

# TESOL Guide

## to Using Microsoft Learning Accelerators With Multilingual Learners of English

LITERACY EDITION

The difference between the *simple* use of technology for education and the *quality* use of technology for education is significant: It is the difference between using technology as just a visual aid or drill machine and using it to develop critical thinking, encourage autonomous learning, and maximize beneficial interactions. TESOL International Association (TESOL), which has led the field of English language teaching in computer-assisted language learning since the early aughts, clarified this difference with the publication of the *TESOL Technology Standards Framework in 2008*.

TESOL is excited to partner with Microsoft to create awareness of their new category of tools called Learning Accelerators, specifically [Immersive Reader](#), [Reading Progress](#), and [Reading Coach](#) in Microsoft Teams. Learning Accelerators is a new category of learning tools included in Microsoft 365 for Education, at no cost to educators, that help teachers' professional practice and strengthen student independence in their English language development.

### What This Guide Includes

This guide outlines multiple ways teachers can use the Microsoft literacy tools as an autonomous classroom resource to boost language and literacy development in tandem. It provides concrete, practical classroom activities across a range of contexts and student proficiency levels for use in classrooms with multilingual learners of English (MLEs). This guide is designed to

- ▶ give educators inspiration on how to use the Microsoft Learning Accelerators to support MLEs in vocabulary, grammar, pronunciation, accuracy, and fluency;
- ▶ create richer learning experiences that allow for self-paced, independent practice and free educator time to support students who require 1:1 attention; and
- ▶ use analytics to develop quick and data-driven insights to amplify a student's language development.

### Why Microsoft?

Learning Accelerators are designed to help educators unlock the full potential of every student with tools that support foundational and future-ready skills, allowing educators to give individual students more opportunities to learn, practice, and receive targeted coaching instantly in an inclusive environment that supports ongoing improvement.

## Literacy Tools

Immersive Reader, Reading Progress, and Reading Coach enhance student reading skills through a variety of independent activities.



### Immersive Reader

**WHAT IT DOES:** This tool implements proven techniques to improve reading and writing for learners, regardless of their age or proficiency level.

**WHERE TO ACCESS IT:** This tool can be found in Windows, Edge, Office web apps, and most desktop applications, such as Teams (listed in the "... " menu), Word (in the View tab), Excel (in the "Read Cells" option), PowerPoint (in the View tab), and OneNote (in the View tab).

➤ **IMMERSIVE READER BASICS:** [View video](#)



### Reading Progress

**WHAT IT DOES:** Reading Progress was created to help free up educator time with tools that streamline the process for creating, reviewing, and analyzing reading assignments. This tool supports and tracks reading fluency in your class. Students record their reading on camera and submit it to you. As you mark and return their work, data is automatically collected and organized.

**WHERE TO ACCESS IT:** Create a class in Teams; when creating an assignment, click on "Attach" under "Instructions" to activate Reading Progress.

➤ **READING PROGRESS BASICS:** [View video](#)



### Reading Coach

**WHAT IT DOES:** Reading Coach engages students in deliberate practice with real-time coaching on challenging words to improve reading fluency. This reading fluency practice tool automatically generates individualized exercises based on each student's specific needs. It works in tandem with Reading Progress, or can be used independently by learners through Immersive Reader across several Microsoft 365 apps to allow any learner to engage in independent, deliberate practice with the same personalized experience.

**WHERE TO ACCESS IT:** By default, Reading Coach is on for all Reading Progress assignments. It can also be accessed through Immersive Reader via free Office web apps, like Word, OneNote, and PowerPoint Online.

➤ **READING COACH BASICS:** [View video](#)

➤ **READING COACH IN IMMERSIVE READER:** [View video](#)

## Utilizing Data to Improve Student Outcomes

All of the Microsoft Learning Accelerators collect data and insights about each student's progress, as well as class overviews. Teachers can track assignment turn-in and classroom engagement in a clear, actionable format that allows them to see trends, identify student needs, and save time. Insights captures the following:

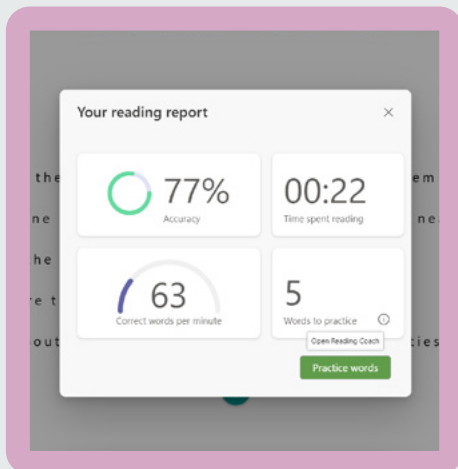
- ▶ Average accuracy rates (mispronunciation, omissions, insertions, repetitions, and corrections)
- ▶ Average words per minute
- ▶ A challenging word cloud of the top mispronounced words for the class
- ▶ Ability to view individual students or the class as a whole
- ▶ Option to filter for genre, reading level, and time frame



### The Research Says ...

**An independent study** conducted by the Center for Evaluation & Study of Educational Equity at RTI International found that students who used Microsoft's learning tools

- ▶ showed significantly greater gains in reading comprehension than their peers.
- ▶ were better able to overcome limitations in reading and/or writing skills to engage with course materials at higher levels.
- ▶ felt a greater sense of control and responsibility for their learning.



## Accessing Free Tools With Office 365 Education

To access these resources, you must have access to Office or Microsoft 365 Education (aka O365 or M365 Education). There are two ways to access these tools:

- ▶ through online apps via web browser, or
- ▶ through the desktop applications, such as Teams, Word, PowerPoint, and OneNote.

To find out if you have access to the browser version of Office 365 Education, visit <https://office.com/teacher> and enter your school email address to get started. If the system authenticates your email, your district likely already has access. If your district already has access to Office 365 Education and you are having trouble logging in because of a password issue, you will need to reach out to your IT administrator. For more tips on getting started with free Office 365 tools, check out the [Quick Start Guide](#) developed by First Book.

# TESOL and Microsoft

Using the guiding principles and goals set up by [Digital Promise](#) in 2008, TESOL and Microsoft are committed to reaching MLEs by

- ▶ sharing knowledge and tools that create conditions for MLEs to succeed;
- ▶ creating meaningful experiences that put MLEs on a path to postsecondary completion; and
- ▶ enabling MLEs to achieve postsecondary credentials that offer economic security, well-being, and agency.

