

# III-D. Teaching Reading to Adult English Language Learners

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# Teaching Reading to Adult English Language Learners

This workshop module contains detailed instructions and all the materials necessary to conduct a training session on teaching reading to adult English language learners. The module has three components:

- ▶ Trainer Guide
- ▶ Trainer Notes
- ▶ Participant Handouts

The Trainer Guide is the trainer’s script for the training session. It contains step-by-step instructions for presenting the workshop.

The introduction states the rationale and purpose of the workshop. It also gives the goal and objectives of the workshop, the workshop agenda, an overview of workshop sections with the amount of time to be spent on each section, trainer preparation instructions, and materials needed. The introduction is followed by detailed sequential instructions for conducting each section of the workshop.

The introduction to each section states the purpose of the activities and the timing of that section. It is followed by a two-column table with instructions for each activity in the first column (Action) and the materials needed in the second column (Materials). Hard copies of all the materials needed (with the exception of non-CAELA publications) are provided in the Trainer Notes or the Participant Handouts. Materials are listed by their titles followed by the page numbers on which they can be found and marked TN (indicating that they can be found in the Trainer Notes) or PH (indicating that they can be found in the Participant Handouts). Ordering information for non-CAELA publications is given in the workshop introduction. Materials that need to be made into transparencies for use with an overhead projector or into PowerPoint slides are marked “Transparency or PowerPoint Slide.” You will need to prepare them before the training session.

The Trainer Notes accompanies the script of the Trainer Guide. It includes copies of all the participant handouts, answer keys to participant activities, transparencies or PowerPoint slides to be made, and other supplemental handouts, if appropriate. The contents of the Trainer Notes are organized in the order they are needed in the session, and the place they will be used is indicated in the Materials column in this Trainer Guide.

The Participant Handouts contains all the information and activity sheets that participants need to participate in the session and will take with them when they leave. The contents are also organized the order they will be used in the session. Make a copy of the handouts for each participant.

# Teaching Reading to Adult English Language Learners

**Introduction to the module:** Most adult learners of English want to increase their language and literacy proficiency so they can achieve their goals related to family, work, and community. Helping them increase their reading skills is an important task. The purpose of this workshop is to support adult education instructors of English as a second language (ESL) in understanding the foundations of reading in a second language and appropriate reading instruction for their learners. The workshop activities and materials are based on research about reading development of adult English language learners in the United States (see Burt, Peyton, & Adams, 2003). The workshop can be tailored for instructors of beginning-level learners, advanced learners, and mixed levels of learners. A 15-hour version of this workshop, suitable for use over several weeks with time in between sessions to implement activities in the classroom, is available at [www.valrc.org/publications/](http://www.valrc.org/publications/).

**Target audience for this workshop:** New and experienced teachers, tutors, and classroom aides

**Goal of the workshop:** To increase skills in developing coherent, comprehensive, and appropriate reading lessons based on promising practices

**Workshop objectives for participants:** At the end of the workshop, participants should be able to

- ▶ Identify types of native language literacy
- ▶ Identify models of reading
- ▶ Describe knowledge and skills important to the reading process
- ▶ Identify elements of a good reading lesson
- ▶ Create a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading

**Length of workshop:** 5.5 hours

The workshop components are as follows:

Part 1. Introductions and Warm-Up	40 minutes
Part 2. Presentation: What the reading research says	40 minutes
Part 3. Demonstration: Understanding the reading process	30 minutes
Part 4. Presentation: Differences in teaching ABE and ESL reading	45 minutes
Part 5. Demonstration: Reading lessons	45 minutes
Part 6. Practice: Creating reading lessons	40 minutes

Part 7. Application: Lesson presentations	60 minutes
Part 8. Wrap-Up and Evaluation	15 minutes
Total projected length of workshop	315 minutes (about 5.5 hours)*

\*This does not include time for lunch and breaks. It is recommended that 15 minutes be scheduled for breaks in the morning and the afternoon and 30 minutes for lunch.

## Preparation for the workshop:

- ▶ Read *Reading and Adult English Language Learners: A Review of the Research and How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?* (a CAELA brief).
- ▶ Order copies of *Reading and Adult English Language Learners: A Review of the Research*, for workshop participants from <http://calstore.cal.org>, or download from [www.cal.org/caela/research/RAELL.pdf](http://www.cal.org/caela/research/RAELL.pdf)
- ▶ Secure student reading materials that workshop participants can use for developing reading lessons. A possible source for reading textbooks is local publishing company representatives, who often provide examination copies of texts to teachers. Other reading materials of interest to students include community service information (available from local agencies or on the Internet) and newspaper or magazine articles. Workshop participants could be asked to bring their own reading materials.

## Materials needed for this workshop:

- ▶ *Reading and Adult English Language Learners: A Review of the Research* (a copy of this publication for each participant)
- ▶ Student reading materials to be used by workshop participants for developing reading lessons
- ▶ Teaching Reading to Adult English Language Learners: Trainer Guide
- ▶ Teaching Reading to Adult English Language Learners: Trainer Notes (make transparencies or PowerPoint slides as indicated in the guide)
- ▶ Teaching Reading to Adult English Language Learners: Participant Handouts

**Note:** In the Trainer Guide, materials to be found in the Trainer Notes are indicated by TN, followed by the page number; materials to be found in the Participant Handouts are indicated by PH, followed by the page number.

## Reference

Burt, M., Peyton, J., & Adams, R. (2003). *Reading and adult English language learners: A review of the research*. Washington, DC: Center for Applied Linguistics. Available from [www.cal.org/caela/research/RAELL.pdf](http://www.cal.org/caela/research/RAELL.pdf)

# 1. Introduction and Warm-Up

## Purposes:

- ▶ To establish the purpose of the workshop
- ▶ To review the goal and objectives of the workshop
- ▶ To activate participants’ prior knowledge of the reading process for adult English language learners

**Time:** 40 minutes

Actions	Materials
<p><b>Introduce yourself.</b></p> <p>If participants don’t know each other, do a short activity in which they introduce themselves to each other.</p> <ul style="list-style-type: none"> <li>• Warm-up activity: <i>What do you think about reading?</i> (15 minutes) On the handout, have participants put an X on the scale to show where they stand on the scale for each statement. Then have them discuss their choices with a partner. With the whole group, go over each statement, using the Trainer Notes as a guide.</li> <li>• State the goal of the workshop—to increase skills in developing coherent, comprehensive, and appropriate reading lessons based on promising practices—and the objectives. Post the goal, objectives, and agenda of the workshop.</li> </ul>	<p>What Do You Think about Reading? (TN, pp. 14–16; PH, p. 44)</p> <p>Goal, Objectives, and Agenda for the workshop (TN, p. 13; PH, p. 43)</p>

## 2. Presentation: What the reading research says

### Purposes:

- ▶ To identify factors that affect the literacy development of adults learning English
- ▶ To describe four skills important to reading development: phonological processing, vocabulary recognition, syntactic processing, and schemata activation

**Time:** 40 minutes

Actions	Materials
<p>Have the participants complete the cooperative reading activity in <i>Reading and Adult English Language Learners</i>.</p> <ol style="list-style-type: none"> <li>1. Explain that part of the workshop is based on this document that synthesizes what is known about how adult English language learners learn to read in English, what types of activities facilitate the process, and what research still needs to be done. The publication stems from a review of the research literature on reading development among adult English language learners. There is not a lot of research on this population, but this review offers valuable insights and includes research on second language acquisition.</li> <li>2. Set up the cooperative reading activity.               <ol style="list-style-type: none"> <li>a. Have participants work in groups of four or five.</li> <li>b. Have each person in the group be responsible for certain questions.</li> <li>c. Have participants read silently and answer assigned questions, then share their answers with their group.</li> <li>d. Circulate among the groups to get a sense of what issues to highlight with the whole group after the group discussions.</li> <li>e. Discuss any issues or questions with the whole group.</li> </ol> </li> </ol>	<p>Publication: <i>Reading and Adult English Language Learners: A Review of the Research</i></p> <p>Reading and Adult English Language Learners: A Review of the Research—Cooperative Reading Activity (TN, pp. 17–18; PH, pp. 45–46)</p>

### 3. Demonstration: Understanding the reading process

**Purpose:**

- ▶ To describe the knowledge and skills important to the reading process

**Time:** 30 minutes

Actions	Materials
<p>1. Illustrate the skills discussed in the cooperative reading activity and their relationship to the reading process by completing the activity with 26 letters (letters, words, phrase).</p> <ul style="list-style-type: none"> <li>a. Show the 26 random letters (do not show the words and phrase) for 2–3 seconds. Then cover up the letters and ask the participants what they remember.</li> <li>b. Show the next set of 26 letters, arranged in words (do not show the phrase), for 2–3 seconds. Then cover up the words and ask participants what they remember.</li> <li>c. Show the last set of 26 letters, arranged in a phrase, for 2–3 seconds. Cover the phrase and ask what they remember.</li> <li>d. Discuss why the last set was easiest to remember. Point out that it was a single unit of meaningful text. Discuss what skills and knowledge the participants used to understand the phrase—for example, letters combined into meaningful units (words, phrases), cultural information about PTA meetings usually held at night (schemata). Emphasize that reading involves visual symbols (letters forming words), linguistic knowledge (phonology, morphology, syntax), and world knowledge (schema).</li> </ul>	<p>Transparency or PowerPoint slide: 26 Letters (TN, p. 19)</p>
<p>2. Illustrate the importance of vocabulary and meaning by completing the reading comprehension activity.</p> <ul style="list-style-type: none"> <li>a. Have the participants read the passage and answer the comprehension questions.</li> <li>b. Have the participants, in pairs, discuss the questions.</li> <li>c. After participants have finished discussing the questions, ask them what helped them answer the questions, for example, their knowledge of letters and sounds (phonological processing), their knowledge of grammar (syntactic processing), or their background knowledge (vocabulary and schema).</li> <li>d. Then, even though they could answer the comprehension questions, ask whether they understood the passage and why. Discuss the importance of vocabulary and meaning. Point out how many assessment activities look like this. Someone with good understanding of grammar could answer the questions but still not comprehend the passage.</li> </ul>	<p>Reading Comprehension (TN, p. 20; PH, p. 47)</p>



