Don't Waste My Time!
Keeping Adult Student with You

Tom Wiseman, Macmillan ELT Consultant

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Old Stomping Grounds

Results

Why?

- Helplessness
- Vulnerability
- Teaching vs. Learning

Why?

- Helplessness
  - I can't *make* them do anything!
  - Even if I have a great lesson, they will just forget everything in between lessons.
- Vulnerability
- Teaching vs. Learning

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  - What happens if they fail?
- Teaching vs. Learning

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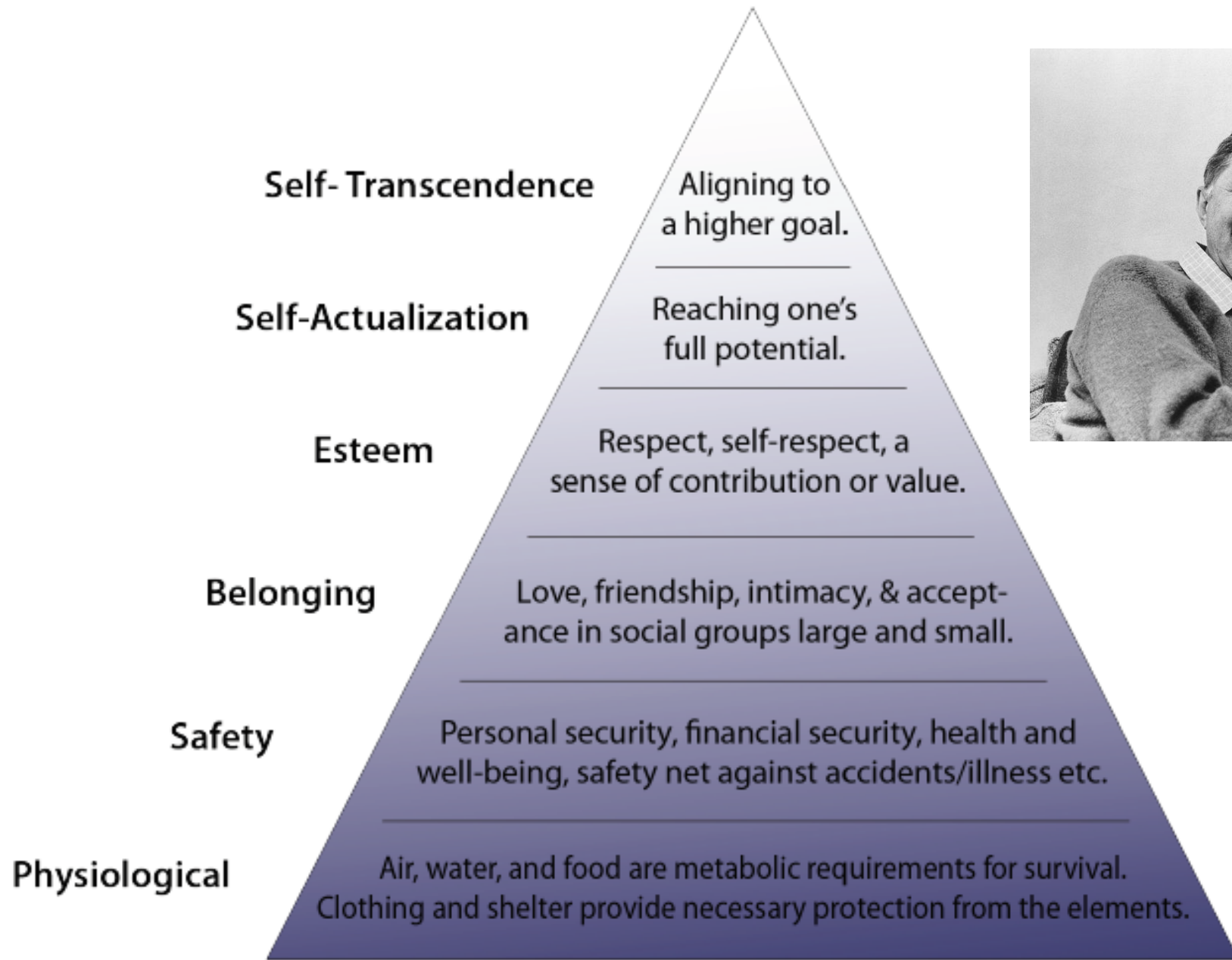- Teaching vs. Learning
  - …and judgement of a teacher

