



# Synchronous

# ESL Virtual Class

## Support for Special Needs Students

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Covid-19 to Ensure Quality Learning 9-11 June 2020

“

We may have all come on different ships, but we're in the same boat now.

-Martin Luther King



# Review of the literature

- Inadequate research in the field of special education and distance learning
- “Distance learning tends to require a high level of self-directed learning on the part of the learner, and study skills”
- “Not an enough flexible interaction and also it does not provide enough opportunities for learning and participation”
- Applying technology in special education.
  - 3D augmented reality (e.g. Quiver)
  - Text-to-speech
  - Robotics



## UNESCO issues on Covid-19

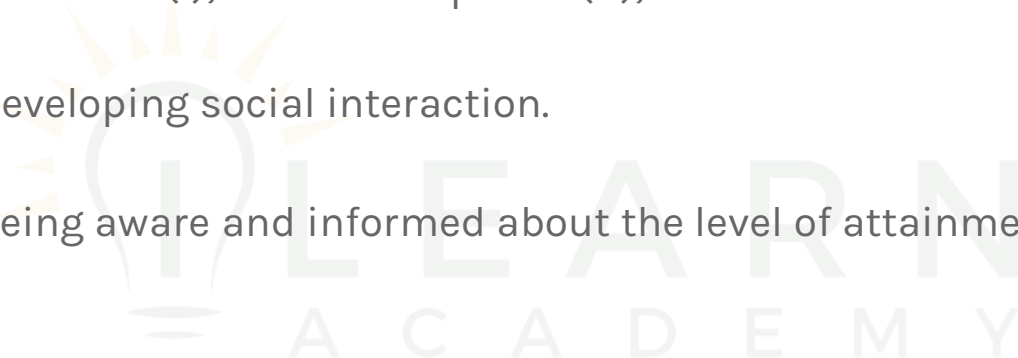
“Learners with no access to household radio, TV, or connected digital devices, and students with disabilities are the most disadvantaged groups for distance learning programmes.”

"TV programmes for primary schools supplemented by online resources and communicative tools”

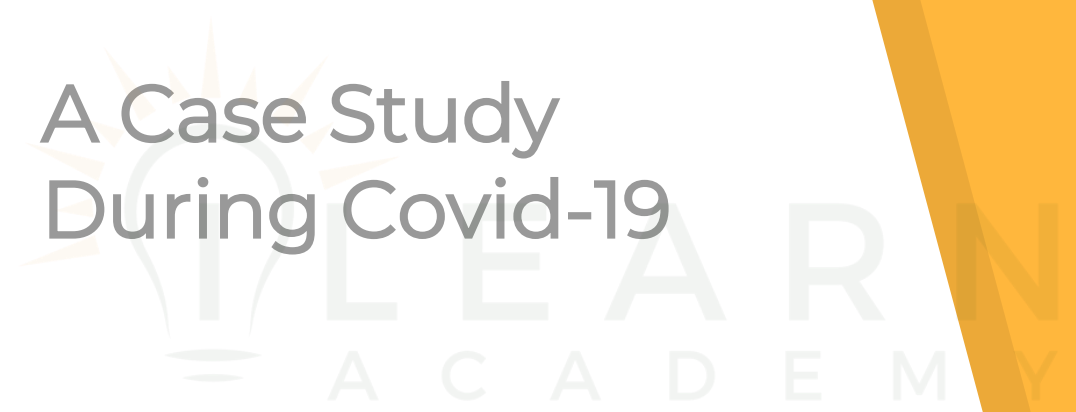
"Providing the targeted support/aid to meet the needs of the **most vulnerable populations** with special attention to the gender perspective (e.g., **students with disabilities**, students from poor families, **sociolinguistic minorities**, etc.) to mitigate widening inequality and minimize the impact of the COVID-19 pandemic on education”

# Advantages of Virtual Classes

- Can substitute for the traditional classroom discourse; “a typical pattern for classroom discourse in the classroom is developed by Sinclair and Coulthard (1975) which consists of three moves: teacher initiation (I), student response (R), and teacher feedback (F).”
- Developing social interaction.
- Being aware and informed about the level of attainment.



