

Needs Assessment

NEEDS Assessment is a tool which examines what learners know, and identifies what they want to know and learn. Adult learners' needs are best served when their past experiences and achievements are acknowledged and used as a vehicle to encourage learning. Hence, needs assessments should support learning and “build on learners' accomplishments” (Auerbach 1994; Holt 1994 in Weddel & Van Duzer 1997)ⁱ.

Needs assessment is most beneficial if conducted in an ongoing manner: at the beginning of the course to determine what learners bring with them and what they need to learn; during the course to identify what they have achieved and what they would like to learn next; and at the end of the course to help learners with future plans. While needs assessments provide a sense of direction as to what should be included in the curriculum, they also make instructors aware of the ongoing and changing needs of learners at any point during the course.

In assessing learners' needs, a variety of methods can be considered. See the chart that follows for a detailed description of different assessment methods. One important factor to consider in developing a needs assessment is the criteria for conducting the assessment. The assessment should be clearly stated in terms of **relevancy**: related to both the needs of the learner and the program where instruction takes place; and **comprehensiveness**: assessment beyond the mere recall of information (Case & Clark 1997)ⁱⁱ. In addition, the criteria should specifically relate to the objective of the assessment to make as fair and inclusive assessment as possible. For example, if learners are being assessed on their comprehension of a passage by answering questions in writing, punctuation and grammatical errors should not be the main criteria for assessment.

Finally, program and administrative conditions (e.g. time, location, existing resources, the

infrastructure) need to be considered as factors in assessment and program evaluation.

Below is a list of possible methods for conducting a needs assessment. This list is by no means exhaustive and instructors are encouraged to explore and experiment to find out which methods suit their learners best. While some methods are appropriate for initial assessment (see Learner Interviews), others are more appropriate for ongoing assessment (see Class/Group Discussions).

| Assessment method | What it measures | Example |
|--|--|--|
| Learner Interviews ⁱ | <ul style="list-style-type: none"> ■ What learner knows ■ What learner wants to learn ■ Learner interests ■ How learner interests and needs relate to the existing program (syllabus design, etc.) | <ul style="list-style-type: none"> ■ See Sample Learner Interview Form |
| Short-Answer Questions ⁱ e.g. multiple choice | <ul style="list-style-type: none"> ■ Recall of information ■ Social and personal attitudes and preferences | <p>A sheet of short-answer questions with a specific focus, e.g. learning styles:</p> <ul style="list-style-type: none"> ■ When I am listening to a tape, I usually: <ol style="list-style-type: none"> 1. prefer to see the text on blackboard or as handout 2. have no difficulty understanding the main idea 3. find it difficult to follow unless repeated more than once |
| Extended-Answer Questions ⁱⁱ e.g. essays and reports | <ul style="list-style-type: none"> ■ More holistic measure of learning ■ Understanding of main concepts ■ Learner's writing ability | <ul style="list-style-type: none"> ■ Describe two topics that you liked and two that you did not. Explain your reasons for liking/disliking the topics. |
| Review of Reading Materials ⁱ | <ul style="list-style-type: none"> ■ Learners interest in type of reading materials ■ Learner's interest in themes and topics | <ul style="list-style-type: none"> ■ Display a variety of reading materials in class for learners to choose from |
| Class/Group Discussions ⁱ | <ul style="list-style-type: none"> ■ Learner interests & needs ■ Critical thinking ■ Team work | <ul style="list-style-type: none"> ■ Controversial topics (current events) or a list of questions on the board for discussion |
| Personal Journals ⁱ | <ul style="list-style-type: none"> ■ Writing skills ■ Concerns, needs, interests ■ What was learnt | <ul style="list-style-type: none"> ■ Respond to teacher's letter; weekly anecdotal notes about issues important to learner |
| Timelines ⁱ | <ul style="list-style-type: none"> ■ Learn about major events in learners' lives ■ Learn about learner future goals ■ Suitable for all levels of language proficiency | <ul style="list-style-type: none"> ■ Give directions on how to mark events on timelines, e.g. accomplishments at school (for job search) or areas of interest, or where English is used |

ⁱ Weddel, K. S. and Van Duzer, C. "Needs Assessment for Adult ESL Learners." ERIC Digest. Washington, DC: National Clearinghouse for ESL Literacy Education, 1997 (EDRS NO. ED 407 882)

ⁱⁱ Case, R. and Clark, P. The Canadian Anthology of Social Studies: Issues and Strategies for Teachers. Burnaby: Simon Fraser University, 1997

Sample Needs Assessment

This is an example of initial needs assessment to be conducted prior to the start of the program.

Learner Interview Form:

1. Why are you interested in taking this course/program?

2. In what situations outside school, do you use English?

3. What would you like to learn in this course/program? What activities do you enjoy in English class?

4. What is the last level of schooling that you have completed?

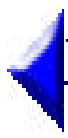
5. Which do you think is better: your reading, writing, or listening/speaking?

6. Have you ever used computers? Where and for how long?

7. How do you feel about working with computers?

8. How do you feel about sharing computers with classmates?

9. What will you do after this course/program is finished?



Planning Grid

This is a list of the competencies that need to be covered during the entire course as well as some of the performance conditions. This grid can be used to record those competencies covered in each topic and may be reproduced for each theme.

Competencies

| | | | | | |
|--------------|---------|---------|--|--|--|
| Theme: _____ | | | | | |
| Topic 1 | Topic 2 | Topic 3 | | | |

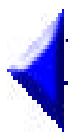
| Listening/Speaking | | | | | |
|--|---|---|--|--|--|
| <p>1. Instructions:</p> <p>Give and follow a range of spoken directions and instructions in person or on the telephone.</p> <p><i>Gives directions and instructions correctly and appropriately.</i></p> <p><i>Responds to directions and instructions with appropriate action.</i></p> <p><i>Instructions are for everyday situations, used with visual cues.</i></p> <p><i>Context is clear and predictable. Learner may not know the expectations in Canada to make sure that one understands instructions clearly.</i></p> | | | | | |
| | <p>2. Social Interaction:</p> <p>Give and respond to compliments.</p> <p><i>(You look nice today. Thank you.)</i></p> <p><i>Learner may not know the culturally determined behaviour regarding compliments in Canada.</i></p> <p>Express worry.</p> <p><i>(I don't know how... I'm worried, I'm lost)</i></p> <p>Give and ask for permission.</p> <p><i>(can, may, could)</i></p> <p><i>Is able to perform social functions with appropriate degree of formality/informality.</i></p> | | | | |
| | | <p>3. Information</p> <p>Describe daily routines and activities in some detail.</p> <p><i>Asks and answers questions about daily routine activities (personal, family, others, work) within limits culturally defined by the learner.</i></p> <p>Express necessity and reason.</p> <p><i>(must, why, because, but, so)</i></p> | | | |

