A Handbook for Home Language Literacy Instruction with LESLLA Learners

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Chapter 1: Introduction

Language and literacy training with adults takes many forms. Sometimes, newcomers to Canada are learning to speak English and, at the same time, are developing print literacy skills for the first time, in any language. What makes this exceptionally challenging, is that learners are learning to read and write in a language that they are still learning.

> The term ***LESLLA Learners*** refers to adult newcomers who are learning to read and write for the first time, and who are doing so in a language that is new to them.

As a field, we have begun to understand that second language and literacy acquisition occurs differently when learners have already developed print literacy in another language. We are relearning what it means to offer effective learning opportunities for LESLLA learners, however, some promising practices have been put forward, such as those outlined in the well-known What Works Study (Condelli & Wrigley, 2008) and by Vinogradov (2015, 2010).

What if…?

As teachers, we are keen to work with learners' strengths. We create lessons based on learners' interests, and we draw on learners' rich prior experiences of the world to inform our instruction. Yet, there is one resource learners have that remains largely 'untapped': their home language.

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While this project does not answer the question completely, it begins to delve into the question:

What if literacy instruction started with learners' home language?

To begin to address this question, a small team began with:

- A community needs assessment
- A curriculum framework for biliteracy instruction with adult LESLLA learners

Based on initial feedback, the curriculum framework was piloted in 2020-2021 with a small number of hours in home language literacy instruction in Farsi and Nepali.

> The *Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners* (2020) builds on existing knowledge and best practice in the field.

Purpose of the Handbook

This handbook was developed for teachers starting a biliteracy class with LESLLA learners. Building on the *Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners*, this document serves as a guide for teachers who are implementing the framework in their own contexts.

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Pilot Overview: Home Language Literacy Instruction

Using the *Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners*, this pilot project aims to improve outcomes of second language and literacy learning by beginning literacy instruction in the home language. As facilitators follow a curriculum framework, rather than a curriculum, facilitators are able to adapt the needs and interests of each learner.

At intake, learners complete a literacy assessment to determine existing skills in each of the 5 components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension (Learning Point Associates, 2004). Facilitators also ask about learners' goals and interests. This information informs the direction of the early sessions.

Who is it for?

This program is for adult newcomers who are learning to read and write for the first time in any language. While it was designed especially for adults who have not had access to formal schooling and who have not yet developed print literacy, research is needed to learn whether the model may also be beneficial with learners who have acquired some basic literacy skills.

What does it look like?

The Curriculum Framework is built on:

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- Whole Part Whole methodology
- The 5 Components of Reading Instruction

This project has, to date, worked with two models of biliteracy instruction:

1) Home language literacy instruction before target language and literacy instruction.
2) Home language literacy instruction before target language and literacy instruction, with some L2 language and literacy instruction incorporated.

Other studies have reported significant benefits to the inclusion of L1 language support in target language classes (Condelli & Wrigley, 2008; Makulloluwa, 2016). We suggest building in L1 support through educational assistants or through the program teacher.

How long does it take?

We do not yet know how long developing print literacy takes for adults learning to read and write for the first time; nor has there been any focused research to determine how many hours of L1 instruction are needed to be supportive of target language and literacy development. However, there have been some small pilot projects that will give us a starting point.

One such small pilot project in Australia (Commonwealth of Australia, 2009) included 160 hours of Dinka L1 literacy instruction before moving to English language and literacy instruction. In this second phase of the project, where L2

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literacy instruction was introduced, L1 tutors supported English language and literacy classes and offered ongoing L1 literacy classes one day a week. A Nepali literacy pilot program for 60+ year-old learners in Kathmandu offered a total of 332 hours of instruction with the end goal of learners being able to read and write their name and simple words; as the program was developed for rural elders moving into the city, the classes also included an English language component (UNESCO, 2020).

In a discussion paper titled, 'The Science of Reading', authors Thomas, Knowland & Rogers (2020), suggest that more successful adult literacy programs run six hours a week for nine months and that, given it takes children about 2000 hours of reading practice to be able to read fluently, we should expect about the same for adults.

We do not have any definitive answers as to how long learning to read and write takes to develop with adult learners who are developing print literacy skills for the first time. Questions remain as to how much home language literacy instruction is needed before reading, writing, and metacognitive skills transfer to target language literacy acquisition. As the project is put into practice, data gathered about how literacy learning develops over time will inform recommendations about length of time for L1 literacy instruction and for L1 support in L2 language and literacy instruction.

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Chapter 1 provided some background to biliteracy instruction with LESLLA learners. In the next chapter, you will review key points about effective literacy instruction with LESLLA learners.

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Chapter 2: Developing Print Literacy & LESLLA Learners

In Chapter 2, you will read about the framework we implemented in our pilot project.

The *Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners* is founded on:

- The Whole-Part-Whole Framework
- The 5 Components of Reading Instruction
- Beginning literacy instruction in learners' home languages

Adult newcomers who are developing print literacy for the first time and are doing so in a language that is new to them, learn best when language and literacy instruction is relevant, and when literacy instruction is explicit, intensive, and supportive (Torgeson, 2002). This means that teachers explain the reading process to new readers, that there is plenty of skills practice, and that learners are supported to experience success and develop new skills.

Effective instruction with LESLLA learners is contextualized (Wrigley, 1993). It is centered around learners' interests, goals, and everyday life experiences. Effective reading instruction also incorporates explicit, intensive instruction on the skills that make meaning-making possible (Torgeson, 2002). Beginning literacy instruction in learners' home languages is a strengths-based approach that will

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enable learners to develop reading and writing skills in a context and language that is familiar.

> "Five general principles can help us create vibrant, successful classroom for our low-literacy students: keep lessons contextualized, combine bottom-up and top-down approaches, cater to a variety of learning preferences, tap into students' strengths, and nurture their confidence."
>
> Vinogradov, 2008

A **whole-part-whole** approach to literacy instruction ensures that instruction starts with meaning making, and that the discrete skills that are the building blocks of reading, like word knowledge, phonemic awareness and phonics, are explicitly taught in a way that is contextualized (Trupke-Bastidas, 2007).

The **5 components of reading instruction** described here are drawn from a review by Learning Points Associates (2004): phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Phonemic awareness: the ability to identify and produce individual sounds (phonemes). Asking a learner to produce the first sound (not letter) in a word is a phonemic awareness task. Alternately, tasks become more complex when a learner is asked to blend several phonemes or sounds together. For instance, a learner might be asked what the sounds /b/, /a/, and /k/ say when they are blended (back).

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Phonics: invovles matching phonemes, or sounds, to graphemes, or letters. Together phonics and phonemic awareness "provide a solid foundation to for using the alphabetic principle to learn to read" (Learning Point Associates, 2004, p. 11). When a reader approaches an unfamiliar word, knowledge of phonics can be used to decode that word.

Even though letter correspondance can be irregular in some languages (like English), understanding the rules of the alphabetic principle is useful and important. It encompasses individual letters and sounds, as well as letter combinations that produce specific sounds (e.g., -gh at the end of the word producing /f/, as in tough). In languages like Farsi and Nepali, letter-sound correspondance is regular.

To learn more about the **5 components of reading instruction**, see A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research for Teachers by Learning Point Associates (2004).

Vocabulary: In order for a reader to make meaning of text, the reader must know most of the vocabulary in that text. Vocabulary knowledge is also important for reading fluency. As readers decode words, they draw on known vocabulary.

Fluency: When someone reads fluently, they read with 'accuracy, speed, and expression" (LPA, p. 17). Fluency is required for reading comprehension, as it allows what has been read to stay in the reader's working memory long enough to string is together and make sense of the text. Built on phonemic and

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phonological awareness as well as vocabulary, reading fluency is supported with repeated reading.

Comprehension: refers to making meaning of text. Good readers apply a range of comprehension strategies as they read. Comprehension strategies can be explicitly taught and practiced repeatedly. Example of comprehension strategies are:

- Retelling
- Answering questions about the text
- Connecting what is being read to a person's background knowledge and lived experience

> "To help contextualize ideas, initial print is supported by pictures from magazines, family photographs, and pictures drawn by learners. By starting with the images, concepts, words, and expressions that are familiar to the learners, rather than with the alphabet, innovative programs provide opportunities for 'meaning making' from the first day of literacy education" (p. 1).
>
> Wrigley, 2003

The *Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners* combines Whole-Part-Whole literacy instruction with the 5 essential components of reading instruction. The *Curriculum Framework* begins this process in the learner's home language with the aim of also supporting learners to develop language and literacy skills in the target language.

