Technology **Toolkit**

Using Technology Effectively with Adult ESOL Learners

MCAEL

Montgomery Coalition for

Adult English Literacy

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Introduction

This guide provides a vast array of tools for both the technology savvy and technology novice ESOL instructor. Technology can be a great asset in the ESOL classroom and can introduce adult learns to basic computer skills while they focus on learning English.

What is the purpose of the guide?

This guide is intended to support the inclusion of technology in adult ESOL classes. It is set up to provide instructors, who are novices with technology, step-by-step instructions for adding computer- or internet-based tools to enhance classroom instruction. The guide can also be used by instructors who are familiar with technology and want a few more creative ideas. The guide aims to support instructors to increase basic digital literacy skills and language learning by offering ways to modify current teaching practices to include some technology. These ideas can also hopefully lead to adult learners being exposed to basic technology and increasing their own skills. Technology is presented in a way that will enhance teaching and learning, not take over the classroom!

Who is the guide for?

This guide is for educators who want to explore modifying their instructional practices and supporting digital literacy and language learning for adult learners. This guide is intended for new and seasoned adult ESOL instructors. Whether you've been in the classroom for three weeks or 30 years, this guide will support you in the teaching. A user does not need any experience with technology in the classroom to successfully implement the ideas presented in this guide. The directions in each section will guide users through all of the steps. If an instructor would like more information on a certain area, suggestions have been provided for additional instruction.

What is included in the guide?

Step-by-step instructions for using a variety of computer and internet based programs are provided in the following chapters. It is hoped that these easy-to-use instructions will encourage readers to explore specific programs. In addition to the directions, there are ideas for how to use the programs or websites in class, specifically targeted for language learning. It is important to keep in mind that when discussing certain products, such as Microsoft, there are different versions. If you have trouble because you don't see a specific term or tab on the computer that is represented in the guide, don't worry! Use Google to find out where the tab/term is located in the version of Microsoft. Each version has the same functions, but sometimes they will be represented differently. The tools shared in this guide will inevitably change and be updated over

time. It's important to stay flexible and persistent in building knowledge and keeping up with these changes.

What's not included?

Ideas are included; however, lesson plans for how to use them in the classroom are not included. Readers will need to take the ideas from the guide and create lesson plans appropriate to their program and adult learner level in order to use them in class.

How is the guide organized?

This guide is organized into chapters. Each chapter covers the following information:

▶ Program name, what it is, and why instructors should use it
▶ Skills needed by instructors and adult learners to use the program
▶ Time investment needed to learn and create with the program
▶ How to use the tool
▶ Examples of how to use in an adult ESOL class
▶ Applicability to the real world
▶ Resources for extended learning

Finally, a list of online resources for both instructors and adult learners has also been included.

Introduction to
Technology in Adult ESOL

What is technology?

According to The Economist, technology is "a body of knowledge devoted to creating tools, processing actions and extracting of materials." If a Google search was conducted to search for the meaning of technology, you would find a variety of responses. Now we understand and apply that those meanings vary from context to context. What this means for an educator varies. An educator may use technology such as word processing and smartphones in their daily personal life on a regular basis but may not use it in the classroom. Adult learners may use technology to keep in touch with family and friends, communicate during the workday or play online games, but they may not feel comfortable using it in an educational setting. What is common for both instructor and adult learner is the use of technology to enhance daily life. Today, technology is a part of almost all employment from entering data to entering orders for customers. It is a part of using transportation systems through the use of smart cards instead of paper tickets and being involved in a child's school by accessing an online report card. By bringing technology into the classroom, instructors may be able to enhance language learning in the classroom while also helping learners gain confidence in using technology.

Why technology in adult education?

The release of The National Education Technology Plan[1] and the College and Career Readiness Standards for Adult Education[2] presents the field with a new way of thinking about what is required for adult learners to succeed in meeting the ever-changing demands of the workforce and education system. The use of technology cannot be ignored. Including emergent and cutting-edge technology in the classroom supports instructors and learners in successfully meeting the challenge and the need for new types of learning material and instructional methods necessary to address new demands. Adult learners, particularly language learners, have very limited time to gain a wide variety of skills. Adding technology to instruction can help instructors prepare learners for employment, certificate programs, college and supporting their own children with their education.

There are multiple reasons why adult ESOL instructors should consider incorporating technology into their teaching:

Employment

Obtaining employment without technology skills is difficult. Employers want their employees to be able to work efficiently and to have 21st century employment skills.

Language Development

Technology opens up doors for language development. It can be used to make learning engaging and meaningful by creating authentic and challenging tasks to support adult learner language development while extending time devoted to projects.

Collaborative Work

Adult learners have demanding lives and even if they want to spend a lot of time learning English, class schedules may not make that easy. Including technology allows for adults to work when they have time and in their home.

Cost

There are multiple programs, applications and websites that are free! Regardless of student or program finances, instructors can use high-tech and high-quality tools to support adult learners.

Digital Divide

Technology in the classroom can help break down the digital divide. If adult learners are going to have equal opportunities, they must be comfortable using a wide variety of technology skills.

Incorporating technology in the adult ESOL classroom does not mean going to the extreme. Technology should be used to enhance instruction, not replace it. It is not a matter of revolutionizing the field but keeping up with and preparing adult learners for this ever-changing world. There are a few key points instructors should keep in mind when considering the use of technology in a course, lesson or assignment:

▶ Inclusion of technology should be based strictly on the needs of the adult learner—not simply to use technology.
▶ Technology is not the answer, it's a tool.
▶ Technology is not a substitute for teaching.
▶ Used properly, technology allows for adult learner-centered instruction.
▶ As with any other tool, the use of technology should be modeled for adult learners.

The Post Method

The Post Method is a systematic approach to social strategy by Josh Bernoff (http://forrester.typepad.com/groundswell/2007/12/the-post-method.html). If instructors keep this method in mind while creating lessons or curriculum that include technology it will help them stay focused on what is important.

P is People.

O is Objectives.

S is Strategy.

T is Technology.

People: Who are the people you are planning for? The idea is to know the capabilities of the audience and meet them where they are. If you know what adult learners already know, you will be able to scaffold lessons including technology accordingly. The last thing adult educators want is for their adult learners to become frustrated. Like any other skill, technology takes time.

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1 http://lincs.ed.gov/publications/pdf/ImplicationsNTEP_AdultEd.pdf
2 http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Objective: What is the teaching objective? What do you want adult learners to be able to do? Including technology in the lesson plans should not change the objective; however, it may change how you help adult learners meet that objective. It's important to decide on the objective before deciding on which technology can help you get there. If you imagine the endpoint, you'll know where to begin (see http://www.ascd.org/ASCD/pdf/books/mctighe2004_intro.pdf for more on backwards design).

Strategy: How are you going to accomplish meeting the objective? Strategy means figuring out what will be different after the adult learners achieve the objective. Instructor strategy is about creating a plan that will meet objectives based on what is known about specific adult learners. Will the communicative method be used? Games?

Technology: What technology will help you achieve the objectives and support adult learning? Once you decide on the objective and strategy, select the technology that will help the adult learners get there.

After thinking through the concepts in the POST Method and making observations about the people, setting objectives and choosing a strategy, then you can proceed with confidence in selecting the appropriate technology tool(s). When using technology, it is important to never lose sight of the learning objectives.

Overcoming Access Issues

The reality is that many adult education classes are not equipped with state-of-the-art technology, or even any technology at all. This fact should not be a deterrent for incorporating technology. There are many ways to work around this. The first, and most important, is that not all technology is based on internet access. Cell phones are just one example of technology that is not

based on the internet and a tool that many instructors and adult learners have with them during class. Instructors can show learners how to access apps and websites via phones if most of the learners have cell phones. Instructors should be aware and careful about individual data plans and ask learners ahead of time if this technology option would be appropriate for the class. Not all learners need to have their own phone. Learners can pair up and work in teams or groups, too.

Using "hot spots" is another way to get around the classroom access issues. A hot spot "is a site that offers Internet access over a wireless local area network (WLAN) through the use of a router connected to a link to an Internet service provider. Hotspots typically use Wi-Fi technology (http://en.wikipedia.org/wiki/Hotspot_(Wi-Fi) . Hotspots are found in coffee shops, fast food restaurants, libraries and various other public establishments. Many cell phone providers are set up so you can create a hot spot via the phone for a fee. The process for this varies on the type of cell phone you own, so individuals will have to do some research on how to accomplish this. Once the hot spot is set up, the class can have internet access.

Another concern might be a learner's ability to access the internet outside of class due to cost. There are programs to help those who are struggling financially. One example is EveryoneOn. Go to http://everyoneon.org/ for details about providers in the local area. Another option is to take the learners to the library and introduce the class to accessing computers through their library card.

The tips and suggested solutions provided above may not solve all technology challenges, but that does not mean that instructors cannot use the technology to plan lessons and bring them to class or plan for extended learning outside of class for adult learners. Now that the barriers of technology have been addressed, let's explore some technology options for the classroom.

Microsoft Word

What is this tool for?/Why use this tool?

Microsoft Word is a tool that many people use on a regular basis at work or at home and probably use for a variety of tasks such as writing letters, reports or lesson plans. Instructors may not necessarily think of it as a technology tool to utilize in teaching adult language learners because it is so familiar. However, Word has multiple elements that can be used to enhance instruction. In Word, instructors can create activities such as fill-in-the-blanks/info-gaps, short reading passages, picture stories and more. By creating them in Word, instructors can save the documents and use them again.

What are the prerequisite adult learner/instructor skills required?

Instructor Skills: In order to use Word, an instructor needs very basic knowledge of the program and computers.

Adult Learner Skills: Depending on how the program is used, adult learners can have limited to no skills, up to basic computer literacy (e.g., keyboarding skills, mouse application).

Time investment

The time needed to use this tool depends on the purpose. The most basic functions will take almost no time. More advanced uses will take some planning and playing around to be comfortable with the functions.

How to use this tool

The Basics

When considering the functions Word has to offer, it's important not to overlook the basics. Word allows the user to make minor changes that will impact adult learning. These include

- changing the font, (Click the arrow next to "Calibri" and choose the preferred font)
- text color, (Click the arrow next to the A and a red line underneath)
- text size, (Click the arrow next to the number)
- emphasizing text with **bold**, (Click the B button)
- *italics* (Click the slanted I button)
- underlining (Click the U with a line underneath)
- and highlighting. (Click the arrow next to the ab and a picture of a pencil)

To make these changes, open Word and type the text to be used.

Then, click the "Home" tab. The following bar (FIGURE 1) should show up at the top of the page. Please refer to FIGURE 1 for reference for the directions above.

FIG. 1: MS Word Text formatting bar.

Highlight the text to be changed and then click the directed buttons to make changes.

Why?

By making these slight modifications, the instructor will be able to make a dense text less intimidating; thereby creating a more accessible document. Some of the functions (highlighting, underlining, bold or italics) allow the instructor to underscore pertinent information in a text, which can help adult learners focus on the learning objective. These minor changes to a text document support scaffolding[3]. While these changes can be useful for all learners, they can be especially useful for individuals with disabilities, senior citizens with fading eyesight and learners who have less experience in educational settings. Taking the time to present the information is a clear and concise manner not only will help the learners, it can also help the instructor clarify and focus on the most important concepts that he or she wants the learner to acquire.

Clip Art, Screenshots and Hyperlinks

Another basic function of Word is the ability to insert screenshots and hyperlinks. A screenshot is basically taking a picture of the computer screen. A hyperlink is a web address for a web page, picture, etc. Language learners can often benefit from visuals to support understanding. Instructors can add images from a computer using Clip Art or saved files.

To add Clip Art to a Word document, click on the "insert" tab, then click on "clip art." A menu will appear on the right-hand side of the screen. Here instructors should enter a description of what type of image is wanted and then click on "go." (FIGURE 2) Images will appear below the search terms. Once a decision is made on which image to include, click on it and it will appear in the Word document.

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3 "In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student." - The Glossary of Education Reform. For more information about scaffolding, go to http://edglossary.org/scaffolding/
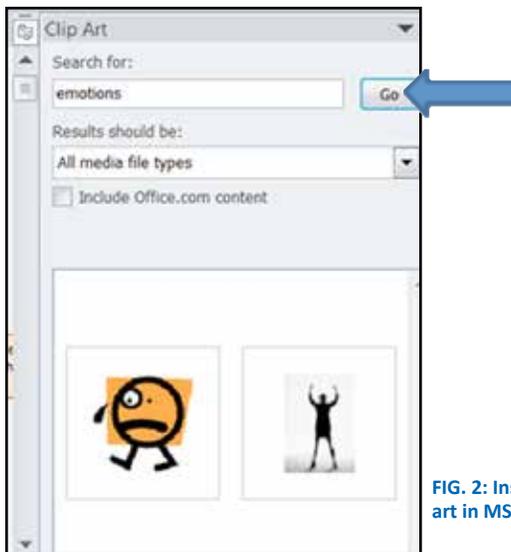
FIG. 2: Inserting clip art in MS Word.

There is another way to insert an image and that is with a screenshot. Follow these steps to insert a screenshot:

▶ Select the "insert" tab and you should now see the following options:

▶ Click on the down arrow under "screenshot" (the picture of the camera and a box). If you click the picture, the whole screen will come up.
▶ To select a portion of the screen, click "screen clipping" (this will avoid having the entire open page inserted)
▶ The screen on the computer will seem to fade out. A cross-shaped symbol will appear. Using the mouse, select the space to be clipped.
▶ Once the mouse is released, the image will appear in the open Word document.

To provide supplemental learning activities for the adult learners based on the text provided in class use a hyperlink to easily direct the adult learners to a website. Follow these steps to insert a hyperlink:

▶ Click on "Insert"
▶ Select "hyperlink" (the button with a globe and an infinity sign)
▶ Name the hyperlink by typing in the "Text to display" (circled below) text box and paste the URL you want adult learners to go to in the "address" text box (blue arrow FIGURE 3).
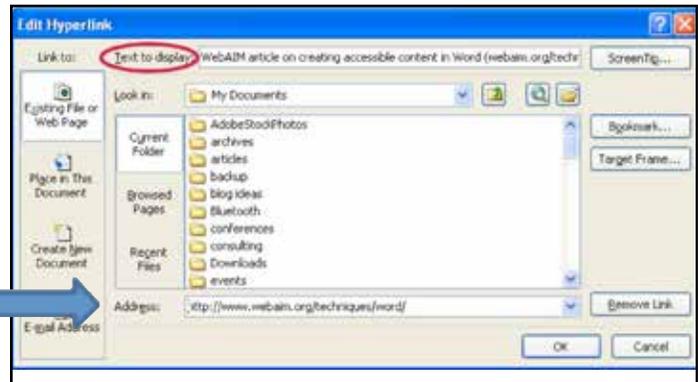
FIG. 3: How to insert a hyperlink in MS Word.

Beyond the Basics

Microsoft Word also has some advanced features that are useful for the adult language learning classroom. Each feature is highlighted below with a description of how to use the feature and some potential classroom activities to support language learning.

1. Graphic Organizers

A graphic organizer is a visual and graphic display that shows the relationships between facts, terms and/or ideas within a learning task. Graphic organizers can also be referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers or concept diagrams (National Center on Accessible Instructional Materials). Using graphic organizers to support language learning is an evidence-based strategy. Word has pre-made graphics that an instructor can use for a variety of tasks including vocabulary development, comprehension strategies and writing. Graphics are usually found by clicking on "insert" and then selecting "SmartArt." A variety of pre-made graphics will appear that can be modified to suit your particular needs; FIGURE 4 is one example.

In order to make your own graphic organizers in Word, click on "insert" and then select "shapes". Here, an instructor can design basic to complex organizers to use in class. Once adult learners become comfortable with using graphic organizers, learners can create their own!
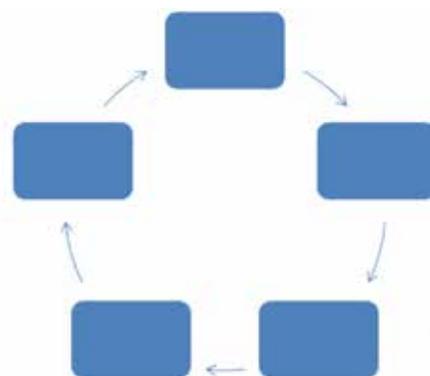
FIG. 4: Example of a pre-made graphic organizer.

2. Readability Level

For instructors of adult learners with low literacy levels, there is always the issue of finding high- interest/low-level texts for adult learners. Often, instructors struggle in determining if a text is of appropriate complexity to use in the classroom. If adult learners are challenged to the point of frustration, they will have difficulty succeeding and no instructor wants to frustrate the learners.

Word has a function that can help. It is not a perfect indicator of determining if the text is appropriate, but it is certainly a tool that has value. Setting up the preferences in Word to always check for readability statistics is quick and easy. Click the "File" tab and at the bottom of the list, select "Options" (button just above the exit button FIGURE 5).
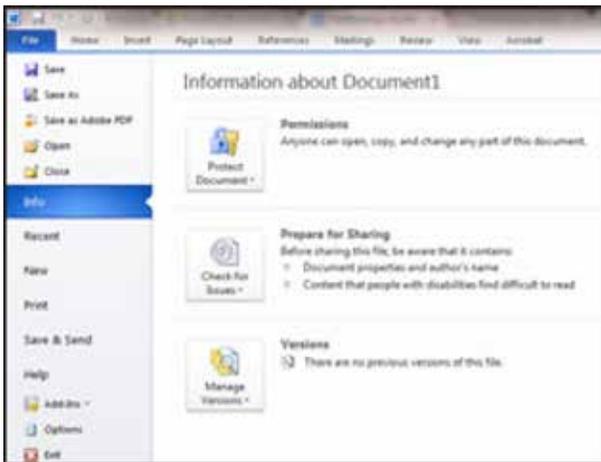
FIG. 5: Setting up readability preferences in MS Word.

▶ Once you have been redirected, select "Proofing"
▶ Make sure the box "show readability statistics" is selected
▶ Each time you complete a spelling and grammar check, a readability box will appear, indicating the approximate level of the text. It will look like this (FIGURE 6)
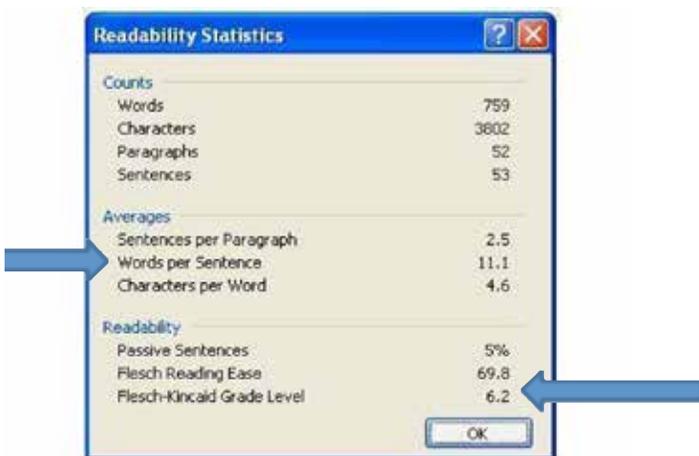
FIG. 6: Readability statistics: assessing comprehension difficulty.

Readability levels are based on the average number of syllables for word and words per sentence. The Flesch Reading Ease test is based on a 100-point scale; the higher the score, the easier it is for readers to understand. The standard score for reading ease is between 60-70. However, when considering the ease of reading for adult language learners, it is best if the score is above 90. For more details about the Flesch Reading Ease test and what the results means, follow this link: http://en.wikipedia.org/wiki/Flesch%E2%80%93Kincaid_readability_tests

Beyond looking at the Flesch-Kincaid grade level, instructors might want to consider sentences per paragraph, words per sentence and characters per word, particularly for language learners. There are many other readability formulas that can be used. One is not better than the other, just different. To explore readability levels, click on this link: https://readability-score.com/

3. Track changes & comments

Editing adult learner writing can be a daunting task. Teaching adult learners to edit their own writing can be even more daunting. However, each task is necessary in order to support adult learner writing development. Using track changes, the comment feature can support this work in a meaningful way. First, by asking adult learners to type their written work, an instructor can eliminate the difficulty of deciphering handwriting styles. Next, by simply selecting "review" and then "track changes" an instructor can insert edits in a way that is easily understood by adult learners. Here's an example of what an adult learner would see:

The underlined text is text the instructor added and the text that has a line through the middle is deleted text. Errors and corrections are easily understood. Using comments is another way to help adult learners improve their writing. To insert a comment, select "review" and then click on "new comment". Be sure to place the cursor where you want the comment to be inserted:
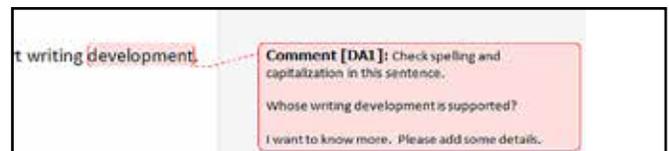
Using track changes and comments is a method of helping adult learners understand that writing is a process that requires multiple drafts. These drafts can also serve as a means for adult learners to see their own progress. This task is also an opportunity to encouraging learners to go to the library to get on a computer. It can provide an incentive for a learner to explore a skill they might not otherwise prioritize.

4. Create specialized documents

Word has a wealth of templates that can be used in the classroom to create engaging, meaningful and language-rich experiences. The brochure templates, are one example; however, there are many others that one can explore and consider using in instructional plans. Here are the options available to users:

Imagine for a moment the rich opportunities available!

To begin using a template, follow these directions:
▶ Go to "File",
▶ Then select "New" and scroll down to "Office.com Templates."
▶ Here select which option to work with. Click on "Brochure" and multiple options will appear. Select which one works best to meet the classroom objective.

For example, in language classes a common topic is community. One way to explore community in an authentic way is to go out into the community! Adult learners can engage in authentic research and then develop a brochure to share with other adult learners that highlights points of interest, a brief history and anything else they think is important to know about the neighborhood--all while engaging in reading, writing, speaking and listening skills. This is an opportunity to engage in project-based learning.

Applicability in real world

Having basic computer skills is essential for employment and education. By using Word to explore and engage with language, adult learners can also learn digital literacy skills in a way that is less intimidating than, perhaps, a computer class. The technology is secondary to language improvement. Many adult learners have children in school and their children, without a doubt, will need to use computers, including Word. By including Word in language development, instructors can also build in opportunities for parents to support children.