## 4. Presentation: Differences in teaching ABE and ESL reading

### Purposes:

- ▶ To describe differences in teaching reading to adult native English speakers and adult English language learners
- ▶ To identify activities and strategies for reading instruction for adults learning English

**Time:** 45 minutes

Actions	Materials
<p>1. Explain to participants that in 2002, a review of research related to adult literacy and reading instruction in adult basic education (ABE) was completed by a group convened by the National Institute for Literacy and the National Center for the Study of Adult Learning and Literacy. This study focused on four components of reading—vocabulary, alphabets and word analysis, fluency, and comprehension—and offered suggestions for instruction. The CAELA brief, which participants will now read and discuss, presents the findings of the ABE review and those of the ESL review they looked at earlier. The brief discusses the differences between reading instruction for native English speakers and adult English language learners and the implications for instruction.</p> <p>2. Direct participants to the questions and the CAELA brief in their handouts.</p> <ol style="list-style-type: none"> <li>a. Have participants answer the first question.</li> <li>b. Then have them read the brief and answer the second question.</li> <li>c. In pairs, have them discuss their answers with a partner.</li> <li>d. With the whole group, discuss the third question—what they found interesting about these differences.</li> </ol>	<p>Questions: <i>How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?</i> (TN, p. 21; PH, p. 48)</p> <p>CAELA brief: <i>How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?</i> (TN, pp. 22–28; PH, pp. 49–55)</p>

## 5. Demonstration: Reading lessons

### Purpose:

- ▶ To explore and experience a good reading lesson

**Time:** 45 minutes

Actions	Materials
<p>1. Model a good reading lesson. Have the participants act as your reading students. Create your own lesson or use the sample in the Participant Handouts. The sample is based on an actual brochure from a community service agency. It is for use with a multilevel class. If you decide to use it, follow the lesson plan form provided. If you create your own reading material, provide a copy of the lesson plan and any relevant materials for participants. Substitute your lesson for the sample in the Participant Handouts. If possible, demonstrate a lesson that reflects the levels taught by the workshop participants.</p>	<p>If using the multilevel sample:</p> <p>KWL Activity Transparency or PowerPoint slide (TN, p. 29)</p> <p>Summerville Free Clinic</p> <ul style="list-style-type: none"> <li>- Brochure text (TN, p. 30; PH, p. 56)</li> <li>- Questions (TN, p. 31; PH, p. 57)</li> <li>- Focus on Grammar (TN, p. 32; PH, p. 58)</li> <li>- Focus on Phonics (TN, p. 33; PH, p. 59)</li> <li>- Summerville Free Clinic— Multilevel Reading Lesson Plan (TN, p. 34; PH, p. 60)</li> </ul>
<p><b>Note:</b> A beginning reading lesson about jobs, Miguel’s Story, is included in the packet with worksheets attached. Both reading lessons can be used if time permits, or trainers should choose their primary focus based on participants’ needs.</p>	<p>If using the beginning sample:</p> <p>Beginning Lesson Plan (TN, p. 39; PH, p. 61)</p> <ul style="list-style-type: none"> <li>- Conversation Grid (TN, p. 35; PH, p. 62)</li> <li>- Miguel’s Story (TN, p. 36; PH, p. 63)</li> <li>- Comprehension Questions and Vocabulary Practice (TN, p. 37; PH, p. 64)</li> <li>- Conversation Practice and Writing Practice (TN, p. 38; PH, p. 65)</li> </ul>
<p>2. After the reading demonstration, have participants complete the evaluation sheet and discuss their answers with the whole group.</p>	<p>Evaluating Reading Lessons (TN, p. 40; PH, p. 66)</p>

## 6. Practice: Creating reading lessons

### Purpose:

- ▶ To create a coherent, comprehensive, and appropriate reading lesson that integrates each of the four skills important to reading

**Time:** 40 minutes

Actions	Materials
<p>Divide participants into groups of three or four. If possible, group them according to instructional level of their students, interest in using a particular text, or other needs they have expressed.</p> <ol style="list-style-type: none"> <li>1. Distribute reading materials to each group.</li> <li>2. Using the lesson plan form as a guide, have each group create a lesson plan to present to at least one other group.</li> <li>3. Have each group assign a recorder to write the lesson stages and activities on flipcharts, an evaluator to make sure they stay on task and create something for each lesson stage, and one or two group members to present the lesson.</li> <li>4. Tell the groups they will have 20 minutes to present their lessons to another group.</li> </ol>	<p>Reading texts provided by you or the participants</p> <p>Lesson Plan (TN, p. 41; PH, p. 67)</p> <p>Flipchart paper</p>

## 7. Application: Lesson presentations

### Purpose:

- ▶ To evaluate strengths and gaps in participants' reading lessons

**Time:** 60 minutes

Actions	Materials
<ol style="list-style-type: none"> <li>1. Have each group present its lesson. If the number of participants is large, groups can be matched up and can present to each other rather than to the whole group.</li> <li>2. After each presentation, have the participants critique the lesson. Have them identify which of the four skills were covered in each stage of the lesson. Discuss what changes they might make to use the lessons with their own students.</li> </ol>	

## 8. Wrap-Up and Evaluation

### Purpose:

- ▶ To reflect on ways teaching may be affected by participating in this workshop

**Time:** 15 minutes

Actions	Materials
<ol style="list-style-type: none"> <li>1. Discuss with participants how they will implement these reading lessons in their own classes.</li> <li>2. Ask participants to complete the Workshop Evaluation form.</li> </ol>	Reflections on the Workshop (TN, p. 42; PH, p. 68) Workshop Evaluation (PH, p. 69)

# Teaching Reading to Adult English Language Learners

## Goal, Objectives, and Agenda

### Goal:

To increase skills in developing coherent, comprehensive, and appropriate reading lessons based on promising practices

### Objectives:

At the end of the workshop, participants should be able to

- ▶ Identify types of native language literacy
- ▶ Identify models of reading
- ▶ Describe knowledge and skills important to the reading process
- ▶ Identify elements of a good reading lesson
- ▶ Create a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading

### Agenda:

- I. **Introductions and Warm-Up**
- II. **Presentation:** What the reading research says
- III. **Demonstration:** Understanding the reading process
- IV. **Presentation:** Differences in teaching ABE and ESL reading
- V. **Demonstration:** Reading lessons
- VI. **Practice:** Creating reading lessons
- VII. **Application:** Lesson presentations
- VIII. **Wrap-Up and Evaluation**

## What Do You Think About Reading?

**Directions:** What do you think about the following statements? Put yourself on the scale following each statement. Discuss your responses with the person(s) sitting next to you.

- 1. Although in everyday life we listen and speak more than we read and write, reading is power.**

Agree \_\_\_\_\_ Disagree

*Every day, we listen to twice as much language as we speak and four to five times more than we read or write (Rivers, 1981), yet to truly get ahead in a job or to be successful, an individual needs good reading skills (Burt, 2003)*

- 2. All English language learners, regardless of their native language literacy, need direct teaching in the English symbol system and in English sound-symbol correspondence.**

Agree \_\_\_\_\_ Disagree

*English language learners may have no literacy skills in their native language, or they may have literacy skills in a language such as Chinese that uses characters rather than letters; a language such as Cyrillic or Arabic that uses a different alphabet; or a language such as Spanish that uses the Roman alphabet, but has different pronunciations than English for many of the letters. Therefore, all English language learners need direct teaching in English sound-symbol correspondence (Burt, Peyton, & Adams, 2003). Research conducted with English language learners in K–12 settings confirms the need for direct instruction on the components of reading (August & Shanahan, 2006).*

- 3. Reading instruction needs to be planned as a process over time.**

Agree \_\_\_\_\_ Disagree

*Most adult ESL programs do not have a scope and sequence for teaching reading, yet learners need to learn the phonology, vocabulary, and syntax of the language. These components of reading will not just be picked up indirectly (Eskey, 2005).*

- 4. Learner needs assessment is not important; what matters is teaching learners what you know they need to know.**

Agree \_\_\_\_\_ Disagree

*All learners, especially adults, learn more when they are motivated to learn. Responding to their expressed needs and desires will motivate them (Moss & Ross-Feldman, 2003). Furthermore, as adults, they have specific purposes for learning the language, and these should be addressed (Florez & Burt, 2001).*

**5. In learning another language, vocabulary is not as important as grammar.**

Agree \_\_\_\_\_ Disagree

*While fluent English speakers possess a written English vocabulary of 10,000–100,000 words, second language learners generally know only 2,000–7,000 English words when they begin their academic studies (Hadley, 1993).*

**6. Guessing words from context is an excellent strategy for learning second language vocabulary.**

Agree \_\_\_\_\_ Disagree

*To successfully use context clues to determine the meaning of unknown vocabulary items, the reader needs to know 95 to 98 percent of the words in the reading passage; this is usually not the case when reading a passage in the second language (Nation, 2005).*

**7. Direct teaching of grammar and syntax (e.g., word order, past tense markers) has no place in the adult ESL reading class.**

Agree \_\_\_\_\_ Disagree

*As with vocabulary items and sound-symbol correspondence, direct teaching of syntax is key to reading comprehension. Consider the case of word order and the difference in meaning between “The man bit the dog” and “The dog bit the man” (Eskey, 2005).*

**8. Even a good text should be supplemented with additional materials to meet student needs.**

Agree \_\_\_\_\_ Disagree

*Good teachers are responsive to the needs of the individual students in their classes. This means using authentic materials and adapting and revising the text to meet these needs (Weddel & Van Duzer, 1997).*

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# Reading and Adult English Language Learners: A Review of the Research

## Cooperative Reading Activity

1. What are some of the factors that affect the literacy development of adults learning English? (p. 7)

*Age, motivation, sociocultural background, socioeconomic background, native language literacy, educational background, second language literacy, environment (instructional, living, working), learner goals*

2. What are the six types of L1 literacy backgrounds described in this section? (p. 8)

*Preliteracy: Literacy is uncommon in everyday life.*

*Nonliterate: Literacy is available, but sufficient access to it is not.*

*Semiliterate: Literacy is available, but individual has not achieved a high level.*

*Non-Roman-alphabet literacy*

*Roman-alphabet literacy*

*Nonalphabet literacy*

3. How might differences in learners' educational backgrounds affect their expectations about learning to read in L2? (p. 16)

*They might be unaccustomed to sitting and interacting in a classroom setting; if highly literate, they might focus more on accuracy than fluency.*

