

SUCCESS FOR ALL
Series

Supporting
Additional
Language
Learners in
the Second
Language
Classroom



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CASLT encourages excellence in second and additional language teaching and learning throughout Canada by creating opportunities for professional development, by encouraging research, and by facilitating the sharing of information and the exchange of ideas among second language educators.

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Structure of this Handbook

This handbook is organized around ten common areas of challenge that many second language teachers face in their efforts to support their additional language learners. These challenges are framed as Key Areas of Inquiry and laid out in a five-page folio format. Each Key Area of Inquiry presents a related question, and then provides possible strategies and a planning tool. A separate list of CASLT resources is included at the end of the handbook for further reference.

Page 1 of the folio: The Key Area of Inquiry



- A title introduces each Key Area of Inquiry.
- A question frames the support required to address the Key Area of Inquiry.
- A brief description clarifies different aspects of the Key Area of Inquiry.
- A closing statement summarizes general strategies related to the Key Area of Inquiry.

Pages 2 and 3 of the folio: The Strategies

- Strategies related to the Key Area of Inquiry are presented as Top Ten Tips grouped into two categories:
 - **How to Survive** tips are relatively simple strategies generally requiring little time and few resources to activate.
 - **How to Thrive** tips give longer term, more intensive strategies that provide a foundation for long-term success.
- The **Teacher Voices** section offers *Survive* and *Thrive* tips shared by second language teachers.



Pages 4 and 5 of the folio: Planning for Success

- The **My Next Steps Planner** helps teachers implement *Survive* and *Thrive* strategies and reflect on their success.

A resource section lists a range of relevant CASLT material related to the Key Areas of Inquiry.

Many of CASLT's resources are free or available at reduced cost to members. We invite you to visit our website to access them at www.caslt.org.



1 Including Additional Language Learners

How do I advocate for the inclusion of additional language learners in my second language classroom?

It is still a commonly believed myth that additional language learners should be exempt from second language programs and courses because they need more time in the majority language of the school or community or that they will be confused by learning two new languages. There may also be an assumption that there is no benefit for these students to learning the second language alongside their peers.

Although every student is different, research and experience indicate that, for the vast majority of additional language learners, including them in your second language classroom is of greatest benefit to them. Here, they are

afforded academic and social language learning opportunities with their majority language-speaking peers, as well as improved majority language and literacy skills. In addition, your second language classroom may be one of the few places where additional language learners find themselves on a relatively level playing field with their peers.

Open communication, an inviting classroom, and providing solid research-based information to colleagues, administrators and families can help you advocate for additional language learners to take their rightful place beside their peers in your second language classroom.



My Next Steps Planner – Survive Tips

To improve my practice, I want to:

Survive tips	What I need	How it worked

My Next Steps Planner – Thrive Tips

To improve my practice, I want to:

Thrive tips	What I need	How it worked

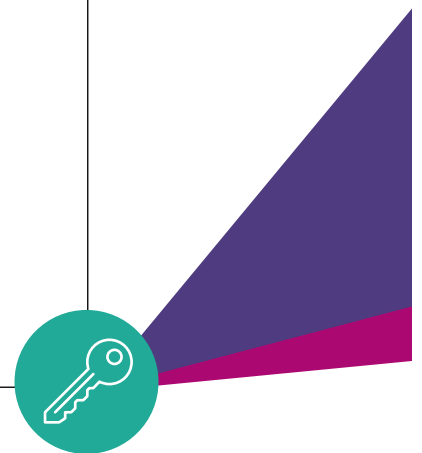
2 Welcoming Classrooms

How can I make my additional language learners feel welcome and safe in my second language classroom?

By reading this section, you are already on the right track. Your desire to welcome, include, and create a safe and comfortable space for all to learn will be seen and felt by your additional language learners. Luckily, many of the attitudes and actions appropriate for any classroom also apply to your second language classroom. Show additional language learners that you are happy to have them in your class: avoid making assumptions, promptly

learn names and how to pronounce them correctly, and nurture an empathetic classroom culture that values diversity, relationships, and risk-taking.

A deep commitment to creating a classroom environment in which your additional language learners can feel welcome and safe allows them to focus more quickly on learning and using the target language.





