



A CURRICULUM
FRAMEWORK
BILITERACY LEARNING WITH
ADULT ESL LITERACY
LEARNERS

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A Curriculum Framework Biliteracy Learning with Adult ESL Literacy Learners
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Introduction

We're so glad you're here. This document is a framework for biliteracy programming for adult English language learners who are both learning a new language and learning to read and write for the first time, in any language. While teaching and learning to read and write in two languages might seem time consuming and not cost-effective, we wondered whether the opposite might be true. We know that adult learners with even a few years of schooling and who have developed basic reading skills in the home language have an easier time learning to read and write in another language. We wondered whether learning to read and write as an adult in one's home language could be supportive of learners' English language and literacy skills acquisition.

The project was made up of three main parts:

- A needs assessment
- Development of the Curriculum Framework
- Parallel literacy assessment tools in four languages: Farsi, Nepali, Tigrinya, and English

The project team spoke with members of three immigrant communities: Farsi speaking women from Afghanistan, Nepali speakers from Bhutan, and Tigrinya speakers from Eritrea. We asked communities about how they use English, where they use their heritage language. We asked whether there was a need for and interest in heritage language classes.

Responses from community members varied. In our first focus group, participants had from 0 and up to 3 years of schooling, 3-4 months per year. One woman, who had attended adult literacy classes as an adult in her country of origin, talked about how much that helped her with English reading and writing. Another, who had not had access to any schooling or literacy learning until arriving in Canada, felt she was 'too old' to learn to read and write in her language. A second group in Calgary wanted classes specifically to help them learn content for their Canadian citizenship exams, though members of a community outside of Calgary felt literacy classes in the home language would be helpful to them. Members of our third focus group had been in Canada for some time, but most had not had time to attend school themselves as they tended to young families. From this group we heard, 'When can we start?' While we had intended to pilot first language literacy classes with this group in the Spring of 2020, circumstances beyond our control meant this would be delayed.

The delays meant we were unable to test L1 materials or suggestions with learners. This a living document. As we begin to work with the resources, we will learn more about what does and doesn't work.

Our question is: Is learning to read and write as an adult in one's home language supportive of a learners' English language and literacy skills acquisition?

While we don't have the answer to this question yet, this document serves as a framework for beginning a program to develop literacy skills in the home

language and in the target language. It is our hope that in the future, we will be able put our question to the test.

Who is the Curriculum Framework for?

The curriculum framework was developed for teachers who:

- work with LESLLA learners.
- Teach a class of learners who have the same first language or tutor individual learners.
- Teach or tutor learners who are interested in pursuing first literacy skills *and* target language and literacy skills.
- want to support learners' first language literacy skills *before* they work on English literacy skills.

How is it organized?

Section 2 - Drawing from Research: A Literature Review

Note about what's included in the lit review – scope of the research

Section 3 – Before You Begin - The Intake Process

This section provides an overview of resources included in the Intake Process Package in Farsi, Nepali, Tigrinya, and English.

Section 4 - A Facilitator's Guide for Teaching Adult Emergent Readers

The Facilitator's Guide includes background information on:

- Best practices for teaching LESLLA learners
- Balanced literacy instruction

- The 5 Components of Reading

Section 5 - Sample Tasks

This section contains learning tasks to support reading and writing development.

These tasks support:

- Pre-reading skills
- Word knowledge
- Phonics skills
- Phonemic awareness

Section 6 - Sample Unit Plan

The framework includes a sample unit plan based on the Whole-Part-Whole teaching methodology described in Section 4. Use this unit plan to help you think about incorporating the 5 components of reading instruction in your classes.

Appendices

Appendix 1 - Language Structure and Teaching Tips by Allison Bajt

In this section, you will find **background information** and **teaching tips** to support language and literacy development in three languages (Farsi, Nepali, and Tigrinya). The Language Backgrounders offer a small window into the rich linguistic abilities learners already possess. They also support teachers to talk about language with their learners. The Teaching Tips offer suggestions for teaching for L1 literacy. They offer ideas about similarities and differences between the L1 and English, and how they might affect L2 language and literacy development.

Appendix 2 - An Analysis of Farsi/Persian, Nepali, and Tigrinya An Annotated Bibliography by Allison Bajt

An overview of research that informed the L1 Structure and Teaching Tips (Appendix 1), the annotated bibliography is the place to go if you want to learn more about these articles.

Appendices 3-6: Intake Materials Literacy Assessment Tools

The literacy assessment tools address the 5 Components of Reading:

- Phonemic awareness
- Phonics
- Vocabulary and word knowledge
- Fluency
- Comprehension

The assessment tools also address print awareness, or what a reader knows and understands about the purposes of print-text and how it is used.

The 5 Components of Reading are described in the Facilitator's Guide for Teaching Adult Emergent Readers.

How do I use the Curriculum Framework?

The curriculum framework is a set of tools for communities who are interested in biliteracy classes for adults learning to read and write for the first time, in any language. As you review the document, you will find a review of what we know about biliteracy programs with LESLLA learners. Then there are tools for teachers and program administrators who have determined a need for biliteracy classes in

their communities. We have created a framework that offers you support to make decisions about instructional practice that is based on research and best practice with LESLLA learners. The framework offers teachers flexibility to adapt content to learners' needs.

Use the tools in this framework to:

- Identify a need for biliteracy instruction for LESLLA learners in your community
- Identify learner's knowledge and experience with language(s) and with school
- Identify learner's L1 reading and writing skills
- Learn about best practice for teaching adult learners who are learning to read and write for the first time, in any language
- Design learning opportunities that incorporate the 5 Components of Reading Instruction

Order of Instruction

We suggest starting with L1 literacy classes. Work in the L1 until learners have developed some basic reading and writing skills. We have seen models ranging from 8 weeks of L1 literacy instruction (Commonwealth of Australia, 2009) to 12 weeks (Burtoff, 1984), all before introducing the L2.

When you introduce L2 instruction, you will be introducing both English oral skills and literacy skills. As you will see in the Facilitator’s Guide for Teaching Adult Emergent Readers, oral skills and literacy skills are connected. Reading and writing skills build on existing oral language. Listening, speaking, reading and writing all need focused instruction.

Opportunity for Learning

As you work with the Curriculum Framework, take note of what worked and what didn’t work. Research on biliteracy instruction with LESLLA learners is exceptionally limited. You might consider using this opportunity to conduct teacher research or action research. When we share our experiences, we can all learn from each other.

Glossary of Terms

balanced literacy instruction. literacy instruction that intentionally includes tasks to make meaning of the text and tasks to develop specific reading and writing skills, like phonics

biliteracy instruction. a teaching method where first language literacy instruction is used to support second language literacy instruction later.

comprehension. in reading instruction, comprehension refers to making meaning of the text.

fluency. in reading instruction, fluency is necessary for comprehension. reading fluency is made up of these elements: reading speed, automaticity, phrasing (grouping words together); and the ability to access words and their meanings in their oral repertoire

L1. a learner's first or home language

L2. refers to the language a learner is learning, whether that be their second, third, or fourth language

LESLLA. Literacy Education and Second Language Acquisition (LESLLA) is an organization made up of practitioners, researchers and policy makers committed to better understanding and meeting the needs of adult learners with no to limited literacy in the first language.

LESLLA learners. Adult learners who are beginning to read and write for the first time in any language, and in a language that is new to them.

metalinguistic awareness. the ability to think about and analyze language and how it works.

phonemic awareness. the ability to identify individual sounds or phonemes (not letters) and, eventually, to manipulate those sounds

phonics. in alphabetic languages, the relationship between grapheme (letter) and phoneme (sound)

print awareness. what a reader knows and understands about the purposes of print-text and how it is used

sight words. words that are used frequently and are recognized automatically

target language. the language a person is learning

Section 2: Drawing on Research – A Literature Review

Introduction

Approaches to additional language (L2) programming and instruction varies, and necessarily so, for newcomers to Canada. While in some cases differences may result due to preferences for one teaching methodology over another, there is also the very real fact that newcomers have a vast array of goals, background with the L2, and arrive at different life stages. For some time, the Canadian Language Benchmarks (CLBs) have been differentiated for newcomers who have developed no to limited literacy in the first or home language (L1) as is evidenced in the official CLB documents (Johansson et al., 2001; CCLB, 2016). The Canadian Centre for Language Benchmarks now recommends designated classes for adults who are learning to read and write for the first time, and doing so in their L2, or LESLLA learners. One might argue that we have come a long way in our delivery of L2 programs. However, as we become more aware of LESLLA learners in our classrooms, we might also wonder why it appears that many do not make progress expected considering the level of time and effort expended into their studies. To the author's knowledge, we do not have quantitative research to tell us how LESLLA learners perform in LINC classes or other L2 programs in Canada. We do know, however, that programs across the world are not as effective as we

would like with LESLLA learners. With this knowledge, there is opportunity to consider adaptations to existing programs, or to reconsider our programming and teaching methods with LESLLA learners as a whole.

With this in mind, the following literature review briefly reviews what we know about the role of L1 literacy in L2 language and literacy development before describing promising practices for instruction with LESLLA learners. It also considers the benefits of using the L1 in L2 learning, and endeavors to learn from programs that offer L1 literacy instruction to LESLLA learners who have not had prior access to formal schooling in the country of origin or developed print literacy, as a means to support L2 language and literacy development.

As noted above, while the field is perhaps doing a bit better at connecting L2 and literacy learning to learners' needs, we have so far had limited success in successfully supporting LESLLA learners' reading and writing development. After a 10-month study with adult L2 learners in Finland who were learning to read for the very first time, Tammelin-Laine & Martin (2015) concluded that 1400 hours are not enough to develop functional literacy skills in the L2. Note that this is in the Finnish language which has a transparent orthography, unlike the English writing system. In an overview of studies on LESLLA learners and second language and literacy acquisition in the Netherlands, Kurvers (2015) indicated it may take

up to two years for a learner to “read simple short texts”; authors referenced studies that included one by Stockmann (2006), who found that after 950 hours, learners were able to decode “simple monosyllabic words and very short texts”. A service designed to support struggling adult English Language Learners in Calgary, Canada, saw the majority of referred learners had between zero and nine years of schooling prior to migration. Of those, just over half accessing the service reported zero to three years of prior schooling and had not developed print literacy in the L1 (Wall, 2015). While LESLLA learners who are new to print literacy and to formal schooling are making some progress in second language and literacy acquisition, that progress appears to be limited. Burtunk and Vanbuel (2017) described the situation in the Netherlands as one where ‘official language and literacy programs do not seem to lead to the desired results for LESLLA learners in general’. Perhaps this observation fits in Canada, as well.

LESLLA learners bring a wealth of knowledge and experience with language to their learning. Lack of access to schooling or literacy does not equal the person or their intelligence. Many LESLLA learners speak multiple languages and navigate complex systems in the host country but have not developed the reading and writing skills so prized by host countries. LESLLA learners are multi-dimensional

people who also happen to be learning to read and write for the first time in any language, and they are doing this in a language they are still learning to speak.

Implications of L1 Literacy

Levels of first language (L1) literacy for adult newcomers has implications far beyond the classroom. Upon arrival in a hyper-literate context like Canada, adults who have not previously developed print-literacy skills in any language may find themselves experiencing additional barriers to life in their new home. Adults who have not developed print literacy are less likely to find employment, especially at a living wage (Young-Scholten, 2013). There are also increased barriers in access to social services (Gonzalves, 2012; Wall, 2017). While LESLLA learners attend second language (L2) literacy programs with the aim to gain independence (Gonzalves, 2012; Love & Kotai, 2015; Pothier, 2011; Wall, 2017), such learners are making minimal gains after lengthy enrollments in L2 programs. As an example, a learning support service offered to all LINC providers, ESL literacy programs, and employment training programs for language learners in Calgary saw the vast majority of referred learners reported no to limited prior schooling (Wall, 2015), suggesting that teachers and program staff saw a need for additional supports for LESLLA learners in their programs.

Limited L1 literacy has implications for settlement in a host country and for L2 language and literacy development. Despite the paucity of research investigating LESLLA learning, there have been some interesting findings related to differences between L2 language and literacy acquisition with adults who are accessing formal education and literacy for the first time and those who have accessed even a few years of school in the L1.

LESLLA Learners and the Four Strands of Language Learning

LESLLA learners vary in their experience with print-text literacy. Some may have attended primary school or learned basic reading and writing skills from a family member, while others grew up in environments where exposure to print-literacy itself was limited. These variances are reflected in the trajectories of LESLLA learners' second language and literacy acquisition.

Research suggests literacy develops similarly with adults who are new to print literacy as it does with young children. A key difference suggested by one study's results is that unlike children, for LESLLA learners with no prior schooling and who are new to print literacy, exposure to environmental print may affect a person's knowledge about uses for text, and even the ability to identify differences between logos and words as noted in one study (Kurvers et al., 2008). Even so,

exposure to environmental print does not lead to the ability to read or utilize print text. Unlike oral skills, which can be ‘picked up’ and which children learn without formal instruction, reading and writing skills are not learned implicitly. Adult learners who are new to print literacy need explicit, detailed instruction on the connection between the written code and oral language (Kurvers, et al., 2008; Onderlinden et al., 2009) to learn to read.

Research shows that we have much to learn from the way children develop print literacy. Systematic studies on reading abilities of LESLLA learners who are developing print literacy for the first time (Young-Scholten & Strom, 2006; Young-Scholten & Naeb, 2010) have shown the early stages of reading development nearly mirror those of young readers. In one study involving adult Somali and Vietnamese speakers (Young-Scholten & Strom, 2006), test measures followed a similar pattern to those investigating children’s reading development. However, phonemic awareness developed only with exposure to an alphabetic script (like English, Somali, or Vietnamese). Consequently, adults had not accessed formal schooling and who were new to print literacy scored significantly lower on tasks measuring phonemic awareness compared with adults who had up to five years of prior schooling. Further, adults without phonemic awareness were not able to

read or decode single words, and everyone who had some phonemic awareness was also able to decode or read some individual words.

In the research, we have seen examples of adult L2 emergent readers developing some basic literacy skills, such as letter-sound correspondence, some blending skills, and reading at the word level (van de Craats & Peeters, 2012; Kurvers, et. al, 2010), and even simple sentence level with known language (e.g, Tammelin-Laine & Martin, 2014). We have not had the same success supporting LESLLA learners who have not accessed formal schooling and who are new to print literacy to develop reading fluency and comprehension (van de Craats & Peeters, 2012), as, in these studies, LESLLA learners who had not developed print literacy continued to labour over decoding individual words, despite evidence suggesting a critical period is a factor (Young-Scholten & Strom, 2006). Working memory is an important consideration in reading instruction. When readers read too slowly (i.e. without fluency), the working memory cannot make use of words read and connect them to make meaning of the text. Literacy instruction must incorporate sufficient emphasis on reading speed to support reading fluency and comprehension.

While studies into writing development in LESLLA learners is exceptionally limited, Kurvers and Ketelaars (2011) note that samples of writing in studies with adult

emergent writers (Boon & Kurvers, 2008; Kurvers, 2002; Kurvers & van der Zouw, 1990; van Hout & Vallen, 2009 all as cited in Kurvers & Ketelaars, 2011) exemplify similar features to those of young emergent writers. Adult emergent writing likely also begins with an understanding of “directionality and linearity”, then recognition that writing is varied; it must have symbols that look different from each other, and eventually that writing has a minimum number of letters grouped together. Emergent writers may then be able to attempt to write a few sight words by remembering the shapes of letters and words. This all takes place before understanding the connection between sounds and letters.

In their study on the use of spelling strategies, Kurvers and Ketelaars (2011) analyzed writing samples of 90 adult Dutch as a Second Language (DSL) developing print literacy skills for the first time. Learners had from 0-2 years of prior schooling and had not developed print literacy skills in the L1. Researchers determined it useful to identify five spelling strategies used by learners at three different levels in DSL programs: pre-phonetic, semi-phonetic, phonetic, phonemic, and conventional spelling. The majority of learners’ spelling strategy use corresponded to their DSL class level. There were a few outliers, however, and researchers have suggested further study into the influence of L1 compared to L2 phonology on emergent writers’ ability to hear and spell sounds.

When it comes to writing, LESLLA learners face an added challenge not faced by young L1 emergent writers. If L2 phonemes do not exist in a learner's L1, a learner may not be able to access them, potentially affecting spelling (Kurvers & Ketelaars, 2011). Another key difference in the rate of children's writing development and that of LESLLA learners is that the latter get substantially less practice than children do. The researchers concluded that spelling must be taught explicitly for the development of both writing skills and aural processing.

A survey of scientific research (Heuttig, 2016) also points to literacy's implications for phonological processing, aural language processing, and visual tracking.

Studies of the impact of literacy on phonological awareness date back to a study of Portuguese adults who had not learned to read as children (Morais, Cary, Alegria & Bertelson, 1979), wherein tests were administered with two groups: one consisting of adults who had not developed print literacy and another group who had learned to read at age 15 years or older. Participants were assessed on their ability to add or remove a given 'phone' (phoneme) that would result in non-words in one set or in words in another set. Most adults who were new to print literacy were unable to do so, while 72% of those who had developed some print literacy in classes from the age of 15 were able to complete the task. Heuttig (2016) offers numerous other examples of the relationship between phonological

processing and print literacy before delving into the influence of reading ability on the predicting aural text.

Tarone and Bigelow (2005) first hypothesized the potential effects of literacy on oral SLA: previous studies on oral L2 acquisition assume a certain level of metalinguistic awareness, something that is likely developed as a result of literacy. They argued, “if L2 learners do not have awareness or ability to consciously manipulate phonemes, morphemes and words in the L2, then they cannot notice enhanced input or corrective feedback targeting those phonemes, morphemes and words” (p. 11).

Additional studies have looked into literacy’s effects on metalinguistic awareness. One Dutch study (Onderdelinden et al., 2009) tested variables related to word concept in adult L2 learners who had not accessed formal schooling in the country of origin. All participants except one had not attended school in the country of origin, had a minimum level of Dutch speaking skills. Learners in the first group had not yet developed print literacy skills in the target language; learners in the second group had approximately two years of Dutch as a Second Language (DSL) instruction in the Netherlands and were reading at approximately an A1 level in the Common European Framework. Results of the study showed that 1) the learners with some DSL reading skills were better able to isolate words in oral

language than learners newer to print literacy; 2) open class words were better isolated than closed class words and; 3) disyllabic words were better recognized than monosyllabic words by both groups of participants. In another study (Kurvers, et al., 2008) examining sentence segmentation practice of children who have not yet developed print literacy, LESLLA learners who had not yet developed print literacy and literate adults, LESLLA learners who had not yet developed print literacy were most likely to segment sentences into multi-word phrases, or tack function words onto neighbouring content words.

Metalinguistic awareness may affect ways in which L2 oral language is acquired, and thereby teaching techniques such as recasting (Tarone, et al., 2007; Strube, 2008). Oral recasting is a technique teachers use when L2 learners produce an oral miscue. Teachers repeat the same phrase back to the learner with corrections, to encourage the learner to notice the miscue. The learner is meant to implicitly pick up the error, then repeat the sentence back to the teacher with corrections. Tarone, et al., (2007) undertook multiple studies on the use of oral recasts with less and more literate learners in the U.S. Uptake consistently varied dependant on literacy level. Results from a small non-experimental analysis (Strube, 2008) of recasts in three different classrooms suggest that the type of

recasting used with LESLLA learners matters: there was an increased uptake when recasts were salient, or learners knew what to listen for during recasts.

L2 oral skills are not only as important as the literacy skills: stronger L2 oral language skills have been correlated with higher literacy scores (Kurvers & Stockmann, 2009; Condelli et al., 2003). Designated classroom time to focus on oral language is critical (Strube, van de Craats & van Hout, 2013), and we have much to learn about how L2 oral skills develop with adults developing reading and writing skills for the first time. We do not yet know how literacy affects L2 aural comprehension for adult L2 literacy learners (Laberge et al., 2019).

Research to date shows that literacy develops in LESLLA learners similarly to the way it develops in young children. The next section of this paper highlights promising practices in literacy instruction with LESLLA learners.

Promising Practices for Literacy Instruction with LESLLA Learners

With nominally existent research into adult biliteracy programs with LESLLA learners, there is no clear indication of what works or doesn't work in such programs. Studies into the effects of different teaching methodologies with LESLLA learners in the L2 are also limited. And though there is a great deal of research into developing literacy in young children, different approaches may

yield the desired results (Clay, 1991), so long as we understand reading processes and offer clear instruction and many opportunities for learner success.

While there are many approaches to second language and literacy instruction, there are now some promising practices for the LESLLA classroom: a balanced literacy approach, that begins and ends with the bigger picture, and endorses explicit instruction and regular practice of discrete skills. The Whole-Part-Whole approach to second language and literacy instruction is one such approach (Trupke-Bastidas & Poulos, 2007; Vinogradov, 2010). And while L1 literacy development happens differently from L2 literacy acquisition, we can also draw from what we know about how literacy develops in children. One way to frame literacy instruction is to integrate the 5 Components of Reading Instruction (Learning Points Associates, 2004), a commonly used framework in children's education programs. The 5 components are: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The following section describes the Whole-Part-Whole model.

Whole-Part-Whole Literacy Instruction

In North America, many LESLLA practitioners have become proponents of Whole-Part-Whole framework, as described by Trupke-Bastidas and Poulos (2007). The

first Whole in this framework is where a context is introduced for all other instruction. This context, or theme, is relevant to learners' day-to-day lives (Wrigley & Guth, 1992). Here, the teacher draws on learners' existing knowledge and experience of a topic and builds on existing schema. Beginning with a relevant context encourages "meaning-making" from the very start (Wrigley, 2003; Vinogradov, 2008; Vinogradov & Bigelow, 2010). It begins with concepts learners are familiar with, with the use of pictures, realia, and magazines (Wrigley, 2003). The Part focuses on form, and is where discrete skills are introduced and practiced. These skills may include vocabulary building, grammar points, syntax, phonics, dialogue skills, pronunciation, and so on (Trupke-Bastidas & Poulos, 2007; Vinogradov, 2008). The way in which these skills are taught and learned is as important as the content itself. Teachers in a qualitative study (Vinogradov, 2015) tried teaching strategies designed to support young readers with dyslexia with LESLLA learners: although these two groups of learners experience reading difficulty for different reasons, many of the reading challenges are similar. Teachers in the study described the value of offering explicit instruction, multisensory methods of learning, providing structure (routines), and creating plenty of time and practice to 'access success' in reading. These findings are relevant for designing learning activities for LESLLA learners, particularly those

‘Part’ activities, focused on discrete skills. Finally, after much practice with the ‘Parts’, the class moves back to the Whole, where skills learned are used in real-life scenarios.

In a teacher training video (New American Horizons, 2010) on teaching emergent readers, Andrea Echelberger demonstrates Whole-Part-Whole methodology in action over the course of a unit on hardware stores. To build schema, the class first visits a hardware store and looks for items they might use in their homes. The learners work on vocabulary, sentence structure, and reading skills through and Language Experience Approach story, games and activities, before writing a letter to a landlord about a problem in the apartment.

What types of contexts, or themes, are relevant to learners lives? LESLLA learners themselves are best positioned to answer that question (Vinogradov, 2008; Bultynk & Vanbuel, 2017). In recent qualitative studies where LESLLA learners have described their own reasons for attending classes, those reasons have been largely to do with developing independence. Learners wanted to attend medical appointments by themselves (Gonzalves, 2012) or using public transit (Wall, 2017). Speaking about the value of English language and literacy in Canada, women with LESLLA backgrounds said they needed English language and literacy skills to read government documents and fill out forms that are required to access

most social services. Discussing the value of literacy, one woman said, “What can you do without it?”, indicating a need for the language and for literacy in every aspect of her life in Canada. Women in the study who had stronger English oral language skills used English to talk to their doctors, bus drivers, and their children’s teachers. Those with stronger literacy skills were able to fill out some forms on their own. However, as Bultynk & Vanbuel (2017) remind us, LESLLA learners are not a homogenous group; we can learn a lot about learner goals, perspectives on learning, and learning processes simply by asking, especially when the L1 is used in the process. Instructional content is then informed by learners’ need for language and literacy in their day-to-day lives.

The 5 Components of Reading Instruction

The 5 Components of Reading Instruction can be addressed within a Whole-Part-Whole model. Phonemic awareness, phonics, vocabulary, and fluency all lead to the purpose of reading: comprehension.

Phonemic awareness refers to the ability to identify individual sounds or phonemes (not letters) and, eventually, to manipulate those sounds. As noted earlier, phonemic awareness appears to develop alongside print literacy in an alphabetic script (Young-Scholten & Strom, 2006). As such, phonemic awareness

must be taught explicitly, and in tandem with phonics skills. Tasks to support phonemic awareness include isolating phonemes, blending onset-rimes, and blending phonemes (Learning Point Associates, 2004; Reading Recovery Canada, n.d.). At a complex level, readers manipulate phonemes by replacing one sound with another to make a new word. Phonemic awareness works in tandem with phonics to support reading and writing (Learning Point Associates, 2004).

Phonics refers to the relationship between grapheme (letter) and phoneme (sound). Understanding and employing phonics in English is no easy feat. The English language has a deep, opaque orthography. While the relationship between consonant letters and sounds are generally consistent, in one analysis, vowels in a list of the most commonly CVC words were found to follow the ‘rules’ about half of the time (Vainikka, 2016 as cited in Nash, 2017). Nevertheless, developing readers need to be taught phonics rules purposefully and to have plenty of opportunity for practice. Letter-sound correspondence is taught systematically (Learning Point Associates, 2004). That is, letters and sounds that appear frequently (e.g. ‘c’ for /k/) are taught before letters and sounds that appear less frequently (e.g. ‘c’ for /s/ or ‘v’ for /v/). Teachers clearly state that a specific letter represents a specific sound. This instruction is embedded in meaningful text.

In order for a reader to understand that meaningful text, they must read fluently. Fluency occurs when a reader reads words with enough speed that text remains in working memory long enough that the reader can make sense of the text. It also involves grouping words together, or phrasing (Rasinski, 1990 and Hooks & Jones, 2002 as cited in Learning Point Associates, 2004). Reading fluently requires a certain level of automaticity. Individual words no longer need to be sounded out the majority of time. A reader is also able to access the pronunciation for and correct meaning of words from their oral repertoire (Learning Point Associates, 2004). One marker of reading fluency is reading with expression.

