

# 2

## ADULT LEARNER: SOME KEY CHARACTERISTICS

### ALUNO ADULTO: ALGUMAS CARACTERÍSTICAS FUNDAMENTAIS

#### **Sheila Janete Garcia Barbosa Sandrin**

Graduada em Letras, habilitação Português/Inglês, e especialista em Língua Inglesa pela Universidade de Franca (Unifran).

#### **Márcia Helena Venâncio Faleiros**

Mestre em Educação e docente do curso de graduação em Letras e da especialização em Língua Inglesa da Universidade de Franca (Unifran).

### ABSTRACT

The aim of this research is to show some learners' characteristics and some classroom techniques that help adults to make the most of the teaching learning process of a second language. Through some bibliographical research based on authors such as Harmer (1998), Ur (1996) and Ligthbown & Spada (2010), we collected information on how to work better with adults and we also suggested a more meaningful activity that can be carried out by them.

**Keywords:** young learners; old learners; adults; teachers; English; teaching-learning process.

### RESUMO

O objetivo desta pesquisa é mostrar algumas características de alunos e algumas técnicas de aula que melhor ajudam o aluno adulto no processo de ensino e aprendizagem de uma segunda língua. Através de pesquisa bibliográfica baseada em autores como Harmer (1998), Ur (1996) e Ligthbown e Spada (2010), colhemos informações so-

bre como trabalhar melhor com adultos e também sugerimos uma atividade significativa que pode ser feita por eles.

**Palavras-chave:** alunos jovens; alunos mais velhos; adultos; professores; inglês; processo ensino-aprendizagem.

## INTRODUCTION

In the past, during my studies as an English student in private schools, I noticed some differences between younger and older learners and, while teaching adults, I have always wanted to know what else I could do to help them. The reason why I decided to write about this topic was the wish to know more about the process adults go through while learning a foreign language, especially English, and to help my adult students to benefit more from my classes.<sup>1</sup>

The aim of this research is to show some learners' characteristics, mainly about age, and some classroom techniques to lead adults to make the most of the teaching learning process of a second language.

In order to do so, we carried out some bibliographical research based on authors such as Harmer (1998), Ur (1996), Lighthown & Spada (2010) and others. Supported by these authors, in the first part of this article we describe the importance of English in the world, then, we talk about the difference between acquiring and learning a language. After that, we make comments on different learners' characteristics, on adult learners and also on teaching adults. Finally, we present an activity that can be used by teachers, especially the ones who teach adults, which is supported by the theory suggested in this study.

### 1 ENGLISH WORLDWIDE

Knowing a foreign language currently gives the person more professional and social opportunities, especially if this language is English. It is considered the second idiom spoken in the world but the first commercial, diplomatic and scientific one. It is also used by many countries in air traffic control and in sea travel communication and also the best courses, articles, studies and 90% of Internet content is written in English.

---

<sup>1</sup> This article was written for approval on postgraduate studies (*lato sensu*) by Sheila Janete Garcia B. Sandrin from 2009 to 2010 under the guidance of Professor Márcia Helena Venâncio Faleiros (MA Education).

According to Harmer (2004, p. 2) “it is a vital linguistic tool for many business people, academics, tourists and citizens of the world who wish to communicate easily across nationalities for many years to come”. There are many reasons for the popularity of English: travel, information exchange, popular culture but, maybe, the most important is the United States’ economical power. The emergence of the American economical power has spread the language all over the world.

A language becomes international or global for one reason only – the power of the people who speak it. But of course ‘power’ means different things at different times. In the case of English, the language has spread as a result of a combination of political/military power (the British Empire), scientific/technological power (the Industrial Revolution), economic power (pounds, and latter dollars), and cultural power (broadcasting, travel, films, pop songs, internet. (CRYSTAL, 2010, p. 10).

Due to these reasons, English was promoted as the international language, the language of globalization, and speaking it is becoming as important as the skills of reading and writing. Being able to understand someone from another culture, give us pleasure and also opportunities to understand better the world where we live in.