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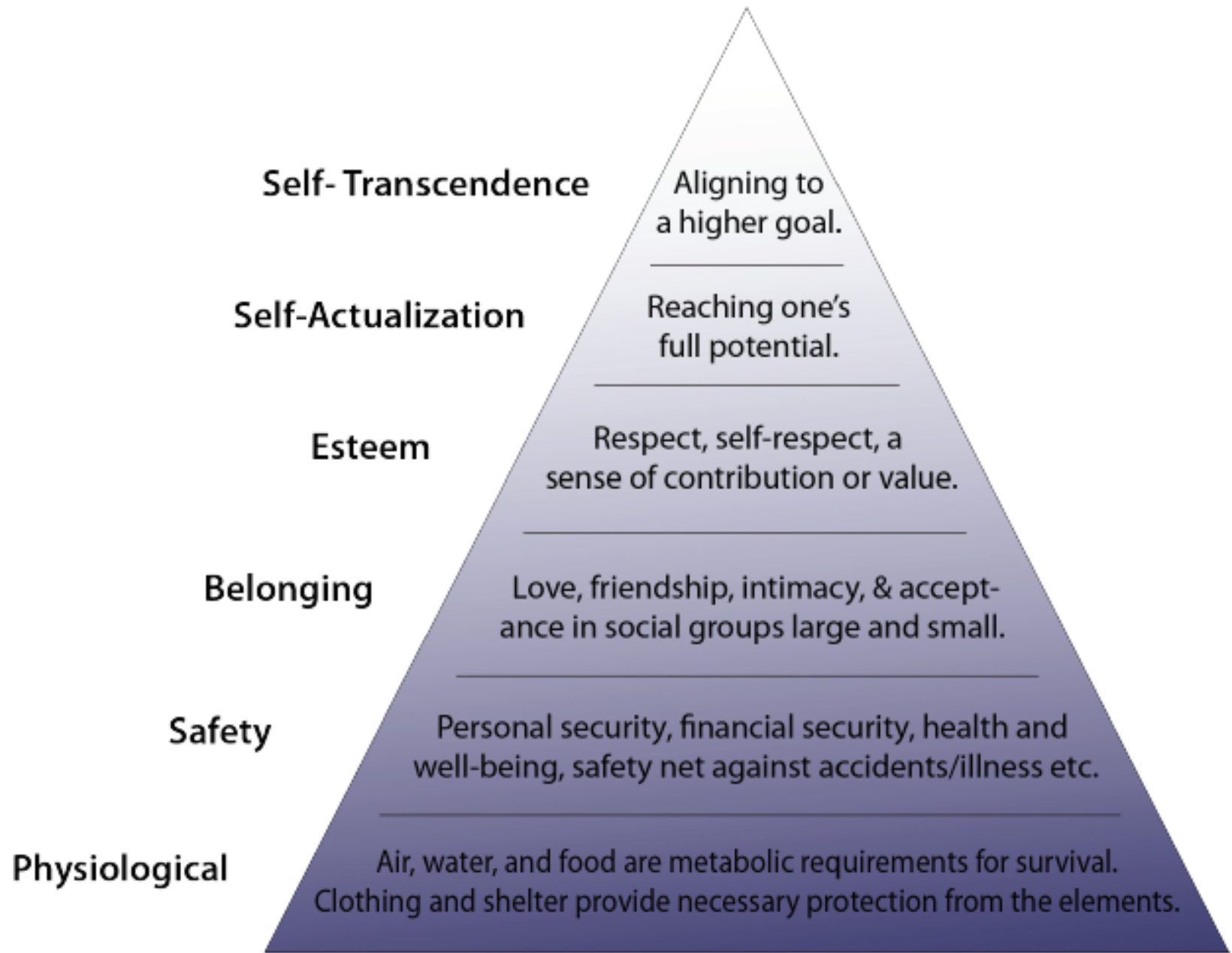
Figure 2.1 Maslow's Pyramid of Needs
Source: CCR

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Self- Transcendence — Aligning to a higher goal.

Self-Actualization — Reaching one's full potential.

Esteem — Respect, self-respect, a sense of contribution or value.

Belonging — Love, friendship, intimacy, & acceptance in social groups large and small.

Safety — Personal security, financial security, health and well-being, safety net against accidents/illness etc.

