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|  | adult and non-formal education |

Orientation to adult and non-formal education

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National Commission for Colleges of Education & Teacher Development Programme (NCCE & TDP)

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**Acknowledgement**

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Contents

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# How the module fits into the programme

## Overview of module

The module *Orientation to adult and non-formal education* is an elective in *the NCCE-TDP Continuing Professional Development (CPD) Programme for teacher-educators*.

There is growing recognition internationally of the need for lifelong learning if individuals and countries are to thrive in a 21st century global knowledge economy.

This means we need to find ways to support those adults who, for many different reasons, may have dropped out of the education and training system through a variety of flexible formal and informal learning programmes. However, most of us were trained to teach children in schools not adults in a wide variety of formal and informal contexts. Hence the need for this orientation module.

To help teacher-students to work with adults most effectively, teacher-educators need be able to answer a few key questions:

* What are the minimum knowledge, skills and attitudes needed for success in a 21st century knowledge economy?
* In what ways is teaching adults similar to and different from teaching children?
* What resources, technologies and strategies are most appropriate for teaching in an adult context and how can we create conditions in which all adult learners can achieve success?
* What are the implications for teacher-educators?

#### Module purpose

The main purpose of this module is to assist teacher-educators to identify various strategies in teaching adult learners; acquire communication skills for different purposes and audiences; discover the most useful methods for higher-order thinking and problem-solving; and to develop and use learning resources for adult learning.

This module is divided into **four units**, each of which addresses the above purpose questions, from a different perspective. Although the themes can be studied separately, they should be read together to provide comprehensive guidance in answering the above questions.

In this module, the term ‘teacher’ refers both to teacher-students (pre- and in-service) as well as teacher-educators (as teachers of teachers).

Unit 1: **Principles of adult learning**

This unit identifies the key principles which underpin adult learning.

Unit 2: Concept and types of andragogy

This unit introduces the concept, theories and type of methods which underpin the teaching of adults.

Unit 3: Learning resources for adult learning

This unit deals with guidelines for the selection and procurement of learning resources appropriate for adult learning.

**Unit 4:**Language and communication skills

Language and communication are at the heart of learning. This unit identifies some of the key knowledge and skills needed in adult classrooms.

## How the module is structured

The module consists of the following:

* Welcome to the module
* Module outcomes.
* Content of the module, divided into units.
* A module summary.
* Self-assessment.
* References (sources used in the module).

There are four units:

1. Principles of adult learning
2. Introducing andragogy
3. Learning resources for adult learning
4. Language and communication skills.

# Orientation to adult and non-formal education

## Welcome

**⏵See Richard Freeman’s handbook, *section 3.3: Setting aims and objectives for your course.***



##### Figure 1: Collaborative development of CPDC programme and materials

The picture above illustrates the kind of interaction we hope to foster in the CPDC programme. It shows adult educators working together, across colleges and states, using education resources and appropriate technology to develop this programme and its materials.

Each teacher-educator enters the CPDC programme with a wealth of prior knowledge and experience. We want to create spaces for the sharing of this accumulated wisdom in responding to the new challenges of changing times and curriculum reform.

This module is activity-based to help you engage with key concepts before we discuss them during a contact session. There are many activities but they are mostly quite short.

Before we begin to engage with the content of this module, have a look through the intended learning outcomes.

## Module outcomes

Upon completion of the module you will be able to:

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| Outcomes  Outcomes | * Create adult-appropriate activities that promote critical thinking and problem-solving * Use appropriate methods for teaching in adult classes. * Identify, select, use and improvise learning resources for teaching adult learners. * Help adult learners select appropriate language for different purpose and audience. |

#### Learning time

This module carries 1 credit. It should, therefore, take the average student approximately 40 hours to successfully complete the module. The 40 hours include contact time, reading time, research time and time required to write assignments. Remember that about half of your time in this programme will be spent completing practice-based activities in your college. This will often involve you in discussions with your colleagues. A more specific indication of time to be spent on each of these activities will be provided in each of the units that make up this module.

#### Teaching and learning

This module, like the whole of the CPDC programme involves part-time study while you are working. Much of what you learn will therefore be dictated by your own effort and commitment. The most successful teacher educators are not necessarily the cleverest or the most experienced but rather the ones who are most disciplined, most organized, most willing to reflect critically on their own learning and most able to apply theory to practice and manage time efficiently.

However, this CPD programme is also practice-based. This means that it does not only require you to read and write but also to apply what you have learnt, to reflect on the success or failure of the application and to learn from your mistakes. Learning is, therefore, not simply a theoretical exercise but also a practical experience.

#### How does this module relate to the rest of the CPDC in teacher education?

Adult and Non-Formal Education (ANFE) is an elective module in the CPDC programme. The module explores how the general principles discussed in the four core modules may be applied when working with adult learners.

##### Figure 2: Relation of module to programme

## 1.0 Principles of adult learning

This unit gives an overview of and introduction to the necessary information and practices needed to work effectively with adults. Special emphasis will be given to Teacher-Educators who work on Adult Education Training and Non Formal Education. The general purpose of this unit is to give Teacher-Educators the most necessary practices, skills, competencies to work effectively with adults.

