Aug 2nd, 2:15 PM - 2:45 PM

Designing for English Language Learners in your Online or Blended Course

Nancy McGinley Myers

University of St. Thomas

Follow this and additional works at: http://pubs.lib.umn.edu/minnesota-elearning-summit

McGinley Myers, Nancy, 'Designing for English Language Learners in your Online or Blended Course' (2017). Minnesota eLearning Summit. 4.
http://pubs.lib.umn.edu/minnesota-elearning-summit/2017/program/4
Designing for English Language Learners in your Online or Blended Course

Nancy McGinley Myers, M.Ed.
Instructional Designer
University of St. Thomas
Why this presentation?
Why me?
What about you?

1+
What about you?
WHO ARE YOUR ENGLISH LANGUAGE LEARNERS?
English Language Learners

• Students who speak a language other than English in their homes
• New Americans
• International Students
• Speakers of other dialects
• Deaf/ASL
LANGUAGE ACQUISITION
Listening
Speaking
Reading
BICS vs. CALP
Basic Interpersonal Communication Skills

- Usually takes a couple years
Cognitive Academic Language Proficiency

• Usually takes 5+ years
Designing Online and Blended Courses for ELs
UDL and ELs

**Provide multiple means of Engagement**
Stimulate motivation and sustained enthusiasm for learning in different ways.

**Provide multiple means of Representation**
Present information and content in different ways to support understanding.

**Provide multiple means of Action & expression**
Offer options and supports to all so everyone can create, learn and share.

Universal Design for Learning: 3 principles
ENGGAGEMENT

• Provide multiple means engagement
  – Is there choice?
• Tools to make this possible
  – Screen recording tools
  – Audio options
REPRESENTATION

- Present content and information in multiple media
- Use varied supports
- Highlight critical features
- Activate background knowledge
- Support vocabulary
ACTION & EXPRESSION

• Provide multiple means of action and expression
  – Provide models
  – Formative assessments
  – Options for expression
Challenges and Opportunities

• Media
• Text
• Assessments
• Instructions
• Interactions
• Academic Integrity
Media

- Closed Captioning
- Professor’s face
- Representation matters
- Images
Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice, 'without pictures or conversations?' So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her. There was nothing so very remarkable in that; nor did Alice think it very much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' She was so much surprised by this unusual thing, that she forgot to feel afraid; however, when she had recovered her first surprise, she thought, 'Why, I must run now to catch up with it.' She sprang up, and began to run as fast as she could——but, oh! the Rabbit was very fast for a rabbit! in another moment down she came again, a little out of breath, but still very much the same size, and said, 'Oh my! Oh my! I shall be sure to get nowhere at this rate!' Then it occurred to her that she must have been talking all the time, and looking up into the air, and down, and up again, so she said nothing more, but went on running.
Assessments

- Engagement
- Choice
- Background Knowledge (cultural capital)
- Grammar
- Formative Assessments
- Context Rich v. Context Poor
## Instructions

- Clear instructions and expectations
- Active voice
- Short sentences
- Bullet points
Interactions

• Discussions
  – Confidence
  – Uptake Time
  – Interruptions

• Clear (public) expectations
Academic Integrity

• Plagiarism
• Cheating
• Help
MY TOP 3 ADVANTAGES

• Asynchronous discussions (clear expectations/prompts/guidelines)
• Video (closed captioned/instructor face)
• Context-rich assessments

What would you add?
WHEN SOMEONE ASKS...

What did you learn in the last session?
REFERENCES

- UDL at a Glance
- Instructional Design Implications for Non-native English Speaking Graduate Students – Perceptions on Intercultural Communicative Competences and Instructional Design Strategies for Socially Engaged Learning
- The Application of Universal Instructional Design to ESL Teaching
- Understanding ESL Learners: Distinguishing between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP)
- Six Key Principles for ELL Instruction