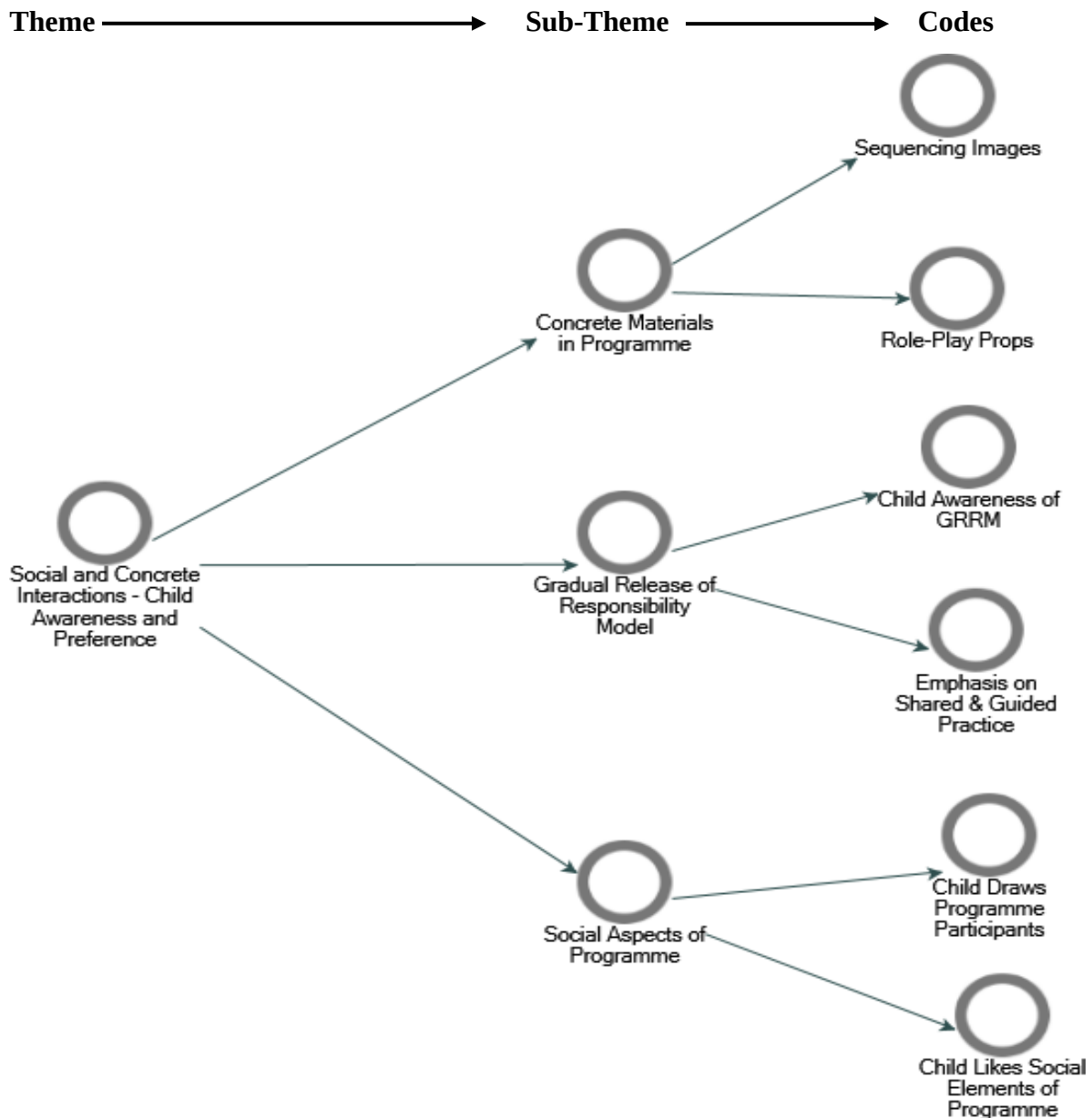
Analytical Process Steps (Braun & Clarke, 2006)	Braun and Clarke Practical Application in NVivo	Strategic Objective	Iterative process throughout analysis
1. <u>Familiarizing yourself with the data</u>	Phase 1: Listen and re-listening to data, transcribing data, reading and re-reading the data, noting down initial ideas, importing data into NVivo	Data Management <i>(Open and hierarchal coding traditionally and through NVIVO)</i>	Assigning data to refined concepts to portray meaning
2. <u>Generating initial codes</u>	Phase 2: Open Coding – Coding interesting features of the data in a systematic fashion across the entire data set, collecting data relevant to each code (NVivo to ensure data saturation)		 Refining and distilling more abstract concepts
3. <u>Searching for themes</u>	Phase 3: Categorisation of Codes – Collating codes into potential themes, gathering all data relevant to each potential theme		
4. <u>Reviewing themes</u>	Phase 4: 'Coding on' – Checking if the themes work in relation to the coded	<i>(Reordering, 'coding on' and annotating through NVIVO)</i>	Assigning data to themes / concepts to portray meaning
5. <u>Defining and naming themes</u>	Phase 5: Data Reduction – Refine the specifics of each theme by ongoing analysis, generating clear definitions and names for each theme Phase 6: Generating Analytical Memos		 Assigning meaning
6. <u>Producing the report</u>	Phase 7: Testing and validating all themes , merging of all QL findings Phase 8: Synthesising Analytical Memos. The final opportunity for analysis of QL findings, selection of vivid, compelling extract examples & write up stage	Explanatory Accounts <i>(Extrapolating deeper meaning, drafting summary statements and analytical memos through NVIVO)</i>	 Generating themes and concepts

(Adapted from notes provided during NVivo Training, 2020)

3.7.4.3. Exemplar.

The following figure depicts how the researcher generated an overarching theme for sub-themes, and how such sub-themes were representative of smaller codes of meaning.

Figure 3.22. *Thematic Framework Example*



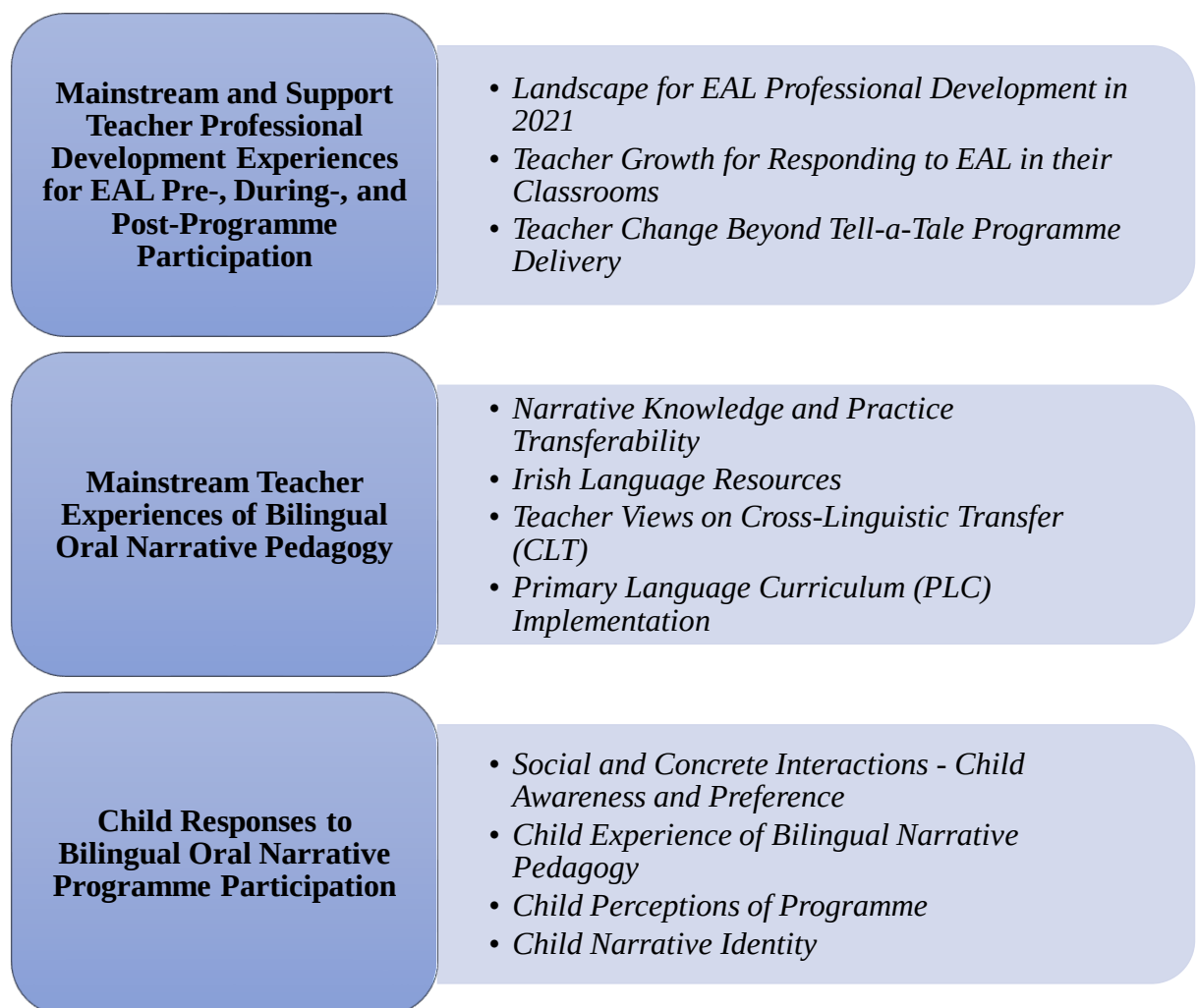
The researcher reflected on key questions when reviewing such thematic frameworks. As posed by Maguire and Delahunt (2017), responses were written regarding the theme's content, how sub-themes interacted with and related to the main theme, and how the main theme related to other main themes. The themes were also compared to the RQ to

determine their importance in responding to the focus of inquiry. See appendix V for the codebook exemplar for RQ2.

3.7.4.4. Output.

The main themes and sub-themes according to the three RQs posed in this study are discussed, critiqued, and highlighted in the next chapter. For output illustration purposes, the researcher generated the following major themes through TA in response to each RQ:

Figure 3.23. *Themes Generation*



Each theme is accompanied by a series of sub-themes which are evidenced in table 4.1. in the next chapter. As such, TaTIS programme evaluation within a ToC framework (Weiss, 1995) is documented thereafter.

3.7.5. Phase Five – Report

The report represented the fifth and final phase of this research procedure. Its product is witnessed in chapters four and five of this thesis. The researcher collated these findings and recommendations between February 2022 and May 2022.

3.7.5.1. Discussion.

Consistent with Braun and Clarke (2006), the researcher produced a report of thematic findings, establishing their relationship to existing knowledge and carving out their unique contribution on the topics of teacher PD for EAL in Ireland, teacher BNP experiences and child responses to TaTIS participation. Chapter four illustrates these outcomes.

3.7.5.2. Recommendations.

Academic research outcomes require appropriate and timely dissemination to maximise their potential for making a difference for stakeholders (Fernández-Peña et al., 2008). Thus, recommendations are made for policy, practice, and future research in chapter five. It is envisaged that research articles and presentations will follow to ensure conscientious dissemination of study outcomes for the betterment of teacher PD, BNP, and child schooling experiences. Chapter five captures these considerations.

3.8. Objectivity, Validity and Reliability

Experts in CS research propose three major strategies to improve the quality of qualitative research, namely: objectivity, validity and reliability (Yin, 2009). Objectivity is essential in qualitative research, fostering an impartial and neutral researcher for data analysis (Lessard et al., 2009). Social studies research validity spans across four areas (Yin, 2009), namely construct, internal, and external validity (reliability). Internal validity is more common in experimental research, accounting for the trustworthy cause-and-effect relationship between a treatment and outcome (Creswell & Creswell, 2018). While this would be relevant to a future quantitative iteration of TaTIS, it does not apply to the qualitative focus of inquiry herein. The concepts of objectivity, construct validity, external validity and reliability are now explored to depict how they informed this study.

3.8.1. Objectivity

Objectivity in qualitative research assures impartiality and neutrality in interacting with emergent study data (Lessard et al., 2009). An objective person, method or result is both trustworthy and reliable (Douglas, 2004), yet academic literature remains wide-reaching in defining and categorising objectivity in research studies (Jukola, 2017). Douglas (2004) cautions that the term ‘objective’ can be interpreted in seven ways.

Table 3.15. *Objectivity Types*

Objectivity Type	<i>A result is objective if:</i>
Manipulable	<i>results are robust and can be used in new experimental contexts</i>
Convergent	<i>results can be reached by using different methods</i>
Detached	<i>results have not let values replace evidence</i>
Value-Free	<i>results have not let non-epistemic values influence the internal stages of research at all</i>
Value-Neutral	<i>outcomes have been reached in a process in which different sets of values have been considered</i>
Concordant	<i>a group of individuals agrees on it</i>
Interactive	<i>it has been reached in a critical discussion between the members of a group that satisfies certain criteria</i>

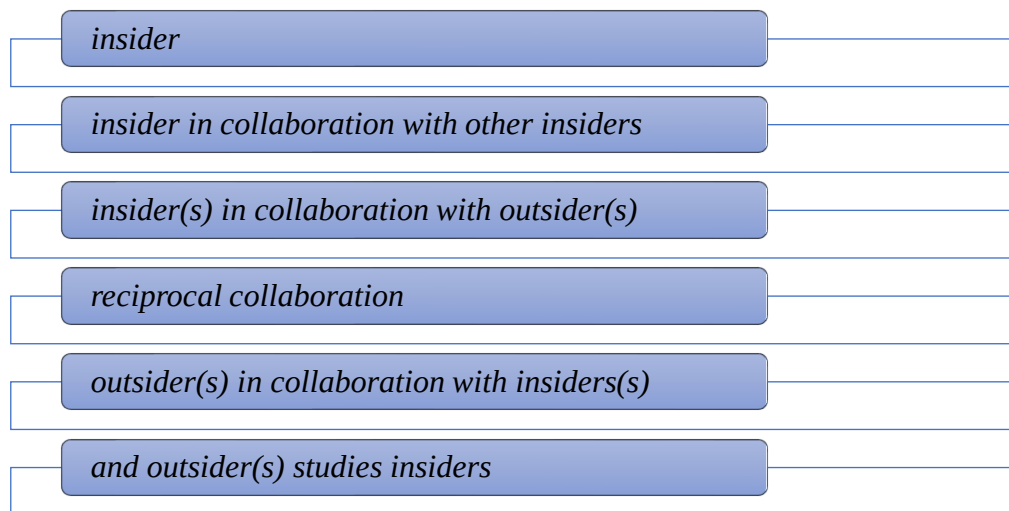
The researcher identified strongly with both detached objectivity and concordant objectivity for this study. Firstly, despite having strong values in the areas of inclusion and equity (Ainscow, 2020), the results of TA were not replaced by such values, but rather generated for later comparison to such values. Secondly, concordant objectivity was partially achieved through study findings circulation for teacher comment or further review. Those who replied agreed that those outcomes were representative of their experiences and their child-observations, thus enabling a group of individuals to agree on the results. In general, objectivity requires a keen understanding, and representation, of positionality and transparency within CS research, so both are discussed further hereafter.

3.8.1.1. Positionality.

Positionality “reflects the position that the researcher has chosen to adopt within a given research study” (Savin-Baden & Major, 2013, p. 71). Earlier sections of this chapter

signposted the pragmatic paradigmatic positioning of this study. Nonetheless, determining researcher positionality involves contemplating who the researcher is in relation to the participants and the study setting (Herr & Anderson, 2014), which warrants further attention here. A continuum of positionality is proposed with six categories between the outer points of insider and outsider.

Figure 3.24. *Positionality Continuum*



The researcher in this study started out as a teacher, became a teacher-researcher while working in mainstream and support classrooms, and assumed a full-time researcher role during a PhD scholarship. This demonstrates a continuum of both insider and outsider career experiences. Having taught in a linguistically diverse urban school for five years, the researcher gleaned valuable insights as an ‘insider’ regarding school-life practicalities and teachers’ lived experiences. During that time, the researcher engaged with a taught masters, completing two small-scale Action Research projects, with a focus on enhancing practice to support ELLs in that school. The latter included two teaching colleagues, thereby positioning the researcher as an ‘insider in collaboration with other insiders’. Thus continued the researcher’s insider knowledge, though also bridging theory and practice, in a linguistically diverse classroom. Having been awarded a full-time PhD scholarship to widen the scope of such research, the researcher engaged with schools to deliver a bilingual oral narrative programme. Consequently, the researcher operated as an outsider with insider knowledge and practice. Defined broadly, this study focuses on establishing participants’ PD experiences and programme participation experiences,

thereby positioning the researcher as an ‘outsider [that] studies insiders’. Despite such clarity of positionality as an ‘outsider [that] studies insiders’ the researcher grappled with the fluidity of the aforementioned positionality continuum, identifying potential for subjectivity due to former experiences as an ‘insider’ and as an ‘insider in collaboration with other insiders’. As such, researcher reflexivity and participant objectivation were important to support study objectivity.

Researcher reflexivity requires sensitivity to one’s cultural, political, and social context (Bryman, 2016), as one’s individual ethics, integrity, social values and competency influence the research process (Bourke, 2014). The processes of reflexivity, and more specifically, self-reflection, are both “*a necessary prerequisite and an ongoing process ... to identify, construct, critique, and articulate positionality*” (Holmes & Darwin, 2020, p. 2). The researcher’s prior ‘insider’ experience yielded potential for prejudice and bias during data collection, exemplifying the key role of researcher reflexivity within this study. In line with recommendations from Lessard and colleagues (2009) and Merriam (2007), the researcher adopted three reflexive strategies; a research journal; reflective conversations with supervisory panel; and discussions with critical friends from the cohort of postgraduate research students. A research journal captured researcher decision-making processes regarding the rationale and justification for specific research design, measures and analysis (Lessard et al., 2009), thus charting ongoing attempts at reflexive research processes. Additionally, informal discussions with research supervisors and critical friends (Merriam, 2007) identified assumptions that may have prevailed prior to engaging with study participants, during the data collection process, and during the data analysis phase, and thus illustrated how data interpretation might be affected by such assumptions. As such, the researcher reviewed the data with conscientious self-awareness and criticality, conscious of the prevailing limitations therein (signposted in section 3.10).

Participant objectivation supports continued objectivity in the qualitative research process (Lessard et al., 2009). Thus, each main study participant was assigned a pseudonym at two time points during engagement with this research; data collection and data analysis. As such, each participant first received a pseudonym that entailed a letter and number corresponding to each school site during data collection, thus commencing

the participant objectivation process. However, mentoring by its very nature fosters relationships between a mentor and their mentees (Ayoobzadeh & Boies, 2020; Jyoti & Sharma, 2015), resulting in potential bias towards specific comments as they arose during the analysis phases. Therefore, as the researcher struggled to remain objective, new pseudonyms were assigned, which assisted greatly with data analysis reflexivity. This ensured that the researcher reviewed the commentary without being influenced by the relationship fostered with each participant.

3.8.1.2. Credibility.

Qualitative researchers have begun to focus on transparency and replicability (Aguinis & Solarino, 2019). This includes a desire for transparency criteria and the extent to which transparency is necessary for three different replication types (ibid, p. 1292):

- a) *exact replication* (same population and the same procedures),
- b) *empirical replication* (same procedures but a different population), and,
- c) *conceptual replication* (same population but different procedures).

Lessard and colleagues (2009) propose a series of steps to achieve transparency in qualitative research:

- Clear outline of CS protocol describing methods/ procedures in detail (section 3.7.)
- CS database to include notes, documents, programme materials etc. (appendices)
- Chain of evidence to include questions (section 3.4.), evidence (Chapter Four) and conclusion (Chapter Five)

Thus, transparency in this CS process enables future researchers to engage with exact, empirical, or conceptual study replication.

3.8.2. Validity

Field (2018) asserts that research finding validity is supported by using an instrument that measures the intended outcome and by clearly depicting the steps involved in the research procedure. Validity is achieved with incremental and interactive verification strategies that ensure rigour within the process of research (Morse et al., 2002). This study considered construct validity and external validity (generalisability), as both affected the verification strategies adopted (Yin, 2009).

3.8.2.1. Construct validity.

Construct validity is dependent on the researcher's theoretical views and study conceptualisation so that appropriate measures are used to address the RQs (Howitt & Cramer, 2020). Such views and concepts were clearly established and outlined in chapters one and two, with an extensive search of both theoretical and empirical literature in OLD, narrative language programmes and teacher PD. Knowledge that arose from such a review informed initial FGD, interview and draw-and-tell question schedules for the pilot study. As such, research measure appropriateness was determined during phase two of this research (see section 3.7.2.) to ensure their feasibility (Hassan et al., 2006) and to resolve any design issues (Fraenkel et al., 2012). More specific to CS research, there are frequent criticisms that CS fails to *“develop a sufficiently operational set of measures, and that ‘subjective’ judgements are used to collect the data”* (Yin, 2009, p. 41). Thus, resurfaces the importance of transparency with creating and using data measures, further strengthening the value of piloting the research measures during phase two. Full details of necessary data collection tool tweaks are charted in tables 3.8. and 3.9. and main study data collection tools are documented in appendices E – I.

3.8.2.2. External validity.

External validity, or generalisability (Yin, 2009), represents the extent to which findings in one study can be applied to another (Gall et al., 2006). Mertens (2015) asserts that where similar findings are observed elsewhere, those results are externally valid, or generalisable. This study reported recurring themes across multiple settings regarding teacher PD for EAL pre-, during-, and post-programme engagement, mainstream teachers' BNP experiences and children's responses to TaTIS participation. Thus, transferable findings were identified and shared to contribute to externally valid outcomes. However, Creswell (2012) cautions that the entire study must be replicated in multiple new settings to further build on the generalisability of any claims. Therefore, this project restricts claims about groups to which the thematic outcomes cannot be generalized according to varying school attributes that do not relate to those in this study. As such, there remains a limitation with the external validity of findings within this study (see section 3.10. for full account of limitations).

3.8.3. Reliability

The consistency and repeatability of a research instrument across different situations dictates its level of reliability (Creswell & Creswell, 2018; Field, 2018). The researcher attempted to support research reliability through personal upskilling; inter-rater reliability strategies; and fidelity of programme delivery.

Merriam (2007) emphasises the key role of training and practice for the human instrument to become more reliable. As such, the researcher engaged with Graduate Training Elements in DCU to ‘train’ for data collection and analysis processes. Thereafter, the researcher used a pilot study (Fraenkel et al., 2012; Hassan et al., 2006) as a platform for research practice, thereby adhering to Merriam’s (2007) recommendations to enrich the reliability of the researcher as a human instrument.

Inter-rater reliability, though an underdiscussed component in qualitative research (Campbell et al., 2013), represents the degree of agreement among independent observers who rate, code or assess the same inquiry subject (Belotto, 2018). To further support research reliability, the researcher consulted with members of the supervisory panel, who offered guidance, opinions and experiences to further consolidate the procedures of design, measures and analysis.

Fidelity of programme delivery by six different groups of teachers, in six different classrooms, in five different schools, posed a significant challenge for study reliability. The researcher consulted with effective implementation research (Durlak, 2015; Lendrum & Humphrey, 2012) to curb this potential downfall, noting the key roles of adherence and competence to achieve programme implementation fidelity (McLeod et al., 2013; Schoenwald et al., 2011). Lee and Choi (2015) recommend the use of a fidelity implementation tool when examining programme fidelity to support its effective delivery, and so the researcher herein invited mainstream teachers to maintain a fidelity of programme delivery record (appendix W) to illustrate ‘adherence’ to programme protocols, a recommended practice. This noted ticks or crosses for days when the programme was or was not delivered, programme delivery duration, and initials of absent children each day. In tandem with these records, the researcher conducted weekly on-site visits to further monitor and support adherence to TaTIS procedures. Programme delivery

records and weekly protocol observations coincide with fidelity-checking practices in previous oral narrative intervention studies (Dale et al., 2018; Dockrell et al., 2010). Teacher competence with programme delivery plays an equally important role in achieving fidelity with implementation. As evidenced in the specially designed PD framework (Appendix C), the researcher as mentor ensured constant support for competent programme delivery pre-, during and post-implementation. In the researcher's absence, all participant teachers had a handbook (Appendix D) which contributed further to their competence with TaTIS delivery. Thus, these strategies for adherence and competence (i.e., fidelity of programme delivery record, weekly visits, mentoring, PD, handbook) contributed to the fidelity of programme implementation herein.

“Humans cannot be assumed always to process information objectively and accurately” (Tuytens et al., 2014, p. 273). Therefore, consistency of researcher observation was another challenge of study reliability, as there was potential observer error and bias towards an assumption of gain, given that the programme under scrutiny was created by the observer. An observation schedule was carefully piloted and crafted, so that it adhered to recommended practice (Patton, 2002) and yielded purposeful data relative to its goal.

3.9. Ethical Considerations

Consistent with recommended practice (Hesse-Biber & Leavy, 2011), ethical issues were anticipated and addressed prior to conducting this research. Anticipation of ethical concerns were informed by a number ethical research writers (Israel & Hay, 2006; Lankshear & Knobel, 2004; McLeod & O'Connor, 2021). Ethical research practice considerations included the importance of a valid research design, participant informed consent, participant confidentiality, minimal risk to participants, avoidance of deception, intrusion, coercion or manipulation, and maintenance of respect for participants (Lankshear & Knobel, 2004). Such ethical factors are echoed by Israel and Hay (2006), who argue that researchers must protect their participants, develop their trust, promote integrity of study, guard against misconduct and address emerging problems efficiently. Such matters were addressed in the application form for DCU's Research Ethics Committee (REC). The REC sought some minor clarifications and satisfied with the

reply, granted approval for study commencement (appendix K). Though phase three of this study remained consistent with ethical procedures adopted during phase two, the effects of COVID-19 and management of associated risks needed to be addressed (see explicit outline of COVID-19 considerations in appendix M) prior to study progression. Thus, an ethical amendment was sought and approved.

The researcher collated documents to ensure accessible, clear and concise Plain Language Statements (PLS) and Informed Consent (IC) for stakeholders, which included Boards of Management, School Staff, Parents and Children (appendix M – N). A trifold brochure was included within the PLS to ensure ease of information accessibility for all stakeholders (appendix M). Qualtrics was used to gather IC via electronic means and the translation function was enabled for all languages of participant parents to maximise study involvement comprehension. The researcher provided both an e-mail and phone number as follow-up support for study participants to clarify aspects of the PLS or IC.

School staff signed IC forms pre-programme engagement. Parents of participant children were asked to consent to their child's participation in writing before children were invited to assent to study participation. The assent forms for children were accompanied by visuals to ensure comprehension of invitation to engage. Children coloured in a happy or sad face to indicate whether they assented to each aspect of the project or not (appendix N). As children were central study participants, the researcher adhered to Ethical Guidelines published by Department of Children and Youth Affairs (DCYA) (2012) and Child Protection Guidelines of DCU (2015a), and also obtained Garda Vetting as per the DCU Policy for Garda Vetting of Students (DCU, 2015b) and the TCI's registration regulations (TCI, 2016). Additionally, the researcher read each school's Child Protection Policy, and noted the Designated Liaison Person (DLP) and deputy DLP, for the event of a child disclosure or a child protection concern. Participant children were asked: "*would you like to draw a picture about TaTIS and tell me about it?*" prior to leaving the classroom to engage in draw-and-tell interviews in an open, visible and ventilated space (either directly beside the principal's/secretary's office or the child's classroom) and the researcher paid close attention to child body language to note any desire to withdraw from the process. Participant confidentiality was ensured by

assigning pseudonyms to each participant school, staff member and child during data collection and report procedures.

Qualitative research components can be challenging due to the unpredictable nature of qualitative data. Observations and semi-structured interviews can be unpredictable in their data output, thereby deeming it impossible to ensure that the IC form articulates all eventualities (Holloway & Wheeler, 2002). Nonetheless, the observation challenge was addressed by consistently asking participants for permission to observe prior to each visit, emphasising the right to withdraw at any stage (Cohen et al., 2013). The unpredictability of semi-structured interviews was framed by an interview schedule that thematically presents discussion topics, setting a parameter for where the discussion may lead. Establishing both measures considered the limitations of the IC form, and practised protocols around avoiding participant intrusion, coercion or manipulation (Lankshear & Knobel, 2004).

Maintaining participant trust and respect is another key ethical consideration (Israel & Hay, 2006; Lankshear & Knobel, 2004), which was addressed by familiarising with the norms of participants' general routines, acknowledging the disruption that collecting data can impose, and providing rewards for participation, so as not to 'use' participants (Creswell & Creswell, 2018). The researcher noted the specific times that TaTIS were taught in each participant site to minimise intrusion at other times and sat in the same place during each visit to enable participants to accustom to the practice of observation from the outset. Finally, staff participation was rewarded through gifting the TaTIS programme for future iterations in each setting, while children received a Certificate of Completion (appendix X).

Ethical issues require increased attention in ever-evolving societal backdrops, and must be extensively anticipated, with provisions established throughout the research process to adhere to ethical recommendations. This project adhered to ethical recommendations posed by DCU, DCYA, the TCI and researchers to enact moral principles and protocols throughout.

3.10. Limitations

The limitations of this study include researcher objectivity (Douglas, 2004; Lessard et al., 2009); study validity and its cross-sectional roots in capturing a ‘snapshot’ in time (Robson & Cartan, 2016); and study reliability (Belotto, 2018; Durlak, 2015; Merriam, 2007).

An initial limitation includes research objectivity (Douglas, 2004; Lessard et al., 2009). Despite the use of a research journal, reflective conversations with supervisory panel, and critical discussions with fellow postgraduate researchers, Miles and colleagues (2020, p. 7) caution that “*what we see and hear in the field can never truly be objective*”, thus discounting the possibility of complete objectivity within this study.

A second limitation relates to study validity, specifically external validity, for two core reasons. Firstly, the qualitative nature of data collected diminishes any claim of generalisability herein, when compared to the generalisable results in quantitative oral narrative studies (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dockrell et al., 2010; Lake & Evangelou, 2019). Secondly, data gathered herein represents a ‘snapshot’ at a specific point in time of teacher PD for EAL, teacher experiences of BNP and children’s responses to TaTIS (Robson & Cartan, 2016). As such, the researcher encourages further research in the future to determine the replicability of processes and outcomes, and indeed, TaTIS research with quantitative methods to explore its potential for generalisability.

The third limitation relates to research reliability regarding fidelity of programme delivery (Durlak, 2015; Lendrum & Humphrey, 2012). For example, weekly researcher visits may not have been representative of programme implementation protocols on the days where the researcher was absent. Video- or audio-recordings may have contributed more convincingly to process fidelity records. Additionally, despite the provision of a handbook to support teacher delivery of TaTIS, it later transpired that some participant teachers struggled to find time for recommended readings, contesting whether teacher competence was supported for programme delivery through such a handbook. Future

research should consider allocating time for recommended readings where the researcher is present to scaffold engagement.

A full account of this study's methodological limitations about programme funding, member checking with children, and lack of quantitative data is presented in chapter five alongside recommendations for addressing these confines in future research on bilingual oral narrative programmes.

3.11. Chapter Summary

This chapter presented the research aims, timeline and questions for three core areas; mainstream and support teachers' PD experiences for EAL pre-, during-, and post-programme engagement; mainstream teachers' BNP experiences; and children's responses to TaTIS participation. It justified the philosophical paradigm of pragmatism from axiological, ontological, epistemological, praxeological and methodological perspectives. A Multiple Embedded Case Study design was deemed appropriate for addressing these inquiries. Research procedures were depicted, documenting TaTIS design, pilot, data collection, thematic analysis and report outputs. Key considerations for objectivity, validity, reliability, ethics, and methodology were then presented. The next chapter discusses the findings from phase three in light of existing literature on each topic.

Chapter Four – Findings and Discussion

4.1. Introduction

This study designed and developed a bilingual oral narrative programme (Tell-a-Tale | Inis Scéal – TaTIS), in response to young English Language Learners' (ELLs) linguistic strengths (Cenoz, 2013; Jaensch, 2013) and English academic language needs (August & Shanahan, 2006; Cummins, 2000; Murphy, 2019). Teacher professional development (PD) for English as an Additional Language (EAL) in Irish primary schools remained insufficient, inadequate and inaccessible at the time of this study (Devine, 2005; Gardiner-Hyland, 2021; Murtagh & Francis, 2012), rationalising PD for participant teachers to deliver TaTIS in their respective settings. Teacher PD experiences pre-, during, and post-programme delivery represent this study's first unique contribution, determining the current landscape for EAL PD in Ireland, potential growth for EAL response in Irish primary schools, and teacher change beyond participation. Additionally, there remains limited international research on bilingual oral narrative programmes (Spencer et al., 2019; Temiz, 2019). Thus, the second unique contribution of this study captures mainstream teachers' experiences of English-Irish Bilingual Narrative Pedagogy (BNP). Though child voice regarding their educational experiences has gained traction (Ardasheva et al., 2016; Butler et al., 2021), there remains a gap in oral narrative intervention literature regarding participant children's experiences of engagement with specially designed oral narrative programmes, representing this study's third unique contribution.

This Multiple Embedded Case Study addressed three research questions (RQs) to make these original contributions to knowledge:

RQ1 – What are participant mainstream and support teachers' professional development experiences:

- d) with English as an Additional Language (EAL) before study participation?
- e) when preparing for Tell-a-Tale delivery?
- f) when delivering Tell-a-Tale?

RQ2 – What are participant mainstream teachers’ experiences of adopting bilingual English-Irish narrative pedagogy in Tell-a-Tale | Inis Scéal?

RQ3 – How do participant children respond to the Tell-a-Tale | Inis Scéal programme?

- Native-English Speakers (NESS) (English – L1/ Irish – L2)
- English Language Learners (ELLs) (English – L2/ Irish – L3)

Qualitative data collection was piloted during phase two, and repeated during phase three, with the corresponding data sources for each RQ finalised below.

Figure 4.1. *Research Questions and Corresponding Data Sources*



Having conducted Thematic Analysis (Braun & Clarke, 2006) on these data sources, prominent thematic findings were generated to include themes and sub-themes relative to each RQ.

Table 4.1. *Thematic Responses to Research Questions One, Two and Three*

Professional Development for EAL Pre-, During, and Post-Programme Delivery	
Theme	Sub-Themes
<i>Landscape for EAL Professional Development in 2021</i>	- Continued Professional Development Shortcomings for Teachers - Professional Development as an Unconscious Necessity - Teachers as Practice-Oriented Professionals
<i>Teacher Growth for Responding to EAL in their Classrooms</i>	- Developing Empathy, Knowledge and Practice for EAL - Mediating Teacher Growth for Responding to EAL - Challenges for Teachers as Agentic Professionals of Knowledge
<i>Teacher Change Beyond Tell-a-Tale Programme Delivery</i>	- Attitudinal Change - Instructional Practice Change
Mainstream Teacher Bilingual Narrative Pedagogy Experiences	
Theme	Sub-Themes
<i>Narrative Knowledge and Practice Transferability</i>	- Disconnected New Learning - Explicitly Related, Implicitly Related and Unrelated Practices
<i>Irish Language Resources</i>	- Existing Irish Language Resources - Teacher Criticality for Irish Language Resources Selection
<i>Teacher Views on Cross-Linguistic Transfer</i>	- Enabling CLT in junior primary classrooms - CLT of English and Irish Languages - Positive Classroom Practice
<i>Primary Language Curriculum Implementation</i>	- Appropriateness of Tell-a-Tale Inis Scéal for Primary Language Curriculum - Lack of Integrated English-Irish Resources - Establishing Meaningful English-Irish Connections - Importance of Prior Knowledge

Children Telling Tales of Programme Participation	
Theme	Sub-Themes
<i>Social and Concrete Interactions – Child Awareness and Preference</i>	• Interactions with Others • Gradual Release of Responsibility Model • Interactions with Materials
<i>Child Experiences of Bilingual Narrative</i>	• Language Awareness • Codeswitching • Traditional Tales in Alternative Languages
<i>Child Perceptions of Programme</i>	• Programme as Enjoyable • Programme as Fun • Programme as Playful
<i>Child Narrative Identity</i>	• Child as Story Maker • Child as Storyteller • Child as Story Reader

These findings and their relation to existing research are discussed further below.

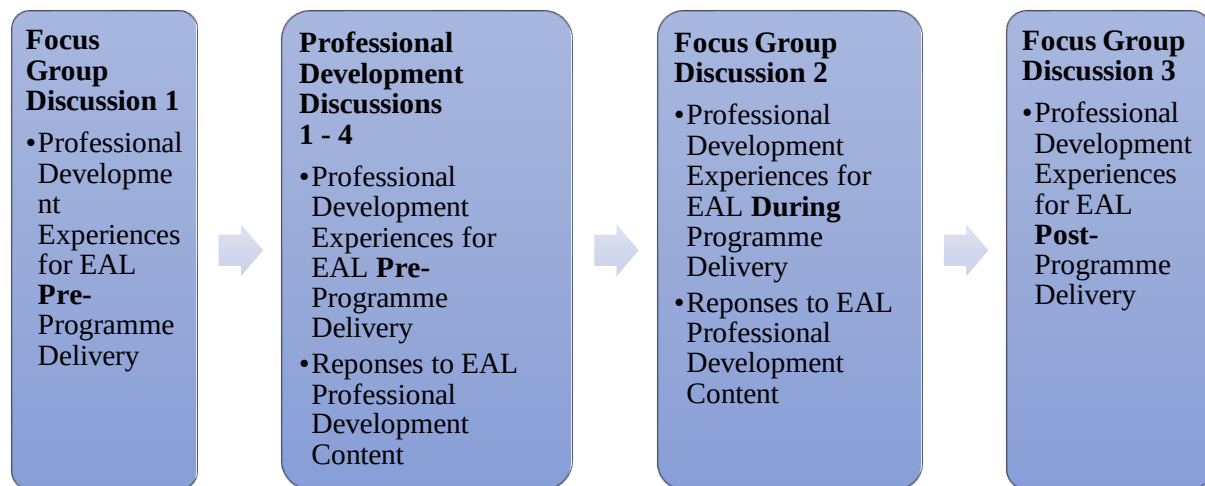
4.2. Professional Development for EAL in Ireland

4.2.1. Introduction

Irish research consistently signposts gaps in the provision of adequate and purposeful professional development (PD) for teachers in linguistically diverse settings (Devine, 2005; Gardiner-Hyland, 2021; Gardiner-Hyland & Burke, 2018; Kitching, 2006; Nowlan, 2008; McGorman & Sugrue, 2007; Skinner, 2010; Travers et al., 2010). Therefore, the first objective of this research was to explore participant mainstream and support teachers' reported experiences of PD for EAL pre-, during, and post-Tell-a-Tale (TaT) delivery. Data sources included:

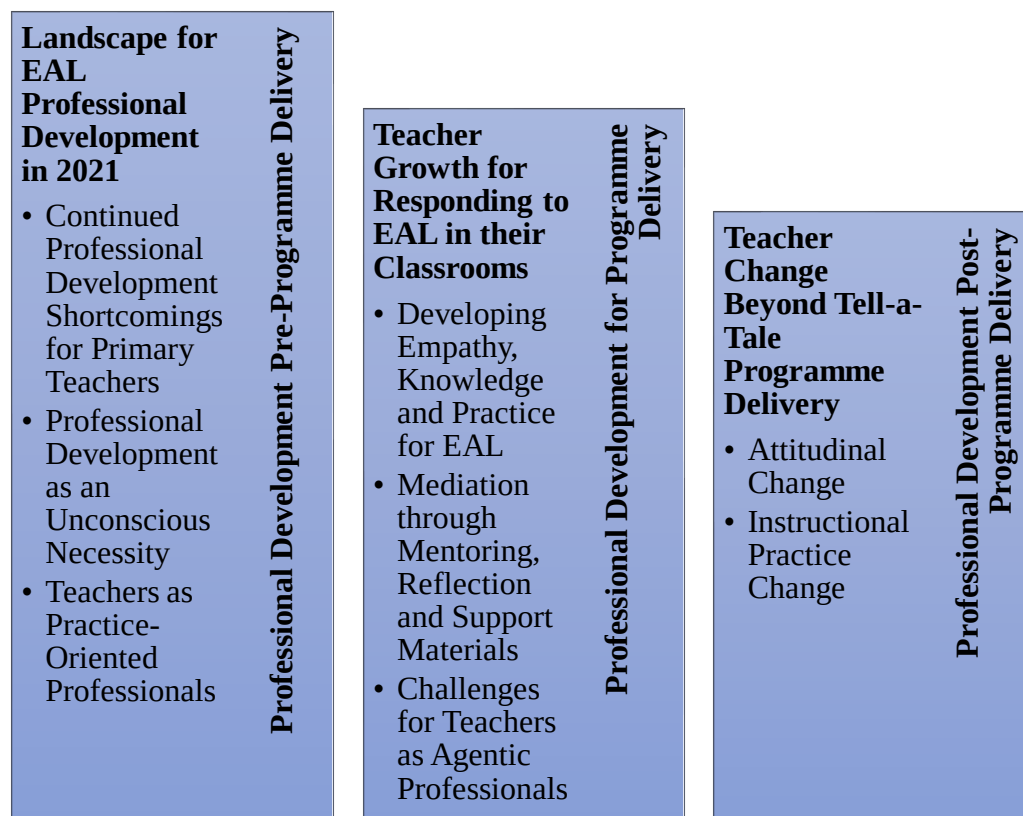
- Focus Group Discussions (FGDs)
- Professional Development Discussions (PDDs)

Figure 4.2. *Professional Development Experiences Data Collection Timeline*



Questions were posed during FGDs and PDDs (appendices E – F) and participant teachers’ answers were audio-recorded, transcribed and thematically analysed (Braun & Clarke, 2006). Three themes were generated regarding participant teachers’ EAL PD experiences.

Figure 4.3. *Thematic Response to Research Question One*



Findings regarding the Irish landscape for EAL PD in 2021, teacher growth for responding to EAL in their classrooms, and teacher change beyond Tell-a-Tale (TaT) programme delivery are discussed hereafter.

4.2.2. Current Landscape for EAL Professional Development in Ireland

This study generated three sub-themes regarding the current landscape for EAL professional development (PD) in Ireland to-date; continued PD shortcomings for primary teachers; PD as an unconscious necessity; and participant teachers as practice-oriented professionals.

4.2.2.1. Continued professional development shortcomings.

Continuing professional development (CPD) is important for teachers. Day (1999, p. 4) ascertains that CPD is:

...the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching... they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues.

Additionally, Desimone (2009) recognises CPD as a central mechanism to teaching and learning transformation. In essence, CPD encompasses ongoing reflection, renewal and change to acquire modern knowledge, skills and empathy for educational settings. Despite CPD importance, this study uncovered limited PD opportunities for teachers of EAL, sources of such limited PD opportunities, shortfalls of current Initial Teacher Education (ITE) programmes, the adoption of agentic practices in support of EAL, and lacking awareness among teachers of updated EAL support materials.

All five settings reported either limited, or indeed no, opportunities to engage with in-service PD for EAL, while four settings reported limited, or no, specialist training for EAL support for their school contexts [U-School; W-School; XY-School; Z-School]. Previous Irish research cautions against the lack of adequate PD opportunities and training for primary teachers to provide support for ELLs (McGorman & Sugrue, 2007; Nowlan, 2008). Despite global recognition that EAL teachers need “*special knowledge and skills*” (Lucas, 2011, p. 6), a significant gap remains for PD opportunities and

training in Irish primary school settings, which might indicate insufficient specialist knowledge and skills for EAL provision. Policymakers in Ireland must address this to ensure that ELLs are supported by knowledgeable and skilled practitioners.

Participant teachers referred to local Education Centres (ECs), collegial support, international teaching experiences, and transferable practices as some EAL PD opportunities. Participant teachers valued local ECs in facilitating afternoon courses and discussion groups in support of EAL [U-School; V-School]. Indeed, collegial support within and across school contexts featured strongly as a form of accessible support [U-School; V-School; W-School; XY-School]. Furthermore, two settings explained the integral role of collegial support and the role of SETs with EAL documentation [V-School; Z-School]. This echoes the work of other Irish researchers, who found that teachers' classroom experience and collegial support were the most prominent supports for EAL teachers (Murtagh & Francis, 2012).

Some participants availed of EAL PD opportunities when working in another jurisdiction (England, Abu Dhabi etc.) [V-School; W-School], while those who had taught primarily in Ireland referred to transferable components from other training i.e., Special Educational Needs (SEN) Diploma [U-School] and collegial training [Z-School]. This shows that teachers with international experience might be more likely to have been exposed to EAL training opportunities than teachers based in Ireland. Other research conducted in Ireland reported a lack of in-service support for EAL (McGorman & Sugrue, 2007; Nowlan, 2008; Skinner, 2010). Over a decade later, this study adds to such findings.

One setting critiqued the limited EAL input from *PLC* training [W-School]. Given that the *PLC* was specially designed to promote language development through transferrable skills across English, Irish and other languages (DES, 2019), this finding raises significant concerns for the dissemination and implementation of new curricula. The Irish primary education system is on the cusp of reform, yet training is at odds with the purpose for which the *PLC* has been developed. Further training for *PLC* implementation must provide Irish primary school teachers with exemplars of practice in support of EAL.

Policymakers are urged to consider the prioritisation and resourcing of support for in-service teachers in Ireland to upskill for EAL in a more strategic and practical way.

Participant teachers criticised limited training for EAL during their ITE [U-School; W-School; Z-School]. More experienced teachers had no concept of EAL in their early career because it was *unheard of* [U-School; W-School]. Two NQTs reported limited EAL-specific input from their ITE (one / two lectures), and alluded to its incorporation in a SEN inclusion module [W-School; Z-School]. While all agreed that ITE was a helpful knowledge source for working with ELLs [V-School; W-School; Z-School], some desired more on this topic [W-School; Z-School]. One participant teacher recalled *Teaching English as a Foreign Language* as an ‘add-on’ during ITE [W-School]. The idea of PD for EAL as an ‘add-on’ within ITE is concerning, as it implies that knowledge and skills to support ELLs are surplus to requirement in teacher training in Ireland. These findings are consistent with Gardiner-Hyland’s (2021) summary of input by ITE providers in Ireland to-date. This study echoes the calls of former Irish research for more pre-service training (McGorman & Sugrue, 2007; Nowlan, 2008; Skinner, 2010). It also questions whether developing skills in support of EAL should be perceived as an ‘add-on’ or as integral practice for NQTs.

Despite the lack of appropriate and adequate professional support at both pre-service and in-service levels in Irish primary education, participant teachers reported agentic practices to address this gap. They described online support via websites (PDST, Twinkl) and via webinars with ECs [U-School; V-School; XY-School]. Previous research in this area identified seminars by ECs, online courses and TEFL qualifications as main sources of support for EAL instruction in Ireland (Murtagh & Francis, 2012).

They also cited research as a form of support [V-School] and confirmed that they had engaged in self-directed research online [XY-School]. Such approaches to support for EAL are not uncommon in the field of English language instruction (Beach, 2017; Bhatt, 2021).

It is promising that despite limited availability of supports, participant teachers had the initiative to proceed independently. However, research cautions that when such agency focuses solely on classroom practice, it is incumbent on policymakers to ensure that support is provided so that teachers can develop their professional vocabulary and theoretical knowledge base to further enrich such agency (Tinn & Ümarik, 2021).

Participant teachers demonstrated some awareness of EAL support materials for their practice, including the *Primary School Assessment Kit* (PSAK) [U-School; W-School; XY-School], *Up and Away* [W-School; XY-School; Z-School], *Cambridge EAL Standards* [Z-School], paid online sources [Z-School] and DES guidelines from 10+ years ago [U-School]. However, teachers criticised the PSAK as insufficient in its provision of background knowledge, lacking support with administration [U-School; W-School], and failing to guide teachers' planning [XY-School], reiterating commentary in another Irish study (Murtagh & Francis, 2012). A lack of regard for, and belief in, the PSAK raises questions about its adoption in participant settings. These findings indicate a lack of awareness of the more up-to-date resources that are available to ELLs' teachers in Ireland. For example, the NCCA published guidance to support the transfer of skills across language in linguistically diverse classrooms (Connaughton-Crean & Ó Duibhir, 2015). Post-Primary Languages Ireland (PPLI) also issued guidelines for primary teachers to support language and languages in the primary school (Little & Kirwan, 2021). However, participants did not cite these documents as support sources. Support document dissemination must be enhanced to ensure that teachers know what supports are there when embracing linguistic diversity in their classrooms.

This study outlines that there are continued PD shortcomings for teachers of ELLs in Ireland today, with limited to no PD opportunities or training for participant teachers. Though collaboration is admirable among teachers and schools via support groups in local ECs, it is insufficient at enabling practitioners to develop the necessary "*special knowledge and skills*" (Lucas, 2011, p. 6) for working with ELLs. ITE course providers are challenged to offer a more detailed and embedded understanding of how best to support ELLs in Irish primary schools. Participant teachers are open to agentic EAL practices, which is commendable, but unsustainable, in a bid to facilitate equitable EAL support across Irish school contexts. Communication channels between policymakers and practitioners must be enhanced to ensure widespread dissemination of research-informed recommendations.

4.2.2.2. Professional development as an unconscious necessity.

PD is essential for change in teachers' practice and student outcomes (Borg, 2018; Desimone, 2009; Guskey, 2002), but what happens in instances where teachers are

unaware of the need for PD to enhance their practice? Though participants did not recognise their need for EAL PD, their responses on matters regarding ELLs indicated the importance of PD intervention. Indicators included their PD priorities, perceptions of ELLs, feelings towards ELLs, and supporting practices for ELLs.

This study discovered that four participant settings were not necessarily '*looking*' for EAL PD [U-School; V-School; XY-School; Z-School]. Teachers had prioritised literacy and numeracy in their elective PD engagement, instead of seeking support for EAL [U-School; V-School]. The lower percentage of ELLs in the school meant that teachers *would have prioritised the general literacy webinars before [they] would attend an EAL webinar* [U3]. The priorities of the infant teacher support group in the local EC mirrored this: *we're always on about phonics, and maths ideas, and I suppose that's something I will bring up ... yeah, EAL* (V1). It is conceivable that national emphasis on literacy and numeracy strategies (DES, 2017c; 2011b) has influenced teacher perceptions of what constitutes important PD.

Participant teachers reported an expectation that the postgraduate SEN diploma should incorporate EAL training [U-School; W-School]. Teachers' conflation of EAL with SEN may be a product of the General Allocation Model of provision in Ireland, which amalgamates EAL and SEN under the remit of a 'Special Education Teacher' (DES, 2017b). Studies have cautioned against the disproportionate placement of ELLs in Special Education, yet a perception of EAL as SEN (Tangen & Spooner-Lane, 2008) continues in this context.

General emphasis on literacy and numeracy PD, coupled with the highly concerning conflation of EAL with SEN, deemed PD for EAL a vital, though unconscious necessity for participant teachers.

Teachers demonstrated conflicting, though mostly limiting, expectations for ELLs. For example, some are surprised when ELLs achieve something (i.e., language learning, class integration, and quick progress) [U-School; W-School] – *that always used to surprise me* (U2). Furthermore, their capability was conveyed in a limited light, with statements like '*easy to occupy them*' (U3) and accounts of mainstream teachers '*drawing the child back*' (V2) by sticking to a programme with no targeted benefits. Teacher Z2 conveys higher expectations for these learners: *I don't want them to always be behind*, yet

in using the words ‘always behind’, the notion of a prevailing deficit for ELLs is thus confirmed. This coincides with the deficit perception of ELLs cited in other literature (Devine, 2011; Lucas et al., 2015). Such views place ELLs at-risk of being perceived as incapable, limiting teacher expectations for their progress, and coupled with culturally and linguistically unresponsive teaching, leading to lower achievement (Zetlin et al., 2011) among this cohort.

Participant teachers reported ELLs as being positively disposed to learning, potentially skewing participants’ ability to identify a lack of PD as a problem for practice. Teachers concurred on ELLs’ openness to learning [U-School; V-School; Z-School], hard work ethic [V-School; XY-School; Z-School] and determination to succeed [U-School; V-School; XY-School]. ELLs openness to learning stemmed from *positive attitude towards learning* (V1), *not afraid* (U2; Z1) to try new things with *very few inhibitions* (Z2). ELLs were described as *eager, enthusiastic* (Z2), *more willing to learn* (V2) and *interested in learning* (Z1), correlating with other research on ELLs’ dispositions (Campbell, 2021). ELLs herein were regarded as *hard working* (V1; V2), with two settings attributing this ethic to their parents, because when *the parents are hard-working, the children are hard-working* (Z1). Teacher X1 concurred that such parents *were more tuned in to homework, and helping their child because they don’t want any gaps in their child’s education*. It is not uncommon to find ELLs working hard in the hope of a better future in new educational settings (ibid; Li & Meng, 2019). Teachers also recognised that ELLs have *a determination to actually learn and succeed* (U4), categorised as being *very motivated* (V2) and acquiring parental *ambition and drive* (Y1). This correlates with a study of adolescent ELLs’ self-perceptions as motivated, active learners (Kim & García, 2014). Therefore, ELLs’ positive disposition towards learning may have hampered teacher consciousness of the importance of PD for their EAL work.

Thus, a primarily deficit perception of ELLs, as unproblematic yet positive learners, revealed an unconscious need for EAL PD.

There were both negative and positive emotional responses to EAL support across all participant settings. Seven teachers with negative feelings towards EAL support deemed their experience *apprehensive* (U2), *daunting* (U2; U4), *lost* (U2; U4), *‘at sea’* (W5), *uncertainty* (U3), *confused* (W4), *hard* (Z2), and *not as confident as I would like to*

be (W3). Devine's study of teacher responses to immigration and ethnic diversity in Ireland identified similar feelings of "*ambiguity and insecurity about what they were doing*" (2005, p. 65), while additional Irish research noted teacher awareness of their "*inadequate level of preparation*" for EAL (Murtagh & Francis, 2012, p. 208). Negative emotions reduce teacher motivation (Sutton & Wheatley, 2003) and damage creativity and flexibility (Saunders, 2013), necessitating PD to address such concerns. Though five teachers reported positive emotional responses to EAL support, experience with EAL appeared to be a key common factor in determining this. Teachers who had experience, either as an ELL, a student teacher in an EAL setting, or an in-service teacher with international EAL experience (V1; W1; W2; Z1), displayed positive emotions towards EAL. Positive teacher emotions are linked to generating more teaching ideas and strategies (Sutton & Wheatley, 2003), a higher-level of self-efficacy and personal responsibility, and a more positive professional identity (Lee et al., 2013). While it is reassuring that some teachers displayed such positive dispositions towards EAL, more did not.

PD for EAL thus becomes an unconscious necessity, as teachers could identify negative emotional experiences with its provision, yet did not 'look' for PD for EAL to address such emotional difficulties.

Four settings reported an emphasis on vocabulary in teaching EAL [U-School; V-School; W-School; XY-School], which is positive given that vocabulary has both communicative and academic functions (Murphy, 2014; Silverman & Hartranft, 2015). Three settings spoke about the need to embrace children's interests and life experiences [U-School; V-School; XY-School], which induces better engagement and learning in the classroom (Tadic, 2019). Two settings sought to create a positive learning environment, ensuring '*appealing*' (U1) and '*exciting*' (U2) learning with the use of games [V-School; W-School], which responds appropriately to *Affective Filter Hypothesis* (Krashen, 1982). Two settings emphasised socialisation activities to support Basic Interpersonal Communication Skills (BICS) for integration [U-School] and for inclusion [W-School], though none mentioned the purposeful development of Cognitive Academic Language Proficiency (CALP) for ELLs (Cummins, 1984), which is linked to school success. PD for EAL thus emerged again as an unconscious necessity.

Participant teachers did not prioritise PD for EAL, opting to upskill in literacy and numeracy, and expecting EAL training within SEN PD models. They had primarily deficit perceptions of children with EAL, yet a contrasting view of such learners deems them positively disposed to education, and therefore unproblematic for teachers. Though teachers who had experience with EAL demonstrated positive emotions, more teachers reported negative feelings towards catering for such learners. While teachers adopted some important strategies for EAL support, the most vital component of academic language support appeared missing in reported practice. These findings demonstrate somewhat negligent views of EAL PD, and as such, this became an unconscious necessity.

4.2.2.3. Teachers as practice-oriented professionals.

Da Ponte (2012) critiques the assumption that teacher knowledge and beliefs drive professional practice, and posits that practice-oriented teacher PD can yield responses to ‘practical problems’ where targeting knowledge and beliefs might be more ‘convenient’ modes of PD. Practice-oriented PD enables teachers to *“try out new ways of work and analyse their consequences, share experiences with other teachers, reflect, and try again in a different way”* (ibid, p. 3). This study identified participant teachers’ prominent desire for teaching strategies, tools and resources for ELLs. To a lesser extent, teachers wanted knowledge and transferable skills across EAL contexts and year groups. As the most prominent motivators for programme participation, these factors contribute convincingly to the concept of participant teachers as practice-oriented professionals.

Interestingly, when asked for their motivation for study involvement, all settings reported a desire for strategies to support ELLs [U-School; V-School; W-School; XY-School; Z-School]. It is striking that there was an emphasis on a practice-oriented incentive rather than a knowledge-oriented incentive, deeming TaTIS as having higher motivational value for participation than the PD process for its delivery. Thus, teachers are practice-oriented professionals, with a keener desire for practical over theoretical learning during PD engagement. Nonetheless, an emphasis on adding to current practice is consistent with supporting a change in teachers’ practice, which is an important step on the teacher PD continuum (Borko, 2004; Desimone, 2009; Guskey, 2002).

Four of five participant settings also cited the need for tools or resources [U-School; W-School; XY-School; Z-School] for the teaching of EAL. They understood that TaTIS provided these. This further proves teachers' practice-oriented motivation for programme engagement, and coincides with previous Irish research that critiqued EAL provision as having insufficient resources (Gardiner-Hyland & Burke, 2018; Murtagh & Francis, 2012; Yoffe, 2011).

Three settings hoped to gain professional knowledge and develop teaching skills for transfer to different year groups and across practice going forward [U-School; W-School; Z-School]. Though teachers alluded to the need for knowledge, they placed equal emphasis on the need for transferable practices, further augmenting their practice-oriented focus. However, these ideals are consistent with important components for teacher PD to incite change, namely change in teachers' practice, and change in pupils' learning outcomes (Borko, 2004; Desimone, 2009; Guskey, 2002).

Participant teachers voiced preference for teaching strategies, resources and transferable skills, which outweigh their desire for knowledge on how to support ELLs in their schools. Therefore, this study posits that teachers are more practice-oriented than knowledge-oriented professionals.

In summary, this theme notes continued PD shortcomings, PD as an unconscious necessity, and teachers as practice-oriented professionals, thereby depicting the current landscape for EAL PD in Ireland, and necessitating teacher change for EAL response in Irish primary classrooms.

4.2.3. Teacher Growth for Responding to EAL in their Classrooms

Prior research in Ireland flags the need for practitioner growth, specifically for EAL (Devine, 2011; Gardiner-Hyland & Burke, 2018; Murtagh & Francis, 2012; Nowlan, 2008). Participant teachers demonstrated growth for responding to EAL through the development of empathy, knowledge and instructional practices. There was evidence of Vygotskian mediation on the PD continuum (Eun, 2008; Vygotsky, 1978) through mentoring, reflection and support materials. Finally, difficulties emerged for teachers as

agentic professionals of knowledge as they grappled with elements of the PD framework, namely; the additional readings and independent programme delivery.

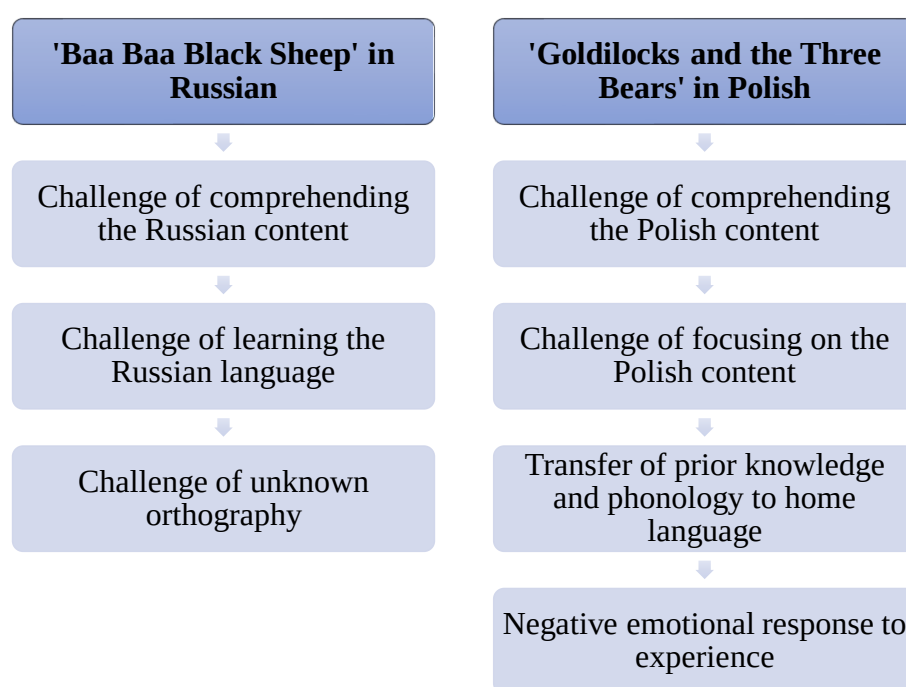
4.2.3.1. Developing empathy for EAL.

Empathy understands and shares the feelings of others, motivating altruistic behaviour, which is essential for affective bonds between people (Singer, 2006). These bonds develop positive relationships, which progress engagement in learning activities and academic achievement (Hughes et al., 2008). Empathy develops learner-centred and facilitative classroom environments, recognising learner *“needs and emotional states”* (Oxford, 2016, p. 18). Krashen (1982) cautions that a negative attitude or feeling towards the language learning environment impedes the learning process. Therefore, shared emotions between teachers and children are important to build relationships and to address this affective filter.

Empathy between Irish primary teachers and ELLs is contestable, between reported unsettling experiences with linguistic diversity (Devine, 2011; NCCA, 2018) and minimal teacher diversity in Ireland today (Heinz & Keane, 2018). Therefore, empathy is crucial for ethnically homogenous teachers to fully understand and appreciate ELLs’ educational experiences. Nieto (2006) explains that *“teachers who think deeply ... [develop] solidarity and empathy... genuine respect for their students’ identities... high expectations, and great admiration for them”* (p. 466). Empathy for EAL thus became essential, particularly when PD was an unconscious necessity among some participant teachers (section 4.2.2.2) in this study.

Engagement with the Russian version of *‘Baa, Baa, Black Sheep’* and the Polish version of *‘Goldilocks and the Three Bears’* yielded seven key responses.

Figure 4.4. *Teacher Experiences of Learning Russian and Polish Languages*



Comprehension difficulties emerged from both the Russian and Polish language learning experiences. Teachers *just couldn't understand* (U5) Russian and cautioned *how easily it can be misinterpreted* (Z2). Teachers found it *hard to actually follow what was going on* (V2) in Polish, as it was *just gibberish* (V1) and *daunting* (XY2). They *wouldn't have had a clue what it was about* (Y1) *without the picture* (Z1). Literature cites comprehension challenges for ELLs (Burgoyne et al., 2011), so this shared experience with Russian and Polish is unsurprising. Supporting ELLs' comprehension became important, thereby providing one key empathetic consideration for participant teachers within TaTIS and beyond.

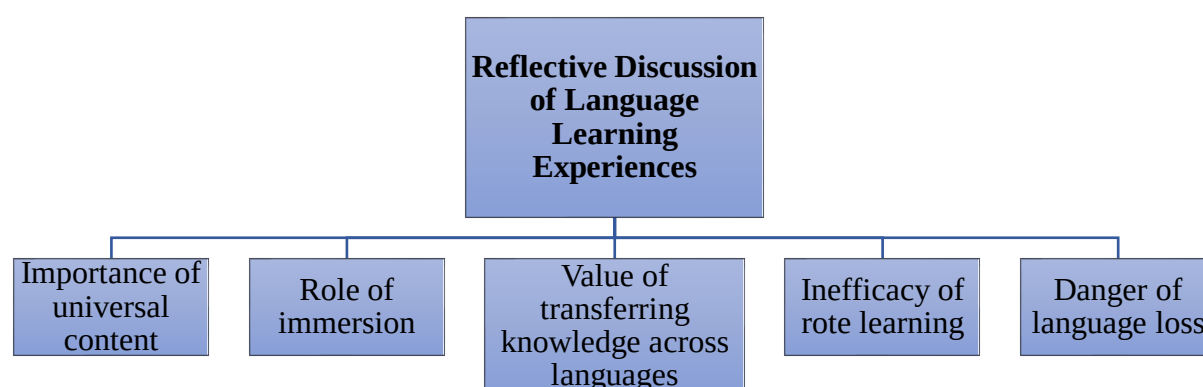
The challenge of learning Russian was very apparent, as teachers found it *impossible* (V2), *shocking* (XY2), and *quite difficult... even though you know the nursery rhyme!* (Z1). The word '*difficult*' emerged six times [V-School; XY-School; Z-School], which possibly influenced lack of focus when engaging with the subsequent Polish tale. They *switch[ed] off* (U3), *tune[d] out* (XY2), *[zoned] out completely* (W5), as the content was *very hard to follow* (V1). Language learning is "*a slow process that requires a good deal of effort on the part of the learner*" (Ó Duibhir & Cummins, 2012, p. 49). Initially, participant teachers recognised the effort required for overcoming the difficulties of

learning a new language, necessitating better concentration, which is important for task completion (Sörqvist & Marsh, 2015), and the importance of positive emotional responses, which acknowledged the role of the affective filter during language acquisition processes (Krashen, 1982). Participants recognised the ZPD, the metaphorical point during which learners progress further with the help of a MKO (Vygotsky, 1978), and became aware of their role as MKOs for ELLs. They recognised the need to address the ‘difficulty’ by providing comprehensible input (Krashen & Terrell, 1983) so that learners can focus on and feel positive towards language learning, representing a second key empathetic consideration for supporting ELLs.

Participant teachers recognised that the alternative Russian orthography contrasted starkly to their known alphabetic system, as some found *the subtitles were intimidating* (U5), and *very disconcerting...with a whole different written and reading experience* (W2) ... a *daunting* (XY2) task. Nonetheless, teachers observed how connections might be made between content due to prior knowledge and phonology skills in their L1. Teacher W2 remarked that *I think because I knew the story, if I heard it a few times, I’d be able to ... guess... the meaning*, while teacher Z1 was *looking at the picture and going, “there is porridge... there are three bears...”*. Teachers’ phonological awareness was also heightened during the Polish shared reading of *Goldilocks and the Three Bears*, with words like *Mama* (W2; X1; Z2) and *Papa* (X1) standing out from the body of text. The Common Underlying Proficiency (CUP) theory hypothesises that knowledge, concepts and skills are transferable between and across languages (Cummins, 1981). Participant teachers recognised both conflicting (literacy) and complimentary (prior knowledge, phonology) language skills between Russian, Polish and their native-English store. First-hand skills transfer established an initial insight to integrated *PLC* (DES, 2019) importance for linguistically diverse settings. A third key empathetic consideration emerged for ELLs within TaTIS and beyond.

Engagement with the Russian and Polish content prompted critical, collaborative reflection on participant teachers’ prior language learning experiences. Teacher PD endorses such reflection (Brown & Militello, 2016; Postholm, 2012; Tohill, 2009), thereby supporting teacher growth for EAL.

Figure 4.5. *Teacher Reflective Discussion of Languages*



Teachers acknowledged that the universality of traditional tales [V-School; W-School; XY-School; Z-School] can illicit background knowledge and demonstrate culturally familiar content to facilitate listening comprehension for participating children (Hepler, 2007; Kersten, 2015; Shin & Crandall, 2019), thereby believing in the prospect of TaTIS, and recognising the key role of prior knowledge for future practice with ELLs.

Teachers believed that language immersion was important for language learning [U-School; V-School; W-School; Z-School]. Immersion is proven to be a successful method for L2 learning, though relies on contact quality, quantity (Bergström et al., 2016), experience and number of years (Barac & Bialystok, 2011). Teacher recognition of the importance of immersion fostered further empathy for ELLs in linguistically diverse settings.

Teachers discussed the use of their existing phonological, numerical and content knowledge to support their engagement with the Russian nursery rhyme. Teachers recognised the Russian words for ‘yes, sir’ [U-School; V-School; W-School]. *We could understand the ‘Yeska’, just because you know that the ‘Yes’ is in it* (U4). The transfer of phonology skills across languages is well-established as a complimentary practice for cross-linguistic transfer (Melby-Lervåg & Lervåg, 2011). Teachers referred to numerical connections, stating *I can follow the counting* (W2) and questioning *did anybody else hear the three?* (U5). Identifying these cognates are examples of recommended language instruction practices for linguistically diverse contexts (García et al., 2020; Hernández et

al., 2016). Prior knowledge and literacy skills may have culminated for teachers to draw connections with numbers, accessing a new language from existing linguistic repertoires. Prior knowledge was another key component, further elaborating on the argument for the use of universal songs, rhymes and stories. Teacher W2 found the vocabulary between both *quite similar*, having compared both English and Russian words at a cognitive level. Two others referred to the strength of *knowing it in your own language* (W4; Z1). Previous knowledge is a key foundation for acquiring a new language (Cummins, 2000) and is thus further supported for teachers of TaTIS. This data demonstrates teachers' active awareness of the importance of phonology, numeracy and prior knowledge to support ELLs.

Rote learning was an undesirable learning approach [U-School; V-School] as teachers critiqued their secondary school language learning experiences as *so rote-learning oriented* (V1), memorising *sample answers and phrases that mean nothing* (U3). Mimicry techniques illustrate behaviourist approaches to language acquisition (Lightbown & Spada, 2013; Skinner, 1957). Teachers endorsed *using your own words* (V2), because *you want to be immersed in what you're actually learning* (V1). Thus, teachers yearned for the sociocultural and interactionist theoretical principles (Bruner, 1981; Vygotsky, 1978) of TaTIS.

Language loss due to lacking use emerged for participant teachers who had lived abroad. Teacher U5 regretted that *[she] would have very little Spanish now, because [she's] not doing it every day*. Teacher V2 concurred, outlining that *when you're not actually speaking it, you just forget*, while teacher Z2 grieved for the fact that *now, [she doesn't] have two words of it*. This was enabled teachers to realise the importance of L1 maintenance. L1 proficiency enables identity formation, communication with family and peers, and a foundation for the English language. Understanding the need to support L1 maintenance for ELLs ensures that participant teachers empathise with their emotional, social and educational needs (Cummins, 2005; Oh & Fuligni, 2010).

These findings indicate empathy towards ELLs. Teachers recognised the challenge of comprehension, language learning, concentration and negative feelings, and the value of transferring language skills, when exposed to alternative language content.

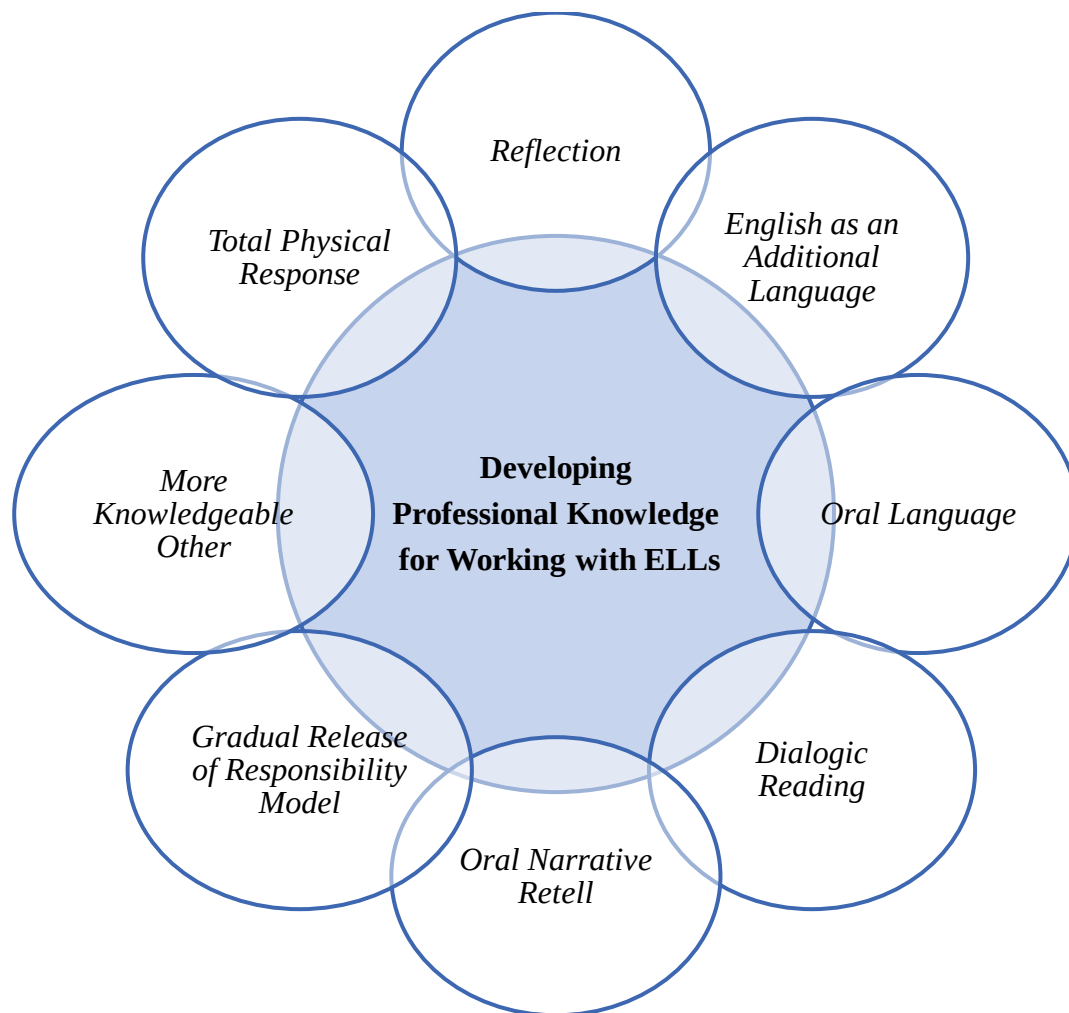
They reflected critically on the importance of universal content, the role of immersion, the inefficacy of rote learning and the danger of language loss within a collaborative group discussion. These outcomes enable more informed and empathetic practitioners, which is a key advancement of professional growth and support for ELLs (Hughes et al., 2008; Nieto, 2006; Singer, 2006).

4.2.3.2. Developing knowledge for EAL.

Teacher PD occurs through knowledge growth (Avalos, 2011; Borg, 2018; Desimone, 2009; Eun, 2008; Guskey, 2002; Van Veen et al., 2012), centralising the role of knowledge for teacher PD herein.

Three workshops blended theoretical knowledge and practical considerations to support the application of theory to practice (McKeown et al., 2019) and to enable participant teachers to develop professional knowledge for working with ELLs. Some participants' prior professional knowledge comprehension was unclear. Teacher W5 remarked: *I think the words are all quite familiar, but what do they really mean? Like I know! But if you asked me, I couldn't tell you.* Furthermore, teacher Z2 commented: *I think we were actually shown this before, but I can safely say I don't remember.* Participants recognised key terminology, but could not transfer such knowledge to explanations of practice. This further rationalised the teaching exemplar which outlines what, how and why certain strategies are adopted in TaTIS (appendix D).

Figure 4.6. *Developing Professional Knowledge for Working with ELLs*



All teachers were familiar with reflection and its importance in practice, though Kolb's (1984) reflective model was new to most. Teachers compared it to other reflective approaches, demonstrating some prior knowledge of reflection. *Cosán*, the National Framework for Teachers' Learning in Ireland (TCI, 2016), was new knowledge for participants, as only one teacher was familiar with it. Minimal awareness of *Cosán* as a framework dilutes its recommendation for reflection beyond probation in these schools. A disconnect thus emerged between participant teachers and policymakers in reflective practice, and indeed, professional learning. Researchers caution against such gaps due to its detrimental effects on ELLs (Ortiz & Fránquiz, 2017), thereby solidifying the need for greater unity between policy and practice for professional growth in Irish schools.

Key concepts for teachers for EAL were Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP), Stages of Language Acquisition, and Common Underlying Proficiency (CUP) Theory.

BICS and CALP were discussed at-length during PD. Teachers projected *a couple of months* (U5) to *nearly a year* (V2) for BICS acquisition, and were somewhat surprised by the fact that *it takes in itself two years* (Z2). Teachers accepted that CALP must take longer to develop, yet predictions for its timeline varied significantly from *about a year and a half...* (W1) to *a lot longer* (W5). Some predicted CALP develops after *three or four years* (V1; XY2) or *four or five years* (U3)... *it takes a long time to get to the advanced fluency... up to sixth class really...all of their primary school* (Z2). As teachers discussed this professional knowledge, they reflected further on CALP importance. Teacher W2 made a significant observation: *when it actually comes to the technicalities of being able to read a more complicated piece, or work on a more complicated word sum, they really run into difficulties*. Teacher Z2 was struck by the rationale and foundations of TaTIS, appreciating *the fact that it's an oral narrative intervention... that it's proper academic*. Participants recognised the need for academic content development for ELLs where they had not done before (section 4.2.2.2.), which heeds international research and practice recommendations for EAL (August & Shanahan, 2006; Baker, 2011; Cummins, 2000; DelliCarpini, 2012; Gámez et al., 2016).

The Stages of Language Acquisition were new to three teachers. Teacher U5 remarked that *the breakdown of the five stages of language acquisition was quite informative*. Teacher Z1 *actually hadn't really heard of all of those stages of language learning*, and was applying that knowledge to prior observations of practice, recognising that in her classroom, *a lot of them would probably be still in that speech emergent stage*. Teacher U1 *would have noticed in Aistear... that EAL aren't using the full sentences yet... it's good to be more aware of it*. Pupils of varying stages of language acquisition and proficiency (Cummins, 2000; Krashen & Terrell, 1983) require differentiated instruction (Hill, 2016). Participants thus demonstrate knowledge transfer to practice, thereby enacting one effective PD component.

The Common Underlying Proficiency (CUP) theory was a new concept for teachers V1, V2 and X1. The *underlying concept of having a story that's common to all*

cultures and languages (V2) was hailed as having a *universal* appeal (V1), with teacher X1 recognising the value of *the traditional stories*, and the importance *to be mindful that the EAL children might have their own background knowledge of those already*. Teacher U3 commended this, saying *I wouldn't have thought to use that!* Participant teachers understood the importance of CUP theory and committed to adopting it in their practice. Several research studies outline the essential role of skills transfer from workshop to classroom for effective PD (Avci et al., 2020; Brown & Militello, 2016; Domitrovich et al., 2015; Sutherland et al., 2018; Tohill, 2009). CUP is consolidated for participants through TaTIS delivery, thereby supporting theory to practice transfer.

Key concepts for teachers for Oral Language were Morphology and Pragmatics.

The term 'Oral Language Components' was a new concept for most teachers. NQT U5 expressed particular interest in this new knowledge, explaining:

For me, it was the breakdown of the oral language components...it just makes it so much clearer for the children, and for me... How to arrange the English board so that you can make it a bit more interactive, and refer to it, and have all the language there, that they can see and be engaging with.

This demonstrates an intended application of theory to practice which is an effective component of PD for participant teachers (Kalinowski et al., 2019).

Though teachers were relatively confident with the concepts of Vocabulary, Grammar and Phonology, they were unfamiliar with Morphology and Pragmatics.

When asked if there were any components that were puzzling, or unfamiliar, three teachers converged on *Morphology* (V1; X1; W2). Upon explanation, teachers realised the value of Morphology in language instruction, stating *I would never have thought of doing prefixes with junior infants, like happy, unhappy... but it makes sense* (W4). Morphological awareness is generally related to reading comprehension (Deacon et al., 2014) and spelling (Deacon & Bryant, 2005), deeming this newfound morphological appreciation important for future literacy instruction.

Pragmatics had a particular appeal for teachers in Z-School, with teacher Z2 asking *what is pragmatics?* They were *thinking of the same child...(Z1) and how it might be beneficial* (Z2) to focus on that child's pragmatic language development. Pragmatics is

acknowledged as the way language is “*used in context to express such things as directness, politeness and deference*” (Lightbown & Spada, 2013, p. 65). Children who recognise socially acceptable behaviour are more likely to develop good peer relations and form new friendships (Im-Bolter & Cohen, 2007), emphasising the social value of pragmatic language and its purpose within TaTIS for harmonious peer-to-peer interactions. As such, teacher newfound knowledge about pragmatics illustrates capacity for greater socialisation and collaboration among children in linguistically diverse contexts, which is a prerequisite for later societal harmony (Ursa, 2018).

Dialogic Reading (DR) was a new term [U-School; W-School; XY-School; Z-School], though teachers used their morphological skills to deduce that ‘dialogue’ must exist in that process. Teachers recognised the practice, and confided that *it's not a title [they've] ever heard of before, but just listening to the description, a lot of it is what you would do naturally* (W4). Having embraced the tenets of DR, XY2 remarked *when you know you're going to be asked a question regularly... You do tune into the story more*. Therefore, prior commentary on teachers’ lack of focus when engaging with alternative languages was addressed (section 4.2.3.1) with the idea of regular book discussion to engage ELLs during shared reading. Such critical reflection on the PD activity enabled teachers to appreciate DR as an effective classroom practice for language instruction. These critically reflective opportunities are effective PD components (Brown & Militello, 2016; Postholm, 2012; Tohill, 2009) and likely contributed to participant teachers’ professional growth.

Story Grammar (SG), Macrostructure and Microstructure were new terms when reviewing theoretical considerations for oral narrative retell [U-School; W-School; XY-School; Z-School]. Oral narrative instruction is the bedrock for TaTIS and technical terms associated with this skill were new for all participant teachers. However, new knowledge alone is insufficient, as research advocates opportunities for teachers to practise newly learned material within their classrooms (Kalinowski et al., 2019; McKeown et al., 2019). Such application of new knowledge in real-life teaching settings has been particularly evident in language instruction (Avci et al., 2020; Luo, 2014; Richards et al., 2013). These key terms were highlighted within the lesson plans for teachers to see how such theoretical components transferred to practice.

The Gradual Release of Responsibility Model (GRRM), though previously unheard of [V-School; W-School], was reflected upon as something that is done *naturally as teachers... and it does work* (W6). However, *sometimes you might skip the guided practice part. It's more of an 'I do it, we do it, you do it!'* (V1) and *at times, it can be hard to just let them go totally independent* (Z2). As with DR, GRRM emerged as a recognised practice that teachers now attributed an official term to. Nonetheless, potential teacher difficulty with fidelity of each step implementation requires further support during TaTIS delivery. The GRRM exemplifies components of SCT through modelled, shared and guided practice to achieve a learning goal (Pearson & Gallagher, 1983). This further consolidates SCT and provides a continuum for teachers to scaffold their learners through their ZPD when supporting oral narrative retell.

The More Knowledgeable Other (MKO) was a key term and relatable practice [V-School; W-School; XY-School]. Teacher V1 stated that: *reflecting on it myself... having paired children in the class with someone stronger... there has been such a jump for them.* Teacher W2 was *interested in the whole teacher and more knowledgeable peers for providing support with narration*, because they *wouldn't have used that before* (Y1). All three teachers illustrate three key components of PD with these statements: observation of theory in practice, an active interest in this approach and inexperience with its adoption in oral narrative tasks. These components feature in this study's framework of effective PD, enabling professional growth from TaTIS delivery preparation workshops.

Total Physical Response (TPR) was a new concept across all settings, though some connections were made to prior practice (i.e., using hand signals in Jolly Phonics) *without even thinking of it* (V1). Teacher Z1 drew connections between using TPR during vocabulary instruction and shared reading: *I just saw at the start of the lesson here... introducing the vocabulary, we'll do the total physical response, yeah?* Teachers understood the concept and prepared to actively use it. Adopting theory-based strategies for language learner development (Kalinowski et al., 2019) is a key content component of the effective PD framework for this study.

These findings clearly indicate knowledge development for working with ELLs. Participants consolidated existing knowledge in the areas of reflection, oral language, and

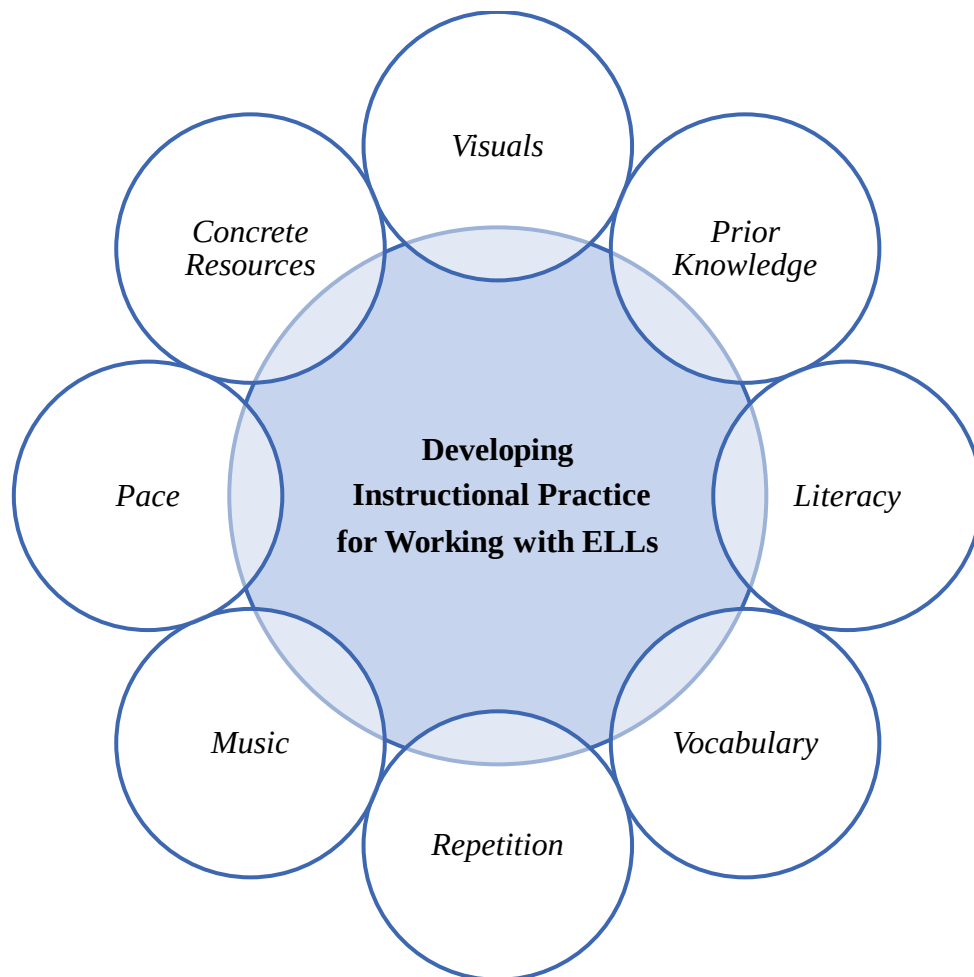
dialogic reading, and learned about EAL terms (i.e., BICS, CALP, Stages of Language Acquisition), narrative terms (Story Grammar, Macrostructure and Microstructure) and Total Physical Response. All of these outcomes developed more knowledgeable practitioners, which could indicate participants' professional growth (Avalos, 2011; Borg, 2018; Desimone, 2009; Eun, 2008; Guskey, 2002; Van Veen et al., 2012).

4.2.3.3. Developing instructional practice for EAL.

Teacher PD is also facilitated through developing specific teaching skills (Avalos, 2011; Borg, 2018; Desimone, 2009; Eun, 2008; Guskey, 2002; Van Veen et al., 2012), which were paramount for TaTIS delivery.

As well as knowledge development, participant teachers enhanced their instructional practice for working with ELLs from engaging with Russian and Polish content, realising the value of certain instructional techniques for language accessibility and comprehension.

Figure 4.7. *Developing Instructional Practice for Supporting ELLs*



Visuals were important across all five settings. Teachers realised *how essential pictures are* (W4; Z1; Z2) for *a clue as to what it means* (X1; Y1) and as an enjoyment source (U3). When probed on future EAL practice, teachers committed to using *lots of visuals* (U1; U5) and making learning *more visual for [ELLs]* (V1). Teacher Z2 now *put emphasis on pointing to the pictures...to highlight important words*. Visual strategies are advocated to support young ELLs' reading comprehension (Pang, 2013) which deems this consolidated teaching strategy valuable for participant teachers of ELLs.

Prior knowledge was another important technique [W-School; XY-School]. For example, *knowing it in your own language* (W2) was key for content access, *that's a great help when we can have a story that they know already... they'd be able to work on that* (XY3). Choosing universal content resonated with teachers across four settings [U-

School; V-School; W-School; Z-School]. Teacher U4 explained that *because we know the story, it gives you some chance of picking up the language*. Teacher V1 concurred, stating that *knowing the story helps*. Teacher W2 elaborated: *'my interest sparked up when I heard something I recognised... like yesterday, when I could see the sheep and recognise the music... even if it doesn't have the familiar words, it has a familiar context'*. All five settings concurred that prior knowledge is important for language development. Eliciting ELLs' prior knowledge is hailed a valuable technique, because *"when ELLs are encouraged to share their prior knowledge and connect it to the topic under study, they begin to see the relevance and meaning in what they learn... and become active and critical learners"* (Dong, 2017, p. 150). Participant teachers acknowledged and acquired this important practice in preparation for TaTIS delivery.

Literacy skills transfer occurred in three settings [V-School; W-School; Z-School]. Teachers focused on the words (V1; Z1) as the story was narrated. Teacher V1 drew a connection between the Polish word 'trzy' meaning 'three' and predicted the story title. Teacher W2 could *follow the words that [she] recognised... like 'Mama'*. This demonstrates literacy transfer as a comprehension tool for unfamiliar language content. Studies of cross-language transfer suggest that L1 and L2 literacy intertwine to support L1 and L2 development (Chung et al., 2019; Feinauer et al., 2013), which is evidenced in participant teachers' approaches to accessing both Russian and Polish language content.

Vocabulary was considered important across all five settings. U-School proposed that it would be important to *run through vocabulary... the main four or five words that you'd hope they'd get* (U4). Teacher V1 proposed a similar approach using *little masks* to help ELLs to understand content *when they say those particular words* in the story. Teacher X1 absorbed the Polish words *'Mama... Papa...'*, yet critiqued that *you didn't know where the porridge came into it... you didn't understand it was too hot or any of that*. This was consistent with teacher Z1's experience, who cautioned that she did not *get time to pick up the individual words*. The need for vocabulary development was thus consolidated: *if they could pick out some things from the pictures, and even learn the vocabulary, like porridge, or mammy, eating or... that would be even a tiny bit helpful* (Z1). Vocabulary has communicative and academic functions (Murphy, 2014; Silverman & Hartranft, 2015), enabling social networking (Monopoli & Kingston, 2012) and

abstract task engagement (Beck et al., 2013; Grolig et al., 2018). Well-developed vocabulary skills support both BICS and CALP (Cummins, 2000) and enable narrative elaboration (Chlapana & Tafa, 2014; Lucero, 2015), thereby emphasising the importance of vocabulary for narrative retell in TaTIS. Teacher recognition of vocabulary across all settings is a promising advancement of their professional growth and understanding.

Another key strategy that emerged for language instruction was repetition [U-School; V-School; W-School; XY-School]. Exposure to *repetitive language* (U2) enabled participant teachers to *be more aware of repetitive language... to really consolidate* (V2) new knowledge and skills. Indeed, teacher W2 endorsed the importance of being able to choose content *with a lot of repetitive language... that'd be really important for EAL too*. Teacher Y1 cited *the importance of repetition* as a new practice that emerged from the workshop participation. This is consistent with Ellis (2005, p. 217) in promoting “*extensive L2 input*” for L2 acquisition.

Music was another key technique that teachers referred to in support of ELLs [U-School; XY-School; Z-School]. If she was a child in a Russian-immersed classroom, teacher Z2 would *hear a lovely song*. Teacher U3 admitted that language enjoyment and comprehension wouldn't have been possible *only for the music*. Teacher Y1 conferred that *the rhythm of the music* was important and that going forward, *songs* would feature as techniques to support ELLs. Songs can contribute to language acquisition by arousing child interest, linking phonologically similar components of language and highlighting consistent musical and linguistic structures (Schön et al., 2008). Thus, teacher commitment to music as a practice can support ELLs' language development.

Pace of language instruction surfaced as another key EAL practice [U-School; Z-School]. Having engaged with the Polish content, teachers U1, U2 and Z2 agreed that it had been *too quick if you were trying to pick up language*. On reflection, both teachers U1 and Z2 committed to *slow[ing] down when we're reading a story*. Pedagogical pacing is important for engagement, curriculum and learning, yet much emphasis has been placed on 'brisk' movement through lessons (Lefstein & Snell, 2013). Wait time has proven to lengthen learner responses, increase unsolicited and more accurate responses, and develop learner confidence (Row, 1974). More recent studies add further to this construct,

advocating for slower paces of instruction to support young learners' language and vocabulary skills (Wasik & Hindman, 2018). Therefore, this new instructional practice yields promising outcomes for participant teachers.

Only one setting acknowledged the key role of concrete resources in supporting ELLs' language development. Teacher V1 identified a *little mask or puppet* as important for comprehension during shared reading and to maintain children's interests, *because sometimes they have literally no interest in listening to you*. Given the sociocultural underpinnings of TaTIS (Vygotsky, 1978), cultural tools emerge as for subsequent FGDs with participant teachers, to establish if such foundations became embedded in knowledge and practice during TaTIS delivery. The PD workshops alone did not adequately ensure participant teachers' understanding of the importance of concrete materials for language development.

These findings indicate instructional practice development for working with ELLs. Participant teachers recognised the importance of visuals, prior knowledge, literacy, vocabulary, repetition, music, pace, and concrete resources for language development. All of these practices contribute to more skilled practitioners and might indicate professional growth among participant teachers (Avalos, 2011; Borg, 2018; Desimone, 2009; Eun, 2008; Guskey, 2002; Van Veen et al., 2012).

4.2.3.4. Mediating teacher growth for responding to EAL.

A mentoring model of PD (appendix B) accommodated human, psychological and external mediation (Avalos, 2011; Boyle et al., 2005; Domitrovich et al., 2015; Shabani et al., 2010; Sutherland et al., 2018; Tohill, 2009). Thematic findings of each are presented below.

Figure 4.8. *Evidence of Mediation for Professional Development*

Human Mediation	<i>More Knowledgeable Other(s)</i>
• <i>Support for programme delivery</i> • <i>Collaboration during programme delivery</i>	
Psychological Mediation	<i>Reflecting on Knowledge and Skills</i>
• <i>Teacher reflective understanding and practice</i> • <i>Critical reflection through professional development workshops</i> • <i>Ongoing reflection through programme delivery</i>	
External Mediation	<i>Support Materials</i>
• <i>Teaching exemplar</i> • <i>Lesson plans</i> • <i>Resources</i>	

Human mediation refers to follow-up support from professional networks (i.e., researcher, school leadership and colleagues). Participant teachers across all settings felt supported during programme delivery; *The support has been brilliant* (U1), *Yes, I did, I definitely did [feel supported]* (V1), *Of course, the support was there all the time* (W1), *Oh yeah, very much supported* (X1) and *Yes, definitely* (Z1). Workshop facilitation contributed to this support [U-School; V-School; W-School; XY-School] and featured in other teacher PD studies (Avci et al., 2020; Baird & Clark, 2018; Eun, 2011; McKeown et al., 2019). Ongoing support visits were also valuable human mediation sources [W-School; Z-School]. Teachers discussed *any questions or dilemmas* (W1) on-site with the researcher, and such *check-ins were very helpful* (Z2). Thus, researcher support as MKO (Eun, 2008; Vygotsky, 1978) provided ongoing support for programme delivery. School leadership was also important [U-School; W-School; XY-School; Z-School] and is a known predictor for success with new innovation (Domitrovich et al., 2015; Hollingsworth, 2012). Thus, researcher and leadership support were key human mediators of professional growth.

Ongoing communication in all five settings and openness to continued collaboration [U-School; V-School; XY-School] were important human mediators for programme delivery. Teacher-researcher collaboration occurred throughout programme

delivery; *you had said* (U1), *you advised me* (V1), and *we had discussed that* (W1). This mentor-mentee collaboration accommodated an open line of communication; *'I could email you if anything was going wrong'* (Z1), *'I could tell you anything really if I needed to'* (W1), *'you're always at the end of a WhatsApp or an email'* (U1) and *'I could ask or say anything'* (V1). Researcher-teacher collaboration is important to instil effective instructional practices (Feuerstein et al., 2018; McKeown et al., 2019; Meyers et al., 2012), and likely further consolidated teacher professional growth herein. Mainstream teachers invited continued collaboration beyond TaTIS. Teacher V1 welcomed further *professional development in Irish* and teacher X1 yearned for three more stories for IS: *'we've only three Irish stories, we have six English stories, we would love to create lessons for the other three'*. Thus, redefinition of the mentoring process occurred, where the mentoring relationship began to exist in a new form (Burgess, 1994; Kram, 1983). Thus, collaboration was another important human mediator for teacher professional growth.

Reflective practice was a key sociocultural strategy for psychological mediation. Critically reflective discussions were a supported alternative to initially intended written reflections (Desimone, 2009; Luo, 2014). Teachers associated reflection with ITE [V-School; W-School], their probationary year (*Droichead*), and informal in-service practice (*Cosán*) [U-School; W-School; Z-School]. One teacher remarked: *'it just reminds me of college'* (V1) while another acknowledged that *there was a huge emphasis on reflection during ITE* (W1). Teachers recollected that after placement, *you have to fill out your reflection* (V1) in *big essay style scripts* (V2), while also attending *mandatory [reflective practice] seminars* (W1), indicating some negativity towards the experience. Embracing reflective practice during *Droichead* was discussed [U-School; W-School; Z-School]. Both teachers U5 and W1 compared and connected Kolb's model to other reflective cycles with relative ease, while teacher Z1 was *'full of reflection'* with a clear understanding of its importance beyond probation. Teachers generally concurred that reflection became *informal* (W5) thereafter [U-School; W-School; Z-School]. *You wouldn't write it down* (U4) ... *as you become more experienced, it's more about learning as you go* (W5), *something that you do without even thinking* (Z1). Teachers U3, W5 and Z2 concurred with this inherent reflective ability. Nonetheless, U3 elaborated that *it is essential because you'd become a robot* without constant reflection. The less experienced

teachers regarded reflective practice as an ITE-based written task, which is consistent with other research on written reflections in pre-service teaching courses (Ruffinelli et al., 2020), and dismisses the key role of critically reflective discussions for professional growth, which were not reported in any setting. *Droichead* is an integrated professional induction framework for Irish NQTs, grounded in the belief that experienced teachers are best placed, with in-depth, contextual and relevant knowledge, to formally welcome NQTs in host settings (TCI, 2022). However, neither NQTs nor experienced teachers referred to collaboratively reflective opportunities. Thus, TaTIS critically reflective discussions were vital to reconceptualise reflective opportunities beyond mandatory written tasks.

Teachers applied critical reflection to their PD workshop engagement [U-School; V-School; W-School]. U-School teachers reflected on the loss of illustrations in storybooks for older children, which poses challenges for children with reading difficulties. Teacher U1 reflected further; *‘we lose the colour but maybe we lose the techniques as well?’* V-School engaged critically, and were now *elaborating more on language (V2) instead of just asking surface level questions (V1)*. Teacher W2 reflected critically on songs transfer across TaTIS, explaining that she *can see how that's going to work ... something that [she had] never thought of*. This data proves that TaTIS PD enabled critically collaborative reflection, which is consistent with the ideals of *Cosán* (TCI, 2016). Teachers need *“dedicated space and time for individual and collaborative learning and reflection on same”* (ibid., p. 8). Nonetheless, most reflection evidence occurred during programme delivery.

Instances of ongoing reflection included collaborative reflective discussions [U-School; V-School; W-School], appreciation for ELLs’ experience [U-School; W-School; XY-School; Z-School] and recognition of missing components pre-participation across all five settings. Written records of reflections were not evident in teachers’ participation, though ongoing collegial discussions were [U-School; V-School; W-School]. Teachers would *have a conversation (V1) and a little chat after [they] finished every day (W1)*, discussing: *“How did that session go? What did you find?” (U2)*. Additionally, retrospective reflection on the PD content *really caused [them] to discuss and reflect the difficulties children with EAL are having (U3)*. Teacher W2 commended *the whole*

concept of putting me as a teacher in the position of the child, you know, I thought ‘God imagine if I went to China, what would it be like for me?’ Additionally, two teachers struggled with role-reversal in trying to learn ELLs’ L1: teacher Z2 *would need to hear it ten times over to really use it* and teacher X1 stated: *‘I haven’t done phonics in that language, I’ve never been exposed to it and I could not repeat it accurately’*. This experience enabled teachers to interrogate their previous conceptions of ELLs. Additionally, teachers commented on aspects of their own individual practice that had been enhanced from programme delivery. Thus, psychological mediation through reflection enabled teachers to think deeply about their knowledge and skills (Brookfield, 2010) for supporting ELLs in linguistically diverse settings.

Tools (i.e., recommended readings, teaching materials, resources) are important to support teacher PD (Eun, 2008). The Tell-a-Tale (TaT) teaching exemplar (appendix D) was *‘clear’* [U-School; V-School; W-School; Z-School], *concisely laid out* (U1), and yet, *it literally has everything in it* (V2). Teacher Z2 observed that *you can’t go wrong* with the exemplar guiding practice, enabling teachers to *get into the swing of it very quickly* (W4). Mainstream teachers deemed the Inis Scéal (IS) teaching exemplar helpful [W-School; XY-School; Z-School], described as *clear and easy to follow* (W1), as with the TaT exemplar, and *it’ll get us in on good habits for life* (X1). Two teachers preferred the inclusion of the *reason why you’re doing something* (W1), as it was *nice to have that there* to inform future planning (Z1). Teacher guides are key support materials for teacher PD when teaching academic language proficiency (Kalinowski et al., 2019) and indeed, oral narrative language (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dockrell et al., 2010). Thus, the TaTIS exemplars were positive sources of external mediation for professional growth.

Teachers were anxious to see the lesson plan [U-School; V-School; Z-School] and appreciated *the way it’s laid out* (V2), remarking *‘it’s lovely to break it down... it makes it so clear for us’* (Z2). Their structure and presentation linked with the workshop content, as one teacher stated: *there’s the vocabulary, there’s the grammar... like you know exactly what elements you’re actually teaching* (V2) and another commended their *fantastic detail* (W6). Nonetheless, XY-School participants added further notes (i.e., using the fly swatter during vocabulary instruction) to clarify their implementation. Two

settings expressed a desire for different plan presentations (*a laminated narrative card*) (U3), because *the booklet [was] a little unwieldy* (W2). In contrast, other teachers *found the lesson plans extremely helpful* (Z1), *really thorough* (V1), *excellent and so structured* (XY3), becoming *more comfortable with the layout* as the weeks progressed (Z1), and needing it less as the weeks progressed. Mainstream teachers remarked that IS lesson plans *look good* (V1), *great* (U1; W1) and *brilliant* (X1; Z1), with *great structure* (X1) and *detail* (Z1). They related them to TaT, saying ‘*I even found that good with the English...*’ (X1) and ‘*I find that the English ones are brilliant. You look and you know, exactly: “OK, that's what I have to do, this is what's going on”*’. No participant suggested IS lesson plan amendments. As with exemplars, lesson plans are key support materials for academic language proficiency instruction (Kalinowski et al., 2019) and oral narrative language interventions (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dockrell et al., 2010). It is apparent that TaTIS lesson plans were another key external mediation source for professional growth.

