English Now!
Learning Circles

Facilitators' Guide to Implementation

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Facilitators' Guide to Implementation

This guide prepares staff and volunteers to successfully facilitate blended learning circles for learners at adult education programs and libraries. The first section describes the role of the facilitator and methods and behaviors that lead to effective learning circles. The next section describes the four elements of a learning circle with sample question prompts, activity ideas, and lesson plans for both in-person and remote learning circles. You will also find a discussion about online learning and remote learning formats. For more information about learning circles, please visit the EdTech Center at World Education website:
https://edtech.worlded.org/project/english-now-learning-circles

Goals for Facilitation

As a facilitator, your role is multifaceted. You will prepare for and moderate sessions, ensuring that all participants have a voice and opportunities to work together with peers. You will guide the participants to take charge of their own learning, a process that can take time. Since digital learning may be new to some participants, you may have to focus on these skills before learners can become independent users of the online course.

Facilitation is different from teaching and it may take time and practice to develop facilitation skills. Learners, too, need to understand that this is not a class and you are not the teacher. Describe how everyone brings some expertise to the group. Let them know that they will learn more as they share and provide feedback to their peers. See the lesson plans with activities to facilitate peer learning opportunities.

Facilitators should help learners articulate their motivation for joining a learning circle and cultivate an environment in which learners can clearly see how they can achieve their desired goals. Encourage them to set realistic goals that can be accomplished in whatever period of time your learning circle meets. It could be as simple as, "make new friends" or "learn how to learn English online."

To help you accomplish this, we have included some recommendations from experienced facilitators, followed by an outline of the general flow your learning circle will follow. The following resources have been adapted from P2PU's Facilitator Handbook, with revisions to account for the learning circle approach to English language skill-building.

Characteristics of effective facilitation:

- Listening to learners
- Asking clarifying questions
- Providing constructive feedback to encourage a growth mindset
- Keeping discussions on task

- Probing assumptions and evidence
- Eliciting viewpoints and perspectives from all learners
- Mediating conflicts
- Summarizing and presenting findings
- Building peer support during face-to-face meetings and, if possible, through online interaction of participants between meetings
- Building in leadership opportunities

Building rapport within the learning circle is essential. Some examples for encouraging social cohesion include the following:

- In the first two meetings, having an activity where people learn and practice using each other's names (see *Sample Weekly Session Plans* #1 and #2 in *Resources*)
- Choosing a group name
- Establishing classroom norms and rituals
- Building an environment where mistakes are seen as learning moments rather than something to fear
- Encouraging the use of an online chat tool (such as Facebook, WhatsApp, FaceTime, or something else) to keep the group connected between sessions
- Shared emotional connections serve the dual purpose of helping individuals learn and reinforcing community. Watch for questions or conversations that cause the group to lose focus and try to steer the conversations back on track. Other participants will greatly appreciate this.

Independent Learners & Leadership

Facilitators have a unique role in a learning circle. Participants are driving their own learning, and you are there to guide them using the flexible learning circle framework. Each part of the learning circle allows for opportunities for learners to reflect on their learning. Encourage learners to share their reflections and build awareness among the group about learning to learn. Set aside time for learners to share about the learning they do in the online course outside of the group session. As learners describe their own learning choices and listen to their peers, they will develop **self-efficacy** as learners.

Facilitators seek learner contributions and suggestions while also ensuring that decisions are made and the group moves forward. The consistent format of the learning circle provides a level of safety where learners know what to expect and can take risks. Ensure that everyone participates. Create an environment where learners look to each other for answers rather than relying on the facilitator. Facilitators can model their thought process when they learn something new and encourage participants to do the same. Encourage participants to adopt a **growth mindset**: the belief that through hard work and persistence one can continually develop skills and abilities.

A facilitator makes their own role smaller over time. As the learning circle progresses, the facilitator can offer learners leadership roles such as:

- Welcoming newcomers
- Leading the check-in time
- Sending a wrap-up email afterwards reflecting on the week's meeting
- Summarizing or highlighting what they learned from the week's online activities and material
- Acting as the vocabulary recorder
- Monitoring the Zoom waiting room
- Sharing a resource or article that relates to the course content

Before the Learning Circle Begins:

- Meet with your Site Coordinator to obtain more information about how learning circles work. Read the World Education blog *8 Tips for Implementing Learning Circles in Any Program*. Choose a startup date, time, and location with the Site Coordinator that works best for all involved.
- Confirm that your organization is either providing the necessary supplies and computer equipment, or check that participants have what they need for the learning circle. See the list of supplies in the Space, Equipment and Supplies section.
- After meeting with the Site Coordinator, familiarize yourself with the online learning tool or app your organization has chosen. Create a practice learner account on the platform so you can see what the learners will be using. If there is a teacher account with a dashboard, you can sign up for that so you can see learners' usage and progress reports. And, if your organization uses a Learning Management System (LMS), be sure you understand it and can onboard learners to it. See more in the online courses section below. Use the Onboarding resources on the EdTech Center mLearning website.

Once content and logistics have been established, facilitators take the lead to communicate ahead of time with learners.

- If participants will be using a smartphone for learning during the learning circle;
  - Let them know that they will be using their internet service provider account data (unless the app allows them to download and use lessons offline).
  - Record the type of phone they have—Android or (iOS) Apple so you can prepare onboarding materials for them.
- Confirm attendance with all applicants. Be sure your organization gives you the list of learner names and contact information. If learners have already agreed to use WhatsApp or Remind, contact them via that communications tool.

Before Each Learning Circle Session

- Send a reminder email or Remind/WhatsApp message.
- Explore the online course material. Prepare check-in questions or activities that tie in with the new materials and learner interests and goals. See if there are parts of the upcoming course that lend themselves to peer work or group activities.
- Review and customize the Weekly Planning Template for the next lesson.

During Each Learning Circle Session

The English Now! weekly session framework divides each learning circle session into four components that combine an online course and face-to-face session activities. In this document, we have provided examples of activities you can choose from and adapt for English language learning circles. In addition to this framework, there are five weekly session plans, a sample lesson plan template, and five remote lesson plans in the Resources section. These are the four basic components of a learning circle:

1 Check In   **2** Online Learning   **3** Group Activities   **4** Wrap-Up

1. Check In

The check in serves to build community within the group and lay the foundation for that day's learning activities. It is a good idea to review what you did in the last session, providing some repetition and practice for the newly learned language, and also using this as a time for learners to engage with each other. Below are some small group warm-up activities that build rapport and prepare for the learning they will be doing during the session.

Conversation Options *(Do in pairs, small or whole group. Note the answer prompts for lower level learners who are still learning these structures.) If in a remote setting, consider using breakout rooms.*

Updates

How are you?
I am… (e.g., tired)

What's new?
I went… (e.g., to see an English movie)

Review

What are you studying?
I am studying… (e.g., past tense, health vocabulary)

What did you learn last week?
I learned… (e.g., a new word for sick)

Everyday English

Are you using any new English? Do you have examples?
- *When I speak… (e.g., can use the past tense now)*
- *I spoke with… (e.g., my neighbor)*

Questions

Do you have any questions (from the last meeting or from outside class)?
- *I want to learn how to… (e.g., call in sick)*
- *I need help with/on… (e.g., my pronunciation)*

Tap Prior Knowledge and Pre-Teach

Before ending this warm-up and moving to the online course, help learners get ready for the content and skills to be covered. Discuss what unit or lesson learners plan to study and guide them in conversation about what they already know about the topic. Use a KWL visual to draw out what learners know (K), want to know (W), and what they learned (L). Have them predict what the unit will include and use that information to introduce background information learners need to know about a topic including key vocabulary.

