

Adult learners:

Helping them clear the next hurdle

Rachel Appleby

IATEFL Harrogate, April 2014



Adult learners

Why do you think these might be relevant?

Now



Background



Into the classroom



Learning a language

What students say ...

1. Doing grammar exercises is boring.

2. I can learn long lists of words, but I still can't use them.

3. I can't express what I want to say: I have complex ideas, but I sound like a 6-year-old.

4. I haven't got enough time.

5. I'll never sound like a native speaker.

Learning a language

What they mean

1. grammar exercises

2. lists of words

3. what I want to say

4. time

5. sound like a native speaker

- Engaging topics
- Chunks, phrases
- Safe & free practice
- Relevant & usable language
- Visible progress, evaluation

Learning a language

Some good news

OXFORD
UNIVERSITY PRESS

“OK Plateau”
Joshua Foer

Fossilization
Scott Thornbury



Learning a language

Theoretical issues

OXFORD
UNIVERSITY PRESS

Vision – Scott Thornbury & Zoltán Dörnyei

Focus – Joshua Foer

Adults



Learning a language

A realistic idea?

5-a-day – British Council



Learning a language

In the classroom

- Engaging topics
- Chunks, phrases
- Safe & free practice
- Relevant & usable language
- Visible progress, evaluation



Topics and Tasks

Advertising: favourites?

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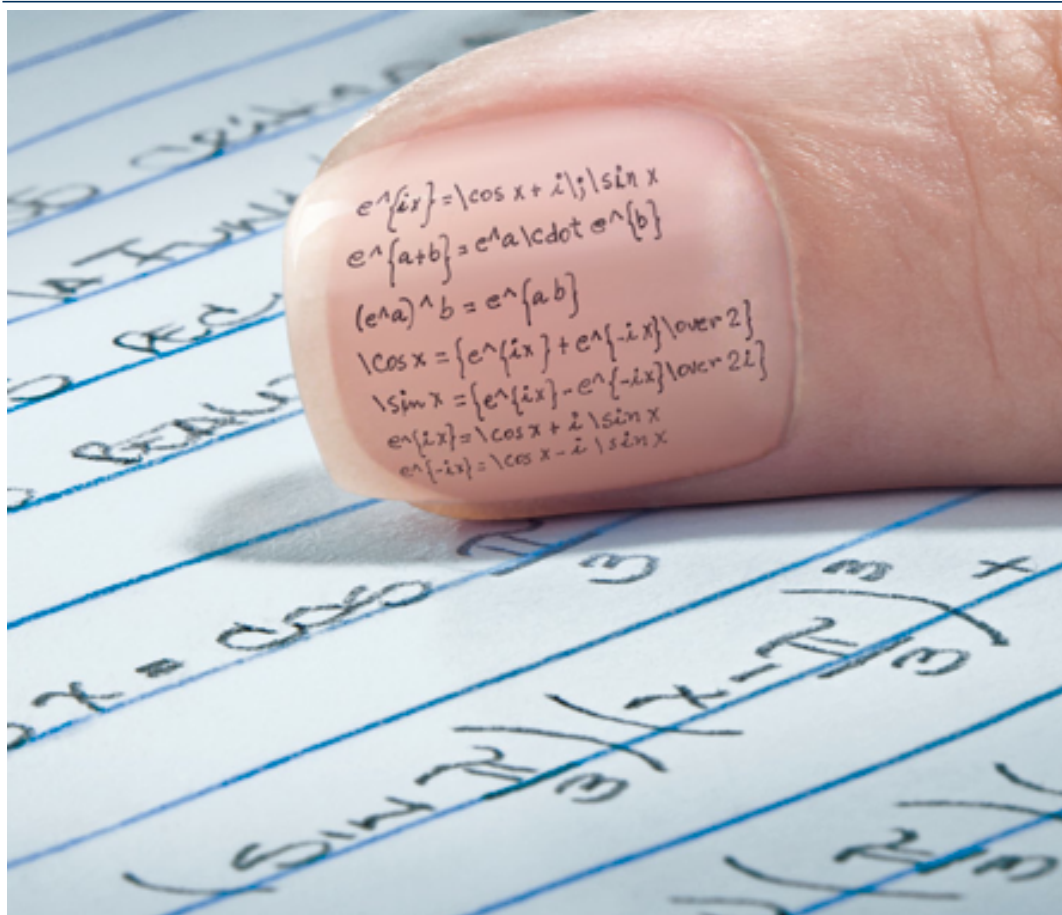
save paper – save the planet



Topics and Tasks

Advertising: favourites?

