Educator's Guide

to

Transparent Language Online

from

Transparent Language, Inc.
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Welcome to Transparent Language Online for Education

Welcome to Transparent Language Online for Education, an exciting language-learning solution from Transparent Language. This system is specially designed to assist educators in teaching a language.

What is Transparent Language Online for Education?

Transparent Language Online for Education consists of a number of closely-related components that add up to a complete language-learning system:

- **Transparent Language Online** - A powerful, web-based application that provides an engaging and effective environment for language learning, accessible anytime, anywhere, from almost any computer, tablet, or mobile device at no cost to your students.

- **Extensive Included Content** - A comprehensive set of lessons, complete with authentic native speaker sound, that Transparent Language has developed to cover numerous topics across a wide selection of languages. Many languages have grammar resources and alphabet references as well.

- **Authoring Tools** - Quick, easy-to-use tools that give you the power to create custom lessons for unique situations that no pre-made content can cover, whether you want basic weekly word lists that match your textbook or more complex, culturally-relevant lessons based on current events.

- **Instructor Portal** - A special website, just for teachers, which hosts not only the authoring tools but also features that let you manage students and classes, assign lessons, run reports on students, and more.

- **Educator's Guide** - This document, which offers an overview of all these pieces of the program along with ideas on how you and your students can benefit from them.

What do teachers need to do with the program?

All aspects of Transparent Language Online for Education are designed to make the program as simple as possible for teachers to use.

When you first start using the program, you'll need to spend a few minutes setting up your classes and adding your students to them (unless you let your students or their parents create the accounts, saving you that step), but once that's done, it's done. After that, you can follow the same basic process for each lesson:

1. Choose an appropriate lesson from the included content, or use the authoring tools to make your own custom language lesson that supports your planned classroom activities.

2. Use the built-in assignment and message tools to assign the chosen material to students at least 24 hours before class. You can also encourage them to refresh the material from previous lessons. If you prefer, you can track student progress through usage reports while they work with the material.

3. Hold your live classroom session, focusing on interactive, task-based speaking and listening activities in the learning language, giving students a chance to put what they've learned into practice.

That's it - just repeat those three steps for each lesson throughout your class term!
How is Transparent Language Online for Education best used?

The Transparent Language Online for Education system is based on the concept of "Declaratively Accelerated Blended Learning" (DABL), and is best used as part of a flipped classroom approach.

What do we mean by that? Well, "Declaratively Accelerated" means that it focuses, first and foremost, on the quickest and easiest ways to help students commit large numbers of words, phrases, and other small chunks of language to their declarative memory. It doesn't ignore grammar, by any means, but it recognizes that words are the basic building blocks of a language, the key thing that absolutely has to be learned. Fortunately, technology excels at the kind of rapid learning exercises that make the memorization of these necessary vocab items painless.

At the same time, Transparent Language Online for Education doesn't depend solely on technology. The "Blended Learning" part of DABL refers to the combination of technology and human instruction, and that's where you come in. A computer can present dozens of learning encounters per minute, observe and record learning outcomes, and continually adjust until the learner commits the material to memory, but teachers are far better than software when it comes to facilitating interactive tasks such as role play or dialogues, encouraging discussions, and generally helping students apply their language knowledge in context. In an ideal DABL-based flipped classroom, both technology and teachers get to do the things that they do best.

In the flipped teaching model, students do lexical preparatory work (learning key words and phrases) before class, then apply what they've learned in class, as opposed to spending their class time on vocabulary drills and trying to apply the concepts on their own afterwards at home. Coming to class with a shared understanding of the relevant vocabulary means that students arrive better prepared to dive into more fruitful and advanced discussion, and thus a deeper and more satisfying learning experience.

That, in turn, allows you to focus your efforts and class time on communicative activities and task-based strategies that help students practice and apply their knowledge. You can add in periodic review sessions as needed, either by reassigning content or by creating new content that uses learned material in different ways. The program will also automatically track each individual student's learned vocab items, so that they can review and refresh them on their own.

The end result is a classroom experience in which students spend more time actively engaged, rather than passively listening. It's more effective for them, easier for you, and more enjoyable for everyone! If you're ready to try this out for yourself, the next section of this guide provides an introduction to the features of Transparent Language Online.

If you have any comments, questions, or feedback about Transparent Language Online, please see page 53 for ways to contact Transparent Language. We enjoy hearing from our customers!
Exploring Transparent Language Online

This section of the Educator's Guide will walk you through some of the basic features of the Transparent Language Online Learning Portal that it is good for you to know before delving into the special educator features in the Instructor Portal. Additional details about using the program the way that a learner would see it are provided in the Student Use section beginning on page 31.

Note: This Educator's Guide assumes that the application has already been set up and is running for the school. All screenshots of the user interface in this Educator's Guide were accurate at the time of publication, but be aware that features may be updated over time.

Using the Login Screen

When you are registered as a Transparent Language Online educator, you will be given the web links and login information necessary to access the application. This information may come from the IT administrator who set up the application for your school, or it may come directly from Transparent Language.

To log into the Transparent Language Online application:

1. Use your Internet browser to go to the Transparent Language Online website for your school. You will see the Login screen.

2. Click the LOG IN tab, if it is not already selected.

3. Enter your username and password in the fields provided. Note that passwords are case-sensitive.

4. Click the LOG IN button. The application will open, and you can begin to explore the content and features of the Transparent Language Online Learning Portal as described on the next page.
Choosing a Language

The first time you open Transparent Language Online, you will be asked to choose a language. Click on the language you teach, then choose a dialect or other variation if necessary in the popup menu which appears.

Choose a Language Screen

Not all schools will have all languages available, so you may not see all the languages listed here.

Don't worry if you want to work with more than one language - you can switch between any of the languages available to your school at any time using the language menu at the top of most program screens.
Using the Learning Screen

Once you've chosen an initial language, you will see the Learning screen:
Using the Learning Path

The Learning screen is the main screen of the Transparent Language Online Learning Portal. It has three sections: **MY LEARNING PATH, LEARNED, and PRACTICE.** The first time you log in, you will want to focus on the Learning Path, which appears on the left-hand side of the screen.

The Learning Path functions as a to-do list that helps students keep track of their lessons. It shows a set of suggested lessons and assessments, with the next recommended lesson at the top. The Learning Path will change over time as completed lessons are removed and new lessons are added.

Depending on your language, you may see several types of lesson in the Learning Path:

- **Vocab lessons** are marked with the icon ![VOCAB](image). These lessons focus on words and/or phrases, which are taught through a specific series of activities.

- **Course lessons and flex lessons** are marked with ![LESSON](image). Course lessons are part of a larger learning course, such as the Essentials course or the Teen Voices course. Flex lessons are content that you (or other educators) create with the Flex Authoring tool. They use a customizable set of activities to teach vocabulary and comprehension skills based on a passage of source text.