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The Curriculum Framework is based on:

- Whole-Part-Whole methodology
- The 5 components of reading instruction
- Literacy instruction in learners' home languages

In Chapter 3, we share tips for setting up a biliteracy program with LESLLA learners.

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Chapter 3: Setting Up a Biliteracy Program with LESLLA Learners

In this chapter, we look at how to set up a biliteracy program with LESLLA learners, from engaging in a community needs assessment to the learner intake process.

We look at these steps in starting a biliteracy program :

- Identify potential learners
- Set up your program
- The learner intake process
- Providing remote learning opportunities with LESLLA learners

Step 1: Identify Potential Learners

Work with organizations in your community to identify the need. Which organizations offer programming or services to adult newcomers who are learning to read and write for the first time, in any language? Consider reaching out to community associations, language training providers, and settlement organizations.

As you meet with newcomers, talk about the possible benefits of home language literacy instruction, and consider what interest exists for this type of programming in your community.

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Step 2: Set Up Your Program

Work with the learners to set up your program. Consider what works best for the learners and your team.

1. Will you run individual sessions or small group classes?
2. How often will sessions run, and how long will they be?
3. Where will you hold the sessions? Think of a place (in person or virtual) that is accessible to the learners?
4. How will you ensure that opportunities for multisensory instruction are embedded in each session?
5. What will learners need to participate? Will learners need transit tickets, childcare, anything else?
6. How close are learners' L1 literacy backgrounds?
7. What skills have learners already begun to develop?
8. What skills will you work on together?
9. What are learners' interests and what types of content will you teach?

Simultaneous multisensory instruction engages multiple modalities at the same time (Vinogradov, 2015). Learning activities engage visual, auditory, and kinesthetic, and tactile senses.

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Step 3: The Intake Process

Once you have identified interested learners, begin the intake process:

- Intake interview
- Initial Assessment

You will find these tools in the *Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners.*

The Intake Interview

The intake interview is an opportunity to learn more about the biliteracy learners registered in your program. Use the intake interview in the Appendices of the *Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners* to learn more about:

- Learners' prior experience with print literacy, in the L1 or the target language
- Learners' prior experiences with formal education, in the country of origin, en route, or in Canada
- When learners are available to attend classes
- Whether amenities like childcare or transit tickets are needed to attend classes
- Learners' reasons for choosing to develop home language literacy classes and target language classes

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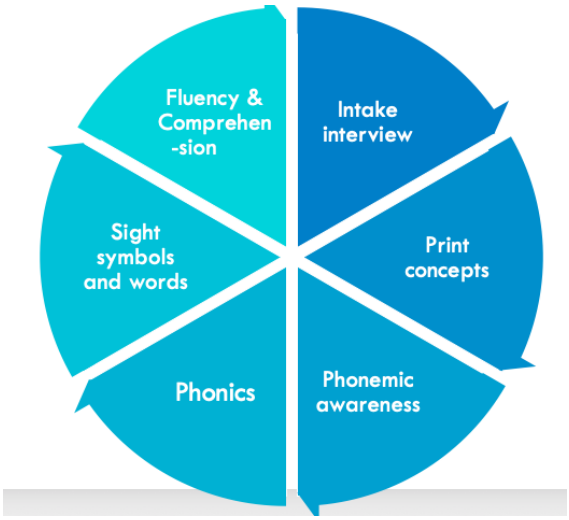
The Intake Assessment

In addition to the interview, the intake assessment toolkit includes assessment tools for:

- Print concepts
- Sight symbols and words
- Phonics
- Reading Observation
- Phonemic awareness



Use the assessment tools to find out what a learner already knows. Sometimes a learner might simply state that they don't know how to read. However, as you use the assessment tools with a learner, you will likely find that a learner has developed some of the skills that serve as the foundation to reading and writing. For instance, a learner may be able to identify some of the pictures included in the sight symbols assessment or identify the number of words on a page. They might know how to write their name. Use what you learn to guide your planning, along with what the learner has told you about their interests and goals for learning.

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Remote Learning with LESLLA Learners

While the plan originally was to run sessions face-to-face, this pilot coincided with a pandemic; all classes were delivered remotely. At first, we were unsure as to how learners would respond to online learning. Over time, the team found that by keeping the learner at the centre of planning, remote learning was not only possible, but in some regards even beneficial to learners.

Facilitators pivoted to remote learning environments that worked for each learner. Facilitators found that learners were already using technology to communicate with family and friends. To promote opportunities for multisensory learning, learners received hard copy packages of program materials that were used in the remote learning environments. Packages included pictures, books, and letter and word flashcards. They also included personal whiteboards and markers.

We found these key principles helpful for facilitating remote learning with LESLLA learners:

- Choose a platform or tool that is familiar to learners.
- Provide explicit instruction on the tools learners will use in the program.
- Offer plenty of opportunities to practice using the important functions.
- Create packages for the learners that include hardcopies of learning materials, personal whiteboards, and other resources.

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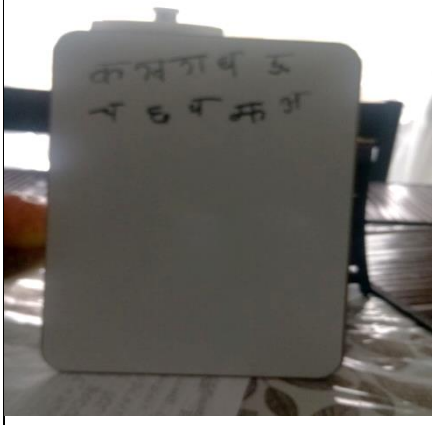
Teachers worked with what was familiar to learners and built on that. Some platforms used in this project were:

- WhatsApp
- Facebook Messenger
- Zoom

A learner practices taking and sending a picture using her cellphone on Messenger.

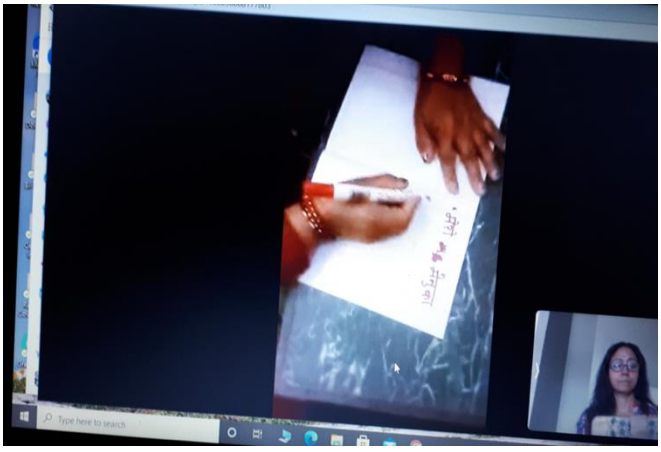
Before beginning literacy lessons, facilitators and learners each spent several sessions getting comfortable with features on the platform they were using.



The learner sends a photo of her work to her instructor.

They worked on:

- Taking pictures of their own work
- Sending pictures of their work to their instructor
- Opening pictures and attachments sent by the teacher
- Finding pictures on their devices
- Setting up the cell phone for lessons.



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In Chapter 3, we discussed starting a biliteracy program with LESLLA learners. The following chapters offer tips for teachers, beginning with engaging the reflective practice model in Chapter 4.

> "The first three days of the class were kept for technology orientation. [The learner] has been using FB messenger to chat with her family and friends. She knows how to receive and end a call. So it became easier for me to add one or two things to make this platform for our virtual class."
>
> ~ Sangita

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Chapter 4: Use a Reflective Practice Model

Following a reflective practice model, facilitators are as much learners as we are teachers.

