



Trinity College Dublin

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

Scaffolding Students' Use of the ELP with Classroom-Based Learning

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EALTA SIG4SIGN webinar

Tuesday 12 November 2024

Presentation covers for today

- To integrate the CEFR approach with the ELP in classroom assessments to support autonomous learning
- ELP's benefits and the approach to motivating students
- Emphasising the crucial role of teacher involvement
- To adapt ELP with weekly guidance and group discussions to boost engagement, motivation, and reflective learning in ISL.

To recap....CEFR approach is learner centred

- The teacher is not the “holder of all knowledge”!
- In practice – this means moving away from fixed word lists that must be taught and instead using CEFR themes and specific notions in classes.
- This means allowing students to self-select materials relevant to them and their choice of topic.
- The concept of “Learner autonomy” is central!

Teaching Hours per Semester

Direct Teaching: 4 hours weekly (2 hours per class)

Lab Work: 4 hours weekly

2 hours: Reviewing and completing class homework

2 hours: ELP-focused self study

Adapted ELP Framework

Classroom-based activities and continuous assessment

Modules: ISL 3 & ISL 4. (CEFR Level B1/2 productive)

See themes on next slide

Group Presentations (2 per Semester)

➤ **Presentation Themes:**

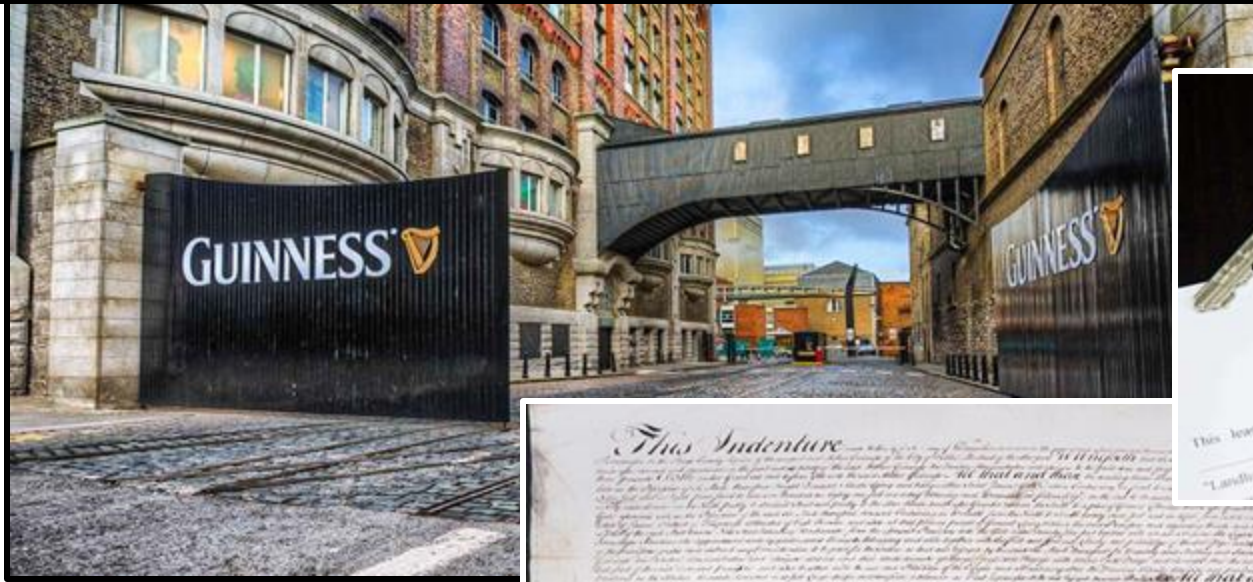
- Famous Buildings in Ireland. (*PowerPoint in next slide*)
- Irish Celebrity
- Deaf Celebrity (Irish or Global)
- Deaf Organisations (Irish or Global)

➤ **Project Timelines:**

- Themes provided 6 weeks in advance
- Continuous feedback and reflection

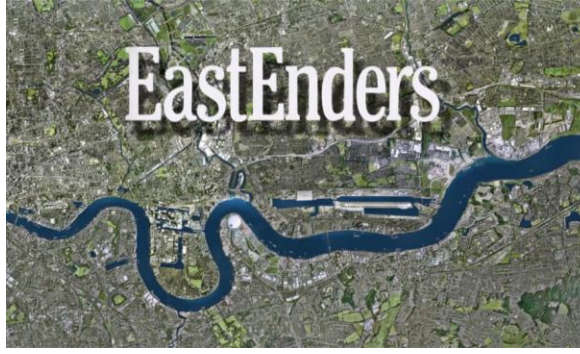
Task-Based Approach Overview

Using a structured Task-Based Approach (pre-task, task, post-task) with weekly feedback to guide ISL presentations and self-assessment.