Examples of how to use in the classroom

1. **Teacher Prep:** Determine the appropriateness of the various texts being used in the classroom. By determining readability levels, instructors can better provide texts at the appropriate reading level and are better able to differentiate instruction.

2. **Create community brochures:** Adult learners can both explore language and their community over the course of their classes. By integrating technology in this way, instructors provide adult learners with digital literacy skills, language skills and a tangible product demonstrating hard work and collaboration.

3. **Writing projects:** Use the various features in Word to support student writing development. An electronic journal is just one option.

4. **Support adult learners' organization:** by creating, using and having students complete graphic representations of learning, a reading or preparing to write.

Further Assistance/Reading

Ten Cool Ways to Use MS Word in the Classroom
http://www.techlearning.com/from-the-classroom/0015/ten-cool-ways-to-use-ms-word-in-the-classroom/44092

YouTube Videos to Support Brochure Creation:
https://www.youtube.com/results?search_query=using+word+templates+to+creat+a+brochure

Templates to Create a Classroom Newspaper
http://www.educatorstechnology.com/2013/03/wonderful-free-templates-to-create.html

Readability Score
https://readability-score.com/

Flesch-Kincaid Readability Formula
http://www.readabilityformulas.com/flesch-reading-ease-readability-formula.php

Teaching Computer Literacy in Adult ESOL
http://teamcomplit.weebly.com/

Microsoft Excel

What is this tool for?/Why use this tool?

Microsoft Excel is a program that allows people to use **spreadsheets** to organize information. With a spreadsheet, a user can use rows and columns to display information in a way that makes it easy to compare and draw conclusions from data. Instructors can use Excel to track adult learner learning outcomes, activities or attendance.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: In order to use Excel, a instructor needs very basic knowledge of the program.

Adult Learner Skills: Depending on how the program is used, adult learners can have limited to no skills, up to basic computer literacy (i.e. keyboarding skills, mouse application).

Time investment:

The time needed to use this tool varies based on purpose. The most basic functions will take almost no time. More advanced uses will take some time to plan and explore in order to be comfortable with the functions.

How to use this tool

The Basics

When you open a blank Excel document, a page with blanks cells will show up. By clicking in a **cell,** you have the ability to type letters or numbers into that cell. To make a table (chart), fill in the top row and the left column with the types of information that the table contains. Then populate the table with information accordingly. Here is an example containing two different tables on one **worksheet (FIGURE 7).**

FIG. 7: Example of 2 tables on 1 worksheet in Excel.

In the example, there are several different colors and fonts in each table. Similar to Microsoft Word, Excel offers options for changing the font, text, size and appearance of letters and numbers. Excel is generally used as a more visual medium than Word (i.e., Excel is used to display large amounts of information in an easy-to-read format). Using different colors and font types to make the information even more readable can be beneficial for the learners.

Instructors can also use Excel to create classroom material. In the example **(FIGURE 8),** a bingo game was created. The benefit of using a program such as Excel to create these types of games or activities is that once they are made, they can be saved and used with future classes.

BINGO		
Blue Shirt	Yellow Gloves	Purple and Yellow Shirt
Blue Jeans	Red Jacket	Brown Pants
Green Jacket	Blue and Pink Shoes	Brown Mittens
Red Pants	Blue Coat	Black Jacket
Green Gloves	Yellow Shoes	Red Belt

FIG. 8: Bingo game created in Excel document.

Please refer to the picture of Excel below while reading following information.

To change the color, italicize, bold or underline numbers or text within a cell, click on the cell, so a solid black box encompasses the cell. Then, use the buttons on the top of the screen to change the appearance of the text to the preference. (Note: they look the same as the ones in Word—see Word section for more details.) To make the same change to multiple cells (for example, make the entire top

line bold), simply click in one cell and then, while holding the mouse down, drag the cursor to other adjacent cells. **(FIGURE 9)**
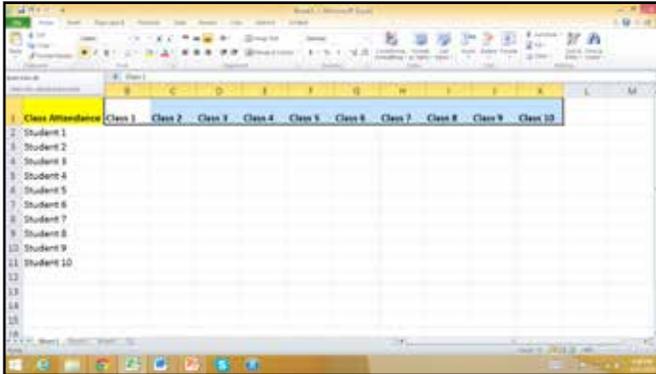
FIG. 9: How to change multiple cells at once.

You can also insert bold lines around cells in order to define the borders of the table using the Borders button **(FIGURE 10)** at the top of the screen.
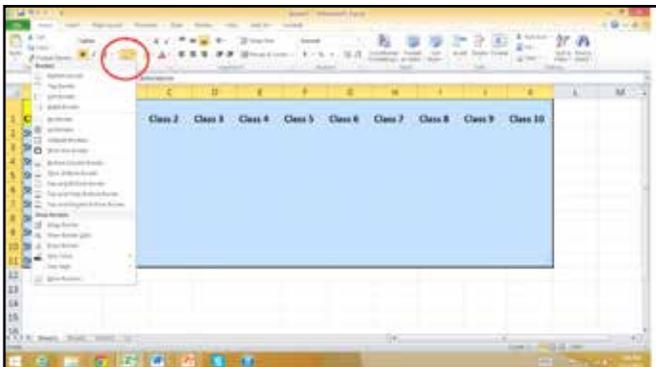
FIG. 10: How to put borders on cells.

Finally, a table can be copied and pasted from Excel into a Word document. For example, if you have created a reading passage and want to add a true/false chart below it, you can paste the chart from Excel. To do this, simply **highlight** the entire table, right click and select "copy." Then, in the Word document, right click where the table should be inserted and click "paste." There will be a number of paste options to choose from, and by hovering the mouse over each one, a preview can be seen for what each looks like. Click on the preferred option to insert table. This option is very helpful when sharing and saving files.

Beyond the Basics

1. Storing passwords

As an instructor, one may have many online accounts, email addresses and resource websites. All of these accounts require different usernames and passwords, and it can be difficult to keep track of all of them. Excel can be used to keep an organized list of all of your usernames and passwords.

To do this create a table and include the account name (for example, Gmail), the username and the password for that account. It is extremely important to make sure the passwords stay secure, and that nobody else can access them. In order to make sure the password document in Excel is secure, the **password protect** option for the document must be on. This way, you will only have to remember one password in order to access all of the information.

In order to place a password protection on an Excel document, first save the document. Then, in the "File" tab, click on the "Info" ribbon. Here, under the "Permissions" section, there will be a button that says "Protect Workbook." Clicking on this button will give you a number of options for how to protect the document. Choose "Encrypt with Password" **(FIGURE 11)** and assign a password Note that passwords in Excel are **case sensitive** and that **there is no way to recover a forgotten password for Excel.**
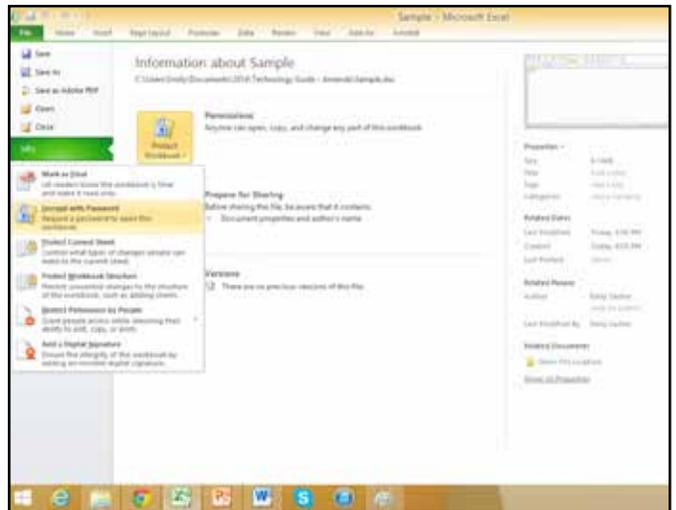
FIG. 11: Password protecting Excel documents.

2. Creating charts and graphs

Excel can be used to turn a basic table of data into a chart or graph. If there is data in a spreadsheet that should be represented in a more visually appealing chart or graph, start by **highlighting** the cells to put into chart (this may be the entire table, including the horizontal and vertical axes). Once the table is highlighted, click on the "Insert" tab at the top of the screen. Here, within the column labeled "Charts and Graphs," you will find a number of options for different types of charts and graphs to use with the data. Once you have selected a chart type, it will appear in the center of the spreadsheet. **(FIGURE 12)**

By clicking once within the chart and hovering the mouse until a four-pointed cursor appears, ✥ the chart can be moved to any other part of the spreadsheet and/or change its size and dimension. When you click once within the chart, another tab will appear (highlighted in green) on the top of the screen called "Chart Tools." There are a variety of features within this tab to change the design, layout and format of the chart. Creating charts in Excel is helpful when teaching visual data interpretation such as those adult learners see in the newspaper and on TV.
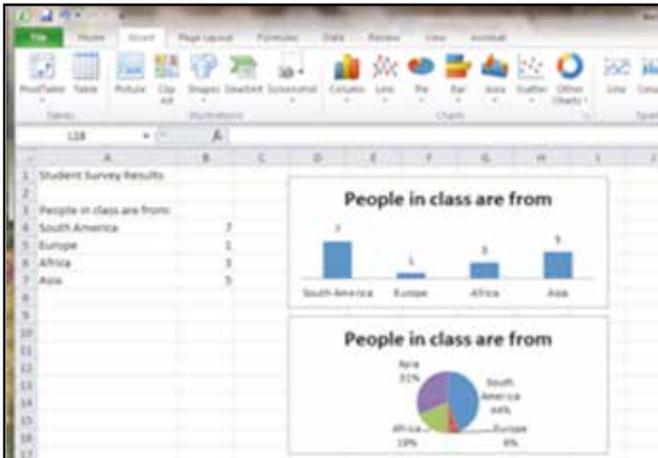
FIG. 12: How to convert data to a chart/graph.

3. Sorting

If you are trying to organize a large amount of data, rather than simply display it, Excel can order numbers and alphabetize words automatically. For example, to alphabetize a list of the adult learners' names, highlight the cells that contain the names and click on the "Sort & Filter" icon **(FIGURE 13)** on the top right-hand side of the screen. Excel will recognize if the cells contain numbers or text, and give options for how to sort.

FIG. 13: Sorting data.

4. Formulas

Excel has functions that allow you to use a variety of mathematical formulas to work with the data. There is a huge array of formulas available to learn and use, but one of the basic ones is adding up numbers in a table to get a quick total. The **formula bar (FIGURE 14)** is across the top center of the screen in Excel. Here, you can

type in the cells that you would like to include in the formula. Each cell has a letter (corresponding with the column it is in) and a number (corresponding with the row it is in) assigned to it. To type a formula, start by typing an equals sign (=) and then the equation for Excel to calculate. So, to see the total of cell B2 and C2, highlight an empty cell and type "=B2+C2" into the formula bar. To add the total sum of cells B2, C2, D2, E2 and F2, use the word "SUM" and a colon (:) to indicate that all of the numbers should be added. In the formula bar, type "=SUM(B2:F2)"

Examples of how to use in the classroom

Instructors can use Excel in the classroom to show adult learners their grades, attendance, or adult learner assessment data. By entering adult learners assessment data into an excel spreadsheet, instructors can identify trends and adjust their curriculum and individual lessons to meet adult learners' needs and address weaknesses. Additionally, instructors can also use this tool to create

▶ KWL chart (knows (K), wants to know (W), and has learned (L)).
▶ Infogaps.
▶ Bingo.
▶ Grids summaries of class surveys and many other activities.

Once created in Excel the instructor can use it again at a later date and easily update the document.

Applicability in real world

Having basic computer skills is essential for employment and education. By using Excel to display and analyze data, adult learners can also learn digital literacy skills in a way that is less intimidating than, perhaps, a computer class. Beyond support adult learner understanding of how to read the variety of charts and tables they are exposed to, instructors can use Excel to stay organized and create rich learning opportunities.

Further Assistance/Reading

http://learntech.ties.k12.mn.us/Excel_Classroom_Projects

http://www.teach-nology.com/tutorials/excel/

http://www.youtube.com/watch?v=8L1OVkw2ZQ8

http://office.microsoft.com/en-us/excel-help/basic-tasks-in-excel-2010-HA101829993.aspx

FIG. 14: Using the formula bar to add colums of text.

Chapter 4

What is this tool for?/Why use this tool?

PowerPoint (PPt) is a slideshow presentation tool that is part of the Microsoft Office program. Although it is classified as a slideshow tool, there are many other uses for it. PowerPoint presentations consist of a number of individual pages or "slides". Slides may contain text, graphics, sound, movies, and other objects, which may be arranged freely. A presentation can be printed, displayed live on a computer, or navigated through at the command of the presenter. Using PPt allows an instructor to address multiple learning styles in the classroom. Additionally, creating a lesson or activity in Powerpoint allows the instructor to save it and then return at a later date to reuse and/or edit.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: In order to use PowerPoint, a instructor must have basic keyboarding skills. Additions to PPt such as videos, images and audio require understanding of basic processes, which will be explored in this chapter.

Adult Learner Skills: Skills adult learners need in order to engage in PPt depends on what the instructor's plans are. If the instructor plans to use PPt to be able to share lessons and processes with adult learners in print form, the adult learners will need no computer skills. However, if an instructor wishes for adult learners to create, then they will need the same skills as instructors will need as described above.

Time investment:

A majority of the time needed to use PPt in the classroom will depend on how you use it. Time will mainly be spent planning the lesson and creating the presentation. If an instructor chooses to use audio or video, time will be spent learning how to do this, and once a instructor understands the process, it takes very little time.

How to use this tool

The Basics: (see Chapter 2, Microsoft Word, for additional options such as how to change text size, text font, adding text boxes, etc.)

When PPt is opened, a new presentation will appear. A user can immediately start typing or adding visuals to the pages that initially

show up. All of the options for formatting that one will need are located in the top menu bar. **(FIGURE 15)** By clicking on each of the terms (home, insert, design, etc.), an instructor will be able to modify a presentation to match lesson/activity objectives. The options/terms for buttons and tabs are similar to the ones used in Microsoft Word and Excel.

Adding Slides

To add slides to the presentation click on the home tab, then click on "new slide." A new slide will appear with the same layout as the original slide. Only one slide can be added at a time. Another way to add a slide is to right click on a numbered slide on the left-hand side of the screen. When you right click, a drop-down menu will appear that includes "new slide." Click on that option and a new slide will appear.

Changing Slide Layout

PPt provides users with a variety of slide layout templates to use. Depending on the content of the slide, you may want to change the layout. To change the slide layout, click on the "home" tab on the main menu bar. Select the "layout" option. Click on the layout to be used. The layout options are useful for organizing text and visuals in various ways.

Slide Layout Options:

In additional to the layouts, text boxes can be added to any template by clicking on the "insert" tab and then the "text box" option. **(FIGURE 16)** The cursor will appear as an upside down cross. Navigate the cursor to where the text box should be placed, then click in the presentation where the text box should be inserted, and then drag to draw the text box the size that you want. To add text to a text box, click inside the text box, and then type or paste text. The size of the text box can be enlarged by using larger text. Repeat this process to add additional text boxes or click on the original box, then copy it and then paste it. The text boxes can be moved by hovering over each box until a cross with arrows appears and dragging it to the appropriate place on the slide.

As the presentation is developed, each slide will appear on the left-hand side of the screen. **(FIGURE 17)** This is to help the user see the "flow" of the presentation. This list of slides can also allow the user to navigate the slides. Click on a specific slide to make it

FIG. 15: New PPT presentation tool bar.

FIG. 16: Changing slide layout options.

appear in the larger portion of the screen. A "notes" section will show up under each main slide. This allows the creator to write notes to himself or herself, or, if the presentation is to be shared, write notes to the other creator. The notes section and side bar of slides will not be visible when in presentation mode.

Inserting Items on Slides

PPt allows a user to add all types of extras to a presentation. Below are directions for inserting some visuals to a presentation. (Adding video and audio in the presentation will be addressed later in this chapter.)

Adding SmartArt and Shapes in PPt is just like adding them in Word. Click on "insert" in the main menu. All of the options will appear:
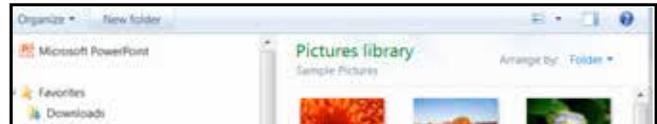
Based on the image above, the insert tab offers several options. Tables, pictures, clip art, screenshots, photo albums, shapes, SmartArt, charts, hyperlinks, etc. can be added[4]. Anything inserted into the presentation should serve to highlight important information and make it easier for an audience to understand. Keep in mind while creating a PPt presentation that less is more. Cramming information on a slide makes it difficult to absorb and understand. Keep text large enough (no smaller than 18 to 24 sized font), so it can be easily read if printed.

Tables:

To add a table to the presentation, click on "table". The option to design how many rows and columns are included in the table will pop up. Using the mouse, highlight the desired numbers of rows/columns needed and then click on the table – it will appear in the slide. Please note that the program automatically changes the colors of the top row for table headers. This can be changed by selecting the row and clicking on "home" then "select fill" and the color preference. Instructors may use a table to organize vocabulary words or verb tenses or model how to create a bingo activity in class, for example.
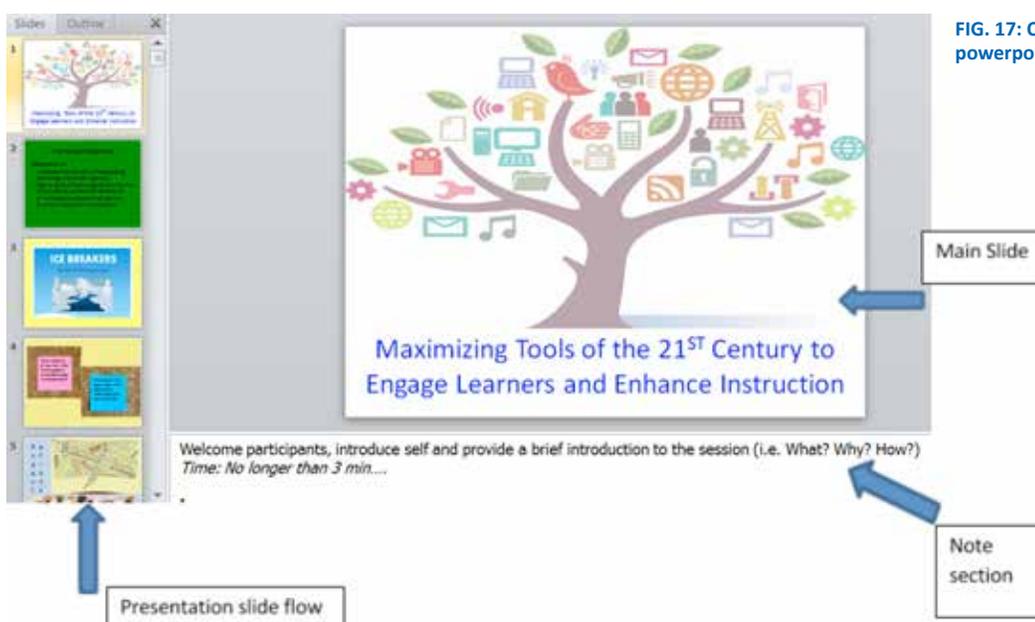
FIG. 17: Overview of powerpoint design slide.

Pictures/Clip Art:

To insert a picture into the presentation, click on "picture." Please note that to use this option, the image must already be saved to the computer. The program will open a window (FIGURE 18) that allows you to select an image to be inserted from the files on your computer. Click "open" and the image will appear in the slide.
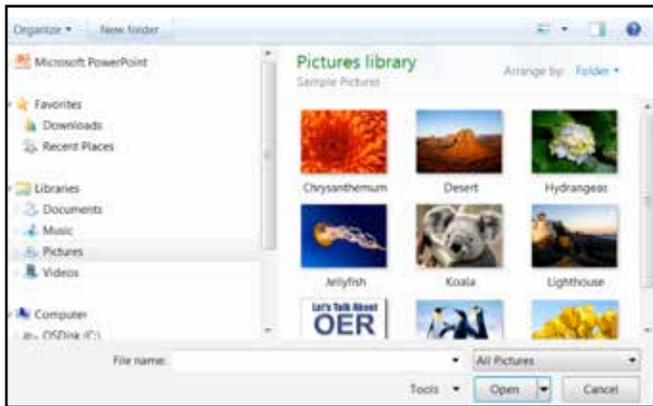
FIG. 18: Inserting a picture or clip art into a powerpoint.

Once the image is in the slide, one can change the size of it. (FIGURE 19) Click on the picture so it is outlined like this:

FIG. 19: Resizing pictures for a power point.

Click on one of the circles of the image and move it diagonally out or in to stretch or shrink it. The computer will automatically keep the picture ratio if the corner circles are used and moved diagonally. If the other circles are used and pulled vertically or horizontally, the picture may appear stretched. To move the image around the slide, click on the center of the picture and hold down the mouse button while dragging the picture to a desired location. You can also click on the image, and use the arrow keys to move it.

To add clip art, click on "insert tab" and then "clip art." Type in a word or phrase to search for a visual example. (example: type in "grocery store" and several examples will come up with shopping carts, cashiers etc.) Double-click on the clip art visual to be used

and it will show up in the PowerPoint. Clip art can be useful for an instructor who is trying to show information visually and actual pictures are not available.

To add images from the internet, either insert a screenshot (see Chapter 2) or use the copy and paste functions. Look to websites and copyright for use of pictures from the web for use in educational settings.

Shapes, SmartArt and Charts:

See Chapter 2 for directions on how to insert shapes, SmartArt or charts.

Hyperlinks:

Inserting hyperlinks in PPt is mainly the same as inserting hyperlinks in Word. One difference is that once a hyperlink is inserted next to a text box, image or video in PPt, you can set it up so the presentation must be in slideshow mode for the hyperlink to work. This is useful if an adult learner is viewing the presentation at home or an instructor is using it in class. A word or a picture can be a hyperlink, too!

Design/Themes

When a new presentation is opened, the background and design of the slides will be plain white. To change the background colors and design, click on the "design" tab of the main menu. (FIGURE 20) PPt provides users with a variety of options to choose from. Please note that the first slide is intended to be an introduction slide and the color balance and design may be different than the slides that follow.