Teachers responded very positively when asked for their thoughts on the concrete programme resources, saying: ‘*they were very lucky children to have them*’ (U3), ‘*I loved them*’ (V1; W2), ‘*they're absolutely fantastic*’ (W1), and ‘*they were brilliant*’ (W2; X1; Z2). The provision and organisation of resources for TaTIS was a significant advantage across all settings. *Having ready-made resources was definitely the highlight of the programme* (U1), as everything was *laid out so well* (V1), *organised* (W1) and *ready to go* (W1; Z1). Teachers reported *a big benefit from having so many resources* (XY2), that *they were so handy* (Z1) to have, with *no pressure* (V1) to make them, which *definitely made [their] lives easier as teachers* (U1). Some practical considerations emerged for future iterations [V-School; W-School; Z-School] regarding resource organisation for the *next week* (V1; W1; Z1), preparing either on a *Friday evening* or *Monday morning* (U1; V1; Z1), as it *just made things run smoother* (V1). Teachers recognised that *it's not like you have to go searching for it* (U1), *just take it out and you're ready to go* (W1). Mainstream teachers were key in organising resources each week. IS varies from TaT in providing a series of digital resources (i.e., PowerPoints), which were *helpful* (V1; Z1), making the programme *very easy to follow* (U1), *clear* (W1; Z1), and *so well structured* (X1). These digital resources had great flow, as it was easy to *follow the PowerPoint as we go along* (V1), because it is *like a lesson plan that you just follow* (W1) and *go*

through (X1). Furthermore, teachers liked *the little symbols on the PowerPoints* (Z1), hailed as a *brilliant* (X1) prompt to recognise changing instructional activities (i.e., GRRM in-action) for the same language chunks. Kalinowski and colleagues (2019) also found that teachers were happy with not having to source materials, while oral narrative studies provided intervention materials to support programme implementation (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dockrell et al., 2010). TaTIS replicated such external mediation sources. Resource provision was not only a key source of PD but also a unique selling point of participation.

Mediation in TaTIS supported teacher growth for responding to EAL in their classrooms. Human mediation ensured support for, and collaboration during, TaTIS programme delivery. Key human mediators were the researcher as MKO, the principals as leaders of new school initiatives and the teachers themselves as organisers and collaborators of TaT within their respective settings. Psychological mediation encouraged a culture of critical and collegial conversation, with important reflections on ELLs' experiences in contrast to previously dismissive attitudes towards EAL (section 4.2.2.2.). Additionally, self-recognition of missing practice components may have yielded positive outcomes and higher achievement for pupils to enhance professional growth and practice (Guskey, 2002; Yoon et al., 2007). External mediation offered teaching exemplars, lesson plans and resources to support programme delivery consistent with other studies. All were well received to support teacher professional growth for EAL response.

4.2.3.5. Challenges for teachers as agentic professionals of knowledge.

Eun (2008) stresses the importance of individually guided activities to support teachers' individual professional growth. While reflective templates and recommended readings were provided, participant teachers had either *glanced* at them, or had yet to find time to engage outside of workshops. All five settings reported being *very busy* between *schoolwork*, fulfilling *posts* of responsibility, writing *school reports* and university assignments. The researcher juggled between participant and study ideals, and decided to use FGDs instead as opportunities for critical reflection on professional growth, to avoid risking attrition by requesting engagement with reflective templates and recommended readings during an already demanding time in the school calendar. Teachers intended to engage with the additional support materials in the near future [U-School; V-School; XY-

School; Z-School], proposing that *you can always go back when you have a free period* (V2), and that it could be *a bit of summer reading* (U2). Though this raises significant concerns regarding PD effectiveness for TaTIS delivery, empathy is essential for effective mentoring relationships (Allen, 2003). The internalisation process was somewhat skewed due to lack of participant engagement with recommended written and reading tasks, yet the mentoring relationship was not. Key factors in mentoring cultivation include mutual trust and respect (Burgess, 1994) and frequent in-person contact (Sugimoto, 2012), which were managed and nurtured by not pursuing this undesirable request. Significant emphasis has been placed on teacher agency in drafting the Primary Curriculum Framework in Ireland (NCCA, 2020). While teacher agency is a powerful and important construct (Calvert, 2016), this study encourages policymakers to ensure that primary teachers in Ireland are equipped to use such agency for upskilling in identified areas for development.

Though teachers felt supported by the mentor, materials, workshops and on-site visits, participants wished to see the programme in-action [U-School; V-School; XY-School]. *'It would have been lovely to see a little film of it ... we all get impatient as teachers... "when are we going to see the programme and how does it actually work?"'* (U3). Two conferred, outlining *a video wouldn't be any harm ... a model of how it runs* (X1), acknowledging that *it would have been beneficial if I actually watched you doing one* (V1). Mentor modelling within PD workshop three did not adequately support understanding and confidence with programme delivery, with more value placed on seeing a real-life implementation. Active learning and application of content is a key feature of effective programme delivery (Kalinowski et al., 2019; McKeown et al., 2019) and new knowledge application in real-life teaching settings is particularly evident in language instruction research (Avci et al., 2020; Luo, 2014; Richards et al., 2013). Though the workshops incorporated active usage of Dialogic Reading (DR) and an opportunity to observe the researcher explicitly modelling instructional steps, it appears that a live exemplar of programme delivery would have been better. Nonetheless, the concept of teachers as agentic professionals might also be challenged. The support materials were specifically designed and developed to assist participants in the mentor's absence, yet remained untouched in some instances. Teacher agency necessitates teacher pro-activity, and though it is plausible that participants engaged with and used the support

materials, they still lacked confidence with autonomous practice beyond PD workshops and mentor support.

In summary, this theme notes that participant teachers developed empathy, knowledge and instructional practice for ELLs. Human, psychological and external mediation were facilitated through mentoring, reflection and support materials. Teacher growth for responding to EAL was thus captured. However, challenges remained for teachers as agentic professionals, posing the question of teacher change beyond programme delivery.

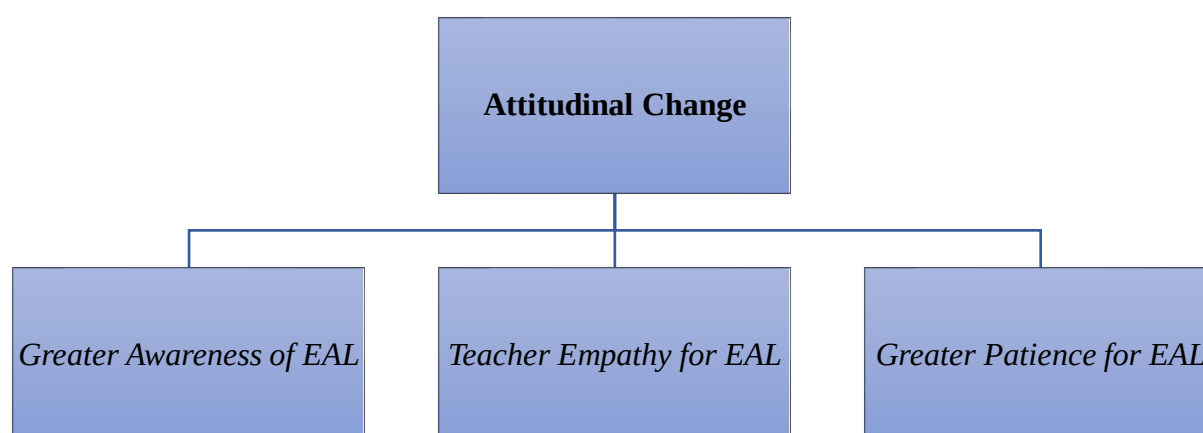
4.2.4. Teacher Change Beyond Tell-a-Tale Delivery

This study operated on the understanding that Professional Development (PD) is *“a key strategy for teacher improvement and includes any activity which is designed to bring about positive change in practising teachers’ competence”* (Borg, 2018, p. 195). Theorists agree that PD procedures, change in teachers’ attitudes and beliefs, change in teachers’ practice, and change in pupils’ learning outcomes facilitate such change (Borko, 2004; Desimone, 2009; Guskey, 2002). Participant teachers demonstrated a change in their attitudes towards ELLs, developing greater awareness of EAL, empathy for EAL, and patience for ELLs. They also signposted EAL instructional practice change, reporting practice transformation, programme delivery skills transfer and intended future practices. Such attitudinal and instructional change evidence key steps on the teacher PD continuum (Borko, 2004; Desimone, 2009; Guskey, 2002).

4.2.4.1. Attitudinal change.

A comparative platform pre-programme participation establishes attitudinal changes (if any) towards ELLs to explore professional growth post-programme engagement (Guskey, 2002). Early data revealed EAL PD as an unconscious necessity and a lack of understanding of ELLs’ schooling experiences (section 4.2.2.). Later data revealed some attitudinal changes.

Figure 4.9. *Evidence of Attitudinal Change*



All settings reported greater awareness of EAL, regarding what constitutes being an ELL and the lived experience of such learners. Teachers became *more aware* (U1; V1; V2) and *more conscious of the EAL child within the class having done this programme* (Y1) and *what it is like for them as a learner* (V1). Teacher W2 remarked that *you should really be using the familiar to teach new language* which was something that she *wouldn't have thought of before*. Role reversal in language learning enabled teachers X1 and XY2 to recognise that *'they are more skilled than we are'* at language acquisition. Teachers developed greater EAL awareness and an appreciation for L1s in the classroom, as they commit to *bringing their language into the classroom* more (U1; V2). Home language recognition is consistent with integrated *PLC* recommendations (DES, 2019) and international endorsements for linguistic diversity (Cummins, 2005; Oh & Fuligni, 2010). Teachers became more aware of EAL and the importance L1 integration which signifies growth, understanding, and appreciation for linguistic diversity in the primary classroom.

Three settings gained empathy for ELLs [V-School; W-School; XY-School]. Teacher XY3 remarked that *the Russian video really brings it home, how difficult it is for them, and how great children are at coping*. Teacher V2 recognised that as a teacher, *you're so busy, and sometimes you don't be aware of how different children might be feeling...* [she became] *more aware* of this and developed empathy towards *what it's like to be in the child's shoes*. This empathy for *being in their shoes* was also reported by teacher W1. Teacher empathy for ELLs is important to ensure their respectful

appreciation and admiration (Nieto, 2006) and signposts attitudinal change among some participants.

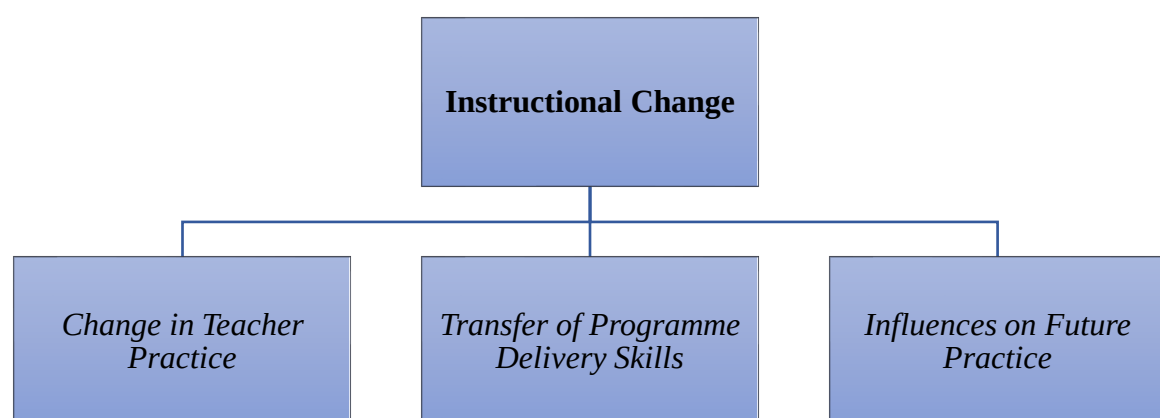
Two settings developed patience for ELLs [U-School; V-School]. Teachers recognised that they would have *more patience* (U5; V2) and be *more conscious of slowing down*. Additionally, teacher V1 recognised that *if it does take them a bit of time, it doesn't mean they're not going to be able to progress really well*. This approach can enable a safe, positive learning environment for ELLs, which is an important affective filter avoidance strategy (Krashen, 1982) to maximise the potential for ELLs' learning.

In summary, attitudinal change comprised of greater awareness of EAL, empathy for EAL, and patience for ELLs, signposting some potential within TaTIS PD and delivery to foster empathetic educators in predominantly ethnically homogenous Irish profession (Heinz & Keane, 2018).

4.2.4.2. Instructional practice change.

Instructional practice change symbolises another key step on the continuum for teacher professional growth (Borko, 2004; Desimone, 2009; Guskey, 2002). Three key topics were generated regarding this theme.

Figure 4.10. *Evidence of Instructional Change*



All five settings commented on changes to practice after having engaged with TaTIS, with strongest emphasis on practice change through awareness of language modelling and child input elicitation [V-School; W-School; XY-School; Z-School],

repetition [V-School; W-School; XY-School], mixed ability pairings [V-School; XY-School; Z-School], and concrete materials use [U-School; V-School]. Other less referenced sources of change were DR [W-School; XY-School; Z-School], use of visuals [U-School; XY-School], focus on grammar awareness [XY-School; Z-School], and small-group instruction [Z-School]. This broad spectrum of change contributes to the likelihood that TaTIS supports teacher change beyond programme delivery.

Teachers became *more aware of the language in [their] lessons* (V2), attempting to be *a little more animated when using dialogue* (W2). Participants reflected that they *wouldn't have really modelled it as much before* (XY2) and explicit modelling was *working really well* (X1). In situations where a pupil *might give a one-word response*, V2 was *automatically re-wording it, and modelling the same word back in a sentence*. Additionally, more child input was elicited from TaTIS delivery, as teachers had been *giving the children more of a chance to engage in the story* (V1) and *let them speak more, initiating more language from the children in everyday life* beyond TaTIS (X1). This reflects Vygotskian (1978) and Bruner (1981) ideals regarding social interaction for cognitive growth and the role of sufficient input from the learner's environment in enhancing this.

Teachers recognised that repetition made the content *very manageable* for learning (Y1) and now *I bring the language repetition that we have in 'Inis Scéal' into our 'Bua na Cainte' too* (W1). Teachers have read a book *once* in the past, whereas now, it is *read three times over three days* (V1), *reinforcing the main concepts* (V2), yet adopting *repetition in a way that it's not always the same* (V1). Teacher XY2 concurred, stating that the *'programme content is so varied... you're using the sequencing, the role play, the predictable routine, the shared reading, the English, Irish and different languages then'*. Such repetition, or extensive language input (Ellis, 2005) fostered a predictable routine to address any affective filter (Krashen, 1982) and enabled practitioner growth in instructional practices.

Mixed ability pairings represented changes to usual classroom practice. Prior suggestions that *it might be better to put all the EAL kids together* enable V1 to realise the potential of mixed ability pairings, as the *stronger ones use rich vocabulary...modelling*

for their peers, and in turn, ELLs are *soaking it in and saying it again*. Teacher Z2 concurred, and in future, committed to *suss out who has got more able language... and put them together because... it really has worked*. Meanwhile, teacher X1 was particularly struck by the '*obair bheirte*' [paired work] during IS. She admitted that she *wouldn't have known how to handle that before*. Thus, scope for MKO support through paired interactions emerged strongly as new practice for participants (Bruner, 1981; Vygotsky, 1978).

Concrete materials had more prominence in practice in two settings. Teacher V1 has *spent a lot more time using resources*. Teacher U1 also recognised *a need for something real in your hand, rather than just ...having technology all the time going*, because the children became *more interactive*. Both teachers stressed the key role concrete materials play in supporting language development in otherwise technologically penetrated classrooms. The role of cultural tools (Lantolf & Thorne, 2006) surfaces as key instructional change in some, though not all, settings. Borg's definition of PD as '*change*' emerges once more (2018, p. 195), as teachers signpost these instructional practice changes (Borko, 2004; Desimone, 2009; Guskey, 2002).

All five settings reported having transferred programme delivery skills across practice, curriculum implementation, special education settings, or future, more senior, mainstream teaching positions. This multi-modal transferability of TaTIS delivery skills contributes to the likelihood that TaTIS supports teacher change beyond programme delivery.

Transfer of programme delivery skills across practice was the most prominent transferable component, which involved the transfer of content, structure, and pupil participation maximisation. Regarding narrative content and retell skills transfer, teachers liked *the idea of using fairy tales* (U2) and recognised the value of transferring narrative retell as a skill to senior settings, *acknowledging the main characters in a story, the main actions*, because retelling is a skill that *goes right up into sixth class*. Teacher V2 concurred that *you can then continue on with the same ideas, but obviously, just change it and adapt* the content consistent with child's level and interests. TaTIS structure also transferred across practice. Teacher U3 favoured the blend of oral language components

(i.e., phonology, vocabulary and grammar) as it is *far more beneficial and ultimately, we will meet our targets a lot easier and faster if we're all using the same theme, rather than teaching stuff in isolation*. Both teacher X1 and XY2 concurred that they *can apply this approach to another story and develop it more*, now that they *have a good idea how to go about it* (X1). Teacher XY2 was confident with the transfer of structural skills across practice, stating:

I really feel like you could pick up a book now and apply them skills to a different book. If you wanted to extend it, get a book that has a lot of repetition in it, and apply it. You do your vocabulary, print off the images, and then you do your grammar section, and then role play. Like, I honestly do think you could pick up another book, and then apply what you've learned from Tell-a-Tale.

This is consistent with teacher Z2: *it's great now with the way you have it set up... it gives it a clear structure to what we should be doing and it's the same over and over again in a lot of ways*. Maximising pupil participation was *the main thing* that teacher V1 *will be keeping going forward*, which resonates with teacher X1 who now *would use [dialogue] more often than usual* during shared reading. Teachers developed confidence for paired work facilitation (X1; Z1). Teacher X1 *wouldn't have known how to handle that before*, while teacher Z1 expressed difficulty with paired collaboration: *they won't be good together*. Now, the children had developed skills to work in pairs, which were transferrable across teachers' instructional practice to maximise their participation in classroom conversations. In transferring these skills across practice, teachers indicate a change to their usual approaches (Borko, 2004; Desimone, 2009; Guskey, 2002), demonstrating professional growth with new instructional techniques.

Transfer of programme delivery skills across the curriculum was almost as prominent as the transfer of skills across practice. Both teachers U5 and V2 referred to GRRM as a helpful guide for future instruction, whether it is the *writing genre* (V2), *Irish, English, Geography, any subject* (U5) ... *in all areas of the curriculum* (V2). Additionally, two other teachers recognised the transfer of skills into maths lessons through both concrete materials and paired work. For example, having seen *the benefits of this course*, XY-school established a play shop with merchandise and money, and

children could *approach the pages with better understanding* having had a *hands-on learning experience* (X1). Meanwhile, in Z-School, *[they] had them paired up, and one person was writing something, and the other one had to count how many there were* (Z1). Two teachers referred to their ability to now adopt the TaT approach to other stories. We *just need to change the language, change different books, or if it is different subjects, we would change it to meet that subject* (Z1). Teacher V1 reflected on doing ‘camping’ as a theme, and purposely chose the ‘*Bear Hunt*’ story, having become *more aware of ... bringing it into Aistear*. Such references to other curriculum aspects indicate TaTIS instructional skills transfer across practice to enhance learning experiences. These changes illustrate professional growth (Borko, 2004; Desimone, 2009; Guskey, 2002) and future practice change across multiple subjects.

Teachers also referred to skills transfer to both special educational contexts and future teaching positions with older pupils. Teacher V2 *was translating it back to [her] own practice with the learning support*, while teacher U2 *was bringing it into the SET area with older children*. Both teachers recognised the transfer of recasting language and the oral narrative retell objective into their SET contexts. Teacher V2 elaborated that she would be *getting the ideas, and seeing how they work with this classroom here, and then applying them then, without realising sometimes, when teaching in the learning support room*. Teacher W7 concurred that *if some of them are struggling with their reading* during learning support, she encourages them to study *the pictures first*, as with *the way you do pictures at the start of the lesson* in TaT. Teacher W2 agreed, *recognising that she did actually find [herself] using a lot of the skills... reading a page in a really animated voice*. An anecdote of this approach revealed that her shared reading with one child led them to say: *‘oh, let me go back now, I want to read it properly’* as they now realised: *‘okay, there’s a story in this, and I haven’t been doing it justice’*. Regarding future teaching of other pupils, one teacher advised that she *would even do [TaT] on a one-to-one* with a newly arrived child, or *at the start of senior infants... to give them the confidence to use language* (Z2), while another recognised that *things like this would benefit the oldest too* (V1). U-School had already begun to transfer the same approach, explaining that they were *going back over the whole fairy tale section with an older group now*. Teacher W1 believed that it *would be beneficial up to first or second class*, while a deputy principal *loved it so much, she was saying that it would be great if we*

could apply it to the senior end (XY2). These changes illustrate professional growth and skills transferability for future roles (Borko, 2004; Desimone, 2009; Guskey, 2002).

In summary, teacher change beyond TaT delivery involves new attitudinal responses to, and instructional practices for, ELLs. These include greater awareness of EAL, empathy and patience for ELLs, change in teacher practice, the development of transferable instructional techniques and future approaches to EAL beyond TaT. This fosters more skilled and knowledgeable practitioners for EAL in a climate that presently lacks adequate PD support (Devine, 2005; Gardiner-Hyland, 2021; Murtagh & Francis, 2012).

4.2.5. Professional Development for EAL Summary

This study explored participant mainstream and support teachers' reported experiences of PD for EAL pre-, during, and post-Tell-a-Tale (TaT) programme delivery. It noted continued PD shortcomings, PD as an unconscious necessity and teachers as practice-oriented professionals pre-programme delivery. Participant teachers developed empathy, knowledge and practice for EAL, and their professional growth was mediated through mentoring, reflection and support materials. Agentic knowledge development posed difficulties, yet teachers illustrated changing attitudes and instructional practices for EAL support in their settings.

4.3. Bilingual Narrative Pedagogy – Mainstream Teacher Experiences

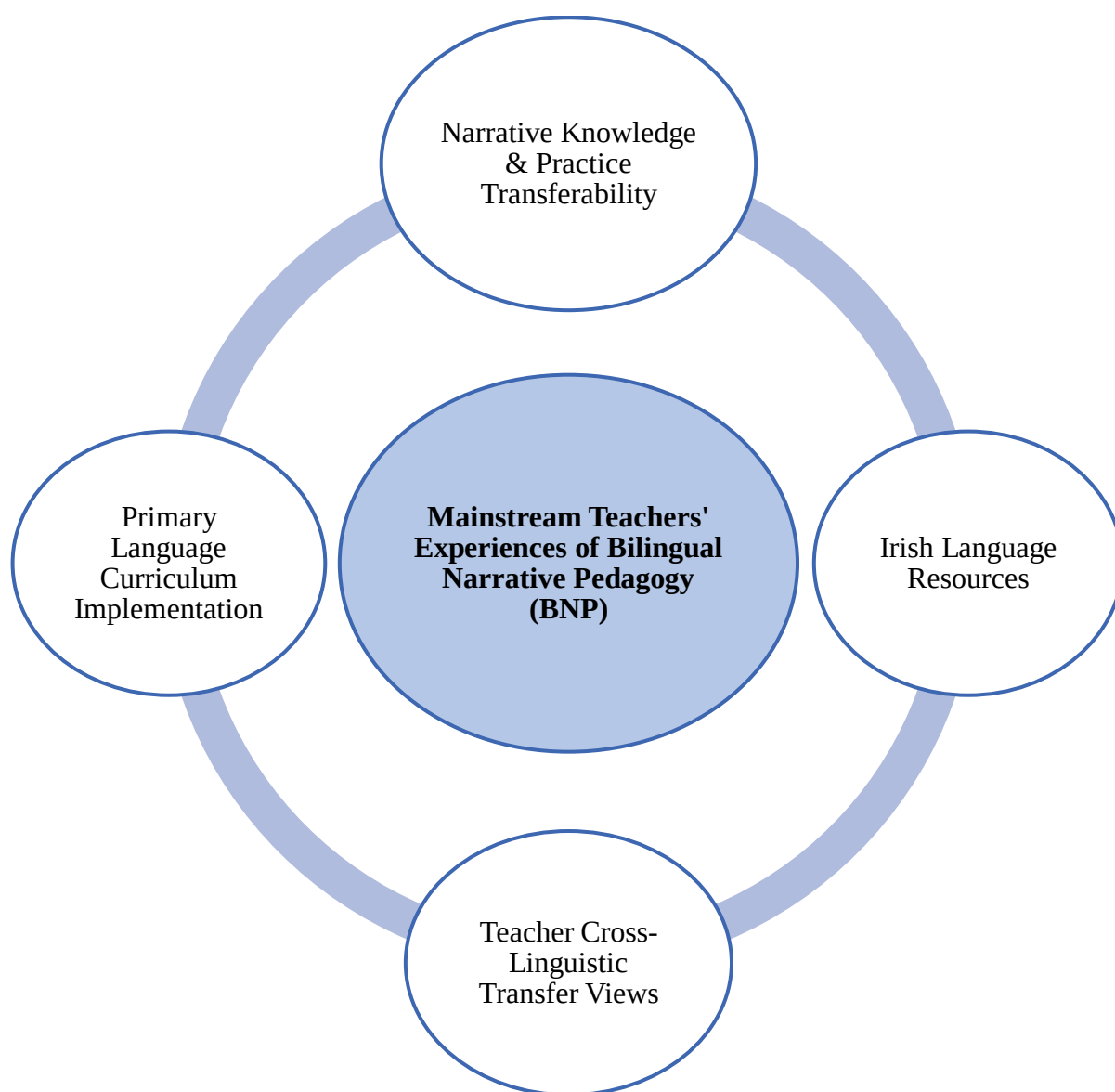
4.3.1. Introduction

Having generated themes from participant teachers' reported experiences of professional development (PD), this study examined bilingual narrative pedagogy (BNP) experiences, capturing teacher responses at an important juncture for integrated language instruction in Ireland. The dearth of international research on teachers' experiences of BNP deems these findings original.

In 1999, the Primary School Curriculum compartmentalised the English and Irish languages through disconnected curricular strands and strand units (NCCA, 1999a; 1999b; 1999c). Since then, the viability and suitability of an integrated language curriculum for Irish primary schools was established (Ó Duibhir & Cummins, 2012), which critiqued English and Irish compartmentalisation and advocated for pedagogy to; note language similarities and differences; enable concepts and skills transfer between languages; and differentiate between the needs and contexts for child language learners (ibid). In 2015, the integrated *PLC* was introduced in Irish primary schools (DES, 2019) and thus commenced the transition from segregated to integrated language instruction. Ó Duibhir and Cummins (2012) invited small-scale research to support language development in the Irish primary school context from L1 to L2 to L3, and encouraged such research to assess what supports teachers require to effectively facilitate this.

The Tell-a-Tale | Inis Scéal (TaTIS) study explored participant teachers' knowledge, practices and views regarding integrated English-Irish narrative pedagogy. TA of semi-structured Mainstream Teacher Interviews (MTIs) (appendix G) generated a four-fold thematic understanding of participant teachers' BNP experiences (Braun & Clarke, 2006). These findings respond to Ó Duibhir and Cummins's (2012) invitation through recommendations for future supports in both policy and practice to enable teachers to effectively support all languages within their classrooms. These findings provide an entry log in an otherwise scarce research landscape regarding teachers' experiences of BNP.

Figure 4.11. *Thematic Response to Research Question Two*



Sub-themes dialogue with wider international research regarding bilingual instruction to initiate a conversation about BNP as an instructional approach for linguistically diverse classrooms.

4.3.2. Narrative Knowledge and Practice Transferability

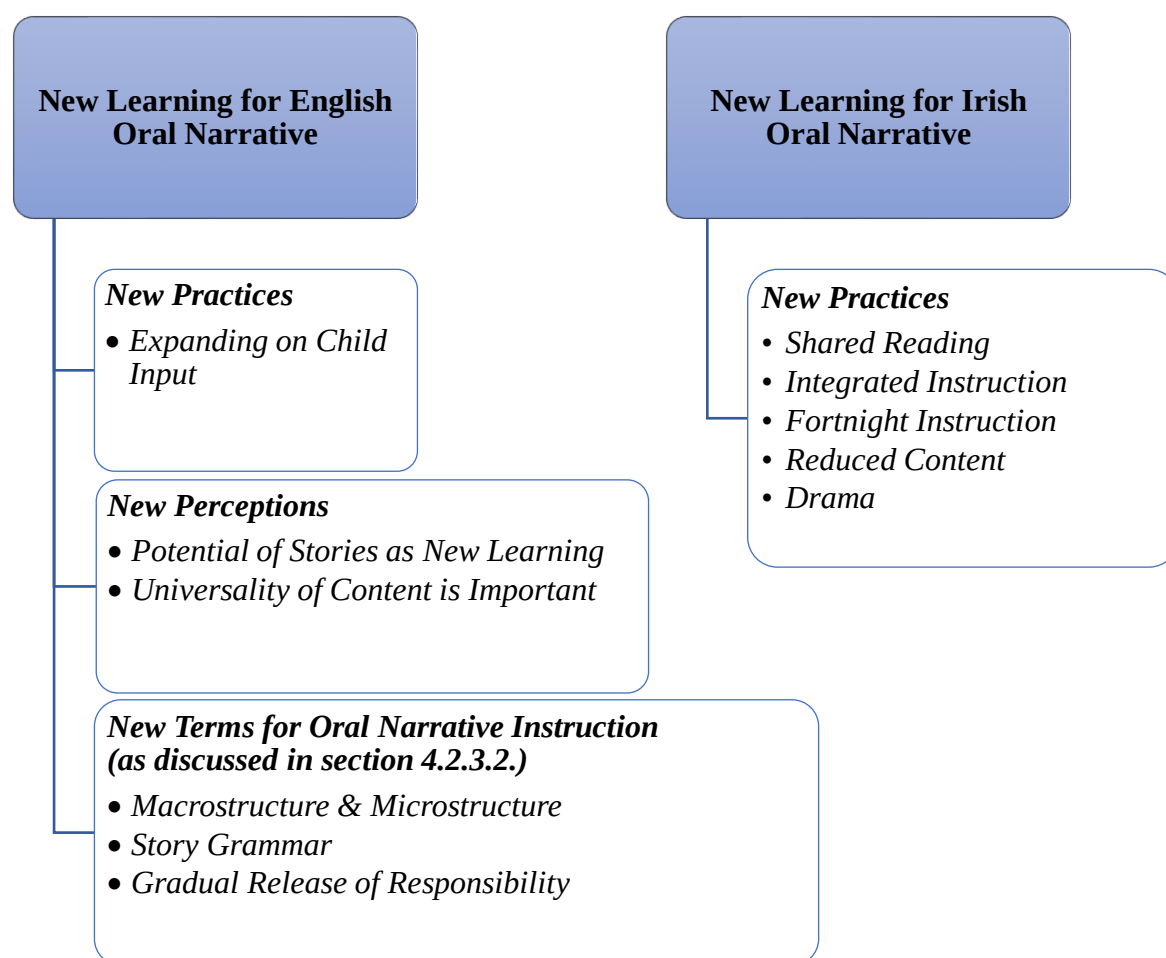
Developing narrative knowledge and practice for TaTIS delivery is consistent with recommended content components of effective PD (Kalinowski et al., 2019; Schachter et al., 2019). If the Common Underlying Proficiency (CUP) theory suggests a bidirectionality of knowledge, concepts and skills in language classrooms (Cummins, 1981), one might hypothesise that instructional narrative knowledge and practices are also

transferrable. However, this study found that teachers reported non-transferable narrative teaching knowledge and somewhat transferable narrative teaching practices. Though participants transferred programme delivery skills, there was no reported *knowledge* transfer across English-Irish oral narrative instruction. Furthermore, there were more implicitly related and unrelated *practices*, than explicitly related *practices*, signalling minimal conscious *practice* transfer across English-Irish oral narrative instruction. Primary-aged children demonstrate stable motivation to engage with Irish, though engagement is “*critically dependent on the teacher*” (Devitt et al., 2018, p. 20), rationalising the value of these findings for integrated English-Irish language instruction in Ireland.

4.3.2.1. Disconnected new learning.

Despite evidence of new learning for oral narrative instruction, participants reported disjointed new knowledge and/or practice for English-Irish oral narrative instruction. Teachers reported new terminology for English, but not for Irish, signposting a lack of conscious knowledge transfer across English-Irish narrative teaching (section 4.2.3.2.) and contributing to the concept of teachers as practice-oriented professionals (section 4.2.2.3.).

Figure 4.12. *English-Irish Oral Narrative Instruction Knowledge*



New learning for English oral narrative instruction included expanding on child input, storybook potential for learning and universality of content for comprehension. Before TaTIS, teachers replied “*oh, yeah, very good, you got it*” (V1) or “*oh yeah, next, moving on*” (Z2), whereas now, they were *elaborating more* (V2) on child input. Opportunities to share, expand and clarify thoughts are important for children (Michaels & O’Connor, 2015), enabling social interaction (Bruner, 1981; Vygotsky, 1978) and exploratory cognition (Vygotsky, 1978). DR activities (Pillinger & Wood, 2014) thus maximised English language development. Stories are key resources for language development [XY-School]. *There is a lot you can do around stories* (Y1), and participants became *more equipped* and *more skilled to teach a story* (X1). Conteh (2012, p. 80) confers that “*stories are a powerful medium for language learning,*” enabling both language and literacy development (Isbell et al., 2004) through the development of

vocabulary, comprehension, social skills (Dickinson, 2001), phonology, syntax, pragmatics (Gillanders & Castro, 2011) and story grammar components (Brown et al., 2014). Continued storybooks use is important for English language learning. Teachers recognised the importance of adopting known nursery rhymes and stories to support ELLs. They are *a really good idea* (V1) and teachers would now *be mindful that the EAL children might have [traditional stories] already with their own background knowledge of those* (Y1). The Common Underlying Proficiency (CUP) theory thus emerged (Cummins, 1981), as teachers acknowledge L1 prior knowledge when accessing language of schooling content. While this new learning is valuable for English oral narrative instruction, it would be equally useful for teaching Irish oral narrative. Why did teachers respond with such a segregated view of English-Irish teaching? Have the previously compartmentalised curricula nurtured a disjointed perception of how languages should be taught? This study cannot answer these questions, but future research should. The following accounts document new Irish oral narrative instruction practices. Unlike the acquisition of new terms for English oral narrative instruction (section 4.2.3.2.), no teacher recognised or mentioned new PD terminology from Irish oral narrative engagement.

New learning for Irish oral narrative instruction included shared reading, integrated instruction, fortnight instruction, reduced content and drama. Shared reading in Irish was a new practice for all six teachers. Existing Irish programmes provided interim stories, but are *not really a book... just a video of a story instead* (W1), and children were *not very interactive* with the digital versions (U1) because *they listen to it* with minimal teacher input (Z1). Despite intentions to share physical Irish storybooks, teacher X1 *never got around to it*. Having taught TaTIS, teachers highlighted their successful experiences of Irish shared reading. *The story was brilliant because it enabled us to teach the story properly and bring it into real life* (X1). Indeed, *you can transfer the same questions to different stories...I wouldn't have thought of that before* (Y1). Shared reading in Irish, a change in teacher practice, had an identifiable effect on participant children's language skills (Guskey, 2002), thereby enabling teachers to grow professionally in their appreciation for Irish storybooks. Integrated instruction was a new and important practice for Irish language development (U1; V1; W1; Y1; Z1).

Table 4.2. *Integrated Language Instruction Commentary*

Teacher	Comment
U1	<i>They can clearly see the relationship between the two stories, they're making a connection to it in English first, then in Irish, and that's kind of building on their confidence that, "I do know what's happening, I can speak more freely". It's just amazing to see that that.</i>
V1	<i>Reading the Three Pigs... they were able to pick up on the different parts of it in the English story, which helped them then understand what I was reading in Irish.</i>
W1	<i>I feel that actually using stories, and stories that they know already, in Gaeilge is such a great approach, because they can familiarize themselves with that. They can grasp the vocabulary there easily, because they know the story already, so they don't actually have to think about the plot, they just have to think "oh, that word means that or that word means that"</i>
Y1	<i>The fact that they know the story in English, and then you're bringing it in, in the Irish language. I suppose, it's easier for them... they understand, they have previous knowledge of it, which helps in learning it in Irish, and they know the phrases from having done it in English.</i>
Z1	<i>I know that has always been spoken about in the Primary Language Curriculum, you know, to do the same thing that you're doing in English, in Irish, which we hadn't really been doing if I'm being honest, we hadn't really been doing it, to the extent that we should be doing it, and I'm really seeing the benefits of it now. So, for me, it's to actually use the same ... narrative in English and in Irish, and then to go from there with it.</i>

These segments depict a keen awareness of, and belief in, integrated language instruction through bilingual narrative. Policy and practice gaps are fundamental issues for curriculum development (Kelly, 2009), as ineffective theory to practice translations disconnect policymakers' concepts (i.e., the integrated *PLC*) and their implementation reality (i.e., teacher engagement) (Kelly, 2009). It is conceivable that participant teachers in TaTIS struggled with initial *PLC* introduction (DES, 2019), as no teacher recognised CUP theory during PD discussions. Thus, the theoretical and conceptual vision for the integrated *PLC* was not effectively communicated to practitioners. Nonetheless, these comments indicate greater understanding of the *PLC* as a valuable way of teaching languages. Researchers of integrated language instruction recommend clear examples and tailored training (Mearns & Platteel, 2021), and though participants valued integrated language teaching, their reported 'integrated' practices require further development if this ideal will be championed in Irish classrooms. The extension of Irish language content over two weeks was new and effective practice for four teachers (V1; W1; X1; Z1). Teacher V1 was initially sceptical: 'I don't know if they're going to get this' but was

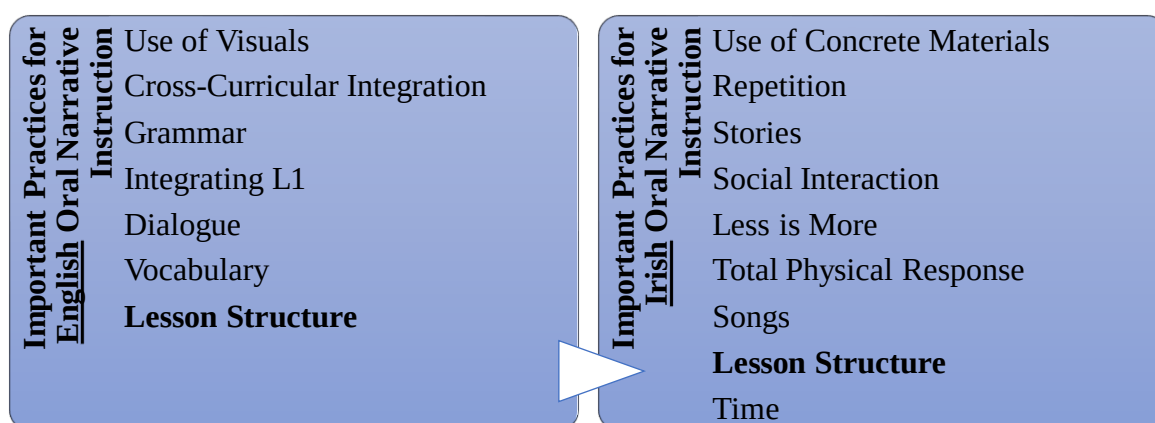
pleasantly surprised that *consistency over two weeks* enabled children to become *very good at saying the characters or the phrases*. Other teachers recognised the value in *affording time to develop vocabulary* (W1) as opposed to other programmes operating on weekly instructional themes that children *don't really know thoroughly enough* (X1). Teacher Z1 concurred that *it does get easier as the two weeks for Inis Scéal go on*. Participant teachers were impressed by pupil outcomes from the extensive input instructional approach (Ellis, 2005) over a two-week period. A change in participant teachers' beliefs and attitudes regarding extensive Irish language input (Guskey, 2002) might support fortnightly instruction beyond TaTIS delivery. Reduced content in IS was also praiseworthy (X1; Z1). Teacher X1 liked using *a smaller quantity of sentences or words*, while teacher Z1 agreed that *less is more*. Both teachers elaborated on the importance of using the language *in every context*, that *it's just not specifically to what's on the screen, that they're able to adapt it to their environment, and it becomes more of a living language* (X1). Teacher Z1 acknowledged that *you'd rather them use it and have it, than bombard them with loads of information that they're not retaining*. Both teachers attributed the children's growing use Irish to the reduced content therein, and thus recognised language output as a key principle of L2 instruction (Ellis, 2005). New learning for participant teachers is thus valuable for Irish language instruction. Finally, drama was a new practice in Irish language lessons (V1; W1). One teacher admitted that *she tried to do a bit of drámaíocht, but it's easier to follow in Inis Scéal* (V1), taking *advantage of using the masks every day, whereas [she] wasn't before*. Teacher W1 reckoned that children *really enjoyed... using the props for Gaeilge*, explaining that this *was one thing [she] tried to incorporate lately*. Drama is an internationally supported technique as more effective than traditional instructional approaches (Lee et al., 2020), deeming this new learning valuable for Irish language instruction.

While evidence of new learning for English and Irish oral narrative instruction is promising, a lack of reported knowledge-based and practice-oriented crossover between both is concerning. How can Irish primary teachers acquire a bidirectional flow of knowledge and practice for integrated language instruction if unidirectional views prevail? Future research must explore this so that the integrated *PLC* might be implemented with greater bidirectionality of knowledge, concepts and skills in Irish primary schools.

4.3.2.2. Explicitly related, implicitly related and unrelated practices.

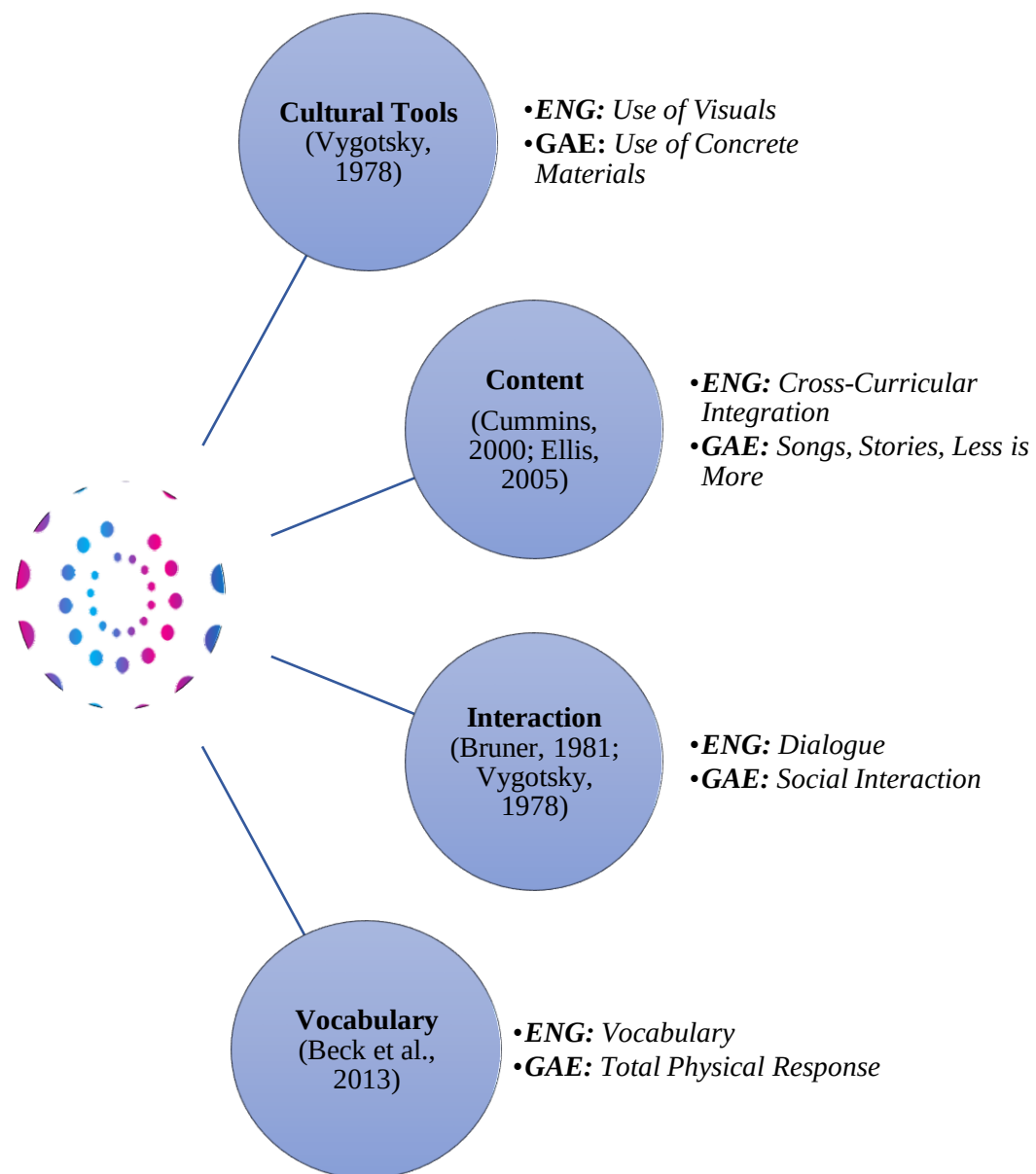
Participant teachers reported explicitly related, implicitly related and unrelated views on important practices for teaching both English and Irish oral narrative in this order of prominence.

Figure 4.13. *English-Irish Oral Narrative Instruction Practices*



Closer examinations revealed some stated practices that might connect based on theoretical perspectives on how languages are taught (see below).

Figure 4.14. *Implicitly Related English-Irish Oral Narrative Instruction Practices*



However, the practices of grammar, integrating L1, repetition and time did not crossover between both languages. This section now discusses the unearthed explicitly related, implicitly related and unrelated practices.

The explicitly related important practice for both English and Irish oral narrative instruction was *lesson structure*. TaT lesson structure was helpful for oral narrative retell development (U1; V1). *Using that structure of vocabulary, phonological awareness, grammar, and then relinquishing the reins to the children, and letting them retell with sequencing and role-play, that format has been brilliant, both in English and Irish (U1).*

The *little stages of a lesson* specific to oral language components were helpful and the children *got so used to structure of IS* (V1). Lesson structure predictability played a key role in fostering a safe learning environment (Krashen, 1982) for developing narrative retell skills. The lesson structure consistency over a seven-week period is likely to have afforded opportunities for output and social interaction in English and Irish as L2s for ELLs and NESs (Ellis, 2005). Future bilingual narrative programmes might continue with a structured approach to lessons to accommodate a safe, predictable environment and opportunities for purposeful language usage in social situations.

The implicitly related important practices for both English and Irish oral narrative instruction were cultural tools, content, interaction and vocabulary. Though teachers used varying terms to depict important practices in their instruction of both languages, their underlying theoretical principles were somewhat related according to these four perspectives.

Cultural tools. Teachers recognised the role of visuals in developing English oral narrative (U1; W1; X1; Y1; Z1) and emphasised the importance of concrete materials in developing Irish oral narrative e.g., visuals, cards, props and other teaching aids (U1; V1; W1; Y1; Z1). These cultural tools assist language learning (Vygotsky, 1978), with visuals prominently placed as transferable concrete materials between both English and Irish. Visuals within TaT were valuable because they *don't have a word underneath* (W1), were *hands on* for narrative language development (X1) and supported memory retrieval (Y1). 'Obair Bheirte' [*Paired Work*] cards were excellent *as a prompt for [children]* (Y1) as *they love* (Z1) *using a slip of paper with the images to say: "cé hé seo? cé hí seo?"* (U1). Visual strategies are advocated to support young ELLs' reading comprehension (Pang, 2013). However, specific to IS, participants also referred to *using the props as Ghaeilge* (W1), *as in the masks* (V1; W1) and the *puppets* (W1) to embed dramatic Irish language learning. *'That was very little hard work on my behalf and I was thinking... this is all they needed to get it'* (U1). Vygotsky (1978) stresses the key role of cultural tools for language development. Real objects, such as props, contextualise new vocabulary for young children (Wasik, 2006) and provide comprehensible input (Krashen & Tyrrell, 1983). However, props were only mentioned as important for Irish narrative language instruction, and not for English. Such props were transferable between both TaT and IS,

yet their role in supporting both languages was not recognised. Irish was a L2 or L3, whereas English was a L1 and L2, for participant children. This might indicate that teachers perceive props as more important for L2 and L3 acquisition than L1 acquisition.

Content. Teachers referred to cross-curricular integration (X1; W1), stories (X1; Y1, Z1), content volume (U1; X1), and songs (U1) as important BNP components. Cross-curricular integration, though referenced several times, only appeared in two of five settings [W-School; XY-School]. Art featured prominently across three classrooms, as children *drew a [narrative] picture and painted it* (W1), providing inspiration for teachers with art lessons (X1). Art exhibits were observed and captured during weekly on-site visits (appendix Y). Teacher W1 remarked that *the programme has so many benefits for integration*, having also set up a *little theatre* through *drama lessons* to *play out the whole story*. Such cross-curricular integration further consolidated the stories and capitalised on the other advantages associated with such techniques, including positive self-identity through art (Wielgosz & Molyneux, 2015), and enhanced language and communicative skills through drama (Greenfader & Brouillette, 2013). Teacher Z1 was most impressed by the story as a medium for Irish language development, having observed *real-life* usage of the Irish language: *opening the door, and letting them in* while saying *lig isteach mé* [Let me in], *and now, they use it if they're in the toilet, they're like, 'lig isteach mé!'* Stories facilitated language usage beyond the language lesson and impressed participant teachers so as to influence future change in practice (Guskey, 2002). Reduced content volume was another important dimension as a successful practice for integrated language instruction. Teacher U1 realised *that you have to step back and let the children speak*. Teacher X1 advocated for fellow colleagues to *just have a few core words and a few sentences*, critiquing the current whole school plan, which has *all these phrases that are not done* (X1) due to over-ambition. This suggestion relates appropriately to the introduction of formulaic expressions and language chunks (Ellis, 2005). Finally, the programme songs were deemed important content components, as one teacher *underestimate[d] the value of a song* (U1), recognising that because *they knew the songs, they then realized that it's Inis Scéal time or it's Tell-a-Tale time*, supporting a safe and predictable learning experience for participant children (Krashen, 1982). Songs are used in international ESL classrooms, scaffolding topic introductions and language

pronunciation to support language learning (Alisaari & Heikkolab, 2017). Thus, cross-curricular integration, stories, content volume and songs are important for BNP.

Interaction. Both dialogue (U1; Z1) and social interaction (U1; V1; Y1; Z1) were important for English and Irish oral narrative instruction respectively. Two teachers mentioned both dialogue and social interaction, while two referred only to social interaction as a key practice for Irish oral narrative instruction. The opportunity for L2 interaction is central to developing L2 proficiency (Ellis, 2005), further rationalising the sociocultural and interactionist theoretical underpinnings of TaTIS design (Bruner, 1981; Vygotsky, 1978). Teacher U1 observed that *they're talking to people in Irish*, while teacher Z1 reckoned that *using the pair work* supported their learning. Teacher Y1 referred to the consistent social interaction, as the *same questions transferred to other stories* so that children had constant opportunities to engage in Irish lessons. Teacher V1 agreed emphasised the importance of *keeping things so interactive*, having supported *that constant over and back between the kids and [herself]*. It is noteworthy that teachers were more vocal about social interaction for L2 and L3, than for L1 development. This might indicate that teachers perceive social interaction as more important for teaching languages other than English, rather than using it for English language teaching.

Vocabulary. Vocabulary (V1; X1), and the Total Physical Response (TPR) method for teaching vocabulary (U1; V1), were memorable practices for the teaching of English and Irish oral narrative. Teacher V1 became *more focused on vocabulary*, while teacher X1 developed skills to *really tease out all that vocabulary* from the story. Skilful vocabulary instruction is important in EAL settings (He & Godfroid, 2019) and participant teacher recognition of its value is a positive outcome for ELLs herein. The TPR method was particularly effective for Teacher U1, who recollected:

They were struggling with 'teach beag adhmaid' [little house of sticks], and you had given me the little hand signals to say 'teach beag adhmaid', that helped... like the difference in me just saying it... to actually doing an action... it was empowering.

Teacher V1 encouraged the children to be *up and down off [their] seat* and *to swing around if you want to sing the song*, to enhance engagement through general movement.

TPR is commended for L2 instruction from pre-school to secondary school (Duan, 2021), as long-term memory is supported, a safe learning environment is created and children gain language (ibid). This signposts vocabulary and TPR as key techniques for BNP.

The unrelated important practices for both English and Irish oral narrative instruction were grammar, integrating L1 into the classroom, repetition and time. One might have assumed that adopting a bilingual English-Irish narrative approach to support integrated language instruction would result in an integrated view of all oral narrative teaching. However, this was not the case, as is illustrated below.

Grammar. Teachers were keenly aware of the importance of explicitly teaching *sentence construction* [V-School; XY-School; Z-School]. Teacher Z1 reflected on their prior practice of “*Monday, we’ll do the words, Tuesday, we’ll work on the grammar, Wednesday, we’ll do the sentences*” whereas TaT enables teachers to use *smaller, more detailed* language so that children can *build it up* each day. Teacher X1 noted greater confidence with taking a story to *break it down into smaller pieces* so as to focus on grammatical features. Explicit instruction of rule-based and form-focussed competence is important (Ellis, 2005) and therefore a valuable practice to emerge for participant teachers of TaTIS. Nonetheless, IS lessons also adopt this approach, introducing vocabulary and grammar concurrently to support early production of the Irish language. Non-explicit reference to this raises questions regarding implicit understanding of integrated grammar instruction in TaTIS.

Integrating home languages. Though no mainstream teacher mentioned the importance of integrating home languages as part of the English oral narrative retell skill, other colleagues did. Teacher U5 noted a *light bulb* moment having enabled one child to think of a word in her L1: ‘*we’re trying to embrace both languages*’ and to create ‘*that safe environment where they can feel that they can contribute*’ (U5). Teacher V2 emphasised the importance of *bringing in the languages into the classroom, that it’s not always just English and Irish, letting them teach their language*. This recognition of home languages adheres to integrated PLC recommendations (DES, 2019), and correlates with international studies on recommended practice for linguistically diverse settings (Cummins, 2005; Oh & Fuligni, 2010). However, none of the teachers who explicitly

taught TaTIS reported home language inclusion as a new practice. Perhaps they already elicited home languages in their classrooms, or grappled with it, and therefore, avoided it. If the former, this should be endorsed in future approaches to narrative instruction, and if the latter, more training for home language elicitation is needed for teaching practitioners.

Repetition. Four mainstream teachers referred to repetition as a key practice for Irish oral narrative instruction (U1; V1; X1; Z1), but not for English oral narrative instruction. Teacher X1 commended the programme in enabling the class to *revisit [the key language] daily* while teacher Z1 expected that the children are *learning through that repetition*. Teacher U1 concurred that the *repetition* was *definitely* important, realising that *they need [it]*. Initially, she thought: “*oh they're going to get tired of this*” but *they don't... they don't get tired of the repetition*, which demonstrates key learning on the importance of extensive language input for Irish language development (Ellis, 2005). Therefore, teachers favour repetition for L2 and L3 support, but not for teaching English language, which in some cases, is the L2 for participant children. However, TaT adopts repetitive structure, timing, language focus and routine. Once again, implicit understanding of integrating repetition in English and Irish is questions herein. Furthermore, non-explicit reference to opportunities for extensive input in English questions whether adequate English language practice is afforded to ELLs in Irish primary schools.

Time. Two teachers advocated for the fortnightly allocation to Irish language instruction (W1, X1), but not for English oral narrative instruction. Teacher X1 exclaimed that *you need the two weeks*, while teacher W1 argued that *they really needed that amount of time*. Extensive L2 input is essential for successful instructed language learning (Ellis, 2005), which rationalises the spread of instruction over a fortnight period. Teacher awareness of such extensive input is a promising emergent practice, though again, places English language instruction as different to Irish language instruction. If the ideals of integrated English-Irish instruction are to be enacted through the *PLC* (DES, 2019), teachers need to view both languages in tandem with one another, adopting strategies and techniques that are consistent, but differentiated across both, to meet the needs of all learners of English and Irish respectively. However, TaTIS design likely influenced this response, given its week vs. fortnight duration for English-Irish oral narrative instruction.

Perhaps there were no reported correlations between these practices because teachers took for granted that new English oral narrative practices automatically transfer to Irish oral narrative instruction. Nonetheless, follow-up research is recommended to determine if segregated English-Irish practices remain amid integrated English-Irish language planning.

4.3.3. Irish Language Resources

The Irish Government recognises the importance of teachers, and teacher PD, for Irish language maintenance and instruction (GoI, 2010). Research posits that teachers' instructional actions align with their knowledge and beliefs (Borg, 2003), so uncovering teacher knowledge for Irish oral narrative instruction is valuable herein. However, Irish language revitalisation efforts depend on radical instructional reform, necessitating teacher training and pedagogic resources (Moriarty, 2017). Given the general literature consensus that, developmentally, there can be no substitute for real-life experience and interaction for OLD (Courage & Howe, 2010; Ebbeck et al., 2016), it is concerning that digitised Irish language programmes emerged prominently as central support sources for Irish language lessons across all six participant settings. This study first uncovered the challenges experienced by participant practitioners with such Irish resources pre-Inis Scéal (IS) delivery, with references to three digital Irish programmes: *Abair Liom [Speak with Me]*, *Bua na Cainte [Champion of Talking]*, and *Céim ar Chéim [Step by Step]*. Commentary on *Abair Liom* was most prominent in the data set (U1; V1; X1; Y1), with less references made to *Bua na Cainte* (U1; W1; Z1) and *Céim ar Chéim* (U1). This provides scope for Irish language pedagogic resource comparisons and for teachers to voice desired programme characteristics in future publications.

4.3.3.1. Existing Irish language programmes.

The researcher asked teachers for their opinions on current Irish programmes pre-programme engagement. *Abair Liom* was praised as *very good, brilliant, a great programme* (V1), *pretty good* (X1), and *more interactive* than the *Céim ar Chéim* programme (U1). Teachers liked that *Abair Liom* had *songs and poems, vocab games* (V1), and that it was *clearly laid out* (X1) and *easy to follow* (V1). Teacher U1 explained that she had been *dipping into Abair Liom since free resources* were shared due to *COVID*, and was *more drawn to it*. However, *Abair Liom* was not completely flawless, as

teacher X1 cautioned *you have to do all that work yourself*. Therefore, participant teachers viewed interactive and well-structured digitised programmes, with songs, poems and vocabulary, as effective resources for Irish language instruction. Prior to IS implementation, Teachers W1 and Z1 used Bua na Cainte. It was described as *fine*, but *not the best* (Z1). They critiqued that it only provides a *video of a story ... not really a book* (W1), so that the children *listen to it* (Z1) with little interaction or language usage. Teacher U1 used Céim ar Chéim, acknowledging that the children *like the story, the words, and the little games*, but that *they're not very interactive with it* (U1). She also critiqued the fact that Irish programmes do not sufficiently draw connections to prior knowledge or familiar content. Therefore, participant teachers viewed concrete books with dialogic approaches and meaningfully integrated resources as important for their settings.

4.3.3.2. Teacher criticality of Irish language resource selection.

Having delivered IS, Abair Liom was critiqued in terms of programme familiarisation (V1) and content volume (X1; Y1). Teacher V1 had *been following Abair Liom since September, and it took [her] into nearly Christmas to get [her] head around that*. Teacher X1 agreed, stating *“where am I going to start with this?” We're not all jumping out of our skin every day to tackle it*. The lack of training for its familiarisation and delivery is thus highlighted, with upskilling necessary for newly introduced Irish programmes. Teachers also criticised the large volume of vocabulary in Abair Liom. *There's this new set of vocabulary coming at them every week (X1), a lot of vocabulary to be learned (Y1), and they don't really know it thoroughly enough (X1)*. Teacher X1 predicted that *they're trying to impress us with this fabulous programme, but it's overloaded, it's overdone, and too broad a thing to be effective*. This provides evidence that unproductive child outcomes resulted in teachers having not changed their practice prior to IS engagement (Guskey, 2002). It also demonstrates that participant teachers want less vocabulary and ample time to embed such words in Irish language classrooms (Ellis, 2005). Having delivered IS, teachers W1 and Z1 critiqued Bua na Cainte regarding its basic language focus and disjointed language content. *Bua na Cainte doesn't have much narrative in it. It's just focusing on everyday life, while TaTIS is a storytelling way of using Gaeilge. I really enjoyed that they could develop their storytelling skills as Ghaeilge (W1)*. Teacher Z1 conveyed distaste for Bua na Cainte, *because a lot of things are so unnecessary, and it*

doesn't make any sense. Having observed basic storytelling skills emerging for their pupils in an integrated way, participant teachers could see Irish oral narrative language development from TaTIS implementation. Teacher U1 reported specific professional growth by critiquing:

*I'm glad that I had this experience of Inis Scéal, because it has brought me back to the fact that the children need to be playing the games, using the words, using the images, taking part... and you need to find a way to make it relatable to them. When I was using the interactives and playing the digital games, and thinking that this is the way forward. And then, I was like... no... **this** is the way... because you think children want online interactive stuff, but they don't, they actually respond so much better to concrete materials.*

This shows a significant growth in mindset regarding the teaching of Irish, moving from a digitised approach, to a more holistic view of Irish language instruction.

In summary, participant teachers offered this feedback for future Irish resources.

Figure 4.15. Preferred Irish Programme Characteristics

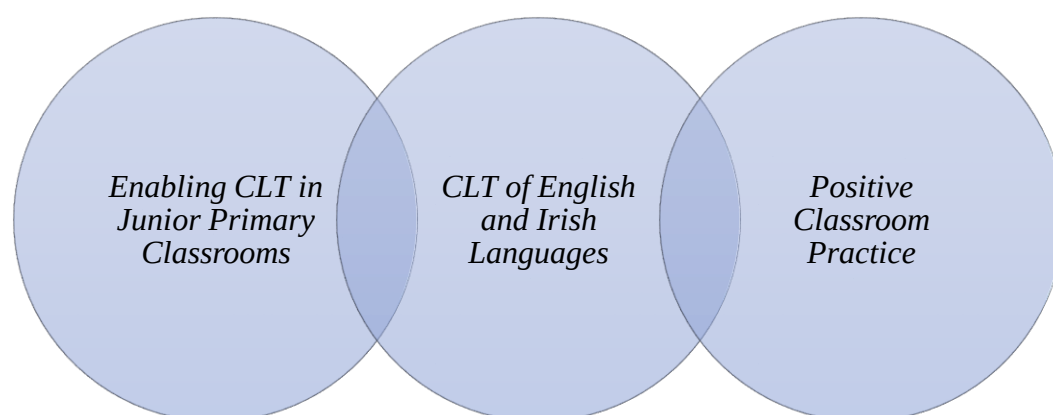


These findings provide key insights for research and policy regarding Irish primary teachers' desired programme components for Irish language instruction.

4.3.4. Teacher Cross-Linguistic Transfer Views

Two frameworks inform the modern understanding of Cross-Linguistic Transfer (CLT) (Genesee et al., 2006); linguistic interdependence (Cummins, 1979; Verhoeven, 1994) and contrastive analysis (Odlin, 1989). Linguistic interdependence claims that L1 and L2 rest on a Common Underlying Proficiency (CUP), or an interdependent central processing system (Cummins, 1979). Contrastive analysis focuses on L1 and L2 structural commonalities and differences (Odlin, 1989), which can influence the ease, speed and accuracy of L2 acquisition. The *PLC* recognises both perspectives, integrating English-Irish language instruction to enact linguistic interdependence (Cummins, 1979; Verhoeven, 1994), and encouraging discourse regarding similarities and differences between languages (Odlin, 1989). This study captured participant mainstream teachers views on CLT after TaTIS delivery. The generated themes are outlined below.

Figure 4.16. *Teacher Views on Cross-Linguistic Transfer*



4.3.4.1. Enabling CLT in junior primary classrooms.

Mainstream teachers commented on three core components of CLT facilitation: CLT in-action (Y1; Z1), CLT as dependent on child L1 awareness (U1; Z1), and CLT as reliant on teacher initiation (V1; W1).

CLT in-action occurred in a *fun and friendly way, rather than it being forced* (Y1). Teacher Z1 observed healthy rivalry emerge between ELLs of varying language backgrounds, saying: *'you could hear some of them: "well, in Polish, we say this...", "in Romanian, we say this..." and it's nearly like a competition. Whose word is better?'* This positive observation of CLT in-action is encouraging as it increases the likelihood of continued CLT beyond TaTIS (Guskey, 2002; Yoon et al., 2007). Furthermore, ELLs adopted contrastive analysis in independent word comparison (Odlin, 1989), showing an awareness of language similarities and differences, and indeed, capacity for conscientious dialogue about languages in early childhood settings.

However, teachers also found that CLT is dependent on ELLs' L1 awareness (U1; Z1), highlighting the interdependent nature of languages (Cummins, 1979). Teacher U1 explained that even though she was *trying to encourage* L1s, she *found that maybe they just hadn't made that connection yet*. Adding to this, teacher Z1 said: *"so in English it's turnip, in Irish it's tornapa, does anyone know it in their own home language?" And none of them did*. Though CLT is regarded as a positive practice, it is not without its facilitation challenges, which not only elevates the profile of parents for home language encouragement, but also raises questions about the supports that are available to teachers regarding CLT enablement in Irish primary classrooms. A clear articulation of CLT in-action is necessary to support this practice (NCCA, 2018), yet little was known among participants regarding how to respond when children did not recollect or know their L1.

Finally, CLT is reliant on teacher initiation (V1; W1), and emerged both negatively and positively during this study. Teacher V1 was *sorry that [she] didn't bring in more of their own native language*, explaining that she *had 20 million things going through [her] head at that time*, making it difficult to focus on CLT initiation. In contrast, teacher W1 explained that *sometimes [she] would ask, "oh, what's this in Romanian?" or "what's this in Lithuanian?" when reading the book*. She had been *in favour of that* due to having had first-hand experience of *being in their shoes* as an ELL (W1). Contrasting outcomes emerged regarding teacher initiation of CLT. Only one teacher, with a linguistically diverse background, spoke favourably about initiating CLT. Devine (2011) cautions that teachers have unsettling experiences when exposed to a diverse range of cultures and backgrounds. It is plausible that the other mainstream teachers did not refer

to their initiation of CLT due to this being an ‘unsettling’ practice. The NCCA (2018) uncovered primary teachers’ concerns with having to be knowledgeable about the languages in their classrooms, and it is possible that such apprehension surfaced herein too. Clear guidance on how to accommodate CLT in junior primary classrooms is important to support teacher confidence with initiating home language discussions.

CLT enablement in junior primary classrooms was recognised as a positive practice which increases the likelihood of continued CLT beyond this study (Guskey, 2002; Yoon et al., 2007). However, there remains a gap regarding how to respond in situations where children do not recollect or know their home language, despite policymakers’ intentions to articulate how CLT can be enacted in Irish primary classrooms (NCCA, 2018). This study also posits that some participant teachers may not have frequently initiated CLT due to this being an ‘unsettling’ practice that differed from cultural practice norms (Devine, 2011). Nonetheless, ELLs adopted contrastive analysis for L1 comparison (Odlin, 1989), illustrating an awareness of similarities and differences between languages and capacity for dialogue about their alternative home languages. Therefore, clear guidance on how to accommodate CLT in junior primary classrooms is important to support teacher confidence with home language discussion facilitation.

4.3.4.2. CLT of English and Irish languages.

Mainstream teachers commented on three core aspects of English and Irish CLT: English-Irish CLT in-action (U1; Y1), ELLs’ prior differentiation difficulty between both languages (W1; X1), and English-Irish CLT benefits (Y1; Z1).

Two teachers referred to English-Irish CLT. Teacher U1 noted that the children *were definitely making the connection between English and Irish*, while teacher Y1 explained that they *can see the similarities and they can transfer it from one to the other*. Both perspectives recognise linguistic interdependence (Cummins, 1979; Verhoeven, 1994) and contrastive analysis (Odlin, 1989) respectively. English-Irish CLT had a significant impact on teacher U1’s programme experience. She recounted that:

*...it was just a breath of fresh air to have something new
like this... that you see children using both English and
Irish...I always felt the speaking part in Irish was*

*something that I struggled with... but you see them
engaging with it so naturally... it was absolutely amazing.*

Teacher Y1 shared this positive experience, saying *'it's easier for the children to learn it, and it's easier for us to teach it, having done it in English and then doing it in Irish'*. The Irish story character names transferred into English phonics lessons, where teacher U1 would ask for words that begin with a certain letter, *we did 'f' the other day and they said 'Feirmeoir'. I said 'l' and they said 'Lapaí', and I was just... this is just... Yes!* Both teachers recognised linguistic interdependence in-action between English and Irish (Cummins, 1979; Verhoeven, 1994), as children found it *easier* (Y1) to make the *connection* (U1) between both. They also referred to contrastive analysis in-action between English and Irish (Odlin, 1989), as children noted *similarities [for] transfer* (Y1) and used Irish words for English phonological skills (U1). Therefore, both CLT frameworks were observed in this study (Genesee et al., 2006).

ELLs' prior difficulty in differentiating between English and Irish also emerged. As an ELL, teacher W1 explained: *'when I was a child, I had no English coming in, and I didn't even know we were doing Irish... I didn't realise it was different'*. This is consistent with teacher X1, who explained: *'we had a child here, a Pakistanian boy, and he told the principal that he was four years in the school before he realised that English and Irish were two different languages. The poor garsún thought it was all the one'*. These findings indicate that past language teaching practices in Irish primary schools were insufficient at enabling ELLs to recognise the bilingual English-Irish nature of the primary curriculum. This is plausible given the previously disconnected objectives and delivery of language curricula in Ireland (NCCA, 1999b; 1999c; Ó Duibhir & Cummins, 2012), resulting in minimal English-Irish crossover and connections. It is possible that TaTIS responds to this shortfall, as adopting the same narrative content across English and Irish enables children to recognise both languages as separate code systems with similar messages. Further pedagogical suggestions are recommended so that teachers can enable children to notice both languages as separate entities in an integrated way.

Despite the difficulty ELLs experienced in differentiating between both languages, teachers recognised that English-Irish CLT is a beneficial practice. Teacher Z1 highlighted that *it's lovely for the children... because then it actually makes it more real*

for them. Furthermore, teacher Y1 reckoned *it does definitely help with their language development in both English and Irish... getting it on the double*. The gap between policy and practice is a fundamental issue for curriculum development (Kelly, 2009), yet participant teachers recognised the benefits of English-Irish CLT, which might support new integrated *PLC* acceptance (Guskey, 2002; Yoon et al., 2007) in Irish schools.

Both CLT frameworks (linguistic interdependence and contrastive analysis) were observed by teachers of English and Irish herein (Genesee et al., 2006), demonstrating English-Irish CLT from both theoretical stances. Findings highlight that past language teaching practices in Irish primary schools were insufficient at highlighting primary curriculum English-Irish bilingualism for ELLs, which not only rationalises the integrated *PLC* (DES, 2019), but also supports TaTIS as one approach to enable English-Irish CLT and recognition as separate languages. However, TaTIS alone is insufficient for enabling practitioners to facilitate English-Irish CLT, thereby warranting further pedagogical suggestions. Thus, research on other opportunities for English-Irish CLT is encouraged, as is an exploration of Irish primary teacher approaches to this recommended practice.

4.3.4.3. Positive classroom practice.

CLT was regarded as a positive classroom practice because it ensures languages and people are valued (X1; Z1), provides language learning motivation (W1; Y1), develops language awareness (W1; Y1) and language learning empathy (X1).

Languages and people are valued during CLT in Irish classrooms. Teachers noted that children *felt valued, and important...* (X1), and it is vital that *languages are valued*, due to the *diverse* language characteristics of schools (Z1). Research illustrates that heritage languages support linguistic development (Cummins, 2000; Goethe, 1985), foster identity (Cummins, 2000; Guardado, 2008), nurture relationships (Tseng & Fuligni, 2000) and build perspectives (La Belle & Ward, 1994). Valuing and encouraging heritage languages is a key underlying principle of the integrated *PLC* (DES, 2019). It is encouraging that participant teachers recognised this given the advantages that stem from L1 maintenance.

CLT is a stimulus for language learning (W1; Y1). Teacher Y1 predicted that children are now *more open to learning a different language* after having engaged in TaTIS. There was *excitement on their faces* during small-group CLT discussions: “*oh, wow. I never knew you could say it in a different language or a different way*”. Children *were really fascinated and really excited* to discover that their friend *knows that word in a different language* (W1). Motivation is a key factor in language acquisition (Brown, 2001). One teacher posited that children might develop intrinsic motivation, while another recognised excitement for the language learning process. Both are reminiscent of integrative motivation, which results in language learning for personal growth and cultural enrichment (Gardner & Lambert, 1972). The latter also enables monolingual peers to recognise ELLs’ linguistic capital in their classrooms.

CLT in TaTIS developed children’s language awareness and it also developed teachers’ awareness of the language learning process. Children became *more aware of each other’s language, or that different languages are spoken* (Y1). One child in W-School could not understand why his teacher did not speak his language, saying “*what? how do you not know?*” having observed that she *was talking to them in Polish, and talking to them in Irish and English, so he just thought [she] knows Romanian too* (W1). Language awareness also emerged for teachers, as teacher X1 expressed *it has just taught us how skilled they are at picking up a language...when we tried to speak their language, we were so poor at it*. CLT in TaTIS fostered language awareness among children and teachers alike. Language awareness is an acute cognisance of language forms and functions (Carter, 2003). Linguistically diverse classroom contexts enhance children’s language awareness (Wallen & Kelly-Holmes, 2017), as is evident in this study. Furthermore, linguistically diverse classrooms enable teachers to realise ELLs’ linguistic talents, challenging any potential prior misconceptions or ‘deficit’ views of their abilities (Devine, 2011; Lucas et al., 2015). Future work might consider similar approaches to enable a strengths-based response to linguistic diversity in primary classrooms.

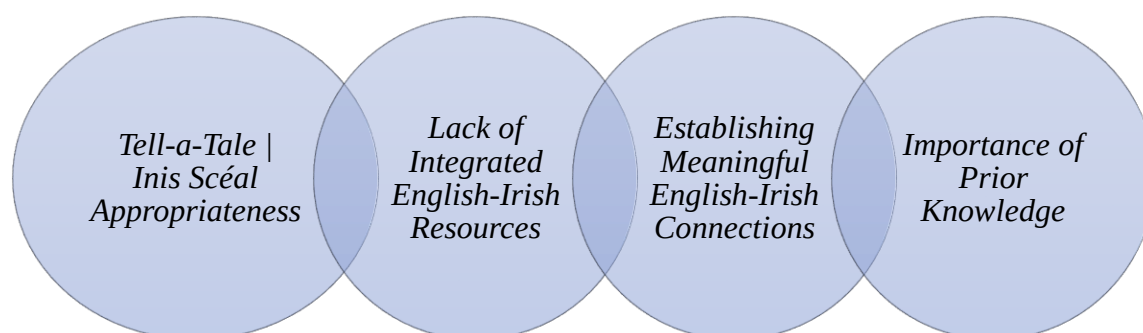
Participant teachers’ views of CLT as a positive classroom practice were informed by the value it affords to heritage languages, the motivation it incites for language learning and the language awareness and empathy it fosters for the language acquisition process. It is encouraging that teachers valued heritage languages within TaTIS, as this is

endorsed by the integrated *PLC* (DES, 2019) and yields several advantages for their speakers. Furthermore, reported motivation among children for language learning when exposed to TaTIS might indicate that Ireland’s National Strategy for Foreign Languages in Education (DES, 2017a) is supported through purposeful implementation of the integrated *PLC*, as children begin to appreciate and yearn for languages in their community. Heightened language awareness was evident among participant children, adding to other research in this area (Carter, 2003; Wallen & Kelly-Holmes, 2017), and prior misconceptions or ‘deficit’ views of ELLs’ abilities were challenged (Devine, 2011; Lucas et al., 2015), as their linguistic strengths and talents shone. Similar strengths-based approaches to linguistic diversity in primary classrooms are warranted to further build on positive conceptions of languages, transfer across languages, and speakers of languages other than English in Irish primary schools.

4.3.5. Primary Language Curriculum Implementation

The integrated *Primary Language Curriculum* (PLC) (DES, 2019) was introduced in Ireland in 2015, responding to growing linguistic diversity (CSO, 2016; 2011) and recognising integrated language curriculum as an evidence-informed approach to teaching languages (Ó Duibhir & Cummins, 2012). TaTIS was designed and developed mindful of that integrated *PLC*. MTIs invited participants to critique BNP as one method for *PLC* implementation. The sub-themes that emerged were:

Figure 4.17. *Primary Language Curriculum Implementation*



4.3.5.1. Tell-a-Tale | Inis Scéal appropriateness.

All participant mainstream teachers regarded TaTIS as an appropriate tool for *PLC* implementation (DES, 2019). One remarked: *'I think, for me, it's probably one of the first times that I felt like I've actually been doing the PLC any justice'* (Z1). Narrative, bilingual narrative, prior knowledge and vocabulary were four key facets from TaTIS that supported meaningful *PLC* implementation.

Firstly, narratives are *rooted and connected to the interests of the child* (U1), which *provides a base and foundation* (W1) for language learning, and *there is so much you can get out of* (V1) using a narrative approach in the classroom. *The crossover between the two is good*, and TaTIS is a *brilliant platform for stories in English and Irish*. Therefore, narrative pedagogy was important for *PLC* response. Narrative language provides a natural foundation for human thought and communication (Bruner, 1986; Graesser, 1993; Schank, 1990), an important source for cognition and interaction through sociocultural and interactionist perspectives of language development. Participant teachers recognised the potential of narratives for language development which is important for *PLC* implementation (DES, 2019) and for teacher PD on approaches to supporting language development.

Secondly, teachers X1, Y1 and Z1 regarded the *bilingual* narrative approach as *probably the easiest way to do it for the children* (Z1) because they *aren't having to take in as much*, so *it's a bit easier on them* because *they know the story already from the English version* (Y1) when engaging with it in Irish. Teacher X1 elaborated that the programme was *easy for the children, especially with the Irish... it's very repetitive, they are just transferring it to a different story each time*. Teacher U1 explained that the children were *interacting and engaging and becoming enthusiastic about Irish through the bilingual approach of TaTIS* when compared to pre-programme engagement. Teacher Y1 explained that as *it's not all completely new to them*, they have a *good knowledge of it*, and teacher Z1 concurred that it is *a lot easier for them to access the language, and access the information, because they know what's going on*. Therefore, the bilingual narrative approach minimises child workload during the learning process and maximises prior knowledge potential. Though a dearth of research exists regarding teacher responses to BNP, this study suggests that this approach is considered appropriate for integrated

language curriculum instruction. Research on alternative samples of integrated bilingual pedagogy is recommended for Irish teaching practitioners.

Prior knowledge development was synonymous with TaTIS as appropriate for PLC implementation. Teachers referred to the fact that TaTIS built upon children's *prior knowledge* (U1; V1) as they might *know the story already* (Y1; Z1), *whether they've heard it in English, or Polish, or Romanian, or Hungarian* (Z1). Teacher V1 maintained that it *really helps them*, because they were *using this rich language to retell the story*. Prior knowledge provided a foundation for children to comprehend content (Duke et al., 2004) and to adopt a more academic register for known stories, and as ELLs require academic language proficiency for school success (August & Shanahan, 2006; Cummins, 2000; Murphy, 2019), this is a positive finding.

Finally, teachers regarded vocabulary development as another key programme advantage for PLC implementation. Teacher W1 praised that you *can link the words together* within programme delivery, which *helps you build up the vocabulary* (W1), and as you have the *same vocabulary running through both* (X1), you are *doing the same vocabulary in both* (Y1), so teachers can *see the results better* (X1). This lends satisfactorily to PLC implementation. Vocabulary enables social communication (Monopoli & Kingston, 2012), academic task engagement (Beck et al., 2013), and narrative elaboration (Lucero, 2015), thereby rationalising vocabulary for TaTIS narrative retell. Participant teachers identified vocabulary development as both integrated and advantageous for PLC implementation.

Thus, TaTIS was deemed appropriate for PLC implementation due to narrative adoption, bilingual narrative techniques, prior knowledge elicitation and integrated vocabulary development.

4.3.5.2. Lack of integrated English-Irish resources.

Participant teachers critiqued the lack of appropriate resources to integrate language instruction (U1; V1; X1; Y1; Z1). They explained that they *wouldn't have* (Y1) integrated languages before due to resourcing issues. For example, *you go into Abair Liom, and your Starlight book, and there's only so much that links together* (V1) and even when you

looked at the two to plan for a thematic approach... the content of the vocabulary wasn't overlapping (U1). Teacher X1 blamed the competitive educational resource market because they're coming out with this Rainbow Language Programme, and it's FULL of all this language, and then Abair Liom is FULL of all this same stuff... and she asked does anyone know anything really at the end of it? The complications of such mismatched and overcrowded language programmes apparently remain unaddressed in ITE, as teacher Z1 explained that *she was told to do it in college, but she didn't have the resources to do it, so it was hard to implement when you don't have what you need.* Another teacher concluded that *we just need the resources to support us (Y1),* conveying confidence with curriculum implementation, once corresponding resources were provided. A lack of appropriate resources for new curriculum implementation is stressed by teachers internationally (Madondo, 2021; Molapo & Pillay, 2018), solidifying the need for policy changes in education to account for the necessary classroom resources to enable teachers to successfully adhere to new curricula.

4.3.5.3. Establishing meaningful English-Irish connections.

Five mainstream teachers reported difficulties in establishing meaningful contexts for English-Irish instruction (U1; V1; X1; Y1; Z1). Two teachers were particularly vocal about the Irish topic of 'An Teilifís' [The Television] as a shallow concept for language development. For example: *'are they relating them back to English at all? I know they're looking at the picture, and they say, "oh, teilifís, that's television..." But I feel like it goes over their head then'* (V1). Teacher Z1 critiqued *you wouldn't really do as much on the television in English, as there's not a whole lot that you can get out of it.* Their current Aistear theme, 'The Pet Shop' had no linkage with 'An Teilifís', which is the topic provided for *this time of the year.* This criticism of lacking integration with Irish themes was echoed by teachers X1 and U1, who explained that some Irish language programmes have *a different lesson every week, making it tricky to integrate (X1),* and where integrated content is attempted, the words don't overlap (U1). *It's very hard to integrate unless you base it on themes,* and it's even harder to base it on themes, when programmes fail to crossover. However, teachers referred to previous attempts at integrating meaningful cross-linguistic opportunities, for example, *if you were doing 'At the Beach' in English, you had 'Ar an Trá' in Irish (Y1) or you can do the weather as Ghaeilge, and you can do the weather in English (Z1).* However, teacher Z1 elaborated:

I've done 'An Aimsir', and I've done 'The Weather' simultaneously, and they did make the connection... but they didn't really... they would never just voluntarily say, 'oh, tá an lá fliuch inniu', instead of 'oh, it's a wet day today'.

Whereas, in the context of a narrative within TaTIS, children had begun to use the language as a *living language* in their classrooms (X1). Teachers in a Qatari school also struggled with the planning and implementation of integrated language instruction upon its first introduction (Ellili-Cherif, 2014). Yet, bilingual narrative in this study surfaced as a solution for playfully bringing languages together, adhering to both the *PLC* (DES, 2019) and *Aistear* (NCCA, 2009). As with the invitation to establish a co-ordinated strategy to support EAL in Ireland (Murtagh & Francis, 2012), this study encourages a more co-ordinated approach to making connections between languages and curriculum frameworks in Irish classrooms for the benefit of all language learners.

4.3.5.4. Importance of prior knowledge.

Participant mainstream teachers acknowledged the value of prior knowledge for successful *PLC* implementation (U1; V1; W1; Y1; Z1), as it makes the language learning process much *easier* (W1; Y1; Z1) for children. One teacher remarked: *'using stories that they know already in Gaeilge is such a great approach, because they can familiarize themselves with that... [and] grasp it easier'* (W1). Engaging with the same story in English ensures that the children *have some knowledge of it* for Irish language development, which makes the language learning process *a lot easier* (Y1). Ensuring that they *knew the story* (V1) is *definitely of benefit* (Y1), because when *they know the story already, it's a lot easier for them* (Z1). Accessing prior knowledge was *hugely helpful* for the *EAL child who doesn't understand*, because *at least they're getting [the same content] in English and Irish... so if they don't know, they're getting it on the double* (Y1). Prior knowledge in bilingual contexts is an influential predictor of reading comprehension (Rydland et al., 2012), affecting pupil performance and co-operation (Oortwijn et al., 2007). This study adds further to the importance of prior knowledge for bilingual OLD in linguistically diverse settings.

4.3.6. Bilingual Narrative Pedagogy Summary

This study explored participant mainstream teachers' reported experiences of BNP from TaTIS delivery. It noted minimal transferability between English-Irish oral narrative instruction knowledge and practice, posing questions for future research to consider if unidirectional views of language instruction prevail where bidirectionality is encouraged through the *PLC*. Current Irish language programmes were critiqued to establish teacher preferences for future publications in support of Irish language instruction. Teacher views of CLT reported the advantages and challenges with its enablement. TaTIS was deemed appropriate for *PLC* implementation, as teachers acknowledged the current lack of integrated English-Irish resources, the difficulty with establishing meaningful English-Irish connections and the importance of prior knowledge.

4.4. Children's Tales of Programme Participation

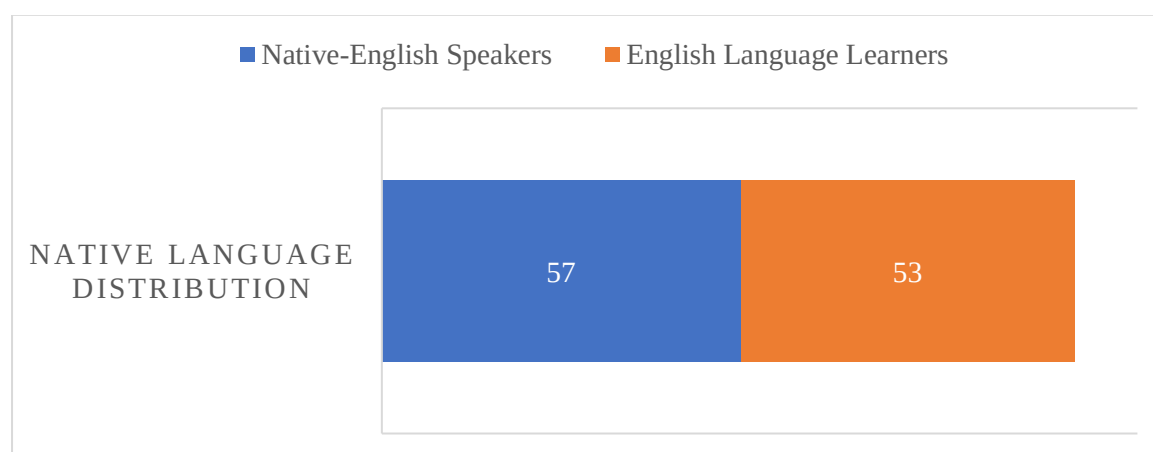
4.4.1. Introduction

Having generated themes from participant teachers' reported experiences of professional development (PD) and bilingual narrative pedagogy (BNP), this study focused on children's responses to Tell-a-Tale | Inis Scéal (TaTIS). Data sources included:

- Child Draw-and-Tell Interviews (CDaTIs)
- Focus Group Discussions (FGDs)
- Mainstream Teacher Interviews (MTIs)
- Researcher Observations (ROs)

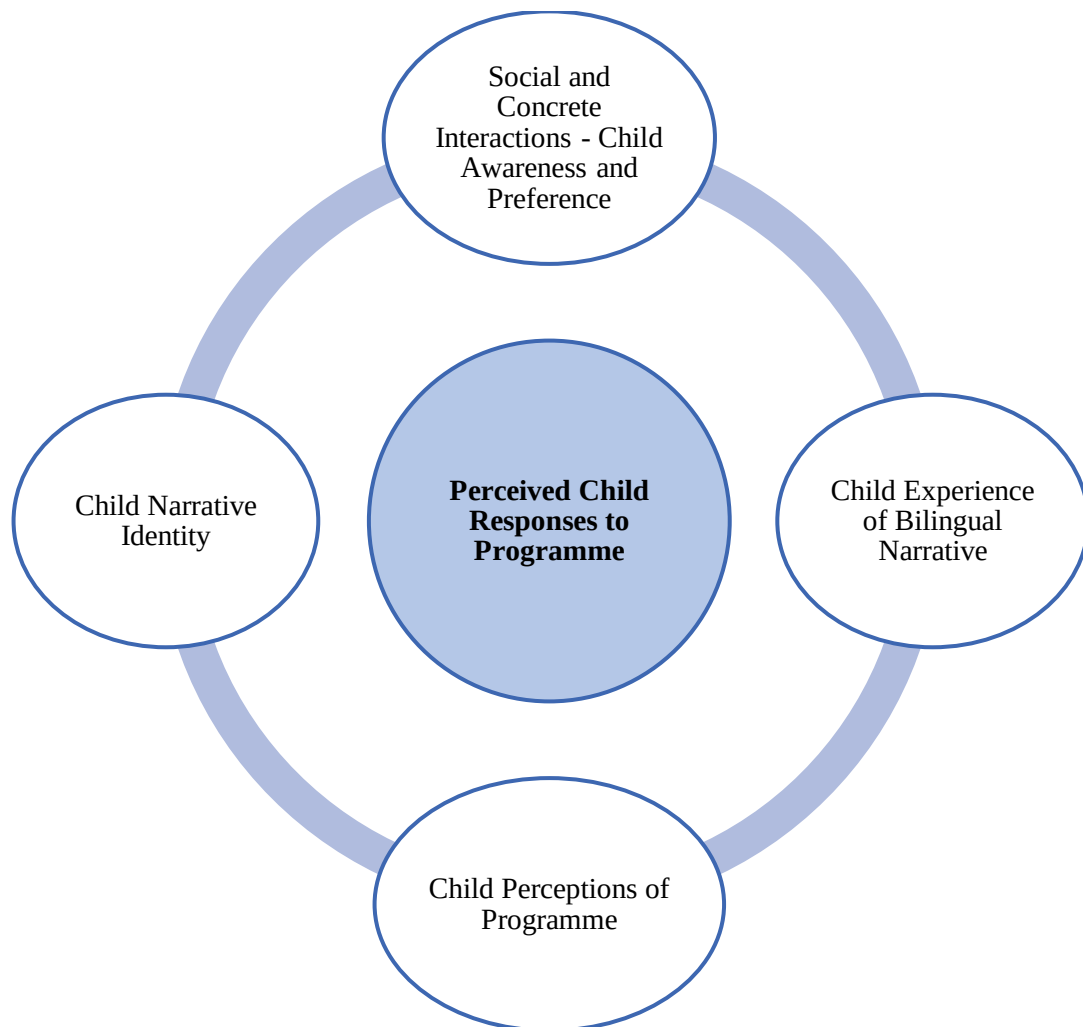
20 of the 130 child participants were absent during CDaTIs, resulting in a sample of 110 child responses. The ratio of native-English speakers (NESs) to English Language Learners (ELLs) are represented below.

Figure 4.18. *Distribution of Native-English Speakers and English Language Learners*



CDaTIs (appendix I) were audio-recorded, transcribed and thematically analysed as a holistic set (Braun & Clarke, 2006). Crosstab queries compared codes through the aforementioned distribution to determine cases where a specific code was more prominent from one group over another. Each data source was thematically analysed, initially independently, and thereafter triangulated to identify recurring themes. CDaTIs were prominent triangulation sources to maximise reliability of perceived child responses to TaTIS. The generated themes are outlined below.

Figure 4.19. *Thematic Response to Research Question Three*



Each theme's findings are discussed hereafter.

4.4.2. Social and Concrete Interactions – Child Awareness and Preference

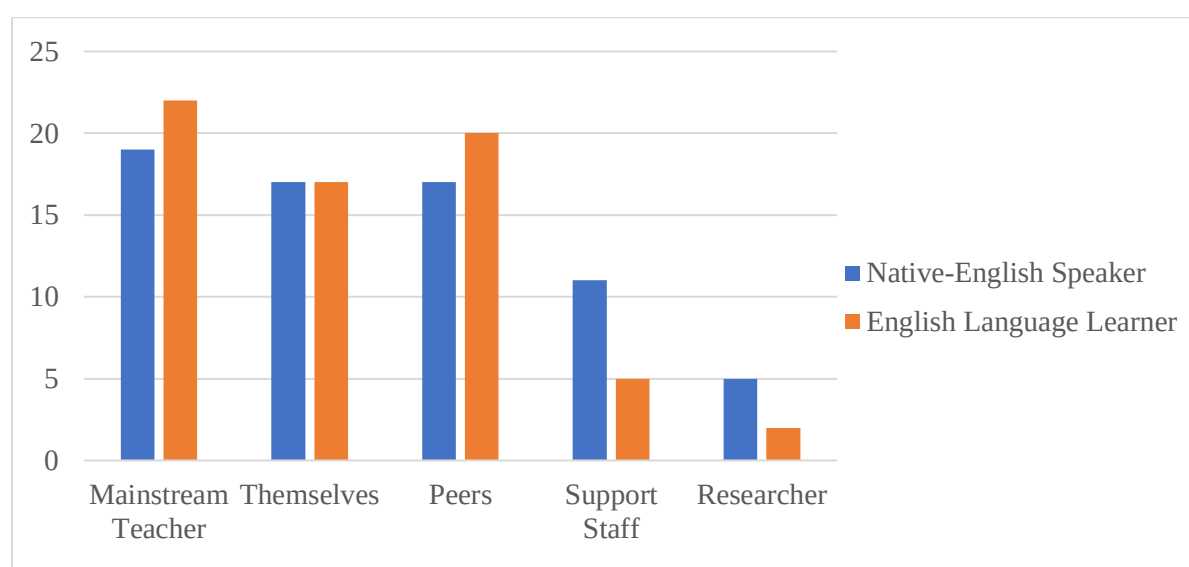
Sociocultural Theory (SCT) (Vygotsky, 1978), Interactionist Theory (IT) (Bruner, 1981) and the Gradual Release of Responsibility Model (GRRM) (Pearson & Gallagher, 1983) provide three of four theoretical foundations for TaTIS design. 87% of children in this study not only recognised interaction with others, the GRRM, and concrete materials, but also favoured these components (91% NESs, 83% ELLs). Careful attention to the lived experiences of children regarding SCT components is encouraged (Rogoff et al., 2018). Additionally, there is no known research that captures children's responses to the

GRRM. This study responds to Rogoff and colleagues (2018) through child perspectives on SCT and IT in-action and provides insight to child GRRM experiences in language learning settings.

4.4.2.1. Interactions with others.

67% of children (n=74) drew and discussed programme stakeholders when asked about their TaTIS participation.

Figure 4.20. *Memorable Programme Participants*

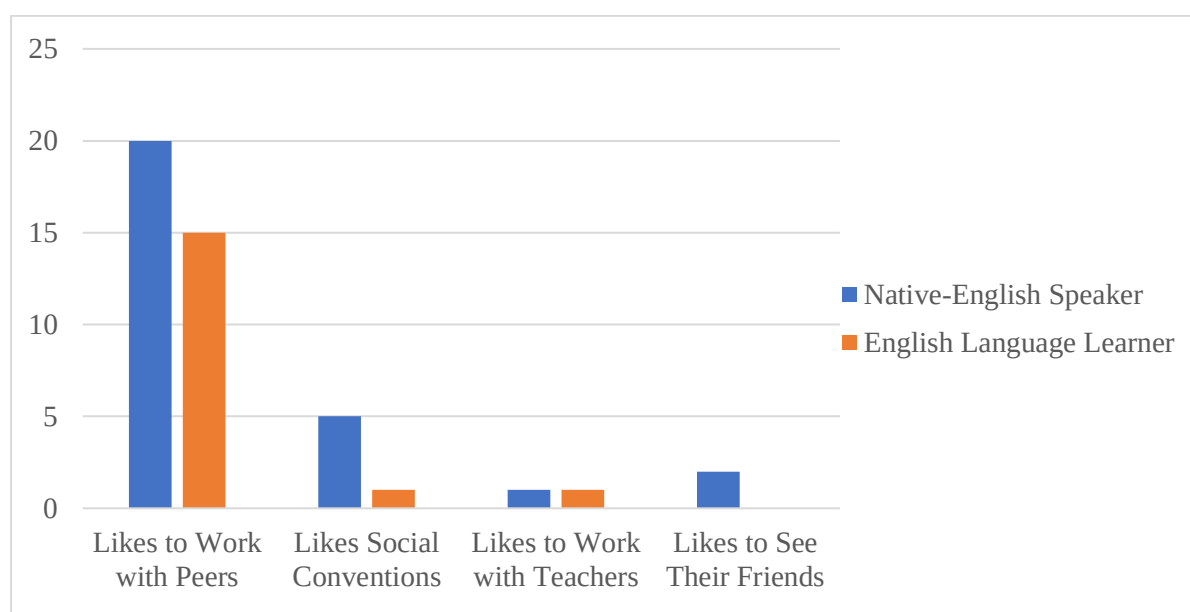


Children from all participant settings drew their *teacher* (n=42: 33% NESs, 42% ELLs): *teacher is up here* (CU11), *this is teacher* (CV4; CX1), *I'm going to draw my teacher* (CW7), *I'll draw teacher first* (CY2) and *that's our teacher* (CZ12). Children from all participant settings drew their peers (n=39), and most mentioned peers by name (n=29: 30% NESs, 38% ELLs), while others labelled them as *my friend* (CU14; CV3; CW5), *my best friend* (CW17), *my friends* (CU3; CW2; CX3; CZ6; CZ8), *the other children* (CY17), *everyone in the class* (CV21; CY19) and *my whole-class* (CZ6). Children from all settings drew themselves (n=34: 30% NESs, 32% ELLs): *I'm just gonna do myself first* (CU12), *That's me!* (CV14) and some replied *ME!* when asked who was in their TaTIS picture. Children in five participant settings drew support teachers and personnel (n=16: 20% NESs, 9% ELLs) [U-Class; V-Class; W-Class; X-Class; Y-Class]: *I'm drawing teacher U2* (CU12), *teacher and another teacher... Mrs. U3!* (CU2), *Ms. V3* and *the other teacher* (CV14), *a different teacher* (CW10), *a teacher does come in the*

room (CW7), the other teachers come in (CW14), the teachers come (CX2), and we do it with other teachers in groups (CY14). Children from three participant settings drew the researcher (n=7: 9% NESs, 4% ELLs). Thus, the importance of social interaction for learner development is confirmed (Bruner, 1981; Vygotsky, 1978). ELLs were more aware of their mainstream teacher and peers, and less aware of support staff, during TaTIS participation, which might indicate that support staff ably facilitated child-led interactions and learning through small-group oral narrative retell activities. Almost double of those children who recalled support staff were NESs, when compared to ELLs, which is consistent with the dual MKO strategy that TaT adopted (i.e., teacher as MKO for NES, and NES as MKO for ELL). This could indicate that children were so engaged during small-group instruction that they did not view the support staff as integral to their learning experience. Evidence of child-centred learning might insinuate ELLs' active learning and engagement, which is consistent with data from ROs and MTIs, and recommended by experts in language development (Ellis, 2005; Little, 2007). However, no formal measure of engagement was used in this study, so this assertion, though plausible, remains subject to construct validity (Appleton et al., 2008) in future iterations.

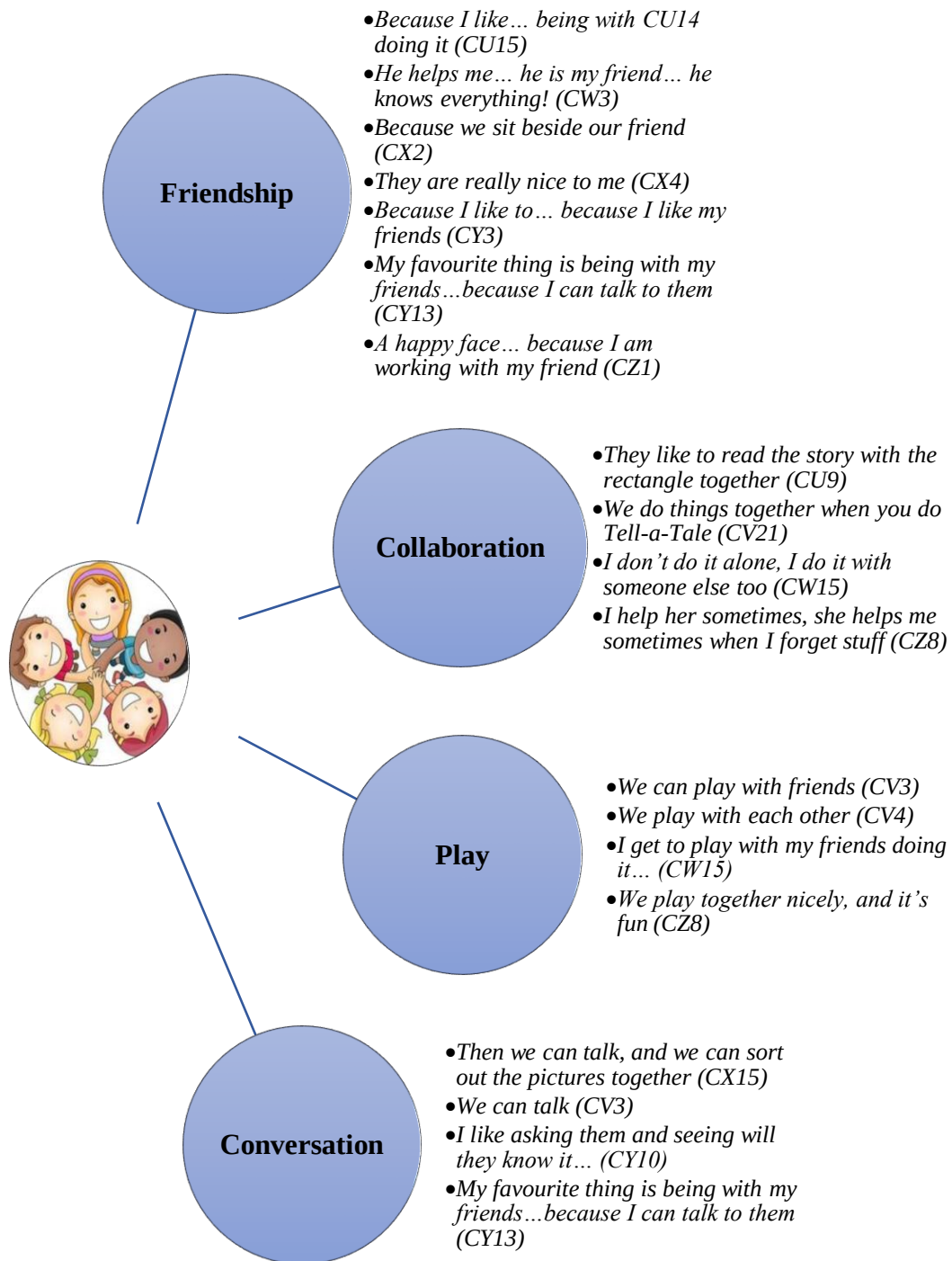
Meanwhile, 37% of children (50% NESs, 33% ELLs) drew and discussed social aspects that they liked in TaTIS; predominantly working with peers (n=35), but also; social conventions (n=6), working with teachers (n=2) and seeing their friends (n=2).

