Welcome

• Introductions: Who am I?

• Warm-up activity: Who are you?

• Introduction: Who are adult ESL literacy learners?
Workshop Objective:
By the end of this workshop, participants will be able to plan teaching activities to enhance pre-literacy skills and concept development in Foundation Phase learners.
Today’s Workshop

Agenda:

• Define ESL literacy
• Review characteristics of CLB Foundation Phase learners
• Introduce pre-literacy concepts and skills
• Explore best practices and examples of classroom activities in Foundational learning
  – Oral first
  – Hands on
  – Vary the pace
  – Repetition
What is ESL literacy?

A program for people who are learning English and developing literacy skills at the same time.
Canadian Language Benchmarks 2000: ESL for Literacy Learners

ESL Literacy Benchmarks are divided into four levels, called Phases:

- Foundation Phase
- Phase I
- Phase II
- Phase III
Foundation Phase learners are developing the fine motor skills and visual discrimination skills needed for reading and writing.

They need to develop the concepts that oral language can be represented in text and that text has meaning.
Foundation Phase learners need to:

- Develop pre-reading skills
- Develop pre-writing skills
- Improve their oral English so they can connect the spoken and the written word
- Learn appropriate classroom behavior
Pre-literacy Concepts

Foundation Phase learners need to understand that:

• Oral language is connected to print
• Print is organized in predictable ways
• Print conveys meaning
Pre-literacy Skills

Foundation Phase learners need to practice:

- Visual discrimination
- Visual tracking
- Fine motor skills and letter formation
- Copying
So...

We need to do activities that allow learners to gain experience with these pre-literacy concepts and skills.
Best Practices to keep in mind

• Oral first
• Hands on
• Vary the pace
• Repetition
Foundation Phase learners are learning a new language without the literacy skills
• to take notes
• review their schoolwork at home
• learn new vocabulary from reading

The instructor's challenge is to keep activities
• easy enough not to overwhelm the learners
• varied enough to be stimulating
• relevant to their lives

Instructors need to do all this while recycling everything so that the learners have many opportunities to learn.
Activities and Approaches

Where to begin?

Personal information:

• Activities:
  – Flashcards of their own info
  – Point to their info on an info sheet
  – Sit down if activities
  – Fill out teacher-made forms
Thematic Units

- Allow for repetition and vocabulary development
- Introduce orally and kinaesthetically
- Flashcards:
  - Picture to picture
  - Picture to word
Val’s Best Practices in Flashcard Use

• Introduce real objects and then teacher set of flashcards
• 6 -12 flashcards per theme
• Photo images
• Flashcards of photos first; words later
• Grid for L – R, top down
• Use same images for all worksheets in unit
• Recycle across time
Ways to Use Flashcards

• Board/pocketchart
• Memory games
• Individual matching
• Teacher dictation on grid
• Show me
• Clapping games
• What is missing
• Reference set for worksheets
• Following a pattern (copying)
Flashcards in Action
Flashcards in Action
Other Manipulatives and Realia
Ways to recycle

• Bingo
• Personal dictionary
• Clapping game
• Routines
Oral/Aural activities

Receptive (Aural)
• Sit down if
• Point to ...
• TPR
• Write a number under the picture

Speaking
• Singing
• Chants
• Clapping games
• Bean bag toss

Apples
I like apples

Bananas
I like bananas.
Board work
Fine motor skills

• Posters
• Copying
• Using scissors
  – Flashcards
  – Bingo
• Colouring
A Note on Worksheets

Layout:
• Only one activity per worksheet
• Large (20 plus) font
• Clear visuals

Helpful hints:
• Shading for tracking
• Same visuals as flashcards
• Same order as taught
• Only a few worksheets per day
Field Trips

• Take pictures of colours
• Go on a walk and find all the word *push and pull*, Calgary, Canada
## Assessment

### Sample Foundations Checklist

**Date:** Oct. 18-22  
**Purpose of Assessment:** Assessment *for* learning  
**General Learning Outcome:** Interpret formatted text  
**Specific Learning Outcome:** Interpret lists, charts and tables  
**Task:** Naming and ordering letters  

**Conditions:**  
- task is familiar  
- task is modeled/prompted by instructor

<table>
<thead>
<tr>
<th></th>
<th>participates in choral rote reciting of alphabet</th>
<th>contributes orally to naming various letters</th>
<th>spells name aloud</th>
<th>using a model and working in pairs, puts alphabet flashcards in order</th>
<th>uses finger for tracking on a model while class recites alphabet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nyabile</td>
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</tbody>
</table>
So...

Remember

• Start with the oral
• Recycle, recycle, recycle
• Connect everything to pre-literacy concepts and pre-literacy skills
• Change activities every few minutes
Workshop Objective:
By the end of this workshop, participants will be able to plan teaching activities to enhance pre-literacy skills and concept development in Foundation Phase learners.
Questions?

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