LINC 4

| | Topic 1 | Topic 2 | Topic 3 | | | |
|---|---------|---------|---------|--|--|--|
| <p>Agree/disagree. <i>Uses present, past and future time references correctly.</i> <i>Uses simple structures (S+V+C, S+V+Pred, S+V+IO+DO) with some control though reductions are still frequent.</i> <i>Marks sequence, contrast, reason and result simply.</i></p> <p>Ask for clarification, repetition. <i>(Sorry, what did you say? Could you repeat?)</i> <i>Indicates communication problems verbally.</i></p> | | | | | | |
| <p>4. Getting Things Done</p> <p>Attract attention and request assistance. <i>(please, would you mind, could you)</i></p> <p>Give oral invitations. <i>(Would you like to ...; Can you ...)</i></p> <p>Give suggestions and make requests using polite formulaic expressions. <i>(You should..., Could you ...)</i></p> | | | | | | |
| Reading | | | | | | |
| <p>1. Instructional Texts:</p> <p>Follow common daily routine instructions of 1-6 steps without pictures when most words are familiar. <i>Demonstrates comprehension and ability to act on the text.</i> <i>Understands signals of time, duration, frequency and sequence, location, movement and manner.</i></p> | | | | | | |
| <p>2. Formatted Texts:</p> <p>Find specific information in longer application forms, pay slips, family restaurant menus, schedules and directories. <i>Directories are extensive and visually complex (e.g. telephone directory).</i></p> | | | | | | |
| <p>3. Unformatted Texts:</p> <p>Identify main idea and supporting points in 2-3 paragraphs of simple narrative, biographical or descriptive prose. <i>Recognizes main idea as well as key and supporting points of simple narrative, biographical or descriptive prose related to personal experience.</i> <i>Locates specific information. Identifies links between paragraphs.</i> <i>May read simplified stories where language is mostly concrete, factual and literal and there are no unfamiliar cultural references. Most words are familiar.</i> <i>Predicts, guesses meaning of new words from context. Use of bilingual dictionary is still frequent.</i></p> | | | | | | |

LINC 4

| | Topic 1 | Topic 2 | Topic 3 | | | |
|---|---------|---------|---------|--|--|--|
| <p>4. Information Texts:</p> <p>Understand purpose and get information from public announcements, news items, greeting cards, flyers and brochures by scanning.</p> <p><i>Understands the purpose of text and gets information from it. Text is clear, easy to read.</i></p> <p>Compare facts to make choices.</p> <p><i>(This one is better than ...)</i></p> | | | | | | |
| Writing | | | | | | |
| <p>1. Copy Information:</p> <p>Copy information from dictionaries, encyclopaedias and manuals.</p> <p><i>Copies texts clearly and accurately.</i></p> | | | | | | |
| <p>2. Fill out Simple Forms</p> <p>Fill out simple forms using personal and other required information.</p> <p><i>Writes legibly. Writes numbers as digits and words as required. Spells correctly and consistently. Uses correct capitalization.</i></p> | | | | | | |
| <p>3. Describe Personal Situations</p> <p>Write a short text (one paragraph) about a personal or a familiar situation.</p> <p>Describe experiences or events in the past and plans for the future, giving reasons.</p> <p><i>Can put together a number of statements about self, family or other highly familiar topics and relevant personal experiences (simple descriptions and narration of events, stories, future plans). Clearly introduces topic statement, actors and circumstances.</i></p> <p><i>Uses mostly one-clause sentences, basic simple tenses and simple structures.</i></p> <p><i>Uses correct capitalization and punctuation. Allow 2 spelling mistakes and 3 grammar/vocabulary mistakes.</i></p> | | | | | | |
| <p>4. Express Simple Ideas</p> <p>Convey sympathy in writing.</p> <p><i>Completes a standard sympathy card with minimum required information. May not know social conventions related to grieving and mourning.</i></p> | | | | | | |



Planning Grid

This is a list of the competencies that need to be covered during the entire course as well as some of the performance conditions. This grid can be used to record those competencies covered in each topic and may be reproduced for each theme.

| Competencies | Theme: _____ | | | | | |
|---|--------------|---------|---------|--|--|--|
| | Topic 1 | Topic 2 | Topic 3 | | | |
| Listening/Speaking | | | | | | |
| 1. Instructions: Give and follow spoken directions and instructions using a sequence of steps in order. <i>Gives clear spoken instructions using sequence markers.</i> <i>Uses imperatives, statements, requests.</i> <i>Uses appropriate adverbs of time, frequency and condition.</i> | | | | | | |
| 2. Social Interaction: Apologize and make excuses. <i>Responds appropriately to and initiates apologies and excuses.</i> Express and respond to disappointment. <i>(I'm sorry about ..., not able, cannot)</i> Accept offers (e.g. job offers). <i>(I would love to ...)</i> <i>Understands and uses everyday vocabulary and limited number of idioms.</i> <i>Uses a variety of structures. Grammar and pronunciation errors are frequent and may impede communication.</i> | | | | | | |
| 3. Information Relate a story about a familiar event. <i>Describes a sequence of events in the past related to personal life.</i> <i>Uses everyday vocabulary with some gaps.</i> <i>Uses a variety of structures. Grammar and pronunciation errors are frequent and may sometimes impede communication.</i> <i>Uses past tense inflection of many familiar verbs, adverbs of time, frequency and duration.</i> <i>Discourse is reasonably fluent, of moderate length.</i> | | | | | | |

LINC 5

| | Topic 1 | Topic 2 | Topic 3 | | | |
|---|---------|---------|---------|--|--|--|
| <p>Give information about own background (e.g. educational and employment). <i>(I worked as a ...; I have a _____ degree.)</i></p> <p>Describe personal characteristics and strengths. <i>Can describe characteristics and strengths required of people in different social roles.</i></p> <p>Ask for, give and get information in person and on the telephone. <i>May not know spelling conventions on the phone (e.g. "A" as in Adam). Telephone exchanges with strangers are stressful.</i></p> <p>Express obligation, ability, inability and certainty. <i>(Must, can, can't)</i></p> <p>Explain what isn't/wasn't known. <i>(I didn't know that ...)</i></p> <p>Clarify meaning by paraphrasing and repeating. <i>(Did you say ...?)</i></p> | | | | | | |
| <p>4. Getting Things Done</p> <p>Give suggestions and advice and predict consequences. <i>(Should, must, had better, you can ...)</i></p> <p><i>Understands and uses everyday vocabulary and limited number of idioms. Uses a variety of structures. Grammar and pronunciation errors are frequent and may sometimes impede communication</i></p> | | | | | | |
| Reading | | | | | | |
| <p>1. Instructional Texts:</p> <p>Understand a range of short authentic written instructions with pictures (e.g. assembly instructions). <i>Context is familiar. Text is highly contextualized and partly predictable. Demonstrates ability to act appropriately to instructions.</i></p> | | | | | | |
| <p>2. Formatted Texts:</p> <p>Find specific information in authentic schedules, charts, and directories by scanning. <i>Texts are unsimplified and visually complex</i></p> | | | | | | |
| <p>3. Unformatted Texts:</p> <p>Understand the main ideas in authentic texts (such as newspapers) and general daily prose. <i>Demonstrates recognition of main idea, key and supporting points. Texts are 2-3 paragraphs long and relate to personal experience or familiar context. Many words are familiar. Understands most grammatical structures. Begins to use a unilingual dictionary.</i></p> | | | | | | |