Figure 4.21. *Children Liked Interactions with Others*



Children explained that they liked peer collaboration (n=35: 35% NESs, 28% ELLs) and its opportunities for continued friendship, collaboration, play and talk (see below).

Figure 4.22. *Aspects of Working with Peers that Children Liked*



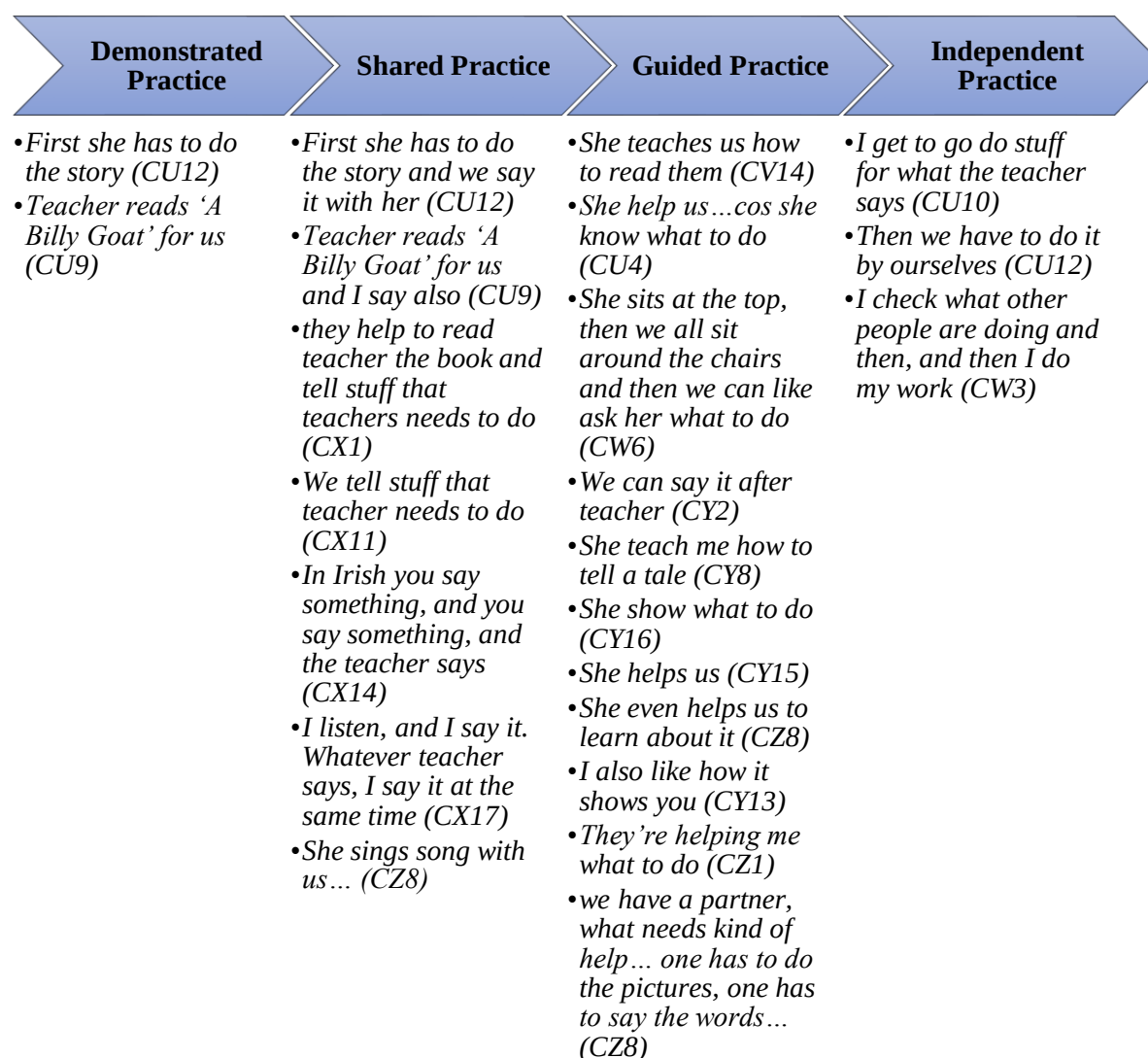
Children (9% NESs, 2% ELLs) liked the social conventions [U-Class; V-Class; X-Class]: *we all get turns...we get to join in (CU7), so it's me... I tell the story, then CU7, then CU2, then CU5 (CU8), I like reading the story **with** my teacher (CV15) and we get to take turns (CX6).* To a lesser extent, one NES and one ELL liked working with teacher, while two NESs liked seeing their friends during TaTIS. Peer collaboration was important to participant children in facilitating friendship, collaboration, play and conversation. As more NESs cited fondness for peer collaboration than ELLs (+7%), it is conceivable that NESs' positive disposition towards socialisation with ELLs is an important factor in providing peer support for ELLs and in establishing harmonious relationships towards difference in society. Peer engagement featured most prominently as the social aspect that children liked, placing peers as important agents for language development in TaTIS. Peer-mediated intervention emphasises peer interactions and is effective in supporting language development among young bilingual children (Wright-Karem & Hobek, 2022). Almost one in three children herein recognised and valued peer collaboration which adds to the value of peer-mediated intervention as a support strategy in learning environments. Opportunities for friendship, collaboration, play and conversation were key features of peer interaction, which indicate harmony and openness among NESs and ELLs. Prior research cautioned against conflict, crime and hate, where linguistic and cultural diversity prevail in European spaces (Ursa, 2018), yet linguistic differences herein did not hamper learning experiences. The schooling environment and TaTIS, which gives linguistically diverse peers the chance to collaborate on a common goal, has the potential to contribute towards fostering equality for wider societal consonance.

4.4.2.2. Gradual release of responsibility model.

Just under 20% of participant children (21% NESs, 17% ELLs) were aware of the GRRM in-action. The GRRM demonstrates, shares, and guides practice for eventual independence (Pearson & Gallagher, 1983). While the GRRM is a valuable instructional continuum for pre-service and in-service teachers (Eutsler, 2021; Maynes et al., 2010), few studies have explored children's experiences with it. One observed GRRM outcomes for assisting bilingual preschoolers' meaning making from wordless picture books (Hu et al., 2018), while another implemented the GRRM as an instructional framework to support scientific inquiry (Grant et al., 2012). Such application-oriented focus has resulted in minimal insight about young learners' perceptions, or indeed awareness, of the

GRRM in-action. This study captured children's responses to TaTIS, and by extension, gathered their experiences of GRRM. Children (n=21) recognised one, some or all of its steps during TaTIS participation.

Figure 4.23. *Child Awareness of the Gradual Release of Responsibility Model*



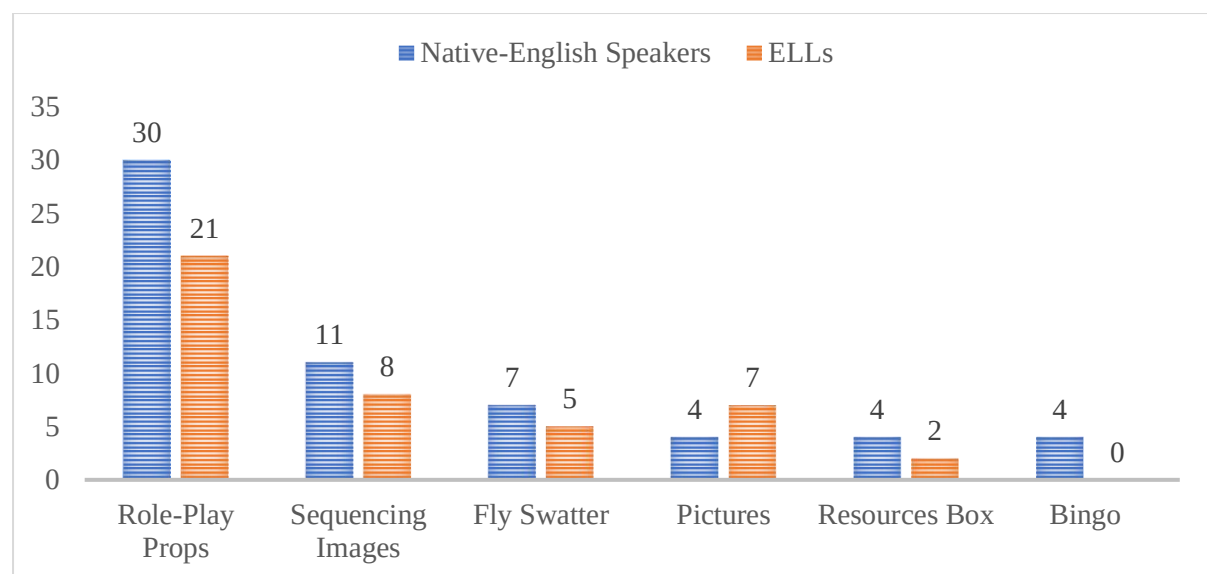
Shared and guided practice were cited most prominently. This might indicate that children are more aware of their reciprocal collaboration with teachers in learning a new skill, and less aware in their observations of teacher demonstration and independent use of that new skill. This preference for social interaction to support language development is a recommended practice in language learning settings (Bruner, 1981; Cummins, 2000; Pearson & Gallagher, 1978; Vygotsky, 1978). It is evident from the children's recollection of interaction with others and the GRRM in-action that social interaction was

important to them in TaTIS. People, and interactions with people, were most memorable and important to TaTIS child participants.

4.4.2.3. Interactions with materials.

57% of children drew and discussed concrete materials when asked about their TaTIS participation (n=63). Role-play props (n=51) and narrative sequencing images (n=19) were memorable concrete materials. Others included the fly swatter from the vocabulary activities (n=12), the pictures (n=11), the resources box (n=6) and the bingo game (n=4). Thus, narrative-specific props resonated most prominently. Pictures were the only concrete materials that were more popular with ELLs than NESs, which may indicate that visuals are valuable for EAL support.

Figure 4.24. *Memorable Programme Materials*



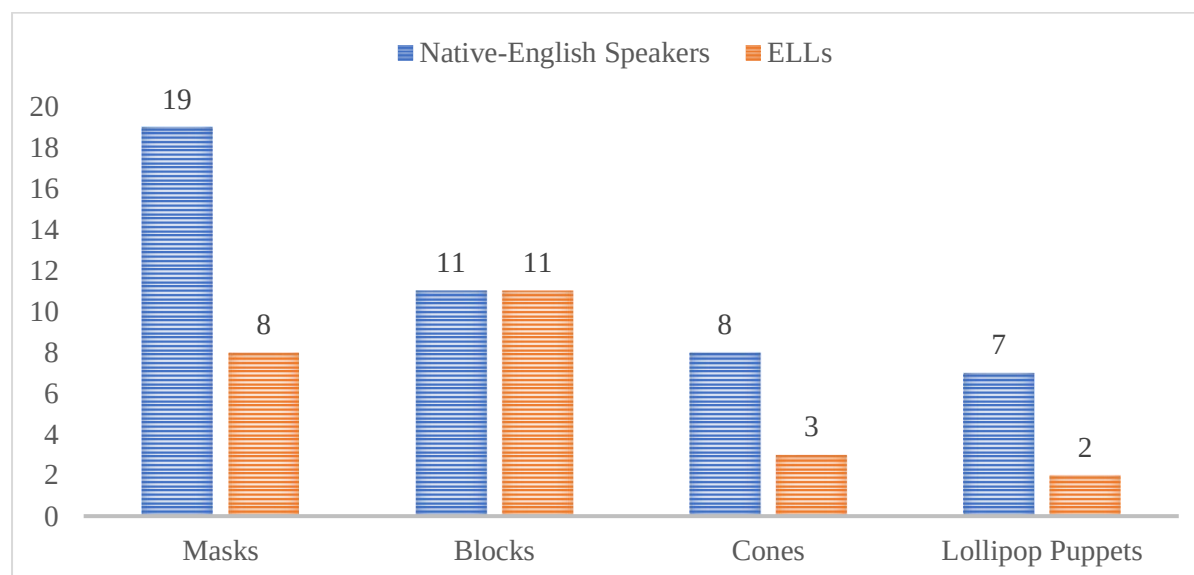
The role-play props and sequencing images are discussed further below as they were most salient for participant children.

Children from all settings mentioned the role-play props (n=51: 51% NESs, 40% ELLs) when recounting TaTIS participation. However, they sometimes struggled to find the language to name each prop i.e., they might point and say *these thingies* (CU12) or *we use like little nice things... I don't know what they're called... Yeah, that's what I meant* (CW6). Other children struggled to name the blocks (CV17; CY14; CZ8), the lollipop

stick puppets set (CU6; CV20), and the masks (CU16; CX7). This lack of clarity on prop names may have influenced interview responses.

The specific props are signposted below according to the number of children who recalled each.

Figure 4.25. Memorable Role-Play Props



It is evident that ELLs preferred the ‘block’ characters (n=11) from TaTIS over all other role-play resource types. These ‘blocks’ had story characters and settings, and were used for paired work, thereby maximising the opportunity for holding and using such props. NESs recalled and favoured the ‘masks’ as props, while ELLs recollected and ranked masks second preference (n=8). The masks had story characters, and were used for group work. The ‘cones’ (n=3) and ‘lollipop puppets’ (n=2) were less memorable for ELLs, with each used for group and paired work respectively.

Play was the predominant elaboration on why such narrative props were memorable. Children mentioned that they *get to play* (CU12) with specific story characters, proceeding to name varied story characters (CU3; CU12; CU15; CV9; CX7; CY10; CY14; CZ3; CZ15). Children explained that the teacher *lets us play with the toys* so that *we can make the story with them* (CV20), *we get to pretend that it’s actually real* (CU5), *you get to be some of the people... it’s fun* (CV15), *you get to be actors* (CU12),

pretend to be people (CY4), and *they're fun to play with* (CU15). Children's use of the term 'get to' might indicate that these were valuable opportunities that might not occur otherwise. They continued; *'we like do the stories when we are playing with the toys'* (CV3) and *'I like to play with the toys... what we learned! Because it makes me happy'* (CZ4). Children also recognised the child-led element of the experience, saying: *'we were doing things what we wanted to do... and we make the right story doing it'* (CU14) and they like this *'because you get to hold stuff... whatever one you want'* (CY10), *'so you like... could make the story yourself'* (CU14). This adds further to prior findings in section 4.4.2.1. regarding child-centred learning and play in their social experiences of programme participation.

Children (n=19; 19% NESs, 15% ELLs) from five settings mentioned the sequencing images [U-School; V-School; XY-School; Z-School]. They were referred to using various terms, such as *story cards* (CU1), *reading stuff* (CU3), *pictures of the story* (CU8; CX7), *mini pictures* (CU8), *the rectangle so we can read* (CU9), and *cards* (CU3; CU5; CU7; CU8; CX2; CX4; CY7; CY10). Children explained that their job was to put the sequencing images *in order* (CU1; CU5; CU7; CX4; CX15), while others referred to this role as *sorting the story* (CZ12), or explained that *we match them* (CZ8), recognising that *the paper helps me* (CZ7) to *retell the story* (CZ4) because it *tells you about the stories* (CY10).

Vygotsky (1978) advocates for cultural tools, though less emphasis was placed on concrete materials (-10%) among participant children when compared to social interaction in TaTIS. Of the concrete materials that were mentioned, the most salient for ELLs, were role-play props, sequencing images and visuals. Teachers in this study were most vocal about having learned about '*visuals*' as key tools for EAL support, which triangulates effectively with what the children had to say about desired teaching supports.

4.4.3. Child Experiences of Bilingual Narrative

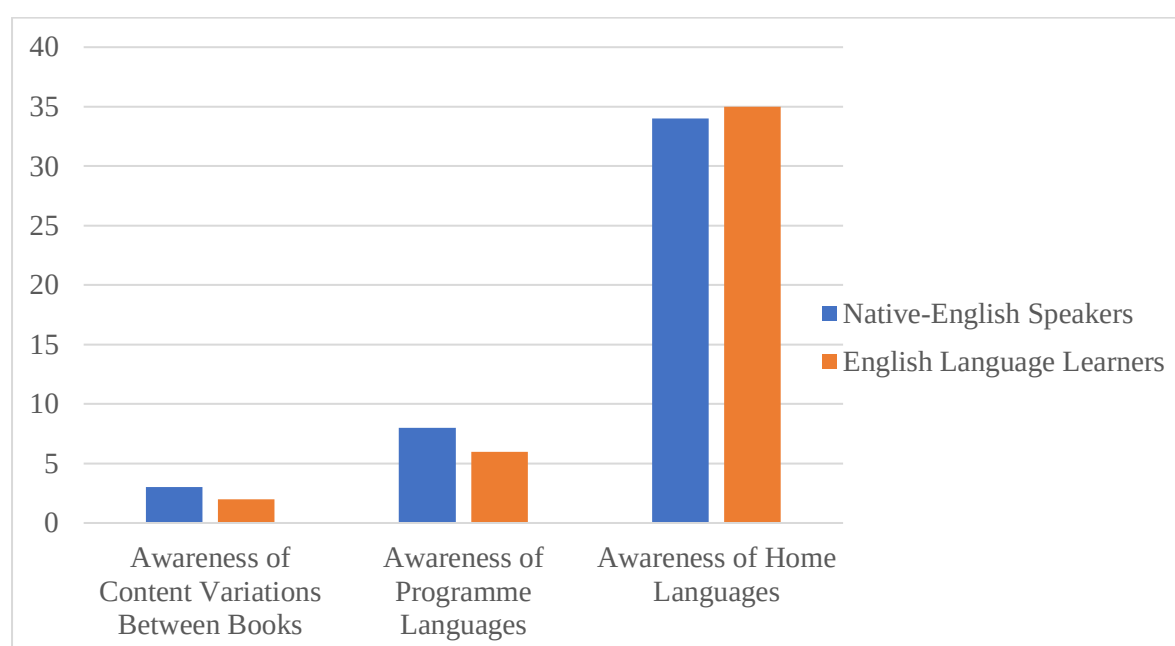
Exploring child experiences of bilingual narrative pedagogy (BNP) is a new research area (Schwartz & Shaul, 2013), as few studies have designed and delivered bilingual oral narrative interventions (Spencer et al., 2019; Temiz, 2019). Child

experiences of BNP included statements relative to one, some or all of the following: language awareness, codeswitching, and traditional tales in alternative languages.

4.4.3.1. Language awareness.

Language awareness is “*an enhanced consciousness of the forms and functions of language*” (Carter, 2003, p. 64). While linguistically diverse classrooms enhance children’s language awareness (Wallen & Kelly-Holmes, 2017), this study established the exact language aspects that participants were aware of from their responses to TaTIS participation. Language awareness emerged in the dataset according to three sub-themes.

Figure 4.26. *Child Language Awareness*



NESs (n=3) and ELLs (n=2) were aware of content variations between programme books [W-Class; Y-Class]. *An Tornapa Mór is a yellow turnip, which is different to the turnip in The Enormous Turnip, and children don’t like that* (CW17). Another child was curious about the characterisation differences: *‘I don’t know why they forgot about the cat and also the mouse? In the real book, they didn’t forget, they have the cat and the mouse’* (CY19). Additionally, CY9 compared the books to another at home, explaining: *‘in my book, he says, don’t eat me!’*

NESs (n=8) and ELLs (n=6) demonstrated awareness of the languages associated with TaTIS. However, only two children in the entire study commented specifically on the bilingual components of the narrative experience:

Table 4.3. *Excerpts from Child Draw-and-Tell Interviews*

W-School – 17.06.2021 – NES	XY-School – 21.06.2021 – ELL (Polish-Speaker)
Tell me a little bit about Inis Scéal. What do you do for Inis Scéal? CW6: [4:59] Teacher always reads the story in Irish, and we learn about it in Irish. Researcher: [5:04] Very good. And do you like learning about the story in Irish? – Why? CW6: [5:09] Because ... it's different from the one that we already do. Researcher: [5:20] So, it's different. CW6: [5:22] It's the same thing, but it's different. Researcher: [5:23] Oh... And do you like that? CW6: [5:25] Yeah. Researcher: [5:25] Why? CW6: [5:27] Because it...you can... you can like do different... it's the same thing but you can do different things in it.	CY19: [2:34] Goldilocks. And we did some in Irish. Researcher: [2:38] Yeah. Which one did you do in Irish? CY19: [2:40] Eh... We did actually all of them. We first learned them in English and then in Irish. Researcher: [2:46] Oh, and did you like that? CY19: [2:49] Yeah. Researcher: [2:49] Why? CY19: [2:50] Because we learned it... a different language... and two different language, English and Irish. Researcher: [2:59] Very good. And did you like doing that? CY19: [3:01] Yeah. Researcher: [3:01] Why? CY19: [3:03] It was nice to know more stuff.

This commentary demonstrates an awareness of English-Irish content exposure. However, the ELL was more articulate than the NES with identifying English as the first language, saying: *we first learned in English and then in Irish*, while the NES recognised that Irish is *different from the 'one that we already do'*. Their reasons for favouring this integrated approach were somewhat similar. The NES liked that *it's the same thing, but it's different*, while the ELL was more specific, as she liked to *know more stuff in two different languages*. These findings illustrate limited, and not convincing, “*enhanced consciousness*” (Carter, 2003, p. 64) of English-Irish language awareness during TaTIS.

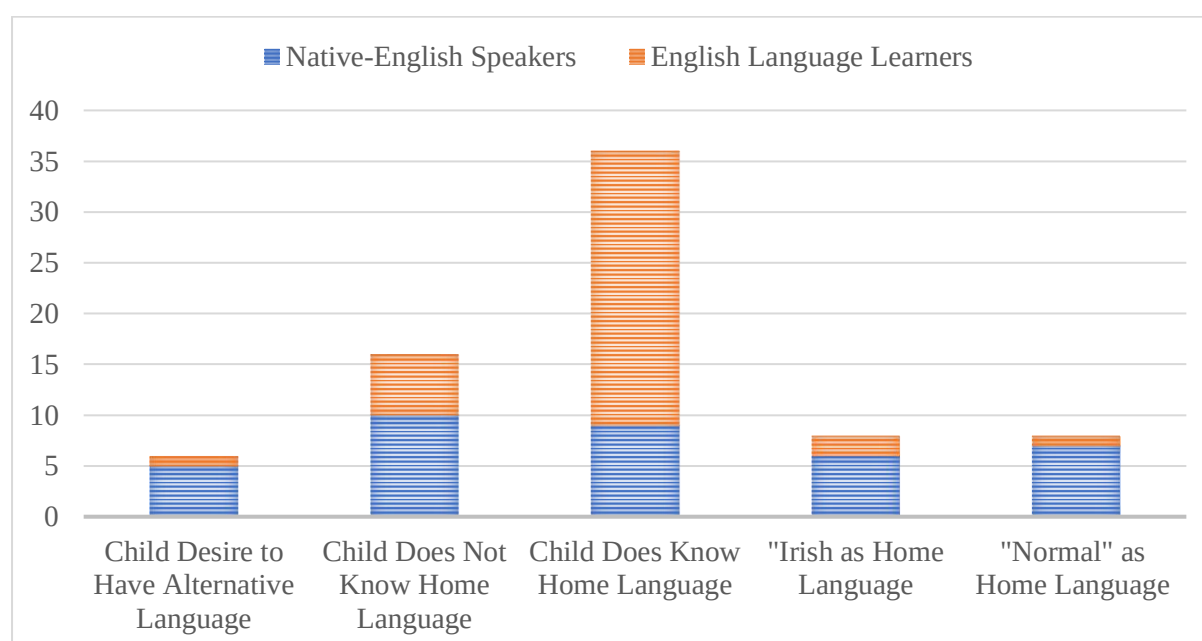
Only five children noted content variations between the books used in TaTIS, which indicates a lack of criticality regarding difference between both sets of English and Irish texts. Furthermore, only two children demonstrated active awareness of the experience of BNP. This may be for several reasons:

- the separation of both languages into distinctly individual lessons,
- a lack of explicit awareness of story content transfer from English to Irish,
- the bilingual narrative approach as unmemorable, or,
- the programme as a socially-mediated experience with concrete materials and not an opportunity to enhance bilingual narrative skills.

Future research and practice might explore child awareness of BNP in-action in TaTIS or similar programme participation.

Though the ‘Awareness of Home Languages’ theme seems particularly balanced (see figure 4.26.), a cross-tab query revealed:

Figure 4.27. *Child Home Language Awareness*



NESs (n=5) conveyed a stronger desire to have an alternative language across four settings [U-Class; V-Class; W-Class; X-Class]. One NES said: ‘*I make my own language*’ (CV14), while another claimed Romanian as L1 and made up a word: ‘*Tee-na... That means an Tornapa...*’ (CW17). CX4 explained that she knows *a tiny bit of Polish* through

a linguistically diverse friendship, stating: *'she didn't taught me, but I heard her say it'*. CX7 highlighted: *'sometimes I do Chinese language... I just learned 'Ni Hao!' I just watched a girl do that'*. Thus, alternative language learning desires were stronger among NESs than ELLs.

NESs (n=10) and ELLs (n=6) did not know their home language across all participant settings. For example, when asked what language they speak at home, NESs replied: *the same one what I'm talking now...* (CZ6), *this one* (CY2), *The same one... that... I forgot!* (CW15), *I forgot it* (CU4; CY17), *I don't know* (CY7), *I think I speak a different language* (CW17) and *Teethagel* (CX5). They either recognised that their home language was similar to the interview language, forgot what their home language was, were unsure of its name, or didn't fully understand the question. ELLs replied: *I speak English when I leave the house...* (CX3), *English* (CZ13), *Mommy* (CZ11), *This baby one... batman* (CZ10) and *I forget what it's called* (CY16), recognising that the English language was part of their identity as a language user, the people with which they speak their languages and forgetting what their L1 was called. Meanwhile, even though NESs (n=9) actually knew their home language, this pales in comparison to ELLs (n=27) who also knew theirs. This demonstrates greater self-understanding as a language learner among ELLs than NESs.

NESs (n=5) and ELLs (n=2) reported 'Irish' as their home language. All NESs referred to it as 'Irish' (CU3; CW3; CW16; CX6; CX15; CX18), while one of two ELLs called it *Gaeilge* (CV1). The other ELL claimed: *I only speak Irish and England* (CW3). It is striking that Z-class did not feature here, as the high percentage of EAL therein is likely to have heightened English language awareness and identity. When CU3 explained that he speaks Irish with his *mummy and daddy*, he gave *'lámh, lámh eile'* as an example of what they say (a well-known rhyme taught in the early stages of Irish language learning). Other NESs were unsure, responding that they speak *eh... Irish, I think* (CX18) and aware that its usage was minimal: *I speak Irish. A bit!* (CY13).

NESs (n=7) said they speak a 'normal' language at home – indicating that ELLs' home languages might be perceived as abnormal. When asked: *what language do you speak at home?* Replies included: *normal* (CU4; CV17; CW14; CX4; CY14; CY15), *the normal one* (CU5) and *I speak normal* (CY6). Only one ELL reported their home language as 'normal', proceeding to explain that they use *the U-Town one* (CU5).

Despite somewhat limiting consciousness of content variations across languages and exposure to bilingual narrative, the dataset yielded interesting findings regarding home language awareness. There seemed to be a balanced representation of NESs (n=34) and ELLs (n=35), yet a cross-tab query revealed that ELLs were significantly better (+35%) than NESs at recalling their home languages. It is noteworthy that both NESs knew that English was their home language in Z-school (85%+ EAL population), which might prove that higher percentages of EAL result in greater home language awareness among ELLs and NESs. Wallen and Kelly-Holmes (2017) argue that linguistic diversity increases language awareness, but this study poses that smaller EAL percentages do not enable NESs to develop greater home language awareness. More deliberate efforts are needed to highlight this in settings where linguistic diversity is less prevalent.

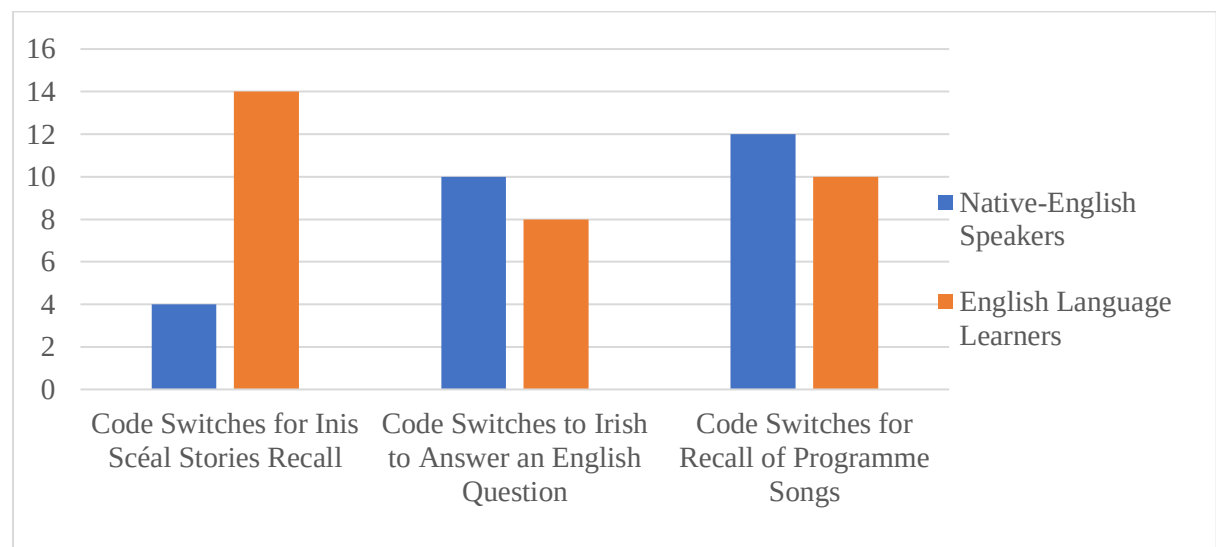
When compared to ELLs, NESs had a greater desire to know other languages, reported ‘Irish’ as their home language with more frequency, and regarded the English language as a ‘normal’ language. It is possible that as ELLs shared their alternative languages in the classroom, NESs developed motivation for learning alternative languages. Such outcomes for NESs are important traits for L2 learning success (Dörnyei, 2001). Learner intrinsic motivation is key for successful language learning (Hawkins, 2004), which might indicate that NESs are better supported in their learning of Irish when immersed in multilingual environments that prompt alternative home language inclusion. The Irish language, like many minority languages, is under growing pressure from the majority English language (Nic Fhlannchadha & Hickey, 2018). However, 10% of NESs reported the Irish language as their home language which might demonstrate (a) an assumption that the English language is the Irish language, (b) a desire to use the Irish language as their home language, or (c) a belief that nationality and languages are connected. While their peers shared home languages from across the globe, NESs added their ‘Irishness’ to the conversation, which might indicate intrinsic motivation to have a language other than English within multilingual classrooms (Dörnyei, 2001; Hawkins, 2004). However, the concept of English as a ‘*normal*’ language is concerning, as it might later generate “*attacks, discrimination, extreme politics and an unprecedented hate discourse*” towards linguistically diverse peers (Ursa, 2018, p. 255). Linguistic diversity fosters an appreciation of difference, which is steadily becoming a core aim in Irish education, particularly in the early years (NCCA, 2009), though such appreciation is not

entirely true for some NESs herein. Views of the English language as ‘normal’ need to be addressed to ensure linguistic diversity is valued by children in linguistically diverse contexts.

4.4.3.2. Codeswitching.

The ability to codeswitch (i.e., utilise multiple language vocabulary and phrases) is regarded as a “*defining behaviour*” of bilinguals (Green & Wei, 2014, p. 499), and therefore a likely output within this study. Codeswitching occurs differently in various communities i.e., context-specific language use or within a conversational turn (ibid). This study examined the presence of emerging bilingual behaviours by observing the presence and accuracy of codeswitching among participant children during conversational turns using context-specific language. As such, codeswitching is reported herein according to three sub-themes:

Figure 4.28. *Child Codeswitching during Interviews*



NESs (n=4) and ELLs (n=14) from all classes codeswitched between English and Irish when naming IS stories. Most ELLs accurately substituted the correct English words for Irish words. CU13 was the exception; the *Three Little Mhuicín*s [Three Little, **Little** Pigs]. NESs’ code switched with less clarity. CW16 recalled: *The Big Tornapa Mór* [*The Big Turnip Big*], while CW1 first deemed it *A Turnip of Mór* [*A Turnip of Big*], before self-correcting to *The Tornapa Mór*, proving that most ELLs had better codeswitching skills than NES peers.

Some ELLs demonstrated knowledge of pluralising words in English, by adding ‘s’ to the end of *The Three Little Pigs* in Irish i.e., *Na Trí Mhuicín* (CU13; CV1; CY16; CZ15) and had yet to realise that this rule does not apply in Irish. Similarly, CV1 added ‘s’ to *The Three Little Bhéars* [*Goldilocks and the Three Bears*]. This shows that some ELLs had developed morphological skills in their L2 but had yet to consolidate the difference when transferring such understanding to their L3.

Table 4.4. *Codeswitching Recall of Inis Scéal Stories*

Stories in English & Irish	Native-English Speakers (NESs)	English Language Learners (ELLs)
Goldilocks and the Three Bears Cinnín Óir agus Na Trí Bhéar	N/A	Cinnín Óir agus Na Trí Bears (CU6) The Three Little Bhéars (CV1) Cinnín Óir and the Three Bhéar (CX2) Cinnín Óir and the Three Bears (CX8) Na Trí Brown Bears (CX17) Seo iad the Trí Bhéar (CY16) Cinnín Óir and The Three Bears (CZ2)
The Three Little Pigs Na Trí Mhuicín	N/A	Three Little Mhuicíns (CU13) The Three Mhuicíns (CV1) The Three Mhuicín (CV12) The Three... Na Trí Mhuicín (CW2) Seo iad na Trí Mhuicíns (CY16) Na Trí Pigs (CY18) Na Trí Mhuicíns (CZ15)
The Enormous Turnip An Tornapa Mór	A Turnip of Mór... The Tornapa Mór (CW1) The Big Tornapa Mór... (CW16) The Feirmeoir (CY2)	The Tornapa Mór (CW3) An... Big Turnip! (CZ1)

Research indicates that ELLs might be more skilled at learning Irish as a L3 than their NES peers learning Irish as a L2 (Cenoz, 2013; Jaensch, 2013). This was confirmed through observed codeswitching behaviours in this study (Green & Wei, 2014). For example, less English-Irish codeswitching was noted among NESs when recalling Inis Scéal story titles, which might illustrate stronger codeswitching abilities among ELLs.

Furthermore, ELLs demonstrated more accuracy than NESs when recalling Inis Scéal story titles, potentially due to having a wider platform of linguistic comparison as trilingual learners when compared with bilingual peers (Jaensch, 2013). Moreover, ELLs transferred morphological skills for pluralising words from English (L2) to Irish (L3), whereas NESs did not. This proves that ELLs are “*talented language learners*” (Stafford et al., 2010, p. 162) with better awareness of language components than NES peers. Learning the Irish language, and languages more generally, is a strength for ELLs, and this was their recognised and reported asset in this study (MTIs, ROs). Further research and practice should consider ways of integrating bilingual L2-L3 language instruction for ELLs to continue to build on these linguistic strengths.

NESs (n=10) and ELLs (n=8) codeswitched to Irish when answering an English question. For example, when asked what stories they did during IS, children replied with a blended English-Irish answer (see below):

Table 4.5. Codeswitching Samples

Researcher Questions	Child Responses
What’s your favourite thing about Tell-a-Tale Inis Scéal?	<i>Eh... mac tíre...</i> Because I like when he eats the pigs (CW16) My favourite... <i>seo é Tornapa Mór Millteach...</i> Because it’s nice. (CY16) <i>Na Trí Pigs...</i> because I heard that story for hundreds of times on YouTube. (CY18) <i>Cinnín Óir...</i> because I like it (CY8)
Can you remember what the stories are called?	<i>Cinnín Óir agus Na Trí Bhéar, Na Trí Mhuicín, An Tornapa Mór Millteach</i> (CX12) <i>Seo é an...</i> Like... like there’s something big... It’s called <i>seo é an...</i> Wait, what was it again? (CY12) <i>Seo iad the Trí Bhéar. Seo iad na Trí Mhuicíns. Seo é an Tornapa Mór Millteach.</i> (CY16) Stories where there was a <i>feirmeoir</i> , there was a <i>Lapaí</i> , Máire, eh... Liam, Róisín. (CY18)
What were their names?	Baby Bear... <i>Bábaí Béar</i> (CX5)
What do they say to you?	My teacher say ‘ <i>cé hé seo?</i> ’ and I say ‘ <i>seo é ... feirmeoir</i> ’. (CU9) <i>Seo é Babaí Béar</i> (CY16) ‘ <i>Cé hé seo?</i> ’ And I say, ‘ <i>seo é an feirmeoir.</i> ’ (CY19)
General commentary about their drawings:	<i>An mac tíre did not blow down Brian’s house</i> (CW17)

Additionally, NESs (n=12) and ELLs (n=10) codeswitched when singing the TaTIS songs:

Table 4.6. *Child Codeswitching Responses for Programme Songs Recall*

Songs in English & Irish	Native-English Speakers (NESs)	English Language Learners (ELLs)
Tell-a-Tale, Tell-a-Tale, I'm going to Tell-a-Tale, So, it's time to gather all around, Listen now don't make a sound. Inis Scéal, Inis Scéal, Tá mé ag insint scéil, Táimid go léir ar bís, Suíge síos, éistige anois.	<i>Tell-a-Tale, Tell-a-Tale, tá mé ag tell-a-tale, tá mé go léir ar vís, suíge síos, éis anois (CU2)</i>	<i>Tell-a-Tale, Tell-a-Tale, I'm going to tell a tale, so it's time to gather all ar bís, suíge síos, éistige anois (CU9)</i>
	<i>Inis Scéal, Inis Scéal, on your way to Inis Scéal, So, it's time to gather all around, listen now, don't make a sound (CV14)</i>	<i>Tell-a-Tale, Tell-a-Tale, Tá mé ag Inis Scéal.... Ar a bís... Suíge síos... air a míst (CV12)</i>
	<i>Tell-a-Tale, Inis Scéal. Tá me ag i do scoil. Táimid go léir ar bís, Suíge síos éistige anois (CW8)</i>	<i>Tell-a-Scéal, Tell-a-Scéal, I'm going to Tell-a-Tale. So, it's time to get all the way, this is our Tell-a-Scéal (CW2)</i>
	N/A	<i>Tell-a-Tale. Tá mé ag insint scéal. Táimid go léir ar bís. Suíge síos éistige anois. (CX2)</i>
	<i>Tell-a-Tale. Tá mé ag inis scéal. Táimid go léir in a bís. Suíge síos tá in anois. (CY6)</i>	<i>Tell-a-Tale, Tell-a-Tale, tá mé ag [humming]. (CY3)</i>
	<i>Inis Scéal...I'm going to tell-a-tale... time to gather all around, listen now don't make a sound! (CZ6)</i>	<i>Inis Scéal... I'm going to Inis Scéal... so it's time to gather all around, listen don't make a sound... (CZ16)</i>

Similar percentages of NESs and ELLs codeswitched to Irish when answering an English question and when singing the TaTIS songs. This shows the potential gleaned from bilingual stories and songs for NESs' and ELLs' codeswitching skills with equal output. Therefore, though NESs did not compare well to ELLs in codeswitching skills frequency, accuracy or depth, some did develop codeswitching capacity from TaTIS participation, mainly confidence for codeswitching, comprehension transfer (English question to an Irish answer), and transfer of classroom-initiated learning to other contexts (i.e., discussion with researcher regarding TaTIS participation). Such outcomes are consistent with the CUP theory (Cummins, 2000) and with the aims of the integrated PLC (DES, 2019) for skills transfer across languages. Thus, TaTIS is a valuable source for PLC implementation.

4.4.3.3. Traditional tales in alternative languages.

Traditional tales were strategically chosen as focal resources for TaTIS given their universal appeal and application (Hepler, 2007), potential for integrated learning (Rhoades, 2016) and provision of meaningful language development contexts (Kersten, 2015). This study generated five sub-themes relative to ELLs' (n=53) commentary on traditional tales in alternative languages:

Figure 4.29. Traditional Tales at Home



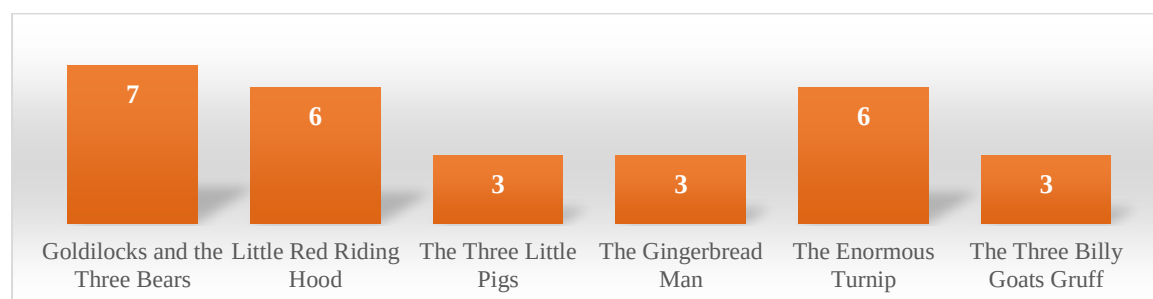
ELLs (n=8) named traditional tales in their alternative languages:

Figure 4.30. Traditional Tale Translations

The Three Little Pigs Arabic: “الثلاثة” meaning “the three” (CV12) Romanian: “ <i>Cei Trei Porci</i> ” (CW2) “ <i>Porci</i> ” (CZ12) Polish: “ <i>Trzy Swinie</i> ” (CX11) Latvian: “ <i>Trīs Cūcinās</i> ” (CY11) “ <i>and the Three Little Piggies names in Latvian is eh... Modjunks, Oostance and Distance</i> ” (CY18)
The Enormous Turnip Romanian: “ <i>Un Turnip... Mar-Ay... Forte Mar-Ay</i> ” (CX2) Latvian: “ <i>Milzīgs... I don’t remember</i> ” (CY11)
Little Red Riding Hood Romanian “ <i>Scufita Rosie</i> ” (CW2)
Goldilocks and the Three Bears Polish: “ <i>Złotowłosa I Trzy Niedźwiadki</i> ” (CX9, CX11)
The Gingerbread Man Latvian: “ <i>Piparkūku</i> ” (CY11)

This demonstrates the universality of traditional tales for 15% of participant ELLs. Furthermore, other ELLs (n=14: 26%) confirmed that they had read traditional tales in an alternative language, but could not recall their titles in their home languages:

Figure 4.31. *No Translation but Exposed to Traditional Tale at Home*



The rationale for choosing traditional tales in this programme was informed by their universality (Hepler, 2007), yet only a one in four ELLs could either name or identify with one of these stories in their home language. It is insufficient to assume that ELLs have had prior exposure to traditional tales. Therefore, a future iteration of this study might prompt parental involvement to accommodate concurrent reading of traditional tales at home in tandem with their use in school. Furthermore, wider research might investigate other alternatives to supporting prior knowledge and Common Underlying Proficiency (CUP) in linguistically diverse settings.

However, some ELLs (n=10) replied ‘No’ when asked if they had read TaTIS stories at home, with some elaborating: ‘*I don’t have the story in my home*’ (CY16), ‘*I don’t know because I don’t have storybooks that are in Polish*’ (CY19) and ‘*I never read this in Polish*’ (CZ5). Therefore, almost one in four participant ELLs had prior exposure to, or knowledge of, traditional tales, while one in five had not engaged with such tales in their home languages. Regarding home reading opportunities, some ELLs (n=6) explained that they do not have books at home: ‘*I don’t have them at home*’ (CX2), ‘*I don’t think I’ve the book at home*’ (CX8), ‘*I don’t have storybooks that are in Polish*’ (CY19), ‘*I don’t have that book*’ (CZ1) and ‘*I not have books*’ (CZ9). Nonetheless, other ELLs (n=4) referred to bedtime routines (CU14; CU5; CX3; CZ2), saying: ‘*I do some with my Mum every night*’ (CU5), ‘*I have my mommy read for me and my daddy at night time... bed...*’ (CX3). While some ELLs referred to home reading experiences, more did

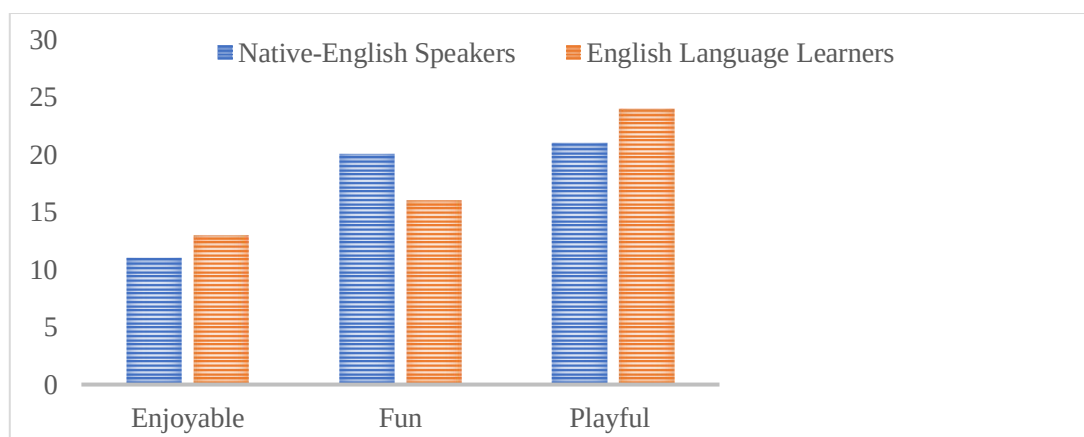
not, due to a lack of books in their homes. Books are important in the home, as are shared reading practices between parents and children (Logan et al., 2019), yet 11% of participant ELLs in this study reported having no books in their home languages. This raises a concern for ELLs' schooling success given that exposure to books in the home predicts academic success, vocabulary development, and attention (ibid; Sikora et al., 2019). While 7.5% of participant ELLs reported home reading experiences, more attention is warranted by way of research, funding and education for parents of ELLs to build home language library book collections and to support their active use at home consistent with school approaches.

4.4.4. Child Perceptions of Programme

The Affective Filter Hypothesis (Krashen, 1982) suggests that affective variables (i.e., nervousness, anxiety) can impede L2 acquisition. Research invites practitioners to digress from traditional, teacher-centred approaches towards child-centred games (Baid & Lambert, 2010). Play is a fundamental principle for the development of young children's learning and thinking skills (Walsh, 2017; Whitebread, 2012). Thus, this study explores whether such affective variables, child-centred approaches and playful experiences existed for TaTIS participant children.

Children (n=105: 93% NESs, 98% ELLs) conveyed perceptions of TaTIS as enjoyable, fun and playful.

Figure 4.32. *Child Programme Perceptions*



22% found it enjoyable, 32% found it fun and 41% found it playful.

4.4.4.1. Programme as enjoyable.

Children conveyed perceptions of TaTIS as enjoyable (n=24: 19% NESs, 25% ELLs), drawing happy participants during CDaTIs, and attributing their joy to the social and learning opportunities therein, and to TaTIS programme affection. The researcher observed situations where children drew smiles on the faces of programme participants, and so, would ask: *'what is that on your / his / her / their face? Why are they smiling?'* Children's responses conveyed happy dispositions: *because I smile at Tell-a-Tale* (CU12) and *because I'm happy* (CX15). Children also referred to joy incited from interaction with friends, for example, one child explains that her friend *always smiles when [she] sit[s] beside her* (CV12), while another justifies smiling because she is *working with [her] friend* (CZ1). Another reason for smiling was the learning process, as some children elaborated that they were smiling *because I'm learning* (CZ8), *because we learned things* (CX6) and *because [they] love to help teacher to read the book* (CX1). The final cause for perceiving TaTIS as enjoyable was demonstrating affection for the programme itself, as some children *love Tell-a-Tale* (CV3; CX3; CY20; CZ2) and attributed this as the reason for drawing smiley people in their pictures. TaTIS was deemed enjoyable due to social opportunities, learning opportunities and general child affection for the programme. Once again, the practical components from TaTIS theoretical underpinnings i.e., social interaction, BNP, addressing the affective filter (Bruner, 1981; Cummins, 2000; Krashen, 1982; Vygotsky, 1978) enabled an enjoyable encounter for participant children.

4.4.4.2. Programme as fun.

Children across all settings regarded TaTIS as fun (n=36: 35% NESs, 30% of ELLs). Some children provided general comments regarding the programme itself, saying: *it's fun* (CU8; CV15; CW5; CX18; CY2; CY15; CZ7), *it's so much fun... because it's my most... most... most... favourite* (CZ2), *Tell-a-Scéal is so fun... because you get to do fun things with it* (CU12), *talking about stories... and we read new stories... and everyone have fun* (CV12) and *we have lots of fun with our friends* (CY15). One child captured laughter: *'I'm drawing the mouth because they're happy... Because... I'm laughing and... the teacher laughed'* (CW2). Children mainly attributed the programme fun to its social elements, its role-playing opportunities, the narrative content and to a lesser extent, language learning prospects.

Social interaction with peers was a prominent platform for the source of *fun* within TaTIS. Children explained that they liked turn-taking *because it's fun* (CU8; CX6), elaborating that *to partner up with a different person... is fun* (CY15), *I help her sometimes, she helps me sometimes when I forget stuff, and we play together nicely, and it's fun* (CZ8). *It's fun...I don't do it alone, I do it with someone else too* (CW15).

The role-play component during IS emerged as a specific example of turn-taking and paired work that was regarded as fun. One child explained: *I like them, the part where you do, 'seo é', I think it's great fun* (CY13) and another outlined: *sometimes people come onto our table and... one has to say, 'cé hé seo?' And the other one is supposed to say, 'seo é Liam''* (CY14). Transferring this statement into real-life was also favoured by CY14: *sometimes the teacher has a puppet and she says, 'cé hé seo?' and the people say it's me. People say, 'Seo é CY14.' It's fun!* Another child highlighted that they liked the group work as *it's a lot of fun* (CX10).

The props were another source of fun for participant children. Commentary about these props included: *they're fun to play with* (CU15), *they're fun* (CW10), *they're really fun* (CX1), *you can have fun with them* (CZ1), and *them are fun!* (CZ9). Children outlined that they use *a lot of fun things* (CW3), *playing with the toys... Because it's like... very fun* (CV3; CV21). One child commented: *I like doing the activities... it's fun doing it* (CV12).

Story plot was another fun component in TaTIS. Child CV3 explained: *it's so funny, and the troll says "I'm the boss" and I laugh at that part*, while CW2 outlined: *it's so funny when the gingerbread man says that song, "run, run, as fast as you can, you can't catch me because I'm the gingerbread man"*. Child CV2 said: *I like the big, bad wolf... he blew down the houses... it was funny* while CY14 recalled having fun with the story plot through phonological awareness activities *'we make really silly sentence... "the gingerbread man baked the baker's wife" *giggles**. Two more children commented on the narrative as *fun* in a more general sense, with comments like, *it is like so fun to read it* (CY12) and *there are so many fun things...the stories, seo é and seo i's and cé hé seo and even do, Na Trí Mhuicín and Na Trí Bhéar and the Cinnín Óir* (CY18).

Though less frequent in the interviews, children reported the *fun* element of learning and speaking new languages. For example, *it's fun to know lots of languages... So, then you can speak a lot* (CX11) and *it's fun... I like learning things in Irish too in TaTIS* (CY19). Another child summarised it as *'so nice... it's fun to like say and play'* (CY12). Only one child attributed fun to the Total Physical Response approach to language learning, explaining: *it's fun because you get to do all the actions and all... it's fun...* (CW15).

TaTIS was regarded as fun due to social elements, role-play opportunities, narrative content and language learning. Coupled with the aforementioned 'enjoyable' perception, enjoyment and fun are achieved through social programme components, language learning opportunities, role-play activities, story content and general affection for TaTIS, which might be interpreted in two ways.

Firstly, TaTIS offers an appropriate model for future programmes to ensure enjoyable and fun language learning experiences. Prior research tasked teaching practitioners with providing enjoyable and fun learning for pupils, to accommodate effective language learning environments (Englezou & Fragkouli, 2014) and also cautioned against affective filters (i.e., anxiety, nerves, fear) that might impede learner success in language learning classrooms (Krashen, 1982). Child perceptions of TaTIS as enjoyable and fun might indicate that this programme provides a safe learning environment, thereby curbing affective filters, and adhering to research recommendations for enjoyable and fun learning experiences.

Secondly, other research cites the following as sources of fun for learners: social interaction with friends (Lyngstad et al., 2020), role-play props and drama (Pogrow, 2010), and engaging content (Robinson & Kakela, 2006). Furthermore, enjoyable games and fun activities are useful teaching strategies instead of traditional, teacher-centred approaches (Baid & Lambert, 2010), which strengthens the value of TaTIS if perceived as enjoyable and fun by some participant children. The present study further echoes these recommendations for practice.

4.4.4.3. Programme as playful.

Children reported a playful perception of TaTIS (n=45: 37% NESs, 45% ELLs), as one explained: '*we play*' (CU11). Children commented on two types of play: play with concrete materials and play with peers. The former was most prominent in the data. Despite predominantly playful programme perceptions, four children did not recognise any playful programme component. When asked '*do you play during TaTIS?*', three replied *no* (CY3; CZ5; CZ7) and when asked '*what do you play with?*', one replied *nothing really* (CW1).

Concrete play included any reference to using concrete materials for pretend playful experiences in TaTIS. Some children referred to their play with *things* (CU6; CW15; CX4; CX7; CY14; CZ8), while others were less generic, explaining: *we play trolls* (CY9) and *fun games* (CY15). Several children referred to the role-play props as *toys* (CV3; CV4; CV5; CV7; CV8; CV14; CY1; CZ2; CZ3; CZ4) and recalled that they *play* with them during TaTIS (CV3; CV4; CV8; CV14; CY7; CZ2). One child explained that they *do the stories when [they] are playing with the toys* (CV3). Another said: '*we play with the toys... what we learned!*' (CZ4), while a third regarded programme participation as an opportunity for *learning how to read books and playing with toys* (CV14). Of those children who were more specific about the role-play props as playful resources, some recounted that they *play with masks* (CU5; CU7; CX7), while more mentioned the small-world figures (CV18; CX7; CZ1; CZ8; CZ12) (i.e., Velcro Jenga blocks with story characters and settings), referring to them as *the blocks that have the stuff from the story* (CW15), *wood things* (CZ8), *a wood made of every people in the story* (CZ1), and *brick things* (CY14). Two referred to the lollipop stick puppets, though did not have the language to name these resources, *playing with the mat thing* (CV22) and *the little characters in the set* (CV21). One recollected playful prop use, saying: '*one time I got to be the big one, and I pushed the troll in, because then you get to be the billy goats... and you have the faces*' (CY14).

Social play included any reference to social interactions to support their playful experiences in TaTIS. For example, '*we can play*' (CU13), '*we play with each other*' (CV4) and '*we play together nicely*' (CZ8). They referred to the fact that '*it's so nice and fun to say... and play*' (CY12), as when '*me and my friends sit beside each other... we*

play' (CV12). Another child recalls: *'we were playing with the characters and we were doing it together'* (CU15).

Playful experiences are fundamental principles for developing young children's learning and thinking skills (Walsh, 2017; Whitebread, 2012). Children's playful perceptions of TaTIS through both concrete and social play are a positive finding, as playful learning fosters many advantages. Concrete play within this study involved pretend play through the use of props and toys for oral narrative retell. Objects or gestures that children use in pretend play are not perceived in a literary way, but are used to mention other things that can be absent in reality (Smith, 2010). Pretend play has proven beneficial for children's language development (Tykkyläinen & Laakso, 2010), which may indicate OLD for participant children in TaTIS. Social play within this study involved engagement with peers in paired or group use of props for oral narrative retell. Social play enhances children's communication skills, develops appropriate interpersonal and social skills, and affords the building blocks for long-term academic success (Ginsburg, 2007). Viewed together, pretend and social play perceptions in TaTIS provide exciting possibilities for participant children in both educational and social spheres, including potential language development, communication skills, interpersonal and social skills, and building blocks for later academic success.

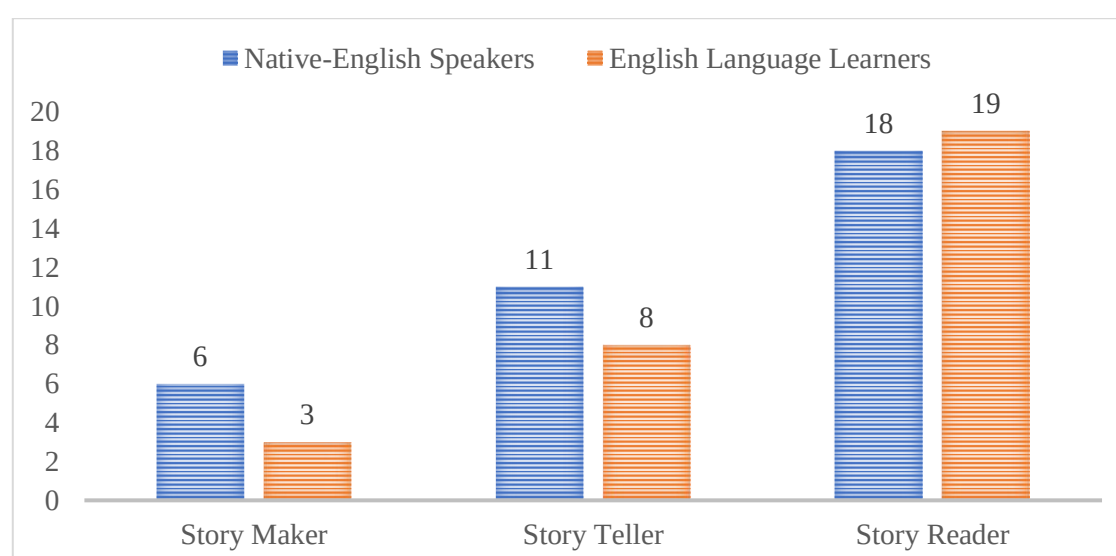
4.4.5. Child Narrative Identity

Dialogic Reading (DR) is consistent with the sociocultural theoretical underpinnings of TaTIS design (Whitehurst et al., 1988) and has yielded positive outcomes for language development in several studies (Flynn, 2011; Pillinger & Wood, 2014; Swanson et al., 2011). However, the significant flaw with this approach in a programme that aims to support narrative retell is the use of shared reading as opposed to the modelling of 'storytelling'. Another challenge in fostering children's identities as story 'tellers' in TaTIS is the national emphasis on the improvement of both literacy and numeracy skills among primary school children in Ireland (DES, 2017c; 2011b), with less strategical regard for OLD. As is evidenced below, more importance is placed on the language arts associated with literacy than oracy.

Table 4.7. Search Term Frequency in National Literacy Strategies

Search Terms	<i>The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020</i> (DES, 2011b)	<i>National Strategy: Literacy and Numeracy for Learning and Life 2011-2020 – Interim Review: 2011 – 2016, New Targets: 2017 – 2020</i> (DES, 2017c)
‘Literacy’	x 69	x 296
‘Read’	x 12	x 96
‘Write’	x 6	x 4
‘Oral’ Language	x 3	x 10
‘Listen’	x 0	x 0
‘Speak’	x 0	x 5

TaTIS aimed to develop participant children’s oral narrative retell skills, thereby fostering identities as storytellers. Every day, the children sang an introductory song [to the air of ‘This Old Man’] in both English and Irish: *‘Tell-a-Tale, Tell-a-Tale, I’m going to tell a tale, so it’s time to gather all around. Listen now! Don’t make a sound!’* and *‘Inis Scéal, Inis Scéal, tá mé ag insint scéil. Táimid go léir ar bís. Suígi síos, éistígi anois!’* Both songs indicate the story telling nature of the programme. However, participant children (n=64: 60% NESs, 57% ELLs) saw themselves as story ‘makers’, story ‘tellers’, and story ‘readers’ when discussing their use of narrative retell skills.

Figure 4.33. Child Narrative Identities

8% identified as story makers (n=9), 17% identified as storytellers (n=19), and 34% identified as story readers (n=37).

4.4.5.1. Child as story maker.

Children self-identified as story makers (n=9: 10% NESs, 6% ELLs) [U-School; V-School; Z-School]. This is evident in child commentary on the fact that they *make a story* (CU9; CU10; CU15; CU16; CV20; CV22; CZ1), with one child remarking: '*you can make up the story and it's nice doing up the story*' (CV21) and two children referring to the use of *words* (CU14; CZ1) to help them to *make the right part of the story* (CU14). Though children technically use the word 'make' when referring to stories, when viewed in context, this 'make' aligns more with the action of creating the story that was read to them, as opposed to making up their own (with the exception of child CV21 who uses the term '*make up the story*').

4.4.5.2. Child as storyteller.

Children across all settings self-identified as storytellers (n=19: 19% NESs, 15% ELLs). When asked what they do during TaTIS, children replied that they *tell the story* (CU5; CU7; CU8; CU16; CV17; CW15; CZ4; CZ7; CZ12) and some explained that they *say it* (CU9; CW1; CZ2; CZ12). One child recognised that they were *telling with toys* (CZ9) while another recognised that they *retell the story* (CZ4). It is striking that only one of 110 children understood that TaTIS is a time to 'retell' a story.

4.4.5.3. Child as story reader.

Children across all settings self-identified as story readers (n=34: 32% NESs, 36% ELLs). For example, when asked what they do during TaTIS, they replied: *we read* (CU4; CU6; CU9; CU11; CU13; CV4; CV12; CW3; CW8; CW10; CW14). Some elaborated on the fact that they read *a book* or *books* (CV7; CV4; CW3; CW10; CW14; CX4), while others said they read *a story* or *stories* (CU3; CU9; CU11; CU13; CW1; CW4; CV12; CV15; CV18; CW14; CZ10; CZ12).

Children recognised the key role of their teacher in their identity as story readers, both as a model reader i.e., *she helps us to read* (CW9), *she teaches us how to read them* (CV14) and as a novice reader i.e., *we read for teacher... because teacher can't read* (CU9). Two children enjoyed the opportunity to read the book with teacher, sharing statements like: '*I love to help teacher to read the book*' (CX1) and '*I get to read it too*' (CY2). Another child conveyed reading with a purpose and audience: '*I learn to read and*

I get to tell my other friend' (CZ7). Some children actively reflect on their reading identity, acknowledging that they *never knew how to read a book* (CX8), and yet, *always wanted to read* (CV14).

Children shared a positive disposition towards 'reading' within TaTIS, as some said: *I like reading the book* (CV15), *reading the books, that's my favourite part* (CV17), *I like to do reading* (CW8), *I like reading stories* (CW14), and *it is like so fun to read* (CY12). One child elaborated: *I like that we learn and then we get better at reading, and then we go quicker at reading and quicker at words* (CW9).

A few children conveyed being story 'makers' (6% ELLs, 10% NESs), while more reckoned they were story 'tellers' (15% ELLs, 19% NESs) and most self-identified as story 'readers' (36% ELLs, 32% NESs). The aim of TaTIS to retell tales did not foster a strong self-identity among children as storytellers, but rather, as story readers. This may be due to DR approach, where children see the teacher reading and not telling (Whitehurst et al., 1988), or the storybook as an integral resource, as with storybook narrative programmes (Fitton et al., 2018; Larson et al., 2018; Noble et al., 2019), the sequencing images from which further scaffolded oral narration during TaTIS, or a general emphasis on literacy in educational policy and practice (DES, 2017c; DES, 2011b). Given that most oral narrative interventions have captured quantitative data regarding participant children's language outcomes (Adlof et al., 2014; Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dawkins & O'Neill, 2011; Dockrell et al., 2010; Lake & Evangelou, 2019), there is no evidence of children's self-reported experiences of programme participation, and more specifically, of their narrative identity, and future research might capture data to this effect to further dialogue with the narrative identity findings herein.

Despite the explicit programme name and introductory songs, participant children did not identify strongly as 'storytellers' from TaTIS participation. This study illustrates that children aged five – six years old want to be '*readers*' despite engaging in an intensive 30-hour storytelling programme. Researchers, policymakers and educators are challenged to enable children to see themselves as orators too. Nonetheless, when children narrate their own stories, they engage in abstract thought organisation, complex

language use and information sequencing, skills that demonstrate academic language proficiency (Petersen, 2011). Though no formal measure of narrative language was used herein, identities as story ‘maker’, ‘teller’ and ‘reader’ still indicate a consistent acknowledgement of narrative in-action. Future studies like this should account for narrative language measures to coincide with an exploration of narrator self-identity to determine child consciousness of narrative skills.

4.4.6. Child Responses Summary

This study explored participant children’s responses to TaTIS participation. It found that people, and interactions with people, were most memorable and important to children. Shared and guided practice was salient from the GRRM and working with peers facilitated friendship, collaboration, play and conversation. Concrete materials were important, though to a lesser extent, than social interaction. Unsurprisingly, ELLs excelled in codeswitching samples, though equal output was observed in NESs’ and ELLs’ English-Irish codeswitching skills when responding to English questions and singing TaTIS songs. Though traditional tales were universal for some ELLs, they were not for all, and more concerning, the lack of books at home in home languages warrants further exploration for this linguistically diverse group of children. Children perceived TaTIS as primarily playful, but also fun and enjoyable. Additionally, they self-identified as story ‘readers’, ‘tellers’ and ‘makers’, inviting more support for enabling children to identify as orators in equal measure to other English language arts.

4.5. Chapter Summary

This chapter discussed key findings relative to three central themes; Teacher Professional Development (PD) for English as an Additional Language (EAL) in Ireland; Mainstream Teacher Bilingual Narrative Pedagogy (BNP) experiences; and Children’s Responses to Tell-a-Tale | Inis Scéal (TaTIS) participation.

Regarding the current landscape for EAL PD in Ireland to-date, this study identified continued PD shortcomings for primary teachers, PD as an unconscious necessity among participants, and teachers as practice-oriented professionals. Nonetheless, teacher professional growth for EAL response occurred from TaT

participation, including the development of empathy, knowledge and practice for EAL, and the importance of mediation through human, psychological and external sources to foster such development. The challenge of agency for knowledge development among participant teachers was also noted. Finally, and promisingly, this study charted teacher change beyond programme delivery, through both attitudinal and instructional transformations.

Bilingual English-Irish narrative pedagogy in this study revealed non-transferrable narrative knowledge and somewhat transferable narrative practice. Irish language teaching resource challenges and criticality emerged among participant practitioners. Teacher views on Cross-Linguistic Transfer were unearthed to depict the strengths and challenges of this practice in Irish primary schools. *PLC* implementation emerged as difficult for teachers prior to TaTIS engagement due to a lack of resources and language integration in their practice. However, teachers accepted the importance of prior knowledge for *PLC* implementation and deemed TaTIS an appropriate tool for *PLC* delivery.

Children's tales of programme participation demonstrated awareness of, and preference for, sociocultural components, with greater emphasis on social interactions over concrete materials. Participant children demonstrated language awareness and codeswitching abilities when describing their experiences of BNP and some ELLs conveyed L1 storybook absence in their homes. Children perceived TaTIS as primarily playful, but also fun and enjoyable. Their self-identities as narrators related strongest to being a story reader, with storyteller and 'maker' also featuring in their self-assigned narrative identity.

These findings make unique contributions to the topics of Teacher PD for EAL in Ireland, Mainstream Teacher BNP Experiences, and Child Responses to TaTIS. Such finding implications for policy, practice and research are discussed in the final chapter.

Chapter Five – Conclusion

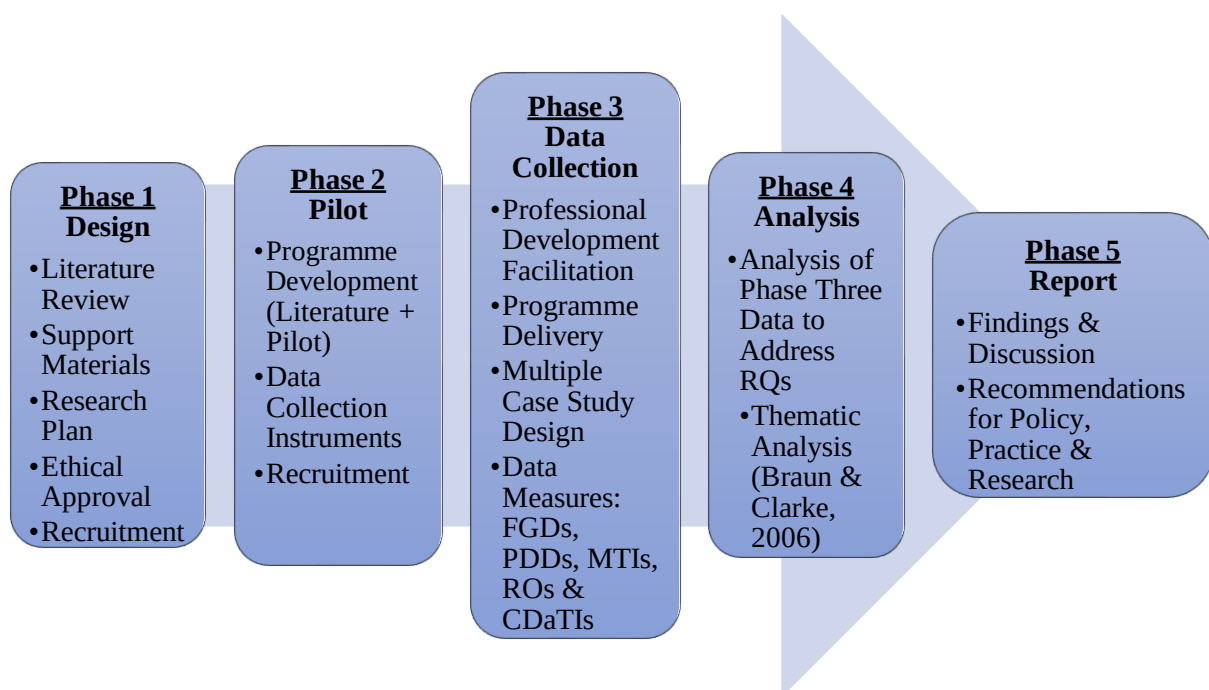
5.1. Introduction

This project aimed to capitalise on young English Language Learners' (ELLs) linguistic strengths, and respond to their academic language development needs, through teacher professional development (PD) for bilingual English-Irish oral narrative programme delivery in linguistically diverse junior primary classrooms in Ireland. A study summary is offered below to demonstrate how such aims were fulfilled. Findings are shared to depict important emerging messages, and the study contribution is then justified with implications and recommendations for future policy, practice, and research. Thereafter, study strengths and limitations are acknowledged. A final conclusion outlines the most salient offerings of this research.

5.2. Study Summary

This five-phased research explored the design, development, and delivery of Tell-a-Tale | Inis Scéal (TaTIS) to depict participant experiences of PD and programme participation.

Figure 5.1. *Five-Phased Study*



Phase one reviewed literature on language development and oral narrative interventions to design a theoretical framework for TaTIS. This phase also studied teacher PD theory to establish a sociocultural Mentoring Model to support TaTIS delivery. Phase one developed support materials for TaTIS PD and delivery, established a research plan, secured ethical approval and recruited 11 teachers and 70 children to trial TaTIS as a programme in three linguistically diverse settings. Phase two consulted with educators about the practicalities of TaTIS as a programme and acted on their feedback to enhance its feasibility. Additionally, data collection measurements were piloted and refined. An ethical amendment was later secured to illustrate such refinement and to account for ethically responsive practice mindful of COVID-19 implications. Phase three employed a Multiple Embedded Case Study Design, to explore three units of analysis across six linguistically diverse classroom contexts with 20 teachers and 130 children. These included teacher PD experiences pre-, during-, and post-programme delivery, mainstream teacher bilingual narrative pedagogy (BNP) experiences and children's responses to TaTIS participation. Data measures included Focus Group Discussions (FGDs), Professional Development Discussions (PDDs), Mainstream Teacher Interviews, Researcher Observations and Child Draw-and-Tell Interviews (CDaTIs). During phase four, data gleaned from these measures was thematically analysed to generate the outcomes summarised below (Braun & Clarke, 2006). The fifth phase collated a report on the study implications and recommendations for educational policy, practice and research.

5.3. Findings Summary

Three research questions (RQs) were posed relative to mainstream and support teacher PD for English as an Additional Language (EAL) pre-, during, and post-programme engagement, mainstream teacher bilingual narrative pedagogy (BNP) experiences and children's responses to Tell-a-Tale | Inis Scéal (TaTIS) participation. The findings for each are summarised below.

Table 5.1. Teacher Professional Development for EAL

Teacher Professional Development for EAL Pre-Programme Engagement
<i>Continued PD Shortcomings for Primary Teachers:</i> This study uncovered limited PD opportunities for teachers of EAL, collegiality in local Education Centres (ECs) as prominent sources of such limited PD opportunities, shortfalls of current Initial Teacher Education (ITE) programmes, the adoption of agentic practices in support of EAL, and lack of teacher awareness of updated EAL support materials. <i>PD as an Unconscious Necessity:</i> Though participants did not recognise their need for EAL PD, their responses on matters regarding ELLs indicated the importance of PD intervention i.e., their PD priorities, perceptions of ELLs, feelings towards ELLs, and practices in support of ELLs. <i>Teachers as Practice-Oriented Professionals:</i> This study identified participant teachers’ prominent desire for teaching strategies, tools and resources for ELLs. To a lesser extent, teachers wanted knowledge and transferable skills across EAL contexts and year groups. Preference for practical factors contributed convincingly to the concept of participant teachers as practice-oriented professionals.
Teacher Professional Development for EAL During Programme Engagement
<i>Developing Empathy, Knowledge and Practice for EAL:</i> Participant teachers recognised the challenge of comprehension, language learning, concentration and negative feelings, and the value of transferring language skills when exposed to alternative language content. They reflected critically and collaboratively on the importance of universal content, the role of immersion, the inefficacy of rote learning and the danger of language loss. Participant teachers consolidated existing knowledge in the areas of reflection, oral language, and dialogic reading, and learned about key EAL terms (i.e., Basic Interpersonal Communication Skills – BICS, Cognitive Academic Language Proficiency – CALP, Stages of Language Acquisition), narrative

terms (Story Grammar, Macrostructure and Microstructure) and Total Physical Response. Participant teachers recognised the importance of visuals, prior knowledge, literacy, vocabulary, repetition, music, pace, animations and concrete resources for language development.

Mediation through Mentoring, Reflection and Support Materials: Human mediation consisted of support for, and collaboration during, TaTIS delivery. This included the researcher providing ongoing and follow-up support through school visits, collaboration among participant teachers, leadership support and mainstream teacher co-ordination of resources for programme delivery. No participant setting referred to collaborative reflective practice in this study pre-programme engagement. Less experienced teachers regarded this as a written task associated with ITE, while more experienced teachers recognised that reflection becomes informal as time progresses. Participant teachers reflected critically during PD workshops and engaged with ongoing reflection during programme delivery. Teachers responded positively to the teaching exemplar, lesson plans and resources. The preparation and provision of resources for TaTIS programme delivery were unique selling points of study participation.

Challenges for Teachers as Agentic Professionals of Knowledge: Difficulties emerged for teachers as agentic professionals of knowledge, as they grappled with elements of the PD framework; namely the additional readings and, in some cases, independent programme delivery.

Teacher Professional Development for EAL Post-Programme Engagement

Attitudinal Change: Participant teachers demonstrated a change in their attitude and beliefs about ELLs to include greater awareness of EAL, empathy for EAL, and patience for ELLs.

Instructional Change: Participant teachers signposted a change in their instructional practice for ELLs, reporting a change in their practice, transfer of programme delivery skills across practice and influences on future intended practices.

Table 5.2. *Mainstream Teacher Bilingual Narrative Pedagogy Experiences*

Mainstream Teacher Bilingual Narrative Pedagogy Experiences (BNP)
Narrative Knowledge and Practice Transferability: This study noted disconnected new learning of knowledge between English and Irish oral narrative instruction. While participant teachers may have implicitly transferred key terms from English oral narrative to Irish, they did not explicitly connect the terms across both languages, indicating non-transferable narrative knowledge. This study unearthed some explicitly related, implicitly related and unrelated practices for oral narrative instruction, which highlights somewhat transferable narrative practices through BNP. Irish Language Resources: The issue of current Irish language programmes arose as teachers reflected on their inability to pursue integrated language instruction, given the lack of correlation between English and Irish language resources in the primary education sector. Teachers shared their preferences for future Irish programmes. Teacher Views on Cross Linguistic Transfer (CLT): Three core components of CLT facilitation in junior primary classrooms emerged: CLT in-action, CLT as dependent on child awareness of their L1, and CLT as reliant on teacher initiation. Additionally, findings relative to CLT of English and Irish outlined: CLT of English and Irish in-action, ELLs' prior difficulty in English-Irish differentiation, and the benefits of CLT across English and Irish. Finally, CLT was regarded as a positive classroom practice that ensures languages and people are valued, provides motivation for language learning, develops language awareness, and instils empathy for the language learning process. Primary Language Curriculum (PLC) Implementation: Four sub-themes were generated in response to PLC implementation: TaTIS as appropriate for integrated curricula, current

lack of integrated language resources, prior challenges with language integration, and importance of prior knowledge for successful *PLC* implementation.

Table 5.3. *Children’s Responses to Programme Participation*

Child Responses to Tell-a-Tale Inis Scéal Programme Participation
<i>Social and Concrete Interactions – Child Awareness and Preferences:</i> This study found that 87% of children (91% NESs, 83% ELLs) not only recognised social aspects, the GRRM in-action, and concrete programme materials, but in some cases, favoured these components. Social interaction was more important to children than concrete materials (+10%). Shared and guided practice were most memorable from the GRRM continuum. The most salient concrete materials for ELLs were role-play props, sequencing images and visuals. Additionally, ELLs were so engaged in their learning during small-group instruction that they did not view support staff as integral to their learning experience. Finally, peer collaboration was deemed significant by participant children and facilitated friendship, collaboration, play and conversation. <i>Child Experience of Bilingual Narrative:</i> While ELLs excelled in the areas of language awareness and codeswitching when compared to their NES peers, only one in four ELLs could either name, or identify with, traditional tales in their home language. NESs developed motivation for language learning, deemed ‘Irish’ their home language and posed English as a ‘normal’ language. Furthermore, while some ELLs reported home reading practices (n=4: 7.5%), more confided that they did not have books at home in their home languages (n=6: 11%). <i>Child Perceptions of Programme:</i> Children in this study found the TaTIS programme enjoyable (n=24: 19% NESs, 25% ELLs), fun (n=36: 35% NESs, 30% of ELLs) and playful (n=45: 37% NESs, 45% ELLs).

- ***Child Narrative Identity:*** Children in this study self-identified as story makers (n=9: 6% ELLs, 10% NESs), storytellers (n=19: 15% ELLs, 19% NESs), and story readers (n=37: 36% ELLs, 32% NESs).

The contribution and implications of these findings are discussed hereafter, outlining recommendations for policy, practice and future research in tabular form.

5.4. Study Contribution, Implications and Recommendations

‘Neglect spotting’ identifies a research area that is overlooked, under-researched, and lacking in empirical evidence (Sandberg & Alvesson, 2011). This project observed that teacher PD for EAL in Irish primary schools remained overlooked and under-researched and noted that there was no empirical evidence of a bilingual English-Irish oral narrative programme, and indeed, no account of stakeholder participation experiences in such a programme. Thus, this study contributes to research gaps in; teacher PD for EAL; teacher experiences of BNP; and children’s responses to TaTIS participation.

5.4.1. Teacher Professional Development for English as an Additional Language

Firstly, this study established an understanding of the landscape for EAL professional development (PD) in Ireland to-date and generated three thematic responses;

- Continued PD Shortcomings for Primary Teachers
- PD as an Unconscious Necessity
- Teachers as Practice-Oriented Professionals

Former Irish research acknowledged a lack of satisfactory training and qualifications at both pre-service and in-service levels to adequately support ELLs’ language learning needs (McGorman & Sugrue, 2007; Nowlan, 2008). There was resounding evidence in this study that training and qualifications for EAL remained sparse. Researchers across Ireland have consistently recommended a systematic training mechanism to approach linguistic diversity (Devine, 2005; Gardiner-Hyland & Burke, 2018; O’Connor & Ciribuco, 2017; Skinner, 2010; Yoffe, 2011). Specialist knowledge and skills are vital to support ELLs (Lucas, 2011), so why is this call unanswered? While Irish ITE providers have begun to embed EAL-specific content in undergraduate and

postgraduate programmes, dosage and consistency varies according to each institution (Gardiner-Hyland, 2021). Thus, policymakers are urged to streamline EAL PD across pre-service programmes and to provide more structured EAL PD opportunities for all in-service teachers. Furthermore, though past Irish research outlined similar difficulties regarding PD shortcomings in the Irish primary education sector (Devine, 2005; Kitching, 2006; Murtagh & Francis, 2012; Nowlan, 2008; Wallen & Kelly-Holmes, 2006), no recent study has signposted the exact nature of such shortcomings (i.e., reliance on collegiality over policy, no awareness of new EAL support documentation, poor communication channels among key stakeholders, inadequate EAL preparation in ITE, insufficient agentic practices). Deeper understanding of such PD shortcomings enables responsive policy and practice for the betterment of EAL support provision in Irish primary schools. A follow-up large-scale survey research could ascertain whether such shortcomings prevail on a national level. Additionally, the survey could invite teachers to report their own identified areas for development in EAL teaching, thus ensuring purposeful policy response to address PD shortcomings for EAL support in Ireland.

PD for EAL emerged as an unconscious necessity for four reasons. Firstly, participants prioritised upskilling for literacy consistent with national policy (DES, 2017c; 2011a), instead of actively seeking PD opportunities for OLD and EAL. OLD provides a foundation for learning and literacy (Powell, 2018; Riley et al., 2004), so why does national policy emphasise literacy alone with restricted references to oral language development? The Irish education system must re-evaluate its stance on how it supports a balanced approach to developing listening, speaking, reading and writing skills in Irish primary schools. Secondly, some deficit views of ELLs herein hindered their academic progress (Devine, 2011; Lucas et al., 2015), and disregarded their linguistic talents (Schmidt, 2014) and aptitude strengths (Kim & García, 2014). Strengths-based approaches to learning in linguistically diverse contexts are vital to enable teachers to view ELLs in a way that does not highlight their lack of English language proficiency. For example, Irish language acquisition is a strength for ELLs, and a programme like TaTIS enables teachers to reconceptualise from deficit to surplus views of such learners. Thirdly, lack of experience in linguistically diverse settings resulted in negative teacher emotions when catering for ELLs in this study. Prior research also found that Irish teachers' experiences of diversity were unsettling (Devine, 2011; NCCA, 2018). ITE

providers must introduce national and international approaches to EAL on their programmes and mandate school placement opportunities in linguistically diverse contexts so that pre-service teachers can use and share internationally endorsed practice in such settings. Finally, though Cognitive Academic Language Proficiency (CALP) is vital for school success (Cummins, 1984; Schleppegrell, 2004), cognitively challenging content was absent from participant teachers' reported practice with ELLs pre-programme engagement. Despite best efforts to support basic language development, these teachers were unaware of *why* and *how* to support CALP in their classrooms. More support is needed by way of PD and pedagogical strategies to foster CALP in Irish primary classrooms.

Teaching necessitates keen judgement (Heilbronn, 2008) about professional knowledge and practices in education, as educators 'tailor' knowledge to ever-evolving practices (Biesta, 2015). Participant teachers were preoccupied with practice over knowledge, which disregards the catalytic role that knowledge plays in facilitating effective professional practice. Knowledge of *why* certain strategies are adopted is equally important to the knowledge of *how* such strategies are implemented. Teaching practitioners must recognise the need to blend both theory and practice to progress their own professional knowledge and practice in a purposeful way.

The following recommendations emerged from Continued PD Shortcomings for Primary Teachers; PD as an Unconscious Necessity; and Teachers as Practice-Oriented Professionals;

Table 5.4. *Recommendations from Research Question One (A)*

Recommendations for Professional Development in Ireland		
Policy	Practice	Research
<i>Initial Teacher Education:</i> • Streamline EAL modules across pre-service programmes • Introduce national and international approaches to EAL • Mandate at least one school placement in linguistically diverse mainstream teaching contexts or EAL support teaching roles <i>Droichead and Cosán:</i> • Target CALP pedagogy with a blend of theoretical and practical samples • Encourage regular PD engagement specific to L1, L2 and L3 language teaching <i>National Policy:</i> • Provide more EAL PD opportunities for all in-service teachers • Emphasise OLD in equal measure to literacy	<i>Teachers:</i> • Use strengths-based models to support ELLs (e.g., TaTIS) • Upskill in CALP knowledge and practice to support ELLs <i>School Leaders:</i> • Make all staff aware of newly introduced support documentation for EAL • Allocate time in staff meetings to review such documentation	<i>Researchers:</i> • Conduct a large-scale survey to determine the state of EAL PD and areas for development across Irish primary schools

Responding to these recommendations will ensure consciously necessary, but effective, PD for EAL in an Irish context where teachers are enabled to make informed decisions for the best interests of ELLs in Irish schools.

Secondly, this study explored teacher growth for responding to EAL in their classrooms and generated three thematic replies;

- Developing Empathy, Knowledge and Practice for EAL
- Mediation through Mentoring, Reflection and Support Materials
- Challenges for Teachers as Agentic Professionals of Knowledge

Participant teachers developed empathy, knowledge and practice for EAL when engaging with PD for TaTIS delivery. Irish research cautions against the lack of diversity in the teaching profession, as empathy for ELLs and their schooling experiences remains speculative (Devine, 2011; Heinz & Keane, 2018; NCCA, 2018). Until such time that heterogenous populations become more representative in the teaching profession through initiatives like the Migrant Teacher Project, TaTIS fosters empathy among ethnically homogenous practitioners (Hughes et al., 2008; Nieto, 2006; Singer, 2006), thereby offering one method to bridge the gap of empathy between native English-speaking

teachers and ELLs. Irish research outlined primary teachers' lack of confidence and competence in dealing with linguistic diversity (Gardiner-Hyland & Burke, 2018; Skinner, 2010; Travers et al., 2010) and invited more inclusive practices (Devine, 2005) and appropriate resources for EAL contexts (Gardiner-Hyland & Burke, 2018; Lyons & Little, 2009; Murtagh & Francis, 2012; Yoffe, 2011). TaTIS PD engagement developed more knowledgeable and skilled practitioners to support their professional growth (Avalos, 2011; Borg, 2018; Desimone, 2009; Eun, 2008; Guskey, 2002; Van Veen et al., 2012). New EAL knowledge and practice not only developed teacher confidence and competence for linguistic diversity response, but also enabled inclusive education through small-group instruction and equipped teachers with some appropriate resources for their settings. Thus, a tangible programme like TaTIS fosters empathetic educators and build responsive knowledge and practice to support linguistic diversity. TaTIS, and other programmes with similar theoretical design and PD frameworks, offer one way for Irish teaching practitioners to develop empathy, knowledge and practice for EAL in an otherwise overlooked area.

Human, psychological and external mediation occurred through mentoring, reflection, and support materials within the Sociocultural Theory (SCT) PD model for this study (Eun, 2008). Consistent with other studies of teacher PD, support materials provision and workshop facilitation were key support sources for programme delivery (Avci et al., 2020; Baird & Clark, 2018; Eun, 2011; McKeown et al., 2019). The researcher's role as a MKO was valued by participant teachers (Eun, 2008; Vygotsky, 1978) through the media of on-site support visits and ongoing e-communication. Therefore, future PD programme design should provide support materials, workshop facilitation, on-site support visits, and ongoing communication for successful transfer of theory to practice in similar studies. Additionally, leadership support for new school initiatives was vital (Domitrovich et al., 2015; Hollingsworth, 2012), as were the mainstream teachers for organisation factors during TaTIS implementation. Successful oral narrative programme delivery thus relies on supportive leadership and organised teaching personnel. Despite their effectiveness as a PD tool, ongoing critically reflective discussions were absent in participant schools pre-programme engagement (Desimone, 2009; Luo, 2014). FGDs and PDDs in this study enabled a culture of critical conversation to support reflection on practice, which is consistent with the ideals of *Cosán* (TCI,

2016). The “*dedicated space and time for individual and collaborative learning and reflection on same*” (ibid., p. 8) only became available to teachers during TaTIS PD and programme delivery. Irish policymakers must allocate time and space for critically reflective conversations, while teachers should request these factors to engage in critically reflective discussions, as only then can the benefits of psychological mediation for professional growth be maximised in Irish education contexts. Finally, Eun (2008) emphasises the importance of tools to support teacher PD (i.e., recommended readings, teaching materials or resources). Recommended readings did not support participant teachers as prominently as the teaching exemplar, lesson plans and resources, which are key materials for teacher PD for supporting language proficiency (Kalinowski et al., 2019) and for oral narrative programme implementation (Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dockrell et al., 2010). Participant teachers were particularly grateful for not having to independently source materials which is reiterated by other researchers (Kalinowski et al., 2019). However, participant teachers expressed an openness to self-directed material sourcing post-programme engagement. Thus, this study proposes that future studies of PD for oral narrative programme delivery should include these external support materials to scaffold implementation, but also encourage participants to source their own materials to ensure competent independent knowledge and practice beyond the remit of that programme. Additionally, future studies should consider how best to introduce recommended readings, prepare teachers to engage with such literature, and enable time and space for critical reflection on same.

Given these participant teachers’ preoccupation with practice over knowledge pre-programme participation, it is unsurprising that complications arose when teachers were afforded agency with their own knowledge development. Schools are busy places with restricted time reserves, thus resulting in a lack of participant teacher engagement with two recommended readings. While participants committed to reviewing the literature over the summer holidays, doing so during programme delivery would have greatly scaffolded theoretical knowledge growth. Thus, future PD programmes should incorporate facilitated time for reading as a ‘study group’ instead of allocating independent time for application. Additionally, the recent emphasis placed on teacher agency within the new Primary Curriculum Framework in Ireland (NCCA, 2020) must ensure that teachers know *how* to use such agency to transfer knowledge to practice in a conscientious way. Furthermore,

teaching practitioners should engage independently with up-to-date research to inform practice on an ongoing basis.

The following recommendations emerged from Developing Empathy, Knowledge and Practice for EAL; Mediation through Mentoring, Reflection and Support Materials; and, Challenges for Teachers as Agentic Professionals of Knowledge;

Table 5.5. Recommendations from Research Question One (B)

Recommendations for Professional Development from Tell-a-Tale		
Policy	Practice	Research
<i>Initial Teacher Education:</i> • Encourage pre-service teachers to note underlying theoretical principles that inform their practice within lesson planning schemes • Foster skills for collaboratively reflective discussions of school placement experiences <i>Droichead and Cosán:</i> • Develop skills to engage with, critique and act on literature to enable research-informed practice <i>National Policy must:</i> • Endorse programmes like TaTIS to enable teaching practitioners to develop empathy, knowledge and practice for EAL in education • Encourage heterogenous populations to join the teaching profession	<i>Teachers:</i> • Reconceptualise reflection as beyond a compulsory written task • Avail of space and time to engage in critically reflective discussions of practice • Recognise the catalytic role of knowledge to inform decision making for effective practice <i>School Leaders:</i> • Provide space and time for critically reflective and collaborative discussions to enhance ongoing practice across the school	<i>Researchers:</i> • Explore the presence and form of critically and collaboratively reflective discussions in Irish primary schools • Explore how best to structure and support engagement with recommended readings in Irish primary schools <i>PD designs require:</i> • Support materials • Workshop facilitation • On-site support visits • Ongoing support communication • Leadership support • Organised teachers • Facilitated engagement with readings / academic literature • Independent resource sourcing to ensure practitioner independence beyond PD engagement

Responding to these recommendations can further develop empathy, knowledge and practice for EAL, with much needed opportunities for critically reflective and collaborative discussions, and carefully mediated PD for new initiatives in Irish primary schools.

Thirdly, TaTIS delivery generated two thematic responses regarding participant teachers' professional growth beyond implementation;

- Attitudinal Change
- Instructional Change

The literature review for this study outlined the need for attitudinal change among Irish primary teachers who had deficit perceptions of ELLs (Devine, 2011) and 'unsettling' experiences with diversity (ibid; NCCA, 2018). Indeed, pre-programme engagement findings further echoed the need for attitudinal change as such limited views and disconcerting experiences prevailed. Theorists suggest that attitudinal change arises from PD engagement, enhanced classroom practice and transformed learning outcomes (Borko, 2004; Desimone, 2009; Guskey, 2002). TaTIS enabled PD, changed classroom practice, and impacted perceived positive outcomes for ELLs. In a climate where PD for EAL is both limited and necessary (Gardiner-Hyland, 2021; Little & Kirwan, 2019; Murtagh & Francis, 2012), TaTIS catalyses attitudinal change for teacher PD in Ireland. Future policy should recommend similar programmes to accommodate PD for EAL to foster attitudinal change for the advancement of EAL support provision in Irish primary schools.

Though pre-programme engagement findings identified some effective instructional practices, instructional change was needed. TaTIS delivery offered evidence of instructional change post-programme engagement, signposting professional growth for participant teachers (Borko, 2004; Desimone, 2009; Guskey, 2002). Effective instructional practices are vital for ELLs' schooling success (Kalinowski et al., 2019), and participant teachers became adept with the use and transfer of new teaching techniques. Future policy should continue to explore key instructional practices for academic success in linguistically diverse classrooms.

The following recommendations emerged from evidence of Attitudinal Change; and, Instructional Change;

Table 5.6. Recommendations from Research Question One (C)

Recommendations for Professional Development in Ireland beyond Tell-a-Tale		
Policy	Practice	Research
<i>Initial Teacher Education:</i> - Encourage pre-service teachers to devise a poster of prevalent pitfalls and responsive opportunities for EAL in primary classrooms and present this to staff during school placement opportunities <i>Droichead and Cosán:</i> - Reflect on perceptions of, and attitudes towards, linguistically diverse learners - Encourage teachers to acquire effective instructional practice for linguistically diverse contexts <i>National Policy:</i> - Encourage teachers to interrogate misconceptions and harmful beliefs about linguistically diverse pupils	<i>Teachers:</i> - Upskill for effective instructional practice in linguistically diverse contexts <i>School Leaders:</i> - Encourage the dissemination of effective practice through staff meetings / whole school policy	<i>Researchers:</i> - Future iterations of TaTIS might explicitly capture teacher attitudes towards, and instructional practice for, EAL - Explore other avenues for developing key instructional practices to support academic success in linguistically diverse primary classrooms

Responding to these recommendations can enable attitudinal and instructional change in Irish primary schools so that linguistically diverse pupils' learning experiences can be extended with more equitable and inclusive professional knowledge and practice.

5.4.2. Mainstream Teacher Bilingual Narrative Pedagogy Experiences

In exploring mainstream teachers' experiences of BNP, this study generated four core themes;

- Narrative Knowledge and Practice Transferability
- Irish Language Resources
- Teacher Views on Cross Linguistic Transfer (CLT)
- Primary Language Curriculum (PLC) Implementation

Little evidence exists regarding bilingual oral narrative programmes (Spencer et al., 2019; Temiz, 2019), and indeed, PD for their delivery, deeming these novel findings foundational for the field of BNP. Researcher reflexivity noted discrepancies between external support materials for English and Irish, where narrative terms in-action were highlighted in one, but not in the other. It is plausible that teachers were unable to transfer

narrative knowledge, and indeed practice, due to the non-explicit transfer of terminology in the support materials. Researchers of BNP should explore if overt reference to narrative terms enables more explicit transfer of narrative knowledge and practice across languages. However, disconnected new learning also emerged for participant teachers regarding oral narrative instruction. Indeed, it is possible that prior compartmentalisation of English and Irish curricula (NCCA, 1999b; 1999c) may have fostered segregated mindsets of English and Irish language teaching. Unidirectional practices prevailed instead of bidirectional ideals. Further research is necessary to look beyond teacher recognition of the integrated *PLC*'s value by establishing Irish primary teachers' approaches to integrated language instruction. Pre-programme engagement, teachers struggled to foster integrated English-Irish language instruction due to resource shortfalls. English resource books and Irish resource books pursued different developmental thematic trajectories, with conflicting vocabularies and overcrowded objectives. This mirrors difficulties flagged by international studies of new curriculum implementation (Madondo, 2021; Molapo & Pillay, 2018), posing planning and resource challenges for teachers as they grappled with a new syllabus. Future policy changes in education must account for the necessary accompanying classroom resources to avoid teacher frustrations and maximise transfer of policy to practice. Additionally, participant teachers expressed preferences for future Irish language resource characteristics. Irish educational resources companies are thus invited to heed such desires to ensure that new resource publications meet teachers' and children's needs in Irish language classrooms.

CLT enablement was recognised as a positive classroom, increasing the likelihood of continued CLT post-study participation (Guskey, 2002; Yoon et al., 2007). However, participants struggled to cope when children did not recollect or know vocabulary in their home language. Furthermore, some teachers did not frequently initiate CLT due to this being an 'unsettling' practice (Devine, 2011). Clear guidance dissemination on how to accommodate CLT in junior primary classrooms, such as that published by Connaughton-Crean and Ó Duibhir (2015), is essential to support teacher confidence with initiating and supporting home language discussions. Study findings also highlighted past approaches to enabling ELLs to recognise English-Irish bilingualism as insufficient in the Irish primary curriculum. While TaTIS offers some clarity of language differences, further suggestions for contextualised integration are warranted, so that children might notice both languages

as separate codes that can carry the same meaning. Further opportunities for CLT of English and Irish are encouraged through professional learning for both pre-service and in-service educators. Additional research on teacher approaches to CLT might unveil whether this practice already exists in junior primary classrooms or if TaTIS was a catalyst for teachers to enable CLT. Teachers valued heritage languages within TaTIS, which is endorsed by the integrated *PLC* (DES, 2019), because it yields several advantages for heritage language speakers (Cummins, 2001; Goethe, 1985; Guardado, 2008; La Belle & Ward, 1994; Tseng & Fuligni, 2000). Additionally, it is plausible that Ireland's National Strategy for Foreign Languages in Education (DES, 2017a) might be supported by TaTIS, as children begin to appreciate and yearn for languages in their community, when exposed to English, Irish and other home languages. Heightened language awareness was evident among participant children and is consistent with research in this area (Carter, 2003; Wallen & Kelly-Holmes, 2017). Thus, prior misconceptions or 'deficit' views of ELLs' abilities were challenged (Devine, 2011; Lucas et al., 2015) due to the strengths-based nature of TaTIS for ELLs. Future research might consider similar approaches to linguistic diversity in primary classrooms to further build on positive conceptions of languages, transfer across languages, and the skills of speakers of languages other than English in Irish primary schools.

Key components that deemed TaTIS appropriate for *PLC* implementation included narrative pedagogy, prior knowledge elicitation and vocabulary transfer across languages. Narrative language provides a natural foundation for human thought and communication (Bruner, 1986; Graesser, 1993; Schank, 1990), which is not only important for *PLC* implementation (DES, 2019) but also for teacher PD on approaches to supporting language development. Furthermore, BNP minimises children's cognitive workload during the learning process, and maximises the potential of prior knowledge to support learners in the classroom environment. As with teachers elsewhere (Ellili-Cherif, 2014), study participants struggled with integrated language curriculum planning and implementation. However, bilingual narrative surfaced as a playful solution for language integration, adhering to both the *PLC* (DES, 2019) and *Aistear* (NCCA, 2009) for junior primary classrooms. Prior knowledge provided a foundation for children to comprehend content (Duke et al., 2004) and to adopt a more academic register for known stories, which is positive given that ELLs require academic language proficiency for school

success (August & Shanahan, 2006; Cummins, 2000; Murphy, 2019). Moreover, prior knowledge in bilingual contexts has been proven an influential predictor of reading comprehension (Rydland et al., 2012), having an effect on pupil performance and co-operation (Oortwijn et al., 2007). This study adds further to the importance of prior knowledge in linguistically diverse settings in the context of bilingual oral narrative language development. Murtagh and Francis (2012) invited a co-ordinated strategy to support ELLs and their teachers in Ireland, and this study provides a uniform approach to facilitating meaningful connections between and across languages, and indeed, curriculum frameworks in Irish classrooms. Further pedagogical frameworks are imminently necessary to equip Irish primary teachers with adequate integrated language resources for *PLC* implementation. Additionally, PD for teachers to create their own integrated language content might prepare Irish primary teachers for the forthcoming agency within national changes to primary curricula.

The following recommendations emerged from Narrative Knowledge and Practice Transferability; Irish Language Resources; Teacher Views on Cross Linguistic Transfer (CLT); and Primary Language Curriculum (PLC) Implementation;

Table 5.7. Recommendations from Research Question Two

Recommendations		
Policy	Practice	Research
<i>Initial Teacher Education:</i> - Establish an integrated language instruction module that incorporates both English and Irish language teaching considerations <i>Droichead and Cosán:</i> - Provide training for Irish primary teachers to establish a deeper understanding of integrated language instruction, planning, and resource-making <i>National Policy:</i> - Account for, and provide, necessary accompanying classroom resources for newly introduced curricula (i.e., Primary Language Curriculum) - Issue clear guidance on how to accommodate CLT in junior primary classrooms to support teacher confidence with initiating home language discussions (e.g., provide exemplars of practice from international contexts)	<i>Teachers:</i> - Use Tell-a-Tale Inis Scéal as one pedagogical approach to integrated language instruction <i>Educational Resource Companies:</i> - Act on teacher feedback in this study regarding their preferences for Irish language resource provision - Develop integrated English-Irish language resources to support teachers with integrated language instruction	<i>Researchers:</i> - Conduct additional empirical research on the concept of BNP to explore finding replicability - Establish whether explicit reference to narrative terms enables more explicit transfer of narrative knowledge and practice across BNP - Explore Trilingual Narrative Pedagogy (TNP) as an extension to both monolingual and bilingual oral narrative programmes - Explore other ways to integrate English-Irish instruction to enable ELLs to clearly distinguish between both languages (i.e., bilingual song-singing / poetry)

Responding to these recommendations can incite additional research in an under-researched area to maximise the benefits of bilingual oral narrative retell for language learners in Irish primary classrooms.

5.4.3. Child Responses to Tell-a-Tale | Inis Scéal

Thematic outcomes of participant children's responses to TaTIS participation were generated to include;

- Child Awareness and Preferences of Social and Concrete Interactions
- Child Experiences of Bilingual Narrative
- Child Perceptions of Programme
- Child Narrative Identities

This study provides empirical evidence from children's perspectives regarding the importance of Sociocultural Theory (SCT), Interactionist Theory (IT) and the Gradual Release of Responsibility Model (GRRM). It promotes social interaction in junior primary classrooms and identifies important concrete materials for narrative language learning. It validates the invisible but essential role of the skilled educator when assisting children beyond their ZPD and recognises the potential of facilitating collaboration between NESs and ELLs for later societal harmony. Thus, social interaction is recommended in future policy and practice. Policy must foreground teacher-child and child-child social interaction in new curricula, guidelines and frameworks. Policymakers must also make provision for training to maximise teacher-child interactions through TaTIS theoretical models (SCT, IT, GRRM) and practical components (small-group instruction, collaborative paired work facilitation), and give ample exemplars of such theory in practice. Teachers should recognise their essential role in fostering shared and guided practice, reported by children as the most memorable instructional components of the GRRM.

