



English as a Second Language Council

of The Alberta Teachers' Association

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President's Message

by Gaylene Mackay



Welcome to the latest issue of *Accent*. As this is my first message as president of ESLC, let me introduce myself. I currently work as the English as an Additional Language (EAL) Lead Teacher with Red Deer Public Schools. I have worked within EAL and English as a Second Language (ESL) teaching for over 20 years at both a high school and middle school level. I have previously served on the English as a Second Language Council (ESLC) Executive in several roles, including as the PD Director Central, Secretary and President-Elect. I first joined the ESLC 15 years ago because I felt very isolated as one of the only ESL teachers in my area, and I was searching for

somewhere to connect with others in a similar field.

Fortunately, I found that connection through this specialist council. I have greatly appreciated the opportunity to network with others in the field and to continue to find opportunities to increase my understanding of the ways in which I can work with students learning English as an additional language. As the number of newcomers continues to grow rapidly across our province, I am sure that there are others feeling as I did: overwhelmed, isolated and unsure of what to do. I hope that anyone who is feeling that way will reach out to ESLC. We are here to support you.

The dynamics of our classrooms continue to change. Speaking for my own jurisdiction, in mid-February, Red Deer Public's EAL Intake Team had already completed 95% of last year's intakes, when last year itself had been a record-breaking year for us. I started this school year teaching high school ESL, and it seemed as though I was welcoming new students into my classes daily. While that often felt quite overwhelming, I also felt extremely

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honored and humbled to be one of the individuals to guide these students in their new journey. I have always taken great pride in the relationships formed in my classroom, both between the students and me and among the students themselves. In particular, the power of peer support was emphasized to me on my last day of teaching in the classroom in December. It was a Tuesday, and we began our routine with Tuesday Tongue Twisters. After having practiced that week's tongue twisters, I asked for any volunteers to say one aloud to the class. Those that wanted to participate did so eagerly. I noticed a student who had just started the day before (and whose intake indicated that he was an emerging English language learner) had put up his hand. When I called on him, he tried his best to repeat what his classmates had done. Before I could congratulate

him on his courage, my entire class started clapping for him. My heart swelled. A sense of belonging is important for all students; however, it is imperative that our newcomers feel it. We can only hope that with this sense of belonging, and with time for language development, our newcomers will feel safe enough to share their stories with us. We have so much to learn from them.

In closing, I would like to thank Annie Fung, Publications Director, for her efforts in publishing *Accent* for ESLC. Additionally, thank you to all who contributed to this publication. We are always looking for articles about great resources, lesson ideas, reflections on working with EAL learners, etc. If you have a story or resource to share, we encourage you to reach out.

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ESLC Life Memberships

by Gaylene Mackay

We would like to congratulate and thank two long-term members of the ESLC who have been awarded a life membership: Dr. Hetty Roessingh and Dr. Kathy Salmon. The mission statement for ESLC states that the goal of the Council is to promote “best practices in education for K–12 ESL teachers through professional development, advocacy, inquiry and communication.” These two educators epitomize this goal.



Dr. Hetty Roessingh has played an important role in supporting both English Language Learners (ELLs) and those teaching them through her work as a public school teacher, university professor, researcher and advocate. Hetty has

been a great support to and of ESLC as she has continued to share her wealth of knowledge with us by providing PD sessions and working with ESLC Executive on various initiatives.



Dr. Kathy Salmon has also been vital in the support of those working with EAL learners in Alberta. She recently completed her doctoral thesis on Effective Teaching Practices for EAL learning. Kathy has provided much

professional development and guidance on this topic throughout the province. She has also worked with Alberta Education.

ESLC is grateful to Hetty and Kathy for their years of dedication to our specialist council, our educators and our students.

Editor's Note

by Annie Fung



Happy Spring, fellow educators!

Spring has arrived, bringing a refreshing energy to our classrooms. I'm sure you're busy welcoming newcomers and ensuring they feel embraced and ready to learn. As

schools buzz with activity, I've noticed many teachers exploring the use of artificial intelligence (AI) in their work.

Personally, I'm a tech geek, but finding ways to incorporate AI into teaching can seem daunting. However, I've taken it upon myself to learn more about this exciting field. AI sessions at the Greater Edmonton Teachers' Convention were a hit this year, indicating a growing interest—probably across the province!

