

Exploring Fundamental Principles of Effective Adult Education

Center for Applied Linguistics

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At the end of this webinar, participants will be able to:

- **Describe** the first four principles of effective adult language education and **apply** them consistently in their teaching.
- **Evaluate** the assets students bring to the classroom.
- **Create** engaging activities that reflect learners' assets, incorporate real-world relevance, and integrate multiple modalities of English.



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OBJECTIVES

Principle 1

**Effective instruction
builds on adult learners'
existing assets**



Adult Learners' Funds of Knowledge



In the Classroom

- Foster an environment that is inclusive, safe, and respectful
- Ask about learners' lives and encourage them to share about their lives and experience
- Give learners autonomy over what to share and when
- Make explicit links between new content to previous experience





Activities to foster Principle 1

Google slide Introduction
Learner Survey

Google Slide Introduction

- Each learner creates one slide about themselves using images, pictures, and text
- View as a presentation to help create of community of learners
- Framing questions:
 - What do you like to do?
 - Where are you from?
 - What do you value?
 - What are things you have done in the past?



Learner Survey (1/2)

- Create a survey at the start of the course
- Ask about learners':
 - backgrounds and skills
 - needs
 - goals
- Google forms or survey monkey
- Teacher/student conference
- Students interview each other



Learner Survey (2/2)

Sample Questions

- What is your preferred name?
- What languages do you speak?
- What is a job that you like doing? What do you enjoy about this job?
- What are some skills you have?
- Do you have any hobbies?
- What is a long-term goal you have (5 years)?
- How will this class help you with your goals?
- What can I do to support you and your goals?
- Do you have any specific needs or challenges you want me to know about?

