CREATING COMMUNITY IN ADULT LITERACY AND LANGUAGE EDUCATION: THE IMPACT OF MULTILITERACIES-INFORMED CURRICULUM DEVELOPMENT

MERCEDES VESELKA

A THESIS SUBMITTED TO
THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF EDUCATION

GRADUATE PROGRAM IN EDUCATION
YORK UNIVERSITY
TORONTO, ONTARIO

June 2025

© Mercedes Veselka, 2025

Abstract

This qualitative study involved the creation of a unit of materials for adult literacy learners informed by design-based research (Anderson & Shattuck, 2012), multiliteracies theory (New London Group, 1996), and task repetition pedagogies (Hanzawa & Suzuki, 2023). While design-based research offered opportunities for collaboration and iteration between myself, as the researcher, and two in-practice language and literacy educators, multiliteracies theory and task repetition opened up pedagogical opportunities to honour the demands being placed on these two educators. Through developing the materials collaboratively and listening to the educators' experiences, I sought to understand how they were impacted by a multiliteracies-informed curriculum. These educators were creating communities of belonging for adult literacy learners in a system which focused on deficiency. Their roles required a tolerance for complexity and creative pedagogies to bridge gaps between theory and practice. While a skill-focused approach to literacy remains part of these educators' teaching realities, this study points to a need for fluid definitions of literacy which respond to changes in context and learners. Through this fluidity, adult literacy and language educators are better supported in imagining new literacy futures for their learners.

Acknowledgements

I cannot begin to express my gratitude to the community who has made this work possible. To my supervisor, Dr. John Ippolito, for all the meetings, advice you've given me and your belief in the importance of my work. To Dr. Mary Ott for all the countless conversations, advice, books you've loaned me and writing feedback you've given me, thank you. Thank you to Dr. Saskia van Viegen, your thoughtful questions and engagement with my work was truly a gift. I would also like to thank Joy and Sofia. This work would not have been possible without you. Your wisdom and work with learners is truly so inspiring. I hope this thesis uplifts the often unseen ways you love and care for your communities of learners. To my husband for moving to new cities, enjoying my rants, and helping with all my graphic design questions. Finally, to my family and friends who encourage me on the hard days. Your support in more than just words but in countless conversations and the ways you show up for me have been a remarkable testament to the joy found in community. In many ways this research is about joy and community, research made possible by the joyful community who has loved me into the work.

Table of Contents

Abstract…………..……………………………………………………….………........ii
Acknowledgements…………...………………………………………………….…..iii
Table of Contents…………...……………………………………………………..….iv
List of Tables…………...…………………………………………………….…………vi
List of Figures…………...……………………………………………………….……..vii

Chapter 1: Introduction…………...…………………………………………………….1

Chapter 2: Theoretical Foundations…………………...……………………………….....6
Literacy as Social Practice in Adult Education…………………………………….......7
Considering Materiality………………………………………………………………10
Literacy in the ESL for ALL Curriculum………………………………………….…..12
What is literacy in the ESL for ALL………………………………………………13
ALLs are Lacking: A Deficit Frame for Learners…………………………………14

Chapter 3: Background and Conceptual Framework…..………………………………18
Adult Literacy Learners………………………………………………………………18
Adult Literacy and Language Educators……………………………………….........20
Challenges for Adult Literacy and Language Education in Ontario…………………..21
Accessible Professional Development and Materials Development……………....22
Reimagining Literacy in Adult Language and Literacy Education…………………...24
A Theory of Multiliteracies..……………………………………………………26
Task Repetition...………………………………………………………………28
Meeting Challenges through Multiliteracies Theory and Task Repetition...……..32

Chapter 4: Method…………………………………………………………………...34
Design-based Research as Methodology……………………………………….....…34
Alignment of Multiliteracies Pedagogy with Design-based Research…………………..36
Relationality of Research……………………..…………………………..…………37
Iterative Research Design……………………………………………..…….………38
Practical Outcomes…………………..……………………………..………….........38
Phase One: Unit Framework………………………………………………………...39
Design framework: Multiliteracies and the Canadian Language Benchmarks….40
Outline of the Unit……………………..……………………………..………….......44
Phase Two: Co-Design and Implementation………………………………………..…..45
Co-Designers…………………..……………………………..……………...............45
Procedures…………………………………………..………………….................48
Analysis…………………..…………………………..…………………....................49

Chapter 5: Findings...51
Collaborative Curriculum Development...52
Adaptability for Differentiated Instruction………………………….……………..53
Creativity……………………..……………………..……………………….……….56
The Research Agenda…………………………………………………………………58
Creating Inclusive Community...61

Community Through Relevant Tasks……………………………………………………..63
Community Through Multimodal Tasks…………………………………………….......65
Pedagogical Flexibility: Multimodal, Relevant Tasks……………………………….....69
Revisiting the Curriculum as a Literacy Object……………………………………………70
Defining Literacy According to the Curriculum……………………………………….....71
Professional Learning in this Curriculum………………………………………………72
Summary of Findings………………………………………………………………………74

Chapter 6: Discussion...76
Literacy Defined in/as Community……………………………………………………...76
Literacy as a Skill…………………………………………………………………………......77
Literacy as Object………………………………………………………………………….79
Literacy as Community……………………………………………………………………80
Theory in Practice: Moving with Collaborative Curriculum Development and Multimodal, Relevant Tasks……………………………………………………………………..82
Collaborative Curriculum Development…………………………………………….....82
Multimodal, Relevant Tasks………………………………………………………………86

Limitations ……………………………………………………………..……………………90
Conclusion………………………………………………………………………………………92
Implications for Practice………………………………………………………..………93
Implications for Theory……………………………………………………………..……93

References…...…………………………………………………………………..……….......95

Appendix A: Unit Outlines……………………………………………………………………111
Unit Outline- Joy…………………………………………………………………………111
Unit Outline- Sofia………………………………………………………………………..115
Appendix B: Week-by-Week Outline……………………………………………………..119
Weekly Plan- Joy…………………………………………………………………………119
Weekly Plan- Sofia……………………………………………………………………..…144
Appendix C: Interview Questions....………………………………………………………192
Interview Questions for Interview 1...……………………………………………………192
Interview Questions for Interview 2....……………………………………………………192
Appendix D: Highlighted Resources...194
Activity 1: Daily Dialogue Activity....……………………………………………………194
Activity 2: Picture Narrative Task....……………………………………………………...201

List of Tables

Table 1: [Timeline for Meetings and Materials Delivery]……………………………………….49

List of Figures

Figure 1: [Labels from the ESL for ALL Curriculum]…..………………………………………15
Figure 2: [Three Facets of this Curriculum Design]……..…………………………………...41
Figure 3: [Unique Contributions and Shared Values]……..…………………………………46

Creating Community in Adult Literacy and Language Education: The Impact of Multiliteracies-Informed Curriculum Development

Sara[1] came into my English class for newcomers to Canada with a smile that spoke. Her voice filled the classroom, creatively finding ways to share how proud she was of her children or reminding me of the best ingredients and methods for making *sambusa* (samosas). Sara was far from silent, but I struggled to see her voice reflected in the resources and pedagogical strategies I was using to teach the class. My classroom was Sara's first classroom. She had immigrated to a new country, brought her children to Canada, and confidently navigated her home and public spaces. However, in my classroom, she was defined by what she lacked: the ability to read and write.

Adult literacy learners (ALLS), those who are learning English and reading and writing skills at the same time, face many barriers to their learning including the education system itself (Ade-Ojo & Duckworth, 2019; Belzer, 2022). People like Sara experience shame and cognitive overwhelm when they can't *keep up* (a phrase I wish I could banish from learning spaces). Other English language learners may have more experiences with schooling in their first language (ELLs) which allow for them to progress more quickly (Ade-Ojo & Duckworth, 2019; Belzer & Picard, 2015; Ontario Literacy Coalition, 2007). English language classrooms include learners with a huge diversity of educational experiences, ranging all the way from graduate school to only one or two years of formal education (Government of Canada, 2011). The current government-funded program for English learners in Canada (Language Instruction for Newcomers to Canada or LINC) offers continuous enrolment and combines multiple levels in the same classroom (Ranta & Zavialova, 2022). Working in a small community-focused program, I found myself teaching at least three levels in a class, and many of my colleagues faced similar contexts. Educators complain about how these policies negatively impact student learning, policies that lead to ALLs being *stuck* at one level for many years (Ontario Literacy Coalition, 2007; Citizenship and Immigration Canada, 2013). Hired on short contracts with little to no paid preparation time and limited job security (Ranta & Zavialova, 2022; Breshears, 2019), educators are not receiving adequate professional development and resources to address the needs of ALLs in these diverse [2]classrooms. While there are elements which I couldn't change about my students learning experience related to time, job stability, and the conditions of continuous enrolment. However, I could carve out spaces for ALLs through my ability to differentiate instruction. This was only made possible through the development of my professional knowledge and appropriate, relevant materials. In a survey by Young-Scholten and Naeb (2017), teachers want both relevant, multimodal materials and further training to be able to move beyond a deficit understanding of learners to highlight and understand their strengths. The question remains as to what kind of curriculum will provide opportunities for educators to see ALLs differently and to provide necessary support for differentiated instruction and professional learning. In this project, multiliteracies theory (New London Group, 1996) inspired curriculum to support differentiated instruction, professional learning, and multimodal materials development.

---

[1] Sara is a representative example based on many learners I knew, she is an example, not one specific learner.

The motivation for this work began as a teacher-in-training, when I was first placed in a Foundations literacy classroom in the LINC program. I was fascinated by the rich tapestry of learners' lives, experiences, and the complexities of teaching when you couldn't understand one another. My teacher training program, while a wonderful experience, couldn't address my questions. On one particular occasion, I remember going over a pedagogical intervention in class which required more linguistic resources than my literacy class had. I asked the professor how this activity could be adjusted to suite the needs of my learners. Despite best intentions, my professor couldn't point me towards research or pedagogical strategies which had been developed with ALLs in mind. After beginning my first job supporting ALLs, I remember the wallowing hopelessness of those first few months as I tried again and again to figure out what worked and what didn't with only my learners to guide me.

---

[2] I use the term diverse here to denote diversity of level but also of educational background, country, culture, and literacies.

This experience, while painfully familiar to those working in adult literacy and language education (Breshears, 2019; Ontario Literacy Coalition, 2007), also meant my ALLs were my first and greatest teachers. They were the first ones to remind me of the importance of connecting learning to their real lives and the value of picture dictionaries, photos, and large fonts. The challenges they faced, the ways I saw them sidelined and silenced in classrooms not designed for their flourishing (Ade-Ojo & Duckworth, 2019) drove my professional learning. Teaching ALLs was not only occupational, but became vocational (Rappell, 2015) as I oriented my teaching around their lives and literacies.

Reflecting now on these experiences, I see the ways my pedagogical practices reinforced a *skill-focused* approach to literacy (Street, 2005). At the same time, my most profound moments as an educator were always those where literacy learning were places of connection, socially embedded in the real lives of learners (Street, 2005). I remember a particular moment, realizing my entire class didn't know how to read a debit machine and could only use tap when paying at a grocery store. One learner complained about their Costco shopping trips which felt much more stressful due to the inability to tap her card at the end of the trip. Together we spent over a month practicing and using paper version of a debit card machine, role-playing, reading the vocabulary, and practicing each step. By her next Costco trip, my learner came into class filled with excitement about having used the debit machine. To this day, I can feel the joy in the center of my chest. While I didn't have the theory to explain it, in those moments literacy was so much more than a skill.

Both Joy and Sofia[3], the two educators who collaborated in developing this unit of materials, expressed similar moments of connection and joy in their work as adult literacy and language educators. At the heart of this study is a deep sense of joy and hope. All three of us noticed the deeply deficit framings for ALLs in our classrooms, a framing which didn't seem to fit the people in our classrooms. We, alongside adult literacy and language educators more broadly, faced discouragement and anxiety about how to support ALLs (Ontario Literacy Coalition, 2007). I shared with Davies and Gannon (2006) an agony over "how to make ourselves strong enough or competent enough or clever enough or healthy enough to do this job well" (p. 77). These tensions co-exist alongside the joy and hope. As I invite you into the experiences Joy, Sofia, and I shared in co-designing this unit of materials I invite you to see the many stories which shaped us and which we shaped together. It is my hope these many stories leave you with "good puzzles" (Plummer, 2018, p. 144) to explore.

Ultimately, my experiences helped me to realize there is more educators need to support their practice (Ontario Literacy Coalition, 2007; Breshears, 2019; Young-Scholten and Naeb, 2017). As an educator, my pressing questions revolved around figuring out what I could teach tomorrow that would work. This guided the project design to focus on exploring the experiences of developing a unit of materials with two adult language and literacy educators. This led to the research question guiding this project: what elements of a multiliteracies-informed curriculum are most impactful for educators of adult literacy learners? By developing a unit of materials with two adult literacy and language educators, together we explored opportunities for questioning the supremacy of reading and writing to expand beyond one definition of literacy to see the many definitions present in our practices (New London Group, 1996; Cope & Kalantzis, 2009). This study examined how adult literacy and language educators both shaped and are shaped by the co-creation of a unit of materials informed by multiliteracies theory, addressing educators' desire for professional learning and relevant, multimodal materials (Young-Scholten & Naeb, 2017). Using principles from design-based research (Anderson & Shattuck, 2012), multiliteracies theory (New London Group, 1996), and task repetition pedagogies (Hanzawa & Suzuki, 2023), these materials were developed in consultation with two in-practice adult literacy and language educators. The process of collaborative curriculum development and research resulted not in a prescription for the *right* theories and ways of teaching adult literacy and language learners, but rather explored questions and complexities as together we (researcher and educators) moved in relation to theory and pedagogical tools. This process was one of movement and change, not as a "result of a rational choice to be someone or something else in particular, but a movement, a 'decomposition,' an engagement in a messy process," (Davies & Gannon, 2006, p. 170). It is this process which provided opportunities to reimagine literacy and ALLs in shifting, shining ways.

---

[3] Joy and Sofia are pseudonyms selected by the collaborators to protect their anonymity.

Chapter 2: Theoretical Foundations

Defining the term *literacy* is central to understanding the experiences of ALLs and educators. Very often a term connected specifically to reading and writing, literacy is seen as an outcome of education (Street, 2005). When focused on “overcoming illiteracy” (Street, 2005, p. 4), the depth and breadth of literacy practices used by all people, regardless of educational background, are devalued and ignored (Altherr Flores, 2021; Lorimer Leonard & Gear, 2021). Street (2005) outlines four dominant perspectives for defining literacy: literacy and learning, cognitive approaches to literacy, social practice approaches, and literacy as text (p. 2). Each of these approaches understands the context and participants of literacy practices differently (Street, 2005; Lorimer Leonard & Gear, 2021). Defining literacy is essential because, as Street (2005) points out, it may mean very different things to different people. Concepts of literacy drive policy recommendations, educational programming and curriculum development (Street 2005; Street, 2017) and have real implications for the lives and bodies of educators and learners (Baroutsis & Woods, 2019; Crowther & Tett, 2011). For example, policy makers and politicians often frame literacy as an individual person’s ability (or lack of ability) to acquire the correct skills to function in society (Crowther & Tett, 2011). This view of literacy, sometimes called the autonomous model of literacy, focuses on both the decontextualized learners and texts (Brandt & Clinton, 2002; Street, 2005). As a result, illiteracy is a shameful problem for societies or people to overcome by developing literacy skills (Walker & Rubenson, 2013). In contrast, a social practices approach to literacy takes a view that includes the *social semiotics of literacy*, in other words, “the interplay of context, culture, history, text, and meaning-making” (Altherr Flores, 2021, p. 2). From this perspective, language is viewed as social, that is, not able to be removed from the context, people, places and history where it is being performed (Street, 2005; Altherr

Flores, 2021; Bloome and Green, 2015). For this reason, ALLs are not acquiring the decontextualized act of reading and writing but rather engaging in a set of practices which are socially and culturally bound (Street, 2005; Bloome & Green, 2015). The line between *literate* and *illiterate* becomes opaque as reading and writing are de-centered as the metric for a persons' literacy (Street, 2005; Bloome & Green, 2015). As Lorimer Leonard & Gear's (2021) experiences teaching driving tests suggests, literacies extend beyond skills to include learners' lived experiences and how these experiences hold implications for their bodies and lives (Lorimer Leonard & Gear, 2021).

In this section, I will outline how literacy as social practice provides a framework for thinking about literacy beyond the individual person or text. While the autonomous model for literacy frames the *illiterate* as a problem in need of solving (Brandt & Clinton, 2002), literacy as a social practice considers the complexities of the human experience to "bridge the gulf between what happens in the classroom and what is applied beyond it" (Andrew, 2011, p. 224).

Literacy as Social Practice in Adult Education

Literacy as a social practice is especially critical in adult education where the narratives of policy makers are centered on individual success or failure (Brandt & Clinton, 2002). In autonomous views of literacy, low-literacy is a result of insufficient schooling and an individual's lack of *schooled* literacy skills (Street, 2017). This perspective perpetuates two central problems. First, this reinforces boundaries between schooled and other spaces, usually elevating school as the superior space. This contrasts with the complexity of ALLs' lives where literacy skills carry them across many different spaces and whose needs and experiences move in and out of classrooms with them (Lorimer Leonard & Gear, 2021; Altherr Flores, 2021). Second, in focusing on literacy as a skill, curriculum and policy decenter the relational and community practices which allow for successful literacy learning (Baroutsis & Woods, 2019; Andrew, 2011). For ALLs, who face many educational barriers and who are so often viewed through a deficit lens, fostering relational communities of practice allows for learners to redefine success not by what they can't do, but by what is possible together (Ozanne et al., 2005; Flynn et al., 2011; Beattie, 2022). It is, therefore, essential to understand how a social practices approach to literacy allows for a broader horizon, transcending traditional divides between school and home and emphasizing the importance of holistic and relational forms of literacy instruction.

How does literacy as a social practice promote connections between spaces, rather than reinforcing the boundaries between places, people, and pedagogies? Rather than trying to "sail in" (Street, 2017, p. 36) and make changes to literacy instruction, a social practices approach requires being attuned to the local practitioners and learners to understand their unique context. This attunement allows for a deeper understanding of the relationships between spaces which are relevant to the time, place, and people developing their literacy skills (Street, 2017). A social practices approach may facilitate connections between policy structures and organizations (O'Brien, 2018), educators and learners (Lorimer Leonard & Gear, 2021; Baroutsis & Wood, 2019), or learners and their communities of support (Wilson & Hunter, 2010; Erguig, 2012). These connections situate literacy learning not in a singular space, but rather consider policy, curriculum expectations, and relationships which are embedded within or across sites. For example, Wilson & Hunter (2010) demonstrate literacy learning is more than instruction, it is truly a practice of community. In their study with adult learners with disabilities, different members of the learners' support system collaborated to practice literacies moving back and forth between the different spaces learners occupied (Wilson & Hunter, 2010). In another study where literacy learners experienced community placements, learners were surprised by the richness of their learning outside of school as they learned new skills, increased their confidence, and recognized the outside world as an educationally rich environment (Andrew, 2011). Both studies look beyond the individual person, site, or literacy event to consider the “multiple literate understandings” (Andrew, 2011, p. 220) involved.

In addition to blurring the lines between home and school, a social practices approach to literacy centers community and relationship (Andrew, 2011; Crowther & Tett, 2011; Street, 2017; Wilson & Hunter, 2010; Erguig, 2012; O’Brien, 2018). In doing so, it resists the skill-focused, deficit approach so many adult literacy learners experience (Andrew, 2011; Crowther & Tett, 2011; Street, 2017; Altherr Flores, 2021; Beattie, 2022). Literacy learners face barriers including negative schooling experiences and the stigma attached to literacy learning (Crowther and Tett, 2011). This is a direct result of a model of literacy driven by economic narratives, placing blame on individuals for failing to measure up to societally-determined standards of schooled literacy (O’Brien, 2018; Papen, 2005; Crowther & Tett, 2011). When economic narratives are driving curriculum and policy recommendations, there is a tendency to “go for more ‘skills’ and tighter tests… rather than to adjust the approach in the first place,” (Street, 2017, p. 38). This robs educators and learners of the central transformative element of educational practice: relationally rich community (Andrew, 2011; Lorimer Leonard & Gear, 2021; Baroutsis & Wood, 2019). What a social practice approach suggests is a way of redefining literacy to better facilitate the connections between people both inside and outside school spaces (Papen, 2005). Wilson and Hunter’s (2010) work with literacy tutors suggests the activities and literacy programming is co-created between learners and educators, and Erguig (2012) discovered literacy educators can be driven by a deep commitment and passion which helps them empower learners and face systemic challenges. Lorimer Leonard & Gear (2021) in teaching driving literacies note how embodied and relational the process was, as learners saw themselves and others differently through storytelling and collaboration. It is through these relationally rich communities that non-school literacies become relevant to the classroom, and schooled literacies become relevant to learners' actual lives.

Literacy is more than reading and writing in school. A social practice approach expands literacy to provoke questions about how learners lives and literacies are connected. Rather than making assumptions, it asks questions about the ways people engage in the world around them. Most importantly for this work, it challenges assumptions about people labelled *low-literacy* and tells a new story, one driven by the rich worlds and practices people inhabit.

Literacy as a social practice provides opportunities for reimagining literacy learners as *rich-in-literacy* rather than *low-literacy*. However, Brandt and Clinton (2002) point to the danger of focusing exclusively on local and situated practices in a world which is increasingly globalized. They pose the question: "Can we not see the ways that literacy arises out of local, particular, situated human interactions while also seeing how it also regularly arrives from other places- infiltrating, disjointing, and displacing local life?" (Brandt & Clinton, 2002, p. 343). It is crucial for adult literacy education to focus both on literacy as "situated human interactions" while also understanding how policy, curriculum, and dominant narratives impact the experience of education for those labelled *low-literacy learners*.

Considering Materiality

Literacy practices are social, but they are also material (Brandt & Clinton, 2002; Baroutsis & Woods, 2019; Ott et al., 2022). A book is a physical object with pages to move and text to run your finger along. It is also socially situated in the ideas, places, and contexts of the text and reader. This means literacy objects, the *with-what* (Baroutsis & Woods, 2019, p. 252), are as integral to a literacy event as the socially situated elements of *when, where, with-who*, and *what-about.*

Literacy objects are constructed to extend the work of a literacy event beyond the present (Brandt & Clinton, 2002). For example, a story told around a campfire on a warm summer night is a literacy event which requires people to be physically present for that moment in time. However, record a video and share it, and the literacy event moves beyond the moment of the telling to extend across time and space. Literacy objects also have a way of “framing” and “holding in place” (Brandt & Clinton, 2002, p. 351). For example, in Ott et al. (2022)’s work in elementary schools, laptops and other material objects shaped interactions and had agency in the meaning-making happening during literacy events.

For adult literacy learners, the materials of literacy signal *school* and are often unfamiliar to learners with limited formal education (Altherr Flores, 2021; Pettitt & Tarone, 2015). Part of the curriculum in Ontario is even devoted to learning the motor skills of reading and writing including how to hold a pencil to paper or place fingers on a keyboard (Centre for Canadian Language Benchmarks, 2016). Not knowing how to hold a pencil isn’t inherently shameful, there are many skills people learn throughout their lives of similar complexity. However, adult literacy learners experience shame when they cannot perform these schooled literacy tasks (Crowther & Tett, 2011; Ontario Literacy Coalition, 2007). A pencil takes on a new meaning, not just as a tool for writing but as way to differentiate the *schooled* from the *unschooled.*

The literacy objects in the classroom both extend and frame narratives about *low-literacy* learners. A pencil may activate shame even in a supportive classroom environment, reinforcing a narrative of personal failure for not becoming more productive members of society (Crowther &

Tett, 2011; Street, 2017; O'Brien, 2018). It may also signal to a learner, *we are doing school* now, a *school* constructed both by their local community and imposed upon the learner by policies, curriculums, and systems beyond them (Brandt & Clinton, 2002; Crowther & Tett, 2011).

Papen (2005) points out that a social practices approach to literacy is inherently political. It asks us to confront dominant narratives which position literacy as "free of human contexts and ideological designs" (Brandt & Clinton, 2002, p. 354). Having examined the ways literacy objects extend and frame literacy events and how literacy is defined not only by *schooled practices* but also in the socially embedded practices of a community, it is impossible to see literacy and literacy objects as ideologically neutral. Instead, a seemingly neutral object like a pencil becomes a site for exploring the assumptions and unintended consequences of educational practice (Brandt & Clinton, 2002; Ott et al., 2022; Baroutsis and Woods, 2019). To support adult literacy educators and learners, there is a need to move beyond a narrow view of literacy as a process of skill development. Instead, a social practices approach invites us to both "speak back" to power and recognize "how it is internalised within our own assumptions and practices" (Crowther & Tett, 2011, p. 139).

Literacy in the ESL for ALL Curriculum

To be able to "speak back" (Crowther & Tett, 2011, p. 139) to a skills-focused literacy, I will expand upon the curriculum context for adult literacy educators working with ALLs in Canada. Previously, I noted that an autonomous framing of literacy focuses on literacy as skill-building using decontextualized texts (Brandt & Clinton, 2002; Street, 2005). This view of literacy decenters community and reinforces the hierarchy of school as *the* space for literacy (Street, 2005; Street, 2017; Crowther & Tett, 2011). The *ESL for ALL* curriculum (Centre for Canadian

Language Benchmarks, 2016) is an instructive example of two ways a curriculum document may reinforce autonomous perspectives of literacy, rather than literacy as social practice. The *ESL for ALL* is a curriculum designed to align with the national Canadian Language Benchmarks for all language learners in Canada, while addressing the specific needs of instructors who teach adult literacy and language learners (Centre for Canadian Language Benchmarks, 2016). *ESL for ALL* as a literacy object frames ALLs from a deficit perspective and holds in place a definition for literacy focused on skills. It extends this framing of both literacy and learners to classrooms across Canada, imposing a way of seeing learners and literacy which is not rooted in the places it is being enacted.

What is Literacy in the ESL for ALL Curriculum?

The *ESL for ALL* curriculum includes a quote from United Nations Educational, Scientific and Cultural Organization (UNESCO) which defines literacy as “the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts.” (as cited in Centre for Canadian Language Benchmarks, 2016, p. 1). While the curriculum includes digital, oral, and sociocultural knowledge as skills instructors should include or support in the classroom, literacy is primarily understood as the development of reading and writing skills using print-based texts. This is further reinforced by the stated purpose of the document to support ALLs in “acquiring and applying literacy skills and strategies” (Centre for Canadian Language Benchmarks, 2016, p. 1). This again contrasts with a social practice approach which would focus less on literacy skills and strategies and more on *literacy events, objects* and *communities* (Street, 2017; Crowther & Tett, 2011; Brandt & Clinton, 2002).

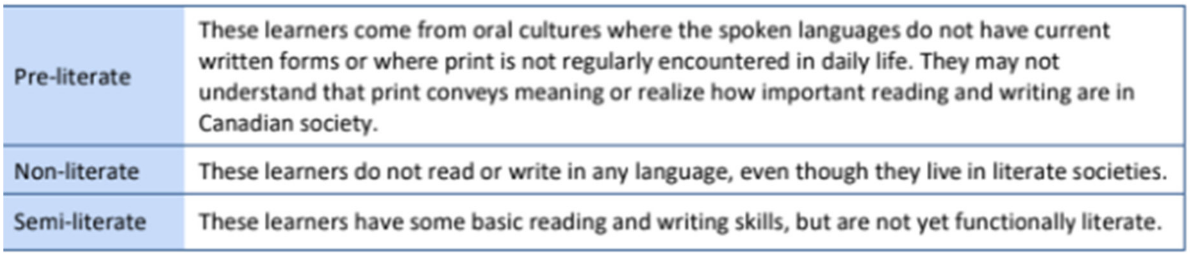
On the surface, the focus on reading and writing may appear innocuous. Adult literacy instructors are primarily responsible for teaching reading and writing skills in schooled spaces and need support to be able to meet these goals. Furthermore, this document includes skills continuums for numeracy, digital literacy and oral language development, emphasizing the importance of linking oral language to other literacy practices (Centre for Canadian Language Benchmarks, 2016). However, this would be to take an autonomous view of the document itself.

The *ESL for ALL* is a socially situated and embedded document. Its stated purpose is to "inform classroom instruction, observation of progress, and curriculum development" (Centre for Canadian Language Benchmarks, 2016, p. 1). This is not an ideologically neutral document to support adult literacy educators. The *ESL for ALL* is a curriculum document, created for the express purpose of informing educators how and what they are meant to teach (Centre for Canadian Language Benchmarks, 2016). As a literacy object, this document frames literacy as reading and writing, telling educators to prioritize these skills with literacy learners. Not only that, but as a national curriculum document it extends this focus to literacy classrooms across Canada (Centre for Canadian Language Benchmarks, 2016). Embedded in a system of education which values *schooled literacy* as *the* literacy and driven by neoliberal economic models (O'Brien, 2018; Papen, 2005; Street, 2017), the *ESL for ALL* is a document both informed by autonomous definitions of literacy and imposing them on educators who are asked to model their assessment practices and instructional design after its recommendations (Centre for Canadian Language Benchmarks, 2016). This has profound impacts on its framing of ALLs.

ALLs are Lacking: A Deficit Frame for Learners

Defining literacy as reading and writing leads to a deeply deficit framing of ALLs. In the *ESL for ALL*, learners are categorized as *pre-literate, semi-literate,* and *non-literate* (see Figure 1 for the full definitions) (Centre for Canadian Language Benchmarks, 2016). Literacy learners are labelled with an *L* designation upon taking the initial placement assessment to indicate their status as literacy learners. The stated purpose of labelling ALLs is to place them in classrooms where they will be supported, ideally in literacy-focused classrooms with learners who share this designation (Centre for Canadian Language Benchmarks, 2016). The reality is many literacy learners attend mixed classrooms where literacy and non-literacy English as additional language learners (EAL) learners share classroom spaces and resources (Ontario Literacy Coalition, 2007). Instead of the *L* designation being a signal to hold institutions accountable, it becomes a way to single them out for intervention (Crowther & Tett, 2011). At best, this spotlight perpetuates low self-confidence for learners (Crowther & Tett, 2011) and at worst becomes a form of institutionalized violence which denies them respect and dignity in their classrooms (Ade-Ojo & Duckworth, 2019). The terms used to describe ALLs focus solely on what they cannot do: read and write. Not only does this labelling not accomplish the goal of better supporting learners, it actually perpetuates the narrative most damaging to learners' confidence.

Figure 1: Labels from the *ESL for ALL* Curriculum



Pre-literate	These learners come from oral cultures where the spoken languages do not have current written forms or where print is not regularly encountered in daily life. They may not understand that print conveys meaning or realize how important reading and writing are in Canadian society.
Non-literate	These learners do not read or write in any language, even though they live in literate societies.
Semi-literate	These learners have some basic reading and writing skills, but are not yet functionally literate.

Not only do ALLs face subtractive labels focused on what they cannot do, but this document reinforces an individualized view of education which places the blame for failure on learners' shoulders (Crowther & Tett, 2011). When explaining why ALLs may take longer to progress through levels of instruction and move along the continuum, the curriculum authors state, "because there are so many concepts to learn and internalize, progressing through the classroom levels of a program usually takes significantly longer than it would for literate adult

ESL learners" (Centre for Canadian Language Benchmarks, 2016, p. 1). In a detailed chart outlining the differences between Adult ESL learners who are literate and ALLs, a noted difference is their slower progress in their skills development (Centre for Canadian Language Benchmarks, 2016, p. 6). They also state ALLs have "little or no awareness of the purposes and uses of literacy," (p. 6). This explanation for the slower progress of ALLs decenters the marginalization, discrimination, and institutional barriers ALLs face (Ade-Ojo & Duckworth, 2019, Katz, 1997; Bloome & Greene, 2015). Rather than provoking critical questions about why ALLs tend to move more slowly through these programs, the blame is placed squarely on the shoulders of learners who have "little or no awareness" (Centre for Canadian Language Benchmarks, 2016, p. 6).

The *ESL for ALL* (Centre for Canadian Language Benchmarks, 2016) curriculum is a literacy object which is both reflective of dominant narratives about literacy as a skill, and an actor in extending this view to literacy programs across Canada. Rather than cementing the connection between social contexts, lived experiences, and skill-building, the *ESL for ALL* presents educators with the challenge of segmenting and isolating literacies, reducing them to discrete skill-building. This ensures ALLs are defined not by the socially embedded literacies they practice throughout their lives, but by the schooled literacies which are new to them. By placing the blame for a lack of schooled literacy skills squarely on learners, the broader structures can shake off their responsibility to support adult literacy education (O'Brien, 2018). In many cases, adult literacy educators receive little training beyond this curriculum document (Ontario Literacy Coalition, 2007). A social practice approach understands literacy "exists not in isolation but rather is intimately connected to a field" (Bloome & Green, 2015, p. 20). For educators who have limited access to professional learning and materials, the *ESL for ALL* document reinforces reading and writing as skills instead. This has a marked negative impact on ALLs in English language classrooms.