Aprender a língua inglesa hoje é tão importante como aprender uma profissão. Esse idioma tornou-se tão necessário para a vida atual que, para conseguirmos aprimorar qualquer atividade profissional, seja no campo da medicina, da eletrônica, física, etc., temos de saber falar inglês. Ontem o latim era obrigatório em todas as escolas e, como língua universal, tornou-se o símbolo da cultura. Hoje, o “inglês” tornou-se o mais importante e essencial idioma do século XX. (PAIVA, 2005, p. 19).<sup>2</sup>

The English language is so incorporated to everyday life that even those that cannot speak it, are able to recognize and understand words which are part of advertisements, products, names of companies, etc,

<sup>2</sup> The quotations throughout this paper will be kept in the original language.

therefore, people frequently use these words without noticing they are using English.

It is also a flexible language as people from different cultures can use and learn it, which leads us to reflect on some aspects of the teaching learning process. The difference between acquisition and learning is one aspect that is worthy of distinction. We will give more details about it on the next topic.

## **2 ACQUISITION AND LEARNING**

While teaching, teachers should do it in a more real and meaningful way. One way of doing it is by understanding two important processes: acquisition and learning.

Acquisition occurs as a natural process, without formal studies of the language itself. It is a subconscious process through information received from the environment. In this process, the learner is involved in real interactions and participates actively, consequently developing better communication skills and abilities.

A classic example of language acquisition involves adolescents and young adults who live abroad for a year in an exchange program, attaining near native fluency, while knowing little about the language in the majority of cases. They have a good pronunciation without a notion of phonology, do not know what the perfect tense is, modal or phrasal verbs are, but they intuitively recognize and know how to use all the structures. (SHUTZ, 2010).

When we are babies, we start producing our first sounds and “by the end of their first year, most babies understand quite a few frequently repeated words” (LIGHTBOWN; SPADA, 2008, p. 2). There is no explanation or language structure. Lightbown & Spada (2008) also point out that in the school years, children develop the ability to understand language and learn how to differ written language from spoken language. And the process continues throughout school years.

Different from acquisition, language learning is the result of formal studies and direct instructions. Students are taught grammar, and are aware of the rules of the language.

Schutz (2010), talking about learning, states that “the form is of great importance than communication [...] the teacher is an authority figure and the participation of the student is predominantly passive”.

Learning is what happens in most language schools. The students are guided and get the target language through conscious knowledge and should memorize rules. Most of the language schools in Brazil and around the world where English is not the second official language, use the learning process to teach English.

The different learners’ characteristics are useful to provide an acquisition environment in the classroom. We will talk more about it on the next topic.

### **3 DIFFERENT LEARNER’S CHARACTERISTICS**

Considering that speaking a second language is of great importance for education, employment and social benefits, many researchers have been done in order to explain why some students progress more rapidly than others in the same class conditions and why some learners are more engaged learning than others.

Learner populations differ according to various parameters: whether the learners are beginner, intermediate or advanced; whether they are young children, adolescent or adult; their objective in learning the language, and how they are motivated; whether the environment outside the classroom is target-language or mother-tongue; how heterogeneous or homogenous the class is; the size of the group; and any more. (UR, 1996, p. 273).

There are many factors and reasons that contribute to the success or failure in language learning. It involves not only learners, but also

teachers, the classroom environment, social conditions, the method, etc. Teachers should also keep in mind that students' expectations can influence their learning, and they should be aware of how to provide a favorable atmosphere where different characteristics could be engaged, and take into account the different intelligences.

Learners have a particular way and different characteristics to learn. They do not learn in the same way. The differences have an important influence in the learning process and can interfere in the approaches, teacher's styles and in the learner's results. Lightbown & Spada (2010) mention that some learners' characteristics such as intelligence, aptitude, motivation and age, are believed to predict success in language learning.

### **INTELLIGENCE**

People question how the term intelligence can be defined, how it can be measured and how intelligent a person must be to learn a second language. These are some questions studied by researchers in order to measure how intelligent a person is and how it influences the learning process.

Researchers mentioned by Lightbown & Spada (2008, p. 57) have shown “[...] that IQ tests were used to predict success in second language learning but [...] these tests are more related to metalinguistics knowledge than to communicative ability”. Lightbown & Spada (2008) also mentions that these IQ tests are not able to measure all the Multiple Intelligences, only some of these abilities and that the term intelligence has been used to explain the performance on these tests only.

It is known that everybody can learn a second language. It does not depend on the IQ. Students with a high IQ can learn as much as those ones with a low IQ. It will depend on the personality, the

motivation, how the language and the teaching is approached and on the specific abilities to learn.