2. Online Learning

Online learning on an effective learning platform, such as ones we have listed in the Online Content Resources document, one your program has purchased, or others that perhaps your state approves and provides free access to, can supply much of the educational content of the learning circle. Whether your learning circle meets in an in-person or remote learning environment, online learning enables participants to work at their own pace. Online learning can also offer an opportunity for the facilitator and participants to customize content to learners' interests and proficiency in English. Work with your program and learners to decide what online content to use.

Digital Literacy Proficiency

For participants to maximize their learning online, they need proficient digital literacy skills. Participants will be using digital tools for work, education, or daily tasks, and the learning circle is a good opportunity to practice using them. You will likely have learners with varying digital skills, some of whom will need help learning how to enter a username and password while others may be ready to jump onto a course. It is helpful to have another facilitator in the room (in-person or remote) during the first few weeks, to assist learners. In the Resources section, you will find a program-made Sample Welcome Packet for learners which includes a place for learners to record their credentials for their online learning platform. Adapt the packet to your learning circles. Also note that there are resources for teaching and learning about various digital skills in the Digital Learn and the Digital US Resource Hub.

Independent Online Learning

Independent online learning refers to learners working independently through self-paced courses. This can happen during the learning circle meeting, outside the session, or ideally in both. Many facilitators build in 20-30 minutes of independent online learning so that participants build the skills and are ready to learn online independent of the supportive learning circle.

Collaborative Online Learning

Encourage conversation and peer learning by suggesting learners work collaboratively on at least one portion of the course. Example of cooperative learning include:

- Asking each other questions about vocabulary, phrases, grammar, or pronunciation
- Viewing, summarizing, and discussing a video or reading
- Doing short tasks related to content (creating a short skit to act out for the group)
- Challenging each other to timed games
- Asking for technology help from a partner

Remote Learning Formats

Remote learning refers to classes where participants do not gather in person but instead use their smartphone or a computer, and connect through an online video conferencing platform such as Zoom. If your program chooses a remote learning circle, as the facilitator you can assess whether your group of learners are ready to work on online coursework independently or if they need to develop digital literacy skills first.

If necessary, facilitators can use the first few classes in a remote learning circle to teach some of the essential digital skills learners will need in order to participate fully in online learning. See our five EN! Virtual Lesson Plans including the first one about learning to use Zoom. Many of those activities could be done over several weeks until learners have become comfortable and fluent in using the online tools.

Facilitators in English Now! learning circles have approached online learning in remote classrooms in many different and creative ways. If you are doing remote learning, choose what works best for you and your learners. Here are a few of the formats:

1. **Facilitator Led:** The facilitator shares the online content with the group via Zoom or another video conferencing tool. This works well when a majority of the class is using a mobile phone for learning and is unsure how to toggle between open sites. You can get learner reactions and promote conversation, at the same time demonstrating how to move through the course. Facilitators can encourage learners to independently access the course over time.

2. **Online learning during meeting time:** In this format, participants check in to the learning circle via WhatApp or another familiar communication tool. The facilitator posts the assigned online work and the Zoom link. Learners then meet on Zoom to check-in before they move on to an online learning platform for an agreed upon length of time. If they leave Zoom open, they can check in with the facilitator while on the learning platform. The whole group comes back to Zoom following the online work for group activities. This method works well for a small group who are comfortable using smartphones and toggling between several open sites on their phones, tablets, or computers. The independent online learning during class builds confidence and encourages online learning outside of the learning circle.

3. **Flipped Classroom**: In this framework, learners complete all of the coursework outside of the learning circle meeting. During the meeting, the facilitator follows the learning circle structure with a check-in, group activities, and a wrap-up. The group activities may happen in breakout rooms where learners can talk about what they learned, ask questions of each other, and apply their learning in conversation and writing activities. Generally, programs enroll learners who have the appropriate level of digital literacy for this type of learning circle. Please see the blog, "Learning Circles Thrive in Remote Classrooms" for more.

With each of these formats, there is an opportunity to expand participants' learning. You can model how to develop questions and how to evaluate the online course or app. You can ask them to write or speak about questions they had before the session, or an activity, and those they have afterwards. Please see Six Tips for Hosting Virtual English Now! Learning Circles – The Well.

3. Group Activities

Here are some examples of using face-to-face activities to support online coursework or English language learning activities. For remote learning circles, many of these can be adapted to group work in the main room and pair or small group work in breakout rooms. If possible, plan for ways learners in all activities can work together collaboratively on a task. Remind them that this kind of activity is a good way to practice their communication skills and apply what they are learning online.

Listening

Listening carefully—Ask learners to share what they watched or listened to. For deeper practice, do a structured exercise where the listener restates or summarizes what the first person said, and the third person asks clarifying questions. Or, for an activity that is separate from the online learning, share a discussion prompt and follow the same format for structured listening practice. After learners have done this a few times, it will become more natural and they may take more risks in expressing themselves in more detail.

Speaking

Summarizing—After learners have viewed a short video, ask them to give a brief presentation or role play the topic covered. Have them work together to prepare what each will say, practice, and then share with the larger group.

Filling in the blanks—Show the group an image related to the course and discuss what it means to them. You can present the image with a sentence starter like: *This photo makes me feel _____* or *This reminds me of _____*. Have learners work in pairs for a few minutes. Call out, "Switch speakers!" so both partners have a chance to talk. Then ask the pairs to present to the class.

Feedback—Explain the term "feedback." Have them discuss the phrase below. Discuss what kind of feedback is the most/least helpful. Then in pairs, have students fill in the sentence and talk about who has given them feedback and how it helped them improve their English.

_____ *helped me to improve* _____.

Examples:
My neighbor helped me to improve my pronunciation.
My partner helped me to improve how I write.

Reading

Read the text (from online course or elsewhere) collaboratively. Begin with asking the group to predict what the main idea of the reading is based on the title or image. For beginning readers, read aloud or play audio of the reading. Then ask partners to read the text aloud to each other. Make sure partners leave time for the other partner to read. Encourage partners to stop and predict the conclusion, especially if it is a story, and ask questions about parts of the reading they did not understand. Last, come back to the larger group and discuss the reading. For more guidance about reading circles, try *Oxford Bookworms Club Reading Circles*. Their website describes the different roles learners can take on such as the Discussion leader, the Summarizer, the Connector, the Word Master, etc. (See Online Course Content Resources in *Resources* for reading websites.)