## 1.1 Unit outcomes

Upon completion of the unit, you will be better able to:

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| Outcomes  Outcomes | * Identify and explain the principles of Adult learning * Discuss factors affecting Adult learning * Explore conditions of Adult learning and approaches to Adult learning. * Identify three common learning styles of adults. |

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| Activity 1a | Purpose  This activity provides an opportunity to reflect on the needs of adult learners.  Time  This activity will take about 30 minutes.  Write answers to the questions in your workbook.  A teacher needs to assess the learner's competency level, learning ability, preferred learning styles and baseline knowledge prior to delivering a subject lesson. How are these issues likely to differ between young learners, school-leavers and mature adults?  In a subsequent contact session, participants will be divided in to two small groups to discuss as follows:  Group 1.To discuss “Who is an adult learner”? Group 2.To discuss “What are the characteristics of adult learners”?  Materials: Flip charts, Colour markers and masking tape. |

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| Discussion |

#### Discussion

Adult learners come from all walks of life. They are men and women who range in age from 16 to 70+ and differ in ethnic and cultural backgrounds, abilities, beliefs, income levels and education. Unlike children, adult learners need to learn while playing a number of other roles such as worker, spouse, parent, householder, community member etc. This means we need to use different contexts for learning and to adopt strategies that reflect the learning preferences of adult learners, for example:

* Adults desire to take more control of their learning
* They draw upon their experiences as a resource in their learning efforts
* They tend to be more motivated in learning situations
* They are more pragmatic
* They often lack confidence in their learning
* They are sometimes more resistant to change.

As a teacher educator, you should have a basic understanding of how adults learn. Adult learners bring experiences and self-awareness to learning that younger learners do not. To understand adult learning you should understand the principles of adult learning, learning styles and how and why adults learn.

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| Activity 1b | Purpose  This activity provides an opportunity to reflect on the needs of adult learners.  Time  This activity will take about 30 minutes.  Write answers to the following questions in your workbook.   1. Identify what you consider to be the three main differences between children and adults as learners. 2. What competences are required to become a self-directed learner? 3. What learning styles are you familiar with? Which of these are typically preferred by adult learners?   In a subsequent contact session, participants will be divided into three groups and assigned the following tasks.  Group 1: Identify and explain three characteristics of Adult learners.  Group 2: Identify and explain three set of competencies for self-directed learning  Group 3: Identify and explain three basic learning styles.  Once the tasks have been properly understood the participants will be allowed to work in their groups for 20 minutes. Then the groups will reconvene. Each group will present its ideas and invite comments and questions from the other participants. |

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| Discussion |

#### Discussion

**Characteristics of Adult learners**

a. Adults learn best in a participatory environment

b. Adults learners want to apply practical problem-solving

c. Adults need active learning experiences

**Competencies for self-directed learning**

a. Adults are motivated to learn from their experience

b. Adults need to be self-directed but may lack important metacognition, language, time management and other skills necessary for success.

Land and Fotheringham (1999:14-15) suggest the following additional differences between teaching adults and children:

* Interactions between adult learners and teachers do not involve discipline. If adult learners do not find the classes useful or enjoyable, they simply leave.
* Unlike children, adults are unlikely to seek the approval of the teacher. Children will try hard at school, with praise from the teacher as their goal and reward but adults generally view learning itself as their goal.
* Very few adult learners taking basic education courses do homework set by the teacher. This may be because adults are involved in other work or activities. Some may feel embarrassed when observed doing school exercises usually associated with children.
* Children expect to be controlled by the teacher whom they respond to as a parent figure. Adults do not expect or need a parent figure in their teacher. They expect and appreciate respect from their teacher. Indeed, role reversal may occur with older learners assuming a parental role towards a younger teacher.

Land and Fotheringham (1999:15) observe however that it is important to remember that despite the differences mentioned, much of the learning process is similar for adults and children. Adults and children are similar as learners in that they:

* Are stimulated by engaging in a range of activities.
* Need material that is interesting to them
* Need to learn in a cognitively engaging way, that is they need to be encouraged to think
* May need to develop fine muscle control, especially in the case of adults who have used large tools all their lives rather than small tools that need the use of finer muscles
* Need to be presented with material and learning experiences at an appropriate level
* Need to be given respect as learners.

Like children, adults will also provide evidence of preferred learning styles.

**Learning Styles**

1. Visual (learning with their eyes)

* Prefer pictures, diagrams, tables, graphs and models
* Like to see tasks being performed
* Take detailed notes from lectures for reading later
* Experience difficulty following verbal direction.

1. Auditory (learning from listening.

* Need to be told instructions and follow lectures well but do not take many notes
* Able to perform tasks with only verbal instructions without seeing them
* Experience difficulty in following written directions
* Experience difficulty with tasks that include reading.

1. Kinaesthetic (learning from moving and doing).

* Prefer hands-on activities
* Assemble without reading directions
* Must be actively involved in the learning process
* Lectures and discussion are not experienced as beneficial.

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| Activity 1c | Purpose  This activity provides an opportunity to reflect on the needs of adult learners.  Time  This activity will take about 30 minutes.  Write answers to the questions in your workbook.  Based on your experiences, draw up a lesson plan to teach a high school concept to accommodate the characteristics, competencies and learning styles of adult learners. |

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| Discussion |

#### Discussion

#### Present your ideas during a contact session for comments, observations and contributions.

## Summary

A principle, philosophers say, is the beginning of action. In order to facilitate action that results in learning among adults, it is critical to have a fundamental knowledge of what motivates adult learners to learn and how adult learners learn. We need to draw more upon their experience, be clear about the purpose of any learning activity, make links to real-world problem-solving and provide a wide range of individualised support.

