

Self-discovery and language learning in the ESL Literacy classroom

by Svetlana Lupasco, 2014



The Learner: ESL Literacy Case

Formal education Q1.

Learning management skills

Metacognition

Socio-affective strategies

Oral development

Learning styles

[Learning for LIFE: an ESL
Literacy handbook](#)

Q2.



Challenges no more!

Mixed ability & Continuous Intake

Dependence & Lack of learning strategies

Age & Time constraints

Q 1.



Opportunities rather than challenges

Peer tutoring and group
leading opportunities

Building new strategies and
trust

Life experiences and
motivation

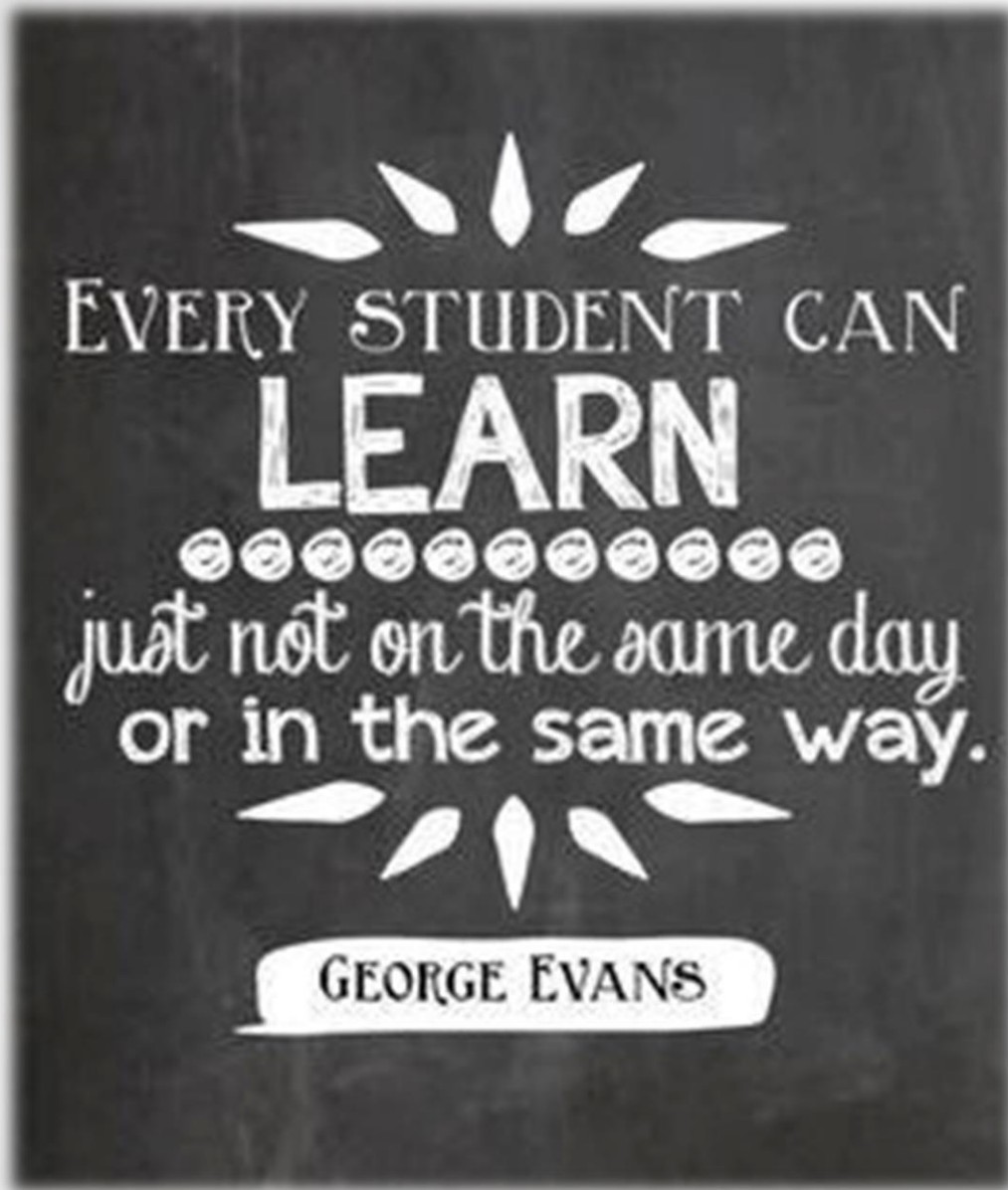
A pause for reflection

- Q1. What challenges do you face?
- Q2. How do you approach them? As challenges or opportunities?