A dearth of research exists on bilingual children's narrative production and comprehension skills (Schwartz & Shaul, 2013), and indeed, few studies have even designed and delivered bilingual oral narrative interventions (Spencer et al., 2019; Temiz, 2019). Thus, exploring child experiences of BNP is a new research area. ELLs had better home language awareness than NESs and used more code-switching, with greater accuracy, which echoes prior research findings (Cenoz, 2013; Jaensch, 2013; Stafford et al., 2010). ELLs also demonstrated awareness of morphological language components where NESs did not, proving their abilities as "*talented language learners*" (Stafford et al., 2010, p. 162). Nonetheless, similar percentages of NESs and ELLs codeswitched to Irish when answering an English question and when singing the TaTIS songs. This shows the potential gleaned from bilingual stories and songs for codeswitching skills among both NESs and ELLs with equal output. Wallen and Kelly-Holmes (2017) argue that linguistic diversity increases language awareness, but this study found that more deliberate efforts were needed to support language awareness in settings where linguistic diversity is less prevalent. NESs had a greater desire than ELLs to know other languages, reported 'Irish' as their home language with more frequency than ELLs, and regarded the English language as a 'normal' language. Thus, TaTIS motivates alternative language

learning (Dörnyei, 2001; Hawkins 2004) and solidifies the value of Irish, which is important given its minority status and the pressure imposed by the English language (Nic Fhlannchadha & Hickey, 2018). However, NESs views of the English language as ‘normal’ need to be addressed to espouse policy ideals for valuing linguistic diversity in practice (NCCA, 2009). Exposure to books and shared reading in the home predict academic success, vocabulary development, and concentration skills (Logan et al., 2019; Sikora et al., 2019), yet few ELLs reported home reading experiences, while more conveyed a lack of books in their home languages. More attention is hereby warranted, by way of research, funding and education for parents of ELLs, to build home language library book collections and to support their active use at home in tandem with school approaches.

The Affective Filter Hypothesis (Krashen, 1982) suggests that affective variables (i.e., nervousness, anxiety) can impede L2 acquisition. Research invites practitioners to digress from traditional, teacher-centred approaches towards child-centred games (Baid & Lambert, 2010). Furthermore, play is a fundamental principle for the development of young children's learning and thinking skills (Walsh, 2017; Whitebread, 2012). Children’s responses indicate that the affective filter was addressed during TaTIS participation, as it facilitated fun and enjoyable learning experiences through playful pedagogy. Thus, TaTIS offers an appropriate model for future programmes to ensure enjoyable and fun language learning experiences. This study echoes the following cited sources of fun for learners; social interaction with friends (Lyngstad et al., 2020); role-play props and drama (Pogrow, 2010); and engaging content (Robinson & Kakela, 2006). Additionally, pretend and social play perceptions in TaTIS enable exciting possibilities for participant children in both educational and social spheres (Ginsburg, 2007; Stagnitti & Lewis, 2015), encouraging policymakers and practitioners alike to adopt similar theoretical and practical principles in junior primary classrooms.

Dialogic Reading (DR) is consistent with the sociocultural theoretical underpinnings of TaTIS design (Whitehurst et al., 1988) and has yielded positive outcomes for language development in several studies (Flynn, 2011; Pillinger & Wood, 2014; Swanson et al., 2011). However, shared reading instead of modelled ‘storytelling’ is a significant flaw in a programme that aims to support oral narrative retell. Another

challenge in fostering children's identities as story 'tellers' in TaTIS is the national emphasis on the improvement of both literacy and numeracy skills among primary school children in Ireland (DES, 2017c; 2011b), with less strategical regard for OLD. This study illustrates that young children identify as '*readers*' despite engaging in an intensive 30-hour storytelling programme. Researchers, policymakers and educators are challenged to enable children to see themselves as orators too. Nonetheless, when children narrate their own stories, they engage in abstract thought organisation, complex language use and information sequencing, which demonstrate academic language proficiency (Petersen, 2011). Though no formal measure of narrative language was used herein, children's self-identification as story 'maker', 'teller' and 'reader' indicates a consistent acknowledgement of narrative in-action. Future studies like this should explore narrative language measures alongside an exploration of self-identity as narrators to determine child consciousness of narrative skills, and to examine whether intervention type (i.e., storybook, narrative, or both) influences participant children's self-identification as story 'maker', 'teller' and 'reader'.

The following recommendations emerged from Children's Sociocultural Awareness and Preferences; Experiences of Bilingual Narrative; Child Perceptions of Programme; and, Child Narrative Identities;

Table 5.8. Recommendations from Research Question Three

Recommendations for Learner Experiences in Junior Primary Classrooms		
Policy	Practice	Research
<i>Initial Teacher Education, Droichead and Cosán:</i> • Provide explicit training for the adult's role in maximising social interaction opportunities <i>National Policy must:</i> • Issue a national strategy that emphasises OLD in equal measure to literacy • Challenge views of the English language as 'normal' • Foreground social interaction and collaborative peer work as learning methodologies for linguistically diverse early childhood classrooms • Emphasise both shared and guided practice as scaffolding sources in the language classroom	<i>Teachers:</i> • Use visuals as concrete materials to support ELLs in accessing the content of schooling • Foster deliberate efforts for language awareness in the classroom (i.e., recognise and share home languages) • Use TaTIS theoretical and practical model to enable enjoyable, fun and playful learner experiences • Enable children to see themselves as orators	<i>Researchers:</i> • Provide research, funding and education for parents of ELLs to build home language library book collections and to support their active use in the home consistent with school approaches • Explore narrative language measures alongside an exploration of self-identity as narrators to determine child consciousness of narrative skills and if intervention type influences that identity

Responding to these recommendations can ensure that child voice is central to decision-making for, and practical processes in, Irish primary schools.

5.4.4. Additional Opportunities for Oral Narrative Intervention Research

Though further research avenues are highlighted in the aforementioned tables, further opportunities remain in the wider sphere of oral narrative programmes. These include methodological considerations (i.e., clarity of theoretical design for new oral narrative programmes, detailed overview of PD for programme delivery, qualitative research approaches and learner voice in oral narrative studies) and the TaTIS programme itself (i.e., continuation, replication and extension).

5.4.4.1. Methodological opportunities for bilingual narrative research.

Literature remains limited regarding the theoretical processes of designing an oral narrative programme, and indeed, relating to the theoretical underpinnings for teacher PD to facilitate such research-informed initiatives. Further exemplars of theoretical design procedures are encouraged in future oral narrative programme research. No other known oral narrative intervention study has qualitatively determined teachers' and children's experiences of oral narrative programme participation. Future studies of monolingual and bilingual oral narrative programmes might add to these findings, to build a profile of participation that can contribute to more participant-centred programme designs in future iterations. Though previous oral narrative programmes have considered children's language measures pre- and post-intervention (Adlof et al., 2014; Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dawkins & O'Neill, 2011; Dockrell et al., 2010; Lake & Evangelou, 2019), none have documented children's views regarding what is most memorable and important for their experiences of programme participation. As child voice gains traction in studies of their educational experiences (Ardasheva et al., 2016; Butler et al., 2021), additional empirical research is warranted on child responses to oral narrative programme participation. Indeed, specific to children's self-identities as story 'makers', 'tellers' and 'readers', future studies should analyse narrative language measures alongside narrative self-identity to determine child consciousness of oral narrative skills.

Table 5.9. *Methodological Opportunities for Bilingual Narrative Research*

Recommendations Summary for Methodological Opportunities in Bilingual Narrative Research				
Include clear theoretical underpinnings for research on bilingual oral narrative intervention design	Provide a detailed overview of how a sociocultural mentoring model can support teachers with the delivery of a bilingual oral narrative programme	Adopt qualitative research approaches to offer more in-depth perspectives on participant experiences of bilingual oral narrative programmes	Use mixed methods research to capture quantitative language measures and qualitative experiences of language learning when engaging with bilingual oral narrative programmes	Include learner perspectives of participation in future studies of bilingual oral narrative programme participation

5.4.4.2. Future avenues for Tell-a-Tale | Inis Scéal.

The solely qualitative focus of this oral narrative programme remains contestable when compared to other oral narrative interventions’ quantitative designs (Adlof et al., 2014; Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dawkins & O’Neill, 2011; Dockrell et al., 2010; Lake & Evangelou, 2019). Consequently, opportunities for TaTIS continuation warrants further investigation with a specific focus on participant children’s language measures from programme participation. Despite its delivery in six linguistically diverse classrooms, empirical research of TaTIS according to certain school attributes remains uncharted (i.e., patronage, main language of instruction etc.). Indeed, in wider European contexts, there remains a gap in adopting a bilingual oral narrative retell programme, using traditional tales in English and the alternative language of a respective setting. This maps TaTIS opportunities for replication to test generalisability and to transfer usability to international contexts. Additionally, TaTIS might be extended to include parental involvement to maximise the transfer of skills across English, Irish and home languages. The children were the sole sources of alternative languages in this study. An assumption of their pre-existing knowledge of traditional tales and associated vocabularies in alternative home languages is insufficient for alternative language elicitation. Parents might be invited to dialogically read similar content with their children in their home language to maximise opportunities for accessing prior content knowledge and alternative vocabulary stores. TaTIS might be regarded as a sustainable programme for linguistically diverse infant classrooms with ample scope for further future inquiry.

Table 5.10. *Future Direction for Tell-a-Tale | Inis Scéal*

Recommendations Summary for Future Tell-a-Tale Inis Scéal Research		
Capture pre- and post-quantitative language measures from TaTIS participants	Replicate this study in other settings in Ireland and internationally	Encourage parental involvement through DR of same traditional tales at home in home languages

The strengths and limitations of this research are presented below.

5.5. Study Strengths and Limitations

This study's strengths include theoretical design and methodology, while its limitations span across context and methodology.

The theoretical frameworks for both TaTIS as a bilingual oral narrative programme and PD for its effective delivery (sections 2.4.7.1. and 3.7.1.1.) offer clarity for future studies in the replication or extension of this work. Though case study research has been challenged as lacking rigour, reliability and generalisability when compared to quantitative methods (Hartley, 2004), this project offers transparency, striving for objectivity, validity and reliability, to adequately explain and describe the inquiry subject (Yin, 2009). Therefore, future studies aiming to design a language programme, or indeed PD for language programme delivery, can review these theoretical underpinnings for replication and extension in their contexts.

The methodology for this study is robust for four reasons. Firstly, the pragmatic paradigm enabled a pragmatic response to linguistic diversity, which has posed challenges for Irish primary teachers for years now (Devine, 2005; Little & Kirwan, 2019; Murtagh & Francis, 2012). Secondly, child voice was central to this inquiry and yielded novel findings regarding children's perspectives of oral narrative programme participation where none exist in other oral narrative studies. Thirdly, no other known oral narrative intervention study has qualitatively determined teachers' and children's experiences of oral narrative programme participation, thereby documenting an alternative insight herein, which can scaffold future oral narrative researchers in their research and programme designs. Finally, the geographical spread of six case study sites across Leinster and Connacht generated findings that could be applicable to other contexts. These represent the methodological strengths of this work.

This study progressed amid an unprecedented global pandemic, which warrants significant contextual consideration when reviewing the study outcomes. For example, the effects of mask-wearing to prevent the spread of COVID-19 might have impacted OLD processes in primary classrooms (Mheidly et al., 2020). An additional contextual factor is the role of the researcher as the creator of TaTIS and provider of PD for its

delivery, which may have had a halo effect on participants' responses pre-, during and post-programme participation. Furthermore, participant teachers were highly committed professionals, which is evident in their engagement with research during an international epidemic, and their positive disposition towards change may have influenced change outcomes. This level of commitment and willingness to change might not be as imminent in other contexts and therefore might not yield the same thematic findings. Finally, parental involvement could have been encouraged further through dialogic reading of traditional tales in alternative languages at home. These contextual factors offer contextual limitations of this study.

There were three methodological limitations in this study. Firstly, the rollout of TaTIS necessitates resource funding to provide support materials for PD and for programme delivery. Nine resource boxes were supplied and gifted to participant settings, which has financial implications for study progression beyond existing programme reach. Secondly, the lack of member checking with children regarding the interpretation of their input from CDaTIs poses another limitation for this study. Research already cautions against the limited studies that engage member checking with young research participants (Simpson & Quigley, 2016). Elapsed time, child movement to new classrooms and visit restrictions posed by COVID-19 reduced the possibility of findings consultation with participant children. Though participant teachers confirmed the validity of the generated themes, this is insufficient for adequate member checking with child participants. Thirdly, TaTIS as a narrative language development programme remains contestable as it lacks quantitative data measures of participant children's language outcomes. Thus, a follow-up quantitative study of language outcomes is encouraged consistent with other oral narrative intervention studies (Adlof et al., 2014; Bowyer-Crane et al., 2014; Cruz de Quirós et al., 2012; Dale et al., 2018; Dawkins & O'Neill, 2011; Dockrell et al., 2010; Lake & Evangelou, 2019). Concluding remarks are now presented below.

5.6. Final Conclusion

This research demonstrates mainstream and support teacher professional growth for their work in linguistically diverse settings. Findings reveal:

- an ongoing unanswered call for improved EAL PD in Irish primary schools,
- the potential for teacher growth for EAL from TaTIS delivery, and,

- teacher attitudinal and instructional change in response to EAL.

Additionally, this research illustrates mainstream primary teachers' experiences of English-Irish narrative pedagogy for *PLC* implementation. Findings suggest:

- limited transfer of bilingual narrative knowledge and practice,
- predominant digitisation of current Irish language programmes and their reported shortcomings are synthesised to inform future preferred components,
- general positivity regarding cross-linguistic transfer, though difficulties emerge for facilitating alternative home language transfer and clearly differentiating between the English and Irish languages for ELLs, and,
- TaTIS is appropriate for *PLC* implementation, equipping Irish primary school teachers with one pragmatic response to linguistic diversity and curriculum change.

Finally, this research outlines perceived child responses to TaTIS participation, demonstrating:

- child awareness of, and preference for, social and concrete interactions, with more emphasis on socially interactive opportunities,
- ELLs' strong language awareness and language learning skills, and limited exposure to books in home languages,
- child perceptions of TaTIS as predominantly playful, but fun and enjoyable too, and,
- child self-assigned narrative identities predominantly as story 'readers', then as storytellers, and a minority as story 'makers'.

Important lessons surfaced herein for policy, practice, and future research.

The provision of teacher PD for EAL remains sparse and is vital for effective EAL support provision in Irish primary schools. Thus, teacher PD for EAL in Ireland requires mandatory training, spaces for critically reflective discussions, and assistance with change from school leadership, researchers, and support materials. TaTIS was an appropriate response to both teacher PD and language development requirements in junior primary settings. Future policy and practice might draw inspiration from the theoretical model for TaTIS (Bruner, 1981; Cummins, 2000; Pearson & Gallagher, 1983; Vygotsky, 1978), and indeed, for PD for TaTIS delivery (Eun, 2008; Kram, 1983; Vygotsky, 1978), to ensure further response through other pedagogical approaches with purposeful PD support.

Teachers' and children's experiences of BNP, and indeed TNP, remain under-researched and underdeveloped areas which warrant further research and practice.

TaTIS has clear theoretical and practical foundations, but remains contestable without empirical research on its measurable effects, if any, on participant children's language development. Future research should investigate this to determine if TaTIS is effective at yielding statistically significant differences in language development between treatment and comparison groups (Field, 2018). Nonetheless, engagement with TaTIS enabled teacher PD for working with ELLs, signposting its potential as a valuable PD instrument for Irish primary schools. It also illustrated mainstream teacher satisfaction with *PLC* implementation through BNP, flagging its worth as a pedagogical resource for integrated language curricula. Finally, TaTIS gauged child stakeholders' responses to programme participation, enabling policymakers and practitioners to recognise and replicate memorable components for children across all learning contexts.

This study responded to the gaps in the literature regarding mainstream and support teacher PD for EAL in Ireland pre-, during and post-TaTIS delivery, mainstream teachers' experiences of BNP and children's responses to TaTIS participation. Important lessons emerged, with several implications and recommendations for the wider educational sphere, which illustrates this study's unique contribution to knowledge, policy and practice.

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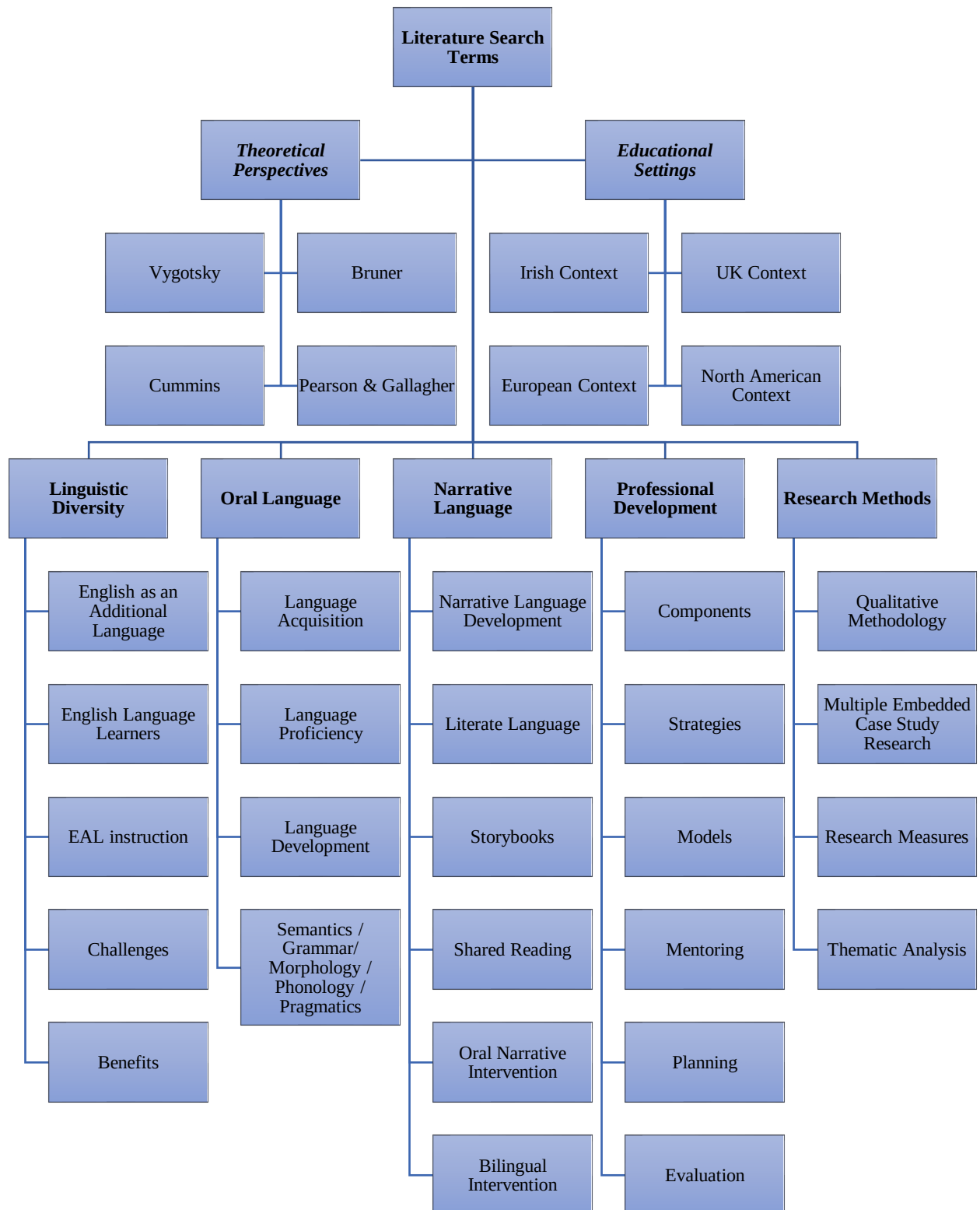
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Appendices

Appendix A: Literature Search



Appendix B: Lesson Plan Samples

*****please note that the pilot & amended samples are presented page by page to illustrate their changes based on teacher feedback / researcher observations during phase two of this study*****

Pilot Sample (1)

Week 1 – Goldilocks and the Three Bears

Subject: English	Resources: <i>Goldilocks and the Three Bears Ladybird Picture Book</i> by Nicola Baxter. Illustrator: Ailie Busby. © 2019.	Vocabulary Image Flashcards, Bingo Cards Phonological Awareness Song & Poem (see p. 7)	Comprehension Teacher set sequencing images Paired sequencing images Retell activities (masks, lollipop puppets, small world figures, finger puppets, props)	Assessment: Sequencing images Answering questions Retelling story Teacher observation
Duration: 35 minutes				
Teachers: 4				
Daily Structure				
Grouping	Shared Reading Whole Class	Language Activities Small Groups (4 – 8 per group)		Plenary Whole Class
Personnel	Mainstream Teacher	Mainstream & Support Teachers		Mainstream Teacher
Time	10 minutes	20 minutes		5 minutes
Activity	Dialogic Approach	Vocabulary / Grammar / Phonological Awareness / Comprehension		Review / Retell
N.B. EACH TEACHER WORKS WITH THE SAME GROUP OF CHILDREN OVER THE COURSE OF THE INTERVENTION.				
Shared Reading (10 Minutes)				
 <i>Tell-a-Tale Song: Introduction</i> 		<i>Whole-Class Reading Area (children sit close to the reader)</i>		
➤ Introduce book. Repeat title as a class / individually. Discuss author and illustrator. <i>What do they do? What are their names?</i> ➤ Make predictions. <i>Have you read this story before?</i> ➤ Draw connections. <i>Have you read this story in a different language? Do you know another word for Goldilocks / bears?</i> ➤ Read from start to finish (dialogue throughout – see p. 12 for sample questions / stopping points)				
N.B. REPLACE THE WORDS 'TOO LUMPY' WITH THE WORDS 'TOO COLD'.				

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February 2020

1

Amended Sample (1)

Week 1 – Goldilocks and The Three Bears

Subject: English	Resources <i>Goldilocks and the Three Bears Ladybird Picture Book</i> by Nicola Baxter. Illustrator: Ailie Busby. © 2019.	Vocabulary/Grammar - Image Flashcards - Bingo Cards Phonological Awareness - Song (see p. 6)	Comprehension - Teacher set sequencing images - Paired sequencing images - Retell activities (masks, lollipop puppets, small world figures, cone figures, props)	Assessment - Sequencing images - Answering questions - Retelling story - Teacher observation
Duration: 35 minutes				
Teachers: 4				
Daily Structure				
	<u>Shared Reading</u>	<u>Language Activities</u>	<u>Plenary</u>	
Grouping	Whole Class	Small Groups (4 – 8 per group)	Whole Class	
Personnel	Mainstream Teacher	Mainstream & Support Teachers	Mainstream Teacher	
Time	10 minutes	20 minutes	5 minutes	
Activity	Dialogic Approach	Microstructure: Vocabulary/Grammar/Phonological Awareness Macrostructure: Comprehension	Review / Retell	
Shared Reading (10 Minutes)				
 <i>Tell-a-Tale Song: Introduction</i>  <i>Whole-Class Reading Area</i>				
➤ Introduce book. Repeat title as a class / individually. Discuss author and illustrator. <i>What do they do? What are their names?</i> ➤ Make predictions. <i>Have you read this story before?</i> ➤ Draw connections. <i>Have you read this story in a different language? Do you know another word for Goldilocks / bears?</i> ➤ Read from start to finish.				

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January 2021

1

Pilot Sample (2)

Language Activities (20 Minutes)				
Tell-a-Tale Song: Group Work		Small-group instruction (children sit at their specific language groups)		
Session	Language Focus	Instruction of Vocabulary, Grammar & Phonological Awareness (10 Minutes)		
Day 1		Narrative Retell Activities (Role-Play & Retell) (10 Minutes)		
Vocabulary Target tier 1, 2/3 vocabulary on image flashcards for whole group - Word image flashcards - Bingo cards & Counters 3 x bowls 2 x cushions 2 x blankets	Nouns Person: Goldilocks, Father Bear, Mother Bear, Baby Bear, Thing: porridge, chair, bed Place: forest Verbs Walked / ate / sat down / broke / fell asleep / woke Adjectives big / middle-sized / tiny, little hot / cold hard / soft	Introduce key vocabulary. Say the word. Ask children to repeat as a group & independently. Ask for words in native languages. Assess knowledge of vocabulary. Say the word and ask children to find it. Where is (the)? Here is (the) Play vocabulary game. Bingo.		
Grammar Introduce formulaic expressions for whole group	Assess nouns: Where is (the)? Here is (the) Someone's been eating my porridge / sitting on my chair / sleeping in my bed.	Model fluency. Say the phrase using big / middle-sized / tiny little voices. Choose 3 children to say each phrase. Act it out.		
Phonological Awareness Enhance Listening, Sentence Segmentation and rhyme for whole group Song lyrics (see p. 7)	Messages: Hello, my name is <u>Goldilocks / Father Bear / Mother Bear / Baby Bear</u> . <u>Someone's been</u> eating my porridge / sitting in my chair / sleeping in my bed. Someone's been eating my / sitting on my / sleeping in my 'mmm'. Someone's been 'mmm' my porridge / 'mmm' in my chair 'mmm' in my bed. Song Phrases: Three brown bears, See all their: beds / chairs, Mother Bear made porridge in a pot, Father Bear's porridge was much too hot, Tiny, little Baby Bear cried a lot	Pass the message Teacher whispers a message to one child, who passes it to the next, until the message returns to the teacher. Identify missing parts. Say the phrase, replacing one word with 'mmm'. Sing song (with actions) – See p. 7 Practise saying the phrases with actions. Sing to the tune of 'Three Blind Mice'.		
Comprehension Narrative retell - Masks / lollipop puppets / small world figures / finger puppets / props - Teacher sequencing set - Paired sequencing set	Role-play Retell Sequence Images and Retell Chronological words: first, next, then, after that, in the end.	Role-Play Retell Use masks / lollipop puppets / small world figures / finger puppets to retell story Sequence images (teacher set) and Retell (use narrative sample template p. 8) Teacher sequence images with help from group. Teacher describes each image using each phrase from level 1 with appropriate intonation and fluency. Children repeat. Embed chronological words in retell and prompt questions.		
Observations / Reflections: Use prompts to guide you	Lesson Plans	Resources	Activities	Language Outcomes

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February 2020

2

Amended Sample (2)

Language Activities (20 Minutes)				
Tell-a-Tale Song: Group Work		Small-Group Instruction		
Session 1	Language Content	Instruction		Microstructure (15 Minutes) Macrostructure (5 Minutes)
Vocabulary (8 mins) Target tier 1, 2/3 vocabulary on image flashcards for whole group Word image flashcards	Nouns Person: Goldilocks, Father Bear, Mother Bear, Baby Bear Thing: porridge / chair / bed Verb ate / sat / fell asleep	Introduce key vocabulary. - Say the word. - Ask to repeat (as group/ independently). - Ask for words in native languages. Assess knowledge of vocabulary. - Say the word and ask children to find it.	C.M. Total Physical Response Verb (TPR). - Pretend to do the actions for verb. - Ask to name (as group/independently).	C.M.
Grammar (5 mins) Introduce formulaic expressions for whole group - Word image flashcards - Props	Narrative Sentences 1. Goldilocks ate the porridge. 2. Goldilocks sat down. Oh no! She broke the chair. 3. Goldilocks fell asleep.	Model sample narrative sentences using vocabulary. - Use vocabulary images i.e. place pictures on table to make sentences. Goldilocks + ate + porridge. - Model sentence, pointing to each image. Ask children to repeat / say sentence. - Use teacher sequencing image to model each sentence.		
Phonological Awareness (2 mins) Enhance Listening and rhyme for whole group	Messages Hello, my name is <u>Goldilocks / Father Bear / Mother Bear / Baby Bear</u> . Someone's been <u>eating my porridge / sitting in my chair / sleeping in my bed</u> .	Pass the message Teacher whispers a message to one child, who passes it to the next, until the message returns to the teacher.		
Comprehension (5 mins) - Masks / lollipop puppets / small world figures / finger puppets / props - Teacher sequencing set	1. Role-play Retell (4 minutes) 2. Sequence Images and Retell (1 minute) Chronological words: first, next, then, after that, in the end.	Role-Play Retell - Use masks / lollipop puppets / small world figures / cone figures to retell story Sequence images and Retell (use narrative sample p. 7 & 8) - Teacher sequence images and describes each image using each phrase from level 1 with appropriate intonation and fluency. - Children repeat.		

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January 2021

2

Pilot Sample (3)

Session Day 2	Language Focus	Instruction of Vocabulary, Grammar & Phonological Awareness (10 Minutes) Narrative Retell Activities (Role-Play & Retell) (10 Minutes)			
Vocabulary Target tier 1, 2/3 vocabulary on image flashcards for whole group - Word image flashcards 3 x bowls 2 x cushions 2 x blankets	Nouns Person: Goldilocks, Father Bear, Mother Bear, Baby Bear, Thing: porridge, chair, bed Place: forest Verbs Walked / ate / sat down / broke / fell asleep / woke Adjectives big / middle-sized / tiny, little hot / cold hard / soft hungry / tired	Revise key vocabulary. Ask children to identify word as a group & independently. Ask for words in native languages. Assess knowledge of vocabulary. Say the word and ask children to find it. Where is (the)? Here is (the) Model fluency. Role-play using phrases. Say the phrase using big / middle-sized / tiny little voices. Choose 3 children to say phrases. Act it out. Each child can be Goldilocks for three scenes: - Goldilocks eating porridge - Goldilocks sitting in chairs - Goldilocks sleeping in beds Review / revise phrases from yesterday "Someone's been eating my porridge / sitting on my chair / sleeping in my bed." Identify missing parts. Say the phrase, replacing one word with 'mmm'. Rhyme Time. Say the three words from each set slowly. Ask children to identify words that sound the same. Sing song (with actions) – See p. 7 Revise the phrases with actions. Sing to the tune of 'Three Blind Mice'.	C.M.	Total Physical Response (TPR). Pretend to do the actions for each verb. Model saying past tense of verb i.e. Baby Bear walked. Choose a child to model action. Describe them: Jack sat down. Ask to repeat (as group/independently). Revise adjectives. Teacher signals 'big / middle-sized / tiny, little' with hands. Teacher uses bowls / chairs / beds (hot / cold / hard / soft). Teacher uses actions to signals feelings: hungry (rub stomach) and tired (rub eyes).	C.M.
Grammar Introduce formulaic expressions for whole group Props	Assess nouns: Where is (the)? Here is (the) This porridge / chair / bed is too hot / hard / too cold / soft / just right.				
Phonological Awareness Enhance Listening, Sentence Segmentation and rhyme for whole group Song lyrics (see p. 7)	Someone's been eating my / sitting on my / sleeping in my 'mmm'. Someone's been 'mmm' my porridge / 'mmm' in my chair 'mmm' in my bed Rhyming word sets: hot, cot, table / cold, gold, cushion / bowl, troll, door / chair, stairs, sleep / bed, shed, baby. Song Phrases: Three brown bears, See all their: beds / chairs, Mother Bear made porridge in a pot, Father Bear's porridge was much too hot, Tiny, little Baby Bear cried a lot				
Comprehension Narrative retell - Masks / lollipop puppets / small world figures / finger puppets / props - Teacher sequencing set - Paired sequencing set	Role-play Retell Sequence Images and Retell Chronological words: first, next, then, after that, in the end.	Role-Play Retell Use masks / lollipop puppets / small world figures / finger puppets to retell story Sequence images (teacher set) and Retell (use narrative sample template p. 8) Teacher sequence images with help from group. Teacher models retell with appropriate intonation and fluency. Teacher encourages children to join in. Sequence images (paired sets i.e. one between two) and Retell (if time allows) Children sequence images in pairs. Embed chronological words in retell and prompt questions.			
Observations / Reflections: Use prompts to guide you	Lesson Plans	Resources	Activities	Language Outcomes	

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February 2020

3

Amended Sample (3)

Session 2	Language Focus	Instruction	Microstructure (13 Minutes) Macrostructure (7 Minutes)	
Vocabulary (5 mins) Target tier 1, 2/3 vocabulary on image flashcards for whole group Word image flashcards	Nouns Person: Goldilocks, Father Bear, Mother Bear, Baby Bear Thing: porridge / chair / bed Verb ate / sat / fell asleep	Revise key vocabulary. - Ask children to identify word (as group/independently). Introduce key vocabulary. - Say the word. - Ask to repeat (as group/independently). - Ask for words in native languages.	C.M.	Total Physical Response Verbs (TPR). - Pretend to do the actions for each verb. - Ask to name (as group/independently).
Grammar (5 mins) Introduce formulaic expressions for whole group - Word image flashcards - Props	Narrative Sentences Revise Sentences 1 – 3 from session 1. 4. Someone's been eating my porridge. 5. Someone's been sitting in my chair. 6. Someone's been sleeping in my bed.	Model sample narrative sentences. - Use vocabulary images i.e. place pictures on table to make sentences. - Model sentence, pointing to each image. Ask children to repeat / say sentence. - Use teacher sequencing image to model each sentence.		
Phonological Awareness (3 mins) Enhance Sentence Segmentation and Rhyme for whole group	What's missing? Someone's been eating my / sitting on my / sleeping in my 'mmm'. Someone's been 'mmm' my porridge / 'mmm' in my chair 'mmm' in my bed	Identify missing parts Say key phrases from grammar section, replacing one word with 'mmm'.		
Comprehension (7 mins) - Masks / lollipop puppets / small world figures / finger puppets / props - Teacher sequencing set - Paired sequencing set	1. Role-play Retell (4 minutes) 2. Sequence Images and Retell (3 minutes) Chronological words: first, next, then, after that, in the end.	Role-Play Retell - Use masks / lollipop puppets / small world figures / cone figures to retell story Sequence images and Retell (use narrative sample p. 7 & 8) - Teacher sequence images. Teacher models retell with appropriate intonation and fluency. - Children join in.		

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January 2021

3

Pilot Sample (4)

Session Day 3	Language Focus		Instruction of Vocabulary, Grammar & Phonological Awareness (10 Minutes)	
Vocabulary Target tier 1, 2/3 vocabulary on image flashcards for whole group - Word image flashcards - Bingo cards 3 x bowls 2 x cushions 2 x blankets Grammar Introduce formulaic expressions for whole group - Props	Nouns Person: Goldilocks, Father Bear, Mother Bear, Baby Bear, Thing: porridge, chair, bed Place: forest Assess nouns: Where is (the) ? Here is (the) This <u>porridge / chair / bed</u> is too <u>hot / hard / too cold / soft</u> / just right. Someone's been eating my porridge / sitting on my chair / sleeping in my bed.	Verbs Walked / ate / sat down / broke / fell asleep / woke Adjectives big / middle-sized / tiny, little hot / cold hard / soft hungry / tired	Revise key vocabulary. Ask children to identify word as a group & independently. Ask for words in native languages. Games. Bingo Name the Action Simon Says Role-play using phrases. Say the phrase using big / middle-sized / tiny little voices. Choose 3 children to be Goldilocks: - Goldilocks eating porridge: "this porridge is" - Goldilocks sitting in chairs "this chair is" - Goldilocks sleeping in beds "this bed is" Choose 3 children to be the bears: - Bears in the kitchen: "Someone's been eating my porridge." - Bears in the sitting room: "Someone's been sitting on my chair." - Bears in the bedroom: "Someone's been sleeping in my bed."	Total Physical Response (TPR). Pretend to do the actions for each verb / adjective. Ask to name (as group/independently). Sing song (with actions) – See p. 7 Revise the phrases with actions. Sing to the tune of 'Three Blind Mice'.
Phonological Awareness Enhance Listening Sentence Segmentation and rhyme for whole group Song lyrics (see p. 7)	Song Phrases: Three brown bears, See all their: beds / chairs, Mother Bear made porridge in a pot, Father Bear's porridge was much too hot, Tiny, little Baby Bear cried a lot			
Comprehension Narrative retell - Masks / lollipop puppets / small world figures / finger puppets / props - Teacher sequencing set - Paired sequencing set	Role-play Retell Sequence Images and Retell Chronological words: first, next, then, after that, in the end.		Role-Play Retell Use masks / lollipop puppets / small world figures / finger puppets to retell story Sequence images (teacher set) and Retell (use narrative sample template p. 8) Teacher sequence images with help from group. Teacher models retell with appropriate intonation and fluency, stopping at predictable points and asking children to join in. Sequence images (paired sets i.e. one between two) and Retell Children sequence images in pairs. Embed chronological words in retell and prompt questions. Children retell together. Teacher observes / listens to provide incidental feedback.	
Observations / Reflections: Use prompts to guide you	Lesson Plans	Resources	Activities	Language Outcomes

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February 2020

4

Amended Sample (4)

Session 3	Language Focus	Instruction		Microstructure (10 Minutes)	Macrostructure (10 Minutes)
Vocabulary (5 mins) Target tier 1, 2/3 vocabulary on image flashcards for whole group Word image flashcards	Nouns Person: Goldilocks, Father Bear, Mother Bear, Baby Bear Thing: porridge / chair / bed Verb ate / sat / fell asleep Adjectives hot / cold / hard / soft	Revise / introduce key vocabulary. - Revise: Ask children to identify word (as group/independently). - Ask for words in native languages. Assess knowledge of vocabulary. - Say the word and ask children to find it.	Introduce adjectives. - Signal 'hot', 'cold', 'hard', 'soft'. - Model & ask children to repeat after you. Total Physical Response Verbs (TPR). - Pretend to do the actions for each verb. - Ask to name (as group/independently).		
Grammar (3 mins) Introduce formulaic expressions for whole group - Word image flashcards - Props	Narrative Sentences (see p. 7) Sentences 1 – 6 (see p. 7) Characters' Lines This <u>porridge / chair / bed</u> is too <u>hot / hard / too cold / soft</u> / just right. Someone's been <u>eating my porridge / sitting on my chair / sleeping in my bed</u> .	Model sample narrative sentences using vocabulary. - Use vocabulary images i.e. place vocabulary pictures on table to make sentences. - Model sentence, pointing to each image. Ask children to repeat / say sentence. - Use teacher sequencing image to model each sentence. Model fluency of characters' lines. Role-play. - Use props from role-play retell. Say G / TTB's lines. - Act it out with appropriate intonation / expression.			
Phonological Awareness (2 mins) Enhance Listening and Rhyme for whole group	Silly Sentences This porridge is too <u>hard</u> . This chair is too <u>hot</u> . This bed is too <u>cold</u> .	Silly Sentences Say the phrase, children must identify what's wrong with it.			
Comprehension (10 mins) - Masks / lollipop puppets / small world figures / finger puppets / props - Paired sequencing set	1. Role-play Retell (5 minutes) 2. Sequence Images and Retell (5 minutes) Chronological words: first, next, then, after that, in the end.	Role-Play Retell - Use masks / lollipop puppets / small world figures / cone figures to retell story Sequence images (paired sets only i.e. one between two) and Retell - Children sequence images in pairs and retell together. - Embed chronological words in retell and prompt questions. - Observe / listen to provide incidental feedback.			

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PhD Research Intervention 'Tell-a-Tale' Lesson Plan

January 2021

4

Pilot Sample (5)

Session Day 4	Language Focus	Instruction of Vocabulary, Grammar & Phonological Awareness (10 Minutes) Narrative Retell Activities (Role-Play & Retell) (10 Minutes)		
Vocabulary Target tier 1, 2/3 vocabulary on image flashcards for whole group - Word image flashcards 3 x bowls 2 x cushions 2 x blankets Grammar Introduce formulaic expressions for whole group - Props	Nouns Person: Goldilocks, Father Bear, Mother Bear, Baby Bear, Thing: porridge, chair, bed Place: forest Verbs Walked / ate / sat down / broke / fell asleep / woke Adjectives big / middle-sized / tiny, little hot / cold hard / soft hungry / tired	Revise key vocabulary. Ask children to identify word as a group & independently. C.M. Games. What's Missing? Name the Action Revise key phrases. Say the phrase using big / middle-sized / tiny little voices. - This porridge is too hot / too cold / just right. - This chair is too hard / too soft / just right. - This bed is too hard / too soft / just right. - Someone's been eating my porridge. (3 x voices: big, middle-sized, tiny, little) - Someone's been sitting on my chair. (3 x voices: big, middle-sized, tiny, little) - Someone's been sleeping in my bed. (3 x voices: big, middle-sized, tiny, little)		
Phonological Awareness Enhance Listening, Sentence Segmentation and rhyme for whole group Poem (see p. 7)	Poem Phrases: Once upon a time, faraway town, explored, cottage She ate the porridge, she broke the chair, She fell asleep in bed, but she didn't care.	Say poem (with actions) – See p. 7 Introduce key terms / phrases with actions.		
Comprehension Narrative retell - Masks / lollipop puppets / small world figures / finger puppets / props - Teacher sequencing set - Paired sequencing set	Role-play Retell Sequence Images and Retell Chronological words: first, next, then, after that, in the end.	Role-Play Retell Use masks / lollipop puppets / small world figures / finger puppets to retell story Sequence images (paired sets i.e. one between two) and Retell - Children sequence images in pairs. Children retell together. Teacher observes / listens to provide incidental feedback. - Children sequence images independently. Children retell for each other. (One at a time – one becomes teacher and watches their friend).		
Observations / Reflections: Use prompts to guide you	Lesson Plans	Resources	Activities	Language Outcomes

Amended Sample (5)

Session 4	Language Focus	Instruction	Microstructure (8 Minutes) Macrostructure (12 Minutes)
Vocabulary (5 mins) Target tier 1, 2/3 vocabulary on image flashcards for whole group - Word image flashcards - Bingo cards	Nouns Person: Goldilocks, Father Bear, Mother Bear, Baby Bear Thing: porridge / chair / bed Verb ate / sat / fell asleep Adjectives hot / cold / hard / soft	Revise key vocabulary Bingo: Hold up image. Put word into sentence. Ask children to repeat. Model sample narrative sentences - Use vocabulary images for meaning use narrative sample p. 7 & 8	C.M.
Grammar (1 min) Introduce formulaic expressions for whole group - Word image flashcards - Props	Characters' Lines This porridge is too [hot / cold / just right]. This [chair / bed] is too [hard / soft / just right]. Someone's been [eating my porridge / sitting on my chair / sleeping in my bed].	Revise characters' lines Act it out with appropriate intonation / expression.	
Phonological Awareness (3 mins) Enhance rhyme for whole group Song lyrics (see p. 6)	Song: Three Brown Bears Three Brown Bears, Three Brown Bears, See all their beds, See all their chairs, Mother Bear made porridge in a pot, Father Bear's porridge was much too hot, Tiny, little Baby Bear cried a lot, Three Brown Bears.	Sing song (with actions) – see p. 6 Practise singing the phrases with actions.	
Comprehension (6 mins) Masks / lollipop puppets / small world figures / finger puppets / props (6 mins) Paired sequencing set	1. Role-play Retell (6 minutes) 2. Sequence Images and Retell (6 minutes) Chronological words: first, next, then, after that, in the end.	Role-Play Retell - Use masks / lollipop puppets / small world figures / cone figures to retell story Sequence images (paired sets only i.e. one between two) and Retell - Children sequence images in pairs. Children retell together. Teacher observes / listens to provide incidental feedback. - Children sequence images independently. Children retell for each other. (One at a time – one becomes teacher and watches their friend).	

Pilot Sample (6)

Session	Language Focus	Content	Instruction	Activities
Session Day 5	Narrative Retell ➤ First ➤ Next ➤ Then ➤ After	Sequencing Images and Retell	Encourage the children to join in with characters' lines / narrate where possible.	Whole Class: Sequence images Retell Discussion Ask children to draw their favourite part of the story / to draw the story in sequence
<u>You will need:</u> -sequencing images (a4 set) Class Teacher Observations / Reflections 1. What worked well this week? 2. What difficulties / challenges did you or the children encounter? 3. What would you change for next week?				

Amended Sample (6)

Session 5	Language Focus	Content	Instruction	Activities
	Narrative Retell ➤ First ➤ Next ➤ Then ➤ After	Sequencing Images and Retell	Encourage the children to join in with characters' lines / narrate where possible.	Whole Class: Sequence images Retell

Plenary (5 Minutes)	
 Tell-a-Tale Song: Conclusion 	Whole-Class Reading Area

Storybook Review

- Recall and retell the story by sharing a ‘picture walk’ through the book. (Use storybook images on whiteboard or a4 images).
- Model narrative and ask children to repeat. **Use narrative sample p. 7 & 8**, increasing complexity with each day if feasible (i.e. level 1: Mon/Tues, Level 2: Wed/Thurs.).
- Conclude with song.

Song (with Actions) – Three Brown Bears	Poem (with Actions) - Goldilocks						
Three Brown Bears, Three Brown Bears, See all their beds, See all their chairs, Mother Bear made porridge in a pot, Father Bear’s porridge was much too hot, Tiny, little Baby Bear cried a lot, Three Brown Bears.	<table><tr><th>1.</th><th>2.</th><th>3.</th></tr><tr><td>Once upon a time, In a faraway town, There lived a little girl, Who explored all around. <i>Hold up one finger,</i> <i>Point to the distance,</i> <i>Indicate small placing hands one on top of the other,</i></td><td>She walked in the forest, And what did she do? She walked into a cottage, That belonged to you know who. <i>Pretend to walk,</i> <i>Shrug shoulders,</i> <i>Knock on a door,</i> <i>Cover mouth in shock.</i></td><td>She ate the porridge, She broke the chair, She fell asleep in bed, But she didn’t care. <i>Pretend to eat porridge,</i> <i>Stand and sit, say ‘oops’.</i> <i>Pretend to sleep,</i> <i>Shrug shoulders.</i></td></tr></table>	1.	2.	3.	Once upon a time, In a faraway town, There lived a little girl, Who explored all around. <i>Hold up one finger,</i> <i>Point to the distance,</i> <i>Indicate small placing hands one on top of the other,</i>	She walked in the forest, And what did she do? She walked into a cottage, That belonged to you know who. <i>Pretend to walk,</i> <i>Shrug shoulders,</i> <i>Knock on a door,</i> <i>Cover mouth in shock.</i>	She ate the porridge, She broke the chair, She fell asleep in bed, But she didn’t care. <i>Pretend to eat porridge,</i> <i>Stand and sit, say ‘oops’.</i> <i>Pretend to sleep,</i> <i>Shrug shoulders.</i>
1.	2.	3.					
Once upon a time, In a faraway town, There lived a little girl, Who explored all around. <i>Hold up one finger,</i> <i>Point to the distance,</i> <i>Indicate small placing hands one on top of the other,</i>	She walked in the forest, And what did she do? She walked into a cottage, That belonged to you know who. <i>Pretend to walk,</i> <i>Shrug shoulders,</i> <i>Knock on a door,</i> <i>Cover mouth in shock.</i>	She ate the porridge, She broke the chair, She fell asleep in bed, But she didn’t care. <i>Pretend to eat porridge,</i> <i>Stand and sit, say ‘oops’.</i> <i>Pretend to sleep,</i> <i>Shrug shoulders.</i>					

Pilot Sample (7)

Plenary (5 Minutes)

 Tell-a-Tale Song: Conclusion 

Storybook Review

- Recall and retell the story by sharing a ‘picture walk’ through the book. (Use storybook images on whiteboard if desired.)
- 5 Ws: Who, When, Where, What, and Why to determine the audience, context, topic and purpose (Conteh, 2012):
 - Who is in the story?
 - Where is she/he? Where are they?
 - What happens first/next/then/after that?
 - How did.....?
 - Why did.....?
- Revise / discuss language activities by looking at pictures taken during the lesson.
- Conclude with a song / poem.

Song (with Actions) – Three Brown Bears

Three Brown Bears, Three Brown Bears,

See all their beds, See all their chairs,

Mother Bear made porridge in a pot,

Father Bear’s porridge was much too hot,

Tiny, little Baby Bear cried a lot,

Three Brown Bears.

3 fingers, 3 fingers

Hand over eyes, sleep, hands over eyes, point to chair,

Stir a pot,

Wave hand as a fan,

Pretend to cry and wipe both eyes with clenched fists,

3 fingers

Poem (with Actions) - Goldilocks

1.
Once upon a time,
In a faraway town,
There lived a little girl,
Who explored all around.

2.
She walked in the forest,
And what did she do?
She walked into a cottage,
That belonged to you know who.

3.
She ate the porridge,
She broke the chair,
She fell asleep in bed,
But she didn’t care.

Hold up one finger,
Point to the distance,
Indicate small placing hands one on top of the other,
Look all around.

Pretend to walk,
Shrug shoulders,
Knock on a door,
Cover mouth in shock.

Pretend to eat porridge,
Stand and sit, say ‘oops’,
Pretend to sleep,
Shrug shoulders.

Amended Sample (7)

See amended sample 6.

Pilot Sample (8)

Differentiated Narrative Samples for Goldilocks and the Three Bears

Nouns	Verbs	Adjectives	Conjunctions	Chronological Words	Repetitive Phrases
Level 1	Level 2			Level 3	
Father Bear, Mother Bear, Baby Bear. One, two, three.	There were three bears called Father Bear, Mother Bear and Baby Bear.			Once upon a time, there were three bears. There was big Father Bear, middle-sized Mother Bear and tiny, little Baby Bear.	
Three bears walked.	Mother Bear made porridge. Then, they walked in the forest.			Mother Bear made porridge for breakfast, but it was too hot, so the bears walked in the forest.	
Goldilocks walked inside.	Next, a girl called Goldilocks walked into their house.			While they were walking, a girl called Goldilocks went into their house.	
Goldilocks ate porridge.	She was hungry. She saw three bowls of porridge.			She was hungry and saw three bowls of porridge. There was a big bowl, a middle-sized bowl, and a tiny, little bowl. She picked up a spoon to have a taste. "This porridge is too hot. This porridge is too cold. This porridge is just right!" So, she ate Baby Bear's porridge.	
Goldilocks sat down.	Then, she was tired. She sat down on the chairs.			Goldilocks was tired and saw three chairs. There was a big chair, a middle-sized chair and a tiny, little chair. She sat down on each chair. "This chair is too hard. This chair is too soft. This chair is just right!" She sat on Baby Bear's chair...	
Oh no! The chair broke.	Oh no! Goldilocks broke Baby Bear's chair!			...but then, the chair broke! Next, Goldilocks went upstairs to find a bed to sleep in because she was still tired after eating all of the porridge.	
Goldilocks fell asleep.	After that, she fell asleep in Baby Bear's bed.			Goldilocks saw three beds. There was a big bed, a middle-sized bed, and a tiny, little bed. "This bed is too hard. This bed is too soft. This bed is just right!" said Goldilocks, and with that, she fell asleep in Baby Bear's bed.	
Three bears walked home.	Then, the Bears walked home.			While she slept, the three bears walked home.	
"Someone's been eating my porridge!"	"Someone's been eating my porridge" said Father Bear. "Someone's been eating my porridge" said Mother Bear. "Someone's been eating my porridge...and they've eaten it all up!" said Baby Bear.			"Someone's been eating my porridge" said Father Bear. "Someone's been eating my porridge" said Mother Bear. "Someone's been eating my porridge...and they've eaten it all up!" cried Baby Bear.	
"Someone's been sitting in my chair!"	"Someone's been sitting in my chair" said Father Bear. "Someone's been sitting in my chair" said Mother Bear. "Someone's been sitting in my chair...and they've broken it!" said Baby Bear.			"Someone's been sitting in my chair" said Father Bear. "Someone's been sitting in my chair" said Mother Bear. "Someone's been sitting in my chair...and they've broken it!" cried Baby Bear.	
"Someone's been sleeping in my bed!"	"Someone's been sleeping in my bed" said Father Bear. "Someone's been sleeping in my bed" said Mother Bear. "Someone's been sleeping in my bed...and she's still here!" said Baby Bear.			"Someone's been sleeping in my bed" said Father Bear. "Someone's been sleeping in my bed" said Mother Bear. "Someone's been sleeping in my bed...and she's still here!" whispered Baby Bear.	
Goldilocks woke up and ran away.	Goldilocks woke up and jumped out of bed. She ran away!			Then, Goldilocks woke up and jumped out of bed. She ran away and never came back!	

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PhD Research Intervention 'Tell-a-Tale' Lesson Plan

February 2020

8

Amended Sample (8)

Goldilocks and the Three Bears

Differentiated Narrative Samples

Nouns	Verbs	Adjectives	Conjunctions	Chronological Words	Repetitive Phrases
Goldilocks Father Bear Mother Bear Baby Bear porridge, chair, bed	ate sat (down) broke fell asleep saw	hungry tired hot / cold hard / soft just right	and so but	Then... After that...	Someone's been eating my porridge! Someone's been sitting in my chair! Someone's been sleeping in my bed!
Level 1	Level 2			Level 3	
Goldilocks ate the porridge.	Goldilocks was hungry. She saw three bowls of porridge. She ate the porridge.			Goldilocks was hungry and saw three bowls of porridge. There was a big bowl, a middle-sized bowl, and a tiny, little bowl. She ate the porridge. "This porridge is too hot. This porridge is too cold. This porridge is just right!" So, she ate Baby Bear's porridge.	
Goldilocks sat down. Oh no! She broke the chair.	Goldilocks was tired. She sat down on the chairs. Oh no! Goldilocks broke Baby Bear's chair!			Then, Goldilocks was tired. She saw three chairs. There was a big chair, a middle-sized chair and a tiny, little chair. She sat down on each chair. "This chair is too hard. This chair is too soft. This chair is just right!" She sat on Baby Bear's chair... but then, the chair broke!	
Goldilocks fell asleep.	Goldilocks fell asleep in Baby Bear's bed.			After that, Goldilocks saw three beds. There was a big bed, a middle-sized bed, and a tiny, little bed. "This bed is too hard. This bed is too soft. This bed is just right!" said Goldilocks, and with that, she fell asleep in Baby Bear's bed.	
"Someone's been eating my porridge!"	"Someone's been eating my porridge" "Someone's been eating my porridge" "Someone's been eating my porridge...and they've eaten it all up!"			"Someone's been eating my porridge" said Father Bear. "Someone's been eating my porridge" said Mother Bear. "Someone's been eating my porridge...and they've eaten it all up!" cried Baby Bear.	
"Someone's been sitting in my chair!"	"Someone's been sitting in my chair" "Someone's been sitting in my chair" "Someone's been sitting in my chair...and they've broken it!"			"Someone's been sitting in my chair" said Father Bear. "Someone's been sitting in my chair" said Mother Bear. "Someone's been sitting in my chair...and they've broken it!" cried Baby Bear.	
"Someone's been sleeping in my bed!"	"Someone's been sleeping in my bed" "Someone's been sleeping in my bed" "Someone's been sleeping in my bed...and she's still here!"			"Someone's been sleeping in my bed" said Father Bear. "Someone's been sleeping in my bed" said Mother Bear. "Someone's been sleeping in my bed...and she's still here!" whispered Baby Bear.	
(33-word narrative)	(98-word narrative)			(240-word narrative)	

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PhD Research Intervention 'Tell-a-Tale' Lesson Plan

January 2021

7

Pilot Sample (9)

Differentiated Narrative Samples for Goldilocks and the Three Bears

Father Bear, Mother Bear, Baby Bear. One, two, three. There were three bears called Father Bear, Mother Bear and Baby Bear. Once upon a time, there were three bears. There was big Father Bear, middle-sized Mother Bear and tiny, little Baby Bear.	Three bears walked. Mother Bear made porridge. Then, they walked in the forest. Mother Bear made porridge for breakfast, but it was too hot, so the bears walked in the forest.	Goldilocks walked inside. Next, a girl called Goldilocks went into their house. While they were walking, a girl called Goldilocks went into their house.	
Goldilocks ate porridge. She was hungry. She saw three bowls of porridge. She was hungry and saw three bowls of porridge. There was a big bowl, a middle-sized bowl, and a tiny, little bowl. She picked up a spoon to have a taste. "This porridge is too hot. This porridge is too cold. This porridge is just right!" So, she ate Baby Bear's porridge.	Goldilocks sat down. Then, she was tired. She sat down on the chairs. Goldilocks was tired and saw three chairs. There was a big chair, a middle-sized chair and a tiny, little chair. She sat down on each chair. "This chair is too hard. This chair is too soft. This chair is just right!" She sat on Baby Bear's chair....	Oh no! The chair broke. Oh no! Goldilocks broke Baby Bear's chair! but then, the chair broke! Next, Goldilocks went upstairs to find a bed to sleep in because she was still tired after eating all of the porridge.	

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PhD Research Intervention 'Tell-a-Tale' Lesson Plan

February 2020

9

Goldilocks fell asleep. After that, she fell asleep in Baby Bear's bed.	Three bears walked home. Then, the Bears came home.	"Someone's been eating my porridge!" "Someone's been eating my porridge" said Father Bear. "Someone's been eating my porridge" said Mother Bear. "Someone's been eating my porridge...and they've eaten it all up!" said Baby Bear.
Goldilocks saw three beds. There was a big bed, a middle-sized bed, and a tiny, little bed. "This bed is too hard. This bed is too soft. This bed is just right!" said Goldilocks, and with that, she fell asleep in Baby Bear's bed.	While she slept, the three bears came home.	"Someone's been eating my porridge" said Father Bear. "Someone's been eating my porridge" said Mother Bear. "Someone's been eating my porridge...and they've eaten it all up!" cried Baby Bear.
"Someone's been sitting in my chair!" "Someone's been sitting in my chair" said Father Bear. "Someone's been sitting in my chair" said Mother Bear. "Someone's been sitting in my chair...and they've broken it!" said Baby Bear. "Someone's been sitting in my chair" said Father Bear. "Someone's been sitting in my chair" said Mother Bear. "Someone's been sitting in my chair...and they've broken it!" cried Baby Bear.	"Someone's been sleeping in my bed!" "Someone's been sleeping in my bed" said Father Bear. "Someone's been sleeping in my bed" said Mother Bear. "Someone's been sleeping in my bed...and she's still here!" said Baby Bear. "Someone's been sleeping in my bed" said Father Bear. "Someone's been sleeping in my bed" said Mother Bear. "Someone's been sleeping in my bed...and she's still here!" whispered Baby Bear.	Goldilocks woke up and ran away. Goldilocks woke up and jumped out of bed. She ran away! Then, Goldilocks woke up and jumped out of bed. She ran away and never came back!

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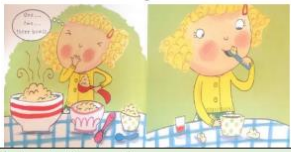
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February 2020

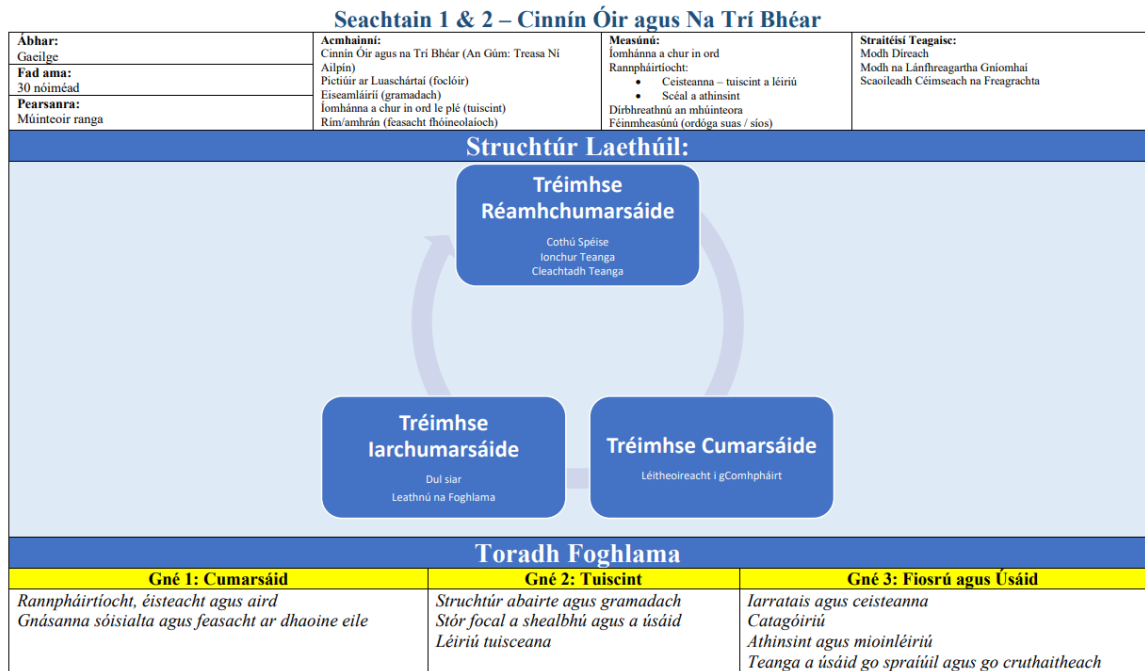
10

Amended Sample (9)

Sequencing Images (1 – 6) and Corresponding Differentiated Narrative Samples

		
Goldilocks ate the porridge. Goldilocks was hungry. She saw three bowls of porridge. She ate the porridge. Goldilocks was hungry. She saw three bowls of porridge. There was a big bowl, a middle-sized bowl, and a tiny, little bowl. She ate the porridge. "This porridge is too hot. This porridge is too cold. This porridge is just right!" so, she ate Baby Bear's porridge.	Goldilocks sat down. Oh no! She broke the chair. Goldilocks was tired. She sat down on the chairs. Oh no! Goldilocks broke Baby Bear's chair! Then, Goldilocks was tired. She saw three chairs. There was a big chair, a middle-sized chair and a tiny, little chair. She sat down on each chair. "This chair is too hard. This chair is too soft. This chair is just right!" She sat on Baby Bear's chair...but then, the chair broke!	Goldilocks fell asleep. Goldilocks fell asleep in Baby Bear's bed. After that, Goldilocks saw three beds. There was a big bed, a middle-sized bed, and a tiny, little bed. "This bed is too hard. This bed is too soft. This bed is just right!" said Goldilocks, and with that, she fell asleep in Baby Bear's bed.
		
"Someone's been eating my porridge!" "Someone's been eating my porridge" "Someone's been eating my porridge" "Someone's been eating my porridge...and they've eaten it all up!" "Someone's been eating my porridge" said Father Bear. "Someone's been eating my porridge" said Mother Bear. "Someone's been eating my porridge...and they've eaten it all up!" cried Baby Bear.	"Someone's been sitting in my chair!" "Someone's been sitting in my chair" "Someone's been sitting in my chair" "Someone's been sitting in my chair...and they've broken it!" "Someone's been sitting in my chair" said Father Bear. "Someone's been sitting in my chair" said Mother Bear. "Someone's been sitting in my chair...and they've broken it!" cried Baby Bear.	"Someone's been sleeping in my bed!" "Someone's been sleeping in my bed" "Someone's been sleeping in my bed" "Someone's been sleeping in my bed...and she's still here!" "Someone's been sleeping in my bed" said Father Bear. "Someone's been sleeping in my bed" said Mother Bear. "Someone's been sleeping in my bed...and she's still here!" whispered Baby Bear.

Pilot Sample (1)



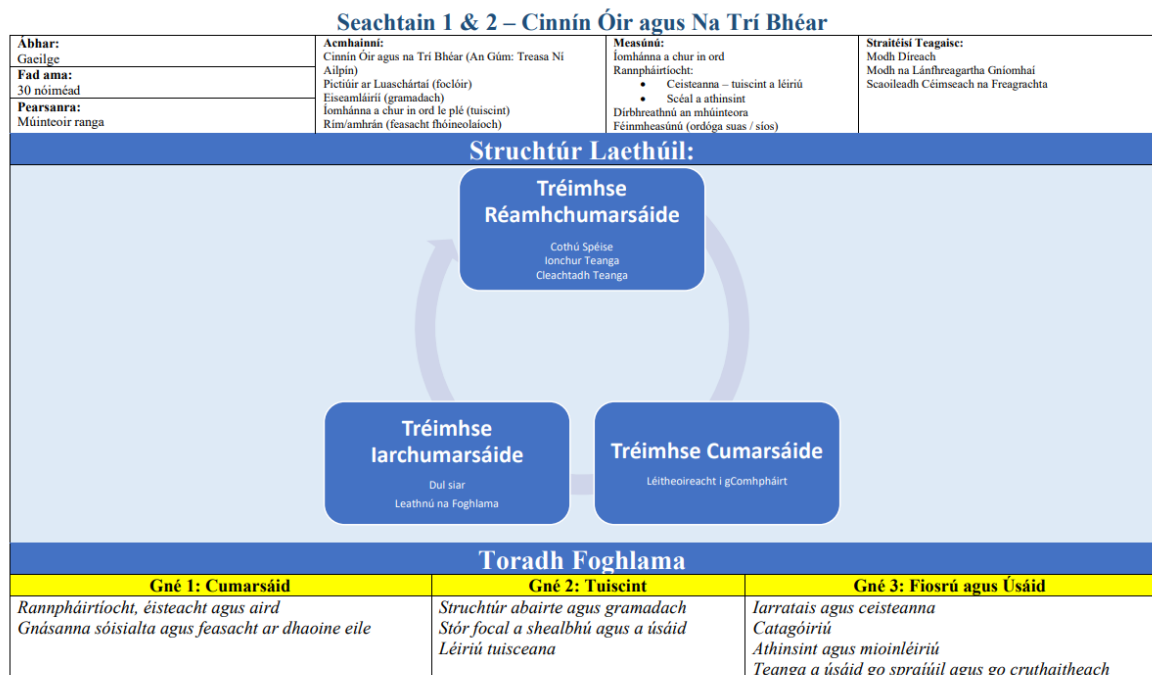
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Plean Coicíse – Inis Scéal

Feabhra 2020

1

Amended Sample (1)



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Plean Coicíse – Inis Scéal

Feabhra 2021

1

Pilot Sample (2)

Seachtain 1 – Cinnín Óir agus Na Trí Bhéar

	Dé Luain	Dé Máirt	Dé Céadaoin	Déardaoin	Dé hAoine
Tréimhse Réamhchumarsáide					
Cothú Spéise	Amhrán 'Inis Scéal'	Amhrán 'Inis Scéal' Dán: Cinnín Óir 1, 2, 3 (v.1)	Amhrán 'Inis Scéal' Dán: Cinnín Óir 1, 2, 3 (v.1 & 2)	Amhrán 'Inis Scéal' Dán: Cinnín Óir 1, 2, 3 (v.1 - 3)	Amhrán 'Inis Scéal'
Múinteoir ag eiseamláiriú	Múinteoir ag caint: Ú, tá leabhar nua againn inniu. Féach ar seo: Cinnín Óir agus Na Trí Bhéar (is féidir do mhéar a chuir uirthi / orthu). A haon, a dó, a trí. • Has anyone heard this story before? • Did Cinnín Óir have a different name? • Have you got this book at home?	Múinteoir ag caint: Tá leabhar againn arís inniu. Cé hí seo? Cinnín Óir/ Mamai Béar. An-mhaith, seo i Cinnín Óir. Cé hé seo? Daidí Béar / Babai Béar. An-mhaith, seo é Daidí Béar / Babai Béar.	Múinteoir ag caint: Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Cinnín Óir/ Mamai Béar. Cé hé seo? Daidí Béar / Babai Béar.	Múinteoir ag caint: Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Seo i Cinnín Óir/ Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar.	Múinteoir ag caint: Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Seo i Cinnín Óir/ Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar.
Ionchur Teanga	Pictiúir ar Luaschártaí Cinnín Óir / Na Trí Bhéar: Daidí Béar, Mamai Béar, Babai Béar Seo i an leite / an chathaoir / an leaba	Pictiúir ar Luaschártaí Cinnín Óir / Na Trí Bhéar: Daidí Béar, Mamai Béar, Babai Béar Seo i an leite / an chathaoir / an leaba	Pictiúir ar Luaschártaí Dul siar ar an Luan / Máirt te / fuar / crua / bog Fíor Abhair 3 x babhla leite, 3 x chathaoir, 3 x leaba	Pictiúir ar Luaschártaí Dul siar ar an Luan / Máirt te / fuar / crua / bog Fíor Abhair 3 x babhla leite, 3 x chathaoir, 3 x leaba	Pictiúir ar Luaschártaí Cinnín Óir / Na Trí Bhéar: Daidí Béar, Mamai Béar, Babai Béar Seo i an leite / an chathaoir / an leaba
	Eiseamláirí Cé hí seo / cé hé seo / cé hiad seo? Seo i Cinnín Óir / Mamai Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba	Eiseamláirí Cé hí seo / cé hé seo / cé hiad seo? Seo i Cinnín Óir / Mamai Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba	Eiseamláirí Tá an leite seo róthe / rófhuar / díreach ceart domsa. Tá an chathaoir/leaba seo róchrúa / róbhog / díreach ceart domsa.	Eiseamláirí Tá an leite seo róthe / rófhuar / díreach ceart domsa. Tá an chathaoir/leaba seo róchrúa / róbhog / díreach ceart domsa.	Eiseamláirí Cé hí seo / cé hé seo / cé hiad seo? Seo i Cinnín Óir / Mamai Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba Tá an leite seo róthe / rófhuar / díreach ceart domsa. Tá an chathaoir/leaba seo róchrúa / róbhog / díreach ceart domsa.

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Plean Coicise – Inis Scéal

Feabhra 2020

2

Amended Sample (2)

Seachtain 1 – Cinnín Óir agus Na Trí Bhéar

	Dé Luain	Dé Máirt	Dé Céadaoin	Déardaoin	Dé hAoine
Tréimhse Réamhchumarsáide					
Cothú Spéise	Amhrán 'Inis Scéal'	Amhrán 'Inis Scéal' Dán: Cinnín Óir 1, 2, 3 (v.1)	Amhrán 'Inis Scéal' Dán: Cinnín Óir 1, 2, 3 (v.1 & 2)	Amhrán 'Inis Scéal' Dán: Cinnín Óir 1, 2, 3 (v.1 - 3)	Amhrán 'Inis Scéal'
Múinteoir ag eiseamláiriú	Múinteoir ag caint: Ú, tá leabhar nua againn inniu. Féach ar seo: Cinnín Óir agus Na Trí Bhéar (is féidir do mhéar a chuir uirthi / orthu). A haon, a dó, a trí. • Has anyone heard this story before? • Did Cinnín Óir have a different name? • Have you got this book at home?	Múinteoir ag caint: Tá leabhar againn arís inniu. Cé hí seo? Cinnín Óir/ Mamai Béar. An-mhaith, seo i Cinnín Óir. Cé hé seo? Daidí Béar / Babai Béar. An-mhaith, seo é Daidí Béar / Babai Béar.	Múinteoir ag caint: Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Cinnín Óir/ Mamai Béar. Cé hé seo? Daidí Béar / Babai Béar.	Múinteoir ag caint: Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Seo i Cinnín Óir/ Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar.	Múinteoir ag caint: Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Seo i Cinnín Óir/ Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar.
Ionchur Teanga	Pictiúir ar Luaschártaí Cinnín Óir Na Trí Bhéar: Daidí Béar Mamai Béar Babai Béar	Pictiúir ar Luaschártaí Cinnín Óir Na Trí Bhéar: Daidí Béar Mamai Béar Babai Béar	Pictiúir ar Luaschártaí Dul siar ar an Luan / Máirt Seo i an leite / an chathaoir / an leaba	Pictiúir ar Luaschártaí Dul siar ar an Luan / Máirt Seo i an leite / an chathaoir / an leaba	Pictiúir ar Luaschártaí Cinnín Óir / Na Trí Bhéar: Daidí Béar, Mamai Béar, Babai Béar Seo i an leite / an chathaoir / an leaba
	Eiseamláirí Cé hí seo? Seo i Cinnín Óir / Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar. Cé hiad seo? Seo iad na Trí Bhéar.	Eiseamláirí Cé hí seo? Seo i Cinnín Óir / Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar. Cé hiad seo? Seo iad na Trí Bhéar.	Eiseamláirí Cad í seo? Seo i an leite / an chathaoir / an leaba	Eiseamláirí Cad í seo? Seo i an leite / an chathaoir / an leaba	Eiseamláirí Dul siar ar an Luan – Déardaoin

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Plean Coicise – Inis Scéal

Feabhra 2021

2

Pilot Sample (3)

Cleachtadh Teanga					
	Ról imirt: puipéid á n-úsáid Cé thusa? Is mise Cinnín Óir. Cé thusa? Is mise Cáit. Cé thusa? Is mise Séamus.	Ról imirt: puipéid á n-úsáid Cé thusa? Is mise Cinnín Óir. Cé hí / hé / hiad seo? Seo í Cinnín Óir / Mamai Béar / Cáit / Brid srl. nó Seo é Daidí Béar / Babai Béar / Séamus / Liam srl.	Fíor nó bréagach? Seo í Cinnín Óir. Fíor nó bréagach? <i>Más fíor é, is féidir an abairt a athrá agus ordóg a chur suas.</i> Seo í an leite / an chathaoir / an leaba. Fíor nó bréagach?	Cluiche Kim Cad a thóg mé? Thóg tú	Cluiche Kim Cad a thóg mé? Thóg tú
	Cad atá sa mhála? Fíor-abhair á n-úsáid Cad í seo? Seo í an leite / an chathaoir / an leaba.	Cad atá sa mhála? Fíor-abhair á n-úsáid Cad é / í seo? Cluiche Kim Cad a thóg mé? Thóg tú	Líon na bearnaí. M: Tá an leite seo ró (déan geáitsí te / fuar). P: the / fhuar?	Líon na bearnaí M: Tá an chathaoir / leaba seo ró (déan geáitsí crua / bog). P: chrua / bhog?	Comhrá beirte: puipéid á n-úsáid M: Cé thusa? P: Is mise Cinnín Óir. Cé thusa? M: Is mise Mamai Béar. Cad í seo? P: Seo í an leite. Cad í seo? M: Seo í an chathaoir. Cad í seo? P: Seo í an leaba.
	I mbeirteanna Ról imirt: Cé thusa? Is mise Cé hí seo? Is í Cé hé seo? Is é Cé hiad seo?	I mbeirteanna Fíor Ábhair: Cad í seo? Seo í an leite. Cad í seo? Seo í an chathaoir. Cad í seo? Seo í an leaba.	Drámaíocht Ról imirt: Tri bhabhla ar an mbord: Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.	Drámaíocht Ról imirt: Tri chathaoir / leaba: Tá an chathaoir / leaba seo róchrua. Tá an chathaoir / leaba seo róbhog. Tá an chathaoir / leaba seo díreach ceart domsa.	I mbeirteanna Ról imirt: P1: Cé thusa? P2: Is mise Cinnín Óir. Cé thusa? P1: Is mise Mamai Béar. Cad í seo? P2: Seo í an leite. Cad í seo? P1: Seo í an chathaoir. Cad í seo? P2: Seo í an leaba.
	Dán: Cinnín Óir, 1, 2, 3 <i>Seo í Cinnín Óir, Tá ocras uirthi, Itheann sí an leite, Babhla 1, 2, 3</i>	Dán: Cinnín Óir, 1, 2, 3 <i>Seo í Cinnín Óir, Tá tuisce uirthi, Súionn sí síos, Cathaoir 1, 2, 3</i>	Dán: Cinnín Óir, 1, 2, 3 <i>Seo í Cinnín Óir, Tá tuisce uirthi, Lúionn sí síos, Leaba 1, 2, 3</i>	Dán: Cinnín Óir, 1, 2, 3 <i>Seo iad na Tri Bhéar, Tá fearg orthu, Nuair a chonaic siad Cinnín Óir, Bhí ionadh orthu.</i>	Dán: Cinnín Óir, 1, 2, 3 <i>Dán Iomláin</i>
Tréimhse Cumarsáide					
Léitheoireacht i gComhpháirt	Am Scéalaíochta: - Deis chun cur leis an scéal: - Taispeáin dom (leite / cathaoir / leaba / te / fuar / crua / bog srl.) - Cé hí seo / cé hé seo / cé hiad seo? - Cad í / é seo? - Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, ag tabhairt níos mó freagracht dóibh le linn na seachtaine. Mar shampla:				
	<i>Lá amháin, rinne Mamai Béar leite. Bhí an leite an-te!</i>	<i>Lá amháin, rinne Mamai Béar leite. Bhí an leite an-te!</i>	<i>Lá amháin, rinne Mamai Béar leite. Bhí an leite an-te!</i>	<i>Lá amháin, rinne Mamai Béar leite. Bhí an leite an-te!</i>	<i>Lá amháin, rinne Mamai Béar leite. Bhí an leite an-te!</i>

Amended Sample (3)

Cleachtadh Teanga					
	Comhrá: puipéid á n-úsáid ag an múinteoir Cé hí seo? Seo í Cinnín Óir / Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar. Cé hiad seo? Seo iad na Tri Bhéar.	Comhrá: grúpaí agus an múinteoir Cé hí seo? Seo í Cinnín Óir / Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar. Cé hiad seo? Seo iad na Tri Bhéar.	Fíor nó bréagach? Seo í Cinnín Óir. Fíor nó bréagach? <i>Más fíor é, is féidir an abairt a athrá agus ordóg a chur suas.</i>	Líon na bearnaí. Seo í an _____. (leite / chathaoir / leaba). Seo í _____. (an leite / an chathaoir / an leaba) Seo _____. (í an leite / í an chathaoir / í an leaba)	Cluiche Kim Cad a thóg mé? Thóg tú Cinnín Óir, Daidí Béar, Mamai Béar, Babai Béar, an leite, an chathaoir, an leaba.
	Comhrá: grúpaí agus an múinteoir Cé hí seo? Seo í Cinnín Óir / Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar. Cé hiad seo? Seo iad na Tri Bhéar.	Comhrá: grúpa agus grúpa Cé hí seo? Seo í Cinnín Óir / Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar. Cé hiad seo? Seo iad na Tri Bhéar.	Comhrá: puipéid á n-úsáid ag an múinteoir Cad í seo? Seo í an leite. Cad í seo? Seo í an chathaoir. Cad í seo? Seo í an leaba.	Comhrá: grúpa agus grúpa Cad í seo? Seo í an leite. Cad í seo? Seo í an chathaoir. Cad í seo? Seo í an leaba.	I mbeirteanna Pictiúir ar Luaschártaí á n-úsáid P. 1 Cé hí seo? P. 2 Seo í Cinnín Óir / Mamai Béar. P. 1 Cé hé seo? P. 2 Seo é Daidí Béar / Babai Béar. P. 1 Cé hiad seo? P. 2 Seo iad na Tri Bhéar.
	Comhrá: grúpa agus grúpa Cé hí seo? Seo í Cinnín Óir / Mamai Béar. Cé hé seo? Seo é Daidí Béar / Babai Béar. Cé hiad seo? Seo iad na Tri Bhéar.	I mbeirteanna Pictiúir ar Luaschártaí á n-úsáid P. 1 Cé hí seo? P. 2 Seo í Cinnín Óir / Mamai Béar. P. 1 Cé hé seo? P. 2 Seo é Daidí Béar / Babai Béar. P. 1 Cé hiad seo? P. 2 Seo iad na Tri Bhéar.	Comhrá: grúpaí agus an múinteoir Cad í seo? Seo í an leite. Cad í seo? Seo í an chathaoir. Cad í seo? Seo í an leaba.	I mbeirteanna Pictiúir ar Luaschártaí á n-úsáid P. 1 Cad í seo? P. 2 Seo í an leite. P. 1 Cad í seo? P. 2 Seo í an chathaoir. P. 1 Cad í seo? P. 2 Seo í an leaba.	I mbeirteanna Pictiúir ar Luaschártaí á n-úsáid P. 1 Cad í seo? P. 2 Seo í an leite. P. 1 Cad í seo? P. 2 Seo í an chathaoir. P. 1 Cad í seo? P. 2 Seo í an leaba.
	Dán: Cinnín Óir, 1, 2, 3 <i>Seo í Cinnín Óir, Tá ocras uirthi, Itheann sí an leite, Babhla 1, 2, 3</i>	Dán: Cinnín Óir, 1, 2, 3 <i>Seo í Cinnín Óir, Tá tuisce uirthi, Súionn sí síos, Cathaoir 1, 2, 3</i>	Dán: Cinnín Óir, 1, 2, 3 <i>Seo í Cinnín Óir, Tá tuisce uirthi, Lúionn sí síos, Leaba 1, 2, 3</i>	Dán: Cinnín Óir, 1, 2, 3 <i>Seo iad na Tri Bhéar, Tá fearg orthu, Nuair a chonaic siad Cinnín Óir, Bhí ionadh orthu.</i>	Dán: Cinnín Óir, 1, 2, 3 <i>Dán Iomláin</i>
Tréimhse Cumarsáide					
Léitheoireacht i gComhpháirt	Am Scéalaíochta: - Deis chun cur leis an scéal: - Taispeáin dom (Cinnín Óir, Daidí Béar, Mamai Béar, Babai Béar, leite / cathaoir / leaba srl.) - Cé hí seo / cé hé seo / cé hiad seo?				

Pilot Sample (4)

	<i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>	<i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>	<i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>	<i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>	<i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>
Tréimhse larchumarsáide					
Dul siar	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláiri / frásaí: <i>Cé hí seo / cé hé seo / cé hiad seo?</i> Seo i Cinnin Óir / Mamaí Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba.	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláiri / frásaí: <i>Cé hí seo / cé hé seo / cé hiad seo?</i> Seo i Cinnin Óir / Mamaí Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba.	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláiri / frásaí: <i>Cad í seo?</i> Seo i an leite / an chathaoir / an leaba. <i>Tá an leite seo róthe / róthuar / díreach ceart domsa.</i> <i>Tá an chathaoir / an leaba seo róchrúa / róbhog / díreach ceart domsa.</i>	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláiri / frásaí: <i>Cad í seo?</i> Seo i an leite / an chathaoir / an leaba. <i>Tá an leite seo róthe / róthuar / díreach ceart domsa.</i> <i>Tá an chathaoir / an leaba seo róchrúa / róbhog / díreach ceart domsa.</i>	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláiri / frásaí: <i>Cé hí seo / cé hé seo / cé hiad seo?</i> Seo i Cinnin Óir / Mamaí Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba. <i>Tá an leite seo róthe / róthuar / díreach ceart domsa.</i> <i>Tá an chathaoir / an leaba seo róchrúa / róbhog / díreach ceart domsa.</i>
Leathnú na Foghlama	<i>Ag seasamh i gciorca. Téann an múinteoir timpeall le puipéad: Cé hí/hé seo? (stop leis an puipéad ar cheann páiste)</i> Is mise Liam, cé thusa?	<i>Ag seasamh i gciorca. Téann an múinteoir timpeall le puipéad: Cé hí/hé seo? (stop leis an puipéad ar cheann páiste)</i> Seo i Brid / seo é Liam.	<i>Úsáid a bhaint as bia eile a d'fhoghlaim an rang cheanna: Píotsa: Tá an píotsa seo róthe / róthuar / díreach ceart domsa. Ubbh: Tá an ubh seo róthe / róthuar / díreach ceart domsa. Tae: Tá an tae seo róthe / róthuar / díreach ceart domsa.</i>	<i>Na páistí ag dul timpeall an rang chun rudai bhoga / chrúa a fháil</i> Peann luaidh / bord / clár bán = crua Cúisíní / torthaí (banana / oraiste) = bog Deir na páistí crua nó bog os ard.	Drámaíocht a dhéanamh. Múinteoir mar scéalaí.
	<i>Dul siar ar an dán.</i>	<i>Dul siar ar an dán.</i>	<i>Dul siar ar an dán.</i>	<i>Dul siar ar an dán.</i>	<i>Dul siar ar an dán.</i>
Gaeilge Neamhfhoirmiúil: - Cé thusa? Is mise... - Cé hí seo / cé hé seo / cé hiad seo? - Cad é / í seo? Seo é / í ...					
Dán – Cinnin Óir: 1, 2, 3 1. (Dé Luain) <i>Seo i Cinnin Óir,</i> <i>Tá ocras uirthi,</i> <i>Itheann sí an leite,</i> <i>Babhla 1, 2, 3</i>					
2. (Dé Máirt) <i>Seo i Cinnin Óir,</i> <i>Tá tuirse uirthi,</i> <i>Suíonn sí síos,</i> <i>Cathaoir 1, 2, 3</i>					
3. (Dé Céadaoin) <i>Seo i Cinnin Óir,</i> <i>Tá tuirse uirthi,</i> <i>Luíonn sí síos,</i> <i>Leaba 1, 2, 3</i>					
4. (Déardaoin) <i>Seo iad na Trí Bhéar,</i> <i>Tá fearg orthu,</i> <i>Nuair a chonaic siad Cinnin Óir,</i> <i>Bhí ionadh orthu.</i>					

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Plean Coicíse – Inis Scéal

Feabhra 2020

4

Amended Sample (4)

	○ Cad í / é seo? • Scéal á léamh ag an múinteoir. Is féidir é a léamh i geompháirt leis na páistí, ag tabhairt níos mó freagracht dóibh le linn na seachtaine. Mar shampla:				
	<i>Lá amháin, rinne Mamaí Béar leite. Bhí an leite an-te!</i> <i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>	<i>Lá amháin, rinne Mamaí Béar leite. Bhí an leite an-te!</i> <i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>	<i>Lá amháin, rinne Mamaí Béar leite. Bhí an leite an-te!</i> <i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>	<i>Lá amháin, rinne Mamaí Béar leite. Bhí an leite an-te!</i> <i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>	<i>Lá amháin, rinne Mamaí Béar leite. Bhí an leite an-te!</i> <i>'Tá an leite seo róthe' arsa Cinnin Óir. 'Tá an leite seo róthuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i>
Tréimhse larchumarsáide					
Dul siar	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláiri / frásaí: <i>Cé hí seo / cé hé seo / cé hiad seo?</i> Seo i Cinnin Óir / Mamaí Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar.	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláiri / frásaí: <i>Cé hí seo / cé hé seo / cé hiad seo?</i> Seo i Cinnin Óir / Mamaí Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar.	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláiri / frásaí: <i>Cad í seo?</i> Seo i an leite / an chathaoir / an leaba.	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláiri / frásaí: <i>Cad í seo?</i> Seo i an leite / an chathaoir / an leaba.	Luan - Déardaoin
Leathnú na Foghlama	<i>Ag seasamh i gciorca. Téann an múinteoir timpeall le puipéad: Cé hí/hé seo? (stop leis an puipéad ar cheann páiste)</i> Seo i Brid / seo é Liam.	<i>Ag seasamh i gciorca. Téann an múinteoir timpeall le puipéad: Cé hí/hé seo? (stop leis an puipéad ar cheann páiste)</i> Seo i Brid / seo é Liam.	<i>Ceisteanna a chur ar na páistí le linn an lae: Cad í seo? (pointeáil ar luascháirta)</i>	<i>Páiste ag am lóin: Mmmmmmm.... Seo díreach ceart domsa.</i>	<i>Múinteoir ag deireadh an lae: Táimse ag imeacht!</i>
	<i>Dul siar ar an dán.</i>	<i>Dul siar ar an dán.</i>	<i>Dul siar ar an dán.</i>	<i>Dul siar ar an dán.</i>	<i>Dul siar ar an dán.</i>
Gaeilge Neamhfhoirmiúil: - Cé thusa? Is mise... - Cé hí seo / cé hé seo / cé hiad seo? - Cad é / í seo? Seo é / í ...					
Dán – Cinnin Óir: 1, 2, 3 1. (Dé Luain) <i>Seo i Cinnin Óir,</i> <i>Tá ocras uirthi,</i> <i>Itheann sí an leite,</i> <i>Babhla 1, 2, 3</i>					
2. (Dé Máirt) <i>Seo i Cinnin Óir,</i> <i>Tá tuirse uirthi,</i> <i>Suíonn sí síos,</i> <i>Cathaoir 1, 2, 3</i>					
3. (Dé Céadaoin) <i>Seo i Cinnin Óir,</i> <i>Tá tuirse uirthi,</i> <i>Luíonn sí síos,</i> <i>Leaba 1, 2, 3</i>					
4. (Déardaoin) <i>Seo iad na Trí Bhéar,</i> <i>Tá fearg orthu,</i> <i>Nuair a chonaic siad Cinnin Óir,</i> <i>Bhí ionadh orthu.</i>					

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Plean Coicíse – Inis Scéal

Feabhra 2021

4

Pilot Sample (5)

Seachtain 2 – Cinnín Óir agus Na Trí Bhéar

	Dé Luain	Dé Máirt	Dé Céadaoin	Déardaoin	Dé hAoine
Tréimhse Réamhchumarsáide					
Cothú Spéise <i>Múinteoir ag eiseamláiriú</i>	Amhrán 'Inis Scéal' Dán: Cinnín Óir 1, 2, 3 (v.1 - 4)	Amhrán 'Inis Scéal' agus 'An Trí Bhéar' (v. 1)	Amhrán 'Inis Scéal' agus 'An Trí Bhéar' (v. 1 & 2)	Amhrán 'Inis Scéal' agus 'An Trí Bhéar' (v. 1 - 3)	Amhrán 'Inis Scéal' agus 'An Trí Bhéar' (v. 1 - 4)
	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith, seo é an leabhar</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>Cé hí seo? Cinnín Óir/ Mamai Béar.</i> <i>Cé hé seo? Daidí Béar / Babai Béar.</i>	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith.</i> <i>Cad í seo? Seo i an leite / an chathaoir / an leaba.</i> <i>Cad a deir Cinnín Óir ar an leathanach seo? Tá an leite seo róthe / rófhuar / díreach ceart domsa.</i>	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith.</i> <i>Cad í seo? Seo i an leite / an chathaoir / an leaba.</i> <i>Cad a deir Cinnín Óir ar an leathanach seo? Tá an chathaoir seo róchrúa / róbhog / díreach ceart domsa.</i>	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith.</i> <i>Cad í seo? Seo i an leite / an chathaoir / an leaba.</i> <i>Cad a deir Cinnín Óir ar an leathanach seo? Tá an leaba seo róchrúa / róbhog / díreach ceart domsa.</i>	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith.</i> <i>Cad í seo? Seo i an leite / an chathaoir / an leaba.</i> <i>Cad a deir Daidí Béar / Mamai Béar ar an leathanach seo? Féach ar mo leite / mo chathaoir / leabasa.</i>
Ionchur Teanga					
	<i>Pictiúir ar Luaschártaí</i> Cinnín Óir / Na Trí Bhéar: Daidí Béar, Mamai Béar, Babai Béar / leite / te / fuar / róthe / rófhuar / cathaoir / leaba / crua / bog / róchrúa / róbhog	<i>Pictiúir ar Luaschártaí</i> Tá ocras orm – geaitsí a dhéanamh. <i>Réamhrá</i>	<i>Pictiúir ar Luaschártaí</i> Tá tuisre orm – geaitsí a dhéanamh. <i>Réamhrá</i>	<i>Pictiúir ar Luaschártaí</i> <i>Réamhrá</i>	<i>Pictiúir ar Luaschártaí</i> <i>Réamhrá</i>
	<i>Eiseamláirí</i> Cé hí seo / cé hé seo / cé hiad seo? Seo i Cinnín Óir / Mamai Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba. Tá an leite seo <u>róthe / rófhuar / díreach ceart domsa</u> Tá an chathaoir / leaba seo <u>róchrúa / bhog / díreach ceart domsa</u> .	<i>Eiseamláirí</i> Tá ocras orm. Féach ar mo leite. Cá bhfuil mo leite?	<i>Eiseamláirí</i> Tá tuisre orm. Féach ar mo chathaoir. Tá mo chathaoir briste.	<i>Eiseamláirí</i> Féach ar mo leabasa. Féach cé atá i mo leabasa?	<i>Eiseamláirí</i> Tá ocras orm. Féach ar mo leite. Cá bhfuil mo leite? Tá tuisre orm. Féach ar mo chathaoir. Tá mo chathaoir briste. Féach ar mo leabasa. Féach cé atá i mo leabasa?

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Plean Coicíse – Inis Scéal

Feabhra 2020

5

Amended Sample (5)

Seachtain 2 – Cinnín Óir agus Na Trí Bhéar

	Dé Luain	Dé Máirt	Dé Céadaoin	Déardaoin	Dé hAoine
Tréimhse Réamhchumarsáide					
Cothú Spéise <i>Múinteoir ag eiseamláiriú</i>	Amhrán 'Inis Scéal' Dán: Cinnín Óir 1, 2, 3 (v.1 - 4)	Amhrán 'Inis Scéal' agus 'An Trí Bhéar' (v. 1)	Amhrán 'Inis Scéal' agus 'An Trí Bhéar' (v. 1 & 2)	Amhrán 'Inis Scéal' agus 'An Trí Bhéar' (v. 1 - 3)	Amhrán 'Inis Scéal' agus 'An Trí Bhéar' (v. 1 - 4)
	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith, seo é an leabhar</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>Cé hí seo? Cinnín Óir/ Mamai Béar.</i> <i>Cé hé seo? Daidí Béar / Babai Béar.</i>	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith.</i> <i>Cad í seo? Seo i an leite / an chathaoir / an leaba.</i> <i>Cad a deir Cinnín Óir ar an leathanach seo? Tá an leite seo róthe / rófhuar / díreach ceart domsa.</i>	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith.</i> <i>Cad í seo? Seo i an leite / an chathaoir / an leaba.</i> <i>Cad a deir Cinnín Óir ar an leathanach seo? Tá an chathaoir seo róchrúa / róbhog / díreach ceart domsa.</i>	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith.</i> <i>Cad í seo? Seo i an leite / an chathaoir / an leaba.</i> <i>Cad a deir Cinnín Óir ar an leathanach seo? Tá an leaba seo róchrúa / róbhog / díreach ceart domsa.</i>	Múinteoir ag caint: <i>Cén leabhar é seo?</i> <i>Cinnín Óir agus Na Trí Bhéar.</i> <i>An-mhaith.</i> <i>Cad í seo? Seo i an leite / an chathaoir / an leaba.</i> <i>Cad a deir Daidí Béar / Mamai Béar ar an leathanach seo? Féach ar mo leite / mo chathaoir / leabasa.</i>
Ionchur Teanga					
	<i>Pictiúir ar Luaschártaí</i> Cinnín Óir / Na Trí Bhéar: Daidí Béar, Mamai Béar, Babai Béar / leite / cathaoir / leaba	<i>Pictiúir ar Luaschártaí</i> <i>Seo i an leite. te / fuar / díreach ceart domsa</i> <i>Fíor Ábhair</i> 3 x babhla leite Tá ocras orm – geaitsí a dhéanamh. <i>Eiseamláirí</i> Tá ocras orm.	<i>Pictiúir ar Luaschártaí</i> <i>Seo i an chathaoir / an leaba. bog / crua / díreach ceart domsa</i> <i>Fíor Ábhair</i> 3 x chathaoir, 3 x leaba Tá tuisre orm – geaitsí a dhéanamh. <i>Eiseamláirí</i> Tá tuisre orm.	<i>Pictiúir ar Luaschártaí</i> <i>Réamhrá</i> Féach ar mo _____.	<i>Pictiúir ar Luaschártaí</i> <i>Réamhrá</i> <i>Eiseamláirí</i> Cá bhfuil mo leite?
	<i>Eiseamláirí</i> Cé hí seo / cé hé seo / cé hiad seo? Seo i Cinnín Óir / Mamai Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Trí Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba.	<i>Eiseamláirí</i> Tá an leite seo <u>róthe / rófhuar / díreach ceart domsa</u> .	<i>Eiseamláirí</i> Tá an chathaoir/leaba seo <u>róchrúa / róbhog / díreach ceart domsa</u> .	<i>Eiseamláirí</i> Féach ar mo leite / chathaoir / leabasa.	<i>Eiseamláirí</i> Tá mo chathaoir briste. Féach cé atá i mo leabasa?

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Plean Coicíse – Inis Scéal

Feabhra 2021

5

Pilot Sample (6)

Cleachtadh Teanga					
Fíor nó bréagach? Seo i Cinnín Óir. Fíor nó bréagach? <i>Más fíor é, is féidir an abairt a athrú agus ordóg a chur suas.</i> Seo i an leite / an chathaoir / an leaba. Fíor nó bréagach?	Drámaíocht Is féidir le páiste amháin é seo a rá os comhair an ranga: <u>Tri bhabhla ar an mbord:</u> Tá ocras orm. <i>Tá an leite seo róthe.</i> <i>Tá an leite seo rófhuar.</i> <i>Tá an leite seo díreach ceart domsa.</i>	Drámaíocht Is féidir le páiste amháin é seo a rá os comhair an ranga: <u>Tri bhabhla ar an mbord:</u> Tá ocras orm. <i>Tá an leite seo róthe.</i> <i>Tá an leite seo rófhuar.</i> <i>Tá an leite seo díreach ceart domsa.</i>	Drámaíocht Is féidir le páiste amháin é seo a rá os comhair an ranga: <u>Tri bhabhla ar an mbord:</u> Tá ocras orm. <i>Tá an leite seo róthe.</i> <i>Tá an leite seo rófhuar.</i> <i>Tá an leite seo díreach ceart domsa.</i> <u>Tri chathaoir:</u> Tá tuirse orm. <i>Tá an chathaoir seo róchrúa.</i> <i>Tá an chathaoir seo róbhog.</i> <i>Tá an chathaoir seo díreach ceart domsa.</i>	Drámaíocht Is féidir le páiste amháin é seo a rá os comhair an ranga: <u>Tri bhabhla ar an mbord:</u> Tá ocras orm. <i>Tá an leite seo róthe.</i> <i>Tá an leite seo rófhuar.</i> <i>Tá an leite seo díreach ceart domsa.</i> <u>Tri chathaoir:</u> Tá tuirse orm. <i>Tá an chathaoir seo róchrúa.</i> <i>Tá an chathaoir seo róbhog.</i> <i>Tá an chathaoir seo díreach ceart domsa.</i>	Drámaíocht Is féidir le páiste amháin é seo a rá os comhair an ranga: <u>Tri bhabhla ar an mbord:</u> Tá ocras orm. <i>Tá an leite seo róthe.</i> <i>Tá an leite seo rófhuar.</i> <i>Tá an leite seo díreach ceart domsa.</i> <u>Tri chathaoir:</u> Tá tuirse orm. <i>Tá an chathaoir seo róchrúa.</i> <i>Tá an chathaoir seo róbhog.</i> <i>Tá an chathaoir seo díreach ceart domsa.</i>
Cluiche Kim Cad a thóg mé? Thóg tú	<u>Tri chathaoir / leaba:</u> <i>Tá an chathaoir / leaba seo róchrúa.</i> <i>Tá an chathaoir / leaba seo róbhog.</i> <i>Tá an chathaoir / leaba seo díreach ceart domsa.</i>	<u>Tri chathaoir:</u> Tá tuirse orm. <i>Tá an chathaoir seo róchrúa.</i> <i>Tá an chathaoir seo róbhog.</i> <i>Tá an chathaoir seo díreach ceart domsa.</i>	<u>Tri leaba:</u> Tá tuirse orm. <i>Tá an leaba seo róchrúa.</i> <i>Tá an leaba seo róbhog.</i> <i>Tá an leaba seo díreach ceart domsa.</i>	<u>Tri leaba:</u> Tá tuirse orm. <i>Tá an leaba seo róchrúa.</i> <i>Tá an leaba seo róbhog.</i> <i>Tá an leaba seo díreach ceart domsa.</i>	<u>Tri leaba:</u> Tá tuirse orm. <i>Tá an leaba seo róchrúa.</i> <i>Tá an leaba seo róbhog.</i> <i>Tá an leaba seo díreach ceart domsa.</i>
Cad atá sa mhála? Fíor-ábhair á n-úsáid Cad i seo? Seo i an leite / an chathaoir / an leaba.	Is féidir le triúr páistí é seo a rá os comhair an ranga: <i>Féach ar mo leite. (DB)</i> <i>Féach ar mo leite. (MB)</i> <i>Cá bhfuil mo leite? (BB)</i>	Is féidir le triúr páistí é seo a rá os comhair an ranga: <i>Féach ar mo leite. (DB)</i> <i>Féach ar mo leite. (MB)</i> <i>Cá bhfuil mo leite? (BB)</i> <i>Féach ar mo chathaoir. (DB)</i> <i>Féach ar mo chathaoir. (MB)</i> <i>Tá mo chathaoir briste. (BB)</i>	Is féidir le triúr páistí é seo a rá os comhair an ranga: <i>Féach ar mo leite. (DB)</i> <i>Féach ar mo leite. (MB)</i> <i>Cá bhfuil mo leite? (BB)</i> <i>Féach ar mo chathaoir. (DB)</i> <i>Féach ar mo chathaoir. (MB)</i> <i>Tá mo chathaoir briste. (BB)</i> <i>Féach ar mo leabasa. (DB)</i> <i>Féach ar mo leabasa. (MB)</i> <i>Féach cé atá i mo leabasa? (BB)</i>	Is féidir le triúr páistí é seo a rá os comhair an ranga: <i>Féach ar mo leite. (DB)</i> <i>Féach ar mo leite. (MB)</i> <i>Cá bhfuil mo leite? (BB)</i> <i>Féach ar mo chathaoir. (DB)</i> <i>Féach ar mo chathaoir. (MB)</i> <i>Tá mo chathaoir briste. (BB)</i> <i>Féach ar mo leabasa. (DB)</i> <i>Féach ar mo leabasa. (MB)</i> <i>Féach cé atá i mo leabasa? (BB)</i>	Is féidir le triúr páistí é seo a rá os comhair an ranga: <i>Féach ar mo leite. (DB)</i> <i>Féach ar mo leite. (MB)</i> <i>Cá bhfuil mo leite? (BB)</i> <i>Féach ar mo chathaoir. (DB)</i> <i>Féach ar mo chathaoir. (MB)</i> <i>Tá mo chathaoir briste. (BB)</i> <i>Féach ar mo leabasa. (DB)</i> <i>Féach ar mo leabasa. (MB)</i> <i>Féach cé atá i mo leabasa? (BB)</i>
Ról imirt: Réamhrá ar Chinnín Óir agus i ag ithe / ina suí / ina seasamh.	Ról imirt:	Ról imirt:	Ról imirt: Réamhrá ar Chinnín Óir agus i ag ithe / ina suí / ina seasamh.	Ról imirt: Réamhrá ar Chinnín Óir agus i ag ithe / ina suí / ina seasamh.	Ról imirt: Réamhrá ar Chinnín Óir agus i ag ithe / ina suí / ina seasamh.