We should also take into account the cultural context in which we are working, which may, for example, affect gender roles and activity in the adult classroom. Land and Fotheringham (1999:26) observe that in African tradition it was often not acceptable for women to state their opinions publicly in the presence of men. It is said, though, that in the past tribal elders often went home ‘to sleep on decisions’ before they were implemented. Some historians suggest that this was a way of allowing women to influence decisions because the elders would discuss matters with their wives, from whom they would gain an idea of women’s perspectives.

They (ibid, 27) go on to suggest that we should therefore be conscious of:

* Attitude towards, and expectations of, the teacher
* How comfortable learners feel when saying they do not understand or when asking for further explanation
* Self-conscious as adult learners
* Taking the initiative in group work
* Expressing their own understanding of things.

## 1.3 Self-assessment

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| Assessment | Tick the boxes to assess whether you have achieved the outcomes for this unit and for the module as a whole. If you cannot tick the boxes, you should go back and work through the relevant part in the unit again.  I am able to:   | # | Checklist | 🗹 | | --- | --- | --- | | 1 | Identify and explain the principles of adults learning | ❑ | | 2 | Discuss factors affecting Adult learners | ❑ | | 3 | Explain condition of and approaches to Adult learning | ❑ | | 4 | Explain the three basic learning styles of Adults | ❑ | |

## 1.4 Selected references

Goodlad, J. (2005). Principles of Adult Learning. Best Practice Resources

Land, S. & Fotheringham, R. (1999). *Teaching in Adult Basic Education*. Pietermaritzburg: University of Natal Press.

Lieb, S. (1991). *Principles of Adult Learning*. Fall Arizona: Vision

Smarrelled, T. (u.d.).Principles of Adult learning. Ayadana Solution Design

Vella, J. (2003). *Twelve* *Principles for Effective Adult Learning* pdf

5. Useful OER Materials

a. [http://www.tessafrica.net/files/tessafrica/briefing note general june 2012.pdf](http://www.tessafrica.net/files/tessafrica/briefing%20note%20general%20june%202012.pdf)

b. <http://www.tessafrica.net/NTI.Toolkit>

c. <http://www.oerafrica.org/resource/supporting-teaching-practice-manual-supervisors-and-mentors>

d. <http://wenger-trayner.com/theory>

e. <http://complexworl.pbworks.com/f/Experience-based%20learning.pdf>

## 2.0 Introducing Andragogy

It is assumed that you are conversant with pedagogy (which deals with the methods of teaching children) but with the introduction of Adult and Non-Formal Education into the N.C.E Curriculum, it becomes imperative to equip you with the necessary skills, techniques, strategies and methodologies to enable you teach your students using adult-oriented approaches so they will then be better equipped to teach their adult learners effectively and efficiently.

The purpose of this unit, therefore, is to introduce you to the concept of Andragogy (methodology of teaching adult learners), and different methods for teaching adult learners.

Thus, we may well ask, how do the adult learners differ from our “normal” students?

This unit will probably take about 8 hours to complete.

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| Activity 2a | Purpose  This introductory activity will help you to reflect upon the need to understand learning from an adult perspective.  **Time needed**  This activity should take about 15 minutes.  Answer the following questions in your workbook:  Consider the following scenario. Think carefully about how you would feel and what your hopes might be if you were really in this situation.  *You left school halfway through the first year of primary school because your family could not afford to support you. As an adult, you know how to write your name, and can make out prices in shops if they have a price sticker on them but you cannot read newspapers or notices. You have a job as a labourer with the local council. Your work is cleaning out blocked drains. When all the labourers are sent to the personnel department to write tests to determine their level of literacy, you try to write the test but cannot do more than trace the shapes on the first page. You feel very anxious that you may lose your job because you could not do the test. Two weeks later, you are told that on Mondays and Wednesdays you will be attending adult basic education classes at the personnel department. On the first day of the programme the person in charge of staff training asks you what you want to learn on the course.* (From Land & Fotheringham, 1999: 27) |

## 2.1 Unit outcomes

Upon completion of the unit, you will be better able to:

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| Outcomes  Outcomes | * Select from a wide range of methods of teaching adults to teach your students. * Plan a lesson on a topic of your choice and explain your planning decisions. * Teach the lesson you have planned, departing from or adapting the plan as necessary in response to the needs of different adult learners. * Critically reflect on your plan and practice based on your experience of teaching the lesson. * Change the plan for the next time you teach this topic or similar topic so that you will teach it better. |

## 2.2 How should we teach adults?

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| Activity 2b | | Purpose  This introductory activity will help you to reflect upon what you already know as a basis for identifying what you may still need to learn.  **Time needed**  This activity should take about 15 minutes.  Answer the following questions in your workbook:   1. List at least five different methods of teaching that you know. 2. Consider Pictures A, B and C below. From these pictures, choose:    1. One that seems to model an appropriate approach to adult education.    2. Explain why you chose this particular picture. | |
| Figure 4: A picture showing parade with a commander giving orders. | | Figure 3: A picture showing a typical classroom in a school with the teacher in front of the chalkboard. C:\Users\Mal. Umar\Documents\umars\image-18.jpg*C:\Users\Mal. Umar\Documents\umars\image-1.jpg* | |

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##### Figure 5: A picture of an interactive workshop session

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| Discussion |

#### C:\Users\Mal. Umar\Pictures\IMG_20141204_151647_copy.jpgDiscussion

Some examples of teaching methods include: Lecture method, Discussion Method, Project Method, Demonstration method, Brain storming, Discovery etc.

