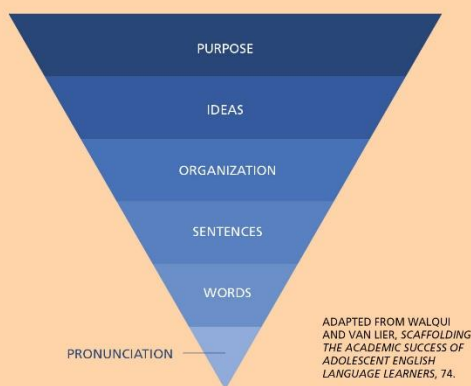An emphasis on oral language is an essential element of an effective language and literacy development program. Students must be talking and actively producing language. Emphasize oral language even in virtual spaces.

Figure 1:
A Framework for Oral Production

PURPOSE
IDEAS
ORGANIZATION
SENTENCES
WORDS
PRONUNCIATION

ADAPTED FROM WALQUI AND VAN LIER, *SCAFFOLDING THE ACADEMIC SUCCESS OF ADOLESCENT ENGLISH LANGUAGE LEARNERS*, 74.

Oral interactions promote the development of conceptual understandings and language proficiency. Ensuring English Learners have multiple opportunities to practice language and discuss grade-level content is essential.

Guiding Principles to Consider When Designing Distance Learning Opportunities for Multilingual and English Learners:

- Ensure that English learners access and engage with rigorous academic content with high levels of support
- Maintain a focus on oral and written language development
- Provide ELs with structured opportunities for quality oral interactions while engaging in sustained, purposeful talk. (Walqui, van Lier)
  o by asking well-planned effective questions
  o through intentional planning
  o with appropriate scaffolding

Insights compiled by WIDA from international educators, regarding oral language development in remote teaching and learning, framed around the 2019 WIDA Guiding Principles of Language Development:

WIDA Guiding Principles	What teachers can do:	What Multilingual learners (English learners) can do:	Examples and resources:
#2: *Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.*	Identify opportunities for students to use their entire linguistic repertoire in new and creative ways in the virtual classroom.	Work with partners or small group to create multilingual graphics, posters, collages, websites, and animated videos to express how language can be flexible enough to bend around a context and fluid enough to adapt to different content.	Infographics: Google Drawing, Piktochart, Canva Animated videos: Adobe Spark, VoiceThread Presentations: Buncee Websites: Google Sites Publishing Books: Book Creator, Google Classroom (free), Wizer (an interactive "worksheet" generator), Quizizz (online games), EdPuzzle (create interactive videos), and Quizlet (flashcard and game generator) English Central (for speaking and pronunciation) Brainpop

			ELL Whiteboard.fi as a whiteboard tool. Flipgrid, Screencastify to record, edit, and share videos **Low tech or no tech supports:** Productive Talk Moves
WIDA Guiding Principles	**What teachers can do:**	**What Multilingual learners (English learners) can do:**	**Examples and resources:**
#6: *Multilingual learners use and develop language through activities, which intentionally integrate multiple modalities, including oral, written, visual and kinesthetic modes of communication.*	Weave language domains together to connect content and language development.	Make the most of built-in online features for using language flexibly to engage with their virtual assignments and make choices to build on their strengths.	App Smashing: the process of using various apps to create a product or to learn content Use the voice-to-text feature in Google Doc to write a script, and record the script. Zoom (Breakout Rooms) **Low tech or no tech techniques** to promote the use of academic language: Linguistic Frames, Interactive Word Wall, Picture Word Inductive Model, QSSSA (Question, Signal, Stem, Share, Assess), Consensus; List, Group, Label; Barrier Games
#7: *Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations and multimodal texts.*	Identify opportunities to connect curriculum and concepts to students' lived experiences and immediate environment.	Interview family and community members, engage with and respond to new types of texts, such as newspapers or cookbooks, in a variety of languages.	Teachers can use the Blooms 21 model of teaching to foster critical thinking by flipping Bloom's taxonomy on its head. Podcast - Students can use recording programs on their smart devices to record interviews of individuals in their communities.

PaTTAN ELD Nugget