



Professional Learning Activity:
Online Distance
Learning Strategies
for English Learners (ELs)



Teaching Channel.

A K12 Coalition Company

LEARNING OBJECTIVES:

- Participants will identify important concepts to support English Learners (ELs).
- Participants will explore methods for using technology to support ELs.
- Participants will identify at least one method for supporting English Learners in a distance, online learning environment.

NECESSARY MATERIALS:

- Internet access
- Conversation Notes handout (one per partnership or small group)

FACILITATOR EMAIL:

Today we are going to discover more about strategies for use with English Learners in an online, distance learning environment. To do so, we will follow this research-based professional learning model developed by Teaching Channel.



INTENTION

Establish learning goals and explore motivations.

AWARENESS

Analyze prior knowledge and experience related to the topic.

INVESTIGATION

Examine relevant, research-based resources to build connections to the topic.

APPLICATION

Apply new learning through practical design, implementation, and collaboration.

REFLECTION

Consider the impact of new learning to influence and transform future professional practice.

Watch this quick introductory video to get you thinking about our topic:

**USING TECHNOLOGY
TO BOOST CONFIDENCE**

Now, take a minute to jot down one thing you would like to learn about supporting English Learners..



The success of educating our English Learners (ELs) in this new and ever-changing educational environment demands an ability to change it up. Teaching Channel has put together some resources to help you do just that.

For this Professional Learning Activity, review the information below by completing the following steps for each topic:

- ✿ Read each article or at least the takeaways.
- ✿ Check out at least 2 resources in the "Try" section.
- ✿ Take a look at the tools we provided for you.
- ✿ Consider how you could use the information, resources or tools to support your ELs.

After you have reviewed each topic, complete the following:

- ✿ Draft a quick plan using ONE thing you learned to support ELs in your online, distance learning classroom. Remember, starting small is just fine!
- ✿ Lastly, meet virtually with a colleague or small group of your peers to discuss the prompts outlined on the Conversation Notes handout (below).



1 Using technology to support/deliver online instruction

Article: [How to Use Technology to Support ELLs in Your Classroom](#) by Jeff Knutson

Takeaways: Some tools you are already using for all students might have supports that work well for ELs. Additionally, these tech tools should be built into daily routines whenever possible, even if this means doing so online. Educators will need to get creative to keep learners engaged, provide accommodations as needed, and may also need to resort to online language-learning tools.

Try: [Newsela](#), [Khan Academy](#), [Voice Thread](#), [Google Translate](#), [Simple English Wikipedia](#), [Explain Everything](#), [BrainPop ESL](#), [Ellavation](#), [Read and Write for Google Chrome](#), [Duolingo](#), [Mango Languages](#), [Tell About This](#)

Tool(s) for YOU: [Hyperdoc Tip Sheet](#) AND [Triple E Framework: Engage, Enhance, Extend](#)

2 More tech for supporting ELs

Article: [Supporting English Language Learners](#) by Elizabeth Brozek and Debra Duckworth

Takeaways: ELs benefit from being able to use technology to express themselves. Multimedia technology can be used to incorporate pictures or video into lessons giving students the necessary contextual cues to understand new ideas. Discussion boards can create an opportunity for students to be actively involved in academic and social English while outside of the classroom environment. Be sure to provide scaffolds to support EL expression using these technologies (i.e. sentence starters, templates, etc.)

Try: [Animoto](#), [Dave's ESL Café](#), [Answer Garden](#)

A Tool for YOU: [Sentence Frames as a Scaffold for Discussions](#)

3 Activating background knowledge

Article: [Activating Prior Knowledge With English Language Learners](#) by Larry Ferlazzo and Katie Hull Sypnieski

Takeaways: Versions of a K-W-L chart can help ELs activate background knowledge. [Anticipation guides](#) are useful to accomplish a similar goal. Using multimedia or preparatory texts can also jump start lessons by reading a book, watching a video or having a virtual presentation from an expert!

Try: [Google Docs for Anticipation Guide Building](#), [Non-fiction Picture Books](#), [Scholastic Watch and Learn](#), [Virtual Reality](#), [Skype a Scientist](#)

A Tool for YOU: [KWHLAQ Form](#) (OR try recreating this document in [Padlet](#) to make it more collaborative or facilitate whole group interaction.)

4 Vocabulary learning strategies

Article: [Top Five Vocabulary Strategies For English Language Learners](#) by Erica Hilliker

Takeaways: It's imperative that you provide students a preview of unfamiliar vocabulary. Using visuals or word walls can help you accomplish this. Fill in the blank definitions or sentences provide a great scaffold for ELs at the use new vocabulary. [Graphic organizers](#) can be used in a similar way.

Try: [Padlet](#), [Pixabay](#), [Flickr](#), [Merriam-Webster's Learner's Dictionary](#)

A Tool for YOU: [Frayer Model Template](#)

To learn more about supporting English Learners, check out these learning opportunities from Teaching Channel

[Course 5025:](#) Making Content Accessible For Your English Language Learners

[Course 5068:](#) Going Above and Beyond Academics for English Learners

[PD 137:](#) Ten Amazing Instructional Strategies for English Learners

Conversation Notes:

DISCUSSION PROMPTS	NOTES
Share the learning goal you had for this activity.	
What do you already know about using technology to support ELs? What more do you want to know? How do you plan to find out?	
Share one takeaway from the articles, videos or tutorials you watched that will positively impact your professional practice.	
How will you implement ONE thing you learned to support ELs in your online, distance learning classroom?	
How will implementing ideas from your new professional growth impact your students? Families? The community?	



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