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ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
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Сучасні філологічні і методичні студії: проблематика і перспективи

Матеріали

Міжнародної науково-практичної конференції
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METHODS OF TEACHING ENGLISH TO SENIOR LEARNERS

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There is no doubt that more and more adults start to learn foreign languages nowadays. Older people are not an exception. Senior learners attend language schools, third-age universities, or have individual lessons. They can be a part of inter-generational or third-age groups.

Older learners learn a foreign language for numerous reasons. Some of them include: travelling, a way of spending free time, memory development, maintain their intellectual abilities, having contact with other people, realizing learning languages is a must in a multicultural and multilingual world, having family abroad, learning about other cultures, because it was learnt in the past (Gabrys-Barker, 2020, 164).

There are a few features which should be considered while teaching adults as well as senior learners:

- adults are usually highly-motivated;
- adults have a pragmatic approach to learning, they only learn what they need to learn;
- adults learn while doing, they want to use new knowledge immediately;
- problem-oriented approach should be implemented;
- learners' experience should be considered, relied on and used;
- learning should be informal;
- various methods and techniques should be used providing multisensory perception;
- assessment as well as competitiveness should be avoided (Яблоков, 2018, cc. 6-7).

When working with senior learners psychological and physiological features should be considered. Older learners may have age-related problems. They often have

problems with vision and hearing, difficulties recognizing and producing sounds. Some learners have poorer memory, lower cognitive abilities, and longer reaction time. Seniors may find it difficult to move about the classroom. Some older learners have chronological diseases.

They also come from different background; have different experience of previous learning. Learners' needs and interest vary, too. As D. Gabrys-Barker points out older learners represent a very heterogeneous group as individual differences increase with age and have an impact on learners' being open to new learning situations and their success (Gabrys-Barker, 2020, p. 161).

It should be pointed out that older learners are usually highly-motivated and responsible.

Scholars agree that when teaching older students student-centered, individual approach should be applied (Kaceti, Klimova, 2021, p. 6).

Learning should be conducted in an informal setting. A teacher should create a positive friendly atmosphere. A teacher's task is to make classes enjoyable and beneficial. There should be rapport between a teacher and older learners.

During the first lessons a teacher should conduct the detailed analysis of students' aims, needs, interests and learning preferences.

Teaching methods should incorporate real-life experience and provide relevant content. When teaching older students communicative approach should be used. Both receptive (listening and reading) and productive (speaking and writing) skills should be developed.

It is important for a teacher to adapt teaching style and teaching materials to meet senior learners' needs. Relevant topics should be chosen.

Special attention should be paid to the selection of a coursebook. It should help to systematize the process of learning and provide the opportunity for self-study, practicing and repetition. It is important to pay attention to the colour and font of the coursebook, the way tasks are given, their gradation. A coursebook should contain clear instructions.

There is no pressure to follow the syllabus and the teachers are free to adjust the pace of learning, the quality of input and the length of exposure.

Unlike younger learners, older learners prefer the activities they know well from their past experience. It might be risky to apply new approaches to teaching older learners. Moreover, research has proven that older learners prefer grammar-translation method (Gabrys-Barker, 2020, p. 166). Many researchers claim that senior learners mostly benefit from using their native language in class (Ivashko, 2018, p. 85).

As older learners might have problems with vision a teacher should pay special attention to the light in the classroom, place senior learners closer to the whiteboard, write in big letters, supplement audio-materials with scripts. Visual materials should include flashcards, pictures, realia. It is better to use multisensory presentation.

As to listening comprehension exercises, a teacher ought to adjust volume during listening, repeat more the recording than two times. A teacher should speak loudly and clearly in class, be able to slow down if necessary. Shorter sentences

which correspond to students' level should be used. Outside noise should be eliminated.

As D. Gabrys-Barker states drilling exercises and a lot of repetition are among the major techniques used when teaching foreign languages to senior students (Gabrys-Barker, 2020, p. 166).

Material should be provided in smaller blocks with a lot of repetitions. More time for doing tasks should be provided. Competitive activities should be avoided.

As far as teaching vocabulary is concerned the following activities are beneficial: mind maps, spaced revision, jeopardy, half crossword, using cognates, working with affixes (Ivashko, 2018, pp. 86-87).

When teaching senior learners special emphasis should be laid on memorization techniques and teaching learning strategies to students to facilitate learning (Ivashko, 2018, p. 87).

Teachers should be careful with assessment and error correction, avoid timed tests.

Teaching foreign languages to senior students should be based on the principles of adult education and learners' psychological and physiological abilities. Communicative approach should be used. Both productive and receptive skills should be developed. Education materials and vocabulary ought to embrace everyday situations. Various techniques can be used. Teachers should provide support for learners.

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ВИКОРИСТАННЯ КОНТЕКСТНОГО НАВЧАННЯ ДЛЯ ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ПЕРЕКЛАДАЧІВ

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У закладах вищої освіти України іноземна мова є обов'язковим компонентом професійної підготовки майбутніх спеціалістів. Навчання