My colleagues and I have been experimenting with ChatGPT, Twee and Diffit for a presentation for my division. There's so much potential! AI can aid in translating, creating activities and even adjusting text to suit different reading levels students who are English language learners. However, professional judgment and fine tuning of AI generated resources are crucial—we all know that AI generated resources have inaccuracies and outdated content. It's also important to learn what the pitfalls of using AI may be, and instead use it for things that these trusty bots excel at! Most importantly, remember to consult with

administrators and division leaders for guidance on integrating AI in the classroom.

I encourage you to explore AI if you're curious. Feel free to share your ideas in *Accent*.

Here are some sites to explore, including from our very own ATA:

- ATA Library of Resources on AI - <https://teachers-ab.libguides.com/ai/education>
- Some Tips on Using AI (ATA) - <https://teachers.ab.ca/news/some-tips-using-ai-school>
- The Best Posts About Using Artificial Intelligence with ELLs (Larry Ferlazzo) - <https://larryferlazzo.edublogs.org/2023/06/04/the-best-posts-about-using-artificial-intelligence-with-ells/>

In this issue of *Accent*, we have a diverse range of articles, from honouring lifetime ESLC members to being a fly on the wall in a new EAL teacher's classroom. There's also a discussion on approaching controversial topics in Career and Life Management (CALM) class in culturally responsive ways, strategies for using games and soccer in and out of the classroom to build community and to let students shine, as well as tips for culturally relevant teaching, and more! Enjoy your readings!

Thank you for your dedication to our students and their families. Feel free to reach out with any questions or article suggestions. Wishing you all a successful end to the school year, filled with sunny skies and joyful celebrations with your students!

Reflections from My First Year Teaching ESL

by Brayden Thomson

I am proud to be part of the ESL team at Lindsay Thurber Comprehensive High School in Red Deer, Alberta. I graduated from the University of Calgary in Spring 2023. Prior to pursuing my studies, I had worked with newcomer youth at a variety of agencies in the city. I have always found working with youth incredibly rewarding and valuable.

Having spent many years working with newcomers, I entered this career equipped with foundational knowledge, cultural awareness training and experience, trauma-informed practices and many established relationships in the school division with both teachers and newcomer students. Nonetheless, I was not prepared for differentiating for such a vast variety of English levels in one classroom. ESL teaching involves not just teaching students content but also differentiating that content in many ways.

In my first semester, I had 36 students in one ESL class, all with varying needs, language backgrounds, language barriers and past traumas, all of which affected the learning environment. Planning differentiated instruction in my lessons for these many students proved to be a real struggle. But I am honored to have had a great department that helped

me navigate my first semester as I adjusted to a new school, new environment and my new role as a first-year teacher.

Another unexpected aspect of teaching ESL was the lack of teaching specific-outcome targets. Unlike my background in social studies, where there are many specific skill and general learning outcomes for every class, teaching ESL requires a much more flexible approach. Every student comes into our classrooms with different proficiency levels and requires tailored material and learning goals.

This first semester has taught me many things, the most significant of them being the importance of relationships. It is essential to build a quick rapport with students as it helps them have grace for me as I navigate this career, while also helping them realize that they are not the only ones who are new in the classroom. Finally, in this first year, I have greatly appreciated the support from my colleagues and the professional development opportunities from the Alberta Regional Professional Development Consortia. There are many great resources available to help in planning for differentiated instruction.

Creating Authentic Learning Moments for English Language Learners: An Approach to CALM 20

by Samantha Tuer

Why think about the future when you're trying to make it through today? New life, new language, new everything—the chaos that shapes the reality of our students every day. To navigate through this chaos, the Career and Life Management (CALM) course aims to “help students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future” (Alberta Education 2002). However, the beautiful intentions of CALM may often fall on the back burner when students' main focus is mastering the English language and securing a high school diploma. Nonetheless, as teachers, we hope that students will move forward into happy, healthy and successful lives, achieving all their wildest dreams. While it is no secret that teenagers tend to live in a world of instant gratification and one-track views, I believe it is our job to not only teach them the tools for future success but also provide real-world opportunities and experiences right now. This article aims to provide some insight into my practices while teaching the CALM course, which I hope will be valuable for your classrooms too!

