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TEACHING EFL

to

LOW-LEVEL ADULT LEARNERS

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# ***AGENDA***

- Low-level adult learners' characteristics.
- Teaching constraints and solutions
- Classroom language.
- Gestures.
- Drills

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# Low-level adult learners' characteristics

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# *These learners:*

- Have life experience.
- Are more disciplined than teenagers.
- Have high motivation.
- Find it easy to see progress.

# CONSTRAINTS and SOLUTIONS

- **Language limit**
  - Graded language
  - Gestures, modeling
  - Teaching aids
  - Drills
- **Passivity**
  - Level-appropriate tasks
  - Personalisation
  - Relaxed classroom atmosphere

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# CLASSROOM LANGUAGE

*What can teachers do???*

- Follow the “KISS” principle.
- Use examples, synonyms, antonyms.
- Use CCQs or ICQs.
- Consider STT vs TTT and elicitation.

# ‘Liz took her wellingtons off.’

1. Also called ‘gumboots’. Brit. Knee-length or calf-length rubber or rubberized boots, worn esp. in wet conditions. Often shortened to ‘wellies’
2. Military leather boots covering the front of the knee but cut away at the back to allow easier bending of the knee.

*(Collins English Dictionary)*



Calf???

Knee-length???

Rubberized???

Shortened???

Worn???

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# Tips on how to teach vocabulary meaning

1. Focus on the key meaning.
2. Modify the dictionary definition.
3. Avoid language more complex than the word being explained.
4. Divide the information into bite-sized chunks.
5. Use examples.

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# wellingtons???

- You wear them on your feet.
- You wear them when it rains.
- You wear them in the snow.
- They're made of rubber.
- You wear them when you walk in the water.
- Who usually uses them? (farmers, fishermen, etc.)
- What color are they? (often black / green)

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# GIVING INSTRUCTIONS

1. Preplan instructions
2. Split the information
3. Say them directly
4. Demonstrate wherever possible
5. Use ICQs

# GIVING INSTRUCTIONS

“Ok, everybody. Now what you have to do is, when you, you take this sheet of paper that I’m handing out now and keep it secret. Are you following me? Some of you are ‘A’, it’s written at the top, and some are labeled ‘B’. Ok, can you see that? Don’t show your paper to anyone and then you have to describe to your partner; sit face to face. Could you move your chairs around and describe what’s on your paper so that your partner can find out what’s different, and you must agree; when you find something, draw it on your paper? Ok. Do you understand?”

1. 'Don't show your paper to anyone' (mime hiding)

Wait while they move

2. 'When you find something different, draw it' (mime)

3. 'One person will be B' (show letter B on the handouts)

4. 'Some things in picture A are different from picture B'

Distribute the handouts

5. 'Sit opposite your partner'.

6. 'One person will be A' (show letter A on the handouts)

7. 'Describe your picture'

ICQs

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# WHY **GESTURES** ???

- Save ourselves repeating basic instructions.
- Help learners get the messages more easily.

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# DRILLS

- Written drills
- Oral drills

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# **ORAL DRILLS** when teaching **PRONUNCIATION** of

- A new word
- A new structure (form)
- A new function

# Don't

- translate everything into Vietnamese.
- tell, but talk
- think drills are old-fashioned.
- overuse supplementary materials.
- be led by strong students.
- look impatient or anxious.

Thank You!

