5 Instructional Methods for Teachers of English Learners During Remote Learning

TEA ®
Texas Education Agency

These methods of instruction are central to supporting English learners (ELs) in any learning environment and are particularly vital to reinforce during remote instruction. Keep in mind that these methods will be differentiated based on ELs' language proficiency levels, and they apply to any language of instruction.

1. Purposeful Repetition and Rephrasing

- Provide multiple opportunities for **authentic, meaningful engagement** with content.
- Spiral concepts and vocabulary for repeated practice and use of rephrasing for internalization.
- Plan for engagement of content with **different modalities** that incorporate listening, speaking, reading, writing, and learning strategies.

2. Focused Vocabulary

- Incorporate **cross-curricular language** needed for academic discourse.
- **Chunk** new vocabulary into manageable units with embedded context.
- Target activities and discussions that make **connections to background knowledge and experiences** for student-led discovery of meaning.
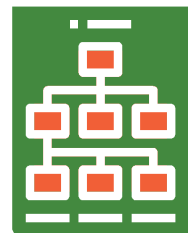
3. Intentional Visuals

- Ensure visuals (such as pictures, symbols, realia, GIFs, videos, etc.) are **purposefully embedded** to enhance understanding, and **culturally responsive**, creating opportunities for personal connection.
- Incorporate **clear, consise videos with a routine** of pre-teaching key terms, setting a purpose for viewing, and repeating with pauses for reflection.

4. Adapted Materials and Tools

- Provide **writing supports**, such as sentence and paragraph frames, note-taking templates, varied online formats, and scaffolded graphic organizers.
- When engaging with texts:
  - model **learning strategies** for breaking down complex texts;
  - use **primary language texts** as pre-reading or side-by-side resource; and
  - **accommodate** texts by highlighting key information, chunking, or rephrasing with simplified sentence structure.

5. Strategic Interaction

- Incorporate **structured conversations** that emphasize both listening and speaking.
- Include **wait time prior to receiving oral responses**, and include supports such as a sentence stem or word bank.
- Utilize students' recorded responses to provide individual **feedback** and to track linguistic progress.

Visit txel.org for additional resources.