

LEA AS AN STRATEGY FOR MULTI LEVEL ESL CLASSROOM

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The Adult Learning Theory

ANDRAGOGY

of Malcolm Knowles

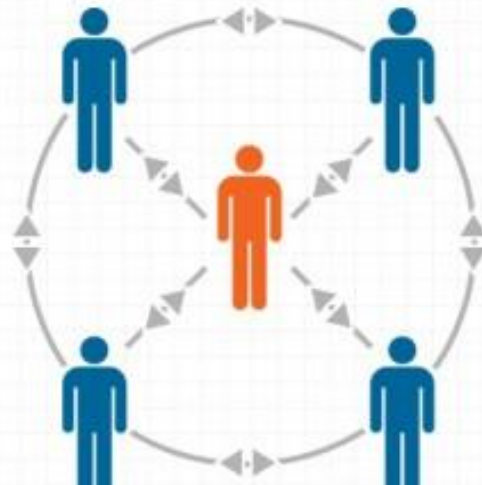


Malcolm Shepherd Knowles (1913 – 1997)

Was an American educator well known for the use of the term **Andragogy** as synonymous to the **adult education**.

According to Malcolm Knowles, **andragogy** is the art and science of adult learning, thus **andragogy** refers to any form of **adult learning**. (Kearsley, 2010).