Chapter 3: Background and Conceptual Framework

This chapter examines how multiliteracies theory and task repetition contribute to reimagining adult literacy and language education and inform the design of my study. I begin by outlining the contexts for adult literacy learners and their educators and explore the challenges facing both. Then, I introduce multiliteracies theory and task repetition as responses to both the theoretical and pedagogical needs of adult literacy and language educators. The chapter concludes by linking multiliteracies theory, task repetition research and the ways it informed the curriculum development process in this study.

Adult Literacy Learners

If literacy is a social practice, rooted in a ‘field’ (Bloome & Green, 2015, p. 20), it is critical to discuss the contexts and experiences which make ALLs unique. ALLs are not a monolith but reflect a diverse group of people whose literacy skills may not reflect culturally dominant views of literacy (Belzer and Pickard, 2015; Pettitt & Tarone, 2015; Katz, 1997). Adult learners are those who have taken on responsibilities “for the needs of others, gaining emotional or financial self-reliance and independence, forging new roles and relationships, and deepening awareness of self in relation to others” (Belzer, 2022, p. 282). ALLs are motivated by the literacies they need for everyday life: reading emails, texting, reading to children, driving, just to name a few (Lorimer Leonard & Gear, 2021; Pettitt & Tarone, 2015; Benseman, 2014). At home, they are faced with immigration forms, notes from their child’s school, recipes and grocery lists (Currie & Cray, 2004). However, in addition to these functional literacies, migrants’ literacies include creating places of belonging for themselves and others (Simich et al., 2005; Heidinger, 2022; Ghahari et al., 2020). Migrant communities are spaces for connecting, advising, and supporting others in navigating complex and overwhelming intercultural barriers (Heidinger, 2022; Simich et al., 2005). While much of the literature focuses on the functional literacy needs of ALLs (Belzer and Pickard, 2015; Pettitt & Tarone, 2015; Katz, 1997), broader research on refugee and migrant communities point to the wealth of literacies within migrant communities as they navigate significant shifts in their identity and cross-cultural experiences (Geres, 2016; Huang, 2022; Ghahari et al., 2020).

Despite their strengths, ALLs exist within systems where public discourse categorizes their communities as needy resulting in discrimination and lack of concrete government support (Simich et al., 2005). Belzer and Pickard's (2015) work discusses the ways ALLs are defined through character types across research, policy and practice. Their categories include the *heroic victim, needy problem child, broken (but repairable) cog, pawn of destiny*, and *competent comrade*. The *needy problem child* archetype dominates the landscape in both research and policy, implying ALLs are "located in some gray area between childhood and adulthood," (Belzer & Pickard, 2015, p. 255). For this reason, it is unsurprising that ALLs often feel restricted in their literacy resources by their lack of access to the power and material benefits associated with culturally dominant forms of literacy (Pettitt & Tarone, 2015; Katz, 1997). For example, Roba, an ALL who was unable to read in any of the seven languages he spoke, described his own linguistic knowledge as limited (Pettitt & Tarone, 2015). Despite Roba's extensive linguistic knowledge, he still felt deficient. This is a common experience for ALLs, who are vulnerable to an education system which reinforces cognitive forms of literacy as 'the literacy' (Ade-Ojo & Duckworth, 2019, Katz, 1997; Bloome & Greene, 2015). The Canadian Language Instruction for Newcomers to Canada (LINC) program is no exception (Huang, 2022; Ontario Literacy Coalition, 2007). With few curricular counternarratives to support an expanded view of literacy, labels like *pre-literate, semi-literate,* and *non-literate* (Centre for Canadian

Language Benchmarks, 2016) become a form of violence which denies learners acceptance and respect in their classrooms (Ade-Ojo & Duckworth, 2019).

Adult Literacy and Language Educators

ALLs carry with them complex strengths, needs, hopes and dreams which reflect their own personal experiences and histories. However, they are not alone in the classrooms and adult literacy and language educators are key actors in facilitating classroom spaces which lead to the flourishing of migrant communities (Geres, 2016; Benseman, 2014). There is a deep need for well-trained educators who understand the unique strengths and needs of ALLs (Ontario Literacy Coalition, 2007). However, Benseman's (2014) observations about English language and literacy instructors in New Zealand ring true in the Canadian context: many educators don't last (p. 98).

There are many challenges facing adult literacy and language educators in Canada, including precarious employment, lack of adequate materials, little professional development and training, and the poor alignment between the curriculum goals and the needs of learners (Huang, 2022; Ontario Literacy Coalition, 2007; Breshears, 2019). In Huang (2022)'s study exploring the experiences of English language instructors in the LINC program, educators discussed the immense pressure they and their learners faced to achieve citizenship and provide financial stability for their families. This pressure is exacerbated by long waiting lists, few materials and resources and inadequate professional development leading to slow learner progress (Huang, 2022). Even when there is professional development available, educators are not given the support they need to access it (Ontario Literacy Coalition, 2007; Breshears, 2019; Huang, 2022). English language educators in Canada face precarious employment conditions with low wages, few full-time jobs, funding cuts, no benefits, and excessive unpaid work (Breshears, 2019). Many educators are working multiple part-time jobs or positions and working outside their contract hours to support their learners (Breshears, 2019). Despite these conditions, educators don't take the informal approach expected by the parameters of part-time, hourly and contract work (Breshears, 2019; Rappel, 2015). Instead, educators view their occupation as a vocation (Rappel, 2015). Rappel (2015) in attempting to understand why educators remain in these positions offers an explanation which resonates with educators in my professional learning community.

> One possible explanation for pursuing and remaining in careers that offered flexible and often unpredictable working conditions with little stability or career movement is the belief that these adult educators were more interested in the intrinsic value of work rather than in aiming for elevated professional status or substantial monetary benefit in their professions (Rappel, 2015, p. 320).

These educators are committed to providing supportive learning communities for ALLs, even in the face of their own employment conditions. However, with massive gaps in teacher education programs (Faez & Valeo, 2012), organizational training (Rappel, 2015), and materials development (Huang, 2022), educators and learners will continue to experience frustration about the lack of alignment between learners' needs and the instruction they are receiving.

Challenges for Adult Literacy and Language Education in Ontario

In my experience, ALLs and educators work hard to create inclusive classroom communities which reflect their needs and dreams. However, the structural barriers faced by both educators and learners contribute to environments where learners are devalued, ignored, and faded into the background of policy documents and funding plans (Ade-Ojo & Duckworth, 2019; Heidinger, 2022). In the Canadian context, ALLs who are also newcomers to Canada are expected to navigate structural barriers to education (such as lack of available childcare), caretaking responsibilities, trauma, and the unfamiliar classroom environment (Flynn et al., 2011). These students are often schooled alongside peers who have had access to resources and education in their first language and face further discouragement when they don't 'perform' at the same level or at the same pace as other learners (Huang, 2022). These learners are navigating an education system filled with roadblocks. These roadblocks come not from their lack of literacy skills but from an educational structure which considers these learners as an afterthought. Defining, labelling, and focusing on literacy skills may appear helpful for creating shared language and criteria for educators to better support ALLs (Centre for Canadian Language Benchmarks, 2016). Unfortunately, this support is not realized when learners are placed in multi-level classrooms with educators unprepared for the challenges of differentiating instruction due to their lack of access to professional learning and material resources (Citizenship and Immigration Canada, 2013; Young-Scholten & Naeb, 2017; Huang, 2022). This presents challenges for the meaningful, supportive, and collaborative inquiry needed for ALLs and educators to thrive (Stille et al., 2016; Simich et al., 2005). In the following section, I present two key barriers for adult language and literacy educators which this study seeks to address: accessible professional development and appropriate ready-made materials.

Accessible Professional Development and Materials Development

Professional learning related to the unique combination of adult literacy **and** language requires educators to educate themselves on their own, unpaid, time. While LINC (the federally funded language learning program for newcomers to Canada) starts placing learners at the Foundations level (Citizenship and Immigration Canada, 2013), educators' training begins starting at Canadian Language Benchmark (CLB) level 1. (Ontario Literacy Coalition, 2007).

When learners take the placement test and do not show the skills required to be placed in a CLB level 1 class, they are assigned a pre-CLB designation and placed in a Foundations literacy class. In my teacher training program, it was mandatory to take the curriculum training program which covered CLB levels 1-8 but there was no requirement to take the training course for the *ESL for ALL*, even if you had a placement in one of the Foundations classrooms. There is one free course for familiarizing educators with the *ESL for ALL* curriculum document (Centre for Canadian Language Benchmarks, 2025) as well as other organizations which provide both free and paid professional learning specifically directed towards adult literacy and language educators (Bow Valley College, 2025; The Immigrant Education Society, 2025). As noted by Breshears (2019), this professional learning is accessed by instructors in their unpaid work hours. This means there is significant inconsistency in how educators are trained leading to uneven instructional practices across different organizations (Rappel, 2015). Given that ALLs are often placed in multi-level classrooms with non-ALLs, many educators are expected to teach with little clear training on how to differentiate instruction for ALLs in multi-level classrooms (Ontario Literacy Coalition, 2007). This is reflective of my own experiences as an instructor for literacy students between 2019 and 2023. In both my teacher-education program and practice as a teacher, supervisors and mentors could only provide anecdotal and experiential insights about how to support ALLs. This means there is a significant gap in teacher training.

Not only is accessible teacher training needed, but also research-inspired pedagogical practices to support educators and students (Ontario Literacy Coalition, 2007; Ozanne et al., 2005; Ranta & Zavialova, 2022). A lack of ready-made materials is an often highlighted need for educators working with ALLs (Ontario Literacy Coalition, 2007; Ozanne et al., 2005; Ranta & Zavialova, 2022; Huang, 2022). In my own experiences as an educator, materials were either designed for children (contributing to the comparisons of ALLs to *childishness* (see Belzer & Picard, 2015), or too inaccessible with small print, large amounts of text and embedded with assumptions which those with limited educational backgrounds found difficult to access (Altherr Flores, 2021). Without accessible, research-based materials which account for the specific needs of ALLs, learners experience shame about their lack of ability to 'succeed' in the classroom. This contributes to the narratives which place the blame squarely on the shoulders of *needy* immigrants who need to be rescued and supported by a benevolent government (Rappel, 2015; Ozanne et al., 2005; Flynn et al., 2011; Beattie, 2022). This story is neither accurate about migrant communities, who face challenges and find opportunities to create systems of support in the face of systemic injustice (Heidinger, 2022), nor about the government who continues to perpetuate short-sighted policies contributing to the discrimination experienced by migrant communities (Simich et al., 2005).

Reimagining Literacy in Adult Language and Literacy Education

Ultimately the framing of literacy in the national curriculum and placement policies (Centre for Canadian Language Benchmarks, 2016; Citizenship and Immigration, 2013) mean educators are being asked to support ALLs and highly differentiate instruction without the practical (professional development, materials) support they need (Ontario Literacy Coalition, 2007; Pettitt & Tarone, 2015; Ozanne et al., 2005). However, there is also a need to develop practical supports which can bridge the gap between the lived reality of educators teaching reading and writing literacies (Centre for Canadian Language Benchmarks, 2016) and literature which suggests a reimagining of literacy as a social practice (Street, 2005). In the previous sections, we have explored the challenges for educators and learners. ALLs face an educational system not designed to support their unique learning goals and strengths and they experience shame and cognitive overwhelm as a result (Ade-Ojo & Duckworth, 2019; Katz, 1997; Altherr Flores, 2021). For educators, the lack of professional development and pedagogical resources for differentiated classrooms causes frustration and discouragement. In the following section, I will outline how multiliteracies theory and task repetition research are two possibilities which allow for educators to reimagine literacy instruction within the constraints of their policy and curriculum contexts.

As discussed, educators need to differentiate instruction for learners from a wide range of linguistic, cultural, and educational backgrounds (Ontario Literacy Coalition, 2007). Learning English in a foreign cultural and educational context is challenging enough; however, ALLs are learning not only English but how to *do school* in a foreign context, without comparative experiences in their first language to support them (Centre for Canadian Language Benchmarks, 2016). Skills such as holding a pencil, orienting a binder, sitting at a desk or table for extended periods may be new for ALLs (Benseman, 2014). This increases the cognitive load of school and can lead to greater overwhelm. This overwhelm, as learners experience massive demands on their working memory, means pedagogical strategies are needed to reduce the cognitive load and automatize language processes (Abadzi, 2003; Sabatini et al., 2019). While both educators and policy documents recommend placing ALLs in separate classrooms to better support their learning needs and goals, this is not often possible in practice (Ontario Literacy Coalition, 2007; Citizenship and Immigration Canada, 2013). Since many ALLs experience shame and overwhelm in the classroom, pedagogical strategies must also provide space for educators to adapt to the learning needs and goals of their learners.

Multiliteracies theory and task repetition respond to the challenges of adult language and literacy education by honoring how much learners are being asked to process and placing responsibility on pedagogy to address this overwhelm rather than on learners. Multiliteracies theory, in expanding the definition of literacy, gives educators the option to reorient their lessons around other literacies (visual, tactile etc.) to provide more entry points for learners (Cope & Kalantzis, 2009). Task repetition contributes to learning routines and the automatization of language processes reducing cognitive overwhelm (Skehan, 2009). Both are examples of pedagogical approaches which could support the unique challenges needs of ALLs and educators.

A Theory of Multiliteracies

How then does multiliteracies-informed curriculum development meet the professional learning and pedagogical needs of both educators and learners? In 1996, the New London Group published a foundational paper outlining a theory of multiliteracies. A theory of multiliteracies understands literacy as the many ways people communicate (orally, dance, music, gesture, etc.) as they draw upon their cultural and linguistic resources (New London Group, 1996). The core concept of *situated practice* (New London Group, 1996) speaks to how this theory understands the relationships between literacies and learners: they are enmeshed. Rather than viewing students who don't have reading and writing skills as deficient, a theory of multiliteracies allows for educators to redefine what it means to be literate and understand their learners as rich in the literacies embedded in their social contexts. Through expanding to other communication modes and practices, educators can begin to see ALLs as skilled in literacies which begin outside the classroom, rooted in their real lives and communities (New London Group, 1996). Having an asset-oriented, pluralistic view of literacy is essential for educators working with ALLs whose literacy needs are often centered on their daily needs for well-being (Currie & Cray, 2004; Simich et al., 2005). This framing supports educators in moving beyond deficit understandings of

ALLs and decreasing their frustration about slow progress (Ontario Literacy Coalition, 2007; Huang, 2022). In an education system so determined to keep adult language and literacy educators firmly planted in deficit perspectives, this reimagining of literacy is an act of pedagogical possibility (Burgess, 2020).

Not only does multiliteracies theory respond to the professional learning needs of EAL teachers by promoting curiosity about the already literate lives of ALLs, it has pedagogical implications to support the development of curriculum (Cope & Kalantzis, 2009). With a focus on cultural and linguistic diversity, multiliteracies pedagogy encourages thinking about “what a plurality of languages and cultures across the world can bring” (Holloway & Gouthro, 2020). This leaves room for learners and educators to explore translingual opportunities for language development (Holloway & Gouthro, 2020), rather than committing to monolingual classroom norms which reinforce ALLs as deficient (Huang, 2022; Heidinger, 2022).

Additionally, multiliteracies pedagogy deepens learners’ understanding of the content and the world around them (Burke & Hardware, 2015; Turpin, 2019; Kumagai & Iwasaki, 2015; Choi & Yi, 2016; Qaisi, 2021; Sagnier, 2015; Lopez-Sanchez, 2015; Li, 2020; Crawford Camiciottoli & Campoy-Cubillo, 2018). Both educators and learners experience immense frustration when programs and curriculum are not aligned to support their actual needs (Simich et al., 2005; Huang, 2022; Ontario Literacy Coalition, 2007). Multiliteracies theory offers a pedagogical framework which prioritizes both the content educators are asked to teach and the lived experiences and contributions of learners in the process, creating bridges between the constraints of a particular context and the opportunities for creativity and growth. This is prioritized by focusing on three key elements: peer-feedback and interaction (Turpin, 2019; Li, 2020; Crawford Camiciottoli & Campoy-Cubillo, 2018); supportive and low-risk environments

(Choi & Yi, 2016; Qaisi, 2021); and structural knowledge and instruction (Kumagai & Iwasaki, 2015; Sagnier, 2015; Lopez-Sanchez, 2015; Burke & Hardware, 2015). Through these elements, educators find ways to connect to the things they need to know (content) to the learners' worlds, lives and experiences (Turpin, 2019; Kumagai & Iwasaki, 2015; Sagnier, 2015; Lopez-Sanchez, 2015; Li, 2020; Burke & Hardware, 2015; Choi & Yi, 2016; Qaisi, 2021).

Multiliteracies theory offers responses to both the professional learning needs of adult literacy and language educators by prompting critical questions about what it means to be literate while also providing pedagogical recommendations to support the realities of constraining policy and curriculum environments. In doing so, educators are being asked to fundamentally shift their understanding of literacies and form curricula around learners' strengths and voices, rather than their deficits.

Task Repetition

As noted above, multiliteracies theory reframes literacy to support educators in the work of reimagining ALLs from a strength-based perspective. While multiliteracies theory offers pedagogical strategies and ways of seeing to support this vision, more concrete strategies for adult literacy learners are needed to support educators instructional practices. Task repetition is one example of a pedagogical tool to support language learners by reducing their cognitive load (Lambert et al., 2017; Fukuta, 2016). It is important to note that there is no research specifically addressing the impact of task repetition on ALLs. Instead of evaluating the impact of task repetition on adult literacy learners empirically, I viewed task repetition as an invitation to respond to the needs of ALLs related to decreasing their cognitive load. This provoked questions about how pedagogical practices, like task repetition, may be shaped around the needs of learners rather than imposed upon them. In the following paragraphs I will outline both how a task is defined and suggested strategies for task repetition. These concepts informed how I developed the materials and framework for my study and were concepts to think with through the curriculum development process.

Task repetition can be defined in two parts: the task and the repetition. The literature on task repetition is based on insights from task-based language teaching (TBLT) (Lambert et al., 2017). Traditionally, tasks must have a primary focus on meaning, require learners to draw on their own resources, include a communication gap, and result in a non-linguistic outcome (Lambert et al., 2017). While this is the definition from which task repetition draws, several of the studies examined would not have satisfied these criteria in the design of their ‘task’ (Fukuta, 2016; Suzuki et al., 2022; Qiu & Lo, 2017; Hanzawa & Suzuki, 2023). Instead, tasks were less strictly defined with a greater priority given to the ways in which the task was repeated. This is perfectly exemplified by picture narrative tasks, a type of task often used in task repetition studies to explore measures of complexity, accuracy and fluency (Lambert et al., 2017; Suzuki et al., 2022; Qiu & Lo, 2017; Fukuta, 2016; Hanzawa & Suzuki, 2023).

In a picture narrative task, participants are given a series of photos and asked to explain the story to a partner (Lambert et al., 2017; Suzuki et al., 2022; Fukuta, 2016). In some cases, this partner is the researcher (Fukuta, 2016; Qiu & Lo, 2017) and in others it is a peer (Lambert et al., 2017; Suzuki et al., 2022) or computer (Hanzawa & Suzuki, 2023). In most variations there is a focus on the meaning of the story (Lambert et al., 2017; Fukuta, 2016; Qiu & Lo, 2017) and learners are asked to draw on their own resources without consulting outside support for vocabulary or grammatical structures (Lambert et al., 2017; Suzuki et al., 2022; Qiu & Lo, 2017; Fukuta, 2016). However, only two studies demonstrated a communication gap where peers needed to provide each other the story (Lambert et al., 2017; Suzuki et al., 2022) and only one included a non-linguistic outcome involving problem solving (Lambert et al., 2017). While TBLT may have strict definitions of a task (Nunan, 2004), a picture narrative task might include any combination of the four elements and still be considered a task (Lambert et al., 2017; Suzuki et al., 2022; Qiu & Lo, 2017; Fukuta, 2016; Hanzawa & Suzuki, 2023). This approach to defining a task is one I adopted in developing the materials for this study. The activities and tasks I developed focus on meaning, draw on learner's resources, have a communication gap, and consider non-linguistic outcomes, not as a criteria for each activity, but as principles with which to think about a unit of materials as a whole. For example, in designing Joy's unit of materials we focused on meaning and drawing on learner's own resources through the picture narrative tasks, non-linguistic outcomes and communication gap in activities related to filling out a form, and a focus on meaning in the discussion questions and landscape activities throughout the unit. While each element did not in itself include all aspects of a task, the unit as a whole was informed by these principles.

It is important to examine the benefits of task repetition for learners before understanding how tasks can be repeated to support their learning. The main benefit to repeating tasks in language learning is how it allows for students to automate grammatical and phonological rules and free up their attentional resources (Lambert et al., 2017; Fukata, 2016). For example, Skehan's (2009) trade-off hypothesis highlights that students cannot hold fluency, accuracy and complexity equally at the same time. Instead, they allocate cognitive resources differently depending on the demands of the task (Skehan, 2009). For instance, as complexity increases, accuracy decreases (Sample & Michel, 2014). Task repetition allows learners space to automate certain aspects of performance- for example, fluency- so they can shift their focus to other aspects of the task like complexity. This may be especially beneficial for ALLs, who may need opportunities to fully automate their language learning (Abadzi, 2003; Sabatini et al., 2019).

Educators are often hesitant to use task repetition in their classrooms for fear of students becoming bored or disengaged (Hanzawa & Suzuki, 2023). Hanzawa & Suzuki (2023) specifically used questionnaires to examine the perceptions of 64 Japanese learners who all found task repetition to be beneficial. They also found students based their perception of the efficacy of the task on their enjoyment, rather than actual fluency gains (Hanzawa and Suzuki, 2023, p. 465). This was a common theme across the studies examined (Hanzawa & Suzuki, 2023; Lambert et al., 2017; Hunter, 2023; Sample & Michel, 2014; Qiu & Lo, 2017). How tasks are repeated influences both outcomes and learners' experiences. Blocked practice, where a task is repeated three or more times without a break, tends to build fluency and shows students recycling linguistic constructs (Hanzawa & Suzuki, 2023; Suzuki et al., 2022). However, it tends to decrease enjoyment and concentration for students (Hanzawa & Suzuki, 2023). For this reason, 4-5 repetitions are recommended to develop confidence without learners getting bored (Hanzawa & Suzuki, 2023). Repetition that is spaced, whether daily or weekly, also tends to increase enjoyment but means learners need more time for formulating their thoughts in a task (Hanzawa & Suzuki, 2023; Suzuki et al., 2022). It is generally agreed that at least three repetitions are required for automaticity (Fukata, 2016; Qiu & Lo, 2017; Lambert et al., 2017) and benefits for fluency occur for up to five repetitions (Hanzawa & Suzuki, 2023; Lambert et al., 2017; Fukata, 2016). Participants also seem to prefer more familiar topics over unfamiliar topics (Qiu & Lo, 2017), supporting the idea that open-ended tasks which allow for students to include their own personal stories or experiences increase engagement (Qiu & Lo, 2017; Lambert et al., 2017).

Task repetition is one pedagogical strategy to support the overwhelm ALLs face as well as to provide support for educators who need strategies to accommodate the range of diverse skills, literacies, and interests learners bring to the classroom. In addition to supporting learners, insights about what is important in developing a task and how educators can experiment with different ways of repeating these tasks informed the development of the materials used in my study. The research I have cited in this section suggests task repetition is beneficial for all learners and not just ALLs, providing an equitable pedagogical strategy for educators to use in supporting ALLs in diverse and multi-level classrooms.

Meeting Challenges through Multiliteracies Theory and Task Repetition

How then do multiliteracies theory and task repetition address the challenges faced by adult literacy learners? First, instructors need both practical and theoretical strategies for reimagining ALLs and diverse classrooms as strengths, rather than as challenges to overcome (Ontario Literacy Coalition, 2007). Multiliteracies theory frames literacies as abundant and socially connected to people's worlds and experiences (Cope & Kalantzis, 2009). This challenges the notion of *non-literate* learners and asks educators to find pedagogical strategies to build connections between literacies rather than isolating them (Centre for Canadian Language Benchmarks, 2016; New London Group, 1996). Task repetition supports this goal by presenting a strategy which all learners in the class can engage with and benefit from, no matter which literacy skill is being practiced, and can provide opportunities for adaptability and automation (Sabatini et al., 2019; Abadzi, 2003; Hunter, 2023; Sample & Michel, 2014; Qiu & Lo, 2017).

Additionally, instructors also lack professional learning and materials which connect literacies to ALLs' lived experiences and voices. Multiliteracies-informed curriculum opens up creative spaces for providing learners with the opportunity to give voice to their experiences, opinions, and stories (Kumagai & Iwasaki, 2015; Sagnier, 2015; Lopez-Sanchez, 2015; Burke & Hardware, 2015; Ade-Ojo & Duckworth, 2019). Task repetition, for its part, offers a practical tool for decreasing the cognitive load on students and increasing their confidence and fluency (Hanzawa & Suzuki, 2023; Lambert et al., 2017; Hunter, 2023; Sample & Michel, 2014; Qiu & Lo, 2017). This increase in confidence and fluency can only help to support learners and educators in making the classroom a more welcoming and equitable place for ALLs. Both multiliteracies theory and task repetition are the starting points for the curriculum development in this pilot study. These approaches provide options for practical, research-based pedagogy which accounts for the strengths and literacies ALLs bring to the classroom.

Chapter 4: Methods

I chose design-based research (DBR) methodology to best align with the practical, pedagogical goals of this project, as well as to give space for educators as co-developers. This study focused on the experiences of two in-practice language and literacy educators (Joy and Sofia) to develop a unit of materials aligned with multiliteracies theory, task repetition, and informed by their own contexts and values as educators. I wanted to know what elements of a multiliteracies-informed curriculum were most impactful for them. Joy worked with English language and literacy learners in a correctional facility context to support their daily needs and future goals. Sofia worked with adult language and literacy learners in a federally funded program for English language learners living in Canada. In this methods section, I will first identify the aims of design-based research and its alignment with multiliteracies theory and pedagogies. Then, I detail the two phases of research. In the first phase, a unit framework was developed based on the intersections of design-based research, multiliteracies theory, task repetition and the Canadian Language Benchmarks curriculum. The second phase involved co-developing a unit of materials with two in-practice educators and piloting these materials to better understand the impact of a multiliteracies-informed curriculum for ALLs.

Design-Based Research as Methodology

To begin to understand DBR and how it works with multiliteracies theory, it is crucial to understand both the philosophical and practical principles of this methodology. DBR is an emergent and flexible methodology which aims to understand and describe contexts, rather than control them (Kelly, 2004). As a container, DBR may hold a variety of methods and frameworks because the primary focus is on iteration and intervention (Anderson & Shattuck, 2012). The main critiques of DBR center on the presence of researcher bias and lack of generalizability

(Kelly, 2004; Collins & Bielaczyc, 2004; Anderson & Shattuck, 2012). For this reason, DBR is not well-suited to theoretical frameworks which want to control the process of inquiry and are concerned with the researcher's impact on the knowledge construction (Bhattacharya, 2017). At its core, DBR understands education as a complex and messy process where researchers and teachers build collaborative projects which are beneficial to both theory and practice (Kelly, 2004; Collins & Bielaczyc, 2004; Anderson & Shattuck, 2012). Kelly (2004) discusses the following seven principles of design for a DBR project.

1. Conduct research in messy non-laboratory settings.
2. Conduct research involving many dependent variables.
3. Characterize the situation as opposed to controlling variables.
4. Use flexible design revision instead of staying with fixed procedures.
5. Value social interaction over social isolation in learning.
6. Generate profiles rather than test hypotheses.
7. Value participants' input for design and analysis rather than relying solely on the judgments of the researcher.

These principles are evident not only in the theoretical orientation of relevant studies in multilingual education, but also in the practical design of research projects (see Marenzi & Zerr, 2012; Kapoyannis, 2019; Baroutsis & Woods, 2019; Lim & Unsworth, 2023; Lim, 2023; Marenzi et al., 2022; Kim et al., 2023). For instance, Kapoyannis (2019) explored how educators could support English language learners by moving away from monocultural, monolingual views of literacy. This involved creating a practically useful intervention to support learners, but also involved educators in the co-design of the project. Kim and colleagues's (2023) work to understand how educators adopt, adapt and use a multiliteracies framework provided deep, rich and meaningful descriptions of educators' contexts and agency. While all the principles listed above are important components of DBR, there are three main elements essential to DBR: practical outcomes, iteration, and participants as co-designers (Kelly, 2004; Collins & Bielaczyc, 2004; Anderson & Shattuck, 2012). These elements align with multiliteracies theory and promote rigorous practical outcomes for theory and practice which are formed through iteration and the relationships between the researcher and participants.

Alignment of multiliteracies pedagogy with design-based research

How then does a theory of multiliteracies align with DBR? As discussed, DBR often involves creating or implementing an intervention co-created between researchers and educators (Kelly, 2004; Anderson & Shattuck, 2012). However, what the interventions are, the ways they change, and the resulting deep descriptions of contexts are informed by the theoretical commitments of the research team (Marenzi & Zerr, 2012; Kapoyannis, 2019; Baroutsis & Woods, 2019). DBR requires a foundation around which to build interventions, inquire into contexts, and support educators and learners (Collins & Bielaczyc, 2004). Multiliteracies theory offers a theoretical framing around which to center research questions, inquiry, and interventions. Multiliteracies theory redefines literacy for the purpose of shifting pedagogy and curriculum towards richer, more nuanced connections between learners' worlds and experiences and the literacies they are learning (Cope & Kalantzis, 2009). As a theoretical framework, it prioritizes community and interaction, supportive environments, and the structural knowledge needed for developing a particular literacy (Turpin, 2019; Li, 2020; Crawford Camiciottoli & Campoy-Cubillo, 2018; Choi & Yi, 2016; Qaisi, 2021; Kumagai & Iwasaki, 2015; Sagnier, 2015; Lopez-Sanchez, 2015; Burke & Hardware, 2015). It is of critical importance that there is alignment between the methodological commitments of DBR and the definitions of literacy outlined in the theoretical framework. In the following section, I will point to the currents of commonality between DBR and multiliteracies theory under the following three themes: a commitment to the relationality of research, iterative research and pedagogical design, and the importance of practical outcomes.

Relationality of Research

A foundational element of multiliteracies theory is a strengths-focused understanding of ALLs. Situated practice is one of the concepts in multiliteracies which highlights the importance of relationality, safety and learners' willingness to take risks (New London Group, 1996). These elements are equally fundamental to DBR as they help to deepen the relationship between the researcher and co-researchers (Anderson & Shattuck, 2012). In DBR, co-design sessions or workshops are a main source of data generation (Lim & Unsworth, 2023; Lim, 2023; Marenzi et al., 2022; Baroutsis & Woods, 2019). Other common methods include instructor reflections and narratives (Kim et al., 2023), teacher observations and notes (Kapoyannis, 2019), and interviews (Marenzi & Zerr, 2012). Co-design sessions, workshops, observation, and reflection point to the value of collaborator insights and experiences in designing the interventions and understanding how it impacts learning. Alongside this, much of DBR focuses on testing a learning intervention or tool stemming from the needs of that community (Marenzi & Zerr, 2012; Kapoyannis, 2019; Baroutsis & Woods, 2019; Lim & Unsworth, 2023; Lim, 2023; Marenzi et al., 2022; Kim et al., 2023). Involving collaborators in the research process through co-design and consulting their needs positions *participants* as co-researchers instead. Both DBR and multiliteracies theory highlight the importance of relationality in the way they think with educators and students and involve them in the design process (Anderson & Shattuck, 2012; New London Group, 1996).

Iterative Research Design

Cope & Kalantzis (2009) begin their framework by introducing *experiencing* as a key element. They highlight how learning is a process of weaving back and forth between experiencing the known and the new, bringing their own strengths and experiences into new learning. This weaving back and forth between known and new mirrors the iterative research process in DBR. Iteration in DBR falls into three categories: examining the same interventions in different contexts (Marenzi et al., 2022); involving multiple phases of the research process (Kim et al., 2023; Lim, 2023); or a combination of these (Baroutsis & Woods, 2019; Kapoyannis, 2019; Lim & Unsworth, 2023; Marenzi & Zerr, 2012). This iteration in DBR gives room for researchers to mold their research design over time and have it shaped by their context, experiences, and co-researchers (Kelly, 2004; Collins & Bielaczyc, 2004; Anderson & Shattuck, 2012). The weaving back and forth between known and new represents an iterative pedagogical practice also found in the process of design-based research.

