

TELAC Times March 2016 - Technology in the ELL Classroom

[View this email in your browser](#)

# telac times

Teaching English Learners Academic Content

Issue 7 | March 2016



Facebook



Twitter



Website



Email

TELAC Times is brought to you by the TELAC Program funded by the US Department of Education through the Department of English in the College of Liberal Arts and Sciences at Arizona State University. TELAC provides professional development and graduate ESL education for elementary, middle and secondary teachers, educational leaders, instructional leaders and guidance counselors in Phoenix metropolitan school districts. TELAC offers a specialized professional development program focused on enhancing teaching practices for mainstream English learners. TELAC Times offers articles, tools and resources to help achieve this goal.



## Preparing ELLs to be 21st-Century Learners by Kristina Robertson

*"In the 21st Century, the century our children will live in (the century they will, in fact, shape), media literacy will not be a luxury, it will be a necessity."*

*-Linda Ellerbee, Journalist and Television Producer*

**Grade Levels: K-12**  
**Subject: Technology**

A colleague of mine was recently asked to observe a media technology class for English language learners (ELLs). The teacher of the class had been struggling a great deal to help the students "get" the lessons, and so he asked my colleague for her observation and input.

The lesson objective was to create a PowerPoint presentation. A number of the students were beginning-level ELL students, and so they already had one barrier to overcome before even touching the computer: language. As the lesson unfolded, an ELL student sitting in the back of the class tried to keep up with the directions as students were guided to open the application, choose a design, and type in a basic sentence.

As the student in the back fell further and further behind, he showed signs of obvious frustration and eventually ignored the teacher while sitting at his keyboard and holding down the "j" key to create a complete screen of "j's." While other students were able to keep up with the instructions, the teacher felt ill-equipped to help all of the students who weren't able to keep up and to show them how to master the content and skills being demonstrated successfully.

### Challenges for ELL Teachers

There is no doubt that having (or not having) excellent technological skills will make a major difference in the lives and futures of our students. Their careers will increasingly rely on the ability to maneuver easily in technological environments, and to learn new technology quickly. Yet there are a number of challenges that educators face when trying to help ELLs get up to speed.

[Read Full Article](#)



### Supporting English Language Learners with Technology by Juliette Heinze

This year, seven out of the 20 students in Jennifer Monroe's first grade class in Harlem, New York, are English language Learners (ELL). Although Monroe speaks Spanish, she has never received training to support these students. "They are in need of vocabulary that I don't have time to give them." she says.

Her situation is typical in schools and libraries today. ELL students are the fastest-growing K-12 population in the country, yet professional development for educators has

not yet caught up. Fortunately, technology offers some easy ways to help these students build vocabulary, achieve reading fluency, improve comprehension, access curriculum content, and strengthen their home-school connection.

### Image Galleries

To assist students who are learning English preview each of your lessons and support the text you are reading with suitable images from the internet. Images will provide contextual clues and help ELL students determine meaning.

[Read Full Article](#)



---

# edutopia

**What works in Education** *George Lucas Educational Foundation*

## The Word and the World: Technology Aids English-Language Learners

A growing number of software programs and Web tools help educators teach academic English

By **Maya Payne Smart**

December 2008

Students at Cinnabar Elementary School in Petaluma, California, work under an encouraging computer lab banner that states, "Mistakes Welcome Here - You can't learn without them!" That banner, along with brightly colored posters and an impressive array of computers, digital cameras, scanners, and printers, sets a vibrant scene. But it's the students who bring character and action to the fore with their laughter, curiosity, and multimedia productions.

Because English-language learners (ELLs) now make up half of the school's population, teachers there are looking for effective ways to teach them academic English. Amy Wegener-Taganashi, the school's English-language-development teacher, says an array of technology helps engage students and provides the structured one-on-one English practice they need. Cinnabar has computers in every classroom and classes use the computer lab for multiweek projects. Additionally, upper grade students can visit the lab during lunch.

[Read Full Article](#)

---

# telac Spring Institute 2016

***Common Ground: Teachers supporting ELL students through culturally and linguistically responsive teaching practices.***

The TELAC Spring Institute 2016 will be held April 23 on the ASU Tempe Campus. The Institute is free and open to the public; however, limited seating is available, so please register below to guarantee your seat. Once you have registered, you will receive a confirmation and additional information about the institute.

The TELAC Spring Institute 2016 will feature will feature a keynote speech and an interactive session. Current TELAC teachers will host roundtable discussions focused on effective implementation of ELL strategies and will share insights and learning from their teacher inquiry projects through poster presentations.

**Keynote Speaker: Mary Carol Combs**

***The Metaphorical Eating Machine: Arizona's Obsession with***

***'Accelerated' English Acquisition***

Arizona policy regarding English language learners requires that all materials and instruction be in English, and that ELLs are segregated for four hours daily of grammar and vocabulary instruction in order to become fluent in one year. Ostensibly, these requirements will accelerate the learning of academic English and enable ELLs to compete with English-speaking peers. This presentation argues that theoretically *and* practically, academic language acquisition cannot (and probably should not) be accelerated, and that in Arizona acceleration mandates are motivated by legislative funding priorities and ideological folk myths about language acquisition.

**Interactive Session: Margarita Jimenez-Silva and Ruth Luevanos**

***What does Culturally Relevant Teaching (CRT) look like in content classrooms?***

In this interactive session, the presenters will share three examples of lessons designed using a CRT framework. Furthermore, they will discuss challenges to implementing CRT from the perspectives of teachers as well as strategies for addressing those challenges. They will also discuss students' experiences when engaging in lessons grounded in CRT. Participants will also have an opportunity

to share their own experiences with CRT and brainstorm possible future lesson ideas.

[Register for TELAC Spring Institute](#)



Facebook



Twitter



Website



Email

**Need information on the TELAC Program? Visit our website  
<https://english.clas.asu.edu/research/affiliated-centers-organizations/telac>  
or call us at 480-965-4698**

Copyright © 2016 TELAC Times All rights reserved.

[unsubscribe from this list](#) [update subscription preferences](#)