



Office of English Language Acquisition

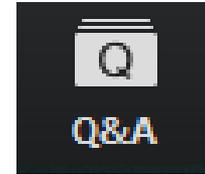


Supporting English Learners (ELs) Through Technology

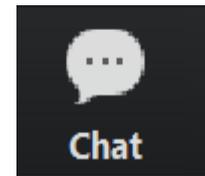
September 26, 2019

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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.

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@ASKNCELA1



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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
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Education



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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?

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Digital Learning Resources for Supporting ELs Through Technology

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

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Digital Learning Resources



- 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

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Categories of Digital Support Features

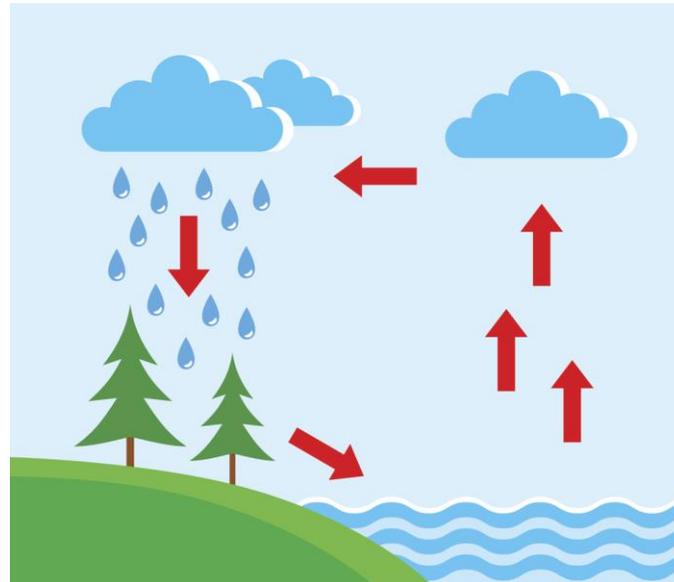


1. Visual Support Features
2. Auditory Support Features
3. Translation Support Features
4. Collaboration Support Features

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Visual Support Features

Category	Example
Visual definition	Links to video or image(s) providing visual definition of concept or word



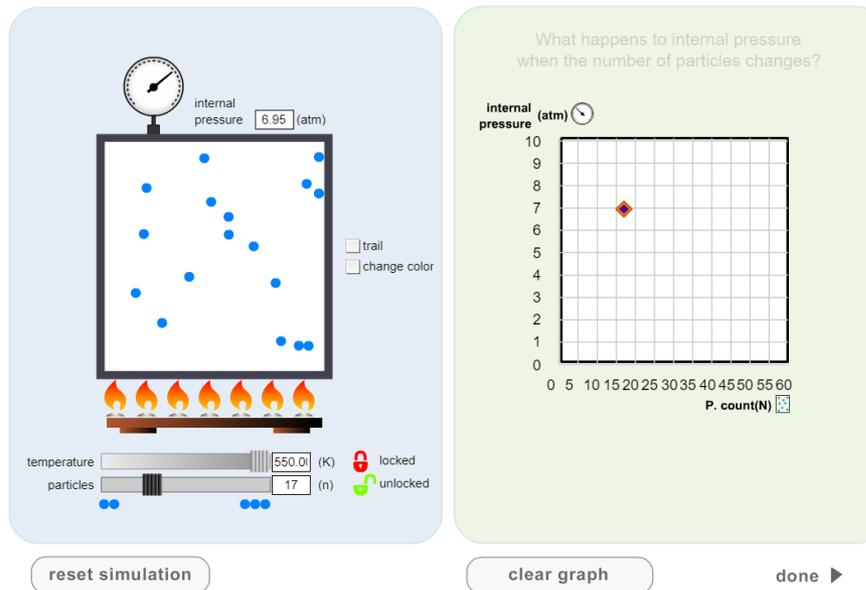
[Istockphoto.com](https://www.istockphoto.com)