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Topics and Tasks

Advertising: Guess the product



Topics and Tasks

Advertising: Label the advert type



1. celebrity endorsement b
2. sports advertising c
3. product placement a

International Express Upper Int, U8 Vocabulary

Topics and Tasks

Advertising: context

Multisensory advertising

There is a billboard on Highway 150 in N Carolina, USA which looks like a giant piece of steak on a fork. [...] A fan underneath the billboard blows the smell of barbequed steak in the direction of the motorists passing by. The idea is to appeal to not just one sense but two. [...]

This 'multisensory approach', which can include taste, smell and sound, improves brand recognition and in doing so increases customer demand. One of the other advantages of this kind of approach is that the experience for the customer is more memorable and they are more likely to tell their friends and in this way help to promote the brand.



Topics and Tasks

Advertising



1. What is it?
2. What makes it **unusual**?
3. What's the **aim** of this type of advertising?
4. Do you think it's **effective**?

International Express Upper Int, U8 Vocabulary

Topics and Tasks

Advertising: vocabulary – collocations



Topics and Tasks

Advertising: vocabulary – collocations

Match a word on the left with its collocations on the right.

- | | |
|--------------------|---|
| 1. advertising ... | a. ... loyalty / awareness / management |
| 2. product ... | b. ... launch / base / life cycle |
| 3. brand ... | c. ... strategy / slogan / campaign |
| 4. niche ... | d. ... demand / behaviour / confidence |
| 5. consumer ... | e. ... market / marketing / product |

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/ lɔ:ntʃ /

/'sləʊgən /

Topics and Tasks

Advertising: vocabulary – controlled practice

Choose the correct word to complete each sentence.

1. We spent a lot on advertising to create good brand (*marketing* / *behaviour* / *awareness*).
2. The advertising (*strategy* / *slogan* / *campaign*) read "Eat fine food, help my mood".
3. Consumer (*awareness* / *confidence* / *behaviour*) is low and needs restoring, following the scandal.

Topics and Tasks

Advertising: freer; personalisation; progress

TASK

Think of an advert you think is effective. Make notes on why. Tell your partner why you think it's good.

They will challenge your view, and explain why they think the opposite! Then swap roles.

Use as many advertising words and phrases as you can!

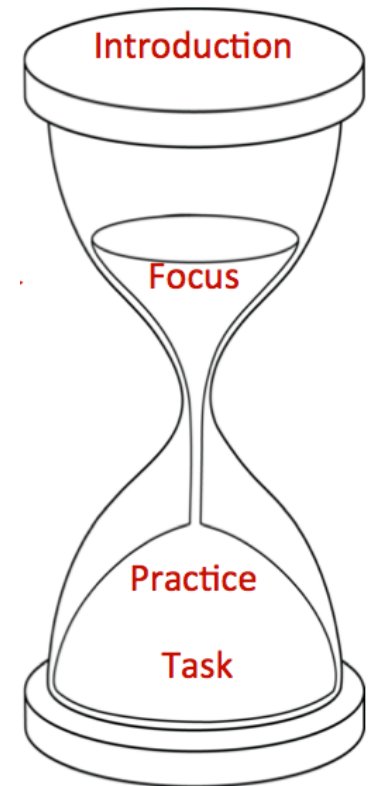


International Express Upper Int, U8 Vocabulary

Helping adult learners?

Advertising: Vocabulary / Discussions

- Engaging topics: *favourite ad.; guess*
- Chunks, phrases: *text; language focus*
- Safe & free practice: *match; underline*
- Relevant & usable language: *discuss*
- Visible progress, evaluation: *vocab on cards*



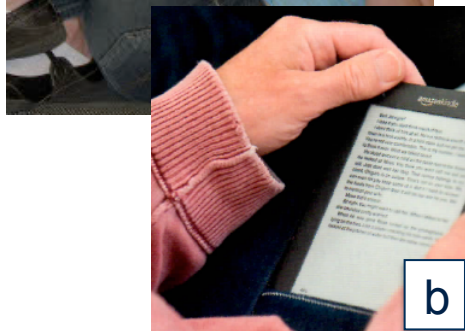
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Topics and Tasks

What next? ... You, now?