**⏵See Richard Freeman’s handbook, *section 6.4: Planning and writing tutor-marked assignments.***

**⏵See Richard Freeman’s handbook, *section 6.3: Planning and writing assessments.***

We think that Figure 4 is the most appropriate.

This is because:

* Adult learners prefer to be engaged in their learning, not just listening but doing.
* They value sharing information with fellow participants.
* They want to be able to apply new information and skills immediately.
* They learn best when the information presented is contextual and relevant.

## 2.3 Introducing andragogy

Having brainstormed on different methods of teaching children, we have seen this is not enough to teach perfectly in adult classes. Why? Because, adults want to know why they should learn; adults need to take responsibility; adults bring experience to learning; adults are ready to learn when the need arises; and adults are task-oriented.

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| Activity 2c | **Purpose**  This developmental activity will help you to think about the theory of teaching adults.  **Time**  The activity should take about 20 minutes  **Answer the following questions in your workbook and/or brainstorm with one or more colleagues**   1. Explain what you think meant by the term andragogy. 2. How will you assess the learning needs of this population in order to select topics that are meaningful to this group of learners? 3. What interactive learning activities would you use to engage adult learners without lecturing at them? |

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| Discussion |

#### Discussion

* Andragogy refers to the learner-appropriate methodology for the growing numbers of non-traditional students in the college classroom. Knowles, (1984) views andragogy in theory and practice as based on the differences in learning in adulthood as opposed to childhood.
* Adults want to be challenged intellectually and seek learning opportunities that are: highly practical; highly applicable; very meaningful; and related to their own professional growth and development.
* Teaching strategies such as case studies, role playing, simulations and self-evaluation are most useful. Instructors should also adopt a role of facilitator and resource-person rather than lecturer.

## 2.4 Teaching adult learners

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| Activity2d | Purpose  This consolidating activity will help you to think about the practical implications of andragogic theory.  **Time**  This activity should take about 60 minutes.  **This is an activity for a contact session. Work in groups of five.**   1. Identify a potential topic for one of these educational sessions that meets the criteria of helping adults learn and staying independent for as long as possible. Then identify the strategies you will use in presenting the topic to adult learners. 2. What visuals would you use to support your presentation and to help adults’ learning retention? 3. What would you do to make learning both fun and practical? |

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| Discussion |

#### Discussion

There are a lot of different possibilities. By sharing ideas during a contact session, we can learn from one another.

Gravett (2005) argues for a dialogic approach in working with adult learners. She suggests a seven-step process in designing appropriate learning experiences for adults: WHO (learners, leaders); WHY (pre-situation); WHAT FOR (outcomes); WHEN (time-frame); WHERE (site); WHAT (content: skills, knowledge, attitudes); HOW (learning tasks and materials) (ibid: 58)

Key to a more dialogic approach is the use of more open questions to guide discussion in the classroom. This means asking questions like the following:

* What would happen if …?
* What example can you give of …?
* What is another example of …?
* What is a good example of …?
* What strategies should we use?
* What evidence would you give to someone who doubted your interpretation?
* How does … related to what you learned before?
* What is meant by …?
* What is your understanding of …?
* What do you mean by …?
* What could have caused …?
* What will be the result of …?
* How would you handle …?
* How does this compare with …?
* Why do you believe that …?
* How do you know that …?
* What are your reasons for saying …?
* What are you assuming when you say …?
* What are counter-arguments for …?
* Why do you agree?
* Why do you disagree?
* What are the implications of …?
* How does … apply to everyday life?
* What are some possible solutions to the problem of …?

(Gravett, 2005: 52).

## 2.5 Summary

* Most teachers and teacher-educators were trained to teach children (pedagogy’).
* However, the growing demand for adult formal and non-formal education requires us to learn and use strategies more appropriate for adult learners.
* Malcolm Knowles is credited for developing guidelines for adult learning, which has come to be known as ‘andragogy’. A very useful overview of his thinking can be found at:
* <http://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>
* A dialogic approach is probably the most appropriate way to engage with adult learners.

## 2.6 Self-assessment

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| Assessment | Tick the boxes to assess whether you have achieved the outcomes for this unit. If you cannot tick the boxes, you should go back and work through the relevant part in the unit again.  I am able to:   | # | Checklist | 🗹 | | --- | --- | --- | | 1 | Select from a wide range of methods of teaching adults to teach adult learners. | ❑ | | 2 | Plan a lesson on a topic of my choice and explain my planning decisions. | ❑ | | 3 | Teach the lesson I have planned, departing from or adapting the plan as necessary in response to the needs of different adult learners. | ❑ | | 4 | Critically reflect on my plan and practice based on my experience of teaching the lesson. | ❑ | | 5 | Identify, select, use and improvise learning resources for teaching adult learners. | ❑ | |

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## 2.7 Selected references

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## 3.0 Learning resources for adult learning

The unit is designed to expose teacher-educators to the various learning resources that can be used for teaching adult learners. This course is an elective option for the teacher-educators on the CPD programme and should be read together with the core module on *Learning Resources*. The unit provides an overview of key themes and issues in selecting and using learning resources for Adult Education Training and Non-formal education. The course is designed in such a way that it can be used for self-study by individual readers or as resources in training. The unit begins with an activity so that it can build upon your own current experiences and understanding as this will help you better to engage with the discussion that follows.

This unit will take about 6 hours to complete.

