

EAL strategies on-the-go, as you go

Episode # 10

Krashen, S. D. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Teacher Actions: Input

Provide examples of work in progress or finished work

Post functional phrases on walls

Create explicit learning outcomes (in EL-friendly language)

Work with a group of same home language ELs (English learners)

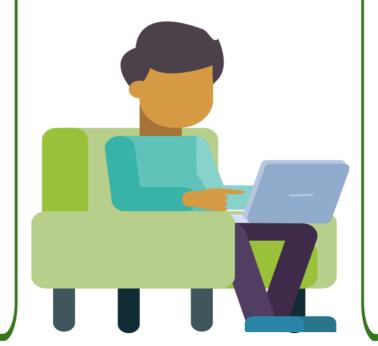
Offer prepared summaries

Teach concepts by comparing & contrasting

Give modified texts

At this phase of language development, educators can use English texts that are at ELs' reading levels and speak using social language to establish comprehensible input.

Hi! I'm a Developing **English Learner**



Students' Actions: Output

Fill in tables Annotate images

Make graphs & charts

Create a list, video, or outlines

Categories ideas using highlighting

Complete sentence frames

Collaborate in home-language groups; provide answers in English

Produce short sentences in English (Quick Writes)

Incorporate content vocabulary in writing and in speech

Complete cloze passages w/ vocab in the word bank. If there are 20 blanks, offer 25 words in the word bank.

At this phase of language development, ELs are able to communicate using social language and simple sentences with some content specific vocabulary.