


## Making the Most of Technology: Tips and Strategies for Use with English Language Learners

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## Potential Advantages

- Provides visual, audio and first language support (Internet)
- Easy to incorporate accommodations
- Word processing features can assist students with their writing
- Provides information in multiple modalities
- Provides access to multiple perspectives
- Students are learning technology literacy as they learn academic literacy


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## ELLs in NC

- About 10% of total student population, statewide
- Majority of middle and secondary age students are foreign-born
- Majority of elementary age students are U.S. born
- Literacy levels in L1 vary greatly


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## Take time to learn about your students

- Country of Origin
- Language(s) spoken
- Educational background of parents
- Student's school experiences in home country and in the U.S.
- LEP classification/testing accommodations
- Resources available to your student

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## LEP Classifications

- Novice Low/Novice High
- Intermediate Low/Intermediate High
- Advanced
- Superior

[ELD Standard Course of Study](#)

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## NC Assessment Accommodations

<input type="checkbox"/> Separate Room	<input type="checkbox"/> Scheduled Extended Time
<input type="checkbox"/> Multiple Testing Sessions	<input type="checkbox"/> Read Aloud
<input type="checkbox"/> Bilingual Dictionary/Electronic Translator	<input type="checkbox"/> Read Aloud to Self


**Accommodations must be practiced throughout the year!**

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## What does proficiency mean?

- Speaking/Listening/Reading/Writing abilities
  - BICS
  - CALP
  - Communicative competence in a variety of situations
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## Focus of this session

- PDF
  - PowerPoint
  - Internet Resources
  - Text-to-Speech technologies
  - Audio/Visual Resources
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## PDF

- Creating adapted texts
  - Other useful features
    - Highlight/underline
    - Pen markings
    - Sticky notes
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## PowerPoint

- Elements of basic PowerPoint design are essential for ELLs:
    - Focus on the main idea
    - San-serif fonts
  - Add these elements to help your ELLs:
    - Color-coded vocabulary
    - Hyperlink to resources/images that define or illustrate points
    - Use animations wisely
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## Examples of Two PowerPoint Presentations




## Internet Resources

- First language support
  - Quick access to reference materials (like dictionaries, wikis)
  - Quick access to multiple modalities
  - Quick access to multiple perspectives
  - Beware the source (anyone can publish on the internet)
  - Avoid text-heavy sites (that look like textbook pages)
  - Ensure ease in navigability
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## Internet Resources

- Many websites are translatable or have a Spanish/French/German equivalent (like Yahoo)
- Magazines and primary sources
  - [www.nationalgeographic.com](http://www.nationalgeographic.com)
  - [www.pbs.org](http://www.pbs.org)
  - [www.bbc.org](http://www.bbc.org)
- Online bilingual dictionaries
  - [www.wordreference.com](http://www.wordreference.com)



## WebQuests: Their potential for ELLs

- Small-group/cooperative interactions with native English speakers
- Opportunities to use academic language orally
- Contextualized learning environment
- Quick access to variety of information
- Quick access to L1 support



## WebQuests: A word of caution

- Not all WebQuests are created equal!
- Ensure that language is clear and direct
- Ensure that instructions are broken down into smaller steps
- Formatting features help, not hinder, comprehension
- Linked websites utilize multimedia effectively and are user-friendly



## Speech Technologies

- Traditionally used for visually-impaired students
- Software programs often can be used with any type of text (online, other programs)
- The jury is still out on speech-to-text technologies
- Text-to-speech software
- Read-aloud features on software
- Audio-support on online dictionaries/encyclopedias




## Speech Technologies

- Befriend your EC/special education teacher
- Ask that software be installed in the computer lab as well as classrooms
- Use online resources:
  - [www.naturalreaders.com](http://www.naturalreaders.com)
  - [www.readplease.com](http://www.readplease.com)



## Audio/Visual Resources

- Video/DVD
- Audiobooks
- Teacher-made tapes
- Video/audio clips on the Internet
- Digital photography



## Audio/Visual Resources

- Chunking of the audio/visual stimuli is necessary.
- Select only those sections of audio/video that are relevant to content objectives.
- State the purpose of the audio/visual activity
- Pre-viewing and post-viewing activities are essential (similar to pre- and post-reading activities)
- Add closed-captioning/subtitle feature
- Provide graphic organizer or outline to assist ELLs in attending to key information



## References

- NC DPI English as a Second Language Site
  - <http://community.learnnc.org/dpi/esl/>
- *English Language Development Standard Course of Study*
  - <http://www.ncpublicschools.org/docs/curriculum/esl/scos/eld.pdf>
- MacGregor, S.K., & Lou, Y. (2004). Web-based learning: How task scaffolding and web site design support knowledge acquisition. *Journal of Research on Technology in Education*, 37(2), 161-175.