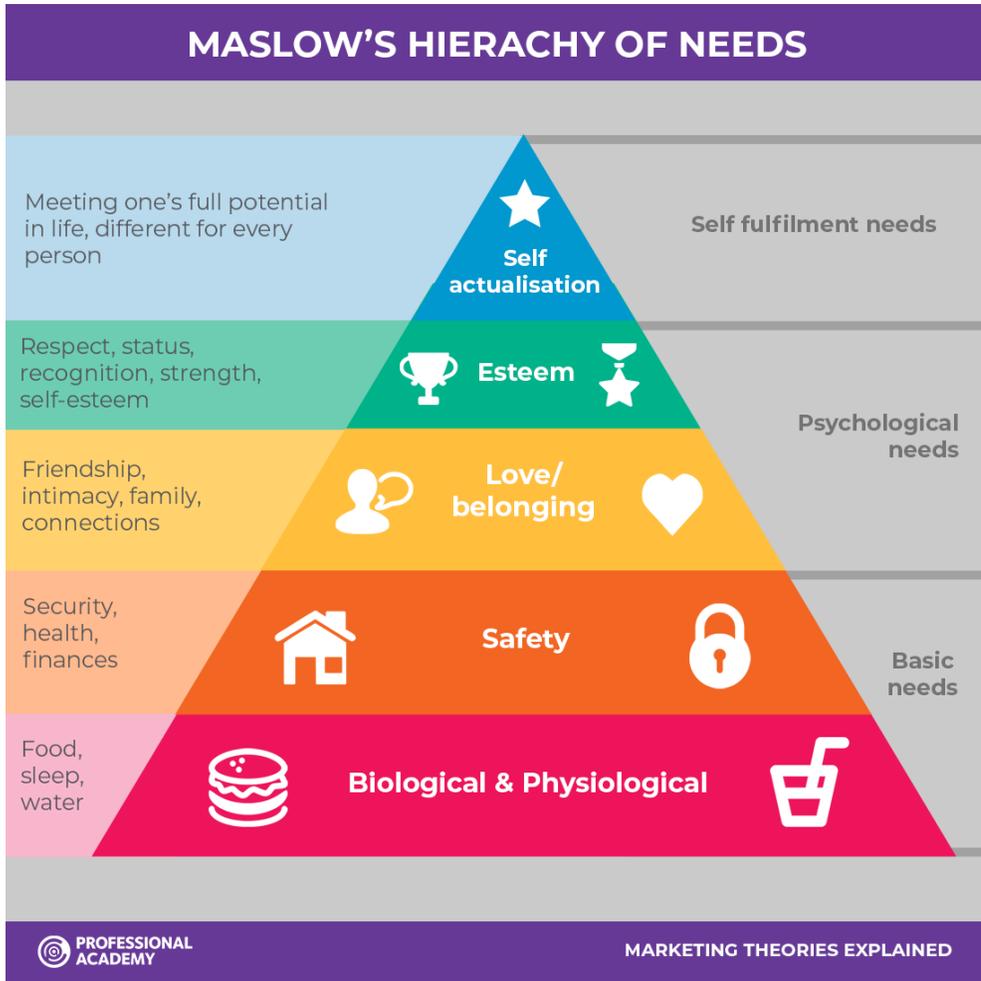


Principle 2

Effective instruction is clearly relevant to adult learners' needs



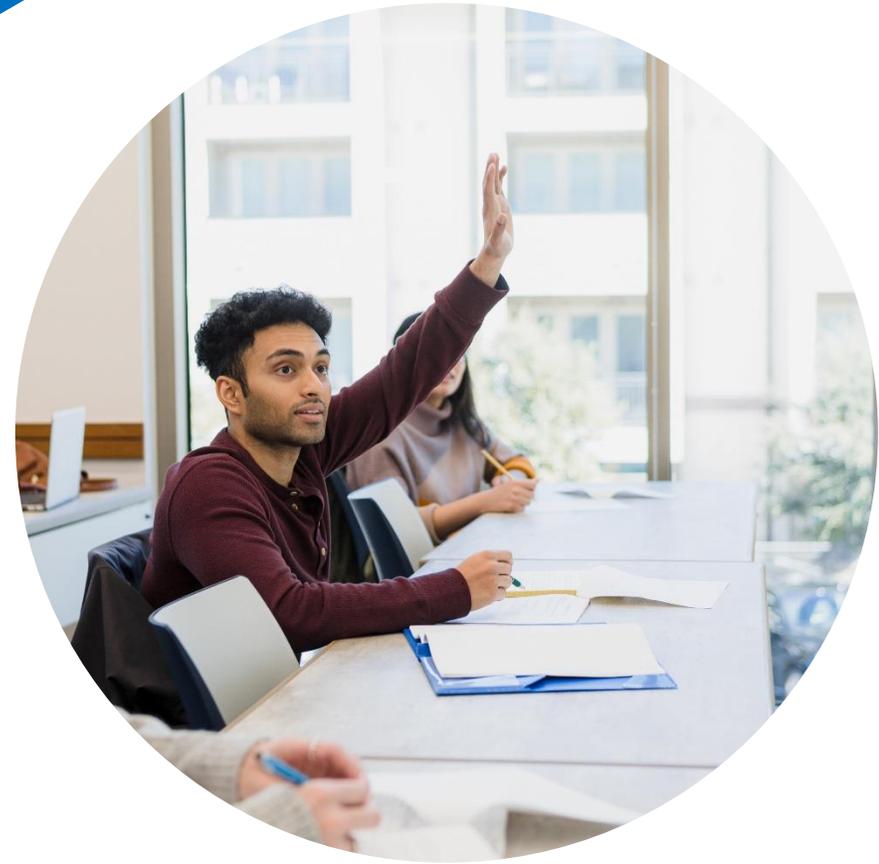
Consider Basic Needs



- 211 & United Way usually have great resources guides.
- Keep a list of service providers in your area such as:
 - Food Banks
 - Bilingual counselors or social workers
 - Rent assistance programs

In the Classroom

- Draw explicit connections to show how learning is applicable to students' life situations and contexts.
- Plan activities that are built on the functions that learners carry out in their daily lives (such as giving and following instructions, working on a team, asking questions to obtain information).
- Incorporating real-world tasks in classroom activities that require learners to communicate with one another to solve problems or complete tasks (Condelli, Wrigley, & Yoon, 2009; Miller, 2010; Peyton, Moore, & Young, 2010; Wiggins & McTighe, 2005).



