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# Encouraging and motivating adult learners

Edmund Dudley

Budapest, 23 August 2017



# In this session

- Adult learners
- Exploiting real-world skills and expertise
- Boosting confidence

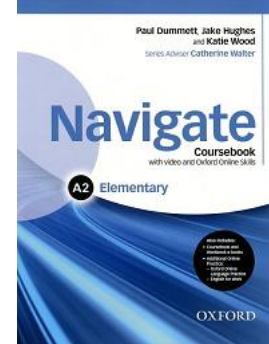


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# Work with a partner



11a **TASK** Complete the sentences by writing where you were at these times.

- 1 I was on the bus two hours ago.
- 2 I  at 3.30 yesterday afternoon.
- 3 I  last Tuesday.
- 4 I  last October.
- 5 I  five years ago.
- 6 I  last night.
- 7 I  in 2008.
- 8 I  last summer.

**b** Work with a partner. Take turns to guess about each other.

- A** *Were you on the bus two hours ago?*  
**B** *Yes, I was. Were you at work at 3.30 yesterday afternoon?*  
**A** *No, I wasn't. I was at home.*

# Young Learners, Teens and Adults

Which group is most likely to...

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1. enjoy songs and dance?
2. use a mobile phone under the desk during class?
3. enjoy activities involving movement and TPR?
4. be idealistic and passionate about things that interest them?
5. have effective study routines and time management skills?
6. have a range of life skills and experience?
7. wear their heart on their sleeve?
8. be very self-conscious about their appearance?
9. prefer teacher explanations in the mother language?

# Adult learners

## What makes them special?

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- What do you most like about adult students?
- What do you find hardest?

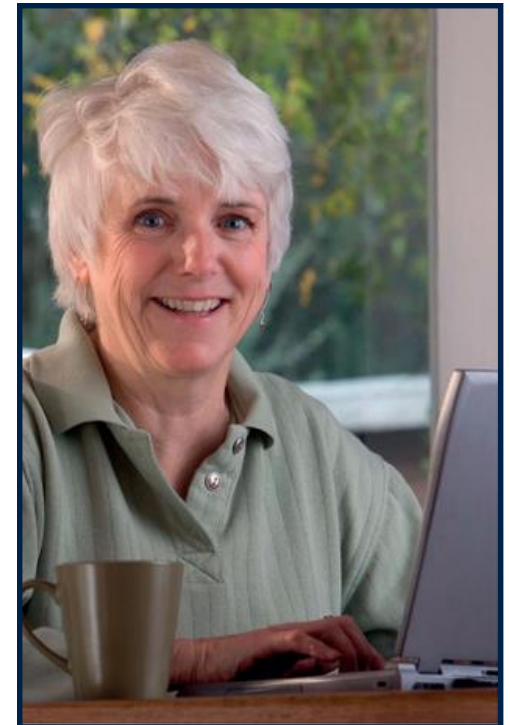


# Adult learners

## Positive characteristics

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- more independent
- more aware of learning strategies
- advanced cognitive and analytical capacity
- life skills, expertise and experience
- effective coping techniques



# Adult learners

## Some of the challenges

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- less willing to take risks
- can have negative learning mindsets
- can feel powerless and vulnerable
- lacking time and energy



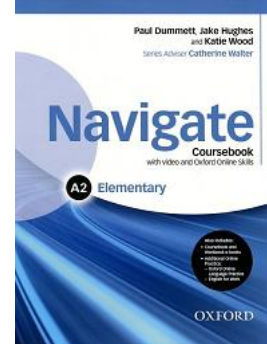


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... Bernardo Paz decided to use the space for something **very** different.

... but as you get closer, you notice something **a bit** unusual.

Although it is **quite** far from the usual tourist spots of Brazil, ...

... it is **really** important for the local area ...

### VOCABULARY FOCUS adverbs of degree

When we use adjectives to describe things, we often want to show how strongly we feel. To do this, we can use adverbs, e.g. *a bit*, *quite*, *very*, *really*, before the adjectives.

I'm **a bit** cold.

The exam was **quite** easy.

He is **really** nice.

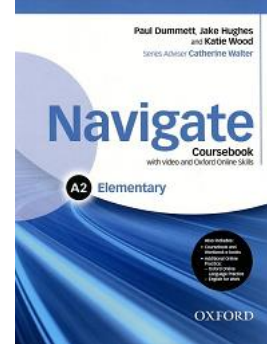
Russia is a **very** big country.

Note: We don't use *a bit* with positive adjectives.

~~I'm a bit happy.~~

**b** Write the words in **bold** in exercise 9a on the line.

0%    1 a bit    2     3  / 4     100%



Work with a partner. Discuss the ideas using the adjectives and a suitable adverb of degree.

