Supporting English Learners (ELs) Through Technology

September 26, 2019
How to Take Part in This Webinar

Click the “Q & A” button to ask **content questions** at any point.

Click the “Chat” button to ask **technical questions** at any point.

A PDF of the presentation and the recording will be made available to you after the webinar!
OELA mission: To provide national leadership in English learner (EL) education by advancing opportunities for educational excellence and equity for ELs and their families.
Disclaimer

This webinar contains examples and resource materials that are provided for the user’s convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services offered. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.
Like & Follow on Social Media

#OELAELLTech

Follow OELA on Twitter
@ASKNCELA1

Like OELA on Facebook
https://www.facebook.com/ED.OELA/
Agenda

• Welcome and introductions
• Overview of digital learning resources for supporting ELs
• Key findings of Supporting ELs through Technology Study
• Recommendations from Educator Toolkit
• Recommendations from Developers Toolkit
• Q&A
• Closing
Webinar Objectives

Participants will:

• Review the types of digital learning resources available to support ELs

• Analyze the key findings of the Supporting English Learners through Technology: What Districts and Teachers Say about Digital Learning Resources for English Learners Study

• Explore recommendations and resources from the Educator and the Developers Toolkits
Webinar Facilitators

Dr. Phil Vahey
Director of Strategic Research and Innovation, SRI Education

Anthony Sepulveda
Education Program Specialist, OELA
Supporting English Learners through Technology Study
Study Questions

1. How do districts and teachers identify Digital Learning Resources (DLRs) for instructing EL students?

2. What types of DLRs do teachers use and how do they use DLRs in instructing EL students?

3. What are supports for and barriers to DLR use in instructing EL students?

4. How can educators and technology developers improve the usefulness of DLRs in the instruction of EL students?

Digital Learning Resources for Supporting ELs Through Technology
Poll #1

1. What does the term *Digital Learning Resources* (DLR) refer to?
   a) Digital Academic Content Tools
   b) Digital Productivity Tools
   c) Digital Communication Tools
   d) All of the above

1. **Digital Academic Content Tools** – offer academic content resources and/or engage students in activities to learn academic content or skills

2. **Digital Productivity Tools** – used to plan, document, organize, and analyze content

3. **Digital Communication Tools** – used to communicate, collaborate, network, or present information

Categories of Digital Support Features

1. Visual Support Features
2. Auditory Support Features
3. Translation Support Features
4. Collaboration Support Features

## Visual Support Features

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual definition</td>
<td>Links to video or image(s) providing visual definition of concept or word</td>
</tr>
</tbody>
</table>

## Visual Support Features

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interactive visual features</td>
<td>Manipulating the visual representation of a concept</td>
</tr>
</tbody>
</table>

### Explore Kinetic Molecular Theory

![Diagram of a simulation illustrating kinetic molecular theory](https://create.nyu.edu/mm/simulations/kmt/kmt_intro01.php?sesID=0bb5t7ftp76m15o3ohlid456k6)

### Visual Support Features

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed captioning</td>
<td>Text shown on video screen provides print as well as audio</td>
</tr>
</tbody>
</table>

## Auditory Support Features

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory definition</td>
<td>Can click on a word to hear a definition of a concept or word</td>
</tr>
<tr>
<td>Text-to-speech for text selection</td>
<td>Reads aloud text such as a selection on academic content, a story, directions for a lab experiment, or math questions</td>
</tr>
<tr>
<td>Text-to-speech for highlighted word</td>
<td>Allows readers to hear an individual word or phrase</td>
</tr>
<tr>
<td>Record and replay voice</td>
<td>Can record and replay voice</td>
</tr>
</tbody>
</table>

Auditory Support Features

JAWS Screen Reader
https://www.freedomscientific.com/products/software/jaws/

Windows Narrator

Poodll
https://poodll.com/
## Translation Support Features

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken word translation</td>
<td>Can hear a spoken translation in home language of an unfamiliar English word</td>
</tr>
<tr>
<td>Printed word translation</td>
<td>Can view a written translation in home language of an unfamiliar English word</td>
</tr>
<tr>
<td>Spoken text translation</td>
<td>Can hear spoken statements in one language as spoken in another language</td>
</tr>
<tr>
<td>Printed text translation</td>
<td>Can view a section of text in one language as written in another language</td>
</tr>
</tbody>
</table>

Translation Support Features

Click here to input words/text verbally

Written word Translation

Click here to hear the translation

Printed text translation

https://translate.google.com/
## Collaboration Support Features

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document sharing</td>
<td>Allows multiple students to share a digital document and use annotation tools to add notes</td>
</tr>
<tr>
<td>Collaboration based on proficiency level</td>
<td>Allows students to collaborate with peers according to their proficiency levels</td>
</tr>
</tbody>
</table>

## Collaboration Support Features

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document sharing</td>
<td>Allows multiple students to share a digital document and use annotation tools to add notes</td>
</tr>
</tbody>
</table>

![Google Drive](drive.google.com)  ![Dropbox](dropbox.com)
## Collaboration Support Features