Getting Started with Reflective Practice

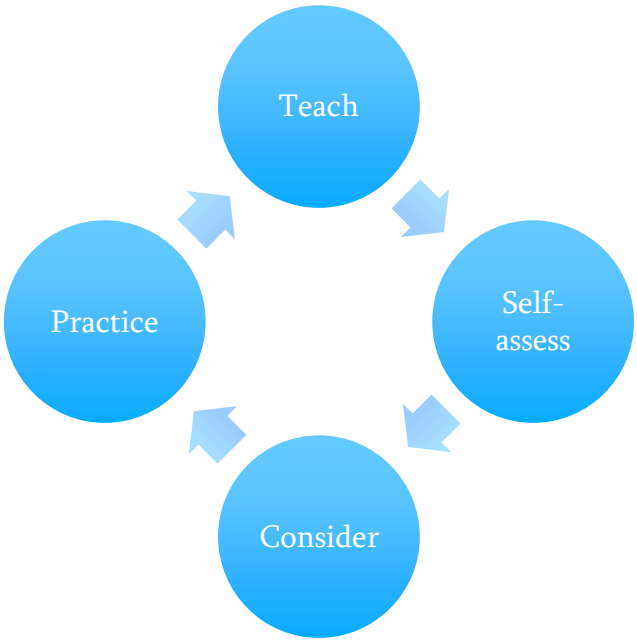
Getting Started with Reflective Practice (Cambridge Assessment International Education, n.d.), explains the **reflective teaching cycle** and offers suggestions for our own reflective practice. The following is a summary of the Reflective Practice Cycle described by Cambridge Assessment International Education (n.d.).

To learn more about the Reflective Practice Cycle, visit the Reflective Teaching website by Cambridge Assessment International Education,(n.d.).

The Reflective Teaching Cycle

The reflective teaching cycle is a process 'learning through and from experience towards gaining new insights of self and practice' (Finlay, 2008). The reflective teaching cycle includes four steps:

1. **Teach.**
2. **Self-assess.** What effect has your teaching had on learning?
3. **Consider.** What new ways of teaching will



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improve the quality of learning?

4. **Practice.** Try these ideas out. How do they work in your teaching context and practice?

Then, **repeat** the cycle.

We found the reflective practice model described above invaluable to shaping our work. In Chapter 5, project teachers share their key reflections on teaching LESLLA learners reading and writing skills in their home languages.

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Chapter 5: What We Learned

As project facilitators Afra and Sangita worked with the reflective teaching cycle, they captured what their observations and reflections with photographs, journals, and in discussion.

Sangita's Reflections

1. **Remote learning with LESLLA learners works.** With the right supports, LESLLA learners are capable of online learning. Choose a platform that learners are familiar with (we used Messenger). Create plenty technology-focused lessons before introducing literacy classes. Also, make sure learners have hard copies of any materials they will need, like books, flashcards, and writing materials.
2. **The Whole-Part-Whole approach is impressive and effective.** Applying the whole-part-whole framework is impressive and effective. With this model, learners start with meaning-making and they recognize the purpose of reading and writing, because the content is contextualized. Then, focusing on the 'parts' gives learners time to work with the CVCV concept of Nepali words and the vowel symbol in CV letter. It also gives us time to work with the phonemic awareness and phonics.
3. **Break skills down into smaller steps.** Provide plenty of opportunities for learners to practice those skills in a variety of ways. When learners have developed proficiency with this step, add another small step.

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4. **Provide explicit instruction and plenty of practice with the 5 components of reading.** Create opportunities to practice each of the 5 components of reading instruction regularly. Include phonemic awareness and phonics work in each class with flashcards, air writing, and whiteboard writing to vary tasks. Explain how the writing system works, the sound a letter makes, and why specific letters are used to build a word. Sometimes giving funny names to the vowel signs can make it easier to memorize the signs.
5. **Use familiar, relevant words to develop phonemic and phonological awareness.** If words are chosen within learners' experiences, interests, knowledge, and are related to the context, the learning process will go faster, the class is more interesting, and learners find it purposeful.
6. **Celebrate each step of the learning process.** Notice when learners understand a new concept, find joy in each moment of the class, show enthusiasm for learning, and show a keen interest in what they are learning. This will make your teaching and learning journey enjoyable and successful.
7. **Know your learners' learning style.** If you are aware of the learning style of a learner, it will be easy to accommodate the way of teaching for the learner. The learner will also take less time to process the information.
8. **Encouragement, motivation, and a sense of self-respect** are the boosters to move the learning process into progress.
9. **Practice patience and flexibility.** Patience: Adult learners have life experiences and knowledge. We cannot underestimate their knowledge and experience. They can transfer their skills in learning. Teachers just need patience.

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10. **Use a Reflective Teaching Practice.** Reflective practice helps teachers to review, modify, and apply the different teaching strategies, teaching materials, and resources in teaching. A learner-centered daily lesson plan makes learners' learning journey comfortable and fruitful. I always keep in mind that teachers and adult literacy learners are fellow travelers.

Afra's Reflections

1. **Focus on relationships.** Make the time to get to know your learners. When you have built rapport with the learners, and they know you are invested in their learning, learners will be invested, too. I found learners asked more questions and were more engaged in the topics we discussed, and generally enjoyed the learning process.
2. **Plan and prepare.** Once you have completed the intake assessment, have taken some time to get to know your learner, and, together, have chosen a topic to work with, you have what you need to plan key learning tasks and develop materials that you can use for several lessons. Planning ahead allowed me to plan, grade, and assess learner progress in a timely manner.
3. **Use formative assessment with learners every class.** Review content from the previous session at the start of class and observe how learners respond to new content. Adjust your instruction plans as needed to ensure that learners understand and are able to use new concepts.
4. **Consider what works best for the learner.** When I started working with learners, we met two or three times a week. I soon learned that the learners I was working with preferred to meet more often in a week. When

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we modified the schedule to meet five times a week, learners' attendance increased, too.

As you can see, engaging in reflective teaching enabled us to develop as professionals and to grow alongside the learners we worked with. Consider how you might build the reflective practice model into your program.

Resources for Reflective Practice

As a project team, we engaged with readings, professional development opportunities, workshops, webinars, and courses on a range of topics supportive of our work. These are some of the resources we found helpful to us.

Cambridge Assessment International Education. (n.d.). *Getting started with reflective practice.* https://www.cambridge-community.org.uk/professional-development/gswrp/index.html

Haznedar, B. (n.d.). *Bilingualism* [Moodle]. EU-Speak. https://research.ncl.ac.uk/eu-speak/modulesandworkshops/bilingualism/

MN ABE Professional Development. (2019, May 29). *Let's Start at the Very Beginning, Virtual Instruction for Low-level ESL*. [Video]. https://www.youtube.com/watch?v=bs3sVUO5ozU; Links to recording, PDF of slides, and further resources: https://docs.google.com/document/d/1Nf8GoGuO0LgT3t6WwWWopAKFBuCyd8Jc7XOoMWAqDrA/edit

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Vinogradov, P. (2010). Balancing top and bottom: Learner-generated texts for teaching phonics. In Wall, T. and Leong, M. (Eds.) *Low-educated adult second language and literacy acquisition (LESLLA): Proceedings of the 5th symposium* (pp. 3-14). Calgary, Canada: Bow Valley College.

Wall, T., Shirazi, A., Thapa, S., Ghebrelassie, S., Bajt, A. (2020). A curriculum framework for biliteracy learning with adult ESL literacy learners. Calgary, AB: CanLearn Society.

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Chapter 6:
Whole-Part-Whole Literacy Instruction in the Home Language

In this section, you will find examples of Whole-Part-Whole literacy instruction that incorporates the 5 Components of Reading Instruction. Examples are drawn from the *Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners* and from facilitators' experiences piloting the framework.

In the next two sections, you will find ideas for implementing the Curriculum Framework in:

- Farsi
- Nepali

If you are teaching home language literacy in another language, consider similarities and differences. Are some of the activities transferable to the language you are working in?

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Whole-Part-Whole with Farsi

In this section, you will find examples of ways we implemented the Curriculum Framework in Farsi literacy classes.

Let's keep in mind that the purpose of reading is to make sense of a text, and that the purpose of writing to communicate. In order to make sense of that text, there are a number of skills we use while we read.

For more on whole-part-whole literacy instruction, watch Andrea Echelberger's classroom demonstration in the video **Building Literacy with Adult Emergent Readers** by New American Horizons (2010).