It is important to emphasize that most people are intelligent enough to learn, but, sometimes, some people show no aptitude for learning languages.

### **APTITUDE**

Learner's aptitude toward language learning is important and can influence the results and success of the teaching learning process. Lightbown & Spada (2008, p. 57) hypothesizes that a "learner with high aptitude may learn with greater ease and speed". Even so, some learners with a very good academic performance could not succeed in their attempts without perseverance.

It occurs because of the different learning styles. Each of us has a different and particular way of learning. They are called visual, hearing and kinesthetic learners and, according to Lightbown & Spada (2008, p. 59) "we should encourage learners to use all means available to them". Teachers should consider learners' individual characteristics and learning styles and create a positive environment in which they can be successful. Although learners' styles are important in the teaching learning process, we are not going to talk about them more deeply because it is not the aim of this article.

Finding the best approaches that match the students' needs and keep them motivated to learn, is still a challenge to teachers.

### **MOTIVATION**

Motivation can influence individuals' behavior and consequently, influences their results in language learning. The students, who are highly motivated, can do better and produce more than those ones who are not and do not have positive feelings and attitudes toward

the language. “Learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive” (UR, 1996, p. 274). Researches do not conclude if it is motivation that leads to success in learning or if it is the success that leads to motivation, but the importance of motivation in class, is widely studied and discussed.

Motivation in second language learning, according to Lightbown & Spada (2008, p. 63) can be defined based in two factors: “[...] learners’ communicative needs, and their attitude towards the second language community”, while Harmer (1998, p. 8) believes that “there many reasons that motivate students to learn a second language, the students love the subject or are simply interested to see what it is like [...] they want to learn an instrument, they can watch American TV or work with English people [...]”.

According to Harmer (1998), student’s motivation does not depend on teachers work only. It also depends on the motivation they bring to the classroom. Teachers can encourage them, providing interesting classes where students feel comfortable and self-confident to put in practice what they have learned. Harmer (1998, p. 8) concludes that “real motivation comes from within each individual”, but it is important to consider that motivation can be improved by teachers who provide clear instructions and activities that support learners interests.

We can conclude that a motivated learner is able to be successful, regardless of factors that are considered negative in the learning process, like age.

### **AGE**

According to Ur (1996, p. 286.), there are many assumptions about the differences between younger and older learners:

**BOX 20.1: ASSUMPTIONS ABOUT AGE AND LANGUAGE LEARNING**

1. Younger children learn languages better than older ones; children learn better than adults.
2. Foreign language learning in school should be started at as early an age as possible.
3. Children and adults learn languages basically the same way.
4. Adults have a longer concentration span than children.
5. It is easier to interest and motivate children than adults.

**Picture 1** - Assumptions about age and language learning

**Source:** UR, 1991, p. 286.

Some of these assumptions could not be confirmed by researches so far, but it is known that when children are taken to a foreign environment, apparently they get the local language without difficulties, especially pronunciation which is easily learned by them. Another reason is the fact that when they are exposed to the target language and they require help more than adults which force them to use language in a foreign environment much more than they would use in a regular classroom where the interaction would be with only one person – the teacher (UR, 1996).

Harmer (1998, p. 24) corroborates this idea when says “[...] all children who are repeatedly exposed to a language, will in normal circumstance, learn it [...] most adults can learn a language without studying it [...]”.

The second assumption, according to Ur (1996), underly that, if there is a critical period for learning, children should start as early as possible. Even if it does not exist, due to the longer period the child will be exposed to the language, the results will be better.

Concerning the assumption that children and adults learn languages in the same way, Ur (1996) observes that when people are acquiring the language in a foreign environment, it can be true but, in formal courses, adults are much better to understand logical thoughts since they have already developed some skills and strategies to help themselves. Besides, older learners are more cooperative and patient and can manage the failures, fears and frustrations better. Other studies have also been shown that adults' greater cognitive maturity and the greater learning experience are a great advantage.

Comparing adults to children's concentration, Ur (1996), states that it is easier to keep adults' concentration because they deal better with self-discipline and are more tolerant than children. As for children, their concentration span depends on their interest in an activity which is also affected by the atmosphere and external influences. These characteristics can also be used to keep children and adults' motivation.

