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# Computer Assisted Literacy for Non-English Speakers

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# COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

LEVEL 1

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**Computer Assisted Literacy for Non-English Speakers  
Level 1**

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# COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

## LEVEL 1

This course is presented as part of **Utah State University (USU) Extension Service's** Statewide Strategic Plan. Specifically, it falls under the Extension Service's goal to:

“Enhance economic opportunity and quality of life for all Utahans.”

This goal has the broad purpose of: “Empowering people and communities, through research-based information and education, to address the economic and social challenges facing our youth, families and communities.”

**Background:** There is a large and growing population of people in Utah with ethnic origin other than the United States. The largest sector of this diverse group is of Hispanic origin. The countries, from which the Hispanic population comes, range from Mexico, in the north, to southern South America. Nearly all Latin-American countries are represented in this cultural mix. Many of the individuals comprising this community were of the lowest social-economic level in their native countries and have immigrated in search of economic and social opportunity for themselves and their families. Many had none or very limited formal education. Here in Utah, the children of these immigrants attend public school and quickly learn English and receive cultural and academic education while the parents often work at entry level jobs and remain culturally isolated. Often, natives from a particular Latin country remain tied to and within their respective cultures by association only with others from their native country. Thus, many in the Hispanic (and other ethnic) group remain isolated from the main stream Utah culture. Furthermore, divisions often develop between children and parents because their cultural and educational experiences differ.

Other non-Hispanic ethnic groups also form part of the greater Utah community. While this program has had its beginnings as one directed at the Latino community, it is the desire and intent of **USU Extension** to include all non-English speakers and the program as presented here will work for all non-English

speakers. The manner in which the course is presented may require some minor alterations based on cultural factors and the backgrounds of the students but the content will be essentially unchanged.

In the general elections of November 2000, the citizens of Utah voted to make English the singular official language of the state. Thus, the need to learn English is receiving further emphasis.

**Objectives:**

Broad Objectives: To expose adult members of the Non-English speaking community to the computer as a tool:

- For learning English,
- To strengthen cultural bonds between members of the community of non-English speaking ethnic origin and the main stream Utah culture,
- To provide opportunity for parents to remain culturally connected with their children and
- To open doors that may provide opportunity for improvement in employment and economic status.

Specific Objectives:

- To increase the knowledge of English of the student,
- To reinforce the learning of the native language,
- To learn how to use the computer at a basic level,
- To learn the basic use of the Internet as a tool for learning ELS (exposure to dictionaries, translators, language teaching programs and typing),
- To meet individual learning needs.

**Course Length:** 10 weeks (two sessions per week). Recommended two-hour sessions for a total of 40 hours of instruction.

**Course Description:** This computing and literacy (English as a Second Language (ESL)) course is designed to introduce the student to the world of computers with a broad overview of computer basics and their use in word

processing, electronic mail and internet access. The student will be exposed to using a computer as a tool for improving language skills. General keyboard usage will be practiced. Electronic mail (email) will be introduced, demonstrated and used. The student will be exposed to the Internet and be given opportunities to navigate the web. Each student will be given a floppy diskette to store material that has been typed, received in the form of emails, or taken from the internet. Some students will want to move beyond the basics. The course allows some flexibility to expand the scope to meet the individual needs of the students. Success will be measured by:

1. The degree to which the student feels comfortable with interfacing with the computer,
2. The level of understanding of the power of the computer as a tool for improving the level of literacy, learning English and expanding cultural borders and
3. The students enjoyment and sense of accomplishment derived from the course.

**Profile of Typical Student:** The typical student of this course is of Latino (or other ethnic group) origin. He/she is eager to learn, very appreciative of the opportunity, respectful toward the instructors and, in general an enthusiastic student. In some cases the student may be illiterate or have minimal literacy in his/her native language. He/she may speak limited English and may have had little, if any, exposure to computers. He/she may have children attending the public schools that speak English and are learning and using computers as a part of their public school education. He/she may have limited financial resources and may have had limited interaction with the Utah culture. However, he/she is eager to improve in each of these areas. While the foregoing is a profile of the typical student, there is, in fact, a fairly broad spectrum of student backgrounds. Some may speak English well but have little computer skills or experience. For these students the desire to learn how to use a computer is the motive for taking the course.

**Profile of Typical Instructor:** The typical instructor is a mature adult volunteer able to speak sufficient Spanish (or the native language of the students) to

communicate the activities of the course. (Note: while having skill in the students' native language is necessary, the instructor should conduct the course in English as much as possible, which will provide additional opportunity for the students to learn English.) He/she is not necessarily a professional teacher or expert in computing. He/she is, however, educated and has used computers for word processing, email and accessing the Internet and is competent in the computer operations presented in this course.

The course also requires classroom "helpers" to provide one-on-one student assistance. These helpers do not need to be able to speak the native language of the students. Otherwise, the helpers should have the same qualifications as the instructor.

**Requirements:** This course has certain minimal requirements for its success. In fact, the course has been specifically designed to minimize the costs and to use free programs and services available on the Internet and from other public sources. The following outlines the minimum requirements for the course to function as designed:

- Hardware:
  1. A computer "lab" or classroom in which there is a computer for each student (the computers may be stand-alone or connected to a network),
  2. Connection to the internet "on-line" for each of the computers,
  3. Projector connected to the computer (this is a good resource for instructing this class).
  
- Software: The following commercially available software packages form an integral part of the course. As noted above the course has been intentionally designed to rely as much as possible on computer tools available in the public domain, i.e., free via the Internet. ***The course designers have identified certain commercial software packages and internet sites that work well. However, it is recognized that there may be others that are equal or even superior to the ones presented in this document. Identification***

***and use of such resources is encouraged.*** (A feedback form is included for use in telling **USU Extension** about any such useful tools.)

1. Windows 3.1, 95™ or later operating system or equivalent Apple™ /Macintosh™ based system,
  2. Microsoft WORD™ (any Windows™ based word processing program can be substituted),
  3. Mavis Beacon Teaches Typing™ (version 11 has been used with this course, however, other versions will function as well),
  4. ESL Instant Immersion English™.
- Instructors: There should be a minimum of one instructor and enough helpers so that there is an instructor or helper for each four students (this is considered essential). While this may seem to be a high teacher to student ratio, it should be noted that the typical student has never been face-to-face with a computer before. Hence, continual guidance, support and encouragement is desirable. Furthermore, as one of the objectives of the course is to develop trust and improve community relations, the more interfacing that happens between student and instructor/helper the better.
  - Budget: The budget for this course is minimal. However, the following factors should be included:
    1. Computer lab rental (local **USU Extension** facility, High School or other institution of learning or community center),
    2. Software (estimate about \$60-\$100),
    3. Copying costs for the lesson plans (estimate \$2.00 per student),
    4. Teacher compensation (It is desirable that volunteers be recruited to fill the instructor and instructor/helper positions.) If sufficient volunteers are not available, the local community guidelines for paying adult education teachers could be used.
    5. Completion ceremony. For many students the completion of this course will be a unique experience never before enjoyed. Thus, it is suggested that the course plans include a “completion” ceremony consisting of, as a minimum, the presentation of certificates of completion (available from the local **USU Extension** facility - see



the attached listing of **USU Extension** facilities). Consideration should be given to serving refreshments to enhance the completion experience.

**Notice:** Located on the following page is a form to request completion certificates. The form requests each student's name and other information useful to USU Extension for course evaluation purposes. Please return the completed form no less than three weeks before the completion ceremony and the certificates will be mailed to the class instructor.

**Explanation of attached form:**

**Purpose:** For requesting completion certificates from USU Extension.

**When:** This form must be sent to USU Extension no less than three (3) weeks before the time they will be needed.

**How:** This form can be filled out by hand (print very clearly) and mailed or faxed to the address or number indicated below.

Alternatively, you may recreate this form and email it as an attachment to the indicated email address.

**Address to send form:** Clark Israelsen,  
Cache County Agent,  
179 N. Main, No. 200  
Logan, UT 84332

**Email Address:** [clarki@ext.usu.edu](mailto:clarki@ext.usu.edu)

**Telephone/fax:** 435-752-6263 / fax: 435-716-7159

(Note: Mr. Clark Israelsen is also the primary contact within USU Extension regarding this course.)

**Course Tuition:** A cost of \$20 per student is recommended to cover the direct costs of conducting the course.

**COMPLETION CERTIFICATE  
REQUEST FORM**

Please provide the following information:

1. NAME OF ORGANIZATON CONDUCTING THE COURSE:

\_\_\_\_\_

2. LOCATION OF COURSE: \_\_\_\_\_

3. NAME AND ADDRESS OF INSTRUCTOR OR MAIN CONTACT:

NAME: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

\_\_\_\_\_ ZIP \_\_\_\_\_

TELEPHONE: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

EMAIL ADDRESS: \_\_\_\_\_

NAMES OF STUDENTS RECEIVING COMPLETION CERTIFICATES:

Name:	Age:	Years of formal education:
Years in USA:	Describe the job you have now:	
Name:	Age:	Years of formal education:
Years in USA:	Describe the job you have now:	
Name:	Age:	Years of formal education:
Years in USA:	Describe the job you have now:	
Name:	Age:	Years of formal education:
Years in USA:	Describe the job you have now:	

(Please make additional copies of the above as needed to include all students)

# COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

## COURSE OUTLINE

**Facility Preparation:** This course requires a computer laboratory that permits each student to have his/her own workstation. It is essential that the following be completed prior to the first class:

1. All computers checked out and functional,
2. Software to be used with the course loaded and checked out,
3. A log-on procedure established and passwords assigned as appropriate (note: a method of doing this that has worked well is to use a single "user name" and password for all students that works on all computer stations),
4. Check out the internet connection for each of the work stations.

