

# EAL Online Webinars 2024

The Department of Education and Early Childhood Development, in partnership with the Regional Centres for Education (RCEs) and Immigrant Services Association of Nova Scotia (ISANS), is supporting an online English as an Additional Language (EAL) professional learning community for all educators.

To register email: [paroo.mackinnon@novascotia.ca](mailto:paroo.mackinnon@novascotia.ca)

**January 15, 3-4 pm**

## **Scaffolding for Multilingual Language Learners**

**Krissy Brewer, EAL Specialist, Department of Education and Early Childhood Development**

Classroom teachers are tasked with the challenge of transforming grade-level content into comprehensible input for multilingual language learners. The purpose of this learning module is to provide teachers with strategies for reaching multilingual language learners where they are while maintaining high expectations. Creating accessible opportunities for students to demonstrate understanding is also addressed.

**January 24, 3-4 pm**

## **Strategies Checklists for Youth and Young Adult Literacy Learners**

**Gary Griffiths, Team Lead/EAL Instructor, Immigrant Services Association of Nova Scotia (ISANS)**

This presentation will introduce some common strategy gaps found in literacy learners and discuss the benefits of developing strategies checklists to help plug these gaps. It will cover reading, writing, numeracy, and social strategies, along with examples of how they're used with young adult literacy learners at ISANS.

**March 20, 3-4 pm**

## **Raising the Bar for Multilingual Learners in a Secondary Classroom**

**Joan Chisholm-Whidden and Melissa Westlake, EAL Teachers with Annapolis Valley Regional Centre for Education (AVRCE)**

This webinar will go through the steps of how to conduct an initial assessment of an Additional Language Learner and then introduce them into the classroom using Tier 1 and Tier 2 supports. This will increase the likelihood of success for the student in a secondary school setting. The webinar will discuss the importance of technology in helping to address the gap between multilingual language learners and fluency in English, but also show how students can reach their full academic/intellectual potential by using appropriate adaptations suggested by the EAL teacher and implemented by the classroom or subject teacher. The webinar will demonstrate that language acquisition need not be a barrier to students when selecting courses and proceeding to post-secondary education.

**April 23, 3-4 pm**

## **Developing Literacy Skills Through High-Interest/Low-Vocabulary Books**

**Andrea Small, EAL Teacher with Chignecto Central Regional Centre for Education (CCRCE)**

EAL students in grades 7-12 arrive with numerous literacy skills in their first language (L1). High-interest/low-vocabulary books are a great way to tap into higher-order thinking skills and encourage rich classroom discussions. Students are able to see all the elements of stories while reading books at a level appropriate to their current English skills. There is a growing list of high/low books on the ALR that can be used for individual reading or small-group study. This webinar will look at practical ways of incorporating high/low books into lessons for EAL students in grades 7-12.

**May 15, 3-4 pm**

## **Writing Skills for EAL Learners: Scaffolding, Mediation, and Typical Thought Patterns**

**Astrid Seidel, EAL and Newcomer Settlement Teacher with South Shore Regional Centre for Education (SSRCE)**

Teaching writing skills to EAL students can feel as overwhelming for teachers as it can for our students to complete writing assignments. However, there are some proven strategies and tools that can help teachers support our EAL learners to express their ideas in written language. During this webinar, we will look at scaffolding techniques, the pros and cons of translations vs. mediation, as well as some typical language interferences among Arabic-, Korean-, Ukrainian-, and Russian-speakers (e.g., syntax, word-formation). The goal is to better understand typical mistakes our students may make and how we can help them self-correct or support each other during peer editing activities. This also requires a brief overview of different writing styles in these different languages, which can influence EAL students when expressing themselves in written form.