Writing

Ask learners to work together on a writing assignment that relates to the course or another relevant topic of interest to the group (e.g., a summary, a description of how they can use what they are learning, or a research topic all agree on). Have other group members read

it, ask clarifying questions, and give positive feedback to the writer. Then discuss how their pieces are similar or different. One learning circle put together a book of learners' writing about famous women in history on parchment paper, giving it a vintage look.

Take a poll. In small groups, have learners come up with questions related to what they are learning to ask the other members of the group. Each group should come up with two to three questions that have a simple answer, such as: yes/no or always/sometimes/ never. Make sure they include themselves and their group in the poll to represent the whole learning circle. Give them time to go around, ask, and record the answers to their questions. Or use Google Forms or Polls on Zoom for online learning. The groups can then compile their results and present their findings to the group in graphic representations, like a bar graph, or using numbers. Be sure all group members have a role in each part of the process.

Co-create flash cards. Have partners write down newly learned words and work together to come up with synonyms to write on the other side, going online if possible to find them. See Online Content Resources in the Appendix for an online dictionary or thesaurus. Also, consider using Quizlet, where learners can make their own flashcards. A third option is that you can create a class on Quizlet and make flashcards for everyone to use. (The site charges about $36/year for a teacher account.)

Use built-in mobile smartphone apps. Create relevant, fun activities with learners using built-in smart phone features such as Voice Memos, photos, maps, text messaging, calendar, and email etc. to build digital, language, and workplace skills.

4. Wrap Up

With the whole group, use the last minutes of each session to close the session, reinforce learning, and see how the learning circle is proceeding. Be open to plus/deltas, ideas for what they want to continue working on, and ideas for improving. Try to get everybody to contribute something. Here are some options for wrap-up questions:

- What did you learn today? (e.g., words, phrases, other)
- What surprised you today? Why?
- Say one word about today's class.
- What would you like to work on in the future?
- Complete the App or Online Learning Reflection Sheet to set a learning intention for the week

Encourage partners to talk on the phone, email, text, use WhatsApp, or Skype between sessions.

After Each Learning Circle

Once the learners leave, spend about ten minutes wrapping up all the week's work.

- Enter attendance if you are keeping these records.
- Send a short summary email, WhatsApp message, or text to all the learners.

Learning Circle Closure

At the last learning circle session of the cycle, you may want to do a Learner Group Survey to gather feedback from participants. Encourage learners to help each other to understand the questions, but remind them to contribute their own opinions and ideas. This is one more step in building a growth mindset with learners. If meeting remotely, perhaps breakout rooms would serve to generate more ideas and participation. Call on everyone and give them time to respond. Post-testing can occur at the next-to- last or last session as well. Consider distributing certificates to those who completed the learning circle. This is also an opportunity to discuss their educational next steps.

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- Week 1 Slides Sample Thumbnails
- Digital Skills Self-assessment
- Sample Welcome Packet
- Online Content Resources

> *"I am really thankful for the learning circle. I learned so much,*
> *and I made great friends in my group who are now like family.*
> *I also relied on Manny, who was my teacher, and all the other great*
> *teachers. I'm happy to say I graduated from the intensive English class in*
> *June of this year."*
>
> **—Vanessa Jeudy, Notre Dame Education Center**

Introduction

English Now! has implemented and refined the P2PU Learning Circle model for providing low-cost, effective, and sustainable English language learning opportunities for adults on waiting lists for ESOL classes. The pilot project (2016-2018) was led by World Education, Inc., in partnership with P2PU, with David J. Rosen serving as the project evaluator with five participating New England programs. Following a successful pilot, the English Now! model was scaled to ten additional programs in eight states in 2018 -2020. Both the pilot project and the national scale-up has been generously supported by the Dollar General Literacy Foundation.

In the scale-up, World Education (WEI) staff supported both the Site Coordinators and the Facilitators with project start-up and ongoing programming. These were the project goals:

- Expand access to learning opportunities for English Language Learners.
- Serve learners on waiting lists.
- Demonstrate learning gains.
- Support English Language Learners (ELLs) in learning circles when using online course materials and mobile apps like Learning Upgrade, Codex: Lost Words of Atlantis, Amrita Create, or Cell-Ed.
- Increase learners' comfort with using computers and mobile apps for learning.
- Plan and support learning circles' sustainability and expansion within participating programs.

The partner programs used the English Now! learning circle model in various ways:

- as an onboarding tool to get potential learners off waiting lists and into a learning circle, especially so they could get familiar and comfortable with the program, and so program staff could see if they were ready to make a commitment to their learning
- as a way to do low-cost, individually paced online learning with face-to-face support
- to connect with potential learners who, for a variety of reasons, could not access a traditional class-based program
- to address potential learners' needs for U.S. citizenship test preparation
- to expand learning circles beyond ESOL to family literacy learning circles, English for Career Development, and Commercial Driver's License (CDL) preparation
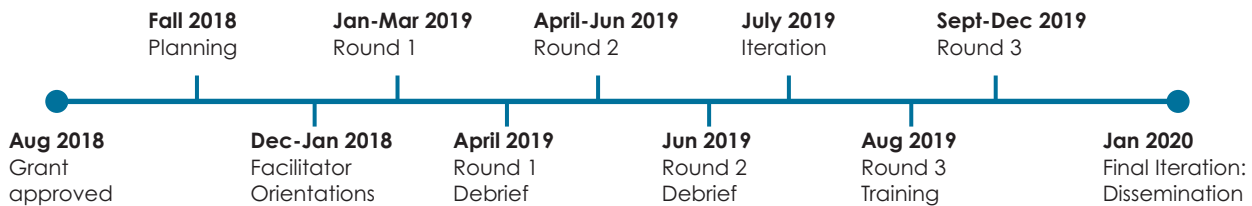- as a way to provide a professional growth experience for teachers in the summer.

The authors would like to thank all of the programs who have participated in the English Now! project to date, and have contributed in so many ways to our understanding of learning circles.
We would like to thank all of those who gave us feedback on this guide and shared their customized tools: Miriam Aguirre, Juan Camarillo, Roberta Chacon, Phoebe Chen, Gretchen Costello, Allegra Elson, Denise Kline, Elani Lawrence, Sherry Lehane, Karen Oakley, Maryann Peterson, Manny Reynoso, Heather Ritchie, and Sara Staples, to name a few. We would also
like to extend our appreciation to the work of P2PU and David Rosen, our Project Advisor.

Project Timeline

Here is the timeline for the English Now! scale-up project. Both of the English Now! projects, pilot and scale-up, offered learning circles in three distinct rounds so that we could all learn from an iterative process.

Fall 2018 — Planning
Jan-Mar 2019 — Round 1
April-Jun 2019 — Round 2
July 2019 — Iteration
Sept-Dec 2019 — Round 3

Aug 2018 — Grant approved
Dec-Jan 2018 — Facilitator Orientations
April 2019 — Round 1 Debrief
Jun 2019 — Round 2 Debrief
Aug 2019 — Round 3 Training
Jan 2020 — Final Iteration: Dissemination

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P2PU, a not-for-profit organization, and the major sponsor of learning circles in the United States and other countries, pioneered the learning circles model. They believe in creating and sustaining learning communities in public spaces around the world. Their website, www.p2pu.org, has many materials describing what learning circles are and how they are being used, as well as links to short YouTube learning circle videos.