LINC 5

| | Topic 1 | Topic 2 | Topic 3 | | | |
|--|---------|---------|---------|--|--|--|
| <p>4. Information Texts:</p> <p>Get specific information from public service announcements, news items, flyers, brochures, invitations, employment information and ads.</p> <p><i>Demonstrates recognition of main idea, key and supporting points.</i></p> <p><i>Finds information by scanning.</i></p> | | | | | | |
| Writing | | | | | | |
| <p>1. Reproduce Information:</p> <p>Write down information received in person or by telephone.</p> <p><i>Writes down information clearly and accurately and conveys clear message to recipient.</i></p> | | | | | | |
| <p>2. Fill out Forms</p> <p>Fill out forms with personal and other information as required.</p> <p><i>Writes legibly, spells and uses capitalization correctly</i></p> | | | | | | |
| <p>3. Convey Formal Messages</p> <p>Write appropriate notes with minimum required information (e.g. invitations).</p> <p><i>Uses appropriate register.</i></p> <p><i>Includes at least minimum required information (place, date, time, etc.).</i></p> <p><i>Demonstrates knowledge of conventions for different social functions.</i></p> <p>Give directions in writing using proper sequence and accurate details.</p> <p><i>Conveys directions clearly, in proper sequence, with accurate and legible details.</i></p> <p><i>A map or sketch often accompanies directions.</i></p> | | | | | | |
| <p>4. Express Complex Ideas</p> <p>Write a brief report (100-150 words) about a personal or researched topic.</p> <p><i>Conveys ideas clearly with proper sequencing of events. Knows sufficient vocabulary within the topic. Structures are simple; compound sentences, simple tense, some present perfect, prepositional phrases of location and time, modifying adjectives and adverbs.</i></p> <p><i>Writing includes frequent errors in accuracy and awkward sounding phrases.</i></p> <p><i>Allow 3 spelling mistakes, 3 grammar/vocabulary mistakes.</i></p> | | | | | | |

Suggested Grammar Items LINC 4

This section lists suggested grammar/language items which may help learners achieve LINC Level 4 Outcomes. It is not an exhaustive list and instructors can go beyond it if they choose.

In Level 4, the grammar/language items are mostly simple. Learners can use short sentences with reduced structures, time expressions and simple wh-questions. They can recognize and use present, past and future indicators. They still make frequent errors with some of these structures.

Please note that structures marked with an asterisk (*) appear in the CLB at a higher level and learners are not expected to master them, but may be introduced to them at this level.

1. Simple present, past (regular and irregular forms) and future tenses in declarative, negative and interrogative sentence
2. Subject-verb agreement
3. Present continuous tense
4. Present perfect tense*
5. Phrasal verbs: separable, non-separable, transitive and intransitive
6. Pronouns
7. Wh-questions
8. Tag questions
9. Definite/indefinite articles
10. Imperatives
11. Count/non-count nouns
12. Adjectives: order of adjectives, comparative and superlative forms*
13. Adverbs of time, frequency, manner and duration
14. Sequence markers
15. Prepositions of time and location
16. Simple Subject+Verb+Object (S+V+O) sentences; direct and indirect objects
17. Conditional sentences (real and unreal)*
18. Modals for requests, suggestions, necessity, obligation, advice, ability
19. Gerunds and infinitives*
20. Compound and complex sentences with but, because, ...
21. Capitalization
22. Punctuation
23. Spelling
24. Basic letter-writing conventions (personal and business)
25. Basic paragraph-writing conventions
26. Note-writing conventions

Suggested Grammar Items LINC 5

This section lists suggested grammar/language items which may help learners achieve LINC Level 5 Outcomes. It is not an exhaustive list and instructors can go beyond it if they choose.

In level 5, learners continue using the grammar/language items from Level 4 with fewer errors. They also begin to recognize and use, with some difficulty, more complex grammar/language items.

Please note that structures marked with an asterisk (*) appear in the CLB at a higher level and learners are not expected to master them, but may be introduced to them at this level.

1. Simple present, past and future tenses in declarative, negative and interrogative sentences.
2. Habitual past with “used to”
3. Past continuous tense
4. Perfect tenses*
5. Phrasal verbs: separable, non-separable, transitive and intransitive
6. Pronouns: reflexive, reciprocal, indefinite, intensive
7. Wh-questions
8. Tag questions
9. Imperatives
10. Adjectives: order of adjectives, comparatives and superlatives*
11. Adverbs of time, frequency, duration and manner
12. Sequence markers
13. Prepositions of time and location
14. Prepositional phrases
15. Conditional sentences (real and unreal)*
16. Modals for obligation, requests, necessity, permission, suggestions, advice, ability
17. Passive voice*
18. Gerunds and infinitives*
19. Compound and complex sentences with but, because,
20. Logical connectors
21. Capitalization
22. Punctuation
23. Spelling
24. Basic letter-writing conventions (personal and business)
25. 25. Basic paragraph-writing conventions
26. Basic report-writing conventions (introduction, body, conclusion)
27. Note-writing conventions

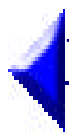
Table of Contents

Name of Instructor: _____

Level: _____

| Themes / Topics | Level Outcomes | Language Focus Items | Computer Skills And Software | Resources |
|---------------------------------|--------------------|----------------------|------------------------------|-----------|
| Theme: _____ _____ | Listening/Speaking | Vocabulary/Idioms | | |
| Topics: _____ _____ _____ | Reading | Grammar | | |
| | Writing | Pronunciation | | |
| Theme: _____ _____ | Listening/Speaking | Vocabulary/Idioms | | |
| Topics: _____ _____ _____ | Reading | Grammar | | |
| | Writing | Pronunciation | | |

