

Teaching Adult Second Language Learners Cambridge Handbooks For Language Teachers

Whether we grow up with one, two, or several languages during our early years of life, many of us will learn a second, foreign, or heritage language in later years. The field of Second language acquisition (SLA, for short) investigates the human capacity to learn additional languages in late childhood, adolescence, or adulthood, after the first language --in the case of monolinguals-- or languages --in the case of bilinguals-- have already been acquired. Understanding Second Language Acquisition offers a wide-encompassing survey of this burgeoning field, its accumulated findings and proposed theories, its developed research paradigms, and its pending questions for the future. The book zooms in and out of universal, individual, and social forces, in each case evaluating the research findings that have been generated across diverse naturalistic and formal contexts for second language acquisition. It assumes no background in SLA and provides helpful chapter-by-chapter summaries and suggestions for further reading. Ideal as a textbook for students of applied linguistics, foreign language education, TESOL, and education, it is also recommended for students of linguistics, developmental psycholinguistics, psychology, and cognitive science. Supporting resources for tutors are available free at www.routledge.com/ortega. There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

Adult migrants who received little or no formal education in their home countries face a unique set of challenges when attempting to learn the languages of their new countries. Few adult migrants with limited or no literacy in their native languages successfully attain higher levels of literacy in their additional languages, even if they attain high levels of oral proficiency. This book, the result of a European- and United States-wide collaborative research project, aims to assist teachers working with adult migrants to address this attainment gap and help students reach the highest possible levels of literacy in their new languages. The chapters provide the latest research-informed evidence on the acquisition of linguistic competence and the development of reading in a new language by adults. The book concludes with a chapter that addresses the challenges and opportunities faced by this group of learners and their teachers, with specific instructional strategies that can be used. The book will be an invaluable resource for teachers, tutors and training providers, as well as volunteers, who work with adult migrants.

Major problems exist of differently diagnosing language-minority children who are in the process of learning English as a second language, and even sometimes show low levels of language proficiency. These children are often over-represented in special education classes when, in fact, they are normal children or even superior in the process of learning English as a second language. These children are also under-represented in gifted classes due to inappropriate tests and models used, as well as negative attitudes and lack of knowledge on the part of the teachers and evaluators. This edited volume seeks to increase the availability of research-derived knowledge and educational applications in the field of second-language learning. Virginia Gonzalez offers a rare and highly creative approach to second language acquisition research by applying contemporary cognitive psychology theory as a framework for investigating bilingual issues. The book offers a coherent and unified philosophy and context, presenting original research studies that provide a multidimensional socioeducational view to second-language learning and instruction in children and adults. Gonzalez and her colleagues assume the identity of the "Ethnic-Researcher," thereby emphasizing the need to include cultural and linguistic factors when studying, assessing, and instructing second-language learners. School psychologists, therapists, social workers.

Plan Your Class, Teach Your Students, Change the World, Expanded Edition

Adult and Second Language Learning

Teaching Basic Literacy to ESOL Learners

Adult Minority Language Learning

Applying Second Language Research to Classroom Teaching

A Practical Introduction

Teaching Adult ESL is the first comprehensive yet practical overview of adult ESL teaching methodology for teachers and teachers in preparation.

This book will develop readers' understanding of children are being taught a foreign language.

Adult English language learners who lack print literacy or experience with formal education encounter a unique set of challenges in their lives and their efforts to learn English. Educators and policymakers are similarly challenged by how best to help these adults acquire English literacy. This booklet reviews a variety of research, including that on language acquisition, literacy development in adults and children, cognition and brain functioning, adult education, and professional development. Though research on this specific group of adult learners is sparse, available findings suggest that they need programs and classes separate from those for other beginning-level English language learners, with particular attention paid to cultural influences and their experiences (or lack thereof) with formal education. Those who teach these adults can benefit from professional development opportunities that focus closely on the specific backgrounds, strengths and needs of these learners.

