



CCLCS ESL Literacy

WORKBOOK

Terms and Definitions

ESL Students	Literacy Students	ESL Literacy Students
<p>ESL students are people who do not speak, understand, read and/or write in English as fluently or as accurately as they would like or as they need to. They do speak, understand, read and write in at least one other language as fluently and as accurately as they would like or as they need to.</p>	<p>Literacy students are people who speak and understand English fluently and accurately but do not read and/or write as fluently or as accurately as they would like or as they need to.</p> <p>In Ontario, literacy programs are funded by the Literacy and Basic Skills (LBS) under Employment Ontario.</p>	<p>ESL Literacy students are people who do not speak, understand, read and write in English as fluently or as accurately as they would like or as they need to. They do speak and understand at least one other language as fluently or as accurately as they would like or as they need to, but they do not read and write in any language fluently or accurately.</p>

ESL Students	Literacy Students	ESL Literacy Students
<ul style="list-style-type: none"> • are not fluent or accurate English speakers and listeners • are fluent and accurate readers and writers in at least one language but are not fluent or accurate English readers and writers • usually have experience with formal education • are engaged in a process of transferring skills, experience and knowledge and understanding from one language to another; one formal learning context to another; from one culture to another 	<ul style="list-style-type: none"> • are fluent and accurate English speakers and listeners • are not fluent or accurate readers and writers in any language • may have very little experience of formal education • may have had negative formal-education experiences • are learning literacy concepts as well as reading skills • are engaged in a process of transferring skills, experience and knowledge and understanding from verbal modes to text-based modes; from informal learning to more formal context 	<ul style="list-style-type: none"> • are not fluent or accurate English speakers and listeners • are not fluent or accurate readers and writers in any language • may have very little experience of formal education • may have had negative formal-education experiences • are learning literacy concepts as well as reading skills • are engaged in a process of transferring skills, experience and knowledge and understanding from one mode of communication to another (from verbal to text-based), from informal learning to more formal context, from one culture to another



What does ESL Literacy mean to you?

Do you want to teach ESL Literacy?

Do you know people who do not read and write in any language?

Have worked with literacy and/or ESL Literacy students?

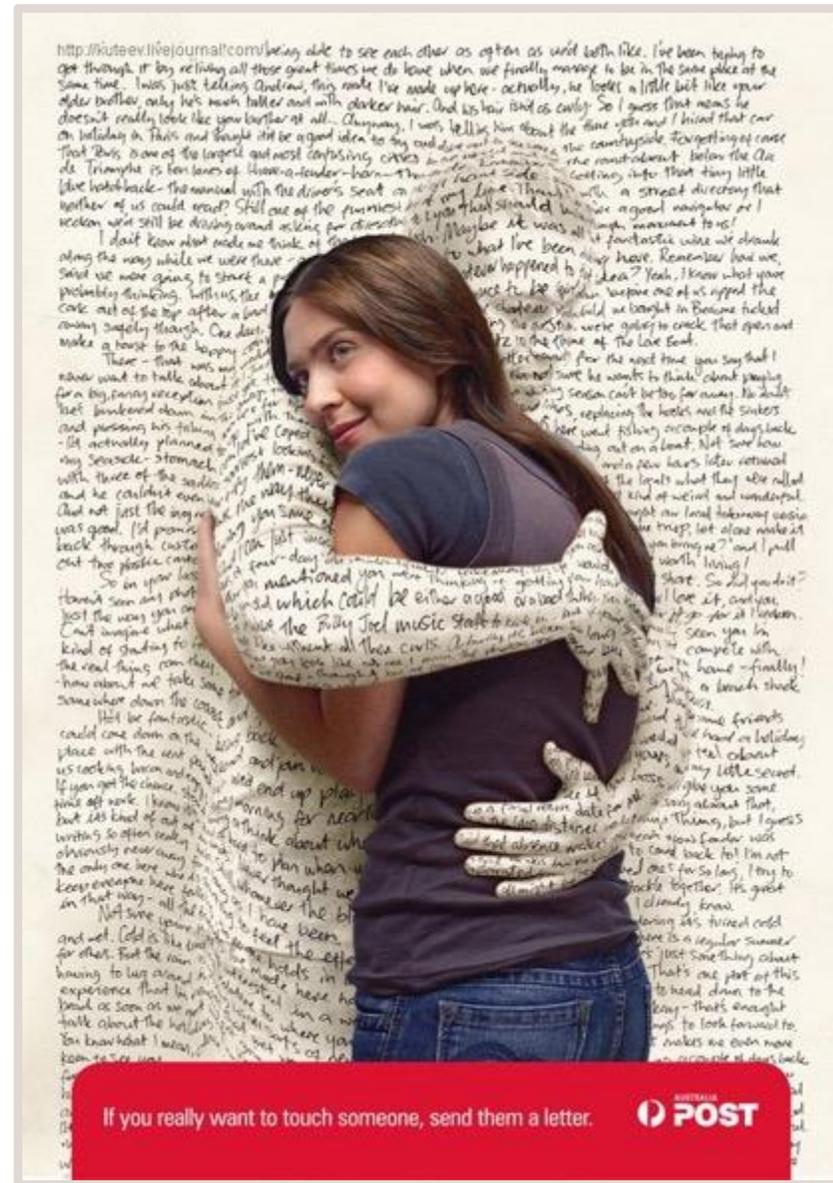
How do people who do not read and write in any language manage print material?

How do they get information? How do they share information?

Reflections

Some of us come to literacy work because we love reading and writing. In tutor training at literacy programs, when we ask the question, "Why do you want to be a literacy tutor?" many reflect upon their own positive experiences reading and writing.

Literacy learners do not have these experiences with reading. For some, an inability to read well has meant they are excluded from some opportunities.



Do you ever feel like this about reading?



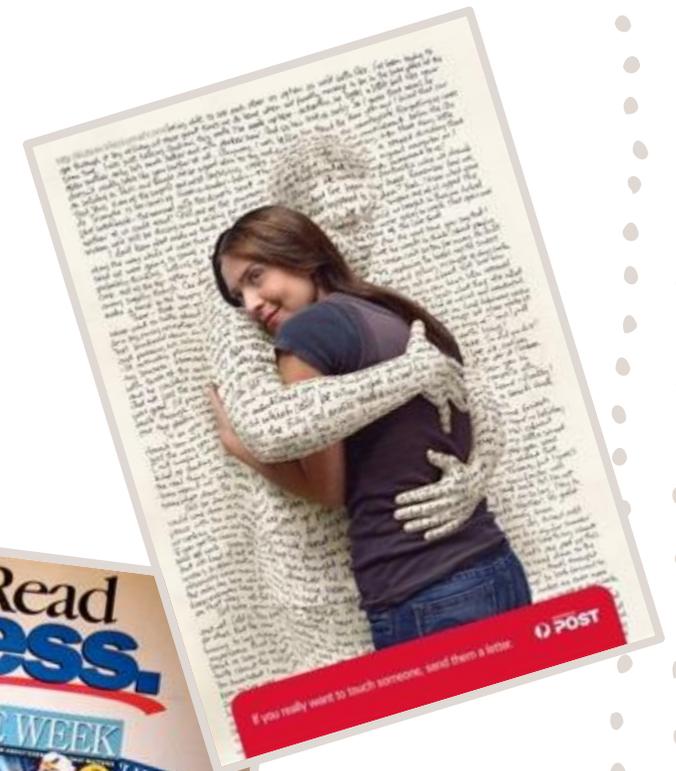
For some literacy learners, part of literacy learning means developing "read less, know more" strategies to navigate a world that is as print-reliant as ours.

"Read less, know more" is similar to other strategies we teach in ESL classes.

If ESL students working at a beginner level are ill, we do not tell them that they must wait until they are in level 7 before they can see a specialist. We work with them to find ways that they can access the information, resources and services they need without speaking English (for example: finding a doctor who speaks a language in which he is fluent or using a translator).



When we teach ESL Literacy, sometimes we are working with students to develop reading and writing skills and sometimes, in "read less, know more" mode, we are working with students on speaking and listening without using print and helping them develop non-reading strategies for dealing with the print material that will come into their lives (for example: how to identify what is important and what goes in the recycling bin, how to get information from the important stuff).



<p>48% of Canadians don't read or write well enough to meet the demands of the changing workplace.</p>	<p>Literacy is a human right.</p>	<p>24-26% of Canadians can deal only with material that is simple and clearly laid out.</p>
<p>Most people who have literacy barriers are new Canadians.</p>	<p>Canadians with low literacy skills are more likely to have lower incomes than those with higher skills.</p>	<p>Workers who cannot read and write cost the economy millions of dollars in lost productivity.</p>
<p>Literacy is not a fixed asset; if we do not use our literacy skills we will lose them.</p>	<p>Developments in technologies and ways of working means that the definition of literacy evolves over time and place.</p>	<p>Literacy touches every aspect of individual and community life</p>

Agree

Disagree

Not sure

Still wondering

Reflections

Canadians with the lowest literacy skills have higher rates of unemployment.	People who report poor physical health have lower literacy skills than those who report better health.	75% of Canadian inmates have low literacy skills.
Literacy learning is a simple matter of acquiring a set of skills.	Many workers who do not read and write well use other strategies in the workplace to maintain productivity.	Most employer-paid training is for workers with university degrees.
About 22% of Canadians have serious difficulty dealing with printed materials.	Literacy is a continuum of skills necessary for everyday life.	Higher literacy skills are associated with higher levels of involvement in various community groups and volunteer activities.

Agree

Disagree

Not sure

Still wondering

Reflections

What messages do you get from this image?

How might this image make you feel if you had difficulties with reading and writing?



Reflections

Here is an image from a newspaper article about the "literacy skills deficit" employers face when looking to hire new workers.

What does this employer think about workers?
What does this employer think about literacy?



Note: The man in the suit is drawing letters in the empty eye sockets of the men in hard hats.

Reflections

What messages do you get from this advertisement?

How might this image make you feel if you had difficulties with reading and writing?