Check out the World Education blog article, *Engaging Adult Learners on Waiting Lists Using Learning Circles*, to learn more about our experience as we piloted the learning circles model with adult education service providers in New England, in partnership with P2PU. In World Education's Tech Tips blog, read one facilitator's *8 Tips for Implementing learning Circles in Any Program* for tips on using apps in the learning circle.

This guide features resources developed during the pilot project and the scale-up, as well as some resources from the P2PU Facilitator Handbook. It is meant for programs implementing English Now! learning circles and as such, there is mention of project-specific information that may not
be applicable to programs using this guide for their own purposes.

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Program Partners

State	Program Name and Location
California	Building Skills Partnership, San Jose
	Learning and Loving Education Center, Morgan Hill
	Santa Barbara City College, Santa Barbara
District of Columbia	Carlos Rosario International Public Charter School, Washington
Illinois	Center for Literacy at University of Illinois at Chicago
Maine	Portland Adult Education, Portland
Maryland	Chesapeake College, Wye Mills
Massachusetts	Immigrant Learning Center, Malden Notre Dame Education Center, South Boston YMCA International Learning Center, Boston
New York	1199SEIU Funds, New York
Pennsylvania	Literacy Pittsburgh, Pittsburgh
Rhode Island	Rhode Island Family Literacy Initiative (RIFLI) at Providence Public Library, Providence
Texas	Irving Independent School District, Irving
Virginia	Piedmont Virginia Community College, Albemarle County

Implementation Guidance for Site Coordinators

As the Site Coordinator, you are leading the implementation of learning circles in your program. Learning circles support academic mindsets by combining group activities with course content. These activities will help learners develop a learning community, develop new learning strategies, and connect the work to their goals. Many learners have told us that the development of these skills is just as powerful as, or even more powerful than, learning new content from the online course material.

With help from the World Education team, you will support the facilitators as they lead learning circles with your learners. You can use the *Planning and Supporting Learning Circles* document on page 9 of this guide to organize your implementation plans and monitoring tasks. Let's get started!

What is a Learning Circle?

English Now! learning circles aim to expand learning opportunities while facilitating online and peer-to-peer learning. Learners meet in-person typically once-a-week for ninety minutes to two hours, with a cycle lasting between eight to ten weeks. The meeting time includes independent online learning and group discussion time and is facilitated by a trained volunteer/instructor
who does not need to be an expert in the course subject matter.

Recruit Learners

Based on your community, population of learners, and program needs, work with your team to decide where a learning circle might expand access to, supplement, or strengthen English language learning for a group of learners.

Recruit 8–12 English Language learners for each round of learning circles. As you plan how you would want to recruit learners, consider the following: Will you offer this opportunity to people on your waiting list for English classes? Are there learners who cannot come to your regularly scheduled classes? How will you recruit them? In the *Appendix*, you will find a sample invitation letter to send out to people on your waiting list. Consider sharing a learning circle information event on your website, a flyer in your program, your program's Facebook page, or another social media site you use. See the templates below for sending an email to your mailing list or posting
on your program's Facebook page.

Email

Are you interested in learning English online with a group while you wait for classes? Sign up for
a learning circle.

From _____(date) to _____(date), we'll be meeting in _____ (venue)   to learn together. A teacher will be there to help you with conversation and guide you on how
to learn English online or on your mobile phone.

For more information, visit _____(link to website) or send an email to _____(your email)

Facebook or Other Social Media

Does your program use Facebook or other social media platforms? If so, try this post to reach learners. Remember to tag any individuals, projects, locations, or groups you think might be interested in joining your learning circle.

Pre- and Post-Tests

Pre-test learners before the learning circle is slated to begin using a standardized assessment, such as BEST Plus 2.0, CASAS, TABE CLAS-E or another approved assessment your program currently uses. Based on the results, decide what language proficiency levels you might group together in the learning circle. Will it be uniform or multilevel? While we recognize that the test developers recommend a longer period between pre- and post-testing than we see in the learning circle cycle, this is a means of measuring learner gains in relative terms. Be sure to enter the participants' pre-and post-test scores in the World Education data collection system which will be
a program-specific shared Google or Excel sheet.

Learning Content and Supplies

Select an online learning program, such as USA Learns (free) or Burlington English, for use in the learning circle. The USA Learns Teacher account is free and allows the teacher to enroll learners in a class, view learner progress, and respond to and score learner writing. For USA Learns Level 1, learners will need a headset with a microphone to participate in the speaking activities. Additional online resources are listed in the *Appendix* section. Some, such as Newsela, Quizlet, and The Change Agent, require a small fee for a yearly teacher license or expanded access but are well worth it.

Digital Skills and Using an App

Consider the digital skills of your target learners. You can assess their skills using the digital skills self-assessment that you can find in the *Appendix* and on our Moodle (online Community of Practice) page. Please customize it to your program. Knowing your learners' digital and computer skills will make it easier for your facilitator to plan initial group activities and each session.

Research has shown that having 24/7 access to a learning app greatly increases the usage and subsequent learning gains of users, so talk with your learners to encourage them to try an app. Some learners may not be able to afford a data plan, so be aware of that. Some programs help learners access low-cost internet service, such as those offered through www. everyoneon.org.

Some free English language learning apps to consider are Duolingo and the four free USA Learns apps. In addition, the four Adult Literacy XPRIZE winning apps are still available. Amrita Learning and Codex: Lost Words of Atlantis are both still free but only available for Android phones. Cell-Ed and Learning Upgrade are fee-based but available for both Android and Apple or iOs smartphones. If you want your learners to use an app, but some do not have a smartphone, you could provide an in-class tablet for their use.

Programs can also work with learners to use built-in smart phone features such as Voice Memos, photos, text messaging, calendar, and email etc. to build both digital and language skills. Learners might also benefit from a free vocabulary building app.

Timing

Schedule the day and time of the learning circle, the number of weeks, and the length of the learning circle meetings. Since you will provide and facilitate at least three rounds of learning circles of 8–10 weeks, plan ahead to secure space. Perhaps your first learning circle might be 9 weeks, and subsequent ones could be shorter or longer if needed. Programs

Gather Equipment and Supplies

If you are using a computer lab, most of this will be ready for your use. If you plan to use laptops, here are a number of things you should be sure to have access to before your first meeting:

- High bandwidth wi-fi internet access
- Laptop for each participant and a laptop or desktop for the facilitator
- Headphones with microphones for participants (if they don't have their own)
- An internet browser, such as Google Chrome, and a word processor, such as Google Docs, Pages, or Microsoft Word
- Any additional software the course might require
- A multimedia projector and the relevant HDMI or mini DisplayPort adapter
- A projector screen (if there is no wall to project onto in your space)
- An adequate number of power strips and adapters
- Phone/camera (to record and share materials)

If you are planning to take photos, please have participants sign the Media Release Form provided in the Appendix.