- **Assessments** are marked with ![TEST](image). They are usually part of courses, and serve to test a user’s understanding of the material.

Assignments of any type are marked with ![ASSIGNMENT](image), and with ![DUE DATE](image) if they have a due date.

Opening any lesson in the Learning Path is simple as clicking the button beside it, which will say **LEARN or START.** You can also click ![MORE OPTIONS](image) for additional options and information, including the ability to view the lesson vocab, see the due date for an assignment, and remove the lesson from the Learning Path if necessary.

At first, the program will show the default Learning Path, which will vary depending on the language and on the options chosen by your school. Depending on the age group and level you are teaching, you may or may not choose to use the lessons in this default path.

If you don’t want to use the default path with your students, don’t worry. You can customize it by assigning different content to your classes, either additional lessons from Transparent Language or lessons that you create yourself. Any lessons you assign will appear in the Learning Path for your students.

To browse for additional content from Transparent Language that you may want to add to the Learning Path, use the Browse screen as described on the next page. Instructions for creating your own content and assigning lessons can be found on pages 19 and 25 in the section on using the Instructor Portal.
Using the Browse Screen

There is much more to the Transparent Language Online content than just the lessons shown in the default Learning Path. To see the entire set of content for your language, click **BROWSE** in the top navigation bar. The Browse screen will appear, showing a set of categories.

![Browse Screen, Showing Categories](image)

Many of the categories relate to specific courses, which you can explore as you choose. Other categories on the Browse screen that may be of interest to you include the following:

- **The General Vocabulary** category contains vocab lessons on a wide range of subjects, including useful topics such as "Animals", "Numbers", "Common Foods", and "Weather", as well as parts of speech like "Adjectives" and "Verbs". Look through the lesson names to get an idea of what’s available.

- **The Elementary Vocabulary and Teen Voices** categories available for some languages provide content specifically designed for elementary school students and teenage language learners, respectively.

- **The <Language> Alphabet Course** category available for some languages contains lessons that focus on the writing system of a language.

- **The User-Created Content** category is where you can find lessons that you and other teachers create with the authoring tools. (See page 19.) This category won't appear if there are no user-created lessons.

- **The Grammar & More References** category offers an assortment of helpful resources to further your students' language learning, such as language overviews, alphabet information, grammar references, and more. These references are also available within lessons, as described on page 11.
Click the name of each category shown on the initial Browse screen to see the subcategories or lessons it contains.

![Browse Screen, Showing Some of the General Vocabulary Lessons](image)

Just as on the Learning screen, the Browse screen lets you open lessons by clicking the LEARN or START button beside them.

You can also click to add most lessons to your personal Learning Path (but not to your students' Learning Paths), or click for other options. To add lessons to your students' Learning Path, you will need to assign them following the instructions on page 25.

To return to the Learning screen, click LEARNING in the top navigation bar.
Using a Lesson

To try out a lesson for yourself, pick one that interests you in the Learning Path or on the Browse screen, then click the LEARN button beside it. Many lessons, particularly those that are part of courses, begin with an Objectives screen that presents introductory information about the learning material.

Objectives Screen

If you see an Objectives screen, read through the description, then click START LEARNING to launch the first activity. If your lesson doesn't have an Objectives screen, the first activity will launch automatically.

Example of an Activity
The number and type of activities you see will vary depending on the lesson, but each time you complete one, you will automatically be offered the option to move on to the next.

You can also jump to any activity in the lesson by clicking the menu button in the upper left-hand corner of the screen. This action will open the navigation menu, from which you can select the activity you want to use.

The underlying presentation algorithm used in many activities customizes the order and frequency of the vocab items that are shown, ensuring that the terms that a student has trouble with appear more often than those that are learned quickly.

Another feature to be aware of is the REFERENCE link in the top right-hand corner of any activity screen. This link allows access to a number of references that may be of use to you and your students.

The number and type of references varies by language and version of the program. When references are available, they may include any of the following:

- **About the Language** - An introduction to the language being learned, this component includes general information on the historical background and other aspects of the language.
- **Alphabet Explorer** - This reference teaches the alphabet, including letter order, letter names, and corresponding sounds.
- **Alphabet Learner** - This reference activity presents letter names and requires students to select the corresponding letter, reinforcing the connection between letter names and characters.
- **Grammar Tips** - These short videos offer quick overviews of key grammar concepts, with examples and explanations.
- **Grammar Reference** - This additional resource provides detailed information on common grammar topics in a written format designed to let students explore topics as needed at their own pace.

You can use any reference, then close it and go back to the activity you started from. If you need detailed instructions for using any activity, click the help button in the upper right-hand corner to open the online Help. Many of the activities will also be described in more detail later in this Educator's Guide.

For now, complete the lesson you chose as an example, then return to the Learning screen to look at some of its other features, such as the Learned panel and the Practice panel.
Using the Learned Panel

As lessons are completed, learners will come to know an increasing number of words and phrases in the learning language. We call these *learned vocab items*. The number and status of a student's learned vocab items will be shown in the Learned panel on the right-hand side of the Learning screen.

Learned vocab items are divided into three groups, *fresh*, *stale*, and *archived*.

- A fresh vocab item is a word or phrase from the learned vocab that the learner is likely to remember because it has been practiced recently or repeatedly.
- In contrast, stale vocab items may be at risk of being forgotten. A fresh vocab item will eventually become stale if it is not reviewed, although the amount of time it stays fresh increases each time it is successfully refreshed.
- Archived vocab items are terms that are so well known that a student has indicated that they no longer need to be refreshed or practiced.

All three types of learned vocab items are included in the totals shown on the Learned panel. To see a complete list of all their learned vocab items, students can click **MANAGE**. The screen which appears will also allow them to archive vocab items and, if your school settings allow, manually add learned vocab items that they have learned outside the program, such as words they've learned in the classroom.

The other important button on the Learned Panel is **REFRESH ALL**, which provides an easy option for students to refresh their memory of their learned vocab. At the end of the session, all the stale vocab items reviewed will be considered fresh again. Students can also refresh terms using the Practice panel, as described on page 13. See page 48 for more details on refreshing from a student perspective.
Using the Practice Panel

The Practice panel lets students focus on a particular skill such as listening, reading, speaking, or writing. This feature can be a great way for students to work on the aspects of the language that they need to practice most.

### Practice Panel

The number and type of activities available may vary by language. All of the Practice activities are described in the Student Use section of this Educator's Guide, beginning on page 34.

Your students can use the Practice activities at any time with the content from any vocab lesson, or with their learned vocab items (which will refresh any of those vocab items that are stale). Students will be asked to choose content after they click the tile for the activity.
Using the Instructor Portal and the Authoring Tools

There’s a lot more to the Learning Portal than what you’ve seen so far, but most of that will be covered in the Student Use section. For now, it’s time to look at the Instructor Portal. These features allow you to register and manage student users, create or locate content for your classes, and track student progress.