TESOL believes Microsoft Learning Accelerators should be a part of every teacher’s practice. We hope that these resources will point you in the right direction. More importantly, we hope these resources and this guide will amplify your students’ joy of reading. Microsoft provides the resources; TESOL provides the inspiration.

## The Activities

Teachers know their students. We believe the activities in this guide can be used as springboards for further innovation in your classroom. As classroom teachers, we just need a spark to build something that meets the needs of students. Keeping Digital Promise as a cornerstone of this resource, these activities are meant to connect people and ideas, inspire ideas and action, inform decision-making, and motivate lifelong learning—all while providing inspiration to teachers of MLEs.

A team of TESOL experts from around the world (Brazil, Indonesia, Jordan, and the United States) developed these activities. Although they were built for specific ages and language levels, and they were implemented in specific contexts, they are highly versatile and offer options for adaptations and extensions.

Enjoy.

### Activities Guide

Activity Title	Microsoft Tool	Age	Level*	Context
Long Reading Kickstart	Reading Progress	18+	C1	Community college
Paired Pronunciation Practice	Reading Progress	30–50	B2	Community college
Transportation Plan	Reading Progress Immersive Reader	7–9	A1–A2	Elementary school
A Day of Vocabulary	Immersive Reader	14–20	All levels	Community center
Expert Groups for Full-Length Text Comprehension	Immersive Reader	11–13	Early A2	Middle school
Degree of Comparison Through Syllables	Immersive Reader	15+	A2/B1	High school, college, adult learning
Four Seasons Haiku	Reading Coach	8–9	A2	Elementary school
Rotating Reading Stations With the 5Es	Reading Coach	14–18	Majority A2 w/ all levels	High school

\*Levels are based on the Council of Europe’s [Common European Framework of Reference \(CEFR\) for Languages Global Scale](#).



# Additional Resources

## Immersive Reader

- ▶ [Brief video on Immersive Reader](#)
- ▶ [Video: student with dyslexia learning with Immersive Reader](#)
- ▶ [More Immersive Reader videos on YouTube playlist](#)

## Reading Progress & Reading Coach

- ▶ [Brief video on Reading Progress & Reading Coach](#)
- ▶ [Languages support by Reading Progress](#)
- ▶ [Educator experiences with Reading Progress](#)
- ▶ [Free Reading Progress training for educators](#)

## Insights

- ▶ [Brief video on Education Insights](#)
- ▶ [Step-by-step instructions on how to view Insights from Reading Progress assignments in Teams](#)
- ▶ [Free Education Insights Training for educators](#)

## Learning Accelerators for Literacy

- ▶ [Literacy Solutions | Microsoft Education](#)
- ▶ [Digital Learning Tools | Microsoft Education](#)



# Reading Progress Long Reading Kickstart

## ACTIVITY 1

Getting students to sit down for long readings can be challenging, and many students may feel that they don't have the skillset to read a full-length novel in English. By approaching a long reading and breaking it into easily achievable segments, teachers can help lower anxiety and improve confidence around reading, one of the skills about which students are most critical of themselves.

### Context

This activity takes place in a community college English as an Additional Language classroom with 25 MLEs aged 18 and older. Students are generally at the CEFR C1 level, and motivation may vary from desire to transfer to a 4-year university to career use of advanced English to personal enrichment. All students have access to laptops or computers, either as personal devices or on loan from the school. One of the foundational assignments in class is reading and understanding a novel in English. Though books change from semester to semester, currently the class is reading *Fahrenheit 451* by Ray Bradbury, which has a **Lexile level** of 890L. For many students, this is the first time reading a novel completely in English.

**OBJECTIVES:** Students will be able to complete long-form readings on a regular basis in English. Students will also be able to develop insights into their strengths and weaknesses in higher level comprehensive texts.

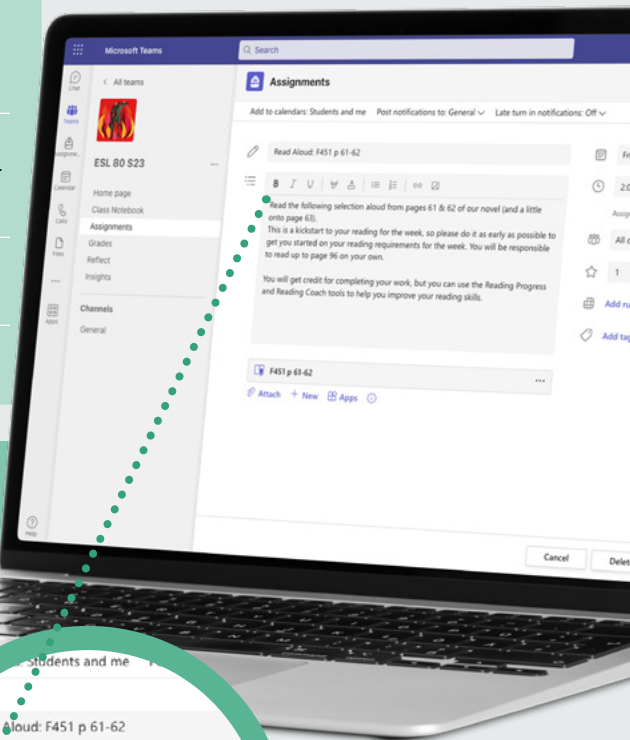
**MATERIALS:** Devices (one per student), copy of the selected novel (one per student), transcribed passages in Microsoft Word

**TIME:** 10 minutes in class, self-paced at home



### Pro Literacy Development Tip

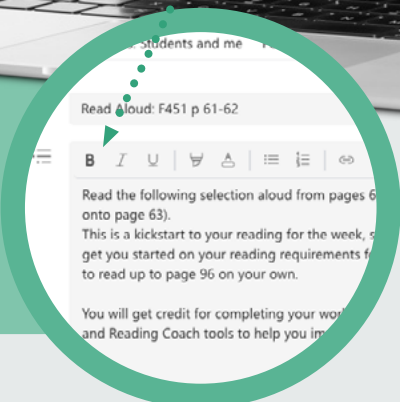
Dr. BJ Fogg's research on **Behavior Design** and **developing habits** can be a guide to helping students kickstart their longer reading practices.