Comparing children and adults as language learners, Ausubel (apud STERN, 1997, p. 363) says that “[...] although children are probably superior to adults in acquiring an acceptable accent in a new language, [...] they make less rapid progress than adults in other aspects when learning time is held constant for the two age groups”.

Krashen apud Stern (1997, p. 366) states that

Adults and older learners in general initially acquire the second language faster than young children (older-is-better for rate of acquisition) but child second language acquires will usually be superior in terms of ultimate (younger-is-better in the long run).

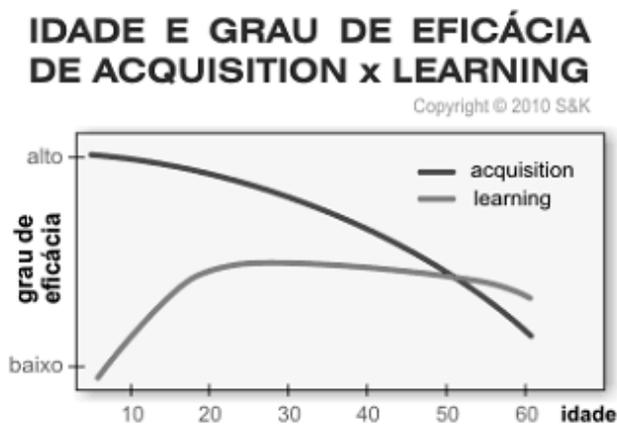
Studies pointed out by Stern (1997, p. 365), claimed that “older learners are more efficient learners, because they bring to the learning tasks more learning experience and greater cognitive maturity”. On the other hand, Stern (1997, p. 366-367) concludes that

Language learning may occur at different maturity levels;  
 All age level face second language learning in similar ways;  
 There are age differences in the acquisition of different aspects of language (phonology, vocabulary, syntax, etc.)

Schutz<sup>3</sup> (2010) makes an important observation about age and the efficiency of acquisition vs learning.

Disconsidering individual differences like personality, motivation, hearing, and taking the normal learner as a sample, we can say that the lower the age, the more efficient acquisition will be over learning. At the same time, learning demonstrates to be partially efficient only during the age of intellectual maturity. (SCHUTZ, 2010).

This conclusion is represented in the picture below:



**Picture 2** – Idade e grau de eficácia de acquisition x learning  
**Source:** SCHÜTZ, 2010.

According to the graph, age is a determining factor in foreign language learning and, as we can see, the younger the learner, the better and more effective the acquisition of a language is over learning. Learning, on the other hand, seems to be more efficient only

<sup>3</sup> Pages not available as it is an on line article.

during the age of intellectual maturity – the maturity we gain as we grow older.

Carrying on talking about age difference, Klatt (1999 apud Edmund *et al.*, 1999) states that “Traditional teaching applied for children is “jug and mug” with the big jug (the teacher) filling up the little mugs (the students). Students are asked to pay attention and have few opportunities to make use of their own experience”.

It means that students receive information only and cannot question or participate actively in the learning process, different from adults.

The chart below identifies more clearly some differences between adults and children as learners according to Klatt<sup>4</sup> (apud EDMUND *et al.*, 1999):

<b>Children</b>	<b>Adults</b>
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information being presented at face value.	Need to validate the information based on their beliefs and values.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw, are relatively “blank slates.”	Have substantial experience upon which to draw. May have fixed viewpoints
Little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Significant ability to serve as a knowledgeable resource to the trainer and fellow learners

**Picture 3** – Differences between adults and children

**Source:** EDMUND *et al.*, 1999.

<sup>4</sup> Pages not available as it is an on line article.

It is also important to consider that adults have reasons for studying a second language while most of the children do not decide to do it by themselves. Adults have much more purposes to start an English course, for example, business, traveling, etc. and, maybe, for that reason, adults' learners have been widely studied and many findings have been published in order to contribute to this issue.

## **4 ADULT LEARNERS**

Learning is a longlife process. We start learning at the moment we are born and, as we learn, our background and knowledge, give us more opportunities to learn and discover new things.

The human being is always trying, experiencing and testing new concepts in all fields and, the more they learn, the more they want and need to learn. The modern life, the globalized world and the fact that people are living longer, are some of the reasons why people are studying more, and at a more advanced age.