Planning with Purpose

With Canada's growing population of newcomers and refugees, we have been given the gift of a global community right in our classrooms. Though I have never relocated to a new country myself, I have moved enough times, and to enough cities and provinces, to value the feeling of consistency and safety. I therefore always begin my courses with intentional community-building activities. This not only sets the stage for our semester but also allows students to learn more about me, their peers and the

expectations for our classroom. Through these activities, *my* classroom becomes *our* classroom. As such, when a person feels safe and respected in a space, they are more likely to participate, take risks and be vulnerable. I believe this is essential for a course like CALM to make its true impact.

When approaching the curriculum through an EAL lens, it is important to consider all elements of identity present in the classroom: from beliefs and values to personal experiences, and topics of potential controversy. While this may sound daunting, a mindful eye, culturally inclusive content and relevant tasks can foster authentic curiosity in our learning environment.

One of my top priorities while planning is guest speakers. Traditionally, students in CALM listen to guest speakers who talk about mental health, personal finances and careers. Most schools have a long history with local organisations and rely on the same program of speakers to visit each semester. While these speakers share excellent information, they are not always EAL-friendly and tend to involve a speedy delivery of language-heavy content. With a little extra research, I have been able to engage speakers who not only deliver the same messages but also reflect the lives of the students with whom they are speaking. Since these speakers come from local newcomer agencies, small businesses and organizations led by people from diverse communities, students can see their potential futures in the lives of our guests. Additionally, many small business owners who were newcomers or refugees themselves have been eager to speak with my class and share their stories. It is a beautiful way to engage students with their local community and open the door for rich, multilingual discussions.

With such a diverse set of backgrounds and beliefs in our classroom, mindful preparation for discussing human sexuality and relationships was essential. Before beginning this unit, I took the time to reflect on the students in my classroom, their prior knowledge or lack thereof and potential perspectives they may bring to the discussion. Keeping the focus centred around healthy, safe and loving relationships, students were consistently reminded to draw on their empathy and understand that all humans are deserving of love and respect. We explored the topics of mental, physical and emotional boundaries, as well as the importance of consent. I was intentional in providing examples of boundaries and consent across all aspects of life, rather than just sexual acts. We discussed implementing boundaries with friends and family, recognizing when one is not comfortable with someone's actions or words and communicating those feelings. We noted issues of consent in various situations and cocreated solutions for how they might be handled. For example, taking photos of someone without asking or sharing photos without permission. Due to the consistent community building in our classroom throughout the semester, many students felt comfortable to engage in these discussions.

As we know, human sexuality continues to be a complex topic in our classrooms. Parents must be notified prior to these discussions, and they have the right to make decisions for their child's learning. The *Alberta Education Act*, section 58.1(1) states the following:

“Notice to parent

58.1(1) A board shall provide notice to a parent of a student where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality” (p 69).

Therefore, when planning for the unit on human sexuality and relationships, teachers should be aware of the above requirement and be proactive in considering their responses to students who will not be involved in this learning, as well as students who may challenge the inclusion of these teachings.

A final note in purposeful planning for CALM is to be intentional with language and reconsider how questions and ideas are presented to students. For example, we have all been asked the age-old

question, “What do you want to be when you grow up?” While this is valid, I prefer to ask students, “What do you want to change when you grow up?” Now, more than ever, youth are aware of the complex issues in our world, many experiencing them firsthand, and they often have strong opinions about these issues. Why not take those experiences and opinions and channel them into finding career opportunities that allow them to be a part of the change they want to see? This is a chance to explore pathways into public sectors, services and community organisations. I have students striving for careers in construction to build homes for people in need, those interested in law and the legal process for immigrants and refugees, and those looking for ways to educate people on becoming financially independent. You'd be surprised at how students' motivations change when they see that the possible outcomes of their education align with their values.

Reflection Questions for Purposeful Planning

- What are the beliefs, values and experiences present in the classroom?
- What do students already know? What information do I hope they know by the end of the course?
- What are some of the collective views present in students' communities outside school?

