

MyEd AIP Language Development Support Strategies

The strategies are divided into the areas of listening, speaking, reading and writing. They are not divided by grade level or English language proficiency level, so we need to choose strategies that are a good fit for the age and level of the student.

Please choose a total of at least four strategies (one strategy for each area of listening, speaking, reading and writing). It is okay to choose more strategies, but four is the minimum.

EN Listening:

Allow student to respond in a variety of ways, including non-verbal

Rephrase, recast or paraphrase to model correct form

Show video clips with an adjusted rate of speech, subtitles, closed-captioning

Use multiple ways to develop listening comprehension (dictation, notetaking, sketching, etc.)

Provide structured previews/organizational frameworks of discussions for listening

Make a cloze of song lyrics so that students can listen for the missing words

Adjust language for understanding e.g. simplify word choice, adjust rate of speech, use repetition/rephrasing.

Select materials that authentically demonstrate multiple perspectives and cultures. Explicitly discuss the role of cultural norms (greetings, manners, celebrations, etc.)

Identify shared cultural beliefs and practices

Use a peer mentor system for orientation to school, class routines and other social activities

Use first language peer mentors for formal and informal school activities

Affirm student identity through strategies and resources such as identity texts, heroes, influencers and guest speakers from various cultures

Liaise with parents using resources such as the Settlement/Multicultural workers, teacher consultants and community partners

Provide translated information as relevant to student, parents and families

Educators learn greetings and a few common expressions in the students' home languages

Encourage parents to continue to use L1 at home to support cognitive development

Embed First People's principles of learning throughout the curriculum and make meaningful connections

Explicitly explain cultural references contained in text and oral language

Determine language objectives aligned with content objectives as part of unit/lesson planning

Teach basic vocabulary and simple phrases and sentences to engage in classroom experiences

Use flexible groupings e.g. independent, partner, small group, whole group; include opportunities to work with native/advanced English speakers

Encourage students to confer with L1 partners to clarify instructions or key terms and concepts

Determine language objectives aligned with learning standards as part of unit/lesson planning

Attend to vocabulary, grammatical forms and language functions required for academic tasks during the planning and implementation stage of instruction

Attend to broadening scope and use of vocabulary and syntax during the planning and implementation stage of instruction

Strengthen the range of language patterns for oral and written production e.g. style, tone, voice, audience Provide a bank of vetted websites for student to choose from

Use the Picture Word Inductive Model to develop a variety of literacy skills (e.g. vocabulary, word-level skills, composition, etc.)

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Follow and visually display predictable routines in order to create an environment of security and stability.

EN Reading:

Teach early English literacy skills e.g. alphabet, concepts of print, letter-sound correspondence, phonemic awareness, phonics, cognates, etc. (as developmentally appropriate)

Use L1 and/or dual language texts strategically

Provide accessible text, including multimedia

Reinforce everyday expressions and patterned speech through choral activities

Develop word consciousness & explicit word learning strategies (e.g. common prefixes, suffixes, context as a cue, etc.)

Use LEA to create student produced text for rereading and word work

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Use graphic organizers to summarize key concepts, support thinking and address specific language structures

Build and activate background knowledge through multiple modalities prior to reading

Use a variety of discussion structures to promote literate conversations about text

Explicitly teach academic (Tier 2) vocabulary, multiple modalities through multiple interactions, within rich contexts

Use manipulatives, realia and models to support conceptual understanding

Explicitly model and teach proficient reading strategies for use before, during, and after reading

Develop text comprehension strategies in conjunction with a genre based approach focusing on text and language structures.

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EN Speaking:

Allow student to respond in a variety of ways, including non-verbal

Use choral repetition, songs and chants to help students learn new phrases and words, and develop the rhythm and intonation patterns of English

Provide multiple opportunities for authentic speaking tasks

Encourage students to create raps, chants and role-plays, and short presentations related to curriculum content

Provide scaffolds such as sentence frames, stems, word banks, etc. to support production

Accept errors in speech as normal and focus on meaning

Teach oral language and social linguistic skills required for group work

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EN Writing:

Early literacy skills (as developmentally appropriate)

Use the language experience approach to record student ideas

Encourage students to write notes and drafts in L1

Provide opportunities for students to create ideas in L1 or English with a partner prior to writing

Use manipulatives, realia and models to support concept and idea development in writing

Provide specific and descriptive feedback in a timely manner for students' written work

Allow student to respond in drawings, labels, words, phrases, and simple sentences

Explicitly teach and model the writing process within individual and collaborative settings

Explicitly teach grammar in context

Provide models, prompts, frames for short written responses

Provide sentence frames and word banks for writing activities

Explicitly teach how to use dual language, illustrated dictionaries, thesauri, dictionaries of idioms and/or glossaries to assist in written work

Model how to use graphic organizers to organize ideas for writing

Use student-teacher or student-student dialogue journals and free writing to encourage students to take risks and experiment with language

Use picture books, photos, text sets and other images such as sequenced pictures to inspire discussion and writing

Use models, sentence stems, writing frames, mentor texts, modelled and shared writing to expand use of various forms, and the length and complexity of writing appropriate to grade level

Incorporate explicit and context based grammar instruction

Introduce more complex grammatical structures such as passive verbs and subordination through context-based examples

Teach writing using a developmentally appropriate genre based approach that includes a focus on language and text structures

Encourage writing for real purposes by publishing in a variety of ways, e.g. writing to an author, prominent citizen or pen pals, preparing a digital newspaper, blog, or webpage.

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