

SUPPORTING EAL LEARNERS IN YOUR CLASSROOM



WHAT ARE YOU ALREADY DOING THAT'S GREAT?

As a teacher, you may feel unsure about what to do when you find out you are going to have an EAL student in your classroom.

Rest assured, you already have many of the skills and strategies needed to help your EAL kids experience success.

SUCH AS...

- opportunities for student talk: whole group, small group, partners
- side-by-side learning opportunities that include conferring and next steps
- choice in learning
- relevant and rigorous content
- various forms of feedback and assessment
- explicit modeling of learning strategies
- using big ideas to help students connect to their learning

SUCH AS...

- adjusting your speed/rate of speaking
- use gestures and body language
- use visuals whenever possible
- model and demonstrate
- frequent check-ins
- repetition of key ideas
- increased opportunities for risk-free practice of speaking with/for peers
- adjusted times for test-taking/assignments
- adapted lessons and assignments

WHAT STRATEGIES CAN YOU USE TOMORROW?

Your time is valuable and you have a range of needs to address in your classroom. Here are some key delivery strategies you can start using tomorrow, which will be **ESSENTIAL** for your EAL students, and **BENEFICIAL** to all.

FOUR QUICK & EASY EAL RESOURCES



ACADEMIC VOCABULARY

As a staff, select a range of core academic words that will be explicitly taught and used across all content areas.

TALK FOR WRITING

The author, Pie Corbett believes in the power of oral storytelling to create stories that can be retold and then written down. Through imitation, innovation and invention, these three phases empower young children to tell their stories.

GOOGLE TRANSLATE

There are a range of online translation tools available to both you and your students.

Google Translate is one that students can download on their personal devices and use in a classroom setting.

EET

The expanding expression tool is a multi-sensory approach that provides students with a process to organize language elements so that they are able to give more detailed descriptions and definitions of items. This method works well for non fiction writing and can be easily adapted for fictional writing.

AN EAL MINDED CLASSROOM LOOKS LIKE....

- Students making friends with others
- Students taking risks through conversation
- Frequent conferring and checkins
- Students understand expectations
- Adapted lesson outcomes and goals
- Adapted assessment practices
- Cultural diversity is celebrated
- Communication with parents through translation
- An adapted report card

AN EAL MINDED CLASSROOM DOES NOT LOOK LIKE...

- Students in isolation
- Students stuck in the silent-phase
- Students left to their own devices
- Students are confused and unsure
- Standard outcomes and expectations
- Students are all assessed in the same way
- Cultural diversity is not acknowledged
- No communication with parents
- The regular report card

For more support and information, contact Prairie Spirit's Newcomer Welcome Center:

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