FIG. 20: Choosing a design theme for power point slides.

Click on the "design" tab and options will appear for slide themes. Click on the arrows to the right of the themes (blue arrow above) to see more options. Themes will create a mood or visual background for the presentation and/or photos. It can help a user frame a presentation/photo. Themes will change background color, font type and font text. If one likes a theme, but not the colors presented, these can be changed by clicking on "colors" to the right of themes option arrows. The theme can be changed at any point during the development of a presentation; however, when a theme is changed, it can affect font types and sizes. Please note that all of the slides will change when a new theme is selected.

To change the background of an individual slide, right click on the slide you'd like to modify. A drop down menu will appear – select "format background" and make the change.

Slide Show

To view the slideshow, click on the "slide show" tab on the main menu bar. The slide show can be played from the current slide or from the beginning – there are other options, but they do not apply to classroom use. To progress through the slideshow, use the arrow keys on the keyboard. You can move forward or backward through

the PowerPoint. Some users purchase a clicker, so you can stand away from the keyboard when using PPt. This is not required; however, if you are using PowerPoint frequently, a clicker is a good investment.

Printing PPt Presentations

To print the presentation, click on "file" then "print". **(FIGURE 21)** The printing options in PPt are a major feature that adds value for classrooms.
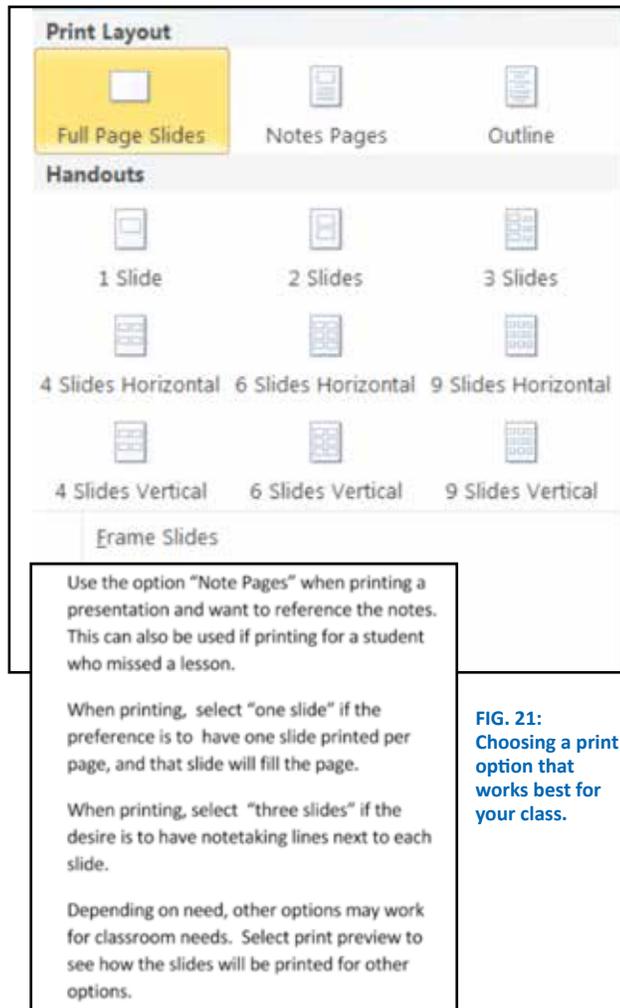
FIG. 21: Choosing a print option that works best for your class.

Inserting Sound

To insert sound into a PPt presentation, there are three options. First, click on "insert" and to the far right of the menu, click on "audio." The options will be "audio from file," "clip art audio" and "record audio."

To add audio from a file, the clip must already be saved on the computer. Just as with adding a photo, when clicking on this option, users will be redirected to the computer files. Once the image to be inserted is selected, highlight it and select "open." The audio will now be in the presentation and will look like **FIGURE 22**.

Once clicking on this icon, users will be able to play the audio and fast forward or rewind the sound.
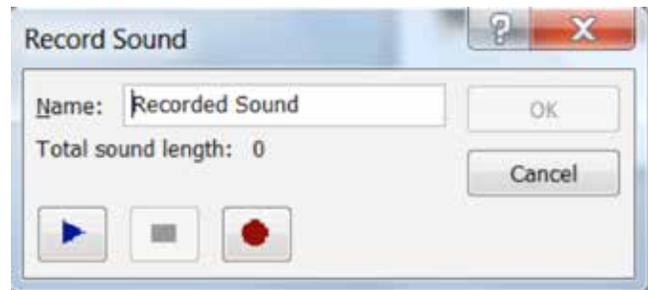
FIG. 22: Recording sound for a presentation.

To record sound, click on "record audio." When this option is selected, a pop-up will appear so sound can be recorded.

First, name the recording by deleting "recorded sound" text and replacing it with your own text. Next, click on the red circle and begin the recording. The computer must have a built in microphone to do this – most computers have this, but it's a good idea to check. Also, be sure the volume on the computer is on, so the recording can be heard. When you are done recording, click on the rectangle shape to stop the recording. It is possible to check the recording by clicking on the play button. If satisfied with the recording, click on "ok" and after a few seconds, it will appear on the screen with the same icon as when audio is inserted from the web.

Inserting Video

To insert video in a PPt presentation, it is best if the video is already saved on the computer. Otherwise, it can be complicated and it is easier to simply use a hyperlink as long as one has internet access at the class location (see Chapter 2). Under the insert tab, select "video." Users will be redirected to the computer files where it is possible to select the video to insert. If using online video storage sites such as Vimeo (see Chapter 10) users can insert those videos as well. (Note: when transferring the PPt presentation to a flash drive, audio and video clips *should* still be available. It is best to test this prior to using in class)

Animations and Transitions

Using animations and transitions can add some fun to a presentation and gives the presenter control over what the audience sees and when. Animations refer to how text or images appear on a slide. For example, if you have a bulleted list but you don't want the adult learners to see all of the bullets at once, you can use animations. To do so, type the text on the slide. Then, highlight only one line of text (whatever you want to appear together) and click on "insert" then "animations." There are multiple ways (fade, fly in, etc.— **FIGURE 23**) to animate text, so explore and see which you prefer. Then click on it. You will be redirected back to the slide. Follow the same procedure for each animation on the slide. Please note that to see the animation, you must be in presentation mode. Each time one clicks the arrow key in presentation mode, a new line of text will appear. Here are some animation options:

FIG. 23: Animation options.

For more options, click on the down arrow to the right of the options. (FIGURE 24) How the animations will appear will be indicated on the slide when in animation mode:
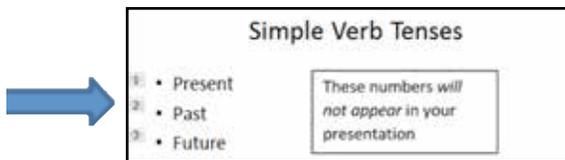
FIG. 24: Animation will be numbered, but will not be seen in the presentation.

Transitions refer to how slides appear. Just as with animations, you can transition slides so they appear, float in, etc. Transitions can be applied to every or just a few slides depending on the purpose. Select the slide you'd like to add a transition to. Click the "insert" tab and then click the "transitions" tab. A menu option will appear with the variety of types of transitions you can apply. (FIGURE 25) Here are a few examples:

FIG. 25: Transition effect options.

Select the desired option and view it when in slideshow mode. Again, more options are available by using the down arrow scroll bar to the right of the options.

Beyond the Basics

There are many more options to use when creating a PPt presentation. These options are more advanced and will not be included in this guide. For more about advanced PPT options review the following links:

Narrating a Presentation:

http://office.microsoft.com/en-us/powerpoint-help/add-narration-to-a-presentation-HA001230306.aspx

Embedding a YouTube Video:

http://www.wikihow.com/Embed-YouTube-Flash-Videos-in-the-PowerPoint-Presentations

A Variety of Tricks:

http://powerpointspice.wordpress.com/

PowerPoint Best Practices

http://www.washington.edu/research/.SITEPARTS/.documents/.osp/PowerPoint_Best_Practices.pdf

Examples of how to use in the classroom

1. **Create lesson presentations.** This limits the amount of time you spend writing on the board. Print out the lessons so adult learners spend less time taking notes, and more time learning.

2. **Have images in class so you don't have to print them.** This will save on paper and the expense of making color copies. Use real images that adult learners have taken (see Chapter 11) to make a more authentic and adult-learner-centered learning experience.

3. **Personalized adult learner dictionaries.** This allows adult learners to keep all new words in one place and it is adult learner centered. See https://vimeo.com/81450759

4. **Video and sound.** By preparing ahead of time, the adult learners can benefit from video and sound when learning and you don't have to have internet in the classroom

5. **Adult learner presentations.** Teach adult learners how to use PPt and have them create presentations in class. This is fun and a great way to practice language skills, presentation skills and basic computer literacy.

6. **Teaching Pronunciation.** Use audio for practicing pronunciation, by adding audio files that can be played multiple times.

7. **Spelling, vocabulary and grammar quizzes.** Give adult learners numbered pieces of paper to complete while you show images or incorrect grammar statements in a PPt slide. Have them write responses on their paper (or email responses!)

8. **Create a Jeopardy game.** Google "Jeopardy PowerPoint template" to find out how.

9. **Create a compilation of lessons for adult learners to review.** Create a YouTube channel (https://www.youtube.com/watch?v=31PfTHWnP3Q) and store all of the lessons there so adult learners can view as often as necessary. You don't have to create a YouTube channel to do this – you can use Vimeo or your own classroom website)

Applicability in real world

First, most instructors have limited time with their adult learners. By using PPt, instructors can maximize time in the classroom by preparing presentations before class. This limits the need to open sites, find links and write on the board. PPt is a useful way of meeting the learning styles of all adult learners. Also, the instruction (and adult learning) is enhanced by the use of videos, images and sound.

Additionally, adult learners often have barriers that may interfere with their learning. By creating and sharing PPt for instruction, adult learners can view the lessons if they miss a class or need repeated instruction.

Finally, knowing how to use PPt is a basic digital literacy skill. If adult learners learn how to use this program to enhance their language skills, they will be adding a workplace skill as well.

Further Assistance/Reading

Premade PPt Templates for Games and Lessons: http://www.vickiblackwell.com/ppt/index.html#PremadePPT

Project Based Learning with PPt:

http://office.microsoft.com/en-us/powerpoint-help/implementing-project-based-learning-in-the-classroom-HA001188768.aspx

SlideShare about the Value of PPt (includes tips):

http://www.slideshare.net/BB1214/powerpoint-in-the-classroom-1792093

Chapter 5

Graphic Organizers and Mind Maps

What is this tool for?/Why use this tool?

For more about Graphic Organizers, see Chapter 2: Microsoft Word

Text 2 Mind Map is a free, online tool where you and the adult learners can create **mind maps**. According to Wikipedia, a mind map is "a diagram used to visually organize information. A mind map is often created around a single concept, drawn as an image in the center of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those." Another term for a mind map is a brainstorm activity or associative mapping. Mind maps are a great way to help adult learners organize thoughts and connect language concepts. Text 2 Mind Map is a very simple application that can produce helpful visuals.

What are the prerequisite adult learner/instructor skills required?

Instructor Skills: In order to use Text 2 Mind Map, instructors need basic internet and typing skills.

Adult Learner Skills: If you choose to have the adult learners create mind maps (recommended), they need basic internet and typing skills.

Time investment

The time investment needed to use Text 2 Mind Map is from 15 minutes to an hour. A majority of the time will be spent playing and creating!

How to use this tool

1. **Go to https://www.text2mindmap.com/** This site has a small subscription fee, but it is not necessary to pay. You can use the free version, but be sure to save or print the work prior to exiting. There is a built in function that uses your email to find any mind maps you create, but it's a good idea to save and print!

2. **Once you go to the web page, you are ready to begin.** On the left hand side of the page, there is a blank text box and that is where you will do all of the work. (FIGURE 26)

3. **To begin, type the topic at the top of the text box.** (FIGURE 27) When you hit "enter," the next word will automatically be indented. Continue adding words or phrases to build the mind map. "Tab" will indent a word, and "shift tab" will remove the indent. (FIGURE 27)

FIG. 26: Opening a MInd Map.
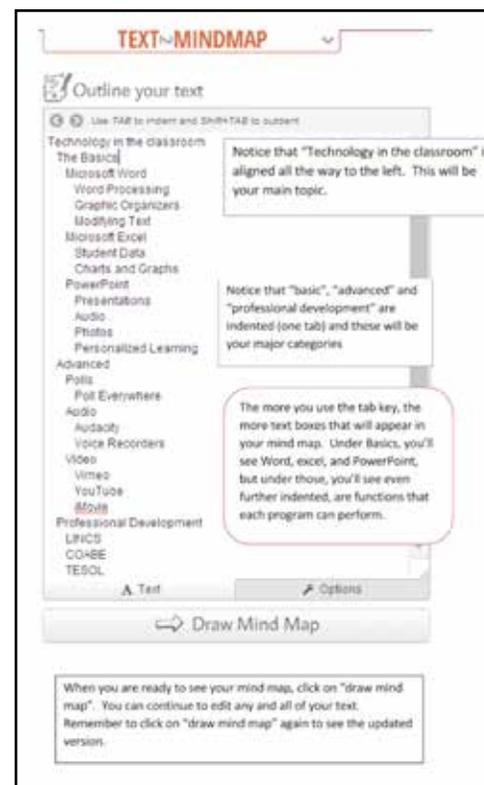
FIG. 27: Beginning a MInd Map.

Examples of how to use in the classroom

1. **Use mind maps to plan the instruction.** This will help create a visual guide for the teaching during the semester.

2. **Vocabulary learning.** Adult learners are bombarded with new words daily. Using mind maps can help adult learners group words by meaning or relationship.

3. **Brainstorming.** When you activate prior knowledge in class, adult learners can record it and organize it in a mind map. When you brainstorm topics, meaning, goals, etc., you and the class can organize it visually and use as a reminder/learning tool in class.

4. **Setting goals.** Adult learners have goals for learning English, but they also have many goals for life as well. Using a mind map can help adult learners organize their goals as well as provide a way for you to get to know adult learners.

5. **Handouts.** When adult learners are struggling with language, visual, limited-text handouts can be very helpful. Create, or have adult learners create, handouts that connect to the topic and skill being studied. As skills expand, so can the mind map (e.g., present tense verb mind map can grow to a mind map that includes past tense, past tense irregular and present continuous, and so on).

6. **Support creativity and independent work.** The limited amount of text in a mind map is less threatening for adult learners, because it is easier to find one word than write a paragraph. This is not "dumbing down" teaching and learning. It's allowing the brain to work optimally and it supports memory.

Applicability in real world

Adult learners need to be able to access all of the new information they learn. Using mind maps is not only applicable to language learning, but to every possible concept. Mind maps help and support memory and information retrieval. Mind maps can help adult learners with American concepts and 21st century skills they may not have been introduced to before, including brainstorming, grouping ideas and presenting information in a non-linear way.

Further Assistance/Reading

Ten Mind Mapping Strategies for Instructors: http://www.teachthought.com/teaching/10-mind-mapping-strategies-for-instructors/

7 Mind Mapping Uses for Teaching: http://thinkbuzan.com/articles/view/7-mind-mapping-uses-for-teaching/

The Power of a Mind to Map: Tony Buzan at TEDxSquareMile: https://www.youtube.com/watch?v=nMZCghZ1hB4

FIG. 28: A finished MInd Map.

Graphic Organizers and Mind Maps, Part 2

Chapter 6

What is this tool for?/Why use this tool?

Exploratree is a free web resource where you can access a library of ready-made interactive thinking guides (graphic organizers[5]), print them, edit them or make them your own. You can share them and work on them in groups too. Use Exploratree to help adult learners organize and plan their learning. Items from this site can be used for all aspects of language learning.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: To use the basic functions of this site, instructors will need to have basic typing skills and internet navigation skills.

Adult learner Skills: Since instructors can print these materials, adult learners do not need to have any computer skills. If instructors want adult learners to use the site, then they will need basic typing and navigation skills.

Time investment

The time investment needed for this site is 20 minutes to an hour. If instructors plan on creating their own graphic organizers then more time will be needed. The time investment will be focused on instructing adult learners on how to use graphic organizers.

How to use this tool

1. Go to http://www.exploratree.org.uk/

2. **An account is not needed to use this site.** However, to save and share the thinking tools, one will want to sign up. All you will need is an email address and password.

3. **Browse the ready-made templates and select the one to use in the classroom.** Click on the selected template to begin creating. **(FIGURE 29)**

4. **Once you have selected the thinking tool, you can either print it or modify it using the tool bar and typing in each box.** To add text to the tool, simply click in the space where you'd like text and begin typing. You should delete the "note" at the bottom of the tool (shown in **FIGURE 30** in black text) before printing by clicking on the box and then clicking on the x in the top right hand corner.

5. **Once you have finished the edits, click on "file" and "save as" (remember, you must have an account to save).** Name the tool and it will be saved to the computer.

By sharing the tool with adult learners, they can work on it together outside of class time. Click on "share" and enter email addresses. You can also click on "send" and email the document to adult learners.
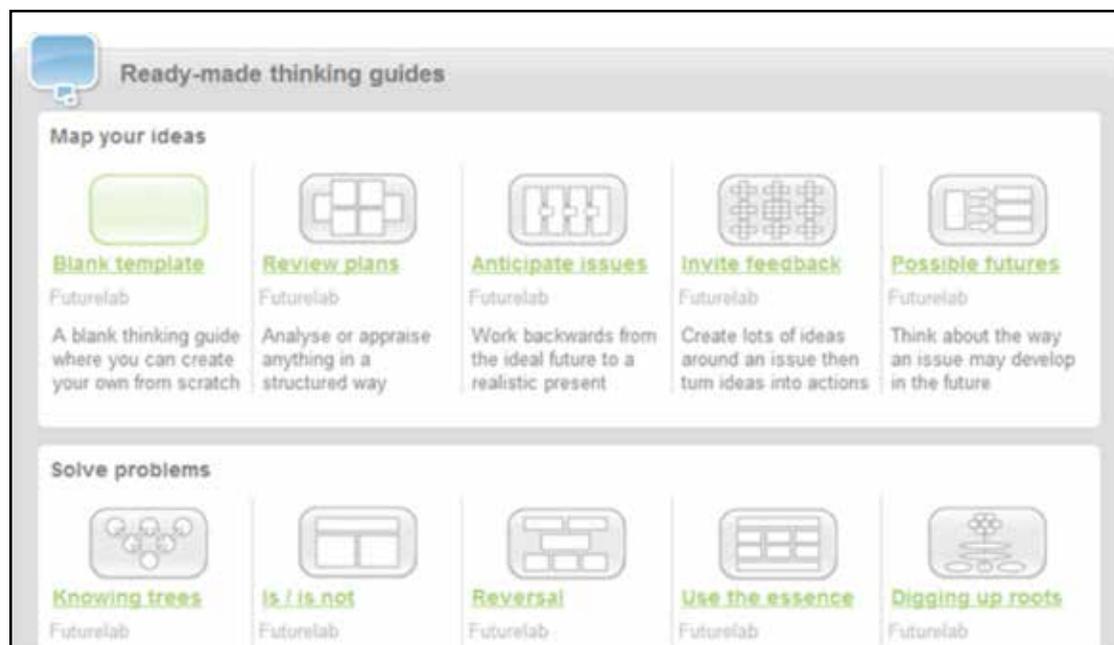
FIG. 29: Templates for graphic organizers.

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5 See Chapter 2, Microsoft Word, for a definition of graphic organizer.
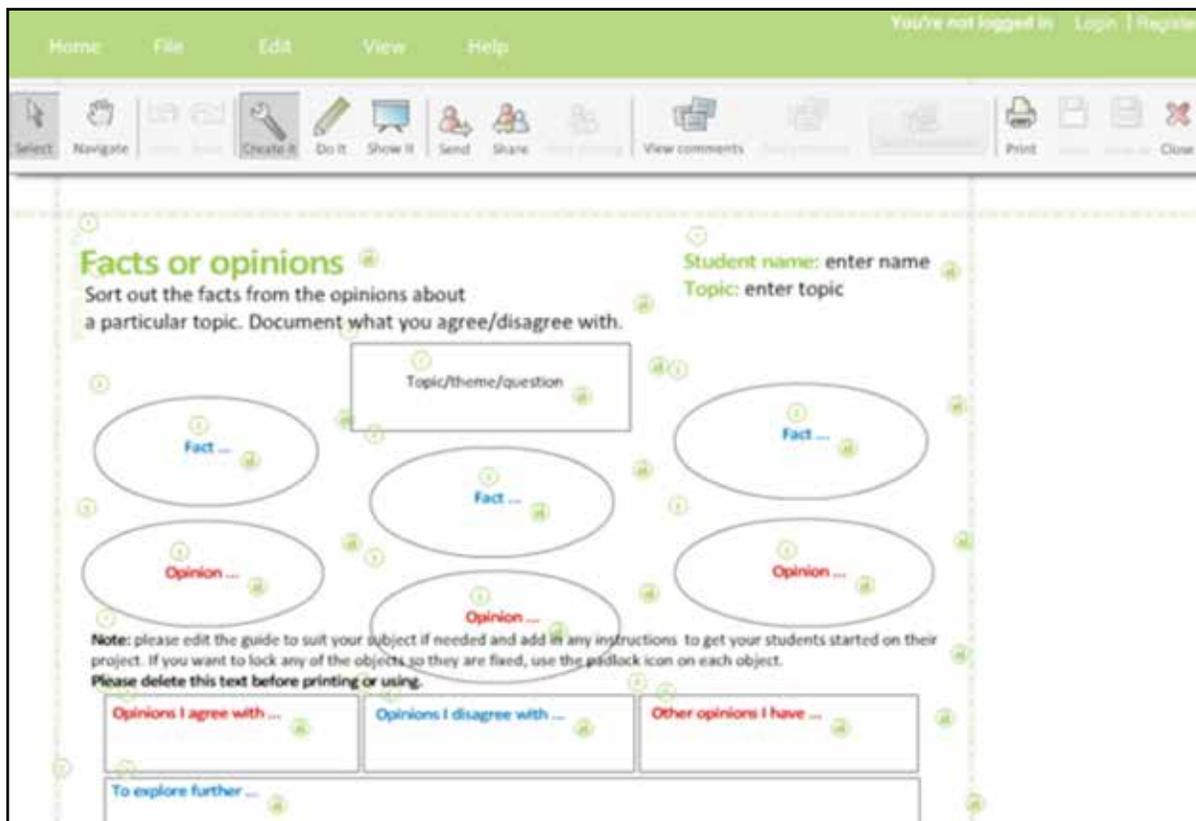
FIG. 30: Graphic organizers.

