# KYSU 2020-21 What's Working for ESL at a Distance

*rev. 4.20.2021*

**KENTUCKY U SKILLS** — CREDENTIALS ► COLLEGE ► CAREER — A Proud Partner of the American Job Center Network

## 01 Develop a Vision

Through a statewide collaboration of Adult Education ELL Instructors considering our population's unique needs, KY Skills U ESL programs will assemble ELL-specific and replicable best practices for distance learning outlined in KYSU Implementation Guidelines. These practices address blended learning and digital literacy; Learning Management and/or videoconferencing platforms for coordinating distance learning; and remote proctoring options for students who have barriers to onsite testing.

## 02 Orientation, Enrollment, and Testing

- Create orientation, enrollment, and testing plans for both warm and cold weather, so that you can stage students outdoors.
- Use an appointment scheduler, such as Appointment Plus **OR** Calendly.
- Designate specific days and times for enrollment. Boone schedules them every 4-5 weeks. Alternately, follow a provider's term & enrollment calendar.
- Designate one point-person for enrollment consistency.
- Embed online registration forms with videos to explain the process, such as this from Kenton ESL. Create your own using this link.
- OCTC has learned that if new students are willing to complete an online check-in form for enrollments, then they are more likely to complete online assignments and persist. Check-ins occur monthly at two different times.
- WKCTC has built a network of community leaders to help distribute paper packets, enrollment packets, and assistance in coordinating enrollment testing in cars, etc.

## 03 Technology Support

1. Make technology support part of the orientation process.
- Administer online digital learning suitability surveys, such as ones from Cell-Ed, Minnesota State, and Lord Fairfax CC ABE adapting for L1 as appropriate. These surveys from SKYCTC use pictures; available in print and in Google Forms (copy here).
- Create Google accounts, connect with Google Drive/Classroom, add students to Remind before students leave F2F orientation.
- Conduct technology orientations, followed up with "how to" video tutorials.
- Students are asked to bring any technology they plan to use for learning to OCTC's ESL check-in, which has clear-cut technology objectives, including a Google drawing of how to use available Chromebooks.
- Orient students (F2F) to the videoconference platform.
    - JCPS Zoom Orientation presentation
    - SKYCTC Google Meet resources
    - Webex student tutorial by Jon Reynolds of GCTC (edit a copy here)

## 04 Communication

**Out-of-class communication**

Consider using text-based communications, such as Google Voice, WhatsApp, or Remind to communicate with students.
- Find pros and cons for these apps here.
- Find translated Remind video and screen shot tutorials here.

Use student-friendly digital templates to organize lessons, like the new GED HII-aligned Math Hyperdoc Lesson Plans now available on the KYSU Lesson Bank so that lessons can be sent as a link in a text message.

Links to video orientations and lessons can be texted to students.
- Check out this video by Ashley Pierce from JCPS and
- these BE lessons by Elizabeth Osbourne from BCTC.

Instead of Google Classroom, create a Google site or program/class webpage, like this from Kenton ESL. The link to the website can be shared in a text or message system. Other ideas can be found in the KYSU Student Site Examples assembled by the Distance Learning Leads.

## 05 Identify go-to resources

**FY 20-21 Digital Curriculum Available to Providers:**

Burlington English – Foundational ESL

NewsELA –ESL resource for IELCE Civics, plus a variety of other audiences (we have paid subscriptions for a year).

Edgenuity – Piloting for GED prep; lessons can be translated into over 60 languages.

Find low-cost internet service and computers in your area. One resource for that is EveryoneOn.org. Here is a Kentucky-specific list compiled by the DLLs.

Consider smart-phone accessible resources, since many students only have regular, ongoing access to phone-based technology.
- Newsela (available offline and tracks time). Folder of resources/tutorials
- Marshall Reading Program has developed an app (reliant on WIFI) that connects to the website Reading Skills for Today's Adults and converts some of its activities to app-friendly platforms. Students will need to screenshot the results for DL credit.