**Instructor Preparation:** The instructors and the instructor/helpers should prepare to teach or assist in teaching this course by doing the following:

1. Become familiar with the particular computing equipment to be used by the students. Specifically, the following should be done sufficiently in advance of the course to allow problems to be corrected and to assure that all is ready when the students arrive for the first class:
  - Turn on the computer,
  - Log on to system to the point that the "desk top" is on the screen using the same procedure and password which the students will be using,
  - Use the mouse to open Microsoft WORD™ (or other word processor),
  - Load and open Mavis Bacon Teaches Typing™ and do first two lessons,
  - Load and open ESL Instant Immersion English™ and practice using the program in the dictionary mode (select Spanish from the list of languages so as to get the English/Spanish dictionary).
  - Connect to and open the internet browser,
  - Open and become familiar with the following internet sites:
    - a. **yahoo.com** is a site to use for email (select "mail" and open the registration page for a free e-mail account)
    - b. **newspapers.com** is a site through which newspapers from around the world may be accessed (select "international" and then one of the countries in an Hispanic country),
    - c. Mark some text in one of the newspapers which you opened and copy it to the clipboard (using File, Copy sequence from the tool bar,
    - d. **altavista.com** or **freetranslations.com** provide the ability to translate text from English to Spanish or vice versa. Place the cursor in the "text to be translated" window and then paste the previously marked text to the box; select the appropriate translation (e.g., Spanish to English) and then translate the text.
    - e. **mundolatino.com** has access to a Spanish language spell checker. Find and select the "Educación" item followed by

"Diccionarios" followed by "ortografía" and then by "verificador de ortografía en línea." This will bring to the screen a Spanish words where may be typed and their spelling can be checked by clicking on the "verificar ortografía" button.

- f. **bonzi.com** is a major network home page which by itself does not need downloading. However, this site has with it a downloadable program called "BonziBuddy" which features a talking, purple gorilla. One of the many functions available allows the user to type or insert text in English and the gorilla will speak the words. This is a useful enrichment tool to help the students hear the pronunciation of English text.
  - g. **excite.es** is a site in Spain that has free voice chat rooms that can handle as many as 20 participants. This site can be used to practice speaking English. From the home page choose "Amigos & Chat" and then "Amigos" from the "VozChat" grouping.
  - h. **espanol.yahoo.com** is a site with connections to a number of linguistic resources. By choosing "Ciencias Sociales" > "Linguística" > "Idiomas" > "Español" > "Diccionarios" you can choose one of several dictionaries.
  - i. **msm.com** is a Microsoft™ site that offers messenger service which includes a feature for having oral conversation with other users via the internet. This is also a course enrichment tool but it requires that the computers be equipped with microphones. The messenger service requires downloading software.
  - j. **ICQ.com** is another site that has, among its many features, a free messenger and oral communication service. This service also requires downloading and microphones.
  - k. **dced.state.ut.us/hispanic** is the home page for the Utah State Office of Hispanic Affairs.
  - l. Search the Internet for the sites of local police departments, health departments and other social services in the local area.
- Print at least one page of text.
2. Have available for the first class the following materials:
    - Student sign-up sheet (obtain name, address and telephone),
    - A folder for each student containing a:
      - a. pencil,
      - b. 3.5" floppy disk and
      - c. a copy of the lesson plan for the first four classes (see attached),
    - Copy paper suitable for the network printer(s),
    - A common password for all students to logon to the system,
    - Receipt forms to give to students who pay for the course.

### **Specific Purposes:**

1. To improve knowledge of the English language through general use of the computer and specific programs,
2. To strengthen literacy in native language

3. Learn the following operations of the computer:
  - Basic computer nomenclature,
  - Turn it on,
  - Log on (concept of password),
  - Use and manipulation of the mouse,
  - Open and close programs,
  - Mark text,
  - Copy text to clip board,
  - Paste text,
  - Save information to a diskette.
4. Improve typing skills by using computer program (Mavis Beacon™),
5. Use computer program (ESL Instant Immersion English™) to improve English vocabulary and word pronunciation,
6. Use the internet to:
  - Learn how to enter address of a site,
  - Move backward and forward from site to site,
  - Read newspapers in native language,
  - Translate from native language to English and vice versa,
  - Create a personal (free) email account and to use it to send email.
7. Learn use of a word processing program (Microsoft WORD™).

**Instructional Content:** This course will contain the following elements:

1. To learn the components and basic use of a computer and associated peripherals, and principal features of a Windows™ based computer system, namely:
  - Monitor and screen,
  - Icons and cursor,
  - Keyboard and its various features,
  - The computer tower, floppy disk reader/writer, and CD-ROM reader,
  - Floppy disks,
  - The mouse with two or three buttons,
  - The printer,
  - Speakers.
2. To become knowledgeable with the process of computing through doing the following:
  - Turn on the system, initiate programs, close programs and like functions,
  - Process audiovisual information by typing, reading, editing, selecting from various drop down tables or other choices,
  - Manipulate text: editing, marking, copying, pasting, saving and printing and
  - Navigate the Internet.
3. Improve typing skills:
  - Open, run and close the program for typing from the desktop,

- Learn and/or increase motor abilities for typing by following the lessons of the typing tutor program.
4. Use computer programs as tools for learning languages:
    - English: vocabulary, pronunciation, reading, writing and comprehension and translation,
    - Spanish: reading, writing, spelling, comprehension and translation.
  5. Use a word processing program.
  6. Use floppy diskette to perform various file functions:
    - Save information to diskette,
    - Open files from diskette,
    - Rename files,
    - Delete files.
  7. Navigate the Web:
    - Learn to access the WEB,
    - Enter addresses and access sites,
    - Navigate using Back, Forward and Links,
    - Copy text from internet sites,
    - Paste text to free translation services,
    - Using a free e-mail service; register for an account,
    - Send and receive e-mail,
    - Attach files to e-mail and send them,
    - Access international sites particularly from country of origin,
    - Use chat rooms (including voice chat rooms).

**Additional material may be included in the course on a case-by-case basis to address the individual needs of the students.**

# COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

## NOTES TO THE TEACHERS

This section provides helpful information to the course instructors and helps regarding specifically the teaching of adults. Each of the following sections was taken from discourses on the subject of adult education. While there is overlap and some redundancy, it is presented here as a resource or, rather, a compilation of resources to help put the volunteer instructor, tutor or helper in the right frame of mind to engage this course. "Feliz Viaje!"

### A. COURSE NOTES

The course is based on the principle of repetition. There are eight lesson plans. They are all connected by common elements. Each lesson plan has a cover page with the purpose, summary content and notes on instructor preparation. The cover page is followed by the "Class Plan", which contains the detailed content of the class. It is intended that the Class Plans be copied and handed out to each student while the cover pages are intended for the instructors use in preparing for the class. Additionally, you will find with the first lesson section a "Class Outline" template in Spanish. It has been found that this outline when prepared for each class helps the students complete the class objectives. Instructors are encouraged to use this template to prepare the Class Outlines for each class. You will find that you may want to vary the content of the classes to meet the needs of the students.

In each Class Plan, times are indicated for each exercise. It is recommended that these times be adhered to as closely as possible. At first, this may seem difficult but, due to the repetitive nature of the course, the students will have plenty of time to learn each exercise over the duration of the course. The tendency will be to want the students to master each exercise before proceeding to the next. Experience has shown that more is learned in the end if you press forward to complete all material in each class.

The course includes some exercises in which students will rotate through a stand-alone workstation manned by a tutor/helper who will assist the students with those particular exercises. They are designed to help the student with English pronunciation. A stand-alone is necessary due to limitations in the ability to download programs to networks running in an institutional environment (the administrator won't let you do it).

A projector connected to the computer is a very useful tool for instructing this course. The fewer helpers there are the more useful the projector becomes and vice versa. It is recommended that the projector be used to show the students how to do the various tasks included in the exercises. Again, repetition is the key. Anticipate that each step will require several instructions before all students will understand it.

It is not unlikely you will experience a class in which the internet operates exceptionally slowly or not at all. In that case, it is suggested that you simply use

the ESL Immersion software and Bonzi program to concentrate on learning English.

## B. CLASSROOM MANAGEMENT

1. Learn the name of each student as quickly as possible and use the student's name in class.
2. In an adult education class it is probably appropriate for everyone (teacher, helper and students) to call each other by their first name. Introduce yourself and tell them the name you prefer to be called then have the helpers and students introduce themselves and tell the name they prefer to be called.
3. Explain the role that the helpers will play in the class.
4. Conduct a full instructional period on the first day of classes.
5. List and discuss the course objectives on the first day. Explain the things that will be taught.
6. Explain how the class will be conducted - instruction, practice, repetition.
7. Be clear that there will be no grades given; they are here to learn and progress at their own rate.
8. Don't be afraid to admit that you don't know all the answers.
9. If a student tells you something in confidence, respect that confidence don't tell others. Avoid making judgments about the things a student tells you. Especially, their legal status in this country is of no concern to you anyone attending the class is welcome.
10. Get a complete list of each student's name, address, phone number.
11. The classroom must be physically and psychologically comfortable. Long lectures, periods of lengthy sitting and the absence of practice opportunities do not lead to comfortable learning.
12. Students learn less from teachers who have a tendency to lecture rather than facilitate a good learning environment. Let the student do the things taught as soon as possible after the instruction.
13. Communicate with your helpers about the class plans. Some possibilities would be to meet 15 minutes before class or exchange email or telephone each one or send a letter telling of teaching plans.



### C. TEACHING STRATEGIES

1. Circulate around the class as you talk or ask questions. This movement creates a physical closeness to the students. Do not allow the arrangement of the classroom to set up artificial barriers between you and the students.
2. Vary your instructional techniques (lecture, discussion, small groups with helpers, interactive computer sites, overheads, etc).
3. Establish good eye contact with students, look at them in a calm way, this is very important both in and out of class.
4. Be prepared to use an alternate teaching approach if the one you've chosen seems not to be working. If your lecture does not seem to be working, break up into small groups and have the helpers go over the material. If several people have the same question go over the material again getting everyone's attention.
5. Throughout the course, but particularly during the crucial first class session:
  - Stress a positive "you can do it!" attitude,
  - Emphasize the willingness of yourself and the helpers to give individual help,
  - Praise the abilities and contributions of students who may seem to be struggling - well timed encouragement could mean the difference between the student staying in the class or dropping out,
  - Encourage the students to talk to you about problems, such as changes in work schedule, or transportation problems, before dropping the class.
6. Use your imagination to think of ways to reinforce positively student accomplishments. Never criticize a student and put him or her in an embarrassing situation.
7. Think about the class each week. What was accomplished this past week? How did students react? What can I do to improve and make learning easier for the students.
8. Learning is made easier when the students are aware of their progress. Positive feedback can motivate them to greater effort because it makes their goals seem attainable. Also, ask the students how they feel they are doing.
9. Praising a student's progress, even praising small accomplishments, improves the chances that the students will retain the material or repeat the behavior.
10. Establish a friendly, open atmosphere that shows the participants that you and the helpers will assist them to learn.

11. Set an appropriate level of difficulty. The degree of difficulty should be set high enough to challenge participants, but not so high that they become frustrated by information overload.
12. Give frequent, early, positive feedback that supports students' beliefs that they can do well. Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.