Physiological — Air, water, and food are metabolic requirements for survival. Clothing and shelter provide necessary protection from the elements.
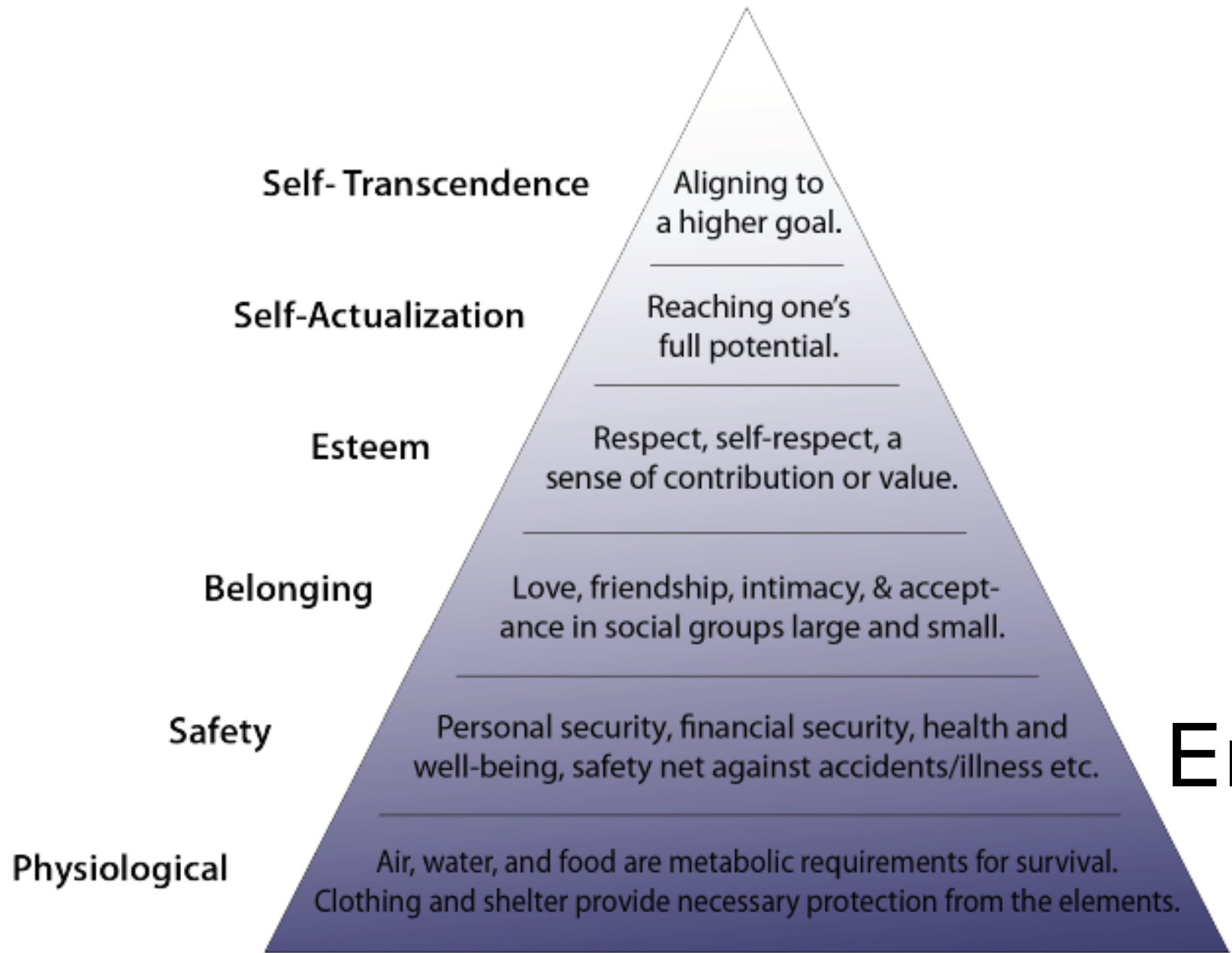
English?

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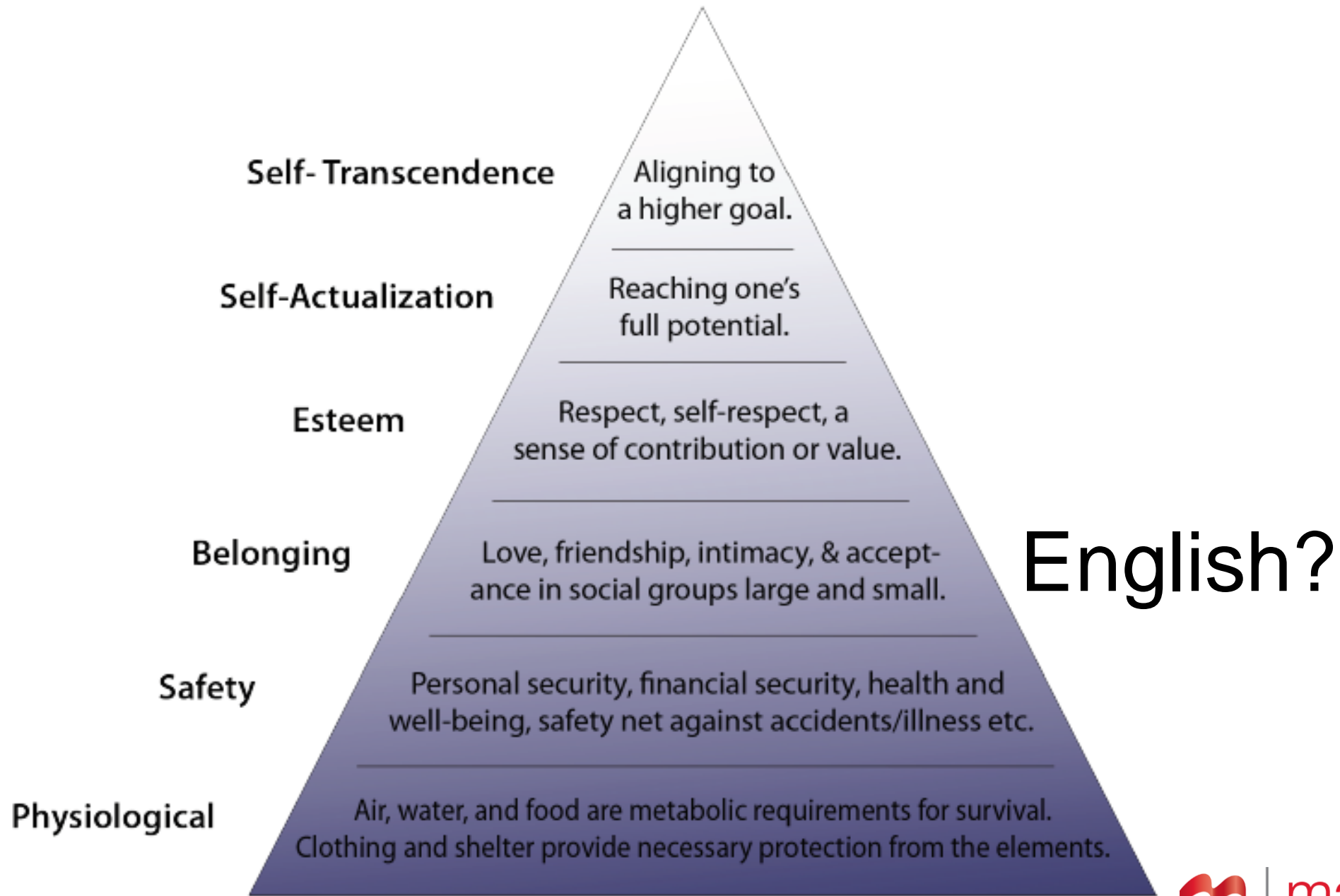Source: CCR

