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## СЎЗ БОШИ

Ушбу қўлланма турли ёшдагиларга инглиз тилини ўқитиш касбий малакаларни шакллантириш мақсадини амалга оширишга хизмат қилади. Қўлланмада берилган материаллар Ўзбекистон Республикаси Биринчи Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сонли қарори ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2015 йил 25 мартдаги “Умум талим муассасаларининг чет тиллар ўқитувчилари малакасини ва касб маҳоратини оширишга доир қўшимча чора-тадбирлар тўғрисида”ги 67-сон қарорида белгиланган вазифалар ижросини таъминлаш мақсадида яратилган.

Қўлланма турли ёшдагиларга инглиз тилини ўқитиш усуллари ва методлари ҳақидаги билимларни ҳамда ўқитиш жараёнида юзага келиши мумкин бўлган ёш билан боғлиқ муаммоларни бартараф этишни ўргатиш, турли ёшдагиларга чет тилини ўргатишда қўлланиладиган замонавий методлар билан таништириш, шунингдек, касбий маҳоратни ва педагогик фаолиятга ижодий ёндашишни шакллантиришга қаратилган вазифа ва машқлардан таркиб топган.

Ушбу қўлланма “Чет тили ўқитишнинг интеграллашган курси” фанининг “Турли ёшдагиларга чет тилини ўқитиш” модулини ўқитишда, шунингдек, мактабгача ҳамда ўрта талим муассасаларида инглиз тилини ўргатишни ташкил этувчилар учун мўлжалланган.

# 1. PSYCHOPHYSIOLOGICAL FEATURES OF LANGUAGE LEARNERS OF DIFFERENT AGES



## Task 1. Questions to consider.

1. Is it true that the young will learn better than the older in process of second language acquisition?
2. Beside the age factor, are there any other factors that would play determinant roles in influencing the success achievement of second language acquisition?
3. Is there any age-related differences between Young Learner and Old Learner?

## Task 2. Read the following article and compare your answers.

### **The Age Factor in Second Language Learning** **Ruyun Hu Chongqing Normal University,** **Chongqing, China**

Some adolescents or adults who start to learn second language would fail to achieve language fluency, while children who were exposed to second language at their early age seem to be proficient like native speaker (cf. Lenneberg 1967). In addition, language environments play an important role when language learners start foreign language acquisition. This hypothesis can be supported by saying that children seem to be involved in an efficient way to acquire the new language when set in the foreign language (cf. Singleton and Ryan 2004, p. 61). On the other hand, the adolescents or adults would experience some great difficulties in acquiring a new language and maintaining the trace of foreignness (ibid). Accordingly, by given the discussion from the theory, it is accepted that young learners probably have great potential to acquire second languages rapidly, efficiently and proficiently, whereas adults or adolescents are at an inferior position in second language acquisition because of the age factor proposed by many linguists showed above. However, there are many researchers that hold different perspectives and question whether young learners are better in second language learning than older learners.

In particular, based on the proposed argument, Krashen et al. (1979) draw from the research literature and indicate that the older is faster, but the young is better. In contrast, Coppieters (1987), Scovel (1988), Johnson and Newport (1989) held the view that the earlier the children learn second language, the easier it seems to be. According to these arguments, several questions can be proposed and then described as follows: is it true that the young will learn better than the older in process of second language acquisition? Beside the age factor, are there any other factors that would play determinant roles in influencing the success achievement of second language acquisition?

### **Critical Period Hypothesis.**

There is a critical period for first as well as second language acquisition shows children have great advantage over adults or adolescents. This critical period is used to refer to the general phenomenon of declining



competence over increasing age of exposure. This hypothesis was first introduced by Penfield and Roberts (1959, p. 5). As well, Ellis observes that there is the period when language acquisition can take place naturally and efficiently, but after a certain age the brain is no longer able to process language in this way (1986, p. 107). This critical period is defined by Scovel (1988, p. 2) in the following manner: In brief, the critical period hypothesis is the notion that language is the best learned during the early years of the childhood, and that after about the first dozen years of life, everyone faces certain constraints in the ability to pick up a new language. View metadata, citation and similar papers at [core.ac.uk](http://core.ac.uk) brought to you by CORE provided by Academy Publication Online Then, Lenneberg (1967, p. 176) used the term “lateralization” to express that puberty means a period of time when the localization of language-processing ability in the human’s left hemisphere was connected with human’s biological change/development. That means: in language learning, children's brains are more flexible than that of adults. Also, Krashen proposed that human’s brain lateralization can be finished in the age of five (1973, p. 65).

However, Lamendella (1977, p. 175) argued that period was too much exaggerated and he used the term “sensitive period” for “lateralization”, which states that the possibility of learning a language well may also occur after 5 years old. According to this assumption, the hypothesis states that childhood is the superior period to acquire second language. Young learners will acquire language naturally and effectively in this period, but beyond this period, they are seemed to be not easy to acquire and yield the second language. Therefore, the CPH assumes that children will be the superior learner to language acquisition.

**B. Is It True That “the Younger the Better”?** Morford and Mayberry (2000, p. 111) note “individuals exposed to language at earlier ages consistently outperform individuals exposed to language at earlier ages for first and second languages of both signed and spoken languages”. This assumption agrees that people will perform well in language learning at their early age. This is the hypothesis for “the younger the better” position. Another opposite view is ‘the older the better’. It illustrates that older language learners are more successful and efficient than young learners. Some studies have been done to support this view. Ekstrand reveals that L2 learning ability ‘improves with age’ (Ekstrand 1976, p. 130). In Harley’s research, he favors the faster acquisition rate among later beginners (1986, p. 112). Therefore, we can get the point that older learners are the efficient language learner. However, another evidence from Snow and Hoefnagel-Hohle (1978) supports the view that most children were ultimately more successful than adults in SLA but they were not always faster. Adults appear to progress faster than children in the early stage of processing, while children surpass adults and adolescents in eventual attainment (Dulay& Burt, pp. 94-95). Based on this view, it can be observed that it is the supportive view for “the younger the better in the long run”. Based on these researches and argument, it can be concluded that older learners will learn language faster and more efficient than young learners, whereas young learners will win the achievement in the long period of language learning. It convinces us that the young learner stands the superior stage in the second language acquisition and

they will perform better than older learners in ultimate language learning.

**C. Age-related Differences between Young Learner and Old Learner.** There are successful second language learners who started SLA after puberty and have been able to achieve native proficiency. Johnson and Newport (1989) states that the age of arrival was the significant predictor of success in their case study test about the Chinese and Korean who had been first exposed to second language either before or after puberty. They found there was a strong relationship between early start to language learning and performance in the second language. They state that there are few differences in their second language ability before age of 10 and older learners will not have native-like language skills and are more likely to differ greatly from one another in ultimate attainment. Therefore, it is true that most scholars would agree that there are differences between children and adults in final outcome of second language acquisition. Singleton and Ryan (1989, p. 85) addressed greater success for young learners on phonetic/ phonological performance. It can be concluded that there is the critical period hypothesis for attaining full native-mastery of a second language. Young learner will get the native accent when they are exposed to the foreign or second language at the early age. Herschensohn (2007, p. 141) presents evidences from late LIA and L2A researches that

1) learners have deficient phonology and grammar, and that early and late L2 learners are represented differently in the brain;

2) Older learners will make use of their first language learning strategies to learn the grammar and achieve good performance than young learners. They also point to the view that children are better than adults only in some areas of SLA (e.g. at acquiring accent and basic interpersonal communication skills (ibid.)). In addition, there is another evidence which can be cited that the importance of memory in young learners and of analytic abilities in older learners has been observed as the different (Harley & Hart 1997, p. 391). To summarize, there are age-related differences between young and old in their second language learning. They all show their superiority in processing second language learning. Therefore, it can be concluded that young

learners are not really better but they will achieve excellent language outcome in the ultimate second language learning. Children will do some better performance than adults in some areas such as the native accent, but adults will be the fast language learner. Nevertheless, based on the Critical Period Hypothesis, it should be admitted that if young learners would be exposed to the second language learning earlier at their early stage, they will have the superior position in second language learning than adults and reach achievement in second language learning in ultimate attainment. Childhood is considered as the superior period for second language learning.

**D. Age-related Factors in Relation to Second Language Acquisition Views of the Critical Period.** Hypothesis range from Lenneberg's statement, children succeed in completely learning their native language with no conscious effort and mere exposure, while adults failed by incompletely learning L2 with instruction, negative evidence and enforced motivation (cf. Lenneberg, 1967). He claims that learners gain native-like ability from mere exposure to the idea that young learners outperform older ones either in eventual outcome or in learning ability. It is not obvious that child in L2 acquisition does as well, but adults' L2 acquisition doesn't clearly be confirmed since it entails conscious effort, more than just mere exposure and an inevitably incomplete final state (Herschensohn, 2000, p. 140). There is another view denies the critical period hypothesis and states that "the learning situation in combination with age-related affective and cognitive factors could account for some of the variation in success between child and adult L2 learning" (Moon & Nikolov, 2000, p.23). Additionally, Snow (2002) argues that Lenneberg's claim that adult\child differences in acquisition are due entirely to non-biological factors (e.g. intensity of exposure, affective emotional process, motivation and instruction). The reason is "No one denies the existence or importance of extra-linguistic factors, although different theoretical view concerned with the role of biology differently. L2A is affected by non-linguistic factors that vary by age" (cf. Singleton and Ryan 2004, p.132). Martohardjono and Flynn see acquisition as a similar challenge for all age groups, but they think that L2A is determined by social psychological, experiential whose



function could differ greatly for children or adults (cf. Singleton and Ryan, 2004, p.135). And Scovel (1988, p. 214) states changes in the brain related to maturation may be exactly as Lenneberg proposed, but nevertheless can be summoned as factors. However, in Lenneberg's argument, it states that children and adults do not follow the same path of language acquisition, which is because of the non-biological cognitive, educational and social factors (ibid.).

To sum up, there are the age-related factors affecting children and adults' second language learning besides age. It can be concluded that the age-related factors are cognitive factors, educational factors and social-psychological factors, neurological factors. We can admit that age will influence language learning based on CPH, while it is also associated with cognitive, social-psychological and other factors which will definitely affect language learners' second language learning. They are seemed as the determining factors to learners' second language learning. Therefore, learners' age is one of the factors which can determine the way he approach the second language learning. But learners' motivation, opportunity to learn language and some other factors are also the important determining factors in learners' eventual success language learning.

**E. Pedagogical implications for second language teaching programmes to young learners.** According to the literature review about the Critical Period Hypothesis and age-related factors, we can observe that young learners stand the superior stage to acquire second language than adults or adolescents. Although the older learners seem to be faster and efficient learner in second language learning, young learner can learn language better than adults or adolescent in some areas of language and achieve good performance in the ultimate language learning. However, there are age-related factors relating to learner's second language acquisition such as the cognitive, psychological and social factors which will affect learners' second language learning. They can be summarized as individual capacity, language aptitude, second language instruction, teaching method, teaching material, self-conscious, personality, attitude, and motivation and so on. Eventually, all these assumptions would provide some



pedagogical considerations to the second language programmes for young learners' foreign language learning. Early Foreign Language Instruction Based on the CPH, age-related differences and factors, the assumption is that when young learners are exposed to the second language earlier, they will achieve better performance and proficiency in second language acquisition. This assumption is widely believed that early acquisition of foreign language will facilitate their learning later in the life. They will learn second language better and win the ultimate achievement in the long run. Childhood is considered to be the golden age to second language learning. Therefore, it is good idea to conduct the foreign language instruction earlier in the school to make children expose to the foreign language learning earlier at their early stage. According to Singleton and Ryan, people who begin learning a second language in childhood in the long run may generally achieve a higher level of proficiency than those who begin later (cf. Singleton and Ryan, 2004). Obviously, this statement contributes to the hypothesis for starting foreign language instruction earlier. It seems as a good start for young learners holding the chances to acquire foreign language with early immersion to the foreign language instruction.

**Conclusion.** According to the Critical Period Hypothesis, age is proved to be the myth that young learners stand the advantage stage in second language learning. They will learn foreign language better than older learners in the ultimate attainment, though older learner is regarded as fast and efficient language learner. Immersing young learners into foreign language learning earlier will help them hold the favorable attitude on language learning in the long run. Therefore, we should teach learners' foreign language as early as possible, especially at their early age. When they first enter to the school, the foreign language courses should be introduced for them in the class. It would help them form the foreign language belief like their mother tongue. Because of their personality, they will show their interest to learn the

foreign language. They can memorize words quickly because of their brain and can be easy to achieve the native accent. It is widely believed that young learners show their superior learning quality to acquire second language than older learners based on CPH. When education institute proposes new the foreign language learning programmes for foreign language teaching, the government should support and invest money so as to put it into effect. When course director plans the course, they should consult the teachers as well as the students to get more information about the foreign language course, such as the time, the books. When course director chooses the teaching materials for foreign language teaching, they should ascertain the teaching content and teaching structure to some extent. The education institute needs to introduce the international publishers' books or materials from the English speaking countries. Authentic materials and task-based contents need to be taken into account when our educators choose the teaching materials. The teaching materials including more authentic materials and activities will serve teachers' teaching methodology and techniques. When our teachers teach young learners' foreign language, we should pay more attention to their personality, learning style, learning strategy, interest, motivation, etc. All these factors would affect their language learning and need to be considered. We should make sense of the way to attract young learners' attention from the sensitivity of grammar practice to the communicative classroom environment. The important thing for our foreign language teacher to make sense is that their teaching goal is to arouse young learners' interest and enthusiasm to learn a foreign language so that they can achieve the linguistic competence and communicative competence in the ultimate foreign language learning. Therefore, it is urgent for our educator to consider stimulations to young learners' foreign language teaching and learning the reason why is that they will perform better in the ultimate foreign language learning.

**Task 3. Answer the following questions.**

1. Why do language environments play an important role when language learners start foreign language acquisition?

2. What is the proposed argument by Krashen et al. about different perspectives and question whether young learners are better in second language learning than older learners?
3. What is critical period used to refer to?
4. Explain the critical period hypothesis.
5. Why childhood is the superior period to acquire second language?
6. Do you agree with the following idea? Young learner will get the native accent when they are exposed to the foreign or second language at the early age. Support your views.
7. Which evidences does Herschensohn present from late LIA and L2A researches?
8. In which areas do children do some better performance than adults?
9. Which view denies the critical period hypothesis? Do you agree with it?
10. What are the age-related factors?

**Task 4. Match the following ideas with the authors.**

- A. Coppieters , Scovel , Johnson and Newport
- B. Penfield and Roberts
- C. Ellis
- D. Lenneberg
- E. Krashen
- F. Lamendella
- G. Morford and Mayberry
- H. Ekstrand
- I. Snow and Hoefnagel-Hohle
- J. Singleton and Ryan

1. critical period is used to refer to the general phenomenon of declining competence over increasing age of exposure.

2. held the view that the earlier the children learn second language, the easier it seems to be.

3. used the term “lateralization” to express that puberty means a period of time when the localization of language-processing ability in the human’s left hemisphere was connected with human’s biological change/development.

4. observes that there is the period when language acquisition can take place naturally and efficiently, but after a certain age the brain is no longer able to process language in this way.

5. argued that period was too much exaggerated and he used the term “sensitive period” for “lateralization”, which states that the possibility of learning a language well may also occur after 5 years old.

6. proposed that human’s brain lateralization can be finished in the age of five

7. note “individuals exposed to language at earlier ages consistently outperform individuals exposed to language at earlier ages for first and second languages of both signed and spoken languages”.

8. supports the view that most children were ultimately more successful than adults in SLA but they were not always faster.

9. reveals that L2 learning ability ‘improves with age’.

10. addressed greater success for young learners on phonetic/phonological performance.

**Task 5. Case study. Describe developments in Anne's beliefs and classroom practice.**

**Language learning experience**

As a non-native speaker, Anne learnt English at secondary school in a very traditional grammar-translation manner, which she disliked and found insufficient: it wasn't communicative, there wasn't enough student talking. . . She had difficulty processing, I didn't understand'. She continued to learn English at university, but



‘although I knew the grammar rules, I couldn't use the language as well as I wanted, I couldn't even use the things I knew very well as I hadn't used them before in context.’ After university she went to Britain to further improve her language and ‘preferred the more communicative teaching [on the language course she took] there... as it was more enjoyable and meaningful’.

## **Teacher education background**

Her 4-year 'BA in ELT gave [her] a basic grounding in grammar teaching' (All: 105), but her initial teaching routines seem to have been influenced more by the initial teacher training courses she took after her BA early in her teaching career: 'after CELTA things started to change and make sense and I started enjoying teaching, it really filled in my gaps'. There she learnt how to make her teaching more communicative and was exposed to a presentation-practice methodology which '[she] found enjoyable and gave [her] a framework to follow in lesson planning and teaching'.

## **2. THE PROCESS OF TEACHING ENGLISH TO DIFFERENT AGES**



**Task 1. Discuss the following quote with your group and present your ideas.**

*In order to best enable children who want to learn or master English, English language classes should be adapted to the age of the students.*

**Task 2. Read the following article and compare your ideas.**

### **Teaching English to different age group**

*Milica Madić,*

*freelance blog/article writer from Serbia, with experience in teaching and working with young learners.*

English language classes are usually held in groups. This is true for children aged 3 to 5 years, that is, pre-school children. But it's equally so for schoolchildren, both for those attending lower grades as well as those in higher grades. It is imperative that the teachers adapt the curriculum so that it matches the students' age and abilities. For example, the youngest students will most likely master English through various games and singing, which shouldn't come as a surprise given that young children best acquire a foreign language when it's presented to them in a familiar way. Older students can use much more sophisticated learning methods.