ANDRAGOGY

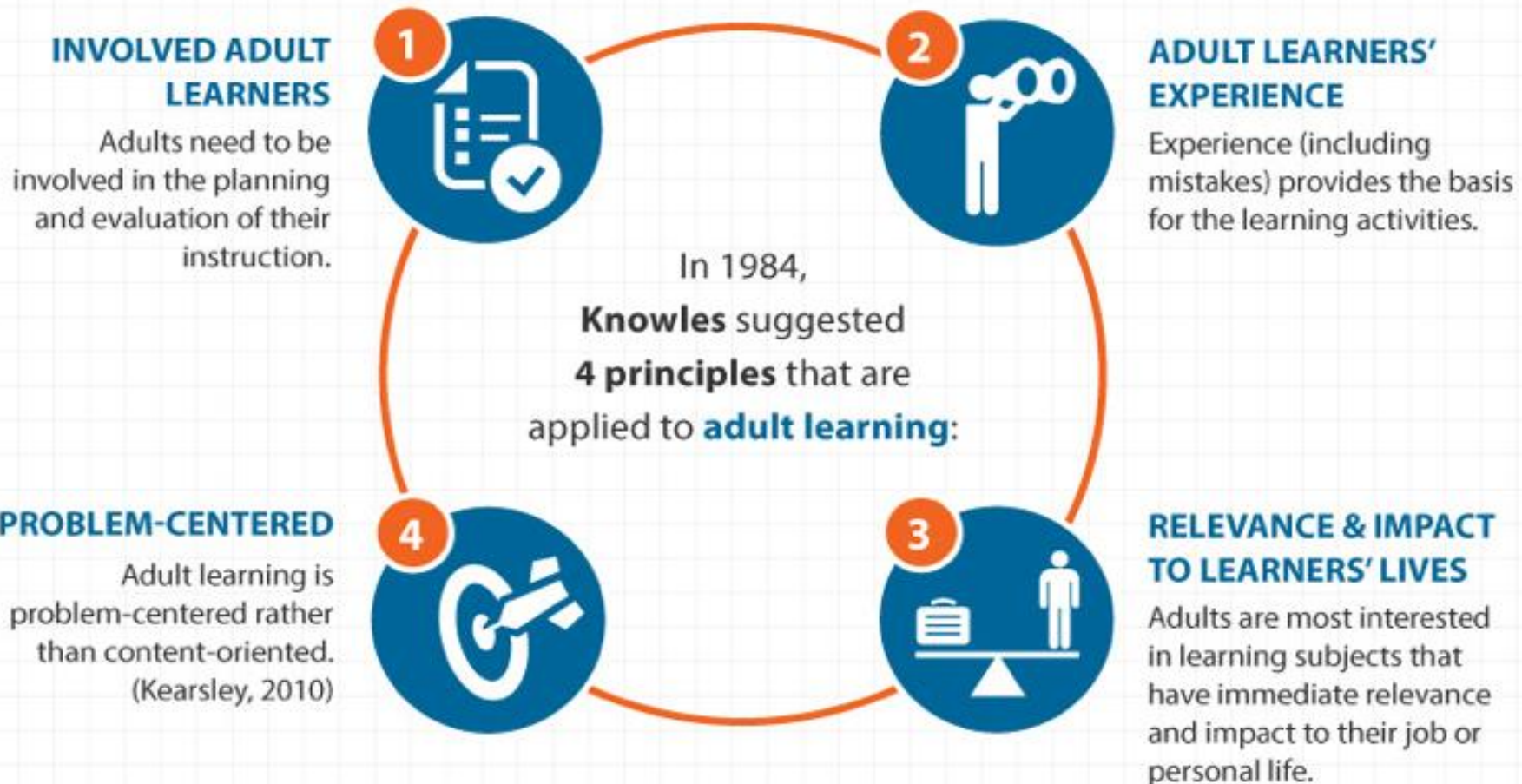


The term **andragogy** can be supposedly equivalent to the term pedagogy. **Andragogy** in Greek means man-leading in comparison to pedagogy, which in Greek means child-leading. However, it should be noticed that the term pedagogy is used since the Ancient Greek times while Alexander Kapp, a German educator, originally used the term **andragogy** in 1833.



KNOWLES'

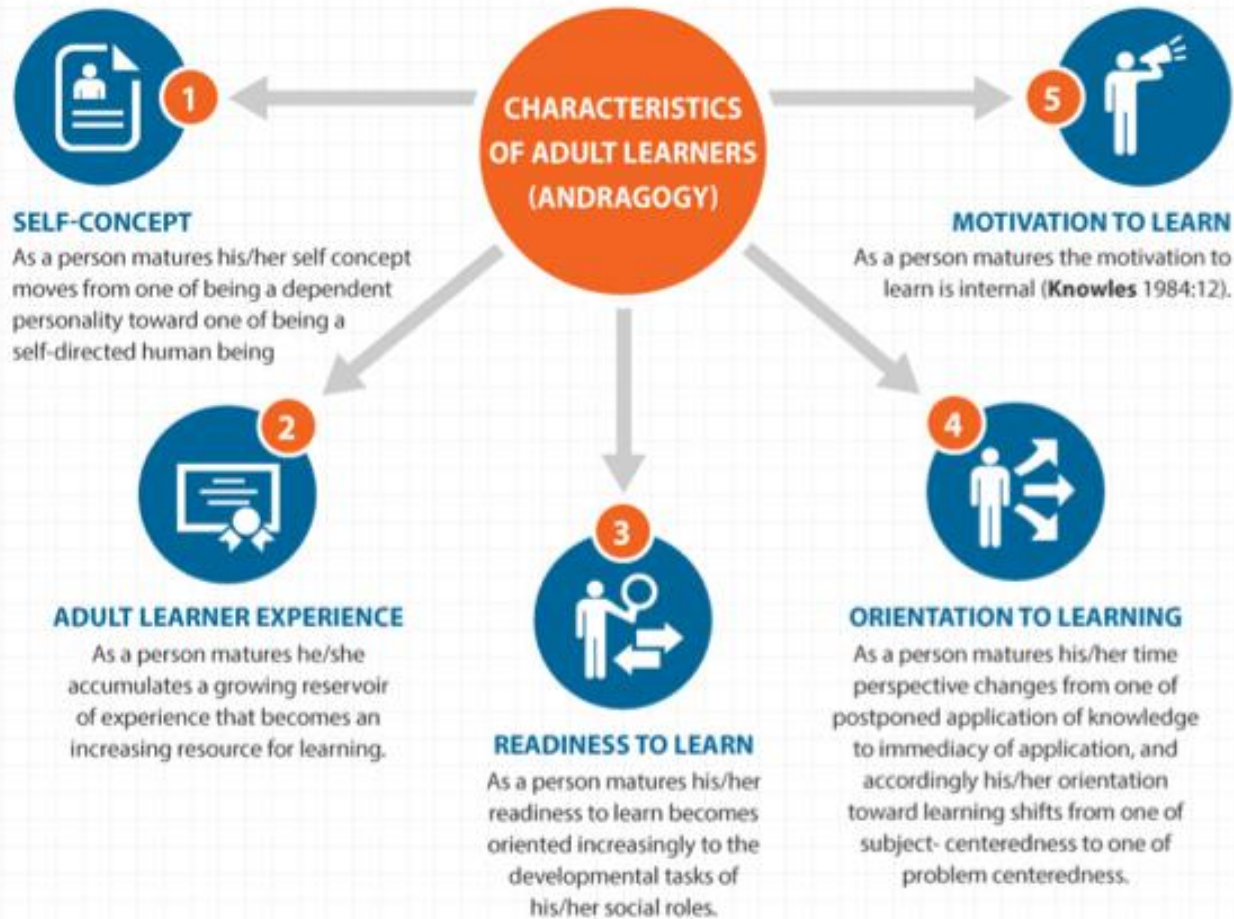
4 PRINCIPLES OF ANDRAGOGY



KNOWLES'

5 ASSUMPTIONS OF ADULT LEARNERS

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about the characteristics of child learners (pedagogy). In 1984, Knowles added the 5th assumption.