## 3.1 Unit outcomes

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| Outcomes  Outcomes | Upon completion of the unit you will be better able to:   * Source different learning resources for teaching Adult learners. * Identify the most appropriate criteria for selecting relevant learning resources for teaching Adult learners. * Demonstrate the art and skills of improvisation. |

## 3.2 Resources for activity-based learning

Piaget (1952) said that ‘the more a child has seen and heard the more he wants to see and hear’ so the use of learning resources should provide a suitable environment from which the learners can do their own learning. This assertion emphasized the importance of incorporating learning resources into any teaching-learning situation, including in adult education.

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| Activity 3a | Purpose  This activity provides an opportunity to reflect on the issue of learning resources.  Time  This activity will take about 30 minutes.  Write answers to the questions in your workbook.   1. What are learning resources? 2. Why have learning resources at all? 3. List learning resources that can be used in teaching adult learners. 4. Which of the following learning resources do you use in your teaching: maps, charts, radio, television, and computer? |

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| Discussion |

#### Discussion

1. Learning resources are materials that facilitate learning. Almost anything can become an educational or learning resource. For example, a newspaper cartoon can be used to spark a debate about tolerance and intolerance. An empty soft drink can may be used to spark a discussion or project on pollution and recycling. A radio or television newscast can be used to practise listening and note-making skills.
2. Learning resources can:

* Add variety to teachers’ method of teaching.
* Help students to understand within the shortest possible period of time
* Provide opportunity for the learners to do things they could not even attempt in real life.
* Provide a high degree of interest to students.
* Offer a reality of experience which stimulates self-activity on the part of the students.
* Provide a concrete basis for conceptual thinking and the necessary basis for developmental learning.

1. Learning resources are diverse and include text (printed and digital), audio and visuals (motion and still pictures).
2. Think about learning resources which could be used with children **or** adults e.g. maps and those which could be used only with adults e.g. adult-themed stories about being a parent, worker, homeowner etc. Ideally, we would use different textbooks for adults e.g. in teaching numbers in maths for children we might use ‘pocket money’ as a topic but for adults we’d use wages and household budgets as examples.

4. Note that they can all be used to support learning. What matters is **how** we use them.

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| Activity 3b | Purpose  This activity provides an opportunity to reflect on practice. It will take place during a contact session.  Time  This activity will take about 30 minutes.  Write answers to the questions in your workbook.  The class will break into smaller groups of five teacher-educators and the task of each group is to discuss two videos showing a teacher, teaching in the classroom.  **Video A:** Showing a teacher in the classroom teaching a topic titled ‘the concept of simple machine’ in Introductory Technology course using no learning resources to buttress his teaching and at the evaluation phase most of the students could not respond positively to the questions asked.  [**http:**//youtu.be/8vvNv5CQnKI](http://youtu.be/8vvNv5CQnKI)  **Video B:**Showing a teacher in the classroom teaching a topic titled ‘the concept of simple machine’ in Introductory Technology course using learning resources (showing sample of simple machines and pictures of different types of machines) to buttress his teaching by asking the students what is it i’m holding or pointing at? The students will answer by naming it and the teacher will say it is also a machine. At the evaluation phase most of the students responded positively to the questions asked. The class atmosphere was friendly and interesting. See the following link for the video clip, <https://www.Youtube.com/watch?v=ZHDYpg-udjA>  <http://www.btsa.ca.gov>  In the two classrooms shown in the videos we see how other teachers teach the concept of simple machines using or not using supporting learning resources while teaching. Study the two videos and answer the questions that follow. |
|  | 1. State the differences between the classrooms in the two videos. 2. Which of the classrooms in the two videos achieved the objective of the lesson taught? 3. Which of the two classrooms engaged the students and sustained their interest? 4. Now think about your use of learning resources in your own teaching. Are your learner resources achieving the purposes you have outline in your lesson objectives? 5. What are the enabling or inhibiting factors affecting the performance of your learning resources in this regards? 6. Which of the two approaches in the two classroom did you prefer and why? |

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| Discussion |

#### Discussion

1. The difference is clear between the classrooms in the two videos; as video A teacher used the traditional method of teaching where the teacher is the alpha and omega, while the students were only passive listeners; some were sleeping, while others playing with their mates. Whereas in video B the teacher used learner-centered strategies in teaching his students. The class was lively, friendly and students’ interests were aroused and actively involved in the development of the lesson.
2. At the end of the evaluation phase of the lessons in the two videos, clearly shows that students in video A could not respond positively to the questions asked. While in video B almost all students responded positively to the questions asked and are eager to answer the questions and were able to elaborate further.
3. Video B engaged the students actively, aroused and sustained their interest to the end of the lesson far better than video A where most of the students were either sleeping or interacting with their peers and not paying attention or engaged in the development of the lesson.
4. When judiciously used, learning resources could be a source of attraction where curiosity is aroused and learning encouraged. Despite the well-documented importance of learning resources to the teaching and learning process, teacher-educators in colleges of education rarely used them in teaching except in some few science-based disciplines. One reason for this is the fact that teacher-educators have been using the teacher-centered approach in which they consider it necessary to cover the content of the course outline before the end of the semester by assuming that all the students learn at the same rate and not minding individual differences among students, and also assuming that telling is the same as teaching and learning.
5. The enabling or inhibiting factors affecting the performance of teacher-educators’ learning resources in this regards are: lack of ready-made learning resources, lack of skills or arts of improvisation of learning resources, problem of electricity, poor knowledge of criteria for selection and use of learning resources, poor knowledge of the places/websites to source online learning resources, etc.
6. The approach in video B is the most preferred because; the objective of the lesson was achieved, it actively engages the learners, it creates, arouses and sustains the interest of the students, the classroom atmosphere was friendly, the students work as a team, weaker students benefitted the knowledge of the faster students, students discover knowledge by themselves, the teacher act as a facilitator encouraging students to learn, etc.

