

# TECHNOLOGY FOR ADULT LITERACY STUDENTS

The ability to learn is an important skill. Changing life and work demands make it important for adults to acquire new skills and knowledge.

Keeping up is a challenge that all adults must face, but it is especially challenging for adults with low-level English language skills. Learning needs are greater while access to learning is more difficult.

Technology is a powerful learning tool, but it can only be used by those who have access to computers and the basic skills needed to take advantage of its potential. As far as technology is concerned, the rich seem to get richer and the poor get poorer. Adults who

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lack access to the information that technology can provide are in danger of falling further and further behind those who have access.

By taking part in this study, you are giving your student a chance to see what technology can provide and whether or not computers are effective tools for literacy. Thanks for making it possible!

# LET'S GET STARTED!!

Approach the study in this way:

- o Find a computer with Internet access.
- o Choose a lesson plan and figure out the best way to integrate the Internet into your tutoring.
- o Work with your student on the Internet at least three different times.
- o Complete the evaluation form and return it to us.

The amount of time you spend on the Internet during each lesson will depend on the comfort level of your student. Remember, we want to empower the student, not overwhelm him.

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Only you know what will motivate your student. Here are some suggestions:

- o Continue your regular teaching plan and use the Internet as a reward during the last 15 or 20 minutes of your session.
- o Introduce them to a search engine that will let them navigate in their own language. Once they feel comfortable with the Internet in their own language, introduce one of the lesson plans in English.
- o Train your student to use the Internet by using the checklist we provided during Internet training. Teach your student words that will let them navigate the screen like "location," "back," "go," "scroll bar," "mouse," etc. Then try one of the lesson plans.

Attached are several lesson plans that Judy and Joanne developed. They chose many of the subjects that tutors suggested during our telephone survey.

If none of the lesson plans meet your needs, use search engines to find a site. Let us know what you come up with so we can include your finds on our list.

If you are already using a site with your student, you are ahead of things! Just report your experiences on the evaluation form.

If you have trouble deciding how long you should spend on the Internet, how you should approach it and which lesson plan to use, call Joanne or Judy at 584-2811.

The information below was current as of July 26, 1998.

"Card holder" refers to either the student or the tutor. Both parties do not need cards to use library computers.

Libraries have different rules and regulations. Before using the computer, stop at the Reference Desk. They will explain their policies and have you sign an agreement.

### **St. Charles Public Library**

One South Sixth Avenue  
St. Charles, IL 60174  
(630) 584-0076

St. Charles Library has two computers with Internet access. They are available to St. Charles Library card holders.

Computer time is unlimited as long as no one is waiting. Otherwise, you are limited to twenty minutes. Time cannot be reserved.

### **Geneva Public Library**

2 James Street  
Geneva, IL 60134  
232-0780

Geneva Library has two computers with Internet access. They are available to Geneva Library card holders.

You can use the computer for an hour on the half hour (9:30 to 10:30, 10:30 to 11:30)  
Time cannot be reserved.

# **WHERE WILL WE FIND COMPUTERS?**

### **Batavia Public Library**

335 W. Wilson  
Batavia, IL 60510  
879-1393

Batavia Library has two computers with Internet access. They are available to Batavia card holders.

You can reserve the computers for a half hour. If no one is waiting, you can continue for another half hour.

### **LVA-Fox Valley**

One South Sixth Avenue  
St. Charles, IL 60174  
(630) 584-2811

LVA-Fox Valley has Internet on one of its computers. The office is very busy with library personnel during the day, but is quiet during the evening hours.

If you call ahead of time, you can arrange to use the computer with LVA-Fox Valley staff supervision.

### **What about using my home computer?**

Whether or not you work with your student in your home is up to you, but we strongly recommend (and prefer) that you work with your student in a public location.

# **I'VE NEVER USED THE INTERNET!**

Unfamiliar with the Internet? If you are attending the Technology Open House today, there are lots of folks who will work with you one-to-one so you can participate in the study.

