

Follow-up Discussion

Professional Development Monthly Advisor and Planner (PDMAP)

Selecting Materials for Adult Learners

September 2010

Discussion Questions:

1. Of all of the resources in the PD MAP on *Selecting Materials for Adult Learners*, what **one resource** was the most helpful or interesting to you?
2. What kinds of instructional materials are available to you from your program? What percentage of the materials you use for instruction are ones you found and brought in yourself? Does your program provide guidance to teachers on choosing appropriate materials? (Facilitators: the NCPDC Self-Study module includes 3 checklists of standards)
3. Articles in the PD MAP focus on two types of classroom materials – 1) published textbooks and electronic media written specifically for adult learners by specialists in the field and; 2) authentic materials written for the general American audience, sometimes referred to as “real life” texts. Do you use both types? If so, how do you know when you have found an appropriate balance of the two types of materials?
4. When you are considering an authentic material for use in class, such as a driver’s manual, or the information sheets that accompany a prescription medication, what process do you use to evaluate that material? (Facilitators: we can bring in the PD MAP resources of Educational Functioning Levels and Readability, plus factors such as does the topic of the material align with and support the content currently being studied in the textbook.)
5. At the end of the Pegrum article, he cites Allwright who states: “There are no “teacher-proof” teaching materials or resources; the best resources in the world will yield no linguistic profit unless they are coupled with carefully thought-out activities appropriate to the level, and it is all too easy to design enjoyable activities from which the students learn little or nothing.” What do you think of Allwright’s statement?
6. For ESL learners, classroom materials serve a dual focus – 1) acquisition of English language, 2) mastery of subject matter content. How well do the two types of materials (publisher written and real world/authentic) accomplish these two tasks?
7. What kinds of materials can be used to supplement GED preparation textbooks?
8. What are some challenges or disadvantages of using authentic materials? How have you overcome those difficulties?

9. Of all the ideas that we have discussed today, what is the most important idea you can take with you to your classroom or your program?