Identify, Prepare, and Support Facilitators

A facilitator could be an ESL/ESOL program staff member, or s/he could be a volunteer from a community-computing center, a nearby college or university, or elsewhere. Facilitators must understand their role as facilitators of learning versus teachers or experts. They must also be comfortable and competent in using online learning platforms. When using apps, be sure your facilitators are comfortable using smartphone apps and understand both Apple and Android
type phones. Note that World Education will be offering regular Facilitator Orientations.

Help your facilitators understand the following:

- What a learning circle is
- What the goals for this particular learning circle are
- The policies and procedures for using your computer lab or learning space
- How to open/download lessons from the chosen English online course or app
- How to help learners learn and support each other in the weekly face-to-face meeting

- How to use an online, free communication tool such as WhatsApp or Remind
- How to enter weekly attendance into the World Education data collection sheet

Please set aside some time to support your facilitators during and after each learning circle:
- Schedule regular check-ins with them to address any questions or concerns they may have.
- Ask them the following:
  o What has been happening in the learning circle?
  o Have the *Weekly Planning Templates* been helpful? How?
  o How are the learners responding to the learning platform?
  o What are some examples of group cohesion?
- In addition:
  o Monitor the attendance and follow up with learners.
  o Ensure the data collection is timely.
  o Find out if Remind or WhatsApp has contributed to better learner engagement.
  o Encourage the facilitator to engage in the *English Now! online Community of Practice*.
  o Be sure to schedule post-testing—because a learning circle cycle is relatively short, it would
    be easy to overlook this important task. If a learner moves on to a class, please track that person so that we can get post-test data.
  o As each learning circle ends, participate in the World Education feedback survey and coordinate data analysis with the project team.

Online Community of Practice:

Facilitators will also participate in the *English Now! online Community of Practice*. Send us an email with your facilitators' names and email addresses so we can register them in the *online Community of Practice*. You can also email Kathleen O'Connell at kathleen_oconnell@worlded. org to request access.

Required Project Documents:

- Data (World Education shared Google Sheet)

Appendix

Site Coordinator Planning Tool

PLANNING	Notes
Program Needs Assessment ■ Meet with your team to identify program or community needs and/or service gaps. ■ Identify how a learning circle can meet those needs. ■ Identify the resources you have to support a learning circle such as space, digital devices, etc.	
Identify and Prepare Facilitators ■ Formulate facilitator recruitment strategy. Is there a staff person available or will you recruit a volunteer? ■ Use the Facilitator Guide for orientation. ■ Share site-specific information with your facilitator. ■ Decide on a mutually agreeable schedule that meets learner needs.	
Select Learners ■ Choose a student recruitment strategy. (waiting lists, community partners, etc.) ■ Plan for pre-test (e.g. CASAS, Best Plus, TABE CLAS-E Reading) if using. ■ Customize the Digital Skills Self-Assessment (in Resources). ■ Determine language proficiency grouping(s). (Beginner, Intermediate, Advanced, or Multilevel). ■ Decide on cohort size (ideally, a group of 6-12 learners).	
Learning Content, Space, and Supplies ■ Select an online course or an app. ■ Schedule (daytime or evening), duration, start date. ■ Decide on digital devices for learners ■ Schedule proactive tech support for online learning and/or mobile apps.	

Site Coordinator Planning Tool

IMPLEMENTATION	Notes
During Learning Circles ■ Schedule regular check-ins with the facilitators. ■ Monitor attendance and other data collection.	
As Learning Circle Ends ■ Participate in/collect feedback surveys from participants. ■ Coordinate post-testing. ■ Make design and process improvements with staff guidance. Note changes for next round.	

Facilitator Tasks: Running a Learning Circle

	Notes
Preparation for Leading a Learning Circle ■ Review and customize digital skills assessment. ■ Review language proficiency of learners. (Beginner, Intermediate, Advanced, or Multi-level) ■ Get familiar with the selected online course or app. ■ Review the Weekly Planning template examples for check-in prompts and activity ideas. ■ Learn to use a reminder tool. (WhatsApp, Remind, other)	
During Learning Circle Sessions ■ Set up the computer lab or laptops for online learning. ■ Plan weekly sessions keeping peer learning and leadership building activities in mind. ■ Facilitate the learning circle. ■ Send weekly reminders to foster a peer-to-peer learning environment by getting learners to interact via a communications tool.	
Select Learners ■ Conduct or coordinate the learner group survey. What do learners want to do next? ■ Work with the Site Coordinator to facilitate next steps for learners. (Placement in class; other?)	

For those on a waiting list for an English class.

You are on a waiting list for an English class. Before you start your English class, we invite you to participate in an <u>online</u> English course.

For this course, you and other students will meet at The Immigrant Learning Center once a week on Monday afternoons for 6 weeks. You will work together on the computer to learn and practice English.

We call this a Learning Circle. A Learning Circle is not a class. It is a small group of students who learn English together on the computer. A teacher will be there to help you with conversation and computer English lessons. In addition to the Monday meeting, you can study the lessons by yourself on your smartphone or your home computer.

Meeting times:

November 7, 2016	3:00-5:00 p.m.
November 14, 2016	3:00-5:00 p.m.
November 21, 2016	3:00-5:00 p.m.
November 28, 2016	3:00-5:00 p.m.
December 5, 2016	3:00-5:00 p.m.
December 12, 2016	3:00-5:00 p.m.

If you would like to be in the Learning Circle, please come to the school office on

Thursday, November 3rd at 1:00.

You will meet the teacher, and she will explain more about the Learning Circle and answer your questions.

Learning Circle for ESOL 3

Welcome!

You are participating in an online English course at Portland Adult Education supported by volunteers. You have been chosen for this class because you are on the waiting list.

This is a good way to begin your English studies directly. You will have lots of support for your group.   We hope you like this experience.

We will contact you by phone and email the week of _____ if there is room in a 2 day a week class. If not, we invite you to continue with this class in the lab.

You will choose one of the Learning Circle times for ESOL 3 below to come and study English. There will be up to ___ students in your group.

The class will include:

- Group Conversation (15-30 minutes)
- Online work with USA Learns (1 hour)
- Question and Answer time (15 minutes)

You are also welcome to come to the lab for additional study any time that the lab is open. Please see the lab schedule below.

 If you complete the class and work regularly in the lab, you will be automatically registered

Monday	Tuesday	Wednesday	Thursday	Friday
8:30am-2pm	8:30am-2pm	8:30am-2pm	8:30am-2pm	8:30am-12pm
6pm-8pm	**Learning Circle for ESOL 3** **6pm-8pm**	**Learning Circle for ESOL 3** **6pm-8pm**	6pm-8pm	Closed

WORLD EDUCATION

World Education, Inc.

MEDIA RELEASE

Person Interviewed and/or photographed: _____

Project: English Now!

Date: _____

Location: _____

World Education Contact Person: Priyanka Sharma (priyanka_sharma@worlded.org)

I authorize World Education, Inc., to use, in whole or in part, my name, likeness, image, biography, interview, and performance, in all manner and media, as World Education, Inc., shall determine in its sole discretion related to all information collected between January 1, 2020, and December 31, 2021. World Education, Inc., shall own all right, title, and interest, including the copyright(s), in and to the Project, to be used and disposed of throughout the world in perpetuity without limitation as World Education, Inc., shall determine according to the designation/s I provide below. World Education, Inc., is not liable for unintentional misrepresentation of information, including facts, opinions, and quotes derived from this interview or data-collection process. If I decide to rescind this authorization, I will provide a request in writing to the project director, Priyanka Sharma (email address above) or to the Vice President of World Education, whose contact information is available at www.worlded.org.