While there are many types of reading and writing practices, the 5 Essential Components of Reading Instruction are the backbone to an effective reading and writing program. We have embedded these components into a Whole-Part-Whole framework. In a class with new readers, pre-reading skills are embedded into the program.

In this section, you will find practical information and sample learning tasks for developing Farsi reading and writing skills in these areas:

This section builds on *A Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners*, available here.

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Pre-Reading Skills	Part	Pre-Reading Skills
• Concepts about print • Environmental print awareness l • Letter formation and holding a writing utensil comfortably	• Vocabulary and word knowledge • Phonemic awareness • Phonological awareness	• Fluency • Comprehension

Pre-Reading Skills

This section describes background information and some sample activities that may be useful for teaching pre-reading skills in Farsi. You will find information about:

- Print concepts
- Environmental print awareness
- Letter formation and using a writing utensil comfortably

For more about digital literacy in our program, please see Chapter 3.

Print Concepts

Although **Print Concepts** are considered pre-reading skills, they can be included at any point in reading and writing instruction and do not need to be mastered before print-text is introduced.

Directionality: refers to the direction the text moves. In Farsi, words and sentences are read from right to left. Books are read from right to left. Unlike words and sentences, numbers are read from left to right.

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Letter-sound correspondence: In Farsi, each consonant is represented with by one letter. Vowel letters are included in instruction with beginning readers. However, as readers progress, vowel letters are mainly left out and are understood based on context cues.

Early readers learn that each letter makes the same sound, no matter where it is found in a text. This is especially true in the case of Farsi, where the writing system is transparent.

Word boundaries: In Farsi, letters of individual words are joined together. Word boundaries are indicated by spaces between words.

Sentences: consist of a string of words and form a complete thought. The end of a sentence is indicated

Environmental Print Awareness

While visuals are often intended to support language and literacy learning, signs and images that may be unfamiliar to learners can be taught explicitly.

The signs shown here are examples of signs learners may encounter in their daily lives. When applicable, meaning of symbols like these can be included in class content. Other symbols, like speech and thought bubbles, may be new to learners, too. If these types of visuals arise at some point during literacy classes, their meaning and purpose should be taught explicitly, too.

Letter Formation

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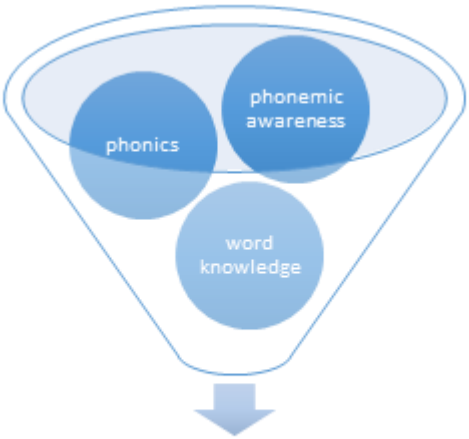
In Farsi, letters are typically formed from top to bottom and right to left. Words are written from right to left. As learners begin to develop print literacy skills in the home language, work with learners to create letters with tactile materials like beans or homemade plasticine. Invite learners to trace letter shapes with air writing or on their personal sized whiteboards. Make these multisensory activities by asking learners to say the letter sound each time learners write the letter they are focused on in that lesson. Take it a step further by asking learners to say a word from their lesson that starts with that letter.

Fluency & Comprehension

While comprehension is the aim of reading, it is not possible without reading fluency; reading fluency is a precursor to reading comprehension.

To support reading comprehension, we used mainly learner-generated texts in the pilot. In this way, the content was both familiar and of interest to learners. We started with a text about the learners' like and dislikes. Other topics of interest included writing a book introducing a learner's family.



Parts in Whole-Part-Whole Instruction work together to support fluency and comprehension.

The 'parts' in Whole Part Whole literacy instruction work together to support fluency and comprehension. When a reader is able to decode, recognize, and understand words and sentences,

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reading fluency exists. Fluency enables the working memory to store information long enough to string it all together and make meaning of it.

Sample pages from a learner and teacher co-constructed text.

Vocabulary and Word Knowledge

Many words are made up of multiple parts, or morphemes. Morphemes are used to change the meaning of a word. For example, in English, suffixes un- and non- change the meaning of the base word to its opposite. Morphemes are also used grammatically. For instance, they can change a word from singular to plural, or denote verb tense and aspect.

As patterns emerge, it can be useful to draw a learner's attention to them. For example, as plural or negative word forms arise, you may wish to point out the group of letters that form the suffix, and what its job is.

In this section, you will find some basic information about morphemes in Farsi.

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Much of the information below comes from Ali Jahanshiri's website on the Farsi language (2021).

Verb Conjugation:

In Farsi these suffixes are used to denote past and present verb tense:

Infinitive	Past	Present
An	remove the infinitive stem	بین Bin

Future verb tense is indicated with the word **khwâstan** (to want).

Noun word knowledge:

In Farsi, plural nouns are usually have the suffix ها, or –hâ. Sometimes, the suffix.

Related words:

- دوست داشتن (like) and دوست دارد (likes)
- دانش آموختن (study) and دانش آموز (student)

Sight words and environmental print:

Over time, learners will build a repertoire of words they recognize automatically, known as sight words or high frequency words. These are words that learners will come across frequently in the texts they read. Sight words might include pronouns, words used repeatedly in co-constructed learner books (e.g., like, don't like, have, is, etc.)., in their addresses, or names.

Phonics

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We followed the same general progression for phonics instruction in Farsi as recommended by ESL Literacy Curriculum Framework for English phonics instruction as translated below, with some caveats:

- Begin with letters learners will see often. For example, begin letters-work with the first letters of learners' names or other words they will see frequently.
- Word work may include more challenging words if they are words learners will encounter regularly, however, the instructional focus with these words would focus on patterns or parts of words or letters that learners are already working with.

The following sequence comes from the *ESL Literacy Curriculum Framework*, and is translated by Afra Shirazi.

بر اساس روش تدریس دانش آموزانی که انگلیسی زبان دوم آنهاست، روند آموزش آوا ها بدین ترتیب است:

- دانش آموز حرف صامت اول کلمه یا حرف صدا دار کوتاه را بتواند بنویسد.
- دانش آموز حرف صامت آخر کلمه را بتواند بنویسد.
- دانش آموز حرف صدادار وسط کلمه را بتواند بنویسد.
- دانش آموز ترکیبی ار حرف صامت اول و آخر کلمه را بتواند بنویسد.
- دانش آموز حرف صدادار بلند کلمه و حرف صامت آخر کلمه مشابه را بتواند بنویسد.
- دانش آموز حرف صدادار بلند و کوتاه کلمه و کلماتی با حروف صدادار ترکیبی مشابه را بتواند بنویسد.

هر صفحه از ارزیابی آوا ها، توالی توصیه شده را طی می کند.

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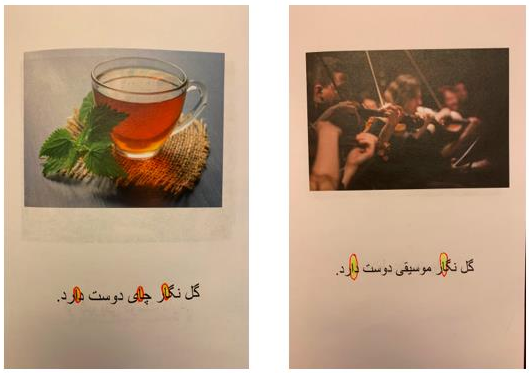
In this example, the learner identifies all the instances of one letter in a book. As the learner circles or highlights the letter, she says the corresponding sound.	

Learning tasks to develop phonics skills ask learners to hear individual phonemes or phoneme blends and connect them to the corresponding letter. In the word sort, pictured here, learners first say the word shown in the pictures, then sort them using a T-chart.

Phonemic Awareness

Phonemic awareness is the ability to identify and produce phonemes, or individual sounds. Phonemic awareness can be developed through a variety of learning tasks. Tasks might include sorting images into two groups according to their initial sound, or identifying flashcards with rhyming words.

