



Bathroom Briefs

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.

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.

Hi! I'm a
Developing
English Learner