4. What component of language proficiency has a strong effect on reading comprehension? What is the difference between breadth and depth of vocabulary knowledge? (pp. 17–18)

*Vocabulary recognition*

*Breadth: The number of words a learner knows or the number of content areas in which a learner is familiar with the vocabulary*

*Depth: The amount of knowledge a learner has about individual words. It includes phonology, orthography, morphology, syntax, connotations, multiple meanings, and register.*

**5. What are the four models that researchers use to describe the reading process? (pp. 24–25)**

*Bottom-up: Focus is on extracting information from the text, particularly that letters and sounds form words, words form phrases and sentences; it is also concerned with how sound is represented in print.*

*Top-down: Focus is on predicting meaning based on clues from the text and the reader's background knowledge.*

*Interactive: Both top-down and bottom-up processes work together.*

*Learner's own model: Often subconscious, focus may be on perfecting either top-down or bottom-up models, which may make reading difficult.*

**6. What four skills are important in reading development? Describe each briefly. (pp. 25–27)**

*Phonological processing: Interpreting letters as sounds; combining sounds to produce syllables and words.*

*Vocabulary recognition: Understanding the meaning and pronunciation of written words.*

*Syntactic processing: Recognizing the grammatical relationships between words.*

*Schema activating: Using background knowledge to understand reading passages.*

**7. What are some phonological processing skills and how can they be taught? (pp. 29–30)**

*Matching letters to sounds; matching morphemes, meanings, and pronunciation. These skills can be taught by oral reading and choral reading.*

**8. What can teachers do to help learners increase vocabulary recognition? (pp. 30–31)**

*Preview vocabulary before a text is read; teach high-frequency vocabulary; help learners to use dictionaries (picture, monolingual English); for vocabulary that is beyond the reader's level, use glosses where vocabulary items are highlighted in the text and synonyms are given elsewhere on the page or through hyperlinks in electronic text.*

**9. How can teachers help learners develop syntactic processing skills? (p. 31)**

*Use cloze exercises; identify parts of speech and their roles; generate sentences using specific words and grammatical forms.*

**10. What are some ways to help learners activate schema? (pp. 31–32)**

*Build on ideas and concepts from the readers' cultures; use visual aids; preview unfamiliar ideas, actions, settings; preview title, pictures, graphics, and any other text structures.*

## 26 Letters

a l x j h e o s u b e l u v g p e m n e g n e t s e

jumps house eleven bagel next

PTA meeting tonight at seven

## Reading Comprehension

**Directions:** Read the passage below and then answer the questions.

Zing quackles and randles estrates were zickled. While zickling the quackles frumpled, zooped, and finally predacked. All quackles generally predack, but if immigted prior to zickling, they sometimes will not predack and may only frumple and zoop.

1. What were zickled?
2. What happened to them during zickling?
3. How do you prevent predacking?
4. In your own words, explain whether you think zickling would be an enjoyable experience.

**With a partner, discuss the following:**

- ▶ Were you able to read the passage?
- ▶ What knowledge did you use in reading it?
- ▶ Did you understand the passage?
- ▶ What enabled you to understand or not?
- ▶ Were you able to answer the exercise questions?

**Note:** From Hood, S., Solomon, N., & Burns, A. (1996). *Focus on reading* (new ed., pp. 3–4). Sydney, Australia: National Centre for English Language Teaching and Research (NCELTR). Used with permission.

## Questions on How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?

**Directions:** Answer this question *before* reading the brief.

1. What do you think are some differences between teaching reading to adult native English speakers and teaching reading to adult English language learners?

*This is for the participants' own reflections. There is no need to solicit answers, since this is answered before reading the brief.*

**Directions:** Answer this question *after* reading the brief. Then discuss your answers with someone at your table.

2. What does the article say are the differences between teaching reading to adult native English speakers and teaching reading to adult English language learners?

*Circulate among the tables to answer any questions or issues.*

*In vocabulary: Grouping words in semantic sets can impede the learning of new vocabulary with English language learners. Acquiring the meaning of a new vocabulary item through context clues is not a good strategy for adult English language learners, as their English vocabulary bank is so much smaller than that of native speakers (2,000–7,000 words vs. 10,000–100,000), and one must know at least 95 percent of the words in a passage to benefit from context clues.*

*In alphabets and word analysis: Alphabets instruction with native speakers generally assumes and relies on high oral language skills and vocabulary, which English language learners may not have. Therefore, when teaching English letter-sound correspondence to English language learners, nonsense words should NOT be used.*

*In fluency: Accuracy in oral reading with English language learners may be complicated by native language interference; therefore, choral readings in the adult ESL classroom should be short and focused, and learners need to hear a native-speaker-like model of the reading before attempting choral reading.*

*In reading comprehension: Although learners may understand the vocabulary and syntax of a passage, cultural issues may impede their comprehension of it. For this reason, with English language learners, it is best to initially select readings on topics they are familiar with, to preteach vocabulary, and to preview unfamiliar ideas with the students. Activities that test learner comprehension should be done after preteaching vocabulary, previewing culture contexts, and discussing the text.*

**Directions:** Answer this question after your table discussion and be prepared to discuss it with the whole group.

3. What did you find interesting about these differences?

*Solicit feedback from a handful of participants; for example, ask one participant per table to respond. All reasonable answers are acceptable since this is an opinion question.*

# How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?

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*Center for Adult English Language Acquisition*  
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## Adult Learners

Adult education programs serve both learners who are native English speakers and those whose first, or native, language is not English. Native English speakers attend adult basic education (ABE) classes to learn basic skills so they can get high school equivalency certificates or to achieve other goals related to job, family, or further education. English language learners attend English as a second language (ESL) or ABE classes to improve their oral and written skills in English and to achieve goals similar to those of native English speakers. Sometimes ABE classes include both native English speakers and English language learners.

## Audience for This Brief

This brief is written for the following audiences:

- ▶ Practitioners—teachers, teacher trainers, curriculum writers, and program administrators—who work with adult English language learners in ESL classes or in mixed ABE classes (with native English speakers and English language learners)
- ▶ Educational researchers

## Background

Literacy and language proficiency in English seem to be related to economic self-sufficiency. Immigrants who are literate only in a language other than English are more likely to have non-continuous employment and to earn less than those literate in English (Greenberg, Macías, Rhodes, & Chan, 2001). An analysis of the 2000 U.S. Census data on immigrant earnings revealed a positive relationship between earnings and English language and literacy (Chiswick & Miller, 2002).

Increasing the English reading skills of adult immigrants is an important task. Unfortunately, little research exists on how adult immigrants learn to read in English and which instructional practices are the most successful. In order to provide evidence-based suggestions for teaching reading to adult English language learners, this brief summarizes the research base on adult English speakers learning to read and the suggestions for instruction from these studies (Kruidenier, 2002). Then, using findings from a synthesis of research on adult English language learners learning to read (Burt, Peyton, & Adams, 2003), the brief describes how these learners differ from native English speakers and how these differences should affect instruction.

## Research Base

A review of research on adult literacy and reading instruction in ABE was conducted by a group convened by the National Institute for Literacy (NIFL) and the National Center for the Study of Adult Learning and Literacy (NCSALL). This Reading Research Working Group looked at approximately 70 research studies (Kruidenier, 2002). Only 5 of the studies addressed English language learners specifically; the rest of the studies were normed on native English speakers.

Another review focused on reading development among adult English language learners in the United States (Burt, Peyton, & Adams, 2003). The review found only 47 studies that addressed this group of learners. Of those, only 24 were conducted in non-postsecondary education settings (adult education programs, community-based programs, and workplace literacy programs). The others were conducted in college-based intensive English programs (IEPs). Although the body of research is small and preliminary, it provides valuable information about English language learners in adult education programs and can be used as the springboard for future research studies.

## Research Findings

Kruidenier (2002) discusses the following components of reading:

- ▶ vocabulary
- ▶ alphabets and word analysis
- ▶ fluency
- ▶ comprehension

These components are defined below with corresponding suggestions from Kruidenier for teaching reading to adult learners in ABE programs. Note that the suggestions marked with an asterisk (\*) may not be effective with adults learning English. The suggestions are followed by a brief discussion of the marked items and the ways that these might be handled with English language learners. This discussion is informed by the review by Burt, Peyton, and Adams (2003) and writings on second language acquisition by Birch (2002), Eskey (2005), Folse (2004), Hadley (1993), Nation (2000, 2005), and Qian (1999). This literature suggests that the differences between adult English speakers and those learning English may affect both the ways that adults learn and how they should be taught to read.

## Vocabulary

*Vocabulary* refers to the words that a person knows. Reading vocabulary is critical to the comprehension processes of a skilled reader. Kruidenier (2002) makes the following suggestions for teaching ABE learners:

- ▶ Conduct oral assessments, where learners either choose the one correct meaning of a word from multiple choices or define terms in their own words.

- ▶ Teach vocabulary in semantic sets.\*
- ▶ Encourage students to get meaning of new vocabulary items through context.\*

### Issues for English language learners

Folse (2004) reviewed the research on teaching vocabulary in semantic sets (e.g., colors, foods, furniture, days of the week) and found that grouping words in this way can actually impede the learning of vocabulary. This is because if similar new words are presented together, such as a set of colors or the days of the week, the learner is likely to confuse the words. The same is true if antonym pairs such as *hot/cold*, *fat/thin*, *right/left* are presented together. Folse suggests grouping new vocabulary around looser themes, such as going out to eat, planning a trip, or celebrating an anniversary. Nation (2000, 2005) recommends teaching high-frequency vocabulary first. For example, rather than presenting *red*, *yellow*, *blue*, *black*, *white*, etc. at one time, he suggests beginning with one color. In this way, *red*, which is used more frequently than *orange*, would be taught before *orange*. *Tuesday*, which is used more frequently than *Thursday*, would be taught before *Thursday* (Nation, 2000). This separation of *Tuesday* and *Thursday* would also avoid confusion between these two words, which are similar phonologically and in spelling (Folse, 2004).