An expanding reserve of oral language is needed to read fluently. One reason that reading builds on existing oral language (Vinogradov & Bigelow, 2010). To sound out unfamiliar words, young readers connect their attempts at decoding to stores of vocabulary in their oral language bank to determine whether their attempts make sense (Learning Point Associates, 2004). For this reason, it's important to introduce new vocabulary to developing readers before they encounter the word in print. Note that vocabulary is developed in all four strands: listening vocabulary, spoken vocabulary, reading vocabulary and written vocabulary. Vocabulary development occurs when words are learned deeply, practiced in

different ways and engaged with in a variety of texts (Learning Point Associates, 2004).

Comprehension relates to making meaning of text. Although comprehension can only occur when a reader is able to engage each of the other four components described, comprehenders also employ comprehension strategies or strategies to think about what they have read (Learning Point Associates, 2004). Two common comprehension strategies recommended for early readers are drawing on prior knowledge and asking questions. When learners engage with prior knowledge about the topic they are reading about (or listening to), they are able to use that knowledge to check whether their reading makes sense and add new information to the knowledge already in place. For this reason, it is important to discuss a topic prior to introducing the reading text. This enables learners to both activate existing knowledge on the topic and learn new information about the topic from their peers (and the instructor, if needed). To develop this strategy use in new readers, teachers work with learners to draw connections between what learners are reading and their prior knowledge. Generating questions, the second comprehension strategy for early readers, is a simple technique that keeps readers focused on and engaged with the text. It includes predicting what will happen in a text prior to reading, asking readers questions that will engage both

their comprehension and their analytical skills. Like reading instruction overall, strategy use should be taught explicitly, modeled, and practiced extensively with support before developing readers are expected to try the strategies on their own.

L2 Learners: Additional Factors

The instructional content and methodology described above provides a useful framework for providing relevant instruction in LESLLA programs, and key content for developing reading skills. Starting with the Whole in a Whole-Part-Whole framework allows us to begin with LESLLA learners' strengths, to a point.

However, there is one strength all LESLLA learners bring to the classroom that has not been addressed above; that is, learners' fluency in their L1.

Making a Case for Biliteracy Instruction

While the belief that the L1 should not be used in the language learning classroom (e.g. teachers in Thieves, 2011 study), research fully underscores the value of L1 use to support second language acquisition (Peyton, 2012). In the biggest LESLLA study to date, the What Works Study, researchers advocated the use of L1 in L2 classes to clarify instructions and difficult concepts, thereby reducing the cognitive load on learners. (Condelli, et al., 2002).

Using the L1 to support L2 instruction recognizes learners' expertise in language use enables learners and teachers to draw on their experience of language (Makulloluwa, 2016). This, in turn, repositions learners' and teachers' relationship to power, as learners draw on their own expertise of the L1; teachers are no longer considered the sole experts in the classroom. L1 use in the L2 classroom reduces anxiety and the affective filter, which we also know increases language learning. The L1 in language learning "preserves the cultural and linguistic and cultural identities of the language learner" (Makulloluwa, 2016, p.1; Bajt, 2019). There has been a recent trend as teachers are beginning to view bilingualism or multilingualism as an asset to be tapped rather than a non-aspect of a newcomer's life and learning (Minuz, et al., 2020). This presents an opportunity for greater L1 or heritage language use in the classroom both orally and in print.

L1 Literacy and Biliteracy Programs with LESLLA Learners

Strategic use of the L1 supports L2 development, and prior schooling and L1 literacy development supports L2 language and literacy development. What does the literature say about L1 literacy instruction with LESLLA adults and its role in L2 language and literacy development, or biliteracy programs? A handful of studies

have described such programs and outlined benefits and challenges to running such a program.

The first identified study (Burtoff, 1984) on biliteracy instruction explored the use of L1 literacy instruction on L2 literacy development for adults in the New York City region. All learners involved in the study reported less than two years of L1 schooling and had not developed print literacy skills in the L1, Haitian Creole. In this comparative study, learners were randomly placed into one of two types of programs. Group 1 classes began with 12 weeks of Haitian Creole literacy for six hours per week, followed by 12 weeks of ESL instruction. Group 2 classes were ESL only, offered in two 12-week cycles, also for 6 hours per week. When pre- and post-test scores were compared, unsurprisingly, Group 2, with 24 weeks of ESL instruction, experienced greater gains in their English oral skills. However, the group that started with Haitian Creole literacy classes made slightly greater gains on their English reading and writing scores. Burtoff (1984) concluded that L1 literacy skills transferred to L2 literacy, despite half of the ESL instruction hours. Anecdotally, increased self-efficacy and confidence was noted in the group that received L1 literacy skills, but not in the ESL only group. The author concluded that a combination of L1 literacy instruction and ESL instruction was likely to improve L2 acquisition, but noted that further controlled studies were needed.

In 1992, the Center for Applied Linguistics (Gillespie & Ballering) published a comprehensive report on L1 literacy instruction in the United States. At the time, Gillespie and Ballering (1992) identified L1 literacy programs in languages including Spanish, Haitian Creole and Hmong across the country. Many of these programs were small, community-based programs. These programs were initiated because learners who had not learned to read and write in the L1 were taking longer than expected in their ESL programs. They also aimed to maintain linguistic and cultural identity of the learners. Reported benefits of Native Language Literacy programming included increased learner retention, learners being able to engage with complex issues from the start (compared to ESL classes, where they did not have the language to engage deeply), the ability to discuss metalinguistic issues, and increased learner engagement in their communities. The report identified challenges to running L1 literacy programs. These included limited and short-term funding. They also noted the lack of attention given to developing curriculum, assessment tools and research when sourcing funding was a main priority to keep programs running. Gillespie and Ballering (1992) described the dearth of research on the subject making it difficult to advocate for program funding and called for research to measure the impact of L1 literacy instruction on L2 literacy acquisition.

A Minneapolis study (Málaga, 2008) described and analyzed participatory Spanish L1 literacy programming with LESLLA learners who had not developed print literacy in the L1. Málaga (2008) found the small program implemented benefited all participating learners. Learners were invested in the classes and reported using L1 literacy in the real-world as a result of the lessons. Interestingly, key to the skills we are told LESLLA learners require, “learners’ wisdom and comments on their own “discoveries” mirrored the metalinguistic, metacognitive, and metaphorical meaning of the scholars and researchers in the field of literacy.” (p. 146). Though Málaga’s study did not follow learners into the ESL literacy programs it aimed to transition learners into, the author noted that L1 literacy learning has the potential to support L2 acquisition with adults who are learning to read and write for the first time, in any language. She argued that L1 literacy should be part of ESL literacy programming and recommended studies that measure the transfer of L1 to L2 literacy skills in LESLLA learners who had previously not developed print literacy.

Action researchers in Australia piloted a biliteracy program with adult Dinka speakers (Commonwealth of Australia, 2009). Learners attended eight weeks of L1 Dinka literacy classes before continuing on to 11 weeks of ESL literacy classes. Dinka-speaking staff supported the L2 classes. The project team developed Dinka

and English pre- and post-assessments, as well as instructional materials in partnership with a Dinka literacy association. Action researchers noted that use of the L1 and support of bilingual teachers in the ESL classroom yielded positive results, particularly when discussing conceptual information. However, the project was limited by inconsistencies in understandings of literacy. As a result, the first 8 weeks of the program emphasized alphabet recognition, while the ESL segment included Language Experience Approach stories and numeracy activities based on grocery flyers. Despite limitations of the program design, learners showed increased sight word vocabulary and decoding abilities, as well as the use of contextual cues at the end of the English literacy classes. Learners showed increased confidence and reported that they studied at home more. At the end of the project, authors recommended a strong teacher training component for L1 literacy teachers, well before the program starts, to promote a rounded approach to literacy instruction in both segments of the program.

The teacher-researcher (Brumback, 2014) of a pilot project ESL class in Kakuma refugee camp, Kenya, also pointed to the importance of instructional practice as key to learner interest and SLA. The teacher taught an ES/FL class with Somali adults with beginning levels of L1 literacy as part of a pre-arrival program to the United States. The program was largely unsuccessful, with prescribed teaching

methodology that emphasized alphabet recognition, but not letter-sound correspondence, and vocabulary instruction often tied to resettlement goals in the United States, much of which was not immediately relevant to learners' lives. Additionally, learners with no prior literacy were unable to keep up with the curriculum demands. Brumback (2014) recommended teaching Somali literacy would be of greater benefit to adults learning to read and write for the first time, and that the L1 literacy skills would eventually transfer to English L2 literacy learning when learners arrived to the United States.

Little has changed since Gillespie and Ballering's (1992) call for research into the impact of L1 literacy instruction on L2 language and literacy acquisition for adults who are learning to read and write for the first time, in any language. We know that L1 literacy, no matter what script, promotes second language and literacy development. However, it appears there is no body of research into the effects of L1 literacy instruction in support of L2 literacy development with adults.

Conclusion

As research specific to LESLLA learners grows, we are learning more about how L1 literacy affects L2 language and literacy acquisition. We are also learning more about 'what works' for LESLLA learners in the classroom. With the current

understanding that L1 use can be supportive of L2 acquisition, we are now faced with questions surrounding how to use the L1 to support L2 language and literacy development, particularly with LESLLA learners. If we are not seeing the desired results from in our L2 and literacy programs with LESLLA learners who are new to school and new to print literacy, we may wish to consider how to better leverage the strengths learners bring to language and literacy development, including learners' oral skills in the L1.

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Section 3: Before You Begin - The Intake Process

The intake process is key to understanding your learners. We suggest conducting the learner intake in the first language.

The Tools

This Curriculum Framework includes a set of tools to support the intake process in the L1 and the L2. Use these tools to help you get to know learners' goals, language, and literacy abilities. Understanding your learner will help you plan your classes.

We have included these resources in Farsi, Nepal, Tigrinya and English:

- Intake Interview
- Assessment Tools based on the 5 Components of Reading Instruction
 - Concepts about print
 - Phonics
 - Sight symbols and words
 - Reading fluency and comprehension
 - Phonemic awareness
- Oral vocabulary assessment (English only)

How to Conduct the Intake Assessment

Conduct the assessments over the course of several classes. You might spend 15 minutes or 30 minutes assessing learners' skills at a time before switching to a tactile, interactive learning activity. Instructions for using the intake assessment

tools are included in the assessment tools appendices. Follow the instructions included in each assessment and jot down your observations.

After the Assessment

The purpose of the assessment is to inform instruction. The assessment will help you:

- Identify what learners know about language and print
- Identify a starting point for instruction

When you teach, use what learners already know as a foundation for your lessons. Introduce skills that learners have not yet developed a little at a time using the Whole Part Whole method described in Section 4.

Section 4: A Facilitator’s Guide for Teaching Adult Emergent Readers

Context

This curriculum framework has been developed as a tool for instructors working with adult learners of English as an additional language and who are also learning to read and write for the first time, in any language. We have taken a balanced approach to literacy development. This framework draws on **whole-part-whole** methodology, made popular among North American LESLLA practitioners in articles by Trupke & Bastidos (2007) and Vinogradov (2010). The 5 components of reading instruction (Antunez, 2002) are naturally embedded within the whole-part-whole method.

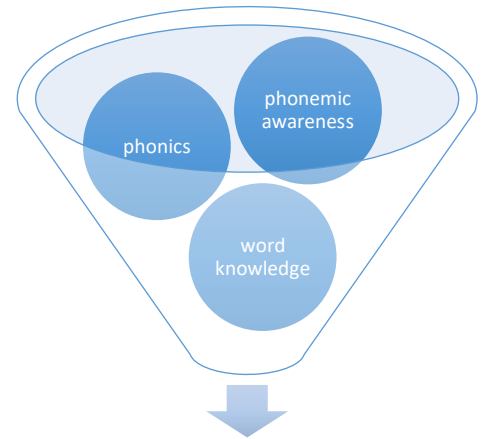
By starting with reading and writing skills in the mother tongue, learners will draw on their existing knowledge and experiences of language to develop new skills. We expect that there may be several benefits to learning to read and write in the first language, one being a stronger foundation on which to build literacy skills in English.

Learn more:

Watch Andrea Echelberger’s classroom demonstration of whole-part-whole literacy instruction in the video [Building Literacy with Adult Emergent Readers](#) by New American Horizons (2010).

Much of the curriculum framework is the same in each of the parallel documents for first language literacy. Because of differences in each language, you may see differences in these areas:

- Word knowledge
- Phonics
- Phonemic awareness



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

A Note About Literacy Instruction

Literacy instruction

- draws on learners' knowledge and experience of the world.
- is relevant to learners' interests and needs in their real-world contexts.
- builds on learners' existing repertoire of oral language.
- is explicit and intensive (Torgesen, 2002), with an emphasis on discrete skills.

Learning to read and write in the first language, versus learning to read and write in another language. One benefit of learning to read in the first language is learners' depth of experience with the language. It also allows learners to develop metalinguistic skills in a language they already know. Learners are already familiar with the language structure, vocabulary and use. By developing L1 literacy first, learners are connecting literacy to existing knowledge.

Metalinguistic awareness
refers to the ability to think about and analyze language and how it works.

Before focusing on literacy learning in another language, it is important to develop some oral language skills. Literacy skills are built on oral language.

Draw on learners’ knowledge and experience. Adult literacy learners bring a wealth of knowledge, experience and skills to the classroom. LESLLA learners have moved countries. Many have held jobs or raised families. LESLLA learners navigate complex systems on a daily basis. Begin with this in mind.

Relevant instruction is connected to learners’ everyday experiences and needs. Relevant instruction considers how learners already use language and literacy in their lives. It also asks how learners want to use language and literacy skills. Relevant instruction ‘brings the outside in’ (Condelli & Wrigley, 2006). Teachers can connect classroom learning to learners’ everyday lives by inviting guest speakers, going on field trips, and using real-life materials in class.

Start with oral language. Remember that LESLLA learners are learning to read and write for the first time in any language as adults. At the early stages of literacy in any language, introduce print-text for language the learner already knows orally (Vinogradov & Bigelow, 2010). This allows learners to ‘hook’ their literacy skills onto something familiar.

Some learners may have already developed English oral skills before attending literacy classes. Other learners may be at the early stages of learning English. For learners with beginning oral language skills, work on listening and speaking skills first. Skillful literacy instructors build literacy skills on existing oral language skills,

whether by starting with the learner's name, familiar places, or other known language. Use realia and pictures to support oral language.

Explicit instruction breaks down a skill sequentially, so that learners understand how and why they are doing what they are doing. Learners are not expected to figure out how things work. For instance, an instructor will tell a learner that the letter 'b' sounds like /b/, or that you can change the first letter of the word (/f/ in fan) to make a new word (/r/ for ran).

Try it in:	
English	1. The letter 'b' sounds like /b/. 2. Change the first letter of the word to make a new word. E.g., /f/ in fan to /r/ for ran
Farsi	1. The letter ب sounds like بَبَبُ. 2. Change the first letter of the word to make a new word. E.g., /ب/ in باد to /د/ for داد
Nepali	1. The letter 'ख' sounds like /kha/. 2. Change the first letter of a word to make a new word. /ब/ in बस to /क/ for कस
Tigrinya	1. The letter (fidel) ቤ sounds like /be/. 2. Change the first letter of a word to make a new word. E.g., /ፈ / in ፈዘኝ to /መ / for መዘኝ

Intensive instruction offers plenty of practice with the same skill. When a new concept or skill is introduced, have learners practice it in different ways and context over time. This supports mastery. Intensive instruction is not introducing many new skills at once, nor is it spending a large amount of time on a skill all at once.

Pre-reading skills

Depending on learners' prior experience with print literacy, learners may benefit from work on pre-emergent literacy skills. Pre-emergent literacy skills include:

- Recognizing pictures and symbols
- Holding a pen, pencil, whiteboard marker comfortably
- Using a keyboard or keypad

Concepts about Print

Concepts about print include:

- Print conveys meaning
- Letters convey sounds
- Words have a beginning and an end
- The particular direction of print on a page
 - (e.g., in English, left to right and top to bottom; in Farsi, right to left)
- The ways reading and writing are used

Depending on learners' prior experience with print literacy, these concepts may or may not be in place. However, they are foundational to the reading process (Wren, 2000) and should be taught explicitly if they are not already in place.

The Whole

Begin with the whole in mind. The whole encompasses the context or theme and the ways we use language in that context. For example, if the theme is 'healthcare', then language and literacy is used to book an appointment, talk to a

healthcare professional about health concerns, understand information about lab work, and read prescription labels. In this example, the broader topic of ‘healthcare’ and the things we do to access healthcare are part of the whole.

In a whole-part-whole model, we start with and end with the whole. While the whole may be a thread that carries throughout a unit, the discrete skills outlined in The Parts are essential for developing the comprehension and fluency described later in this document.

Relate units and lessons to a theme or context that connects with learners’ interests and needs.

Fluency

Reading fluency is a precursor to comprehension. Fluency requires:

- reading speed
- automaticity
- phrasing, or grouping words together
- the ability to access words (and their meanings) in their oral repertoire

Fluent readers read with enough speed that words stay in the working memory long enough to make sense of the text. When a reader needs to decode each word in a sentence, the working memory does not store the information long enough to connect them or their meaning. To achieve reading fluency, vocabulary in a text must be familiar and practiced. One marker of reading fluency is reading with expression.

Comprehension

Comprehension is the ability to make meaning of text.

Comprehension strategies recommended for early readers include:

- drawing on prior knowledge
- asking questions about the text

When learners engage with **prior knowledge** about the topic they are reading about (or listening to), they are able to use that

knowledge to check whether their reading makes sense (Reading Recovery Council of North America, n.d.). They can also add new information to the knowledge already in place. Read more about this in **Set the Stage**.

Teach, model, and practice comprehension strategies extensively. Explicit instruction and practice, learners will eventually learn how to use the strategies on their own.

Generating questions is a simple technique that keeps readers focused on and engaged with the text. Before reading, ask learners to predict what will happen in a text. During reading, ask questions that will engage learners' their comprehension and analytical skills.

Choose a Topic

Find out which topics the learners in your class are interested in. Offer learners several options

Settlement themes support newcomers as they settle in their new communities. Settlement themes include:

- Banking
- Civic engagement
- Employment
- Healthcare
- Housing
- Transportation

to begin with. These can include getting to know you themes, **settlement themes**, or discussion about famous people.

Set the Stage

Begin with discussion about the topic.

What do learners already know?

- **Activate background knowledge.** Find out what learners already know about the topic. For example, if you are talking about transportation, what modes of transportation do the learners use? Do they take public transportation to class, drive to class, or get a lift with a family member? Does anyone walk or bike to class?
- **Build knowledge about the subject.** Once you know what learners' experience with and knowledge of the topic is, you can build on what they already know through discussion and experiences. As a group, you might take a look at the bus routes that stop near the class, discuss rates, and how long you can use a transfer in your community.

The topic or theme serve as the context for letters, words, and longer texts as you work on the 'parts'. Instruction begins with the whole, then moves to the parts.

The Parts

Incorporate explicit, intensive instruction of each of the 'parts' outlined below in each lesson. Each lesson should include tasks to develop:

- Vocabulary
- Phonics
- Phonemic awareness

Vocabulary and Word Knowledge

- Begin with what learners already know
- Vocabulary is connected to the theme
- Focus on depth of word knowledge, rather than quantity
- Have learners practice vocabulary in all modalities

Draw key vocabulary from the topic discussed. This can include learners' names, language names, and place names. Vocabulary can also be drawn from a Language Experience Approach story, or from information learned from a community presentation. For instance, a presentation by a community nurse might include vocabulary about clinics, hospitals, nurses and doctors.

Build a depth of vocabulary, rather than large amounts of vocabulary. Have learners practice using words in different ways, many times. Use realia and photos to support vocabulary development, before introducing words in print text.

Practice vocabulary in all modalities, listening, speaking, reading (including reading pictures at the early stages) and writing.

Depending on learners' readiness, introduce different word forms. For example, like and likes. Or, study and student. See the table on the next page for examples.

Try it in:	
English	1. like and likes 2. study and student
Farsi	1. دوست داشتن (like) and دوست دارد (likes) 2. دانش آموز (study) and دانش آموز (student)
Nepali	1. जाऊ (go) and जान्छ (goes) 2. बिद्यालय (school) and बिद्यार्थि (student)
Tigrinya	1. ልቢ ልብ (heart) and ልቢ ልብ (my heart) ¹ 2. ጽዊታ tseweta (play) and ተጽዋቲ tetsawati (player)

Phonics

Phonics instruction teaches the relationship between letters and sounds.

Use familiar words and names to introduce initial consonants. When introducing final consonants and short vowels in English, begin with short, three-letter words that begin and end with a consonant, such as ‘pen’ or ‘bag’.

Try it in:	Start with	Examples
English	3-letter CVC words	pen, bag
Farsi	2-letter words	گُل / گُل, بُن / بُن
Nepali	Inherent vowels and matras	घर (house), कमल (lotus)
Tigrinya	Simple fidels ሰብ (seb / a person) and በለስ (beles / cactus)	

The *Learning for LIFE: An ESL Literacy Curriculum Framework* recommends introducing phonics in this order for English language learners (2011):

- Initial consonants
- Final consonants
- Short vowels

¹ https://en.wikipedia.org/wiki/Tigrinya_language

- Long vowels
- Consonant blends
- Digraphs

Phonemic Awareness

Phonemic awareness is the ability to identify and manipulate phonemes, or sounds. Phonemic awareness emphasizes sounds, rather than letters.

Phonemic awareness develops in these stages (Reading Recovery Canada, n.d.):

- **Identification and isolation.** At this stage, learners identify individual sounds aurally. You might ask them to tell you individual sounds they hear in a word. For example, the sound /p/ is the first sound in ‘pan’. The sound /f/ is the first sound in ‘phone’. The final sound in ‘pen’ is /n/.
- **Blending.** At the next stage, learners are given two or more individual sounds in sequence. The learner then blends these sounds together. For example, a learner given the onset (initial sound) /p/ and the rime –an and rime would blend the sounds to say ‘pan/.
- **Segmenting.** The opposite of blending. At this stage, learners identify each sound in a word or each onset (initial sound) and rime.
- **Manipulation.** At the final and most difficult stage of phonemic awareness, this exercise answers the question, “What happens when...” certain parts of a word are changed. For instance, what happens when you take the /k/ out of ‘cat’? Or, what happens when you add /s/ before ‘at’?

Try it in	Identification & Isolation	Blending	Segmenting	Manipulation
English	<ul style="list-style-type: none"> - /f/ - first sound in 'phone' - /n/ - final sound in 'pen' 	onset-rime /p/ and the rime –an says /pan/	Identify each sound (phoneme)	<ul style="list-style-type: none"> - take the /k/ out of 'cat' - add /s/ before 'at'
Farsi	<ul style="list-style-type: none"> - /د/ - first sound in 'دِل' - /گ/ - final sound in 'زَگ' 	onset-rime /پ/ and the rime –an says /پِل/	Identify each sound (phoneme)	<ul style="list-style-type: none"> - take the /ک/ out of 'کُت' - add /د/ before 'د'
Nepali	<ul style="list-style-type: none"> - the syllable क /ka/ is the first unit in the word कमल ('lotus') 	syllables /pa/ प, /aa/ आ, /na/ न, /ii/ ई blend the sounds to say 'पानी' (water)	Identify each syllable	<ul style="list-style-type: none"> - take the /paa/ पा out of 'pani' पानी - add /khaa/ खा before 'ni' नी
Tigrinya	<ul style="list-style-type: none"> - the letter (fidel) ተ is the first unit in the word ተመን - the letter (fidel) ባ is the last unit in the word ናባ 	Syllables /፬/ , /፭/ , and /፮/ blend to say the word ፬፭፮	Identify each syllable	<ul style="list-style-type: none"> - take the /፬/ out of ፬፭፬ - add /h/ before ፬፬ (፬፬፬)

Sight Words

Sight words are words that are used frequently and are recognized automatically. At first, readers will learn to decode these words like any other words (Duke & Mesmer, 2016). As the words are read and written over and over again, they eventually become sight words.

With a LESLLA learner, you might begin building sight vocabulary with learners' names, the community or city they live in. Sight words, or high frequency words, may be words frequently seen in environmental print, like 'stop', 'exit', 'name', and 'date'.

Try it in:	Examples
English	stop, exit, name, date
Farsi	تاریخ, نام, خروج, ایست
Nepali	(रोक्नुस्/रोक्नु (stop), बाहिरिनु (exit), नाम (name), मिति (date)
Tigrinya	ደው በል (stop), ኤርትራ (Eritrea), ስም (name), ዕለት (date)

Language Experience Approach stories, or LEA stories, are a valuable source of known oral language. Common words like I, we, or read might become sight words. Draw on words learners know and can use orally to build a bank of sight words.

A Note about Syntax

Like the other 'Parts' within a Whole-Part-Whole model, syntax is taught in context and it is taught explicitly. Prepare sentence strips with sentences from an LEA story the class has created together. Ask learners to identify action words, or 'things'.

You can ask learners to put flashcards into the correct order to create a simple sentence. Learners may not need to know the names for each part of speech or other technical language to discuss the way language works (e.g., terms for predicate or 3rd person singular). However,

Using the **Language Experience Approach**, learners develop a story together. The story is usually based on a shared experience, like a field trip. As learners describe the experience, the instructor writes it down. This story is then used as a basis for reading and writing instruction.

learning how these concepts work is important both to produce comprehensible language (speaking and writing) and to understand language (reading and listening).

Include activities that ask learners to sort images into categories or to put word cards from simple sentences into the right order. For instance, ask learners to put pictures of places (school, church, mosque, grocery store, home) on one table, and place pictures of doing words (walk, bike, drive) onto another table. Or, use sentences from your LEA story. Cut a sentence into parts. Then ask learners to put the words in the right order.

Try it in:	Basic Word Order	Sentence in L1	English Translation
English	Subject – Verb – Object	She goes to school.	
Farsi	Subject – Object – Verb	من مدرسه را دوست دارم. I – school – like.	I like school.
Nepali	Subject – Object – Verb	जन स्याउ खान्छ ² John – apples – eats.	John eats apples.
Tigrinya	Subject – Object – Verb	ሓደ ቋንቋ ኣብዘንብኡ One language – never enough – is.	One language is never enough.

