

## **Selected Knowledge Base on Remote Learning Support for English Learners**

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### **Summary of Knowledge Base**

Overall, findings of this review suggest that there are many resources available for K-12 district and school personnel involved in providing remote learning support for English Learners (ELs). With appropriate access to these resources and with an understanding of students' needs to access remote opportunities, schools can draw upon EL students' home lives, cultures, and personal interests to create empowering and positive remote learning environments.

- *Prioritizing EL students and understanding needs:* Schools should begin by prioritizing ELs who are at risk of permanently disconnecting from schools, potentially by working with community-based nonprofits and/or community liaisons that are most familiar with these students' needs. It is also important to know what students will be able to do at home in order to tailor instruction (i.e., does the student have internet access? Are parents available to help?).
- *Connecting with students and families:* Schools need to ensure that families have access to quality multilingual learning and informational resources. For connections with students, teachers should try to embed social-emotional learning throughout instruction and prioritize maintaining (or creating) relationships with students.
- *Teacher access to resources, networks, and PD:* Teachers of ELs need easy access to resources for supporting ELs in remote learning; teachers need the time to connect and collaborate with other EL teachers; and teachers need appropriate PD to support them in the transition to remote instruction for ELs.
- *An assets-based approach:* In remote learning, EL teachers have the opportunity to tap into the lived experiences, funds of knowledge, and assets of families to harness these powerful sources of learning. Multilingualism should be viewed as an asset, not a hindrance for students in remote learning.

*The search for research on remote learning support for English Learners produced far more online “resource hubs” than peer-reviewed articles. Findings have been separated into two tables: one includes links to online resources and one includes peer-reviewed articles. Despite the difference in resource type, findings across resources share common themes to consider.*

## Online Resource Hubs

<i>Organization Name, Link to Resource, and Organization Description</i>	<i>Description of Resource</i>	<i>Findings, Recommendations, &amp; Considerations</i>
<p>Colorín Colorado: <a href="#">Distance Learning for ELLs</a></p> <p><i>Colorín Colorado is a national website serving educators and families of English language learners (ELLs) in Grades PreK-12. Colorín Colorado provides free research-based information, activities, and advice to parents, schools, and communities around the country.</i></p>	<p>This resource page includes numerous articles, blog posts, and links to online networks with tips for planning distance learning for ELLs.</p>	<ul style="list-style-type: none"> <li>- It's important to know what students will be able to do at home so teachers can plan accordingly</li> <li>- Educators should look for ways to embed social-emotional learning throughout instruction: it is likely that many students are struggling with this transition</li> <li>- Access professional networks and share resources to develop creative solutions</li> <li>- Establish a structured learning environment; emphasize language production; and scaffold supports</li> <li>- Family partnerships can be a key to success</li> </ul>
<p>Colorín Colorado: <a href="#">School Responses to COVID-19: ELL/Immigrant Considerations</a></p> <p><i>Colorín Colorado is a national website serving educators and families of English language learners (ELLs) in Grades PreK-12. Colorín Colorado provides free research-based information, activities, and advice to parents, schools, and communities around the country.</i></p>	<p>This resource page shares considerations for schools and districts to ensure that ELLs and their families are included in all communications and school closure plans related to COVID-19.</p>	<ul style="list-style-type: none"> <li>- Schools should ensure that families receive key information and they should keep in mind that families will have different preferences on how they wish to communicate.</li> <li>- Ask cultural/family liaisons or family members who are active in the school community to flag any cultural considerations schools or districts should be aware of.</li> <li>- Consider issues beyond students' academic lives such as food security, health care, finances, and student safety.</li> <li>- As school staff think about the situations of students, what non-electronic home learning options can be offered to multilingual families?</li> </ul>
<p>The National Center for Education Evaluation (NCEE) at Institute of Education Sciences: <a href="#">FAQ on Meeting the Needs of English Learners in an Online Environment</a></p> <p><i>NCEE conducts unbiased, large-scale evaluations of education programs supported by federal funds; provides technical assistance; and supports the</i></p>	<p>This resource document provides considerations for how educators can provide high-quality instruction for English Learners in an online environment. Related links to additional resources are also provided.</p>	<ul style="list-style-type: none"> <li>- Access existing resources provided by states and organizations</li> <li>- Plan online learning to take advantage of different formats (i.e., video, visuals, text)</li> <li>- Work to understand students' access to technology and their home situation</li> <li>- Ensure district resources are translated into students' home languages</li> </ul>