When you finish, use this self-check list to make sure you have covered the bases:

- o Do you know where the mouse is and how to move the arrow on the screen?
- o Can you click the mouse and double click effectively?
- o Do you know what a menu is and how to make choices from the menu like "back," "location," "go," "print?"
- o Do you know how to type an address in the location box and how to tell the computer to search for it?
- o Do you know how to read the bar that tells you the computer is loading your choice?
- o Do you know where the enter key and backspace key are on the keyboard?
- o Do you know where the scroll bar is and how to move the page up and down, back and forth?
- o Do you know what a hyperlink is and how to use one?
- o Do you know how to use the X to close a screen?

- o Do you know the difference between a site and a page?
- o Can you access a search engine?
- o Can you enter a simple search topic?
- o Can you print a page?

That is all there is to it!!!

# SITES AND LESSON PLANS

There are thousands of Internet sites that you and your student can use. Here are some of the sites we liked.

Look on the following pages for pre-made lesson plans. Judy and Joanne developed them using some of the sites listed. Use them as they are or alter them to meet your need.

Can't find anything you like? Proceed to the Search Engine page!

**Dave's ESL Cafe**  
[www.eslcafe.com](http://www.eslcafe.com)

*A great site for ideas, quizzes, idioms, etc.*

**travlang's Translating Dictionaries**  
[www.dictionaries.travlang.com](http://www.dictionaries.travlang.com)

**Latin World - Latin America on the Net**  
[www.latinworld.com](http://www.latinworld.com)

*A directory of Internet resources on Latin America and the Caribbean. Half the page is in English and half in Spanish.*

**Berlitz World**  
[www.berlitz.com](http://www.berlitz.com)

*At Cafe Berlitz Newstand, browse international newspapers.*

**The Comenius English Language Center**  
[www.comenius.com](http://www.comenius.com)

**Activities for ESL Students**  
[www.aitech.ac.jp/~iteslj/s/](http://www.aitech.ac.jp/~iteslj/s/)

*Quizzes, puzzles, and study materials made by teachers.*

**The Human Languages Page**  
[www.june29.com/cgi/HLPsearch-withcats.cgi?stype=CAT&CATS=Language+Lessons](http://www.june29.com/cgi/HLPsearch-withcats.cgi?stype=CAT&CATS=Language+Lessons)

*Language lessons for various languages*

**Living English**  
[www.geocities.com/Athens/Acropolis/6403/](http://www.geocities.com/Athens/Acropolis/6403/)  
*Authentic language in meaningful real-life contexts*

**CNN Distance Learning**  
[www.cnn.com/education/education.html](http://www.cnn.com/education/education.html)  
*Real stories with lesson material*

**Sarah & John's TEFL Pitstop**  
[www.lingolex.com/jstefl.htm#games](http://www.lingolex.com/jstefl.htm#games)

*Load up on ready to use printable materials*

**ESL & EFL Games, Songs, Lessons & Resources**  
<http://eslgames.com>

**Ernie's EFL Song Activities**  
[www.freeyellow.com/members/barteldes/page1.html](http://www.freeyellow.com/members/barteldes/page1.html)

**ESL/Bilingual/Foreign Language Lesson Plans**  
[www.csun.edu/~hcedu013/eslindex.html](http://www.csun.edu/~hcedu013/eslindex.html)

**Learning English Online**  
[www.aec.ukans.edu/leo/index.html](http://www.aec.ukans.edu/leo/index.html)

**Toon into Idioms**  
[www.elfs.com/2nInX-Title.html](http://www.elfs.com/2nInX-Title.html)

**TESL/ESL Exercises and Activities for Students**  
[www.tesol.net/teslact.html](http://www.tesol.net/teslact.html)

# Reading Maps

Level 0 Student

**Site Name:** MapQuest

**Address:** <http://www.mapquest.com>

**Contents:** Interactive atlas, driving directions, plan-a-trip, international cities/maps

## **Possible lesson for a Level 0 - beginning student:**

**Objective:** Survival skills

### **Get to the site by:**

- o typing in <http://www.mapquest.com> and clicking on go
- o go to the Fast Track menu and click on Find a Place

