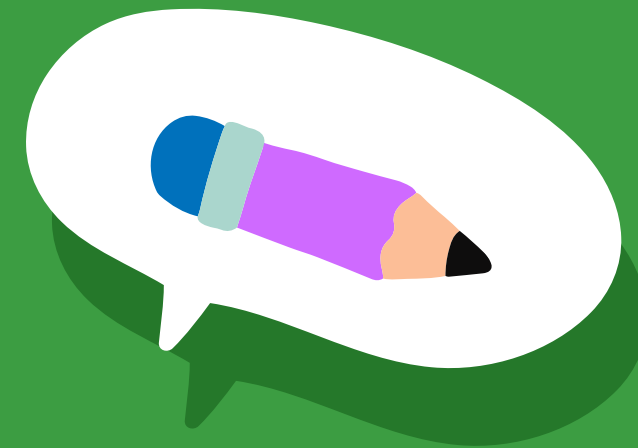


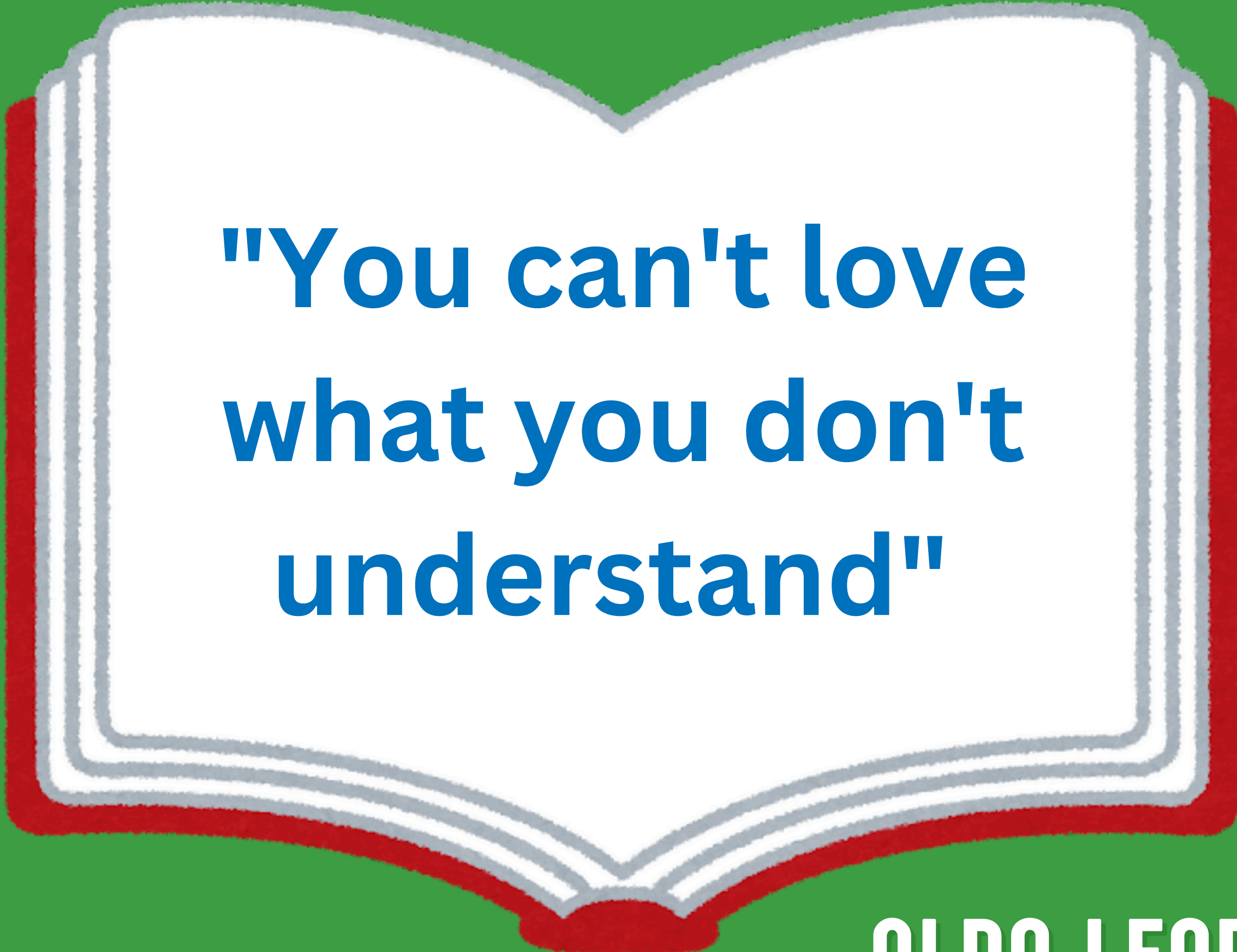
Teaching adult English learners with diverse L1 literacy abilities: Principles and meaningful practices