Note: For more detailed help on using the Instructor Portal, you can click the button on any screen.

Accessing the Instructor Portal

All of the Transparent Language Online administrative functions, including the content authoring tools, can be accessed online through the Instructor Portal.

To access the Instructor Portal, log into Transparent Language Online as usual, then click the INSTRUCTOR PORTAL link at the top of any Learning Portal screen. (Only teachers will see this link. It will not appear for students.)

Instructor Portal

Note that the Instructor Portal should be accessed using a computer, not a mobile device.
Managing Classes and Students

When you first start using Transparent Language Online, you'll need to use the Instructor Portal to set up your classes. This task usually takes just a few minutes, and only has to be done once at the start of a school term.

Creating Classes

Each class has its own customizable attributes. You can assign different lessons to each class, track class progress, and send messages to your classes. It is best to create classes before creating student accounts.

To create a class:

1. Click **Create** in the **My Classes** section of the Instructor Portal. The New Class screen will appear.

   ![Create Class Screen]

2. Enter a name for the class in the **Class Name** field, then select the language for the class in the **Language** field.

3. Either accept the default class code, or enter a new one in the **Code** field. This code can be used for student registration. Each class must have a unique code.

4. If you prefer, enter a short description of the class in the **Description** field. This field is optional, but can be used to provide additional information or to distinguish between classes with similar names.

5. If you want to note the first and last dates for the class, enter them in the **Start Date** and **End Date** fields. You can either type the dates in the format **mm/dd/yyyy**, or click **** beside a field to select a date. Note: These dates are stored purely for informational purposes, and will not affect the usage of the class. Classes can be set up and used before the listed start date and can continue after the listed end date if necessary.

6. Choose your class configurations:
   - If you want students to be able to mark assigned lessons as complete without using them in the program, check the **Allow 'Mark as Learned' for Assignments** box. This feature is intended to let students indicate material that they have learned from other sources and do not need to review in this program. (Some schools may universally disable this option, in which case this checkbox will not appear.)
   - If you want students to be able to remove themselves from the class if necessary, check the **Allow Students to Unenroll from Class** box.
   - If you want to link this class to assignments from another class, mark the **Subscribe to Assignments from Another Class** box. This option will be covered in more detail later, on page 27.

7. Click **Save**. The new class will be created.
After you have created classes with the Instructor Portal, they will be listed in the **My Classes** section of the screen. You can select any class by clicking on it in this area. Many of the other features in the Instructor Portal require you to first select the class you want to work with.

The My Classes section also provides an Enrollment Code link for the class, which can be used to register student accounts, as described below. If necessary, you can also the other links in the My Classes section to modify the class:

- **Remove** deletes the selected class. Note: The student accounts and assignments associated with the class will not be deleted, but they will no longer be assigned to a class.
- **Copy** creates a new class with the same attributes to the selected class, but with a different class code. You can choose whether to copy students and/or assignments along with the basic class information. This feature is useful if you need to quickly create a set of similar classes.
- **Edit** allows you to update the information for the selected class. If necessary, you can change everything except the class name and the class code.

### My Classes Section

#### Registering Students

To use Transparent Language Online, students must be registered as users and assigned to classes. You can have students (or their parents) create the accounts, or you can create them yourself for your students.

**To have students (or parents) create student accounts and enroll in classes:**

1. Select your class in the My Classes section of the Instructor Portal, and copy the Enrollment Code Link that appears in the class information.
2. Send the Enrollment Code link to your students and/or their parents.
   - If your students are 16 years of age or older, they can use that link to create their own accounts. When the Transparent Language Online Login screen appears, they should click the **SIGN UP** tab and enter their personal information. Completing the registration will automatically enroll them in your class.
   - If your students are 15 or younger, they cannot create their own accounts, but you can ask their parents to do it for them. Tell the parents to use the Enrollment Code link, then go the **SIGN UP** tab and choose **Adult creating account for child** in the **AGE RANGE** menu. From there, they can complete the registration process for their child, which will also automatically enroll the child in your class. Once the account has been created, the child can use it normally.
3. If any of your students need to enroll in more than one class, they can still use the Enrollment Code links and simply use the **LOG IN** tab rather than the **SIGN UP** tab. Logging in after clicking an Enrollment Code link will enroll the student in the class. Enrollment codes can also be entered via the Enroll option on the Classes screen, as described on page 32.
If you prefer to create student accounts yourself, you can do so through the Instructor Portal.

**To register a student:**

1. Do one of the following to see the Create Student screen in the Instructor Portal:
   - If you have already created classes, select the appropriate class for this student in the **My Classes** section, then click the **Students** tab and click **Create Student**. This option will automatically enroll the student in the selected class.
   - If you have not yet created classes, just click the **Students** tab, then click **Create Student**. You will later need to follow the instructions on page 18 to assign the student to a class.

2. Enter all the required information for the student in the fields provided. You can also enter any optional information you choose.

3. Mark the checkbox certifying to Transparent Language that you are authorized by the user (or, for users under 16, the user's parent or legal guardian) to create and maintain the account, to accept the Terms of Use and Privacy Policy on behalf of the new user, and to act as the collector of the user's personal data. The **Save** button will not become active until you have marked this checkbox.

4. Click **Save** to save your information and register the new user. Be sure to give the new username and password to the student, so that he or she can log into Transparent Language Online.

**Note:** You also have the option of importing sets of students all at once from an existing file by clicking **Import Users** on the **Students** tab. This feature can be a handy timesaver if you already have class information stored in an accepted format (.CSV, .TXT, .XLS, or .XLSX). See the online help for information if you want to take advantage of this option.
Managing Class Enrollment

If you registered students before you created classes in the Instructor Portal, you should follow the instructions below to assign those students to appropriate classes. This procedure is also useful if you have students who registered themselves as users without enrolling in a class, or if you need to remove students from a class.

To manage class enrollment:

1. Select the class you want to manage in the **My Classes** section of the Instructor Portal, then click the **Students** tab and click **Add/Remove**. The Assign Users to Class screen will appear.

![Assign Users to Class Screen](image)

The bottom table on this screen will show all the students assigned to the current class, if there are any. The top table will be empty until you run a search.

2. Do either or both of the following:
   
   • To add a student to the class, type all or part of that student's name, username, or email address in the **Search Students** field, then click **Search**. When the top table displays the results of your search, locate the student you want to add and click **Add** beside that student's name.

