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How to accelerate learning with teen and adult students

Adult learners seldom have enough. This hectic world of ours with its ever-changing demands and pace has placed many time contraints on our teenage and adult population. To us teachers, this means developinginnovative strategies and an adapted rationale. It cannot be denied that learning a language does imply continuous, persevering and focused work on skills development. But aren't there areas where we can offer our students shortcuts to learning?This presentation will dig out of traditional methods and approaches those techniques that help us accelerate the process, challenge those which seem to hinder it and explore novel proven successful practices.

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Cecilia Sassone is a Profesora de Inglés, Instituto de Enseñanza Superior en Lenguas Vivas "Juan. R. Fernández", and a Licenciada en Lengua Inglesa, Universidad de Belgrano. She holds three diplomas in e-learning (UTN/Net-Learning). In the last 30 years she has worked at all levels of education, delivered teacher training courses in methodology and ICT, managed the Instituto de Enseñanza Superior en Lenguas Vivas "Juan. R. Fernández",English Teaching Department and coordinated, designed and delivered Business and ESP courses in many multinational companies. Her 22 year-research resulted in the birth of her Spiderweb Method ® for teenage and adult language learning, which has earned her the "Innovation and Achievement Award 2015" by the Share Education Committee.

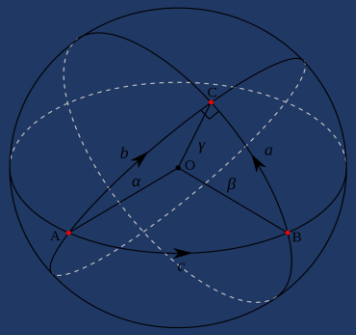
Accelerated Learning

- Lozanov, Bulgarian Psychiatrist, Suggestopedia, 1970s
- Suggestopedia = "suggestion" + “pedagogy”
- Emphasis on student choice
- Focus on the role of the subconscious in the acquisition of knowledge
- Left and right brain hemispheres
- Today it’s a multi-method multimedia learning technique that combines instructional games, highly physical learner involvement, metaphorical activities and background music.

Zemke, Ron (1995), “Accelerated Learning madness with a method” *Training and Development Journal,* Vol. 32, No 10.

Accelerating Learning

X = shortcuts



geodesic

Grammar

Vocabulary

Stories

Back in time – methods and approaches – their contributions to SHORTCUT strategies

1900 1910 1920 1930 1940 1950 1960 1970 1980 1990 2000

s.XVII & XVIII

GTM – Grammar Translation Method

GRAMMAR TRANSLATION METHOD

- Heightened the value of translation and a deductive approach to grammar.
- Explanations in ~~L1~~

COMMUNICATIVE APPROACH

- Communication is paramount

CLT – Communicative Approach

DM – Direct Method

ALM – Audio-Lingual Method

SW-Silent Way

LC – Lecto-comprensión

DIRECT METHOD

- Development of oral skills
- Pantomiming and realia for teaching concepts/vocabulary
- Focus on Q&A patterns

AUDIOLINGUAL METHOD

- Contrastive análisis of L1 and L2

SILENT WAY

- Initial high degree of teacher talk diminishing later as opportunities for communication arise

NA – Natural Approach

TBL – Task Based Learning

NATURAL APPROACH

- Lowering the affective filter to make students more at ease

TASK-BASED LEARNING

- Deadline-driven projects and problem-solving activities

LECTO-COMPRENSIÓN

- Focus on text analysis regardless of whether the grammar structures are simpl or complex

