



# Personalising Adult Language Learning

**Daniel Brayshaw**

**IATEFL Poland 2019**



# Tea or coffee?

tea or coffee

spicy or mild

wild night out or quiet night in

Pitt or Clooney

# Personalised language output

- Motivation
- Set-up
- Task preparation
- Closure



## Personalising Adult Language Learning

- Definition & origins

Humanistic methodology

- Personalising input

Making practice meaningful

- Personalising output

Pitfalls and solutions

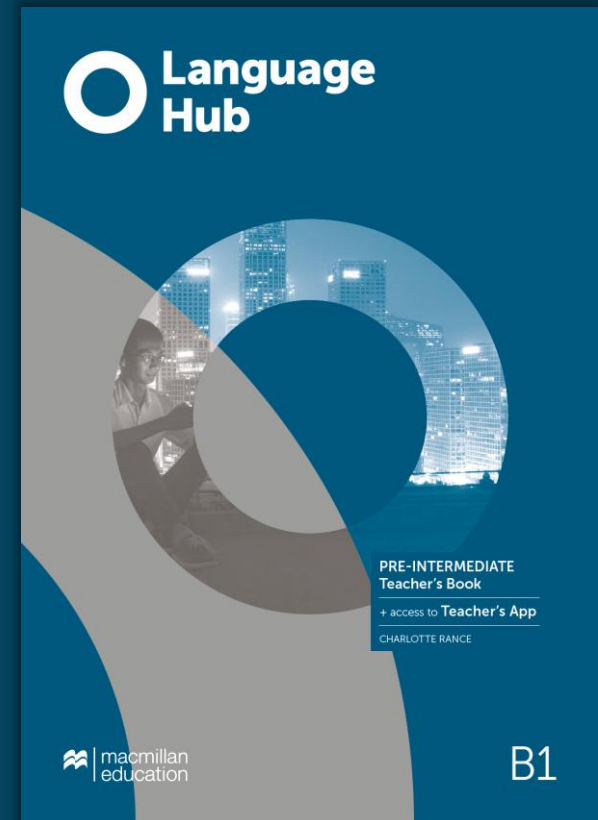
- Providing feedback

Delayed error correction

Slides



- 6-level Adult GE course
- Takes the complexity out of teaching
- **Personalisation**



- Definition & origins of personalisation



# Over to you...

- Write a 1 sentence definition of *personalisation* in the context of ELT.



# Defining Personalisation

- “When you personalise language you use it to talk about your knowledge, experience and feelings” (Thornbury *An A-Z of ELT*).
- “Personalisation happens when activities allow students to use language to express their own ideas, feelings, preferences and opinions” (BC Website *Teaching English*).
- ”When students use language to talk about themselves and things which interest them” (Harmer *Essential Teacher Knowledge*).





# History and Rationale

## ○ The Humanistic Approach

Moskowitz, G. 1978. *Caring and Sharing in the Foreign Language Class*. Rowley, MA: Newbury House.  
As featured on Scott Thorbury's A-Z of ELT.

## ○ Connect the content with the students' | ?

By connecting the content with the students' | ? , you are focusing on *what students know* rather than what they are ignorant of. From the learner's standpoint, there is quite a psychological difference in dealing with what is fa ? rather than what is unknown...

**Personalisation builds confidence**

- Use students' responses in the lesson

Since the students will be sharing of themselves, utilise what they share by asking the class questions relating to what has been exchanged in the interaction...

**Personalisation requires feedback**

- **Yours students have ideas, too**

Don't overlook an important resource of ideas for humanistic techniques. Who can tell you what interests them better than 

**Bringing the students' lives to the content  
brings the content to life!**

- Personalising input



**A SPEAK** Work in pairs. Discuss the questions.

- 1 Which do you do more often: write by hand or use a keyboard?
- 2 Which do you find easier? Why?
- 3 What kind of things do you write by hand (e.g. shopping lists)?

Daniel Branghew

The quick brown fox jumps over the lazy dog.

# What does your *handwriting* say about you?

Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?