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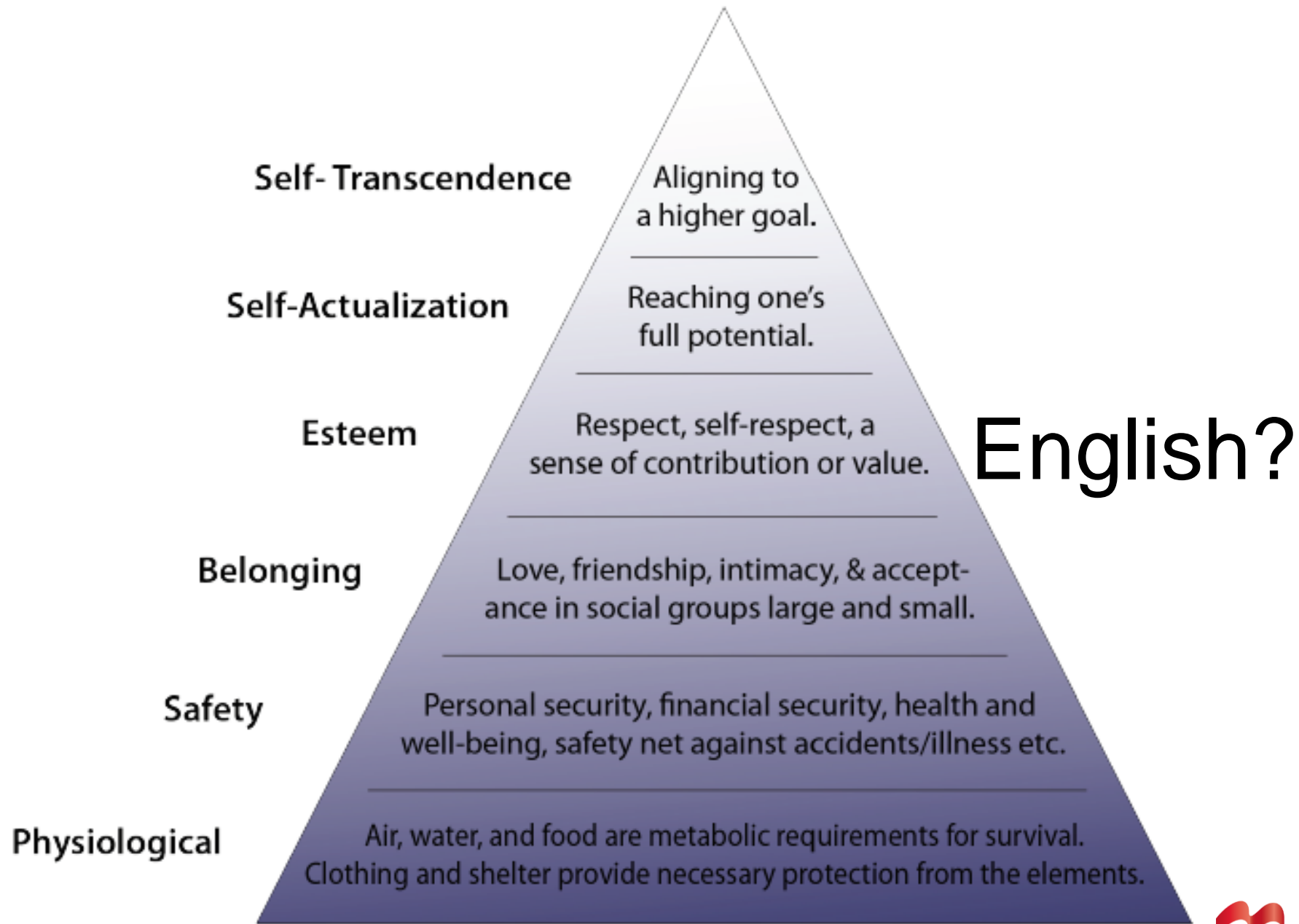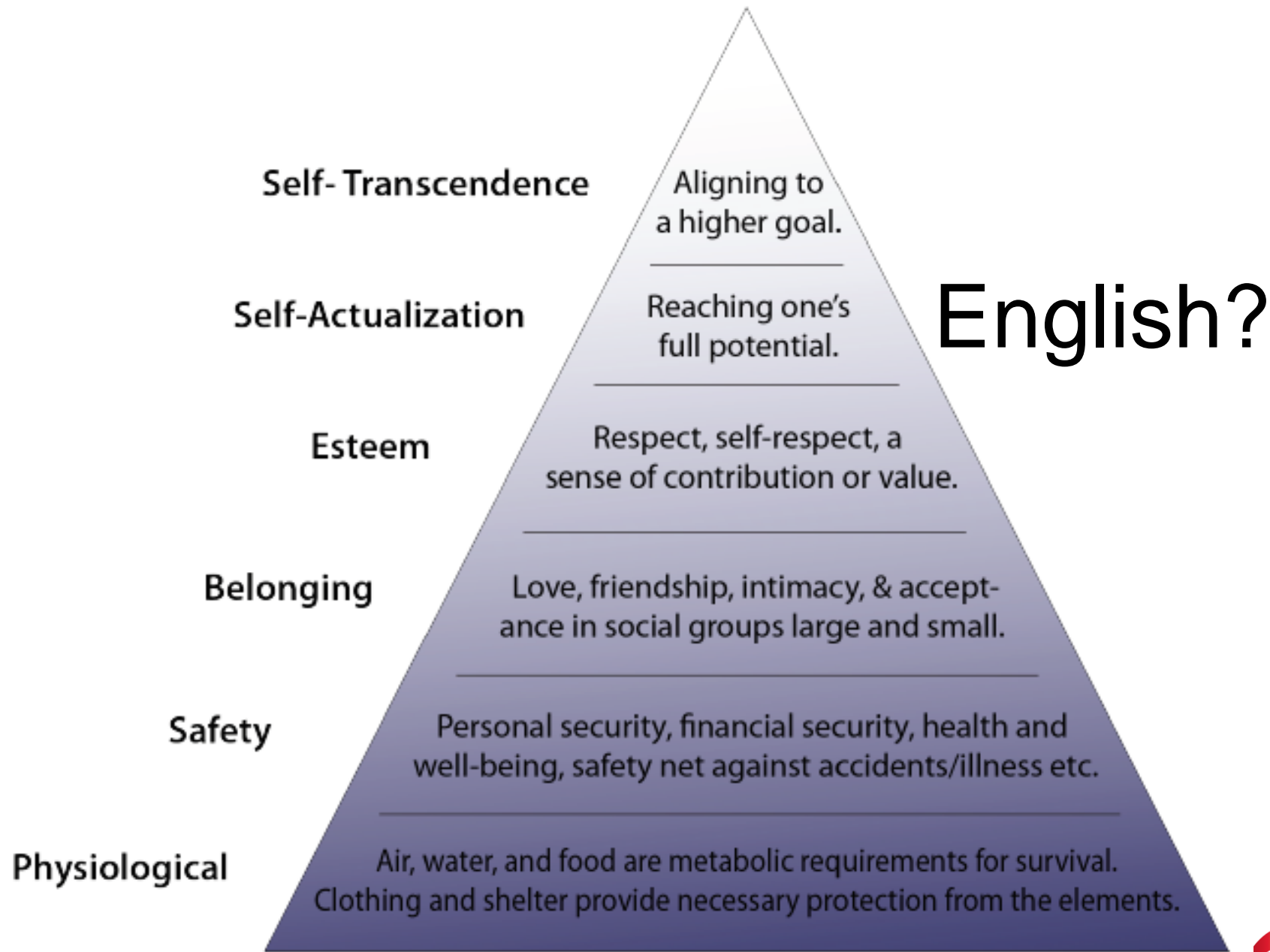
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English?