The use of the first language? Is it a challenge? Do you have to oppose it? Or can you turn it into an advantage? A valuable resource?

Over-reliance on dictionaries? Is it really a bad thing? What could you do to utilize dictionaries in class effectively?





Adult Learning Theory

Andragogy

Pedagogy

[PBLA Webinar by Joanne Pettis](#)

Q. 1



**Taking the call
in the classroom**

Teaching to the strengths

Listen, speak, read and write

Comprehensible input $i+1$

Engage with real-life tasks

Opportunities to shine

Develop leadership skills

Take risks



Developing learner autonomy

Giving agency

Giving choice

A pause for reflection

- Q. 1 How do you develop learner autonomy in your class?
- Q. 2 How autonomous are you as a teacher?
- Q. 3 What does being an autonomous teacher mean to you?
- Q.4 How often do you reflect on your teaching?
- Q.5. Do you do it regularly or opportunistically?
- Q.6 Do you do it alone or with a colleague?
- Q.7 Do you have a favorite tool to support your reflection?





The power of touch and feel

Craft sticks

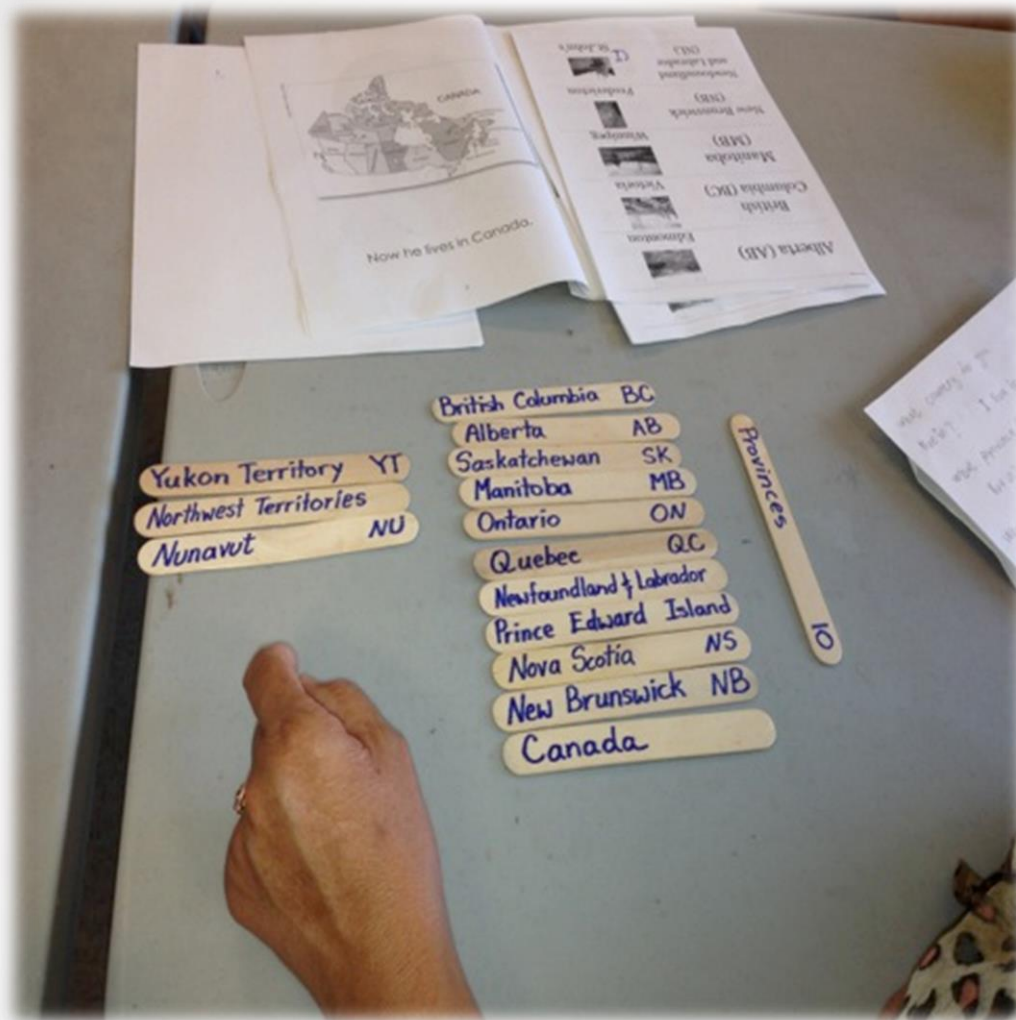
Index cards

Flashcards

Cuisenaire rods

Rubber bands

[My blog](#)