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<i>development and use of research and evaluation throughout the United States.</i>		
<p>WIDA Consortium: <a href="#">Teaching Multilingual Learners Online</a></p> <p><i>WIDA provides language development resources to those who support the academic success of multilingual learners.</i></p>	<p>This resource offers insights around some of the unique opportunities and challenges for multilingual learners in online environments. The insights are framed around the 2019 WIDA Guiding Principles of Language Development.</p>	<ul style="list-style-type: none"> <li>- Design opportunities that connect online learning with students' immediate home and community situations</li> <li>- Host daily and weekly individual, small-group, or whole-class meetings to maintain, sustain, and expand a sense of community and reduce isolation</li> <li>- Consider how the language demands of online tasks differ from classroom activities, as well as the potential advantages of technology to personalize learning experiences</li> <li>- Encourage students to submit assignments in multiple languages, use translation tools to provide feedback, and pair students intentionally to create oral and written texts together</li> </ul>
<p>English Learners Success Forum (ELSF): <a href="#">Using Multilingual Resources to Support English Learners' Remote Learning</a></p> <p><i>ELSF is a collaboration of researchers, teachers, district leaders, and funders who are passionate about improving the quality and accessibility of instructional materials for English learners (ELs).</i></p>	<p>This resource considers emerging best practices for leveraging home languages for remote learning.</p>	<ul style="list-style-type: none"> <li>- Understand families' needs and preferences for support in their home language</li> <li>- Take steps to ensure access to devices and the internet</li> <li>- Have bilingual staff/volunteers record instructions for families in their home languages</li> <li>- Streamline protocols for remote participation to create consistency across schools and classes wherever possible</li> <li>- Respect, affirm, and provide guidance on using home languages as rich resources for home learning</li> <li>- Ask families and learners about their interests and knowledge and encourage the multilingual exploration of themes that build on their current knowledge</li> </ul>
<p>The New Teacher Project (TNTP): <a href="#">Supporting multilingual learners (MLLs)/English Language Learners (ELLs) during the Covid-19 Shutdown</a></p> <p><i>TNTP's mission is to end the injustice of educational inequality by providing excellent</i></p>	<p>This resource provides recommendations and general guidance on what to consider as schools and teachers determine how to best continue students' language and literacy development. This resource also includes guidance and tech tools to support multilingual learners with distance learning.</p>	<ul style="list-style-type: none"> <li>- Consider a hybrid model for at-home learning to ensure equity of access (virtual learning and/or assignment packets).</li> <li>- Make staying connected with students a priority.</li> <li>- Set reasonable expectations for home literacy and language learning.</li> <li>- Consider what students can do independently and what requires a teacher or other adult.</li> </ul>

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<i>teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.</i>		

### ***Peer-Reviewed Articles***

<i>Citation</i>	<i>Methodologies</i>	<i>Findings</i>
Black, R.W. (2009). Online fan fiction and critical media literacy. <i>Journal of Computing in Teacher Education</i> , 26:2, 75-80.	Data for this article come from a longitudinal study (Black, 2008) of ELL youth composing and reading fan fiction texts on a website called fanfiction.net (FFN). Data discussed in this article come primarily from case studies of three ELL focal participants. The focus of the article is to discuss the students' textual practices in relation to critical media literacy.	<ul style="list-style-type: none"> <li>- Building on the sort of activities and literacy practices that many youth are accustomed to engaging with in their leisure time can help ELL students draw from prior knowledge to contextualize and develop understandings of new language forms and context.</li> <li>- Culturally relevant online opportunities can support ELL youth in developing identities as powerful learners, language users, and active designers of their own social, cultural, and ideological materials rather than passive recipients of available designs of the host culture.</li> <li>- It is also important for educators to build on students' experiences with self-representation in online spaces to help them develop effective and responsible public voices.</li> </ul>
Liu, M., Navarrete, C. C., & Wivagg, J. (2014). Potentials of mobile technology for K-12 education: An investigation of iPod touch use for English language learners in the United States. <i>Educational Technology and Society</i> , 17(2), 115-126.	This case study investigated a mobile-learning initiative by a large school district in the US to provide iPod touch devices 24/7 to teachers and students of English Language Learners; the study encompassed a two-year period with two implementation cycles.	<ul style="list-style-type: none"> <li>- Using the iPod touch supported language and content learning, provided differentiated instructional support, and extended learning time from classroom to home</li> <li>- Audio books, internet access, and media creation tools were important features for these ELL students</li> <li>- Teachers changed their curriculum practices to allow students to have more control over their learning</li> <li>- Students have instant access to useful resources (e.g., translator, dictionary, voice recorder, and other applications). This access is especially important for ELL students as they can practice language skills in different ways using multiple modes at school and at home.</li> </ul>

