

# Meeting English Learners Needs' in your Classroom

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# Have you ever learned another language?

Please type your answer in the chat box.



# Performance Gap

- In 2019, **23%** of students, nationally, are English Learners (EL)
  - Projected to be 1 in 4 by 2025
    - (National Education Association, 2020)
- In Hawaii, **6%** of EL students have attained English proficiency (SY18-19)
  - (Office of Student Support Services, 2019)
- In school year 2017-2018, **45%** of public teachers have taken a course on how to teach EL students
  - (U.S. Department of Education, National Center for Education Statistics, 2019)
  - By SY23-24 Hawaii DOE teachers need to be highly qualified in EL



Ni hao!

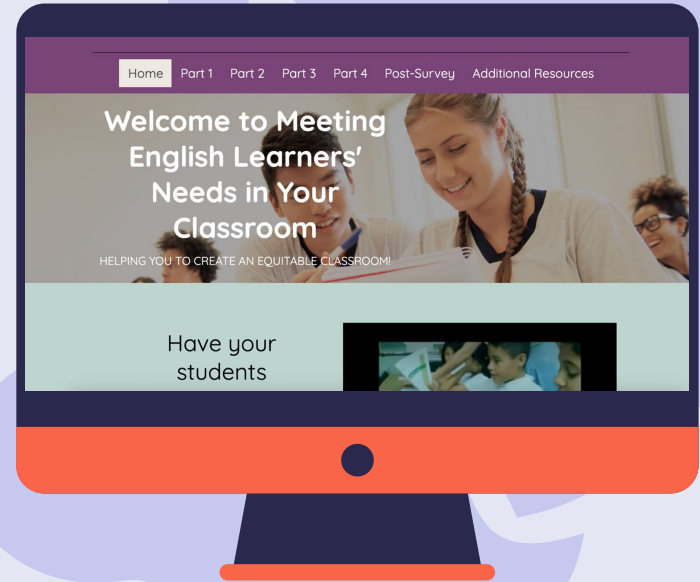
## Problem

- English Learner students are rapidly increasing in US public schools
- Limited training and resources available to educators

# Goal

Create instruction for secondary educators to teach them how to:

- **create equitable lessons incorporating strategies to fully support English learners' success and mastery of the content**





# What learners NEED

Learners need an online module of educational strategies that can be easily implemented into their classrooms

# The Creation Process



## Learning Domains

- Cognitive
- Affective



## Learning Theories

- ARCS-V Model
- Gagne's Nine Events of Instruction
- Case Method



## Design

- Asynchronous
- Online
- Material chunked
- Four stand alone parts

Home

Part 1

Part 2

Part 3

Part 4

Post-Survey

Additional Resources

WIDA Scores

Identifying Strengths and Gaps

Can Do Descriptors

Language Objectives

# Well-Engaged Students' Needs in Your Classroom

HELPING YOU TO CREATE AN EQUITABLE CLASSROOM!

Have your  
students





# Defining English Learners (EL)

English learners (EL) are students whose first language or home language is not English. EL students are not necessarily born in another country, but rather learned another language, besides English, first.

In the school year 2019-2020, 10% of students in Hawaii public schools were active ELs (students who are not English proficient and currently receiving services).

Hawaii's ELs students speak over 70 different languages. Ilokano, Chuukese, Marshallese, and Tagalog are the most common languages.



Lum, C. (2019). [Queen Kaahumanu Elementary School ELL class working in the school library] [Photograph]. Honolulu Civil Beat. <https://www.civilbeat.org/2019/11/whats-behind-hawaiis-rising-test-scores-for-english-learners/>

## WIDA Scores

Hawaii is a World Class Instructional Design and Assessment (WIDA) Consortium member. The consortium consists of states designing and implementing high standards and equitable educational opportunities for English learners.

As a member of WIDA, EL students are tested annually. The ACCESS assessment focuses on an EL student's English proficiency level in four domains: reading, writing, speaking, and listening. English proficiency means a student can read, write, speak, and verbally understand English at a high level. The ACCESS assessment **does not** test an EL student's knowledge.