   • To remove a student from the class, click **Remove** beside that student's name in the bottom table. (Alternatively, you can search for the student and click the same button in the top table.) Removing students from a class does not delete those students. However, it will remove their access to the lessons assigned to that class.
Choosing Content for Assignments

As an educator, you have two main options for the learning content that you assign to your students:

- **Use the content provided with the application.** As you saw when you explored the Browse screen in the Learning Portal, Transparent Language provides an extensive set of included content that many educators find useful for their classes. Using this material is as simple as choosing a lesson and assigning it to a class following the instructions on page 25. You can also use the message feature described on page 29 to ask students to work with references or other materials.

- **Author your own customized lessons with the built-in authoring tools.** This option allows you the ultimate flexibility to create the exact learning material you need for your curriculum, then publish it so that your students can learn it with Transparent Language Online. See below for instructions.

Authoring Lessons

After you've organized your students and classes, you can find or create content for them.

**Authoring Your Own Lessons**

The Instructor Portal includes special authoring tools to let you make your own content. To access them, click the **Authoring** tab at the top of the screen. The Authoring screen will appear.
On the Authoring screen, choose the type of lesson you want to create to open the appropriate authoring tool:

- **Make or Edit a Vocab Lesson** allows you to create vocab lessons similar to the General Vocabulary lessons in the included content, using the same vocabulary drills and pronunciation exercises.

  This type of lesson is useful when you want your students to focus on learning language terms and pronunciation. For example, you might use it to make word lists that correspond to your textbook or lists of conversational phrases. You could even create grammar lessons by focusing on conjugated verb forms or nouns with irregular plurals, for example.

  See page 21 for information on using the Vocab Authoring tool.

- **Make or Edit a Flex Lesson** allows you to create flex lessons based on authentic foreign language texts. You can use this option to create culturally-relevant lessons about current events or to explore any subject of interest to your class.

  In a flex lesson, your students will be able to read a text, then learn the material from it through customizable activities. The available exercises include reading comprehension, fill in the blank, matching activities, basic vocabulary drills, and more. You also have the option of generating a PDF with printable versions of the lesson's activity.

  See page 23 for information on using the Flex Authoring tool.

As long as your school allows lesson authoring, you can create as many of each type of lesson as you need for your classes. Be creative, and see just how powerful these features can be! (Some schools choose to disable either or both of the authoring tools. If you don't see these features and you want to use them, talk to the administrator for your organization about enabling them.)
Using the Vocab Authoring Tool

The Vocab Authoring tool allows you to rapidly and economically create your own customized vocab lessons with words and phrases that match your specific goals, classroom materials, or educational requirements.

This section of the Educator’s Guide provides an overview of this powerful tool. For more details, click the help button in the Vocab Authoring tool to see the online help.

Overview of the Vocab Authoring tool:

1. Click the Authoring tab in the Instructor Portal, then click Make or Edit a Vocab Lesson.
2. When the Vocab Authoring tool opens, click NEW LESSON on the My Vocab Lessons screen. Select the languages for the lesson and type a name for it, then click CREATE.

   Note: You also have the option of importing vocab lessons that were produced in other programs, such as Byki Deluxe (the content tool from older versions of Transparent Language Online), Microsoft Word, or Microsoft Excel. Any language lesson with the extension .b4u, .b4x, .docx, or .xlsx can be imported and edited with the Vocab Authoring tool. See the online help for details.
3. Use the Edit screen to add vocab items. You can create any type of vocab lesson: key words from your textbook, verb forms for conjugation practice, phrases for dialogue exercises, and more. To add a vocab item, just click ADD VOCAB ITEM, then fill in the learning language and known language text or use the auto-translate features. (See the online help for information on typing special characters.) If you expand the information for an item, additional fields will appear that allow you to add hints, comments, transliterations, sounds, and pictures. It is your responsibility as the content creator to obtain permission for sound and image use if necessary.
4. When you have finished adding vocab items, click **PREVIEW** at the top of the screen to see how your vocab lesson will appear in the various activities.

The activities available to preview are the ones that your vocab lesson will use in Transparent Language Online, so be sure to check each one. **Preview It**, **Recognize & Say It**, **Recognize & Write It**, **Produce & Say It**, and **Produce & Write It** are available for all vocab lessons. **Pronunciation**, **Multiple Choice**, and **Listening Multiple Choice** are automatically available for vocab lessons that have at least four vocab items with learning language sound. These activities are all described in the Student Use section of this Guide, beginning on page 34.

Be sure to check the text, spelling, sound, and pictures for all your vocab items. If you find anything that needs to be corrected, go back to the Edit screen to fix it.

5. When you are satisfied with your vocab lesson, publish it by clicking **Publish** on the Edit screen, or by clicking **Publish** beside its name on the My Vocab Lessons screen.

6. Follow the instructions on page 25 to assign your published lesson to one or more of your classes. **Remember that your vocab lesson will not be visible to students until it has been assigned.**
Using the Flex Authoring Tool

The Flex Authoring tool allows you to create relevant, engaging, pedagogically-sound flex lessons based on authentic foreign texts. These lessons can be run in Transparent Language Online or downloaded in various formats, including printable PDF files.

This section of the Educator’s Guide provides an overview of what to do with this useful feature. For more details, click 📚 in the Flex Authoring tool to see the online help.

Overview of the Flex Authoring tool:

1. Click the **Authoring** tab in the Instructor Portal, then click **Make a Flex Lesson**. The Flex Authoring tool will open in a new window.

2. In that application, click the **NEW LESSON** link at the top of the screen to create a new lesson. Enter the requested information for the lesson (including the lesson name and language), then click **CREATE LESSON**.

3. On the Text Details screen, enter the main learning language text for the lesson and its associated information, then click **CONTINUE**. You can use any type of text: current event articles from news websites, interesting blog posts, information from online encyclopedias, excerpts from classic literature, even original dialogues or stories. The text can be copied and pasted from other sources, or typed directly in the Flex Authoring tool. You also have the option of adding pictures to enhance the lesson, if you prefer. Note: It is your responsibility as the content creator to obtain permission for text, sound, and image use if necessary.

**Don’t forget to spell-check and proofread all the text you enter**, on this screen and all subsequent ones. See the online help for information on typing special characters.
4. On the Vocab Selection screen, select the individual vocab items from the text that you want your students to focus on, then click **CONTINUE**. We recommend picking 10-15 key terms.

5. On the Vocab Editing screen, make any necessary changes to the vocab items that are automatically generated based on the words and phrases you selected. To add additional information to any vocab item, fill any or all of the additional fields that appear when you click **EXPAND** beside the text. You can add hints, comments, transliterations, sounds, and/or pictures. When you are ready, click **CONTINUE**.

**Be sure to double-check each term, meaning, and sound.** The default meanings for some languages are generated by the Google Translate web service and are meant to serve as a starting point, but they may not always be exactly correct in context. Similarly, you should always listen to and double-check the default sounds that are generated for some languages by the text-to-speech features.