### Procedure



- 1 Before class, transcribe one to two pages of the week's reading into a Microsoft Word document. In class, assign the week's reading expectations in Teams. It works well to start with 20 pages per week and work your way up to 40.
- 2 Read half of the first page aloud, or initiate a choral reading. Pause to provide context, pronunciation clarification, thematic elements to look out for, or scaffold any other helpful information that may motivate students.



- 3 Assign the two-page reading in Reading Progress. Make sure that the passage includes the out-loud reading completed in class together. This will give students the confidence to get started because they've already done 25% of the assignment successfully with their teacher and classmates during class time.
- 4 At home, have students record themselves reading the passage assigned in Reading Progress.
- 5 Students read the rest of the assigned chapter(s) before the due date and come prepared to discuss their understanding of the novel up to this point.
- 6 Assess the automated feedback from Reading Progress and return the reading to the students with additional personalized feedback.
- 7 Challenge the students to improve their accuracy rate with each week's assignment.



### Pro Accelerator Tip

Consider ending the Reading Progress portion of the assignment in the middle of a paragraph, or possibly even part-way through a sentence. If it aligns to a particularly interesting part of the reading, it will pique students' curiosity and encourage them to continue reading.



### Pro Accelerator Tip

To gamify the process, use the Average Class Accuracy as a goalpost. For example, if the class gets to a collective accuracy score of 75%, you may choose to give out treats or promise to play a favorite class game if they can get it up to 80% the next week.



## Adaptations & Extensions

If your students need extrinsic motivation, consider whether multiple micro-assignments are a better choice. If you're assigning students to read from page 1 to 20, you may choose to give three short Reading Progress assignments due on alternate days. For example, if you're launching the assignments each Monday, you may assign a recording of page 1 due by Tuesday evening, page 8 by Thursday evening, and page 15 by Saturday afternoon. This can also help students build discipline in their regular reading habits.

## Spotlight on Features

- ▶ Don't align grades with **accuracy reports**. This can create undue pressure on students and interfere with the joy of reading. Instead, grade for completion—if they did it, they get credit.
- ▶ Use the **Spotlight** to help you see where you can help individual students make quick corrections. Using Spotlight, you could, for example, see that a student is reading late at night and struggling with their reading. A quick side conversation about study habits and success may help them get on track.



# Reading Progress Paired Pronunciation Practice

## ACTIVITY 2

Reading Progress is designed to be used by students individually, but a little creativity and out-of-the-box thinking can be applied to help students work together to build their conversation skills and pronunciation accuracy.

### Context

This activity takes place in a community college noncredit English as an Additional Language conversation class with approximately 30 MLEs. Though age ranges vary, students are generally from 30–60. Students are roughly at the CEFR B2 level, and they are motivated to improve their speaking and pronunciation. All students have access to laptops in the classroom, which are provided by the school.

**OBJECTIVES:** Students will be able to evaluate and improve their pronunciation and fluency in pairs on provided dialogue practice.

**MATERIALS:** Devices (one per pair), selected dialogue (printed for each student or projected for the class), headsets with microphones (optional)

**TIME:** One 1-hour class period



### Pro Accelerator Tip

If you upload the document into Reading Progress with Role Names like “Student A” and “Student B” or “Receptionist” and “Customer,” the program will expect the reader to say those words and will mark the skipped words as omissions, lowering the accuracy rate. Instead, use the **Find & Replace** feature to swap Role Names with symbols. Consider using the asterisk (\*) and the double-dagger (‡), both of which Reading Progress does not have a speaking or pronunciation requirement for. Just remind students to remember their symbol!



### Pro Language Development Tip

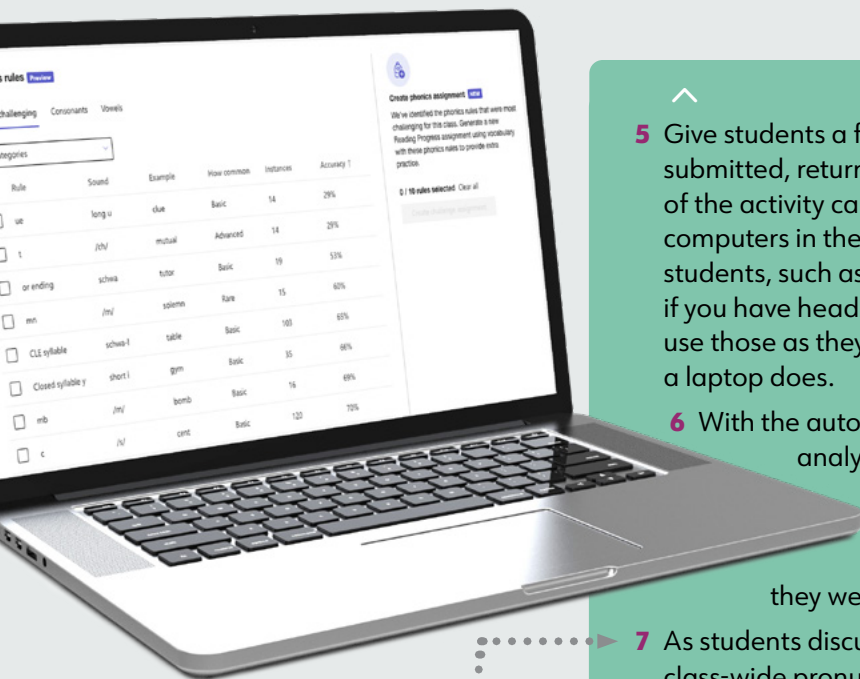
If possible, pair students with different linguistic backgrounds. They may have different strengths and weaknesses in pronunciation and fluency, so the students can offer balance to one another.

### Procedure

- 1 In class, introduce a scenario and ask students to discuss what vocabulary words they may need to know in the situation. For this example, we’ll use a dialogue between a customer and a law firm secretary as well as a dialogue between a citizen and a police officer who is giving a ticket for speeding. Your class’s lessons will vary.
- 2 Provide conversation strategies that match the situation and the grammatical needs to the lesson, if applicable. Elicit responses from students and ask if they’ve ever encountered a similar situation.
- 3 After scaffolding the lessons, provide students with a dialogue in Teams. You can prepare this ahead of time and print it out, or consider asking Microsoft Bing’s AI chat to create the dialogue and project it on the classroom screen. If you’re using Bing, you can quickly copy and paste the dialogue into a Word document and upload it into Reading Progress.
- 4 Have students get into pairs to read the dialogue together. Student A will log into Reading Progress and read the first role in the dialogue, and Student B will read the second role.