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**"You can't love
what you don't
understand"**

ALDO LEOPOLD

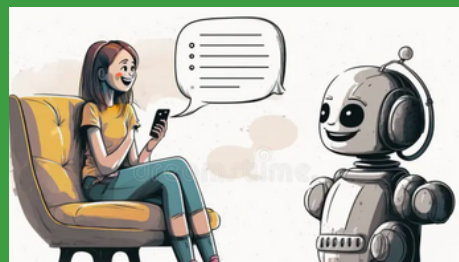
GET THESE RESOURCES READY!



Google Translate App



Voice Recorder App



ChatGPT (Or another chat bot)



Duolingo App



POINT OF THE DEMO

Minimally experience the challenge that learning English poses on your adult students, especially on those with low L1 literacy proficiency.

HUGE Challenge for you!

**Help your students reach the
ELP Standards for Adult
Education**

Table 2. Organization of the English Language Proficiency Standards for Adult Education and Functions of Standards

<p style="text-align: center;">ELP Standards for AE An ELL can...</p>	<p style="text-align: center;">Functions of standards</p>
<ol style="list-style-type: none"> 1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. 3. speak and write about level-appropriate complex literary and informational texts and topics. 4. construct level-appropriate oral and written claims and support them with reasoning and evidence. 5. conduct research and evaluate and communicate findings to answer questions or solve problems. 6. analyze and critique the arguments of others orally and in writing. 7. adapt language choices to purpose, task, and audience when speaking and writing. 	<p>Standards 1–7 describe the language necessary for ELLs to engage in content-specific practices associated with state-adopted academic content standards. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</p>
<ol style="list-style-type: none"> 8. determine the meaning of words and phrases in oral presentations and literary and informational text. 9. create clear and coherent level-appropriate speech and text. 10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. 	<p>ELP Standards 8–10 support ELP Standards 1–7. They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.</p>

WORKSHOP OBJECTIVES



Students' "Essential" Language Needs and Funds of Knowledge

Describe ways to identify your students' essential language needs.

Plan to discover your students' funds of knowledge.



Connect to Standards

Consider ways to utilize your students' "essential" language and funds of knowledge towards reaching standards.



Differentiation

Generate ideas about how to support your students at different levels of L1 and English literacy levels using the standards level descriptors.

ESSENTIAL LANGUAGE

Based on Paulo Freire's approach to teaching illiterate adults in Brazil.



"Teaching the word and the world"

(Freire & Macedo, 1987)

KEY ASPECTS OF FREIRE'S APPROACH

Essential Words and Phrases:

words **familiar and meaningful** to the learners - tied to their everyday reality

Dialogical Teaching:

dialogue between teacher and learners.

Critical Thinking and Social Awareness:

Literacy is a means to help your students **understand the new world they live in and empower them to change their lives' circumstances.**

Breaking Words into Phonemes and Syllables:

Teach basic literacy by breaking down learner's "essential" words into phonetic components, teaching them to recognize sounds and syllables in a structured way.

This focus on the sounds and parts of meaningful words helped students understand phonics and build reading skills.

**I just
moved to a
new place!**

Andhra Pradesh (India).

**My essential
language at this time :**

Lease
Can I take a tour?

WITH YOUR PEER

Write 3 essential language items related to **your lives right now.**

Write 3 essential language items related to **your students' lives right now.**

These can be for any student, **regardless of literacy levels in any language.**



TIME FOR TECHNOLOGY!

Using Google Translate, look up one of your students' essential language items in their L1.

Challenge: Play it and repeat it

Help your students use Google Translate (or another translation app) to show you their current essential language



Once you have your students' essential language...

**make sure you show and read it to them in English.
Explain any cultural context needed for them to understand the use of their essential language.**



Instructional Strategy: Give your students opportunities to learn their essential language in English FIRST by listening to it repeatedly.