# A Case Study During Covid-19



## Context of the Case Study



5- 10 years old  
Showing difficulties in reading  
Registered at iLearn Academy



Qualified ESL teachers  
Trained on using technology  
Experienced in primary education



After school sessions  
One hour  
Twice a week



Zoom  
WhatsApp  
Google forms



Going Online!

Lesson - Saved to this PC

rt Draw Design Transitions Animations Slide Show Review View Help Search

Layout - 72 A<sup>+</sup> A<sup>-</sup> Ap

Reset

Section -

Slides Font Paragraph Drawing

Shapes Arrange Quick Styles -

Emen Albal

What can you see?  
Where are they?  
What is she doing?  
Who is helping her?

(United Kingdom) Notes 90%

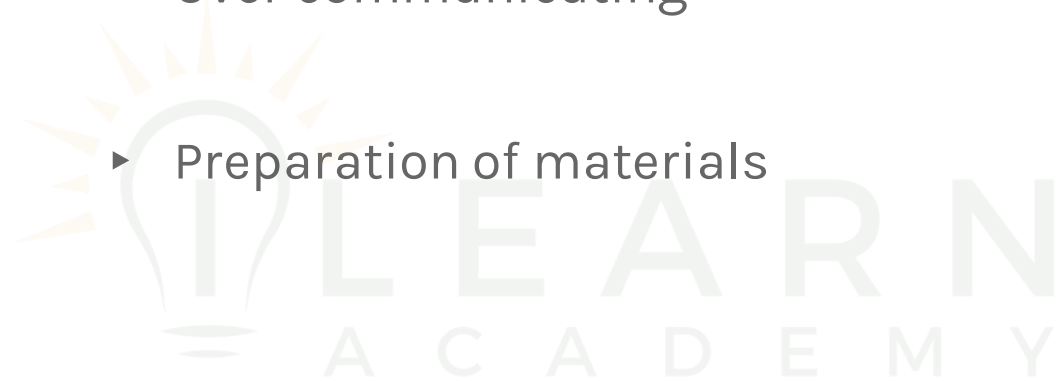