6. On the Activity Selection screen, select the activities that you want your students to complete in this lesson, arrange them in the order you prefer, and customize them to suit your personal needs if necessary, then click **CONTINUE**.

7. On the Review & Publish screen, review all the lesson information, then click **PUBLISH LESSON**.

8. After publication, use the Files & Links screen to download lesson files or access lessons online. You can also view, edit, clone, or delete lessons from the My Lessons screen as needed.

9. Follow the instructions on page 25 to assign your published lesson to one or more of your classes.
Assigning Lessons

After you've found a perfect lesson in the included content from Transparent Language or created one yourself using the authoring tools, you'll want to assign it to your classes so your students can work with it. We recommend assigning preparatory lessons to your students at least 24 hours before class, so they can learn the key words or phrases and come to the classroom prepared for more in-depth discussion and interactive tasks.

Assignments can be managed from the Assignments screen in the Instructor Portal.

**Assignments Screen**

To assign lessons to a class:

1. Click the Assignments tab in the Instructor Portal, then select a class in the My Classes section.
2. Click Assign Content. The Assign Content to Class screen will appear.
3. On that screen, select a learning language in the first drop-down menu on the screen and a known language in the second drop-down menu.
4. At first, the left-hand listbox on the screen will show all the categories of lessons in that language. Click on the name of any category to see the subcategories or lessons it contains.

5. After you have opened a category (and subcategories, if necessary), the left-hand listbox will show any lessons in that category which are not currently assigned to the selected class. Locate the lesson you want to assign, then click on it to select it. You can hold down the Ctrl key or the Cmd key while you click to select more than one lesson at a time, if needed.

   • Vocab lessons are marked with the icon 📚, while course lessons and flex lessons are marked with 📝.
   • If you want to preview a lesson before you assign it, select it, then click **Preview Selected Lesson**.
   Transparent Language, Inc. is not responsible for lessons created or edited by outside sources.

6. After you have selected one or more lessons, click ➡️ to move those lesson to the **Lessons Assigned to Class** box. If you change your mind, you can select lessons in that box and click ◀️ to unassign them.

7. When you are happy with your selection of assignments, click **Save All Changes**. All the assigned lessons will be available to the students in the selected class the next time they use Transparent Language Online.

8. After saving your changes, click ✗ in the upper right-hand corner to close the screen. You can then use the Assignments screen to add due dates, as described on page 28.
If you have a class that regularly uses the same assignments as another class, you can also set up a subscription that will automatically copy the assignments between the classes, either automatically or after instructor review.

**To subscribe one class to assignments from another:**

1. When you are creating or editing the class that you want to receive the assignments, mark the **Subscribe to Assignments from Another Class** box, then click the **Add/Change Subscriptions** button which appears.

   ![Edit Class Screen with Subscription]

2. Enter the enrollment code for a class to which you want the current class to subscribe in the **Enrollment Code** listbox on the left, then click **Add Class**. The name of that class will appear in the **Selected Classes** listbox on the right. Repeat as many times as necessary to add all the assignment subscriptions needed.

   ![Assignment Subscription]

3. Choose an approval option for the assignments copied into the current class from these subscriptions:
   - Mark **Approve Assignments from Classes Automatically** if you want the assignments from these subscriptions to be copied into the current class and made available to students in the Learning Portal as soon as they are added to the original class, with no further instructor action needed.
   - Mark **Approve Assignments from Classes Manually** if you want to manually approve each assignment before it becomes available to students. With this option, new assignments that are added to the original class will appear only the Instructor Portal, not the Learning Portal, until they are approved.

4. When you finish managing the subscriptions, click **Save**, then close the Assignment Subscriptions screen.
After you have assigned lessons using any of the methods described, they will appear on the Assignments screen in the Instructor Portal. From there, you can add due dates and manage your assignments.

To manage assignments:

5. Click the **Assignments** tab in the Instructor Portal, then select a class in the **My Classes** section.

6. Read the information on your assignments in the table on the screen. To change how the information is sorted, click on any column heading. You can click on it again to change the direction of the sorting. If there is more than one screen of assignments, use the **<< < 1 2 3 4 5 >>** links to switch between them.

The information displayed for each lesson will include the learning language, the lesson name, the version (which will often be set to 0 if there have been no revisions, and may be blank for some types of lessons), the type of lesson (vocab, flex, or course), the number of vocab items it contains, the due date (which will be shaded in red if it has already passed), and the date it was assigned.

7. Do any of the following to add or change due dates, if necessary:
   - Click the field in the **Due Date** column for any assignment and type a date in the format **mm/dd/yyyy**. If you type a date that has already passed, it will be shaded in red when you finish typing.
   - Click ![calendar](icon.png) in the **Due Date** column for any assignment and select a date from the calendar which appears. You cannot select a date that has already passed.
   - Select one or more assignments by marking the checkboxes beside them or by marking the checkbox at the top of the table to select them all, then click **Change Due Date for Selected**. Select a date from the calendar which appears, then click **Add Due Date and Save**. That due date will be applied to all the selected lessons.

8. If necessary, remove any assignments that are no longer needed. To do so, select one or more assignments by marking the checkboxes beside them or by marking the checkbox at the top of the table to select them all, then click **Remove Selected**. Removing an assignment does not delete it, but it will remove it from the Class Assignments screen in Transparent Language Online for your students. Any vocab items that your students have learned from the lesson will remain in their learned vocab.
Sending Messages

The built-in message system in Transparent Language Online allows you to send messages to your classes at any time. You can use this feature to tell your students which lessons or reference tools they should be working with, when they should complete their assignments, and anything else you think they should know.

To send a message to a class:

1. Select a class in the My Classes section of the Instructor Portal.
2. Click the Messages tab, then click New Message.
3. Type a subject for your message, then type the message in the box on the screen.
4. When your message is ready, click Send. The message will be sent to all the students in the selected class.
5. If you later need to modify a message, click beside it on the Messages screen in the Instructor Portal. To delete a message, click on that same screen.

Students will see your message in the Messages section of the Class Assignments screen the next time they log into Transparent Language Online.
Tracking Student Progress with Reports

If you want to know whether your students are actually completing their lessons, you can use the tracking features and report functionality built into Transparent Language Online for Education. The reports will show you how often Transparent Language Online has been used, which lessons have been completed, and other useful details. You can use this information to judge how effective your content has been and how well students are progressing with the material. All of the data is permanently saved, creating an ongoing progress record that you can consult at any time. Reports can be run as often as needed.

To run reports from the Instructor Portal:

1. Click the Reports tab.
2. Click GENERATE NEW.
3. Fill in the requested information, including selecting a class, then click GENERATE REPORT.
4. Read the report information on the screen. To preserve a copy for reference, click Print, PDF, or CSV.
5. When you are finished, click the X in the upper right-hand corner to close the report.