Sample Long Range Plan



Sample Lesson Plan

| | |
|--|---|
| Theme: <i>Education</i> | Topic: <i>Effective Learning</i> |
| LINC Level: <i>4</i> | Duration: <i>5 hours</i> |
| <p>Lesson Objectives: To become familiar with different learning styles in order to improve own learning</p> <p>Lesson Outcomes: At the end of this lesson, learners will be able to:</p> <ul style="list-style-type: none"> ■ give and ask for advice and information about effective learning techniques and strategies ■ express preferences about teaching and learning styles* ■ identify main ideas in a text about learning styles and strategies; follow written instructions for scoring a questionnaire ■ write a brief description of results of a class survey <p>Language Focus:</p> <p><i>Vocabulary and Idioms:</i></p> <ul style="list-style-type: none"> ■ <i>learning style, strategy, visual learner, auditory learner, tactile learner, teacher-centred, learner-centred</i> ■ <i>descriptive adjectives such as frustrated, embarrassed, confident, nervous, confused, discouraged</i> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> ■ wh-questions, yes/no questions (review) ■ modals for advice, suggestions (should, could, might, must) ■ conditional sentences <p><i>Pronunciation:</i></p> <ul style="list-style-type: none"> ■ intonation patterns in wh-questions, yes/no questions <p><i>Computer Skills:</i></p> <ul style="list-style-type: none"> ■ word processing ■ insert/edit comment <p>Resources:</p> <ul style="list-style-type: none"> ■ Working Skills for Immigrant Women ■ Canada Prospects ■ Let's talk, let's listen | |

* Not in benchmarks for this level

Procedure:

1. **Warm-up: Listening/Speaking Task 1**

Class listens to taped interview with student describing effective and less effective ways of learning English. Learners answer true/false questions based on interview.

2. **Brainstorming: Listening/Speaking Task 2**

Introduce new vocabulary: learning styles, visual learner, auditory learner, tactile learner and explain to class, giving examples of activities preferred by each type of learner. Write three headings on board or chart paper: visual learners/auditory learners/ tactile learners

Divide class into three groups. Each group brainstorms other types of learning activities or study techniques suited to one learning style; write on board under headings or display chart papers. Class discussion of activities listed.

3. **Reading Task 1: Different ways of learning**

Learners read diagram showing different ways of learning. Groups discuss questions about learning styles.

4. **Reading Task 2: Identifying personal learning style**

Instructor introduces idea of learning styles questionnaire

Pre-reading: Learners predict questions that may be used to determine learning style

Reading: Learners skim the questionnaire to check if predictions correct

Learners read for general idea, then reread, answer the questions for self, and complete table summary (sum-up) for self

5. **Grammar: Modals for advice and suggestions: should, could might, must**

Discuss differences in meaning, appropriateness for different situation

- Learners complete dialogue about learning strategies using appropriate modals
- Learners give advice to partner using appropriate modals

6. **Writing Task 1: Designing a questionnaire to determine learner's preferred learning styles and strategies**

In small groups, learners brainstorm questions to ask classmates about preferred learning styles and strategies used. Review question forms with class if necessary. Learners write questions on board for each group. Class discusses and selects best questions

7. **Pronunciation: Intonation in yes/no and wh-questions**

Using questions from #5, instructor models intonation patterns; learners listen and repeat

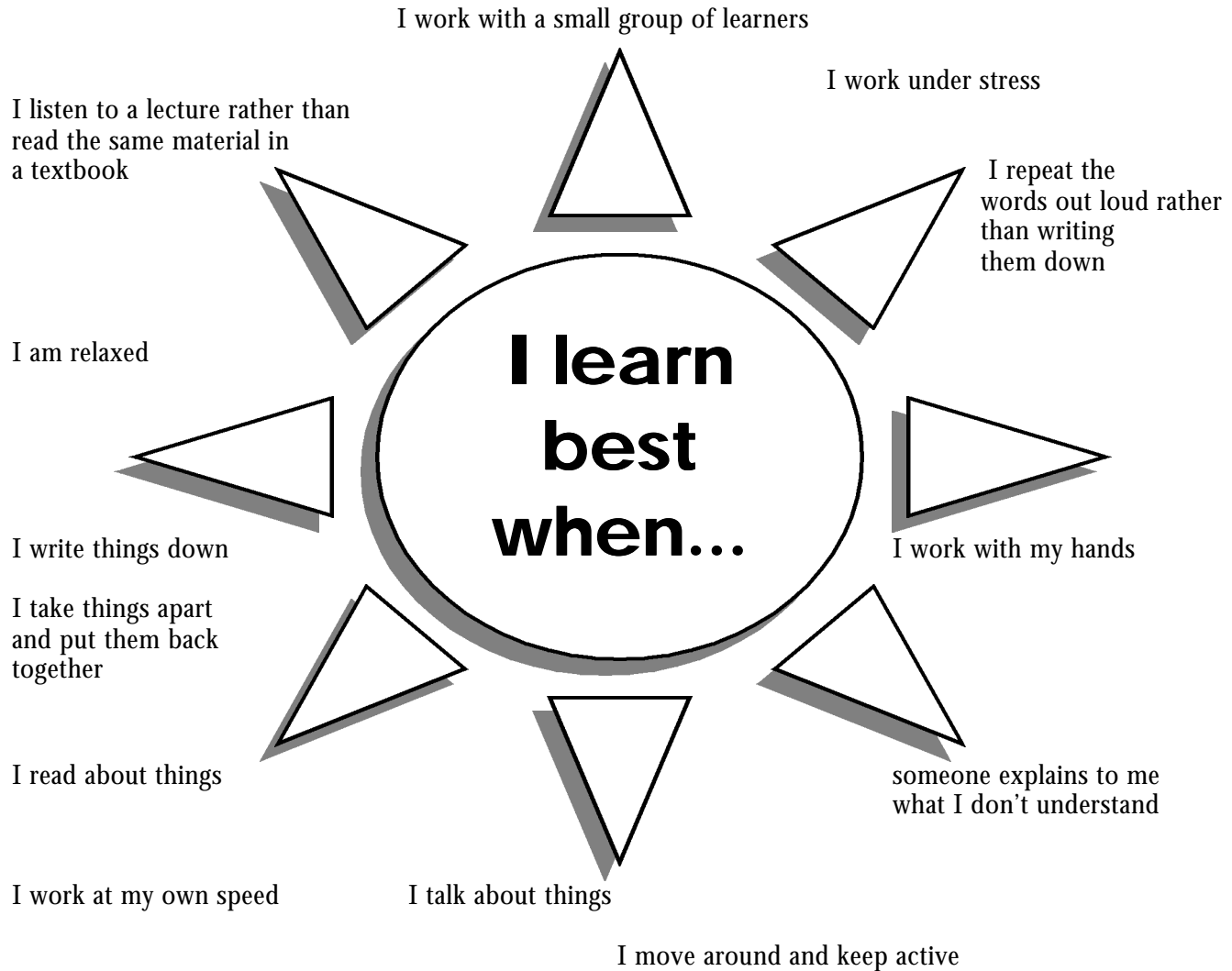
8. **Writing Task 2: Computer**

- Learners word-process questionnaire as instructed
- Partners ask and answer the questions and fill out the questionnaire
- Learners then insert comments about partner's response into text

Follow-up:

- class discussion of questionnaire results
- learners write a brief report about the class survey results or report orally to class

Sample Handout for Reading Task 1



In groups, discuss the following questions:

- How do you learn best?
- Think about a time when you learned to do something. Do not include learning English.
- What did you learn?
- How did you learn it?
- What helped you to learn?
- What interfered with your learning?
- Do you use more than one learning style at different times? Give examples.