### **Teaching Students Age 3-5**

The youngest students, who are between three and five years old, should be introduced to the basic concepts they know in their mother tongue while learning English, and they will learn them better through playing, drawing and singing. Activities should, therefore, be organized in a way that they revolve around activities the child would usually do for fun at that age because such activities will not bore the child as easily and will hold their attention for a longer time, as opposed to tedious exercises.

Furthermore, at such an early age, it is important not to force the children to learn through rules and definitions because an approach like that will most likely not yield the positive results the teachers should strive to achieve with their pupils.

Moreover, teachers should try to motivate their pupils to work and learn by, for example, giving them interesting stamps that vary in shape and size, like star or heart shaped stamps, that is, give them praise when it is deserved, and other rewards, with the aim of developing creativity and team spirit, which will have an extremely positive effect on the acquisition of knowledge of English language.

Taking into account that this is a specific group of children, who are younger and cannot be tested in writing, as in the case of older children. Testing here should be carried out mainly orally. To maintain interest with younger students, it's also good to have A Fair Reward System in a Class of Young Learners.

### **Classes with Students Age 5-7**

When working with young children, teachers should fully adjust the curriculum to the age of the students, which means that they will help them in the best possible way to adopt knowledge that suits their age. Since in this age group there could still be pupils that haven't mastered the writing skill, teachers should try to adapt the curriculum and classes, first and foremost, to the abilities and knowledge of such young learners. This means that in this case, similarly to working with students 3-5 years of age, most of the learning will take place through games that are already familiar to them because this is also the best way to master English language skills that are suitable for children from 5-7 years of age. Also, sounds of English language should be

introduced to children at this point so that they will, through fun and interesting activities and play, get to know the sounds of a new language, learn their first words in English and, at the same time, develop curiosity and listening skills. And it's always good to know how to motivate young learners.

### **Working with Students Age 7-10**

For students in first to fourth grade, that is, for those whose age is from 7 to 10 years, different ways of acquiring language skills should be envisaged. The curriculum should contain mostly topics and areas that are close to students, that is, those that will stimulate interest so that they will be relatively easy to master.

Apart from the fact that the students at this age should learn how to communicate properly in the foreign language, and at their level of knowledge, team spirit will develop, since it is best that the teaching be as interactive as possible. This approach to teaching should very positively reflect on the acquisition of knowledge that the teachers seek to convey to their students.

It is expected that all students who attend a course of English language at this age should learn to communicate in the spoken language, at the level appropriate to their age.

Since the lessons should be designed primarily as interactive, so that all students participate equally in them, it means that it will, among other things, have positive effects on their further learning at school.

### **Teaching Students Age 11-14**

Students attending higher grades of elementary school, that is, children aged 11 to 14, should already have a certain level of knowledge of the English language, and the teacher should determine what these skills are, but also perfect them in a way that they follow the school's curriculum as closely as possible.

The curriculum should also be adjusted to the students' interests in order to hold the students' attention during lessons, and through the practice of all language skills (writing, reading, listening and conversation) students will get the necessary security in the knowledge they have acquired.

Furthermore, versatility in class activities will not only help with mastering all language skills, but it will awaken the interest in



students to learn more and they will be less likely to get bored during the classes because they will be more interesting.

Testing learners should happen at this level, and in accordance with the students' age, be done in a way that will put each language skill to the test – writing, speaking, reading and listening comprehension.

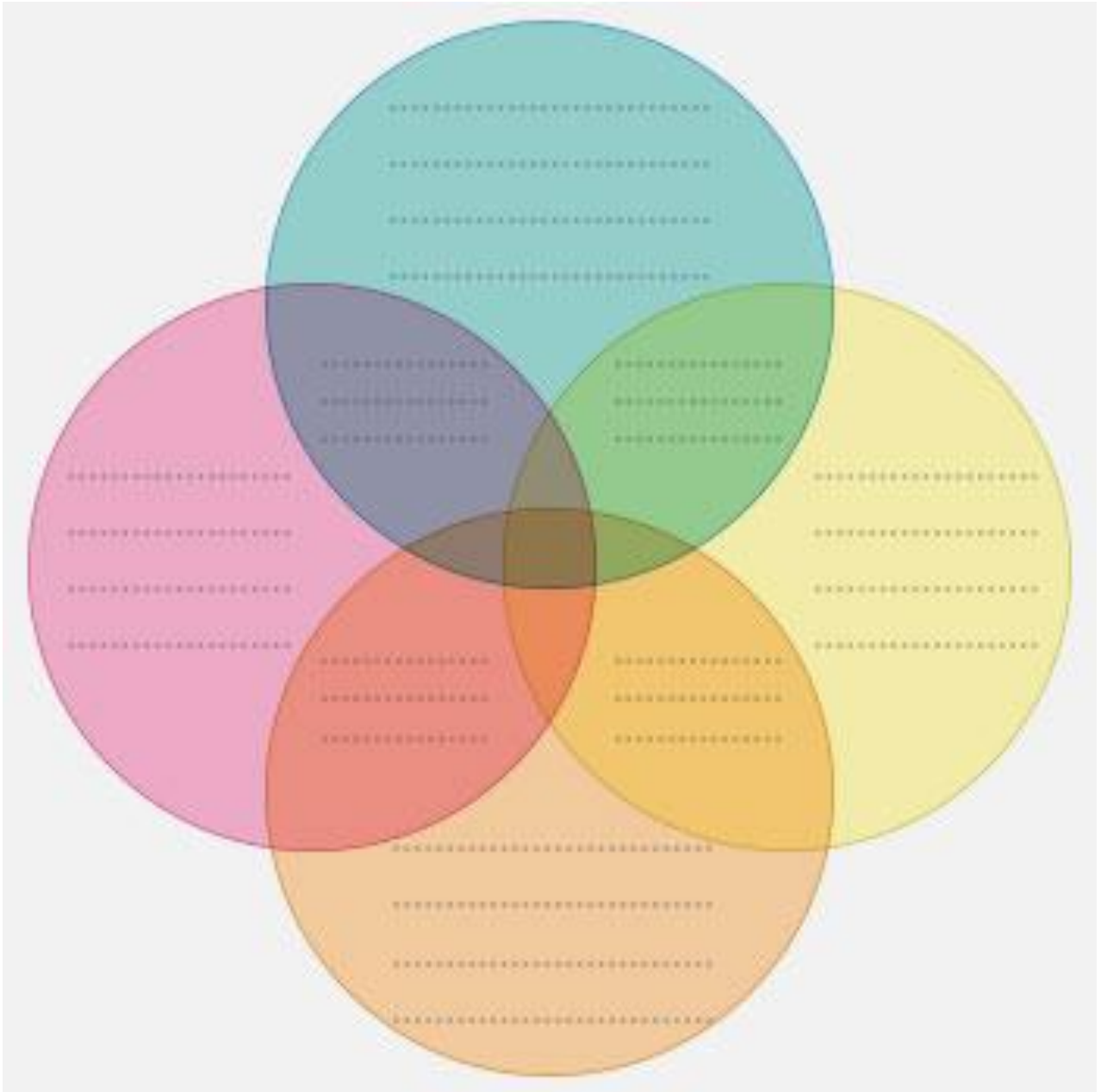
If you are just starting to teach English or want to develop your skills in working with children and improve your career opportunities, these are just some of the guidelines that you can follow in order to achieve your goal. After all, have in mind that not every child is the same nor do they possess equal learning abilities and knowledge. This is also a good age for adding some modern tech to class.

**Task 3. Answer the following questions.**

1. Which methods should be used in teaching English to young learners and adults?
2. In what way should activities be organized in teaching 3-5 ages?
3. How should teachers try to motivate their pupils to work and learn?
4. Why should teachers fully adjust the curriculum to the age of the students?
5. Why the curriculum should contain mostly topics and areas that are close to students at the age of 7-10?
6. What is expected from students who attend a course of English language at the age of 7-10?
7. At what age students will get the necessary security in the knowledge they have acquired through the practice of all language skills (writing, reading, listening and conversation)?
8. What does versatility in class activities help in learning English?
9. In which level should there be testing for language learners?
10. Which age is a good for adding some modern tech to class?

**Task 4.**

**Put the above information into the following diagram.**



**Task 5. Project work.**

**Work in small groups and work out some methods for each group.**

**Group 1. Teaching Students Age 3-5**

**Group 2. Teaching Students Age 5-7**

**Group 3. Teaching Students Age 7-10**

**Group 4. Teaching Students Age 10-14**

### 3. THE ROLE OF A TEACHER IN TEACHING EFL TO DIFFERENT AGES AND CLASSROOM ADAPTATION



**Task 1. Group discussion. In small groups, discuss the following questions.**

1. What qualities should an EFL teacher have in teaching different ages?

2. What techniques and approaches can be applied to all levels?

3. What is the difference between the role of a teacher of kindergartens and seniors?

**Task 2. Read the following article and check your ideas.**

#### **HOW TO TEACH DIFFERENT AGE GROUPS**

**Mary Jane**

#### **Kindergartens (aged 4-6)**

Depending on your approach, these cute kids can either be the nicest young people you will have the pleasure of teaching or a nightmarish group of unruly children that reduce grown men to tears! Teaching young children properly is not for the fast quitter as it will take time to get into the swing of it. There is a good chance that at some point you will have to deal with crying, toilet issues, screaming and students who have the attention span of a gold fish. Some useful tips are:

**Be clear and direct in how you speak.** Use simple 1 or 2 word commands and be prepared to apply a firmer tone to your voice when need be.

**Be animated and lively.** Not everyone will be comfortable with jumping around, singing and dancing for an hour but it will certainly make you more likable if you are able to act silly in class.

**Use TPR activities whenever possible:** Kindergartens tend to respond extremely well to TPR (Total Physical Response) based activities whereby they produce the language through physical actions. If you are teaching animals, have the students doing the

actions and noises, when teaching them feelings; have them performing the emotion etc.

**Short, sharp games and activities:** The best way to keep your kids' attention and save time dealing with bored students is to keep things moving all the time. When planning your lessons, start off by introducing your grammar point or vocabulary then run through a series of 5-10 minute games and ALWAYS have back up plans. When you see students losing focus, move onto the next activity.

**Change the environment:** mix up your classroom setting often to steer them away from boredom. Get them on their feet, swap the seating plan and sit them in a circle on the floor.

**Don't be afraid to use your teaching assistant:** younger learners will struggle more than anyone to grasp your meaning in English.

**Use gimmicks:** any small change or new object that you bring into class will feel like a completely new adventure to your young students. Surprise them by bringing in a simple gimmick to use in your activities such as a ball, a dice, a puppet or some pictures.

**Reward them:** sweets/candy obviously gives young children an incentive to learn but without this kind of luxury you can easily keep them eager by giving them other kinds of rewards. A high-five or pat on the back after a successful activity and at the end of class will make them feel like they have achieved something, as will the opportunity to do some drawing or colouring activities during the lesson.

## Junior (aged 7-12)



Junior classes vary significantly depending on your students' maturity, personalities and ability. You will find though that when you have developed a good overall structure to your lessons and a decent repertoire of activities you will be able to apply a fairly similar approach

to all of your lessons. Teaching this age group will be demanding in different ways than teaching kindergartens. To make your lessons engaging and in order to maintain a good learning environment you should aim to:

**Have a clear structure to your lessons:** try to follow the 4 Ps structure to your lessons. Get administrative procedures and miscellaneous tasks done first then introduce your topic, grammar, vocabulary and focus the remainder of the lesson on practicing and drilling the new language.

**Expose them to different cultures:** at this age your students are more intellectually capable than kindergartens and more eager to learn about the world than many of the teenagers you will encounter. It will likely be the case that your students are interested in a particular aspect of western culture. Whether they like basketball, hamburgers, music or clothes, take some time to teach them about your culture and give them something different to learn about in English than the grammar and vocabulary set for each lesson.

**Classroom management:** put good systems in place for dealing with badly behaved students and rewarding good learning. Juniors will generally respond well to some form of team points system whereby you put the students into teams at the start of the lesson and give out/take away points accordingly. This way they will largely discipline themselves.

**Cater for different learning styles:** at this age your students' brains are unknowingly adapting and developing towards a particular style of learning. Generally speaking, the major learning styles are thought to be auditory (learning through hearing), visual (learning through having something to look at) and kinaesthetic (learning by physical activity). You don't need to study educational psychology to learn how to cater to your students' needs. All you need to do is be aware that your students have unique ways of taking in information and use a variety of techniques and activities to give everyone in your class the best chance of learning.

**Take an interest in your students' lives beyond the classroom:** taking a few seconds to ask a student about an aspect of their life outside the classroom will make a big difference. If

they think you care about them they will generally be more inclined to care about what you have to say in the lessons.

**Be a positive role model:** try to set a good example in how you interact with people and approach your work. Show them that successful learning can happen through having a good work ethic, being respectful to others and having some fun with your tasks.

**Motivation:** it is likely that some of your students will have already had a day of school before they come to your evening class to practice their English. At this age they are becoming harder to motivate. Through positive re-enforcement and giving them something every lesson to show for their time you can keep them enthused. Praise is very important. Be liberal with giving praise to all of your students- regardless of how significant/insignificant whatever they did to earn it is.

## Seniors/teenagers



Some ESL teaching jobs involve working with teenage students or 'seniors'- as they are often referred to as. It's unlikely you will have to deal with crying, screaming and downright crazy

kids to the same extent as the younger groups but you will have some challenges along the way. For many of us, our teenage years were synonymous with thoughts of school being boring, authority figures being the enemy and learning another language being a pointless venture. The mentalities of many young adults abroad are no different. Before you start to panic about the prospect having to teach English to a classroom of adolescents, here are some things you can do to make your life easier and lessons better:

**Keep the dry content quiet:** if your aim for the lesson is to teach something complicated like Past Perfect tense, don't write this on the board or make them aware of what you are trying to feed them. Start your lesson by giving them situations and explaining that in these cases we use a particular piece of language then get

stuck into some activities to practice it. If you have a particularly dry piece of reading to focus on, find ways to make it more interesting, make fun of the characters and have them rewrite a part of it to make it more fun.

**Be a team leader:** rather than going into class and seeing yourself as an authority figure, try to imagine yourself as a team leader or mentor amongst a group of colleagues. Show some empathy, take an interest in their lives outside the class but at the same time guide them through the tasks. Tell them that you are on their side and that you know how it feels to be in their shoes. Having this mentality will help you to earn the respect that can be so vital to whether or not you succeed with this age group.

**Be a role-model:** don't let them see you as the same kind of old, boring and robotic authority figures that they most probably see their parents and school teachers as. Try to make them think you are different, cool/interesting and that you actually care about how they feel. If they admire you as a person they will be more willing to follow your instructions and will listen to you when they get out of hand.

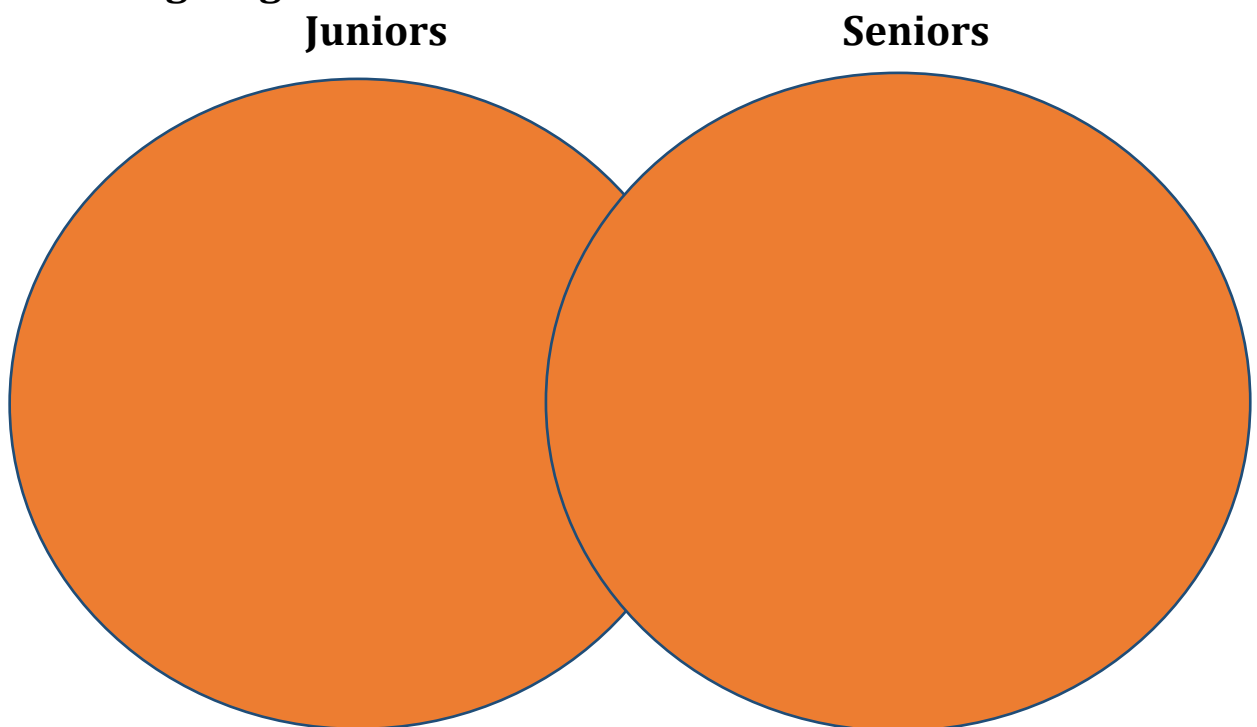
**Make yourself the object of humour:** taking yourself too seriously when teaching teenagers decreases your chances of creating a good learning environment. Sensibly make fun of yourself when the opportunity arises. Instead of having the students use their new language to insult each other, have them write crazy stories about you in mildly uncomplimentary ways. Done in the correct way, making yourself the figure of fun puts your students at ease in your classes and will most likely actually increase their levels of respect for you if you are perceived to have an ability to see the funny side of life.