1 Modern art/boring/interesting.

**A** *Modern art is really boring.*

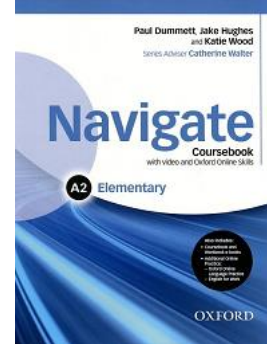
**B** *No, it isn't! It's very interesting.*

2 Clothes in this country/expensive/cheap.

3 The classroom/hot/cold today.

4 Trains and buses/fast/slow in this country.

5 Cars/dangerous/safe.



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**13a TASK** Plan a story about a place you visited, or an event you went to in the last two years. Use questions 1–7 to help you and include 2–3 adverbs of degree.

- 1 When was it?
- 2 Where did you go?
- 3 Who were you with?
- 4 How was the weather?
- 5 Were there a lot of people there?
- 6 What did you do there?
- 7 How was it?

**b** Work in small groups. Take turns to tell your stories. Write down the adverbs of degree and adjectives each person uses.

# The power of repetition

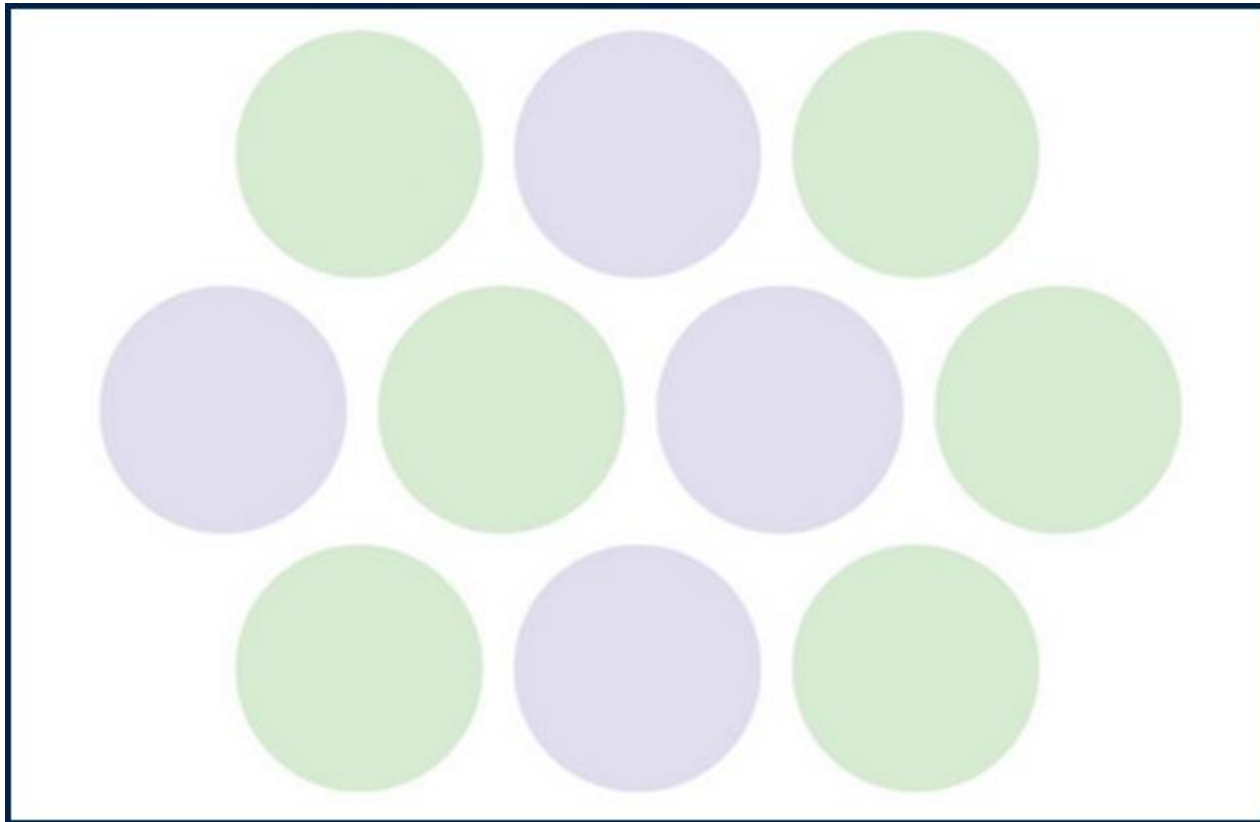
- Promotes self-correction
- Enables noticing
- Builds confidence

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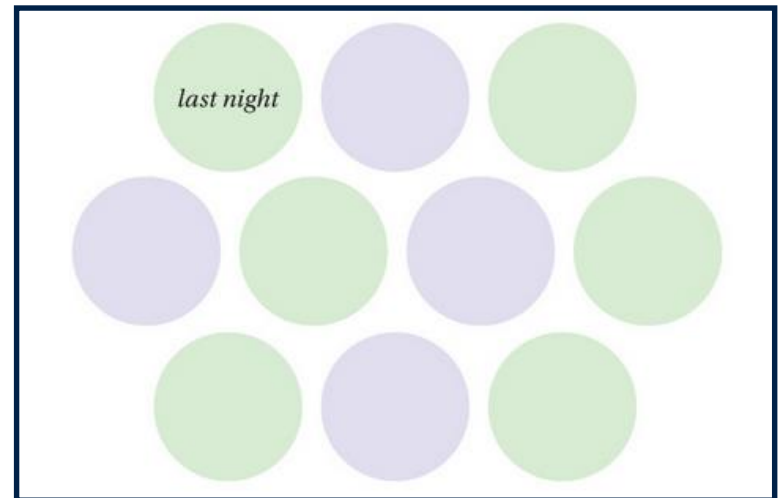
# Copy this grid



# Add answers in a random order

When was the last time you ...