Sponsored by the American Association of Adult & Continuing Education "This monumental work is a testimony to the science of adult education and the skills of Wilson and Hayes. It is a veritable feast for nourishing our understanding of the current field of adult education. The editors and their well-chosen colleagues consistently question how we know and upon what grounds we act. They invite us to consider not only how we can design effective adult education, but also why we practice in a particular socio-economic context." —Jane Vella, author of Taking Learning to Task and Learning to Listen, Learning to Teach "This new handbook captures the exciting intellectual and professional development of our field in the last decade. It is an indispensable resource for faculty, students, and professionals." —Jack Mezirow, emeritus professor, Adult and Continuing Education, Teachers College, Columbia University For nearly seventy years, the handbooks of adult and continuing education have been definitive references on the best practices, programs, and institutions in the field. In this new edition, over sixty leading authorities share their diverse perspectives in a single volume--exploring a wealth of topics, including: learning from experience, adult learning for self-development, race and culture in adult learning, technology and distance learning, learning in the workplace, adult education for community action and development, and much more. Much more than a catalogue of theory and historical facts, this handbook strongly reflects the values of adult educators and instructors who are dedicated to promoting social and educational opportunity for learners and to sustaining fair and ethical practices.

Teaching Adult Language Learners: Enhancing Personal Methodologies

Language and Cognitive Development in Second Language Learning

Mind and Context in Adult Second Language Acquisition

How to Teach Adults

Getting Started with English Language Learners

Context and Innovation

This book examines the role of affective variables in the process of learning a minority language. It presents a comprehensive account of how adult learners' attitude, motivation and identity are related to their awareness of, and commitment to, different dialects and varieties as target speech models. These issues are examined in the context of Irish, a minority language which does not have a standard spoken variety and where the vast majority of learners have no regular contact with native speakers. Using a mixed methods research approach, this study explores the relationships that exist between, on the one hand, learners' attitudes towards the three main traditional dialects of Irish and non-traditional second language varieties, and on the other, their motivation and self-concept as second language learners.

How do people learn nonnative languages? And is there one part or function of our brains solely dedicated to language processing, or do we apply our general information-processing abilities when learning a new language? In this book, an interdisciplinary collaboration of scholars and researchers presents an overview of the latter approach to adult second language acquisition and brings together, for the first time, a comprehensive picture of the latest research on this subject. Clearly organized into four distinct but integrated parts, "Mind and Context in Adult Second Language Acquisition" first provides an introduction to information-processing approaches and the tools for students to understand the data. The next sections explain factors that affect language learning, both internal (attention and awareness, individual differences, and the neural bases of language acquisition) and external (input, interaction, and pedagogical interventions). It concludes by looking at two pedagogical applications: processing instruction and content based instruction. This important and timely volume is a must-read for students of language learning, second language acquisition, and linguists who want to better understand the information-processing approaches to learning a non-primary language. This book will also be of immense interest to language scholars, program directors, teachers, and administrators in both second language acquisition and cognitive psychology.

Whether you're new to teaching English language learners or an old hand, here's a guide that provides you with a firm baseline and can't-miss strategies for boosting the achievement of these students. A teacher with 26 years of experience uses familiar scenarios from actual classrooms to illustrate ideas and advice you can use right away: (1) Six key concepts and six common myths of second language acquisition; (2) Five stages of language acquisition and what to do at each; (3) Four stages of culture shock that newcomers go through before they become comfortable with the language; (4) How to know when an ell student is ready to speak; (5) How to match instruction to ell learning styles and thinking skills; (6) Main challenges that ell students face in learning reading, writing, math, science, and social studies; (7) How to use differentiated instruction, flexible grouping, and other essential practices for ell students; and (8) What to do for ell students during the first weeks of school. School leaders should buy this book in bulk for wide distribution or use the book's professional development activities to create workshops and teacher induction programs.

This book explores theories and pedagogies in the L2 classroom that have led to an understanding of how non-native languages are taught and learned. Featuring a diverse set of perspectives from researchers and language educators from around the globe, this book highlights important theoretical and practical underpinnings of the L2 classroom—discussions on what has worked and why. Some examples of these topics include: online and nonverbal communication, peace literacy, learning behaviors, high-impact practices, pragmatic awareness, study abroad, implicit and explicit teaching, motivation, and more. One mission of this book is to appreciate a diverse array of L2 teaching practices with sound theoretical underpinnings and universal implications for L2 classrooms. The chapter contributions are the result of an open call for studies that highlight practical innovative approaches in L2 teaching and learning and expand the avenues of exploration available within their theoretical frameworks. More specifically, the call for proposals sought to gather a diverse set of perspectives from researchers and language educators from various parts of the world in order to provide practical and thought-provoking insight on innovative approaches to L2 teaching. As such, the studies in this book all share a common goal that demonstrates the applicability of L2 teaching practices across languages, cultures, and regions. The book is intended to act as a valuable reference for language educators, practitioners, specialists, and anyone studying or wishing to gain an overview of successful teaching practices and learning nuances in the L2 classroom that cross all languages, cultures, and regions.

