

ELT RESOURCES REVIEW

Insights for Building 21st-Century Learning Skills in Diverse Classrooms



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What is InsertLearning?

InsertLearning is an EdTech tool that facilitates students' engagement in processing background knowledge and linking it to real-world context. Teachers can [install](#) it as an extension that allows them to transform any web page into instructional content as well as interactive learning. The toolbar of InsertLearning enables teachers to add questions, annotate passages, connect videos, and create discussions based on contextualized and authentic online materials.

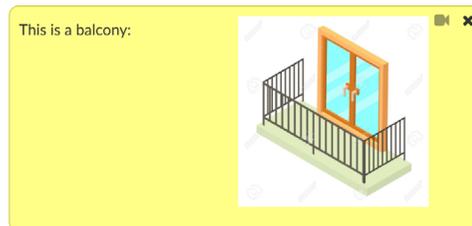
How does InsertLearning help students with 21st-Century Learning Skills?

Critical thinking, collaboration, communication, and creativity are termed "The Four Cs" of 21st-century skills. These four learning skills crucially develop students' ability to thrive in career and professional development. Multilingual learners who come from various cultural backgrounds particularly value opportunities that activate their prior learning experiences and help them understand the sociolinguistic realities of their exposure to English. The following three sections encapsulate the ideas of using InsertLearning to introduce "The Four Cs" skills to a diverse classroom.

1. Multimodal Learning Opportunities

With InsertLearning, language teachers can highlight new vocabulary words or phrases in selected online articles and insert their explanations in comments. Teachers can also add sticky notes embedded with images, YouTube links, self-recorded videos, and audio clips to help students make meaning in relevant contexts. For classroom practices,

Then, on television, the retired public-sector lawyer and political activist saw people around the world rallying. "I saw people in France and Italy banging pots and pans out their windows, **clapping and singing from balconies**. I wanted to do this in my neighborhood."



A Newsela.com article with embedded image to aid student comprehension of vocabulary

teachers can invite students to illustrate their innovative methods to learn target words in online texts. Students can also record themselves reading a particular paragraph aloud.

Apart from developing vocabulary, students in InsertLearning lessons can explore their understanding of new and essential genres in many creative ways. The tool makes multilingual students more aware of their learning preferences, and such a multimodal approach in the classroom can be a source of creativity that encourages students to learn different strategies to exhibit their understanding of texts.

2. Interactive Engagement

Another critical element of InsertLearning is its ability to create motivating and interactive lessons. Teachers can support culturally and linguistically diverse students in developing critical reading skills by teaching them how to monitor their understanding from the text, with reading guides drawn from [multicultural literature](#). Scaffolded questions act as a guide for students to practice critical skills and think through culturally relevant and meaningful readings.

The tool opens a door for teachers who may find it beneficial to promote students' reading and writing fluency while providing scaffolded support. To make it more challenging, students can take more ownership of formulating their questions for the reading resources.

In addition, InsertLearning can be employed by classroom teachers to customize their assessments with both multiple-choice and open-ended questions according to students' levels. Multilingual students can discuss in groups or pairs to interpret the textual meaning of the assigned

reading, then they can input their comments and gain more authority on their writing. Viewing others' written responses in class can help students construct meaningful feedback on language forms and writing styles. In this way, InsertLearning serves as a collaborative tool for multilingual students to enhance social engagement.

3. Real-Time Intervention

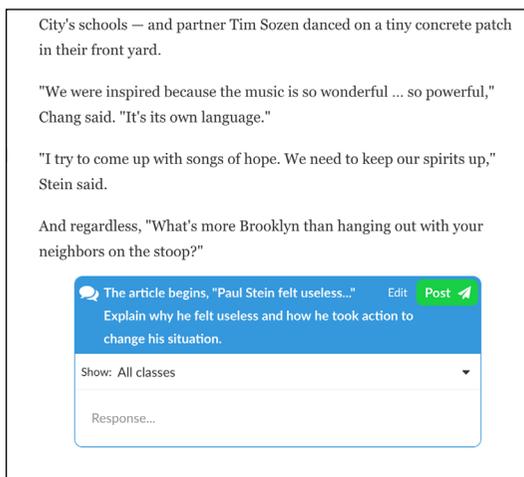
InsertLearning saves teachers' time as it allows real-time responses in the classroom. Teachers who deliver digital content to their students can administer in-class reflective assignments. They can view student answers during the lesson and choose to grade by individual student or by question. InsertLearning lessons open a communicative space where teachers can explore their students' understanding of specific topics and provide appropriate evaluation or follow-up instruction.

By overtly discussing students' real-time responses in class, teachers give students a platform to communicate their thoughts and share their creative ideas. Teachers can monitor student annotations and digital voices in class. This is especially helpful for teachers in diverse classrooms, who need to track individuals' reading and writing capabilities.

Conclusion

By using the toolbar of InsertLearning, teachers can always insert their insights into the instructional material and help students stay on track with their reading. Furthermore, the options of including other media, whether in visual or audio presentation, offers multiple modalities to aid students' language learning ability.

In doing so, teachers can find it convenient to implement multimodal text in any subject and to make use of different forms of communication; thus, students can enhance their learning skills through interactive and content-rich instructional materials. However, teachers may need to establish ground rules and expectations for better class discussions so that students can maximize their learning.



The screenshot shows a Newsela article interface. The article text includes: "City's schools — and partner Tim Sozen danced on a tiny concrete patch in their front yard.", "We were inspired because the music is so wonderful ... so powerful," Chang said. "It's its own language.", "I try to come up with songs of hope. We need to keep our spirits up," Stein said., and "And regardless, 'What's more Brooklyn than hanging out with your neighbors on the stoop?'". Below the text, a blue toolbar contains a speech bubble icon, the text "The article begins, 'Paul Stein felt useless...'", an "Edit" button, and a "Post" button with a paper plane icon. Below the toolbar, a dropdown menu is set to "Show: All classes". At the bottom, there is a text input field labeled "Response...".

A Newsela.com article with a discussion question added by the teacher to help students to deconstruct the text.