Examples of how to use in the classroom

There are multiple ways you can use graphic organizers in the classroom—they apply to all areas of learning. Graphic organizers are useful for:

1. Helping learners break down the main idea sentence from supporting sentences in a paragraph or reading excerpt. They can also be used to help learners organize ideas before writing a sentence.

2. Compare and contrast items from a list or reading.

3. Sequencing information.

4. Visually showing cause and effect processes.

Also, see Chapter 5, Part I for other examples.

Further Assistance/Reading

Click on the "Help" tab for a detailed list of questions and answers about using Exploratree. Learn more about graphic organizers and how to use them in adult education by following this link: http://www.nhadulted.org/grants/AC3graphic_organizers.pdf

Apps for Smartphones and Tablets

What is this tool for?/Why use this tool?

An app, which is short for "application", is a way of using the smartphone or device for a specific purpose; an app on a mobile device is similar to a program on a computer. While a mobile device will come pre-populated with many apps, you can also download and install apps to suit your specific needs. Apps on smart phones and tablets create a bridge between life inside the classroom and outside the classroom. You and the adult learners can use a variety of apps on a smartphone or tablet in order to present information, enhance communication, increase opportunities for mobile learning, organize class materials and notes, take advantage of social networking and increase general technology literacy in both instructors and adult learners. Many popular websites (Google, Facebook, Twitter, etc.) have apps that you can use on the mobile device. This chapter will explore several apps that have specific advantages for instructors and adult learners of English as a second language.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: In order to use apps, instructors must have a smartphone or tablet and be familiar with the basic functioning of their device. Instructors should know how to download new apps and follow prompts and tutorials to set them up.

Adult Learner Skills: In order to use apps, adult learners must have a smartphone or tablet and be familiar with the basic functioning of their device. Adult learners should know how to download new apps and follow prompts and tutorials to set them up.

Time investment

For every new app that you download and begin to use, you can expect mastery of the technology to take from 30 minutes to an hour. However, smartphone and tablet apps are designed to be used readily in everyday life, so the more you use them, the more skilled you become and the less time it takes to learn new functions of the app.

How to use this tool

To download apps onto an iPhone or iPad:

In order to get apps on an iPhone or iPad, you must use the App Store, which is associated with your Apple ID and password.

1. Look for the App Store on the device, and tap it once to open.

2. From here, tap the search button at the bottom of the frame (it looks like a magnifying glass).

3. Type the name of the app to download into the search bar.

4. The app will appear in a list of possible options, each of which will have their price in the top right-hand corner (for all the apps below, it will simply say "FREE"). Scroll through the list by swiping left to right on the iPhone.

5. For free apps, tap FREE, and then follow the prompts to download. You will have to enter the Apple ID and password in order for the download to be completed.

Another way to identify apps is to search for types of apps on these devices. For example, if you want to find an app designed to increase vocabulary for language learners you can type "learn vocabulary" into the search tab, much like you would do when searching for something with Google. Warning: Instructors should try all apps before using them with learners. Some free apps are just for trial periods and/or the free access is limited and so learners could be enticed into spending money. Instructors should be aware of the scope of the apps and let learners know ahead of time. Also, instructors should make sure to clarify if apps are for American English or British English as this could cause confusion for learners.

To download apps onto an Android phone or tablet:

There are several different places from which you can download apps to an Android device, but the simplest and most comprehensive is Google Play[6].

1. On the home screen, tap the Apps icon. From there, swipe left and right until you come across the Google Play icon. (Note: You will have to have created a Google account name and password in order to purchase apps through Google Play.)

2. Type in the name of the app that you'd like to download into the search bar.

3. When the list of results appears, each app displayed will have three dots on the right-hand side: tap these dots and follow the prompts to install.

Below are four possible apps for you and the adult learners to use to extend the benefits of teaching and learning to the mobile device:

Learn American English: This app introduces and reinforces vocabulary that adult learners are introduced to in class. The app offers 100 of the most frequently used and shows pictures of them as well as uses them in a sentence. Instructors can show learners how to use this app and then encourage the learners to use as homework. It is available on iPhones and iPads.

Listen & Speak: This is an interactive app that can be used on Android phones or tablets and allows adult learners to practice their pronunciation and speaking skills. Adult learners can listen to a pre-recorded speech, record themselves saying the same phrases, and then the app will analyze how well they matched the recording.

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6 Dropbox is an application that allows users to store personal material (files, links, images) on the web for access from any device as well as easy sharing. For more information about Dropbox, go to https://www.dropbox.com/en/help/65

English Idioms Illustrated: This app can be used on iPhones or iPads to help adult learners become familiar with the subtleties of the English language. Once adult learners have mastered basic English vocabulary, it can still be difficult to understand and use expressions and common sayings. This app gives adult learners an illustrated explanation of various idioms and common English expressions that rely on figurative language.

CloudOn: This app can enable you to work on Microsoft Office documents (Word, Excel, PowerPoint, etc.) and access the Dropbox1 via the smartphone or tablet. This can be especially useful to adult learners who do not own laptops, and can increase the ability as an instructor to provide grades or feedback on adult learner work without being near a computer. CloudOn can be used on either Apple or Android **operating systems**.

An **operating system** is made up of the basic programs a computer or mobile device uses to function. Examples of other operating systems include Android (used on many smartphones or tablets) and Microsoft Windows (used on personal computers [PCs]), and iOS (the operating system (OS) designed by Apple to be used on iPhones, iPads, and other Apple devices)

Evernote: This app allows you to take, organize and store notes in many formats. You can type up notes, create audio files, upload videos, store pictures or save links to websites. Instructors can use this app to collect and organize ideas for lesson planning, while adult learners can use it to store all of their class materials in one place for ease of access. Evernote is available on both Apple and Android operating systems.

Examples of how to use in the classroom

Apps such as English Idioms Illustrated or Listen & Speak allow adult learners to practice their skills outside the classroom, perhaps when they are doing mundane activities like waiting for the bus or watching television. Showing learners how to access the apps and introducing them to level-appropriate apps can help learners build the confidence to use the apps.

Encouraging the use of these types of apps can give adult learners the practice and confidence in their skills that can lead them to participate more fully in class and contribute more richly to classroom discussions and projects. Instructors and adult learners alike can take advantage of organization and note-taking apps like CloudOn and Evernote.

As mentioned above, many adult learners may own a smartphone, but not all adult learners will necessarily own a laptop. Encouraging the use of an app such as CloudOn can give adult learners with limited access to a computer a chance to access and complete assignments. Evernote can help instructors and adult learners organize and use relevant class content in a variety of formats. For example, using notes, links and videos stored in Evernote, a group of adult learners who do not own laptops can still collaborate and create a PowerPoint to be shared in class.

Important: It is not enough to suggest an app to adult learners. An instructor must provide instruction on how to use it and why it is important for adult learners. To plan a lesson doing this you can take a screenshot on the phone.

FIG. 31: IPhone power buttons.

▶ **iPhones:** just press the Home and Sleep buttons at the same time (see FIGURE 31). The screen will flash and the camera shutter sound that the Camera app makes when you take a photo will occur. The screenshot can be found by selecting the camera button. The photo can then be emailed.

▶ **Androids:** To take a screenshot on Android 4.0 and above, press and hold the smartphone's power and volume down button at the same time for 1-2 seconds.

Applicability in real world

Using apps on smartphones and tablets increases both instructors' and adult learners' overall technological literacy. By using apps for classroom purposes, you can gain familiarity with the wide array of apps available, and gain the confidence to explore smartphone and tablet apps to be used in other facets of life, such as banking, transportation, music and weather. Once instructors are comfortable with the apps, introducing these to learners will help them gain familiarity and confidence. For adult learners who are parents, this introduction to apps can also build bridges between parent and child.

Further Assistance/Reading

Search for apps online for instructors and enter specific criteria to narrow the search: http://appcrawlr.com/ios-apps/best-apps-ESOL-instructor

Search for apps for adult learners online and enter specific criteria to meet adult learner needs: http://appcrawlr.com/ios-apps/best-apps-ESOL-adult learners

The 9 Best Mobile Apps for the ESOL Adult Learners (article): http://busyinstructor.org/12155-9-best-mobile-apps-for-ESOL-adult learners.html

Free Technology for Instructors – 5 Good Apps for ESOL Adult Learners: http://www.freetech4instructors.com/2014/03/5-good-apps-for-ESOL-ell-adult learners.html#.U5yHV_ldUVB

Edutopia: Free Apps to Support Vocabulary Acquisition by ELLs: http://www.edutopia.org/blog/apps-support-ELL-vocabulary-acquisition-monica-burns

Learn about and sign up for Evernote here: https://itunes.apple.com/us/app/evernote/id281796108?mt=8

Google Play Information: https://play.google.com/store/apps/details?id=com.evernote

Sign up for CloudOn and learn more details: http://www.cloudon.com/

Poll Everywhere

Chapter 8

What is this tool for?/Why use this tool?

Poll Everywhere is a free, online tool that can be used to create multiple-choice or open-answer polls. No special software or equipment is required. This tool can aid an instructor in gathering adult learner information and conducting informal assessments of learning. Using Poll Everywhere has the potential to create engaging activities both in and out of the classroom that will produce visual results to share with adult learners or save for instructor data collection.

You do not have to create an account to use this tool. However, if no account is created, the polls will not be saved or organized. It is quick, easy, and free to sign up, and when an account is created, users have the ability to manage the polls and use them repeatedly.

As with most online tools, the free account is limited. Using the free version of Poll Everywhere allows only one user per account (this means that only the account creator can set up poll questions, which does not allow for collaborating with other instructors. Each poll can only collect **40 responses**. If instructors have multiple classes and want to ask the same poll question, they will have to set up two separate questions. If the class is greater than 40 adult learners, consider exploring other polling tools online.

What are the prerequisite adult learner/instructor skills required?

Instructor Skills: In order to use Poll Everywhere, instructors must have basic internet skills.

Adult Learner Skills: For adult learners to successfully participate in Poll Everywhere, they must have access to a cell phone that can send texts or basic internet accessibility.

Time investment

Very limited. The time needed to set up Poll Everywhere can take as little as five minutes and collecting results takes even less time. A bulk of the time investment for this tool will be used in planning polls to elicit key information from adult learners.

Getting Started with Poll Everywhere:

1. Go to http://www.polleverywhere.com/

2. To create an account (recommended), click on "sign up" in the upper right-hand corner of the screen. **(FIGURE 32)**

3. You will need to enter the name, email address and a password. Be sure to check off the box that asks if you are an educator.

4. Now you're ready to create classroom polls!
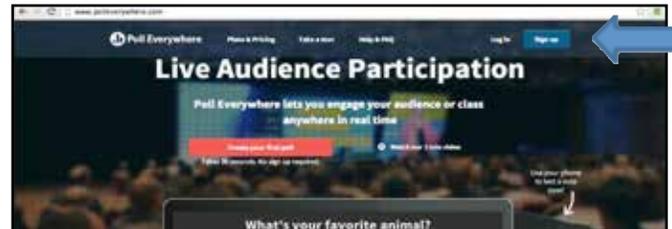
FIG. 32: Sign up for poll in upper right corner.

How to Create a Poll:

1. Click on "create poll". A pop-up box will appear where you can enter the poll question (blue arrow **FIGURE 33**). There is also a link to a video tutorial to guide you through the process (red arrow, **FIGURE 33**)
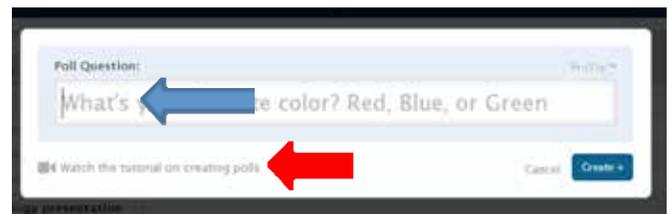
FIG. 33: Create your poll and watch tutorial.

2. As you begin to type the poll question, the pop-up box will expand and you will see the different types of poll options you can use.

3. You will notice that under the original poll question, you have an option to create another poll. You can do this for as many questions that you'd like to ask. While you and the adult learners are getting used to this format, it is recommended that you start small – 1 to 2 questions – and build up as both you and the adult learners are more comfortable with the tool and multiple polls are appropriate to the objective.

4. When you're done click "create" (yellow arrow in **FIGURE 34**).

5. Once you click on "create," a new screen will appear **(FIGURE 35)** that provides you with the information to share with the adult learners, so they can respond.

6. To respond, adult learners should send a text to the number associated with the account (in this case it's 22333). In the body of the message, they will type the code (91899) and then their response. As adult learners begin to respond, their responses will show up in the account (see **FIGURE 36**).

FIG. 34: Create your poll and watch tutorial.

FIG. 35: Information to share with class so they can respond to poll.

FIG. 36: Responses to polling in text format.

7. After all of the responses are collected, you can close the poll by clicking on "stop poll" in the upper right hand corner of the screen.
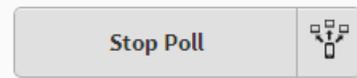
Another way to respond to polls if you have set up an account:

Adult learners may have phone plans that charge them for texting or they may feel uncomfortable having their phone number connected to an online tool. This is ok! (Note: Instructors should ask learners if they pay per text beforehand, so learners are not incurring any unexpected charges because they feel obligated to participate.)

The poll can be set up so adult learners can respond via the web which can be accessed by computer or smartphone.. To have adult learners respond to polls this way, follow these steps:

1. Once you create the account, go to the settings page. In the box after 'PollEv.com/', type in a word you would like to use as the voting page. For example, "pollev.com/learningenglishisfun" – remember, if you use this for all of the classes, you will want to make sure the name does not specify one particular class (i.e. Ms.SmithsEnglishClass vs. ESOL03.Mon.Wed.5pm)

2. To have adult learners respond this way, the poll must be pushed by clicking "push" the. Once the poll is created, click on this image (blue arrow below) in the upper right-hand corner of the screen:

3. Now, you can direct the adult learners to the personal poll page described in number 1 above. Adult learners will type in the link which will look something like this:

and the poll will appear!

Additional Information:

By setting up the personal poll page, you can group polls by classroom or poll type. It is easy to manage and everything is in one place. See an example: **FIGURE 37**.

Notice that there is one defined group above titled "MCAEL Technology presentation". To create groups, click the boxes for the polls to be grouped. Then click on "group" in the top row. All selected polls will be moved under one heading, which you can rename by clicking on the generic title, then the "edit" button which is right next to the generic group title and then typing in the name of the group.

There are additional ways to share the polls. For purposes of space, the most practical have been explained. The Poll Everywhere site has multiple tutorials to support users and they are all very user friendly.

FIG. 37: Polls grouped by category.

Examples of how to use in the classroom

First and foremost, when you ask adult learners to respond to a poll, you are asking them to practice their reading skills. In some cases, such as the open-ended response, you are asking them to practice writing and keyboarding skills. Regardless of what the poll is asking, adult learners will have a chance to practice language skills! Much like using Screencast-O-Matic or other tools, the options for using this tool are unlimited! Here are some options to get started. Keep in mind that this can be done in or out of class, depending on the objectives.

1. **Understanding adult learner background knowledge:**
   Sometimes, adult learners are reluctant to participate because they are unsure of their language skills, are shy or are not sure if they know the right answer or not. Knowing what adult learners know and don't know can help instructors plan more effectively. You can use Poll Everywhere to learn about adult learners' background knowledge to help you create adult-learner-centered and appropriate lessons. For example, if you are beginning a unit on food, you may want to create a poll asking adult learners where they grocery shop. This may seem trivial, but once you know you can collect flyers from the specific grocery stores so when teaching vocabulary and other language skills, you are starting where adult learners feel most comfortable.

2. **Understanding adult learner vocabulary knowledge.** Create a poll asking adult learners to define keywords for the upcoming lesson. Their responses will help you know how much time you need to focus on certain words and help you prepare multiple examples.

3. **Exit tickets.** After a class, ask adult learners to respond to the following questions (or some variation of) via a poll: Today I learned……………. and I still don't understand………….

4. **Pop quizzes! Create mini quizzes for adult learners to take during class to see if they understand the content/skill being taught.** This can help you determine mastery and if you should continue or move on. This type of data will inform instruction.

5. **Adult learner preferences.** Find out what the adult learners like and don't like about the classroom. Do they like group work? Working alone? Adult learners may be hesitant to share opinions about this in a group and this tool provides a response space to do so. Find out what topics adult learners want to learn about using this tool.

6. **Language practice.** Have adult learners be poll creators! This is a great way to practice asking questions, analyzing results and reading/displaying information in graphic form.

7. **Goals.** Show adult learners poll results and have them set goals based on the results. They can also engage in the democratic process by setting classroom goals and compromising based on everyone's preferences.

8. **Find out what other instructors are doing in the classroom by polling them.** It can be difficult to collaborate in a field that is mostly part-time. By creating and sharing a poll with other instructors in the program, you can learn about what they are doing, what resources they are using, and what they'd like to know more about.

Applicability in real world

One of the key applications to the real world with Poll Everywhere is the opportunity for constant reflection. Reflecting on learning helps to show that learning is a process and that the process is different for everyone. If the polls are used in a certain way, the results can open up great discussion. Adult learners will also have the opportunity to practice basic web skills, computer skills and their reading and writing skills.

This process also exposes learners to an American cultural concept that is prevalent throughout American society: sharing opinions and voting. By introducing this technology into the classroom, instructors can help learners become more comfortable and familiar with this concept of sharing opinions, casting a vote and working /deciding as a community and more.

Further Assistance/Reading

YouTube has multiple tutorials and videos about using Poll Everywhere; here is one example: https://www.youtube.com/watch?v=GuLH_wm-RfI

Art and Science of Teaching / Using Polling Technologies to Close Feedback Gaps is an article from Educational Leadership. Read it by following this link: http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/Using-Polling-Technologies-to-Close-Feedback-Gaps.aspx

Explore the Centre for Teaching and Learning's wiki page about polling: http://ctl.uregina.wikispaces.net/Electronic+Polling

Watch an instructor use Poll Everywhere in her classroom: https://www.youtube.com/watch?v=HjiY9rdQZZ4&list=PLCC41AC47D45860A3

Chapter 9

What is this tool for?/Why use this tool?

Audacity is a free online software for editing and recording sound. This tool is useful when instructors want to use audio recordings in class but do not have internet access. It is also helpful in sharing audio files with adult learners, recording adult learners and editing recordings to meet classroom needs. By creating podcasts, adult learners can listen to them anytime and anywhere on a variety of devices. Audacity allows users to record, import and export audio, edit and add effects to any audio.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: To use Audacity, instructors need to be able to download the software, save files in MP3 formats, and use basic editing skills (to be explored below).

Adult Learner Skills: Depending on how an instructor chooses to use this program, adult learners will either 1) need be able to play an MP3; 2) learn how to use the program; or 3) just listen to recordings.

Time investment

Getting comfortable with this tool is key. The time needed once a user is comfortable is very minimal; however, ample practice time is needed for novice users. To being using Audacity, users should dedicate at least one-two hours to explore the functions and create material.

How to use this tool

1. Go to http://audacity.sourceforge.net/

2. Download the Audacity software by following the directions provided (FIGURE 38). There is a download button on the homepage. Do not click on this button. Go to the Download tab instead and follow the following instructions. Click on the "download" tab to find software for PCs and MACs. When you click on download, some computers will automatically download the appropriate software. Others will need to choose which option/version is appropriate. Once you click on the option you need, additional options will appear. You should also download "LAME" which will allow you to export the MP3s.

3. The rest of this chapter will explore the basic functions of this program. However, for additional help, click on the "help" tab for tutorials, a wiki, and frequently asked questions. It is recommended that you read the manual for detailed instructions. After downloading and opening software, click on "help" and then "manual".

Audacity Home Page

Everything you need to use Audacity can be found here. It may look overwhelming, but once you are comfortable with the functions, you will find this program is very user friendly.
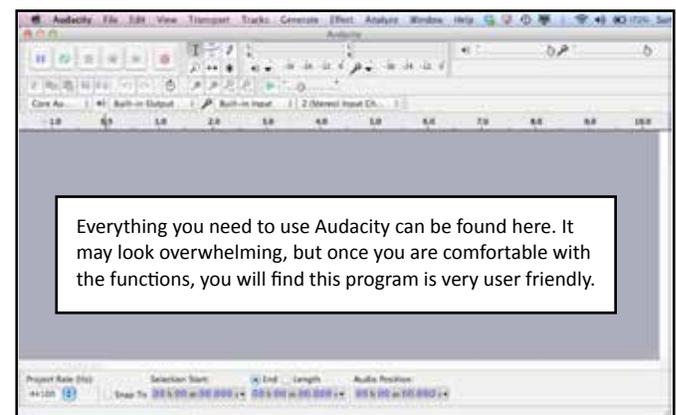
FIG. 38: Audacity overview.

FIG. 39: Recording on audacity.
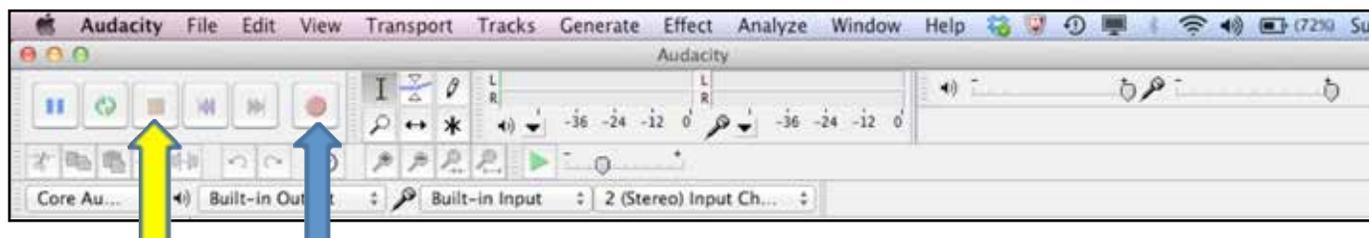
Recording

First, check that the computer's microphone is on and the volume is high enough to create a high quality recording. Where the microphone is located will vary depending on the computer.

To begin recording, click on the red record button (blue arrow) and create the recording. When done recording, click on the square stop button (yellow arrow) **FIGURE 39**. (Note: Having text written down to read from is helpful.)