Return to the Whole

As described above, the Whole focuses on the big picture of a particular theme. When tied to all of the Parts outlined above, they lead to critical aspects of the Whole, fluency and comprehension.

² <https://nepalgo.de/post/43648452777/sentence-structure>

Use the Language Experience Approach described above to write a story about a field trip. Or, create a wordless picture book on the topic, and ask learners to choose a word to write on each page (Vinogradov, 2009). Read these stories together to return to reading for meaning.

Section 5: Sample Tasks

Pre-reading skills

Depending on learners' prior experience with print literacy, learners may benefit from work on pre-emergent literacy skills.

Recognizing pictures and symbols

- **Picture identification.** Have a set of pre-made flashcards with photos of vocabulary your group has been working with. Start with concrete words, like items around the class (e.g. table, chair, book, binder, marker, etc.). When learners are familiar with the words and have developed vocabulary with realia, introduce clear, clutter-free photos or images that depict the same words. Say the word connected to the photo. Ask the learner to show you the corresponding picture.
- **Printing practice.** Offer a variety of ways for learners to practice drawing letters.
 - **Air writing.** Have learners write the 'letter of the day' with large movements in the air – no pens, pencils or markers required.
 - **White board writing.** Writing on the class whiteboard allows learners to write as large or small scale as they are comfortable with, and because it is easily erasable, writing on the board can also be low-risk for learners concerned about getting it right.
 - **Playdough letters.** Give each learner their own bag of 'play dough' that they can use to make letters. Invite learners to spell their names

or make the first letter of vocabulary you are working with that lesson.

- **Beans and grains writing.** Use natural materials your learners are familiar with, like beans, grains, or maize seeds. Ask learners to form letter shapes with the materials (UNESCO Institute for Lifelong Learning, 2020).

Build Concepts about Print

The following activities can promote learners' concepts about print. As much as possible, these learning activities are embedded in the broader theme or context you are working with. Exercises relating to letters and sounds will use words that are your focus within your theme. Do not use these activities to introduce new words or content.

- **Read-alouds** to support **print awareness**. Read content to your learners. As you do so, ensure learners can see the text you are working with. Point to and describe pictures together. Point to words as you read them. Use books, flyers, community announcements. The text's context and content are familiar to learners, so they are able to focus on the connection between text and meaning.
- **Sentence strips.** To teach that words have a beginning and an end, cut up words from a simple sentence in an LEA story or a story the class has been working with. Ask learners to put the words in right order. This also supports the development of word boundaries.
- **Model directionality.** As you work with sample texts in class, model where you begin reading a text, and the direction the text moves. If you use books

developed for LESLLA learners, demonstrate beginning with the cover page through to the end of the book. Books can be helpful, as there is the page-turning element. Using materials that are big enough for learners to see and follow along, use your finger to demonstrate that you are moving from left to right on a page in English texts, or right to left in some languages. After modeling this a number of times, ask learners questions about where to start reading a text and which direction the text moves.

Use **realia** to support L2 oral language and literacy development. For example, bring in vegetables or seeds to introduce food and gardening vocabulary. Look at 'hours of operation' signs, and look for days of the week together.

- **Work with a variety of reading materials to demonstrate that print text is used for a variety of purposes and in different ways.** Use short texts that are highly supported with images and have limited print on a page. Use readers developed with LESLLA learners in mind. Draw on resources in your classroom, building, or community. Refer learners to room numbers on doors, open or closed signs on stores, opening hours at office entrances, and signs of community organizations or services learners use.

Build Word Knowledge

The following sample activities can promote learners' vocabulary or word knowledge. These learning activities are always embedded in the broader theme or context you are working with. New words and word knowledge is important to support comprehension of program concepts and content. Introduce a small

number of words at a time and provide plenty of practice using new words in all modalities.

- **Use physical movement, realia and images.** If your topic is transportation, you can use physical movement to demonstrate ‘walking’, ‘cycling’, ‘taking the bus’, or ‘driving’. As much as possible, use realia and clear images to support vocabulary development. Include photos of someone walking, someone cycling, taking the bus, and driving. Use these images for a variety of learning tasks.
- **Bingo.** Play a game of bingo to promote listening skills. If you are working with a multi-level class, some learners may work with picture flashcards, while others use word flashcards.
- **Matching.** Give each learner a set of picture flashcards, along with either corresponding word flashcards or initial letter flashcards. Learners match the corresponding flashcards. This can be followed up with a paper-based matching exercise using the same images and words.
- **Flyswatter Game** (New American Horizons, 2010). Hang an assortment of vocabulary pictures. With two teams lined up, the person at the front of each line listens for the word, then tries to ‘swat’ the picture first. For learners with stronger oral skills, teammates can help out with cue words, like ‘up’, ‘down’, ‘right’, or ‘left’.
- **Talk to 3 people.** At early stages of English oral language development, use sentence frames to support dialogue practice. Introduce sentence frames tied to the theme that offer opportunities to choose appropriate vocabulary. For example:
 - **Student 1: How do you get to school?**

- **Student 2: I walk.**
- **Student 2: How do you get to school?**
- **Student 1: I take the bus.**

Depending on learners' readiness, they can respond using a picture flashcard, using a word, or using the full sentence. Offer plenty of choral practice before asking learners to practice the same exchange with three different classmates.

- **Write a story.** As all of the new vocabulary is drawn from the theme you are working on, learners will have plenty of opportunity to use new words in natural settings. Ask learners to tell you about their experience with a topic and turn it into a story for learners to read. Still on the theme of transportation, a story could read:

- **Learner A takes the bus to school.**
- **Learner B drives to school.**
- **Learner C takes the train to school.**
- **Learner D walks to school. (etc.)**

Learners read this story as a group, and then on their own. Support each sentence with an image (of a bus, train, etc.). This will enable learners of all reading abilities to read the story, whether they are able to read the print-text or not.

Phonics

The following activities support phonics development, or knowledge of the relationship between letters and sounds. In English, the learning activities below can be adapted to work on any of the following:

- Final consonants
 - Short vowels
 - Long vowels
 - Consonant blends
 - Digraphs
-
- **Picture dictionary.** Provide learners a homemade picture dictionary with one letter of the alphabet at the top of each page. Provide a handout with pictures depicting each word. Whenever you introduce new vocabulary, work together to identify the first letter of each word. Ask learners to cut out pictures you have provided and paste them into the corresponding page in their picture dictionaries. Learners with stronger sound letter-correspondence might write out words.
 - **Tapping.** A multisensory activity to develop phonological awareness and phonemic awareness. Learners tap a finger to their thumb for each phoneme or sound, then blend the individual sounds together to make a word.

Be sure to visit [English Code Crackers](#) (n.d.) for video demonstrations of activities that phonological and phonemic awareness, like tapping.

NOTE: Tapping may work in Farsi, where consonant sounds and long vowels are represented by letters. Tapping may not work in alpha-syllabic languages, like Nepali and Tigrinya.

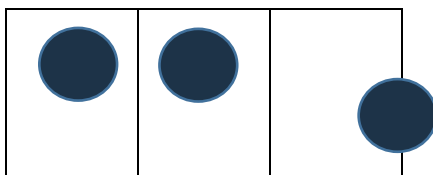
- **Word sort.** Similar to sound identification to promote phonemic awareness. Create two sets of flashcards with contrasting initial consonants, vowel sounds, or rimes. For example, you might include words like bus, cup, sun, hat, fan, pan. Give each learner a set of images depicting these words (not the words themselves) learners are familiar with. Provide a T-chart with one letter (or group of letters for rhyming words) on each side: in this case, the letters ‘a’ and ‘u’. Alternatively, place a piece of paper with the letter ‘a’ on one table, and the letter ‘u’ on another. Ask teams of learners to sort pictures into the right groups, by placing them on the table with the corresponding letter.

Try it in:	Initial Sound or Syllable
English	Initial consonant /k/ - car, cake, coffee Initial consonant /m/ - money, man, milk
Farsi	Initial consonant /ک/ - book /کتاب, hat /کلاه, bag /کیف , Initial consonant /د/ - doctor /دکتر, notebook /دفتر, hand /دست
Nepali	Initial syllable /क/ - कलम (pen), कान (ear), काम (work) Initial syllable /ख/ - खरायो (rabbit), खम्बा (pole), खरानी (ash)
Tigrinya	Initial fidel /me/- /መ/ - መቆሽ (scissors), መንበር (chair), መሓዘት (friends) Initial fidel /ba/- /ባ/ - ባናና (banana), ባዴላ (pan), ባርኒጣ (hat)

Phonemic Awareness

The following sample activities can be used to support phonemic awareness, the ability to identify and manipulate phonemes, or sounds.

- **Elkonin or sound boxes** (Clay, 1993). Useful for identifying phonemes, or individual sounds, in a word. Start with words that have three sounds, like ‘cat’ or ‘home’. Once the learner is confident with these words, move on to words with four sounds, including consonant blends, like ‘find’ or ‘drive’. Words starting with a consonant might be easier for learners to hear clearly.



This diagram shows sound boxes for words with three sounds. Ensure there are exactly enough boxes for each sound. This diagram will work for words with three phonemes like ‘bus’, ‘home’, or

NOTE: Elkonin Boxes work in English and Farsi, where each sound is represented by a letter. They may not work in alpha-syllabic languages, like Nepali and Tigrinya.

Try it in:	First Step
English	CVC words bag, cup, sit
Farsi	Words with 3 sounds 'پل' or 'داد'

- **Sound identification.** These activities support phoneme or sound identification. Review familiar words with two different first letter sounds for this activity. As you say the word, work with learners to identify the consonant sound (not letter) in each word. Or, create two sets of flashcards. Include photos of words that learners know and that you are working on within your theme. Include words beginning with two contrasting sounds. For example, you might include words like bus, blue, bag and taxi, train, ticket. Give each

learner a set of images depicting these words (not the words themselves) you have been working on. Tell learners that the words start with the /b/ sound and the /t/ sound. Together, work with learners to sort the images according to first sound. As learners become familiar with the activity, ask them to do this task on their own.

- **Syllable identification.** Clap out each syllable in familiar words. Non-stress syllables are more difficult to hear, so be sure to slow the words down for this activity. Tapping a finger on a table or stretching out an elastic band for each syllable also works.
- **Manipulation.** At the final and most difficult stage of phonemic awareness, this exercise answers the question, “What happens when...” certain parts of a word are changed. For instance, what happens when you take the /k/ out of ‘cat’? Or, what happens when you add /s/ before ‘at’?

For this task, the say the word slowly and clearly, without separating the sounds. Ask the learner what happens when you change one sound to another sound. Again, this task emphasizes the ability to hear and manipulate sounds, not letters.

Try it in:	
English	Remove a sound – take the /k/ out of ‘cat’ Add a sound – add /s/ before ‘at’
Farsi	Remove a sound - take the /ک/ out of ‘کت’ Add a sound - add /د/ before ‘اد’
Nepali	Remove a sound - take the /आ/ out of आमा (mother) Add a sound - add /मा/ before ‘मा’ (मामा / maternal uncle)
Tigrinya	Remove a sound – take the /ፈ/ out of ፈተወ Add a sound – add /ከ/ before ተወ (ከተወ)

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Appendix 1: L1 Language Structure and Teaching Tips

by Allison Bajt

The **language Structures** provide background information on Farsi, Nepali, and Tigrinya. Information about each language is organized in this way:

- The Writing System
- Sounds (Phonology)
- Words (Morphology)
- Sentences (Syntax)

Refer to the **teaching tips** for practical ideas specific to the learners' first language.

The Farsi Language Structure

This section provides an overview of these aspects of the Farsi language:

- The writing system
- Sounds (phonology)
- Words (morphology)
- Sentences (syntax)
- Stages of Reading Development

The Writing System

Farsi, also known as Persian, is written from right to left in a variation of the Arabic script. Most letters connect to the letters around them, and because of this, the letters change their shape depending on their position in a word. There are four types of connecting symbols for each letter: freestanding (letter is written alone), initial (letter is at the beginning of a word), medial (letter is in the middle of a word) and final (letter is at the end of a word). Finally, there is no capitalization or upper and lower cases for writing letters in Farsi.

Farsi uses a consonantal writing system called an **abjad** (Ager, n.d.), which means that only consonant sounds have a dedicated letter. Vowels can be either left out or shown by adding a small mark or dot, known as a **diacritic**. For example, the word پدر, is written only with consonant letters /pdr/ but is spoken as /pedar/ ('father'). The vowel sounds /e/ and /a/ are completely left out in writing.

The Farsi alphabet also has a very regular pattern between sounds and letters (Panah, 2012). This means that each sound has a single written letter, known as a **grapheme**. As mentioned above, diacritics can be used to show changes in sound and pronunciation. For example, the sounds /k/ and /g/ are written as گ and ک, and the sounds /tʃ/ ('choose') and /dʒ/ ('judge') are written as چ and ج. Diacritics are very rarely used in writing, with the exception of the holy Quran (Persian Online – Grammar & Resources, n.d.).

Sounds (Phonology)

Consonants

Farsi has 32 letters that represent consonant sounds. Some consonants may also be used to represent vowel sounds (Ager, n.d.; Hall, 2007).

Letter	Sound	Letter	Sound	Letter	Sound
ا or آ	/ʔ/, /ɑ/	ز	/z/	ق	/g/
ب	/b/	ژ	/ʒ/	ک	/k/
پ	/p/	س	/s/	گ	/g/
ت	/t/	ش	/ʃ/	ل	/l/
ث	/s/	ص	/s/	م	/m/
ج	/dʒ/	ض	/z/	ن	/n/
چ	/tʃ/	ط	/t/	و	/v/, /u/, /o/
ح	/h/	ظ	/z/	ه	/h/, /e/
خ	/x/	ع	/ʔ/, /æ/	ی	/j/
د	/d/	غ	/g/		
ذ	/z/	ف	/f/		
ر	/r/				

Vowels

Farsi has six vowel sounds – three long vowels and three short vowels. The long vowels are always written, whereas the short vowels are either shown by adding a diacritic or not written at all. There are also some sounds that are formed by a combination of vowels, known as **diphthongs**. For the sake of clarity, they will not be shown here.

Vowel	Word Initial	Word Medial	Word Final
/â/	آ	ا	ا
/a/	ا	ـ	ه
/e/	اِ	ـِ	ه
/i/	ای	ی	ی
/o/	اُ	ـُ	و
/u/	او	و	و

Words (Morphology)

Here we provide some basic information about word forms in Farsi (Persian Online – Grammar & Resources, n.d.).

Nouns

Nouns in Farsi change depending on their number (singular and plural) and their function in a phrase or sentence (known as **case**) by adding symbols to the noun. For example, the symbol را is added to nouns that are the direct object in a sentence (known as the **accusative case**). Plural nouns are created by adding a letter to the end of a word, known as a **suffix**. There are two ways of doing this, depending on the noun:

1. The suffix ان is added to nouns that are animate or living things.
2. The suffix ها is used for everything else.

Descriptive words called adjectives normally come after the noun they describe, as in *خوب کتاب* ('good book') and *خانه‌ی بزرگ* ('big house'). Finally, Farsi is known as a **pro-drop** language because the subject pronoun ('I', 'you,' 'he,' 'she') may be left out completely or dropped from a sentence. Example:

Farsi: *رفتم مدرسه.*

English: (I) went to school.

Farsi: *رفت‌ی مدرسه؟*

English: Did (you) go to school?

Verbs

Verbs in Farsi change depending on who the subject or actor of a sentence is, the person or perspective (first, second or third), number (singular or plural) and when the action occurred (past, present or future).

Sentences (syntax)

This section describes the order of words in Farsi sentence structure:

Word Order

Farsi has a subject – object – verb (SOV) sentence order. The verb always comes at the end of the sentence. English, on the other hand, is a subject – verb – object (SVO) language, with the verb in second position. Compare:

کتاب را به علی دادم: Farsi.

English: I **gave** Ali the book.

Stages of Reading Development

In Farsi, short vowels are usually left out in writing. However, short vowel letters play an important role in the early stages of learning to read and write. Reading and writing is usually introduced with short vowel symbols and consonants. Later, the short vowel symbols are removed and young readers continue to learn to read and write with the letters for long vowel sounds and consonants. While we were unable to find research that clearly showed the recommended stages of reading development in Farsi, we have put together the sequence below, including short vowels. Introduce:

1. Initial consonants or short vowels. Example: ماهی ('fish')
2. Final consonants. Example: ماشین ('car')
3. Medial vowels. Example: نان ('bread')
4. Initial and final consonant blends. Example: موز ('banana')
5. Short vowel words with final consonants. Example: گردو ('walnut')
6. Corresponding long vowel words with final consonants. Example: کیک ('cake')
7. Words with short and long vowel blends. Example: کفشدوز ('ladybug')

Teaching Tips

In this section, you will find several teaching tips that are specific to the learners’

L1. These tips relate to:

- L1 literacy
- L2 pronunciation
- L2 reading and writing

If you speak both the L1 and English, you bring your own experience with each language to the classroom. Draw on your own knowledge of the language as you teach.

L1 Literacy: Focus on Similarities

As we can see, Farsi and English are unique languages with different scripts and sounds. It can be helpful to point out what is **similar between the languages** and build on our learners’ oral language skills. You might want to discuss the following points (Chabbot et al., 2013) to get your learners thinking about language:

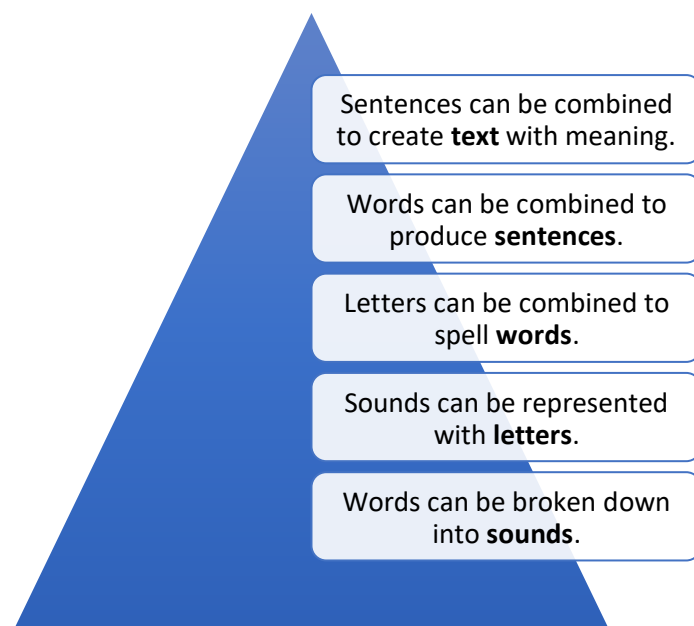


Figure 1: from Chabbot, et. al, 2013

L2 Pronunciation - Learning New Sounds

The sounds /w/, /ð/, /θ/ and /ŋ/ do not exist in Farsi (Hall, 2007). Farsi speakers learning English may have difficulty pronouncing them.

Words with these sounds include:

/w/:	w ater
/ð/:	th en
/θ/:	Th ursday
/ŋ/:	si ng

Note: Sounds that are new to a learner may not always be the hardest to learn in a second language. Some research shows that sounds that are similar, but not exactly the same, may also cause problems for language learners (Hall, 2007).

Consonant Clusters

Consonant clusters exist when two or more consonant sounds are pronounced next to each other. For example, the consonant cluster in the word ‘play’ is /pl/. The consonant cluster in cart is /rt/.

In Farsi, consonant clusters are only found at the end of a word and can only be made up of two consonants (Hall, 2007). Because of this, Farsi-speakers may have difficulty with English words that start with consonant clusters or have consonant clusters that have three or more consonant letters. Consonant clusters starting with /s/, like ‘spray’ or ‘school’, may be especially difficult to say (Hall, 2007). To make consonant clusters at the beginning of words easier to say, learners may add an extra vowel sound between consonants.

Use isolation and blending activities to support learners' pronunciation. Work with learners to identify individual sounds in a consonant cluster. When your learners begin to see words with consonant clusters, draw their attention to those words that have only two-letter consonant clusters first, and gradually move to more complex combinations. Use a variety of examples to familiarize learners with consonant cluster patterns.

English words with consonant clusters include:

Two consonant sounds at the beginning of a word	blue, play, small
Three consonant sounds at the beginning of a word	screen, spray, splash
Two or three consonants sounds at both the beginning and end of a word	stamp, slept, strengths
Middle of a word	watching, holding, standing

L2 Reading and Writing

When you introduce L2 reading and writing, note these differences between Farsi and English script.

Directionality

The **direction of script** in Farsi and English are different from each other. Both Farsi and English move from the top of the page to the bottom of the page. But, Farsi is written across a page from **right to left**. English is written from **left to right**.

Capitalization

Farsi does not use capitalization (upper and lowercase letters) for proper names, place names and the first letter in a sentence (Persian Online – Grammar & Resources, n.d.). When you introduce English text, provide explicit instruction about the use of upper and lowercase letters. As a class, look at different samples of print in English, like first and last names, cities or countries, short sentences or posters. Ask learners to identify the uppercase letters and the reason they are uppercase (e.g., the first letter in a name).

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The Nepali Language Structure

This section provides an overview of these aspects of the Nepali language:

- The Writing System
- Sounds (Phonology)
- Words (Morphology)
- Sentences (Syntax)
- Stages of Reading Development

The Writing System

Nepali is written from left to right in the Devanagari script (Nepali Language Resource Center, n.d.). There are no upper or lowercase symbols and all punctuation marks come from Latin except the symbol ‘purna biram,’ which marks the end of a sentence (|).

Nepali uses an alpha-syllabic writing system called an **abugida**. This means that consonant-vowel (CV) sequences or syllables are written as a single letter known as an **aksara** (Tuladhar & Akatsuka, 2018). Each aksara consists of a consonant and an inherent vowel ॐ or /a/. The inherent vowel is not written and also may not be pronounced, which occurs through a process called **halanta** (a virāma is added to cancel the inherent vowel). There are three distinct sets of letters in Nepali: one that represents consonants, another that represents independent vowels, and a third set that represents dependent vowels. Finally, there are a number of special markings known as **diacritics** that may be added to show changes in sound and pronunciation.

Sounds (Phonology)

Consonants

Nepali has 36 consonant letters (Nepali Language Resource Center, n.d.). A total of 33 letters represent a consonantal sound and an inherent vowel (CV). Three letters represent conjunct consonants (CCV):

क /ka/	ख /k ^h a/	ग /ga/	घ /g ^h a/	ङ /ŋa/
च /cha/	छ /ch ^h a/	ज /ja/	झ /j ^h a/	ञ /ɟa/
ट /ṭa/	ठ /ṭ ^h a/	ड /ḍa/	ढ /ḍ ^h a/	ण /ɳa/
त /ṭa/	थ /ṭ ^h a/	द /ḍa/	ध /ḍ ^h a/	न /na/
प /pa/	फ /p ^h a/	ब /ba/	भ /b ^h a/	म /ma/
य /ya/	र /ra/	ल /la/	व /wa/	श /sa/
स /sa/	ष /sa/	ह /ha/	क्ष /ch ^h ya/	त्र /ṭra/
ज्ञ /gya/				

Independent Vowels

Nepali has 13 letters that represent independent vowels. These are vowels in a CV unit in which the consonant is null:

अ /a/	आ /ä/	इ /i/	ई /i/	उ /u/
ऊ /u/	ए /e/	ऐ /ai/	ओ /o/	औ /au/
अं /am/	अः /ah/			

Matras/Dependent Vowels

Nepali has 10 letters that represent matras or dependent vowels. These are additional vowels that are added to a CV unit in which the inherent vowel is cancelled:

ा /ā/	ि /i/	ी /i/	ु /u/	ू /u/
ृ /r̥i/	े /e/	ै /ai/	ो /o/	ौ /au/

Diacritics

The following markings may be added to the above symbols to indicate changes in sound and pronunciation:

् Hal	Indicates suppression of an inherent vowel	ं Shirbindu	Indicates a nasalized consonant preceding another consonant
ँ Chandrabindu	Indicates nasalization of a vowel	ः Visarga	Indicates aspiration; used in some Sanskrit loanwords but usually not pronounced

Words (Morphology)

Here we provide some basic information about word forms in Nepali (Acharya, 1990).

Nouns

Nouns in Nepali change depending on their number (singular and plural) and their function in a phrase or sentence (known as case) by adding symbols to the noun.

Plural nouns are created by adding - हरू (/harū/) to the end of a word. Descriptive words called adjectives always go before the noun.

Verbs

Verbs in Nepali change depending on who the subject or actor of a sentence is (first, second or third person), number (singular or plural) and when the action occurred (past, present or future). They are also changed to show the gender of an animate or living subject (masculine or feminine) and the social status of who is being addressed (low-grade, mid-grade and high-grade **honorifics**). Finally, all Nepali words have special negative forms. When Nepali verbs are written on their own, they always end in - ऋ. This is known as citation form.

Sentences (syntax)

This section describes the order of words in Nepali sentence structure:

Word Order

In Nepali, the regular order of words in a sentence is subject – object – verb (SOV). This means that the verb always comes at the end. English, on the other hand, is a subject – verb – object (SVO) language, with the verb in second position (Acharya, 1990). Compare:

Nepali: जन स्याउ खान्छ

English: John **eats** apples.

It is important to note that overall, sentence structure in Nepali is more flexible than in English. This is because nouns can be marked (or changed) to show their grammatical function (i.e., what they do) in a sentence. In English, we must rely on word order to show who is doing what in a sentence.