5 Give students a few minutes to record. Once assignments are submitted, return the assignments to everyone all at once. This part of the activity can get loud, and voices can be picked up by other computers in the room. You may want to find ways to separate students, such as by sending them out into the hallway. Alternately, if you have headset microphones, you may encourage students to use those as they don't usually pick up as much background noise as a laptop does.

6 With the automated feedback returned to students, have them analyze their strengths and weaknesses as a pair (rather than as individuals). Ask students to discuss whether they agree with the feedback and what they might do to improve their performance if they were to record it again.

7 As students discuss the feedback, check Reading Progress for class-wide pronunciation issues for a whole class discussion.

8 After the students have analyzed the feedback, students switch roles and repeat the dialogue. You can choose to have students use the same assignment or create a new assignment (Submission 2) with the same dialogue to compare results side-by-side later.

9 As a class, discuss Submission 2. You may consider reassigning the work for homework where students take on both roles.

10 After class is over, use Reading Progress and Education Insights in Teams to determine focus areas that will help the whole class moving forward.



### Pro Language Development Tip

Consider whether it's more valuable to focus on more common pronunciation errors, even though the accuracy for these might be higher than with less common errors.

## Adaptations & Extensions

- ▶ Use the "Create Challenge Assignment" to help students practice trouble areas at home.
- ▶ This activity could be a collaboration or a competition. For collaboration, students working in pairs should encourage each other to hear the sounds they are making and offer insights into how they might improve. Circle the room to catch inaccuracies. For a competition, recognize the students with the least number of errors. And, as you do this activity more, award those students who are improving.
- ▶ When using Bing AI chat to help you create dialogues, ask it to include specific vocabulary or phrases that your class is studying. If you ask it to include key terms, it does a great job of incorporating the terms naturally and opens the possibility for you to help your MLEs focus on useful terms.





- 5 Turn on Reading Progress. As one student records the reading of the text, the other two students start brainstorming what the future of transportation looks like. They can do this in any language they want, and they can start drawing their transportation plans.
- 6 Each student must record their reading. The students who are not recording their reading will partner to brainstorm.
- 7 While students finish their transportation plans, look at Education Insights within Teams to see any key vocabulary that needs to be reviewed. In addition, record student reading rates and compare them to the previous assignment.



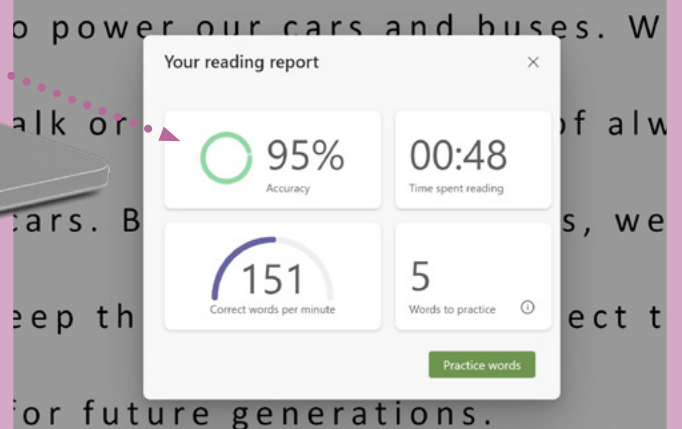
### Pro Accelerator Tip

Make sure to set the number of times a student can read the text.



## Adaptations & Extensions

- ▶ This same activity can be used with any type of text.
- ▶ As students' English skills improve, have them move from drawing and labeling to graphing and outlining. To help them get comfortable with writing, have them write papers 50% in their home language and 50% in English. As they get better, shift these ratios: 40/60%, 25/75%, all the way to 100% in English!



## Spotlight on Features

If you'd like to receive data on a student's home language literacy, have them read the passage into **Reading Progress** in their home language. Even if you do not understand the language, you will be able to see their speed, accuracy, etc.



# Immersive Reader

## *A Day of Vocabulary*

### ACTIVITY 4

MLEs can read books in English with Immersive Reader and then translate them into their own language to better comprehend the subject matter. This can be very useful for students who may wish to completely understand the content.

### Context

A group of 20 students—refugees and immigrants between the ages of 14 and 20—are working together in groups. Their language proficiency is from CEFR A2–C1. The students are motivated, energetic, and excited.

**OBJECTIVES:** Students will be able to write original sentences using key vocabulary found in various age-appropriate texts.

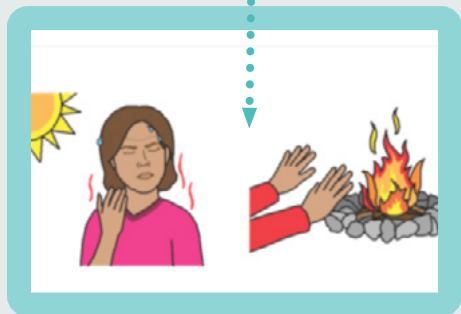
**MATERIALS:** Devices (one per student), reading text, target vocabulary terms, projector, and screen

**TIME:** One class period



### Pro Language Development Tip

Utilize the proper materials. Choose books that fit the reading abilities and interests of the students. Students' language proficiency may be strengthened and their understanding of the text can be enhanced by the use of target vocabulary terms.



### Procedure

- 1 Begin by providing students with a list of the target vocabulary words in OneNote or Word, then project the text on a screen and review the target terms with the class.
- 2 To get your learners' attention, ask a provocative question on the subject the class will be reading about. Allow students to share their thoughts and opinions, setting the stage for the day's learning.
- 3 Have students read the material aloud using Immersive Reader. They should utilize the application to mark terms from the target vocabulary and to look up meanings for words they are unfamiliar with. Each student reads aloud in turn; provide guidance and assistance as needed.
- 4 Divide the students into small groups after finishing their reading to build a vocabulary list using the key terms they came across in the text. Together, have them create sentences employing each word to demonstrate their command of its appropriate application.
- 5 Tell the students that, as a follow-up exercise, you're going to play a game using the vocabulary terms they acquired. You can have them choose a familiar game, or present them with the rules for charades, in which one player acts out a word while their peers try to guess what it is. Charades is a great vocabulary game, and it's also engaging and participatory.