## Selecting Websites for ELLs: A Checklist

**Directions: This checklist is a guide for the types of features and information that are especially useful for use with ELLs. While most websites do NOT contain all the features below, those that have most of them will be easier for ELLs to use.**

### *Quality of information*

- Is the source/author reliable?
- Is the information confirmable?
- Is there information NOT found in textbooks or other readily available print sources?
- Is the information on the site sufficient for the completion of the task?

### *Linguistic features*

- Does it hyperlink to dictionaries or other reference resources to provide clarification?
- Does the terminology match that discussed and learned in class?
- Is the language written in active voice?
- Do sentences contain 'plain English'?
- Do sentences contain mainly simple grammar constructions?
- Does the website have L1 support?

### *Multimedia features*

- Is the text supported with multimedia?
- Are the multimedia features relevant to the information?
- Are the multimedia features easy to access?

### *Organizational features*

- Is the information organized with clearly marked headings and subheadings?
- Does the site make consistent use of bulleting/spacing so that text is chunked and readability is increased?
- Does the site utilize different fonts, styles, and colors strategically?
- Are the hyperlinks clearly recognizable?
- Are the fonts on the website easy to read?

### *Technical features*

- Is the website easy to navigate?
- Do all the links work?
- Is the multimedia software required compatible with the schools' software?
- Does the website have a read aloud option?

**Websites that do not meet all these requirements may still be used, but will require the teacher to make some adaptations.**

## Making Websites Accessible for ELLs

### *Quality of Information*

- Use only reliable sources
- Provide access to multiple sites with different perspectives
- Avoid websites that do not make use of multimedia or other features available on the internet

### *Linguistic features*

- Simplify language that is convoluted or contains multiple complex grammar structures as a separate, accompanying document.
- Bookmark online bilingual dictionaries or wikis for ELLs to reference for unfamiliar vocabulary and information.
- Allow the use of a print version bilingual dictionary while the ELL is accessing the website.
- Allow the ELL to access websites written in his/her first language. Monitor the quality of the information by having the ELL justify the quality of the site to you in a webliography.

### *Organizational features*

- Provide an outline or map of the information found on the site.
- Print a copy of the web page and hand mark key vocabulary with a highlighter, number steps, brackets, etc. to make the text easier to read.
- Pair the ELL student with a more web-savvy student, who can help him/her with locating key information.
- Provide alternative websites or print resources for the ELL to access that are more structured/better organized.

### *Technical features*

- Bookmark the exact location of the information you want the ELL student to access.
- Pair the ELL student with another who will help the student navigate the site.
- Model for the class how to navigate the website.
- Provide a handout with written directions and pictures of each computer screen the ELL will see as s/he moves through the site.
- Provide the ELL student with access to text-to-speech software while on the computer.
- Pair the ELL student with another classmate who may read aloud the text to the ELL student as needed
- Make your own audio version of the website text.

## **Is Your WebQuest Appropriate for Your ELL Students?**

### *Linguistic Features:*

- Language is direct, active and explicit
- Key vocabulary words are highlighted and explained (Glossary)
- Few, if any colloquial expressions, phrasal verbs are used

### *Multimedia Features:*

- Visual aids (such as graphs, graphic organizers and diagrams) add to the comprehensibility of information
- Pictures are strategically placed and relevant to the content
- Websites include alternative texts such as audio files, video clips, interactive maps, and so forth

### *Organizational Features:*

- Formatting aids the reader in chunking text
- Concepts and particular phrases are highlighted, underlined, or bolded to draw emphasis on their importance
- Text is chunked by the appropriate use of subheadings

### *Content Standards*

- Content goals and objectives are explicitly stated in the introduction
- Final WebQuest product is clearly aligned with content standards
- Assessment of the final product clearly reflects content objectives