

Examples of Student Group Blog Posts of Ideas for Using Technology with ESL Learners

Prompt: Find an instance of technology that can be used to enhance learning for ELL students, either in a language classroom or a content-area classroom. On a Blackboard blog forum, post the following:

- Description of the chosen technology
- How you would use it in a class (Designate whether this is a language class or a content area class (and what content area), as well as the grade and level of the students in the class.)
- Skills students need to have in order to benefit from the use of that technology
- Your rationale for why it would enhance the learning of ELL students in particular

Sample 1:

Clickers!

- Our group decided to use clickers
- Clickers are a device used from the early elementary levels to the high school level and allow students to click their answers in from questions that the teacher generates. For our project, we decided to do 3rd grade with beginner ELL students in the classroom. We would be working on a math lesson dealing with fractions.
- The skills that the students would need would be to know how to work the clickers. There are types of clickers that have 4 buttons that for answers A, B, C and D as well as the A and B button can mean true and false too!
- This can enhance ELL students learning in particular because they will still try to answer the questions because who posted what answer is confidential. The student can talk with peers for help on answering the questions and then feel confident in submitting their own answer. After all the answers have been submitted in, then we can talk as a class how we did that problem or answer any questions for student who didn't understand.

Sample 2:

Glogster!

The technology that we chose was Glogster.com which is a website that allows you to create interactive posters online. You can add links, pictures or videos. This would be for 6th grade, science class, this would be geared toward an intermediate level of English.

The students will need to have basic computer and internet knowledge. They will need to know how to search for the information that they are interested in on the web and feed out the non-useful info.

An ELL student could benefit from this technology because they would be able to put images or videos with the text that they are trying to convey. This might be in place of a written test in which the ELL student could feel overwhelmed. This would make the learning more enjoyable and less intimidating.

Sample 3:

Google Docs

1. The technology we have chosen is a combination of the personal computer and the internet. The goal for this assignment is for students to create a newspaper by using word processor and Google docs.

2. We will use this assignment with a junior high class, in the content area of Language Arts. Our students will create a newspaper based on the readings that they have completed in class. For this example our students will have just finished reading the book *Redwall* by Brian Jacques. Students will create a newspaper that has articles, editorials, recipes and comics all based on student interest from the book.

3. The students will need to know content knowledge from the book *Redwall* and basic writing and spelling skills.

4. This technology project will help ELL students because the project is based on student interest and strengths. All students in the class will be able to choose what they will contribute to the newspaper whether it is a sports article, a recipe or a comic strip.

Sample 4:

Audioboo.fm

Description: Audioboo.fm is online recording tool.

How to use in a language class: A teacher can use Audioboo.fm as an assessment tool for speaking. Students can listen to themselves or other students and do self and peer assessment. Students can practice speaking and receive feedback from the teacher.

Skills students need: Students need to have knowledge about the Internet, how to use it, and access this tool. Students do not need to be at any specific speaking level, because this tool will help all language students improve in their speaking.

Rationale: If the students post their link to their “Boo” (recordings on Audioboo.fm) on a classroom blog or website, students can listen to their classmates, give feedback, and learn from their peers. This interactive, online, recording tool will motivate students to want to practice their speaking and become more proficient speakers. If the students record out of class, it saves time in class for more instruction, feedback, and it will help students not be as nervous to speak in front of their peers. Also, students can record themselves as many times as they want. This will help them create the best recording of their speaking.

<http://audioboo.fm/>

Sample 5:

iMac/iPad videos

- The teacher and/or the students can use this tool within the classroom. Hypothetically, in a fifth grade science classroom, students can make videos to teach their peers about certain aspects of science. They might record experiments, make a video about an animal, explain scientific theories, methods and pictures, or “teach” a lesson through a video. The teacher can do all the same, but assigning these videos to students will expose them to technology and encourage group work and/or independent research.
- Skills needed in order to benefit from this technology include: communication skills (including clear speech and good vocabulary of those creating the video), organization (structure and clarity of the video), creativity (to increase viewers’ interest), listening skills (for those watching the video) and technological literacy.
- These videos would allow students to explore certain topics and share their findings with their classmates. The creation of these videos can be adapted to student readiness levels as well as student interest. Creating these videos in groups increases and promotes peer interaction. On the other hand, when done individually, students better learn how to work independently and to rely on their own resources and skills.