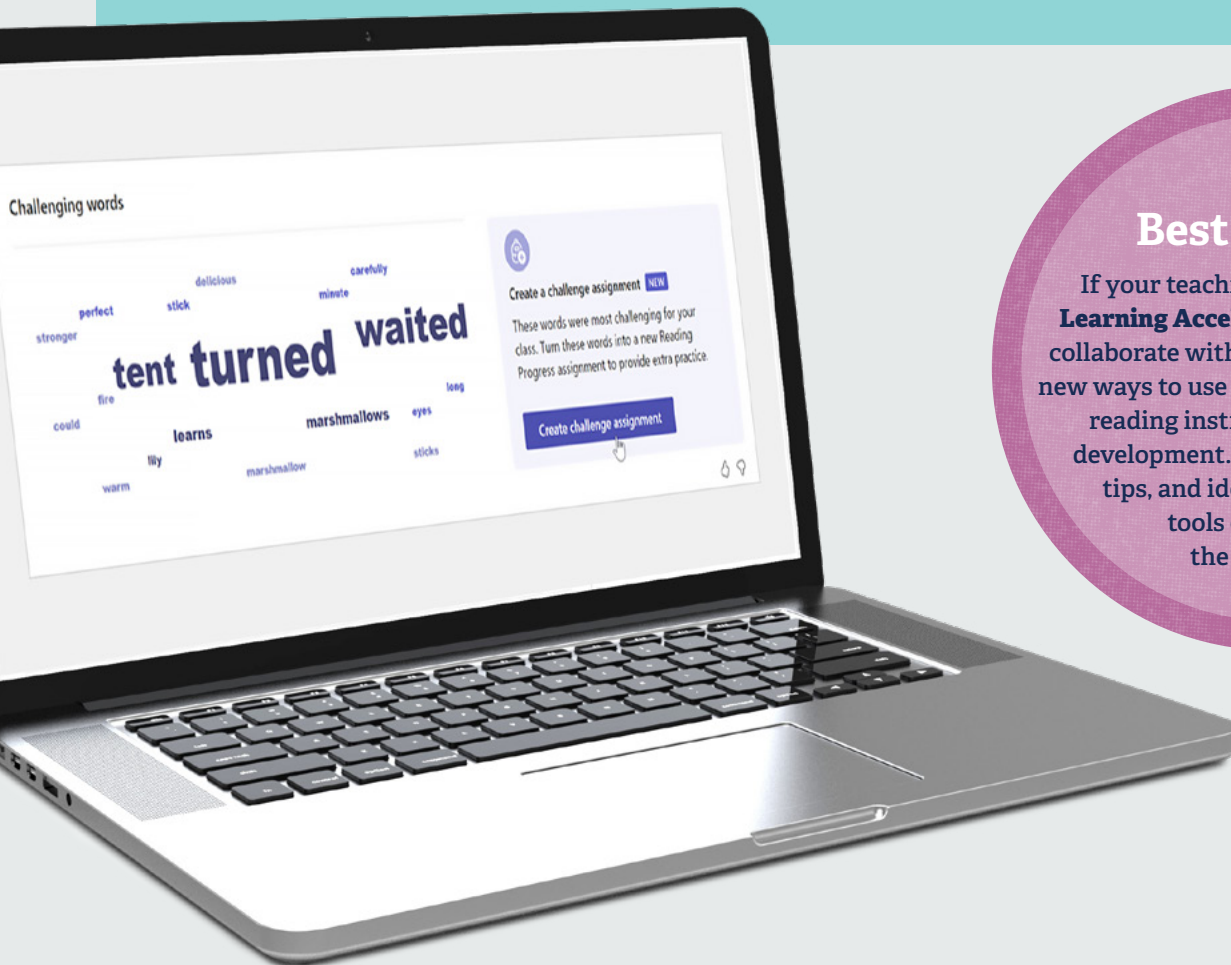


## Adaptations & Extensions

- ▶ Be creative in creating groups. There are benefits to creating both homogeneous groups (e.g., same language level, same home languages) and heterogeneous groups (e.g., mixed language levels, mix of languages)
- ▶ Instead of writing sentences, have students summarize the passages using the key words.
- ▶ Additional vocabulary games to play: Pictionary, 20 Questions, and Word Bingo.

## Spotlight on Features

Using **Education Insights** in Teams, the word cloud of challenging words indicates students' unfamiliarity (either with pronunciation or meaning) of specific words. Use this information to make your key word list and create a fun vocabulary game as a warm-up activity before the class begins, or as an ice breaker. As the teacher, use these words deliberately during class to expose students to the words more often.



## Best Practice

If your teaching team is using the **Learning Accelerators**, make time to collaborate with colleagues to discover new ways to use the tools for supporting reading instruction and literacy development. Share best practices, tips, and ideas for using these tools effectively in the classroom.



# Immersive Reader

## Expert Groups for Full-Length Text Comprehension



Students who are learning English often find reading full-length stories intimidating and discouraging, mainly due to lack of vocabulary and exposure to English language texts. Jigsaw reading is a great cooperative tool in learning a language because it enables students to construct their understanding toward texts together with peers, which not only increases comprehension, but also enables MLEs to practice speaking through communicating their ideas with others. Immersive Reader's features help learners with their pronunciation and comprehension, allowing them to more effectively communicate their understandings.

### Context

In this activity, the students are beginner learners of English who are between 11 and 13 years old. Their proficiency level is early CEFR A2, which is a common level for newcomers. These MLEs learn English as a foreign language, meaning they do not use it in daily conversations in their country. Students are allowed to bring and use their phone, tablet, or laptop for learning purposes at school. The school also has a language lab with computers and a well-equipped computer lab.