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Visual Support Features

Category	Example
Interactive visual features	Manipulating the visual representation of a concept

Explore Kinetic Molecular Theory



https://create.nyu.edu/mm/simulations/kmt/kmt_intro01.php?sesID=0bb5t7itp76m15o3ohdin456k6

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Visual Support Features

Category	Example
Closed captioning	Text shown on video screen provides print as well as audio



A screenshot of a tweet from the U.S. Department of Education (@usedgov) posted 1 hour ago. The tweet text reads: "You deserve a choice to create the future that you see for yourself. And that future usually starts with a quality education." followed by two sunburst emojis and "YES!". The hashtag #EducationFreedom is also present. Below the text is a video player showing a woman, Kenya Green, speaking in a library. The video has closed captions that read: "Education Freedom Scholarships provides resources for lower income people." A large red arrow points from the left towards the video player. The video player also shows the source "Voices for Choice - Kenya Green".

<https://twitter.com/usedgov/status/1174321928380866560>

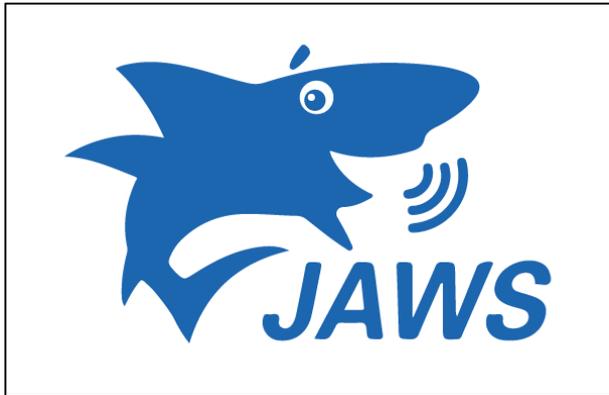
Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Auditory Support Features

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

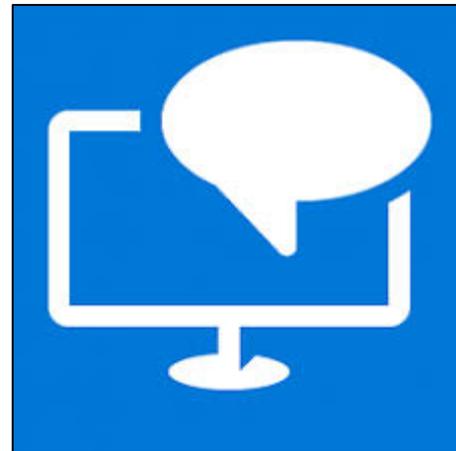
Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Auditory Support Features



