

Adult Education Principles

These are the adult education principles that we have developed through our work at Nevy's Language. Please read them carefully and think about how they will affect your teaching/facilitation approach. We have provided some thoughts to consider.

Accountability

- Adults hold you accountable for the quality of your work. They look for value for time.
- If they feel like you haven't given them value for the short amount of time that they have spent with you in the session, they feel extremely dissatisfied
- Our students value first impressions as an indicator of the service. It is vital to be prepared ahead of the first session.

Value

- They are not very particular about moving up benchmarks, they don't really care about numbers
- They care that they are getting some learning done and then leaving you and using it out there in their life
- It's not about running through the curriculum and getting things done. Nobody is watching how much or how little you get done

Individual learning Style

- An adult has developed and is aware of their learning style. They will use that learning style in achieving their learning goals. Make sure to note your student's learning style and adapt your approach to it.
- Move at your student's pace. This is one-on-one learning and not group learning in that they don't need to conform to you, you conform to them.
- We have added a lot more content in there because we get students at different paces.

Motivation

- Adults are motivated and self-directed. They have chosen to be here.
- Even though our students do not care for the benchmark number that they are at or have reached, they still have goals. While the goal may not be as quantifiable by a number of letter grade, they remain valid goals that your student is working towards. Recognize the dedication to this goal and support them by facilitating their progress towards these goals.

Relevance

- Adults are only interested in learning what is relevant to their lives. Make sure to always adapt the curriculum and lesson topics to their interests and needs. Listen to their needs and react based on that discovery.
- They need to see a connection between their learning goals and the lessons and activities you cover with them. If they are signed up in the Conversation Practice program, don't turn the

lessons into Reading and Listening exercises. If they ask for a Workplace theme, don't ignore that and continue with the Daily Life themed topics.

Life experience

- Recognize that the individual you are tutoring is someone with lots of life experience and knowledge. Immigrants, especially, have more life experience than someone that has never moved. Make sure to treat your student with respect.

Expertise

- Our students come to us recognizing their limited English skills.
- Don't adopt a soft approach to correction. They want you to correct them. If you don't correct your student's mistakes during the session, we will receive a complaint that you are not tutoring well.
- They look to you as being the expert. Own that expertise and present it confidently in the sessions. Just by being a fluent English speaker, there is already a large differential knowledge between you and your student. Remember, they are the beginner and intermediate levels.

Developing Comfort with the Teacher

- Get to know your student. Make friends with them.
- Our clients like to feel comfortable with who they are learning from.
- They come from social, collectivist cultures where formalities and small talk are valued.
- This is a one-on-one setting, it's important to feel comfortable with each other in order to learn and teach well.