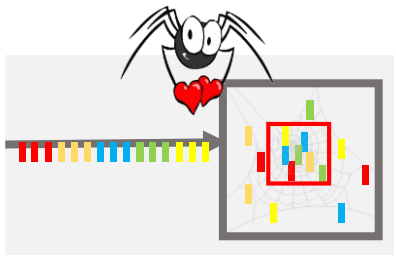
Grammar

Language objectives - CEFR

	A1	A2	B1	B2	C1
Functions	Directions Describing habits and routines Giving personal information Greetings Telling the time Understanding and using numbers Understanding and using prices	Describing habits and routines Describing past experiences Describing people Describing places Describing things Obligation and necessity Requests Suggestions	Checking understanding Describing experiences and events Describing feelings and emotion Describing places Expressing opinions: language of agreeing and disagreeing Initiating and closing conversation Managing interaction (interrupting, changing topic, resuming or continuing)	Critiquing and reviewing Describing experiences Describing feelings and emotions Describing hopes and plans Developing an argument Encouraging and inviting another speaker to continue, come in Expressing abstract ideas Expressing agreement and disagreement Expressing opinions Expressing reaction, e.g. indifference Interacting informally, reacting, expressing interest, sympathy, surprise etc. Opinion, justification Speculating Taking the initiative in interaction Synthesising, evaluating, glossing info	Conceding a point Critiquing and reviewing constructively Defending a point of view persuasively Developing an argument systematically Emphasising a point, feeling, issue Expressing attitudes and feelings precisely Expressing certainty, probability, doubt Expressing opinions tentatively, hedging Expressing reaction, e.g. indifference Expressing shades of opinion and certainty Responding to counterarguments Speculating and hypothesising about causes, consequences etc. Synthesising, evaluating and glossing information
Grammar	Adjectives: common and demonstrative Adverbs of frequency Comparatives and superlatives Going to How much/how many, and very + common uncountable nouns I'd like Imperatives (+/-) Intensifiers - very/ basic Modals: can/ can't/ could/ couldn't Past simple of "to be" Plurals Possessive adjectives Possessive 's Prepositions, common Prepositions of place Prepositions of time, including in/ on/ at Present continuous Present simple Pronouns: simple, personal Questions There is/ are To be, including question+negatives Verb + ing: like/hate/love	Adjectives - comparative, - use of than and definite article Adjectives - superlative + use of definite article Adverbial phrases of time, place and frequency - including word order Adverbs of frequency Articles - with countable and uncountable nouns Countables and Uncountables: many/ how many Future forms (will and going to) Gerunds Going to Imperatives Modals - can/ could Modals - have to Modals - should Past continuous Past simple Phrasal verbs - common Possessives - use of 's, s' Prepositional phrases (place, time and movement) Prepositions of time: on/in/ at Present continuous Present continuous for future Present perfect Questions Verb + ing/infinitive: like/ want-would like Wh-questions in past Zero and 1st conditional	Adverbs Broader range of intensifiers such as too, enough Comparatives and superlatives Complex question tags Conditionals, 2nd and 3rd Connecting words expressing cause and effect, contrast etc. Future continuous Modals - must/ can't deduction Modals - may, might, may, will, probably Modals - should have/ might have/ etc Modals: must/have to Past continuous Past perfect Past simple Past tense responses Phrasal verbs, extended Present perfect continuous Present perfect/past simple Reported speech (range of tenses) Simple passive Wh- questions in the past Will and going to, for prediction	Adjectives and adverbs Future continuous Future perfect Future perfect continuous Mixed conditionals Modals - can't have, needn't have Modals of deduction and speculation Narrative tenses Passives Past perfect Past perfect continuous Phrasal verbs, extended Relative clauses Reported speech Will and going to, for prediction Wish Would expressing habits, in the past	Futures (revision) Inversion with negative adverbials Mixed conditionals in past, present and future Modals in the past Narrative tenses for experience, + incl. passive Passive forms, all Phrasal verbs, especially splitting Wish/ if only regrets
Discourse Markers	Connecting words, and, but, because	Linkers: sequential - past time	Connecting words expressing cause and effect, contrast etc Linkers: sequential past time	Connecting words expressing cause and effect, contrast etc. Discourse markers to structure formal speech Linkers: although, in spite of, despite Linkers: sequential - past time - subsequently	Linking devices, logical markers Markers to structure and signpost formal and informal speech and writing
Vocabulary	Food and drink Nationalities and countries Personal information Things in the town, shops and shopping Verbs - basic	Adjectives: personality, description, feelings Food and drink Things in the town, shops and shopping Travel and services	Collocation Colloquial language Things in the town, shops and shopping Travel and services	Collocation Colloquial language	Approximating (vague language) Collocation Colloquial language Differentiated use of vocabulary Eliminating false friends Formal and informal registers Idiomatic expressions
Topics	Family life Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Education Hobbies and pastimes Holidays Leisure activities Shopping Work and jobs	Books and literature Education Film Leisure activities Media News, lifestyles and current affairs	Arts Books and literature Education Film Media News, lifestyles and current affairs	Arts Books and literature Film Media News, lifestyles and current affairs Scientific developments Technical and legal language

… sequential teaching of grammar
… never-ending list of structures
… inhibiting true communication
… deviating from autheticity

What if..?