Reading and Writing Development

In the beginning stage of reading and writing, the Nepali letters are typically introduced to learners with simple consonants with the inherent vowel /a/. Although we were unable to find research that clearly showed the recommended stages of reading development in Nepali, we have put together the sequence below, moving from simple word forms to more difficult. Introduce:

1. Single consonants with short inherent vowel अ (/a/) and matras (dependent vowel signs). Example: क (/ka/)
2. Short words with short inherent vowel अ (/a/). Example: नङ (nail)
3. Consonants with long dependent vowel आ (/aa/). Example: थाल (plate)
4. Consonants with vowel ए (/e/). Example: केरा (banana)
5. Consonants with vowels उ and ऊ (/u/ and /uu/), इ and ई (/i/ and /ii/), ओ (/o/), औ (/au/) and ऐ (/ai/). Examples: कुकुर (dog), फूल (egg), घडी (watch)
6. Conjunct consonants with at least one inherent or dependent vowel. Example: नक्शा (map)
7. Conjunct consonants with short and long dependent vowels. Examples: चिनि (sugar), अदुवा (ginger), दुइ (two)

Teaching Tips

In this section, you will find several teaching tips that are specific to the learners'

L1. These tips relate to:

- L1 literacy
- L2 pronunciation

If you speak both the L1 and English, you bring your own experience with each language to the classroom. Draw on your own knowledge of the language as you teach.

L1 Literacy – Focus on Similarities

As we can see, Nepali and English are unique languages with different scripts and sounds. It can be helpful to point out what is **similar between the languages** and build on our learners' oral language skills. You might want to discuss the following points (Chabbot et al., 2013) to get your learners thinking about language:

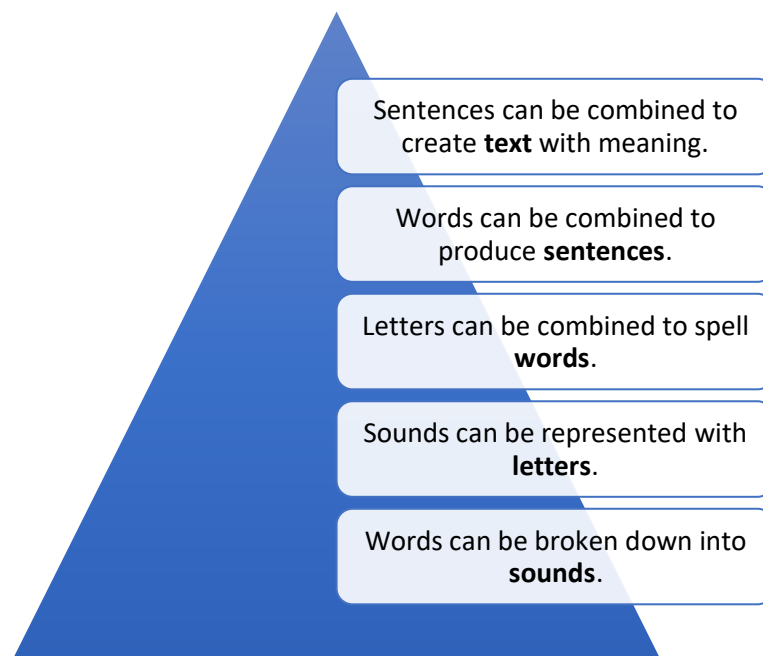


Figure 2: from Chabbot et. al, 2013

Syllable Awareness

English and Nepali languages have different syllable structures. In their simplest form, English syllables are made up of either a single vowel sound (V), as in ‘eye’ or ‘a’ or one consonant and one vowel sound (CV), as in ‘to’ or ‘be’ (Kandel, 2010). In English, we can put single letters (consonants and vowels) together and count each unit of two in a word. For example: ‘tap’ (one syllable), ‘butter’ (two syllables), telephone (three syllables), and so on. There are also many different ways we can build and combine syllables in English. For example, we may have multiple consonants at the beginning of a word, like in ‘scream’ (CCVC), at the end of a word, like in ‘parts’ (CVCC) or both, as in ‘strengths’ (CCVCVC).

In Nepali, one letter represents a consonant and vowel sound combination. But, sometimes the vowel sound is cancelled with a diacritic. It is easier for learners to recognize each syllable when words have an inherent vowel, rather than a diacritic (Ralaingita & Van Ginkel, 2018). When you practice syllable awareness tasks with your class, focus on words that have a CVCV pattern like कलम (‘pen’) or अम्बा (‘guava’). It may be helpful to clap along with syllables, rather than counting, in order to avoid confusion if the inherent vowel is cancelled (Ralaingita & Van Ginkel, 2018). In Nepali, there are fewer possible combinations of syllables than in English. The most common syllable is a consonant and a vowel (CV). Multiple consonants can be found at the beginning of words, like in स्त्री (CCVC) and at the end of words, like in नेपालगन्ज (CVCC). But, these combinations are only found in some nouns or as loanwords from other languages (Kandel, 2010).

Phonemic Awareness

Isolating individual sounds might work a little differently in Nepali and English. In Nepali, one symbol usually represents two sounds. When you work on isolating and blending sounds, you might **compare words** that differ in only one sound or symbol, rather than introducing the sounds on their own. Example:

मामा (*mother*) vs. आमा (*paternal uncle*)

Introducing Symbols

There is little known about the best way to develop reading and writing skills in alpha-syllabic languages such as Nepali. However, some researchers recommend paying attention to the following ideas when making decisions about which words to introduce to learners first (Ralaingita & Van Ginkel, 2018):

1. **Frequency.** Introduce the most common symbols and words first.
Gradually move to less common symbols.
2. **Simplicity.** Introduce the simplest forms first. Then gradually introduce more complex patterns of sounds and symbols (e.g., क vs. क्ष).
3. **Symbol shape.** Introduce symbols that have a similar shape together (e.g., you might introduce a single consonant symbol with different vowel sounds.
4. **Pronunciation.** Introduce groups of symbols with similar pronunciations (e.g., unaspirated क and ज vs. aspirated ख and झ) or that have similar features (e.g., small changes in sounds within one symbol, such as ऐ and औ).

5. **Productivity.** Introduce symbols that are used with many different combinations of sounds (e.g., inherent vowel ॐ).

L2 Pronunciation - Learning New Sounds

Consonant Sounds

The sounds /s/ (**s**ip), /ʃ/ (**sh**ip), and /f/ (**f**ine), /z/ (**z**ip) and /dʒ/ (**j**udge) do not exist in Nepali (Kandel, 2010). Nepali speakers learning English may have difficulty pronouncing them.

Other words with these sounds include:

/z/ - zest

/dʒ/ - jest

/ʃ/ - shine

/f/ - fine

Vowel Sounds

English has 12 pure vowel sounds (think of the /a/ in ‘cat,’ the /u/ in ‘boot’ or the /i/ in ‘sit’ (Kandel, 2010). Nepali only has six. This means that learners may have trouble distinguishing the large number of different vowels in English.

Consonant Clusters

Nepali speakers who are learning English may have difficulty pronouncing many consonants together at the beginning of a word (Tuladhar & Akatsuka, 2018). This is because these combinations of consonants, known as **consonant clusters**, are

rare in Nepali. Most often, they are only found in Nepali when the second consonant is an /r/, /j/ or /w/ sound. This means learners might struggle with words such as ‘school’ or ‘spray’ and even add a vowel sound to make it easier to pronounce. In light of this, you may need to focus on breaking apart these clusters into their individual sounds and devote more time to practicing pronunciation in some of the later stages of oral language development in English (Tuladhar & Akatsuka, 2018).

When words with difficult-to-pronounce consonant clusters arise, you may wish to work with two-letter consonant clusters before focussing on more difficult combinations with three or more consonants. Example:

Beginning of word:

blue / play / skate / small □ **school / strike / scream / splash**

End of word or both:

cart / kept / camp / best □ **stamp / draft / terms / bench**

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Tigrinya

Language Structure

This section provides an overview of these aspects of the Tigrinya language:

- The Writing System
- Words (Morphology)
- Sentences (Syntax)
- Reading and Writing Development

The Writing System

Tigrinya is written in a modified version of the Ge'ez or Ethiopic script known as a **Fidel** (ፊደል) (Asfaha et al. 2009). It is written from left to right and is very similar to the script used for the languages Amharic, Tigre and Ge'ez (The Tigrinya Language, n.d.) . Tigrinya has its own set of punctuation marks. This punctuation is not used for writing numbers (numbers are written as they are in English, with commas and decimal points). Tigrinya uses an alpha-syllabic writing system called an 'abugida' (Tuladhar & Akatsuka, 2018). This means that consonant-vowel (CV) sequences or syllables are written as a single letter, also called a **fidel** (Asfaha et al., 2009). The letter is written differently depending on which vowel the consonant sound is combined with. For example, the letters for the sounds /he/, /hu/, /hi/, /ha/, /hie/, /ho/ and /h/ all have a similar U-shape:

ሀ ሁ ኀ ኁ ኂ ኃ ሔ

As a result of this, there is a large number of distinct symbols because there are seven different ways of writing each consonant. The fidel is commonly represented in a table, with each row showing the consonant and each column

– known as an ‘**order**’ – showing the vowel (Asfaha et al., 2009). The sixth order shows a symbol for the vowel /i/ and is used when writing the consonant alone. For example, the consonant sound /p/ would be written as ፆ without a vowel, /s/ would be written as ሰ, /g/ would be written as ግ, and so on.

Consonants and Vowels

Tigrinya has 37 consonants and seven vowel sounds (Bulakh, 2016):

	/ə/	/u/	/i/	/a/	/e/	/ɨ/	/o/
/p/	ፐ	ፑ	ፒ	ፓ	ፔ	ፕ	ፖ
/b/	በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
/p'/	፳	፳፡	፳፤	፳፪	፳፫	፳፬	፳፭
/m/	መ	ሙ	ሚ	ማ	ሜ	ሞ	ሟ
/f/	ፈ	ፋ	ፊ	ፋ	ፌ	ፍ	ፎ
/v/	ቨ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
/w/	ወ	ዉ	ዊ	ዋ	ዌ	ወ	ዐ
/t/	ተ	ቱ	ቲ	ታ	ቼ	ት	ቶ
/d/	ደ	ዱ	ዲ	ዳ	ዴ	ድ	ዶ
/t'/	ጠ	ጡ	ጢ	ጣ	ጤ	ጥ	ጦ
/ts'/	ጸ	ጹ	ጺ	ጻ	ጼ	ጽ	ጾ
/n/	ነ	ኑ	ኒ	ና	ኔ	ን	ኖ
/s/	ሰ	ሱ	ሲ	ሳ	ሴ	ሰ	ሶ
/z/	ዘ	ዛ	ዚ	ዛ	ዜ	ዝ	ዞ
/r/	ረ	ሩ	ሪ	ራ	ሪ	ር	ሮ
/l/	ለ	ሉ	ሊ	ላ	ሌ	ል	ሎ
/ʃ/	ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቸ
/dʒ/	ጆ	ጇ	ገ	ገ	ገ	ገ	ገ
	/ə/	/u/	/i/	/a/	/ie/	/ɨ/	/o/
/ʃ'/	፱	፱፡	፱፤	፱፪	፱፫	፱፬	፱፭
/ɲ/	ኘ	ኙ	ኚ	ኛ	ኜ	ኞ	ኟ
/ʃ/	ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
/ʒ/	ዝ	ዛ	ዚ	ዛ	ዜ	ዝ	ዞ
/j/	የ	ዩ	ይ	ያ	ዮ	ይ	ዮ

/k/	ከ	ኩ	ኪ	ካ	ኬ	ኸ	ኹ
/kw/	በ		ቢ	ባ	ቤ	ቦ	
/g/	ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
/gw/	ጐ		ጒ	ጓ	ጔ	ጕ	
/k'/	ቀ	ቀ	ቂ	ቃ	ቄ	ቅ	ቆ
/kw'/	ቈ		ቊ	ቋ	ቌ	ቍ	
/x/	ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
/xw/	ኸፌ		ኸጒ	ኸጓ	ኸጔ	ኸጕ	
/b'/	ቐ	ቐ	ቒ	ቃ	ቄ	ቅ	ቆ
/bw/	ቐፌ		ቐጒ	ቐጓ	ቐጔ	ቐጕ	
/h/	ሐ	ሐ	ሐ	ሐ	ሐ	ሐ	ሐ
/s/	ሰ	ሰ	ሰ	ሰ	ሰ	ሰ	ሰ
/ʔ/	አ	አ	አ	አ	አ	አ	አ
/h/	ሀ	ሀ	ሀ	ሀ	ሀ	ሀ	ሀ

Punctuation Marks

The following symbols are used to mark punctuation (The Tigrinya Language, n.d.):

※	Section mark
:	Word separator (similar to a blank space in English)
::	Full stop (similar to a period in English)
:	Comma
:	Colon
:	Semicolon
:-	Preface colon
:	Question mark
:::	Paragraph separator

Morphology (words)

Here we provide some basic information about Tigrinya word forms (Bulakh, 2016; Pam, 1973; Weninger, 2011).

Nouns

Nouns in Tigrinya have a grammatical gender, either masculine or feminine (Bulakh, 2016). Plural nouns are created in a number of ways, including adding sounds to the end of a word (known as a suffix) or changing the pattern of sounds within a noun, or both. Some nouns even have more than one possible plural form or an irregular form (no regular pattern) that needs to be memorized. Descriptive words called adjectives always come before the noun (Weninger, 2011). Adjectives are less common in Tigrinya than in English because verbs are more often used to describe or characterize nouns (e.g., ከቢድ ‘heavy’ vs. ከቢድ ‘to become heavy’) (Bulakh, 2016).

Verbs

In their most basic form, verbs in Tigrinya are made up of three letters or CV units, called triconsonantal roots (Bulakh, 2016; Pam, 1973). Verbs are changed based on who the subject of a sentence is (first, second, third), number (singular and plural), tense (past or a completed action and non-past or an incomplete action), and the gender of the subject (masculine or feminine, except in the first person). They may be changed by adding sounds to the beginning of a verb, known as a **prefix**, or the end of a verb (suffix). Tigrinya is known as a **pro-drop** language because when gender and person is marked or shown on the verb, the

subject pronoun ('I', 'he,' 'she') may be left out completely or 'dropped' from a sentence in some contexts (Bulakh, 2016).

Syntax (sentence structure)

In Tigrinya, the regular order of words in a sentence is subject – object – verb (SOV). This means that the verb always comes at the end. English, on the other hand, is a subject – verb – object (SVO) language, with the verb in second position. Compare:

Tigrinya: ሓደ ቋንቋ ኣኹል ኣይኮነን።

English: One language **is** never enough.

Reading and Writing Development

The fidel is typically introduced to learners in eight main groups of letters with a similar shape. Introducing letters with the seven different orders becomes easier over time as learners become more familiar with the changes in shape for each vowel. Introduce:

1. Letters ቦ, ሰ, ሸ, ከ, ኸ, ለ, አ and ዘ with the vowel /e/ of the first order.
 - a. Then short words with two or three letters with the vowel /e/ and words that begin with letters with the vowel /e/.
 - b. This group of letters with the other six vowel sounds in order /u/, /i/ /a/ /ie/, /ɨ/ and /o/ and write short words alternating these sounds.
 - c. Example: ቦሰለ ('cooked'), ከሉ ('all') and ቦጊዕ ('sheep')
2. Letters ገ, ነ, ተ, ቀ, and ቐ with the vowel /e/ of the first order.
 - a. Stages follow the same order as the group above.
 - b. Example: ተነነ ('evaporate'), ቃል ('word') and ዘንቢል ('basket')
3. Letters ረ and ፈ with the vowel /e/ of the first order.

- a. Stages follow the same order as the group above.
 - b. Example: ፈረስ ('horse') and ረበሽ ('disrupted')
4. Letters ሐ, ጠ and ጨ with the vowel /e/ of the first order.
 - a. Stages follow the same order as the group above.
 - b. Example: ጠለፈ ('embroidered'), ጨራሩ ('birds') and ጤል ('a goat')
5. Letters የ, ደ, ጀ and ጸ with the vowel /e/ of the first order.
 - a. Stages follow the same order as the group above.
 - b. Example: ጀበና ('coffee pot'), ጸዕዳ ('white') and ደየበ ('he climbed')
6. Letters ሀ, ዐ, ወ and መ with the vowel /e/ of the first order.
 - a. Stages follow the same order as the group above.
 - b. Example: መሃብ ('to give'), ዓስርተ ('ten') and ወይኒ ('grape')
7. Letters ኸ, ጐ, ቈ and ቐ with the vowel /e/ of the first order.
 - a. Then they write short words with two or three letters with the vowel /e/ and words that begin with letters with the vowel /e/.
 - b. Finally, learners write this group of letters with the other six vowel sounds in order, /i/ /a/ /ie/, and /i/ and write short words alternating these sounds.
 - c. Example: ዳሳ ('shepherd') and ቋንቋ ('language')
8. Letters ጰ, ሸ, ቸ, ዠ, ፐ and ኘ with the vowel /e/ of the first order.
 - a. Stages follow the same order as groups one to six.
 - b. Example: ጰፕሮስ ('Peter'), ቸግርኛ ('Tigrinya') and ቸይና ('China')

Teaching Tips

In this section, you will find several teaching tips that are specific to the learners'

L1. These tips relate to:

- L1 literacy
- L2 pronunciation
- Tigrinya: A long history

If you speak both the L1 and English, you bring your own experience with each language to the classroom. Draw on your own knowledge of the language as you teach.

L1 Literacy – Focus on Similarities

As we can see, Tigrinya and English are unique languages with different scripts and sounds. It can be helpful to point out what is **similar between the languages** and build on our learners' oral language skills. You might want to discuss the

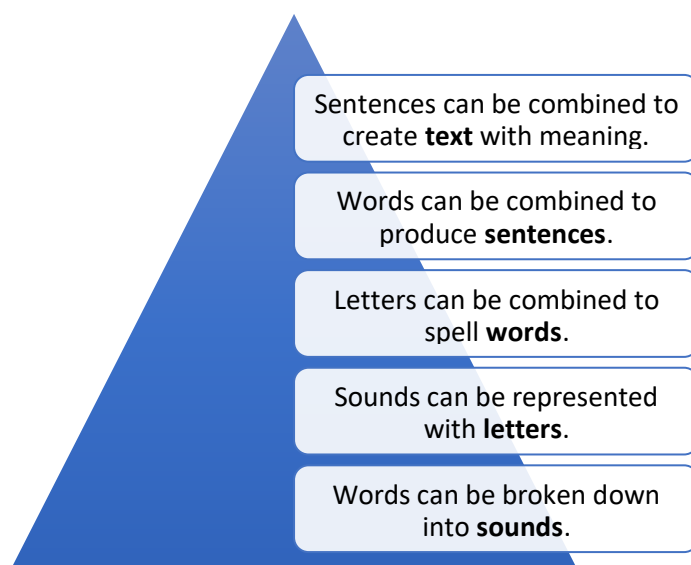


Figure 3: from Chabbot, et al., 2013

following points (Chabbot et al., 2013) to get your learners thinking about language:

Syllable Awareness

English and Tigrinya languages have different syllable structures (Weninger, 2011). In their simplest form, English syllables are made up of either a single vowel sound (V), as in ‘eye’ or ‘a’ or one consonant and one vowel sound (CV), as in ‘to’ or ‘be’ (Kandel, 2010). In English, we can put single letters (consonants and vowels) together and count each unit of two in a word. For example: ‘tap’ (one syllable), ‘butter’ (two syllables), telephone (three syllables), and so on. There are also many different ways we can build and combine syllables in English. For example, we may have multiple consonants at the beginning of a word, like in ‘scream’ (CCVC), at the end of a word, like in ‘parts’ (CVCC) or both, as in ‘strengths’ (CCVCVC).

In Tigrinya, one letter represents a consonant and vowel sound combination (CV). There are also fewer possible combinations of syllables than in English (Gashaw, 2014; Weninger, 2011). The most common syllable is a consonant and a vowel (CV), and multiple consonants can only be found in the middle of a word (CC), not at the beginning or at the end (Pam, 1973; Weninger, 2011). As such, it may be helpful to clap each syllable and introduce words with a regular CVCV pattern, such as ነገሰ (‘he gives’).

Phonemic Awareness

Isolating individual sounds might work a little differently in Tigrinya and English. In Tigrinya, one symbol usually represents two sounds. When you work on isolating and blending sounds, you might **compare words** that differ in only one sound or symbol, rather than introducing the sounds on their own. Example:

ዘለለ ('he jumped') vs. ከለለ ('he built a barrier')

Introducing Symbols

There is little known about the best way to develop reading and writing skills in alpha-syllabic languages such as Tigrinya. However, some researchers recommend paying attention to the following ideas when making decisions about which words to introduce to learners first (Ralaingita & Van Ginkel, 2018):

- **Frequency:** introduce the most common letters and words first, gradually moving to less common forms
- **Simplicity:** introduce the simplest letters first, gradually moving to more complex patterns of sounds and symbols (e.g., ሰ or ለ to ዐ or ጂ)
- **Shape of the symbols:** introduce sets of letters that have a common or similar shape (e.g., one consonant symbol combined with different vowels)
- **Pronunciation of sounds:** introduce letters that are pronounced in similar ways (e.g., ጥ and ጰ) or that have similar features (e.g., ት, ጥ and ጰ).
- **Productivity:** introduce letters that are used with many different combinations of sounds and in a number of different words (e.g., ሰ, ለ or ከ)

Consonant Sounds

The sounds /θ/ (**th**ank) and /ð/ (**th**is) do not exist in Tigrinya (Gashaw, 2014). Tigrinya speakers learning English may have difficulty pronouncing them. They may also have difficulty hearing differences between these sounds and /t/.

Example:

'thin'	vs.	'tin'
'then'	vs.	'ten'

Vowel Sounds

Learners may have difficulty with the length of long and short vowels. Example:

'hoot'	vs.	'hut'
'green'	vs.	'grin'

Consonant Clusters

Tigrinya speakers who are learning English may have difficulty pronouncing many consonants together at the beginning and end of a word. This is because these combinations of consonants, known as **consonant clusters**, are not common in Tigrinya (Gashaw, 2014). You may need to focus on breaking apart these clusters into their individual sounds and devote more time to practicing pronunciation in some of the later stages of oral language development in English. It would be helpful to introduce words with only two consonant sounds first, and gradually move to more complex combinations with time, also alternating where they are in a word. Example:

Beginning of word:

blue / play / skate / small □ **school / strike / scream / splash**

End of word or both:

cart / kept / camp / catch □ **stamp / draft / terms / bench**

[Tigrinya: A long history](#)

Literacy instruction in Tigrinya has a long history and is one of the oldest cultural practices in the Horn of Africa (Asfaha & Kroon, 2011). As such, teaching materials and methods have developed over time and were influenced by the traditional teaching of Ge'ez religious texts, which emphasized chanting, repeating words and phrases, and memorization.

The main goal of teachers of Tigrinya has long been to help beginning readers recite (i.e., repeat from memory) the whole table of the fidel (Wright, 2002). Children who learn how to read and write in Tigrinya have traditionally been taught in the following manner: first, they learn how to hold a pencil and become aware of print. Then, the teacher presents the most common fidel symbols along with words that begin with that consonant sound and a picture. A typical lesson might introduce a single fidel symbol with multiple vowel sounds, use chanting to help with awareness and production of the sounds. As a result of the structure of Tigrinya (each symbol representing a syllable, with a consonant and vowel) and relative ease of syllable blending, syllable teaching moves fairly quickly towards word reading.

With all this in mind, it is important to remember that you may need to dedicate more time to the earlier stages of reading development (i.e., learning the fidel), given the large number of symbols involved. However, it would be helpful to take a whole language approach that integrates both the rich cultural context, literacy practices and/or theme of the lesson with the target language forms, rather than just focusing on drilling activities and the memorization of letters.

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Appendix 2

L1 Linguistic Background Information: Annotated Bibliography

Allison Bajt

Farsi/Persian

Arab-Moghaddam, N. (1997). *The concurrent development of reading and spelling in Persian and English* (Master's thesis), Carleton University, Canada. Retrieved from <http://ezproxy.lib.ualgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ualgary.ca/docview/304360672?accountid=9838>

- This study examined the development of reading and spelling skills in children learning to read and write in Persian and English. A total of 55 children ages 7 – 9 attending school in cities across Eastern Canada were tested for reading and spelling in both languages. Results showed that children who had high scores in Persian (L1) were likely to score high in English (L2), supporting cross-language transfer of literacy skills. The authors state that the **findings are in line with the Universal Hypothesis, which assumes that the reading of words in any language is driven by the application of orthographic skills (i.e., understanding of print and spelling at the word level)**. Finally, results also showed that spelling in Persian was driven solely by orthographic skills, whereas spelling in English was predicted by orthographic and phonological skills (i.e., understanding of the relationship between letters and their corresponding sounds). Overall, **orthographic skills contributed to the reading of Persian words because the script necessitates strategies above the phoneme-grapheme level, as some sounds are not represented in writing. As such, both phonological and orthographic skills play major roles in reading, while spelling relies more heavily on orthographic skills.**
- As the structure of Persian and English and their scripts are pertinent to the author's research questions, a detailed description of both languages is provided:
 - *Persian orthography*: Farsi uses an alphabetic system in which a grapheme is associated with a phoneme and contains 32 letters and 30 phonemes total. The Persian alphabet is a variation of Arabic script and reads right to left. It has a very regular grapheme-to-phoneme correspondence and each grapheme has one pronunciation that remains constant. Letters are distinguished by a series of diacritics (marks and dots) that indicate different sounds.
 - *Persian phonology*: Persian has six spoken vowels, three long vowels (shown by a letter) and three short vowels (shown by a diacritic). The diacritics used to indicate short vowels are only included in literacy instruction in the early stages of learning to read and write; skilled readers are able to interpret these words through knowledge of letter sequences and context. Because Persian

orthography is transparent, phonological skills are a good strategy to read words in Persian. However, Persian is polygraphic, which means that more than one sound (phoneme) can be represented by a single letter, making it easy to read but more complex to write. English, on the other hand, is polyphonic (a grapheme can represent more than one phoneme) and polygraphic (a phoneme can be represented by more than one grapheme), making it a complex script to read and to write. As a result of polygraphy, some Persian words composed of different letters may produce identical sounding words that have different meanings. As such, reading is easier than spelling.

- *Teaching in Persian:* reading instruction in Persian is based on phonics. Children learn to read words by learning the sounds of individual letters, which is helped along by reading aloud and sounding out words. Reading and spelling strategies usually involve decoding words, with an emphasis on pronunciation, definitions, and practice of spelling. By the end of Grade 1, all letters of the alphabet and their corresponding sounds are taught.

