TeachME Professional Development

Meeting Language, Literacy, and Career Needs of Adult English Language Learners

Introduction: The Case for Increased Rigor in Adult English language Instruction

1. Careers and educational opportunities in the United States today require :

A. Stronger communication skills
B. More complex language
C. Higher reading levels
D. All of these

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2. While ELA programs should not be tasked with preparing English learners to complete everyday literacy tasks, they must increase the rigor of their programs to enhance work and school readiness.

A. True
B. False

Context: A Changing Landscape in Adult English Language Instruction

3. The Workforce Innovation and Opportunity Act (WIOA, 2013-2014) emphasizes:

A. The need to prepare all adults learners for college and career standards that will translate to the workforce
B. The need to prepare all adults, including English language learners, for employment in high-demand industries and occupations that lead to economic self-sufficiency
C. Secondary education that promotes career readiness for all adult English language learners
D. None of the above

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4. Standards in adult education have prompted key instructional advances for preparing learners, including each of the following EXCEPT:

A. Giving learners practice with complex texts and the academic language in those texts

B. Reading, writing, listening, and speaking grounded in evidence from a text
C. Incorporating academic listening comprehension skills into literacy practice
D. Building learner content knowledge through the use of content-rich, nonfiction texts

What Does Rigorous Instruction Look Like?

5. Adult ELA instruction should focus on content, language skills, and strategies that are representative of work and further training and also help ELLs develop listening and reading comprehension skills along with note taking, data analysis, and critical thinking skills.

A. True
B. False

Preparing English Learners for Work and Career Pathways-Context: Adult English Learners, Work, and Careers

6. Efforts to transition ELLs to work and/or training are more likely to be successful if:

A. The learners are fluent in English
B. The knowledge and skills that students learn reflect the demands of employment in local industries
C. The students obtain a four year degree
D. They participate in a specialized job training program

Connecting Adult English Language Learners to Work and Training: Practical Strategies

7. Contextualization for English language acquisition is a process by which language and literacy services are modified to reflect the skill demands of work or career and technical training in a supportive instruction environment.

A. True
B. False

Instruction: Addressing Learner Needs

8. The writing that ELLs must do at work and in training courses is the same as the

personal narratives that are common in many ESL programs, particularly at the beginning levels.

A. True
B. False

Conclusion

9. ELA programs that actively prepare students to access the employment and training services related to career pathways contribute to:

A. Immigrant integration
B. Employment retention
C. Real-world skill acquistion
D. Achievement of personal and professional goals

Integrating Digital Literacy Into English Language Instruction-Context: Adult English Language Learners and Digital Literacy

10. English language skills and digital literacy are essential for obtaining and keeping a family-sustaining job, supporting children in school, participating in community life, obtaining community services, and accessing further education and training.

A. True
B. False

11. For adult ELLs, effective activities are ones that teach cutting-edge computer skills alongside language instruction and that integrate valuable digital skills into higher-order learning.

A. True
B. False

Solving Problems in Technology-Rich Environments: Teaching Advanced Digital Literacy Skills

12. Solving problems in technology-rich environments involves analyzing various requirements to find a solution, setting up appropriate goals and plans, monitoring one's progress, adapting to barriers, and:

A. Evaluating and altering the process

B. Creating contingency opportunities

C. Persisting until the purposes are achieved or until a resolution fails to be reached

D. Engaging the expertise of others