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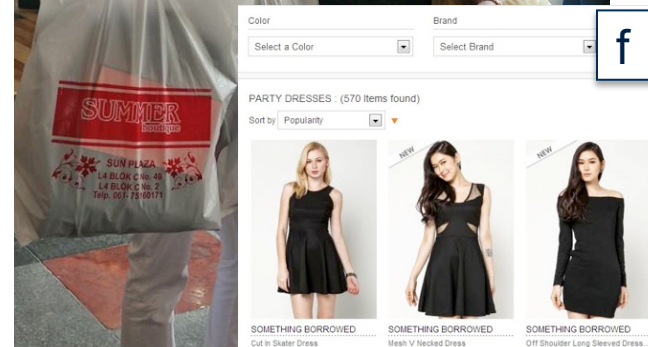
Which picture in each pair do you relate to more closely?



1. Reading



2. Learning



3. Shopping

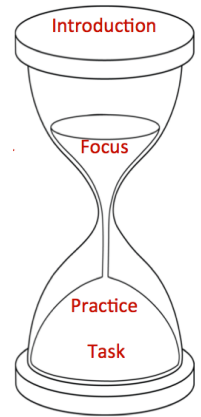
Topics and Tasks

What next? ... Can you predict?

Read the sentences below. Do you dis / agree?

Choose one to discuss with a partner (e.g. by when, why?)

1. Most people will **shop** online; shops will disappear.
2. Direct **payment** by smartphone will replace cash / cards.
3. No-one will go to **classes** at college / university.
4. People will stop buying paper **books**.

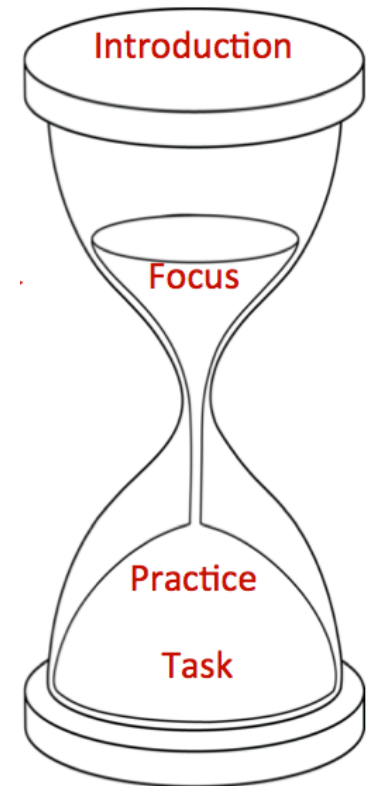


International Express Pre Int, U10 Grammar

Helping adult learners?

What next? ... Grammar / Discussions

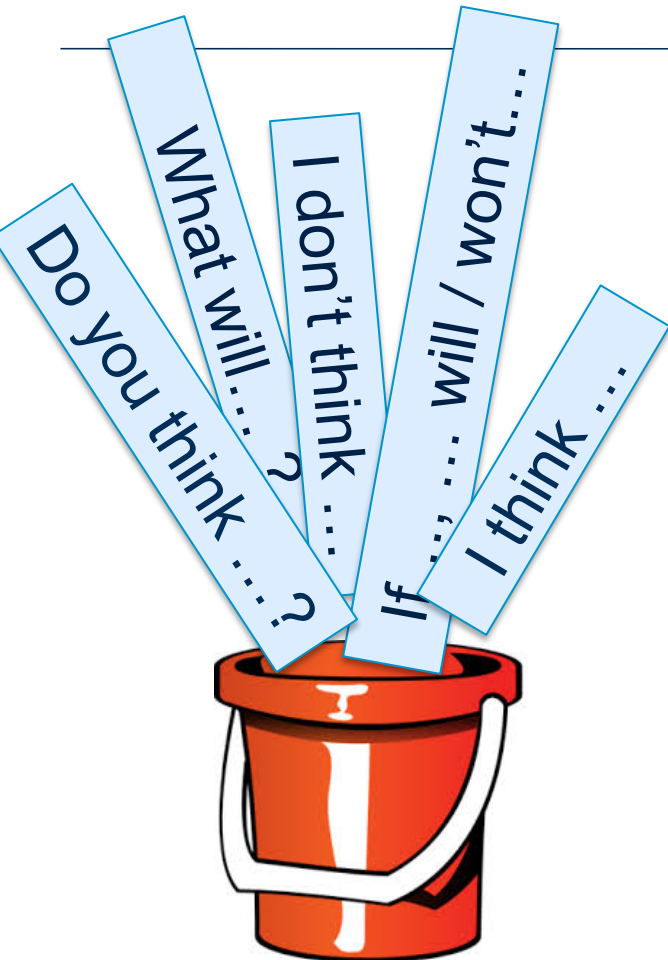
- Engaging topics: *you now / in the future*
- Chunks, phrases: *gap-fill; language focus*
- Safe & free practice: *mistakes; make Qs*
- Relevant & usable language: ...?
- Visible progress, evaluation: ...?