As you are recording and when you are done, you'll see the sound waves of the recording! **(FIGURE 40)** To hear the recording, click on the play button:
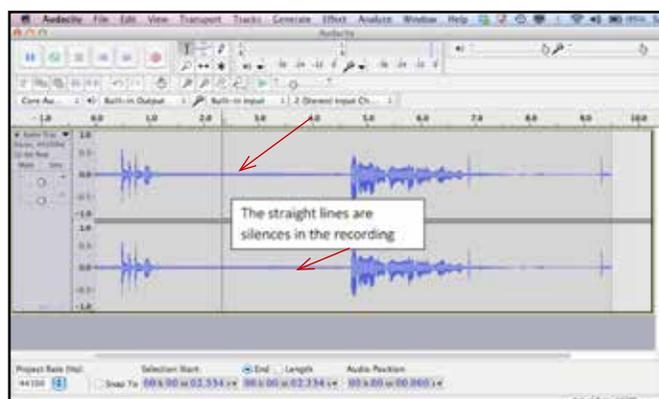
FIG. 40: Data from the recording.

To save the recording, click on "save project" and name it. It will automatically save as an "aup" format which means "audacity project". This means it can only be opened in Audacity. Just like a document, you can come back to the audio and make changes.

There are many other options available to instructors using Audacity. A full explanation of each is beyond this guide; however, once Audacity is downloaded, users are provided with tutorials and a user guide. Below is a short description of the most useful classroom options. To access these options, use the tool bar at the top of the screen.

Adding or sharing audio files

1. **Importing and Exporting:** select "File" then import to select a new audio file or select "File" then export to export a file that was recently recorded

2. **Editing:** To begin editing, select a portion of the audio, then follow the directions below to achieve the desired outcome. (Again, once Audacity is downloaded, users will have full access to the Audacity how-to guide. The directions below are simplified.)

3. **Cut:** Select "Edit" then cut to remove a portion of the recording

4. **Copy:** Select "Edit" then copy to reproduce a portion of the recording

5. **Paste:** Select "Edit" then paste the selected portion of the audio to the desired location.

6. **Delete:** Select "Edit" then delete the selected portion of the audio.

Examples of how to use in the classroom

1. Listening practice: Create or upload audio files and play them in class for listening practice. Adult learners can also play these at home if you store them on a class website, email them, or share them on a flash drive. One can record several voices, so learners can hear different accents.

2. Fluency and pronunciation practice: Make a recording of a fluent reading and share with adult learners. They can listen to the recording and practice their own reading fluency.

3. Assessment: Adult learners can record themselves and share with the instructor. By doing this, you can listen to individual adult learners outside of a noisy classroom.

4. Teach with songs, poems and news clips.

5. Create a classroom newscast/radio announcement.

6. Modify textbook CDs by adding extra time for repetition or slowing down speech.

7. Record live audio.

8. Create podcasts.

Applicability in real world

Adult learners need practice listening and speaking. Finding level-appropriate listening activities can be challenging for some levels, and learners need repetition. Audacity has the potential to create learner-centered and engaging materials for the classroom, while improving listening and speaking skills.

Further Assistance/Reading

Audacity for Podcasting: http://eleventoolsfrommalta.wikispaces.com/Audacity+for+podcasting

Teaching English as a Second or Foreign Language Online Journal: http://tESOL-ej.org/ej41/m2.html

Using Audacity to Practice Speaking Languages: (one of many YouTube videos about Audacity) https://www.youtube.com/watch?v=r_PpDODVpNg

Chapter 10

Videos—Screencast-O-Matic and Vimeo

Screencast-O-Matic
What is this tool for?/Why use this tool?

Screencast-O-Matic (http://www.screencast-o-matic.com/) is a free screen and **webcam** recorder to capture video from the computer screen and share it on Screencast-O-Matic.com, YouTube, or save to a video file. As you record the video screen, the program will also capture the voice recording. To upgrade, purchase a premium subscription for $15 a year. However, the free service allows users to create 15 minute screencasts, recordings include screen and/or webcams and users can publish videos for free. The free service is great for beginner and seasoned users. Only if you find you want to create longer videos, share on Google Drive or use fancier formatting (scripts, editing tools, etc.) would paying be beneficial. Videos are beneficial for the classroom because they are a way to visually engage adult learners and because instructors can share videos, while adult learners can repeatedly watch to solidify knowledge or skills. Instructors can use videos to demonstrate a skill, as discussion starters, for listening activities or to prepare for an upcoming unit of instruction.

What are the prerequisite adult learner/instructor skills required?

Instructor Skills: In order to effectively use Screencast-O-Matic, instructors should have basic computer skills, such as changing shapes of text boxes, **toggling** between screens, downloading and uploading items, and sharing web links. If you are not confident with these skills, this guide should be able to support the learning and will provide you with additional resources to build these skills.

Adult Learner Skills: The required adult learner skills needed to use Screencast-O-Matic depend on how you plan on having them use it. For example, if you want to create the videos and share them with adult learners to use at home, they will need to be able to follow website links. If you want them to create videos, they will need to have the same skills mentioned in the "instructor skills" section.

Time investment

As you begin to use Screencast-O-Matic, you will experience a learning curve. As with any new undertaking, it will take some time to get accustomed to creating these screencasts. Generally, this might take one—two hours.

Once you develop comfort and ease with using the tool, the amount of time needed will depend on how long the video is. For example, if you are creating a video to use for teaching or reinforcing vocabulary that is eight minutes long, you have to include the planning and setup time. So, to make an eight-minute video, it may take you between 20-40 minutes total. Keep in mind the value and ongoing support this will provide to adult learner learning. It far exceeds the 20-40 minute time investment because learners will have the opportunity to view the video whenever they'd like and as often as they need to.

How to use this tool

Go to http://www.screencast-o-matic.com/ and click on "start recording". You will be prompted to download SOM (Screencast-O-Matic). It is safe and easy to do. (Computer will need to have Java installed in order to use this program.)

When you click "start recording" you will be redirected to the page below **(FIGURE 41)**. Click on "Download + Install."

FIG. 41: Downloading and installing re-direct screen.

Follow the prompts to complete the download. If you are unsure about this, there is a tutorial demonstrating what the download will look like on the computer screen. Once the download is complete, begin the recording!

How to create a screencast using Screencast-O-Matic

1. Open all of the documents and websites that you'd like to include in the video prior to recording. Please note that multiple documents/websites are not required and do not imply a "better" video. If you choose to use a PowerPoint presentation, that is more than enough!

2. Be sure the computer's microphone volume is on. Depending on the computer, this can usually be found in the lower right-hand corner of the screen and will look like this:

3. Click on "start recording" in the upper right-hand corner of the screen:

4. After you click on "start recording" a recording box will appear on the screen with control buttons **(FIGURE 42)**.
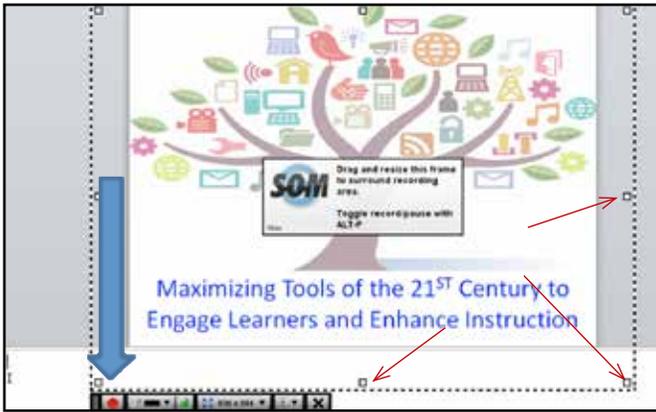
FIG. 42: Adjusting recording box size.

5. The dotted recording box can be modified to fit the shape of the image you want to capture. You can do so by positioning the mouse over one of the boxes in the screen outline (see red arrows **FIGURE 42**). Then click and hold the cursor and modify the shape. You can do this throughout the recording to fit each document or image or website space you want adult learners to see.

6. When you are ready to begin the recording, click on the red circle (see blue arrow above). The program will present a countdown for you before it starts recording. Throughout the recording, you can click on the pause button (it will appear where the red circle currently is) to switch between screens or just in case you need a break.

7. Begin recording! Remember to speak clearly and, if possible, eliminate background noise.

8. If you make a mistake during the recording, you can press the pause button and "rewind" the video to the place of the error, so you don't have to start all over. After pressing "pause," use the arrows next to the video time to go back as many seconds as the need to (light blue arrow below). If you are unsure of where to stop, click the "play" button to check (orange arrow below). Of course, you can always restart the recording, too (green arrow **FIGURE 43**). Once you've rewound the recording to where you want to begin, simply click the red recording circle to start.
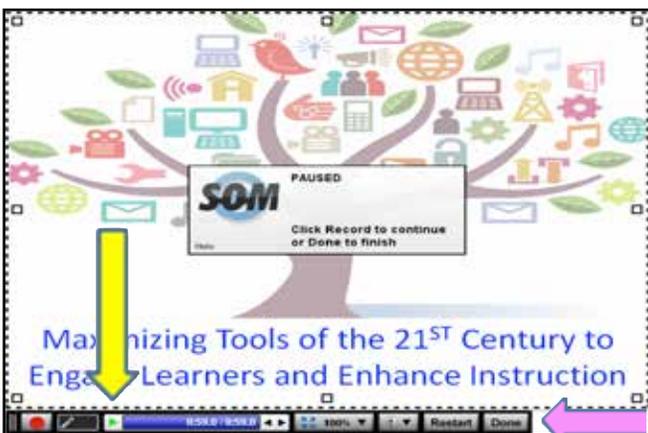
FIG. 43: Restarting the recording.

9. Once you've completed the recording, click on "done" (see pink arrow **FIGURE 44**). You will be redirected to this screen:
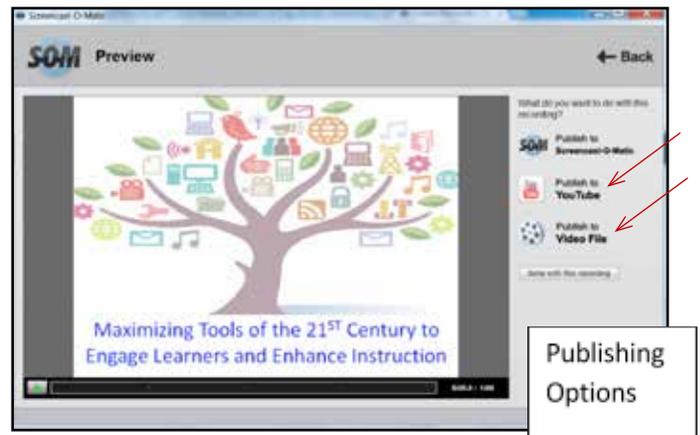
FIG. 44: Publishing options screen.

Option A: Publish to Screencast-O-Matic

First, click on play to watch/listen to the recording to make sure you are satisfied. You'll notice that you have three options to publish the recording. If you have a classroom YouTube channel, then using this option makes the most sense. If you publish to Screencast-O-Matic, you will be given a URL that you can share with adult learners. If you publish to video file, you can save the video on the computer.

If you publish to Screencast-O-Matic, you will be redirected and will have the opportunity to title the video, provide a description and even customize its link **(FIGURE 45)**!

FIG. 45: Customizing a Screencast-O-Matic.

After you've completed this step, scroll down and click on "upload to SOM." It will take a few minutes for the video to upload – timing also depends on how long the video is – and then you will be provided with a link to the video.

Uploaded to SOM
My Screencast (http://screencast-o-matic.com

10. Now you are ready to share this link with the adult learners, so the learners can continue learning and practicing classroom skills anytime and anywhere with internet accessibility! When adult learners follow the link, this is what they will see (FIGURE 46).

All the learners have to do is click "play."

FIG. 46: Final video, ready for viewing. Viewers press play.

Option B: Publish to Video File

You may want to publish the screencast to a video file. This has some benefits. First, you can save and play the file from the computer – this means that you do not need an internet connection. To share this type of file with adult learners, there are a few options: 1) email the file; 2) have adult learners bring in a **flash drive** and copy the file; or 3) upload to Vimeo (see next section for details on how to do this). This option allows instructors to save the video to a personal computer which can then be played offline in class.

1. Just as when publishing to Screencast-O-Matic, click on "play" to watch/listen to the recording to make sure you are satisfied.

2. Select "publish to video file".

MP4 is a universal option to select

You can even add notes!
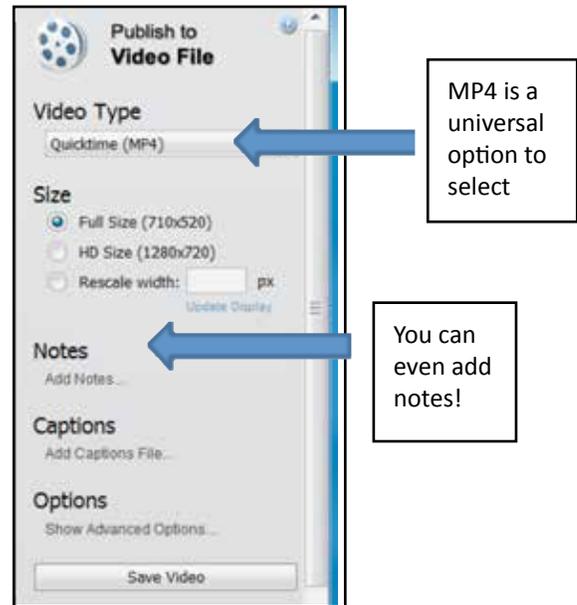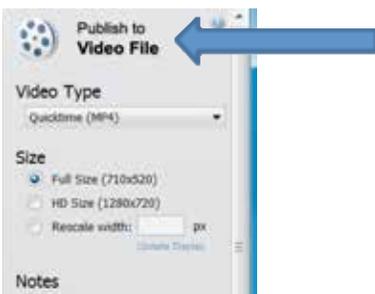
FIG. 47: Editing options.

3. Select/edit the options (FIGURE 47).

4. Then click on "save video."

5. You will then be prompted to save the video to a file on the computer. You can name it and select where you'd like to save it.

6. Done! The file is saved on the computer.

Examples of how to use in the classroom

How you choose to use Screencast-O-Matic in instruction is limited only by your imagination and creativity. Using video is one way to help engagement in the classroom and outside of the classroom. A screencast can be used to:

▶ Demonstrate a process (e.g., present continuous verbs, using prior knowledge to decode an unknown word, using a graphic organizer to support writing skill, how to use Microsoft Word).

▶ Show web resources that you may not have access to in the classroom.

▶ Support adult learners who are absent.

▶ Provide additional learning opportunities to adult learners who need more challenge or provide more **scaffolded** instruction to struggling adult learners.

▶ Create engaging homework activities.

▶ Create how-to demonstrations and have learners follow the directions.

▶ Create **think alouds.**

▶ Use to support **blended learning** or the **flipped classroom.**

▶ Use a screencast to teach the adult learners how to create a screencast.

▶ Have adult learners create videos that demonstrate their thinking process.

▶ Have adult learners create a video diary.

Applicability in real world

Adult learners live busy and demanding lives and time can be a barrier that interferes with learning. Adult learners may miss class because of family or work obligations and this poses a problem in language learning when classes meet anywhere from 2-8 hours a week. This is not enough time! By creating screencasts, the instructor is providing adult learners with the opportunity to learn on their own time. If instructors provide a screencast, one is encouraging self-directed learning—another important 21st century skill. Additionally, even if adult learners are able to attend class regularly, learners may need more repetition to grasp a concept or skill. Screencasts also allow adult learners to "attend the same class multiple times." This is very powerful! Also, showing learners real-life examples through video supports a variety of learning styles, can help instructors build community with learners and can be learner-centered.

Further Assistance/Reading

Youtube – there are multiple videos on YouTube to help you learn how to use Screencast-O-Matic. This is one option: https://www.youtube.com/watch?v=tQeky1RG0jU

Screencasting to Engage Learning by Educause: http://www.educause.edu/ero/article/screencasting-engage-learning

For more examples of how to use screencasting in the classroom, read the article "Screencasting in the Classroom—Ways to do it!": http://www.tech4classrooms.com/using-screencasting-in-the-classroom.html

For an example of a screencast using PowerPoint, follow this link: https://vimeo.com/81450759

For an example of a lesson plan to help adult learners create a newscast, follow this link: Have adult learners create a newscast: (http://newsmanager.commpartners.com/tesolc/downloads/features/2014/2014-06_Newscasts_Hockstein%20et%20al.pdf)

Vimeo

To help organize the videos, you may be interested in using Vimeo. Vimeo is a free, online i video-sharing website on which users can upload, share and view videos. You can upload all of the instructional videos here and share links with adult learners and other instructors. It is easy to sign up and add videos. Here's how!

1. Go to https://**vimeo**.com/

2. Click on "Join" and select the basic option (free)

3. Once you have created the account, you are ready to upload videos.

4. Click on "Upload a video". Please note that you can only upload videos that you have created:

5. You will be redirected to the "rule" page and will be prompted to click on "choose a video to upload" one more time.

6. Now you will select the file from the computer and click on "open."

7. Now select "upload selected videos" – you will be prompted to provide and title and a description.

8. Now click "Done! Go to video." This step will take some time because the program is adding the video. The screen will look like this:

Benefits of using Vimeo

First and foremost, all of the videos are in one place and easily accessible by you and the adult learners. You can create specific groups for each class or for each topic area you create videos for. Unless otherwise noted, all of the uploads are private and can be seen only by people you share them with. You can, of course, make them public, but only if that's the preference.

Next, the adult learners won't have to keep track of multiple links. You can create a class group, and then invite adult learners to join (**FIGURE 48**).
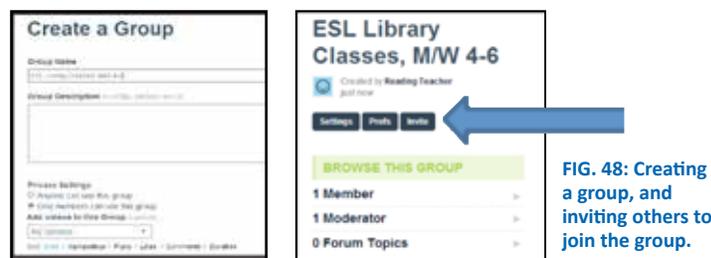
FIG. 48: Creating a group, and inviting others to join the group.

Instructors and adult learners can browse the different channels to look for educational-content videos.

Instructors can network and collaborate with other educators to share knowledge and materials.

Vimeo helps a busy instructor stay organized and helps busy adult learners stay connected to classroom lessons!

How to use in the classroom

See Screencast-O-Matic

Applicability in the real world

See Screencast-O-Matic

Further Assistance/Reading

Vimeo Basics: http://vimeo.com/help/basics

How to Use Vimeo: http://www.grovo.com/vimeo

Vimeo in the Classroom: http://edtechteacher.org/tools/multimedia/video-classroom/

Find classroom examples: https://teachweb2.wikispaces.com/Vimeo

Chapter II

What is this tool for?/Why use this tool?

Pictures, especially when teaching English as a second language, can be especially useful as visual examples of words and concepts that you are teaching. If you have a projector (available for under $200 online) or LCD screen, you can use pictures that you have saved and stored on the computer or mobile device to project to the class, allowing you to explain the concept while also maintaining the class's attention. If you can project digital images rather than print them out, you can save money and paper, and avoid the necessity of black and white photos, which can be difficult to see. While there are many tools you can use to store and display photos, this chapter will discuss the use of the website **Photobucket**, which is a web-based presentation tool that offers image or picture hosting, storing and sharing. If instructors do not have a projector or LCD, they can use this tool through group work at laptops or tablets as well as on a smartphone. The quality of the images will not be as high on a smartphone because of the size.

What are the prerequisite adult learner/instructor skills required?

Instructor Skills: Instructors need a basic understanding of how to save and store photos on a computer/mobile device hard drive, search the internet, navigate websites and **upload** files to websites.

Adult Learner Skills: Adult learners will need varying skill levels depending on how you want them to use photos. If, for instance, you would like the adult learners to upload photos into assignments, they will need to have basic skills such as using a camera or camera phone, saving and storing photos on a computer/mobile device hard drive, searching the internet, navigating websites and uploading files to websites. If you plan to only use photos as demonstration tools, adult learners will need little to no skills to use and interact with photos in class.

Time investment

As you begin to use and upload digital photos, you will experience a learning curve. If it typically takes you two hours to prepare a lesson, incorporating new technology into the lesson may take an extra 20-30 minutes the first time. Once you have uploaded and used photos in the lessons once, the amount of time it will take to do so will decrease quickly and ultimately will take little to no additional time in the planning.

How to use this tool

Uploading Photos:

Instructors can use a variety of websites to upload and share photos. One such website is called **Photobucket** (www.photobucket.com). Once you create a username and password and login, you can upload photos by clicking on the "Upload" button in the top center of the screen. (**FIGURE 49**)
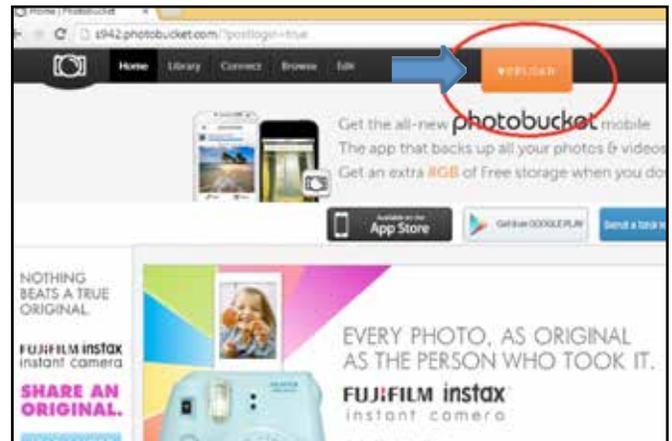
FIG. 49: Uploading photos in Photobucket.
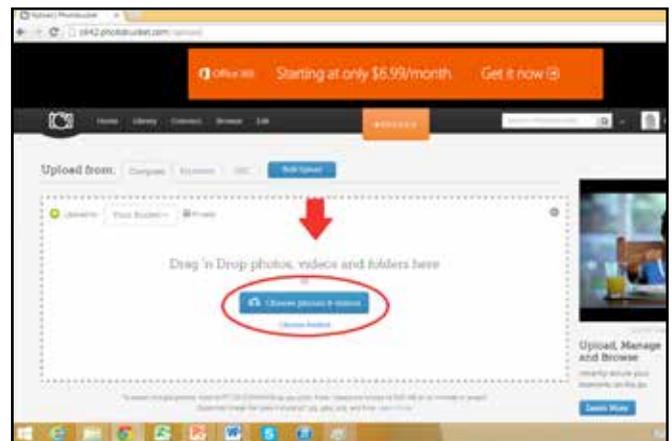
FIG. 50: Uploading photos in from your computer.
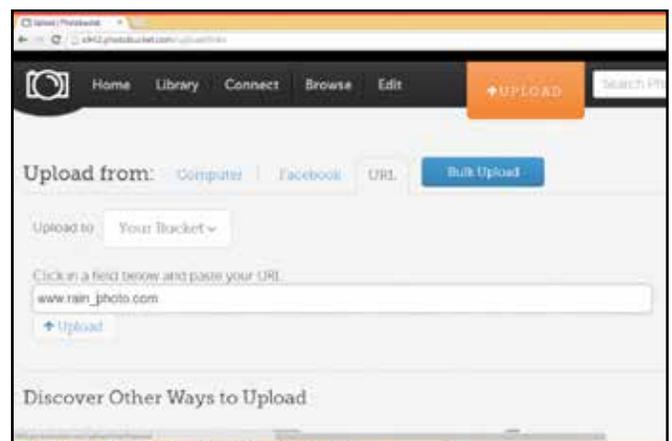
FIG. 51: Uploading photos in from a website.