#### D. GOOD TEACHING

Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different. It's about encouraging student responses and developing the oral communication skills of the quiet students. It's about pushing students to excel; at the same time, it's about being human, respecting others, and being professional at all times.

Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other. Good teaching is also about style. Should good teaching be entertaining? You bet! Does this mean that it lacks in substance? Not a chance!

Effective teaching is not about being locked with both hands glued to a desk or having your eyes fixated on a slide projector while you talk and talk. Good teachers work the room and every student in it. They realize that they are the conductors and the class is the orchestra. All students play different instruments and at varying proficiencies.

This is very important good teaching is about humor. It's about not taking yourself too seriously. It's often about making silly jokes, mostly at your own expense, so that the ice breaks and students learn in a more relaxed atmosphere where you, like them, are human with your own share of faults and shortcomings.

Good teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of class preparation, and designing materials to still further enhance instruction.

At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards ... like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

## E. THE ADULT LEARNER

Adults learn best when:

1. They feel comfortable with the learning environment and they attempt tasks that allow them to succeed within the contexts of their limited time and demanding lives.
2. They provide input into the planning of their own learning goals and processes.
3. They have opportunities to engage in social learning, i.e., they learn from peers as well as from an instructor.
4. They have a variety of options appropriate to their learning styles (including learning by doing, different ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their styles of learning.
5. They are able to associate new learning with previous experiences and to use those experiences while learning.
6. They have an opportunity to apply theory/information to practical situations in their own lives.

Adult learners are diverse, bringing a wealth of life experiences to the learning situation. Active forms of learning help connect the content to the learners' own meaning structures. They:

1. Vary widely among ages, abilities, job experiences, cultural backgrounds, and personal goals.
2. Range in educational backgrounds from no formal schooling through many years of schooling.
3. Carry well developed personal identities.
4. Carry reservoirs of personal experiences, which are learning resources.

Adult learners want to be able to relate content to specific parts of their lives. These contexts are often in the form of a problem issue or concern in their work site. They:

1. Tend to be practical learners.
2. Study to improve their performance in other social roles.
3. Let their schoolwork take a back seat to other responsibilities, such as jobs and families.
4. Expect their class time to be well spent.
5. Hope their courses will help them solve problems in their daily lives.

Adult learners prefer to have some degree of control over their learning. They may evidence a greater or lesser degree of self-motivation depending upon their maturity level and familiarity with the content. They:

1. Tend to be voluntary learners.
2. Believe the decision to participate in the class is an important one.
3. Believe that education will be helpful.

The adults' sense of self has a significant influence on the meaning of the learning situation for that person. Learners have differing degrees of awareness of their own learning styles. They may:

1. Feel embarrassed about coming to the class.
2. Feel embarrassed to join classes with younger students.
3. Hold negative impressions of their own abilities.
4. Hold negative impressions of schools and teachers.

#### F. "TREAT LEARNERS AS ADULTS"

Adults are people whose style and pace of learning has probably changed. Use a variety of teaching strategies such as small group problem solving and discussion. Use auditory, visual, tactile and participatory teaching methods. Reaction time and speed of learning may be slow, but the ability to learn is not impaired by age. Most adults prefer teaching methods other than lecture.

Assess the specific learning needs of your audience before your class or at the beginning of the class. Present single concepts and focus on application of concepts to relevant practical situations. Summarize frequently to increase retention and recall. Material that does not relate to the student's goals, experiences and knowledge becomes meaningless.

Adults are people with bodies influenced by gravity. Plan frequent breaks, even if they are 2-minute "stretch" breaks. During a lecture, a short break every 45-60 minutes is sufficient. In more interactive teaching situations, breaks can be spaced 60-90 minutes apart.

Adults have pride. Support the students as individuals. Self-esteem and ego are at risk in a classroom environment that is not perceived as safe or supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed. Allow people to admit confusion, ignorance, fears, biases and different opinions. Acknowledge or thank students for their responses and questions. Treat all questions and comments with respect. Avoid saying "I just covered that" when someone asks a repetitive question. Remember, the only foolish question is the unasked question.

Adults have a deep need to be self-directing. Engage the students in a process of mutual inquiry. Avoid merely transmitting knowledge or expecting total agreement.

Individual differences among people increase with age. Take into account differences in style, time, types and pace of learning. Use methods that emphasize hearing, touching, seeing and participating, so that students with differing learning styles can progress.

Adults generally want to immediately apply new information or skills to current problems or situations. Learning to use email and "surf" the web connect the student's new skills to practical applications.

New information and skills must be relevant and meaningful to the concerns and desires of the students. Know what the needs are of individuals in your

class. Students do not wish to learn what they will never use. The learning environment must be physically and psychologically comfortable.

#### G. ADULTS AS LEARNERS

Adults are autonomous and self-directed. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).

Adults are goal-oriented. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.

Adults are relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.

Adults are practical, focusing on the aspects of a lesson most useful to them in their work and family. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job and with their family.

As do all learners, adults need to be shown respect. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

# COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

## INSTRUCTOR LESSON PLAN A

Classes 1 – 4 (of 20) (weeks 1 and 2)

**Purpose:** In the first four classes the students will become acquainted with all the tools that will be used in this course. These four class periods can be considered “play time.” In these classes most of the students will progress from first time computer user for whom it will be a challenge to manipulate the mouse and do the most basic of operations to one who has become familiar with the following tasks:

- Turning on the computer
- Logging on the system
- Opening and closing programs
- Using the Mavis Beacon™ program to practice typing
- Using the ESL Instant Immersion English™ dictionary
- Marking text and copying it to the clipboard and then pasting it in another location
- Using a 3.5” floppy to save files
- Connecting to and navigating the internet
- Using the translation features of Altavista.com and/or freetranslator.com
- Opening and creating files in Microsoft Word™

**Instructor Preparation:** The instructor should prepare for these classes (particularly the first one) doing the following:

- Read all the material presented in this course manual with particular attention to the Course Outline
- In the actual computer lab that will be the site of the course, do the steps listed in section 1 of the Course Outline
- Ensure that all of the computers in the computer lab are functioning and that the passwords are entered and ready for logging on to the system
- Ensure that all the materials listed in section 2 of the Course Outline are on hand
- Read over and be familiar with the Student Class Plan which follows
- Prepare a Class Outline for each class session using the enclosed template

**Note:** Each lesson or section (consisting of up to four class sessions) is presented in three parts. The first is this Instructor Lesson Plan in which the lesson plan is presented in overview. The second part of the lesson presentation is the Student Class Plan containing the detailed steps to be followed in each of the exercises. The third part is a Class Outline (in Spanish). This third part is to help the student progress through the exercises as a “check list”. The instructor is encouraged to modify this Class Outline for each and every class session. The Class Outline presented in this first lesson section is intended to be used as a template.

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### Student Class Plan A: Classes 1 – 4 (weeks 1 and 2)

Use basic components: monitor, keyboard, mouse and buttons, printer

#### 1. Introduction and getting started exercise: (10 minutes)

- Instructor introduces him/her self and covers the following points: (First class only)
  - Introductions
  - Structure of the course (lesson plans)
  - Content of package given to each student
    - = folder
    - = lesson plans
    - = 3-1/2 in. floppy diskette
    - = pencil
  - Ask students to bring the folder and floppy diskette to each class
  - Explain the lesson plan for the first four lessons
  - Outline the purposes and objectives of the class
  - Introduce the students to the computer
    - = names of the parts
      - computer tower
      - floppy drive
      - cd-rom drive
      - on-off button or switch
      - monitor (on-off control)
      - key board:
        - enter keys
        - cursor control keys
        - backspace/delete keys
        - caps lock key
        - standard key board
        - 10-key number pad
      - mouse:
        - left button
        - right button
        - how to use the mouse
          - single click
          - double click
  - How to turn on the computer
  - How to log on to the computer
  - How to open a program using an icon on desktop
  - How to open a program using Start, Programs path
  - How to insert the floppy diskette into the drive
  - How to minimize program
  - How to terminate or shutdown programs
  - How to restore program from run bar
- Turn on computer

- Log in:  
 Name: \_\_\_\_\_  
 Password: \_\_\_\_\_  
 (Each student turns on and logs on with assistance from instructor or helper.)

2. Typing practice: (15 minutes)

- Open Typing program: Mavis Beacon™ Typing software,
  - Double click on Mavis Beacon icon on "desktop"
  - Follow instructions (choose "standard" lesson)
- Exercise typing 15 minutes
- Close typing program
- NOTE: The purpose of the typing program is to help familiarize the students with the keyboard and to improve the motor skills. It serves as a good transition to begin the class but should not be done for more than the allotted 15 minutes. If there is time at the end of the period the students may return to practice more.

3. English exercise: (10 - 15 minutes) This exercise is included as an essential part of the program to help ESL students build vocabulary and to improve word pronunciation.

- Open Dictionary program: ESL Instant Immersion™ software
  - Double click on ESL icon
  - Select Spanish
  - Select Diccionario
- Open words beginning with letters A,B,C,D,E or F from alphabet by clicking on the respective letter in the window on the left side of the screen
- Read and pronounce A,B,C, D,E,F initial screen English words
- Print a list of words beginning with A,B,C,D,E or F (one list)
  - Click on "imprimir" that is located under the list of words being displayed on the screen

4. Spanish\English writing exercise: (15 - 20 minutes)

- Using the list printed in exercise 3, translate from English to Spanish five (5) of the initial A-B-C, D-E-F words (or words from the subject list); write on the printed sheet
- Close Dictionary program
- Open a new file on the floppy (A):
  - Insert your work disk in floppy (A)
  - To open a new file on Microsoft Word document
    - = click the **START** button
    - = click on **PROGRAMS**
    - = click on **Microsoft WORD**
    - = click on short cut to New Document
  - To rename new Word file with today's date class
    - = click **File** and then **Save As**