Arab-Moghaddam, N. & Senechal, M. (2001). Orthographic and phonological processing skills in reading and spelling in Persian/English bilinguals. *International Journal of Behavioral Development*, 25(2), 140-147. Retrieved from <http://www.tandf.co.uk/journals/pp/01650254.html>

- In this study, the researchers examined how phonological and orthographic processing skills contribute to reading and spelling in two languages that differ drastically in script: English and Farsi. They note that English orthography is characterized by polyphony (i.e., a grapheme may represent more than one phoneme) and polygraphy (i.e., a phoneme may be represented by more than one grapheme), which makes it a complex script to read and write. In contrast, Persian orthography (when the script includes short vowels), is characterized by polygraphy only, which makes it a simple script to read but more complex to write. Participants in this study were 55 Iranian Children in Grades 2 and 3. They completed a word reading and spelling test in both languages. Results showed that **spelling was predicted by both phonological and orthographic skills, whereas Persian was predicted largely by orthographic skills**. In other words, the young spellers of Persian relied only on their orthographic skills. The **researchers posit that because of the nature of Persian's shallow orthography (one-to-one sound/letter correspondence), they relied on different reading and spelling strategies than in English. More specifically, Persian spelling might encourage children to pay attention to all the letters in a word and their sequence, thereby adopting an analytic strategy.**

Foroodi-Nejad, F. & Paradis, J. (2009). Crosslinguistic transfer in the acquisition of compound words in Persian-English bilinguals. *Bilingualism: Language and Cognition*, 12(4), 411-427. doi: 10.1017/S1366728909990241

- This study investigated the role of structural overlap (the influence of one language on another, if there are structurally similar options in both languages) and dominance (one language has stronger influence than the other, as a result of greater exposure,

proficiency or skills) in cross-linguistic transfer in Persian-English bilingual children's production of novel compound words, with a particular focus on direction of script. Participants were 19 Persian monolinguals, 16 Persian-English bilinguals and 17 English monolinguals. They completed a novel compound production task, which tested their creation of compound words. Compound words in Persian have variable head positions, whereas English is right-headed. **Results showed that there was a cross-linguistic influence of both Persian on English and English on Persian. Furthermore, Persian-dominant bilinguals tended more towards creating left-headed compounds than the English-dominant group. As such, there is cross-linguistic influence in the presence of structural overlap between the two languages and language dominance also played a role.**

Hall, M. (2007). *Phonological characteristics of Farsi speakers of English and L1 Australian English speakers' perceptions of proficiency* (Master's thesis), Curtin University, Australia. Retrieved from www.asian-efl-journal.com

- This study investigated the extent to which phonological characteristics of native Farsi speakers interfere with their intelligibility when speaking English. Participants were four L1 Farsi speakers learning English and five L1 English speakers, who provided assessments of the Farsi speakers' speech. The Farsi participants took part in an unstructured interview in which they read aloud twenty sentences that contained specific English phonemes and ten sentences with consonant clusters. Findings showed that the phonemes that do not exist in the Farsi sound system and the consonant clusters that are not allowed in Farsi syllable structure (particularly s+C as in 'spray' or 'school') caused difficulties for participants and were rated as being lower in intelligibility. The author notes that although these results are in line with other studies on crosslinguistic transfer and interference, it should be kept in mind that in some cases, phonemes that are similar but not exactly the same can also cause problems for L1 speakers learning an L2. In conclusion, the author states that teachers should be trained to obtain a thorough knowledge of the L2 sound system to encourage them to specifically focus on sounds that cause problems for L2 learners.

Marzban, A., & Jalali, F. E. (2016). The interrelationship among L1 writing skills, L2 writing skills, and L2 proficiency of Iranian EFL Learners at different proficiency levels. *Theory and Practice in Language Studies*, 6(7), 1364-1371. doi: <http://dx.doi.org/10.17507/tpsls.0607.05>

- This study investigated the relationship between Persian (L1) and English (L2) writing skills across different levels of English proficiency. A total of 78 ESL learners studying at a private college in Iran participated in this study. Data were collected through one English proficiency test and two writing tests (a composition task in both languages). An analysis of these essays showed that the learners made use of their Persian when writing in English as a tool to facilitate their writing process (i.e., transferred their skills positively). However, lower proficiency writers in their L1 may not be able to easily transfer these skills. Overall, **writing skills that had not been acquired in the L1 could not be transferred to the L2, and low L2 proficiency also impeded this transfer,**

meaning that the learners needed more practice and exposure to English in order to become competent writers. These findings are in line with the Linguistic Threshold Hypothesis, which states that language transfer is possible only after a threshold level of L2 proficiency has been reached. The researchers conclude by stating that **ESL and literacy instructors need to pay attention to the relationship between Persian and English writing and should take the languages similarities and differences into account. Teaching materials should better integrate the instruction of the two languages, making learning activities more pedagogically meaningful and practical.**

Massajizavareh, H. (1998). *A component skills approach to adult ESL reading: Evidence from native speakers of Farsi* (Doctoral thesis), University of Toronto, Canada. Retrieved from <http://ezproxy.lib.ualgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ualgary.ca/docview/304477501?accountid=9838>

- This study investigated the language processing skills (e.g., phonological and orthographic skills, background knowledge, syntactic and semantic strategies) in adult ESL readers who were native speakers of Farsi. The researcher was primarily interested in the role of lower-level phonological and orthographic processing skills on reading efficiency (i.e., speed and accuracy). Participants were 60 advanced ESL readers who were adult speakers of Farsi living in Canada. Data were collected through a reading comprehension task, silent reading rate, and a test of participant's ability to recognize individual words out of context. **Results showed that both speed and accuracy of reading were correlated with each other and that phonological and orthographic skills were related to reading proficiency. As such, lower-level grapho-phonemic processes directly impacts L2 English reading, even in readers at high levels of L2 proficiency.** The author notes that because of this, **ESL reading instruction should consider not only accuracy in reading practices, but also speed (i.e., efficiency).** Moreover, **pedagogical approaches should explicitly target the development of word recognition, orthographic and phonological skills in addition to encouraging extensive reading.**

Nassaji, H. & Geva, E. (1999). The contribution of phonological and orthographic processing skills to adult ESL reading: Evidence from native speakers of Farsi. *Applied Psycholinguistics*, 20, 241-267. Retrived from <https://doi-org.ezproxy.lib.ualgary.ca/10.1017/S0142716499002040>

- This study investigated the role of phonological and orthographic processing skills in L2 (English). The researchers were primarily interested in the extent to which these lower-level processes contribute to reading comprehension and development. They note that dissociating orthographic from phonological processing is very difficult because they are highly integrated in reading, and it is hard to create orthographic tasks without a phonological component. That being said, they are independent from one another, as studies have shown they have differing effects on reading. Participants were 60 adult

ESL advanced ESL readers (graduate students at a major university in Ontario) who were all L1 speakers of Farsi. Data were collected through a series of reading tasks including reading comprehension, silent reading rate and single word recognition. Participants also completed two tests of cognitive ability (working memory and rapid naming of letters), as these were also thought to affect reading scores. **Results showed that both speed and accuracy were related to both-low and high-level skills** (see p. 259 for a schematic representation of this relationship) **and that efficiency in orthographic processing had a dominant positive effect on all reading scores, while phonological processing had a comparably weaker effect. This finding is in line with the idea that expert readers might rely more on orthographic representations, while beginner readers depend more on phonological codes.**

Panah, M. A. (2012). Cognitive processes of learning to read in Persian orthography. *Procedia – Social and Behaviour Sciences*, 32, 339-343. Retrieved from <https://doi.org/10.1016/j.sbspro.2012.01.050>

- This study examined the evidence for a transition between phonological processing phase to an orthographic phase in children learning to read in Persian. The study was based on a **general model of learning to read in which children move through three stages: a discrimination-net phase (developing a vocabulary of common sight words and discriminating words from other words based on partial orthographic cues), a phonological recoding phase (employing phonological knowledge about the relationship between letter and sound), and an orthographic phase (recognizing printed words as orthographic wholes and integrating spelling knowledge).** The author notes that there have not been a lot of studies on reading processes in Persian. A total of 230 primary school children in Grades 3 to 7 were tested for reading performance in a word and non-word reading task. The children were presented with three lists of words: (1) twenty non-words with vowel diacritics, (2) twenty non-words with vowel diacritics, but the removal of the diacritics would result in normal consonantal words, and (3) twenty common words that were phonologically acceptable but orthographically illegal (the first letter was written in its medial word-position form). **Results suggest that children learning to read more heavily rely on phonological skills in the early stages of literacy acquisition, moving to an orthographic strategy at later stages.** The researcher infers **that students moved away from the strategy of reading through phonological mediation over time and began to adopt orthographic strategies (reading without referring to the phonological system) and concludes that becoming a skilled reader of Persian involves adopting a whole-word strategy for reading.** This strategy doesn't work, however, with words are presented in an orthographically unfamiliar form (i.e., List 3 – a medial letter form is in word-initial position).
 - *Persian writing system:* Persian has an alphabetic script with 32 letters denoting 30 phonemes. It is written from right to left. It has a very regular grapheme to phoneme correspondence and each grapheme has a single pronunciation that remains consistent across all kinds of words. Many Persian graphemes are

distinguished by a diacritic mark or dot that indicates changes in sound. For instance, these markings indicate the difference between /k/ and /g/ - written گ and ک respectively, and /ch/ and /j/ - written چ and ج. These diacritics are smaller than letters. Most letters are joined while writing by hand, but the diacritics are always separate from each other and all other letters other than the one they modify.

Rahim Bohlooli Niri, M. (2016). Reading strategies in Persian and English languages and their influence on English reading comprehension ability. *International Journal of English Linguistics*, 6(7), 159-165. Retrieved from <http://dx.doi.org/10.5539/ijel.v6n7p159>

- This study investigated the relationship between successful readers' strategies in Persian and English, and the impact of these strategies on English reading comprehension. The researcher was primarily interested in why learners may struggle with reading, positing it as either a reading problem (i.e., poor reading strategies or skills) or a language problem (i.e., linguistic complexity or unfamiliarity with the narrative context). There was a total of 148 participants in this study. They were all male students studying English for Academic Purposes at an Iranian university. Data were collected through reading comprehension tests, and a questionnaire about reading strategies in English and Persian. Results showed that reading ability and reading strategies were related; at low levels of ability, the relationship was negative and at high levels of ability, successful readers could not only employ different reading strategies, but also transfer L1 ability (Persian) to L2 reading (English). The findings support the claim that students benefit from explicit instruction in reading strategies and that poor readers can benefit from increasing their L2 proficiency, followed by explicit instruction in reading strategies (in that order).

Nepali

Acharya, J. (1990). *A descriptive grammar of Nepali and an analyzed corpus* (Doctoral thesis), Georgetown University, U.S.A. Retrieved from <http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/303910462?accountid=9838>

- This dissertation offers a descriptive grammar of Nepali (i.e., it describes the forms and functions of the constructions of Nepali at the phonological, lexical, and grammatical levels). It is broken into two parts: part one covers the sound systems (segmental and suprasegmental) and the writing system, as well as definitions of different forms in terms of their inflection, function, dependents, morphology and syntax. Part two contains an analyzed Nepali text with English translation. The author also provides us with some important contextual information about **the country of Nepal, explaining that it is a multilingual nation that has housed two major language families (Indo-Aryan/European and Tibeto-Burman) and has three broad dialectal divisions: Eastern, Central and Western.** The Western dialect of Nepali shows the greatest variation phonologically, lexically and grammatically, while the Central dialect has been

used historically for textbooks and literary writings. All dialects reflect the caste system in Nepal.

Bee Tin, T. (2014). A look into the local pedagogy of an English language classroom in Nepal. *Language Teaching Research*, 18(3), 397-417. doi: 10.1177/1362168813510387

- This article describes the social context of English language classrooms in Nepal, focusing on the local practices (i.e., vernacular practices and local knowledge) that have emerged in tandem with established English language teaching (ELT) theories and practices. The aim of the study was to investigate the reality of an ESL classroom in a Nepalese context. The themes of the study included: daily routines, textbooks, student and teacher behaviour, the role of class work and homework, and perceptions of what an English class is. The author took an ethnographic approach and completed classroom observations of one English course at a public college. **Findings showed that students were relatively passive when prompted by the teacher, class time was dominated by teacher-talk and that there was a lack of resources such as print materials, teacher prep time, electricity and space for group or pair work.** That being said, the teacher made use of class time effectively and the students were not necessarily passive for the entirety of the lecture; they were engaged listeners, took notes, and reported putting what they had learned into practice at home. Lastly, there was a **mismatch between government mandated textbooks and communicative curriculum. While this study does not necessarily fit within the aim of our curriculum framework, it does give us an understanding of how common, best practices in the English language and literacy field may not transfer to the teaching and learning situation in Nepal.**

Kandel, R. K. (2010). The sounds of the English language and Nepali language. *ANUSHEELAN Research Journal* (Saun 2067 BS), 189-98.

- This article presents a comparison of English and Nepali sound systems, including how the sounds are produced, distinctive features and their phonological classification. The syllable structure of both languages is also described, with examples to help distinguish all of the possible sequences of sounds possible in each of the languages. The author begins by providing a short overview of which organs are involved in producing speech sounds and how sounds are articulated. **The following differences are found in the vowel inventory of English and Nepali (p. 6):**
 - English has 20 vowels; 12 monophthongs and eight diphthongs
 - Nepali has six pure vowels and ten diphthongs, with an equal number of nasalized variants
 - All Nepali vowels occur in all positions, but some English vowels cannot occur word-finally
 - Nasalization is allophonic in English but phonemic in Nepali
 - English has 12 unique pure vowels and as a result of this diversity, it can be difficult for Nepali learners to learn English vowels

The following differences are found in the consonant inventory of English and Nepali:

- English has 24 consonant sounds and Nepali has 29 consonant sounds
- English consonants /m/, /n/ and /l/ can be syllabic but syllabic consonants are rare in Nepali
- The nasal consonant sounds /m/, /n/ and /ŋ/ are almost exactly the same in both languages
- Aspiration is allophonic in English but phonemic in Nepali
- Nepali has only two fricative sounds: /ʃ/ and /h/, while English has nine fricative sounds (five voiceless and four voiced)
- English has only six plosive sounds and Nepali has 16 plosive sounds
- English has two affricate sounds and Nepali has four affricate sounds

Khatiwada, R. (2009). Nepali. *Journal of the International Phonetic Association: Illustrations of the IPA*, 39(3), 373-380. doi: 10.1017/S0025100309990181

- **This article provides us with the complete phonological inventory of Nepali along with some of the sociolinguistic features of the language.** More specifically, Nepali is as language of the Indo-Aryan family and the official language of Nepal, with roughly 11 million speakers. It is also spoken in India and Bhutan, as well as by members of the Nepalese Diaspora globally. **See p. 373 for a table of the phonologically contrastive consonants and p. for the phonologically contrastive vowels.** The author notes that Nepali orthography shows the influence of Sanskrit through a high number of loan words. This being said, the Nepali pronunciation of such words is usually retained, as Sanskrit pronunciation is often only used by “educated speakers” (p. 374). Finally, stress and pitch are non-distinctive in Nepali.

Manzano, B. A. (2018). Examining the oral communication strategies used by a group of Nepalese adult learners in an ESL context. *The Southeast Asian Journal of English Language Studies*, 24(1), 84-96. Retrieved from <http://doi.org/10.17576/3L-2018-2401-07>

- This study investigated the oral communication strategies (CSs) used by six Nepalese adult learners in an ESL course. The author was interested in what types of interactional behaviour the learners showed in order to overcome linguistic problems (i.e., difficulties, misunderstanding or lack of appropriate vocabulary) and maintain communication in English. Examples of CSs include approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance, mime and avoidance. In this study, each of the learners took part in an individual interview and completed a picture storytelling task, which was recorded and later transcribed. **Findings showed that the majority of the learners used avoidance strategies and gestures (non-verbal CS) when describing the picture. These results give us a clear picture of how Nepalese learners of English may manifest their communication difficulties and indicate to teachers when learners may need assistance during oral language tasks. Furthermore, they highlight the need for English language teachers to be sensitive to the communication practices of specific groups of learners.**

Nepali Language Resource Center (n.d.). Retrieved from www.nepalilanguage.org

- **The Nepali Language Resource Center gives us an overview of all linguistic aspects of the Nepali language, including the alphabet, writing system and orthography.** The authors describe the structure of the Devanagari script in Nepali and explain what an alpha-syllabic writing system looks like in a clear and straightforward manner. Importantly, they provide examples of 36 consonant and the 11 vowel symbols, independent vowels, dependent vowels, and the diacritics that may be used to change the production and/or pronunciation of certain sounds. In the section on orthography, they also touch on numeracy, long and short vowels, Sanskrit loan words and the representation of words, which can be written together ('padyog') or separately ('padbiyog').

Tuladhar, A. & Akatsuka, M. (2018). Teaching English phonology in linguistically diverse classrooms in Nepal. *Bulletin of the College of Liberal Arts and Sciences, MIE University*, (3), 1-14. Retrieved from <https://ci.nii.ac.jp/naid/120006456921/>

- This study examined the Nepali speakers' awareness and pronunciation of English sounds through two listening and pronunciation tests. The researchers were interested in determining which sounds would be most difficult (in terms of recognition and production) for the Nepali speakers, and which strategies may be useful in targeting English sounds that are not expressed or do not exist in the Devanagari script in Nepali. The listening test involved matching the audio presentation of a word with a written word, and the pronunciation test involved recording students' pronunciation to detect their production of segmental sounds (vowels and consonants), stress, rhythm and intonation. Participants were 31 seniors at a high school in Kathmandu, Nepal. **Findings showed that the participants did very well overall, however, they had difficulty distinguishing the sounds /s/ and /ʃ/ and /z/ and /dʒ/. Furthermore, the students tended to replace sounds that were non-existent in the Devanagari script with similar sounds available. The authors recommend using minimal pairs as a strategy of teaching the English phonemes that do not exist in Nepali. They also suggest there should be increased focus on teaching stress assignment and rhythm and intonation used in English oral communication.**

Tigrinya and Amharic

Asfaha, Y., Beckman, D., Kurvers, J. & Kroon, S. (2009). L2 reading in multilingual Eritrea: The influences of L1 reading and English proficiency. *Journal of Research in Reading*, 32(4), 351-365. doi: 10.1111/j.1467-9817.2009.01399.x

- This study investigated the effect of L2 proficiency and L1 script and reading skills on L2 reading skills. The researchers were interested in this relationship in the context of non-Western developing countries, with their focus in Eritrea, where nine local languages and three scripts are used in primary school and English is language of instruction as of the sixth grade. The authors note that difficulties in L2 reading are likely to arise due to differences in the scripts used in the L1 and L2 such as direction of

print, the correspondence between speech sounds and orthographic units (letters or alpha-syllabaries), punctuation and even spacing. A total of 254 fourth grade students took part in this study. They had all learned one of five local languages as their L1, which represented three different scripts (Arabic, Ge'ez and Latin). The participants completed a background questionnaire, L1 and English reading comprehension and proficiency tests, and an L1 word reading test. **Findings showed that L2 language proficiency and L2 reading comprehension significantly predicted L2 reading comprehension. Differences in the scripts, however, did not predict L2 reading in English. The results are not in line with other research on grain-size, which has shown that awareness of a large unit (syllable) may not transfer to reading in a second language that has a small grain-size script (letter).** In other words, awareness of the smallest unit can facilitate reading in large grain-size script, but larger unit awareness may not facilitate reading in small grain-size script.

Asfaha, Y. & Kroon, S. (2011). Multilingual education policy in practice: Classroom literacy instruction in different scripts in Eritrea. *Compare: A Journal of Comparative and International Education*, 41(2), 229-246. doi: 10.1080/03057925.2011.547288

- This article compares literacy instruction in three different scripts in Eritrea. The authors were primarily interested in the ways in which literacy was taught and the literacy practices and values culturally embedded in each of the three languages: Tigrinya (Ge'ez script), Arabic (Arabic script) and Saho (Roman alphabet). Data were collected through classroom observations, an examination of teaching materials, and teacher interviews. The authors note that literacy instruction in Tigrinya has a long history and is among one of the oldest cultural practices in the Horn of Africa. As such, teaching materials and methods have been influenced by the traditional teaching of Ge'ez religious texts, which emphasize chanting, recitation and memorization. The main goal of teachers has long been to help beginning readers recite the whole table of fidel (i.e., the graphemes of the Ge'ez syllabary). In the Tigrinya classroom, children learned print awareness and pencil handling. Then the basic form of the most frequent fidel symbols were presented with pictures of animals and objects. **Findings showed that the literacy practices across the languages were heavily focused on phonics-based lessons, activities such as chanting, playing games, reciting letters or syllables, and repeated writing exercises that emphasized orthographic forms. Furthermore, the instructional practices differed for each language and were deeply rooted in the languages' cultural context.**

Asfaha, Y. M., Kurvers, J., & Kroon, S. (2006). Literacy use and instruction in multilingual Eritrea. *African Studies Bulletin*, 68, 70-78. Retrieved from <https://research.tilburguniversity.edu/en/publications/literacy-use-and-instruction-in-multilingual-eritrea>

- This article describes the language and literacy environment in Eritrea, and more specifically, the social use of literacy and the values attached to the multiple scripts and nine distinct languages used in the national curriculum (Latin alphabet, Arabic script,

and syllabic Ge'ez script). The authors investigated the daily use of and attitudes towards Ge'ez, Arabic and Latin through structured interviews (25 participants) and a sociolinguistic survey (670 participants). They note that although there was a push for recognition of local languages when Eritrea gained independence in 1993, there have been numerous problems with implementation at the community and national level, such as unequal acknowledgement of local languages and low levels of achievement, in part due to the large cognitive load placed on students, some of whom were expected to study four languages at once (see p. 72-73 for a description of the difficulties related to standardizing the nine languages). **Results showed that respondents value literacy for both its economic value and the social status and confidence that accompanies being able to read and write. Latin was identified as the least beneficial script to learn, with Ge'ez as the most beneficial and Arabic in the middle.** In conclusion, socio-cultural factors (e.g., ethnic identity, religion, national and regional status, and literary history of a language) affect attitudes towards the three scripts, but despite these differences, all language groups highly value literacy in Eritrea.

Asfaha, Y. Kurvers, J. & Kroon, S. (2009). Grain size in script and teaching: Literacy acquisition in Ge'ez and Latin. *Applied Psycholinguistics*, 30(4), 709-724. doi:10.1017/S0142716409990087

- This study investigated the reading skills of 385 Grade 1 children who were learning to read and write in four different languages and two different scripts: Ge'ez (Tigrinya and Tigre) and alphabetic Latin (Kunama and Saho). The children completed letter/fidel knowledge, word reading and spelling tasks to investigate differences at the script and language levels. Results showed that the syllable-based (syllabary) Ge'ez script was easier to learn than the phoneme-based Latin, despite the fact that Ge'ez had a higher overall number of graphemes (i.e., CV units). The author notes **that literacy instruction has been influenced by traditional religious chanting and largely revolved around drill-oriented learning and memorization. Later stages include syllable blending, simple word decoding and gradual introduction of short sentences. Results of the study showed that children learning to read the syllable-based Ge'ez orthography had better reading and spelling scores than those learning to read in the Latin alphabet.** In other words, the large unit-based script proved easier to acquire than the phoneme-level system of Latin. The **sheer number of graphemes did not prove to be a disadvantage and although the letter knowledge was better in Latin orthographies, this did not translate into actual productive differences. Overall, the syllabary made up for the large number of fidel symbols by making it easier to learn and use the basic writing unit (e.g., blending syllables is easier than blending phonemes).** Based on further testing, these differences did not exist at later grades, meaning that reading skills across scripts levelled out over time.

Gashaw, A. (2014). Potential Problematic Areas of English Pronunciation for Amharic Native Learners based on Phonological Contrast between the two Languages. *The Ethiopian Journal of Education*, 34(1), 73-105. Retrieved from <http://ejol.aau.edu.et/index.php/EJE/article/view/414>

- This study was conducted in order to identify the elements of English pronunciation that would be difficult for native Amharic-speaking learners given differences between the phonological systems of both languages. The **underlying theoretical approach of this study, known as Contrastive Analysis Hypothesis, assumes that many of the mistakes made by learners are caused by differences between the native language (NL) and the target language (TL).** As such, the author was focused on identifying typical areas of trouble for Amharic speakers learning English (see p. 78-82 for a complete list of the phonological differences between English and Amharic, p. 86-87 for differences in syllable structure, and p. 87-100 for suprasegmental features). **Findings showed that pronunciation difficulties may arise when the learners encounter: sounds in English that do not exist in Amharic, combinations of sounds in English that are not allowed in Amharic, such as consonant clusters, and characteristic patterns of stress and intonation in English that are different from those used in Amharic (e.g., pitch accent vs. stress accent and syllable-timed vs. stress timed).** The author concludes by suggesting teachers of English focus on the following features for learners who speak Amharic:
 - *Interdental fricatives /θ/ and /ð/*
 - *Low front vowel /æ/, low back vowel /ɒ/ and low central vowel /ʌ/*
 - *Long/short distinctions of vowels, including all English long vowels and diphthongs*
 - *Reduction of vowels into schwa*
 - *Accentual functions of stress and the stress-timed rhythm of intonation*
 - *Attitudinal function of intonation*
 - *Word-initial and word-final consonant clusters*

Pam, M. D. (1973). *Tigrinya phonology* (Doctoral thesis), The City University of New York, U.S.A. Retrieved from <http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/302675167?accountid=9838>

- This article provides a complete phonetic inventory of Tigrinya, including a discussion of consonants (which show exceptionally limited phonological rules) and the use of vowel contrast for nominal gender (male or female). See p. 6 and 7 for a complete list of consonant and vowel (monophthongs and diphthongs) phonemes and p. 8 and 9 for respective feature matrices. The author provides detailed descriptions of processes of affixation and inflection.

Weninger, S. (Ed.). (2011). Tigrinya. In *The Semitic Languages: An International Handbook* (pp. 1153-1169). DeGruyter Mouton. Retrieved from <http://ebookcentral.proquest.com/lib/ucalgary-ebooks/detail.action?docID=835432>

- This book chapter describes Tigrinya (the third-largest Semitic language) in terms of its phonology and morphology. The author notes that Tigrinya has gained official status in Eritrea and the Ethiopian state of Tigray, where it has more than five million speakers

and a great many dialects. A linguistic comparison of the diverse dialects has not yet been undertaken. The first section of this chapter describes the sound system (phonology) of Tigrinya. The second section describes the process of word formation (morphology), including personal pronouns, object suffixes, and demonstrative and relative pronouns. The fourth section describes nouns, including plural formation, noun formation (prefixes and affixes), and prepositions. The fifth section describes verbs and the sixth and final section describes syntax very briefly.