To upload photos, you must choose where you want to get the photos from. You can upload them either from the computer, **Facebook,** or a **URL**.

To upload from a computer, drag the photos from one folder open on the computer into the rectangle on the Photobucket page and release the mouse. Or, click the blue button in the center of the screen ("choose photos and videos" **FIGURE 50**) and a new window will open from which you can select files from the computer.

To upload from Facebook, click on the tab "Facebook" next to the "Upload From" prompt and log in to the Facebook account through the prompts.

To upload a photo from a website, open that website in a new tab. Then, highlight the web address, right click and click copy. Then, go back to the Photobucket webpage, and right click and paste the URL linking to the image into the appropriate field. Click upload (**FIGURE 51**).

Storing and Using Photos

Once you have uploaded photos to the "bucket," log in to the Photobucket site and click on the "Library" link to access them. The library gives you a number of options for organizing and sharing the photos uploaded. You can also upload photos directly to the library page by clicking and dragging. **(FIGURE 52)**

You can find all of the recently added photos in the section called "Recent Uploads."

From here, you can organize the pictures into various **albums. (FIGURE 53)** To create a new album, click on "Create New Album," circled in blue above. Give the new album a name and a description, and then adjust the privacy settings. To make the album private (so that only you can see it), click "edit" under the Privacy Settings heading. This will open a new window, in which you can decide how private you'd like the album to be. For instance, if you click on "Private," the album will not be public, but you can send links to people that you choose (e.g., the class) later on so that they can access the album. For an added level of privacy, you can set a password that the adult learners must use when logging in to view the album.

Once you've created an album, you have many options for what to do with it. Be sure that the "Organize" button on the top of the page is switched to "On." (It will be set to "Off" by default.—see green circle **FIGURE 53**) From there, you can move selected photos to different albums, or use the photos in the current album to create a **story.** (Note: You must click on the photos you would like to work with before you can use any of the organization buttons at the bottom of the screen.)

Finally, for any albums or stories that you create, you can generate a link for others to use so that they can access the photos. **(FIGURE 54)** For example, if you would like the class to be able to easily access the photo album, you can copy the link provided in the bar on the right side (simply clicking in the link box will automatically copy it), and paste in an email to them.
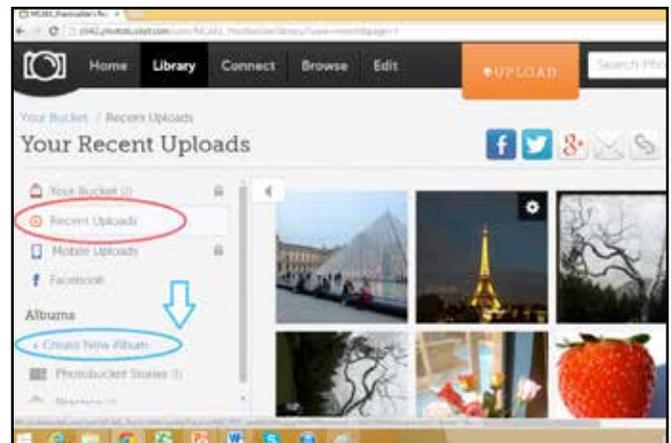
FIG. 52: Uploading photos in Photobucket.
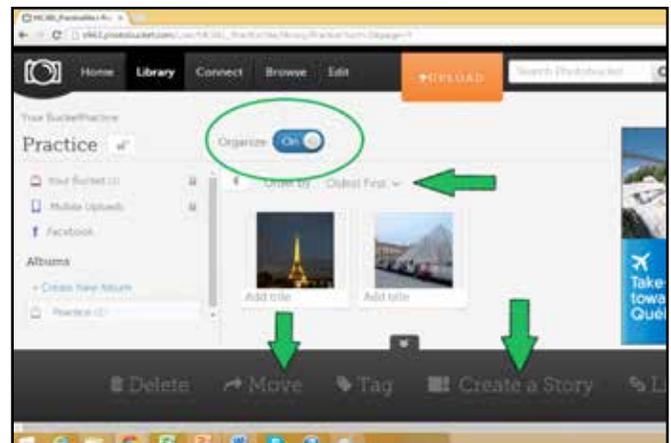
FIG. 53: Organizing photos into albums.
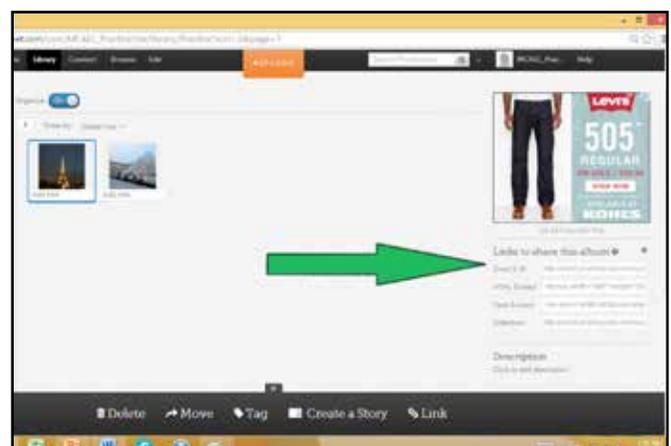
FIG. 54: Sharing photolink.

Examples of how to use in the classroom

If you have a projector or LCD screen, project an image to further explain a new word or concept, especially something that is more difficult to explain or a concept that does not have a direct translation to English. Adult learners can work in small groups with worksheets identifying various images, and then present their work to the rest of the class. By projecting the images that each team of adult learners worked with during their presentations, you can enhance the entire class's learning and retain focus by engaging the class through a new medium. If, for example, you are discussing "rain," you can show a cartoonish picture of rain (for instance, the type of icon used in weather reports), or even link to a YouTube video of rain for further clarity.

Organize and store photos per class topic and share with other instructors.

To use photos in an interactive way, create a class Photobucket account where both you and the adult learners can upload and store photos to be used for class projects.(If most of the learners in the class have smartphones, they can take pictures with their phones. Be aware of alienating learners if they do not have access to this technology and think of creative ways around it.) One example of a possible project is creating a class book. While it uses a different photo-sharing website (**Flickr**), one existing example of this type of class project is the Five Photo Story. Five Photo Stories tell tales using five images with no supporting text or audio, aside from the story title. The images can be found online, but it's usually easier for adult learners to take their own photos. The guidelines on the Flickr group site suggest that storytellers use the following structure.

Photo 1: Establish characters and setting.

Photo 2: Create a situation where multiple actions might occur.

Photo 3: Engage the character(s) in the situation.

Photo 4: Built toward a likely outcome.

Photo 5: End with a surprising—but logical—finish.

For more examples, visit the **Five Photo Story Education Group.**

Applicability in real world

People use photos on digital devices constantly, including on smartphones, tablets, laptops and social media sites. Using photos in class can give both instructors and adult learners foundational technology skills for sharing photos with friends and colleagues in both formal and informal settings. The use of photos as an additional tool in the classroom enhances both teaching and learning and is a great tool for building community. Instructors can also use this activity of posting photos to talk more broadly about American culture and what is appropriate to post online and for the public.

Further Assistance/Reading

Basic step-by-step instructions for all uses of Photobucket: http://www.howtogeek.com/forum/topic/tutorial-step-by-step-guide-how-to-use-photobucket

Video tutorial for how to use all aspects of Photobucket: http://www.youtube.com/watch?v=9xRXezQkV4w

Video tutorial for how to upload photos to Photobucket:http://www.youtube.com/watch?v=z9dWca-B5tw

Further reading about the Five Photo Story project: http://thejournal.com/Articles/2012/09/24/5-MediaRich-Lesson-Ideas-to-Encourage-HigherOrder-Thinking.aspx?Page=2#3JhglG1c0tgQssWI.99

Google Drive

What is this tool for?/Why use this tool?

Google is one of the most popular search engines in the world, but it has many uses beyond Internet searching. Google has developed a number of applications (or "apps") that allow you to do almost anything once you log in with a Google account. One such app used for creating, storing and sharing documents is called Google Drive. Google Drive is a Google application that stores Word, Excel or PowerPoint documents, only instead of saving the documents on a computer's hard drive, they are stored in a Google account, which can be accessed from any devices that connect to the Internet, including smartphones and tablets (both Android and Apple).

What are the prerequisite adult learner/instructor skills required?

Instructor Skills: Instructors need to have a Google account to use Google Drive and be familiar with the basic functioning of Microsoft Word, Excel and PowerPoint.

Adult Learner Skills: Adult Learners need to have a Google account to use Google Drive and be familiar with the basic functioning of Microsoft Word, Excel and PowerPoint.

Time investment

The first time you use Google Drive, it may take some time to become familiar with the functioning of the platform. Expect to invest an hour or two to explore. However, the more familiar one is with Microsoft Word, Excel and PowerPoint, the less time it will take to get used to Google Drive. Google apps are designed to be user-friendly, so the more you practice using Google Drive, the more quickly it will seem like second nature.

How to use this tool

To access Google Drive, go to www.Google.com and look for the icon that contains several squares arranged in three rows. This is where you find all of the Google apps in one place (FIGURE 55).
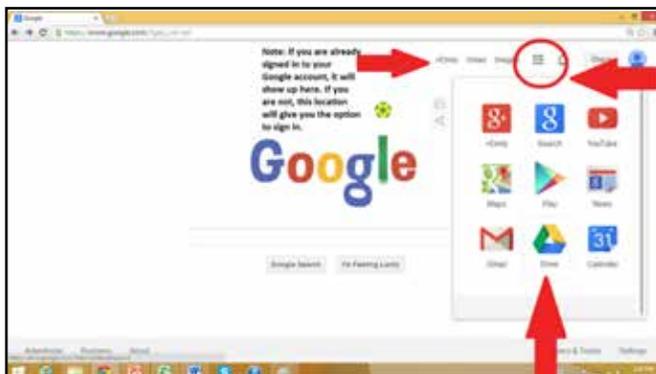
FIG. 55: Google drive location.

Microsoft Office	Google Drive	Function
Word	Google Docs	Type and format text and pictures
Excel	Google Sheets	Use spreadsheets to organize and display data
PowerPoint	Google Slides	Create professional presentations

FIG. 56: Microsoft Office documents and their Google Drive equivalents.

Google Drive has a specific type of document that is equivalent to Microsoft Office documents. These Google documents function in very similar ways, but they have their own unique names. Below is a list of Microsoft Office documents and their Google Drive equivalents (FIGURE 56).

Once you are logged into Google Drive, you can either create a new Google document, or upload a document from the computer's hard drive.

To create a document, click on the red "Create" button (FIGURE 57) in the left-hand navigation bar and choose the preferred type of file.

To upload a document, click on the underlined arrow and choose to upload a file or a folder by selecting an option from the dropdown (FIGURE 58).
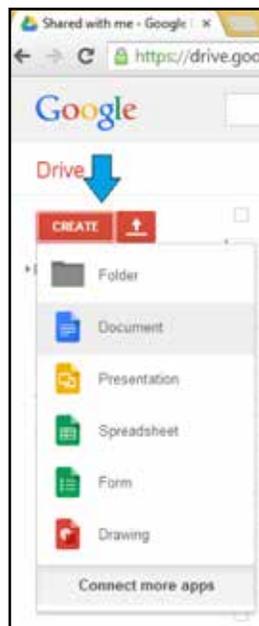
FIG. 57: Creating a document in Google drive.
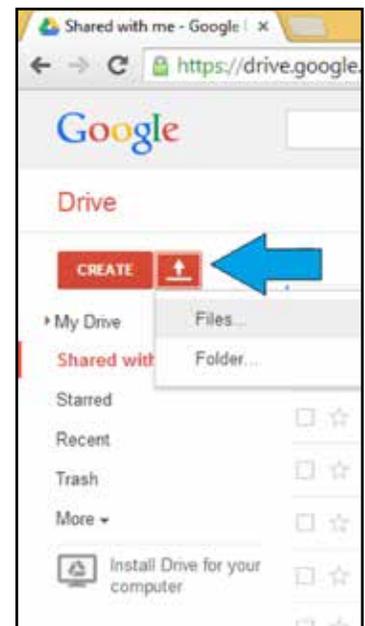
FIG. 58: Uploading a document to Google drive.

When using Google Docs, Sheets or Slides, one may notice that the basic functions of each look almost exactly the same as their Microsoft Office equivalent (Word, Excel and PowerPoint). The main differences are that in the Google version of these documents there are two buttons in the top right-hand corner: the "Comments" button and the "Share" button **(FIGURE 59)**.
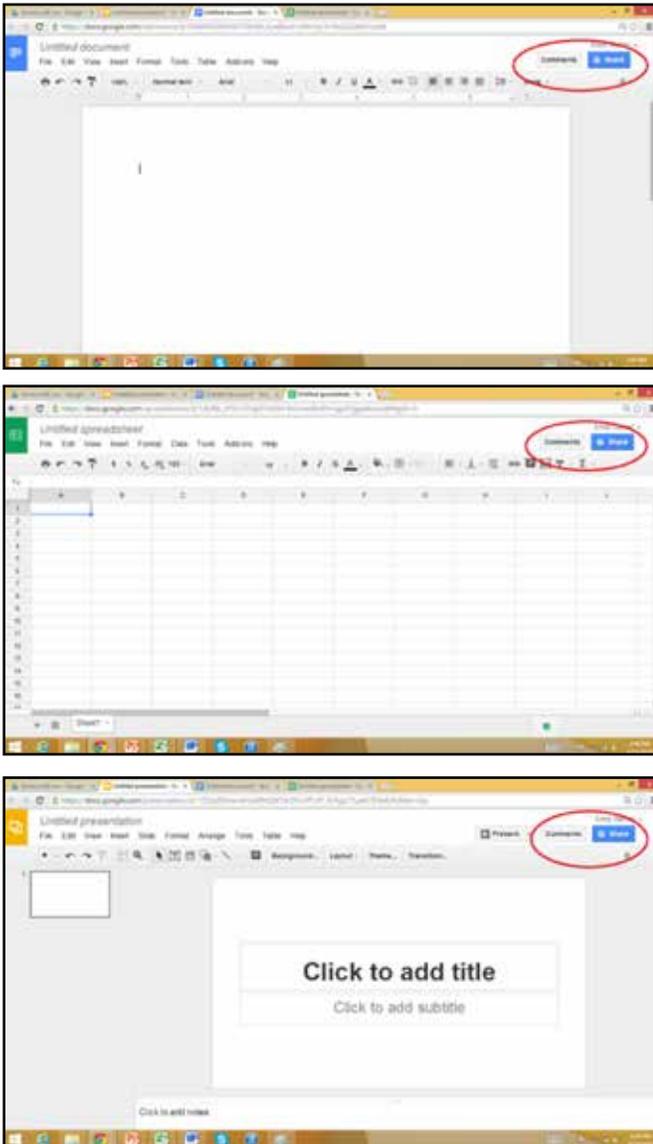
FIG. 59: Commenting on and sharing documents in Google drive.

These two buttons are the main reason why Google Drive documents are unique: they allow you to work collaboratively, in real-time, with others on the same document. One other difference between Google Drive documents and Microsoft Office documents is that Google automatically saves documents for you. Rather than having to click "save" every few minutes in order to keep from losing one's work, Google automatically saves a document to the Drive every few minutes. Thus, chances of accidentally losing work (in case of a computer malfunction, for example) are minimal.

Because Google starts saving the document to the Drive immediately, it is important to rename the document, so that you can find it later. Otherwise, a user will have several versions of "Untitled Document" saved on the Drive.

To do this, go to File and click on "Rename." Once given a name, Google will save all changes and subsequent versions under that name **(FIGURE 60)**.
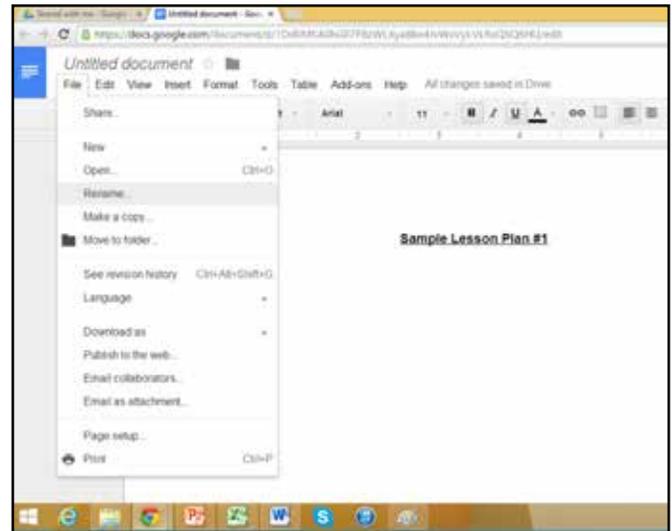
FIG. 60: Naming and saving Google drive documents.

Once the document is titled and saved, a user can share it with another person. For example, to collaborate with another instructor to create a lesson plan, start by clicking on the blue "Share" button in the top right-hand corner. From here, there are a number of options about how public or private the document can be. Further, the document can be shared with people and the owner can choose what level of control others have when editing; for example, a colleague can insert comments on a document, but not actually change any of the text or the creator of the document can give full permissions which means all users can edit the original document **(FIGURE 61)**.
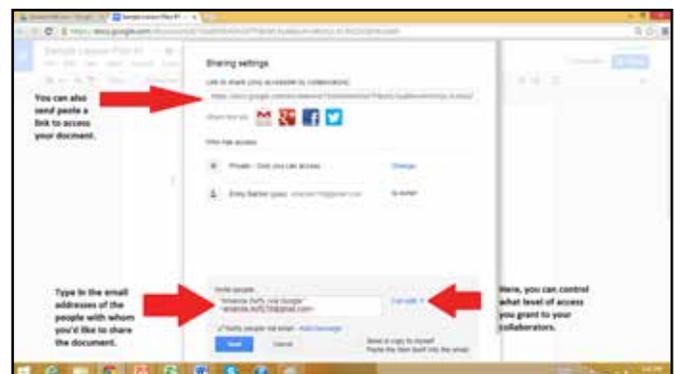
FIG. 61: Sharing documents—permissions for other users.

Once the document is shared with someone, an email notification will be sent and the other person can open and edit the document by clicking on the link in the email. One of the great things about Google Drive is that multiple people can edit one document (or spreadsheet or presentation) at the same time. So, you may see different colored blinking cursors, belonging to the person/people with whom the document was shared.. Multiple people can be typing at the same time, making the process truly collaborative **(FIGURE 62).**
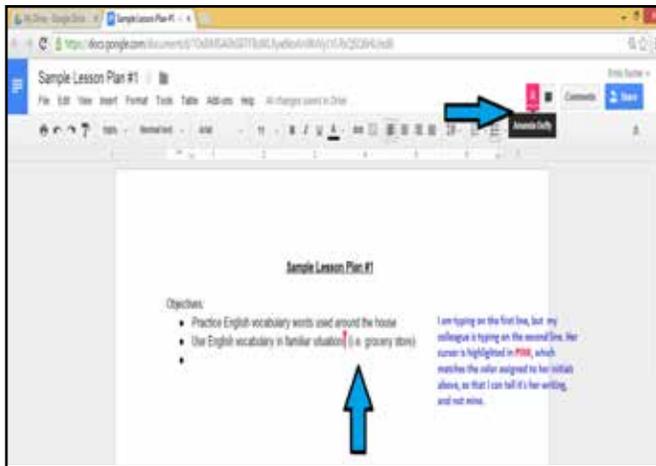
FIG. 62: Collaborative commenting in Google drive.

Once you begin to use Google Drive to create and collaborate on various documents, it will be important to organize and store the files. Click "Create" and choose "Folder." Once a folder is named, it will show up in My Drive. Files can then be uploaded into this folder from a computer (using the red upload button), or files within My Drive can be dragged into the new folder. Just as you would organize files on a computer's hard drive, you can use Google Drive to create folders of files.

Examples of how to use in the classroom

Google Drive can be used in the classroom to work with colleagues as well as with adult learners.

▶ You can collaborate with other instructors on lesson plans by collectively editing a single Google document. From there, you can create a shared folder with colleagues, so that lessons created by a team are available anytime.

▶ Documents in Google drive can be used to collaborate with adult learners. For example, class materials or homework assignments can be posted on Google Drive and then instructors can provide feedback and comments for adult learners using track changes. Furthermore, instructors can engage in the editing process with adult learners. Adult learners can work collaboratively on group projects from anywhere, making it possible to work on assignments without having to be in the same place or on a single computer. Finally, you can keep a running journal of classroom reflections that both you and the adult learners can edit.

Applicability in real world

Google drive can be used for a variety of functions outside the classroom. For example, in addition to collaborating on group homework assignments, people often use the shared documents in Google Drive to keep track of household expenses or plan events. While you would **never want to share sensitive information in a Google document,** Google Drive is extremely useful for any situation in which multiple people are collaborating on a project from multiple places.