**Use grown up gimmicks:** whilst having teams and giving out points may work for younger teenagers, it will certainly not be as effective as fake money! Photocopy some foreign currency or raid the school's Monopoly set and take some fake cash into your class. If a student gets a correct answer or goes the extra yard to try and improve their English, give out the money. You can even go a step further by getting them to bet against each other about whether sentences are grammatically correct.

**Research their interests:** If the key to impressing juniors is caring about their interests, with teenagers you should go a step further and learn about their interests. Take some time before class to find about the country's popular singers, movie stars, national laughing stocks. Throw these names into your lesson, use them as the subject of a sentence accompanying a new piece of grammar, have them write stories involving these people, get them to analyse pictures of them etc. The more material they can relate to the better.

**Get them moving around whenever possible.** An English class at this level won't involve much jumping around and making animal noises. However, when you're faced with this potentially lazy age group, it is vital that you don't let them sink too far into their chairs during the lesson and spend too long daydreaming about happenings outside school. Get them up to brainstorm ideas on the board, set activities that involve walking around asking each other questions and sneak in 5 minutes of Tai Chi.

**Task 3. Put the above-mentioned information into the following diagram.**



**Task 4. Read the following proverb and express your opinion.**  
It takes a whole village to raise a child.~Igbo&Yoruba (Nigeria)  
Proverb



## 4. THE PRINCIPLES OF TEACHING DIFFERENT AGES

**Task 1. Jig saw reading.** The class is divided into two groups (group A and group B) and each group is given two different pieces of information. The students read their article, answer the questions and check understanding. Students then pair up with someone from the other group and tell them about their story, and listen to the other one.

### Text 1.

#### FIVE PRINCIPLES FOR TEACHING ADULTS

Talisha Holmes

The motivations to learn evolve as you become older, and for an adult educator, teaching can be even more difficult without a basic understanding of adult learning theory or Andragogy. Malcolm Knowles, a pioneer in adult education, popularized the concept of five teaching strategies for adults, also known as the Knowles learning styles, which state that students learn best when:

1. Adults understand why something is important to know or do.
2. Adults have the freedom to learn in their own way.
3. Learning is experiential.
4. The time is right for them to learn.
5. The education process is positive and encouraging.

This article breaks down each principle outlined above, and details why it's an important learning method of teaching adults effectively. Make sure adults understand why something is important to know or do. When we step into adulthood, many of us choose to take classes to meet personal and/or career goals. Adult students are special because they step foot into a classroom with the desire to learn. They are there to learn something new or become certified in a particular field.

This principle is not about why adults are sitting in your class looking to feed off of your knowledge, but rather why each component of the course you're teaching is an important part of the learning process. Adults have the freedom to learn in their own way.

Many adults can remember having only one type of learning style growing up; this is mainly determined by their teachers'

preferred teaching method. However, as an adult learner, you may find out that you prefer a different learning style, or a combination of all three.

### ***Visual Learners***

Visual learners prefer to be shown a lesson through graphs, diagrams, and illustrations. They rely on what the instructor is doing and often sit in the front of the classroom to avoid visual obstructions. The best form of communication is providing worksheets, white boarding, and leveraging phrases such as, “**Do you see how this works?**”

### ***Auditory Learners***

An auditory learner listens carefully to all sounds associated with the lesson. “Tell me” is their motto. They will pay close attention to the sound of your voice and all of its subtle messages, and they will actively participate in discussions. You can best communicate with them by speaking clearly, asking questions, and using phrases like, “**How does that sound to you?**”

### ***Tactile Learners***

Tactile or kinesthetic learners need to physically do something to understand it. Their motto is “**Let me do it.**” They trust their feelings and emotions about what they’re learning and how you’re teaching it. Tactile learners are those students who will get up and assist instructors with role-playing in the classroom. You can best communicate with tactile learners by involving volunteers; allow them to practice what they’re learning, and use phrases like, “How do you feel about that?” The type of learner that makes up your classroom can easily be identified by conducting a short learning style assessment at the beginning of class. This assessment will benefit you and the students and will allow you and your students to be successful. This information will be as valuable to the adult student as it is to you.

Learning is experiential.

Experiential learning experiences can take multiple forms. Activities that get your students involved enhance your students’ learning experience. Examples of learning activities include small group discussions, experiments, role playing, skits, building something at their table or desk, or writing/drawing something

specific. Learning activities also keep people energized, especially activities that involve stepping away from their desks.

Honoring the life experiences your students bring to the classroom is another component of experiential learning. It's important to tap into that wealth of wisdom in your classroom whenever it's appropriate. The time needs to be right to learn. No matter how hard a teacher tries, if an adult student isn't ready to learn, they won't. Luckily, adult students chose to be in your classroom, which means they have already determined that the time is right.

As an instructor, listen carefully for teaching moments and take advantage of them. When an adult learner says or does something that triggers a topic on your agenda, be flexible and teach it right then.

The education process is positive and encouraging. For most adults, stepping back into the classroom can be intimidating, which is understandable if they haven't taken a class in years. Students may be apprehensive about what the course will be like and how well they'll do. As an instructor of adult students, it's important to exude positivity, encouragement, and patience. Establishing motivation in the classroom can facilitate effective learning for students. Give your students time to respond when you ask a question. They may need a few moments to consider their answer. Recognize the contributions they make, even when small. Give your students words of encouragement whenever the opportunity arises. Most adults will rise to your expectations if you're clear about them.

## **Text 2.**

### **THINKING AND LEARNING**

#### **Top twenty principles for early childhood Education**

#### **Principle 1: Children's beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning**

There are educational implications to the beliefs children develop about intelligence. Children with a growth mindset, as compared to a fixed mindset, are generally more willing to engage in challenging tasks that test and expand their intelligence.

### **Tips for teachers**

Teachers can foster children's beliefs that their intelligence and ability can be developed through effort and exercising various strategies:

- Provide young children with different types of play opportunities that help them learn to solve problems in different ways.
- Give children tasks that provide them with some challenges, this can help children learn to approach problems using different strategies or methods.
- Reframe a challenge to help children see their progress rather than their immediate ability to meet a performance benchmark.
- Be careful not to give indirect and subtle cues about low ability. For example, unsolicited assistance and sympathy may communicate the teacher's belief that the child does not have the ability to succeed.

### **Principle 2: What children already know affects their learning.**

Children bring their previous knowledge and experiences into their early childhood classrooms. Accordingly, learning consists of either adding to existing knowledge, which is known as conceptual growth; or transforming or revising knowledge, known as conceptual change.

### **Tips for teachers**

Teachers can be instrumental in achieving both conceptual growth and conceptual change in children.

- Assess children's current level of knowledge and previous experience before teaching a topic.
- When young children do not have sufficient first-hand or background knowledge about a topic, teachers should provide activities that present background information before they teach new information.
- Teachers can present children with credible information or data that run counter to their misconceptions.

### **Principle 3: Children's cognitive development and learning are not limited by general stages of development.**

Stages of development are not linked to a particular age or grade level. Children are capable of higher-level thinking and behavior when:

- There is some biological base (early competency) for knowledge in the domain.
- They already have some familiarity or expertise with a knowledge domain.
- They interact with more capable others or with challenging materials.
- They are in sociocultural contexts from which they become familiar with that topic through experience.

### **Tips for teachers**

Age is not the main or sole determiner of what a child is capable of knowing or reasoning. In designing instruction, teachers can facilitate children's reasoning in the following ways:

- Encourage children's reasoning in knowledge domains and contexts where they already have knowledge and interest.
- The perfect level of entry for new material is providing information that is not too elementary to be easily understood and not too complex to be out-of-range of understanding even with assistance.
- Place children in mixed-ability groups for learning allow for interaction with children who have different abilities and problem-solving approaches.

**Principle 4: Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.**

Learning occurs in multiple contexts. Children do not automatically transfer or generalize their knowledge from one context or situation to new contexts or situations. In fact, the more dissimilar the new context is from the original learning context, the more difficulty children will experience. Children's ability to transfer learning is an important indicator of the quality of their learning – its depth, adaptability and flexibility.

### **Tips for teachers**

The challenge is for teachers to provide children with opportunities to transfer their knowledge and form connections across different contexts – from highly similar to highly dissimilar contexts. This can be achieved by the following:

- Asking children to make connections between what they learn at school and their lives at home.

- Teachers can help children to generalize/apply their knowledge by regularly providing real-life instances of the academic behaviors in which they are engaged.
- Identifying and building on strengths and experiences that children bring to a learning situation.

**Principle 5: Acquiring long-term knowledge and skill is largely dependent on practice.**

What children know (their knowledge base) is etched into long-term memory. Most information, particularly when related to school-based knowledge and highly skilled activities, must be processed in some way before being stored in long-term memory. The transfer of information from short-term to long-term memory occurs when children use different strategies, and practice is key to this transfer process.

Studies comparing the performance of experts and novices have shown important distinctions between purposeful practice and other activities, such as play or “drill and kill” repetition. Purposeful practice involves attention, rehearsal, and repetition over time and leads to new knowledge or skills that can later be developed into more complex knowledge and skills.

**Tips for teachers**

Examples that early childhood educators can use to ensure the acquisition of long-term knowledge are as follows:

- Rote learning experiences can be incorporated into everyday activities.
- Support young children’s learning in multiple contexts whenever possible, not just in the classroom.
- Teachers could use music and movement activities to help children acquire long-term knowledge through songs, which physically engage children.

**Principle 6: Clear, explanatory, and timely feedback is important for learning.**

Learning can increase when children receive regular, specific, explanatory and timely feedback on their work. Clear learning goals help to increase the effectiveness of feedback to children because the comments can tie directly to the goals, and regular feedback prevents children from getting off track in their learning.

### **Tipsforteachers**

- Teachers can provide feedback to children incorporating earlier learning with current learning goals.
- Children tend to respond better if feedback minimizes negativity and focuses on what they might wish to change.
- When children are learning a new task or struggling with an existing one, frequent praise following small degrees of improvement is very important, and when progress is evident, encouragement to persist can matter a great deal.

### **Principle 7: Children’s self-regulation assists learning, and self-regulatory skills can be taught.**

Self-regulation refers to sets of skills that facilitate goal-directed behavior, including the ability to inhibit impulsive behavior, control one’s emotions, and solve problems. In the early childhood classroom, self-regulatory skills allow children to pay attention to the teacher, follow directions, and manage behavior so they can learn. These skills can be taught or enhanced, specifically through direct instruction, modeling, support and classroom organization and structure.

### **Tipsforteachers**

- Giving children some autonomy and including them in decision-making about their behavior is better for promoting executive functioning than just giving children explicit directions.
- Play that involves moderate to vigorous physical activity is also associated with increases in children’s self-regulation.
- Children’s executive function skills can also be enhanced through mindfulness practices, such as deep breathing, focused listening and attention, and body/emotion self-monitoring and self-awareness exercises.
- An organized classroom environment with clear, consistent expectations, rules and routines can also help enhance children’s self-regulation.

### **Principle 8: Children’s creativity can be fostered.**

Creativity – defined as the generation of ideas that are new and useful in a particular situation – is a critical skill for children. Creative approaches to caregiving and teaching can inspire enthusiasm and joy in the learning process by increasing children’s engagement in various activities, situations and

learning contexts. Contrary to the conventional wisdom that creativity is a stable trait (you either have it or you don't), creative thinking can be cultivated in children.

### **Tips for teachers**

- Emphasize the value of diverse perspectives as fuel for creativity.
- Allow for a wide range of approaches to completing tasks, engaging in activities, and solving problems, realizing that each child might bring a unique approach to every situation.
- Provide children with opportunities to solve problems in groups and to communicate their creative ideas to a wide range of audiences.
- Vary activities by including opportunities for play and the use of prompts such as, imagine if, create, invent, discover and predict.
- Share with children your creative ideas. Modeling can show children how creative solutions are not necessary for all situations, which may help children to develop an improved sense of confidence in their judgment as to when it is appropriate to focus on getting one right answer, and when it is appropriate to pursue alternative approaches.

### **Task 2. Discuss the following questions with your group.**

#### **Questions to Text 1.**

1. What is the Knowles learning style?
2. Why adult students are special?
3. What do visual learners prefer?
4. Which type of learners pay close attention to the sound of voice and all of its subtle messages, and they will actively participate in discussions?
5. Which type of learners has a motto is “**Let me do it.**”?
6. What are the examples of learning activities?
7. As an instructor of adult students, what is important to do?
8. Why it should be given time for adult students to respond?

#### **Questions to Text 2.**

1. What is the difference between the children with a growth mindset, as compared to a fixed mindset?
2. Explain Principle 1.
3. What does principle 2 and 3 intend to do?



4. Explain principle 4 and 5.
5. What do clear learning goals help?
6. What does self-regulation refer to?
7. How is creativity defined in principle 8?
8. Which of the above-mentioned principles are important?

**Task 3. Study the following table about age specific learning characteristics. Choose one age group and write a short summary.**

### **Age-Specific Learning Characteristics**

Adapted from Nurse as Educator, by Susan B. Bastable, Jones and Bartlett Publisher, 1997, pp. 94-98

<b>Learner Characteristics</b>	<b>Teaching Strategies</b>
<p><b>Infancy-Toddlerhood</b> (Birth to Three Years)</p> <ul style="list-style-type: none"> <li>• Dependent on environment</li> <li>• Needs security</li> <li>• Explores self and environment</li> <li>• Natural curiosity</li> </ul>	<ul style="list-style-type: none"> <li>☐☐ Orient teaching to caregiver</li> <li>☐☐ Provide physical safety and emotional security</li> <li>☐☐ Allow play and manipulation of objects</li> </ul>
<p><b>Preschooler</b> (3-6 Years)</p> <ul style="list-style-type: none"> <li>• Egocentric</li> <li>• Animistic thinking (objects possess life or human characteristics)</li> <li>• Separation anxiety</li> <li>• Motivated by curiosity</li> <li>• Active imagination, prone to fears</li> </ul>	<ul style="list-style-type: none"> <li>☐☐ Use warm, calm approach</li> <li>☐☐ Build trust</li> <li>☐☐ Allow manipulation of objects</li> <li>☐☐ Provide safe, secure environment</li> <li>☐☐ Use simple drawings and stories</li> <li>☐☐ Use play therapy, with dolls and puppets</li> <li>☐☐ Stimulate senses: visual, auditory, tactile, motor</li> </ul>
<p><b>School-Aged Childhood</b> (7-11 Years)</p> <ul style="list-style-type: none"> <li>• More realistic and objective</li> <li>• Understands cause and effect</li> <li>• Deductive/inductive</li> </ul>	<ul style="list-style-type: none"> <li>☐☐ Encourage independence and active participation</li> <li>☐☐ Be honest</li> <li>☐☐ Use logical explanation</li> <li>☐☐ Allow time to ask questions</li> </ul>

<p>reasoning</p> <ul style="list-style-type: none"> <li>• Wants concrete information</li> <li>• Variable rates of physical growth</li> <li>• Immediate orientation</li> </ul>	<ul style="list-style-type: none"> <li>☐☐ Use analogies to make invisible processes real</li> <li>☐☐ Establish role models</li> <li>☐☐ Use play therapy</li> <li>☐☐ Provide group activities</li> <li>☐☐ Use drawings, models, dolls, painting, audio-and video-tapes</li> </ul>
<p><b>Adolescence (12-18 Years)</b></p> <ul style="list-style-type: none"> <li>• Abstract, hypothetical thinking</li> <li>• Can build on past learning</li> <li>• Reasons by logic and understands scientific principles</li> <li>• Future orientation</li> <li>• Motivated by desire for social acceptance</li> <li>• Peer group important</li> <li>• Intense personal preoccupation</li> <li>• Feels invulnerable</li> </ul>	<ul style="list-style-type: none"> <li>☐☐ Establish trust, authenticity</li> <li>☐☐ Know their agenda</li> <li>☐☐ Address fears/concerns about outcomes of illness</li> <li>☐☐ Identify control focus</li> <li>☐☐ Include in plan of care</li> <li>☐☐ Use peers for support and influence</li> <li>☐☐ Negotiate changes</li> <li>☐☐ Focus on details</li> <li>☐☐ Make information meaningful to life</li> <li>☐☐ Use audiovisuals, role play, contracts, reading materials</li> </ul>
<p><b>Young Adulthood (18-40 Years)</b></p> <ul style="list-style-type: none"> <li>• Autonomous</li> <li>• Self-directed</li> <li>• Uses personal experiences to enhance learning</li> <li>• Intrinsic motivation</li> <li>• Able to analyze critically</li> <li>• Makes decisions about personal, occupational, and social roles</li> <li>• Competency-based learner</li> </ul>	<ul style="list-style-type: none"> <li>☐☐ Use problem-centered focus</li> <li>☐☐ Draw on meaningful experiences</li> <li>☐☐ Focus on immediacy of application</li> <li>☐☐ Encourage active participation</li> <li>☐☐ Allow to set own pace, be self-directed</li> <li>☐☐ Organize material</li> <li>☐☐ Apply new knowledge through role play and hands-on practice</li> </ul>

## 5. PLANNING LESSONS FOR TEACHING DIFFERENT AGE LEARNERS

**Task 1. Discussion. In small groups discuss the following questions and present your answers to class.**

1. What does a lesson involve?
2. What are the aspects of a good lesson plan?
3. Does age and acquisition play an important role in planning a lesson? Why?
4. How can vary lesson components for teaching different age groups?

**Task 2. Read the following information and check your answers.**

### ASPECTS OF THE LESSON

1. **Transaction, or series of transactions.** This is expressed in the metaphors of shopping, a wedding and a meal, with the emphasis on some kind of purposeful give-and-take which results in a product: an acquisition or a definable mental or physical change in the participants. If you care about the transactional element, then what is important to you is the actual learning which takes place in the lesson.