Acquiring the meaning of a vocabulary item through context clues—a strategy often taught by ABE teachers—is difficult for learners of English as a second language, because they often do not have the vocabulary in English that native speakers have (Eskey, 2005). For example, while fluent English speakers possess a written English vocabulary of 10,000–100,000 words, second language learners generally know only 2,000–7,000 English words when they begin their academic studies (Hadley, 1993). This gap can impede success in listening to lectures, reading academic material, or writing essays. Using context to understand new vocabulary requires an understanding of more than 98% of the words of a passage (Nation, 2005). Furthermore, even if the meaning of a word can be guessed from context, knowledge of the word may be superficial. Truly knowing a word includes knowing its pronunciation, spelling, morphological and syntactic properties (e.g., part of speech, prefixes, and suffixes), and multiple meanings; the contexts in which the word can be used; the frequency with which it is used; and its collocates, or how it combines with other words (e.g., the word *squander* is often paired with resources, time, or money; Folse, 2004). For these reasons, vocabulary teaching needs to be planned and deliberate with English language learners.

### Suggestions for teaching adult English language learners

Because English language learners need to acquire more English vocabulary for all aspects of their lives, Birch (2002), Eskey (2005), Folse (2004), and Nation (2000, 2005) suggest the following:

- ▶ Pre-teach the vocabulary in a reading passage.
- ▶ To limit the number of vocabulary items that must be pre-taught, select reading passages that are only slightly above what learners can read independently.
- ▶ Teach high-frequency words first.
- ▶ Provide learners with multiple exposures to specific words in multiple contexts.



- ▶ Provide learners with lists of words for intentional learning.
- ▶ Avoid presenting synonyms, antonyms, or words in the same semantic set together.
- ▶ Teach learners to use both monolingual and bilingual dictionaries. Because even English dictionaries designed specifically for learners contain about 2,000 words with definitions and examples in English, learners at basic reading levels may not understand the definitions and explanations. They will need to use bilingual dictionaries.
- ▶ Encourage learners to use word cards (note cards with the English word on one side and the translation on the back) and to study them frequently.
- ▶ Encourage vocabulary learning through regular tests where students can prove receptive knowledge of words through matching words to definitions or multiple-choice exercises.
- ▶ After reading, students can write sentences in which they use specific words and grammatical forms.

### Alphabetics and Word Analysis

Kruidenier (2002) defines *alphabetics* and *word analysis* as the “whole process of using the letters in a written alphabet to represent meaningful spoken words” (p. 35). Adult beginning readers typically have difficulty applying letter-sound knowledge to figure out new words while reading. Word analysis refers to the methods that readers use to recognize words. These methods include understanding letter-sound correspondences and recognizing sight words; using context to determine meaning; knowing prefixes, suffixes, and root words; and using dictionaries. Kruidenier makes the following suggestions for teaching ABE learners:

- ▶ Assess beginning readers’ letter-sound knowledge through their pronunciation of letters, word parts, or whole words that are decodable using common rules or generalizations.
- ▶ Assess knowledge of sight words with lists of regularly and irregularly spelled words.
- ▶ Provide adult beginning readers with explicit instruction in word analysis.
- ▶ When assessing letter-sound knowledge, consider using nonsense words to ensure the reader does not know the words as sight words.\*

### Issues with English language learners

English language learners may not have literacy skills in any language, or they may be literate in a nonalphabetic system such as Chinese, a non-Roman alphabet such as Cyrillic, or a Roman alphabet such as Spanish. All will experience some difficulties in English sound-symbol relationships (Burt, Peyton, & Adams, 2003). Alphabetics instruction with native English speakers generally assumes high oral language skills and vocabulary. Nonnative English speakers do not have the vocabulary base in English that native speakers have, in either written or oral expression.

As a result, instructional strategies that rely on oral comprehension of vocabulary and use of nonsense words to teach sound-symbol correspondence are not likely to be successful with English language learners (Nation, 2005; Qian, 1999).

### **Suggestions for teaching adult English language learners**

- ▶ Teach English letter-sound correspondences to all learners.
- ▶ When assessing knowledge of letter-sound relationships, use actual English words that follow patterns, such as *bat/pat/sat*. Do not use nonsense words.
- ▶ Teach morphophonemic relationships in the English writing system. For example, point out that while the regular past tense has different pronunciations depending on the phonological structure of the verb, past tense morphology for regular English verbs has only one written form: *-ed* (e.g., *laughed /t/*, *climbed /d/*, *wanted /əd/*).
- ▶ Teach word-analysis skills, including word prefixes and suffixes.
- ▶ Identify parts of speech and their roles.

## **Fluency**

*Fluency* is the ability to read easily and accurately, with appropriate rhythm, intonation, and expression. For ABE learners, fluency instruction and practice may lead to increased reading ability. Kruidenier (2002) makes the following suggestions for teaching ABE learners:

- ▶ Assess learners' fluency by rating the accuracy and speed of their oral reading.\*
- ▶ Involve learners in repeated reading of texts and words, taped and live.\*

### **Issues with English language learners**

Extensive individual oral reading and choral reading is of questionable value in the adult ESL classroom. Accuracy in oral reading by adults learning English may be complicated by native language interference at every level from the letter-sound relationship to suprasegmentals of the language (stress, intonation, and pauses).

### **Suggestions for teaching adult English language learners**

- ▶ Consider limited use of choral readings. When they are used, select short segments that emphasize English stress and intonation.
- ▶ When involving learners in oral and choral reading of texts, be certain that they first hear a native-speaker-like model of the reading.

## Comprehension

*Reading comprehension* is the ability to discern meaning from the written text. Skilled readers are purposeful and active and apply comprehension strategies to the text. Kruidenier (2002) makes the following suggestions for teaching ABE learners:

- ▶ Have students complete cloze passages (in which learners fill in specific words that are left out of a text).
- ▶ Provide instruction in comprehension strategies, such as using headings and graphics to predict meaning, summarizing verbally, skimming, and scanning.
- ▶ Assess students' use of strategy by asking them which comprehension strategies they used.
- ▶ Assess learners' reading comprehension by having them read passages and answer comprehension questions about the text in multiple-choice or short answers.\*
- ▶ Have students summarize readings.\*

### Issues with adult English language learners

Cultural issues might impede text comprehension. What seems to be a straightforward text—for example, an article about a tree house or one about a family going to the Dairy Queen in a station wagon—may present the reader with difficulties in comprehension because of cultural differences. It is of limited value to assess reading comprehension when readers lack the cultural knowledge needed to understand the text. Summarizing is difficult and should not be asked of learners until they understand the text (Hood, Solomon, & Burns, 1996).

### Suggestions for teaching adult English language learners

- ▶ Find out what students know, need to know, and want to know and then build on ideas and concepts from learners' cultures and experiences whenever possible. Select readings on topics they may be most familiar with.
- ▶ Pre-teach vocabulary and preview unfamiliar ideas, actions, vocabulary, and settings as well as titles, pictures, graphics, text structure, and discourse markers (e.g., words such as *first* or *next*).
- ▶ Use visual aids and physical objects to help learners build background knowledge.
- ▶ Assess learner comprehension through short answers, cloze exercises, and summary writing only after pre-teaching vocabulary, previewing cultural contexts, and discussing the text.

## Conclusion

Some of the suggestions presented here for working with adult English speakers may also be used with adult English language learners, such as teaching letter-sound correspondence and word-analysis skills and providing instruction in comprehension strategies. However, other suggestions,

such as using nonsense words in instruction or relying on context clues to build vocabulary knowledge, are not useful with nonnative English speakers. Difficulties arise because of cultural differences, gaps in English oral vocabulary between English speakers and English language learners, and interference from the native language. Practitioners need to consider these differences when planning and delivering instruction for adult English language learners. Researchers might consider further investigation of issues raised in this brief.

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**Trainer:** Introduce the sample lesson about the Summerville Free Clinic or, preferably, develop your own that uses local information and documents that participants will recognize. Use a Know/Want to know/Learn chart. Explain to participants that this is a lesson topic (Summerville Free Clinic) that students would already know something about.

## K-W-L Chart

What do you <b>know</b> about the Summerville Free Clinic?	What do you <b>want to know</b> about the clinic?	What have you <b>learned</b> ?
<p><i>Have participants fill out this part before they begin the lesson.</i></p>	<p><i>Have participants fill out this part before they begin the lesson.</i></p>	<p><i>Have participants fill out this part at the end of the lesson.</i></p>

## A. History

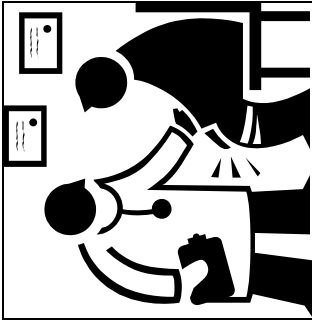
In 2001, physicians with the Summerville Medical Society were increasingly aware that the number of people needing free or low cost medical care was growing. It was estimated that approximately 12% of the city's population of 145,000 people were low-income and without health insurance. Through the efforts of these physicians, a planning committee was formed in 2002 to evaluate the possibility of establishing a free clinic in Summerville.

At that time, there were 18 free clinics in other communities around the state. There are now 28 clinics and each is designed with the specific needs of its community in mind. All are staffed by volunteer physicians, nurses, pharmacists and other community health volunteers.

The Summerville Free Clinic opened its doors at Robert F. Kennedy High School on January 15, 2003, treating 15 people on that cold, wintry night. The Pleasant Valley Clinic site opened independently as a result of a grass roots community effort in November, 2003 and became part of the Free Clinic in fall 2004.

The Free Clinic now treats approximately 75 people each week in its four clinics:

- General Medical at Kennedy HS
- General Medical at Pleasant Valley
- Women's Health at Kennedy HS
- Chronic Care at Kennedy HS



## B. Volunteers

Nearly 60 volunteers work each week in the clinics, including physicians, nurse practitioners, nurses, physician's assistants, pharmacists, radiologists, lab personnel and other non-medical people who act as receptionists, screeners and translators. Please call the clinic if you are interested in becoming a volunteer.

### The Mission

Operated primarily by volunteers, the Summerville Free Clinic provides free medical services to low-income, uninsured Summerville residents.

## C. Services

- General medical care for adults and children
- Specialized screening services for women

- Education and treatment for persons with chronic illnesses
- Lab tests and X-rays as ordered by physician
- HIV tests
- Medications

The Summerville Free Clinic does not provide any services which are available at the Department of Human Resources. Referrals will be made for those services.

Clinic services are available to low-income residents of Summerville. Patients must bring documentation regarding residency and income level.

