### A Child’s Education

#### Topic Development Ideas

*Classes might want to learn more about...*

- after-school, summer programs
- compulsory French instruction in elementary and secondary school
- cultural differences in teachers’, parents’, and students’ roles and expectations
- daycare and preschool
- differences between the education system in Canada and other countries
- documents needed for school registration
- education system in Ontario
- ESL and heritage language programs for children
- extra-curricular activities
- French immersion programs
- professional development days, school holidays
- programs for children with special needs
- programs that may require parental consent (e.g., sex education)
- school boards and trustees

#### Strategies for Learners

*Learners find it useful to...*

- ask a classmate or instructor to explain comments on child's report card
- ask for a translator for parent-teacher interviews
- ask for repetition and rephrasing to clarify information
- ask for written versions of verbal information
- attend kindergarten or high-school open-house sessions before choosing school for their child
- contact teacher or principal to discuss concerns, questions
- practice parent-teacher interviews in class, prepare and practice questions to ask a teacher during an actual interview
- read and discuss standardized report cards
- volunteer in child’s school

### Resources for Developing and Teaching Topic

- *Ontario Reader 1997*: “Children benefit when parents involved at school”
- *The ESL Tool Box*: Unit 4, “Culture Checks”
- *The Pizza Tastes Great*: Unit 8, “Schools and Children”
- *Welcome to Canada*
- Government of Canada: [http://www.canada.gc.ca/main_e.html](http://www.canada.gc.ca/main_e.html) (Canadians, Newcomers to Canada)
- Settlement.org: [http://www.settlement.org](http://www.settlement.org) (Education)
- *Ontario school system, Ontario education, Ontario ministry of education*
A Child’s Education

Topic Outcomes (CLB 3, 4)

Possible outcomes for this topic:

- indicate communication problems and ask for an explanation
- leave a short telephone message about child’s absence from school
- express preference, satisfaction, or dissatisfaction regarding child’s education (e.g., time of class, school, courses)
- understand factual details and some implied meanings in a listening text
- get information from a short school note or form letter
- find information in a school board directory or guide
- find information in a report card
- write a simple message to child’s teacher as a three- to five-sentence note
- describe child’s school-day routine in five to eight sentences

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (elementary, secondary, post-secondary, continuing education, enrol, extracurricular, grade, semester, mid-term, achievement, subject, PD day, special education)
- phrases for indicating communication problems (Sorry, I didn’t understand, Could you explain it again please?)
- modals: ability, obligation, necessity, requests (can, can’t, have to, must, may, would)
- prepositions: time, location
- questions: yes/no, wh-
- verb tenses: simple past, simple present
- note-writing conventions
- pronunciation: intonation and pitch patterns when indicating satisfaction and dissatisfaction

Sample Tasks

1. Role-play a parent-teacher interview.
2. Listen to a story about a child’s day at school and answer questions about the order of events.
3. Read a report card. Answer true/false questions.
   - **Novice:** Insert text or use Overtype or to make corrections in sentences about the child’s achievements and abilities, as shown on the report card in Language Task 3.
   - **Skills:** Open, Overtype, Insert Text
4. Write a note explaining a child’s absence from school.
   - **Novice:** Word-process a note to your ESL instructor explaining absence from school. Check spelling, preview, and print for peer evaluation.
   - **Skills:** Keyboarding, Spelling, Print Preview, Print

Additional Tasks

- **Experienced:** Create a table showing name, address, telephone number, and principal of local elementary and secondary schools. Refer to a school board directory to complete the table and perform several sorts using different columns as the key.
  - **Skills:** Insert Table, Format Table, Table Sort
# Effective Learning

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<td>• advantages/disadvantages of being an adult learner</td>
<td>• ask for clarification, repetition, or translation</td>
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<td>• cultural differences in roles of instructors and learners</td>
<td>• create opportunities to use English outside the classroom (e.g., ask for directions even when unnecessary)</td>
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<td>• current adult ESL methodology (e.g., pair and group work, task-based learning)</td>
<td>• make intelligent guesses from context</td>
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<td>• differences in classroom activities and assessment methods in Canada and in other countries</td>
<td>• participate fully in classroom and school activities</td>
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<td>• factors outside the classroom that may affect learning (e.g., health, sleep, nutrition, family problems)</td>
<td>• use rhymes and word associations to remember new vocabulary and language rules</td>
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<td>• learning resources such as different types of dictionaries, language labs, libraries, audio tapes, videotapes, and the Internet</td>
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<td>• learning styles (auditory, tactile, visual)</td>
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<td>• self-directed learning</td>
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<td>• techniques and strategies for improving proficiency in each skill area</td>
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## Resources for Developing and Teaching Topic

- *The ESL Toolbox:* Unit 9, “Language Learning Strategies”; Unit 10, “Feedback and Checklists”
- *Working Skills for Immigrant Women, Second Edition*
- *Tense Buster – Lower Intermediate – On your own sections*
- *continuing education pages on local board of education web site*
- *The Island Adult Development Association:* [http://www.ldpride.net/learningstyles.MI.htm](http://www.ldpride.net/learningstyles.MI.htm) (Learning Styles)
- *learning, learning style, self-directed learning*
Effective Learning