Wright, M. W. (2002). *Ideologies and methodologies in language and literacy instruction in postcolonial Eritrea* (Doctoral thesis), University of Pennsylvania, U.S.A. Retrieved from <http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/305513515?accountid=9838>

- The goal of this study was to examine beginning literacy instruction in a multilingual town in Eritrea, with a focus on the implementation of an updated English curriculum. Data was collected through ethnographic classroom observations of K-6 English and Tigrinya classes, analysis of teaching materials and formal interviews with teachers at a local elementary school. **Results showed that the elementary-level Tigrinya curriculum had not changed in decades; the goal was to have children memorize the entire fidelat and learn to read short words and few short sentences by the end of Grade 1. Furthermore, the teachers largely relied on chanting and echoing single letters of the syllabary, single words or short phrases (“my hand,” “two sticks”) for both review and introduction of new material.** She also found that there were significant differences in the approaches to teaching English and Tigrinya because of the reality of language use; **Tigrinya had greater practical application in daily life, but English would become the medium of instruction in secondary and higher education. Tigrinya classes tended to take a ‘phonics’ approach, with teachers going to great lengths to demonstrate the exact motion of writing each letter and helping children sound out the syllable.** Overall, the method of instruction tended to mimic traditional Eritrean methods of teaching and learning in beginning alphabetic literacy (i.e., chanting, copying, drilling, and total physical response (TPR) activities), with many teachers stating that repetition *should* be the primary technique in beginning literacy instruction. **Importantly, there was a huge discrepancy between the prescribed teaching methods outlined in the English curriculum, as they did not take Eritrean’s sociohistorical and cultural ideologies and methodologies into account.** In other words, Indigenous languages and literacy practices were not viewed as resources in the classroom.

Appendix 3: Assessment Tools

This appendix contains the assessment toolkit in four languages. You will find:

- Farsi Assessment Toolkit
- Nepali Assessment Toolkit
- Tigrinya Assessment Toolkit
- English Assessment Toolkit

Assessment Tools – Farsi

پرسشنامه مصاحبه

تاریخ: _____

نام: _____ سن: _____

شماره تلفن: _____

محل تولد: _____ زمان اقامت در کانادا: _____

زبان گفتاری

زبان اول: _____ زبانهای دیگر: _____

چه جایی از زبان اول خود استفاده می کنید؟ _____

چه جایی از زبان انگلیسی استفاده می کنید؟ _____

تجربه شما از خواندن و نوشتن چیست؟ _____

در چه حد قادر به خواندن و نوشتن هستید؟ _____ چه زبانی؟ _____

تجربه کار

نوع شغل: _____

مکان: _____

مدت زمان؟ _____

نوع شغل: _____

مکان: _____

مدت زمان؟ _____

تجربه تحصیلی

مدت تحصیلات در کشور محل تولد: _____

نوع تحصیلات: _____

مدت تحصیلات در کشورهای دیگر: _____

نوع تحصیلات: _____

مدت تحصیلات در کانادا: _____

نوع تحصیلات: _____

با توجه به تجربه تحصیلی خود:

یادگیری چه چیزهایی برای شما راحت بود؟

یادگیری چه چیزهایی برای شما مشکل بود؟

نکات دیگر:

توانایی شما در موارد زیر در چه حد است:

میزان بینایی: _____

میزان شنوایی: _____

آیا احتیاج به راهنمایی در زمینه مراجعه به مراکز شنوایی و بینایی دارید؟

در صورت پاسخ مثبت، آیا مشاور امور اجتماعی دارید؟ نام مشاور شما چیست؟

آیا مایل هستید در مورد مسایل دیگری هم با ما صحبت کنید؟

تعهد زمانی

جهت شرکت در کلاسها، کدامیک از موارد زیر برای شما ایجاد محدودیت خواهد کرد؟

- حضور کودکان شما در منزل یا مدرسه _____

- اشتغال _____

- موارد دیگر _____

چه روزهایی و ساعت های را برای شرکت در کلاسهای خصوصی یا عمومی ترجیح می دهید؟

مفهوم نوشته ها

متنی برای مبتدی ها استفاده کنید، مانند “گل نگار” تا از این طریق مفهوم نوشته ها را با دانش آموز به بحث بگذارید.

روش کار:

سوالات زیر را بپرسید و از دانش آموز بخواهید که با مراجعه به متن، جواب را به شما نشان دهد.

خواندن را از کجا شروع کنم؟

- جلد کتاب
- بالای صفحه
- سمت راست صفحه

این مراحل به کجا ختم میشوند؟

- دانش آموز جهت راست به چپ را تشخیص میدهد.
- بعد از خواندن سر فصل به صفحه بعد میرود.

محدودیت های مربوط به لغت

فقط یک لغت را به من نشان بده
فقط دو لغت را به من نشان بده

با اشاره به یک لغت در متن، بپرسید:

- حرف اول کدام است؟
- حرف آخر کدام است؟

سپس، سه تا چهار صفحه از داستان را بخوانید و از دانش آموز بخواهید، "به لغاتی که من میخوانم اشاره کن."

شناخت آوا ها

آوا ها ارتباط بین حروف و صداها هستند.

این یک امتحان ریشه لغت نیست. با این حال، تصاویر استفاده شده در این ارزیابی، برای افزودن ارتباط بین متن و هم گروه های آنهاست.

روش کار

پیشرفت ارزیابی آوا ها از حرف صامت اول کلمه تا حرف صدا دار کوتاه و بلند بدین صورت است.

1. در آن واحد تنها یک برگه به دانش آموز داده می شود.
2. از دانش آموز خواسته می شود تا جای خالی حرف / حروف را پر کند.
3. مطمئن شوید که دانش آموز متوجه مفهوم تمرین شده است.
4. اگر لازم باشد می توانید برای دانش آموز در حین انجام تمرین، هر کلمه را بلند بخوانید.
5. اگر دانش آموز 60% یا بیشتر قسمتهای هر برگه را درست جواب داد، می توانید به برگه بعدی مراجعه کنید.
6. اگر دانش آموز نیمی یا کمتر از نیمی از تمرینات یک صفحه را درست انجام داد، ارزیابی آوا ها را متوقف کنید.

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 از 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.

لیست کلمات

حرف صامت اول کلمه یا حرف صدادار کوتاه - کلاه، ماهی، گاو، دفتر، نان، آرنج

حرف صامت آخر کلمه - ماشین، تابه، کیف، بز، دست، چرخ

حرف صدادار وسط کلمه - کوه، خوراک، خانه، میز، کتاب، دایره

ترکیبی از حروف صامت - کفش، هدیه، موز، صندلی، درخت، پرچم، دوست، گیاه، غریبانه

حرف صدادار کوتاه - سیب، تخت، گردو، سرفه، دیدن، گل، پول، طبل، سگ

حرف صدادار بلند - عصا، پا، کیک، آفتاب، مداد، لیوان، ساعت، سنجاق

حروف صدادار کوتاه و بلند - سنگ، قابلمه، کفشدوز، هواپیما، پنکه، فلوت، گوش، زنبور

حرف حذف شده را بنویسید



اھی



لاه



فتړ



او



رنج



ان



ماشين _____



تاب _____



بَ _____



کپ _____



چر _____



دس _____



خور__ک



ک__ه



م__ز



خ__نه



د__یره



کتاب__



ش____



یه____



ز____



دلی____



خت____



چم____












ست____











اه____



رباغه____

 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>

 <hr data-bbox="300 615 591 619"/>	 <hr data-bbox="714 615 1005 619"/>	 <hr data-bbox="1120 615 1411 619"/>
 <hr data-bbox="300 1157 591 1161"/>	 <hr data-bbox="714 1150 1005 1155"/>	 <hr data-bbox="1120 1150 1411 1155"/>
 <hr data-bbox="300 1644 591 1648"/>	 <hr data-bbox="714 1644 1005 1648"/>	

















سمبل های بصری - علائم / تصاویر

این ارزیابی شامل دو بخش می باشد.

- سمبل های بصری
- لغت های بصری

این لیست ها شامل سمبل های بصری و لغت های بصری هستند که دانش آموزان LESLLA با آن آشنا خواهند شد، البته براساس محیط زندگی شان و میزان آشنایی آنها با نوشتن. در محیط زندگی شما سمبل ها و علائم ممکن است متفاوت از این لیست باشند. برای اینکه این ارزیابی معتبر باشد، از علائم و سمبل های رایج در این منطقه استفاده خواهد شد.

این ارزیابی با سمبل های بصری شروع می شود. در حین اینکه دانش آموزان معنی هر سمبل را می شناسند، ارتباط بین سمبل ها و علائم را در محل زندگی خویش یاد می گیرند.

بخش دوم ارزیابی شامل لغت های بصری بسیار رایج است. بعضی از لغت های استفاده شده، برگرفته از لیست نام ها می باشد. اگرچه، لغت های مخصوص ادبیات کودکان در این لیست گنجانده نشده است (مثل آبی، زرد). در عوض، لغت هایی را استفاده می کنیم که بوفور در داستان هایی یافت می شود که بیان کننده رویکرد تجربه زبان هستند یا در فرم های ساده استفاده می شوند.

طرز کار

بخش الف – علائم و سمبل ها

- 1- قبل از شروع کار کارت ها را بچینید.
- 2- این ارزیابی را تک به تک انجام دهید.
- 3- سه کارت را روی میز بگذارید. تصاویری را انتخاب کنید که دانش آموزان با آنها آشنایی بیشتری دارند.
- 4- از دانش آموزان بخواهید تا تصویر سمبلی را که شما نام می برید، به شما نشان بدهد. برای مثال از دانش آموزان بخواهید "علامت توقف را به من نشان بده." یا "علامت Superstore کدام است؟"
- 5- اگر دانش آموزان تعداد زیادی از سمبل ها را درست تشخیص دهند، لطفاً به بخش ب مراجعه کنید.
- 6- در حین انجام این بخش، جواب های درست دانش آموزان را علامت زنید.

بخش ب - لغات بصری

- 1- قبل از شروع کار کارت ها را بچینید.
- 2- این ارزیابی را تک به تک انجام دهید.
- 3- تنها یک کارت را در آن واحد به دانش آموزان نشان دهید.
- 4- از دانش آموزان بخواهید تا لغت روی کارت را بخوانند. مطمئن شوید که دانش آموزان متوجه طرز کار شده اند.
- 5- قبل از اینکه کارت بعدی را نشان دهید، به اندازه چند ثانیه صبر کنید.
- 6- در حین انجام این بخش، جواب های درست دانش آموزان را علامت زنید.

علائم

پارک ممنوع	سوپر استور	بیمارستان
ایستگاه اتوبوس	چراغ راهنمایی	ایست
خروج	بلیط وسایل نقلیه عمومی	چراغ راهنمایی عابر پیاده
		اعلام آتش سوزی

لغات بصری

سال	نام	علائم روزمره
مدرسه	تاریخ	ایست
دوشنبه	آدرس	کابل
		افغانستان

گروه

من
علاقه داشتن
به
آن
تو - شما
مال من
نگاه کردن
آمدن





نام	تاریخ
کابل	افغانستان
مدرسه	ایست
دوشنبه	آدرس
تو	مال من

نگاه کردن	آمدن
من	سال
آن	به

مشاهده کردن خوانش

داستان گل نگار را آماده کرده و به صورت کتابچه چاپ کنید. متن کتابچه از این قرار است.

داستان گل نگار



این گل نگار است.
گل نگار موسیقی دوست دارد.
او خیاطی دوست دارد.
او مدرسه را دوست دارد.
او دوستانش را دوست دارد.
گل نگار چای دوست دارد.
او شیرینی دوست دارد.
او شکلات دوست ندارد.

راهنمای آموزگار

به دانش آموز بگویید که این داستانی است درباره گل نگار.

- از دانش آموز بخواهید تا داستان را برای شما بخواند.
- در حین خواندن داستان توسط دانش آموز نکات زیر را در نظر بگیرید:
 - دانش آموز خود قادر به تشخیص تمامی یا بعضی از کلمات است.
 - با کمک گرفتن از حرف اول کلمه میتواند تمام کلمه را بخواند.
 - با کمک گرفتن از حروف بی صدا در کلمه میتواند کلمه ها را بخواند.
 - حرف به حرف کلمه ها را میتواند بخواند.
 - با توجه به عکس میتواند بهتر بخواند.
 - به کلماتی که درست میخواند با انگشت اشاره میکند.

بعد از اتمام خواندن داستان از دانش آموز بپرسید:

داستان در مورد چه بود؟

گل نگار چه کارهایی را دوست دارد؟

همچنین سوالات بله یا خیر بپرسید:

آیا گل نگار جای دوست دارد؟

آیا گل نگار شکلات دوست دارد؟

آیا گل نگار خیاطی دوست دارد؟



گل نگار



گل نگار



این گل نگار است.



گل نگار موسیقی دوست دارد.



او خیاطی دوست دارد.



او مدرسه را دوست دارد.



او دوستانش را دوست دارد.



گل نگار چای دوست دارد.



او شیرینی دوست دارد.



او شکلات دوست ندارد.

شناخت آوا ها

شناخت آوا ها همان توانایی شناختن و بکار بردن صداها یا واج ها است. تمرین زیر، از دانش آموز می خواهد تا تک تک صداها را بشناسد و بکار ببرد، و این در مورد شناخت حروف نیست.

روش کار

در حین انجام این تمرین، کلمات را تک تک با صدای بلند برای دانش آموز بخوانید. در این مرحله از شناخت آوا ها دانش آموز اجازه دیدن لغت ها یا لیست لغت ها را ندارد.

قافیه داشتن

گروه لغات را با صدای بلند برای دانش آموز بخوانید. از دانش آموز بخواهید لغتی که قافیه متفاوت دارد را تشخیص دهد.

-	من	تو	تن
-	جا	ما	این
-	پس	در	شر
-	شین	سین	کاف
-	دل	سم	گل

اگر دانش آموز موفق به دادن سه جواب درست شد، به سراغ تمرین بعد بروید.

صدای حرف اول

کلمات را تک تک با صدای بلند برای دانش آموز بخوانید. در حین خواندن لغت از دانش آموز بخواهید صدای حرف اول کلمه را بگوید.

-	ب	بام
-	گ	گل
-	س	سیب
-	ک	کت
-	م	من

اگر دانش آموز موفق به دادن سه جواب درست شد، به سراغ تمرین بعد بروید.

صدای حرف آخر

کلمات را تک تک با صدای بلند برای دانش آموز بخوانید. در حین خواندن لغت از دانش آموز بخواهید صدای حرف آخر کلمه را بگوید.

ن	- تن
پ	- توپ
ل	- گل
ت	- توت
ر	- کار

اگر دانش آموز موفق به دادن سه جواب درست شد، به سراغ تمرین بعد بروید.

بکارگیری فن قافیه بندی در حرف اول کلمه

بکارگیری حرف اول بی صدا

از دانش آموز بخواهید موارد زیر را انجام دهد.

صداها را تشکیل دهنده لغت "من" را بگوید.

اکنون بخواهید تا صدای "م" را به "ن" تغییر دهد.

صداها را تشکیل دهنده لغت "سیب" را بگوید.

اکنون بخواهید تا صدای "س" را به "ش" تغییر دهد.

صداها را تشکیل دهنده لغت "ماه" را بگوید.

اکنون بخواهید تا صدای "م" را به "ک" تغییر دهد.

Assessment Tools – Nepali

मिति: _____

भर्ना अन्तरवार्ता

नाम: _____ उमेर: _____

फोन नम्बर: _____

मूल देश: _____ क्यानाडामा रहेको बर्ष: _____

भाषाहरू

पहिलो भाषा: _____ अन्य भाषाहरू: _____

आफ्नो गृहभाषा काहाँ प्रयोग गर्नुहुन्छ?

अंग्रेजी भाषा काहाँ प्रयोग गर्नुहुन्छ? _____

पढाइ र लेखाइको अनुभव? _____

तपाईं कति पढ्नुहुन्छ र लेख्नुहुन्छ? _____ कुन भाषा? _____

कार्य अनुभव:

कामको किसिम: _____

काहाँ: _____

कहिले देखि? _____

स्कूल अनुभव:

मूल देशमा स्कूल गएको वर्ष: _____ किसिम: _____

अरु देशमा स्कूल गएको वर्ष: _____ किसिम: _____

क्यानडामा स्कूल गएको वर्ष: _____ किसिम: _____

(यदि लागू हुन्छ भने)

तपाईंको स्कूलको अनुभवको बारेमा सोच्नुहोस्।

के सजिलो थियो? _____

के गाह्रो थियो? _____

अन्य विचारणिय कुराहरू:

तपाईंको कस्तो छ:

दृश्य शक्ति: _____

श्रव्य: _____

आँखा र कानको जाँच गराउने व्यवस्था मिलाउन सहयोग चाहानुहुन्छ? _____

यदि चाहानुहुन्छ भने, के तपाईंको ब्यवस्थापन सल्लाहकार छ? वहाको नाम के हो? _____

तपाईं हामिबाट अरु केहि थाहा पाउन चाहानुहुन्छ? _____

समय प्रतिबद्धता:

समय तालिका बनाउनको लागि हामीले के प्रतिबद्धताहरूलाई विचार पुर्याउनुपर्छ?

- _____ साना बच्चाहरू घरमा वा स्कूलमा छन्
- _____ काम छ
- _____ अन्य

सिक्न र कक्षामा उपस्थित हुनको लागि उत्तम दिन र समय कुन हो? _____

प्रिन्टको अवधारणा

प्रशिक्षार्थीसँग प्रिन्टको अवधारणा छलफल गर्न लियन बाइज फूड वा इन्ज कट्स कपाल (ESL साक्षरता पाठकहरू) जस्ता शुरुआति पाठ प्रयोग गर्नुहोस्।

निर्देशनहरू:

तलका प्रश्नहरू सोध्नुहोस्। प्रशिक्षार्थीलाई उत्तरहरू देखाउन पुस्तक प्रयोग गर्न भन्नुहोस्।

म कहाँ पढ्न सुरु गर्छु?

- पुस्तकको अगाडि
- पृष्ठको शीर्ष
- पृष्ठको बाँया पट्टि

म त्यहाँबाट कहाँ पढ्दै जान्छु?

- प्रशिक्षार्थीले बायाँ देखि दायाँ देखाउँछ
- शीर्षक पछि, अर्को पृष्ठ पल्टाउँछ

शब्द सीमाहरू

मलाई एउटा शब्द देखाउनुहोस्।

मलाई दुई शब्दहरू देखाउनुहोस्।

पाठमा एक शब्द देखाउनुहोस् र सोध्नुहोस्:

पहिलो अक्षर कहाँ छ?

अन्तिम अक्षर कहाँ छ?

त्यसपछि, कथाको तीन देखि चार पृष्ठहरू पढ्नुहोस् र प्रशिक्षार्थीलाई सोध्नुहोस्,

"मैले पढ्दै गरेका शब्दहरूलाई ओँल्याउनुहोस्।"

फोनिक्स आकलन

फोनिक्सले अक्षर र आवाज बीचको सम्बन्ध सङ्ग सरोकार राख्दछ।

यो शब्दावली परीक्षण होइन। जे भएपनि, यस मूल्यांकनमा सन्दर्भ सिर्जना र परिचित गराउन छवि समावेश गरिएको छ।

निर्देशनहरू

फोनिक्स मूल्यांकन प्रारम्भिक व्यञ्जनदेखि छोटो र लामो स्वर तिर बढ्छ।

1. शिक्षार्थीलाई एक पटकमा एक पृष्ठ भर्न दिनुहोस्।
2. शिक्षार्थीलाई खाली ठाउँमा छुटेका अक्षरहरू भर्न अनुरोध गर्नुहोस्।
3. सुनिश्चित गर्नुहोस् कि शिक्षार्थीले गर्नु पर्ने काम बुझेका छन्।
4. जब शिक्षार्थीले काम गरिरहेका हुन्छन्, प्रत्येक शब्द ठूलो स्वरमा भन्नुहोस्, आवश्यक भएमा।
5. यदि शिक्षार्थीले प्रत्येक पृष्ठको ६०% वा अधिक सही पूर्ण गर्दछ भने, अर्को पृष्ठ जारी राख्नुहोस्।
6. यदि शिक्षार्थीले पृष्ठको आधा वा कम शब्दहरू पूरा गर्दछ भने फोनिक्स मूल्यांकन रोक्नुहोस्।

शब्दहरूको सूचि

छोटो (अन्तर्निहित) स्वर (एकल व्यञ्जन ध्वनि): कमल, घर, नङ, बस, रथ

लामो र छोटो स्वर पृष्ठ १: केरा, कमिला, पाठशाला, किताब, एक, अनार

लामो र छोटो स्वर पृष्ठ २: फूल, गाई, अंगूर, लसुन, बोडी, नून

लामो र छोटो स्वर पृष्ठ ३: मकै, ओखर, ऐसेलु, औजार, हलो, लौरो

कन्जेक्ट व्यंजन (दुई वा अधिक व्यञ्जनहरू एक अन्तर क्रियात्मक स्वर बिना सँगै हुन्छ): स्कूल, भ्यागुतो, नक्सा, अम्बा

छोटो र लामो स्वरका पूर्ण शब्दहरू: कलम, घडा, पाइला, यज्ञ, दमकल, छाता, सलाई

छोटो र लामो स्वर ध्वनि र संकेतको भिन्नता न्यूनतम जोडीमा:

- फुल, फूल
- धारा, धार
- पान, पाना

अक्षर लेखुहोस्।



___ मल



घ ___



___ ड



___ थ



___ स

अक्षर लेखुहोस्।



____रा



क____ला



पाठशा____



____ताब



____क



अ____र

अक्षर लेखुहोस्।



____ल



गा____



अं____र



ल____न



बो____



____न

अक्षर लेखुहोस्।



म___



___खर



___सेलु



___जार



ह___



___रो

अक्षर लेख्नुहोस्।



_____कूल



अ_____



_____गुता



न_____

शब्द लेखुहोस्।



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अक्षर लेखुहोस्।



___ल



___ल



धा ___



धा___



पा___



पा___

दृश्य शब्दावली प्रतीक र शब्दहरू

यस मूल्यांकनका दुई भागहरू छन्

- दृश्य प्रतीकहरू
- दृश्य शब्दहरू

छविहरूको यी सूचीहरू र शब्दहरूले ती दृश्य प्रतीकहरू र दृश्य शब्दहरू समावेश गर्दछ जुन LESLLA सिक्नेहरू उनीहरूको वातावरण र छापा पाठको सम्पर्कमा रहेको हुन सक्छ, त्यो तिनीहरूको वातावरण र पाठ छापमा निर्भर गर्दछ। तपाईंको समुदायमा, प्रतीकहरू र संकेतहरू तलका भन्दा फरक हुन सक्छन्। यो मूल्यांकन मान्य हुनका लागि तपाईंको समुदायको संकेत चिन्हहरूको छविहरू प्रयोग गर्नुहोस् जुन प्रशिक्षार्थीहरू बारम्बार सम्पर्कमा आउँछन्।

मूल्यांकन दृष्टि प्रतीकबाट शुरू हुन्छ। जब प्रशिक्षार्थीले प्रत्येक प्रतीकको अर्थ पहिचान गर्दछन्, तिनीहरू आफ्नो वातावरणमा रहेको संकेत र प्रतीकहरूसँग अर्थ जोड्दछन्।

मूल्यांकनको दोस्रो भागले उच्च आवृत्ति (धेरै प्रयोग हुने) शब्दहरू समावेश गर्दछ। समावेश भएका केही शब्दहरू (नाम सूची) बाट आउँदछन्। जे होस्, बच्चाहरूको साहित्यमा देखा पर्ने शब्दहरू (उदाहरणका लागि निलो, पहेँलो) सूचीमा समावेश गरिएको छैन। यसको सट्टा, मूल्यांकनमा भाषा र अनुभवको अवधारणामा आधारित कथाहरू वा साधारण रूपका शब्दहरू समावेश गरिएका छन्।

निर्देशनहरू

भाग क- चिन्ह र प्रतीकहरू

1. प्रयोग गर्नु अघि फल्यासकार्डहरू काट्नुहोस्।
2. यो आकलन एक एक जना गर्दै गर्नुहोस्।
3. टेबलमा तीन कार्ड राख्नुहोस्। छविहरू ती छनौट गर्नुहोस् जुनसँग प्रशिक्षार्थीहरू धेरै जसो परिचित छन्। प्रशिक्षार्थीलाई प्रतीक पहिचान गर्न सोध्नुहोस्। उदाहरण को लागी, प्रशिक्षार्थीलाई सोध्नुहोस्, "मलाई स्टप देखाउनुहोस्।" वा "मलाई सुपरस्टोर देखाउनुहोस्?"