The problem with illiteracy is it's so contagious

In America, illiteracy is spreading like the worst kind of disease. At least 23% of American women are functionally illiterate. And since women are still the primary caretakers of children, the cycle continues to be passed down, from generation to generation.

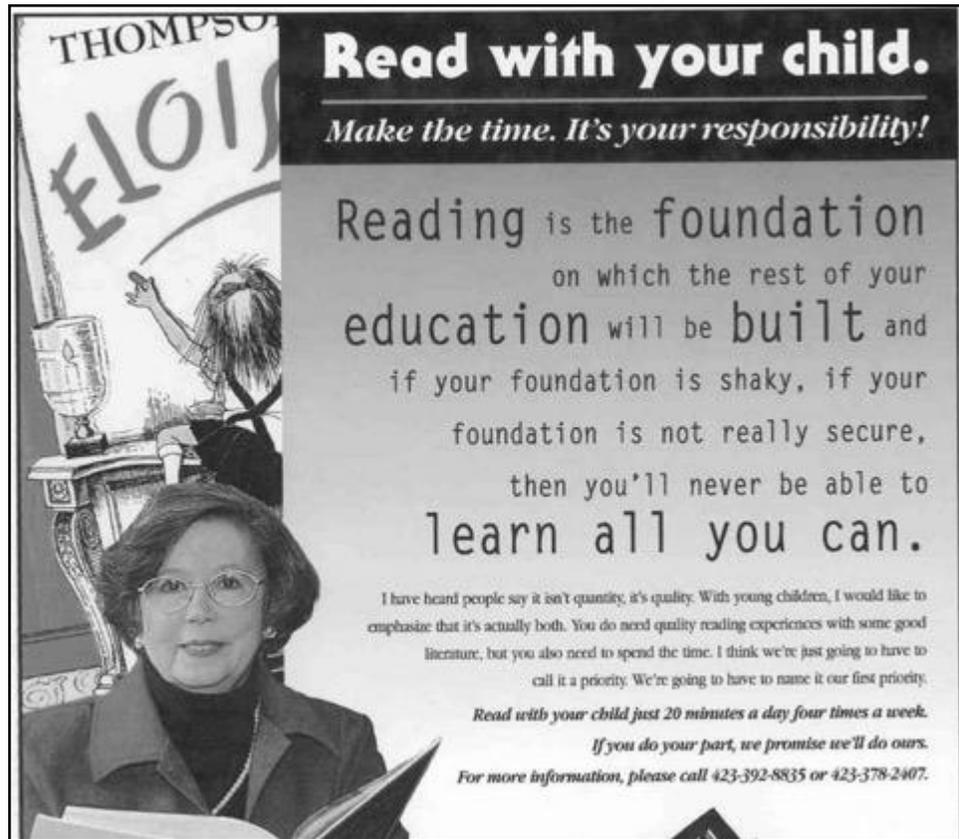
Coors would like to help you get involved in our nation's fight against illiteracy. Call 1-800-228-8813 and we'll send you information about volunteer and adult learning opportunities in your community. Do it now. And help us give women and children a healthier future.



Reflections

What messages do you get from these advertisements?

How might this message make you feel if you had difficulties with reading and writing?



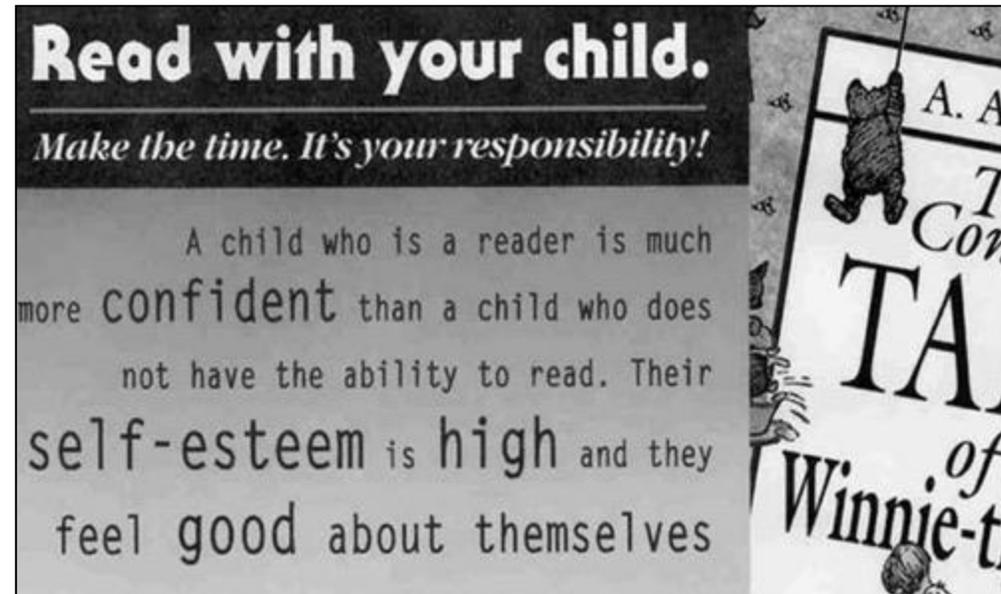
THOMPSON
ELOISE

Read with your child.
Make the time. It's your responsibility!

Reading is the foundation on which the rest of your education will be built and if your foundation is shaky, if your foundation is not really secure, then you'll never be able to learn all you can.

I have heard people say it isn't quantity, it's quality. With young children, I would like to emphasize that it's actually both. You do need quality reading experiences with some good literature, but you also need to spend the time. I think we're just going to have to call it a priority. We're going to have to name it our first priority.

Read with your child just 20 minutes a day four times a week.
If you do your part, we promise we'll do ours.
For more information, please call 423-392-8835 or 423-378-2407.



Read with your child.
Make the time. It's your responsibility!

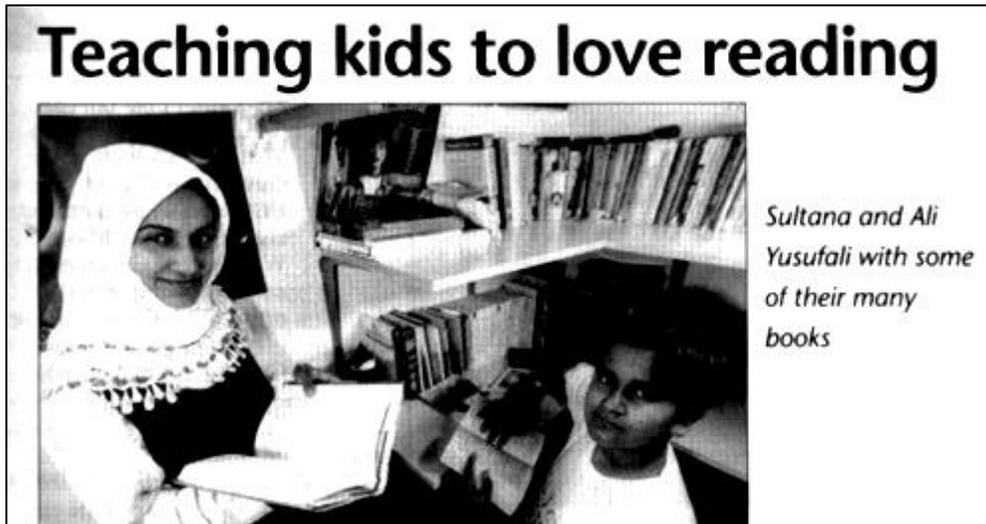
A child who is a reader is much more confident than a child who does not have the ability to read. Their self-esteem is high and they feel good about themselves

A. A. T. COV
TAL
of Winnie-the

Reflections

What messages do you get from this story ?

How might this story make you feel if you had difficulties with reading and writing?



★★ Jabeen Yusufali's children love reading. Her son, Ali, is 12, and her daughter, Sultana, is 16. They own a collection of several hundred new and used books.

Yusufali lives in Mississauga. She instilled a love of reading in her children at an early age. How did she do it?

"By using books as treats instead of candy or toys," she said.

Here are some other ways she encouraged her children to enjoy reading.

- She often took her children to the library. She taught them to return books on time. They also learned how to renew and reserve books.
- She taught her children to respect books and take care of them.
- She went to new and used bookstores with her kids. They looked for bargains.
- She let them choose books as gifts for other children.
- Each child had a magazine subscription.
- The children were allowed to buy some books through special school orders.

BOOKS AS TREATS

★ Sultana Yusufali is 16 years old. Her brother, Ali, is 12. They both love reading. They have a collection of several hundred books.

They look for bargains in new and used book stores. And they often borrow books from the library.

Why do they like reading so much?

Their mother always gives them books as treats instead of candy.

- On car trips, the children listened to cassettes with a read-along book.

Yusufali said she instilled a love of reading in a natural way. She never forced her kids to read.

"I always took an interest in what they were reading," she said.

Adapted with permission — Toronto Star Syndicate

Does Jabeen read to her children?

How does Jabeen support her children's reading?

What other ways can parents support reading?

What does this tell us about how parents who do not read can support literacy in their children?



Think of 3 things that people who do not learn by reading and writing can do to support the children in their lives to learn by reading and writing.



Using your list, think about planning a Family Literacy event for people who do not learn by reading and writing. Think of an activity that would help them develop a strategy for supporting the children in their lives to learn by reading and writing. The activity must be equally accessible to people who read and write at any level -- from 0 to 100.



What skills and strategies do you use when you are reading a new and unfamiliar text?

On the next 4 pages, use all your reading skills and strategies to decode the captions under the pictures.





←◁E(Are) ◁◦▷(you) ↓↗C~(sick)?

←◁E ◁◦▷ ◊←↗▷↗▷◻(waiting) →◦▷(for)

▷↗E(the) ↑◦C▷◦▷(doctor)?



◊E(We) ←◁E ◊◦▷(not) ↓↗C~.

◊E ←◁E ◊←↗▷↗▷◻→◦▷ ◦▷▷ (our)

μ◦▷↗E▷(mother).



