ELL Frontiers: Using Technology to Enhance Instruction for English Learners

School Library System
Nassau BOCES
October 24, 2017

Presenter: Heather Parris, Resource Specialist, NYSED L.I. RBERN at ES BOCES
Follow me on twitter! @esltechies
ESSENTIAL QUESTION:
How can school libraries remove boundaries and promote academic achievement for English Learners?
The 5 C’s of Digital Age Learning for ELLs

Critical Thinking, Communication, Collaboration, Creativity, Culture
How often do you use technology to enhance instruction?

1. Grab your phone

2. Scan the QR code or go to:
   www.menti.com

3. Enter Code 81 17 39
Paradigm Shift for ELL Instruction

OLD PARADIGM

• Focus on language
• Teacher-centered
• Isolated skills
• Emphasis on product
• One–way correctness
• Tests that test

NEW PARADIGM

• Focus on content
• Student-centered
• Integration of skills
• Emphasis on process
• Multifaceted Assessment
• Tests that teach
Using Digital Media for ELLs

<table>
<thead>
<tr>
<th><strong>Receptive Skills</strong></th>
<th><strong>Expressive Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>Reading</td>
<td>Writing</td>
</tr>
<tr>
<td>Viewing</td>
<td>Visually Representing</td>
</tr>
</tbody>
</table>
The SAMR Model for Technology Integration

**SAMR**

- **Substitution**: Tech acts as a direct tool substitute, with no functional change.
- **Augmentation**: Tech acts as a direct tool substitute, with functional improvement.
- **Modification**: Tech allows for significant task redesign.
- **Redefinition**: Tech allows for the creation of new tasks, previously inconceivable.

Illustration: © Sylvia Duckworth
## Lesson Seed Ideas

<table>
<thead>
<tr>
<th>Grade</th>
<th>Topic</th>
<th>Assignment/Project</th>
<th>I Can Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-4</td>
<td>Math</td>
<td>Addition Word Problems</td>
<td>I can use Tellagami to record and listen to addition word problems and identify key vocabulary. I can visually represent the equation using Doodle Buddy.</td>
</tr>
<tr>
<td>5-8</td>
<td>Social Studies</td>
<td>Mystery Skype</td>
<td>I can use map skills, Google Earth, and Skype to construct questions and solve clues about the mystery classroom’s location.</td>
</tr>
<tr>
<td>9-12</td>
<td>Science</td>
<td>Instagram Science Field Journal</td>
<td>I can collect data and conduct research. I can use Instagram to document and share my observations with my peers.</td>
</tr>
</tbody>
</table>
There’s an App for That!

- EdPuzzle
- Kaizena
- Screencastify
- News-o-Matic
- StoryBird
- Padlet
- Kami
- Flocabulary
- Explain Everything
- See.Touch.Learn
- Seesaw
- Skype Translator
- ThingLink
- Buncee
- Book Creator
- Quizlet
SHARE AN APP! WHAT ARE YOUR FAVORITE INSTRUCTIONAL TECHNOLOGY TOOLS?

1. Grab your phone

2. Scan the QR code
   or go to: www.menti.com

3. Enter Code
   81 17 39
ESSENTIAL ELEMENTS OF PBL
Stripling Model of Inquiry

- Connect
- Wonder
- Investigate
- Construct
- Express
- Reflect
<table>
<thead>
<tr>
<th>STAGE</th>
<th>CHARACTERISTICS</th>
<th>TEACHER PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preproduction</td>
<td>The student:</td>
<td>• Show me ...</td>
</tr>
<tr>
<td></td>
<td>• Has minimal comprehension.</td>
<td>• Circle the ...</td>
</tr>
<tr>
<td></td>
<td>• Does not verbalize.</td>
<td>• Where is ...?</td>
</tr>
<tr>
<td></td>
<td>• Nods “yes” and “no.”</td>
<td>• Who has ...?</td>
</tr>
<tr>
<td></td>
<td>• Draws and points.</td>
<td></td>
</tr>
<tr>
<td>Early production</td>
<td>The student:</td>
<td>• Yes/no questions.</td>
</tr>
<tr>
<td></td>
<td>• Has limited comprehension.</td>
<td>• Either/or questions.</td>
</tr>
<tr>
<td></td>
<td>• Produces one- or two-word responses.</td>
<td>• Who, what, and how many questions.</td>
</tr>
<tr>
<td></td>
<td>• Participates using key words and familiar phrases.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Uses present-tense verbs.</td>
<td></td>
</tr>
<tr>
<td>Speech emergence</td>
<td>The student:</td>
<td>• Why ...?</td>
</tr>
<tr>
<td></td>
<td>• Has good comprehension.</td>
<td>• How ...?</td>
</tr>
<tr>
<td></td>
<td>• Can produce simple sentences.</td>
<td>• Explain ...</td>
</tr>
<tr>
<td></td>
<td>• Makes grammar and pronunciation errors.</td>
<td>• Questions requiring a short sentence response.</td>
</tr>
<tr>
<td></td>
<td>• Frequently misunderstands jokes.</td>
<td></td>
</tr>
<tr>
<td>Intermediate fluency</td>
<td>The student:</td>
<td>• What would happen if ...?</td>
</tr>
<tr>
<td></td>
<td>• Has excellent comprehension.</td>
<td>• Why do you think ...?</td>
</tr>
<tr>
<td></td>
<td>• Makes few grammatical errors.</td>
<td>• Questions requiring more than a one-sentence response.</td>
</tr>
<tr>
<td>Advanced fluency</td>
<td>The student has a near-native level of speech.</td>
<td>• Decide if ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Retell ...</td>
</tr>
</tbody>
</table>
Flipping Instruction for English Learners
What is the Flipped Classroom?

