# Program Development FAQs

**Here are some frequently asked questions about program direction and planning.**

**Q  Where do I start in developing my program?**

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

**Q  Why are the Level Outcomes important?**

  **A**  The **Level Outcomes** list the *Canadian Language Benchmarks (CLB) 2000* competencies that learners must be able to achieve before they can be promoted to the next LINC level.  Each LINC level has been assigned a CLB equivalency for speaking, listening, reading, and writing (e.g., CLB 1 for LINC 1 speaking, and CLB 6 and 7 for LINC 5 speaking).  See the **Level Outcomes** section for a complete explanation.  It is important to use the **Level Outcomes** when developing lessons to ensure that all the competencies for your particular level are covered.

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

  **A**  Once you have identified your learners' needs, 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 practiced on a recurring basis. It may include a list of themes and topics, topic outcomes, language focus items related to the topic outcomes, a list of computer skills and software, or resources.

  Daily lesson plans involve a more detailed description of what is going to be taught in the class. They usually include lesson outcomes, language focus items, computer skills and software, and resources, as well as specific activities.  For your reference, a **Long-Range Program Planner** and **Sample Lesson Plans** for each level have been included in this section.  The **Planning Checklists**, also in this section, can help you keep track of the competencies as they are taught during the program.

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

  **A**  There is a variety of strategies and techniques learners can use to help them improve their language abilities and overcome misunderstandings in communication.  See **Strategies for Learners** in this section for a detailed list of general strategies.

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

  **A**  A good way to assess your learners' progress is by conducting ongoing informal assessments in class. It is important that assessments focus on the learner's ability to achieve specific outcomes, and not the content or grammar focus of the specific topic.  Each sample lesson plan identifies one or more classroom activities that could be used for assessment.  The **Evaluation** section includes information on assessment strategies and criteria for evaluating learner achievement as well as **Ongoing Class Monitoring Charts** and an **End-of-Term Reporting Form**.  A **Learner Self-Evaluation Form** that can be used to target problem areas identified by learners themselves is also included.

**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 learners met. Effective evaluation demands the involvement of both instructors and learners.  The **Learner Program Evaluation**, found in the **Evaluation** section, may be used to elicit feedback from learners about the effectiveness of the program.

**Q  How can I incorporate computer activities into my lesson plans?**

   **A**  Each topic includes sample integrated computer tasks appropriate for each level.  Many tasks involve Internet activities.  Use these tasks as models for developing tasks tailored to a specific group of learners.  See **Using the Integrated Computer Tasks** in the **How to Use the Guidelines** section for more information.

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

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

**Q  Where can I get information in the Guidelines about resources for my lessons?**

   **A**  Each topic page contains a list of instructional resources such as books, pamphlets and brochures, web sites, LINC software, and videos.  See **Classroom Resources** for a complete list of resources.

Planning