←ΔΕ Δ°▷ ↓/C~?

←ΔΕ Δ°▷ ◊←/▷/≥□→°Δ ▷↓ε ↑°C▷°Δ ?



↑(I) ←μ(am) ↓/C~.

↑ ←μ ◊←/▷/≥□→°Δ ▷↓ε ↑°C▷°Δ .

↑↓(Is) Δ°▷Δ(your) μ°▷↓εΔ ↓/C~?



The Marlup

A marlup was poving his kump.

Parmily a narg hoved some whev in his kump.

“Why did vump horp whev in my kump?”
the marlup juffed the narg.

“Er’m muvvily trungy,” the narg grupped. “Er
hashed vump norpled whev in your kump.
Do vump pove your kump frinkle?”

1. List the nouns.
2. List the verbs.
3. List the adjectives.
4. List the adverbs.
5. Is this a newspaper article... instructions... a letter... a story... ? How do you know?
6. What did the narg horp in the marlup’s kump?
7. What did the marlup juf the narg?
8. Was the narg trungy?
9. How does the marlup pove his kump?
10. What is a marlup?
11. Should poving be encouraged?

Good readers

The 7 Habits of Successful Readers

They get their minds ready and think while they read.

They connect what they already know with what they are trying to learn.

They are curious and ask questions while they read.

They predict what will happen next.

They draw inferences (read between the lines).

They act as word detectives.

They monitor their understanding.



Reading Theory

How do people learn to read?

There are three sources of information available to readers.

1. **Orthographic:** (the letters on the page)

Readers can make predictions based on orthography when they have knowledge of possible letter combinations in English.

For example: c cannot follow b at the beginning of a word; a word initial b can only be followed by a, e, i, o, u, y, l, and r; once the second letter has been identified the possibilities narrow again.



Reading Theory

2. **Syntactic:** (word order)



Readers can make predictions based on syntax when they understand the patterns of English.

A marlup was poving his kump. Parmily a narg horped some whev in his kump. "Why did vump horp whev in my frinkle kump?" the marlup jufd the narg. "Er'm muvvily trungy," the narg gruppel. "Er heshed vump horpled whev in your kump. Do vump pove your kump frinkle?"

A reader, who understands English syntax, can answer the question, "What did the narg horp in the marlup's kump?" without understanding the meaning of many of these words. In more familiar texts a reader can predict that an article (*the* or *a*) will be followed by a noun, or an adjective (or less commonly, an adverb).

Reading Theory



3. **Semantic:** (meaning)

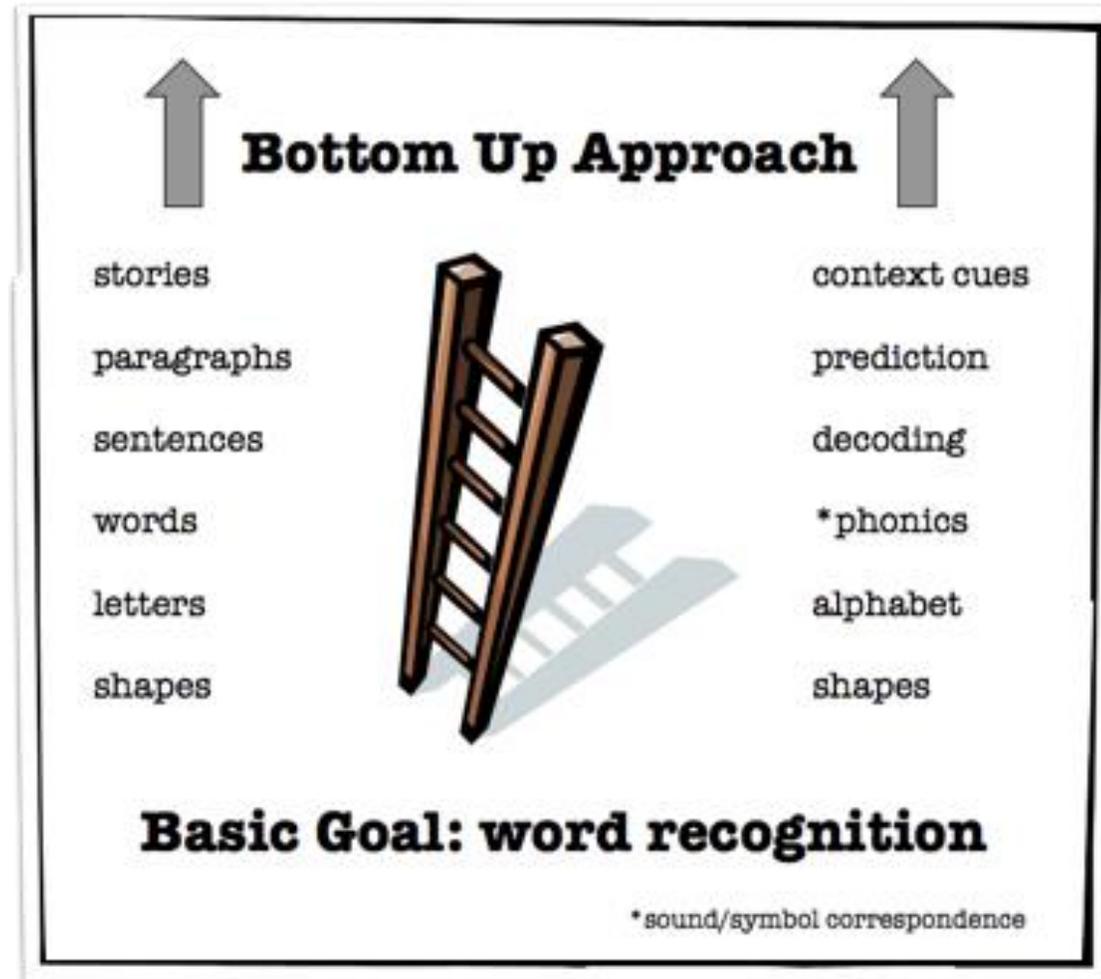
Readers can make predictions based on semantic content when they understand that different texts have different purposes, styles and content.

For example: When reading a gardening magazine, a reader can expect to find words such as plant, soil, and cultivate, but not plane, boil and calibrate; the reader can make predictions about content and does not have to read every letter to distinguish plant from plane.

How do we teach people to read?

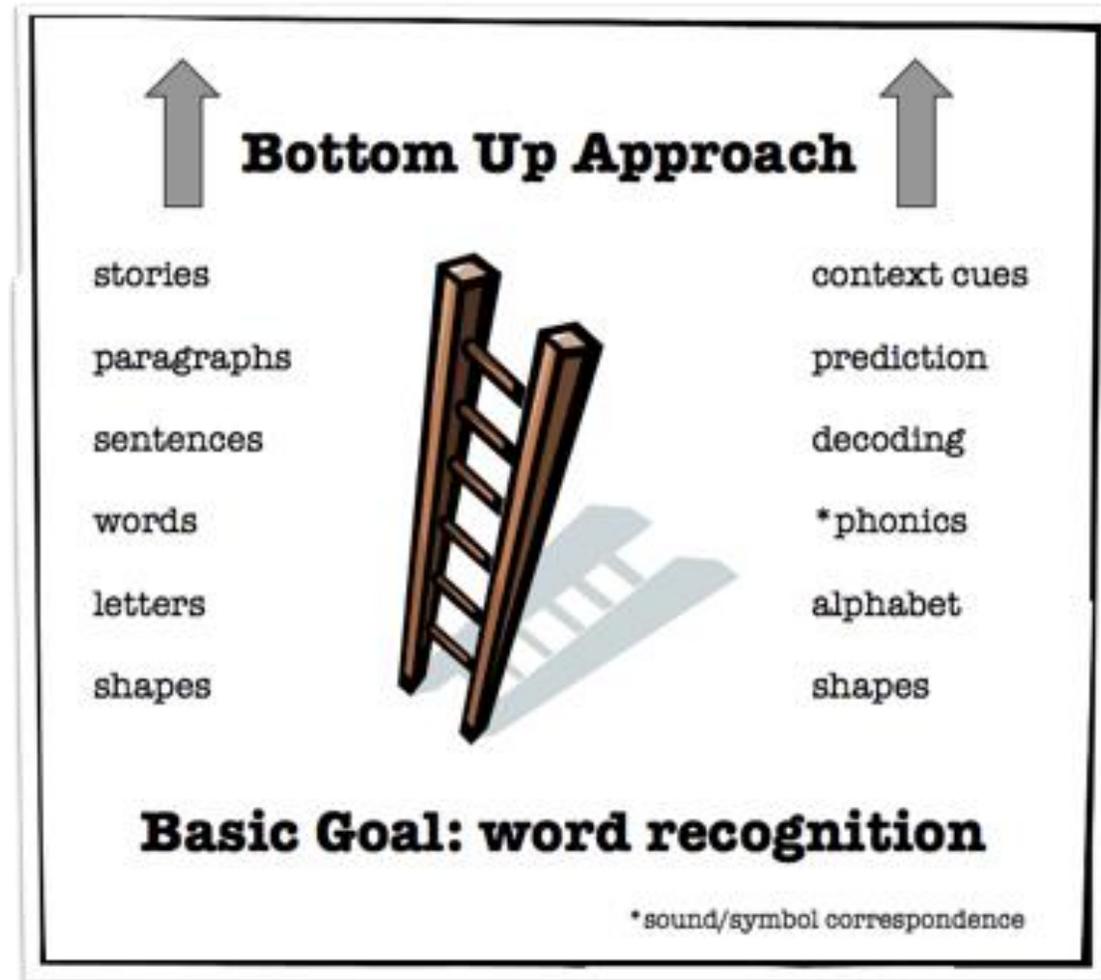
Phonics-based approaches:

These approaches reflect the "bottom up" theory of reading that posits reading is learned best when readers can build upon a strong foundation of phonetic information. Language is broken down into components: letters (consonants, vowels), digraphs, blends, syllables, words, sentences, paragraphs, etc. The learner must master the phonetic components before they begin reading text.