- = click **Save in** box and then select "3-1/2" Floppy"
- = in **File name** box type the class date (example: Jan 15 2001 or 011501 or 15 de enero 2001)
- = click on "Save" or press <Enter>
- Type the list of words with the English to Spanish translated words from the preceding exercise
- To save the document in today's work file on the floppy:
  - = click on **File** and then **Save** or
  - = click on the short cut icon for saving (the symbol that looks like a floppy diskette)
- Copy the Spanish A-B-C, D-E-F words lists to the clipboard
  - First mark the words by positioning the mouse at the beginning of the first word and then push and hold the left mouse button while dragging the mouse to the end of the last word in the list (all the words should be high-lighted)
    - = click on **Edit**
    - = click on **Copy**
  - Minimize the Word program by clicking on the minimize box in the upper right hand corner of the screen
- Open Spanish speller program found in the internet site **mundolatino.com** :
  - Double click on the Internet Explorer icon on the desk top
  - When the home page appears type [www.mundolatino.com](http://www.mundolatino.com) in the address box
  - Press <enter>
  - When the MundoLatino home page appears click on "Educación"
  - Click on "Diccionarios"
  - Click on "Ortografía"
  - Click on "Verificar de Ortografía en Linea"
  - (This process can be shown by:
    - > Educación > Diccionarios > Ortografía > Verificar de Ortografía en Linea)
  - Paste Spanish A-B-C, D-E-F words' lists into the box and click on "Verificar Ortografía" to check Spanish spelling
    - = click anywhere in the box to place the cursor in the box
    - = press the "Ctrl" key and hold it then press the "V" key at the same time
    - = the word list will be placed in the box, click on "Verificar Ortografía"

- = words spelled incorrectly will be presented in red
- = change the spelling of the words by clicking "cambiar"
- Copy corrected Spanish words to clipboard
  - = mark the words
  - = press the "Ctrl" key and hold it and then press the "C" key at the same time
- To paste corrected Spanish words into class document in WORD:
  - = click on the "Microsoft Word" minimize box at bottom of screen (This will maximize the Word Program and today's lesson file should be on the screen)
  - = with the mouse position the cursor at the location where it is desired to paste the words
  - = click on **Edit**
  - = click on **Paste**
- Save document as before

5. English exercise: (15 minutes)

- Open the WORD file on floppy (A) exercise disk that was created in exercise 4 above:
  - Insert your work disk in floppy (A) (may still be there)
  - Open "My Computer" by double clicking on icon
  - Open floppy (A): Disk Drive by double clicking on icon
  - Open the today's work file by double clicking on the name of today's work file (the program Microsoft Word™ will automatically start and today's work file will appear with the information that was saved displayed)
- Type the English list translated words at the end of the file
- Save document
  - Click on **File** and then on **Save** or
  - Click on the icon that looks like a floppy disk or
  - Press the "Ctrl" key and while holding it down press the "S" key
  - Minimize WORD by clicking on the minimize box in the upper right corner of the computer screen

6. Access the Internet: (30 - 40 minutes)

- Spanish exercise:
  - Open web site **newspapers.com**:
    - = go to desk top and double click on the internet Explorer icon
    - = when the home page appears type [www.newspapers.com](http://www.newspapers.com) in the address box
    - = press <Enter>

- = the home page for newspapers.com will appear
- = click in the oval named "international"
- = select the country of choice from the list that is displayed
- = select a newspaper from the list that is displayed
- Read about country chosen
- Select information for copying to the work disk by marking the text:
  - = using the mouse, put the cursor at the top, left part of the text to be marked
  - = press the left mouse button and hold it down while moving the mouse to the end of the text to be marked
  - = release the mouse button
- Copy selected information to the work disk by:
  - = clicking on **File** in tool bar (top of page)
  - = click on **Copy** in the drop down menu
- Paste information on the work disk by:
  - = clicking on the Microsoft Word minimized box at the bottom of the computer screen
  - = when the today's WORD file is displayed on the screen, place the cursor at the bottom of the text and click the mouse
  - = click on **File**
  - = click on **Paste**
- Save the file
- Print saved information:
  - = click on **File**
  - = click on **Print**
  - = click on **OK** in the printer control window that appears or
  - = for a short cut click on the symbol of a printer in the tool bar at the top of the screen
- Minimize the WORD program
- English exercise:
  - Find in the web Spanish/English translator tool in the web site Altavista.com
  - Open the Internet Explorer program (see above)
  - Type in the address box [www.altavista.com](http://www.altavista.com)
  - Press <Enter>
  - When the Altavista.com home page appears click on "Translate" (located under "Services")
- Paste Spanish information on translator:
  - Click anywhere in the box titled "Text enter text for translation" to place the cursor in that box
  - Click **Edit**

- Click **Paste** (the text marked previously will appear in the text to be translated box)
- Translate information:
  - Click in the box titled "translate from" (a drop-down menu will appear with choices of languages)
  - Click on "Spanish to English"
  - Click on the "Translate" button (the translation will appear in a separate box)
- Select translation:
  - Mark the text displayed in the translated text box:
    - = place the mouse at the beginning of the text
    - = while holding the left button down, move the mouse to the end of the text
    - = release the mouse button
- Copy translation as done before
- Paste the translation in WORD as done before
- Save translation in work disk as done before
- Print saved translation

7. Finish the class session: (5 - 10 minutes)

- Exit the web
- Click on the Microsoft WORD minimize button
- Close WORD:
  - Programs can always be closed by clicking on the "X" in the top right corner of the screen
- Close Windows
- Turn off computer

8. Enrichment exercise - This exercise will be done using a stand-alone computer using a downloaded program that changes text to spoken words. Each student will have one-on-one instruction with a helper. The program found on the internet at **bonzi.com** features a talking cartoon character in the form of a gorilla. This gorilla talks to the user in English and will even speak that which is written in a certain location. For this service to be available, the program must be down loaded from the internet. It may not be down loaded to the computers that are connected to the networks used for this course. However, the program may be down loaded to a stand-alone computer. To down load this program to a stand-alone computer do the following:

- Open Internet Explorer (or Netscape internet browser)
- Go to **bonzi.com**
- Click on the little purple gorilla "Bonzi Buddy" logo located in the upper left of the bonzi.com home page
- Click on the option to down load Bonzi Buddy software
- Click on "Download BonziBUDDY Now - free" and follow the steps on the screen

- After the program is down loaded, open BonziBuddy by double clicking on the icon on the desk top
- Click on the belly of the gorilla who appears and speaks
- A window titled "Welcome to BonziWORLD" should be displayed
- Click on the "Ask Me To..." tab
- Click on the choice labeled "Speak"
- A window titled "Speak Bonzi, Speak will appear with a box for text
- You may type text into the box or paste text that was previously copied to the clipboard (or onto the student's work disk) and then click on the button marked "Say it!"
- To paste text previously copied to the clipboard:
  - Press the Ctrl key and, while holding it down, press the "V" key. (This short cut will always work to paste text copied to the clipboard in the spot selected.)
- Click on the "Say it!" button to hear the gorilla say the words that appear in the text box
- close Bonzi.com

Each student will be called from his/her work station to spend 10 minutes each session using the BonziBuddy to hear the words written or pasted spoken in English.

## COMPUTER ASSISTED LITERACY FOR NON -ENGLISH SPEAKERS

PROGRAMA PARA LA CLASE No. \_\_\_\_ Fecha:

Maestro:

Maestros Voluntarios:

1. RECOGER PROGRAMA DE LA CLASE. INTRODUCCION Y EJERCICIO PARA INICIAR: 5 minutos
2. EJERCICIO CON MAVIS-BACON. TECLADO : 10 minutos
3. EJERCICIO CON DICTIONARY. LEER Y ESCUCHAR VOCABULARIO EN INGLES: 30 minutos.
  - ABRIR EL PROGRAMA DICTIONARY
  - LEER Y ESCUCHAR PALABRAS CON LETRAS A,B,C,D,E o F
  - IMPRIMIR LISTAS DE PALABRAS
  - TRADUCIR CINCO (5) PALABRAS EN LAS LISTAS
  - CERRAR DICTIONARY
  - COLOCAR DISCO DE TRABAJO EN FLOPPY "A"
4. EJERCICIO CON MICROSOFT WORD. PRACTICAR CON PROCESADOR DE PALABRAS: 10 minutos
  - GUARDAR LAS PALABRAS TRADUCIDAS EN ARCHIVO NUEVO EN DISCO DE TRABAJO, CON NOMBRE DEL ESTUDIANTE Y LA FECHA DE HOY
  - SELECCIONAR Y COPIAR PALABRAS TRADUCIDAS EN INGLES Y ESPAÑOL
5. EJERCICIO CON [www.mundolatino.com](http://www.mundolatino.com) CHECAR ORTOGRAFÍA EN ESPAÑOL: 15 minutos
  - ABRIR ICONO Y PARA ENTRAR A LA WEB
  - ENTRAR A: [www.mundolatino.com](http://www.mundolatino.com)
  - EMPASTAR EN LA PANTALLA DE CHECAR OTROGRAFÍA
  - CHECAR ORTOGRAFÍA, COPIAR, EMPASTAR EN DISCO DE TRABAJO Y GUARDAR
6. EJERCICIO CON [www.newspapers.com](http://www.newspapers.com) LEER EN ESPAÑOL: 15 minutos
  - BUSCAR INFORMACION EN PAIS DE ORIGEN. SELECCIONAR Y COPIAR
7. EJERCICIO CON [www.altavista.com](http://www.altavista.com) TRADUCIR ESPAÑOL A INGLES: 15 minutos
  - EMPASTAR EN TRADUCTOR
  - SELECCIONAR TRADUCCIÓIN, COPIAR, EMPASTAR EN DISCO DE TRABAJO Y GUARDAR
  - CERRAR PROGRAMAS
8. EJERCICIO CON [www.bonzi.com](http://www.bonzi.com) LECTURA EN INGLES: 10 minutos
  - ABRIR ARCHIVO DE LA CLASE
  - SELECCIONAR, Y COPIAR LA TRADUCCION AL INGLES
  - EN EL CUADRO DE HABLAR EMPASTAR LA COPIA DE DISCO "A"
  - LEER Y ESCUCHAR A bonzi
9. CERRAR PROGRAMAS. APAGAR COMPUTADORA, MONITOR Y BOCINAS

Buenas noches

**(Note to instructor: This outline is presented here as an example of a class outline. This has proven to be a useful tool in helping the students follow the lesson plan. It is suggested that this example be used as a template for creating your own outline for each class.)**

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### INSTRUCTOR LESSON PLAN B

Classes 5 – 8 (of 20) (weeks 3 & 4)

**Purpose:** In this second group of classes, consisting of four class sessions the students will continue practicing the skills introduced in the first four classes. Specifically, this group of lessons will give the student more experience with the following:

- Opening and closing programs
- Using the Mavis Beacon™ program to practice typing
- Using the ESL Instant Immersion English™ dictionary
- Marking text and copying it to the clip board and then pasting it in another location
- Using a 3.5" floppy to save files
- Connecting to and navigating the internet
- Using the services of Mundolatino.com to spell check Spanish words
- Using the translation features of Altavista.com and/or freetranslator.com
- Opening and creating files in Microsoft Word™

New material to be covered in this lesson block: (This material is optional in this block for those students who have mastered the above material.)

