

A photograph of a college football game. In the center, a player in a dark blue jersey with "NAVY" in green letters and gold pants is running with the ball. He is wearing a gold helmet with "NAVY" on the face mask. He is being tackled by two players in white jerseys with red numbers and red helmets. One player's jersey has "RUTGERS" visible, and another has "GIRARDI". The word "WayScience" is overlaid in large blue letters with an orange underline.

WayScience

III Міжнародна науково-практична
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«Сучасний рух науки»



III Міжнародна науково-практична
інтернет-конференція

«Сучасний рух науки»

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FEATURES OF TEACHING A FOREIGN LANGUAGE IN A MULTI-AGED GROUP UNDER THE CONDITIONS OF LANGUAGE SCHOOLS

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Considering the tendencies of Ukraine's European integration, learning foreign languages in Ukraine is becoming more and more popular among people of all ages and social backgrounds. Foreign languages are taught at higher educational institutions, during advanced training courses, in foreign language schools, under the conditions of corporate education, in universities of the third age.

The peculiarities of any educational process organization are determined by features of the audience as well as by the purpose, content and conditions of learning. It often happens that the language school audience contains high-school pupils, students of higher educational establishments and adult learners.

Lots of Ukrainian and foreign scholars such as R. Bezliudnyi, Yu. Dehtiarova, I. Hirenko, I. Koval, Yu. Kolisnyk, N. Maiier, Yu. Pavlovska dealt with different aspects of foreign language teaching in higher educational establishments. Works by N. Hordiienko, Yu. Laptinova, R. Milrud, I. Shestopalova are devoted to teaching English in heterogeneous groups of students. Scientists V. Burenko, O. Hladkova, T. Hryhorieva, T. Polshyna, Ye. Semenova, O. Shcherbyna, O. Shum, D. Starkova, V. Tylets, R. Yefymova described features of working with adult learners. Research works by A. Kalinina, G. Nizkodubov, R. Presner, O. Tarnopolskyi touch upon various aspects of organization and methods of teaching English in language schools. But, unfortunately, none of the works mentioned above deals with teaching foreign languages in multi-aged groups of learners.

Language schools possess typical features of any other educational system. They are: an organized structure which provides for the process of education; specific curricula and programmes as well as textbooks and manuals; the process of education which combines different forms and methods of learning; the same people in the audience; teachers or instructors that ensure curriculum realization [1].

Most language school nowadays teach general English and prepare for various kinds of examinations (TOEFL, PET, FCE, CAE, CPA, IELTS, etc.). They also provide educational services for corporate clients. Some schools teach Business English or other kinds of English for specific purposes. Most schools also have speaking clubs, video clubs, drama clubs, speech clubs, etc. to enhance their students' knowledge and improve language skills. The most widespread method used in language schools is communicative approach. It is sometimes supplemented with other traditional and modern methods (translation methods, TPR, Suggestopedia, TBL approach, TTT approach, PPP and ESA teaching methods). Most language

schools use coursebooks and resources designed by Cambridge, Oxford, Express Publishing. Some schools develop their own manuals.

The purpose of any language school is to provide knowledge to meet the needs of their clients. The curriculum can be devised for a particular group.

The language school education process organization requires considering its psychological and pedagogical components. A student (a learner) is the subject of education. He or she is an individual personality characterized by individual and age-related features which must be considered by a teacher. A teacher has to organize the process of education in a language school in such a way that all the students feel comfortable and have a strong desire to learn.

Students' age is a major factor in our deciding what and how to teach. Students of different ages have different needs, abilities, competences, experience, etc. Let's consider some characteristics of adolescents and adult learners who are often found in the same group of learners in a language school. It is often described in scientific literature that adolescence is the search for individual identity, and that this search provides the key challenge for this group [3]. Peer approval is very important for this type of learners. Teenagers are often prone to disruptive behavior. They may push teachers to the limit. Yet, they feel even happier if the teacher manages to control them. If a teenager is interested in what he / she is doing, he/she exposes a great learning capacity, a strong potential for creativity, and a great commitment to things which interest him / her. A teacher's major task is to keep such type of learners engaged and provide them with the material which is relevant and important to them. A teacher must also be conscious of teenagers' needs for identity. Teenagers are not considered to be self-regulated enough. They often lack motivation. They are often seen postponing doing some tasks. Teenagers don't have strong time-management habits. A teacher should pay special attention to managing this kind of learners within a multi-aged group. Adult learners are usually very motivated. They have a strong desire to practice what they have learnt in real life. Adult learners have a whole range of life and learning experiences to rely on. They are well-organized and disciplined. They can perform the most boring tasks. Adults can engage with abstract thought [3].

Having a lot of precious learning experience, adult learners can be critical of teaching methods. Considering certain features of second language acquisition, adult learners have some advantages over younger ones. Adults have a better understanding of a structure of a language. Nervous cells, which are responsible for semantic analysis and grammar comprehension develop in accordance with a person's getting older. An adult usually has a number of techniques which facilitate memorization. Young people are open to new ideas, they master vocabulary fast enough. They have good imitation abilities.

However, a teacher should keep in mind some psychological barriers characteristic of adult learners. Adults don't always like being students again, especially if there are young people in the same group. Adult learners are often afraid of making mistakes, they sometimes lack self-confidence. Some of adult learners might have had previous negative learning experience. They don't like being accessed. Moreover, adults often combine work with studies. They might have problems finding time for doing homework, facilitating the received knowledge.

An English language teacher working with a multi-aged group of learners has to organize an educational and learning process in a group taking into account learners' individual and psychological features. One of the requirements for a teacher is his / her being prepared for working in such a group [2].

When teaching a multi-aged group a teacher must make use of various teaching methods and techniques. He / she should be creative. One communicative situation should be used in various contexts. A teacher's special attention should be paid to finding supplementary resource material for classes. It's beyond doubt that the processes of learning a language will be more productive if a learner uses several senses while perceiving information. A teacher should use different forms of learners' work: individual work, pair-work, group work. A teacher should be able to sustain students' motivation.

Considering individual and psychological features of learners of different ages, the purpose of language learning and organizational-pedagogical conditions of teaching in language schools, we distinguish the following principles of teaching

multi-aged groups of learners: being aware of learners' needs and learning strategies, keeping students motivated; being able to build learners' confidence and develop their learning potential, rational time-allocation, being able to present a language as a system of related elements; using various methods and techniques; finding engaging learning material; a teacher's adequate reaction to disruptive behavior in class; using different kinds of group work based on learners' previous experience; avoiding the use of mother tongue; increasing professional level; finding about new approaches to education.

Due to Ukraine's Euro-integration tendencies, changes in political, economic social and cultural life, more and more people realize the importance of learning foreign languages. They often go to language schools to gain or improve their knowledge. The task of any language school is to satisfy learners' needs and to meet their expectations. Learners are usually put to groups according to their level of language knowledge. Age is not taken into account. That is why there might be teenagers, adults as well as senior learners in the same classroom. In order to satisfy all needs of a multi-aged group a teacher must be ready to work with such an audience, to have some experience, to have basic knowledge of developmental and pedagogical psychology, to be aware of traditional as well as modern teaching methods and techniques, to be creative.

The perspectives for further research are developing a model for professional preparation of teachers for working in a multi-aged group of learners.

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