

Suggestions for ESL Classes and Activities: COVID-19 Guidance

School communities understand the importance of consistent, regular support for students who speak a language other than English as it relates to English-acquisition. An important part of that directly connects to the amount of exposure that children have to the English Language. Below are some ways in which schools and districts can consider ongoing support of students, even when school has been closed.

Activities	Challenges	Benefits
Establishing virtual lessons for student who have connectivity at home	<ul style="list-style-type: none"> • Must be high interest, on-time and well-organized • Lessons must follow the 4 domains: reading, writing, speaking, and listening • Training teachers on how to help English Learners (ELs) trouble shoot technology for problems 	<ul style="list-style-type: none"> • Can continue with planned curriculum • Instruction will need to be clear and delivered in twice to enhance understanding, i.e., one written directions and the other a visual representation or stated in two ways in words
Building lessons in the 4 domains of language that center around an assigned reading	<ul style="list-style-type: none"> • Teachers would have to plan multi-level, multi-skilled lessons • Determine a way to assess student success • Determine a way to meet differentiated needs of ELs at differing grade levels • Selecting high interest materials 	<ul style="list-style-type: none"> • Deep dive into subject selected topics • Grammar and vocabulary in the context of the reading • Can talk about, write about, and even listen to ancillary communications related to the reading
Providing sets of written materials that can be mailed back in pre-paid envelopes	<ul style="list-style-type: none"> • Training ELs and parents of ELs how to manage this process • Setting up the mailing from and back to the school • Expressing requirements completely and in a language and manner the parents and students can understand 	<ul style="list-style-type: none"> • Mode of study that is accepted by EL parents and students • Materials can be mailed in prepaid envelopes to and from the child's home • Envelopes and pages can be disinfected upon receipt with spray products
Tutoring sessions with small groups or individual calls through conference calls	<ul style="list-style-type: none"> • Train parents and or students for this process • Setting up a schedule that includes all • Communicating the need for this change to continue developing English skills 	<ul style="list-style-type: none"> • Allows for differentiation • Allows continuation of skill development set for in ILPs previously

Purchase supportive materials that lend themselves to more independent work	<ul style="list-style-type: none"> • Expense associated • Having to train students and teachers to use these virtually 	<ul style="list-style-type: none"> • Skills based and strong support for each skill targeted • Similar to in school work
Using the ESL components of the Virtual Academy	<ul style="list-style-type: none"> • Must be registered • Fee for services • Would require technology 	<ul style="list-style-type: none"> • Reportedly good results (not verified by TDOE)
Use of free apps, like Duolingo	<ul style="list-style-type: none"> • Requires a device (phone, computer, tablet, etc.) • Requires connectivity • Limited complex interactions 	<ul style="list-style-type: none"> • Free • Engaging and self-driven • Can be done on a variety of devices • Builds vocabulary