Each student is given a proficiency level score for each language skill. The proficiency level score is broken up into six WIDA English Language Proficiency Levels:



# Evaluation Process

01

## Usability Study

Two rounds

Three instructor participants  
per round

Completed tasks and a post  
usability survey

02

## Instructional Assessment

One round

12 educator participants

Completed learning  
module and surveys

# Usability Study Demographic Data (*n=6*)

Gender

Female  
(83%)



Male  
(17%)



Online Module  
Experience

Yes  
(100%)



No  
(0%)

EL Experience

Yes  
(50%)



No  
(33%)



Limited  
(17%)



# Usability Results

83%

Of tasks completed  
successfully in R1

Task 2, 4, and 6 **not**  
successfully completed by  
all participants

94%

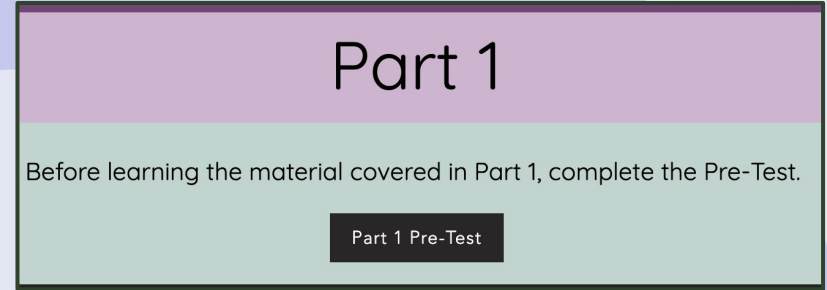
Of tasks completed  
successfully in R2

Task 4 **not** successfully  
completed

\*Designer error caused participant 4 to  
not successfully complete task

# Changes made from Round 1's Feedback

- Make buttons bigger
- Add progression arrows
- Remove footer
- Add topic to part header
  - Should eliminate confusion for task




Part 1

Before learning the material covered in Part 1, complete the Pre-Test.

Part 1 Pre-Test

Changes made after R1:



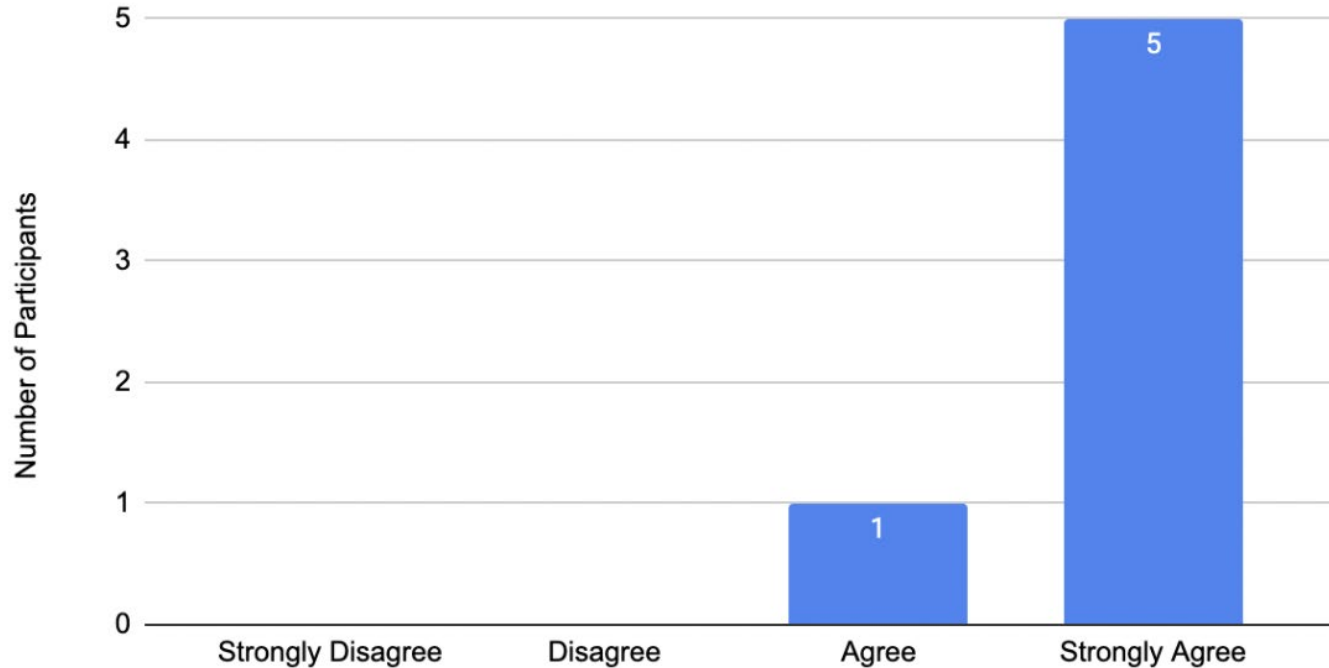
Part 1:  
Learning Intentions and Success Criteria

Before learning the material covered in Part 1, complete the Pre-Test.