**Materials:** index cards to make word flash cards, notebook paper to record an on-going word list for this site.

### **Activity:**

- o type in a familiar location, this can be the student's home address, work place, library, etc. and click on search.
- o when a map comes up on the screen, identify it as a "map" and make a word card for it if it is a new word.
- o focus on the directional abbreviations of N for north, S for south, etc. You can start with the four basic words, making them into word cards for homework.
- o a possible technique to use here might be the "substitution" method. Use phrases such as:

This is north.

This is south.

This is \_\_\_\_\_.

- o proceed to add the words for SW for southwest, etc. as your student is ready.
- o verbalize in simple sentences for the student, tracing with your finger a route on the map indicating a turn to the north, etc.
- o words to use in later lessons could be: right/left, turn, road, avenue, street.

# Vocabulary

Level 0-1 Student

**Site Name:** Learning English Online

**Address:** <http://www.aec.ukans.edu/leo/english/english.html>

**Contents:** A very large and excellent site. It features grammar, vocabulary/idioms, reading, and writing. It is suitable for some beginning level work but mostly Level 3 and 4.

## **Possible lesson for a Level 0 - 1 student:**

**Objective:** reinforcing nouns and verbs

**Get to the site by:**

o typing in <http://www.aec.ukans.edu/leo/english/english.html> and clicking on go

**Activity:**

- o scroll down and click on grammar
- o scroll down and click on easy vocabulary quizzes with pictures
- o choose any of the series of nouns or verbs
- o say the word aloud and have the student repeat the word
- o click on the picture to correctly identify the word
- o make word cards or simple sentences using some of the words that you have identified

# American Culture

Level 1 Student

**Site Name:** Learning English Online

**Address:** <http://www.aec.ukans.edu/leo/english/english.html>

**Contents:** A very large and excellent site. It features grammar, vocabulary/idioms, reading, and writing. It is suitable for some beginning level work but mostly Level 3 and 4.

## **Possible lesson for a Level 1 student:**

**Objective:** learning American culture through the holidays

**Get to the site by:**

o typing in <http://www.aec.ukans.edu/leo/english/english.html> and clicking go

**Activity:**

- o click on Exploring the Web in the picture menu
- o scroll down and choose Topic-based Pages
- o scroll down and choose Suzan Moody's U.S. Holidays Pages.
- o select a holiday and use the pictures to help explain the holiday name. The following are suggestions to keep it simple.
  
- o click on Halloween...click on A Virtual Haunted House...click on Enter the New Virtual Haunted House...click on #1 Ligon Middle School. Be sure to wait long enough for the pictures to become animated! These pictures were created by children.
  
- o or click on Thanksgiving...click on The First Thanksgiving to view the pictures and read some text to the student.
  
- o or click on Valentine's Day...scroll down and click on Valentine's Day Facts...scroll down to "Now, a little history."
  
- o or click on Memorial Day...click on the blue Memorial Day (the first one is red) to show the picture of the Tomb of the Unknown Soldier. You could also click on the Flag Picture Gallery.

**Optional Activities:**

Naming the months, saying the date of the holiday and using a calendar to locate the holiday, comparing the holiday in the U.S. to that of the student's country.

# Reading Maps

Level 1 Student

**Site Name:** MapQuest

**Address:** <http://www.mapquest.com>

**Contents:** Interactive atlas, driving directions, plan-a-trip, international cities/maps

## Possible lesson for a Level 1 student:

**Objective:** survival skills

**Get to the site by:**

- o typing in <http://www.mapquest.com> and clicking on go
- o go to the Fast Track menu and click on Driving Directions
- o now click on Door to Door Directions

**Materials:** index cards to make word flash cards, notebook paper to record an on-going word list for this site.

**Activity:**

- o type in a familiar location, this can be the student's home address, work place, library, etc. and click on search.
- o choose a destination, a place to which the student may want or have to go.
- o use the text and the maps to develop a lesson that will result in new vocabulary cards and will make use of the substitution method.
- o choose words that are important to identifying the destination, ie: the hospital, school, post office. This can lead to further lessons that will provide vocabulary that will help the student communicate their needs when at the post office, school, etc.