Practical Outcomes

In both Cope & Kalantzis (2009) and the work by the New London Group (1996) there is an understanding of the need to reflect on our learning, explore new insights, and then find ways to extend this learning to the wider world. It goes beyond upholding the status quo and asks learners to transform the worlds around them with their stories, knowledge, skills and experiences (Cope & Kalantzis, 2009). Multiliteracies theory emphasizes inclusion and social justice outcomes and sees educators as activists (Seglem & Bonner, 2022). This call for engagement with the world reflects a similar desire in DBR: to make small changes, which over time transform educational experiences and practices (Anderson & Shattuck, 2012). This means

DBR studies focus on understanding how interventions contribute to or detract from the learning environment (Marenzi & Zerr, 2012; Kapoyannis, 2019; Baroutsis & Woods, 2019; Lim & Unsworth, 2023; Lim, 2023; Marenzi et al., 2022; Kim et al., 2023). It is through these deep descriptions, situated in context, and explored with a variety of stakeholders, that transformative educational practice is centered. Both DBR and multiliteracies theory align in their desire for learning to move beyond the classroom, not just to uphold the status quo but to challenge it.

Relationality, iteration and practical outcomes are central to DBR and a theory of multiliteracies and implemented in practice in research design and pedagogical interventions. While contexts, technologies and research questions may vary there is consistency in these core elements. Multiliteracies theory supports educators in reimagining their literacy learners as rich-in-literacies, rather than low-literacy. DBR contributes to this goal through iterative and collaborative research processes which view educators as critical voices in the process of inquiry. This project alignment provoked research questions, methods, and curriculum framework developed relevant to the experiences of the two adult language and literacy educators who collaborated to design this unit of materials.

Phase One: Unit Framework

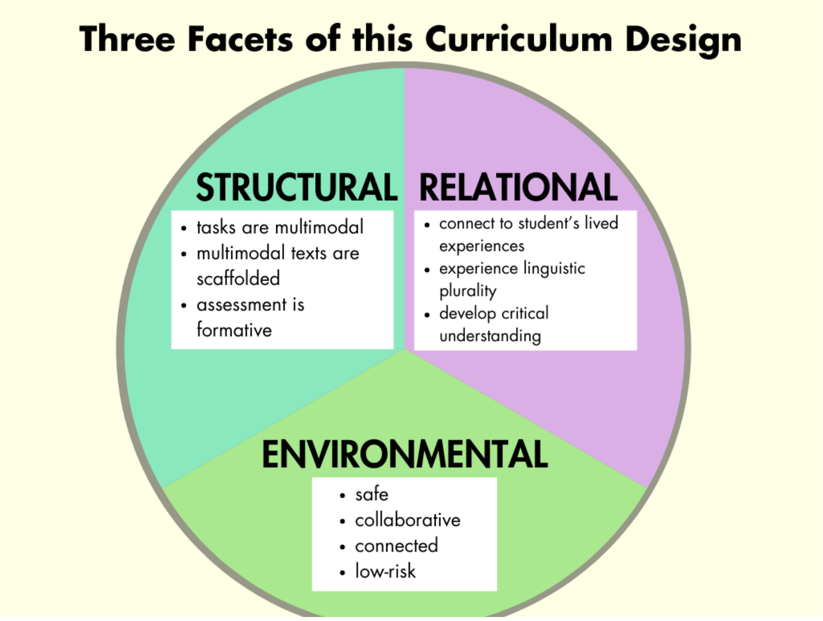
We have considered how multiliteracies theory and DBR align to justify why this hybrid methodology should underpin the unit of materials. It is necessary to turn in more detail to outlining the methods for Phase 1: developing a unit framework. This phase focused on developing an adaptable framework in alignment with the notions of relationality, iteration, and practical outcomes described above. This was further adapted to include task repetition and criteria from the Canadian Language Benchmarks (2016) curriculum before being developed into a four-week curriculum plan to be reviewed with the participant-collaborators in Phase 2.

Design framework: Multiliteracies and the Canadian Language Benchmarks

A pedagogy of multiliteracies allows for instructors to reframe their students not as *non-literate* but as having a diversity of literacies. However, since educators are constrained by their curriculum, it was necessary to develop a framework for aligning the CLB with multiliteracies pedagogy. While multiliteracies pedagogy offers a new conceptualization of literacy, the *ESL for ALL* curriculum document (Centre for Canadian Language Benchmarks, 2016) outlines its own expectations and priorities for educators and ALLs. While this document perpetuates a narrowed definition of reading and writing (as explored in Chapter 2: Theoretical Foundations), it remains the prescribed curriculum for adult language and literacy educators in Canada (Centre for Canadian Language Benchmarks, 2016). For this reason, it is necessary to bring this unit of materials into conversation with multiliteracies theory to establish the points of connection and to demonstrate how educators might move beyond the ways literacy is defined in this curriculum, while still working within the system which requires them to use it. There are three main areas of compatibility between multiliteracies theory and this curriculum: relational, environmental, and structural approaches to teaching. These categories were developed through analyzing both the curriculum document for ALLs (Centre for Canadian Language Benchmarks, 2016), and ten studies where multiliteracies curricula were developed for multilingual learners. In Figure 2, the graphic represents the three facets consistent with both theory and the curriculum expectations: relational, environmental, and structural.

Figure 2

Three Facets of this Curriculum Design


Three Facets of this Curriculum Design
STRUCTURAL
• tasks are multimodal
• multimodal texts are scaffolded
• assessment is formative
RELATIONAL
• connect to student's lived experiences
• experience linguistic plurality
• develop critical understanding
ENVIRONMENTAL
• safe
• collaborative
• connected
• low-risk

1. Relational approaches in *ESL for ALL* include the recommendations for instructors to adjust to the pace of the students, link the tasks and lessons to students' lived experiences, and focus on building oral language (Centre for Canadian Language Benchmarks, 2016). This aligns with the multiliteracies-informed studies which suggest the value of connecting to student experiences and lifeworlds to build on and develop skills (Burke & Hardware, 2015; Li, 2020; Choi & Yi, 2016). Both the *ESL for ALL* document and relevant studies from the literature recommend creating opportunities for learners to share, use and explore languages other than English in the classroom (Burke & Hardware, 2015; Qaisi, 2021; Centre for Canadian Language Benchmarks, 2016) and including diverse cultural representations (Burke & Hardware, 2015; Lopez-Sanchez, 2015; Qaisi, 2021; Centre for Canadian Language Benchmarks, 2016) to foster connections between lived experiences and language learning in the classroom. Finally, both the curriculum (Centre for Canadian Language Benchmarks, 2016) and the work of Menke and Paesani (2019) suggest educators and curriculum designers include tasks which allow learners to engage in critical thinking related to literacy texts. Focusing on critiquing or transforming an activity can be important components of some curriculum; however, they tend to be deprioritized

in contexts where language learners are still developing the vocabulary to be able to articulate their ideas (Menke & Paesani, 2019). However, the *ESL for ALL* (Centre for Canadian Language Benchmarks, 2016) breaks critical thinking into particular skills which would be level appropriate including recording words in a word log, bringing realia to class, empathizing with others experiences, and sharing their personal feelings about a text (p. 18). This definition of critical thinking remains focused on connecting texts to a classroom community and to the real experiences and feelings of learners.

2. The environmental principles involve the kind of physical and social environment best for learners. Learners need open, low-risk and safe environments for them to share, make mistakes and grow (Choi & Yi, 2016; Qaisi, 2021). This is also supported by the *ESL for ALL* document, which offer practical suggestions including encouraging students to communicate in their preferred language (Centre for Canadian Language Benchmarks, 2016). Both relevant literature and *ESL for ALL* suggest the need for collaborative environments which allow for students to relate their learning to their past and future experiences (Crawford Camiciottoli & Campoy-Cubillo, 2018; Turpin, 2019; Li, 2020; Centre for Canadian Language Benchmarks, 2016).

3. Structural approaches include the strategies and direct instruction necessary to ensure students have the tools they need to engage with their tasks. Essentially, it is the practical skills they need to be able to read, process images, cook a meal or make a cup of tea. Previous multiliteracies curricula development suggests the importance of introducing, scaffolding and understanding multimodal texts in interaction with each other (Crawford Camiciottoli & Campoy-Cubillo, 2018; Burke & Hardware, 2015; Lopez-Sanchez, 2015; Sagnier, 2015; Qaisi, 2021). It also notes the value of formative assessment (Li, 2020; Sagnier, 2015), which is already

the method for assessment in Ontario classrooms (Centre for Canadian Language Benchmarks, 2019). Furthermore, part of the criteria for developing ALLs reading and writing includes developing their ability to communicate with and process visual and motor literacies (Centre for Canadian Language Benchmarks, 2016). To ensure learners have the skills they need, curricula needs to include practical guidance related to the literacy skills learners want to develop. This might include instructions on how to hold a pencil, boil a kettle, or understand an image. Alongside recommendations for the relational supports and type of environment most supportive to learners, curriculum needs to include the structures most relevant and supportive to developing a particular literacy.

The relational, environmental and structural elements of the unit designed by these educators and myself bring together the commitments of multiliteracies theory and DBR (New London Group, 1996; Anderson & Shattuck, 2012) with the curriculum document (Centre for Canadian Language Benchmarks, 2016). Despite important differences between *ESL for ALL* (Centre for Canadian Language Benchmarks, 2016) and multiliteracies theory (New London Group, 1996) in how literacy is defined, educators are still asked to work within the context of this document. For this reason, it was important to draw parallels which demonstrate how multiliteracies theory and DBR could work with available curriculum to find something new. My research process was designed to be relational, iterative, and practical for educators. I developed this unit of materials to connect educators to their learners (relational), to support safe and low-risk environments through iterative activities (environmental), and to provide practical examples of multimodal activities help ALLs thrive (structural).

Outline of the Unit

The three facets of the unit described in Figure 2 were expanded into a four-week unit to be shared with educators in Phase 2. The unit outline (see Appendix A for both Joy and Sofia's unit outline) consisted of a needs assessment, self and peer reflection activities, daily task repetition for vocabulary development, and tasks which align with the designated assessment and learning goals. Task repetition was present in both the vocabulary development activities as well as the task. This was to support ALLs automatization of learning (Hanzawa & Suzuki, 2023; Lambert et al., 2017; Hunter, 2023; Sample & Michel, 2014; Qiu & Lo, 2017), in addition to meeting the knowledge requirements from the CLB (Centre for Canadian Language Benchmarks, 2016). Each unit included multimodal tasks (particularly the landscape activities and vocabulary development activities), and the assessments were designed to be formative, rather than summative, with a variety of tasks building to the assessment. In connection with Figure 2, activities and tasks were designed to be adaptable to the lived experiences of the educators and learners, as well as to promote linguistic plurality through opening up options for learners to engage with a range of literacies and languages. For example, the journal activity in Week 4 (see Appendix B), allowed the option of creating photo, written, or oral journals for different learners to access this activity in different ways and gave opportunities for multilingual engagement. Through aligning this unit plan with the principles outlined in Figure 2, the goal was to ensure both methodological and theoretical consistency. This meant the unit was developed based on principles from DBR, multiliteracies theory, and task repetition research in conversation with the curriculum educators are required to teach.

Phase Two: Co-Design and Implementation

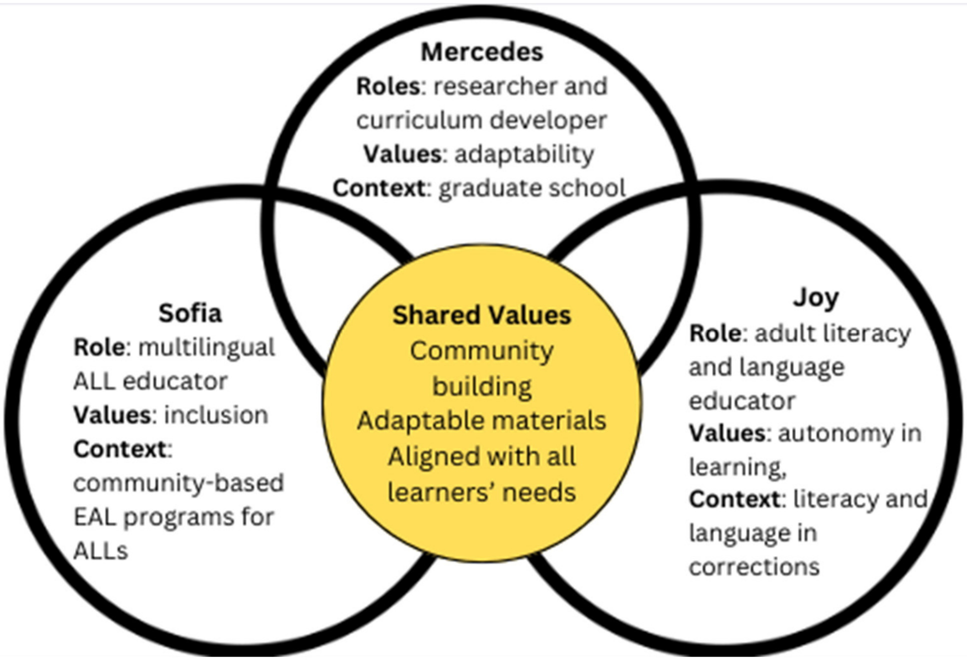
Phase 2 of this project focused on co-designing and piloting the framework developed in Phase 1. This took place with two in-practice educators, Joy and Sofia, to develop a deeper understanding of the adaptability of this framework across different contexts. Ethics was obtained from York University's Research and Ethics Board Certificate #STU 2024-025). This study focused on the experiences of the educators, rather than the adult literacy and language learners in their classrooms. As a result, institutional ethics was not required for Joy and Sofia's individual contexts. Instead, we focused on their experiences and observations in their classroom practice while protecting the anonymity of their learners. This section will explore the contexts and experiences where the co-designers were situated, the procedures for the pilot, and the methods of analysis.

Co-Designers

A core principle of DBR is the collaborative relationship between researchers and in-practice educators (Anderson & Shattuck, 2012). To ensure this work highlights the co-construction occurring through the process of curriculum development, it is important to highlight the core values and educational context which informed each of our contributions to the curriculum development. Figure 3 shows the roles, values, and contexts of myself, Sofia, and Joy. This figure represents the elements which contributed to the co-construction of these two units of materials. While Joy and Sofia never met, my collaboration with them intersected in our shared values across the project (seen in the center of the figure). Each person offered both unique contributions, as well as contributing to a shared set of values across the project.

Figure 3

Unique Contributions and Shared Values


Mercedes
Roles: researcher and curriculum developer
Values: adaptability
Context: graduate school
Sofia
Role: multilingual ALL educator
Values: inclusion
Context: community-based EAL programs for ALLs
Shared Values
Community building
Adaptable materials
Aligned with all learners' needs
Joy
Role: adult literacy and language educator
Values: autonomy in learning,
Context: literacy and language in corrections

Myself. Between 2019 and 2023, I worked as an English language educator in a community-based, women-only program for immigrants to Canada. My classrooms were muti-level, continuous intake and included learners from a diverse range of linguistic, educational, and cultural backgrounds. Questions about how to support ALLs emerged as I recognized the lack of adequate materials and professional development available. This context has deeply informed my perspectives on teaching ALLs and prompted my return to graduate school. While initially I saw myself more as a co-educator, I realized my role as *the researcher* was prominent in how Joy and Sofia talked about the work we did together. Through our conversations, I came to see the role I played as a researcher and curriculum developer and the impact on the materials created. For example, I value adaptability and flexibility in curriculum development and educational design, as well as building bridges between theory and practice. These core values guided my contributions to and conversations with my co-designers resulting in a shared value around adaptable materials. While I may not have initially understood my role as a researcher, through my conversations with Joy and Sofia I came to see the weight of my values in shaping the co-creative process, while my experiences as an educator allowed me to connect to their struggles, challenges, and the tensions which emerged for them.

Participant 1- Joy. Joy has worked as an adult literacy educator for over 15 years and for the past seven years in adult English language and literacy classrooms in a correctional facility. Learners in her classroom have a diverse range of reading and writing literacy skills (from beginner to intermediate), but many have well-developed oral language skills, especially the ALLs. As an educator in corrections, she and her students face a lack of autonomy and control. This shows up practically in unpredictable lockdowns, shifts in class sizes and goals, and the multi-level nature of the classroom. In responding to these challenges, Joy values community building through meeting students' goals and needs and giving room for autonomy and independence in the classroom. This means providing opportunities for independent work and students' performing the teacher role when possible. In the curriculum development process, Joy emphasized the importance of a curriculum which both aligned with students' needs and allowed for autonomy and independence. This was especially crucial in the face of an educational context which lacked autonomy and control for both herself and her learners.

Participant 2- Sofia. Sofia has worked in community-based English language programming for the past two years. She currently teaches two classes. The first is a beginner English language and literacy classroom where all students have a home language in common and the classroom functions first as a community-building space. The second class is a beginner English language multi-level classroom with learners from diverse cultural and linguistic backgrounds. The multi-level and diverse backgrounds of learners was a challenge for Sofia, as she sought to meet a diverse range of abilities and needs. For this reason, Sofia valued the importance of inclusive classrooms where all students could engage in learning, despite this being a source of challenge. As a multilingual educator, Sofia valued the use of additional languages to support inclusion and belonging as well as aligning tasks and activities to learners' goals and needs. These values influenced her educational routines, which were central methods for supporting these diverse learners. In developing the curriculum for this class, these educational routines and relevant tasks were built upon to better support her desire for inclusion.

Procedures

For this pilot project, both co-designers were recruited through my own professional network based on their interest in the project and work with ALLs in diverse contexts. Each educator met with me twice, online, for approximately one hour. The first interview included questions about their experiences, contexts and supports (see Appendix C). It also involved an opportunity for me to share the results from phase one of this project and to adjust the outline based on the co-designers' feedback. After this initial meeting, I created four weeks of materials which were shared weekly with the co-designers for four weeks (see Appendix B). Due to the differences in their instructional contexts, Joy's unit of materials involved preparing materials for three classes a week while Sofia's materials were prepared for five days a week. Through this process, educators made notes, commented on the materials, and made any adjustments. Joy did not pilot the materials in her classroom, due to shifts in her classroom structure, but spent time adapting the materials in preparation for implementing at a later date. Sofia implemented the materials in her classroom over four weeks. After the materials were finished and implemented or adapted, we met a second time. This conversation highlighted the adaptations, challenges, surprises and learning for the co-designers. Table 1 shows the timeline for the meetings and delivery of the materials. Due to changes in Joy's instructional context and personal responsibilities there was a longer delay between our first and second meeting to provide time to review the materials at a time convenient for her.

Table 1

Timeline for Meetings and Materials Delivery

Dates	**Activity**
April 2024	First meeting with Joy
May 2024	Each Friday in May I sent Joy one week's worth of materials for a total of four weeks.
June 2024	First meeting with Sofia
July 2024	Each Thursday in June I sent Sofia one week's worth of materials for a total of four weeks.
August 2024	Second meeting with Joy. Second meeting with Sofia.

Analysis

A total of four interviews were recorded and transcribed. These interviews were analyzed using thematic analysis and coded in NVIVO (Lichtman, 2013). I developed themes from the initial codes but was attuned to what we (myself and the educators) valued, our goals for this unit of materials, and what was or was not working in their current pedagogical and instructional contexts. Analysis involved an iterative process of coding, revisiting the codes, developing an initial list of categories, revisiting these categories after rereading the data, and moving from categories to concepts (Lichtman, 2013). To reflect important notions from DBR (Kelly, 2004), the process for analysis was iterative and included coding my own contributions to better reflect on my positionality and the process of co-construction.

As noted previously, iteration, relationality and practical outcomes were central to ensuring this project remained in alignment with DBR and multiliteracies theory. First, iteration was centered through multiple phases of the research process, as well as the back-and-forth in the design of materials. The materials shared with participants were edited, commented on, and discussed with the expectation of adjustment. Second, educators were involved in this project as co-designers bringing their expertise about their contexts, learners, and values. They informed the curriculum planning through selecting relevant tasks, appropriate and effective pedagogical strategies, and grammar features. Finally, both Joy and Sofia kept a practical set of materials for further adaptation and to share with their communities. By centering iteration, relationality, and practical outcomes this project stayed grounded in both the needs of the collaborators and in a rigorous DBR process.

Chapter 5: Findings

To return to the research question, what elements of a multiliteracies-informed curriculum are most impactful for educators of adult literacy learners? To outline key moments in the collaborative process of research, I begin each section with an illustrative *sketch* (Leander & Boldt, 2013) highlighting a particular moment which speaks to the complexities, wonderings, and tensions we (as researchers and educators) experienced together. The first section will outline how collaborative curriculum development highlighted both tensions and opportunities for Joy and Sofia. Beginning with a highlighted moment between Joy and myself, this sketch is illustrative of the creativity we found in collaborative work and the constraints of the systems and power structures we found ourselves caught up in. Both Joy and Sofia found opportunities to respond to challenges in their practice with unique adaptability and creativity. At the same time, our collaborative work was situated within the roles of research-educator, teacher-student, and reminded us of the disconnections and restrictions on our abilities to move creatively.

The following section begins with a sketch illustrating the complexities Joy faced in fostering community in spaces not designed for her own or her learners' flourishing. This moment points to the ways Joy and Sofia valued community as central to their work. This section explores the ways *relevant multimodal tasks* acted as tools for enacting these values in systems where they felt constrained. Finally, I will return to viewing the unit of materials itself as a literacy object to see the ways in which it framed, constrained, and afforded these educators opportunities for professional development (Brandt & Clinton, 2002). By returning to the curriculum after developing a deeper awareness of the tensions and joys which existed for Joy and Sofia, there are opportunities to respond to the curriculum and imagine new possibilities for literacy futures.

Collaborative Curriculum Development

It's a Tuesday morning in August. Joy and I have just been discussing her experiences adapting the curriculum unit for her context. It's the end of the interview, and I'm expressing my gratitude for her engagement and collaboration in this project, feeling a weighty sense of appreciation for her expertise and time. "It's very like validating for me as a like a person who taught literacy being like, oh my gosh! I also had that experience! And especially who's been teaching a lot longer than I had." Joy looked at me with surprise.

"I'm not like a real ESL[4] teacher, because I don't have my TESL [certification], but to be to be fair. I've been teaching ESL learners for a long time, like quite a long time, like since 2009. So, like I have some experience, and 7 years in corrections . . . so I am an ESL teacher. But I feel odd sometimes, saying that. And I wouldn't put that on a resume which is weird. I would now, after this many years. But it took me a long time to get to this point, and I can still see where I'm learning new things."

For Joy, the title of "real ESL teacher," and her own claim to it, is layered with questions. There is a sense of isolation laced throughout our conversation. As an adult language and literacy educator in a correctional facility, Joy's sense of isolation makes sense. "Working in in corrections can be very isolating as a literacy instructor. Because I'm in a school where all the other teachers are teaching secondary and post secondary" (Joy). Even across Canada, she is one of only six instructors who share the unique intersection of language and literacy in a corrections context. However, her observation also deeply resonated with my own experiences and those in the broader Canadian context where educators receive little professional development to support the intersections of their work as both language and literacy teachers (Ontario Literacy Coalition, 2007; Breshears, 2019). To claim the identity of "real ESL teacher," Joy considered knowledge (certification, learning new things) as essential to earning the title. Professional learning is then not only supportive for the practical demands of her job, but for validating her professional identity.

---

[4] English as a second language teacher. There are a range of terms used for English language education, Joy self-identified with this particular term, so it will be used going forward when discussing her experiences.

Joy's experiences of isolation point to the value of collaborative curriculum development for supporting adult language and literacy educators. This collaboration involved negotiating between theory and practice to make adaptations grounded in both educators' knowledge of their contexts and an expanded understanding of literacy informed by multiliteracies theory. As a result, both educators found themselves empowered to make principled adaptations inspired by their challenges and to bring greater creativity to their pedagogical choices. In addition to inspiring adaptability and creativity, this collaboration was layered with power dynamics, educational structures, and contextual factors to make messy this educational work (Kelly, 2004). This messiness will be characterized as I illustrate the unintended consequences of the research agenda.

Adaptability for Differentiated Instruction

Collaborative curriculum development provided opportunities for both Joy and Sofia to reflect on and respond to the tensions of providing differentiated instruction. In fact, the process of making principled adaptations caused Joy to burst out, "this is the support that I needed, that I didn't even know that I needed." Both instructors taught multi-level classrooms with diverse educational, cultural, and linguistic backgrounds. In my initial conversation with Sofia, differentiating instruction for linguistically and educationally diverse learners was a major challenge.

> And still, I think the mixture....Yeah, the mixture of students. And you know of. I was thinking, if the there's a possibility that I have a literacy, a group of literacy students who speak Chinese and a group of literacy students who don't speak Chinese. It will be better. But I think reality it might be impossible because they has, they have to either be yeah put with a group of Chinese students or a group of students who have higher levels than them (Sofia).

For this reason, Sofia highly valued a unit of materials which could be easily adapted to a range of abilities, experiences, and language proficiencies. This became evident in our co-development of a daily dialogue task (See Appendix D). This task prompted learners over the course of the unit to work towards writing their own dialogue. “But with the literacy students, they basically they cannot go with the dialogues . . . for the other students, they think the dialogue is too easy” (Sofia). This realization led to a complex set of choices and adaptations as Sofia guided learners towards creating their own dialogues. She described this as a “gradually changing process.” On the first day, “only 2 started to write it, and some of them said, ‘no, I won't. I won't do it.’” Noting their discomfort, Sofia brought in further scaffolding and slowed down the process. “We discuss and create, discuss and create.” By the end of the four weeks, Sofia sent me an email. “I'm writing to tell you that I never expected that any of my students would be able to create dialogues by themselves, which was proved wrong by your course designs. Thank you for opening this option for me, which unlocked my students' potential!” (Sofia, personal communication). As we discussed the adaptations to this activity, Sofia highlighted how this one activity was adjusted to meet the needs of any student, whatever their comfort level. “[Some students] they do it there themselves. And for the students with a relatively low level, they copy the patterns. They just change some words. And for some students, they do it with my help. And for literacy students, they copy it. And it's no problem, right?" (Sofia). This back-and-forth process between Sofia, myself, and her students involved a complex set of principled decisions as she negotiated between the prescribed activity, her own values and goals, and the goals and needs of her learners. This collaboration created an activity more deeply relevant to her learners, and a framework for success which was adaptable rather than rigid. For Sofia, this led to a realization about the importance of being "patient to wait for the results."

For Joy, differentiating instruction was a way to open up choice and support student agency in an environment where this was lacking. When it was possible, it took the form of a separate class for English language and literacy learners. "I made that decision, I think, even last fall, because we just had an influx of ESL students, and I'm and I couldn't teach everyone. I couldn't differentiate my lessons, and that to be able to address everyone's needs. So, I now have a separate ESL class which I'm loving" (Joy). However, with ever-shifting class sizes due to the institutional constraints, this class wasn't always able to be maintained. In those cases, Joy found other ways to differentiate instruction including online self-directed courses, scanner pens to read aloud the text, class discussion, or independent learning. As we developed the unit plan, she knew "the challenge for me is, how am I going to adapt this, as I have students coming and going." The importance of autonomous and independent learning led to each vocabulary development activity including both a collaborative and independent option, to support learners' preferences but also the shifting classroom structures (see Appendix D). Additionally, she spent time considering more self-directed approaches to learning including adapting for online or blended learning. "But it is going to be eventually delivered via D2L. Like a learning management system. And so, in order to do that, I need to kind of really look at what was the flow in the classroom, and then it would allow me to kind of figure out, well, how do I want it to look online?" She also highlighted a need to shift the language for the learning outcomes. She noted my learning outcomes included statements such as "students will learn . . ." This didn't reflect the flexibility and autonomy for differentiating instruction. Instead, she chose the following language for learning outcomes: "Learners will have the opportunity to learn."

> I always like to write out learning or learning outcomes in the, I guess, in terms of that learners will have the opportunity to do the following. Because in adult ed[ucation]. . . especially in, I guess in a correctional facility it's very clear that not everyone is going to learn certain things. There are so many reasons. (Joy).

Both Joy and Sofia found differentiating instruction was a major source of tension in their practice, particularly in how it affected their ALLs. The process of designing, redesigning, and discussing the process together allowed for both the materials developed and the educators to reflect on this challenge and see how they were responding to it and whether that aligned with their values. This points to collaborative curriculum development as a way to reflect on and adapt to challenges in practice.

Creativity

Not only did collaborative curriculum development allow for educators to respond to the challenges in their practice, it also allowed for greater creativity in responding to these challenges.

Sofia's reflections on collaborative curriculum development highlighted that what was most valuable was the creativity. "Yes, yes, and it's very valuable for me, too. I learn many from . . . what you provided right? And I tried something I've never tried. And I'll continue to try these things, yeah, especially with the creativity part right." Joy shared this sentiment, further expanding:

> And I think maybe it's like you kind of get stuck in the like the same doing the same thing over and over again. And it it's like it's working, and it's good enough. And you know, creating new things becomes, I don't know, like I was saying like this, this process is really helping me like kind of think, oh, yeah, we could do so many different things, (Joy).

As discussed previously, both educators transformed the activities in the unit plan as they considered their learners' needs and goals as well as their own priorities and values. Joy notes, "this is actually more extensive than I've done planning that I've done in a long time, which is actually very helpful, because, like kind of it's actually making me a bit more creative. . . . kind of like reminding me and helping me to kind of like broaden my way of doing things, which is great" (Joy). This was evident in the excitement and imagination she brought to considering how this unit of materials could be expanded into other formats, broader courses, and passed along to other educators.

Sofia shared this excitement about the opportunities for creativity, both for herself and her students. Through the dialogue creation activity, she "really appreciated the creativity" which emerged among her learners. In particular, with one group she noted, "and they just create. I let them work together, and they created sentence by their own, and they use the word allergic." For Sofia, this represented a level of engagement she hadn't expected. Her own experiences of trying something she'd never tried meant watching learners exceed her own expectations.

The Research Agenda

While the collaborative curriculum development process did allow for creativity and new ways of adapting to challenges in their practice, the power dynamics and pedagogical framework I constructed contributed to the messiness (Kelly, 2004) of inquiry. The questions I was asking, the framework I developed for the materials, all of these came from my own experiences, research, and orientations to teaching. In developing materials around the principles of multiliteracies theory and task repetition research, Joy and Sofia certainly experienced affordances (adaptability and creativity) but also constraints. First, both educators resonated strongly with the relational and multimodal approaches of multiliteracies theory. On the other hand, task repetition was either not a notable component (Joy) or so common-sense as to be irrelevant (Sofia). Sofia's observation that repetition is "necessary" without a need to further elaborate speaks to the difference between a researcher's interest in the best way to repeat an activity (Lambert et al., 2017) and those of an educator who understands the need for flexibility in how they adapt a particular pedagogical approach to their own learners and contexts (Anderson & Shattuck, 2012).

Not only were the theoretical frameworks and pedagogical tools not always interesting or relevant to the context of the educators, there was also a great deal of labour involved in adapting the materials for their contexts. Joy explained her process of adaptation: "There's a bunch of things happening. At the same time, I'm thinking about curriculum. I'm thinking about lesson flow. I'm thinking about succession planning like training other teachers. . . . I'm at the center of that . . . what am I going to do when I'm in front of my students right?"

Sofia also needed to spend time considering the material constraints, assessment framework, and needs of her learners. Based on past lessons, vocabulary and photos were changed to reflect the learning context. She also considered how the materials would physically fit on a handout. “And the reason for 18 signs in mostly, I want to fill in 2 pages. . . . Yeah, we don't have a projector. . . . what I give them or what I show them is not slide. It's just papers, right?” In an educational landscape where Joy and Sofia are giving their unpaid time to this professional learning, the labour involved in thinking through and adapting the materials was significant. While Joy describes this labour as “worth it,” this “immense time commitment” (Mercedes) raised questions for me about the ethics of adding to their labour in contexts where these teachers lack adequate supports (Breshears, 2019).

In addition to these constraints, the researcher role provoked a desire from both Joy and Sofia to be good participants rather than only seeing themselves as knowledgeable collaborators. As the developer of the curriculum framework, the first interview involved long explanations about the theory and links between their struggles and the framework I was proposing. I also developed materials and resources for those interested teachers to explore on their own time, thus moving myself into the role of *teacher educator* (Norton & Early, 2011). This positioning, done out of an impulse to provide support and professional development I know educators are lacking (Ontario Literacy Coalition, 2007), also contributed to a power dynamic. In my interactions with Joy this pushed on her sense of not being a real English language educator, as my certification and position as the researcher validated my professional identity but called hers into question. As she adapted materials for her learners, she was being asked to make connections between knowledge she felt she didn’t fully have access to and the classroom she was working in.

