Self-discovery and language learning in the ESL Literacy classroom

by Svetlana Lupascco, 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

Every student can learn. Just not on the same day or in the same way.

George Evans
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

Taking the call in the classroom
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

Pat has a van.
It is her van.
Pat can go to work in her van.

have Sam
Pat
have

Sam
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
Rubber bands

Pronunciation

*Straight Up English - Teaching Word-Stress*
Color

Q 1.
Reading vowel sounds
Yes/No
Feedback
ColorVowelChart
Ask and answer about name.

- Excuse me.
- How may I help you?
- What is your name, please?
- My name is ______________________
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 assessment
Module planning
Tasks and checklists
Learning logs
### SELF-ASSESSMENT READING

**Phase 1 task**
**Task:** Identify personal information cue words on a simple form

<table>
<thead>
<tr>
<th>My name is</th>
<th>Zobidah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today is</td>
<td>Wednesday, March 5th, 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circle YES or NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can find the name box</td>
<td>YES NO</td>
</tr>
<tr>
<td>I can find the address box</td>
<td>YES (NO)</td>
</tr>
<tr>
<td>I can find the city box</td>
<td>YES NO</td>
</tr>
<tr>
<td>I can find the province box</td>
<td>YES NO</td>
</tr>
<tr>
<td>I can find the signature box</td>
<td>YES NO</td>
</tr>
</tbody>
</table>

| I look for the name at the top | YES NO |
| I look for the signature at the bottom | YES NO |

The task is **DIFFICULT**

I have a problem with **address, province**.

**Signature**

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**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

Conditions for success

Developing materials that enable learner autonomy
Features of communication
CLB aligned
Consistency in approach

Teaching about skills
Teaching about learning
An example of a listening task
Link to share

Listening (Reading and Writing) Task:
Follow instructions on a calendar.

Name: __________________________ Date: __________
Page 1.

1. Listen to the teacher.
2. Look at page 2.
3. Follow instructions.
Reading (Writing) Task:

Name: ________________________________

Date: ________________________________

Task: Reading the calendar.

Instructions:

1. 🕚 Look at the calendar.

2. 🖋️ Answer the questions.
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

<table>
<thead>
<tr>
<th>Interacting with Others</th>
<th>Comprehending Instructions</th>
<th>Getting Things Done</th>
<th>Comprehending Information</th>
</tr>
</thead>
</table>
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...
LEA example 1

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

We work with a partner.
LEA example 2

Teach about skills
Learning management
Portfolios
All those things that might look scary at the beginning!

We work alone.
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

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