4. यदि प्रशिक्षार्थीले थुप्रै छविहरू सही रूपमा पहिचान गर्दछ भने, भाग बी जारी राख्नुहोस्।
5. ती प्रतीकहरू चिन्ह लगाउँदै जानुहोस् जुन प्रशिक्षार्थीले सहि पढ्छ।

भाग ख- दृश्य शब्दहरू

1. प्रयोग गर्नु अघि फल्यासकार्डहरू काट्नुहोस्।
2. यो आंकलन एक एक जना गर्दै गर्नुहोस्।
3. प्रशिक्षार्थीलाई एक पटकमा एउटा कार्ड देखाउनुहोस्।
4. प्रशिक्षार्थीलाई कार्डमा भएको शब्द पढ्न भन्नुहोस्। सुनिश्चित गर्नुहोस् कि प्रशिक्षार्थीले निर्देशनहरू बुझेको छ।
5. अर्को कार्डमा जानु अघि केहि सेकेन्ड अनुमति दिनुहोस्।
6. ती शब्दहरू चिन्ह लगाउँदै जानुहोस् जुन प्रशिक्षार्थीले शुध्द पढ्न सक्छन्।

चिन्हहरू

अस्पताल	अग्नि
रोक्नुस् / रोक	बाहिर निस्कनुहोस् / गमन
क्रसवाक	रेल टिकट
गाडी प्रतिकालय / बस बिसाउनी	रोक्ने बत्ति
सुपरस्टोर	कुनै पार्किंग छैन

दृश्य शब्दहरू

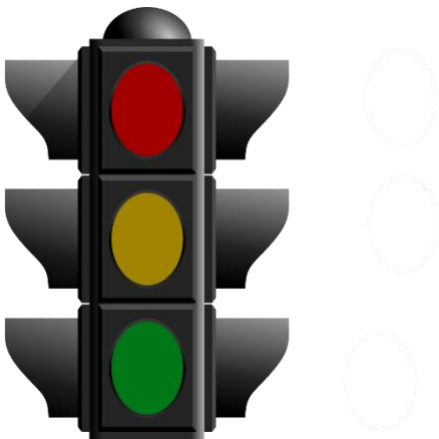
वातावरणीय छापा

रोक्नुस्	नाम	बर्ष
झापा	मिति	पाठशाला
नेपाल	ठेगाना	सोमबार

फ्राई दृश्य शब्द सूचीबाट अनुकूलित

म
मन पछे
लाई
माथि
तिमि
मेरो
हेर्नुस्
आउनुस्





नाम	मिति
झापा	नेपाल
पाठशाला	रोक्नुस्
सोमबार	ठेगाना
वर्ष	

हेर्नुस्	आउनुस
म	माथि
लाई	मन पर्छ
तिमि	मेरो

कथा पढ्न - प्रशिक्षकलाई निर्देशन

विद्यार्थीलाई यो कथा मायाको बारेमा हो भन्नुहोस्।

विद्यार्थीलाई यो कथा पढ्न भन्नुहोस्।

माया

यो माया हो।

मायालाई रथ मन पर्छ।

उनीलाई नाच मन पर्छ।

उनीलाई पाठशाला मन पर्छ।

उनीलाई उन्को बारखा मन पर्छ।

मायालाई चिया मन पर्छ।

उनीलाई रोटी मन पर्छ।

उनीलाई दूध मन पर्दैन।



जब विद्यार्थीले पढ्छ, उसले कसरि पढ्छ अवलोकन गर्नुहोस्।

- केहि वा सबै शब्द चिन्छ
- शब्द उच्चारण गर्दा पहिलो अक्षरको प्रयोग गर्छ
- शब्द उच्चारण गर्न अरु अक्षरहरूको प्रयोग गर्छ
- शब्द उच्चारण एक एक अक्षर भनेर गर्छ
- पढ्नको लागि चित्रको सहायता लिन भन्नुहोस्
- पढ्दा सहि शब्दलाई अँाल्याउन भन्नुहोस्

कथा पढिसके पछि, विद्यार्थीलाई सोध्नुहोस्

कथा कस्को बारेमा छ?

मायालाई के मन पर्छ?

हो / होइन प्रश्नहरू

के मायालाई रथ मन पर्छ?

के मायालाई चिया मन पर्छ?

के मायालाई दूध मन पर्छ?



माया



माया



यो माया हो।



मायालाई रथ मन पर्छ।



उनीलाई नाच मन पर्छ।



उनीलाई पाठशाला मन पर्छ।



उनीलाई उन्को बारग्रा मन पर्छ।



मायालाई चिया मन पर्छ।



उनीलाई रोटी मन पर्छ।



उनीलाई दूध मन पर्दैन।

फोनेमिक/ध्वनि सचेतीकरण

ध्वनिलाई सुन्ने, पहिचान गर्ने, उच्चारण, गर्ने, जोड्ने, छुट्याउने र हेरफेर गर्ने क्षमता ध्वनि सचेतीकरण हो।

तलको कार्यमा अक्षरलाई होइन प्रत्येक ध्वनिलाई पहिचान र हेरफेर गर्न भन्नुहोस्।

निर्देशन

निम्न कार्यहरू गर्दा तपाईं हरेक शब्द ठूलो श्वरमा पढेर शिक्षार्थीलाई सुनाउनुहोस्। शिक्षार्थीले ध्वनि सचेतीकरण कार्यको लागि शब्द वा शब्दसूची हेर्दैनन्।

लयात्मक शब्दहरू

शब्दहरूको प्रत्येक सेट ठूलो स्वरले पढ्नुहोस्।

शिक्षार्थीलाई कुन शब्द फरक छ सोध्नुहोस् ।

पानी बग्यो नानी

काका मामा उठ्छ

चिचि खायो चिनी

हिसाब निसाफ गर

रुकू खान्छे उखु

यदि शिक्षार्थीले ५ मध्ये ३ स्कोर प्राप्त गरे भने अर्को कार्य शुरू गर्नुहोस् ।

शब्दको प्रारम्भिक ध्वनि

ठूलो श्वरले हरेक शब्द शिक्षार्थीको लागि पढ्नुहोस्। शिक्षार्थीलाई शब्दको शुरूको ध्वनि भन्न लगाउनुहोस् ।

- किताब /क/
- राम्रो /र/
- मोजा/म/
- औषधी/अ/
- दूध /द/

यदि शिक्षार्थीले ५ मध्ये ३ स्कोर प्राप्त गरे भने अर्को कार्य शुरू गर्नुहोस् ।

शब्दको अन्तिम ध्वनि

ठूलो श्वरले हरेक शब्द शिक्षार्थीको लागि पढ्नुहोस्। शिक्षार्थीलाई शब्दको अन्त्यको ध्वनि भन्न लगाउनुहोस् ।

- पंखा /ख/
- धारो /र/
- कक्षा /क्ष/
- बस/स/
- कपाल /ल/

यदि शिक्षार्थीले ५ मध्ये ३ स्कोर प्राप्त गरे भने अर्को कार्य शुरू गर्नुहोस् ।

प्रारम्भिक व्यञ्जन हेरफेर

शिक्षार्थीलाई बताउनुहोस्: काका शब्दको उच्चारण गर्नुहोस्।

अब /क/ लाई /च/ मा परिवर्तन गर्नुहोस्।

हेर शब्दको उच्चारण गर्नुहोस्।

अब /ह/ लाई /ख/ मा परिवर्तन गर्नुहोस्।

झरना शब्दको उच्चारण गर्नुहोस्।

अब /झ/ लाई /ह/ मा परिवर्तन गर्नुहोस्।

Tigrinya Assessment Tools

ዕለት: _____

መመዝገቢ ቃለ መጠይቅ

ስም: _____

ዕድሜ: _____

ቁጽሪ ቴሌፎን: _____

መብቆል ሓገር: _____

ከንደይ አመት አብ ካናዳ ተቐማጥኩም: _____

ትዛረብዎ ቋንቋታት

ቋንቋ አደ: _____ ካልዕ ቋንቋታት: _____

ቋንቋኩም አበይ ትጥቀሙሉ: _____

ቋንቋ እንግሊዝ አበይ ትጥቀሙሉ: _____

ተሞክሮኩም አብ ምንባብን ምጽሓፍን: _____

ከሳብ ከንደይ ትጽሕፉን ተንብቡን: _____ በየናይ ቋንቋ: _____

ናይ ስራሕ ተመክሮ

ዓይነት ስራሕ: _____

አበይ: _____

ን ከንደይ እዋን: _____

ዓይነት ስራሕ: _____

አበይ: _____

ን ከንደይ እዋን: _____

ናይ ትምህርቲ ተመክሮ

ደረጃ ትምህርቲ አብ መበቆል ሃገር (ንከንደይ ዓመት): _____

ደረጃ ትምህርቲ አብ ካልእ ሃገር (ንከንደይ ዓመት): _____

ደረጃ ትምህርቲ አብ ካናዳ (ንከንደይ ዓመት): _____

ከመይ ነይሩ ናይ ትምህርቲ ግዜኹም:

እንታይ ኔሩ ቀሊል: _____

እንታይ ኔሩ ከቢድ፡ _____

ተወሳኺ ሃበሬታ

ናይ ምርዓይ ጸገም ኣለኩም ድዩ፡ _____

ናይ ምስማዕ ጸገም ኣለኩም ድዩ፡ _____

ሃገዝ የድልየኩም ድዩ ህክምና ቆጸራ ንምሓዝ፡ _____

እወ ኣንተኮይኑ፡ ኣማኻሪ ኣለኩም ድዩ፡ መንዩ ሸሞም፡ _____

ተወሳኺ ክትህብሩና ትደልዩዎ ነገር እንታይ ኣሎ፡ _____

መደብ ንምግባር፡ ካልእ እንታይ ኣሎ ኣብ ግምት ከነእትዎ ዘለና ነገር፡

- _____ ቆልዑት ኣብ ገዛ ወይ ኣብ ትምህርቲ ኣለዉኹም ዶ
- _____ ስራሕ
- _____ ተወሳኺ

ኣየኖት ማዓልታትን ግዜን ኣዩ ንትምሕርቲ ኪትመጹ ትኽእሉ፡ _____

አምር ብዛዕባ ምንባብ

ዛንታ ሃና ተጠቂምኩም ምስ ተመሃሮኩም ብዛዕባ ናይ ምንባብ አምር ተዘራረቡ

ሃበሬታ:

እዚ ኣብ ታሕቲ ዘሎ ሕቶታት ንተመሃሮኹም ሕተትዎም። ንሳቶም ዛንታ ሃና መጽሃፍ ተጠቂሞም መልሲ የርእዮኹም።

ምንባብ ካበይ ይጅምር፡

- ቅድሚት ናይት መጽሃፍ
- ላዕሊ ናይቲ ገጽ
- ጸጋማይ ወገን ናይቲ ገጽ

ካብዚ ናበይ ይኸይድ፡

- ተመሃሮኹም ምንባብ ካብ ጸጋም ን የማን ዶ ሃቢሮሙኹም
- ኣርእስቲ ድህሪ ምንባብም፣ ነቲ መጽሓፍ ገንጺሎም ዶ

ምልላይ ቃላት

ሓንቲ ቃል ኣርእየኒ።

ክልተ ቃል ኣርእየኒ።

ናብ ሓንቲ ቃል ኣመልኪትኩም ነዘን ሕቶታት ሕተትዎም፡

ናይ መጀመርያ ፊደል ኣየነይቲ እያ፡

ናይ መወዳእታ ፊደል ኣየነይቲ እያ፡

ቀጺልኩም ስለስተ ወይ ኣርባዕተ ገጻት ኣንብቡ፣ ኣብ ተንብቡሉ እዋን ን ተመሃሮኹም ናብተን ቃላት ከመልከቱ ሃብርዎም።

Phonics Assessment

Phonics has to do with the relationship between letters and sounds.

This is not a vocabulary test. However, images have been included in this assessment to create context and increase familiarity.

Instructions

The phonics assessment progresses from initial consonants to writing a word.

7. Give the learner one page to complete at a time.
8. Ask the learner to fill in the fidel(s), or letter(s).
9. Ensure the learner understands the task.
10. Say each word aloud as the learner completes the task, as needed.
11. If a learner completes 60% or more of a page correctly, continue to the next page.
12. Stop the phonics assessment if the learner completes half or less of the words on a page correctly.

The assessment looks at phonics skills in this order:

- Learner writes initial fidels.
- Learner writes final fidels.
- Learner writes medial fidels.
- Learner writes two fidels next to each other.
- Learner writes a whole word.

The phonics assessment follows the order above.

Fill in the missing letters (fidelat)

በ ቡ ቢ ባ ቤ ብ ቦ፤	ኸ ኹ ኺ ኻ ኼ ኽ ኾ፤	ተ ቱ ቲ ታ ት ቶ፤	ረ ሩ ሪ ራ ር ሮ፤
ጠ ጡ ጢ ጣ ጤ ጥ ጦ፤	የ ዩ ዬ ያ ይ ዮ፤	ዐ ዑ ዲ ዳ ዴ ደ፤	

List of words

Initial fidel – ዓሳ (fish), ባኖኖ (banana), ጣውላ (table), ጫማ (shoes), በለስ (cactus)

Final fidel– መኪና (car), ባዴላ (pan), ጤል (goat), አንበሳ (lion), ፒሮ (pen)

Medial fidel - ባርኔጣ (hat), ሳንጣ (bag), ኩባያ (cup), ከልቢ (dog), ህያብ (gift)

Two fidels) - መወልወሊ(mop), እንቁርቦብ (frog), መንበር (chair), ገረብ (tree), ባንድራ (flag), ከበሮ (drum), አውቶቡስ (bus), ቀለቤት (ring), መሐዘኑት (friends), ሰልዲ(cash), ሰዓት (clock)

Whole words – ቱፋሕ (apple), ባኔ(bread), ዓራት (bed), ቡን (coffee), መወልዲ (switch), ሕምምቲ (sick), ጉያ (run), ለሚን (lemon), ፈረስ (horse), መቼስ (scissors)

ዝንደሉ ፊደላት ኣብ ባዶ ቦታ ምልኡ

በ	_____	_____	_____	_____	_____	_____
ኸ	_____	_____	_____	_____	_____	_____
ተ	_____	_____	_____	_____	_____	_____
ረ	_____	_____	_____	_____	_____	_____
ጠ	_____	_____	_____	_____	_____	_____
የ	_____	_____	_____	_____	_____	_____
ዐ	_____	_____	_____	_____	_____	_____

ነዚም ዚጎደሉ ፊደላት ኣብ ባዶ ቦታ ምልኡ



___ ሳ



ናና

—



___ ውላ



ማ

—



___ ለሰ



___ ም



መኪ _____



ባዴ _____



ጤ _____



አንበ _____



ፒ _____



ሳ ____ ኔጣ



ሳ ____ ጣ



ከ ____ ያ















ከ ____ ሊ





ህ ____ ስ

ነዚም ዝገደሉ ክልተ ፊደላት ኣብ ባዶ ቦታ ምልኡ

 <p>_____ ልወሊ</p>	 <p>_____ ቁርቦብ</p>	 <p>_____ ቦር</p>
 <p>_____ ብ</p>	 <p>_____ ዴሬ</p>	 <p>_____ ሮ</p>
 <p>_____ ቶቡስ</p>	 <p>_____ ሊ</p>	 <p>ቀለ _____</p>
 <p>መሓ _____</p>	 <p>ሰ _____</p>	 <p>ሰ _____</p>

ነዘም ዝጎደሉ ቃላት ኣብ ባዶ ቦታ ምልኡ

 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>

Sight Vocabulary – Symbols and Words

There are two parts to this assessment:

- Sight symbols
- Sight words

These lists of images and words include sight symbols and sight words that LESLLA learners are likely exposed to, depending on their environment and exposure to print text. In your community, symbols and signs may be different from those below. For this assessment to be valid, use images of signs learners in your community will have had frequent exposure to.

The assessment begins with sight symbols. As learners identify meanings of each symbol, they connect meaning to signs and symbols in their environment.

The second part of the assessment includes high frequency words. Some of the included words come from the (name list). However, words that show up in children’s literature (e.g., blue, yellow) are not included in the list. Instead, words that are likely found in Language Experience Approach stories or on simple forms are included in the assessment.

Instructions

Part A – Signs and Symbols

1. Cut out the flashcards before use.
2. Conduct this assessment one-on-one.
3. Place three cards on the table. Choose images the learners are most likely to be familiar with.
4. Ask the learner to identify the symbol you name. For example, ask the learner, “Show me STOP.” or “Show me Superstore? “
5. If the learner identifies several of the images correctly, continue to Part B.
6. Mark down the symbols the learner reads correctly as you go.

Part B – Sight Words

1. Cut out the flashcards before use.
2. Conduct this assessment one-on-one.
3. Show the learner one card at a time.

4. Ask the learner to read the word on the card. Ensure the learner understands the instructions.
5. Allow X seconds before moving on to the next card.
6. Mark down the words the learner reads correctly as you go.

Signs

Hospital (ሕክምና)

Stop (ደው በል)

Crosswalk (መስገሪያ አጋር)

Train ticket (ናይ ባቡር

ቲክት)

Stoplight (መብራህቲ

ትራፊክ)

No Parking (ክልኩል

ንሞዕሻግ)

Sight Words

Environmental print

ደው በል (stop)

አስመራ (Asmara)

ኤርትራ (Eritrea)

ስም (name)

ዕለት (date)

አድራሻ (address)

ዓመት (year)

ቤት ትምህርቲ (school)

ሶኒ (Monday)

መምህር (teacher)

Frequently used words list:

ኣነ (I)

ሰላም (peace or hi)

እወ (yes)

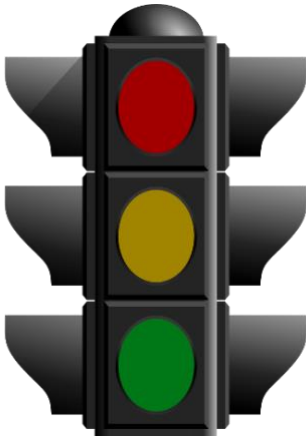
ሓደ (one)

ስለምንታይ (why)

ብኸመይ (how)

ንሕና (we)





ደው በል	አስመራ
ኤርትራ	ስም
ዕለት	አድራሻ
ዓመት	ቤት ትምህርቲ
ሰኒ	መምህር

ኣነ	ሰላም
እወ	ካደ
ሰላምንታይ	ብኸመይ
ንሕና	

ተመሃሮ ከንብቡ ከለዉ ትዕዛብትኩም ውሰዱ

መጽሐፍ ዛንታ ሃና አቸዲምኩም ሓቲምኩም አዳልውዎ። አቲ ዛንታ ኣብ ታሕቲ ይርከብ።

ዛንታ ሃና

እዚኣ ሃና እያ።

ሃና ሙዚቃ ትፈቱ።

ንሳ ኩዕሶ እግሪ ትፈቱ።

ንሳ ትምህርቲ ትፈቱ።

ንሳ መሓዙታ ትፈቱ።

ሃና ቡን ትፈቱ።

ንሳ ዶልሺ ትፈቱ።

ንሳ ቸኮላታ ኣይትፈቱን።

መምርሒ ን መማህራን

ን ተመሃሮኩም ኣዚ ዛንታ ናይ ሃና አዩ አልኩም ንገርዎም

ን ተመሃሮኩም ነዚ ዛንታ ከንብቡልኩም ህተትዎም

ተመሃሮኩም ኣብ ዘንበቡሉ እዋን፥ ነዚ ዚስዕብ ነጥብታት ኣማሊኦም ዶ፡

- ነቲ ቃላት ገሊኡ ወይውን ኩሉ ኣለልዮም ዶ፤
- ነቲ ፊደላት ብ ቅኑዕ ከድምጽዎ ኪእሎም ዶ
- ን ምንባብ ኪህግዞም ነቲ ስእሊ ምርኩዝ ተጠቒሞሙሉ ዶ
- ነቲ ቅኑዕ ቃል ኣንዳመልኩቱ ዶ የንብቡ ኔሮም

ነቲ ዛንታ ደህሪ ምንባብም፥ ነዚ ዝስዕብ ህቶ ህተትዎም፡

ኣዚ ዛንታ ብዛዕባ ኣንታይ አዩ፤

ሃና እንታይ ትፈቱ

አወ ወይ ኣይፋል ሕቶታት ህተትዎም፡

ሃና ኩዕሶ እግሪ ትፈቱ ድያ፤

ሃና ቡን ተፈቱ ድያ፤

ሃና ቸኮላታ ትፈቱ





ዘንታ ሃና



ዘንታ ሃና



እዚኣ ሃና እያ።



ሃና መዚቃ ትፈቱ።



ንሳ ኩዕሶ እግሪ ትፈቱ።



ንሳ ትምህርቲ ትፈቱ።



ንሳ መሓተታ ትፈቱ።



ሃና ቡን ትፈቱ።



ንሳ ዶልሺ ትፈቱ።



ንሳ ቸኮላታ ኣይትፈቱን።

Phonemic awareness

Phonemic awareness is the ability to identify and manipulate phonemes, or sounds. The following tasks ask learners to identify and manipulate individual sounds, and not letters.

Instructions

As you go through the following tasks, read each word aloud to the learner. The learner does not look at words or word lists for phonemic awareness tasks.

Rhyming

Read each set of words aloud to the learner.

Ask the learner which word is different.

Note: The circle indicates this word does not rhyme.

- ከዘነ ቦተነ ወሰደ
- ወገን ከባሮ ሰገን
- በርሀ ከሰተ ቀለተ
- ሰረቕ ወሰደ ገደቅ
- ለሚን ባኒ ሸሃኒ

If student scores 3 out of 5, continue to the next task.

Initial sound

Read each word aloud to the learner. As you say the word, ask the learner to say the first fidel (sound).

- በጌዕ /በ/
- ሸባኻ /ሸ/
- ጣፍ /ጣ/
- ቡን /ቡ/
- ጸባ /ጸ/
- ፍልጠት /ፍ/

If student scores 3 out of 5, continue to the next task.

Final fidel

Read each word aloud to the learner. As you say the word, ask the learner to identify the last fidel (sound).

- ዘንቢል /ል/
- ዓውዲ /ዲ/
- ሐተተቶ /ቶ/
- ከይዱ /ዱ/
- ጸጉሪ /ሪ/

English Assessment Tools

Date: _____

Intake Interview

Name: _____ Age: _____

Phone number: _____

Country of Origin: _____ Years in Canada: _____

Languages Spoken

First language: _____ Other languages: _____

Where do you speak your home language? _____

Where do you use English? _____

Experience with reading and writing? _____

How much do you read and write? _____ Which language? _____

Work Experience

Type of work: _____ Where: _____

How long? _____

Type of work: _____ Where: _____

How long? _____

School Experience

Years of schooling in country of origin: _____ Type: _____

Years of school in another country: _____ Type: _____

Years of school in Canada: _____ Type: _____

(If applicable)

Think about your school experience.

What was easy? _____

What was difficult? _____

Other Considerations

How is your:

Eyesight: _____

Hearing: _____

Would you like support to access an eye or hearing appointment? _____

If yes, do you have a settlement counsellor? What is their name? _____

Anything else you would like us to know about? _____

Time Commitments

For scheduling purposes, what commitments should we consider?

- _____ Young children at home or in school
- _____ Work
- _____ Other

What are best days and times for you to attend tutoring or classes? _____

*Note: For L2 assessments, first conduct the vocabulary assessment. Then conduct reading assessments.

Concepts about Print

Use a beginner text, such as *Lien Buys Food* or *Inge Cuts Hair* (ESL Literacy Readers) to discuss concepts about print with the learner.

Instructions:

Ask the questions below. Have the learner use the book to show you the answers.

Where would I start reading?

- Front of book
- Top of page
- Left side of page

Where would I go from there?

- Learner indicates left to right
- After the title, turns next page.

Word Boundaries

Show me one word.

Show me two words.

Point to one word in the text and ask:

Where's the first letter?

Where's the last letter

Next, read three to four pages of the story and ask the learner, "Point to the words as I read."

Phonics Assessment

Phonics has to do with the relationship between letters and sounds.

This is not a vocabulary test. However, images have been included in this assessment to create context and increase familiarity.

Instructions

The phonics assessment progresses from initial consonants to short and long vowels.

13. Give the learner one page to complete at a time.
14. Ask the learner to fill in the missing letter(s).
15. Ensure the learner understands the task.
16. Say each word aloud as the learner completes the task, as needed.
17. If a learner completes 60% or more of a page correctly, continue to the next page.
18. Stop the phonics assessment if the learner completes half or less of the words on a page correctly.

The [ESL Literacy Curriculum Framework Learning Outcomes](#) recommends phonics instruction progress in this order:

- Learner writes initial consonants or short vowels.
- Learner writes final consonants.
- Learner writes medial vowels.
- Learner writes initial and final consonant blends.
- Learner writes corresponding long vowel words with final consonant e.
- Learner writes corresponding long and short vowel words and words with vowel blends.

Each page of the phonics assessment follows the order recommended.

List of words

Initial consonant or short vowel - fish, table, banana, table, mop, elbow, cow

Final consonant - car, pan, goat, bag, cup

Medial vowel - hat, bus, pen, dog, gift

Consonant blends - shoes, bread, chair, tree, flag, drum, cast, plant, ring, friend, cash, clock

Short vowel - apple, frog, bed, nut, on, sick, run, pin, path, egg

Long vowel - nine, cake, cute, bee, rose

Short and long vowel - mitt, stones, feet, pot, five, bug, jet, candy, fan, flute, cane, ear

Write the letter.



___ish



___ananas



___able



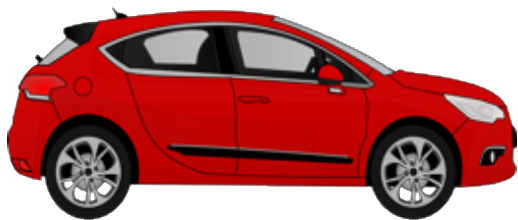
___op



___lbow



___ow



ca____



pa____



goa____



ba____



cu____



h__t



b__s



p__n



d__g






g__ft





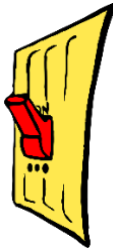




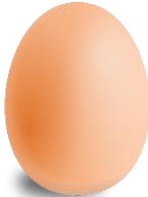


c__sh

Write two letters.

 <p>_____oes</p>	 <p>_____ead</p>	 <p>_____air</p>
 <p>_____ee</p>	 <p>_____ag</p>	 <p>_____um</p>
 <p>ca_____</p>	 <p>pla_____</p>	 <p>ri_____</p>
 <p>frie_____</p>	 <p>ca_____</p>	 <p>clo_____</p>

Write the word.

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____		

 <hr/>	 <hr/>	 <hr/>
 <hr/>	<p>5</p> <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>
 <hr/>	 <hr/>	 <hr/>

Sight Vocabulary – Symbols and Words

There are two parts to this assessment:

- Sight symbols
- Sight words

These lists of images and words include sight symbols and sight words that LESLLA learners are likely exposed to, depending on their environment and exposure to print text. In your community, symbols and signs may be different from those below. For this assessment to be valid, use images of signs learners in your community will have had frequent exposure to.

The assessment begins with sight symbols. As learners identify meanings of each symbol, they connect meaning to signs and symbols in their environment.