> Really like kind of I maybe had to understand or make the link between what your purpose was and what the language theory. . . what skills you're developing or wanting to develop by the activity that you created and how like I had to kind of wrap my head

> around like the activity, because. . . I've had lots of experience teaching ESL, but I didn't take my TESL [teacher certification]. (Joy)

For Sofia, adapting the dialogues ultimately resulted in “unlocking” student potential. However, Sofia felt pulled between wanting to be a good participant and the complexities of her classroom. She noted that while my project was primarily interested in her experiences as a teacher of ALLs, most of the learners in her class did not have this designation. “And it turned out that I have only 2 [adult literacy learners] and even in my class there are18 students. . . . Only 2 of them is totally literacy students, and most of them are CLB 1s. And some of them are almost ready for CLB 2.” This added complexity to using the materials I had designed, particularly the dialogues. “With CLB 1 and almost CLB 2 students I have to just use the dialogues. . . which is provided by you. . . but if the literacy students, they basically they cannot . . . go with the dialogues. . . for the other students, they think the dialogue is too easy.” Sofia spent a lot of time and energy trying to make the activity I had designed work for her learners. While this ultimately was a rewarding process for her, this commitment to using activities which at the onset don’t appear to work well for her learners speaks to the power dynamic between myself as the researcher and Sofia as the educator.

Both examples illustrate the complexities of the power dynamic between researcher and educator, despite a methodology (Anderson & Shattuck, 2012) and pedagogical framework (New London Group, 1996) which explicitly sought to create more equality in the collaborative process. Joy and Sofia were able to find opportunities for growth and reflection **and** were constrained by the power dynamics and theoretical framing of my research agenda.

The process of designing this unit of materials together was instrumental in both understanding and reflecting on challenges Joy and Sofia faced in their practices, but also inspired creativity to imagine new ways of responding. We pushed and pulled each other to negotiate between our own individual values, shared values, the research agenda, and their learners and contexts. While exploring collaborative curriculum development was not the expressed aim of the study, it was a source of inspiration and surprise for Joy, Sofia and myself. It was this process of collaboration which gave meaning to the pedagogical activities. As we developed a collaborative relationship, we mirrored the complexities of community building in the classroom. Just as Joy and Sofia found ways to move within the educator-researcher constraints, they also found ways to support the ways their learners wanted to move in the educator-student relationship.

Creating Inclusive Community

"My two literacy students, one of them is Chinese, so I can explain it to her in Chinese. So she knows the meanings in Chinese very clearly, and the other student is from the Syria family. And although she cannot understand what I said in English and she has family. . . [they] explain it to her." This isn't the first time we've talked about the value of the home language for communicating with ALLs. It is a strategy Sofia often used to facilitate a deeper connection to the activities and vocabulary. "That sounds like it was really helpful in them being able to make those connections." I added, anticipating more examples of the ways this practice has been supportive to Sofia as she navigated her conversations with ALLs. Instead, Sofia continued.

> "I had Vietnamese students for two days. And yeah, because . . . he didn't understand Chinese, and I can't explain things to him. And because he's like 60 or 70 years old, he's not very good at using Google Translate. Just for this two days I was struggling to ask him one question, which is which name would you like me to call you? But I didn't

make myself clear, even with Google Translate. And then the student just disappeared. Yeah. And I felt so, I felt so sorry, or what a failure I am." (Sofia)

The word failure hung in the air between us, I remembered this had happened before. In our previous conversation, Sofia had shared about another student who attended class for three days in the afternoon. Sofia mused after the student dropped the class. "I was reminded again that if I speak Chinese too much, especially when. . . there's student who don't speak Chinese, they will feel excluded, and they will finally drop off."

She paused. "And I'm not sure if this the reason that she dropped off. . . Not sure if it's because I at that time I just started teaching. I didn't realize this issue. . . . I just don't know if I make her feel excluded. . . . And I've also had Chinese students who said they've been to a class before, and the teacher doesn't speak Chinese, and they just they don't want to be there."

Sofia's experience highlights a critical reality for many educators of ALLs: the complexity of creating inclusive communities. As noted in Figure 3, Sofia, Joy and I all shared a core desire for our classrooms to be places of community. As a multilingual educator, Sofia found herself caught navigating tensions between learners with different needs. However, Sofia also works in LINC, a program whose policies focus more on assimilating migrants rather than promoting diversity and changing alongside the people they support (Guo, 2013). While there are suggestions in the curriculum for bringing additional languages into the classroom (Centre for Canadian Language Benchmarks, 2016), this overarching policy context is an important backdrop to Sofia's feelings of failure. As educators who valued inclusive classroom communities, Joy and Sofia returned often to the question of how to align their teaching with these values, even in teaching contexts where policies made this more difficult. For both educators, relevant tasks and multimodality became strategic supports for building community, in conversation with the tensions and policy structures of their contexts. In the following sections, I explore how educators came to define a relevant task and explore how multimodality impacted creativity and community building. These two practices for building community were the ‘how’ of community, making space for Joy and Sofia to enact their own values and respond to learners’ goals.

Community Through Relevant Tasks

The concept of a relevant task was familiar to Joy and Sofia because of their work in EAL education, as well as their experiences with the Canadian Language Benchmarks curriculum (Centre for Canadian Language Benchmarks, 2016). However, for Joy and Sofia, this term acted as a vessel to explore the intersection of multiliteracies theory in their pedagogical practice. Through our collaborative curriculum development, three key components were constructed as central to a *relevant task*. A relevant task aligned with learners' goals (present and future), was adaptable for multilevel classrooms with both ALLs and non-ALLs, and could be structured as routines for repetition.

First, relevant tasks were “real world” (Joy) and the *literacy object* (Brandt & Clinton, 2002) around which community building could be organized. “I think these materials 100% bring in the real world relevant piece to the classroom. . . . Or these tasks are what we can become a community around. If that makes sense, it's like a common goal. So, we all have these forms in common” (Joy). In co-creating the materials, both Joy and Sofia emphasized and gave feedback on how related activities or tasks were to learners’ needs or goals. In discussing what was working in Sofia’s classroom prior to developing the unit, she described the importance of centering tasks on learners’ daily lives and needs. “It's really useful for their daily lives, because they just tell me they don't know how to recognize the Canadian money, and when they go to the shop they just like let's put a whole bunch of money and say you choose" (Sofia). Sofia was attuned to a shared experience for her learners: not being able to count or read Canadian change. Joy and Sofia's attunement to their learners contributed to the co-creation of the unit and also ensured the unit felt practically useful for their learners. For Joy, this involved stories rooted in and related to the realities of her learners. "So this I really liked. How you have this story, right? It's got, it's real-life context which we know that our learners thrive in that. . . It makes more sense for us to have relevant tasks, right?" (Joy).

Relevant tasks not only considered learners' goals, needs and common experiences, but also were adaptable to the diversity of literacies in their classrooms. Differentiated instruction was a significant challenge for both educators, and relevant tasks needed to adapt to these differences. A central component of Joy's unit was focused on developing skills for filling out an inmate request form. "There's a lot of room for conversation and debate, and getting their point across while being able, while addressing the fact that some people might not be able to fill out a form where filling out the form might be easy for someone" (Joy). In working with learners on a daily vocabulary development activity where they matched symbols with pictures, Sofia also noticed the importance of adaptability for relevant tasks.

> The other students like it, too. But if I have only literacy students, I will spend like week a week, a whole week to do the real picture and the symbols. . . But yeah, with the other students you have to add dialogue (Sofia).

Relevant tasks not only responded to learners' real worlds, but also considered the reality of their classrooms. This meant the range in literacies and levels were not deficits, but opportunities for pedagogical flexibility.

Finally, relevant tasks provide a foundation for classroom routines and structures. Both Sofia and Joy reflected on the necessity of routines, while also considering ways to accommodate learners' preferences.

> I think repetition is necessary. And it works. . . repetition works for low level students especially and for. . . higher level students, they, I think they do not hate it, but I cannot do it too much (Sofia).

> And I think also, like what you're saying, like the difficulty about differentiating instruction, like this provides a foundation to do that. So, if there are some students who don't want to repeat the activities, but then there are some who do. . . Then I have that option of dividing the class into two groups and say, 'Okay, well, you do that, and we're going to do this for a minute.' (Joy)

Rather than routines and structures limiting these educators, routines opened up possibilities to provide more choice and autonomy for all learners, regardless of their skills.

For these educators a relevant task was central to enacting community building in their classrooms. Rather than seeing community as something inherent to gathering people together, both educators understood the need for shared goals and experiences to connect with their learners. Relevant tasks were oriented to learners' goals, adaptable, and able to be implemented as routines allowing these educators to find tasks to "become a community around." (Joy)

Community Through Multimodal Tasks

However, community building didn't just occur through relevant tasks. To the surprise of both Joy and Sofia, multimodal tasks contributed to joyful learning, supported differentiated instruction, and allowed for connections between traditional literacy and learners' real worlds.

Part of the collaborative curriculum development process included developing multimodal tasks. Both Joy and Sofia had indicated the particular value of photos in supporting ALLs in their contexts. For Joy, the development of a picture narrative task led to an *aha* moment of joy in her own practice. “I’m pretty excited about the picture narrative task,” she told me.

> I just didn't really know how to deal or do picture narrative tasks. I don't know how to create them. I don't really know. . . . I haven't really understood how to incorporate them into a lesson other than give it to the student. And then the student kind of looks at me like, what do I do with this right? So that task for me was a huge learning piece. And now that I understand how you can use these kinds of tasks with literacy learners, I will be doing it all the time. Because that actually is my favorite part. I'm like, okay, this is wicked. (Joy)

For Sofia, a community sign creation activity was filled with joy and surprise for her and her learners. “I also found they enjoyed [making] community signs. It includes pictures right? And I didn't expect that we enjoy so much” (Sofia). She remarked that “they just spend maybe half an hour, or even an hour to make it perfect, and I suggested to add some colors. . . For the. . . only one student who's not willing to do it. No colors. I just draw it like I said. . . But still yes, still she accomplished the task” (Sofia). This realization about the amount of joy she and her learners experienced through a multimodal activity was a notable surprise in her experience implementing the curriculum. “This is and the enjoyment, yeah, how many of them, or how most of them enjoy the joy. Joy! It's yeah. It's a surprise for me, too.”

This joy wasn’t the only benefit of multimodal assignments. Traditional EAL classrooms focus on four skills: reading, writing, speaking and listening (Centre for Canadian Language

Benchmarks, 2016). However, for literacy classrooms reading and writing is particularly emphasized contributing to the shame ALLs experience (Crowther & Tett, 2011; Ontario Literacy Coalition, 2007). Joy and Sofia both noted ALLs often have strong oral literacies and multimodal assignments are an opportunity for them to “shine”.

> So some of my literacy learners speak and understand English better than my non-literacy learner. . . . So they that's where they shine right. . . . And so that's where I think the group will really kind of come together (Joy).

In a world where schooled literacies measure ALLs and find them lacking (O’Brien, 2018; Papen, 2005; Crowther & Tett, 2011), multimodal activities provided opportunities for all learners to build community outside the hierarchy of skilled/unskilled. Sofia also shifted to speaking about enjoyment across skills levels, rather than discussing lower level and higher level learners when sharing about the multimodal assessment.

> Yes, yes, and no matter what their levels are. You know that. You know that. . . in my class there are literacy students and level one students, and they're almost ready to be level two students and all of them enjoying it. Oh, except the one except one. But that's okay, right? That's what I expect was, no one will like to draw something, but it's like 99% of them like to draw it. (Sofia)

This shift towards assessing based on enjoyment and time spent on the activity (Sofia) or how an activity gives learners an opportunity to “shine” (Joy) denotes a subtle but important shift in discourse. The infantilization of ALLs which focuses exclusively on their needs and deficits as *needy problem children* is a dominant narrative in research and policy (Belzer & Pickard, 2015). Even the *L* designation, intended to ensure additional supports are provided, instead communicates to learners their lack of knowledge, skills, and belonging in school (Crowther & Tett, 2011). These multimodal activities provided options for supporting ALLs without singling them out for intervention. However, it also prompted a subtle shift in how Joy and Sofia spoke about ALLs, not as *needy problem children* but as *shining, skilled, and joyful.*

Finally, both educators found multimodal activities allowed for their learners to connect to grammatical forms or traditional literacy skills in more meaningful ways. For Joy, in adapting these materials to independent or online learning, she commented that filling out a form was important, “but I don't want the discussion piece to go away, because that's where pretty much the gold is.” In her case, the picture narrative task was a prompt to engage in discussion, debate and allow her adult literacy learners to “shine” in ways that would motivate them through the tedium of filling out a government form.

> That's where the solid, the willingness is going to come from. That's where the engagement and the motivation is going to come from for actually putting the capitals in the right place. Or putting the correct information in the correct in the right place, calling a staff member by the correct title and understanding what that is, and why it's important and the difference between formal and informal and in corrections. (Joy)

Through the “gold” of multimodal entry points, Joy was able to establish a connection between *why* and *how* to support learners in building English language skills which were meaningful to their lives and experiences.

Sofia’s multimodal task was built slowly over four weeks. To connect learners’ class learning to the real world, Sofia asked learners to go into their communities and take photos of signs they saw. One learner brought a photograph into class which she couldn’t read and shared it with the class so they could help her understand what she saw. Sofia recognized the problem. “You know, for most of the signs and on the street they are all in capital letters. right? They're all in capital letters, but students are used to all in small letters or all letters in lowercase” (Sofia). After this realization, Sofia shifted her assessment practices to include this as a feature on signs they created as an assessment. “In the assignment on the fourth week which is create sign, I ask them. I asked them deliberately to write all in capital letters.” Not only did it raise her learners’ consciousness about the differences between uppercase and lowercase letters, but Sofia refined her assessment practices to reflect shared learning, as she hadn’t realized this was true about signs in Canada until this learner brought it to her attention.

Playing with multimodal tasks was a joyful surprise for both Joy and Sofia. Both educators firmly believed in the importance of relevant tasks prior to collaborating on this project and emphasized it as an important element in the design of the materials. However, integrating multimodal activities into classrooms predominantly focused on reading and writing was new. The joy, flexibility for differentiated instruction, and ability to connect to schooled literacies in new ways provoked subtle shifts in Joy and Sofia’s descriptions of their learners.

Pedagogical Flexibility: Multimodal, Relevant Tasks

Multimodal and relevant tasks were and are not strict recommendations or pedagogical prescriptions for educators supporting ALLs. What Joy and Sofia invited me to experience with them was a sense of the movement, flexibility, and adaptation needed to navigate their unique pedagogical contexts. To be worth the effort and time it took for Joy and Sofia to implement and think through this curriculum framework, it needed to respond to their deeper reasons for teaching and to support connection between them and their learners. Relationship remained at the center of their work. Through multimodal and relevant tasks, we were afforded a different set of lenses. This helped us to imagine different possibilities for how our classrooms, learners, and selves might work and play at school. Continually, we returned to questions about how it was possible, or not, to build classroom communities where ALLs could belong. Multimodal, relevant tasks were the *with-what* (Baroutsis & Woods, 2019) of our practice which both responded to our imaginings and reformed them. In the end, Joy and Sofia found themselves talking differently about the learners they supported, poignantly speaking to the systems of instruction which see only *needy problem children* (Belzer & Pickard, 2015). “Just don't underestimate them [ALLs]. They have the ability to create something.” For learners who so often are framed by what they are not or cannot do, this insight speaks to the need to transform not just our ways of practicing, but our ways of seeing.

Revisiting the Curriculum as a Literacy Object

Throughout this section, I have outlined how collaborative curriculum development and pedagogical possibilities created room for Joy and Sofia to negotiate between the varied, complex, and sometimes competing needs in their classrooms. This unit of materials is as socially embedded as the *ESL for ALL* curriculum (Centre for Canadian Language Benchmarks, 2016) as they were developed in relation to the curriculum, educators’ contexts, and learners. In (re)viewing the materials as a *literacy object* (Brandt & Clinton, 2002), I respond to the research question, around how adult language and literacy educators are impacted by a multiliteracies-informed curriculum, to see the impact of these materials on us as co-designers. This reflects both the iterative nature of DBR (Anderson & Shattuck, 2012), and a desire to avoid falling into “assemblages of literacies and languages education that assume and ‘overclaim’ their capacity to make a difference” (Toohey et al., 2020, p. 2). In the following section, I will highlight how these materials define literacy and how these definitions moved as we moved through the process. Definitions of *literacy* were reshaped around these educators' values, needs, opportunities and constraints.

Defining Literacy According to this Curriculum

Multiliteracies theory understands literacy as more than reading and writing (New London Group, 1996). Despite this theoretical orientation, it is clear this unit of materials is informed by multiliteracies theory, rather than reformed by it, due to the systemic constraints which prioritize reading and writing literacies as *the* literacy (Street, 2005).

The assessments created for both Joy and Sofia were formed around reading and writing literacies. Together, Sofia and I created two assessments: one assessment which focused on reading park signs and the other on creating a park sign of their own (see Appendix A). These were both multimodal; however, the assessment criteria predominantly evaluated reading and writing skills to stay in alignment with the curriculum. The assessment designed for Joy's classroom involved supporting ALLs in filling out a form relevant to their daily needs in the correctional facility (see Appendix A). Each week learners were evaluated on a new section of the form with the aim to complete a full form by the end of a month. While certainly a relevant task, and scaffolded with multimodal activities, the core assessment criteria were reading and writing focused. For Joy, the level of detail and scaffolding in these materials changed how she had been thinking about teaching this literacy skill. Previously a form with blank spaces or mistakes was considered "good enough if I can get the point across good enough, or if I can get you know what I need," to align with her learners' perspectives. In reviewing these materials, she found herself wondering, "does that understanding of those words or terms actually translate to being able to fill in the form correctly?"

> And I'm looking at you know the point is at the end to be able to fill in the to and the form sections correctly, and also identify grammatical or like mistakes that are in a form that are filled out. . . . it's easy for me to sort of say, yeah, okay, good enough. They're getting what they need. Let's just move on. But really, when I started to look at the activities as a whole I started to see that, you know what, they do make these mistakes. (Joy)

Joy, who had previously understood filling out a form as *good enough* if it got learners what they needed, now saw the mistakes. Just as multimodal assignments shifted Joy and Sofia's perspectives to see ALLs as *joyful* and *skilled*, this writing assessment shifted Joy's focus away from the purpose of the task (getting something they needed *by way* of a form) and onto filling out a form correctly for its own sake. *Literacy* as a skill rather than a socially embedded practice remained a felt presence any time we designed, discussed, or considered how to support ALLs with their reading and writing.

Sofia similarly navigated this definition of literacy in her pedagogical practice. She shared the difficulty she had in convincing her ALLs to develop their writing. "But yeah, they don't like reading and they don't like writing." With a colleague, she found connecting writing to their real worlds and experiences helped to increase their desire to write; however, she understood teaching writing as non-negotiable given a curriculum framework which requires all four skills (speaking, listening, reading and writing). Even as adult learners with accurate knowledge of their own needs and goals (Belzer, 2022), Sofia's learners couldn't just opt out of writing.

Through juxtaposing Joy and Sofia's experiences, I want to illustrate the complexity of how this unit of materials may impact adult literacy and language educators. Sofia's curriculum context made teaching writing necessary, therefore guiding what assessment criteria and skills we considered in designing the unit. Joy's experience illustrated how this unit of materials, similarly developed for a program focused on reading and writing skills, unintentionally shifted focus back to literacy as a skill, despite being designed from a multiliteracies perspectives. The place for which it was designed shaped it as much as the theoretical framing from which it was designed. A definition of literacy rooted in skills and competencies couldn't be uprooted by one unit of materials. While in some ways it challenged existing framings of literacy through multimodal and relevant tasks, it was still situated within policies, curriculum, and systems which saw literacy as a skill for employability and assimilation (Gao, 2013) rather than well-being.

Professional Learning in this Curriculum

A *literacy object* extends beyond the literacy event (Brandt & Clinton, 2002). In understanding the impacts of this unit of materials on Joy and Sofia, I consider not only the ways autonomous definitions of literacy were both recreated and challenged, but also the impact on their professional learning. My own experiences and the literature suggest a lack of paid professional development and materials which are appropriate for adult literacy learners (Ontario Literacy Coalition, 2007). Sofia's experiences mirror this with her main challenges being access to materials and the "mixture of students." For Joy, she felt the problem was one of organization. With too many materials, resources, webinars, and training to attend she felt it was difficult to "prioritize which things I want to participate in or engage with." For both educators, professional learning was mostly unpaid and on their own time.

My approach to professional learning in this project was to provide information. I developed a teacher's guide, companion video, and shared for 15-20 minutes in the first interview about the theoretical framing for this project. I thought building bridges between theory and practice meant providing information to support theory and a unit plan to demonstrate the *how* to implement the theory. Instead, Joy and Sofia took away new knowledge, not from reading a teacher's guide but from moving between the curriculum document and the lived curriculum in their classrooms. This is what created insights for Joy about the power of relevant tasks for forming community and being the basis for independence and self-advocacy, while for Sofia it resulted in a new way of seeing the role of creativity in adult literacy and language education.

> Just. . . don't refuse or don't try to refuse any kind of creative activity with students, right? Even if they're even if their literacy level, they can create something like the picture and make it perfect (Sofia).

By responding to a set of materials originating outside of their contexts and experiences, theoretical questions emerged for Joy and Sofia as they moved between theory and practice.

> How am I going to adapt this, as I have students coming and going? (Joy)
>
> Mercedes: But it sounds like what you've done is kind of said like. . . what [does] success look like for these students? How do I help them be successful at this task?
>
> Sofia: Yes, yes!

This unit of materials were not just a set of texts for Joy and Sofia to learn from but rather a provocation for questions these materials couldn't answer.

Summary of Findings

The collaborative process of designing multiliteracies-informed materials with Joy and Sofia is riddled with complexities, tensions, and surprises. Working collaboratively to design the curriculum allowed Joy and Sofia to feel more supported in adapting to the challenges of differentiated instruction and creatively respond to challenges in new ways. At the same time, this collaborative research was fraught with constraints related to my research agenda and the educator-researcher dynamics.

Similarly, multimodal and relevant tasks were pedagogical strategies which stretched our collective imagination about who ALLs were and what was possible for them. In (re)viewing the unit of materials as a literacy object, I looked again at the pedagogical possibilities and found autonomous definitions of literacy both present in and perpetuated by this unit of materials (Street, 2005). This unit of materials provoked theoretical questions through the process of bringing the curriculum into Joy and Sofia's classrooms.

What elements of this unit of materials were most impactful for Joy and Sofia? In weaving between known and new (Cope & Kalantzis, 2009), it appears "language and literacies education is not about designing 'better' curricula or 'good teaching strategies'"(Toohey et al., 2020, p. 6). Instead, Joy, Sofia and myself were most impacted by weaving back and forth between the tensions and joys we were holding (Cope & Kalantzis, 2009).

Chapter 6: Discussion

Multimodal relevant tasks and collaborative curriculum development are central impacts of this unit of multiliteracies-informed materials. These elements are in relation to the systems, structures, and complexities of collaborative research which make messy (Kelly, 2009) attempts at simple answers to the questions these educators posed about their practices. To deepen these insights, I frame this discussion around the following two themes. First, I will present how literacy is defined, not as one approach or way of seeing but as “multiple literate understandings” (Andrew, 2011, p. 220). This will explore how literacy has been defined variously through this project as skill, community, and object. The other theme will explore how this project navigated the integration of theory and practice. Through exploring the educators’ relationships to collaborative curriculum design and multimodal, relevant tasks I share this working out of theory through practice which elicited unintended surprises and tensions for Joy and Sofia. Through exploring theory-practice and various definitions of literacy, I aim to expand upon the insights of Joy and Sofia to build new possibilities for ALLs’ literacy futures.

Literacy Defined in/as Community

An orienting tension described throughout this project has been how literacy is understood and how this shapes and reshapes curriculum. Joy struggled to see herself as a real ESL teacher without the certification, and Sofia navigated feelings of failure in her desire to use her linguistic resources to support her learners without others feeling excluded. These feelings of failure come from *responsibilization* (Davies & Gannon, 2006), a process of placing the responsibility for professional learning on educators without acknowledging the constraints of the system they exist in. Joy and Sofia’s definitions of literacy were a site for both playful movement and deep frustration. Here, I will draw linkages between how literacy is defined in the broader curriculum, this unit of materials, and in our own experiences as educators. Through these linkages, I hope to illustrate a moving definition of literacy which responds to the unpredictability of classroom events (Waterhouse, 2020).

Literacy as a Skill

Low-literacy in public discourse has long been defined in terms of its impact on the economy and preached as a danger to society (Bartlett, 2007; Walker & Rubenson, 2013). This has resulted in policies rooted in *solving the literacy problem* (Street, 2017). The curriculum documents guiding Joy and Sofia's pedagogical choices are no exception to this rule. Adult literacy curriculum in Canada are rooted in either Skills for Success (Ontario Ministry of Colleges and Universities, 2018) or the *ESL for ALL* (Centre for Canadian Language Benchmarks, 2016) both of which frame and understand literacy as a skill to be developed for the purpose of employability or integration in Canadian society (Gao, 2013; Smythe, 2015). This view of literacy leads to narratives about low-literacy learners as *needy problem children* (Belzer & Pickard, 2015) and results in labels for learners which increase their sense of shame and overwhelm (Crowther & Tett, 2011).

Joy and Sofia are teaching in multilevel classrooms with little paid professional development, and an expectation that teaching literacy skills will lead to transformation (Breshears, 2019; Huang, 2022). When Joy and Sofia expressed a sense of personal responsibility for their lack of training or difficulties in meeting learners' needs, I wondered about whether these expectations were reasonable given their educational contexts. Rappel (2015) noted literacy educators are "more interested in the intrinsic value of work" (p. 320) and understand their occupations as vocations. While both educators voiced frustrations about elements of their role (for Joy the lack of control and training, for Sofia incorporating multilingualism and differentiated instruction), these frustrations were seldom directed outward, to systems or learners. These frustrations coexisted with a deep appreciation for their places of employment, colleagues, professional learning communities, and learners. Rather than laying the blame on learners, colleagues or employment conditions, Joy and Sofia blamed themselves for not having the resources they needed to support their learners. If literacy is an individual skill (Gao, 2013), failing to successfully progress through these skills became a problem of Joy and Sofia's teaching strategies. They assumed struggles to learn literacy skills were a problem to be solved by better teaching, blaming themselves rather than the *literacy as skill* system which creates barriers for their learners (Ade-Ojo & Duckworth, 2019, Katz, 1997; Bloome & Greene, 2015). To resist blaming learners meant blaming themselves.

Despite the way *literacy as a skill* focuses blame on educators and learners, it is undeniable Joy and Sofia also found ways to respond to this definition in learner and relationally centered ways. Both educators talked extensively about the need to orient both this unit of materials and their curriculum more broadly to the lives, contexts and needs of their learners. Whether filling out forms for their daily needs, understanding street signs in their communities, or preparing them for future employment, the *real-world relevancy* of tasks both aligned with the *literacy as skills* definition in the curriculum, and their own values and perceptions of learners' needs. Despite curriculum and policy contexts largely contributing to a limited and subtractive view of literacy (Brandt & Clinton, 2002; Gao, 2013), these are pedagogical moments of agency. Joy and Sofia valued literacy skills which allowed for them to more deeply connect to their learners' lives and worlds to "develop a deep sense of belonging with one another, and where all their languages are valuable and beautiful," (Harvey-Torres, 2023, p. 4). In those pedagogical moments, literacy was a skill, but a skill to connect with and support ALLs in meeting their daily needs or future goals.

Literacy as Object

More than a skill, Joy and Sofia's experiences of exploring multiliteracies-informed materials involved the *literacy object* of this curriculum (Brandt & Clinton, 2002). This unit of materials was a site for creating shared meaning so there was "no confusion about what the two of you are doing" (Brandt & Clinton, 2002, p. 345). Literacy as a skill focuses on the importance of developing competencies for future or present needs (Centre for Canadian Language Benchmarks, 2016). Literacy as an object considers this unit of materials as an actor which both developed in relation to Joy and Sofia's educational contexts and flew in from contexts beyond them (Brandt & Clinton, 2002). In taking this view, I found this unit of materials was still formed in relation to the broader curriculum and contributed to a focus on correctness over function for Joy. Given that part of the design of materials was formed around the curriculum requirements of the Canadian Language Benchmarks (Centre for Canadian Language Benchmarks, 2016), this is unsurprising. This unit of materials was informed by multiliteracies theory, but still exists within a literacy paradigm focused on the acquisition of skills for employment and assimilation into Canadian society (Gao, 2013). Furthermore, this unit of materials involved assessments focused on reading and writing literacies which are components of the broader curriculum (Centre for Canadian Language Benchmarks, 2016). This unit of materials was developed to fit a curriculum which "arrives from other places- infiltrating, disjointing and displacing local life" (Brandt & Clinton, 2002, p. 343). It was also developed to be socially situated and local to the needs and experiences of Joy and Sofia. Both things are important to hold together, for they explain the complexity of the impacts of this unit of materials. There were spaces for creativity, movement and flexibility at the same time as there were constraints, power, and difficulties pushing back against *literacy as skill*. It is this *both/and* (Davies & Gannon, 2006) which illuminates why I must resist the desire to promise more than can be delivered by these interventions. To assume offering professional development and materials to educators will improve language and literacy education as a whole takes an individual view of a systemic issue (Van Viegan, 2020). What this way of seeing offers is not a promise of a particular way of teaching or curriculum design to solve our problems, but a way of thinking alongside curriculum design and development to explore the complex layers involved in seeing ALLs as *joyful, skilled* and *literate agents* in their learning.

Literacy as Community

At the same time, this unit of materials was designed from a broader perspective of literacy rooted in multiliteracies theory (New London Group, 1996) and the socially embedded nature of literacy practices (Street, 2005; Street, 2017). Joy and Sofia wanted not just to help learners develop skills to support needs and employability, but *their learners' specific* needs and goals in the present and future. These educators couldn't understand the purpose of developing decontextualized literacy skills, even for themselves. Joy needed to "make the link" between my research questions and purposes and the theory to feel confident adapting the materials. Sofia's realization about the importance of "patience to wait for the result" was evidence of how teaching literacies for her was a process, rather than product-oriented understanding of her role. While policy makers frame literacy as an individual pursuit of needed skills (Gao, 2013; Crowther & Tett, 2011), Joy and Sofia found literacy was defined iteratively and collaboratively in community. Literacies were both a skill for connecting to community and a practice to be defined and redefined within the community. For example, while reading and writing were skills their learners both wanted and were required to learn (Lorimer Leonard & Gear, 2021; Pettitt & Tarone, 2015; Benseman, 2014), they found multimodal activities brought joy, creativity, and connection they hadn't expected. Rather than remaining rooted in one definition of literacy (skills or social practice), their definition of literacy moved to stay as connected to the lives of learners as possible. In speaking about literacy learning outcomes, Joy notes "it's very clear that not everyone is going to learn certain things. There are so many reasons." For her part, Sofia valued literacy as "useful for their daily lives." These definitions hold within them both an orientation to literacy as a learned skill *and* a deep and nuanced understanding of the impacts of learners lives on their literacy learning (Street, 2017; Andrew, 2011). Multimodal, relevant tasks are *literacy desirings* (Gutshall Rucker & Kuby, 2020, p. 23), not filling a gap in professional development and materials (Ontario Literacy Coalition, 2007), but a way to imagine different literacy futures (Gutshall Rucker & Kuby, 2020). For Joy and Sofia, community is the beginnings of their *literacy desirings*, the place from which their pedagogy grows and negotiates with the systems and structures which constrain them.

Returning to Joy and Sofia's experiences of doubt about their professional roles and desires, I see the ways they are constrained by systems which seek one categorical definition of *literacy as skill.* In using her own linguistic literacies to support her learners, Sofia wonders if this negatively impacts some learners. Joy too wonders about her own professional identity as an English language instructor without the credentials to orient her practice. I wonder what literacy futures are possible if English-only classrooms were a thing of the past, and credentials weren't the measure of professional learning. I wonder too about the systems which reinforce both English-only and assimilationist approaches (Gao, 2013) and which underfund and devalue the professional knowledge of educators with low-pay and few paid professional development opportunities (Breshears, 2019; Ontario Literacy Coalition, 2007). And yet, I see the movement Joy and Sofia made to center their learners and find pedagogical movement to (re)define literacies in and with their communities.