**Ex D Q1** The study of handwriting is called graphology. Graphologists are often involved in legal cases. They are responsible for matching criminals to their handwriting or deciding if signatures are real. **Ex D Q2**

Some graphologists think handwriting can show anything: what kind of job you will be good at, how healthy you are and even what kind of partner you might be happy with.

If you are interested in what your handwriting says about you, check out our information.



## Letter size

Small:

Medium:

Large:

You're probably a **hard-working** person. People with small handwriting are rarely **lazy**.

The research says you're **sensible**; you think carefully about the decisions you make.

Big writing – big personality! People with large writing are usually **keen on parties** and social events and are rarely shy.

## Letter shape

**Q** Rounded letters: Rounded letters suggest you are a **creative** person. Are you good at art or music?

**A** Pointed letters: You are **curious**. Your favourite question is 'Why?!'

## Dotting your i



Dot high over the i: The research says you have a good imagination.

Dot low over the i: You are a **well-organised** person. Are your desk and room tidy?

## Spacing between words

Wide spacing:

You're an **independent** type and you are happy on your own.

Narrow spacing:

You're very **social** and you need other people in your life.

### Glossary

**legal (adj)** relating to the law or lawyers

**spacing (n)** the amount of space between things

## Your signature

**Difficult to read:** You are a private person. Like your signature, you can be difficult to read.

**Easy to read: Confident** people often have signatures that are easy to read. You know what you are good at and you don't mind telling other people about it.

Does your handwriting match your personality? Don't be disappointed with the results if not.

**Ex D Q3** Not every graphologist believes there is a connection.



- G - indefinite pronouns
- V - personality adjectives, adjective + preposition
- P - word stress in multisyllable adjectives
- S - previewing a text

## READING

**A SPEAK** Work in pairs. Discuss the questions.

- 1 Which do you do more often: write by hand or use a keyboard?
- 2 Which do you find easier: handwriting or typing?
- 3 What kind of things do you like to write?

**B** Preview the text, and tick the boxes to help you.

### Previewing a text

Before you read a text, look at the pictures or diagrams. Use them to think about what the text is, what it's about and what you will learn. This will make the text easier to read.

- 1 What is the text about?
- 2 Is it from a science book or a magazine?
- 3 What do you think you will learn from it?
- 4 Can you trust the information?

## What does handwriting tell you about a person?

Everybody has their own style of handwriting. Some graphologists think that handwriting can tell you a lot about a person's personality. Some graphologists think that handwriting can tell you how healthy you are and even if you are interested in what you are doing.

## Letter size

You're probably a hard worker. People with small handwriting are rarely lazy.

## Letter shape

- Q** Rounded letters: creative person.
- A** Pointed letters: your question is 'Why?'

## Spacing between letters

Wide spacing: →

You're an independent person and you are happy on your own.

You're very sociable and you need other people in your life.

**Easy to read:** Confident people often have signatures that are easy to read. You know what you are good at and you don't mind telling other people about it.

### Glossary

**legal (adj)** relating to the law or lawyers  
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Does your handwriting match your personality? Don't be disappointed with the results if not.  
**EXD03** Not every graphologist believes there is a connection.

## GRAMMAR

### Indefinite pronouns

**A WORK IT OUT** Look at the extract from the article and choose the correct words to complete the rules.

Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?



**B** Look at the underlined phrases in the article. Complete the questions with the correct preposition.

- 1 Are you involved in any clubs, groups or teams? Which ones?
- 2 What are you good at?
- 3 Who is responsible for doing the cooking in your home?
- 4 Are you happy with your mobile phone? Why/Why not?
- 5 What websites, magazines or TV shows are you interested in?
- 6 Are you keen on books and reading?

**C SPEAK** Work in pairs. Ask and answer the questions in Exercise B.

- 5 What websites, magazines or TV shows are you interested in?
- 6 Are you keen on books and reading?

**C SPEAK** Work in pairs. Ask and answer the questions in Exercise B.

Describe someone's personality

- G** - indefinite pronouns
- V** - personality adjectives, adjective + preposition
- P** - word stress in multisyllable adjectives
- S** - previewing a text

## READING

**A SPEAK** Work in pairs. Discuss the questions.

- Which do you do more often: write by hand or use a keyboard?
- Which do you find easier? Why?
- What kind of things do you write?

