



"THE PERFECT FAILURE"

***Turning Numeric – Institutionalized – Traditional English Studies
to a Functional – Self – Accountable English for your Success***

Many people worldwide have constant thoughts because they cannot consume and practice English in their daily routines. As a result, in their view, they "need to make time" because they learn and practice developing the international language to a level "sufficient" for their daily needs for life functions. In other words, following the belief that it is impossible to learn and practice English in front of people and alongside family "distractions", they create a false belief derived from fateful circumstances in which they "find" quality time to learn English alone. Hence, they have a real perception backed up by actual operative actions and behaviors which illustrate that they can speak, listen, write, and read in a non-native language only by finding a few minutes or an hour or so for English practice during the week. Thus, they will "eventually" succeed in fulfilling their goal of speaking at a prominent level of English, fluently and with great confidence.

What happens to them after a while? Will practicing an hour or even 3 hours a week, even with effective and focused training, be enough?

Have you already noticed that you have read the introduction here that there is a complete lack of logic between the goal that people want to achieve and knowing deep down that they can achieve it (speaking at a high level in English, fluently and with great confidence) and the actions they take to achieve it?

Let us take a simple formula to understand the irrational behavior:



Goal: To reach a prominent level of fluency, high quality, and confidence.

Actions: Leave as little interaction as possible with the people most available to me – my family and the people who work with me – by getting away as much as possible from those people around, who create distractions by wanting to talk to me, listen to me, do writing and reading activities with me for their pleasure and enjoyment – thus achieving the goal of having very little time to practice English without speaking English with anyone – and thanks to alone time or an hour or two with a professional - I will succeed!

Why do people prefer to study English when there is no one around?

Because they are too embarrassed to show their “flaws” or “weaknesses” to other people.

Especially to the people who are the most meaningful in their lives (whom they spend most of their quality time with).

They feel that they can’t speak with their relatives and friends, can’t listen to English without translation next to together with their families, will fail to read even a short text next to their friends and associates, and even may accidentally present written products to the people who are close to them thus they’ll think that they are stupid.

Where does it come from?

Why you can be a proud “New Driver” with a funny sign that said so on the back windshield of the vehicle but there is no way on earth that you will even consider to be a proud “New English as a Foreign Language Learner?”

After you have figured this out as true, you have revealed my objectives for the creation of this article.

My dear friends, if this also happens to you as well, in your home, at your job, and in your immediate vicinity, you will know that you are not alone.



Thanks to this article and other related articles that I have created for this problem, you will understand how to make the necessary changes and how to continue to succeed in English much more than now.

Enjoy!

Important comment:

If you thought you understood everything and it is time to stop reading because you just turn "alone" into "together" and then everything will work out, I apologize in advance. That is just the beginning. You will know that it is especially important and critical to train in diverse groups and to train completely alone.

It is important to know that purposeful training has noticeably clear rules that you might consider following through. So, it is highly recommended that you keep reading.

The purpose of this article is to break your limiting beliefs about being exposed to your close environment so you can learn, understand, and apply how to succeed in learning English and practicing it daily in the natural living environment of each person – family and home. Embrace the right perceptions and basic knowledge to consciously perform the right actions. [i]

By reading the article, you will understand how to get rid of previous false beliefs and create a reality in which all your family members understand and speak English well.

How to preserve success?

Before we dive in, I need to note an exclaimer:

In this article and the article "English Homes" (some of its ideas appear in this article), everything that has been said is not an absolute law but years of experience.



There are always exceptions. However, to my perspectives and solid opinions which were based on years of experience, most of the irregularities or people who chose the common paradigm that leads to mediocre English are few exceptionals or not fully explained or analyzed.

In addition, the article is designed to help readers reach their goal, which is the mastery of the English language in any environment, period, circumstance, and purpose. You may very well identify with the success stories or difficulties, and you may very well feel that something is wrong, or partially true for you. You may well be right because every field of content and knowledge requires precision for every person, and a global phenomenon will always remain a global phenomenon.

In addition, I ask for your understanding and forgiveness in advance, if my writing style is straightforward and a little incisive. I want it to be interesting for you. Moreover, I want it to deliver you useful knowledge and not to waste your precious time. If I talk about "other people" the entire article, you will very quickly (and rightly so) move on to other more interesting articles that speak directly to you.

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Barriers to limiting beliefs and hindering growth and success processes

Although I know more than anyone else (go to my website and you will understand why) that not being fluent in English is an embarrassing, painful subject and carries with it past, present, and recycled traumas that the imagination creates, I am always surprised. How many times have people told you that you failed? "Earned" a disappointing grade?

You knew by their voice that the teacher or the meaningful adult who was giving you the feedback was not proud of you.

Suddenly, their "voice" was changed. Without finishing the sentence, they told you and the entire classroom something that was said between the lines of having



no purpose to hurt anyone or blame you for failure and that it is important to learn from mistakes.

Then you will be better.

They also added something about realizing that you all have enormous potential and other messages that were playing in this melody.

Did you feel your enormous potential during these intense moments?

