BASIC COMPUTER LESSON •2

Introducing CALL to LINC Two Learners

Computers can be used as effective tools in any ESL classroom. Whether you teach a LINC One or a LINC Five class, the use of computers can enhance learning and construction of knowledge. LINC computer labs are equipped with specialized programs for teaching English, a program for learning about Canada, and productivity software which enables users to do word processing, spreadsheets, and prepare computer presentations. All of these programs can be used to aid in the teaching of English. This guide focuses on using the LINC software and word processing as aids in ESL instruction. A summary of language outcomes for LINC Two is included to help you integrate computer tasks and language functions.

In order for the learners to benefit from the LINC software, they must first feel comfortable sitting at a computer, learn the basic start-up and shutdown procedures, and follow simple, routine instructions.   It is best not to make any assumptions about the learners' computer skills. LINC learners are assessed according to their language levels only. Therefore, it is not unusual to find a LINC One learner with advanced computer skills and a LINC Five learner with none. Before exposing the learners to any software, we recommend that you introduce basic computer concepts, terminology, and the hands-on skills necessary to perform basic operations on a computer.

Suggested activities for LINC Two:

We encourage you to read Before Using Software and the suggested activities in "Basic Computer Lesson" for LINC One before reading this section. The following activities will help LINC Two learners master basic computer terminology:

1. Learners are provided with a sheet with pictures of computer components. They write down the names of the computer components below each picture.

2. **Matching**: Divide the class in two groups. One group gets pictures of computer parts and the other gets the names for those parts. Learners walk around the class to match pictures with labels.

3. **Gapfill:** Learners fill in missing letters of computer parts in a given list.

4. **Word processing:** Learners edit a list of wrongly spelled names of computer parts, word process, and print for peer correction.

Make sure that your activities are supported by pictures as well as text.

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LINC Two Language Competencies

GLOBAL OUTCOMES[1]

At the end of LINC Level Two, learners can communicate basic survival needs. Learners can recognize and use everyday vocabulary, simple learned phrases, and formulaic expressions. They can put a few words together into sentences when they speak. Learners can also clearly spell out words related to personal information and identification.

Learners can answer simple questions with two or three words within a clear, immediately relevant and familiar context. Learners can also ask simple questions using the appropriate intonation, even if the structure is not accurate.

Learners can read and write familiar words as well as phonetically decode and encode some unfamiliar words. learners can read and understand the purpose and general idea of a short set of instructions or sentences containing not more than two or three content words. Learners can fill in the blanks of a guided text with familiar everyday words and write short sentences about self or familiar topics using appropriate word order.

At the end of LINC Level Two, learners should be able to perform the tasks in Level One as well as:

SPEAKING/LISTENING

- Follow verbal instructions and directions (2-5 words) and positive and negative commands/requests (e.g., go to, come at, bring, call, write down, listen, circle, copy, mark, put in order, open, talk to, point to, don't write, work together, say it again)
- Respond to introductions by other people, using basic courtesy formulas (e.g., Hello, How are you, Nice to meet you, I'm fine)
- Answer questions about basic personal information and immediate needs (e.g., occupation, marital status, immediate family, housing, food preferences)
- Describe when, where, how many, how big, what colour
- Express ability or inability (can/can't)
- Talk about things one enjoys/likes
- Indicate satisfaction and dissatisfaction
- Indicate problems in communication (e.g., I don't understand, Please repeat, Slowly please)
- Ask for assistance and information
- Attract attention verbally (e.g., Excuse me, Can you help me)
- Respond to caution

READING

- Follow common written instructions of 1-4 short steps
- Understand common forms (country of origin, spouse, language, marital status, dependants, nationality, gender, license plate number, account number, immigration status)
- Find specific information in maps, diagrams, basic bills, receipts, schedules, lists, and directories
- Find meaning of words in bilingual dictionary
- Understand main idea of 2-5 sentence text and find information about events, people, places and things

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[1] Revised LINC Curriculum Guidelines, 1997.

- Understand public signs with common phrases, business cards, greeting cards, labels on common store products, simple pamphlets, and flyers

WRITING

- Copy numbers, letters, words and sentences accurately (e.g., from White Pages, schedules, signs, product labels)
- Fill out simple forms using personal information (country of origin, language, spouse, marital status, dependants, nationality, gender, height, education, license plate number, account number)
- Fill in blanks in a 3-4 sentence text with true information about self (e.g., I am _____; I am from _____; I have _____)
- Write full sentence answers to 5-6 questions about personal or familiar situation
- Express simple ideas in writing (e.g., thanks, congratulations, farewell)