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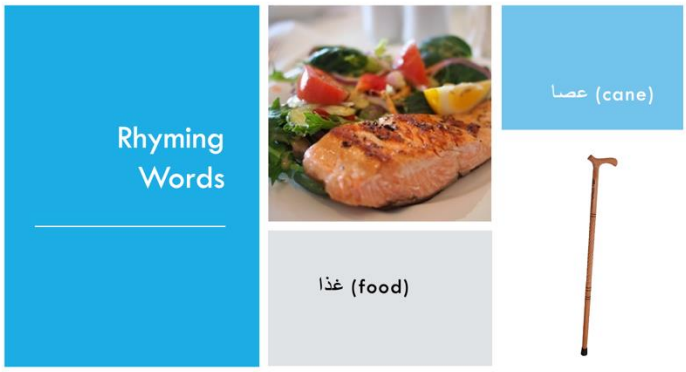
Phonological Awareness

Rhyming Words

Examples of rhyming words include: غذا (food)- عصا (cane)



Working with rhyming words builds phonological awareness and foundational to developing emergent reading.

To develop awareness of rhyming words, ask learners to sort pictures of words with two different rimes (end sounds). You could also ask learners to circle pictures of words that are the same, or to tell you words that rhyme with the sound you are focusing on.

Summing Up

In this section, you saw ways that whole-part-whole literacy instruction and the 5 components of reading instruction can look in a Farsi literacy program for adults. The next section is similar, with examples for a Nepali literacy context.

For sample lesson plans and materials, please see the appendices.

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Whole-Part-Whole with Nepali

In this section, you will find examples of ways we implemented the Curriculum Framework in Nepali literacy classes.

Let's keep in mind that the purpose of reading is to make sense of a text, and that the purpose of writing to communicate. In order to make sense of that text, there are a number of skills we use while we read.

For more on whole-part-whole literacy instruction, watch Andrea Echelberger's classroom demonstration in the video **Building Literacy with Adult Emergent Readers** by New American Horizons (2010).

While there are many types of reading and writing practices, the 5 Essential Components of Reading Instruction are the backbone to an effective reading and writing program. We have embedded these components into a Whole-Part-Whole framework. In a class with new readers, pre-reading skills are embedded into the program.

In this section, you will find practical information and sample learning tasks for developing Nepali reading and writing skills in these areas:

This section builds on *A Curriculum Framework for Biliteracy Learning with Adult ESL Literacy Learners*, available here.

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Pre-Reading Skills	Part	Whole
• Concepts about print • Environmental print awareness • Forming letters and holding a writing utensil comfortably	• Vocabulary and word knowledge • Phonemic awareness • Phonological awareness	• Fluency • Comprehension

Pre-Reading Skills

This section describes background information and some sample activities that may be useful for teaching pre-reading skills in Nepali. You will find information about:

- Print concepts
- Environmental print awareness
- Letter formation and using a writing utensil comfortably

For more about digital literacy in our program, please see Chapter 3.

Print Concepts

Although **Print Concepts** are considered pre-reading skills, they can be included at any point in reading and writing instruction and do not need to be mastered before print-text is introduced.

Directionality: refers to the direction the text moves. In Nepali, words and sentences are read from left to right. Books are also read from left to right.

Letter-sound correspondence: Nepali writing follows a CVCV system. In

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Each letter is made up of a consonant and vowel sound with their corresponding consonant and vowel symbols.

Early readers learn that each individual letter makes the same sound, no matter where it is found in a text; the Nepali writing system is transparent. Learners are then introduced to frequent consonant-vowel sound combinations.

पानी /päni/ (water)

पा /pä/= प /pa/ + ा /ä/

नी /ni/ = न/na/ + ी /i/

Word boundaries: Each word in Nepali is joined by a line across the top, called the shiro rekha. Spaces between words also indicate word boundaries.

Sentences: consist of a string of words and form a complete thought. The end of a sentence is indicated with a vertical line, or purna biram.

Environmental Print Awareness

The signs shown here are examples of signs learners may encounter in their daily lives. When applicable, meaning of symbols like these can be included in class content. Other symbols, like speech and thought bubbles, may be new to learners, too. If these types

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of visuals arise at some point during literacy classes, their meaning and purpose should be taught explicitly, too.

Letter Formation

In Nepali, letters are typically formed from top to bottom and left to right. Words are written from left to right. As learners begin to develop print literacy skills in the home language, work with learners to create letters with tactile materials like beans or homemade plasticine. Invite learners to trace letter shapes with air writing or on their personal sized whiteboards. Make these multisensory activities by asking learners to say the letter sound each time learners write the letter they are focused on in that lesson. Take it a step further by asking learners to say a word from their lesson that starts with that letter.

Fluency & Comprehension

While comprehension is the aim of reading, it is not possible without reading fluency; reading fluency is a precursor to reading comprehension.

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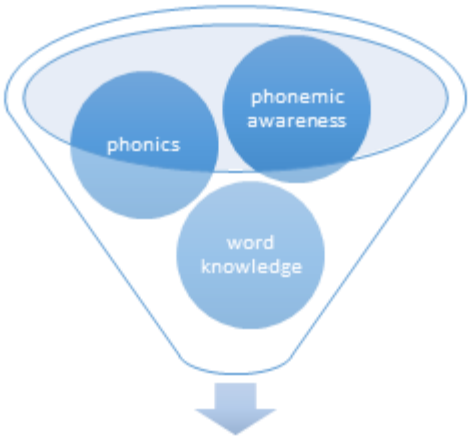
To support reading comprehension, we used mainly learner-generated texts in the pilot. In this way, the content was both familiar and of interest to learners. We started with a text about the learners' like and dislikes. Other topics of interest included writing a book introducing a learner's family.



Parts in Whole-Part-Whole Instruction work together to support fluency and comprehension.

The 'parts' in Whole Part Whole literacy instruction work together to support fluency and comprehension. When a reader is able to decode, recognize, and understand words and sentences, reading fluency exists. Fluency enables the working memory to store information long enough to string it all together and make meaning of it.

Sample page from a learner-teacher structured co-constructed text.

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Vocabulary and Word Knowledge

Many words are made up of multiple parts, or morphemes. Morphemes are used to change the meaning of a word. For example, in English, suffixes un- and non- change the meaning of the base word to its opposite. Morphemes are also used grammatically. For instance, they can change a word from singular to plural, or denote verb tense and aspect.

As patterns emerge, it can be useful to draw a learner's attention to them. For example, as plural or negative word forms arise, you may wish to point out the group of letters that form the suffix, and what its job is.

In this section, you will find some basic information about morphemes in Nepali. The information below comes from the author of Nepalgo (n.d.).

Verb Conjugation:

In Nepali, verb forms change to create subject-verb agreement for all grammatical properties of the subject. In this example, the verb जाऊ is the imperative. For 3rd person singular subject-verb agreement, a suffix is added to make जान्छ.

Verbs

जाऊ	(go)
जान्छ	(goes)

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Verb forms also change depending on the subject's:

- Person (e.g., 1st person, 3rd person)
- Formality
- Grammatical gender
- Number (plural or singular)
- Tense
- Aspect
- Mood

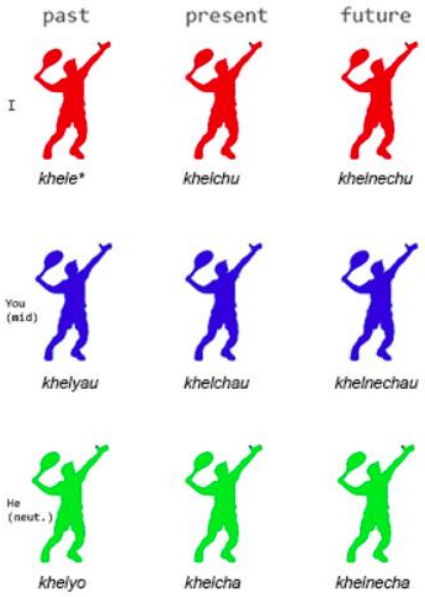

Figure 1: An example of Nepali verb conjugation from Nepalgo (n.d.).

Noun word knowledge:

Related words may have morphemes that are the same. In the example below, विद, or vid, means science or learning, and अर्थि, or arthi, having an aim, goal, or intention. Together, they make विद्यार्थि, or Vidyarthi, meaning one who has learning as his aim, or student.