**Optional Activity:**

Go to the Fast Tack menu and click on International Cities. Choose the student's home city or a large city near their home. Have the student use directional words, etc. to describe it's location in relation to other cities or things (mountains, rivers) on the map. An example maybe: "Durango is northeast of Mexico City."

# Soccer Scores

Level 1 - 2 Student

**Site Name:** ESPN Sports Zone

**Address:** <http://www.espn.sportszone.com>

**Content:** Everything you want to know about any sport

## **Possible lesson for level 1 or 2 student**

**Objective:** to find soccer scores

**Get to the site by:**

typing in <http://www.espn.sportszone.com> and clicking on go

**Activity:**

- o scroll to Score Tracker and choose soccer
- o scroll to soccer scores

# Listening/Speaking Sentence Structure

Level 2 Student

**Site Name:** The K-12 ESL Connection

**Address:** <http://www.dese.state.mo.us/divinstr/ESL/eslc-dese3.html>

**Contents:** dialog for ESL learners

## Possible lesson plan for level 2 student

**Objective:** listening and speaking  
listening to sentence structure

**Get to the site by:**

- o typing in <http://www.dese.state.mo.us/divinstr/ESL/eslc-dese3.html> and clicking go

**Activity:**

- o scroll down and choose Listening and Speaking
- o click on Listening Training on the Web
- o scroll down and choose Everyday English
- o read the question to the student
- o have the student repeat after tutor
- o tutor reads question again
- o tutor models answer
- o student repeats answer or tries to answer in his/her own words
- o print page for continued practice in future sessions

**Optional Activities:**

- o use printed page for weekly review

# Writing

## Level 2 Student

**Site Name:** Learning English Online

**Address:** <http://www.aec.ukans.edu/leo/english/english.html>

**Contents:** A very large and excellent site. It features grammar, vocabulary/idioms, reading, and writing. It is suitable for some beginning level work but mostly Level 3 and 4.

### **Possible lesson for a Level 2 student:**

**Objective:** beginning writing for Level 2

**Get to the site by:**

o typing in <http://www.aec.ukans.edu/leo/english/english.html> and clicking on go

**Activity:**

- o click on grammar to get to Easy Vocabulary Quizzes with Pictures
- o choose from the series of verbs
- o say the word and have the student repeat and write the word for each of the pictures.
- o at the end of the page, scroll back through the words/pictures. Help the student make up simple sentences for a few of the verbs. Write these and have the student copy them. If possible, make up sentences that relate to each other to form a short story.
- o click on the Quick Vocabulary button at the end of the page or choose BACK from the top bar to return to more choices or to get back to the main menu.

# Reading

Level 3 Student

**Site Name:** Interactive Learning Resources

**Address:** <http://www.cnnsf.com/education/education.html>

**Contents:** Features news stories from the CNN San Francisco Bureau that have been rewritten and presented in three ways: Full Text, Edited Text, and Outline. Learning activities are offered that help reinforce what is read.

## **Possible lesson for a Level 3 student:**

**Objective:** reading comprehension/listening skills

**Get to the site by:**

o typing in <http://www.cnnsf.com/education/education.html> and clicking go

**Activity:**

- o scroll down and click on More Stories
- o click on the alphabetical button of your choice.
- o choose from the stories listed by clicking on them.
- o click on Outline under the Featured Stories heading.
- o choose to read the story outline or have the student read with you. You can also select the HEAR button to listen to this passage.
- o at the end of the text, click the MENU bar. Now choose from the Lessons available.
- o each time a "lesson" is finished, you may return to additional Lessons by clicking the MENU at the end of the page.