How People Learn II

Adult English Language Learners

How Educators Can Meet the Challenge

Learners, Contexts, and Cultures

An Esl Resource Book

Studies and Global Perspectives of Second Language Teaching and Learning

Children learn languages quickly and easily while adults are ineffective in comparison -- A true bilingual is someone who speaks two languages perfectly -- You can acquire a language simply through listening or reading -- Practice makes perfect -- Language students learn (and retain) what they are taught -- Language learners always benefit from correction -- Individual differences are a major, perhaps the major, factor in SLA -- Language acquisition is the individual acquisition of grammar.

A high level of literacy in both print and digital media is required for negotiating most aspects of 21st-century life, including supporting a family, education, health, civic participation, and competitiveness in the global economy. Yet, more than 90 million U.S. adults lack adequate literacy. Furthermore, only 38 percent of U.S. 12th graders are at or above proficient in reading. Improving Adult Literacy Instruction synthesizes the research on literacy and learning to improve literacy instruction in the United States and to recommend a more systemic approach to research, practice, and policy. The book focuses on individuals ages 16 and older who are not in K-12 education. It identifies factors that affect literacy development in adolescence and adulthood in general, and examines their implications for strengthening literacy instruction for this population. It also discusses technologies for learning that can assist with multiple aspects of teaching, assessment, and accommodations for learning. There is inadequate knowledge about effective instructional practices and a need for better assessment and ongoing monitoring of adult students' proficiencies, weaknesses, instructional environments, and progress, which might guide instructional planning. Improving Adult Literacy Instruction recommends a program of research and innovation to validate, identify the boundaries of, and extend current knowledge to improve instruction for adults and adolescents outside school. The book is a valuable resource for curriculum developers, federal agencies such as the Department of Education, administrators, educators, and funding agencies.

This book is a systematic attempt to address the issue of fossilization in relation to a fundamental question in second language acquisition research, which is: why are learners, adults in particular, unable to develop the level of competence they have aspired to in spite of continuous and sustained exposure to the target language, adequate motivation to learn, and sufficient opportunity to practice?

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.

Fossilization in Adult Second Language Acquisition

Methods, Theory, and Practice

Teaching Adults

Second Language Acquisition Applied to English Language

Options for Practice and Research

*Second Language Educational Experiences for Adult Learners*Routledge

More than an estimated 90 million adults in the United States lack the literacy skills needed for fully productive and secure lives. The effects of this shortfall are many: Adults with low literacy have lower rates of participation in the labor force and lower earnings when they do have jobs, for example. They are less able to understand and use health information. And they are less likely to read to their children, which may slow their children's own literacy development. At the request of the U.S. Department of Education, the National Research Council convened a committee of experts from many disciplines to synthesize research on literacy and learning in order to improve instruction for those served in adult education in the U.S. The committee's report, *Improving Adult Literacy Instruction: Options for Practice and Research*, recommends a program of research and innovation to gain a better understanding of adult literacy learners, improve instruction, and create the supports adults need for learning and achievement. *Improving Adult Literacy Instruction: Developing Reading and Writing*, which is based on the report, presents an overview of what is known about how literacy develops the component skills of reading and writing, and the practices that are effective for developing them. It also describes principles of reading and writing instruction that can guide those who design and administer programs or courses to improve adult literacy skills. Although this is not intended as a "how to" manual for instructors, teachers may also find the information presented here to be helpful as they plan and deliver instruction.

The *Psychology of Learning and Motivation*, Volume 72 in this preeminent series, features empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning, to complex learning and problem-solving. Chapters in this new release cover Statistical learning predicts literacy acquisition of a foreign alphabetic and logographic language, An Investigation into Virtual Immersion Mandarin Chinese Writing Instruction with Students with Autism, Child and adult classroom L2 learners: uniqueness and similarities, and implications for cognitive models, Current Trends in Second Sign Language Research: Acquisition, Teaching and Assessment, Language Experiences and Cognitive Control: A Dynamic Perspective, and much more. Presents the latest information in the highly regarded *Psychology of Learning and Motivation* series Provides an essential reference for researchers and academics in cognitive science Contains information relevant to both applied concerns and basic research

A practical guide to teaching learners who have just begun to read and write in English and are not yet familiar with the Latin script. Aimed at both practising ESOL teachers and trainee teachers, this book integrates theory with lots of practical suggestions for teaching.