Sample Handout for Reading Task 2

What Type of Learner Am I ?

| | VISUAL | AUDITORY | TACTILE |
|---|--------|----------|---------|
| 1. I remember information better from lectures with explanations and discussion. | 5 | 3 | 1 |
| 2. I learn information more easily if it is written on the board. | 5 | 3 | 1 |
| 3. I like to take notes when I read something. | 5 | 3 | 1 |
| 4. I like when models and posters are used in the classroom. | 5 | 3 | 1 |
| 5. I need verbal explanations of diagrams and graphs. | 5 | 3 | 1 |
| 6. I like to work with my hands. | 5 | 3 | 1 |
| 7. I remember best when I write things down. | 5 | 3 | 1 |
| 8. I can follow directions on maps. | 5 | 3 | 1 |
| 9. I do better at academic subjects by listening to lectures and tapes. | 5 | 3 | 1 |
| 10. I like to have something in my hand when I'm learning. | 5 | 3 | 1 |
| 11. I learn to spell better by repeating the words out loud rather than writing them down. | 5 | 3 | 1 |
| 12. I understand the news better by reading it in the newspaper rather than listening to the radio. | 5 | 3 | 1 |
| 13. I chew gum or snack when I'm studying. | 5 | 3 | 1 |
| 14. I remember things better when I picture them in my head. | 5 | 3 | 1 |
| 15. I enjoy learning how something works by taking it apart and putting it back together again. | 5 | 3 | 1 |
| 16. I would rather listen to a lecture than read the same information in a textbook. | 5 | 3 | 1 |
| 17. I am good at solving jigsaw puzzles. | 5 | 3 | 1 |
| 18. I would rather listen to the news on the radio than read it in a newspaper. | 5 | 3 | 1 |
| 19. I prefer to get information by reading about it. | 5 | 3 | 1 |
| 20. I enjoy classes with physical activity and movement. | 5 | 3 | 1 |
| 21. I follow verbal directions better than written ones. | 5 | 3 | 1 |

Reading Task 2 (cont.)

Learning Styles

Each of the numbers below is that of a statement listed in the questionnaire “**What Type of Learner Am I?**” Beside it, put the number that you circled for that statement. When you are done, add up the points in each column.

| | VISUAL | AUDITORY | TACTILE |
|----------------|-----------|-----------|-----------|
| Statement | 2. _____ | 1. _____ | 4. _____ |
| Statement | 3. _____ | 5. _____ | 6. _____ |
| Statement | 8. _____ | 9. _____ | 7. _____ |
| Statement | 12. _____ | 11. _____ | 10. _____ |
| Statement | 14. _____ | 16. _____ | 13. _____ |
| Statement | 17. _____ | 18. _____ | 15. _____ |
| Statement | 19. _____ | 21. _____ | 20. _____ |
| Totals: | _____ | _____ | _____ |

What Is Your Learning Style?

The column with the highest score indicates your most preferred learning style. It is possible to have another column with a high score, which means that you learn in more than one way. This is common. Many people have a mix of learning styles.

Sample Grammar Handout

Could, should, might, must

A.

Anh asked her instructor for advice about using better strategies to learn English. Her instructor told her about several helpful strategies. Complete the dialogue with the best modal verb for the sentence:

A I would like to learn more quickly. Sometimes I feel like I'm not doing things the best way?

I Well, everyone learns differently, and not all strategies work for everyone. There are some strategies you _____ try, Anh. I've noticed that you don't write notes in class. Maybe you _____ write notes as you listen. Many students find it helpful to underline new words or use a highlighter. You _____ use a highlighter.

A I have problems remembering grammar and spelling?

I Grammar and spelling are difficult. You _____ memorize the correct forms. It's the only way to remember. You _____ do the homework exercises, and you _____ ask questions in class when you don't understand something.

A I don't always understand the vocabulary.

I You _____ use a good dictionary for new words. If you want to remember the new vocabulary, you _____ use it in class and outside class, if possible. You _____ write the new word several times in your notebook. Or you _____ say it out loud to yourself.

A Speaking makes me nervous. I don't want to make mistakes.

I Anh, everyone makes mistakes. You _____ speak more if you want to improve. You _____ participate in group discussions in class. Maybe you _____ practise outside class with a friend.

B

Interview a partner. Ask your partner these questions:

1. Do you think you should try new learning strategies? Why or why not?
2. Do you have difficulty learning new grammar?
3. Do you have problems learning new vocabulary?
4. Are you nervous about speaking English?
5. Is spelling difficult for you?

For every yes answer, suggest some good strategies to your partner. Use appropriate modals.

Example: Partner **A:** Yes, spelling is very difficult for me.

B: You could write out the new words ten times in your notebook./ You must memorize English spelling.

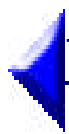
C.

Conditionals : "If" sentences can be used to give advice

Example: If you want to remember the new vocabulary, you should use it in class and outside class, too.
You must speak more if you want to improve.

Complete these sentences with your partner using modal verbs.

1. If you want to improve your spelling, _____
2. If you can't remember new vocabulary, _____
3. If speaking makes you nervous, _____
4. If grammar is very difficult for you, _____
5. _____ if you want to become fluent in English.
6. _____ if your teacher speaks too fast.
7. _____ if your partner's English is very good.
8. _____ if you make mistakes.



Sample Lesson Plan

| | |
|--|---|
| Theme: <i>Finance and Banking</i> | Topic: <i>Telephone/Internet/ABM Banking</i> |
| LINC Level: 5 | Duration: 5 hours |

Lesson Objectives: To familiarize learners with non-traditional forms of banking so that they can make choices about available services.

Lesson Outcomes:

- Understand written and spoken instructions about telephone banking.
- Get specific information about telephone, Internet and ABM banking from brochures.
- Write about the impact of non-traditional forms of banking on society.