# Grammar

Level 3-4 Student

**Site Name:** Activities for ESL Students

**Address:** <http://www.aitech.ac.jp/~iteslj/s/>

**Contents:** Features activities for all facets of grammar; nouns, verbs, adjectives, punctuation, etc. The following lesson from this site is specific to the articles of a, an, the, or nothing.

## Possible lesson for a level 3 - 4 student

**Objective:** observing process of accessing the site on the internet and practicing with choices of the correct articles in context

**Get to the site by:**

o typing in <http://www.aitech.ac.jp/~iteslj/s/> and clicking on go

**Activity:**

- o scroll down and choose Grammar Quizzes
- o scroll down and choose A, An, The or Nothing
- o tutor models reading sentence: This is \_\_\_\_\_ easy question.
- o read each sentence to student - student reads the sentence to tutor
- o student chooses correct article - tells verbally
- o student checks answers - click on answer arrow
- o print this page for written practice
- o verbally say sentences back and forth taking turns using an article correctly in a sentence  
tutor begins as model - student verbalizes his/her own sentence

**Optional Activities:**

- o during the following session review verbally with the sentence tennis match strategy orally
- o write sentences using the articles a, an, the and nothing
- o review briefly each week for a few sessions until mastery has been achieved
- o review occasionally after mastery has been achieved

# Holidays

Level 3 - 4 Student

**Site Name:** Learning English Online

**Address:** <http://www.aec.ukans.edu/LEO/holidays/holidays.html>

**Contents:** American holidays listed with crossword puzzles, word search, games and other information.

## Possible lesson for a level 3 - 4 student

**Objective:** vocabulary development, pronunciation and understanding culture

**Get to the site by:**

- o typing in <http://www.aec.ukans.edu/LEO/holidays/holidays.html> and clicking on go

**Activity:**

- o click on Halloween
- o scroll down and choose More Wordsearch Puzzles
- o click on For the Very Beginners
- o read words together
- o find words in puzzle, point to the screen to show correct position of words or
- o print this page to use as practice exercise
- o write words on index cards
- o return to the Holidays menu for future reference - what a site!

**Optional Activities:**

Using catalogs and newspaper advertisements to find pictures of the Halloween things on the vocabulary list. Have the student cut out the pictures and paste them on index cards. Write a sentence under each picture. This can be completed in several lessons after the computer experience.

# Crossword Puzzles

Level 4 Student

**Site Name:** Activities for ESL Students

**Address:** <http://www.aitech.ac.jp/~iteslj/s/>

**Contents:** A wide variety of crossword puzzles for all levels; easy, medium and difficult with many topics from which to choose

## **Possible lesson for level 4 or above student**

**Objective:** to practice adjectives and their meanings in a crossword puzzle format

**Get to the site by:**

- o typing in <http://www.aitech.ac.jp/~iteslj/s/> and clicking on go

**Activity:**

- o scroll down and choose Crossword Puzzles
- o scroll down and choose adjectives
- o click on each box and enter the letters of the crossword puzzle
- o print this page for further practice
- o click BACK to return to the menu for another puzzle should this one be too difficult

**Optional Activities:**

- o use the words for vocabulary development
- o write a sentence for each word in a different context

# Idioms

Level 3-4 Student  
(Non reader)

**Site Name:** Toon in to Idioms

**Address:** <http://www.elfs.com/2nInX-Title.html>

**Contents:** Idioms in conversational format to be read in text or may use the Toons and Voices option for listening and following along.

## **Possible lesson plan for a level 3 - 4 student:**

**Objective:** understanding idioms as a listening activity

**Get to the site by:**

- o typing in <http://www.elfs.com/2nInX-Title.html> and clicking on go.

**Activity:**

- o click on Toons and Voices
- o click on "A1," "J1," etc. to get audio
- o use arrow to point to the words as they are spoken demonstrating left to right progression of reading
- o discuss an idiom for conversation practice
- o click on an idiom hyperlink to get to "Tune In to these questions."
- o read multiple choice question to student and have him choose the correct answer by clicking on a,b, or c
- o click on "back to conversation" to return to paragraphs. Repeat to discuss as many idioms as you like.