THE ADULT ESL LEARNER

CHARACTERISTICS

Adult Learners:

- **Represent a wide range of educational backgrounds.** They may have from little to no formal education in their native language, to completion of university and advanced degrees in their native languages.
- **Are goal-oriented and highly motivated.** They have come to you for a specific reason. Their goal(s) may be long or short term. They should be involved in sharing and setting their learning goals.
- **Bring different skills, interests, backgrounds, and life experiences to the learning situation.** They have rich life experiences and the instructor should capitalize on this diversity in the learning environment.
- **Want or need immediate application.** Adult learners need to apply what they are learning. The learning tasks must be practical, have a clear purpose, and directly relate to their everyday lives.

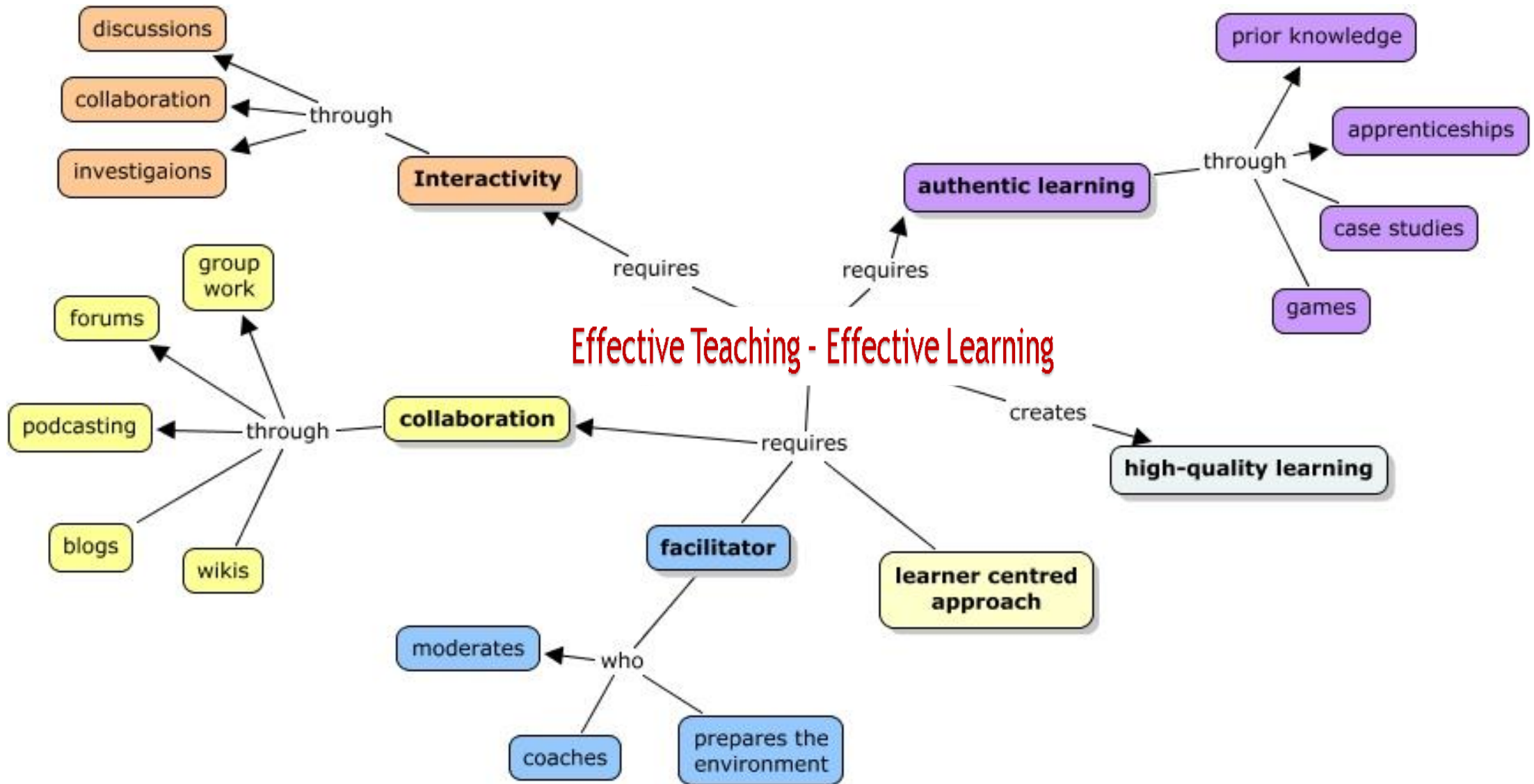


THE ADULT ESL LEARNER

CHARACTERISTICS

- **Have different learning styles.** Adult learners often relate to their previous educational experiences. Some may learn by doing, others by listening, speaking, reading, or writing. Many students learn better when there are visuals (pictures) or realia (real things, such as articles of clothing) to use.
- **Are very busy.** They may work more than one job in addition to going to school and taking care of their families. They may be tired during class and have difficulty staying on task for long periods of time.
- **Have different levels of proficiency.** Student levels may differ in listening, speaking, reading, and writing in both their first and second languages.
- **Have a poor self-concept.** Many people do not see themselves as learners. Some do not think they can learn or that they know how to learn.





LANGUAGE EXPERIENCE APPROACH for ESOL

Language experience is a strategy to develop and reinforce reading and writing by using personal experiences and natural language. In this approach, the students themselves initiate experiences through projects and other resulting interactive activities. In their second or authentic language students dictate their experiences to the teacher who dictates or translates their story into written English. With this documentation as a basic material for reading and writing instruction, the teacher helps the students see the connection between what they signed and what was written. The teacher uses this language experience to develop new vocabulary, comprehension and basics of English grammar.





1. Learning occurs from the known to unknown

2. Learning occurs most effectively in general to specific direction

3. Struggling adult readers usually have a low self-concept as readers and need to be assured of some immediate success

4. Everyone reads at every LEA session

Language experience encourages students to explore, think and talk.

This talk, during and after the language experience, provides many opportunities to expand students' vocabulary, extend their knowledge of grammar, and scaffold their interactions.