**B** Preview the text, and then answer the questions in the box to help you.

### Previewing a text

Before you read a text, look quickly at the pictures or diagrams. Use this information to think about what the text is, what it's about and what you will learn. This will make the text easier to read.

- What is the text about?
- Is it from a science paper or a magazine?
- What do you think you will learn from the text?
- Can you trust the information?

## What does your handwriting say about you?

Everybody has their own style of handwriting. Some graphologists think handwriting can tell you how healthy you are and even what you are interested in. What do you think?

### Letter size

You're probably a hard-working person. People with small handwriting are rarely lazy.

### Letter shape

- Q** Rounded letters: Round letters suggest a creative person. Are you?
- A** Pointed letters: You are a person who asks a lot of questions. 'Why?'

### Spacing between words

Wide spacing: →

You're an independent person and you are happy to do things on your own.

people in your life.

and you don't mind telling other people about it.

### Glossary

**legal (adj)** relating to the law or lawyers  
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Does your handwriting match your personality? Don't be disappointed with the results if not.

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## GRAMMAR

### Indefinite pronouns

**A WORK IT OUT** Look at the extract from the article and choose the correct words to complete the rules.

Everybody has their own style of handwriting, but can someone's handwriting tell you what they are like?

Indefinite pronouns



# SPEAKING HUB

**A** Work in pairs. You are going to study your classmates' handwriting. Follow the instructions.

1 Sign your name and write this sentence on a piece of paper.

*The quick brown fox jumps over the lazy dog.*

2 Swap papers and use the information in *What does your handwriting say about you?* to write five things about your partner's personality.

**B DISCUSS** Using your notes, tell your partner what their writing says about them.

...llable adjectives  
 ...ble with the words in the box.  
 ...t lazy sensible

3 ●●●	4 ●●●●
hard-working creative	independent

... words.  
 ...nd the other personality  
 ...e them in the correct place in  
 ...k and repeat.  
 ...tise saying the words. Listen  
 ...ronunciation.

**UB**  
 ...ing to study your  
 ... Follow the instructions.  
 ...rite this sentence on a piece  
 ...  
*jumps over the lazy dog.*  
 ...he information in *What does  
 ...out you?* to write five things  
 ...personality.  
 ...tes, tell your partner what  
 ...them.

6 Are you keen **on** books and reading?

**C SPEAK** Work in pairs. Ask and answer the questions in Exercise B.

Describe someone's personality

# • Taking the complexity out of teaching



- Ring bound TB (photocopying is stressful enough!)
- LOADS of extra practice at back of SB and TB
- SB pages interleaved with TB
- Answer key annotated on TB pages
- Methodology guidance from Jim Scrivener (Learning Teaching 3<sup>rd</sup> Ed.) right there on the TB page
- Teaching ideas from Macmillan Books for Teachers right there on the page

- Personalising output  
What could possibly go wrong?



## Write down the name of...

- A company or product you admire.
- Somebody who annoyed you recently.
- The best (or worst) film you've seen recently.
- The best (or worst) book you've read recently.
- The first person you spoke with this morning.

# Why aren't they speaking!?!

- Gaps in linguistic knowledge.
- Don't understand the task.
- Lack of confidence.
- No time to think about what to say or how to say it.
- No content ideas.
- No reason to listen to partner(s).
- Doubts about the value of personalised freer speaking.

# Why aren't they speaking!?!

- Gaps in linguistic knowledge.
- Language Hub lesson(s) leading up to task provide linguistic input





# Why aren't they speaking!?!

- Don't understand the task.
- Teacher models task open class
- Teacher checks instructions



# Why aren't they speaking!?!

- Lack of confidence.
- Emphasis is on fluency not accuracy
- Personalised activities draw on what students know



# Why aren't they speaking!?!

- No content ideas.
- No time to think about what to say or how to say it.
- No reason to listen to partner(s).



