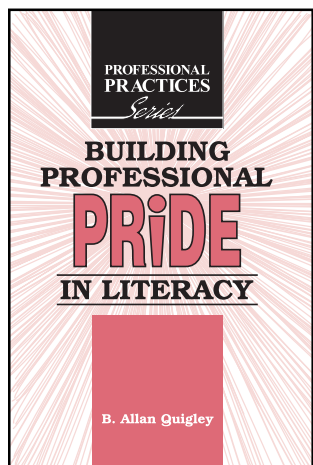


Building Professional Pride In Literacy

A Dialogical Guide to Professional Development for Practitioners of Adult Literacy and Basic Education

by *B. Allan Quigley*

Building Professional Pride in Literacy brings a fresh hands-on approach to adult literacy professionals. It uses a conversational method so the practitioner can build skills and knowledge through self-directed professional development. Readers will learn ways to teach adults with low literacy and ways to conduct their own problem-posing, problem-solving research on teaching problems. They will see how today's programs have built on the rich history of adult literacy. Dr. Quigley says, "Ours is a field of hope in a cynical, fearful time. This book will build pride in practitioners and across the field of practice and in policy."



B. Allan Quigley, Ed.D., is a professor of adult education at Saint Francis Xavier University in Nova Scotia, Canada. He began teaching adult literacy in 1972 in Northern Saskatchewan and has since worked as an adult literacy teacher, professor, community developer, and senior administrator in adult basic education with Canadian community colleges. He was a senior adult education policy advisor and manager in government in Canada. For 10 years he was a professor of adult education with Pennsylvania State University. The recipient of numerous awards, he has researched and published extensively on the topic of adult literacy. His work is internationally known.

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Other Titles of Interest

DESIGNING INSTRUCTION FOR ADULT LEARNERS

by Gary J. Dean

2nd Ed. 2002 154 pp. ISBN 1-57524-205-2 \$25.50



Dr. Dean's work is a model to aid adult educators in the development of instructional activities for adult learners. The three-part model consists of gathering information, designing instruction, and evaluating the instructional plan. The data gathering phase emphasizes systematic reflection on the adult educator's knowledge and skills, the adult learners, the content to be learned, and the organizational context in which the learning takes place. In the designing instruction phase the development of instructional goals and objectives, learning activities, and learner assessment is explored. Evaluation is accomplished by systematically reviewing the instructional plan and how it was developed. The model encourages the participation of adult learners in the process. It is a flexible approach to planning instruction.

READING THE WORLD OF WORK: A Learner-Centered Approach to Workplace Literacy and ESL

by Melina L. Gallo

Orig. Ed. 2004 160 pp. ISBN 1-57524-217-6 \$24.00



The author describes the ways in which workplace literacy programs can use a creative learner-centered approach to facilitate language learning through problem posing and critical thinking. By using learners' own experiences as the basis for the curriculum in a critical approach to literacy, educators can provide a common ground for adults of differing language backgrounds and learning styles to better use their literacy skills in a workplace culture. Additionally, the book details the ways in which educators can help workers learn to negotiate the environment of their workplace and to use their communicative skills outside of work.

DEVELOPING LITERACY PROGRAMS FOR HOMELESS ADULTS

by Joye A. Norris & Paddy Kennington

Orig. Ed. 1992 128 pp. ISBN 0-89464-794-6 Paper \$14.00

Orig. Ed. 1992 128 pp. ISBN 0-89464-679-6 Cloth \$19.50



Traditional programming approaches to literacy education may be inadequate when dealing with the complexities of homelessness. Among the factors affecting program design for homeless adults are the trauma of homelessness and the difficult environments in which instruction takes place. These factors combined with the broad range of homeless adults' educational needs have led to a fresh approach to both literacy education and program design. This book offers readers an examination of eight roles of literacy education in the overall services to homeless adults. It suggests program goals, teacher training guidelines, and six proven models of instruction.

TEACHING ADULTS WITH LEARNING DISABILITIES

by Dale R. Jordan

Orig. Ed. 1996 160 pp. ISBN 0-89464-910-8 \$25.50

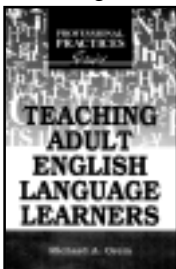


Teaching Adults with Learning Disabilities is designed to teach literacy providers and classroom instructors how to recognize specific learning disability (LD) patterns that block reading, spelling, writing, and arithmetic skills in students of all ages. One of the major problems faced by literacy providers is keeping low-skill adults involved in basic education programs long enough to increase their literacy skills to the level of success. This book will show instructors at all levels, and especially instructors in adult education, how to modify teaching strategies and curriculum to accommodate the special needs of LD learners.

TEACHING ADULT ENGLISH LANGUAGE LEARNERS

by Richard A. Orem

Orig. Ed. 2005 166 pp. ISBN 1-57524-219-2 \$23.75



This resource brings together information about policy, second language acquisition theory and research, methods and materials for teaching adult English language learners, program design, and cross-cultural issues that effect learning in adult ESL classrooms. It also discusses the context within which adult ESOL instructors work and in which adult ESOL programs function. The framework for this discussion of context draws from the developing framework of standards for teachers of adult learners under consideration by TESOL (Teachers of English to Speakers of Other Languages, Inc.). This book is designed for faculty and students in adult education graduate programs and other TESOL preparation programs at the undergraduate and graduate levels that target adult learners. Other audiences are adult ESL program directors and policy makers as well as educators working in elementary and high school, many of whom are connected to populations of adult learners through the parents of the children they serve.

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