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Plean Coicise – Inis Scéal

Feabhra 2020

6

Amended Sample (6)

Cleachtadh Teanga					
Fíor nó bréagach? Seo i Cinnín Óir. Fíor nó bréagach? <i>Más fíor é, is féidir an abairt a athrú agus ordóg a chur suas.</i> Seo i an leite / an chathaoir / an leaba. Fíor nó bréagach?	Drámaíocht Múinteoir mar Chinnín Óir: <u>Tri bhabhla ar an mbord:</u> Tá ocras orm. <i>Tá an leite seo róthe.</i> <i>Tá an leite seo rófhuar.</i> <i>Tá an leite seo díreach ceart domsa.</i>	Drámaíocht Múinteoir mar Chinnín Óir: <u>Tri chathaoir:</u> Tá tuirse orm. <i>Tá an chathaoir seo róchrúa.</i> <i>Tá an chathaoir seo róbhog.</i> <i>Tá an chathaoir seo díreach ceart domsa.</i>	Drámaíocht Múinteoir mar Chinnín Óir: <u>Tri leaba:</u> Tá tuirse orm. <i>Tá an leaba seo róchrúa.</i> <i>Tá an leaba seo róbhog.</i> <i>Tá an leaba seo díreach ceart domsa.</i>	Drámaíocht Grúpa amháin mar Chinnín Óir: <u>Tri bhabhla ar an mbord</u> <u>Tri chathaoir</u> <u>Tri leaba</u>	
Cluiche Kim Cad a thóg mé? Thóg tú	Drámaíocht Rang iomlán mar Chinnín Óir: <u>Tri bhabhla ar an mbord:</u> Tá ocras orm. <i>Tá an leite seo róthe.</i> <i>Tá an leite seo rófhuar.</i> <i>Tá an leite seo díreach ceart domsa.</i>	Drámaíocht Rang iomlán mar Chinnín Óir: <u>Tri chathaoir:</u> Tá tuirse orm. <i>Tá an chathaoir seo róchrúa.</i> <i>Tá an chathaoir seo róbhog.</i> <i>Tá an chathaoir seo díreach ceart domsa.</i>	Drámaíocht Rang iomlán mar Chinnín Óir: <u>Tri leaba:</u> Tá tuirse orm. <i>Tá an leaba seo róchrúa.</i> <i>Tá an leaba seo róbhog.</i> <i>Tá an leaba seo díreach ceart domsa.</i>	Drámaíocht Rang iomlán mar Chinnín Óir agus na Tri Bhéar: Cinnín Óir <u>Tri bhabhla ar an mbord</u> <u>Tri chathaoir</u> <u>Tri leaba</u> Na Tri Bhéar <i>Féach ar mo leite!</i> <i>Féach ar mo chathaoir!</i> <i>Féach ar mo leaba!</i>	
Cad atá sa mhála? Fíor-ábhair á n-úsáid Cad i seo? Seo i an leite / an chathaoir / an leaba.	Drámaíocht Grúpa amháin mar Chinnín Óir: <u>Tri bhabhla ar an mbord:</u> Tá ocras orm. <i>Tá an leite seo róthe.</i> <i>Tá an leite seo rófhuar.</i> <i>Tá an leite seo díreach ceart domsa.</i>	Drámaíocht Grúpa amháin mar Chinnín Óir: <u>Tri chathaoir:</u> Tá tuirse orm. <i>Tá an chathaoir seo róchrúa.</i> <i>Tá an chathaoir seo róbhog.</i> <i>Tá an chathaoir seo díreach ceart domsa.</i>	Drámaíocht Grúpa amháin mar Chinnín Óir: <u>Tri leaba:</u> Tá tuirse orm. <i>Tá an leaba seo róchrúa.</i> <i>Tá an leaba seo róbhog.</i> <i>Tá an leaba seo díreach ceart domsa.</i>	Ról imirt: (mar ghrúpa) Ceathrar páistí ag aisteoireacht mar charactair sa scéal. Cinnín Óir <u>Tri bhabhla ar an mbord</u> <u>Tri chathaoir</u> <u>Tri leaba</u> Na Tri Bhéar <i>Féach ar mo leite!</i> <i>Féach ar mo chathaoir!</i> <i>Féach ar mo leaba!</i>	

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Plean Coicise – Inis Scéal

Feabhra 2021

6

Pilot Sample (7)

		Réamhrá ar Chinnín Óir agus i ag ithe / ina sui / ina seasamh. Na Tri Bhéar ag féachaint ar an leite.	Réamhrá ar Chinnín Óir agus i ag ithe / ina sui / ina seasamh. Na Tri Bhéar ag féachaint ar an leite / ar na cathaoirí / ar na leaba.	Na Tri Bhéar ag féachaint ar an leite / ar na cathaoirí / ar na leaba.	Na Tri Bhéar ag féachaint ar an leite / ar na cathaoirí / ar na leaba.
	Amhráin – An Tri Bhéar (Séideán Si) Bhí Tri Bhéar sa chistin lá, Sa chistin lá, sa chistin lá, Bhí Tri Bhéar sa chistin lá, Ag ullmhú an bricfeasta.	Amhráin – An Tri Bhéar (Séideán Si) Daidí, Mamai, is Babai Béar, is Babai Béar, is Babai Béar, Daidí, Mamai, is Babai Béar, Ag ullmhú an bricfeasta.	Amhráin – An Tri Bhéar (Séideán Si) Rinne Daidí leite dheas, leite dheas, leite dheas, Rinne Daidí leite dheas, leite dheas, leite dheas, Ach bhí sé i bhfad róthe dó.	Amhráin – An Tri Bhéar (Séideán Si) Chuaigh siad amach ag siúl, amach ag siúl, amach ag siúl, Chuaigh siad amach ag siúl, amach ag siúl, amach ag siúl, ag siúl sa choill le chéile	Amhráin – An Tri Bhéar (Séideán Si) Bhí Cinnín Óir ag siúl sa choill, ag siúl sa choill, ag siúl sa choill, Bhí Cinnín Óir ag siúl sa choill, Chonaic sí teach a bhí ann.
Tréimhse Cumarsáide					
Léitheoireacht i gComhpháirt	Am Scéalaíochta: - Deis chun cur leis an scéal: - Taispeáin dom (leite / cathaoir / leaba / te / fuar / crua / bog srl.) - Cé hí seo / cé hé seo / cé hiad seo? - Cad í / é seo? - Cad a deir Cinnín Óir? - Cad a deir Daidí / Mamai / Babai Béar? - Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, ag tabhairt níos mó freagracht dóibh le linn na seachtaine. Mar shampla:				
	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.
Tréimhse Iarchumarsáide					
Dul siar	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Cé hí seo / cé hé seo / cé hiad seo? Seo i Cinnín Óir / Mamai Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Tri Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba.	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Féach ar mo leiteise. (DB) Féach ar mo leiteise. (MB) Cá bhfuil mo leiteise? (BB)	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Féach ar mo leiteise. (DB) Féach ar mo leiteise. (MB) Cá bhfuil mo leiteise? (BB) Féach ar mo chathaoirise. (DB)	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Féach ar mo leiteise. (DB) Féach ar mo leiteise. (MB) Cá bhfuil mo leiteise? (BB) Féach ar mo chathaoirise. (DB) Féach ar mo chathaoirise. (MB) Tá mo chathaoirise briste. (BB)	Drámaíocht Is féidir le páistí ról imirt a dhéanamh nuair atá an múinteoir ag insint an scéil. Múinteoir mar scéalaí, páistí mar charactair sa scéal.
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7

Amended Sample (7)

	Amhráin – An Tri Bhéar (Séideán Si) Bhí Tri Bhéar sa chistin lá, Sa chistin lá, sa chistin lá, Bhí Tri Bhéar sa chistin lá, Ag ullmhú an bricfeasta.	Amhráin – An Tri Bhéar (Séideán Si) Daidí, Mamai, is Babai Béar, is Babai Béar, is Babai Béar, Daidí, Mamai, is Babai Béar, Ag ullmhú an bricfeasta.	Amhráin – An Tri Bhéar (Séideán Si) Rinne Daidí leite dheas, leite dheas, leite dheas, Rinne Daidí leite dheas, leite dheas, leite dheas, Ach bhí sé i bhfad róthe dó.	Amhráin – An Tri Bhéar (Séideán Si) Chuaigh siad amach ag siúl, amach ag siúl, amach ag siúl, Chuaigh siad amach ag siúl, amach ag siúl, amach ag siúl, ag siúl sa choill le chéile	Amhráin – An Tri Bhéar (Séideán Si) Bhí Cinnín Óir ag siúl sa choill, ag siúl sa choill, ag siúl sa choill, Bhí Cinnín Óir ag siúl sa choill, Chonaic sí teach a bhí ann.
Tréimhse Cumarsáide					
Léitheoireacht i gComhpháirt	Am Scéalaíochta: - Deis chun cur leis an scéal: - Taispeáin dom (leite / cathaoir / leaba / te / fuar / crua / bog srl.) - Cé hí seo / cé hé seo / cé hiad seo? - Cad í / é seo? - Cad a deir Cinnín Óir? - Cad a deir Daidí / Mamai / Babai Béar? - Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, ag tabhairt níos mó freagracht dóibh le linn na seachtaine. Mar shampla:				
	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.	'Féach ar mo leabasa' arsa Daidí Béar. 'Féach ar mo leabasa' arsa Mamai Béar. 'Féach cé atá i mo leabasa' arsa Babai Béar.
Tréimhse Iarchumarsáide					
Dul siar	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Cé hí seo / cé hé seo / cé hiad seo? Seo i Cinnín Óir / Mamai Béar. Seo é Daidí Béar / Babai Béar. Seo iad na Tri Bhéar. Cad í seo? Seo i an leite / an chathaoir / an leaba.	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Tá ocras orm. Tá an leite seo <u>róthe / róthrua / díreach ceart domsa</u>	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Tá tuirse orm. Tá an cathaoir / leaba seo <u>róthrua / bhog / díreach ceart domsa</u> .	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Féach ar mo leiteise. Féach ar mo chathaoirise. Féach ar mo leabasa.	Drámaíocht Is féidir le páistí ról imirt a dhéanamh nuair atá an múinteoir ag insint an scéil. Múinteoir mar scéalaí, páistí mar charactair sa scéal.

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Plean Coicíse – Inis Scéal

Feabhra 2021

7

Pilot Sample (8)

	Tá an leite seo <u>róthe / rófhuar / díreach ceart domsa</u> Tá an cathaoir / leaba seo <u>róchrúa / bhog / díreach ceart domsa</u>. lomhánna a chur in ord ar an gclár bán: • Scéal ar fad: ○ mar rang ○ mar ghrúpaí ○ mar pháiste Úsáid a bhaint as na acmhainní <i>Tell-a-Tale</i> i.e. masc / daoine líreacáin / fíor abhair.		Féach ar mo chathaoirise. (MB) Tá mo chathaoirise briste. (BB)	Féach ar mo leabasa. (DB) Féach ar mo leabasa. (MB) Féach cé atá i mo leabasa? (BB)	
	Mar shampla: Lá amháin, rinne Mamai Béar leite. Chuaigh na trí bheir amach ag siúl. "Tá an leite seo ró-the." "Tá an leite seo ró-fhuar." "Tá an leite seo díreach ceart domsa!" "Tá an chathaoir seo ró-chrua." "Tá an chathaoir seo ró-bhog." "Tá an chathaoir seo díreach ceart domsa!" "Tá an leaba seo ró-chrua." "Tá an leaba seo ró-bhog." "Tá an leaba seo díreach ceart domsa!" "Féach ar mo leiteise." "Féach ar mo leiteise." "Cá bhfuil mo leiteise?" "Féach ar mo chathaoirise." "Féach ar mo chathaoirise." "Tá mo chathaoirise briste!" "Féach ar mo leabasa." "Féach ar mo leabasa." "Féach cé atá i mo leabasa." "Ó!" arsa Cinnín Óir, "táimse ag imeacht!"				
Leathnú na Foghlama	Ag seasamh i gciorcal le liathróid: Is mise Ms. Murphy, cé thusa? (caith an liathróid chuig páiste) Is mise Brid, ce thusa? Is mise Liam, cé thusa? Ag seasamh i gciorcal. Téann an múinteoir timpeall le puipead: Cé hí/hé seo? (stop leis an puipead ar cheann páiste) Seo i Brid / seo é Liam. Dul siar ar an amhráin.	Úsáid a bhaint as bia eile a d'fhoghlaim an rang cheanna: Piotsa: Tá an piotsa seo róthe / rófhuar / díreach ceart domsa. Ubh: Tá an ubh seo róthe / rófhuar / díreach ceart domsa. Tae: Tá an tae seo róthe / rófhuar / díreach ceart domsa. Dul siar ar an amhráin.	Cur síos a dhéanamh ar rudai atá ar eolas acu sa mhála scoile: Féach ar mo: mhála scoile / bhosca lóin / chóta / úll / cheapaire / phictiúr srl. Dul siar ar an amhráin.	Úsáid a bhaint as bia eile a d'fhoghlaim an rang cheanna: Piotsa: Tá an piotsa seo róthe / rófhuar / díreach ceart domsa. Ubh: Tá an ubh seo róthe / rófhuar / díreach ceart domsa. Tae: Tá an tae seo róthe / rófhuar / díreach ceart domsa. Cur síos a dhéanamh ar rudai atá ar eolas acu sa mhála scoile: Féach ar mo: mhála scoile / bhosca lóin / chóta / úll / cheapaire / phictiúr srl. Dul siar ar an amhráin.	➤ Pictiúr a chur in ord ar an gclár bán. <i>Cad a tharla ar dtús?</i> <i>Cad a tharla ansin?</i> <i>Cad a tharla tar éis é sin?</i> <i>Cad a tharla ag deireadh an scéil?</i> ➤ Scéal a athinsint. Dul siar ar an amhráin.
Gaeilge Neamhfhoirmiúil: • Cé thusa? Is mise... Cé hí seo / cé hé seo / cé hiad seo? / Cad é / í seo? Seo é / í ... • An bhfuil ocras / tuirse / fearg ort? • Tá ocras / tuirse / fearg orm. (geatsí a chur leo) • Féach ar mo / Féach ar an (féach ar an gclár bán / féach ar obair Liam / féach ar an ngrúpa gorm) • Táimse ag imeacht (ag am sosa / ag am lóin / ag deireadh an lae) Dán 'Cinnín Óir, 1, 2, 3' a úsáid ó cheacht go ceacht (idirthréimhse) Amhráin – An Tri Bhéar (Séideán Si)					
1. (Dé Luain) Bhí Tri Bhéar sa chistin lá, Sa chistin lá, sa chistin lá, Bhí Tri Bhéar sa chistin lá Ag ullmhú an bricfeasta.	2. (Dé Máirt) Daidí, Mamai, is Babai Béar, is Babai Béar, is Babai Béar, Daidí, Mamai, is Babai Béar, Ag ullmhú an bricfeasta.	3. (Dé Céadaoin) Rinne Daidí leite dheas, leite dheas, leite dheas, Rinne Daidí leite dheas, Ach bhí sé i bhfad róthe dó.	4. (Déardaoin) Chuaigh siad amach ag siúl, amach ag siúl, amach ag siúl, Chuaigh siad amach ag siúl, ag siúl sa choill le chéile	5. (Dé hAoine) Bhí Cinnín Óir ag siúl sa choill, ag siúl sa choill, ag siúl sa choill, Bhí Cinnín Óir ag siúl sa choill, Chonaic sí teach a bhí ann.	

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Plean Coicíse – Inis Scéal

Feabhra 2020

8

Amended Sample (8)

Leathnú na Foghlama	Ag seasamh i gciorcal. Téann an múinteoir timpeall le puipead: Cé hí/hé seo? (stop leis an puipead ar cheann páiste) Seo i Brid / seo é Liam. Dul siar ar an amhráin.	Úsáid a bhaint as bia eile a d'fhoghlaim an rang cheanna: Piotsa: Tá an piotsa seo róthe / rófhuar / díreach ceart domsa. Ubh: Tá an ubh seo róthe / rófhuar / díreach ceart domsa. Tae: Tá an tae seo róthe / rófhuar / díreach ceart domsa. Dul siar ar an amhráin.	Na páistí ag dul timpeall an rang chun rudai bhoga / chrua a fháil Pean luaidh / bord / clár bán = cru Cúisíní / torthaí (banana / oráiste) = bog Deir na páistí cru a nó bog os ard. Dul siar ar an amhráin.	Cur síos a dhéanamh ar rudai atá ar eolas acu sa mhála scoile: Féach ar mo: mhála scoile / bhosca lóin / chóta / úll / cheapaire / phictiúr srl. Dul siar ar an amhráin.	➤ Pictiúr a chur in ord ar an gclár bán. <i>Cad a tharla ar dtús?</i> <i>Cad a tharla ansin?</i> <i>Cad a tharla tar éis é sin?</i> <i>Cad a tharla ag deireadh an scéil?</i> ➤ Scéal a athinsint. Dul siar ar an amhráin.
Gaeilge Neamhfhoirmiúil: • Cé thusa? Is mise... Cé hí seo / cé hé seo / cé hiad seo? / Cad é / í seo? Seo é / í ... • An bhfuil ocras / tuirse / fearg ort? • Tá ocras / tuirse / fearg orm. (geatsí a chur leo) • Féach ar mo / Féach ar an (féach ar an gclár bán / féach ar obair Liam / féach ar an ngrúpa gorm) • Táimse ag imeacht (ag am sosa / ag am lóin / ag deireadh an lae) Dán 'Cinnín Óir, 1, 2, 3' a úsáid ó cheacht go ceacht (idirthréimhse) Amhráin – An Tri Bhéar (Séideán Si)					
1. (Dé Luain) Bhí Tri Bhéar sa chistin lá, Sa chistin lá, sa chistin lá, Bhí Tri Bhéar sa chistin lá Ag ullmhú an bricfeasta.	2. (Dé Máirt) Daidí, Mamai, is Babai Béar, is Babai Béar, is Babai Béar, Daidí, Mamai, is Babai Béar, Ag ullmhú an bricfeasta.	3. (Dé Céadaoin) Rinne Daidí leite dheas, leite dheas, leite dheas, Rinne Daidí leite dheas, Ach bhí sé i bhfad róthe dó.	4. (Déardaoin) Chuaigh siad amach ag siúl, amach ag siúl, amach ag siúl, Chuaigh siad amach ag siúl, ag siúl sa choill le chéile	5. (Dé hAoine) Bhí Cinnín Óir ag siúl sa choill, ag siúl sa choill, ag siúl sa choill, Bhí Cinnín Óir ag siúl sa choill, Chonaic sí teach a bhí ann.	

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Feabhra 2021

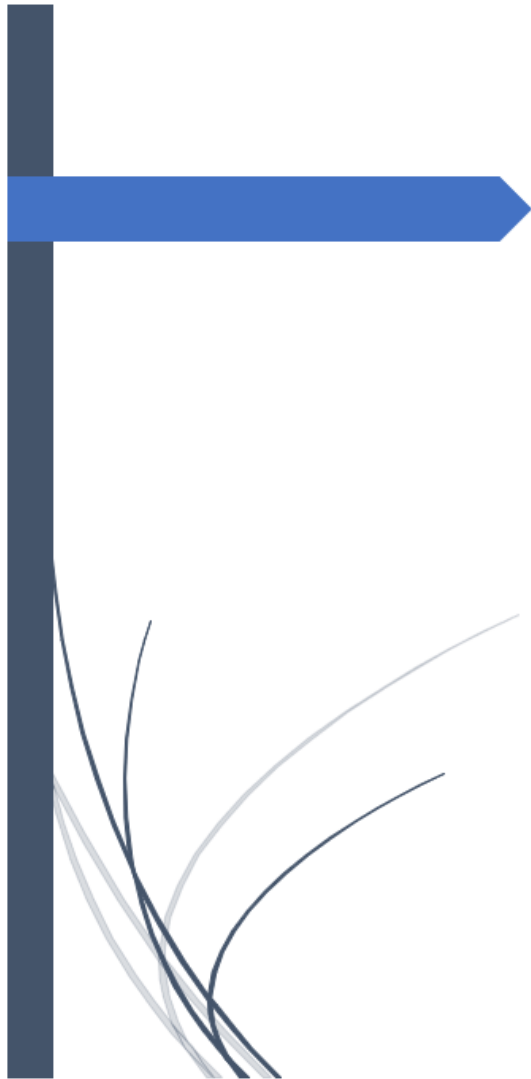
8

Bookmark Sample

Goldilocks and The Three Bears Bookmark Day 1	Goldilocks and The Three Bears Bookmark Day 2
- Ask children to say hello to Father Bear / Mother Bear / Baby Bear. - Respond 'hello' to each greeting using a big / middle-sized / tiny, little voice.	Ask children to finish the sentences: there was big _____, middle-sized _____ and tiny, little _____.
- Ask children to pretend to stir porridge in a pot. - Ask children to pretend to walk.	Ask children to fill in the gaps: bright and early one morning, _____ was busy making _____.
- Show me your hair, cheeks and nose. - Ask children to say 'mmm, I smell porridge!'	- Who owns the house that Goldilocks walked into? - Ask children to finish the sentences: the first / second bowl of porridge was much too _____.
Ask children to count the bowls: 'one, two, three.'	Ask children to finish the sentences: the first / second chair was much too _____.
Ask children to count the chairs: 'one, two, three.'	What happens next?
- Ask the children to say 'CRASH!' - What will Baby Bear say?	Ask the children to finish the sentence: Goldilocks was _____.
Ask children to count the beds: 'one, two, three.'	Ask children to finish the sentences: the first / second chair was much too _____.
- Ask children to pretend to walk. - Ask children to say 'I smell trouble!'	What happens next?
Ask children to help say each Bear's part.	What will the bears say?
Ask children to help say each Bear's part.	Ask children to help say each Bear's part.
- What are the bears going to see when they get upstairs? - Ask children to help say each Bear's part.	How does Baby Bear feel? Why?
Ask children to pretend to run away.	- Who is in the bed? - How do the bears feel? Why?
	Ask children to pretend to run away.

Bookmark Sample

<i>Goldilocks and The Three Bears</i> Bookmark Day 3	<i>Goldilocks and The Three Bears</i> Bookmark Day 4
- Ask children to finish the sentences: there was _____, _____ and _____. - Ask children to pretend to be each bear saying hello (children must use big / middle-sized / tiny voices)	Where do the bears live?
- Where did they go for a walk? - Why did they go for a walk?	What did the bears do before eating their porridge?
Ask children to finish the sentences: she had golden _____, and her cheeks were _____.	- Who else was walking in the forest? - Why do you think Goldilocks went into the house?
What do you think Goldilocks said about this porridge? (point to each)	Have you ever eaten porridge for breakfast? Do you like it? What else do you have for breakfast?
What do you think Goldilocks said about this chair? (point to each)	Why did Goldilocks want to sit down?
Why did the chair break?	- Why did the chair break? - Would you go upstairs in the three bears' house? Why/why not?
What do you think Goldilocks said about this bed? (point to each)	Who owns this bed? why do you think that?
Ask children to finish the sentence: meanwhile, on the forest track, the three bears were _____.	Why do you think the three bears noticed something was wrong?
Ask children to help say each Bear's part.	How would you feel if someone ate your breakfast?
Ask children to help say each Bear's part.	How would you feel if someone broke your chair?
How do you think the bears feel creeping up the stairs?	Why did the bears walk quietly up the stairs?
How do you think Goldilocks felt when she saw the three bears looking at her?	- Why did Goldilocks run away? - Why did she never have porridge again?



A Mentoring Professional Development Programme

An outline of professional development sessions 1 – 18 in support of teachers delivering the Tell-a-Tale | Inis Scéal Programme

Aoife Merrins
DUBLIN CITY UNIVERSITY

Number	Purpose	Approaches	Content
1	Introduce researcher to participants in each school	<u>Sociocultural Theory:</u> Social Origins of Higher Mental Functions: Social interaction through introductions to enable growth between and among teachers (Vygotsky, 1960) <u>Mentoring:</u> Phase - Initiation: Commence mentoring relationship (Kram, 1983) Type – Formal & Collaborative: discussion group, reflective engagement Career development: goal setting and carefully structured mentoring programme Psychosocial support: warm and friendly mentor characteristics <u>Effective Professional Development Components</u> Structural: collaborative discussions Content: targeted gaps in knowledge Stakeholders: informed mentor	Introduction (10 minutes) • Welcome participants • Ask for permission to record the PD session • Share ethical protocol: ◦ Remind participants of their voluntary role and the right to withdraw at any stage ◦ Provide pseudonyms to be used for the duration of the project ◦ Advise on data storage procedures and length of time that data will be retained for • Introduce professional background and experience to-date
Title	Facilitate an informal conversation about the Tell-a-Tale Inis Scéal project		Tell-a-Tale Inis Scéal Project (20 minutes) • Share research title • Present rationale for this type of research in Irish primary schools • Outline the aims of the project • Review the research questions that this project seeks to address • Examine the overview and timeline for the project
Introduction	Share timeline for project participation		Timeline for Project Completion (20 minutes) • Share: ◦ Entire project timeline ◦ Professional development timeline ◦ Tell-a-Tale Inis Scéal delivery timeline
Resources			Conclusion (10 minutes) • Brief recap of introduction session • Question and answer opportunity
PowerPoint – Introduction Session			
Audio Recorder			
Duration			
60 minutes			
Data	Record of any significant comments during session relative to RQs 1 – 3.		
Number	Purpose	Approaches	Content
2	Examine mainstream and support teachers’ practices to-date in the area of English as an Additional Language	<u>Sociocultural Theory</u> Social Origins of Higher Mental Functions: Social interaction through PD discussions to enable growth	Introduction (5 minutes) • Welcome participants • Ask for permission to record the focus group discussion • Share ethical protocol:
Title			

Focus Group Discussion (1)	<i>Explore mainstream and support teachers' experiences to-date in the area of English as an Additional Language</i>	between and among teachers (Vygotsky, 1960)	○ Remind participants of their voluntary role and the right to withdraw at any stage ○ Provide pseudonyms to be used for the duration of the project ○ Advise on data storage procedures and length of time that data will be retained for
Resources		<u>Mentoring Theory</u>	● Begin discussion
Audio Recorder		Initiation: Continue mentoring relationship / getting to know the participants through their lived experiences to-date (Kram, 1983)	Focus Group Discussion (50 minutes) Please note that answering these questions are optional .
Schedule of Questions	<i>Establish mainstream and support teachers' professional development experiences to-date in the area of English as an Additional Language</i>	Type – Formal & Collaborative: discussion group, reflective engagement	1. Describe your experiences of working with children with EAL. (Establish prior knowledge). <i>i.e., How many years have you been teaching children with EAL? What have you learned along the way?</i>
Duration		Career development: feedback between mentor and mentee	2. Describe your experiences of getting support for your work with children with English as an Additional Language. (Establish needs). <i>i.e., Have you been able to access support for this work? If so, where? If not, what would have helped you?</i>
60 minutes		Psychosocial support: warm and friendly mentor characteristics	3. Tell me about any professional development opportunities you have experienced to-date for working with children with English as an Additional Language? <i>i.e., CPD Workshops? Higher Education? Whole-school approach? Duration of PD? Typical delivery? Content? Feelings towards EAL PD? Confidence?</i>
		<u>Effective Professional Development Components</u>	4. Describe the resources you have used to-date in support of children with English as an Additional Language. <i>i.e., to support planning / preparation, teaching / learning, assessment / differentiation.</i>
		Structural: collaborative discussions and critical reflection	5. Describe the activities you have used to-date in support of children with English as an Additional Language. <i>i.e., how is language development supported?</i>
		Content: n/a	
		Stakeholders: mentee prior knowledge, needs and interests	

			6. Children with English as an Additional Language bring strengths to the classroom, but they also experience challenges too. What do you think their strengths are? What challenges do they encounter? <i>i.e., strengths discussion first, then challenges</i> 7. What would you like to gain as part of your own professional development from taking part in this research project? (Establish interests). <i>i.e., motivation for involvement (personal, school-related, system-wide)</i> 8. Is there anything else that you wanted to tell me about your professional development experiences for children with EAL that hasn't come up so far? Conclusion (5 minutes) • Thank participants for their time and insights on this topic
Data	Data from mainstream and support teachers for RQ1(a) - What are participant mainstream and support teachers' professional development experiences of EAL support to-date? Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
3	<i>Reflect on, and learn about, the experience of learning an alternative language</i>	<u>Sociocultural Theory</u> Social Origins of Higher Mental Functions: Social interaction through PD workshops to enable growth between and among teachers (Vygotsky, 1960) Internalisation: Unification of social interaction and the mind to enable individual growth in the form of journal writing (Vygotsky, 1960) Mediation: Human Mediator - transformation of external social interactions to internal higher mental functions (Vygotsky, 1960)	Introduction (5 minutes) • Welcome participants • Ask for permission to record the PD session • Share ethical protocol: ○ Remind participants of their voluntary role and the right to withdraw at any stage ○ Provide pseudonyms to be used for the duration of the project ○ Advise on data storage procedures and length of time that data will be retained for • Prompt questions to use in PD discussion (for data collection)
Title	<i>Introduce the concept of reflection and how it can be applied to participation in the research project</i>		
Professional Development Discussions (1)	<i>Examine the importance of oral language and how it can be developed in junior infant classrooms</i>		Learning an Alternative Language (10 minutes) • Engage with a well-known nursery rhyme in an alternative language. Discuss. • Explore language acquisition stages and language proficiency types • Discuss how Tell-a-Tale Inis Scéal is helpful for the child with EAL.
Resources			
PowerPoint – Workshop 1			
Audio Recorder	<i>Record mainstream and support teachers' experiences and perceptions of Tell-a-Tale professional development session 1</i>	<u>Mentoring Theory</u> Initiation: Continue mentoring relationship while gauging mentees' needs / expectations of the mentoring experience (Kram, 1983)	Reflection (10 minutes) • Introduce reflection definitions. Discuss.
Reflective Logs			
Duration			

90 minutes	Reflect on new learning and intended new approaches	Type – Formal & Collaborative: discussion group, workshops, reflective engagement Career development: regular meetings and feedback between mentor and mentee Psychosocial support: mentor as respectful, supportive and encouraging <u>Effective Professional Development Components</u> Structural: interactive workshop, collaborative discussions and critical reflection Content: theory-based strategies and support materials Stakeholders: study theory of children’s heritage languages, learning styles and language acquisition	• Present advantages of reflection. Discuss. • Review reflective models. Discuss. Oral Language (30 minutes) • Examine oral language definitions and advantages. Discuss. • Explore oral language components. Discuss. • Identify oral language acquisition strategies. Discuss. Conclusion (5 minutes) • Brief recap of introduction session • Question and answer opportunity Prompt Questions for Professional Development Discussions Please note that answering these questions are optional. 1. What do you know about _____? 2. Why is _____ important? 3. How can we support _____ in our work? 4. What have you learned about _____ today? 5. Name something that has stood out for you in today’s professional development session. 6. Which activity / experience / insight has been most useful in today’s professional development session? 7. What aspect of this professional development session are you most likely to use going forward? 8. During our last discussion, you said ‘X’. Can you tell me more about this?
Data	Data from mainstream and support teachers for RQ1(b) - What are participant mainstream and support teachers’ experiences and perceptions of professional development for Tell-a-Tale delivery? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
4	Review workshop 1 content: ○ Reflection ○ Tell-a-Tale Inis Scéal components ○ Oral Language	<u>Sociocultural Theory</u> Social Origins of Higher Mental Functions: Social interaction through PD workshops to enable growth between and among teachers (Vygotsky, 1960) Internalisation: Unification of social interaction and the mind to enable individual growth in the form of journal writing (Vygotsky, 1960)	Introduction (5 minutes) • Welcome participants • Ask for permission to record the PD session • Share ethical protocol: ○ Remind participants of their voluntary role and the right to withdraw at any stage ○ Provide pseudonyms to be used for the duration of the project ○ Advise on data storage procedures and length of time that data will be retained for
Title			
Professional Development Discussions (2)	Explore the value of storybooks, more specifically, traditional tales, and how they		

Resources	<i>can be used to facilitate language learning</i>	Mediation: External Mediator - transformation of external social interactions to internal higher mental functions (Vygotsky, 1960)	Prompt questions to use in PD discussion (for data collection)
PowerPoint – Workshop 2	<i>Introduce the concept of dialogic reading and techniques to enable teachers to engage in this style of shared reading for oral language development</i>	Initiation: Continue mentoring relationship while gauging mentees’ needs / expectations of the mentoring experience (Kram, 1983)	Storybooks (10 minutes) - Introduce storybook definitions and the advantages associated with storybooks. Discuss. - Review strategies for choosing / using storybooks. Discuss. - Present traditional tales as appropriate sources for Tell-a-Tale Inis Scéal. Discuss.
Audio Recorder		Initiation: Continue mentoring relationship while gauging mentees’ needs / expectations of the mentoring experience (Kram, 1983)	Dialogic Reading (20 minutes) - Examine the theoretical underpinnings of Dialogic Reading (DR). Discuss. - Explore DR strategies. Discuss. - Researcher models the use of DR.
Reflective Logs		Type – Formal & Collaborative: discussion group, workshops, reflective engagement	Narrative Retell (20 minutes) - Examine the narrative composition theory. Discuss. - Explore macrostructure and microstructure as narrative retell components. Discuss. - Researcher models supporting narrative retell as part of Tell-a-Tale. Discuss.
Duration		Career development: regular meetings and feedback between mentor and mentee	Conclusion (5 minutes) - Brief recap of introduction session - Question and answer opportunity
90 minutes	<i>Examine oral narrative retell as a comprehension strategy and the skills associated with its development in junior primary classrooms</i> <i>Reflect on new learning and intended new approaches</i>	Psychosocial support: mentor as respectful, supportive and encouraging <u>Effective Professional Development Components</u> Structural: interactive workshop, collaborative discussions and critical reflection Content: theory-based strategies, support materials, apply theory to practice Stakeholders: study theory of children’s heritage languages, learning styles and language acquisition, mentor as role-model	Prompt Questions for Professional Development Discussions Please note that answering these questions are <i>optional</i> . - What do you know about _____? - Why is _____ important? - How can we support _____ in our work? - What have you learned about _____ today? - Name something that has stood out for you in today’s professional development session. - Which activity / experience / insight has been most useful in today’s professional development session? - What aspect of this professional development session are you most likely to use going forward? - During our last discussion, you said ‘X’. Can you tell me more about this?

Data	Data from mainstream and support teachers for RQ1(b) - What are participant mainstream and support teachers' experiences and perceptions of professional development for Tell-a-Tale delivery? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
5	<i>Review workshop 2 content:</i> ○ Storybooks ○ Dialogic Reading ○ Narrative Retell	<u>Sociocultural Theory</u> Social Origins of Higher Mental Functions: Social interaction through PD workshops to enable growth between and among teachers (Vygotsky, 1960) Internalisation: Unification of social interaction and the mind to enable individual growth in the form of journal writing (Vygotsky, 1960) Mediation: External Mediator - transformation of external social interactions to internal higher mental functions (Vygotsky, 1960)	Introduction (5 minutes) • Welcome participants • Ask for permission to record the PD session • Share ethical protocol: ○ Remind participants of their voluntary role and the right to withdraw at any stage ○ Provide pseudonyms to be used for the duration of the project ○ Advise on data storage procedures and length of time that data will be retained for • Prompt questions to use in PD discussion (for data collection)
Title	<i>Enable familiarity with Tell-a-Tale Inis Scéal components</i>		
Professional Development Discussions (3)			
Resources	<i>Examine Tell-a-Tale lesson plans and exemplar</i>		
PowerPoint – Workshop 3			
Audio Recorder	<i>Engage in active delivery of Tell-a-Tale using the lesson plans and exemplar</i>	<u>Mentoring Theory</u> Initiation: Continue mentoring relationship while gauging mentees' needs / expectations of the mentoring experience (Kram, 1983) Type – Formal & Collaborative: discussion group, workshops, reflective engagement Career development: regular meetings and feedback between mentor and mentee Psychosocial support: mentor as respectful, supportive and encouraging	Tell-a-Tale Inis Scéal Components (10 minutes) • Explore the theoretical underpinnings of Tell-a-Tale Inis Scéal: ○ Sociocultural Theory (Vygotsky, 1978) ○ Interactionist Theory (Bruner, 1981) ○ Common Underlying Proficiency Theory (Cummins, 2000) ○ Gradual Release of Responsibility Model (Pearson & Gallagher, 1983) • Discuss how these components might occur in practice
Reflective Logs	<i>Reflect on new learning and intended new approaches</i>		
Tell-a-Tale Resource Box, Handbook & Lesson Plans			
Duration			
90 minutes		<u>Effective Professional Development Components</u> Structural: interactive workshop, collaborative discussions and critical reflection Content: theory-based strategies, support materials, apply theory to practice Stakeholders: study theory of children's heritage languages, learning styles and language acquisition, mentor as role-model	Tell-a-Tale Lesson Plans and Exemplar (10 minutes) • Share Tell-a-Tale lesson plans (weeks 1 – 6). Compare each weekly plan to establish understanding of repetitive and consistent nature of the programme. • Examine each section of the lesson plan for week 1 to promote familiarity with the lesson plan. • Share Tell-a-Tale teaching exemplar for week 1. Advise that its purpose is to support preliminary delivery of the programme. • Scéal. Discuss. Tell-a-Tale Role Play (30 minutes) • Engage in whole-group role-play of Tell-a-Tale delivery. • Researcher modelling. Shared modelling. Guided modelling. Independent modelling. Conclusion (5 minutes) • Brief recap of introduction session • Question and answer opportunity Prompt Questions for Professional Development Discussions

			Please note that answering these questions are optional. 1. What do you know about _____? 2. Why is _____ important? 3. How can we support _____ in our work? 4. What have you learned about _____ today? 5. Name something that has stood out for you in today's professional development session. 6. Which activity / experience / insight has been most useful in today's professional development session? 7. What aspect of this professional development session are you most likely to use going forward? 8. During our last discussion, you said 'X'. Can you tell me more about this?
Data	Data from mainstream and support teachers for RQ1(b) - What are participant mainstream and support teachers' experiences and perceptions of professional development for Tell-a-Tale delivery? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
6	Enable participants to engage with literature to support their pedagogical content knowledge for Tell-a-Tale delivery.	<u>Sociocultural Theory</u> Internalisation: Unification of social interaction and the mind to enable individual growth (Vygotsky, 1960) Mediation: Psychological Mediator - transformation of external social interactions to internal higher mental functions (Vygotsky, 1960) <u>Mentoring Theory</u> Type – Electronic: mentor availability via phone, text, e-mail, e-meeting Career development: carefully structured mentoring content Psychosocial support: mentor as respectful, supportive and encouraging <u>Effective Professional Development Components</u> Structural: ongoing support, critical reflection	Reading (40 minutes) • Read Lever & Sénéchal (2011) <i>Discussing stories: On how a dialogic reading intervention improves kindergartners' oral narrative construction</i> This reading is valuable because it: ✓ Rationalises a focus on oral narration ✓ Explores dialogic shared reading as a valuable resource for oral language development ✓ Provides information on the components of narrative skills ✓ Outlines that explicit teaching of microstructural narrative components (i.e., proposed language activities) is important for young language learners (aged 5) Writing (20 minutes) • Note any queries that have emerged from reading it • Note anything new / striking about the programme that might affect future teaching approaches / practices
Title			
Independent Reading and Reflective Writing (1)			
Resources			
Reading – Lever & Sénéchal (2011)			
Reflective Log			
Duration			
60 minutes			

		Content: support materials Stakeholders: mentee needs	
Data	Data from mainstream and support teachers for RQ1(b) - What are participant mainstream and support teachers' experiences and perceptions of professional development for Tell-a-Tale delivery? (Participant self-reflection on professional practices)		
Number	Purpose	Approaches	Content
7	<i>Examine Inis Scéal lesson plans and exemplar</i>	<u>Sociocultural Theory</u> Social Origins of Higher Mental Functions: Social interaction through PD workshops to enable growth between and among teachers (Vygotsky, 1960) Internalisation: Unification of social interaction and the mind to enable individual growth in the form of journal writing (Vygotsky, 1960) Mediation: External Mediator - transformation of external social interactions to internal higher mental functions (Vygotsky, 1960) <u>Mentoring Theory</u> Initiation: Continue mentoring relationship while gauging mentees' needs / expectations of the mentoring experience (Kram, 1983) Type – Formal & Collaborative: discussion group, workshops, reflective engagement Career development: regular meetings and feedback between mentor and mentee Psychosocial support: mentor as respectful, supportive and encouraging <u>Effective Professional Development Components</u> Structural: interactive workshop, collaborative discussions and critical reflection Content: theory-based strategies, support materials, apply theory to practice Stakeholders: study theory of children's heritage languages, learning styles and language acquisition, mentor as role-model	Introduction (5 minutes) - Welcome participants - Ask for permission to record the PD session - Share ethical protocol: - Remind participants of their voluntary role and the right to withdraw at any stage - Provide pseudonyms to be used for the duration of the project - Advise on data storage procedures and length of time that data will be retained for - Prompt questions to use in PD discussion (for data collection) Inis Scéal Lesson Plans and Exemplar (10 minutes) - Share Inis Scéal lesson plans (fortnights 1 – 3). Compare each fortnightly plan to establish understanding of repetitive and consistent nature of the programme. - Examine each section of the lesson plan for fortnight 1 to promote familiarity with the lesson plan. - Share Inis Scéal teaching exemplar for fortnight 1. Advise that its purpose is to support preliminary delivery of the programme. Inis Scéal Role Play (50 minutes) - Engage in whole-group role-play of Inis Scéal delivery. - Researcher modelling. Shared modelling. Guided modelling. Independent modelling. Conclusion (5 minutes) - Brief recap of introduction session - Question and answer opportunity
Title	<i>Engage in active delivery of Inis Scéal using the lesson plans and exemplar</i>		
Professional Development Discussions (4)	<i>Reflect on new learning and intended new approaches</i>		
Resources			
PowerPoint – Workshop 4			
Audio Recorder			
Reflective Logs			
Inis Scéal Handbook & Lesson Plans			
Duration			
90 minutes			

Data	Data from mainstream and support teachers for RQ2 - What are participant mainstream teachers’ experiences of adopting the bilingual narrative approach using Tell-a-Tale Inis Scéal? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
8	Enable participants to engage with the Tell-a-Tale Inis Scéal handbook to further support them before its delivery.	<u>Sociocultural Theory</u> Internalisation: Unification of social interaction and the mind to enable individual growth (Vygotsky, 1960) Mediation: Psychological Mediator - transformation of external social interactions to internal higher mental functions (Vygotsky, 1960) <u>Mentoring Theory</u> Type – Electronic: mentor availability via phone, text, e-mail, e-meeting Career development: carefully structured mentoring content Psychosocial support: mentor as respectful, supportive and encouraging <u>Effective Professional Development Components</u> Structural: ongoing support, critical reflection Content: support materials Stakeholders: mentee needs	Reading (40 minutes) - Read handbook This reading is valuable because it: ✓ Outlines the mission statement for Tell-a-Tale Inis Scéal ✓ Provides a rationale for this programme for junior infants in Irish primary classrooms ✓ Explains the aims of Tell-a-Tale Inis Scéal ✓ Shares the theoretical underpinnings of the programme ✓ Documents Tell-a-Tale Inis Scéal structure, resources, timeline and frequently asked questions ✓ Presents a teaching script to further support the what, why and how of each lesson Writing (20 minutes) - Note strengths / areas for improvement with the handbook - Note any queries that have emerged from reading it - Note anything new / striking about the programme that might affect future teaching approaches / practices
Title			
Independent Reading and Reflective Writing (2)			
Resources			
Reading – Tell-a-Tale Inis Scéal Handbook			
Reflective Log			
Duration			
60 minutes			
Data	Data from mainstream and support teachers for RQ1(b) - What are participant mainstream and support teachers’ experiences and perceptions of professional development for Tell-a-Tale delivery? (Participant self-reflection on professional practices)		
Number	Purpose	Approaches	Content
9	Provide mentoring support for Tell-a-Tale Inis Scéal delivery.	<u>Sociocultural Theory</u> Mediation: Human Mediator – More Knowledgeable Other providing follow-up support (Vygotsky, 1960)	<u>Mentoring</u> Functions: - Safeguard and encourage mentees - Formal interaction - Frequent in-person contact
Title			

Site Visit (1)			
Resources			
Researcher Observation Schedule			
Duration			
60 minutes		<u>Mentoring Theory</u> Cultivation: safeguarding and encouraging mentees, frequent in-person contact, formal interaction (Kram, 1983) Type – Electronic, Formal, Multi-Site: mentor availability via phone, text, e-mail, e-meeting, mentor site visits as MKO Career development: regular meetings and feedback between mentor and mentees Psychosocial support: mentor as respectful, supportive and encouraging, mentor as role-model if needed during programme delivery <u>Effective Professional Development Components</u> Structural: ongoing support, active learning, application of new content Content: apply theory to practice, support materials Stakeholders: informed, experienced, role-model mentor, mentee needs, children’s heritage languages	Actions: • Mentor provides assistance with, or feedback on, programme delivery • Mentor monitors: ○ Fidelity ○ Dosage ○ Participant Engagement • Mentor provides further training / support where necessary
Data	Data from mainstream and support teachers for RQ1(c) – What are participant mainstream and support teachers’ professional development experiences and perceptions of implementing Tell-a-Tale? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
10	Provide mentoring support for Tell-a-Tale Inis Scéal delivery.	<u>Sociocultural Theory</u> Mediation: Human Mediator – More Knowledgeable Other providing follow-up support (Vygotsky, 1960)	<u>Mentoring</u> Functions: • Safeguard and encourage mentees • Formal interaction • Frequent in-person contact
Title			
Site Visit (2)		<u>Mentoring Theory</u> Cultivation: safeguarding and encouraging mentees, frequent in-	Actions: • Mentor provides assistance with, or feedback on, programme delivery

Resources		person contact, formal interaction (Kram, 1983) Type – Electronic, Formal, Multi-Site: mentor availability via phone, text, e-mail, e-meeting, mentor site visits as MKO Career development: regular meetings and feedback between mentor and mentees Psychosocial support: mentor as respectful, supportive and encouraging, mentor as role-model if needed during programme delivery <u>Effective Professional Development Components</u> Structural: ongoing support, active learning, application of new content Content: apply theory to practice, support materials Stakeholders: informed, experienced, role-model mentor, mentee needs, children’s heritage languages	• Mentor monitors: ○ Fidelity ○ Dosage ○ Participant Engagement • Mentor provides further training / support where necessary
Researcher Observation Schedule			
Duration			
60 minutes			
Data	Data from mainstream and support teachers for RQ1(c) – What are participant mainstream and support teachers’ professional development experiences and perceptions of implementing Tell-a-Tale? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
11	<i>Enable participants to engage with literature to support their pedagogical content knowledge for Tell-a-Tale delivery.</i>	<u>Sociocultural Theory</u> Internalisation: Unification of social interaction and the mind to enable individual growth (Vygotsky, 1960) Mediation: Psychological Mediator - transformation of external social interactions to internal higher mental functions (Vygotsky, 1960) <u>Mentoring Theory</u> Type – Electronic: mentor availability via phone, text, e-mail, e-meeting	Reading (40 minutes) • Read Dockrell, Stuart & King (2010) <i>Supporting Early Oral Language Skills for English Language Learners in Inner City Preschool Provision</i>
Title			This reading is valuable because it:
Independent Reading and Reflective Writing (3)			✓ Rationalises supporting English Language Learners in the initial stages of schooling ✓ Provides insights on an intervention ‘Talking Time’ with similar components to the Tell-a-Tale Inis Scéal programme ✓ Outlines how to support English Language Learners to develop their vocabulary, oral comprehension and sentence repetition as they begin primary school
Resources			
Reading –			

Dockrell, Stuart & King (2010)		Career development: carefully structured mentoring content Psychosocial support: mentor as respectful, supportive and encouraging	Writing (20 minutes) - Note any queries that have emerged from reading it - Note anything new / striking about the programme that might affect future teaching approaches / practices
Reflective Log			
Duration			
60 minutes		<u>Effective Professional Development Components</u> Structural: ongoing support, critical reflection Content: support materials Stakeholders: mentee needs	
Data	Data from mainstream and support teachers for RQ1(b) - What are participant mainstream and support teachers' experiences and perceptions of professional development for Tell-a-Tale delivery? (Participant self-reflection on professional practices)		
Number	Purpose	Approaches	Content
12	<i>Examine mainstream and support teachers' ongoing practices as part of Tell-a-Tale delivery</i>	<u>Sociocultural Theory</u> Social Origins of Higher Mental Functions: Social interaction through PD discussions to enable growth between and among teachers (Vygotsky, 1960) Psychological Systems: Interaction between higher mental function	Introduction (5 minutes) - Welcome participants - Ask for permission to record the focus group discussion - Share ethical protocol: - Remind participants of their voluntary role and the right to withdraw at any stage - Provide pseudonyms to be used for the duration of the project - Advise on data storage procedures and length of time that data will be retained for - Begin discussion
Title	<i>Explore mainstream and support teachers' ongoing experiences as part of Tell-a-Tale delivery</i>	<u>Mentoring Theory</u> Cultivation: safeguarding and encouraging mentees, frequent in-person contact, formal interaction (Kram, 1983) Type – Formal & Collaborative: discussion group, reflective engagement Career development: feedback between mentor and mentee Psychosocial support: warm and friendly mentor characteristics	Focus Group Discussion (50 minutes) Please note that answering these questions are <i>optional</i> . <i>You have engaged in professional development to deliver Tell-a-Tale and now you are in the middle of implementing it with the children.</i>
Focus Group Discussion (2)			Regarding programme delivery to-date: What has been the most rewarding for you as the teacher? What has been the most challenging for you as the teacher? E.g., what are the strengths and weaknesses of this programme?
Resources			Describe your professional development experiences of preparing for programme delivery. E.g., reflection on workshops, independent reading, practical preparation for delivery
Audio Recorder	<i>Establish mainstream and support teachers' professional development opportunities arising from Tell-a-Tale delivery</i>		Describe your professional development experiences of implementing the programme so far.
Schedule of Questions			
Duration			
60 minutes			

		<u>Effective Professional Development Components</u> Structural: collaborative discussions and critical reflection Content: applying theory to practice Stakeholders: mentee new knowledge, needs and interests	a. What have you learned? b. Have there been any changes in your usual practice? i. If so, what? ii. If not, what individual practices do you have that you find effective? c. Is there anything you learned during programme delivery that wasn't included in the professional development discussions? 4. Let's reflect on the content we reviewed before delivering the programme. What are your thoughts on: d. Learning an additional language? / Child with English as an Additional Language? e. Reflective practice? f. Oral language development? g. Storybooks? Dialogic reading? h. Narrative retell? i. Programme components? 5. What would you: a. keep within the professional development for programme delivery? b. add to the professional development for programme delivery? c. take away from the professional development for programme delivery? 6. What changes would you make to the: a. lesson plans? b. resources? c. content? d. activities? 7. What do you think of using language support teachers' time to support pupils with EAL through a small-group instructional approach within their classroom? 8. During our last discussion, you said 'X'. Can you tell me more about this? Conclusion (5 minutes) Thank participants for their time and insights on this topic
Data	Data from mainstream and support teachers for RQ1(c) – What are participant mainstream and support teachers' professional development experiences and perceptions of implementing Tell-a-Tale? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
13	Provide mentoring support for Tell-a-Tale Inis Scéal delivery.	<u>Sociocultural Theory Mediation:</u>	<u>Mentoring</u> Functions:

Title		Human Mediator – More Knowledgeable Other providing follow-up support (Vygotsky, 1960)	• Safeguard and encourage mentees • Formal interaction • Frequent in-person contact
Site Visit (3)			
Resources			
Researcher Observation Schedule			
Duration			
60 minutes		Mentoring Theory Cultivation: safeguarding and encouraging mentees, frequent in-person contact, formal interaction (Kram, 1983) Type – Electronic, Formal, Multi-Site: mentor availability via phone, text, e-mail, e-meeting, mentor site visits as MKO Career development: regular meetings and feedback between mentor and mentees Psychosocial support: mentor as respectful, supportive and encouraging, mentor as role-model if needed during programme delivery Effective Professional Development Components Structural: ongoing support, active learning, application of new content Content: apply theory to practice, support materials Stakeholders: informed, experienced, role-model mentor, mentee needs, children's heritage languages	Actions: • Mentor provides assistance with, or feedback on, programme delivery • Mentor monitors: ○ Fidelity ○ Dosage ○ Participant Engagement • Mentor provides further training / support where necessary
Data	Data from mainstream and support teachers for RQ1(c) – What are participant mainstream and support teachers' professional development experiences and perceptions of implementing Tell-a-Tale? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
14	Provide mentoring support for Tell-a-Tale Inis Scéal delivery.	Sociocultural Theory Mediation: Human Mediator – More Knowledgeable Other providing follow-up support (Vygotsky, 1960)	Mentoring Functions: • Safeguard and encourage mentees • Formal interaction • Frequent in-person contact
Title			

Site Visit (4)		<u>Mentoring Theory</u> Cultivation: safeguarding and encouraging mentees, frequent in-person contact, formal interaction (Kram, 1983) Type – Electronic, Formal, Multi-Site: mentor availability via phone, text, e-mail, e-meeting, mentor site visits as MKO Career development: regular meetings and feedback between mentor and mentees Psychosocial support: mentor as respectful, supportive and encouraging, mentor as role-model if needed during programme delivery <u>Effective Professional Development Components</u> Structural: ongoing support, active learning, application of new content Content: apply theory to practice, support materials Stakeholders: informed, experienced, role-model mentor, mentee needs, children’s heritage languages	Actions: • Mentor provides assistance with, or feedback on, programme delivery • Mentor monitors: ○ Fidelity ○ Dosage ○ Participant Engagement • Mentor provides further training / support where necessary
Data	Data from mainstream and support teachers for RQ1(c) – What are participant mainstream and support teachers’ professional development experiences and perceptions of implementing Tell-a-Tale? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
15	Provide mentoring support for Tell-a-Tale Inis Scéal delivery.	<u>Sociocultural Theory</u> Mediation: Human Mediator – More Knowledgeable Other providing follow-up support (Vygotsky, 1960)	<u>Mentoring</u> Functions: • Safeguard and encourage mentees • Formal interaction • Frequent in-person contact
Title			
Site Visit (5)		<u>Mentoring Theory</u> Cultivation: safeguarding and encouraging mentees, frequent in-	Actions: • Mentor provides assistance with, or feedback on, programme delivery

Resources		person contact, formal interaction (Kram, 1983) Type – Electronic, Formal, Multi-Site: mentor availability via phone, text, e-mail, e-meeting, mentor site visits as MKO Career development: regular meetings and feedback between mentor and mentees Psychosocial support: mentor as respectful, supportive and encouraging, mentor as role-model if needed during programme delivery <u>Effective Professional Development Components</u> Structural: ongoing support, active learning, application of new content Content: apply theory to practice, support materials Stakeholders: informed, experienced, role-model mentor, mentee needs, children’s heritage languages	• Mentor monitors: ○ Fidelity ○ Dosage ○ Participant Engagement • Mentor provides further training / support where necessary
Researcher Observation Schedule			
Duration			
60 minutes			
Data	Data from mainstream and support teachers for RQ1(c) – What are participant mainstream and support teachers’ professional development experiences and perceptions of implementing Tell-a-Tale? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
16	<i>Provide mentoring support for Tell-a-Tale Inis Scéal delivery via electronic means:</i> ○ Phone call ○ Text message ○ E-mail ○ E-conference	<u>Sociocultural Theory</u> Mediation: Human Mediator – More Knowledgeable Other providing follow-up support (Vygotsky, 1960)	<u>Mentoring</u> Functions: • Safeguard and encourage mentees • Informal interaction • Frequent contact
Title		<u>Mentoring Theory</u> Type – Electronic: mentor availability via phone, text, e-mail, e-meeting	Actions: • E-contact with mentor: phone call / e-mail etc. for ongoing queries throughout programme delivery.
Miscellaneous		<u>Effective Professional Development Components</u> Structural: ongoing support	• Mentor provides assistance with, or feedback on, programme delivery
Resources			• Mentor provides further training / support where necessary
Electronic resources (i.e., phone & laptop)			

		Content: support materials Stakeholders: informed, experienced role-model mentor	
Duration			
60 minutes			
Data	Data from mainstream and support teachers for RQ1(c) – What are participant mainstream and support teachers’ professional development experiences and perceptions of implementing Tell-a-Tale? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
17	<i>Examine mainstream and support teachers’ practices as part of Tell-a-Tale delivery</i>	<u>Sociocultural Theory</u> Social Origins of Higher Mental Functions: Social interaction through PD discussions to enable growth between and among teachers (Vygotsky, 1960) Psychological Systems: Interaction between higher mental function	Introduction (5 minutes) • Welcome participants • Ask for permission to record the focus group discussion • Share ethical protocol: ○ Remind participants of their voluntary role and the right to withdraw at any stage ○ Provide pseudonyms to be used for the duration of the project ○ Advise on data storage procedures and length of time that data will be retained for • Begin discussion
Title	<i>Explore mainstream and support teachers’ experiences as part of Tell-a-Tale delivery</i>	<u>Mentoring Theory</u> Cultivation: safeguarding and encouraging mentees, frequent in-person contact, formal interaction (Kram, 1983) Type – Formal & Collaborative: discussion group, reflective engagement Career development: feedback between mentor and mentee Psychosocial support: warm and friendly mentor characteristics	Focus Group Discussion (50 minutes) Please note that answering these questions are optional . You have finished implementing Tell-a-Tale.
Focus Group Discussion (3)	<i>Establish mainstream and support teachers’ professional development opportunities that arose from Tell-a-Tale delivery</i>	<u>Effective Professional Development Components</u> Structural: collaborative discussions and critical reflection Content: applying theory to practice Stakeholders: mentee new knowledge, needs and interests	Programme Delivery <i>The first part of our interview explores programme delivery.</i> 1. What do you like / dislike about the programme? 2. What do the children like / dislike about the programme? 3. How has your experience of the programme been in terms of? a. Children’s Oral Narrative Retell Skills Development? b. Teaching Strategies? (Vocabulary, Grammar, and Phonological Awareness Strategies, Gradual Release of Responsibility Model, Cross-Linguistic Transfer etc.) c. Resources? d. Small-Group Instruction?
Resources			Professional Development <i>The next part of our interview explores professional development.</i>
Audio Recorder			
Schedule of Questions			
Duration			
60 minutes			

			- Has there been any change in your attitude towards children with EAL? If so, what? - Has there been any change in your beliefs about children with EAL? If so, what? - Has there been any new learning emerging for you for English language instruction as a result of Tell-a-Tale? - Has there been any new practices emerging for you for English language instruction as a result of Tell-a-Tale? - Are there any skills that you have developed in the Tell-a-Tale programme that you have transferred into other subject areas / teaching sessions? <i>My role as the mentor has been to guide and support you with Tell-a-Tale delivery through weekly on-site visits.</i> - Have you felt supported with programme delivery over the last six weeks? - If so, what supports helped you? - If not, what would have been helpful for you? - Has participation in Tell-a-Tale assisted your career development in any way? If so, how? - Has participation in Tell-a-Tale contributed to your confidence as a teacher in any way? If so, how? Project Benefits for Staff, Children & School (Support Teachers / SNAs Only) <i>We are nearly finished now. This question explores benefits (if any) of Tell-a-Tale.</i> - Has participation in this project benefitted: - you personally? If so, how? - the children? If so, how? - the school? If so, how? Concluding Questions - Any concluding comments about your professional development experiences of Tell-a-Tale Inis Scéal? - Any concluding comments about your experiences of teaching Tell-a-Tale Inis Scéal? Conclusion (5 minutes) Thank participants for their time and insights on this topic
Data	Data from mainstream and support teachers for RQ1(c) – What are participant mainstream and support teachers’ professional development experiences and perceptions of implementing Tell-a-Tale? (Audio-recorded discussion & participant self-reflection on professional practices)		

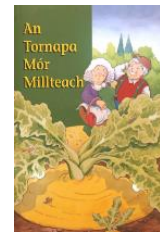
	Researcher reflexivity through reflective journal		
Number	Purpose	Approaches	Content
18	<i>Examine mainstream teachers' practices and experiences as part of Inis Scéal delivery</i>	<u>Sociocultural Theory</u> Social Origins of Higher Mental Functions: Social interaction through PD discussions to enable growth between and among teachers (Vygotsky, 1960) Psychological Systems: Interaction between higher mental function <u>Mentoring Theory</u> Cultivation: safeguarding and encouraging mentees, frequent in-person contact, formal interaction (Kram, 1983) Type – Formal & Collaborative: discussion group, reflective engagement Career development: feedback between mentor and mentee Psychosocial support: warm and friendly mentor characteristics <u>Effective Professional Development Components</u> Structural: collaborative discussions and critical reflection Content: applying theory to practice Stakeholders: mentee new knowledge, needs and interests	Introduction (5 minutes) - Welcome participant - Ask for permission to record the focus group discussion - Share ethical protocol: - Remind participants of their voluntary role and the right to withdraw at any stage - Provide pseudonyms to be used for the duration of the project - Advise on data storage procedures and length of time that data will be retained for - Begin discussion Interview (50 minutes) You have finished implementing Inis Scéal. Professional Development <i>The first part of our interview explores professional development.</i> - Has there been any new learning / practices emerging for you for English oral language instruction as a result of Tell-a-Tale? - Has there been any new learning / practices emerging for you for Irish oral language instruction as a result of Inis Scéal? Programme Delivery <i>The next part of our interview explores programme delivery.</i> - Regarding teaching the Tell-a-Tale Inis Scéal programme, what has been: - most rewarding? - most challenging? - Would you implement this programme again? - If so, why? - If not, why not? - What advice would you give to a teacher implementing this programme for the first time? - What changes would you make to Tell-a-Tale Inis Scéal?
Title	<i>Establish professional development opportunities that arose for mainstream teachers during Inis Scéal delivery</i> <i>Account for mainstream teachers' experiences of adopting bilingual narrative pedagogy</i>		
Mainstream Teacher Interviews			
Resources			
Audio Recorder			
Schedule of Questions			
Duration	60 minutes		

			Child Responses to the Programme <i>The third part of our interview explores children's responses to the programme.</i> 1. How have children with EAL responded to this programme? a. Have they excelled with any particular aspect? b. Have they struggled with any particular aspect? 2. How have native-English speakers responded to this programme? a. Have they excelled with any particular aspect? b. Have they struggled with any particular aspect? 3. Quick fire round - have you noticed anything about the children's skills in the following areas: a. Shared reading? b. Vocabulary? c. Grammar? d. Phonological Awareness? e. Comprehension? f. Narrative Retell? g. Social Skills? h. Communication Skills? Dialogic Reading <i>We now look explicitly at dialogic reading and how you have found it during programme delivery.</i> 1. What were your experiences of using dialogic reading with your class as part of this programme? 2. How did the children respond to the dialogic reading approach? 3. Did the children tire of hearing the same story repeatedly in: a. English over five days? b. Irish over ten days? Bilingual Narrative <i>The new primary language curriculum recommends the integration of English-Irish language content to experience a more uniform approach to language instruction. Tell-a-Tale Inis Scéal aims to provide a platform to achieve this in junior infant classrooms.</i> 1. What are your thoughts on using both English and Irish narrative to integrate language teaching? 2. Please tell me what you have observed and learned about the following over the last few months:

			a. <i>How children learn a second (child with EAL learning English, native-English speaker learning Irish)</i> b. <i>How children with EAL learn a third language</i> c. <i>How you teach a second / third language</i> d. <i>Cross-linguistic transfer (using native languages, English and Irish together)</i> e. <i>Language integration</i> Project Benefits for Teacher, Children & School <i>We are nearly finished now. This question explores benefits (if any) of Tell-a-Tale Inis Scéal.</i> 1. Has participation in this project benefitted: a. you personally? If so, how? b. the children? If so, how? c. the school? If so, how? Concluding Questions 1. Any concluding comments about your professional development experiences of Tell-a-Tale Inis Scéal? 2. Any concluding comments about your experiences of teaching Tell-a-Tale Inis Scéal? Conclusion (5 minutes) Thank participant for their time and insights on this topic
Data	Data from mainstream and support teachers for RQ2 - What are participant mainstream teachers' experiences of adopting the bilingual narrative approach using Tell-a-Tale Inis Scéal? (Audio-recorded discussion & participant self-reflection on professional practices) Researcher reflexivity through reflective journal		



Tell-a-Tale | Inis Scéal



*A Bilingual Oral Narrative Programme for
Linguistically Diverse Junior Primary Classrooms*

Handbook | Lámhleabhar

Supporting pupils with narrative retell

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Introduction

Tell-a-Tale | Inis Scéal is a bilingual English-Irish oral narrative programme, which has been theoretically designed and practically developed, to support junior infant children in linguistically diverse primary classrooms. It adopts traditional tales as a central resource for dialogic sharing reading and language development, with a specific emphasis on supporting oral narrative retell skills. Thus, the process of retelling a tale in English, and indeed in Irish, deems ‘Tell-a-Tale | Inis Scéal’ an appropriate name for this programme.

Tell-a-Tale | Inis Scéal aligns strategically with the integrated *Primary Language Curriculum* with its integration of both English and Irish narrative content. It takes advantage of the autonomy that has been given to schools with the deployment of language support personnel, by inviting such personnel to deliver the English oral narrative instruction alongside the mainstream teacher, thereby reducing the pupil-teacher ratio and maximising opportunities for interaction. This programme also capitalises on the rich linguistic skills of children with English as an Additional Language, which adds to its value as an oral narrative intervention for linguistically diverse junior infant classrooms.

This handbook provides the mission statement for Tell-a-Tale | Inis Scéal; the rationale for a programme like this in junior infant classrooms; an overview of its aims and theoretical underpinnings; and the processes that have been involved in its development. It is hoped that this information can support educators in understanding and accepting this programme for classroom implementation.

Mission Statement for Tell-a-Tale | Inis Scéal

Tell-a-Tale | Inis Scéal aims to support children with their oral narrative retell skills through dialogic shared reading and interactive language activities.



Figure 1: Sample Resources and Books from the Tell-a-Tale | Inis Scéal Programme

Rationale for Tell-a-Tale | Inis Scéal

In recent years, Ireland has witnessed significant increases in the number of pre-school and primary school children speaking a foreign language in the home (CSO, 2016; 2011). This now manifests in many Irish classrooms in the form of linguistically diverse educational contexts. Research shows that children who speak English as an Additional Language (EAL), or ‘English Language Learners’ (ELLs), are at-risk of academic failure due to a lack of English academic language proficiency (August & Shanahan, 2006; Cummins, 2000). Despite this, Irish research indicates that educators lack knowledge on how best to support ELLs in diverse classrooms (Gardiner-Hyland & Burke, 2018; Murtagh & Francis, 2012). It is imperative that there is now intervention for both ELLs and their teachers to ensure that academic language can be fostered confidently and competently. Tell-a-Tale | Inis Scéal, a bilingual English-Irish oral narrative programme, can support ELLs and their teachers with oral narrative language development in junior infant classrooms.

The initial conceptualisation of Tell-a-Tale | Inis Scéal stems from a preliminary small-scale masters research study (Merrins, Kazmierczak-Murray & Perkins, 2019) and was further developed in light of the current educational climate; the growing population of ELLs (CSO, 2016; 2011); the need to develop academic language proficiency to support ELLs’ comprehension (Petersen, 2011); the introduction of the integrated *Primary Language Curriculum* which recognises and encourages linguistic diversity and cross-linguistic transfer (DES, 2019); and the consistent scarcity of professional development opportunities for ELLs’ teachers in the Irish educational context (Devine, 2005; Gardiner-Hyland & Burke, 2018; Skinner, 2010).

Oral language is central as a medium for classroom communication (Riley, Burrell & McCallum, 2004) and as a bedrock for literacy skills (Powell, 2018). For this reason, oral language development is the overarching aim of Tell-a-Tale | Inis Scéal. Its bilingual structure is intended to capitalise on ELLs’ linguistic strengths when learning a third language (Irish), those being broader linguistic repertoires, better metalinguistic awareness and enhanced language learning strategies (Cenoz, 2013). Tell-a-Tale | Inis

Scéal also presents a timely opportunity to trial bilingual narrative pedagogy as a method for implementing the integrated *Primary Language Curriculum*, while providing professional development for participant teachers to explore, and enable, the acquisition of the English and Irish languages.

The integrated *Primary Language Curriculum* (NCCA, 2015) is arguably the greatest response to linguistic diversity in the Irish education system to-date. In contrast to its predecessor, there is language teaching uniformity, concise learning outcomes and differentiation tools for more precise catering of diverse learners (NCCA, 2015; 1999a; 1999b). Nonetheless, the time-consuming, labour-intensive progression continua are criticised by Irish teachers, who want to understand more about how to support heritage languages in the classroom (NCCA, 2018). Tell-a-Tale | Inis Scéal can capitalise on the integrated approach to language instruction while also providing teachers with professional knowledge and programme plans to support their work with diverse language learners.

While the development of the integrated *Primary Language Curriculum* is most welcome, the amalgamation of the Language Support Teacher (LST) role as a Special Education Teacher (SET) is not. Speaking EAL is not a special educational need and merging the support for EAL into a SEN framework only serves to further embed the ‘deficit’ view that is frequently afforded to such pupils (Lucas et al., 2015). However, an opportunistic view asserts that Circular 0013/2017 provides a fresh platform for meaningful and purposeful provision of personnel depending on class circumstances, which is pertinent given that previous LST allocations have been inconsistent, devalued and unsupported (Devine, 2005; Nowlan, 2008; Wallen & Kelly-Holmes, 2006). Tell-a-Tale | Inis Scéal can be delivered by collaborating mainstream and support teachers within the junior infant classroom, thereby adhering to the integrated *Primary Language Curriculum* and capitalising on the autonomy afforded to schools with SET deployment.

Regarding the current educational backdrop and context in Ireland, Tell-a-Tale | Inis Scéal responds to the needs of ELLs, and indeed their teachers, by offering a tangible, responsive and appropriate approach to linguistic diversity in Irish primary classrooms.

Overview of Tell-a-Tale | Inis Scéal Programme

Aims

Tell-a-Tale | Inis Scéal seeks to provide a fun, interactive and engaging language learning experience for junior infant pupils of monolingual, bilingual and plurilingual backgrounds, to improve their narrative and vocabulary language skills. Consequently, the Tell-a-Tale | Inis Scéal oral narrative programme aims to:

1. Facilitate fun and interactive language learning experiences for pupils during shared reading
2. Provide interactive and dialogic shared reading in the English and Irish languages
3. Employ traditional tales as core texts due to their universal availability in native languages
4. Encourage pupils to listen and respond orally to traditional tales
5. Support pupils' English language skills development in the areas of:
 - a. phonological awareness
 - b. vocabulary
 - c. grammar
 - d. comprehension
 - e. narrative
6. Enable pupils to retell the narrative through both playful and structured means (i.e., role-play retell and sequencing images)
7. Maximise interaction opportunities for pupils through the use of small-group instruction and paired interactions with peers
8. Provide a platform for cross-linguistic transfer and discussion of different languages
9. Offer an instructional approach for teachers to implement the integrated *Primary Language Curriculum* in a meaningful way
10. Incorporate elements of *Aistear*, the national early childhood curriculum framework, to guide the playful components of the programme

Theoretical Underpinnings

The Tell-a-Tale | Inis Scéal oral narrative programme is underpinned by the following theoretical principles:

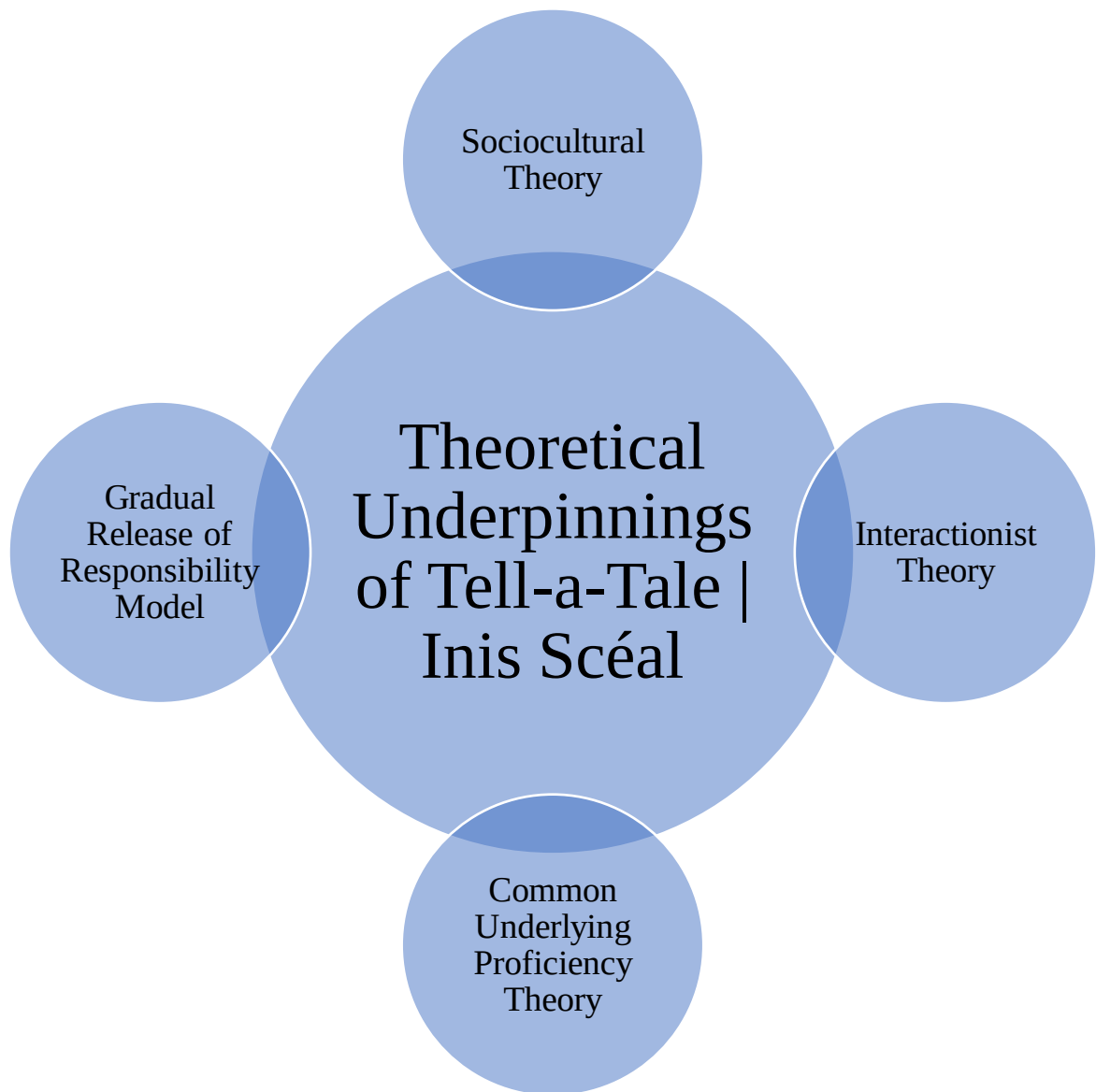


Figure 2: Theoretical Underpinnings of Tell-a-Tale | Inis Scéal

Each of these theories inform the following strategies for classroom practice, with common ground shared between Sociocultural and Interactionist theories.

Table 1: Theoretical Underpinnings in Practice

Sociocultural Theory	Interactionist Theory	Common Underlying Proficiency Theory	Gradual Release of Responsibility Model
✓ Dialogue during Shared Reading ✓ Group and Paired Interactions during Language Activities ✓ Teacher or More Knowledgeable Peer Providing Support with Narration		✓ Traditional Tales in English and in Irish ✓ Shared Reading ✓ Language Activities ✓ Joint Reading with Teacher / Narrative Retell ✓ Review	✓ Model Microstructure and Macrostructure Components of Narration ✓ Whole-class narration ✓ Group narration ✓ Paired narration ✓ Individual narrative sequencing and retell
✓ Receptive Language Games ✓ Sequencing Images	✓ Classroom Environment		

These theories combine to inform the components of the Tell-a-Tale | Inis Scéal programme.

Tell-a-Tale

Tell-a-Tale is a six-week English oral narrative programme for junior infant classrooms. Teachers share six traditional tales on a daily basis (one per week) with junior infant children. These include:

- Goldilocks and the Three Bears
- Little Red Riding Hood
- The Three Little Pigs
- The Gingerbread Man
- The Enormous Turnip
- The Three Billy Goats Gruff

Tell-a-Tale is delivered for:

- 35 minutes per day
- from Monday to Thursday
- with a brief 10-minute recap every Friday.

This totals 15 hours of oral narrative language instruction for participant children.

There are three distinct phases during the Tell-a-Tale lesson:

- whole-class shared reading,
- small-group language activities, and
- a whole-class retell plenary.

While the mainstream teacher leads the lesson, support teachers collaborate during the small-group instruction phase to offer explicit support for vocabulary, grammar, phonological awareness and comprehension skills development. Paired work between children is also encouraged in the small-group setting. The mainstream teacher supports the children with a collective narrative retell at the end of every lesson over the six-week period.

The following figure illustrates each of these stages according to time, personnel, grouping strategy and content.

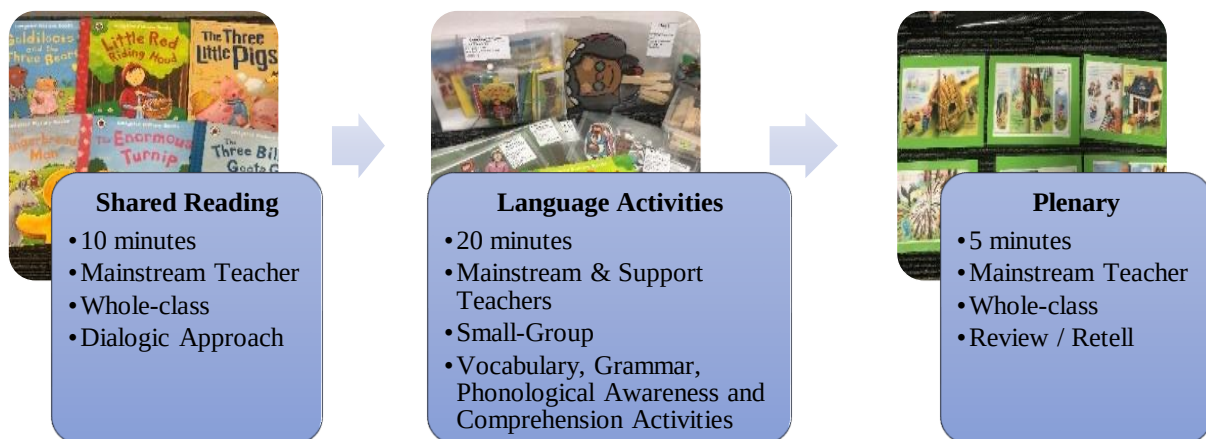


Figure 3: Tell-a-Tale Structure

See sample lesson plan teaching script in appendix 1 for more information.

Inis Scéal

Inis Scéal is a six-week Irish oral narrative programme for junior infant classrooms. Teachers share three traditional tales on a daily basis (one per fortnight) with junior infant children. These include:

- Cinnín Óir agus Na Trí Bhéar (Goldilocks and the Three Bears)
- Na Trí Mhuicín (The Three Little Pigs)
- An Tornapa Mór Millteach (The Enormous Turnip)

Inis Scéal is delivered for:

- 30 minutes per day
- from Monday to Friday.

This totals 15 hours of oral narrative language instruction for participant children. Inis Scéal implementation is purposely delayed by one week after Tell-a-Tale begins to allow for exposure to the English version of the story first.

There are three distinct phases during the Inis Scéal lesson:

- Pre-Communicative Phase (language activities),
- Communicative Phase (whole-class shared reading), and
- Post-Communicative Phase (a whole-class review).

Inis Scéal is delivered by the mainstream teacher only. Paired activities and group work are still encouraged and adopted during Inis Scéal delivery

despite reduced personnel for its implementation when compared with Tell-a-Tale.

The following figure illustrates each of these stages according to time and content.

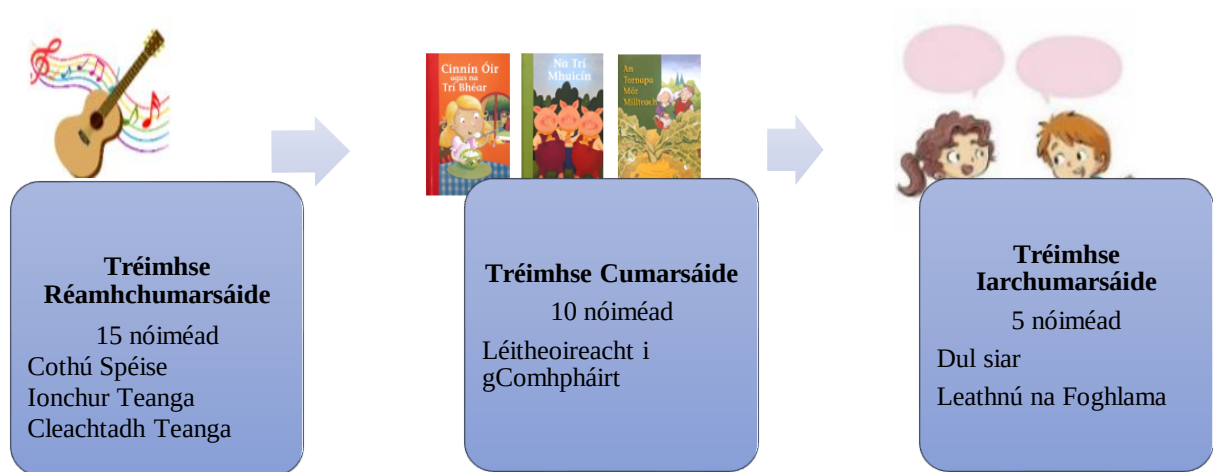


Figure 4: Inis Scéal Structure

See sample lesson plan teaching scripts in appendix 2 for more information.

Programme Timeline

Tell-a-Tale begins one week before Inis Scéal. This enables exposure to the English version of the story prior to exploring it in Irish. Therefore, the programme is delivered over a seven-week period in total.

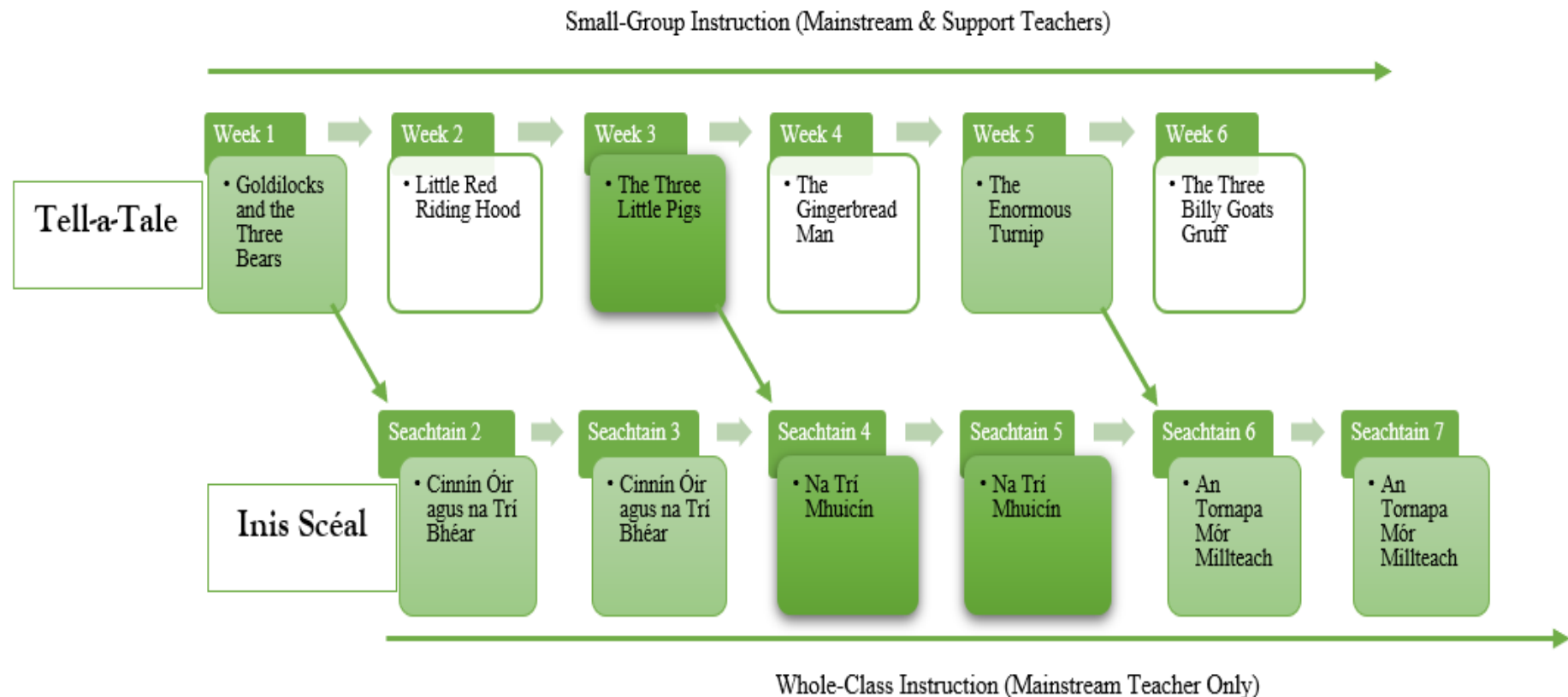


Figure 5: Tell-a-Tale | Inis Scéal Timeline

Programme Resources

Each traditional tale is accompanied by a pack of resources, namely the traditional tale storybook, vocabulary images, bingo cards, sequencing images and a series of role-play retell props (i.e., masks, puppets, small-world figures, realia etc.).

Storybooks

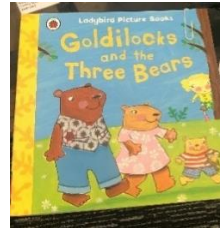
Vocabulary / Grammar

- Image Flashcards
- Bingo Cards

Narrative Development

- Small-World Figures
- Masks
- Lollipop Puppets
- Realia
- Sequencing Images

Tell-a-Tale



Inis Scéal



Songs & Actions



Three Brown Bears

Three Brown Bears, Three Brown Bears,
See all their beds, See all their chairs,
Mother Bear made porridge in a pot,
Father Bear's porridge was much too hot,
Tiny, little Baby Bear cried a lot,
Three Brown Bears.

*3 fingers, 3 fingers
Hand over eyes, sleep, hands over eyes, point to chair,
Stir a pot,
Wave hand as a fan,
Pretend to cry and wipe both eyes with clenched fists,
3 fingers*



An Trí Bhéar

Bhí Trí Bhéar sa chistin lá,
Sa chistin lá, sa chistin lá,
Bhí Trí Bhéar sa chistin lá
Ag ullmhú an bricfeasta.

*Signal three on fingers,
Point to kitchen,
Signal three on fingers,
Pretend to make breakfast.*

Daidí, Mamaí, is Babaí Béar,
is Babaí Béar, is Babaí Béar,
Daidí, Mamaí, is Babaí Béar,
Ag ullmhú an bricfeasta.

*Signal Dad and Mam,
And Baby,
Signal Dad and Mam, And Baby,
Pretend to make breakfast.*

Rinne Daidí leite dheas,
leite dheas, leite dheas,
Rinne Daidí leite dheas,
Ach bhí sé i bhfad róthe dó.

*Pretend to make porridge,
Pretend to taste and approve,
Pretend to make porridge,
Motion that it is too hot.*

Chuaigh siad amach ag siúl,
amach ag siúl, amach ag siúl,
Chuaigh siad amach ag siúl,
ag siúl sa choill le chéile

*Point outside,
Pretend to walk,
Point outside,
Look around.*

Bhí Cinnín Óir ag siúl sa choill,
ag siúl sa choill, ag siúl sa choill,
Bhí Cinnín Óir ag siúl sa choill,
Chonaic sí teach a bhí ann.

*Signal Goldilocks,
Pretend to walk.
Signal Goldilocks,
Pretend to look and see a house.*

Poems & Actions

Goldilocks

Once upon a time,
In a faraway town,
There lived a little girl,
Who explored all around

*Hold up one finger,
Point to the distance,
Indicate small placing with hands,
Look all around.*

She walked in the forest,
And what did she do?
She walked into a cottage,
That belonged to you know who.

*Pretend to walk,
Shrug shoulders,
Knock on a door,
Cover mouth in shock.*

Seo í Cinnín Óir,
Tá ocras uirthi,
Itheann sí an leite,
Babhla 1, 2, 3

Seo í Cinnín Óir,
Tá tuirse uirthi,
Suíonn sí síos,
Cathaoir 1, 2, 3

Cinnín Óir 1, 2, 3

*Point to Goldilocks,
Rub tummy,
Pretend to eat,
Signal 1, 2, 3 with fingers.*

*Point to Goldilocks,
Stretch arms overhead,
Pretend to sit,
Signal 1, 2, 3 with fingers.*

Digital Resources
(Inis Scéal Only)

**She ate the porridge,
She broke the chair,
She fell asleep in bed,
But she didn't care.**

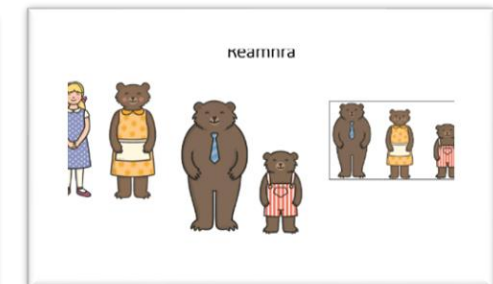
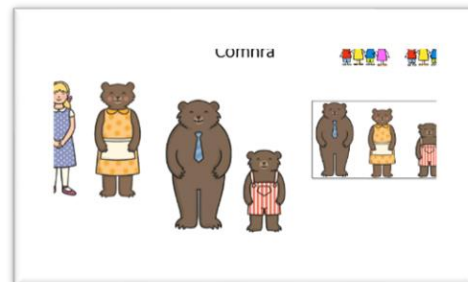
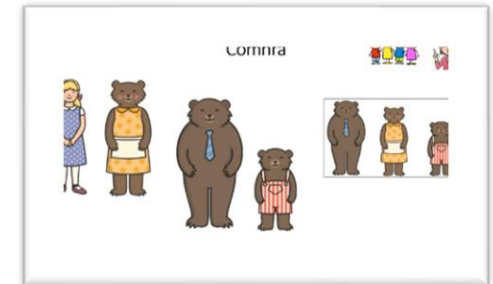
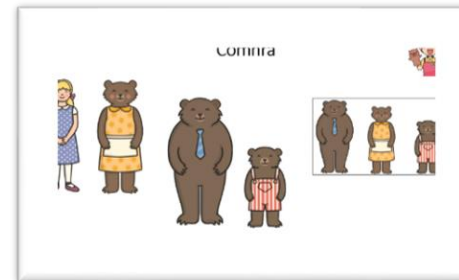
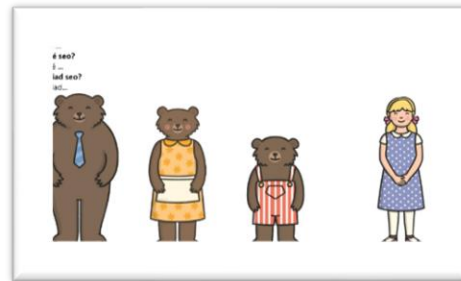
*Pretend to eat porridge,
Stand and sit, say 'oops',
Pretend to sleep,
Shrug shoulders.*

**Seo í Cinnín Óir,
Tá tuirse uirthi,
Luíonn sí síos,
Leaba 1, 2, 3**

*Point to Goldilocks,
Rub eyes and yawn,
Pretend to sleep,
Signal 1, 2, 3 with fingers.*

**Seo iad na Trí Bhéar,
Tá fearg orthu,
Nuair a chonaic siad Cinnín Óir,
Bhí ionadh orthu.**

*Point to the Three Bears,
Place hands on hips with angry faces,
Hands over eyes to indicate looking,
Pretend to be surprised.*



	Cé hé / hí seo? (Stop! Où est le parent et l'enfant-pâté?) 

Frequently Asked Questions

Here are the answers to frequently asked questions.

All teachers:

- 1) **Do I have the same group of children for the entire duration of Tell-a-Tale?**
 - Yes.
- 2) **How long are support teachers expected to be in the classroom for?**
 - Support teachers are in the mainstream classroom for 20 minutes to facilitate language activities with their specific group
- 3) **How long is the Tell-a-Tale lesson?**
 - 35 minutes: 10-minute shared reading, 20-minute language activities and 5-minute plenary.
- 4) **Do we use the same role-play retell prop every day?**
 - No. The children will get a chance to engage with all role-play retell props over the course of the week. You choose one per day and rotate them around so that every group gets a turn with each role-play activity.
- 5) **Why are there no words on the vocabulary cards? Is this not a missed opportunity for phonics and literacy skills?**
 - It is beneficial to have wordless image cards to support resource reuse across both English and Irish.
 - The aim of this programme is oral narrative language development. Including text on the vocabulary cards might distract from this purpose, by devoting time to sounding out / reading these words.
- 6) **Can we remove our groups of children from the classroom for the language activities phase? It's getting very noisy.**
 - Try to remain within the classroom setting and focus on noise reduction first. It's important that children feel included within the classroom environment as part of this programme.

Mainstream teachers only:

- 1) **Can we use the same resources from Tell-a-Tale during Inis Scéal?**
 - Absolutely!
- 2) **Do I have to do the poem and/or song as part of the plenary?**
 - No. The poem and song are there to further support you throughout the week. You might choose to use them as part of daily transitions or to play them on audio clip for the children as they eat their lunch.
- 3) **I have run out of time for the plenary. What will I do?**
 - Recap briefly by modelling the level 1 narrative for the class.
- 4) **How long is the Inis Scéal lesson?**
 - 30 minutes: 15-minute language activities, 10-minute shared reading and 5-minute plenary.
- 5) **How can I keep the children engaged during the post-communicative phase?**
 - Be consistent daily by completing the post-communicative phase.

Teaching Script for Tell-a-Tale

Here is a teaching script for week one of the Tell-a-Tale programme. It outlines chronologically what the teacher should do, how to do it, and why it is being done.