- Registering for free email address
- Sending and receiving email

**Instructor Preparation:** The instructor should prepare for these classes (particularly the first one) doing the following:

- Read all the material presented in this course manual with particular attention being given to the Course Outline
- Read over and be familiar with the Class Plan which follows
- Prepare Class Outline, in Spanish, for each class using template

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### Student Class Plan B: Classes 5 - 8 (weeks 3 & 4)

Continued practice using computer to:

- Practice typing
- Learn ELS
- Navigate the Internet
- Mark, copy and paste text
- Save files to floppy diskette
- Spell check
- Translate text

New material: (optional)

- Open free email account
- Send and receive email

#### 1. Introduction and getting started exercise:

- Turn on computer,
- Log in:  
Name: \_\_\_\_\_  
Password: \_\_\_\_\_

#### 2. Typing practice: (10 minutes)

- Open Typing program: Mavis Beacon™ Typing software
  - Double click on Mavis Beacon icon on "desktop"
  - Follow instructions (chose "standard" lesson)
- Exercise typing 10 minutes
- Close Typing program
- NOTE: The purpose of the typing program is to help familiarize the students with the keyboard and to improve the motor skills. It serves as a good transition to begin the class but should not be done for more than the allotted 10 minutes. If there is time at the end of the period the students may return to practice more.

#### 3. English exercise: (10 - 15 minutes) This exercise is included as an essential part of the program to help the ESL student build vocabulary and to improve word pronunciation.

- open Dictionary program: ESL Instant Immersion™ software
  - Double click on ESL icon
  - Select Spanish
  - Select Dictionario
- Open words beginning with letters G,H,I,J,K or L from alphabet by clicking on the respective letter in the window on the left side of the screen
- Read and pronounce G,H,I,J,K,L initial screen English words
- Print a list of words beginning with G,H,I,J,K or L (one list)



- Click on "imprimir" that is located under the list of words being displayed on the screen
4. Spanish\English writing exercise: (20 minutes)
- Using the list printed in exercise 3, translate from English to Spanish five (5) of the initial G,H,I,J,K,L words (or words from the subject list); write on the printed sheet
  - Close Dictionary program
  - Open a new file on the floppy (A):
    - Insert your work disk in floppy (A)
    - Open a new file on Microsoft Word document (refer to instructions presented in Class Plan A)
    - Rename new Word file with today's date class (refer to instructions presented in Class Plan A)
    - Type the list of words with the English to Spanish translated words from the preceding exercise
    - Save the document in today's work file on the floppy (refer to instructions presented in Class Plan A)
  - Copy the Spanish G,H,I,J,K,L words lists to the clipboard
  - Minimize the Word program by clicking on the minimize box in the upper right hand corner of the screen
  - open Spanish speller program found in the internet site **mundolatino.com** (refer to instructions in Class Plan A):
    - Paste Spanish G,H,I,J,K,L words' lists into the box and click on "Verificar Ortografía" to check Spanish spelling
    - Copy corrected Spanish words to clipboard
    - Paste corrected Spanish words into class document in WORD (refer to instructions in Class Plan A)
    - Save document
5. English exercise: (10 - 15 minutes)
- Open the WORD file on floppy (A) exercise disk that was created in exercise 4 above
  - Type the English list translated words at the end of the file
  - Save document
6. Access the Internet: (20 - 30 minutes)
- Spanish exercise:
    - Open web site **newspapers.com**
    - Read about country chosen
    - Select information for copying to the work disk by marking the text
    - Copy selected information to the work disk
    - Paste information on the work disk
    - Save the file
    - Print saved information
    - Minimize the WORD program

- English exercise:
    - Find in the web Spanish/English translator tool in the web site **altavista.com**
    - Open the Internet Explorer program (see above)
    - Type in the address box [www.altavista.com](http://www.altavista.com)
    - Press <Enter>
    - When the Altavista.com home page appears, click on "Translate" (located under "Services")
  - Paste Spanish information on translator
  - Translate information
  - Select or mark translation
  - Copy translation as done before
  - Paste the translation in WORD as done before
  - Save translation in work disk as done before
  - Print saved translation
7. Email (This exercise is optional in this block of lessons depending on the individual student's progress in the course. If done, it takes the place of the preceding exercise, accessing the Internet.)
- Open an email account
 

(Note: there are many free email services. This course has chosen **yahoo.com**. However, others may be used if the student has a different preference.)

    - Go to **yahoo.com**
    - On the Yahoo.com home page click on Yahoo! Mail in top left of page
    - Click on "Sign me up!"
    - Fill in the form that is displayed (if help is needed ask an instructor)
  - Send an email
    - Go to **yahoo.com**
    - Click on "Yahoo Mail!"
    - Sign in using the user name and password created before
    - Click "compose"
    - Click in "To:" box and type address of person to whom the mail will be sent (suggest another student in the class)
    - Click in text box and write a note or letter to the recipient
    - Before sending the email, mark the text and copy it to the clipboard
  - Spell check your letter before sending it (optional)
    - Go to **mundolatino.com**
    - Go to spelling verification program as in Class Plan A
    - Paste the letter written in the box and click "verificar ortografía"
    - Copy the corrected letter to the clipboard

- Send email by returning to **yahoo.com** using the "Back" button
  - Position the cursor in the box and paste the corrected spelling in the box
  - Send the mail by clicking on the "Send" button
- Receive email
  - Go to **yahoo.com**
  - Click on "Yahoo! Mail"
  - Sign in as before using the user name and password
  - Click on "Check Mail"
  - Click on the mail subject to open it
- Reply to email
  - While still in yahoo mail and while there is an incoming letter on the screen click on "Reply" button
  - Place cursor at top, left corner of the text box and type a reply to the letter
  - When finished, send the reply by clicking on the "Send" button

8. Finish the class session (5 minutes)

- Exit the web
- Click on the Microsoft WORD minimize button
- Close WORD
- Close Windows
- Turn off computer and monitor

Note to Student: If there is still time in the class session you may repeat any of the exercises in the class plan. If you desire to go ahead to other things please speak to the class instructor.

9. Enrichment Exercise: (10 minutes per student)

Individual students will work one-on-one with a helper on a stand-alone computer using BonziBuddy to do the speaking exercise introduced in the first block of lessons. Each student should bring with him/her a work diskette on which text taken off the internet is stored. This exercise consists of pasting text into the "speaker" box of the BonziBuddy and listening to the gorilla speak the words.

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### INSTRUCTOR LESSON PLAN C

Classes 9 – 12 (of 20) (weeks 5 & 6)

**Purpose:** In this third group of classes, consisting of four class sessions, the students will continue practicing the skills introduced in the first four classes. Specifically, this group of lessons will give the student more experience with:

- Opening and closing programs
- Using the Mavis Beacon™ program to practice typing
- Using the ESL Instant Immersion English™ dictionary
- Marking text and copying it to the clip board and then pasting it in another location
- Using a 3.5" floppy to save files
- Connecting to and navigating the internet
- Using the services of Mundolatino.com to spell check Spanish words
- Using the translation features of Altavista.com and/or freetranslator.com
- Opening and creating files in Microsoft Word™

New material to be covered in this lesson block (note: the email exercise was presented as an optional one in the preceding Class Plan B. Some of the students may have already done it while others have not.)

- Register for free email address
- Send and receive e-mail
- Use a voice chat room

**Instructor Preparation:** The instructor should prepare for these classes by doing the following:

- Read all the material presented in this course manual with particular attention being given to the Course Outline
- Read over and be familiar with the Class Plan which follows
- Prepare a "Class Outline" for each class session using template

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### Student Class Plan C: Lessons 9 - 12 (weeks 5 & 6)

Continued practice using computer to:

- Practice typing
- Learn ELS
- Navigate the Internet
- Mark, copy and paste text
- Save files to floppy diskette
- Spell check
- Translate text

New material:

- Register for free email account
- Send and receive email
- Use a voice chat room

#### 1. Introduction and getting started exercise:

- Turn on computer
- Log in:  
Name: \_\_\_\_\_  
Password: \_\_\_\_\_

#### 2. Typing practice: (10 minutes) NOTE: This exercise may be moved to the end of the class session at the discretion of the instructor.

- Open Typing program: Mavis Beacon™ Typing software
  - Double click on Mavis Beacon icon on "desktop"
  - Follow instructions (chose "standard" lesson)
- Exercise typing 10 minutes
- Close Typing program
- NOTE: The purpose of the typing program is to help familiarize the students with the keyboard and to improve the motor skills. It serves as a good transition to begin the class but should not be done for more than the allotted 10 minutes. If there is time at the end of the period the students may return to practice more.

#### 3. English exercise: (10 - 15 minutes) This exercise is included as an essential part of the program to help the ESL student build vocabulary and to improve word pronunciation.

- Open Dictionary program: ESL Instant Immersion™ software
  - Double click on ESL icon
  - Select Spanish
  - Select Diccionario
- Open words beginning with letters M,N,O,P,Q or R from alphabet by clicking on the respective letter in the window on the left side of the screen
- Read and pronounce M,N,O,P,Q or R English words

- Print a list of words beginning with M,N,O,P,Q or R (one list)
    - Click on "imprimir" that is located under the list of words being displayed on the screen
4. Spanish\English writing exercise: (15 - 20 minutes)
- Using the list printed in exercise 3, translate from English to Spanish five (5) of the initial M,N,O,P,Q or R words; write on the printed sheet
  - Close Dictionary program
  - Open a new file on the floppy (A):
    - Insert your work disk in floppy (A),
    - Open a new file on Microsoft Word document (refer to instructions presented in Class Plan A)
    - Rename new Word file with today's date class (refer to instructions presented in Class Plan A)
    - Type the list of words with the English to Spanish translated words from the preceding exercise
    - Save the document in today's work file on the floppy (refer to instructions presented in Class Plan A)
  - Copy the Spanish M,N,O,P,Q or R words lists to the clipboard
  - Minimize the Word program by clicking on the minimize box in the upper right hand corner of the screen
  - Open Spanish speller program found in the internet site **mundolatino.com** (refer to instructions in Class Plan A):
    - Paste Spanish M,N,O,P,Q or R words' lists into the box and click on "Verificar Ortografía" to check Spanish spelling
    - Copy corrected Spanish words to clipboard
    - Paste corrected Spanish words into class document in WORD (refer to instructions in Class Plan A)
    - Save document
5. English exercise: (10 - 15 minutes)
- Open the WORD file on floppy (A) exercise disk that was created in exercise 4 above
  - Type the English list translated words at the end of the file
  - Save document
6. Access the Internet (20 - 30 minutes)
- Open an email account
 

(Note: there are many free email services. This course has chosen yahoo.com. However, others may be used if the student has a different preference.)