## D. Hours by Appointment

Call 222-555-1713 for appointments

### General Clinic at Kennedy HS

Open Mondays 6-9 PM

Appointments made Fridays at 10:00 AM

### General Clinic at Pleasant Valley

Open Tuesdays 6-9 PM

Appointments made Fridays at 10:00 AM

### Women's Health Clinic at Kennedy HS

Open 2<sup>nd</sup> and 4<sup>th</sup> Wednesdays 6-9 PM

Appointments made anytime

### Chronic Care Clinic at Kennedy HS

Open 3<sup>rd</sup> Thursday 6-9 PM

By referral only

## **The Summerville Free Clinic: Questions**

### **A. History**

1. When did the Summerville Free Clinic open at Robert F. Kennedy High School?
2. When did the Pleasant Valley Clinic open?
3. What are the three clinics at Kennedy High School?

### **B. The Mission**

4. What does the Summerville Free Clinic do?
5. Who works at the clinic?
6. Do the people who work at the clinic get a salary?

### **C. Services**

7. What kind of medical care does the clinic have for adults and children?
8. I have a chronic illness. How can the Summerville Free Clinic help me?
9. Can I get lab tests and x-rays?
10. What do I need to bring with me to the clinic?

### **D. Hours by Appointment**

11. How many clinics are at Kennedy High School?
12. What telephone number do I call to make an appointment?
13. When is the general clinic at Pleasant Valley open?
14. When is the general clinic at Kennedy open?

Name \_\_\_\_\_ Date \_\_\_\_\_

## **The Summerville Free Clinic: Focus on Grammar**

Read the following sentence.

*Patients must bring documentation regarding residency and income levels.*

What does the underlined word mean?

must = \_\_\_\_\_

Discuss the following questions with a partner in your group. Use your cards to help you form pairs.

**1. What are some things you must do today?**

**2. What are some things you have to do every day?**

After you discuss your answers with two people in your group, write your own answers in the space provided under each question.

Name \_\_\_\_\_ Date \_\_\_\_\_



## The Summerville Free Clinic: Focus on Phonics

In each column, write words that begin with the same letter and same sound.

patient /p/	physician /f/	free /f/

In each line below, circle the two words that begin with the same sound.

1. phone                      pen                      pencil
2. paper                      photo                      physician
3. pharmacists              phone                      pen
4. principal                      physician                      prescription
5. pencil                      paper                      phone
6. photo                      free                      pen

# The Summerville Free Clinic: Multilevel Reading Lesson Plan

<b>Lesson objective:</b> Read a brochure about a community service agency.		
<b>Language Skills:</b> Reading	<b>Life Skills:</b> Access community services	<b>Materials:</b> Brochure from a local service agency  KWL (know, want to know, learned) transparency or PowerPoint slide  Copies of brochure text divided into four reading sections  Questions on each section of the reading

**Stages of the Lesson**

**Warm-Up/Review:** Review health problem (e.g., fever, flu, broken leg) and when and where to go for help.

**Introduction:** Introduce today’s lesson by telling the learners what they are going to read.

<b>Presentation (prereading activities)</b>	<b>Practice (during reading activities)</b>	<b>Evaluation</b>	<b>Expansion (postreading activities)</b>
<ol style="list-style-type: none"> <li>1. Using the KWL transparency or PowerPoint slide, brainstorm what students already know about the clinic and what they want to know.</li> <li>2. Show students the brochure.</li> <li>3. Prepare a jigsaw reading activity.               <ol style="list-style-type: none"> <li>a. Divide the students into heterogeneous groups of four (i.e., groups of mixed reading abilities).</li> <li>b. Assign each student a letter (A, B, C, or D): A for highest-level readers and D for lowest-level readers.</li> <li>c. Regroup the students so that all the As are together, all the Bs, etc.</li> <li>d. Hand out the reading sections from the brochure (A being the most difficult, D being the easiest) and the accompanying questions.</li> <li>e. Ask students to read their sections and circle words they do not know, then discuss them in groups. Circulate to help students with words they don’t know.</li> </ol> </li> </ol>	<p>Have each group read its section and answer the questions. Have them make sure that each member of the group writes down and understands the answer to the questions.</p> <p>When the students have completed their questions, have them regroup to their original groups of four. Hand out complete copies of the brochure text and all the questions. In their groups, have the students share the answers to their reading sections.</p>	<p>Put up a KWL (know, want to know, learned) grid on the board or overhead projector and ask the students what they have learned about the clinic.</p>	





## Miguel's Job

I'm a painter. I work full-time, five days a week. Usually I paint inside houses. My boss calls me about the job. He drives me to the house. I work alone.

Preparation is important in my job. I cover the furniture and floor. I use a metal scraper to take off old paint. I repair holes and wash the walls.

Now I can start painting! First I paint the wall with a brush. After it is dry, I use a roller to paint again. Finally I clean up. I like my job. The pay is OK. The only problem is sometimes I am bored. In the future, I will look for a new job.

**Note:** Materials developed by Phil Cackley at REEP, Arlington, Virginia (2002). Used with permission.

## Comprehension Questions: Do You Understand the Story?

Write Yes or No for the questions.

Yes/No

- |   |       |
|---|-------|
| 1. Does Miguel work as a cook?            | _____ |
| 2. Is Miguel a painter?                   | _____ |
| 3. Does Miguel work part-time?            | _____ |
| 4. Does Miguel work 40 hours per week?    | _____ |
| 5. Does the boss work with Miguel?        | _____ |
| 6. Does Miguel paint in a house?          | _____ |
| 7. Is preparation important for painting? | _____ |
| 8. Does Miguel wash the wall?             | _____ |
| 9. Does Miguel use a roller?              | _____ |
| 10. Does Miguel use a spray machine?      | _____ |
| 11. Does Miguel like his job?             | _____ |
| 12. Is the pay very good?                 | _____ |

## Vocabulary Practice: Action or Thing?

Write the words in the correct group.

work      a scraper      a roller      clean up      a brush  
 floor      a job      repair      use      walls

**Action**

**Thing**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Note:** Materials developed by Phil Cackley at REEP, Arlington, Virginia (2002). Used with permission.

## Conversation Practice

- ▶ Is Miguel's job difficult or easy?
- ▶ Does Miguel have many responsibilities (actions) to do in his job?
- ▶ Does he like his job?
- ▶ What is your job? Is your job easy or difficult?
- ▶ What responsibilities do you have in your job?
- ▶ Do you like your job? Explain.

## Writing Practice

Complete the sentences with your information.

1. My job is \_\_\_\_\_ .
2. I work in a \_\_\_\_\_ .
3. Every day I \_\_\_\_\_ at my job.  
I also \_\_\_\_\_ .
4. I \_\_\_\_\_ (like/don't like) my job.

Now write your own story about your job.

**Note:** Materials developed by Phil Cackley at REEP, Arlington, Virginia (2002). Used with permission.

# Miguel’s Story: Beginning Reading Lesson Plan

<b>Lesson objective:</b> Read a story about a job and identify job titles, responsibilities, and tools.		
<b>Language Skills:</b> Reading Writing Speaking Listening	<b>Life Skills:</b> Describing jobs including duties and tools	<b>Materials:</b> Conversation grid Picture dictionaries Reading—Miguel’s Story Comprehension questions Vocabulary practice Conversation and writing practice Stages of the Lesson

## Stages of the Lesson

**Warm-Up/Review:** Use a conversation grid (see page 35) to prompt students to identify their job titles and their opinion of their job. Students circulate and ask other students questions about their jobs.

**Introduction:** Review one job description including name of position (title), responsibilities (duties), and tools. Choose a job the students are in contact with such as teacher, secretary, or custodian. If listening practice is a focus, have one of these people come into the class and describe their job. Students then repeat the information for the teacher to make a job chart on the board containing position, responsibilities, and tools (A). Choose only one appropriate term for each item (position or title) and be consistent in your usage.

(A)	Position	Responsibilities	Tools
	secretary	type letters	use a computer
(B)	He is a secretary.	He types letters.	He uses a computer.

Presentation (prereading activities)	Practice (during reading activities)	Evaluation	Expansion (postreading activities)
<ol style="list-style-type: none"> <li>Using the job chart, have students generate sentences to go with each column (B). The instructor writes the sentences on the board and points out capitals and end punctuation.</li> <li>Divide students into groups of three-to-five and give at least one picture dictionary to each group. Find or create six-to-eight letter-size pictures of people doing particular jobs. Distribute one or two pictures to each small group and ask them to locate the vocabulary in their picture dictionaries to talk about positions, responsibilities, and tools. (Note: If students haven’t practiced finding items by using the contents and index of the picture dictionary, the teacher will have to give a page range for locating this vocabulary.) Assist each group with pronunciation. Student speakers report back to the whole group. This is a speaking/listening activity with minimal writing necessary.</li> <li>Cover the story and show the picture above Miguel’s story and look at the picture. Ask students to identify the position and tool in the picture.</li> </ol>	<ol style="list-style-type: none"> <li>Have students silently read the stories and circle the vocabulary they don’t know. Teacher reads the story and has students read it aloud. In this way, students can draw from their speaking/listening and reading vocabulary knowledge. Then, students work in groups and reread the story to determine the meaning of the remaining vocabulary questions. Teacher circulates and assists as needed.</li> <li>Students write the answers to the comprehension questions (p. 37) and work on the vocabulary practice (p. 37) individually. They then check their work in groups.</li> <li>In pairs, students engage in the conversation practice (p. 38).</li> <li>Students individually write their own stories with the help of their picture dictionary (writing practice, p. 38).</li> </ol>	Using picture dictionary photographs, prepare a matching exercise of pictures and instructed vocabulary. Have students read their partners’ stories and answer comprehension questions about the stories. (See Comprehension Questions for Miguel’s story as a model.)	Students read parts of job descriptions from a Web site or local employment services program.