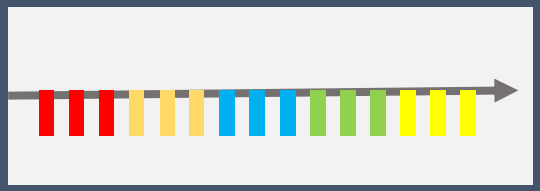


Spiderweb Method

… we go for DECOMPOSITION?
… set up a NEW LOGIC?
… go more WHOLE?

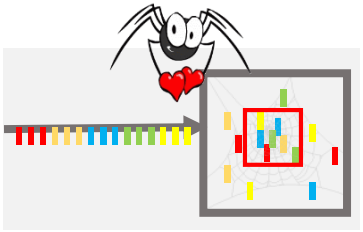
Explaining the language as a system

Grammar



Traditional Teaching

VS



Spiderweb Method

Spiderweb Logic
And other holistic approaches

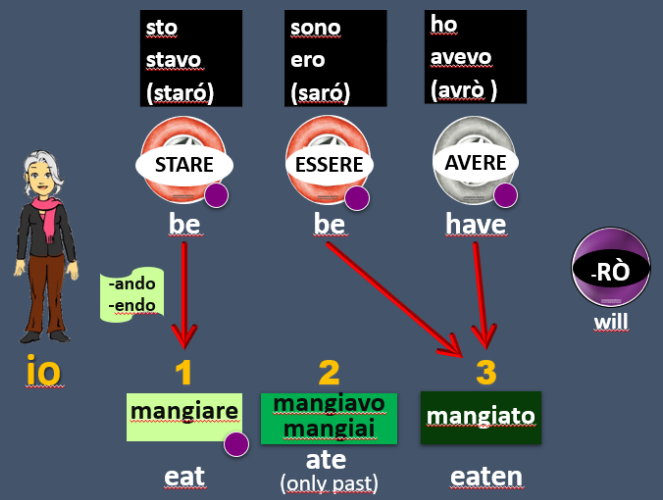
Italian Class

Presente Progressivo (stare + gerundio)

	stare			
io	sto	+	-are -ere -ire	-ando -endo
tu	stai			
lui/lei/Lei	sta			
noi	stiamo			
voi	state			
loro	stanno			

*Il presente progressivo si forma con il presente del verbo **stare + il gerundio**. Il gerundio si forma dall'infinito del verbo. Le terminazioni del gerundio sono: -are > -ando -ere > -endo -ire > -endo*

Io sto mangiando (mangiare) una mela



Io staró mangiando una mela

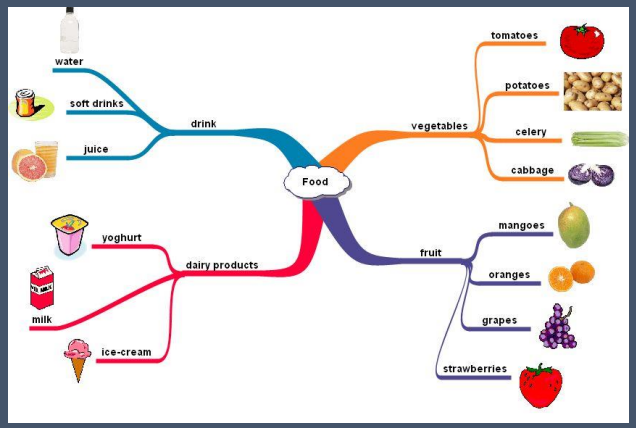
Io ero mangiata!