**Topic Outcomes (CLB 3, 4)**

*Possible outcomes for this topic:*

- indicate communication problems and ask for explanations
- ask for, offer, accept, or decline assistance
- give a brief description
- express immediate and future needs, wants, plans
- express preference, satisfaction, or dissatisfaction
- identify expressions used to ask for, offer, and accept assistance
- get information from a simple explicit one- to two-paragraph text
- use a standard reference text (e.g., dictionary)
- write a five- to eight-sentence text about personal learning strategies

**Language Focus**

*Items to help learners achieve the outcomes:*

- vocabulary (*learning style, visual, auditory, hands-on, visualize, quiz*)
- adverbs of frequency
- modals for requests
- verbs + gerund or infinitive to express likes, dislikes, needs, wants
- verb tenses: simple present, simple past
- pronunciation: pausing and pitch changes in thought groups
  
  *Finally, // each time you learn a new word, // copy the word into your learning journal, // practice the pronunciation // and use it in a sentence*

**Sample Tasks**

1. In a group, brainstorm ways of improving your English and make a list of strategies to share with the class.
   
   - **Novice:** Create and show a presentation of the strategies from Language Task 1.
     
     **Skills:** (PowerPoint) Create a New Presentation, Font, Font Alignment, Insert Bullets and Numbering, Insert Clip Art, Show a Presentation
   
2. Listen to a dialogue of an ESL learner asking for assistance in improving his/her English. Fill in the blanks on a worksheet to complete the dialogue.
   
   - **Experienced:** Work with a partner. Use Windows Sound Recorder and your completed worksheet from Language Task 2 to record the dialogue. Save the file to allow your instructor or other learners to listen.
     
     **Skills:** (Windows Sound Recorder) Controls, Save, Peripherals (Speakers, Headset)

3. Read a simple text about strategies for effective learning and answer questions. Decide which would be good for you.

4. Write about your strategies for learning English.
### Personal Educational Experience

#### Topic Development Ideas

**Classes might want to learn more about...**
- Canadian equivalencies for educational experience
- differences in education systems throughout the world
- financial assistance available for students in Ontario, such as OSAP, scholarships, and grants
- Prior Learning Assessments
- requirements for re-entry into one’s own occupation, such as TOEFL and professional licensing exams
- self-directed learning
- translation, evaluation, and comparison of educational qualifications from outside Ontario
- types and locations of non-credit courses for adults

#### Strategies for Learners

**Learners find it useful to...**
- ask for translation or written version of verbal information
- have own education documents translated
- interrupt the instructor appropriately to ask for repetition, rephrasing
- participate actively in class
- practice expressing educational qualifications in Canadian terms
- scan, skim course calendars for relevant information
- talk to counsellor or instructor before choosing a course
- use the experience of others to plan own learning

#### Resources for Developing and Teaching Topic

- *Interchange* 2: Unit 1, “A time to remember”
- *Ontario Reader* 2001: “High achiever”
- flyers and calendars from local boards of education, colleges, universities, parks and recreation
- *CLB Listening/Speaking Resource*: Stage II, Settlement dialogues 52, 53
- *Canadian Information Centre for International Credentials*: [http://www.cicic.ca](http://www.cicic.ca)
- *Settlement.org*: [http://www.settlement.org](http://www.settlement.org) (Education)
- *continuing education*, specific board of education (e.g., *Halton District School Board*)
# Personal Educational Experience

## Topic Outcomes (CLB 3, 4)

**Possible outcomes for this topic:**
- Tell a story about personal educational experience
- Give a brief description of schools in own country
- Express immediate and future needs, wants, and plans
- Follow two- to five-step instructions presented in order
- Understand factual details and some implied meanings in a listening text
- Find information in a school calendar
- Get information from a simple one- to two-paragraph text
- Write five to eight sentences about own educational experience
- Describe schools in own country in five to eight sentences

## Language Focus

**Items to help learners achieve the outcomes:**
- Vocabulary: upgrade, continuing education, credit, non-credit, diploma, certificate, degree, on-line, requirement, correspondence, prerequisite
- Adjectives and adverbs: equative, non-equative
- Questions: wh-, yes/no
- Verb tenses: simple present, simple past, future with going to
- Pronunciation: reduced forms of going to (He's gonna)

## Sample Tasks

1. Ask a partner questions about the educational system in her/his country and record the answers.
2. Listen to someone describe her/his school experience. Record important details (e.g., school, program, length of study).
3. Look in a continuing education guide or community college calendar for courses that interest you. Find information such as the location, starting date, and prerequisites for the course.
   - **All Levels:** Go to the local board of education web site. Search in the continuing education section for the location and time of a course you are interested in. Report back to the class.
   - **Skills:** Internet Basics, Browsers, Search Engines, Search Types, URL, Bookmarks/Favorites, Hyperlink
4. Write a description of own educational background.
   - **Novice:** Word-process Language Task 4. Insert and format date, spell-check, preview, and print.
   - **Skills:** Keyboarding, Insert Date and Time, Spelling, Print Preview, Print