Teaching Languages to Young Learners

Teaching Pronunciation to Adult English Language Learners. CAELA Network Brief

Bringing Literacy to Life

Out of My Mind

Improving Adult Literacy Instruction

Ready-to-Use Strategies, Tools, and Activities for Teaching All Levels

Elucidating the knowledge base of those who teach adult learners in ESL (English as a Second Language) programs, this research is a qualitative study incorporating multiple data collection techniques and involving practitioners with various backgrounds from different program settings. Although educational opportunities targeting adult ESL students play an essential role in equal and extensive participation in society and academia, the status of teachers who assist these learners achieve their goals is rather marginalized, often because the students themselves are marginalized and ESL teaching is considered an undertaking that does not require special preparation. One way to enhance the professionalization of those involved in ESL is through an explication that the task of providing instruction to ESL learners is indeed an endeavor filled with complexity and requiring a strong knowledge base.

This study was an attempt to contribute to this effort in fostering such professional recognition. Data were collected via a series of focused interviews, consecutive classroom observations, and a stimulated recall procedure with each of 10 teacher participants. Analysis of the data revealed that ESL teachers possessed an intricate knowledge base with multiple categories of knowledge that they called upon to deliver instruction effectively and efficiently, particularly through the management of student responses and the management of learning. The interconnection among the seemingly discrete knowledge categories further highlighted the complexity and difficulty involved in the provision of instruction to ESL learners. By comparing the teacher participants' instructional effectiveness and various backgrounds, the study also illuminated the impact of ESL teachers' professional preparation and language learning experience. Implications derived from the findings are offered for theorists and researchers, and for practitioners and administrators of programs that serve adult ESL learners.

This collection of empirical work offers an in-depth exploration of key issues in the education of adolescents and adults with refugee backgrounds residing in North America, Australia and Europe. These studies foreground student goals, experiences and voices, and reflect a high degree of awareness of the assets that refugee-background students bring to schools and broader society. Chapters are clustered according to the two themes of Language and Literacy, and Access and Equity. Each chapter includes a discussion of context, researcher positionality and implications for educators, policy-makers and scholars.

The book is originally intended for postgraduate students of applied linguistics and foreign language teachers who may have some unresolved dilemmas about foreign language education for adults. It opens with a chapter about seven dominant perspectives on the learning process. The book moves across the notions of adulthood, adult learner, adult education, and principles of foreign (the prefix second is interchangeably used) language teaching methodology. The final chapter is designed to help you reflect on your own inclinations towards embracing or rejecting novelties in teaching design. Overall, the first four chapters may appeal to a broad audience, but the final three chapters may require a level of relevant experience and supplementary reading about issues in education and foreign language methodology. This book can be read from cover to cover, but it is not necessary to do so. I encourage you to skip to chapters that you find relevant. Every chapter has a few sections which I labeled Personal Notes where I tried to spare you the academic style and provide some opportunities for reflections by means of my personal experiences, dilemmas, observations, and anecdotes. The chapters also have Highlights which tend to sum up or emphasize key elements in the textbook's segments for which I assumed it would be necessary. Every chapter ends with a few Questions for Reflections and Discussions which are meant to motivate you to reexamine your understanding of the reviewed and proposed ideas.

This book explores the motivations of adult second language (L2) learners to learn Italian in continuing education settings in Australia. It focuses on their motivational drives, learning trajectories and related dynamics of identity development triggered by the learning process. Central to the study are adult L2 learners, who are still a largely under-researched and growing group of learners, and readers will gain a better understanding of the learning process of this specific group of learners and ideas for sustaining L2 adult learning motivation in continuing education settings. Furthermore, the book discusses the role played by the Italian migrant community in Australia in making Italian a sought-after language to learn. It explores how a migrant community may influence motivation, and highlights and expands on the notion of L2 learning contexts, showing the existence of sociocultural environments where second language learning trajectories are affected by the presence of migrant groups.