2. **Interaction.** This is most obvious in the metaphor of conversation, but is also expressed in the wedding, the variety show, and, in perhaps a rather different way in the football game. Here what is important are the social relationships between learners, or between learners and teacher; a lesson is seen as something, which involves relaxed, warm interaction that protects and promotes the confidence and happiness of all participants.

3. **Goal-oriented effort, involving hard work (climbing a mountain, a footballgame).** This implies awareness of a clear, worthwhile objective, the necessity of effort to attain it and a resulting sense of satisfaction and triumph if it is achieved, or of failure and disappointment if it is not.

4. **A satisfying, enjoyable experience (a variety show, a symphony, eating a meal).** This experience may be based on

such things as aesthetic pleasure, fun, interest, challenge or entertainment; the main point is that participants should enjoy it and therefore be motivated to attend while it is going on (as distinct from feeling satisfied with the results).

5. **A role-based culture**, where certain roles (the teacher) involve responsibility and activity others (the learners) responsiveness as and receptivity (consultation with a doctor, a wedding, eating a meal). All participants know and accept in advance the demands that will be made on them, and their expected behaviours. This often implies:

6. **A conventional construct**, with elements of ritual (a wedding, a variety show, a performance of a symphony). Certain set behaviours occur every time (for example, a certain kind of introduction or ending), and the other components of the overall event are selected by an authority from a limited set of possibilities. In contrast, there is:

7. **A series of free choices (a menu, a conversation)**. Participants are free to 'do their own thing' within a loose structure, and construct the event as it progresses through their own decision-making. There is no obvious authority figure who imposes choices.

**Task 3.** Which of the metaphors shown in Box 1 expresses best, in your opinion as a teacher, the essence of a lesson? There is, of course, no 'right' answer, but your choice will reflect your own conception. If you can find no metaphor here which suits you, invent your own.

### **BOX 1. METAPHORS FOR A LESSON**

a variety show	climbing a mountain	a conversation	doing the shopping
a football game	a menu	eating a meal	consulting a doctor
a symphony	a wedding		

### **Notes. (1) Metaphors**

a) **A variety show** is essentially pleasing and involves mixed, stimulating components; if you chose it you see variety and

enjoyment as key factors in a lesson. You probably see the learners as an audience to be motivated and stimulated rather than made to work.

b) **Climbing a mountain** is essentially a challenge. The corresponding lesson involves, therefore, an investment of effort on the part of learners and teacher, may not be particularly pleasurable while in process, but provides rewards in the form of successful achievement of the aim. However, there is the corresponding danger of failure and disappointment if this aim is not attained.

c) **Eating a meal** is like a lesson if the latter is seen basically as the performance of some important or necessary function, combined with some feelings of satisfaction and pleasure. Learning is perhaps seen as essentially receptive, a matter of intake rather than of effort and initiative.

d) **A wedding** is a largely ritual, though meaningful, event. The corresponding lesson is therefore to some extent structured, with certain set routines and conventions; the roles and relationship are also predetermined and fairly rigid. It is to a large extent the adequate performance of these routines and maintenance of roles which determines its success.

e) **A menu**, in contrast, involves choice and flexibility; it is not, however, concerned with outcomes. If you chose this one, you are more interested in possibilities, options and process than in the final product in terms of successful learning.

f) If you chose **conversation**, you probably see the lesson as a rather informal social event, where what is important is communication, and the formation and maintenance of good relationships between participants. The teacher would be seen as the facilitator of interaction, and much of the initiative would be taken by the learners.

g) **Doing the shopping** is the successful performance of a series of necessary business transactions, where the shopper has usually pre-planned a list of things to do and an itinerary. The lesson, therefore, would be essentially a systematic and goal-oriented progression through a prepared set of items, with the emphasis on efficiency and completion of tasks.

h) **A football game**, like a mountain climb, involves the investment of effort in order to achieve a defined aim; but here the effort is made as a team, and social interaction, whether cooperative or competitive, is important. There are also elements typical of such games- such as the existence of rules and a referee, challenge, tension - which you may find applicable.

i) If you see a lesson as **a symphony**, then what interests you perhaps is the aspect of aesthetic variation and order: the combination of different themes, tempo, volume, tone and so on that go to make a full and balanced programme and make it likely that learners will enjoy the lesson. There is also the aspect of harmonious cooperation, of working together to create a shared, satisfying result.

j) The lesson seen as **a consultation with a doctor** implies a certain relationship between teacher and learner that parallels that between doctor and patient, where the first is authoritative and takes most of the responsibility and initiative in interaction, and the second is mainly receptive and obedient. Another facet of the same relationship is the caring attitude of the professional towards the client, and the trust of the client in the professional.

#### **Task 4. Comparing choices.**

If you are working in a group, get together in pairs or threes and share your selections and reasons for making them. Since anyone's choice is as valid as any other, there is no need to try to reach any kind of group consensus as to which is the 'best'; the aim of the discussion is simply to become more aware of the different attributes different people feel are significant.

#### **Task 5. Read the following passage and answer the question.**

1. What learning styles and strategies do you know?
2. Which components should come earlier, which later in a lesson?
3. Which are likely to fit together well to form a coherent sequence?

## **Planning lessons for teaching different age learners.**

### **Paying attention to age factors**

In a lesson, which is entirely taken up with one kind of activity, interest is likely to flag: learners will find it more difficult to concentrate and may get bored and irritable which will detract from learning and may produce discipline problems in some classes. A varied lesson, besides being more interesting and pleasant for both teacher and learners, is also likely to cater for a wider range of learning styles and strategies, and may delay onset of fatigue by providing regular refreshing changes in the type of mental or physical activity demanded.

### **Selection and organization**

Variation of components within the programme of a lesson is a good principle, but it is not enough. Varied activities flung together in random order can result in a feeling of restlessness and disorder; it is therefore worth defining some principles of selection and organization of components to construct a smooth, coherent programme. Below are some guidelines for the combination of different components that has been found useful and relevant in teaching.

### **BOX 2 WAYS OF VARYING A LESSON**

#### **1. Tempo**

Activities may be brisk and fast-moving (such as guessing games) or slow and reflective (such as reading literature and responding in writing).

#### **2. Organization**

The learners may work on their own at individualized tasks; or in pairs or groups; or as a full class in interaction with the teacher.

#### **3. Mode and skill**

Activities may be based on the written or the spoken language and within these, they may vary as to whether the learners are asked to produce (speak write) or receive (listen, read).

#### **4. Difficulty**

Activities may be seen as easy and non-demanding or difficult, requiring

Concentration and effort.

#### **5. Topic**

Both the language teaching point and the (nonlinguistic) topic may change from one activity to another.

### **6. Mood**

Activities vary also in mood: light and fun-based versus serious and profound happy versus sad; tense versus relaxed.

### **7. Stir-settle**

Some activities enliven and excite learners (such as controversial discussions or activities that involve physical movement); others, like dictations have the effect of calming them down (see Maclennan1987).

### **8. Active-passive**

Learners may be activated in a way that encourages their own initiative; or they may only be required to do as they are told.

**Task 5. Study the following hints for managing class with different age groups and add two more tips of your own.**

#### **HINTS FOR LESSON MANAGEMENT**

1. Prepare more than you need: it is advisable to have an easily presented light 'reserve' activity ready in case of extra time.
2. Similarly note in advance which component(s) of the lesson you will sacrifice if you find yourself with too little time for everything.
3. Keep a watch or clock easily visible, make sure you are aware throughout how time is going relative to your programme. It is difficult to judge intuitively how time is going when you are busy, and the smooth running of your lesson depends to some extent on proper timing.
4. Do not leave the giving of homework to the last minute. At the end of the lesson learners' attention is at a low ebb, and you may run out of time before you finish explaining. Explain it earlier on, and then give a quick reminder at the end.
5. If you have papers to distribute and a large class, do not try to give every paper yourself to every student! Give a number of papers to people at different points in the class, ask them to take one and pass the rest on.
6. If you are doing group work, give instructions and make sure these are understood before dividing into groups or even, if practicable handing out materials if you do it the other way round,



students will be looking at each other and at the materials, and they are less likely to attend to what you have to say.

## 6. CHOOSING APPROPRIATE METHODS IN TEACHING DIFFERENT AGES

**Task 1. Discuss the following question in small groups and present your ideas to the class.** Do you think there should be a special method in teaching different ages? Why?

**Task 2. Read the following idea and complete the table below. Pay attention to the words in bold.**

	<b>DO'S</b>	<b>DON'Ts</b>
<b>KINDERGARTENERS</b>		
<b>JUNIORS</b>		
<b>ADULTS</b>		

### TEACHING DIFFERENT AGE GROUPS: WHAT WORKS AND WHAT DOES NOT?

When teaching different age groups you will realize the importance of choosing the best method suitable to their age as well as being able to relate to what is going on in your students' worlds. You begin to look back at when you were their age and wonder what appealed to you, and if it will still resonate with them today. This article will look at how best to relate to the age group you are teaching by keeping your lessons relevant and exciting.

**Kindergarteners.** Anyone who has taught kindergarten knows how much energy the students have. It is a full lesson of go, go, go. As cute as the kids are, if your lesson is not jam-packed with **active, high-energy games**, you're going to lose them. In order to keep the students active and entertained as well as get the target language across, you will need to be **innovative**. This age group responds very well to **songs, colorful images and movement**. Make sure your activities include at least one of these three

elements to keep them interested. Not only must the activity have movement, so should you. Don't be afraid to make a fool of yourself. Kindergartens **react well to exaggerated facial expressions, big movements and loud sounds**. For example, teaching them about animals in the jungle is most effective when you make the sounds of the animals and role play to the students. They will not only love the acting but if the teacher is comfortable with acting like a kindergartener then they will feel more confident in the classroom and being among other students.

Keep lessons active while including the target language in fun ways. Try not to include activities which require a lot of coordination or ball skills. This age group is still developing those skills and if they are asked to do something they lack confidence in, the student will shy away and not want to participate. With the correct balance of learning and fun these lessons will be a huge success, so clown around and enjoy being a child again.

**Elementary School Students.** Elementary students still have a ton of energy, but tend to be more focused than kindergartens. These students are now at school in structured classrooms with lessons, as opposed to the kindergarteners whose day is made up of playing indoors and outdoors. The elementary students are at a stage where they are slowly beginning to think for themselves and many of them think they already know it all. At this age **role-playing** is effective, as the students like to see themselves as tiny adults. **Playing games** where they role-play adult occupations is fun and an easy way to include the target language. The lessons can now also include **a competitive aspect** as this age group does not shy away from competing with each other.

When planning a lesson for an elementary class, it is all about the balance between energy, brain work and friendly competition. Have a few **high energy activities** in the lesson but split the room into teams to add a competitive spirit. To balance the high energy parts have some **puzzle and quiz activities** where individuals can shine and show their skill. A great way to get students to produce the language to each other is to set up role-play situations or make-believe. For example, if you are teaching them shopping vocabulary, set up a small shop in the classroom. You can have each student play the role of cashier,

shopper and shop assistant. This is great as not only are they having fun assuming the adult role, they are also seeing how English works in the real world. Although this age group may seem like they know it all and like to take on adult roles, never forget they are still children so keep all the activities light-hearted and fun. Even though lessons can be more competitive than in kindergarten, keep in mind that the goal is for the students to enjoy their class and have fun while learning English.

**Juniors.** Do not let the junior age group make you think it is easier to teach older students. It is not. Teaching this age group has its own challenges. Being a teenager is not an easy task, and with so much changes going on in their lives and their bodies, their confidence is up and down. You will find that your juniors have begun to care about other people's opinions and how others see them, so make sure activities are **comfortable**.

The best way to make this lessons for juniors work is to **make them relatable**. The first lesson will always be awkward no matter what, as the students are just getting to know you and their classmates. So use the first lesson to get to know them. Do this by doing **a quiz, or a questionnaire** to find out their favorite movies, music and things they do in their free time. Once you have this information, you are able to get to know their world, and they have had a chance to learn about each other, often finding common interests. Now that you know what their interests are, use them to make your future lessons more relevant. If the lesson is structured around a topic, they understand or have an interest in, you will more easily keep them engaged.

Not only can you make use of the students' interests, also make use of popular media channels they use. For example, set out an activity where they need to **make a snap chat video in English**, or write up **a good Instagram caption**. This will encourage them to use English in their everyday lives and understand various situations that certain language is used in. **Keep it fun** as always, and never show judgement to something one of the students likes or follows as this can be a huge step backwards in their comfort in the classroom.

**Adults.** Many new teachers are afraid of teaching adult classes as most of the time you will be teaching someone older and more

experienced than you. Do not let this bother you. Remember they have come to **learn a skill** from you and they are feeling just as insecure for being taught by someone younger. Due to this dynamic, make the classroom a **neutral place**. You will need to have a different attitude to this class, as they are not children you need to discipline. Have the classroom environment feel more like **a meet up of friends**, a place to learn from each other and help each other out. Try not **repeat words of praise** like you would with younger students as this may sound condescending. Your attitude towards these students must be **transparent, open and honest**.

When getting to know them, find similarities between yourself and them. Talk about music, sport or current affairs around the area which the students may know about or be able to relate to. This gives a sense that you're from the same world. With lessons on everyday English, use places they know as examples. If your students like shopping, ask where they do most of their shopping, mention where you go and use these locations in your activities. Some good activities are **word searches, job applications, mock telephone calls or ordering goods online**.

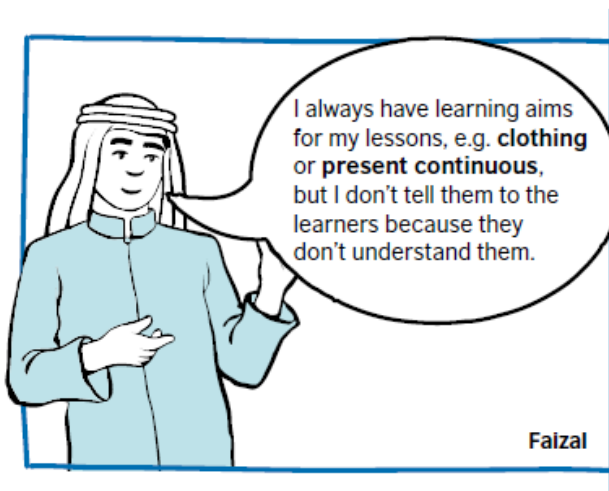
Across any age group, we want to remember to practice patience and keep learning fun. This may seem obvious but can be forgotten, once you have been teaching for a while. Always ask yourself how you would like to experience learning a language and how you would like the teacher to treat you. Keep it light-hearted and fun for all ages and turn your class into something they look forward to every time.

**Task 3. Teaching Children in Mixed Age Groups. Read the following ideas and put A if you agree and D if you disagree.**

1. Have children work together in pairs, or have one older child assist several younger children. \_\_\_\_\_
2. Older children can help you teach a principle or an activity. You may ask them to teach one child or several younger children. \_\_\_\_\_
3. Make two sets of questions: simple questions for younger children and more difficult questions for older children. \_\_\_\_\_

4. In a dramatization, allow young children to play simple roles or be animals or part of the scenery. Older children can play more difficult roles, be narrators, and read from the scriptures. \_\_\_\_
5. If you are telling a story, ask younger children to hold pictures or put up flannel-board figures. \_\_\_\_
6. Use Stations, Dividing the Children According to Age-Groups. When younger children come to a station, the adult at the station can adapt the presentation to them. For example, if there is an activity at a station, the adult can conduct a simplified version of the activity for younger children. \_\_\_\_
7. An older child can help a younger child read a story, play a game, memorize a scripture, work on a project, or complete a work sheet. \_\_\_\_

**Task 4. Read and underline all the problems these teachers have with aims/learning outcomes. What advice would you give to each of these teachers?**



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**Task 5. Read the following article and answer the following questions.**

- Where is it from?
- How can I use it in class?
- When should I use it?
- Why should I use it in the classroom?
- A few useful variations
- Are there any disadvantages with using TPR?

**Total Physical Response (TPR)**

**Author:**

*Richard Frost, British Council, Turkey*

**Where is it from?**

TPR stands for Total Physical Response and was created by Dr. James J Asher. It is based upon the way that children learn their mother tongue. Parents have 'language-body conversations' with their children, the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so. These



conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the

patterns. Eventually when it has decoded enough, the child reproduces the language quite spontaneously. TPR attempts to mirror this effect in the language classroom.

### **How can I use it in class?**

In the classroom the teacher plays the role of parent. She starts by saying a word ('jump') or a phrase ('look at the board') and demonstrating an action. The teacher then says the command and the students all do the action. After repeating a few times it is possible to extend this by asking the students to repeat the word as they do the action. When they feel confident with the word or phrase you can then ask the students to direct each other or the whole class.

It is more effective if the students are standing in a circle around the teacher and you can even encourage them to walk around as they do the action.

### **When should I use it?**

TPR can be used to teach and practice many things.

- Vocabulary connected with actions (smile, chop, headache, wriggle)
- Tenses past/present/future and continuous aspects (Every morning I clean my teeth, I make my bed, I eat breakfast)
- Classroom language (Open your books)
- Imperatives/Instructions (Stand up, close your eyes)
- Storytelling

It can be adapted for all kinds of teaching situations, you just need to use your imagination!

### **Why should I use it in the classroom?**

- It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.
- It is very memorable. It really helps students to remember phrases or words.
- It is good for kinaesthetic learners who need to be active in the class.



- It can be used in large or small classes. It doesn't really matter how many students you have as long as you are prepared to take the lead, the students will follow.
- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.
- It doesn't require a lot of preparation or materials. As long as you are clear what you want to practise (a rehearsal beforehand can help), it won't take a lot of time to get ready.
- It is very effective with teenagers and young learners.
- It involves both left- and right-brained learning.

### **A few useful variations**

When I use TPR, first I get the students to do the actions and then I do them and drill the students (chorally and individually) to give them an opportunity to practise making the sounds. They are then ready to give commands to each other.