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Yes, I need English, but…

Yes, ...

Strategy

- Help students prioritize English

- Combine these approaches:
  - Increase relevance of materials
  - Make review an easy decision
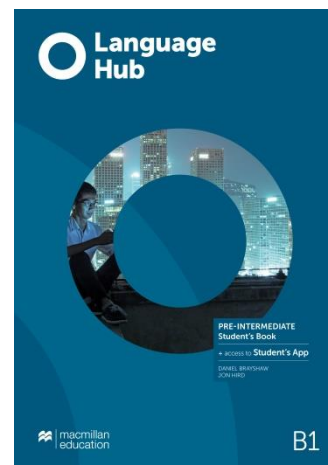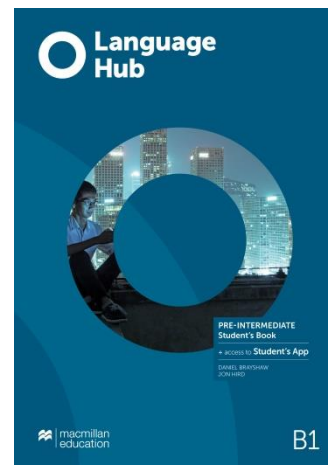 - Give perspective on growth (past and future!)

"I've never wanted anything more!"

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A Tool?

Increasing Relevance: Introductions

Form	Meaning	Relevance to Me
Hi! My name's… I'm originally from… I work in… I like… I'm a…	---	

Increasing Relevance: Introductions

Form	Meaning	Relevance to Me
Hi! My name's… I'm originally from… I work in… I like… I'm a…	---	

Increasing Relevance: Introductions

Form	Meaning	Relevance to Me
Hi! My name's… I'm originally from… I work in… I like… I'm a…	---	Интервью, разговоры на конференциях

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PRE-INTERMEDIATE
Student's Book
+ access to Student's App