- G** – past simple – regular and irregular verbs
- P** – Past simple irregular verbs /ɔː/, /e/ and /eɪ/
- V** – life events
- S** – skimming for key words

## READING

**A** Work in pairs. Read the sentence from the article and discuss the questions.

*When I was young, ... a year was such a long time. Now I'm an adult, time passes so quickly.*

- 1 Do you agree with this sentence? Why/Why not?
- 2 Can you think of an example when time passed quickly or slowly for you?

**B** **READ FOR MAIN IDEA** Read *When did the years get shorter?* quickly and match the headings (a–e) with each theory in the text (1–4). There is one heading you do not need. Use the information in the box to help you.

### Skimming for key words

When you read an article for the first time, look for clues to help you understand the main idea of each paragraph.

- Look for key words. These could be numbers or the same words repeated.
- Look for words connected to the main topic.
- Look at the first sentence of each paragraph to help you understand the topic.

- |                                  |                              |
|----------------------------------|------------------------------|
| a The race against time          | d It's all about the numbers |
| b From spring to winter          | e Counting the days          |
| c New experiences slow down time |                              |

**C** **READ FOR DETAIL** Read again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Time moved more quickly when the writer was a child. T/F
- 2 As we grow old, every year becomes a smaller percentage of our life. T/F
- 3 Many adults feel they have too much free time. T/F
- 4 Time slows down if we are looking forward to an event. T/F
- 5 New experiences can help to slow down time. T/F
- 6 All the theories agree that adults and children experience time differently. T/F

**D** **SPEAK** Work in pairs. Which theories in the article best explain why time seems to fly as we get older? Why? Give examples from your own life.

A: I like the one about ...

B: I think Theory 3 is best because ...

# When did the years get shorter?

By Stefan Nyberg

10<sup>th</sup> January 2019

### Glossary

**routine** (n) your usual way of doing things  
**stressful** (adj) involving or causing a lot of pressure or worry  
**theory** (n) an idea that explains how or why something happens

When I was young, the school summer holidays were six weeks long – it felt like forever. A year was such a long time! Now I'm an adult, time passes so quickly. Why does time seem to fly as we get older? Psychologists have several theories about this. Here are the most popular ones:

**Theory 1: d**  
 The first theory is mathematical. When you were 5 years old, a year was 20 per cent of your life, so it seemed like a long time. When you are 50 years old, a year is only 2 per cent of your life, so it seems much shorter. Time can feel very different if you are a child or an adult.

**Theory 2: a**  
 As children, we didn't have as much to worry about – we went to school and studied, then we came home and played with our friends. Adult life is fast, busy and stressful – it's difficult to do everything we want to do. Days can be tiring. Many of us feel that there isn't enough time in the day. Time seems to pass very quickly because as adults we tend to rush to do something and then move on to the next job with no time to stop and think.

**Theory 3: e**  
 As children we knew exactly how many days it was until our next birthday or holiday. All that counting and waiting made the days seem to pass much more slowly. Some psychologists suggest adults don't notice time passing because they are focused on 'boring adult stuff', like shopping or housework. The days, weeks and months pass quickly. Suddenly, another year is over and a new one is beginning.

**Theory 4: c**  
 The routines of work and family life mean that, for many adults, the days all feel the same. This is different from our early lives, which were full of exciting first-time experiences. Back then, we started school and studied new things. Then we took exams, went on our first dates and learnt to drive. When we look back on all these first-time experiences, we feel that the years were much longer because so many new things happened.

All these theories have something in common: there is a clear difference between the way adults and children experience time. Perhaps we need to learn from children and slow down a bit more. Stop, look around, notice the blossom on the trees in spring and the leaves changing colour in autumn. The earth will keep spinning, but we are only here for a short time. Let's enjoy it!

## GRAMMAR

Past simple – regular and irregular verbs

**A** **WORK IT OUT** Complete the sentences (1–4) from *When did the years get shorter?* Then match them with the correct past simple forms in the box below.

- 1 As children we started school and studied. regular
- 2 We knew exactly how many days it was until our next birthday or holiday. irregular
- 3 As children, we didn't have as much to worry about. negative
- 4 When did the years get shorter? question

negative   regular   question   irregular

**B** Choose the correct options to complete the rules.

### Past simple regular and irregular verbs

#### Past simple positive

- 1 To talk about **finished / unfinished** actions in the past.
- 2 For most regular past simple verbs, we add **-ed / -ing**.