Of course, because students who work with Transparent Language Online learn vocabulary fast and commit it to their long-term memories, you should also see improved performances on the tests, quizzes, and assignments you present in the classroom.
Understanding Student Use of Transparent Language Online

To be effective as an instructor, it is helpful to have an understanding of how Transparent Language Online is used by learners. You have seen some of these program features briefly already in earlier sections of this Guide, but this chapter will guide you through them in more detail from a learner perspective.

We recommend you log into the Learning Portal and try out all the features for yourself. Remember that you can always refer to the online Help for detailed instructions on any screen.

Logging in as a Student

Students will log in to the program the same way you do, by entering their username and password on the Login screen. The first time they log in, they will be asked to pick an initial language, just as you were. If students ever have trouble finding the assignments for your class, one thing you can check is to make sure they have the correct language selected.

Note: By default, Transparent Language Online uses an English interface. However, if your students are not native English speakers and they want to set the user interface to a language with which they are more familiar, they can do so by clicking the small, round flag in the corner of the screen.

![Change Site Language Menu]

The site language is used for the buttons, menus, screen text, and online help throughout the program. Regardless of which user interface language is chosen, the same features and learning material will be available. It doesn't matter if students in the same class choose different site languages.

The screenshots in this Educator's Guide show the English user interface for the program site.
Using the Learning Screen as a Student

Assuming students have already selected a language (as described on page 5), the next screen they will see after logging in is the Learning screen. You’ve already seen information about this screen on pages 6-8, but as a quick review - the Learning Path, on the left, is a list of lessons, with the next recommend lesson at the top. It will include any lessons you have assigned to your classes. If any of the lessons have been started but not yet finished, the progress will be shown by the amount of color on the tile. Students will usually work through the lessons one by one, in the order they appear on the path, although they can jump around if they prefer.

Using the Browse Screen as a Student

Just like instructors, students have access to the Browse screen, and they can find their assignments there in the Assignments category. Completed assignments are available for review as well. However, most students will access lessons through the Learning screen or the Classes screen, and review using the Refresh feature, rather than using the Browse screen for those purposes.

You can still encourage motivated students to look for additional lessons on the Browse screen, though. It can also be a way for them to access the references in the Grammar & More References category.

Using the Classes Screen as a Student

Students also have the option of viewing their assignments and class information through the Classes screen, accessible by clicking the CLASSES tab at the top of the screen.

This screen wasn't covered earlier, because it doesn't show much before you've set up your classes. Afterwards, however, it becomes a convenient way for students to keep track of their classes and see when they have new messages or assignments. (The icon at the top of all Learning Portal screens also indicates when messages and assignments have been added.)

Students who aren't yet enrolled in a class can do so from the Classes screen, by clicking the ENROLL IN A CLASS button and entering the enrollment code for that class. (This step isn't necessary if they register or log in using an Enrollment Code link, since the link will automatically enroll the student in the proper class.)
After enrolling, students can click **VIEW** beside any class on the Classes screen to see the Assignments screen with details about the class.

![Assignments Screen](image)

Current assignments are listed in a panel to the left, with features similar to the Learning Path and the Browse screen. Due dates and other details are available by clicking ☰. Assignments can be viewed, learned, and more.

On the right side of the screen, your students will see a detailed profile of the class, including the contact email that you provided. Below that, they can read messages that you have sent.

Whether they are using the Learning screen or the Assignments screen, most students will begin a learning session by clicking **LEARN** beside a lesson to open it. (If the lesson is an assessment or a reference, this button may say **START** instead.) When a lesson is completed, it will be automatically be removed from the Learning Path and from the Classes screen.
Using the Activities as a Student

After opening a lesson from the Learning screen or the Classes screen, students can work through all the activities in it. The exact activities will vary depending on the content and the type of lesson. The list below describes some of the most common activities that students may encounter, organized by the primary skill they teach. No lesson will contain all of these activities, and the activities can appear in any order.

**Reading Activities:**

Reading activities teach students to recognize the written forms of words and phrases in the language they are learning. Many lessons begin with one or more reading activities as a way to introduce the vocab items that will be taught. More challenging reading activities may appear later in a lesson as well.

**Language Comparison**

Language Comparison is an introductory activity that presents a simple list of words and phrases in the learning language, along with their meanings in the students’ known language. Learners can click the speaker buttons to hear terms pronounced.

Language Comparison can be found at the beginning of the many course lessons. It is also available through the Practice Panel.

**Preview It**

Preview It is designed to familiarize students with the vocabulary for the current lesson by exposing them to the sounds, written forms, and meanings of words and phrases. During this exercise, learners will see each learning language term presented along with its known language meaning. They will also be able to listen to native speaker pronunciation for each vocab item. Some terms also have pictures to illustrate and reinforce the content.

Note: In some lessons, languages which are normally written with characters that may be unfamiliar to the learner are presented with transliterations in place of or in addition to the actual foreign characters, as shown in the Chinese screenshot above. These transliterations represent the sounds of one language using the characters of a more familiar one, such as English. They can be a useful tool for mastering pronunciation and memorizing words. In addition to appearing in many course lessons and all vocab lessons, Preview It is also available through the Practice panel and is an option for flex lessons.
Recognize & Say It

In Recognize & Say It, students practice their receptive language skills by hearing and seeing words and phrases in the learning language and guessing the meanings in their known language. After reading the term on the screen, students can click **SHOW MEANING** to see if they thought of the right answer, then mark **YES** or **NO** as appropriate when asked if they were correct.

Recognize & Say It is available in many course lessons and all vocab lessons. It is also an option for flex lessons and appears in the Practice panel. It has a test version available, which provides a score at the end rather than ongoing feedback.

Alphabet Zoom

If you see beside the learning language text in Recognize & Say It or any other activity, you can click on it (or the text itself) to open Alphabet Zoom, which allows students to explore the individual letters which make up the term. Alphabet Zoom is not available for all languages. When it is available, it will automatically appear in all lessons for that language, including lessons you create yourself.

Recognize & Write It

Recognize & Write It reinforces the ability to identify words and phrases by showing terms in the learning language and requiring students to type the meanings in their known language. Students should also be encouraged to pronounce the terms before proceeding, and to look for occasional comments that provide insight into grammar, culture, or other relevant aspect of the language.

Recognize & Write It is available through the Practice panel as well as in some course lessons and flex lessons. It also has a test version available.
Matching

Matching is a simple but effective activity designed to reinforce the association between learning language terms and their known language meanings. To complete the challenge, students must drag each word or phrase from the right side of the screen and connect it to the appropriate meaning on the left. There is also a Fill in the Blank version of Matching which requires students to match words with the sentences or phrases they belong in. As with most activities, sound and hints are available when necessary.