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Form	Meaning	Relevance to Me
Hi! My name's… I'm originally from… I work in… I like… I'm a…	---	
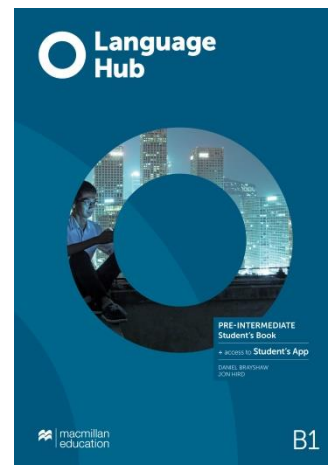
Increasing Relevance: Introductions

Form	Meaning	Relevance to Me
Hi! My name's… I'm originally from… I work in… I like… I'm a…	---	На путешествиях, с друзьями друзей
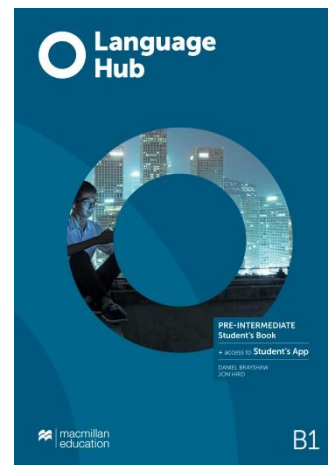
Increasing Relevance: Suggestions

Form	Meaning	Relevance to Me
Would you like to hang out tonight? Are you free on Saturday?	---	
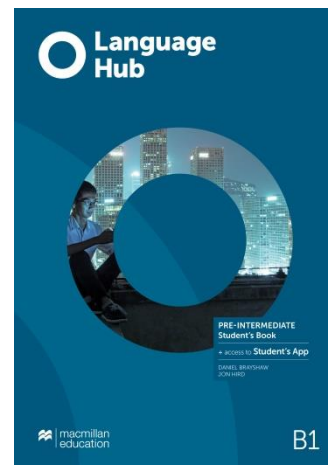
Increasing Relevance: Suggestions

Form	Meaning	Relevance to Me
Would you like to hang out tonight? Are you free on Saturday?	---	С друзьями (день рождения Ивана)
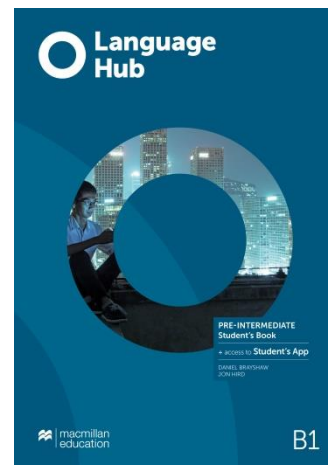
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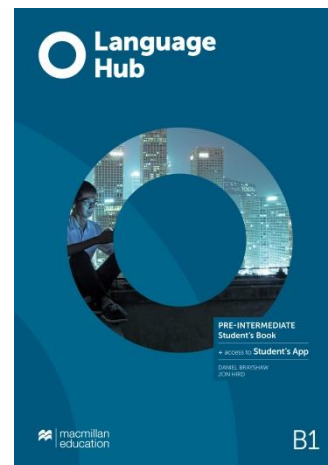
Increasing Relevance: Suggestions

Form	Meaning	Relevance to Me
Would you like to hang out tonight? Are you free on Saturday?	---	С партнерами, для встреч

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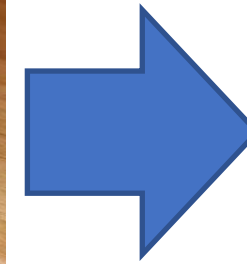macmillan
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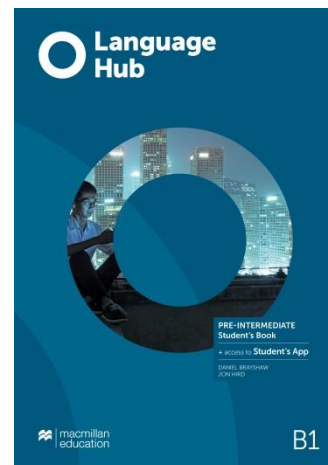
Self-Personalization
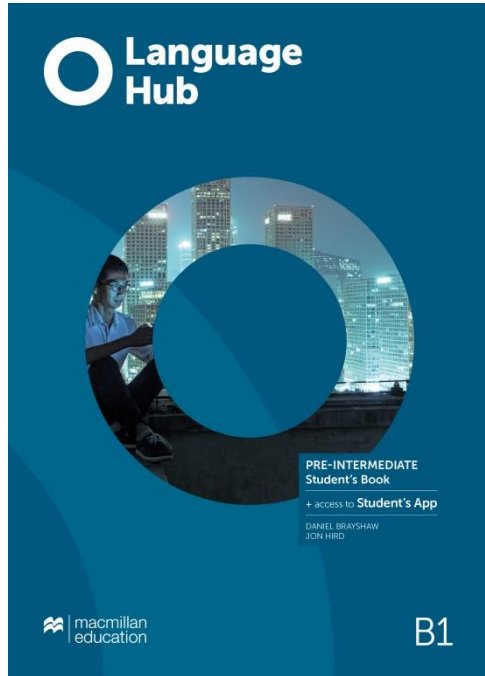
1. Materials
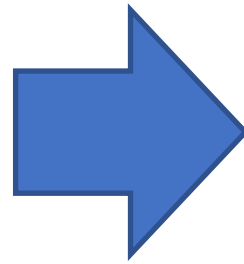
2. Organization + Analysis

3. Understanding of Purpose

Review and Reference Should Be Easy!

