

Supporting ESL Literacy Learners



Facilitator:

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WORKSHOP DATE

January 14 – 15 2016
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Workshop Outcomes

By the end of this workshop series, participants will be able to:

- define ESL Literacy and the ESL Literacy continuum
- describe some ways in which the needs of ESL Literacy learners differ from mainstream ESL Literacy learners in the following areas: learning styles, order of instruction, literacy skills, learning and literacy strategies, conceptual development, background knowledge, and psychosocial needs
- define and describe aspects of visual perception and how they affect both image interpretations and text decoding.
- define whole-part-whole literacy instruction and list ways in which this approach meets the needs of ESL Literacy learners
- begin adapting mainstream ESL activities/materials for ESL Literacy learners
- assist learners to become more metacognitive about their needs, learning, and goals in a formal education setting.

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Workshop Outline

WORKSHOP PRE-ASSIGNMENT

Read the following literature review:

Bigelow, M., & Schwarz, R. (2010). *Adult English language learners with limited literacy*. Retrieved from <http://lincs.ed.gov/publications/pdf/ELLpaper2010.pdf>

While you read the literature review list some important key words & concepts associated with the field of ESL Literacy. Note at least one new or surprising thing you learned about the needs of ESL Literacy learners. How would this new piece of knowledge impact how you approach working with ESL Literacy learners in your context?

SESSION 1: Introduction to ESL Literacy

Part 1: Introduction - A Circle Web Activity

- interactive icebreaker/sharing activity

Part 2: Literacy Learning Simulation

- interactive small group activity
- debriefing/group reflection

Part 3: Defining ESL Literacy and the ESL Literacy Continuum

- facilitator presentation

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SESSION 2: The Needs of ESL Literacy Learners

Part 1: The Needs of ESL Literacy Learners

- interactive sharing activity
- facilitator presentation

Part 2: Visual Literacy and ESL Literacy Learning

- facilitator demonstration
- interactive exploratory activity
- whole-group discussion

Part 3: Whole-Part-Whole Instruction

- facilitator demonstration
- whole-group discussion

Homework:

- choose one activity from an existing publication for mainstream ESL Learners that
- bring this publication to share in tomorrow's session.

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SESSION 3: Adapting ESL Activities and Materials

Part 1: Adapting Mainstream ESL Materials for ESL Literacy Learners

- forming working groups
- choosing a mainstream activity for adaptation
- working group planning

Part 2: Group Presentations

- group presentations
- peer/instructor feedback

Part 3: Wrap-up

- summary
- whole group Q & A