**Optional activity:**

Using one or two of the idioms, give dialog back and forth as a sentence tennis match.

# Grammar

## Level 4 Student

**Site Name:** Dave's ESL Cafe

**Address:** <http://www.eslcafe.com>

**Contents:** There are many pages in Dave's ESL Cafe. Phrasal verbs are listed alphabetically, and defined and explained in the context of sentences

### **Possible lesson for a Level 4 student:**

**Objective:** understanding and practicing grammar using common phrases

**Get to the site by:**

- o typing in <http://www.eslcafe.com> and clicking on go

**Activity:**

- o scroll down and choose Phrasal Verb page
- o scroll down and choose alphabetical groups of "meanings and examples" of phrasal verbs
- o scroll down and choose G
- o scroll down to the series of phrases that deal with "get around."
- o read through each one with your student, discussing the definition of each along with the example sentences.
- o write one or two new sentences for each use of "get around" on separate index cards. On the back of each card include the definition of that phrase.
- o use the new sentence as the prompt for the definition on the back of each card. For example:  
The new sentence is: "Please send the letter whenever you  
get around to it."

**Student response:** It means eventually or when you find time.

# Idioms

Level 4 Student  
(Reader)

**Site Name:** Toon in to Idioms

**Address:** <http://www.elfs.com/2nInX-Title.html>

**Contents:** Idioms in conversational format to be read in text.

## **Possible lesson plan for a level 4 and above student:**

**Objective:** understanding idioms as a reading/listening activity

### **Get to the site by:**

- o typing in <http://www.elfs.com/2nInX-Title.html> and clicking go

### **Activity:**

- o click on text
- o tutor reads one character
- o student reads other character
- o click on idiom to get to "Tune In to these questions"
- o have student read the multiple choice question and choose an answer by clicking on a,b, or c
- o click on "back to conversation" to return to paragraphs. Repeat to discuss as many idioms as you like.

### **Optional activity:**

- o using one or two of the idioms give dialog back and forth as a sentence tennis match
- o student writes one or two of the idioms on index cards
- o ask student to practice the idioms in their conversation during the week

# Listening/Pronunciation

Level 4 Student

**Site Name:** The K-12 ESL Connection

**Address:** <http://www.dese.state.mo.us/divinstr/ESL/eslc-dese3.html>

**Contents:** Story about how a judge sentences criminals in an interesting way. Features audio when clicking each sentence

## Possible lesson for level 4 student

**Objective:** listening and pronunciation

**Get to the site by:**

- o typing in <http://www.dese.state.mo.us/divinstr/ESL/eslc-dese3.html> and clicking on go

**Activity:**

- o scroll down and choose Listening and Speaking
- o scroll down and choose Listening Training for the Web
- o scroll down and choose The Judge Really “Sentences” Criminals
- o read the whole story to the student
- o return to beginning of story
- o click on each sentence for audio reading of that sentence
- o student repeats to practice pronunciation
- o do as many sentences as time allows
- o discuss any word meanings not understood

**Optional Activity:**

Print for work in future sessions.

# Reading

## Level 4 Student

**Site Name:** Interactive Learning Resources

**Address:** <http://www.cnn.com/education/education.html>

**Contents:** Featured news stories from the CNN San Francisco Bureau that have been rewritten and presented in three ways: Full Text, Edited Text, and Outline. Learning activities are offered that help reinforce what is read.