- Encourage students to write down *why what they've learned is relevant to them!*

- Results:

  - Practice = more meaningful

  - Learning= contextualized

  - Review = Easier!

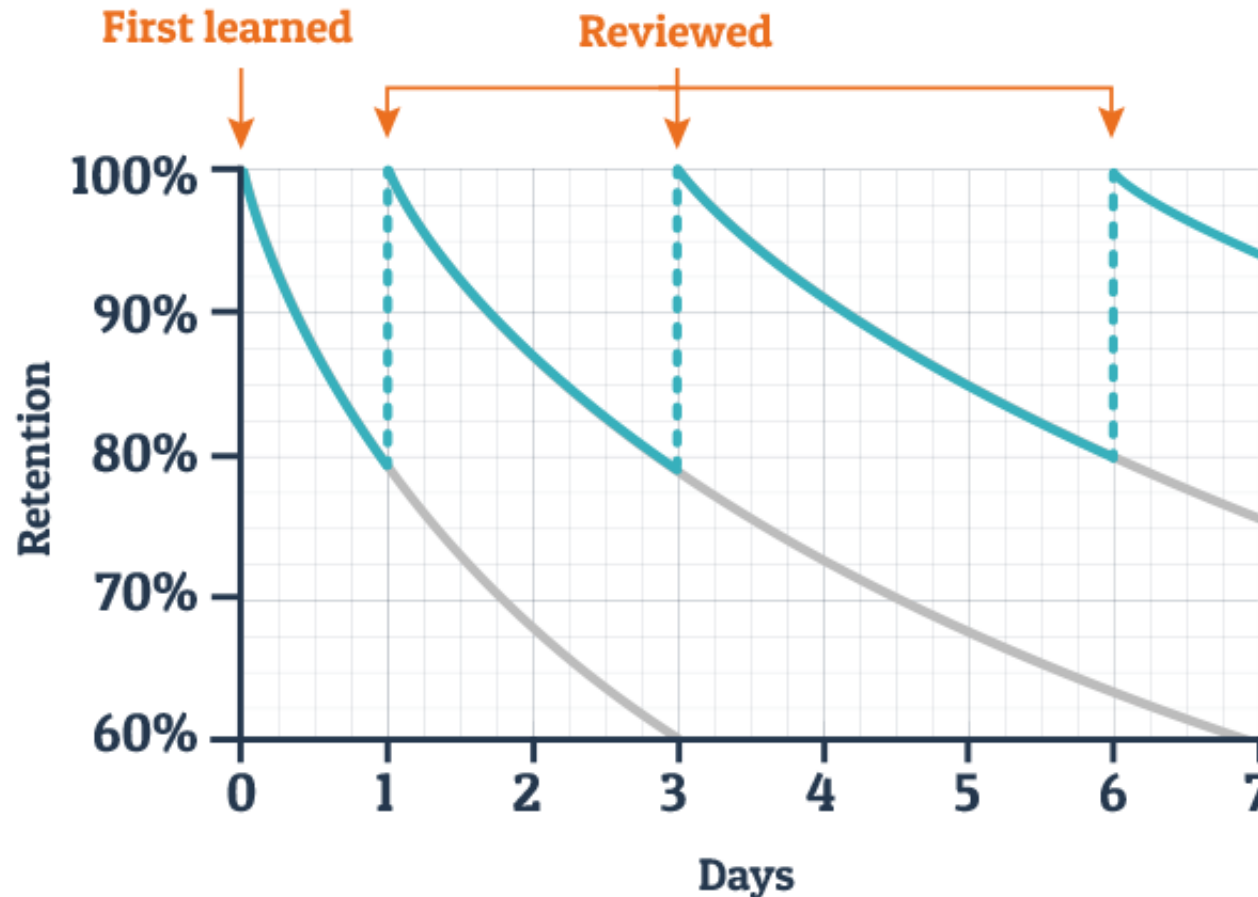| Rule	Situation/Keywords	Memories from Class
P NOW F		
P NOW F		

15 minutes?!?!

The Usefulness of Review

The Usefulness of Review

Typical Forgetting Curve for Newly Learned Information

Finding the Time

- Clarify the value of review

- Emphasize quality over quantity

- Be honest about possibilities for growth, wasted time and money

Emphasize the Importance of Review

- 15 minutes or just a few minutes every day!