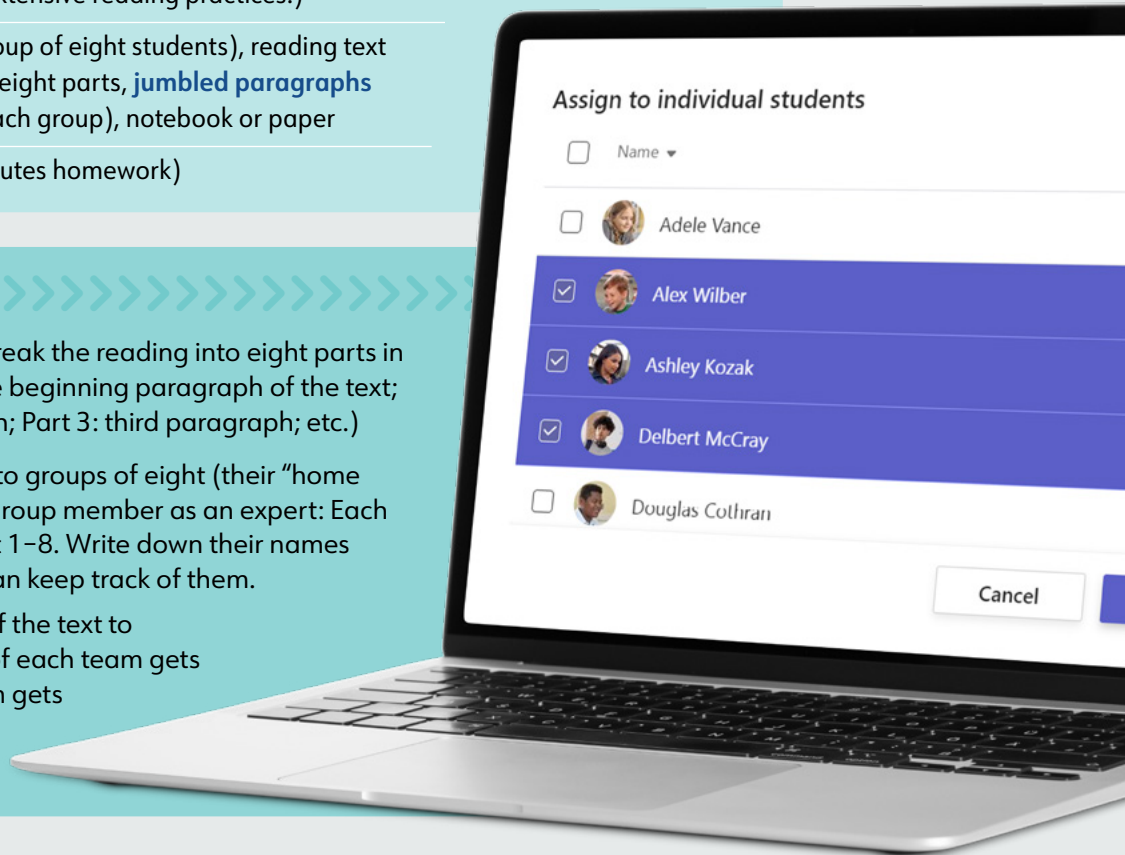
**OBJECTIVES:** Students will be able to comprehend a narrative text in the form of a fictional story. (As a long-term goal, this activity aims to increase students' interest in reading stories in English and promote a habit of independent extensive reading practices.)

**MATERIALS:** Devices (one per group of eight students), reading text "Jack and Beanstalk" broken into eight parts, **jumbled paragraphs worksheet** (printed, enough for each group), notebook or paper

**TIME:** 45 minutes (and 10-15 minutes homework)

### Procedure

- 1 To prepare for the activity, break the reading into eight parts in the correct order. (Part 1: the beginning paragraph of the text; Part 2: the second paragraph; Part 3: third paragraph; etc.)
- 2 On paper, divide students into groups of eight (their "home groups") and number each group member as an expert: Each group should have an Expert 1-8. Write down their names and expert number so you can keep track of them.
- 3 In Teams, assign each part of the text to different experts. (Expert 1 of each team gets Part 1, Expert 2 of each team gets Part 2, etc.)





- 4 In class, break students into their home groups and explain that they will read a story entitled “Jack and the Beanstalk” in groups. Show a picture of Jack and the beanstalk and invite students to share what they think the story is about.
- 5 Ask students to view the assignment in Teams to see which part they’ve been assigned. Have students sit with the same expert as them from other groups. These are their “expert groups.”
- 6 In their expert group, have students click on the Immersive Reader button and turn on the Picture Dictionary and Translate (by word) features.
- 7 Have students listen to the story using text-to-speech. This will help them learn the pronunciation of the words, which is useful for them when they engage in discussions with both their expert and home groups. They may replay it up to five times. When listening to the reading, students will also read the text silently, following along.
- 8 After they have enough listening, students may click on any unfamiliar words to learn the meaning by seeing the translation or the picture description.
- 9 Following, all students in each expert group discuss their understanding of the paragraph. They should confirm their interpretation with the other experts in their expert group.
- 10 After confirming their understanding of their part of the text, each student returns to their home group. In their home group, each student shares the essence of the text they have read in their expert group in turns (Expert 1, then Expert 2, Expert 3, etc.). Everyone writes down each other’s parts in their book.
- 11 After they are done with the discussion, distribute the jumbled paragraph worksheet to each home group and ask them to number the paragraphs according to the order of the story. Discuss the order with students.
- 12 At the end of the class, check students’ comprehension of the story by asking questions. Invite students to answer individually or in groups.



### Pro Accelerator Tip

Before they get started, have students set the text size and speed of the text-to-speech voice according to their preferences. Guide them by showing them how to do it on the projected screen or by going to each expert group in turns.

## Adaptations & Extensions

For homework, have students complete a Reading Progress assignment in Teams using the full text of “Jack and the Beanstalk.” Turn the Reading Coach feature on to help students learn independently at home. Use the data from Education Insights to plan your next teaching point.

### Additional Resources for This Activity

- ▶ “Jack and the Beanstalk” full text (Englishworksheets.com)
- ▶ “Jack and the Beanstalk” broken into parts (Englishworksheets.com)
- ▶ “Jack and the Beanstalk” comprehension questions (Englishworksheets.com)

## Spotlight on Features

Learning to pronounce individual words is great, but learning to pronounce a series of connected words within sentences can help students learn connected speech, which can help them learn to speak more naturally. **Text-to-Speech** helps learners hear the pronunciation of words when they are linked to other words.



# Immersive Reader

## Degree of Comparison Through Syllables

### ACTIVITY 6

In learning about degrees of comparison, students often get confused about which adjectives are preceded by *more* and which use the *-er* suffix. The concept of syllables can be especially difficult for MLEs because it is connected to pronunciation. Using Immersive Reader's features can be a great way to address these challenges and help in learning comparative degree.

### Context

This activity takes place in a face-to-face classroom with 20 MLEs at proficiency levels from CEFR A2-B1. Students are at the high school level, ages 15-18, though the activity works well with learners ages 15+, including postsecondary students. The students have one laptop per pair.