## 06 Keep low-level LEARNERS in mind

- Use platforms with which students are already familiar, such as WhatsApp, for holding virtual classes to transition to Zoom, etc.
- Send recorded/audio messages rather than text messages on platforms like WhatsApp or Remind.
- Incorporate L1 instructions via text messages using L1 apps such as Talking Points.
- Send quick "how to" videos to students via Remind, WhatsApp, text
    - Check out this video by Ashley Pierce from JCPS and
    - these BE lessons by Elizabeth Osbourne from BCTC.
- Remember that BurlingtonEnglish has video tutorials in several different languages.
- Check out some of the ideas for low-literacy students in the TABE Level L RLA Google Classroom. Email Beth (b.rudd@moreheadstate.edu) or Jo (jbotts@moreheadstate.edu) for the class code.

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## 02 Orientation, Enrollment, and Testing

- Use subtitles in video orientations or other video tutorials, such as GCTC's testing day instruction video.

### TESTING

- Schedule regular in-person post-testing days and times.
- Create a testing policy that designates how students earn asynchronous credit and minimum participation hours, like this from Boone.
- Consider technology lending programs such as these suggestions found in KYSU Technology Lending Policies.

Take advantage of your site's parking lot

- Kenton County tests students in their vehicles during warm months, and they send a video link of testing day instructions.
- Boone County also uses parking lot testing, with outdoor seating/tables for testing.

## 03 Technology Support

2. **Plan for follow-up technology support.**
   - Troubleshoot technology before actual classes. During class, use students of the same L1 to explain technology to classmates.
   - Stagger class times so that one person is available for troubleshooting technology while classes are meeting.
   - Schedule regular virtual or F2F technology troubleshooting sessions.
   - Instruct students how to take a picture of work on their phones and send as attachments in text/Remind/WhatsApp messages or Google Classroom assignments.
   - Create L1 or screenshot support documents and video tutorials to walk students step-by-step through how to access learning platforms.
   - Create a YouTube playlist of common tutorials, like this from Kenton County ESL for BE and Zoom.

3. **Consistently incorporate technology in the classroom.**
   For more tech-aware students, utilize an LMS, such as Google Classroom, Canvas, or Moodle, in class for small assignments. Here is a Google Classroom example from OCTC.

## 04 Communication

### In-class virtual communication

Beginning each virtual class with a quick share, ice breaker, visual warm-up, etc., such as Rock/Paper/Scissors, home scavenger hunts, or other Zoom games adapted for language learning, creates an online community, reinforces vocabulary, and acclimates students to the technology.

Use the features of Zoom (or other videoconferencing tools) to mirror F2F classes, including how Tanya Johnson uses breakout rooms.

Practice listening skills by playing the audio of BE's Adapted Readers (or other dialogues, etc.) without sharing the screen for the text. Recommence screen sharing for the reading activities to check for comprehension.

See how Jayme Adelson-Goldstein recommends substituting F2F practices to an online environment.

Create an engaging virtual classroom using Bitmojis. See how several programs have incorporated them in the KYSU Bitmoji Exemplars folder. Links from the classroom can be sent via text messaging.

## 05 Identify go-to resources

Bow Valley College Readers offer leveled texts around everyday situations. Texts are accompanied by audio.

Live Worksheets transform your original, traditional worksheets into interactive exercises with self-correction. Read the pros and cons of the worksheets as outlined by GCTC. Check out their video tutorials for finding existing ones or creating one's own.

Songs and Activities for English Language Learners organizes hundreds of classroom-friendly songs by theme with YouTube videos, lesson plan ideas, and grammar topics.

Learn English with Jennifer: Lessons for Beginners, a playlist of 65 lessons.

Color Vowel English Language Training Solutions organizes spoken English visually. Check out the video introduction and highlight reel that GCTC have created. Note that this is not a free resource.

Breaking News English offers non-fiction articles at differentiated levels and audio speeds. Caveat: students will need to be shown how to navigate around the ads.

Find other instructional technology resources on the Instructional Technology Framework; look for the ESL tab.

## 06 Keep low-level LEARNERS in mind

- To teach beginning pronunciation, have students download the Sounds App (with a yellow background) for practice with basic sounds and the Phonogram App (with a gray background) for practice with blends.
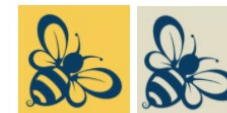
Seeking more practices for low-level ELLs!