

Byte Into English

Bringing English and Computer Skills Together

Preliminary Computer Skills

A Computer Resource for Instructors
Referenced to
Canadian Language Benchmarks, 2

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Introduction

What is *Byte into English*?

Byte into English is a teaching resource of computer and language activities that gives students an opportunity to learn English and develop basic computer skills. The resource consists of three manuals: Preliminary Skills, LINC 2, and LINC 3 and was written to be used with the Microsoft® Windows® operating system, its accompanying accessories, and Microsoft® Word.

Why *Byte into English*?

In computer terminology, byte is short for binary term, a unit of storage capable of holding a single character. This play on words was chosen for the title because it describes the philosophy of this resource: using computers to grasp or "bite into" English.

How did *Byte into English* originate?

The idea for *Byte into English* started in 1998, when the LINC program at Sacred Heart School upgraded its computer lab. While waiting for language software to arrive, it was decided to put the new computers to use by introducing students to basic computer skills. The lessons in *Byte into English* developed from the activities designed at that time. Students showed great enthusiasm for learning English in the computer lab and it was recognized that computer technology was a valuable addition to the LINC program. Students practiced listening, speaking, reading and writing skills as they followed instructions and communicated with each other to complete lab activities. In this way, they developed computer skills through tasks and activities appropriate to their language level and relevant to their lives.

Who is *Byte into English* for?

Byte into English is for teachers with a range of computer experience who would like to incorporate a new and exciting teaching tool into English instruction. Teachers can use the lessons in *Byte into English* as they are presented here or adapt the activities to reflect themes and topics being covered in the classroom. It is hoped that *Byte into English* will also serve as a model for teachers to use in developing their own computer lab lessons and activities.

What is the value in teaching computer skills in LINC?

Computers have become a part of everyday life. Human Resources Development Canada lists computer use as one of the Essential Skills to help people participate fully in the workplace and the community. Using computers as part of LINC instruction gives students the opportunity to learn about this technology or, in the case of students with previous computer experience, familiarizes them with computer terminology and procedures in English. Computers are a way for teachers to reinforce and extend the topics that have been taught in the classroom. The computer lab furnishes a learning environment that can be adapted to different learning styles, with opportunities for both self-directed and guided learning. Further language learning beyond the LINC program often requires computer proficiency for practice and assignment completion. The World Wide Web provides access to extensive, current community information and news. E-mail serves as a quick and inexpensive way to contact family and friends who remain far away.

How is *Byte into English* referenced to the Canadian Language Benchmarks?

The language level of *Byte into English* corresponds to the language skills and competencies outlined for Stage One of the Canadian Language Benchmarks as follows:

Preliminary Skills and LINC 2	Listening/Speaking Benchmark 2 Reading Benchmark 2 Writing Benchmark 2
LINC 3	Listening/Speaking Benchmark 3, 4 Reading Benchmark 3 Writing Benchmark 3

The computer tasks for the lessons in *Byte into English* are largely chosen and adapted from the sample tasks described for the corresponding skills in the Canadian Language Benchmarks Working Document (1996). (Every attempt was made to ensure that these computer tasks correspond to the descriptions of the competencies in the Canadian Language Benchmarks documents. However, due to the specific computer context of this resource, and in order to make the activities accurately reflect authentic computer tasks, this was not always possible.) The Canadian Language Benchmarks documents state that a benchmark describes a person's ability to use the English language to accomplish a set of tasks. If students accomplish some of these tasks on computers, they are developing competence in both the English language and in computer use.

Canadian Language Benchmarks 2000 outlines features of the Benchmarks that are consistent with the method of learning English through computer tasks. The document states that the Benchmarks are learner-centred, task-based, stressing community, study, and work-related tasks and they are competency-based, that is, emphasizing what the learner can do. These features are major characteristics of the lessons presented in *Byte into English*.

The writers hope that you will find the lessons and activities in the three *Byte into English* books beneficial to your programs. Comments and feedback for future printing would be appreciated by contacting the publisher at the e-mail address capjackc@ecsd.net.

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Lesson 1: Startup

The task for this lesson involves students listening to and following your instructions to start up their computers. You may find that the startup procedure for your computer lab differs from the one presented in this lesson (see Teacher's Notes). If this is the case, you will need to make some changes to the Lesson Presentation and Worksheet. We hope this lesson will serve as a "template" for doing so.

Language Competency

- Listening: Instructions

Computer Skill

- Start up computer

Task

- Follow oral instructions to start up the computer

Materials

- Worksheet

Lesson Presentation

1. Name the following components with the students: computer, monitor, keyboard, and mouse. Point out the power buttons for the monitor and computer but do not turn them on yet.
2. Practice how to hold and click the mouse.
3. On the board or a piece of chart paper, draw a picture of the mouse pointer. Explain that when you point or click, you do so with the tip of the pointer. Draw a picture of the hourglass icon and explain that when it appears next to the pointer, it means "wait."
4. Explain that when you start up a computer that is on a network system, you need to "log on." To do so, you have to press the **Control**, **Alt**, and **Delete** keys when prompted. Have students practice this key combination.
5. Start up the computers with the class.
6. Assign the Worksheet.

Vocabulary

Alt key	Ctrl key (Control)	keyboard	mouse	power button
click	Delete key	log on	point	press
computer	hourglass	monitor	pointer	



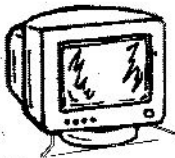
Worksheet

Complete the sentences using the words below. Some words are used more than once.

Alt	Ctrl (Control)	keyboard	monitor	pointer
click	Delete	keys	mouse	press
computer	hourglass	log on	point	wait



1. This is a _____.



2. This is a _____.



3. This is a _____. It has many _____.

We _____ the keys. The keys that we use to log on are _____ and _____.

_____ means start using the computer.



4. This is a _____. When we press and release the left button, it is called _____.

5. Circle the button that we use most of the time.



6. This is a _____. We use it to _____.

We move it with a _____.

7. Circle the tip of the pointer.



8. This is an _____. It means _____.