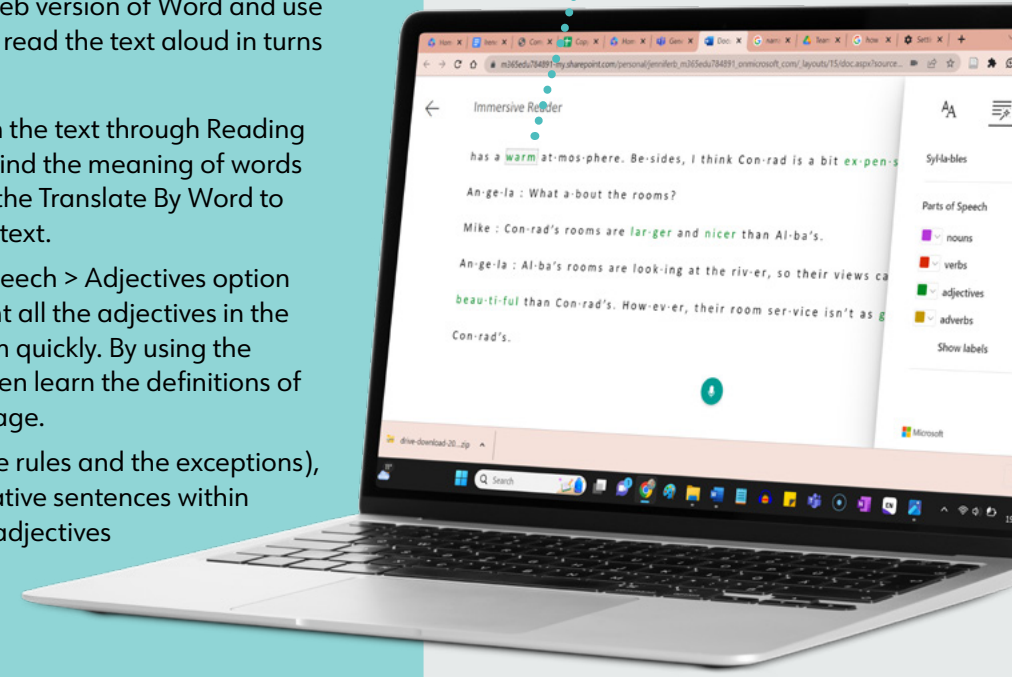
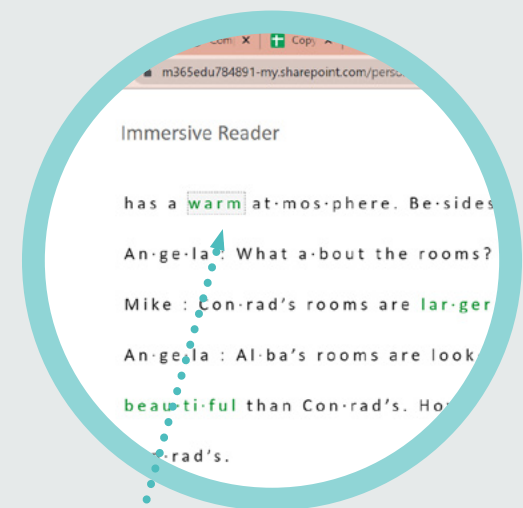
**OBJECTIVES:** Students will have learned about comparative degree. They will be able to recognize examples of uses of the comparative degree and be able to use comparative degree in discussions with others.

**MATERIALS:** Devices (one per student), reading text

**TIME:** 60 minutes

### Procedure

- 1 Divide students into pairs and assign a reading text to all pairs. Have students copy the text into the web version of Word and use Immersive Reader's Reading Coach to read the text aloud in turns (and record it).
- 2 Students focus on the difficult words in the text through Reading Coach. If they find it helpful, they can find the meaning of words in their home language by turning on the Translate By Word to better understand the contents of the text.
- 3 Ask students to turn on the Parts of Speech > Adjectives option on Immersive Reader. This will highlight all the adjectives in the text, allowing students to identify them quickly. By using the Translate by Word feature, they can then learn the definitions of the adjectives in their preferred language.
- 4 Explain the topic (including the syllable rules and the exceptions), and then ask students to find comparative sentences within the text. Students should analyze the adjectives used (the number of syllables and the comparative form) in the sentences







by toggling on the Syllables option in Immersive Reader. This will show every word broken into syllables, and the adjectives will still be highlighted.

- 5 On the board, have students classify the adjectives found in the text based on the number of syllables and try to write the comparative form next to each word. Observe and make corrections to students' work on the board if needed.
- 6 For the final step, have students compare things by using the comparative adjectives they have learned from the text and from their work on the board. Topics may vary according to students' interests. Observe the activity and, if possible, join in some of the partner discussions.

Single syllable word	Polysyllabic words
Warm - warmer	Expensive - more expensive



## Best Practice

Identify specific learning objectives before designing any activity. This will help you select the right features and tools within the **Learning Accelerators** to help your students achieve those objectives.

## Adaptations & Extensions

- ▶ Have students pull items from their school bags to compare. They can do this independently or with their partner.
- ▶ Use a text from another content class. For example, if the science class is learning about photosynthesis and cellular respiration, ask the science teacher for a paragraph with multiple comparisons.

## Spotlight on Features

- ▶ Meeting unfamiliar words while reading can sometimes lower learners' interest and motivation, especially when they have to encounter the same difficult words again and again, without understanding them. **Translate** (by word) addresses this issue by translating individual words into a reader's preferred language. Immersive Reader provides individual word or whole text translation into more than 100 languages (over 40 of which can be read aloud).
- ▶ **Parts of Speech** makes it easy to identify a word's class—from their actual uses in various types of sentences within a text. This dynamic feature can be used to teach both vocabulary and grammar.
- ▶ Learning syllables helps MLEs understand the sounds a word is made of, which can result in better learning of pronunciation. The **Syl•la•bles** feature allows readers to learn syllables without having to guess; words are instantly and clearly broken into syllables.



# Reading Coach

## Four Seasons Haiku

### ACTIVITY 7

Pronunciation and spelling can pose significant obstacles for language learners, but research shows that breaking words into syllables and letters can help students decode and learn more effectively. In this activity, students explore the use of haiku, a traditional form of Japanese poetry that uses words about nature and a fixed number of syllables, to enhance their phonics and literacy skills. By using the Reading Coach tool, students have the opportunity to practice pronunciation, identify difficult words, and learn about the meaning of words in a visual and engaging way.

### Context

This activity takes place in an elementary school English as an Additional Language classroom with 20 MLEs aged 8–9 years old. They are at a proficiency level of CEFR A2. Students have mixed abilities and different levels of motivation. The group has access to only 10 tablets, so pair work helps ensure that all students get a chance to practice. The students are learning about phonics and basic literacy skills in the context of the four seasons.