CASLT Resources

The Canadian Association of Second Language Teachers (CASLT) produces a range of resources for educators like you, seeking ideas and inspiration for your classroom practice. This list includes those specifically related to the Key Areas of Inquiry presented in this handbook. Most are available for purchase, often at a reduced cost to CASLT members, and some are available for free viewing or download. Visit CASLT's website at www.caslt.org to further explore our resources.

Publications

Assessment in Action: A CEFR-based Toolkit for FSL Teachers

Based on the Common European Framework of Reference for Languages (CEFR), this toolkit provides adaptable tasks organized around “can-do” statements to support assessment of students’ language proficiency levels. The resource is published in two volumes (**Level A¹** [A1.1 – A2.2] and **Level B²** [B1.1 – B2]). Available in both English and French.

Canadian Language Portfolio for Teachers³

This portfolio was designed to assist teachers in assessing their linguistic and cultural experiences, and their second language skills in three areas: day-to-day life, the second language classroom, and professional life as a

second language teacher. Available in both English and French.

Enhancing Learning: Strategies for Inclusion⁴

Ten inclusion strategies chosen for their potential to respond to diverse student needs in second language classrooms are outlined in this resource. Available in both English and French.

I Can...: Empowering Language Learners (A teacher's guide to using the Language Portfolio)⁵

This resource is designed to help second language teachers at the secondary level understand the concept of learner autonomy as it relates to classroom practice that supports the principles and guidelines of the Language Portfolio. Sample lessons are included. Available in both English and French.

Inventaire linguistique des contenus clés des niveaux du CECRL⁶ (Inventory of Core Language for CEFR levels)

This resource provides an inventory of the core French language content at each of the levels A1.1 to C1 of the Common European Framework of Reference for Languages (CEFR). Free download available in French only.

New Teacher's Handbook: Surviving and Thriving in the Second Language Classroom⁷

This resource features tips from new and experienced second language teachers, solutions to ten frequent

situations that new second language teachers face, planners to help implement those solutions, and plenty of resources for further support. Available in both English and French.

Second Language Teachers' CEFR-Inspired Practices⁸

This collection of teacher-submitted practices shows how the Common European Framework of Reference (CEFR) is being incorporated into Canadian language classrooms. Available in English only.

School-Based Language Portfolio (L2RIC)⁹

This school-based language portfolio was developed by L2RIC, who owns all rights. The portfolio serves as the basis for *I Can...: Empowering Language Learners (A Teacher's Guide to Using the Language Portfolio)*. Published bilingually in English and French.

Using the Language Portfolio in the Classroom¹⁰

This workshop package presents a step-by-step guide for those delivering training on the Language Portfolio. Available in both English and French.

Leadership for Successful FSL Programs¹¹

Intended for school administrators, school-based teacher leaders, and district administrative staff, this leadership guide summarizes best practices from research and literature. Covering six different themes, each folio summarizes the most effective teaching and learning practices for

1 <https://www.caslt.org/en/boutique-en/aat-fsl-a-en>

2 <https://www.caslt.org/en/boutique-en/aat-fsl-b-en>

3 <https://www.caslt.org/en/boutique-en/portfolio-for-teachers-en>

4 <https://www.caslt.org/en/boutique-en/enhancing-learning>

5 <https://www.caslt.org/en/boutique-en/i-can-en>

6 <https://www.caslt.org/en/pedagogical-resources/resources/other-resources>

7 <https://www.caslt.org/en/boutique-en/new-teacher-handbook-en>

8 <https://www.caslt.org/en/boutique-en/l2-teacher-inspired-practices-en>

9 <https://www.caslt.org/en/boutique-en/school-based-language-portfolio-l2ric>

10 <https://www.caslt.org/en/boutique-en/portfolio-workshop-en>

11 <https://www.caslt.org/en/boutique-en/leadership-successful-fsl-programs>



Supporting Additional Language Learners in the Second Language Classroom provides teachers with concrete, practical strategies to survive and thrive in classrooms with additional language learners. This handbook was developed using the input of new and experienced second language teachers. Over 200 strategies have been included in this document, all intended to support teachers over the short- and long-term as they support additional language learners in their second language classrooms. This handbook is organized around ten Key Areas of Inquiry, which are laid out in a folio format. Each Key Area of Inquiry presents a related question, provides possible strategies for supporting students, and offers a planning tool for teachers.



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