Vocabulary

The power of images

… sequential teaching of grammar
… never-ending list of structures
… inhibiting true communication
… deviating from autheticity

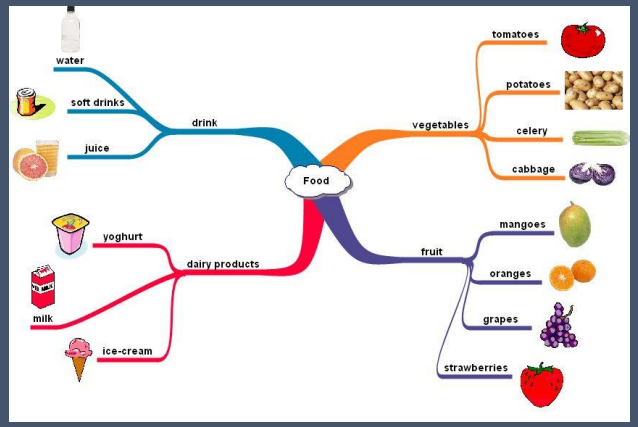
Mindmaps & Sketches

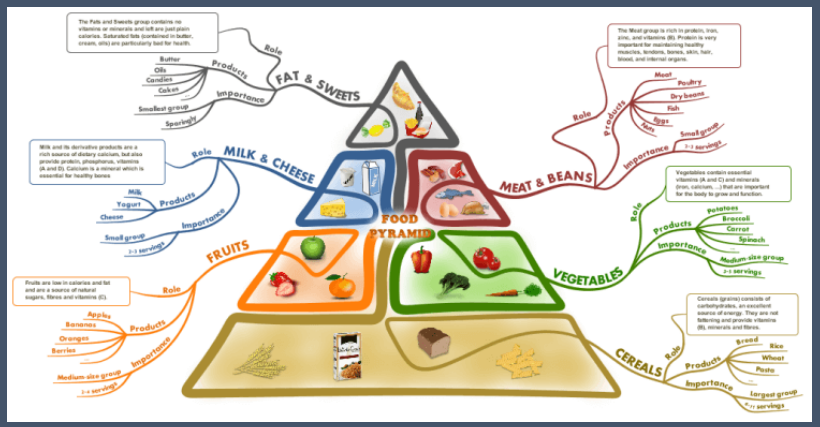


Vocabulary

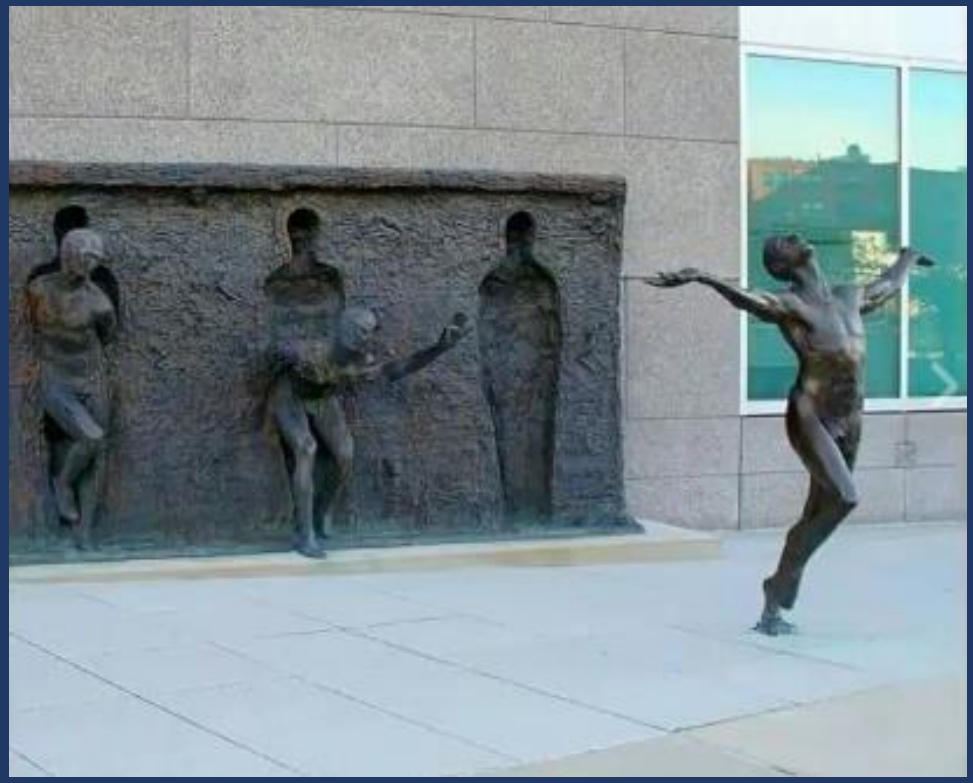
The power of images & pictograms

Mindmaps & Sketches



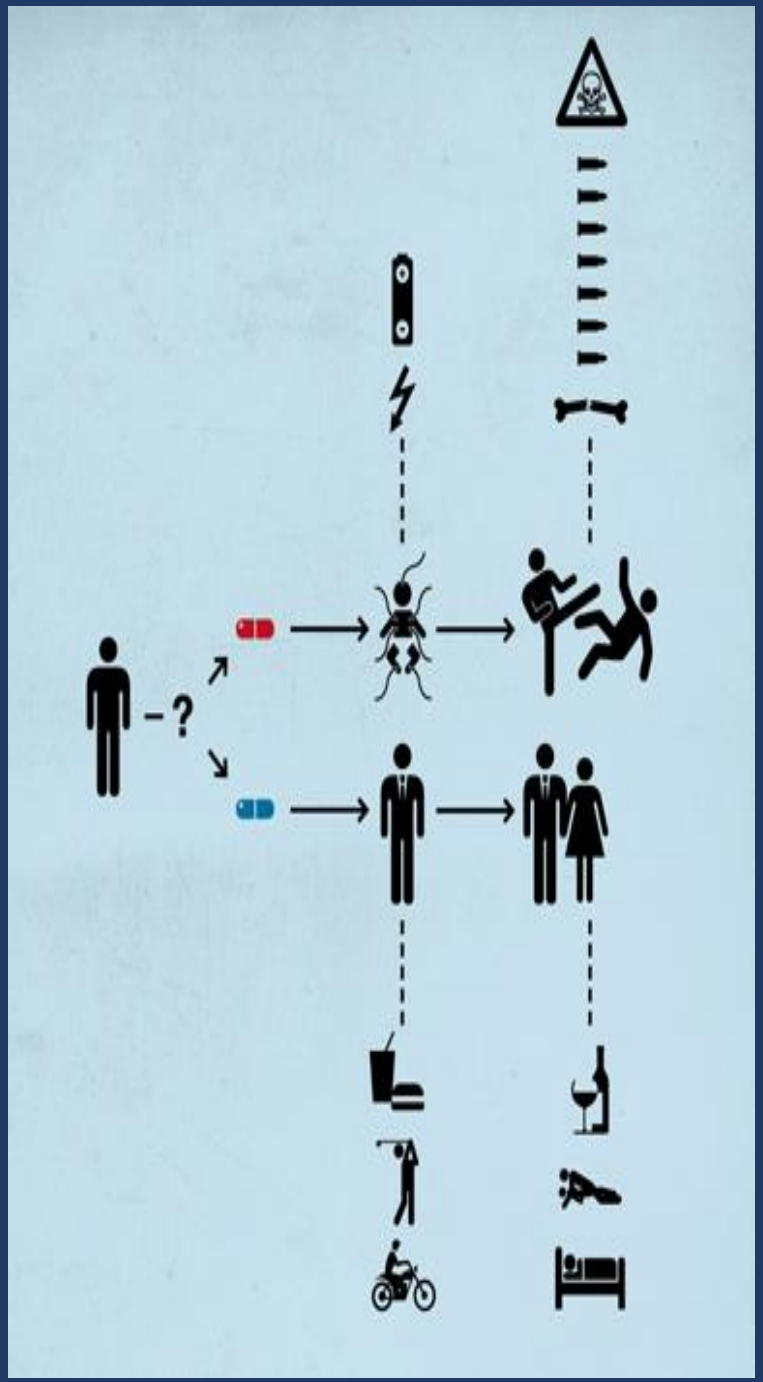


Stories



Shortology

THE
MATRIX
MUSIC FROM THE MOTION PICTURE
PARENTAL
ADVISORY
EXPLICIT CONTENT


?

We communicate in WORDS,

We think in IMAGES

And we learn mostly through STORIES.

Sketchnoting / Visual Thinking

Form of visual writing by expressing ideas, concepts and important thoughts in a meaningful way by **listening**, **processing** and **transferring** what you hear by analog or digital sketching.