Teaching Adult Immigrants with Limited Formal Education

Those who Entered Through the Back Door

The Definitive Classic in Adult Education and Human Resource Development

Handbook of Adult and Continuing Education

How Cognitive Science Can Help Adults Learn a Foreign Language

Learning Italian in Australia

Whether a second language is learned as a child, teenager, or as an adult, second language acquisition research has noted certain patterns that can help ESL/EFL teachers prepare their lessons. This book explains these issues including the three essential components of ESL/EFL students' learning: input, output, and interaction. Learn how material selection and the roles of age, anxiety, and error correction can improve or challenge a student's ability to learn English. See how all of this can come together to aid your students in dealing with the complexity of learning a second language.

How do people learn nonnative languages? Is there one part or function of our brains solely dedicated to language processing, or do we apply our general information-processing abilities when learning a new language? In this book, an interdisciplinary collaboration of scholars and researchers presents an overview of the latter approach to adult second language acquisition and brings together, for the first time, a comprehensive picture of the latest research on this subject. Clearly organized into four distinct but integrated parts, Mind and Context in Adult Second Language Acquisition first provides an introduction to information-processing approaches and the tools for students to understand the data. The next sections explain factors that affect language learning, both internal (attention and awareness, individual differences, and the neural bases of language acquisition) and external (input, interaction, and pedagogical interventions). It concludes by looking at two pedagogical applications: processing instruction and content based instruction. This important and timely volume is a must-read for students of language learning, second language acquisition, and linguists who want to better understand the information-processing approaches to learning a non-primary language. This book will also be of immense interest to language scholars, program directors, teachers, and administrators in both second language acquisition and cognitive psychology.

Considered by many to be mentally retarded, a brilliant, impatient fifth-grader with cerebral palsy discovers a technological device that will allow her to speak for the first time.

Master's Thesis from the year 2006 in the subject Pedagogy - Adult Education, National University of Modern Languages, Islamabad (English Department), course: Research Project, language: English, abstract: The present study aims to investigate, that age is not a detriment to language learning .As young students are biologically disposed to better second language learning, as well as given certain benefits such as lower self-monitor and affective filter ,but at the same time adults are also not at a lower vantage point in L2 learning process. In the language learning program, adult learners bring with them certain advantages. Adults are better at understanding grammatical rules since they are aware of the rules and structures in their own language. [...] Especially in the areas of vocabulary and language structure, adults are actually better language learners than children. Adult learners have more highly developed cognitive systems, are able to make higher order associations and generalizations, and can integrate new language input with their already substantial learning experience. They also rely on long-term memory rather than the short-term memory function used by children and younger learners for rote learning. Adults have already developed learning strategies that have served them well in other contexts. They can use these strategies to their advantage in language learning. This research will suggest ways of dealing better with adult learners in their academic performance in the language class. The researchers' aim will be to investigate that they have potentials to become accomplished language learners with the advantage of more advanced cognitive development in the first language ,and they integrate new language input with their already substantial learning experience. To prove her point of view the researcher will involve 10 teachers and 30 students of Diploma,Certificate and Foundation level at the Department of English (functional Courses) at National University of Modern Languages Islamabad .For assessing adult learners proficiency in the class, questionnaires will be distributed among the participants. Classroom observation are also contributing factor in determining the learning process of adult learners so these tools will be used to find the role and behavior pattern of adult learners .Further it would help language teachers to understand that experience of adult learner is a living text book, and teachers can go through the language programme by cooperating with adult learners.

Understanding Second Language Acquisition

Adult Language Learning: Insights, Instructions And Implications

Teaching Adult ESL - Text

Educational Implications for Children and Adults

Motivation, Identity and Target Variety

Developing Reading and Writing

This book explores connections between the fields of foreign/second language teaching and adult learning through a case study of adult language learners at the college level. The book examines topics such as the value of adult language study, its effect on adult learners, as well as classroom practices that contribute to deeper learning.