- 1 moved house?
- 2 received an email?
- 3 prepared a meal?
- 4 posted a letter?
- 5 shouted at someone?
- 6 visited a relative?
- 7 called a taxi?
- 8 entered a competition?
- 9 used a dictionary
- 10 waited for a long time?





# Real-life skills

Past, present and future

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1. I ..... quickly.

2. I ..... slowly.

3. I used to ..... badly.

4. I'd like to be able to  
..... well.

cook	play the guitar
pack a suitcase	learn students' names

Something you do...

---

Think of something you...

...do well

...do badly

...used to do well

...would like to do well


# I'm the expert

- 
- One student prepares sentences about herself
  - She reads them to the class
  - Sts write down what they remember, and make one further prediction
  - She checks
  - Sts read out one sentence each,  
without repeating
  - She confirms/corrects

# Photo break

- 
- Get your phone out
  - Find a recent picture taken outdoors
  - Show it to a partner and describe it
  
  - Now imagine there is a *Summer Summed Up* photo contest
  - Decide which of the two photos you are going to select, and why

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# Adult learners

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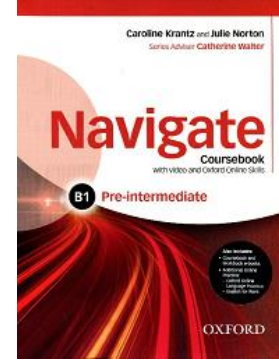
- less willing to take risks
- can have negative learning mindsets
- can feel powerless and vulnerable
- lacking time and energy



# Boosting confidence

- less willing to take risks
  - offer delayed and prioritised correction
- can have negative learning mindsets
  - demonstrate micro-evidence of improvement
- can feel powerless and vulnerable
  - let students keep their voice, identity and status
- lacking time and energy
  - set realistic, achievable, affirming goals – less is more

# Tips and advice



**12a TASK** Work with a partner. Choose one of the topics below and write five tips. Include the infinitive with *to* where possible.

- How to make a good impression on your first day at work
- How to manage a team of people well
- How to deal with difficult clients



# Problem-page letter

Jill Hadfield

- 1 Tell the students about some problems you find or have found with studying
- 2 Put the students in groups and ask them to discuss problems they have with studying English, and get them to suggest solutions.
- 3 Get the students to write a 'problem page' letter about their study difficulties. If necessary, show them an actual problem page letter and its answer as an example.

# Mediation

## Bilingual dialogue

### Reading & Grammar *was and were*

- 1 Work in small groups. Make a list of things a person needs to be successful in life. Do you all agree?  
*a good education, ...*

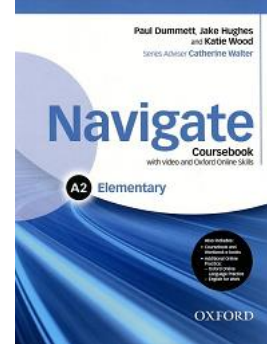
- Student A - Interviewer: asks questions in **English**
- Student B - Speaker: gives answers in **L1**
- Student C - Mediator: translates between **English and L1**

# Vera Wang

Successful people who f [redacted] at f [redacted]

- First she wanted to be a...
- Then she decided to become a...
- Now she has a...





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## Successful people who failed at first

**A** Vera Wang **was** born in New York in 1949 and her parents **were** from China. When she **was** younger she **was** a very good ice skater and she wanted to skate in the Olympics. However, she **was** very unhappy when she **wasn't** in the US Olympic team in 1968 and she decided to become a fashion designer. She worked fifteen years for *Vogue* magazine, then another two years with Ralph Lauren. Today, she is a very successful designer. She has her own fashion label Vera Wang and sells dresses for \$25,000!



# Stories to legends

- 
- 1 Think back to a time in your life when you failed but then succeeded...
  - 2 Tell the story to your partner.
  - 3 Imagine that your partner's story has become a **legend**, passed down from generation to generation. What details might have changed?
  - 4 Retell your partner's story as a legend!

# Positive gossip

## Try this Positive gossip

Two students in a group of three 'gossip' about the third member of the group, who turns their back and eavesdrops. Students can only say complimentary or positive things about each other.

*into the* **CLASSROOM**

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# Mixed-Ability Teaching

Edmund Dudley and  
Erika Osváth

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