Authentic Assessments

As students discover their goals, interests and strengths, it is our job to provide authentic assessments to guide them toward their path. Following in the footsteps of educators before us, we can use previously designed tasks and restructure them for the English language learner. Teachers are always told to “not reinvent the wheel,” a statement I stand by to maintain work-life balance; however, the wheel is sometimes old and dusty and needs to go for a tune-up. Considering this, some projects that were successful in our class were Shark Tank presentations for entrepreneurship and innovation, A Taste of CALM: Cooking on a Budget, the Youth Health & Wellness Fair, and My Story: Past, Present and Future. Each of these assignments involved multiple language strands and real-world applications.

The Youth Health & Wellness Fair, involving the research, design and creation of a tri-fold display and interactive activity, was a particular semester highlight. Using topics from our personal choices and wellness unit, students produced educational booths that welcomed visits from other classes and a surprise pop-in from our principal. Students from the school's Learning Enhancements and Development (LEAD) program and other EAL classes had the opportunity to both speak and listen to their peers. It was an unforgettable hour filled with laughter and learning.

In their final assignments, My Story: Past, Present and Future, in addition to the required resume writing, interview practice and personal finance assignments, I appreciated my students' willingness to share their stories with me. Students were given a choice board to reflect on who they were, who they are and who they hoped to become. In this assignment, it is crucial to explain to students that they are welcome to share as much or as little detail as they are comfortable with. Some students will take this as an opportunity to share transformational life stories, while others may want to share light-hearted highlights from their lives—both can be helpful. By understanding this safe and flexible environment, many students in my class engaged in genuine self-reflection of their growth



and of their understanding of the world around them. I humbly share that students also thanked me for this assignment, although I am the one who is eternally grateful to them for trusting me with their stories—big and small. I believe this trust and effort were earned through our shared experiences during the semester.

Reflection Questions for Authentic Assessments

- How might I adjust my expectations for assessments based on individual student needs?
 - How much is enough? What do I hope the individual gains from this assessment?
- In what ways might I support students' ways of thinking, being and doing through this task?
- How might I help students gain compassion and empathy for themselves and others?
- What real-world applications does this assessment reflect?
 - Why should students care about this specific task?

Final Thoughts

Ultimately, we will all use our own approach when teaching CALM to students who are English language learners. We will experience new students with new dynamics, new opportunities and new areas of growth. Through consistent, reflective practices and the goal of creating authentic learning moments, newcomer students in CALM 20 can gain insight into their future lives in Canada and begin the transition from chaos to creation.

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Unlocking Language Skills Through Play: The Power of Games in EAL Education

by Joshua LaFleur

In the vibrant world of teaching EAL learners, teachers are constantly looking for innovative strategies to enhance language acquisition. Among these, games stand out as a dynamic and effective tool, offering a blend of engagement, practice and cultural immersion. This article delves into the transformative role games play in EAL education, providing insights and practical tips for teachers looking to enrich their instructional approaches.

The Educational Power of Games

Games, with their inherent motivation and interactive nature, offer a unique avenue for language acquisition. They lower the affective filter—reducing anxiety and increasing willingness to communicate—and provide meaningful context for language use. Through play, EAL students can practice language skills in a safe and supportive environment where mistakes are a part of the learning process rather than a source of embarrassment.

Types of Games for Language Acquisition

- **Board games:** Classics like Scrabble or newer games tailored for language learners can expand vocabulary and encourage strategic thinking in English. Customizable board games enable the targeted practice of specific grammar concepts or vocabulary sets.
- **Role-playing games:** By stepping into different roles, students can practice a range of communicative functions, from everyday conversations to more complex negotiations, all within engaging but imaginary contexts.
- **Digital games:** Language learning apps and online platforms offer interactive experiences that adapt

to individual learner levels, providing immediate feedback and a personalized learning path.

- **Word and story games:** Activities like Story Cubes or Pictionary promote creativity and spontaneity, encouraging students to use new vocabulary and structures in imaginative ways.

Implementing Games in the Classroom

To maximize the benefits of games in language acquisition, consider the following strategies:

- **Align games with class learning objectives:** Choose or design games that complement current learning goals, whether focusing on vocabulary, grammar, pronunciation or pragmatics.
- **Incorporate cultural elements:** Games can be a fantastic way to introduce students to the cultural aspects of English-speaking countries, enhancing their cultural competence alongside language skills.
- **Facilitate peer interaction:** Encourage group games to promote communication among students. Peer learning can be particularly effective in language acquisition as it provides a less intimidating environment for practice.
- **Use games for assessment:** Informal games can serve as a tool for assessing language proficiency in a less formal context, offering insights into students' spontaneous language use and comprehension.

