his resource brings together information about policy, second language ac-
quisation theory and research, methods and materials for teaching adult En-
glish language learners, program design, and cross-cultural issues that ef-
fect 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 teach-
ers 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 Univer-
sity of Georgia (M.Ed., Language Education; Ed.D., Adult Edu-
cation) 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 includ-
ing Finland, China, and South Korea.

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 consid-
erations, 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
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.

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.

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.

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.
Should I Teach English to Adults? Teaching Adults: What it Takes. You will likely enjoy working with adults if you. Adult learners tend to be practical in their pursuit of language knowledge. They want to get the information that they need and eliminate any additional so to speak. They usually know what they want out of the classroom, and for that reason, they tend to take their educational pursuits very seriously.

Don't stress about lesson preparation! My 1 HOUR lessons use short English TV video clips and cover speaking, listening, vocabulary and comprehension. Download the lesson for classroom use. 1978 Pre-IntIntAdv. Step-by-Step Process Description. Aleksandra. Adult Learners, Office. Adult Learners, Wordsets/Collocations. This is a collection of ideas how to approach the topic of Swearings/Bad Words in English. Mind: Adult Learners. There you may find a list of questions for speaking part of the class, some ideas. 5,927 IntAdv. Put BusyTeacher in your inbox. Sign up for the BusyTeacher Weekly and be the first to get direct links to our latest teaching articles, worksheets and lesson plans. Including games in an English class with adult learners can be a difficult one. Although some students are happy to play at any time, many either want to make a fool of themselves in front of others, or in their view waste class time. We as teachers are sensitive to that, so it's very tempting to just play it safe and stick to more formal language exercises. The problem with that is you're missing out on an extremely valuable learning tool. Not only are English games a fantastic way to review recently learned topics, they're the perfect warm-up activity, a great refresher after a period.