

Introducing CALL

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 Three 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

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

1. Learners are provided with a list of computer components. Learners write down simple definitions for each component.
2. **Matching:** Divide the class in two groups. One group gets names of computer parts and the other gets the definition for those parts. Learners walk around the class to match names with definitions.
3. **Hands-on:** Learners follow instructions to perform specific computer tasks from a given list, e.g., Restart the computer by clicking **Start** | **Shutdown** | **Restart** | **OK**.
4. **Gapfill:** Learners fill in the blanks for missing words or phrases in the definitions of computer parts in a given list.
5. **Expert:** One learner (or one group) becomes the expert for the day. Learners make a list of three questions in groups and ask the expert. The expert provides answers to the questions.



Select experts a day or two before the activity so that they can prepare. Rotate the expert role so that everyone gets the opportunity. Make sure that your activities are supported by pictures as well as text.

3 • BASIC COMPUTER LESSON

LINC Three Language Competencies

Global Outcomes¹

At the end of LINC Level Three, learners can communicate basic survival needs and relate a simple story, orally and in writing, about common everyday activities using past, present and future indicators. Use of connected discourse is evident as learners begin to use sentences that are short but complete including connectors to link ideas. Learners can participate in simple formal and informal conversations by using limited everyday vocabulary and short sentences with reduced/fragmented structures. They can use the telephone for simple, short and very predictable exchanges and take written messages.

Learners are able to read and understand a simplified narrative of routine events, simple descriptive prose about people, places and things, and short daily routine instructions. They can read authentic texts such as flyers, very short news items, and weather forecasts.

Learners can write simple descriptions and narrations about themselves, their families, or other highly familiar topics using a number of one-clause sentences. Correct capitalization and punctuation is used.

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

Speaking/Listening

- Give and follow verbal directions and instructions (e.g., put, place, move, walk, turn, left, right, over, under, past, east, west)
- Greet, introduce self, introduce others and ask about the other person
- Carry on small talk and end conversation
- Ask permission
- Ask and answer questions about personal experience
- Ask and answer questions about everyday topics of personal relevance using past, present and future markers
- Ask for service or assistance (I need help, Can you help me)
- Ask for goods or services by providing and getting information as needed
- Express satisfaction, dissatisfaction and preference
- Express present and future wants
- Describe briefly person, object, situation and daily routine
- Indicate problems in communication by checking, clarifying, asking for repetition, requesting confirmation (Could you repeat that, please, Did you say...)
- Relate a story about a personal experience (e.g., about getting goods or services)
- Agree, compromise, accept, reject
- Use the telephone for short, predictable exchanges
- Respond to warnings

Reading

- Follow short written instructions of 1-6 steps

¹ Revised LINC Curriculum Guidelines, 1997.

- Find specific information in common forms, slips, fine tickets, labels, receipts, schedules, and directories
- Find spelling and pronunciation of words in bilingual dictionary
- Identify main idea and find specific information in a paragraph of simple prose
- Understand information from printed media, news, promotional material, greeting cards, flyers, pamphlets, public signs

Writing

- Copy short text
- Fill out simple forms using personal information (e.g., emergency information form, membership application form)
- Write short text about personal or familiar situation
- Describe daily routines, people, objects, places, situations, events
- Take short telephone messages