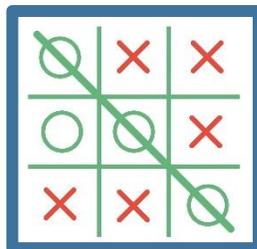


Activities to foster Principle 2

Choice boards
Information gap activity

Choice Boards

- Students complete any three activities in a row across the board.
- Teacher can organize a choice board so that each square focuses on a particular:
 - Dimension of Language (Discourse, Sentence, Word Levels)
 - Mode of communication: Interpretive (Listening, Reading, Viewing) and Expressing (Speaking, Writing, Representing)
 - Key Use of Language (narrate, inform, explain, argue)
 - English Proficiency Level (to review past level, strengthen current level, stretch to the next level)
 - Learning style -visual, auditory, kinesthetic, verbal



Name: _____

Apply for a Job Tic-Tac-Toe Choice Board

<p>1. Writing a resume: Watch the video linked below and write the 5 sections of a resume in your notebook. What was the most important tip for you? Writing a Resume</p>	<p>2. Read the job descriptions linked below. Write the knowledge, skills, and abilities required for each job in your notebook. Health Office Manager Bilingual Receptionist Project Support (Construction)</p>	<p>3. Answer the following questions using Flipgrid.</p> <ol style="list-style-type: none"> 1. Tell me about yourself. 2. What are your 3 greatest strengths? 3. What is your greatest achievement?
<p>4. You had an interview with Ms. Cho from Premier Solutions for an office manager position. Write an email to thank her for the interview. Use the examples linked below for help. Examples</p>	<p>5. Complete the job application linked below. Job application</p>	<p>6. Read the article below on tips for a job interview. Write a 5-7 sentence summary of the article. Include key points you want to remember. How to Nail an Interview in English</p>
<p>7. Review the resume templates in google docs. Choose a template and begin a draft of your resume. Resume templates</p>	<p>8. Writing a cover letter: Watch the video below about writing a cover letter. Draft a cover letter using the example in the video. Cover letter video</p>	<p>9. Use the websites below to search for jobs. Find two jobs that interest you. Write the title of the job and explain why you are interested. https://www.indeed.com/ https://www.monster.com/ https://getwork.com/</p>

Directions: Choose activities in a tic-tac-toe design. When you have completed the activities in a row- horizontally, vertically, or diagonally- you may decide to be finished. Or you may decide to keep going and complete more activities.

I choose activities # _____, # _____, # _____, # _____

Do you have ideas for alternative activities you'd like to do instead? Talk them over with your teacher.

I prefer to do the following alternate activities: _____

Date Received: _____

Date Due: _____

Date Completed: _____

Information Gap Activity (1/2)

- Requires learners to communicate to complete the task
- Provides practice asking and answering questions
- Students work in pairs to complete an information sheet.
- Partner A needs partner B's information
- Partners take turns asking questions to complete the information.

Sentence Frames

How much do the _____ cost?

How much does the _____ cost?

Partner A

 \$4.75	 _____	 _____
 _____	 \$2.49	 \$5.67
 _____	 \$4.19	 _____

Partner B

 _____	 \$1.50	 \$3.99
 \$1.89	 _____	 _____
 \$3.95	 _____	 \$3.79

Information Gap Activity (2/2)

Famous Women

Partner A

Name	Occupation	Birthplace	Date of Birth	Claim to Fame
Helen Keller	<u>Author</u> – a person that writes books		June 27, 1880	
Jane Goodall		England		researched chimpanzees
Rosa Parks	<u>Seamstress</u> – a person that sews		February 4, 1913	
Amelia Earhart		Kansas		was the first woman to fly by herself across the Atlantic Ocean
Sally Ride			May 26, 1951	was the first American woman to fly into space