Can you agree that your meaningful teachers, trainers, and even your parents had a polarized coronation in their “voice”? I guess you would.

Now what you know as true is, that if you have done something, even one change of action, during your course of action towards achieving your goal and preventing failure, you were on the right track.

It is also true that you would not have succeeded at all without these "failures" and the fact is that you have certainly improved in at least one area, and I am writing this without even seeing and asking you.

Is this evidence of your success captured in the eyes of your teachers and lecturers? Sometimes yes, sometimes no, most times - not exactly and not really.

Now, this is not going to be easy to process so please try to accept it as a mathematical fact and avoid going to the emotional part of your observation:

You were and still are being evaluated by other people according to a false speculative assessment of your abilities and knowledge.

Should I say it again?

Do you think that you were and are being 100% accurately evaluated by others?

Only on rare occasions. Mostly not. Sometimes the people around you are quite close. But close is far away from reality, right?

Throughout most of your academic and scholastic life, even sometimes these days at your everyday work, people were wrong and are still wrong about you.



As far as I regard your scholastic life, that is because one - to five evaluation tasks or presentations over 74 – 148 hours of study in your classroom per year is not representative.

Now, I cannot imagine how acute employee evaluations that are not being done on a regular everyday basis can reflect your skills at your job.

Later you will understand why I wrote the word "lessons" in quotation marks.

As I warned you earlier, you are not to blame.

The teachers are not to blame either. Schools are not entirely to blame most of the time. Universities, colleges, higher schools, and continuing education are not exactly to blame although it is almost impossible not to. Even the inspectorate is not entirely to blame, and even the government is only partly to blame for producing numbers to support socioeconomic indices that are assessed for real estate ratings and budgets of one kind or another.

We live, where our evaluation is made of numerical results, and they must be delivered in the chain that I just showed.

Over the years from your first formal meeting with English, you have done random actions that you were told were being done that did not bring you to the target result but created the results that suited the actions and goals that you were asked to provide, which you provided for others.

In this kind of situation, where making mistakes is wrong, you lose perception between a mistake and a failure.

Where does one mistake turn into failure?

Repeating the same actions (the mistakes without knowing they are mistakes) repeatedly and expecting different results is considered a failure.

How do false beliefs happen since childhood and how can we stop it?



When it starts from a young childhood (and that's where parents come in), the child does not have a chance to explain to his superiors and most of his teachers that something is wrong with his/her superior's evaluation.

Hence, the more conscious your children have around them that know how to mediate their grades and how they could have made them more accurate (without discrediting the teachers and the school), the more successful the children will be in English mainly from the material and knowledge that comes from school.

Understand what happened and change your family's scholastic paradigm:

First, you must behave accordingly. Walk the talk!

Until you communicate and see it for yourself, it will not work very easily for you and certainly you will not succeed for too long. Even if your children have excellent leadership abilities and the best teachers.

You must understand that what has not worked for you until now will not work for them either. From this moment on, you and your children must grasp that English for the purely technical purpose of grades or accuracies in language patterns alone does not affect the English of the "big" or real world.

You will understand and project to others that filling grammar pages or Q&A after reading texts with only one correct answer, does not catch on in the world of work and true meaningful relationships.

You will internalize that constant writing from patterns, done without gradual, time-measured practice, which works only in patterns that the children received from the teacher and the private teacher will not learn but one to write freely, quickly on any subject.

There are less comprehensible situations that we have been doing for years – the opposite of what promotes us.

All you practiced during your listening activities was completely artificial listening. You listened twice to a recording with a voice and accent which is not



the teacher's voice and answered in writing, after you were listening twice to the same cassette or MP3.

When you added the answers in writing (after the second time), they were not immediate or instant answers like in a real conversation.

I will conclude that this is not how humans learn to speak and to listen carefully to each other.

Finally, the principle that most contradicts reality:

Did your scholars encourage you to make mistakes?

Did they give a positive score for repeated errors? A phenomenon that must happen in the process of progress, which indicates that the child has internalized the linguistic pattern.

Do you know that when it comes to a system with grades in every framework, there are outstanding students who do not make mistakes and struggling students who make many mistakes? The average-level students do not know where they are wrong and they want to improve and to be in the group of students who make a lot of mistakes. A person who does not make mistakes will not grow and develop to be a fully mature adult.

When learning a language, you must make mistakes!

Let us perform an exercise:

Imagine going back to your childhood. Think of one child who was the prodigy of your class or afternoon lessons. This talented boy or girl was in your class, or an afternoon course. He or she was outstanding!

A true Champion! Something out of the ordinary.

They excelled in class or even in school. They were at a level where nothing was difficult for them.



They also progressed fast relative to the rest and the teacher or instructor was just fascinated by them. The child may have conveyed that they are not making too much effort to excel, even though you may not have understood how this happens.

Now go back to your age.

- Have you heard of those phenomenal successes these days?
- Where are they today?
- Where are those outstanding students?
- Where are those phenomenal talents?
- Where are they, who effortlessly got excellent grades?
- Where are those who everyone predicted would go far ahead?
- Have you heard of them today in the media?