Theory in Practice: Moving with Collaborative Curriculum Development and Multimodal, Relevant Tasks

The activities co-developed with Joy and Sofia are not intended to be prescriptions for all contexts, at all times, with all learners (such a mission would land me firmly back into *literacy as skill* territory). At the same time, theory and practice are "mutually constitutive," (Gutshall Rucker & Kuby, 2020). In this section I will explore two such mutually constitutive elements of theory-practice which are situated within the broader systems described above but which also have real implications for educators who need to answer the question, "what will I do in class tomorrow?" Collaborative curriculum development and multimodal, relevant tasks were zones of agency and creativity as Joy and Sofia navigated tensions and challenges. To exist in systems where literacy was only a skill, Joy and Sofia needed an opportunity to practice and find spaces for agency and community-creation (Ticknor, 2013).

Collaborative Curriculum Development

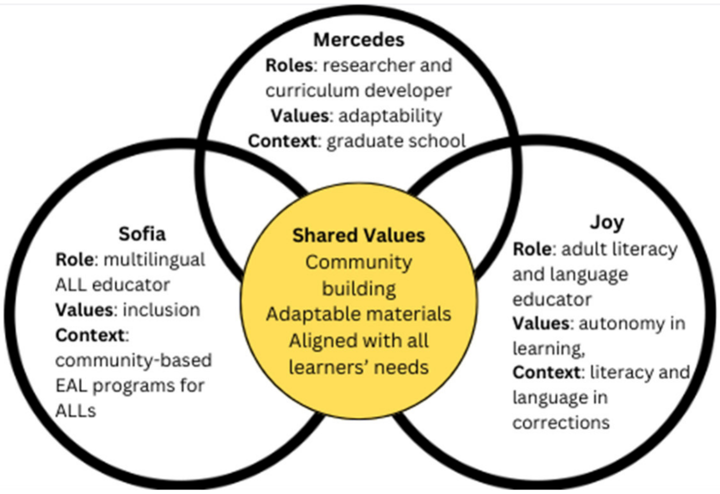
The curriculum development process is a social one, and when experienced collaboratively leads to educators knowing themselves more deeply (Voogt et al., 2019). Working with Joy and Sofia opened up ways of seeing my own values (see Figure 3) and understanding the relationship between these values and pedagogical intervention. With a serious lack of professional learning and resources (Ontario Literacy Coalition, 2007; Ozanne et al., 2005; Ranta & Zavialova, 2022), Joy, Sofia and I all shared and wondered together about how to support adult literacy learners. Through collaborative curriculum design, we were able to negotiate between our experiential knowledge and theoretical principles (Deketelaere & Kelchtermans, 1996) to create bridges between our individual values, shared values, and (multiliteracies) theory. Voogt et al. (2015) suggest that educator's agency in collaborative curriculum development is shaped by their existing orientations. Joy and Sofia experienced agency when they could see literacies or activities as opportunities for community and connection rather than the binary of skilled/unskilled. Literacies were places to "become a community around" (Joy) and "create something" (Sofia). As Sofia adapted the dialogue activity, or Joy highlighted the need for independent learning, both educators worked as curriculum-makers (Deketelaere & Kelchtermans, 1996; Voogt et al., 2019) to align their educational contexts and curriculum with learners' needs and values. When multiliteracies theory and task repetition provided spaces for us to enact value-aligned curriculum, they recognized theory as valuable for supporting what "I didn't know I needed" (Joy).

Feelings of joy and tension coexisted in the collaborative curriculum development process. For both educators, having a partner to build curriculum with allowed them to try something they'd never tried (paraphrase from Sofia) and avoid getting stuck doing the same thing "over and over again" (Joy). It opened new ways of responding to the challenges of differentiated instruction and offered professional learning through the process of curriculum design and implementation. In an educational landscape with few materials and little professional development specifically designed for adult literacy and language educators (Ontario Literacy Coalition, 2007; Breshears, 2019), this was valuable for reimagining challenges as solutions (Zeivots et al., 2024). Sofia scaffolded the dialogues and realized it could be made to fit the needs of all her learners, whatever their literacy levels. Joy thought deeply about how to scaffold learners for independent, online, and collaborative work to ensure choice for learners. Without our negotiation and collaboration, the resulting materials would not have addressed their concerns about differentiated instruction (their contributions) or considered multiliteracies theory and multimodality as a support for this challenge (my contributions). This aligns with the literature suggesting collaborative curriculum design promotes greater creativity for educators in responding to their contexts and learners (Drits-Esser & Stark, 2021; Zeivots et al., 2024; Crites & Rye, 2020; You & Craig, 2015).

At the same time, the researcher-educator dynamic produced tensions in how educators felt they could push back on the prescribed curriculum. As the researcher, I took up a teacher educator role through creating professional development materials and sharing knowledge of theory Joy and Sofia didn't share. While neither Joy nor Sofia talked about this power imbalance, it showed up in their desire to make activities work or in the ways they invalidated their own contributions to the process. Norton & Early (2011) point out how "teachers often perceive that their own histories and experiences are irrelevant to teaching and research. We found this perception to be particularly common with teachers who have few material resources and a history of inequity at institutional and national levels" (p. 433). Adult literacy and language educators certainly fit within this category, as educators who have few material resources and experience institutional and national inequity (Breshears, 2019; Gao, 2013, Ontario Literacy Coalition, 2007; Huang, 2022). This speaks to the inherent messiness of design-based and collaborative research (Kelly, 2004). It asks both educators and researchers to become vulnerable, and as a result see learning processes in new ways (Leibowitz et al., 2010; Drits-Esser & Stark, 2021).

Figure 3

Unique Contributions and Shared Values- revisited


Mercedes
Roles: researcher and curriculum developer
Values: adaptability
Context: graduate school
Sofia
Role: multilingual ALL educator
Values: inclusion
Context: community-based EAL programs for ALLs
Shared Values
Community building
Adaptable materials
Aligned with all learners' needs
Joy
Role: adult literacy and language educator
Values: autonomy in learning,
Context: literacy and language in corrections

Collaborative curriculum development was a *how* of understanding multiliteracies theory in practice. Without learning ourselves how to negotiate between the prescribed activity and our practice, an experience mirroring what we ask of our ALLs, we would have been more limited in our ways of seeing (Leibowitz et al., 2010). Not only did collaborative curriculum development provide opportunities for negotiation between shared values and multiliteracies theory, it also allowed for greater creativity in addressing challenges and tension. In each other, we found ways to reflect on how we found agency through building our connection with learners and classroom communities (Voogt et al., 2015). Additionally, we became *curriculum-makers* (Deketelaere & Kelchtermans, 1996; Voogt et al., 2019), making and re-making our curriculum through an iterative process we explored together. In the end we created what we couldn't have created alone (Zeivots et al., 2024). What we created together was more than a multiliteracies-informed curriculum. It was something which moved between our values, goals, curricula, structures and learners.

Multimodal, Relevant Tasks

In addition to collaborative curriculum development, multimodal and relevant tasks were *literacy desirings* (Gutshall Rucker & Kuby, 2020) to provoke questions about what these educators imagined as the literacy futures for their learners, ones where they could “shine” (Joy) and “enjoy” (Sofia) their literacy experiences. While reading and writing are the goals of traditional literacy programs (Centre for Canadian Language Benchmarks, 2016), multimodal, relevant tasks suggested a future for literacies rooted in the needs, goals, and *dreams* of adult literacy learners. Not only did multimodal activities allow for connection to their communities, Sofia’s experience teaching uppercase and lowercase letters was enhanced by a multimodal approach. This aligns with previous research which suggests both more opportunities for building community and confidence (Kapoyannis, 2019; Burke & Hardware, 2015; Burgess & Rowsell, 2020), and better life-to-text connections (Burgess & Rowsell, 2020; Burke & Hardware 2015; Qaisi, 2021). This was beneficial not just for ALLs but for all learners in the classroom. Since differentiated instruction in multilevel classrooms was of concern for both Joy and Sofia, this was a major source of joy and surprise for both of them. While activities like dialogues and forms required specific scaffolding to support ALLs, multimodal activities could be enjoyable for everyone (paraphrase from Sofia). While there are undeniable challenges in navigating diverse classrooms, multimodality has been shown to benefit all learners (Choi & Yi, 2017) and provoked Joy and Sofia to see and speak differently about their ALLs. Rather than seeing multilevel classrooms and diversity as a challenge to overcome, Joy and Sofia’s experiences with multimodal and relevant tasks allowed for them to see places of connection and strength where their ALLs could “shine” (Joy) and not be “underestimated” (Sofia). Through the process of multimodal curriculum design, they developed greater flexibility and creativity in responding to their learners' needs and their own challenges (Fernandez-Corbacho et al., 2024).

For Joy and Sofia, relevant tasks were built around learners' needs and futures. This allowed them to build classroom routines and choice into their pedagogical practices, both of which reduce overwhelm for ALLs (Ade-Ojo & Duckworth, 2019; Katz, 1997; Altherr Flores, 2021). However, a social practices approach to literacy understands needs and futures as important, but not the only element (Baroutsis & Woods, 2019). Just as Joy and Sofia understand *literacy as skill* and *literacy as community* together, this same framework means *multimodal* and *relevant task* must also be conjoined. A relevant task considers the needs of the learners, their goals and desires in this neoliberal system which values literacy for increasing human capital (Bartlett, 2007). It considers the practical, functional requirements of existing in a system which only values schooled literacies (Ade-Ojo & Duckworth, 2019). However, on its own, relevant tasks don't require educators to move beyond traditional conceptions of literacy to push back on these systems or find their own paths to agency and connection. Making it relevant to learners' needs and experiences is an excellent starting place, but preparing learners for their worlds also involves supporting their well-being, dreams, and hopes for a future beyond the constraints they experience (Gutshall Rucker & Kuby, 2020). Multimodality is one of many approaches to support small shifts in how educators are asked to imagine literacy futures. At first, both Joy and Sofia expressed skepticism about how multimodal activities would work with their learners, and later expressed surprise about how much enjoyment it created in their classrooms. The affective components of multimodality are well-researched (Lim et al., 2022); however, Joy and Sofia's experiences suggest a need to value educators identities, beliefs, and professional background while introducing new approaches (Luguetti et al., 2019; Norton & Early, 2011). These multimodal tasks were supportive to educators and learners because they were both *relevant* and *multimodal*, not one or the other.

Joy and Sofia were able to shift their ways of seeing challenges and learners in their classrooms and this interrupted the supremacy of reading and writing as *the literacy* (New London Group, 1996; Street, 2005). This was done not through uprooting their assessment or institutional constraints but in centering their learners in the curriculum development process (Burke & Hardware, 2015). Both educators expressed surprise and excitement about the pathways multimodal texts opened up to them. Sofia's joy when noticing how deeply her learners enjoyed creating a sign together and Joy's excitement about learning to use a picture narrative task emerged because these educators saw how these activities connected to their students' lives and experiences. They echoed Burgess & Rowsell's (2020) observations about the need for literacy to be formed and developed through tasks where learners could "become a community around" (Joy) a shared experience. ALLs need more from literacy instruction than the ability to read and write (Holloway & Gouthro, 2020). They need literacies which are connecting the literacies they use everyday ("vernacular literacies") to those specific to their schooling environments ("schooled literacies") (Schneider & Daddow, 2017). They also need literacies which allow for classrooms to be spaces of imagination and possibility "beyond the striations of low expectations" (Toohey et al., 2020). Through the (re)design of multimodal texts, Joy and Sofia found themselves reflecting more deeply on their own curriculum development process and expanding to better connect texts in the classroom to learners' contexts (Burke & Hardware, 2015; Sagnier, 2015) in deeper and richer ways (Kapoyannis, 2019). While there is a great deal more work to be done to address the literacy assumptions inherent in multimodal texts (Altherr Flores, 2021; 2017), Joy and Sofia's experiences suggest the process of thinking with relevant, multimodal curriculum design not only enriched their practice but provided opportunities to reimagine adult language and literacy pedagogy and imagine new literacy worlds with their learners.

Limitations

Joy and Sofia’s experiences with this curriculum highlighted the positive impact of collaboration and multiliteracies curriculum to support ALLs. However, there are a number of limitations to this study which should be noted. First, the collaborative process occurred between myself and one other educator at a time. Future research would benefit from exploring other forms of collaborative curriculum development. For example, having instructors work together in focus groups with more regular check-ins about the progress and process of implementation. Second, there were only two interviews: before and after. This project was not able to catch in real time the process of uncertainty and struggle these educators went through as they implemented the materials. Future research would benefit from more regular interviews throughout the process or reflective notes or journals kept by the educators. Third, while task repetition was a key element of the development of these materials, it was not felt as notable for either educator. This may be due to our (my own and the educators’) underlying assumption about the necessity of classroom routines and repeated activities which were already a part of their pedagogical process. What moved to the forefront was the ways collaborative curriculum development and multimodal relevant tasks provoked creativity, adaptability and resistance to deficit ways of seeing ALLs. Future research could explore how and when classroom routines support ALLs and educators in building relationally-focused communities of learning. Finally, this study relies on a body of research not specific to ALLs and their educators. Much of the research on multiliteracies curriculum development, collaborative curriculum development, and task repetition is on adult language learners or English language learners more broadly. Altherr Flores (2017) notes in her work that there are literacy assumptions in multimodal assessments and points to the need for considering how ALLs interpret and process multimodal texts. To develop a unit of materials based on research which isn’t specific to ALLs may perpetuate the status quo in unnoticed or unexpected ways. Future research should examine this curriculum with ALLs to understand how these assumptions impact their learning and experiences in the classroom.

Conclusion

When I reflect on my experiences teaching ALLs like Sara, I resonate with Rebecca Powell's observations about her own practice: "For those and other students, what I offered was a literacy not of hope, but of alienation; not of empowerment, but of control." (Powell, 1999, p. 4). Through developing this unit of materials and hearing about Joy and Sofia's experiences as educators, I began to imagine literacy instruction not rooted in control and alienation but in hope and empowerment for both educators and learners. This was not through prescribing a particular set of pedagogical practices or a way of doing teaching, but through noticing the movement of how literacy is defined and experienced by myself, Joy, Sofia, and their learners. Collaborative curriculum development allowed both Joy and Sofia to build bridges between theory and practice. Through experimenting with multimodal, relevant tasks, educators were able to center their learners and see their strengths and diverse literacies. These were windows for transformation in a system that seeks to control and sanction educators' and learners' time in the classroom (Powell, 1999). This process was fraught with tensions as we collectively moved towards our values in systems built to center employability over community (Gao, 2013). This matters because through discovering creative pathways for seeing their learners in new and more nuanced ways, Joy and Sofia were able to not just imagine but to co-construct new opportunities for connection and community with their learners. At the same time, the implications for pedagogy should be considered with caution. ALLs will continue to face a school system which devalues their literacies and shames them for their failure to measure up (Ade-Ojo & Duckworth, 2019). Plummer (2018) reminds us that "good stories can become our friends, our best friends, trusted and true. Bad stories can become our traumas, our problems, our fears" (p. 55). My co-design work with Joy and Sofia is a reminder that while there are many systemic "bad stories" which are embedded in our curricula and literacy programs, good stories are possible. This study points to the possibilities for imagining ALLs as *joyful, skillful,* and *literate.*

Implications for Practice

Joy and Sofia's experiences align with previous research which suggest educators lack adequate professional development and materials to feel confident teaching ALLs in the reality of their diverse classrooms (Ontario Literacy Coalition, 2007; Ozanne et al., 2005; Ranta & Zavialova, 2022). Our experience with collaborative curriculum development points towards the need for educators to collaborate with each other to develop the materials and professional learning that is missing. Their experiences also suggest multimodal activities and outside the box pedagogical strategies and curriculum may help educators see their learners' strengths and creativity, rather than their deficits. Educators could benefit from incorporating relevant multimodal tasks in their pedagogical practice to support their ALLs, especially in diverse, multilevel classes.

Implications for Theory

This study positioned adult literacy and language educators and researchers as curriculum-makers who enact their values in the design process (Voogt et al., 2019). However, benefits for ALLs may not be realized in an educational system where adult language and literacy educators are often unaware of their agency and its impact on their learners (Powell, 1999) or feel their experiences are irrelevant or unimportant (Norton & Early, 2011). Research needs to attend to both intended and unintended consequences of the educational structures these educators exist within. Educators and researchers should attend to the power dynamics in their own relationships (Norton & Early, 2011) as well as the ways this power moves in educational classrooms to further perpetuate inequality and exclude ALLs and their literacies (Pettitt & Tarone, 2015; Katz, 1997). Only in uncovering how collectively as educators we reinforce and resist these narratives will there be a way forward towards a more equitable experience for all learners.

A literacy of hope (Powell, 1999) is one that acknowledges the complexities, constraints, and futures for all involved. “Every time we explain how a better future might be built, we redraw the boundaries of the possible. We show that the realm of choice available to us is actually quite large” (Steffen, 2015). Adult language and literacy educators and learners need more than schooled literacies of reading and writing, they need a shared language for building community. They need spaces to redraw the boundaries of what is possible and to dream alongside their learners about new literacy futures. Learners like Sara, I now realize, were silenced not only by the educational system but by my own lack of ability to hear and see her literacies. Sara had been speaking all along, and through this work I discovered new opportunities for celebrating the complex realities of adult literacy education and the “power of their own language for transformation” (Powell, 1999, p. 4).

References

Abadzi, H. (2003). *Improving adult literacy outcomes lessons from cognitive research for developing countries*. World Bank.

Ade-Ojo, G. O., & Duckworth, V. (2019). Forms of institutionalised symbolic violence and resistance in the journey of a cohort of adult literacy learners. *International Journal of Educational Research*, *98*, 336–344. https://doi.org/10.1016/j.ijer.2019.08.008

Altherr Flores, J. A. (2017). Social semiotics and multimodal assessment of L2 adult emergent readers from refugee backgrounds. *LESLLA Symposium Proceedings, 12*(1), 9– 31. https://doi.org/10.5281/zenodo.8035875

Altherr Flores, J. A. (2021). The semiotics of writing: How adult L2 learners with emergent literacy make meaning in assessment texts through writing. *Journal of Second Language Writing, 51*, 1-13. https://doi.org/10.1016/j.jslw.2021.100793.

Anderson, T., & Shattuck, J. (2012). Design-Based research: A decade of progress in education research?, *Educational Researcher, 41*(1), 16–25. https://doi.org/10.3102/0013189X11428813

Andrew, M. (2011). “The Real World”: Lived literacy practices and cultural learning from community placement. *The Australian Journal of Language and Literacy*, *34*(2), 219–235. https://doi.org/10.1007/BF03651857

Baroutsis, A., & Woods, A. (2019). Materialities, multiliteracies and makerspaces: Design-based experiments in teacher/researcher collaborations. In N. Kucirkova, J. Rowsell, & G.

Falloon (Eds.), The Routledge international handbook of learning with technology in early childhood (pp. 248–264). Routledge. https://doi.org/10.4324/9781315143040-18

Bartlett, L. (2007). Human capital or human connections? The cultural meanings of education in Brazil. *Teachers College Record (1970)*, *109*(7), 1613–1636. https://doi.org/10.1177/016146810710900708

Beattie, Ellen. (2022). The power of the positive: Enhancing online student engagement for adult literacy learners. *Adult Literacy Education, 4(1),* 20-35. http://doi.org/10.35847/EBeattie.4.1.20

Belzer, A. (2022). Adult literacy learners are (mostly) missing from JAAL: Rethinking adulthood, adult literacy, and doing Antiracist research. *Journal of Adolescent & Adult Literacy*, *65*(4), 281–285. https://doi.org/10.1002/jaal.1213

Belzer, A., & Pickard, A. (2015). From heroic victims to competent comrades: views of adult literacy learners in the research literature. *Adult Education Quarterly*, *65*(3), 250–266. https://doi.org/10.1177/0741713615580015

Benseman, J. (2014). Adult refugee learners with limited literacy: Needs and effective responses. *Refuge*, *30*(1), 93–103. https://doi.org/10.25071/1920-7336.38606

Bhattacharya, K. (2017). *Fundamentals of qualitative research: a practical guide*. Routledge. https://doi.org/10.4324/9781315231747

Bloome, D. & Greene, J. (2015). The social and linguistic turns in studying language and literacy. In J. Rowsell & K. Pahl (Eds.), *The Routledge Handbook of Literacy Studies* (pp. 19-32). Routledge. https://doi.org/10.4324/9781315717647

Bow Valley College. (2025, February 14). *ESL literacy materials design*. Bow Valley College. https://bowvalleycollege.ca/programs-courses/extended-education/courses/centre-for-excellence-in-immigrant-and-intercultural-advancement/tell9201

Brandt, D., & Clinton, K. (2002). Limits of the local: Expanding perspectives on literacy as a social practice. *Journal of Literacy Research, 34*(3), 337–356. https://doi.org/10.1207/s15548430jlr3403_4

Breshears, S. (2019). Precarious work of English language teaching in Canada. *TESL Canada Journal*, *36*(2), 26–47. https://doi.org/10.18806/tesl.v36i2.1312

Burgess, J., & Rowsell, J. (2020). Transcultural-affective flows and multimodal engagements: Reimagining pedagogy and assessment with adult language learners. *Language and Education, 34*(2), 173–191. https://doi.org/10.1080/09500782.2020.1720226

Burgess, J. (2020). Through a lens of affect: multiliteracies, English learners, and resistance. *Discourse (Abingdon, England)*, *41*(5), 799–811. https://doi.org/10.1080/01596306.2020.1769940

Burke, A., & Hardware, S. (2015). Honouring ESL students' lived experiences in school learning with multiliteracies pedagogy. *Language, Culture, and Curriculum, 28*(2), 143–157. https://doi.org/10.1080/07908318.2015.1027214

Centre for Canadian Language Benchmarks. (2016). *ESL for adult literacy students.* Centre for Canadian Language Benchmarks. https://www.language.ca/product/pdf-e-020-clb-esl-for-all/

Centre for Canadian Language Benchmarks. (2019). *PBLA practice guidelines.* Immigration, Refugees and Citizenship Canada.

Centre for Canadian Language Benchmarks. (2025, February 14). *An orientation to the CLB: ESL for ALL.* Centre for Canadian Language Benchmarks. https://www.language.ca/workshopstraining/an-orientation-to-esl-for-all/

Choi, J., & Yi, Y. (2016). Teachers' integration of multimodality into classroom practices for English language learners. *TESOL Journal, 7*(2), 304–327. https://doi.org/10.1002/tesj.204

Citizenship and Immigration Canada. (2013). *National language placement and progression guidelines.* Citizenship and Immigration Canada. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.language.ca/wp-content/uploads/2017/12/National_Placement_Guidelines_2014-1.pdf

Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design research: Theoretical and methodological issues. *The Journal of the Learning Sciences, 13*(1), 15–42. https://doi.org/10.1207/s15327809jls1301_2

Cope, B., & Kalantzis, M. (2009). "Multiliteracies": New literacies, new learning. *Pedagogies, 4*(3), 164–195. https://doi.org/10.1080/15544800903076044

Crawford Camiciottoli, B., & Campoy-Cubillo, M. C. (2018). Introduction: The nexus of multimodality, multimodal literacy, and English language teaching in research and practice in higher education settings. *System (Linköping), 77*, 1–9. https://doi.org/10.1016/j.system.2018.03.005

Crites, K., & Rye, E. (2020). Innovating language curriculum design through design thinking: A case study of a blended learning course at a Colombian university. *System (Linköping), 94*, 1-12. https://doi.org/10.1016/j.system.2020.102334

Crowther, J., & Tett, L. (2011). Critical and social literacy practices from the Scottish adult literacy experience: Resisting deficit approaches to learning. *Literacy (Oxford, England), 45*(3), 134–140. https://doi.org/10.1111/j.1741-4369.2011.00599.x

Currie, P., & Cray, E. (2004). ESL literacy: language practice or social practice? *Journal of Second Language Writing*, *13*(2), 111–132. https://doi.org/10.1016/j.jslw.2004.04.008

Davies, B., & Gannon, S. (2006). *Doing collective biography : investigating the production of subjectivity*. Open University Press.

Deketelaere, A., & Kelchtermans, G. (1996). Collaborative curriculum development: An encounter of different professional knowledge systems. *Teachers and Teaching, Theory and Practice, 2*(1), 71–85. https://doi.org/10.1080/1354060960020106

Drits-Esser, D., & Stark, L. A. (2015). The impact of collaborative curriculum design on teacher professional learning. *The Electronic Journal of Science Education, 19*(8), 1-27. https://pmc.ncbi.nlm.nih.gov/articles/PMC7881916/pdf/nihms-1668546.pdf

Erguig, R. (2012). Teaching as a social practice: The experiences of two Moroccan adult literacy tutors. *Studies in the Education of Adults*, *44*(1), 52–69. https://doi.org/10.1080/02660830.2012.11661623

Faez, F., & Valeo, A. (2012). TESOL teacher education: Novice teachers' perceptions of their preparedness and efficacy in the classroom. *TESOL Quarterly*, *46*(3), 450–471. https://doi.org/10.1002/tesq.37

Fernandez-Corbacho, A., Cores-Bilbao, E., & Flor-Arasil, P. (2024). Ethnocultural empathy development of future language teachers through digital multiliteracy resources for low-literacy adult migrants. *Frontiers in Psychology,* 1-18. Doi:10.3389/fpsyg.2024.1398457

Flynn, S., Brown, J., Johnson, A., & Rodger, S. (2011). Barriers to education for the marginalized adult learner. *Alberta Journal of Educational Research, 57*(1), 43-58.

Fukunaga, T. (2023). L2 writing development through two types of writing task repetition. *International Review of Applied Linguistics in Language Teaching*, *61*(3), 1109–1138. https://doi.org/10.1515/iral-2021-0144

Fukuta, J. (2016). Effects of task repetition on learners' attention orientation in L2 oral production. *Language Teaching Research*, *20*(3), 321–340. https://doi.org/10.1177/1362168815570142

Geres, K. (2016). Resilience Through Storytelling in the EAL Classroom. *TESL Canada Journal*, *33*(10), 62–85. https://doi.org/10.18806/tesl.v33i0.1246

Ghahari, S., Lui, J., Nagra, S., & Morassaei, S. (2020). The life experiences of refugees in Canada: A comprehensive scoping review to identify unmet needs and barriers. *Journal of International Migration and Integration, 21,* 1249-1261. https://doi.org/10.1007/s12134-019-00727-3

Government of Canada. (2011, March 31). *Evaluation of the language instruction for newcomers to Canada (LINC) program.* https://www.canada.ca/en/immigration-refugees-citizenship/corporate/reports-statistics/evaluations/language-instruction-newcomers-canada-2010/appendixa.html

Guo, Y. (2013). Language policies and programs for adult immigrants in Canada: A critical analysis. *Canadian Ethnic Studies*, *45*(1), 23–41. https://doi.org/10.1353/ces.2013.0022

Gutshall Rucker, T. & Kuby, C.R. (2020).Making and unmasking literacy desirings: Pedagogical matters of concern from writers' studio. In K. Toohey, S. Smythe, D. Dagenais, M. Forte (Eds.), *Transforming language and literacy education: New materialism, posthumanism, and ontoethics* (pp. 18-31). Routledge. https://doi.org/10.4324/9780429491702

Hanzawa, K., & Suzuki, Y. (2023). How do learners perceive task repetition? Distributed practice effects on engagement and metacognitive judgment. *The Modern Language Journal*, *107*(2), 451–478. https://doi.org/10.1111/modl.12843

Harvey-Torres, R., Cervantes-Soon, C., & Brochin, C. (2023). Resisting subtractive language and literacy policies: Breaking the cycles of loss among bilingual preservice educators. *Journal of Adolescent & Adult Literacy*, *66*(4), 273–277. https://doi.org/10.1002/jaal.1277

Heidinger, E. (2022). Overcoming barriers to service access: Refugees' professional support service utilization and the impact of human and social capital. *Journal of International Migration and Integration, 24*, 271-312. https://doi.org/10.1007/s12134-022-00939-0

Hidalgo, M. A., & Lázaro-Ibarrola, A.. (2020). Task repetition and collaborative writing by EFL children: Beyond CAF measures. *SSLLT, 10(3),* 501-522. http://dx.doi.org/10.14746/ssllt.2020.10.3.5

Holloway, S., & Gouthro, P. (2020). Using a multiliteracies approach to foster critical and creative pedagogies for adult learners. *Journal of Adult and Continuing Education, 26*(2), 203–220. https://doi.org/10.1177/1477971420913912

Huang, L. (2022). "I have big, big, big dream!" Realigning instruction with the language-learning needs of adult Syrians with refugee experience in Canada. *Refuge, 37*(2), 141-163.

Hunter, A. (2023). The poster carousel in the ESL classroom: What happens to learners' L2 fluency during same and parallel-task repetition? *TESOL Quarterly*, 1-32. https://doi.org/10.1002/tesq.3257

Kapoyannis, T. (2019). Literacy engagement in multilingual and multicultural learning spaces. *TESL Canada Journal, 36*(2), 1–25. https://doi.org/10.18806/tesl.v36i2.1298

Katz, C. H. (1997). *Portrait of an adult literacy learner* [Doctoral dissertation, University of Alberta]. National Library of Canada = Bibliothèque nationale du Canada.

Kartchava, E., & Nassaji, H. (2019). The role of task repetition and learner self-assessment in technology-mediated task performance. *International Journal of Applied Linguistics, 170(2),* 180-204. https://doi.org/10.1075/itl.19013.kar

Kelly, A. (2004). Design research in education: Yes, but is it methodological? The Journal of the Learning Sciences, 13(1), 115–128. https://doi.org/10.1207/s15327809jls1301_6

Kim, M. S., Meng, X., & Kim, M. (2023). Technology-enhanced multiliteracies teaching towards a culturally responsive curriculum: a multiliteracies approach to ECE. Interactive Learning Environments, 31(4), 1988–2000. https://doi.org/10.1080/10494820.2020.1870503

Kumagai, Y., & Iwasaki, N. (2015). Reading words to read worlds: A genre-based critical multiliteracies curriculum in intermediate/advanced Japanese language education. In Y. Kumagai, A. López-Sánchez, & S. Wu, (Eds.), *Multiliteracies in world language education.* Taylor & Francis Group.

Lambert, C., Kormos, J., & Minn, D. (2017). Task repetition and second language speech processing. *Studies in Second Language Acquisition*, *39*(1), 167–196. https://doi.org/10.1017/S0272263116000085

Leibowitz, B., Bozalek, V., Carolissen, R., Nicholls, L., Rohleder, P., & Swartz, L. (2010). Bringing the social into pedagogy: unsafe learning in an uncertain world. *Teaching in Higher Education, 15*(2), 123–133. https://doi.org/10.1080/13562511003619953

Li, M. (2020). Multimodal pedagogy in TESOL teacher education: Students' perspectives. *System (Linköping), 94*, 1-13. https://doi.org/10.1016/j.system.2020.102337

Lichtman, M. (2013). *Qualitative research in education: A user's guide* (3rd ed.). Los Angeles: London: SAGE Publications.

Lim, F. V., Toh, W., & Nguyen, T. T. H. (2022). Multimodality in the English language classroom: A systematic review of literature. *Linguistics and Education*, *69*, 1-30. https://doi.org/10.1016/j.linged.2022.101048

Lim, F. V. (2023). A design-based research approach to the teaching and learning of multiliteracies. *The Asia-Pacific Education Researcher, 32(*5), 641–653. https://doi.org/10.1007/s40299-022-00683-0

Lim, F.V., & Unsworth, L. (2023). Multimodal composing in the English classroom: recontextualising the curriculum to learning*, English in Education, 57*(2), 102-119, DOI: 10.1080/04250494.2023.2187696

Lopez-Sanchez, A. (2015). Redesigning the intermediate level of the Spanish curriculum through a multiliteracies lens. In Y. Kumagai, A. López-Sánchez, & S. Wu, (Eds.), *Multiliteracies in world language education.* Taylor & Francis Group.

Lorimer Leonard, R., & Gear, C. (2021). Teaching driving literacies in a community language school. *Journal of Adolescent & Adult Literacy, 65*(3), 257–262. https://doi.org/10.1002/jaal.1204

Luguetti, C., Aranda, R., Nuñez Enriquez, O., & Oliver, K. L. (2019). Developing teachers' pedagogical identities through a community of practice: learning to sustain the use of a student-centered inquiry as curriculum approach. *Sport, Education and Society*, *24*(8), 855–866. https://doi.org/10.1080/13573322.2018.1476336

Marenzi, I., Bortoluzzi, M., & Bianchi, Francesca. (2022). The LearnWeb project for multiliteracies practices in higher education. In C. Lütge (Eds.), Foreign Language Learning in the Digital Age (pp. 238-254). Routledge. https://doi-org.ezproxy.library.yorku.ca/10.4324/9781003032083

Marenzi, I., & Zerr, S. (2012). Multiliteracies and active learning in CLIL: The development of LearnWeb2.0. IEEE Transactions on Learning Technologies, 5(4), 336–348. https://doi.org/10.1109/TLT.2012.14

Menke, M. R., & Paesani, K. (2019). Analysing foreign language instructional materials through the lens of the multiliteracies framework. *Language, Culture, and Curriculum, 32*(1), 34–49. https://doi.org/10.1080/07908318.2018.1461898

Nation, P. (1997). Developing fluency in language use. *KIFL Academic Journal*, *6*, 30-35.