A game I like to play is to organize the students into a circle around me, I say the word and the last person to do the action is out. This person then stands behind me and watches for the student who does the action last. Eventually there is only one student, she is the winner.

You can extend this by playing Simon Says. This time when you give a command, students should only do it if you say "Simon says..." at the start. I might say, "Simon says, 'slice some bread'" or "Simon says, 'chop an onion'" and the students must do the action. However if I say, "Whisk an egg" the students shouldn't do this. If anyone does the action that Simon doesn't say then they are out and have to watch for the mistakes of the other students.

### **Are there any disadvantages with using TPR?**

- Students who are not used to such things might find it embarrassing. This can be the case initially but I have found that if the teacher is prepared to perform the actions, the students feel happier about copying. Also the students are in groups and don't have to perform for the whole class. This pleasure is reserved for the teacher.
- It is only really suitable for beginner levels.



- Whilst it is clear that it is far more useful at lower levels because the target language lends itself to such activities I have also used it successfully with Intermediate and Advanced levels. You need to adapt the language accordingly.
- For example, it helped me to teach 'ways of walking' (stumble, stagger, tiptoe) to an advanced class and cooking verbs to intermediate students (whisk, stir, grate).
- You can't teach everything with it and if used a lot it would become repetitive. I completely agree with this but it can be a successful and fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques. You can change the topics which are written down the left hand side of the board. You don't have to stick with 'City', 'Country', etc. If you've recently been working with students on, say, vocabulary connected with different rooms of the house, then you could write 'Kitchen', 'Lounge', etc. down the side of the board, thus encouraging students to remember and write up recently learned vocabulary.

**Task 6. Consider the lesson you taught and answer the following questions and share your ideas with your peer.**

1. As you prepared and presented the lesson, what did you think about?
2. Did you think about the lesson material?
3. Did you consider age factors while choosing methods and materials?
4. How much did you really know about the individuals you were teaching?
5. If you did not know them, how might knowing at least something about each of them have made a difference in your lesson?

**Task 7. Individual work. Write a short paragraph summarizing the following statement.**

*Although each individual is unique, all the people you teach, whether adults, youth, or children, share many things in common. Each has divine potential. Each wants to feel loved. Each wants to feel support of others and be appreciated for his or her contributions.*

## 7. SPECIFIC FEATURES OF TEACHING ADULTS

**Task 1. Teaching English to Adults: True or False?** Read the following facts and decide if you think they are true or false. The answers are below the questions.

1. It is safe to use any subject matter when you are teaching adults. \_\_\_\_\_
2. Adults can concentrate for longer than younger students can. \_\_\_\_\_
3. Adults don't learn as fast as children do. \_\_\_\_\_
4. Adults are more motivated to learn than children. \_\_\_\_\_
5. You shouldn't play games with adults as they like to be serious. \_\_\_\_\_

What did you think? Let's look at the answers:

1. **This is false.** You need to be sensitive to the background of your students. For example, if you are teaching refugees from a war zone, the subject of family may be very sensitive as they may have left loved ones behind. Also, unless you know your group well, it is unwise to use subject matter relating to topics such as religion or politics.
2. **This is sometimes true, but not always.** It is certainly important, even when teaching adults, to vary the tasks during your class. Even adults are not usually able to concentrate fully for more than 30 minutes on one task without losing concentration.
3. This is sometimes true, although **everybody learns at a different speed**, so it is important to be aware that some students may learn faster than others.
4. **Adults usually have more of a reason to learn English**, so this can be true. But children, even if they are learning English because they "have to," can also be very motivated if they are enjoying their lessons.
5. **This is false.** Everyone has a preferred style of learning and some people do prefer to learn by doing exercises, reading a book, and serious conversation. But it is always a good idea to inject a little fun into the lessons to make them less

monotonous, and educational games are a good way to do this.

### **Other suggestions for teaching English to adults**

- Get to know your students. The better you know them, the better you will be able to provide interesting, useful activities.
- Make the resources you use relevant to your students. For example, if the majority of them are looking for a job, use job advertisements, applications and interviews in a lesson.
- Have your students tell you subjects they want to cover in the lessons. If students are involved with lesson planning, they are usually more motivated to learn.
- Vary the location as well as the activities if you can. Lessons outside, in a coffee shop, or in a shopping mall or library can be useful and interesting for adult learners. Teaching English to adults can be really rewarding and it can also be fun. It doesn't have to be boring at all.

### **Task 2. Read the following article and answer the following questions.**

1. Why shouldn't we waste time while teaching adults?
2. What will help adults build or maintain a sense of responsibility for their learning and achieving their goals?
3. What activities can we use to motivate adults?
4. What does abstract thinking enable learners to do?
5. What other suggestions can you give when teaching adults?

## **5 POINTS TO CONSIDER WHEN TEACHING ADULTS**

### **Kolos Esztergályos**

With the spread of English as a global language there seems to be a renewed interest in research into teaching adults. What skills do they need? How is their motivation different from that of other age groups? How can they become successful learners? These are just a few questions which illustrate that the learner is increasingly in the focus when it comes to teaching adults, so the concern of WHO we teach (along with WHAT we teach) is equally valid here. For us, teachers, it is important to make note of these implications on our daily classroom practice.

As an ELT consultant, I have had a chance to talk to teachers of adults over the last few months in an attempt to see how OUP's latest course, Navigate (which is based on research into how adults learn) measures up to teachers' expectations. I would like to share a list of the points that the teachers I talked to agree on, together with the key message for the teacher. ➡

1) Adults have a specific purpose, don't waste time Some adults take language courses because of an external requirement, while others have their internal drive, or at least a specific goal to attain (such as a language exam), which very often translates into a practical benefit. Regardless of the reason, all of them will raise the question "Why am I here?". And they might go on: "What else could I get done instead? Is it time well spent?" All lessons must have a clear outcome, perhaps even a practical takeaway. We cannot get away with "do the exercises on the page and finish them at home". It is good practice to spell the benefits out at the end of the lesson and relate it to their individual learning objectives. ➡

2) Learning is more conscious, so they can reflect on their progress involve them Adults are more aware of what works for them, what they find difficult or where they need more support. It is crucial and, in turn, very helpful to build on this capacity. Devote some time to reflect on individual learning strategies and self-evaluation. This will help them build or maintain a sense of responsibility for their learning and achieving their goals. After all, we are talking about adults. Aren't they the ones in charge of their own progress? ➡

3) Motivation is diverse variation and flexibility Motivating adults with all sorts of concerns on their mind? These might include fetching the kids, submitting a report, a shopping list, you name it. Add to that the underlying question of benefit and purpose, and you will realize why motivation is a complex issue. Be prepared for a variety of negative attitude, leading to reluctance from the learner. The best way to fight it is to be flexible and ready with different approaches, varied content or alternative paths to lead to the same goal: providing a context for meaningful learning. Of course, in that respect they are not unlike younger learners.

4) A need for immediate benefit - useful language Think of something you had to, or still have to, learn as an adult. Driving a car? Finding out how to send a contact card from your latest smartphone? Or, even you yourself might be a learner of another foreign language. You rarely have the time to look at all the wonders a new smartphone (or a language, for that matter) has to offer – you want to find a solution to a particular problem at hand, and right now. The underlying question is: “How can I get this thing to work?” We have no time to deal with language just for the sake of it. Our learners usually need to accomplish a particular task, or at least see a tangible benefit for the future. Adults want to park that car, send that contact card, or use that piece of language for a practical reason.

5) Abstract thinking enables seeing language as a system grammar is fine Again, we can draw upon the different abilities of adult learners here. Their need for useful language does not contradict the capacity to treat language as an abstract system. On the contrary: abstract thinking is in fact generalizing, so there is no harm in presenting underlying rules. We have been warned against using grammar tables, linguistic terms and other abstractions in language teaching. These are obviously unproductive if used just for the sake of it, or when relied on to scaffold a lesson plan. But do not hesitate to make use of them if they can help the adult learner understand how a system works.

**Task 3. Read the following article and fill in the table.**

### **THE ADULTS AS ENGLISH LEARNERS: SPECIFIC FEATURES**

Although the concept of “adult learners” may be given slightly differing definitions, depending on the aspect that each definition is meant to emphasize, in my approach this term refers to persons over the normal age of traditional schooling (more specifically, over 23-25 years old), who freely choose to get involved in a particular form of instruction, in order to serve a professional, social or personal need or interest. As I have already anticipated, in the field of the teaching methodology, the interest in adult learners emerged from the idea that mature students learn somehow differently from the young ones.

Building on this idea, the American educator Malcolm Knowles developed the principle of “andragogy”, which represents the art and science of adult learning. Knowles’ (1984) andragogical model is based on the following assumptions about the adult learners: since adults tend to be self-directed, they can direct their own learning; a rich reservoir of life experiences aid their learning; they are ready to learn when they assume new social or life roles; they have a task-, or problemcentred orientation to learning, being willing to apply new learning immediately; and adults are generally motivated to learn due to internal rather than external factors (Knowles, 1984, p.12).

In spite of the fact that Knowles’ model has been often subject to criticism, it has exerted a great influence on the theories of learning and teaching, and has guided practice in the field of adult education. Starting from the main ideas elaborated by Knowles (1984), as well as by other theorists and researchers interested in the problem of adult learning (e.g. Harmer, 2007, Lightbown and Spada, 2006, Frențiu and Cozma, 2013), in what follows, I will briefly discuss the main cognitive, attitudinal and behavioural characteristics presented by the adult students.

**Cognitive characteristics.** A common myth in the field of education is that adult students are generally more ineffective as language learners than the traditional students, on the account that the younger people are, the more flexible their brains, and, consequently, the better their cognitive functions. However, research seems to challenge this myth, indicating that, indeed, younger students may be better when it comes to acquiring pronunciation, but, otherwise, adults are perfectly able to reach high levels of proficiency in a foreign language (Lightbown&Spada, 2006, p. 73). Moreover, methodologists (e.g. Harmer, 2007, p. 81) stress that adult learners have greater cognitive capabilities and conceptual complexity than the younger ones. This means that adults can offer a longer attention span, and they can engage with abstract thought. Additionally, the older students have a more developed understanding of how language works, being familiar with the more advanced elements of grammar, such as how conjugation

works, or what an adverb does. They already know what a well-built sentence is, and have a good sense of punctuation and spelling. All these cognitive characteristics of the adult learners involve the fact that teachers must adjust the instructional materials and the teaching methods in order to accommodate the students' skill and maturity levels, as it will be illustrated later.

**Attitudinal characteristics.** It is widely agreed that motivation represents a factor of central importance for successful learning. Unlike younger learners, the adults almost always have a sound reason why they are studying, and that reason will be their primary motivation. Perceiving education as a way to improve their self-image and reach various personal goals, MihaelaCozma / Procedia - Social and Behavioral Sciences 197 ( 2015 ) 1209 – 1214 1211 adult learners are usually highly motivated from the very beginning of the instruction process, and this makes it much easier for the teacher to perform his/her task as a motivator. Moreover, as Harmer (2007) points out, “many adults are able to sustain a level of motivation by holding on to a distant goal in a way that teenagers find more difficult” (p. 84). Adults are certainly more cooperative learners, and, what is more important, their cooperation comes as a natural consequence of their seeing the point of the various instructional situations in which they are involved. In this way, the teacher no longer has to “camouflage” learning by resorting to entertaining activities, such as games or songs, although, if properly selected and used, they may be sometimes appropriate for students of an older age (Frențiu&Cozma, 2013, p. 75). Additionally, the mature age students have more learning experience behind them, and this aspect can prove to be both beneficial and problematic. Thus, on the one hand, adult students have well-developed learning strategies that have served them well in other settings, and the teacher can help them use these strategies to their advantage in language learning, too. On the other hand, adults come to the English classroom with certain expectations about the learning process, and, in case these expectations are not met, the learners may become critical towards the new context of instruction. There

are also situations when adults are less confident in their intellectual abilities, and this might make them anxious about learning a foreign language. In relation to the anxieties, insecurities, and fears of the adults who return to school, the adult educator Stephen Brookfield (1990) discusses the term “impostor syndrome”, denoting a collection of feelings of inadequacy, of chronic self-doubt which make people think that their accomplishments are nowhere near as good as those of the people around them.

**Behavioral characteristics.** In comparison to other age groups, adults tend to be more disciplined and more willing to struggle on despite boredom (Harmer, 2007, p. 84). This does not mean that older learners cannot display disruptive behaviour, such as talking to their neighbours when they should pay attention to the teacher, arriving in class late, failing to do any homework, or even disagreeing vocally with what the teacher is saying (Harmer, 2002, p. 11). However, teachers of adults are less likely to have to deal with the ongoing daily discipline problems that generally occur with younger students. This happens because, in most of the cases, adults adopt a type of behaviour which shows that they take the instructional process seriously: they come to the class with the necessary materials (books, paper, pen, etc.), do not ask questions which are irrelevant for the topic being discussed, let the teacher know in advance if they must miss a class or an exam, and, generally tend to be honest with their teachers. The idea is that, if the adult learners feel that they are treated as equals in the instructional process, they are generally willing to cooperate with the teachers towards the achievement of the educational objectives.

<b>Cognitive characteristics</b>	<b>Attitudinal characteristics</b>	<b>Behavioral characteristics</b>
Have greater cognitive capabilities	Motivation	More disciplined

**Task 4. Independent work. Choose a topic and create a lesson plan for adult learners. Consider information given below.**



## MAIN CHARACTERISTICS OF ADULT LEARNERS

In *Andragogy* or adult learning theory, it is presumed that adults have specific learning requirements. The *adult learning theory* also suggests that the best learning environments are the ones that are collaborative and utilize a problem-based approach. It is important to note that not every student is in the adult learner stage. With this in mind, it is encouraged that students be made aware of the traits of adult learners, and aspire to gain a few of these characteristics.

There are 6 main characteristics of adult learners according to *Malcolm Knowles* (1980, 1984) who was one of the pioneers in this field.

### 1. **Adult learning is self-directed/autonomous**

Adult learners are actively involved in the learning process such that they make choices relevant to their learning objectives. As such, adult learners also direct their learning goals with the guidance of their mentors. As an educator, it is important to facilitate the process of goal-setting. Students need to be given the freedom to assume responsibility for their own choices. When it comes to workload, they also need to be proactive in making decisions and in contributing to the process.

### 2. **Adult learning utilizes knowledge & life experiences**

Under this approach educators encourage learners to connect their past experiences with their current knowledge-base and activities. Learners are taught ways to bring to their current placement past knowledge, opinions, and experiences.

Educators need to be well-versed in how to help students in drawing out relevant past knowledge and experiences. In addition, educators must know how to relate the sum of learners' experiences to the current learning experiences.

### 3. **Adult learning is goal-oriented**

The motivation to learn is increased when the relevance of the "lesson" through real-life situations is clear, particularly in relation to the specific concerns of the learner. The need to acquire relevant and adequate knowledge is of high importance. With this in mind, adult learning is characterized as goal-oriented and intended learning outcomes should be

clearly identified. Once the learning goals have been identified, it is now imminent to align the learning activities such that these objectives are fulfilled within a certain period of time. This approach is a great way to maximize a students' learning experience.

4. **Adult learning is relevancy-oriented**

One of the best ways for adults to learn is by relating the assigned tasks to their own learning goals. If it is clear that the activities they are engaged into, directly contribute to achieving their personal learning objectives, then they will be inspired and motivated to engage in projects and successfully complete them.

5. **Adult learning highlights practicality**

Placement is a means of helping students to apply the theoretical concepts learned inside the classroom into real-life situations. It is very important for educators to identify appropriate ways and convert theoretical learning to practical activities! Learning is facilitated when appropriate ways of implementing theoretical knowledge in real life situations are made clear.

6. **Adult learning encourages collaboration**

Adult learners thrive in collaborative relationships with their educators. When learners are considered by their instructors as colleagues, they become more productive. When their contributions are acknowledged, then they are willing to put out their best work.

## Specific Characteristics

Characteristics	Suggestions
To need <b>involvement</b>	Learner-centered
To want <b>practical information</b> (useful)	Teacher should know what they need.
To bring a <b>wealth of personal experience</b>	Use it to enrich learning material
To have <b>maturity</b>	Let them to be themselves
To understand <b>priority</b>	Give what they need
Direct of <b>their own learning agenda</b>	Involve them to create learning agenda

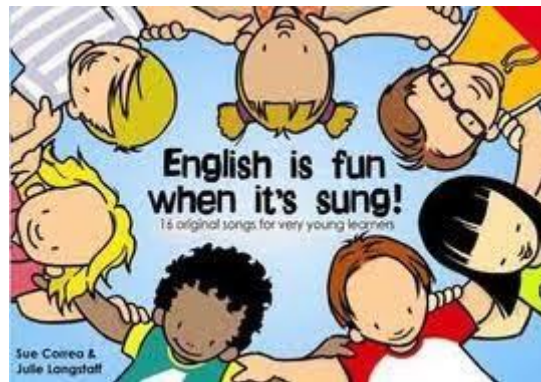
## 8. USING GAMES, SONGS AND STORIES EFFECTIVELY IN TEACHING YOUNGSTERS AND TEENAGERS

**Task 1. Read the following article and organize the information into given graphic organizer.**

### **Using Songs Effectively to Teach English to Young Learners**

*Neil T. Millington Ritsumeikan Asia Pacific University, Japan*

Most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. Songs can be taught to any number



of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language in young children learning a second language. Yet songs may be used relatively ineffectively and the potential for language learning is not maximized. This paper starts by analyzing why songs should be considered as useful pedagogical tools. The author then proposes using songs as language learning tasks to maximize the benefits of using songs and attempts to show how this might be done using practical examples. Finally, the paper explores how classic children's songs could be modified to help teachers use them more frequently to teach a wider variety of topics.

**Songs as Pedagogical Tools.** One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills (Murphey, 1992). Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture (Murphey, 1992). Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for

its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.