Craft sticks

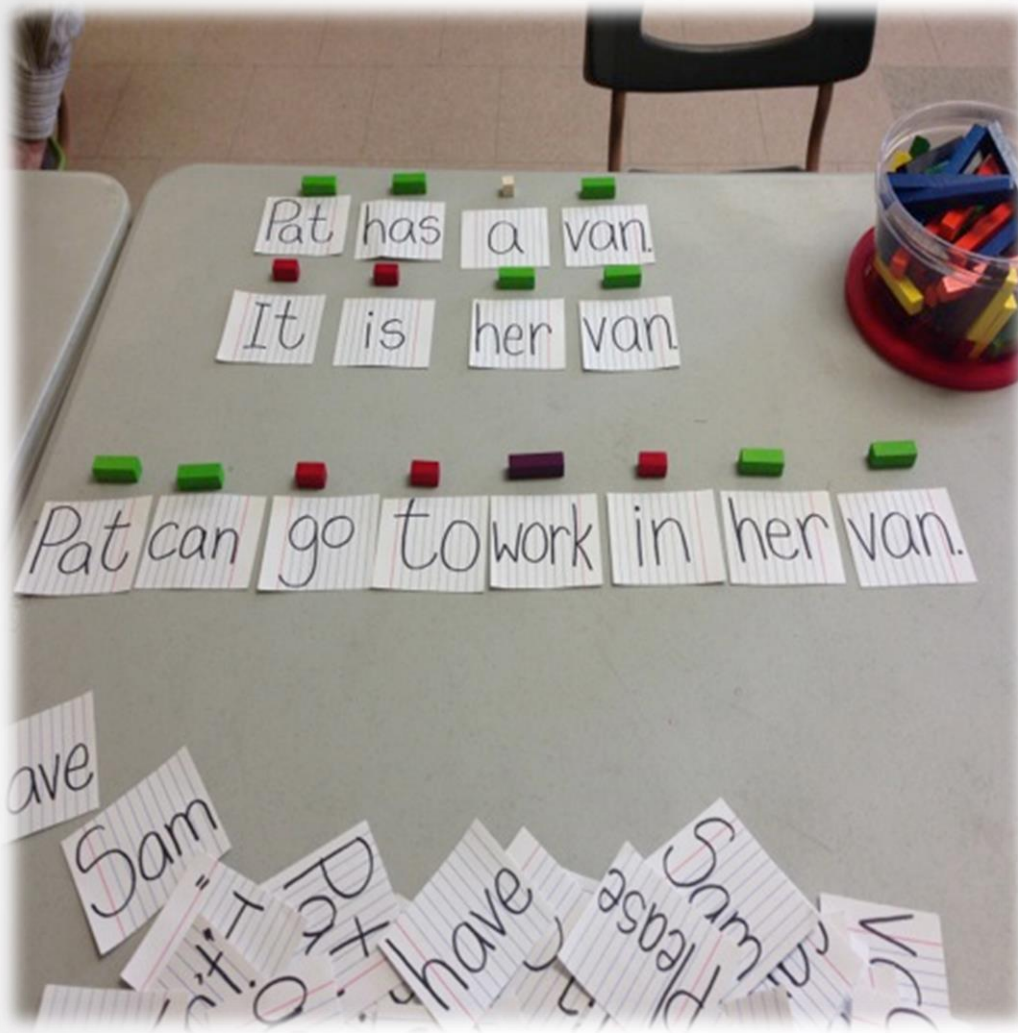
Q1.

Organizing

Classifying

Ordering

Anything related to types,
groups, numbers, etc.



Index cards

Word order

Story reconstruction



Cuisenaire rods

Memory

Speaking

Reading reconstruction

Use to support learning

Use for demonstration

Start simple

Let learners experiment

Use to develop accurate
speech

- [Video 1](#)
- [Video 2](#)



Flashcards

Easy

Personal sets

Play games

Practice at home

[Quizlet.com](https://www.quizlet.com)



Rubber bands

Pronunciation

[Straight Up English -
Teaching Word-Stress](#)

colorvowelchart



Below is our interactive Color Vowel Chart. Note: this may take a moment to load. Not viewable on iPad or iPhone platforms.

y	r	w
green tea	purple shirt	blue moon
silver pin		wooden hook
gray day	a cup of mustard	rose coat
red dress		brown cow
white tie	black cat	olive sock
		auburn dog
		turquoise toy

Students learn to identify vowel quality without having to write phonetic symbols and without misleadingly referring to letter names. Her teacher modeled the word, and the student responds, "Oh, so it's BLACK!"

Color

Q 1.

Reading vowel sounds

Yes/No

Feedback

[ColorVowelChart](#)



Speaking



Listening



Reading

Name: _____ Date _____



Ask and answer about name.

