Strategies For Instructors

Here are some frequently asked questions regarding program direction and planning.

Q **How do I keep track of my learners' progress?**

A The first step is to assess your learners' needs. Since we are dealing with an adult audience, it is vital that we become aware of their interests and goals in order to address their needs. For a detailed description of how to identify and regularly monitor the needs of your learners see the **sample needs assessment** in the **Planning** section.

Q **How do I develop long range and daily lesson plans?**

A Once you have identified what your learners need to learn, you can make decisions about the direction of your program and the content of your lessons by developing long range and daily lesson plans. A long range plan is meant as a program overview, and should reflect a spiral approach in which different competencies are introduced, reviewed and practised on a recurring basis. It may include:

■ a list of themes and topics

■ topic outcomes with competencies specific for the topic

■ language focus items related to the topic outcomes

■ a list of computer skills and software

■ resources for the topics

A long range plan is also a starting point for daily lesson plans which involve a more detailed description of what is going to be taught in the class. Daily lesson plans can be made in a variety of formats. For example, they may include lesson objectives, lesson outcomes, language focus, computer skills and software, resources, and the procedures.

For your reference, a **sample long range plan** and **two sample daily lesson plans** have been included in the **Planning** section.

When preparing daily lesson plans, it may be useful to refer to the **Planning Grids** also included in the **Planning** section to ensure that all the competencies are covered.

Q **What strategies or techniques can I teach my learners to help them cope with different language situations?**

A There is a variety of strategies and techniques learners can use to help improve their learning abilities and overcome misunderstandings in communication. See the **Learner Techniques and Strategies for Improving Proficiency** section for a detailed list. Also see the **Learners find it useful to…** section of each topic page for specific strategies, techniques and tips pertaining to that topic.

Q **How do I keep track of my learners' progress?**

A An accurate evaluation of learners' progress can be done by conducting an on-going informal assessment in class. It is important that the assessment focuses on the learners' ability to achieve specific competencies.

For your reference an **Evaluation Checklist** has been included (see the **Assessment and Evaluation section**). The checklist can be used as a tool for assessing the progress of individual learners. It describes the competencies the learner must achieve in the three skill areas: listening/speaking, reading and writing. It also describes how well the learner is expected to perform the competencies and under what conditions.

A **Learner Self-Evaluation** form has also been included in the **Assessment and Evaluation** section. This form could be used to target problem areas identified by learners themselves.

Q **How can I make sure that I have met my learners' needs?**

A No program would be complete without some attention being paid to whether or not the program goals have been accomplished and the individual needs of our learners met. Effective evaluation demands the involvement of instructors and learners.

A **Program Evaluation Sample** has been included to elicit feedback from the learners about the effectiveness of the program. Another way of involving learners in the evaluation process is to have them complete **Learner Self-Evaluation** forms on a regular basis throughout the program (see **Assessment and Evaluation** section for both samples).

Reflection on the long range plan may allow for re-evaluation of the program content, methods, materials and may enable the instructor to improve the program for the next group of learners.

Q **How can I make sure that I am teaching a wide variety of computer skills?**

A A **Checklist of Computer Skills** has been included in the **Planning** section to assist you in planning computer tasks that are suitable to the learners' computer levels. For any unfamiliar computer terms, see the **Glossary of Computer Terms**.

Q **Where can I get resources for my lessons?**

A A list of instructional resources such as books, brochures, websites and videos has been included on each topic page. Additional classroom resources can be found in the **Planning** section.