World Education may use my name _____ Yes _____ No

I authorize the following purposes:

Informational & Fundraising Purposes:

- On the website: _____ Yes _____ No
- In print materials: _____ Yes _____ No

I have received a copy of this notice and agree to its terms.

....

Signature   Date

....

Address (optional)

Sample Lesson Plan Template

	Lesson Plan	Suggested Content
Facilitator:		**Date:**
Week:		**Unit:**
Check-in: (10 minutes)		**Updates:** *(How are you? What's new?)* **Review:** *(What are you studying? What did you learn last week?)* **Everyday English:** *(Are you using any new English? Give some examples.)* **Questions:** *(Do you have any questions—from the last meeting or outside class?)* **Icebreakers:** *(Name game, object show and tell, etc.)*
Pre-Teach (10 minutes)		**Prior knowledge of topic** **New vocabulary** or **information needed**
Online Learning (60 minutes)		**USA Learns Unit** **English Learning App**

Group Activity (30 minutes)		*Choose 2-3 activities:*
		 Listening: *Students share what they learned and ask questions*
		 Speaking:
		     Summarizing
		     Filling in the blanks
		     (This photo makes me feel _____, This video reminds me of _____)
		     Feedback
		     (_____ helped me to improve my _____)
		 Reading
		     Prediction: *main idea based on title or image*
		     Read Aloud: *students take turns reading aloud to each other in pairs*
		 Writing
		     Summary
		     Skit / PSA
		 Cooperative Learning Projects (optional)
		     Jigsaw activity:
		     Students work on investigating and presenting one piece of a bigger task
		     Class poll:
		     In groups, students create simple questions to poll the group based on topics they are learning. Compile and present findings.
		     Co-create flashcards:
		     New vocabulary with synonyms

Wrap-up (5 minutes)		**Plus / Delta:**
		 One thing each student thinks went well during the session and one thing they'd like to change or improve for next week
		 Discussion:
		     What did you learn today?
		     Say one word about today's class
		     How can we improve our time together?
		     What would you like to work on next or in the future?
		     Would you like to learn about _____ (next topic)?

Follow-up (5 minutes)		**Evaluations / Surveys (optional)**
		 Encourage students to use app to connect with each other
		 Send wrap-up message via app:
		     Summary of session
		     How it went
		     Plus/delta feedback
		     Anything the group agreed for next week

Attendance / Monitoring		**Track attendance** in Google Sheet **Share reflections or questions** on Moodle discussion group

Developed by: Literacy Pittsburgh, Pittsburgh, PA

Session 1: Get to Know One Another (25 min)

Frame this activity as a way to learn more about each other, our differences, and our commonalities.

First: Introduce yourself briefly. Ask participants to say their name. Review the details of the learning circle or use the Week 1 Slides (sample available in *Appendix*). Modify the slide show to fit your organization.

Next: Tell them they are going to introduce themselves to the person next to them. Give them three minutes each to ask their partner these four questions (modifying them as needed to suit
the group):

- What is your name?
- What is your first language?
- Have you studied English online before? How did it go?
- What do you want to learn here?

Last: Have students introduce themselves to the whole group. Tie this up by remarking on similar goals, etc.

Coursework: USALearns or Burlington English (45 min – 1 hour)

If the whole group is at a beginning level and new to online learning, project the course on the screen and walk them through the login process and how to navigate the course. Then direct learners to the course website and have them create a login account on the platform. Emphasize the importance of choosing a unique password and saving their ID and password; give suggestions for how to do that. Record learners' usernames and passwords for future reference. Encourage learners to poke around on the platform with a partner or on their own. Encourage them to help each other, and let them know you are there to help them. To wrap up, ask learners to come back together as a group and share with the broader group some of the things they learned.

Activity: Group Expectations (10 min)

Talk about expectations for the group. Ask learners how they want to work with their peers in the coming weeks. Prompt learners with these questions:

- Would you like to work with another learner, or alone, when you do the online lessons?
- How much time would you like to spend on the online learning versus group activities when we meet?
- Do you want to commit to doing online learning outside of the Learning Circle session?
- How should we stay in touch between sessions? (Remind/WhatsApp/phone calls, etc.)

Based on the discussion, create a list of expectations for the group and discuss the list, leaving room for last minute additions and any disagreements. Once the list is final, have a learner read it.
If you can, post it in the room each week, noting any revisions over time.

Plus/Delta (5 min)

Ask learners to share one thing that went well for them today and one thing that they would like
to change for next week. Record these weekly, as each subsequent learning circle will begin

Session 2: Get to Know One Another Day 2 and Goals

This week's activity is designed to support learners in thinking about and setting personal goals for the Learning Circle.

Check In (10 min)

Welcome the learners back to the group. Pass out learner name cards. First, ask each person to greet everyone in the group by name. Explain that then you will take away the name cards. Then ask participants to refresh their learning of each other's names by playing the name game. Remove the name cards. In the name game, go around a circle. Have each learner say his or her own name and the name of the learners who went before him or her. By the end, the last person has to remember and say everyone's name. Do it multiple times if that seems right. It is fun and
a good icebreaker.

- Review the Group Expectations from the last meeting.
- Recap last week's plus/deltas.

Coursework (60 min)

If they are all working on the same unit, preview the unit by asking questions about students' experience with the unit. For example, if it is a USA Learns unit on Time and Months, ask students what their favorite month is and why. Before they begin to do the coursework, check in with the learners to be sure they have their username and password.

Activity: Goal Setting (30 min)

Goal setting and sharing is a powerful tool to help learners create group identity, increase motivation, and build confidence. By setting goals early, learners will be able to refer to them on
a weekly basis to track their progress over time.

First: Go around and ask learners what they learned this week. "I learned…"

Then: Ask the learners to spend five minutes writing down one or two major learning goals for themselves for the Learning Circle. Give learners prompts to help them articulate their goals. Prompts can include: I want to know; I want to be able to…; I plan to attend every Learning Circle; I plan to spend ___hours studying online at home every week; and so on. Other goals might be to feel comfortable and competent in using the online learning tool/app on their mobile phone; to feel comfortable working with peers; or to learn to use/feel comfortable using a social media app to stay in touch between meetings.

Next: Have learners break into small groups of three or four, or come together as a larger group
(if there are less than six people), to share their goals.

Finally: Have each individual finalize and write down his or her individual goals. Keep a master list yourself that you can refer back to over time.

Plus/Delta (5 Min)

What went well today/one thing that they would like to change for next week. Ask who plans to use the app during the week. When and where?

Feedback (Afterwards)

Send wrap-up text/WhatsApp/Remind to all the learners, including a quick summary of the session, the plus/delta feedback, and a reminder to learners to bring their cell phones (see Week 3 activity).