Part 1 Pre-Test

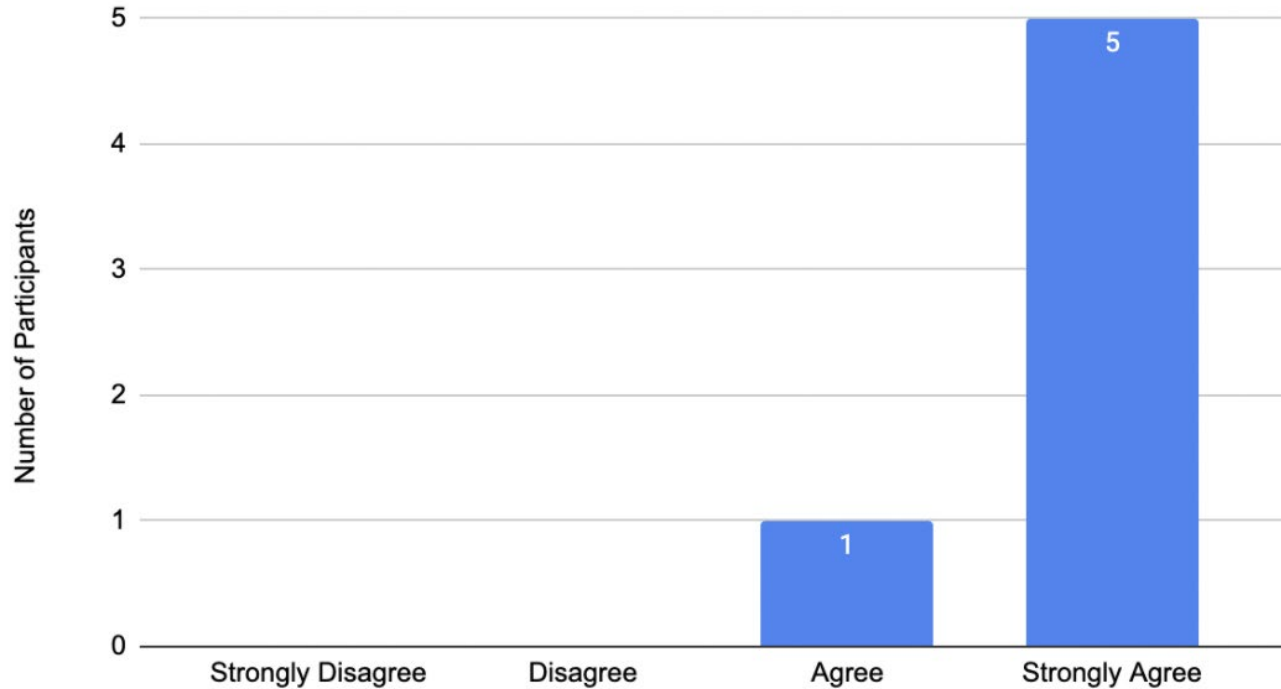
# Usability Survey Data

*Participants' Level of Agreement that the Online Module was Easy to Use (n=6)*



# Usability Survey Data

*Participants' Level of Confidence in Using the Online Module (n=6)*



# Quote

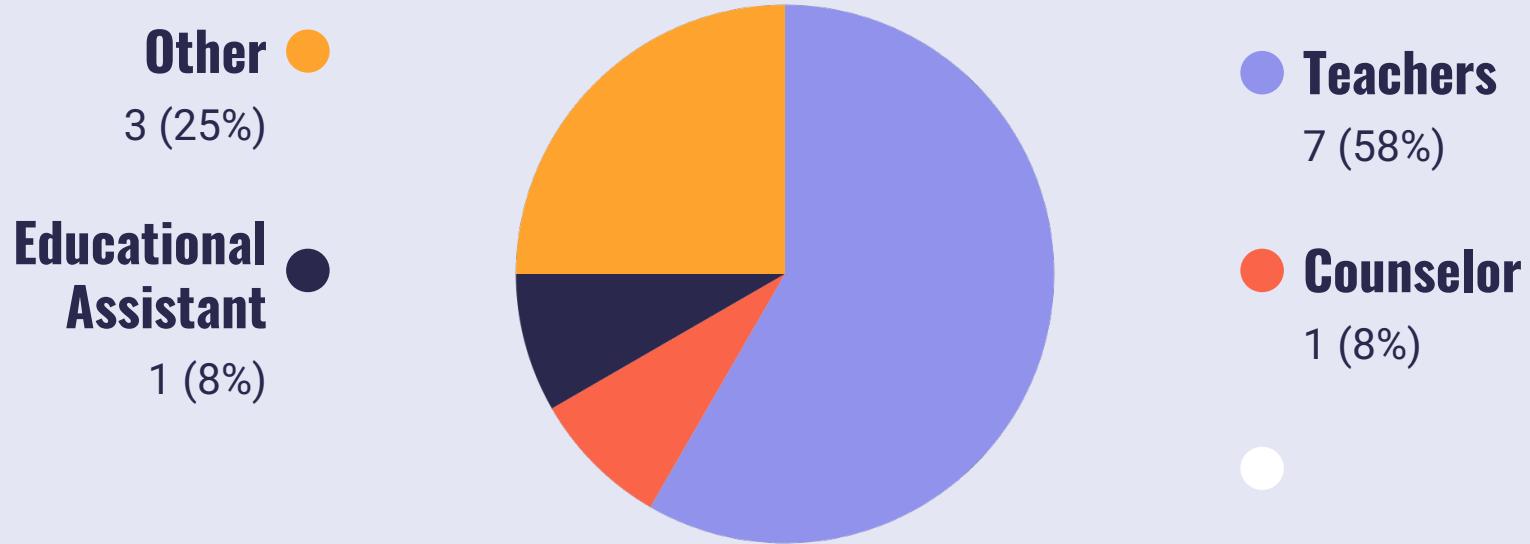
“The interaction with the tabs made it easy to navigate and left little to no confusion on where to go next.”



