**Canton Public School District**

**How to serve ELs in an online and hybrid classroom**

**2020-2021**



Mr. Gary Hannah, Superintendent

Tarro Funches, MATESOL, EL Coordinator

In the Canton Public School District, we have English Learners with proficiency levels ranging from 0 to fully proficient. This can be both challenging and awesome at the same time. We are lucky to have students who are driven and want to master the English language. The use of technology is nothing new and is a vital part to our successes as educators and for our students. This document will highlight several resources to assist us in serving our EL population.

Per Education Week Teacher (2020), there are ten (10) ways to handle EL’s in an E-Learning classroom.

1. Use your team- constantly communicate with your staff via text, email, call, and video chat to discuss the best way to meet our student’s needs.
2. Use online tools to help assist students and their language needs- YouTube videos, recordings of you explaining directions, videos of teachers teaching a difficult math problem, using various online resources to help teach material. Translations are essential in all language’s directions. It is also important to keep students engaged.
3. Making work easily accessible- we use the online course management software, such as Canvas and Google Classroom.
4. Let the students guide the instruction- have them record, video, explain, and teach a vocabulary word, a topic, a story, etc. By letting students have a voice in their learning, it allows them to still feel connected to class and their classmates.
5. Don’t overwhelm your students- remember, in a typical high school day, they have 5-7 different classes. Remember, English-learners are still learning the language, and sometimes these “new” systems will impact them in a negative way.
6. Be patient- in the educational field, we want things to move at our pace. Remember, less is more. Trying to build great engaging lessons all while online, but in reality, we need to give short, pointed assignments that clearly taught the concept at hand. This is so important for English-learners.
7. Be flexible- just as in the classroom, we need to be flexible in the online space. Make sure the students have what they need to succeed. You may even have to reach out to them personally to make sure they know what to do.
8. Use your interventionist- the interventionist can be to help our students with translations, questions, and clarifications.
9. Try something new- Online learning is a perfect way to create different chances for students to learn. Maybe create a Quizlet, Flipgrid, Kahoot, Discussion post, Tik-Tok, Twitter, etc.
10. Allow your kids to have a solid educational experience and have some fun!

**What Works**

Model, Model, Model

When working with ELs, remember to “model, model, model.” When you think you’re done, model it again. Give them multiple ways to learn the same thing.

Videos & Visuals

This evolved into making videos for them using WeVideo or Screencastify. Post videos to the districts YouTube channel with closed captions and subtitles in Spanish and Arabic. In Canvas, each day has an agenda page. Make videos that captures movement on the computer screen as the teacher explain what they will do and share their content and language objectives. Make lecture videos to introduce the material and demonstration videos to explain how they want the to complete their assignments. Use visuals often to help solidify concepts. This is a good way to check student comprehension with their work.

Transitions

Another thing that supports my student’s comprehension is the use of transitions to alert them to what’s coming. At the end of a lecture video, put a slide up to signal them to Canvas or any other technology being used to do a practice assignment on the topic that was just covered.

Formatting

With increased anxiety about our current situation, do not change too many things. This gives ELs a sense of normalcy when they see their routines built into their online learning. When teachers finish teaching specific topic (“chunking”), put up a slide that says, “Ask me a question.” This gives them time to process the information and ask questions.

Be User-Friendly

Additionally, aim to make things user-friendly. Give them options to access the same material- a link that opens up an extra tab, a link for them to copy and paste, and embedded video or picture, and embedded document, etc. Utilize bullet points and indentations to organize materials. If there are extra steps involved, they may not have success.

Repetition

This is critical in their success. Students are learning in a different environment. There could be many distractions at home, so constantly hearing or seeing concepts can assist with them mastering skills.

**5 Types of Effective Models**

Despite the huge shifts in pedagogical practice caused by the move to online learning, some tried and true strategies, such as modeling for English learners remain crucial. Since teachers often can’t intervene in real time these days, effective modeling in which the teacher’s expectations for student performance are made explicit through an example is a lifeline for English learners because of the clarity they provide. It’s helpful to remember that providing effective models saves time in the end, since it both provides clear examples of expectations for a Effective modeling can take many different forms. In all cases, modeling should clarify the expectations of the task without giving away the answer and should remain available for students to access throughout the task. The following examples of effective models, (George Lucas Educational Foundation, 2020).

1. Completing the first one in a set as an example. This is the simplest form of modeling, yet that it’s not used enough. In any kind of exercise in which students are working through multiple examples of the same type of question or problem, it’s helpful to model one or two examples so students see exactly what is expected of them.
2. Providing explicit guidance on the expectations of the assignment through visual models. Models clearly show the teacher’s expectations for performance with visuals instead of many words, without giving the answers away.
3. Using language frames as models for conversational moves: providing sentence frames models the kinds of conversations students should be having. ELs can engage in conversation more fluidly when they can focus on what they express instead of how to express it.
4. Demonstrating how to complete the steps of the task through video: This video example (<https://vimeo.com/113205311>) by Megan Berdugo at Brooklyn International High School models how to solve an equation by showing students each step with an analogous problem. Students can re-watch it as many times as they want and pause where necessary to catch words and ideas they missed.
5. Chunking the steps of a complex process and using a corresponding template for students to complete: ELs can easily get overwhelmed by models of a paragraph, essay, or solution when there is a lot of language to wade through and it’s unclear which part of the model corresponds to which part of the assignment. Breaking the model into smaller chunks, and providing space next to each chunk, enables students to focus on one aspect at a time, reducing the cognitive and linguistic loads.

**Websites and teacher-created videos make content more accessible for English Language Learners-whether they’re in the classroom or at home.**

Whether we are having school hybrid or virtual, online learning is a powerful tool teacher can leverage to support English language learners (ELLs). Research shows (<https://files/eric.ed.gov/fulltext/EJ1143525.pdf>) that ELs’ learning is enhanced by interactive visual aids and access to lessons they can follow at their own pace, (Edutopia, 2020)

* Kahoot! (<http://kahoot.com/schools-u>) is a tool to create interactive audiovisual learning games, reviews, and assessments. Students can complete in games against each other in real time, form any device, by using a simple code. The premium subscription-based distance learning tools are currently free to support distance learning during the COVID-19 pandemic.
* Quizlet (<http://quizlet.com>) is a digital flash card program that many students find useful for studying vocabulary. Teaches can use, and customize, premade study sets or make their own. The free version has ads; a paid subscription provides access to the ad-free platform.
* Newsela (<https://newsela.com/>) has high-interest current events articles, with corresponding images and questions, that are offered in up to five different Lexile levels. To support distance learning during COVID-19, the entire site is currently free-usually most of the content is available only with paid subscription.
* CommonLit (<https://www.commonlit.org/en>) is a free site that has over 2,000 fiction and nonfiction reading passages searchable by title, genre, grade level, literary device, and Lexile level. It also has a growing library of content in Spanish. Texts have guiding questions and assessments, and many are organized into units of study.
* Duolingo (<https://schools.duolingo.com/>) is helpful free language learning app that offers English as a second language courses in more than 20 first languages. Its adaptive software is designed to resemble a game and can allow students to compete against themselves-or their friends.
* BBC Teach (<https://ww.bbc.co.uk/teach>) has an extensive collection of free teaching resources in over 30 subjects, including English learning for adults. It also has interactive lessons with rich videos and graphics.
* The British Council (<https://www.britishcouncil.us/english/other-resources/our-learn-websites>) is the United Kingdom’s international organization for sharing British culture and language. Its website has a variety of useful links and mobile apps with activities, games, and audiovisual lessons.