How do we teach people to read?

A critique of **phonics-based approaches** is that learners can focus so exclusively on sounding out (decoding) individual words that the text loses meaning for them: If a reader is not receiving the message an author is trying to convey, are they actually reading?



How do we teach people to read?

Whole Language approach:

The Whole Language approach reflects the "top down" theory of reading that posits reading is learned best when the main goal is to derive meaning. Learners are given authentic material and encouraged to bring their experience to the text in order to predict content and meaning; they then read to confirm or contradict those predictions.



How do we teach people to read?

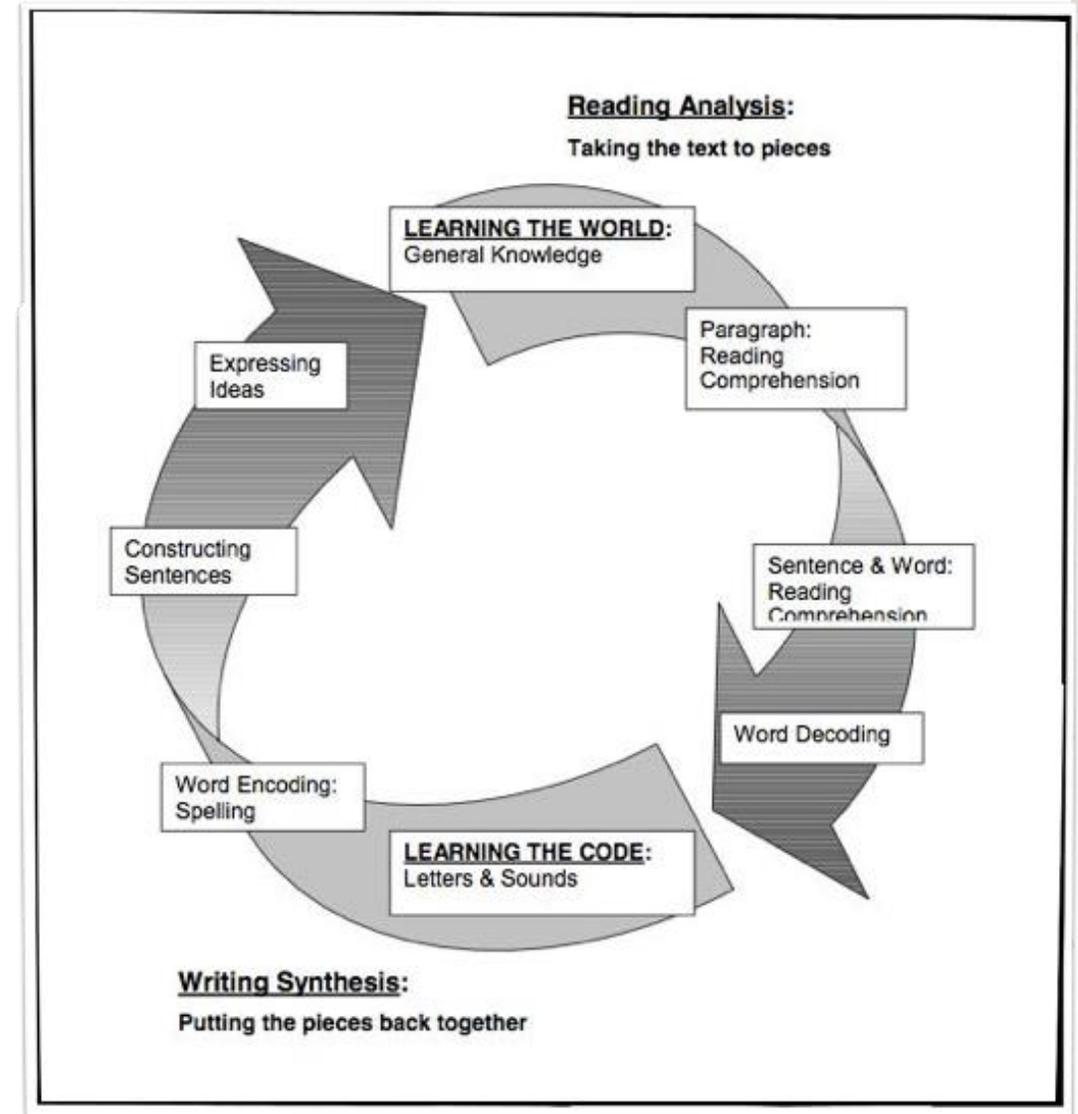
A critique of the **whole language approach** is that learners can focus so much on meaning that they do not learn the strategies and skills they will need to read independently and to create text.



How do we teach people to read?

Interactive Approaches:

Currently, the literature supports *interactive, holistic,* or *cognitive* theories that combine the Whole Language approach with the development of sequential skills. The focus remains on deriving meaning. Making predictions and phonic awareness are viewed as two of the strategies that readers use to derive meaning from text. Learners are encouraged to interact with print in a meaningful way, using "whole" texts, not just isolated letters and words, so they can explore the various dimensions of literacy.



How do we teach people to read?

Video

Teaching Reading to Adults - Word Recognition Strategies

Pat Campbell, Grass Roots Press - www.grassrootsbooks.net/ca

31:23 minutes (not available online)

How do you decide which strategies to focus upon with different learners?

How would you translate this approach to a classroom setting?

How/why is Herman similar to many beginner ESL Literacy learners?

How would you translate this approach to working with ESL Literacy learners?

(Don't worry if you cannot answer all the questions. Some of this will become clearer as you watch the second video.)



How do we teach people to read?

Notes for Teaching Reading to Adults - Word Recognition Strategies

Print-based readers

- focus on individual words
- strong attention to detail
- do not use context to predict
- sometimes they do not “see the forest for the trees”

Strategies for print-based readers (to develop prediction & comprehension skills)

Think Blank Strategy
Cloze Procedure

Meaning-based readers

- focus on the context
- strong attention to meaning
- do not use orthographic information to read new words
- see the forest, pay little attention to the trees

Strategies for meaning-based readers (to develop phonics & word attack skills)

Word Families
Word Sorts



How do we teach people to read?

Notes for Teaching Reading to Adults - Word Recognition Strategies



Non-integrative readers

- struggle with new material because they have no reliable strategies to start to either decode words or make predictions about meaning

Strategies for non-integrative readers (to develop an understanding of reading and use print-based and meaning-based strategies in an integrated way)

Language Experience Approach
Sight Words
Phonics
Modified Cloze

end

Language Experience Approach

The language experience approach is an approach to reading instruction based on activities and stories developed from personal experiences of the learner. The stories about personal experiences are written down by a teacher and read together until the learner associates the written form of the word with the spoken form.

Here are some benefits of the language experience approach:

- It brings together writing, reading, art, and language.
- It extends the learners' creativity in storytelling through writing.
- It helps learners understand that what they think and say can be written.
- It is learner-centered and demonstrates that the learner's thoughts and language are valued.
- It provides reading material that is predictable and readable because it uses the learner's natural language.



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Language Experience Approach

Here are some things to do with language experience stories:

- Read a story to the learners several times during the week for review and reinforcement.
- Make a copy of the language experience story on a large poster for use in the class.
- Make copies of the story for the following people or for locations where the stories will be available for reading.
- Make a book of stories.
- Work together to edit, print, and produce the book.
- Use a collection of one person's stories or of the work of many.
- Make sentence or word cards for learners to match to the story.
- Create a fill-in-the-blanks exercise with the story text.



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Language Experience Approach

Here is a video of a small group of learners creating a Language Experience text.

<https://youtu.be/AOsy2icGytg>



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Language Experience Approach

by Guy Ewing

The Language Experience Approach is more than a technique; it is an approach to doing literacy work that can be adapted to many different situations. It can be used with a learner who is an absolute beginner. It does not rely on detailed knowledge of a learner's reading or writing abilities.

In this approach, the tutor acts as a scribe, writing down what the learner says about an experience, issue or idea of importance to the learner. The learner studies this text, until s/he knows it well. Then the tutor helps the learner to use the text as a tool for learning about written language. So there are three parts to this approach: (1) creating a text (2) learning the text and (3) learning from the text. →



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Language Experience Approach by Guy Ewing

1. Creating a text.

The Language Experience Approach is built on the learner's spoken language. The tutor turns something the learner says into a text to study and learn from (and enjoy.) To create a text, the tutor becomes the learner's scribe. The learner is the author. The tutor is the learner's secretary.

Some principles for creating a text.

1. Tell the learner what you are doing. It is important that the learner understand why you are writing his/her words down.
2. To warm up, negotiate a topic, and then start talking about the topic before you actually start writing. Usually, unselfconscious speech makes for a more interesting text.
3. Stories from the learner's life or the learner's opinions about issues of general interest are good topics.
4. Write down as much as you can, in the learner's own words. If you're finding it hard to keep up, write less down, but make sure that it's in the learner's own words.



Language Experience Approach by Guy Ewing

5. Your text should be true to the learner's grammar ("Yesterday, I go to the store to buy some apple," "I ain't got none.") but it should NOT try to capture the learner's pronunciation ("I gonna git some," "I ham sure.") Use standard spelling ("I'm going to get some," "I am sure.")
6. Once you get the learner's words down, read them back to the learner to make sure that you got down what the learner wanted to say. The learner may want to make some changes or add something.
7. Once the text is okay, print it out clearly, so that it will be easy for the learner to distinguish the letters. It is usually a good idea to write it out while sitting next to the learner, so that the learner can see how you make the letters.
8. If your printing is hard to read, print the text out on a computer. For most people, fonts with serifs (not stick letters) are easier to read. A large font size (16, 18) is usually a good idea.



