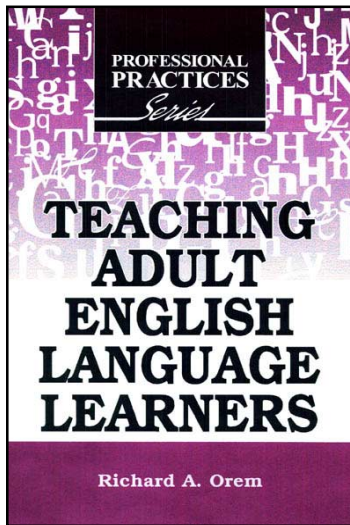


TEACHING ADULT ENGLISH LANGUAGE LEARNERS

by Richard A. Orem

Orig. Ed. 2005 168 pp. ISBN 978-1-57524-219-4 \$27.75



This resource brings together information about policy, second language acquisition theory and research, methods and materials for teaching adult English language learners, program design, and cross-cultural issues that effect learning in adult ESL classrooms. It also discusses the context within which adult ESOL instructors work and in which adult ESOL programs function. The framework for this discussion of context draws from the developing framework of standards for teachers of adult learners under consideration by TESOL (Teachers of English to Speakers of Other Languages, Inc.).

This book is designed for faculty and students in adult education graduate programs and other TESOL preparation programs at the undergraduate and graduate levels that target adult learners. Other audiences are adult ESL program directors and policy makers as well as educators working in elementary and high school, many of whom are connected to populations of adult learners through the parents of the children they serve.

Richard A. Orem entered the field of teaching English as a second language (ESL) as a Peace Corps volunteer in Tunis, Tunisia. He later earned two graduate degrees from the University of Georgia (M.Ed., Language Education; Ed.D., Adult Education) and taught in the Atlanta Public Schools for five years. Since 1978 he has been a member of the faculty in adult continuing education at Northern Illinois University where he teaches adult ESL methods courses and serves as university advisor for ESL and bilingual certification. His leadership roles include president and executive secretary of Illinois TESOL/BE and second vice-president and executive director of TESOL, Inc. He has also directed staff development activities in several states and been a visiting professor in several countries including Finland, China, and South Korea.

Preface
Acknowledgments
The Author
1. Getting Started
2. Teaching Oral Skills
3. Teaching Literacy Skills
4. Organizing Instruction
5. Teaching Cross-Cultural Skills
6. Looking Forward
Appendix A: National Reporting System ESL Functional Levels
Appendix B: Student Performance Level Descriptors
References
Index

REVIEWS

"The book offers the reader an excellent overview of the ESL field. Drawing on his 35 years of experience, Orem clearly describes the foundational aspects of the field. He examines the diversity of teaching methods in ESL programs, curriculum design, and theory in a practical and useful fashion. His book is a valuable resource for faculty, students, administrators, and educators at all levels."—Exploring Adult Literacy

"...a substantive and strongly recommended addition to professional and academic library Adult Education and ESL reference and resource collections."—The Midwest Book Review

"...provides students in undergraduate and graduate TESL preparation programs and adult ESL program teachers and administrators with a concise and straightforward examination of teaching methods, program design, cross-cultural considerations, and materials that are essential to the field of ESL teaching."—Canadian Journal of Continuing University Education

"Interspersed in all the chapters are tables, figures, and charts. I found these to be the highlight of the book, as they are applicable to all types of adult English education. Here, Orem's book becomes an important resource for teachers and administrators in a relatively tidy package."—Adult Learning

OTHER TITLES OF INTEREST

DESIGNING INSTRUCTION FOR ADULT LEARNERS

by Gary J. Dean

Dr. Dean's work is a model to aid adult educators in the development of instructional activities for adult learners. The three-part model consists of gathering information, designing instruction, and evaluating the instructional plan. The data gathering phase emphasizes systematic reflection on the adult educator's knowledge and skills, the adult learners, the content to be learned, and the organizational context in which the learning takes place. In the designing instruction phase the development of instructional goals and objectives, learning activities, and learner assessment is explored. Evaluation is accomplished by systematically reviewing the instructional plan and how it was developed. The model encourages the participation of adult learners in the process. It is a flexible approach to planning instruction and can be employed in a wide variety of educational settings such as higher education, business and industry, adult basic and literacy education, community colleges, health education, social service agencies, and community education organizations.

2nd Ed. 2002

154 pp.

ISBN 978-1-57524-205-7

\$30.00

WEB-BASED DISTANCE EDUCATION FOR ADULTS

by Barbara DuCharme-Hansen & Pamela Dupin-Bryant

Web-Based Distance Education for Adults is a practical guide for teaching adult learners via the Internet. Instructors will find this book useful in creating and fortifying effective teaching approaches that embrace the unique needs of adult learners in web-based (online) distance education environments. The text is based on current research as well as the combined distance education administrative, teaching, and adult learning experiences of the authors. Readers will learn to put research and theory into action through the creation of distance education plans. Step by step, the authors show how these immediately usable and effective plans incorporate strategies, methods, and activities. The goals are enhanced student learning and increased satisfaction for both instructor and learners. Reaching across education boundaries, this book is a useful resource for practitioners in higher education, government agencies, and private industry who have been assigned the task of teaching adult distance learners.

Orig. Ed. 2004

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ISBN 978-1-57524-221-7

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READING THE WORLD OF WORK: A Learner-Centered Approach to Workplace Literacy and ESL

by Melina L. Gallo

The author describes the ways in which workplace literacy programs can use a creative learner-centered approach to facilitate language learning through problem posing and critical thinking. By using learners' own experiences as the basis for the curriculum in a critical approach to literacy, educators can provide a common ground for adults of differing language backgrounds and learning styles to better use their literacy skills in a workplace culture. Additionally, the book details the ways in which educators can help workers learn to negotiate the environment of their workplace and to use their communicative skills outside of work.

Orig. Ed. 2004

160 pp.

ISBN 978-1-57524-217-0

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BRINGING TRANSFORMATIVE LEARNING TO LIFE

by Kathleen P. King

Here is a compelling, relevant, and accessible presentation of the possibilities of transformative learning for the adult education classroom. King offers a model for the design and implementation of learning opportunities that may facilitate transformative learning. Presented through stories based on research, this book provides a vital understanding of transformative learning and its application to the classroom. Based on King's experience with adult educators in many settings, the potential of transformative learning is brought into the context of the educators' reality, the learners, and the classrooms. This book addresses the specific contexts of adult education practice in continuing higher education, English for speakers of other languages, adult basic education, workplace education, and faculty development.

Orig. Ed. 2005

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