**OBJECTIVES:** Students will be able to identify and pronounce basic phonemes and sight words, as well as create a haiku using the phonemes and sight words they have learned to talk about the four seasons.

*A haiku is a traditional form of Japanese poetry consisting of three lines. The first and third lines have five syllables each, and the second line contains seven syllables.*

**MATERIALS:** Tablets (one per pair of students), four sample haikus (one about each season), images representing each season (printed and cut out or projected)

**TIME:** Two 50-minute lessons or class periods

### Procedure

- 1 Introduce the topic by eliciting weather vocabulary with the question, "What's the weather like today?" Write student responses on the board.
- 2 Show the images related to the four seasons (e.g., a sun, green leaf, red leaf, snowflake) and ask students to connect their contributions to an image. You can divide the board in four and show an image in each area, or you can use the four walls of the classroom.
- 3 Introduce the four haikus on the board and let students try to match them to the seasons on their own. Then have them get together with a classmate and share their answers (think-pair-share).

### Sample Haikus

- 1 *The sun is shining,  
Birds are singing in the trees,  
Spring has arrived now.*
- 2 *Hot sun in the sky,  
Children playing in the pool,  
Summer days go by.*
- 3 *Leaves changing colors,  
Cool breeze blowing in the air,  
Fall time is here now.*
- 4 *Snowflakes are falling,  
I can see ice on the trees,  
Winter wonderland.*



### Pro Language Development Tip

Use visual aids. Incorporating visual aids, such as images of the seasons, can help students understand the lesson better.



- 4 Assign the four haikus on Reading Coach in Teams (it should take 10–15 minutes). Have students work in pairs, taking turns reading them on a tablet.
- 5 While working with Reading Coach, first get students to read and identify all the words. They are allowed to use the picture dictionary if they need to.
- 6 Next, have students practice pronunciation and recognize basic phonemes and sight words. Monitor students' progress and provide feedback as needed.
- 7 Finally, ask students to break the poems into syllables to help them with prosody and reading. Elicit from them how many syllables they found in each line.
- 8 Introduce the lesson on phonics and sight words and explain the key phonemes and sight words that students will be learning.
- 9 After the practice, introduce the concept of a haiku and show its structure using the examples.
- 10 Ask students to create their own haiku using the phonemes and sight words they have been practicing and others they already know.
- 11 After they are done, have them use Reading Coach to check the number of syllables and their spelling.
- 12 Have students share their haikus with the class. Provide feedback on their use of phonemes and sight words. Afterward, display students' haikus on the classroom wall to encourage students to take pride in their work.

## Adaptations & Extensions

- ▶ This activity can easily be modified to fit into one 1-hour class period.
- ▶ Use this activity as a beginning point for discussions about different cultural traditions and climates in different countries.



### Pro Language Development Tip

To make the best use of time, focus on two categories of phonemes: Sibilant consonants /s/, /sh/, /ch/ and nasal consonants /n/, /ng/.

<b>1</b>	<p><b>Main phonemes:</b> /s/, /sh/, /ing/, /r/, /i/, /a/, /o/</p> <p><b>Main sight words:</b> the, is, are, in, has, now</p>
<b>2</b>	<p><b>Main phonemes:</b> /h/, /t/, /s/, /k/, /ai/, /ee/, /i/, /o/, /u/</p> <p><b>Main sight words:</b> the, in, by, now, hot, sky, children, playing</p>
<b>3</b>	<p><b>Main phonemes:</b> /l/, /ch/, /ng/, /r/, /bl/, /i/, /o/, /a/</p> <p><b>Main sight words:</b> the, is, in, now, changing, colors, cool, breeze, blowing</p>
<b>4</b>	<p><b>Main phonemes:</b> /s/, /n/, /fl/, /k/, /z/, /i/, /o/, /e/, /tr/, /ee/</p> <p><b>Main sight words:</b> the, I, can, see, on, trees, winter, wonderland</p>



# Reading Coach

## Rotating Reading Stations With the 5Es

### ACTIVITY 8

The 5E instructional approach to teaching and learning helps students build understanding through their own experiences and critical thinking. The 5E model may generally assist teachers in structuring lessons efficiently and getting students involved in the learning process. It offers a structure for teachers to convey material in a motivating and relevant way while also allowing for flexibility and modification to meet the needs of individual learners. When you utilize the 5 Es—engage, explore, explain, elaborate, and evaluate—in tandem with Reading Coach, students are able to see for themselves where they have literacy gaps and may be able to self-correct.

### Context

This activity takes place in a diverse high school. The 15 MLEs in this class are from different backgrounds and have varying proficiency levels, though the majority of students are at a proficiency level of CEFR A2. The teacher has determined that students need help with reading comprehension, so decides to use Reading Coach in Teams as a station during reading rotations. Students spend 20 minutes at each of four stations during reading rotations.

**OBJECTIVES:** Students will be able to identify areas of improvement in their reading and critical thinking skills.

**MATERIALS:** Established reading rotation stations:


- ▶ **Reading:** This station features books that students can read alone or with a partner.
  - ▶ **Suggested materials:** books with varying reading levels and topics, bookmarks or sticky notes for students to keep track of their progress, comfortable seating, printed graphic organizers (e.g., KWL charts, story maps, Venn diagrams, cause and effect charts)
- ▶ **Writing:** Students focus on writing a story or responding to a prompt.
  - ▶ **Suggested materials:** writing paper or notebooks, writing and drawing implements, rubrics or checklists for self-assessment or peer feedback, printed graphic organizers (e.g., storyboards, character maps, and plot diagrams)
- ▶ **Listening:** Students listen to a text and fill out a graphic organizer.
  - ▶ **Suggested materials:** audio source (e.g., CD player, computer, tablet with headphones), and selection of audio texts (e.g., stories, articles, podcasts), printed graphic organizers (e.g., note-taking charts, story retelling maps, summarization maps)
- ▶ **Reading Coach:** Students focus on specialized reading instruction.
  - ▶ **Suggested materials:** graphic organizers (e.g., sight word lists, reading comprehension maps, phonics charts, vocabulary maps)

**TIME:** 80 minutes (20 minutes per station)









TESOL International Association  
1925 Ballenger Avenue, Ste 550  
Alexandria, VA 22314 USA  
[www.tesol.org](http://www.tesol.org)

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