Language Experience Approach by Guy Ewing

2. Learning the text.

1. Sitting next to the learner, read the text over. Pointing to each word as you read can be helpful. Read the text several times.
2. Then get the learner to read along with you. The learner will join in when s/he remembers words or will repeat after you. Keep pointing to words as you read.
3. When you are convinced that the learner knows the passage by memory, read along, then stop at a highly predictable word and ask the learner to supply the word. The easiest kind of highly predictable word to work with is a word that is predicted by the unfolding meaning of the passage. For example, "I thought I heard someone knock. I opened the _____." In this passage "door" is the highly predictable word that fills in the blank. In a Language Experience Story, this word is predictable both because the learner will remember the circumstances s/he has just described and because of the unfolding meaning of the passage. "Knock" is easy to remember, because of the learner's memory for the circumstances, but not as easy as "door", because there are not the added clues from the passage itself.
4. After you have worked with the more predictable words, work with the less predictable words.
5. Finally, ask the learner to read through the entire passage. Coach the learner when you have to.



Language Experience Approach by Guy Ewing

3. Learning from the text.

This is the most crucial, difficult and creative part of using the Language Experience Approach. Now that the learner knows the text, you can use this knowledge to help the learner master reading and writing skills. The learner has progressed from expression to knowledge of a particular text. You can use this knowledge of a particular text to help the learner acquire knowledge of text. For example, the learner can now recognize the letters D-O-O-R as the word "door" in the passage. You can use this knowledge to help the learner recognize that the letters D-O-O-R represent the word "door" in any context, and even without a context. Here is the kind of sequence you can follow to do this.

1. Write "door" on a card. Ask the learner to match this card to "door" in the text.
2. Ask the learner to point out "door" in the text.
3. Hold up the card with "door" on it. Ask the learner what the card says.
4. Write the letters d, o, o, and r on separate cards. Ask the learner to match these letters to "door" in the text.
5. Ask the learner to put the cards together to spell "door."
6. Ask the learner to copy "door."
7. Ask the learner to write "door" from memory.



Language Experience Approach by Guy Ewing

This is just one possible sequence. The right kinds of sequence for the learner you are working with will emerge, as you experiment together. The guiding principle in coming up with the right sequences is: work from what is easier for the learner to do to what is harder for the learner to do.

For a beginning learner, learning sight words and basic spelling words will be important. For a more advanced learner, learning spelling patterns, punctuation patterns, etc., may be important. For example, you might want to work on the spelling of “knock” and other words ending in O-C-K or beginning with K-N. A text based on the learner’s speech is an excellent basis for learning, with understanding, whatever needs to be learned.

end



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Student Profiles

Read the profiles on the next four pages. Plot each student on the assessment grid.

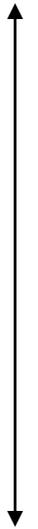


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Grid

Situation			Language Skills			Affective Factors			
Age	Cultural Role	Time in Canada	L1 Literacy	Literacy Skills	English Speaking Skills	Motivation	Tolerance of Ambiguity	Self Esteem	Risk Taking
elderly	preserver of traditional culture	many years: coping strategies and support networks developed	not many skills and not much exposure to text	not sure how meaning is conveyed through print	none	instrumental: pass a test, get a job, get into a course	low: need to understand everything, may focus on accuracy not fluency, may get easily frustrated	low global: may feel that they are not good at anything	low
middle age	nurturer/ caregiver	short time: culture shock, urgent survival needs	not many skills but exposed to text	learning the alphabet	basic fluent but not accurate (perhaps some fossilization)		high: focus on fluency, may not worry about accuracy	low situational: generally confident about abilities but not in literacy	
young adult	provider / self sufficient	many years: knowledge of vocabulary and sight words	some schooling - less than 4 years but completed some years ago	can read sight words, can copy words					
teenager/ early 20s	translator	short time: no culture shock, open to learning	some schooling - less than 4 years completed recently	can read new words (has 'word attack skills')	fluent and accurate	integrative: make friends, enjoy new culture	moderate: more likely to have balance of patience and persistence that leads to fluency and accuracy	high	high

may take more time

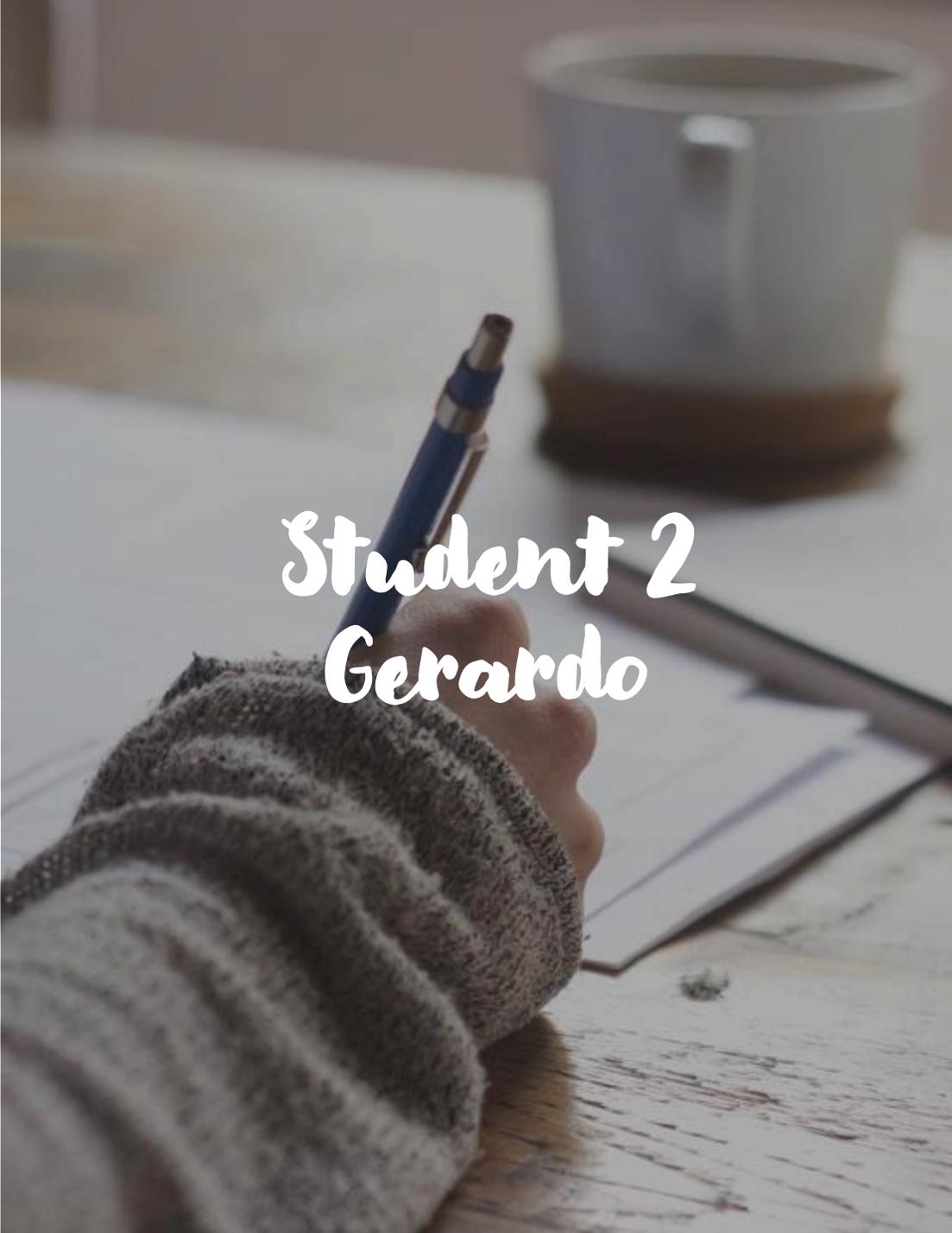


may take less time



Student 1 Sophia

Sophia came from Greece twenty years ago, as a young bride. She attended eight years of school in Greece. She can write many words and read some survival words and prices, but she feels very self-conscious about her penmanship and spelling, which is the reason she asked to be placed in ESL Literacy instead of a regular ESL class. She has picked up enough oral English to speak understandably on familiar topics, but with many noticeable errors. For most of her life here she has been a home-maker, although she often cooks for a family catering business. Her youngest children are now in high school, and she has time to come to classes and focus on her own self-development. She is a very gregarious person, keen to befriend and help fellow learners with less English or experience in Canada. She is planning to become a Canadian citizen.



Student 2 Gerardo

Gerardo is a 23 year old single man from El Salvador, who lives with a cousin. He came to Canada six months ago after living in New York and working in a fast-food restaurant for a year, and now has a temporary job in a furniture factory. He has picked up some basic-level oral English and can recognize and write a few familiar words. He attended school up to grade 3 in El Salvador. Gerardo is very quick to catch on, and frequently comes to the instructor either before or after class with extra work - copying, etc. that he has done based on a class activity. He knows that in order to keep a job he must be able to read and write, and hopes to move on to a shipper-receiver or warehousing job.



Student 3 Hawa

Hawa is from Somalia, where she had no formal schooling but worked for several years helping in her family's retail business. She is married to a businessman, whom she and her children joined in Canada two years ago. Her four children are now all in school. She communicates very well in English, although with many grammatical inaccuracies. She observes traditional Muslim conventions in dress and prayers and is proud and pleased to explain them to those who show interest. She participates actively in discussions and oral activities but avoids writing and has little patience for sticking to a reading task. She can read some sight words with some difficulty and can copy her name. She can confidently write about half of the letters of the alphabet.



Student 4 Gurmeet

Gurmeet is from a village in Punjab, India. She came to Canada by herself two years ago to join her son and his family, leaving her husband behind. Gurmeet learned her Punjabi letter at the Sikh temple, and reads Punjabi with some difficulty. She has mastered the English alphabet, is keen to learn the rules of spelling and sound-symbol correspondence and is constantly asking why the English language is the way it is. She communicates in words and ungrammatical short phrases but will persist until her meaning has been taken. Gurmeet is frustrated by her dependence on the younger members of her family. She wants to be able take the bus by herself, and to know what to do if something happens when she is babysitting her grandchildren.