Your hands-on guide to teaching adults. . . no matter what the subject In this expanded edition of How to Teach Adults, Dan Spalding offers practical teaching and classroom management suggestions that are designed for anyone who works with adult learners, particularly new faculty, adjuncts, those in community colleges, ESL teachers, and graduate students. This reader-friendly resource covers all phases of the teaching process from planning what to teach, to managing a classroom, to growing as a professional in the field. How to Teach Adults can guide new instructors who are trying to get up to speed on their own or can help teacher trainers cover what their students need to know before they get in front of a class. It is filled with down-to-earth tips and checklists on such topics as connecting with adult students, facilitating discussions, and writing tests, plus everything you need to remember to put into your syllabus and how to choose the right textbook. Dan Spalding reveals what it takes to teach all students the skills they need to learn, no matter what the topic or subject matter. Full of vivid examples from real-world classrooms, this edition: Shows how to get started and tips for designing your course Includes information for creating a solid lesson plan Gives suggestions for developing your teacher persona How to Teach Adults offers the framework, ideas, and tools needed to conduct your class or workshop with confidence.

This text is designed to cater to the ESL learning needs of adult learners who have basic exposure to the English language. This text will assist adult learners to have a better understanding and appreciation for the Phonology (sound systems), Lexicon (vocabulary), Morphology (changes in spelling), Syntax (sentence structure) and Pragmatics (usage) of the target language. Additionally, tutors will appreciate that this text is an easy to use manuscript from which they can instruct and assist their students to grow linguistically.

How do you tailor education to the learning needs of adults? Do they learn differently from children? How does their life experience inform their learning processes? These were the questions at the heart of Malcolm Knowles' pioneering theory of andragogy which transformed education theory in the 1970s. The resulting principles of a self-directed, experiential, problem-centred approach to learning have been hugely influential and are still the basis of the learning practices we use today. Understanding these principles is the cornerstone of increasing motivation and enabling adult learners to achieve. The 9th edition of The Adult Learner has been revised to include: Updates to the book to reflect the very latest advancements in the field. The addition of two new chapters on diversity and inclusion in adult learning, and andragogy and the online adult learner. An updated supporting website. This website for the 9th edition of The Adult Learner will provide basic instructor aids. For each chapter, there will be a PowerPoint presentation, learning exercises, and added study questions. Revisions throughout to make it more readable and relevant to your practices. If you are a researcher, practitioner, or student in education, an adult learning practitioner, training manager, or involved in human resource development, this is the definitive book in adult learning you should not be without.

A Workbook for Adult Learners & a Guide for Tutors: Beginner Level

Teaching Adult English Language Learners

The ESL/ELL Teacher's Survival Guide

Identity Trajectories of Adult Second Language Learners

Characterizing Adult ESL Teachers and Their Knowledge

Issues and Options in Adult ESL Literacy

How adult learners can draw upon skills and knowledge honed over a lifetime to master a foreign language. Adults who want to learn a foreign language are often discouraged because they believe they cannot acquire a language as easily as children. Once they begin to learn a language, adults may be further discouraged when they find the methods used to teach children don't seem to work for them. What is an adult language learner to do? In this book, Richard Roberts and Roger Kreuz draw on insights from psychology and cognitive science to show that adults can master a foreign language if they bring to bear the skills and knowledge they have honed over a lifetime. Adults shouldn't try to learn as children do; they should learn like adults. Roberts and Kreuz report evidence that adults can learn new languages even more easily than children. Children appear to have only two advantages over adults in learning a language: they acquire a native accent more easily, and they do not suffer from self-defeating anxiety about learning a language. Adults, on the other hand, have the greater advantages—gained from experience—of an understanding of their own mental processes and knowing how to use language to do things. Adults have an especially advantageous grasp of pragmatics, the social use of language, and Roberts and Kreuz show how to leverage this metalinguistic ability in learning a new language. Learning a language takes effort. But if adult learners apply the tools acquired over a lifetime, it can be enjoyable and rewarding.