    - Go to **yahoo.com**
    - On the Yahoo.com home page click on Yahoo! Mail in top left of page
    - Click on "Sign me up!"
    - Fill in the form that is displayed (if help is needed ask an instructor)

- Send an email
  - Go to **yahoo.com**
  - Click on "Yahoo Mail!"
  - Sign in using the user name and password created before
  - Click "compose"
  - Click in "To:" box and type address of person to whom the mail will be sent (suggest another student in the class)
  - Click in text box and write a note or letter to the recipient
  - Before sending the email, mark the text and copy it to the clipboard
- Spell check your letter before sending it
  - Go to **mundolatino.com**
  - Go to spelling verification program as in Class Plan A
  - Paste the letter written in the box and click "verificar ortografía"
  - Copy the corrected letter to the clipboard
- Send email by returning to **yahoo.com** using the "Back" button
  - Position the cursor in the box and paste the corrected spelling in the box
  - Send the mail by clicking on the "Send" button
- Receive email
  - Go to **Yahoo.com**
  - Click on "Yahoo! Mail"
  - Sign in as before using the user name and password
  - Click on "Check Mail"
  - Click on the mail subject to open it
- Reply to email
  - While still in yahoo mail and while there is an incoming letter on the screen click on "Reply" button
  - Place cursor at top, left corner of the text box and type a reply to the letter
  - When finished, send the reply by clicking on the "Send" button

7. Access and navigate the Internet: (15 - 20 minutes) (at option of the individual student)

- Spanish exercise:
  - Open web site **newspapers.com**
  - Read about country chosen
  - Select information for copying to the work disk by marking the text
  - Copy selected information to the work disk
  - Paste information on the work disk
  - Save the file
  - Minimize the WORD program

- English exercise:
    - Find in the web Spanish/English translator tool in the web site **altavista.com**
    - Open the Internet Explorer program (see above)
    - Type in the address box [www.altavista.com](http://www.altavista.com)
    - Press the Enter key
    - When the Altavista.com home page appears click on "Translate" (located under "Services")
  - Paste Spanish information on translator
  - Translate information
  - Select or mark translation
  - Copy translation as done before
  - Paste the translation in WORD as done before
  - Save translation in work disk as done before
8. Use Voice-Chat through the Internet: (15 - 20 minutes)
- This exercise is a new one for this block of lessons. It may be done any time during the four lesson block and not necessarily in the first lesson of the block. Do the following:
- Connect the microphone to the computer
  - Open Internet Explorer
  - Go to **excite.es**
  - Click on "Amigos & Chat"
  - Click on "Amigos" from the list of salas under "VozChat"
  - Enter the name of the individual student
  - Join the chat room previously set up by the instructors
  - Talk among each other with the instructor
9. Finish the class session: (5 - 10 minutes)
- Exit the web
  - Click on the Microsoft WORD minimize button
  - Close WORD
  - Close Windows
  - Turn off computer speakers and monitor

Note to Student: If there is still time in the class session you may repeat any of the exercises in the class plan. If you desire to go ahead to other things please speak to the class instructor.

10. Enrichment Exercise: (10 minutes per student)

Individual students will work one-on-one with a helper in a stand-alone computer using BonziBuddy to do the speaking exercise introduced in the first block of lessons. Each student should bring with him/her a work diskette on which they have copied and stored text taken off the internet. This exercise consists of pasting text into the "speaker" box of the BonziBuddy and listening to the gorilla speak the words.



## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### INSTRUCTOR LESSON PLAN D

Classes 13 – 14 (of 20) (week 7)

**Purpose:** In this fourth group of classes, consisting of two class sessions, the students will continue practicing the skills introduced in the prior classes. Specifically, this group of lessons will give the student more experience with:

- Opening and closing programs
- Using the Mavis Beacon™ program to practice typing
- Using the ESL Instant Immersion English™ dictionary
- Marking text and copying it to the clipboard and then pasting it in another location
- Using a 3.5" floppy to save files
- Connecting to and navigating the internet
- Using the services of Mundolatino.com to spell check Spanish words
- Using the translation features of Altavista.com and/or freetranslator.com
- Opening and creating files in Microsoft Word™
- Using email.

New material to be covered in this lesson block:

- Using free internet messenger service **msn.com**
  - Bilingual communication; speaking and writing
- (Note: this will be an enrichment exercise designed more to show the students what is available on the internet than to teach the details of how to use the services. It should be emphasized that this and other services available on the internet are excellent tools for practicing speaking and writing English with others from around the world.)

**Instructor Preparation:** The instructor should prepare for these classes by doing the following:

- Read over and be familiar with the Class Plan which follows
- Prepare Class Outline for each class session using template
- Download msn messenger from **msn.com** on to stand-alone computer and test out its functions including voice chat.

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### Student Class Plan D: Classes 13 & 14 (week 7)

Continued practice using computer to:

- Practice typing
- Learn ELS
- Navigate the Internet
- Mark, copy and paste text
- Save files to floppy diskette
- Spell check
- Translate text
- Send and receive email
- Use voice chat

New material:

- Use **msn.com** messenger service

1. Introduction and getting started exercise:

- Turn on computer
- Log in:

Name: \_\_\_\_\_

Password: \_\_\_\_\_

2. Typing practice: (10 minutes) NOTE: This exercise may be moved to the end of the class session at the discretion of the instructor.

- Open Typing program: Mavis Beacon™ Typing software
  - Double click on Mavis Beacon icon on "desktop"
  - Follow instructions (chose "standard" lesson)
- Exercise typing 10 minutes
- Close Typing program
- NOTE: The purpose of the typing program is to help familiarize the students with the keyboard and to improve the motor skills. It serves as a good transition to begin the class but should not be done for more than the allotted 10 minutes. If there is time at the end of the period the students may return to practice more.

3. English exercise: (10 minutes) This exercise is included as an essential part of the program to help the ESL student build vocabulary and to improve word pronunciation.

- Open Dictionary program: ESL Instant Immersion™ software
  - Double click on ESL icon
  - Select Spanish
  - Select Diccionario
- Open words beginning with letters M,N or O from alphabet by clicking on the respective letter in the window on the left side of the screen
- Read and pronounce M,N or O English words
- Print a list of words beginning with M,N or O (one list)

- Click on "imprimir" that is located under the list of words being displayed on the screen
4. Spanish\English writing exercise: (10 - 15 minutes)
- Using the list printed in exercise 3, translate from English to Spanish five (5) of the initial M,N or O; write on the printed sheet
  - Close Dictionary program
  - Open a new file on the floppy (A):
    - Insert your work disk in floppy (A)
    - Open a new file on Microsoft Word document (refer to instructions presented in Class Plan A)
    - Rename new Word file with today's date class (refer to instructions presented in Class Plan A)
    - Type the list of words with the English to Spanish translated words from the preceding exercise
    - Save the document in today's work file on the floppy (refer to instructions presented in Class Plan A)
  - Copy the Spanish M,N or O words lists to the clipboard
  - Minimize the Word program by clicking on the minimize box in the upper right hand corner of the screen
  - Open Spanish speller program found in the internet site **mundolatino.com** (refer to instructions in Class Plan A):
    - Paste Spanish M,N or O words' lists into the box and click on "Verificar Ortografía" to check Spanish spelling
    - Copy corrected Spanish words to clipboard
    - Paste corrected Spanish words into class document in WORD (refer to instructions in Class Plan A)
    - Save document
5. English exercise: (5 - 10 minutes)
- Open the WORD file on floppy (A) exercise disk that was created in exercise 4 above
  - Type the English list translated words at the end of the file
  - Save document
6. Access the Internet: (15 - 30 minutes)
- Send an email:
    - Go to **yahoo.com**
    - Click on "Yahoo Mail!"
    - Sign in using the user name and password
    - Click "compose"
    - Click in "To:" box and type address of person to whom the mail will be sent (suggest another student in the class)
    - Click in text box and write a note or letter to the recipient

- Before sending the email, mark the text and copy it to the clipboard
- spell check your letter before sending it (optional):
  - Go to **mundolatino.com**
  - Go to spelling verification program as in Class Plan A
  - Paste the letter written in the box and click "verificar ortografía"
  - Copy the corrected letter to the clipboard
- Send email by returning to **yahoo.com** using the "Back" button:
  - Position the cursor in the box and paste the corrected spelling in the box
  - Send the mail by clicking on the "Send" button
- Receive email:
  - Go to **Yahoo.com**
  - Click on "Yahoo! Mail"
  - Sign in as before using the user name and password
  - Click on "Check Mail"
  - Click on the mail subject to open it
- Reply to email:
  - While still in yahoo mail and while there is an incoming letter on the screen click on "Reply" button
  - Place cursor at top, left corner of the text box and type a reply to the letter
  - When finished, send the reply by clicking on the "Send" button

7. Access and navigate the internet: (15 - 20 minutes) (at option of the individual student)

- Spanish/English exercise:
  - Open web site **newspapers.com**
  - Read about country chosen
  - Select information for copying to the work disk by marking the text
  - Copy selected information to the work disk
  - Paste information on the work disk
  - Save the file
  - minimize the WORD program
- English exercise:
  - Find in the web Spanish/English translator tool in the web site **altavista.com**
  - Open the Internet Explorer program (see above)
  - Type in the address box [www.altavista.com](http://www.altavista.com)
  - Press the Enter key
  - When the Altavista.com home page appears click on "Translate" (located under "Services")
- Paste Spanish information on translator
- Translate information
- Select or mark translation

- Copy translation as done before
  - Paste the translation in WORD as done before
  - Save translation in work disk as done before
8. Enrichment Exercise: Use free **msn.com** messenger service: (15 minutes) Note: the msn messenger service requires that software be downloaded. The following assumes that the software will be downloaded to a stand-alone computer and used from that computer to demonstrate its use to each of the students. On stand-alone computer:
- Go to **msn.com** web site
  - Click on msn messenger service
  - Have each student use this service to communicate with someone else (either another student or perhaps someone at another location with whom prior arrangements have been made)
9. Finish the class session: (5 minutes)
- Exit the web
  - Click on the Microsoft WORD minimize button
  - Close WORD
  - Close Windows
  - Turn off computer

Note to Student: If time there is still time in the class session you may repeat any of the exercises in the class plan. If you desire to go ahead to other things please speak to the class instructor.