NAME	Intake	3 months	6 months	...
Speaking	can answer basic question with some help	initiates conversations in class, speaks with confidence and fluency, working on accuracy	vocabulary improving, word order becoming more accurate, verb tenses not accurate yet	
Listening	can understand basic questions with some miming	understands instructions and simple (structure, not content) discussions, we still use mime and pictures when are stuck	improving steadily, we still mime and use pictures but less often - she likes to talk about a wide range of topics so we are always introducing new vocabulary	
Reading	no sound/symbol recognition	can read some sight words	starting to be able to sound out words, reading parts of LEA and some readers independently	
Writing	did not know how to hold pencil	becoming familiar with alphabet, can copy words	starting to write words on own, has made picture dictionary	
Meta-learning (what learner knows about learning)	?	asks for help	able to talk about learning preferences and approaches and accommodates other students,; uses picture dictionary	
Interactive	quiet, seems a little shy	is recognized as an 'elder', good friendship with another 'elder', they call each other on the weekends, helps other students	good relations with all other students, especially welcoming to new students, assertive	
Language Goals	?	wants to talk to neighbours, not just hello but real conversations	wants to read for herself, not have me read to her	
Other Goals	?	interest in politics and political systems, children in school	very engaged in election - media and process citizenship	
Health	elderly, seems in good physical health, experience with organized violence	mostly fine	mostly fine	

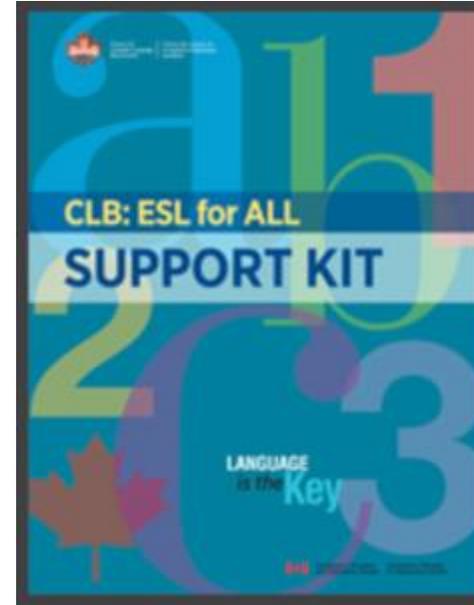
PBLA

Annotated samples for ESL Literacy can be found in the

[ESL for ALL Support Kit,](#)

Section V: ESL Literacy Resources

Pages 218 - 228

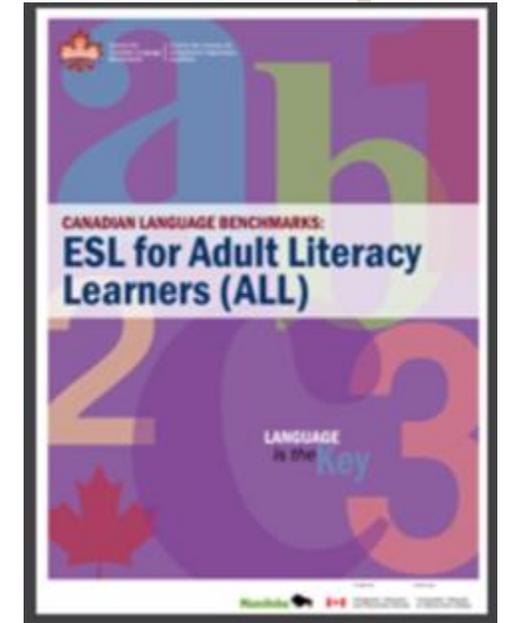


[CLB Literacy Resources](#)

[My PBLA for those needing extra help with reading and writing](#)

[Language Companion for ESL Literacy at Tutela](#)

[ESL Literacy at Tutela](#)



PBLA

[Refugees hoping to become citizens face high bar to achieve language benchmarks](#)

Julie Ship, the settlement language co-ordinator for British Columbia's Affiliation of Multicultural Societies and Services Agencies, argues that the portfolio process is not designed for adult literacy learners who face barriers to classroom engagement. There was no feasibility study of how changes to the assessment process might affect refugees with low-to-no literacy in their native tongues.

"We are hearing clients are intimidated by the whole process, and if they miss a class, which happens a lot when there are health appointments or they need child minding, they miss out on the assessment," Ship says. "It is almost too rigorous. The idea was to introduce a steady flow of assessments, but it actually kind of backfires, because talking about assessments all the way through still conveys something scary."

Teaching Literacy

Watch the teaching literacy Video. Go here:

www.newamericanhorizons.org/training-videos

Choose the 1st video:

Building Literacy with Adult Emergent Readers

Andrea Echelberger of Saint Paul, Minnesota, works with a Whole-Part-Whole approach to teaching literacy, using a learner-generated story of a shared experience and demonstrating activities to develop beginning literacy skills.



Note:

Look at the questions on the next page before you watch the video.

Teaching Literacy

Lesson planning

How does the instructor *connect the curriculum to the learners' lives?

How does the instructor *cycle through the text with the learners?

How do these lessons help learners develop the *7 habits of successful readers?

(*See the next 4 pages for more information.)



Photo by [Monica Melton](#) on [Unsplash](#)

**Learners Lives as
Curriculum
or
Emergent Curriculum**

starts with

Paulo Friere

and his book

**Pedagogy of the
Oppressed**

Observe our reality,
discuss our reality,
read about it,
analyse it and finally,
transform it.

Paulo Freire



We are not beings
of adaptation
but of transformation.



Emergent Curriculum

Paulo Freire made a distinction between what he called the banking approach, which aims at the transmission of information, and a problem-posing approach, which aims at engaging participants in a process of action and reflection.

1. Describe your reality: Start from where we are at and describe our reality as we experience it in our own words.
2. Reflect, and analyze your reality: Look at the larger context and identify the forces that block or further the realization of our goals. Reflection entails both thinking and feeling - it is a process where we consider not only what is and how it works but also our values and how we feel about things.
3. Strategize: Decide on goal. Consider the various alternatives for action and make decisions about the what, who, when, where and how of the chosen action. Identify the steps and tasks and plan how to carry them out.
4. Transform your reality: Carry out the action in the context of our lives beyond the program

(Canadian Labour Congress. *Seeds for Change* 2001. en.copian.ca/library/learning/clc/seeds/seeds.pdf)



Learners' Lives as Curriculum

Learners' Lives as Curriculum" (LLC)² is an approach where "which learner texts (e.g. language experience dictation, poem, story, folktale, or interview) are used as catalysts for discussing themes of interest or concern to learners.

A thematic unit, according to this model, provides learners with personal stories of others like themselves, along with an opportunity to respond to those stories, generate their own narratives, and prepare for a collective project while learning specific language skills and structures.

According to Learners' Lives as Curriculum, thematic units include four main components:

- Narratives with a contextualized focus on themes and "hot topics" of interest to learners
- Language skills, structures, and competencies
- Opportunities to document current language use, and monitor progress towards learner-selected goals
- Opportunities to build a classroom community in which learners get acquainted, solve problems together, and engage in authentic projects."

(Gail Weinstein, 1999, <https://sites.google.com/site/learnerslives/llc-model>)



Cycle through the text

Critical thinking, communication, collaboration and creation.

Learning the world:

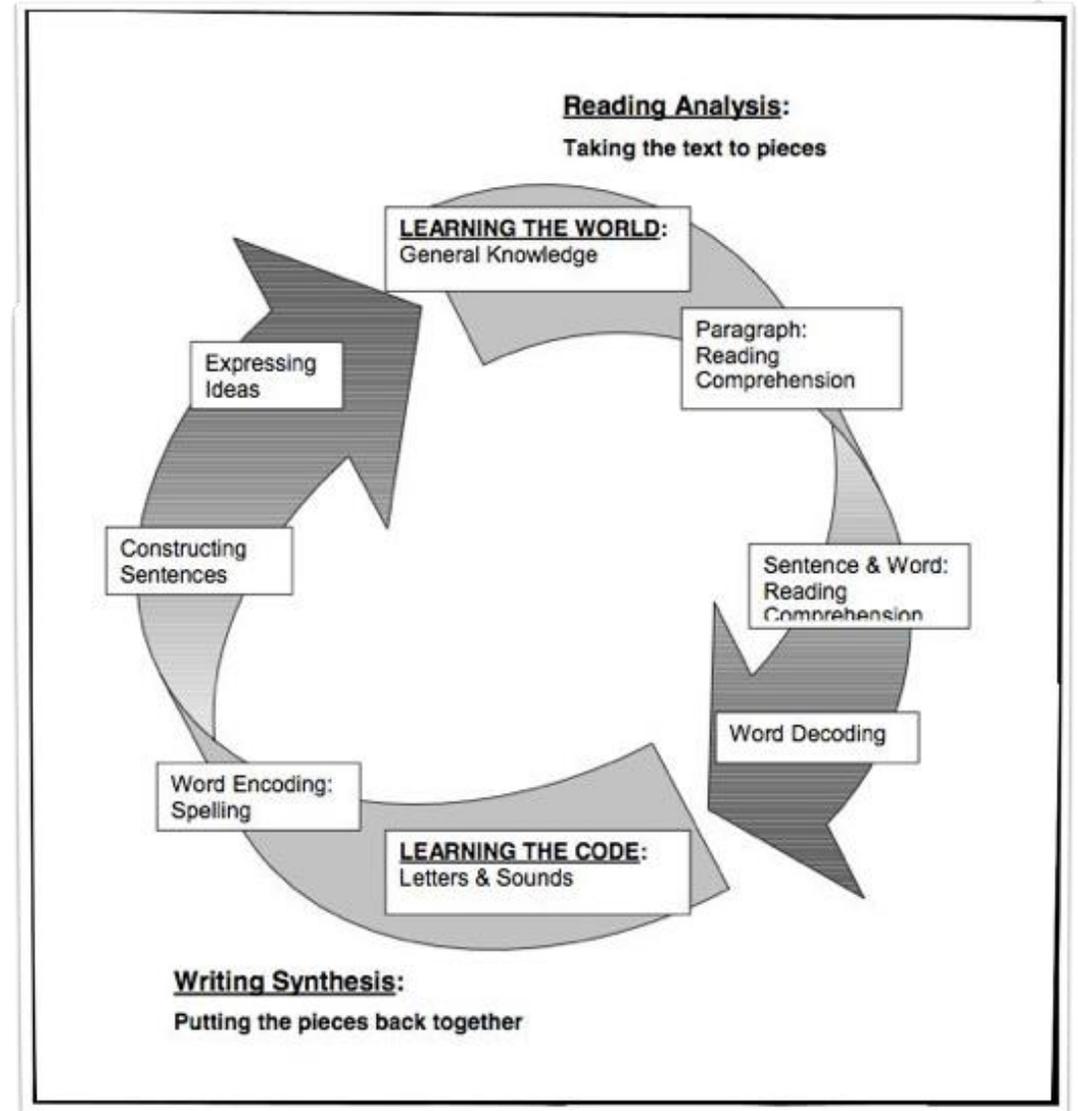
The cycle begins and ends here.

