



## Translation

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

The Universal Declaration of Human Rights written in the ancient Akkadian cuneiform script.

# Instruction and Classroom Management for Adults with No or Limited Educational Background

February 14 and March 20, 2020

## **Presenters**

Fatima Chibane

Jeantilus Gedeus

Kathleen Klose

## **Assistant**

Andrea Pizzotti

# ESOL versus Low Literacy Learning



shutterstock.com • 100321184

If you can row a boat, does this mean you can swim?



Does riding a horse prepare you for driving a car?

# **Distinct disciplines require distinct methods of instruction.**

- **ESOL students are learning to read and write in a new language.**
- **Low Literacy students are learning a new way of thinking: written communication.\***

\*See Robin Lovrien's webinar on teaching adults with low literacy.

# Time to Warm up!

اللغة العربية

فاطمة

STOP



What did you find challenging?

# Pre-Presentation Questions


- Name two challenges facing adult English learners with no literacy.
- Name one essential feature of low-literacy instruction (versus ESOL instruction).
- Name two problems with printed ESOL materials for use with low-literacy students.

A red octagonal sign with a white border and the word "STOP" written in white capital letters in the center.

STOP

# Imagine this exercise in Arabic or Akkadian!




 Read the following student composition. Pay special attention to *is, am, are*.

My name **is** Rolando Lopez. I **am** from Guatemala. I **am** a student at Truman College. My major **is** engineering. I **am** married, and I work during the day. My classes **are** at night and on Saturdays. The college **is** a good place for me to start my education in the U.S. because the tuition **is** low and the attention to students **is** very high. My plan **is** to take 60 credit hours here and then go to a four-year college, such as the University of Illinois. I like it here because the teachers **are** friendly and helpful and the students from other countries **are** interesting.

### 1.1 Forms of *Be*

Examples			Explanation
Subject	Form of <i>Be</i>	Complement	Use <i>am</i> with <i>I</i> .
I	<b>am</b>	a college student.	
My teacher He Truman It My wife She	<b>is</b>	an American. friendly. a City College. in Chicago. a student. busy.	Use <i>is</i> with <i>he, she, it,</i> and singular subjects ( <i>teacher, wife, college</i> ).
We You The students They	<b>are</b>	students. the teacher. from all over the world. immigrants.	Use <i>are</i> with <i>we, you, they,</i> and plural subjects.

**EXERCISE**  Fill in the blanks with *is, are, or am*.

**EXAMPLE** My name is Rolando Lopez.

- I \_\_\_\_\_ from Guatemala.
- My wife \_\_\_\_\_ from Mexico.
- My wife and I \_\_\_\_\_ students.
- The University of Illinois \_\_\_\_\_ a four-year college.
- My classmates \_\_\_\_\_ from many different countries.
- We \_\_\_\_\_ immigrants.
- The professors at my college \_\_\_\_\_ friendly and helpful.
- My major \_\_\_\_\_ engineering.
- The semester \_\_\_\_\_ 16 weeks long.

The Present Tense of the Verb *Be*; Preposition of Place; *This, That, These, Those* 3

- The writing is too small.
- The page is too cluttered.
- There are too many variables.

# Compare



Read the following student composition. Pay special attention to *is, am, are*.

My name **is** Rolando Lopez. I **am** from Guatemala. I **am** a student at Truman College. My major **is** engineering. I **am** married, and I work during the day. My classes **are** at night and on Saturdays. The college **is** a good place for me to start my education in the U.S. because the tuition **is** low and the attention to students **is** very high. My plan **is** to take 60 credit hours here and then go to a four-year college, such as the University of Illinois. I like it here because the teachers **are** friendly and helpful and the students from other countries **are** interesting.

## 1.1 Forms of Be

Examples			Explanation
Subject	Form of Be	Complement	
I	am	a college student.	Use <i>am</i> with <i>I</i> .
My teacher He Truman It My wife She	is	an American. friendly. a City College. in Chicago. a student. busy.	Use <i>is</i> with <i>he, she, it,</i> and singular subjects ( <i>teacher, wife, college</i> ).
We You The students They	are	students. the teacher. from all over the world. immigrants.	Use <i>are</i> with <i>we, you, they,</i> and plural subjects.

**EXERCISE 11** Fill in the blanks with *is, are,* or *am*.

**EXAMPLE** My name is Rolando Lopez.

- My wife \_\_\_\_\_ from Mexico.
- My wife and I \_\_\_\_\_ students.
- The University of Illinois \_\_\_\_\_ a four-year college.
- My classmates \_\_\_\_\_ from many different countries.
- We \_\_\_\_\_ immigrants.
- The professors at my college \_\_\_\_\_ friendly and helpful.
- My major \_\_\_\_\_ engineering.
- The semester \_\_\_\_\_ 16 weeks long.

I am a student.

You are a student.

He is a student.

She is a student.

I \_\_\_\_\_ a student.

You \_\_\_\_\_ a student.

He \_\_\_\_\_ a student.

She \_\_\_\_\_ a student.

# Students with Limited Literacy Need:

- Appropriate materials
- Narrow focus
- Small steps
- Extensive practice and repetition
- Infinite patience
- Differentiated instruction

A dark blue, irregularly shaped graphic with a splatter effect, containing white text. The graphic is centered on a white background and has a rough, hand-painted appearance with various shades of blue and white splatters around its edges.

Think about each  
individual student.