- **Rose-Ayling-Ellis**



Individual Student Assessment (15%)

Senior Fresh (Michaelmas Term 2024) – ISL 3 (DFU22001) Portfolio

ASSESSMENT GUIDELINES

ISL 3 (DFU22001) PORTFOLIO

Expected maximum global level of attainment

Can sign at length with confidence and reasonable fluency on familiar or general topics, adapting appropriately to formal/informal contexts. Lacks facility in handling abstract or unfamiliar topics but can cope reasonably well. Difficulty with complex sentence and discourse structures.

Individual Student Assessment (15%)

CATEGORY	Level 1	Level 2	Level 3	Level 4	Level 5
Phonology:	almost unintelligible	heavily by English L1	fair L2 ISL	good L2 ISL and intonation	excellent L2 ISL and intonation
Fluency:	very slow and hesitant – frequent stops and starts	stilted and somewhat hesitant but manages to keep going	flows reasonably well despite occasional hesitations	fluent, good expression	very fluent and facial expression, normal flow
Grammatical Control:	very little control – grammatical errors impede the message	errors frequent, difficulty with complex structures, but message intelligible	good control of basic structures, some errors in more complex structures and discourse patterns	only occasional errors, mostly in control of complex structures and discourse patterns	very few noticeable errors, competent control of complex structures and discourse patterns
Vocabulary:	deficient vocabulary knowledge seriously impedes communication	limited vocabulary knowledge; no attempt to use specialist terms appropriate to the task/topic	good general vocabulary knowledge but limited knowledge of specialist terms appropriate to the task/topic	demonstrates clear effort to use specialist terms and vocabulary appropriate to the task/topic	excellent mastery of specialist terms and vocabulary appropriate to the task/topic.
Cultural Information/ Deaf Friendly	Poor structure showing little understanding of presenting information in a Deaf friendly way	Some evidence of presenting information in a Deaf friendly way, though many structural errors are evident	Good use of structure showing a Deaf friendly way of presenting information but some errors are evident	Very good use of structure showing a clear understanding of how to present information in a Deaf friendly manner, minor errors	excellent structure showing a great degree of understanding of how to present information in a Deaf friendly way

Group Task Assessment (5%)

Senior Fresh (Michaelmas Term 2024) – ISL 3 (DFU22001) Portfolio

Group Task Assessment (5%)

How effectively the task is executed in terms of –

content/substance; organization; rhetorical skills; presentation skills; continuity and flow

The presentation must fulfil:

- (a) Students should not read from scripts (prompts, visuals, props, OHS transparencies, etc. may of course be used);
- (b) The presentation must be coherent and show evidenced of collaboration between all members of the group (i.e. there should be regular interaction and communication between the students in the group, and not just a simple sequencing of individual talks)

Weak	Satisfactory	Good	Very Good	Outstanding
1	2	3	4	5

Self analysis and reflection

Rubric – ISL 3 Portfolio 1

Student Name:

Theme: Historical Places in Ireland

Please analyse your performance from your class presentation (Portfolio 1) and fill in the rubric. You are expected to give detailed comments below, *no more than 500 words*, stating why you scored the mark and what areas should be improved. Return this sheet to me by email by Friday 18 October 2024, by noon.

	1	2	3	4	5
Vocabulary including: <i>Handshapes, movement, orientation and location</i>					
Vocabulary choices					
NMF					
Fluency					
Structure including: <i>Timeline, loci markers, eye gaze, grammar structure</i>					
Content of Information					

Comments

This should include how you are, whether you are happy or should have done better, regarding the preparation: “before” the presentation and “on the day” What would you do for the next portfolio?

Vocabulary

Vocabulary choice

NMF

Fluency

Content of Information

What would you do for the improvements for the next portfolio?

Challenges and Group Task Assessment

- Balancing individual and group assessment helps students
 - recognize teamwork needs
 - building skills for future ISL presentations.

Conclusion

- Through practical examples and experiences, the presentation covers the highlighted methods to enhance student motivation and confidence, ensuring that the ELP becomes a dynamic tool for active and engaged learning.
- This presentation explores strategies for effectively scaffolding students' use of the ELP within classroom-based learning, emphasising the crucial role of teacher involvement.



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Thank You

Any questions?