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| Activity 3c | Purpose  This activity provides an opportunity to reflect on practice.  Time  This activity will take about 30 minutes.  Write answers to the questions in your workbook.   1. Select any topic in Adult education course, plan how to teach it using suitable learning resource(s) in a form of micro-teaching which will be recorded and played back for comments, criticisms, observations and commendations. 2. Write the general criteria that you will take into consideration while selecting learning resources for teaching any topic. 3. Write down a list of places/websites where you can source online learning resources. 4. With the aid of locally-used materials, develop / adapt a learning resource that could be used in the teaching of any topic of your choice in ANFE curriculum for NCE students. |

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| Discussion |

#### Discussion

1. You will have selected a topic of choice from the wide range of topics in the ANFE curriculum for NCE students and planned and resourced how to teach it. During a contact session, you will present the lesson to your colleagues. The lesson will be played back for comments, observations and criticisms. You should take note of the observations, comments and criticisms for improvement on your classroom practises.

2. Suggested General Criteria for Selection of Learning resources

(taken from GCPS Policies and procedures P.IFAA)

The following criteria shall be used as they apply to any learning resources:

* Materials shall support and be consistent with the system's mission, vision, and goals.
* Materials shall directly support instruction of the Academic Knowledge and Skills (AKS) curriculum including opportunities for intervention and extension of the learning as appropriate.
* Materials shall meet high standards of quality in factual content and presentation.
* Materials shall be appropriate for the subject area and for the age, emotional development, and social development of the students for whom the materials are selected.
* Materials shall have aesthetic, literary, or social value.
* Materials chosen shall be written/produced by competent and qualified authors and producers.
* Materials shall be chosen that avoid bias and adhere to standards of sensitivity towards student cultural, ethnic, racial and religious background and gender.
* Physical format, medium, and appearance of materials shall be suitable for their intended use.
* The materials selected shall be purchased and used in compliance with current copyright laws.
* Places and websites to source learning resources include:
  + OER, TESSA, SAIDE, Folk semantic, Merlot, books. Journals, pictures, graphics, youtube, etc.
  + <http://www.differentiatedinstruction.net/html/resources.html>
  + <http://www.alresources.com/>
  + <http://www.ncsall.net/index.php@id=25.html>
  + <http://literacy.kent.edu/Oasis/Resc/Educ/edu.html>
* Locally materials that could be used in developing learning resources includes: clay. waste papers, bottle caps, leaves, empty bottles, etc. Teacher-educators should be able to demonstrate how to use any of the mentioned materials in designing learning resources for teaching adult learners.

## 3.3 Summary

* In this unit we explored how to source, select and use learning resources in adult classrooms and demonstrated the skills and art of improvisation of learning resources for teaching adult learners.

## 3.3 Self-assessment

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| Assessment | Tick the boxes to assess whether you have achieved the outcomes for this unit and for the module as a whole. If you cannot tick the boxes, you should go back and work through the relevant part in the unit again.  I am able to:   | # | Checklist | 🗹 | | --- | --- | --- | | 1 | Source different learning resources for teaching adult learners | ❑ | | 2 | Identify the most appropriate criteria for selecting relevant learning resources for teaching adult learners | ❑ | | 3 | Use learning resources in teaching adult learners | ❑ | | 4 | Demonstrate the skills of improvisation | ❑ | |

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http://www.btsa.ca.gov

**http:**//youtu.be/8vvNv5CQnKI

## 4.0 Language and communication skills

This unit explores how to work with adults who are 16 years and above, whose first language is not English. The focus is on how to support those adult learners who are not fully fluent and literate in English to communicate effectively in English language. Hence, adult learners will have the opportunity to develop skills in reading, writing, speaking and listening. This will help teacher-educators to help train those student teachers who will later teach those adults to acquire the skills they need to meet their personal, vocational, academic, community, and employment goals.

Each of the sub-topics in this unit could form the basis of a stand-alone CPD module. The unit therefore provides only an orientation to the issues which could be follow up by more detailed training at a later time.

This unit will probably take about 6 hours to complete.

## 4.1 Unit outcomes

**⏵Use taxonomy verbs. See Richard Freeman’s handbook, *section 3.3.3: Bloom’s taxonomy, section 3.3.4: Other taxonomies, section 3.3.5 Learning objectives and learning outcomes*.**

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| :  Outcomes  Outcomes | Upon completion of the unit, you will be better able to   * Focus on developing English language skills in the context of topics or functions of daily life e.g. visit to the doctor, getting a job, shopping, or managing money. * Provide literacy education that, addresses the need of the family as a whole, thereby providing English language and literacy instruction for adults. * Facilitate civic education that integrate English language with opportunities to learn about civil rights and responsibilities, and citizenship. * Support vocational education English language skills. This will prepare the way for supporting adults with seeking and securing appropriate employment. * Identify and develop English language skills for workplace classes that are offered in work settings and focus on development of language that is directly relevant for employees. * Develop pre-academic English language skills that deal with preparing learners for further training and education in post-secondary institutions, vocational education classes, etc. |

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## 4.2 Why do adults require English language skills?