The Impact of Games on EAL Learners

Beyond language acquisition, games have a broader impact on EAL students. They foster a sense of community within the classroom, help students build confidence in their language abilities and

contribute to a positive learning experience. Moreover, games support cognitive development, including problem-solving skills and memory enhancement, which are beneficial across all learning areas.

Conclusion

Incorporating games into EAL education is not only about making learning fun. It's a strategic approach to language teaching that recognizes the complexity of language acquisition and leverages the

natural human inclination towards play for educational purposes. As we continue to explore and understand the potential of games in the language classroom, we open the door to more engaging, effective and joyful learning experiences for our students. Let's embrace the power of play in unlocking the linguistic potential of EAL learners, preparing them for a world where language is a bridge rather than a barrier.

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- PD opportunities
- Some meetings held via Skype
- Information to help you with your professional practice
- Opportunity to advocate at a provincial level for our learners
- All expenses covered

We're super fun!

If you are interested in joining the ESLC, please visit the ESLC website at www.eslcata.com.

The Case for More Soccer in Alberta's Middle Schools: A Sport for Inclusion and Learning

by Joshua LaFleur

Introduction

In schools across Alberta, there's a growing conversation about the role of sports in creating inclusive and dynamic learning environments. Soccer, with its global appeal, offers a unique avenue for fostering a sense of belonging among students, particularly those navigating the challenges of EAL and adjusting to a new country. This article explores the benefits of integrating soccer into middle school programs, emphasizing its potential to bridge gaps and enrich student experiences.

Why Soccer?

Soccer isn't just a game; it's a global language that transcends cultural and linguistic barriers, making it an ideal sport for schools who want to support a diverse student body. Its benefits for EAL students and newcomers are particularly noteworthy. Research highlights how soccer can enhance academic skills, language proficiency and identity formation, offering a familiar and engaging environment for students to connect with peers and their new community.

Moreover, soccer serves as a powerful unifier. Its universal appeal means that many students already have a passion for the game, providing a readymade opportunity for them to engage fully and authentically with their school community. Through soccer, we can challenge and dismantle language and socioeconomic barriers, fostering empathy and understanding among all students.

There are several potential advantages of a vibrant soccer program in middle schools:

- Boosting literacy and academic skills
- Providing holistic learning opportunities

- Promoting anti-racist behaviors and actions
- Enhancing teachers' understanding of cultural diversity
- Addressing systemic inequities directly

Interest and Uptake

The popularity of soccer among youth in Canada is undeniable. Studies show it to be the most favoured sport, with increasing rates of participation in the Calgary area and beyond. This enthusiasm is not limited to people born in Canada; soccer also holds significant appeal for immigrant families, often serving as a bridge to greater involvement in school and community life.

Local clubs in Alberta, from the Cochrane Wolves to Chestermere United, indicate a robust interest in soccer at the community level. While specific numbers are challenging to pin down without surveys, the upward trend in registrations suggests a strong and growing appetite for the sport among middle school-aged children.

Conclusion

Incorporating soccer into middle school sports offerings is not just about adding another activity to the roster. It's about leveraging a globally beloved sport to foster a more inclusive, empathetic and socially integrated school environment. Through soccer, we can enhance academic achievement, encourage cultural understanding and create a welcoming space for all students, particularly those facing the dual challenges of adapting to a new language and culture. As teachers across Alberta continue to seek ways to enrich students' educational experiences, soccer stands out as a powerful tool for connection, learning and growth.

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Culturally Relevant Pedagogy in EAL Classrooms: Embracing Windows and Mirrors

by Youssra Badr

Within EAL classrooms, the fusion of linguistic and cultural diversity presents a fertile ground for cultivating inclusive and empowering learning environments. Drawing inspiration from Gloria Ladson-Billings' (1995) culturally relevant pedagogy, educators in these spaces are poised to nurture a setting that respects and celebrates the multifaceted cultural identities of their students. In this exploration, I delve into the imperative of integrating culturally relevant pedagogy in EAL classrooms and offer strategies for fostering an environment where students' cultural capital is recognized and honoured.

