



Show-Me

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Literacy.....

What Beginning Teachers and Tutors of Adult English Language Learners Need to Know

This article was reprinted from the Center for Adult English Language Acquisition (CAELA)

In many parts of the United States, the number of nonnative adult learners seeking English language instruction is growing. In the past decade, states that had not previously had significant numbers of immigrants witnessed a rapid growth of their immigrant population. As a result, new teachers are entering the field, experienced teachers are being asked to take on greater challenges, and many adult basic education teachers are working with English language learners in classes along with native English speakers. What do teachers and tutors who are beginning to work with adult English language learners need to know? This resource collection provides materials about second language acquisition, language and culture, instructional approaches that support language development, curricula, and professional development. While this is not an exhaustive list of materials, it is representative of what is available online and in print.

In January, 2003, Adult ESL specialists from the Center for Applied Linguistics conducted a teacher focus group at the Arlington Education and Employment Program (REEP) in Arlington, Virginia. Ten experienced teachers were asked to share their advice about what teachers beginning to work with adult English language learners need to know. These teachers worked in intensive (ten hours a week or more), non-intensive, workplace, family literacy, language lab, and volunteer settings. The teachers offered advice on appropriate resources for teachers and learners, professional organizations, and successful activities. This information helped inform the resources listed below. Teachers also shared "pearls of wisdom" that they learned through their own years of teaching. This advice, from nitty-gritty specifics to over-arching ideas may help new teachers become successful teachers.

Practical advice includes:

- Observe master teachers in the classroom before and during your first months of teaching; talk with other teachers.
- Write the day's agenda on the board.
- Do a lot of physical activities.
- Write everything you say--write it on the board, too. Say it before you write it!
- Ask learners to change seats so they don't only stay in the "comfort zone" and have to work with different people.
- Always practice more than you think is enough; recycle.
- Call your students by name; look them in the eye.
- Limit teacher talk.
- Smile a lot/make them laugh--learners love a good joke.
- Make a flexible lesson plan (lessons are like flow charts).
- Keep a teaching journal: write/reflect for 15 minutes after every class.

The focus group agreed on several basic precepts on dealing with adult English language learners:

- Know--and enjoy--your students.
- Don't underestimate adult English language learners; they are competent adults.
- Class building is crucial; the importance of building a comfortable learning environment cannot be overestimated.
- Respect all differences and require learners to do the same.
- Telling does not=learning.
- Practice imagination!
- Seize all training opportunities, especially free workshops!

This list was compiled by Donna Moss and Lynda Terrill at the Center for Applied Linguistics.

CAELA Resources	ERIC Database	Articles and Reports	Books for Teachers
Curricula	Organizations	Discussion Lists	Policy Issues

CAELA Resources

The following briefs, bibliographies, digests, and other papers written by adult ESL professionals offer information that might be helpful to new teachers working with adult English language learners.

New adult ESL teachers and tutors need to have an understanding of adult learning principles and second language acquisition.

Second Language Acquisition in Adults: From Research to Practice. Donna Moss & Lauren Ross-Feldman (ERIC Q & A, 2003)

Beginning to Work with Adult English Language Learners: Some Considerations. MaryAnn Cunningham Florez & Miriam Burt (ERIC Q & A, 2001)

Second Language Acquisition in Adult English Language Learners. Dora Johnson (Annotated bibliography, 2001)

CAELA has many materials that discuss good instructional practices in the adult ESL classroom.

Promoting the Success of Multilevel

el ESL Classes: What Teachers and Administrators Can Do. Julie Mathews-Aydinli & Regina Van Horne (CAELA Brief, 2006)

Adolescent Learners in Adult ESL Classes. Sarah Young (CAELA Brief, 2005)

Working with Literacy-Level Adult English Language Learners. MaryAnn Cunningham Florez & Lynda Terrill (ERIC Q & A, 2003)

Current Concepts and Terms in Adult ESL. MaryAnn Cunningham Florez (ERIC Digest, 1998)

Philosophies and Approaches in Adult ESL Literacy Instruction. Joy Peyton & Jodi Crandall (ERIC Digest, 1995)

Teaching Multilevel Adult ESL Classes. Cathy Shank & Lynda Terrill (ERIC Digest, 1995)

CAELA resources discuss the development of language skills.

