Exploring Fundamental Principles of Effective Adult Education

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Principles 1-4

Effective instruction:

• Builds on adult learners’ existing assets
• Is clearly relevant to adult learners’ needs
• Connects its methods with adult learners’ goals
• Integrates all communication modalities
## Scaffolded Objectives

<table>
<thead>
<tr>
<th>Student Facing</th>
<th>Teacher Facing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can...</strong></td>
<td><strong>Students will be able to...</strong></td>
</tr>
<tr>
<td>greet my partner.</td>
<td>introduce themselves to a partner and respond using sentence frames (or a script).</td>
</tr>
<tr>
<td>read a story.</td>
<td>read a two-paragraph story with key vocabulary highlighted.</td>
</tr>
<tr>
<td>write a list.</td>
<td>write a list of objects found in the classroom with a small group using a dictionary.</td>
</tr>
</tbody>
</table>
At the end of this webinar, participants will be able to:

- **Describe** principles 5-8 of effective adult education and **apply** them consistently in their teaching.

- **Plan** intentional groupings to foster language acquisition and create a supportive learning environment.

- **Create** scaffolded activities that help learners stretch beyond their current level.
Effective instruction provides input that is just above the learner’s current level
Comprehensible input: targeted input just above the level of acquisition promotes further acquisition (Krashen, 1985)

- Vygotsky’s (1978) Zone of Proximal Development
  - Learning is a social process
  - The distance between independent problem solving and problem solving with more capable peers

**Principle 5:** Effective instruction provides input that is just above the learner’s current level.
VIP Scaffolding

- **Verbal**: prompts, questions, & elaboration to facilitate students’ movement to higher levels of language proficiency

- **Instructional**: supports and tools that support learning

- **Procedural**: grouping techniques and activity structures

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Principle 5: Effective instruction provides input that is just above the learner’s current level.
In the Classroom

- Plan for a variety of scaffolding types
  - Verbal, Instructional, Procedural
- Be strategic when grouping students for activities
- Remember to reduce and remove scaffolds as students progress

Principle 5: Effective instruction provides input that is just above the learner’s current level.
Activities to foster Principle 5

Talking chips
Graphic organizers

Principle 5: Effective instruction provides input that is just above the learner’s current level.
Talking Chips Discussion

- Put students in groups of 3-5
- Each student gets a token.
- Students take turns contributing to the discussion
- When they speak, they put their token in the center
- No one can speak unless they have a token
- All students must use all their tokens
- Once all tokens are in the center, each student can take a token back and continue the discussion

Principle 5: Effective instruction provides input that is just above the learner’s current level.
The topic for discussion can be:

- Content based
- General ice-breaker, warm-up

You could provide a question or image for discussion

- Use care: images and questions can be triggering
- Avoid sensitive topics or images

Principle 5: Effective instruction provides input that is just above the learner’s current level.
What’s happening in this picture?

- I think _____
- It looks like _____
- I agree with _____
- I don’t think _____. I think ___
- I have another idea. I think ___

Via New York Times

Principle 5: Effective instruction provides input that is just above the learner’s current level.
“Time is money.” Do you agree or disagree?

**Sentence frames:**

I agree because ______

I disagree because ______

In my opinion __________

I agree with ______ and want to add _____

I have a different opinion. I think__________

To piggyback on ______’s idea, ________

As _____ said, ______

Principle 5: Effective instruction provides input that is just above the learner’s current level.
**Graphic organizers: Language function (1/2)**

<table>
<thead>
<tr>
<th>Kind of Graphic Organizer</th>
<th>Kind of Language Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Listing</td>
<td>such as include others</td>
</tr>
<tr>
<td></td>
<td>for example some a few</td>
</tr>
<tr>
<td></td>
<td>a, an the</td>
</tr>
</tbody>
</table>

**What are the attributes of this object/person?**
_____________________________________________________________________  
_____________________________________________________________________  

**Cause and Effect**

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>lead to result in</td>
</tr>
<tr>
<td>due to</td>
<td>because effect of</td>
</tr>
<tr>
<td>since</td>
<td>as a result</td>
</tr>
</tbody>
</table>

**What are the cause and effect of this event?**
_____________________________________________________________________  
_____________________________________________________________________  

**Principle 5: Effective instruction provides input that is just above the learner’s current level.**
**Graphic organizers: Language function (2/2)**

<table>
<thead>
<tr>
<th>Kind of Graphic Organizer</th>
<th>Kind of Language Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td></td>
</tr>
<tr>
<td><strong>Comparison</strong></td>
<td><strong>Contrast</strong></td>
</tr>
<tr>
<td>and</td>
<td>however</td>
</tr>
<tr>
<td>too</td>
<td>yet</td>
</tr>
<tr>
<td>also</td>
<td>but</td>
</tr>
<tr>
<td>similarly</td>
<td>although</td>
</tr>
<tr>
<td>both</td>
<td>even though</td>
</tr>
<tr>
<td>in the</td>
<td>on the</td>
</tr>
<tr>
<td>same way</td>
<td>other hand</td>
</tr>
<tr>
<td>as…as</td>
<td>in contrast</td>
</tr>
<tr>
<td>like</td>
<td>rather</td>
</tr>
<tr>
<td>alike</td>
<td></td>
</tr>
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</table>

