

Education ■ A Child's Education

Classes might want to learn more about ...

- ① differences between the education system in Ontario and other countries
- ① public, separate and private schools
- ① differences between teachers' and students' roles and expectations in Canada and other countries
- ① parental involvement in schools, school councils
- ① legal requirements for school registration (proof of immunization, birth certificate or landing papers, proof of residence)
- ① home schooling
- ① education reform in Ontario
- ① programs for children with special needs
- ① ESL programs for children
- ① international language programs
- ① after-school, summer programs and extra-curricular activities
- ① programs that may require special parental approval (sex education)
- ① professional development days, school holidays
- ① codes of conduct, behaviour and discipline in schools

Learners find it useful to ...

- ◇ practise parent-teacher interviews in class; prepare and practise questions to ask teacher during an actual interview
- ◇ ask for translator for parent-teacher interview
- ◇ ask classmate or instructor to explain comments on child's report card
- ◇ attend kindergarten or high school open house sessions before choosing school for their child
- ◇ volunteer in child's school

Suggested Resources

- 📄 authentic report cards, school notices, permission forms
Ministry of Education: <http://www.edu.gov.on.ca/>
- 🔗 **Ontario school system, Ontario education, Ontario ministry of education**

LINC 4

Education ■ A Child's Education

Topic Outcomes

By the end of this topic, learners will be able to:

- ask for information and assistance regarding school registration, curriculum, child's progress
- give personal information in person and over the telephone
- give information over the telephone about child's absence from school
- ask for repetition, clarification during a parent-teacher interview
- understand information in school notices
- write notes to explain absence from school
- fill out a school permission form

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*progress, mid-term, semester, curriculum, extra-curricular, P.D. Day, participation*)
- future tenses
- wh-questions
- real conditionals (*If he listens in class, he will understand more*)
- modals for polite requests
- note-writing conventions
- pronunciation: intonation patterns in polite requests

Sample Language Tasks

1. Record a voice-mail message explaining child's or own absence from school and providing necessary information. Play back for peer evaluation.
2. Read a school notice about an upcoming school event. Answer questions about actions parents must take.
3. Fill out a permission form for a field trip.

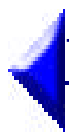
Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Spelling, Borders, Shading, Insert/ Edit Graphics, Watermark, Print Preview, Print

Novice: Word-process note to teacher explaining absence from school. Check spelling, print preview, and print for peer evaluation.

Experienced/Advanced: Imagine you are on school council. Create a flyer for a community school event.



Education ■ Adult Continuing Education

Classes might want to learn more about ...

- ① types of non-credit courses available for adult students in night school, adult day school, community centres and other educational institutions
- ① cultural differences in expectations of teachers, adult learners
- ① challenges faced by adult learners
- ① high school credit requirements for some post-secondary programs
- ① reasons for taking continuing education courses
- ① lifelong learning

Learners find it useful to ...

- ◇ talk to counsellor or instructor before choosing a course
- ◇ participate actively in class
- ◇ interrupt the teacher appropriately to ask for repetition, rephrasing
- ◇ tape record lectures
- ◇ practise note-taking techniques using recorded texts
- ◇ scan, skim course calendars for relevant information

Suggested Resources

- 📄 Flyers and calendars from local boards of education, colleges, universities, parks and recreation
- 📄 *A Look at the News (May 1999): "Studying ESL by Correspondence"*

For a list of colleges or universities in Ontario, click [Education-Colleges](#) or [Education-Universities](#) in Yahoo Canada and click [Ontario](#).

🔑 **continuing education**

LINC 4

Education ■ Adult Continuing Education

Topic Outcomes

By the end of this topic, learners will be able to:

- ask and answer questions about available courses
- give and follow directions to night school location
- give personal information about education background and future goals
- give advice and make suggestions about best courses to take
- find specific information about courses and registration procedures in flyers and course calendars
- find class locations on maps and floor plans
- write about experiences as an adult learner
- write a letter to a friend about future education plans
- fill out a night school registration form

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*semester, prerequisite, credit course, noncredit course, OAC*)
- subject-verb agreement with singular nouns (*mathematics, physics, economics, gymnastics, ethics*)
- simple and continuous
- time phrases with *for* and *since*
- sequence markers
- prepositions of location
- pronunciation: sentence stress

Sample Language Tasks

1. Give and follow directions using or drawing maps to schools where specific courses are offered.
2. Read course calendars or flyers from different schools. Find similar courses and compare content, duration of course, registration deadline, and fees.
3. Write to a friend about a course you have taken in the past or plan to take.