Record your students' essential language on their phones!



- 1. Speak the essential language item at natural speed 2 times.**
- 2. Repeat it slowly, 2 times.**
- 3. Repeat it at natural speed 2 times.**

This will result in repeated comprehensible input of highly meaningful language for your students.

YOUR STUDENTS WITH HIGHER LEVELS OF LITERACY...

...will also benefit from this practice.

For them, you can **add complexity** to their essential language.



e.g., Instead of “can I take a tour”, you can add: “Can I take a tour of your three-bedroom apartment?”

FUNDS OF KNOWLEDGE

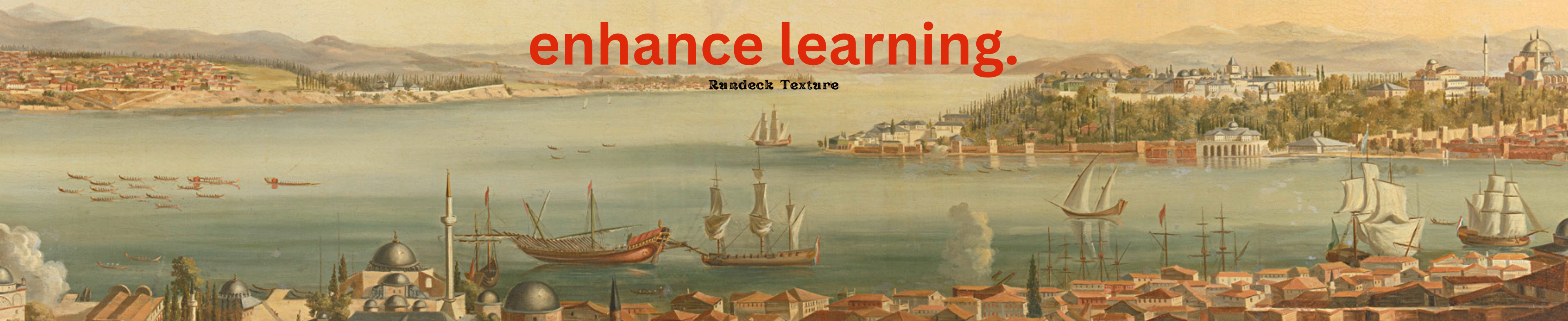
Moll et al. (1990)



...highlight the valuable knowledge and skills that students and their families bring from their home and community lives.

This approach encourages educators to view students' cultural, familial, and experiential backgrounds as assets that can be leveraged in the classroom to enhance learning.

Rundeck Texture



**YOUR STUDENTS' MAIN
"FUND OF KNOWLEDGE" ...**

their L1



EXAMPLE



Learn a language for free @duolingo

Learn languages by playing a game. It's 100% free, fun, and scientifically proven to work.

 Duolingo

USE DUOLINGO TO LEARN ABOUT YOUR STUDENTS' FUNDS OF KNOWLEDGE

...regardless of their L1 literacy skills

Make this a 5 minute moment for “bonding linguistically” with your students. Identify similarities and differences across their language and English. This will help you point out meaningful cross-linguistic connections.

Your students will feel appreciated and the effort you put into “walking in their shoes” for 5 minutes will be well received.

Your students KNOW others see them from a deficit perspective. Learning or being curious about their languages is ONE way of using their “funds of knowledge”.



TIME FOR TECHNOLOGY!

Open the Duolingo app.

Find one of your students' native languages.

Start the first lesson. The focus will be on listening to words and identifying the corresponding image.

OTHER WAYS TO UNCOVER YOUR STUDENTS' FOK:

"Cultural Show-and-Tell": Students bring an object, recipe, or story to share in class.

"Culture Maps": Students outline aspects of their home culture, including family roles, community practices, and jobs.

"Personal Timelines": Students create a visual timeline of significant moments in their lives, focusing on skills and knowledge they've gained.