#### Past simple negative

- 3 We make the past simple **negative / positive** with subject + **didn't** + infinitive without **to**.

#### Past simple questions

- 4 We **make / don't make** questions with **Did** + subject + infinitive without **to** + ?
- 5 Question words (*What, Where, When, Why and How*) come **before / after** *did*.
- 6 *After yes/no* questions, we use **did/didn't** in **short / long** answers.

**C** Go to the Grammar Hub on page 124.

## PRONUNCIATION

Past simple irregular verbs /ɔː/, /e/ and /eɪ/

**A** Complete the table with the words in the box. Listen and check.

	ate	bought	fought	made
	paid	said	sent	taught
			<b>-fought, taught</b>	
/ɔː/	<b>bought</b>	<b>sent, slept</b>		
/e/	<b>said</b>	<b>made, paid</b>		
/eɪ/	<b>ate</b>			

**B** **SPEAK** Make questions about your childhood using the prompts. Ask and answer them with a partner.

- 1 Where **did you meet your best friend?**
- 2 What **did your parents teach you?**
- 3 You / a happy teenager **Were you a happy teenager?**
- 4 Your idea.



## VOCABULARY

Life events

**A** Look at *When did the years get shorter?* again. Find four important life events and match them with the pictures (a–d). How old were you when you did these things?

**B** Go to the Vocabulary Hub on page 146.

**C** **SPEAK** Work in pairs. At what age do people generally do these things in your country? At what age did your grandparents' generation do these things? Tell your partner.

- learn to swim
- get married
- have a baby
- retire

## SPEAKING HUB

**A** Work in groups. You are going to tell your group about three first-time experiences. Two should be true and one should be false. Use the ideas in the box or your own ideas.

first holiday without your parents  
 first child   first important exams   first job  
 first romantic relationship   getting your own place  
 learning to ride a bike or drive   leaving home  
 starting school, university or college

**B** **ORGANISE** Answer the questions. Make notes.

- Where and when did you have this first-time experience?
- Who else was part of the experience?
- What happened? What went well? Were there any problems?
- How did you feel? Did you learn anything from the experience?

**C** **DISCUSS** Tell the group about your first-time experiences. Turn takes. Can you guess which experiences are true and which are false?

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**C DISCUSS** Tell the group about your first-time experiences. Take turns. Can you guess which experiences are true and which are false?

## GRAMMAR

Past simple – regular and irregular verbs

Complete the sentences (1–4) about your first-time experiences. Then match the verbs with their past simple forms in the box.

1 I started school and studied. **regular**  
 2 I \_\_\_\_\_ exactly how many days it took to get to my birthday or holiday. **irregular**  
 3 I \_\_\_\_\_ didn't have as much pocket money as I \_\_\_\_\_ when I was a child. **negative**  
 4 The years \_\_\_\_\_ the years get shorter? **question**

Verb options: **started** (regular), **learned** (regular), **met** (regular), **got** (regular), **was** (irregular), **had** (irregular), **wasn't** (negative), **isn't** (negative), **are** (question), **is** (question)

Match the verbs to complete the rules.

**Regular and irregular verbs**

**Regular verbs** / **Irregular verbs**

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 Ideas

## SPEAKING HUB

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 Ideas

 Planning time

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 Ideas

 Planning time

 A reason to listen



# Why aren't they speaking!?!

- Doubts about the value of personalised freer speaking.



“There’s no point in talking about ourselves if we use bad English to do it”

“I speak a lot, but what is the point if you never correct me? I’ll never improve!”

- Note examples of good and faulty language
- Write up anonymously on WB
- Feedback on content first
- Ask Ss to work in pairs to spot and correct errors

... in the next lesson

- Revise with a worksheet of errors from last time
- Invent and write out a story that contains the errors you heard and have Ss correct it.

- Definition & origins
- Personalising input
- Personalising output
- Delayed error correction





**Thank you!**

Daniel Brayshaw

For more information and a copy of the slides contact:

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