

Using technology effectively with English language learners

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Agenda

- What do learners need?
- Tools and techniques
 - Comprehensible input
 - Motivation
 - Meaningful practice
- Scenarios
- Q & A

What do learners need?

- Any learner
- K-12 students
- Language learners
 - L1
 - L2
- ELLs in our schools



Comprehensible input

- How do you provide it?
- Authentic or adapted
- Scaffolding

Scaffolding

- Graphic organizer sites like [Freeology](#)
- Teacher-created support
 - [LessonWriter](#) – online ([sample](#))
 - [Hot Potatoes](#) – download ([cloze](#)) ([cw](#))
- [Teacher Tube](#)/[You Tube](#)
 - Search for content topics
 - ESL-oriented: [RealEnglish](#), [English Articles](#)



Scaffolding

- Interactive whiteboard or screencasting to record a lesson for later playback
 - IWB [suggestions](#)
 - [Screencast-o-Matic](#) or TechSmith's [Jing](#) – [sample](#)
- Translation sites like translate.google.com and [Babelfish](#)
- Graded, supplemental content – Read180, Pearson, other
- And it all needs motivation...

Motivation

- Your experience?
- Social connections – interacting with others
- Meaningful practice



Social connections

- Blogs and wikis
 - [Daniela Munca's blog](#)
 - [List of sample ELL student wikis - specific](#)
- Online work that can be shared
- Tandem learning or class-to-class projects, such as [iEARN](#) or [ThinkQuest](#)
- Interesting forums for teens, such as [Taking IT Global](#)

Meaningful practice

- Games
 - Practice in game format – concentration, boggle, Jeopardy
 - Simulations – The Sims, Oregon Trail, etc.
 - Time limit, score, and competition with others = game
- Interacting with others
 - Role-plays
 - Real or virtual worlds
 - Same group/different groups

Meaningful practice

- Project-based learning
 - Creating web quests – [example](#) from [Zunal](#)
 - Suggestions from [Susan Gaer](#)
 - Anything that's not just for the classroom, in the classroom
- Guided reading – with dictionary and translation help



Time

- Time on task
- Practice time – re-viewing
 - What encourages students to do something again?
- Realistic estimates



Scenarios

- Based on *TESOL Technology Standards: Description, Implementation, Integration*

Elementary grades

- Building writing skills – Family Stories
- Writing and illustrating stories about their families; writer – decider – illustrator
- Students work in small groups; take turns adding illustrations to a template; use stock phrases and add to them
- Teacher provides photos or students scan their own photos; present their stories to the group
- Learner Goal 3 Standard 1

Grade book

- Teacher looking to increase students' self-assessment
- Use of classroom management system (CMS) tools
- Grade book; weekly grades; checklist with written comments in private folders
- Writing for 30 minutes; tracking word count in a spreadsheet with graph; Insert Comments/Track Changes; stored files
- Class blog for course documents; online discussion; student e-portfolios
- Teacher Goal 4 Standard 3

High school

- Academic discussion about literature
- Literature response groups, author's chair, think-pair-share as typical activities
- Recording and transcript of a class discussion of literature (e.g., Dead Poets Society)
- Different versions of the same poem; recordings of critics discussing the poem; students note phrases critics use
- Blog with linked commentary; audio files; online discussion
- Teacher Goal 2 Standard 2

High school

- Science class; support for ELLs
- CD/DVD dictionaries; [Wiktionary](#) for preview and vocabulary; vocabulary journal
- Pair work with vocabulary from science text; group discussion about vocabulary and concepts; students write their own Wiktionary entries for missing words
- Learner Goal 3 Standard 5

Q & A

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