Matching and Matching (Fill in the Blank) are available in many course lessons and is an option for flex lessons. It also appears in the Practice panel and has a test version available.

Four Square

Four Square allows students to practice receptive language skills in a game-like format. Four cards are displayed on the screen, one at a time, each showing a different word or phrase from the lesson. The information on these squares will then be hidden while a term appears at the top of the screen. The learner will be challenged to remember which of the four squares had the word or phrase that corresponds to that term. Selecting a square will display the hidden term and determine whether a match has been made.

This activity is available through the Practice panel and in certain course lessons.
Unscramble

In Unscramble, students must drag words into the correct order to build a complete phrase or sentence. This exercise encourages learners to think about word order and basic grammar principles as they practice sentence structure.

Unscramble is available in certain course lessons and is an option for flex lessons. It and its test version will also appear in the Practice panel for most languages. However, it may not be available for Japanese and Chinese.

Spelling Inspector

Spelling Inspector provides a way to explore words and phrases letter by letter. Students can hear the entire term spelled aloud, or click on individual letters to hear their names and see all their forms. Depending on the language, they may also be able to use the Letter Information toggles to see where the character is located on the keyboard and/or read additional information about the character.

This activity is not available for all languages. For supported languages, it is available through the Practice Panel and in certain course lessons.

Power Slides / Slide Show / Cultural Awareness

Power Slides (also called Slide Show and Cultural Awareness) allows students to read the information on a series of slides. It is used under various names in different courses, and is also one of the activities that you can select and configure in flex lessons that you create.
**Topic Cloud**

This basic, introductory activity presents a cloud of words from the lesson text and asks students to guess the subject of the article based on them. You can use this activity as a conversation prompt and a starting point for classroom discussions, or as a quick way to introduce students to a subject. It is most often seen in flex lessons.

**Text Presentation**

The Text Presentation activity lets students practice comprehension by reading the main article for the lesson. It allows students to become familiar with the text before working with it in other activities. While reading, they should pay attention not only to the vocabulary and grammar, but also to the content of the article.

**Text Translation**

Text Translation presents the main text from a flex lesson in the learning language alongside its known language meaning in an editable format. This activity can be useful for in-class exercises.
Hide & Highlight

Hide & Highlight lets you manipulate the text from a flex lesson in real time as a presentation activity. It is particularly useful for grammar lessons, as it can be used to highlight particular types of words for demonstration and discussion.

Words in Context

Words in Context shows words from a flex lesson in a variety of learning language sentences. It is useful as a presentation activity.

Reading Comprehension

Reading Comprehension asks students to read the text from a flex lesson and think about or respond to a series of talking points. This exercise will encourage students to analyze the text and think about the topic it presents. Reading Comprehension can also be useful for prompting class discussions.
**Text Reconstruction**

Text Reconstruction asks students to reconstruct a scrambled text by dragging tiles into order. It appears in some course lessons and is an option for flex lessons.

**Table**

The Table activity asks students to fill in the information in a table. It can be used for conjugation tables, noun declensions, and many other aspects of grammar, as well as for other purposes. The Table activity may appear in some course lessons as well as in flex lessons.

**Paragraph Fill in the Blank**

This activity presents the main lesson text from a flex lesson with a series of blanks and a list of words that students must drag into place based on lexical and grammatical clues from the surrounding text.
Image Multiple Choice

Image Multiple Choice asks students to read a learning language term from your lesson and select the correct image from a set of pictures. This activity may appear in course lessons or in flex lessons, if the lessons have enough vocab items with associated images.

Image Recognition

Image Recognition asks students to look at an image, then choose the correct learning language term from a set of words. It appears in some course lessons and can be added to flex lessons.

Image Matching

Image Matching asks students to connect the learning language terms from a lesson with their images. It may be used in course lessons and in flex lessons.
**Listening Activities:**

While many activities of all types include sound features, listening activities focus specifically on the ability to comprehend spoken words or phrases.

*Listening Multiple Choice*

In Listening Multiple Choice, students will hear a word or phrase in the learning language, and must then choose the correct meaning of that term from four options written in the known language.

Listening Multiple Choice is available through the Practice panel as well as within some course lessons and flex lessons. It has a test version available, and is common as an assessment activity.

A variation of this activity is also used in Alphabet courses, where students must match the spoken letter name with the correct written form.

*Listening Recognition*

Listening Recognition is the opposite of Listening Multiple Choice. It shows a learning language term or letter, then requires learners to pick the correct spoken response. It is important for learners to practice the languages both ways to solidify their understanding.

Listening Recognition is available in certain course lessons and through the Practice panel. It has a test version available.
**Listening Comprehension**

Listening Comprehension asks students to answer questions based on the sound from the lesson text. This activity is a great way for students to hone their listening skills. It may appear in course lessons or in flex lessons.

**Video Player**

Videos allow students to see the language in action by watching and listening to native speakers. Different types of videos appear in different content. Cultural videos and conversation videos are primarily found in certain course lessons, while grammar videos may appear in other courses and in the Reference section for various languages.
Speaking Activities:

These activities focus on the important skills of speech and pronunciation. In some, students are encouraged to say the words out loud to themselves, and in others, the program actually allows them to record their pronunciation and compare it to a native speaker’s.

Produce & Say It

Produce & Say It helps students recall and produce the language they are learning. In this activity, students will see a word or phrase in their known language and will have to think of or say out loud the corresponding learning language term. If they can't, the program will refresh their memory by showing both languages and playing the native speaker sound.

Produce & Say It is a common activity in lessons of all types and is available through the Practice panel as well. It also forms the basis of the Refresh activity and has a test version available.

Pronunciation Practice

Pronunciation Practice helps students hone their pronunciation skills and develop confidence speaking their new language. Learners can listen to each word or phrase pronounced by a native speaker as many times as they like, then record their pronunciation and compare it to the native speaker’s by listening to the recordings and looking at the waveforms.

Pronunciation Practice is included in many lessons of all types and is also available through the Practice panel.

Note the two sound buttons available for the native speaker recording:

These buttons are found in many activities. The one with the speaker plays the sound at a normal speed, while the one with the turtle plays the sound more slowly, so that a student can hear every nuance of the pronunciation. Both options can be useful resources for language learners, and you should encourage your students to use them regularly in all the activities where they appear.
**Multiple Choice**

Multiple Choice has a microphone mode and a manual mode.

When the **Use microphone** option is on, students must record the learning language term which corresponds to the known language word or phrase at the top of the screen. The program will analyze the pronunciation to determine which of the four possible choices was spoken, and mark the answer right or wrong as appropriate.

When the **Use microphone** option is off, Multiple Choice lets students click the learning language word or phrase which matches the challenge term. This option allows the activity to be used even in situations where recording isn't practical, such as quiet study halls or labs where not every computer has a microphone.