**Principle 5:** Effective instruction provides input that is just above the learner’s current level.
Principle 6

Effective instruction includes direct teaching of specific features of the language.
Direct instruction on:

- Grammar
- Syntax
- Vocabulary

Within the context of the task and topic

Use activities to practice and reinforce after teaching

Principle 6: Effective instruction includes direct teaching of specific features of the language.
Activities to foster Principle 6

Battleship
Writing from boxes

Principle 6: Effective instruction includes direct teaching of specific features of the language.
Battleship: Can/Can’t

- Each student has a grid with a grammar point to practice
- They mark their ships on their grid with X’s
- They try to find their partner’s ships by saying the construction represented by the grid.
- Support with images and sentence frames for lower proficiency levels
- Use more complex phrases with higher proficiency levels

**Can/Can’t**

1. Can you cook? No, I can’t. / Yes, I can.

**Example:**

Can he swim? No, he can’t. / Yes, he can.

**Yes = hit, No = miss**

When your partner finds all X’s for your ship say: You sunk my ship!

**Find your partner’s ships here:**

<table>
<thead>
<tr>
<th>Cook</th>
<th>Write</th>
<th>Sing</th>
<th>Swim</th>
<th>Dance</th>
<th>Paint</th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mark your ships here:**

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<td>You</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>They</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>We</td>
<td>x</td>
<td>x</td>
<td></td>
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**Ask your partner:**

Can you cook? No, I can’t. / Yes, I can.

**Example:**

Can he swim? No, he can’t. / Yes, he can.

Yes = hit, No = miss

When your partner finds all X’s for your ship say: You sunk my ship!
Writing from Boxes

• Form sentences by choosing from words in each column
  • You like to help others.
  • They are talking with an expert.

• Can be used to scaffold writing

• Highlight different sentence structures
  • Practice syntax
  • Vocabulary
  • Grammatical forms

• Scaffold further with fewer choices and images.

She | like | to teach yoga.
---|---|---
He |  | to play piano.
You | likes | to help others.
Alana |  | to read books.
Nina and Amir |  | to take walks.

I | are | cooking | Sara
---|---|---|---
She | am | singing | our teacher
They | | talking | the group
We | is | studying | an expert

Principle 6: Effective instruction includes direct teaching of specific features of the language.
Principle 7

Effective instruction creates and maintains a supportive learning environment
In the Classroom

- Learn and use your students’ names
- Check-in with students
- Engage in “small-talk”
- Aim to lower affective filter through confidence boosting activities
- Normalize mistakes while providing feedback
- Allow for think time and practice before sharing out

Principle 7: Effective instruction creates and maintains a supportive learning environment.
Activities to foster
Principle 7

Think Pair Share
Song game

Principle 7: Effective instruction creates and maintains a supportive learning environment.
Think-Pair-Share Activities

- Before students respond to a teacher prompt:
  - Think: work independently to answer the prompt
  - Pair: share answers with a partner and listen to partner’s ideas
  - Share: pairs share out to the whole group
- Allows independent think time
- Allows practice with a partner
- Reduces anxiety

<table>
<thead>
<tr>
<th>My ideas</th>
<th>My partner’s ideas</th>
<th>Whole class ideas</th>
</tr>
</thead>
</table>

Principle 7: Effective instruction creates and maintains a supportive learning environment.
Students (~5) stand in a circle around a table with hands behind their backs. Pieces of paper with vocabulary from a song are laid out on the table. Students have to grab the word as quickly as possible when it comes up in the song.

Song Activity

- Trees
- Breeze
- Belong
- Sky
- Memories
- Voice
- Eyes
- Reminds me
- Journey
- Fly
- Rain
- Sun
- Remember
- Disguise
- Flowed
- Underground

Principle 7: Effective instruction creates and maintains a supportive learning environment.
Principle 8

Effective instruction encourages learners to take responsibility for their ongoing learning.
In the Classroom

• Teach learning strategies
• Provide opportunities to demonstrate critical thinking skills
• Encourage out of class learning:
  • Vocab notebook
  • Conversation log
  • Reading log
  • Journal

Principle 8: Effective instruction encourages learners to take responsibility for their ongoing learning.
Activities to foster Principle 8

Vocab Concept Map
Reading Log
Principle 8: Effective instruction encourages learners to take responsibility for their ongoing learning.
a machine, usually with wheels and an engine, that moves people and things on land

Vehicle

What are some examples?

Cars
Trucks
Buses

Related Vocabulary

Wheels
Transport/Transportation
Engine
To drive

Principle 8: Effective instruction encourages learners to take responsibility for their ongoing learning.
Students keep a notebook or digital record of reading

Reading can be any print source:
- Flyers
- Emails
- Websites
- Magazines
- News

Keep entries standard and simple

Principle 8: Effective instruction encourages learners to take responsibility for their ongoing learning.
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Thank you!

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Take our survey!

The Center for Applied Linguistics is interested in learning more about the professional development needs of Adult ESL instructors.

https://www.surveymonkey.com/r/CALAdultESL