Language experience activities also help to provide a bank of experiences that students have in common. These can be recalled and referred to in subsequent learning.



APARTMENT MANAGER STORIES

Biak's stove was broken. He could not cook. What was he eating? Bananas? McDonald's? Salad?

He told the apartment manager, "The stove is broken. Could you fix the stove?" The manager repaired the stove. Now the stove is good.

Biak's apartment manager is very good, but Talal's apartment manager is bad. He is bad because he likes money, but he doesn't like working.

Talal works, but his apartment manager doesn't work and doesn't fix things. But he takes the money. All the time, money, money...

Talal should look for another apartment. He should move to Fathia's apartment building. Fathia's apartment manager is very good and very nice. Fathia tells her every time something is broken. Her manager fixes things very quickly.

Fathia's downstairs neighbor doesn't like children. The children play, and the neighbor bangs on the ceiling. Father wants to stay in her building, but she wants to move away from her angry neighbor.

**HOW CAN WE USE “APARTMENT MANAGER STORIES”
TO DEVELOP LANGUAGE AND LITERACY ACTIVITIES?**

CLOZE: LISTENING OR READING (WITH OR WITHOUT WORD BANK)

Biak's stove was broken. He could ___ cook. What was he eating? Bananas? _____?
Salad?

He told the apartment manager, "___ stove is broken. Could you ___ the stove?" The manager repaired the _____. Now the stove is good.

Biak's _____ manager is very good, but Talal's apartment _____ is bad. He is bad because ___ likes money, but he doesn't like _____. Talal works, but his apartment manager _____ work and doesn't fix things. But ___ takes the money. All the time, _____, money...

Talal should look for _____ apartment. He should move to Fathia's apartment _____. Fathia's apartment manager is very good ___ very nice. Father tells her every _____ something is broken. Her manager fixes ___ very quickly.

Fathia's downstairs neighbor doesn't _____ children. The children play, and the _____ bangs on the ceiling. Father wants ___ stay in her building, but she _____ to move away from her _____ neighbor.

ALPHABETICS (WITHIN WORD PATTERNS)

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Fathia's downstairs neighbor doesn't like children. The children play, and the neighbor bangs on the ceiling. Father wants to stay in her building, but she wants to move away from her angry neighbor.

ALPHABETICS (WITHIN WORD PATTERNS)

- cook, good, book, foot, look, took, cookie, stood, understood, woood, woool
- could, should, would
- puut, puull, puush, fuull, suugar, buush, buull
- wooman



SENTENCE COMBINING (A+B=C)

A. Biak's apartment manager is very good.

B. Talal's apartment manager is very bad.

C. Biak's apartment manager is very good, **but** Talal's apartment manager is very bad.

A. Fathia wants to stay in her apartment building.

B. She wants to move away from her angry neighbor.

C. Fathia wants to stay in her apartment building, **but** she wants to move away from her angry neighbor.