Partner B

Name	Occupation	Birthplace	Date of Birth	Claim to Fame
Amelia Earhart	<u>Aviator</u> – a person that flies airplanes		July 24, 1897	
Rosa Parks		Alabama		fought for civil rights
Jane Goodall	<u>Ethologist</u> – a person that studies animals		April 3, 1934	
Sally Ride	<u>Astronaut</u> – a person that trains to fly into outer space	California		
Helen Keller		Alabama		was blind and deaf, yet learned to communicate

Principle 3

Effective instruction connects its methods with adult learners' goals



Encouraging Goals Setting



- Adults have a lot of demands on their time. Setting goals helps with focus and setting priorities.
- Goal setting acts as a roadmap for people to follow when it comes to overcoming challenges and achieving things in life.

In the Classroom

- Give students a plan for the course with overall goals
- Help learners set goals and show how they align with the course
- Provide objectives at the beginning of each lesson and assess whether objectives were met at the end of the lesson.
- Model tasks for learners and explain how those tasks will promote learning.





Activities to foster Principle 3

SMART Goals
Objectives

SMART Goals (1/3)

S pecific	Is the goal clear? Does it answer questions like who, what, when, where, and why?	
M easurable	How will you know you've achieved your goal? Can you measure your progress?	
A ttainable	Is this goal realistic? Can you complete the goal?	
R elevant	Is this goal important to you right now? Does it fit with larger goals you have?	
T ime bound	Do you have a realistic deadline for achieving this goal?	



SMART Goals (2/3)

Long-term

I want to speak better English so I can get a better job.

SMART

I will improve my English listening and speaking skills to get a job as a health office manager in a year.

Short-term

I want to have conversations in English.

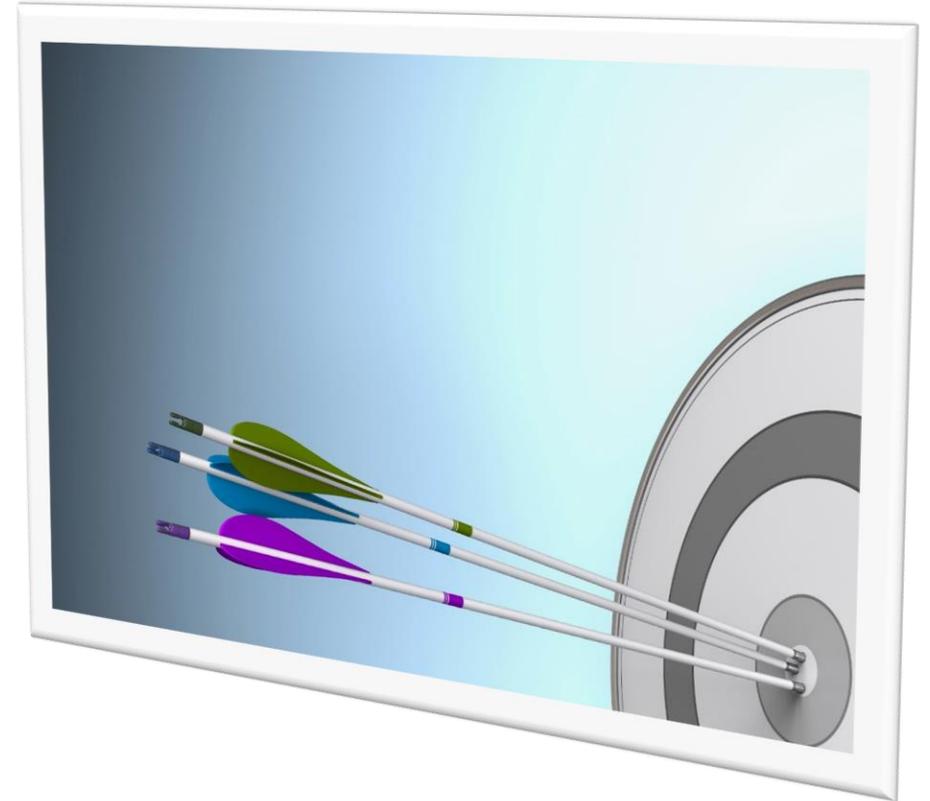
SMART

I will have three short conversations each week in English about different topics.