Session 3: Using a Learning App

Prior to this session, or in the intake session, be sure learners can download an app on their phones. Many learners' phones are set up to always require a password (or Apple ID) even for free apps. Make sure students know or can bring that password with them to the session. It would be worth having learners change their settings so that they do not need a password for free apps.

Check In (10 min)

Pose a question to get the group started: *How are you today? When did you use English this week? What apps do you use on your phone? Do you have any (favorite) apps for learning English?*

Coursework (65 min)

Introduce the learning app. Pull up the app's website for everyone to see. Using either a projector or electronic white board (smartboard), show learners how to register with first and last name, email, etc. Discuss the difference between a username and their actual name. Tell them that usernames and passwords must be unique. Everyone has their own, and no one has one exactly like it. Ask those with an Apple iPhone to sit together and those with an Android phone to sit together. Ask who knows how to find apps in the (Apple) App Store or the Google Play Store. Ask those people to help another student. Spend 20 minutes getting learners on the app. Make sure they know their correct email address. With beginning level learners, you might suggest they use the same simple password. Record their usernames and passwords for future reference in case they forget. Give students time to complete two or three lessons on the app so that they build up confidence and understanding of how to proceed from page to page, how to respond to questions, etc.

Group Activity: Using an App (40 min.)

Discuss the use of smartphones for learning. What are the benefits? What are the pitfalls? Break into two groups. Have one group work on a poster about the benefits of cell phone use, and the other on the pitfalls or negative consequences of using cell phones. Have the groups present their posters to the group.

-or-

Find a reading about cell phone, especially smartphone, equality. Who owns them? Who can afford a data plan? Have smartphones increased or decreased equality? Why?

Dot Sticker Poll: How do you feel about using an app to learn—happy/excited/scared/nervous? Write these words on the side of a piece of newsprint or on the board. Have everyone choose one or two words that describe how they feel by putting either the sticker dots or a checkmark next to the emotion. Discuss the results, making sure everyone has a chance to contribute to the conversation.

Plus/Delta (5 min)

What went well today/one thing that they would like to change for next week. Ask who plans to use the app during the week. When and where?

Feedback (Afterwards)

Send wrap-up text/WhatsApp/Remind to all learners, including a quick summary of the session, the plus/delta feedback, and a reminder to learners to bring something to share next week (see Week 4 activity).

Session 4: Sharing Ourselves

Learners enjoy getting a chance to hear and share stories about their peers. It is a nice way for the learners to bring more of their personality into the group, especially for those learners who tend to be quieter or more reserved. The week before this session, ask learners to bring something in to the group to share. It can be a photo, a link to a video (2–3 min. max), or an important personal object, perhaps one they brought from their home country, and should be related to an issue or topic the group has been discussing.

Check In (10 min)

Have learners tell the group: What I worked on last week, what I am working on this week, and what I'll need help with. What I brought in to share...

Coursework (50 min)

Try to engage a bit less during the coursework this week—do you think the Learning Circle could continue next week if you weren't there? Observe whether or not and, if so, how the students are supporting each other.

Activity: Sharing (45 min)

During sharing time, invite learners to describe what they brought and why they chose it. Support them in connecting what they've brought to share and the course content. Then, have a brief discussion about what all the stories or resources had in common and whether there's a theme running through them.

Plus/Delta (5 min)

Ask learners to share one thing that went well for them today, and one thing that they would like
to change for next week.

Feedback (Afterwards)

Send wrap-up text/WhatsApp/Remind to all the learners, including a quick summary of the session, the plus/delta feedback, any good links shared during the activity, and anything else you want the learners to remember for next week.

Last Session(s)

The last few weeks' focus is on making a final push toward learners achieving their goals and discussing ways in which they can continue to use the online course or learning materials.

Your Site Coordinator will coordinate the post-testing schedule with you.

Check In (10 min)

Have learners share: What I worked on last week, what I am working on this week, and how I hope to continue with the coursework. What tech assistance do I need, if any?

Coursework (50 min)

Support learners in working until they reach a natural stopping point in the online course they can return to, either once they enroll in classes or on their own, if that's possible.

Activity (10 min)

Convene in a circle to share their work and debrief about the experience.

First: Go around the room and share a learning victory they have achieved. This could be by showing an example of their work or sharing an anecdote.

Next: If this is the last or next-to-last Learning Circle, ask learners if they would like to keep learning even though the Learning Circle is over. They could continue with online coursework, enroll in a class, work on the materials at home or in the library, or commit to a personal goal like exploring new job opportunities or speaking to their child's teacher.

Finally: Brainstorm ways to help learners find ways to reach their goals. If they are going to be able to begin ESOL classes at your program, this is a good time to talk about the responsibilities of a student, the schedule of classes, how they will organize their time to be able to attend all of the class sessions, etc.

Survey (10 min)

Distribute the End of Learning Circle learner survey included in the *Appendix* of this guide. This will give you some good feedback on the learners' experiences and prime them for an engaging plus/delta.

Plus/Delta (5 min)

Ask learners to share one thing that went well for them over the past 8–12 weeks, and one thing that they would change for the next iteration of Learning Circles.

Certificates (5 min)

Hand out certificates or other recognition to participants.

Feedback (Afterwards)

Send a wrap-up email to all the learners, including a quick encapsulation of the session summarizing the experience and encouraging them to keep learning together.

Thank you for all the work you put into this Learning Circle!

Week 1 Slides Sample Thumbnails

What is English Now?

Week 1 • Getting Started

- ❖ Introductions
- ❖ What is a English Now!
- ❖ What is a learning circle?
- ❖ Starting the Online course
- ❖ Conversation activity
- ❖ Wrap-up

What is a Learning Circle? Studying together.

A learning circle is not a class. However, you can study and practice English Now!

Two things will help you learn: the internet AND this group.

What is a Learning Circle? Studying together.

Together we will help each other learn. Some people can speak well. Some are better with English grammar. Some can write better than others. Some people are more advanced with technology. Remember:

"No one knows everything.
Everyone knows something."

Getting started with Online Learning

- We will use a XXXX to learn English.

  Please go to XXX.

  Then we will register for the online course.

  Note: Please keep track of your username and password.

Thank you!

Note: Available on the online Community of Practice as Google Slides or PowerPoint. Customize to your program!

English Now! Digital Skills Self-Assessment

Instructions for learners—Please answer all of these questions. Ask for help if you need it! *Your answers are confidential. We will use them to help us learn what you need to learn most.*

Name _____

1. Tell us what you have and how often you use it/them:

	Smartphone	Tablet	Computer
I have this type of device. (Circle the right answer)	Yes No	Yes No	Yes No
How often do you use each type of device? (Circle the right answer)	Daily	Daily	Daily
	Weekly	Weekly	Weekly
	Monthly	Monthly	Monthly
	Never	Never	Never

2. In the past week, how have you used each type of device? Put a ✔ in the boxes that show

	Smartphone	Tablet	Computer
Texting			
Voice calls			
Emails			
Messaging apps (WhatsApp, Viber, etc.)			
Web browsing (Chrome, Firefox, Internet Explorer)			
Apps (games, translation, English learning, etc.)			

what you have used the device for.