Sample Computer Tasks

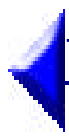
Computer Levels: Novice-Advanced

Computer Skills: Internet basics, browsers, search engines, search types, URL, Bookmarks/ Favorites, Hyperlink

All levels: Browse college or university websites to compare a continuing education course or program as in Language Task 2.

Computer Skills: Tables, Print Preview, Print

Experienced/Advanced: Use a table to chart the results in Language Task 2. Print preview, print and present to class.



Education ■ Effective Learning


Classes might want to learn more about ...

- ① learning styles (auditory, tactile, visual)
- ① advantages/disadvantages of being an adult learner
- ① cultural differences in roles of teachers and students
- ① current research in adult ESL about the most effective ways to learn/teach language
- ① current adult ESL methodology to understand why teacher uses certain methods or activities (ie pair and group work, task-based learning)
- ① specific techniques and strategies to improve proficiency in each skill area
- ① self-directed learning


Learners find it useful to ...

- ◇ identify ineffective strategies through self-evaluation questionnaires and replace them with more effective ones
- ◇ try to keep an open mind about unfamiliar strategies or activities
- ◇ participate fully in classroom and school activities
- ◇ set realistic learning goals (i.e. what I hope to achieve by the end of this course)
- ◇ identify strengths in first language and transfer them to learning English
- ◇ take risks and learn from mistakes
- ◇ create more opportunities to use English outside the classroom (e.g. ask bus driver for directions when you know where you're going)
- ◇ take control of learning by actively participating in needs assessment in classroom and expressing preferences
- ◇ keep a "learning journal"

Suggested Resources

 *Working Skills for Immigrant Women*

 *Let's talk, let's listen*

 *Canada Prospects (1998/1999): "What type of learner am I?"*

University of Waterloo (Learning Style)

<http://www.adm.uwaterloo.ca/infocecs/CRC/manual-home.html>

<http://coe.ohio-state.edu/>

<http://www.cypress.ne.jp/schwindt/tesol/lslinks.htm>

 **learning, learning style**

LINC 4

Education ■ Effective Learning

Topic Outcomes

By the end of this topic, learners will be able to:

- ask for and give advice about using effective learning techniques and strategies
- ask and answer questions about preferred teaching and learning styles
- give and respond to compliments about progress in English
- relate a story about personal experiences as an adult learner
- identify main idea and supporting details in a text about learning strategies
- write a brief description of an effective learning strategy based on personal experience

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*visual learner, auditory learner, communicative approach, teacher-centred, learner-centred*)
- polite expressions for likes/dislikes/ preferences (*I prefer/ I'd rather*)
- expressions for compliments (*You speak English very well. Good try. Really? Thanks.*)
- past tenses in declarative, interrogative and negative sentences
- wh-questions
- modals for advice, suggestions
- real conditionals (*If you try to speak more, you will feel more confident*)
- pronunciation: linking vowels and consonants

Sample Language Tasks

1. Conduct a class (or school) survey (learner or teacher-made) about best strategies for learning English. Or, interview ESL instructors whose first language is not English about strategies they found effective when learning English.
2. Read text about learners and their learning styles. Match examples of classroom activities with the learners' preferred learning styles.
3. Write a paragraph describing the results of the survey in Language Task 1.

Sample Computer Tasks

Computer Levels: Novice-Advanced

Computer Skills: Font Style, Font Size, Font Color, Column, Insert/Edit Comment

Novice: Word-process Language Task 3. Follow instructions to enhance document.

Experienced/Advanced: Use column to chart survey results in Language Task 1. Insert comments where appropriate. Save and exchange disks for peer evaluation.