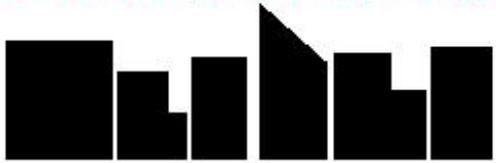




Baltimore City Community College



Changing Lives...Building Communities

ADULTS' FIRST CHANCE AT SCHOOL

Kevin Meadowcroft & Diana Holden

BCCC's Refugee Programs

- Baltimore City and Prince George's County Refugee Assistance Programs (ESL and Lifeskills)
- Refugee Employment Training Program (Workforce Training)
- Refugee Youth Project (Afterschool Program)
- Funded by the Maryland Office of Refugees and Asylees

Phases of BC RAP Literacy

- Phase I (Circa 2001 and before): No literacy classes
- Phase II (Circa 2002): One Literacy class, but little movement
- Phase III (Circa 2003): Literacy Circles
- Phase III (Circa 2006): More movement from Literacy class to “mainstream” levels
- Phase IV (2009): Introduction of Pre-Beginner and Literacy Supplements
- Phase V (2010): Introduction of separate literacy track

Profile of Literacy Students

- Number have increased from 52 in FY 08 to 84 in FY 10.
- Average years of schooling is 2.
- Median years of schooling is 0.



Profile of Literacy Students

- Average age is 42.
- A little more than half are ethnic Nepalis from Bhutan.
- Usually unemployed and/or on social services.
- Health problems.
- High persistence rates.

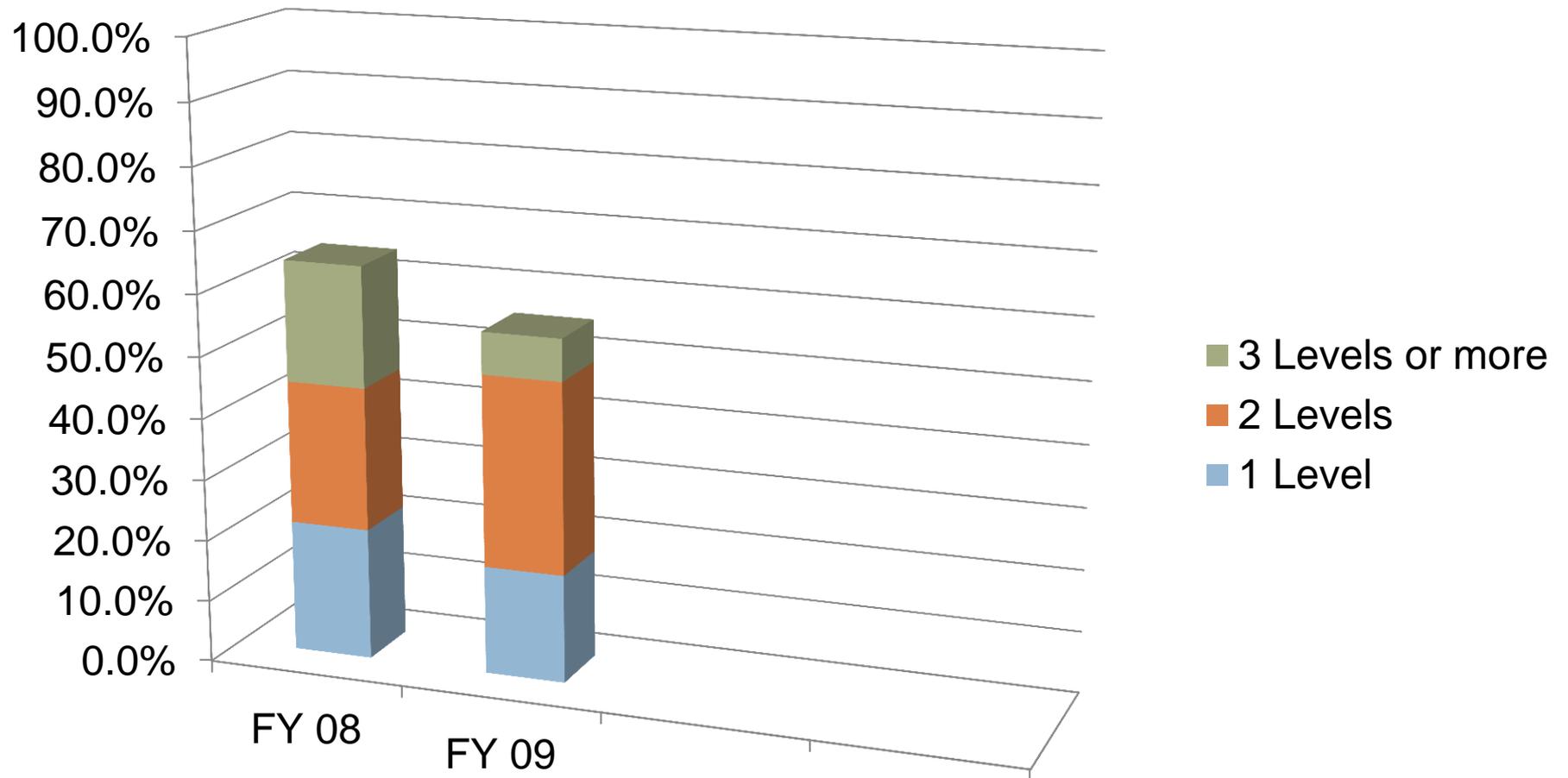


Why Literacy? less obvious reasons

- Social isolation
- Citizenship



Literacy Level Completions



Literacy Track (Afternoon)	Regular Track (Morning)
Literacy A	
Literacy B	
PreBeginning	PreBeginning
Low Beginning	Low Beginning
High Beginning	High Beginning
	Low Intermediate and Job Readiness
	High Intermediate