## **Evaluating Reading Lessons**

Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

**Warm-Up/Review**

**Introduction**

**Presentation (prereading activities)**

**Practice (during-reading activities)**

**Evaluation**

**Expansion (postreading activities)**



# Lesson Plan Template

<b>Lesson Objective:</b> <i>Students will be able to</i>			
<b>Language Skills:</b>	<b>Life Skills:</b>	<b>Materials:</b>	
<b>Stages of the Lesson</b>			
<b>Warm Up/Review:</b>			
<b>Introduction:</b>			
Presentation (prereading activities)	Practice (during- reading activities)	Evaluation	Expansion (postreading activities)



# Teaching Reading to Adult English Language Learners

## Goal, Objectives, and Agenda

### Goal:

To increase skills in developing coherent, comprehensive, and appropriate reading lessons based on promising practices

### Objectives:

At the end of the workshop, participants should be able to

- ▶ Identify types of native language literacy
- ▶ Identify models of reading
- ▶ Describe knowledge and skills important to the reading process
- ▶ Identify elements of a good reading lesson
- ▶ Create a coherent, comprehensive, and appropriate reading lesson that develops each of the four skills important to reading

### Agenda:

- I. **Introductions and Warm-Up**
- II. **Presentation:** What the reading research says
- III. **Demonstration:** Understanding the reading process
- IV. **Presentation:** Differences in teaching ABE and ESL reading
- V. **Demonstration:** Reading lessons
- VI. **Practice:** Creating reading lessons
- VII. **Application:** Lesson presentations
- VIII. **Wrap-Up and Evaluation**

## What Do You Think About Reading?

**Directions:** What do you think about the following statements? Put yourself on the scale following each statement. Discuss your responses with the person(s) sitting next to you.

1. **Although in everyday life we listen and speak more than we read and write, reading is power.**

Agree \_\_\_\_\_ Disagree

2. **All English language learners, regardless of their native language literacy, need direct teaching in the English symbol system and in English sound-symbol correspondence.**

Agree \_\_\_\_\_ Disagree

3. **Reading instruction needs to be planned as a process over time.**

Agree \_\_\_\_\_ Disagree

4. **Learner needs assessment is not important; what matters is teaching learners what you know they need to know.**

Agree \_\_\_\_\_ Disagree

5. **In learning another language, vocabulary is not as important as grammar.**

Agree \_\_\_\_\_ Disagree

6. **Guessing words from context is an excellent strategy for learning second language vocabulary.**

Agree \_\_\_\_\_ Disagree

7. **Direct teaching of grammar and syntax (e.g., word order, past tense markers) has no place in the adult ESL reading class.**

Agree \_\_\_\_\_ Disagree

8. **Even a good text should be supplemented with additional materials to meet student needs.**

Agree \_\_\_\_\_ Disagree

# Reading and Adult English Language Learners: A Review of the Research

## Cooperative Reading Activity

**Directions:** Answer the questions according to the trainer's instructions. The answers are found on the pages indicated.

- 1. What are some of the factors that affect the literacy development of adults learning English? (p. 7)**
  
  
  
  
  
  
  
  
  
  
- 2. What are the six types of L1 literacy backgrounds described in this section? (p. 8)**
  
  
  
  
  
  
  
  
  
  
- 3. How might differences in learners' educational backgrounds affect their expectations about learning to read in L2? (p. 16)**
  
  
  
  
  
  
  
  
  
  
- 4. What component of language proficiency has a strong effect on reading comprehension? What is the difference between breadth and depth of vocabulary knowledge? (pp. 17–18)**
  
  
  
  
  
  
  
  
  
  
- 5. What are the four models that researchers use to describe the reading process? (pp. 24–25)**

**6. What four skills are important in reading development? Describe each briefly. (pp. 25–27)**

**7. What are some phonological processing skills and how can they be taught? (pp. 29–30)**

**8. What can teachers do to help learners increase vocabulary recognition? (pp. 30–31)**

**9. How can teachers help learners develop syntactic processing skills? (p. 31)**

**10. What are some ways to help learners activate schema? (pp. 31–32)**

## Reading Comprehension

**Directions:** Read the passage below and then answer the questions.

Zing quackles and randles estrates were zickled. While zickling the quackles frumpled, zooped, and finally predacked. All quackles generally predack, but if immigted prior to zickling, they sometimes will not predack and may only frumple and zoop.

1. What were zickled?
2. What happened to them during zickling?
3. How do you prevent predacking?
4. In your own words, explain whether you think zickling would be an enjoyable experience.

**With a partner, discuss the following:**

- ▶ Were you able to read the passage?
- ▶ What knowledge did you use in reading it?
- ▶ Did you understand the passage?
- ▶ What enabled you to understand it or not?
- ▶ Were you able to answer the exercise questions?

**Note:** From Hood, S., Solomon, N., & Burns, A. (1996). *Focus on reading* (new ed., pp. 3–4). Sydney, Australia: National Centre for English Language Teaching and Research (NCELTR). Used with permission.

## Questions on *How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?*

**Directions:** Answer this question *before* reading the brief.

1. What do you think are some differences between teaching reading to adult native English speakers and teaching reading to adult English language learners?

**Directions:** Answer this question *after* reading the brief. Then discuss your answers with someone at your table.

2. What does the article say are the differences between teaching reading to adult native English speakers and teaching reading to adult English language learners?

**Directions:** Answer this question after your table discussion and be prepared to discuss it with the whole group.

3. What did you find interesting about these differences?



# How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?

*Miriam Burt, Joy Kreeft Peyton, and Carol Van Duzer*  
*Center for Adult English Language Acquisition*  
*March 2005*

## Adult Learners

Adult education programs serve both learners who are native English speakers and those whose first, or native, language is not English. Native English speakers attend adult basic education (ABE) classes to learn basic skills so they can get high school equivalency certificates or to achieve other goals related to job, family, or further education. English language learners attend English as a second language (ESL) or ABE classes to improve their oral and written skills in English and to achieve goals similar to those of native English speakers. Sometimes ABE classes include both native English speakers and English language learners.

## Audience for This Brief

This brief is written for the following audiences:

- ▶ Practitioners—teachers, teacher trainers, curriculum writers, and program administrators—who work with adult English language learners in ESL classes or in mixed ABE classes (with native English speakers and English language learners)
- ▶ Educational researchers

## Background

Literacy and language proficiency in English seem to be related to economic self-sufficiency. Immigrants who are literate only in a language other than English are more likely to have non-continuous employment and to earn less than those literate in English (Greenberg, Macías, Rhodes, & Chan, 2001). An analysis of the 2000 U.S. Census data on immigrant earnings revealed a positive relationship between earnings and English language and literacy (Chiswick & Miller, 2002).

Increasing the English reading skills of adult immigrants is an important task. Unfortunately, little research exists on how adult immigrants learn to read in English and which instructional practices are the most successful. In order to provide evidence-based suggestions for teaching reading to adult English language learners, this brief summarizes the research base on adult English speakers learning to read and the suggestions for instruction from these studies (Kruidenier, 2002). Then, using findings from a synthesis of research on adult English language learners learning to read (Burt, Peyton, & Adams, 2003), the brief describes how these learners differ from native English speakers and how these differences should affect instruction.

## Research Base

A review of research on adult literacy and reading instruction in ABE was conducted by a group convened by the National Institute for Literacy (NIFL) and the National Center for the Study of Adult Learning and Literacy (NCSALL). This Reading Research Working Group looked at approximately 70 research studies (Kruidenier, 2002). Only 5 of the studies addressed English language learners specifically; the rest of the studies were normed on native English speakers.

Another review focused on reading development among adult English language learners in the United States (Burt, Peyton, & Adams, 2003). The review found only 47 studies that addressed this group of learners. Of those, only 24 were conducted in non-postsecondary education settings (adult education programs, community-based programs, and workplace literacy programs). The others were conducted in college-based intensive English programs (IEPs). Although the body of research is small and preliminary, it provides valuable information about English language learners in adult education programs and can be used as the springboard for future research studies.

## Research Findings

Kruidenier (2002) discusses the following components of reading:

- ▶ vocabulary
- ▶ alphabets and word analysis
- ▶ fluency
- ▶ comprehension

These components are defined below with corresponding suggestions from Kruidenier for teaching reading to adult learners in ABE programs. Note that the suggestions marked with an asterisk (\*) may not be effective with adults learning English. The suggestions are followed by a brief discussion of the marked items and the ways that these might be handled with English language learners. This discussion is informed by the review by Burt, Peyton, and Adams (2003) and writings on second language acquisition by Birch (2002), Eskey (2005), Folse (2004), Hadley (1993), Nation (2000, 2005), and Qian (1999). This literature suggests that the differences between adult English speakers and those learning English may affect both the ways that adults learn and how they should be taught to read.

## Vocabulary

*Vocabulary* refers to the words that a person knows. Reading vocabulary is critical to the comprehension processes of a skilled reader. Kruidenier (2002) makes the following suggestions for teaching ABE learners:

- ▶ Conduct oral assessments, where learners either choose the one correct meaning of a word from multiple choices or define terms in their own words.

- ▶ Teach vocabulary in semantic sets.\*
- ▶ Encourage students to get meaning of new vocabulary items through context.\*

### Issues for English language learners

Folse (2004) reviewed the research on teaching vocabulary in semantic sets (e.g., colors, foods, furniture, days of the week) and found that grouping words in this way can actually impede the learning of vocabulary. This is because if similar new words are presented together, such as a set of colors or the days of the week, the learner is likely to confuse the words. The same is true if antonym pairs such as *hot/cold*, *fat/thin*, *right/left* are presented together. Folse suggests grouping new vocabulary around looser themes, such as going out to eat, planning a trip, or celebrating an anniversary. Nation (2000, 2005) recommends teaching high-frequency vocabulary first. For example, rather than presenting *red*, *yellow*, *blue*, *black*, *white*, etc. at one time, he suggests beginning with one color. In this way, *red*, which is used more frequently than *orange*, would be taught before *orange*. *Tuesday*, which is used more frequently than *Thursday*, would be taught before *Thursday* (Nation, 2000). This separation of *Tuesday* and *Thursday* would also avoid confusion between these two words, which are similar phonologically and in spelling (Folse, 2004).

Acquiring the meaning of a vocabulary item through context clues—a strategy often taught by ABE teachers—is difficult for learners of English as a second language, because they often do not have the vocabulary in English that native speakers have (Eskey, 2005). For example, while fluent English speakers possess a written English vocabulary of 10,000–100,000 words, second language learners generally know only 2,000–7,000 English words when they begin their academic studies (Hadley, 1993). This gap can impede success in listening to lectures, reading academic material, or writing essays. Using context to understand new vocabulary requires an understanding of more than 98% of the words of a passage (Nation, 2005). Furthermore, even if the meaning of a word can be guessed from context, knowledge of the word may be superficial. Truly knowing a word includes knowing its pronunciation, spelling, morphological and syntactic properties (e.g., part of speech, prefixes, and suffixes), and multiple meanings; the contexts in which the word can be used; the frequency with which it is used; and its collocates, or how it combines with other words (e.g., the word *squander* is often paired with resources, time, or money; Folse, 2004). For these reasons, vocabulary teaching needs to be planned and deliberate with English language learners.