विद + अर्थि = विद्यार्थि
Learning + to have a goal or intention
= person who has learning as their goal, or student

Sight words and environmental print

Over time, learners will build a repertoire of words they recognize automatically, known as sight words or high frequency words. These are words that learners will come across frequently in the texts they read. Sight words might include pronouns, words used repeatedly in co-constructed learner books (e.g., like, don't like, have, is, etc.)., in their addresses, or names.

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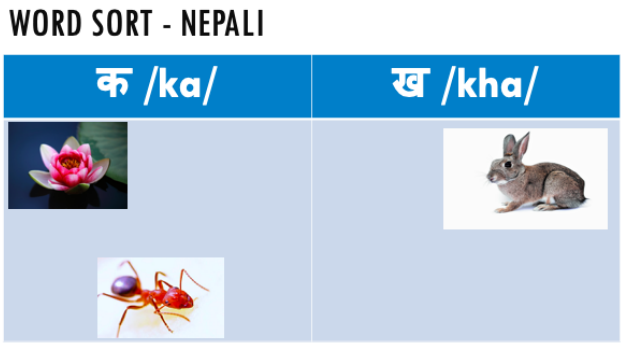
Phonics

We followed the general progression for phonics instruction outlined below, with some caveats:

- Begin with letters learners will see often. For example, begin letters work with the first letters of learners' names or other words they will see frequently.
- Word work may include more challenging words if they are words learners will encounter regularly, however, the instructional focus with these words would focus on patterns or parts of words or letters that learners are already working with.

The following sequence comes was developed by Sangita Thapa:

- Consonants
- Short (inherent) vowel (single consonant sound)
- Short vowel letters and signs
- Long vowel letters and signs
- Conjunct consonant (two or more consonants occur together without an intervening vowel)



- Contrasting short and long vowels sounds and signs in minimal pairs

Learning tasks to develop phonics skills ask learners to hear individual phonemes or phoneme blends and connect them to the corresponding letter. In the word

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sort, pictured here, learners first say the word shown in the pictures, then sort them using a T-chart.

Phonemic Awareness

Phonemic awareness is the ability to identify and produce phonemes, or individual sounds. Phonemic awareness can be developed through a variety of learning tasks. Tasks might include sorting images into two groups according to their initial sound, or identifying flashcards with rhyming words.

Phonological Awareness

Phonemic awareness is the ability to identify and produce phonemes, or individual sounds. Phonemic awareness can be developed through a variety of learning tasks. Tasks might include sorting images into two groups according to their initial sound, or identifying flashcards with rhyming words.

Rhyming Words

Examples of rhyming words include: पात (leaf)- भात (rice)

Initial Consonant in two rhyming words

/p/ /प/ -/भ/ /bh/

Final Consonant in two rhyming words

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/t/ /त/ - /t/ /त/

Dependent Vowel sign in both words
/aa/ /ा/

Working with rhyming words builds phonological awareness and foundational to developing emergent reading.

To develop awareness of rhyming words, ask learners to sort pictures of words with two different rimes (end sounds). You could also ask learners to circle pictures of words that are the same, or to tell you words that rhyme with the sound you are focusing on.

Summing Up

In this section, you saw ways that whole-part-whole literacy instruction and the 5 components of reading instruction can look in a Nepali literacy program for adults.

For sample lesson plans and materials, please see the appendices.

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Appendices

Lesson Plan Template

Sample Lesson Plan 1: English

Sample Lesson Plan 2: English

Lesson 1 Materials: Farsi, by Afra Shirazi

Module 2 Story Template: Nepali, by Sangita Thapa

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Lesson Plan

Date:	**Time:**	**Language(s):**
Topic:		**Number of Learners:**
Facilitator:		**5+ Components of Reading Instruction**
		✓ Pre-reading skills
		✓ Phonemic awareness
		✓ Phonics
		✓ Vocabulary and word knowledge
		✓ Fluency
		✓ Comprehension
		✓ Oral language / communication

Learning Intention(s): What are the participants going to learn?

Success Criteria: What will learners be able to do?

How will you activate background knowledge?

Resources:
What resources will I use in this activity?

What activities will you do to build schema?
e.g., Talk about the topic; share a video about the topic

Pre-reading skills
Which pre-reading skills will we work on?
- e.g., Directionality; Holding a marker comfortably

Components of Reading Instruction
What activities will I do to help program participants learn?

e.g., Phonemic awareness: Find items that belong with the /s/ sound.
e.g., Sight words: Find and circle the word 'she' throughout the text.

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Writing
Which basic writing skills will participants learn?

e.g., Write the letter 's'.
e.g., Write their name.

The Whole:
What activity will I do to help learners develop fluency and comprehension skills?

e.g., Ask leaners to retell the story.
e.g., Rewrite the story together with the learners to include their names and selected content words

Review of learning intentions and success criteria: What activity will you do to review the learning intentions and success criteria?

Comments, reflections, and insights:

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Lesson Plan

Date: Jan. 18 / 21	**Time:** 10:00-11:30 a.m.	**Language:** English
Topic: About Me		**Number of Learners:** 1
Facilitator: Theresa		**5+ Components of Reading Instruction**
		✓ Pre-reading skills
		✓ Phonemic awareness
		✓ Phonics
		✓ Vocabulary and word knowledge
		✓ Fluency
		✓ Comprehension
		✓ Oral language / communication

Learning Intention(s): What are the participants going to learn?

We are learning to:

- Know that we can use writing to communicate about ourselves.
- Know that a word is made up of the same letters throughout a text.
- Understand that the ending of a verb changes when the subject changes.
- Understand that the letter 'I' makes the /I/ sound and that the 'first letter of learner's name' makes the '?' sound.
- To be able to identify words beginning with the letters 'I' and '?'.
- To be able to copy the letter 'I'.
- To be able to copy her first name.

Success Criteria: What will learners be able to do?

Learners will know they are successful if they:

- Read, with support, a story about herself.
- Identify the word 'like' multiple times in the story.
- Describe why the word 'like' is used instead of 'likes' in the story about herself (using I)
- Identify 5 words starting with the /I/ sound and 5 words starting with the /?/ sound
- Identify the letters '?' and 'I' in the story.

Review: How will you review knowledge and skills worked on last class?

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- Show learner items beginning with /s/ and /l/ sounds. Ask her to hold up a card with the correct letter.
- Review the sight word 'likes'.

How will you activate background knowledge?

- Review story 'About Anna'.
- Tell the learner that today we will read a story about her!

What activities will you do to build schema?

- N / A

Pre-reading skills

Which pre-reading skills will we work on?

- Directionality
- Word identification

Components of Reading Instruction

What activities will I do to help program participants learn?

- Phonemic awareness: ask learner to find items around her home that belong with the /first letter in her name/ sound; find items around her home that begin with the '/l/ sound
- Phonics: dictate familiar words starting with '(first letter of learner's name)' and 'I'. Ask the learner to hold up a card with the correct first letter for each word.
- Sight words: ask the learner to find and highlight or underline all of the words 'like' in 'About (learner name); Show the learner the word 'I'. Then go through the same process with the word 'I'.
- Word knowledge: ask learner to identify the difference between the word 'likes' in About Anna and 'like' in About (learner name).

Writing

Which basic writing skills will participants learn?

- Copy the letter 'I'.
  - Ask learner to find the letters in the story and then copy
- Copy her name.

The Whole:

What activity will I do to help learners develop fluency and comprehension skills?

- Reread the story with as much or as little support as needed to achieve fluency.

Resources:

What resources will I use in this activity?

- Book: About Anna
- Book: About (Learner name)
- Vocabulary flashcards

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Review of learning intentions and success criteria:

What activity will you do to review the learning intentions and success criteria?