SMART Goals (3/3)

Using Goals

- Set a class goal so you can model goal setting and progress monitoring
- Share individual goals
- Encourage self-monitoring of goals
- Schedule regular check-ins (small group and share out)
- Celebrate success as students make progress
- Encourage resilience when challenges arise
- Goals are flexible! Encourage students to adjust goals as circumstances change.



Objectives (1/2)

- Objectives provide a roadmap for learners
- Help frame a lesson plan
- Post clear objectives for each lesson
 - Read the objectives with the learners
 - Review the objectives at the end of the lesson and assess whether the objectives were met



Observable	Not Observable
evaluate	understand
create	know
orally describe	recognize
categorize	think
demonstrate	realize

Objectives (2/2)

Objective examples

- Students will be able to **write** three sentences comparing New York City and Los Angeles (*using sentence frames; using a word box*)
- Students will be able to **orally list** the steps of how a bill becomes a law (*using a graphic organizer*) **with a partner.**
- Students will be able to **debate** the pros and cons of receiving grades **in small groups** (*using sentence frames; using a graphic organizer*).

Principle 4

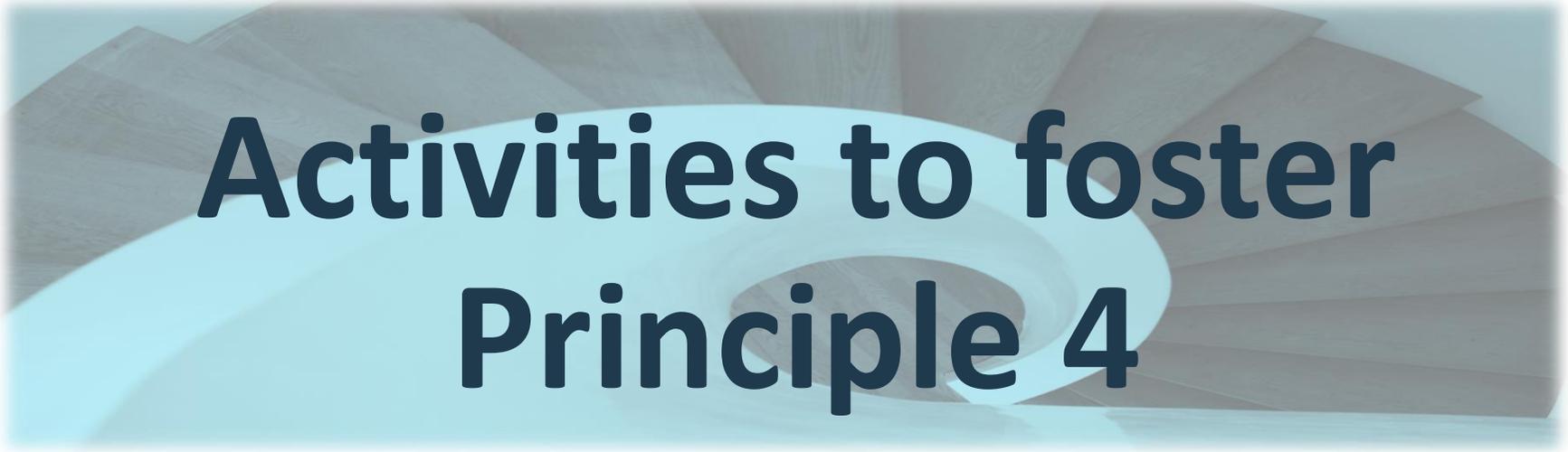
**Effective instruction
integrates all
communication
modalities**



In the Classroom

- Authentic communication tasks often entail integration of the four modalities of listening, speaking, reading, and writing.
- Balance modalities across lessons. (Reflect on learning objectives)
- Encourage learners to use stronger modalities to support development of the others (Burt, Peyton, & Van Duzer, 2005; Center for Applied Linguistics, 2010; Vinogradov & Bigelow, 2010).