New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review, 66*(1), 60-92.

Norton, B & Early, M. (2011). Researcher identity, narrative inquiry, and language teaching research. *TESOL Quarterly*, *45*(3), 415–439. https://doi.org/10.5054/tq.2011.261161

Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.

O'Brien, T. (2018). Adult literacy organisers in Ireland resisting neoliberalism. *Education & Training (London)*, *60*(6), 556–568. https://doi.org/10.1108/ET-03-2018-0055

Ontario Ministry of Colleges and Universities. (2018, October 1). *Literacy and basic skills*. Ontario Ministry of Colleges and Universities. https://www.tcu.gov.on.ca/eng/eopg/programs/lbs_sfs.html

Ontario Literacy Coalition. (2007). *Creating a bridge a snapshot of ESL literacy in Ontario: executive summary*. Ontario Literacy Coalition.

Ott, M., Kassen, J., & Hibbert, K. (2022). Magic and monsters: Collaborating with google in 21st century literacies. *Language and Literacy, 24*(2), 62–84. https://doi.org/10.20360/langandlit2960

Ozanne, J. L., Adkins, N. R., & Sandlin, J. A. (2005). Shopping (for) power: How adult literacy learners negotiate the marketplace. *Adult Education Quarterly*, *55*(4), 251–268. https://doi.org/10.1177/0741713605277371

Papen, U. (2005). *Adult literacy as social practice more than skills*. Routledge.

Pettitt, N. M., & Tarone, E. (2015). Following Roba: What happens when a low-educated adult immigrant learns to read. *Writing Systems Research, 7(1)*, 20-38. http://dx.doi.org/10.1080/17586801.2014.987199.

Plummer, K. (2018). *Narrative power: the struggle for human value*. Polity Press.

Powell, R. (1999). *Literacy as moral imperative: Facing the challenges of a pluralistic society.* Rowman and Littlefield Publishers.

Qaisi, R. (2021). *Linguistic and cultural diversity: Examining support for English language learners in Canada through multiliteracies and sociocultural theories for teaching and learning* [Master's thesis, University of Windsor]. ProQuest Dissertations Publishing.

Qiu, X., & Lo, Y. Y. (2017). Content familiarity, task repetition and Chinese EFL learners' engagement in second language use. *Language Teaching Research*, *21*(6), 681–698. https://doi.org/10.1177/1362168816684368

Ranta, L., & Zavialova, A. (2022). The challenges of conducting research in diverse classrooms: Reflections on a pragmatics teaching experiment. *Languages*, *7(3)*, 1-15. https://doi.org/10.3390/languages7030223

Rappel, L. J. (2015). Integrating the personal and the professional: Marking the career paths of adult language educators. *Adult Education Quarterly*, *65*(4), 313–325. https://doi.org/10.1177/0741713615585573

Sabatini, J., O'Reilly, T., Dreier, K., & Wang, Z. (2019). Cognitive processing challenges associated with low literacy in adults. In D. Perin (Eds.), *The Wiley handbook of adult literacy* (pp. 15–39). John Wiley & Sons, Inc. https://doi.org/10.1002/9781119261407.ch1

Sagnier, C. (2015). Multiliteracies and multimodal discourses in the foreign language classroom. In Y. Kumagai, A. López-Sánchez, & S. Wu, (Eds.), *Multiliteracies in World Language Education.* Taylor & Francis Group.

Sample, E., & Michel, M. (2014). An exploratory study into trade-off effects of complexity, accuracy, and fluency on young learners' oral task repetition. *TESL Canada Journal, 31(8),*23-46.

Schneider, B., & Daddow, A. A. (2017). Valorising student literacies in social work education: pedagogic possibilities through action research. *Pedagogy, Culture & Society, 25*(2), 157–170. https://doi.org/10.1080/14681366.2016.1233451

Seglem, R. L., & Bonner, S. M. (2022). *Igniting social action in the ELA classroom: inquiry as disruption*. Teachers College Press.

Simich, L., Beiser, M., Stewart, M., & Mwakarimba, E. (2005). Providing social support for immigrants and refugees in Canada: Challenges and directions. *Journal of Immigrant Health*, 7(4), 259-268. https://doi.org/10.1007/s10903-005-5123-1

Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied Linguistics*, *30*(4), 510–532. https://doi.org/10.1093/applin/amp047

Steffen, A. (2015, April 28). The politics of optimism. *Alex Steffen.* https://www.alexsteffen.com/the_politics_of_optimism

Stille, S. V. V., Bethke, R., Bradley-Brown, J., Giberson, J., & Hall, G. (2016). Broadening educational practice to include translanguaging: An outcome of educator inquiry into multilingual students' learning needs. *Canadian Modern Language Review, 72*(4), 480–503. https://doi.org/10.3138/cmlr.3432

Street, B. V. (2005). Understanding and defining literacy. Paper commissioned for the *EFA global monitoring report 2006, Literacy for life*.

Street, B. (2017). International struggles over 'Low Literacy' versus the alternative 'Social Practices' approach. In J. Rowsell & R. Zaidi (Eds.), *Literacy lives in transcultural times* (pp. 32-42). Routledge. https://doi.org/10.4324/9781315400860

Suzuki, Y., Eguchi, M., & Jong, N. (2022). Does the reuse of constructions promote fluency development in task repetition? A usage-based perspective. *TESOL Quarterly*, *56*(4), 1290–1319. https://doi.org/10.1002/tesq.3103

Ticknor, A. S. (2015). Critical considerations in becoming literacy educators: pre-service teachers rehearsing agency and negotiating risk. *Teaching Education (Columbia, S.C.)*, *26*(4), 383–399. https://doi.org/10.1080/10476210.2015.1034678 de

The Immigrant Education Society. (2025, February 14). *EAL literacy resource center.* Literacy Centre for Expertise. https://literacycentre.immigrant-education.ca/

Toohey, K., Smythe, S., Dagenais, D., & Forte, M. (2020). Introduction. In K. Toohey, S. Smythe, D. Dagenais, M. Forte (Eds.), *Transforming language and literacy education: New materialism, posthumanism, and ontoethics* (pp. 1-17). Routledge. https://doi.org/10.4324/9780429491702

Turpin, K. M. (2019). Training foreign language learners to be peer responders: A multiliteracies approach. *L2 Journal, 11*(1), 35–60. https://doi.org/10.5070/L211140673

Van Viegen, S. (2020). Becoming posthuman: Bodies, affect, and earth in the school garden. In K. Toohey, S. Smythe, D. Dagenais, M. Forte (Eds.), *Transforming language and literacy education: New materialism, posthumanism, and ontoethics* (pp. 54-71). Routledge. https://doi.org/10.4324/9780429491702

Voogt, J., Laferrière, T., Breuleux, A., Itow, R. C., Hickey, D. T., & McKenney, S. (2015). Collaborative design as a form of professional development. *Instructional Science, 43*(2), 259–282. https://doi.org/10.1007/s11251-014-9340-7

Voogt, J., Pieters, J., & Pareja Roblin, N. (2019). Collaborative curriculum design in teacher terms: Foundations. In J. Pieters, J. Voogt, & N. Pareja Roblin (Eds.), *Collaborative curriculum design for sustainable innovation and teacher learning* (pp. 5-18). Springer Open. DOI: 10.1007/978-3-030-20062-6

Walker, J., & Rubenson, K. (2014). The media construction of an adult literacy agenda in Canada. *Globalisation, Societies and Education*, *12*(1), 143–163. https://doi.org/10.1080/14767724.2013.859002

Waterhouse, M. (2020). Affect theory as a lens on teacher thinking in adult language classrooms. In K. Toohey, S. Smythe, D. Dagenais, M. Forte (Eds.), *Transforming language and literacy education: New materialism, posthumanism, and ontoethics* (pp. 136-152). Routledge. https://doi.org/10.4324/9780429491702

Wilson, A., & Hunter, K. (2010). Realizing a social practices approach in literacy learning: Engaging with the everyday lives of adults with learning difficulties. *Journal of Adult and Continuing Education*, *16*(1), 41–62. https://doi.org/10.7227/JACE.16.1.5

You, J., & Craig, C. J. (2015). Narrative accounts of US teachers' collaborative curriculum making in a physical education department. *Sport, Education and Society, 20*(4), 501–526. https://doi.org/10.1080/13573322.2013.774271

Young-Scholten, Martha., & Naeb, Rola (2017). International training of teachers of low-educated adult migrants. In *Linguistic integration of adult migrants: Some lessons from research* (pp. 419-424). De Gruyter. DOI:10.1515/9783110477498-057

Zeivots, S., Hopwood, N., Wardak, D., & Cram, A. (2024). Co-design practice in higher education: practice theory insights into collaborative curriculum development. *Higher Education Research and Development*, 1–15. https://doi.org/10.1080/07294360.2024.2410269

Appendix A: Unit Outlines

Unit Outline- Joy

	Week 1	Week 2	Week 3	Week 4
Needs Assessment	The needs assessment will include 3 interactive activities to get an idea of what students want to learn, how they enjoy learning and who they are as learners. **Outcomes:** to get an idea of what skills students have and want to work on, to understand their relationship to learning and what works best for their learning. **Materials:** 1) A skills chart with the reading/writing skills needed in ESL for ALL (one for instructors and one for students to self-assess). 2) A landscape activity where students create what their classroom should look/feel like for them. 3) A linguistic landscape activity where students create and talk about how/when they use and learn their languages.			
Learning Outcomes*	Fill in Form • Complete the To and From portions of the Inmate Request Form (IRF) which includes 5-10 fields. • Demonstrate comprehension of the “To” and “From”, “Subject” and “Request” portions of the form by entering the correct information in the correct fields. Make a Request • Fill in the “Subject” field (demonstrate their ability to write a ‘title’ that tells about the main ideas of the request). • Uses appropriate grammar, sentence structure, capitals and punctuation • Write a request that is 3-5 sentences long Response/Feedback • Read written feedback • Demonstrate comprehension of written feedback by making 1-2 edits to their work based on this feedback. Follow-up			

	• Write a follow up request which reflects their previous knowledge as well as the feedback they have received.			
Assessment	Filling out both sections of the inmate request form, responding to feedback Week 1: Filling out the “To” and “From” section. Week 2: Completing the Subject and write 2-3 sentence request. Week 3: Fill out form, focus on writing 3-5 sentence requests. Respond to Teacher’s feedback. Week 4: Fill out full form, respond to the teacher’s feedback and write a follow up request which reflects their previous knowledge.			
Task Repetition (building to assessment)	Task for Week 1: Fill out the “To and “From” section. Start to recognize 1-2 words from teacher feedback.	Task for Week 2: Write a 2-3 sentence request. Identify the main idea of their request. Start to recognize 2-3 words from teacher feedback and may make 1 small change.	Task for Week 3: Fills out the form with help from classmates. Writes a 3-5 sentence request. Makes 1-2 small adjustments based on teacher feedback.	Task for Week 4: Fills out the form and uses their own resources (past forms, books, other students) to get help when needed. Understands teacher feedback and adjusts their work. Writes a follow up request based on previous knowledge.
Daily Task Repetition for vocabulary	Picture narrative task Students are given a picture story. Students are asked to organize the pictures in order and then tell the	Split information task Students are given a sheet with a variety of focus vocabulary photos (same vocabulary as	Picture book task Students are given level appropriate books with photos. The first day	Journal task Students are given a writing prompt related to the vocabulary and tasks from this week. They start by writing whatever is possible or copying if

	story to a peer. Each day the activity is repeated with added elements (for example extra pictures, reduced time, required vocabulary). These picture narratives are related to and include the same vocabulary needed for reading and writing.	week 1). Their partner has a handout where they need to organize the vocabulary in some way. For lower level learners, they could have a word bank available where they have to copy the words into the right categories, or for more advanced they could have to get their partner to spell the words for them.	they listen to the teacher read the stories then they are put in pairs to read together. They repeat the reading each day, for more advanced students could add different conditions (reading within a certain time for example).	writing on their own isn't possible. Each day, they answer the same prompt. They can use any digital or resources from previous weeks. Word banks and sample sentences will be provided. If writing is too advanced, students could also construct photo texts based on the prompt.
Weekly Self-Reflection	Students look at their linguistic landscape assignment and use visuals or writing to express what spaces they would like to have more access to English.	Have students review the skills from their needs assessment and mark off what they feel they are improving in.	Have students do an activity to reflect on how they feel about their use of English. Have them share with a classmate with some guided questions for oral language	Have students check their skills sheet and pick out two or three skills they feel they have improved. Have students create a visual, written or oral reflection (depending on level) showing the progression. Have them use samples of their work to show the progression and how they feel about the changes.

			development.	
Peer Collaboration	This will be worked into the vocabulary task repetition and task repetition that build to assessment. This will focus on pair work to support their relationships and learning in class.			

Unit Outline- Sofia

	Week 1	Week 2	Week 3	Week 4
Needs Assessment	The needs assessment will include 3 interactive activities to get an idea of what students want to learn, how they enjoy learning and who they are as learners. **Outcomes:** to get an idea of what skills students have and want to work on, to understand their relationship to learning and what works best for their learning. **Materials to develop:** 1) A skills chart with the reading/writing skills needed in ESL for ALL (one for instructors and one for students to self-assess). 2) A landscape activity where students create what their classroom should look/feel like for them. 3) A linguistic landscape activity where students create and talk about how/when they use and learn their languages.			
Learning Outcomes*	Getting Things Done Literacy: Differentiate between the same and different symbols, can connect meaning to 3-4 symbols CLB 1: Can recognize 1 word to correspond with 3-4 symbols in their daily life,	Getting Things Done Literacy: Differentiate between the same and different symbols, can connect meaning to 3-4 symbols CLB 1: Can recognize 1 word to correspond with 3-4 symbols in their daily life,	Getting Things Done Literacy: Can draw a simple poster with 1-2 words as well as images to represent the issue. CLB 1: Can draw a simple poster with 3-4 words as well as images to represent the issue. The	Getting Things Done Literacy: Can draw a simple poster with 1-2 words as well as images to represent the issue. CLB 1: Can draw a simple poster with 3-4 words as well as images to represent the issue. The issue comes from their own experiences.

			issue comes from their own experiences.	
Assessment	Reading (Week 2): Reading community/neighborhood signs	Reading (Week 2): Reading community/neighborhood signs	Writing (Week 4): Creating their own sign	Writing (Week 4): Creating their own sign
Task Repetition (building to assessment)	Students will match the symbol to a scenario card/friend in class.	Students will match the symbol to a scenario card/friend in class.	Students will engage in activities where they are asked to think about issues in their own lives and develop signs/symbols for those areas.	Students will engage in activities where they are asked to think about issues in their own lives and develop signs/symbols for those areas.
Daily Task Repetition for vocabulary	Picture narrative task Students are given a picture story. Students are asked to organize the pictures in order and then tell the story to a peer. Each day the activity is repeated with added elements (for example extra pictures, reduced time, required vocabulary).	Split information task Students are given a sheet with a variety of focus vocabulary photos (same vocabulary as week 1). Their partner has a handout where they need to organize the vocabulary in some way. For lower level learners, they could have a word bank available where they	Picture book task Students are given level appropriate books with photos. The first day they listen to the teacher read the stories then they are put in pairs	Journal task Students are given a writing prompt related to the vocabulary and tasks from this week. They start by writing whatever is possible or

	These picture narratives are related to and include the same vocabulary needed for reading and writing.	have to copy the words into the right categories, or for more advanced they could have to get their partner to spell the words for them.	to read together. They repeat the reading each day, for more advanced students could add different conditions (reading within a certain time for example).	copying if writing on their own isn't possible. Each day, they answer the same prompt. They can use any digital or resources from previous weeks. Word banks and sample sentences will be provided. If writing is too advanced, students could also construct photo texts based on the prompt.
Weekly Self-Reflection	Students look at their linguistic landscape assignment and use visuals or writing to express what spaces they would like to have more access to English.	Have students review the skills from their needs assessment and mark off what they feel they are improving in.	Have students do an activity to reflect on how they feel about their use of English in different environments (i.e. at school, at work, at home). Have	Have students check their skills sheet and pick out two or three skills they feel they have improved. Have students create a visual, written or oral reflection (depending on

			them share with a classmate with some guided questions for oral language development.	level) showing the progression. Have them use samples of their work to show the progression and how they feel about the changes.
Peer Collaboration	This will be worked into the vocabulary task repetition and task repetition that build to assessment.	This will be worked into the vocabulary task repetition and task repetition that build to assessment	This will be worked into the vocabulary task repetition and task repetition that build to assessment	This will be worked into the vocabulary task repetition and task repetition that build to assessment

Appendix B: Week-By-Week Outline

Weekly Plan- Joy

Week 1: I really wanted to focus this week on just the top part of the form so they can build on it for future weeks. I also wanted to work on their scanning skill for reading, as in my experience this is one of the skills that can help read and use forms more effectively. Your learners might or might not be familiar with this strategy.

Day 1

15 (30 if independent option is added)	Picture Narrative Task Vocabulary Building/Reading Comprehension	This is a pair or independent activity to help learners build oral language and the ability to express their needs and make requests. The picture narratives will focus on retelling a story where they have to use request language. Independent option: they write the story down. (D2L; Survey tool?)
15	Skills Assessment Metacognitive skills, reflection on learning	Show students a copy of the IRF form and have them fill out a skills assessment. You can also fill out one for the students. Let them know, this will help them be able to see their progress, so have them return the assessments to you or keep them in a safe place where they can look back on them. Talk together about what parts of the form are most difficult for them. Ask them about what they can do well, what they need help with and what feels impossible for them. This will be used in the next few weeks as a follow up.

30	IRF : Reading to Writing Focuses on building awareness of the vocabulary in a different context and allows for students to practice scanning a simple text/document/reading for information.	Give students a short story and read with them. Depending on the level of your students you could just have them listen and follow along, or they could read together in pairs. You could even put up on the smartboard and read it together. This story will include all the information you'd need to fill in the to/from section of the inmate request form. As a whole class, have them translate the information into a simplified IRF. Then have them try to put the same information on the original IRF.
15	Genre Awareness Builds students awareness of the structure of the form and how they might need strategies for reading these forms, rather than reading every word.	Once they have the information into the simplified IRF form, have them look at the IRF form. Ask them questions about what they notice are the differences (French and English, small font, small boxes). Ask them which is more difficult to read and why. Talk about the difficulty of reading and filling out government forms. Give students time in small groups or pairs to brainstorm about what strategies help them to read the forms and write up some ideas on the board to try with the class. If they don't come up with any ideas, that's okay. The next activity will focus on a strategy for reading this form.

15	Reading Strategies Builds their vocabulary knowledge and provides them with a strategy for linking their knowledge	Give them small word flashcards in different colours (if possible) and have the students try to circle the words that are the same on the form in those colours. They can work together to find the words. If they have time, have them write their own information just in the "for" section of the IRF. At the end of the lesson, have them give you the completed section for feedback. For this week, focus your feedback on one particular thing (like capital letters).

Day 2

15	Picture Narrative Task Vocabulary Building/Reading Comprehension Fluency	This is a pair or independent activity to build oral language and the ability to express their needs and make requests. The picture narratives will focus on retelling a story where they have to use request language. However, this time they have to repeat it 3 times and it will be timed. They have to tell the whole story in 1 minute. Each time they repeat it, reduce the time by 10 seconds. (1 minute, 50 seconds, 40 seconds). Independent option: They have to do a timed writing activity where they write as much of the story as they can in 5 minutes. Then 4 minutes. Then 3 minutes. (D2L; Survey Tool)
15	Reading Feedback Builds students grammar knowledge as well as knowledge of how to respond to feedback.	Give students their feedback. I might start by focusing on giving feedback only about capital letters. This would be a good opportunity to revisit pg 18-19 of the "Great Writing" book. There is a correction activity you could re-do if students are struggling to understand capitalization rules.

		However, this section will be determined by the mistakes you see students making. If they have good grammar, but don't understand the meaning of some of the words it could be a good place to start. Give the students back their work and have them check it for capitalization errors.
30	IRF : Reading to Writing Focuses on building oral language, reading skills and spelling skills.	Give students a short story and read with them. Depending on the level of your students you could just have them listen and follow along, or they could read together in pairs. You could even put up on the smartboard and read it together. The story will be different from the day before. This story will include all the information you'd need to fill in the to/from section of the inmate request form. As a whole class, pairs or independently, have them translate the information into a simplified IRF. Then have them try to put the same information on the original IRF.
15	IRF: What's the problem? Focuses on understanding how this form is related to solving a problem in their real life. Builds confidence in knowing where to put vocabulary.	Give students a picture and have them identify the problem and need of the person. Then brainstorm vocabulary to write on the board or smartboard. Then, have them try to write sentences together stating the problem and identifying the need the person has. Have them repeat this activity 3 times, each time erasing more vocabulary off the board.
15	Editing Focuses on learning how to recognize errors and respond to feedback from the teacher.	Give students an IRF form with mistakes in it. Have them work in pairs or independently to determine what/where the mistakes are. Then take up as a class. Finally, have them fill out the IRF form for themselves using their form from the day before as a model.

		Encourage them to copy from their work for the previous class if they need too.

Day 3

15	Picture Narrative Task Vocabulary Building/Reading Comprehension Fluency	This is a pair or independent activity to build oral language and the ability to express their needs and make requests. The picture narratives will focus on retelling a story where they have to use request language. This time give them a list of words they need to use. Their partner has a checklist with the words on and whenever they hear it, they check it off. Then they switch. Independent option: Do the same thing (required vocabulary list) but have them do a writing exercise where they have to finish that.
20	IRF : Reading to Writing Focuses on building oral language, reading skills and spelling skills.	Give students a short story and read with them. Depending on the level of your students you could just have them listen and follow along, or they could read together in pairs. You could even put up on the smartboard and read it together. The story will be different from the day before. This story will include all the information you'd need to fill in the to/from section of the inmate request form. As a whole class, pairs or independently, have them translate the information into a simplified IRF. Then have them try to put the same information on the original IRF.
20	Linguistic Landscape Activity Self-reflection Critical understanding	Give students the linguistic landscape activity. Have them reflect on what languages they have used in the classroom this week and why.

20	To/From Building confidence and understanding about what students can do. Work on error detection.	Give students a chance to do their 'assessment' for the week. This is less an assessment for them and more to get an idea of what they can do or what is still challenging for them. Have them fill out the 'to/from' section of the form. It may help to have students be able to fill in their own personal information and have them copy the 'to' from the board or accompanying paper. Have them give you the form after to edit. Students who finish quickly may be given an IRF form to edit and work independently. Then you can take it up as a whole class.
15	Request/Needs of Students Building oral language for next week. Working on collaboration and teamwork.	Put students in pairs to ask each other questions based on pictures. One student has a picture, the other student has to ask questions and guess which picture the other person is holding. If students enjoy competition, you can make this into a game and see how many pictures they can guess with a timer on. Some students don't enjoy this pressure, so do whatever you think will work best for your class. This activity will be focused on building oral language for next week's requests/needs.

Week 2: This week, I organized the lessons so the focus is on the comprehension and writing of 2-3 sentence requests. For the requests, I focused on the sociocultural knowledge and knowledge of the audience they will need to write appropriate requests. I also focused on being able to read a request and understand the main idea (so they can fill out the subject section of the form). For grammar, I thought introducing the past and future might be relevant to their understanding as well as ability to communicate time with their requests.

Day 1

15	Split Information Task Vocabulary Building/Reading Comprehension Sequencing	**Pair Activity:** Students are given a sheet with a variety of focus vocabulary photos. Today, they focus on describing the picture and having their partner put a number next to the order the other person tells them. Have them repeat this activity 3 times, changing the order of the photos each time.

		Note: The person listening must not be shown the photo. If they don't know what it is, their partner can show them after they have guessed 3 times. **Independent Activity:** Have students match the vocabulary word with the picture and then make a sentence with the vocabulary. (D2L Option; H5P; use AI tool in H5P)
15	Classroom Landscape Metacognitive skills, reflection on learning	Give students the classroom landscape activity and talk about schooling and their purpose in attending school.
15	IRF: Oral Language Builds the oral language support and brainstorming skills they will need to develop their writing.	Talk with the students about why they would need to fill out an inmate request form. Brainstorm and write vocabulary on the board for the reasons students use it. Give them charts with needed (past), will need (future), and won't need (negative) where they can sort the vocabulary from the board. Then have them share this with a partner and their partner has to place check marks on the chart where they hear the sentence (past, future or negative).
15	IRF : Reading to Writing	Have them select one option and have them write a 2-3 sentence request using the word bank and structure provided (there are two options: a fill in the blank for lower level students and prompts for higher level students).
15	Sociocultural awareness Builds students awareness of how to structure requests in English (polite vs. direct) as well as the impact on their audience.	Give students 2 examples of requests. Give them the handout with a few questions regarding differences in vocabulary, structure, and length. After, ask them which one they think is most polite. Then give them a few examples of sentences with requests and have them transform these into the other

		version (polite or direct). Then have them identify which emotion goes with the request. Finally, have them look back at their own request that they wrote and identify the words/length/structure and identify what emotion goes with their structure.
15	IRF: Review from Last Week + New Information This allows for them to remember and practice what they learned last week, as well as showing them how what they did in class links to their form.	Have them fill out the first part of the form (just like last week) as well as copying their request into the appropriate box. Then, the instructor can take and provide feedback for the next class.

Day 2

15	Split Information Task Vocabulary Building/Reading Comprehension Sequencing	**Pair Activity:** Students are given a sheet with a variety of focus vocabulary sentences. The student reads the sentence and their partner puts a checkmark about whether the sentence they heard is past or future. **Note:** The person listening must not be shown the sentence. At the end, they can check their answers together. **Independent Activity:** Have students read a sentence and identify whether it is past or future by circling the correct word.
15	Reading Feedback	Give students their feedback. I might start by focusing on the politeness/directness conventions when giving feedback as well as capitalization (as that was something you looked at last week). Have them read your feedback and ask them to make 1 change to their work and give it back to you.

30	IRF: Grammar Gives students the structural knowledge they need to talk about their future or past needs. Also allows them to practice scanning reading strategy which we worked on last week.	Give students a few interview questions to ask each other or complete for themselves. Give them charts with needed (past), will need (future), and won't need (negative). You can either give them independent work and then have them work together, or give them the choice about whether they want to complete independently or work with a partner. Encourage them to brainstorm as many items as possible and if students enjoy it, give them a time limit of 10 minutes to think of as many as possible. Then they can write it up on the board. Next, work through pg 86-87 of the Great Writing book. I have also created a simplified version of these activities in case these are too difficult. Feel free to use whichever your students enjoy more. This might be a good opportunity to have them work independently or in pairs and take up the answers as a class.
15	IRF: Reading Comprehension Beginning to develop an understanding of the main idea.	Give them the examples of requests (which are 2-3 sentences in length) and have them pick 1-2 words which are the main idea. Show them where this would go in their inmate request form (subject).
15	IRF : Reading to Writing	Have them decide what kind of request they want to make and have them write a 2-3 sentence request using the word bank and structure provided (there are two options: a fill in the blank for lower level students and prompts for higher level students). This could be a good opportunity to have students come up with 1 request in pairs by working together. Have them answer the what/when question and then copy this into the IRF form with a subject.

Day 3

15	Split Information Task Vocabulary Building/Reading Comprehension Sequencing	**Pair Activity:** Students are given a sheet with a variety of focus vocabulary sentences/pictures. The student reads the sentence and their partner puts a checkmark about whether the sentence they heard is past or future. **Note:** The person listening must not be shown the sentence. At the end, they can check their answers together. **Independent Activity:** Have students read a sentence and identify whether it is past or future by circling the correct word.
15	IRF: Reading Comprehension Beginning to develop an understanding of the main idea. Building structural knowledge to be able to change writing to reflect a different audience.	Give them examples of requests. In pairs have them identify what emotion this request is and what the main idea is. Have them work with their partner to rewrite the request if it sounds too angry or frustrated as well as create a subject.
15	IRF : Reading to Writing	Have them fill out the the top of the form (from last week), as well as write a 2-3 sentence request. Give them the editors checklist and they can either edit their own work or if they are comfortable, they can peer edit each other's writing using the checklist. Then they will give it to the instructor to mark and review.
15	IRF: Grammar Gives students the structural knowledge they need to talk about their future or past needs.	Focus on the future tense for making a plan (going to) in the Great Writing book. You can use pg 110-111, or the simplified version I have created. Feel free to use whichever your students enjoy more. This might be a good opportunity to have them work independently or in pairs and take up the answers as a class.

	Also allows them to practice scanning reading strategy which we worked on last week.	
15	IRF: Reviewing Feedback Gives them further practice with reviewing feedback from the instructor to improve their own writing.	Give students a copy of an inmate request form that has been marked by the instructor. Have them review the comments from the instructor and make the changes needed.
15	Skills Assessment Review	Have the students complete the skills assessment again, have them look back on the first one they completed to see if anything has changed for them in the last two weeks. Use the reflection questions to prompt either group or pair discussion.

Week 3: This week, I organized the lessons so the focus is on how to lengthen their requests (to 3-5 sentences) as well as the writing-reponse paradigm. For the requests, I built on last week by focusing on how to make appropriate requests which will get approved. I also focused on viewing feedback as something they need to respond to. For grammar, I thought allowing them to learn how to expand their sentences to include more details would be helpful. The ‘because’ phrase is one of the strategies I focused on. I also focused on strategic competence this week, building students’ understanding of the strategies which are helpful for them in their reading and writing.

Day 1

20	Picture Book Reading Vocabulary Building/Reading Comprehension	Pair Activity: The theme of the book will be around highlighting a person who needs to fill out an inmate request form.

	Writing/Storytelling	Read aloud the text with the class (see the powerpoint), go over any unfamiliar vocabulary. Then give them the version of the text to view and tell their partner. When they are reading with a partner, have them try to recall what the text is and write their own version together underneath. Remind them it will not be the same as the text they read and that is okay. Independent Activity: Read together as a class (as above). For independent work, have student come up with their own version of the story and write it below the pictures. Whether independent or pair, have students compare the story with the original after they have completed this activity. Note the differences and how it changes the meaning of the story. Highlight how different photos might lead us to different meanings.
20	IRF: Oral language and Group Writing Builds students' abilities to use the peer-editing and also to reflect on what elements will help to improve their writing.	Show a scenario on the board and read together. Then co-write a request that includes all the information in the scenario. Have students reflect on the writing you produced together and whether this request would be approved or not. Have them explain why and then show them the peer edit checklist. Have them review the co-written request with the checklist to see if it would be approved and explain why or why not.

		Have students co-create with you a word bank of helpful words and phrases they can use in their request writing.
20	IRF: Scenario Writing Requests Builds students' awareness of social and cultural conventions around making requests. Gives them practice writing requests.	In pairs (or individuals) give students a scenario that they have to read. This scenario will outline a request, background social and cultural information, and the emotion the request should have. Have students work in pairs to write the request appropriately based on the information in the scenario. Next, collect the students' written request and give it out to a different pair of students who will respond. They will use a form to respond to whether they will grant the request and give a reason why or why not. If they choose not to grant the request, the other student needs to adjust their request until it is approved. This back and forth can go on until all the requests are 'approved'.
15	Strategies for Writing	Talk as a class about what kind of strategies help with writing. Give them a self-reflection sheet but allow them to add their own ideas and strategies in conversation with a partner. Then discuss as a whole class. Have them rank on a scale of 1-10 (using the Day 1 Materials- Strategies for Writing Scale document) how useful each of these strategies is for them. Then have them survey a partner about what helps their partner.

		Give them the questions to guide their comparison after.
15	IRF: Practice Form	Give students a copy of the IRF form. Have them fill out the form on their own. If students are starting to get tired of this, try allowing them to time themselves and then record how fast they can complete it. Have them record their times each day this week to see how it improves throughout the week.

Day 2

20	Picture Book Reading Vocabulary Building/Reading Comprehension Writing/Storytelling	Pair Activity: The theme of the book will be around highlighting a person who needs to fill out an inmate request form. Read aloud the text with the class (see the powerpoint), go over any unfamiliar vocabulary. Then give them the version of the text to view and tell their partner without pictures. When they are reading with a partner, have them try to recall what the text is and write their own version together underneath. Remind them it will not be the same as the text they read and that is okay. Independent Activity: Read together as a class (as above). For independent work, have student come up with their own version of the story and write it below the pictures.