Observe your students: Pay attention to how students solve problems, interact with peers, or approach tasks. These can reveal:

- Collaborative skills
- Resourcefulness
- Knowledge in practical areas (e.g., cooking, budgeting, childcare)

**How do we connect all of this to
standards?**

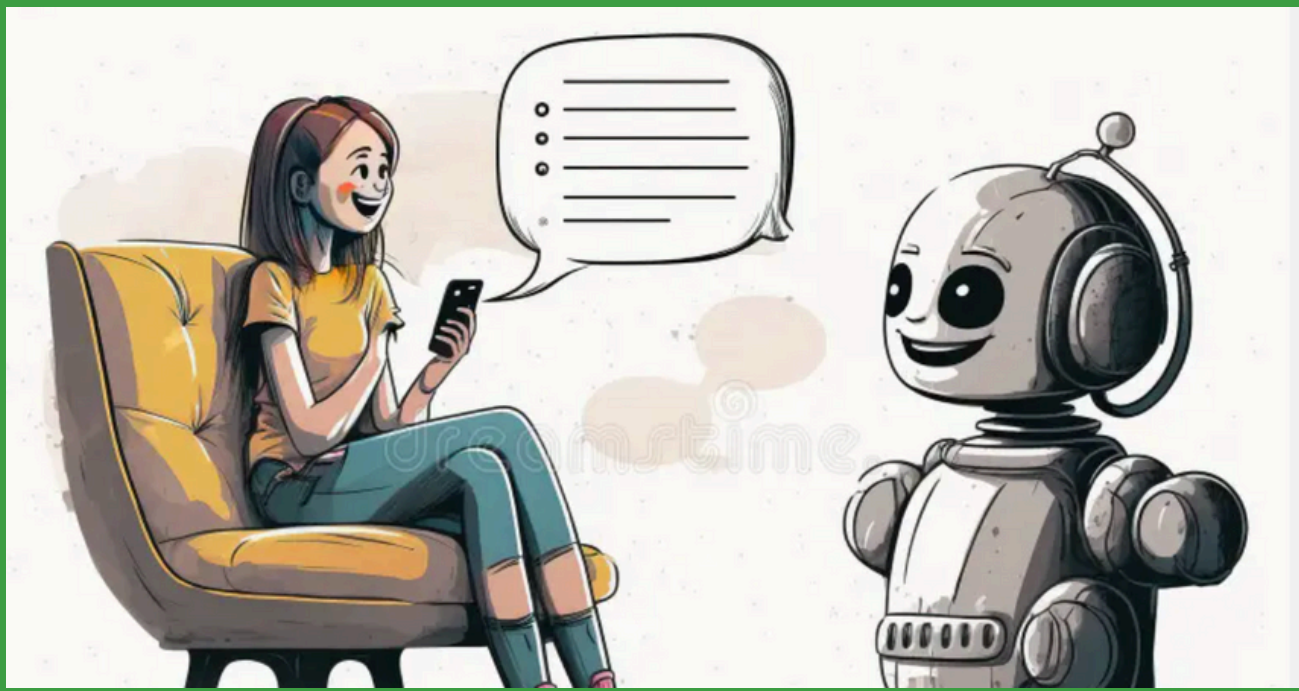
Figure 3. English Language Proficiency Standard 1 and Level 1–5 Descriptors

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p>	<p>By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. 	<p>By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. 	<p>By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text. 	<p>By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text. 	<p>By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.



HOW CAN WE CONNECT ALL OF THIS TO THE STANDARDS?

Use the LEVEL DESCRIPTORS to support your DIFFERENTIATION, while using your students' essential language as a foundation.



Let's use ChatGPT to create standard-based lessons that incorporate the students' essential language

Example of Prompt: Standard 1 - Level 1

Create a simple dialogue that depicts two people talking about how one is doing with the apartment search. Include the words "lease" and "take a tour of the apartment".

Tailor it to an adult EL at Level 1.

Example of Prompt: Standard 1 - Level 4

Create a short lesson for an adult EL at level 4. Include listening activities only, where the student has to identify the central idea. Use the following language in the tasks:

“lease”, “can I take a tour of the apartment?”

TIME FOR TECHNOLOGY!

Open ChatGPT.

Use the given prompt to create a lesson, but ask it to use your students' essential language. Play with it asking to tailor it to more advanced English proficiency levels.

Assess what the chat yields. Is it helpful? Would it benefit the student? What aspects can be adjusted?

THE PROMPT IS IMPORTANT!



Include all the
information you can
to take full
advantage of the
bot's assistance.

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next talk

*You'll gain insight on
how to help students
to gain **awareness
of oral English**
which is
a paramount
prerequisite to
learning to read.*



Thank

you