**Listening.** Purcell (1992) states that students can become bored by repeatedly listening to a narration or dialog as they attempt to understand the meaning of new words or phrases in context. In contrast, listening to a song over and over again can seem less monotonous because of the rhythm and melody. Some songs, such as Hello, contain common expressions and can be used as good listening activities. For example, the teacher could sing the first three lines of the song below, and students could respond with the following three lines.

*Hello,  
Hello,  
Hello, how are you?  
I'm fine,  
I'm fine,  
I hope that you are, too.*

Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. Murphey believes that music has the power to engrave itself into our brains, stating that “songs work on our short- and long-term memory” and are therefore adequate tools for using in the language classroom (1992, p. 3).

**Speaking.** Children are often keen to learn how to make new sounds and this can take a great deal of practice. Some teachers use minimal-pair drills, yet these types of activities are rarely interesting for young learners. Songs, on the other hand, can allow young learners to practice a new sound without producing the same level of boredom. Songs also have a natural rhythm with a recurring beat that is similar to the stress patterns of spoken English. These patterns make some songs useful for practicing rhythm and stress. The song *Girls and Boys Come Out and Play* could be used effectively to teach English rhythm and stress, for example (Richards, 1969, p. 162).

*Girls and boys come out to play,  
The sun above is bright today.  
Leave your work and leave your sleep,  
Come and join us in the street.  
Come with a shout and come with a call,  
Come with a smile and bring your ball.  
Down the steps and up the path,  
All the fun will make you laugh.*

Moriya (1988) emphasizes the value of using songs for pronunciation practice with Asian learners of English due to the phonemic differences between Asian languages and English. For example, there are several problematic areas for Japanese students learning English. Ohata (2004) shows the differences in vowels, consonants and syllable types that cause difficulties for Japanese learners of English. Practicing the different sounds by singing songs can be more interesting and enjoyable than other activities such as minimal-pair drills.

**Vocabulary.** Songs can provide the opportunity for vocabulary practice. They are usually based around a theme or topic that can provide the context for vocabulary learning. *Head, Shoulders, Knees and Toes*, for example, could be used to review body parts, or the song *I Can Sing a Rainbow* might be useful for reviewing color names. Most children's songs are characterized by monosyllabic words, many of which are frequently repeated. This repetition offers greater exposure to these words and can help to improve vocabulary acquisition. Some of the vocabulary and language used in traditional and popular English songs, however, can cause difficulties for language learners due to their use of low frequency and archaic words. The song and the lyrics need to be selected carefully to complement the target vocabulary. A difficulty for teachers is finding and selecting songs that are suitable both in terms of vocabulary and topic or theme. Sentence structures and sentence patterns. Many children's songs have a simple sentence structure or sentence pattern that can become set in the mind of the learner. Songs could be used to reinforce questions taught in the classroom. The songs *Where is Thumbkin?*, *Hello, What's Your Name?*, and *Who is Wearing Red?* might be useful for practicing WH-question forms, for

example. Websites such as The Teacher's Guide (<http://www.theteachersguide.com/>) or NIEHS Kids' Pages (<http://kids.niehs.nih.gov/>) provide hundreds of children's songs with lyrics for teachers to use. The length of a phrase in a typical children's song is short and often uses simple conversational language. Murphey (1992) states that the pauses after each phrase are typically longer in comparison to the phrase itself, which can allow learners to process the language and shadow in real time. Again though, the teacher needs to take care when selecting a song because some songs have irregular sentence structures that are not typically used in English conversation. Culture. According to Jolly (1975), using songs can also give learners the opportunity to acquire a better understanding of the culture of the target language. Songs reflect culture; Shen states, "language and music are interwoven in songs to communicate cultural reality in a very unique way" (2009, p. 88). Although this is probably more applicable to songs for older learners, young learners can be given the opportunity to learn about seasonal or historical events in the target language through songs.

**Enjoyment.** Probably the most obvious advantage to using songs in the young learner classroom is that they are enjoyable. Most children enjoy singing and usually respond well to using songs in the classroom, but there are more significant benefits to using songs other than just being fun. First, songs can bring variety to the everyday classroom routine. This variety stimulates interest and attention, which can help maintain classroom motivation, thereby helping learners to reach higher levels of achievement. Secondly, songs, in particular choral singing, can help to create a relaxed and informal atmosphere that makes the classroom a nonthreatening environment. By reducing anxiety, songs can help increase student interest and motivate them to learn the target language. Students often think of songs as entertainment rather than study and therefore find learning English through songs fun and enjoyable.

**Limitations.** Although there are many reasons why songs can be considered a valuable teaching tool, there are some issues to consider. As mentioned above, the teacher needs to take care in selecting a suitable song for his or her class. The language,

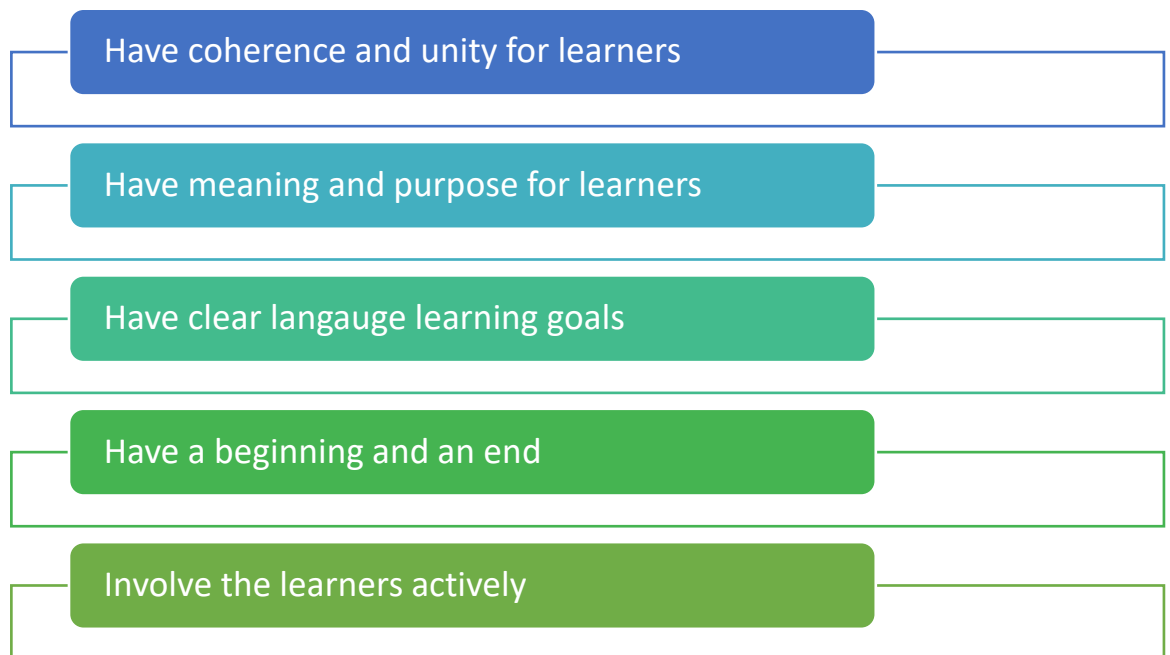
vocabulary, and sentence structure of some songs can be quite different from that used in spoken English (Richards, 1969, p. 163). For example, the children's song or nursery rhyme, Jack Be Nimble, is not likely to help the learner in the use of the be verb:

*Jack be nimble,  
Jack be quick,  
Jack jump over the candlestick.*

In addition, there are other difficulties placed on the teacher. To maintain variety in the classroom, the teacher needs a good repertoire of songs. Although young learners are happy to sing the same song on several occasions, interest in the same song can soon fade if the song is used too often. Some non-native English-speaking teachers may also worry about teaching the stress and timing of songs correctly, and are therefore probably more likely to only use certain songs that they feel comfortable with. Finally, Murphey (1992) points out that no matter how enjoyable or memorable, singing songs in itself will not teach anyone to use the language, and will not give students the ability to communicate in another language. The words in songs unfortunately do not transfer into use. Songs as Tasks One way to maximize the advantages and minimize some of the limitations mentioned above might be to develop songs into language learning tasks.

**Defining a Task.** Cameron defines an activity for young learners as “any kind of event that children participate in” (2001, p. 31), but adds, not all classroom activities can be classified as tasks. For an activity to be considered a task, it must have more carefully planned and structured events with learner participation as the fulcrum (Cameron, 1997, p. 346). Cameron provides “a list of defining features of task for use in teaching foreign languages to children” (2001, p. 31).

Classroom tasks for children learning a foreign language:



These defining features benefit the teacher because they provide a reference point when planning a lesson or analyzing a lesson plan; for researchers, it “provides a unit around which to develop an understanding of language learning and teaching processes” (Cameron, 1997, p. 346). In addition to these five features, Cameron (2001) reports that tasks for young learners should have three stages: preparation, core activity and follow up.

**Developing a Song into a Task.** *The Wheels on the Bus*, a popular children’s song often sung by children in the U.K., U.S., and Canada, is used here to illustrate how a song could be developed

The wheels on the bus go round and round,  
round and round,  
round and round.  
The wheels on the bus go round and round,  
all day long.

Figure 2. The lyrics to the first stanza of *The Wheels on the Bus*

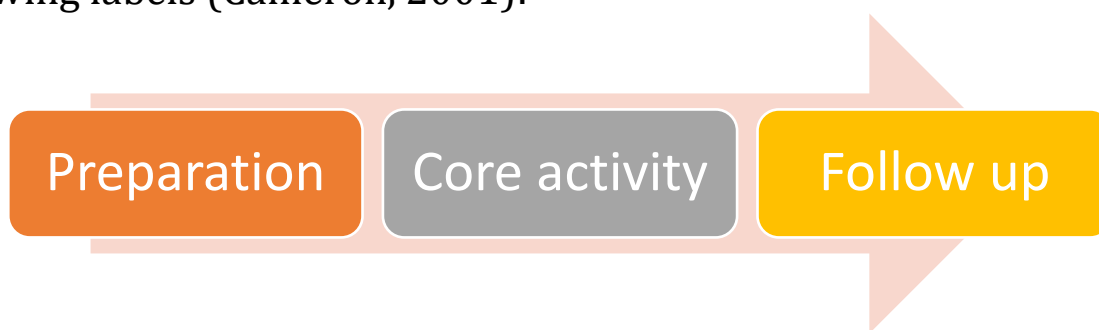
into a language learning task.

There are several reasons why this particular song might be suitable for language learning purposes. The lyrics of the song are made up of 11 monosyllabic words, many of which are repeated



several times. The phrases are short with relatively long pauses between each one and are comprised of simple vocabulary. The song also has a repetitive rhythm with a recurring beat that is similar to the stress patterns of spoken English.

**The Three Stages of a Song as a Task.** Cameron (1997, p. 347) states that classroom tasks for young learners have three stages that “once identified, can be analyzed, adapted, and expanded” and notes that “it has been common practice for many years to plan reading activities in three stages: pre-reading, reading and post-reading” (2001, p. 32). Cameron adds that this has been adapted for mainstream task-based learning by Skehan (1996, cited in Cameron, 2001) and adopts it herself with the following labels (Cameron, 2001):



Cameron argues that the core activity is central to the language learning task and without the core, the task would collapse. The preparation activities should help to prepare the students to complete the core activity successfully. This might include pre-teaching of language items or activating topic vocabulary. The follow-up stage then should build on the completion of the core activity (2001, p. 32).

**Preparation stage.** Given the goal of the task is singing the song in the core activity stage, it is useful to activate the vocabulary and to form basic sentence structures in the preparation stage. This could be done using a number of methods, depending on the resources available to the teacher or the size of class. One way of activating vocabulary might be to use a picture of a bus to elicit vocabulary and form basic sentence patterns. For example, the teacher pointing to the bus driver could ask, “Who is he?” Students reply, “A bus driver.” The teacher then asks, “What does the bus driver do?” Students reply, “The bus driver drives the bus.” The teacher might then point to the wheels and ask, “What are they?” Students reply, “They are wheels.” The teacher then could ask,

“What do the wheels do?” The students are encouraged to reply, “The wheels go round.” Of course this is only one option; the teacher may not have access to images to match the song and might want to ask the students to draw a picture. The pictures could be used to elicit vocabulary and practice the sentence structures used in the song. Regardless of how the teacher chooses to activate vocabulary and form sentence structures, the aim is that, at the end of the preparation stage, the students are ready to sing the song in the core stage.

**Core stage.** To involve the students and maximize interest, it would be advantageous to sing the song several times in the core, each time varying the pace or volume and having the students perform actions and sing along chorally. For example, the teacher could begin by asking the students to sing the word wheels at first, and have the students make a circle shape with their hands. Then the teacher could have the students turn around 360 degrees when singing round and round. **Follow-up stage.** The follow-up stage should attempt to build on the successful completion of the core stage. In other words, the students have sung the song and

now should be encouraged to use the vocabulary or sentence structures from the song. Again, this depends on the circumstances of the teacher. The follow-up stage could be used to develop written production, either through writing sentences or gap-fill activities, or oral production where the vocabulary learned is used in a

The **fish** in the sea goes swim, swim, swim,  
 swim, swim, swim,  
 swim, swim, swim.

The **fish** in the sea goes swim, swim, swim,  
 all day long.

The **lobster** in the sea goes pinch, pinch, pinch,  
 pinch, pinch, pinch,  
 pinch, pinch, pinch.

The **lobster** in the sea goes pinch, pinch, pinch,  
 all day long.

The **crab** in the sea goes click, click, click,  
 click, click, click,  
 click, click, click.

The **crab** in the sea goes click, click, click,  
 all day long.

The **octopus** in the sea goes wiggle, wiggle, wiggle,  
 wiggle, wiggle, wiggle,  
 wiggle, wiggle, wiggle.

The **octopus** in the sea goes wiggle, wiggle, wiggle,  
 all day long.

Figure 4. The modified lyrics from the song *The Wheels on the Bus* (adaptations bolded)

situational role-play.

**Maximizing the Potential of Songs.** Using songs as language learning tasks can help to maximize the potential of songs as teaching and language learning tools. As stated above, there are benefits to using songs in the classroom; however, more often than not, songs are used relatively ineffectively, often as activities between learning. It was stated above that no matter how enjoyable or memorable singing songs can be, singing songs in itself will not teach learners to use the language and will not give them the ability to communicate in another language. However, developing a song from an activity into a task with preparation, core, and follow-up stages might be one way to help transfer the words in a song into use and maximize the potential of songs as teaching and learning tools.

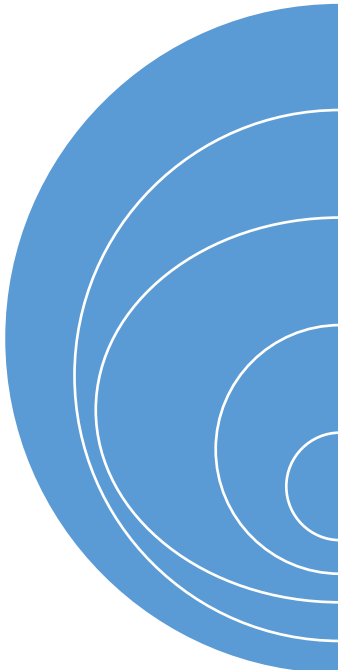
**Creating Original Songs.** There are thousands of children's songs; selecting, learning, and using a suitable song for a particular class or purpose can be a real challenge for language teachers. Some teachers do not have a huge repertoire of songs and therefore tend to sing the same set of songs or avoid using songs completely. It can also be challenging to select a song to fit in with the curriculum or language point to be taught. As mentioned above, care needs to be taken when selecting a song because the vocabulary and sentence structure of some children's songs can be quite different from that used in spoken English. With a little initiative and imagination, a children's song can easily be adapted. By slightly altering the vocabulary, grammar, or sentence structure whilst maintaining the original rhythm, a traditional song can be adapted to suit a particular theme or part of the curriculum. Below is an example that illustrates how this may be done.

By adapting the song in this way, the teacher has the advantage of being able to select a particular language feature and incorporate it into the song. This feature could be an item of vocabulary, syntax, phonology, or a simple conversational expression. This allows the teacher to incorporate more songs into a curriculum and save time searching for and learning new songs.

**Conclusion.** The first purpose in presenting this paper is to state a case for developing songs from activities into language

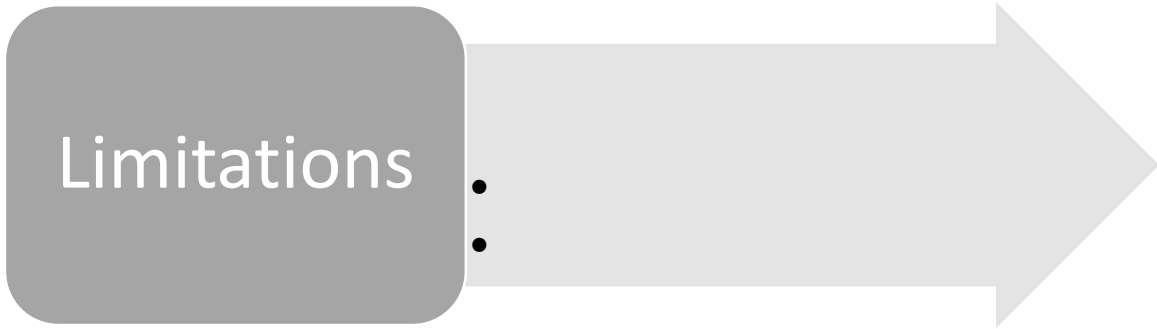
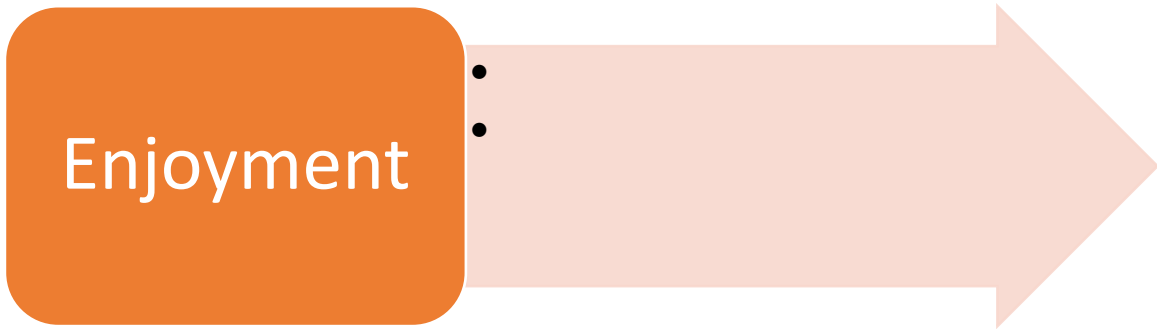
learning tasks. The second purpose is to highlight how, with a little initiative, teachers can adapt children’s songs to better suit their teaching goals. Songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable. Unfortunately, despite these advantages, simply singing songs will not teach learners how to communicate in another language. Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools. Adapting existing children’s songs is one method that teachers can use to increase their repertoire of songs, thus giving them more opportunity to use songs in their teaching contexts.