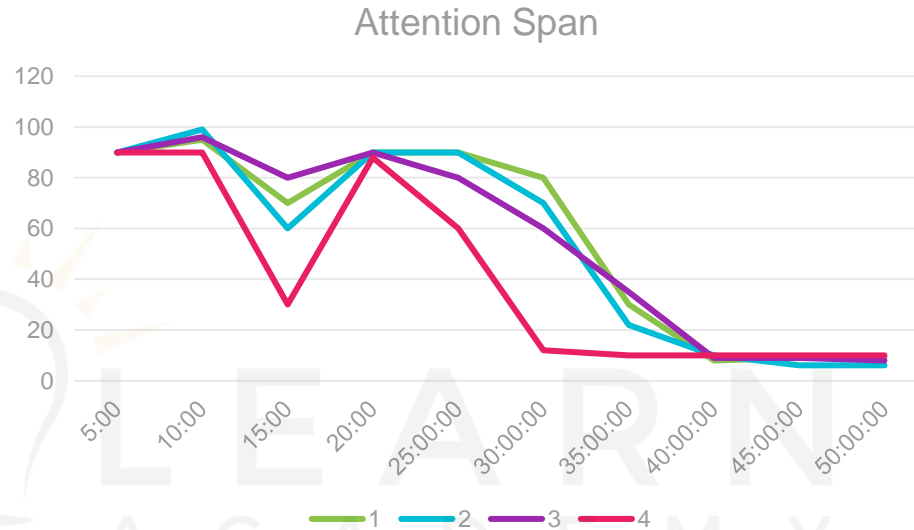
## Main Challenges

- ▶ The set up
- ▶ Over communicating
- ▶ Preparation of materials



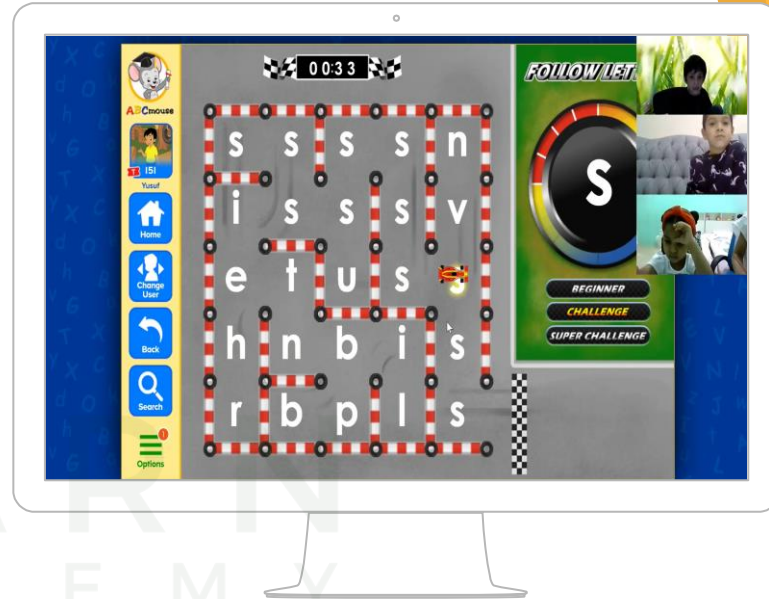
# Important factors of success

Suitable duration of the online session



# Important factors of success

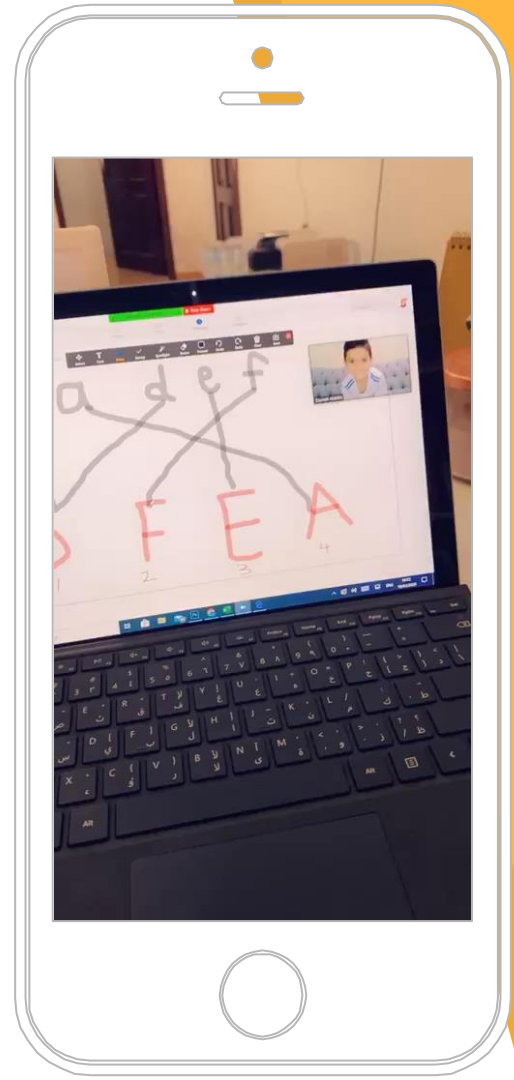
Using multiple and various engaging activities





LEARN  
E M Y

# Assessment



Lesson - Saved to this PC

File Home Insert Draw Design Transitions Animations Slide Show Review View Help Search

Clipboard Paste New Slide Section Slides Layout Reset Slides Font Paragraph Drawing

1  
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14

• What can you see?  
• Where are they?  
• What is she doing?  
• Who is helping her?

