

Universal Language Actions at a Glance

Universal Language Actions That Facilitate Learner Understanding of Oral and Written Language

- ☐ **Action 1.1** Using gestures, facial expressions, images, pictures, drawings, objects, and manipulation materials
- ☐ **Action 1.2** Playing with expression and voice intonation, and pacing rate of speech
- ☐ **Action 1.3** Adjusting the complexity of oral and/or written language
- ☐ **Action 1.4** Assessing the extent of prior knowledge and filling in any major gaps
- ☐ **Action 1.5** Providing wait time when presenting new information, after asking a question, or before inviting learners to start a task
- ☐ **Action 1.6** Repeating or reformulating oral and written language
- ☐ **Action 1.7** Reusing and recycling pedagogical materials

Universal Language Actions That Facilitate Learner Production of Oral and Written Language

- ☐ **Action 2.1** Providing many exemplars of oral and written tasks
- ☐ **Action 2.2** Using graphic organizers to support oral and written production
- ☐ **Action 2.3** Creating and displaying linguistic supports around the classroom
- ☐ **Action 2.4** Offering planning strategies for learners to use before starting a task
- ☐ **Action 2.5** Using pedagogical and language production routines
- ☐ **Action 2.6** Choosing grouping arrangements that favour peer communication
- ☐ **Action 2.7** Asking questions that encourage learners to elaborate

Universal Language Actions That Facilitate Learner Focus and Attention in the Target Language

- ☐ **Action 3.1** Providing specific listening and reading intentions
- ☐ **Action 3.2** Dividing lessons, activities, and tasks into many small steps
- ☐ **Action 3.3** Incorporating discourse markers to oral and written texts
- ☐ **Action 3.4** Providing explicit cues to refocus learners' attention
- ☐ **Action 3.5** Using different modalities to present material
- ☐ **Action 3.6** Explaining the relevance of what is being taught
- ☐ **Action 3.7** Summarizing key points of lessons, activities, and reading passages

Universal Language Actions That Facilitate Learner Development and Expansion of Vocabulary

- ☐ **Action 4.1** Identifying and presenting required language at the outset of a lesson or activity
- ☐ **Action 4.2** Capitalizing on the use of word walls and word maps
- ☐ **Action 4.3** Accessing the senses to facilitate vocabulary acquisition
- ☐ **Action 4.4** Using role-play and games to present or reinforce new vocabulary
- ☐ **Action 4.5** Explaining vocabulary using examples, synonyms, antonyms, cognates, and teacher/learner definitions