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration based on proficiency level</td>
<td>Allows students to collaborate with peers according to their proficiency levels</td>
</tr>
</tbody>
</table>

https://www.rhine-o.com/www/iphone-apps/team-shake/
Poll #2

1. What do you think is the percentage of teachers that use DLRs to support ELs in their classrooms?
   a) 35%
   b) 55%
   c) 85%
   d) 95%
Design

• Data collected during 2016-17 school year
  o Nationally representative survey of districts with ELs
  o Teacher survey
  o Case studies of six districts

• Teacher sample
  o Randomly selected teachers
  o Teachers selected by principals

Identifying DLRs for ELs by Teachers

- Recommendations of fellow teachers and district or school administrators
- Other top sources:
  - PD on DLRs
  - Online searches
  - Technology coach
  - EL specialist

Identifying DLRs for ELs by Districts

- Requests from classroom teachers and EL specialists
- High-EL districts more likely than low-EL districts to report considering support features for ELs

Use of DLRs in Instructing ELs

• 85% of teachers instructing ELs reported using DLRs
• Some teachers used general education DLRs in order to not single out ELs
• DLRs used when working independently or in a whole class activity

Supports and Barriers to Use of DLRs for Instructing EL Students

- EL specialists receive fewer hours of PD in DLR
- Barriers to using DLRs with ELs students included:
  - Perceived lack of access to DLRs at home
  - Time to learn to use DLRs
  - Time to set up or troubleshoot DLRs
  - Time to find DLRs
  - Lack of knowledge of DLRs
  - Costs
  - Need for training

Recommendations to Improve DLRs for Instructing EL Students

• Need for DLRs that:
  o Engage students in academic content while building language and literacy skills
  o Embed visual, auditory, and other support features
  o Provide supports in multiple languages
  o Provide grade-level content and age-appropriate design for older beginner-level ELs

Recommendations and Resources from Educator Toolkit
Guiding Principles for Educators

1. **Understand** what educational technology offers for instructing ELs
2. **Discover** the types of educational technology available
3. **Maximize** the supports that educational technology offers ELs
4. **Seek** out hands-on, instruction-focused professional development
5. **Learn** more about ELs and educational technology

1. Understand What Educational Technology Offers for Instructing ELs

- Multi-modal means of presenting information
- Examples and images of events, daily life, and other cultural information
- Supports to assist students to more fully participate in learning activities
- Differentiated instruction

2. Discover Types of Educational Technology Available

- Explore different types of educational technology
- Become familiar with the Digital Learning Resources Matrix
- Consider new types of resources to try with ELs
- Explore range of educational technology and seek out educational technology to support ELs
- Be alert to protecting student information

3. Maximize Supports that Educational Technology offers ELs

• Look for embedded support features
• Ask vendors to provide information on the types of digital support features for ELs
• Assess student use of specific support features
• Plan to guide students in using support features

4. Seek Out Hands-On, Instruction-Focused Professional Development

• Request PD on education technology
• Ask about embedded supports for ELs and how to use them effectively
• Collaborate with other educators
• Join an online community of practice

5. Learn More About ELs and Educational Technology

- Explore online sites
- Read reviews of educational technology products
- Look for discussions of instructional practices and features to support ELs

• Digital Learning Resources and Digital Support Features in Educator Toolkit
• Common Sense Education (www.commonsense.org/education)
• My Digital Chalkboard (www.mydigitalchalkboard.org)
• OER Commons (www.oercommons.org)
• EdSurge Product Index (www.edsurge.com)
• The U.S. Department of Education, Office of Educational Technology (OET) (https://tech.ed.gov/futureready/professional-learning/future-ready-district/)
Recommendations and Resources from Developer Toolkit
Guiding Principles for Developers

1. **Understand** what ELs and their educators need
2. **Design** by leveraging research and best practices
3. **Include** support features for ELs
4. **Communicate** with educators to increase product adoption to support the instruction of ELs
5. **Offer** instruction-focused professional development

Educator Identified Gaps in Technology for ELs

- Support for academic content
- Resources that reflect ELs’ different languages, cultures, and experiences
- Support for ELs in communicating and collaborating
- Tools for parents to communicate with teachers
- Materials that fit needs of older, beginner ELs

Responding to the Needs of ELs and Their Teachers

- Base decisions on research
- Use existing guidelines relevant to educational technology design
- Create designs that specifically address the users’ needs
- Inform sales and marketing of research you are integrating into your product
Resources


• National Academies of Sciences, Engineering, and Medicine’s Promoting the Educational Success of Children and Youth Learning English: Promising Futures (https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-English)

• National Clearinghouse for English Language Acquisition (NCELA) (https://ncela.ed.gov/)

• Universal Design for Learning (UDL) framework (http://udlguidelines.cast.org/)
Additional Information

The complete report and Educator and Developer Toolkits are available:

www.ed.gov/about/offices/list/opepd/ppss/reports.html#ells
Melissa Escalante
Management and Program Analyst, OELA
Melissa.Escalante@ed.gov
202-401-1407
At the conclusion of this webinar, you will be directed to a brief online survey to provide us feedback on this event. 

[www.surveymonkey.com/r/OELATechStudy](http://www.surveymonkey.com/r/OELATechStudy)

You will be asked:

1. How satisfied were you with the content provided?
2. What did you like most about the event?
3. How could this event have been improved?
4. What topics would you like to have addressed in future events?
Thank you for joining us!