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## TEACHING ADULTS ENGLISH LANGUAGE AND LITERACY WITH THE 6 PRINCIPLES

### Questions for Discussion and Application

- 1.1.** Consider the reasons why adults want to learn English. What do those reasons mean for planning instruction that serves their purposes for learning English? To what extent are those purposes achievable within the time limit adults have for participating in English language instruction?
- 1.2.** What soft skills do managers seek in employees? In what way can these soft skills become suitable instructional targets for English language instruction?
- 1.3.** How have English language proficiency goals changed for government funded English language instruction programs where you teach? What does this mean for planning instruction and for program accountability?
- 1.4.** What are some features of Morgan’s lesson that are similar or different from the way you teach adults? If you were an observer in Morgan’s class, what would you like to discuss with her about this lesson? What takeaways do you have from observing Morgan’s classroom?
- 1.5.** How would you characterize the diversity of learners you have in your program? How does this diversity influence the way you plan instruction for the students?
- 1.6.** Explore the five learner profiles on pp. 5-6. Do these profiles remind you of any of your own learners? Which ones? What would you add to the profiles that might also be important to know about the learners? Write one or two profiles of adult learners you have had whose characteristics are different from the students featured here.
- 1.7.** To what extent does your program meet the six characteristics (p. 6) that TESOL recommends for programs that serve adult English language learners? Give examples for how your program addresses each characteristic. Do you notice strengths and weaknesses? In which areas?

- 1.8.** What types of adult English language and literacy programs are available in your area? Of the program types listed on p. 7, which programs are familiar to you? Do you think that the students you serve in your program are in the type of program that is optimal for them? Would they be better served in another type of program? How? Are there prospective adult English learners in your area who do not currently participate in instruction because the type of program they need is not available? Can you think of ways to improve this situation?
- 1.9.** Reflect on your teaching in terms of The 6 Principles (p. 8). What do you already do to be an exemplary teacher in terms of these six principles? List some examples for each principle that you already do either regularly or some of the time. Where are your existing strengths? Do you notice areas that you have not yet considered as much but would like to learn more about?
- 1.10.** Which acronyms does your program use? Have you thought about the ways you use these terms? Would using terminology differently influence the way you approach these ideas (for example, native language or home language; ENL, ESL, or EFL)? How does this matter?