



Contribution ID: 16

Type: Practice-oriented Oral Face-to-face presentation

## Empowering Educators to Challenge Literacy Assumptions in EFL Classrooms

*Sunday 18 May 2025 09:30 (25 minutes)*

### TITLE

Empowering Educators to Challenge Literacy Assumptions in EFL Classrooms

### RELEVANT SIG

CEFR and Language Portfolio

### FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### Short English description

### KEYWORDS

literacy assessment, teacher autonomy, EFL, scaffolding

### First-time presenter?

### ABSTRACT

In English language classrooms, assumed literacy often leads to misaligned instruction, leaving students struggling with unmet needs. This workshop empowers educators to address this challenge by fostering teacher autonomy and agency in recognizing and responding to discrepancies between perceived and actual student readiness. Drawing on professional development strategies, participants will explore tools and methods for assessing literacy gaps without reliance on assumptions, enabling teachers to design tailored interventions that meet diverse classroom needs.

The session will highlight success stories from teacher-driven initiatives where informed decision-making led to improved literacy outcomes. Participants will learn about effective literacy assessment tools, strategies for analyzing student readiness, and approaches for selecting resources that scaffold learning effectively. By emphasizing teacher agency, this workshop aims to equip educators with the confidence and skills to navigate

diverse proficiency levels, fostering a more student-centered approach to literacy instruction. Attendees will leave with actionable strategies to challenge assumed literacy and create meaningful learning opportunities for all students.

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