Language Focus:

Vocabulary and Idioms:

- *personal access (code) number, PIN, slot, transaction record, transaction fee, confidential password, transfer funds, pay bills, account balance, transactions, reference number, main menu, automated service, digits, key, software, selection, bank web site, registering bills, TouchTone phone, Stay on the line.*

Grammar:

- comparative and superlative adjectives

Pronunciation:

- “s” sounds (voiced, voiceless and sibilant)

Computer Skills:

- Keyboarding, Save As, Header and Footer, Print Preview, Print

Software:

- Microsoft Word

Resources:

- Brochures about telephone, Internet and ABM banking from various banks
- Readings adapted from: Helping you Bank, (The Canadian Bankers Association, Nov.98)

Procedure:

1. Warm-up: Speaking Task

In small groups, learners discuss the list of vocabulary items (see Language Focus section) and come up with definitions using bank brochures or a dictionary. Groups organize the words into 3 categories those relating to telephone banking, those relating to ABM banking and those for Internet banking.

2. **Presentation: Listening/Speaking Task**

Learners prepare a list of questions about telephone banking. Instructor (or bank representative) gives a brief description of how telephone banking works and the general procedure for setting up telephone accounts with a bank and answers questions.

3. **Reading Task:**

Ways of Banking adapted from: Helping you Bank, The Canadian Bankers Association (see handout)

Pre-reading: Learners fill out the first two columns of a chart containing the following headings: **What I know, What I want to know** and **What I learned**. Learners read handout and answer comprehension questions. See handout) about telephone, computer and ABM banking. Learners complete the chart.

4. **Grammar Task:**

Learners complete the sentences using comparative and superlative adjectives. (see Vocabulary/Grammar handout)

5. **Jigsaw: Reading/Speaking Task**

In groups of four, learners read instructor-made handout about the impact of non-traditional forms of banking from one of the following perspectives: a bank teller, a bank customer, a business person and the director of a bank. Each learner presents his/her perspective to the rest of the group.

6. **Writing Task 1:**

Learners write a story giving opinions about the impact of non-traditional forms of banking on society.

7. **Writing Task 2 – Computer:**

Learners word-process Writing Task 1 and insert their name and the date as a header. They print preview and print for peer/ instructor evaluation.

8. **Pronunciation:**

“s” sounds (voiced, voiceless and sibilant) using vocabulary for banking:

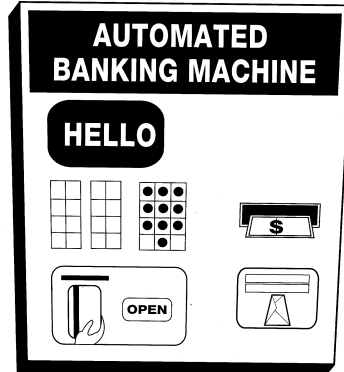
| <u>voiceless</u> | <u>voiced</u> | <u>sibilant</u> |
|------------------|---------------|-----------------|
| personal | funds | presses |
| access | fees | cashes |
| password | transactions | changes |
| transfer | bills | services |
| banks | easy | messages |
| investments | loans | chooses |

Follow-up:

- Learners read the instructions (bank brochures with flowcharts) for using the telephone banking system from 3 major banks and decide which instructions are the easiest to understand and follow. They present their findings to the class.

Way of Banking

Banking in Canada has changed dramatically over the last few years. In the past, a teller would handle your banking business at a local branch. Today people conduct only one-third of their business at the branch. The rest of the time they use self-service banking - the Automated Banking Machine, banking by telephone or through a personal computer. This type of banking has become more popular because it is more convenient and saves time.



Automated Banking Machines (ABMs)

Most banks today offer self-service banking through ABMs. You can find ABMs almost everywhere, in banks, shopping malls, gas stations, stores, airports, train stations, etc. They can be used 24-hours a day, seven days a week to withdraw cash, deposit cash or cheques, pay bills, transfer money from one account to another, and get your account balance. Some allow you to update your passbook or get an account statement.

Bank machines with an *Interac* sign let you use your card to make transactions at banks other than the one you use.



The cost of using an ABM depends on your bank. Most banks charge a transaction fee which is deducted from your account. Others have a monthly service plan that allows you to conduct a certain number of transactions for a set fee every month.

Telephone Banking

This is a quick, easy and convenient way to do banking 24-hours a day, seven days a week. You can bank from home, work or even when you're out of town using your telephone.



For telephone banking you need an account and banking card. Before you can begin, you will have to register your bank account(s) and the account number of each bill you will be paying, for example, your phone bill, credit card, hydro bill, tax bill, etc. by calling the bank's 1-800 number and speaking with the bank's customer service representative. You choose a confidential personal access code number that you use every time you want to do a banking transaction. Once your account is set up, all you have to do is follow the voice instructions. You will be asked to enter your bank card number and your personal access code. This way, you may be able to:

- pay bills and transfer funds immediately
- check your account balance and activity
- get an interim bank statement or hear a list of your recent transactions
- make postdated bill payments

With telephone banking, you also have the option of talking to a banking representative who can help you:

- apply for a loan, a mortgage or renew a mortgage
- order cheques
- make a stop payment on a cheque
- find out if a cheque went through your account
- make investments

What you cannot do with telephone banking is deposit or withdraw cash.

Banking by Computer

You can also do some of your banking by computer, such as:

- transfer money between your accounts
- pay bills
- check on your account balance and activity



What you cannot do with computer banking is deposit or withdraw cash.

There are two ways you can do your banking by computer: through a special computer connection to your bank using its software or through your bank's web site. Either way, if you are interested in doing some of your banking activities through your computer, ask for more information at your bank.

Adapted from: *Helping you Bank*, The Canadian Bankers Association, 1998

Vocabulary/Grammar Handout

Vocabulary Practice

Write the missing words in the blanks. Check your answers in the Telephone Banking reading.

- In the past, a _____ would handle your banking business at a local _____.
- Bank machines with an **Interac** sign let you use your card to make _____ at other banks than the one you use.
- When you use an ABM, the bank will probably charge a _____ which is deducted from your account.
- Three things you can do using an ABM are _____, _____ and _____.
- Before you can begin using the telephone banking system, you will have to _____ and _____.
- You choose a confidential _____ that you use every time you want to do a banking transaction.
- Three things you can do using telephone banking are: _____, _____ and _____.
- What you cannot do using telephone banking is _____ or _____.
- There are two ways you can do your banking by computer: through a special _____ connection to your bank using its software or through your bank's _____.
- Three things you can do using computer banking are _____, _____ and _____.