The second part of the assessment includes high frequency words. Some of the included words come from the (name list). However, words that show up in children’s literature (e.g. blue, yellow) are not included in the list. Instead, words that are likely found in Language Experience Approach stories or on simple forms are included in the assessment.

Instructions

Part A – Signs and Symbols

7. Cut out the flashcards before use.
8. Conduct this assessment one-on-one.
9. Place three cards on the table. Choose images the learners are most likely to be familiar with.
10. Ask the learner to identify the symbol you name. For example, ask the learner, “Show me STOP.” or “Show me Superstore?”
11. If the learner identifies several of the images correctly, continue to Part B.
12. Mark down the symbols the learner reads correctly as you go.

Part B – Sight Words

7. Cut out the flashcards before use.
8. Conduct this assessment one-on-one.
9. Show the learner one card at a time.
10. Ask the learner to read the word on the card. Ensure the learner understands the instructions.
11. Allow a few seconds before moving on to the next card.

12. Mark down the words the learner reads correctly as you go.

Signs

hospital

stop

crosswalk

bus stop

Superstore

fire / pull

exit

train ticket

stoplight

no parking

Sight Words

Environmental print

stop

Calgary

Canada

name

date

address

year

school

Monday

Adapted from the Fry Sight Words List

I

like

to

the

you

my

look

come





name	date
Calgary	Canada
school	stop
Monday	address

look	come
I	the
my	you
to	

Reading Observation

Print and prepare **Anna's Story** into a booklet before the lesson. The text is included below.

Anna's Story

This is Anna.

Anna likes music.

She likes soccer.

She likes school.

She likes her friends.

Anna likes coffee.

She likes cake.

She does not like eggs.



Instructions to instructor

Tell the learner this is a story about Anna.

Ask the learner to read the story to you.

While the learner reads the story, observe, does the learner:

Recognize some or all words automatically

Use first letters to sound out words

Use other consonants in to sound out words

Sound out words letter by letter

Refer to pictures to support reading

Point to the correct word while reading

After reading the story, ask the learner:

What is the story about?

What does Anna like to do?

Ask yes/no questions:

Does Anna like soccer?

Does Anna like coffee?

Does Anna like eggs?



Anna's Story



Anna's Story



This is Anna.



Anna likes music.



Anna likes soccer.



She likes school.



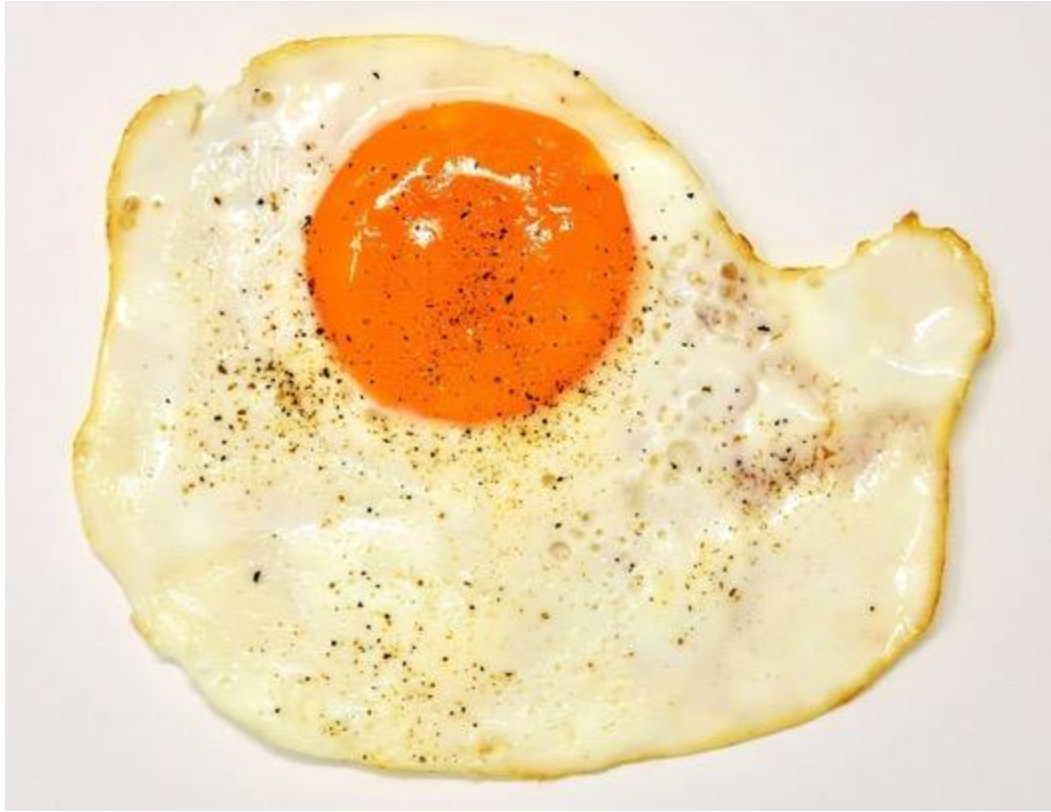
She likes her friends.



Anna likes coffee.



She likes cake.



She does not like eggs.

Phonemic awareness

Phonemic awareness is the ability to identify and manipulate phonemes, or sounds. The following tasks ask learners to identify and manipulate individual sounds, and not letters.

Instructions

As you go through the following tasks, read each word aloud to the learner. The learner does not look at words or word lists for phonemic awareness tasks.

Rhyming

Read each set of words aloud to the learner.

Ask the learner which word is different.

- can jump man
- far car sit
- fin hot caught
- sit fit jump
- cup tall pup

If student scores 3 out of 5, continue to the next task.

Initial sound

Read each word aloud to the learner. As you say the word, ask the learner to say the first sound.

- book /b/
- good /g/
- socks /s/
- coffee /k/
- milk /m/

If student scores 3 out of 5, continue to the next task.

Final consonant

Read each word aloud to the learner. As you say the word, ask the learner to identify the last sound.

- fan /n/
- tap /p/
- hall /l/
- sit /t/
- hair /r/

If student scores 3 out of 5, continue to the next task.

Onset-rime manipulation

Initial consonant manipulation

Tell the learner:

Say the sounds in 'pan'.

Now change the /p/ sound to /k/.

Say the sounds in 'look'.

Change the /l/ sound to /b/.

Say the sounds in 'fall'.

Change the /f/ sound to /t/.

Receptive Vocabulary Assessment

This assessment identifies learners' receptive, or listening, vocabulary.

The vocabulary in Parts A and B come from Bow Valley College's ESL Literacy Readers. Words in Part A are found in Level A stories. Words in Part B are found in Levels B and C stories, as well as 'Food From Home', Level A (tea).

Instructions

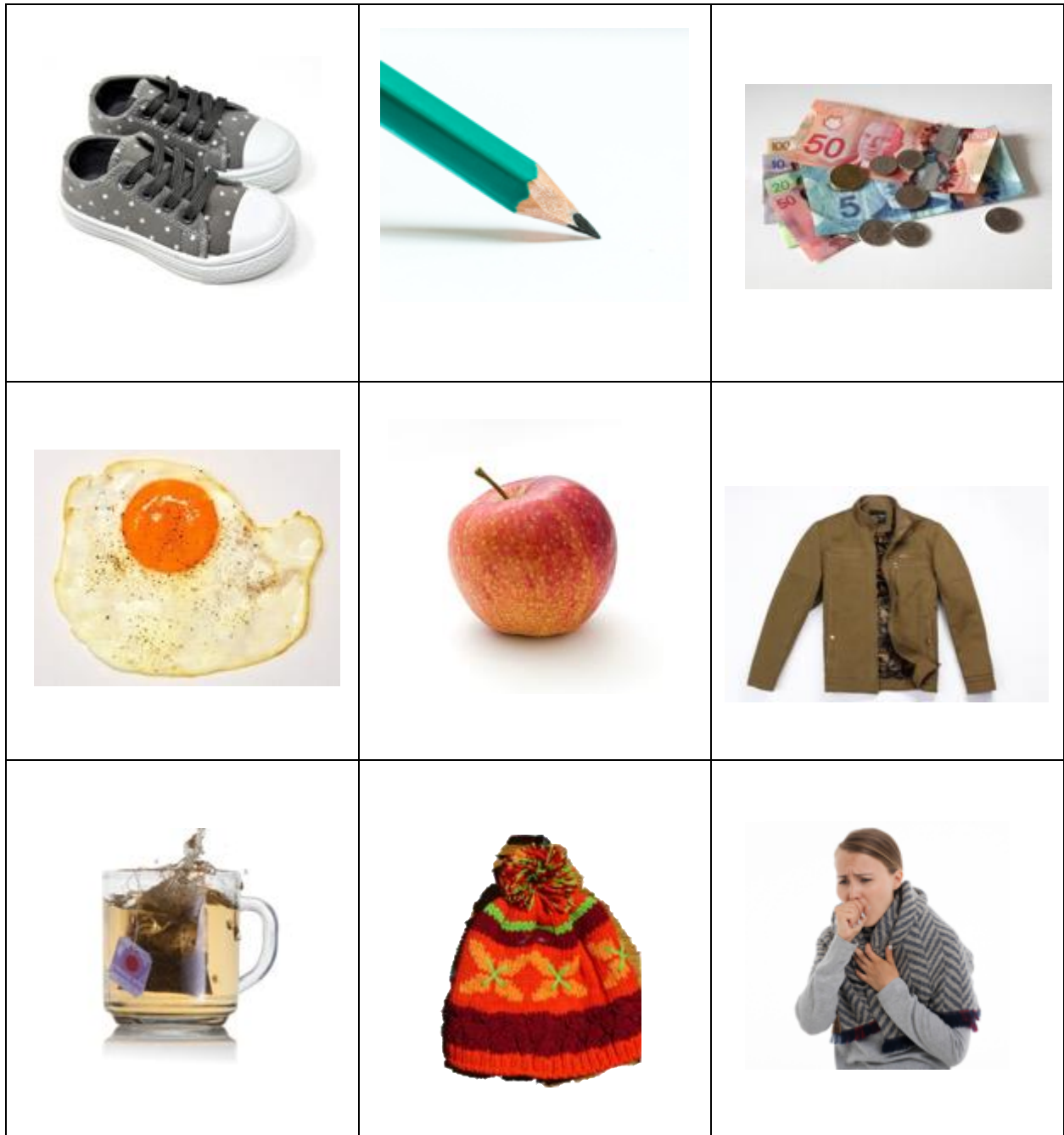
1. Show the learner one page at a time. Start with Part A.
2. Ask the learner to 'point to' a specific picture on that page. E.g., 'Point to shoes.' Ensure the learner understands the instruction words, 'point to'.
3. When the learner points to a word, do not correct the learner if they have not chosen the right picture.
4. Ask the learner to point to another picture.
5. Continue through the list of words in random order.
6. On the list of words (this page), check the words that the learner identifies correctly.
7. If the learner scores 6 out of 9 correctly, repeat the steps with Part B.

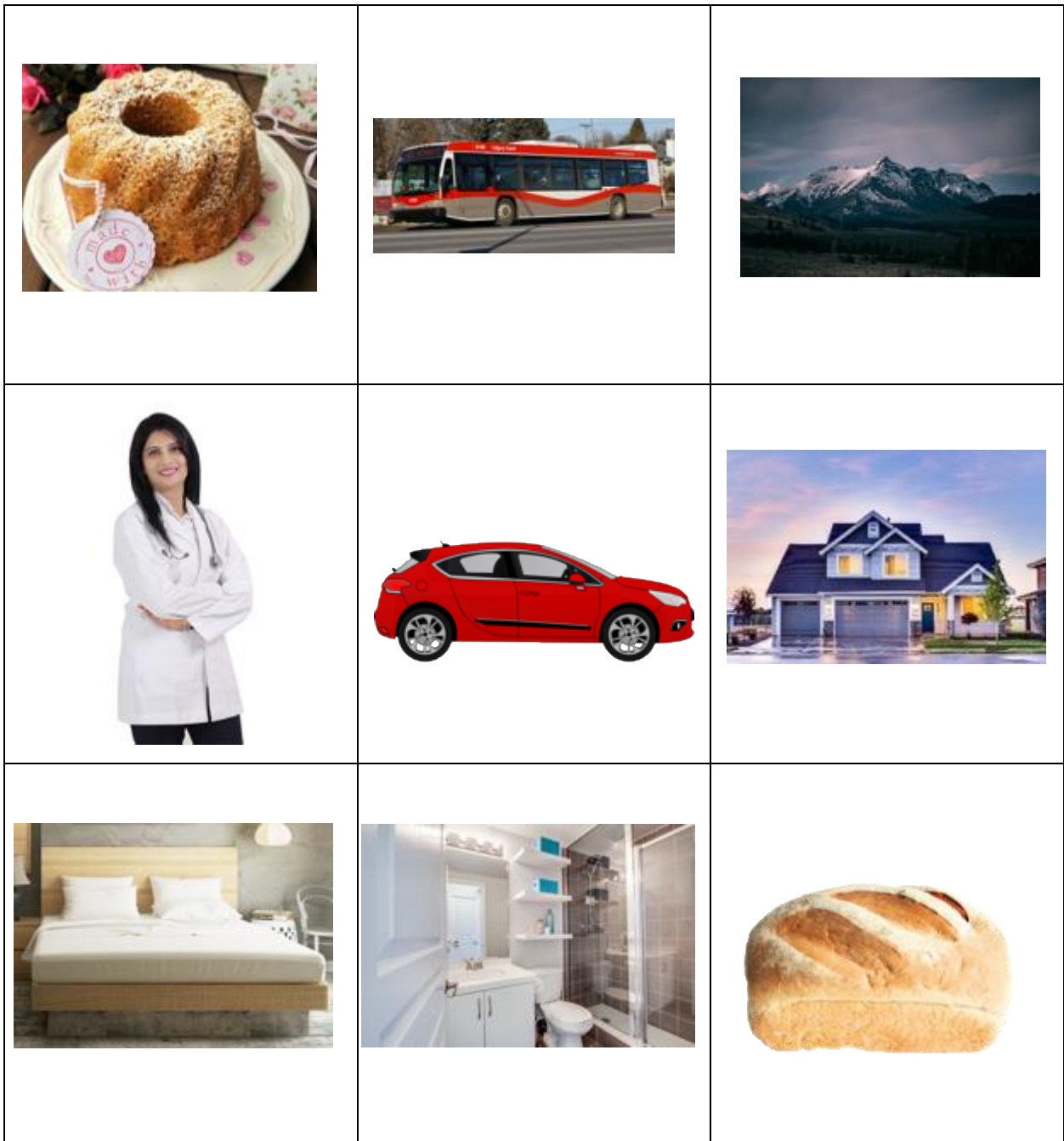
Words List

Part A: shoes, pencil, money (cash), egg, apple, jacket, tea, hat, sick

Part B: cake, bus, mountain, doctor, car, house, bed, bathroom, bread

Part A





Appendix 7 - Sample Unit Plan

Unit Plan on Theme: My Community

By Afra Shirazi

Overview

This section includes sample activities and materials on the theme of community. The activities are organized around the Whole-Part-Whole model. To show how to address the 5 Components of Reading Instruction in the context of a thematic unit, one learning activity is included for each component. Work on sight words, word boundaries, and syntax are also included. When you teach, draw on the Suggested Tasks in Section 5 for more ways to support learning. Teach each concept multiple times in varying ways.

You will find these materials at the end of this section:

- Two sets of Community Places Picture Flashcards, Initial Consonant Flashcards, and Community Places Word Cards
- Book: Nasrin's Community
- Wordless Picture Book
- Sight Words Flashcards

The Whole

Begin with the Whole. In the introduction to the unit, you will find out what learners already know about their communities and the language that they have already developed to talk about the topic. The following activities include picture

flashcards to support conversation about the topic and a story to situate language and literacy learning.

Activate background knowledge

You will need: Community Places Flashcards

Procedure: Begin by asking learners what places they know in their community. Show learners picture flashcards and ask which places are in their communities. Elicit the name of each place and note which words learners already know and which words are new to the learner.

Ask questions like:

- What is the name of your community?
- Does your community have a _____ (train station, clinic, grocery store, etc.)?
- How often do you go to _____ in your community?
- What do you do at the _____ (clinic, park, school, etc.)?
- What do you like most about your community?

Build knowledge about the subject

Now that you know what learners' experience with and knowledge of the topic is, you can build on what they already know through discussion and experiences.

In this activity, the instructor will model reading the text to make meaning. Using a story can make content learning more meaningful and enjoyable for the learners.

You will need: Book: Nasrin's Community

Procedure: Tell the learners you will read a story about Nasrin’s Community.

Nasrin goes for a walk in her community, and describes what she observes. Draw learners’ attention to the pictures in the book while you read.

The Parts

Move to the Parts. The following activities offer explicit, intensive instruction of each of the ‘parts’. These include:

- vocabulary and word knowledge
- phonics
- phonemic awareness
- sight words and word boundaries
- syntax

Incorporate at least one of the ‘parts’ in each lesson throughout the unit.

Focus on Vocabulary and Word Knowledge

You will need:

- Picture Flashcards – Set A
- A flyswatter or rolled up piece of paper

Procedure: In this activity, learners play the ‘Flyswatter Game’ to identify vocabulary. Hang an assortment of vocabulary pictures on the board and ask learners to form two lines. Tell the learners that when you say the word the person at the front of each line will listen for the word and ‘swat’ the right

picture. For learners with stronger oral skills, teammates can help out with cue words, like ‘up’, ‘down’, ‘right’, or ‘left’.

Focus on Phonemic Awareness and Phonics

You will need:

- Picture Flashcards
- Initial Consonant Flashcards

Procedure: As you hold up a flashcard, ask learners to answer, ‘What is this?’ When they have identified the word correctly, ask learners, ‘What is the first letter **sound**?’ Focus on just a few words and letter sounds in a lesson. As learners progress over the course of the unit, work through more of the words and sounds.

Then ask learners to identify words that start with individual sounds. For example, ‘Which words start with /s/?’ Or, ‘Which words start with the /b/ sound?’ As you ask each question, be sure to say the sound rather than the letter name. Ask learners to say the word (e.g., school) and first letter sound (e.g., /s/). Then ask learners to find the letter that makes the same sound (e.g., ‘s’). Ask learners to put the correct first letter next to the picture card.

Make this task easier by focusing on two or three initial sounds. For learners who are ready, make the task more challenging by asking learners to identify final sounds. For example, which words end with /m/?

Focus on Sight Words and Word Boundaries

You will need: Book: Nasrin's Community

Procedure: Review the book Nasrin's Community by reading the story to the class. Point to each word as you read. Invite learners to repeat each sentence after you. Again, point to the words as learners read.

Ask learners if anyone knows which word says 'I'. Point to the word on the page and highlight it with a light pencil crayon. Then ask learners to identify the word 'I' on the next page, and shade the word the same colour.

Distribute copies of the book Nasrin's Community. Invite learners to go through the whole book to find the word 'I' and highlight the word, saying the word each time they highlight it.

When learners have finished, go through the same process with the word 'see', using a different colour. Then go through the same steps with 'a', 'in', 'my', and 'community'.

After learners have completed the tasks, invite learners to read the story together. Encourage learners to point to each word as they read.

Focus on Syntax

You will need: For each learner, one set of:

- Nasrin's Community
- Sight Words Flashcards
- Picture Flashcards – Set A

Procedure: In this activity, learners will assemble sentences using word cards and picture flashcards. To start, invite learners to take out their picture flashcards and books. Review the vocabulary as a class. Then invite learners to read the book together.

Tell the class you will practice putting together words to make a sentence. If learners have already completed the L1 literacy segment of the program, elicit from the learners what the basic word order is in the L1. Rather than using terminology like Subject-Object-Verb or Subject-Verb-Object, you might talk about action words and who is doing the action. Then read a sentence from the story out loud. Ask learners, ‘Who is this story about?’ (Nasrin). Say that the word ‘I’ represents Nasrin talking about herself in the story. Then ask the class, “Which word is the action / doing word?” (see), and “What does Nasrin see?” (a bank, a school, a library, etc.). Ask learners to compare the word order in their L1 and English. What’s the same? What’s different between the sentences?

Model putting individual word cards together to make a sentence. Use picture flashcards in place of content words (e.g., dentist, clinic, bank, etc.). Make the task easier by removing ‘in my community’ at the end of the sentence.

Ask learners to take out their picture flashcards and hand out the word cards. Ask learners to make sentences using their word and picture flashcards. Begin with ‘I see a _____’. For learners who are ready for longer sentences, include ‘in my community.’ Learners can refer to their copy of the story as needed.

Extension activity: Advanced learners can copy the sentences into the wordless book.

Whole

Back to the Whole. The Whole focuses on the big picture of a particular theme. When tied to all of the Parts outlined above, they lead to critical aspects of the Whole, fluency and comprehension, or meaning-making.

The activity below uses the Language Experience Approach to write a story about a community walk.

You will need:

- A digital camera
- Laptop or computer
- A printer
- Paper

Procedure: Take the class on a walk through the local community. As you walk, ask learners to point out and name places they have studied during the unit. Take pictures of the local playground, school, grocery store, library, places of worship, community centre, and other places learners access or would like to know more about.

After class, use the template below to create a book with the pictures you took on your community walk. Give learners copies of the book next class. Ask learners for words or sentences to accompany each picture.

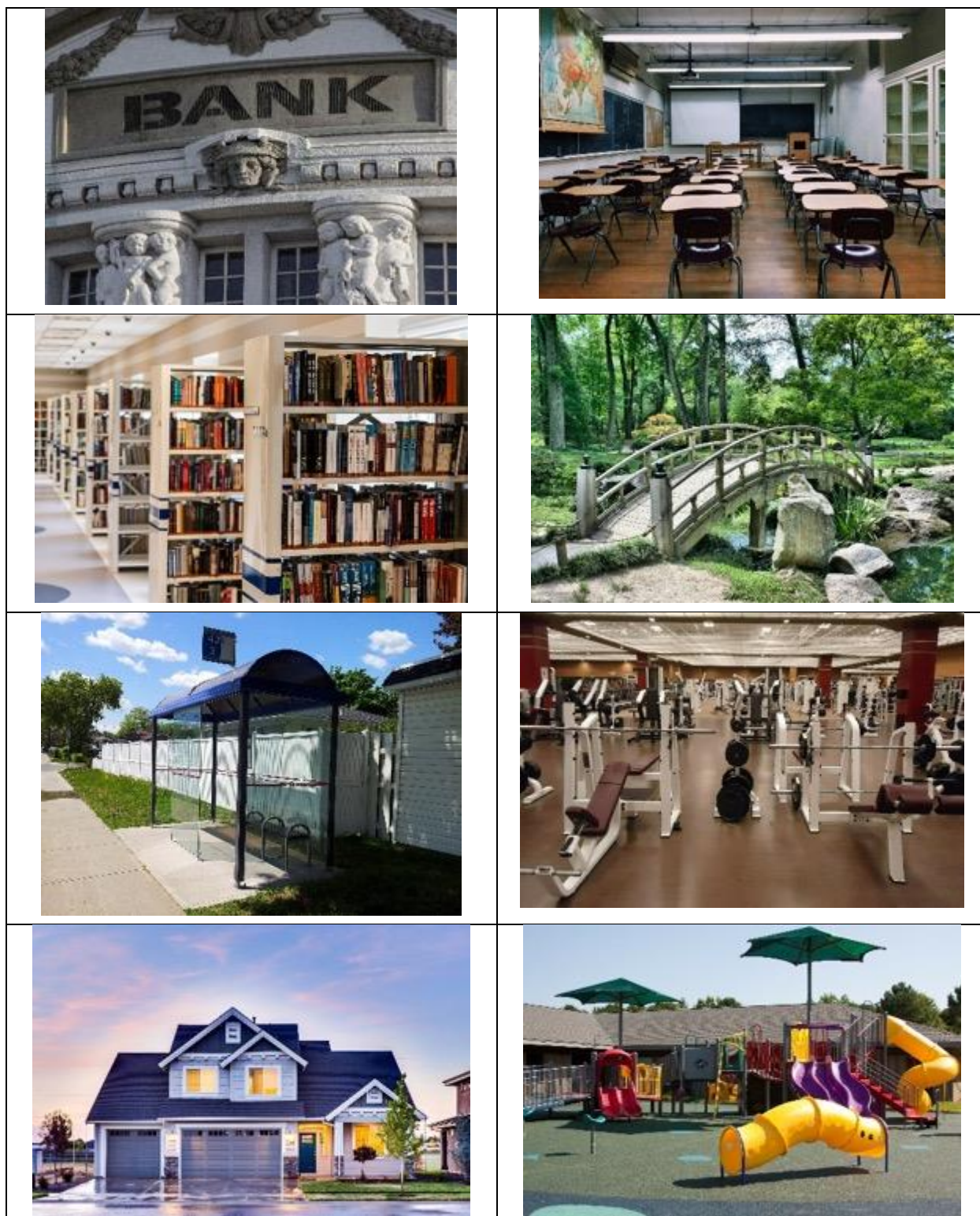
Make the story simpler by including only the place name. For basic sentence level practice, write ‘I see a _____’ or ‘We see a _____.’ Use ‘saw’ for past tense, and explain the tense in context with L1 support.

Note: Sight Word Flashcards ‘We’ and ‘saw’ can be used for further sentence practice if you choose to work with the simple past tense.

Wrapping Up. To wrap up the unit, ask learners which community service they would like to learn more about (e.g., the clinic, dentist, school). Invite a guest

speaker to talk about available services. Organize interpreter support for any presentations in English.

Community Places Picture Flashcards – Set A



Community Places Initial Consonant Flashcards – Set A

b

s

l

p

b

g

h

p

Community Places Word Flashcards – Set A

bank

school

library

park

bus stop

gym

home

playground

Community Places Picture Flashcards – Set B



Community Places Initial Consonant Flashcards – Set B

t

c

s

ch

m

t

p

d

Community Places Word Flashcards – Set B

train station	clinic
store	church
mosque	temple
post box	dentist

Nasrin's Community





Today I want to walk in my community.



I see a bank in my community.



I see a school in my community.



I see a library in my community.



I see a park in my community.



I see a bus stop in my community.



I see a gym in my community.



I see a home in my community.



I see a playground in my community.

Wordless Book: Nasrin's Community



















Sight Words Flashcards

I

see

a

in

my

community

We

saw