They may be above average. They may have an excellent job, even a particularly good one. The chances that they are super successful and super happy people and will remain so for many years are on the verge of zero.

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Why?

Because students who excel in terms of school and educational institutions that depend on numerical grades must not make mistakes. They lived, breathed success, and managed to achieve their summit by striving for zero errors and a score of one hundred.

About two years ago, I did this exercise with 199 other people around me, and no one lifted a finger when they were asked whether these children who were prodigies and excelled on several levels above everyone else live as adults who excel on several levels above everyone else. There are very unusual cases. That is about 1% of the population.

Think of all the successful people you knew as a normal child.



Now, I hope you are already beginning to understand how it works and make the change.

A bit more to know about the connection between false limiting beliefs that were created to avoid mistakes. The learning process of an individual will be shut down and stopped in the middle because of this false perception of “knowing” something.” This issue will be discussed in a different article.

Perceptions of purpose, process, and outcome:

Fortunately, here you have already realized that you can reach the goal, no matter what level of English you, your spouse, and the children are entering the process with. What matters may be time and investment. Let us take an example from the world of sports:

Let us take two people who have set a goal of doing one hundred push-ups. Person 1 currently does forty push-ups and Person 2 currently does ten push-ups.

Person 1 and Person 2 will use a daily push-up training program, where you go to two push-ups every other day or one push-up every other day.

Person 1 who goes from forty push-ups to one hundred push-ups will reach the goal of one hundred push-ups in exactly 4 months in a program of one push-up in 2 days. On the other hand, with a program of two push-ups in 2 days, he will reach his goal within exactly 2 months.

You already understood me here, so you were wrong. Because not. A. Skip the parallelism of Person 2 because it is not as you think it will be.

It seems that to figure out what Person 2 should do we will just add the number of days and push-ups, right?

So here comes another extremely critical mistake that people and every educational scholastic institution make excluding some sports, music, and science afternoon educational facilities:



There is a concept called: "Resilience" which means the capability of staying focused and motivated when absorbing containment for gradual and difficult-to-sustained increase.

A person who rises from twelve push-ups to one hundred push-ups is unable to withstand physical, psychological, and executive abilities (in terms of accuracy and understanding) and certainly not the mentality of his friend who rises from 40 to 100. There are processes, habits, and abilities that he must acquire first to reach forty push-ups.

I mean, it is not just X practice in Y days, but the right skills (apologies, skills do not get the message across here) that the faculty must be that person who produces 40+ push-ups every day.

Exactly one hundred push-ups in 2 days will reach the goal of one hundred push-ups in 2 days. On the other hand, with a program of two push-ups in 2 days, he will reach his goal within exactly 2 months.

Add more time for light training, and practice, and call it flow. If they want to increase the number of push-ups easily and qualitatively (for our goal in the English world "with great confidence") they will want to spend another week or two training to improve results and performance, about every increase of fifteen push-ups.

This example showed you how much only numbers and figures will not give the necessary results and predict success. On the contrary, there is a higher chance that it will predict nonvalid results, confusion, and embarrassment that will decrease growth and learning among people and even their teachers.

Let us learn how to make it work:

1. Replace the pattern to take responsibility and do not pass it on to the teachers – government official's chain.



2. Praise them for repeating mistakes and explain their patterns. Later, demonstrate the correct form indirectly. Then praise them again and say how important this mistake was for their linguistic development.
3. What matters: Realize that a grammar test score will not give you the results of life games like a job interview, speaking freely in a coffee shop, or blogging in English. It gives results of what other people asked for.
4. Think differently: The perception of life that is more difficult to break is a more basic one. Your children, as well as you, live in a long-standing approach in which you learn for the teacher, for the lecturer, and for the grade. It is harder to break but very possible.
5. Assess all the time: Evaluate every specific topic and form a plan of how to reach your goals. Think, how can a baby talk without Excel tables of words and their meaning? How do your children suddenly understand and speak well following two and a half to three and a half months of YouTube videos during the coronavirus period? What is everyone's talent? Is it luck? Is it thanks to the school and they just did a "completion" on YouTube?

Not... Here is how it works. They aimed at the results of understanding and talking online in a team game because those were their goals, just as you were able to get better numbers by circumnavigating one of four letters correctly and by completing a sentence by eliminating absurd answers to the most logical.

6. Have a true purpose: Since you do not study for exams, and you study for yourself and your progress in the world and your self-development you need to stop showing others and proving your knowledge and abilities to others. Except for special occasions like national evaluation tests, it is important that you be loyal to your cause and always have tracking documents for your progress in vocabulary and the four language skills. Take responsibility and understand that you are your captain.



Remember, you lead your journey toward your success and no one else can take you there. You can also create every evaluation to be highly meaningful, and purposeful, and promote your progress.

This you can learn in part 2 “Make English Your Goal” digital course.

For further information, you can purchase the digital courses that will expand this knowledge and we will promote you to become the master of your English language.

Thank you for reading. Please share this important knowledge with your friends and family.

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For more info and life-changing materials go to: <https://www.begreatenglish.com/>

[i] For information on how to learn English in your home and work environments read the article “English Homes”.