Adults all over the world are usually intrinsically motivated to be at schools learning, specially a second language. They usually have many purposes to study a second language: to learn language skills for a business trip, to improve their computer skills to help them in different situations or even to develop their language skills as a hobby. All these reasons can contribute positively to their learning.

Many myths and beliefs have been studied about adults learning and acquisition. Is it more difficult to older learners? Is it true that the younger a person is, the easier it is to learn? Is there a favorable period to learn?

According to Lightbown & Spada (2008), the Critical Period Hypothesis (CPH) studied by Eric Lenneberg asserts that we are born with a mechanism to learn a language until the puberty. After this period, it is more difficult to learn and if we do, it is not as effective

as when we learn before the critical period. Lightbown & Spada (2008, p. 68) explains:

The Critical Period Hypothesis suggests that there is a time in human development when the brain is predisposed for success in language learning. Developmental changes in the brain, it is argued, change the natural second language acquisition.

However other studies have shown that:

At least in the early stages of second language development, older learners are more efficient than younger learners. By using their metalinguistic knowledge, memory strategies, and problem-solving skills, they make the most of second or foreign language instruction. (LIGHTBOWN; SPADA, 2008, p. 69).

When learning a second language, older learners can contribute with the previous experiences they have experimented while they were acquiring their mother tongue or any other language. Harmer (1995, p.10) expands more on the benefits of adults experiences by saying:

Those learning experiences – both bad and good – will have helped them to form strong opinions about how teaching and learning should be carried out. They also come with their own record of success or failure.

These experiences and knowledge also contribute to the class engagement; adults are not passive students, they try to adapt the learning to their necessities, difficulties and to the way to learn because they bring with them a certain degree of maturity, a high self-esteem and the desire to learn, besides sharing their life experiences with classmates.

Due to their superior cognitive abilities, as we have already said, they can get success in certain classroom activities and because they are usually more self-confident than children or adolescent, they are more exposed to the language and take more risks.

Studies pointed by Brown (2001, p. 87) show that:

Adults, in fact, can be superior in a number of aspects of acquisition. They can learn and retain a larger vocabulary. They can utilize various deductive and abstract processes to shortcut the learning grammatical and other linguistic concepts. And in classroom learning, their superior intellect usually helps them to learn faster than a child.

It is also known that it is easier for adults to learn and retain information which are related to their past experiences and to their real-life events such as jobs, marriages, trips, etc. This might be the reason why they want to learn things that they can apply to their real-life circumstances, therefore, teachers should make the teaching-learning process more meaningful to them. This is what the next topic covers.

## **5 TEACHING ADULTS**

Adults are able to learn and retain information better if they make relations to their previous learning and experiences. Lorge (1947, apud EDMUND, 1999) states that adults have “wants” for learning and he defines these “wants” in four areas:

To gain something

To be something

To do something

To save something

Learning something should have a purpose, and Irving (1947, apud EDMUND et al., 1999) concludes that “to reach the adult learner, you have to teach what adults want.” If they are involved in determining what, how and when they learn, the learning will happen better.

The subject must be relevant and useful because adults want practical and real-life contexts. They prefer topics and activities that match their needs and interests.

Being able to connect what they are learning to their real life, is motivating, meaningful and the learning starts making sense, which permits their engagement. Teachers should take advantage of their experience and incorporate it to new ideas.

Differently from children, we do not need to use a large range of activities such as games and song when teaching adults, as states Harmer (1995 p. 11) “[...] adults do not necessarily need their learning to be camouflaged, dressed up in quite the same way [...] We do not have to play games or sing songs to get their cooperation”.

Nevertheless it does not mean that we should not use some extra activities that makes the learning easier and more enjoyable. It is necessary to balance the use and the way we incorporate such activities into the classroom.

In adults classrooms, teachers are usually not seem as an ‘authority’ and, according to Ur (1996, p. 295) “Because of the less authority of the teacher with most of the classes, adults are perhaps in a better position to assert their right to questions, criticize and generally participate actively”. Ur (1996) also points out that the authority is on the language and the knowledge the teachers have, not as a person who wants to control the class and the people.