JAWS Screen Reader

<https://www.freedomscientific.com/products/software/jaws/>



Windows Narrator



Poodll

<https://poodll.com/>

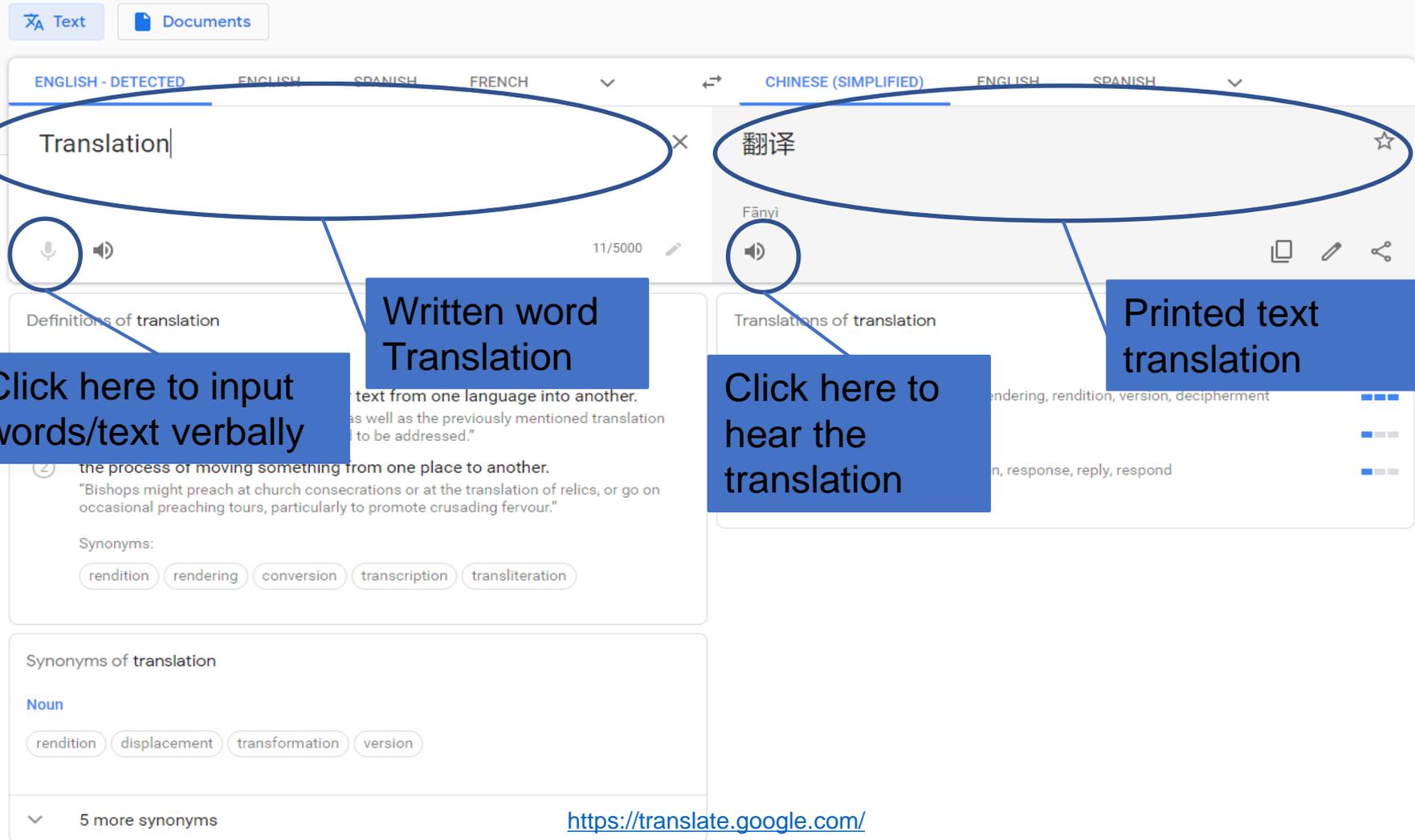
Translation Support Features



Category	Example
Spoken word translation	Can hear a spoken translation in home language of an unfamiliar English word
Printed word translation	Can view a written translation in home language of an unfamiliar English word
Spoken text translation	Can hear spoken statements in one language as spoken in another language
Printed text translation	Can view a section of text in one language as written in another language

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Translation Support Features



The screenshot displays the Google Translate interface with two panels. The left panel shows the English input field with the word "Translation" and a microphone icon circled in blue. A callout box points to the microphone icon with the text "Click here to input words/text verbally". The right panel shows the Chinese output field with the characters "翻译" and a speaker icon circled in blue. A callout box points to the speaker icon with the text "Click here to hear the translation".

