SUCCESS FOR ALL
Series

Supporting Additional Language Learners in Every Classroom

Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

Acknowledgments

Contents

Structure of this Handbook

This handbook is organized around ten common areas of challenge that many classroom 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 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**.

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1 Including Additional Language Learners

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

You may face a situation where your additional language learners are "pulled out" or kept out of your classroom, either semi-permanently or for extended periods of time. Some of the reasons for creating separate classes for additional language learners are more time dedicated to learning the majority language of the school or community or access to a specialist language teacher through separate groupings for interventions.

Although every student is different, research and experience indicate that, for the vast majority of additional language learners, keeping them in your classroom with their majority language – speaking peers is of greatest benefit. Here, they are afforded academic and social language learning opportunities, as well as improved majority language and literacy skills.

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 in your classroom.
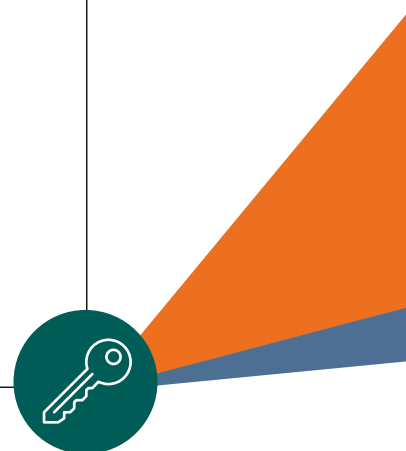
My Next Steps Planner – Survive Tips

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

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 ESL 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 A[1] [A1.1 – A2.2] and Level B[2] [B1.1 – B2]). Available in English only.

Canadian Language Portfolio for Teachers[3]

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 Inclusion[4]

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.

Second Language Teachers' CEFR-Inspired Practices[6]

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)[7]

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 Classroom[8]

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

Literature Review on the Impact of Second-Language Learning[9]

This research literature review examines the impacts of student second language learning in the following areas: cognition, academics, personal life, society at large, economics, and intercultural understanding. Both the review and executive summary[10] are available as free downloads. Available in both English and French.

Portfolio des langues (élèves du primaire)[11]

This resource introduces elementary school teachers and their students to the principles of a language portfolio: autonomy, self-assessment, and self-directed learning. Available in French only.

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1   https://www.caslt.org/en/boutique-en/aat-esl-a-en
2   https://www.caslt.org/en/boutique-en/aat-esl-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/boutique-en/l2-teacher-inspired-practices-en
7   https://www.caslt.org/en/boutique-en/school-based-language-portfolio-l2ric
8   https://www.caslt.org/en/boutique-en/portfolio-workshop-en
9   https://www.caslt.org/en/boutique-en/lit-review-en
10   https://www.caslt.org/en/boutique-en/lit-review-es-en
11   https://www.caslt.org/en/boutique-en/portfolio-primaire-en

Supporting Additional Language Learners in Every 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 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 every classroom. 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.