- Ask the learner to identify a word starting with the /l/ sound.
- Ask the learner to identify a word starting with the same sound as her name.
- Ask the learner to identify the letters 'l' and '(first letter in her name)'

Comments, reflections, and insights:

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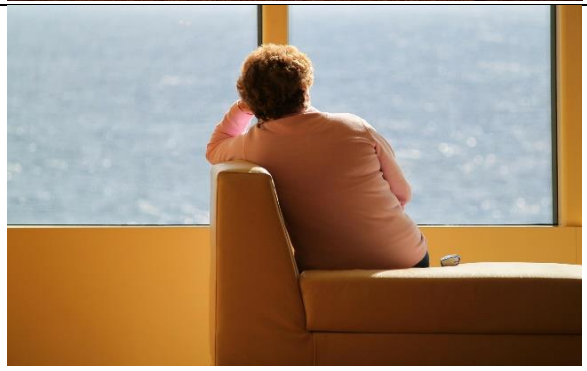
Picture Flashcards کارت تصاویر



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Words Flashcards **کارت کلمات**

چای نوشیدن	آشپزی کردن
قدم زدن	پیک نیک رفتن
چادر زدن	فیلم تماشا کردن
تنها بودن	شیرینی خوردن

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Initial Letter Flashcards کارت حرف اول

چ چ	آ
ق ق	پ پ
چ چ	ف ف
ت ت	ش ش

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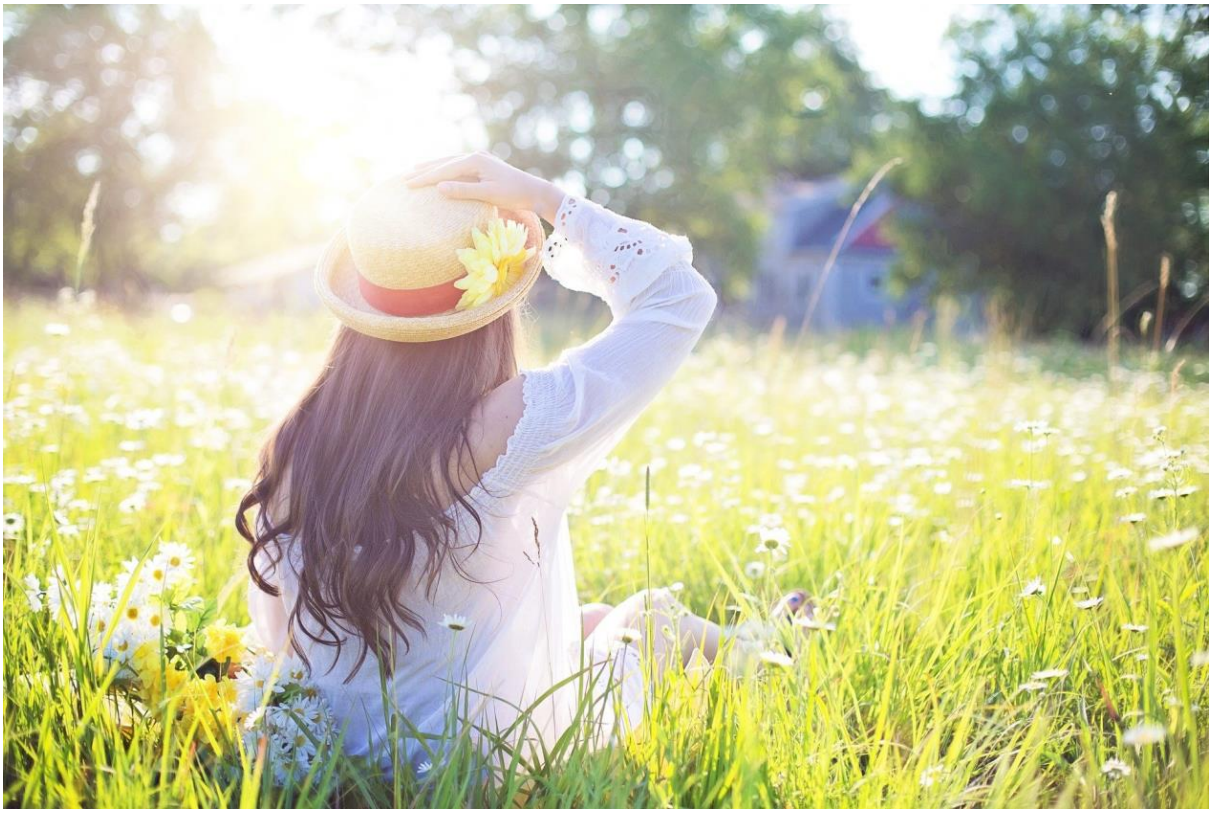

داستان گل نگار

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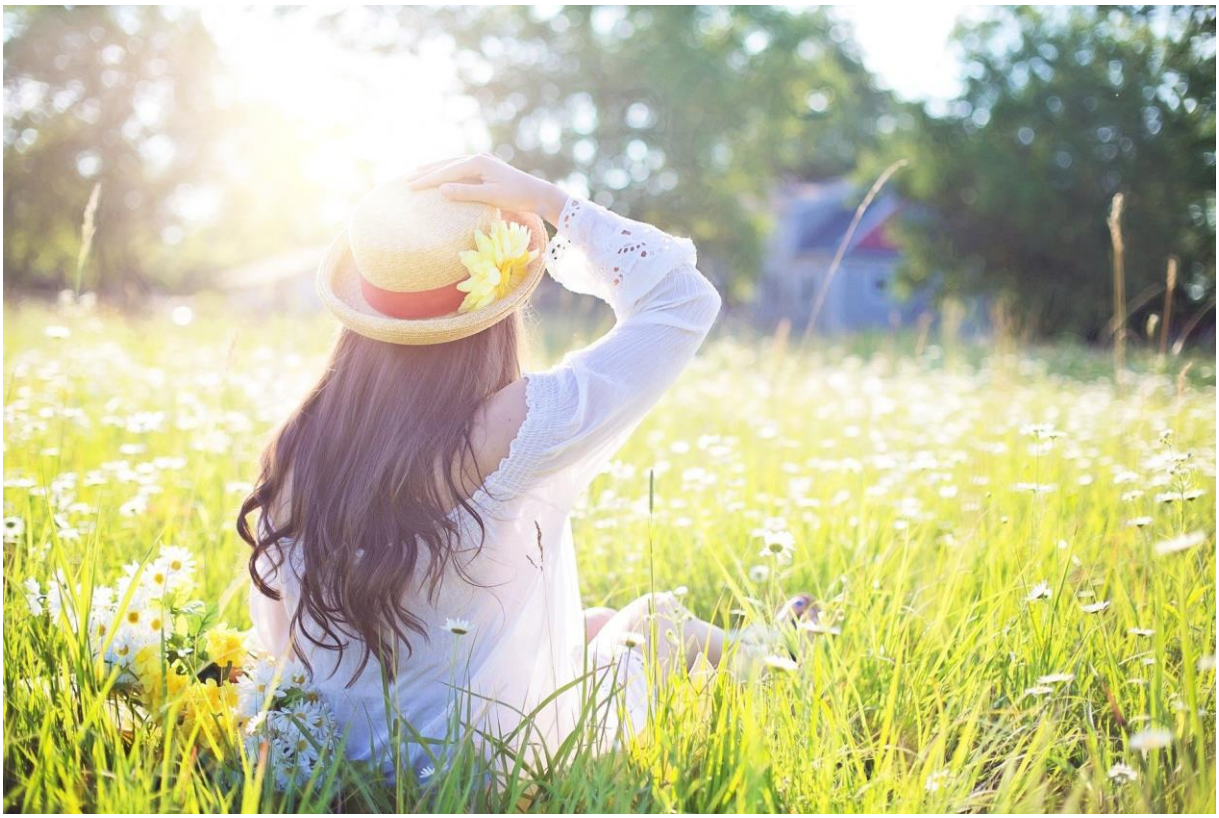

این گل نگار است.

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گل نگار آشپزی کردن را دوست دارد.

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گل نگار چای نوشیدن را دوست دارد.

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گل نگار پیک نیک رفتن را دوست دارد.