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| Activity 4a | Purpose  This activity gives you an opportunity to reflect on the motivation for a focus of English language skills.  Time  This activity will take about 30 minutes.  Write answers to the following questions in your workbook.   1. Why do adults enrol in English language programmes? 2. What challenges do adult learners face when participating in English language learning? 3. What strengths do English language learners bring to the class? 4. What factors affect the literacy learning of adults learning English? 5. How can you promote effective learning and communication in adult classrooms? 6. How can you help adult English language learners develop and expand their English vocabulary? |

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| Discussion |

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#### Discussion

Compare the following ideas with your own.

1. Adult learners in classes mostly present the following reasons:

* They learn English language to communicate in their everyday life.
* To procure a job or run after a better one
* To become a citizen of Nigeria, America or the UK etc.
* To get a higher diploma or General Educational Development Certificate
* To acquire skills needed to advance to higher education, (vocational training information, college or university)
* To acquire skills to help their children succeed in school.

b) Adults learning English face the following challenges:

* Acquiring new language and new culture
* Competing working place commitments and demanding schedule
* Managing their house
* Raising children
* Housing, financial and medical challenges
* Family stress and emotional issues

c) All adult learners bring to the classroom a host of life experience and background knowledge that can be used as the basis for discussion.

d) The factors affecting literacy learning among adults are many and include:

* The type and degree of the learners' native language literacy
* Educational attainment
* Existing English language proficiency
* Goals for learning English
* Age
* Motivation to read and write or read and write better.

e) Procuring and disseminating well-designed and well-executed communicative activities can help by making classrooms active, safe and enjoyable for learning to take place

f) Teacher-Educators should employ multiple searches and activities to enhance learners' vocabulary.

## 4.3 Researching language usage

We can plan to support adult learners better if we spend some time researching their practices and needs.

A useful tool to use is the Level Language Use Inventory (LLUI).

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| Activity 4b | Purpose  This activity has a two-fold purpose. It provides the teacher-educator with information about his/her adult learners which can be used as the basis for planning. Completing the inventory helps adult learners practice thinking, writing and speaking English by answering simple questions.  Time  This activity will take about 30 minutes.  Write answers to the questions in your workbook.  Use this activity to practise alone or with a partner. Then ask your adult learners to complete it and analyze the results. | | | |
|  | Over the last 24 hours … | To whom did you speak? | What did you say? | Was it easy or difficult? |
|  | At home? |  |  |  |
|  | At work? |  |  |  |
|  | At the store? |  |  |  |
|  | Another place? |  |  |  |

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| Discussion |

#### Discussion

Discuss the findings from various groups during a contact session.

How does this information help with the selection of contexts and content for authentic language learning?

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| --- | --- | --- |
| Activity 4c | Purpose  This activity has a two-fold purpose. It provides the teacher-educator with information about his/her adult learners which can be used as the basis for planning. Completing the inventory helps adult learners practice thinking, writing and speaking English by answering simple questions.  Time  This activity will take about 30 minutes.  Write answers to the questions in your workbook.  Use this activity to practise alone or with a partner. Then ask your adult learners to complete it and analyze the results. | |
| NAME | | DATE |
| Where did you speak English this week? | |  |
| To whom did you speak English? | |  |
| What did you read in English this week? | |  |
| What did you need to study this week? | |  |
| This week ………………………………………………………… | | Was difficult |
| This week ……………………………………………………………. | | Was easy in class |

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|  |
| Discussion |

#### Discussion

Discuss the findings from various groups during a contact session.

How does this information help with the selection of contexts and content for authentic language learning?

## 4.4 Motivating improved reading

Gravett (2005: 10-11) explains that the reasons why adults engage in adult activities is complex. She cites the work of Houle (1961) to suggest three main orientations for engagement:

* Activity-oriented adult learners find satisfaction in engaging in activities that address personal and social growth needs.
* Goal-oriented adult learners have a specific goal in mind such as gaining a required certification or overcoming a particular problem.
* Learning-oriented adult learners may engage with learning because they find it intrinsically interesting to do so.

Understanding the motivation of adult learners to learn will help teachers to make informed choices about what and how to teach.

This indicates the need to:

* Assess adult learners’ needs prior to designing appropriate teaching and learning experiences
* Utilising adult learners’ accumulated experiences in the teaching and learning interaction; and
* Addressing the need for immediacy. (Gravett, 2005: 10-17).

Related to the above, Harmer (1991) suggests that if we wish to promote more effective reading and listening skills among our adult learners we need to select resources and design activities that involve the following six key principles:

* Learning to predict what will come next
* Extracting specific information
* Getting the general picture of a piece of text
* Extracting detailed information
* Recognising function and discourse patterns; and
* Deducing meaning from context.

Lyster (1992 in Land & Fotheringham 1999: 186) suggests that there are two broad approaches to developing reading and writing skills and that each of these approaches has its own strengths and weaknesses (see Table 1 below). Knowing these should help teachers to make informed choices about which strategies and methods to employ for particular purposes and contexts.