### **Possible lesson for a Level 4 student:**

**Objective:** reading comprehension/sentence structure

**Get to the site by:**

- o typing in <http://www.cnn.com/education/education.html> and clicking go
- o click on "More Stories" listed on the home page

**Activity:**

- o click on the alphabetical button of your choice.
- o choose from the stories listed by clicking on it.
- o click on Edited Story.
- o have the student read aloud the passage.
- o now click on HEAR and have the student listen and watch the words as the story is being read to him.
- o click on MENU at the end of the text.
- o choose the Conclusions button in the Lessons menu.
- o have the student read aloud the questions and select answers. Check the answers.
- o click on the MENU button at the end of the questions to return to other possible Lessons. you could further discuss the story and choose the Vocabulary button to help explain some of the more difficult words. These could become word/sentence cards to study for homework.

# Reading/ Comprehension

Level 4 Student

**Site Name:** K-12 ESL Connection

**Address:** <http://www.dese.state.mo.us/divinstr/ESL/eslc-dese3.html>

**Contents:** A new fable is featured each month. Provide vocabulary, comprehension, fill-in-the blanks, and matching exercises for students to work. Provide feedback after each exercise is completed. The vocabulary completion and vocabulary matching exercises are not recommended.

## **Possible lesson for level 4 student**

**Objective:** vocabulary development and reading comprehension

**Get to the site by:**

- o typing in <http://www.dese.state.mo.us/divinstr/ESL/eslc-dese3.html> and clicking on go

**Activity:**

- o scroll down and choose Fluency Through Fables
- o scroll down and choose **The Tortoise and the Hare**
- o scroll to "Please choose from the following" under the story and click on True and False Comprehension
- o have student read story
- o complete the true/false comprehension questions and check the answers
- o click **BACK** in upper left corner of screen
- o scroll down and choose Written Discussion Questions
- o print this page

**Optional Activities:**

Use the writing activity for the following tutoring session.

# Word Scramble

Level 4 Student

**Site Name:** Activities for ESL Students

**Address:** <http://www.aitech.ac.jp/~iteslj/s/>

**Contents:** This site has word puzzles that are easy and medium in difficulty. There are a wide variety of topics from which to choose with ten word scrambles under each.

## Possible lesson for level 4 and above student

**Objective:** to provide a fun and challenging way to learn vocabulary

**Get to the site by:**

typing in <http://www.aitech.ac.jp/~iteslj/s/> and clicking on go

**Activity:**

- o scroll down and choose Scrambled Word Quizzes
- o scroll down to Medium and choose banking
- o choose a letter from each box to create a word and check the answers
- o write the words on index cards

**Optional Activities:**

- o in the following tutor sessions, write sentences for each word
- o visit a bank
- o practice writing checks
- o practice balancing a check book
- o see Crossword Puzzles and scroll to Currency
- o you will need to return to Activities for ESL Students, scroll to Crossword Puzzles - click and then scroll to Currency - click

# SEARCH ENGINES

None of the lesson plans meet your needs?  
Use a search engine to find one that does!

Many people love to search the Web. There are hundreds of sites just waiting to be discovered. But don't expect searching to be effortless. It can take hours to find what you are looking for.

Another problem is the lack of stability of resources. A web page may be here today and gone tomorrow.

Make sure that you evaluate what you find. Since anyone can write anything on the Web, you need to exercise caution in accepting what you find.

Many people use the search engine attached to their subscription. For example, if you subscribe to America on Line, you are likely to use AOL Find. Why limit yourself? You can use any search engine you like. When you get to the search page provided with your subscription, just type in the address assigned to another search engine. Here are some of the most popular:

## **YAHOO**

<http://www.yahoo.com>

When you get to the main screen, look for "Yahoo in Spanish" or "Yahoo in Japanese." You may find that once students can search in their own language, they will feel more comfortable navigating in English.

## **HOTBOT**

<http://www.hotbot.com>

## **ALTA VISTA**

<http://www.altavista.digital.com>

## **INFOSEEK**

<http://www.infoseek.com>

Bob Long, Technology Consultant at Secretary of State Literacy Office let us know of a search engine that combines all of the above and offers more. It is called

## **ALL IN ONE**

<http://www.albany.net/allinone/index.html>

On this page you will find lots of white spaces. Above each space you will find the names of many, many search engines and a short description. Just choose the one you like and type in your subject! Here is one to try:

## **EUROSEEK**

<http://www.euroseek.net/page?ifl=pl>

It allows for searches in 40 different languages.

