

# Teaching basic literacy to ESOL learners



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# Level of spoken communication and literacy

<b>Literacy in L1</b>	<b>Literacy in English</b>	<b>Level of spoken communication</b>
No	No	From beginners to advanced
Yes	No	From beginners to advanced

# The power of writing, the writing of power

by Elsa Auerbach, Language Issues

- Focus on meaning rather than form encourages writing development.
- Instruction should stress writing for real reasons, to real audiences.
- Writing should be contextualised and content meaningful and relevant to learners.
- Learners need some degree of overt instruction.
- Social and cultural variation in writing practices needs to be taken into account.
- All writing pedagogy reflects a stance about the learner in relation to the social order.

# Spelling: Myths or Truths?

1. If you want to learn to spell, you should read more.
2. There's no logic in English spelling – that's why it's so hard.
3. There is one correct way to learn spellings.
4. They make spelling mistakes because they don't speak properly.
5. If you get stuck, just sound it out.
6. Good spellers have a store of word pictures in their mind which they refer to when they want to spell a word.
7. Learn the rules, then you'll be able to spell.
8. Look it up in the dictionary.
9. Writing a word helps you learn to spell it.
10. Good spelling isn't important. It's the ideas that count.
11. You'll put students off if you correct their spelling.



# Death on the promenade





# Strategies used by good readers

- 1. Semantic clues** (meaning)  
e.g. in the word '*moonlight*' predicting '*light*' as it follows '*moon*'
- 2. Syntactic clues** (word order and sentence grammar) e.g. use of '*the*' (▲), '*and*'
- 3. Phonological clues** (sound letters make)  
e.g. S in '*sand*'
- 4. Graphic clues** (letter patterns)  
e.g. '*ight*' and '*and*'

Days of the week

সপ্তাহের দিনগুলো



Monday

সোম বার

Tuesday

মঙ্গল বার

Wednesday

বুধ বার

Thursday

বৃহস্পতি বার

Friday

শুক্র বার

Saturday

শনি বার

Sunday

রবিবার

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