# Each Student Has a Combination of **Needs** and **Abilities**.

## English

- Does not speak or understand
- Understands a little but does not speak
- Speaks a little but has very poor comprehension
- Can communicate basic needs
- Can converse with words and phrases
- Can converse with simple sentences
- Has basic functional English

## Literacy

- Does not read or write in any language
- Has no concept of letter-sound association
- Has some understanding of letter-sound association in a non-Roman alphabet
- Knows the Roman alphabet . . .
- Very poor spelling and no understanding of sentence structure

## In this workshop you will:

- Use the 3-step method to introduce new vocabulary
- Experience classroom management with “learning centers” for differentiated instruction
- Learn effective use of volunteers
- Learn about scaffolding curriculum within and among classes for low-literacy students
- Learn about assessment and grouping of students



# Assessment

## Initial Assessment

Step One - For assignment to ESOL or Literacy Program

Step Two - For assignment to appropriate literacy class

Step Three - For initial grouping within a literacy class

## Ongoing Assessment

Daily assessment

# Step One: Initial Assessment

The initial assessment of all students is done during the intake process.

Students are given a simple writing assignment to describe a picture.

Those who can't are asked to copy a few sentences.

Students are also asked how many years of education they completed in their home country. (Answers may not be reliable.)

**Based on their writing sample, handwriting and reported years of schooling, students are assigned to either the ESOL Program or the Literacy Program.**

# Step Two: Literacy Level Assessment

The second assessment is done by literacy teachers.

**READING & WRITING** Students are asked to read about 6 questions and write the answers: What is your name? Where do you live?

**WRITING** Students who can do this are then asked to write a description of a simple illustration.

**SPEAKING & COMPREHENSION** Students are asked to talk about a colored illustration of a family or neighborhood scene and to answer some questions about themselves.

**READING & COMPREHENSION** Students are asked to identify letters of the alphabet, to read and answer questions about very simple sentences and, if they are able, to read and discuss a short story.

# Assignment to the Appropriate Literacy Class

## ➤ Literacy Level One

- No English to low English
- No literacy to low literacy

## ➤ Literacy Level Two-Three\*

- Beginning survival English
- Basic literacy: alphabet, letter-sound association, read and write basic words

## ➤ Remedial Writing

- Functional speaking, comprehension and reading skills
- Very poor spelling and writing skills

# Step Three: Initial Classroom Assessment

At the beginning of each session, and as new students join the class (we have rolling enrollment), **students are assessed a third time to determine their specific individual needs and abilities.**

Based on these assessments, students can be grouped according to their needs and abilities.

Students may be grouped one way for speaking and other way for writing or other targeted skill development.

# Ongoing Assessment

Working with students in small groups allows us to observe and assess them on a daily basis.

Based on ongoing assessment:

- Materials and activities can be modified as needed.
- Students can be regrouped as needed.

**We utilize trained volunteers to employ a student-centered approach.**

## Today's Hands-on Activities

Literacy Level One – Gedeus

Literacy Level Two Plus – Fatima

## March 20th Hands-on Activities

Remedial Writing (if applicable) – Kathleen\*

As you do the following hands-on activities, think about your students':





# Literacy Level One

## Gedeus

- Introducing new concepts using the 3-step method
- Classroom management of differentiated instruction in a multi-level class

# Accessible Resources



# Trays of Materials



STOP

# Questions and Discussion

# Literacy Level Two-Three

## Fatima

Scaffolding upon skills developed in the Literacy Level One class, you will experience classroom management of differentiated instruction for students at different levels.





Keep sets of hands-on practice materials in an easily accessible place.

# Questions and Discussion

Did we cover your wish list?



- How to effectively teach new students who have zero spoken English and zero English literacy, specifically Arabic speakers
- I'd like to learn strategies for helping students who have low literacy in their own language.
- How to best support students with a limited academic background
- Teaching techniques for limited education, literacy students
- How to handle a mix of students where some students don't know how to read and write and others do
- I'd like to know more ways to differentiate instruction when some students don't like to or know how to work well with partners.
- Help make a multi-level class fun and engaging, not a struggle
- How to best assess learning progress of students
- Assessments to determine if student is some literacy level
- To understand the needs of students and how I can assess their abilities
- New ideas and activities to use in the classroom
- I'm eager to hear about methods for communication and practice.
- Strategies for supporting students in learning and retaining new vocabulary
- Experiential learning about this topic
- Need to learn a structured way to teach

## Students with No Prior Education or Literacy

- zero spoken English and zero literacy
- low literacy in their own language
- limited academic background



What did you learn about this today?

# Multilevel Classes & Differentiated Instruction

- Mix of students with and without literacy
- Make a multi-level class fun and engaging, not a struggle
- Differentiated instruction with students who don't work well with partners



What did you learn about this today?

# Initial and Ongoing Assessment

- Assessments of a student's literacy level
- Understanding needs and assessing abilities of each student
- Assess learning progress of students



What did you learn about this today?

# New Activities, Methods and Strategies for:

- Communication
- Practice
- Helping students learn and retain new vocabulary



What did you learn about this today?

# Other Wishes

- Experiential learning about this topic
- Need to learn a structured way to teach



Did you get what you were looking for?

# Your Assignment Is:

1. Create simple profiles of each student's needs and abilities.
2. Using these profiles, identify potential ways to group your students in order to target the specific needs of every student.
3. Examine your materials: do they match your students' needs and abilities?
4. Try the 3-step method with one group of students to introduce, for example:
  - 3 letters of the alphabet
  - 3 numbers
  - 3 colors
  - Any 3 new vocabulary items
5. Share your results at the next session on March 20<sup>th</sup>.

# Post-Presentation Questions

- Name two challenges facing adult English learners with no literacy.
- Name one essential feature of low-literacy instruction (versus ESOL instruction).
- Name two problems with printed ESOL materials for use with low-literacy students.



## And Now You Will . . .

- ➡ **Fill out your Post-Presentation Questions.**
- ➡ **Fill out the workshop evaluation form.**
- ➡ **Receive our answers to the Post-Presentation Questions.**

**And we will see you on March 20<sup>th</sup>.**

**The End**