10. Enrichment Exercise: (If time and the number of helpers permits) (10 minutes per student)
- Individual students will work one-on-one with a helper in a stand-alone computer using BonziBuddy to do the speaking exercise introduced in the first block of lessons. Each student should bring with him/her a work diskette on which they have copied and stored text taken off the internet. This exercise consists of pasting text into the "speaker" box of the BonziBuddy and listening to the gorilla speak the words.

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### INSTRUCTOR LESSON PLAN E

Classes 15 – 16 (of 20) (week 8)

**Purpose:** In this fifth group of classes, consisting of two class sessions, the students will continue practicing the skills introduced in the prior classes. Specifically, this group of lessons will give the student more experience with:

- Opening and closing programs
- Using the Mavis Beacon™ program to practice typing
- Using the ESL Instant Immersion English™ dictionary
- Marking text and copying it to the clipboard and then pasting it in another location
- Using a 3.5" floppy to save files
- Connecting to and navigating the internet
- Using the services of Mundolatino.com to spell check Spanish words
- Using the translation features of Altavista.com and/or freetranslator.com
- Opening and creating files in Microsoft Word™
- Using email

New material to be covered in this lesson block:

- Using **icq.com** service  
(Note: As for msn.com in the previous group of lessons, this is an “enrichment” exercise. As such it is designed to show the students that such services exist on the internet. It should be emphasized that this and similar services are excellent tools for practicing English with others from around the world.)

**Instructor Preparation:** The instructor should prepare for these classes by doing the following:

- Read over and be familiar with the Class Plan which follows
- Prepare Class Outline for each class session using template
- Become familiar with the **icq.com** site and download necessary software to the stand-alone computer that will be used for this enrichment exercise.

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### Student Class Plan E: Classes 15 & 16 (week 8)

Continued practice using computer to:

- Practice typing
- Learn ELS
- Navigate the internet
- Mark, copy and paste text
- Save files to floppy diskette
- Spell check
- Translate text
- Send and receive email

New material:

- Free server access using ICQ multi-screen, multi-communication center

#### 1. Introduction and getting started exercise:

- Turn on computer
- Log in:  
Name: \_\_\_\_\_  
Password: \_\_\_\_\_

#### 2. Typing practice: (10 minutes) NOTE: This exercise may be moved to the end of the class session at the discretion of the instructor.

- Open Typing program: Mavis Beacon™ Typing software
  - Double click on Mavis Beacon icon on "desktop"
  - Follow instructions (chose "standard" lesson)
- Exercise typing
- Close typing program
- NOTE: The purpose of the typing program is to help familiarize the students with the keyboard and to improve the motor skills. It serves as a good transition to begin the class but should not be done for more than the allotted 10 minutes. If there is time at the end of the period the students may return to practice more.

#### 3. English exercise: (10 minutes) This exercise is included as an essential part of the program to help the ESL student build vocabulary and to improve word pronunciation.

- Open Dictionary program: ESL Instant Immersion™ software
  - Double click on ESL icon
  - Select Spanish
  - Select Diccionario
- Open words beginning with letters P,Q or R from alphabet by clicking on the respective letter in the window on the left side of the screen
- Read and pronounce P,Q or R initial screen English words

- Print a list of words beginning with P,Q or R (one list)
    - Click on "imprimir" that is located under the list of words being displayed on the screen
4. Spanish\English writing exercise (10 – 15 minutes):
- Using the list printed in exercise 3, translate from English to Spanish five (5) of the initial P,Q or R words; write on the printed sheet
  - Close Dictionary program
  - Open a new file on the floppy (A):
    - Insert your work disk in floppy (A)
    - Open a new file on Microsoft Word document (refer to instructions presented in Class Plan A)
    - Rename new Word file with today's date class (refer to instructions presented in Class Plan A)
    - Type the list of words with the English to Spanish translated words from the preceding exercise
    - Save the document in today's work file on the floppy (refer to instructions presented in Class Plan A)
  - Copy the Spanish P,Q or R words lists to the clipboard
  - Minimize the Word program by clicking on the minimize box in the upper right hand corner of the screen
  - Open Spanish speller program found in the internet site **mundolatino.com** (refer to instructions in Class Plan A):
    - Paste Spanish P,Q or R words' lists into the box and click on "Verificar Ortografía" to check Spanish spelling
    - Copy corrected Spanish words to clipboard
    - Paste corrected Spanish words into class document in WORD (refer to instructions in Class Plan A)
    - Save document
5. English exercise: (10 – 15 minutes)
- Open the WORD file on floppy (A) exercise disk that was created in exercise 4 above
  - Type the English list translated words at the end of the file
  - Save document
6. Access the Internet
- Send email
    - Go to **yahoo.com**
    - Click on "Yahoo Mail!"
    - Sign in using the user name and password
    - Click "compose"
    - Click in "To:" box and type address of person to whom the mail will be sent (suggest another student in the class)
    - Click in text box and write a note or letter to the recipient



- Before sending the email, mark the text and copy it to the clipboard
- Spell check your letter before sending it (optional):
  - Go to **mundolatino.com**
  - Go to spelling verification program as in Class Plan A
  - Paste the letter written in the box and click "verificar ortografía"
  - Copy the corrected letter to the clipboard
- Send email by returning to **yahoo.com** using the "Back" button:
  - Position the cursor in the box and paste the corrected spelling in the box
  - Send the mail by clicking on the "Send" button
- Receive email:
  - Go to **Yahoo.com**
  - Click on "Yahoo! Mail"
  - Sign in as before using the user name and password
  - Click on "Check Mail"
  - Click on the mail subject to open it
- Reply to email:
  - While still in yahoo mail and while there is an incoming letter on the screen click on "Reply" button
  - Place cursor at top, left corner of the text box and type a reply to the letter
  - When finished, send the reply by clicking on the "Send" button

7. Access and navigate the Internet (at option of the individual student) (10 – 15 minutes):

- Spanish/English exercise:
  - Open web site **newspapers.com**
  - Read about country chosen
  - Select information for copying to the work disk by marking the text
  - Copy selected information to the work disk
  - Paste information on the work disk
  - Save the file
  - Minimize the WORD program
- English exercise:
  - Find in the web Spanish/English translator tool in the web site [Altavista.com](http://www.altavista.com)
  - Open the Internet Explorer program (see above)
  - Type in the address box [www.altavista.com](http://www.altavista.com)
  - Press the Enter key
  - When the Altavista.com home page appears click on "Translate" (located under "Services")
- Paste Spanish information on translator
- Translate information

- Select or mark translation
  - Copy translation as done before
  - Paste the translation in WORD as done before
  - Save translation in work disk as done before
8. Use **icq.com** on the stand-alone computer on which the **icq.com** chat software has been loaded:
- Go to **icq.com**
  - Demonstrate to each student in a one-on-one situation the uses of **icq.com** services as a tool for communicating with another student or with someone in another location with whom prior arrangements have been made. Emphasize the usefulness of this and similar services as a tool for practicing English.
9. Finish the class session:
- Exit the web
  - Click on the Microsoft WORD minimize button
  - Close WORD
  - Close Windows
  - Turn off computer

Note to Student: If time there is still time in the class session you may repeat any of the exercises in the class plan. If you desire to go ahead to other things please speak to the class instructor.

10. Enrichment Exercise: (If time and the number of helpers permits) (10 minutes per student)
- Individual students will work one-on-one with a helper in a stand-alone computer using BonziBuddy to do the speaking exercise introduced in the first block of lessons. Each student should bring with him/her a work diskette on which they have copied and stored text taken off the internet. This exercise consists of pasting text into the "speaker" box of the BonziBuddy and listening to the gorilla speak the words.

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### INSTRUCTOR LESSON PLAN F

Classes 17 – 18 (of 20) (week 9)

**Purpose:** In this sixth group of classes, consisting of two class sessions, the students will continue practicing the skills introduced in the prior classes. Specifically, this group of lessons will give the student more experience with:

- Opening and closing programs
- Using the Mavis Beacon™ program to practice typing
- Using the ESL Instant Immersion English™ dictionary
- Marking text and copying it to the clipboard and then pasting it in another location
- Using a 3.5" floppy to save files
- Connecting to and navigating the internet
- Using the services of Mundolatino.com to spell check Spanish words
- Using the translation features of Altavista.com and/or freetranslator.com
- Opening and creating files in Microsoft Word™
- Using email

New material to be covered in this lesson block:

- Use a search engine to find addresses on the internet
- Access social services and agencies through the internet
- Send a greeting card via the internet

**Instructor Preparation:** The instructor should prepare for these classes by doing the following:

- Read over and be familiar with the Class Plan which follows
- Prepare Class Outlines for each class session using template
- Go to the Utah Office of Hispanic Affairs web site via a search mode using **yahoo.com** search engine
- Send an email to the Director of the Office of Hispanic Affairs [Imedina@dec.d.state.ut.us](mailto:Imedina@dec.d.state.ut.us) to inform them that students of the course will be sending them emails as part of this course and request that they reply to each email received

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### Student Class Plan F: Classes 17 & 18 (week 9)

Continued practice using computer to:

- Practice typing
- Learn ELS
- Navigate the Internet
- Mark, copy and paste text
- Save files to floppy diskette
- Spell check
- Translate text
- Send and receive email

New material:

- Using a search engine to find addresses on the internet
- Accessing social services and agencies through the internet
- Send a greeting card via the internet

#### 1. Introduction and getting started exercise:

- Turn on computer
- Log in:  
Name: \_\_\_\_\_  
Password: \_\_\_\_\_

#### 2. Typing practice: (10 minutes) NOTE: This exercise may be moved to the end of the class session at the discretion of the instructor.

- Open Typing program: Mavis Beacon™ Typing software
  - Double click on Mavis Beacon icon on "desktop"
  - Follow instructions (chose "standard" lesson)
- Exercise typing
- Close typing program
- NOTE: The purpose of the typing program is to help familiarize the students with the keyboard and to improve the motor skills. It serves as a good transition to begin the class but should not be done for more than the allotted 10 minutes. If there is time at the end of the period the students may return to practice more.

#### 3. English exercise: (10 minutes): This exercise is included as an essential part of the program to help the ESL student build vocabulary and to improve word pronunciation.