‘Goldilocks and the Three Bears’ Teaching Script

<u>What?</u>	<u>How?</u>	<u>Why?</u>
<i>This section explains what to do.</i>	<i>This section explains how to do it by providing the steps involved and sample scripts of what you might say.</i>	<i>This section tells why each step is included.</i>
<u>1. SHARED READING</u>		
<i>Introduce “Tell-a-Tale” time.</i>	It’s Tell-A-Tale time. Let’s sing our song as we sit on the reading mat.	• Focus attention
<i>Use “Tell-a-Tale” introductory song.</i>	“Tell-A-Tale, Tell-A-Tale, I’m going to tell a tale, So, it’s time to gather all around, listen now don’t make a sound.”	• Predictable routine • Directs children
<i>Monitor sitting</i>	Can you sit? Yes! Please show me how. Tell-a-Tale is starting now.	• Focus attention • Signals the start of Tell-a-Tale
<i>Introduce the book. Repeat title as a class / individually.</i>	This book is called Goldilocks and the Three Bears. Point to the words as you say them. Can we all say that? This book is called Goldilocks and The Three Bears. “X, what is this book called?” x 3. This book is called Goldilocks and The Three Bears.	• Comprehension • Concepts of print
<i>Discuss the author / illustrator.</i>	The author is X. What does an author do? An author writes the book. The illustrator is X. What does an illustrator do? An illustrator draws pictures for the book. Who is the author / illustrator of this book? X is the author / illustrator of this the book.	• Concepts of print
<i>Make predictions.</i>	I wonder, what will happen in this story? X, what will happen in this story? Why do you think that?	• Comprehension • Social interaction
<i>Ask children with EAL if they have a different name for Goldilocks and the Three Bears.</i>	Have you ever read this story in another language? What language did you read it in? How do you say ‘X’ in the language you speak at home? (X = bear / Goldilocks / porridge / chair / bed)	• Common Underlying Proficiency • Drawing connections between languages • Cross-linguistic transfer
<i>Read the book to the children.</i>	Read the book to the children, using the following strategies: • Volume – loud voice for everyone to hear. • Clarity – emphasise each word. • Expression – vary tone of voice depending on whether you are narrating or saying a character’s line / use facial expressions and gestures.	• Model fluency and expression • Comprehensible input (i.e., using language in a way that listeners with limited proficiency can understand through

	Interaction/Dialogue – discuss illustrations / storyline. Dialogic Reading Prompt – ask for input Evaluate – evaluate the utterance / statement Expand – expand on the utterance / statement Repeat – encourage child to repeat the expansion <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Level 1</th><th>Level 2</th><th>Level 3</th></tr> </thead> <tbody> <tr> <td> - Ask ‘<i>wh</i>’ questions - Follow answers with questions - Ask to repeat new words </td><td> - Ask open questions - Follow answers with expansions - Ask to repeat expansions </td><td> - Ask questions relating to the story plot - Ask abstract questions </td></tr> </tbody> </table> Help as needed. Praise students. Have fun. Questioning – ask questions throughout the story, samples include: Who is in the story? Where is the story? What did Goldilocks say about Father Bear’s / Mother Bear’s / Baby Bear’s porridge / chair / bed? What did Father Bear / Mother Bear / Baby Bear say about his / her porridge / chair / bed? As the children become more familiar with the story throughout the week, you can ask them to join in with different parts of the narration. Encourage their participation through pausing before the final word in a sentence, allowing them to say characters’ parts, etc.	Level 1	Level 2	Level 3	- Ask ‘<i>wh</i>’ questions - Follow answers with questions - Ask to repeat new words	- Ask open questions - Follow answers with expansions - Ask to repeat expansions	- Ask questions relating to the story plot - Ask abstract questions	varied voice, facial expressions, gesture) - Dialogic reading approach - Check comprehension
Level 1	Level 2	Level 3						
- Ask ‘<i>wh</i>’ questions - Follow answers with questions - Ask to repeat new words	- Ask open questions - Follow answers with expansions - Ask to repeat expansions	- Ask questions relating to the story plot - Ask abstract questions						

2. LANGUAGE ACTIVITIES

Introduce “Tell-a-Tale” activity time.	It’s group work time. Let’s sing our song as we walk back to our chairs.	Focus attention
Use “Tell-a-Tale” activity song.	“Tell-A-Tale, Tell-A-Tale, we’re going to tell a tale, So, it’s time to get into pairs, let’s all walk back to our chairs.”	- Predictable routine - Directs children
Gradual Release of Responsibility	In groups, guided by their teacher using the Gradual Release of Responsibility Model, children engage in activities to support narrative retell. <pre> graph LR A["I do it • Demonstration"] --> B["We do it • Shared Demonstration • Guided Practice"] B --> C["You do it • Independent Practice"] </pre> See Mon – Fri below for samples of group activities each day.	- Models good practice - Shares good practice - Guides good practice - Enables independent practice - Fosters social Interaction - Provides concrete Materials

3. PLENARY			
Conclude “Tell-a-Tale” time.	It’s time to finish Tell-A-Tale. Let’s sing our song as we sit on the reading mat.		• Focus attention
Use “Tell-a-Tale” conclusion song.	“Tell-A-Tale, Tell-A-Tale, we’ve been busy telling tales, So, it’s time to see what we have done, gather around and have some fun.”		• Predictable routine • Directs children
Revise the narrative using a picture walk through the book.	Ask one child at a time to answer each question: “X, who is in the story?” “X, where is the story?” “X, what happened first?” “X, what happened next?” “X, what happened then?” “X, what happened after that?” “X, what happened in the end?”		• Comprehension • Engaging in narrative retell • Revision of chronological words i.e., first, next, then, after that
Conclude with a song / poem with actions	Well done everyone. Let’s finish with a song. Three Brown Bears, Three Brown Bears, See all their beds, See all their chairs, Mammy made porridge in a pot, Daddy’s porridge was much too hot, Tiny, little Bear cried a lot, Three Brown Bears.	Well done everyone. Let’s finish with a poem. Once upon a time, In a faraway town, There lived a little girl, Who explored all around. She walked in the forest, And what did she do? She walked into a cottage, That belonged to you know who. She ate the porridge, She broke the chair, She fell asleep in bed, But she didn’t care.	• Predictable routine • Rhyming skills development • Multi-sensory approach to language development • Extensive language input

MONDAY			
Introduce key vocabulary on flashcards.	NOUNS Person: Goldilocks, Father Bear, Mother Bear, Baby Bear Thing: porridge, chair, bed	VERBS ate / sat / fell asleep	- BICS - Language development: nouns / verbs
Ask children if they know another way to say key words.	What is this word in Irish? What is this word in your language?		- Common Underlying Proficiency - Connections between languages - Cross-linguistic transfer
Assess knowledge of vocabulary.	Call out a word and watch to see if every child in the group can find it. Show me Goldilocks. Goldilocks. Show me the porridge. Porridge. Show me the bed. Bed.		- Check comprehension - Receptive language development: vocabulary
Practise verbs using Total Physical Response (TPR)	Ask all of the children to pretend to do the actions as you call them out (ate, sat, fell asleep). Goldilocks ate. - Everyone pretends to eat. - Pick one child to pretend to eat. Again, you might ask a question to help you choose i.e., what did Goldilocks eat? Goldilocks ate the porridge. Choose the child that answers correctly. Well done, Maja. Maja ate. Can we all say that? Maja ate. As the children do the actions, you can encourage them to speak about it i.e., Maja might say ‘mmmmm, this porridge is just right!’ Goldilocks sat down. - Everyone pretends to sit down. - Pick one child to pretend to sit down. Again, you might ask a question to help you choose i.e., what did Goldilocks sit down on? Choose the child that answers correctly. Well done, Jack. Jack sat down. Can we all say that? Jack sat down. As the children do the actions, you can encourage them to speak about it i.e., Jack might say ‘this chair is too hard!’		- Formulaic expression and rule-based competence - Sociocultural approach - Active learning - Language use - BICS
Model narrative sentences using vocabulary	Teacher models narrative sentences i.e., Goldilocks ate the porridge. Goldilocks sat down. Oh no! She broke the chair. Goldilocks fell asleep. while pointing at key vocabulary to support comprehension. Group Retell: Let’s say it together as a group. Listen to me and repeat. Goldilocks ate the porridge. Goldilocks ate the porridge. Goldilocks sat down. Goldilocks sat down. Oh no! She broke the chair. Oh no! She broke the chair.		- Language development: fluency, intonation and syntax - Social interaction: using language in real-life contexts - BICS

	<i>Goldilocks fell asleep. Goldilocks fell asleep.</i> Individual Retell: Who would like to help me to tell the story? <i>Jack: Goldilocks ate the porridge.</i> <i>Maja: Goldilocks sat down.</i> <i>Sarah: Goldilocks fell asleep.</i>	
Enhance listening skills (i.e., Pass the Message).	Teacher whispers a message to one child, who passes it to the next, until the message returns to the teacher. Messages include: “Hello, my name is Goldilocks / Father Bear / Mother Bear / Baby Bear.” “Someone’s been eating my porridge / sitting in my chair / sleeping in my bed.”	• Phonological awareness: listening and rhyming skills • Receptive language • BICS
Engage in narrative retell	Role-Play Retell Engage in activities (Masks / Lollipop Puppets / Small World Figures / Puppets) to practise telling the story. You will use one of each every day before sequencing images to retell.	• Learner autonomy • Context provision • Comprehension • Narrative retell development • Role-play to support language development
	Sequencing Images: Teacher sequence images with children’s help. Teacher models retell. <u>Level 1 – Taken from narrative sample template.</u> <i>Goldilocks ate the porridge. Goldilocks sat down. Oh no! She broke the chair. Goldilocks fell asleep. “Someone’s been eating my porridge!” “Someone’s been sitting in my chair!” “Someone’s been sleeping in my bed!”</i> <u>If time allows:</u> Ask children to help you to retell once you have modelled it. Use the following questions to probe children with retell / encourage use of chronological words i.e., first, next, then, after that, in the end. <i>What happened first?</i> <i>What happened next?</i> <i>What happened then?</i> <i>What happened after that?</i> <i>What happened in the end?</i> <i>‘I am going to point at each part of the story and retell it for you. Are you ready? Can you help me with what Goldilocks / Father Bear / Mother Bear / Baby Bear say?’</i>	• Comprehension • Narrative retell development • Differentiated narrative samples to support various stages of language acquisition / various language abilities within the group • CALP

TUESDAY			
Introduce key vocabulary on flashcards.	NOUNS Person: Goldilocks, Father Bear, Mother Bear, Baby Bear Thing: porridge, chair, bed	VERBS ate / sat / fell asleep	Language development: nouns / verbs
Ask children if they know another way to say key words.	What is this word in Irish? What is this word in your language?		- Common Underlying Proficiency - Connections between languages - Cross-linguistic transfer
Assess knowledge of vocabulary.	Call out a word and watch to see if every child in the group can find it. Show me Goldilocks. Goldilocks. Show me the porridge. Porridge. Show me the bed. Bed.		- Check comprehension - Receptive language development: vocabulary
Practise verbs using Total Physical Response (TPR)	Ask all of the children to pretend to do the actions as you call them out (ate, sat, fell asleep). Goldilocks ate. - Everyone pretends to eat. - Pick one child to pretend to eat. Again, you might ask a question to help you choose i.e., what did Goldilocks eat? Goldilocks ate the porridge. Choose the child that answers correctly. Well done, Maja. Maja ate. Can we all say that? Maja ate. As the children do the actions, you can encourage them to speak about it i.e., Maja might say ‘mmmmm, this porridge is just right!’ Goldilocks sat down. - Everyone pretends to sit down. - Pick one child to pretend to sit down. Again, you might ask a question to help you choose i.e., what did Goldilocks sit down on? Choose the child that answers correctly. Well done, Jack. Jack sat down. Can we all say that? Jack sat down. As the children do the actions, you can encourage them to speak about it i.e., Jack might say ‘this chair is too hard!’		Language development: verbs / action words
Model narrative sentences using vocabulary	Teacher models narrative sentences i.e., Can you remember our story from yesterday? Goldilocks ate the porridge. Goldilocks sat down. Oh no! She broke the chair. Goldilocks fell asleep. while pointing at key vocabulary to support comprehension. Group Retell: Let’s say it together as a group. Listen to me and repeat. Goldilocks ate the porridge. Goldilocks ate the porridge.		- Language development: fluency, intonation and syntax - Social interaction: using language in real-life contexts - BICS

	Goldilocks sat down. Goldilocks sat down. Oh no! She broke the chair. Oh no! She broke the chair. Goldilocks fell asleep. Goldilocks fell asleep. Individual Retell: Who would like to help me to tell the story? Jack: Goldilocks ate the porridge. Maja: Goldilocks sat down. Sarah: Goldilocks fell asleep. Teacher models additional narrative sentences i.e., Excellent. Let's try adding more to the story. Someone's been eating my porridge. Someone's been sitting in my chair. Someone's been sleeping in my bed. while pointing at key vocabulary to support comprehension. Group Retell: Let's say it together as a group. Listen to me and repeat using a big, middle-sized, or tiny voice. Someone's been eating my porridge. Someone's been eating my porridge. Someone's been sitting in my chair. Someone's been sitting in my chair. Someone's been sleeping in my bed. Someone's been sleeping in my bed. Use big voice, middle-sized voice, tiny voice to say each phrase. Who would like to be Father Bear, Mother Bear & Baby Bear? I would like to be Jack: Someone's been eating my porridge. Maja: Someone's been eating my porridge. Sarah: Someone's been eating my porridge. Repeat using "someone's been sitting in my chair / sleeping in my bed"	
Identify missing parts of the expression.	Someone's been 'mmm' my porridge. Someone's been eating my porridge. Someone's been eating my 'mmm'. Someone's been eating my porridge. Someone's been 'mmm' in my chair / bed. Someone's been sitting in my chair / sleeping in my bed. Someone's been sitting in my 'mmm'. Someone's been sitting in my chair. Someone's been sleeping in my 'mmm'. Someone's been sleeping in my bed.	Phonological awareness: sentence segmentation
Engage in narrative retell	Role-Play Retell Engage in activities (Masks / Lollipop Puppets / Small World Figures / Puppets) to practise telling the story. You will use one of each every day before sequencing images to retell.	- Learner autonomy - Context provision - Comprehension - Narrative retell development - Role-play to support language development
	Sequencing Images: Teacher sequence images with children's help. Teacher models retell. <u>Level 1 – Taken from narrative sample template.</u>	- Comprehension - Narrative retell development - Differentiated narrative samples to support

	Goldilocks ate the porridge. Goldilocks sat down. Oh no! She broke the chair. Goldilocks fell asleep. “Someone’s been eating my porridge!” “Someone’s been sitting in my chair!” “Someone’s been sleeping in my bed!” <u>If time allows:</u> Ask children to help you to retell once you have modelled it. Use the following questions to probe children with retell / encourage use of chronological words i.e., first, next, then, after that, in the end. What happened first? What happened next? What happened then? What happened after that? What happened in the end? ‘I am going to point at each part of the story and retell it for you. Are you ready? Can you help me with what Goldilocks / Father Bear / Mother Bear / Baby Bear say?’ Distribute paired sequence images. Ask the children to put the images in order. Ask them to help you to retell it again, pointing at each sequence as it happens. Use the following questions to probe children with retell / encourage use of chronological words i.e., first, next, then, after that, in the end. What happened first? next? then? after that? in the end? Do you remember this story from yesterday and today? Are you ready to help me to retell it? ‘X, what did Goldilocks do / say?’ ‘X, what did Father Bear say when he saw the porridge / chair / bed?’ etc.	various stages of language acquisition / various language abilities within the group • CALP

WEDNESDAY			
Revise key vocabulary on flashcards.	NOUNS Person: Goldilocks, Father Bear, Mother Bear, Baby Bear Thing: porridge, chair, bed VERBS ate / sat / fell asleep	ADJECTIVES Hot / cold Hard / soft	Language development: nouns / verbs / adjectives
Use of actions to teach adjectives	Name the action	Teacher uses actions / gestures to get children to use key adjectives Teacher makes a fanning motion: hot Teacher rubs arms: cold Teacher taps on table: hard Teacher holds clothing item: soft	Language development: adjectives
Practise verbs using Total Physical Response (TPR)	Ask all of the children to pretend to do the actions as you call them out (ate, sat, fell asleep). Goldilocks ate. - Everyone pretends to eat. - Pick one child to pretend to eat. Again, you might ask a question to help you choose i.e., what did Goldilocks eat? Goldilocks ate the porridge. Choose the child that answers correctly. Well done, Maja. Maja ate. Can we all say that? Maja ate. As the children do the actions, you can encourage them to speak about it i.e., Maja might say ‘ mmmmm, this porridge is just right! ’ Goldilocks sat down. - Everyone pretends to sit down. - Pick one child to pretend to sit down. Again, you might ask a question to help you choose i.e., what did Goldilocks sit down on? Choose the child that answers correctly. Well done, Jack. Jack sat down. Can we all say that? Jack sat down. As the children do the actions, you can encourage them to speak about it i.e., Jack might say ‘ this chair is too hard! ’		Language development: verbs / action words
Revise key phrases with actions	Goldilocks: <i>Three bowls with porridge:</i> This porridge is too hot. This porridge is too cold. This porridge is just right. <i>Three chairs (one with cushion, one with blanket)</i> This chair is too hard. This chair is too soft. This chair is just right.	Father Bear: (big voice) Someone’s been eating my porridge. Someone’s been sitting in my chair. Someone’s been sleeping in my bed. Mother Bear: (medium-sized voice) Someone’s been eating my porridge. Someone’s been sitting in my chair. Someone’s been sleeping in my bed. Baby Bear: (tiny, little voice) Someone’s been eating my porridge. Someone’s been sitting in my chair.	- Comprehension: retelling elements of the story - Expressive language development

	Three beds (one with cushion, one with blanket) This bed is too hard. This bed is too soft. This bed is just right.	Someone's been sleeping in my bed.	
Engage in narrative retell	Role-Play Retell Engage in activities (Masks / Lollipop Puppets / Small World Figures / Puppets) to practise telling the story. You will use one of each every day before sequencing images to retell.		• Learner autonomy • Context provision • Comprehension • Narrative retell development • Role-play to support language development
	Sequencing Images: Teacher sequence images with children's help. Teacher and children retell. Level 1 – Taken from narrative sample template. Goldilocks ate the porridge. Goldilocks sat down. Oh no! She broke the chair. Goldilocks fell asleep. "Someone's been eating my porridge!" "Someone's been sitting in my chair!" "Someone's been sleeping in my bed!" Paired sequencing and retell. Distribute paired sequence images. Ask the children to put the images in order. Ask them to help you to retell it again, pointing at each sequence as it happens. Use the following questions to probe children with retell / encourage use of chronological words i.e., first, next, then, after that, in the end. What happened first? next? then? after that? in the end? Can you try to organise the story together in pairs? Can you tell the story to each other? <i>*Listen to children as they retell the story for one another. Provide incidental corrective feedback where necessary. *</i>		• Comprehension • Narrative retell development • Differentiated narrative samples to support various stages of language acquisition / various language abilities within the group • CALP • GRRM

THURSDAY			
Revision of key vocabulary: nouns, adjectives, verbs.	Bingo Teacher reviews key vocabulary with children. Hold up image. Put word into sentence. Ask children to repeat. Cover on bingo mats if word is present. Model Narrative Sentences Goldilocks ate the porridge. Goldilocks sat down. Oh no! She broke the chair. Goldilocks fell asleep. “Someone’s been eating my porridge!” “Someone’s been sitting in my chair!” “Someone’s been sleeping in my bed!”		- Language development: nouns / verbs / adjectives - Comprehension
Introduce song and actions.	Three Brown Bears, Three Brown Bears, See all their beds, See all their chairs, Mammy made porridge in a pot, Daddy’s porridge was much too hot, Tiny, little Bear cried a lot, Three Brown Bears.	3 fingers, 3 fingers, Hand over eyes, sleep, hands over eyes, point to chair, Stir a pot, Wave hand as a fan, Pretend to cry and wipe both eyes with clenched fists, 3 fingers	- Phonological awareness: rhyme - Contextualised grammar - Formulaic language chunks - Comprehension: retelling elements of the story
Engage in narrative retell	Role-Play Retell Engage in activities (Masks / Lollipop Puppets / Small World Figures / Puppets) to practise telling the story. You will use one of each every day before sequencing images to retell.		- Learner autonomy - Context provision - Comprehension - Narrative retell development - Role-play to support language development
	Sequencing Images: Teacher sequence images with children’s help. Teacher models retell. Level 1 – Taken from narrative sample template. Goldilocks ate the porridge. Goldilocks sat down. Oh no! She broke the chair. Goldilocks fell asleep. “Someone’s been eating my porridge!” “Someone’s been sitting in my chair!” “Someone’s been sleeping in my bed!” If time allows: Ask children to help you to retell once you have modelled it. Use the following questions to probe children with retell / encourage use of chronological words i.e., first, next, then, after that, in the end. What happened first? What happened next? What happened then? What happened after that? What happened in the end? ‘I am going to point at each part of the story and retell it for you. Are you ready? Can you help me with what Goldilocks / Father Bear / Mother Bear / Baby Bear say?’ Children retell in pairs and independently. *Listen to children as they retell the story for one another. Provide incidental corrective feedback where necessary. *		- Comprehension - Narrative retell development - Differentiated narrative samples to support various stages of language acquisition / various language abilities within the group - CALP

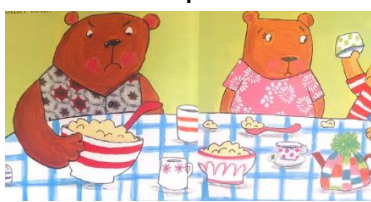
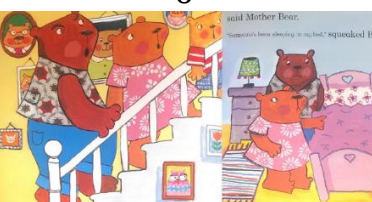
FRIDAY		
Engage in narrative retell	Sequencing Images: Children sequence images as a whole-class. Children retell in as a whole-class.	- Comprehension - Narrative retell development - Role-play to support language development

Goldilocks and the Three Bears

Differentiated Narrative Samples

Nouns	Verbs	Adjectives	Conjunctions	Chronological Words	Repetitive Phrases
Goldilocks Father Bear Mother Bear Baby Bear porridge, chair, bed	ate sat (down) broke fell asleep saw	hungry tired hot / cold hard / soft just right	and so but	Then... After that...	Someone's been eating my porridge! Someone's been sitting in my chair! Someone's been sleeping in my bed!
Level 1	Level 2		Level 3		
Goldilocks ate the porridge.	Goldilocks was hungry . She saw three bowls of porridge. She ate the porridge.		Goldilocks was hungry and saw three bowls of porridge. There was a big bowl, a middle-sized bowl, and a tiny, little bowl. She ate the porridge. "This porridge is too hot . This porridge is too cold . This porridge is just right !" So , she ate Baby Bear's porridge.		
Goldilocks sat down . Oh no! She broke the chair .	Goldilocks was tired . She sat down on the chairs. Oh no! Goldilocks broke Baby Bear's chair!		Then , Goldilocks was tired. She saw three chairs. There was a big chair, a middle-sized chair and a tiny, little chair. She sat down on each chair. "This chair is too hard . This chair is too soft . This chair is just right !" She sat on Baby Bear's chair... but then , the chair broke!		
Goldilocks fell asleep .	Goldilocks fell asleep in Baby Bear's bed .		After that , Goldilocks saw three beds. There was a big bed, a middle-sized bed, and a tiny, little bed. "This bed is too hard. This bed is too soft. This bed is just right!" said Goldilocks, and with that, she fell asleep in Baby Bear's bed.		
"Someone's been eating my porridge!"	"Someone's been eating my porridge" "Someone's been eating my porridge" "Someone's been eating my porridge... and they've eaten it all up!"		"Someone's been eating my porridge" said Father Bear . "Someone's been eating my porridge" said Mother Bear . "Someone's been eating my porridge... and they've eaten it all up!" cried Baby Bear .		
"Someone's been sitting in my chair!"	"Someone's been sitting in my chair" "Someone's been sitting in my chair" "Someone's been sitting in my chair... and they've broken it!"		"Someone's been sitting in my chair" said Father Bear. "Someone's been sitting in my chair" said Mother Bear. "Someone's been sitting in my chair... and they've broken it!" cried Baby Bear .		
"Someone's been sleeping in my bed!"	"Someone's been sleeping in my bed" "Someone's been sleeping in my bed" "Someone's been sleeping in my bed... and she's still here!"		"Someone's been sleeping in my bed" said Father Bear. "Someone's been sleeping in my bed" said Mother Bear. "Someone's been sleeping in my bed... and she's still here!" whispered Baby Bear .		
(33-word narrative)	(98-word narrative)		(240-word narrative)		

Sequencing Images (1 – 6) and Corresponding Differentiated Narrative Samples

		
Goldilocks ate the porridge.	Goldilocks sat down. Oh no! She broke the chair.	Goldilocks fell asleep.
Goldilocks was hungry. She saw three bowls of porridge. She ate the porridge.	Goldilocks was tired. She sat down on the chairs. Oh no! Goldilocks broke Baby Bear's chair!	Goldilocks fell asleep in Baby Bear's bed.
Goldilocks was hungry. She saw three bowls of porridge. There was a big bowl, a middle-sized bowl, and a tiny, little bowl. She ate the porridge. "This porridge is too hot. This porridge is too cold. This porridge is just right!" so, she ate Baby Bear's porridge.	Then, Goldilocks was tired. She saw three chairs. There was a big chair, a middle-sized chair and a tiny, little chair. She sat down on each chair. "This chair is too hard. This chair is too soft. This chair is just right!" She sat on Baby Bear's chair...but then, the chair broke!	After that, Goldilocks saw three beds. There was a big bed, a middle-sized bed, and a tiny, little bed. "This bed is too hard. This bed is too soft. This bed is just right!" said Goldilocks, and with that, she fell asleep in Baby Bear's bed.
		
"Someone's been eating my porridge!"	"Someone's been sitting in my chair!"	"Someone's been sleeping in my bed!"
"Someone's been eating my porridge" "Someone's been eating my porridge" "Someone's been eating my porridge...and they've eaten it all up!"	"Someone's been sitting in my chair" "Someone's been sitting in my chair" "Someone's been sitting in my chair" "Someone's been sitting in my chair...and they've broken it!"	"Someone's been sleeping in my bed" "Someone's been sleeping in my bed" "Someone's been sleeping in my bed...and she's still here!"
"Someone's been eating my porridge" said Father Bear. "Someone's been eating my porridge" said Mother Bear. "Someone's been eating my porridge...and they've eaten it all up!" cried Baby Bear.	"Someone's been sitting in my chair" said Father Bear. "Someone's been sitting in my chair" said Mother Bear. "Someone's been sitting in my chair...and they've broken it!" cried Baby Bear.	"Someone's been sleeping in my bed" said Father Bear. "Someone's been sleeping in my bed" said Mother Bear. "Someone's been sleeping in my bed...and she's still here!" whispered Baby Bear.

Eiseamláir Teagaisc Inis Scéil

Here is a teaching script for fortnight one of the Inis Scéal programme. It outlines chronologically what the teacher should do, how to do it, and why it is being done.

Treoracha do Mhúinteoirí – Seachtain 1

Dé Luain				
Tréimhse Réamhchumarsáide				
Cad atá le déanamh agat?	Conas is féidir é a dhéanamh? Cad atá le rá agat?			Cén fáth go bhfuil sé le déanamh agat?
Amhráin ‘Inis Scéal’ a chanadh leis an rang. Déan geáitsí leis.	Anois, a pháistí, tá sé in am don amhrán ‘Inis Scéal’. Seasaigí agus bígí ag canadh liom. “Inis scéal, inis scéal, tá mé ag insint scéil, Táimid go léir ar bís, suígí síos, éistigí anois!”			➤ Cothú spéise ➤ Gnáthamh ranga ➤ Modh na lánfhreagartha gníomhaí
Taispeáin an leabhair don rang.	Ú, tá leabhar nua againn inniu. Féach ar seo: Cinnín Óir agus na Trí Bhéar (is féidir do mhéar a chuir uirthi / orthu). A haon, a dó, a trí. • Has anyone heard this story before? • Did Cinnín Óir have a different name? • Have you got this book at home?			➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna
Taispeáin na Pictiúir ar Luaschártaí don rang.	<u>Pictiúir ar Luaschártaí</u> Cinnín Óir, Na Trí Bhéar: Daidí Béar, Mamaí Béar, Babaí Béar <u>Eiseamláirí</u> Cé hí seo? Seo í Cinnín Óir / Mamaí Béar. Cé hé seo? Seo é Daidí Béar / Babaí Béar. Cé hiad seo? Seo iad na Trí Bhéar.			➤ Ionchur teanga ➤ Forbairt teanga ➤ Ullmhú don léitheoireacht
Teanga a chleachtadh / comhrá nádúrtha	<u>Comhrá: puipéid á n-úsáid ag an múinteoir</u> Cé hí seo? Seo í Cinnín Óir / Mamaí Béar. Cé hé seo? Seo é Daidí Béar / Babaí Béar. Cé hiad seo? Seo iad na Trí Bhéar.	<u>Comhrá: grúpaí agus an múinteoir</u> Cé hí seo? Seo í Cinnín Óir / Mamaí Béar. Cé hé seo? Seo é Daidí Béar / Babaí Béar. Cé hiad seo? Seo iad na Trí Bhéar.	<u>Comhrá: grúpa agus grúpa</u> Páistí a roghnú a bheith mar charachtair sa scéal agus iad ag seasamh in ord. Cé hí seo? Seo í Cinnín Óir / Mamaí Béar. Cé hé seo? Seo é Daidí Béar / Babaí Béar. Cé hiad seo? Seo iad na Trí Bhéar.	➤ Cleachtadh teanga ➤ Aithris agus athrá ➤ Spraoi a chur sa cheacht ➤ Múinteoir agus: an rang / leath an ranga / grúpa / páiste
Dán a fhoghlaim	Dán: Cinnín Óir, 1, 2, 3 Seo í Cinnín Óir, Tá ocras uirthi, Itheann sí an leite, Babhla 1, 2, 3			➤ Cleachtadh teanga ➤ Struchtúr na teanga
Tréimhse Cumarsáide				
Léigh an scéal leis an rang.	Scéal á léamh ag an múinteoir. ‘Tá an leite seo róthe’ arsa Cinnín Óir. ‘Tá an leite seo rófhuar.’			➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga

	<i>'Tá an leite seo díreach ceart domsa!'</i> Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabaí Béar ➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceisteanna a chur ar na páistí (Cé hí seo / cé hé seo?)	➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga
Tréimhse Iarchumarsáide		
<i>Athbhreithniú a dhéanamh ar an cheacht</i>	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: <i>Cé hí seo / cé hé seo / cé hiad seo?</i> <i>Seo í Cinnín Óir / Mamaí Béar.</i> <i>Seo é Daidí Béar / Bhabaí Béar.</i> <i>Seo iad na Trí Bhéar.</i>	➤ Dul siar agus treisiú na foghlama
<i>Teanga a úsáid le brí</i>	Ag seasamh i gciorcal le liathróid: Is mise Ms. Murphy, cé thusa? (<i>caith an liathróid chuig páiste</i>) Is mise Bríd, cé thusa? Is mise Liam, cé thusa? <i>Athbhreithniú a dhéanamh ar an dán.</i>	➤ Leathnú na Foghlama
<i>Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil</i>	• Cé thusa? Is mise... • Cé hí seo / cé hé seo / cé hiad seo?	➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Dé Máirt			
Tréimhse Réamhchumarsáide			
<i>Amhráin 'Inis Scéal' a chanadh leis an rang.</i> <i>Déan geáitsí leis.</i> <i>Dán: Cinnín Óir, 1, 2, 3</i>	<i>Anois, a pháistí, tá sé in am don amhrán 'Inis Scéal'. Seasaigí agus bígí ag canadh liom.</i> Dán: Cinnín Óir, 1, 2, 3 <i>Seo í Cinnín Óir,</i> <i>Tá ocras uirthi,</i> <i>Itheann sí an leite,</i> <i>Babhla 1, 2, 3</i>		➤ Cothú spéise ➤ Gnáthamh intuartha ➤ Modh na lánfhreagartha gníomhaí
<i>Taispeáin an leabhair don rang.</i>	<i>Tá leabhar againn arís inniu.</i> <i>Cé hí seo? Cinnín Óir/ Mamaí Béar.</i> <i>An-mhaith, seo í Cinnín Óir.</i> <i>Cé hé seo? Daidí Béar / Bhabaí Béar.</i> <i>An-mhaith, seo é Daidí Béar / Bhabaí Béar.</i>		➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna
<i>Taispeáin na Pictiúir ar Luaschártaí don rang.</i>	<i><u>Pictiúir ar Luaschártaí</u></i> Cinnín Óir, Na Trí Bhéar: Daidí Béar, Mamaí Béar, Bhabaí Béar <i><u>Eiseamláirí</u></i> Cé hí seo? Seo í Cinnín Óir / Mamaí Béar. Cé hé seo? Seo é Daidí Béar / Bhabaí Béar. Cé hiad seo? Seo iad na Trí Bhéar.		➤ Ionchur teanga ➤ Forbairt teanga ➤ Ullmhú don léitheoireacht
<i>Teanga a chleachtadh / comhrá nádúrtha</i>	<u>Comhrá: grúpaí agus an múinteoir</u>	<u>Comhrá: grúpa agus grúpa</u> <i>Páistí a roghnú a bheith mar</i>	<u>Comhrá: i mbeirteanna</u> P. 1 Cé hí seo? ➤ Cleachtadh teanga ➤ Aithris agus athrá

	Cé hí seo? Seo í Cinnín Óir / Mamaí Béar. Cé hé seo? Seo é Daidí Béar / Babaí Béar. Cé hiad seo? Seo iad na Trí Bhéar.	charachtair sa scéal agus iad ag seasamh in ord. Cé hí seo? Seo í Cinnín Óir / Mamaí Béar. Cé hé seo? Seo é Daidí Béar / Babaí Béar. Cé hiad seo? Seo iad na Trí Bhéar.	P. 2 Seo í Cinnín Óir / Mamaí Béar. P. 1 Cé hé seo? P. 2 Seo é Daidí Béar / Babaí Béar. P. 1 Cé hiad seo? P. 2 Seo iad na Trí Bhéar.	➤ Spraoi a chur sa cheacht ➤ Múinteoir agus: an rang ➤ / leath an ranga / grúpa / páiste
Dán a fhoghlaim	Dán: Cinnín Óir, 1, 2, 3 Seo í Cinnín Óir, Tá tuirse uirthi, Suíonn sí síos, Cathaoir 1, 2, 3			➤ Cleachtadh teanga ➤ Struchtúr na teanga

Tréimhse Cumarsáide

Léigh an scéal leis an rang.	Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, páistí ag teacht isteach ar an scéal níos mó: ‘Tá an leite seo róthe’ arsa Cinnín Óir. ‘Tá an leite seo rófhuar.’ ‘Tá an leite seo díreach ceart domsa!’ Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabaí Béar ➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceisteanna a chur ar na páistí (Cé hí seo / cé hé seo? Cad í seo / cad é seo?)		➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga ➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga

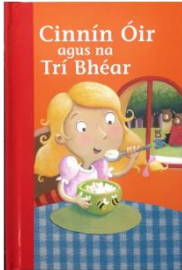
Tréimhse Iarchumarsáide

Athbhreithniú a dhéanamh ar an cheacht	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Cé hí seo / cé hé seo / cé hiad seo? Seo í Cinnín Óir / Mamaí Béar. Seo é Daidí Béar / Babaí Béar. Seo iad na Trí Bhéar.	➤ Dul siar
Teanga a úsáid le brí	Ag seasamh i gciorcal. Téann an múinteoir timpeall le puipéad: Cé hí/hé seo? (stop leis an puipéad ar cheann páiste) Seo í Bríd / seo é Liam.	➤ Leathnú na Foghlama
Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil	• Cé thusa? Is mise... • Cé hí seo / cé hé seo / cé hiad seo?	➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Dé Céadaoin

Tréimhse Réamhchumarsáide

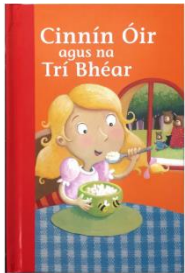
Amhráin ‘Inis Scéal’ a chanadh leis an rang.	Anois, a pháistí, tá sé in am don amhrán ‘Inis Scéal’. Seasaigí agus bigí ag canadh liom. Dán: Cinnín Óir, 1, 2, 3	➤ Cothú spéise ➤ Gnáthamh intuartha

Déan geáitsí leis. Dán: Cinnín Óir, 1, 2,3	Seo í Cinnín Óir, Tá ocras uirthi, Itheann sí an leite, Babhla 1, 2, 3 Seo í Cinnín Óir, Tá tuirse uirthi, Suíonn sí síos, Cathaoir 1, 2, 3			➤ Modh na lánfhreagartha gníomhaí	
Taispeáin an leabhair don rang.	Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Cinnín Óir/ Mamaí Béar. Cé hé seo? Daidí Béar / Babaí Béar.			➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna	
Taispeáin na Pictiúir ar Luaschártaí don rang. Má tá fíor-ábhair agat (m. sh: leite / cathaoir / leaba), bain úsáid astu le linn an cheachta.	<u>Pictiúir ar Luaschártaí</u> Dul siar ar an Luan / Máirt Seo í an leite / an chathaoir / an leaba			➤ Ionchur teanga ➤ Forbairt teanga ➤ Ullmhú don léitheoireacht	
Teanga a chleachtadh / comhrá nádúrtha	Fíor nó bréagach? Seo í Cinnín Óir. Fíor nó bréagach? Más fíor é, is féidir an abairt a athrá agus ordóg a chur suas.	Comhrá: puipéid á n-úsáid ag an <u>múinteoir</u> Cad í seo? Seo í an leite. Cad í seo? Seo í an chathaoir. Cad í seo? Seo í an leaba.	Comhrá: grúpaí agus an <u>múinteoir</u> Cad í seo? Seo í an leite. Cad í seo? Seo í an chathaoir. Cad í seo? Seo í an leaba	➤ Cleachtadh teanga ➤ Aithris agus athrá ➤ Spraoi a chur sa cheacht ➤ Múinteoir agus: an rang ➤ / leath an ranga / grúpa / páiste	
Dán a fhoghlaim	Dán: Cinnín Óir, 1, 2, 3 Seo í Cinnín Óir, Tá tuirse uirthi, Luíonn sí síos, Leaba 1, 2, 3			➤ Cleachtadh teanga ➤ Struchtúr na teanga	
Tréimhse Cumarsáide					
Léigh an scéal leis an rang.	Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, páistí ag teacht isteach ar an scéal níos mó: ‘Tá an leite seo róthe’ arsa Cinnín Óir. ‘Tá an leite seo rófhuar.’ ‘Tá an leite seo díreach ceart domsa!’ ‘Tá an leite seo róthe’ arsa Cinnín Óir. ‘Tá an leite seo rófhuar.’ ‘Tá an leite seo díreach ceart domsa!’ Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabaí Béar				➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga ➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga

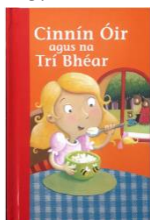


	➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceisteanna a chur ar na páistí (Cé hí seo / cé hé seo? Cad í seo / cad é seo?)	
Tréimhse Iarchumarsáide		
<i>Athbhreithniú a dhéanamh ar an cheacht</i>	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Cad í seo? Seo í an leite. Seo í an chathaoir. Seo í an leaba	➤ Dul siar
<i>Teanga a úsáid le brí</i>	Ceisteanna a chur ar na páistí le linn an lae: Cad í seo? (pointeáil ar luascháartaí) <u>Dul siar ar an dán</u> 	➤ Leathnú na Foghlama
<i>Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil</i>	• Cé thusa? Is mise... • Cé hí seo / cé hé seo / cé hiad seo? • Cad é / í seo? Seo é / í ...	➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Déardaoín				
Tréimhse Réamhchumarsáide				
<i>Amhrán ‘Inis Scéal’ a chanadh leis an rang.</i> <i>Déan geáitsí leis.</i> <i>Dán: Cinnín Óir, 1, 2, 3</i>	Anois, a pháistí, tá sé in am don amhrán ‘Inis Scéal’. Seasaigí agus bígí ag canadh liom. Dán: Cinnín Óir, 1, 2, 3 Seo í Cinnín Óir, Seo í Cinnín Óir, Seo í Cinnín Óir, Tá ocras uirthi, Tá tuirse uirthi, Tá tuirse uirthi, Itheann sí an leite, Suíonn sí síos, Luíonn sí síos, Babhla 1, 2, 3 Cathaoir 1, 2, 3 Leaba 1, 2, 3			➤ Cothú spéise ➤ Gnáthamh intuartha ➤ Modh na lánfhreagartha gníomhaí
<i>Taispeáin an leabhair don rang.</i>	Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Cinnín Óir/ Mamaí Béar. Cé hé seo? Daidí Béar / Babaí Béar.			➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna
<i>Taispeáin na Pictiúir ar Luascháartaí don rang.</i> <i>Má tá fíor-ábhair agat (m. sh: leite / cathaoir / leaba), bain úsáid astu le linn an cheachta.</i>	<u>Pictiúir ar Luascháartaí</u> <u>Pictiúir ar Luascháartaí</u> Dul siar ar an Luan / Máirt <u>Eiseamláirí</u> Cad í seo? Seo í an leite / an chathaoir / an leaba			➤ Ionchur teanga ➤ Forbairt teanga ➤ Ullmhú don léitheoireacht
<i>Teanga a chleachtadh / comhrá nádúrtha</i>	<u>Líon na bearnaí</u> Seo í an _____. (leite / chathaoir / leaba). Seo í _____. (an leite / an chathaoir / an leaba)	<u>Comhrá: grúpa agus grúpa</u> Cad í seo? Seo í an leite. Cad í seo? Seo í an chathaoir.	<u>Comhrá: i mbeirteanna</u> Pictiúir ar Luascháartaí á n-úsáid P. 1 Cad í seo? P. 2 Seo í an leite. P. 1 Cad í seo?	➤ Cleachtadh teanga ➤ Aithris agus athrá ➤ Spraoi a chur sa cheacht

	Seo _ _ _ _ _ . (í an leite / í an chathaoir / í an leaba)	Cad í seo? Seo í an leaba.	P. 2 Seo í an chathaoir. P. 1 Cad í seo? P. 2 Seo í an leaba.	➤ Múinteoir agus: an rang ➤ / leath an ranga / grúpa / páiste
Dán a fhoghlaim	Dán: Cinnín Óir, 1, 2, 3 Seo iad na Trí Bhéar, Tá fearg orthu, Nuair a chonaic siad Cinnín Óir, Bhí ionadh orthu.			➤ Cleachtadh teanga ➤ Struchtúr na teanga
Tréimhse Cumarsáide				
Léigh an scéal leis an rang.	Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, páistí ag teacht isteach ar an scéal níos mó: ‘Tá an leite seo róthe’ arsa Cinnín Óir. ‘Tá an leite seo rófhuar.’ ‘Tá an leite seo díreach ceart domsa!’ ‘Tá an leite seo róthe’ arsa Cinnín Óir. ‘Tá an leite seo rófhuar.’ ‘Tá an leite seo díreach ceart domsa!’ Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabaí Béar ➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceistanna a chur ar na páistí (Cé hí seo / cé hé seo? Cad í seo / cad é seo?)			 ➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga ➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga
Tréimhse Iarchumarsáide				
Athbhreithniú a dhéanamh ar an cheacht	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Cad í seo? Seo í an leite. Seo í an chathaoir. Seo í an leaba			➤ Dul siar
Teanga a úsáid le brí	Páiste ag am lóin: Mmmmmmm.... Seo díreach ceart domsa. <u>Dul siar ar an dán.</u> 			➤ Leathnú na Foghlama
Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil	• Cé thusa? Is mise... • Cé hí seo / cé hé seo / cé hiad seo? • Cad é / í seo? Seo é / í ...			➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Dé hAoine
Tréimhse Réamhchumarsáide

Amhráin 'Inis Scéal' a chanadh leis an rang. Déan geáitsí leis.	Anois, a pháistí, tá sé in am don amhrán 'Inis Scéal'. Seasaigi agus bígí ag canadh liom.			➤ Cothú spéise ➤ Gnáthamh intuartha ➤ Modh na lánfhreagartha gníomhaí	
Taispeáin an leabhair don rang.	Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Seo í Cinnín Óir/ Mamaí Béar. Cé hé seo? Seo é Daidí Béar / Babaí Béar.			➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna	
Taispeáin na Pictiúir ar Luaschártaí don rang. Má tá fíor-ábhair agat (m. sh: leite / cathaoir / leaba), bain úsáid astu le linn an cheachta.	<u>Pictiúir ar Luaschártaí</u> Cinnín Óir / Na Trí Bhéar: Daidí Béar, Mamaí Béar, Babaí Béar Seo í an leite / an chathaoir / an leaba <u>Eiseamláirí</u> Cé hí seo? Seo í Cinnín Óir / Mamaí Béar. Cé hé seo? Seo é Daidí Béar / Babaí Béar. Cé hiad seo? Seo iad na Trí Bhéar. Cad í seo? Seo í an leite / an chathaoir / an leaba			➤ Ionchur teanga ➤ Forbairt teanga ➤ Ullmhú don léitheoireacht	
Teanga a chleachtadh / comhrá nádúrtha	Cluiche Kim Cad a thóg mé? Thóg tú	I mbeirteanna: (Múinteoir (M) agus Grúpa / Páiste (G/P). Ansin, Páiste agus Páiste (P1 / P2)) Pictiúir ar Luaschártaí á n-úsáid P. 1 Cé hí seo? P. 2 Seo í Cinnín Óir / Mamaí Béar. P. 1 Cé hé seo? P. 2 Seo é Daidí Béar / Babaí Béar. P. 1 Cé hiad seo? P. 2 Seo iad na Trí Bhéar.	I mbeirteanna: (Múinteoir (M) agus Grúpa / Páiste (G/P). Ansin, Páiste agus Páiste (P1 / P2)) P. 1 Cad í seo? P. 2 Seo í an leite. P. 1 Cad í seo? P. 2 Seo í an chathaoir. P. 1 Cad í seo? P. 2 Seo í an leaba.	➤ Cleachtadh teanga ➤ Aithris agus athrá ➤ Spraoi a chur sa cheacht ➤ Múinteoir agus: an rang ➤ / leath an ranga / grúpa / páiste	
Dán a fhoghlaim	Dán: Cinnín Óir, 1, 2, 3 Seo í Cinnín Óir, Tá ocras uirthi, Itheann sí an leite, Babhla 1, 2, 3 Seo í Cinnín Óir, Tá tuirse uirthi, Suíonn sí síos, Cathaoir 1, 2, 3 Seo í Cinnín Óir, Tá tuirse uirthi, Luíonn sí síos, Leaba 1, 2, 3 Seo iad na Trí Bhéar, Tá fearg orthu, Nuair a chonaic siad Cinnín Óir, Bhí ionadh orthu.			➤ Cleachtadh teanga ➤ Struchtúr na teanga	
Tréimhse Cumarsáide					
Léigh an scéal leis an rang.	Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, páistí ag teacht isteach ar an scéal níos mó: <i>'Tá an leite seo róthe' arsa Cinnín Óir.</i> <i>'Tá an leite seo rófhuar.'</i> <i>'Tá an leite seo díreach ceart domsa!'</i> Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabaí Béar				➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga ➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga

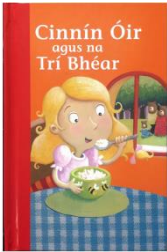
	➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceisteanna a chur ar na páistí (Cé hí seo / cé hé seo? Cad í seo / cad é seo?)	
Tréimhse Iarchumarsáide		
<i>Athbhreithniú a dhéanamh ar an cheacht</i>	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: <i>Cé hí seo / cé hé seo / cé hiad seo?</i> <i>Seo í Cinnín Óir / Mamaí Béar.</i> <i>Seo é Daidí Béar / Babaí Béar.</i> <i>Seo iad na Trí Bhéar.</i> <i>Cad í seo?</i> <i>Seo í an leite / an chathaoir / an leaba.</i>	➤ Dul siar
<i>Teanga a úsáid le brí</i>	Drámaíocht a dhéanamh. Múinteoir mar scéalaí.	➤ Leathnú na Foghlama
<i>Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil</i>	• Cé thusa? Is mise... • Cé hí seo / cé hé seo / cé hiad seo? • Cad é / í seo? Seo é / í ... <i>Múinteoir ag deireadh an lae:</i> Imigh leat / libh abhaile!  <u>Dul siar ar an dán.</u>	➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Treoracha do Mhúinteoirí – Seachtain 2

Dé Luain			
Tréimhse Réamhchumarsáide			
Cad atá le déanamh agat?	Conas is féidir é a dhéanamh? Cad atá le rá agat?		Cén fáth go bhfuil sé le déanamh agat?
Amhráin ‘Inis Scéal’ a chanadh leis an rang. Déan geáitsí leis.	Anois, a pháistí, tá sé in am don amhrán ‘Inis Scéal’. Seasaigí agus bígí ag canadh liom.		➤ Cothú spéise ➤ Gnáthamh intuartha ➤ Modh na lánfhreagartha gníomhaí
Taispeáin an leabhair don rang.	Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith, seo é an leabhar Cinnín Óir agus Na Trí Bhéar. Cé hí seo? Cinnín Óir/ Mamaí Béar. Cé hé seo? Daidí Béar / Babaí Béar.		➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna
Taispeáin na Pictiúir ar Luaschártaí don rang. Má tá fíor-ábhair agat (m. sh: leite / cathaoir / leaba), bain úsáid astu le linn an cheachta.	<u>Pictiúir ar Luaschártaí</u> Cinnín Óir / Na Trí Bhéar: Daidí Béar, Mamaí Béar, Babaí Béar / leite / cathaoir / leaba <u>Eiseamláirí</u> Cé hí seo / cé hé seo / cé hiad seo? Seo í Cinnín Óir / Mamaí Béar. Seo é Daidí Béar / Babaí Béar. Seo iad na Trí Bhéar. Cad í seo? Seo í an leite / an chathaoir / an leaba.		➤ Ionchur teanga ➤ Forbairt teanga ➤ Ullmhú don léitheoireacht
Teanga a chleachtadh / comhrá nádúrtha	Fíor nó bréagach? Seo í Cinnín Óir. Fíor nó bréagach? <i>Más fíor é, is féidir an abairt a athrá agus ordóg a chur suas.</i> Seo í an leite / an chathaoir / an leaba. Fíor nó bréagach?	Cluiche Kim Cad a thóg mé? Thóg tú	➤ Cleachtadh teanga ➤ Aithris agus athrá ➤ Spraoi a chur sa cheacht ➤ Múinteoir agus: an rang ➤ / leath an ranga / grúpa / páiste
Amhrán a fhoghlaim	Amhráin – An Trí Bhéar (Séideán Sí) <i>Bhí Trí Bhéar sa chistin lá,</i> <i>Sa chistin lá, sa chistin lá,</i> <i>Bhí Trí Bhéar sa chistin lá</i> <i>Ag ullmhú an bricfeasta.</i>		➤ Cleachtadh teanga ➤ Struchtúr na teanga
Tréimhse Cumarsáide			

<i>Léigh an scéal leis an rang.</i>	Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, páistí ag teacht isteach ar an scéal níos mó: <i>‘Féach ar mo leabasa’ arsa Daidí Béar.</i> <i>‘Féach ar mo leabasa’ arsa Mamáí Béar.</i> <i>‘Féach cé atá i mo leabasa’ arsa Babaí Béar.</i> Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabaí Béar ➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceistanna a chur ar na páistí (Cé hí seo / cé hé seo? Cad í seo / cad é seo?)	➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga ➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga
Tréimhse Iarchumarsáide		
<i>Athbhreithniú a dhéanamh ar an cheacht</i>	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Cé hí seo / cé hé seo / cé hiad seo? Seo í Cinnín Óir / Mamáí Béar. Seo é Daidí Béar / Babaí Béar. Seo iad na Trí Bhéar. Cad í seo? Seo í an leite / an chathaoir / an leaba.	➤ Dul siar
<i>Teanga a úsáid le brí</i>	<i>Ag seasamh i gciorcal le liathróid:</i> Is mise Ms. Murphy, cé thusa? (<i>caith an liathróid chuig páiste</i>) Is mise Bríd, cé thusa? Is mise Liam, cé thusa? <i>Ag seasamh i gciorcal. Téann an múinteoir timpeall le puipéad:</i> Cé hí/hé seo? (<i>stop leis an puipéad ar cheann páiste</i>) Seo í Bríd / seo é Liam.	➤ Leathnú na Foghlama
<i>Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil</i>	• Cé thusa? Is mise... Cé hí seo / cé hé seo / cé hiad seo? / Cad é / í seo? Seo é / í ... • An bhfuil ocras / tuirse / fearg ort? • Tá ocras / tuirse / fearg orm. (<i>geáitsí a chur leo</i>) • Féach ar mo / Féach ar an (<i>féach ar an gclár bán / féach ar obair Liam / féach ar an ngrúpa gorm</i>) • Táimse ag imeacht (<i>ag am sosa / ag am lóin / ag deireadh an lae</i>)	➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Dé Máirt		
Tréimhse Réamhchumarsáide		
<i>Amhráin ‘Inis Scéal’ a chanadh leis an rang.</i> <i>Déan geáitsí leis.</i> <i>Amhrán: An Trí Bhéar</i>	<i>Anois, a pháistí, tá sé in am don amhrán ‘Inis Scéal’. Seasaigi agus bígi ag canadh liom.</i> Amhráin – An Trí Bhéar (Séideán Sî) <i>Bhí Trí Bhéar sa chistin lá, Sa chistin lá, sa chistin lá, Bhí Trí Bhéar sa chistin lá Ag ullmhú an bricfeasta.</i>	➤ Cothú spéise ➤ Gnáthamh intuartha ➤ Modh na lánfhreagartha gníomhaí

Taispeáin an leabhair don rang.	Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith. Cad í seo? Seo í an leite / an chathaoir / an leaba. Cad a deir Cinnín Óir ar an leathanach seo? Tá an leite seo róthe / rófhuar / díreach ceart domsa.	➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna			
Taispeáin na Pictiúir ar Luaschártaí don rang. Má tá fíor-ábhair agat (m. sh: leite / cathaoir / leaba), bain úsáid astu le linn an cheachta.	<u>Pictiúir ar Luaschártaí</u> Seo í an leite. te / fuar / díreach ceart domsa <u>Fíor Ábhair</u> 3 x babhla leite <u>Eiseamláirí</u> Tá ocras orm. Tá an leite seo <u>róthe / rófhuar / díreach ceart domsa.</u>	➤ Ionchur teanga ➤ Forbairt teanga ➤ Ullmhú don léitheoireacht			
Drámaíocht	<u>Drámaíocht</u> <table border="1"> <tr> <td>Múinteoir mar Chinnín Óir: <u>Trí bhabhla:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.</td><td>Rang iomlán mar Chinnín Óir: <u>Trí bhabhla:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.</td><td>Grúpa amháin mar Chinnín Óir: <u>Trí bhabhla:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.</td></tr> </table>	Múinteoir mar Chinnín Óir: <u>Trí bhabhla:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.	Rang iomlán mar Chinnín Óir: <u>Trí bhabhla:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.	Grúpa amháin mar Chinnín Óir: <u>Trí bhabhla:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.	➤ Cleachtadh teanga ➤ Aithris agus athrá ➤ Spraoi a chur sa cheacht ➤ Múinteoir agus: an rang ➤ / leath an ranga / grúpa / páiste
Múinteoir mar Chinnín Óir: <u>Trí bhabhla:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.	Rang iomlán mar Chinnín Óir: <u>Trí bhabhla:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.	Grúpa amháin mar Chinnín Óir: <u>Trí bhabhla:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.			
Amhrán a fhoghlaim	Amhráin – An Trí Bhéar (Séideán Sí) Daidí, Mamaí, is Babaí Béar, is Babaí Béar, is Babaí Béar, Daidí, Mamaí, is Babaí Béar, Ag ullmhú an bricfeasta.	➤ Cleachtadh teanga ➤ Struchtúr na teanga			
Tréimhse Cumarsáide					
Léigh an scéal leis an rang.	Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, páistí ag teacht isteach ar an scéal níos mó: ‘Féach ar mo leabasa’ arsa Daidí Béar. ‘Féach ar mo leabasa’ arsa Mamaí Béar. ‘Féach cé atá i mo leabasa’ arsa Babaí Béar. Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabaí Béar ➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceisteanna a chur ar na páistí (Cé hí seo / cé hé seo? Cad í seo / cad é seo?)	 ➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga ➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga			
Tréimhse Iarchumarsáide					

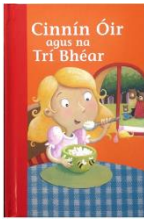
Athbhreithniú a dhéanamh ar an cheacht	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Tá ocras orm. <u>Tá an leite seo róthe / rófhuar / díreach ceart domsa</u>	➤ Dul siar
Teanga a úsáid le brí	Úsáid a bhaint as bia eile a d'fhoghlaim an rang cheanna: Píotsa: Tá an píotsa seo róthe / rófhuar / díreach ceart domsa. Ubh: Tá an ubh seo róthe / rófhuar / díreach ceart domsa. Tae: Tá an tae seo róthe / rófhuar / díreach ceart domsa.  <u>Dul siar ar an amhráin.</u>	➤ Leathnú na Foghlama
Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil	- Cé thusa? Is mise... Cé hí seo / cé hé seo / cé hiad seo? / Cad é / í seo? Seo é / í ... - An bhfuil ocras / tuirse / fearg ort? - Tá ocras / tuirse / fearg orm. (geáitsí a chur leo) - Féach ar mo / Féach ar an (féach ar an gclár bán / féach ar obair Liam / féach ar an ngrúpa gorm) - Táimse ag imeacht (ag am sosa / ag am lóin / ag deireadh an lae)	➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Dé Céadaoin					
Tréimhse Réamhchumarsáide					
Amhráin 'Inis Scéal' a chanadh leis an rang. Déan geáitsí leis. Amhrán: An Trí Bhéar	Anois, a pháistí, tá sé in am don amhrán 'Inis Scéal'. Seasaigi agus bígi ag canadh liom.	➤ Cothú spéise ➤ Gnáthamh intuartha ➤ Modh na lánfhreagartha gníomhaí			
Taispeáin an leabhair don rang.	Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith. Cad í seo? Seo í an leite / an chathaoir / an leaba. Cad a deir Cinnín Óir ar an leathanach seo? Tá an chathaoir seo róchrúa / róbhog / díreach ceart domsa.	➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna			
Taispeáin na Pictiúir ar Luaschártaí don rang. Má tá fíor-ábhair agat (m. sh: leite / cathaoir / leaba), bain úsáid astu le linn an cheachta.	<u>Pictiúir ar Luaschártaí</u> Seo í an chathaoir / an leaba. bog / crua / díreach ceart domsa <u>Fíor Ábhair</u> 3 x chathaoir <u>Eiseamláirí</u> Tá tuirse orm. Tá an chathaoir/leaba seo róchrúa / róbhog / díreach ceart domsa.	➤ Ionchur teanga ➤ Forbairt teanga ➤ Ullmhú don léitheoireacht			
Drámaíocht	<u>Drámaíocht</u> <table border="1"> <tr> <td>Múinteoir mar Chinnín Óir: <u>Trí chathaoir:</u> Tá tuirse orm.</td><td>Rang iomlán mar Chinnín Óir: <u>Trí chathaoir:</u> Tá tuirse orm.</td><td>Grúpa amháin mar Chinnín Óir: <u>Trí chathaoir:</u> Tá tuirse orm.</td></tr> </table>	Múinteoir mar Chinnín Óir: <u>Trí chathaoir:</u> Tá tuirse orm.	Rang iomlán mar Chinnín Óir: <u>Trí chathaoir:</u> Tá tuirse orm.	Grúpa amháin mar Chinnín Óir: <u>Trí chathaoir:</u> Tá tuirse orm.	➤ Cleachtadh teanga ➤ Aithris agus athrá ➤ Spraoi a chur sa cheacht
Múinteoir mar Chinnín Óir: <u>Trí chathaoir:</u> Tá tuirse orm.	Rang iomlán mar Chinnín Óir: <u>Trí chathaoir:</u> Tá tuirse orm.	Grúpa amháin mar Chinnín Óir: <u>Trí chathaoir:</u> Tá tuirse orm.			

	Tá an chathaoir seo róchrúa. Tá an chathaoir seo róbhog. Tá an chathaoir seo díreach ceart domsa.	Tá an chathaoir seo róchrúa. Tá an chathaoir seo róbhog. Tá an chathaoir seo díreach ceart domsa.	Tá an chathaoir seo róchrúa. Tá an chathaoir seo róbhog. Tá an chathaoir seo díreach ceart domsa.	➤ Múinteoir agus: an rang ➤ / leath an ranga / grúpa / páiste
Amhrán a fhoghlaim	Amhráin – An Trí Bhéar (Séideán Sí) Rinne Daidí leite dheas, leite dheas, leite dheas, Rinne Daidí leite dheas, Ach bhí sé i bhfad róthe dó.			➤ Cleachtadh teanga ➤ Struchtúr na teanga
Tréimhse Cumarsáide				
Léigh an scéal leis an rang.	Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, páistí ag teacht isteach ar an scéal níos mó: <i>‘Féach ar mo chathaoirse’ arsa Daidí Béar. ‘Féach ar mo chathaoirse’ arsa Mamáí Béar. ‘Féach cé atá i mo chathaoirse’ arsa Babáí Béar.</i> Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabáí Béar ➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceisteanna a chur ar na páistí (Cé hí seo / cé hé seo? Cad í seo / cad é seo?)			 ➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga ➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga
Tréimhse Iarchumarsáide				
Athbhreithniú a dhéanamh ar an cheacht	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: Tá tuirse orm. Tá an cathaoir / leaba seo <u>róchrúa / bhog / díreach ceart domsa.</u>			➤ Dul siar
Teanga a úsáid le brí	Na páistí ag dul timpeall an rang chun rudaí bhoga / chrua a fháil Peann luaidh / bord / clár bán = cruu Cúisíní / torthaí (banana / oráiste) = bog Deir na páistí cruu nó bog os ard. <u>Dul siar ar an amhráin.</u> 			➤ Leathnú na Foghlama
Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil	• Cé thusa? Is mise... Cé hí seo / cé hé seo / cé hiad seo? • Cad é / í seo? Seo é / í ... • An bhfuil ocras / tuirse / fearg ort? • Tá ocras / tuirse / fearg orm. (<i>geáitsí a chur leo</i>) • Féach ar mo / Féach ar an (<i>féach ar an gclár bán / féach ar obair Liam / féach ar an ngrúpa gorm</i>) • Táimse ag imeacht (<i>ag am sosa / ag am lóin / ag deireadh an lae</i>)			➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Déardaoín
Tréimhse Réamhchumarsáide

Amhráin 'Inis Scéal' a chanadh leis an rang. Déan geáitsí leis. Amhrán: An Trí Bhéar	Anois, a pháistí, tá sé in am don amhrán 'Inis Scéal'. Seasaigí agus bígí ag canadh liom. Amhrán: An Trí Bhéar Bhí Trí Bhéar Daidí, Mamaí, is Rinne Daidí sa chistin lá, Babaí Béar, leite dheas, Sa chistin lá, is Babaí Béar, is leite dheas, sa chistin lá, Babaí Béar, leite dheas, Bhí Trí Bhéar Daidí, Mamaí, is Rinne Daidí sa chistin lá Babaí Béar, leite dheas, Ag ullmhú an Ag ullmhú an Ach bhí sé i bricfeasta. bricfeasta. bhfad róthe dó.	➤ Cothú spéise ➤ Gnáthamh intuartha ➤ Modh na lánfhreagartha gníomhaí			
Taispeáin an leabhair don rang.	Cén leabhar é seo? Cinnín Óir agus Na Trí Bhéar. An-mhaith. Cad í seo? Seo í an leite / an chathaoir / an leaba. Cad a deir Cinnín Óir ar an leathanach seo? Tá an leaba seo róchrúa / róbhog / díreach ceart domsa.	➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna			
Taispeáin na Pictiúir ar Luascháirtaí don rang. Má tá fíor-ábhair agat (m. sh: leite / cathaoir / leaba), bain úsáid astu le linn an cheachta.	<u>Pictiúir ar Luascháirtaí</u> Seo í an leite. te / fuar / díreach ceart domsa. Seo í an chathaoir / an leaba. bog / crua / díreach ceart domsa <u>Fíor Ábhair</u> 3 x leaba <u>Eiseamláirí</u> Tá ocras orm. Tá an leite seo róthe / rófhuar / díreach ceart domsa. Tá tuirse orm. Tá an chathaoir/leaba seo róchrúa / róbhog / díreach ceart domsa. Féach ar mo _____.	➤ Ionchur teanga ➤ Forbairt teanga ➤ Ullmhú don léitheoireacht			
Drámaíocht	<u>Drámaíocht</u> <table border="1"> <tr> <td>Múinteoir mar Chinnín Óir: <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.</td><td>Rang iomlán mar Chinnín Óir: <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.</td><td>Grúpa amháin mar Chinnín Óir: <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.</td></tr> </table>	Múinteoir mar Chinnín Óir: <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.	Rang iomlán mar Chinnín Óir: <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.	Grúpa amháin mar Chinnín Óir: <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.	➤ Cleachtadh teanga ➤ Aithris agus athrá ➤ Spraoi a chur sa cheacht ➤ Múinteoir agus: an rang / leath an ranga / grúpa / páiste
Múinteoir mar Chinnín Óir: <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.	Rang iomlán mar Chinnín Óir: <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.	Grúpa amháin mar Chinnín Óir: <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.			
Amhrán a fhoghlaim	Amhráin – An Trí Bhéar (Séideán Sí) Chuaigh siad amach ag siúl, amach ag siúl, amach ag siúl, Chuaigh siad amach ag siúl, ag siúl sa choill le chéile	➤ Cleachtadh teanga ➤ Struchtúr na teanga			
Tréimhse Cumarsáide					

Léigh an scéal leis an rang.	Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, páistí ag teacht isteach ar an scéal níos mó: <i>'Féach ar mo leabasa' arsa Daidí Béar.</i> <i>'Féach ar mo leabasa' arsa Mamaí Béar.</i> <i>'Féach cé atá i mo leabasa' arsa Babai Béar.</i> Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabai Béar ➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceisteanna a chur ar na páistí (Cé hí seo / cé hé seo? Cad í seo / cad é seo?)	 ➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga ➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga

Tréimhse Iarchumarsáide

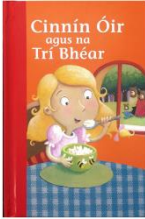
Athbhreithniú a dhéanamh ar an cheacht	Athbhreithniú a dhéanamh ar fhoclóir / eiseamláirí / frásaí: <i>Féach ar mo leites.</i> <i>Féach ar mo chathaoirse.</i> <i>Féach ar mo leabasa.</i>	➤ Dul siar
Teanga a úsáid le brí	Cur síos a dhéanamh ar rudaí atá ar eolas acu sa mhála scoile: Féach ar mo: mhála scoile / bhosca lóin / chóta / úll / cheapaire / phictiúr srl.	➤ Leathnú na Foghlama
Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil	• Cé thusa? Is mise... Cé hí seo / cé hé seo / cé hiad seo? • Cad é / í seo? Seo é / í ... • An bhfuil ocras / tuirse / fearg ort? • Tá ocras / tuirse / fearg orm. (<i>geáitsí a chur leo</i>) • Féach ar mo / Féach ar an (<i>féach ar an gclár bán / féach ar obair Liam / féach ar an ngrúpa gorm</i>) • Táimse ag imeacht (<i>ag am sosa / ag am lóin / ag deireadh an lae</i>)	➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Dé hAoine

Tréimhse Réamhchumarsáide

Amhráin 'Inis Scéal' a chanadh leis an rang. Déan geáitsí leis.	Anois, a pháistí, tá sé in am don amhrán 'Inis Scéal'. Seasaigí agus bígí ag canadh liom.	➤ Cothú spéise ➤ Gnáthamh intuartha ➤ Modh na lánfhreagartha gníomhaí
Taispeáin an leabhair don rang.	Cén leabhar é seo? Cinnín Óir agus Na Trí Bheara. An-mhaith. Cad í seo? Seo í an leite / an chathaoir / an leaba. Cad a deir Daidí Béar / Mamaí Béar ar an leathanach seo? Féach ar mo leites / mo chathaoirse / leabasa.	➤ Cothú spéise ➤ Díriú ar an leabhar ➤ Traschur scileanna
Taispeáin na Pictiúir ar	Pictiúir ar Luaschártaí Seo í an leite. <i>te / fuar / díreach ceart domsa.</i> Seo í an chathaoir / an leaba. <i>bog / crua / díreach ceart domsa</i>	➤ Ionchur teanga ➤ Forbairt teanga

<i>Luaschártaí don rang.</i> <i>Má tá fíor-ábhair agat (m. sh: leite / cathaoir / leaba), bain úsáid astu le linn an cheachta.</i>	<u>Fíor Ábhair</u> 3 x babhla leite, 3 x chathaoir, 3 x leaba <u>Eiseamláirí</u> Tá ocras orm. Tá an leite seo <u>róthe / rófhuar / díreach ceart domsa.</u> Tá tuirse orm. Tá an chathaoir/leaba seo <u>róchrúa / róbhog / díreach ceart domsa.</u> Féach ar mo _____. (leite / chathaoir / leaba) Cá bhfuil mo leite? Tá mo chathaoir briste. Féach cé atá i mo leaba?	➤ Ullmhú don léitheoireacht						
<i>Drámaíocht</i>	Is féidir le páiste amháin é seo a rá os comhair an ranga: <table border="1" data-bbox="501 748 1195 1104"> <tr> <td data-bbox="501 748 724 1104"> <u>Trí bhabhla ar an mbord:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa. </td><td data-bbox="724 748 963 1104"> <u>Trí chathaoir:</u> Tá tuirse orm. Tá an chathaoir seo róchrúa. Tá an chathaoir seo róbhog. Tá an chathaoir seo díreach ceart domsa. </td><td data-bbox="963 748 1195 1104"> <u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa. </td></tr> </table> Is féidir le triúr páistí é seo a rá os comhair an ranga: <table border="1" data-bbox="501 1171 1195 1429"> <tr> <td data-bbox="501 1171 724 1429"> Féach ar mo leite. (DB) Féach ar mo leite. (MB) Cá bhfuil mo leite? (BB) </td><td data-bbox="724 1171 963 1429"> Féach ar mo chathaoir. (DB) Féach ar mo chathaoir. (MB) Tá mo chathaoir briste. (BB) </td><td data-bbox="963 1171 1195 1429"> Féach ar mo leaba. (DB) Féach ar mo leaba. (MB) Féach cé atá i mo leaba? (BB) </td></tr> </table> Ról imirt: Dul siar ar Chinnín Óir agus í ag ithe / ina suí / ina seasamh. Na Trí Bhéar ag féachaint ar an leite / ar na cathaoireacha / ar na leaba.	<u>Trí bhabhla ar an mbord:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.	<u>Trí chathaoir:</u> Tá tuirse orm. Tá an chathaoir seo róchrúa. Tá an chathaoir seo róbhog. Tá an chathaoir seo díreach ceart domsa.	<u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.	Féach ar mo leite. (DB) Féach ar mo leite. (MB) Cá bhfuil mo leite? (BB)	Féach ar mo chathaoir. (DB) Féach ar mo chathaoir. (MB) Tá mo chathaoir briste. (BB)	Féach ar mo leaba. (DB) Féach ar mo leaba. (MB) Féach cé atá i mo leaba? (BB)	➤ Cleachtadh teanga ➤ Aithris agus athrá ➤ Spraoi a chur sa cheacht ➤ Múinteoir agus: an rang ➤ / leath an ranga / grúpa / páiste
<u>Trí bhabhla ar an mbord:</u> Tá ocras orm. Tá an leite seo róthe. Tá an leite seo rófhuar. Tá an leite seo díreach ceart domsa.	<u>Trí chathaoir:</u> Tá tuirse orm. Tá an chathaoir seo róchrúa. Tá an chathaoir seo róbhog. Tá an chathaoir seo díreach ceart domsa.	<u>Trí leaba:</u> Tá tuirse orm. Tá an leaba seo róchrúa. Tá an leaba seo róbhog. Tá an leaba seo díreach ceart domsa.						
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<i>Amhrán a fhoghlaim</i>	Amhrán – An Trí Bhéar (Séideán Sí) <i>Bhí Cinnín Óir ag siúl sa choill, ag siúl sa choill, ag siúl sa choill, Bhí Cinnín Óir ag siúl sa choill, Chonaic sí teach a bhí ann.</i>	➤ Cleachtadh teanga ➤ Struchtúr na teanga						
Tréimhse Cumarsáide								

<i>Léigh an scéal leis an rang.</i>	Scéal á léamh ag an múinteoir. Is féidir é a léamh i gcomhpháirt leis na páistí, páistí ag teacht isteach ar an scéal níos mó: <i>‘Féach ar mo leabasa’ arsa Daidí Béar.</i> <i>‘Féach ar mo leabasa’ arsa Mamaí Béar.</i> <i>‘Féach cé atá i mo leabasa’ arsa Babai Béar.</i>  Bain úsáid as na straitéisí ón leagan Béarla: ➤ Glór soiléir agus é a rá os ard mar Daidí Béar nó go ciúin mar Bhabai Béar ➤ Béim a chur ar bhrí ➤ Comhrá leis na páistí ➤ Ceisteanna a chur ar na páistí (Cé hí seo / cé hé seo? Cad í seo / cad é seo?)	➤ Léitheoireacht i gcomhpháirt ➤ Cleachtadh teanga ➤ Struchtúr na teanga ➤ Taitneamh a bhaint as an teanga
Tréimhse Iarchumarsáide		
<i>Athbhreithniú a dhéanamh ar an cheacht</i>	Drámaíocht Is féidir le páistí ról imirt a dhéanamh nuair atá an múinteoir ag insint an scéil. Múinteoir mar scéalaí, páistí mar charachtair sa scéal.	➤ Dul siar
<i>Teanga a úsáid le brí</i>	➤ Pictiúir a chur in ord ar an gclár bán. <i>Cad a tharla ar dtús?</i> <i>Cad a tharla ansin?</i> <i>Cad a tharla tar éis é sin?</i> <i>Cad a tharla ag deireadh an scéil?</i> Scéal a athinsint.	➤ Leathnú na Foghlama
<i>Eiseamláirí ón scéal a úsáid mar Ghaeilge neamhfhoirmiúil</i>	• Cé thusa? Is mise... Cé hí seo / cé hé seo / cé hiad seo? • Cad é / í seo? Seo é / í ... • An bhfuil ocras / tuirse / fearg ort? • Tá ocras / tuirse / fearg orm. (<i>geáitsí a chur leo</i>) • Féach ar mo / Féach ar an (<i>féach ar an gclár bán / féach ar obair Liam / féach ar an ngrúpa gorm</i>) • Táimse ag imeacht (<i>ag am sosa / ag am lóin / ag deireadh an lae</i>)	➤ Cleachtadh teanga ➤ Teanga a úsáid le brí

Appendix E: Focus Group Discussion Schedules

Focus Group Discussion 1

Schedule of Questions

Please note that answering these questions are **optional**.

- 1. Describe your experiences of working with children with EAL.** (Establish prior knowledge).

i.e., How many years have you been teaching children with EAL? What have you learned along the way?

- 2. Describe your experiences of getting support for your work with children with English as an Additional Language.** (Establish needs).

i.e., Have you been able to access support for this work? If so, where? If not, what would have helped you?

- 3. Tell me about any professional development opportunities you have experienced to-date for working with children with English as an Additional Language?**

i.e., CPD Workshops? Higher Education? Whole-school approach? Duration of PD? Typical delivery? Content? Feelings towards EAL PD? Confidence?

- 4. Describe the resources you have used to-date in support of children with English as an Additional Language.**

i.e., to support planning / preparation, teaching / learning, assessment / differentiation.

- 5. Describe the activities you have used to-date in support of children with English as an Additional Language.**

i.e., how is language development supported?

- 6. Children with English as an Additional Language bring strengths to the classroom, but they also experience challenges too. What do you think their strengths are? What challenges do they encounter?**

i.e., strengths discussion first, then challenges

- 7. What would you like to gain as part of your own professional development from taking part in this research project?** (Establish interests).

i.e., motivation for involvement (personal, school-related, system-wide)

- 8. Is there anything else that you wanted to tell me about your professional development experiences for children with EAL that hasn't come up so far?**

Focus Group Discussion 2

Schedule of Questions

Please note that answering these questions are **optional**.

You have engaged in professional development to deliver Tell-a-Tale and now you are in the middle of implementing it with the children.

1. Regarding programme delivery to-date:

What has been the most rewarding for you as the teacher?

What has been the most challenging for you as the teacher?

E.g., what are the strengths and weaknesses of this programme?

2. Describe your professional development experiences of preparing for programme delivery.

E.g., reflection on workshops, independent reading, practical preparation for delivery

3. Describe your professional development experiences of implementing the programme so far.

- j. What have you learned?
- k. Have there been any changes in your usual practice?
 - i. If so, what?
 - ii. If not, what individual practices do you have that you find effective?
- l. Is there anything you learned during programme delivery that wasn't included in the professional development discussions?

4. Let's reflect on the content we reviewed before delivering the programme. What are your thoughts on:

- m. Learning an additional language? / child with English as an Additional Language?
- n. Reflective practice?
- o. Oral language development?
- p. Storybooks? Dialogic reading?
- q. Narrative retell?
- r. Programme components?

5. What would you:

- a. keep within the professional development for programme delivery?
- b. add to the professional development for programme delivery?
- c. take away from the professional development for programme delivery?

6. What changes would you make to the:

- a. lesson plans?
- b. resources?

- c. content?
- d. activities?

- 7. What do you think of using language support teachers' time to support pupils with EAL through a small-group instructional approach within their classroom?**
- 8. During our last discussion, you said 'X'. Can you tell me more about this?**

Focus Group Discussion 3

Schedule of Questions

Please note that answering these questions are **optional**.

You have finished implementing Tell-a-Tale.

Programme Delivery

The first part of our interview explores programme delivery.

1. What do you like / dislike about the programme?
2. What do the children like / dislike about the programme?
3. How has your experience of the programme been in terms of:
 - a. Children's Oral Narrative Retell Skills Development?
 - b. Teaching Strategies? (Vocabulary, Grammar, and Phonological Awareness Strategies, Gradual Release of Responsibility Model, Cross-Linguistic Transfer etc.)
 - c. Resources?
 - d. Small-Group Instruction?

Professional Development

The next part of our interview explores professional development.

4. Has there been any change in your attitude towards children with EAL? If so, what?
5. Has there been any change in your beliefs about children with EAL? If so, what?
6. Has there been any new learning emerging for you for English language instruction as a result of Tell-a-Tale?
7. Has there been any new practices emerging for you for English language instruction as a result of Tell-a-Tale?
4. Are there any skills that you have developed in the Tell-a-Tale programme that you have transferred into other subject areas / teaching sessions?
5. Have you felt supported with programme delivery over the last six weeks?
 - a. If so, what supports helped you?
 - b. If not, what would have been helpful for you?
6. Has participation in Tell-a-Tale assisted your career development in any way? If so, how?
7. Has participation in Tell-a-Tale contributed to your confidence as a teacher in any way? If so, how?

Project Benefits for Staff, Children & School (Support Teachers / SNAs Only)

We are nearly finished now. This question explores benefits (if any) of Tell-a-Tale.

8. Has participation in this project benefitted:
 - a. you personally? If so, how?
 - b. the children? If so, how?

- c. the school? If so, how?

Concluding Questions

9. Any concluding comments about your professional development experiences of Tell-a-Tale | Inis Scéal?
10. Any concluding comments about your experiences of teaching Tell-a-Tale | Inis Scéal?

Appendix F: Professional Development Discussion Schedules

Schedule of Questions

Please note that answering these questions are **optional**.

1. What do you know about _____?
2. Why is _____ important?
3. How can we support _____ in our work?
4. What have you learned about _____ today?
5. Name something that has stood out for you in today's professional development session.
6. Which activity / experience / insight has been most useful in today's professional development session?
7. What aspect of this professional development session are you most likely to use going forward?
8. During our last discussion, you said 'X'. Can you tell me more about this?

The following prompt slides were placed intermittently on PowerPoint Presentations to scaffold discussion during the professional development workshops.

Learning an Additional Language

What are your experiences with this?

Have you learned anything new today about learning an additional language? If so, what?



Oral Language

What are your experiences with this?

Have you learned anything new today about how to support its development?



Shared Reading in an Alternative Language

What was your experience of this?
Have you learned anything new
today about the experiences of
children with English as an Additional
Language?



Storybooks

What are your experiences with this?
Have you learned anything new
today about how to support its
development?



Dialogic Reading

What are your experiences with this?
Have you learned anything new
today about how to support its
development?



Tell-a-Tale | Inis Scéal



Components

What are your experiences with
these components to-date?



Tell-a-Tale Resources & Lesson Plans

What are your thoughts on
these?
How do you think they will
operate in practice?



Tell-a-Tale Exemplar

What are your thoughts on this?
Will it help your delivery of the
programme? If not, how could it
be improved?



Tell-a-Tale Role-Play

What are your thoughts on
delivering the programme now?
Any questions?



Inis Scéal Resources & Lesson Plans

What are your thoughts on
these?



Inis Scéal Exemplar

What are your thoughts on this?
Will it help your delivery of the
programme? If not, how could it
be improved?



Inis Scéal Role-Play

What are your thoughts on
delivering the programme now?
Any questions?



Appendix G: Mainstream Teacher Interview Schedule

Schedule of Questions

Please note that answering these questions are **optional**.

You have finished implementing Tell-a-Tale | Inis Scéal.

Professional Development

The first part of our interview explores professional development.

1. Has there been any new learning / practices emerging for you for English oral language instruction as a result of Tell-a-Tale?
2. Has there been any new learning / practices emerging for you for Irish oral language instruction as a result of Inis Scéal?

Programme Delivery

The next part of our interview explores programme delivery.

3. Regarding teaching the Tell-a-Tale | Inis Scéal programme, what has been:
 - a. most rewarding?
 - b. most challenging?
4. Would you implement this programme again?
 - a. If so, why?
 - b. If not, why not?
5. What advice would you give to a teacher implementing this programme for the first time?
6. What changes would you make to Tell-a-Tale | Inis Scéal?

Child Responses to the Programme

The third part of our interview explores children's responses to the programme.

7. How have children with EAL responded to this programme?
 - a. Have they excelled with any particular aspect?
 - b. Have they struggled with any particular aspect?
8. How have native-English speakers responded to this programme?
 - a. Have they excelled with any particular aspect?
 - b. Have they struggled with any particular aspect?
9. Quick fire round - have you noticed anything about the children's skills in the following areas:
 - a. Shared reading?
 - b. Vocabulary?
 - c. Grammar?
 - d. Phonological Awareness?
 - e. Comprehension?
 - f. Narrative Retell?
 - g. Social Skills?
 - h. Communication Skills?

Dialogic Reading

We now look explicitly at dialogic reading and how you have found it during programme delivery.

10. What were your experiences of using dialogic reading with your class as part of this programme?
11. How did the children respond to the dialogic reading approach?
12. Did the children tire of hearing the same story repeatedly in:
 - a. English over five days?
 - b. Irish over ten days?

Bilingual Narrative

The new primary language curriculum recommends the integration of English-Irish language content to experience a more uniform approach to language instruction. Tell-a-Tale | Inis Scéal aims to provide a platform to achieve this in junior infant classrooms.

13. What are your thoughts on using both English and Irish narrative to integrate language teaching?
14. Please tell me what you have observed and learned about the following over the last few months:
 - a. How children learn a second (child with EAL learning English, native-English speaker learning Irish)
 - b. How children with EAL learn a third language
 - c. How you teach a second / third language
 - d. Cross-linguistic transfer (using native languages, English and Irish together)
 - e. Language integration

Project Benefits for Teacher, Children & School

We are nearly finished now. This question explores benefits (if any) of Tell-a-Tale | Inis Scéal.

15. Has participation in this project benefitted:
 - a. you personally? If so, how?
 - b. the children? If so, how?
 - c. the school? If so, how?

Concluding Questions

16. Any concluding comments about your professional development experiences of Tell-a-Tale | Inis Scéal?
17. Any concluding comments about your experiences of teaching Tell-a-Tale | Inis Scéal?

Appendix H: Researcher Observation Template

Tell-a-Tale Observation

School				Date		No. of Pupils		Length in Minutes		Topic		
A		B		C								
Week							Day					
1	2	3	4	5	6	1	2	3	4	5		
Resources									Grouping			
									Whole-class			
									Small Group			
									Individual			
Observations												
				Pupils' <u>Engagement</u>								
Shared Reading <i>Time:</i>												
Vocabulary <i>Time:</i>												
Grammar <i>Time:</i>												
Phonological Awareness <i>Time:</i>												
Comprehension <i>Time:</i> <i>P.T.O.</i>												
Plenary <i>Time:</i>												

Language Activities	Language Production
Role-Play Retell <i>Time:</i>	Narrative Language
Sequencing Images <i>Time:</i>	Cross-Linguistic Transfer
Researcher Reflections	
Perceived Pupil Responses to Programme	
Positive	Weaknesses
Link to Literature – Key Points?	
Other	

Inis Scéal Observation

Scoil / Múinteoir						Dáta		Cé mhéad daltaí?		Cé mhéad nóiméad?		Ábhar	
A		B		C									
Seachtain								Lá					
1		2		3		4		5		6		1	
Observations													
						Páistí							
Tréimhse Réamhchumarsáide													
Tréimhse Chumarsáide													
Tréimhse Iarchumarsáide <i>Am:</i>													

Teanga			
Sprioctheanga / Eiseamláirí:	Ainm:	Ainm:	Ainm:
Machnamh an Taighdeoir			
Inis Scéal			
Cad atá ag obair go héifeachtach?	Cad atá ar iarraidh? Cad atá le déanamh chun Inis Scéal a feabhsú?		
Nasc Litríochta			
Aon rud eile?			

Appendix I: Draw-and-Tell Interview Schedule and Checklist

Please note that answering these questions are **optional**.

Hello, child's name! How are you today? Your class is finished with Tell-a-Tale | Inis Scéal now.

I have this big sheet of paper, this pencil, these colours and this microphone. In a minute, I am going to ask you to draw a big picture of Tell-a-Tale | Inis Scéal for me. Would you like to draw a picture for me?

No. *That is OK. Thank you for taking part in Tell-a-Tale | Inis Scéal.*

Yes. *Great. Thank you! I can't wait to see your drawing. Is it OK if I use my microphone to listen to what you say while you are drawing?*

No. *That is OK. Thank you! I will write down some of the things that you say here while you are drawing.*

Yes. *Great. Thank you! Are you ready? Let's go.*

Begin:

1. Draw a picture of Tell-a-Tale | Inis Scéal.

Ongoing while child is drawing:

2. What is that? Why did you draw that? What else happens in Tell-a-Tale | Inis Scéal? What did you / your friend / your teacher do during Tell-a-Tale | Inis Scéal?

After the child has finished drawing:

3. Tell me about your picture of Tell-a-Tale | Inis Scéal.
4. Why did you draw that?
5. What is your favourite part of Tell-a-Tale | Inis Scéal?
6. What language do you speak at home?

Draw and Tell Schedule

School _____

Date _____

[illegible]

Appendix J: Programme Inventory

Tell-a-Tale | Inis Scéal Programme Inventory for Three Classes

Goldilocks and the Three Bears		Cinnín Óir agus Na Trí Bhéar
Books	3 x Ladybird Picture Books by Nicola Baxter. Illustrator: Ailie Busby. © 2019.	3 x An Gúm - Photocopy to Enlarge
Sequencing Images	35 x Small Sets (For Paired Work: 12 images per set) 3 x Large Sets (For Whole-class Work: 12 images per set) - PowerPoint Presentation with Images	PowerPoint Presentation with Images
Lollipop Stick Sets	9 x Sets - Three Bears & Goldilocks on lollipop sticks - Laminated backdrop	
Mask Sets	3 x Sets - Three Pigs - Wolf	
Small World Sets	3 x Sets - Laminated Three Bears & Goldilocks, big/medium/small porridge bowl, big/medium/small chairs, big/medium/small beds. - Stick onto Jenga blocks.	
Construction Set / Realia	3 x Sets 3D Cottage 3D big/medium/small chairs 3D big/medium/small beds - Big/medium/small porridge bowls & spoons	
Finger Puppets	1 x Set - Three Pigs - Wolf	
Hand Puppets	- Pigs - Wolf	
Vocabulary Activities	Image flashcards with key vocabulary: Goldilocks, Daddy Bear, Mammy Bear, Baby Bear, porridge, chair, bed, forest, house, kitchen, sitting room, bedroom, big, middle-sized, tiny, little, walk, eat, sit, sleep	
Grammar Activities	Sample sentences for teacher to read out with omissions <i>This is too hot / cold / hard / soft / just right.</i>	
Phonological Awareness Activities	- Song / Poem for teacher to sing / recite with children - Sample words that match to play ‘Odd One Out’	
Other	Narrative Sequencing Template with Differentiated Narrative Samples	

Little Red Riding Hood		
Books	• 3 x Ladybird Picture Books by Mandy Ross. Illustrator: Anja Rieger. © 2018	
Sequencing Images	• 35 x Small Sets (For Paired Work: 12 images per set) • 3 x Large Sets (For Whole-class Work: 12 images per set) • PowerPoint Presentation with Images	
Lollipop Stick Sets	• 9 x Sets • Little Red Riding Hood, Grandmother, Wolf, Wolf as Grandmother and Woodcutter on lollipop sticks • Laminated trees and backdrop	
Mask Sets	• 3 x Sets • Little Red Riding Hood • Grandmother • Wolf • Wolf as Grandmother • Woodcutter	
Small World Sets	• 3 x Sets • Laminated Little Red Riding Hood, Grandmother, Wolf, Wolf as Grandmother, Woodcutter, trees • Stick onto Jenga blocks.	
Finger Puppets	• 1 x Set • Little Red Riding Hood • Grandmother • Wolf • Woodcutter	
Hand Puppets	• Little Red Riding Hood • Wolf	
Vocabulary Activities	• Image flashcards with key vocabulary: Little Red Riding Hood, grandmother, wolf, cake, flowers, dressing gown, night cap, woodcutter, axe, forest, cottage / deep, dark forest / big, bad wolf / knock-knock-knocked at the door / ears – hear / eyes – see / teeth	
Grammar Activities	• Sample sentences for teacher to read out with omissions <i>What big you have! All the better to you with, my dear.</i>	
Phonological Awareness Activities	• Song / Poem for teacher to sing / recite with children • Sample words that match to play ‘Odd One Out’	
Other	• Narrative Sequencing Template with Differentiated Narrative Samples	
The Three Little Pigs		Na Trí Mhuicín
Books	• 3 x The Three Little Pigs by Mara Alperin. Illustrator: Ag Jatkowska. © 2014.	• 3 x An Gúm • Photocopy to Enlarge
Sequencing Images	• 35 x Small Sets (For Paired Work: 12 images per set) • 3 x Large Sets	• PowerPoint Presentation with Images

	(For Whole-class Work: 12 images per set) • PowerPoint Presentation with Images	
Lollipop Stick Sets	• 9 x Sets • Three Pigs & Wolf on lollipop sticks • Laminated straw house, stick house, brick house, black pot and backdrop	
Mask Sets	• 3 x Sets • Three Pigs • Wolf	
Small World Sets	• 3 x Sets • Laminated Three Pigs & Wolf, straw house, stick house, brick house, black pot. • Stick onto Jenga blocks.	
Finger Puppets	• 1 x Set • Three Pigs • Wolf	
Hand Puppets	• Pig • Wolf	
Vocabulary Activities	• Image flashcards with key vocabulary: Horace, Boris, Percy, Mummy Pig, straw, sticks, bricks, pot, cottage, forest, up / down, safe / strong, big, beady eyes / sharp, pointy claws / truly, terrible teeth	
Grammar Activities	• Sample sentences for teacher to read out with omissions <i>Little pig, little pig, let me in! Not by the hairs on my chinny-chin-chin. I'll huff and I'll puff and I'll blow your house down.</i>	
Phonological Awareness Activities	• Song / Poem for teacher to sing / recite with children • Sample words that match to play 'Odd One Out'	
Other	• Narrative Sequencing Template with Differentiated Narrative Samples	
<u>The Gingerbread Man</u>		
Books	• 3 x Ladybird Picture Books by Rone Randall. Illustrator: Ailie Busby. © 2019.	
Sequencing Images	• 35 x Small Sets (For Paired Work: 12 images per set) • 3 x Large Sets (For Whole-class Work: 12 images per set) • PowerPoint Presentation with Images	
Lollipop Stick Sets	• 9 x Sets • Baker, Wife, Boy, Cow, Horse, Fox and Gingerbread Man on lollipop sticks • Laminated backdrop	
Mask Sets	• 3 x Sets • Baker • Wife • Boy • Cow	

	• Horse • Fox • Gingerbread Man
Small World Sets	• 3 x Sets • Laminated Baker, Wife, Boy, Cow, Horse, Fox and Gingerbread Man. • Stick onto Jenga blocks.
Finger Puppets	• N/A
Hand Puppets	• Gingerbread Man
Vocabulary Activities	• Image flashcards with key vocabulary: baker, wife, gingerbread man, boy, cow, horse, fox, oven, river, tail, back, nose, up, down, little ginger feet / face / head / paws / socks, wide, wide river / bushy tail / heavy / red, red back / shiny, black nose
Grammar Activities	• Sample sentences for teacher to read out with omissions <i>Run, run, as fast as you can, you can't catch me, I'm the Gingerbread Man!</i> <i>Come back here!</i>
Phonological Awareness Activities	• Song / Poem for teacher to sing / recite with children • Sample words that match to play 'Odd One Out'
Other	• Narrative Sequencing Template with Differentiated Narrative Samples
The Enormous Turnip An Tornapa Mór Millteach	
Books	• 3 x Ladybird Picture Books by Irene Yates. Illustrator: Jan Lewis. © 2017.
Sequencing Images	• 35 x Small Sets (For Paired Work: 12 images per set) • 3 x Large Sets (For Whole-class Work: 12 images per set) • PowerPoint Presentation with Images
Lollipop Stick Sets	• 9 x Sets • Farmer, Wife, Boy, Girl, Cat, Dog and Mouse on lollipop sticks • laminated straw house, stick house, brick house, black pot and backdrop
Mask Sets	• 3 x Sets • Farmer • Wife • Boy • Girl • Cat • Dog • Mouse

Small World Sets	• 3 x Sets • Laminated Turnip, Man, Wife, Boy, Girl, Cat, Dog and Mouse. • Stick onto Jenga blocks.
Finger Puppets	• N/A
Hand Puppets	• Dog • Mouse
Vocabulary Activities	• Image flashcards with key vocabulary: man, turnip, seeds, hoe, weeds, grow, breakfast, lunch, tea, supper, bigger / enormous, wife, heave, pull, boy, girl, cat, dog and mouse
Grammar Activities	• Sample sentences for teacher to read out with omissions <i>Come and help heave! The pulled (the) But the enormous turnip just wouldn't budge.</i>
Phonological Awareness Activities	• Song / Poem for teacher to sing / recite with children • Sample words that match to play 'Odd One Out'
Other	• Narrative Sequencing Template with Differentiated Narrative Samples
<u>The Three Billy Goats Gruff</u>	
Books	• 3 x Ladybird Picture Books by Irene Yates. Illustrator: Ailie Busby.
Sequencing Images	• 35 x Small Sets (For Paired Work: 12 images per set) • 3 x Large Sets (For Whole-class Work: 12 images per set) • PowerPoint Presentation with Images
Lollipop Stick Sets	• 9 x Sets • Big/Medium/Small Goat & Troll on lollipop sticks • Laminated backdrop
Mask Sets	• 3 x Sets • Big Goat • Medium Goat • Small Goat • Troll
Small World Sets	• 3 x Sets • Laminated Three Goats & Troll. • Stick onto Jenga blocks.
Finger Puppets	• N/A
Hand Puppets	• N/A
Vocabulary Activities	• Image flashcards with key vocabulary: three billy goats gruff, grass, sweet, delicious, river, littlest billy goat, middle-sized billy goat gruff, big billy goat gruff, wicked, old troll / horrible claws / terrible teeth / over the bridge / into the meadow.
Grammar Activities	• Sample sentences for teacher to read out with omissions <i>I'm off across the bridge to eat that sweet grass. Who's that trip-trapping over my bridge? It's only me, please let me pass, to eat the green grass.</i>

	<i>No, no, I'm going to eat you instead. Just wait a while, the second/third billy goat will make you smile. He's much, much bigger and fatter than I!</i>		
Phonological Awareness Activities	• Song / Poem for teacher to sing / recite with children • Sample words that match to play 'Odd One Out'		
Other	• Narrative Sequencing Template with Differentiated Narrative Samples		
Stationary Required to Make All Resources:			
➤ Laminating Pouches ➤ U4 & U5 Plastic Folders ➤ U4 Coloured Paper	➤ Scissors / Guillotine Paper Cutter ➤ Pritt Stick	➤ Elastic Bands ➤ White Labels	
Recurring Intervention Resources			
➤ Tell-a-Tale / Inis Scéal Intervention Box ➤ Tell-a-Tale / Inis Scéal Intervention Songs (Before Reading, Before Activities, After Lesson) ➤ Lesson Plans Folder ➤ Clipboards and Pens ➤ Jenga Blocks (re-use each week: replace) ➤ Bookmarks: Language Acquisition Stages / Dialogic Reading / Story Grammar ➤ Microphone for Narrator at Masks Activity			

Appendix K: Ethical Approval

Ollscoil Chathair Bhaile Átha Cliath
Dublin City University



Ms. Aoife Merrins
School of Language, Literacy and Early Childhood Education

26th November 2020

REC Reference: DCUREC/2019/132

Proposal Title: Exploring the Design, Development and Delivery of a Bilingual Oral Narrative Programme called 'Tell-a-Tale | Inis Scéal' in Linguistically Diverse Junior Infant Classrooms

Applicant(s): Ms. Aoife Merrins, Dr. Gillian Lake, Prof. Pádraig Ó Duibhir, and Dr. Eithne Kennedy

Dear Ms. Merrins,

Further to full committee review, the DCU Research Ethics Committee approves this research proposal.

Materials used to recruit participants should note that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee.

Should substantial modifications to the research protocol be required at a later stage, a further amendment submission should be made to the REC.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Geraldine Scanlon'.

Dr Geraldine Scanlon
Chairperson
DCU Research Ethics Committee



Taighde & Nuálaíocht Tacalocht
Ollscoil Chathair Bhaile Átha Cliath,
Baile Átha Cliath, Éire

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Appendix L: Recruitment Telephone Transcript

Thanks for taking my call. I understand that this is a very busy time for you.

My name is Aoife Merrins and I am a PhD student of DCU IoE. I was teaching for five years and I am on career break now from Scoil Íde, Clondalkin.

I am calling to ask if your school would be interested in participating in my research? I would be delighted to meet you in person to discuss it but here are some key points to illustrate what it is about;

- Approach to implementing the integrated primary language curriculum in junior infant classrooms
- Targets linguistically diverse classrooms (i.e., classrooms with English Language Learners)
- Integrates English and Irish through storybooks and language activities (resources are provided)
- Adopts an ‘in-class’ approach to language support (small-group instruction) as opposed to withdrawal support
- Focuses on improving pupils’ oral narrative retell
- Provides professional development for participating teachers

Is this something that you think your school may be interested in?

Yes: That’s great. When is a good time to meet with you to discuss this further? Please note that you will not be expected to participate after meeting with me, as this is just an opportunity to clarify the project requirements and to see if your school would have capacity to participate.

No: No problem. Thanks for taking my call.

Appendix M: Plain Language Statements

Principal Plain Language Statement



School of Language, Literacy and Early Childhood,
Institute of Education,
St. Patrick's Campus,
Drumcondra,
Dublin 9.
____ March 2021

Dear Principal,

My name is Aoife Merrins-Gallagher and I am a primary school teacher on career break from Scoil Naomh Íde, Clondalkin, Dublin 22. I am currently engaged in full-time research at DCU's Institute of Education, thanks to the DCU-INTO150 PhD scholarship.

I am a passionate teacher-researcher with a particular interest in professional development for teachers of pupils with English as an Additional Language (EAL) and the provision of meaningful support for such pupils within the mainstream classroom.

I am writing to **invite your school to participate in my research study**, guided and supervised by Dr. Gillian Lake, Prof. Pádraig Ó Duibhir and Dr. Eithne Kennedy, entitled ***“Exploring the design, development and delivery of bilingual oral narrative programme ‘Tell-a-Tale | Inis Scéal’ in linguistically diverse junior infant classrooms”***. I attach an information leaflet which details information regarding this research project's requirements. The data collected from the study will be used to:

- ✓ *Establish teachers' experiences of professional development for EAL to-date*
- ✓ *Examine teachers' professional development experiences of preparing for, and delivering the Tell-a-Tale | Inis Scéal programme*
- ✓ *Explore bilingual English-Irish narration as an approach to the integrated Primary Language Curriculum*
- ✓ *Determine teachers' and children's responses to the programme during and after participation*

Participants will be notified of project outcomes through invitation to presentations of research findings. Please note that I have secured ethical approval from DCU to conduct this study. For any further information or queries, please contact me via phone (085) 755 0714 or via e-mail aoife.merrins@dcu.ie.

If you consent to participation, please complete the attached form and return to the researcher at your earliest convenience. Many thanks for taking the time to consider this invitation. Looking forward to hearing from you,

Is mise le meas,
Aoife Merrins-Gallagher

Background

Aoife Merrins-Gallagher is a primary school teacher and currently conducting PhD research in DCU's Institute of Education. She has designed Tell-a-Tale | Inis Scéal for children with English as an Additional Language in junior infant classrooms.

11 teachers trialled this programme in 3 junior infant classrooms with 70 junior infant children (35 of whom spoke EAL) in early 2020. Aoife worked closely with these teachers to see how the programme might be improved to ensure its practicality and user-friendliness in today's primary classroom.

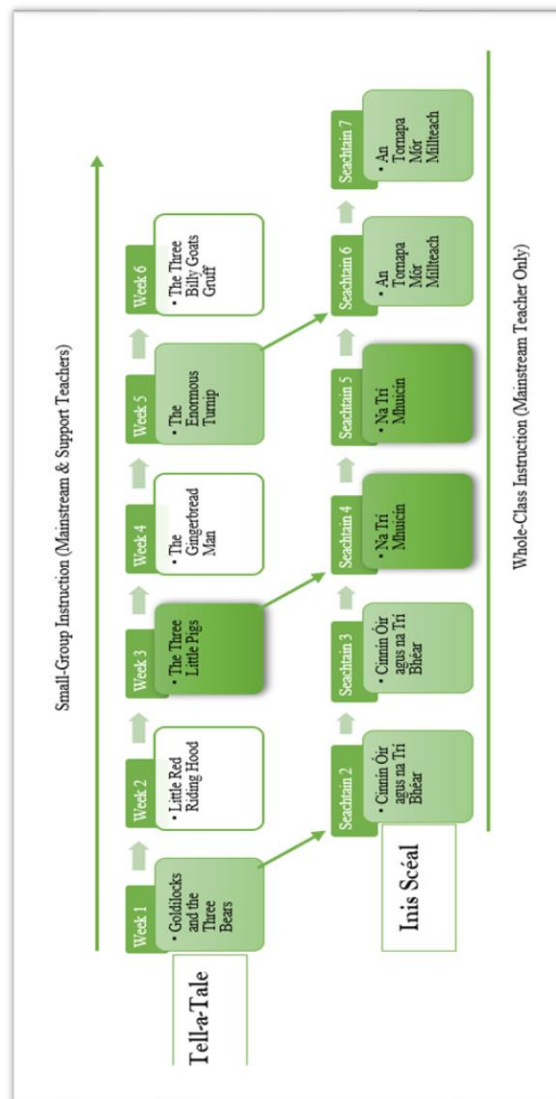
The programme is now ready for delivery in three more classrooms to determine teachers' experiences and children's responses to the programme. It is hoped it will offer one tangible approach to implementing the new integrated Primary Language Curriculum while also supporting children with EAL.

Click here for

[In-Depth Details of the Programme](#)

Ethics

[Approval for this study has been granted by DCU's Research Ethics Committee](#)
rec@dcu.ie



Programme Delivery Timeline

Tell-a-Tale | Inis Scéal



A Bilingual English-Irish Oral Narrative Programme for Linguistically Diverse Junior Infant Classrooms

by

Aoife Merrins-Gallagher

Aoife.Merrins@dcu.ie

+353 (85) 755 0714



School of Language, Literacy & Early Childhood Education,
 DCU – Institute of Education,
 St. Patrick's Campus, Dublin 9.

What will our school gain from participation?

School gains	Teacher gains	Pupil gains
*Training *Lesson Plans *Programme Resources	*Professional Development *Primary Language Curriculum Implementation Support	*Small-Group Oral Language Instruction *Support with Oral Narrative Language Skill *Share Heritage Language within the Classroom *Meaningful Engagement with Integrated English and Irish Language Lessons

Who is invited to participate?

- Junior Infant Class
- Junior Infant Class Teacher
- 3 x Special Education Teachers



Do we have to take part?

No. Participation is voluntary. You can withdraw consent at any time.

Additional Details

Aoife is Garda Vetted by DCU and the Teaching Council. She is insured by DCU to be in your school.

How long will it take?



The proposed timeline is from April – June 2021. This includes professional development and, programme delivery

What will teachers and pupils have to do?

- Teachers:
 - engage in **professional development** for programme delivery
 - **deliver the programme** to junior infant pupils (lesson plans and resources are provided).

Please note that small-group collaborative instruction occurs for Tell-a-Tale (1 x mainstream & 3 x support teachers)
- Pupils **participate in the programme** as part of normal classroom instruction.

What data are you collecting?

- Participant teachers and pupils give feedback on their experiences of the programme through focus group discussions, interviews, reflective logs, researcher observations and draw-and-tell techniques.
- Participants will also be asked to consent to being photographed when Tell-a-Tale | Inis Scéal is in-action.
- No child or adult participant will be photographed individually. Photos will be used to capture the responses to the programme in-action.



What will happen to the data?

The data will be transcribed and stored securely, either on a password protected laptop or in a locked cabinet, and disposed of five years after programme delivery. It will be accessed by Aoife, with the guidance of her PhD supervisors, and analysed to address the research focus as outlined in the cover letter.

COVID-19 Considerations

Aoife will:

- examine and adhere to schools' policy on COVID-19 procedures;
 - refrain from school visits if COVID-19 symptoms emerge;
 - check personal temperature prior to school entry and maintain a record of this;
 - wear Personal Protective Equipment (PPE) while in school premises;
 - keep hand sanitiser on her person at all times and use it frequently;
 - and, observe from a safe distance within the classroom while wearing PPE, sanitising the area before and after being present in the classroom
- Where preferable and feasible, other data collection will occur online using Zoom.

GDPR Compliance

Participants' privacy will be protected through the use of pseudonyms during the data collection, analysis and reporting stages. Please note that confidentiality of information provided cannot always be guaranteed by researchers and can only be protected within the limitations of the law.

Teacher Participant Plain Language Statement



School of Language, Literacy and Early Childhood,
Institute of Education,
St. Patrick's Campus,
Drumcondra,
Dublin 9.
___ March 2021

Dear Teacher,

My name is Aoife Merrins-Gallagher. I am a primary school teacher engaged in full-time research at DCU's Institute of Education. I am interested in professional development for teachers of children with English as an Additional Language and the provision of meaningful support for such pupils within the mainstream classroom.

I am writing to invite you to participate in my research study, guided and supervised by Dr. Gillian Lake, Prof. Pádraig Ó Duibhir and Dr. Eithne Kennedy, entitled "Exploring the design, development and delivery of bilingual oral narrative programme 'Tell-a-Tale | Inis Scéal' in linguistically diverse junior infant classrooms".

I am conducting this research to:

- Support teachers with the implementation of the integrated Primary Language Curriculum through professional development for delivering a bilingual oral narrative programme
- Explore the delivery of 'Tell-a-Tale | Inis Scéal' to establish teachers' and pupils' experiences of the programme
- Examine the integration of English and Irish storybooks as an approach to implementing the Primary Language Curriculum

Advantages for Teachers:

- Language curriculum support
- Professional development
- Contribution to Croke Park hours (with principal's permission)
- Opportunity to 'Have Your Say'

If you consent to participation in this research, you will be asked to:

- Engage in four professional development sessions
- Participate in audio-recorded focus group discussions (all teachers) and semi-structured interviews (mainstream only) about professional development and programme delivery experiences
- Maintain and share short reflective notes on your experiences of the programme
- Implement Tell-a-Tale for six weeks (small-group, collaborative instruction for English oral narrative retell (1 x mainstream teacher + 3 x language support

teachers) Note: Special Education Teachers are required for 20 minutes 4 x days per week.

- Implement Inis Scéal for six weeks (whole-class instruction for Irish oral narrative engagement - mainstream teacher only)

You will also be invited to consent to your photograph being taken during programme delivery.

Your privacy will be protected through the use of pseudonyms during the data collection, analysis and reporting stages of the researcher's thesis. Personal data is sought from participating teachers regarding their teaching experiences to-date. All data collected will be GDPR compliant. I will have access to the data with guidance from my three PhD supervisors and no other party will have access to personal data. The data will be stored securely, either on a password protected laptop or in a locked cabinet, and disposed of five years after programme delivery.

The data collected from the study will be used to inform current language teaching and learning practices, the participants' experiences of the programme and the value of the professional development provided. Please note that confidentiality of information provided cannot always be guaranteed by researchers and can only be protected within the limitations of the law. There are no risks to participants of the research study. Participants will be notified of project outcomes through invitation to presentations of research findings.

It is important to note that your participation in the research project is voluntary and you have a right to withdraw from the study at any stage should you consent to participation.

For any further information or queries, please contact me via phone (085) 755 0714 or via e-mail aoife.merrins@dcu.ie.

If you consent to participation, please complete the attached form. Many thanks for taking the time to consider this invitation.

Looking forward to hearing from you,

Is mise le meas,
Aoife Merrins-Gallagher

Parents of Child Participant Plain Language Statement



School of Language, Literacy and Early Childhood Education,
Institute of Education,
St. Patrick's Campus,
Drumcondra,
Dublin 9.

Dear Parent / Guardian,

My name is Aoife Merrins-Gallagher. I am a primary school teacher. I am doing research in your child's school. It is called: "Exploring the design, development and delivery of bilingual oral narrative programme 'Tell-a-Tale | Inis Scéal' in linguistically diverse classrooms."

Tell-a-Tale | Inis Scéal aims to **support children with their speaking and understanding skills**. These skills are important because they help your child when they read and write. Tell-a-Tale | Inis Scéal uses both English and Irish storybooks to develop your child's speaking and understanding skills. This will **support your child's awareness of languages** and support your child's **connections between languages**. It will also help them to **develop storytelling skills**. Tell-a-Tale | Inis Scéal will last for **six weeks** in your child's school. The English lessons will be taught in small groups. This means that your child will have more opportunities to participate in the small group and to practise using language with the help of an adult. I have been given permission by the school principal to do my research in your child's class. The class teacher has agreed to be involved in the project. All children in the classroom are being asked to take part.

If you allow your child to participate in the project, I will:

- observe your child's class when they are taking part in Tell-a-Tale | Inis Scéal.
- ask your child to draw a picture of their experiences of Tell-a-Tale | Inis Scéal after taking part.
- ask your child to talk about the picture, telling me what they liked and disliked, what they learned and what they enjoyed the most. This will be recorded using a voice recorder.
- include your child in photographs when taking part in Tell-a-Tale | Inis Scéal

These activities will help me to see how the children respond to the programme. Your child will be rewarded with a sticker and praise after drawing their picture and talking about it. I will use a **pretend name for your child's drawing and for my observations of your child's response to Tell-a-Tale | Inis Scéal** to protect their identity within my research project. I will use the data that I collect to see how children respond to the Tell-a-Tale | Inis Scéal programme. The data will be stored securely during and after the research project.

Advantages of participating in the project include:

•Shared reading in two languages •Small group work within the class •Fun and engaging language activities •Enhanced storytelling skills

There are no risks to participants of the research study. I am garda vetted by both DCU and the Teaching Council. Your child's participation in this project is voluntary. **If you consent on your child's behalf, I will then ask your child if they would like to participate. They can stop taking part at any stage if you allow them to participate.**

If you, or your child, do not sign the consent form, your child will not be asked to draw a picture, talk about it while being audio-recorded or observed by me as the researcher. Your child will still participate in the storybook activities which is standard literacy practice in your child's classroom. **If you would like to ask me anything about the project, I am available via phone (085) 755 0714 or via e-mail aoife.merrins@dcu.ie.**

Please sign and return the attached form to your child's teacher.

Looking forward to hearing from you,

Aoife

Child Participant Plain Language Statement



School of Language, Literacy and Early Childhood,
Institute of Education,
St. Patrick's Campus,
Drumcondra,
Dublin 9.
___ March 2021

Dear Pupil,

My name is Aoife. I am a teacher and last year I taught junior infants like you!

I am not teaching this year because I have homework to do. I need help with my homework.

For this homework, I need children in junior infants who will:

- Listen to their teacher telling them lots of different stories in English and Irish during Tell-a-Tale | Inis Scéal
- Play games to become better storytellers during Tell-a-Tale | Inis Scéal
- Practise telling stories during Tell-a-Tale | Inis Scéal
- Draw a picture after Tell-a-Tale | Inis Scéal to show me what you did
- Talk about the drawing after Tell-a-Tale | Inis Scéal



If you help me with my homework, you will listen to stories in English and Irish for six weeks. Every day, you will play language games to learn new words from the stories and to help understand the stories.

Other teachers will come into the classroom to help you with your English stories. Your class teacher will help you with the Irish stories.

You do not have to help me with my homework but if you do, I will visit sometimes to watch everyone in your class. I will write notes about all of the interesting things you are doing.

I will also ask you to draw a picture about Tell-a-Tale | Inis Scéal and to tell me about it.

If you do not want to do the project anymore, you can tell me and that will be okay. Would you like to take part in my homework project?

Thank you,

Researcher



Appendix N: Informed Consent

Informed Consent from Principals

Dear Researcher,

I have read the above information outlining your proposed research study.