- Create awareness of helpful ways to review
  - Apps
  - TV shows
  - Speaking clubs
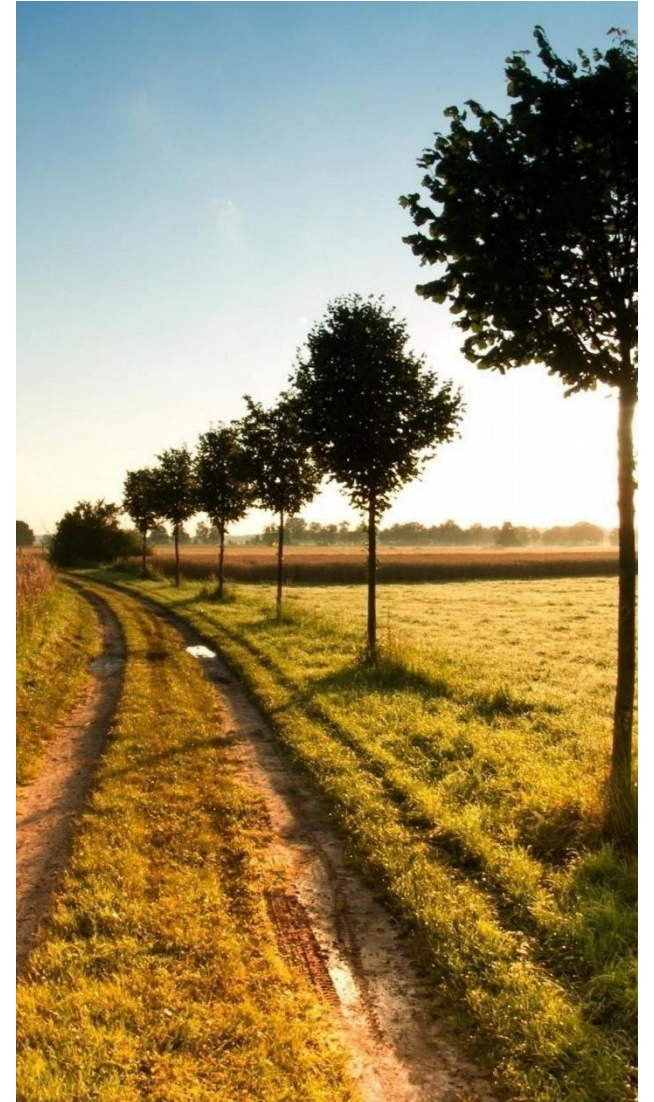 - *Look at your notes between lessons!*
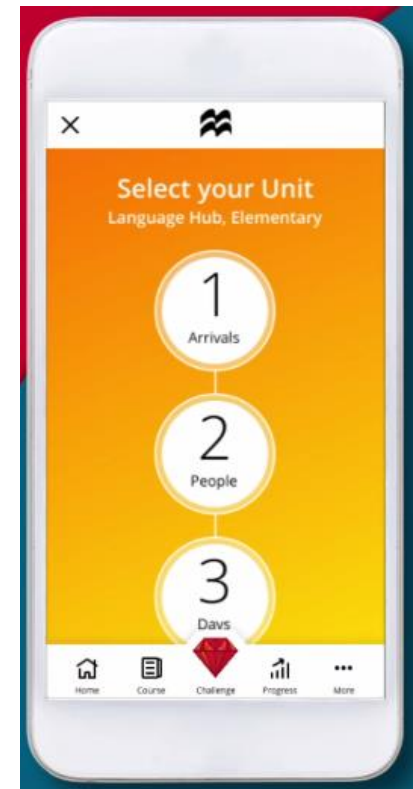
Perspectives

"To one who knows not what harbor to seek, no wind is favorable."

Seneca

"It's difficult to make predictions, especially about the future."

Mark Twain

The Future?

The Past!

"The robots, which display an avatar face...are controlled remotely by teachers of English in the Philippines -- who can see and hear the children via a remote control system."

"Apart from reading books, the robots use pre-programmed software to sing songs and play alphabet games with the children."

Phys.org, December 28, 2010

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Fun Facts

- 7% of students who enroll in online courses follow-through to completion.
- The skills we teach are difficult to program

Increasingly Difficult to Program

	Rules-Based Logic	Pattern Recognition	Human Work
Variety	Computer Processing using Deductive Rules	Computer Processing using Inductive Rules	Rules cannot be Articulated and/or Necessary Information cannot be Obtained
Examples	Calculate Basic Income Taxes Issuing a Boarding Pass	Speech Recognition Predicting a Mortgage Default	Writing a Convincing Legal Brief Moving Furniture into a Third Floor Apartment

Figure 1.9 Programming Difficulties
Source: Third Way, Dancing with Robots http://content.thirdway.org/publications/714/Dancing-With-Robots.pd

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Providing Perspective on Growth

- Our role:
  - Identify weaknesses.
  - Give students a path forward to overcome those weaknesses.
  - Identify new weaknesses!

- Strategy:
  - Celebrate growth.
  - Tell students what is next!

Track Progress

- Students should know:
    - How far have we come?
    - Where am I going?
- How?
    - Reference notes!
    - Look ahead in the book or program.

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Showing Progress

Honesty about Areas for Improvement

Identify Weaknesses

- Make sure your students know the path forward:
  - Tell your students directly in what ways they need to improve.
  - Hold them to high expectations!
  - Give them a timeframe: "If you do what I say, you will be able to (x) in 1 month."

Where We Start with Adult Students

- Your love for what you do does not always inspire others to act on a daily basis.

- Your students likely have an unrealistic idea of what it takes to succeed.

- Show them a relevant path forward and show them progress along that path!

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Getting Somewhere

- Combine these approaches:
  - Increase relevance
  - Make review an easy decision
  - Give perspective on growth (past and future!)
- The results we want:
  - They connect English to their own goals
  - Students prioritize English
  - We can do what we do more effectively *using the tools at our disposal.*

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Who are our adult students?

Difficulties:

Diversity of needs, motivation

Constantly review (starting over!)

Demotivating for the teacher

Goal: Bend without breaking, create a lesson that will be motivating for you!

The Danger of "Good Enough" Ericsson, 2008