- Excuse me.
- How may I help you?
- What is your name, please?
- My name is _____

Dialogue chains

Oral practice

Life skills

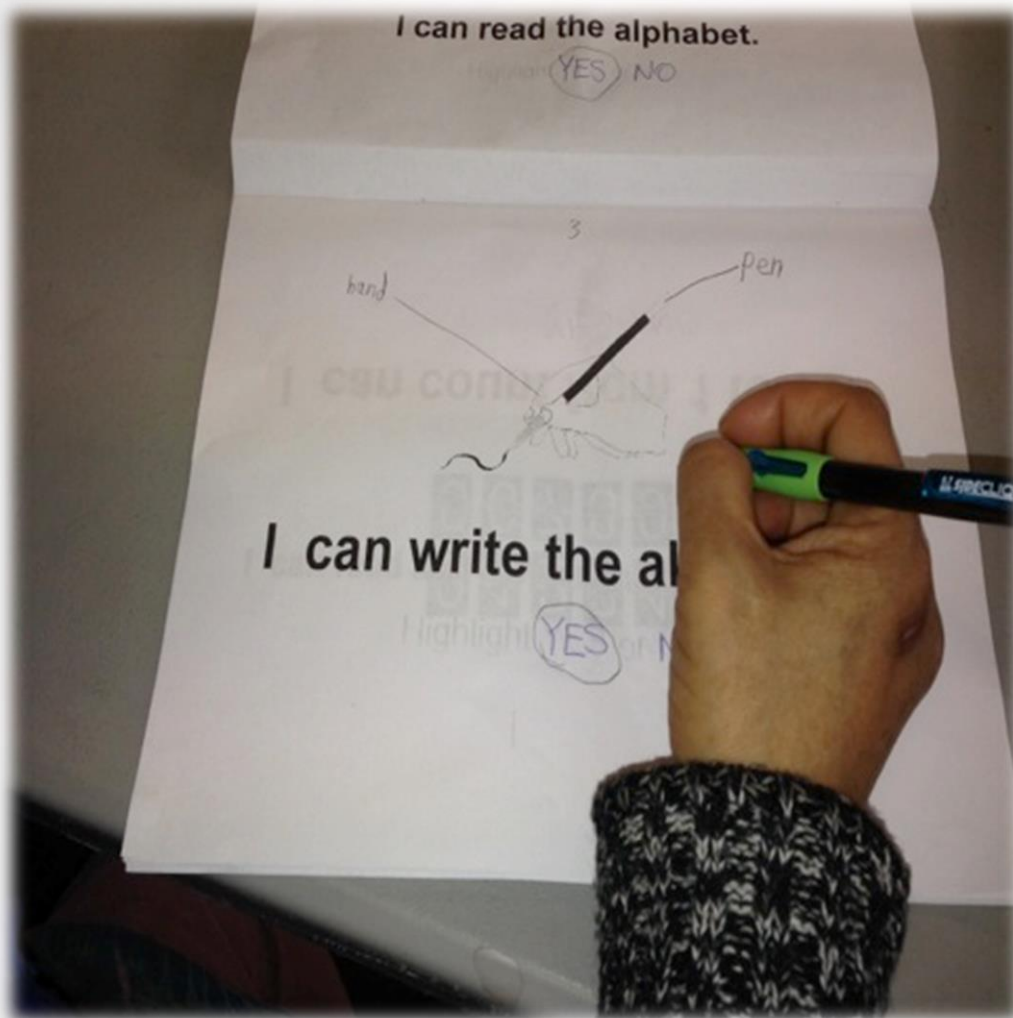
Reading practice

Images:

[Openclipart.org](https://openclipart.org)

[Pixabay.com](https://pixabay.com)

[Download here](#)



Teaching reading

Q1. Reading fluency

Bottom-up or top-down?

Whole language

Integrated reading
framework

[ESL Literacy Readers](#)

[New Reader's Bookstore](#)



Building confidence

Create environment

Do not fear routines

Repeated encounters with
the language

Recycling and spiraling

Provide opportunities to
experience success

Do not forget to celebrate

A pause for reflection

- Q.1 How confident are you as a teacher?
- Q.2 Do you let yourself to experiment?
- Q.3 To be creative?
- Q.4 To be wrong?
- Q. 5 Do you feel proud?
- At times? Most of the times?
- Q. 6 Do you second-guess yourself?
- Q.7 What does confidence in teaching mean to you?