### Group 1

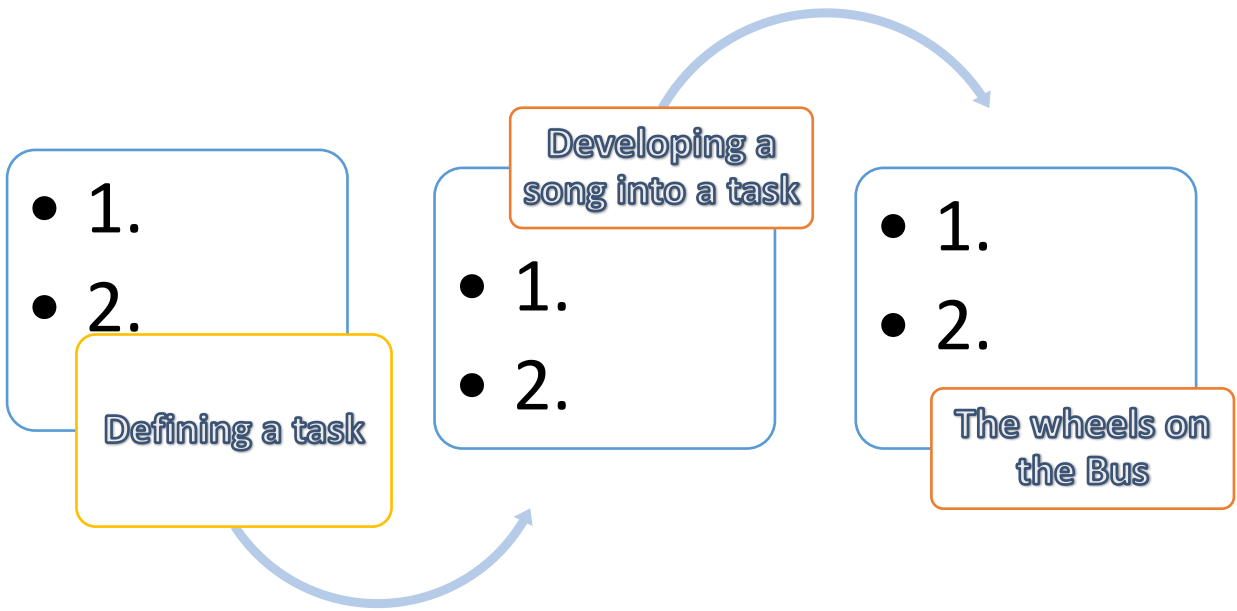


Songs as pedagogical tools	<ul style="list-style-type: none"> <li>• for teachers.....</li> <li>• for children.....</li> </ul>
Language skills	
Listening	<ul style="list-style-type: none"> <li>• Pursell.....</li> <li>• Murphey....</li> </ul>
Vocabulary	
Speaking	<ul style="list-style-type: none"> <li>• Richards.....</li> <li>• Ohata....</li> <li>• Moriya....</li> </ul>

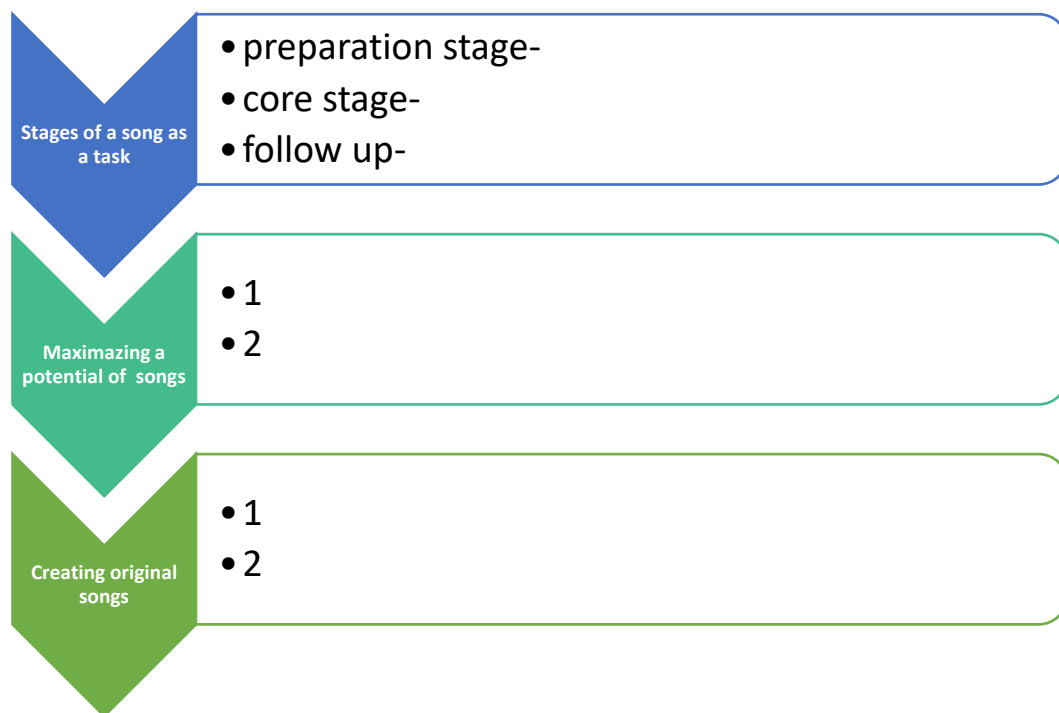
### Group 2



**Group 3**



**Group 4**



**Task 2. Design activities using the following songs. (CD)**

**Group 1.** Muffin Songs. Hello! Hello!  
**Group 2.** What do you want to be? Jobs song

**Group 3.** I like...  
**Group 4.** Healthy and unhealthy food

**USING GAMES WITH YOUNG LEARNERS**

**Task 3.** Read the following information in small groups and present it to the whole class.

**GROUP 1. WHY GAMES?**

Playing games is a natural part of childhood and growing up. It is the very natural way children explore the surrounding world and gain knowledge. Through games children are given real opportunities to discover and understand procedures and phenomena.



Lewis and Bedson (1999) argue that games not only increase motivation, they also represent the primary and most important way of learning in case of young language learners. They claim the following: "(...) for many children between four and twelve years,

especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children." The above assumption suggests that to be able to use English properly is not necessarily a motivational factor for young learners. They will probably not be enchanted by the fact that they will be able to use the present simple in English. However, by giving them enjoyment, playfulness and creativity that games can provide, we can motivate them to practice and produce language structures. Carol Read (2007) claims that "Games are the stuff of life in the primary classroom". She explains that games provide stimulation, variety, interest and motivation; they help to promote positive attitudes to language learning.

She adds that games encourage active participation and improve children's self-esteem and confidence<sup>43</sup>. Games are enjoyable and funny; however, they also develop a wide range of social skills. Children have to play a game according to a certain set of rules that they have to respect and follow, they have to interact with others to reach several goals, and they have to cooperate, make compromises and learn what fair play means. Games help young children improve their memory and concentration skills. It is very important that a game must be more than just entertaining.

Though it is significant to make the lesson funny, entertaining and motivating, a game should always be purposeful from the point of view of language learning. It should have a clearly recognizable objective, e.g. to practice a certain language structure, to revise certain areas of vocabulary, to improve speaking skills, etc.

## **GROUP 2. TYPES OF GAMES**

It is useful to keep in mind the different types of games as well as a variety of game objectives in order to make lessons colourful and effective. Lewis and Bedson distinguish between two basic types of games: 'rousers' and 'settlers'.

- **'Rousers'** – games that help children wake up. These are typically connected with movement. They also include games that contain the element of competition and guessing games.<sup>45</sup>
- **'Settlers'** – games that calm children down. Typical 'settlers' include art and craft activities, games that focus on listening and writing games. There are some types of board games that can be listed in this category. In addition to the above distinction, we can list further types of EFL games:
  - Movement games
  - Card games
  - Board games
  - Dice games
  - Drawing games
  - Guessing games
  - Role-play games
  - Singing and changing games
  - Team games
  - Word games

### **GROUP 3. TIPS FOR USING GAMES WITH YOUNG LEARNERS**

- Always make sure that children cannot hurt themselves or each other when playing a game. Pay attention to safety. Change the seating arrangement or move desks, if necessary.
- Introduce games only if you have established rapport and the children respect your authority. This helps prevent discipline problems and helps the teacher keep control. It is very important that children know their boundaries and do not start throwing objects, running up and down when playing a game.
- Each game should have clearly set and fair rules and a well-defined goal in advance. Children need guidance and assistance for playing and they need to know exactly how the game is played and what their tasks are.
- Vary competitive games with games that require cooperation. Competition is challenging for kids, however, they also need to learn how to cooperate with others in order to achieve a certain goal. The application of





the two types should be balanced.

- Make sure you have everything needed for the game. Get everything ready – preferably before the lesson starts and the children arrive. You can prepare everything on a desk. Searching for items in your bag may lead to discipline problems.
- Make sure that all the children are involved all the time.
- Give clear instructions and explain and demonstrate how the game works so that the children are not confused or misunderstand the rules.
- Teach children the language related to playing games and encourage them to use it while playing, e.g. dice, board, It's my turn. It's your turn.

#### **Task 4. Perform the following games to class.**

##### **Name games**

**Level** All Age 4-12 **Organization** whole class

**Aims** To introduce yourself and say your name; to give personal information; to create a positive socio-affective learning climate with a new class.

**Language focus** Greetings, *I'm .../My name's...*, personal information **Materials** *Essential:* none / *Optional:* a soft ball, a puppet **Procedure**

Use one or more of the following games when you start teaching a new class, to give the children an opportunity to introduce themselves and you an opportunity to learn their names.

##### **5.1a Roll the ball** (age 4-6)

Children sit in a circle on the floor. Say your name: *I'm...* Roll the ball to any child in the circle. Encourage them to say their name in the same way and roll the ball back to you. Repeat with different children in random order until everyone has said their name.

##### **5.1b Say hello to the puppet** (age 4-6)

Children sit in a circle on the floor. Move the puppet towards one child and say *Hello. I'm...* Encourage the child to respond *Hello,...* (naming the puppet). *I'm...* Repeat with different children in random order until everyone has said hello to the puppet.

##### **5.1c Silly puppet** (age 4-6)

Pretend the puppet has a bad memory and needs help to remember the children's names. Children supply the names and say *Silly puppet!* eg T: *Hello, um, um um...* P: *David! Silly...!* (naming

the puppet)

### **5.1d Clap the names** (age 4-8)

Children sit in a circle or stay at their desks. Clap twice using a strong, even rhythm and say *I'm ...*. Clap twice again and the next child says *I'm...*, keeping the rhythm. Continue round the class, getting the children to alternately clap twice and say their names in a rhythmic way until everyone has introduced themselves.

### **5.1e Throw the ball** (age 8-12)

Children stand in a circle. Say *I'm... What's your name?* and throw the ball to a child. That child then says their name, asks the question and throws the ball to another child, and so on, until everyone has introduced themselves. If children already know each other, miss out asking the question.

### **8. If Introductions chain** (age 8-12)

Children stand or sit in a circle. Say, eg *My name's... and I like... (dogs)*. Accompany this with a mime, eg pretending to stroke a dog. The child next to you says *This is... and she likes dogs*. (everyone joins in repeating the mime) *I'm... and I like football*, (and adds a mime of their own, eg kicking a ball). Continue in the same way round the circle, getting the children to repeat the sentences and mimes until everyone has introduced themselves. If a child can't remember what others have said, they say *Help!* rather than go out of the game and other children respond. If you have a large class, children can do the activity in two or three groups.

## **9. ASSESSING DIFFERENT-AGE GROUPS**

**Task 1. Read the article which introduces the topic of assessing young learners.**

As you read, answer the following questions:

- Young learners are divided into three age groups – what are they?
- What are the different ways to assess the three groups?
- Why is fun important for all ages?

***Assessing Young Learners***  
***Written by Gwendydd Caudwell***

Children are very different from adults. They need lots of attention, play and engagement, both at home and at school. So it's a good idea to include these things when we ask them to take a test.

By young learners, we usually mean children between the ages of five and seventeen. It's a very wide age range, so they don't all have the same qualities or behave in exactly the same ways. We can think of young learners in roughly three different age groups, five to eight, nine to twelve and thirteen and above. In each group, their way of thinking and speaking, their attention span and, of course, their behavior can be very different. All of this influences their performance in a language test and the kind of tasks that they like and can do.

Let's take a look at the five to eight year olds. Even in their first language, they are still learning about the world around them and to speak and write and get their grammar right. They're absorbing lots of new words even if they don't yet know how to put them into sentences. And they're a bit like parrots. They repeat everything you say. So, the words that they do know are a very good starting point to show how much they know in English. Just as they learnt these words through repetition, so they can show how much they know through speaking or even just pointing at a picture. For example, getting kids to shout out the word as you slowly reveal a picture can be really fun and they won't even know they are being tested. This is the ideal way to make them comfortable, so you can see how much they know. Apart from getting them to write individual words, it's probably not a good idea to try and test writing skills with this age group.

Between the ages of nine and twelve, a learner's vocabulary is growing quickly and they can understand and explain more complicated thoughts. At the same time, their world knowledge is growing and their attention span is increasing. But they still like to have fun and play games. So we mustn't forget to try and keep tasks fun and not too long. Their friends are becoming more important, so doing speaking activities with a friend can be a good idea. They could also do role plays like going shopping, writing a

shopping list first, and then asking for things in a shop. Copying the kinds of games children play everyday for your test, helps you to be sure that they are comfortable doing it, will have fun, and be motivated to do the test.

Teenagers are going through a lot of changes, which we sometimes forget. By now they are getting really interested in the world around them and like to learn about new cultures, new ideas and ways of life in different countries, so this is a good topic for reading or writing tasks. Friends are becoming even more important and sometimes talking to adults is a bit scary. So you might want to have a speaking test where they can talk in pairs or groups, rather than only to one adult. And as language development continues well into our thirties, there will still be lots of words that are unknown or confusing for teenagers. So the words tested at this age shouldn't be the same as those in a test for adults. Although by now they can use a higher level of English, it's still better if the test includes the kind of things they do at school. Also, they don't have as much life experience as adults, and can struggle to keep talking. So they still need more support than an adult to help them get through an activity. Each age group has different needs and speeds of development. But they all need to have some elements of fun and interest in a language test. Then, you can be sure you are helping them to show their knowledge to the very best of their ability.

## **Task 2. Assessing the four language skills**

We often think about assessing the four language skills – speaking, listening, reading, writing.

- Listen to Claire talking about the challenges of testing the four skills. Do her points reflect your experiences?

- Play the audio. (CD)

### **Answers.**

Claire mentioned that she finds it hard to think of interesting and age-appropriate tasks.

- She stated that she tended to use the same activities.
- She stated a desire to have tasks which integrated the four skills.

### **Task 3. Ways to assess young learners without using a test**

How can we assess young learners without giving them a test? How can we integrate assessment into classroom activity?

- Listen to Maria talking about approaches to classroom assessment. What are the four approaches mentioned?
- Play the audio. (CD)

**Answers.** Four approaches:

#### **Observations**

- Observation is non-intrusive and very flexible.
- Teachers can assess children in a variety of situations e.g. working alone, groups or pairs.
- Observation checklists can be created or found in coursebooks. (Pinter, 2006)

#### **Self-assessment**

- Children can be encouraged to assess themselves as part of a learner-centred approach.
- Read about how this teacher uses coursebook tests for self-assessment:

#### **Portfolio**

- A portfolio is a collection of a student's work. It can include a variety of work.
- A portfolio can be a physical folder or it can be digital.
- A digital portfolio allows children to include a wide range of materials.
- It is important for the children to understand the selection criteria.

#### **Project work**

- Project work can combine all four language skills. It can be motivating for weaker students because of the opportunity to learn from classmates.
- At the same time it can motivate stronger learners as they have a chance to display knowledge and skills.

**Task 4. Independent study. Read the following article and discuss it with your group members.**

*Ongoing assessment – fun not fear!*

*Author: Jenny Bedwell, British Council, Spain*

In my experience of teaching juniors (6-11) and seniors (11-



16) I have found that there is a notable difference in their attitudes to assessment. For example, the older age group are much more likely to anticipate a forthcoming test with nervousness and dread, whereas the younger learners display a certain amount

of excitement and even pleasure at the prospect of being able to show off what they have learnt. I suppose this is not so surprising when we consider the fact that the outcome of senior tests are likely to have more serious consequences with the added pressure of parent and teacher expectations.