# HOW DO WE KNOW IF OUR STUDENT IS LEARNING ANYTHING?

How can you tell if your student has learned anything on the Internet?

Technology studies from the National Center on Adult Literacy say that if certain indicators are present, learning is occurring.

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*If certain indicators are present,  
learning is occurring.*

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The indicators include:

- o Vision of Learning - Is the learner involved in setting goals and choosing tasks? Does he develop new ideas? Does he have a passion for learning with this tool?
- o Tasks - Does the lesson build on the experience of the learner? Do the tasks take advantage of what the learner already knows?
- o Instructional Model - Is the instructor or technology program responsive to learner needs? (for example, are you meeting at a time and location that is convenient?)
- o Learning Context - Does the learning apply to the situations and life context of the learner? Is he learning what he needs to know?
- o Instructor Role - Does the instructor consider himself a co-investigator or co-learner? Is he fostering equal status for the instructor and learner?

o Learner Role - Is the student taking on the role of explorer, apprentice, teacher, producer? These roles foster self-directed learning.

Our evaluation sheet takes these indicators into consideration.

After working with your student, complete the evaluation sheet and return it to us. It is a vital part of the study.

Secretary of State Literacy Office/LVA-Fox Valley  
Technology Study

## EVALUATION FORM

### 1. Vision of Learning

Yes

No

- Did the computer motivate the student? \_\_\_\_\_
- Did the learner self-direct his learning at all? \_\_\_\_\_
- Was the student empowered? (Did he feel good about what he learned?) \_\_\_\_\_
- Was he overwhelmed? \_\_\_\_\_

Comments:

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### 2. Tasks

Yes

No

- Did the task build on something the student already knew or introduce something the student was interested in? \_\_\_\_\_
- Was it challenging? \_\_\_\_\_

Comments:

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### 3. Instructional Model

Yes

No

- Did the task accomodate the student's learning preferences? (In other words, did you meet at a time that was good for the student? Did you vary the pace? Was the setting o.k.?) \_\_\_\_\_
- Was the activity meaningful? \_\_\_\_\_

Comments:

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### 4. Learning Context

Yes

No

- Did both you and your student participate in the learning process? \_\_\_\_\_

Comments: \_\_\_\_\_

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**5. Instructor Role:**

Yes                      No

- o Did you consider yourself a co-learner, co-investigator?    \_\_\_                      \_\_\_
- o Did you find that you had to control the task?                      \_\_\_                      \_\_\_

Comments: \_\_\_\_\_

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**6. Learner Role**

Yes                      No

- o Did the student have the opportunity to explore?                      \_\_\_                      \_\_\_
- o Will the student use the Internet again?                      \_\_\_                      \_\_\_
- o Will he teach others?                      \_\_\_                      \_\_\_
- o Was the Internet of real use to the student?                      \_\_\_                      \_\_\_

Comments: \_\_\_\_\_

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**7. Other**

Yes                      No

- o Were the computers accessible?                      \_\_\_                      \_\_\_
- o Were the lessons "user friendly?"                      \_\_\_                      \_\_\_
- o Did you and the student feel you were in control?                      \_\_\_                      \_\_\_

Comments: \_\_\_\_\_

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**Return to:**

**Peg Coker  
St. Charles Public Library  
One South Sixth Avenue  
St. Charles, IL 60174**

**fax: 584-2811  
email: coker46@aol.com**

# REFERENCES AND RESOURCES

Materials adapted from:

Stites, Regie, Christopher E. Hopey and Lynda Ginsburg (1998). *Assessing Lifelong Learning Technology (ALL-TECH): A Guide for Choosing and Using Technology in Adult Learning*. (Practice Guide NCAL Report PG98-01). Philadelphia: University of Pennsylvania, National Center on Adult Literacy.

Web Sites as cited in the text.