		Have students do the exact same activity as the previous day. If you want to add an adjustment, have students try to make their story slightly different from the last time by asking them to include certain vocabulary.
20	IRF: Scenario Writing Requests Builds students' awareness of social and cultural conventions around making requests. Gives them practice writing requests.	In pairs (or individuals) give students a scenario that they have to read. You can give them the same scenario as the day before, or a different one depending on what works best for that student. This scenario will outline a request, background social and cultural information, and the emotion the request should have. Have students work in pairs to write the request appropriately based on the information in the scenario. Next, collect the students' written request and give it out to a different pair of students who will respond. They will use a form to respond to whether they will grant the request and give a reason why or why not. If they choose not to grant the request, the other student needs to adjust their request until it is approved. This back and forth can go on until all the requests are 'approved'.
15	IRF: Reflection on Feedback	Give students feedback on the forms they filled out yesterday. Use the same checklist they used on their own scenarios in class and attach to indicate whether their request was 'approved' or 'not approved'. For this I would focus more on the content over the grammar, as this is likely what will be considered in real life.

		Give them time to edit these in class and return to you if they were 'not approved'.
20	IRF: Peer editing Builds students' awareness of why they would ask their peers to comment on their work. Helps with student resistance or confusion around why peers will edit their work.	Give students a prompt question "Should classmates correct my English? Think of 3 reasons why or why not." Put students in pairs and have them discuss this question. They can make notes if they want too in any language. After they have their ideas, have them come up to the smartboard and write the reasons (either yes or no). Discuss and respond to their experiences and expectations around peer editing. Together, fill out a chart together about when and how peer editing can happen in the class.
15	Grammar Introduces and reinforces the structure of 'because' phrases. Allows for them to build their structural knowledge around justifying their ideas and providing reasons.	Introduce the 'because' clause phrases (as seen in the previous section). Use pg 117-118 of the Great Writing book (or the simplified version in Day 2 materials.

Day 3

20	Picture Book Reading Vocabulary Building/Reading Comprehension Writing/Storytelling	Pair Activity: The theme of the book will be around highlighting a person who needs to fill out an inmate request form. Read aloud the text with the class (see the powerpoint), go over any unfamiliar vocabulary. Then give them the version of the text to view and tell their partner without pictures. When they are reading with a partner, have them try to recall what the text is and write their own version together underneath. Remind them it will not be the same as the text they read and that is okay. Independent Activity: Read together as a class (as above). For independent work, have student come up with their own version of the story and write it below the pictures. Have students do the exact same activity as the previous day. If you want to add an adjustment, give students a time limit or ask them to try to remember exactly what the reading text is and copy it down from memory.
20	IRF: Scenario Writing Requests Builds students' awareness of social and cultural conventions around making requests.	In pairs (or individuals) give students a scenario that they have to read. This scenario will outline a request, background social and cultural information, and the emotion the request should have. Have students work in pairs to write the request appropriately based on the information in the scenario.

	Gives them practice writing requests.	Next, collect the students' written request and give it out to a different pair of students who will respond. They will use a form to respond to whether they will grant the request and give a reason why or why not. If they choose not to grant the request, the other student needs to adjust their request until it is approved. This back and forth can go on until all the requests are 'approved'.
15	Grammar Provides structural knowledge about how to expand and lengthen their writing. Helps them to understand how to grammatically use 'because'.	Give students sample sentences based on pg 117-118 of the Great Writing book. Give them the sentence stem and then have them provide a reason to expand the sentence. Then have them read a request, and identify how it could be expanded to include more detail using 'because'.
20	Reflection: Builds skills and awareness of their own identity as multilingual people in an English space.	Use the Self Reflection Activity for Week 3: This activity will focus mostly on reflection and allows for students to use any language that they choose. Start by having students draw, write or create an image of how they feel speaking English. When they are finished, give them a set of questions to answer with a partner. Finally, ask students to share with the class what colour best represents how they feel listening, speaking, reading and writing in English. Ask them to explain why.
15	IRF: Practice Form	Give students a copy of the IRF form. Have them fill out the form on their own. Have them aim to write 3-5 sentences for the request portion.

		Have them record their times each day this week to see how it improves throughout the week.

Week 4: This week, I organized the lessons to confirm students can fill out the form, respond to the teacher's feedback and write a follow up request which reflects their previous knowledge. I focused on strategies to help them use their own resources, rather than relying on the teacher. For grammar, I reviewed what they had done in previous units but bringing all that knowledge together.

Note: For the self-reflection activity this week a few more materials may be needed depending on what students choose to do. Some materials needed are listed below as optional depending on what you see students doing:

- Stiff paper (for final reports or visual creations)
- Coloured paper, pens or markers (for making it appealing)
- Poster boards (if students want to create presentations/you want them too)
- Glue or tape

Day 1

20	Journalling Vocabulary Building/Reading Comprehension Writing	**Pair Activity:** Students are given a writing prompt related to the vocabulary and tasks from last week. This prompt asks them to reflect on their own learning and experiences and tell a story about themselves or someone else. Pair work will help to build confidence for students who struggle more with writing. Encourage them to use any resources they have available and make it a free writing time. Emphasize that this writing will not be marked or evaluated, it's time for them to experiment.

		If students have access to writing in their first language, encourage them to write the story first in their own language and then translate it into English together. **Independent Activity:** Do as above, but students may complete independently. This might work better for students who feel more confident in their writing and enjoy it more.
20	Self-Reflection Building self-awareness about their progress and demonstrating what elements of their learning have shifted over the last four weeks.	Give students a skill sheet (Skills Assessment- Teacher and Student) and have them complete and then compare with their skill sheet from Week 1. Have them pick 1-2 skills which they believe have improved the most. Have them pick 2 pieces of work from the last month which show the difference in their skill and have them add it to a folder. Explain that they will prepare a short presentation, written report, visual creation, or recorded presentation to explain how they have improved. The next class will give them time to work on their creation.
20	Grammar Bringing together all the grammar features we have focused on in the last 4 weeks when writing requests.	Give students a sample of work and have them correct it for tense (past/future), and capitals. Have them rewrite it and extend it with because phrases to make it 3-5 sentences long. You might work on this one together today, but if students feel confident you could give it to them to do independently or in pairs and then take it up as a class.

20	IRF: Responding to Feedback Gives students a chance to practice responding to the feedback and practicing their noticing and editing skills. Re-emphasizes sociocultural knowledge around politeness and grammar forms.	After students have finished editing the original for grammar, show them the response from the instructor which requires a response. Have students write a response based on the feedback and emphasizing the social and cultural elements which should be added to the writing.
15	IRF: Practice Gives them practice transforming writing from one context (sentences) into a form. Also gives them further practice on filling out the forms.	Then, based on the request above, have them fill out an IRF form from top to bottom. After they have finished, have them give the form to a peer to check it over and make sure they have the same answers. Finally, they can hand the form in to the instructor. Have students use peers as well as forms from past lessons to help them fill out the materials. They can use any resources they have to help them. **Note:** If students struggle to use the texts previously examined and want to fill it out with their own information absolutely do that. Sometimes I find that literacy students might struggle to understand forms if they aren't directly relevant to their lives and experiences. Do whatever works best for your class.

Day 2

20	Journalling Vocabulary Building/Reading Comprehension Writing	**Pair Activity:** Students are given a writing prompt related to the vocabulary and tasks from last week. This prompt asks them to reflect on their own learning and experiences and tell a story about themselves or someone else. Pair work will help to build confidence for students who struggle more with writing. Encourage them to use any resources they have available and make it a free writing time. Emphasize that this writing will not be marked or evaluated, it's time for them to experiment. If students have access to writing in their first language, encourage them to write the story first in their own language and then translate it into English together. **Independent Activity:** Do as above, but students may complete independently. This might work better for students who feel more confident in their writing and enjoy it more.
30	Self-Reflection Building self-awareness about their progress and demonstrating what elements of their learning have shifted over the last four weeks.	Give students time to select and decide how they want to present their project to you/the class. They may do it independently or in a group, they may do it by presentation, visual creation with a written or oral explanation, a written project with evidence of their learning. Give them a good amount of time to work on these projects which will be presented in the next class. Emphasize that these will be short (maybe 2-3 minutes

		per person) and are just to help them think about and show other students their learning.
20	IRF: Responding to Feedback Gives students a chance to practice responding to the feedback and practicing their noticing and editing skills. Re-emphasizes sociocultural knowledge around politeness and grammar forms.	Show them a request and response from the instructor. Have students write a response to the corrections based on the feedback from the instructor. This will involve rewriting or editing part of the original work.
20	IRF: Responding to your Feedback Allows for them to see comments on their own work.	Give them the IRF forms from yesterday with your own response and have them write their response based on the feedback you gave them. You might focus the feedback on grammar, structure or sociocultural knowledge. Then have them write a response/correction.

Day 3

20	Journalling Vocabulary Building/Reading Comprehension Writing	**Pair Activity:** Students are given a writing prompt related to the vocabulary and tasks from last week. This prompt asks them to reflect on their own learning and experiences and tell a story about themselves or someone else. Pair work

		will help to build confidence for students who struggle more with writing. Encourage them to use any resources they have available and make it a free writing time. Emphasize that this writing will not be marked or evaluated, it's time for them to experiment. If students have access to writing in their first language, encourage them to write the story first in their own language and then translate it into English together. **Independent Activity:** Do as above, but students may complete independently. This might work better for students who feel more confident in their writing and enjoy it more.
20	Self-Reflection Building self-awareness about their progress and demonstrating what elements of their learning have shifted.	Have students complete 2-3 minute presentations on their learning and then use some of the guiding questions to support their reflection in pairs or in a wider class conversation.
20	IRF: Final Assessment	Have students do one final assessment piece related to the IRF form. Have them fill out a form for themselves using whatever of their own resources they choose. They might choose asking a friend for help (if that’s okay in your assessment principles), look at past forms or consult word banks. The only criteria is they don’t ask you for help.

		Have them fill out the form fully and then fill out a self-assessment sheet to edit their writing. Finally, have them give you the form to mark or assess.
20	Grammar Bringing together all the grammar features we have focused on in the last 4 weeks when writing requests.	Give students a sample of work and have them correct it for tense (past/future), capitals and punctuation. Have them rewrite it and extend it with because phrases to make it 3-5 sentences long. You might work on this one together today, but if students feel confident you could give it to them to do independently or in pairs and then take it up as a class.
15	Going Forward Gets students involved in the planning of the curriculum and gives you an idea of what to do next.	Give students prompt questions to find out what skills they would like to focus on next as well as what topics/tasks they would like to do.

Weekly Plan- Sofia

Week 1: For the first two weeks, I think we can build towards a reading assessment where students read signs they might see around their neighborhoods. This is part of the "Getting Things Done" in the CLB for reading. It will focus on their ability to accomplish specific, language-oriented goals (like reading the signs). I have also used the ESL for ALL document and their continuum for literacy development regarding developing visual and perceptual literacies (pg. 120) as a guide for skills development.

Day 1

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Picture Narrative Task Vocabulary Building/Reading Comprehension	This activity focuses on developing the oral language needed for the dialogues and other reading and writing development students will do. This activity you can repeat every day and will work for both your literacy students and your CLB 1 students.
15	Skills Assessment Metacognitive skills, reflection on learning	Give students a skills assessment form. There is a version of the students, as well as for you. If you have time it can be good to fill out the skills assessment based on your judgment as their teacher, as well as having them fill it out themselves. Please see the instructions, as this will be filled out after the activities on Days 1 and 2 to help connect the skills to the specific activities. I find these activities can sometimes be very abstract for low-literacy students.
15	Oral Language: Community Symbols	Show students an example of some symbols around their community. Have them reflect on whether they know what each of the symbols mean. In pairs or small groups have them make guesses about what they think each symbol means and have them match it with an appropriate action picture.

15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend. Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with "hi, how are you" greeting and end with "goodbye". Have them repeat with different partners or the same partner at least 3 times. CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.
20	Writing: Daily Dialogue	Together, write a dialogue based on what students just completed together orally. For literacy students: This will be exclusively copying. Keep the dialogue simple and write it up on the board for them to copy. For CLB 1: After they have copied the dialogue they can practice it with each other.
15	Skill Building: Connecting to the real world, recognizing the symbols	Have students cut out a variety of different community symbol cards. Then give them sheets of paper indicating the location (mall, school, park) etc. Have them place the symbols where they would expect to find them in the real world.

		They can work individually, in pairs or groups whatever they prefer or you feel is best. Then after, take up the handout with them and talk about their ideas.
15	Skill Building Task: Community Symbols	Show students a photo of an action and have them identify which symbol will help (see the power point or pdf). Flash the photo and have students show you which symbol helps with the symbols they have just cut out. After, you have done this a few times, put students in pairs and have them do the same thing with each other.
15	Outside of School:	Have students use their cameras/phones to take pictures of symbols around the school. If possible, you could all go on a walk outside of the classroom to find symbols in the school. The other option, is to ask them to do this at home when they go out walking.

Day 2

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Picture Narrative Task Vocabulary Building/Reading Comprehension	This activity focuses on developing the oral language needed for the dialogues and other reading and writing development students will do. This activity you can repeat every day and will work for both your literacy students and your CLB 1 students.
15	Skills Assessment Metacognitive skills, reflection on learning	**Take 2 days to complete this, as per the instructions in the Skills Assessment document.** Give students a skills assessment form. There is a version of the students, as well as for you. If you have time it can be good to fill out the skills assessment based on your

		judgment as their teacher, as well as having them fill it out themselves. Please see the instructions, as this will be filled out after the activities on Days 1 and 2 to help connect the skills to the specific activities. I find these activities can sometimes be very abstract for low-literacy students.
15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend. Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with “hi, how are you” greeting and end with “goodbye”. Have them repeat with different partners or the same partner at least 3 times. CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.
20	Writing: Daily Dialogue	Together, write a dialogue based on what students just completed together orally. For literacy students: This will be exclusively copying. Keep the dialogue simple and write it up on the board for them to copy. For CLB 1: After, they have copied the dialogue they can practice it with each other.
15	Skill Building Task: Community Symbols	Show students a photo of an action and have them identify which symbol will help (see the power point or pdf). Flash the photo and have students show you which symbol helps.

		After, you have done this a few times, put students in pairs and have them do the same thing with each other.
15	Outside the Classroom: Oral language and vocabulary development	Bring in photos from your own neighborhood (I have some from my neighborhood for your convenience but feel free to add in or change the photos) and take them on a ‘walk around’ of your neighborhood. Have students identify the words/action which goes with each photo. CLB 1: Give them a handout where they can copy the word underneath each photo.
15	Writing: Outside the Classroom	If students were able to take their own photos, either around the classroom or at home have them share these with a partner student. If students were not able to do so, put up Day 2 Materials Neighborhood signs (see pdf) around the classroom with a corresponding number written on the bottom. You will have to add the number. Literacy students: Write the number next to the correct symbol. CLB 1: Write the number and the word underneath on their handout. Then, take up the answers together.

Day 3

Your Daily Routine:

You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.

15	Picture Narrative Task Vocabulary Building/Reading Comprehension	This activity focuses on developing the oral language needed for the dialogues and other reading and writing development students will do. This activity you can repeat every day and will work for both your literacy students and your CLB 1 students.
20	Linguistic Landscape Needs Assessment	To have students reflect on where and how they use their languages. This serves not only to benefit students' reflection and communication about their experience, but allows for the teacher to understand what activities they might develop going forward. Start this activity, but it is unlikely you will finish the whole activity in one day.
15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend. Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with "hi, how are you" greeting and end with "goodbye". Have them repeat with different partners or the same partner at least 3 times. CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.
20	Writing: Daily Dialogue	Together, write a dialogue based on what students just completed together orally. For literacy students: This will be exclusively copying. Keep the dialogue simple and write it up on the board for them to copy.

		For CLB 1: After, they have copied the dialogue they can practice it with each other.
15	Skill Building Task: Community Symbols	Put students in pairs and have them flash the action cue cards and match with the correct symbol. For those students who are getting bored of this activity, have them copy down one word to correspond with each pictures on a separate handout.
15	Pronouns: Grammar Focus	Give them a survey about what they have, then have them check to see if their partner has the same objects. Then together, they can fill out whether 'we' have both objects. You may need to do this together as a whole class.
15	Writing/Reading: Grammar Focus	Give them a photo story using the pronouns we learned earlier. Have students search for the stories and find the pronouns. Literacy Students: give them the same handouts and have them read the picture sentences together. Have them fill out the same survey but about the story. CLB 1: give them the CLB 1 photo story and have them read with a partner. Have them fill out the survey from earlier and identify what I, you and we have.

Day 4

Your Daily Routine:

You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.

15	Picture Narrative Task Vocabulary Building/Reading Comprehension	This activity focuses on developing the oral language needed for the dialogues and other reading and writing development students will do. This activity you can repeat every day and will work for both your literacy students and your CLB 1 students.
20	Linguistic Landscape Needs Assessment	**Continue with this, as it will likely take 2 classes to introduce the vocabulary and concepts.** To have students reflect on where and how they use their languages. This serves not only to benefit students' reflection and communication about their experience, but allows for the teacher to understand what activities they might develop going forward.
15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend. Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with "hi, how are you" greeting and end with "goodbye". Have them repeat with different partners or the same partner at least 3 times. CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.
15	Skill Building Task: Community Symbols	Show students a photo of an action and have them identify which symbol will help (see the power point or pdf). Flash the photo and have students show you which symbol helps. After, you have done this a few times, put students in pairs and have them do the same thing with each other.

15	Speaking/Writing/Listening: Dialogues and Community Symbols	As a class, select a symbol which you are going to use to write a dialogue together. As a whole class, write a classroom dialogue which references a particular symbol (for example: where is the bathroom?) After you have finished, have them practice this dialogue.
15	Matching Game	Give students a symbols handout which they can cut out. Have students match the same symbols or the word and the symbol. Literacy students: have them work together to match the same pictures together. CLB 1: have them work together to match the picture and the word.
15	Writing/Reading: Grammar Focus	Give them a photo story using the pronouns we learned earlier. Have students search for the stories and find the pronouns. Literacy Students: give them the same handouts and have them read the picture sentences together. Have them fill out the same survey but about the story. CLB 1: give them the CLB 1 photo story and have them read with a partner. Have them fill out the survey from earlier and identify what I, you and we have.

Day 5

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.

15	Picture Narrative Task Vocabulary Building/Reading Comprehension	This activity focuses on developing the oral language needed for the dialogues and other reading and writing development students will do. This activity you can repeat every day and will work for both your literacy students and your CLB 1 students.
20	Linguistic Landscape Activity Self-reflection Critical understanding	Give students the linguistic landscape activity. Have them reflect on what languages they have used in the classroom this week and why.
15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend. Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with “hi, how are you” greeting and end with “goodbye”. Have them repeat with different partners or the same partner at least 3 times. CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.
15	Skill Building Task: Community Symbols	Show students a photo of an action and have them identify which symbol will help (see the power point or pdf). Flash the photo and have students show you which symbol helps. After, you have done this a few times, put students in pairs and have them do the same thing with each other.

15	Speaking/Writing/Listening: Dialogues and Community Symbols	As a class, select a symbol which you are going to use to write a dialogue together. As a whole class, write a classroom dialogue which references a particular symbol (for example: where is the bathroom?) After you have finished, have them practice this dialogue.
20	Speaking/Listening Sociocultural Knowledge	Symbols from their Cultures/Countries Show some examples of symbols in Canada (see the handout) and then some examples of different symbols in other countries in the same places. Divide into pairs or groups, and if possible similar language or cultural background groups. Then have them draw symbols on a handout which shows the differences between their home country and Canada. Use a few keywords in English, and then have the students teach you the parallel phrases in their languages.
15	Writing	Give students a handout to reflect on what they learned about another country. Literacy Students: Have them draw a Canadian symbol, a symbol from their home country, as well as a symbol or phrase from a classmate's country/culture. CLB 1: Have them complete the guided journal entry and write in whatever languages or have their classmate help them to write in the additional language.

Week 2: As per last week, we will continue building to the assessment task. I have included the assessment task which will be focused on "Getting Things Done" in the CLB for reading. It will focus on their ability to accomplish specific, language oriented goals (like reading the signs). I

have also used the ESL for ALL document and their continuum for literacy development (pg. 120) as a guide for skills development.

Day 1

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Split Information Activity Vocabulary Building/Reading Comprehension	Students are given a sheet with a variety of focus vocabulary photos (same vocabulary as week 1). Their partner has a handout where they need to organize the vocabulary in some way. For lower level learners, they could have a word bank available where they have to copy the words into the right categories, or for more advanced they could have to get their partner to spell the words for them.
15	Classroom Landscape Metacognitive skills, reflection on learning	**Do Part 1 with Students** To have students reflect on the purpose of education and what they expect at school. This serves not only to benefit students' reflection and communication about their experience, but also to offer the instructor insight into what students need or want from school.
15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend. Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with "hi, how are you" greeting and end with "goodbye". Have them repeat with different partners or the same partner at least 3 times.

		CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.
20	Writing: Daily Dialogue	Together, write a dialogue based on what students just completed together orally. For literacy students: This will be exclusively copying. Keep the dialogue simple and write it up on the board for them to copy. For CLB 1: After they have copied the dialogue they can practice it with each other.
15	Skill Building Task: Community Symbols	Put students in pairs and give one person a ‘need/action’ photo/card. For CLB 1 students these will be words, for literacy students these will be photos. The other student will have a variety of symbol cards. The student then has to describe the picture (“I need…”) and their partner has to offer them the correct symbol that matches the photo. After they have finished with a few photos they switch roles. Literacy Students: Repeat this activity. CLB 1: These students can then write a sentence related to the action picture next to the associated symbol with a partner.

15	Grammar/Vocabulary Need/Want	Highlight the two words need and want. Give students a series of pictures which include things they need or want. Have them organize the pictures onto a large piece of paper together, or individually on a chart. Then have them share with a classmate what they need/want. Literacy students: when they do their pair work, they just listen to the other person. You may also want to work with these students to help them develop the oral language. CLB 1: As they listen to their partner, they can paste pictures or write the word on their paper to show what their partner wants/needs.
15	Reading: Wants/Needs	Give students a reading about what I/you/We want/need. Have them answer a few questions after they do the reading.

Day 2

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Split Information Activity	Students are given a sheet with a variety of focus vocabulary photos (same vocabulary as week 1). Their partner has a handout where they need to organize the vocabulary in some way. For lower level learners, they could have a word bank

	Vocabulary Building/Reading Comprehension	available where they have to copy the words into the right categories, or for more advanced they could have to get their partner to spell the words for them.
15	Classroom Landscape Metacognitive skills, reflection on learning	**Do Part 2 with Students** To have students reflect on the purpose of education and what they expect at school. This serves not only to benefit students' reflection and communication about their experience, but also to offer the instructor insight into what students need or want from school.
15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend. Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with "hi, how are you" greeting and end with "goodbye". Have them repeat with different partners or the same partner at least 3 times. CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.
20	Writing: Daily Dialogue	Together, write a dialogue based on what students just completed together orally. For literacy students: This will be exclusively copying. Keep the dialogue simple and write it up on the board for them to copy.

		For CLB 1: After they have copied the dialogue they can practice it with each other.
15	Skill Building Task: Community Symbols	Put students in pairs and give on person a ‘need/action’ photo/card. For CLB 1 students these will be words, for literacy students these will be photos. The other student will have a variety of symbol cards. The student then has to describe the picture (“I need…”) and their partner has to offer them the correct symbol that matches the photo. After they have finished with a few photos they switch roles. Literacy Students: Repeat this activity. CLB 1: These students can then write a sentence related to the action picture next to the associated symbol with a partner.
15	Store Hours Time/Days of the Week/Reading	Give students a copy of a store open/closed sign with times they will be open (see PDF labelled Store Hours- filled in) Do an activity together where you determine whether the store will be open on particular days using a mock calendar. Then, if you have time and students feel confident, you can put them in pairs with their own store hours sign. Have them pick together what times the store will be open/closed and write the numbers in the gride. Then, have them exchanged calendars with another group and fill out a calendar.

15	Speaking/Listening Question and Answers	Have students use the store handouts they have, or fill out new ones and do a dialogue with each other where they ask each other what time the store opens/closes. Literacy students: They may be able to listen and write down the number they hear on the Store Hours- empty pdf, but this might be too difficult. CLB 1: These students can also fill it out on a chart when they answer the question. See Day 2 Materials.

Day 3

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Split Information Activity Vocabulary Building/Reading Comprehension	Students are given a sheet with a variety of focus vocabulary photos (same vocabulary as week 1). Their partner has a handout where they need to organize the vocabulary in some way. For lower level learners, they could have a word bank available where they have to copy the words into the right categories, or for more advanced they could have to get their partner to spell the words for them.
15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend.

		Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with “hi, how are you” greeting and end with “goodbye”. Have them repeat with different partners or the same partner at least 3 times. CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.
20	Speaking/Writing/Listening: Dialogues and Community Symbols	As a class, select a symbol which you are going to use to write a dialogue together. As a whole class, write a classroom dialogue which references a particular symbol (for example: where is the bathroom?) After you have finished, have them practice this dialogue.
15	Skill Building Task: Community Symbols	Put students in pairs and give on person a ‘need/action’ photo/card. For CLB 1 students these will be words, for literacy students these will be photos. The other student will have a variety of symbol cards. The student then has to describe the picture (“I need…”) and their partner has to offer them the correct symbol that matches the photo. After they have finished with a few photos they switch roles.

		Literacy Students: Repeat this activity. CLB 1: These students can then write a sentence related to the action picture next to the associated symbol with a partner.
15	Store Hours Time/Days of the Week/Reading	Put students in pairs with their own store hours sign. Have them pick together what times the store will be open/closed and write the numbers in the gride. Then, have them exchanged calendars with another group and fill out a calendar handout with their partner's hours. If you want to add to this activity, you could have them design more about the store (what kind of store will it be, what does it sell etc.)
15	Speaking/Listening Question and Answers	Have students use the store handouts they have, or fill out new ones and do a dialogue with each other where they ask each other what time the store opens/closes. Literacy students: They may be able to listen and write down the number they hear on the Store Hours-empty pdf, but this might be too difficult. CLB 1: These students can also fill it out on a chart when they answer the question. See Day 3 Materials.
15	Reading: Wants/Needs	Give students a reading about what I/you/We want/need. Have them answer a few questions after they do the reading.

Day 4

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Split Information Activity Vocabulary Building/Reading Comprehension	Students are given a sheet with a variety of focus vocabulary photos (same vocabulary as week 1). Their partner has a handout where they need to organize the vocabulary in some way. For lower level learners, they could have a word bank available where they have to copy the words into the right categories, or for more advanced they could have to get their partner to spell the words for them.
15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend. Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with "hi, how are you" greeting and end with "goodbye". Have them repeat with different partners or the same partner at least 3 times. CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.

15	Speaking/Writing/Listening: Dialogues and Community Symbols	As a class, select a symbol which you are going to use to write a dialogue together. As a whole class, write a classroom dialogue which references a particular symbol (for example: where is the bathroom?) After you have finished, have them practice this dialogue.
15	Skill Building Task: Community Symbols	Put students in pairs and give on person a 'need/action' photo/card. For CLB 1 students these will be words, for literacy students these will be photos. The other student will have a variety of symbol cards. The student then has to describe the picture ("I need…") and their partner has to offer them the correct symbol that matches the photo. After they have finished with a few photos they switch roles. Literacy Students: Repeat this activity. CLB 1: These students can then write a sentence related to the action picture next to the associated symbol with a partner.
15	Sociocultural Awareness Speaking/Listening	Give students a handout with different types of stores on it. Have them survey each other about how often they go shopping at each of these places.

		Then, have them do another form about how often they would do these same activities in their home countries/cultures.
15	Sociocultural Awareness Speaking/Listening	Do another survey with the students where you have them talk about what they need in Canada that they wouldn't need in their home country (for example winter clothing). Have them write in their own languages, use pictures provided or draw what they need in Canada that is different from the countries they live in. I have included a few pictures, but encourage them to come up with their own ideas and to collaborate with each other in whatever languages work best for them.
15	Reading: Wants/Needs	Give students a reading about what an example person needs in Canada that is different from this person's home country. Have them fill out the chart they did together but about this student.

Day 5

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Split Information Activity Vocabulary Building/Reading Comprehension	Students are given a sheet with a variety of focus vocabulary photos (same vocabulary as week 1). Their partner has a handout where they need to organize the vocabulary in some way. For lower level learners, they could have a word bank available where

		they have to copy the words into the right categories, or for more advanced they could have to get their partner to spell the words for them.
15	Self-Reflection Metacognitive skills, reflection on learning	Have students review the skills from their needs assessment and mark off what they feel they are improving in.
15	Daily Dialogue	Give them a copy of the photo dialogue. In a big group, model an example dialogue using the handout. After, put them in pairs and have them practice with a friend. Literacy students: Have them use the pictures to talk with a partner. This means the dialogue may be very loosely structured but encourage them to start with "hi, how are you" greeting and end with "goodbye". Have them repeat with different partners or the same partner at least 3 times. CLB 1: Have students practice the dialogues using the handout. After they are finished, give them an additional handout and have them write 1-2 words that they used in their conversation down on paper.
15	Speaking/Writing/Listening: Dialogues and Community Symbols	As a class, select a symbol which you are going to use to write a dialogue together. As a whole class, write a classroom dialogue which references a particular symbol (for example: where is the bathroom?)

		After you have finished, have them practice this dialogue.
30	Assessment Task Community Symbols	I'm not sure how you like to do assessment, but this type of assessment might be best to do in pairs, while you observe each pair. The other students can practice or do a worksheet (see materials) while you work with pairs of students. CLB 1: Have a partner show them a word and then have the student pick out the matching symbol. Literacy: Have a partner show them a symbol and have them pick out the matching action.
15	Places in my Community Speaking/Listening Vocabulary	Talk about all the different places in the community. Introduce the names of buildings and places they might go. Have students survey each other and circle the ones their partner uses. If you wanted a more group activity, you could also have them go around and put checkmarks to see what places most people go too.
15	My Community Vocabulary/Speaking Visual Literacy	Have students create a community map. Take the places they go regularly and place them on a piece of paper. Give them freedom to orient it however they want and draw connecting lines and roads to the places they go very often. You can make an example one yourself,

		but I find sometimes they follow your example too closely, so feel free to just let them be freely creative with this. Then have them share these with a partner and explain the different places they go.

Week 3: This week we will shift focus a little bit to the writing assessment we will do the following week. The assessment next week will focus on creating their own signs for problems, warnings or goodwill messages in their community. This is in the “Interacting with Others” band of the CLB. It focuses on “conveying greetings or other goodwill messages by completing cards or other very short, simple standard texts. I have also used the ESL for ALL document and their continuum for literacy development (pg. 120) as a guide for skills development.

Day 1

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Picture Book Task Vocabulary Building/Reading Comprehension	Students are given level appropriate books with photos. The first day they listen to the teacher read the stories then they are put in pairs to read together. They repeat the reading each day, for more advanced students could add different conditions (reading within a certain time for example).

20	Daily Dialogue- Writing, Speaking and Listening	Give students a series of photos of symbols from last week, and have them work in pairs or small groups to create their own dialogues. They can use the resources and dialogues from previous weeks. Then have them rehearse it together.
15	Daily Dialogue- Grammar	Brainstorm with students a word bank of phrases they use in their dialogues. Writing can be really challenging for some, especially the ideas so introduce the ‘wh’ questions. Give them a handout so they can survey each other using sample ‘wh’ questions. I have also left in blank spots in the handout for you to add your own questions that you come up with as a class. Then, they have to go around and ask each other these questions.
15	Creating a Poster: Skill Building Task	Show students a picture of a problem situation where a sign is needed. Give each student a blank sheet of paper as well as the printout with different symbols with the words underneath. I have made two options for today so that you can do one as a class and then put them in groups. Together, come up with what the sign should look like. You can do this as a whole class, put them in groups or have them do it independently. You could even put CLB 1 students in a group or pairs, and the literacy students could work with you in a group to come up with a poster. Encourage them to use whatever colours they would like, whatever words feel relevant to them etc.
20	Creating a Poster: Relating to their own experiences	Give them a few questions to ask each other in pairs about the problems in their community. These are yes/no questions. Once students have asked each other about the problems they have, have them select one possible problem (especially if they share this problem) and have them work with a partner to design

		a poster. Students might want to make two separate posters or they might want to work together on one. At this stage let them create/write/draw/use whatever pictures they want.
15	Visual Literacy-Colours	Give them examples of signs and ask them: Which is better? Students can put a checkmark next to the sign they think is better. After talk about it with them (use the powerpoint to show the examples) Have them notice the differences in colours and ask them why we use the colours we do. Then look back at their posters and ask them if they would add or change any of the colours they used next time.
15	Vocabulary Development: Matching	Give them a Matching Game with the signs and symbols from last week and have them practice matching the words/pictures or the pictures/pictures.