The result of a 2-year research study funded under the National English Literacy Demonstration Program for Adults of Limited English Proficiency, this handbook on adult English-as-a-Second-Language (ESL) literacy education represents a synthesis of ideas derived from various sources. It is meant as a resource for teachers who have some experience in teaching but are new to ESL literacy. It contains the following nine chapters: (1) "Adult ESL Literacy: State of the Art," which discusses some of the special features of adult ESL literacy; (2) "Approaches and Materials," which maintains that meaning-based approaches show the greatest promise in helping adults develop full literacy; (3) "Teaching Adult ESL Literacy in the Multilevel Classroom," which shows that group work is the most effective strategy for dealing with multilevel classrooms; (4) "Using Computer and Video Technology in Adult ESL Literacy," which discusses the pros and cons of using technology in ESL literacy teaching; (5) "Native Language Literacy," which demonstrates that using the native language of the learners is a viable approach to introducing literacy to adults who are not literate in their first language; (6) "Learner Assessment," which shows that program-based assessments are superior to standardized tests; (7) "Curriculum," which demonstrates that curriculum decisions are value decisions that mirror a program's philosophy; (8) "Staff Development and Program Issues," which holds that effective staff development should focus on the social context, adult learning, second language acquisition, literacy development, and effective teaching processes; and (9) "Curriculum Modules," which presents 10 teaching units that demonstrate meaning-based teaching. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

Second Language Educational Experiences for Adult Learners provides an up-to-date review of the theory and practice of adult second language education. The primary objective is to introduce core ideas that should inform the design, development, and delivery of language learning experiences that take the typical forms of materials, courses, teaching, and assessment. Divided into three sections, the book first addresses what we know about adult second language acquisition and how individuals may acquire languages differently from each other. In the second section, key educational design elements—from pedagogical methods to curriculum to assessment—are then introduced from the perspective of research-based understandings about effective practices. Rounding out the volume is an overview of critical issues for language educational innovation, including supporting teachers, localizing materials and instruction, evaluating and improving education, and working with technology. Each chapter concludes with a set of recommended "design principles" that should guide readers toward high-quality, valuable, and empirically supported language educational experiences. This volume will be of interest to researchers and students investigating instructed language learning, designers creating useful language learning materials, and language teaching innovators seeking to improve outcomes in diverse instructional settings around the world.

Maximize the educational potential of your ESL/ELL class with this singular resource The ESL/ELL Teacher's Survival Guide: Ready-to-Use Strategies, Tools, and Activities for Teaching English Language Learners of All Levels, 2nd Edition offers readers a comprehensive range of instructional strategies and educational resources for teaching English. The newly revised 2nd Edition includes brand new chapters on: • Working with Long-Term English Language Learners • Teaching English internationally • Teaching Elementary Age ELLs • Teaching Adult ELLs • Teaching ELLs with learning challenges • Culturally Responsive Instruction • Effective online instruction • Working with co-teachers and para-professionals In addition to the new chapters, The ESL/ELL Teacher's Survival Guide contains updated material on topics including math, science, social studies, Common Core Standards, the Next Generation Science Standards and 150 pages of new, highly engaging content. An essential resource for anyone involved in teaching English as a Second Language to students of all ages, this book is perfect for general education teachers and ESL specialists for students in grades six through twelve. It's also highly instructive for teachers of adult ESL classes, elementary and teacher educators, and resource specialists.

The Adult Learner

Adult Learners in Language Class

Theory, Research and Practice

Adult Learning in the Language Classroom

Critical Issues and Dynamic Contexts

Becoming Fluent

Adult English language learners in the United States approach the learning of English pronunciation from a wide variety of native language backgrounds. They may speak languages with sound systems that vary a great deal from that of English. The pronunciation goals and needs of adult English language learners are diverse. These goals and needs depend on a variety of factors, which may include the learners' uses of English (in what settings and for what purposes), their motivation to identify with specific English-speaking groups, the degree to which they want to sound like native speakers, and the frequency with which they speak English. Although pronunciation is part of the curriculum in many adult education programs, it is often not included in state language proficiency standards or addressed systematically in instruction. In addition, some English as a second language (ESL) teachers working with adult learners do not have training in teaching pronunciation. As a result, teachers may not be able to identify the patterns of or reasons for learners' pronunciation problems or have a systematic way to teach the sound, stress, intonation, and rhythm patterns of English. This brief reviews features of languages (particularly English) that can have an impact on the teaching and learning of English pronunciation, discusses the research on learner acquisition of pronunciation, and describes how teachers can teach pronunciation in their classes. This brief is written for teachers, program administrators, education researchers, and policy makers to provide information about evidence-based strategies for teaching pronunciation to adult English language learners. (Contains 2 tables.).

Adult Language Learners

Teaching Adult Second Language Learners

English as a Second Language

Second Language Acquisition Myths

Second Language Educational Experiences for Adult Learners

Educating Refugee-background Students