Citation	Methodologies	Findings
		<ul style="list-style-type: none"> <li>- Using mobile technology requires teachers to allocate significant time and effort to learn to use the device as well as learn to integrate effectively in their teaching. This emphasizes the need for substantial support in the form of professional training.</li> </ul>
<p>Prince, J. (2017). English language learners in a digital classroom. <i>The CATESOL Journal</i>, 29(1), 51-73.</p>	<p>A case study performed at an international school in Europe to investigate the experiences of 4th-grade ELL students in a 1-to-1 iPad device classroom.</p> <p><i>Note: As this was in a face-to-face, 1-to-1 classroom, the students were not experiencing remote learning; however, lessons about the technology use may still be applicable to this literature review.</i></p>	<ul style="list-style-type: none"> <li>- Perceived benefits of the iPad for ELL students: the international settings that are built into the iPad allowed for multiple keyboards; the iPad could be used in a variety of ways to support visual learning and language translation; and the iPad allowed for multimodal demonstration of learning.</li> <li>- The iPads allowed students to extend their interests in certain areas by looking up videos on-line or by utilizing apps.</li> <li>- The adults in the study all reported believing that the iPad was a positive learning support for ELL students because of its ability to promote affective engagement and provide cognitive scaffolding.</li> <li>- Participants reported that when students were using the iPad, they relied less on other people for translation, expressed greater vocabulary, and reported positive feelings about their growth in English language acquisition.</li> <li>- <b>Suggested apps/programs:</b> Google Translate; 3D Timeline; BrainPop; <i>Britannica Online</i>; Puppet Pals; Haiku Deck; ExplainEverything</li> </ul>

### ***Parking Lot of Additional and Related Information***

- Select states with existing resources for remote support for English Language Learners
  - [Connecticut](#)
  - [Tennessee](#)
  - [Louisiana](#)
  - [North Carolina](#)
- [COVID-19 Spotlights the Inequities Facing English Learner Students, as Nonprofit Organizations Seek to Mitigate Challenges](#) - Commentary from the Migration Policy Institute (MPI)
- [5 Things Districts and Educators Can do to Support Instruction for English Learners During COVID-19](#) - English Learners Success Forum
- [How to Support English Language Learners During E-Learning](#) - EdTech Magazine
- [SEAL's 6 Key Considerations for Supporting English Learners with Distance Learning](#) - Sobrato Early Academic Language (SEAL)
- [New Resources for Families Help Multilingual Learners with Disabilities Thrive in Virtual Classrooms](#) - Wisconsin Center for Education Research (WCER)
- [Recognizing ELs' home language as an asset](#) - Commentary from The Century Foundation
- [Empowering ELL parents at home](#) - Colorín Colorado

### ***Review methods:***

This document summarizes a review of research, evaluation, resources, and stakeholder knowledge related to the topic of remote support for English Learners. Databases used for conducting this review included Google Scholar, ERIC, and JSTOR. Search terms used include but are not limited to “remote learning support English learners”; "English language learners" AND “remote education”. However, searches within these databases returned limited applicable resources. Many of the peer-reviewed articles found within these search parameters returned results mostly applicable to adult learners. It seems as though much of this research for K-12 learners will be forthcoming. Thus, for purposes of this review, resources were included from trusted organizations. These resources were found through Google searches using phrases such as “EL students remote learning support” and “EL student support COVID-19”. These resources provide information pertinent to the current COVID-19 situation, information which is seemingly not yet widely available in peer-reviewed journals.