Focus on content and genre - activities that provide opportunities to reflect, summarize and analyze, share knowledge, connect new information to things already known, and construct meaning.

Learning the code (word):

This is the middle of the cycle.

Focus on syntax and phonics - activities that provide opportunities to practice skills and strategies for vocabulary development, word recognition, spelling, grammar, usage, etc.



Good readers

The 7 Habits of Successful Readers

They get their minds ready and think while they read.

They connect what they already know with what they are trying to learn.

They are curious and ask questions while they read.

They predict what will happen next.

They draw inferences (read between the lines).

They act as word detectives.

They monitor their understanding.



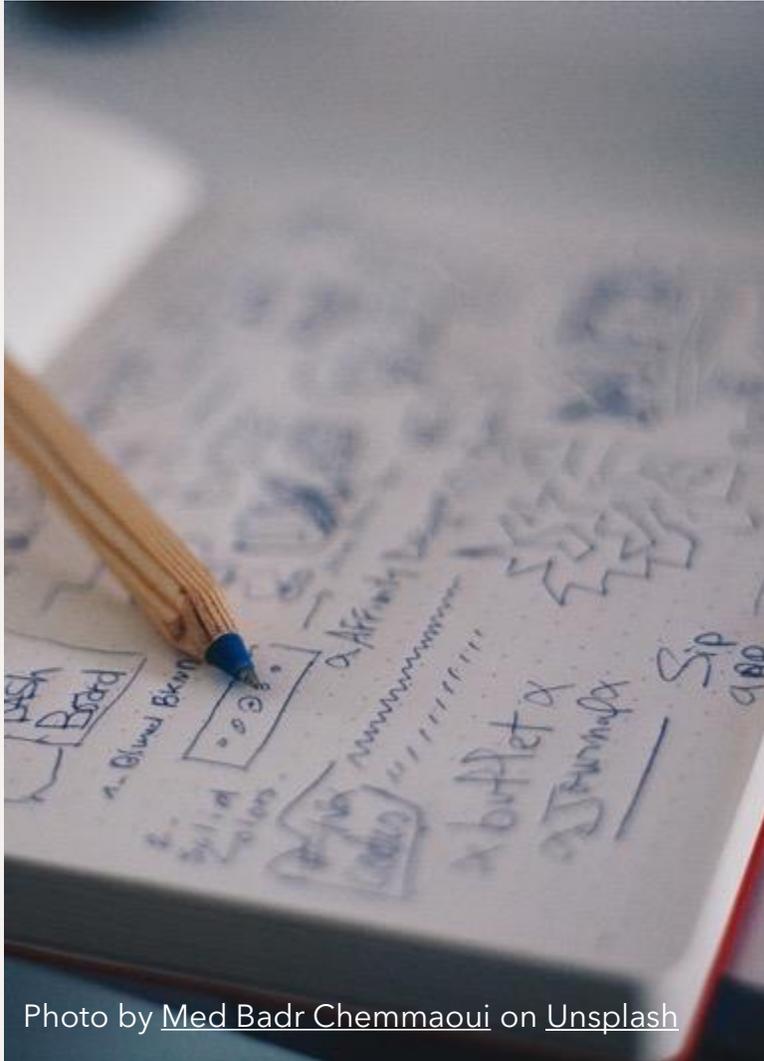


Photo by Med Badr Chemmaoui on Unsplash

Reading Lesson - Thematic Unit (page 1/5)

- Go to <https://thewestcoastreader.com/articles/>
- Choose a Level 1 story that you think brings up themes or topics relevant to a group of ESL literacy students. You can think about the students in the profiles or the video.
 - What “hot topics” for ESL Literacy students could come from this story?
 - How would ESL Literacy students relate to this story?
 - Create 4 activities to help students “cycle through the text.”

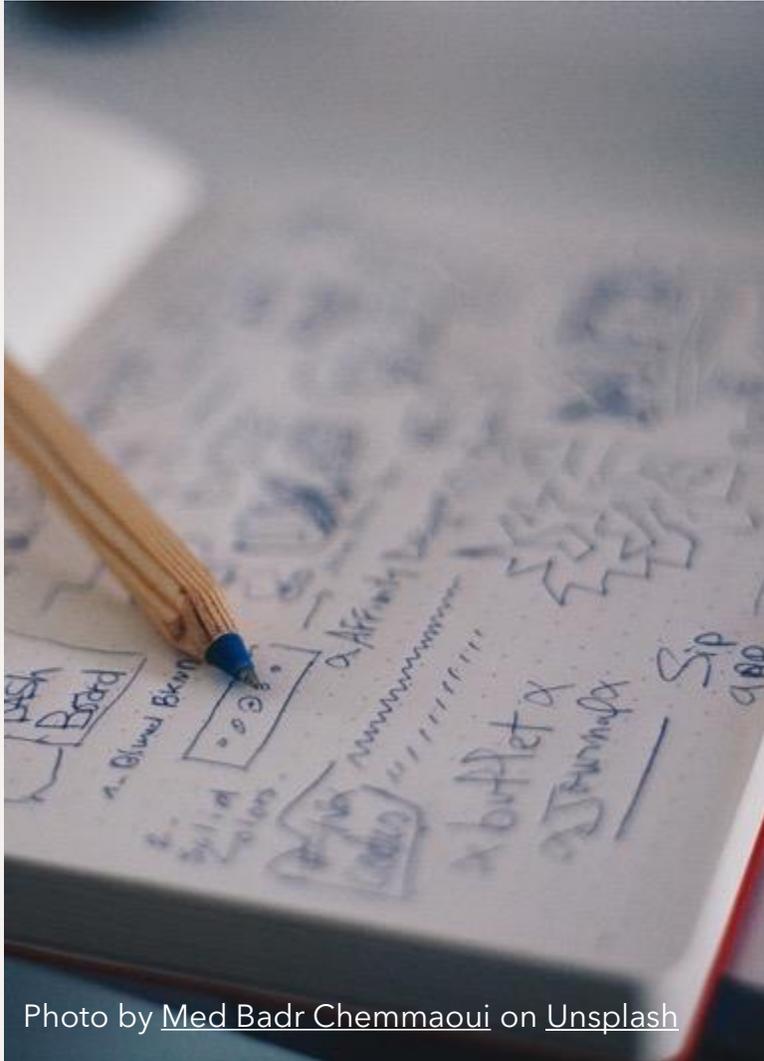


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Reading Lesson - Thematic Unit (page 2/5)

1. Introduction - Warm Up Activity:

Pre-reading activities introduce the reading material in a way that helps students

- bring their own experience to the reading material
- understand the context for the reading material
- create predictability in terms of content, structure and vocabulary

Describe an activity to prepare learners to read this story.

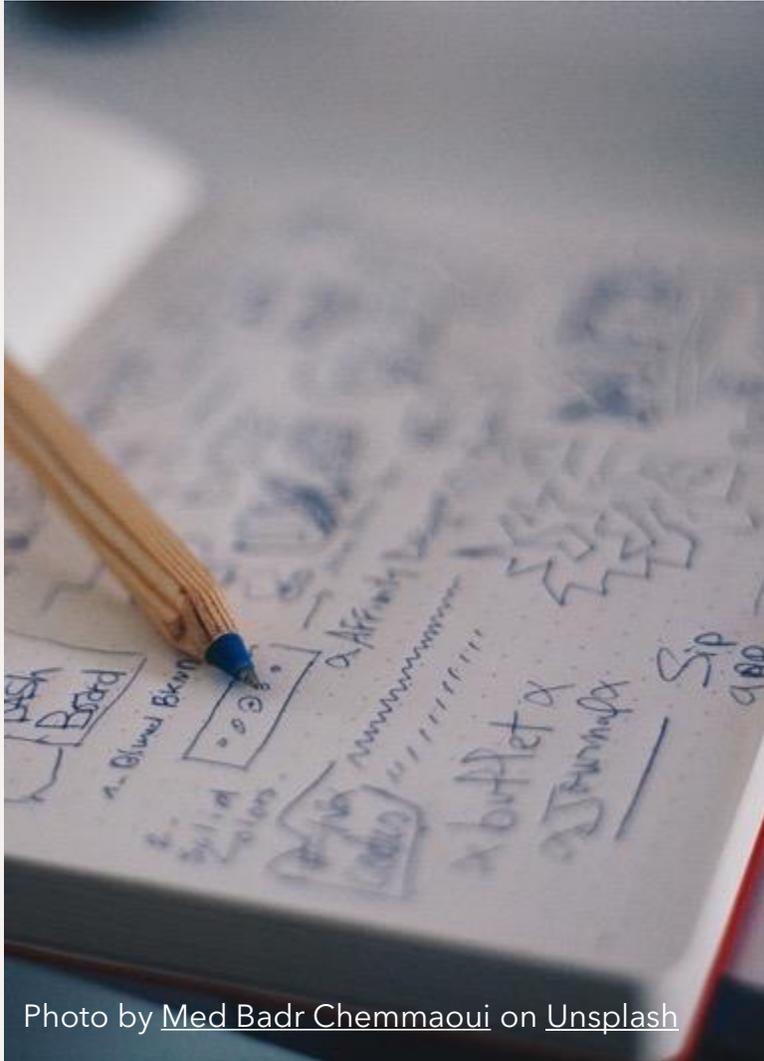


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Reading Lesson - Thematic Unit (page 3/5)

2. An Activity for Comprehension and Understanding

In this section develop activities to see how the students understand the reading material. What is the message they are getting and is this the same as the message intended. If there are differences, why?

