**TERA EduCon Conference Poster Proposal - December 2025**

**Title: Teaching Reading to Beginning-Level Literacy Second Language Learners Using Phonics and Short Vowel Patterns**

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**Session Type:** Poster

**Target Audience:** ESL and EFL teachers, literacy instructors, curriculum developers, and program administrators working with beginning-level English learners, especially those from non-alphabetic language backgrounds.

**Abstract:**

For beginning-level English as a second language learners (ELLs), particularly those from non-alphabetic language backgrounds such as Chinese, acquiring foundational reading skills is a critical step in language development. This session explores how phonics-based instruction, focusing on short vowels and simple readings, can support literacy growth. Using structured resources such as *ReadWorks.org* and other phonics-based strategies, this workshop will provide step-by-step guidance on teaching phonemic awareness, letter-sound correspondence, and blending skills. Participants will gain hands-on experience with lesson planning and interactive activities designed to enhance reading fluency for beginner-level learners.

**Session Objectives:**

By the end of this session, participants will:

1. Understand the role of phonics in supporting beginner-level literacy in ELLs.
2. Learn step-by-step strategies for introducing short vowel patterns and simple word decoding.
3. Explore engaging phonics-based reading activities using *ReadWorks.org* and other free resources.
4. Gain practical techniques for scaffolding literacy instruction for students with different first-language backgrounds.
5. Develop strategies to assess early literacy progress and adjust instruction accordingly.

**Session Outline:**

1. **Introduction to Phonics-Based Instruction**
	* Importance of phonics for literacy learners
	* Challenges faced by ELLs in learning to read English
	* Differences in literacy development for learners from non-alphabetic backgrounds
2. **Teaching Short Vowel Sounds and Simple Word Decoding**
	* Effective instructional strategies for phonemic awareness and letter-sound

correspondence

* + Using CVC (consonant-vowel-consonant) patterns to build reading fluency
	+ Demonstration of phonics-based activities and techniques
1. **Using *ReadWorks.org* and Other Structured Reading Resources**
	* Exploring beginner-friendly texts for phonics instruction
	* Modeling how to use digital resources for literacy development
	* Guided practice with selecting and adapting reading materials
2. **Interactive Activities for Reinforcing Phonics Skills**
	* Engaging students with hands-on phonics games
	* Storytelling and shared reading strategies
	* Using multisensory approaches to enhance retention
3. **Assessment and Differentiation Strategies**
	* Informal and formal assessment techniques for measuring reading progress
	* Differentiating instruction for struggling and advanced learners
	* Providing individualized support and scaffolding
4. **Q&A and Discussion**
	* Addressing participant questions and classroom challenges
	* Sharing best practices and resources

**Expected Outcomes:**

By participating in this session, educators will leave with a deeper understanding of phonics instruction and practical tools for implementing structured reading activities. They will also gain access to curated digital and print resources that can be immediately applied in their classrooms to support early literacy learners.

**Technical Requirements:**

* Poster board or stand and thumb tacks
* Internet access (if available)
* Handouts with sample lesson plans and activities

**Relevance to Conference Themes:**

This session aligns with the conference’s focus on innovative ESL teaching methodologies, literacy development, and strategies for enhancing English language instruction for diverse adult learners. The poster session offers evidence-based approaches to foundational reading instruction and provides educators with the skills necessary to improve learning outcomes for beginning-level literacy learners.