



Dipartimento di Scienze Umanistiche



Scuola di Lingua italiana per Stranieri



UNIPA
SINCE 1828

DOTTORATO DI RICERCA
"STUDI LETTERARI, FILOLOGICO-LINGUISTICI
E STORICO-CULTURALI"

14th Annual Symposium

**LITERACY
EDUCATION
AND SECOND
LANGUAGE
LEARNING
FOR ADULTS
(LESLLA)**

**"People, languages
and literacy in new migration.
Research, Practice, and Policy"**

October 4th-6th, 2018

**PIAZZA SANT'ANTONINO 1
PALERMO, ITALY**

BOOK OF ABSTRACTS

con la collaborazione di



con il patrocinio di



*Ministero dell'Istruzione
dell'Università e della Ricerca*

Osservatorio nazionale per l'integrazione
degli alunni stranieri e per l'intercultura



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14th Annual Symposium LESLLA

Literacy Education and Second Language Learning for Adults
“People, languages and literacy in new migration.
Research, Practice, and Policy”

October 4th-6th, 2018, ItaStra
Piazza Sant’Antonino 1, 90134, Palermo

BOOK OF ABSTRACTS

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Seeing sounds: Practical Alphabets for Teachers of LESLLA

Adult ESL learners who have limited literacy and limited formal schooling in their first language face exceptional challenges when learning another language in their newly adopted country. These learners need the fundamentals of reading. What are the essential prerequisites for learning to read? Two key predictors of reading success are alphabet recognition (knowing the names of letters and the sounds they represent) and phoneme awareness (understanding names of the letters and the sounds and the ability to manipulate sounds in spoken words). This workshop will demonstrate a variety of instructional practices in alphabet recognition and phoneme awareness through visual, auditory and kinesthetic–tactile modalities.

- Curtis, M.E. / J. R. Kruidenier (2005). *Teaching adults to read: A summary of scientifically based research principles*. National Institute for Literacy.
- Vinogradov, P. (2008). "Maestra! The letters speak". Adult ESL students learning to read for the first time. *MinneWITESOL Journal* 25.
- Vinogradov, P. (2010). Balancing top and bottom: learner-generated texts for teaching phonics. In T. Wall / M. Leong (eds.), *Low Educated Adult Second Language and Literacy. Proceedings of the 5th Symposium, Banff 2009*, 3-14. Calgary, Alberta: Bow Valley College.

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Tracking the learner behaviour of non- and low-literate adults in an online literacy training environment. Lessons learnt and fast forward towards (digital) literacy: Let the games begin!

This study investigated the learner behaviour of low- and non-literate adults practising in an online literacy training environment. The focus of this study was the learning process of making phoneme-grapheme correspondences and establishing decoding and recognitions skills trained in the 'Digital Literacy Instructor' (DigLin), a computer-assisted language and literacy support tool for low-literate adults. The study's participants, migrants from Iraq, Somalia, Syria and Egypt, were developing literacy skills in their second language Finnish and their learning process, performance and progress were tracked by log files. Log files are automatically created by the computer system and provide a temporally accurate, consistent and objective documentation of user-computer interaction. Thus, they enable in-depth post-activity exploration of student behaviour. Additionally, post-testing interview transcripts were analysed. Empirical log file data was analysed quantitatively and qualitatively and provided a precise overview over user profiles including results on student engagement, preference, performance and productivity. Further, the data analysis revealed student strategies. Compared to log files, post-testing reports were not always that accurate. The interviews, however, revealed, why learners preferred certain exercises and what they thought about working with DigLin. During the training with DigLin participants reportedly improved not only their literacy but also their computer skills and the learning experience was perceived as predominantly positive. Based on the results, computer-assisted language learning is seen to have a high potential to enhance the individual learning process of low- and non-literate adults and online learning environments such as DigLin are therefore regarded as beneficial support tools for facilitating initial late literacy development.