Hi!



# Instructional Design Demographic Data ( $n=12$ )



# Instructional Design Demographic Data (*n=12*)

Teaching Experience

1-3 Years  
(16%)



4-10 Year  
(42%)



10+ Years  
(42%)



Prior EL Experience

Yes  
(83%)

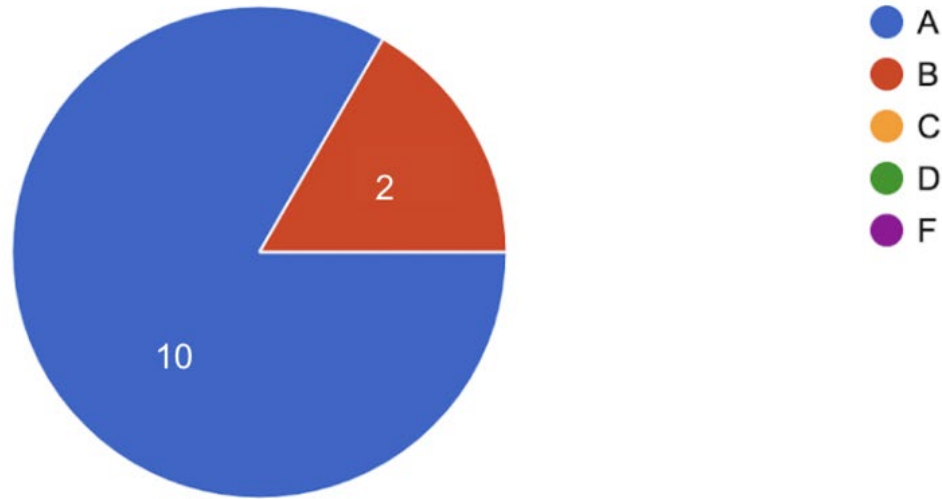


No  
(17%)



# Learning Assessment Survey Feedback

*Participants' Overall Grade for the Quality of the Online Module (n=12)*



# Participants' Responses by Category and Module Part (n=12)

	Part 1		Part 2		Part 3		Part 4	
Clear intentions	4.92	0.30	4.83	0.60	4.92	0.30	4.83	0.60
Helpful material	4.75	0.47	4.83	0.60	4.92	0.30	4.58	1.04
Accurate assessment	4.33	1.01	4.50	0.69	4.33	0.81	4.25	0.90
Feeling of confidence	4.33	0.67	4.50	0.69	4.50	0.52	4.08	0.94

## Summary of Open-ended Responses by Category and Sentiment (n=12)

Category	Total	Positive	Negative
Navigation	1 (7%)	1 (7%)	0 (0%)
Design	2 (14%)	2 (14%)	0 (0%)
Resources	4 (29%)	1 (7%)	3 (22%)
Instruction	5 (36%)	5 (36%)	0 (0%)
Assessment	2 (14%)	0 (0%)	2 (14%)
Total	14 (100%)	9 (64%)	5 (36%)

# Quotes

## Instruction

“They were thorough and informational. There was a perfect balance between reading and video content.”

## Assessment

“I feel like the assessments were challenging. I've been working in the DOE for years, and lots my open ended questions were marked incorrectly.”

# Discussion

Ni hao!



Kia Ora!



## Successes

**Usability:** Easy to navigate

**Learning Assessment:** Thorough yet concise



## Challenges

**Learning Assessment:**

- Part 4 did not successfully teach the learning intentions
- Google Form issues

# Next Steps

**Make Changes  
to Part 4**

**Additional examples and  
resources for all content areas**



**Include student  
samples**



A cartoon illustration of a woman with voluminous, curly, golden-brown hair. She has a friendly expression with closed eyes and a wide smile showing her teeth. She is wearing a black turtleneck sweater. A white speech bubble with a black outline is positioned above her head, containing the text "Oi!". The background features a large, light purple, abstract shape behind her, and several white, horizontal, brushstroke-like marks are scattered across the light blue background.

Oi!

**Thank you!**