- Open Dictionary program: ESL Instant Immersion™ software
  - Double click on ESL icon
  - Select Spanish
  - Select Diccionario
- Open words beginning with letters S,T or U from alphabet by clicking on the respective letter in the window on the left side of the screen

- Read and pronounce S,T or U initial screen English words
  - Print a list of words beginning with S,T or U (one list)
    - Click on "imprimir" that is located under the list of words being displayed on the screen
4. Spanish\English writing exercise (10 –15 minutes):
- Using the list printed in exercise 3, translate from English to Spanish five (5) of the S,T or U words; write on the printed sheet
  - Close Dictionary program
  - Open a new file on the floppy (A):
    - Insert your work disk in floppy (A)
    - Open a new file on Microsoft Word document (refer to instructions presented in Class Plan A)
    - Rename new Word file with today's date class (refer to instructions presented in Class Plan A)
    - Type the list of words with the English to Spanish translated words from the preceding exercise
    - Save the document in today's work file on the floppy (refer to instructions presented in Class Plan A)
  - Copy the Spanish S,T or U words lists to the clipboard
  - Minimize the Word program by clicking on the minimize box in the upper right hand corner of the screen
  - open Spanish speller program found in the internet site **mundolatino.com** (refer to instructions in Class Plan A):
    - Paste Spanish S,T or U words' lists into the box and click on "Verificar Ortografía" to check Spanish spelling
    - Copy corrected Spanish words to clipboard
    - Paste corrected Spanish words into class document in WORD (refer to instructions in Class Plan A)
    - Save document
5. English exercise (10 – 15 minutes):
- Open the WORD file on floppy (A) exercise disk that was created in exercise 4 above
  - Type the English list translated words at the end of the file
  - Save document
6. Access and navigate the internet (at option of the individual student):
- Spanish/English exercise:
    - Open web site **newspapers.com**
    - Read about country chosen
    - Select information for copying to the work disk by marking the text
    - Copy selected information to the work disk
    - Paste information on the work disk
    - Save the file
    - minimize the WORD program

- English exercise:
    - Find in the web Spanish/English translator tool in the web site **Altavista.com**
    - Open the Internet Explorer program (see above)
    - Type in the address box [www.altavista.com](http://www.altavista.com)
    - Press <Enter>
    - When the Altavista.com home page appears click on "Translate" (located under "Services")
  - Paste Spanish information on translator
  - Translate information
  - Select or mark translation
  - Copy translation as done before
  - Paste the translation in WORD as done before
  - Save translation in work disk as done before
7. Access social services through the internet (10 – 20 minutes):
- Search for the addresses of foreign consulates using a search engine:
    - Go to Yahoo.com
    - In the "Search" box type the word "consulate" and then press <Enter>
    - Search the list for the consulate of interest
  - Write a message to the consulate
  - Check spelling with **mundolatino.com** >educación > diccionario,
  - Access the governor of Utah's Office of Hispanic Affairs
    - To search for this site go to **Yahoo.com**
    - Type "Utah Governor Hispanic" in search box
    - A list of "hits" will be displayed
    - Click on the one that pertains to the desired search item
    - Read about the various parts of the Office of Hispanic Affairs
    - Write a message to the Office of Hispanic Affairs (Address is [lmedina@dced.state.ut.us](mailto:lmedina@dced.state.ut.us) )
8. Send a card to a friend through the internet:
- Go to **zworks.com**
  - Click on "121 Greetings" or "Musical Greetings"
  - Follow the steps as they appear
9. Finish the class session
- Exit the web
  - Click on the Microsoft WORD minimize button
  - Close WORD
  - Close Windows
  - Turn off computer

Note to Student: If time there is still time in the class session you may repeat any of the exercises in the class plan. If you desire to go ahead to other things please speak to the class instructor.

10. Enrichment Exercise: (10 minutes per student)

Individual students will work one-on-one with a helper in a stand-alone computer using BonziBuddy to do the speaking exercise introduced in the first block of lessons. Each student should bring with him/her a work diskette on which they have copied and stored text taken off the internet. This exercise consists of pasting text into the "speaker" box of the BonziBuddy and listening to the gorilla speak the words.

## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### INSTRUCTOR LESSON PLAN G

Classes 19 & 20 (of 20) (week 10)

**Purpose:** In this sixth and final group of classes, consisting of two class sessions, the students will continue practicing the skills introduced in the prior classes. Specifically, this group of lessons will give the student more experience with:

- Opening and closing programs
- Using the Mavis Beacon™ program to practice typing
- Using the ESL Instant Immersion English™ dictionary
- Marking text and copying it to the clipboard and then pasting it in another location
- Using a 3.5" floppy to save files
- Connecting to and navigating the internet
- Using the services of Mundolatino.com to spell check Spanish words
- Using the translation features of Altavista.com and/or freetranslator.com
- Opening and creating files in Microsoft Word™
- Using email
- Using a search engine to find addresses on the internet
- Accessing social services and agencies through the internet
- Send a greeting card via the internet

New material to be covered in this lesson block:

- Additional social services search and contact experience
- Access local police department, local office of Work Force Services and health department via the internet

**Instructor Preparation:** The instructor should prepare for these classes by doing the following:

- Read over and be familiar with the Class Plan which follows
- Prepare Class Outlines for each class session using template
- Contact by email or telephone the local police department to inform them that the students taking this course will be sending them emails and to request that they reply to each email received
- Contact by email or telephone the local office of the Utah Work Force Services to inform them that the students taking this course will be sending them emails and to request that they reply to each email received



## COMPUTER ASSISTED LITERACY FOR NON-ENGLISH SPEAKERS

### Student Class Plan G: Classes 19 & 20 (week 10)

Continued practice using computer to:

- Practice typing
- Learn ELS
- Navigate the internet
- Mark, copy and paste text
- Save files to floppy diskette
- Spell check
- Translate text
- Use a search engine to find addresses on the internet
- Access social services and agencies through the internet
- Send a greeting card via the internet

New material:

- Additional search and visit to sites of social services
- Contact local police department, local office of Utah Work Force Services and/or health departments

#### 1. Introduction and getting started exercise:

- Turn on computer,
- Log in:  
Name: \_\_\_\_\_  
Password: \_\_\_\_\_

#### 2. Typing practice: (10 minutes) NOTE: This exercise may be moved to the end of the class session at the discretion of the instructor:

- Open Typing program: Mavis Beacon™ Typing software
  - Double click on Mavis Beacon icon on "desktop"
  - Follow instructions (chose "standard" lesson)
- Exercise typing
- Close typing program
- NOTE: The purpose of the typing program is to help familiarize the students with the keyboard and to improve the motor skills. It serves as a good transition to begin the class but should not be done for more than the allotted 10 minutes. If there is time at the end of the period the students may return to practice more.

#### 3. English exercise: (10minutes): This exercise is included as an essential part of the program to help the ESL student build vocabulary and to improve word pronunciation.

- Open Dictionary program: ESL Instant Immersion™ software
  - Double click on ESL icon
  - Select Spanish
  - Select Diccionario

- Open words beginning with letters S,T or U from alphabet by clicking on the respective letter in the window on the left side of the screen
- Read and pronounce S,T or U initial screen English words
- Print a list of words beginning with S,T or U (one list)
  - Click on "imprimir" that is located under the list of words being displayed on the screen

4. Spanish\English writing exercise:

- Using the list printed in exercise 3, translate from English to Spanish five (5) S,T or U words; write on the printed sheet
- Close Dictionary program
- Open a new file on the floppy (A):
  - Insert your work disk in floppy (A)
  - Open a new file on Microsoft Word document (refer to instructions presented in Class Plan A)
  - Rename new Word file with today's date class (refer to instructions presented in Class Plan A)
  - Type the list of words with the English to Spanish translated words from the preceding exercise
  - Save the document in today's work file on the floppy (refer to instructions presented in Class Plan A)
- Copy the Spanish S,T or U words lists to the clipboard
- Minimize the Word program by clicking on the minimize box in the upper right hand corner of the screen
- Open Spanish speller program found in the internet site **mundolatino.com** (refer to instructions in Class Plan A):
  - Paste Spanish S,T or U words' lists into the box and click on "Verificar Ortografía" to check Spanish spelling
  - Copy corrected Spanish words to clipboard
  - Paste corrected Spanish words into class document in WORD (refer to instructions in Class Plan A)
  - Save document

5. English exercise:

- Open the WORD file on floppy (A) exercise disk that was created in exercise 4 above
- Type the English list translated words at the end of the file
- Save document

6. Access and navigate the internet (at option of the individual student):

- Spanish/English exercise:
  - Open web site **newspapers.com**
  - Read about country chosen
  - Select information for copying to the work disk by marking the text
  - Copy selected information to the work disk
  - Paste information on the work disk

- Save the file
- Minimize the WORD program
- English exercise:
  - Find in the web Spanish/English translator tool in the web site **altavista.com**
  - Open the Internet Explorer program (see above)
  - Type in the address box [www.altavista.com](http://www.altavista.com)
  - Press <Enter>
  - When the Altavista.com home page appears click on "Translate" (located under "Services")
- Paste Spanish information on translator
- Translate information
- Select or mark translation
- Copy translation as done before
- Paste the translation in WORD as done before
- Save translation in work disk as done before

7. Access social services through the internet:

- Search for the addresses of local police department using a search engine:
  - Go to Yahoo.com
  - In the "Search" box type the name of the city (for example "Logan AND Utah" and then press <enter>
  - search the list for police department
- Write a message to the police department
- Check spelling with **mundolatino.com** >educación > diccionario
- Search for information on public health:
  - Go to **Yahoo.com**
  - Type "Public Health AND Utah" in search box
  - A list of "hits" will be displayed
  - Click on the hits that are of interest
- Search for local job service
  - Go to **Yahoo.com**
  - Type "Job Service AND Utah" in search box
  - A list of "hits" will be displayed
  - Click on the one that pertains to the desired search item
  - Read about the various job services

8. Send a card to a friend through the internet

- Go to **zworks.com**
- Click on "121 Greetings" or "Musical Greetings"
- Follow the steps as they appear

9. Finish the class session:

- Exit the web
- Click on the Microsoft WORD minimize button

- Close WORD
- Close Windows
- Turn off computer

Note to Student: If time there is still time in the class session you may repeat any of the exercises in the class plan. If you desire to go ahead to other things please speak to the class instructor.

10. Enrichment Exercise: (10 minutes per student)

Individual students will work one-on-one with a helper in a stand-alone computer using BonziBuddy to do the speaking exercise introduced in the first block of lessons. Each student should bring with him/her a work diskette on which they have copied and stored text taken off the internet. This exercise consists of pasting text into the "speaker" box of the BonziBuddy and listening to the gorilla speak the words.