Describe an activity where the students reflect upon the story in a meaningful way and/or bring their experience to understanding the text.

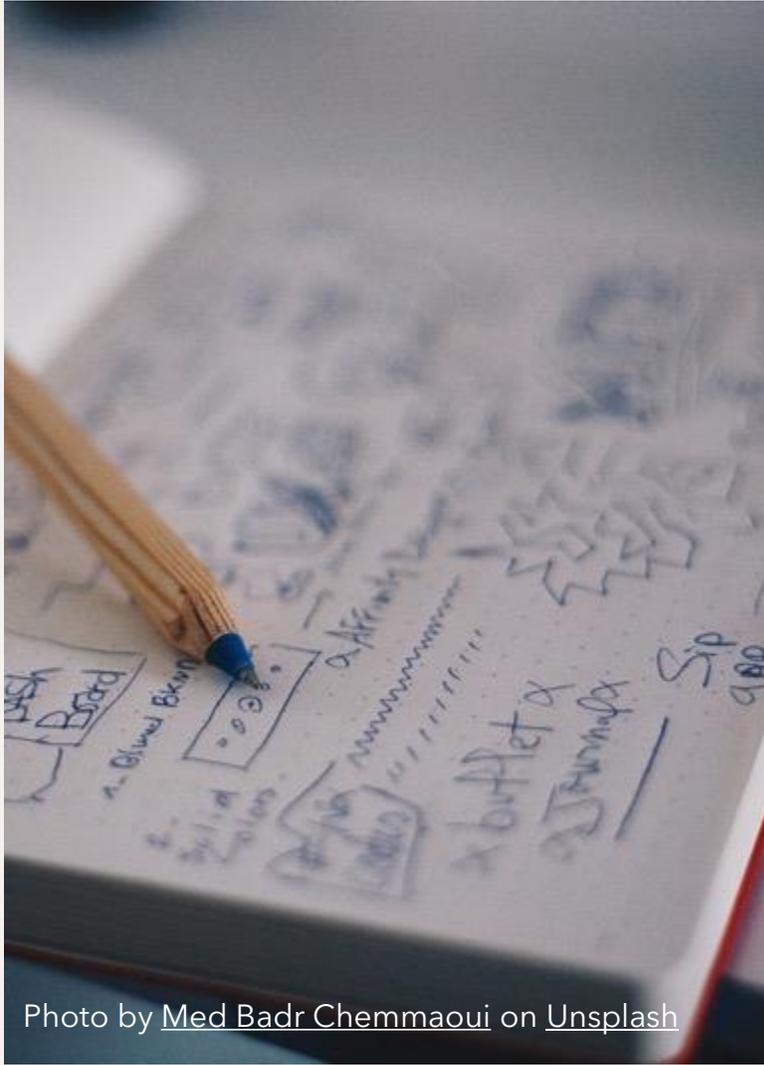


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Reading Lesson - Thematic Unit (page 4/5)

3. Reading the Word Activity - Language Practice

In this section develop activities to practice reading skills and strategies, vocabulary and/or grammar points that come from the story.

Describe an activity to develop decoding skills using the grammar and vocabulary from the story.

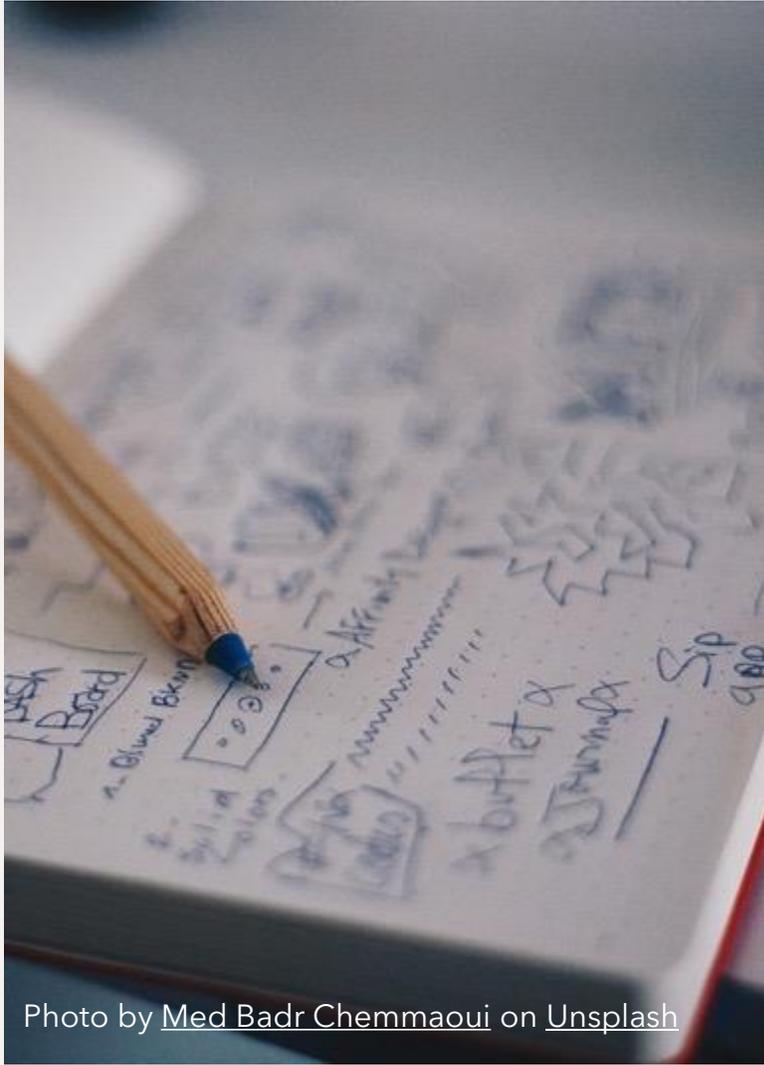


Photo by Med Badr Chemmaoui on [Unsplash](#)

Reading Lesson - Thematic Unit (page 5/5)

4. Reading the World Activity - More Stories, Follow Up Activities or Projects

In this section develop activities that give students an opportunity to integrate or apply new information, skills and strategies. The activities might include sharing more stories, writing letters, doing a survey, creating a collage, analyzing the new information, teaching somebody about the new information, doing research, doing a project...

Describe an activity that follows up on an issue raised in the story and relevant to the learners.

A person is literate who can with understanding both read and write a short simple statement on his/her everyday life.

United Nations' Educational, Scientific and Cultural Organization (UNESCO) 1951

A person is **functionally** illiterate if he or she cannot engage in all those activities in which literacy is required for effective functioning in his or her community, and also for enabling him or her to continue to use reading, writing, and calculation for their own and for the community's development.

UNESCO 1962

Literacy work, like education in general, is a political act. It is not neutral, for the act of revealing social reality in order to transform it, or of concealing it in order to preserve it, is political.

Literacy is not an end in itself. It is a fundamental human right.

International Symposium for Literacy, Persepolis, 3-8 September 1975

Agree

Disagree

Not sure

Still wondering

Reflections

Literacy means the "information processing skills necessary to use the printed material commonly encountered at work, at home, and in the community."

Statistics Canada, 1991

Literacy is an important means to achieving labour's goal of empowering working people:

- to take control of their lives individually and collectively;
- to be better able to speak with their own voices;
- to be better able to make those voices heard;
- to question, criticize, evaluate; and
- to act as full citizens with a broad vision in a democratic society.

Ontario Federation of Labour, 1991

Literacy is a person's ability to understand and employ printed information in daily activities, at home, at **work**, and in the community in order to reach one's goals, and develop one's knowledge and potential.

International Adult Literacy Survey, 1995

Agree

Disagree

Not sure

Still wondering

Reflections

The Workforce Investment Act of 1998 defines literacy as "an individual's ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society." This is a broader view of literacy than just an individual's ability to read, the more traditional concept of literacy. As information and technology have increasingly shaped our society, the skills we need to function successfully have gone beyond reading, and literacy has come to include the skills listed in the current definition.

National Institute For Literacy (US), <http://www.nifl.gov/nifl/faqs.html>

Reading literacy is defined in PISA as the ability to understand, use and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society.

Literacy Skills for the World of Tomorrow: further results from PISA [Programme for International Student Assessment] 2000, Organisation for Economic Cooperation and Development/Unesco Institute for Statistics, 2003

Agree

Disagree

Not sure

Still wondering

Reflections

Literacy is a complex set of abilities needed to understand and use the dominant symbol systems of a culture – alphabets, numbers, visual icons – for personal and community development. The nature of these abilities, and the demand for them, vary from one context to another.

In a technological society, literacy extends beyond the functional skills of reading, writing, speaking and listening to include multiple literacies such as visual, media and information literacy. These new literacies focus on an individual's capacity to use and make critical judgements about the information they encounter on a daily basis.

However a culture defines it, literacy touches every aspect of individual and community life. It is an essential foundation for learning through life, and must be valued as a human right.

Centre for Literacy of Quebec, 2010 <http://www.centreforliteracy.qc.ca/about/literacy>

Agree

Disagree

Not sure

Still wondering

Reflections

Literacy is understanding, evaluating, using and engaging with written text to participate in the society, to achieve one's goals and to develop one's knowledge and potential.

The Program for the International Assessment of Adult Competencies (PIAAC), 2012

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts.

Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

UNESCO, 2004; 2017

Agree

Disagree

Not sure

Still wondering

Reflections

Resources

ESL Literacy Starter Kit

<http://esolliteracy.blogspot.com/p/esl-lit-starter-kit.html>

Tracey Mollins

www.greedymouse.ca

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