Multiple Choice is available through the Practice panel and in many lessons of all types. It also has a test version and a Fill-in-the-Blank version available. The recording option may not available for all content.

**Conversation Practice**

Conversation Practice is an exciting activity which lets students play a role in a foreign conversation. After choosing a character, they will listen to the dialogue and record that character's lines when appropriate. At the end, they can listen to the conversation, complete with their own recordings.

Conversation Practice is mostly available in lessons that are part of certain courses.
Writing Activities:

With texting and email as prominent as they are in modern life, writing skills are more vital than ever in any language. The writing activities in Transparent Language Online require students to type the language they are learning in a variety of ways. In the process, they will learn spelling and reinforce their understanding of the relationship between the writing system and pronunciation, as well as practicing vocabulary.

Produce & Write It

In Produce & Write It, the known language terms are shown, and students must produce the learning language terms by selecting letters or typing words.

Built-in features make it easy to type accents and special characters. For languages that use the Latin alphabet, typing accented characters is as simple as typing the base character, then selecting the character with the correct diacritic in the popup which appears.

For other languages, the Easy Typing feature allows users to switch between typing methods. When Easy Typing is off, a virtual keyboard appears on the screen. Students can type by clicking letters on the screen or pressing the corresponding keys on their physical keyboard.

When Easy Typing is on, the keyboard is replaced by a set of characters, and students must spell the word or phrase by clicking on the correct letter for the current blank. This feature allows students to benefit from the typing activities even if they have not yet mastered the foreign keyboard layout.

Produce & Write It is available through the Practice panel and in many lessons of all types. It has a test version available, and is common as an assessment activity.
Dictation

Dictation moves productive language skills to the next level. In this activity, learners will hear words, phrases, or sentences in the learning language, then produce them by typing or selecting letters. The process of listening carefully and then producing the terms themselves reinforces the learners' memory of the vocabulary. There is also a Fill in the Blank version which requires students to type the word missing from a sentence they hear.

Dictation and Dictation (Fill in the Blank) are available in many lessons of all types, as well as through the Practice panel. Dictation also has a test version.

Typing Tutor

The Typing Tutor activity teaches students to locate letters on a foreign keyboard by typing words letter by letter. Beginners can choose to have the characters highlighted on the virtual keyboard as they type, while more advanced students can turn that feature off to practice on their own.

This activity is not available for all languages. For supported languages, Typing Tutor is available through the Practice Panel and in certain courses.

Assessments

Many lessons end with assessments that test whether or not the learners have mastered the material.

The assessments can use different kinds of questions. Students may be asked to select multiple choice answers, type meanings, and more. Instead of showing the correct answer after each challenge, an overall score will appear at the end of the assessment. The test versions of various activities available through the Practice panel are similar to assessments.
Refreshing Learned Vocab as a Student

As mentioned on page 12, Transparent Language Online automatically keeps track of all the words and phrases that each student learns, and provides a handy way to refresh their memory of them. The Refresh activity, which can be run by clicking **REFRESH ALL** on the Learned panel, is similar to Produce & Say It.

The Refresh feature is a very important aspect of the Transparent Language Online experience, because it prevents students from forgetting what they have learned and helps them sustain their language knowledge. You should encourage your students to refresh their learned vocab regularly.
Using the My Transcript Screen as a Student

In addition to keeping track of a student's learned vocab for refresh purposes, Transparent Language Online also tracks the time each student spends with the program. The My Transcript screen allows students to run reports on this information, similar to ones you can run in the Instructor Portal. To do so, they should click the **MY TRANSCRIPT** link in the top navigation bar, then fill in their information and generate the report.
Using the Resources Screen as a Student

Lessons aren't the only learning content available in Transparent Language Online. To see some of the others, click the RESOURCES link in the top menu bar. In contrast to the vocabulary and grammar lessons you saw before, the Resources screen focuses on social interaction and ways to explore language and culture.

The number and type of resources on the Resources screen will vary depending on the language and on the setup of your school, but the most common types are listed below:

- **Language and Culture Blogs** display regularly-updated articles related to the language being learned and the people who speak it. If there is a blog for your language, you may want to subscribe and check it regularly, so you can point out any particularly interesting articles to your students.

- **Word of the Day** provides an opportunity to learn an interesting new vocabulary term and its meaning each day. You may want to sign up yourself, or encourage your students to do so.

- **Facebook, Twitter, and/or YouTube** communities offer fun and informative ways for students to connect with native speakers and fellow language learners.

- **Proficiency Tests** give students a low-stress way to evaluate their progress.

- **Mobile** options provide information on the free Transparent Language Mobile app. You can also access this information through the GO MOBILE link at the top of most screens. This useful resource lets students take their language learning on the go, so they can practice whenever and wherever they want. If this option is available for your language, you should encourage your students to take full advantage of it. See the page 52 for information on how your students can use this mobile app.
Using KidSpeak as a Student

Transparent Language also offers a special resource for young language learners, called KidSpeak. If you have young students and your school has access to the KidSpeak program as part of Transparent Language Online, you can use this fun, animated application as an introduction to the language.

KidSpeak is not available for all languages. When available, it can be accessed through the KidSpeak link in the top navigation bar of the Learning Portal. Combining animations with over 40 interactive activities, puzzles, and songs, each language is hosted by a fun cartoon "friend" and his or her playful pet, using only the language being taught. This immersion approach helps teach young children the alphabet and word recognition, simple sentences, how to use plural and singular, how to distinguish between words that look and sound similar, simple addition and subtraction, how to tell time, number recognition (matching numbers to written words), and correct pronunciation.
Using the Transparent Language Mobile Apps

The main Transparent Language Online application works on both computers and tablets, providing a wide range of user experiences. However, you should be aware that you and your students also have access to the Transparent Language Mobile apps, which offer even more flexibility. These apps can be downloaded for free from the App Store, Amazon, or the Google Play store.

More information on these apps can be found by choosing the Mobile option on the Resources screen or clicking the GO MOBILE link at the top of most Transparent Language Online screens. The Go Mobile screen also provides the username and password to activate the apps. Depending on the setup of your school, there may be several apps available.
Conclusion

We at Transparent Language hope that you and your students enjoy using Transparent Language Online, and that you benefit from its many features. Whether you use Transparent Language Online by itself or as a terrific complement to our other language programs, we’re confident you'll find it a powerful system to advance your students' knowledge. Have fun exploring our content and making your own lessons, and be sure to spread the word if you come up with any great classroom ideas. If you have any thoughts or questions that you want to share with Transparent Language, feel free to contact us using the information provided below.

Contacting Transparent Language

Customer feedback is the most important aspect of the continual process of improving our products. We look forward to your feedback, comments, questions, and suggestions.

To contact Transparent Language:

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Technical Support (603) 262-6300

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Orders, Technical Support (603) 262-6475

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