Introduction

- Class profile
 - ▣ Pre-literate: Oral tradition
 - ▣ Non-literate: little or no exposure to literacy
 - ▣ Semi-literate: minimal literacy
 - ▣ Have literacy basics: holding a pen but NOT always making shapes
 - ▣ Ethnicity
 - Nepali, Burundian, Congolese, Eritrean, Kenyan, Ethiopian, & Iraqi

INTRODUCTION

- Focus
 - ▣ Primary: Oral language
 - ▣ Secondary: Reading (sight) & Writing
- Inadequacy of one text/ adapt
- Strategies used

Topics

- Basic language: greeting/leave taking
- Personal information
- Asking & answering
- Wh-questions
- Numbers – time, date, money
- Health
- Food
- Family

STRATEGIES

- Controlled practice
 - Oral drills
 - Visual Substitution drills
 - Grids
 - Line up
 - Board games

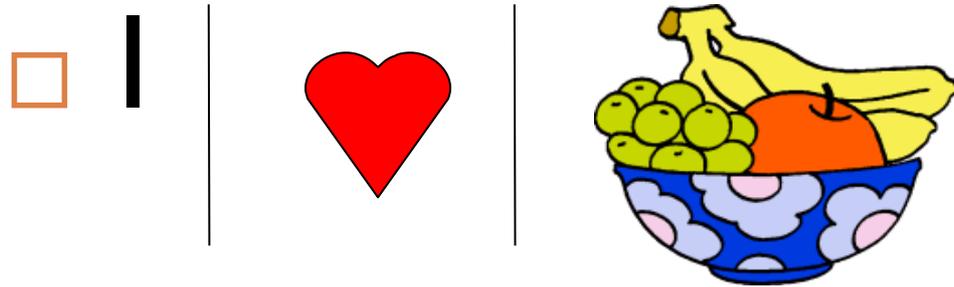


STRATEGIES

- Freer/Applied practice
 - Role plays
 - Conversation
 - Telling stories (using pictures)
 - Field trips
- TPR
- Realia



Visual Substitution



Come to school

S	M	T	W	R	F	Sa
	√		√		√	

GRIDS

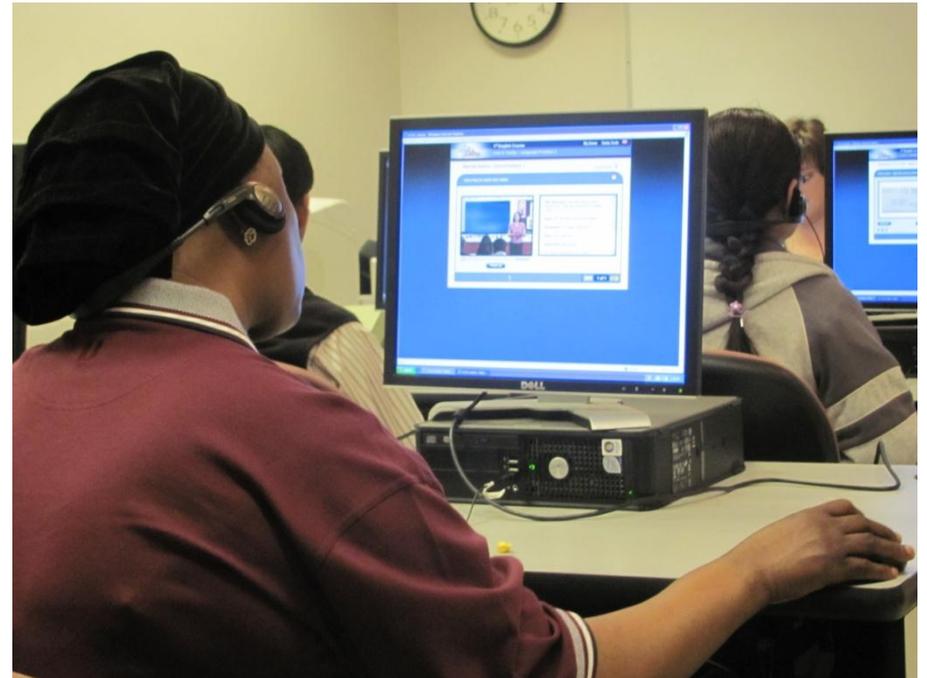
- Questionnaire
- Simple sentences
 - ▣ Put words together
 - ▣ Copy it down

Worksheets

- Workbooks/Forms
- Break it down
 - ▣ The smaller the better!
- Flash cards (words)
- Drill
- Practice
- Finally - Worksheet

Using Computer

- ❑ Listening tool
- ❑ Learning concepts of words and sentences
- ❑ Serves as a reinforcement
- ❑ Helps students to visualize
- ❑ Uses motor skills



Key Points: Kevin

- Commit to serving nonliterate populations.
- Do not mix students who are not literate in their own languages with students who are.
- Allow for flexibility in level placement.

KEY POINTS: Diana

- Make it relevant
- Break into smaller components
- Review & repeat!
- The glue: Make a personal connection

Sources

- Making it Real: Teaching Pre-literate Adult Refugee Students. Alysan Croydon, 2005
- Bringing Literacy to Life.
Heide Spruck Wrigley & Gloria J.A. Guth