Although adults are usually in charge of their own learning, the teacher’s role is very important and it demands effort in order to keep the class interesting and to get the students engaged. Brown (2001, p. 91) advises that:

- We should respect their thoughts and their feelings when they make a mistake, for example;
- We should not treat them like children;
- We should give them opportunities to choose what they want to do, encouraging them to invest in their own learning process;

- We should not discipline adults in the same way as children.

It is important to remember that, as teachers, we should find the best way to improve and keep adults' interest in learning. It is also important to understand their expectations and needs, using their motivation and experience, creating a comfortable and safe learning atmosphere, we should also be motivated and enthusiastic teachers, carrying on studying and looking for new ideas and ways to help not only adults but learners from all ages and levels.

## **6 WELL KNOWN COMPANIES: A SAMPLE ACTIVITY**

Being the aim of this article to reflect upon some learners' different characteristics and how to work better with adults, we decided to suggest an activity which includes the theory presented so far.

As we have already said, adults learn and retain information better if they make relations to their previous learning and experiences. Therefore, we, as teachers should be aware of it and engage students in activities that provide them with opportunities to use the knowledge and life experience they bring to the classroom.

Harmer (1998) claims that if the students are able to see the point of learning and if the teacher explains the reasons why they are doing what they are asked to do, the teacher does not need to camouflage the learning. By doing so, the learners will be interested and will have a better concentration span. Brown (2001) talking about adults' concentration states that it can be affected if the material is not intrinsically interesting to them, for that reason, the activities should be short, practical, and match real-life contexts.

The suggested activity (see Appendix A) based on the coursebook *Market Leader*, which is a book designed for Business English Course, aims at developing the necessary communication skills adults

need to talk about different companies all over the world, at the very elementary level.

While doing the activity, students will be in contact with real examples of industries, since it deals with some well known companies, such as Mc Donald's, Sony and others. In the coursebook, the aim of the exercise is to practice nationalities, as students had just learned some countries names. In pairs students have to ask questions about these famous companies whose answers they do not know, however, their partner has and then, they swap roles. As Ur (1996) says, it is a meaningful activity to be carried out because during a real conversation people might ask the person to whom they are talking, where the company they are referring to is based and consequently its nationality, and adults might guess the companies nationalities if they do are not sure, because they already developed through their own life experience some skills and strategies to do so.

To make it even more meaningful the teacher should use the opportunity to elicit and/or mention the products the companies produce. The success in the learning process depends on motivation, and also on the opportunities to put in practice what was learned (HARMER, 1998).

As a follow up activity, the teacher can carry on eliciting more names of companies he/she thinks the learners are familiar with connecting it as much as possible to their reality (see Appendix B). By doing so, the students will be engaged and the teacher is creating a more pleasant class environment where students and teachers exchange opinions and the learning occurs naturally and in a more enjoyable way.

The theory we have studied so far showed that it is important to involve adults learners actively in what they want to learn, in their purpose for studying a second language, and raise their awareness about their improvement. Teachers should take advantage of older

learners' superior intellect which helps them to learn faster than children, as Brown (2001) advises. However, we have to respect their feelings when they make mistakes and respect their individual differences, encouraging them to carry on doing their best.

## CONCLUSION

The aim of this article was to show some learners different characteristics and how to work with adults learners in the classroom in order to help them to learn a second language.

Based on the theory we have presented, researches are not conclusive at all. Younger learners are better in certain fields of the language learning process, while older learners have some advantages over the younger ones but, it is clearly known that adults differ from children as learners.

Adults take some responsibility for their learning. While children are asked to pay attention to the lessons and do not have many opportunities to use their experience, older learners do. It is also clear that adult learners succeed more when they have a purpose to learn a language and also when the teachers use topics related to the learners' real life. As they always bring their life experience and also a greater cognitive maturity to the language classroom, they require a more meaningful learning process.

## BIBLIOGRAPHY

BROWN, H. D. Learner Variables I: Teaching Across Age Levels. In: \_\_\_\_\_. *Teaching by Principles: an interactive approach to language pedagogy*. New York: Longman, 2001. cap. 6, p. 86-95.

COTTON, D.; FALVEY, D.; KENT, S. *Market leader*. Student's book. England: Longman, 2007.

CRYSTAL, D. Interview with David Crystal by Jack Scholes. *New Routes*, v. 41, p. 10-12, May, 2010.