##### Table 1: Advantages and disadvantages of two broad approaches to teaching reading and writing

| **Method** | **Central principles** | **Advantages and disadvantages** |
| --- | --- | --- |
| **1. Synthetic methods** | The elements of words (letters, syllables) are first taught and then combined (synthesised) to form words. |  |
| (a) Alphabetic method | Names of individual letters are taught in alphabetic sequence; then combinations of twos, threes, etc. of words. | Disadvantages: sounds of names do not always correspond to pronunciation. Meaningful reading is delayed. |
| (b) Phonic method | Letters and their corresponding sounds are taught. Vowels taught first, then consonants, then a combination. | Disadvantage: discourages the development of other more efficient reading strategies. |
| (c) Syllabic method | Syllables are taught and used as building blocks to form new words. | Advantages: avoids sounding out consonants on their own. Encourages reading for meaning from start. |
| **2. Analytic methods** | Words, sentences, phrases are learnt first and then analysed into their components. Emphasis is on meaning. | Disadvantage: word recognition skills are delayed. |
| (a) Whole-word method | Whole words are taught and learnt by the look-and-say method in a meaningful context. | Advantage: meaningful material introduced. |
| (b) The sentence method | Whole sentences are taught from the beginning and then broken into groups of words and finally into specific words. |  |
| (i) Language experience method | Learners own (unstructured) sentences and words are used. | Disadvantage: requires a great deal of teacher training, skill and initiative  Advantage: utilises life experience of learners |
| (ii) Language experience method | Sentences used are based on a controlled (structured) vocabulary; also learners get printed words in a sentence maker. | Advantage: utilises life experience of learners |
| **3. Eclectic methods** | Utilise components of analytic and synthetic methods. Whole words or sentences are taught and then analysed into their phonetic or syllabic components immediately. | Advantage: learners are not restricted to learning only one reading strategy |
| (a) Freirean method | Group discussion around themes central to learners’ lives. Words selected from discussion and taught whole, then analysed according to syllables. | Advantage: learner motivation.  Disadvantage: lesson can consist of boring chanting of syllables. |

Hornsby (2000:21-22), building on the work of Pearson and Gallagher (1983) and Rhodes and Dudley-Marlin (1988), argues for ‘a gradual release of responsibility’ model in which the teacher deliberately over a series of lessons moves responsibility for deciding what is read from the teacher to the learners.

Otto, Rude and Spiegel (1979) although writing about the teaching of reading to children, offer a graduated a model that would seem equally useful in the adult education context provided we find topics and texts that speak to adult needs and interests. They suggest a four-step process:

1. Assessing readiness for reading
2. Decoding using word-identification strategies and teaching sight words (an eclectic approach).
3. Understanding what has been decoded through the guided development of comprehension skills for whole texts.
4. Learning how to learn using reading. This would include:
   1. Study skills
   2. Readability: providing gradually more demanding texts that learners can read
   3. Variation: reading in different ways for different purposes
   4. Locations skills: finding information
   5. Interpretation skills: using maps, graphs and tables
   6. Skills for organising and storing information: outlining and note-making
   7. Application: putting study skills to use.

A key lesson from this would seem to be that it is important to get to know who our learners are and what their needs are so that we can designing reading texts and activities that they will find interesting, useful and motivating to engage with.

## 4.5 Self-assessment

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| Assessment | Tick the boxes to assess whether you have achieved the outcomes for this unit. If you cannot tick the boxes, you should go back and work through the relevant part in the unit again.  I am able to:   | # | Checklist | 🗹 | | --- | --- | --- | | 1 | Focus on developing English language skills in the context of topics or functions of daily life e.g. visit to the doctor, getting job, shopping, or managing money. | ❑ | | 2 | Provide literacy education that, addresses the need of the family as a whole, thereby providing English language and literacy instruction for adults. | ❑ | | 3 | Facilitate civic education that integrates English language with opportunities to learn about civil rights, responsibilities, and citizenship. | ❑ | | 4 | Support vocational education English language skills. This will prepare Teacher-Educator to possess the necessary knowledge to impart to their learners for jobs and interviews for employments. | ❑ | | 5 | Identify and develop English language skills for workplace classes that are offered in work settings and focus on development of language that is directly relevant for employees. | ❑ | | 6 | Develop pre-academic English language skills that deal with preparing learners for further training and education in post-secondary institutions, vocational education classes, etc. | ❑ | |

## 4.6 Selected references

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| --- | --- |
|  | Key references and useful further reading includes:  Adams, R., & Burt, M. (2002). *Research on the reading development of adult English language learners: An annotated bibliography*. Retrieved December 14, 2004, from <http://www.cal.org/caela/esl> resources/bibliographies/readingbits.html  Burt, M., & Peyton, J.K. (2003). *Reading and adult English language learners: The role of the first language.* Retrieved December 14, 2004, from <http://www.cal.org/caela/es/resources/digest/reading.html>  Gravett, S. (2005). *Adult Learning: Designing and implementing learning events – A dialogic approach. Second Edition*. Pretoria: Van Schaik Publishers.  Hantleey, H.S. (1992). *The new illiteracy: A study of the pedagogic principles of teaching English as a second language to non-literate adults.* (ERIC document NO education NO ED 356685).  Hornsby, D. (2000). *A Closer Look at Guided Reading*. Armadale: Eleanor Curtain Publishing.  Klassen, C., and Burnaby, B. (1993). Those who know views on literacy among adults immigrants in Canada. *TESOL Quarterly, 27,* 377-97.  Kruider, J. (2002). *Research based principles for adult basic education reading instruction.* Retrieved May 24, 2004 from <http://www>. Nif/gov/partnership for reading.  Land, S. & Fotheringham, R. (1999). *Teaching in Adult Basic Education (ABE)*. Pietermaritzburg: University of Natal Press.  National Center for Family Literacy and Center for Applied Linguistics. (2008). *Practitioner toolkit: Working with adult English language learners*. Louisville, KY, and Washington, DC: Authors.  Otto, W., Rude, R. & Spiegel, D. L. (1979). *How to Teach Reading*. USA, Canada and Singapore: Addison-Wesley Publishing Company Ltd. |