### Suggestions for teaching adult English language learners

Because English language learners need to acquire more English vocabulary for all aspects of their lives, Birch (2002), Eskey (2005), Folse (2004), and Nation (2000, 2005) suggest the following:

- ▶ Pre-teach the vocabulary in a reading passage.
- ▶ To limit the number of vocabulary items that must be pre-taught, select reading passages that are only slightly above what learners can read independently.
- ▶ Teach high-frequency words first.
- ▶ Provide learners with multiple exposures to specific words in multiple contexts.

- ▶ Provide learners with lists of words for intentional learning.
- ▶ Avoid presenting synonyms, antonyms, or words in the same semantic set together.
- ▶ Teach learners to use both monolingual and bilingual dictionaries. Because even English dictionaries designed specifically for learners contain about 2,000 words with definitions and examples in English, learners at basic reading levels may not understand the definitions and explanations. They will need to use bilingual dictionaries.
- ▶ Encourage learners to use word cards (note cards with the English word on one side and the translation on the back) and to study them frequently.
- ▶ Encourage vocabulary learning through regular tests where students can prove receptive knowledge of words through matching words to definitions or multiple-choice exercises.
- ▶ After reading, students can write sentences in which they use specific words and grammatical forms.

### **Alphabetics and Word Analysis**

Kruidenier (2002) defines *alphabetics* and *word analysis* as the “whole process of using the letters in a written alphabet to represent meaningful spoken words” (p. 35). Adult beginning readers typically have difficulty applying letter-sound knowledge to figure out new words while reading. Word analysis refers to the methods that readers use to recognize words. These methods include understanding letter-sound correspondences and recognizing sight words; using context to determine meaning; knowing prefixes, suffixes, and root words; and using dictionaries. Kruidenier makes the following suggestions for teaching ABE learners:

- ▶ Assess beginning readers’ letter-sound knowledge through their pronunciation of letters, word parts, or whole words that are decodable using common rules or generalizations.
- ▶ Assess knowledge of sight words with lists of regularly and irregularly spelled words.
- ▶ Provide adult beginning readers with explicit instruction in word analysis.
- ▶ When assessing letter-sound knowledge, consider using nonsense words to ensure the reader does not know the words as sight words.\*

### **Issues with English language learners**

English language learners may not have literacy skills in any language, or they may be literate in a nonalphabetic system such as Chinese, a non-Roman alphabet such as Cyrillic, or a Roman alphabet such as Spanish. All will experience some difficulties in English sound-symbol relationships (Burt, Peyton, & Adams, 2003). Alphabetics instruction with native English speakers generally assumes high oral language skills and vocabulary. Nonnative English speakers do not have the vocabulary base in English that native speakers have, in either written or oral expression.

As a result, instructional strategies that rely on oral comprehension of vocabulary and use of nonsense words to teach sound-symbol correspondence are not likely to be successful with English language learners (Nation, 2005; Qian, 1999).

### Suggestions for teaching adult English language learners

- ▶ Teach English letter-sound correspondences to all learners.
- ▶ When assessing knowledge of letter-sound relationships, use actual English words that follow patterns, such as *bat/pat/sat*. Do not use nonsense words.
- ▶ Teach morphophonemic relationships in the English writing system. For example, point out that while the regular past tense has different pronunciations depending on the phonological structure of the verb, past tense morphology for regular English verbs has only one written form: *-ed* (e.g., *laughed /t/*, *climbed /d/*, *wanted /wɒntəd /əd/*).
- ▶ Teach word-analysis skills, including word prefixes and suffixes.
- ▶ Identify parts of speech and their roles.

## Fluency

*Fluency* is the ability to read easily and accurately, with appropriate rhythm, intonation, and expression. For ABE learners, fluency instruction and practice may lead to increased reading ability. Kruidenier (2002) makes the following suggestions for teaching ABE learners:

- ▶ Assess learners' fluency by rating the accuracy and speed of their oral reading.\*
- ▶ Involve learners in repeated reading of texts and words, taped and live.\*

### Issues with English language learners

Extensive individual oral reading and choral reading is of questionable value in the adult ESL classroom. Accuracy in oral reading by adults learning English may be complicated by native language interference at every level from the letter-sound relationship to suprasegmentals of the language (stress, intonation, and pauses).

### Suggestions for teaching adult English language learners

- ▶ Consider limited use of choral readings. When they are used, select short segments that emphasize English stress and intonation.
- ▶ When involving learners in oral and choral reading of texts, be certain that they first hear a native-speaker-like model of the reading.

## Comprehension

*Reading comprehension* is the ability to discern meaning from the written text. Skilled readers are purposeful and active and apply comprehension strategies to the text. Kruidenier (2002) makes the following suggestions for teaching ABE learners:

- ▶ Have students complete cloze passages (in which learners fill in specific words that are left out of a text).
- ▶ Provide instruction in comprehension strategies, such as using headings and graphics to predict meaning, summarizing verbally, skimming, and scanning.
- ▶ Assess students' use of strategy by asking them which comprehension strategies they used.
- ▶ Assess learners' reading comprehension by having them read passages and answer comprehension questions about the text in multiple-choice or short answers.\*
- ▶ Have students summarize readings.\*

### Issues with adult English language learners

Cultural issues might impede text comprehension. What seems to be a straightforward text—for example, an article about a tree house or one about a family going to the Dairy Queen in a station wagon—may present the reader with difficulties in comprehension because of cultural differences. It is of limited value to assess reading comprehension when readers lack the cultural knowledge needed to understand the text. Summarizing is difficult and should not be asked of learners until they understand the text (Hood, Solomon, & Burns, 1996).

### Suggestions for teaching adult English language learners

- ▶ Find out what students know, need to know, and want to know and then build on ideas and concepts from learners' cultures and experiences whenever possible. Select readings on topics they may be most familiar with.
- ▶ Pre-teach vocabulary and preview unfamiliar ideas, actions, vocabulary, and settings as well as titles, pictures, graphics, text structure, and discourse markers (e.g., words such as *first* or *next*).
- ▶ Use visual aids and physical objects to help learners build background knowledge.
- ▶ Assess learner comprehension through short answers, cloze exercises, and summary writing only after pre-teaching vocabulary, previewing cultural contexts, and discussing the text.

## Conclusion

Some of the suggestions presented here for working with adult English speakers may also be used with adult English language learners, such as teaching letter-sound correspondence and word-analysis skills and providing instruction in comprehension strategies. However, other suggestions,

such as using nonsense words in instruction or relying on context clues to build vocabulary knowledge, are not useful with nonnative English speakers. Difficulties arise because of cultural differences, gaps in English oral vocabulary between English speakers and English language learners, and interference from the native language. Practitioners need to consider these differences when planning and delivering instruction for adult English language learners. Researchers might consider further investigation of issues raised in this brief.

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## A. History

In 2001, physicians with the Summerville Medical Society were increasingly aware that the number of people needing free or low cost medical care was growing. It was estimated that approximately 12% of the city's population of 145,000 people were low-income and without health insurance. Through the efforts of these physicians, a planning committee was formed in 2002 to evaluate the possibility of establishing a free clinic in Summerville.

At that time, there were 18 free clinics in other communities around the state. There are now 28 clinics and each is designed with the specific needs of its community in mind. All are staffed by volunteer physicians, nurses, pharmacists and other community health volunteers.

The Summerville Free Clinic opened its doors at Robert F. Kennedy High School on January 15, 2003, treating 15 people on that cold, wintry night. The Pleasant Valley Clinic site opened independently as a result of a grass roots community effort in November, 2003 and became part of the Free Clinic in fall 2004.

The Free Clinic now treats approximately 75 people each week in its four clinics:

- General Medical at Kennedy HS
- General Medical at Pleasant Valley
- Women's Health at Kennedy HS
- Chronic Care at Kennedy HS



## B. Volunteers

Nearly 60 volunteers work each week in the clinics, including physicians, nurse practitioners, nurses, physician's assistants, pharmacists, radiologists, lab personnel and other non-medical people who act as receptionists, screeners and translators. Please call the clinic if you are interested in becoming a volunteer.

### The Mission

Operated primarily by volunteers, the Summerville Free Clinic provides free medical services to low-income, uninsured Summerville residents.

## C. Services

- General medical care for adults and children
- Specialized screening services for women

- Education and treatment for persons with chronic illnesses
- Lab tests and X-rays as ordered by physician
- HIV tests
- Medications

The Summerville Free Clinic does not provide any services which are available at the Department of Human Resources. Referrals will be made for those services.

Clinic services are available to low-income residents of Summerville. Patients must bring documentation regarding residency and income level.

## D. Hours by Appointment

Call 222-555-1713 for appointments

### General Clinic at Kennedy HS

Open Mondays 6-9 PM

Appointments made Fridays at 10:00 AM

### General Clinic at Pleasant Valley

Open Tuesdays 6-9 PM

Appointments made Fridays at 10:00 AM

### Women's Health Clinic at Kennedy HS

Open 2<sup>nd</sup> and 4<sup>th</sup> Wednesdays 6-9 PM

Appointments made anytime

### Chronic Care Clinic at Kennedy HS

Open 3<sup>rd</sup> Thursday 6-9 PM

By referral only



## **The Summerville Free Clinic: Questions**

### **A. History**

1. When did the Summerville Free Clinic open at Robert F. Kennedy High School?
2. When did the Pleasant Valley Clinic open?
3. What are the three clinics at Kennedy High School?

### **B. The Mission**

4. What does the Summerville Free Clinic do?
5. Who works at the clinic?
6. Do the people who work at the clinic get a salary?

### **C. Services**

7. What kind of medical care does the clinic have for adults and children?
8. I have a chronic illness. How can the Summerville Free Clinic help me?
9. Can I get lab tests and x-rays?
10. What do I need to bring with me to the clinic?

### **D. Hours by Appointment**

11. How many clinics are at Kennedy High School?
12. What telephone number do I call to make an appointment?
13. When is the general clinic at Pleasant Valley open?
14. When is the general clinic at Kennedy open?