International Express Pre Int, U10 Grammar

Topics and Tasks

What next? ... Freer practice, personalisation



TASK

Work in pairs. Choose one of the topics below. What will happen in the future?

What facts do you know?

Make notes. Then discuss your ideas, using phrases from the bucket!

CARS

MEDICINE

FOOD

COMPUTERS

International Express Pre Int, U10 Grammar

Topics and Tasks

Bookshops

In the US, 2002-2014:

= amazon

= bookshops

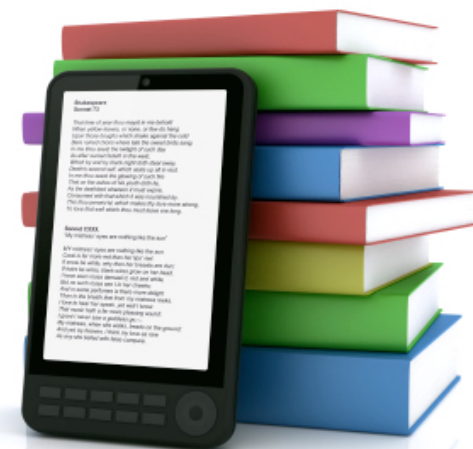


Topics and Tasks

Bookshops

Choose one of the following to discuss with a partner.

1. Where do you buy your books?
2. Do you like bookshops? Why / not?
3. Do you prefer e-books or real books? Why?
4. Describe your favourite bookshop.



Topics and Tasks

Bookshops: how can we keep them open?

Watch the video:

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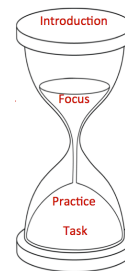
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bicycle glass
guardian



Topics and Tasks

Bookshops: Selexyz - activities



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Immediate response:

I (don't) think ...; I was surprised at ...

Vocabulary (words + definitions)

a. design (n); b. browse (vb); ...

- look at a lot of things in a shop
- the arrangement of the parts of sth

Discuss: your favourite shop

What it looks like, what you can buy ...

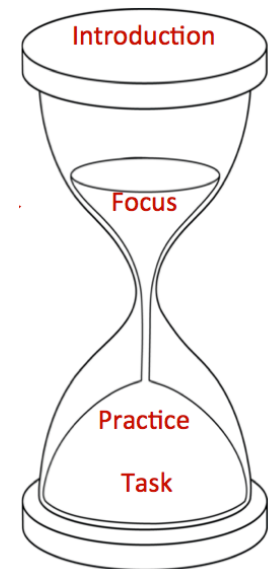


International Express Pre Int, U10 Video

Helping adult learners?

Bookshops: Vocabulary / Discussions

- Engaging topics: *books; shopping*
- Chunks, phrases: *phrases: response; vocab*
- Safe & free practice: *[online / worksheet exx]*
- Relevant & usable language: *discuss; scope*
- Visible progress, evaluation: *[listen again; subtitles]*



International Express Pre Int, U10 Video

Helping adult learners!

Clearing the hurdle

1. grammar exercises

2. lists of words

3. what I want to say

4. time

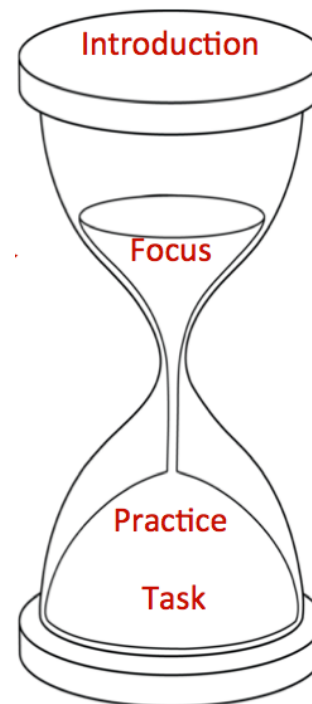
5. sound like a native speaker

- Engaging topics
- Chunks, phrases
- Safe & free practice
- Relevant & usable language
- Visible progress, evaluation

Helping adult learners!

Clearing the hurdle

- Engaging topics
- Chunks, phrases
- Safe & free practice
- Relevant & usable language
- Visible progress, evaluation



I can learn long lists of words, but I still can't use them.

??

International Express

Adult learners: Clearing the next hurdle!

THANK YOU!

Rachel Appleby
rachelappleby @ mail.datanet.hu @rapple18 

IATEFL Harrogate, April 2014