How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction? Miriam Burt, Joy Kreeft Peyton & Carol Van Duzer (CAELA Brief, 2005)

Reading and Adult English Language Learners: The Role of the First Language. Miriam Burt & Joy Kreeft Peyton (ERIC Q & Q, 2003)

Research on Reading Development of Adult English Language Learners: An Annotated Bibliography Rebecca Adams & Miriam Burt (Annotated bibliography, 2002)

Improving Adult English Language Learners Speaking Skills. MaryAnn Cunningham Florez (ERIC Digest, 1999)

Improving ESL Learners Listening Skills: At the Workplace and Beyond. Carol Van Duzer (ERIC Q & A, 1997)

Improving ESL Learners Writing Skills. Tom Bello (ERIC Digest, 1997)

The Language Experience Approach and Adult Learners. Marcia Taylor (ERIC Digest, 1992)

CAELA has resources that address issues related to culture.

Trauma and the Adult English Language Learner. Janet Isserlis (ERIC Digest, 2000)

Myths about Language Diversity and Literacy in the United States. Terrance G. Wiley (ERIC Digest, 1997)

Social Identity and the Adult ESL Classroom. Char Ullman (ERIC Digest, 1997)

Valuing Diversity in the Multicultural Classroom. Elizabeth Quintero (ERIC Digest, 1994)

Cross-Cultural Issues in the Adult ESL Classroom. Mary McGroarty (ERIC Digest, 1993)

CAELA has a number of briefs and digests and an annotated bibliography that focus on the topic of professional development.

Online Professional Development for Adult ESL Educators Julie Mathews-Aydinli & Karen Taylor (CAELA Brief, 2005)

Online Adult Professional Development Resources for Adult ESL Educators. (Annotated bibliography, 2005)

Reflective Teaching Practice in Adult ESL Settings. MaryAnn Cunningham Florez (ERIC Digest, 2001)

Trends in Staff Development for Adult ESL Instructors. Miriam Burt & Fran Keenan (ERIC Digest, 1998)

The Adult ESL Teaching Profession Today. MaryAnn Cunningham Florez (ERIC Digest, 1997)

Creating a Professional Workforce in Adult ESL Literacy. JoAnn Crandall (ERIC Digest, 1994)

For access to a complete list of briefs, digests, and bibliographies click on ESL Resources on the left navigation bar on this page and click on the resource type you are searching looking for. Also see the

Practitioner Toolkit: Working with Adult English Language Learners available in pdf at www.cal.org/caela/tools/program_development/CombinedFilesl.pdf and Frequently Asked Questions (FAQs) at www.cal.org/caela/esl_resources/faqs.html

Reproducible worksheets are included in this newsletter.

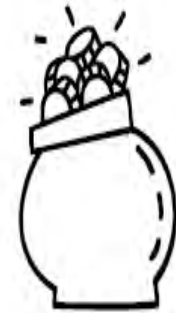
Money Vocabulary



Directions: Match the columns. Write the letters on the lines.

- | | | |
|-----------|--------------------|--------------------|
| 1. _____ | a dollar | a. \$1.00 |
| 2. _____ | nickel | b. \$1.10 |
| 3. _____ | \$ | c. \$10.00 |
| 4. _____ | cash | d. \$100 |
| 5. _____ | keeps money safe | e. 1¢ |
| 6. _____ | \$0.25 | f. 10 cents or 10¢ |
| 7. _____ | dime | g. 5¢ |
| 8. _____ | ten dollars | h. bank |
| 9. _____ | \$5.00 | i. billfold |
| 10. _____ | 50¢ | j. buy something |
| 11. _____ | penny | k. cent symbol |
| 12. _____ | counterfeit bill | l. dollar symbol |
| 13. _____ | 1 dollar + a dime | m. fake money |
| 14. _____ | 1quarter + a penny | n. fifty cents |

Money Vocabulary – Answer Key



Directions: Match the columns. Write the letters on the lines.

- | | | | | |
|-----|----------|---------------------|----|-----------------|
| 1. | a | a dollar | a. | \$1.00 |
| 2. | g | nickel | b. | \$1.10 |
| 3. | l | \$ | c. | \$10.00 |
| 4. | q | cash | d. | \$100 |
| 5. | h | keeps money safe | e. | 1¢ |
| 6. | t | \$0.25 | f. | 10 cents or 10¢ |
| 7. | f | dime | g. | 5¢ |
| 8. | c | ten dollars | h. | bank |
| 9. | o | \$5.00 | i. | billfold |
| 10. | n | 50¢ | j. | buy something |
| 11. | e | penny | k. | cent symbol |
| 12. | m | counterfeit bill | l. | dollar symbol |
| 13. | b | 1 dollar + a dime | m. | fake money |
| 14. | s | 1 quarter + a penny | n. | fifty cents |

Telling Time Vocabulary



Directions: Match the columns. Write the letters on the lines.