Slide 2 of 14 English (United Kingdom) Notes 90%

# Speaking

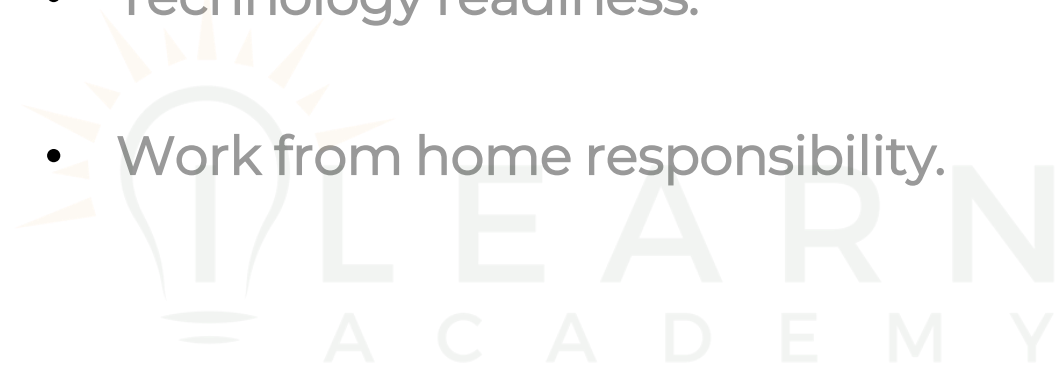
The image shows a virtual classroom interface. The main content area displays a presentation slide with two images: a blue snake on a log and a smiling sun over a field of flowers. Below the images are the labels 'snake' and 'sun'. To the right of the slide, there are four video call windows showing participants: a woman at the top, a child in the middle, and two children at the bottom. The slide also features a large blue 'Ss' graphic and a navigation bar at the bottom.

# Jolly Phonics

# Important factors of success

Engagement of the parent in the learning journey

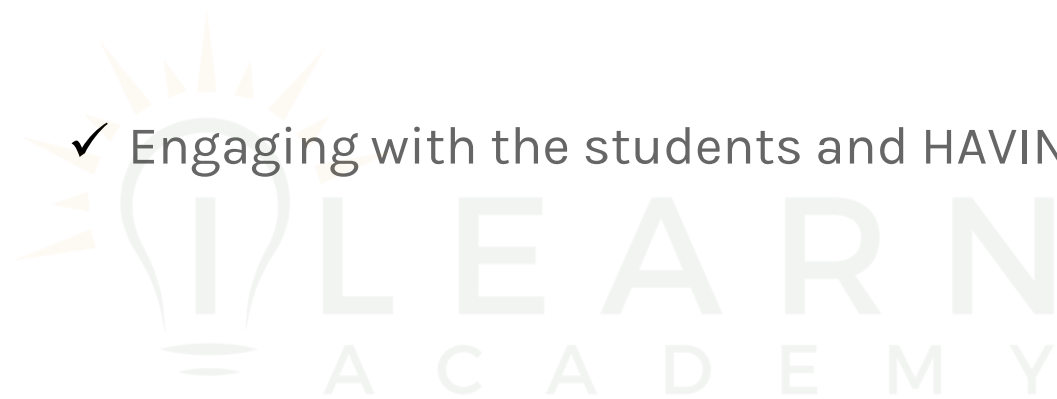
- The number of children.
- Technology readiness.
- Work from home responsibility.





# Strategies for Effective Online Instructions

- ✓ Setting clear expectations
- ✓ Creating a supportive learning environment
- ✓ Engaging with the students and **HAVING FUN!**





# Key references

ASADI, N., KHODABANDEH, F., & YEKTA, R. R. (2019). Comparing and Contrasting the Interactional Performance of Teachers and Students in Traditional and Virtual Classrooms of Advanced Writing Course in Distance Education University. *Turkish Online Journal of Distance Education (TOJDE)*, 20(4), 135–148.

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Thank you!

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