Activities to foster Principle 4

Class Story

Semi-scripted Role Play

Class Story

- Have one learner tell a story of an experience from their life. This could be from work, family, or a community activity.
- While they speak, write the story on the board in simple sentences.
- Ask the class comprehension questions about the story.
 - Wh-questions for information
 - Choice questions
 - Yes/No questions
- Have the students re-tell the story to a partner (or small group) without looking at the board



Semi-Scripted Role Play

- Choose any type of common interaction
 - Ordering at a restaurant
 - Conference with a child's teacher
 - Scheduling a doctor's appointment
- Each partner drafts a script, but doesn't know what the other partner will say.
- Partners need to listen and respond appropriately
- Scaffolds: modeling, sentence frames, vocabulary list/brainstorm, outline of the interaction



Doctor's Appointment Example

Scheduling a Doctor's Appointment for a Child

Partner A: Parent or Caregiver

Scenario: You call the pediatrician's office (doctor for children) to make an appointment for your child.

Complete each section of the call with the information you need. Remember, you need to listen to the receptionist and answer their questions!

A) Place the call, greet the receptionist, provide your name and reason for calling.

Parent: Hello, this is Anna Lee. I am calling to schedule a doctor's appointment for my son.

B) Listen to the receptionist. They might ask for the child's name and date of birth.

Parent: My son's name is Martin Lee. He was born on May 6, 2013.

C) The receptionist might ask why you are calling. Is your child sick or is this a routine visit? If your child is sick, what are the symptoms (where do they feel sick)? How long have they been sick?

Parent: I am calling because Martin has a fever and a sore throat. He started feeling sick 2 days ago.

D) The receptionist might ask when you are available to come in. You should prepare a few dates and times.

Today (Monday) after 1:00 pm, tomorrow (Tuesday) morning 8-10 am, Wednesday 12-4 pm.

Some things I might say: Yes, I am available tomorrow at 9:00 am.

No, I am not available at that time. Could we come on Wednesday afternoon?

E) The receptionist should confirm your appointment time and date and tell you if you need to bring anything with you to the appointment. Ask any questions you have and then end the call.

Parent: OK, we will be there (repeat the appointment time). Thank you. Goodbye.

Scheduling a Doctor's Appointment for a Child

Partner B: Receptionist at a pediatrician's office (doctor for children)

Scenario: You answer the phone. The person calling wants to make an appointment for their child.

Complete each section of the call with the information you need. Remember, you need to listen to the parent and answer their questions!

A) Answer the call, greet the caller, give your name and the doctor's office, and ask how you can help.

Receptionist: Hello, this is Eric at Dr. Hasan's office. How can I help you?

B) Listen to the caller. You might need to ask for the patient's name and date of birth.

Receptionist: What is the patient's name and date of birth?

C) The caller will give you information. Ask them why they are calling. (Is their child sick, or do they need a routine visit)

Receptionist: Why are you calling today? (Maybe ask: Is your child sick? What are their symptoms? How long have they been sick?)

D) Listen to the caller. If the child is sick, you will need to schedule an appointment as soon as possible. If this is a routine visit, you can schedule in a few weeks.

Receptionist: Can you come in this afternoon at 2:30 pm?

(Can you come tomorrow morning at 9:00 am?)

Can you come on December 4, at 1:00pm?

E) Confirm the appointment time and end the call.

Receptionist: I have your appointment for (patient's name) scheduled for (date and time). Have a good day. Goodbye.

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References

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Thank you!

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