Grammar Practice

1. Make comparisons about ABM and telephone banking in writing using the following:

popular *convenient* *fast*

easy to set up

complicated *confusing*

- 2.. Make comparisons about ABM, telephone and computer banking in writing using the following:

easy to use *offers the most services*

most convenient

most/least popular with the majority of people

most/least confusing

most/least popular with businesses

Learner Techniques and Strategies for Improving Proficiency

In the classroom, instructors can encourage learners to:

- set realistic learning goals
- take an active approach to learning
- ask for assistance in improving their learning strategies
- participate fully in all classroom activities
- participate in needs assessment and long-range planning by expressing needs and preferences
- ask for clarification by paraphrasing information
- ask for repetition, restatement in simpler language
- repeat to check understanding of spoken information
- organize ideas in a logical sequence so others can understand them better
- identify own listening blocks and work towards overcoming them
- identify key words when listening
- listen for main ideas
- continue listening to entire text even when they encounter unfamiliar words or phrases
- continue reading for gist (main ideas) without resorting to dictionary each time they encounter an unfamiliar word or phrase
- guess meaning of unfamiliar words from context where possible
- look for a general meaning of a new word or phrase, rather than a precise definition
- recognize when a familiar word has an idiomatic rather than a literal meaning
- develop skimming and scanning skills to read more effectively
- distinguish important or relevant information from unimportant or less relevant information
- identify preferred learning style and use strategies that complement that style:
 - Visual learners: take notes and write out what they want to remember; keep a learning journal; visualize new vocabulary
 - Auditory learners: read notes and new vocabulary out loud; learn songs to remember new vocabulary or grammar structures (e.g. Jazz Chants, Grammar Chants)
 - Tactile learners: take notes, highlight important information; act out new concepts; walk through set of instructions
- identify strengths in one skill area and consciously transfer to another area
- use linguistic knowledge of first language to master English

- use appropriate fillers and bridges when speaking to indicate that they haven't finished speaking yet
- learn and use techniques to keep a conversation going (nodding, responding, agreeing, disagreeing)
- learn appropriate small talk topics, how to begin and end informal conversations appropriately
- develop awareness of body language, facial expressions and intonation and learn to interpret meaning within the context of these clues
- practise pronunciation techniques (intonation) to aid comprehensibility
- take notes when listening to something of interest
- highlight important phrases or paragraphs in texts
- self-monitor and self-evaluate progress
- discuss feelings with someone else
- become aware of others' thoughts and feelings
- delay speech to focus on listening

Techniques and Strategies learners can use outside the classroom:

- make own opportunities to practise speaking English - ask the bus driver for directions even when they know where they are going; make small talk with neighbours, sales clerks
- complete community contact assignments (e.g. ask two native speakers about an issue, etc.; go to department stores and ask about winter coats on sale, etc.)
- use new words and expressions in everyday conversations
- listen to automated messages at home, as many times as necessary to get essential information
- ask for written versions of spoken information
- use rhymes or word association to remember new vocabulary
- memorize common phrases to help perform above competence
- write and rehearse questions in advance
- find someone who is willing to help them practise speaking English (child, neighbour, store clerk, child's teacher)
- recognize signals such as facial expressions, intonation that indicate misunderstanding
- politely ask speaker to speak slowly, repeat or rephrase information as needed
- write down expressions or words they don't understand from television, newspaper or conversations and share with class
- find an instructor or program with a teaching style that corresponds to own preferred learning style, if possible.

Checklist of Computer Skills¹

Basic Computer Operation and Windows95

| Function | Novice | Experienced | Advanced |
|--|--------|-------------|----------|
| Computer components, e.g. monitor, keyboard, floppy drive, tower, CD-ROM drive, etc. | ✓ | | |
| Basic peripherals, e.g. printer, scanner, etc. | ✓ | | |
| Start up and shut down computer and peripherals | ✓ | | |
| Mouse skills | | | |
| Click, double-click, drag, right-click | ✓ | | |
| Use of right-click (quick menu) in selecting options | | ✓ | |
| Familiarity with desktop | | | |
| Task bar | ✓ | | |
| Start Button | ✓ | | |
| Shortcuts | ✓ | | |
| My Computer | ✓ | | |
| Recycle Bin | ✓ | | |
| Network Neighbourhood | | ✓ | ✓ |
| Manipulation of the mouse | ✓ | | |
| Arrange Icons options | ✓ | ✓ | |
| A window | | | |
| Open, Close | ✓ | | |
| Maximize, Minimize, Restore | ✓ | | |
| Move, Resize | ✓ | | |
| Title bar, Menu bar, Toolbar | ✓ | | |
| Arrange and work with multiple windows or applications | | ✓ | |
| Select options (customize) in a dialog box | | ✓ | |
| Applications | | | |
| Notepad, WordPad, and Paint | | ✓ | |
| Games | | ✓ | ✓ |
| System Tools e.g. Scandisk, DriveSpace, Disk Cleanup | | | ✓ |

¹ Adapted from the Adult ESL Curriculum Guidelines, CLB 1-12 Edition, Toronto Catholic District School Board

| Function | Novice | Experienced | Advanced |
|---|---------------|--------------------|-----------------|
| File handling commands | | | |
| Open, Close, Save, Save As | ✓ | | |
| Move, Copy application using: | | | |
| ■ Cut, Copy & Paste | ✓ | ✓ | |
| ■ mouse Drag and Drop | | ✓ | |
| Send to floppy disk | ✓ | | |
| Copy Disk | ✓ | | |
| Delete, Rename | ✓ | | |
| Create Shortcut | ✓ | | |
| Find | | ✓ | ✓ |
| Explorer/My Computer | | | |
| Familiarity with explorer window and toolbars, status bar, and explorer bar | | ✓ | |
| Tree structure (Explorer) | | ✓ | ✓ |
| Expand, collapse tree branch (Explorer) | | ✓ | ✓ |
| Create folder, subfolder, shortcut | | ✓ | |
| Select view preferences, e.g. large icons, small icons, list, and details | | ✓ | |
| Arrange Icons | | ✓ | |
| Floppy disk | | | |
| Floppy disk maintenance | ✓ | | |
| Scan for viruses | | ✓ | |
| Backup | | | ✓ |
| Format | | ✓ | |

Ellis, Explore Canada, and Tense Buster

| Function | Novice | Experienced | Advanced |
|---|--------|-------------|----------|
| Open, Close application | ✓ | | |
| Use mouse to select options on screen | ✓ | | |
| Select options based on given instructions | ✓ | | |
| Copy and Paste text to scratch pad or writing pad | | ✓ | |
| Other | | | |

The Internet

| Function | Novice | Experienced | Advanced |
|---|--------|-------------|----------|
| Internet basics (how it works) | ✓ | | |
| Internet terminology (World Wide Web, Web Browser, URL, Search Engine, Bookmark, Favourites, Hyperlink) | ✓ | | |
| Internet Service Provider | ✓ | | |
| Types of search | | | |
| Hyperlink | ✓ | | |
| Keyword | ✓ | ✓ | ✓ |
| Browsing | | ✓ | ✓ |
| Advanced | | | ✓ |
| Downloading | | | |
| Sound | | ✓ | ✓ |
| Image | | ✓ | ✓ |
| Text | | ✓ | ✓ |
| Real Audio Player | | ✓ | ✓ |
| Acrobat Reader | | ✓ | ✓ |
| Subscription | | | |
| Moos | | ✓ | ✓ |
| Listserve | | ✓ | ✓ |
| Forums | | ✓ | ✓ |
| Free email: Yahoo & Hotmail | ✓ | | |
| Other | | | |