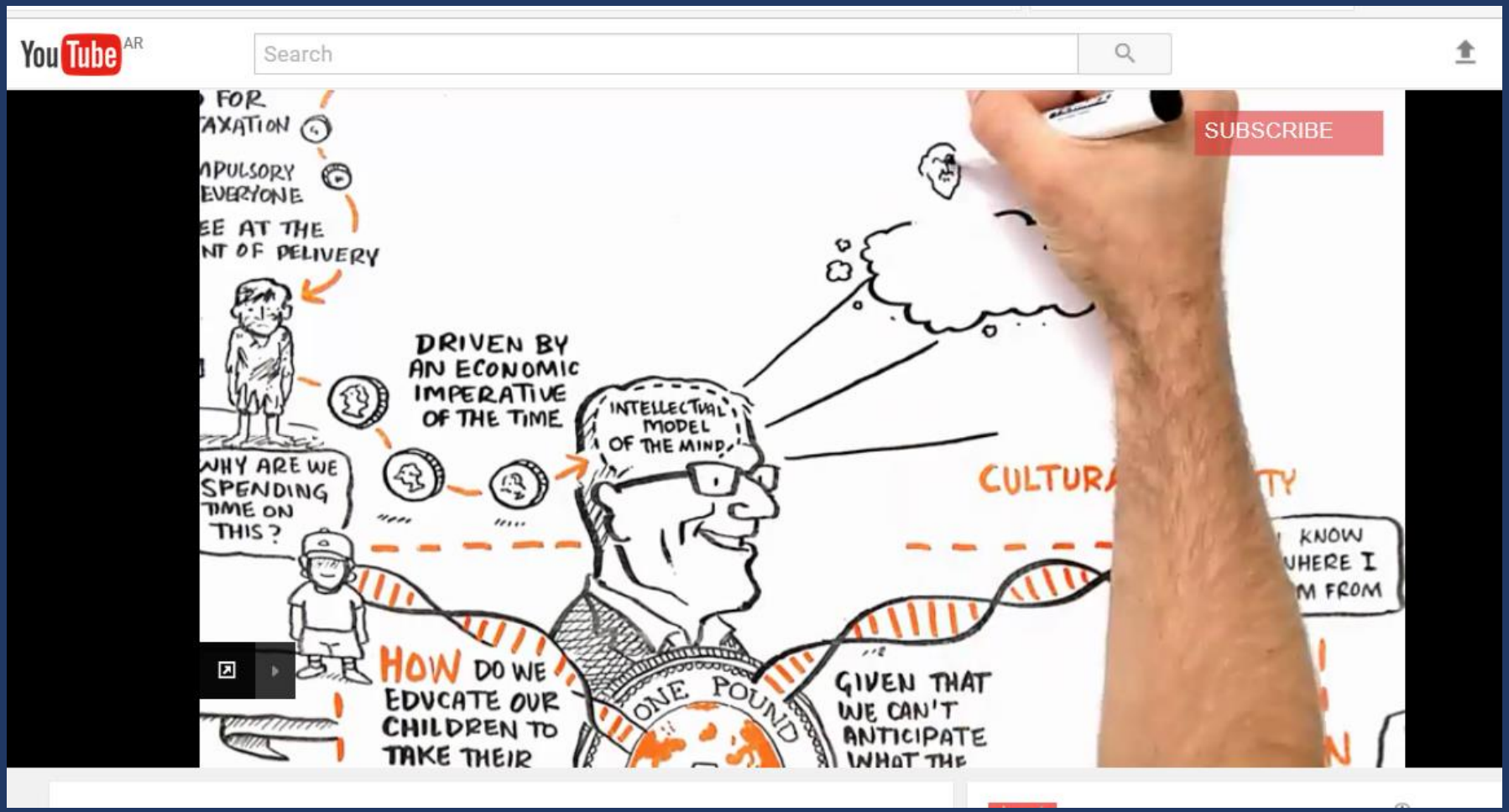
Sketchnoting aims at recording ideas or concepts by means of drawings, text, arrows, etc to convey the message.

Enhanced:

- Listening
- Comprehension
- Recall
- Creativity

Visual Sketchnoting

Sir Ken Robinson: Schools kill creativity



https://www.youtube.com/watch?v=zDZFcDGpL4U

Visual Sketchnoting

Kyle Steed from "Sketchnoting Handbook" by Mike Rohde.

Over to you!

XIV Congreso Nacional de Desarrollo Profesional para Profesores de Inglés

HOW TO...?

THE PRACTICAL SIDE OF ELT.

Thanks

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