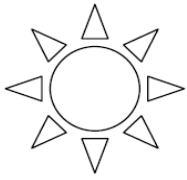
- | | |
|-------------------------|----------------------------------|
| 1. _____ second | a. 1:05 |
| 2. _____ minute | b. 12:00 C to 11:59 * |
| 3. _____ hour | c. 2:10 |
| 4. _____ clock | d. 3:45 |
| 5. _____ wristwatch | e. 4:30 |
| 6. _____ 24 hours | f. 5:45 |
| 7. _____ second hand | g. 60 minutes |
| 8. _____ hour hand | h. keeps watch attached to wrist |
| 9. _____ minute hand | i. midnight |
| 10. _____ strap or band | j. noon |
| 11. _____ 1:00 | k. number of hours in a day |
| 12. _____ 1:55 | l. one fifty-five |
| 13. _____ 12:00 A.M. | m. one o'clock |
| 14. _____ 12:00 P.M. | n. one sixtieth of a minute |

Telling Time Vocabulary






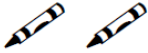
Directions: Match the columns. Write the letters on the lines.

- | | | | | |
|-----|----------|---------------|----|-------------------------------|
| 1. | n | second | a. | 1:05 |
| 2. | q | minute | b. | 12:00 C to 11:59 * |
| 3. | g | hour | c. | 2:10 |
| 4. | s | clock | d. | 3:45 |
| 5. | t | wristwatch | e. | 4:30 |
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| 7. | p | second hand | g. | 60 minutes |
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| 9. | o | minute hand | i. | midnight |
| 10. | h | strap or band | j. | noon |
| 11. | m | 1:00 | k. | number of hours in a day |
| 12. | l | 1:55 | l. | one fifty-five |
| 13. | i | 12:00 A.M. | m. | one o'clock |
| 14. | j | 12:00 P.M. | n. | one sixtieth of a minute |








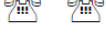



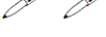

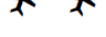

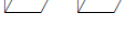



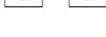






Plural Nouns

Lesson Thirteen: Add the letter 's' to the end of most words to make them plural. Example: one book → two books

 one book	 two books
 one crayon	 two crayons

A. Write the number 'two' and the plural noun on the lines.

	one book		<u>two books</u>
	one crayon		_____
	one paper		_____
	one telephone		_____
	one hand		_____
	one pen		_____
	one plane		_____
	one folder		_____
	one face		_____
	one envelope		_____
	one clock		_____
	one flag		_____

Weather Vocabulary



Directions: Match the columns. Write the letters on the lines.

- | | | |
|-----------|------------------|-----------------------------------|
| 1. _____ | thermometer | a. 32° F or less |
| 2. _____ | hot | b. 98° F |
| 3. _____ | ° (symbol) | c. a cloud on the ground |
| 4. _____ | F | d. abbreviation for Fahrenheit |
| 5. _____ | freezing | e. announces weather on TV |
| 6. _____ | warm | f. cold, cool, _____, hot |
| 7. _____ | sunny and clear | g. degree |
| 8. _____ | weather forecast | h. flash of light in the sky |
| 9. _____ | weather reporter | i. frozen water droplets |
| 10. _____ | temperature | j. sunshine and no clouds |
| 11. _____ | seasons | k. many clouds in the sky |
| 12. _____ | predict | l. measures temperature |
| 13. _____ | raining | m. moisture in the air |
| 14. _____ | snowflakes | n. raindrops falling from the sky |

Weather Vocabulary – Answer Key



Directions: Match the columns. Write the letters on the lines.

- | | | | | |
|-----|----------|------------------|----|--------------------------------|
| 1. | l | thermometer | a. | 32° F or less |
| 2. | b | hot | b. | 98° F |
| 3. | g | ° (symbol) | c. | a cloud on the ground |
| 4. | d | F | d. | abbreviation for Fahrenheit |
| 5. | a | freezing | e. | announces weather on TV |
| 6. | f | warm | f. | cold, cool, _____, hot |
| 7. | j | sunny and clear | g. | degree |
| 8. | s | weather forecast | h. | flash of light in the sky |
| 9. | e | weather reporter | i. | frozen water droplets |
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