Further Assistance/Reading

Instructors Manual on the Use of Google Docs in Education: http://www.educatorstechnology.com/2012/09/instructors-manuel-on-use-of-google-docs.html

Writing Together Using Google Docs in Google Drive: https://www.e-education.psu.edu/assets/googledoc

Learn about Google Drive: https://drive.google.com/

Google Drive Tutorial: http://www.youtube.com/playlist?list=PLs7zxED4oCeqRgLjLzoVShif5RoDEIOSC

12 Effective Ways to Use Google Drive in Education: http://www.edudemic.com/12-effective-ways-use-google-drive-education/

http://edutraining.googleapps.com/drive

15 Best Google Drive Add-ons for Education: http://www.coolcatinstructor.com/best-google-drive-add-ons/

Chapter 12B

Google Voice

What is this tool for/Why use this tool?

Google Voice is a more modern approach to using the telephone. Google Voice allows you to create a Google phone number, which can be used to connect to multiple phones (office, home, and mobile). Google Voice also allows you to see transcriptions of the voicemails sent to the Google phone number via text or email, so that you do not have to access the individual mailbox in the phone in order to get the messages. Finally, Google Voice facilitates conference calls that can be used to communicate with the class.

What are the prerequisite adult learner/instructor skills required?

Instructor Skills: instructors must have a Google account and have basic familiarity with navigating Google apps.

Adult Learner Skills: none

Time investment

Using Google Voice requires little to no time commitment. Setting up the Google Voice phone number and applying settings may take anywhere from 30 minutes to one hour depending on the complexity with which you plan to use it.

How to use this tool

To begin using Google Voice, go to www.google.com/voice. Confirm that account is logged in, and then select "Get a Voice Number."

▶ Google will give the option of choosing a new Google number, or using the existing mobile number.

▶ Choose "I want a new number."

▶ Select a specific area code for the number to be from, and even search for numbers that spell out easy to remember letters or phrases. When choosing a Google phone number, an existing phone number will first have to be entered that Google calls can be forwarded to. While additional numbers can be added to this forwarding list later, just pick one to get started.

▶ A call from Google will come through on the phone number entered to confirm that this is, in fact, your phone.

▶ Once the phone number is confirmed and the account is activated, choose the Google Voice number. Keep in mind that many numbers with recognizable area codes (e.g., big cities) will not be available.

You can use the Google contacts to import phone numbers of people that you would like to contact, rather than having to type in each number **(FIGURE 63)**.

FIG. 63: Importing Google contacts into Google voice.

Examples of how to use in the classroom

An instructor can use the conference calling feature of Google Voice to facilitate group discussions without having to have the class meet in person. You can also communicate freely with the adult learners via text, email and voicemail, without having to give out a personal phone number. Also, if you teach at several campuses and have several office phone numbers, all the calls and voicemails from all of those numbers can be routed to a mobile phone or computer, without having to be physically present in any one office. Finally, you can use Google Voice to create a group (including the adult learners in the class) and to send class-related communications via mass text, which can be helpful for adult learners who do not have smartphones and/or consistent Internet access with which to receive emails.

Applicability in real world

Google Voice can be applied to all areas of life where one typically communicates with people on the phone. Google Voice can be used to integrate the variety of phone numbers you may have into one single point of contact. International calls can also be made using Google Voice.

Further Assistance/Reading

Let Google Voice Rock the Classroom!: http://newschooleducation.com/let-google-voice-rock-the-classroom/

Technology with Intention – 5 Ways to Use Google Voice in the Classroom: http://www.techwithintent.com/2012/08/5-ways-to-use-google-voice-in-theyour-classroom/

YouTube: How to Use Google Voice: http://www.youtube.com/watch?v=O7TuDMIbTng

Google Voice: https://www.google.com/voice

Google Hangouts

Chapter 12C

What is this tool for/Why use this tool?

Google Hangouts are a way for people to communicate through video chatting. What this means is that multiple people can participate in a hangout at the same time (similar to a conference call), but everyone will be able to see each other. This tool can be especially useful for interacting with people in a face-to-face manner, even if the participants are physically distant. Google Hangouts are part of Google Plus, and they are free and easy to set up.

What are the prerequisite adult learner/instructor skills required?

Instructor Skills: Instructors must have a Google Plus account and have basic familiarity with navigating Google apps. In order to video chat, instructors must have a computer or mobile device with a camera.

Adult Learner Skills: Adult learners must also have a Google Plus account to participate in Google Hangouts. It is beneficial if adult learners are relatively familiar with Google applications. In order to video chat, adult learners must have a computer or mobile device with a camera.

Time investment

Using Google Hangouts requires little to no time commitment. Setting up the first Google Hangout and organizing the contacts can take up to 30 minutes initially, but after one experience, it is easy to initiate another one.

How to use this tool

You and the adult learners must first create a Google Plus account in order to use Hangouts. A Google Plus account is useful for storing contacts and documents on Google Drive; chances are, if a person has a Gmail account for email, a Google Plus account is already set up as well.

Log into the Google Plus account by going to https://plus.google.com/ and logging in. Once logged in, an icon in the top right-hand corner that looks like quotation marks inside a speech bubble will appear. By clicking that icon, you can start a new hangout (FIGURE 64).

From there, you can select from the Google contacts the people to add to the hangout. It is important to note that a "hangout" is not necessarily a video chat, but can be simply instant messaging (or G-chatting) with another person or group of people. In order to start a video hangout, "video call" should be selected when inviting others to the hangout (FIGURE 65).

Google Hangouts can be used on computers, tablets and smartphones.
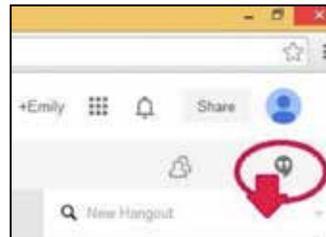
FIG. 64: How to start a Google hangout.
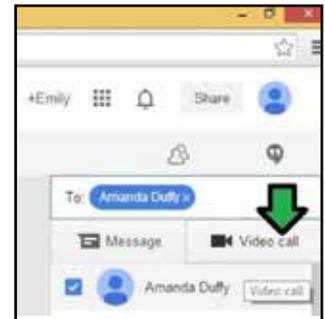
FIG. 65: Click on video call to invite others to the hangout.

Examples of how to use in the classroom

It is often beneficial to bring a guest speaker into the classroom to talk about a specific subject, but can be challenging to coordinate schedules and transportation with the speaker. By using Google Hangouts, a guest speaker can join the hangout to give their presentation, without having to physically travel to the class.

If an instructor and an adult learner have conflicting schedules and are unable to schedule office hours or homework help in person, Google Hangouts can provide an alternative. By using Google Hangouts to host the office hours, both instructor and adult learner can enjoy more flexibility in scheduling while still being able to interact face-to-face. Finally, Google Hangouts are another means by which an instructor and/or adult learner can facilitate class discussions and group work.

Applicability in real world

Google Hangouts can be used to communicate with all types of people, not just between instructors and adult learners. People often communicate with family members and loved ones who live far away via video chat applications such as Google Hangouts. In addition to personal communications, people often join Google Hangouts to attend presentations from colleagues or members of a professional group.

Please note: Google Voice and Hangouts can be used internationally but there are costs associated with doing this.

Further Assistance/Reading

Google Hangouts: http://www.google.com/hangouts/

YouTube – How to Use Google Hangouts: http://www.youtube.com/watch?v=7K06lHu4gDk

32 Tips for Using Google Hangouts in the Classroom: http://www.teachthought.com/technology/32-tips-for-using-google-hangouts-in-the-classroom/

Connected Classrooms: http://connectedclassrooms.withgoogle.com/

Chapter 12D

Google Apps for Education

What is this tool for?/Why use this tool?

Similar to apps that can be used on a smartphone or tablet, Google also has made its own apps, many of which are designed specifically for educators. The advantage of using Google apps for education is that most of them are set up to be compatible with Google Docs, Sheets and Slides, so you can integrate the materials from the apps into Google Drive files and have everything stored in one place.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: Instructors must have a Google account and basic familiarity with the functioning of Google Drive.

Adult Learner Skills: none

Time investment

Using Google apps for education takes very little time. Often the time spent learning how to use specific apps takes the form of "exploring" or "playing" rather than intentional practice.

How to use this tool

Start by going to http://www.google.com/enterprise/apps/education/. This is a database of Google-powered apps for browsing and downloading. To begin, first fill out some personal information (name, email, school/organization, etc.).

Next, select a domain name. This can be a bit confusing, but a domain is a place that both a website and an email address can be hosted on. For most instructors, this will be the last part of the email address and/or the school's website (e.g., "myschool.edu"). Once the domain is verified from which a user will be accessing Google apps for education, you will need to create a new username in order to access apps. Later, you will be able to invite adult learners and other instructors to this account, so that they can also access apps.

One specific app that can be useful for instructors is called Flippity. This app is designed to use Google Sheets to make flashcards and quizzes. Flippity gives an excellent tutorial on their website (http://flippity.net/) (FIGURE 66).

Once the flashcards have been created, a link can be sent via email to the adult learners to have them practice class material or take quizzes.

Examples of how to use in the classroom

Depending on which apps you find and use, instructors can integrate them into classroom instruction, incorporate them into homework assignments or use them to help organize lesson planning and resources. For example, once one has created a template and flashcards in Flippity, the flashcards can be emailed to adult learners to encourage them to study. Then, a quiz can be created using that same material in Flippity, and emailed to the adult learners again to have them take the quiz.

Applicability in real world

Besides their use for classroom instruction and review, Google apps for education can provide an excellent source of professional development for you and colleagues in the education world.

Further Assistance/Reading

Flippity: http://flippity.net/

YouTube Video – How to Use Flippity: http://www.youtube.com/watch?v=kMxkYBFLOtY

Google Apps for Education: http://www.google.com/enterprise/apps/education/

32 Ways to Use Google Apps in the Classroom: https://docs.google.com/presentation/d/1_6fh7wXkugHQbbA2ILrjsFqysvclJCbul2I3Oc912D8/present?authkey=COej0pME#slide=id.i0

Video Presentation of 32 Ways to Use Google Apps: http://www.youtube.com/watch?v=-AI1CNpa0rU
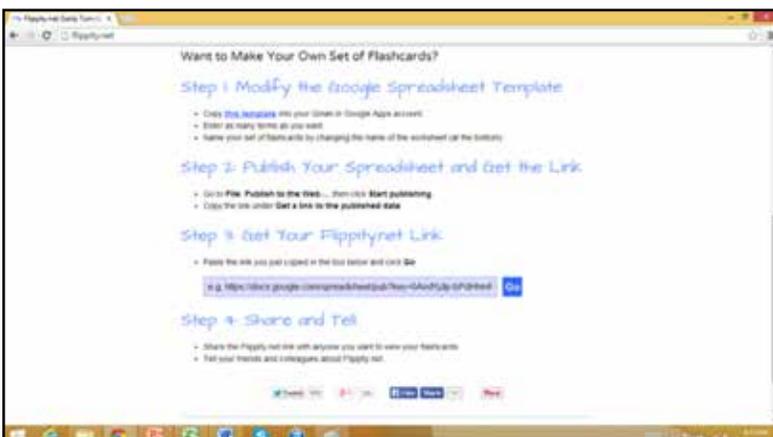
FIG. 66: Tutorial for Flippity—a tool to help make flashcards and quizzes.

Chapter 13A

Social Media

What is this tool for?/Why use this tool?

Social media includes web-based and mobile based technologies which are used to turn communication into interactive dialogue among organizations, communities and individuals. In the classroom,

▶ Instructors can use social media to communicate with adult learners.

▶ Adult learners can use social media to collaborate and communicate with each other.

▶ Instructors can build social media into their lessons in order to stay up-to-date on current trends.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: Instructors will need to possess comfort using basic Internet skills, including browsing web pages and signing into an online account. It is helpful, though not necessary, for instructors to have some familiarity with the basic function and intention of each social media platform (e.g., from use in their personal life). It is also helpful, though not necessary, to have experience accessing internet-based apps on a mobile device, such as a smartphone or tablet.

Adult Learner Skills: Adult learners will need to possess comfort using basic Internet skills, including browsing web pages and signing into an online account. It is also helpful, though not necessary, to have experience accessing internet-based apps on a mobile device such as a smartphone or tablet.

Time investment

Learning to use social media generally requires two different levels of time commitment, depending on which social media platform is being used. First, the instructor will need to invest a relatively small amount of time (perhaps 1-2 hours for each social media site) setting up a page and becoming familiar with the functionality and purpose of each website. After becoming initially acquainted with a social media site, it may take ongoing practice for an instructor to become skilled at creating posts and updates that have an intriguing, catchy style that is specifically tailored to each type of site. While this may take several days or weeks (depending on how long you use or update the site), this time investment is more style-oriented and only of secondary importance when using a social media tool.

Applicability in real world

Social media sites have an ever-growing number of uses, from merely entertainment to a serious force of social awareness and change. While many people use all of the social media sites discussed in this chapter as well as others, not everyone is familiar and experienced with how to do so safely. Use of social media comes with inherent risks of exposing oneself to inappropriate content or exploitation. The more practice both instructors and adult learners have with social media in a controlled setting (such as for classroom purposes under privacy settings), the more empowered and educated they will be to use these and other social media platforms safely and wisely for non-educational purposes.

The following subchapters identify different social media tools and provide links for further learning and examples of how to use in the classroom.

Chapter 13b

Social Media—
Facebook and Edmodo

Facebook is a social networking site where users can create profiles for individuals, companies, organizations, causes, common interests or private groups. By creating a profile, users can then become "friends" with other users, meaning that posts from other friends show up in a scrolling list of updates called a **newsfeed**. Users can also "like" certain pages (e.g., the public profile of a celebrity or a news organization) and see those updates in their newsfeed as well. Facebook updates can include pictures, videos and links to other websites. Facebook is mainly used to organize and facilitate information-sharing between people and groups. Once a Facebook profile page has been created, a user can search people or organizations to "like" or "friend" in order to start seeing updates from them. Examples of some professional development organizations in the Maryland area include:

MCAEL: http://www.mcael.org/

MAACCE: http://www.maaccemd.org/

WATESOL: http://www.watesolassociation.org/

Edmodo is often called "Facebook for the classroom." Once one creates a username and log in, one can create a "group" to be assigned to for the class. From there, adult learners can be invited to join the class. Once the class group is set up, the instructor can post assignments, create polls, design learning groups and post quizzes. There is also a photo editor and an education-based video player that can be used. Adult learners and instructors can use Edmodo to communicate similarly to how people communicate on Facebook, but in a much more narrowly-focused, secure environment.

How to use in the classroom

A Facebook page can be created for the class and the privacy settings can be manipulated, so only instructors and adult learners can access and see content on the page (that is, the instructor and learners would all be logged into Facebook via personal profiles, but participate in a secure group that only the class can access).

Instructors can use the class Facebook page to communicate, coordinate group assignments and organize class events.

In order to practice language skills via more informal communication, an instructor can use the class Facebook page as a forum for posting thoughts and opinions on articles or current events.

As a class, select groups, topics or local organizations to follow. Reading texts can be used to learn language and about the community.

Finally, you and the class can use Edmodo for similar uses to Facebook, except in a more secure-classroom-oriented setting that allows you and the adult learners to post and upload assignments, maintain a class calendar, coordinate group assignments and communicate informally about class-related topics.

Applicability to real world

Adult learners are often very familiar with and comfortable with using Facebook to stay connected to family and friends. Using this platform allows instructors to begin classes and lessons based on student strengths. The need for basic digital literacy skills is required for using Facebook and instructors can build off of those basic skills by adding various computer based aspects to lessons. If instructors choose to use Edmodo, adult learners will quickly learn how to use it since it is so similar to Facebook.

Further Assistance/Reading

50 Reasons to Invite Facebook into Your Classroom: http://blogs.kqed.org/mindshift/2011/08/50-reasons-to-invite-facebook-into-your-classroom/

99 Ways You Should be Using Facebook in Your Classroom: http://www.onlinecollege.org/2012/05/21/100-ways-you-should-be-using-facebook-in-your-classroom-updated/

How To Use Facebook in the Classroom:
https://blendedlearninginesl.wikispaces.com/Facebook+++HOW+TO+USE+FACEBOOK+IN+YOUR+CLASSROOM

https://support.edmodo.com/home#entries/21720784-20-ways-to-use-edmodo-instructor

http://www.csub.edu/~tfernandez_ulloa/Edmodo%20User%20guide.pdf

www.facebook.com

http://www.educatorstechnology.com/2012/06/ultimate-guide-to-use-of-facebook-in.html

https://www.edmodo.com/

Social Media—Twitter & Blogs

Chapter 13c

Twitter is a social media platform where users can create brief (140 characters or less) updates, or "tweets" intended to be seen by those who are interested in reading what they have to say. These people are called "followers." Users can also "follow" their favorite public figures or organizations to read their updates and stay informed on topics that interest them. Tweets can also contain pictures, videos and links to websites. Once a Twitter account has been created, a user can search people or organizations to "follow" to start seeing updates from them.

How to use in the classroom

You can use Twitter to encourage the adult learners to follow people, organizations and causes that align with what you are learning in the class, or other community educational organizations from which the adult learners could benefit.

Practicing creating tweets around certain subjects or current events can also be an exercise for adult learners to practice manipulating their language skills to fit into the 140-character limit.

Selecting tweets that are written in tech code (e.g. where r u? *Where are you?)* and turning them into full, grammatically correct sentences can be a fun exercise in language while also building content knowledge.

Since Twitter only allows for 140 characters, selecting tweets and fleshing them out gives an opportunity for adult learners to create short stories, paragraphs or even just a few additional sentences.

Using writing samples created in class or texts used in a reading activity, adult learners can try to summarize into 140 characters or less.

Applicability in real world

While there may be less applicability in the real world for Twitter than other social media outlets, the need to express oneself concisely and accurately is necessary in many arenas. Adult learners can practice this language skill while having some fun, too!

Further Assistance/Reading

http://www.teachhub.com/50-ways-use-twitter-classroom

http://blogs.kqed.org/education/how-to-use-twitter-in-theyour-teaching-practice/

Blogs are collections of single posts containing text, photos, videos and links. Popular blogging platforms are Wordpress, Tumblr, Blogger, and Posterous, among others. Each site functions slightly differently, but there are many commonalities. Like other social networking sites, an instructor or adult learner will need to create a unique username to set up a blog, which will be linked to a profile or homepage that contains some personal information and the theme of the blog. From there, you can design the blog posts to the individual's specifications. Unlike Facebook and Twitter, most blogging platforms do not allow one to follow and be followed by others; a blog generally exists as its own website. To promote blogs, people often use Facebook, Twitter or even email to link to their blog.

Examples of how to use in the classroom

Adult learners can practice their language skills by creating and maintaining a blog on a topic of their choice.

Instructors can create a classroom blog to help learners stay current on classroom activities, meetings and assignments. For adult learners who are unable to attend class, checking the class blog, posting questions or asking for help are nice alternatives.

Depending on the learner level, instructors can create a project which requires student to maintain a personal blog. The topics can vary and so can the requirements.

Blogs can be wonderful opportunities for community building. A blog can be a single space online for classroom participants to connect and share information.

Further Assistance/Reading

http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/47

https://www.teachingenglish.org.uk/blogs/admin/ideas-language-activities-using-facebook

http://www.educatorstechnology.com/2012/06/ultimate-guide-to-use-of-blogs-in.html

Additional Reading on Social Media in the Classroom

http://www.educatorstechnology.com/2013/02/10-great-video-tutorials-on-using.html

http://www.youtube.com/watch?v=Ur0c1h1Gdas

http://www.teachingenglish.org.uk/article/teaching-learning-through-social-networks

Chapter 14A

A Few Additional (and fun!) Tools—Memiary

What is this tool for?/Why use this tool?

Memiary is a free online tool to record up to five memories of the day and make them memorable forever. This is a great and simple tool adult learners can use to practice writing and grammar skills.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: None

Adult Learner Skills: Basic typing.

Time investment

Time for an instructor is to help adult learners sign up and to then explain to learners how to use this tool.

How to use this tool

1. Go to http://www.memiary.com/

2. Create an account – adult learners will only need to provide their email address and create a password.

3. Log-in to Memiary daily to record what you did today:
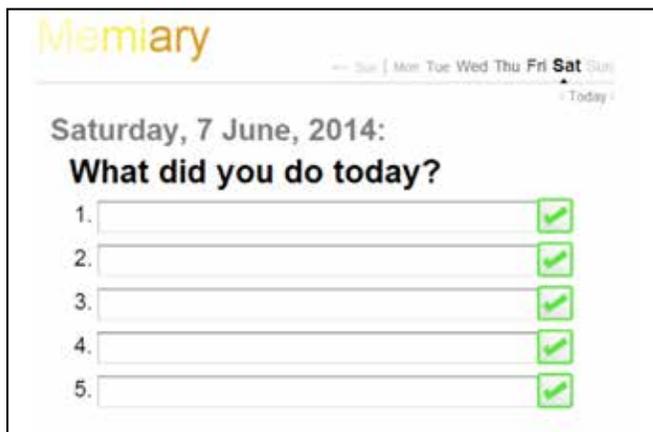
Examples of how to use in the classroom

1. Have adult learners complete this simple online "diary" at home as a writing exercise. Adult Learners can print and bring to class, take a screenshot and email to instructor, etc.

2. Have adult learners complete this at the beginning of class and use what is written as the basis of a reading, writing, speaking or listening activity.

3. Use as an informal assessment of adult learners' writing progress.

4. Use as the outline for paragraph writing.

A Few Additional (and fun!) Tools—VOCAROO

What is this tool for?/Why use this tool?

Vocaroo is a free online tool to record and save audio files. Instructors and adult learners can use this tool to record presentations, conversations, individual words, sounds and tutorials. These files can be uploaded in PPt (see Chapter 4), used in class, and created independently for assessment.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: Basic internet keyboarding skills and saving files to the computer.

Adult learner Skills: Basic internet keyboarding skills and saving files to the computer.

Time investment

Time to teach adult learners how to use it and make recordings. Learning and teaching how to use this tool should take 20-40 minutes.

How to use this tool

1. Go to http://vocaroo.com/ (an account is not needed to use this tool) **(FIGURE 67)**

2. Click on the record button (red circle) and begin the recording. A flashing box will appear that states "click to stop.. Click on that box when finished with the recording. **(FIGURE 68)**

FIG. 67: Accessing Vocaroo.

FIG. 68: Recording with Vocaroo.

3. Listen to the recording to check the quality by clicking on "listen". Click on "retry" to re-record.

4. Click on "click here to save". There are many options to save:

5. Depending on how the instructor will use the recording, select the appropriate file type. It is useful to save as an MP3, because it will save to the computer.