“The one unifying characteristic of all flipped classrooms is the desire to redirect the attention in a classroom away from the teacher and onto the learners and the learning...teachers ask one question: Which activities that do not require my physical presence can be shifted out of the class in order to give more class time to activities that are enhanced by my presence?”

COMPONENTS

http://ctl.utexas.edu/teaching/flipping_a_class/what_is_flipped
# Traditional vs. Flipped Classroom

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Flipped Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>Warm-up Activity</td>
<td>Warm-up Activity</td>
</tr>
<tr>
<td>5 min.</td>
<td>5 min</td>
</tr>
<tr>
<td>Go over previous night’s homework</td>
<td>Q&amp;A time on video</td>
</tr>
<tr>
<td>20 min.</td>
<td>10 min</td>
</tr>
<tr>
<td>Lecture new content</td>
<td>Guided and independent practice</td>
</tr>
<tr>
<td>30-45 min</td>
<td>and/or lab activity</td>
</tr>
<tr>
<td>Guided and independent practice and/or lab activity</td>
<td>75 min</td>
</tr>
<tr>
<td>20-35 min</td>
<td></td>
</tr>
</tbody>
</table>

WHY FLIP?

The Flipped Classroom

- Allows for asynchronous direct instruction
- Allows for differentiated instruction
- Makes learning visible
- Allows more time for teacher feedback
- Fosters self-motivated learning
FLIPPING FOR ELLs

- Multiple Modalities for Learning
- Increases Overall Interaction
- Addresses All Six Language Skills
- Multimedia Support for Content
- Accessibility
CREATING DIFFERENTIATED STUDENT ASSIGNMENTS USING VIDEO
SAMPLE FLIPPED LESSON FOR ELLs

Activate Student’s Prior Knowledge:
Review the video assignment about the Civil Rights movement. Provide sentence frames and help ELLs generate academic language to support in-class discussion.

Learning Targets:
For Content
I can identify a different point of view in the Civil Rights Movement and explain how individuals and systems create and sustain change

For Language
I can narrate a newly created event in history in the past perfect tense and use main ideas and supporting evidence in verbal and written format

For Technology
I can use primary and secondary sources such as digital, print, and visual materials to research history and create a multimedia presentation
SAMPLE FLIPPED LESSON FOR ELLs

Engagement: Working in groups:
1. Identify a specific point during the Civil Rights movement
2. Research the history leading up to and immediately following the event.
3. Between the point of divergence and the present time, introduce two “new” events.
4. Describe each of these new events
5. Create your own primary source documents as evidence of each event.
6. Create a multimedia presentation

The finished product must include the real and imaginary events, the new primary source documents you created and the story of life in America today as a result of the changes you have chosen to make.

Assessment  Use a rubric to evaluate multimedia presentation
Creating Screencast Tutorials that Promote Language Development

Create at-home viewing assignments paired with in-class activities

- Educreations
- EDPuzzle
- Explain Everything
- Nearpod
- Screencast-o-matic
- Screencastify
- Videolicious
- TouchCast
- Buncee
How can we use the REACTS Taxonomy to help engage ELLs and support language acquisition?

https://www.engageny.org/resource/empire-state-information-fluency-continuum
Create your **own lesson Seed**

| BCCI Guides: | https://www.esboces.org/Page/1442 |

## Topic/Theme:

## Grade Level:

## Standards:

<table>
<thead>
<tr>
<th>Subject Area(s)</th>
<th>Student Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>• Content - I can ...</td>
</tr>
<tr>
<td>Mathematics</td>
<td>• Language - I can ...</td>
</tr>
<tr>
<td>Science</td>
<td>• Technology - I can ...</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

## Language Domains

| Listening | Activating Prior Knowledge: |
| Speaking | |
| Reading | |
| Writing | |
| Viewing | |
| Visually Responding | |

## Resources and Supports

| Technology Tools | Engagement: |
| Native Language | |
| Visuals, Reallia, Manipulatives | |
| Graphic Organizers | |
Planning Instruction for ELLs

Create Content and Language Objectives

Identify tiered vocabulary that you will target

Create activities that encourage ELLs to interact with other students in the target language

Incorporate sentence frames that scaffold academic language for ELLs.

Incorporate graphic organizers that support student tasks and are aligned to linguistic demands and grade level academic demands.

Modify assessments to accurately reflect student mastery of language and content objectives
D.A.T.E.L.s
Digital Age Teaching for English Learners

Communication
Collaboration
Creation
Critical Thinking
Culture

Listening | Speaking | Reading | Writing | Viewing | Visually Representing

Scaffolding

The 5C’s for 21st Century English Learners

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LET’S PLAY!
LOGIN To Kahoot.it
We welcome your feedback!
Please complete our online survey:

https://goo.gl/forms/YuGa5fkHj5rAW9nf2
For More Information:

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Links to all resources used in this presentation can be found here:

https://www.symbaloo.com/mix/schoollibrarysystem
References

- Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. Washington, DC: ISTE.