Microsoft Word

| Function | Novice | Experienced | Advanced |
|--|--------|-------------|----------|
| Keyboarding | | | |
| Keyboard format & layout | ✓ | | |
| Using both hands | ✓ | | |
| Screen | | | |
| Title bar, Menu bar, Toolbars, Status bar, Ruler | ✓ | | |
| Normal, Online Layout, Page Layout, and Outline views | ✓ | | |
| Maximize, Minimize, Restore buttons | ✓ | | |
| Horizontal and Vertical scroll bars | ✓ | | |
| File | | | |
| Open, Close, Save, Save As, New | ✓ | | |
| Save As in formats other than Word | | ✓ | |
| Page Setup: <ul style="list-style-type: none"> ■ Margins, Paper size, Layout ■ Properties | | ✓ ✓ | |
| Insert File into another file | | ✓ | |
| Arrange files on screen | | ✓ | ✓ |
| Work with multiple files | | ✓ | ✓ |
| Editing | | | |
| Delete and Backspace, Overtyping, Spacebar, Enter | ✓ | | |
| Move insertion point using arrow keys and mouse | ✓ | | |
| Select using arrow keys and mouse | ✓ | | |
| Show/Hide | ✓ | | |
| Cut and Paste | ✓ | ✓ | |
| Drag and Drop | | ✓ | |
| Copy and Paste | ✓ | ✓ | |
| Paste Special | | | ✓ |
| Paste as Hyperlink | | | ✓ |
| Find and Replace | | ✓ | ✓ |

| Function | Novice | Experienced | Advanced |
|---|---------------|--------------------|-----------------|
| Format Font, Font Style, Size, Underline, Colour, Effects | ✓ | | |
| Paragraph ■ Alignment, Indent, Line Spacing ■ Line and Page breaks | ✓ | ✓ | |
| Bullets: ■ Insert, change bullet ■ Numbering ■ Customize ■ Outline Numbered | ✓ ✓ | ✓ | ✓ |
| Change Case e.g. uppercase, lowercase, title case | ✓ | | |
| Format Painter | ✓ | ✓ | |
| Text Direction | | ✓ | |
| Create/edit Column | | ✓ | |
| Tools | | | |
| Spelling and Grammar | ✓ | | |
| Thesaurus | ✓ | ✓ | |
| Word Count | | ✓ | |
| AutoCorrect | | ✓ | |
| Print | | | |
| Print Preview: one page, multiple pages, magnifier | ✓ | | |
| Select Printer | | ✓ | |
| Page Range, Copies | | ✓ | |
| Options, Properties | | ✓ | |
| Insert | | | |
| Date and Time | ✓ | | |
| Page Numbers | ✓ | | |
| Header and Footer | ✓ | | |
| Footnote and Endnote | | ✓ | |
| Comment | | ✓ | |
| Symbol | | ✓ | |
| Bookmark | | ✓ | |
| Break options | | | ✓ |
| AutoText | | | ✓ |
| Hyperlink | | | ✓ |

| Function | Novice | Experienced | Advanced |
|--|---------------|--------------------|-----------------|
| Tables | | | |
| Draw Table | | ✓ | |
| Insert/delete rows & columns | | ✓ | |
| Resize row height/column width | | ✓ | |
| Format cells, rows, and columns | | ✓ | |
| Merge/Split cells | | ✓ | ✓ |
| Sort | | ✓ | |
| Table AutoFormat | | | ✓ |
| Borders and Shading | | | ✓ |
| Graphics | | | |
| Insert /edit picture (Clip Art, AutoShapes, Chart) | | ✓ | ✓ |
| Insert/edit WordArt | | ✓ | ✓ |
| Insert/edit Text Box, Object | | ✓ | ✓ |
| Insert /edit drawing | | ✓ | ✓ |
| Use graphic toolbars (wrap, watermark) | | | ✓ |
| Format graphics | | | ✓ |
| Mail Merge | | | ✓ |
| Envelope and Labels | | | ✓ |
| Macro | | | ✓ |
| Wizards | | | |
| Letter and Faxes | | ✓ | ✓ |
| Memos | | ✓ | ✓ |
| Other Documents | | ✓ | ✓ |
| Templates | | | ✓ |

Microsoft Excel

| Function | Novice | Experienced | Advanced |
|--|--------|-------------|----------|
| Screen | | | |
| Title bar, Menu bar, Toolbars, Status bar, Formula bar | ✓ | | |
| Normal, Page Break views | ✓ | | |
| Maximize, Minimize, Restore buttons | ✓ | | |
| Horizontal and Vertical scroll bars | ✓ | | |
| Workbook | | | |
| Open, Close, Save, Save As, Save Workspace, New | ✓ | | |
| Page Setup | | | |
| ■ Page, Margins, Header and Footer, Sheet | | ✓ | |
| Print | ✓ | | |
| Print Area, Print Preview | | ✓ | |
| Worksheet | | | |
| Insert | ✓ | | |
| Delete | ✓ | | |
| Move, Copy | | ✓ | |
| Rename | | ✓ | |
| Hide | | | ✓ |
| Cell | | | |
| Insert, edit data in cell | ✓ | | |
| Format (font, currency, percent, decimal) | ✓ | | |
| Align cell | ✓ | | |
| Edit Column Width, Row Height | ✓ | | |
| Edit border, pattern | | ✓ | |
| Protect cell | | | ✓ |
| Editing | | | |
| Fill options | ✓ | | |
| Clear options | ✓ | | |
| Cut, Copy and Paste | ✓ | ✓ | |
| Paste special | | ✓ | |

| Function | Novice | Experienced | Advanced |
|--|---------------|--------------------|-----------------|
| Insert/Edit | | | |
| Cell, Row, Column | ✓ | | |
| Chart | ✓ | ✓ | |
| Comment | | ✓ | |
| Page Break | | ✓ | |
| Picture, Object | | ✓ | ✓ |
| Data | | | |
| Sort | ✓ | | |
| Filter | ✓ | | |
| Formula & Function | | | |
| Insert/edit function | | ✓ | |
| Create, insert, and edit formula | | ✓ | ✓ |
| Copy, fill formula | | ✓ | ✓ |
| Chart | | | |
| Chart Wizard | ✓ | | |
| Create and Edit chart | ✓ | ✓ | |
| Know different types of chart | | ✓ | |
| Understand applications of chart types | | | ✓ |
| Standard type charts | | | ✓ |
| Custom type charts | | | ✓ |
| Tools | | | |
| Spelling | ✓ | | |
| AutoCorrect | | ✓ | |
| Protection | | ✓ | |
| Macro | | | ✓ |
| Link and Embed data to and from Word | | | ✓ |