6. To save as an MP3, the program will redirect the user. Once the recording has finished downloading, it will look like this:

7. Right click on the play button and select "save as. Save to the computer and use in a variety of formats.

Examples of how to use in the classroom

1. Record anything at home to use in a lesson. Remember if there is no internet access in class, this is an easy way to record something- a dialogue, a song, a speech, a clip from the news, etc—and play it for adult learners.

2. Have adult learners create short recordings as part of an assignment.

3. Use as an informal assessment of an adult learner for pronunciation/speaking.

4. Create a model for fluent reading, speaking or pronunciation and share with adult learners. They can listen to it multiple times at home, as needed. Instructors can share to email when saving and send to adult learners.

Chapter 14C

A Few Additional (and fun!) Tools—Tagxedo

What is this tool for?/Why use this tool?

Tagxedo is a free online tool to create word clouds. Instructors can use this tool to enhance vocabulary and spark discussion.

What are the prerequisite adult learner/ instructor skills required?

Instructor Skills: Basic internet keyboarding skills and saving files to the computer.

Adult Learner Skills: Basic internet keyboarding skills and saving files to the computer.

Time investment

Using this tool is fast and easy. Time needed will be spent copying and pasting text, which should not take long. More time will probably be spent "playing" with the program than figuring out how to use it.

How to use this tool

1. Go to http://www.tagxedo.com/

2. Download "Silverlight" to use this tool (if necessary). Step-by-step directions are provided.

3. Select "create," then select "load."

4. Type or paste the text to use in the text box. Click on "submit."

5. The word cloud will appear (it will appear in the default shape – see **FIGURE 70** for how to change).

6. To change the color, theme, font and/or layout, use the "respins" section on the left- hand side of the screen. Click on the arrows next to "theme" and "font" to select from the options that appear. (**FIGURE 69**)

7. To change the shape of the word cloud, click on "shape" under "options." (**FIGURE 70**)

8. To create a custom shape, use this link—http://techietuesday.wikispaces.com/file/view/Tagxedo,+How+to.pdf—and read page 6-7, Example of a Final Tagxedo (Steve Job's Commencement Speech). (**FIGURE 71**)

9. To save the word cloud, click on "save"—there are multiple options for saving. Select the preferred option. (**FIGURE 72**)

10. To save as a JPEG, or image, click on "save tagxedo jpeg." The computer will direct users to the computer files where you can name the word cloud and save it to the computer.

11. To save as a link to be accessed via internet, click on the "web" tab. The word cloud will be given a name and you can write a comment. Click on "submit" and you will receive a URL to access the word cloud on the internet. The nice part about saving on the internet is that when hovering over a word, it pops out. (**FIGURE 73**)

If one clicks on this pop-out, one will be redirected to a webpage about the word (usually Wikipedia or a dictionary).

FIG. 69: Changing themes, etc. in Tagxedo.

Scroll down for more shapes!

FIG. 70: Changing a word cloud shape.

FIG. 71: Example of a Word Cloud.

FIG. 72: Options for saving a Word Cloud.

FIG. 73: Advantages of saving a word cloud on the internet.

Examples of how to use in the classroom

There are numerous ways to use this in the classroom to enhance language learning and digital literacy skills. Check out the activity collection in the link below for ideas.

Further Assistance/Reading

A Resource: 101 Ways to Use Tagxedo: https://docs.google.com/presentation/d/1IvQMR9LpT9sSOEOTIpsCLxYpfuPrKZrL3_JZ651HTho/edit#slide=id.i0

Chapter 15

Resources to Explore for (free) Online Professional Development

What is this tool for?/Why use this tool?

The tools explored in this chapter are free online professional development sites. Each site will be explained. Explore each site to deepen understanding of teaching adults, increasing technology knowledge and connecting to the field to learn from experts and peers.

1. **Literacy Information and Communication System (LINCS).**
   LINCS is a "professional learning community for adult educators that provides access to resources, professional development,[sic] and a connected network of practitioners." **(FIGURE 74)** It is sponsored by the Office of Career, Technical and Adult Education (OCTAE). http://lincs.ed.gov/. An account must be created to use this site (one for the learning portal and one for the community of practice).

FIG. 74: LINCS home page.

   a. LINCS Learning Portal: When registered for the learning portal, access is granted to numerous evidence-based online courses for adult educators. All of the courses are self-paced, which means instructors can participate whenever time is available. These courses have been designed by experts in the adult education field.

   b. LINCS Community: The LINCS community is an online Community of Practice (CoP) for adult educators. There are multiple, topic-specific discussion forums led by experts, where instructors can ask questions, learn about resources and teaching tips and communicate with instructors across the country. Members can join one or multiple groups. Here are a few of the groups on this site:

   c. LINCS Resource Collection: This collection is full of research based materials appropriate for adult education. Conduct a search for specific topics to find the best resources **(FIGURE 75)**.
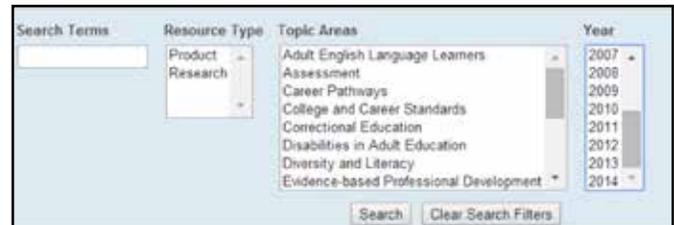
FIG. 75: How to search for research material on LINCS.

Examples of the resources found on this site (FIGURE 76)

2. **Commission on Adult Basic Education (COABE):** The Commission on Adult Basic Education is *organized to advance national and international adult education and literacy opportunities for all persons. COABE's mission is to provide leadership, communication, professional development and advocacy for adult education and literacy practitioners in order to advance quality services for all adult learners.*
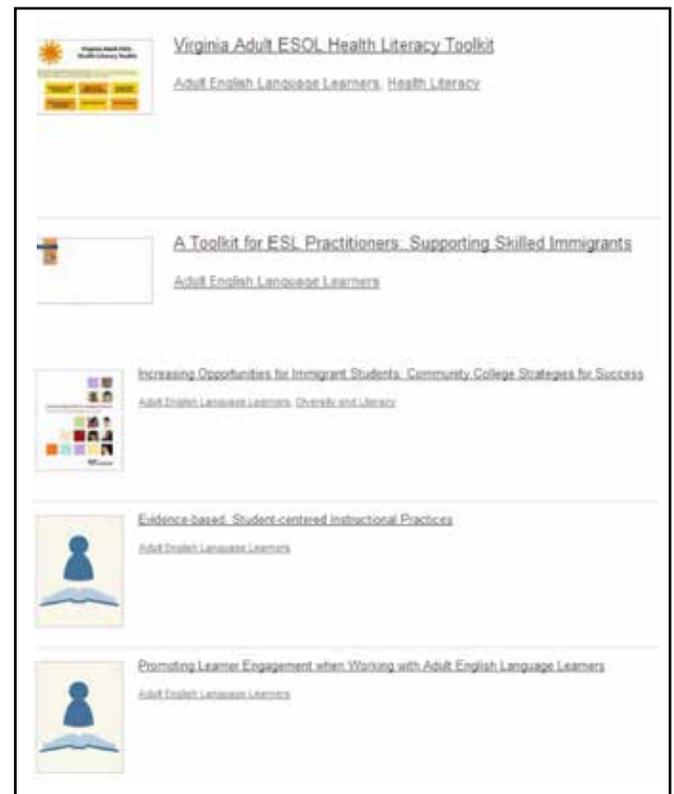
FIG. 76: Resources found on LINCS.

To join COABE there is a fee. However, joining is not required to use their resource repository or to receive their newsletter. Go to http://coabe.org/index.html and click on "professional development" and "resource repository":
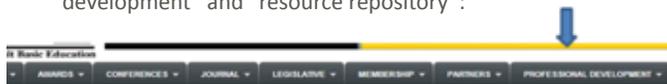
Here multiple links to a variety of professional development tools, including conference presentations and materials, are available. To use this site, users must be comfortable navigating a website. There are multiple links to follow and items to download. However, the resources are extremely valuable. Here are some examples:

Literacy

- A Change in Thinking: Supporting Adult Learner Persistence
- A Fresh Look at Adult Skills in the U.S. and Around the World: Key Findings from the Program for International Assessment of Adult Competencies (PIAAC)
- Increase Efficiency and Effectiveness of Literacy Programs Through a "Systems Approach"

ESL/ELL

- Crossing Contexts: Teachers of Low-Literate Adults Learn from Dyslexia Educators
- Numeracy: Foundations for Literacy and Life

Technology

- Free Technology Tools for the Distance Teacher
- Integrating Technology within Writing Instruction
- Learning Objects: Coming to a Classroom Near You!
- Technology Tools for the Classroom

3. **Coursera:** Coursera is "an education platform that partners with top universities and organizations worldwide, to offer courses online for anyone to take, for free". Here users will find multiple free courses on a variety of topics. Some courses offer a certificate, but participants have to pay a small fee for this. Otherwise, instructors can take the classes – they usually are set up so that each week has a video presentation (5-20 min), optional readings and assignments – completely free. If one does not enroll in the certificate option, it is not required that assignments are completed. Keep in mind that thousands of learners sign up for these courses, so one-on-one attention from the instructor cannot be expected.

Go to: https://www.coursera.org/ and click on "courses". Enter any search term of interest in the search box and then sign up for the course or ask for notification when the class is going to be offered. **(FIGURE 77)**

Tip: expand expertise by searching for a variety of topics. Don't limit the search only to teaching and learning. For example, complete a search for "public speaking," "communication," "using data in education," "listening skills," "technology," "mind, brain and learning," etc.

FIG. 77: Course options using the search term "teaching".

4. **TED-Ed:** TED-Ed is an extension of TEDTalks. Within TED-Ed's growing library of lessons, you will find carefully curated educational videos, many of which represent collaborations between talented educators and animators nominated through the TED-Ed platform. **(FIGURE 78)** This platform also allows users to take any useful educational video, not just TEDs, and easily create a customized lesson around the video. Users can then distribute TED-Ed lessons, publicly or privately, and track their impact on the world, a class or an individual student. Two types of lessons are shared here: those created by expert educators and other artists and those created and shared by website users. Some videos are long and some are short – many are open which means users can modify them to meet adult learner needs!

FIG. 78: Some TED-Ed topics to select from.

Bonus Chapter

Organizing Resources with Delicious

What is this tool for?/Why use this tool?

Delicious is an online bookmarking tool to help users stay organized. The longer one teaches, the more resources one will find and people will share. Having all of those resources in one place is invaluable and will support the use of them. Delicious allows users to organize materials and websites by bookmarking them, putting them into folders and adding key words for effective searching.

What are the prerequisite instructor skills required?

In order to use Delicious, you must be comfortable using the web and copying and pasting links.

Time investment

Using Delicious is an ongoing process and adding a resource takes less than a minute.

How to use this tool

1. Go to https://delicious.com/

2. Sign up for a free account by clicking on "join delicious" and complete required information—sign in with a Google, Twitter or Facebook account or simply use an email address. An email address, a name, a user name and a password must be supplied.

3. Profiles are available but not necessary.

To add a link, follow these steps:

1. Click on "+ add link" in the menu bar on the left side of the page.

2. A pop-up will appear and you will paste the web link then click "add link". **(FIGURE 79)**

3. Then another pop-up will appear with the name of the web link just pasted. **(FIGURE 79)** Type in "tags" to help remind you what the site is for and how you want to use it. Delicious will automatically provide you with some suggestions and you can add as many as you would like. **(FIGURE 80)** Comments can be added as well. For example, you may write notes to yourself, a tip for using the site or an evaluation of the site.
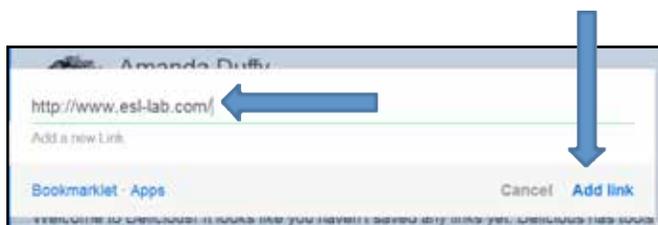
FIG. 79: Some TED-Ed topics to select from.
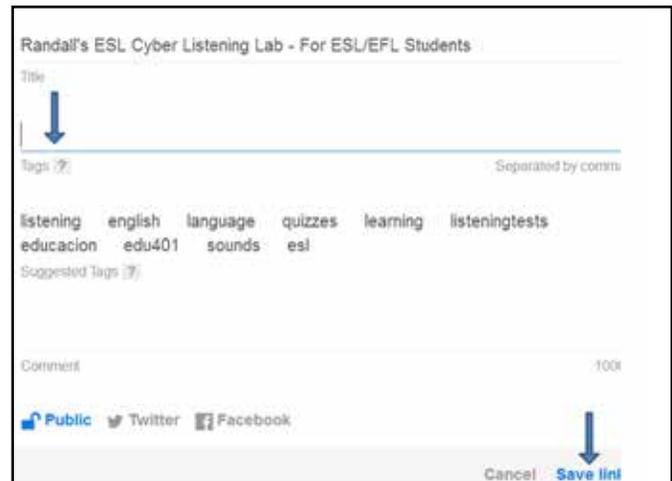
FIG. 80: Some TED-Ed topics to select from.

There is the option of making this link public or private. Simply click on the open lock to close it and make it private. Once you have completed this, click on "save link."

After clicking on "save link," this will appear:
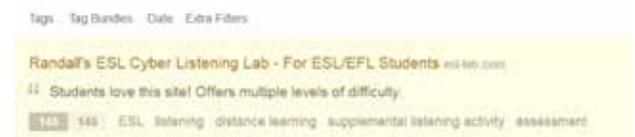
To Find Resources

Click on "discover." Based on the types of resources and links you bookmark, they will provide additional resources that you can add.

Network

Click on "Network" and one can connect with other instructors and share their resources too!

Further Assistance/Reading

YouTube video: How to use Delicious: https://www.youtube.com/watch?v=2vVTNWR_77U

For a more detailed account of how to use Delicious, read: http://fcit.usf.edu/laptop/pdf/delicious.pdf

Appendix

Online Resources for Instructors and Adult Learners

Below is a wide variety of resources to further professional learning. The resources provided are marked for instructor use, adult learner use or instructor and adult learner use.

Important: To share a website with the adult learners, it is very important to do additional instruction. Use applications and/or programs presented in the guide such as Screencast-O-Matic to provide explicit instruction to the adult learners on how to use the sites. It is also a good idea to provide some in-class practice opportunities, so adult learners are not discouraged or frustrated when trying to use sites.

MCAEL: Montgomery Coalition for Adult English Literacy. Find resources, professional development opportunities and much more focused on teaching adult language learners.
▶ http://www.mcael.org/

WATESOL: Washington, D.C. Area Teaching English to Speakers of Other Languages Association. Connect with other local area ESOL instructors through professional development opportunities, advocacy and conferences.

MDTESOL: Maryland TESOL is an affiliate of the international TESOL organization. Connect with other local area ESOL instructors through professional development opportunities, advocacy and conferences.
▶ https://www.mdtesol.org/

MAACCE: Maryland Association for Adult, Community and Continuing Education. Connect with other local area ESOL instructors through professional development opportunities, advocacy and conferences.
▶ http://www.maaccemd.org/

CAL/CAELA: Research on Adult Education: Find instructional tools and resources to support teaching practices for adult ESOL learners.
▶ http://www.cal.org/caela/

World Education: Find professional development materials to support teaching practice.
▶ http://www.worlded.org/WEIInternet

ProLiteracy: Find teaching, learning and professional development materials on this site. There are many instructional videos to help instructors see how to implement a specific strategy in the classroom
▶ http://www.proliteracyednet.org/

National Coalition for Literacy: For up-to-date information about adult education policy and practice, visit this site regularly.*
▶ http://www.national-coalition-literacy.org/

OER Commons: This is a repository of open materials for teaching and learning. Search for specific materials, create your own group or join another group to find, share and evaluate resources.***
▶ www.oercommons.org

ReadWriteThink: This site is sponsored by the International Reading Association and is full of lesson plans, resources and research to support the reading development of learners. Most resources are identified as K-12, however, they are very valuable for and supportive of adult learners' needs.*
▶ http://www.readwritethink.org/

The Poetry Archive: Find recordings of poetry to use in listening or reading activities.***
▶ http://www.poetryarchive.org/

Rong-Chang: Find practice activities for beginning and intermediate ESOL adult learners that include reading, writing and listening. There are multiple links and resources on this site for instructors and adult learners.***
▶ http://www.rong-chang.com/

Sticky Ball: Find materials organized by topic or language level for all skills areas.***
▶ http://www.stickyball.net/adult

Longman Online Dictionary: Free, online dictionary that provides simple, yet accurate, definitions for language learners.***
▶ http://www.ldoceonline.com/

Dave's ESL Cafe: Find materials for adult learners and instructors for all aspects of language learning.***
▶ www.daveseslcafe.com

Many Things: Find a variety of listening activities and the accompanying audios for language learners.***
▶ http://www.manythings.org/

Freeology: Find a variety of free, printable graphic organizers to use with adult learners.*
▶ http://freeology.com/

Awesome Stories: Find a variety of nonfiction high-interest, low-level reading texts.
▶ http://www.awesomestories.com/

Free Technology for Teachers: Browse this site or join the mailing list to find out how instructors are using technology in their classroom. You'll be inspired by the creativity of these articles.*
▶ http://www.freetech4instructors.com/

Breaking News English: Find full lesson plans on high interest topics geared toward low-level readers. Each lesson provides a full spectrum of activities.
▶ http://www.breakingnewsenglish.com/

ESL Partyland: A wide variety of resources and materials for both instructors and adult learners.
▶ http://www.eslpartyland.com/

Rachel's English: Find a large amount of pronunciation videos here.
▶ http://rachelsenglish.com/

Lesson Stream: Find lessons by adult learner level and age on this site. A great resource.
▶ http://lessonstream.org/

Marshall Adult Education: Find readings for adult learners that are designated by reading level. Each lesson has vocabulary, comprehension questions and a short writing exercise.
▶ http://www.marshalladulteducation.org/

Lyrics Training: Like to teach English with music? Find lyrics to songs on this site.
▶ http://lyricstraining.com/

Voice of America: Current news topics for language learners. Many articles also have an audio component.
▶ http://learningenglish.voanews.com/

Listen to English: Find a variety of podcasts about current issues for adult learners to practice listening skills and improve vocabulary.
▶ http://www.listen-to-english.com/

TED Education: Find lesson plans that can be modified to match the adult learners' needs.
▶ http://ed.ted.com/

Storybird: Create stories based on images provided on the site. Adult learners do not need a lot of language to be able to create their own story and publish it to the web.
▶ http://storybird.com/

1000 Words: Find a huge array of photographs to use in the classroom.
▶ http://www.1000wordsmag.com/

Lesson Writer: Create comprehensive literacy lesson by inserting text and following prompts. This site does most of the work for you.*
▶ http://www.lessonwriter.com/

Simple ESL: Search by topic and find worksheets to use with adult learner students.
▶ http://simpleesl.com/

EL Civics: Find civics lessons for ESOL adult learners.*
▶ http://www.elcivics.com/

ESL Galaxy: Find games, lessons and worksheets for teaching and learning English.
▶ http://www.esl-galaxy.com/

North Star Digital Literacy: Find digital literacy lessons and assessments to help adult learners learn computer basics.
▶ http://digitalliteracyassessment.org/

Adult Literacy Education Wiki: Search by topic and find theory, practice, research and resources. You can also add your own resources to share with others.*
▶ http://wiki.literacytent.org/index.php/Main_Page

Iowa Pronunciation Site: A full pronunciation site that demonstrates how the mouth moves while making each sound.
▶ http://www.uiowa.edu/~acadtech/phonetics/

REEP ESL Curriculum: Find both instructor and learner resources as well as links to outside materials on this site.
▶ http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/74/reepcurriculum/index.html

Teaching Learners What Reading is All About: A full reading curriculum.*
▶ http://www.ncsall.net/fileadmin/resources/teach/uwriaa.pdf

Designing and Scoring Rubrics for the Classroom: Learn how to create rubrics to use with adult learners or to assess projects.
▶ http://pareonline.net/getvn.asp?v=7&n=25

ESL Mania: A website for instructors and adult learners. Find a variety of materials to support English learning and teaching.
▶ http://www.eslmania.com/

Conversation Starters for ESL: Search by topic and find lists of conversation prompts to use in the classroom. These can also serve as writing prompts.*
▶ http://iteslj.org/questions/

ESL Cyber Listening Lab: Adult learners can practice listening skills and instructors can select audios based on adult learner level.
▶ http://www.esl-lab.com/

5 Minute English: Short, topic- and skill-specific tutorials for instructors and adult learners. Many include audio.
▶ http://www.5minuteenglish.com/the-fun-of-learning-english.htm

Listen a Minute: Short audios organized by theme which also have the accompanying text and quizzes.
▶ http://www.listenaminute.com/

USA Learns: Supplemental instruction for adult learners. Instructors can set up a class and track adult learner activity.
▶ http://www.usalearns.org/

My Skills Tutor: Practice in reading, writing, language, workforce development and math for adult learners.
▶ http://www.myskillstutor.com/

Adult Learning Resources: Find websites for instructors and learners.
▶ http://www.greaterhomewood.org/our-work/adult-learning-center/adult-learning-resources/

Media Library of Teaching Skills: Find and watch instructional videos of adult education classrooms.
▶ http://www.mlots.org/

Literacy Works International: Find videos and resources from a leading expert in the field.
▶ http://www.literacywork.com/Literacywork.com/Welcome.html

The Times in Plain English: Find high-interest low-level texts about current events for language learners.
▶ http://www.thetimesinplainenglish.com/wp/

Timed Reading: Short readings are provided and adult learners can time their reading rate.
▶ http://college.cengage.com/collegesurvival/watkins/learning_companion/1e/students/timed_reading.html

Sounds of English: Pronunciation website with diagrams and tips for instructors.
▶ http://www.soundsofenglish.org/

Lighthearted Learning: Find multiple presentations, tips and tools from the creator of the Oxford English Picture Dictionary.*
▶ http://www.lightheartedlearning.com/home

Computer Literacy: Find videos and resources about how to teach computer skills to adult ESOL learners. Created by instructors.*
▶ http://teamcomplit.weebly.com/

MCAEL

Montgomery Coalition for

Adult English Literacy