I understand that you are asking for my permission to invite my teaching staff and junior infant pupils to participate in your research.

As the head of teaching and learning within my school, I am willing to deploy three special education/language support teachers to collaboratively implement Tell-a-Tale for 4 x 20 minutes weekly sessions for six weeks in a participating junior infant classroom with their mainstream teacher.

I understand that training and resources will be provided for participating teachers.

I understand that participating teachers will contribute to focus group discussions and semi-structured interviews to discuss the programme and their professional development experiences.

I am aware that the anonymity of the school and participants will be protected, however I understand that confidentiality of information provided is subject to legal limitations.

I consent to;

- *the proposed research project being conducted in our school* Yes/No
- *the researcher inviting teaching staff to participate in the research project* Yes/No
- *the researcher inviting junior infant pupils to participate in the research project* Yes/No
- *the researcher inviting the parents of junior infant pupils to consent on their child's behalf to participation in the research project* Yes/No
- *the researcher conducting professional development sessions on-site for participating teachers* Yes/No
- *the researcher collecting data in the form of language lesson observations, teacher focus groups, semi-structured teacher interviews, photographs and pupils' draw-and-tell experiences of the programme* Yes/No

I am aware that our school's participation in the study is voluntary and that we can withdraw from the study at any stage. I have had an opportunity to meet with the researcher to clarify any queries that I have had prior to consent.

Signature:

Name in Block Capitals:

Witness:

Date:

Contact details for researcher:

Phone: 085-7550714

E-mail: aoife.merrins@dcu.ie

Informed Consent from Teachers

Dear Researcher,

I have read the above information outlining your proposed research study.

I am aware that as part of the study, I will:

- engage in professional development for programme delivery.
- implement the six-week English oral narrative programme in collaboration with other teachers.
- implement a similar approach to Irish language lessons during this timeframe (mainstream teacher only).

I understand that I will be asked to engage in audio-record professional development discussions, language lesson observations, focus group discussions and a semi-structured interview.

I am aware that the anonymity of the school and participants will be protected using pseudonyms.

I consent to;

• participating in the proposed research project	Yes/No
• engaging in 4 x professional development sessions	Yes/No
• the researcher being present in the classroom during programme delivery to observe junior infant pupils' response to the programme	Yes/No
• participating in audio-recorded focus group discussions to discuss the programme	Yes/No
• participating in audio-recorded interviews to discuss my experiences of the programme	Yes/No
• being photographed during Tell-a-Tale Inis Scéal delivery	Yes/No

I am aware that if I agree to take part in this study, I can withdraw from participation at any stage.

I have had an opportunity to meet with the researcher to clarify any queries that I have had prior to consent.

Signature:

Name in Block Capitals:

Witness:

Date:

Contact details for researcher:

Phone: 085-7550714

E-mail: aoife.merrins@dcu.ie

Informed Consent from Parents

Dear Aoife,

I have read the above information about your research project. **I am aware that my child will:**

- ✓ participate in English and Irish oral language lessons, as is usual practice within my child's classroom, using storybooks in both English and Irish.
- ✓ be observed by the researcher during language lessons to explore their response to language lessons.
- ✓ be asked to draw a picture about their experiences of the Tell-a-Tale | Inis Scéal programme.
- ✓ be asked to talk about their drawing while being audio-recorded.

I am aware that the anonymity of the school and participants will be protected using pretend names. I am aware that if I agree for my child to take part in this study, I can withdraw him/her from participation at any stage.

Please circle yes if you give permission for your child to be:

• invited to take part in the research project	Yes / No
• observed by the researcher during language lessons	Yes / No
• asked to draw a picture about the Tell-a-Tale Inis Scéal programme	Yes / No
• audio-recorded using a voice recorder while talking about their picture	Yes / No
• included in photographs when taking part in the Tell-a-Tale Inis Scéal programme to help the researcher to determine responses to the programme	Yes / No
<u>No child's photograph will be taken individually but as part of a group activity</u>	
• I give permission for my child's photograph to be shared as part of presentations of this project to other teachers and at research conferences	Yes / No

I have read and understood the information in this form. Aoife has answered any questions or concerns I had.

My child's name is: _____

My Signature: _____

My Name in Block Capitals: _____

Date: _____

Researcher Contact Details

Please contact Aoife if you have any questions about this project.

Aoife.Merrins@dcu.ie

085-7550714

Informed Consent from Children

The researcher told me about her homework. She needs my help with her homework.

Pupil's name: _____

I want to take part in the project



Yes / No



I want the researcher to watch me during Tell-a-Tale | Inis Scéal



Yes / No



I want to draw a picture of Tell-a-Tale | Inis Scéal.



Yes / No



I want to be recorded telling the researcher about my drawing of Tell-a-Tale | Inis Scéal



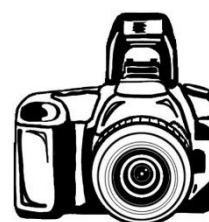
Yes / No



I want my photograph to be taken during Tell-a-Tale | Inis Scéal



Yes / No



Appendix O: Programme Resources



Appendix P: Timetables of Pilot and Main Study Research

Timetable of Pilot Research

Time	Action	Instrument	Measuring	Participants
November 2019	Semi-Structured Interviews with Mainstream Teachers	Semi-Structure Interviews	Teacher experiences of: -English as an Additional Language -Professional Development -Oral Language -Collaborative Teaching -Shared Reading Teacher motivation for study participation	3 x Mainstream Primary Teachers A, B & C
	2 x Audio-Recorded Professional Development Discussions in Three Schools Reflective Logs during Discussion	Professional Development Experiences to-date Reflective Logs	Teacher experiences of: -English as an Additional Language -Professional Development -Reflective Practice -Oral Language -Language Acquisition -Language Proficiency -Storybooks -Shared Reading (Dialogic Reading) -Narrative Retell	11 x Primary Teachers (Mainstream & Support) School A: Mainstream A, Support A1, Support A2, Support A3, Support A4 School B: Mainstream B, Support B1, Support B2 School C: Mainstream C, Support C1, Support C2, Support C3, Support C4, Support C5
November – December 2019	Junior Infant Class Observations in Three Schools	Researcher Observation	Observation of: -Current language instruction practice -Pupils' response to language lessons	3 x Mainstream Primary Teachers A, B & C 3 x Junior Infant Classes
January 2020	1 x Audio-Recorded Professional Development Discussion in Three Schools Reflective Logs during Discussion	Professional Development Experiences to-date Reflective Logs	Teacher experiences of: -Collaborative Teaching In-depth discussion of Tell-a-Tale: -Planning -Resources -Activities	11 x Primary Teachers (Mainstream & Support) School A: Mainstream A, Support A1, Support A2, Support A3, Support A4 School B: Mainstream B, Support B1, Support B2 School C: Mainstream C, Support C1, Support C2, Support C3, Support C4, Support C5
	1 x Audio-Recorded Professional Development Discussion in Two Schools	N/A	In-depth discussion of Inis Scéal: -Planning -Resources -Activities	3 x Mainstream Primary Teachers School A: Mainstream A & C School B: Mainstream B

January – March 2020	Observation of Tell-a-Tale Inis Scéal in-action	Researcher Observation	-Teacher Professional Development -Pupil Responses to the Programme -Fidelity of Delivery	11 x Primary Teachers (Mainstream & Support) School A: Mainstream A, Support A1, Support A2, Support A3 School B: Mainstream B, Support B1, Support B2 School C: Mainstream C, Support C1, Support C2, Support C4 3 x Junior Infant Classes (x 70 pupils)
	Weekly Teacher Evaluations of Tell-a-Tale Inis Scéal	Reflective Logs	-Teacher Professional Development -Pupil Responses to the Programme - Programme Critique / Necessary Amendments	11 x Primary Teachers (Mainstream & Support) School A: Mainstream A, Support U1, Support U2, Support U3
February 2020	3 x Focus Group Discussions with Collaborating Teachers	Focus Group 1	-Programme Critique / Necessary Amendments -Teacher Professional Development	School B: Mainstream B, Support B1, Support B2 School C: Mainstream C, Support C1, Support C2, Support C4,
March 2020	3 x Focus Group Discussions with Collaborating Teachers	Focus Group 2	-Tell-a-Tale Programme Evaluation -Teacher Professional Development -Perceived Pupils' Response to Tell-a-Tale	
April 2020	1 x Focus Group Discussion with Mainstream Teachers	Focus Group 3	-Inis Scéal Programme Evaluation -Teacher Professional Development -Perceived Pupils' Response to Inis Scéal	3 x Mainstream Primary Teachers A, B & C

Timetable of Main Study Research

Time	Action	Instrument	Measuring	Participants
April – May 2021	Focus Group Discussions with Participant Teachers to Examine Professional Development Experiences	Focus Group Discussion 1 Professional Development Discussions 1 – 4	Teacher experiences and perceptions of: -English as an Additional Language -Professional Development -Reflective Practice -Oral Language -Language Acquisition -Storybooks -Shared Reading -Narrative Retell -Collaborative Teaching Teacher motivation for study participation Teacher experiences of preparing for Tell-a-Tale delivery	20 x School Staff (Mainstream & Support Teachers)
April – June 2021	Observation of Pupil Response to Programme Delivery	Researcher Observations	-Pupils' Response to Programme Activities, Resources, Content -Pupils' Language Production -Pupils' Engagement	4 x Junior Infant and 2 x Junior/Senior Infant Classes (x 130 pupils)
May 2021	Focus Group Discussions with Participant Teachers to Examine Programme Delivery	Focus Group Discussion 2	Teacher experiences and perceptions of: -Tell-a-Tale programme -Tell-a-Tale programme delivery	20 x School Staff (Mainstream & Support Teachers)
May/June 2021	Focus Group Discussions with Participant Teachers After Programme Delivery	Focus Group Discussion 3	Teacher experiences and perceptions of: -Tell-a-Tale programme -Tell-a-Tale programme delivery	23 x School Staff (Mainstream & Support Teachers, SNAs)
	Interview with Mainstream Teachers After Programme Delivery	Semi-Structured Interview with Mainstream Teacher	Teacher experiences and perceptions of: -Inis Scéal programme -Inis Scéal programme delivery	6 x Mainstream Teachers (Mainstream U1, V1, W1, X1, Y1, Z1)
	Interview with Pupils After Programme Participation	Pupils' Draw-and-Tell	Pupils' responses to: -Tell-a-Tale -Inis Scéal	4 x Junior Infant and 2 x Junior/Senior Infant Classes (x 130 pupils)

Appendix Q: Sample PowerPoint for Professional Development Workshop

Leading the Design, Development and Delivery of a Multilingual Oral Narrative Programme called Tell-a-Tale | Inis Scéal

DCU Institute of Education

into 150

Professional Development Presentation (3)

Workshop 1

Aoife Morris-Gallagher | aoife.morris@dcu.ie

Workshop Objectives

- ✓ Reflect on, and learn about, the experience of **learning an additional language**
- ✓ Explore **reflection**, its value and how to engage in reflective practice during research participation
- ✓ Examine the importance of **oral language** and how to support its development

Learning an Additional Language

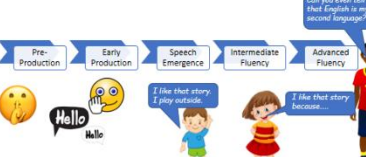
What is it like?
What are the stages?
Why do we need to acquire proficiency?



What is it like to be learning an Additional Language?

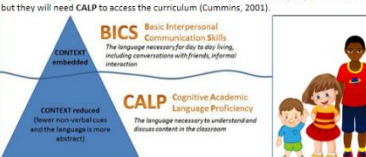


Stages of Language Acquisition

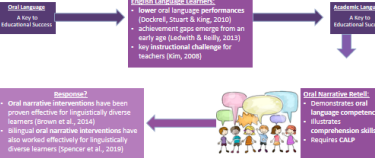


Types of Language Proficiency

Children with English as an Additional Language will need BICS for every day communication, but they will need CALP to access the curriculum (Cummins, 2001)



How is Tell-a-Tale | Inis Scéal helpful?



Learning an Additional Language

What are your experiences with this?
Have you learned anything new today about learning an additional language? If so, what?



Reflection

What?
Why?
How?



What is reflection?

• "Active, persistent and careful consideration of any belief or supposed form of knowledge ... a kind of thinking that consists in turning a subject over in the mind and giving it serious thought." (Dewey, 1933)

• "Process of reviewing an experience of practice in order to describe, analyse, evaluate and so inform learning about practice." (Reid, 1993)



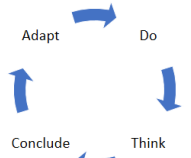
Reasons to Reflect



How can we reflect?



What does this mean for our practice?



- Adopt strategies of Tell-a-Tale | Inis Scéal
- Reflective observation on these
- Make conclusions for future practice
- Change our practice (if applicable)

Reflection

What are your experiences with this?
Have you learned anything new today about reflection? If so, what?



Reflective Log 1 – Workshop 1

Teacher Code Name: _____

Your Practice in Supporting EAL Learners To-Date

There will be an opportunity to discuss your thoughts in more detail during our next focus group discussion. Feel free to bullet point / use key words in response below.

Do	Think	Conclude	Adapt
• Emphasis on supporting children with English language development	• Also now realise value of their first language	• Need to find more ways to incorporate first language into daily instruction	• Promote child's first language by asking them to share it / encouraging parents to continue speaking first language at home

Oral Language Development

What?
Why?
How?



Oral Language

- a form of communication that uses listening and speaking skills to share knowledge, ideas and feelings (Silverman & Hartnft, 2015)
- "fluency, competence in, and comprehension of, spoken language are the keys to being able to learn effectively" (Riley et al., 2004, p. 658).



Why is oral language important?



We can share our knowledge, ideas and feelings.

We can participate in all aspects of classroom life.

It supports our learning.

It gives us a foundation for reading and writing.

Proficiency in oral language provides children with a vital tool for thought. Without fluent and structured oral language, children will find it very difficult to think.

Jerome Bruner (1983)

19

How do children develop oral language?

First Language (L1)	Second Language (L2)
How? Social Context • Home • Childcare setting • School • Other (i.e., shop, sports club etc.)	How? Social Context • Home • Childcare setting • School • Other (i.e., shop, sports club etc.)

Common Underlying Proficiency (Cummins, 2003)
Interdependence of concepts, skills and linguistic knowledge found in a content processing system

Who? What?
 Family, Concrete, Materials, Props, Teachers, Peers, Puppets, Books, Extra-Curricular Activities, Poems, Songs, School in L1

20

What does this mean for our practice?

How?	Who?	What?
Social Context • Home • Childcare setting • School • Other (i.e., shop, sports club etc.)	Who? • Family • Carers • Peers • Teachers	What? • Concrete Materials • Puppets • Books • Poems • Songs

Common Underlying Proficiency (Cummins, 2003)
Interdependence of concepts, skills and linguistic knowledge found in a content processing system

21

Factors to Consider in a Digital Age

- Screen time =
 - reduced sleep duration and increased sleep problems (Hale & Guan, 2015)
 - physical and behavioral health problems e.g. increased body mass index and academic difficulties (Sanders et al., 2018)
 - adversely affects educational outcomes and contributes to hyperactivity (Ansari & Crosnoe, 2016)
- There is a general consensus in the literature that, developmentally, there can be no substitute for real-life experience and interaction for oral language development (Anderson & Pempel, 2005; Barr, 2010; Courage & Howe, 2010; Ebebeck, Yim, Chan & Goh, 2016).

22

What are the components of oral language?

23

There are five oral language components

24

Semantics

- Semantics = Meaning
- Ultimate goal of language processing
- Closely linked to categorisation of concepts
- All words are embedded within a network of other meanings

25

Semantics in Tell-a-Tale | Inis Scéal

26

Syntax / Grammar

- Syntax = Grammar
- Rules for word order and language structure
- Structure varies by language

Example: *For boy a The run went*

27

Syntax in Tell-a-Tale | Inis Scéal

Activity	Day 1	Day 2	Day 3	Day 4
Narrative Sentences	Introduce narrative sentence samples for whole group	Introduce narrative sentence samples for whole group	Introduce narrative sentence samples for whole group	Introduce narrative sentence samples for whole group
Content	Narrative Sentences 1. Goldilocks was in the porridge. 2. Goldilocks sat down. Oh no! She broke the chair. 3. Goldilocks left when... Narrative Sentence Jumble 1. Goldilocks porridge she ate. 2. Goldilocks porridge she ate.	Narrative Sentences 1. Someone's been eating in my porridge. 2. Someone's been eating in my porridge. 3. Someone's been eating in my porridge. Narrative Sentence Jumble 1. Someone's been eating in my porridge. 2. Someone's been eating in my porridge. 3. Someone's been eating in my porridge.	Narrative Sentences 1. Someone's been eating in my porridge. 2. Someone's been eating in my porridge. 3. Someone's been eating in my porridge. Narrative Sentence Jumble 1. Someone's been eating in my porridge. 2. Someone's been eating in my porridge. 3. Someone's been eating in my porridge.	Narrative Sentences 1. Someone's been eating in my porridge. 2. Someone's been eating in my porridge. 3. Someone's been eating in my porridge. Narrative Sentence Jumble 1. Someone's been eating in my porridge. 2. Someone's been eating in my porridge. 3. Someone's been eating in my porridge.

28

Morphology

- Morphology = Word Formation
- Morphemes are the smallest units of meaning within a language
- Examples:
 - Compound words
 - Pluralising words
 - Prefixes
 - Suffixes
- Closely linked to reading comprehension and spelling

29

Morphology in Tell-a-Tale | Inis Scéal

Goldilocks – that's an unusual name. What does 'gold' mean? Is there another colour like gold? What does the word 'locks' mean? Did you know it can also mean 'hair'? Goldilocks means 'Golden Hair'.

The Three Little Pigs – is it OK if I say 'One Little Pig'? No? Why not? Is it OK if I say 'Two Little Pigs'? Yes? Why? That's right, we add the 's' sound at the end when there is more than one there.

Tá leabhair nua again inis. An Torna Mór Millteach. We read this story last week – what was it called? That's right. The Enormous Turnip. Can you hear any word in Irish that sounds the same in English? Turnip / Torna / Tintach.

30

Phonology

- Phonology = Sound Structure
- Phonemes are the distinctive sound in a language
- Examples:
 - word awareness (rhyme, alliteration)
 - Syllable awareness
 - Onset-rime
 - Phonics
- Closely linked to vocabulary development

31

Phonology in Tell-a-Tale | Inis Scéal

Activity	Day 1	Day 2	Day 3	Day 4
Poem	Pass the Message	What's missing?	Silly Sentences	Song / Poem
Purpose	Enhance listening & rhyming skills	Enhance sentence segmentation & rhyming skills	Enhance listening & rhyming skills	Enhance rhyming skills
Content	Messages Hello, my name is Goldilocks. Father Bear / Mother Bear / Baby Bear. Someone's been eating my porridge / sitting in my chair / wearing in my bed.	What's missing? Someone's been eating my / sitting in my / wearing in my / someone's been / wearing in my / sitting in my / wearing in my / someone's been / wearing in my / sitting in my / wearing in my.	Silly Sentences This porridge is too / This chair is too / This bed is too / This porridge is too / This chair is too / This bed is too.	Song: Three Brown Bears Three Brown Bears, Three Brown Bears, See all their beds, See all their chairs, Mother Bear made porridge in a pot, Father Bear's porridge was much too hot, Tiny little baby bear cried a lot, Three Brown Bears.

32

Pragmatics

- Pragmatics = appropriate, effective language use in social interactions
- Importance of Context
- Challenge of Idioms
- More likely to develop good peer relationships

33

Pragmatics in Tell-a-Tale | Inis Scéal

- Small-Group Vocabulary, Grammar & Phonology Games
- Paired Sequencing Activity
- Paired Narrative Retell Activity

34

Effective Communication Requires:

35

Effective Communication Requires:

Oral Language Components = Extralinguistic Ability + Metalinguistic Ability

Extralinguistic features: Intonation, Emphasis, Pace, Pause, Volume

Language as a carrier of meaning - conscious awareness about language and the intention of the communication

Non-linguistic cues: Gestures, Body Language, Eye Contact, Facial Expressions, Physical Proximity

Cregan, 2019

36

Oral Language

What are your experiences with this?
Have you learned anything new today about how to support its development?



37

In conclusion...

Today we:

- ✓ Reflected on, and learned about, the experience of **learning an alternative language**
- ✓ Explored **reflection**, its value and how to engage in reflective practice during research participation
- ✓ Examined the importance of **oral language** and how to support its development

Tell-a-Tale | Inis Scéal



38

Tell-a-Tale | Inis Scéal Project

ANY Questions?

39

Appendix R: Data Collection Checklist

<i>Data Type</i>	<i>U-School</i>	<i>V-School</i>	<i>W-School</i>	<i>XY-School</i>	<i>Z-School</i>
FGD 1 – Experiences of EAL to-date	U1 – U5 13.04.2021	V1 – V2 16.04.2021	W1 – W5 27.04.2021	X1, Y1, XY2-3 05.05.2021	Z1 – Z2 05.05.2021
PD 1 – Experience of ELL, Reflection & Oral Language	U1 – U5 20.04.2021	V1 – V2 19.04.2021	W1 – W5 29.04.2021	X1, Y1, XY2-3 05.05.2021	Z1 – Z2 07.05.2021
PD 2 – Shared Reading in Another Language, Dialogic Reading & Oral Narrative Retell	U1 – U5 21.04.2021	V1 – V2 23.04.2021	W1 – W6 30.04.2021	X1, Y1, XY2-3 06.05.2021	Z1 – Z2 07.05.2021
PD 3 – Tell-a- Tale Programme Delivery	U1 – U5 22.04.2021	V1 – V2 26.04.2021	W1 – W6 10.05.2021	X1, Y1, XY2-3 07.05.2021	Z1 – Z2 11.05.2021
PD 4 – Inis Scéal Programme Delivery	U1 28.04.2021	V1 28.04.2021	W1 10.05.2021	X1 12.05.2021	Z1 14.05.2021
Site Visit / Observation 1	<i>28.04.2021</i>	<i>06.05.2021</i>	<i>18.05.2021</i>	<i>17.05.2021</i>	<i>14.05.2021</i>
Site Visit / Observation 2	<i>07.05.2021</i>	<i>12.05.2021</i>	<i>24.05.2021</i>	<i>27.05.2021</i>	<i>20.05.2021</i>
Site Visit / Observation 3	<i>13.05.2021</i>	<i>19.05.2021</i>	<i>02.06.2021</i>	<i>01.06.2021</i>	<i>28.05.2021</i>
FGD 2 – Experiences of Tell-a-Tale delivery	U1 – U3 13.05.2021	V1 – V2 19.05.2021	W1, W2, W7 02.06.2021	X1, Y1, XY2-4 01.06.2021	Z1 – Z2 28.05.2021
Site Visit / Observation 4	<i>25.05.2021</i>	<i>31.05.2021</i>	<i>11.06.2021</i>	<i>09.06.2021</i>	<i>04.06.2021</i>
Site Visit / Observation 5	<i>03.06.2021</i>	<i>10.06.2021</i>	<i>17.06.2021</i>	<i>18.06.2021</i>	<i>16.06.2021</i>
Pupils’ Draw- and- Tell	CU1 – CU16 03.06.2021	CV1 – CV22 10.06.2021	CW1 – CW17 17.06.2021	CX1 – CX19 CY1 – CY20 18.06.2021	CZ1 – CZ16 16.06.2021
FGD 3 – Experiences of Tell-a-Tale delivery	U1, U3, U5 14.06.2021	V1 – V3 10.06.2021	W1 – W2 17.06.2021	X1, Y1, XY2-4 18.06.2021	Z1 – Z3 16.06.2021
Mainstream Teacher Interviews	U1 14.06.2021	V1 10.06.2021	W1 17.06.2021	X1, Y1 21.06.2021	Z1 16.06.2021

Appendix S: Transcript Samples from Data Collection Measures

Transcript Sample from Focus Group Discussion (One of 15)

Researcher:	Aoife Merrins
Subject:	Focus Group Discussion 1
Location:	Online – Zoom.
Date:	13 th April 2021
Time:	20:20 – 21:00
Duration of Recording:	38:36
Participants:	Teacher U1, Teacher U2, Teacher U3, Teacher U4, Teacher U5
Recording Number	210420_01

Researcher: [0:00] OK, so this is focus group discussion one with setting A and it is the 13th of April 2021.

So, thank you all very much for joining the discussion this evening. It's a pleasure to have you all here and I'm delighted that you've agreed to participate. Eh, so just to give you an idea, this evening's discussion is focusing explicitly on teacher professional development experiences of EAL support to-date.

Our first question is: describe your experiences of working with children with English as an additional language.

Housekeeping / Ethical Protocol

[1:14] So, without further ado, our first question is, describe your experiences of working with children with English as an additional language. You might like to share maybe how many years you've been teaching and what you've learned from your work with these children along the way.

So, I might start with a teacher U1, if that's OK?

Teacher U1: [1:48] Yeah. Eh, I was saying there before the conversation started that I feel like my experience is quite limited. I am qualified since 2012, and I've worked in SET and mainstream, but still feel like I haven't encountered specifically EAL groups.

Obviously, I have experienced children with language learning difficulties, but not EAL, so eh I wouldn't have very much to say on that Aoife. But anytime I have, I like using visual supports, differentiating the lessons, just making things... just more interactive and appealing to them.

Researcher: [2:30] OK, perfect. Thank you U1!

U2, would you have anything to add there in terms of your experience and encounters of working with children with EAL?

Teacher U2: [2:40] Yeah, well, I actually qualified over in Wales, so when I began my career... I think it's about 16 years ago now, it's hard to remember... I worked in a school in the centre of Cardiff. So, it was about 80% non-nationals or non-English speaking children,

so we would have had a very strong dedicated team... like at least two teachers coming in to take the EAL kids, along with additional support, like a classroom assistant, as well as the teacher. Eh, so that's a good... that's a long time ago! But the support they got there was so immense...

Whereas I felt when I came to Ireland then, the idea ... and I get why... is to immerse the kids, and leave them almost.... So, just like in the last few years, I've been doing Junior Infants, I've had one EAL child.

You see, when they come in in Junior Infants anyway, it can be hit or miss whether they'll talk to you or not, or what language experience they have... So it's a bit hard to judge a child... an EAL child... in the early years, I find, because language can be so hit or miss nowadays with all kids. It doesn't matter if they are EAL or not.

In a SET teacher role, I have a child up the school like, and again, because they're in SET, you don't know whether it's EAL, like, is that the issue? Or is there another issue that's feeding into it as well? So, I suppose to have a clean EAL child that's just got language that's their issue... I don't think I've worked with many children like that, I think.

Researcher: [4:24] OK.

Teacher U2: [4:26] I'll be interested to see, I suppose the oral language part and how it works, because I think it'll actually benefit all kids, not just the EAL kids.

Researcher: [4:35] OK, brilliant. Thank you, teacher U2!

Teacher U3, what has your experience been of working with children with EAL?

Teacher U3: [4:43] Right, well, I've been teaching for over 30 years now, and I suppose EAL was unheard of in my early career, and certainly in our training. In later years then, when I went into special education, and attended St. Angela's, EAL wasn't really a category that was dealt with... at that stage. So, we didn't receive any formal training on how to approach it. With regard to my work in school then, I do find that a lot of class teachers tend to get very concerned when they have an EAL child arriving in their class, and they would often approach me and say, this child appears to have very little English, can you take them? You know? And I feel it's... it's hard to turn around and say to the teacher: *"well really, you know, they just are meant to be immersed in the language for a year and we'll see where we go then."* So, with... generally, with EAL children in our school, they tend to come as part of the group to special education teaching, and unfortunately, they may not have reading difficulties, it might be purely language. I tend then to put an emphasis on the oral aspect as much as possible, and as we're reading whatever program we're reading, you know, I might differentiate, and we might pick out certain vocabulary and break it down for them. Generally, my experience with them is that they don't have particular trouble with the reading, but they do have trouble with the comprehension, and with retelling the story, and I have observed over the years, when we're doing our assessments then, that they would generally not score as well as the teacher would expect when it comes to the NRIT testing... And I can totally understand the reason for this, having administered it, because an awful lot of the language in that test is... eh... maybe older language, and language that they just wouldn't have encountered. However, when it comes then to the end of the year, to the standardized testing, the teacher can be pleasantly surprised that they generally tend to do, maybe... much better than expected, and that's just a general statement. But I agree with the previous speaker who said it can be difficult to assess whether it is a reading difficulty, or is it simply a delay in language acquisition?

Researcher: [7:10] OK, there's so much there. Thank you, U3!

U4, what has your experience been?

Teacher U4: [7:17] Well, I did my teacher training in East London, and the schools that I would have done my practice and all in, would have probably had 60 to 70% EAL pupils. And most of them would have actually thought that I was EAL, because they couldn't understand my accent...

Researcher: *laughter*

Teacher U4: [7:38] ...but again, as was mentioned earlier, the support that they got was unbelievable... they would have had an EAL team, eh... they would have had support within the classroom full time.

And again, when I came back to Ireland... I only stayed there for the year... and when I came back to Ireland, I found it was completely different. I thought there was very little support for an EAL pupil. I then spent from 2008 in mainstream classrooms, and during that time would have only probably dealt with one pupil, who came in with absolutely no English at all. I found it daunting. I would have just done things like... you know, what you thought was right at the time... because I found that there was very... kind of... little support. Even online or anything, it was very hard to find the answers. So, we were doing up like keywords, making up a word bank notebook for them, key ring with different pictures on it. You know? But I felt lost, to be honest, and I didn't know whether I was doing the right thing, or the wrong thing. And I did the course then in St. Angela's... just last year, and again, not that much time is dedicated to EAL in the course. You know? You'd spend nearly a full week working on children with Autism. Well, you're going to have... chances are... you're going to have more EAL pupils during your time teaching, than you are pupils with Autism. But there would have been certain aspects of the training that would have been dedicated towards it... Maybe the Language Experience Approach and things like that would have been, kind of, just shown to us briefly, as maybe a method of teaching, you know? But I wouldn't feel overly confident, to be honest, if a pupil came in with very... very little English, you know?

Researcher: [9:38] OK, perfect. Thank you U4!
And lastly, teacher U5... what has your experience been of working with children with EAL?

Teacher U5: [9:50] Well I am a NQT, so I just qualified in 2019, and I am currently completing the *Droichead* process with School A. I haven't got a whole lot of experience working with EAL students, but I am keen to learn how to adapt my teaching, so that I can help all children, as U2 mentioned, and to be able to develop all the children in the classroom.

Researcher: [10:15] Yeah. And do you find, I know you're a NQT, do you find that you have some kids in your class this year with EAL? And how are you finding work with them?

Teacher U5: [10:23] If I had to zone in, there's probably one child. She has... I would say she has an EAL background, but there's other children in the same pod, that I feel would really benefit from help. But like that, with what U1, U2 and U3 mentioned, it's hard to distinguish if it is a language difficulty or a learning difficulty.

Researcher: [10:58] Yeah, OK. Perfect. Brilliant. Thanks. Thanks everyone very much. There were lots of really interesting insights there, particularly with the experience in the UK, as well, I think that's going to bring great value to the study, in terms of the insight and experience that you have.

So, I think we've alluded to this question already with some of our responses, but more specifically, could you describe your experiences of getting support for your work with children with English as an additional language?

And I noticed teacher U4 mentioned, it was difficult to actually access any support, even right up until that last year, but if you have been able to access any support, what was it and where have you gone for that support? And also, if not, what would have helped you to support you with EAL delivery? And I'm going to leave that open for anyone to jump in, if anyone has thoughts on that...

Teacher U2: [11:54] I think we said before, we probably just leave immersion as the first port of call. So, for the first year, we... we just let the children immerse themselves in the class situation, before we would take them out of the classroom, and then it is as part of the support group, an oral language group, mainly. Now, obviously, pre COVID, we... well I was back in the classroom then, but the SET team were in the classroom so much more. So, I think they were probably getting to see these children a lot more within the class setting... which helped. Now with the COVID, we're not seeing... like teachers are telling us "*oh, this child is struggling here or there...*" so I suppose it's a bit harder to... to figure out who needs the support, and who would benefit from that extra oral language kind of thing. You know, when we're not in the classroom, we're not seeing them?

Researcher: [12:50] Yeah. OK. Yeah, I definitely think COVID is.... it's a big spanner in the works now for everything that we're doing. Thanks very much U2 for that. Eh... just more so in terms of support for your own work for EAL delivery. So, I have a flavour in terms of how you approach supporting EAL, but in terms of accessing that professional support, have you been able to access it specifically for EAL?

Teacher U3: [13:18] Eh... I do recall, at one stage, the Department of Education issued guidelines for primary schools with regard to EAL. Eh, the book had a blue cover on it, I think, and I remember using it and trying to navigate my way around it, where there was a standardized assessment, that every child, every EAL child, would have a passport... sort of thing... and the idea of it was great, so if a child changed school, the teacher knew straight away what level that child was at whether they were at U1 or U5 or whatever. But I struggled to administer the test, and didn't have any really background information on it, or any training to administer it. And hand on heart, I gave up after a while with it... and that's many years ago now... It's sitting on a shelf somewhere gathering dust. But, to my knowledge, nothing has been issued since that... and I would say that that's probably 10 or 15 years ago now... just to give you a rough guess.

Researcher: [14:21] Yeah, yeah. Anyone else have any... I suppose... experience with trying to access support for EAL delivery or receiving anything into the school?

Teacher U4: [14:34] Well, not really receiving anything into the school, I would have just looked at the PDST website and would have taken... you know... they will have links and things like that on it. That's about as much as I could source really.

Researcher: [14:48] Yeah. OK!

Teacher U1: [14:52] I would... like, I was seeking assistance from members in the school. I have friends who would have trained alongside me, but their experience of EAL is very different to mine, because they work in larger schools up in city centres, where they have the EAL teacher, so what U3 mentioned about that testing and stuff, I've heard that from them,

and different programs like Up and Away that they have used... and different types of readers... so that's the only kind of... just talking to others is the only way.

Researcher: [15:18] Yeah. That community of practice approach between and across schools. Absolutely! If you were to access support for EAL, what would that support look like? That ideal package that you'd be getting? What do you think would help you to support EAL delivery?

Teacher U4: [15:40] I suppose you need ... you need practical ideas. And I'd say, we do need to be sitting down and to observe somebody that's doing it, you know, to give you the confidence that you know you're doing it correct yourself.

Researcher: [15:56] Yeah.

Teacher U4: [15:58] ...you know? It's grand to read something on a website and things like that... but you cannot beat, you know, just seeing somebody else delivering it. And, you know, that gives you the confidence then, that you just know yourself, well this is the way it should be done.

Researcher: [16:11] Yeah, absolutely. OK. I think that's going to feed nicely into the next question, which is more focused now on professional development opportunities. So, tell me about any professional development opportunities that you've had in relation to English as an additional language.

Teacher U4: [16:32] Like there is very little on it...

Teacher U2: [16:33] None...

Teacher U4: [16:34] ...like say in St. Angela's, there was very little emphasis put on EAL... which I suppose is surprising. You would have been given different strategies and things like that, but it was only a brief outline, you know?

Researcher: [16:49] OK.

Teacher U2: [16:50] There used to be afternoon courses on a Friday, I can't remember specifically if they were EAL ones, in the education centre in Sligo... but all of that seems to have stopped. There is probably online stuff though, is there?

Teacher U3: [17:03] There are webinars available online via the education centres, all right. But I suppose because we wouldn't have a lot of EAL children in our school, it wouldn't have been a priority for us in the past, you know, we would have prioritized the general literacy webinars before we would attend an EAL webinar.

Researcher: [17:25] Yeah. OK, perfect. Just the last question on that around professional development for EAL, what words come to mind when you think about... maybe your feelings towards EAL delivery?
How maybe you'd rate your confidence maybe, or just your general feeling towards EAL, what words come to mind?
I think I had the word '*daunting*' there already from teacher U4...

Teacher U3: [17:50] Mmmm..hmmmm!

Researcher: [17:51] Any other words, just pop them out there in terms of what comes to mind if you think of EAL PD?

Teacher U3: [18:00] Uncertainty.

Teacher U2: [18:02] Yeah, apprehensive, as well. Just how to deliver a program for them that would help them.

Researcher: OK.

Teacher U4: [18:09] And it's necessary as well, we need necessary training in it.

Researcher: [18:16] OK, perfect. Brilliant. Thank you all very much for those insights. My next question then is focusing on resources for EAL. I know you've alluded to one already there, teacher U3, so if you could think now in terms of the work that you have engaged with for children with EAL.

What has the planning and preparation looked like?

What teaching and learning strategies are involved?

And then, in terms of assessment and differentiation, what strategies are you using?

So we'll focus explicitly on the resources that you use for planning and preparation. What have you been tapping into? I might start with teacher U1 if that's OK.

Teacher U1: [18:57] Yeah, so I suppose using visuals for new vocab... and, kind of, repetition... Eh, you said... the like... little... as you mentioned, the puppets, the lollipop stick figurines, just using different tools. Before, the conversations station was the big one, in the past... Using, like, the little... what do you call it? The makeshift telephones...

Researcher: [19:26] Yeah, they love that. Any kind of props that get them talking are great. Absolutely. Yeah.

Teacher U1: [19:32] And then Aistear has been brilliant... at getting any kind of oral language going!

Researcher: [19:41] Yeah, absolutely. I found that myself as well. It's just ... I suppose that free use and free play of language... it really comes to life there. Yeah, absolutely. And so, anyone else want to add there in terms of planning and preparation for EAL?

Teacher U2: [19:58] I would use a lot of... the new literacy programmes are actually quite good, CJ Fallon and Folens... Starlight and those. So, you know, they're quite visual and they have a lot of interactives, that are quite... the kids really enjoy them. I have to say!

A lot of mine would be based around themes. So, you know, at the moment, we're kind of based around green schools and looking at posters, and then you can incorporate it and go on walks around the school and stuff like that. So, trying to make as multi-sensory as possible, I suppose.

Researcher: [20:28] Yeah. OK. Brilliant. Thank you.
And anyone else want to add to that there in terms of resources used for EAL?

Teacher U3: [20:34] Yeah, in terms of our planning and preparation, when we were team teaching, we would always have... have ensured that we had a focus on the oral language at our stations, rather than the written work, because we felt our role going in there was not to supervise written work, but very much to interact with the children and to get them talking.

So... we, in terms of resources, we would have used *Building Bridges* with the senior classes, or middle and senior classes. We would have found the picture books very, very useful at one stage. We also used *PALS* in third and fourth class for the shared reading and the discussions. And we used... what did we use in sixth class then that was very good for discussion to follow on from *PALS*? It was the strategies... oh, yeah... *TSI – Transactional Strategy Instruction*. So... in senior classes, they were... they were just involved in a lot of discussion around novels and stuff like that.

Researcher: [21:40] Very good. There's a common thread emerging here with programs and boosters and interventions by the support team. Could I divert a little bit and ask, are you finding it difficult that you can't go in and do those programs this year in the circumstances?

Teacher U3: [21:58] Eh... yes and no, because I suppose, because we were doing so much of that... our focus on the children with very special needs, maybe wasn't as great as it is now. Now that we're focusing on much smaller groups of children, with one and two, I'm realizing that, "*wow, they really have huge needs*". And I'm trying to figure out where on earth are we going to find the time, when we do go back to in-class teaching, how are we still going to continue to meet the needs of those children at the same time? I just feel we're so under-staffed, and there isn't enough time in the day to do a blend of both anymore. And I just wonder how we did it in the past?

Researcher: OK. Right, eh so, there has been a light shed on that aspect anyway, I suppose. But no, just from listening to you there, I have to say, it sounds like the support model that you've been using, it should fit very well with the ideals of Tell-a-Tale | Inis Scéal.

Teacher U3: [23:00] Yeah!

Researcher: So... it's very exciting to hear you mention all of those programs. I have experience with *PALS* as well. It's a really fantastic initiative as well.

Teacher U3: [23:08] It is!

Researcher: So yeah, I know you had mentioned as well there U3 about the assessment, the primary school assessment kit, and that it's kind of just gathering dust there now at this stage...

Teacher U3: Yes.

Researcher: Have you any other resources that maybe were formally sent to the school in terms of EAL?

Teacher U3: [23:28] Well, I suppose in terms of assessment, we would be using the British Vocabulary Index. And, you know, we would use that with children that we felt had a language difficulty, so not specifically EAL children. But we would, from time to time, use it on EAL children as well, just to show some sort of progression.

Researcher: [23:49] OK, perfect. And then just, I suppose it's a hard question, but in terms of resources used for differentiation, is there anything in the school, and this is a question for everyone... anyone can answer, that's working well to help differentiate when working with children with EAL?

Teacher U3: [24:07] I find the *EasyLearn* resources are very good, because there's very little text, and a lot of images and pictures. They're visual.

Researcher: [24:15] OK, perfect. Anyone else with anything else to add there to the resources? OK.

So, the next question then is focusing on the activities.

What activities have you used to date in support of children with EAL?

And more specifically, how to support that language development?

What strategies have you used?

I know you've mentioned some of those already, there's a bit of crossover with the resources, but are there any activities that you're finding work really well for language development?

...10...

Teacher U3: [25:03] I think Aistear was already mentioned, wasn't it?

Teacher U1: [25:08] Yeah. Aistear.

Teacher U5: [25:14] And I suppose before COVID, you would have had circle time, where you would have gotten around in a circle and would have spoken about different things. But that has all been taken away.

Researcher: [25:26] Yeah, yeah, absolutely. I think COVID definitely has a bearing on the types of activities we can do now as well, doesn't it?

Yeah. Any other ideas around activities?

Teacher U2: [25:40] Another one that I think we used to do was social groups, particularly on a Friday, that was when we'd, you know, kind of... do activities with them. You know, well, at the moment we are doing planting and stuff... but you might have taken them to a shop or, you know, to use the language and to be practising it. I know what we would have done with the infants like, when we did the post office, and then we went to the post office, and they bought the stamp, and they did all that, you know, that kind of practical use of what you've learned for EAL? That would have been useful.

Researcher: [26:09] Brilliant. That's absolutely brilliant. Fantastic. Eh... I won't move on from this just yet, just in case someone thinks of something else in terms of activities, you know, even if you are to think of how you teach Irish, Irish as a second language, what kinds of activities help for Irish language development?

Teacher U3: [26:27] Drama. Yeah! Role-play and drama groups. We would have used those. Yeah. And, I suppose, reports, presenting reports and projects in the senior classes, and debating.

Researcher: [26:41] Yeah, loads of activities there.

Teacher U2: [26:43] Yeah, and I suppose, just because we've been using lately, but Seesaw... a lot of them over the course of the few months have been videoing themselves doing reports and even orally and stuff... so they have actually been quite useful. I suppose, because they're using *YouTube*, and they're seeing all those kinds of things, they kind of get the idea, and it makes it more exciting for them.

Teacher U3: [27:06] Yeah.

Teacher U4: [27:08] Apologies, but my camera there is just gone, but even simpler activities, I found with the one child that arrived in the class with hardly any English, back to very simple games, like word bingo, and matching sight words. Any of those kinds of vocabulary games worked well.

I also found it helpful as well to let them do free writing in their own language, and do a little project on their country in their language, and then we just dotted some of the English words into the project, and things like that, that kind of works a little bit.

And then just going down to the shop, like somebody mentioned earlier, we had a wee shopping list, we would just go down and buy a few things. Just those simpler... kind of... things that the child would have, kind of, an interest in.

Researcher: [28:00] Yeah, brilliant.

Teacher U1: [28:02] And, eh, you have probably heard of, you know Clara Fiorentini, Aoife?

Researcher: Yes.

Teacher U1: [28:07] Her thing on visual literacy. So, like, give them part of like a little squirrel, or a little scribble and go, like, what is this? And then they come up with a picture from that, and then they have to talk about it, so getting that train of thought moving.

Researcher: [28:24] Yes. And the language development? Yes. Really clever technique, actually. Absolutely. That's, that's another brilliant one.

OK, we have loads there. It's amazing, I think when you just take the time, to just step back and think a little bit further, there are so many activities there that you named, that are actually in Tell-a-Tale | Inis Scéal.

And I know, U4, you had mentioned you found it very difficult to access support or, you know, ideas, but that idea that you had in terms of supporting the child to write in their native language, that was possibly one of the best things you could have ever done. So, I think trust your intuition when it comes to working with kids, even if you can't access the PD, because that was a really solid activity to do for that child.

Teacher U4: [29:08] You see sometimes you just don't know if you're actually doing... the right thing.

Researcher: [29:15] Yeah, yeah. I know... yeah even just to be told it is the right thing. Yeah, well, that was the right thing.

So, the next question then is just on strengths and challenges, so children with English as an additional language bring strengths to the classroom, but they also experience challenges. So, we're going to focus on the strengths of the children with EAL. When you've worked with them, what areas have you seen them excel in? What strengths do they bring to the classroom? And then, we'll discuss the challenges. So, we'll start with the strengths, what strengths have you observed in children with EAL?

Teacher U4: [29:45] They have a determination to actually learn and succeed with the new language and some of them can make huge progress in... in a short space of time, you know, and fit into a class far faster than you would expect.

Researcher: [30:03] OK, thank you U4.

Teacher U2: [30:07] A lot the time they tend to pick up the... well for them, I suppose, the third language, quite easily. So... they're usually quite good at Gaeilge. That always used to surprise me. And they're not afraid, like, to use the oral language or to give it a go!

Researcher: [30:23] Yeah. Absolutely. Thanks U2!

Teacher U3: [30:31] I find they're very... generally very good at drawing and have an interest in art. So, usually you know, they're easy... It's easy to occupy them if they struggle with a piece of writing. They often tend to be very meticulous and take their time over a piece of art instead.

Researcher: [30:57] Yeah, absolutely. Any other strengths?

Teacher U5: [31:02] I find with the girl in my class, she can be quite good at maths as well.

Researcher: [31:09] Very good. That's great.

Teacher U4: [31:14] Well, they bring something new to the classroom as well... they actually freshen up the classroom for the other children, because that child that I had... came from Honduras, and you know, the children get to learn about another country. And they actually maybe pick up a few words of Spanish and things like that themselves. So, it's just... it's actually... they bring a... maybe a freshness to the room as well at times.

Researcher: [31:40] Yeah. Absolutely. We will move on to the challenges then. What challenges have you seen children with EAL exhibit in terms of maybe engagement in lessons, or their success with language learning, or the content of lessons? Challenges maybe with interaction with peers, or anything along those lines that you have noticed, specifically in your practice, in terms of the challenges that they experience?

Teacher U3: [32:12] There can clearly be a challenge in terms of culture and cultural background experiences. So, I know if... our Irish curriculum has a huge emphasis on the Irish culture, and a lot of that would be alien to them, and their own life experience. And I'd also say another big challenge for them is... issues with communication at home. It's... eh... very often it can be difficult to communicate with their parents... their parents may have little or no English, so that can be transmitted, you know, via the child, that they can't get work done at home, or that there's no continuation of the learning that they get at school, when they go home, and very often, there is very little integration in the community, when they go home... you know, they tend to keep themselves to themselves. So, they're not really integrating with their peers. Whatever language is used, it's generally at school, and they might spend long weeks of holidays, visiting their home country and speaking their native language. So, we would often feel, we're back to square one again after the summer holidays with them.

Researcher: Right. OK.

Teacher U1: [33:20] I'd agree with U3 there. And I just feel like there is just like... a certain level of frustration with them as well, sometimes, that can be a challenge. And then it's finding the right tools to suit their learning style when you have that learner.

Teacher U2: [33:33] I think it's so daunting for a teacher, well as I said it's not so bad in the younger classes, because you are starting from scratch, but when they are literally dropped in... say in third or fourth class, and they're just left like, you know, because everything is so

foreign to them. They can't understand any of the lesson that's going on or... and within the class, like how is the teacher supposed to, you know, focus solely on them, and give them the attention they need, when there's so many other kids in the class, you know? So, it's really hard... I'd say, for the child themselves to just sit in a room and just feel like they don't know what's going on around them at all.

And then, that has led to... I'd say kind of social issues... I'd see it particularly in the younger kids in the playground then... frustration because they can't communicate and they want to play, but they don't know how to express themselves. So then, it ends up being usually a hit, or a pull or, you know, to get the attention, so they don't do it in the right way.

Researcher: Right.

Teacher U2: [34:34] So that can cause... you know, a bit of animosity with their peers then, particularly at the start, when they come, because you know, they're trying to find their way and they're trying to communicate, but they can't.

Researcher: Yeah, OK. Thank you very much. Any other challenges there? We're nearly finished as well.

Teacher U4: [35:00] Well their own... like their own self-confidence, because they may be good at... or very good at their own language, and then they have to go and use a visual cue just to go to the toilet or, you know, is it time for lunch or anything? You know, so I suppose their self-esteem and self-confidence probably takes a hit for a while...

Researcher: [35:17] OK. Yeah. OK, perfect. If you can't think of any more strengths or challenges, we're just going to move on to the next question. It's just in terms of what you would hope to gain from this project.

If you're going to put the time into attending sessions and exploring EAL, what is your priority to take away from this experience in terms of your own professional development? And I might actually go U1 to U5 again, in that order, and that will kind of bring it to a nice close then as well.

So, what are your preferred gains from project participation?

Teacher U1: [35:57] I suppose, Aoife, as I've said, I feel like I have had limited experience with EAL, so I hope just to gain some tools, and resources, and guidance on lesson plan ideas from the project that will help me in the future.

Researcher: OK, thanks U1! U2?

Teacher U2: [36:17] I think an insight, I suppose into what's the best strategies and things to use with those EAL children.

Eh... you know... just to... just to have some resources that you can take out and go, "*well look, I have a starting point with this child, I can go from here,*" you know? Rather than just feeling like you're lost and you don't know where to begin with them...

Researcher: Yeah, of course. OK, thank you! U3?

Teacher U3: [36:52] I hope we'll develop strategies, and tools that we can use for oral language, not just for EAL children, but hopefully for all children, and that those strategies might crossover and you know, whatever we use in the junior end, that hopefully we might be able to transfer them to the middle and senior end also.

Something fresh for us because we're all feeling a little bit stale after COVID.

All: *laughter*

Researcher: [37:23] I'd be hopeful now that what's involved in the content... based on what you've all said there so far... I have little ticks going off in my head, so hopefully you'll feel the same during the PD! U4?

Teacher U4: [37:35] Yeah, like I'd have to agree with everyone so far. Basically, I just want, you know, practical ideas, resources, do you know, the strategies just to gain confidence in teaching a pupil with EAL.

Researcher: OK, brilliant. Thank you! And teacher U5.

Teacher U5: [37:52] Well, like, I agree with everyone... with what everyone else has said there. I'll be looking for clear and practical guidance and advice on how to deliver an oral language lesson to enhance the learning of the EAL child.

Researcher: OK, brilliant. I *think* I can help you with those.

All: *laughter*

Researcher: [38:16] I have been listening apprehensively.
And OK, that's it, eh, I have no other questions at this point. But maybe after engaging with that discussion, maybe you have something... one last thing that you want to add in terms of EAL... if you do, speak now or forever hold your peace. (*pause*) We're holding our peace.
OK, brilliant. I'm going to stop... ****end of audio****

Transcript Sample from Professional Development Discussion (One of 19)

Researcher:	Aoife Merrins
Subject:	Professional Development Workshop 1
Location:	School U – Junior Infant Classroom.
Date:	20 th April 2021
Time:	14:05 – 14:50
Duration of Recording:	38:36
Participants:	Teacher U1, Teacher U2, Teacher U3, Teacher U4, Teacher U5
Recording Number	160420_01

Researcher:

- Introduces PD workshop 1
- Outlines date & time
- Thanks the teachers for their time
- Shares the purpose of the session:
 - EAL
 - Reflection
 - Oral Language Development
- Introduces learning an additional language session objectives

Researcher: [1:00] So when we're looking at the child with English as an additional language. It's hard really to step into their shoes, when we've grown up in a predominantly English-speaking culture. So, I'm going to catapult you into the shoes of being a learner of Russian as an additional language. And you might be familiar with this Nursery Rhyme. Do you want to take a guess as to what it might be?

Teacher U5: [1:21] Baa, Baa, Black Sheep!

Researcher: Yeah, Baa, Baa, Black Sheep! How is your Russian?

All: [1:24] *laughter*

Researcher: We'll have a listen and see what we think.

plays Baa, Baa, Black Sheep (with visuals) – offers opportunity to join in with repeated verse / prompts focus on sounds to listen for similarities to English

[2:41] Alright, so I might just pause there and ask, what were your initial thoughts when that was happening? Anyone? Teacher U1, U2, U3, U4, U5?

Teacher U5: [2:51] I thought the subtitles were a bit intimidating...

Researcher: Yeah, and why do you think that?

Teacher U5: [2:59] I just couldn't understand it.

Researcher: Yeah, yeah... It's a whole other alphabet system, isn't it? Yeah, any other thoughts on that?

Teacher U3: [3:08] Only for the music and the visual...

Teacher U1: Yes...

Teacher U3: I couldn't have enjoyed it, or followed it, at all!

Researcher: Yeah, so it just goes to show how important it is that we incorporate music and visuals when we are supporting kids with EAL. Anything else? Other than that?

Teacher U4: [3:22] We could understand the 'Yeska', just because you know that the 'Yes' is in it.

Researcher: Yeah, exactly. So yes, sir. Yes. There was a similarity there in sounds. Yeah, absolutely.

Teacher U5: And the three? I don't know, did anybody else hear that? The three.

Researcher: Yeah. So, we were listening for sounds that were similar to maybe the English language, or maybe you're even tapping into the Irish language there.

So, I think it's nice to just maybe take a step back and experience what it must be like to be in that environment all day, every day. You know, if you were to progress right through the school day, listening to that type of language, what that must be like. So that's just maybe an opportunity to step into the shoes of the child with EAL.

[4:00]

Workshop proceeds with researcher explanation of:

- Stages of language acquisition and examples of each stage / typical signs to watch out for:
 - Pre-Production
 - Early Production
 - Speech Emergence
 - Intermediate Fluency
 - Advanced Fluency
- Strategies to support the child through each step

Researcher: [7:02] So, I might just ask, how long do you think it takes to develop, first of all, speech emergence, so the type of language for every day social communication? And you might think of your own experience of learning a language – how long would it have taken you to develop language so that you could fit into another linguistic community?

Teacher U5: [7:25] A couple of months?

Teacher U2: [7:27] Six to twelve months?

Researcher: Yeah.

Teacher U4: [7:32] Yeah, well if it takes six ... it took six say possibly for pre-production, by the time they get there, you're probably looking at twelve?

Researcher: Yeah, or even possibly, sometimes, up to two years. And typically, in the support provision model, that we have in Ireland, there are two years allocated to the child with EAL.

So really, the support model that is there, supports the child to get as far as speech emergence, but not necessarily to advanced fluency. So, I'm going to ask you, if you apply that logic, again, if it's two years to speech emergence, how long would you say it takes to develop intermediate fluency or advanced fluency? Hazard a guess?

Teacher U3: [8:06] Four or five years?

Researcher: Yeah, it's actually five years, between five and nine years actually, the research says. Does that surprise you?

Teacher U3: Yeah.

Teacher U4: Yeah.

Researcher: Like when you think about the support model that's there for the child with EAL, you could argue that two years is not enough. And secondly then, if it takes that length of time... those five years... then can you say that it's not until the child is in third class, that they've developed the language that they need to access the curriculum? And by that stage, what have they missed in terms of curricular content? So, it definitely does get you thinking... in terms of, you know, how to adequately support these kids as they start school and progress through school.

So, they're the stages of language acquisition and the reason why I like these stages is that they apply to every language. You know? They're universal. You can pick them up and drop them into any situation, even for yourselves, individually, if you decided "*I'm going to learn Spanish*", you would know that you're going to go through these phases, and maybe even someday reach advanced fluency. So, they are the stages of language acquisition. Any questions on those?

Teacher U4: [9:15] Could those stages not be a lot shorter, though, for certain children? I would have had one child, say who would have started in the school here, and would have had no English when she came but really, within two years, I would have thought she was up at intermediate, anyway. You know?

Researcher: Yeah, and would that... have been in terms of...

Teacher U4: [9:35] Like that five to nine seems to be very long from what I've seen.

Researcher: Yeah. In terms of the standardized testing, how would she have been performing?

Teacher U4: [9:41] I wouldn't know for sure... you know? I just mean that, like after she would have left my class... when you're outside, and you just meet her and you chat with her, like her fluency is excellent. You know?

Researcher: Yeah, absolutely. Yeah. And what you find is, say in those social situations, the fluency will be there. But in terms of the type of language we use in school, it's a very academic style. So, if you take say, if we were to go and attend a school in France, and everything is through French, we probably would have very good conversational skills in French, but in terms of our academic language, there can be a big leap between the two.

Teacher U4: [10:19] OK. Yeah.

Researcher: Certainly, the timeframe can depend on the child, it's completely dependent on maybe their linguistic intelligence, maybe their exposure to language, maybe one of the parents speaks that language, you know? All of that has a bearing on fluency there, but absolutely the time.... it can change. But I suppose, it's important to make that differentiation that, the conversations we have outside of school are very different to the type of language register we use in school. And that's... that's what we talk about when we're talking about advanced fluency... it's the academic language...

Teacher U4: [10:53] Yeah, OK.

Researcher: ...which leads nicely... actually... into the next one, which is on the types of language proficiency.

[11:00]

Workshop proceeds with researcher explanation of:

- Types of language proficiency:
 - BICS – Basic Interpersonal Communication Skills
 - CALP – Cognitive Academic Language Proficiency
- Emphasis on difference between social & academic language
- Compares against the stages of language acquisition

Researcher: [12:20] So I might just pause there, and ask, were you aware of the types of proficiency that exist for language?

All: No.

Researcher: Yeah, so I think it's always positive if there is something new, some nugget that comes out of things like this. So, that's a good step that maybe we are aware now of those types of proficiency.

[12:40]

Workshop proceeds with researcher explanation of:

- Tell-a-Tale | Inis Scéal as a response to the needs of children with EAL

Researcher: [14:16] So, eh, just briefly, I wanted to ask, what are your experiences first of all, of learning an additional language?

Teacher U5: [14:24] Like, our own personal experience?

Researcher: Yeah. Or even if you wanted to think about the Russian clip there again... Like you know, what are your experiences with learning an additional language?

Teacher U4: [14:36] ... I think some people are just... they're more suited to it than others. I was not suited to it... at all! I would have struggled... even I tried to learn French in secondary school. I had to give it up at Junior Cert level because I wasn't gonna make the

progress, that you'd need to go on and do Leaving Cert level. So, I think some people would just... I don't know if it's a block that you have with it, or whatever... I definitely have it anyway! It just, you know, it just caused... it would have caused severe difficulty for me. You know?

Researcher: Right, OK.

Teacher U4: [15:09] I studied Spanish in college, and I didn't have a word of Spanish, before going to college. Like that, you know, it took being immersed in the language, trying to speak every day and like... going to Spain for nine months. Other than that, I wouldn't have been able. I would have very little Spanish now, because I'm not doing it every day... So, like, you can kind of see the importance of the immersion.

Researcher: Yeah, absolutely, yeah. So, it depends on the individual, or the individual child in the classroom, and the immersion, and whether they're exposed to the language all the time. Yeah, absolutely. Anything else to add there on your experience of learning an additional language?

Teacher U3: [15:50] I learned French in secondary school. The emphasis was all on grammar, and comprehension, and reading of the language. So, we would have achieved a very high grade and standard of written French for Leaving Cert, but we never spoke the French. And the worst thing I can remember is.... there was a novel on the syllabus that we never even saw the cover of the novel.... We were literally handed sheets of questions with sample answers, and we learned those answers off by heart... pit-patter... I can still quote lines out of them, and phrases, that mean nothing. And we never once even saw the novel. We never even knew the name of the novel! So, when I went then to work in Switzerland, which was a French-speaking country, I was appalled at how little oral French I had.... It was just so useless to me.... that information for Leaving Cert!

Researcher: Yeah, and yet.... Sorry, go ahead.

Teacher U1: [16:47] You had the academic side, but not the....

Teacher U3: [16:53] Yeah, I had all the academics. And I remember going to a night class, and they'd have been amazed at the wonderful grammar ... and I knew it inside out. But I couldn't hold a conversation with anybody!

Researcher: Wow, isn't that amazing?

Teacher U5: [17:02] Yeah, and I think that sounds similar to our own experience of our own native Irish language....

Teacher U3: Yeah.

Teacher U5: [17:09] You know... for everybody it was drilled in... the grammar, the repetition, but when it came to actually speaking it....

Teacher U1: [17:12] ...speaking it...

Teacher U5: [17:14] That's where everybody... kind of... fell down!

Researcher: Yeah. Absolutely... It just goes to show the importance of oral language, and explicit oral language instruction, and oral language for communicative purposes... that you actually...

Teacher U3: [17:29] Yeah, and developing the confidence to use is a huge thing. A huge thing... because the older we got, the less inclined we were to... to speak that language... unless we were used to speaking it from a young age. Yeah!

Researcher: Okay. And was there anything new that jumped out at you today in terms of learning an additional language? Just those last few slides... if so, what? I'm just interested to see what was striking about the content?

Teacher U4: [18:00] That you need... you probably need more patience with them at that first stage. You know... that pre-production stage? That taking up to six months... You know, you probably wouldn't have realized that that's how long the child could be listening without actually giving that much back.

Researcher: Yeah...

Teacher U4: [18:23] You probably think you're getting nowhere.

Researcher: Yes. Yeah, absolutely.

Teacher U4: Yeah, I would have thought that would be a lot shorter now than six months?

Researcher: Yeah. Well, it could take up to six months? Like you pointed out, it depends on the child, and the linguistic knowledge or intelligence that they're bringing, as well. Eh, anything else new there or striking today?

Teacher U5: [18:47] I just found that the breakdown of the five stages of language acquisition was quite informative and I took a lot from it.

Researcher: Yeah. OK brilliant ...5...

Right, I think we'll move on.

[19:00]

Workshop proceeds with researcher explanation of:

- Reflection:
 - What?
 - Why?
 - How?
- Use of video clip to illustrate Kolb's cycle further.

Researcher: [19:45] Are you aware of Cosán, or have you heard of that?

All: *shaking heads*

Teacher U4: I haven't...

Researcher: [22:20] So, if you don't mind, teacher U5, I might ask you, what do you think of that as a reflective model? Have you come across it as part of your probation?

Teacher U5: [22:26] Eh... yeah... No, it... kind of... same kind of... model as the ones I have seen before. You try something, think about it, you... kind of... make your adjustments, or conclusions, and you change your lesson plan to try and see what would work better... it's very similar...

Researcher: Yeah... Yeah! And I always think it's helpful when there are steps there, because it just guides you and makes sure that you are engaging reflectively in the process. Just so that you're aware, anytime we're engaging with Tell-a-Tale | Inis Scéal, we might try and keep those steps in the back of our mind, to ensure that what we are doing is working. So, what are your experiences with reflection? Really quickly? If anyone wants to chime in there?

Teacher U5: [23:10] So... completing the Droichead....

All: *laugh*

Teacher U5: [23:14] I am currently doing weekly reflections so I kind of pick one thing maybe that has stood out from the week, and think about what went well...the challenges? What could I do to solve this? Kind of similar to concluding what went right or wrong... and then the next time adapting it. You know?

Researcher: Yeah, and can I ask, when you finish your probation, will you continue to do that?

Teacher U5: [23:40] I think so, yeah, it's helpful.

Researcher: Do you reckon?

Teacher U5: Yeah, I do!

Researcher: OK, and the other teachers, what are your thoughts?

Teacher U3: [23:46] Yeah, and on the other side of Droichead, I'm on the professional support team, so we're constantly motivating the NQTs to reflect, and they keep a treasure trove, or a '*Taisce*' for the year, which really is a collection of the reflections. And they use it then to discuss with the professional support team, you know, what their reflections are for the year. So, generally NQTs love that, they find it very useful, and it's a good treasure trove to bring away with them to the next school, you know, the way you might have forgotten about some things? Or you might like to look back on it, if you are preparing for an interview or something. It'll jog your memory if you have photos of something that worked well... or something that... you know, little articles or whatever learning that took place for the year. It's a way of putting it all together... a bank of knowledge as such.

Researcher: [24:37] Yeah, absolutely... And in terms of maybe beyond NQTs, you know, when you're teaching for a number of years, do you think reflection is something that happens, kind of informally in your practice?

Teacher U3: It is.

Researcher: Do you still keep notes?

Teacher U4: [24:51] Yeah. You wouldn't write it down in words.

Teacher U3: No.

Teacher U4: Just... If you do a lesson, you know, something works, something didn't work. You change it.

Teacher U1: Don't do that again! *giggles*

Researcher: Yeah, exactly!

Teacher U4: But you're doing it. You're automatically doing it, I suppose.

Researcher: Yeah, yeah.

Teacher U3: [25:02] And it is essential because you just become... you'd become a robot... or very stale, if you weren't thinking, and constantly reinventing yourself and your strategies, you know? I suppose that's what's nice about SET, we're constantly changing. We always remark, we could have a much easier life, if every year was the same, but no two terms are generally the same in SET, never mind the two years?

Researcher: I know. Yeah, absolutely! OK, just in terms of that...

[25:30]

Workshop proceeds with researcher explanation of:

- Reflection template:
 - Picking an element of practice of work with children with EAL
 - Exemplar provided and discussed
 - Encouraged teachers to complete template if possible

[26:30]

Workshop proceeds with researcher explanation of:

- Oral language:
 - What?
 - Why?
 - How?
 - SCT – importance of social interaction & context
 - Samples – who / what
 - CUP – interdependence between both languages
 - Applicability of oral language development theory / bilingual language development theory to Tell-a-Tale | Inis Scéal
 - Justification of components of programme
 - Sample resources
 - Digital age – reflection on last 12 months in light of COVID-19 lockdowns – importance of real-life experiences and interaction for oral language development
 - Components of Oral Language

Researcher: [31:30] When you think of oral language, what key words come to mind, in terms of how we put oral language together?

Teacher U3: [31:40] A vocabulary bank... grammar and structure...

Researcher: [31:50] Yeah, absolutely. Anything else? We'll have a look at them here now.

[31:50]

Workshop proceeds with researcher explanation of:

- Oral language components

- Content is shared & applied to the context of children with EAL / Tell-a-Tale programme
- Examples of practice are presented (but not discussed)
- Sound of pages being turned during ‘Phonology’ presentation [38:00]

Note: some background noise from the playground due to classroom windows being open

Researcher: [42:25] So just in terms of oral language, and we’ll be finished then, what are your experiences with teaching oral language? How would you rate your confidence with oral language? And in terms of the content, we looked at today, is there anything new that has come up for you?

Teacher U4: [42:41] Pupils usually enjoy oral language lessons anyway... you know? I find that in SET anyway... that sometimes... oral language is... they would prefer that to taking out a pencil and having to write something down or anything. You know? They just... they nearly don’t look on it as work, you know?

Researcher: Yeah.

Teacher U4: [43:05] Eh, so I’d always find, to start off a lesson, maybe we’ll go with oral language first, because it gets them in good form.

Researcher: That’s good. It’s good to hear they have a positive disposition towards it anyway!

Teacher U3: [43:22] I find it can be very difficult to plan, when you are doing your plans... eh without a structure to the oral language element... So, I think those headings of semantics, syntax, morphology... very useful because if you concentrate on one of those, maybe for a fortnight, or a month at a time, it’ll give you a structure of where to start. And certainly before the structured language programmes, there’s some brilliant ones now coming on stream, but before those, it was very difficult just to be pulling topics out of the air and planning on paper what it is you want to do with them.

Researcher: Yeah absolutely... I’m delighted those headings are going to be helpful going forward...

Teacher U3: Yeah, very useful... yeah, they’re brilliant.

Researcher: That’s good! Anything else then? Have you learned anything new today from the notes? From looking through them? ...10...

Teacher U5: [44:20] For me, it was the... eh... the breakdown of the oral language components. Like immediately, I just thought.... Display! Do you know? Have that all up on the wall, it just breaks it down and makes it so much clearer for the children, and for me. I find that that has given me food for thought for future displays. How to arrange the English board so that you can, you know, make it a bit more interactive, and refer to it, and have all the language there that they can see and be engaging with...

Researcher: Yeah, OK, perfect! Thank you...

Teacher U5: [45:00] That’s what came to me....

Researcher: Anything else there?

Teacher U3: [45:10] The semantic mapping is brilliant there. I'll definitely use that one. And you could adapt it for any subject and any class level, couldn't you?

Researcher: Yeah.

Teacher U3: [45:15] And the idea of them translating it into their own native language, I wouldn't have thought of that, or thought to use that, so that's really good!

Researcher: Yeah, or even in Irish? You know like if you wanted to transfer the use of that technique in two languages, you could definitely do that.

Teacher U3: [45:30] Yeah, yeah!

Researcher: Anything else jumping out before we finish up? About oral language? And anything that might be helpful from today?

Teacher U1: [45:48] I suppose, most of the time oral language can be so vast, and there is so much to cover in it, whereas, the layout of your plan there, just makes it so on point and concise... it's just... yeah, that's helpful!

Researcher: That's good. Great. Perfect, OK, so in conclusion, today we reflected on and learned about the experience of learning an alternative language, in this case, it was Russian. Then we Explored reflection, its value and how to engage in reflective practice during research participation. And then we examined the importance of oral language and how to support its development. So that brings it to a conclusion, unless there are any questions, I will stop the record. Any questions?

Teacher U1: [46:30] No, you're OK.

Researcher: 46 minutes... I went one minute over!

end of audio

Transcript Sample from Mainstream Teacher Interview (One of Six)

Researcher:	Aoife Merrins
Subject:	Post-Programme Interview (Mainstream Teacher)
Location:	Junior Infant Classroom
Date:	14 th June 2021
Time:	15:07 – 16:00
Duration of Recording:	51:02
Participants:	Teacher U1
Recording Number	

Researcher:

- Introduces mainstream interview U
- Outlines date, time and attendee
- Thanks Teacher U1 for her time

Researcher: [0:23] So we have just had our focus group discussion for Tell-a-Tale, so thank you very much for remaining on...

Teacher U1: [0:28] You're welcome...

Researcher: [0:29] ...after what has been an adventurous day for you. Eh, so we're looking firstly at professional development again, and this is looking at any new learning and practices emerging for you for both English and Irish oral language instruction.

So, if you could keep that in mind all of the time, we're looking at English and Irish oral language as our focal point today. So, any new learning for you in English oral language instruction?

Teacher U1: [0:55] English oral language instruction?

Researcher: [0:59] Yeah, firstly...

Teacher U1: [1:02] Well... well, I suppose what I had said previously, just the use of vocabulary... so the going... using that structure of vocabulary, phonological awareness, grammar, and then like, relinquishing the reins to the children, and letting them retell with sequencing and role-play... just that kind of format has been brilliant, both in English and Irish, like realizing that you have to kind of step back and let the children speak.

Researcher: [1:25] Okay, brilliant. Yeah. And that feeds nicely into the idea of any practices around English oral language instruction. So maybe using Tell-a-Tale, has there been any strategy or activity that has emerged from that maybe across your practice, or even in teaching English specifically? Any new practice?

Teacher U1: [1:43] When... when I'm thinking of both elements, I'm thinking of the verbal response, and how needing something to connect to the vocabulary... needing the actual image to connect to the vocabulary... and needing real life objects in English and Irish to

retell the story... eh to help them talk more, like the simple thing in Irish of using a slip of paper with the images to... say... *cé hé seo? cé hí seo?* Like, it just gives them so much encouragement to have something in their hands that they can speak about and they can do it in little small groups as well. Just building their confidence.

Researcher: [2:20] Yeah, and it actually reminds me of a scenario one day when I was here, and I remember saying it to you, about a little boy that you had handed a strip of paper to... his whole face...

Teacher U1: [2:30] ...lit up...

Researcher: [2:31] ...just lit up, yeah, at something so simple but I think he knew what it signified. You know, that this was going to be an oral language task, no writing, no colouring, no workbook... and it seemed to be something that he was happy to see...

Teacher U1: [2:38] Yeah, and with the verbal response, you had said to me, I know they were struggling with 'teach beag adhmaid', and you had given me the little hand signals to say 'teach beag adhmaid', and that helped, like the difference in me just speaking and saying it... to actually doing an action... and like a stimulus for them... it just...

Researcher: [3:00] Yes. Yeah. It's funny, how something so small, or so simple, can actually feed into their language development.

Teacher U1: [3:04] Yeah. It's empowering!

Researcher: [3:05] Yeah, it really is. That feeds into more explicitly the question on Irish oral language instruction, so thinking about Inis Scéal now... has there been any new learning emerging for you from Inis Scéal? I know you maybe took part in the professional development session online, and then would have used the lesson plans and the PowerPoints to guide your Irish oral language lesson. So, any new learning there? Professional knowledge for you first of all?

Teacher U1: [3:32] I suppose in... the importance of... I suppose a lot of the time we're using a programme like *Céim ar Chéim*, or *Bua na Cainte*, or *Abair Liom*, but I think, like being familiar with a text... like the... using the fairytales in English, and then spending a week on that, and then introducing it in the Irish, they can clearly see the relationship between the two stories, they're making a connection to it in English first, then in Irish, and that's kind of building on their confidence that... I *do* know what's happening, I can kind of speak more freely... because it's just amazing to see that that...

Researcher: [4:06] ...crossed over?

Teacher U1: [4:07] ...just gives such assistance to them when it comes to oral expression. Like, it's just what I know gives me the confidence to speak out in both English and Irish.

Researcher: [4:18] Yeah, and when you think about it, the likes of Goldilocks or Cinnín Óir, that was really a three-week period.

Teacher U1: [4:23] Yes.

Researcher: [4:24] You know, which isn't ideal for poor mainstream teacher U1... but for the kids, that repetition is there...

Teacher U1: [4:28] Repetition. Yeah. And the transfer of knowledge from one to the other is just... but repetition definitely... you think, 'oh they're going to get tired of this', but they

don't... they don't get tired of the repetition, they need that repetition, and the images and just the constant... the songs, everything that kind of ties it all together under the one.

Researcher: [4:48] Yeah, I suppose when you think about it from a teaching perspective, if we reflect on week one say of the programme versus week three or four, the repetition for the teacher nearly... helps... doesn't it?

Teacher U1: [4:55] Yes, it becomes easier for ourselves. Yeah.

Researcher: [5:00] Yeah, so you can see why they would like the repetition too...

Teacher U1: [5:02] Yeah, we do like it ourselves, when you think of it that way... because like it just... I've gone into it blindly some days, but I was like, I know what I'm doing, because it's a repetition and a slight extension of the day before, so yeah. It really...

Researcher: [5:15] OK, yeah. And any new practices emerging for you and how you teach Irish in comparison to maybe the way you would have used your Irish programme ahead of engaging in Inis Scéal, and maybe going forward now into junior infant teaching next year? Will there be any new change to your practice and how you teach Irish oral language?

Teacher U1: [5:37] I think it will become more focused on the repetition element, the use of imagery, making a connection between material they know, and, you know... it doesn't have to follow the... the thematic programme all the time, like it was nearly better following, like... connecting to a text they're familiar with, and then introducing the Irish elements, and focusing in on like *cé hé / cé hí seo?* The language... And, I suppose yeah, I preferred the layout of Inis Scéal more so than I would follow on a programme. I just felt that they were able... like the example in the previous session, they're talking to people in Irish, they're showing what they know, they're just becoming more confident. So, I think, definitely, I'd be following on with the repetition, the vocabulary the, you know, connecting to the familiar.

Researcher: [6:28] Yes, yeah. And the opportunity for pair conversations then as well?

Teacher U1: [6:32] Yes. Yeah, like, like gradually letting them take over... I felt like day one, day two, I was doing maybe a good bit more talking... but say by day 10, I felt like I was nearly surplus to requirement, and they were able to nearly tell the whole story. And you know, it was brilliant to see it, because I know initially, I said to you, 'Are they going to get this? Are they actually going to start talking Irish?' And then when they did, and that.. just clicking in like that, and that was very little hard work on my behalf, other than the repetition part... and the image, just repeating, and the images, and I was thinking... this is all they needed to ... to get it.

Researcher: [7:07] Absolutely, that opportunity to be exposed at a sufficient length of time to engage with the language... OK, that feeds nicely into our next question around programme delivery, so with regard to teaching the Tell-a-Tale | Inis Scéal programme, and thinking about bringing the two together now, it's not just Tell-a-Tale anymore, we're looking at Inis Scéal and how the two came together. I want you to talk about what has been most rewarding about the two? I think you may have alluded to it there already... And also, what has been most challenging about teaching both? It is a bilingual programme, they're supposed to be seen as one, but they are two. So, what has been the most rewarding and the most challenging?

Teacher U1: [7:48] Eh... most rewarding is... I suppose, what other teachers have said, as well, is that light bulb moment that they're getting it... they're understanding the correlation

between the two elements... They're becoming bilingual.... basically. And you're... you're actually seeing it, in the fact that they can jump from one language to the other. When you're doing the Tell-a-Tale, they're bringing Irish into it, when you're doing Irish, they're connecting it to the Tell-a-Tale... like there was one child who, who said 'how come the nice house with the slides isn't at the end of the Inis Scéal one?'... but even the fact that they could... could say that...

Researcher: [8:28] Right, yeah, compare the illustrations...

Teacher U1: [8:30] Yes... yeah, yeah!

Researcher: [8:31] I remember that! *laughter* They said 'how come there's no chimney on their new house?' *laughter* yeah, so those light bulb moments were the most rewarding? Seeing the two come together?

Teacher U1: [8:40] So rewarding... and seeing that the bilingualism kind of taking off in the classroom, especially in junior infant level, you're thinking, 'wow, like, it's just absolutely amazing to see it'.

Researcher: [8:52] Yeah... and then the most challenging then, with a programme like this for you, as the mainstream teacher?

Teacher U1: [8:57] I suppose. Initially, my... I felt like I was going to be challenged in how am I going to get them speaking Irish, but as I said to you, that kind of just fell into place with the layout of the programme. Eh, I suppose the English you have the support of the SETs, the Irish, you're kind of left to your own, and you'd love to nearly have the same kind of group setting, that you could give the smaller group input and have a more focused development of...

Researcher: [9:25] Yeah. I know you mentioned that before alright, yeah...

Teacher U1: [9:26] But I think ... it still works on a whole class level, but it's just for yourself, to see what would it be like working one on one with the Irish would it make any difference, but it is working as a whole class level as well... it's just sometimes, you'd love to get that little group, and get them talking more in Irish, when you can see how interested and engaged they are with the whole class element. You'd just love to see...

Researcher: [9:48] ... how it plays out in the small group.

Teacher U1: [9:50] Yeah.

Researcher: [9:51] Okay. Very interesting. Would you implement this programme again?

Teacher U1: [9:53] Definitely. 100%. Yeah. I'm full intentions, come September, we'll give them a chance to settle in and then we'll use both Tell-a-Tale and Inis Scéal!

Researcher: [10:04] Right, OK, and I'm delighted to hear that, why is it that you would implement it again?

Teacher U1: [10:07] Eh... I just couldn't see anything wrong with it. They got so much out of it. They're involved, they're engaged, they're speaking Irish... like transfer it to the English... it's just, there's no element of it that I could say didn't benefit them. You're seeing the shy children gaining confidence speaking out, just their oral language is coming on, like some children hadn't even spoken to me by the time Tell-a-Tale had come around, they had just been very close to what I would consider mute, and then they became express... like

started expressing themselves, they were getting engaged, and speaking, and you're just thinking, wow, like if this can... a programme in six weeks can do that for a child, you know, like who wouldn't implement it...? *laughter*

Researcher: [10:54] OK, and I might probe a little further on the children that you're thinking of that maybe were mute, and I think I know the child that you're referring to? Were those particular children in your group as part of Tell-a-Tale?

Teacher U1: [11:05] They were...

Researcher: [11:06] Was there any other child that became more interactive with you that wasn't in your group? Or was it that you strategically put those children in your group?

Teacher U1: [11:13] I had strategically put them children in my group, because they're the ones I wanted to see how it would benefit them the most... so...

Researcher: [11:23] Yes, and your group was probably the highest percentage of EAL, when you look at the other two groups...

Teacher U1: [11:29] Yeah, that's what I had... That's the way I had kind of seen it, because I wanted to see for myself, the benefits of the programme and... and how it would bring on... especially the EAL element... because I know another teachers had mentioned that she... she didn't even think she had any EAL because her group was so competent... But she still had EAL, but it wasn't to the level that I had, but I had seen a huge improvement, even like, even there was a child in my group that wasn't EAL, but again, she hadn't spoken to me either, or hadn't been very verbal in class. But when she was in the small group setting, there was like, you nearly had to say 'OK, take a minute and stop talking!' *laughter* 'Give yourself a chance.'

Researcher: [12:07] You opened the floodgates...

Teacher U1: [12:08] But it was fantastic to see that that... that had such a benefit in confidence alone.

Researcher: [12:13] OK. And did that come back into the mainstream classroom then across subjects? That they continued with that in that vein, or was it just during Tell-a-Tale?

Teacher U1: [12:23] Oh yeah... No, it continued, they started to engage more, started to speak out more, take chances... like, one particular child wouldn't even get involved in tasks, or come up to the board and answer things, and now they're... they're starting to do that, like, it's just, they just needed, I suppose the opportunity to... get the chance...

Researcher: [12:37] ...get to know you...to have a small group opportunity...

Teacher U1: [12:44] Yeah, but not just... even... just learning that they can speak out. Tell-a-Tale | Inis Scéal gave them the voice, you know, it opens up the fact that they *can* speak out, and it gave them the opportunity to do that, like, you know...

Researcher: [12:53] Mmmm... would you say it gave them some language to do it as well?

Teacher U1: [12:58] It gave them... Yes, that's it. It gave them the language. I feel like there was a language... even though they weren't EAL, there was an issue with language going on there, that they don't have the same vocabulary as some of the children would have... and having that input of the flashcards, and the imagery, and building sentences helped them immensely.

Researcher: [13:13] Okay, great. What advice would you give to a teacher implementing the Tell-a-Tale | Inis Scéal programme for the first time?

Teacher U1: [13:19] Give it a chance. Absorb all the information that you have in front of you, because I had to, kind of, just sit down and take it all in, and think about it and realize, I suppose, that it's all set up and structured for you, you just have to be able to use the information you've been given. So definitely give it a chance. I was told that at the start, and I thought 'okay, right' and it was just, I'm so glad I did because like I know, the first week I thought 'okay, how is this gonna work?' but then when you get into it, it's absolutely amazing for... for all children, not just the EAL children, but in particular the EAL, but for all children. It's... it's beneficial.

Researcher: [13:56] That's great. And I actually... I'm thinking as well as a programme when you're first starting out, you're probably just getting your head around Tell-a-Tale... and now you've to start Inis Scéal, so it's a lot to balance in the first fortnight really, isn't it?

Teacher U1: [14:09] Definitely, definitely... because I suppose none of the rest of the kind of teachers had seen the Inis Scéal element, that I was doing... plugging away at it in the background...

Researcher: [14:17] So now you're nearly doing that on your own nearly?

Teacher U1: [14:19] Yeah...

Researcher: [14:20] Yeah, and that's difficult. Okay.

Teacher U1: [14:22] And I suppose, given the time element, I found... I tried to do it. I know you had mentioned not doing it too close together. So, once I... initially I was doing it, kind of, too close together, and then I changed the Inis Scéal time to the evening time, which was just before they went home, but it was actually a brilliant time for them just to engage with an oral language lesson, because you had the resources, you had the interactives, like it... just... it was... it was the best time really for... for me personally.

Researcher: [14:52] Yeah. And I have to say when I used to come in to observe, I was always pleasantly surprised by their level of engagement at that time of the day. Because sometimes in the junior infant setting, that can be the real wind down time...

Teacher U1: [15:02] Yeah. No... but they really look forward to it, and they knew the songs... and then realized that it's Inis Scéal time or it's Tell-a-Tale time... And like you don't think... you underestimate the value of a song...

Researcher: [15:15] I know, yeah, it sets up that predictable routine. And I have to say I had some lovely renditions of the songs when they came out for the interview with me!

Teacher U1: [15:21] Oh good! *laughter*

Researcher: [15:22] It was very heart-warming to listen to...

Teacher U1: [15:25] They kind of... even when they're singing the song, they go from English to Irish, which I thought was amazing. Like, that was fantastic.

Researcher: [15:31] Yeah, I think I asked one of them, one day last week, and they went 'Tell-a-Tale, Tell-a-Tale, tá mé ag insint scéil...' you know? Like I actually think the programme should really be called Tell a Scéal...

Teacher U1: [15:40] Tell a Scéal... yeah! *laughter*

Researcher: [15:43] You know, and just keep it at that, because you've got the bilingual aspect there... that kind of half answers the next question there, which has nothing to do with me. It's to ask you, what changes would you make to Tell-a-Tale | Inis Scéal?

Teacher U1: [16:00] I don't think I'd make any changes. If you want to broaden your horizons and start taking in more texts, by all means... *laughter*

Researcher: [16:10] Make it a year-round programme... *laughter* Right, OK! I'll think about that one...

Teacher U1: [16:15] OK, you want to dedicate more time to it now... *laughter* You probably find that six weeks is probably a good time.

Researcher: [16:25] Yeah, I suppose it's long enough to ask a teacher to try something for I suppose. But in terms of supporting narrative, I suppose, it's no harm to do it year-round, you know that it's a way of teaching stories... You know, I suppose I might ask you the question. Do you think you could pick up the story now and further develop beyond the life of Tell-a-Tale? Would it be something that you'd be willing to try yourself?

Teacher U1: [16:50] Well, like, that's what I had said to you previously with the Three Billy Goats Gruff, I felt like... Am I confident enough to do this? Because I didn't feel it... Because I was following the format of the programme... But I don't know if I actually... like I came up with the questions, but then I was still doubting myself. Is this ... Is this what I'm trying to achieve here?

Researcher: [17:10] OK, yeah, I purposely left the questions out of the plan to see, you know, what would the outcome be? So, look we can certainly revisit it, you know, beyond the life of this study. I'm not going to walk away and say, 'well, I'm never going to help you with your questioning now that we're finished the study'. So, we can have a chat about that again. But you know, I suppose from my own time when I was in here, I know I was explicitly observing the children's responses, but sometimes maybe during the dialogic reading, you might have asked a question that wasn't necessarily scripted, but it was perfectly acceptable. You know? So, I think just believe in your own ability to, you know, maybe look up from the lesson plan, you know that you are very competent with this programme now. But we can certainly revisit, maybe the stages of language acquisition, and the types of questions you might ask at each stage. I can email you a handout if that would be helpful...

Teacher U1: [18:01] Yeah, that would be great. Fantastic! Because I think I would, I would like to... like when you find the nice story, you think OK, that would be perfect for Tell-a-Tale | Inis Scéal...you know?

Researcher: [18:10] Yes, now how do I do the dialogic reading part? Yeah, that makes sense. That's great. Next question then is, how have children with EAL responded to this programme?

Teacher U1: [18:21] Well, I think I said to you throughout, it's the EAL ones... the children with EAL that have stood out the most to me. Like, the story from the last focus group, about one child even using it outside of classroom on her way home... using... telling the teacher all about her... her Inis Scéal experience. I mean, they're just brimming with confidence... it's... I don't even know how to put it into words at this stage of the day, but eh... they're literally brimming with confidence... and they're... they're speaking out... and they're

becoming more expressive, and it's something that I felt like, if we hadn't done Tell-a-Tale | Inis Scéal, would they have continued on... on the same path, like just being the quiet child that didn't speak out, or, you know, like, when would they have finally found that voice? Could it be like second class or further before...? Because in that professional development, you showed us like the stages of language acquisition and just to think, like, how long would it take them to get to that? In just... in a normal routine school life, where you didn't have this focused element of vocabulary and imagery and building sentences using images and all that, like, where would that... when... when would that have taken place?

Researcher: Okay. Right. It's interesting that you say that point about voice? Because that same little girl that we have since identified that was so happy with her certificate going home?

Teacher U1: [19:47] Yeah.

Researcher: [19:48] And we chatted about that in the focus group. When she came out for her interview, and she was talking about Tell-a-Tale first, and she was drawing Tell-a-Tale, and then I asked her about Inis Scéal... and she said something to the effect of: 'teacher can hear me during Inis Scéal'...

Teacher U1: [20:03] Yeah...

Researcher: [20:04] And it was quite obvious that Inis Scéal to her was the point where maybe teacher was really commending her with her Irish...

Teacher U1: [20:13] Yes... yeah!

Researcher: [20:15] ...and that this was something that she felt really heard with. So, I think it's really interesting that you say that about voice.

Teacher U1: [20:20] Yeah, but that's the way it felt like... they had found their voice from it. That was the way it stood out to me. And it is interesting that she said it that way... because to her, that is probably the way it felt, and I did praise her a lot, because she... she got the language, she got the sentences, she was just so engaged. She was nearly on the edge of her seat most days looking up like... for Inis Scéal like! *laughter*

Researcher: [20:39] I saw her! Yeah. She was nearly fixated watching the board and keeping herself switched on. Okay, that feeds nicely into the sub-section there on children with EAL... have they excelled with any particular aspect of the programme, either Tell-a-Tale, Inis Scéal or both, and were there any aspects that they would have struggled with?

Teacher U1: [20:56] Well, I know... the child we just mentioned now, say the English sentence... using the images to make the sentence, sometimes she wouldn't speak grammatically correct, I suppose, and then that was a hard element for her... Or her production of a sound, and she'd nearly laugh at herself and question herself... There was a bit of doubt creeping in with the Tell-a-Tale part. But when it came to the Irish part, she didn't mix up the sentences, she didn't like... she didn't mix up the words. She was just so much more confident... which is funny that...

Researcher: [21:30] It is interesting. Isn't it?

Teacher U1: [21:31] Yeah, yeah.

Researcher: [21:32] That feeds into our next question, which is; how have the native English speakers responded to the programme? So, I suppose, I would have designed the programme with the goal of supporting children with EAL, but it's a whole class programme, you know, you're conscious of how the native English speakers are responding. So, what was your observation of that?

Teacher U1: [21:50] I think, in general, the oral language has improved in here... there's definitely children that were always very good at speaking out and answering questions. But it was like... it might have been one-word utterances... whereas now, they're using their full sentences. They're... you know, they're just giving... they are giving me more with oral language than I had got before. Even the ones without the EAL element... it just... I don't know how to. Let me think for a second...

Researcher: [22:15] No, that's OK. Have the native English speakers excelled with any particular aspect of the programme, either Tell-a-Tale or Inis Scéal? Or have they struggled with anything? Maybe even engagement level wise? Was there anything that was maybe too easy for them? Or boring?

Teacher U1: [22:35] Eh, well my group in particular, in Tell-a-Tale, they loved all elements... now I know other teachers had mentioned the sequencing part... I suppose that was the biggest thing with my group as well, like they put the pictures in order, but when you get them to retell it, it was a bit harder for them. You'd kind of be prompting them with some of the language you had already used. So... but I think there's... some children will need that anyway at junior infant level... they'll need a little bit of a prompt every now and again... but definitely... where was I going with this?

Researcher: [23:07] The native English speakers... we were talking about them...

Teacher U1: [23:09] Yeah, I think it has benefited them, equally as much as EAL. Like, obviously, with the new continuum of support, you'll see them progressing, you see the EAL have... have gone from barely any talking to finding their voice... but the ones then, that weren't EAL that were using one-word utterances, they're now stringing sentences together, they're becoming more expressive... they're thinking of different words that they can use... they're making connections between both Tell-a-Tale and Inis Scéal, like there's a crossover of the language being used... And yeah...

Researcher: [23:45] OK, very good. And I'm just wondering as well, did you notice that maybe some more capable native English speakers, when engaging in the dialogic discussion, were perhaps using the language and... maybe the complex narrative language of the story you were reading? I'm thinking of a particular incident where I heard a little girl say, 'the wolf distracted Little Red Riding Hood and ran ahead', or, you know, there was some form of a very maybe low frequency verb used... and I thought, that's impressive, that language is probably from the story. Did you find that with the native English speakers?

Teacher U1: [24:17] Yeah, there was one pod in particular that was using... kind of... the more of the level three language, than some of the others would have been. So that... It definitely brought them on, I suppose, in that way, they progressed from level ones, two, up to level three in how much they were speaking... so yeah, definitely, there was that...

Researcher: [24:39] Yes, and I think the dialogic reading part is important for the native-English speaker...

Teacher U1: [24:43] Yes... and I suppose, you don't want to underestimate that. That's not something you want to rush through. That's something you'd want to take your time with. You want to familiarize yourself with the text and the questions, and be prepared for... kind of... the responses you're going to get because I do feel like, yeah, I got a lot of information from that time, more so than just outside for the Tell-a-Tale part... but inside... 10 or 15 minutes inside reading text is where you got a lot of your input...

Researcher: [25:10] Yeah, and it's very valuable because before they ever go to the small group, they've had ample opportunity for conversation about the book that's underway. Okay, so we're going to have kind of a quick-fire round.

Teacher U1: [25:23] Oh, God. *laughter*

Researcher: [25:24] So have you noticed anything about the children's skills in the following areas? Okay, so I am just going to say keywords from the programme... and your response is around the children's skills or the children's responses to these... so shared reading... what were their responses there? Any skills emerging for them?

Teacher U1: [25:40] Improvement in language being used... making connections... Like, starting points for conversations... the slide house, how I'd like that around my house, you know, there was an alligator there. How would they deal with that? That became an idea for another story. So, language improvement...

Researcher: [26:00] and imagination as well... The Three Little Pigs – The Sequel... along comes the alligator... or whatever it was... that was a very funny day actually...

Teacher U1: [26:03] *laughter* definitely...

Researcher: [26:12] Eh vocabulary... any thoughts on that around the children's skills there?

Teacher U1: [26:14] They're improving as well. Improving. Yeah.

Researcher: [26:17] All right. Grammar?

Teacher U1: [26:18] Eh... definitely sentence structure is a big thing to work on. I think. I hadn't realized... for some of the children... how hard it was, so it's an eye opener.

Researcher: [26:30] Yeah. phonological awareness?

Teacher U1: [26:33] Love it... so important. And I think it's underestimated. In the, like, I have seen a lot of study on the science of reading, and I think, phonological awareness is definitely underestimated... and the power of the listening... and these masks don't help!

Researcher: [26:45] No, I agree.

Teacher U1: [26:46] Yeah, yeah. I think that kind of led to some of the issues with taking up the whisper... the whispering game?

Researcher: [26:50] Yes. Yeah. Because you're relying on the children themselves to be the asset of passing on the sounds, the mouth movements and being able to see that...

Teacher U1: [27:00] Yeah, ... if they're not hearing the words, how are they ever going to be able to speak the words?

Researcher: [27:02] ... use the words... Yeah, absolutely. And comprehension then? The children's skills around comprehension?

Teacher U1: [27:09] And yeah, they're... they were, like, they've very, very good comprehension skills in here, I thought... They've got a very good way of understanding things. But since Tell-a-Tale | Inis Scéal, it's like, they got better at expressing their understanding of things. So... it's... their comprehension skills have improved.

Researcher: [27:27] Okay, that's great, and narrative retell more explicitly. Any thoughts on that around the children's skills of narrative retell?

Teacher U1: [27:33] I know, the first few weeks, I thought, 'oh, are they ever gonna be able to use these sequencing images to retell?' They *do* need the images to help them... because I had done all these texts before, and they couldn't remember them, and that kinda was a bit of a kick... a kick in the gut... *laughter* But like, they didn't... we had done sequencing pictures, we had done all that element, and telling it out, and telling the stories... retelling the story as a group and all that, but the input of language, the phonological awareness, the grammar and the... all the elements together, and how they're able to retell it now... and I even went back on Goldilocks and the Three Bears, which was like six weeks ago, and they're able to retell it... definitely at level one, the majority, some of them would be up level two, but there's a big improvement there. Like, you can see it.

Researcher: [28:20] OK, and when you say you went back, was that recently?

Teacher U1: [28:22] Yeah. Recently. Yeah. Because one teacher, she had heard us talking about it in the school, and she was like, 'now I'm just interested to see would they actually be able to tell it now a few weeks later?'... And I said, 'ok, I'm gonna try this out'. So I went in, and I said, 'ok, remember, we done the story Goldilocks and The Three Bears', and they were able to... you know, that was without the prompts as well...

Researcher: [28:40] Yeah... but you see, they did it for three weeks... they didn't just do it in English for one week, they did it in Irish for two further weeks. Yeah. So that further embeds it... That's great. Yeah, thanks for following up on that. Because...

Teacher U1: [28:55] ... when somebody sets me a challenge like that... *laughter*

Researcher: [28:57] Yes, very good... when staff are, kind of, critiquing and saying, would they know it now? You know that you're actually really critically engaging with the programme, which is lovely to hear...

Teacher U1: [29:05] Definitely. Oh it's all about learning here!

Researcher: [29:07] Yeah. Very progressive... eh, social skills. Any thoughts on that there?

Teacher U1: [29:13] Well, to the group, I had, in particular weren't a group that would probably mix on the yard or mix in general, but they got on so well, like it helped them socially as well. Definitely! 100%.

Researcher: [29:25] Yes. It's something that I observed that there were lots of opportunities for peer-to-peer work, and that you could see the turn taking, the eye contact, and the negotiating.

Teacher U1: [29:35] ...the listening... letting someone...finish!

Researcher: [29:37] Yeah!

Teacher U1: [29:38] That was a big thing in here... they'd speak over somebody when they're talking... but when they're in the group, they'd just listen, and then, you know, they'd wait for the child to finish before they'd speak. It was just...

Researcher: [29:48] Yeah, yeah. And also having to share who gets to be the wolf...

Teacher U1: [29:51] Yes, exactly... the negotiation... negotiating the terms and conditions of that!

Researcher: [30:00] Exactly! There was nearly a contract taken out at one stage...
laughter

Teacher U1: [30:03] And in a whole class setting, they'd probably fall out about that scenario, but in the small group...

Researcher: [30:06] ...they had to work through it...

Teacher U1: [30:08] ...they had to work through it, yeah...

Researcher: [30:09] ...there was an adult there as well... so they kind of were probably thinking... 'oh, we need to work this out now...'

Teacher U1: [30:15] But sometimes I'd even just like, be like... start pootering in the box... and think 'OK, let them solve this out themselves... like resolve it themselves' and they would.

Researcher: [30:22] And you'd be kind of eavesdropping to see... do I need to do damage control here?

laughter

OK, we're moving into dialogic reading now, and your experience of that. So, what were your experiences of using dialogic reading with your class as part of this programme, and I know you spoke about that... about the 15 minutes and how valuable that was. Tell me a little bit more about that.

Teacher U1: [30:43] It is... Well, I loved the... I especially loved the bit that you had kind of given the dialogical reading questions, and I'd kind of practice them before... the day before... just to have them ready for the children the next day. And I found that, you know, I had asked questions about a story before, but I felt like these were more purposeful, and they got greater responses from them... they opened up, like, more ideas for them. I was just... there was a big difference between the normal questions I'd ask, and these... kind of... more focused dialogic questions. Yeah, it was just...

Researcher: [31:20] OK, and do you think you would have asked as many questions in previous shared reading?

Teacher U1: [31:20] I don't think I would have asked as many. No, I sometimes felt 'OK, you're ruining the story by asking so many questions'... But the style of questions that you had kind of laid out, I didn't feel like I was interrupting the story... I felt I was going with the flow of the story. So, I was just, yeah, I was eliciting... eliciting more responses from the children by doing it that way, than just stopping with the text and having a discussion, like...

Researcher: [31:47] Yes, yeah, I suppose some of the questions were ‘what did the pig say?’ Or? You know, that they were kinda nearly joining in with the narrative... as opposed to deviating from the narrative. So that was something that was strategically planned.

Teacher U1: [32:00] And I suppose that's when some of the teachers commented that they're saying the character lines, because that's nearly what was...

Researcher: [32:06] being elicited?

Teacher U1: Yeah.

Researcher: ...during the dialogic reading. Yeah, absolutely. And what about the modelling? You know, if a child answered your question, you might have said, where does Goldilocks live? And someone might have said ‘forest’... did you find that you were maybe recasting with the full sentence, or what was that experience for you?

Teacher U1: [32:20] Yes. Whereas sometimes it might have just normally... probably would have accepted forest. But then I was like, can we use or can we say, ‘yes, that's right. Goldilocks lived in the forest.’ You know... it just, it just felt like that was more beneficial than saying ‘no, you're wrong’. Like, you know, yeah, I know, another teacher commented on that, too, that they were just recasting the statement and getting that ...

Researcher: [32:40] ...that's right yeah teacher A5 said that! Yeah, okay. How did the children respond to the dialogic reading approach? Do you think?

Teacher U1: [32:48] I think it was nearly like a cinematic experience, they were on the edge of their seats, and they were waiting for it every day, and they were just like, ‘ok, this is super important now’, because you felt like the spotlight was on you. And you had to be, like, dramatic and engaging and just getting, like, you know, you had to bring the story to life, with the way the questions were being asked, you felt like, ‘okay, yeah, this is just...’

Researcher: [33:08] I'm laughing at you saying cinematic, because they actually had the full whiteboard image up there as well, didn't they? While you were also reading the book? Do you think that image was important on the whiteboard for them?

Teacher U1: [33:20] I think so. I think they needed that... that was their focal point then... and because, I know that a lot of time when you're reading a story, they're like ‘I can't see it, I can't see it’. And then you don't want to lose out an element of turning the page. You know, the whole process of that. Yeah... conventions... And I just felt like that was important to some of them.

Researcher: [33:40] Yeah. Conventions of print... Well I did ask one of your little boys here about Tell-a-Tale and what happens during Tell-a-Tale... And he said, ‘well, I get in my listening position’, and he drew a picture of himself on the chair, and he proceeded to draw a picture of the projector and the whiteboard, and it was a very deliberate reflection on what Tell-a-Tale meant to him... so everything that you said there about the cinematic experience... I'm thinking is linking so well with what he has said... about his experience!

Teacher U1: [34:06] OK! *laughter*

Researcher: [34:09] Well I had to laugh when he said I get into the listening position... you know? It was lovely... is that language you would use with the kids with the listening position?

Teacher U1: [34:16] I go: 1234, are my feet flat on the floor? 5678, my chair is in the listening position, my back is straight...

Researcher: [34:23] Aw, very good. Yeah, that's something that has stuck with him then.

Teacher U1: [34:25] And I'd always say, 'what makes a good listener?'. I'm saying like... eyes are watching, ears are listening. We usually are quiet unless we have something to say. So, we talked a lot about it in September, and as it has....

Researcher: [34:40] And it has lasted... with that little boy in particular. OK, this question is particularly important. Did the children tire of hearing the same story repeatedly in English over five days?

Teacher U1: [34:50] They did not tire. They were looking... like they were still on the edge of their seats... like waiting for it. I'd say the only one... what one was it? The Enormous Turnip...

Researcher: [35:04] Yeah, it's a bit boring isn't it?

Teacher U1: [35:06] Yeah, and I was kind of wondering, like, nearly like... 'eugh, I don't even want to read this one anymore!'

Researcher: [35:13] Yeah, it's because the man pulled the wife... and the boy pulled the wide... it's just the same... it's quite boring...

Teacher U1: [35:18] Yeah, like I know repetition is important, but it's nearly like...

Researcher: [35:21] ...it's too basic...

Teacher U1: [35:22] Yeah...

Researcher: [35:22] ... whereas the language in the other stories is a lot richer, isn't it?

Teacher U1: [35:26] Yeah, and they really loved Three Little Pigs... like that, I just want to find more of that author's texts. She's just... it was just amazing. The style of the writing...

Researcher: [35:35] Yeah. I love that book as well. The adjectives, and the verbs, a really lovely use of language...