Written word Translation

Printed text translation

<https://translate.google.com/>

Collaboration Support Features



Category	Example
Document sharing	Allows multiple students to share a digital document and use annotation tools to add notes
Collaboration based on proficiency level	Allows students to collaborate with peers according to their proficiency levels

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Collaboration Support Features

Category	Example
Document sharing	Allows multiple students to share a digital document and use annotation tools to add notes



drive.google.com



dropbox.com

Collaboration Support Features

Category	Example
Collaboration based on proficiency level	Allows students to collaborate with peers according to their proficiency levels



<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%

Supporting English Learners through Technology Study



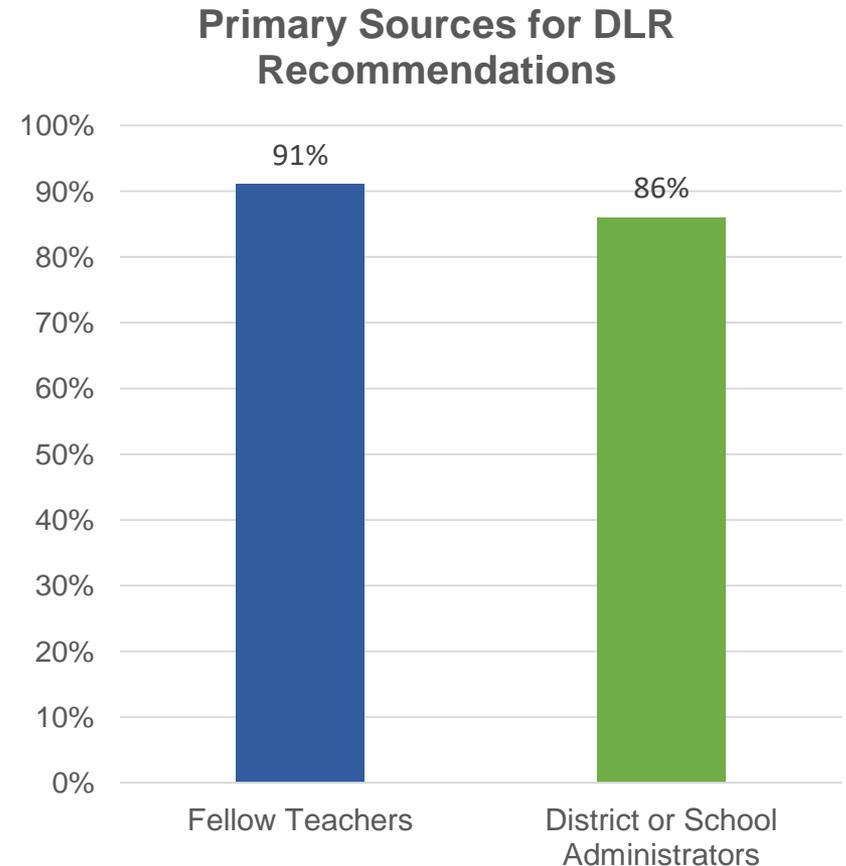
Design

- Data collected during 2016-17 school year
 - Nationally representative survey of districts with ELs
 - Teacher survey
 - Case studies of six districts
- Teacher sample
 - Randomly selected teachers
 - Teachers selected by principals

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Identifying DLRs for ELs by Teachers