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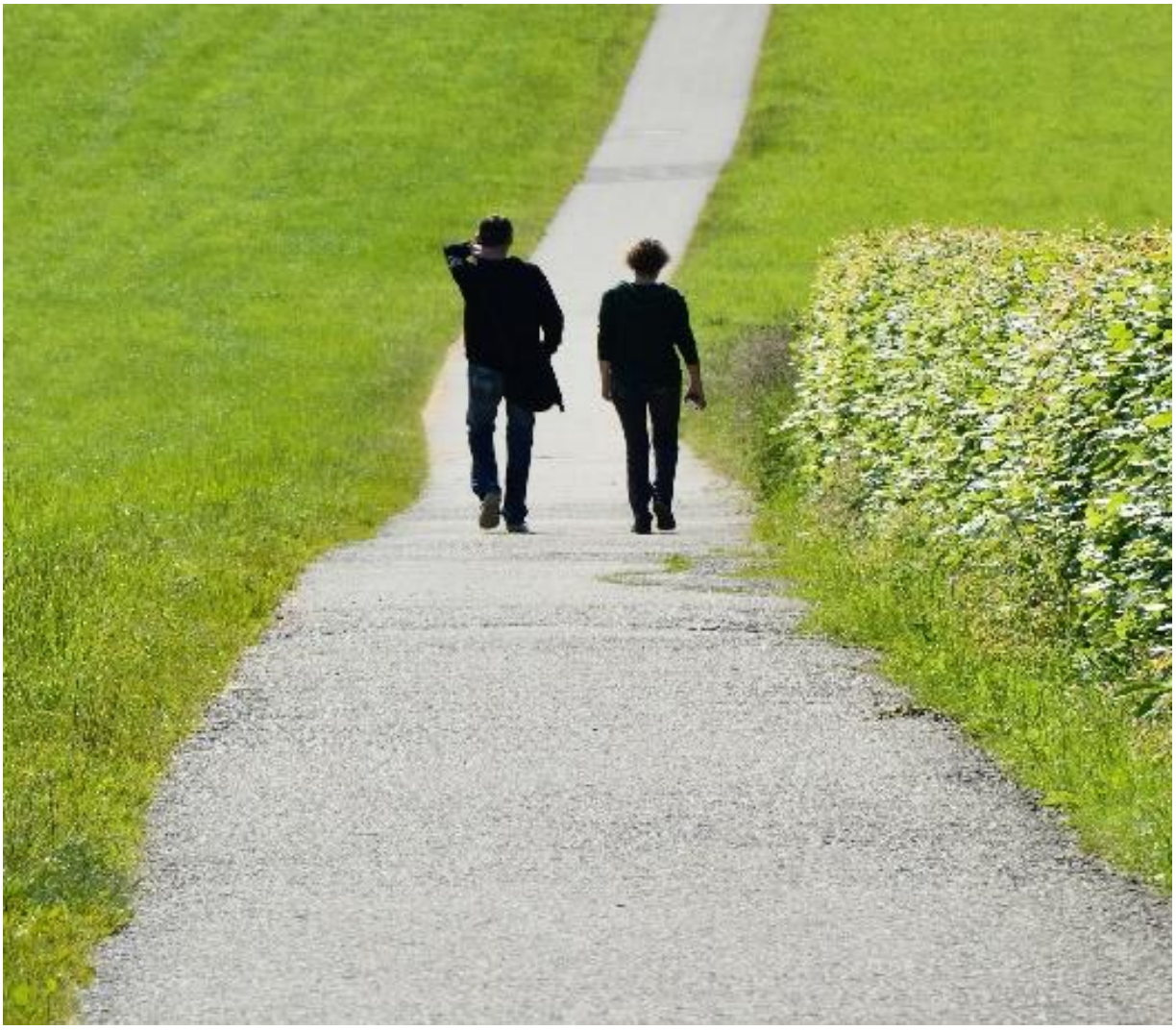

گل نگار قدم زدن را دوست دارد.

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گل نگار فیلم تماشا کردن را دوست دارد.

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گل نگار چادر زدن را دوست دارد.

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گل نگار شیرینی خوردن را دوست ندارد.

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گل نگار تنها بودن را دوست ندارد.

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The following template can be used and adapted for use with your learner.

Insert picture of the learner's family

(Name's family)

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Insert picture of the learner's family

मेरो नाम _____हो।

(My name is _____.)

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Insert picture of the learner's husband.

मेरो श्रीमानको नाम ____ हो।

(My husband's name is ____.)

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Insert group picture of the learner's children.

मेरो तीन छोरी एक छोरा छन् ।

(I have _____daughters and ____ son.)

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Insert picture of the learner's eldest daughter.

मेरो जेठी छोरीको नाम _____ हो।

(My oldest daughter's name is _____.)

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Insert picture of the learner's middle daughter.

मेरो माहिली छोरीको नाम _____ हो।

(My middle daughter's name is _____.)

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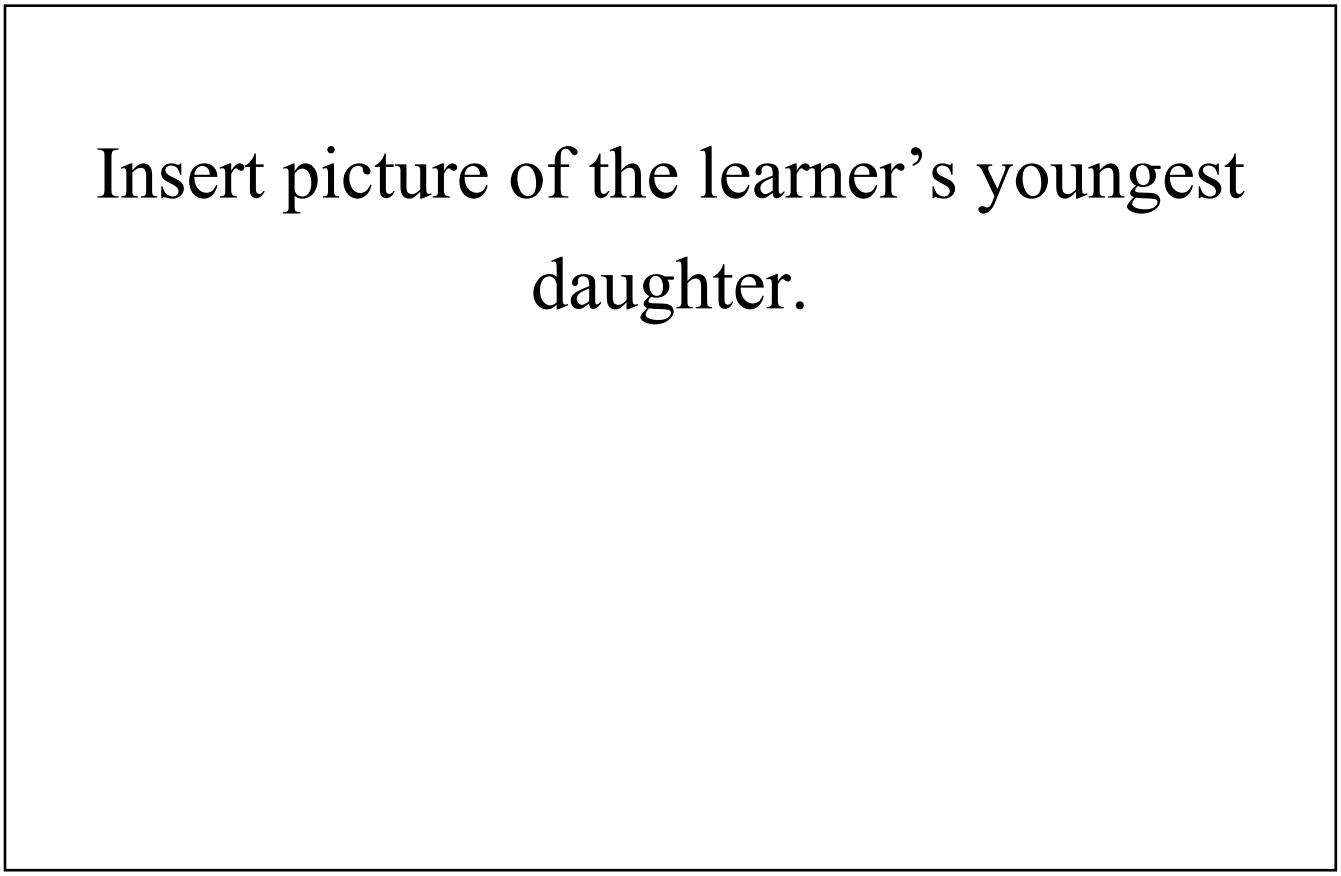

मेरो कान्छी छोरीको नाम ____ हो।

(My youngest daughter's name is ____.)

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Insert picture of the learner's son.

मेरो छोराको नाम _____ हो ।

(My son's name is ____.)

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