Name \_\_\_\_\_ Date \_\_\_\_\_

## **The Summerville Free Clinic: Focus on Grammar**

Read the following sentence.

*Patients must bring documentation regarding residency and income levels.*

What does the underlined word mean?

must = \_\_\_\_\_

Discuss the following questions with a partner in your group. Use your cards to help you form pairs.

**1. What are some things you must do today?**

**2. What are some things you have to do every day?**

After you discuss your answers with two people in your group, write your own answers in the space provided under each question.

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Summerville Free Clinic: Focus on Phonics

In each column, write words that begin with the same letter and same sound.

patient /p/	physician /f/	free /f/

In each line below, circle the two words that begin with the same sound.

1. phone                      pen                      pencil
2. paper                      photo                      physician
3. pharmacists              phone                      pen
4. principal                      physician                      prescription
5. pencil                      paper                      phone
6. photo                      free                      pen

# The Summerville Free Clinic: Multilevel Reading Lesson Plan

<b>Lesson objective:</b> Read a brochure about a community service agency.			
<b>Language Skills:</b> Reading	<b>Life Skills:</b> Access community services	<b>Materials:</b> Brochure from a local service agency  KWL (know, want to know, learned) transparency or PowerPoint slide  Copies of brochure text divided into four reading sections  Questions on each section of the reading	
<b>Stages of the Lesson</b>			
<b>Warm-Up/Review:</b> Review health problem (e.g., fever, flu, broken leg) and when and where to go for help.			
<b>Introduction:</b> Introduce today's lesson by telling the learners what they are going to read.			
<b>Presentation (prereading activities)</b>	<b>Practice (during reading activities)</b>	<b>Evaluation</b>	<b>Expansion (postreading activities)</b>
<ol style="list-style-type: none"> <li>1. Using the KWL transparency or PowerPoint slide, brainstorm what students already know about the clinic and what they want to know.</li> <li>2. Show students the brochure.</li> <li>3. Prepare a jigsaw reading activity.               <ol style="list-style-type: none"> <li>a. Divide the students into heterogeneous groups of four (i.e., groups of mixed reading abilities).</li> <li>b. Assign each student a letter (A, B, C, or D): A for highest-level readers and D for lowest-level readers.</li> <li>c. Regroup the students so that all the As are together, all the Bs, etc.</li> <li>d. Hand out the reading sections from the brochure (A being the most difficult, D being the easiest) and the accompanying questions.</li> <li>e. Ask students to read their sections and circle words they do not know, then discuss them in groups. Circulate to help students with words they don't know.</li> </ol> </li> </ol>	<p>Have each group read its section and answer the questions. Have them make sure that each member of the group writes down and understands the answer to the questions.</p> <p>When the students have completed their questions, have them regroup to their original groups of four. Hand out complete copies of the brochure text and all the questions. In their groups, have the students share the answers to their reading sections.</p>	<p>Put up a KWL (know, want to know, learned) grid on the board or overhead projector and ask the students what they have learned about the clinic.</p>	<p>Students work on using <i>must</i> and <i>have to</i> in everyday contexts and identify words that begin with /f/ and /p/.</p>

# Miguel’s Story: Beginning Reading Lesson Plan

<b>Lesson objective:</b> Read a story about a job and identify job titles, responsibilities, and tools.		
<b>Language Skills:</b> Reading Writing Speaking Listening	<b>Life Skills:</b> Describing jobs including duties and tools	<b>Materials:</b> Conversation grid Picture dictionaries Reading—Miguel’s Story Comprehension questions Vocabulary practice Conversation and writing practice Stages of the Lesson

## Stages of the Lesson

**Warm-Up/Review:** Use a conversation grid (see page 62) to prompt students to identify their job titles and their opinion of their job. Students circulate and ask other students questions about their jobs.

**Introduction:** Review one job description including name of position (title), responsibilities (duties), and tools. Choose a job the students are in contact with such as teacher, secretary, or custodian. If listening practice is a focus, have one of these people come into the class and describe their job. Students then repeat the information for the teacher to make a job chart on the board containing position, responsibilities, and tools (A). Choose only one appropriate term for each item (position or title) and be consistent in your usage.

(A)	Position	Responsibilities	Tools
	secretary	type letters	use a computer
(B)	He is a secretary.	He types letters.	He uses a computer.

Presentation (prereading activities)	Practice (during reading activities)	Evaluation	Expansion (postreading activities)
<ol style="list-style-type: none"> <li>Using the job chart, have students generate sentences to go with each column (B). The instructor writes the sentences on the board and points out capitals and end punctuation.</li> <li>Divide students into groups of three-to-five and give at least one picture dictionary to each group. Find or create six-to-eight letter-size pictures of people doing particular jobs. Distribute one or two pictures to each small group and ask them to locate the vocabulary in their picture dictionaries to talk about positions, responsibilities, and tools. (Note: If students haven’t practiced finding items by using the contents and index of the picture dictionary, the teacher will have to give a page range for locating this vocabulary.) Assist each group with pronunciation. Student speakers report back to the whole group. This is a speaking/listening activity with minimal writing necessary.</li> <li>Cover the story and show the picture above Miguel’s story and look at the picture. Ask students to identify the position and tool in the picture.</li> </ol>	<ol style="list-style-type: none"> <li>Have students silently read the stories and circle the vocabulary they don’t know. Teacher reads the story and has students read it aloud. In this way, students can draw from their speaking/listening and reading vocabulary knowledge. Then, students work in groups and reread the story to determine the meaning of the remaining vocabulary questions. Teacher circulates and assists as needed.</li> <li>Students write the answers to the comprehension questions (p. 64) and work on the vocabulary practice (p. 64) individually. They then check their work in groups.</li> <li>In pairs, students engage in the conversation practice (p. 65).</li> <li>Students individually write their own stories with the help of their picture dictionary (writing practice, p. 65).</li> </ol>	Using picture dictionary photographs, prepare a matching exercise of pictures and instructed vocabulary. Have students read their partners’ stories and answer comprehension questions about the stories. (See Comprehension Questions for Miguel’s story as a model.)	Students read parts of job descriptions from a Web site or local employment services program.

## Beginning Reading Conversation Grid

What is your name?	What is your job?	Do you like your job? (YES or NO)



## Miguel's Job

I'm a painter. I work full-time, five days a week. Usually I paint inside houses. My boss calls me about the job. He drives me to the house. I work alone.

Preparation is important in my job. I cover the furniture and floor. I use a metal scraper to take off old paint. I repair holes and wash the walls.

Now I can start painting! First I paint the wall with a brush. After it is dry, I use a roller to paint again. Finally I clean up. I like my job. The pay is OK. The only problem is sometimes I am bored. In the future, I will look for a new job.

**Note:** Materials developed by Phil Cackley at REEP, Arlington, Virginia (2002). Used with permission.

## Comprehension Questions: Do You Understand the Story?

Write Yes or No for the questions.

Yes/No

- |   |       |
|---|-------|
| 1. Does Miguel work as a cook?            | _____ |
| 2. Is Miguel a painter?                   | _____ |
| 3. Does Miguel work part-time?            | _____ |
| 4. Does Miguel work 40 hours per week?    | _____ |
| 5. Does the boss work with Miguel?        | _____ |
| 6. Does Miguel paint in a house?          | _____ |
| 7. Is preparation important for painting? | _____ |
| 8. Does Miguel wash the wall?             | _____ |
| 9. Does Miguel use a roller?              | _____ |
| 10. Does Miguel use a spray machine?      | _____ |
| 11. Does Miguel like his job?             | _____ |
| 12. Is the pay very good?                 | _____ |

## Vocabulary Practice: Action or Thing?

Write the words in the correct group.

work      a scraper      a roller      clean up      a brush  
floor      a job      repair      use      walls

**Action**

**Thing**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Note:** Materials developed by Phil Cackley at REEP, Arlington, Virginia (2002). Used with permission.



## Conversation Practice

- ▶ Is Miguel's job difficult or easy?
- ▶ Does Miguel have many responsibilities (actions) to do in his job?
- ▶ Does he like his job?
- ▶ What is your job? Is your job easy or difficult?
- ▶ What responsibilities do you have in your job?
- ▶ Do you like your job? Explain.

## Writing Practice

Complete the sentences with your information.

1. My job is \_\_\_\_\_ .
2. I work in a \_\_\_\_\_ .
3. Every day I \_\_\_\_\_ at my job.  
I also \_\_\_\_\_ .
4. I \_\_\_\_\_ (like/don't like) my job.

Now write your own story about your job.

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# Evaluating Reading Lessons

**Directions:** Which reading skills are highlighted in each stage of the reading lesson? How are they developed?

**Warm-Up/Review**

**Introduction**

**Presentation (prereading activities)**

**Practice (during-reading activities)**

**Evaluation**

**Expansion (postreading activities)**

# Lesson Plan Template

<b>Lesson Objective:</b> <i>Students will be able to</i>			
<b>Language Skills:</b>	<b>Life Skills:</b>	<b>Materials:</b>	
<b>Stages of the Lesson</b>			
<b>Warm Up/Review:</b>			
<b>Introduction:</b>			
Presentation (prereading activities)	Practice (during- reading activities)	Evaluation	Expansion (postreading activities)

## Reflections on the Workshop

1. How have your ideas about reading changed?

2. What has been reinforced?

3. What was the most important thing you learned, and how do you plan to use it?

# Teaching Reading to Adult English Language Learners

## Workshop Evaluation

### Expectations About Contents of the Workshop

What did you hope to gain from this course or workshop? (please ✓ all that apply)

- Basic introduction or exposure to subject
- In-depth theory or study of subject
- Strategies and ideas about how to implement subject
- Information to take back and share at program
- More general information about subject
- Other \_\_\_\_\_

Did the workshop fulfill your expectations and needs? (please circle one)

Not at all      Barely      Sufficiently      A great deal      Completely

Please explain why you circled the above.

### Quality of the Workshop

Area	Quality (please ✓ one)				Comments/Suggestions for Improvement
Trainer style	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Presentation and progress (balance between trainer and participant involvement, kinds of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Materials (handouts, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	
Organization of workshops (arrangement of content, flow of activities, etc.)	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>	

### Follow-Up Activity

As a result of these workshops, what do you hope to try in your classroom or program?

### Other Comments

## Notes