Assessment for learning

Portfolios

[Needs assesment](#)

Module planning

Tasks and checklists

Learning logs



SELF-ASSESSMENT READING

Phase 1 task

Task: Identify personal information cue words on a simple form

My name is	Zobidah
Today is	Wednesday, March 5th, 2014
Circle YES or NO	
I <u>can</u> find the name box	<input checked="" type="radio"/> YES <input type="radio"/> NO
I can find the address box	YES <input checked="" type="radio"/> NO
I can find the city box	<input checked="" type="radio"/> YES <input type="radio"/> NO
I can find the province box	YES <input checked="" type="radio"/> NO
I can find the signature box	YES <input checked="" type="radio"/> NO

I look for the name at the top	<input checked="" type="radio"/> YES <input type="radio"/> NO
I look for the signature at the bottom	YES <input checked="" type="radio"/> NO

The task is	EASY	OK	<input checked="" type="radio"/> DIFFICULT
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I have a problem with	address, province.
	Signature.

Assessment for learning

Self assessment

Peer Assessment



Peer assessment

Model first

Reinforce self-assessment

"IF THEY CAN DO THE
WORKSHEET, THEY DON'T NEED
IT. IF THEY CANT, IT WON'T HELP
THEM." –MARILYN ADAMS



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Conditions for success

Developing materials that
enable learner autonomy
Features of communication
CLB aligned






Listening (Reading and Writing) Task:

Follow instructions on a calendar.

Name: _____ Date: _____

Page 1.

-  Listen to the teacher.
-  Look at page 2.
-  Follow instructions.

Consistency in approach

Teaching about skills
Teaching about learning
An example of a listening
task

Link to share





Reading (Writing) Task:

Name: _____

Date: _____

Task: Reading the calendar.

Instructions:

1.  Look at the calendar.
2.  Answer the questions.

Reading Sample

Images to support learning
Familiar elements









Writing (Reading) Task: Recording appointment.

Name: _____

Date: _____

Page 1

Instructions:

1.  Fill in the calendar on page 3.
2.  Check today's date.
3.  Look at the appointment card on page 2.
4.  Find the date on the calendar on page 3.
5.  Write "doctor's appointment".
6.  Copy time from the card.

Writing Sample

Consistency in approach

Familiar elements

Enabling learner
independence

My Checklist



- I use the calendar to check days of the week.
- I use the calendar to check the date.
- I can use the calendar to check the month.

Instructor's note:

- with a lot of support
- with some support
- independently



CLB Competencies

Interacting with Others	Comprehending Instructions	Getting Things Done	Comprehending Information
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Reading Sample

Checklists

A pause for reflection

- Q. 1 Do you design your own materials?
- Q.2 Have you shared your own work?
- Q.3 How, where, when?
- Q.4 Do you consider conditions for success while designing materials?
- Q.5 Do you utilize your own learners as learning resources?
- Q.6 How?



TEACHING IS ABOUT
INTERACTIONS
WITH YOUR STUDENTS.
IF YOU LET THEM,
THEY WILL ALWAYS
TELL YOU A STORY.

Let them...

Capacity building classrooms

Utilizing resources within the
classroom

Documenting learning

Language Experience

Approach to understanding
learning



We work with a partner.

LEA example 1

- Take pictures
- Ask for permission
- Explain the purpose
- Project the picture
- Elicit a sentence
- Type
- Read
- Print out Enjoy!



We work alone.

LEA example 2

Teach about skills

Learning management

Portfolios

All those things that might
look scary at the beginning!

A pause for reflection

- Q1. Do you take pictures during the class?
- Q2. How do you use them?
- Q3. Do your learners write a learning log?
- Q4. Do you have a teaching log?
- Q5. Would you consider having one?
- Q6. When would you write in it?

- We are almost there!



Blended learning

Non-threatening
environment

Relevant content for adult
learner needs

Learner generated content

Recycling and spiraling
target language

[A blog for learners](#)



Digital skills for life

Self-directed learning

Taking it outside the
classroom

Canadian reality

[Task-based learning](#)

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."
Robert John Meehan



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Collaborate, share, connect

Am I doing it right?

Yes, if you are asking this question.

No Doubt

Become a better teacher in your own way

Tools for reflective practice

Collaborative development

A final pause for reflection

- Q. 1 Is there anything that you can share from your classroom experience?
- Q. 2 Is there anything you want to do together with a colleague?
- Q.3 Is there anything I could help you with?
- Q.4 What collaborative activities are most appealing to you?
- Q.5 When are you ready to start?

**“Courage doesn't always roar.
Sometimes courage is the little voice
at the end of the day that says I'll try
again tomorrow.”**

— Mary Anne Radmacher

Thank you

[A blog for teachers](#)

[A blog for learners](#)

[@StanzaSL](#)