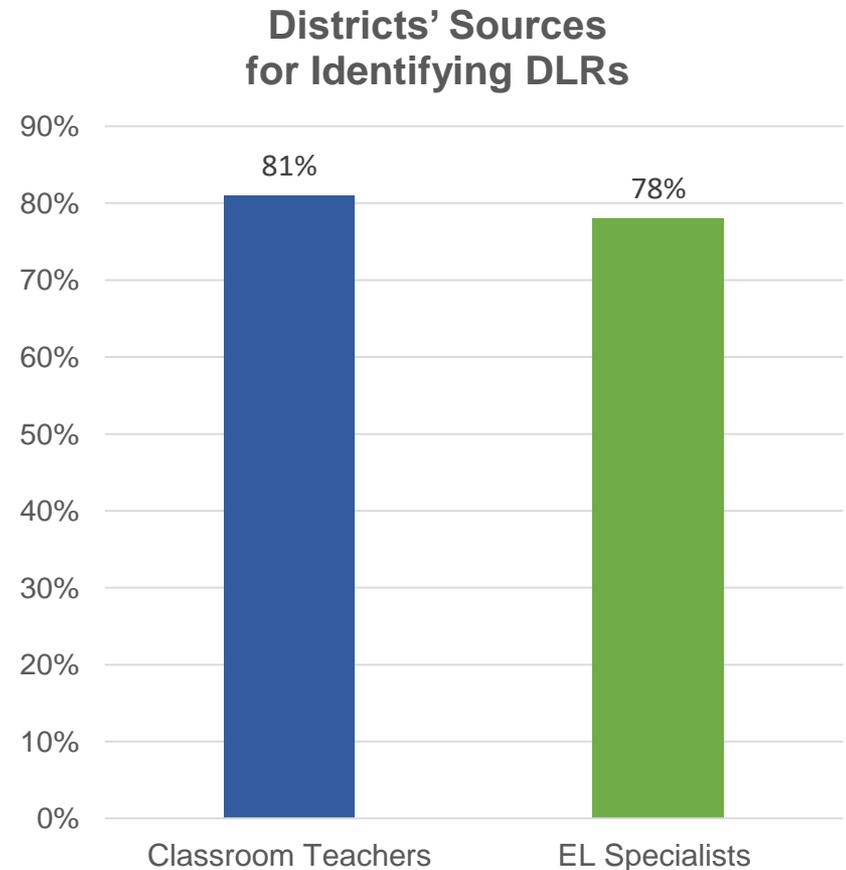
- Recommendations of fellow teachers and district or school administrators
- Other top sources:
 - PD on DLRs
 - Online searches
 - Technology coach
 - EL specialist



Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Identifying DLRs for ELs by Districts

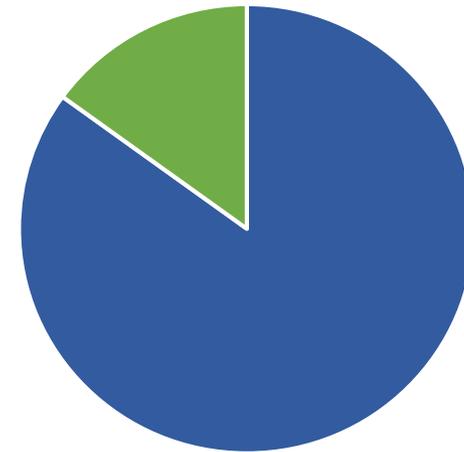
- Requests from classroom teachers and EL specialists
- High-EL districts more likely than low-EL districts to report considering support features for ELs



Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

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



- Teachers Using DLRs with ELs
- Teachers Not Using DLRs with ELs

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

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

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

Recommendations to Improve DLRs for Instructing EL Students



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

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *Supporting English learners through technology: What districts and teachers say about digital learning resources for English learners*. Volume I: Final Report. National Study of English Learners and Digital Learning Resources, Washington, D.C., 2019.

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

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners*, Washington, D.C., 2018.

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



Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners*, Washington, D.C., 2018.

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

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners*, Washington, D.C., 2018.

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



Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners*, Washington, D.C., 2018.

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

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners*, Washington, D.C., 2018.

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



Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *National Study of English Learners and Digital Learning Resources, Educator Toolkit: Using Educational Technology—21st Century Supports for English Learners*, Washington, D.C., 2018.

Resources

- 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

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *National Study of English Learners and Digital Learning Resources, Developer Toolkit: Creating Educational Technology for English Learners*, Washington, D.C., 2018.

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

Source: U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, *National Study of English Learners and Digital Learning Resources, Developer Toolkit: Creating Educational Technology for English Learners*, Washington, D.C., 2018.

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



- Office of Educational Technology's Ed Tech Developer's Guide (<https://tech.ed.gov/developers-guide/>)
- 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/oepdp/ppss/reports.html#ells

OELA Contact Information



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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

Thank you for
joining us!

