

# 5 Things Educators Can do to Support Instruction for English Learners During COVID-19



Establish **two-way lines of communication with students and their families** to regularly communicate about assignments, curriculum, or other critical updates, and to ensure their needs are being met. Translation technology and/or interpretation services for families should be in place. See guidance from the [USDOE English Learner Toolkit](#).



Closely collaborate with your school's EL/ESL/bilingual coordinators to **ensure the transition to remote learning includes ELs**. Consider the accessibility needs of learning platforms and resources for EL parents and students (language, hardware, internet access, cost, etc), and provide necessary guidance, instructions, and support to students and their families in their home language. Explore innovative ways to engage ELs in coherent subject area content in a remote learning environment.



Provide **daily opportunities for your students to speak and be formatively assessed** on a regular basis throughout the remote-learning curriculum. Students and parents might be concerned that students are not being given regular interaction opportunities and feedback on their language. Interaction with more fluent others and opportunities to build on each other's ideas is one of the most powerful ways to learn (See [Rich Talk = Rich Learning](#)). These opportunities may be provided over the phone with the educator, remote interactions with classmates, or other means.



**Engage parents as allies** to ensure their children read, speak, write, and listen in some form every day. Encourage this practice in their home language as well as English.

- Strategically select texts that ELs can read (consider the students' strengths as a reader)
- Assign interesting podcasts, news clips, videos, for students to listen to and take bulleted notes on. They can then share them with family, classmates, or teachers over the phone or online.
- Assign writing assignments that are clear and provide criteria for success and models



**Emphasize student agency, curiosity, and exploration.**

Tap into the lived experiences, [funds of knowledge](#), and assets of families to harness these powerful sources of learning. Provide access to quality multilingual learning resources so that parents can supplement learning at home. These can be online or electronic, print, or video formats. (See [NABE](#)- and [TESOL](#)-recommended resources).