- Overall assessment
- Formative assessment
- Examples
- Results
- Summary

**Overall assessment.** Another reason for the difference is perhaps the type of assessment that we, as teachers, often administer to juniors and seniors. Whereas the younger learners are usually assessed in a non-threatening, enjoyable environment; working in groups to demonstrate their collective ability, seniors are more likely to experience assessment carried out individually where they are expected to reproduce discrete language items from memory. This more formal type of testing would probably occur at the end of a semester or academic year and the results then used to write a school report and to determine where the student is placed the following year. This is known as overall assessment or summative assessment, which may provide straightforward results for teachers to analyse, but does not necessarily provide a clear picture of an individual's overall progress or even their full potential, especially if they are hindered by the fear factor of physically sitting a test.

**Formative assessment.** The alternative type of testing is referred to as ongoing or formative assessment and as well as providing a more positive experience for learners it can also be invaluable for

us as teachers, to see if our lesson aims have been fulfilled and our overall objectives have been met. It can also help us to assess student strengths and weaknesses and give us a strong indication as to which type of activities students like and dislike.

### **Examples**

Here is an example of ongoing assessment, which I carried out with a group of 8-9 year old Portuguese learners in their second year of learning English. We were using a coursebook and at the end of each module students were required to complete an evaluation sheet that was divided into 4 parts.

Part 1 - A series of 5 or 6 tasks to demonstrate the skills and language they had just learnt. These tasks were generally completed in pairs or small groups and would vary in type; matching exercises, sentence ordering, gap-fills, songs, miming actions, reading comprehension, labelling diagrams, describing pictures, performing mini dialogues etc. The important thing was not to repeat the same task-type that the students had completed in the module so that they were demonstrating their understanding of the language, not from memory alone, but by their ability to manipulate it in a different way. After completing the task students coloured in one of three related icons to demonstrate how well they had performed.

- One icon = quite well
- Two icons = well
- Three icons = very well

Part 2 - A list of statements referring to students' general behaviour and overall class participation. These statements were presented in a chart that students coloured in according to how well they rated their own performance. For example:

	<b>Never</b>	<b>Sometimes</b>	<b>Always</b>
I speak to the teacher in English			
I do my homework			
I try to speak to my friends in English			
I work well on my own			

Part 3 - A simple self-reflection task to show how much the students enjoyed the activities in the coursebook module. Again, they coloured in one of three simple face icons.

- Sadface = didn't enjoy it
- Neutralface = it was ok
- Smileyface = enjoyed it

Part 4 - A separate box for the teacher to write his/her own comments. Also, a box for parents to sign, as students were expected to take the evaluation sheet home to display as part of their ongoing portfolio of work.

### **Results**

I found that the students really looked forward to these assessment lessons and were very proud of their completed evaluation sheets. Surprisingly, even at this age, they were able to self-reflect quite openly and honestly and did not automatically give themselves the maximum award if they felt it was undeserved. Sometimes, though, it was necessary for me to intervene if students were colouring in 3 pictures when they had clearly struggled to complete the task.

The opportunity to complete the tasks in pairs or small groups removed the pressure of being individually tested and added an enjoyable element to the assessment process. Clearly, there is also a necessity for students to be able to work independently, which is why students are asked to reflect on their ability to work alone in Part 2. If desired, an individual task could easily be included in the assessment to distinguish the stronger students from the weaker ones.

### **Summary**

Overall, I think this type of ongoing assessment is effective not only in recycling and revising language but also in encouraging younger learners to be aware of their own abilities and needs and to perceive assessment as a positive experience.

As far as teachers are concerned, it is also an excellent way of monitoring student progress on a regular basis and discovering which activities students respond to more favorably. This is invaluable information when planning future lessons to suit the learning styles within the group as well as pinpointing which language areas and which skills need developing further.



Finally, I think ongoing assessment works best when it is combined with an element of overall assessment, particularly with seniors, who are perhaps more motivated by the opportunity to display their individual knowledge as well as their ability to work as a group. Personally, I find the productive skills, speaking and writing, which require a process of drafting and editing, are better suited to formative assessment, whereas the receptive skills, listening and reading, can be effectively tested using summative assessment methods. In this way learners benefit from the social, co-operative skills required for group work but also have the opportunity to demonstrate their individual potential.

## **10. CREATING AND DESIGNING TEACHING MATERIALS FOR DIFFERENT AGES**

**Task 1. Discuss the following questions within your group.**

1. Do you think it is necessary to choose materials according to their ages?
2. What factors should we consider while choosing or adapting materials for different age groups?

**Task 2. Read the following article and compare your ideas with another group using Venn diagram.**

### **USING MATERIALS AIMED AT OLDER STUDENTS WITH YOUNGER STUDENTS**

**Jo Budden**

In the world of young learners, we often find that students' linguistic ability is way beyond the typical course book that is designed for their age. Therefore, some adaptation is often necessary. To give an example, I am currently teaching a group of 11-15 year olds on a First Certificate (upper-intermediate) level course. We are using a course book designed for older teenagers and adults so adaptation is an important part of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore they needed a lot of support. After looking at several models of formal letters, we turned to the task in the book that was a letter to complain

about the service received from a tour operator on a recent holiday. This was obviously something they would be very unlikely to do even in their own language. However, I knew that some of the students had recently gone to a concert and had been disappointed by the performance. So, using those students, we adapted the task together. I asked the students what had been disappointing about the show and we made a list. These points became the content of the task. The functional language of complaining was the same but the task became more alive as it was more personal and closer to the students' own experiences. Speaking activities may often need adapting too. The job interview could become the interview to get onto a summer course or to help out at a scout camp.

Questions to consider when preparing your lessons:

- Will the students know anything about the topic?
- If not, how can I introduce the topic?
- Will the students be interested in the topic?
- If not, how can I make it more interesting and bring it to life?
- What support will the students need to tackle the task?

### **USING MATERIALS AIMED AT YOUNGER STUDENTS WITH OLDER STUDENTS**

If you find yourself using material that is aimed at younger students with older students you have to be careful. Teenagers especially can find it insulting to be presented with childish material when they believe they are ready for something more grown up. If you can't find more appropriate material then use what you have as a starting point. Games and fun activities that work well with young learners often work equally well with older teenagers or adults. If you explain the reason for the game or activity and make it clear what the students are practising by playing it, then most students tend to respond positively. Older students will quickly suss you out if you're just killing time and there's no real point to the activity. I recently played word formation bingo with a group of adults and was amazed that they got really excited and competitive and were all trying to win so they could become 'Bingo King' or 'Bingo Queen' for the next round. After a hard day at work I think they enjoyed the chance to

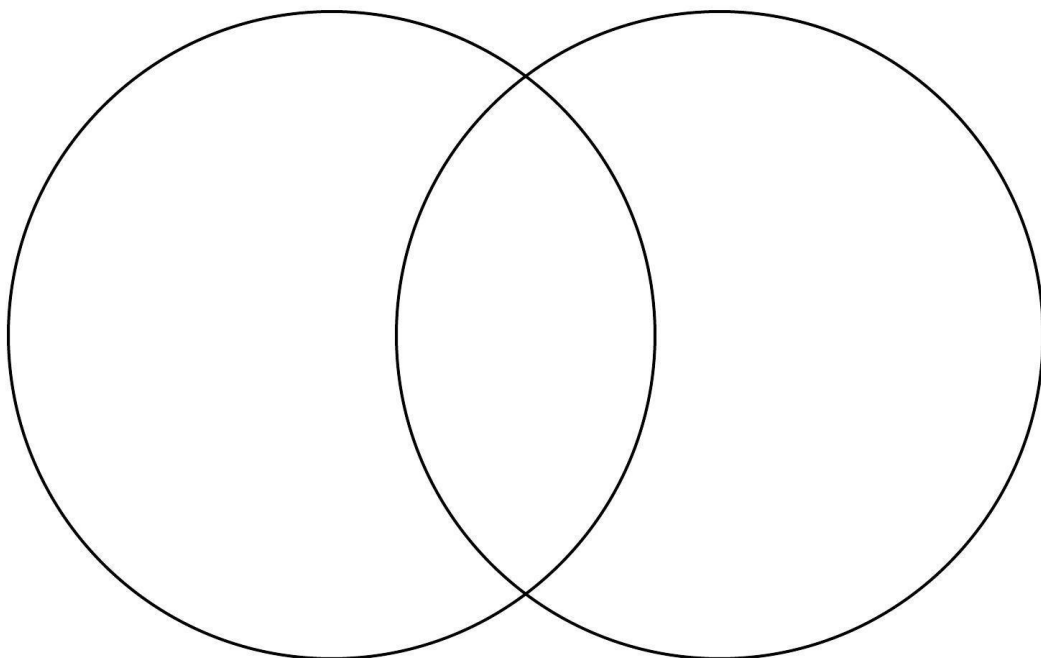
revert to their childhood for twenty minutes!

Questions to consider when preparing your lessons:

- Is the activity appropriate for the age group?
- If not, how will I bridge the gap?
- What's the point of the activity?
- What will students be learning?
- Should I explain to the students why we're doing the activity?

The main thing to bear in mind with any adaptation of materials is how you can personalise the task and make it more relevant to the learner. If you are clear about why you are using certain material and what your objectives are then students should feel happy with the activity as they'll be able to see the point of it. Take time to chat to your students and find out what they do in their free time and what they are interested in. By doing this you will be able to find more material based on topics they're interested in.

**Task 3. Read the following tips for teaching different age**



**groups and present ideas to the whole group.**

### **Group 1. Tips for Teaching English to Children.**

Small children don't have a driving motivation to learn languages. Their attention is fueled by curiosity and imagination. Anything and everything is potentially interesting to a younger child. It takes a lot of energy to teach them, especially full time over the



course of a week, but it might be an ideal job for you if you're creative and enthusiastic. Here are some things to keep in mind when teaching children.

### **1. Keep the momentum moving**

Classes with children don't run on autopilot, and you're less likely to have to follow a set curriculum than you are when teaching older kids. It may even be up to you to plan your classes from scratch.

If a group of 6-year-olds doesn't have something to do, don't expect them to sit quietly like angels and wait until you're ready. That's why it's important to always have your materials prepared before class and have backup lessons at hand for times when Plan A takes a nosedive.

### **2. Don't over-correct**

Young children learn English just as they learned their native language: through experience and interaction. They aren't consciously studying structure and grammar rules, so keep your corrections natural. If they make a mistake, just repeat back the correct sentence. For example, if your student says, "He goed to the park," you could respond, "Yes, he goes to the park."

### **3. Movement and activity is key**

Not only is movement and activity a part of childhood, but it actually helps the learning process and keeps students involved in your lessons. In your classroom, try games like "Simon Says", or pass around a ball and have each student answer a question when they catch it.

### **4. Use songs & flashcards**

Think back to your high school language classes. I'm sure we all remember the words to at least one catchy song, even if we still can't give directions or order food to save our lives! Music is powerful, and fun songs will keep your students engaged and help them pick-up new vocabulary.

Similarly, some students are visual learners, especially younger kids who aren't fully literate in their own languages, let alone a second. Holding up or pinning colorful flashcards to the board while learning vocab is ideal for helping them remember words.

### **5. Remember classroom management**

You may be working alongside a local teacher who is more responsible for the **classroom management** side of teaching or you might have to go it alone. Either way, a big part of teaching young kids is managing their behavior.

Using a consistent “quiet signal” is an effective way to manage a big group (and groups will often be big, especially in public schools). A good signal is clapping three times, having students repeat the rhythm back and falling silent after they’ve finished. Other teachers will use a hand signal which they’ll hold up until all students are quiet and making the same sign. No matter what happens, never shout over them. Raising your voice to get their attention can make them used to talking over you, so stay calm.

## **6. Don’t try to be a rockstar**

One of the biggest complaints I heard through the ESL teaching grapevine in Japan was Japanese teachers of English who resented foreign teachers who played the “rockstar” card. For young kids, having a foreigner lead their class is interesting and exciting, especially if it doesn’t happen very often, such as once a week or even just once a term. It’s easy for kids to get whipped up into an exciting English-teaching frenzy, and some teachers encourage that because they think it means their students are engaged and motivated.

If you want to have a good relationship with your local teachers, it might be a good idea to put yourself in their position. They have to teach their students for the rest of the day, or week, when you’re not there. They have to be the disciplinarian and teach things that might seem a bit more “boring” than English. They do their best to keep energy levels at a manageable level so that everyone can learn (and hear each other). The noise from lessons with rockstar English teachers can reverberate around the school and excite students for the rest of the day.

We’re not saying to avoid having fun! Quite the opposite. But it’s a good idea to mix quiet, individual activities into your lessons, too.

### **Group 2. Tips for Teaching English to Teenagers**

Older children, such as junior high and high school students, can be more difficult to excite. They will often be studying English because they have to, either because it’s a requirement at school



or because their parents want them to excel with extracurricular lessons. They don't necessarily have the inherent curiosity of a younger child, but they also don't have the motivation and discipline of an adult learner. Cultural factors also play into

this, as in some cultures it's not 'cool' or acceptable to be too talkative or inquisitive, while in others it's the opposite. Your biggest challenge will be planning activities that engage everyone.

### **1. Their interests are key**

Let's face it - many teens are self-centered (in the best possible way!) They're more likely to be motivated when the lesson comes back to them and their interests. A great tactic is to do a survey at the beginning of term, or at the beginning of your block of lessons, to gauge your students' interests. Whatever their interests (which are likely to revolve around sports, movies, celebrities, pop culture, and current events), you can build them into your future lessons.

### **2. Hone your empathy**

Academic stress. Crushes. Self-consciousness. Peer and parental pressure. There are a lot of moving parts here. The best thing you can do is to create a comfortable classroom for your teens. Be especially aware of the kinds of activities you plan — yes, you want to challenge them, but don't continually put students on the spot in front of their peers. Self-consciousness flourishes now, and speaking English in front of their peers can compound these feelings.

### **3. Create a strong rapport**

It's surprising how something as simple as asking a student how their day is going can open up so much. It breaks down this invisible barrier. Talk with them after class if you notice they're lingering at your desk, or say hi in the halls, perhaps giving them the chance to casually practice a phrase or two you learned in class. Depending on your country's social norms, if you can comfortably make these friendly, personal connections then go for it!

#### 4. Work creatively with the curriculum

Most teens in a school setting, or studying after class, will be learning English with some type of exam as an end goal. Depending on the country you're teaching in, you may have a rigid curriculum you have to follow (as I did when teaching in Japan). If so, diverging from it too far will not be a good idea because the students will be tested on very specific things, and failing to teach those things could cause problems for them.

But, there are ways you can make even dry textbooks fun. Have students act out the dialogues rather than you repeating them like a human tape recorder. Find songs and videos and pictures that are related to the curriculum to help students cement new words and concepts in their minds.

#### Group 3. Tips for Teaching English to Adults

Adults have more varying levels, needs, and difficulties when it comes to learning a new language. Around puberty, the natural ability to pick up a second language drops, and continues to do so as we get older (although it's not all bad news for adult learners - **we have some advantages**, too).



Adults must deliberately and consciously learn a language to gain proficiency or fluency. If you're teaching adults who are absolute beginners and have no previous experience or exposure to English, this can be a big challenge for them. Even adults with previous exposure can easily forget what they've learned, struggle with grammatical concepts that are different from their native tongue, and feel more self-conscious or embarrassed about their skills and progress. Adults also have very specific, but diverse, **reasons for learning English**. They might be preparing for university abroad, trying to gain a new skill for their career at home, or planning on immigrating to an English-speaking country. ESL teachers will often teach in private language schools, and you may have a mix of reasons for studying English within the same class. The role of the teacher will become more strategic than teaching kids, and you'll need to closely monitor your students' progress to help them reach their specific goals.

## **1. Never equate language ability with intelligence**

If your student is struggling to understand something you think is a simple concept, make sure you're responding with patience and respect. Your tone, body language, and actions will all reveal your attitude. Students pick up on this, no matter how little English they know. Remember, learning English is just one slice of their life, and even though you have more skills in this area, they may have more professional and life experience than you do. Stay humble and respectful.

## **2. Teach casual language and idioms**

Many students are interested in getting practice with everyday, colloquial phrases. This kind of language, ever-changing, can't be taught in textbooks, and many adults need it for professional (and personal) situations. If you're teaching business English, for example, make it a point to practice common workplace phrases, such as "on the ball" and "kept under wraps."

## **3. Use age-appropriate activities**

Even if your adult students are basic beginners, make sure your lessons are relevant to their lives. Using children's storybooks or songs, while simple and effective, may appear condescending to them. (And, in fact, kids' books designed for native speakers of English can have some difficult and obscure vocabulary that adult learners probably don't need to know).

Instead, plan your lessons around their present goals, such as how to fill out a job application, prepare for a citizenship test, or practice interview questions for a new job.

## **4. Provide detailed and encouraging feedback**

Encouragement is paramount with adults. They may be easily discouraged if they struggle or take a long time to remember something. Before beginning to teach, get a clear picture of your students' language level, and use what they already know to help build their confidence. From there, you can start adding new language, and they'll feel better knowing they have a foundation to stand on. Avoid going into your ESL teaching job with a "one size fits all" mindset. Whichever age group you teach, you can't go wrong with a **solid lesson plan**, patience, and an understanding of your students' goals and needs. Take your job seriously and your students will too!



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## CONTENTS

Сўз боши .....	3
1. Psychophysiological features of language learners of different ages.....	4
2. The process of teaching english to different ages.....	14
3. The role of a teacher in teaching efl to different ages and classroom adaptation .....	19
4. The principles of teaching different ages .....	25
5. Planning lessons for teaching different age learners .....	35
6. Choosing appropriate methods in teaching different ages.....	41
Teaching different age groups: what works and what does not? .	41
7. Specific features of teaching adults .....	50
8. Using games, songs and stories effectively in teaching youngsters and teenagers.....	59
9. Assessing different-age groups .....	74
10. Creating and designing teaching materials for different ages	81
References.....	89



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(Turli yoshdagilarga chet tilini o`qitish)**

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