Teacher U1: [35:43] I think it was nice... And I think it was a good idea that you decided to change that from the other ones, because otherwise it probably would have....

Researcher: [35:50] Yeah, you know what, it wasn't something that I was... it was purposefully done because the ladybird picture book story narrates that... 'that was the end of that little pig' each time...

Teacher U1: [36:00] OK...

Researcher: [36:01] ... which wasn't going to correlate with the Irish version... so that was the only thing that was...that drove that decision.

Teacher U1: [36:08] Well it was the saving grace. It was... it was... they were just, they love that story so much...

Researcher: [36:13] OK... that's interesting... and I do wonder, with another iteration, would you be better with her books? Because she has written all of the traditional tales... She has written Goldilocks and...

Teacher U1: [36:23] Yeah, it might be worth looking at them...

Researcher: [36:23] yeah, it would be worth looking at them...

Teacher U1: [36:25] Yeah, I suppose you don't want the same style all the time though you know? You kind of want... You want them to become familiar with different styles of texts.

Researcher: [36:33] Yeah, that's true. But... The Enormous Turnip hasn't been a major hit for the repetitive...reading...

Teacher U1: [36:36] But I wonder is it because, like, the other texts... I enjoyed reading them, but then when it came to The Enormous Turnip myself... I was nearly like, 'eugh'... You know?

Researcher: [36:47] So maybe it's stemming from the teacher as well...

Teacher U1: [36:48] Yes...

Researcher: [36:50] But the language... even in The Gingerbread Man. That story is beautifully written... So rhythmic. Lots of rhyming words...

Teacher U1: [36:57] Lovely... Yes. You're nearly singing to it!

Researcher: [36:58] Yeah. And the Three Billy Goats Gruff is nice too... There's a lot of adjectives in there.

Teacher U1: [37:05] Yes, they love it, too. Yeah. So, the only story was The Enormous Turnip...

Researcher: [37:07] Yeah. I'd say if I analyzed that book, I'd probably find that the language is predominantly tier one. There is a bit of rhyme maybe in the first eight pages. You know, planted the seeds in a row, turned them with a hoe...

Teacher U1: [37:19] Yeah. Yeah. That is nice. But then it becomes the same thing.... The pulling! But you see that nearly in the Irish part as well, because it's *tharraing sé*... and they were there... *tharraing sé, tharraing*... Just the tone of their voice then it was like.... *Thaaaarraing*... *laughter*

Researcher: [37:43] They're thinking... when is this turnip going to come out?

Teacher U1: [37:46] And it's great that they're using the word *tharraing* but like... *laughter*

Researcher: [37:40] 'Use it more enthusiastically!' *laughter* Okay. And did the children tire of hearing the same story repeatedly in Irish over 10 days?

Teacher U1: [37:48] No, definitely not. Definitely not. Not in... not this... not with this group anyways...

Researcher: [37:53] Okay. And what about teacher? Did teacher tire of reading the same story in English and Irish over those periods of time?

Teacher U1: [38:01] Eh, I suppose the Irish was that bit different. So, you didn't really tire of doing it... you kind of, you thought okay, three little pigs if I do three little pigs here... *laughter* you know? But I... like... when you see the benefits... that far outweighs

anything. You know, they do need them. They do need the 10 days at the Irish part. They do need a lengthier time.

Researcher: [38:26] Yeah, yeah. They do, don't they? Yeah. OK, so we're moving into bilingual narrative now, and the whole idea of the new primary language curriculum is to integrate English and Irish language instruction to experience a more uniform approach to language. So, Tell-a-Tale | Inis Scéal obviously aims to provide a platform for that to achieve it. I know maybe informally, we had discussed maybe the difficulty that currently lies with trying to integrate English and Irish, so we might talk about that first.

In advance of the programme, did you find that it was difficult to integrate the two languages for the primary language curriculum?

Teacher U1: [39:00] Yeah... in a way that flowed like... you're teaching the Irish, and teaching the vocabulary, but you never found the same enthusiasm or interaction, it just didn't... didn't flow as much. Like, there was still obviously the same... some, some of the children would like the subject, and they'd give their responses., but you were finding that, that was more minimal, like there was less children doing it that way. And then when we changed to the bilingual approach, there was more interaction, there was like, I'd say... you were talking a good chunk of the class then that was interacting and engaging and becoming enthusiastic about Irish through the bilingual approach of Tell-a-Tale | Inis Scéal...

Researcher: [39:39] OK, and just to go back to... maybe a life prior to Tell-a-Tale | Inis Scéal, and the resources that you're using, say your Irish programme and your English programme, were they linking in any way for you to integrate language instruction?

Teacher U1: [39:49] No, like you were just following the order, like I suppose you could, if you sat down and looked at the two, you could go with a thematic approach. But still, the content of the... the vocabulary wasn't even overlapping? You know?

Researcher: [40:03] No so you do need to have something...extending from the same source I suppose? OK...

Teacher U1: [40:05] You need to. Yeah. And I know what you're saying, it could become repetitive for the teacher, but the benefits of what the children get from that repetition outweighs the... kind of... the fact that the teacher has to go over and over the same thing.

Researcher: [40:20] Yes, yeah. Yeah, because that's... I suppose that's part of teaching. At times as well, that the kids aren't always going to get the concept on the first go... Okay, so what are your thoughts on using both English and Irish narrative then to integrate language teaching? So, I'm asking you about your thoughts on Tell-a-Tale and Inis Scéal especially, and using narrative as an underlying approach for English and Irish...

Teacher U1: [40:45] Well I think narrative is probably the type of writing they're relating to the most, especially, I know it's... one they seem to be enjoying the most all the way throughout their... kind of... primary years. But especially in junior infants, the narrative is the one that they... that is, kind of, embedded in their... their prior knowledge is all fairy tales and that. So, I suppose it's rooted and connected to the interests of the child, using the narrative texts, so it is a good place to start.

Researcher: [41:20] Okay, that's great. And we're coming towards the end now. Eh, so please tell me what you've observed and learned about the following now over the last few weeks. So how children learn a second language?

Teacher U1: [41:29] Yes... eh... Repetition. Images. Use. They have to be speaking it. If they're not speaking it, they're not... I don't think they're getting it. The cards – the role-play cards were really important for getting them to use it, and having a stimulus for them to start from. Sometimes they'd sit there and listen to you all day but they wouldn't actually have the confidence to use it, whereas now they are, so you know...

Researcher: [41:55] That's great. And what about how children with EAL learn a third language, that being Irish... what have you observed there?

Teacher U1: [41:59] I think... I had often heard that they adapt quicker to the third language... and I suppose, I've seen it now. Eh, the EAL... the ones with EAL, are giving me a greater response... with the Inis Scéal... like they're really the ones who are more... the most interactive. The most enthusiastic, and giving me the verbal responses, and like I'm calling on them now to come up and give the answers, and demonstrate the comhrás... they were the ones that I was picking, whereas I might not have necessarily picked them before that, because they wouldn't have the confidence to whereas now they were able to, and they were volunteering, and they were excited to get involved...

Researcher: [42:35] Ah, that's brilliant... OK, and what about how you teach a second or third language... what have you observed in your own practice?

Teacher U1: [42:41] I suppose, I had always thought, the best way was... to... of learning to speak a language... was to speak it and I suppose, I kind of moved from that to using a programme... and I'm nearly glad that I had this experience of Inis Scéal, because it has brought me back to the fact that the children need to be playing the games, using the words, using the images... and taking part. And you need to kind of find a way to relate... to make it relatable to them. So, yeah...

Researcher: [43:08] OK, and what would the approach have been before that then, would you say?

Teacher U1: [43:12] I suppose, when I was using the programmes, like we were using the interactives and playing them kind of games...

Researcher: [43:17] ...and pointing at the whiteboard?

Teacher U1: [43:18] Yeah... and thinking that this is the way forward... and I was like... no...

Researcher: [43:22] Well that's the way it's packaged though...for teachers... so you're going to go with whatever way it's...

Teacher U1: [43:27] Yeah, and you're thinking, this is... this is the way... because you think children want all interactive stuff, but they don't... they actually respond so much better to concrete materials... the second you stick on a mask, and put on a voice...you know?

Researcher: [43:39] I know, yeah. Yeah! And it makes such a difference to a lesson...

Teacher U1: [43:42] Yeah, like they never even knew it was your voice in the PowerPoints... they thought it was the wolf... and they thought it was... you know? For something so simple...

Researcher: [43:50] I know... myself and my husband debuting there with our own little Irish comhrás! *laughter* Eh, OK, what have you observed and learned about cross-linguistic transfer? Using native languages and English and Irish together... any thoughts on that?

Teacher U1: [44:04] Eh, I suppose, they didn't use their native languages as much as I... I was trying to encourage that. But I found that maybe they just hadn't made that connection yet, but they were definitely making the connection between the English and the Irish...

Researcher: [44:18] OK, right and finally, language integration... what are your thoughts on that after teaching Tell-a-Tale | Inis Scéal? What would you think about language integration now and how to approach it maybe?

Teacher U1: [44:30] I suppose... one of the ladies that called here from the PDST said how it'd be so easy for us if we just used a text to teach Irish... and phonological awareness could be connected to Irish, grammar is Irish... and how it's so... it can integrate so well... but I think it wasn't... hearing that and then seeing how Tell-a-Tale | Inis Scéal works, that's when the penny dropped. That's when you thought, OK, this is how we need to integrate language... we need...

Researcher: [44:56] Yeah... so there was no concrete example given at that time. It was this is what you should do, but not, this is how you do it?

Teacher U1: [45:03] Yes! Exactly... this is like the 'how to' manual! *laughter*

Researcher: [45:09] Yeah, well I'm delighted to be part of the 'how to' because that'd be me to the core, I like to be practical if at all possible...

Teacher U1: [45:17] And saying like... words that begin with 'b' and they might say like a word from the story... or like... we did 'f' the other day, and we were revising it, and they said 'feirmeoir'...

Researcher: [45:25] Oh wow!

Teacher U1: [45:26] Yeah, and I said 'l' and they said 'Lapaí'... and I was just like... this is just... Yes!

Researcher: [45:29] They were bringing their Irish phonological awareness in... wow! That's very interesting isn't it?

Teacher U1: [45:35] Yes, yeah! Yeah!

Researcher: [45:36] And finally then, project benefits again around Inis Scéal... has Inis Scéal benefited you personally, if so, how? Has it benefited children, if so, how? And on a broader context, Inis Scéal within the school, has it benefited the school, if so, how? So: you personally, the children, and the school. Inis Scéal as a programme?

Teacher U1: [45:58] Eh... I suppose, for me personally, as I said, I had moved more to a programme-based way of speaking Irish... whereas, I had always... having spent some time in a Gaelscoil, I had seen the benefits of using the Irish, and using the vocabulary, and using the images and all that... but I had... kind of... moved away from that somehow... I obviously just got dragged in the wrong direction. But I have found that doing this project brought me back to the important elements of using the concrete materials, getting the children speaking, using the images and all that... which was nice. I think I needed that

awakening again... so yeah, it was kind of liberating to come back to that again. That style of teaching Irish. I just thought it's far more beneficial.

Researcher: [46:36] That's great. Yeah! OK, and the children then with Inis Scéal as a programme?

Teacher U1: [46:40] The children... eh, as I said before, the English was cinematic, but the Irish was also as profound... like it was just... if you had seen some of their faces... if you could just capture their faces and their interaction with the programme... it was just... it was just another level. Like when you see them using Irish and using the phrases... and it's not... sometimes I feel like it can be quite forced when it comes to Irish, whereas this was so much more natural... and... it was all lead by...

Researcher: [47:10] ...playful...

Teacher U1: [47:11] Yeah, playful lead by them... child-led, and it was so nice to use it so naturally. Sometimes this fear of making a mistake, whereas when they were doing it in the Tell-a-Tale | Inis Scéal format, they didn't have the same fear. They were more confident in themselves.

Researcher: [47:32] OK, that's good. And finally, the school. Has the school benefited from Inis Scéal would you say, or is this something that might transfer across the class levels?

Teacher U1: [47:36] I think it'll definitely transfer... when other teachers had often questioned how do we get them... you know, how do we kind of enlighten them and encourage them to use Irish more? And I suppose from seeing the Inis Scéal format, they'll probably be like, *'OK, we don't need the programmes... we need more child-led play and using Irish in a more natural format'*, like you know?

Researcher: [48:00] And I know you're pointing towards the tables...

Teacher U1: [48:06] *laughter* yeah, I kind of do that *laughter*

Researcher: [48:07] No, no, no... this is an audio recorder but I think when I see you indicating towards the tables, you're talking about that group work... and the concrete materials?

Teacher U1: [48:15] Yeah, the group work and the concrete... yeah... like, I was using... because I have the box... I was accessing the box of materials you had brought in, but I had the masks, I had the small-world and I had the... you know?

Researcher: [48:27] And I was here one day for that, and the excitement when they saw the role-play props coming back out... it was lovely to see...

Teacher U1: [48:32] ... And even one time I used even speaking object of a simple stick... and got them to take turns saying the parts... and something as simple like that, and you're just sitting back going wow... like... they understand everything, I was using... speaking in my Irish, and I was wondering, will they understand me... they did.

Researcher: [48:48] They did and there were social skills... I could hear one child say 'it's my turn now' and then it was like 'tá an leite seo ró-the' and she was just after saying 'it's my turn now'... You know? It was lovely to see that...

Teacher U1: [48:58] *laughter* automatically transferring to Irish... yeah...

Researcher: [49:01] There wasn't just Irish happening, there were social skills happening there as well... any concluding comments now? You're on the last few seconds of Tell-a-Tale | Inis Scéal, so the floor is entirely yours, if you wanted to maybe synthesise or recap or recount your overall experience, what would you say or what would your concluding comment be with regard to your experience of this programme and this project?

Teacher U1: [49:26] I suppose all around, it was powerful, confidence building... eh wonderful to see it at this time of year, and it was just so encouraging and a breath of fresh air, basically, to have something new like this... that you see children using both English and Irish. I know like some of the teachers didn't get to see the Irish element, but it always kind of took my breath away when they started using the Irish, and speaking it, and having the confidence to... and they're swapping from the English to the Irish so naturally, and I think that's just amazing, because when it comes to the speaking part of the Irish, even myself... and even though I did a course in Irish, and speaking, I always felt the speaking part was something that you struggled with... but you see them engaging with it so naturally, it was just absolutely amazing.

Researcher: [50:15] Well that's good. That's great. It's a lovely way to conclude. So, I am going to leave it there.

Teacher U1: [50:20] Thank you.

Researcher: [50:21] But before I press stop on the recording, I want to acknowledge the amazing work that you have done on this programme. I have been inspired by being a part of this project in this school. I've often wanted to roll up my sleeves and get stuck in, but I know my supervisors would remind me 'Aoife, you're the researcher here, so take a step back', but it has been an absolute pleasure and privilege...

Teacher U1: [50:40] Thank you!

Researcher: [50:41] ...and you're an incredible teacher, so thank you for welcoming me so warmly into your classroom...

Teacher U1: [50:47] ...no problem at all, it was great...

Researcher: [50:46] ...for sharing your children with me, because I know at times maybe you let me pop up and sing a song or do something, and I loved that. That's at the heart of teaching for me. So thank you very much for everything...

Teacher U1: [51:00] Thank you! It was amazing having you.

end of audio

Transcript Sample from Draw-and-Tell Interview (Five of 110)

Researcher:	Aoife Merrins
Subject:	Draw & Tell – Children’s Responses to Tell-a-Tale Inis Scéal Programme
Location:	School V – Outdoor Learning Area.
Date:	3 rd June 2021
Duration of Interview:	8 Minutes 57 Seconds
Participant:	CU9
Age:	5
Home Language:	English-Thai
Recording Number	210603_201

Researcher: OK, thanks for coming with me to draw a picture.

CU9: [0:08] Yeah.

Researcher: I want you to lift up your pencil and draw a picture of Tell-a-Tale for me.

CU9: [0:16] Ok. It’s so hard to pick...

Researcher: It is hard to pick. What will you draw first? What do you remember from Tell-a-Tale?

CU9: [0:26] I remember CU12 draws triangles...

Researcher: OK, alright, you do that too.

CU9: [0:29] I do a lot.

Researcher: Very good. What did you do during Tell-a-Tale?

CU9: [0:35] Eh, I hear the Tell-a-Tale. And I read a book like Irish. And teacher can only hear me!

Researcher: Oh! Very good. And what else happens?

CU9: [0:54] And I read the book. And I just say the words. All the farmer. And the poem... poem in Irish. My teacher say ‘cé hé seo?’ and I say ‘seo é ... feirmeoir’.

Researcher: An-mhaith. Good girl.

CU9: [1:18] And my friends say that also.

Researcher: Oh, so you are all learning Irish?

CU9: [1:20] Yeah, because let’s learn Irish too much.

Researcher: Very good, so you're learning Irish in Inis Scéal...

CU9: [1:29] Yeah.

Researcher: Very good, and what else do you do in Irish?

CU9: [1:33] I do like... I have to finish say all the words from the farmer...

Researcher: OK, and what were they?

CU9: [1:40] And I... when I say 'all finished', we read The Three Billy Goats Gruff, Gruff, Gruff.

Researcher: Oh, very good. OK.

CU9: [1:52] And I... and teacher reads 'A Billy Goat' for us and I say also.

Researcher: Very good, so you read the Enormous Turnip in Irish, what's that? How do you say that in Irish? An Tor...

CU9: [2:10] Tornapa Mór...

Researcher: An-mhaith. And then you also read the Three Billy Goats Gruff?

CU9: [] Yeah.

Researcher: Very good. And what happens during Tell-a-Tale when you're reading the Three Billy Goats Gruff? Who reads that story for you?

CU9: [2:25] Teacher!

Researcher: Ok, so could you draw a picture of teacher for me reading that story?

CU9: [] OK.

Researcher: Good girl. And do you like when teacher reads the story?

CU9: [] Yeah.

Researcher: Why do you like teacher reading the story?

CU9: [2:44] Because the Three Billy Goats is really good.

Researcher: And is there any other reason why you like when teacher reads the story?

CU9: [2:55] Eh... yeah. Because she reads the book really good!

Researcher: Does she?

CU9: [3:04] Yeah.

Researcher: Very good. And what way does she read it that she's really good?

CU9: [3:11] She reads like.... the Three Billy Goats... and... the Ginormous Turnip....

Researcher: Oh, very good. And is that teacher in your picture?

CU9: [] Yeah.

Researcher: And who are these?

CU9: [3:33] They're like 'it's Tell-a-Tale | Inis Scéal'.

Researcher: Very good. So, everyone who is taking part in Tell-a-Tale | Inis Scéal in your classroom?

CU9: [] Yeah.

Researcher: Oh, very good, and what does teacher need when she is reading you the story?

CU9: [] A book!

Researcher: Oh, yes, we better not forget that. And when teacher is finished reading the book, in the classroom, what do you do then?

CU9: [3:53] We do some work.

Researcher: Very good, so you come out here, and you do work at the table. So what work do you do at your table?

CU9: [4:06] We... we put our... we put the masks on our face and we read a story... and we get the rectangle so we can read the Three Billy Goats...

Researcher: You get a rectangle?

CU9: [4:19] Yeah, like, you can let the picture right on it. The Three Billy Goat...

Researcher: OK, and what do you do with that picture?

CU9: [4:26] We read for teacher... because teacher can't read.

Researcher: Oh right. And are you able to tell teacher the story then?

CU9: [4:36] Yeah. It's who finished there... put the rectangle to the ... to the story... you have to read.

Researcher: Ok. Very good. Would you mind drawing some of those rectangles for me so that I know what they look like?

CU9: [] Yeah. Go straight, up, up and down, and these eyes...

Researcher: Very good. They're your triangles. But what about your rectangles with the story on them?

CU9: [5:09] But I can't do... sq...

Researcher: That's OK! That's fine! And what else do you do? I know you said you use masks. Do you use anything else?

CU9: [5:20] I use masks....

Researcher: Yeah, what else?

CU9: [5:24] And I use pencil to write my homework.

Researcher: Very good. What else?

CU9: [5:32] And I do my work, all done.

Researcher: Super. OK. And what does your friend do during Tell-a-Tale?

CU9: [5:43] They're listening... we... we... we... my own teacher read the story and my friend just tell also... but my friend just didn't read... only me!

Researcher: You only read the story. OK. And did your friend listen to you?

CU9: [6:00] Yeah, but teacher can hear only me!

Researcher: Very good. Good girl. OK. And what does your teacher do when you're outside here doing Tell-a-Tale?

CU9: [6:15] Eh... we... we read a story... like rectangle... and teach... and we have masks put on their face... we try to make a story...

Researcher: Very good. And do you use anything else? Other than the masks, what else do you use?

CU9: [6:36] We use.... eh.... We use We... we.... We sing the Billy Goats like Twinkle Twinkle.

Researcher: Oh, very good!

CU9: [] And we read... and we sing the Ginormous Turnip also!

Researcher: Very good.

CU9: [] And Three Little Bears.

Researcher: So you sing songs as well?

CU9: [] Yeah...

Researcher: And do you know the Tell-a-Tale song? How does it go?

CU9: [7:10] Tell-a-Tale, Tell-a-Tale, I'm going to tell a tale, so it's time to gather all ar bís, suígí síos, éistígí anois.

Researcher: Oh wow! That was amazing. And what about the Inis Scéal song? Can you sing that for me?

CU9: [7:30] Inis Scéal, Inis Scéal, tá mé súile Inis Scéal. *researcher sings 'táimid go léir....' ar bís, suígí síos, éistígí anois.

Researcher: Oh, that was amazing. Well done. OK, and what is your favourite part of Tell-a-Tale | Inis Scéal?

CU9: [7:51] I like to hear the song Tell-a-Tale | Inis Scéal.

Researcher: Very good.

CU9: [7:58] And I like to read the story.

Researcher: Very good. And what's your favourite thing that teacher does?

CU9: [8:01] Read story...

Researcher: Very good, and what's your favourite thing that your friend does?

CU9: [8:07] They're like to do homework.

Researcher: And what about what your friend likes to do during Tell-a-Tale | Inis Scéal?

CU9: [8:23] They like to read the story with the rectangle together...

Researcher: OK, very good, is there anything else you want to tell me about your picture here that you have drawn?

CU9: [8:33] Yeah. I draw teacher read a story... and I draw rectangle... square, rectangle and triangle...

Researcher: And you were super. Well done! That's amazing!

end of audio

Draw and Tell Transcript

Researcher:	Aoife Merrins
Subject:	Draw & Tell – Children’s Responses to Tell-a-Tale Inis Scéal Programme
Location:	School V – Corridor Outside Classroom.
Date:	10 th June 2021
Duration of Interview:	12 Minutes 41 Seconds
Participant:	CV1
Age:	5
Home Language:	Polish
Recording Number:	210603_209

Researcher: Thank you for coming with me to draw a picture about Tell-a-Tale | Inis Scéal.

So do you see the pencil there?

CV1: [] Yeah.

Researcher: Could you use that pencil and draw Tell-a-Tale for me? What do you remember from Tell-a-Tale?

CV1: [0:17] Hmmm... The Three Bears...

Researcher: OK, so you draw a picture of that for me. Oh, very nice. What’s that?

CV1: [0:35] Dada Bear.

Researcher: Daddy Bear, OK, that’s great.

CV1: [0:37] That’s a Mommy Bear.

Researcher: OK. ...12... Oh... and why does she have a smile? Why is she smiling?

CV1: [0:59] Because she’s happy...

Researcher: Very good. And who else is in the story? Who else is in the story?

CV1: [1:07] Eh... Baby Bear.

Researcher: Very good. And can you draw a picture of that for me as well? Very good.

can hear the Tell-a-Tale song in the background – class is starting Tell-a-Tale

Why did you draw a picture of Baby Bear in Tell-a-Tale?

CV1: [1:36] Because... it has three little bears.

Researcher: OK, very good, and who else is in that story?

CV1: [] Daddy Bear!

Researcher: OK. And do you speak another language at home?

CV1: [1:53] Yes.

Researcher: What do you speak?

CV1: [1:55] Gaeilge.

Researcher: Gaeilge? Very good. And is there any other language that you speak? What's that language?

CV1: [] Eh.... Hmmm.... A language.

Researcher: Very good. Good girl. And can you tell me any words in Gaeilge?

CV1: [2:30] Eh.... Hmmm.... The three little bhéars...

Researcher: Very good. Well done! OK, we'll finish our picture of Daddy Bear, will we? Good girl. Well done. And who else is in that story?

CV1: [] Goldilocks!

Researcher: Very good, so let's draw her. Well done! I really like that. And what else did you do in Tell-a-Tale | Inis Scéal?

CV1: [3:20] Eh... Eh... The pigs. The Three Little Pigs.

Researcher: OK, do you want to draw a picture of them for me?

CV1: [] Yes, down here.

Researcher: Yeah, that's a great idea. And what are the pigs called?

CV1: [3:38] Eh... Dónall Muicín...

Researcher: Very good... keep drawing, good girl. You might think of the names in a minute. Very good! So seo é Dónall Muicín?

CV1: [] Yeah...

Researcher: Good girl.

CV1: [] Big eyes!

Researcher: Very big eyes.

CV1: [4:12] And one, this one now... this... draw... this way...

Researcher: Very good, well done, and what else was in that story?

can hear the class joining in with the dialogic reading of The Three Billy Goats Gruff

CV1: [4:40] Hmmm... Brian Muicín...

Researcher: Very good! ...10... Very good. Super. Is there anyone else in that story?

CV1: [5:05] The big, bad wolf.

Researcher: Very good.

CV1: [] He big... then have a big body...

Researcher: He has a big body...

CV1: [] Then sharp teeth... and claws! Like claws are so sharp... like a cat's.

Researcher: Yeah, very good! Sharp claws like the cat. Very good.

CV1: [] Yeah, and I mean like ears... big ears and big eyes... because bad, big wolf have big eyes.

Researcher: Very good. Well done.

CV1: [] Look at the **inaudible** those eyes. Too big!

Researcher: Super, and is there any other story that you did in Tell-a-Tale | Inis Scéal?

CV1: [5:55] The Gingerbread Man...

Researcher: Oh yeah.

CV1: [] So I know how to draw the Gingerbread Man...

Researcher: How will you draw the Gingerbread Man?

CV1: [] Just do hands like little hands....

Researcher: Very good.

CV1: [] And the next hand...

Researcher: Yes.

CV1: [6:14] And then you do legs... just start on this... and you just do this... and then you just... and then you do a head... and the eyes!

Researcher: OK, very good!

CV1: [] And hands... they look kind of funny... this is look like any... some box.

Researcher: Very good. And do you know when you are doing Tell-a-Tale with your teacher at the table? What's your favourite activity at the table?

CV1: [6:54] Eh... the Ginormous Turnip!

Researcher: That's your favourite? Very good. And what did you use when you were learning about the Enormous Turnip?

CV1: [7:00] I was using the girl...

Researcher: The girl? Very good. OK. And what did the girl look like? Was she a mask or a puppet or was she on the blocks or the cone?

CV1: [7:17] Eh... on the cone, on the blocks... the puppins... and the mask!

Researcher: Very good. And did you use all of those? *nods* Which one was your favourite?

CV1: [7:35] Eh... the girl.

Researcher: Very good. Can you draw a picture of your favourite girl? Was it the puppet or the cone or the block? Which one was your favourite?

CV1: [7:50] The blocks!

Researcher: Oh, very good, you draw that for me.

CV1: [] We just do this... like a big this... then just make a...stick. And then you just make some feet... make a head and some feet. And then you colour it in like this. Yeah cos you can't see it cos they're just sticks... and we need to know how it looks like. And then I need hair... and a smiley face!

Researcher: Beautiful hair for the girl... well done... and what story are you doing this week in Tell-a-Tale?

CV1: [8:41] Eh... The Three Little Goats.

Researcher: Oh my goodness. And do you like that story? *nods* Very good. And was there any other story that you did? So we had the The Three Bears, The Three Little Pigs, The Gingerbread Man, The Enormous Turnip... you just told me about the Three Little Goats... was there any other story?

CV1: [9:02] Hmmm.... No, that's the last one is the.... Oh yeah I have a next story. the big bad wolf and the Little Red Riding Hood.

Researcher: You are super! You remembered all of the stories from Tell-a-Tale. What about Inis Scéal? What were those stories called?

CV1: [9:30] Eh... the Three Little Bears...

Researcher: Yeah... Cinnín Óir...

CV1: [] Cinnín Óir

Researcher: Agus Na Trí...Bhéar...

CV1: [] Agus Na Trí...Bhéar...

Researcher: Good girl...

CV1: [9:42] And the Three Mhuicíns...

Researcher: Na Trí Mhuicín. Very good. And what about An Tornapa...

CV1: [9:50] Mór Millteach.

Researcher: Oh you're just amazing, well done. And what's your favourite thing about Tell-a-Tale | Inis Scéal?

CV1: [10:00] Eh... The Three Little Bears...

Researcher: And why did you like that story?

CV1: [10:05] Because Goldilocks is going in the bears' house.

Researcher: Oh my goodness... And why did you like that?

CV1: [10:15] Because she has rosy cheeks... and she has a nose... and then... oh I forgot to have a nose for her.

Researcher: Oh, we better draw a nose for her. Very good. Well done. And do you like the Tell-a-Tale song? *nods* Can you sing it for me?

CV1: [10:36] Tell-a-Tale, Tell-a-Tale, I'm going to Tell-a-Tale, so it.... to gather all around, listen now don't make a sound.

Researcher: That was amazing. Well done! And what about the Inis Scéal song?

CV1: [10:55] Inis Scéal, Inis Scéal, tá mé ag Inis Scéal.... Tá mé léir ar bís, suigí síos... may...here... anois.

Researcher: Oh you are just amazing. Well done! And do you like those songs? *nods* why do you like them?

CV1: [11:16] Because eh... my favourite thing is Tell-a-Tale.

Researcher: And why is that your favourite thing?

CV1: [11:23] Because these are a lot of stories about....

Researcher: And why do you like all those stories?

CV1: [11:32] Because they're amazing!

Researcher: Oh very good. And do you read those stories at home in a different language? What language do you read the stories in?

CV1: [11:40] Eh Polish...

Researcher: Very good. And do you have the Three Bears and Goldilocks in Polish?

CV1: [11:48] Oh yeah...

Researcher: Yeah? And what do you call The Three Bears in Polish?

CV1: [11:51] Eh... ...5... I don't remember them.

Researcher: You can't remember... but you have read it before in Polish? And did you like reading it in English as well? Why?

CV1: [12:01] Yeah. Because... eh... my favourite thing is Tell-a-Tale and it is so amazing and awesome.

Researcher: Oh very good. And why do you think that? Why is it amazing? Why do you like it?

CV1: [12:20] Cos... because teacher every day likes it for me and she is ... my teacher is amazing.

Researcher: Very good. I think so too. I think your teacher is amazing. Well thank you very much for drawing that beautiful picture for me. Would you like to say Goodbye?

CV1: [12:39] Goodbye!

Researcher: Well done!

end of audio

Draw and Tell Transcript

Researcher:	Aoife Merrins
Subject:	Draw & Tell – Children’s Responses to Tell-a-Tale Inis Scéal Programme
Location:	School W – School multi-purpose room – small, quiet space – sanitised for my use with children – door with glass to ensure clear visibility.
Date:	17 th June 2021
Duration of Interview:	9:15
Participant:	CW2
Age:	6
Home Language:	Romanian
Recording Number:	170603_217

Researcher: [0:04] Hello

CW2: [0:05] Hi

Researcher: How are you today?

CW2: [0:06] Good

Researcher: [0:07] Thanks for coming with me to draw a picture and I see you have your own pencil. You have two pencils; how did that happen? Oh, my goodness.

CW2: [0:16] (giggles)

Researcher: [0:17] Well you came very prepared. I want you to tell me what do you do during Tell-a-Tale in your classroom?

CW2: [0:25] Emm... Aoife, I’m doing Tell-a-Tale in the gingerbread man, The Enormous Turnip and the... I’m doing it in the Troll.

Researcher: [0:40] Very good.

CW2: [0:41] The Troll is so cool.

Researcher: [0:42] Yeah?

CW2: [0:43] Yeah.

Researcher: [0:44] And what other stories did you do?

CW2: [0:46] Emm... three.

Researcher: [0:49] The Three...

CW2: [0:50] The Three, Na Trí Mhuicín.

Researcher: [0:52] Ohh.... Very good.

CW2: [0:54] And Little Red Riding Hood.

Researcher: [0:56] Very good. Super!

CW2: [0:59] There's...

Researcher: [1:00] What other stories did we do?

CW2: [1:04] Emm...

Researcher: [1:05] That's ok. And do you like Tell-a-Tale?

CW2: [1:08] Yeah.

Researcher: [1:09] Why do you like Tell-a-Tale?

CW2: [1:10] Because it's so cool, because we have hands in and then we have to slap.

Researcher: [1:14] Oh you use the hands to slap, very good.

CW2: [1:16] Yeah.

Researcher: [1:17] Could you draw a picture of you using the hands to slap because that's one of your favourite things.

CW2: [1:24] Yeah.

Researcher: [1:25] Good boy. Oh... very good.

CW2: [1:29] I'm drawing the ?? because they're happy.

Researcher: [1:35] You're happy, very good. And are you happy during Tell-a-Tale? Why?

CW2: [1:41] Because when I'm laughing and slapping hard and hardly one time was broke a little bit down this...

Researcher: [1:49] Aw oh... the thumb. It broke when he was using it, oh my goodness. What happened then?

CW2: [1:55] Teacher, the teacher laughed.

Researcher: [1:58] Did she? (laughs) He was very strong! Very good. Ok, and what do you use that to slap? What are you slapping?

CW2: [2:06] The hand. I'm slapping the Enormous Turnip.

Researcher: [2:11] Oh, very good!

CW2: [2:12] And I'm slapping the gingerbread man.

Researcher: [2:14] Ok.

CW2: [2:15] The gingerbread man says (**singing it**) (*run run as fast as you can, you can't catch me I'm the gingerbread man*).

Researcher: [2:21] Oh amazing! Very good. And that's you there in your picture, very good. And who else does Tell-a-Tale?

CW2: [2:28] Emm... the.... Enormous turnip and I don't know how to do the Enormous Turnip.

Researcher: [2:33] That's ok. Who else is in your classroom for Tell-a-Tale?

CW2: [2:38] Emm...

Researcher: [2:41] Who else is there doing it with you?

CW2: [2:43] Emm... (Frend 1 & Friend 2)

Researcher: [2:46] Very good.

CW2: and friend 3 and friend 4 and me.

Researcher: [2:49] Right! Do you want to draw a picture of your friends?

CW2: [2:51] Yeah.

Researcher: ...doing the program with you?

CW2: [2:55] Yeah.

Researcher: Very good.

CW2: [3:02] Hmm... this is friend 1 and he's doing the story

Researcher: [3:12] Oh very good.

CW2: [3:14] And here I'm drawing friend 2, and then I'm going to draw friend 3. They're my friends, best friends.

Researcher: [3:24] And do you like working with them during Tell-a-Tale?

CW2: [3:26] Yeah.

Researcher: [3:28] Why?

CW2: [3:28] Because they are so cool, they're playing with me outside.

Researcher: [3:32] They play with you outside?

CW2: [3:34] Yeah.

Researcher: And do they play with you during Tell-a-Tale?

CW2: [3:35] Yeah, and I can't play with my brother because my brother is in another class because he has ???

Researcher: [3:43] Ok. That's ok. And when you're playing with your friends during Tell-a-Tale, what do you do together?

CW2: [3:50] We playing outside, and we, and teachers checks us because we slap as we doing around and I'm slapping and then I'm giving to friend 1.

Researcher: [4:00] Oh, very good. So, you all get a turn to use the slapping

CW2: [4:03] Yeah. The first time when I came when teacher swapped the seats I was ????

Researcher: [4:12] Oh... Very good.

CW2: [4:13] And now friend 1 is staying beside friend 2 because friend 1 is missing that ???

Researcher: [4:20] That's ok. Okay, very good. And what does teacher use during Tell-a-Tale? What does teacher have?

CW2: [4:25] A shelf of masks.

Researcher: [4:28] Does she?

CW2: [4:29] Yeah, and the hands and something that we can... some photos to the... gingerbread man.

Researcher: [4:39] Very good and which one of those is your favourite?

CW2: [4:42] Emm... the gingerbread man.

Researcher: [4:44] Yeah. And do you like using the photos?

CW2: [4:46] Yeah.

Researcher: [4:47] Why?

CW2: [4:48] Cus the gingerbread man saying, (*run run as fast as you can, you can't catch me because I'm the gingerbread man*)

Researcher: [4:54] Very good. And do you like that?

CW2: [4:56] Yes.

Researcher: [4:57] Why do you like that?

CW2: [4:58] Because it's so... funny when the gingerbread man says that song, (*run run as fast as you can, you can't catch me because I'm the gingerbread man*)

Researcher: [5:08] And you find that funny?

CW2: [5:09] Yeah, because one part of my... one part is my favourite when the fox is eating the gingerbread man.

Researcher: [5:18] Oh my goodness!

CW2: [5:18] But one part of the gingerbread man, the fox put the Gingerbread man in the air but but then a bird catch the gingerbread man and then, and then the bird leave the gingerbread man right on the floor and then the fox was trying to catch.

Researcher: [5:38] And where did you see that story?

CW2: [5:41] Right in the book.

Researcher: [5:42] Oh... very good. Ok, very good. You've told me all about Tell-a-Tale. Tell me about Inis Scéal now? What do you do for Inis Scéal?

CW2: [5:50] Inis Scéal we're doing the little phrase in Little Red Riding Hood and Na Trí Mhuicín.

Researcher: [6:05] Very good. And what story are you doing this week in Inis Scéal?

CW2: [6:10] Emm... The... not the Enormous Turnip, the Troll.

Researcher: [6:18] The Troll, very good. And what about Inis Scéal?

CW2: [6:21] Inis Scéal, we're doing different books, but this is the last book after Tell-a-Tale.

Researcher: [6:28] Is it?

CW2: [6:29] Yeah.

Researcher: [6:29] Ohh... my goodness. Ok.

CW2: [6:30] And then when we're finished Tell-a-Tale we're doing Tell/Inis Scéal that we've done, all of the Tell/Inis Scéal.

Researcher: [6:39] Very good.

CW2: Because sometimes we're doing after Tell-a-Tale, doing Tell/Inis Scéal.

Researcher: [6:44] Very good. Ok, and can you sing the Tell-a-Tale song.

CW2: [6:49] *Tell-a-Tale, Tell-a-Tale, I'm going to Tell-a-Tale. So it's time to get all the way, this is our Tell-a-Tale*

Researcher: [7:02] Oh that was amazing. And can you sing Inis Scéal for me?

CW2: [7:06] *Tell-a-Scéal, Tell-a-Scéal, I'm going to Tell-a-Tale. So it's time to get all the way, this is our Tell-a-Scéal*

Researcher: [7:20] Oh.... That was amazing! (*Clapping hands*) Well done! You're just super, very good! What's your favourite thing about Tell-a-Tale/Inis Scéal?

CW2: [7:29] Emm.... My favourite part at Tell-a-Tale is the gingerbread man and my favourite part of the at Tell-a-Scéal is Na Trí Mhuicín.

Researcher: [7:44] Very good. And what's your favourite thing to do during Tell-a-Tale?

CW2: [7:50] To draw the gingerbread man.

Researcher: [7:53] You like doing that. Very good, well done! Ok, you've been absolutely superty dooper. Do you want to say goodbye to my microphone?

CW2: [8:01] Bye!

Researcher: [8:02] Bye! Well done! And our last question, what language do you speak at home?

CW2: [8:07] Romanian.

Researcher: [8:07] Romanian... very good. And did you read any of these stories in Romanian before?

CW2: [8:13] No, I just watched Na Trí Mhuicín and the Little Red Riding Hood.

Researcher: [8:18] In Romanian?

CW2: [8:19] Yeah, but just my brother sang the song of gingerbread man.

Researcher: [8:24] Oh very good. And can you tell me what are Na Trí Mhuicín in Romanian? How do you say that in Romanian?

CW2: [8:34] Cei trei porci.

Researcher: [8:35] Very good. And how do you say Little Red Riding Hood in Romanian?

CW2: [8:39] Scufita Rosie.

Researcher: gasps... Oh... very good. Well done. Will you say that again and I'll try to say it?

CW2: [8:47] Cei trei porci rush

Researcher: Cei trei pour....

CW2: porci rush

Researcher: [8:54] Was that good?

CW2: [8:56] Scufita Rosie

Researcher: [8:59] Oh... very good. What about Goldilocks and the Three Bears, did you read that story?

CW2: [9:06] Yeah.

Researcher: [9:07] Did you? In Romanian?

CW2: [9:08] No, in English.

Researcher: [9:10] Just in English. Ok, very good. You have been super. Ok, we're finished now. Bye!

CW2: Bye!

End of Audio

Draw and Tell Transcript

Researcher:	Aoife Merrins
Subject:	Draw & Tell – Children’s Responses to Tell-a-Tale Inis Scéal Programme
Location:	School XY – School multi-purpose room – small, quiet space – sanitised for my use with children – door with glass to ensure clear visibility.
Date:	21st June 2021
Duration of Interview:	10:50
Participant:	CY10
Age:	6
Home Language:	English
Recording Number:	210603_204

Researcher: [0:04] Hello. How are you today?

CY10: [0:07] Good.

Researcher: [0:07] Good. And you’re excited about doing your drawing for me, aren’t you? Great. Ok. I’m going to ask you to draw Tell-a-Tale for me. What happens in your classroom during Tell-a-Tale?

CY10: [0:19] Well, we have to answer and... their names out...

Researcher: [0:25] Yeah.

CY10: [0:25] And we have to say if it’s a boy or a girl.

Researcher: [0:29] Aha.

CY10: [0:30] And we sometimes we... we go with a junior infant, and we tell the juniors which one to get, and they say é or í. We ask them if... We ask a boy and they say é, and then we ask some girl to say Í.

Researcher: [0:51] Very good. Ok. So, you’re talking about Inis Scéal and when you’re doing your obair bheirte. Very good. So, what kind of questions do you ask them?

CY10: [0:59] Well I ask them some... I ask them the turnip, but we don’t do the turnip. It’s not in it.

Researcher: [1:07] Yeah that’s not there yet.

CY10: [1:08] We do the feirmeoir.

Researcher: [1:09] Yeah.

CY10: [1:10] Máire, Róisín, Liam, Lapaí.

Researcher: [1:16] Lapaí, very good. So, you say, *cé hé seo*?

CY10: [1:20] *Cé hé seo? Cé hí seo?*

Researcher: [1:23] Very good. And what does your junior infant partner say to you?

CY10: [1:28] He says... *Seo é Liam*.

Researcher: [1:32] Very good.

CY10: [1:32] *Seo í Máire*.

Researcher: [1:34] Very good. And is your junior infant very good at doing it?

CY10: [1:37] Yeah, but sometimes we don't get to sing.

Researcher: [1:40] Oh yeah.

CY10: [1:41] We like get a, I got CY14 and then I got someone else.

Researcher: [1:45] Oh you get different partners. And do you like getting different partners?

CY10: [1:48] Yeah.

Researcher: [1:48] Why do you like that?

CY10: [1:50] Because I like asking them and seeing will they know it...

Researcher: [1:55] Yeah! It's fun, isn't it? You get to be the teacher.

CY10: [1:58] Yeah, sometimes.

Researcher: [2:00] Very good. Ok. So, what we might do is, we might draw a picture of you and your partner talking about, '*cé hé seo*', '*cé hí seo*.' Will we do that?

CY10: [2:08] Yeah. I'll be able to.

Researcher: [2:08] Yeah. Let's do that. Yeah ok.

CY10: [2:11] And I can draw... I learned to draw chairs.

Researcher: [2:13] Oh yeah.

CY10: [2:15] I'm not good at tables.

Researcher: [2:15] Well that's ok.

CY10: [2:17] But I'll try my best.

Researcher: [2:18] Yeah of course, that's fine. I know you'll do your best.

CY10: [2:21] I'll do it out here.

Researcher: [2:21] Yeah, do it wherever you like. I know it's going to be a beautiful picture. Oh, look at that. Super!

CY10: [2:29] This is the junior infant.

Researcher: [2:30] Very good.

CY10: [2:32] Because we don't sit, we don't sit down.

Researcher: [2:34] You don't sit down. The junior infant sits down, that's right.

CY10: [2:36] Yeah.

Researcher: [2:37] You go stand beside them. Did you draw a table?

CY10: [3:04] Yes, I done my best.

Researcher: [3:05] Well done! That's brilliant. Wow! I love that picture. And I can see what's happening. I can see that you are standing beside your friend.

CY10: [3:21] Yeah.

Researcher: [3:22] Yeah. And what else is happening?

CY10: [3:25] We're waiting for the teacher to give out this thing to us.

Researcher: [3:30] Yeah. And then what happens?

CY10: [3:32] We start asking.

Researcher: [3:34] Very good. So, will we pretend, me and you? How about I pretend to be the senior infant and I'll ask you, 'cé hé seo?'

CY10: [3:44] Seo é Liam.

Researcher: [3:46] Very good. 'Cé hí seo?'

CY10: [3:47] Seo í Maura.

Researcher: [3:49] Very good. Well done! And do you like doing that? – Why?

CY10: [3:54] Yeah... Because... I don't know really.

Researcher: [3:58] That's ok. And what about Tell-a-Tale now? What happens for Tell-a-Tale in your classroom?

CY10: [4:04] We're in groups.

Researcher: [4:07] Very good. Yeah.

CY10: [4:08] And we're split up in... We do the... We have cards and we're with one person. We work together.

Researcher: [4:18] Yeah.

CY10: [4:18] With one person and then we put them in order when the picture is called out.

Researcher: [4:24] Ok! Very good. And do you like that?

CY10: [4:27] Yeah.

Researcher: [4:27] Why do you like that?

CY10: [4:28] Because it tells you about the stories.

Researcher: [4:33] Yeah. And do you like telling the story?

CY10: [4:36] Yeah.

Researcher: [4:36] Why?

CY10: [4:37] Because when I was doing the gingerbread man, I did the end of the story and I got a sticker, because I did the end of the gingerbread man.

Researcher: [4:46] And you got the story perfectly?

CY10: [4:48] Yeah, and someone else did it too.

Researcher: [4:50] Well done.

CY10: [4:51] The same thing.

Researcher: [4:52] That's amazing. Ok. Now, I'm going to ask you a really tricky question now, alright. But I know you're able, yeah, you're looking at me now. Ok. So, can you remember what stories you did for Tell-a-Tale? Let's see if we can remember them.

CY10: [5:07] The bears.

Researcher: [5:08] Yeah.

CY10: [5:09] The Three Bears. 'The Three Little Pigs', 'The Gingerbread Man', 'The Enormous Turnip', 'The Gingerbread Man', 'The Three Billy Goats Gruff.'

Researcher: [5:17] Yeah.

CY10: [5:18] I remember one more.

Researcher: [5:20] There is one more. It has a wolf in it.

CY10: [5:26] 'Little Red Riding Hood.'

Researcher: [5:28] Well done. You've remembered all of the stories. Now, here's an even trickier question for ya. Can you remember the stories in Irish?

CY10: [5:42] 'Cinnín Óir and Na Trí Bhéar.'

Researcher: [5:45] Amazing!

CY10: [5:46] 'An Trí Mhuicín.'

Researcher: [5:48] Amazing!

CY10: [5:50] I can't remember the names of the other one.

Researcher: [5:54] That's ok. You're doing it this week, aren't you? An Tor...napa

CY10: [5:58] Tornapa Mór Millteach.

Researcher: [6:00] I knew you'd remember that. Well done! You're very clever to remember all of those stories. Which one was your favourite?

CY10: [6:16] The Three Billy Goats Gruff.

Researcher: [6:18] Why?

CY10: [6:18] Because I liked the... I liked the troll. I liked the... when, when the ending.

Researcher: [6:27] Did you? Why?

CY10: [6:28] Because they escaped the troll.

Researcher: [6:30] They did. They really did. And what plan did they use to escape the troll?

CY10: [6:35] The big billy goat went across the bridge and then he put his head down and then he put it back up and then he launched to throw it up into and up over the bridge and he fell into the river.

Researcher: [6:47] He did indeed. And that...?

CY10: [6:50] He never was saw again.

Researcher: [6:51] He was never seen again. Well done! Very good.

And we'll just have a quick chat now about when you're doing Tell-a-Tale in your groups. Ok, so you told me you like the cards, and you use those. Is there anything else that you use when you're in your groups?

CY10: [7:05] Yeah, we do the role play.

Researcher: [7:08] Yeah.

CY10: [7:09] Sometimes we have cones and sometimes we have these sticks, and they hold up the... and then we have then sometimes you hold up, the teacher holds up the... thing where they were.

Researcher: [7:23] Yeah.

CY10: [7:23] And then you get to hold up who was... whoever.

Researcher: [7:26] Very good. So, you're talking about the big backdrop?

CY10: [7:29] Yeah.

Researcher: [7:29] Very good. Ok. And is there any other role play that you use? What am I wearing? What's this?

CY10: [7:36] A mask.

Researcher: [7:37] And do you get to use some masks for role play? Not these types of masks, different masks.

CY10: [7:42] No, we don't use them, but the teacher does.

Researcher: [7:45] Oh, teacher uses the mask. Yeah, teacher wears the mask. But what about the mask when you get to be the character.

CY10: [7:50] Oh yeah, we do them.

Researcher: [7:52] You get to use those as well, don't you?

CY10: [7:53] Yeah.

Researcher: [7:54] Yeah. Which of those is your favourite?

CY10: [7:56] Hmmm... I like the Little Red Riding Hood one.

Researcher: [8:01] Oh, you liked the Little Red Riding Hood masks. Yeah, very good. And out of the masks and the blocks, and the cones and the big sheet. Which one is your favourite?

CY10: [8:11] The cones.

Researcher: [8:12] The cones. Why are they your favourite?

CY10: [8:14] Because you can, like... you can come, and you can hold them. Teacher gives them out and that's what I like.

Researcher: [8:24] And you like to hold them and play with them?

CY10: [8:26] Yeah, you get one each.

Researcher: [8:28] Ok! And you like when you get one each?

CY10: [8:30] Yeah, but sometimes if there's not enough people then teacher keeps the other one with her and no-one holds it.

Researcher: [8:41] Oh yeah, teacher holds the last one then.

CY10: [8:43] Yeah.

Researcher: [8:44] Yeah, if there's one left over.

CY10: [8:45] Yeah.

Researcher: [8:46] Very good. Ok. And do you like Tell-a-Tale | Inis Scéal?

CY10: [8:50] Yeah.

Researcher: [8:50] Why?

CY10: [8:51] Because I like when we... and the groups, I do.

Researcher: [8:57] Why do you like that?

CY10: [8:58] Because we get to do activities.

Researcher: [9:00] And you like the activities. Yeah. Which activities are your favourite?

CY10: [9:06] The role play.

Researcher: [9:07] The role play. Why do you like that?

CY10: [9:08] Because you get to hold stuff.

Researcher: [9:11] Very good.

CY10: [9:12] Yeah, whatever one you want.

Researcher: [9:14] Very good. And that's important. Isn't it?

CY10: [9:16] Yeah.

Researcher: [9:16] Yeah. Very good.

CY10: [9:18] Because then if the teacher holds it, she can't hold them all.

Researcher: [9:21] No. We need to share, don't we?

CY10: [9:23] Yeah. We can't do that.

Researcher: [9:25] Very good. And what's your favourite thing about Tell-a-Tale | Inis Scéal?

CY10: [9:30] I like the Irish one.

Researcher: [9:31] Why?

CY10: [9:32] Because you answer in Irish.

Researcher: [9:35] Yeah. And you're very good at the Irish.

CY10: [9:37] Yeah.

Researcher: [9:38] Aren't ya?

CY10: [9:39] Yes. I try my best!

Researcher: [9:40] Yeah. Yeah. Super. And what language do you speak at home?

CY10: [9:46] English and sometimes I, we speak Irish in school.

Researcher: [9:51] Oh!

CY10: [9:53] But I usually speak English.

Researcher: [9:55] You just speak English at home?

CY10: [9:56] Yeah.

Researcher: [9:56] Very good. You'll have to teach them some Irish because you're so clever at it.

CY10: [9:59] Yeah.

Researcher: [10:00] Yeah.

CY10: [10:01] And I think my brother 1 knows them all.

Researcher: [10:05] Does he?

CY10: [10:05] Yeah. He might know it because he is a special needs kid.

Researcher: [10:10] Oh well that's ok.

CY10: [10:11] He can't talk, but you can ask him. I just know and then he might say yeah...

Researcher: [10:15] And he's able to tell you?

CY10: [10:17] Yeah, then he tells you it.

Researcher: [10:18] Oh! Oh, very good. Super.

CY10: [10:21] If it's í or é and he probably might say í.

Researcher: [10:25] Yeah.

CY10: [10:26] Because he might not know the questions.

Researcher: [10:30] Well that's ok. And do you know what, he has a super brother to help him. Doesn't he?

CY10: [10:33] Yeah.

Researcher: [10:35] Very good. And how old are you?

CY10: [10:36] I'm six and my brother 1 is seven and brother 2 is eleven.

Researcher: [10:40] Oh my goodness! You've two brothers. Wowee!
Ok. Right, are we finished now? Will we say goodbye to the microphone?

CY10: [10:46] Yeah.

Researcher: [10:47] Bye!

end of audio

Draw and Tell Transcript

Researcher:	Aoife Merrins
Subject:	Draw & Tell – Children’s Responses to Tell-a-Tale Inis Scéal Programme
Location:	School Z – School multi-purpose room – small, quiet space – sanitised for my use with children – door with glass to ensure clear visibility.
Date:	16th June 2021
Duration of Interview:	12:36
Participant:	CZ8
Age:	5
Home Language:	Polish / Slovakian
Recording Number:	160603_198

Researcher: Hello!

CZ8: Hello!

Researcher: How are you today?

CZ8: Good.

Researcher: Good! I am going to ask you to draw a picture for me. OK?

CZ8: OK.

Researcher: Can you do that? Great. Can you draw a picture about Tell-a-Tale? What do you do with teacher during Tell-a-Tale? ...10...

CZ8: We sing the song sometimes!

Researcher: That’s right. Very good. Can you sing the song for me?

CZ8: In Gaeilge?

Researcher: Yes.

CZ8: *Insint scéal... insint scéal... tá mé ag insint scéil, táimid go léir ar bís, Suigí síos éiní anois...*

Researcher: That was amazing. And can you sing it in English?

CZ8: No.

Researcher: Can you remember?

CZ8: No.

Researcher: That's OK. Does it sound like... Tell...?

CZ8: *Tell-a-Tale, Tell-a-Tale, I'm going to Tell-a-Tale, so it's time to gather all around, listen now don't make a sound.*

Researcher: Oh my goodness. Your singing is incredible! I think you could be a superstar singer! Do you think so? *nods* Yeah! You could. Will you draw a picture of you singing for Tell-a-Tale? Draw a picture of you doing Tell-a-Tale.

Who else does Tell-a-Tale?

CZ8: My friends...

Researcher: Very good! Oh... what's that?

CZ8: Me!

Researcher: Yeah! And what's that on your face?

CZ8: A smile...

Researcher: Yeah! And why are you smiling?

CZ8: Because I'm learning...

Researcher: Very good. And what are you learning?

CZ8: The song...

Researcher: Very good! Oh your drawing is so nice, it's beautiful! Well done!

And you said that your friends do Tell-a-Tale as well. Would you like to draw them? Yeah, let's draw them doing Tell-a-Tale.

CZ8: CF7 what just came in...

Researcher: Yes, CF7 was just here, wasn't he? And he tapped you on the shoulder because it was your turn next. Very good. ...10...

CZ8: [2:40] Do you know how much years old he is?

Researcher: He told me that he was 6. Is that right?

CZ8: Yep, and I'm 5.

Researcher: You're 5.

CZ8: 2 more days it's my birthday!

Researcher: 2 days!? Oh my goodness. Happy Birthday!

CZ8: CF4's birthday is next... Wednesday!

Researcher: Very good. Super. Who is this that you're drawing in your picture?

CZ8: CF7.

Researcher: Yes. Very good! And who else does Tell-a-Tale with you? Other than your friends? Who else does Tell-a-Tale?

CZ8: Ms. F1!

Researcher: Very good! Your teacher... and what does teacher do during Tell-a-Tale? ...5... So, first you all sing the song together with teacher...

CZ8: Yeah!

Researcher: And then what do you do? ...5... Or what does teacher do? ...10... Will we draw teacher? Let's draw teacher...

CZ8: The head...

Researcher: Oh, she has lovely long hair... ...20... oh... and what's that in her hand? ...5... what did you draw in teacher's hand?

CZ8: [4:35] Nothing...

Researcher: Nothing? Oh, OK. And what does teacher use during Tell-a-Tale? ...10... What does teacher do when you're doing Tell-a-Tale?

CZ8: She sings song with us... and she even helps us to learn about it...

Researcher: And what does she help you to learn?

CZ8: [5:10] How to sing it... how to say the words... kind of... sometimes when we forget!

Researcher: Very good! That's right. She helps you to say the words...

CZ8: ...when we forget...

Researcher: Very good! And do you like Tell-a-Tale?

CZ8: Yes.

Researcher: Why?

CZ8: [5:25] Because we can learn songs... we can learn new words... in Irish, we can learn it...

Researcher: And do you like Inis Scéal?

CZ8: *nods*

Researcher: Why do you like Inis Scéal?

CZ8: Because we learn songs... we learn songs... and even, she helps us!

Researcher: Very good. And you like that?

CZ8: Yes.

Researcher: Very good. And... what else do you do during Tell-a-Tale? When you are in your group... what do you do?

CZ8: We learn words... we learn songs... and we learn rhymes!

Researcher: That's right! Very good. And do you play when you're in your groups?

CZ8: [6:17] Yeah...

Researcher: Yeah... what do you play with?

CZ8: [6:24] We play with like those wood things...

Researcher: The blocks... yeah... do you want to draw a picture of the blocks for me?

CZ8: Ooooh... in CF7's hands?

Researcher: Yeah... that's a good idea! Because CF7 uses them in his hand, doesn't he? Very good. And do you like playing with the blocks?

CZ8: Yeah.

Researcher: Very good. And what else do you use when you're in your groups?

CZ8: We use like... mini pictures... we have to do it like... the first part... second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth...

Researcher: That's right! Very good... super! **and child indicates from left to right indicating with each phrase there...** well done! Good boy! So will you draw a picture of each of those... pictures?

CZ8: ...Pictures?

Researcher: Yes, you draw each of those pictures. What comes first?

CZ8: From a story?

Researcher: From a story... very good...

CZ8: OK.

Researcher: Which story?

CZ8: The Three Little Pigs...

Researcher: OK, very good, and what other stories did you do during Tell-a-Tale?

CZ8: [7:48] We did Little Red Riding Hood...

Researcher: Very good.

CZ8: The Three Little Pigs...

Researcher: Very good.

CZ8: The Gingerbread Man.

Researcher: Yes!

CZ8: The Enormous Turnip.

Researcher: Yes! And this week you are doing... The Three... Billy...

CZ8: ...Goats!

Researcher: Very good. The Three Billy Goats...

CZ8: And we learned something else...

Researcher: What else did you learn?

CZ8: Like... The Three Bears!

Researcher: Yes! That's right... Goldilocks and the Three Bears. Well done!

So this is your picture from the story, is it? Very good. And do you just have one picture?

CZ8: More than one!

Researcher: More than one!? And do you like having the pictures from the story?

CZ8: Yeah...

Researcher: Why?

CZ8: Because then we... like... do this stuff.

Researcher: Then you do what?

CZ8: [8:50] We match them... it's kind of fun!

Researcher: It's kind of fun? Why? Why is it fun?

CZ8: Because, we have a partner, what needs kind of help... one has to do the pictures, one has to say the words...

Researcher: And do you like working with your partner to do that?

CZ8: Yes... I can even say her name. CZ4! What just came

Researcher: Very good! And why do you like working with her?

CZ8: [9:20] Because I help her sometimes, she helps me sometimes when I forget stuff, and we play together nicely, and it's fun.

Researcher: Great! That's super! Well done! So you have the first picture here. Is there another picture?

CZ8: Yes!

Researcher: Very good!

CZ8: The straw house... ...20... and the wood...

Researcher: That's very important... very good... and what's the next picture in the story?

CZ8: The brick house!

Researcher: Very good! Is your hand sore from all the drawing?

CZ8: Tired!

Researcher: Tired... OK. And, do you speak another language at home?

CZ8: Slovakian Poland.

Researcher: Slovakian and Polish? Wow! And do you like speaking those languages at home?

CZ8: [10:36] Mostly, I like Poland...

Researcher: Why?

CZ8: Because I know much Poland... and my Dad born from Poland, my Mom got born from Slovakia...

Researcher: Very good. So do you speak Polish with your Dad?

CZ8: Yes! My brother too. Jakub. He is in this school...in 5th class!

Researcher: Oh right, OK. And do you speak Slovakian with your Mam?

CZ8: No.

Researcher: Just Polish with your Dad?

CZ8: Yeah!

Researcher: OK.

CZ8: And some words I know from Slovakia.

Researcher: OK, very good. And do you like speaking Polish?

CZ8: [11:07] Yes!

Researcher: Why?

CZ8: Because I get to learn new words from my Dad. My brother helps me when I forget. I help my brother when he forgets. And my Dad helps us when we forget.

Researcher: OK! And what language do you speak when you're in school? ...5... Do you speak Polish in school?

CZ8: Some people speak Polish from school... like Hannah... Julia what just came in...

Researcher: Very good! And do you like when you speak Polish in school?

CZ8: Yes.

Researcher: Why?

CZ8: Because I learn sounds... I learn different words...

Researcher: And do you speak another language in school?

CZ8: Irish...

Researcher: Oh, very good. And do you like Irish?

CZ8: Yes... and Ireland!

Researcher: And why do you like Irish?

CZ8: Because I learn new sounds... and words...

Researcher: Very good. And is there any other reason why you like Irish?

CZ8: No.

Researcher: No. Very good. I love your drawing, well done! What's your favourite thing about Tell-a-Tale | Inis Scéal?

CZ8: We sing the song.

Researcher: And you like that? Great! Well done! Would you like to say goodbye to the microphone?

CZ8: Goodbye!

Researcher: Goodbye! How do you say goodbye in Polish?

CZ8: Pa!

Researcher: Pa!

end of audio

Transcript Samples from Researcher Observations (Two of 30)

School						Date	No. of Pupils	Length in Minutes	Topic		
X	X	Y		Z		17.05.2021	22/27	35 minutes	Little Red Riding Hood		
Week							Day				
1	2	3	4	5	6	1	2	3	4	5	
	X					X					
Resources								Grouping			
Week 2 Resources								Whole Class		X	
								Small Group		X	
								Individual			
Observations											
						<u>Pupils' Engagement</u>					
Shared Reading <i>Time:</i> 12:00 – 12:12						• ‘Oh I know this book’ ‘there’s a huh-huh-H’. • The author makes the book – there’s a story like that on the programme that is called two times go and it’s my favourite. • The illustrator is Nicola Baxter. He draws the pictures. • Wiggle their ears to show they’re listening. • Song – listening predominantly. • One boy shared the ‘the big bad wolf’ in Polish – doujay wilk. • ‘I speak a little bit of Polish’ – native-English speaker. • Very attentive during shared reading – particularly when wolf appears into the story – all listening from their chairs. • ‘he wanted to distract her so that he could get to grandmother’s house first’ • ‘the wolf was pretending at LRRH’s voice’ • TPR – dressing gown & nightcap – children watching & smiling doing this – active component of engaging in role-play works very well. • Very engaged answering questions – great to see so many really focused / enthusiastic about the programme – seem to enjoy the books – perhaps they aren’t already familiar with them which ensures they are not boring.					
Vocabulary <i>Time:</i> 12:12 – 12:23						• Children reach for baskets with items inside – very excited to use the resources. Noise levels have increased in the room at this stage. • Children model words in native languages – smile / laugh at teachers trying to say the words. Seem very happy to share them – sense of excitement. Native English speaker tried saying the word – he was delighted when he got it right. He kept saying ‘I got it right, I got it right’. This child has behavioural difficulties so it was nice to see him so enthused by this experience. • Highly competent at words / using words / identifying words. • Love the fly swotter – very effective. • Children say words for each other to find – again, excellent for maximising vocabulary usage.					
Grammar <i>Time:</i> 12:23 – 12:28						• Visuals are very helpful to support sentence making. • All children very engaged within each group – leaning in to centre of the table to get a closer look – not looking around at other groups. • Love practising character lines – I think they can see the value in it leading into role-play work.					

Phonological Awareness <i>Time:</i> <i>12:28 – 12:30</i>	• Silence fell on the room as the kids listened intently for pass the message. • Children enjoy this one.						
Comprehension <i>Time:</i> <i>12:30 – 12:35</i>	• Start to use voices / character lines when they see props emerging. Very excited / enthused by these. • Some of the kids said ‘whoaaaa’ when they saw the lollipop puppets. • Thorough enjoyment of teacher modelling of role-play props. Extremely excited by the props. Works well as a whole group activity.						
Plenary <i>Time:</i> <i>12:35 – 12:40</i>	• Teacher models sequencing on the board while the kids do it too hands-on. • Dialogic approach to retell – illicit more language from the children. • CX12 – ‘he’s also called a hunter’ – child use of synonym.						
<table border="1"> <tr> <td>Language Activities</td><td>Language Production</td></tr> <tr> <td> Role-Play Retell • Effective props but require a lot of questioning / modelling to support their use. </td><td> Narrative Language • More use of character lines than chronological words but maybe that’s because of the lesson activity with role-play? </td></tr> <tr> <td> Sequencing Images • Some very capable – importance of left to right – concepts of print crossover? </td><td> Cross-Linguistic Transfer • Yes – very evident and working well – children seem to be happy to share their language. </td></tr> </table>		Language Activities	Language Production	Role-Play Retell • Effective props but require a lot of questioning / modelling to support their use.	Narrative Language • More use of character lines than chronological words but maybe that’s because of the lesson activity with role-play?	Sequencing Images • Some very capable – importance of left to right – concepts of print crossover?	Cross-Linguistic Transfer • Yes – very evident and working well – children seem to be happy to share their language.
Language Activities	Language Production						
Role-Play Retell • Effective props but require a lot of questioning / modelling to support their use.	Narrative Language • More use of character lines than chronological words but maybe that’s because of the lesson activity with role-play?						
Sequencing Images • Some very capable – importance of left to right – concepts of print crossover?	Cross-Linguistic Transfer • Yes – very evident and working well – children seem to be happy to share their language.						
Researcher Reflections							
• N/A							
Perceived Pupil Responses to Programme							
Positive • Enthused • Engaged • Excited	Weaknesses • Noise? • Timing?						
Link to Literature – Key Points?							
Other Same team implementing in room X as Y – is this an advantage? Important point for the study – feasibility of same SETs delivering the programme in multiple settings – more practice = more familiarity with programme = more confident. Vocabulary guide within the lesson plan is important to support teacher modelling of image visuals. Teacher uses timer to keep everyone on track. Notable number of toilet breaks during small-group activity – time of day? Normal? Ask children to assist with tidy-up of vocabulary cards – can you give me _____? Ongoing Support • Affirmation for work done • Clarify queries: use of 6 vs 12 sequencing images in plenary							

Inis Scéal Observation 1

Scoil / Múinteoir						Dáta	Cé mhéad daltaí?	Cé mhéad nóiméad?	Ábhar		
X	X	Y		Z		27.05.2021	23/27	25 nóiméad	Cinnín Óir		
Seachtain							Lá				
1	2	3	4	5	6	1	2	3	4	5	
	X								X		

Observations		
	Páistí	
Tréimhse Réamhchumarsáide	10:35 - All very confident with usage of full sentences: - Seo é / seo í (an) _____. - Seo í an leite / chathaoir / leaba. - Tá ocras orm – TPR & visual to illicit response. - Ró the / ró fhuar / leite / díreach ceart domsa – able to produce full sentences with teacher's help. Visual on PP very helpful to support this. - Ró chrua / ró bhog / cathaoir / díreach ceart domsa – able to produce full sentences with teacher's help. Visual on PP very helpful to support this. - Gradual release of responsibility – whole class, groups, individual. - One child is criticising a peer for not joining in when it's their group's turn. Very invested in responding. - Song – listening & joining in with repetitive parts.	
	Tréimhse Chumarsáide	10:48 - CX12 – CÓaNTB. - Taispeáin dom – opening page of book. Use of / comprehension checking of characters & key vocabulary. - CX20 – point to CÓ, gach duine: seo í CÓ. Seo é DB. Seo í MB. Seo é BB. Seo í an _____. - CX12 – 'teacher there was one more – leite' Another child – 'no, we did leite'. - Most are assisting teacher with the reading. Very confident. - Joining in with narration as Ghaeilge. Lots of TPR to assist this. Most finish 'arsa _____' for the 'féach ar mo' parts.
	Tréimhse larchumarsáide Am:	10:51 - Recap – very confident / competent with this. PP a great guide for the lesson. - One child said 'aw' in a disappointed tone when they weren't picked. - Leathnú na Foghlama – Féach ar mo _____ - most struggled with naming the every day classroom items – CD9 most competent at recalling key vocabulary (mála scoile, peann luaidhe, cóta, bosca loin, ceapairí).

Teanga			
Sprioctheanga / Eiseamláirí:	Ainm: CX4	Ainm: CX3	Ainm: CX9
Seo é / seo í _____.	Yes	Yes	Yes
Seo í an _____.	Yes	Yes	Yes
Tá an _____ seo ró-_____, ró-_____, díreach ceart domsa.	Yes	Yes	Yes
Féach ar mo _____.	Yes	Yes	Yes
Machnamh an Taighdeoir			
<i>Inis Scéal</i>			
Cad atá ag obair go héifeachtach? • PP as a scaffold for teacher. • Content – ilicits full sentences from the children, contextualised language with the story.	Cad atá ar iarraidh? Cad atá le déanamh chun Inis Scéal a feabhsú? • Use of props.		
<i>Nasc Litríochta</i>			
<i>Aon rud eile?</i>			
• Chat with X1 – she loves teaching Irish. Finds Inis Scéal gets more language from the children than Abair Liom. Usually one-word answers – now full sentences.			

Appendix T: Thematic Analysis Process Exemplar

U-School 13.04.2021 – Online via Zoom @ 20:20 – Recording Length: 38:36

<i>Phases</i>	<i>Process Outline</i>	<i>Output</i>
1. Familiarisation with the Data	14.04.2021 – AMG transcribes audio-recorded focus group discussion 1 in U-school.	➤ Initial transcript – preliminary familiarisation with the data.
	22.06.2021 – AMG proof reads to check for accuracy of transcript – some edits / corrections made.	➤ Accurate transcript – continued familiarisation with the data and preparation for NVivo importation.
	18.08.2021 – AMG imports transcript to NVivo and saves in ‘Focus Groups’ folder.	➤ ‘Main Study’ file on NVivo. Ready for analysis software usage.
	26.08.2021 – AMG reads transcript to generate initial ideas of data.	➤ Initial notes on first thoughts from reading the data: ○ Some participant teachers more vocal than others ○ Varied qualifications, experiences and expertise across group ○ Keen interest in the oral language component more so than the EAL aspect of the study <i>Importance of reflexivity – viewing the data inductively rather than deductively to ensure fair and accurate analysis.</i>

2. Generating Initial Codes

26.08.2021 – 02.09.2021

AMG creates a code file called '*Phase 2 – Systematic Data Coding (Open Coding)*'.

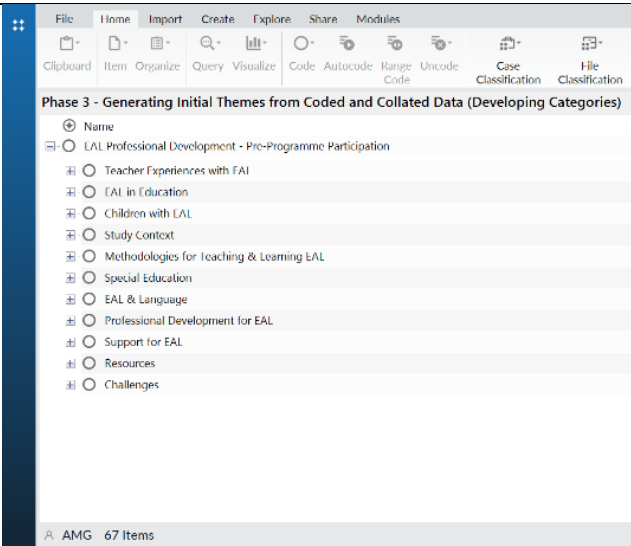
AMG establishes codes for each data item within the discussion.

The total number of codes is 56.

Code	References
None	1
Author	2
Challenge of Communication	1
Challenge of Staffing	1
Challenge of Time	1
Concrete Materials	2
COVID Impact	5
Culture to Curriculum	2
Differentiation	2
Digital Resources	2
Droichead	1
EAL Activities	6
EAL Assessment	4
EAL Challenges	6
EAL Child Characteristics	3
EAL Child Deficit Perception	3
EAL Child Difficulties Encountered	4
EAL Child Feelings	3
EAL Child Integration	3
EAL Child Languages	3
EAL Child Subject Strengths	3
EAL Strengths	3
Grouping Strategy	3
Immersion	2
International Practices in EAL	2
Irish Practices in EAL	2
Language Barrier	2
Language Competence in the Early Years	2
Literacy Programmes	2
Literacy vs. Learning Difficulty	2
Participant Teacher Practices in Support of EAL	2
Perceived Child Needs & Interests	2
Place of Qualification	2
Professional Development Ideals	2
Professional Development Opportunities	2
Professional Development Training	2
Reasons for Programme Participation	2
Repetition	2
Resources	2
SET Delegation of Responsibility for EAL	2
SET Role	2
SET with EAL Amalgamation	2
Socialisation	2
Support Accessibility	2
Support Documents	2
Teacher Approaches to EAL	2
Teacher Expectations for Children with EAL	2
Teacher Feelings Towards EAL	2
Teacher Networking Across Schools	2
Teacher Practices	2
Thematic Approach	2
Visual Supports	2

Initial Codes: [x56]

- Aistear
- Challenge of Communication
- Challenge of Staffing
- Challenge of Time
- Concrete Materials
- COVID Impact
- Culture & Curriculum
- Differentiation
- Digital Resources
- Droichead
- EAL Activities
- EAL Assessment
- EAL Challenges
- EAL Child Characteristics
- EAL Child Deficit Perception
- EAL Child Difficulties Encountered
- EAL Child Feelings
- EAL Child Integration
- EAL Child Languages
- EAL Child Subject Strengths
- EAL Strengths
- Grouping Strategy
- Immersion
- International Practices in EAL
- Irish Practices in EAL
- Language Barrier
- Language Competence in the Early Years
- Languages vs. Learning Difficulty
- Literacy Programmes
- Oral Language
- Participant Teacher Practices in Support of EAL
- Perceived Child Needs & Interests
- Place of Qualification
- Professional Development Ideals
- Professional Development Opportunities
- Professional Development Training
- Reasons for Programme Participation
- Repetition
- Resources
- SET Delegation of Responsibility for EAL
- SET Role
- SET with EAL Amalgamation

			➤ Socialisation ➤ Support Accessibility ➤ Support Documents ➤ Teacher Approaches to EAL ➤ Teacher Expectations for Children with EAL ➤ Teacher Exposure to EAL ➤ Teacher Feelings Towards EAL ➤ Teacher Networking Across Schools ➤ Teacher Priorities ➤ Thematic Approach ➤ Varied Resources ➤ Visual Supports ➤ Vocabulary ➤ Year of Qualification
3. Searching for Themes	03.09.2021 – 06.09.2021 AMG creates a code file called <i>‘Phase 3 – Generating Initial themes from Coded and Collated Data (Developing Categories)’</i> . AMG creates a parent node <i>‘EAL Professional Development – Pre-Programme Participation’</i> to manage data storage at		<u>Initial Themes: [x11]</u> 1. Teacher Experiences with EAL 2. EAL in Education 3. Children with EAL 4. Study Context 5. Methodologies for Teaching & Learning EAL 6. Special Education 7. EAL & Language 8. Professional Development for EAL 9. Support for EAL 10. Resources 11. Challenges <u>These themes were used as umbrella ‘terms’ as follows:</u>

this early stage in the process. AMG copies and pastes all codes from phase 2 into the phase 3 folder. AMG revisits codes for each data item within the focus group discussion. AMG establishes overarching themes that each code might correlate to and merges codes into that theme. The setting to ‘aggregate coding from children’ was selected for each theme. The total number of themes at this stage is 11.	[1] Teacher Experiences with EAL ➤ Teacher Approaches to EAL ➤ Teacher Expectations for Children with EAL ➤ Teacher Exposure to EAL ➤ Teacher Feelings Towards EAL ➤ Teacher Networking Across Schools ➤ Teacher Priorities ➤ Perceived Child Needs & Interests ➤ Culture & Curriculum ➤ Participant Teacher Practices in Support of EAL ○ AMG placed ‘Vocabulary’ as a child node within this code due to all references relating to ‘practices’ that the teachers cited in support of vocabulary development for children with EAL	[2] EAL in Education ➤ EAL Activities ○ AMG placed ‘Socialisation’ as a child node within this code due to all references of socialisation being referred to as an activity for EAL integration ➤ EAL Assessment ➤ Differentiation ➤ Irish Practices in EAL ➤ International Practices in EAL ➤ EAL Challenges ➤ EAL Strengths
	[3] Children with EAL ➤ EAL Child Characteristics ➤ EAL Child Deficit Perception ➤ EAL Child Difficulties Encountered ➤ EAL Child Feelings ➤ EAL Child Integration ➤ EAL Child Languages ➤ EAL Child Subject Strengths ➤ EAL Strengths	[4] Study Context ➤ COVID Impact ➤ Droichead The following codes were renamed to include: ➤ Participant Teachers’ Place of Qualification ➤ Participant Teachers’ Year of Qualification ➤ Participant Teachers’ Reasons for Programme Participation
	[5] Methodologies for Teaching & Learning EAL ➤ Visual Supports ➤ Aistear ➤ Concrete Materials ➤ Digital Resources ➤ Immersion ➤ Repetition ➤ Thematic Approach ➤ Literacy Programmes	[6] Special Education ➤ SET with EAL Amalgamation ➤ Language Vs. Learning Difficulty ➤ Grouping Strategy ➤ SET Delegation of Responsibility for EAL ➤ SET Role
	[7] EAL & Language ➤ Oral Language ➤ Language Barrier ➤ Language Competence in the Early Years	[8] Professional Development for EAL ➤ Professional Development Ideals ➤ Professional Development Opportunities ➤ Professional Development Training
	[9] Support for EAL ➤ Support Accessibility ➤ Support Documents	[10] Resources ➤ Varied Resources <i>Resources was an original code that was deemed a theme at this point</i>
	[11] Challenges ➤ Challenge of Communication ➤ Challenge of Staffing ➤ Challenge of Time	

4. Reviewing Themes	07.09.2021 – 09.09.2021 AMG creates a code file called <i>‘Phase 4 – Developing and Reviewing Themes (Coding On)’</i>. AMG copies and pastes all codes from phase 3 into the phase 4 folder. AMG reviews themes for each code within the focus group discussion to establish if (a) the coded extracts suit the theme, and (b) the entire data set within the theme are appropriately placed. AMG removes some themes from phase 3 by reallocating their codes to other themes from phase 3. The removed themes are: [7] EAL & Language [8] Professional Development for EAL [9] Support for EAL [10] Resources	[1] Teacher Experiences with EAL ➤ Teacher Approaches to EAL ➤ Teacher Expectations for Children with EAL ➤ Teacher Exposure to EAL ➤ Teacher Feelings Towards EAL ➤ Teacher Networking Across Schools ➤ Teacher Priorities ➤ Perceived Child Needs & Interests ➤ Culture & Curriculum – move to [2] EAL in Education ➤ Participant Teacher Practices in Support of EAL – move to [5] Methodologies for Teaching & Learning EAL ○ AMG placed ‘Vocabulary’ as a child node within this code due to all references relating to ‘practices’ that the teachers cited in support of vocabulary development for children with EAL The review established that most of this data was aptly coded to suit the theme of ‘Teacher Experiences with EAL’. The code ‘Culture & Curriculum’ was moved to [2] EAL in Education as it was more suited to that topic. The code ‘Participant Teacher Practices in Support of EAL’ and sub-code ‘Vocabulary’ were moved to [5] Methodologies for Teaching & Learning EAL as they related more so to methodologies than experiences. [2] EAL in Education ➤ EAL Activities – move to [5] Methodologies for Teaching & Learning EAL ○ AMG placed ‘Socialisation’ as a child node within this code due to all references of socialisation being referred to as an activity for EAL integration ➤ EAL Assessment ➤ Differentiation ➤ Irish Practices in EAL ➤ International Practices in EAL ➤ EAL Challenges ➤ EAL Strengths The review established that most of this data was aptly coded to suit the theme of ‘EAL in Education’. The code ‘EAL Activities’ was moved to [5] Methodologies for Teaching and Learning EAL as it was more suited to that topic. [3] Children with EAL ➤ EAL Child Characteristics ➤ EAL Child Deficit Perception ➤ EAL Child Difficulties Encountered ➤ EAL Child Feelings ➤ EAL Child Integration ➤ EAL Child Languages

	[11] Challenges AMG progresses towards phase 5 with six key themes: [1] Teacher Experiences with EAL [2] EAL in Education [3] Children with EAL [4] Study Context [5] Methodologies for Teaching & Learning [6] Special Education	➤ EAL Child Subject Strengths The review established that all of this data was aptly coded to suit the theme of ‘Children with EAL’. It was noted that the parent node might be more specific when reviewed in phase 5 to account for the fact that these are ‘Irish teachers’ perceptions of children with EAL’, and not necessarily representative of ‘children with EAL’ as a broader topic. [4] Study Context ➤ COVID Impact ➤ Droichead ➤ Participant Teachers’ Place of Qualification ➤ Participant Teachers’ Year of Qualification ➤ Participant Teachers’ Reasons for Programme Participation The review established that all of this data was aptly coded to suit the theme of ‘Study Context’ as it not only outlines participant teachers’ context, qualifications and experience, but also their motivation for study engagement. [5] Methodologies for Teaching & Learning EAL ➤ Visual Supports ➤ Aistear ➤ Concrete Materials ➤ Digital Resources ➤ Immersion ➤ Repetition ➤ Thematic Approach ➤ Literacy Programmes The review established that all of this data was aptly coded to suit the theme of ‘Methodologies for Teaching & Learning EAL’. It was noted that the parent node might be more specific when reviewed in phase 5 to account for the additional codes that had been added during this phase (e.g., resources and activities). [6] Special Education ➤ SET with EAL Amalgamation ➤ Language Vs. Learning Difficulty ➤ Grouping Strategy ➤ SET Delegation of Responsibility for EAL ➤ SET Role The review established that all of this data was aptly coded to suit the theme of ‘Special Education’. It was noted that the parent node might be more specific when reviewed in phase 5 to be more specific with regard to how these references to special education relate to the topic of EAL.

		[7] EAL & Language ➤ Oral Language – move to [2] EAL in Education ➤ Language Barrier – move to [3] Children with EAL ➤ Language Competence in the Early Years – move to [2] EAL in Education The review established that this data was not aptly coded to suit the theme of ‘EAL & Language’. It was not a coherent data set. The codes ‘oral language’ and ‘language competence in the early years’ were moved to ‘EAL in Education’ while the code ‘language barrier’ was moved to ‘Children with EAL’ as it related to that theme. [8] Professional Development for EAL – move to [1] Teacher Experiences with EAL ➤ Professional Development Ideals ➤ Professional Development Opportunities ➤ Professional Development Training The review established that this data was aptly coded to suit the theme of ‘Professional Development for EAL’. It was merged into the theme of ‘Teacher Experiences with EAL’ as it relates to teachers’ experiences of professional development for their work with children with EAL. [9] Support for EAL – move to [1] Teacher Experiences with EAL ➤ Support Accessibility ➤ Support Documents The review established that this data was aptly coded to suit the theme of ‘Support for EAL’. As a standalone theme, it lacked depth and breadth. It was merged into the theme of ‘Teacher Experiences with EAL’ as it relates to teachers’ experiences of support for their work with children with EAL. The code was also renamed ‘Teacher Support for EAL’. [10] Resources – move to [5] Methodologies for Teaching & Learning EAL ➤ Varied Resources The review established that this data was aptly coded to suit the theme of ‘Resources’. However, it was insufficient as a standalone theme, so it was merged into the theme of ‘Methodologies for Teaching & Learning EAL’ as some methodologies use resources to scaffold instruction. [11] Challenges ➤ Challenge of Communication – move to [3] Children with EAL ➤ Challenge of Staffing – move to [1] Teacher Experiences with EAL ➤ Challenge of Time – move to [4] Study Context – Impact of COVID-19 The review established that this data was aptly coded to suit the theme of ‘challenges’ but found that ‘challenges’ as a theme for the entire data set was inappropriate. Each challenge could be reallocated within another theme to represent the challenge relevant to that specific theme (i.e., challenge for teachers, challenge for children with EAL).

5. Defining and Naming Themes	09.09.2021 – 11.09.2021 AMG creates a code file called '<i>Phase 5 – Refining, Defining & Naming Themes (Developing a Thematic Framework)</i>'. AMG copies and pastes all codes from phase 4 into the phase 5 folder. AMG continues to explore the specifics of each theme with a view to establishing a holistic narrative of the analysis. AMG defines each theme and begins to plan for the report of findings.	6 themes were organised and defined as follows: <u>[1] Study Backdrop</u> (Formerly [4] Study Context) <i>Any reference to participant teachers' qualifications, years teaching, current working climate and motivation for programme engagement.</i> <u>[2] Teachers and EAL</u> (Formerly [1] Teacher Experiences with EAL) <i>Any reference to participant teachers' emotional, attitudinal, professional and practical experiences of engaging with EAL.</i> <u>[3] Teachers' Perceptions of Children with EAL</u> (Formerly [3] Children with EAL) <i>Any reference from participant teachers regarding children with EAL and their educational, social, attitudinal, and emotional experiences.</i> <u>[4] Practices for EAL Teaching & Learning</u> (Formerly [5] Methodologies for Teaching & Learning) <i>Any reference to participant teachers' educational practices regarding the use of methodologies, activities and resources in support of children with EAL..</i> <u>[5] EAL and Special Education</u> (Formerly [6] Special Education) <i>Any reference to special education in the context of EAL.</i> <u>[6] EAL in Education</u> (Formerly [2] EAL in Education) <i>Any reference to EAL and education.</i>

6. Producing the Report	13.09.2021 – 17.09.2021 AMG produces a report that relates to the research question on this topic. This exercise was then replicated for all data sources. Reports were examined for commonalities / differences across each context. A synthesis of most salient themes occurred to produce the findings and discussion in chapter four.	Scoil Eibhlín is a rural primary school of Catholic patronage located in the north-west of Ireland. At the time of this study, it had a mixed enrolment of 199 pupils, with English as the primary language of instruction. Five teachers in Scoil Eibhlín consented to programme participation: the junior infant teacher (teacher U1), the senior infant teacher (teacher U5) and three special education teachers (teacher U2, teacher U3, teacher U4). The junior infant class hosted 16 children, 4 of whom spoke English as an Additional Language (EAL). However, of these children who spoke EAL, some had a native-English speaking parent, so they were not technically regarded as learning ‘EAL’ within this school setting due to their home exposure to the English language. Though the Tell-a-Tale Inis Scéal programme was aimed at the junior infant class, the in-school professional support team agreed that teacher U5 would benefit from engaging in professional development for the initiative as part of her <i>Droichead</i> within the school, even though her class would not receive the intervention. It was subsequently decided that a small group of six senior infant pupils would participate in Tell-a-Tale only to allow teacher U5 to practise delivering the small-group instruction component of the programme. The principal of Scoil Eibhlín provided daily cover for the rest of the senior infant class to accommodate teacher U5’s collaborative delivery of Tell-a-Tale. Thematic analysis of the first focus group discussion in Scoil Eibhlín outlines the following core themes: • Study Backdrop • Teachers and EAL • Teachers’ Perceptions of Children with EAL • Practices for EAL Teaching and Learning • EAL and Special Education • EAL in Education Each theme is now presented to provide an insight into teacher professional development experiences of EAL support prior to programme delivery.

Appendix U: Multiple Case Study Data Comparison

Draw-and-Tell Interview Data for RQ3 – Theme One

<u>Theme</u>	<i>U-School</i>	<i>V-School</i>	<i>W-School</i>	<i>X-School</i>	<i>Y-School</i>	<i>Z-School</i>
<i>1.Social and Concrete Interactions – Child Awareness and Preferences</i>	<u>Concrete Materials in Programme</u>	<u>Concrete Materials in Programme</u>	<u>Concrete Materials in Programme</u>	<u>Concrete Materials in Programme</u>	<u>Concrete Materials in Programme</u>	<u>Concrete Materials in Programme</u>
	• Child likes making the sentences with pictures • Child likes making the stories with resources • Child likes sequencing images • Child likes the bingo game • Child likes the fly swatter • Child likes the pictures • Child likes the role-play props • Child recalls Bingo game • Child recalls box used to store resources • Child recalls narrative retell props • Child recalls narrative retell sequencing images	• Child likes making the sentences with pictures • Child likes the fly swatter • Child likes the pictures • Child likes the role-play props • Child recalls narrative retell props • Child recalls narrative retell sequencing images	• Child likes the fly swatter • Child likes the pictures • Child likes the role-play props • Child recalls narrative retell props	• Child likes making the sentences with pictures • Child likes sequencing images • Child likes the pictures • Child likes the role-play props • Child recalls box used to store resources • Child recalls narrative retell props • Child recalls narrative retell sequencing images	• Child likes sequencing images • Child likes the fly swatter • Child likes the role-play props • Child recalls the role-play props • Child recalls box used to store resources • Child recalls narrative retell props • Child recalls narrative retell sequencing images • Child recalls narrative retell sequencing images	• Child likes the fly swatter • Child likes the role-play props • Child recalls box used to store resources • Child recalls narrative retell props • Child recalls narrative retell sequencing images • Child reference to pictures

	<u>Social Aspects of Programme</u> Child likes Sociable Components: • Child likes to help teacher tell the story • Child likes to see their friends • Child likes turn-taking in programme • Child likes working with peers • Child likes working with teacher Programme Participants: • Child draws mainstream teacher • Child draws peers engaging with programme • Child draws researcher • Child draws support teacher(s) • Child draws themselves	<u>Social Aspects of Programme</u> Child likes Sociable Components: • Child likes to help teacher tell the story • Child likes working with peers Programme Participants: • Child draws mainstream teacher • Child draws peers engaging with programme • Child draws support teacher(s) • Child draws themselves	<u>Social Aspects of Programme</u> Child likes Sociable Components: • Child likes working with peers Programme Participants: • Child draws mainstream teacher • Child draws peers engaging with programme • Child draws support teacher(s) • Child draws themselves	<u>Social Aspects of Programme</u> Child likes Sociable Components: • Child likes turn-taking in programme • Child likes working with peers Programme Participants: • Child draws mainstream teacher • Child draws peers engaging with programme • Child draws support teacher(s) • Child draws themselves	<u>Social Aspects of Programme</u> Child likes Sociable Components: • Child likes working with peers Programme Participants: • Child draws mainstream teacher • Child draws peers engaging with programme • Child draws support teacher(s) • Child draws themselves	<u>Social Aspects of Programme</u> Child likes Sociable Components: • Child likes to see their friends • Child likes working with peers • Child likes working with teacher Programme Participants: • Child draws mainstream teacher • Child draws peers engaging with programme • Child draws researcher • Child draws themselves
	Child awareness of GRR in-action	Child awareness of GRR in-action	Child awareness of GRR in-action	Child awareness of GRR in-action	Child awareness of GRR in-action	Child awareness of GRR in-action

Appendix V: Sample Codebook

Thematic Analysis Codebook for RQ2 – Mainstream Teacher Experiences of Bilingual Narrative Pedagogy

Phase 2: Generating Initial Codes (29 codes)	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
Abair Liom	Any reference to the Irish programme ‘Abair Liom’	6	20
Bilingual narrative for PLC implementation	Any reference to bilingual narrative in TaTIS for PLC implementation	7	12
Bua na Cainte	Any reference to the Irish programme ‘Bua na Cainte’	5	6
Céim ar Chéim	Any reference to the Irish programme ‘Céim ar Chéim’	1	4
CLT Facilitation	Any reference to the enablement of CLT	5	15
CLT as a Positive Classroom Practice	Any reference to CLT as a positive classroom practice	4	12
Drama as new Irish practice	Any reference to drama in Irish as a new practice	2	3
English-Irish CLT	Any reference to English-Irish CLT enablement	5	12
Expanding on child input	Any reference to recasting / expanding child responses	3	5
Fortnight instruction as new Irish practice	Any reference to fortnight instruction in Irish as a new practice	4	4
General Commentary on Irish Programmes	Any general comment regarding Irish language programmes	1	4
GRRM as a new term	Any reference to the gradual release of responsibility model as a new term	4	5
Integrated Narrative Knowledge	Any reference to new knowledge for English-Irish narrative instruction	2	4
Integrated Narrative Practice	Any reference to new practice for English-Irish narrative instruction	4	5
Integrated English-Irish resources	Any reference to resource opportunities and challenges for PLC implementation	6	7
Integrated instruction as new Irish practice	Any reference to integrated instruction in Irish as a new practice	4	4
Macrostructure as a new term	Any reference to narrative macrostructure as a new term	2	3
Making English-Irish connections	Any reference to making connections between languages for PLC implementation	6	6
Microstructure as a new term	Any reference to narrative microstructure as a new term	2	3
Narrative for PLC implementation	Any reference to narrative in TaTIS for PLC implementation	6	14
Potential of stories as new learning	Any reference to the potential of stories for new learning	3	4
Prior Knowledge	Any reference prior knowledge for PLC implementation	6	6

Prior knowledge for PLC implementation	Any reference to prior knowledge in TaTIS for PLC implementation	5	6
Programme appropriateness for PLC implementation	Any reference to TaTIS opportunities and challenges for PLC implementation	8	28
Reduced content as new Irish practice	Any reference to reduced content in Irish as a new practice	2	4
Shared reading as a new Irish practice	Any reference to shared reading in Irish as a new practice	6	6
Story Grammar as a new term	Any reference to story grammar as a new term	2	3
Universality of content as important	Any reference to the importance of universal content	2	3
Vocabulary for PLC implementation	Any reference to vocabulary in TaTIS for PLC implementation	4	5
Phase 3: Searching for Themes	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
Evidence of Integrated Oral Narrative Knowledge and Practice	Any reference to an integrated approach to English-Irish oral narrative instruction	4	8
Integrated Narrative Knowledge	Any reference to new knowledge for English-Irish narrative instruction	2	4
Integrated Narrative Practice	Any reference to new practice for English-Irish narrative instruction	4	5
Irish Language Resources	Any reference to Irish language resources in primary schools	9	35
Abair Liom	Any reference to the Irish programme 'Abair Liom'	7	20
Bua na Cainte	Any reference to the Irish programme 'Bua na Cainte'	5	6
Céim ar Chéim	Any reference to the Irish programme 'Céim ar Chéim'	2	4
General Commentary on Irish Programmes	Any general comment regarding Irish language programmes	3	4
Primary Language Curriculum	Any reference to the primary language curriculum and factors that enable / hinder its implementation	8	45
Integrated English-Irish resources	Any reference to resource opportunities and challenges for PLC implementation	6	7
Making English-Irish connections	Any reference to making connections between languages for PLC implementation	6	6
Prior Knowledge	Any reference to prior knowledge for PLC implementation	6	6

Programme appropriateness for PLC implementation	Any reference to TaTIS opportunities and challenges for PLC implementation	8	28
Narrative for PLC implementation	Any reference to narrative in TaTIS for PLC implementation	6	14
Bilingual narrative for PLC implementation	Any reference to bilingual narrative in TaTIS for PLC implementation	7	12
Prior knowledge for PLC implementation	Any reference to prior knowledge in TaTIS for PLC implementation	5	6
Vocabulary for PLC implementation	Any reference to vocabulary in TaTIS for PLC implementation	4	5
Teacher Experiences of Teaching English Oral Narrative	Any reference to teacher experiences of teaching English oral narrative through TaTIS	11	24
English Narrative Knowledge	Any reference to new knowledge for English narrative instruction	5	13
Macrostructure as a new term	Any reference to narrative macrostructure as a new term	2	3
Microstructure as a new term	Any reference to narrative microstructure as a new term	2	3
Story Grammar as a new term	Any reference to story grammar as a new term	2	3
GRRM as a new term	Any reference to the gradual release of responsibility model as a new term	4	5
English Narrative Practice	Any reference to new practice for English narrative instruction	9	11
Expanding on child input	Any reference to recasting / expanding child responses	3	5
Potential of stories as new learning	Any reference to the potential of stories for new learning	3	4
Universality of content as important	Any reference to the importance of universal content	2	3
Teacher Experiences of Teaching Irish Oral Narrative	Any reference to teacher experiences of teaching Irish oral narrative through TaTIS	11	37
Irish Narrative Practice	Any reference to new practice for Irish narrative instruction	6	17
Drama as new Irish practice	Any reference to drama in Irish as a new practice	2	3
Fortnight instruction as new Irish practice	Any reference to fortnight instruction in Irish as a new practice	4	4
Integrated instruction as new Irish practice	Any reference to integrated instruction in Irish as a new practice	4	4
Reduced content as new Irish practice	Any reference to reduced content in Irish as a new practice	2	4
Shared reading as a new Irish practice	Any reference to shared reading in Irish as a new practice	6	6

Teacher Views of Cross-Linguistic Transfer	Any reference to indicate teachers' views of cross-linguistic transfer	5	39
CLT Facilitation	Any reference to the enablement of CLT	5	15
CLT as a Positive Classroom Practice	Any reference to CLT as a positive classroom practice	4	12
English-Irish CLT	Any reference to English-Irish CLT enablement	5	12
Phase 4: Reviewing Themes	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
T1 – Teacher Experiences of Teaching Oral Narrative	Any reference to teacher experiences of teaching English and/or Irish oral narrative through TaTIS	11	63
T1.1. English Narrative Knowledge	Any reference to new knowledge for English narrative instruction	11	21
T1.2. English Narrative Practice	Any reference to new practice for English narrative instruction	9	11
T1.3. Irish Narrative Practice	Any reference to new practice for Irish narrative instruction	6	17
T1.4. Integrated Narrative Knowledge	Any reference to new knowledge for English-Irish narrative instruction	2	4
T1.5. Integrated Narrative Practice	Any reference to new practice for English-Irish narrative instruction	4	5
T2 – Teacher Views of Cross-Linguistic Transfer	Any reference to indicate teachers' views of cross-linguistic transfer	5	39
T2.1. CLT Facilitation	Any reference to the enablement of CLT	5	15
T2.2. English-Irish CLT	Any reference to English-Irish CLT enablement	5	12
T2.3. CLT as a Positive Classroom Practice	Any reference to CLT as a positive classroom practice	4	12
T3 – Irish Language Resources	Any reference to Irish language resources in primary schools	9	35
T3.1. Existing Irish Language Programmes	Any reference to the Irish language programmes used in each participant school	9	24
T3.2. Teacher Criticality of Irish Language Resources	Any reference to shortcomings in current Irish language resources	6	10
T3.3. Teacher Professional Growth for Irish Language Resource Selection	Any reference to new insights regarding the choice of Irish language resources	2	2

T4 – Primary Language Curriculum	Any reference to the primary language curriculum and factors that enable / hinder its implementation	8	45
T4.1. Programme appropriateness for PLC implementation	Any reference to TaTIS opportunities and challenges for PLC implementation	8	28
T4.2. Integrated English-Irish resources	Any reference to resource opportunities and challenges for PLC implementation	6	7
T.4.3. Making English-Irish connections	Any reference to making connections between languages for PLC implementation	6	6
T.4.4. Prior Knowledge	Any reference prior knowledge for PLC implementation	6	6
Phase 5: Defining and Naming Themes	Code Definitions for Coding Consistency	Interviews Coded	Units of Meaning Coded
Narrative Knowledge and Practice Transferability	Any mainstream teacher reference regarding oral narrative knowledge or practice for the instruction of English and Irish oral narrative skills.	11	63
Irish Language Resources	Any mainstream teacher reference regarding current or future Irish language resources to assist with integrated English-Irish language instruction.	9	35
Teacher Views on Cross-Linguistic Transfer	Any mainstream teacher reference regarding the transfer of language skills, dispositions, content, and attitudes.	5	39
Primary Language Curriculum Implementation	Any mainstream teacher reference regarding the implementation of the integrated Primary Language Curriculum.	8	45

Appendix W: Programme Delivery Record

This record is important to keep as it proves project implementation, duration & dosage. Please see the following sample to inform how to complete this record on a daily basis.

Tell-a-Tale

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1 ✓ when the programme has been delivered. ✗ when the programme has not been delivered.	✗	✓	✓	✓	✓
Duration Number of minutes the programme took to deliver on that day.	35 minutes	35 minutes	30 minutes	-	35 minutes
Absentees Initials of anyone who was absent on that day of delivery.	-	-	AB	-	CD, EF

Please include a reason for programme postponement on days with ✗.

Date of Postponement	Reason for Postponement
12.04.2021	Not enough personnel for programme delivery – SETs conducting assessments.

Inis Scéal

	Lá 1	Lá 2	Lá 3	Lá 4	Lá 5
Seachtain 1 ✓ nuair atá Inis Scéal déanta. ✗ aon lá nach bhfuil Inis Scéal déanta.	✓	✓	✓	✗	✓
Fad ama Am caite ar an gclár.	30 nóiméad	30 nóiméad	30 nóiméad	-	25 nóiméad
As láthair Taiifead ar éinne atá as láthair. Taiifead ar éinne atá as láthair.	-	-	AB	-	CD, EF

Please include a reason for programme postponement on days with ✗.

Date of Postponement	Reason for Postponement
15.04.2021	Sports Day

Programme Delivery Record

Tell-a-Tale

	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
Week 1					
<i>Duration</i>					
<i>Absentees</i>					
Week 2					
<i>Duration</i>					
<i>Absentees</i>					
Week 3					
<i>Duration</i>					
<i>Absentees</i>					
Week 4					
<i>Duration</i>					
<i>Absentees</i>					
Week 5					
<i>Duration</i>					
<i>Absentees</i>					
Week 6					
<i>Duration</i>					
<i>Absentees</i>					

Please include a reason for programme postponement on days with X.

<i>Date of Postponement</i>	<i>Reason for Postponement</i>

Programme Delivery Record

Inis Scéal

	<i>Lá 1</i>	<i>Lá 2</i>	<i>Lá 3</i>	<i>Lá 4</i>	<i>Lá 5</i>
Seachtain 1					
<i>Fad ama</i>					
<i>As láthair</i>					
Seachtain 2					
<i>Fad ama</i>					
<i>As láthair</i>					
Seachtain 3					
<i>Fad ama</i>					
<i>As láthair</i>					
Seachtain 4					
<i>Fad ama</i>					
<i>As láthair</i>					
Seachtain 5					
<i>Fad ama</i>					
<i>As láthair</i>					
Seachtain 6					
<i>Fad ama</i>					
<i>As láthair</i>					

Please include a reason for programme postponement on days with X.

<i>Date of Postponement</i>	<i>Reason for Postponement</i>

Appendix X: Certificate of Programme Completion



Appendix Y: Samples of Cross-Curricular Integration