EDMUND, C; LOWE, K.; MURRAY, M.; SEYMOUR, A. *The ultimate educator*. Disponível em: <[http:// www.ojp.usdoj.gov/ovc/assist/educator/files/chapter3.pdf](http://www.ojp.usdoj.gov/ovc/assist/educator/files/chapter3.pdf)>. Acesso em: 15 jul. 2010.

HARMER, J. How to be a good learner. In: \_\_\_\_\_. *How to teach English*. Harlow: Longman, 1998. cap. 2, p. 7-14.

\_\_\_\_\_. How to describe learning and teaching. In: \_\_\_\_\_. *How to teach English*. Harlow: Longman, 1998. cap. 4, p. 24-33.

\_\_\_\_\_. The world of English. In: \_\_\_\_\_. *The practice of English language teaching*. Longman, 2001. cap. 1, p. 1-11.

LIGHTBOWN, P. M; SPADA, N. Language learning in early childhood. In: \_\_\_\_\_. *How Languages are Learned*. New York: Oxford, 2008. cap. 1, p. 2-27.

\_\_\_\_\_. Individual differences in second language learning. In: \_\_\_\_\_. *How Languages are Learned*. New York: Oxford, 2008. cap. 3, p. 53-76.

PAIVA, V.L.M.O. A Língua inglesa no Brasil e no mundo. In: \_\_\_\_\_. *Ensino de Língua Inglesa: reflexões e experiências*. Campinas: Pontes Editores, 2005. p. 9-27.

SCHUTZ, R. *Assimilação natural x ensino formal*. English Made in Brazil. Disponível em: <<http://www.sk.com.br/sk-laxll.html>>. Acesso em: 15 jul. 2010.

STERN, H. H. Concepts of language learning. In: \_\_\_\_\_. *Fundamental concepts of language teaching*. New York: Oxford, 1997. cap. 5, p. 360-390.

UR, P. Learner differences. In: \_\_\_\_\_. *A course in Language Tea-*

*ching*: practice and theory. Cambridge: Cambridge University Press, 1996. cap. 6, p. 273-285.

\_\_\_\_\_. Younger and older learners. In: \_\_\_\_\_. *A course in Language Teaching*: practice and theory. Cambridge: Cambridge University Press, 1996. cap. 20, p. 286-301.

## APPENDIX A

**C Work in pairs. Ask and answer questions about the nationality of the companies.**

Student A: Turn to page 134.

Student B: Turn to page 138.

*A Is Sony Japanese?*

*B Yes, it is.*

*B Is Givenchy Swedish?*

*A No, it isn't. It's French.*

Sony	Givenchy	Volvo	Zara	Gucci	Aeroflot	Michelin
	Siemens	McDonald's		Olympic Airways		

**D Think of three companies you know. Give their nationalities.**

### Picture 4 – Activities

**Source:** COTTON; FALVEY; KENT, 2007, p. 8.

### 1 Introductions, Vocubular, Exercise C, page 8

Student A Ask about	Answers to Student B's questions
1 Sony	2 Givenchy - French
3 Volvo	4 Zara - Spanish
5 Gucci	6 Aeroflot - Russian
7 Michelin	8 Siemens - German
9 McDonald's	10 Olympic Airways - Greek

### Picture 5 – Activities

**Source:** COTTON; FALVEY; KENT, 2007, p. 134.

### 1 Introductions, Vocabular, Exercise C, page 8

Student B Ask about	Answers to Student A's questions
2 Givenchy	1 Sony - Japanese
4 Zara	3 Volvo - Swedish
6 Aeroflot	5 Gucci - Italian
8 Siemens	7 Michelin - French
10 Olympic Airways	9 McDonald's - American

**Picture 6** – Activities

**Source:** COTTON; FALVEY; KENT, 2007, p. 138.

## APPENDIX B

I - The teacher writes the word *Nike* on the board and start asking the students some questions about it, such as:

Do you know this company?

Is it a car brand?

Is it a sports company?

Is it Brazilian?

What is its nationality?

Who has a pair of sneakers made by Nike?

Is it popular/cheap?

Is it comfortable?

Who is one of its pitchman? (Ronaldo, the soccer player).

II - Students, in pairs or in trios, choose a company whose answers of the questions in exercise I they know, and describe it to the whole class. Students, in the whole class, try to guess it.