3. What app do you like to use to communicate with friends and family?

a. WhatsApp
b. Viber
c. Facebook
d. Texting
e. Other:_____

4. Internet access:

Where do you go to use the Internet? (Circle all that you actually use.)

a. Computer at home
b. Computer at school or learning center
c. Computer at work
d. Computer at library
e. Computer somewhere else (Where?) _____
f. Cell phone/tablet with Wi-Fi at work/library, etc.
g. Cell phone/tablet with Wi-Fi using your cell plan
h. Other? _____

Put a ✔ in the box if this is how you feel about it.	🙂 I feel very confident.	😓 I feel a bit nervous about it.	🙁 I'm not comfortable at all.
Turning a computer on and logging on			
Using a mouse and keyboard			
Navigating around a website			
Setting Favorites or Bookmarks on your web browser			
Using Google Search or other search engines			

Sample Welcome Packet

Name: _____   Date: _____

English Now! - Welcome Packet

Welcome to the English Now! Blended Learning Circle! We are happy to have you!

Goal: To have many opportunities/ways to support you to improve your English Skills

- Support you to get comfortable to use online program to learn English
- To give you an opportunity to share with people once a week
- Online and in-class experience, learn from one another

Class Schedule - Round 2

Date	Activities
Week 1	Registration, Ice Breaker, CASAS pre-test
Week 2	Welcome Packet, laptop distribution, USA Learns Introduction
Week 3	Learning Circle
….. Week….	Learning Circle
Last Week	Last Learning Circle, return laptops and CASAS post-test

Login Information:

Laptop

ID# _____

Password _____

USA Learns - https://www.usalearns.org/

Email address: _____

Password: _____

If you have questions or need help please call _____ and ask for _____ or _____. You can also call/text _____ at _____.

Notes:

Name: _____   Date: _____

_____

_____

English Now! - Weekly Goal Planning and Log

(Week 1)

Today is Wednesday, _____.

This week I plan to spend _____ hours studying at home.

Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday

Total time= _____

Questions I have...

_____

_____

English Now! - Weekly Goal Planning and Log

(Week 2)

Today is Wednesday, _____.

This week I plan to spend _____ hours studying at home.

Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday

Total time= _____

Questions I have...

_____

_____

Courtesy: Carlos Rosario International Public Charter School, Washington DC

English Now! Online Content Resources:

USA Learns: USA Learns is free. Create a "teacher" account, then create a class, and print the student instruction document for participants to sign up for your "class." The document will list your unique class key. Students will need an email address to register. Teachers can assign courses, respond to student writing assignments, post messages to the online class, and track progress.

Having a teacher account helps you track student usage and reply to writing prompts. In addition, sign up with a separate email for a practice student account so you can see what student pages look like, as the teacher account does not yet allow you to see the student pages.

Here are more resources from the USA Learns website to help you get started:

- Sign up for a teacher account at usalearns.org/teacher.
- Teacher resources—Read the Curriculum Scope and Sequence before you decide which course to assign your learning circle.
- Create a class—So that students can use this course after the learning circle ends, do not put an end date on your course.
- Useful instructions and tips for teachers
- How to study English courses on USA Learns—Review this video yourself and show it to learners before getting started. This shows independent use without a class account, but the user experience is the same.
- Teachers share their experience using USA Learns in the classroom

Bonus: There are four FREE Level 1 companion apps for iPhone and Android. The apps correspond to the units on the online version of USA Learns 1 but are not as comprehensive. However, there are vocabulary learning activities including recording one's voice that work quite well. These do not require Flash any longer.

Burlington English (fee-based): If your program uses Burlington English, they will have access to the instructions to get started using Burlington English with your learning circle.

You can experiment using different resources for the warm-up or main activity and leave comments on our online community of practice page on what is working for you! Let the learners guide you in terms of what you focus on each week.

Reading Sites

- NEWSELA (free, but you must create an account)
- Voice of America News for ELLs (with audio)
- Simple English Wikipedia
- The Change Agent: magazine for adult learners. Free packets at changeagent.nelrc.org.
- CSAL Library

Videos

- We Speak NYC

Writing, Grammar, and Phonics Rules—For facilitators and advanced ELLs

- English Page
- Phonics, Syllable and Accent Rules
- Purdue OWL

Miscellaneous

- ESL Dictionary
- Google Translate
- ESL Lab
- English Listening Library online (ELLO)
- Quizlet
- Thesaurus
- Vocabulary—Learning Chocolate

XPRIZE Adult Literacy Apps

- Amrita Learning (free, Android only, available in the Google Play Store)
- Cell-Ed (fee based, usable on basic cell phones as well as all smart phones, contact company
  for purchase)
- Codex: Lost Words of Atlantis (free, Android only, available in the Google Play Store, note space requirements)
- Learning Upgrade (relatively low cost, available on all smartphones, contact company for purchase)

Communication Tools—For staying connected with learners between sessions

- Remind
- WhatsApp
- Facebook Group
- Email or text messaging

Facilitators should discuss which method of communication is agreeable to the whole group. WhatsApp and text messaging use personal phone numbers, and some people may not be comfortable with that. Remind now offers two way conversations.

Facilitators can use one or more of these tools to review the plus/deltas in each session and remind learners about the next session. These communication tools can also serve as a way for the group to communicate with each other between sessions.

Once the learning circle has formally ended, it is possible that learning circle members will wish
to stay in contact with each other.

App Reflection Sheet

1199SEIU TRAINING & EMPLOYMENT FUNDS

330 West 42nd Street/New York, NY 10036   (212) 643-9340/ FAX (212) 494-0551

English as a Second Language Program

Cell-Ed Reflection Sheet

Week One:

What I learned: _____

What I liked: _____

A word/phrase/question to practice at work: _____

A question I have: _____?

Week Two:

What I learned: _____

What I liked: _____

A word/phrase/question to practice at work: _____

A question I have: _____?

Week Three:

What I learned: _____

What I liked: _____

A word/phrase/question to practice at work: _____

A question I have: _____?

English Now! Group Learner Survey

Interviewer's Name: _____

Date: _____

Names of learners in this survey (optional): _____

Directions: Ask these questions to the group and note the responses.

1. Why did you join this learning circle? What did you hope to learn?

2. What did you like about the learning circle?

3. Was there anything you did not like about the learning circle? How could we improve it?
   For example (use these prompts as needed)
   - Taking a course online
   - The online course content
   - Meeting face-to-face with other learners and the facilitator (Was the meeting long enough? Too long?)
   - Discussing topics in the weekly meeting
   - The amount of time spent on practicing English compared with the amount of time in other meeting activities (Was the balance right?)
   - Anything else?

4. Would you recommend the learning circle to other English language learners? If so, why?

5. What is one way the learning circle could support you after it has ended?

6. Are you satisfied (happy) with the learning circle? Is it helpful? (Yes/No)

7. Did you need to learn computer or smartphone skills to do the online course (USA Learns, Burlington English, or whatever online course/app or materials the learning circle has used in this round)? If so, what skills?