Culturally relevant pedagogy (Ladson-Billings 1995) acknowledges the diverse cultural backgrounds of students and emphasizes the centering of students' lived experiences and cultural identities within the educational process. It advocates for pedagogical approaches that affirm students' cultural heritage, validate their linguistic diversity and foster critical consciousness of social inequities. In the context of EAL classrooms, culturally relevant pedagogy underscores the significance of leveraging students' cultural assets as a foundation for meaningful learning experiences.

Benefits of Culturally Relevant Pedagogy

- Empowering engagement: Culturally relevant practices cultivate a sense of belonging and agency among students, prompting active engagement in learning.
- Intrinsic motivation: By integrating students' cultural experiences into the curriculum, educators nurture their intrinsic motivation, propelling them to excel in language acquisition

in ways that helps them navigate academic and social spheres.

- Enhanced learning outcomes: Through culturally relevant instruction, educators enhance students' comprehension, retention and application of language skills, leading to enriched learning outcomes.

Strategies for Culturally Relevant Pedagogy in EAL Classrooms

- Curate culturally affirming materials: Select texts, visuals and resources that authentically reflect students' cultural backgrounds and lived experiences.
- Promote critical consciousness: Facilitate discussions that encourage students to critically analyze societal structures and power dynamics, fostering a deeper understanding of social justice issues.
- Create culturally inclusive environments: Adorn the classroom with symbols, artifacts and literature representing diverse cultures, fostering a sense of pride and belonging among students.
- Foster collaborative learning communities: Cultivate a collaborative learning environment where students are encouraged to share their cultural knowledge and language skills, promoting mutual respect and appreciation.
- Validate linguistic diversity: Embrace students' linguistic diversity by integrating their native languages into instruction, validating their linguistic identities and facilitating language development.

Expanding on Culturally Relevant Pedagogy with *Windows and Mirrors*

In aligning with culturally relevant pedagogy (Ladson-Billings 1995), educators in EAL classrooms are called to incorporate both “windows” and “mirrors” (Bishop 1990) into their instructional practices. Mirrors reflect students’ cultural identities and experiences, affirming their sense of self-worth and belonging, while windows provide opportunities for students to explore diverse perspectives and expand their worldview.

Practical Implementation of Culturally Relevant Pedagogy

- Select culturally relevant literature: Curate literature that resonates with students’ cultural backgrounds and offers diverse perspectives.
- Integrate multimodal resources: Utilize multimedia resources that celebrate diverse cultures, providing immersive experiences beyond traditional texts.
- Encourage personal narratives: Create space for students to share personal anecdotes and cultural traditions, fostering a sense of community and mutual understanding.
- Facilitate critical reflection: Engage students in critical discussions that prompt them to examine representations of culture and identity in media and literature, challenging stereotypes and promoting cultural sensitivity.

Ensuring Positive Representation

- In cultivating a culturally relevant pedagogy in EAL classrooms, it’s imperative to ensure that students encounter positive representations of their cultural backgrounds and identities. For many students, their classroom experiences may serve as their initial exposure to diverse forms of representation. Regrettably, media portrayals of certain groups often perpetuate negative stereotypes and misconceptions. Therefore, it becomes incumbent upon educators to counteract

these narratives by providing affirming and empowering representations within the classroom environment.

- Students should feel a sense of pride and affirmation when they encounter representations that authentically reflect their cultural heritage. For some students, this may mark their first encounter with positive depictions of their communities. By offering a positive view of the cultures being represented, educators can instill a sense of dignity, belonging and self-worth among students.
- Incorporating culturally affirming materials, literature and resources into the curriculum not only validates students’ cultural identities but also challenges prevailing negative stereotypes. It enables students to see themselves reflected in a positive light, fostering a sense of agency and empowerment. By deliberately curating materials that celebrate diversity and highlight the strengths and contributions of various cultural groups, educators can create a classroom environment that promotes inclusivity, respect and appreciation for the richness of human diversity.

By embracing culturally relevant pedagogy in EAL classrooms, educators not only enhance language acquisition but also cultivate critical consciousness, social empathy and cultural competence among students. Through intentional and reflective practice, educators can create transformative learning experiences that empower students to navigate an interconnected world with confidence and resilience.

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The Alberta Teachers' Association

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