Day 2

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.

15	Picture Book Task Vocabulary Building/Reading Comprehension	Students are given level appropriate books with photos. The first day they listen to the teacher read the stories then they are put in pairs to read together. They repeat the reading each day, for more advanced students could add different conditions (reading within a certain time for example).
20	Daily Dialogue- Writing, Speaking and Listening	Give students a series of photos of symbols from last week, and have them work in pairs or small groups to create their own dialogues. They can use the resources and dialogues from previous weeks. Then have them rehearse it together.
15	Daily Dialogue- Grammar	Give them a handout so they can survey each other using sample 'wh' questions. I have also left in blank spots in the handout for you to add your own questions that you come up with as a class. Then, they have to go around and ask each other these questions.
15	Creating a Poster: Skill Building Task	Show students a picture of a problem situation where a sign is needed. Give each student a blank sheet of paper as well as the printout with different symbols with the words underneath. Together, come up with what the sign should look like. You can do this as a whole class, put them in groups or have them do it independently. You could even put CLB 1 students in a group or pairs, and the literacy students could work with you in a group to come up with a poster. Encourage them to use whatever colours they would like, whatever words feel relevant to them etc. **Bring up what colours they choose for their sign, green means good, red means stop, yellow is be careful.**

20	Creating a Poster: Relating to their own experiences	Give them a few questions to ask each other in pairs about the problems in their community. These are yes/no questions. Once students have asked each other about the problems they have, have them select one possible problem (especially if they share this problem) and have them work with a partner to design a poster. Students might want to make two separate posters or they might want to work together on one. At this stage let them create/write/draw/use whatever pictures they want.
20	Community Maps: Symbols	Create new community maps, similar to the activity they did last week. Give them examples they can cut out and paste on a map of their community. Then give them example symbols which they can paste near these places. After they have finished putting the symbols and community places on the map, have them label them. For literacy students this will look like copying the names of the symbols. For CLB 1 students, they might begin to know a few of the symbols for writing but for this activity let them copy as much as they need to using a word bank of the symbols. After their map is completed, have them keep it as a vocabulary resource in their binders or another safe place so they can refer back to it.
15	Vocabulary- Go Fish “Do you have”	Go Fish Give students the matching cards and split students into groups of 3-4. Teach them how to play Go Fish, where they have to ask

	Sign and community vocabulary	each other "Do you have a women's washroom?" etc. You can also play this by colour, where they have to ask each other "Do you have a yellow sign?" depending on which vocabulary you would like to focus on.

Day 3

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Picture Book Task Vocabulary Building/Reading Comprehension	Students are given level appropriate books with photos. The first day they listen to the teacher read the stories then they are put in pairs to read together. They repeat the reading each day, for more advanced students could add different conditions (reading within a certain time for example).
20	Daily Dialogue- Writing, Speaking and Listening	Give students a series of photos of symbols from last week, and have them work in pairs or small groups to create their own dialogues. They can use the resources and dialogues from previous weeks. Then have them rehearse it together.
15	Daily Dialogue- Grammar	Give them a handout so they can survey each other using sample 'wh' questions. I have also left in blank spots in the handout for you to add your own questions that you come up with as a class. Then, they have to go around and ask each other these questions.

15	Creating a Poster: Skill Building Task	Give students one problem situation but have them work in pairs to come up with a sign. Give them a series of questions to work on together (to complete either before or after they are finished their poster) related to visual literacy. Then have them switch posters with another student and fill out a peer-review sheet. When they get the sheet back, they have to make small changes to the poster if possible.
20	Creating a Poster: Relating to their own experiences	Give them a few questions to ask each other in pairs about the problems in their community. These are yes/no questions. Once students have asked each other about the problems they have, have them select one possible problem (especially if they share this problem) and have them work with a partner to design a poster. Students might want to make two separate posters or they might want to work together on one. At this stage let them create/write/draw/use whatever pictures they want.
20	Community Maps: Symbols	Have them practice giving each other directions and instructions. Use the community maps from last week or earlier this week. Put students in pairs. One student has their map, the other student has a handout where they have to match the building with the symbols near it. They ask the other student questions like “What is near/next to the post office?” Then the other person has to tell them what signs are near the post office “Watch out for construction”. When one person has finished, they switch.

15	Vocabulary Development: Matching	Give them a Matching Game with the signs and symbols from last week and have them practice matching the words/pictures or the pictures/pictures.

Day 4

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Picture Book Task Vocabulary Building/Reading Comprehension	Students are given level appropriate books with photos. The first day they listen to the teacher read the stories then they are put in pairs to read together. They repeat the reading each day, for more advanced students could add different conditions (reading within a certain time for example).
20	Daily Dialogue- Writing, Speaking and Listening	Give students a series of photos of symbols from last week, and have them work in pairs or small groups to create their own dialogues. They can use the resources and dialogues from previous weeks. Then have them rehearse it together.
15	Daily Dialogue- Grammar	Give them a handout so they can survey each other using sample ‘wh’ questions. I have also left in blank spots in the handout for you to add your own questions that you come up with as a class. Then, they have to go around and ask each other these questions.

15	Evaluating a Sign: Visual Literacy Skills	Give students a copy of two signs and evaluate them together as a class for whether they are good signs or not. Put in groups or have them independently answer questions about what type of sign it is and what makes it a good or bad sign. Then have students choose which sign is better and explain why. Talk about it as a whole group.
15	Creating a Poster: Skill Building Task	Give students one problem situation but have them work in pairs to come up with a sign. Give them a series of questions to work on together (to complete either before or after they are finished their poster) related to visual literacy. Then have them switch posters with another student and fill out a peer-review sheet. When they get the sheet back, they have to make small changes to the poster if possible.
20	Creating a Poster: Relating to their own experiences	Give them a few questions to ask each other in pairs about the problems in their community. These are yes/no questions. Once students have asked each other about the problems they have, have them select one possible problem (especially if they share this problem) and have them work with a partner to design a poster. Students might want to make two separate posters or they might want to work together on one. At this stage let them create/write/draw/use whatever pictures they want.

15	Vocabulary- Go Fish “Do you have” Sign and community vocabulary	Go Fish Give students the matching cards and split students into groups of 3-4. Teach them how to play Go Fish, where they have to ask each other “Do you have a women’s washroom?” etc. You can also play this by colour, where they have to ask each other “Do you have a yellow sign?” depending on which vocabulary you would like to focus on.

Day 5

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Picture Book Task Vocabulary Building/Reading Comprehension	Students are given level appropriate books with photos. The first day they listen to the teacher read the stories then they are put in pairs to read together. They repeat the reading each day, for more advanced students could add different conditions (reading within a certain time for example).
20	Daily Dialogue- Writing, Speaking and Listening	Give students a series of photos of symbols from last week, and have them work in pairs or small groups to create their own dialogues. They can use the resources and dialogues from previous weeks. Then have them rehearse it together.

15	Daily Dialogue-Grammar	Give them a handout so they can survey each other using sample ‘wh’ questions. I have also left in blank spots in the handout for you to add your own questions that you come up with as a class. Then, they have to go around and ask each other these questions.
15	Creating a Poster: Skill Building Task	Give students one problem situation but have them work in pairs to come up with a sign. Give them a series of questions to work on together (to complete either before or after they are finished their poster) related to visual literacy. Then have them switch posters with another student and fill out a peer-review sheet. When they get the sheet back, they have to make small changes to the poster if possible.
20	Creating a Poster: Relating to their own experiences	Give them a few questions to ask each other in pairs about the problems in their community. These are yes/no questions. Once students have asked each other about the problems they have, have them select one possible problem (especially if they share this problem) and have them work with a partner to design a poster. Students might want to make two separate posters or they might want to work together on one. At this stage let them create/write/draw/use whatever pictures they want.
15	Reading/Listening: Signs	Give them a reading about the signs in someone’s neighborhood. You can do this in two ways: 1. Listening focused: You read the story to the students and they listen for the signs you mention in the reading.

		As they listen, they circle the signs they hear you talk about. 2. They read the story and circle the signs they read about. You might even give them the option of which one they would pick!
15	Charades Oral language for signs Recognition of meaning related to the sign	Charades Using the signs from previous days, play Charades with the students. Split the class in half if you want to have two teams (this sometimes is more fun and engaging to have competition but depends on the class). Then have students come up to the front of the class and act out the symbol they pick up. Go back and forth between the teams until they reach 10 points (or until they get tired of the game).

Week 4: This week we will shift focus a little bit to the writing assessment. The assessment will focus on creating their own signs for problems, warnings or goodwill messages in their community. I will also have an option for them to present a dialogue which they work on all week and memorize to perform with a partner. This is in the “Interacting with Others” band of the CLB. It focuses on “conveying greetings or other goodwill messages by

completing cards or other very short, simple standard texts. I have also used the ESL for ALL document and their continuum for literacy development (pg. 120) as a guide for skills development.

Day 1

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Journal Task Vocabulary Building/Reading Comprehension Writing	Students are given a writing prompt related to the vocabulary and tasks from this week. They start by writing whatever is possible or copying if writing on their own isn't possible. For literacy students you can also have them draw or write in their first languages or just write 1-2 words per prompt. Each day, they answer the same prompt. They can use any digital or resources from previous weeks. Word banks and sample sentences will be provided. If writing is too advanced, students could also construct photo texts based on the prompt.
20	Self Reflection Oral language, metacognitive skills	Have students do an activity to reflect on how they feel about their use of English in different environments (see the Self-Reflection handout) (i.e. at school, at work, at home). Have them share with a classmate with some guided questions for oral language development.
20	Daily Dialogue	Have students select a partner and a dialogue which they would like to write together (or copy). Have CLB 1 student spend today creating the dialogue and give them a checklist to make sure their dialogue has everything it needs. Edit a dialogue together as a class (see Day 1 Materials) and then have them do it with their own dialogue.

		After they have checked it over, have them hand it in to you for you to review and edit.
15	Creating a Poster: Oral language	Show pictures of different types of problems in the community and talk about them with the class. Just like last week, have them identify what kinds of problems are in their community. You can do this in a think-pair-share format (where they circle pictures on the handout from their experience, share with a partner and then you talk about it as a whole class). Give them a space on the handout to add their own community problems and then have them select one to create a poster about.
20	Creating a Poster: Relating to their own experiences	Have each person create their own poster but have them do it in groups or individually, whatever works best for them. After they have created the poster have them add appropriate words to the poster both in English and in their first language. Have them work together on translations or use Google translate software to help figure out what to write.
15	Visual Literacy-Languages	Show them a series of photos of multilingual signs. Talk together using the prompting questions about formatting, language use and how it should be on a sign. Have them look back at the multilingual signs they created and have them consider what changes they would make to the size of the font (which language should be bigger/smaller etc.) using the prompt questions.

Day 2

<table>
<tr><td colspan="3">Your Daily Routine:
You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.</td></tr>
<tr><td>15</td><td>Journal Task
Vocabulary Building/Reading Comprehension
Writing</td><td>Students are given a writing prompt related to the vocabulary and tasks from this week. They start by writing whatever is possible or copying if writing on their own isn't possible.
Each day, they answer the same prompt. They can use any digital or resources from previous weeks. Word banks and sample sentences will be provided. If writing is too advanced, students could also construct photo texts based on the prompt.</td></tr>
<tr><td>15</td><td>Self Reflection
Oral language, metacognitive skills</td><td>Have students check their skills sheet and pick out two or three skills they feel they have improved. Have them compare this to the first week's completion of this form (see Self-Reflection for Activity).</td></tr>
<tr><td>20</td><td>Daily Dialogue</td><td>Give students back the edits you have made on their work and have them re-write a 'good' copy of the dialogue.
Then have them practice this dialogue and talk about presenting it to the class on Thursday (or Friday). They will be expected to have the dialogue memorized, or you can help them copy it out onto cue cards they can use (depending on the level and comfort level).</td></tr>
<tr><td>20</td><td>Creating a Poster: Relating to their own experiences</td><td>Have students create an explicitly multilingual sign. They can rework an English sign or come up with a new idea. Have them use the checklist from yesterday to help them with the creation.</td></tr>
</table>

10	Visual Literacy- Sight Test	Have student hang their posters on one side of the room and walk to the other side of the room. Can they see the text? Can they see the colours? Do they understand the sign? Have them look at their own sign and judge whether it makes a good sign based on whether they can understand it from far away. Use a checklist if you like, but you can also just have them reflect on it orally. Give students time to make changes if needed.
15	Oral Skills: WH Questions, Conversational fluency	Give students a series of WH questions for them to answer in pairs or larger groups depending on the level. Another strategy I've used with my students has been to have them talk for 30 seconds, slowly building this number over time. The goal is to speak in English about any topic they wish to their partner, asking each other questions back and forth and talking until the timer goes off and then switching the roles (asker-questioner). If students find the WH-questions aren't structured enough or if you would like them to practice particular conversational questions, you can try using a timer to get them speaking for longer periods of time.
20	Reading: WH questions	Give students a reading with Wh questions at the end. Literacy students will not be able to write their answers to the questions based on the reading, but you can work together as a class to find the answers to the reading in the text. This is a very difficult skill for many new readers, and they may want to answer the questions from outside the text.

		CLB 1 students may be able to write the answers to the questions, or may be able to find the answers with a partner.

Day 3

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Journal Task Vocabulary Building/Reading Comprehension Writing	Students are given a writing prompt related to the vocabulary and tasks from this week. They start by writing whatever is possible or copying if writing on their own isn't possible. Each day, they answer the same prompt. They can use any digital or resources from previous weeks. Word banks and sample sentences will be provided. If writing is too advanced, students could also construct photo texts based on the prompt.
20	Self Reflection Oral language, metacognitive skills	Have students find two samples of their own work showing their progress in a skill (see yesterday's activity). (see the self-reflection for the full description of this activity). They may create a small poster (before and after photo), write a few sentences explaining the differences between the two samples, or work with a small group or friend to give a presentation to the class showing their work. The goal is for them in some way to reflect on their progress and see the changes over time. You can have them pick a favourite

		activity and write or talk to you or a classmate about it and then represent it visually, orally or in writing.
20	Daily Dialogue	Have students continue practicing their dialogue and encourage them to put away the paper today and try (at least once) to do the dialogue without any papers to read off of. If you have devices and students want, recording themselves is a great way for them to practice hearing their own voices and correcting what they say. But some students may find this too stressful.
20	Poster Assessment	For this assessment, have students select and draw a poster of their choice about any problem they find in their community. They can also choose to redo the posters from earlier in the week. After they have created the poster have students self-assess their work. Have them do a visual test to check if they can understand the poster from a distance and give them a checklist to fill out. After, you can assess their posters based on similar criteria.
15	Oral Skills: WH Questions, Conversational fluency	Give students a series of WH questions for them to answer in pairs or larger groups depending on the level. Another strategy I’ve used with my students has been to have them talk for 30 seconds, slowly building this number over time. The goal is to speak in English about any topic they wish to their partner, asking each other questions back and forth and talking until the timer goes off and then switching the roles (asker-questioner).

		If students find the WH-questions aren't structured enough or if you would like them to practice particular conversational questions, you can try using a timer to get them speaking for longer periods of time.
20	Reading: WH questions	Give students a reading with Wh questions at the end. Literacy students will not be able to write their answers to the questions based on the reading, but you can work together as a class to find the answers to the reading in the text. This is a very difficult skill for many new readers, and they may want to answer the questions from outside the text. CLB 1 students may be able to write the answers to the questions, or may be able to find the answers with a partner.

Day 4

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Journal Task Vocabulary Building/Reading Comprehension Writing	Students are given a writing prompt related to the vocabulary and tasks from this week. They start by writing whatever is possible or copying if writing on their own isn't possible. Each day, they answer the same prompt. They can use any digital or resources from previous weeks. Word banks and sample sentences will be provided. If writing is too

		advanced, students could also construct photo texts based on the prompt.
10	Daily Dialogue	Have students continue practicing their dialogue and encourage them to put away the paper today and try (at least once) to do the dialogue without any papers to read off of. If you have devices and students want, recording themselves is a great way for them to practice hearing their own voices and correcting what they say. But some students may find this too stressful. Another strategy is to time them to see how quickly they can get through the dialogue. This helps them work on fluency.
20	Reading: Bilingual Signs	Give students examples of Canadian bilingual signs and have them find and circle the English words. Then give students a set of questions to answer about a particular sign. Take up the answers together.
15	Oral Skills: WH Questions, Conversational fluency	Give students a series of WH questions for them to answer in pairs or larger groups depending on the level. Another strategy I've used with my students has been to have them talk for 30 seconds, slowly building this number over time. The goal is to speak in English about any topic they wish to their partner, asking each other questions back and forth and talking until the timer goes off and then switching the roles (asker-questioner).

		If students find the WH-questions aren't structured enough or if you would like them to practice particular conversational questions, you can try using a timer to get them speaking for longer periods of time.
20	Reading: WH questions	Give students a reading with Wh questions at the end. Literacy students will not be able to write their answers to the questions based on the reading, but you can work together as a class to find the answers to the reading in the text. This is a very difficult skill for many new readers, and they may want to answer the questions from outside the text. CLB 1 students may be able to write the answers to the questions, or may be able to find the answers with a partner.
15	WH Questions in Community Places	WH-Questions in the Community Use 2 community places and come up with questions people usually ask them in these places. Work together to come up with questions people usually ask and use the prompted questions to prompt simple role-plays at one of these locations.
15	Writing/Reading/Speaking Filling out a Simple Form	Based on the role-play, give students a simple form to fill out with commonly asked questions about their personal information.

		After they have completed the form, have them do the role-play again and fill in a form related to their partner's personal information. If students don't feel comfortable with people writing down their personal information (address, date of birth etc.) have them give fake information. I've given two options (a bank role play or a hospital one).

Day 5

Your Daily Routine: You had mentioned you have daily routines with the students that you like to start the day with. Just wanted to acknowledge that the other activities can come after/wherever you would like.		
15	Journal Task Vocabulary Building/Reading Comprehension Writing	Students are given a writing prompt related to the vocabulary and tasks from this week. They start by writing whatever is possible or copying if writing on their own isn't possible. Each day, they answer the same prompt. They can use any digital or resources from previous weeks. Word banks and sample sentences will be provided. If writing is too advanced, students could also construct photo texts based on the prompt.
20	Daily Dialogue	Have students present their dialogues to the class or to a group of students. Depending on the comfort of the students, you may want to split the class in half and have them present to half the class (having four students

		presenting their dialogue at a time). Or you can have each pair present to the whole class.
20	Reading: WH questions	Give students a reading with Wh questions at the end. Literacy students will not be able to write their answers to the questions based on the reading, but you can work together as a class to find the answers to the reading in the text. This is a very difficult skill for many new readers, and they may want to answer the questions from outside the text. CLB 1 students may be able to write the answers to the questions, or may be able to find the answers with a partner.
15	WH Questions in Community Places	WH-Questions in the Community Use 3 community places and come up with questions people usually ask them in these places. Work together to come up with questions people usually ask and use the prompted questions to prompt simple role-plays at one of these locations.
15	Writing/Reading/Speaking Filling out a Simple Form	Based on the role-play, give students a simple form to fill out with commonly asked questions about their personal information.

		After they have completed the form, have them do the role-play again and fill in a form related to their partner's personal information. If students don't feel comfortable with people writing down their personal information (address, date of birth etc.) have them give fake information.
15	Needs Assessment	Give students a needs assessment to decide what they would like to study next. I have also included a skills assessment to decide what specific assessments you'd like to do with students. I usually have done this as a class activity, where I give them a few ideas and we pick 1 activity per skill. For example, if students want to study shopping: Reading a receipt Writing a list Speaking to a cashier Listening to cashier questions

Appendix C: Interview Questions for Semi-structured Interviews

Interview 1:

1) How long have you been an ESL instructor?
2) Where do you teach currently?
3) What levels do you teach?
4) Can you describe to me a day in your life teaching this class?
5) When you work with literacy students, what do you feel is working?
6) Where do you feel unsupported when working with these students?

Interview 2:

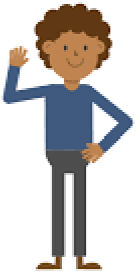
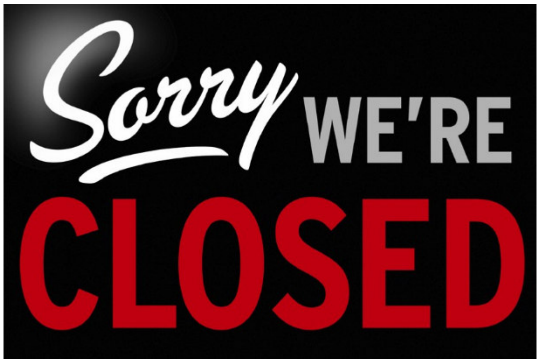
1) Can you talk me through your process for adapting these materials?
2) There are four big categories in the unit plan: needs assessments, the repetition activities that build to an assessment, daily task repetition for vocabulary, and self-reflection activities. Which of these has resonated most with you/your students?
3) What challenges did you experience when using these materials in your classroom?
4) Have there been any surprises for you in this process? Either with your students' learning or your own?
5) How do you feel about using repeated activities (task repetition) with literacy students now?
6) When we talked last, you noticed A) and B) was working in your classroom. How do you feel these materials distracted from or supported what's working in your class?
7) Is there anything from this process you want to carry forward into your teaching? (structure, materials, task repetition, perspectives).

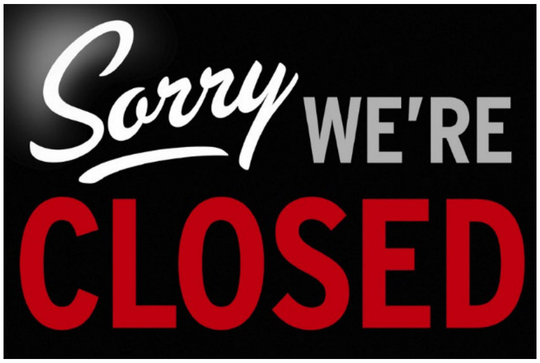
8) Do you have any final thoughts, feedback or ideas about what would make this experiences/these materials more useful for you?

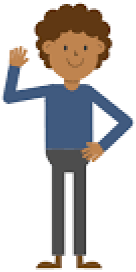
Appendix D: Highlighted Resources

Activity 1: Daily Dialogue Activity

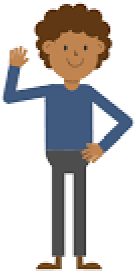
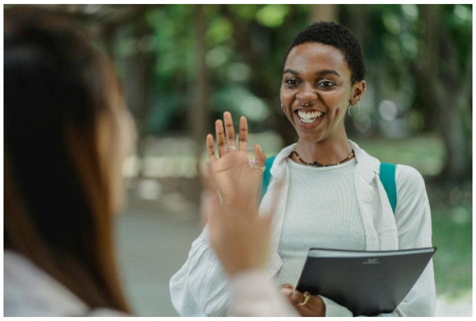
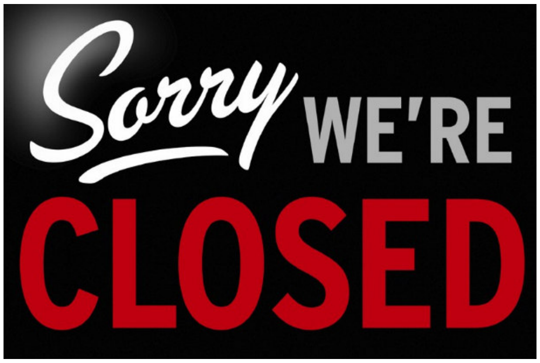
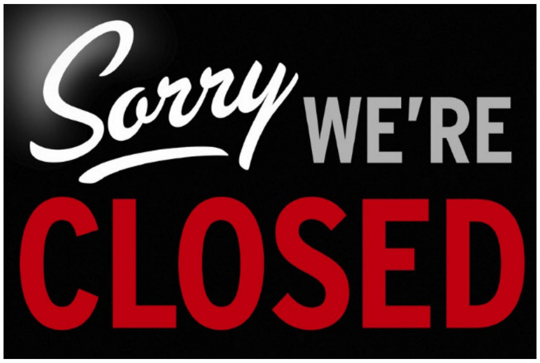
Dialogue- With Words

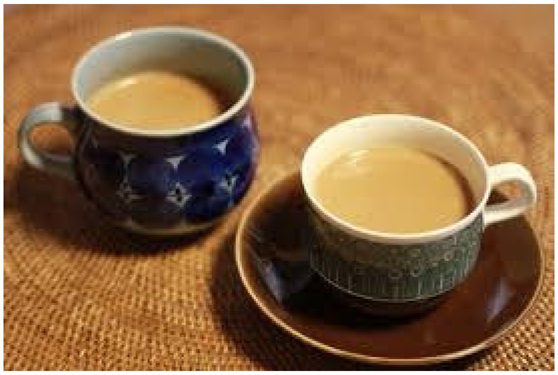
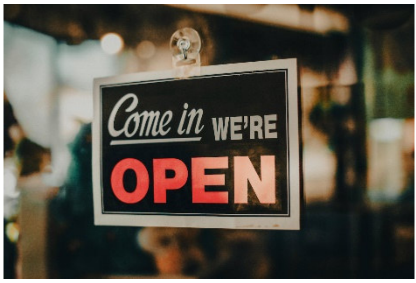
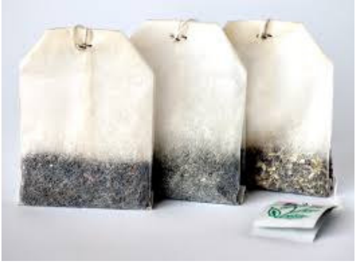
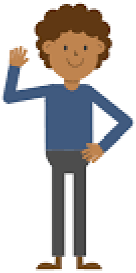
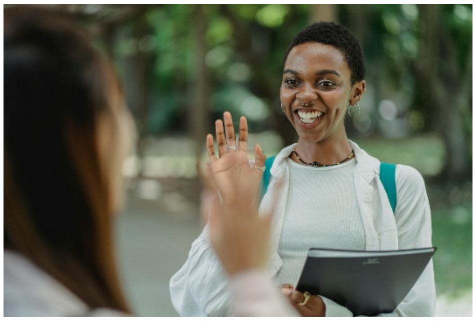
Neighbour 1	Hi! How are you? 
Neighbour 2	I'm fine. How are you?
Neighbour 1	Is the store closed? 

Neighbour 2	Yes, it is closed.  Sorry WE'RE CLOSED
Neighbour 1	Oh no! I need tea and coffee.
Neighbour 2	The store opens at 9:00am. They have tea and coffee. Come in WE'RE OPEN
Neighbour 1	Thank you so much. I will come back!

	
Neighbour 2	My pleasure, have a great day!

Dialogue- Pictures Only

Neighbour 1	
Neighbour 2	
Neighbour 1	 Sorry WE'RE CLOSED
Neighbour 2	 Sorry WE'RE CLOSED

Neighbour 1	
Neighbour 2	 Come in WE'RE OPEN 
Neighbour 1	
Neighbour 2	

What words did you use in your dialogue?

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________
5. ____________________________________

Dialogue- Student Writing

Neighbour 1	
Neighbour 2	
Neighbour 1	
Neighbour 2	
Neighbour 1	
Neighbour 2	
Neighbour 1	
Neighbour 2	

Activity 2: Picture Narrative Task

Picture Narrative Task:

Teacher Instructions

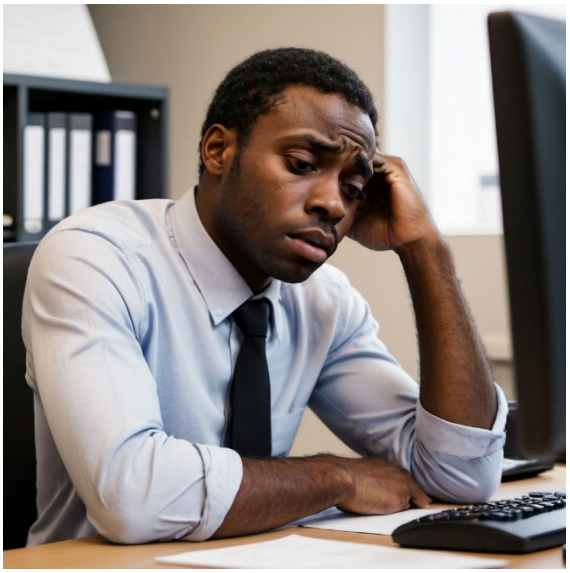
Rationale: To have a vocabulary activity which allows for students to develop the oral or written vocabulary relevant to the task for the week. Also, to help support their students reading comprehension through storytelling.

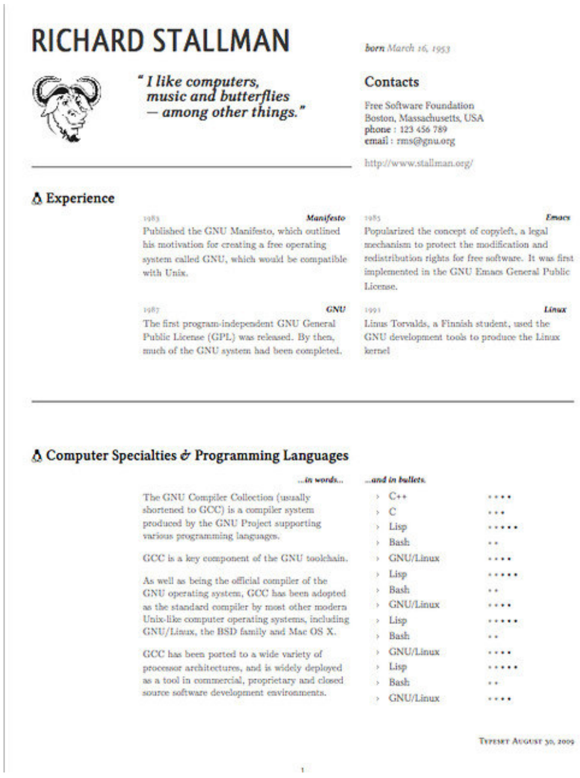
Target Vocabulary: form, want, need, name, address

Activity: Students are given a picture story and asked to organize the pictures in whatever order makes sense to them. Before giving the students the pictures, review the story and brainstorm vocabulary they might use on the board with them. There are two options for this activity, a collaborative activity and an independent one.

Collaborative: If students would like to work in pairs, after arranging their story in order, have them tell the story to a peer. Emphasize that they might have the pictures in a different order and that's okay. After they have told their story to a partner, have them notice what is different.

Independent: The student can write a version of the story based on the pictures on their own. Encourage students to use the word bank on the board and to write as little or as much as is relevant to them. They might even try writing in their first language, and then providing a translation for the teacher in English underneath.



RICHARD STALLMAN

born March 16, 1953

" I like computers, music and butterflies — among other things."

Contacts

Free Software Foundation
Boston, Massachusetts, USA
phone : 123 456 789
email : rms@gnu.org

http://www.stallman.org/

♙ Experience

1983 ***Manifesto***
Published the GNU Manifesto, which outlined his motivation for creating a free operating system called GNU, which would be compatible with Unix.

1985 ***Emacs***
Popularized the concept of copyleft, a legal mechanism to protect the modification and redistribution rights for free software. It was first implemented in the GNU Emacs General Public License.

1987 ***GNU***
The first program-independent GNU General Public License (GPL) was released. By then, much of the GNU system had been completed.

1991 ***Linux***
Linus Torvalds, a Finnish student, used the GNU development tools to produce the Linux kernel

♙ Computer Specialties *&* Programming Languages

...in words...

The GNU Compiler Collection (usually shortened to GCC) is a compiler system produced by the GNU Project supporting various programming languages.

GCC is a key component of the GNU toolchain.

As well as being the official compiler of the GNU operating system, GCC has been adopted as the standard compiler by most other modern Unix-like computer operating systems, including GNU/Linux, the BSD family and Mac OS X.

GCC has been ported to a wide variety of processor architectures, and is widely deployed as a tool in commercial, proprietary and closed source software development environments.

...and in bullets.

› C++	••••
› C	•••
› Lisp	•••••
› Bash	••
› GNU/Linux	••••
› Lisp	•••••
› Bash	••
› GNU/Linux	••••
› Lisp	•••••
› Bash	••
› GNU/Linux	••••
› Lisp	•••••
› Bash	••
› GNU/Linux	••••

TYPESET AUGUST 30, 2009

1

Do you hear these words?

- ○ form
- ○ need
- ○ want
- ○ name
- ○ address